What influences purchase intention and how influence strategy moderates response? A study of Urban Indian Teenagers

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Abstract
Growing exposure of teenagers to consumerism has stirred marketers' interest in the promising segment. This paper aims to bridge the gap with respect to understanding purchase behaviour and role of strategies teenagers use to influence parent response. It explores social and media dimensions influencing teenagers' purchase intention, unfurling the role of influence strategy in getting perceived parents' response. Subsequently, a conceptual model has been proposed and tested using confirmatory factor analysis and SEM. From a dataset of 620 teenagers, it has been found that teachers, peer, siblings and social media greatly influence teenager's purchase intention. Influence strategy moderates the relationship between purchase intention and perceived parents' response. Outcomes of the study will assist researchers and marketers to answer questions pertaining to their behaviour as consumers and to draw inferences about their preferences, and accurately predict their future choice behaviour.

Keywords- Teenagers, Purchase intention, Social influence, Media influence, Influence strategy

Introduction

Relationships between parents and children have reached a point where no previous generation could have imagined. Parenting teenagers in the age of screens and technology is much harder than ever before (Pew research, 2020). The scale and vividness of interaction between the two also has reached a new height (Sabino, 2002). In the landscape of increased interaction, a recent study conducted by Yale Child centre revealed the inevitability of parent-teen conflict (Yale CRC, 2020). Nevertheless, family dynamics have changed significantly in recent years, thereby demanding attention to consider this new reality (Pettigrew et al., 2016; Gram, 2015; Flurry, 2007). In addition, children are spending ever-increasing amounts of time using media (Wisenblit et al., 2013), also as sources of information that extend beyond the family unit (O'Keeffe and Clarke Pearson, 2011). Hard pressed with time, parents have nurtured children to become independent as well as liberated with respect to decision-making. Moreover, an independent family set-up and the non-interventionist position in the decision making, have given teenagers, enough freedom to express their preferences. As a consequence, children have become well-informed, and are therefore advantageously well-prepared in terms of communicating, striving towards and ultimately claiming their say in decision-making. Children have received more responsibilities and more direct-purchasing power (Greninger, 2017, para 2). In addition to the development of teenager's cognitive and socialization skills, an emerging consumer culture has warranted a keen glance at this new generation who are capable of taking independent shopping decisions but lack the financial powers. As stated by Kerrane and Hogg (2011), research over the past years has established adolescents role in purchase decisions. To pursue their intentions, teenagers use influence strategies in order to solicit a favourable response. However, the relative impact varies due to several reasons (Geuens et al. 2002).

The older lot among children is popularly known as teenagers (children between thirteen and nineteen). There is substantial academic research on the influence pertaining to purchase decision-making (Kerrane et al., 2012; Beaty and Talpade, 1994) and adolescent consumer socialization (Kim et al., 2015). Teenagers are a shopping savior-fair cluster and likely to participate in most purchase decisions (Kuhn and Eischen, 1997). In the family, the purchasing roles are shifting and have been verified (Engel et al., 1990; Lee and Beatty, 2002). Teenagers have learnt to juggle the positions of an initiator, an influencer, a decision-maker, and a buyer. The degree of influence of the teenage consumer on the family is dependent on the age of the child, type of the product, stage of decision making and the family structure (Rindfleisch et al., 1997) concurrently, factors such as gender, composition of the family along with family communication patterns have been confirmed (Tinson and Nancarrow, 2007). With the increase in influence on family buying behavior, they should be considered more like a market segment, hence more ads should target them Goodwin (2016). Teenagers have been sensitive and responsive to all forms of marketing contact, and that has been primarily the reason why marketers want to appeal to this highly lucrative market segment.

It can't be denied that there exists an impressive body of knowledge about consumer behavior of teenagers but this study has brings to fore certain unexplored dimensions with respect to the emerging teenage segment. While most studies delve

only on family communication patterns this study captures the consumer socialization aspect deeply by exploring social and media influence dimensions influencing their purchase intention. Most of the past studies document Teenager influence and parent response in conjunction with each other whereas present study unfurls how Teenager's influence strategy can moderate the relationship between their intention and perceived parent response. Child related studies in the past are more on products of immediate consumption, primarily food. This study has been conducted on the most used/ enjoyed products by teenagers- clothes and accessories, mobile phones and excursions. Last but not the least majority of the studies originate from and focus on teenagers from west specifically of developed economies. Asian cultures significantly differ from the West in terms of family structure, family composition and family type, values and behaviour (Webster, 1994) motivating authors to investigate the Indian Teenagers. Additionally, a conceptual model around Intention-Influence-Response has been proposed and tested.

India is keenly looking forward to the teenage segment, largely explaining the relevance of the study in these times. McKinsey Global Institute (2007) predicted that India will become the World's fifth largest consumer market by 2025; primarily composing of the younger group. Forty per cent of India's population is below the age of 18 years (Census, 2011). They are not only a consumer force to be reckoned with today but also, given their age, will continue to be prime consumers for years to come (Norgaard et al., 2007). They can become loyal customers for life (Medialit, 1987; White, 2013).

