

## Impact of Emotional Response of Youth on Pester Power Advertising

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### ABSTRACT

This study examines how youth emotional responses contribute to susceptibility to pester power advertising, a key influence on modern consumer behavior. By using a comprehensive questionnaire, it aims to reveal the emotional aspects triggered by advertising, like excitement and desire. Through rigorous statistical analysis, it seeks to uncover patterns linking these emotions to pester power behaviors. This research improves understanding of youth-targeted advertising and guides responsible marketing practices for children and adolescents.

This research delves into the impact of Pester Power advertising on youth, focusing on its emotional dimensions. It explores how emotions like excitement, desire, and peer pressure influence Pester Power effectiveness. Using a quantitative approach, emotional responses are measured via a survey among a diverse youth sample exposed to advertising materials. Statistical analyses aim to uncover relationships between emotions and Pester Power tendencies, informing ethical marketing practices targeting children and adolescents. Statistical analyses, including regression and correlation testing, aim to identify relationships between emotional responses and Pester Power tendencies. Insights from this study aim to inform ethical marketing practices targeting children and adolescents by shedding light on the mechanisms driving youth-targeted advertising efficacy.

This research deepens academic understanding of how advertising, particularly Pester Power, influences consumer behavior by examining emotional drivers. It provides valuable insights for marketers, policymakers, and parents navigating the emotional landscape of youth-oriented consumerism. By uncovering these dynamics, it guides ethical advertising practices that prioritize youth well-being and empowerment, benefiting academia and industry stakeholders alike. The study focuses on the emotional responses of young adults aged 15 to 17 towards Pester Power advertising, utilizing Likert scale questions to assess their involvement. It analyzes their behavioral patterns and purchase decisions in response to these advertisements. The study analyzed the behavioral pattern of respondents towards the Pester Power Advertisements and product purchase decisions.

**Keywords:** Advertising, Consumerism, Pester Power, Emotional Response

### OBJECTIVE OF THE STUDY

To find out if exists a significant effect of pester power advertising on Emotional Response among young adults.

### INTRODUCTION

India is a land of possibilities and unlimited opportunities for businesses. Products, services, and ideas will always find a consumer if marketed well. The last few years have seen a transition in consumer behavior where, along with direct consumers, indirect consumers have also gained equal importance. Every household today has this indirect consumer: the younger generation of the house. These younger consumers influence purchasing decisions and, in some cases, become direct consumers. With families increasingly staying together, there has been a noticeable rise in the involvement of the younger generation in household purchasing decisions. This

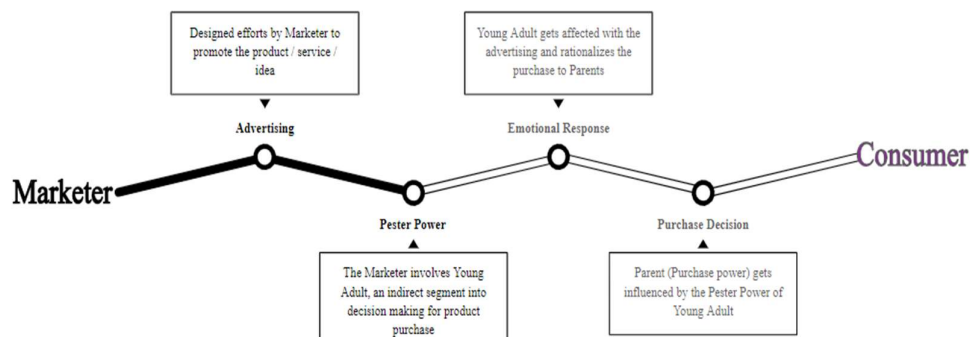
younger generation is vocal about their preferences for products they use and also express opinions on overall family purchase decisions. The industry is aware of this trend, leading to the emergence and growth of pester power advertising. (Das, 2021; Singh & Aggarwal, 2020).

