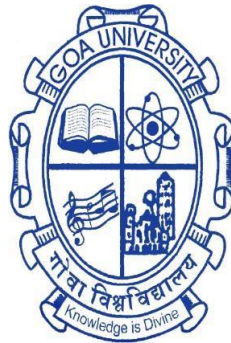# REVERSE SOCIALISATION AND THE MODERATING EFFECT OF PARENTING STYLE AND FAMILY COMMUNICATION PATTERN ON PARENT LEARNING PROCESS

A Thesis submitted in partial fulfillment for the Degree of

DOCTOR OF PHILOSOPHY

GOA BUSINESS SCHOOL
Goa University

By

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July, 2022

DECLARATION

I, Ms. Valerie Fernandes hereby declare that this thesis represents work which has been carried out by me and that it has not been submitted, either in part or full, to any other University or Institution for the award of any research degree.

Place: Taleigao Plateau

Date : 19-07-2022   Ms. Valerie Fernandes

CERTIFICATE

We hereby certify that the work was carried out under our supervision and may be placed for evaluation.

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DEDICATION

This thesis is dedicated to my parents

Late Mr. Vitorino Fernandes and Mrs. Lourdes Fernandes

And to my brother *Mr. Milton Fernandes*

Who always encouraged me towards higher academic pursuits.

ABSTRACT

Rapid changes are taking place in the Indian consumer market. Children are no longer the passive consumers rather they are becoming active influencers and agents in parental learning. This trend is evident not only in India but worldwide which is due to growing incomes & growing exposure of children to science and technology which gives them superior knowledge about new products, product operations & services compared to their parents. This has given rise to a novel consumer socialization wherein children, acquire the role of knowledge and information providers for their parents and help them relearn and reacquire skills to become consumers.

This study investigates the motives behind parental learning from children, the methods adopted by children to teach their parents and the acquisition of skills as a learning outcome for parents. Review of literature highlighted that most of the studies done in the past have only taken into consideration one direction of socialisation which is parents teaching their children and completely ignored the fact that children too can teach the parents as learning is a lifelong process. The research model Motivation- Learning Process- Skill Acquisition was developed for the study. The moderating role of parenting style and family communication pattern on reverse socialisation process is not tested in the previous studies and very few studies have taken either one as their moderating variable. This study examines the effect of both parenting style and family communication pattern as a moderating variable on the parent learning process.

Qualitative study using Interpretative Phenomenological Analysis. Data was collected from 800 parents from across Goa who were having children within the age group of 16-26 years. The data was collected using a structured questionnaire and data was analysed using SEM-PLS were used to perform the required statistical tests. The measurement models were validated by testing for convergent and discriminant validity. The structural models and hypotheses were tested and conclusions were drawn.

The results revealed that motives significantly influence the learning process. The study identified three motives which were socio-emotional motives, experiential motives, functional motives and finance motives. These motives had a strong effect on the learning process. In the study an attempt was made to examine the learning process and its impact on Skill outcome.

The results indicated that the learning process significantly influences the skill outcome. The learning processes adopted for the study were modelling, reinforcement and social interaction based on Traditional model of Moschis and Chruchill.

Parenting Style moderates significantly the learning process and has strong effect on reverse socialisation. Dimensions of Family communication pattern also was adopted as a moderator and socio-oriented communication pattern significantly moderates the learning process and strongly affects the reverse socialisation process.

The study has made some theoretical and managerial contributions which would be of great help to academicians and marketers. The study has also outlined the directions for future research, which could guide future researchers to extend the work in this area.

The thesis further contributes to socialisation theory and socialisation research by extending the application of socialisation theory to reverse socialisation by studying the reverse socialisation process of parents and the motives behind the parents learning from the children. It also adds to the literature by investigating the learning process by identifying the methods adopted by children to teach their parents. For marketers, the study has made important observations which will facilitate them to better serve the customer. The key methodological contribution lies in the development of new scales and adoption of methodological discourse of reverse socialisation by using mixed methods and triangulating both qualitative and quantitative results.

The study has also made some theoretical and managerial contributions which would be of great help to academicians and marketers. The study has also outlined the directions for future research, which could guide future researchers to extend the work in this area.

Keywords: Reverse socialisation, parents, children, motives, learning process, skill acquisition, parenting style, family communication pattern.

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ABBREVIATIONS

AIAN   Authoritarian Parenting Style

AVE   Average Variance Extracted

AVE-PS   Authoritative Parenting Style

BS   Budgeting Skills

CON   Concept-Oriented Family Communication Pattern

CR   Composite Reliability

CSV   Comma Separated Value

CVI   Content Validity Index

EX   Experiential

FCP   Family Communication Pattern

FIN   Finance

FM   Functional

HTMT   Heterotrait-Monotrait Ratio

I-CVI   Item-Content Validity Index

M   Modelling

PS   Parenting Style

R   Reinforcement

S-CVI-Avg.   Scale-Content Validity Index/ Average

SD   Standard Deviation

SE   Socio-Emotional

SEM   Structural Equations Modeling

SI   Social Interaction

SOCIO	Socio-Oriented Family Communication Pattern
SPSS	Statistical Package for Social Sciences
SS	Social Skills
PS	Parenting Style
PPS	Permissive Parenting Style
PLS	Partial Least Squares
PLS–SEM	Structural Equations Modeling using Partial Least Square
TS	Technical Skills
VIF	Variance Inflation Factor

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Today with advancement in science and technology the marketplace has undergone drastic change. The way the marketplace operates today due to advancement in science and technology is completely different from how it operated in the yester years. Many innovative products and services have been introduced in the market which will make the life of the consumers easier and much more comfortable. But understanding how to use these products is also important. New innovations also means that the product and services introduced will be much more complicated and hi-tech to use and consume and thus some knowledge about the product or service is very important. This knowledge can be gained through socialisation agents. Research studies have proved that family, peers and media are important socialisation agents (Hota & McGuiggan, 2006; Minahan & Huddleston, 2010; Ghazali, 2011).

Family consists of parents and children and thus both can be the socialisation agents of each other. Parents can socialize children and children can socialize their parents. But marketers have never taken children seriously as active consumers but have considered them as passive consumers. But today with advancement in science and technology it is important for every business enterprise to know its customers and understand their buying behaviour in the market place and how they develop and adopt this buying behaviour and who influences their buying behaviour in the marketplace.

Socialisation is defined as a "whole process by which an individual develops through transaction with other people his specific pattern of socially relevant behaviours and experience" (Zigler and Child,1969). Thus, it is socialisation through which an individual understands his role in the society and in the market place.

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Consumer socialisation of young is a process by which children acquire skills, knowledge and attitude relevant to their functioning as consumers in the marketplace (Ward 1974). In this way, youngsters learn about prices, gains knowledge about product features, socio-emotional motives for consumption, consumer preferences among various products and services. Thus, learning was considered to be uni-directional which means children learn from their parent's attitudes, skills and knowledge about how to become consumers.

But Ward also mentions in his study that socialisation is a life-long process and that consumption patterns tend to change over a person's life cycle; and once they are acquired from parents they may undergo further transformation and change when an individual deals with real life situations which emphasis that consumer socialisation is not uni-directional but bi-directional i.e. it occurs as a two way process whereby, there is bi-directional flow of information from parent to child (downward transmission) and also upward transmission of knowledge from child to parent.

Hence, there is a need to have a wider view of socialisation encompassing children influence on parents rather than only focusing on parents influence on children which is the case in most of the research studies in consumer socialisation. Ward (1974) defines "Reverse Socialization," as a process by which children may influence their parents' knowledge, skills and attitudes relating to consumption. In other words, Reverse Socialisation is where the children alter the attitude and behaviour of their parents and this occurs due to the expert knowledge which children possess about the recent trends in the marketplace. So, children may be the sources for parent's exposure to new knowledge and norms (Peters 1985; Papert 1996). Thus, to adapt to the changing dynamics of the marketplace, adults have to adjust and update their initial skills, knowledge or attitudes which they can do with the assistance of their children.

Due to this role reversal marketers are now considering children as an attractive consumer market. Marketers have now realized that children are no longer passive consumers but are playing the role of teachers to their parents. Children are teaching their parents how to use new and innovative products and services and this phenomenon is rising because children are exposed to new knowledge and products and services which did not exist during their parent's times and that's the reason parents value their children's knowledge and opinion and seek clarifications from them. In such circumstances, the children are able to change their parent's views, attitudes and behaviour in order to become more competent to survive in this changing

marketplace and to achieve their goals and requirements demanded by the dynamic marketplace. This phenomenon is termed as reverse socialisation and in the present times with the drastic changes and developments in the marketplace understanding child-to-parent socialisation is the need of the hour for researchers, academicians as well as the marketers.

1.2 SIGNIFICANCE OF THE STUDY

The world is changing at a very fast pace and there are many new innovations that are being introduced in the marketplace both in terms of products and services. The way the products are consumed or the way the products can be purchased or used have also changed drastically today due to rapid development in science and technology. In order to be in-tuned with the changing world, redefining learning is crucial for both the older as well as the younger generation but more so for the older generation like parents who do not belong to the Z-generation unlike their children that belong and learn about the novel idea of consumption in schools or from their peers. The children can teach their parents about these novel consumption patterns and thus help them to adapt easily to the new trends and changes that are taking place in the marketplace. Therefore, there was a need felt to understand how parents can adapt to this new role of consumer and what will drive them to undergo reverse socialisation.

Learning about the role of consumer in the marketplace is called socialisation. Socialisation is defined as a "whole process by which an individual develops through transaction with other people his specific pattern of socially relevant behaviours and experience" (Zigler and Child,1969). Thus, socialisation is concerned with the acquisition of cultural and social characteristics which is deemed to be appropriate for society (Bilton et al. 2002).

For many years socialisation was considered as uni-directional where the parents socialized their children and thus the focus of consumer socialisation studies were mainly on children and how they become consumers (Chan 2006). Thus, both marketers and consumer researchers have ignored children as a consumer segment because of their little disposable income (Ward 1974). But due to the dynamic marketplace it is important to have a wide view towards socialisation and a need was felt to study and understand the role played by children as socialisation agents of their parents and this gave rise to the need to investigate socialisation of consumers from a reverse angle that is from child to parent which is termed as Reverse Consumer Socialisation. Reverse socialisation thus is mainly concerned with adjusting the

initial knowledge, attitudes and skills so as to blend in the new consumer role (Mathur 1999; Petterson et. al 2004)

Dimensions of family communication pattern and parenting styles are very important in families as it decides how much involvement the child will have in family decision making and also how much the parents will be involved with the children and how the interactions will flow between the parent and the child. Family communication pattern about consumption is linked to how the children where socialised as consumers by their parents (Carlson et al. 1994; Rose, Bush and Kahle1998; Zhang 2007), which affects and has a strong impact on how children will socialise their parents about consumption. Thus, the family patterns will have an impact on reverse socialisation of parents.

Therefore, a need was felt to identify the motives behind reverse socialisation of parents, the learning processes adopted by the children and the outcome of the learning process. The study would further evaluate the moderating role of family communication pattern and parenting style on the motives and the learning process in reverse socialisation. The measurement scales to be developed for the current study on reverse socialisation will add to the existing body of knowledge of socialisation and will expand the purview of socialisation from uni-directional to bi-directional and will shed light on children as teachers of parents which was previously neglected by researchers. Also, the contributions of this study can be the base for many more studies in this unexplored area of socialisation which is also called as reverse socialisation.

1.3 SCOPE OF THE STUDY

The study presents a new framework for understanding consumer socialisation from a broader point of view which was neglected by most of the researchers in socialisation studies in the past. This study focuses on consumer socialisation of adults specifically focusing on parents which is also called as reverse socialisation of parents where the children socialize the parents and update their skills, behaviour and attitude to blend and adapt to the new and latest market place realities. The study covers antecedent motives of parents behind reverse socialisation, methods adopted by children to teach the parents and the outcomes of the reverse learning process of parents from their children. The moderating role of family communication pattern and parenting style is tested to find out its effect on the reverse socialisation process. This study is restricted to parents having children within the age group of 16-26 years and those who have

learnt about product or service from their children and only those parents with adequate educational background have been selected. The geographic area of the study is limited to the state of Goa in India.

1.4 RESEARCH PROBLEM

Consumer socialisation is a well-researched area in socialisation and majority of the studies focus on consumer socialisation of the young, where the parents teach their children about skills, attitude and behaviour needed to be accepted in the society. But consumer socialisation is a life-long process and individual learn even in their adulthood. But consumer socialisation of adults has been neglected by researchers (Ekstrom, 2006; Moschis 1987). Socialisation of adults is also known as reverse socialisation and very few studies have been conducted on reverse socialisation of adults specifically of parents by children. One of the reason for lack of study on reverse socialisation of parents is the dearth of conceptual models that incorporate reverse socialisation of parents. Another reason could be that most of the researchers focussed only on the initial definition given by Ward (1974) where he said that consumer socialisation is about childhood learning process. Therefore, it was felt that there was no extensive research done on reverse socialisation of parents by children and this area of reverse socialisation was under-researched and a need was felt to study reverse socialisation of parents.

Reverse socialisation gives a wider view to the entire process of socialisation where the parents learn from their children about new products and services which are launched in the market. Children are born in the modern tech savvy world so have more knowledge than their parents about the products and their operations. Most of the studies in consumer socialisation had a narrow view and thus a need was felt to widen the study and to explore the unexplored areas of reverse socialisation and to investigate the reasons behind reverse socialisation. The present study intended to identify the motives that drive the parents to learn from their children about how to be smart consumers as motives of reverse socialisation was not covered in the previous studies done by researchers.

Reverse socialisation of parents will occur when parents have some goals to achieve and for achievement of those goals parents need to acquire additional skills by learning and updating their knowledge. Parents can update their knowledge by undergoing through a learning process where the children can be the socialisation agents and knowledge providers for the parents.

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How this transfer of knowledge takes place from the child to parent is still under explored. Most of the studies in socialisation focus on the content of learning and neglect the process through which learning is acquired. Very few studies are done on the actual learning process through which there is transfer of knowledge from child to parent. Since extensive study is not done on the processes of learning the present study intends to identify and unlock the process used by children to teach their parents.

This research work adopted the social learning theory as its theoretical foundation as the framework offered by this theory best suited the intended research work.

Reverse socialisation depends on the family structures, family communication pattern and parenting style adopted by parents in the family. Previous studies have taken family communication pattern or parenting style as the moderating variable. However the moderating role of both family communication pattern and parenting style together on reverse socialisation was not found to be studied and a need was felt to study them as the moderating variable for the present study and also to analyse their impact on the learning process in reverse socialisation of parents.

In this competitive world neglecting a market segment can be suicidal. Elderly customers don't show interest in technologically advanced and sophisticated products or services as they don't have the knowledge needed to operate those products and services. Most of the marketers due to this reason focus their full attention on the younger consumers and completely neglect the older consumers. Instead of this the marketers can make products which can be easily understood by both the parents and children and give some incentives to children to teach their parents to use the product by way of coupons, discounts and rewards points. But there are no studies covering these aspects of the study which will assist the marketers to know whether there is reverse socialisation and how this reverse socialisation takes places and how knowledge and skills are transferred from children to parents.

Thus this study intends to study the motives of parents behind reverse socialisation, the learning processes adopted by children to teach their parents and the skill outcome. The study also intended to study the moderating role of family communication pattern and parenting styles on the learning process of the parents which is not covered in the previous studies.

Research Questions

The main purpose of this research is to investigate the motives behind reverse socialisation of parents and the learning methods used by children, the learning outcomes and the moderating effect of family communication pattern and parenting style on the reverse socialisation process. This leads to the following research questions which the study seeks to answer.

1. What are the antecedent motives behind the learning process of parents from their children?

2. Is there a relationship between motives of learning and skill outcome?

3. Which are the different learning processes adopted by children to teach their parents?

4. Does parenting style have a moderating effect on the relationship between motives and learning process.

5. Does Family Communication Pattern have a moderating effect on the relationship between motives and learning process.

1.5 OBJECTIVES OF THE STUDY

Based on the research questions, the following objectives have been framed:

1. To identify the antecedents' motives behind the learning process

2. To study the relationship between motives of learning and skill outcome

3. To examine the role of parenting style as a moderating variable on the relationship between motives and learning process.

4. To examine the role of dimensions of family communication pattern on the relationship between motives and learning process.

1.6 RESEARCH PLAN

In the first stage of this research work extensive review of literature on socialisation, consumer socialisation, reverse socialisation and family communication pattern was undertaken. The motives behind reverse socialisation of parents and the learning methods adopted by children to teach their parents were reviewed in detail in order to have a clear idea about why, what and how parents learn from their children.

The second stage of the research focused on exploratory study which included semi-structured in-depth interviews of parents. The exploratory study using 'Interpretative Phenomenological Analysis (IPA) was undertaken to gain first-hand information about the motives of parents to learn from their children, the different methods of teaching used by the children and the learning outcomes through sharing of experiences which were recorded for the purpose of the study. The depth interview also shed light on the role of family communication pattern and parenting style on reverse socialisation of parents and skill acquisition. The responses were summarised and conclusions were drawn which facilitated in the development of Hypotheses and the framing of the scale items.

In the third stage of this research existing theories were reviewed to provide strong theoretical base for this research which tries to predict the effect of family communication pattern and parenting style on reverse socialisation of parents. The next step in this stage was to study the existing measurement scales used to measure motives, methods of learning, skill outcome, family communication pattern and parenting style. New measurement scales were developed for some constructs due to unsuitability of the existing ones to the present study. Certain existing scales were modified for some constructs to suit the study in question. Face Validity and content validity was ascertained to test the validity of the newly developed scale.

The fourth stage progressed with a quantitative study wherein questionnaires were personally administered to the respondents. The data was collected from 800 respondents and were entered using SPSS version 26. The data analysis was carried out using Structural Equation Modeling (SEM) using PLS software and moderation analysis. The hypotheses were tested and conclusions were drawn.

1.7 ORGANIZATION OF THE THESIS

The thesis is organized into six chapters. A brief outline of each of them is given below:

Chapter 1: The Introduction: This chapter includes the background of the study, significance of the study, scope of the study, research problem, objectives of the study, research plan and organization of the thesis.

Chapter 2: Literature Review: This chapter presents a review of the relevant literature in the areas of consumer socialisation, primary socialisation, secondary socialisation, reverse socialisation, socialisation agents, motives of reverse socialisation, learning methods, skills outcome, parenting style, family communication pattern and Research gap.

Chapter 3: Research Methodology: This chapter provides an outline of the research methodology adopted in the study. It contains details of the research design adopted, data collection tools and procedure and data analysis techniques.

Chapter 4: Development of hypotheses and Scale: This chapter deals with the development of hypotheses to test the proposed model, definition of terms, the development of scales to identify the motives behind reverse socialisation, methods of learning and skill outcomes and evaluating measurement and structural models using Partial Least Squares.

Chapter 5: Analysis and Results: This chapter provides an understanding of the analysis, results and conclusions drawn from the exploratory study as well as a detailed explanation on data analysis done using SEM Smart PLS and the results of the output of the quantitative study.

Chapter 6: Discussions and Conclusions: This chapter summarises the findings of the study, provides the theoretical contributions, managerial implications of the study, and suggestions for future research work in the area, limitations of the study and conclusion of the study.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the literature review on reverse socialization. It provides the base for developing a theoretical framework for the empirical investigation of parent's motives behind learning from their children about the various new skills, behaviour, trends and developments that are taking place in the world. Thus, this chapter encompasses a review of the relevant literature in the areas of consumer socialization, socialisation agents, reverse socialisation, antecedent motives, learning process, learning outcomes and the social learning theories applied to similar studies. It also includes literature review on role of moderating variables which are parenting style and family communication pattern on reverse socialization. This chapter also presents the research gaps.

2.1 SOCIALISATION

The term 'Socialisation' deals with the acquisition of social and cultural characteristics appropriate for society (Bilton et al. 2002). Socialisation is a lifelong process and takes place throughout an individual's life due to social interaction (Brim1966). Socialisation is concerned with how an individual continues to learn to be a functioning member of a society (Bandura 1969; Brim 1966). 'Socialisation' has been a part of different fields of study in various social sciences (Brezinka 1994), including consumer behaviour (Ward 1974). Socialisation is defined as the processes by which individuals acquire social skills, behaviours, values and beliefs needed to function effectively in a particular group or society (Bilton et al. 2002; VandenBos 2007). In sociology the focus is on the society where the individual belongs (Bilton et al. 2002), while psychology implies that it could also include any group, including work related socialisation (VandenBos 2007).

2.2 CONSUMER SOCIALISATION

'Consumer socialisation' encompasses studying how people acquire attitude, interest, and knowledge from social interactions and relationships and the effect these interactions have on their approach to the consumer role (Moschis 1987; Ward 1974). Consumer socialisation is concerned with how consumer behaviour is learned (Ward 1974). Theories pertaining to 'consumer socialisation' are concerned with acquisition of consumer related characteristics (Ekström 2006; Moschis 1987; Ward 1974). Consumer behaviour can be learned at any stage in a person's life. However, learning later in life differs from childhood learning: Learning as a child involves initial cognitive development (Piaget 1970) while adult learning builds on early cognitive development (Brim 1966). Ward (1974) in his study traces the development of interest in consumer socialization. In the study the researcher proposed major policy and conceptual issues and research in several areas of consumer socialisation. The research tried to focus on three specific key areas which are consumer socialization processes, content of learning, and permanence of early learning. The key definition of consumer socialisation is given by Ward(1974) who coined the term consumer socialisation as "the process by which young people acquire skills, knowledge and attitudes relevant to their functioning in the marketplace".

Consumer socialisation research has focussed heavily on young people and tried to understand how children learn to function as consumers in the marketplace (Taeho 2005; Chan 2006; Lueg and Finney 2007;).Consumer socialisation is derived partly from psychology and sociology. For a marketing definition of consumer socialisation, it is natural to focus on the marketplace (Ward 1974) instead of society as a whole or any other form of sub-groups within society.

