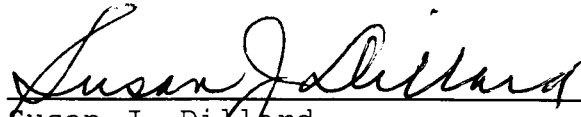


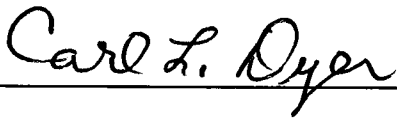
To the Graduate Council:

I am submitting herewith a thesis written by Scarlett Angelique Clouse entitled "The Importance Retailers Ascribe to the Child Market Segment." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Retailing and Consumer Sciences.

  
Susan J. Dillard  
Major Professor

We have read this thesis and  
recommend its acceptance:

  
\_\_\_\_\_

  
\_\_\_\_\_

Accepted for the Council:

  
Associate Vice Chancellor  
and Dean of The Graduate School

**THE IMPORTANCE RETAILERS ASCRIBE  
TO THE CHILD MARKET SEGMENT**

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee, Knoxville

Scarlett Angelique Clouse

May 1994

## DEDICATION

This thesis is dedicated to Shawn and my family (Mom, Dad, and Nicole) in acknowledgement of their constant love, support, and encouragement.

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## ABSTRACT

Today, the child market segment is a viable target for retailers to pursue. Little research has empirically addressed retailer's beliefs about the child market segment. Therefore, this research was designed to identify the importance retailers ascribe to the child market segment. To accomplish this purpose, three categories of independent variables were extracted from the literature review on children as consumers and the market segmentation literature. These variables were: market classification, store manager demographics, and retail store characteristics.

A self-administered questionnaire was mailed to retail store managers within a three county area in a southeastern state. The first research question measured the importance retailers ascribe to the child market segment according to market classification (primary market, influence market, or future market). The next question asked whether the importance of the child market segment differed based on characteristics of the stores and the store managers.

The data from the survey were analyzed using frequency distributions, analysis of variance, chi-square tests, and Kruskal-Wallis tests. When looking at the importance ascribed

the child market segment as the dependent variable on analysis of variance, significant differences were found in the importance placed on the child market segment in relation to the retailer's market classification of children. Analysis of variance also revealed a significant difference in the importance of the child market segment based on the gender of the store manager. Other significant differences included store safety issues and store policy.

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## CHAPTER I

### INTRODUCTION

The focus of this thesis was to look at the importance retailers ascribe to the child market segment. This introductory chapter provides information about how to recognize if a market segment is a viable venture for a retailer. These market conclusions were drawn from the market segmentation literature and were linked with the marketing planning process which involves the target market determination.

The market of interest to this study was the child market segment, which includes children ages 5 to 12 years old. The emergence of children as a bonafide retail market segment has become more apparent since the baby boom of the late 1950s and early 1960s. Today, children have a greater percentage of discretionary income than any other group of consumers, and they are more willing to spend this income (McNeal, 1992c).

Children are not only spending over \$8 billion a year, but they are also saving at a rate of 30% of their total income (McNeal, 1992c). Given this spending power, children, can be considered a legitimate market for retailers to target.

When looking further at the child market segment, children really make up three markets: a primary market, an influence market, and a future market. As a primary market, children have their own money to spend, and they decide where to spend this money. Children are an influence market because they make suggestions and requests to their parents that are considered in various purchase decisions. Children are a future market because they will someday be consumers of all good and services. This three market concept allows children to remain a part of some market segment for the rest of their lives.

Popular and trade publications have suggested some reasons why the child market segment is important for retailers, but there is very little empirical work on the topic. James McNeal (1992c) is the only researcher that has been found to empirically address the topic from the retailer's point of view. The literature review to this point did not reveal other active research in this area. Thus, there was a need to explore what the retailers really think about children as a market segment. The research in this thesis wanted to answer some basis questions concerning how retailer's really feel about the child market segment. The

answers to these research questions will lead to future research in this area.

### **PURPOSE**

This research was designed to determine the importance retailers ascribe to the child market segment as: a primary market, a influence market, and a future market, and determine if the importance of this segment differs based on store manager demographics (gender, age, education, and retail experience measured by retail positions formerly held) and store characteristics (store type, store location, store policy, store safety issues, store personnel, consumer education and community involvement programs, and store promotions). These variables were drawn from literature pertinent to the market segmentation process and topics related to children as consumers. No study had been found that combined these two concepts.

### **CONCEPTUAL FRAMEWORK**

The conceptual bases for this study was derived from the literature pertaining to market segmentation. Within this literature, the marketing planning process outlines the steps a retailer takes in selecting a target market. This is a very important step in retail strategy formulation.

## Marketing Planning Process

The marketing planning process is the central instrument for selecting a market segment, and then coordinating the marketing effort to reach the targeted market segment (Kotler, 1991). Marketing planning is the establishment of marketing goals and the designing of marketing programs to be implemented in the future (Zikmund & D'amico, 1989; Weinstein, 1987; Kotler, 1991). Using a market segmentation strategy requires the use of sound market planning, because it is the marketing plan that allows the retailer to achieve its set objectives.

The marketing plan is the framework upon which effective marketing decisions are built (Weinstein, 1987; Kotler, 1991). Weinstein (1987, p.20) models the steps in Figure 1\*. For this study, the focus was on step three of the planning process, which includes the determination of specific target markets.

## Market Segmentation

A market is a composite of people who, as individuals or as an organization, have needs for products in a product class

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\* All figures may be found in Appendix A. Additionally, all tables used in Chapters I and II may be found in Appendix A.

and who have the ability, willingness, and authority to purchase such products (Pride & Ferrell, 1987). The market of interest for this study was children in the United States ranging from ages 5 to 12 years old. According to Pride and Ferrell (1987), for this composite of people to be a market, they must meet four requirements: need/desire a product or service, have ability to purchase a product or service, be willing to use their ability, and have the authority to purchase a product or service.

After meeting these criteria, a market can then be segmented. Segmentation is defined as the process of dividing markets into segments of potential customers with similar characteristics who are likely to display the same purchase behavior (Weinstein, 1987; Pride & Ferrell, 1987; Kotler, 1991). From a strategic point of view, market segmentation is necessary so that retailers can reach targeted segments, which is done by incorporating them into an actionable plan and tailoring the marketing mix to meet the segments needs and desires (Kotler, 1991).

Before a segment can be established, Weinstein (1987) suggests that certain general criteria be considered to form good market segments. First, the segment must have like

characteristics, but it must also be distinguishable from other segments. The segment should have a sizable population, so that it can be easily targeted. Lastly, data about the members of the segment should be readily available to aid in the segmentation process.

The overall objective of using a market segmentation strategy is to improve competitive position and to better serve the needs of customers. Several researchers have soundly provided the origins and explanations of the market segmentation concept (Smith, 1956; Green, 1977; Green & Carmone, 1977; Wind, 1978; Johnson & Flodhammer, 1980; Plank, 1985; Laughlin & Taylor, 1991). Additionally, market segmentation has been extensively used by researchers to segment industrial and consumer markets. For example, researchers have segmented consumers on the basis of image, psychographics, life style characteristics, and demographics, just to name a few (Green & Carmone, 1977; Finn & Flouviere, 1990; Hortman et al, 1990; Maier & Saunders, 1990; Hosseini, Harmon, & Zwick, 1991).

### **Children's Market**

Before 1950, in retailing, it was believed that "for children to be considered consumers, they must have wants,

money to spend, and there must be enough of them to make marketing efforts worthwhile" (McNeal, 1992c, p.4). This statement provided a basis for research into the targetability of the child market because of the realization that today children are meeting all of these criteria that make them true consumers.

Researchers have identified children as customers (Gill, 1989; McNeal, 1969, 1987, 1990a, 1990b, 1991, 1992a, 1992b, 1992c; McNeal & Yeh 1990), while others have alluded to the emergence of children as consumers while detailing the socialization process of children (Exter, 1992; Reece, 1986; Reece & Kinnear, 1986; Samli & Zimmer, 1981; Ward, Wackman, & Wartella, 1977). Sellers (1989) is the only researcher identified at this time who has made marketing suggestions on how to reach the child market.

#### **RATIONALE AND STATEMENT OF OBJECTIVES**

Children have more money than ever before and have an even greater desire to spend it (McNeal, 1992c). However, it was not known whether or not retailers recognized or gave any legitimacy to the potential or value of the child market segment. This research was designed to assess the importance retailers ascribe to the child market segment. If retailers

are unaware that children comprise a bonafide market segment, they might benefit from knowing the potential role the segment could play in their business. At this point, no research had been conducted on this topic. Since this was a new approach to the subject, this study serves as a basis for a future national study. The answers to the research questions proposed in this study will aid in the formulation of questions and hypotheses for a national survey. Findings from further study could possibly lead retailers at various store levels to consider the child market segment when determining their target markets.

#### **RESEARCH QUESTIONS**

To meet the purpose of this study, the following research questions were proposed:

1. Does the importance retailers ascribe the child market segment differ based on whether they believe children are members of: the primary market, the influence market, or the future market?
2. Does the importance retailers ascribe to the child market segment differ based on independent variables associated with the retailer? These independent variables are:

- \* Market Classification: Primary, Influence, or Future.

- \* Store Manager Demographics: Gender, Age, Education, and Retail Experience.

\* Store Characteristics: Store Type, Store Location, Store Policy, Store Safety Issues, Store Personnel, Consumer Education and Community Involvement Programs, and Store Promotions.

### SCOPE OF THE RESEARCH

The researcher identified the scope of the research in the following ways:

1. The importance retailers ascribed to children as a target market segment was the only market segment examined. Other market segments were not the target of this research due to constraints in time and other resources.

2. Subjects were store managers of retail stores located in a three county area in a southeastern state. These retail managers were randomly selected from the telephone directories of the three counties.

3. One dependent variable, the importance retailers ascribe to the child market segment, was examined.

4. The independent variables were limited to the following:

\* Market classifications including primary market, influence market, and future market.

\* Store manager demographics including gender, age, education, and retail experience measured by

the types of stores and positions managers formerly held.

\* Store characteristics including the store type, store location, store policy, store safety issues, store personnel, consumer education and community involvement programs, and store services.

5. A mail survey was used to collect the data.

### **LIMITATIONS**

The potential limitations that might have influenced the outcome of the study were:

1. The three county area of a southeastern state limits the generalizability of the findings.

2. The telephone directories used to obtain the sample may have omitted some potential retailers in their listings.

3. Available resources (time, money) placed constraints on the size, depth, and time frame of the study.

An effort was made during the research process to eliminate or at least minimize the stated and unforeseen limitations of the study.

### **ASSUMPTIONS**

The underlying assumptions of the research included the following:

1. Relationships exist among the variables of the study and are measurable.

2. The literature supporting the rationale for the study accurately reflects the need for the research.

3. Members of the sample population will be willing to participate in the study.

4. The mailed questionnaire is a meaningful method for gathering the range of data needed to answer the research questions.

## CHAPTER II

### REVIEW OF LITERATURE

A review of the market segmentation literature provided a framework for this study. Little research was found relative to the child market, but a body of trade and popular literature on the topic has been steadily building. Results of research on children raises some concerns because children are difficult to study, are undependable reporters of their feelings, have poor recall, and do not easily understand questions asked of them. What has been said and written about children is full of speculation and anecdotes (Stipp, 1988). The market segmentation literature on the other hand is generally well established in the marketing field. The marketing planning literature was referenced as a base for the segmentation conception and identification process and was directly linked with target market conceptualization.

### MARKETING PLANNING PROCESS

Using a market segmentation strategy requires sound market planning. These plans are used to enable a retailer to achieve strategy objectives. Marketing planning is the establishment of marketing goals and the design of marketing

programs to be implemented in the future (Zikmund & D'amico, 1989; Weinstein, 1987; Kotler, 1991).

The marketing plan is the framework upon which effective marketing decisions are built (Weinstein, 1987; Kotler, 1991). The marketing planning process is the central instrument for directing and coordinating the marketing effort to reach the targeted market segment (Kotler, 1991). Figure 1, (Weinstein, 1987) models the process in five steps. Fact finding is the purpose of the market and situation analysis (step 1) which is also commonly called environmental analysis. A retailer has two environments to research, it's own (the internal environment), and the industry in which it competes (the external environment). This analysis should provide relevant background information on the market, competition, product, distribution, and macroenvironment. In this step, the main opportunities/threats, strengths/weaknesses are identified. The marketing objectives (step 2) should define the goals that the plan wants to reach. These objectives must be consistent with the business mission and the overall goals of the retailer. The goals are objectives made specific, measurable, and time-oriented.

After the environment has been analyzed, and objectives set, it is possible to formulate the appropriate marketing strategy and identify the target market (step 3). The marketing strategy presents the broad marketing approaches that will be used to meet the plan's objectives. Once set into place, the plan must then be executed (step 4) or actually translated into action. The implementation step answers what will be done, who will do it, when will it be done, and how will it be done. Then evaluation (step 5) determines how well it is actually being done. Control measures assess whether objectives are being met and if changes need to be made. This study focused on step 3 of the marketing planning process, because it is within this step that certain decisions are made about which market segments a retailer intends to target.

The marketing planning process is an ongoing operation for retailers. This operation allows retailers to identify target markets they want to pursue. A retailer's target market is the specific market segment towards which the retailer plans to focus its efforts (Levy & Weitz, 1992). This specific segment is a group of consumers with similar needs and desires. When the marketing planning process

identifies these target segments, a market segmentation strategy can then be adopted to meet the needs of the customers in that segment.

Helgeson, Brown, and Birrer (1990) found that when looking at the marketing of law firm services (which they stated can be generalized to others) two essential elements of market planning are target marketing and market segmentation. The determination of the target market allows the firm to further segment and focus. Thus, the market planning process and market segmentation are linked to reach the specific segment of interest.

### **MARKET SEGMENTATION**

The concept and definition of market segmentation was proposed and defined by Wendall R. Smith in 1956. Smith (1956) believed that:

market segmentation consists of viewing a heterogeneous market (one characterized by divergent demand) as a number of smaller homogeneous markets in response to differing product preferences among important market segments. (p. 6)

This early definition of market segmentation comes from the school of thought that takes a strategic orientation. Current market segment orientation is now regarded from a research technique, because market segmentation is supported more now

with the results of research findings. A widely used and accepted definition of market segmentation under this school is presented by Kotler:

market segmentation is the subdivision of a market into distinct subsets of customers, where any subset may conceivably be selected as a target market to be reached with a distinct marketing mix (1991, p. 263).

Marketing segmentation is an analytical tool that is used to study markets in a meaningful way, and then it is used to evaluate, select and concentrate on certain segments (Plank, 1985).

In order to realize the benefits of market segmentation, retail management must accept the concept, and an empirical segmentation study must be conducted before implementation can begin (Wind, 1978). Real-world segmentation studies follow one of two research patterns (Wind, 1978; Green, 1977):

An a priori segmentation design in which management decides on a basis for segmentation such as product purchase, loyalty, customer type, or other factors. The survey results show the segments' estimated size and their demographic, socioeconomic, psychographic, and other relevant characteristics (p. 317).

A clustering-based segmentation design in which segments are determined on the basis of a clustering of respondents on a set of "relevant" variables. Benefit, need, and attitude segmentation are examples of this type of approach. As in a priori segmentation studies, the size and other characteristics (demographic,

socioeconomic, purchase, and the like) of the segments are estimated (p. 317).

Once the segmentation study is identified, then the proper research pattern can then be selected.

To fully benefit from segmentation research, the segmentation model must be understood. Wind (1978) states that the segmentation model requires choosing a basis for segmentation (the dependent variable) along with descriptors (the independent variables) of the various segments. The variables used for bases and descriptors can be divided into two types - general customer characteristics, which includes demographic and socioeconomic characteristics, personality and life style characteristics, and attitudes and behavior toward mass media and distribution outlets, and situation-specific customer characteristics such as product usage and purchase patterns, attitudes about the product, benefits sought from a product, and what the responses are toward marketing variables like advertisements and new product concepts (Wind, 1978). This study tried to identify situation-specific characteristics of the child market segment. These were identified by asking the retailer's importance of the child market segment based on the independent variables.

## MARKET REQUIREMENTS

According to Pride and Ferrell (1987), for a body of people to be considered a market, those people must want the product or service, and they must have the means to purchase the product or service. The people in the group must also be able to make the final decisions about which products and services will ultimately be purchased.