The interplay between emotional responses among youth and the widespread impact of Pester Power advertising represents a significant and developing aspect of modern consumer behavior (Das, 2021). As researchers and industry professionals explore the effects of children's capacity to influence parental buying choices through repeated appeals, an important gap in the literature becomes evident: the connection between emotional stimuli and the effectiveness of Pester Power tactics (Singh & Aggarwal, 2020). This study aims to fill this gap by exploring the complex dynamics that drive the emotional aspects of youth interaction with Pester Power advertising (Das, 2021; Singh & Aggarwal, 2020).

The literature underscores the pervasive influence of Pester Power in shaping family consumption patterns (Livingstone & Helsper, 2006). However, scant attention has been paid to the emotional responses elicited among youth and their role in amplifying the persuasive impact of advertising messages. Emotional responses, encompassing excitement, desire, and peer pressure, have been recognized as potent drivers of consumer behavior (Batra & Ray, 1986; Hirschman & Holbrook, 1982). Understanding how these emotions intertwine with the strategies employed in Pester Power campaigns is crucial for comprehending the nuanced mechanisms at play.

Studies have shown that Pester Power is often fueled by children's exposure to advertising and their subsequent requests for products they encounter (John, 1999). The influence of television advertisements, in particular, has been identified as a key driver of Pester Power, with children demonstrating a heightened susceptibility to persuasive messaging (Atkin & Block, 1983). Additionally, research by McNeal (1992) emphasizes the role of age and the development of cognitive skills in children, influencing their ability to employ pestering tactics effectively. This investigation aligns with the broader discourse on the emotional dimensions of consumer decision-making, offering a nuanced perspective on the role of emotions in shaping the effectiveness of Pester Power advertising within the youth demographic.

## CONCEPT FLOW



## LITERATURE REVIEW

This literature review examines the impact of emotional response of youth on pester power advertising. It explores existing research on how emotional appeals in advertisements influence children's purchasing behavior and their ability to persuade parents. The review also discusses the ethical implications of pester power advertising and the need for further research in this area. Pester power advertising is a marketing technique that targets children, often using emotional appeals to persuade them to request products from their parents. Emotional responses, such as excitement or desire, can be triggered by advertisements and influence children's behavior (John, 1999). This literature review aims to analyze the relationship between emotional response of youth and pester power advertising and its implications.

**Emotional Response in Advertising:**

Research suggests that emotional responses to advertising can significantly impact consumer behavior. For children, emotional responses play a crucial role in their interactions with advertisements and their influence on family purchasing decisions (Dahl & Lavine, 1994). Emotional advertising appeals can create a sense of urgency or desire in children, leading to requests for products from their parents (Mangleburg, 1990).

**Pester Power Advertising Tactics:**

Pester power advertising often employs tactics that target children's emotions, such as using popular characters or celebrities to create a connection with the audience (John, 1999). These tactics can be highly effective in influencing children's preferences and behaviors, ultimately leading to product purchases (Dahl & Lavine, 1994).

**Ethical Considerations:**

While pester power advertising can be effective, it raises ethical concerns regarding its impact on children and their families. Critics argue that such advertising exploits children's vulnerability and manipulates their emotions to drive sales (Mangleburg, 1990). There is a need for advertisers and marketers to consider the ethical implications of their strategies when targeting children.

In conclusion, the impact of emotional response of youth on pester power advertising is significant and warrants further research. Understanding how emotional appeals in advertising influence children's behavior can help marketers develop more ethical and responsible advertising practices. By considering the emotional well-being of children, advertisers can create campaigns that are both effective and respectful of their audience.

