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AUTHORS	Mohammad R. Haq Syed H. Rahman
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Mohammad R. Haq (Australia), Syed H. Rahman (Australia)

Reality TV and consumer socialisation of teenagers in a developing country: a conceptual framework

Abstract

The purpose of this paper is to develop a conceptual framework to examine the role of reality television (RTV) as a consumer socialisation agent of teenagers in a developing country. The paper reviews the current literature underpinning the consumer socialisation process of teenagers, identifies the key constructs and proposes and justifies a conceptual framework. In this paper, based on the current literature, three main elements of socialisation theory: socialisation agents, outcomes, and social structural variables have been identified. The socialisation agent considered in this paper is RTV and its contents. The three outcome variables that have been identified are consumption related cognition, consumption related attitude and consumption values. The social structural variables that are instrumental in shaping an individual's consumption related cognition, attitude and values outcomes are teenagers' social class differences, gender differences and parental control on them. This is a conceptual paper. Its propositions are needed to be empirically tested before generalisations can be made. This paper will contribute towards further development of consumer socialisation theory. Once tested, it will also give marketing practitioners valuable insight into developing country teenaged market.

Keywords: consumer socialisation, teenager market, developing country teenagers, consumption related cognition, consumption related attitude, consumption related values.

Introduction

Recently, consumer socialisation theorists have extensively researched the effect of socialisation agents on teenaged children (Lueg and Finney, 2007). Specifically, television (TV) as a socialisation agent of teenagers has received a lot of attention (Butterbaugh, 1999). However, reality TV (RTV) which is a recent phenomenon, has not received much attention of the researchers. Also, most of the research on consumer socialisation so far focused on developed countries (Dotson and Hyatt, 2005; Neeley, 2005) while little work has been reported from developing countries. This is a significant gap in the literature since there are huge differences between developed and developing countries in terms of teenagers' access to media and preferences (Butsch, 2001; Nath, 2006). Theory building in this area is particularly important in developing countries, where the population is relatively young (1,537 million in developing countries versus 236 million in the developed countries) (Bureau, 2006). In Bangladesh, a developing country, 23% of the total population falls in the 10-19 age groups, which is the largest segment of the country's population (Quraishi, Bhuiya and Mohammad, 2004).

Researchers have also recognised the significance of social classes (Neal, Quester and Hawkins, 2004), gender difference of teenagers (Lachance, Beaudoin and Robitaille, 2003) and parental control on TV vehicle and content selection (Wiman, 1983; Kim and Shin, 1996) in the consumer socialisation process of teenagers. But not much has been reported on any of these issues in the current literature from the developing countries perspective. This paper will try

to contribute towards plugging some of these gaps in the existing literature. It will also give marketing practitioners valuable insight into developing country teenaged market. Specifically, this paper will focus on the following research problem:

How RTV affects the consumer socialisation process of teenagers from middle and lower social classes in a developing country?

1. Literature review on consumer socialisation

In the following Section, current literature on the role of RTV in consumer socialisation of teenagers with particular emphasis on developing countries will be analysed, hypotheses developed and a conceptual framework proposed.

1.1. Socialisation and consumer socialisation. Being a social creature, teenagers are involved with environmental learning. Brim and Wheeler (1966) named this learning as a 'socialisation' process, by which a person acquires knowledge and skills that make them more or less able members of the society. Elkin and Handel (1972, p. 4) defined: "socialisation is the process by which some one learns the ways of a given society or social group so that they can function within it". Berns (1997) proposed a method of socialisation that follows a specific sequence; a) affective (effect emerges from feeling-attachment); b) operant (effect emerges from acting-reinforcement, extinction, punishment, feed-back, learning by doing); c) observational (effect emerges from imitating-modeling); d) cognitive (effect emerges from thinking-instructions, setting standards, reasoning); e) sociocultural (effect emerges from conforming-group pressure, tradition, rites and rituals, symbol); f) apprenticeship (effect emerges from guided participation-structuring, collaborating, transferring).