The paper is structured as follows. Next section presents literature review and hypotheses development followed by conceptual framework and methodology. The subsequent section outlines findings of the measurement and structural model followed by discussions and implications of the study. The last section discusses limitations and directions for future research.

Literature review and hypothesis development

Extant literature has celebrated the power of a child consumer in the market space (Kim et al., 2015; Kerrane and Hogg, 2013; Kaur and Singh, 2006). In marketing literature, three primary research perspectives have emerged concerning the consumer behavior of children: children have individual preferences regarding products purchased by their parents; children begin to get their own money and become buyers of products for their individual use; and children influence decisions regarding products to be shared by family members or regarding products to be used by one of the parents (Sheth et al., 1999).

Consumer socialization and communication

Research on children's consumer behaviour is often grounded on the consumer socialization paradigm, which asserts that there is a "process by which young people acquire skills, knowledge, and attitudes relevant to their functioning as consumers in the marketplace" (Ward, 1974, p. 2). According to John (1999), such a process occurs in the following three stages: (1) perceptual stage (3 to 7 years old); (2) analytical stage (7 to 11 years old); and (3) reflective stage (11 to 16 years old). As a child develops cognitively and socially, he/she moves from one stage to another. Children from the age of 12 can employ storage and retrieval strategies (Roeddar, 1981). The conceptualization of consumer socialization stages supports the assertion that the age of a child is a relevant factor (Nadeau and Bradley, 2012). Teenagers are chosen as respondents for this study because they are more likely than younger children to be active in a range of family purchase tasks (Foxman et al., 1989b). Piaget theorized that children aged 12 years and above progress to more adult like thought patterns, capable of even more complex thoughts about concrete, hypothetical objects and situations (Piaget, 1970; Roedder, 1999). In supporting Piaget's theory, Roedder (1999) suggested that teens are able to: make consumer decisions in a more adaptive manner as compared to their younger counterparts; become more strategic, favoring strategies that they think will be better received by others than a simple direct approach of requesting products; cast a wider set in the information search stage; and have more sophisticated and rational strategies that are used in a more flexible manner to suit the situation or answer the objections of parents.

Past studies validate that consumer socialisation for children include the family (Kerrane and Hogg, 2013; Gbadamosi, 2012; Moschis, 1985; Carlson et al., 1994), media (Mangleburg and Bristol, 1998; Moschis, 1985) and peers (Moschis, 1985; Moore et al., 2002). Among these factors, parents function as the most prominent, long-lasting and influential agent of socialization for children (Ahuja and Kaur, 2017; Brown and Bakken, 2011; Cotte and Wood, 2004; Moschis, 1985) according to several researchers. In addition, communication is deemed to be the most vital tool of children's socialization (Palan, 1998; Moschis, 1985). Hence, communication regarding consumer issues and consumption is expected to provide the primary mechanisms through which parents impart consumer-related skills and knowledge to their children (Ahuja and Kaur, 2017; Carlson et al., 1992; Palan, 1998).

Communication as a construct became the theoretical base for parent-child communication (Mikeska et al., 2017; Hsieh et al., 2006; Kim et al., 2009; Moschis, 1985). The consumer socialization orientation endorses not just parental monitoring and controlling of children's consumption activities (Mikeska et al., 2017) but also development of thoughts and ideas around purchase from parent- child conversation pattern. Eventually, this sums up to become consumer socialization of young children. Two primary influences have been discussed in this study- social and media

Social influence

Ali et al. (2013) assert on consumer socialization of children with respect to their influence in terms of family decision making. Their work appraises literature of two decades on consumer socialization of children and exhibits that family, peer group and mass media have an impact on the knowledge, skills and attitude of the children and further influence their brand choice and consumption behavior. The influence of peer group begins at an early age and reaches its peak during a child's Teenage years. Kelley (1947) identified reference group influence in the following two categories: normative referents (e.g. parents, teachers, and peers) provide the individual with norms, attitudes, values and comparative referents (e.g. sports heroes and entertainment figures) who provide standards of achievement (Childers and Rao, 1992). After family, it is the peer group that children learn to interact with. Park and Lessig (1977) noted in their research that younger consumers are most vulnerable to peer pressure owing to their limited knowledge and capacity to cope with risk. Sibling role is critical in a family structure because they are a reference for comparison and modeling for adolescence (Pechmann and Knight, 2002). Siblings can give another dimension to think and an opinion to decide with respect to purchase decision. Schachter and Stone (1988) ascertained that siblings were different from their parents, which is consistent with the findings of Festinger (1954). Role of educator is vital in the growth and development of the children. However, literature pertaining to the teachers, as an influential reference group for the children is missing in the documented work.