**RESEARCH METHODS**

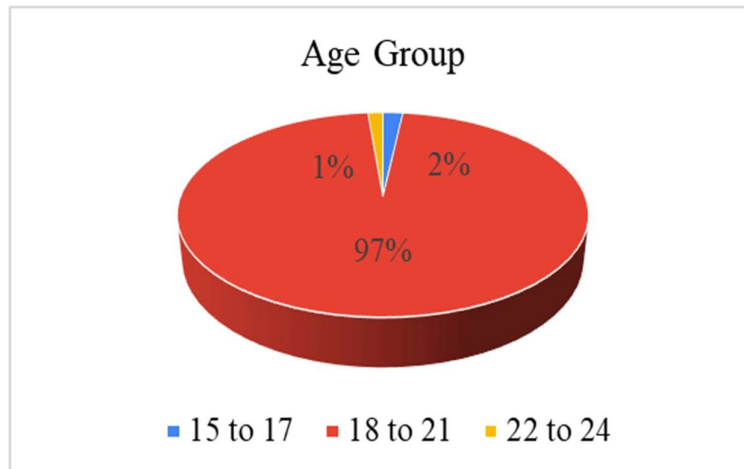
Research Domain	School and Junior College Students in Mumbai
Sampling Technique	Random Sampling
Sample Size	214
Data Collection Method	Primary and Secondary data
Primary data collection method	Pre-Structured Questionnaire
Data Analysis Techniques	Standard deviation and graphs

**DATA ANALYSIS AND INTERPRETATIONS**

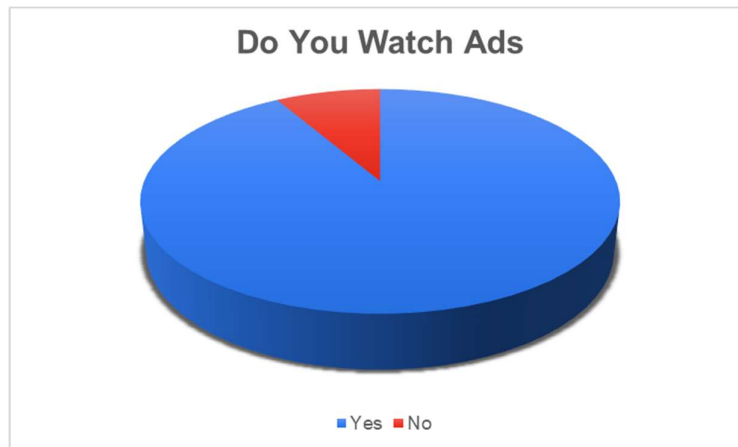
A self-constructed structured investigation was developed on the basis of the past study. The survey was developed in order to fulfill the objectives of this study. The questionnaire was divided into three sections. Section 1 was demographic details, section 2 was related to frequency of watching ads and its relation to purchase and section 3 consisted of questions which were measured using a 5 point likert scale ranging from strongly agree to strongly disagree.

The responses of section 1 were presented using graphs and following were the findings:

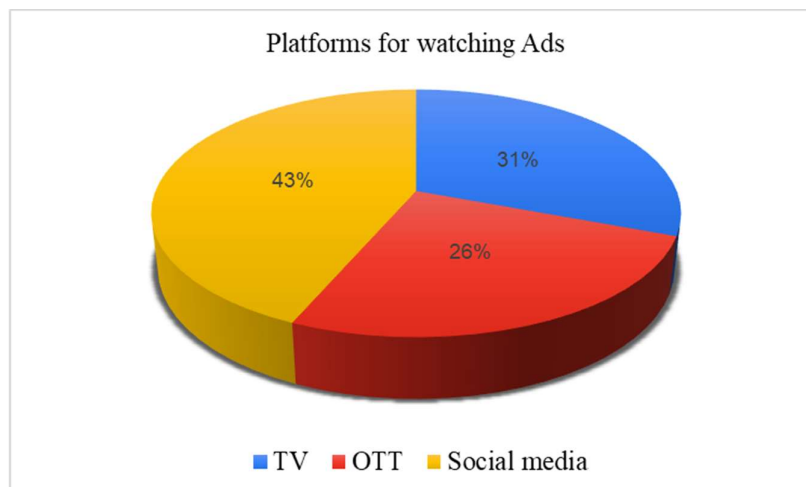
1. Out of 214 responses majority of the responses were from age group 18 to 21