Thinking of children as a market is a post WWII phenomenon (Newcomb, 1990). Only 30 to 40 years ago, children were not considered to be spenders or consumers, but they were thought of only as savers and as future customers. These ideas began to change with the baby boom generation, because at this time children were a more noticeable group due to their increased numbers (McNeal, 1992c; Newcomb, 1990). Even after the baby boom, children still did not emerge as a viable market in the eyes of most retailers. Retailers felt that "for children to be considered consumers, they must have wants, money to spend, and there must be enough of them to make marketing efforts worthwhile" (McNeal, 1992c p.4). Today, the child market segment meets all four of the criteria to be a market that can be segmented.

**The People Must Need/Desire the Product.** As children become consumers, the assumption can be made that they will need and desire various products. These needs and desires will ultimately lead to consumer product purchases. In 1990, when overall economic growth was slow, spending on and by children four to twelve years old jumped 25% over 1989 to \$60 billion. The child market in 1991 reached nearly \$75 billion and approached 2% of the entire economy (Newcomb, 1990).

McNeal (1992c) conducted a study of 1,018 households with children and asked the children and parents what the children were buying with their own money. Among the categories identified, two changes could be seen among children as primary customers. Children were spending more money, and they were purchasing more high-ticket items in product categories such as snacks, toys, and clothes (McNeal, 1992c).

Children's needs/desires for products are shown when they start to make individual purchase visits to various stores. McNeal (1992c) found in a study in 1989, that children were making an average of 1.8 store trips a week and, they were visiting an average of 1.7 stores a week. These findings illustrate that children are developing into consumers that do have needs and desires, because the information shows that by

the time the child reaches age 10, he or she is visiting and purchasing from an average of 2.3 stores a week, making over 156 independent visits a year.

The fact that children do have needs/desires is demonstrated by the amount of market communications, advertisements, and sales promotions that are targeted to the child market. One approach some retailers are using as a market communication channel to children is the club concept. Each retailer using this concept has their own individual club that children can join (Graham, 1988; Hume, 1989; Wojitas, 1990; Berry, 1990). An example of an existing and successful club can be found at Burger King restaurant who uses its club to gain the loyalty of children consumers (Hume, 1989). Through these clubs, retailers are advertising, publicizing, and promoting to kids (McNeal, 1992c). These clubs supply a single, unified channel for all marketing communications to children, and they help to create the needs/desires for retailer products.

Despite the popularity of the club concept, basic advertising is also a very important way of creating the needs/desires of the child consumer. In total, advertising expenditures to children in 1992 amounted to \$1,003,500,000 of

which \$690,000,000 was for TV advertising (McNeal, 1992c). Other expenditures for advertising included, \$2,000,000 for radio, \$15,000,000 in magazines, \$2,500,000 in newspapers, and \$24,000,000 for other media (direct mail, ads on videos, product placement in movies and game shows, and in-school ads and posters) (McNeal, 1992c). Retailer's sales promotion also includes a wide range of marketing activities that are directed to the child market. These include coupons, contests, sweepstakes, premiums, samples, and some 800 telephone numbers. The estimated spending on promotion to children in 1990 was \$1,362,214,000 (McNeal, 1992c).

**The people in the group must have the ability to purchase the product.** In 1990, the number of 5 to 12 year olds in the U.S. was around 33 million (McNeal 1990a). It has been projected that the child population will reach almost 37 million by the year 2000 (Census Bureau, 1988).

Child spending is likely to remain robust for some years to come because there are more children around than there used to be. The United States is going through somewhat of a baby boom - known to demographers as a boomlet. In 1989, new births hit a high of more than 4 million, which is the strongest performance since the post-WWII baby boom that ended

in 1964 (Newcomb, 1990). A sizable population helps to confirm the child market purchase power.

The amount of money a market segment has to spend definitely influences its ability to make purchases. In 1991, children age 5 to 12 controlled an estimated \$14.4 billion which was up from \$8.5 billion in 1989 (McNeal 1992b). This means that while businesses and households were suffering from recession and war between 1989 and 1991, children's incomes were increasing a whopping 82% (Newcomb, 1990). Children ages 5 to 8 enjoyed an increase of 113%, while those age 9 to 12 had increases of 45%. McNeal (1992b) also states that average weekly spending for children increased between 1989 and 1991 from \$3.09 a week to \$4.87, an increase of over 50 percent (Table A1).

A preliminary glance at children's income by age shows that there have been increases each year. These increases are coming from a variety of sources with the largest single source of income for children being a weekly allowance given by parents (McNeal 1992c). Other sources of income include gifts from parents - 15 percent, household tasks - 15 percent, work - 12 percent, and gifts from others 5 percent.

In recent years, parents have reduced the number of outright gifts to children, giving more based on the child's contribution to the household. Parents believe that this is a good way to teach children about earning money (McNeal 1992c) and help make purchase behavior possible for the little spenders. Grandparents are also providing more income contributions than ever because they have more free time and more spare cash than parents do (McNeal 1992b).

All these numbers suggest to retailers that children do have adequate spending power to be a viable market, and they provide support for future increases in children's income. In fact, Table A2 shows that the personal expenditures of children have increased from \$2.2 million in 1968 to \$8.8 billion in 1991 (McNeal, 1992c). Chain Store Executive reported U.S. retail sales for store types of interest to this study (supermarkets, shoe stores, drug stores, department stores, convenience stores, and discount stores) were \$357 billion in 1993 (State of the Industry, 1993). Based on the estimates of children's expenditures and retail sales, approximately 2.5% of these sales can be attributed to children ages 5 to 12. Additionally, when looking at children's spending power, a very important detail emerges

that warrants consideration. Children's income is almost all discretionary. No other group of consumers has a larger proportion of their income earmarked as discretionary (McNeal 1992c, Samli and Zimmer 1981). This discretionary power places great importance on the children's market and provides one of the most notable reasons for retailer consideration (Samli and Zimmer 1981).

While there is no dispute that income does play a major role in the market determination of children, retailers must not overlook the increased savings rates of these young consumers. Children saved almost three times as much in 1989 as they did in 1984. In 1989, children saved around \$2.6 billion, or approximately 30% of their total income. The total savings figure for 1991 took a jump over 1984 and 1989 data to bring the savings rate for children to 40% of their overall income (McNeal 1992b). Retailers should be interested in these savings rates because the more children save, the more they have to spend on big ticket items.

**The people in the group must be willing to use their buying power.** In looking at how much children are spending, retailers also need to know what children are spending their money on. Around 2/3 of children's spending is on snacks and

playthings, followed by clothing, and outside-the-home entertainment (McNeal 1992b). The remainder of what children spend is distributed over a wide array of items.

Retailers also need to be conscious of where children are making their purchases and how often they are making them. Children are making an average of 25 purchases a year (McNeal 1992c), with the largest share of spending (1/3) going to discount stores, followed by shopping mall stores with 1/4. The rest of children's expenditures are divided among an assortment of outlets, which (except for toy stores) realize over 10 percent of children's spending dollars (McNeal 1992b). Young children enjoy going to supermarkets and convenience stores because they are familiar to them, and older children are more interested in music and toy stores as well as discount houses.

The number of times children visit a specific retail outlet is a concern for retailers. Children go to stores with their parents an average of 2.5 times a week for purchases. In 1991, children visited stores alone (to make a purchase) an average of once a week (McNeal 1992b). This number is down from 1989 figures of two visits a week. The reason for this decline is an increased fear of crime, and the fact that

parents no longer feel that stores are safe for their children (McNeal 1992b). To ease parent' anxiety, retailers must enhance their store's image as a safe and secure place for children to shop.

In order for retailers to be informed about the tremendous changes in the economic activity of today's children, they need to be aware of increases in income and savings rates for children, and they should keep track of what children are spending and where they are spending it. It is with this information that retailers can begin to assimilate children into a true market.

**Individuals in the group must have authority to buy specific products.** When looking at children's new economic status, sociological changes that have taken place in the last decade can offer some explanations as to why these economic transformations have been occurring (Levy & Weitz, 1992; McNeal, 1992c; Graham, 1988; Stipp, 1988; Agnew, 1987).

Beginning in the 1970s, families started reducing the total number of children per household. Although baby boom parents averaged over three children per family, the baby boomer's children averaged less than two per family. This came about in part because of increased career mindedness and

economic pressures placed on both men and women during the 70's and 80's. Adults were also caught in the "70's sensibility" ideal that carried over to the 80's and caused reductions in family sizes. The impact of having less children has been to bombard the fewer children with more, helping to increase the power of the child consumer.

The increased divorce rate and the rise in the number of mothers not getting married has produced a large number of single-parent families. In these households, the children are expected to assume more responsibility for performing consumer-related tasks that the missing parent might ordinarily do (McNeal, 1992c). The results of this increased obligation is that children are learning how to handle money at an earlier age and how to buy more for themselves and for the household.

With the increased importance of careers and the desire to become financially stable, many adults are waiting to have children and start a family. Therefore, when children are born to older parents, they may be cherished more. This is attributed to the fact that the parent's anticipation may make the children more valued. With these expectations, parents with increased financial security may demonstrate children's

worth by providing their kids with more. These parents also tend to be more responsive as their children grow and begin to make more purchase requests (McNeal, 1992c).

More than ever before, both parents in the household are working in jobs outside the home. Almost 70% of households with children are dual-earner households. With Mom and Dad both working they are able to spend more money on their kids but they have less time with them. This time deficit often causes parents to feel guilty and therefore use the extra income to buy their children more and give them more.

Dual-working parents also seem to ask their children to help more with household tasks and to be more self-reliant. This, in turn, requires the children to assume a consumer role more frequently and more often at an earlier age. A recent Yankelovich survey (Graham, 1988) conducted with the Nickelodeon children's cable network and USA Today found that 23% of children age 6 to 15 cook their own dinners some of the time and 6% cook their own dinners most of the time.

When all of these social forces occur together, the result is a more self-reliant and market-mature child. The social forces listed above are not mutually exclusive, but they do represent the major factors for change in the last few

decades. With these changes, parents are pushing children to assume a greater consumer role, and the marketers are pulling them with more promotion effort (McNeal 1992c).

### MARKET SEGMENT<sup>4</sup> FORMATION

After meeting the four criteria for becoming a market, Weinstein (1987) suggests that the following guidelines be used in forming good market segments.

**Homogeneity within the segments.** Individuals in the segment should have similarities with regards to specific characteristics. They should try to fit some type of standard profile. In looking at the market segment that was analyzed in this study, all of the members in the segment are children. They were also all between the ages of five and twelve.

**Heterogeneity between segments.** The segments should be distinctive from one another, and it should be clear which group an individual belongs to based on key attributes. The child segment differs from other markets in that it is comprised of only children who are ages five to twelve years old. Another characteristic of this segment is that children have the largest percentage of discretionary income over any other market segment (McNeal, 1992c). This discretionary income allows this segment to be set apart other markets.

**Sizable population.** The segments should contain an ample number of members to make segmenting worthwhile. In 1991, the number of 5 to 12 year olds in the United States was around 33 million. It is projected that this population number will rise to an estimated 38 million in 1994 (Census Bureau, 1988), making the child market segment even more significant in size.

**Meaningful segment data.** It is important to know the market being segmented. Good research provides invaluable information that can be used in reaching the targeted segments. There was no empirical research done on looking at how important the child market segment could be to retailers. Most of the information available about the child market segment came from various trade publications, popular literature publications, and government publications. Although these works have provided worthwhile information about the child market segment, there is still a need for further research into the magnitude of this market.

#### **MARKET DETERMINATION**

Having a good product or service is no longer sufficient in today's marketplace. Retail organizations must "satisfy the needs of discriminating customers who can choose from a multitude of alternatives in the marketplace" (Weinstein,

1987, p. 3). This has led retailers to consider using a market segmentation strategy to reach its customers.

A market is a composite of people who, as individuals or as an organization, have needs for products in a product class, and who have the ability, willingness, and authority to purchase such products (Pride & Ferrell, 1987). When looking at the child market segment, it is important to recognize that children are not just one group of developing young customers or just one market of potential buyers (Gill, 1989), but they are a real market constituting real market segments.

In the process of segmenting children, the child market can be further divided into the primary market, the influence market, or the future market. Thus, children are potentially members of three markets. This information is vital to retailers because it gives them three opportunities to capture the child market segment. According to McNeal (1992c), the elements of the children's market are as follows (Figure 2):

#### **Primary Market**

Children are a primary market, which means that they are a market in their own right. This is because they have money of their own, needs and wants, and the authority and willingness to spend the money on those needs and wants. They

should be recognized as a market from their increases in income, savings, and spending rates over the last few decades. This spending process was previously discussed in great detail when looking at the four market requirements.

### **Influence Market**

Since the advent of children's Saturday morning television programs in the 1950's, children have been considered an influence market because they began to make specific purchase requests and suggestions to their parents. It is estimated that children's influence on consumer spending in over 62 product categories adds up to be more than \$132 billion (McNeal, 1992a). This breaks down to \$82.4 billion for food and beverage, \$13.2 billion for clothing, \$16.9 billion for play items, and \$3.1 billion for health and beauty aids. The remaining \$16.4 billion is spent on miscellaneous items. Even though the influence numbers look good, they are not the only support for the children's influence market. Retailers are aware that the goal of any business is to find and influence the primary decision makers for the purchases (McNeal, 1992a), and that is why retailers should be interested in targeting the child market segment.

During a store visit, children make as many as 15 purchase requests to their parents. These requests are in three areas (McNeal, 1992a):

**Items for Children:** This group of purchases includes smacks, toys, electronic gadgets, and clothes.

**Items for the Home:** Children are influencing parent's purchases of furniture, stereo systems, TV sets, foods and beverages for meals.

**Items for the Family:** these items include major purchases of vacations, automobiles, and recreation activities.

Retailers must also realize that parents are being influenced more than ever before by children's purchase requests simply because they provide parents with direction in making purchase decisions. Additionally, McNeal (1992c) states that these influences have come about because of the previously mentioned sociological changes in family that are effecting children.

In general, retailers seem to be aware of children's purchase requests to parents, that they are often honored by parents, and that these requests generally make up billions of dollars in spending by the parents. There are four different viewpoints retailers have about how children influence parent's purchase decisions (McNeal, 1992c, pp. 81-84).

**There is nothing to be done about it.** Some retailers believe that little can be done to affect children's influences on parental purchases. They also feel that children's influence is not of major importance and therefore not worthy of targeting. Children's influence on their parent's purchases is simply ignored and often viewed negatively.

**Influence parent's thinking and they in turn will influence children's thinking.** These retailers believe that the parents determine what the children are thinking. The parents use promotional information provided by the retailers to instruct the children about desirable products and stores. This has become especially hard for today's retailers because both parents are working and do not have time to be influenced by very many promotional messages.

**Influence parents and child simultaneously.** This viewpoint assumes that children have substantial influence, but parents must be persuaded to make the final purchase decisions. This view recognizes that the amount of yielding on purchase requests depends on the product being sought and the parenting style being used. This acknowledges that parents and children do make joint purchase decisions for many products.

**Influence the child who influences the parents.** This viewpoint is that advertising can influence the wants of children, who in turn make advertising-influenced purchase requests to parents, who then make the purchases to satisfy the child's wants.

Recognizing that children are influencers of some capacity, retailers can capitalize on whatever leverage they have on purchase decisions.

## Future Market

The secret to holding on to customers lies in how a retailer goes about getting them from the start. "Growing" customers from childhood to adulthood can produce a more loyal relationship and provide incredible faithfulness on the consumer's part (McNeal 1990b). Retailers must realize that children will someday become the consumers of all products and services and can be more easily converted if entertained from the time the consumer development process begins.

If there is to be some assurance that children will become loyal future customers of a retailer, an enduring relationship must be established. If this relationship is not established, then the children can become anybody's customers. "This suggests that in order for there to be future store patronage **action**, children must be made **aware** of the retailer, its products, and mission; their **interest** in the retailer must be generated and maintained; and their **belief** in the company as a provider of satisfactions must result" (McNeal 1992c p. 95). Each of these steps is critical in gaining and keeping the future customers.

## INDEPENDENT VARIABLES

The objective of this study was to determine how important the child market segment was to retailers. Certain variables were extracted from the literature on children as consumers and from the market segmentation literature. These variables were also identified from the weaknesses of McNeal's previous research on children. In the research he conducted, open-ended questions were asked, providing a variety of answers but no real direction. This study wanted to be more specific and pull out variables that would help measure the importance retailers place on the child market segment. The research questions were answered by looking at three categories of independent variables.

### Market Classification

The first variable category was market classification. This categorized children as members of either the primary market, the influence market, or the future market. McNeal (1992c) identified these classifications as being the three markets where children had potential membership. Support for inclusion of this variable is found in the previous discussion of each market.