Based on this definition and taking into consideration the marketing point of view, Sharma A.(2014) in his study examined the research done in the last three decades to understand the influence of family on consumer socialisation of children, define the implications and the road ahead with India as focus because India has witnessed enormous changes in terms of its changing family profile, rising disposable incomes, exposure to information which has changed the family equations. Research has shown that there are two major classes of socialization agents for children: the cognitive factors and the social factors. While cognitive factors are age related, the social factors cover family, media and peers.

In another study, John D.R.(1999) undertook research on consumer socialisation with the aim of developing conceptual framework for describing various cognitive and social development aspects relating to consumer socialization and the changes that take place as adolescent transit from young to adult. The study proposed that consumer socialisation is progressive and that adolescent pass through three stages which are Perceptual Stage, Analytical Stage and Reflective Stage. They concluded that as adolescent grow older they start analysing the also influence purchases of families.

Ekstrom et al. (1987) revealed that adolescent influence is different for different situations. The type of family communication style will affect the child's influence in family decision making. The Family structure and the socio-emotional variables also have an impact on the degree of influence the child exerts on family purchase decisions. The authors also pointed out that products importance, child's personal resources and family's product knowledge will influence the level of influence the child will have in family decision making.

Similar study was undertaken by Geuens et al. (2002) to investigate family structure and its impact on consumer socialisation. The researcher tried to analyse if current changes in family structure (one-parent families, two out-working parents, more busy parents, and less children) impact the degree of influence children have on family decision making. They found out that children influence is stronger in single parent family than dual parent families. They also pointed out that there is hardly any significant influence of the income level on children's influence on buying decisions rather lack of time especially in families in which the parents work more hours, children have more impact on the buying decisions as a way of compensating for the lack of time devoted by the parents to their children. Finally, children in smaller families seem to have more impact on buying decisions, especially for children's products like candy and snacks.

Martensen A. and Gronholdt L (2008) examined parents' perception of their children's (5-13-year-olds) participation in and general influence on the family decision making process when purchasing by taking into consideration 14 different product categories. They pointed out that the children exercise quite strong influence on the family decision making processes, particularly for products relevant to them (like cereal, juice, soft drinks, and mobile phones). Children's influence varies with sub-decision stages and children who are initiators influence the subsequent decision making more than the non-initiators. Older children influence more

than younger children, but gender does not contribute significantly to parents' perception of their children's influence.

Most of the consumer socialisation research has been focused on children (Ekström 2006; John 1999; Moschis 1987), even though definitions of socialisation clearly mentions that it is a life-long process (Bandura 1977; Berger and Luckmann 1967; Brim 1966). A need to extend the consumer socialisation theory to also include reverse socialisation has been recommended by researchers (e.g. Ekström 2006; Moschis 1987). One way to extend the theory is to acknowledge a difference between socialisation of adults and socialisation of children through primary and reverse socialisation. In this context, the interest lies in the consumer socialisation that happens after childhood.

2.3 SOCIALISATION AGENTS

Socialisation agents in consumer socialisation are sources through which attitudes, behaviour, norms and knowledge are transmitted to consumers (Chan and McNeal 2006). These socialisation agents can be people, institutions or organisations that will influence the learner about new ways of life either through continuous interaction or by giving them rewards or punishments for a certain type of behaviour or attitude (Brim, 1966). Socialisation agents could be parents, school, peers, children, church etc. which can mould the way a person behaves and interacts with others and the way they interpret the norms that need to be adopted by them to behave in a certain way in the society and the marketplace. With regard to parent functioning as a socialisation agent for their children, a parent may teach the child how to greet people, how to say thank you, how to behave with elders, how to spend money during shopping etc. Whereas in case of reverse socialisation where the child is the socialisation agent of the parent, a child may educate the parents about saving environment, using recycled plastic, they may also each them to use latest technology like mobile phones, online shopping etc. which will help the parents to get along with the Gen Z. Socialisation process can be active or passive depending upon the situation in which socialisation takes place.

The consumer socialisation approach for both primary and secondary socialisation suggests that consumption is learned through social interaction with external sources; commonly referred to as 'socialisation agents' (Chan and McNeal 2006; John 1999; Taeho 2005). Most research on consumer socialisation has focused on the family as the main socialisation agent,

or a few core agents such as family, friends (peers) or mass media (Dotson and Hyatt 2000; Lachance et al. 2003; Taeho 2005).

An agent of socialisation will have some control over rewards and punishments for the learner. This means that the learner adjusts behaviour, knowledge and attitude in accordance to the agent, based on rewards and punishments. It seems likely that the extent a child may punish or reward their parents would be connected to how the child was raised (i.e. socialised) by the parent in the first place. In other words, the child's primary socialisation by the parent may be connected to the parents' reverse socialisation by the child. Hence it is important to study the relationship between the parent-child and the learning that takes place between them where the child teaches and educates the parents about the new consumer roles and thus becomes the socialisation agent of their parents. According to Brim (1966), a person acquires the relevant skills, knowledge, and attitudes to function in the marketplace from other people, groups or institutions surrounding them. These are referred to as socialisation agents (Brim 1966).

Socialisation process and the role of socialisation agents are often interchangeable. An individual may at first be a socialised person and later become the socialisation agent (Ekstrom 2006). A socialised person or learner could later become socialisation agent due to the expert knowledge they acquire from different sources like school, peers, friends etc. In reverse socialisation the child is the socialisation agent of the parent but at some point of time the parent was the socialisation agent and the child the socialised individual. With changing situation the role played by them keep interchanging within the family framework. Parents learning from children consumption related patterns depends on the nature of the product, the nature of the child, knowledge of the child, age of the child and the stage of the decision making process (Mangleburg 1990). For children to be the socialisation agents of parents they need to provide learning outcomes to parents where the parents will learn new skills which will help them in better functioning in the marketplace.

There are some studies done on the role of socialisation agents. Watne et al. (2011) undertook a study to understand the role of socialisation agent and the way adolescent play the role of socialisation agents of their parents and how they influence their purchase decision related to computer and high-tech products as they possess expert power over their parents. The study also highlighted that mothers are more inclined in taking their adolescent's (son's) advice than their father.

Pinto et al. (2005) also conducted a study in the United States of America to examine which of the socialization agents provides knowledge about credit cards. The data was collected from 1170 undergraduate students. Significant negative association was found between the amount of information gained from parents and credit card use. Other socialization agents like media, peers and educational sources were not found to be significantly related with the credit card use.

Lachance and Legault (2007) conducted a study on college student's consumer competence. Sample size of 751 students from Canada was taken. It was found that parents and school had more positive influence on consumer competence. Students, who were more influenced by their peers, were less competent consumers.

Lee. et al. (2003) tried to explore how teenagers learn to be consumers when they are using internet. The study identified internet as a socialisation agent along with parents, peers, schools and mass media.

Most of the research studies done in consumer socialisation has focussed on the family as the socialisation agent especially parents(Ekstrom 1995; Grossbart et al. 2002). Very less research studies are undertaken on reverse socialisation of parents where socialisation takes place among adult consumers because most of the studies in socialisation focus on socialisation of the young (Ekstrom 2006). Since the focus of this research is on socialisation of adults namely parents, the family framework with reversed roles of socialisation agent and learner will be used.

2.4 PRIMARY AND SECONDARY CONSUMER SOCIALISATION

Berger and Luckmann (1967), distinguish between primary and secondary socialisation. Primary socialisation takes place as a child; while secondary socialisation takes place in adulthood. Therefore consumer socialisation of children can be considered as primary socialisation as it involve children's initial development of skills, knowledge and attitudes to function in the marketplace (Ward 1974). Whereas consumer socialisation of adults is concerned with the adjustment of these initial skills, knowledge and attitudes in order to adapt to new situations and can therefore be seen as secondary or reverse socialisation (Mathur 1999; Pettersson et al. 2004). This study deals with reverse socialisation of parents by their children.

Primary socialisation is the foundation on which secondary socialisation and reverse socialisation is built later in the life of an individual. Primary socialisation implies that an individual becomes what he or she is addressed as by the significant other. This significant other is usually the socialisation agent who might be the parents, peers, school or even media. The way the socialisation agents influences the learner or in this case the child, the child will accordingly develop skills, norms, attitude or behaviour in the likeness of the socialisation agent.

A person is said to be socialised when he or she behaves and thinks as per the expectation of the society (Moschis 1987). Primary socialisation makes a person member of a society when he follows and behaves as per the norms of that society. The way the child is socialised by the parents will be affected by the changes that take place in the society. Today due to technological and cultural changes the way the marketplace functions is different as compared to the past and thus there is a need to reverse the entire socialisation process to address the new concerns(Ekstorm 2006). These technological and cultural changes are easily adapted by children born in the late 1990's and 2000 as they are born in the technological culture and are taught about technology and how to use it in the school and this knowledge is what makes them superior to their parents and to gain this knowledge parents consider to go through reverse socialisation where the parents learn from their children the new consumer role.

Reverse socialisation involves learning process that educates an already socialised individual into new sectors of their society (Berger and Luckmann 1967). From a consumer socialisation view, reverse socialisation would logically include adaptation to marketplace changes through social interaction (Mathur 1999). It can be regarded as 'reverse socialisation' if an adult consumer updates skills, knowledge or attitude to better function in a different or new marketplace.

In a family, adults mostly parents may need to adjust their skills, attitudes and knowledge due to changing marketplace and thus it is important to study whether parents learn from their children about these changes and whether it leads to knowledge and skill enhancement as children hold more knowledge than their parents about the latest developments that are taking place in the society. In this study an attempt is made to study the learning processes adopted by children to teach their parents and how the children act as the socialisation agents of their parents. Consumer socialisation researchers have suggested that children play an important role in socialisation of their parents (e.g. Easterling et al. 1995; Mathur 1999; Moschis 1987), but

the topic remains under-researched (Ekström 2006). Reverse socialisation is important to study since little is known about how adults are socialised into changing consumer roles (Ekström 2006) by children who play the role of socialisation agents.

Secondary socialisation is the second stage of socialisation where the individual updates their knowledge, skills to increase their effectiveness as consumer in the dynamic marketplace. Due to advancement in science and technology there are many changes that are taking place at a very fast pace and updating oneself with these changes is very important to survive in the marketplace. Thus, secondary socialisation takes place in later stages and socialises an already socialised person to meet the needs of the ever-changing marketplace. Learning consumer related skills, attitudes, and knowledge is a complex process and can be of different but in most of the research studies common term consumer socialisation is used (Watne, 2010). A distinction in socialisation processes is the difference between primary socialisation which takes place in the childhood and secondary socialisation which takes place in the later stages of adulthood which is also known as re-socialisation or reverse socialisation. Most of the research in marketing focuses on 'young people', and therefore consumer socialisation research has mainly been focussing on how children learn to function as consumers in the marketplace (Taeho, 2005; Chan, 2006; Lueg & Finney, 2007). But consumer socialisation is a lifelong process (Brim, 1966; Moschis, 1987; Ekstrom, 2006; Moschis, 2007) and therefore focussing on secondary socialisation also known as reverse socialisation i.e socialisation of parents is a major point of focus in this research.

2.5 REVERSE SOCIALISATION

Most of the research in consumer socialisation is focussed on how children are socialised during childhood and adolescence, and thus children since yesteryears have been the focal point of almost all the studies and research done on consumer socialisation. Studies from the 1970s and 1980s yield fairly accurate descriptions of how children can be socialised and how age plays a very important role in socialisation studies (Grossbart and Crosby 1984; Robertson and Rossiter 1974). So most of the studies only focussed on socialisation of young consumers rather than extending the study in the later stages of life. Socialisation was considered uni-directional rather than bi-directional process. But socialisation is a bi-directional process which means that children socialise parents just as parents socialise children.

Hence, there was a need to 'revisit' the field of consumer socialisation as suggested by Ekstrom (2006). One of the reasons for the need to revisit consumer socialisation is that majority of the studies conducted have excluded adult socialisation or reverse socialisation. Consumer socialisation is not isolated to a person's childhood (Ekström 1995; Moschis 1987). Consumers learn, develop and change their purchase patterns throughout their lifetime (Ekström 2007; Moschis 2007; Moschis and Mathur 2007). Hence there is a need to investigate both socialisation of children as well as adult especially in context of this study the parents of the children and how they are socialised by their children which makes it necessary to investigate reverse socialisation of parents.

The world is changing at a very fast pace and studying socialisation process of adults (parents) and not just of children is become important today as the world is witnessing(undergoing) a lot of changes in the way consumers purchase and consume the products and services and this indicates that the purchase patterns keep changing from time to time and situation to situation. For instance, a child that goes abroad to work may buy smart phone for their parents and teach the parent how to use the phone and other applications like Skype, BOTIM, WhatsApp so that the child will be connected to the parents. The parents if they want to stay connected with their son/daughter have to learn this new way of communication by way of learning these applications thus leading to reverse socialisation. People move through stages in life, and these stages affects patterns of purchases (Moschis 1987). External influences like technological advancements and inventions may change the purchase patterns of consumers. For example, utility bills can be paid sitting at home using internet applications, online shopping can be done using various internet applications etc. Adoption of such technology might therefore lead to changes in purchase patterns of the consumers and to adapt and learn these new changes one needs a person who has expert knowledge in the area and parents usually consider their children as experts and learn and update their skills, knowledge from them which will help them to adapt to new changes that are taking place in the society and the world. Thus learning new things and updating their existing knowledge at later stages of life is become necessary and this lead to reverse socialisation.

The learning process adopted later in life differs from childhood learning (Berger and Luckmann 1967; Sinnott 2008). Early learning also called as primary socialisation deals with initial patterns of behaviour, while adulthood learning also called as reverse socialisation involves adjustment of the initial patterns of behaviour (Berger and Luckmann 1967). Primary

socialisation is important during childhood while reverse socialisation would be prominent during adulthood. Finally, some forms of socialisation also relevant in a family context goes through external sources. For example, children may learn about the dangers of drinking at school and then the children will attempt to teach their parents how harmful alcohol is to health and then try to convince them to quit drinking. Thus children might even try to alter the behaviour of their parents and may teach them a new way of life and this can be done through reverse socialisation.

In a study undertaken by Watne, T.A. et al. (2014), the researcher tried to investigate the influence that adolescent had over family's holiday decision by adopting a dyadic method. The paper concluded that socialisation of parents was influenced by size of the family, gender of the child and the family communication style. In open, issue-based communication style families there is a high degree of adolescent influencing their parent's holiday decision.

Watne. T.A., et al. (2009) in her study investigated whether adult consumers' general predispositions towards consumption change as a result of social interaction with their adolescent children. To illustrate the concept of secondary consumer socialisation of parents by children 'Computer Related' and 'Small High-Tech' products were examined; assuming that children are likely to be more interested and better informed than their parents about these categories. The study used dyadic data analysis to investigate relationships and to assess the level of dyadic agreement about how adolescents influence their parents' consumption patterns. The findings suggest that both parents and children agree to a high level of influence and interaction about these product categories. However, the parent's interest and knowledge remains low for both categories compared with their children.

Watne. T.A., et al. (2011) in her study focused on how children through their expert knowledge teach parents about computer and high-tech products. They are the socialisation agents of their parents and the parents rely on the expert knowledge of their children while buying such hi-tech products and computers. A structured survey of 180 usable responses from the dyads were analysed to test the hypotheses. They found out that children are seen to possess expert power over their parents with regards to computer related and small high-tech products; which make them an important agent of reverse socialisation for their parents. Men are perceived as being more knowledgeable than women, a phenomenon which leads mothers to be more inclined in seeking their children's (son's in particular) advice.

The study by Bodkin et al. (2013) attempted to examine the teaching processes adult children used to teach their parents/guardians about technology. Data were collected from adolescents through an unstructured interview and analysed using the protocol of phenomenology. The study highlighted that modelling was the most frequent teaching method utilized in the secondary socialization process followed by reinforcement. Simplification was identified to be a new way of teaching the parents/ guardians. The study further concluded that the adult children felt that the parents may become more dependent on them and this led to frustrations among the adult children.

The study by Kohly M.P.(2015) investigated whether reverse socialisation is prevalent in the case of technology intensive products and services. Data were collected from adolescents through an unstructured interview and analysed using the protocol of phenomenology. The agent learner relationship method used by Moschis in the model of consumer socialization was adopted. The study revealed that the presence of reverse socialization is evident in the case of technology intensive products. The younger generation acts as a socialization agent due to their expert knowledge and information power. The study revealed that modelling and reinforcement are the most common methods used in the socialization process.

Ekstrom, M.K., (2007) tried to study how consumption patterns and knowledge are transferred from children to parents. In-depth interviews were carried out with 'children' of age group of 13–30 across 36 families out of which 31 were two-parent families and five were one-parent families. They concluded that children not only contribute information prior to and during the purchase, but also afterwards by helping to install or showing parents how to use a product. The adolescents and adult children had often introduced new products to their parents and made them aware of recent trends. Often they also seemed to deal more easily with new technology than their parents because of their expert knowledge. They also observed that children's attempts to influence parents sometimes backfired, making parents less susceptible to influence. Furthermore, the study shows that children transfer knowledge from their school to their parents. Thus school material has a direct impact on children and an indirect influence on the parents influencing their purchase decisions.

The study by Ekstrom et al. (1995) revealed that child's influence differs under different circumstances. The type of family communication environment will affect a child's potential influence in family decisions. Family structure (i.e. typical two-parent or single-parent family,

and sex-role) is also expected to affect a child's decision influence, as well as various household socio-economic characteristics. They also pointed out that the child's influence will depend on his or her personal resources. The product's importance and the family's knowledge about the product to be purchased are expected to influence the child's involvement in family decisions as well.

The study by Aslan & Aslan (2009) aimed at searching the contribution of teenagers over family purchase of two technology related products (cell-phone and computer) by employing a survey over 821 high school students in Eskişehir, Turkey. They found that teenagers have more and superior information over technology-related products than their parents and this superiority is the main cause of the influence. Moreover, the study finds that for technology related products, the superior information by teenagers over these products lead to reverse socialization where parents learn consumption related information about these products from their children.

Jiao et al.(2020) in his study tried to investigate the process of reverse consumer socialisation, the antecedents and its impact on parents towards the reverse socialized brand. In the study on Brand expansion through reverse socialisation they studied about iPhone and they found out that reverse socialisation exerts positive influence on brand attitude and facilitates parent's adoption of the socialized brand. They also were of the opinion that among the Chinese consumers the brand Apple has additional symbolic meanings which increases self-brand connection among the Chinese parents. Using in-depth interview method data was collected from 20 parents and their children.

The study by Joy et al. (2018), attempts to explore the role of children as secondary socialization agents in the consumption process of older generation. Dyadic data were collected for the study by means of in-depth interview in order to determine how and to what extent the younger generation plays the role of educating their parents in respect of consumption. The data were analysed using the protocol of phenomenology. From the study, it is evident that in a variety of consumption situations the younger generation plays a significant role in socializing the older generation. Children act as the secondary socialization agents of their parents by creating awareness, generating interest, clarifying doubts and assist the elder generation in the purchase, usage and maintenance situation in different consumption situations.

The study by Ekstrom, M.K. (2007) tried to study how there is a transfer of novel consumption habits and knowledge from adolescent to parents. The study found out that adolescent provide information not only before and during the purchase of the product, but also are involved in installation of the products and they also teach the parents how to use the product after buy it.

Sharma,et.al (2016) attempted to study the influence of children on family purchase decisions of technical products. Exploratory factor analysis and convergent validity test was used in the paper. The hypothesis was tested using regression. In total 329 usable pairs of questionnaires of mother and child were analysed. The study highlighted that age is a significant predictor of child's influence on purchase of technical products. Older children have more influence compared to younger children. The results also show that male child has more influence than female child on purchase of technical products. The results indicate that the opinion of the children is sought and valued in Indian urban families for purchase of technical products.

Reverse socialisation is defined as the process by which children influence parents and help them relearn and reacquire skills to become consumers. Ekstrom (2007) adopted the concept of retroactive socialisation to describe how adolescents learn consumption related skills and knowledge from school and peers and how they later influence their parents with those skills and knowledge, resulting in the transfer of that knowledge and skills to their parents. Similarly re-socialisation has been shown as a process whereby individuals relearn specific patterns of behaviour (Moschis, 1987). This phenomenon concerns learning that takes place throughout an individual's life (Brim & Wheeler, 1960 as cited in Moschis, 1987). In this research, Ward's (1974) definition of reverse socialisation focussing on children's influence on their parents' learning is adopted and used.

2.6 CONCEPTUAL MODEL

The conceptual model used in the study is based on the traditional Moschis & Churchill model on consumer socialisation with antecedents, socialisation process and outcome which are discussed in detail below:

2.6.1 Antecedents Motives

Moschis and Churchill (1978) stated that acquisition of learning properties (skill outcome) may be directly or indirectly affected by the antecedent variables through their impact on the learning process. The antecedent variables for this study are motives behind parents learning from their children.

Motivation is the driving force within individuals that impels them to action (Schiffman & Kanuk, 2000). It drives them to achieve their goals. Whether your goal is to acquire technical skills, or social skills or budgeting skills one needs the motivation to work towards it and achieve it. A goal is the cognitive representation of a desired state (Fishbach & Ferguson 2007; Kruglanski, 1996), whereas motivation refers to the psychological driving force that enables action in achieving of that goal (Lewin, 1935). A person is motivated when he knows about the benefits sociated with achieving that goal (intrinsic motivation). For example, older adults might be driven by the desire to learn computers or Microsoft office to meet their work requirements. Motivation can also come from the benefits associated with achieving a goal, such as acceptance and money (extrinsic motivation; Deci & Ryan, 1985). For example, older generation may use online shopping sites to get discounts on products and services as well as because of the convenience of sitting at home and ordering stuff and getting it delivered at the doorstep.