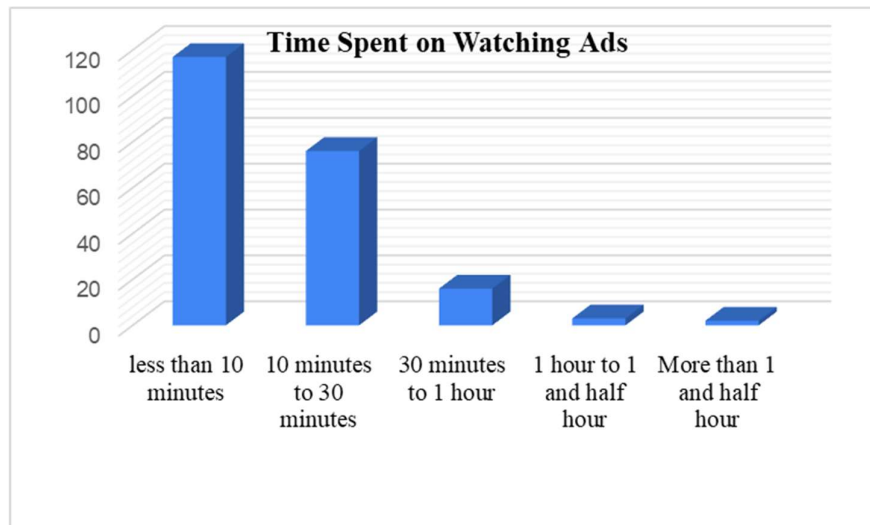
2. Following were the responses of those who watch Ads.



3. Responses for different platforms where advertisements were watched.



4. Of the 196 responses who watched advertisements on different media, the following diagram shows how frequently they watched advertisement or time that was spent on watching ads.



The responses for section 2 and 3 of the students were categorized into five aspects as mentioned below:

- Purchase Intentions
- Emotional approach
- Rational approach
- Involvement in advertising
- Pester power application

#### 1. Purchase intentions of students

In the questionnaire consisting of Likert Frequency based questions, the first category of questions was related to students' responses regarding convincing parents to purchase the product after watching the advertisement and its happiness after purchase. This category has 3 questions. The maximum score for each question was 5, thus the total maximum score was 15. The following table shows the mean score of the student's opinion about purchases of product, standard deviation (SD) and Higher limit(HL), Moderate limit(ML) and Lower limit(LL). To calculate the higher limit, the 1 standard deviation was added to the mean and to calculate the lower limit 1 standard deviation was deducted from the mean.

**Table 1:** Purchase intention

	Mean	SD	HL	ML	LL
	9.85	2.32	12.17	9.85	7.53
No. Of students	214		109	47	58
Percentage of students	100%		51%	22%	27%

The above table shows that the mean score of the students' responses regarding convincing parents to purchase the product after watching the advertisement and its happiness after purchase was 9.85. The standard deviation was 2.32. 51% of the students trusted that convincing parents to purchase products after watching advertisement is very much effective. 22% of the students believed that it is moderately effective. 27% of the students believed that pester power is less effective. Thus, the researchers concluded that approximately 73% of the students believed that pester power is useful for them.

#### 2. Emotional Approach of students

In the questionnaire consisting of Likert Frequency based questions, the second category was related to students' responses regarding the frequency of purchase based on watching the advertisement and emotions. The

maximum score for each question was 5, thus the total maximum score was 5. The following table shows the mean score of the students' responses regarding the frequency of purchase, standard deviation and higher limit, moderate limit, and lower limit.

**Table 2: Emotional Approach**

	Mean	SD	HL	ML	LL
	3.59	1.11	4.7	3.59	2.48
No. Of students	214		111	65	38
Percentage of students	100%		52%	30%	18%

The above table shows that the mean score of the students' responses regarding the frequency of purchase based on watching the advertisement and emotions was 3.59. The standard deviation was 1.11. 52% of the students trusted that convincing parents to purchase a product after watching advertisements is very much effective. 30% of the students believed that it is moderately effective. 18% of the students believed that pester power is less effective. Thus, the researchers concluded that approx. 82% of the students believed that pester power is useful for them.