### **Store Manager Demographics**

Demographics are considered to be the objective and quantifiable statistics about a population, and they can be used to identify and measure groups of people (Anderson, 1993; Levy & Weitz, 1992). Store manager demographics made up a category of independent variables. These demographics included the gender of the store manager, their age, education level, and retail experience measured by the types of stores and positions managers formerly held. These variables were characteristics about the store managers that could not be influenced by any other individual within the group (Anderson, 1993).

### **Store Characteristics**

Various store characteristics made up the final category of independent variable. These characteristics were derived from looking at retailing mix components (Gist, 1968). Gist (1968) identified each of these components as being influencers of the target market selection. Thus it was felt they would be helpful identifiers of the importance ascribed the child market segment.

**Store Type.** A retail institution refers to the basic format or structure of a business. This group of retailers

provide similar offerings in terms of types of merchandise, variety, assortment, and service levels (Levy & Weitz, 1992).

From the market segmentation literature, it would seem that the type of retail institution determines the specific segment targeted. Kopp, Eng, and Tigert (1989) found, through means of a self-administered questionnaire of 1,650 female household members which was followed by telephone contact and in-home placement, that individual retail store group types can identify attractive consumer segments. For example, across six different customer segments, senior shoppers were shown to concentrate 74 percent of their visits to traditional department stores. In every retail group in this study, a specific dominant segment could also be identified.

In the Tordjman (1988) study of food retailing, it was established that the conventional supermarket is further being divided by types, which is an attempt to reach various market segments. Comparably, in the Finn and Louviere (1990) study, different segments were shown to select apparel centers based on combinations of features associated with retail types. It appears that retail store types aid in determining the specific market segment the retailer selects to target. The

more definite the store type, the more identifiable the retail market segment.

**Store Location.** A retail store's location can affect every aspect of its operation. The location determines the number and types of customers interested in a store. Geographic segmentation is an important part of determining a store's location. Geographic segmentation groups customer segments based on where they live. Then the specific store locations can be decided on based on what segment the store is aiming for.

In Hallsworth's (1991) study, it was shown that in the last twenty years, food retailers in the United Kingdom have restructured using market segmentation approaches based partly in terms of the different types of locations. The location variable in this study was shown to influence various segment characteristics such as attitudes. Thus location can be a very effective way of defining market segments (Bertrand, 1989; Hallsworth, 1991; Band, 1990; Feroz & Wilson, 1992).

The classic response to the question, "What are the three most important things in retailing?" is "location, location, location" (Levy & Weitz, 1992). Perkins (1989) confirmed that it is important to find the right location to be able to

maximize the specific area that is relevant to the target market. Similarly, Labay and Comm's (1991) study of the outlet shopper segment showed that consumers who were motivated to shop at factory outlets placed great importance on the location of the store.

In considering location as a market segmentation variable, pedestrian and vehicular traffic and transportation to the store must be considered. Pedestrian traffic is made up of the number and type of people that walk by a retail store, while vehicular traffic encompasses the number of vehicles that drive by the store, the types of vehicles that have access to the retail store, and the amount of traffic congestion around the store. Transportation to and from the retail store is also a segment consideration. The availability of mass transit, access from major highways, and ease of delivery to the store are all determinants of what segments can shop at what retail stores (Berman & Evans, 1992).

When trying to identify market segments, the location of a retail store becomes a very important variable. The location is a critical factor that consumers use to select a store (Levy & Weitz, 1992) and offers the retailer an

opportunity to gain loyal customers from various target segments.

**Store Policy.** The different policies a store has for each market segment provides management with guidelines for decision making that is compatible with the retailer's objectives. These objectives are the goals that direct management toward the activities that enable them to reach designated target markets.

If store policies are written statements, they provide the necessary steps for dealing consistently with the problems and issues of each market segment. Sometimes, retail policies are not written, but they are guidelines that are simply "understood" by each employee. Nonetheless, every retail establishment has store policies that they follow when dealing with each customer segment.

To date, there has been no research on whether or not retailers include the child market segment in their store policy formulation, or if retailers have any unwritten policy to follow when children come into their store.

**Store Safety Issues.** With an increased fear of crime today, parents are concerned about the safety of the stores in which they let their children shop. Retailers that target

children must be aware of parent's anxiety about the safety of each store. (McNeal, 1992c). These retailers can enhance their store's image as a safe and secure place for children to shop and thus ease parent's fears. Although a store's position on safety has not been considered as a market segmentation variable, it could be used to determine what segments a retailer is trying to reach.

**Services Offered.** Services offered attract market segments into a store. Customers come to different stores for various reasons. It is known that good service keeps customers coming back to a specific store and creates positive word-of-mouth communication that brings in new customers (Levy & Weitz, 1992). Thus retailers may attract certain market segments based on their services offered.

Until recently, service offerings have not played a prominent role in market segmentation selection although the services that retailers provide has become one of the key functional areas in strategy formulation (Walters & Knee, 1989). Walters and Knee (1989) point out that the services retailers offer are a dominant factor in the consumer decision of where to shop. So it is important for retailers to know

the various market segments that want the services they have to offer.

Services offered not only influence the decision process, but they affect the retailer's image as well. Helgeson, Brown, and Birrer (1990) found that services offered do play a major role in the way a client (customer) views a law firm. They stated that it was possible to manipulate a variable such as services offered to help meet the needs and wants of the target segment. Currently, the variable of services offered has not often been included in the market segmentation process.

**Store Personnel.** Store personnel play a crucial role in understanding and meeting the needs of the retailer's target market segment. Effective training must take place in order for the personnel to provide the help each segment needs. Successful personnel may have already developed their own classification process, but with the help of market segmentation, they can enhance their abilities to better serve each segment (Maier & Saunders, 1990).

Currently, personnel training has not been included in the market segmentation process, but it could be added to gain further understanding of what segments are attracted to

certain retailers and how important these segments are to each retailer.

#### **Consumer Education and Community Involvement Programs.**

Consumer education is an attempt to help the consumer buy wisely, and with education a consumer can learn how to detect the presence of deception and other abuses, and then be made aware of ways to correct them (Engel, Blackwell, & Miniard, 1993). For this reason, consumer education should be an important part of the subject matter exposure given to children (Lytle, 1973). Some examples of consumer education programs that retailers participate include visiting schools to distribute consumer education information, providing in-store demonstrations about consumer awareness, and incorporating consumer education information into the retailer's promotional activities.

Burton (1975) believes that it is important when making intelligent shopping decisions, that a consumer have the ability to set up criteria, assess the degree to which the product or service meets the criteria, and be able to evaluate the worth of the product. Furthermore, no matter what the age or ability level of children, the skills and knowledge they attain from consumer education does have lasting value.

Retailers are beginning to see that consumer education programs can not only educate children, but they can help sell products and build long-term brand loyalty as well. These retailers (examples include AT&T, Armour Food Company, Mott's USA, and Coca-Cola Foods) are sponsoring school programs on topics that range from reading to drugs (Donaton, 1991). By offering consumer education programs, retailers are acknowledging that children will be their future customers, thus making it important to meet their consumer needs (Donaton, 1991).

A retailer may also foster consumer awareness through community involvement. This involvement may include such examples as participating in adopt-a-school programs, sponsoring local charity events, and providing special seasonal services such as candy bags at Halloween. This community involvement lets the retailer directly meet needs of each target segment.

Currently, the types of consumer education programs that a retailer offers, and the extent that a retailer is involved in community activities has not been included as a variable in determining which segments a retailer feels it is important to target.

**Store Promotions.** Retailers use promotions to develop and reinforce a store's image, to inform customers about the store's merchandise and prices, and to announce a store sale. Retail promotions are any communication by a retailer that informs, persuades, and/or prompts the target market about any aspect of that retailer (Berman & Evans, 1992). These promotions may be in a personal format (communications between a retail salesperson and a customer) or in a nonpersonal format without face-to-face communication (e.g. mail, print media, point of purchase). The four main types of retail promotion are advertising, personal selling, publicity, and sales promotion (Anderson, 1993; Levy & Weitz, 1992). These promotions are designed according to the retailer's overall marketing plan (Anderson, 1993).

Retailers use advertising as a paid communication that is delivered to customers through nonpersonal mass media such as newspapers, television, radio, and direct mail (Levy & Weitz, 1992). This communication is meant to develop and reinforce a retailer's image, to inform customers about the retailer's merchandise and prices, and to announce any retailer sales. Advertising provides information to customers and creates a

desire or a need for a particular good among a segment (Frideres,1973).

Retailers use specific types of advertising to reach different market segments. In a study by Caron and Ward (1975) they concluded that television advertising is the main source of information for children's Christmas gift ideas. They found that television advertising also effects how children try to influence their parents to purchase for Christmas gifts. Similarly, Atkins (1978) concluded, in a survey examining the relationship between television viewing and the selection of over-the-counter drugs, that children's views were shaped by advertising.

In a random sample of households, Frideres (1973) interviewed children (between five and eight years) and parents twice, once before Christmas and once following the summer months. The survey found that television ads do impact children's purchase requests, whether directly from advertisements or indirectly from other children. The findings showed that over 87% of parents surveyed selected toys to purchase on the basis of their children's desires.

Another component of retailer's promotion is personal selling. All salespeople who come into contact with customers are engaging in personal selling. This form of personal

communication results in salespeople assisting customers to help satisfy their needs (Anderson, 1993; Levy & Weitz, 1992). The objective of each retailer's personal selling are conveyed through the individual retail store personnel training, where the salesforce is made aware of the overall retail promotion strategy.

Publicity is the part of retail promotion that is the "nonpersonal stimulation of demand for a product, service, or idea by means of commercially significant news planted in mass media and not paid for directly by the sponsor" (Committee on Definitions, 1960). This publicity is meant to cast a good reflection on the retailer's image and place within the community. Each retailer's market target can be somewhat identified by the direction in which a retailer aims its publicity.

Retailer's sales promotions are marketing activities that offer incentives for customers to visit a store and make a purchase. These promotions may involve special events, in-store demonstrations, coupons, premiums, contests, or games. In looking at the child market segment, retailers most often use a form of premiums to attract their attention. In a study conducted by Wendy's Corporation (Hume 1989), over half of the

parents questioned said that toy premiums played a major role in their kids fast-food choices. The distribution of premiums has also directed many companies to sponsor kid's clubs that offer toys, coupons, and newsletters to each member. These clubs are anchored by the premiums associated with them, and these premiums are tied to popular children's toys or cartoon characters (Hume, 1989).

#### DEPENDENT VARIABLE

The importance a retailer ascribes a particular market segment was rooted in the market segmentation literature and research, and it was linked to the market planning process through target market selection. It can be assumed that if a retailer feels a certain market segment is important, they will choose to target that market. These particular segments deemed important are determined and reached through the marketing planning process.

The dependent variable of this study was the importance retailers ascribed to the child market segment. McNeal (1992c) reported numerous statistics that supported the legitimacy of the child market segment. These have been described in the literature review. It was believed that the

importance would be determined by examination of independent variables and their influence on the dependent variable.

### SUMMARY

This chapter reviewed the literature on children as consumers and the market segmentation literature pertinent to the objectives of this thesis. The variables selected for the study were shown to be extracted from various contributors in the market segment formulation process, which is further linked to the marketing planning process.

The present study was designed because no research was known to have been conducted to assess the retailer's importance of the child market as a targetable market segment. This was a totally new approach to this subject that was designed to be a descriptive cross-sectional study of the topic. Instead of hypothesizing about certain retailer beliefs pertaining to the child market segment, this study simply tried to answer some relevant questions to gain a better understanding of this virtually unresearched area. From these explorations, the groundwork is being laid for a national study on the importance of the child market segment.

## CHAPTER III

### PROCEDURE

This study was designed to determine the importance retailers ascribe the child market segment. This chapter explains the process of collecting the data to determine which variables showed differences in the importance retailers placed on the child market segment. The research methodology was formatted in the following manner: the survey instrument, sample selection, pre-test, data collection, data coding and data analysis.

### SURVEY INSTRUMENT

A self-administered survey was developed by the researcher to answer the research questions addressing the importance of children as a market segment (Appendix B). The variables for this study were selected from the literature on children as consumers and from the retailing mix components. Guided by the literature review, the items of the questionnaire were designed, concerning children ages 5-12 years old. This age group was selected because it covered the time period between when a child first becomes a consumer and before they enter the teenage market. The survey was divided into a four-sections. Section 1 concerned retail manager's

beliefs about the child market segment, including a question to measure the dependent variable, which was the importance ascribed to the child market segment. Section 2 contained items relative to the store and its activities as they pertained to children as customers. Section 3 dealt with the individual respondents beliefs about how retailers in general felt about children as customers, while Section 4 simply obtained demographic information about the individual respondents.

A printed business reply mail return envelope was included with the questionnaire. Childers, Pride, and Ferrell (1980) note that survey incentives have been reported to increase survey response rates. Thus, a free decal celebrating the 200th anniversary of The University of Tennessee was enclosed to encourage participation.

The dependent variable identifies retail manager's beliefs about the importance of the child market segment (Item 1.1, Appendix B). The independent variables are operationalized as follows:

**Market Classification.** Nominal variable with three categories: primary market, influence market, and future market (items 1.5, 4.1, 4.2, and 4.3).

**Store Manager Demographics.** Nominal variables with five categories: gender, age, education, and retail experience measured by the positions managers formerly held (items 5.1, 5.2, 5.3, 5.5, and 5.6).

**Store Type.** Nominal variable with six categories: grocery store, department store, specialty store<sup>1</sup>, discount store, drug store, or convenience store to identify the manager's current place of employment (item 2.3).

**Store Location.** Nominal variable with three categories: strip center, shopping mall, or freestanding site (items 2.1, 2.2, and 2.6).

**Store Policy.** Nominal variable with two categories: indication of children in store policy or not (items 1.4 and 4.4).

**Store Safety Issues and Activities.** Nominal variable concerning safety issues and activities when children are present in the retail store (items 1.2, 2.10, and 4.5).

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<sup>1</sup> Specialty stores included the following types: Book Stores, Music Stores, Gift Stores, Shoe Stores, Athletic Stores, and Card Stores.

**Store Personnel.** Nominal variable concerning evidence of personnel instruction for assisting children in the retail store (items 1.3, 2.11 and 4.6).

**Consumer Education and Community Involvement Programs.** Nominal variable with seven categories: adopt-a-school /class programs, receipts-for-computers program, report card discounts, donations to schools, in-store tours, in-store literature, and sponsoring school education programs (items 2.14 and 4.7).

**Store Services Offered.** Nominal variable with seven categories: lay-away plans, dressing rooms, return privileges, credit card purchases, check cashing, and gift wrapping (items 2.12 and 4.8).

**Store Promotions.** Nominal variable with four categories: advertising, personal selling, publicity, and sales promotion (items 2.13 and 4.9).

## **SAMPLE SELECTION**

### **Sample Description**

A proportionate stratified sample was used in this study. The population of interest to this study was the store managers of six different types of retail stores. Store

managers were chosen because it was felt they would be the most qualified to give specific information about their store.

The strata for this study were grocery stores, department stores, discount stores, drug stores, convenience stores, and specialty stores. These store types were chosen because they are the most frequently patronized by children (McNeal, 1992c). Stores from a three county area in a southeastern state were included to assure a sufficient number for the study.

#### **Sample Procedure**

The sampling frame for the study was 1993-1994 telephone directories for a three county area in the eastern part of a southeastern state. A list of all possible stores for each type was drawn in each of the three counties. From this list, a random sample of stores was chosen from each of the store types. A random numbers table was used to produce a sample of 200 stores. The number of stores in each type was proportionate to the total population of the three counties.

The specific number of stores from each store type was determined by taking the total populations of the three counties, adding the populations together, and dividing each county's population into the total to obtain a population

percentage. Then each county was allowed that percentage of stores from the total number in the sample. Then this number of stores was divided across the six store types in each county. Fourteen percent of the stores in the sample of 200 were from Anderson County, 17% were from Blount County, and the remaining 69% were from Knox County. After the total number of stores to be surveyed from each county was determined, then each of these totals was equally divided across store types for that county. Thus each store type was equally represented in each county.