Researchers have understood that motivation and goal pursuit doesn't not depend on an individual's personality, but it depends also on personal characteristics and situational factors. Thus cues in one's immediate environment can activate or induce a person to achieve a goal. This can happen consciously, where the person is aware of the environmental cues that made them want to pursue a goal and how to purse that goal. This can also happen outside ones awareness and lead to non-conscious goal pursuit. Here the person is not aware as to why they are pursuing the goal, or do not even realize that they are pursuing a goal.

What motivates a person to achieve the goal and be committed towards pursuing it? Commitment comes when the person understands that the goal is attainable and valuable and will help them achieve positive outcomes. (the value × expectancy model; Liberman & Förster, 2008).

Motivation is a key concept in most learning theories. It is related to arousal, attention, anxiety, and feedback/reinforcement. For example, a person needs to be motivated enough to pay attention while learning; anxiety can decrease our motivation to learn. Receiving a reward or positive feedback for an action mostly increases the likelihood that the action will be repeated. According to Weiner (1990) most of the behavioural theories focus on extrinsic motivation while cognitive theories focus on intrinsic motivation.

In most forms of behavioural theory, motivation was strictly a function of primary drives such as hunger, sex, sleep, or comfort. According to Hull' Drive Reduction theory, learning reduces drives and therefore motivation is essential to learning. The degree of the learning achieved can be calculated by the strength of the drive and its underlying motivation.

In cognitive theory, motivation seeks to create intentions and achievement of goals. Motivation to achieve is the individual's desire for success, the expectancy of the success, savings and the incentives availed. According to Carl Rogers, all individuals have a drive to self-actualize and this motivates learning.

Motivation can be divided into two different theories known as Intrinsic (internal) motivation and Extrinsic (external) motivation. High degree of motivation is the need of the hour. Motivation drives a person to achieve set goals. Motivation may come from within a person (intrinsic motivation) or from external influences (extrinsic motivation).

Intrinsic motivation has been studied since the early 1970's. Intrinsic motivation is the self-desire to seek out new things and new challenges, to analyse one's capacity, to observe and to gain knowledge. It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development.

Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. Extrinsic motivation comes from influences outside of the individual.

According to Ryan and Deci (2000), motivation is a dynamic and continuously developing process which includes intrinsic and extrinsic motivation. Intrinsic motivation takes place when

certain activity fulfils the need of joy and enjoyment. Extrinsic motivation includes actions or behaviour that enables in achieving outcomes external to oneself and from inherent satisfaction thus extrinsic motivation is involved in operant conditioning. Therefore, intrinsic motivation arises from within the individual and extrinsic motivation is focused on outside rewards.

This research seeks to identify the motives behind reverse socialization of parents and how these motives drive the learning process between parents and their children. Parents have different motives and to fulfill these motives they have to learn new skills and adopt new behaviour by undergoing learning process adopted by their children to teach their parents. Thus an attempt is made in this research to identify certain specific motivational antecedents of reverse socialization.

In this research socio-emotional motives, experiential motives, functional motives and finance motives are identified as antecedent variables based on literature review and in-depth interviews and an attempt was made to evaluate if these identified motives would compel parents to go through the learning process and whether it will lead to acquisition of consumer learning properties (outcome). Socio-Emotional Motive is a motive that consists of variations that take place in an individual's emotions, relationship and personality with others people during their lifetime (Santrock 2007) E.g., to connect with others in their network, such as using BOTIM, WhatsApp to talk with family and connect with loved ones. Experiential Motive as explained by Bloch et al. (1994), are being associated with experiential consumption itself for recreational and social activity. E.g., to use iTunes to download music for entertainment.

Functional motive states that individuals engage in activities to fulfil a certain goal and individuals can perform the same activities to serve different psychological functions (Clary et al., 1998). Due to a situation the parents have to learn new things. E.g., new/existing employment was forcing the parent to learn about Microsoft office like PowerPoint, word etc. as tasks at work were being automated. Finance motives are the ones which are linked with money. Finance Motive refers to money management (Xiao, 2008). Financial motives include saving money, making expenses within the budget, managing money wisely and to meet financial obligations.

The next part of the socialisation model makes an attempt to identify the learning processes adopted by children to teach their parents.

2.6.2 Learning Processes

Learning processes are the mechanisms through which the agent influences the learner (Moschis, 1987). Chan and McNeal (2006) using the social learning model tries to look at competencies as a function of various interactions amongst the different influence sources (socialisation agents) and among individuals who exist within different social settings. The model goes on to highlight that these agents have the tendency to transmit attitudes, motivations, norms and behaviours to the learner. Hence, socialisation is expected to happen when the person is interacting with different sources of influences that exist within the existing social setting (McLeod & Chaffee, 1972). Therein it could be argued that values & attitudes are learned through the learning process of social interaction, reinforcement and modelling. The same social learning model goes on to imply that higher the level of interaction between the learner (individuals) and the socialisation agents, for any given issue, higher will be the level of socialisation and the compliance to that issue will take place (Watne, 2010).

'Learning by response consequences', 'Learning through modelling' and 'Learning from social interaction' are considered as the basic categories of the learning process (Bandura, 1977). As the person matures the learning process undertaken by the individual changes according their own level of dominance, this is considered as the lifecycle approach to socialisation (Watne, 2010). In order to explain this, Giddens and Griffiths (2006) suggests that children's begin to develop their initial set of skills through imitation (learning through modelling), which could indicate that within the adult socialisation, social interaction & learning by response consequences are more prevalent (Watne, 2010). The three learning processes included in the study are discussed in detail in the following parts.

2.6.2.1 Modelling

Modelling is the imitation of the agents behaviour either through a conscious attempt to mirror the socialisation agent or because the agent's behaviour is the only salient alternative open to the person(Bandura, 1977). This type of learning process has been termed as imitation learning or observational learning(Moschis, 1987). By observing others one gets an idea of how new behaviours are developed and this coded information later helps the person to perform necessary actions in certain situations. Thus, people learn certain behaviours through observation – in approximate form – before performing any act, which spares them needless

errors (Bandura, 1977). Observational learning occurs both during early stages of childhood, as well as throughout adulthood and even later in life from child to parent. For example, parents observe children doing online shopping and end up doing online shopping themselves, or signing up on various social media platforms like Instagram, Facebook, WhatsApp after observing their children using these sites. Modelling as a method of learning is widely discussed in the context of childhood learning (e.g. Bandura et al., 1966; Moschis et al., 1984; Triplett et al., 2004), and not much in case of adult learning. In adulthood other types of learning might appear to be more prevalent such as learning through interaction or learning through reinforcement.

2.6.2.2 Reinforcement

According to Bandura (1977), reinforcement involves either punishment (negative reinforcement) and/or reward (positive reinforcement) mechanisms. A human being repeats their past behaviour or experiences which may have received a reward or appreciation by socialisation agent and tend to avoid those behaviour or attitude that may have received punishment (McLeod & Chaffee, 1972). Reinforcement as a form of learning depends on the individuals experience as a result of negative or positive effects in the way of reward or punishment that their behaviour or actions or attitudes may produce(Bandura,1977). Every individual alters their behaviour according to the social setting they belong to; where some of their actions and behaviour will receive a response that is positive or negative. As the learner goes through this process of differential reinforcement, the learner tends to continue with the behaviour and actions that received a reward and discard those that received a negative response (Bandura, 1977).

The reinforcement theory can be adopted by children to teach their parents about various new developments, new behaviour, new attitudes which will alter their consumption pattern and their way of performing certain tasks. Children who are in the reflective stage of cognitive development are more likely to be regarded as socialisation agents by parents just because by that age children may exhibit their concerns about their parents wellbeing(John,1999).
John (1999) stated that reflective stage includes an increased awareness about other people's perspectives and so parents are more likely to learn from their children, as the children get older. Ekstrom (2007) suggested that older children teach their parents about importance of

being healthy, about weight loss which creates awareness among parents about good behaviour and bad behaviour and so parents adopt a behaviour or discard a behaviour because of positive or negative reinforcement by their children.

As stated earlier, it can be concluded that people learn to socialise and grow into the consumer role through their experience within an environment made up of a complex set of variables. It is possible that in various social environments, learning happens through various processes in a combined way, which is often known as 'learning through social interaction'.

2.6.2.3 Social Interaction

Social interaction plays key role in learning. Social interaction is the most promising method of learning in reverse socialisation. Interacting with people has proven to be quite effective in helping the learner to structure their thoughts, reflect on their understanding, and find gaps in their reasoning. There are various types of learning that takes place under social interactions and learning, and these variants can range from peer learning, reciprocal teaching, learning by teaching, learning by observation, learning by doing, and self–other monitoring. Social interaction is a blend of both modelling and reinforcement. The social interaction theory may have a combination of both modelling and reinforcement elements (McLeod & Chaffee, 1972). Learning is a social process that is co-constructed through the involvement in "community of practice" where members of the community share information and learn from one another (Lave and Wenger 1990). The learner embodies beliefs and behaviours through social interactions with more experienced members of the community. Social interaction plays an important role in learning, and has proven to be quite effective in peer learning, reciprocal teaching, and behaviour modelling. Such forms of collaborative learning are often an optimal way to help people learn (Chi et al. 2001).

Social interaction between the parent and child can lead to learning where the child can educate the parent and teach parents new things they learnt in school or from their peers or teachers. When the parents have an open communication pattern and encourage children to give their opinions in those families social interaction will have greater impact on reverse socialisation. Thereby one could point out that the quality and quantity of interaction/communication taking place between the parents and the children has a great amount of impact on their own children's

development and at the same time allows parents to change their attitude towards their children. As per Moschis (1985) and Heckler et al., (1989) increased level of parent-child interaction is positively correlated to the parents influence in their children's own consumption habits. Such correlation might also function in a vice-versa manner (Peterson et al., 2004).

2.6.3 Learning Outcome

The last factor of the socialisation model is learning properties or the outcome. According to Moschis and Churchill (1978) learning properties or outcome refer to a variety of consumer-related cognitions and behaviours that comprise the concept of consumer behaviour such as formation and change in attitudes toward saving and spending money, and brand preferences. The different motivations underlying reverse socialization process all seemed to relate to the fact that the parents were facing changes in their life course that appeared to drive the request for help from their adult children (Moschis, 2007; Epp and Price, 2008). The outcome of the entire process of reverse socialisation is to find out if the parents acquire new skills and update their knowledge about the new developments and new consumption patterns in the marketplace. Technical Skills are the abilities and knowledge needed to perform specific tasks. They are practical skills and often relate to mechanical, scientific or computer-related tasks. They are also a type of hard skill. Hard skills are those that can be learned, and can be defined, evaluated and measured as opposed to soft skills. Social skill is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated and changed in verbal and non-verbal ways. The process of learning these skills is called socialisation. Budgeting skills is the ability of an individual to adopt a proactive approach towards managing his own or his company's money is known as his budgeting skills. Budgeting skills involve conscious decision making about allocation of money such that expenditures do not exceed the income.

2.7 MODERATING VARIABLES

2.7.1 Family Communication Pattern

The study of reverse socialisation of parents by their children depends on various factors like the communication pattern adopted by the family and thus needs a thorough understanding of the agent-learner interaction processes and effect of these interactions or communications

(Moschis, 1987). Even though most of the study focus on an individual for identifying the reasons that lead towards the explanation of human behaviour, the study of communication looks more on finding interpersonal perspectives rather than intra-personal perspective (Moschis, 1987). According to Kenny et.al (2006) this is true even in recent times where most of the researchers are focusing only on individuals rather than interaction between parties. Thus there is a need to study reverse socialisation as the foundation of reverse socialisation is interaction between parents and children and the communication pattern adopted by families.

The family communication pattern plays a very important role in deciding whether there is possibility of reverse socialisation of parents or whether there will be boomerang effect in the family. Reverse socialisation may encompass discussions between parent and child, a two way communication pattern where children are encouraged and allowed to put forth their opinions(Rose, 2002). This two way communication between parents and child will help in creating a clear picture when studying reverse socialisation of parents.

Family communication plays a pivotal role in reverse socialisation. Ekstrom (2007) highlights that different families allows different level of involvement of children in family related issues depending on the communication pattern adopted by the families. Ekstrom (2007) further implies that the level of reverse socialisation depends on the communication structure adopted in the families. Families with open communication pattern encourage their children to discuss and develop their own idea and allow their children to participate in family decision making as compared to than those families which are more conservative and have taught their children to avoid controversy and are not allowed to argue with parents (Ekstrom, 2007).

The family communication patterns concept refers to the frequency, type, and quality of communications that take place among family members (Moore & Moschis, 1981). Moschis (1985) stated that although interpersonal communication takes place among various social influencers, such as siblings, parents, and peers, the family context of interpersonal communication has the most influence on consumer socialisation.

To understand family communication pattern in detail it is important to understand the family communication pattern typology developed by McLeod and Chaffee (1972). The family communication pattern typology examines the degree to which families encourage the expression of autonomous opinions (concept orientation) and relational objectives (socio-

orientation). Socio-orientation measures relationship-oriented patterns of communications, whilst concept orientation measures issue-oriented communication, which encourages children to develop their own skills and competence as consumers.

Ekstrom (2007) points out that, families which encourage their children to discuss and develop their own ideas which is done in a concept-oriented communication structure tend to allow their children to influence them than families wherein the children are taught to avoid controversy and not to argue as in the case of socio-oriented communication structure.

The two fundamental dimensions of family communication pattern are explained in detail below which give clear picture of family communication pattern.

2.7.1.1 Socio-Oriented Family Communication Pattern

Socio orientation dimension measures vertical pattern of communication or relationship-oriented patterns of communication. It focuses on control and authority of parents over children (Chan & McNeal 2003). In these type family's harmonious family relations are fostered (McLeod & Chaffee 1972) and children are told not to get into family arguments, avoid controversy and to stay away from trouble (Lull 1990). Parents in this communication pattern reject the competence of children and enforce their own ideas, wants and power on children and assume that children will accept this without arguing or debating with the parents. Therefore importance is given to children's deference to authority and parental control (Chan & McNeal, 2003). Such a communication pattern is designed in such a way that it fosters pleasant and harmonious social relationships at home such that the children develop a certain level of respect for their own parents (Moschis, 1987). Thus socio orientation dimension of family communication pattern produces authoritative parents which are considerate about their children at the same time exert firm control over them in families.

Children at home who experience such a communication structure may have been taught in such a manner to repress their feelings on extra personal topics and to avoid controversy, for example, by giving in on arguments rather than risk offending others and not arguing with adults (McLeod &Chaffee, 1972). Within the context of consumption, socio-oriented parents

would try to restrict their children's purchasing and maintain control over their children (Moschis, 1987).

Considering the reverse socialisation among adults it can be argued that the socio-oriented communication pattern may have negative impact on children's impact on parental learning. For example, if a child is encouraged to supress their feelings and thoughts and are not allowed to give suggestions or put forth their opinions it seems more likely that reverse socialisation of parents by their children might be discouraged as well.

2.7.1.2 Concept-Oriented Family Communication Pattern

The first core dimension of family communication pattern is Concept oriented communication pattern. Families having concept orientation dimension believe in creating an environment where family members both parents and children are encouraged to have open discussions about various topics ranging from new ideas, to products or services or new trends that are gripping the world. Concept oriented communication focuses on encouraging children to participate in unrestrained conversations and independent evaluation of any issue that they face in their life (Rose 1998; Chan & McNeal, 2003). This pattern implies positive constraints on the children which helps the children to develop their own outlook towards the world (Moschis 1987). Parents who belong to concept oriented families encourage children to express their ideas and also to challenge old beliefs of others and so children are encouraged to discuss controversial issues with parents (Lull 1990) as this communication pattern measures issue-oriented communication. This type of communication pattern might nurture reverse socialisation in the family. The parents who have concept orientation in their communication style encourage their children to develop and put forth their own opinion about the products or services they buy and also show a keen interest to learn and take advice from their children and may have more impact on reverse socialisation where parents will learn from their children new consumption patterns which will in turn fulfil their motives of learning new things so that they can achieve their goals of acquisition of certain skills which they need due to various reasons. Thus, the concept orientation communication style may positively influence the process of learning of the parents from their children.

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This level of communication between parent-child may facilitate reverse socialisation. If the parents are encouraging their children to develop their own ideas or notions and give their opinions there is higher possibility that children will make every effort to provide their own viewpoints back to their parents and attempt to catalyse attitude change among parents. Looking into the process of learning from children and purchasing products and using them on suggestions of children is possible in concept-oriented family because more concept-oriented the family and members tend to be, there seems to be less amount of arguments and disagreements among the parent and child and thus children have a greater role to play as the socialisation agents of their parents (Rose et al., 2002) and thus can influence positively reverse socialisation of parents in the family.

Family communication pattern are thus regarded very important in reverse socialisation as it sets the frame of the reciprocity of socialisation. Patterns of family communication about consumption are often related to how parents [primarily] socialise their children as consumers (e.g. Carlson et al. 1994; Rose, Bush and Kahle 1998; Zhang 2007), which is likely to have an impact on how the child [secondarily] socialises their parents. However, this has not adequately been investigated. Thus, it will be relevant to investigate how the nature of family communication relates to children's ability to function as a socialisation agent for their parents. To assess how the family communicates and interacts, this study will include investigation of both consumption specific and more general ways of family communication. Specifically, this investigation is concerned with family communication patterns about consumption and family communication quality.

Family communication patterns about consumption are a fundamental aspect of consumer socialisation (Rose, 1998); they offer a way of analysing the conversations between parents, children, and their consumption environment (Chan and McNeal 2003). Family communication pattern is a crucial factor in reverse socialisation because it can indicate whether there is a connection between how the children are socialised by the parent (primary socialisation) and the role of the child on the parent's reverse socialisation. With regard to communication pattern, some families adopt socio-oriented communication pattern which focuses on parental control and parental authority while concept-oriented families focus on child warmth and open communication (McLeod and Chaffee 1972). A focus on parental control might discourage the child from teaching and educating the parent, at the same time the parent might be unwilling to take the child's advice and might reject the idea of learning

from the children. Thus, family communication pattern may have an effect on reverse socialisation of parents by their children (Bao 2001).

The study by Kim C. et. al. (2015) aims to generate insights into the mechanisms through which parental style influences adolescent consumer socialization. Towards this end, it examines two alternative conceptual frameworks: (1) The mediation model which posits two key dimensions of parental style (responsiveness and demandingness) as antecedent variables affecting adolescent consumer socialization directly and indirectly through parental socialization practices and (2) the moderation model which posits each parental style dimension as a moderator of the link between parental socialization practices and adolescent socialization outcomes. The influences of maternal and paternal parental styles on adolescent socialization outcomes are investigated separately and compared. Results provide stronger support for the mediation model. They also show that mothers' parental style and practices are more influential than fathers' in shaping adolescents' consumer socialization outcomes.

The research by Ali A. et. al.(2014) focussed on the developmental sequences illustrating the development of consumer knowledge, skills, and attitudes of children. They presented a theoretical framework for understanding consumer socialization of children belonging to families with different communication patterns and parenting style. They then examined the experimental findings illustrating interpersonal communications (parent-child interactions) between children and parents in the development of consumer behaviour in young children. Based on the evidence reviewed, implications are drawn for future theoretical and empirical development in the field of consumer socialization.

The study by Aleti et. al.(2015) examined whether the previously developed and commonly used scales were used to examine communication styles and communication quality to test whether these older measures were still valid. By using a dyadic design, family communication between parents and young adult children in 180 families was examined. They found out that the old concepts are now outdated. A new, empirically tested, fourfold typology of family communication styles based on consumer socialisation theories was put forward. This included four distinct communication styles within families, namely; permissive (low encouraging and low controlling), prohibitive (low encouraging and high controlling), pluralistic (high encouraging and low controlling) and protective (high encouraging and high controlling) family communication styles.

The study by Carlson et. al (2011) tried to focus on parents as socialisation agents and to review the effects of parents as agents of children's consumer socialisation moderated by parental styles and how parental style influence children. The study uncovered one particular parental style "authoritative" that appears to be more engaged in consumer socialization.

Carlson et al. (2013) attempted to examine parent-child communication patterns and mothers' consumer-socialization tendencies. This study is based on mothers' perspectives. The results indicated differences in socialization behaviour based on the mothers' communication orientations. Concept-oriented mother's like discussing advertising, co-viewing, co-shopping, children's influence, yielding, and granting children consumer independence. In contrast, socio-orientations are related to limits on children's TV exposure and refusing requests.

Kim et.al (2009) conducted a study to examine the effects of family communication patterns (FCP) on adolescent consumers' decision-making styles and influence in family purchase decisions. Two underlying dimensions of FCP (concept-orientation and socio-orientation) were measured separately for mother–child communication and father–child communication and regressed on adolescents' use of the selected decision-making styles and influence in purchase decisions involving durable products and nondurable products for their own use. Data was collected from 300 high school students to provide insights into the role teenagers play in family product purchase and consumption decisions. The results of the study show that only mother–child communication patterns have significant associations with adolescents' decision-making styles and family purchase influence.

Moschis et al. (1984) in "The impact of family communication on adolescent consumer socialization" tries to focus on communication processes in consumer socialization to include modeling, reinforcement and social interaction. Its purpose was to determine the relative importance of such learning mechanisms as well as ascertain the role of family communication in the development of consumer learning. The results of this study suggested that different influence processes are used in the transmission of consumer cognitions and behaviour from parent to child.

The study by Thorson et.al (2017) investigated the way FCP contributed to emerging adults' consumer skills, preferences, and attitudes. A mediated moderation regression revealed that

FCP were significant predictors of emerging adults' perceptions of their parents' influence over their consumer skills, preferences, and attitudes. Results also indicated that parents who exhibited higher conversation and conformity orientation had more influence on their emerging adult children's consumer behaviour.

Mikeska et.al. (2017)in the meta-analysis study merged family communication pattern (FCP) and parental socialization literature to introduce a new perspective on how parents intervene in consumer-socialization interactions related to media with their children. They found out that the family communication pattern were similar to parental style except in case of one. Furthermore, when certain FCP–parental socialization pairs were compared with other pairs on socialization interactions, such as control, co-viewing, and discussing media strategy, differences were found that prior theorizing would have supported.