Media influence

Lwin et al. (2012) found the motivation for young consumers in terms of their online behaviour usage motives studied - information seeking, entertainment and socializing. Despite parents being at the centre stage of socialization "no other agent of consumer socialization has received more attention than the mass media" (Moschis, 1987). Literature has proven, the more children interact with the mass media, the more consumer behavior is learned by them (Moschis and Churchill, 1978; Moschis and Moore, 1982; O'Guinn and Shrum, 1997). Media qualifies as important socializing agent that has an impact on the children decision making. Winick and Winick (1979) referred to television as a part of the family, signifying its importance in any household. Adolescents are influenced by the use of television (Moschis, 1978). Those advertising on television have three main objectives- to directly talk to the adolescent consumer, to work indirectly on parents through the pester power and to imprint the adolescent consumer with positive brand association (Paul, 2002). Marketers have realized the potential of digital (Internet and mobile) in wooing the adolescent audience. Access to the social media through smart phones is now well established, where smart-phone and internet access has taken over the access to the internet through PC's (Carmichael 2012). Worldwide, the leading users and adopters of Internet are the younger lot. They constitute one of the fastest growing Internet populations (Kaiser Family Foundation, 2010). The Teen group is now defined by a new breed of customers called the "net" generation or cyber Teens (Lee et al., 2003). Teenagers' social media consumption has spiralled in the last decade.

Purchase intention

Spears and Singh (2004) opined that purchase intention is an individual's conscious plan to make an effort to purchase a brand. The intention to purchase is known as consumers' tendency to behave on an object measured in terms of an intention to buy (Kim and Kim, 2004). The thought of an intention to purchase towards particular products or services is the final cognitive step in the decision making process of purchase intention, as stated by researchers (Agarwal and Teas, 2002; Fishbein, 1967; Han, 1990). In case of Teenagers, it is hypothesized that their purchase intention is influenced by peer, siblings, teachers, television and social media influence.

H1: Peer influence is positively related to Teenagers' purchase intention
H2: Siblings influence is positively related to Teenagers' purchase intention
H3: Teachers influence is positively related to Teenagers' purchase intention
H4: Television/Cinema influence is positively related to Teenagers' purchase intention
H5: Social Media influence is positively related to Teenagers' purchase intention

Perceived parents' response

Parental styles that have an explicit impact on their children are autonomy, support and involvement. Parent-child relationships have been defined differently by researchers (Mikeska et al., 2017; Hsieh et al., 2006). These are pertinent with respect to the influence on children regarding their decision about different occasions (Grolnick and Ryan, 1989). Some researcher orientation endorses parental monitoring and controlling of children's consumption activities (Mikeska et al., 2017) and some linked to parental fostering of children's independent development of consumer-related skills and knowledge (Carlson et al., 1990a). Baumrind (1971) classified parents into four different styles; indulgent, authoritarian, authoritative and neglecting. Authoritative parents are more demanding while indulgent and neglecting parents are less demanding. Parents with high demanding attitude ensure and enforce clear behavioral standard, supervise the child behavior and control the actions (Baumrind, 1989). In case of low demanding behavior parents, do not enforce any rules (e.g., neglecting parents) and do not impose anything (e.g., indulgent parents). These parents do not want to dishearten their children and therefore, can be easily persuaded (e.g., indulgent parents). Sometimes, they want to avoid the child's anger (e.g., neglecting parents). Children are likely to get approval from parents belonging to this category, if they use begging, pleading or reasoning as an influence strategy.

H6: Teenagers' purchase intention is positively related to Perceived parents' response

Influence strategy

Indeed, different studies reveal teenagers' capacity to influence family consumer decision-making (Palan and Wilkes, 1997; Thomson et al., 2007; Cunha and Neto, 2015). Singh and Nyack's (2014) have specifically worked on the communication pattern of Indian adolescents. Palan and Wilkes (1997) identified that adolescents tend to perceive reasoning as an effective strategy to influence their parents in purchasing decisions. In a recent investigation regarding parents' views on such an influence, Cunha and Neto (2015) noted that the perceived strength of teenagers' influence tends to vary according to the type of product or service.

A number of strategies have been identified to be possibly used by children in their attempts to influence their parents. There are some controversial findings regarding aspects such as the stage of the buying decision process in which influence tends to be higher, or demographic factors suggested to affect the level of influence (Kerrane and Hogg, 2011), the strategies children tend to use seem to be associated with their age and cognitive capabilities (John, 1999; Thomson et al., 2007).

Child purchase influence (CPI) has been a key variable in the field of child research (Laroche et al., 2007). Children use different techniques like asking, bargaining, persisting, using force, telling, being demonstrative, threatening, and using pity to influence the decision making (Atkin, 1978). At times, they offer to pay part of the cost or promise to help around at home (Soni and Upadhyaya, 2007). Strategies like directive, expert, legitimate, emotional, persuasions, request and bargaining are popular (Palan and Wilkes, 1997). There could be direct influence attempts from children towards parents which has seven dimensions namely; asking nicely, just asking, bargaining, showing affection, displaying anger, begging and pleading, and conning (Williams and Burns, 2000). Cowan and Avants (1988) explored 15 influence strategies used to influence the parents and further categorized them into the three dimensions namely directness, bilaterally and strength. Manchanda and Moore-Shay (1996) classified influence strategies into three types as high, low and moderate power strategies. Hence, it is proposed that-