As a part of the sampling procedure, prior to data collection, an attempt was made to telephone each store manager in advance to advise them of their random selection to participate in the study and to obtain the store manager's name for the mailing label. In this process, the researcher obtained the help of three students at The University of Tennessee to aid in the calling process. Each of the students was trained using a script outline as a general guide. During the telephoning process, if any of the store managers indicated they did not want to participate in the study, they were eliminated from the list and another randomly selected store was positioned in their place. There was difficulty in

reaching 25% of the store managers on the sample list. After repeated unsuccessful efforts in contacting them, it was necessary to mail the questionnaire due to time constraints. The 25% not contacted by telephone were still included in the list since follow-up data collection procedures were planned.

#### PRE-TEST

The survey instrument was pre-tested by a group of students in the retailing and consumer science program at The University of Tennessee, Knoxville. The survey for this study was not pre-tested by actual retail store managers because there was only a limited number of retailers in the targeted three county area, so that using any of these retailers for a pre-test would have diminished the potential sample size.

During the pre-test, suggestions were made regarding the questionnaire's instructions, and the rewording of some of the items was proposed. The researcher then went over the questionnaire until a consensus was reached about the clarity and meaning of each item. Since only minor wording revisions were suggested, they were implemented and no further pretest was conducted.

## DATA COLLECTION

The self-administered survey instrument (Appendix B) developed for this study was mailed to the 200 retail store managers whose stores were randomly selected from a list compiled from telephone directories of three adjacent counties. Dillman's (1978) Total Design Method guided some steps of the implementation of the mail survey process. In the data collection process, the researcher made every attempt to secure an adequate response rate.

A seal of the university was displayed on the cover of the questionnaire. On the first panel inside the questionnaire, a letter described the nature of the study, and it assured the anonymity and confidentiality of responses. A printed business reply mail return envelope was included in the mailing.

Each respondent was given a chance to receive a summary of the research results by checking a "results requested" box on the back of the return envelope. In addition, as an incentive for participation, a free decal celebrating the 200th anniversary of The University of Tennessee was enclosed.

### **Follow-Up Procedure**

When administering a survey instrument, a follow-up letter is necessary to help increase the overall response rate of the research (Dillman, 1978). For this study, the return envelopes were coded to facilitate in the follow-up process.

Two weeks after the initial mailing, fifty-eight questionnaires had been returned for a response rate at that time of 29%. It was decided that a further attempt should be made to boost the overall response rate. To do this, two steps were taken. First, all non-respondents were mailed a follow-up letter and replacement questionnaire (Appendix C). Second, it was decided an additional 100 stores be added to the existing sample of 200 stores. These additional stores were selected using the same sampling procedure described earlier. These additional stores were mailed the original questionnaire that included a new return date. The final sample was 284 retailers, because sixteen surveys were returned to the researcher due to insufficient address information.

### **DATA CODING**

Coding is a procedure where data is categorized and transformed into symbols that can be tabulated and counted.

The data for this research were coded after consulting The University of Tennessee Computing Center. As suggested by the UTCC, the researcher entered the coded data on WordPerfect, which is a standard word processing system. Coding was done by the researcher as surveys were received. Coding was completed when it appeared few, if any, more surveys would be returned.

In coding the data, an identification number was consecutively assigned to all the returned questionnaires. All missing responses were coded "0", and the directions to "circle all that apply" were coded "1" if circled and "0" if not circled. The agreement Likert-style scale questions were coded "4" for strongly agree, "3" for agree, "2" for neutral, "1" for disagree, and "0" for strongly disagree. Likewise, the Likert-style scale questions for importance were coded "4" for very important, "3" for important, "2" for neutral, "1" for unimportant, and "0" for very unimportant.

### **DATA ANALYSIS**

The data was analyzed using the SAS (Statistical Analysis System) system. For this study, descriptive research techniques were first employed to obtain frequency tables so that a visual inspection of the data distribution could be

made. These frequencies were formulated by measuring the number of times the attributes of a particular variable were selected (Vogt, 1993).

Inferential statistics were also used to allow the researcher to draw conclusions about the sample population from the data collected (Vogt, 1993). Before further analysis, the data was checked for normality. A normal distribution is a theoretical distribution for a population (Schlotzhauer & Littell, 1991). From that analysis, it was concluded that the data was not normally distributed by looking at the test statistic ( $\text{Prob} < W = .0001$ ), but because of the large sample size (95), it was decided that parametric tests could still be conducted with extreme caution.

Analysis of variance (ANOVA) was used to test for significant differences between the mean score of the importance the respondents ascribed the child market segment and the mean score of other variables being questioned depending on their level of measurement. The assumptions for the analysis of variance were that the observations were independent, the observations were from a normal distribution, and the groups had equal variances. Due to violation of the normality assumption, this test was conducted and analyzed

with caution (Schlotzhauer & Littell, 1991). "The ANOVA procedure involved computing a ratio (F ratio) of the variance within the groups (error variance) to the variance between the groups (explained variance)" (Vogt, 1993 p.7). The magnitude of explained variance was given special attention because of the non-normality of the sample.

Chi-square tests were run to test for significant differences between the observed frequencies and the expected frequencies of the variables that were cross-tabulated. The larger the value of chi square, the greater the deviation of the observed frequencies from those expected to occur by chance (Kerlinger, 1986). If the calculated value of a chi square exceeds the critical value, then there are significant differences between the observed and expected frequencies. Inspection of these frequencies within contingency tables permits the researcher to see where the deviations lie. This gives meaning to the dependence found in the variable.

In the chi-square analysis, Cramer's V was observed to measure the strength of any relationships. Cramer's V was also reported because when considering the non-normality of the sample, the strength of any significant associations may not have been as strong or as great in magnitude as expected.

Because of non-normality within the sample population, the Kruskal-Wallis test was run to search for significant differences between variables. This nonparametric test is used when the data being analyzed depart from normal distributions (Vogt, 1993). Assumptions under the Kruskal-Wallis test are that intra- and intersample independence is assumed as well as the use of an ordinal scale and randomness (Brewer, 1981).

## **CHAPTER IV**

### **RESULTS**

The purpose of this chapter is to present results of the data analysis for the 95 respondents who returned usable questionnaires. The chapter is divided into two sections.

In the first section, the sample and respondents will be described and each variable will be presented using frequency distributions. The second section will report the results of analyses for each research question.

#### **SECTION ONE**

The first section presents a summary of the frequency distributions of each independent variable in the study.

##### **Characteristics of Survey Respondents**

Out of the sample of 284 retailers, 106 store managers responded to the mail questionnaire (37 percent), but only 95 of the questionnaires were usable (33 percent). Demographic data included the store manager's gender, age, education, and previous retail experience (store types and positions held). One question concerning number of years experience in the retail business was eliminated due to a typographical error. The frequency distributions of the characteristics of the survey respondents are summarized in Table 1.

**Gender.** In the sample, males comprised the majority of the respondents (62%), while females made up the rest of the sample (38%).

**Age.** The majority of the respondents were 29 to 46 years of age (62%). Approximately equal numbers of managers were in the 19 to 28 age range (15%) and the 47 to 55 age range (16%). Few managers were 56 or over (7%).

**Education.** One manager reported only a grade school education. Almost 30% of the respondents reported having a high school education. An additional 24% reported post secondary or community /junior college training while the remainder (45%) had college or graduate degrees.

**Retail Experience: Store Types.** The majority of respondents previously held positions in grocery stores (36%) or specialty stores (40%). Seventeen percent reported discount store experience, 26% had worked for a department store, 24% worked for a convenience store, and 22% worked for a drug store. Fifty-two percent of the respondents had held only one other previous position, while 33% had held two previous positions and 15% had held three previous positions. Only one respondent (1%) had held four previous positions.

Table 1. Frequency Distributions of Respondent Characteristics\*

| Characteristics                                       | Absolute<br>Frequency<br>(N=95) | Relative<br>Frequency<br>(Percent) |
|-------------------------------------------------------|---------------------------------|------------------------------------|
| <u>Gender</u> (Item 5.1)                              |                                 |                                    |
| Male                                                  | 59                              | 62.1                               |
| Female                                                | <u>36</u>                       | <u>37.9</u>                        |
|                                                       | 95                              | 100.0                              |
| <u>Age</u> (Item 5.2)                                 |                                 |                                    |
| 19-28                                                 | 14                              | 14.7                               |
| 29-37                                                 | 27                              | 28.4                               |
| 38-46                                                 | 32                              | 33.7                               |
| 47-55                                                 | 15                              | 15.8                               |
| 56-64                                                 | 6                               | 6.3                                |
| 65 and over                                           | <u>1</u>                        | <u>1.1</u>                         |
|                                                       | 95                              | 100.0                              |
| <u>Education</u> (Item 5.3)                           |                                 |                                    |
| Grade School                                          | 1                               | 1.1                                |
| High School                                           | 28                              | 29.5                               |
| Technical/secretarial/<br>trade school                | 8                               | 8.4                                |
| Community/Jr. college                                 | 15                              | 15.8                               |
| College/University                                    | 33                              | 34.5                               |
| Graduate School                                       | <u>10</u>                       | <u>10.5</u>                        |
|                                                       | 95                              | 100.0                              |
| <u>Retail Experience: Store<br/>Types*</u> (Item 5.5) |                                 |                                    |
| Specialty Store                                       | 38                              | 40.0                               |
| Grocery Store                                         | 34                              | 35.8                               |
| Grocery Store                                         | 25                              | 26.3                               |
| Department Store                                      | 23                              | 24.2                               |
| Convenience Store                                     | 21                              | 22.1                               |
| Drug Store                                            | <u>16</u>                       | <u>16.8</u>                        |
| Discount Store                                        | 157                             | 165.                               |

\* Frequencies represent multiple responses.

Table 1. (Continued)

| Characteristics                    | Absolute<br>Frequency<br>(N=95) | Relative<br>Frequency<br>(Percent) |
|------------------------------------|---------------------------------|------------------------------------|
| <u>Retail Experience Positions</u> |                                 |                                    |
| <u>Held*</u> (Item 5.6)            | 78                              | 82.1                               |
| Store Manager                      | 68                              | 71.6                               |
| Salesperson/Clerk                  | 57                              | 60.0                               |
| Department/Assistant<br>Manager    | 13                              | 13.7                               |
| Owner                              | <u>8</u>                        | <u>8.4</u>                         |
| District Manager                   | 224                             | 235.8                              |

\* Frequencies represent multiple responses.

**Retail Experience: Positions Held.** Seventy-two percent of the respondents had previously been employed as a salesperson/clerk (72%), 60% as department/assistant manager, and 80% as store manager. Only eight percent of those surveyed had held a district managers position, and fourteen percent had previously been a store owner.

### **Store Type**

One-third of the respondents classified their store type as specialty (30%). An equivalent number of the respondents were managers of convenience stores and drug stores (18% each), while 16% categorized their type as grocery store, 12% discount store, and 7% department store (Table 2).

### **Store Location**

Most stores were located either in strip shopping centers (39%) or freestanding sites (37%). Twenty-four percent were located in a shopping mall (Table 3).

Respondents reported that their store locations were within one-fourth of a mile of a major highway (85%) and from a residential area (88%). Forty-four percent of the respondents reported their store as being one-fourth a mile from an elementary or middle school (Table 4).

Table 5 reveals that 94% of the respondents felt that

Table 2. Frequency Distribution for Store Types.

| <b>Store Type (Item 2.3)</b> | <b>Absolute<br/>Frequency<br/>(n=95)</b> | <b>Relative<br/>Frequency<br/>(%)</b> |
|------------------------------|------------------------------------------|---------------------------------------|
| Specialty                    | 28                                       | 29.47                                 |
| Convenience                  | 17                                       | 17.89                                 |
| Drug                         | 17                                       | 17.89                                 |
| Grocery                      | 15                                       | 15.79                                 |
| Discount                     | 11                                       | 11.58                                 |
| Department                   | 7                                        | 7.37                                  |

Table 3. Frequency Distributions for Store Location.

| <b>Store Location (Item 2.1)</b> | <b>Absolute<br/>Frequency<br/>(N=95)</b> | <b>Relative<br/>Frequency<br/>(Percent)</b> |
|----------------------------------|------------------------------------------|---------------------------------------------|
| Strip Shopping Center            | 37                                       | 38.9                                        |
| Freestanding Site                | 35                                       | 36.8                                        |
| Shopping Mall                    | 23                                       | 24.2                                        |

Table 4. Frequency Distribution for Store Locations Within One-Fourth A Mile of a Major Highway, Residential Area, or School\* (N=207).

| Proximity to: (Item 2.2)    | Frequency | Percentage |
|-----------------------------|-----------|------------|
| Residential Area            | 84        | 88.4       |
| Major Highway               | 81        | 85.3       |
| Elementary or Middle School | 42        | 44.2       |

\* Frequencies represent multiple responses.

Table 5. Frequency Distribution of How Children Arrive At Individual Stores\* (N=218).

| Methods of Arrival<br>(Item 2.6) | Frequency | Percentage |
|----------------------------------|-----------|------------|
| Coming with an adult             | 89        | 93.7       |
| Walking                          | 52        | 54.7       |
| Riding a bicycle                 | 41        | 43.2       |
| Dropped off by an adult          | 30        | 31.6       |
| Using public transportation      | 6         | 6.3        |

\* Frequencies represent multiple responses.

children arrived at their store by coming in with an adult. Fifty-five percent believed that children walked and 43% selected bicycle. Thirty-two percent of the respondents felt children arrived by being dropped off by an adult and only 6% felt they arrived using public transportation.

### **Store Policy**

Scores for the Likert-style agreement and importance scales were reported for the specific questions about store policy. Scores on the high end of the scale represent agreement with or importance of statements, that is, the importance level the respondents attributed store policy, and the respondents agreement towards including specific provisions about children in store policy.

**Respondent's Store:** Fifty percent of the respondents agreed that the policies of their store were adequate to address the needs of children and 22% strongly agreed, while 2% disagreed. Twenty-five percent of the respondents remained neutral (Table 6). None of the respondents answered strongly disagree.

**About Retailers In General:** Almost one-half of the respondents reported that including children in the store policy of retailers in general was important (41%), while 16%

Table 6. Frequency Distribution of Store Policy for Individual Retailers.

| Scale             | <u>Store Policy</u><br>(Item 1.4) |                              |
|-------------------|-----------------------------------|------------------------------|
|                   | Absolute<br>Frequency<br>(n)      | Relative<br>Frequency<br>(%) |
| Strongly Disagree | -                                 | -                            |
| Disagree          | 2                                 | 2.1                          |
| Neutral           | 24                                | 25.3                         |
| Agree             | 48                                | 50.5                         |
| Strongly Agree    | <u>21</u>                         | <u>22.1</u>                  |
|                   | 95                                | 100.0                        |

Table 7. Frequency Distributions of Store Policy for Retailers in General.

| Scale            | <u>Store Policy</u><br>(Item 4.4) |                              |
|------------------|-----------------------------------|------------------------------|
|                  | Absolute<br>Frequency<br>(n)      | Relative<br>Frequency<br>(%) |
| Very Unimportant | -                                 | -                            |
| Unimportant      | 6                                 | 6.3                          |
| Neutral          | 27                                | 28.4                         |
| Important        | 47                                | 49.5                         |
| Very Important   | <u>15</u>                         | <u>15.8</u>                  |
|                  | 95                                | 100.0                        |

reported it was very important. Of the remainder of the respondents, 30% were neutral about store policy and 6% felt it was unimportant. None of the respondents reported store policy as very unimportant for retailers in general (Table 7).

### **Store Safety Issues and Activities**

Scores for the Likert-style agreement and importance scales are reported for the specific questions about store safety issues. Scores on the high end represent the agreement with or the importance of each question.

**Respondent's Store:** Seventy percent of the respondents agreed or strongly agreed that their community felt their store was a safe place for children to shop alone. Twenty percent remained neutral and 10% disagreed. None of the respondents strongly disagreed (Table 8).