### 3. Rational Approach of students

In the questionnaire consisting of Likert Frequency based questions, the third category was related to students' responses regarding the frequency of purchase based on rational. The maximum score for each question was 5, thus the total maximum score was 5. The following table shows the mean score of the students' responses regarding the frequency of purchase, standard deviation and higher limit, moderate limit and lower limit.

**Table 3: Rational Approach**

	Mean	SD	HL	ML	LL
	2.22	1.25	3.48	2.22	0.97
No. Of students	214		37	24	39
Percentage of students	100%		37%	24%	39%

The above table shows that the mean score of the students' responses regarding the frequency of purchase based on rational thinking approach was 2.22. The standard deviation was 1.25. 37% of the students believed that thinking rationally before purchase product is very much effective. 24% of the students believed that it is moderately effective. 39% of the students believed that pester power is less effective. Thus, the researchers concluded that approximately 61% of the students believed that pester power is useful for them.

### 4. Involvement in advertising

In the questionnaire consisting of Likert Behavior based questions, the first category was related to students' responses regarding the reality of advertisements in showcasing the product and its effect on purchase. The maximum score for each question was 5, thus the total maximum score was 10. The following table shows the mean score of the students' responses regarding the frequency of purchase, standard deviation and higher limit, moderate limit and lower limit.

**Table 4:** Involvement in advertising

	Mean	SD	HL	ML	LL
	3.27	1.04	4.31	3.27	2.23
No. Of students	214		86	80	48
Percentage of students	100%		40%	37%	22%

The above table shows that the mean score of the students' responses with reference to the reality of advertisements in showcasing the product and its effect on purchase was 3.17. The standard deviation was 1.04. 40% of the students believed the reality of advertisements in showcasing the product and its effect on purchase is very much effective. 37% of the students believed that it is moderately effective. 22% of the students believed that pester power is less effective. Thus, the researchers concluded that approximately 77% of the students believed that pester power is useful for them.

### 5. Pester Power Application

In the questionnaire consisting of Likert Behavior based questions, the second category was related to overall students' responses by application of pest power. The maximum score for each question was 5, thus the total maximum score was 25. The following table shows the mean score of the students' responses regarding the frequency of purchase, standard deviation and higher limit, moderate limit and lower limit.

**Table 5:** Pester Power Applications

	Mean	SD	HL	ML	LL
	3.54	1.09	4.63	3.54	2.45
No. Of students	214		110	70	34
Percentage of students	100%		51%	33%	16%

The above table shows that the mean score of the overall students' responses with reference to pester power purchase was 3.54. The standard deviation was 1.09. 51% of the students believed the application of pester power is more effective. 33% of the students believed that it is moderately effective. 16% of the students believed that pester power is less effective. Thus, the researchers concluded that approximately 84% of the students believed that pester power is useful for them.