The study by North et.al investigated the perceived influence of adolescents on the purchasing of products within different family communication styles. Data were collected through a self-administered survey distributed to 221 adolescents in Pretoria. The findings show that there was little difference in the amount of influence of adolescents from the different family communication styles, and also no significant differences between the influence of male and female adolescents on product purchases. The results confirmed that adolescents had more influence on products for their own use than they did on products for the family's use.

2.7.2 Fourfold Typology of Family Communication Pattern

In family communication pattern the concept oriented and socio oriented dimensions are not considered to be mutually exclusive; some families might have a lack of communication about consumption altogether and some families might value both (Rose et al., 1998). Thus, socio-oriented and concept-oriented dimensions of family communication pattern can be used to classify families into a fourfold typology of family communication patterns which are protective, consensual, pluralistic and laissez-faire patterns of communication (McLeod & Chaffee, 1972). These four typologies of family communication pattern are discussed in detail in the following sections.

Fig.2.1: Family communication pattern adopted from Rose et al., 1998

2.7.2.1 Laissez-Faire Families

Families low in both concept orientation and socio-orientation are termed as the Laissez-Faire families where the parents have very less and uninvolving interactions with their children and have least influence in moulding their children's communication pattern (Rose et al., 1998; Chan & McNeal, 2003). The parents in laissez-faire families believe that children should make their own decisions and be responsible for their mistakes and unlike pluralistic families have any interest in their children and their decisions and nor consider communicating with their children. The parents in such families have extreme sides both in terms of giving freedom as well as lack of interest in children as a result the children socialise outside the family system(Niemi,1988). Children in these type of families know that there is very less value in communication as they receive less support from their parents and thus rely mostly on peers and external environment for information processing and decision making. Thus this type of families run low on both the dimensions of family patterns.

With reference to reverse socialisation, it's very much possible that the laissez-faire parents would not accept advice from children nor prefer learning from their children. However, as Ekstrom (1995) suggests that in some such families children will work independently out of their own self-interest to carry out technical aspects of the household with no support from

their family members. Thus, this can be applied in the environmental context, that in laissez-faire families, motivated children will carry on the environmental tasks on their own. Hence there is a slight possibility that laissez-faire parents may be influenced to adopt certain new environmental behaviours, but not necessarily the knowledge or attitude associated with that new behaviour.

2.7.2.2 Protective Families

Families high in socio-orientation and low concept-orientation are termed as Protective families. These families focus on social harmony and obedience to parental authority and have little concern for open communication(Moschis, 1987). In such families, most of the emphasis is given to social harmony, obedience, vertical relationships and restrictions are imposed on children to minimise their exposure to outside information which they can get through media Rose et al., 1998). Parents belonging to such families rarely encourage their children to develop and gather their own independent perspectives (Chan & McNeal, 2003), and believe that they should take all the decisions related to their children. In such families, parents tend to stress more on a one-way communication system and with less viewpoint of considering their children has a good source of information.

In such families reverse socialisation of parents is very difficult as parents follow a hierarchy and take most of the decisions and children are not allowed to give feedback as in such families there is one way communication and parents don't consider children having good source of information in any matter related to the family or new products or services or trends in the marketplace. In such families the probability of children teaching their parents and parents learning from their children is very low. However, studies (like Rose et al., 1998; Chan & McNeal, 2003) looking into the family communication pattern tend to focus more on younger children. However this study focuses on adolescents and reverse socialisation of parents. Thus, the pattern found in previous research on the effect of children on parents of protective families might be different.

2.7.2.3 Pluralistic Families

Families that are high on concept-oriented and low on socio-oriented communication patterns are termed as pluralistic families and they encourage open, unconstrained conversations between all family members without taking into consideration whether it is the spouse or the

children and in this families conversations are evaluated based on their strong arguments and how valid the arguments are and how valuable the feedback given by the family member is even if they are children. Thus the parents belonging to this family pattern do not feel the need to control their children or to take decisions for them rather they the parents in pluralistic families are ready to accept their children's opinion and advice and also allow them to participate in family decision making. Children in these families learn to be independent and also value family communications which gives the children the confidence to put forth their opinion and make their own decisions without any fear of retaliation from their parents which encourages children to explore new ideas. In pluralistic families, the focus is on maintaining a horizontal parent-child relationship and issue-oriented communication (Rose et al., 1998; Chan & McNeal, 2003). Such a communication pattern helps foster reverse socialisation. Within such families, any kind of conflict is not necessarily considered to be something that should be ignored but rather such families work on coming up with a joint solution (Niemi, 1988). In such families there is a higher possibility that parents will ask information from their children without any hesitation because they assume that child may have more insight about the issue in hand than themselves. And at the same time the children in such families will be more likely to share their experience or knowledge about the matter with their parents because they know the parents will appreciate their knowledge and wont retaliate.

2.7.2.4 Consensual Families

Families high in both concept-oriented and high socio-oriented communication patterns are known as consensual families. The parents in this type of families give equal weightage to both preserving hierarchy in the family and at the same type encouraging open communication and encouraging new ideas from children(Moschis, 1987). Parents in such families work towards engaging in issue-oriented communication with their children such that they learn new ideas but at the same time maintaining the parental control in the family (Chan & McNeal, 2003;Rose et al., 1998). They strike this balance by listening to what their children have to say and at the same time they explain to their children reasons for taking certain decisions in the family. This indicates that it might be possible that parents from consensual families will adhere to reverse socialisation and would acknowledge information given by children and would even learn new things from their children related to purchase Therefore it seems likely that if parents acknowledge the issue of environmental behaviour as important, then they are likely to listen to their children, provided the children follow the rules set by the family.

From previous research, although very less, has shown a linkage between family communication pattern and children's role in family decision making(Moschis & Mitchell, 1986; Ekstrom et al., 1987; Carlson et al., 1990; Rose et al., 2002a). Concept-oriented communication is generally envisaged as a reciprocal, two-way form of parent–child communication that promotes independent evaluations of issues by children (Rose et al. 1998). Therefore, concept-oriented parents are more likely to encourage and incorporate children's opinions into family decisions (Rose et al., 2002a). Previous research has produced some evidence that concept-oriented communication is in fact related to increased children's influence in family decisions and decreased consumption dependence (Carlson et al., 1990; Rose et al., 2002a). Foxman et al. (1989a) investigated the perception of adolescents' decision influence, in general, and for specific products. The findings indicated that adolescents have more influence in a concept-oriented environment and corroborated (Moschis, 1985; Moschis et al., 1986). On the other hand, socio-oriented communication is associated with monitoring and controlling of children's consumption activities. As such, socio-orientation is expected to be negatively related to children's influence in family decisions. The cross-national study by Rose et al. (2002b) is the only one that has investigated this association, and it has provided partial support for it. No other study has evaluated the linkage of family communication patterns and the child's influence on family's pro environmental behaviour. Therefore, a detailed investigation of the linkage between parent–child communication patterns and children's decision influence with relation to reverse socialisation is called for.

2.7.3 Parenting Styles

Diana Baumrind (1966), with her ground breaking model of parenting style that set her apart from earlier researchers. Her paradigm of parenting style not just encompass the parenting practices but also focus on the parents' values and the beliefs they hold about their roles as parents and the nature of children. Baumrind's conceptualization of parenting style was configurational in nature, taking into account patterns of parenting behaviours across four parenting dimensions (Baumrind, 1966; 1971).

The term demandingness is coined by Baumrind (1966) and refers to those parents who are integrated into community and family by their disciplinary efforts, supervision, mature expectations and willingness to confront a child who disobeys parents. Another word for

demandingness is control. In the same way, Simons, Simons, and Wallace (2004) argued that demanding parenting style can be judged through the level of well-defined monitoring techniques, discipline patterns and direct confrontation used by parents. Hence, it would be justified to state that parents with consistent discipline patterns, confrontation and monitoring are demanding, whereas parents with lower level of confrontation, lack of discipline and monitoring of children are characterised as not demanding.

According to Baumrind (1966), the term responsiveness is defined as the extent to which parents will foster self-assertion, self-regulation and individuality buy being attuned, acquiescent and supportive to the demands and special needs of children(Baumrind, 1991). Baumrind (1966) also stated that the level of responsiveness of parents can be measured by the level of reciprocity, communication, and warmth displayed by parents while dealing with adolescents. From this perspective, parents emphasizing on higher level of reciprocal behavior, warmth and communication are considered to be highly responsive, whereas low levels of warmth, reciprocity and communication represent low responsiveness. Maccoby and Martin (1983) were of the opinion that higher level of responsiveness is reflected in authoritative and/or permissive parenting style. Whereas, Simons, Simons, and Wallace (2004) indicated that low level of responsiveness is found in authoritarian and/or neglecting parenting style.

2.7.3.1 Authoritative Parenting Style (demanding, responsive): Authoritative parents show high demandingness and high responsiveness. Authoritative parents have rational reasoning and also allow reverse reasoning between the parents and children and at the same time mould children's behaviour. They interact with their children with warmth, support and defined rules. Authoritative parents have a set of rules which the children have to adhere to but at the same time they allow their children to express their views and have open communication with their children. This parenting style results in positive outcomes and positive wellbeing among children. Authoritative parents exhibit more warmth and reasoning and high demandingness and responsiveness and encourage children to express their views and develop positive self-image and high confidence among the children. Hence, children who are nurtured with authoritative parenting style are normally more independent, achievement-oriented, and they are able to make decisions based on their reasoning. These parents mostly use induction and positive reinforcement to guide their children. Induction means parents explain reasons and consequences to help children in forming and internalizing the concepts of right and wrong. Authoritative parents communicate clearly with their children and, they encourage their

children(Baumrind, 1973). As compared to the other parenting style, authoritative parent tends to inculcate in children social competence which is associated with success. Authoritative parenting has been associated with numerous positive child outcomes like high social competence, positive social adjustment, self-regulation, and low psychological and behavioural dysfunction (Lamborn et al., 1991). Authoritative parents provide their children with high levels of autonomy. Authoritative parent uses reasoning and consistency in interactions with their children, placing high values on verbal give and take (Baumrind, 1978). Hence authoritative parenting style can lay foundation for reverse socialisation where the parents can learn new consumer roles from their children.

2.7.3.2 Authoritarian Parenting Style (demanding, not responsive): The authoritarian parents are warm and supportive, but have control over the children. Authoritarian parents exhibit low responsiveness and are highly demanding. Thus, in authoritarian parenting, the parents behaviours and attitudes are characterized by high levels of control and low levels of warmth, nurturance and clarity of communication (Baumrind, 1978). Authoritarian parents are obedience oriented and expect their orders to be obeyed without explanation. Authoritarian parents give more importance to conformity and obedience and do not value warmth and responsiveness (Baumrind,1968; Nelson, Hart, Yang & Jin 2006). Authoritarian parents are often emotionally divorced but controlling. They use force and negative reinforcement to control, shape and evaluate the attitude and behaviour of the child according to a set standard of conduct dictated by higher authority thus following family hierarchy. Thus in authoritarian parenting style, parents follow hierarchy and do not allow their children to express their views and opinions. Although, they are consistent in discipline, these parents are less likely to use rational methods of control. Authoritarian parents are rigid about their position as parents and feel that the parents should be obeyed because parents are authority figure and child has to obey them without any questions. They discourage open communication and follow a set of standards which have to be followed by the children without any question with the intention of controlling the children and instilling obedience in their children (Baurmind,1968).Independence is not promoted in this type of parenting and children's freedom is restricted and controlled (Baumrind, 2005). This type of parenting style can hamper and have negative effect on the reverse socialisation process.

2.7.3.3 Permissive Parenting Style (responsive, not demanding): In permissive parenting style the behaviours and attitudes of parents are characterized by low level of control

and high level of warmth. Permissive parents exhibit high level of warmth and low levels of control during the conversations with their children. Permissive parents are warm, loving and child-centred and responsive, providing them with emotional care and support (Baumrind, 1971, 1966, 2005; Gonzalez, Greenwood, & WenHsu, 2001; Turner, Chandler, & Heffer, 2009). These parents figure as a friend for the child rather than strict authority (Baumrind, 1971; 1991; 1966; 2005). Maccoby & Martin, 1983). They view their children as equal to them and therefore do not stand as figures of dominance with demands. Permissive parents tend to spoil their child and give unlimited freedom with no demands (Santrock, 2011).Therefore, Permissive parenting style exhibit low level demandingness and high level of responsiveness and believe that children have adult rights and little responsibilities (Baumrind,1971). These types of parents are also called as indulgent parents and are warm towards their children and they don't like to say no to their children or disappoint them by setting rules and regulations and thus have very few rules and restrictions imposed on their children and they allow children to take their own decisions without being held responsible for their actions. Permissive parents give high level of freedom and autonomy to their children and avoid exercising control over their children. This parenting style can flourish under reverse socialisation as they treat children as their equals and treat them as friends which can be suitable grounds for reverse socialisation.

The meta-analysis study conducted by Mikeska et.al. (2017) tried to find the relationship between parental style and consumer socialisation . The study found out that the influence that parental Restrictiveness (Permissiveness) has on raising children adept at positively interacting – and avoiding negative interactions – with the marketplace and related environments. Also, this meta-analysis supports prior literature's depiction of the Authoritative parenting style as especially important to these positive interactions with the marketplace, in particular among older children and psychosocial-type outcomes. Finally, this research provided a comprehensive confirmation of differences in child thinking, believing, doing, choosing not to do, feeling, etc. as attributable to different parental styles.

Yang et.al.(2014) examined in their study how parental style affects consumer socialization in a cross-national context, focusing on family communication orientation, adolescents' use of influence strategies, susceptibility to peer influence, and impulse buying tendency. Multiple-informant data from each family (i.e., father, mother, and adolescent) were used in the analysis. The findings suggest that Chinese adolescents, compared with their Canadian counterparts, use less bilateral influence strategies (reasoning, bargaining), but more unilateral influence

strategies (playing on emotions, stubborn persuasion); they are also less susceptible to peer influence, and have less impulse buying tendency. Across both cultures, authoritarian parents are more socio-oriented than authoritative, permissive, and neglectful parents, whereas authoritative and permissive parents are more concept-oriented than authoritarian and neglectful parents. Furthermore, adolescents with authoritative and permissive parents more likely use bilateral influence strategies than those with authoritarian parents, while adolescents with neglectful parents use more unilateral influence strategies than those with other parental styles.

Ali et.al (2014) in his study presented a theoretical framework for understanding consumer socialization of children belonging to families with different communication patterns and parenting style. The study aims to review and evaluate children's growth as consumers in different families with varying communication patterns including parenting style. Based on this study the authors conclude that family communication pattern including parenting style offers a family socialization background in which parents reach their parental goals and transmit values to their children through parenting practices. However this practice of socializing children differs among families having varied communication background and alternative parenting style. But in comparison to family communication environment, parenting style as a socialization process appears to be more dominant in studying children's influence in family purchase decisions.

Bao.Y(2001); in the paper studied the effects of family socialization and power structure on children's choice of influence strategy and whether subsequent relative influence vary with the product type, decision stage, and sub-decision stage. A field experimental interaction procedure was designed for data collection from parent/child dyads. Multiple regressions were conducted to analyze the data. It appears that the integration of consumer socialization theory and power relational theory provides better explanation to children's influence behavior than either theory does individually.

2.8 THEORETICAL BACKGROUND

Consumer socialisation is a widely researched area and many studies have been undertaken to study how an individual adopts and adapts to the role of consumer in the marketplace. Most of the research done in the area of socialisation focuses only on children and therefore most of the

consumer socialisation studies over rely on Piaget's theory of cognitive development. But socialisation is a lifelong process and one learns even during the later stages of life. Therefore there is a need to bring other formal theories into consideration such as Social Learning Theory and Social Development Theory (Vygotsky) which will form the base of socialisation studies especially reverse socialisation.

2.8.1 Theory of Cognitive Development

The Theory of cognitive development by the Swiss psychologist Jean Piaget (John,1999) suggests that children's intelligence undergoes changes as they grow. Piaget's theories are used widely by many researchers to describe the stages in children's basic cognitive abilities. The cognitive development theory is widely used in studies related to consumer socialization of children. Piaget in his study highlighted that changes in or transition through the cognitive development stages would lead to formation of knowledge, skills and behavior in children (John, 1999).

Children move through different stages of cognitive development from infancy to adulthood(John 1999). Piaget's cognitive development theory consists of four main stages of cognitive development: the *sensorimotor stage* - from birth to two years, a child lacks perspective and is incapable of separating thought from the action (Bolton and Hattie, 2017). The *preoperational stage* - two to seven years, a child is egocentric and intuitive and can think about things symbolically (Feldman, 2004). In the *concrete operational stage* seven to eleven years, egocentric thoughts decrease, and a child starts to use logical reasoning to tangible objects according to their number, length, shape, volume, etc. (Huitt and Hummel, 2006). The *formal operational stage* - eleven to sixteen years, a child's cognitive process is abstract and hypothetical and is based on scientific reasoning(Bolton and Hattie, 2017).

Many researchers have used other similar child cognitive models to describe the stages children go through from their infancy to their adulthood. John (1999) proposed a model by merging the various theories given by researchers and developed a model with only three stages. John(1999) has divided the cognitive development process into three stages which are perceptual stage from three years to seven years where children's knowledge as consumer is based on single dimension, moving into analytical stage from seven years to eleven years children's decision regarding products and services will be influenced by more than one

dimensions and based on experiences and finally in the reflective stage from eleven years to sixteen years as children shift into the role of adolescent the decision making is based on rational thinking and reasoning. These three stages have an impact on child's influence on their parents decision making and the role they play as a socialisation agent of their parents.

The implications of this classification of children with regard to reverse socialization are the child's ability to teach their parents about new ways of consumptions. It is evident from the above classification that older children who are in the reflective stage will be more likely to teach their parents new ways of consumption, new attitudes and new trends as compared to the younger children. Children in the reflective stage will take more rational decision taking into consideration all the dimensions based on their expert knowledge and reasoning as compared to the younger children who still doesn't have rational cognitive thinking ability. Nevertheless, this theory is more focused on children and their cognitive development and on consumer socialization of children. Chan and McNeal (2006) inferred that cognitive development model accurately predicts and describes consumer socialization of children. From marketers' point of view the conclusions drawn from this theory will help them in categorizing the children into different segments and then accordingly market their products and services to meet the requirements of these segments.

With regards to reverse socialization, Piaget's cognitive development theory seems to be less applicable to reverse socialization as it mainly emphasized life events that occur from infancy to the late teenage years. Primary socialization and the development of cognitive abilities happens mainly during childhood and has very less impact on adult learning or reverse socialization. Thus, Piaget's cognitive development theory is not suitable to study reverse socialization of parents. The social learning theory seems to be more suitable to reverse socialization as it emphasis more on lifelong learning of individuals.

2.8.2 Social Learning Theory

The social learning theory by Albert Bandura tries to explain the formation of skills, behaviour, attitude and knowledge as a result of interaction between socialisation agents and the individuals in different social setting (Chand and Neal 2006). It accentuates the importance of observation, modelling and formation of behaviours, knowledge, skills and attitude by imitating others which are the socialisation agents. Social learning theory emphasis how environmental and cognitive factors interact to influence human behaviour and learning (Bandura,1977).

Social Learning Theory is often described as the 'bridge' between traditional learning theory (i.e., behaviorism) and the cognitive approach. This is because it focuses on how mental (cognitive) factors are involved in learning.

Unlike Skinner, Bandura (1977) believes that humans are active information processors and think about the relationship between their behaviour and its consequences.

Observational learning does not occur unless cognitive processes were at work. These mental factors mediate (i.e., intervene) in the learning process to determine whether a new response is acquired.

Thus social learning theory emphasis on modelling, social interaction and reinforcement as factors influencing learning and based on this premise the research work is carried out. According to social learning theory there is no age for learning and both children and adults keep learning because learning is a lifelong process.

The study uses this theory as the base and studies the motives behind parents learning from children and the outcomes that they acquire during this learning process. The parents are also motivated to learn from their children due various benefits that they can gain like economic benefit, social goals, pride and prestige and acceptance in the society. Parents learn from children using different learning processes like modelling, reinforcement, social interaction. In modelling the children coach the parents and demonstrate to them while in reinforcement they are made to do the task themselves, sometimes parents can just observe children and learn how to use a particular product especially if they don't like the concept of learning from their children.

Studies tried to use the social learning model to explain different areas of consumer behaviour in children, and concluded that there is either a weak or no connection between the variables (Chan and McNeal 2006;Khatibi et al. 2004; Moschis and Churchill 1978). In case of consumer socialisation of children, the cognitive development model has been more accurate, as demonstrated by Chan and McNeal (2006. Studies in consumer socialisation focus on learning outcome. Children's ability to learn various consumer related skills seems better understood through their cognitive development or age than through their social environment.

Thus, social learning theory seems to be more suited for reverse socialisation as it involves parents and the social environment that they belong to which has an impact on their need to learn and update themselves about the changing trends in the marketplace.

2.8.3 Social Development Theory (Vygotsky)

Social Development Theory argues that social interaction precedes development; consciousness and cognition are the end product of socialization and social behaviour. Vygotsky's Social Development Theory is the work of Russian psychologist Lev Vygotsky (1896-1934). Vygotsky's theory is one of the foundations of constructivism. It asserts three major themes regarding social interaction, the more knowledgeable other, and the zone of proximal development.

Social Interaction

Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development. He states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people and then inside the child".

The More Knowledgeable Other (MKO)

The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers.

The Zone Of Proximal Development (ZPD)

The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky, learning occurred in this zone.

Vygotsky focused on the connections between people and the sociocultural context in which they act and interact in shared experiences. According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions, ways to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills.

2.9 RESEARCH GAP

When the literature review was conducted on reverse socialisation there was limited research done on reverse socialisation where children are the socialisation agents of their parents. It was evident through literature review that most of the studies were conducted on consumer socialisation of children where parents were the socialisation agents and children were the learners and consumer socialisation of parents is neglected by the researchers (Ekstorm 2006; Moschis1987). According to Ward learning is a lifelong process and learning takes place throughout the life of a person where older generation which are parents will need to adjust and update their knowledge, skills and behaviour to blend with the changing marketplace especially during this present era where the market is driven by sophistication due to advancement in science & technology and this updated knowledge can be gained by the parents by learning from their children.