Store manager's responses to activities that take place when children visited their stores revealed that 54% reported children caused disruption of displayed merchandise. Thirty-nine percent of the respondents reported damage to goods, 36% reported theft of store goods, 24% reported the disruption of other customers and 20% reported disruption of store personnel. Only 8% claimed children caused damage to store

Table 8. Frequency Distribution of Store Safety Issues for Individual Retail Stores.

| <b>Scale</b>      | <b>Store Safety Issues<br/>(Item 1.2)</b> |                                       |
|-------------------|-------------------------------------------|---------------------------------------|
|                   | <b>Absolute<br/>Frequency<br/>(n)</b>     | <b>Relative<br/>Frequency<br/>(%)</b> |
| Strongly Disagree | -                                         | -                                     |
| Disagree          | 9                                         | 9.5                                   |
| Neutral           | 19                                        | 20.0                                  |
| Agree             | 39                                        | 41.1                                  |
| Strongly Agree    | <u>28</u>                                 | <u>29.5</u>                           |
|                   | 95                                        | 100.0                                 |

Table 9. Frequency Distribution of Activities Taking Place While Children Visit Individual Retail Stores\*

| <b>Activities</b>                   | <b>Absolute<br/>Frequency<br/>(n)</b> | <b>Relative<br/>Frequency<br/>(%)</b> |
|-------------------------------------|---------------------------------------|---------------------------------------|
| Disruption of displayed merchandise | 52                                    | 54.7                                  |
| Damage to goods                     | 37                                    | 38.9                                  |
| Theft of store goods                | 34                                    | 35.8                                  |
| Disruption of other customers       | 23                                    | 24.2                                  |
| Disruption of personnel             | 19                                    | 20.0                                  |
| Damage to store property            | 8                                     | 8.4                                   |
| Children have no disruptive impact  | 28                                    | 29.5                                  |

\* Frequencies represent multiple responses.

personnel. Only 8% claimed children caused damage to store property. Only 8% claimed children caused damage to store property. Thirty percent of the respondents reported that children had no disruptive impact to their store (Table 9).

**About Retailers in General.** Almost three-fourths of the respondents felt it was very important (74%) for parents to feel that a retail store in general is a safe place for children to shop alone. Twenty percent agreed it was important, while 5% remained neutral and 1% felt store safety was unimportant. None of the respondents answered very unimportant (Table 10).

### **Store Personnel**

**Respondent's Stores.** Scores for the Likert-style agreement scale are reported for the specific questions about store personnel. The scores on the high end of the scale represent agreement with the respondents belief that children require different attention as compared with other customers. Over one-half of the respondents agreed (56%) this was true, while 32% strongly agreed. Eleven percent of the respondents were neutral and 2% disagreed. None of the respondents answered strongly disagree (Table 11).

**Table 10.** Frequency Distribution of Store Safety Issues for Retailers in General.

| <b>Scale</b>     | <b><u>Store Safety Issues</u></b><br><b>(Item 4.5)</b> |                                       |
|------------------|--------------------------------------------------------|---------------------------------------|
|                  | <b>Absolute<br/>Frequency<br/>(n)</b>                  | <b>Relative<br/>Frequency<br/>(%)</b> |
| Very Unimportant | -                                                      | -                                     |
| Unimportant      | 1                                                      | 1.1                                   |
| Neutral          | 5                                                      | 5.3                                   |
| Important        | 19                                                     | 20.0                                  |
| Very Important   | <u>70</u>                                              | <u>73.7</u>                           |
|                  | 95                                                     | 100.0                                 |

**Table 11.** Frequency Distribution of Store Personnel for Individual Retailers.

| <b>Scale</b>      | <b><u>Store Personnel</u></b><br><b>(Item 1.3)</b> |                                       |
|-------------------|----------------------------------------------------|---------------------------------------|
|                   | <b>Absolute<br/>Frequency<br/>(n)</b>              | <b>Relative<br/>Frequency<br/>(%)</b> |
| Strongly Disagree | -                                                  | -                                     |
| Disagree          | 2                                                  | 2.1                                   |
| Neutral           | 10                                                 | 10.5                                  |
| Agree             | 53                                                 | 55.8                                  |
| Strongly Agree    | <u>30</u>                                          | <u>31.6</u>                           |
|                   | 95                                                 | 100.0                                 |

Concerning guidelines provided to employees for helping children, 57% responded affirmatively. Of these, most provided guidance for assisting children who asked for help(78%), followed by how to help children with money (69%), and how to help children make a purchase (69%). Fewer stores addressed how to deal with children who shop alone (41%) (Table 12).

**About Retailers In General.** The final measurement of store personnel training asked the respondents if they felt it was important for retailers in general to include specific instructions in their personnel training procedures for meeting children's needs as consumers. On a Likert-style scale of importance, 53% reported specific instructions were important and 22% felt it was very important. Only 1% of the respondents felt specific instructions were unimportant and 24% were neutral about instructions. No respondents reported instructions as being very unimportant (Table 13).

#### **Consumer Education and Community Involvement Programs**

**Respondent's Store.** Of the respondents, almost one-half reported that they gave donations to schools (47%). Sixteen percent reported sponsoring school education programs, 10%

Table 12. Frequency Distribution of Store Guidelines for Helping Children.

| Are Guidelines Provided by Retail Store? | Absolute Frequency (N=95) | Relative Frequency (Percent) |
|------------------------------------------|---------------------------|------------------------------|
| Yes                                      | 54                        | 56.8                         |
| No                                       | 41                        | 43.2                         |

If answered "Yes", the guidelines may include the following:

| Guidelines                                                | Frequency | Percent |
|-----------------------------------------------------------|-----------|---------|
| How to ask children if they need help.                    | 42        | 77.8    |
| What to do if children come come into a department alone. | 22        | 40.7    |
| How to help children with money.                          | 37        | 68.5    |
| How to help children make a purchase.                     | 37        | 68.5    |

Table 13. Frequency Distribution of Store Personnel for Retailers in General.

| Scale            | <u>Store Personnel</u><br>(Item 4.6) |                              |
|------------------|--------------------------------------|------------------------------|
|                  | Absolute<br>Frequency<br>(n)         | Relative<br>Frequency<br>(%) |
| Very Unimportant | -                                    | -                            |
| Unimportant      | 1                                    | 1.0                          |
| Neutral          | 23                                   | 24.2                         |
| Important        | 50                                   | 52.6                         |
| Very Important   | <u>21</u>                            | <u>22.1</u>                  |
|                  | 95                                   | 100.0                        |

Table 14. Frequency Distribution of Consumer Education Programs and Community Involvement Programs\*

| Program (Item 2.14)                  | Frequency | Percent |
|--------------------------------------|-----------|---------|
| Donations to Schools                 | 45        | 47.4    |
| Sponsoring School Education Programs | 15        | 15.8    |
| In-Store Literature                  | 9         | 9.5     |
| Adopt-A-School/Class Program         | 8         | 8.4     |
| In-Store Tours                       | 7         | 7.4     |
| Receipts-For-Computers               | 5         | 5.3     |
| Report Card Discounts                | 3         | 3.2     |

\* Frequencies represent multiple responses.

supplied children with in-store literature, and 8% participated in adopt-a-school/class programs. Additionally, seven percent of the respondents reported conducting in-store tours, 5% participated in receipts for computers programs, and 3% gave children report card discounts (Table 14).

**About Retailers In General.** Respondents were asked if it was important for retailers who targeted children to participate in consumer education and community involvement programs. On a Likert-style scale of importance, forty-one percent of the respondents felt it was important, and 33% reported it was very important. Only three percent answered unimportant and 23% were neutral. No one answered very unimportant (Table 15).

### **Store Services**

**Respondent's Store.** Sixty-one percent of the respondents felt that rest-rooms were among the store services that children used when shopping. Of the other store services listed, respondents felt that return privileges (29%) and dressing rooms (15%) were also important. Only 7% listed gift wrapping, 4% lay-away plans, 3% check cashing, and 2% credit card purchases as being important services for children (Table 16).

**Table 15.** Frequency Distribution of the Importance of Consumer Education and Community Involvement Programs for Retailers in General.

| <b><u>Consumer Education and Community<br/>Involvement Programs</u><br/>(Item 4.7)</b> |                                       |                                       |
|----------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| <b>Scale</b>                                                                           | <b>Absolute<br/>Frequency<br/>(n)</b> | <b>Relative<br/>Frequency<br/>(%)</b> |
| Very Unimportant                                                                       | -                                     | -                                     |
| Unimportant                                                                            | 3                                     | 3.2                                   |
| Neutral                                                                                | 22                                    | 23.2                                  |
| Important                                                                              | 39                                    | 41.1                                  |
| Very Important                                                                         | <u>31</u>                             | <u>32.6</u>                           |
|                                                                                        | 95                                    | 100.0                                 |

**Table 16.** Frequency Distribution Of Store Services For Individual Retailers\*

| <b>Services (Item 2.12)</b> | <b>Frequency</b> | <b>Percent</b> |
|-----------------------------|------------------|----------------|
| Rest Rooms                  | 58               | 61.1           |
| Return Privileges           | 27               | 28.4           |
| Dressing Rooms              | 14               | 14.7           |
| Gift Wrapping               | 7                | 7.4            |
| Lay-Away Plans              | 4                | 4.2            |
| Check Cashing               | 3                | 3.2            |
| Credit Card Purchases       | 2                | 2.1            |

\* Frequencies represent multiple responses.

**About Respondents In General.** When looking at retailers in general who target children, respondents felt it was most important for them to have rest rooms (77%). The other services the respondents reported as important were return privileges (51%), dressing rooms (44%), gift wrapping (41%), and lay-away plans (35%). Only thirteen percent felt credit cards and cash checking (12%) were important services to have for children (Table 17).

#### **Store Promotions**

**Respondent's Store.** The type of store promotions across respondents was distributed with 31% using newspaper advertisements, 28% using store contests, 25% using in store demonstrations, and 20% using newspaper advertisements. Only eight percent used direct mail coupons to attract children, while 1% used newsletters (Table 18).

**About Retailers In General.** When asked which promotions retailers in general should use to reach children, sixty-three percent of the respondents felt that television advertisements should be included, while 58% felt in-store demonstrations and 53% felt store contests should be included.

Table 17. Frequency Distributions of Store Services For  
Retailers In General\*

| Services (Item 4.8)   | Frequency | Percent |
|-----------------------|-----------|---------|
| Rest Rooms            | 73        | 76.8    |
| Return Privileges     | 48        | 50.5    |
| Dressing Rooms        | 42        | 44.2    |
| Gift Wrapping         | 39        | 41.7    |
| Lay-Away Plans        | 33        | 34.7    |
| Credit Card Purchases | 12        | 12.6    |
| Check Cashing         | 11        | 11.6    |

\* Frequencies represent multiple responses.

Table 18. Frequency Distributions of Store Promotions For Individual Stores\*

| Promotions (Item 2.13)    | Frequency | Percent |
|---------------------------|-----------|---------|
| Television Advertisements | 29        | 30.5    |
| Store Contests            | 27        | 28.4    |
| In-Store Demonstrations   | 24        | 25.3    |
| Newspaper Advertisements  | 19        | 20.0    |
| Direct Mail Coupons       | 8         | 8.4     |
| Newsletters               | 1         | 1.1     |

\* Frequencies represent multiple responses.

Table 19. Frequency Distribution of Store Promotions Used By Retailers In General\*

| Promotions (Item 4.9)     | Frequency | Percent |
|---------------------------|-----------|---------|
| Television Advertisements | 60        | 63.2    |
| In-Store Demonstrations   | 55        | 57.9    |
| Store Contests            | 50        | 52.6    |
| Newspaper Advertisements  | 33        | 34.7    |
| In-Store Literature       | 22        | 23.2    |
| Direct Mail Coupons       | 18        | 18.9    |
| Newsletters               | 9         | 9.5     |

\* Frequencies represent multiple responses.

Thirty-five percent reported newspaper advertisements as important, while only 23% reported in-store literature and 19% reported direct mail coupons. Ten percent of the respondents felt newsletters were important to reach children (Table 19).

#### **Cross-Tabulations of Store Type and Independent Variables**

Cross-tabulations were drawn of the independent variables by store type (specialty, convenience, drug, discount, department, and grocery). For the most part, these revealed anticipated findings. For example, when store type was crossed with store location, it showed that the stores located in freestanding and strip shopping centers tended to be convenience stores, discount stores, grocery stores, and drug stores, while those located at shopping malls were specialty stores and department stores (Table 20). This corresponded with what was thought to be the traditional location for that store.

#### **Other Descriptive Items**

A few items were included in the survey instrument but not tested against the dependent variable. These items were explored in an attempt to further understand retailer's feelings about the child market.

Table 20. Cross-Tabulations of Store Type and Store Location. \*

| Store Type  | <u>Freestanding Site</u> |                        | <u>Shopping Mall</u>   |                        | <u>Strip Shopping Center</u> |                        |
|-------------|--------------------------|------------------------|------------------------|------------------------|------------------------------|------------------------|
|             | Absolute Frequency (n)   | Relative Frequency (%) | Absolute Frequency (n) | Relative Frequency (%) | Absolute Frequency (n)       | Relative Frequency (%) |
| Specialty   | 2                        | 7.14                   | 16                     | 16.84                  | 10                           | 10.53                  |
| Convenience | 15                       | 15.79                  | 0                      | 0.00                   | 2                            | 2.11                   |
| Drug        | 5                        | 5.26                   | 1                      | 1.05                   | 11                           | 11.58                  |
| Discount    | 4                        | 4.21                   | 1                      | 1.05                   | 6                            | 6.32                   |
| Department  | 1                        | 1.05                   | 5                      | 5.26                   | 1                            | 1.05                   |
| Grocery     | 8                        | 8.42                   | 0                      | 0.00                   | 7                            | 7.37                   |

\* Frequencies represent multiple responses.

when the respondent's were asked at what age children begin to make purchases (Table 21), the majority reported between ages five and seven (49%). Thirty-five percent reported between the ages of eight and ten, while 16% reported between the ages of eleven and twelve. From these frequencies, most of the respondents believed that children began making purchases at a young age.

Respondent's were asked what products children purchased in their store without adult assistance (Table 22). The products retailers identified children purchasing corresponded with the ones McNeal (1992c) identified for each store type, with one exception. The managers for drug stores, discount stores, and grocery stores reported that children did not purchase magazines from their store. This was of interest because it was believed that magazines would be purchased at these stores.

Table 21. Frequency Distribution of the Age When Children Begin Making Purchases.

| <b>Age</b> | <b>Absolute<br/>Frequency<br/>(n)</b> | <b>Relative<br/>Frequency<br/>(%)</b> |
|------------|---------------------------------------|---------------------------------------|
| 5 - 7      | 47                                    | 49.4                                  |
| 8 - 10     | 33                                    | 34.9                                  |
| 11 - 12    | 15                                    | 15.8                                  |

Table 22. Cross-Tabulation of Store Type and the Store Purchases of Children. \*

| Store Location | <u>Snacks</u>          |                        |                        | <u>Toys</u>            |                        |                        | <u>Magazines</u>       |                        |  |
|----------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|--|
|                | Absolute Frequency (n) | Relative Frequency (%) | Absolute Frequency (n) | Relative Frequency (%) | Absolute Frequency (n) | Relative Frequency (%) | Absolute Frequency (n) | Relative Frequency (%) |  |
| Specialty      | 3                      | 3.16                   | 8                      | 8.42                   | 2                      | 2.11                   |                        |                        |  |
| Convenience    | 17                     | 17.89                  | 5                      | 5.26                   | 3                      | 3.16                   |                        |                        |  |
| Drug           | 16                     | 16.84                  | 13                     | 13.68                  | 7                      | 7.37                   |                        |                        |  |
| Discount       | 9                      | 9.47                   | 10                     | 10.53                  | 4                      | 4.21                   |                        |                        |  |
| Department     | 0                      | 0.00                   | 2                      | 2.11                   | 0                      | 0.00                   |                        |                        |  |
| Grocery        | 15                     | 15.79                  | 12                     | 12.63                  | 6                      | 6.32                   |                        |                        |  |

\* Frequencies represent multiple responses.

Table 22. (Continued) \*

| Store Location | Clothing               |                        |                        | Gifts                  |                        |                        | Beauty Products        |                        |  |
|----------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|--|
|                | Absolute Frequency (n) | Relative Frequency (%) | Absolute Frequency (n) | Relative Frequency (%) | Absolute Frequency (n) | Relative Frequency (%) | Absolute Frequency (n) | Relative Frequency (%) |  |
| Specialty      | 11                     | 11.58                  | 15                     | 14.74                  | 0                      | 0.00                   | 0                      | 0.00                   |  |
| Convenience    | 0                      | 0.00                   | 0                      | 0.00                   | 1                      | 1.05                   | 1                      | 1.05                   |  |
| Drug           | 1                      | 1.05                   | 0                      | 0.00                   | 4                      | 4.21                   | 4                      | 4.21                   |  |
| Discount       | 4                      | 4.21                   | 5                      | 5.26                   | 5                      | 5.26                   | 5                      | 5.26                   |  |
| Department     | 6                      | 6.32                   | 1                      | 1.05                   | 0                      | 0.00                   | 0                      | 0.00                   |  |
| Grocery        | 0                      | 0.00                   | 0                      | 0.00                   | 1                      | 1.05                   | 1                      | 1.05                   |  |

\* Frequencies represent multiple responses.