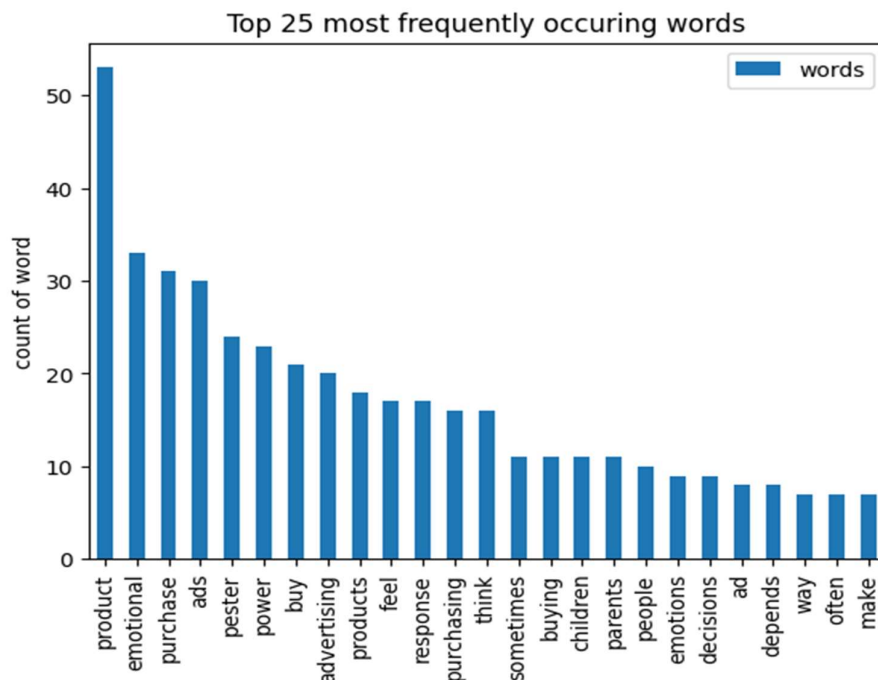
### 6. Sentiment Analysis of Study

In the questionnaire the last question was an open-ended subjective question asked to identify the emotional response of young adults towards the reception of Pester Power. The question thus in the Questionnaire was "Do you feel Emotional Response to Pester Power Advertising results in Product purchase?"

A sentiment analysis was performed and following was the output:



Following graph shows top 25 most frequently occurring words :



It is evident from the above graph that the young adults are remarkably emotional towards the purchase and lack rationale behind the purchase. There is also a significant amount of discussion seen for the words like purchase ads. The topic also finds its justice through sentiment analysis as it is seen that the words pester power are identified at significant quantities.

The graph titled "Top 25 most frequently occurring words" shows the frequency of specific words used in a research paper on the "Impact of Emotional Response of Youth on Pester Power Advertising." The sentiment analysis from this graph can provide insights into the key themes and emotional undertones present in the text.

#### Analysis of Key Words

1. Product (50 occurrences): This word's high frequency suggests a strong focus on the various products targeted by pester power advertising.
2. Emotional (30 occurrences): The term indicates that the paper emphasizes the emotional responses of youth, which is central to understanding their behavior in pester power scenarios.



3. Purchase/Purchasing (25 occurrences): These words show a significant interest in the actual act of buying, reflecting the study's focus on how emotional responses translate into purchasing behavior.
4. Ads/Advertising (20 occurrences): These terms indicate a thorough examination of the advertising strategies that trigger pester power among youth.
5. Pester Power (20 occurrences): This direct mention confirms the study's core subject: understanding how emotional responses drive pester power.
6. Buy (20 occurrences): Similar to "purchase," it underscores the research's emphasis on buying behavior as a result of pester power.
7. Feel/Response (15 occurrences each): These words highlight the study's investigation into how young consumers feel about advertising and how these feelings influence their responses.
8. Parents (10 occurrences): The inclusion of parents reflects the study's focus on the interplay between children's demands and parental decision-making.
9. Children (10 occurrences): The frequency of this word underscores the focus on the youth demographic.
10. Emotions (10 occurrences): It indicates a detailed look at the various emotions involved in pester power advertising.

#### **Sentiment Analysis Implications:**

1. Focus on Emotional Triggers: The prominence of words like "emotional," "feel," and "response" highlights the central role of emotions in the study. It suggests that understanding emotional reactions is crucial for comprehending pester power dynamics.
2. Behavioral Outcomes: The frequent mention of "purchase," "buy," and "purchasing" indicates that the study closely examines the behavioral outcomes of emotional responses, specifically in terms of buying behavior.
3. Advertising Influence: Words like "ads," "advertising," and "pester power" suggest a thorough analysis of how advertising strategies impact youth emotions and subsequent behaviors.
4. Parental Role: The mention of "parents" and "children" shows an exploration of the interaction between young consumers and their parents in the context of purchasing decisions.