The term of 'socialisation' is contributed and viewed from various disciplines. A vast literature on socialisation exists with major contributions from variety of disciplines including social anthropology, cognitive, developmental psychology, social psychology, sociology and others (Granhaug and Venkatesh, 1986). 'Socialisation' is a multidisciplinary concept (Brown, 1976) and consumer behaviorists later on brought some relevant issues of consumer in to this discipline (Cram and Ng, 1999). Definitions of consumer socialisation appearing in the literature tend to view consumer behavior as a 'sub-set' of the total socialisation process taking place in a person's life. Churchill and Moschis (1979) referred consumer learning process as a manner in which the learners acquire specific values and behavior from socialisation agents based on interaction with them and process their acquired knowledge being a consumer in a market place (John, 1999). Neal, Quester and Hawkins (2004, p. 434) also defined "consumer socialisation as a process by which young people acquire, skills, knowledge, and attitude relevant to their functioning as consumers in the market place". The term 'socialisation' basically focuses on young persons' various pattern of cognition and behavioral development (Elkin and Handel, 1972; Moschis and Moore, 1979), while, consumer socialisation refers specially to the process of learning consumer-related skills, knowledge, and attitude (Ward, 1974).

The study of teenaged children socialisation, including the issues of depression, aggression, and emotional reactions, was originally adapted in the consumer socialisation research from animal literature during 1950s (Palmer, 1969). There is a long history of animal research with implications for intellectual growth of the child from the point of concept of critical period of development. At the beginning of 1960s, the study of socialisation became widespread and in the 1970s has got attention of the marketing community (John, 1999). Further, researchers in 1960s recognised children as a market segment (John, 1999). At the same time the issue of consumer socialisation has become focus of researchers (Moschis and Churchill Jr., 1979; Ward and Wackman, 1974) and contributions of early researchers led to a new generation of researchers in the field. Scholars have applied the consumer socialisation perspective, which addressed how individuals learn to be consumers (Lueg and Finney, 2007). Since 1970, an impressive body of research has accumulated on the topic of consumer socialisation. Various researchers (Moschis, 1985; Moschis and Moore, 1979) explored a wide range of topics reflecting children's growing sophistication as consumers including their knowledge of products, brands, advertising, shopping, pricing, decision-making strategies.

So far the most of the consumer socialisation theories adopted two theoretical models: 1) the cognitive developmental model; and 2) the social learning model. The cognitive developmental model attempts to explain the formation of consumer knowledge, skills, values and attitudes as a function of qualitative changes in cognitive development stages and the social learning model attempts to explain the formation of consumer knowledge, skills, values and attitudes as a function of interactions between socialisation agents and individuals in different social settings (Chan and MacNeal, 2006). According to the later, which is the focus of this paper, the three main elements of socialisation theory are socialisation agents, social structural variables, and outcomes. According to this theory, the socialisation agents (for this paper RTV and its contents) and other social structural variables are instrumental in shaping an individual's knowledge, skill, attitude and values outcomes.

1.2. RTV as a consumer socialization agent. Lueg and Finney (2007) described consumer socialisation as a process that take place between developing consumers and socialisation agents. Various researchers (Chavda, Haley and Dunn, 2005; Dotson and Hyatt, 2005) identified parents, peers, school, and mass media as the four major socialisation agents. As a consumer socialisation agent media continues to be the way of attaining culture, transmitting values, ideas, and tastes. With the increasing exposure of electronic media particularly, TV has got huge attention from the researchers in the consumer socialisation of teenagers (Aucoin, 1999; Alarcon, 2004). TV is considered as social educator and it helps to social, emotional, and physical development (Sotirovic, 2005). Most importantly, the outcome of TV depends on its vehicle (program) and content (Barkin, 2006). Recently, RTV as popular TV vehicle is observed in all-around the world and has got serious attention of the teenagers (Stanley, 2003; Gloede, 2007). Deziel (2004) defined RTV as "a generation of TV programming which represents purportedly unscripted dramatic or humorous situations, documents, actual events, and features ordinary people instead of professional actors". Teenagers in developing countries like Bangladesh are getting involved with various RTV programs (Khan, 2008). Zaichowsky (1985) defined involvement as "a person's perceived relevance to the object based on inherent needs, values, and interest". Literature also indicates that a person can be involved with RTV (Yoon and Garma, 2006). In media research, involvement pertains to media users' relationships with message conveyed by media or with media (Levy and Windahl, 1984), media personalities (Rubin and Perse, 1987), or other media users (Rubin and Step, 1997). Recently, most of the TV channels in Bangladesh are showing RTV shows (Rahman, 2008a). Some of these shows include interactive reality game shows (e.g., Chance 50-50,