Table 22. (Continued) \*

| Store<br>Type | <u>Electronics</u>           |                              |
|---------------|------------------------------|------------------------------|
|               | Absolute<br>Frequency<br>(n) | Relative<br>Frequency<br>(%) |
| Specialty     | 6                            | 6.32                         |
| Convenience   | 0                            | 0.00                         |
| Drug          | 2                            | 2.11                         |
| Discount      | 5                            | 5.26                         |
| Department    | 1                            | 1.05                         |
| Grocery       | 1                            | 1.05                         |

\* Frequencies represent multiple responses.

## SECTION TWO

The results of the data analysis for each of the research questions are presented in this section of the chapter.

**Research Question 1:** Does the importance retailers ascribe the child market segment differ based on whether they believe children are members of: the primary market, the influence market, or the future market.

A Likert-style scale of agreement was used to measure store manager's beliefs about the importance of children as a market segment for their own store. Forty-six percent of the respondents agreed and 30% strongly agreed with this importance, while 11% disagreed and only 1% strongly disagreed. Of the respondents, 13% were neutral on their level of importance (Table 23). The mean for the importance ascribed the child segment was 2.926.

**Respondent's Store.** Out of the ninety-five respondents, only 10% reported children to be most important as a primary market (Table 24). The remaining managers were almost split in their opinions as to which type of market children were most important. Forty-six percent considered children to be

Table 23. Frequency Distribution of the Importance of the Child Market Segment.

| Scale (Item 1.1)      | Absolute<br>Frequency<br>(N=95) | Relative<br>Frequency<br>(Percent) |
|-----------------------|---------------------------------|------------------------------------|
| Strongly Disagree     | 1                               | 1.1                                |
| Disagree              | 10                              | 10.5                               |
| Neutral               | 12                              | 12.6                               |
| Agree                 | 44                              | 46.3                               |
| Strongly Agree        | <u>28</u>                       | <u>29.5</u>                        |
|                       | 95                              | 100.0                              |
| M=2.926      SD=0.970 |                                 |                                    |

Table 24. Frequency Distribution of Importance of Children as a Primary Market, Influence Market, or Future Market.

| Market (Item 1.5) | Absolute<br>Frequency<br>(N=95) | Relative<br>Frequency<br>(Percent) |
|-------------------|---------------------------------|------------------------------------|
| Primary Market    | 9                               | 9.47                               |
| Influence Market  | 44                              | 46.32                              |
| Future Market     | <u>42</u>                       | <u>44.21</u>                       |
|                   | 95                              | 100.0                              |

most important as an influence market and 44% as a future market.

Analysis of variance revealed significant differences ( $p=.0315$ ) in the importance of the child market segment based on the respondent's market classification of children (Table 25). Those classifying children in the primary and influence markets felt that children were slightly more important than the respondents that classified children in the future market. Seven percent of the variance was explained with the analysis ( $R^2 = .072$ ).

After the analysis of variance was examined, a two-way analysis of variance was proposed as an ex post facto test. The two-way analysis of variance revealed significant differences ( $p = .0168$ ) in the effects of market classification and store type on the importance retailers ascribe the child market segment (Table 25). The interaction of these variables also resulted in a significant difference ( $p = .0247$ ), but only 2% of the variance was explained. The interaction of store type and market classification was significant when specialty stores selected children as a future market. To gain further insight as to why respondents chose a certain market classification as more important than

Table 25. Summary of Analysis of Variance For Research Question 1.

| Source                                                                                 | df | SS      | F    | P                   |
|----------------------------------------------------------------------------------------|----|---------|------|---------------------|
| <b>Importance of the Child Market Segment and Market Classification</b>                |    |         |      |                     |
| Model                                                                                  | 2  | 6.4095  | 3.59 | 0.0315 <sup>a</sup> |
| Error                                                                                  | 92 | 82.0746 |      |                     |
| Total                                                                                  | 94 | 88.4842 |      |                     |
| <b>Importance of the Child Market Segment and Market Classification and Store Type</b> |    |         |      |                     |
| Model                                                                                  | 11 | 20.6097 | 2.29 | .0168 <sup>a</sup>  |
| Error                                                                                  | 83 | 67.8745 |      |                     |
| Total                                                                                  | 94 | 88.4842 |      |                     |

a =  $p < .05$

Table 26. Cross-Tabulations of Market Classification and Store Type.

| Store Type  | <u>Primary Market</u>  |                        | <u>Influence Market</u> |                        | <u>Future Market</u>   |                        |
|-------------|------------------------|------------------------|-------------------------|------------------------|------------------------|------------------------|
|             | Absolute Frequency (n) | Relative Frequency (%) | Absolute Frequency (n)  | Relative Frequency (%) | Absolute Frequency (n) | Relative Frequency (%) |
| Specialty   | 5                      | 5.26                   | 12                      | 12.63                  | 11                     | 11.58                  |
| Convenience | 4                      | 4.21                   | 6                       | 6.32                   | 7                      | 7.37                   |
| Drug        | 0                      | 0.00                   | 4                       | 4.21                   | 13                     | 13.68                  |
| Discount    | 0                      | 0.00                   | 7                       | 7.37                   | 4                      | 4.21                   |
| Department  | 0                      | 0.00                   | 5                       | 5.26                   | 2                      | 2.11                   |
| Grocery     | 0                      | 0.00                   | 10                      | 10.53                  | 5                      | 5.26                   |

the others, the market classification choice of the respondent (item 1.5) and the respondent's store type (item 2.3) were cross-tabulated. Forty-six percent of the managers chose the influence market: 13% from specialty stores and 11% from grocery stores (Table 26). Forty-two percent of the managers chose the future market: 14% from drug stores and 12% from specialty stores. Just under 10% of the respondents selected primary market as most important: 5% from specialty stores and 4% from convenience stores. Additionally, the cross-tabulations for market classification and store location (Table 27) revealed that 37% of the manager's stores were located in freestanding sites. Of these stores, the managers chose the influence market (18%) and the future market (16%) to be most important. Twenty-five of the manager's stores were located in a shopping mall. Of these stores, the managers chose the influence market (13%) and the future market (6%) to be most important. Finally, 39% of the manager's stores were located in a strip shopping center. Of these stores, the managers chose the future market (22%) and the influence market (16%) to be most important.

The Kruskal-Wallis test was run on the dependent variable of the importance of the child market segment (item 1.1) and

Table 27. Cross-Tabulation of Market Classification and Store Location.

| Store Location        | Primary Market         |                        |                        | Influence Market       |                        |                        | Future Market          |                        |  |
|-----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|--|
|                       | Absolute Frequency (n) | Relative Frequency (%) | Absolute Frequency (n) | Absolute Frequency (n) | Relative Frequency (%) | Absolute Frequency (n) | Absolute Frequency (n) | Relative Frequency (%) |  |
| Freestanding Site     | 3                      | 3.16                   | 17                     | 17                     | 17.89                  | 15                     | 15                     | 15.79                  |  |
| Shopping Mall         | 5                      | 5.26                   | 12                     | 12                     | 12.63                  | 6                      | 6                      | 6.32                   |  |
| Strip Shopping Center | 1                      | 1.05                   | 15                     | 15                     | 15.79                  | 21                     | 21                     | 22.11                  |  |

Table 28. Kruskal-Wallis Test of Importance of Child Market Segment and Market Classification

| Variable              | X <sup>2</sup> | DF | Prob > X <sup>2</sup> |
|-----------------------|----------------|----|-----------------------|
| Market Classification | 7.5184         | 2  | .0233 <sup>a</sup>    |

a = p < .05

the market classification of children given by the respondent (item 1.5). This nonparametric test was run as support for the findings in the analysis of variance. This test found a significant difference at a level of .05 with a p value of .0233 (Table 28). This shows that there was a difference in the importance the respondent placed on the child market based on which market (primary, influence, or future) the respondent classified children.

**Research Question 2:** Does the importance ascribed the child market segment differ based on independent variables associated with the retailer?

Research question 2 was answered using analysis of variance and chi-square tests. Items permitting multiple responses are described based on inspection of cross-tabulations.

**Store Type.** No significant difference in the importance a retailer places on the child market segment was detected based on the type of store of the respondent (Table 29). The frequency distribution of store types across respondent was somewhat equally distributed, so that no store was over represented or under represented in the sample.

Table 29. Summary of Analysis of Variance For Importance of the Child Market and Store Type.

| Source | df | SS      | F   | p     |
|--------|----|---------|-----|-------|
| Model  | 5  | 3.1919  | .67 | .6501 |
| Error  | 89 | 85.2922 |     |       |
| Total  | 94 | 88.4842 |     |       |

Table 30. Summary of Analysis of Variance For Importance of the Child Market and Store Location.

| Source | df | SS      | F   | p     |
|--------|----|---------|-----|-------|
| Model  | 2  | 1.3365  | .71 | .4965 |
| Error  | 92 | 87.1476 |     |       |
| Total  | 94 | 88.4842 |     |       |

Table 31. Summary of Analysis of Variance For Importance of the Child Market and Store Location Distance From Major Highway, Middle or Elementary School or Residential Area.

| Source | df | SS      | F   | p     |
|--------|----|---------|-----|-------|
| Model  | 5  | 3.9432  | .83 | .5316 |
| Error  | 89 | 84.5409 |     |       |
| Total  | 94 | 88.4842 |     |       |

**Store Location.** Analysis of variance and chi-square test showed no significant differences in the importance placed on the child market segment with regards to the store location of the respondents (Table 30). There was no significant difference in the importance the respondent placed on the child market segment based store proximity to a major highway, a residential area, or a school (Table 31).

**Store Policy.** Chi-square analysis of the importance placed on the child market segment based on the store policy of the individual respondent was significant at  $p = .000$ , but this may not be a valid test because 60% of the cells had expected counts less than five (Table 32). Additionally, Cramer's V reported a weak association.

There was no difference found in the respondents report of the importance for retailers in general to include specific provisions about children in their store policies (Table 32).

**Store Safety Issues and Activities.** The survey questions pertaining to store safety were measured with chi-square analysis. The chi-square test for the importance of the child

Table 32. Summary of Chi Square Analysis of the Importance of the Child Market and Store Policy.

| Variable                                       | Cramer's V | DF | X <sup>2</sup> | p                 |
|------------------------------------------------|------------|----|----------------|-------------------|
| Store Policy<br>for<br>Individual<br>Retailers | 0.355      | 12 | 35.892         | .000 <sup>a</sup> |
| Store Policy<br>for Retailers<br>in General    | 0.249      | 12 | 17.738         | .124              |

a = p < .01

Table 33. Summary of Chi Square Analysis for the Importance of the Child Market and Store Safety.

| Variable                                    | Cramer's V | DF | X <sup>2</sup> | p                 |
|---------------------------------------------|------------|----|----------------|-------------------|
| Store Safety<br>of Individual<br>Retailer   | 0.297      | 12 | 25.17          | .014 <sup>a</sup> |
| Store Safety<br>for Retailers<br>in General | 0.161      | 12 | 7.382          | .831              |

a = p < .05

market and store safety for the individual respondent (Table 33) was significant ( $p = .014$ ), but may not be a valid result because 70% of the cells had expected counts less than five. Based on Cramer's V these associations were found to be weak. The chi-square test for the store safety for retailers in general showed no significant difference.

**Store Personnel.** Chi-square analysis revealed no significant difference in the importance of the child market and the respondent's belief that children require special attention from the store personnel as compared to other customer groups (Table 34). Likewise, chi-square analysis for the importance of personnel training for retailers in general found no significance differences when measured.

**Consumer Education and Community Involvement Programs.** Chi-square analysis on the respondents feelings about whether or not retailers in general who target children should participate in consumer education and community involvement programs revealed no significant difference in the importance they placed on the child market segment (Table 35).

Table 34. Summary of Chi Square Analysis for the Importance of the Child Market and Store Personnel.

| Variable                                 | DF | X <sup>2</sup> | p    |
|------------------------------------------|----|----------------|------|
| Store Personnel for Individual Retailer  | 12 | 12.488         | .407 |
| Store Personnel for Retailers in General | 12 | 15.592         | .211 |

Table 35. Summary of Chi Square Analysis of the Importance of the Child Market Segment and Consumer Education and Community Involvement Programs.

| Variable                                                                   | DF | X <sup>2</sup> | p    |
|----------------------------------------------------------------------------|----|----------------|------|
| Consumer Education/Community Involvement Programs for Retailers in General | 12 | 16.022         | .190 |

Table 36. Summary of Analysis of Variance For Importance of the Child Market Segment and Gender of Respondent.

| Source | df | SS      | F    | p                  |
|--------|----|---------|------|--------------------|
| Model  | 1  | 5.7591  | 6.47 | .0126 <sup>a</sup> |
| Error  | 93 | 82.7250 |      |                    |
| Total  | 94 | 88.4842 |      |                    |

a = p < .05

**Store Services and Store Promotions.** The store services and store promotions were not statistically measured, and have already been reported as frequency distributions in the previous section.

**Demographic Characteristics.** Analysis of variance revealed a significant difference in the level of importance of the child market based on the gender of the respondent (Table 36). Six percent of the variance was accounted for by the differences between the variables. The mean for the level of importance for females based on a score of 0-4, with 0 representing very unimportant and 4 representing very important, was  $M = 2.611$ . The mean score for males was  $M = 3.118$ . Thus, males ascribed greater importance to the child market segment than females.

Analysis of variance revealed that other demographic variables (education and age) were not found to be significant (Table 37 and 38).

Table 37. Summary of Analysis of Variance For Importance of the Child Market Segment and Education of Respondent.

| Source | df | SS      | F    | p     |
|--------|----|---------|------|-------|
| Model  | 5  | 4.7054  | 1.00 | .4227 |
| Error  | 89 | 83.7787 |      |       |
| Total  | 94 | 88.4842 |      |       |

Table 38. Summary of Chi-Square Analysis of the Importance of the Child Market Segment and the Age of the Respondent.

| Respondent<br>Characteristic | DF | X <sup>2</sup> | p     |
|------------------------------|----|----------------|-------|
| Age                          | 20 | 21.161         | 0.388 |

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Today, the child market segment is a viable target for retailers. Little research has empirically addressed retailer's beliefs about the child market segment. The literature on children as consumers has provided adequate support as to why children should be considered a viable market segment, confirming that retailers have failed to recognize this viability (McNeal 1992c; Exter, 1992; Oldenburg, 1993; Gill, 1989). This study was an attempt to empirically test whether or not retailers identify children as a viable market by looking at the importance retailers ascribe to the child market segment. To accomplish this purpose, three categories of independent variables were extracted from the literature on children as consumers and the market segmentation literature. These variables were: market classification, store manager demographics, and retail store characteristics.

A self-administered questionnaire was mailed to retail store managers within a three county area. The first research question measured by the questionnaire results explored the retailer's importance of the child market segment based on

which market classification (primary, influence, or future) the retailer placed children. The next question asked whether the importance of the child market segment differed based on the independent variables of store manager demographics and retail store characteristics.

The data from the survey were analyzed using frequency distributions, analysis of variance, chi-square tests, and Kruskal-Wallis tests. In this final chapter, the results of the study's findings are summarized and conclusions are drawn. Some directions for further research on this topic are also discussed. This summary is organized by research question.

### **SUMMARY AND CONCLUSION**

**Research Question 1:** Does the importance retailers ascribe to the child market segment differ based on whether they believe children are members of: the primary market, the future market, or the influence?

The results of the study did find that the importance retailers place on the child market is different depending on which market (primary, influence, or future) they classify children. This was consistent with McNeal's (1992c) statement that children are a complex market, making up three market

segments, which are each viewed a little different by retailers.

Retail managers who classified children as primary or influence markets believed children were more important to their stores than managers who classified this segment as a future market. For example, when specialty store managers classified children as a future market for them, they did not believe children were as important to their stores now. The future market may be less important to the respondents because it is difficult to see the impending rewards of future returns. Retailers may also be reluctant to target children as a future market or a primary market because of the monetary investment it would involve. If a retailer makes the decision to include the child segment as part of their target market, they might have to invest in additional signage, personnel, training, and fixtures to adequately meet the needs of the segment. All of these cost the retailer and may not be seen as a worthy endeavor without immediate results. Furthermore, even though children are considered to be consumers for a lifetime (McNeal, 1992c), the "future" aspect of this market was not as important to the respondents.

Another reason that retailers may be hesitant to target children as a future market or a primary market may be because they have a small percentage of overall retail sales. Even though children spent \$8.8 billion in 1991 (McNeal, 1992c), this accounts for only 2.5% of the total U.S. retail sales attributed to the store types included in this study. Retailers may see this percentage as being a too small a slice of the retail sales pie, and thus not worth their consideration.