H7: Teenagers' Influence strategy moderates the relationship between purchase intention and perceived parents' response

Research model

A conceptual model has been proposed and tested for the study. The dimensions investigated include- Social Influence (peer, siblings, teachers), Media Influence (television and social media), Purchase Intention, Influence strategy and Perceived parents' response. The product categories chosen for the study include- clothes and accessories, mobile phones and excursions. The proposed model (fig. 1) for the study is –
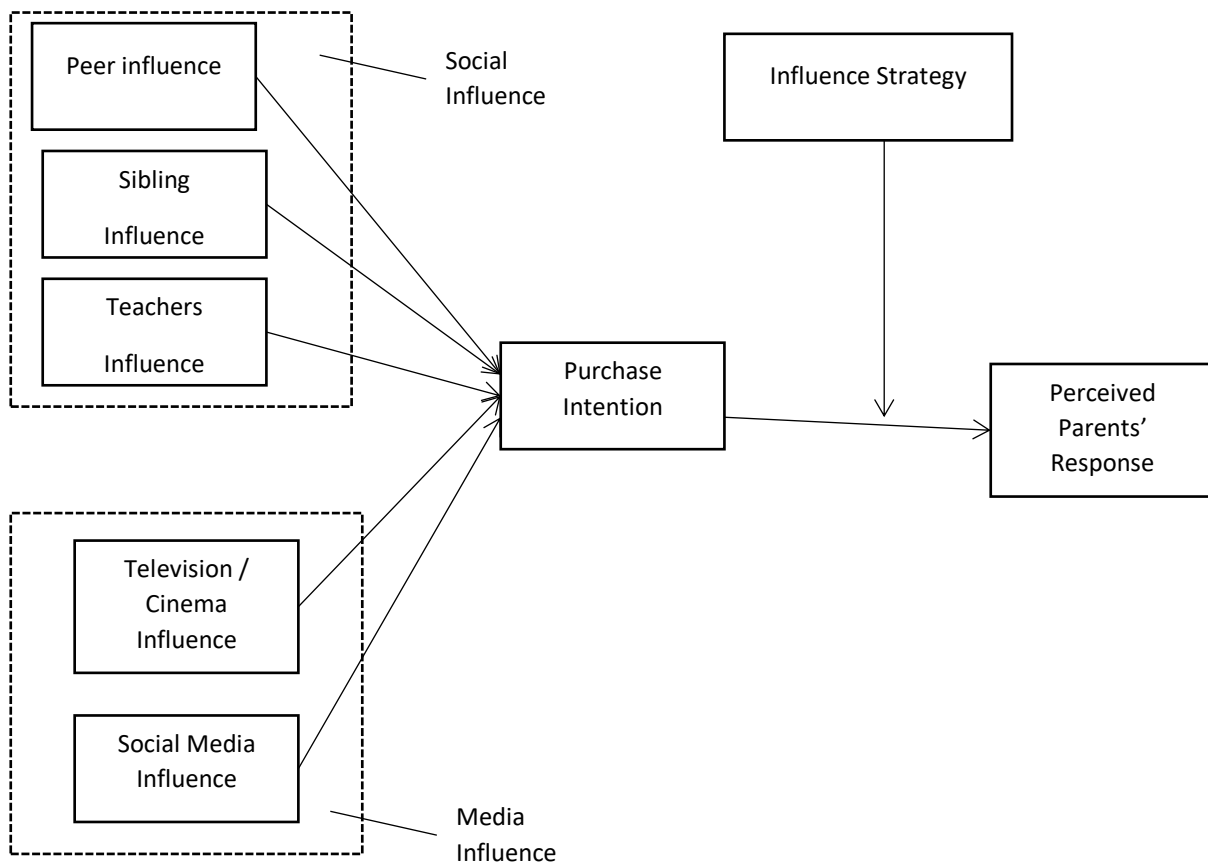
Figure 1 Conceptual model

Research methodology

The study was conducted by collecting and analysing primary data from 620 respondents in Delhi NCR. Teenagers apply a wider variety of influence strategies and have greater influence in family purchase decisions than those who are younger (John, 1999; Kim et al., 1991; Palan and Wilkes, 1997). Given the lack of consensus in the socialization literature on the exact age range for teenagers, since most western studies chose to define teenagers as children that are in middle or high school (Foxman et al., 1989; Mangleburg and Bristol, 1998; Moschis and Moore, 1979), our study includes teenagers between the age of 13-18, who are studying at school. A pilot was done with 35 teenagers. On the basis of the feedback received from pilot testing, the questionnaire was revised, structured and content, coverage and relevance were ensured. The revised questionnaire was further reviewed by 3 industry experts and 4 academicians to enhance the content validity. With the confirmation in the qualitative assessment, the structured questionnaire developed from different standardized scales and responses measured on a 5 point scale likert-scale (5- strongly agree and 1-strongly disagree) was then taken to the field for data collection. In the current study the private schools in Delhi NCR were categorized into clusters on the basis of zones. The zone-wise distribution was taken from the annual list of best performing schools in different zones as released by Times of India (Times Group school survey, 2019). The zones in Delhi NCR are -North zone, west zone, east zone, south zone, central zone, Gurgaon, Ghaziabad, Noida and Faridabad which were the clusters from which with the help of simple random sampling few clusters were selected for the study. The schools from the list were sent an email apprising them of the research undertaken along with the request to participate in the research. An appointment was fixed with the schools willing to co-operate and consent from the deciding authority of the school was taken to get the questionnaires filled. Data collection was confined to 8 schools. Considering the age-group of 13-18 years from each of class eighth to twelfth a sample of 25 students were selected with systematic random sampling technique. The details of the constructs and their sources are mentioned in Table 1-