Children possess expert knowledge about product categories and services and thus have superior knowledge as compared to their parents which enables them to take more rational decisions and play the role of information providers for their parents. Children act as the socialisation agents of their parents and socialise them about the new role of consumers by socialising them about new product launches; by teaching the parents how to use the product or service, how to install the product or service etc. Children are born in the technically integrated society and are subject to getting influenced by peers, school and thus gain far superior knowledge than their parents and hence parents prefer learning from their children how to become the new age consumers. Thus, it is important to investigate reverse socialisation of parents and why and how reverse socialisation takes place in families. Hence literature was checked to see if there were any studies done on why and how parents undergo reverse socialisation however there were no studies found. Therefore qualitative study was undertaken and during the depth interviews the narrations and stories told by parents about their learning experiences with children revealed that parents who learn from children have some motives behind such learning. Therefore, literature was checked to see if there were any studies done previously on the motives behind reverse consumer socialisation however there were no such studies done. This research thus intends to address this gap. In this study an attempt was made to identify the different motives behind parental learning from children that leads to reverse socialisation of parents and its impact on the learning process.

Another area which was unexplored were the learning processes undertaken by children to teach their parents. Most of the studies on reverse socialisation focussed on the content of learning rather than the processes through which learning is acquired. Hence there are very few studies done on the actual processes through which reverse socialisation takes place between the parents and the child. Therefore, this study intends to contribute towards addressing this gap in the existing literature by identifying the methods or processes used by children to teach their parents in context of reverse socialisation.

The in-depth interviews with the respondents revealed that the parents gained specific skills through the learning process which benefitted them in different ways both personally and professionally (both on personal and professional grounds). Therefore this research work also intends to cover the outcomes of the learning process and whether it leads to acquisition of skills needed by the parents to survive and adjust in the changing world.

Children have a great influence on their parent (Mead1972), and are likely to impact the decisions regarding which products to purchase, which services to avail. Hence it is crucial for businesses to understand how and why parents are socialised by their children. Thus this study intends to find out the processes used by the children to teach their parents.

During the in-depth interviews it was revealed that parenting style and communication pattern had a strong impact on reverse socialisation of parents by their children. Hence literature was checked to find out whether Parenting style and communication pattern as moderator has been studied. Literature review revealed that there were many studies done on parenting style & family communication pattern but both these together were not studied as a moderator for any of the study on reverse socialisation. Thus this study intends to examine the moderating role of parenting style and family communication pattern and its impact on the learning process and learning outcomes of parents in reverse socialisation.

The researcher found plenty of studies on consumer socialisation using the ontological approach grounded to phenomenology but very few have used quantitative methodology or mixed methodology like in-depth interviews using IPA and PL-SEM to conduct the study. This research has used mixed methodology to have a clear picture of reverse socialisation.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter details the methodology adopted for the purpose of the study. This chapter provides an overview of the research methodology adopted for the study and presents the details of the research design adopted, unit of analysis and sampling, data collection tools and procedure and the data analysis procedure.

3.1 RESEARCH DESIGN AND APPROACH

The research design is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data. The design includes an outline from writing the hypothesis and its operational implications to the final analysis of data. According to Creswell (2009) research design is "the plan or proposal to conduct research, which involves the intersection of philosophy, strategies of inquiry and specific methods". Creswell (2009) was of the opinion that selecting a research design is based on three factors; the research problem, personal experience and the audience. Another approach was highlighted by Creswell (2009) when either (quantitative or qualitative) approach by itself is perceived to be inadequate to better understand the phenomena under study and meet the research objectives. This is called the 'mixed method approach' where both approaches are believed to complement each other to allow the researcher to obtain stronger arguments and clearer findings and it is used when the research problem requires of both generalisation and detailed view of the meaning of phenomenon or concept for individuals. In this type of research, the inquirer first explores generally to learn what variables to study and then studies those variables with a large sample of individuals. Alternatively, researchers may first survey a large number of individuals and then follow up with a some few participants to obtain their

specific views and experiences about the study. In these situations, collecting both closed-ended quantitative data and open ended qualitative data proves beneficial. This study aims at identifying and understanding the motives behind parental learning from their children and what methods children adopt to teach their parents and what is the outcome of this learning process. To have a clear idea of the motives behind parents learning from their children an in-depth interview was conducted with the parents during the initial stages of the study with 50 parents having children between the age group of 16-26 years. During the in-depth interviews parents revealed the reasons as to why they feel the need to learn from their children, which methods were used by the children and which were the most often used method of teaching, the tensions that arose during the learning process, and the various skills they acquired during this learning process. During the in-depth interviews the parents also stressed on the fact that they prefer learning from children because of the expert knowledge that the children possess over them especially in the case technology related products and other various new age gadgets because no longer the parents can resist the innovations that are taking place and have to accordingly adapt to these changing trends in the marketplace. Children act as reverse socialization agents of their parents by creating awareness, inculcating interest, clearing doubts and by assisting the elderly generation specifically parents in the purchase, usage and maintenance of various products and services and therefore the parents have started using products and services which they would otherwise never use or even purchase. The exploratory study along with additional literature review helped the researcher to identify the motives behind parental learning from children, the common methods used and the various skills transferred from child to parent during and after the learning process in reverse socialisation.

Exploratory study provided deeper insights into developing hypothesis and helped in framing hypotheses for the study. Descriptive research design was used for testing the hypotheses. Survey research method was used to collect the data for the study. A structured questionnaire was developed on the guidelines provided by Churchill (1979); Anderson and Gerbing (1982). The domain of constructs defined in the conceptual model was specified and the items were framed as per the inputs given by the parents during the exploratory study as well as inputs gained by doing extensive literature review.

To test the proposed relationship between motives of parental learning and the skills acquisition by parents, a quantitative research design was adopted for the study. For the quantitative method, the primary data for this study was collected with the help of structured questionnaire

which was administered to a convenience sample of 800 parents in Goa. The data collected was entered using IBM SPSS Version 26. The analysis of the data has been done by using SPSS and SEM (Structural Equation Modelling) using Smart PLS.

3.2 UNIT OF ANALYSIS AND SAMPLING

The study on "Reverse Socialisation of Parents" attempts to identify the motives behind reverse socialisation of parents or the motives behind parents learning from their children. The unit of analysis for the study are the parents who are having children between the age group of 16-26 basically because it is clearly evident in the literature review of chapter 2 that older children have more influence on parents and parents listen to the advice and feedback given by older children in the families in general and in India as well (Shoham & Dalakas, 2003; Kaur & Medury, 2013). Adolescents also are familiar with novel consumption ideas. Therefore adolescents (age group of 16-26) were chosen as the target sample for this research. All the constructs were measured using statements wherein they were asked to indicate their response on a 7 point likert scale (1= Strongly Disagree, 2= Disagree, 3=Slightly Disagree, 4= Undecided, 5=Slightly Agree, 6=Agree, 7=Strongly Agree). Since the instrument was designed keeping in mind the parents who learn from children within the age group of 16-26 years only those parents who learnt from their children how to purchase or use or maintain a product or service were included in the study.

With the rapid changes that are taking place globally there are an array of new products and services available for consumption in the marketplace. The older generation can no longer shy away from this development and have to accept this changes and learn the new ways of life and the only way out for them are their children who are born in this modern world and are raised up surrounded with these changes and thus have expert knowledge in the usage and maintenance of this products and services. This phenomenon of reverse socialisation was not captured and studied by researchers and was neglected by them. Thus there was a need felt to study reverse socialisation, the motives of parents behind reverse socialisation, the learning process and the skill acquired by the parents during this learning process and the factors which strengthen or weaken this learning process. This made it necessary to conduct survey of parents who had undergone reverse learning process to identify the reasons behind it and the outcomes of this learning process.

When the population is scattered over a large geographical area, researchers can choose convenience sampling technique for the collection of data (Farrokhi & Mahmoudi,2012). Thus for this study the sample chosen for both the qualitative and quantitative study was based on the convenience sampling technique.

The sample chosen in convenience sampling is based on the proximity to the researcher (Etikan, 2016). The quantitative study was based on the questionnaire received from 800 respondents. The sample chosen for the study were parents having children between the age group of 16-26 and who had purchased a new product or service and were taught how to use it or were shown the maintenance of the product or how to use a service or mobile app or online shopping etc. by their children. The sample chosen for the study had a proper representation of parents where care was taken by the researcher to include either father or mother, parents from different age groups, educational background and job profile.

Since the study uses PLS–SEM, the proposed guidelines regarding minimum sample size for PLS-SEM vary with the analysis procedure and the model characteristics (Hair, Black, Babin, Anderson, & Tatham (2017). Hair et al. (2014) state that PLS-SEM can be utilized with much smaller sample sizes, even when models are highly complex. As a popular rule of thumb for robust PLS-SEM estimations, Barclay et al. (1995) recommended using a minimum sample size of ten times the maximum number of paths aiming at any construct in the outer model (i.e., the number of formative indicators per construct) and inner model (i.e., the number of path relationships directed at a particular construct) (Hair et al., 2012). Gaskin (2016) advocates that the sample size needed in PLS is 10 times the number of indicators for the most predicted construct, and if a construct is also being predicted in a causal model by other latent constructs, then even they have to be considered. This study has a sample size of 800 respondents which meet the requirements and is within the acceptable range.

3.3 DATA COLLECTION TOOLS

In the initial stage, in-depth interviews were conducted with parents having children from the age group of 16-26 years and the parents were asked to tell a story about their experiences and the way learning took place between the parent and the child. A detailed description of parent's feelings and their impressions about learning from their children was captured using Interpretative Phenomenological Analysis method to understand the parents point of view on reverse socialisation which is also adopted in many previous research conducted in marketing

and phenomenology (Levy, 1981; Levy, 1994). The ontological approach for data collection was grounded in phenomenology (Goulding, 2005; Willis,2007) and Ekström (2006) advocates that researchers study socialization utilizing methods that capture transfers across generations, such as narratives and stories.

Based on these narratives and stories the researcher got insights into the motives of reverse socialisation of parents and the process of learning that is adopted by the children and identified different types of skills acquired by parents due to reverse socialisation. Some respondents revealed that they had no problem learning from their children and it was a smooth and enriching experience while some respondents were of the opinion that they were initially hesitant to learn from their children because they feared that their children might judge them and might look down upon them and that the entire learning process was awkward and uncomfortable. This made the researcher divulge deeper into literature review which revealed that the family communication patterns and the parenting style adopted in the families can have an effect on reverse socialisation and the learning process and therefore parenting style and family communication pattern were included in the study as moderating variables.

Based on the responses and experiences recorded of the respondents conclusions were drawn. The findings of these in-depth interviews and exhaustive literature review enabled the formulation of a newly developed set of scale items for the measurement instrument. The new scales were developed for some of the constructs while existing scales were modified for other constructs to suit the study undertaken. New scale was developed for motives of learning, learning process and Skill Acquisition(outcomes) whereas for other constructs which were the moderating variables existing scales were modified to suit the study undertaken.

The items in the scale were designed to be measured on a 7 point Likert Scale to facilitate accurate quantification of the response options for measuring the scale items of the constructs. For the constructs the response options for measuring the scale items were designed as: 1= Strongly Disagree, 2= Disagree, 3=Slightly Disagree, 4= Undecided, 5=Slightly Agree, 6=Agree, 7=Strongly Agree.

A two-part questionnaire was designed for the study. The first part includes items used to collect basic information about respondents' demographics including gender, age, marital status, highest qualifications and occupation. The second part includes seven-point Likert scales, ranging from 1= Strongly Disagree, 2= Disagree, 3=Slightly Disagree, 4= Undecided,

5=Slightly Agree, 6=Agree, 7=Strongly Agree to measure the constructs and to draw conclusions. The measurement instrument for Reverse socialisation is attached in Appendix B.

3.4 DATA COLLECTION PROCEDURE

3.4.1 Qualitative Study

The objective of the study was to identify and understand the reverse socialisation of parents. The understanding regarding this was initially gained through literature review in the area of study. However in order to get reliable and first hand data there was a need to conduct qualitative study which would give a clear picture about the motives behind reverse socialisation , the learning process used by children as well as the transfer of skills that take place between the child and his/her parent. The qualitative study was conducted through in-depth interviews with 50 parents who had purchased, or where taught how to use a product or service or were instructed by their children about the maintenance of various products and services. Convenience sampling was used and the respondents were interviewed at the place and time which was convenient to them. The respondents were interviewed for about 45 to 1 hour in an undisturbed environment. The parents were encouraged to tell a story about their experiences and the way learning took place and detailed description of their feelings and impression about learning from their children. To ensure that the researcher gets a broad perspective and to identify varied factors influencing reverse socialisation an attempt was made to include parents from different professions, age groups, gender and educational background.

The narratives and personal experiences of the parents were noted down and the findings of the study were summarized. The responses of the interviewees were analysed and conclusions were drawn. The narrations of the respondents and the summary of their responses facilitated in the generation of the initial pool of scale items, the identification of constructs, the development of the measurement instrument and to propose the Hypotheses. The broad idea gained through the in-depth interviews were used for conducting further research and analysis.

3.4.2 Quantitative Study

The data for the quantitative study was collected through a structured questionnaire. The questionnaire using a seven-point Likert Scale was designed to collect data for the constructs of the research model. Items from previous studies were modified for adaptation to the study.

The respondents were parents who had purchased, or where taught how to use a product or service or were instructed by their children about the maintenance of various products and services.

The questionnaires were administered personally to the respondents at their homes and at their workplace. The respondents were briefed about the structure of the questionnaire, its objective and the rating pattern, when handing over the questionnaire to them. The questionnaires were checked for blank answers or missing responses and the respondents were requested to fill in the missing data. Also the items not rated were brought to the notice of the respondent with a request to complete the questionnaire. The respondents were not required to mention their name on the questionnaire, thus ensuring that they answer the questions objectively and in an unbiased manner. The respondents belonged to different gender, marital status, age groups, occupation and educational background.

The survey was conducted for a period of 9 months from November 2019 to July 2020. A total of 800 completed questionnaires were collected from parents having children between the age group of 16 to 26 and only those parents who were taught by their children about the purchase, usage or maintenance of products or services were selected for the study. The sample selected for the study were from the state of Goa in India.

3.5 DATA ANALYSIS PROCEDURE

The data collected from the in-depth interviews were analysed and summarized to draw conclusions. The narrations and conclusions drawn from the content analysis of the qualitative study facilitated the identification of constructs and the generation of the scale items for the measurement instrument. The initial items for the measurement instrument were constructed based on the findings of the qualitative study and the review of literature. To finalise the items for the questionnaire, Content Validity was initially conducted for all the items of the newly developed measurement scale. For this purpose, the initial measurement model developed was presented to the experts. Based on their ratings, the item content validity index was calculated for each item and the scale content validity index was calculated for each scale and the items not satisfying the prescribed criteria were removed from the scale. This was followed by face validity and pre-testing of the measurement instrument based on which the questionnaire was finalised.

For the quantitative method, the primary data was collected with the help of structured questionnaire which was administered to a convenience sample of 800 parents in Goa. The data collected was entered using IBM SPSS Version 26. The analysis of the Data has been done by using SPSS and SEM (Structural Equation Modelling) using Smart PLS.

3.5.1 Structural Equation Modeling Using Partial Least Squares (PLS-SEM)

Statistical analysis has been an essential tool for social science researchers for more than a century. Researchers initially relied on univariate and bivariate analysis to understand data and relationships. To comprehend more complex relationships associated with current research directions in the social science disciplines, it is increasingly necessary to apply more sophisticated multivariate data analysis methods.

Multivariate analysis involves the application of statistical methods that simultaneously analyse multiple variables. SEM is a second- generation multivariate data analysis method. SEM is used to either explore or confirm theory. Exploratory modeling involves developing theory while confirmatory modeling tests theory. Structural equation modeling (SEM) has been considered as a powerful second-generation multivariate technique for analysing results of constructs, especially latent constructs that have multiple dimensions, allowing the assessment of measurement properties and theoretical (structural) relationship and also facilitate accounting for measurement error in observed variables (Hoyle,1995; Maruyama,1997; Chin, 1998; Kline, 2005). Structural equation models go beyond ordinary regression models to incorporate multiple independent and dependent variables as well as hypothetical latent constructs that clusters of observed variables might represent (Savalei & Bentler, 2007). SEM has been increasingly used in a number of disciplines, including marketing (Gefen et al., 2000). Latent constructs are unobservable, and can only be measured by multiple dimensions that represent or are reflected by them.

There are two types of SEM advised in literature (Hair et.al., 2014) **covariance-based SEM (CB-SEM)** and **partial least squares SEM (PLS-SEM;** also called PLS path modeling). CB-SEM is primarily used to confirm (or reject) theories (i.e., a set of systematic relationships between multiple variables that can be tested empirically). It does this by determining how well a proposed theoretical model can estimate the covariance matrix for a sample data set. In contrast, PLS-SEM is primarily used to develop theories in exploratory research and does this

by focusing on explaining the variance in the dependent variables when examining the model (Hair et.al, 2014).

Table 3.1:Key Characteristics of CB-SEM & PLS-SEM

Features	CB-SEM	PLS-SEM
Software's Available	LISREL, AMOS, EQS, Mplus, R, STATA	Smart PLS, PLS Graph
Distribution assumptions	Multivariate Normality	Assumption free, Non-Parametric
Sample Size	Large (at least 200)	Small (30-100)
Analytical Focus	Confirming theoretically assumed relationships	Prediction and/or identification of relationships between constructs
Number of indicators per construct	Minimum 3, Ideally 4+	One or more
Indicators to Construct	Only reflective	Both reflective and formative
Type of measurement	Interval or Ratio	Categorical or ratio
Complexity of models	Large models (more than 100 indicators) are problematic	Can deal with large complex models

Source: Adapted from Hair JF, Ringle CM and Sarstedt M (2011)

Table 3.2: Rule of Thumb for Choosing Between PLS-SEM and CB-SEM

Reasons for using CB-SEM	Reasons for using CB-PLS
Large sample size	Small sample size
Normally distributed data	Non-normally distributed data
Reflective measures	Formative & Reflective measures
Theory testing deductive approach	Research objective prediction
Variance based	Covariance based
Scale Variables	Categorical variables
Large models with complex relationships are problematic	Ideal for large complex Models

Source: (Hair et. al., 2012)

PLS path modeling is considered more appropriate for predictive and exploratory research while CB-SEM is more appropriate for theory testing (Fornell & Bookstein, 1982) and since this study is an exploratory one, therefore PLS SEM is considered to be more suitable.

PLS path modeling is most suitable for complex models having many constructs and many indicators as compared to CB-SEM. Measurement model difficulties are one of the major obstacles to obtaining a solution with CB-SEM. For instance, estimation of complex models with many latent variables and/or indicators is often impossible with CB-SEM. In contrast, PLS-SEM can be used in such situations since it is not constrained by identification and other technical issues. Consideration of reflective and formative measurement models is a key issue in the application of SEM. PLS-SEM can easily handle both formative and reflective measurement models and is considered the primary approach when the hypothesized model incorporates formative measures. CB-SEM can accommodate formative indicators, but to ensure model identification, they must follow distinct specification rules (Diamantopoulos & Riefler, 2011). Finally, PLS-SEM is capable of estimating very complex models. For example, if theoretical or conceptual assumptions support large models and sufficient data are available (i.e., meeting minimum sample size requirements), PLS-SEM can handle models of almost any size, including those with dozens of constructs and hundreds of indicator variables. As noted by Wold (1985), PLS- SEM is virtually without competition when path models with latent variables are complex in their structural relationships . Therefore SEM-PLS was adopted for the present study as the research model had many constructs and many indicators and SEM-PLS would be more suitable for estimating complex models like the one in the present study.

PLS- SEM also supports Moderation which is not possible in CB-SEM and the researcher would then have to use Process Macro to perform moderation which was another reason why PLS-SEM was adopted in this study.

The PLS method estimates the weights and loadings used to create latent variable scores, relationships between latent variables and their associated observed or manifest variables, and regression coefficients for the indicators and latent variables (Chin & Newsted,1999). This is similar to the approach used in CB-SEM analysis, with the exception of goodness of fit statistics (Hair et al., 2014). This drawback is overcome by using a blindfolding method that generates 't' statistics for each effect path. The specific PLS tool used in the present study is a paid professional version 3.2 software named Smart PLS, developed by Ringle, Wende and

Will (Smart PLS 3.2, 2015). A very well received book 'A Primer on Partial Lest Squares Structural Equation modelling (PLS-SEM)' by Hair et al,.(2014) was used to support the analysis and usage of the Smart PLS software and to interpret the results.

3.5.2 Moderation

Moderation describes a situation in which the relationship between two constructs is not constant but depends on the values of a third variable, referred to as a **moderator variable.** The moderator variable (an independent variable or construct) changes the strength or even the direction of a relationship between two constructs in the model.

There are two types of moderating relationships. One is referred to as *continuous* and the other as *categorical.* The difference in the two types of relationships is that a continuous moderating effect exists when the moderating variable is metrically measured whereas a categorical moderating effect is when the moderating variable is categorical, such as gender.

The structural model describes the relationships between latent variables (constructs). In contrast, the measurement models represent the relationships between constructs and their corresponding indicator variables (generally called the **outer models** in PLS-SEM). The basis for determining these relationships is measurement theory. A sound measurement theory is a necessary condition to obtain useful results from PLS-SEM.

In this study the moderation effect of Parenting style and Family Communication Pattern on Reverse socialisation of parents is studied. This study tries to understand if Parenting style and Family communication pattern have an effect on the acquisition of skills by parents during the learning process and whether it strengthens or weakness the learning process of parents or reverse socialisation process of parents.