The different market classification choices across the store types in this study was supported in the findings of market segmentation and store type research (Kopp, Eng, & Tigert, 1989; Tordjman, 1988; Finn & Louviere, 1990). These studies concluded that retailers consider store type when making a market segment decision. Children were known to patronized each of the store types in the study (McNeal, 1992c), but because of the nature of each type, different stores were interested in different classifications of the child market. For example, grocery stores were found to be more interested in children as an influence market. This finding directly corresponds with McNeal's (1992c) claim that food was an important product category in which children were

an influence market. This also supports the "typical" grocery store assumption that children influence parent's purchases while shopping, therefore grocery stores arrange their merchandise at levels that appeal to children (Atkin, 1978).

**Research Question 2:** Does the importance ascribed to the child market segment differ based on independent variables associated with the retailer?

**Store Characteristics.** Of the variables that encompassed the store characteristics, two of the variables indicated significant differences in the importance ascribed to the child market segment. They were store safety issues and store policy. In considering these differences, the interpretations are made cautiously. Even though the sample size (95) was considered large, when divided into sub-groups, there turned out to be too few respondents in certain store types. For example, in the study, 28% of the respondents were from grocery stores, while only 7% were from department stores.

A significant, but weak relationship was found between the importance retailers ascribe to the child market segment and the store manager's response to store safety issues. Retailers who agreed children were important to their store also agreed that store safety issues were important. No

previous studies were found concerning store safety issues and market segmentation. This aside, the variable was of interest because of the identification of increased parental anxiety over the safety and security of the stores where children shop (McNeal, 1992c). It was also of interest because of the stereotype that children can cause disruptions when shopping in a retail store.

Additionally, the store policy variable did show a significant association in the importance ascribed to the child market segment. It is logical that if the retailer feels children are an important market for their store, they would include provisions concerning children within their store policies. The market segment selected by a retailer guides policy decisions that are made to reach and satisfy that market. Again, this result is interpreted with caution.

Of the remaining store characteristic variables, none indicated significant differences in the importance ascribed the child market segment. This lack of difference may be explained by looking at the conceptual framework for this study. The marketing planning process was seen as the central instrument for selecting a market segment (Kotler, 1991). Within this process, step 3 (strategy formulation) allowed the

retailer to determine its target market segments (Weinstein, 1987). However, before a market could be identified and targeted it must be recognized as a legitimate market. For this to occur, the people in the market must need/desire certain products. They must have the ability to purchase the products, and they must be willing to use this ability. Finally, the individuals in the group must have the authority to purchase the specific products (Pride & Ferrell, 1987). After meeting these requirements, the market can then be segmented, and an appropriate market segmentation strategy can be applied. From the review of literature on children as consumers, it can be acknowledged that children met every requirement to be considered a legitimate market.

In addition to these market requirements, Weinstein (1987) presented certain general criterion to be considered when determining the quality of a market segment. First, the segment must have like characteristics, but still be distinguishable from other segments. Second, the segment should have a sizable population so that it can be targeted. Lastly, data about the members of the segment should be readily available to aid in the segmentation process. From the literature review, the child market met each criterion and

established the quality of their market as high, but in general the store managers did not believe the child market segment to be important to them.

Some conclusions and confirmations were made from frequency distribution analyses. Prior to this study, it was believed that certain store types would be situated at certain locations. For example, it was believed that of the store types included in the survey, specialty stores and department stores would most often be found in a shopping mall. Through the analysis of frequency distributions, this belief was confirmed. Furthermore, the other store types were also found to be at locations that were considered "traditional" for that type.

Additionally, it was felt that the child's method of arrival at the retailer's store would be related to the location of the store. Similarly, this was confirmed for example by the arrival method most reported by specialty stores. These stores reported that children most often arrived at their store by being dropped off by an adult. It was felt that this would be an arrival method used by the retailers located in a shopping mall. The other store types provided similar confirmations.

**Demographic Characteristics.** The findings were expected to indicate very little relationship between the store manager demographics and the importance ascribed to the child market segment. In the literature, demographics are noted to be easily identified and accessed, but not always useful in identifying target segments (Levy & Weitz, 1992; Anderson, 1993). For example, Anderson (1993) specifically points out that gender has become a less distinct way of categorizing feelings about specific market segments.

Contrary to the literature, this study did find a difference in the importance of the child market segment based on the gender of the store manager. Males reported children as being more important to their own store than the female respondents. This could be attributed to the fact that there were more males (59) than females (36) in the sample population. Despite this finding, none of the other demographic characteristics of the store manager reported significant differences.

### **RECOMMENDATIONS**

This research attempted to measure the relationship between three categories of variables and the importance retailers ascribe to the child market segment. The resultant

significant but weak associations and low amounts of explained differences lead to the presumption that better measures and/or additional factors may need to be examined to account for any differences in the sample population. The following recommendations are offered.

1. A national study of the importance retailers ascribe the child market segment should be conducted so that more specific statements can be made about the findings.

2. Further evaluation of why retailers do not recognize the child market as a viable segment needs to be pursued.

3. Additional evaluation of the changes in the family structure is needed to gain a better understanding in the child consumer socialization process.

4. Consideration should be given to whether or not retailers recognize the changes in the family structure and the changes in the child socialization process. If they do not recognize these changes, the reasons why need to be explored.

5. The importance of the teenage market needs to be compared to the importance of the child market to see if any differences exist.

6. A "none of the above" choice be added to the questionnaire to be included in items 1.5, 2.8, 2.9, 2.12, 2.13, 2.14, 4.8, and 4.9. This way if a retailer did not participate in any of these activities, they would have a response to select.

7. Additional evaluation of why the store managers of discount and grocery stores did not see children as a primary market when McNeal (1992c) identified them as being the stores children liked to patronize.

8. The areas of store services offered, store promotions used, and consumer education/community involvement programs need to be explored using open-ended questions to gain a better understanding of how these areas effect the retailer's decisions.

9. A pre-test be conducted using actual retail store managers before any other surveying is conducted. Some of the problems identified with the survey instrument in this study may have been eliminated if a pre-test with the store managers had been conducted.

10. In a future study, address the segmentation of children more thoroughly by assessing either their store patronage behavior or their consumption patterns.

This investigation of retailer's beliefs about the importance of the child market segment revealed some descriptive material of interest to the researcher and others interested in the child market segment. While the results of this study are not generalizable beyond the sample population, they may provide some direction for further study concerning the child market segment.

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## **APPENDICES**

**APPENDIX A**

**Tables (Chapters I & II)  
and Figures**

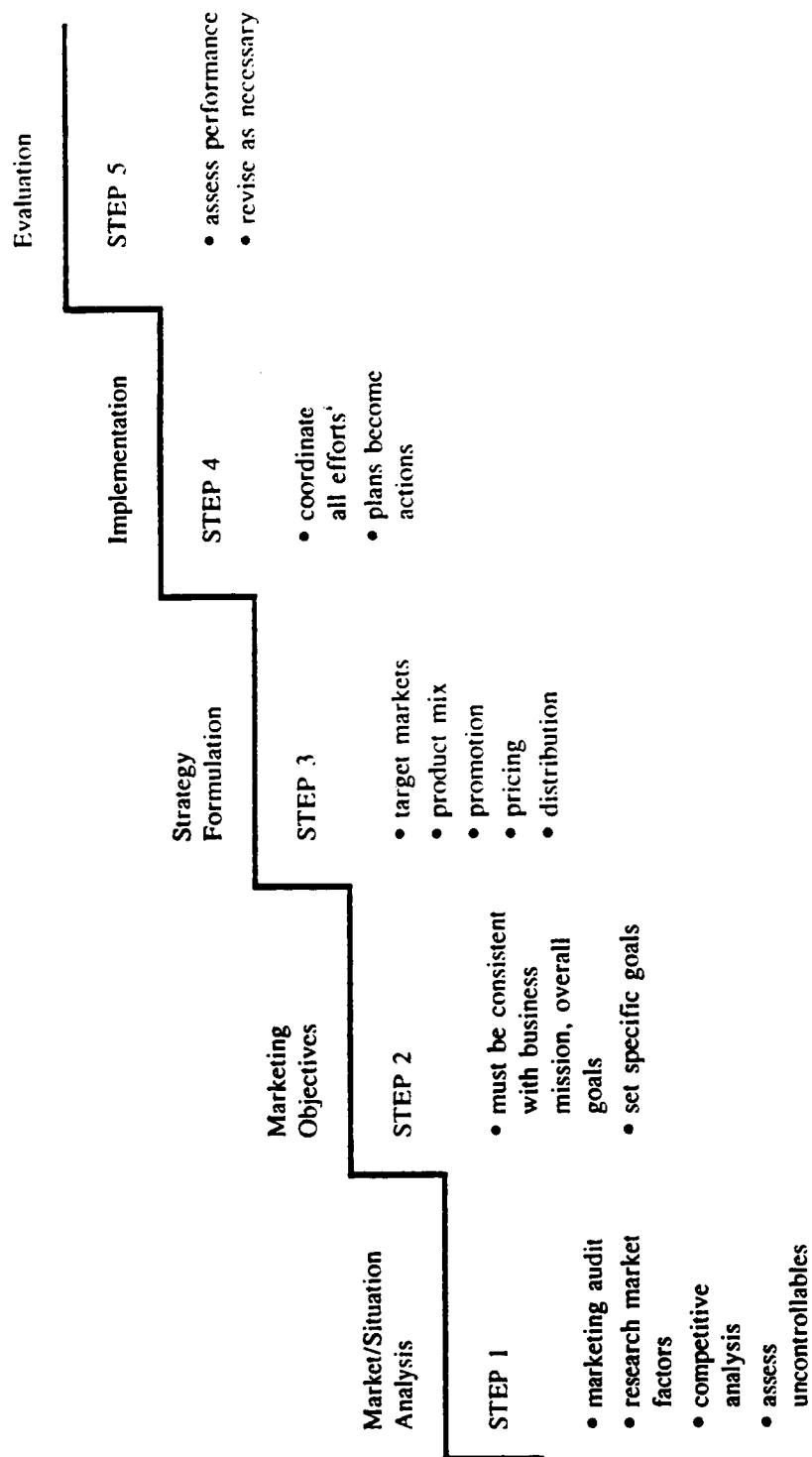


Figure A1.

The Five Steps of The Marketing Planning Process.

Source: Weinstein (1987, p. 20)

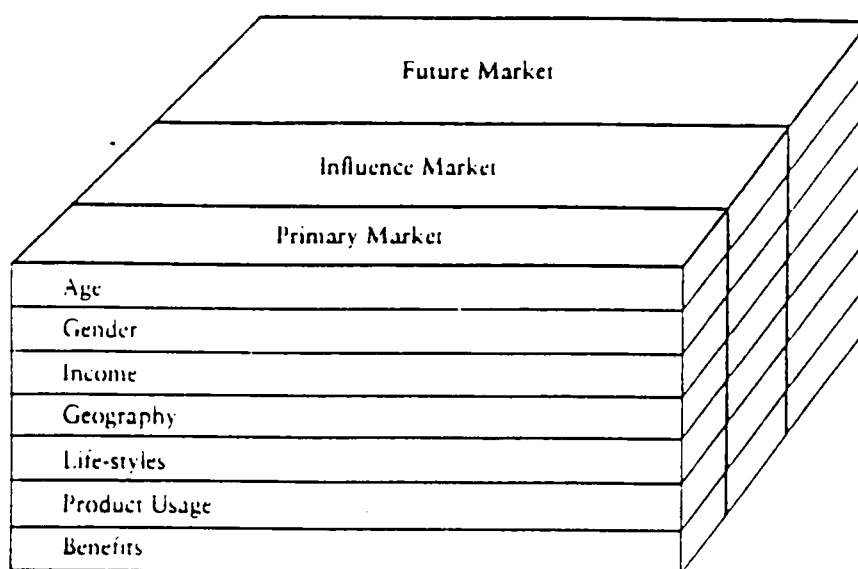


Figure A2. Children as Three Markets.  
Source: McNeal (1992c, p. 14)

Table A1. Average Weekly Income and Expenditures of Children  
According to Age: 1984 and 1989.

| Age | Income<br>1984 | Income<br>1989 | Expenditures<br>1984 | Expenditures<br>1989 |
|-----|----------------|----------------|----------------------|----------------------|
| 4   | \$1.08         | \$1.78         | \$ .049              | \$0.83               |
| 5   | 1.12           | 1.98           | 0.90                 | 1.31                 |
| 6   | 1.28           | 2.71           | 1.25                 | 1.98                 |
| 7   | 1.85           | 3.12           | 1.80                 | 2.59                 |
| 8   | 2.50           | 3.41           | 2.31                 | 2.66                 |
| 9   | 3.52           | 4.83           | 3.19                 | 3.20                 |
| 10  | 4.05           | 4.88           | 3.39                 | 3.28                 |
| 11  | 4.79           | 7.69           | 4.33                 | 5.05                 |
| 12  | 5.49           | 9.83           | 5.26                 | 6.90                 |

Source: McNeal, J. U. (1987). Children as consumers.  
Lexington, MA: Lexington Books.

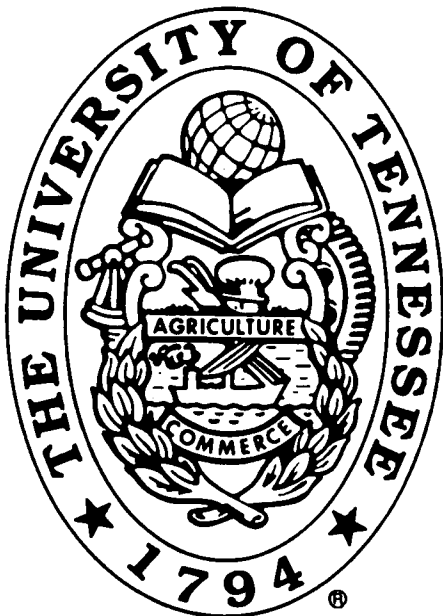
Table A2. Change in Spending by Children From 1968-1991.

| Year | Spending<br>(in billions) | Change |
|------|---------------------------|--------|
| 1968 | \$2.2                     | ---    |
| 1978 | \$2.8                     | 27+    |
| 1984 | \$4.2                     | 50+    |
| 1989 | \$6.1                     | 45+    |
| 1991 | \$8.8                     | 45+    |

Source: McNeal, J. U. (1992c). Kids as customers: A handbook of marketing to children. Lexington, MA: Lexington Books.

**APPENDIX B**

**Survey Instrument**



Textiles, Retailing and Interior Design  
College of Human Ecology, Room 230  
1215 West Cumberland Avenue  
Knoxville, TN 37996-1900

February 14, 1994

Dear Retailer:

Your store has been selected to participate in a study concerning children as a target market segment. We are interested in your experience with and beliefs about children as consumers in the marketplace.

Please be assured that your responses to this survey are completely confidential. We are not interested in any information related to sales volume, profit, name of the store, or store secrets of any kind. Each questionnaire is coded for clerical purposes only.

It is very important that you answer every item on the questionnaire. The survey is designed to take only five minutes of your time. When you complete the survey, please return it in the addressed postage-free response envelope.

If you are interested in receiving a summary of the results of this study, please check the "results requested" box on the back of the return envelope.

As a token of appreciation for your participation in this study, we are enclosing a decal celebrating the 200th anniversary of the University of Tennessee. The help of people like yourself has made our university a great success. Please return your completed questionnaire by February 22, 1994. Thank you for your cooperation.

Sincerely,

*Scarlett Clouse*

Scarlett A. Clouse  
Research Assistant  
Retailing & Consumer Sciences

*S.J. Dillard*

Susan J. Dillard, Ph.D.  
Assistant Professor  
Retailing & Consumer Sciences

Textiles, Retailing and Interior Design  
College of Human Ecology, Room 230  
1215 West Cumberland Avenue  
Knoxville, TN 37996-1900

## Section 1. Your Store

One important purpose of this study is to determine your beliefs about children as consumers. This section deals with aspects of your retail establishment that may pertain to the child market segment. For each statement, indicate your level of agreement or disagreement with a statement by circling the appropriate letter code.

Strongly agree = SA  
 Agree = A  
 Neutral = N  
 Disagree = D  
 Strongly disagree = SD

- 1.1 I believe that children are an important market segment for my store.

SA      A      N      D      SD

- 1.2 People in my community believe that my store and its location are a safe place for children to shop alone.

SA      A      N      D      SD

- 1.3 I believe that as customers, children require different attention from my store personnel compared with other customers in my store.