Table 1 List of Scales along with their sources

Construct	Adapted from	Items/ statements
Peer influence	Dotson and Hyatt (2005)	I like what my friends like Being popular among friends is a good thing I buy the same brands that my friends buy I don't feel good when my friends have something and I don't have it Successful people wear branded things It is important for me to be like my friends
Teacher influence	Rich (1997)	I like to follow my teacher My teacher leads by example My teacher sets a positive example for others to follow My teacher is a role model for me My teacher shows the kind of behavior that I try to copy
Sibling influence	Eze et al., (2012)	It is important that my brother/ sister/ cousins like the products I buy I feel connected to my brother/ sister/ cousins if I buy the same brands as they buy I ask my brother/ sister/ cousins about the products about which I have less knowledge I collect information from my brother/ sister/ cousins about a product before I buy I feel same as my brother/ sister/ cousins by buying the same products as they buy
Television influence	Dotson and Hyatt (2005)	Watching TV is important for me I always watch TV after school Watching TV is fun TV ads tell the truth about products I learn a lot from watching TV TV ads are cool
Social media influence	Kaur and Medury (2011a)	I use social media everyday On holidays, I spend more time using social media I find social media more enjoyable than TV I discuss the information about products I have seen on social media I ask my parents to see the information on social media with me for products we are about to purchase My parents ask me to find information about products on the social media I see new products on the social media
Purchase intention	Bower (2001), Bower and Landreth (2001)	I am excited/ keen to see those products about which others tell me or which I see on TV/ social media I intend to try the products about which others tell me or which I see on TV/ social media I want to see how those products about which others tell me or which I see on TV/ social media or will look on me I plan to buy some of the products about which others tell me or which I see on TV/ social media I will buy products about which others tell me or which I see on TV/ social media if they are available in the market I will think of buying products about which others tell me or which I saw on TV/ social media
Child influence strategies	Cowan and Avants (1988), Cowan et al.,	I just ask my parents to agree with me

	(1984); Palan and Wilkes (1997); Manchanda and Moore Shay (1996)	I keep reminding them again and again about what I want
		I make jokes to convince them
		I plead/beg them to agree with me
		I tell my parents that my friend has "it"
		I give a logical explanation why I want it
		I tell my parents that it is my need to buy
		I start showing more love to my parents to get it
		I irritate them by asking again and again
		I make my parents feel bad (guilty) so that they buy it
		I try to do a deal with them
		I tell them that I will do some things if they agree with me for eg. I will clean the room
		I tell them the reasons why I want it
		I ask them again and again but do not irritate them
		I become silent and start ignoring them
		I get angry
		I tell them they should buy it because they love me
		I ask in a way that it looks reasonable (fair and sensible)
Parent response strategies	Cowan and Avants (1988), Cowan et al., (1984); Palan and Wilkes (1997); Manchanda and Moore Shay (1996)	My Parents discuss everything with me
		My Parents do a deal on which both of us agree
		My Parents simply agree
		My Parents promise to give me rewards if I agree with them
		My Parents embarrass me on my choice
		My Parents ignore my choice
		My Parents tell their opinion about each product
		My Parents teach me how to choose the best
		My Parents tell their choices without giving any reasons
		My parents give me a reason of buying/ not buying
		My parents ask my opinion for each product

Analysis and Results

To test the convergent & discriminant validity and composite reliability (CR) of the selected scales, first order confirmatory factor analysis was used. A measurement model was developed for eight constructs. All the results were tested given as per the suggestions given by Fornel & Lacker (1981). To test the internal consistency of the scales, we used Cronbach's alpha (Nunnally, 1978). Table 2 shows the summary of parameters like average variance extracted (AVE), CR, Factor Loading, Cronbach's alpha, maximum shared variance (MSV) and average shared variance (ASV).

Measurement Model

To ensure the discriminant validity of the scales of one item of PI scale, one item of SBI scale, one item of TI scale, one statement of PUI scale, 12 item of CIS scale and 4 items of PRS scales were dropped resulting into acceptable ranges of various parameters. No statement of any construct had a factor loading of less than 0.7 and all the scales had cronbach's alpha values ranging from 0.713 to 0.869 indicating a good internal consistency (Nunnally, 1978; Malik et al., 2017). The AVE values for all the constructs were ranging from 0.513 to 0.882 which satisfied the minimum acceptable value of 0.5 (Fornel & Lacker, 1981, Malik et al., 2017). As explained by Hair et al. (2007), the discriminant validity of a scale can be ascertained by comparing the Maximum shared variance (MSV) value and Average shared variance (ASV) values with that of AVE value of the same scale. Since the AVE values of the scales are greater than their respective ASV and MSV values, we can go ahead with the scale (Table 2).