Bajimat) and talent search programs (e.g., Close up Bangladesh, D-Juice-Rock Star) that are widely watched. Interactive reality game shows (e.g., Close up Bangladesh) are also receiving wide audience among locals and non-resident Bangladeshis (NRBs). Even the teenagers in the various universities of Bangladesh are arranging "Idol contest" on their campuses (Rahman, 2008b). Mostly, multinational companies are sponsoring these reality shows to promote their fast moving consumer goods (FMCG) brands (e.g., Unilever, Grameen phone) and various private TV channels (e.g., Channel I, NTV, ATN) as media partners.

So far teenagers are the fastest growing viewers and considered as prime audience of RTV (Tedesco, 2007). Though TV channels are bombarded by the various RTV, musical talent hunt programs and music based interactive reality games shows (e.g., American Idol, Australian Idol, Close up Bangladesh) are the most popular (Berman, 2008; Tedesco, 2007). Initially, mostly celebrities were the participants of RTV but recently the trend has changed and ordinary people are the prime focus of the RTV (Hibberd, 2005). In fact, the teenagers are still big followers of RTV celebrities and have emotional attachment with them (Idato, 2007). As viewers teenagers are taught some knowledge, skills, and values by the RTV that affect their life-style including consumption behavior (Dolliver, 2006; Middendorp, 2008). RTV help mature the teenagers as consumers regarding their taste, preferences, and brand item selection (Mellor, 2003). It is also observed by various critics (Berman, 2008; Keenan, 2008; Scardino, 2005) that teenagers are quite keen on new hair style, dress design, out fit, cosmetics and body image of RTV celebrities. Particularly, the lyrics of the song and appearance of musical RTV celebrities affect the teenagers' consumption decisions (Mellor, 2003; Scardino, 2005). Moreover, RTV is also considered as source of joy, entertainment, and happiness of teenagers as well their evaluation and judgmental capacity in their consumption decisions (Mellor, 2003). RTV also influence the sense of accomplishment and freedom of teenagers as consumers while they take their purchase decisions (Adams, Sutherland and Johnson, 2007; Schwartz, Newsome and Mathieson, 2007). To some extent, some popular RTV (e.g., Biggest looser) helps teenagers to understand the real life problems and help them to find out the possible solutions as well as teenagers also learn new skills (e.g., swimming, dancing) to participate in the RTV (Dale, 2007). Moreover, RTV develops creativity and rationality of teenagers as consumers (Johnson, Cohen and Brook, 2007). Further, it is not unlikely that some teenaged participants express their desire to become celebrities of RTV and want to make it their career (Armstrong, 2006; Mellor, 2003). Interestingly, some parents

believe RTV is a good educator to guide their children and they really appreciate information based on RTV (Pursell and Hibberd, 2007; Robinson, 2005).

On the contrary, critics blame RTV for bringing unwanted situations into consumers' lives (Yoon & Garma, 2006). Critics are also indicating that RTV is badly affecting teenagers' social and consumption behavior. Unfortunately, much of the RTV shows excessive sexual content negatively, which affects teenagers' outfits, hair styles, and cosmetics purchase decisions (Idato, 2007). Moreover, RTV involvement really hampers participants' academic careers (Middendorp, 2008; Wilder, 2008). Unfortunately, RTV is also accused of showing violence, conflict, and sexual tension that also triggers teenagers' aggressive and anti-social behavior (Dubecki, Goodings & Mathieson, 2008). Even the life style of RTV celebrities instigates the alcohol and drug consumption of teenagers (Mcwhirter, 2007). However, the gimmick of RTV is still on and a lot of newspapers, websites, and channels are covering this unscripted new trend of TV genres (Frutkin, 2008).

2. Outcome variables of consumer socialisation

As mentioned earlier, cognition, attitudes, and values formation towards the consumption are the three key outcomes constructs of consumer socialisation process of teenagers. In the following Section these three constructs will be discussed in relation to RTV.