3.5.3 Bootstrapping

PLS-SEM is a distribution-free multivariate data analysis technique and, as such, does not rely on distributional assumptions. As a consequence and different from, for example, OLS regression, PLS-SEM does not initially provide t or p values to evaluate the estimates' significance. Instead, researchers have to rely on the bootstrapping procedure that provides bootstrap standard errors. These standard errors can be used to approximate t values and, in

turn, *p* values. Bootstrapping is a resampling approach that draws random samples (with replacement) from the data and uses these samples to estimate the path model multiple times under slightly changed data constellations. When running the bootstrapping procedure, researchers should draw 5,000 bootstrap samples, each of which includes the same number of cases as there are observations in the original data set. The random nature of the bootstrapping procedure might cause arbitrary sign changes in the model estimates that researchers can correct for by using the construct level or individual level sign change options.

3.3: Rules of Thumb for Bootstrapping in PLS-SEM

The number of bootstrap samples must be larger than the number of valid observations in the original data set but should be higher; generally, 5,000 bootstrap samples are recommended.
The bootstrap routine provides the standard error of an estimated coefficient (e.g., an indicator weight), which serves as the basis for determining the empirical *t* value and its corresponding *p* value.
Use the no sign change option to obtain the most conservative results when running the bootstrap routine.
Bootstrap confidence intervals provide additional information on the stability of coefficient estimates. When models are not complex (i.e., fewer than four constructs) and sample size is small (i.e., <300), use double bootstrapping. However, the running time can be extensive.

CHAPTER 4

DEVELOPMENT OF HYPOTHESES AND SCALE

This chapter includes the definition of the terms used in the study and the development of hypotheses to test the relationships in the proposed models. It also includes the development of scale items to measure the constructs and the assessment and validity testing of the measurement models.

4.1 DEVELOPMENT OF HYPOTHESES

The review of literature and the inputs derived from the exploratory study formed the basis for the formulation of the hypotheses. The hypotheses provided direction for the preparation of the questionnaire and for the analysis and interpretation of the quantitative study.

4.1.1 Development of Conceptual Model

The key advocate of consumer socialisation, Ward (1974) in his paper advocated consumer socialisation as a lifelong process. But most of the studies have focused only on one side of socialisation which is primary socialisation rather than taking into consideration the extension of socialisation which is reverse socialisation. The literature on consumer socialization has focused more on how parents teach their children (Bao et al., 2007; Bjurstrom, 2002; Buijzen and Valkenburg, 2008; Carlson et al., 1992; Rose, 1999) and is more one-sided research. Thus, there was a need felt to investigate further in this area of reverse socialisation which is ignored by researchers in the past and to investigate about the motives behind reverse socialisation, the learning processes adopted by children and the outcomes of the learning process. This will provide valuable insights to the marketers about the children as the socialisation agents of parents and they will also get inputs on how to focus on children during the marketing of their products and services which will ultimately lead to upgradation and fine tuning of marketing strategies according to both the parents and children rather than only parents which will help the marketer to capture a wider market share. The study also investigates the moderating effect

of family communication pattern and parenting style on the reverse socialisation process of parents by their children. This study adopted the Social Learning Theory as it was felt that it would be most suitable for the intended study.

The first model presented by Moschis and Churchill (1978) has been used widely in consumer socialisation studies (Lueg and Finney 2007). Therefore, it is logical to utilise the model as the framework to conceptualise reciprocal consumer socialisation. Thus based on this framework the proposed research model (Figure 4.1) comprises of Antecedents motives of reverse socialisation which identifies the different motives behind reverse socialisation of parents, methods of learning process which examines the teaching methods adopted by the children to teach their parents and learning outcomes which focuses on the skills acquired by parents or transfer of skills from child to parent and what are the various skills that are acquired by parents during this learning process. The model also investigates the moderating role of Parenting Style and Family Communication Pattern on the relationship between motives and learning process which will ultimately affect the acquisition of skills.

4.1.1.1 Antecedents

The antecedent variables in this study are the motives behind parents learning from their children and includes Socio-Emotional motives, Experiential motives, functional motives and finance motives. These motives are most likely to have a direct as well as indirect effect on parental learning outcomes. In this study an attempt is made to study the motives behind parental learning from children which lead to reverse socialisation of parents by their children.

4.1.1.2 Socialisation Process

The socialisation process variable measures the learning methods adopted by children to teach their parents. Even though researchers advocate for a wider view of socialization (Ekström, 2006; Ekström, 2007), still little is known about how children teach their parents about consumption patterns and new trends in the marketplace. (Commuri and Gentry, 2000) in their research stated that little is known about parental learning and more investigation is needed to be conducted on the influence of children within the family. (Ekström, 2006) were of the opinion that there is insufficient research done on the actual processes through which consumer socialization occurs. Most of the studies have focussed on the content of learning and not on how learning is acquired. Thus, the present study focuses on examining the actual processes

through which learning takes place between the parents and the children i.e. reverse socialization processes used by children to teach their parents about the new products and services.

4.1.1.3 Outcome

The outcomes of reverse socialisation are the skills acquired by parents which will help them to socialise and perform new tasks needed in different walks of life. These skills will make them competent both at the personal as well as professional level. Whether the parents acquire the skills from children and get socialised and learn from their children or whether parents resist from learning from their children and whether parents become independent or still remain dependent on the children are the area of investigation in this study. What kind of skills are acquired by the parents during this socialisation process is the focal point of this thesis.

4.1.1.4 Moderating Variables

In the study two moderating variables were identified and adopted which were the Family Communication Pattern and Parenting Style. Family Communication Patterns (FCP) plays a crucial role in reverse socialisation as it has a direct impact on the learning process and outcomes. It is a moderating variable in the study because the dimensions of family communication pattern can strengthen or weaken the parental learning process and can either positively or negatively impact the learning outcomes. The Primary socialisation of a child is assumed to be the initial stage of learning process in the past literature studies (John 1999; Ward 1974) whereas secondary socialisation is as a continuing process of learning of adults and an extension to primary socialisation (Berger and Luckmann 1967). In reverse socialisation, the parents are being socialised by their children in the same way children were socialised by their parents when they were small. Parents acquisition of skills and also the level of reverse socialisation will depend on how the child will socialise their parents and the relationship shared between the parent and child. The way the family communicate with each other might say something about this relationship and will have direct effect on the learning process and reverse socialisation.

Family communication pattern can influence the extent to which parents can be socialised by their children (Moschis 1987). But very few have tried to investigate the moderating role of family communication pattern on reverse socialisation of parents. Even the few studies done

under reverse socialisation focus on various demographic characteristics of parent and child that influence the learning process and outcome. However, there is still a dearth of research addressing how parents' initial communication with their children influence reverse socialisation and parental learning process. Thus, it will be interesting to investigate the impact of family communication pattern on reverse socialisation of parents.

The other moderating variable adopted in the study is the Parenting style adopted by the parents in the family. Parenting is a complex activity that includes many specific behaviours that work together and individually affecting the child outcomes. Diana Baumrind's concept of parenting style is the foundation for most of the researchers who attempts to describe the parenting style in families. The parenting style construct is used to represent normal variations in parents' attempts to control and socialize their children (Baumrind, 1991). Parenting style captures two important elements of parenting which are parental responsiveness and parental demandingness (Maccoby & Martin, 1983). A typology of four parenting style is created to categorise parents according to whether they are high or low on parental demandingness and responsiveness and these four parenting styles are Permissive, authoritarian, authoritative, and uninvolved (Maccoby & Martin, 1983). The parenting style used by the parents might have a direct effect on the learning process and the way the child will socialise the parent and the extent of reverse socialisation that will take place in the family. Parenting style as a moderating factor and its impact on learning process of the parents has not been tested in any study so far; so, it will be very interesting to investigate the impact of parenting style on reverse socialisation of parents.

The conceptual model for this study is based on the traditional model of Moschis and Churchill (1978) which includes antecedents, socialisation processes and learning outcomes. The model investigates the motives behind reverse socialisation of parents, the various learning methods adopted by the children and the skills acquired by the parents after the learning process. The concept model also includes the moderating variable to test the relationship between family communication pattern and parenting style and the learning process of parents in reverse socialisation. The conceptual model for the study is shown in figure 4.1.

MOTIVATION-LEARNING PROCESS-SKILL ACQUISITION MODEL

Antecedents   *Learning Process*   *Outcome*
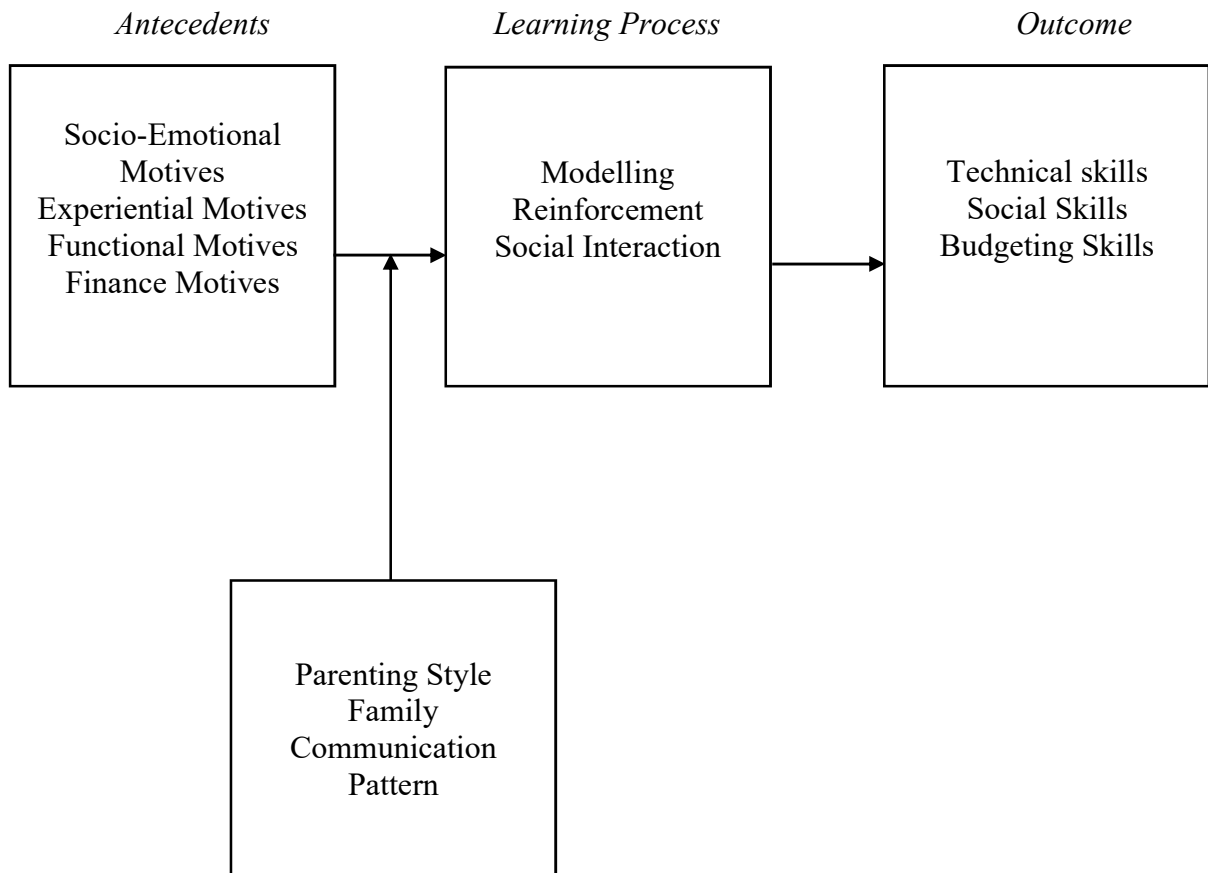
Figure 4.1: Conceptual Model
Source: Researcher's Model

4.1.2 DEVELOPMENT OF HYPOTHESES

The inputs gained from the in-depth interviews and the review of literature were used in the formulation of hypotheses. The hypotheses gave further direction for the preparation of the questionnaire and also for the analysis and interpretation of the quantitative study. This research intends to study the motives behind parental learning from their children, methods adopted by children to teach their parents and the skills acquired by the parents after reverse socialisation by applying the traditional model of Moschis and Churchill of consumer socialisation and the Social Learning Theory by Albert Bandura. The study also wants to test the effect of moderating variables which are Parenting Style and Family Communication Pattern on the Reverse Socialisation of parents.

4.1.2.1 Antecedents' Motives

Motive may be defined as needs, wants, drives or impulses within the individual. Motives are expressions of a person's needs and hence they are personal and internal. It simply means something within an individual that prompts him to action. Motives are the 'whys' of behaviour. Motives give direction to human behaviour because they are directed towards certain 'goals' which may be conscious or sub-conscious. Motives of a person are the starting point in the motivation process. Motives are directed towards the achievement of certain goals which in turn determine the behaviour of individuals. This behaviour ultimately leads to goal directed activities such as learning to use social media platforms to achieve the goal of staying connected with friends and family.

In the present study about reverse socialisation the researcher tried to investigate the motives behind parent's desire to learn from their children about the usage of new product and services. What drives the parents to learn from their children about the current developments taking place in the marketplace is the foundation of the study. In this study, the motives behind reverse socialisation of parents are proposed as an antecedent to parental learning process and the motives that are covered in the study are socio-emotional motives (social and emotional motives), functional motives (job related motives), experiential motives (excitement & fun) and finance(savings) motives. Thus, the influence of these motives on the learning process needs to be investigated. Hence, the following hypotheses are proposed.

H1. Motives significantly influences the learning process.

In the study the motives are classified into Socio-Emotional motives, Experiential motives, Functional motives and Finance motives. Therefore, hypothesis H1 is studied as four sub hypotheses which are as follows:

H1a.   Socio emotional motives significantly influences the learning process.
H1b.   Experiential motives significantly influences the learning process.
H1c.   Functional motives significantly influences the learning process.
H1d.   Finance motives significantly influences the learning process.

4.1.2.2 Learning Process

The study also focussed on identifying the learning process adopted by the children to teach their parents and whether there was of transfer knowledge, skills and behaviour during this learning process which assisted the parents in updating their knowledge, skills and behaviour to suit the current marketplace requirements. The learning processes or methods used by children for teaching their parents was modelling, reinforcement and social interaction. Social interaction plays a very important role in reverse socialisation as it transfers new knowledge and skills to parents by way of interaction with their children. Reverse socialisation of parents takes place when the parent knowingly wants to learn from the children and thus it's also called as conscious way of learning where parents consciously learn from their children and update their skills and thus the researcher felt the need to investigate whether these learning process adopted by children to teach their parents have an influence on the skill outcome of their parents. Thus, the following hypotheses were proposed.

H2. *Learning Process significantly influences the skills outcome.*

In the study the learning process is classified into Modelling, Reinforcement and Social Interaction. Therefore, hypothesis H1 is studied as three sub hypotheses which are as follows:

> H2a. Modelling significantly influences the skills outcome.
> H2b. Reinforcement significantly influences the skills outcome.
> H2c. Social Interaction significantly influences the skills outcome.

4.1.2.3 Moderation Effect of Authoritarian Parenting Style Between the Motives of Learning and Learning Process

In reverse socialisation parents learn from their children and update their skills and knowledge to adjust with the changing marketplace demands. The marketplace is bombarded with new products and services which are meant to increase the comforts of their customers but to reap these benefits the customers must know how to use these products in their day-to-day life. The younger generation today have better idea about these products and services as they have learnt about them from their peers, school and thus are in a much better position to adapt to these new products and services than their parents. This gives them expert power over their parents in terms of knowledge of the usage of products and services and parents can learn about these

new products and services from their children so that they are in sync with rapidly changing marketplace. But this upward transmission of information from children to parents is affected and influenced by the parenting style adopted by the parents and family communication pattern of the family. According to Baumrind there are three parenting styles which are authoritarian, authoritative and permissive parenting style. The degree of reverse socialisation across these parenting styles and family communication pattern may differ as the parents may either accept or reject the idea of learning from their children about new and updated consumption patterns.

Authoritarian parents exhibit low responsiveness and are highly demanding. Authoritarian parents give more importance to conformity and obedience and do not value warmth and responsiveness (Baumrind,1968; Nelson, Hart, Yang & Jin 2006). In authoritarian parenting style, parents follow hierarchy and do not allow their children to express their views and opinions. They discourage open communication and follow a set of standards which have to be followed by the children without any question with the intention of controlling the children and instilling obedience in their children (Baurmind,1968).

The authoritarian parenting style might influence the process of learning for the parents. In this study the moderating effect of authoritarian parenting style between learning motives and learning process is examined. Therefore, the following hypothesis H3 is proposed.

H3: "Authoritarian parenting style is playing a significant moderation effect between the motives and Learning process."

4.1.2.4 Moderation Effect of Authoritative Parenting Style Between the Motives of Learning and Learning Process

Authoritative parents show high demandingness and high responsiveness. Authoritative parents have rational reasoning and also allow reverse reasoning between the parents and children and at the same time mould children's behaviour. Authoritative parents have a set of rules which the children have to adhere to but at the same time they allow their children to express their views and have open communication with their children. This parenting style results in positive outcomes and positive wellbeing among children. Authoritative parents exhibit more warmth and reasoning and high demandingness and responsiveness and

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encourage children to express their views and develop positive self-image and high confidence among the children. The authoritative parents may influence the learning process in reverse socialisation and also the extent to which parents are willing to learn from their children depending on the motives behind learning. Thus, the authoritative parenting style may influence the process of learning for the parents. Therefore, the moderating effect of authoritative parenting style on the relationship between learning motives and learning process is examined and the following hypothesis is proposed:

- H4: "Authoritative parenting style is playing a significant moderation effect between the motives and Learning process"

4.1.2.5 Moderation Effect of Permissive Parenting Style Between the Motives of Learning and Learning Process

Permissive parenting style exhibit low level demandingness and high level of responsiveness and believe that children have adult rights and little responsibilities (Baumrind,1971). These types of parents are also called as indulgent parents and are warm towards their children and they don't like to say no to their children or disappoint them by setting rules and regulations and thus have very few rules and restrictions imposed on their children and they allow children to take their own decisions without being held responsible for their actions. Permissive parents give high level of freedom and autonomy to their children and avoid exercising control over them.

The parents who believe in permissive parenting style may have desire to learn from their children's and have different type of learning motives. The permissive parenting style may influence the process of learning for the parents as they are very friendly with their children's. In this study the moderating effect of permissive parenting style is examined on the relationship between learning motives and learning process and the following hypothesis is proposed:

- H5: "Permissive parenting style is playing a significant moderation effect between the motives and Learning process".

4.1.2.6 Moderation effect of Concept Oriented Family Communication Pattern between the Motives of Learning and Learning process

Concept oriented communication focuses on encouraging children towards independent evaluation of an issue that they face in their life (Rose 1998; Chan & McNeal, 2003). This pattern implies positive constraints on the children which helps the children to develop their own outlook towards the world (Moschis 1987). Parents from concept-oriented families encourage children to express their ideas and also to challenge old beliefs of others and so children are encouraged to discuss controversial issues with parents (Lull 1990) as this communication pattern measures issue-oriented communication.

The parents who have concept orientation in their communication style are keen to learn from their children and have different motives behind learning which might vary from socio-emotional to functional to finance motives. The concept orientation communication pattern may influence the process of learning and skill outcome. In this study the moderating effect of concept orientation communication style is examined for the relationship between learning motives and learning process. Therefore, the following hypothesis H6 is proposed.

H6: "Concept Orientation dimension of family communication style is playing a significant moderation effect between the motives and Learning process"

4.1.2.7 Moderation effect of Socio Oriented Family Communication Pattern between the Motives of Learning and Learning process

Socio orientation dimension of communication measures relationship-oriented patterns of communication. It focuses on control and authority of parents over children (Chan & McNeal 2003). In these type of families harmonious family relations are fostered (McLeod & Chaffee 1973) and children are told not to get into family arguments, avoid controversy and to stay away from trouble (Lull 1990). Parents in this communication pattern enforce their own ideas, wants and power on children and assume that children will accept this without arguing or debating with the parents.

The parents who believe in Socio Orientation style are open to learning new things from children to keep harmonious relationship in the family and at the same time to fulfil their desires and motives and to acquire certain skills that they require due to changing

situations at different walks of life. Thus, the Socio Orientated family communication style may influence the learning process of the parents from their children. In this study the moderating effect of Socio Orientated Family Communication Style is examined for the relationship between learning motives and learning process. Therefore, the following hypothesis H7 is proposed.

- H7: "Socio Orientation dimension of family communication style is playing a significant moderation effect between the motives and Learning process".

Following hypothesis are tested with the help of SEM analysis:

H1. Motives have a significant positive influence on the learning process:

H1a. There is a significant positive relationship between socio-emotional motives and the learning process.

H1b. There is a significant positive relationship between experiential motives and the learning process.

H1c. There is a significant positive relationship between functional motives and the learning process.

H1d. There is a significant positive relationship between finance motives and the learning process.

H2. Learning process have a significant positive influence on the Skills outcome:

H2a. There is a significant positive relationship between Modelling and the skill outcome.

H2b. There is a significant positive relationship between Reinforcement and the skill outcome.

H2c: There is a significant positive relationship between Social Interaction and the skill outcome.

H3: Authoritarian parenting style is playing a significant moderation effect between the motives and Learning process.

H4: Authoritative parenting style is playing a significant moderation effect between the motives and Learning process.

H5: Permissive parenting style is playing a significant moderation effect between the motives and Learning process.

H6: Concept Oriented dimension of family communication style is playing a significant moderation effect between the motives and Learning process.

H7: Socio Oriented dimension of family communication style is playing a significant moderation effect between the motives and Learning process.

4.2 DEFINITION OF TERMS

There are multiple constructs involved in the proposed model to be tested in this research. The definition of these constructs has been given as follows:

Motivation: It is the driving force within individuals that impels them to action (Schiffman & Kanuk, 2000). Motivation refers to "the reasons underlying behaviour" (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something". Motivation may be defined as complex forces inspiring a person to intensify his willingness to use his maximum capabilities for the achievement of certain objectives.