The sentiment analysis derived from the word frequency graph reveals that the research paper extensively explores the emotional aspects of youth responses to pester power advertising and how these emotions influence their purchasing behavior. It emphasizes the role of advertising in triggering these emotional responses and the subsequent impact on both children and their parents in the decision-making process. This analysis highlights the multifaceted nature of pester power advertising and its significant implications for marketing strategies targeting young consumers.

#### **RECOMMENDATION**

The analysis of 214 respondents' views on the relationship between emotional response to pester power advertising and product purchase reveals a spectrum of opinions. While some respondents assert that emotional responses do not directly lead to product purchases, citing rational decision-making and skepticism toward advertisements, others acknowledge the potential influence of emotional advertising on consumer behavior, particularly when there is a strong emotional connection or nostalgia involved. It is evident that the impact of emotional response on product purchase is nuanced and varies depending on individual perceptions and circumstances. This underscores the importance of marketers employing a balanced approach that combines emotional appeal with factual information to ensure ethical advertising practices.

Based on the varied responses from participants regarding the influence of emotional responses to pester power advertising on product purchases, several recommendations can be made for future research and advertising practices:

1. Further Study: Conduct more extensive research to explore the nuances of how emotional responses impact product purchases across different demographics, including age groups and cultural backgrounds.

2. Ad Content: Develop advertising content that balances emotional appeal with information about the product to build trust and credibility with consumers.
3. Consumer Education: Educate consumers, especially parents, about the techniques used in pester power advertising to empower them to make informed purchase decisions.
4. Ethical Guidelines: Establish and adhere to ethical guidelines for advertising, particularly concerning the targeting of children and the use of emotional manipulation.
5. Diverse Perspectives: Consider the diverse perspectives and experiences of consumers when creating advertising campaigns to ensure they resonate positively and avoid unintended negative consequences.
6. Long-Term Impact: Investigate the long-term impact of emotional responses to pester power advertising on consumer behavior and brand loyalty.
7. Regulatory Compliance: Ensure compliance with relevant advertising regulations and guidelines to protect consumers, especially children, from deceptive or harmful advertising practices.
8. Parental Mediation: Encourage parental mediation of children's exposure to advertising to help mitigate the influence of pester power advertising on young consumers.

By addressing these recommendations, advertisers and researchers can contribute to a more transparent and responsible advertising environment that respects consumer autonomy and well-being.

## **CONCLUSION**

The research paper contributes significantly to the understanding of how emotional reactions influence susceptibility to pester power advertising, a key factor in contemporary consumer behavior. The study employs a comprehensive questionnaire to identify emotions such as excitement and desire triggered by advertising, aiming to uncover patterns linking these emotions to pester power behaviors through rigorous statistical analysis.

However, despite its contributions, the study faces certain limitations and research gaps. One limitation is the reliance on self-reported data, which may be subject to biases. Furthermore, the scope of this paper is limited to School and Junior College Students from Greater Mumbai, subdivision of Mumbai Metropolitan Region. The Research paper faces the constraints of resources such as time, staff and money and hence is constricted to Greater Mumbai. Additionally, the study primarily focuses on emotional responses without considering other factors that may influence pester power advertising effectiveness, such as cultural differences or socioeconomic status. Moving forward, future research could address these limitations by incorporating more objective measures of emotional responses and considering a broader range of factors that may influence pester power advertising. Longitudinal studies could also be conducted to examine the long-term effects of pester power advertising on youth consumer behavior. Overall, this research provides valuable insights for marketers, policymakers, and parents, guiding ethical advertising practices that prioritize youth well-being and empowerment. It also opens up avenues for further research to deepen our understanding of the complex relationship between emotional responses and pester power advertising effectiveness. Longitudinal studies could also be conducted to track the long-term effects of pester power advertising on children's behavior. Additionally, research could explore the role of digital media and social media in pester power advertising, as these platforms are becoming increasingly important in reaching young consumers.

In conclusion, the impact of emotional response of youth on pester power advertising is a dynamic and evolving field of study that has important implications for marketers, policymakers, and consumers. Further research in this area is needed to fully understand the complex relationship between emotional responses, advertising, and consumer behavior.

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