As seen in Table 3, all the fit indices of the measurement model are well within the suggested range.

Table 2 Reliability and validity measures of the scale
*Source: Authors' calculations

S. No.	Construct	Items	Standardised Factor Loading	Cronbach's Alpha	Composite Reliability	AVE	MSV	ASV
1	Peer Influence (PI)	PI1	0.77	0.793	0.900	0.683	0.277	0.250
		PI2	0.81					
		PI3	0.89					
		PI4	0.79					
		PI5	0.81					
2	Teacher influence (TEI)	TEI 1	0.80	0.815	0.944	0.757	0.362	0.255
		TEI2	0.76					
		TEI3	0.73					
		TEI4	0.83					
		TEI5	0.84					
3	Sibling influence (SBI)	SBI1	0.81	0.822	0.792	0.882	0.535	0.187
		SBI2	0.91					
		SBI3	0.77					
		SBI4	0.81					
4	Television influence (TI)	TI1	0.89	0.841	0.928	0.813	.004	.004
		TI2	0.81					
		TI3	0.71					
		TI4	0.91					
5	Social Media Influence (SMI)	SMI1	0.83	0.906	0.907	0.620	0.556	0.160
		SMI2	0.79					
		SMI3	0.71					
		SMI4	0.80					
		SMI5	0.71					
		SMI6	0.72					
6	Purchase Intention (PUI)	PUI1	0.84	0.869	0.943	0.768	0.230	0.092
		PUI2	0.82					
		PUI3	0.83					
		PUI4	0.92					
		PUI5	0.94					
7	Child influence strategies (CIS)	CIS1	0.74	0.713	0.766	0.771	0.422	0.032
		CIS2	0.71					
		CIS3	0.72					
		CIS4	0.84					
		CIS5	0.82					
		CIS6	0.76					
8	Parent response strategies (PRS)	PRS1	0.73	0.756	0.756	0.513	0.230	0.113
		PRS2	0.81					
		PRS3	0.71					
		PRS4	0.91					
		PRS5	0.83					
		PRS6	0.68					
		PRS7	0.73					

Table 3: Model Fit Indices for Measurement Model
* Source (Authors' Calculations)

Statistics	Actual Value	Recommended Value
Cmin	1267.63	
Cmin/df	2.510	< 3.00 (Bagozzi and Yi, 1988)
Goodness of Fit Index (GFI)	0.912	> 0.90 (Hair et al., 2007)
Adjusted Goodness of Fit Index (AGFI)	0.874	> 0.80 (Chau and Hu, 2001)
Normed Fit Index (NFI)	0.923	> 0.90 (Haie et al., 2007)
Comparative Fit Index (CFI)	0.943	> 0.90 (Hair et al., 2007)
Root Mean Square Error of Approximation (RMSEA)	0.052	< 0.08 (Bagozzi and Yi, 1988)

Structural Model

Based on the proposed conceptual model as seen in Figure 1, a structural model was prepared. The objectives of this structural model is to evaluate and discuss more about the association of concepts, PI, TEI, SBI, TI and SMI with PUI and further to comment on the relationship between PUI and PRS. This structural model will also help to assess the moderating role of CIS over the relationship between PUI and PRS. Table 4 displays the values of all the model fit indices used to test the validity of the proposed model. The indices used to test the validity of structural model are; Goodness of Fit index (GFI), Adjusted Goodness of Fit Index (AGFI), Comparative Fit Index (CFI), Normed Fit Index, and Root Mean Square Error of Approximation (RMSEA). Table 4 confirms the model fit indices in the appropriate range ensuring the fit of the model.

Table 4: Model Fit Indices for Structural Model
*Source: Authors' calculations

Statistics	Actual Value	Recommended Value
Cmin	1151.35	
Cmin/df	2.35	< 3.00 (Bagozzi and Yi, 1988)
GFI	0.934	> 0.90 (Hair et al., 2007)
AGFI	0.843	> 0.80 (Chau and Hu, 2001)
NFI	0.901	> 0.90 (Hair et al., 2007)
CFI	0.934	> 0.90 (Hair et al., 2007)
RMSEA	0.050	< 0.08 (Bagozzi and Yi, 1988)

Table 5 records the regression weights and their statistical significance. It shows that Peer Influence (PI), Teacher influence (TEI), Sibling influence (SBI), and Social Media Influence (SMI are significantly and positively related to Purchase Intention (PUI). While Television influence (TI) was found having no significant influence on PUI. Further, PUI has a positive significant influence on Parent response strategies (PRS).