2.1. Consumption related cognition. Cognition is "knowledge acquired by a combination of direct experience and related information from various sources" (Schiffman et al.; 2005, p. 617). Wagner (2008) asserted cognition as the mental processes involved in gaining knowledge and comprehension, including thinking, knowing, remembering, judging, and problem solving. Though, through direct experience it is observed teenagers cognitive development; vicarious learning/modelling is another ways in which teenagers learn. With this form of learning, it is not necessary for teenagers to experience a reward or punishment directly in order to learn. Instead, they can observe the outcomes of the others' behavior and adjust their own accordingly (Neal, Quester and Hawkins, 2004). Also teenagers as consumers can anticipate the outcome of various courses of action through imagery created in RTV. As fastest growing viewers teenagers are taught some knowledge, skills, and values by the RTV and it's content that affect their life-style including consumption behavior (Dolliver, 2006; Middendorp, 2008). RTV programs and their contents also help maturing the teenagers as consumers regarding their taste, preferences, and brand item selection (Mellor, 2003). Further, celebrities of RTV affect the teenagers' new hair style, dress design, out fit, cosmetics, and body image (Scardino, 2005; Berman, 2008).

It is not unlikely that RTV develop the creativity and rationality of teenagers as consumers (Johnson, 2007). Overall, RTV is a vehicle and its content help teenagers in their mental process of gaining consumption knowledge and skills providing information and helping to think, remember, judge and solve the consumption problem. Further, RTV helps teenagers in their consumption learning process through modeling (vicarious learning), reinforcement and interaction.

Based on above discussion, for this paper we can hypothesise that:

H1: There is a positive association between developing country teenagers' level of involvement in RTV and development of their consumption-related cognition.

2.2. Consumption-related attitude. Eagly and Chaiken (2007, p. 1) have defined attitude as a “psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor”. Solomon (2004) mentioned attitude as lasting general evaluation of people (including oneself), objects or issues. The key features of attitude are: evaluation, attitude object, and tendency (Eagly and Chaiken, 2007). However, the formation of attitudes through affective, cognitive, or behavioral processes establishes associations that are linked to the attitude object and can become part of the mental residue that is attitude. These associations can reflect one or a mixture of the affective, cognitive, and behavioral precursors of attitude (Eagly and Chaiken, 2007). Teenagers' involvement with RTV and their attitudes towards product consumption are measured in terms of escape, fashion, imitation, modelling, and aspiration (Russell, Norman and Heckler, 2004). Celebrities of RTV influences teenagers' attitude towards food habit (e.g., dieting), beauty consciousness (e.g., plastic surgery) and information transmitted by RTV regarding fashion goods, brand items also influences teenagers' attitude towards the consumption behavior (Dolliver, 2006). Further, teenagers attitudes towards their body image (e.g., slimmer, increase weight, muscle size) and keeping good health by exercising (Wan and Faber, 2003) are also influenced by RTV content (Lawrie et al., 2006) that leads to the increase of awareness towards the diet food (Shifrin, 2006). Moreover, teenagers' attitudes towards sexuality, sexual expectation and sexual experience are seriously affected by RTV that ultimately influences their attitudes towards medicare and sexually appealing product consumption behavior (Ward and Rivadenyra, 1999). These days product placement is heavily practiced by the marketers in RTV that increases the image of brand followed by the volume of sales (Schmoll et al., 2006). Because of RTV, teenagers become mature to understand the

credibility and the purpose of information from market that ultimately influence their attitudes towards consumption behavior (Yavas and Riecken, 1990). Overall, RTV with the help of celebrities in their programs influences teenagers' consumption related attitude influencing their beliefs. RTV also helps to the formation of teenagers' attitude towards consumption through the development of their consumption knowledge and skills (cognition).

Based on the above discussion, for this paper we can hypothesise that:

H2: There is a positive association between developing country teenagers' level of involvement in RTV and development of their consumption related attitude.

H3: There is a positive association between consumption related cognition and consumption related attitude.