SA      A      N      D      SD

- 1.4 The policies of my store are adequate to address the special needs of children.

SA      A      N      D      SD

Children ages 5 to 12 are each part of the following markets. Children are a primary market when they have money to spend, have items they want to buy, and make decisions about where to spend their money. Children are an influence market when they ask or suggest that specific purchases be made. Children are a future market because they become consumers of all types as they grow older.

- 1.5 In my store, children are most important as: (Circle the number of your answer.)

1) primary market  
 2) influence market  
 3) future market

## Section 2. Your Store and Its Activities

- 2.1 My store is located at: (Circle the answer.)

1) strip shopping center  
 2) shopping mall  
 3) freestanding site  
 4) other \_\_\_\_\_

- 2.2 My store is within 1/4 of a mile from: (Circle your answer.)

|                                |     |    |
|--------------------------------|-----|----|
| A major highway                | yes | no |
| An elementary or middle school | yes | no |
| A residential area             | yes | no |

- 2.3 I classify my store's ownership type as: (Circle your answer.)

1) grocery store  
 2) department store  
 3) discount store  
 4) drug store  
 5) convenience store  
 6) specialty store

- 2.6 Children arrive at my store by: (Circle all that apply.)

1) coming with an adult  
 2) being dropped off by an adult  
 3) using public transportation  
 4) riding a bicycle  
 5) walking  
 6) other \_\_\_\_\_

- 2.7 I believe children start making purchases at my store at age: (Circle your answer.)

|                |                 |
|----------------|-----------------|
| 1) five years  | 5) nine years   |
| 2) six years   | 6) ten years    |
| 3) seven years | 7) eleven years |
| 4) eight years | 8) twelve years |

- 2.8 In my store, children purchase the following products without adult assistance: (Circle all that apply.)

1) snacks (candy, drinks, etc.)  
 2) toys, games, etc.  
 3) magazines  
 4) clothing, accessories, etc.  
 5) gifts for friends or family  
 6) health/beauty products  
 7) electronics and accessories  
 8) other \_\_\_\_\_

2.9 If I could include any products in my store, the categories I feel would interest children are: (Circle all that apply.)

- 1) snacks (candy, drinks, etc.)
- 2) toys, games, etc.
- 3) clothing, accessories, etc.
- 4) health/beauty products
- 5) electronics and accessories
- 6) other \_\_\_\_\_

2.10 When children visit my store, the following activities take place: (Circle all that apply.)

- 1) children have no disruptive impact
- 2) damage to goods (merchandise)
- 3) damage to store property
- 4) disruption of store personnel
- 5) disruption of displayed merchandise
- 6) disruption of other customers
- 7) theft of store goods (merchandise)
- 8) other \_\_\_\_\_

2.11 My store provides employees with guidelines for helping children. (Circle your answer.)

- 1) yes
- 2) no

If "yes", what do these guidelines include? (Circle all that apply.)

- 1) How to ask children if they need help.
- 2) What to do if children come into a department alone.
- 3) How to help children with money.
- 4) How to help children make a purchase.
- 5) Other \_\_\_\_\_

2.12 I believe the services that children use when shopping in my store include: (Circle all that apply.)

- 1) lay-away plans
- 2) dressing rooms
- 3) rest rooms
- 4) return privileges
- 5) credit card purchases
- 6) check cashing
- 7) gift wrapping
- 8) other \_\_\_\_\_

2.13 The promotional efforts used by my store that are most likely to attract children are: (Circle all that apply.)

- 1) newspaper advertisements
- 2) television advertisements
- 3) direct mail coupons
- 4) store contests
- 5) in-store demonstrations
- 6) newsletters
- 7) other \_\_\_\_\_

2.14 My store participates in the following programs or activities that encourage children to shop in my store. (Circle all that apply.)

- 1) adopt-a-school/class programs
- 2) receipts-for-computers programs
- 3) report card discounts
- 4) donations to school
- 5) in-store tours
- 6) in-store literature
- 7) sponsoring school education programs
- 8) other \_\_\_\_\_

### Section 3. Your Feelings About Retailers in General

The next set of questions concerns how you feel retailers in general would respond to certain statements. Remember that these statements do not necessarily pertain to your specific store, but they can be applied to any retailer at any location. For each statement, indicate its importance by circling the number for the appropriate level of importance.

|                  |   |    |
|------------------|---|----|
| Very important   | = | VI |
| Important        | = | I  |
| Neutral          | = | N  |
| Unimportant      | = | U  |
| Very unimportant | = | VU |

4.1 How important are children to retailers as a primary market?

VI      I      N      U      VU

4.2 How important are children to retailers as an influence market?

VI      I      N      U      VU

4.3 How important are children to retailers as a future market?

VI      I      N      U      VU

4.4 How important is it for retailers to include specific provisions in their store policies that pertain to children as consumers?

VI      I      N      U      VU

4.5 How important is it for parents to feel a retail store is a safe place for their children to shop alone?

VI I N U VU

4.6 How important is it for retailers to include specific instructions in their personnel training procedures for meeting children's needs as consumers?

VI I N U VU

4.7 How important is it for retailers who target children to participate in consumer education and community involvement programs?

VI I N U VU

4.8 I feel retailers targeting children should have the following services for children: (Circle all that apply.)

- 1) lay-away plans
- 2) dressing rooms
- 3) rest rooms
- 4) return privileges
- 5) credit card purchases
- 6) check cashing
- 7) gift wrapping
- 8) other \_\_\_\_\_

4.9 I feel retailers targeting children should use the following promotions: (Circle all that apply.)

- 1) newspaper advertisements
- 2) television advertisements
- 3) direct mail coupons
- 4) store contest
- 5) in-store demonstrations
- 6) in-store literature
- 7) newsletters
- 8) other \_\_\_\_\_

#### Section 4. About You

This section contains questions that will help describe the respondents in this study.

5.2 My present age range is: (Circle your answer.)

- 1) 19-28
- 2) 29-37
- 3) 38-46
- 4) 47-55
- 5) 56-64
- 6) 65+

5.3 To date, the highest level of formal education that I have completed is: (Circle only one answer.)

- 1) grade school
- 2) high school
- 3) technical, secretarial, trade school
- 4) community/junior college
- 5) 4-year college/university
- 6) graduate school

5.4 I have been working in the retail business for: (Circle your answer.)

- 1) 1-5 years
- 2) 6-10 years
- 3) 16-20 years
- 4) 21 or more years

5.5 I have held a retail position in the following store types: (Circle all that apply.)

- 1) grocery store
- 2) department store
- 3) discount store
- 4) drug store
- 5) convenience store
- 6) specialty store
- 7) other \_\_\_\_\_

5.6 I have held the following retail positions: (Circle all that apply.)

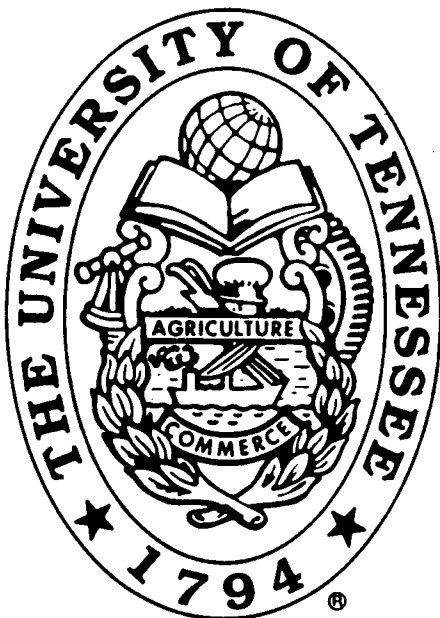
- 1) salesperson or clerk
- 2) department of assistant manager
- 3) store manager
- 4) district manager
- 5) other \_\_\_\_\_

**Thank you for your participation!**

5.1 My sex is: (Circle your answer.)

- 1) male
- 2) female

**APPENDIX C**  
**Follow-Up Mailing**



Textiles, Retailing and Interior Design  
College of Human Ecology, Room 230  
1215 West Cumberland Avenue  
Knoxville, TN 37996-1900

February 28, 1994

Dear Retailer:

One week ago we wrote to you seeking information about your experience with, and beliefs about children as consumers in the marketplace. As of today we have not received your completed questionnaire.

Your participation is very important. We are relying on a wide range of retailer experiences to ensure that this research is of high quality. It should only take five minutes of your time to respond to ALL of the items on the questionnaire. After you complete the questionnaire, please return it in the addressed postage-free response envelope.

If you are interested in receiving a summary of the results of this study, please check the "results requested" box on the back of the return envelope

Again let us assure you of the confidentiality of your responses. Information related to sales volume, profit, or name of the store is not the concern of this research. In the event that your questionnaire has been misplaced, this is a replacement. Thank you for your cooperation.

Sincerely,

Scarlett A. Clouse  
Research Assistant  
Retailing & Consumer Sciences

Susan J. Dillard, Ph.D.  
Assistant Professor  
Retailing & Consumer Sciences

Textiles, Retailing and Interior Design  
College of Human Ecology, Room 230  
1215 West Cumberland Avenue  
Knoxville, TN 37996-1900

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 Agree = A  
 Neutral = N  
 Disagree = D  
 Strongly disagree = SD

- 1.1 I believe that children are an important market segment for my store.

SA      A      N      D      SD

- 1.2 People in my community believe that my store and its location are a safe place for children to shop alone.

SA      A      N      D      SD

- 1.3 I believe that as customers, children require different attention from my store personnel compared with other customers in my store.

SA      A      N      D      SD

- 1.4 The policies of my store are adequate to address the special needs of children.

SA      A      N      D      SD

Children ages 5 to 12 are each part of the following markets. Children are a **primary market** when they have money to spend, have items they want to buy, and make decisions about where to spend their money. Children are an **influence market** when they ask or suggest that specific purchases be made. Children are a **future market** because they become consumers of all types as they grow older.

- 1.5 In my store, children are most important as: (Circle the number of your answer.)

- 1) primary market
- 2) influence market
- 3) future market

## Section 2. Your Store and Its Activities

- 2.1 My store is located at: (Circle the answer.)

- 1) strip shopping center
- 2) shopping mall
- 3) freestanding site
- 4) other \_\_\_\_\_

- 2.2 My store is within 1/4 of a mile from: (Circle your answer.)

|                                |     |    |
|--------------------------------|-----|----|
| A major highway                | yes | no |
| An elementary or middle school | yes | no |
| A residential area             | yes | no |

- 2.3 I classify my store's ownership type as: (Circle your answer.)

- 1) grocery store
- 2) department store
- 3) discount store
- 4) drug store
- 5) convenience store
- 6) specialty store

- 2.6 Children arrive at my store by: (Circle all that apply.)

- 1) coming with an adult
- 2) being dropped off by an adult
- 3) using public transportation
- 4) riding a bicycle
- 5) walking
- 6) other \_\_\_\_\_

- 2.7 I believe children start making purchases at my store at age: (Circle your answer.)

- |                |                 |
|----------------|-----------------|
| 1) five years  | 5) nine years   |
| 2) six years   | 6) ten years    |
| 3) seven years | 7) eleven years |
| 4) eight years | 8) twelve years |

- 2.8 In my store, children purchase the following products without adult assistance: (Circle all that apply.)

- 1) snacks (candy, drinks, etc.)
- 2) toys, games, etc.
- 3) magazines
- 4) clothing, accessories, etc.
- 5) gifts for friends or family
- 6) health/beauty products
- 7) electronics and accessories
- 8) other \_\_\_\_\_

- 2.9 If I could include any products in my store, the categories I feel would interest children are: (Circle all that apply.)
- 1) snacks (candy, drinks, etc.)
  - 2) toys, games, etc.
  - 3) clothing, accessories, etc.
  - 4) health/beauty products
  - 5) electronics and accessories
  - 6) other \_\_\_\_\_
- 2.10 When children visit my store, the following activities take place: (Circle all that apply.)
- 1) children have no disruptive impact
  - 2) damage to goods (merchandise)
  - 3) damage to store property
  - 4) disruption of store personnel
  - 5) disruption of displayed merchandise
  - 6) disruption of other customers
  - 7) theft of store goods (merchandise)
  - 8) other \_\_\_\_\_
- 2.11 My store provides employees with guidelines for helping children. (Circle your answer.)
- 1) yes
  - 2) no
- If "yes", what do these guidelines include? (Circle all that apply.)
- 1) How to ask children if they need help.
  - 2) What to do if children come into a department alone.
  - 3) How to help children with money.
  - 4) How to help children make a purchase.
  - 5) Other \_\_\_\_\_
- 2.12 I believe the services that children use when shopping in my store include: (Circle all that apply.)
- 1) lay-away plans
  - 2) dressing rooms
  - 3) rest rooms
  - 4) return privileges
  - 5) credit card purchases
  - 6) check cashing
  - 7) gift wrapping
  - 8) other \_\_\_\_\_
- 2.13 The promotional efforts used by my store that are most likely to attract children are: (Circle all that apply.)
- 1) newspaper advertisements
  - 2) television advertisements
  - 3) direct mail coupons
  - 4) store contests
  - 5) in-store demonstrations
  - 6) newsletters
  - 7) other \_\_\_\_\_

- 2.14 My store participates in the following programs or activities that encourage children to shop in my store. (Circle all that apply.)
- 1) adopt-a-school/class programs
  - 2) receipts-for-computers programs
  - 3) report card discounts
  - 4) donations to school
  - 5) in-store tours
  - 6) in-store literature
  - 7) sponsoring school education programs
  - 8) other \_\_\_\_\_

### Section 3. Your Feelings About Retailers in General

The next set of questions concerns how you feel retailers in general would respond to certain statements. Remember that these statements do not necessarily pertain to your specific store, but they can be applied to any retailer at any location. For each statement, indicate its importance by circling the number for the appropriate level of importance.

|                  |   |    |
|------------------|---|----|
| Very important   | = | VI |
| Important        | = | I  |
| Neutral          | = | N  |
| Unimportant      | = | U  |
| Very unimportant | = | VU |

- 4.1 How important are children to retailers as a primary market?
- VI      I      N      U      VU
- 4.2 How important are children to retailers as an influence market?
- VI      I      N      U      VU
- 4.3 How important are children to retailers as a future market?
- VI      I      N      U      VU
- 4.4 How important is it for retailers to include specific provisions in their store policies that pertain to children as consumers?
- VI      I      N      U      VU

- 4.5 How important is it for parents to feel a retail store is a safe place for their children to shop alone?

VI I N U VU

- 4.6 How important is it for retailers to include specific instructions in their personnel training procedures for meeting children's needs as consumers?

VI I N U VU

- 4.7 How important is it for retailers who target children to participate in consumer education and community involvement programs?

VI I N U VU

- 4.8 I feel retailers targeting children should have the following services for children: (Circle all that apply.)

- 1) lay-away plans
- 2) dressing rooms
- 3) rest rooms
- 4) return privileges
- 5) credit card purchases
- 6) check cashing
- 7) gift wrapping
- 8) other \_\_\_\_\_

- 4.9 I feel retailers targeting children should use the following promotions: (Circle all that apply.)

- 1) newspaper advertisements
- 2) television advertisements
- 3) direct mail coupons
- 4) store contest
- 5) in-store demonstrations
- 6) in-store literature
- 7) newsletters
- 8) other \_\_\_\_\_

#### Section 4. About You

This section contains questions that will help describe the respondents in this study.

- 5.2 My present age range is: (Circle your answer.)

- 1) 19-28
- 2) 29-37
- 3) 38-46
- 4) 47-55
- 5) 56-64
- 6) 65+

- 5.3 To date, the highest level of formal education that I have completed is: (Circle only one answer.)

- 1) grade school
- 2) high school
- 3) technical, secretarial, trade school
- 4) community/junior college
- 5) 4-year college/university
- 6) graduate school

- 5.4 I have been working in the retail business for: (Circle your answer.)

- 1) 1-5 years
- 2) 6-10 years
- 3) 16-20 years
- 4) 21 or more years

- 5.5 I have held a retail position in the following store types: (Circle all that apply.)

- 1) grocery store
- 2) department store
- 3) discount store
- 4) drug store
- 5) convenience store
- 6) specialty store
- 7) other \_\_\_\_\_

- 5.6 I have held the following retail positions: (Circle all that apply.)

- 1) salesperson or clerk
- 2) department of assistant manager
- 3) store manager
- 4) district manager
- 5) other \_\_\_\_\_

**Thank you for your participation!**

- 5.1 My sex is: (Circle your answer.)

- 1) male
- 2) female

### VITA

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