Table 5: Standardized regression weights and their significance   (Hypotheses testing)

S. No.	Relationship			Standardized coefficient	P value	Relationship
1	PI	---->	PUI	0.314	0.000	Positive
2	TEI	---->	PUI	0.421	0.00	Positive
3	SBI	---->	PUI	0.319	0.000	Positive
4	TI	---->	PUI	-0.123	0.534	Non-Significant

| 5 | SMI | ----> | PUI | 0.432 | 0.019 | Positive |
| 6 | PUI | ----> | PRS | 0.641 | 0.000 | Positive |

To test the moderation effect of CIS over the relationship between PUI and PRS, we divided the sample into two categories based on the overall score of CIS construct. Respondents with score less than 3 were categorised as Emotional CIS group and respondents with score more than 3 were categorised as Rational CIS group. Their standardised regression coefficients (Beta values) were calculated separately for each group and the statistical significance of the difference of two regression coefficients was calculated using 'Danielsoper.com' (Table-6).

Table 6: Test of difference between two regression coefficients (test of moderation effect)

Emotional CIS		Rational CIS		
Regression coefficient	P	Regression coefficient	P	t value
0.052	0.000	0.413	0.000	2.34

t value of more than 1.96 indicated that that there was statistical significant difference of two categories of Emotional CIS and Rational CIS.

Hence, the hypothesis (H$_7$) that is Teenagers' Influence strategy moderates the relationship between purchase intention and perceived parents' response gets accepted.

Findings and Discussion

The findings of the study are divided into three sections. First, related to the relationship between social influence (PI, SI, TEI) and purchase intention (PUI). The results show that peer, sibling, teachers and social media influence Teenagers' purchase intention. The results are consistent with the findings of Drake-Bridges and Burgess (2010) where the researchers theorized that peer group highly influence the Teenager shoppers. Dotson and Hyatt (2005) in their work also highlight the impact of peer on Teenagers. The Chinese children also valued friends as the most important influential factor (McNeal and Ji, 1999). The dimension of teachers' influence and sibling influence is a unique contribution made by the study. Teacher influence emerged as the highest social influence for a school going Teenager. This can be attributed to the constant guidance that a Teenager seeks from his/ her teacher. Many a times a teacher is a role model for a Teenager. Also, contrary to western studies where peer influence is more than the sibling influence, in the Indian context both influences are at par with results favouring sibling influence. This reinforces the Indian socio-cultural fabric of family as a unified unit. It connotes that in the Indian social setting, interdependence and co-operation within the family is promoted. Predominantly in the Asian cultures, chiefly, in the Indian cultural setup, collectivism has a strong influence on the functioning of the family. Siblings can become friends, guides, mentors as well as an inspiration.

Second, with regards to the media influence (TI, SMI) on the purchase intention of Teenagers, the outcome of the study are similar to the results from the western world where internet has become popular among young children leaving television behind (Belch et al., 2005). Social media has invaded the children lives in such a way that they sometimes watch television shows also through the means of internet. The outcome of the study is in tandem with the already existing research (Sellgren, 2011). Results present clearly, SMI highly impacts Teenagers' PUI. Though some focused research on television commercials does claim to impact the purchase behavior of the Indian children (Khandai and Agarwal, 2012), our study reveals the contrary. It is the rage for internet and social media that has superseded television in all aspects in the present day.

Third, the CUI moderates the relationship between PUI and PPR. The results show that there is a significant difference in perceived parents' response when they are subject to emotional and rational influence by the Teenagers. This explicitly indicates that influence exerted can change the parents' response in Teenagers' favour as perceived by them.