2.3. Consumption related values. Values are widely held beliefs about what is acceptable and/or desirable (Neal, Quester and Hawkins, 2004). Blackwell et al. (2007) mentioned, that like attitude, values represent consumer beliefs about life and acceptable behavior. Unlike attitude, values transcend situations or events and are more enduring because they are more central in the personality structure. Values are particularly important in the need of recognition stage of consumer decision-making but affect consumer in determining evaluative criteria, answering the questions, “Is this brand for me?” Values influences the effectiveness of communications program as consumers ask, “Is this situation (portrayed in an RTV) one in which I would participate?” Blackwell et al. (2007) also mentioned values as the terminals (goals) or instrumental (behavior) beliefs of individuals. Moreover, values influences consumers' attitudes, and attitudes in turn the consumer behavior (McCarty and Shrum, 1993). Values are measured by list of values (LOV) and Rokeach's scales are used to measure the consumer preference towards TV viewing values (McCarty & Shrum, 1993). It is assumed that RTV convey messages that influence teenaged children social norms and values (Fletcher, 2006) that ultimately influences teenagers consumption values (Alarcon, 2004). Values transmitted by RTV are measured by teenagers' conscious usage of drugs, use of contraceptives, and attraction towards cigarettes consumption (Gruber & Thau, 2003; Peterson et al., 2007). Even, teenagers values towards matchmaking and dating are transmitted by RTV (Stanley, 2003). Interestingly, RTV influences teenagers' values to influence their family buying decisions as well (Dong and Cao, 2006). Teenagers fantasies after watching certain characters in RTV that ultimately influence their purchasing behavior (Anonymous, 2002) eventually that lead them to self-esteem values (Dong and Cao, 2006).

Shao and Yu-Lin (2002) measured values which is transmitted by the content of TV vehicle are self-respect, security, warm relationship with others, sense of accomplishment, self-fulfillment, being well respected, sense of belongingness, fun and enjoyment in life. As a TV vehicle RTV is considered as source of joy, entertainment, accomplishment, and happiness of teenagers as well as it also helps teenagers' evaluation and judgmental capacity in their consumption decisions (Mellor, 2003). Particularly, prize money and rewards offered by RTV influences material values of teenagers (Wilder, 2008). The life style of RTV celebrities also influences the consumption fantasy of teenagers (Mcwhirter, 2007). Overall, RTV as a vehicle and through its content transmits consumption values to teenagers providing them with sense of accomplishment, self-respect, security and fun and enjoyment in life. Further, RTV influences teenagers' consumer socialisation process by developing material values through comparison with celebrities and peers. RTV also influences teenagers' attitude towards consumption by helping to form their consumption values.

Based on the above discussion, for this paper we can hypothesise that:

H4: There is a positive association between developing country teenagers' level of involvement in RTV and development of their consumption-related values.

H5: There is a positive association between consumption-related values and consumption-related attitude.

3. Social structural variables and consumer socialisation

In this paper, the effects of RTV is assessed in terms of three social structural variables: 1) parental control; 2) gender; and 3) social class differences of teenagers. It has been found by various researchers that parental involvement and mediation with media, particularly RTV, plays a great role in the consumer socialisation process of teenagers that eventually help teenagers to pick the right messages from RTV (Bakir, Rose and Shoham, 2005; Kim Jinho and Shin, 1996; Odland, 2004; Vandewater et al., 2005). Parental communication styles (e.g., warm, hostile) (Fujioka, 2002), parental co-viewing of RTV with teenagers (Kim and Shin, 1996), and parental instructions regarding RTV vehicle influence the RTV vehicle selection of teenagers (Keith, 1986) that ultimately affect teenagers cognition, attitudes, and values towards consumption decisions. There are diverse research findings about parental control on teenagers' media involvement in developed and developing countries (Cardoza, 2002; Kuhl, 2006). Parents in developed countries consider TV as one of the effective academic and entertainment tools for their children (Kuhl, 2006). Further, parents give fair amount of freedom to their teenaged children regarding TV program selection; even allow personal

TV set at children bedrooms (Kuhl, 2006). Interestingly, co-viewing and verbal interactions between parents and children are largely observed in developed countries while watching TV (Carlson et al., 2001; Kim and Shin, 1996). Parental guidance over TV consumption of children in developed countries are measured by serving as example, nurturing parent-child relationship, conveying values, and directly controlling behavior (Carlson et al., 2001). On the contrary, in developing countries, parental control on TV is measured by encompassing mediation, regulation, restriction, criticism, reinforcement, rules (explicit and implicit), and censorship (Cardoza, 2002). Due to social and cultural reasons, most of the developing countries teenaged children are more sheltered by their parents than in the developed countries (Cardoza, 2002). Most of the time parents decide what to watch and when (Kennedy, 1996). Further, parents provide strict control over TV program and content selection followed by escaping sensitive issues (e.g., sexual content, violence) shown in the TV (Cardoza, 2002). Interestingly, teenagers of developing countries also follow parental direction regarding TV vehicle and content selection more than western countries (Cardoza, 2002).