Socio-Emotional Motive: Is a process that consists of variations that occur in an individual's personality, emotions and relationship with others during one's lifetime (Santrock 2007) E.g., to connect with others in their network, such as using Skype to talk with family.

Experiential Motive: Bloch et al. (1994), described experiential motives as being associated with experiential consumption itself for recreational and social activity. E.g., to use iTunes to download music for entertainment.

Functional Motive: Functional motivation theory state that individuals engage in activities to fulfil a certain goal and individuals can perform the same activities to serve different psychological functions (Clary et al., 1998). Due to a situation the parents have to learn new things. E.g., Due to Covid-19 pandemic employees were forced to stay at home. Companies started the concept of work from home. Everyone had to perform their duties using technology like the parents had to learn about Excel, PowerPoint etc. as tasks at work were being automated.

Finance Motive: Finance motive are the ones which are linked with money. Finance Motive refers to money management (Xiao, 2008). Common financial motives include earning, spending, borrowing, saving, and protecting money. To fulfil finance motive, one must inherent financial capability in them. Financial capability can be considered an ability of applying appropriate financial knowledge and performing desirable financial behaviours to achieve financial goals and enhance financial wellbeing. Financial capability can be distinguished in three areas that influence behaviour: (1) knowledge and understanding, (2) skills, and (3) confidence and attitudes (Kempson, Collard, & Moore, 2005).

Modelling: Refers to the imitation of the agent's behaviour. Here the learner imitates the agent's behaviour and learns from them through the process of observation. Thus, it is also termed as observational learning. In certain cases, teaching takes place via demonstration, where the child will deliberately demonstrate how to use a product or service.

Reinforcement: Is based on learning via hands-on experiences. Reinforcement is the process whereby the parents take control over the situation and try to perform the activity on their own as the children "coached" them through the learning process. The behaviour is changed by positive reinforcement that is by reward or negative reinforcement through punishments, negative comments etc.

Social interaction: Is a combination of both modelling and reinforcement. The social interaction can have content or structure. Content refers to expectations (norms) held by agents as to what the prescribed role should be; this can be attitudinal, behavioural or cognitive. Alternatively, the structure of social interaction mechanism usually refers to agent-learner relations concerning power & communication (Moschis,1987).

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Technical Skills: Are the abilities and knowledge needed to perform specific tasks. They are practical skills and often relate to mechanical, scientific or computer- related tasks. They are also a type of hard skill. Hard skills are those that can be learned, and can be defined, evaluated and measured as opposed to soft skills.

Social skills: A social skill is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated and changed in verbal and non-verbal ways. The process of learning these skills is called socialisation.

Budgeting skills: The ability of an individual to adopt a proactive approach towards managing his own or his company's money is known as his budgeting skills. Budgeting skills involve conscious decision making about allocation of money such that expenditures do not exceed the income.

Authoritative parents (demanding, responsive): are warm and supportive, but exert firm control. They value children's autonomy but expect disciplined conformity. They know their own rights as adults, but at the same time acknowledge children's individual interests. They view rights and duties of adults and children as complimentary and try to maintain equilibrium between their rights and children development. These types of parents are very much involved in their children's activities, support verbal conversation and allow their children to participate and question parental requests. Authoritative parents acknowledge children's interests and value their autonomy but at the same time expect disciplined conformity. Like authoritarian parents, these parents also set certain principles for their children's behaviour and use power and control to direct their activities (Baumrind, 1971).

Authoritarian parents (demanding, not responsive): maintain high levels of control over their children and limit children's autonomy. They maintain low acceptance and high control over their children. They are highly demanding and controlling and use physical punishments for non-obedience. These parents are emotionally distinct from their children and show rigid behaviours and maintain high control even when the child reaches maturity (Baumrind, 1968; Carlson & Grossbart, 1988). They judge and evaluate children's conduct by standards endorsed by higher authorities. They enforce rules, favour children's obedience, and punish wilful behaviour (Baumrind, 1991; Carlson & Grossbart, 1988). Colpan et al. (2002) established that children from authoritarian parents tend to have low self- respect and lack impulsiveness.

Permissive parents (responsive, not demanding): view children as having adult rights but few responsibilities (Baumrind, 1991). They show emotional warmth and support and avoid confrontations, allowing their children to do what they want. They provide high level of liberty and autonomy to their children and do not hamper their behaviour. They hardly implement or impose externally defined principles; instead, they consult with their children about policy decisions and give clarification for family rules. These types of parents always try to avoid their exercise of control and hence allow their children to participate in family decisions (Baumrind, 1971; Carlson & Grossbart, 1988; Diaz, 2005).

Socio Oriented Family Communication Pattern: Refers to the type of communication that produces authoritative and controlling type of families. Parents from this type of family structure monitor and control their children's consumption behaviours, which are projected to generate obedience from children and create pleasant and enjoyable environment at home (Caruana & Vassallo, 2003). Further parents from this type of family structure keep children away from the conflict so as to present compliance in conversations (Fitzpatrick, 2004).

Concept Oriented Family Communication Pattern: Refers to the type of communication that focuses on positive constraints and helps children to develop his/her own views about world, persuades them to communicate openly, exchange ideas and build up their own views and to take decisions without regard for the opinions of others. Parents from this type of communication encourage children to weigh all alternatives before making a decision during purchase planning.

4.3 DEVELOPMENT OF SCALE

The development of scales to measure the constructs began with the extensive literature review on the motives behind reverse socialisation, learning process, the learning outcomes, existing theories on socialisation which included both primary socialisation as well as reverse socialisation and the existing scales on construct measurement in related studies. Review of existing literature facilitated concept clarification and the identification of existing scales for the constructs; Parenting Style and Family Communication Pattern. The items for the scale on Parenting Style and Family Communication Pattern were taken from the existing scales. Original Scale of Moschis and Moore (1979) was adapted for the study with minor modifications to suit the purpose of the study. The original scale with minor modifications has

been used extensively in many socialisation studies (Carlson, Grossbart and Stuenkel 1992; Chan and Prendergast, 2007). The existing scale of parenting style by Darling and Steinberg (1993) and Maccoby and Martin (1983) was adapted for the study with minor modifications so that it was meeting the objective of the present study. The scale is being widely used in research and modified by researchers. The scale was modified by Robinson, C., Mandelico, B., Oslen S.F., & Hart, C.H. which was also relevant for the study.

However new measurement scale had to be developed for some of the constructs in this study. The main research objective of this thesis regarding motives behind reverse socialisation, learning process and skill acquisition by parents may not have been conceptualised and measured previously. Hence, a new measurement scale for this construct was developed with the transcribes recorded from the in-depth interviews conducted with parents who shared their experiences of learning from children, motives for learning from children and methods used by their children to teach them which helped in generating new items for the construct. Exhaustive literature review was also done to develop new items for these constructs.

Table 4.1: List of Measurement Variables for Constructs

Motives of Reverse Socialisation		Studies
Socio-Emotional Motive	➢ To connect with people whom I love ➢ To help ease in my relationship with others ➢ To be friendly with people in all walks of life ➢ To receive love and affection from people ➢ To have peace of mind ➢ To be happy with all things I do ➢ To get acceptance from people of what I do ➢ To guard my self esteem ➢ To feel proud of myself after achieving things	Schiffman; Kanuk, Guay et al, Moschis et al. Charles D. Bodkin Zigler and Child, Ward, Watne, T, Lobo, Athen Joy, Charles D. Bodkin, Gredler, Broussard and Garrison, John D.R., Ryan and Deci, Carl Rogers; Santrock
Experiential Motive	➢ To feel good about the consumption ➢ To experience new products and services ➢ To enjoy life by using products and services which make me happy ➢ To have memorable experiences in what I do ➢ To experience the thrill of consumption ➢ To feel excited about the task that I perform	Bridges & Briesch Charles D. Bodkin, Carl Rogers; Schiffman; Kanuk, Gredler, Broussard and Garrison, Ryan and Deci, John D.R.(1999) Lawlor & Prothero Bloch et al. Moschis et al. Ali A. et. al.(2014)

Functional Motive	➢ To get my work done ➢ To use such learning at my job ➢ To be more efficient ➢ To reduce frustration when things don't workout ➢ To Achieve goal ➢ To make things more interesting to myself and others ➢ To get appreciation at workplace ➢ To be more successful in all things I do	Watne, T, Lobo, A, Athen Joy, Dr. Moli P. Koshy Sharma,et.al Charles D. Bodkin, Gredler, Broussard and Garrison, Carl Rogers; Ekstrom, Tansuhaj and Foxman, Ryan and Deci; John D.R., Schiffman; Kanuk, Clary et al.
Finance Motive	➢ To make best use of resources ➢ To save money ➢ To plan proper use of money ➢ To make purchases within the budget ➢ To meet financial obligations	Ali A. et. al. Atkinson et al. John D.R. Ward, Watne, T, Lobo, Charles D. Bodkin, Ekstrom, Tansuhaj and Foxman, Carl Rogers Schiffman; Xiao, Kanuk, Kempson, Collard, & Moore Gredler, Broussard and Garrison, Ryan and Deci.

Learning Process		Studies
Modelling	➢ By Observing the children do things ➢ By imitating the children ➢ By observing their demonstration ➢ By following their actions while learning ➢ By watching and learning from what they do ➢ By Note taking for future references ➢ By reading Formal educational materials	Mead, Bao.Y, Moschis and Churchill, Watne, T, Lobo, A, Charles D. Bodkin Ekstrom, Tansuhaj and Foxman, Ward
Reinforcement	➢ By trying out what the child does ➢ By actual purchase and use of the product ➢ Through hands on experimentation ➢ Without hesitation, I get coached by my child ➢ By attempting the task by myself ➢ Through Trail & Error method	Moschis and Churchill Watne, T, Lobo, A, Sharma,et.al Charles D. Bodkin Ekstrom, Tansuhaj and Foxman, Ward

Social Interaction	➢ Reducing confusion by discussing about purchases ➢ To give advice to my parents through interaction ➢ Sharing up-to-date information with my parents about products and services	Vygotsky, Moschis and Churchill, Epp and Price, Watne, T, Lobo, A, Sharma,et.al Charles D. Bodkin Ekstrom, Tansuhaj and Foxman, Ward

Acquisition of Skills		Studies
Technical Skills	➢ Skills to perform difficult tasks ➢ Skills to operate modern gadgets ➢ Skills to do many practical things ➢ Skills to do the tasks I need to perform ➢ Skill to use products and services conveniently	Epp and Price, Watne, T, Lobo, A, Sharma,et.al Charles D. Bodkin Ekstrom, Tansuhaj and Foxman, Moschis; Ekstrom; Ward, Ryan and Deci.
Social Skills	➢ Skills to converse better with others ➢ Skills to adapt to changes ➢ Skills to mix and socialise with others ➢ Skills to work in groups ➢ Skills to learn social norms of the society ➢ Skills to present myself properly ➢ Skills to learn cultural practices of the society. ➢ Skills to learn ways of behaviours	Epp and Price, Watne, T, Lobo, A, Sharma,et.al Charles D. Bodkin Ekstrom, Tansuhaj and Foxman, Moschis; Ekstrom; Ward, Ryan and Deci.
Budgeting Skills	➢ Skills to manage resources ➢ Skills to manage money ➢ Skills to save time ➢ Skills to save effort ➢ Skills to make price comparisons ➢ Skills to make product comparisons ➢ Skills to evaluate trade-off across purchase options ➢ Skills to save money	Ward, John D.R., Epp and Price, Watne, T, Lobo, A, Sharma,et.al Charles D. Bodkin Ekstrom, Tansuhaj and Foxman, Moschis; Ekstrom; Ward, Ryan and Deci.

4.3.1 Content Validity

Content Validity and face validity was conducted to test the validity of the newly developed scale. Pre-testing of the questionnaire was done prior to the actual data collection. The purpose of this procedure was to ensure that the scale items measure the constructs it represents and also to ensure that the respondents would be able to answer the questionnaire without any difficulty.

For content validity 06 experts were selected from the area of consumer behaviour, sociology and academic research and were presented with the instrument to be developed on motives and the moderating effect of parenting style and family communication pattern. These 06 experts rated the items for the constructs, with the score of 1-4 based on their relevance, clarity and simplicity.

Table 4.2: Content Validity Criteria

For RELEVANCE	1 – not relevant 2 - item needs some revision 3 - relevant but need minor revision 4 – very relevant
For CLARITY	1 – not clear 2 - item needs some revision 3 - clear but need minor revision 4 - very clear
For SIMPLICITY	1 – not simple 2- item needs some revision 3- simple but need minor revision 4- very simple

The content validity index (CVI) is calculated by tallying the results of the experts based on the degree to which the experts agree on the relevance, clarity and simplicity of the items. The ratings given by the experts were tallied and also their suggestions were considered in finalising the scale. In addition, item content and clarity as well as overall instrument comprehensiveness are evaluated in this stage.

The I-CVI (Item Content Validity Index) is calculated as the number of experts giving a rating of either 3 or 4 (relevant) divided by the total number of experts scoring the item.

The S-CVI (Scale Content Validity Index) is calculated as the number of items that the experts gave a rating of either 3 or 4 (relevant) divided by the total number of item ratings provided by the experts.

Polit and Beck (2006) recommended that for a scale to be judged as having excellent content validity, it would be composed of items with I-CVIs that meet Lynn's (1986) criteria where I-CVI= 1.00 with 3 to 5 experts and a minimum I-CVI of .78 for 6 to10 experts and it would have an S-CVI/ Ave of .90 or higher. The items to the scale having an Item Content Validity Index of 0.78 and above were accepted and the Scale Content Validity Index was calculated. The Scale Content Validity Index for all the constructs was higher than the minimum requirement of 0.9 which shows that the scale has an excellent content validity.

Table 4.3: Content Validity Results for the Constructs:

ITEMS/EXPERT	Relevance	Clarity	Simplicity
MOTIVES OF LEARNING	I-CVI (0.78)	I-CVI (0.78)	I-CVI (0.78)
I learn a lot from my children about buying and using products and services for the following reasons:			
To connect with people whom I love.	1	1	1
To get my work done	1	1	0.83
To guard my self-esteem	1	0.66	0.66
To experience the thrill of consumption	1	0.83	0.83
To reduce frustration when things don't workout	1	1	0.83
To feel good about the consumption	1	0.83	0.83
To get appreciation at workplace	1	1	1
To have peace of mind	1	1	0.83
To use such learning at my job	1	1	1
To get acceptance from people of what I do	1	1	1
To be more efficient	1	1	1
To receive love and affection from people	1	0.83	1
To enjoy life by using products and services which make me happy	1	0.83	0.83
To have memorable experiences in what I do	1	1	1
To feel proud of myself after achieving things	1	1	0.83
To feel excited about the task that I perform	1	0.83	0.83
To be friendly with people in all walks of life	1	0.83	0.83
To make things more interesting to myself and others		0.66	0.83
To help ease in my relationship with others	1	1	0.83
To achieve goal	1	1	1
To be more successful in all things I do		0.83	0.83
To be happy with all things I do	1	1	1
To make best use of resources	1	1	1
To experience new products and services	1	1	1
To save money	1	1	1
To plan proper use of money	1	1	1
To make purchases within the budget	1	1	1
To meet financial obligations	1	1	1
LEARNING PROCESS			

I learn a lot from my children about purchase & consumption:			
By Observing the children do things	1	1	1
Through hands on experimentation	0.83	0.83	0.83
By following their actions while learning	1	1	1
By actual purchase and use of the product	1	0.83	1
By sharing up-to-date information with my parents about products and services	1	0.83	0.83
By reading formal educational materials	1	0.66	0.66
By observing their demonstration	1	0.83	0.83
Through Trail & Error method	1	1	1
By imitating the children	1	1	1
Without hesitation, I get coached by my child	1	0.83	0.83
By giving advice through interaction	1	0.83	0.83
By attempting the task by myself	1	0.83	0.83
By trying out what the child does	1	0.83	0.83
Reducing confusion by discussing about purchases	1	0.83	0.83
By watching and learning from what they do	1	0.83	0.83
By Notetaking for future references	1	0.83	0.83
By learning from children to buy and use products I get			
Skills to perform difficult tasks	1	1	1
Skills to converse better with others	1	1	1
Skills to present myself properly	1	1	1
Skills to make product comparisons	1	1	1
Skills to do many practical things	0.83	0.83	0.83
Skills to adapt to changes	1	1	1
Skills to use products and service conveniently	1	1	1
Skills to learn social norms of the society	1	1	1
Skills to make price comparisons	1	0.83	0.83
Skills to operate modern gadgets	1	1	0.83
Skills to work in groups	1	0.83	0.83
Skills to manage money	1	1	1
Skills to learn cultural practices of society	1	1	1
Skills to do the tasks I need to perform	1	1	1
Skills to evaluate trade-off across purchase options	1	1	1
Skills to save effort	1	1	1
Skills to manage resources	1	1	1
Skills to mix and socialise with others	1	1	1
Skills to save time	1	1	1
Skills to learn ways of behaviours	1	1	1
Skills to save money	1	1	1

S-CVI/Avg. (0.80)	*0.99*	*0.93*	*0.92*

Source: Researcher's computations

Table. 4.4: CONTENT VALIDITY RESULTS OF MODERATING VARIABLES

Reverse Consumer Socialisation Scale (RCSS) – Content Validity (Relevance Rating)

ITEMS/EXPERT			
Family Communication Pattern	Relevance (1-4)	Simplicity (1-4)	Clarity (1-4)
I tell my child that the best way to stay out of trouble is to stay away from it.	1	1	1
I often tell my child that my ideas are correct and my child shouldn't question them.	1	1	1
I answer my arguments saying something like "You'll know better when you grow up?"	1	1	1
I often tell my child that he/she should give in when I argues rather than risk making me angry	1	1	1
I often tell my child what he/she should or shouldn't buy.	1	1	1
I often want to know what my child did with his/her money.	1	1	1
I often complain when I don't like something my child bought for himself/herself.	1	1	1
I often ask my child to help me buy things for our family.	1	1	1
I often ask my child what he/she thinks about things I buy for myself.	1	1	1
I often ask my child for advice about buying things.	1	1	1
I often tell My child to decide about things he/she should or shouldn't buy.	1	1	1
I often say to my child that getting his/her ideas across is important even if others don't like them.	1	1	1
I often say that my child should decide himself/herself how to spend his/her money.	1	1	1
PARENTING STYLE			
I can discuss my beliefs with my child without feeling restrained or embarrassed.	1	1	1

My child can tell how I'm feeling without asking.	1	1	1
If I am in trouble, I could tell my child.	1	1	1
When I ask questions, I get honest answers from my child.	1	1	1
I find it easy to discuss problems with my child.	1	1	1
My child is always a good listener.	1	1	1
I am very satisfied with how my child and I talk together.	1	1	1
I openly show affection to my child.	1	1	1
My child tries to understand my point of view.	1	1	1
I find it easy to express all my true feelings to my child.	1	1	1
I do not think I can tell my child how I really feel about some things.	1	1	1
My child has a tendency to say things to me that would be better left unsaid.	1	1	1
I am careful about what I say to my child.	1	1	1
There are topics I avoid discussing with my child.	1	1	1
My child insults me when she/he is angry with me.	1	1	1
I am sometimes afraid to ask my child for what I want.	1	1	1
When we are having a problem, I often give my child the silent treatment.	1	1	1
When talking to my child I have a tendency to say things that would be better left unsaid.	1	1	1
My child nags/bothers me.	1	1	1
I have trouble believing everything my child tells me.	1	1	1
S-CVI/Avg. (0.80)	**1**	**1**	**1**
*I-CVI= Item-level Content Validity Index, **S-CVI= Scale-level Content Validity Index			

The Item Content Validity Index for the scale items is calculated based on the ratings of relevance for the items. The ratings of the items for simplicity and clarity were considered in revising the items of the scale. The expert's suggestions for minor revisions regarding the clarity of wordings of the items were also incorporated in the instrument. The revised scale was presented for Face Validity.

4.3.2 Face Validity

Face validity is used for considering how appropriate the instrument looks on the surface. Face validity refers to the extent to which the instrument appears to measure what it intends to measure. Face validity is an additional form of validity, which supports content validity and answers the question whether an instrument has validity for the participants or the subjects (Zamanzadeh et. al.,2014). In face validity the items or the instrument appears to measure what one is seeking to measure at face value.

After content validity the acceptable items were further subject to face validity. Face validity was done with 06 experts having adequate knowledge about socialisation out of these 6 experts, 4 were academicians who were parents and having children and other 2 experts were parents who were homemakers having children in the age group of 16-26 years. These Experts were asked about the appropriateness of the scale, in particular about the items for the constructs, ambiguity in the items developed, clarity and simplicity in reading and understanding the scale items, checking if there is ambiguity in the items, length of the items and the relationship between the items and the main objective of the study. Based on their suggestions the items of the scale requiring revision were reframed and some items which were not adding valuable contribution to the scale were removed. The items which were not clear were further identified and reframed. This is done to see if the respondents will understand the questionnaire and whether they will be able to fill the questionnaire without any confusion and difficulty.

4.3.3 Pre testing the scale

Pretesting is designed to eliminate and identify problems (Churchill and Iacobucci, 2006). Pre testing of questionnaire administered is done to ensure that the questionnaire developed by the researcher is simple and easy to understand for the respondents and to remove any errors and shortcomings that could hamper the result of the final survey to be conducted for the study. Questionnaire need to be pretested before it is used for the purpose of data collection, to identify and correct potential issues (Czaja, 1998; Rothgeb, Willis, & Forsyth, 2007).

The questionnaire was tested on a small representative sample to eliminate problems like questions that could be misunderstood or misinterpreted, questions which were not simple, or

did not have a logical flow or had an ineffective layout. The representative sample for conducting pretesting comprised of 50 respondents. The researcher noted that the problems found were minor issues concerning the layout and wordings. The feedback led to changes in wording and layout of some questions, while others were replaced or removed when rendered redundant. Some questions needed to be made simpler and more straightforward, and some questions were deemed to be 'Double Barrelled' which were then removed from the questionnaire.