Therefore, after analysing the relationships among constructs in the proposed model, the final model take a valid and tested shape as shown in figure
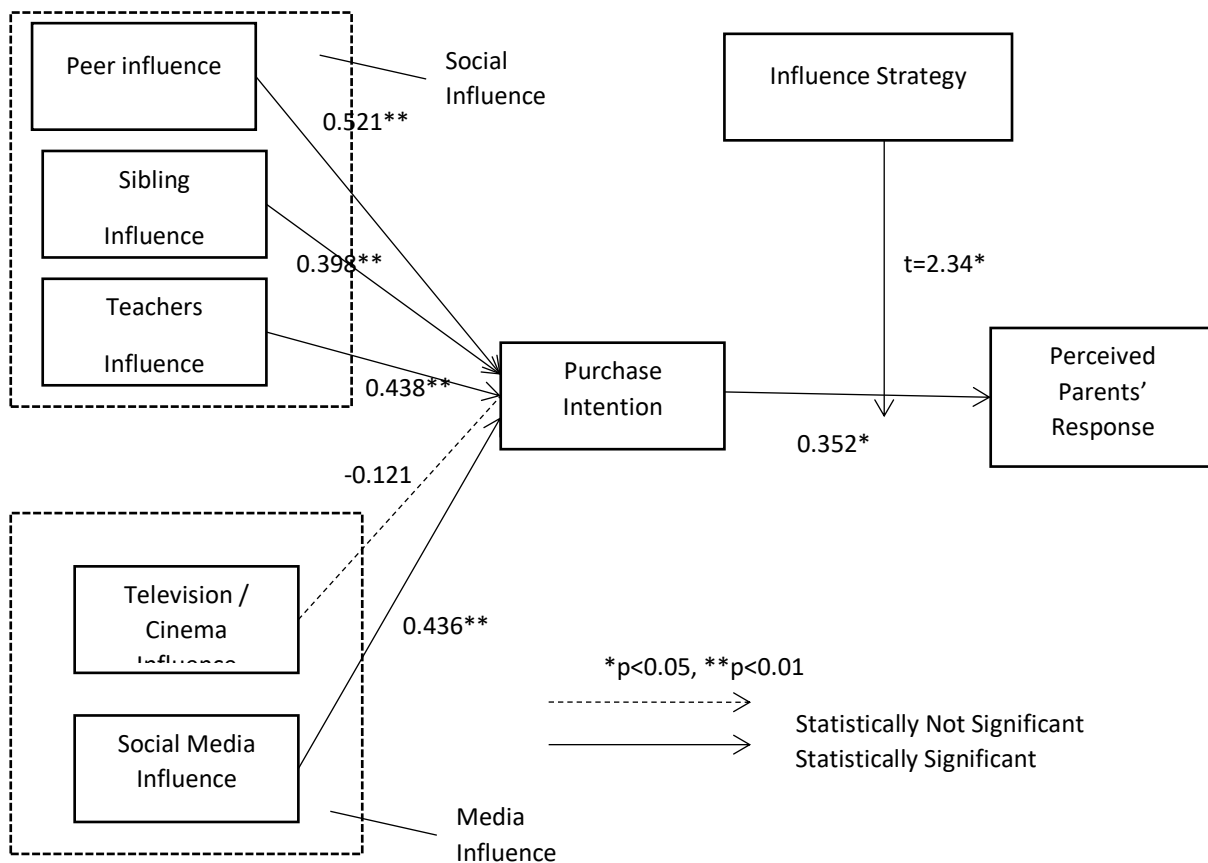
Figure 2 Revised conceptual model after analysis

Implications of the study

Theoretically, the study proposes a unique model with well researched and relevant constructs for the segment. The constructs were chosen from extant literature and the gaps there in and only those variables which were deemed fit were then operationalized. The consumer group is studied from two perspectives- the determining constructs for its purchase intention and the constructs for creating an influence to ultimately fulfil its purchase. In the Indian context, a novel model has been proposed. From the perspective of identifying the choices and behavior of the young consumers, this model is an appropriate fit.

As the socialization among teenagers has seen a meteoric rise, the work substantiates the assumption that teens of this generation are a consumer force to reckon with. They are post-millennials and can exert more power and influence than their previous generations. Their opinion explicitly indicates their readiness to accept, process and channelize all marketing and business related information. The study also substantiates by elaborating on the kind of influence strategies they use to convince their parents and their expected parent response strategies, that their decision-making acumen is mature enough to handle all marketing paraphernalia. The stress on socialization agents such as sibling and teachers is unique to the Indian context. The latest campaigns run by online learning platforms like BYJU's, Vedantu, Toppr are clearly targeting the young minds by creating the teacher's authority. The influence of this instructor played in the favour of the brands. In Indian families peer is looked at as competition whereas elder siblings are looked up to for seeking advise and sharing affection. Umpteen Indian brands from FMCG to apparels, hospitality to online aggregators promote their brands by showcasing sibling harmony.

Further, the influence strategies moderation impact on parent's decision is another contribution of the study. Based on the conclusions pertaining to the influence with respect to the product category, marketers must understand that teenagers are definitely an influential group and do have a spending power of their own but the ultimate purchase happens at the parents' end, especially for the big ticket items. Marketers must appreciate the influence created by the teenagers on their parents.

As the role of internet increases primarily in contributing in purchase decision making, the findings of the study become more relevant. This generation is also termed as the "igeneration" due to the fact that they are raised in an age of digital technology. These findings draw attention to the pervasiveness of media will have a great impact on the teenagers decision making. Reckoning the fact that teenagers are highly influenced by internet; the need to disseminate right information, deliver right knowledge through the medium, should be understood by the marketing communicators. Marketers can use social networking websites and emails for online advertisements because these are frequently visited. Promotional campaigns can be run on the educational websites for products related to education and well-being of the teenagers. Their presence on social media is as much as that of the children of the west. Teenagers have their own laptops and mobiles on which they regularly play games, chat with friends and are well connected through social web sites. They can also be effectively targeted by peer to peer marketing strategies which will encourage them to talk to their friends about products/ brands. Marketers must do this responsibly because this information is eventually used for purchase decision making. Hence, they should be cautious in their selling and marketing approach. The study divulges that the Indian Teenager is marching towards adulthood at a much brisker pace than ever before and is looking forward to more mature things to go with this accelerated growth.

Limitations

The sample was restricted to one geographic location- Delhi and NCR, and urban Teenagers belonging to public, private schools only. The present study was confined to the dimensions which the researchers found most suitable for the study. The study was conducted in a limited time frame. The respondents were school-going Teenagers only.

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