Gender difference of teenagers also has a large impact on RTV vehicle and content selection (Anderson et al., 2001; Yavas and Reichken, 1990). Boys show their interest towards action, fantasy and girls show interest in romantic, gossip, and glamour in RTV programs (Grimes and Bergen, 2004). Further, teenagers' loyalty towards RTV program also varies according to gender differences (Tiggerman, 2005). RTV content affects them differently as well (Mangleburg and Grewal, 1997; Schmoll et al., 2006; Tufte and Halling, 2002). Teenagers' preference towards the model, TV personalities, brand consumption attitudes, and information provided by RTV are perceived differently in terms of gender differences (Jung and Peterson, 2007; Kamaruddin and Mokhlis, 2003; Mangleburg and Grewal, 1997; Suri and Phillip, 2004). In developing countries there is difference in access to RTV between boys and girls (Nath, 2006), as well.

Social class is also considered as mediating factor that affects the socialisation outcomes (Bradley and Corwyn, 2002; Conger and Dogan, 2007). Hoyer and MacInnis (2007) mentioned that social class consist of identifiable groups of individuals whose behavior and life styles differ from those of members of other classes. Though, class cannot be measured directly the indicators of social class status are typically based on educational attainment, income, wealth, and occupation (Pope, Brennan and Voges, 2007). Interestingly, social class or socio-economic status is also stratified by the media consumption habit and choice (López-Sintas and García-Álvarez, 2006). Researchers (Erasmetsa, 1990; Granhaug and Venkatesh, 1986; Mark,

1998; Van Eijck, 2001) have found teenagers' social class differences have great impact on teenagers' choice about the content and vehicle of RTV that ultimately affect their socialisation process. Erametsa (1990) also mentioned that content and vehicle selection of media is influenced by the different social class because values, appreciation, and consumption habit varies according to social class differences. Social class differences affect media usage of developing countries teenagers differently due to economic, social and cultural reasons. Teenagers from lower social class generally have lesser access to RTV compared to their middle class counterparts. For example, in Bangladesh, middle class teenagers from metropolitan city (e.g., Dhaka) have more access to TV (81%) than lower social class teenagers (31%) (Nath, 2006).

Overall, parental control, teenagers' gender difference and their social class differences influence teenagers' RTV vehicle selection and their consumer socialisation process.

Based on the above discussion, for this paper we can hypothesise that:

H6: Parents in developing countries maintain close supervision on their teenaged children and strictly control their RTV involvement.

H7: There is a difference between male and female teenagers' level of involvement with RTV and its effect on their consumer socialisation process.

H8: Developing country teenagers from a middle social class background have higher involvement in RTV than their lower social class counterparts due to higher access to TV.

4. The proposed conceptual framework

The purpose of this paper was to develop a conceptual framework on consumer socialisation of teenagers in a developing country by RTV and its content. Based on the discussion in the previous Sections, the three outcome constructs (e.g., cognition, attitudes, and values), social structural variables (e.g., parental control, gender, and social class differences) and the proposed hypotheses, the following conceptual framework (Figure 1) is proposed to test the role of RTV as a consumer socialisation agent of teenagers in:

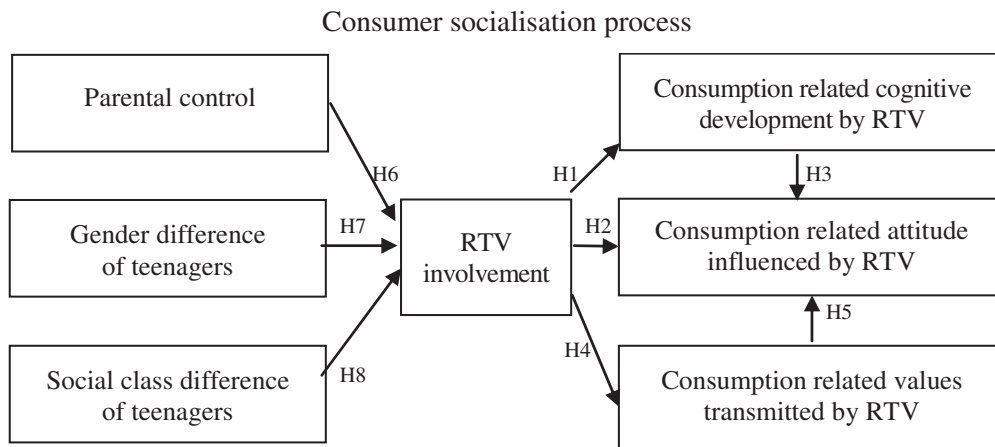


Fig. 1. Conceptual framework of consumer socialisation process of teenagers' by RTV

Future research

In the above Section, based on the current literature a conceptual framework of consumer socialisation of teenagers by RTV has been proposed. To further development of the theory, the framework needs to be tested among teenagers of the developing countries. Bangladesh is one of the developing country and is the proposed focus of this study. The methodological objective of this research will be to identify how RTV as socialisation agent influence the teenaged consumers' socialisation process. Further, the objective will be to assess the affect of social class differences, gender differences and parental control on the role of RTV as a consumer socialisation agent in Bangladesh. This research will be carried out among the teenaged children from middle and lower social classes of Bangladesh. Social classes will be identified on the basis of composite variables of income, occupation, education, and dwelling types.

For this research both qualitative and quantitative methods will be used. Though significant research has been conducted on the research problem at hand, particularly in the developed countries, applicability of their findings in Bangladesh is unknown. This eliminates the direct application of existing measurement variables for the purpose of this research. Further the use of multiple methods, or triangulation, will reflect an attempt to secure in-depth understanding of the phenomenon in question. For this research in-depth interviews will be conducted among teenagers of Bangladesh and their parents representing middle and lower socio-economic classes. These in-depth interviews will be video taped and results analysed using qualitative research software, Nvivo. Findings of these in-depth interviews will also be important to refine and further develop the constructs and identified variables making them more relevant for Bangladesh. This will also help to properly identify the

data that will be needed to address the research problem, questions and hypotheses.

Based on the findings of these and previous research findings on the issue, quantitative survey instrument will be developed in local language (Bengali) then will be retranslated in to English (Chan, 2006). This instrument will be administered among a representative sample of middle and lower socio-economic class teenagers of Bangladesh and their parents. Considering the age of respondents and low literacy rate, survey instrument will be administered face to face. Due to unavailability of sampling list at Bangladesh, clustered sampling method will be used to select respondents representing the two social classes. Target population for the study will be the teenagers (13-19 years). Likert type interval scale will be used to measure consumption related cognition, attitudes and values of respondents. Further, following steps will be implemented to develop measurement scales for this research (Churchill Jr. Gilbert A., 1979): a) defining theoretical construct; b) generating a list of items from existing literature that relate to this construct; and c) purifying these measures using exploratory factor analysis and coefficient alpha. The third step will be supplemented with confirmatory factor analysis. Further, the frame work of consumer socialisation process by RTV will be tested using quan-

titative multivariate technique, structural equation modelling (SEM).

Contributions and limitations

This paper will contribute towards further development of consumer socialisation theory. Limited research has been conducted before in developing countries and none in Bangladesh on the role of RTV in the consumer socialisation process of teenagers. Findings of this research will help plug that gap. Also, current teenaged consumer socialisation literature lacks comparative analysis between different socio-economic classes, gender differences and affect of parental control on TV vehicle selection. Findings of this research will also help plug those gaps. It will also give marketing practitioners valuable insight on Bangladeshi teenaged market. Findings of this research will help marketing practitioners (sponsors and their media partners) understand the consumption learning process of teenagers and thereby better target their products, promotional activities and net working. However, the findings of this research may not be generalisable as an international phenomenon. Further, this research will focus on lower and middle class teenagers of Bangladesh that will not be representative of upper-class teenagers. Further research will be needed to plug these gaps.

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