4.3.4 Final Measurement Scales: After conducting content validity, face validity and pre-testing of the instrument, the final instrument was developed and administered to the parents. The scale items finalised have been attached in Appendix B.

4.4 DATA SCREENING

After the collection of data from 800 respondents the next step was data analysis. In data analysis the first stage comprises of data screening. The Data entry for the study was therefore checked for missing data, Kurtosis and Skewness and wrong entry of values by using SPSS.

The output of data screening indicated the following:
(i) Missing Data: There was no missing data as conformed by the table of case processing summary.

(ii) Statistical Test for Normality: The starting point for understanding the nature of the any variable is to characterise the shape of its distribution (Hair et al. 2010). Normal distribution of data assumes that the scores on a variable are clustered around the mean in a symmetrical, unimodal pattern known as a bell-shaped curve. All the items in this study appeared to have a normal distribution with a bell-shaped curve.

(iii) Kurtosis and Skewness: Hair et.al. (2010) tests for cut off values for kurtosis and skewness were implemented. The descriptive data was checked for detection of items with Skewness and Kurtosis greater or less than 2.58 at 0.01 level of significance. They stated that the most commonly used critical values are +2.58 (.01 significance level) and + 1.96 corresponding to a 0.05 error level. The skewness and kurtosis lie within the cut off values, so the Skewness and Kurtosis for all the items were within the acceptable values.

(iv) Outlier Identifications: An outlier is an observation that is substantially different from the other observations (i.e., has an extreme value) on one or more characteristics (variables) (Hair et al. 2010). At issue is its representativeness of the population. All the histograms and frequency tables were individually examined for outliers and none were detected. The dataset was used as it is.

(v) Common Method Bias: Common method variance is defined as variance that attributes to the systematic measurement error rather than study constructs that the measures represent. (Bagozzi and Yi, 1991). The bias caused by common method variance is referred to as common method or monomethod bias (Podsakoff et al., 2003). Common method variance is a potential threat to behavioural research (Podsakoff et al., 2003, Richardson et al., 2009, Spector 2009, Williams et al., 2010). The common method Bias has adverse effects on the parameter estimates of the relationships among constructs by either inflating or deflating the correlations between variables (MacKenzie and Podsakoff, 2012, Podsakoff et al., 2012, Podsakoff et al., 2003, Richardson et al., 2009).The common method bias has to be controlled otherwise it would lead to distorting the true relationships between the variables and leading to measurement error due to these adverse effects on the results(Bagozzi and Yi, 1990, Cote and Buckley, 1987, MacKenzie and Podsakoff, 2012). Common method bias may also impact the reliability of the study items and the validity of the results (MacKenzie & Podsakoff, 2012).

4.5 DATA ANALYSIS

After the completion of the data screening process the next step to be carried out was data analysis which was done in 2 stages:

- Stage 1 - The data collected is analysed using SPSS Version 26 for generating demographic and descriptive statistics.
- Stage 2 - The objective wise analysis was carried out using Structural Equation Modelling (Version 26) using Partial Least Square (PLS-SEM).

CHAPTER 5

ANALYSIS AND RESULTS

This chapter describes the steps undertaken in the analysis of data and presents the results of the study. Data analysis and results of the qualitative study are provided in this chapter, followed by the data analysis and results of quantitative study. The validity and reliability of the measurement model were assessed. After assessing the quality of the measurement model, then the structural model is assessed. Also, the results of the moderating role of Parenting style and Family Communication Pattern on the reverse socialisation process is analysed and presented. The data were analysed using SPSS version 26 and Smart PLS 3.

5.1 FINDINGS OF THE QUALITATIVE STUDY

Most of the studies in consumer socialisation heavily focus on consumer socialisation of children where parents play the role of socialisation agents of children. Very few studies have tried to study consumer socialisation from the perspective of the adults and in case of the present study it was specially about parents where the children played the role of socialisation agents of their parents and this phenomenon is known as reverse socialisation of parents.

Reverse socialisation is a unexplored area in consumer socialisation and therefore a need was felt to investigate deeper into this area and gain better understanding of reverse socialisation in families. It was therefore decided to conduct a qualitative research through depth interviews to get a clear picture and first hand data from the respondents about their experiences of reverse socialisation. The research paradigm used for the qualitative research is Interpretative Phenomenological Analysis (IPA),which is suitable for research in consumer socialisation as stated by various researchers within as well as outside the field of marketing(Thompson et.al., 1989; Goulding, 2005; Willis, 2007).The ontological approach was grounded in phenomenology; asking respondents to narrate a story about their experiences. According to Ekstrom,2006 "there is a need to use interpretive methods to better understand the negotiations

and dialogues that take place in consumer socialisation processes". The researchers study socialisation methods that capture transfers across generations such as stories and narratives(Ekstrom,2006).

All the respondents who participated in the study were parents who had undergone reverse socialisation from their children which means that they had learnt about a new product launch or about a new service or were taught by their children how to use or operate a product or service and how to do maintenance of the product or upgradation of the product or service.

The duration of each interview had been around 45 minutes to 1 hour and the respondents were encouraged to share their experiences. The respondents were given instructions to provide details about their learning experiences like who taught them whether it was their daughter or son, why they wanted to learn from their children, how they taught them, what were the methods used by children to teach the respondent(parent), what were the outcomes of this learning process, what were they feeling during or after the learning process whether they were happy or ashamed or angry or supportive about learning from children and any other details they could remember about their learning experience.

The in-depth interviews were semi-structured and the respondents were allowed to speak from their heart and share everything with the interviewer and were encouraged to even share any incidents that took place during the learning process with the children which could uncover some hidden motives behind reverse socialisation of parents.

For data analysis; the interviews were transcribed by the researcher in order to preserve the reliability and validity of the data collected. Transcribed text was subject to thematic analysis which highlighted and identified new constructs and variables and gave a new direction to the research work which formed the foundation for conceptualising the research model and the constructs for the study. Relevant excerpts from the narrations have been used to identify constructs and items adopted in the study like the motives behind reverse socialisation, types of motives, types of skills acquired and family structure. Content analysis and Interpretative Phenomenological Analysis (IPA) of the stories revealed the following constructs and variables:

- Motives behind parents learning from their children
- Different types of motives

- Different types of skills acquired
- Family communication affecting learning process

Objective 1: To identify the antecedents' motives behind the learning process

The following excerpts were found to point towards the motives behind parents leaning from their children and the skills acquired by them:

During the depth interviews it was clear that one of the reasons behind parents learning from their children are socio-emotional motives. As illustrated by Frankie:
I worked as a chef in Kuwait for over 20 years. I came back to goa and lost contact with my friends. My daughter used social media platforms like Facebook, Instagram to connect with her friends and to know what's happening in their life. When I asked her about it, she was excited and said she can make my Facebook profile too where even I could connect with my friends and loved ones. So she made my FB profile and also downloaded WhatsApp on my phone. Whenever I made some special dishes especially the lost recipes like the Portuguese Seraval or dedos-de-dama I would click pictures and upload on Facebook and also on WhatsApp stories. My friends, relatives and even my daughter's friends appreciate my posts and the best part is that I even got many orders for weddings and birthday (male, age- around 52 years).

A respondent said that her son is abroad pursuing high education and she misses him a lot. Her daughter introduced her to BOTIM where they could connect to the son via video calling. The daughter taught her how to receive calls and how to make calls on BOTIM whenever she misses her son. She said "*I used to miss my son and that's when my daughter introduced me to technology which is BOTIM where I could talk to my who is abroad pursuing higher education via video calling. My daughter showed me how to receive calls and also taught me how to make calls on BOTIM*". The respondent was of the opinion that she learnt this way of communication using technology at this age only because using this technology and app she could connect to her loved one." (female, age - around 49 years).

Another motive identified behind reverse socialisation during these narratives was finance motive. Many informants said that they wanted to adopt new technology

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because it would save their money and hence they would not mind learning from their children some tricks of saving money and availing discounts.

"Every year we go for vacation during the summer holidays. I used to book tickets from our local travel agent. But last year my son said we will book tickets on our own via Make my Trip and I was not in favour of it. Then my son showed me the App on his mobile phone, showed me the various packages they have along with offers, discount, itineraries etc. After doing enough research on my own about Make My Trip I decided to give it a try solely because of the convenience of booking tickets sitting at home and that too at discounted rates which our tour guide did not offer. So, I took the risk and booked the tickets and availed good discounts, got my tickets emailed to me at once along with hotel booking details and reminders. I was impressed completely. Now I recommend even my friends to book tickets via Make My Trip as it is convenient, cheaper and time saving". (male, age- around 50 years).

Another respondent said that she went through the learning process to get discounts and also to take the benefit of spending less and getting more which was possible through online shopping.

My daughter introduced me to online shopping. I used to buy clothes from shops in the market and they would charge very high prices. My daughter did some online shopping and ordered clothes and accessories and got huge discounts on it. When her parcel arrived, we were shocked. The quality was good and price was reasonable and if she didn't like the quality or the fitting, she could exchange or return it. I requested my daughter to show me how to shop online and so we both sat together and ordered a bunch of clothes for me. She is so sweet she even wrote down the steps and kept for my references and she even put some shortcuts and simplified the steps by putting the app on my home screen. Now I am expert in doing online shopping and I give full credit to my daughter (female, age- 51 years).

Another parent shared her story about reverse socialisation and narrated how her son's expert knowledge and information power helped her in making rational decision which ultimately saved her money.

I wanted to buy mobile phone for myself as my old phone was getting hanged and was giving lot of problems. So, I told my son about it as he is expert in mobile phones. He has so much knowledge about mobile phones and their features. So, he was the best

person to give me right advice and help me choose the best phone. He asked me what I need in my phone and as per my needs and specifications he chose a good and budget friendly phone for me exactly as per my needs and preferences which is just perfect for me and was also very reasonably priced. I am very happy with my purchase (Female, age- 55 years).

This gave clear indication that Finance motive was a strong motive behind reverse socialisation and it was adopted in the study.

Another revelation that was made during the depth interviews was that parents sometimes had more than one motive behind reverse socialisation. One of the informant shared his experience about reverse socialisation. He said the reason behind this role reversal where he learnt from his child was because it saved a lot of money and at the same time he could connect with his loved ones and that it was the best option his child gave him for long distance calling. Mr. John illustrated that:

I work on cruise ship and to phone my family it is very costly. We have to buy cards and then call India so I used to call once in 15 days or once a month. When I came home for vacation my son told me about free WhatsApp calling. My initial thoughts were that he was joking and that calling free from abroad is next to impossible. I told him to show me how it works and whether its fake or real. He showed me by calling my relative and it did not cost at all. I was surprised. I made him install WhatsApp on my phone and learnt from him how to make video calls, send voice notes and even how to upload photos and how to put stories. I started enjoying it and started sending text messages to my friends and relatives. This time when I went for work on cruise ship, I called home almost every day and it saved a lot of money too as I don't have to buy expensive recharge cards abroad and I can stay in touch with my loved ones too (male, age-48 years).

This shows that parents might have more than one motive behind reverse socialisation and the role reversal helps them to achieve these motives.

Many of the respondents during the interview mentioned that their workplace requirements made them undergo reverse socialisation. Mrs. Pereira expressed that:

During pandemic all are office work had to be done via internet. I am not so well versed in sending emails, joining zoom meetings etc. and found the entire shift in my work life very uncomfortable. I shared my difficulty with my daughter and she took it as a

challenge to train me into becoming a super tech mom. She showed me how to send mails, how to attend and launch zoom meetings and it helped me immensely. It brought the much need confidence back in my work life and made the new normal feel like real normal all thanks to my super talented daughter (Female, age- 42 years).

Similar story was narrated by Mr. Anthony where functional motive and work-related pressures forced him to learn from his children. He illustrated his experience:

I work in sales department of a private company and my boss told me to do a PowerPoint presentation about my new assignment and my sales target. I know about PowerPoint but I am not good at it but my daughter uses PowerPoint to do her college assignments and I have seen her work and she is amazing in making one of the best PowerPoint presentations. So, I requested her to do a presentation for me and give me but she said that I should learn doing PowerPoint presentation and that it is very easy and simple. She taught me how to make PowerPoint presentation and also showed me how to add animations in PowerPoint to make them more appealing to the audience. This has helped me a lot especially now during the pandemic when everything is online and I am very proud of her (Male, age- around 40 years).

Thus, through such narratives functional motive was recognised and adopted in the study.

There were many respondents who adopted reverse socialisation due to experiential motive. This motive is being associated with experiential consumption itself for recreational and social activity (Bloch et.al, 1994).

I work in Government office. I work from morning to evening. When I reach home, I want to relax and watch Television. I mostly watch news and sports and I hate those daily soaps. But since other family members watch daily soap, I was also forced to watch with them. Then my son installed YouTube app on my mobile and told me that I can watch news or sports anytime I want and he also taught me how to use and how to browse for videos. I was surprised to see even videos from the early 70's and 80's were there on YouTube. I started watching them and now I am mostly on internet watching videos and sports and am enjoying my free time.

Furthermore, experiential motive seemed to influence parents to learn from their children how to use gadgets like mobile phones especially smart phones. Mr. D'Souza (51 years) described:

I was always fascinated by how these young girls and boys use mobile phones 24*7. They use mobiles for everything. From using social media to stay connected with their friends to listening to music to watching movies on phone. I requested my daughter to downloaded music apps and Netflix on my mobile so that I could listen to music and also watch movies at night. My daughter was so excited. She was like "Papa you are so cool". She even recommended me some movies and showed me how to search for them and how to pay subscription for Netflix and even downloaded some music apps. This indicated that experiential motive did play an important role in reverse socialisation. Thus, through these narratives experiential motive was recognised and adopted for the study.

The informants reported during the depth interviews that the children socialized the parents via three different teaching methods: modeling, reinforcement, and social interaction. Modeling was based on observational learning. The informants expressed this type of teaching as teaching via demonstration where the child explained step by step how to use a product.

Mr. Ryan described his learning process:

"My son introduced me to online shopping and we ordered home décor and groceries on Amazon. Initially I had doubts about the quality and whether it was genuine products which they were selling online. When I got the products delivered, I was happy with the speed of delivery, quality and easy exchange and return policy. This helped me especially during pandemic where we couldn't go out and I was scared to go to the supermarket. I remember ordering even groceries from amazon. This online shopping is the new way forward and am very happy I am a part of it" (male, age- 55 years).

Another similar experience was shared by a respondent who said "*I enjoy cooking but sometimes my children want pizza, burgers and other fast food. I don't know how to drive or ride and getting all this fast food was a big problem and I had to trouble my husband and he would get irritated because he comes late from work. Then my son told me about Swiggy and downloaded the app on my phone. There were so many*

restaurants listed on the app and the best part was they were giving discounts and coupons and delivering at our doorstep. My son ordered and I only observed how he did it and after watching him do it a couple of times even I learnt how to use the app. Now even I know how to order on these apps and this make me feel independent and modern like these youngsters" (female, age- 46 years).

Mr. Ravi described his experience where his son showed him step by step how to pay premium online.
"*My son told me about LIC app and showed me step by step how to pay the LIC premium in just 3 simple steps and it was a huge relief for me especially during COVID-19 pandemic where I could get my premium paid sitting at home and not wasting time standing in queue which is so risky during these days because of the pandemic*" (male, age- 55 years).

During the interview with the parents one parent mentioned how his workplace demanded him to learn computers and how his child helped him to learn computers by giving him step by step instructions and a demonstration. This method also known as modelling is commonly used by many children to teach their parents and is associated by words like step by step and demonstrations.
Now a days everything is getting digitalised and to survive in the workplace one has to learn how to use technology and computers, I work for travel agency and for me staying updated about computers is very important. My son teaches me new tricks and techniques he has learnt from his computer classes and college. This has helped me a lot to keep myself updated and I even get appreciated by my boss because of my technical skills. All thanks to my tech-savvy son. (Female, age around 48 years).

Many children combined two methods of learning to teach their parents. In case of Mrs. Gabrelina, she confirmed that her daughter first gave her a demonstration and then told her to do it on her own so that she learns via trial-and-error method. She expressed:
Every time I went for shopping groceries or clothes or food, I saw people doing G-pay. When I asked the shopkeeper, he told me it's a cashless way of making payment and that it gives lots of discounts and coupons which one can redeem for more prizes. I was fascinated by this new payment option available and decided to learn how to use it. So, I requested my daughter to teach me how to use G-Pay. She downloaded the App on my

mobile screen and taught me how to use it. My daughter first showed me each n every step-in detail and then told me to try it by myself by doing one transaction. I transferred Rs.10/- in my daughter's account and in seconds the money was transferred to her account. It was so fast and easy. Now almost all my payments are made via G-Pay which helps me save a lot of money and avail discounts and cashbacks and also travel cashless. (Female, age-around 46 years).

Another method adopted by children to teach their parents was reinforcement which is based on learning via hands-on experience and where the child only coached the parents and the parents handled all the functions themselves. Mrs. Gomes was coached by her daughter using the reinforcement method.

I love baking and making Goan delicacies like Batk, Bebinca etc. But I used the traditional method of baking which is time consuming and also stressful. My daughter who is in college saw on YouTube how people do these sweets using an oven and showed me the video and convinced me to use the oven. I was not in favour of it as I had no clue how to use it but my daughter assured me that she will help me and that it will be worth it. My daughter taught me how to use the oven, how to preheat the oven, how to start and how to set timer, what type of utensils we can use, which options to choose for baking and how it is different for grilling and so on. Initially it was not so easy for me and I had to repeatedly take her help when I got confused. After sometime I started getting used to it and now I bake cakes, batk and other delicious on my own without the help of my daughter. My life is become stress-free and I save a lot of time and energy (female, age-43 years).

One of the informants, a senior citizen described how learning from his son internet banking helped him to sit at home and do all his bank work during pandemic.

"Due to pandemic, I was scared to go out of my house to do my day-to-day errands. I am a senior citizen so I am at a higher risk to get covid-19 virus and I am paranoid about it. I had my pension money in my account and I needed money for household expenses. I did postpone going to the bank for long time. Then I requested my son to drop me off to the bank". He asked me why I want to go to the bank when I can sit at home and do all my bank work. I did not believe him. Then he told me about net banking and created my net banking account and then showed me how sitting at home we can do all our bank work and how secured and safe it was doing it online. He gave me a

detail demonstration on how to do Net banking and made me do the transactions on my own and he only watched. *"Today I perform all my bank transactions using Net banking"(male, age-61 years, Retired)*

Another informant recalled his experience of learning from his son where he said that his son was very supportive and would appreciate the efforts put by Mr Seby Dias. He said that the faith of his son that his father could do anything made him learn an iPhone. He explained :

My son purchased new iPhone and gave me his old iPhone. I told him I don't want this new touchscreen phone and that I was very happy with my old phone but he insisted that I keep the phone and he promised me that he will teach me how to use it and that it would be the best decision ever and rightly so. He showed me how to make calls, send messages, how to use WhatsApp and even YouTube. Initially I used to get confused scrolling names on my phonebook or by mistake would dial some numbers when the phone was in my pocket. But after sometime I got used to it and whenever I made mistake my son guided me and helped me out. He was very supportive and always encouraged me and this made me feel that I could do it. He even wrote down steps for me in my book which I could refer if I forget how to unlock the phone. Today I am happy I switched my phone as it has more features and functions (male, age- 53 years).
This is a classic example of positive reinforcement as a method of teaching which was adopted by the child.

Another parent shared her experience of learning in which the son used both modelling and reinforcement as a method of teaching parents. The combination of two methods made the entire process of learning smooth and interesting. Mrs Parvati illustrated:
Few months back my son bought a new digital washing machine as our old washing was not working. It was so complicated with so many wash cycles for different fabric. My son showed me how to use it, which wash cycle to choose and what spin level to choose. Initially I found it very confusing and would call either my son or daughter-in-law to help me out. My son used to get irritated and say even children will understand but not you. This was very embarrassing for me. My son than told me only to use one particular wash cycle and not to use the other. This simplified the entire learning process and today I operate the washing machine on my own without being dependent on my children (Female, age- 50 years).

This indicates that sometimes children use more than one method to teach their parents and that there are tensions and negative reinforcements during the learning process.

Another informant said that his daughter was the reason behind him going cashless. She through her knowledge convinced him about the benefits of using credit card over cash. This method is social interaction through which the child convinces the parent to switch his behaviour. One of the parent said:

I received credit card from HDFC Bank. I was very scared to use it as I had heard about so many fraud cases related to credit cards so I kept it inside and decided not to use it. When I told my daughter about it, she told me that it's safe to use credit card as long as you don't share the PIN with strangers. She also told me about the benefits of using credit card and how convenient it is to use credit card for shopping and how one can accumulate points which can later be redeemed for exciting offers. My daughter even showed me videos on YouTube about the safety mechanism adopted by credit card companies to protect their customers. The one thing which I liked about credit card is that I can shop today and pay later. Additionally, there is no need to carry cash everywhere I go. Today I prefer credit card over cash transactions (male, age-50 years).

One very interesting experience shared by Mr. Lobo which changed his behaviour, outlook and the way he looked at things which was possible because of his daughter. He expressed:

Whenever I went for shopping I would get irritated when they refused to give carry bag or would charge money for plastic carry bag. I felt that it was injustice to the shopper and also it was so mean on the part of the supermarket or mall to refuse to give plastic carry bag and I would end up arguing with them. I used to get irritated. Then my daughter who is in college told me not to get angry on them and that plastic is non-biodegradable and take over 100 years to decompose and thus harm mother earth and that it's our responsibility to save earth for future generation. She changed my whole attitude towards the concept of using plastic bags. Today I carry my own cloth bag for shopping and I am happy that I am doing my bit towards saving the environment(male, age- 47 years).

This is another example of how through social interaction parents are taught and sensitized about social issues.

In some cases it was reported by respondents that there was frustration and tension during the teaching learning process between the parent and child and sometimes either the parent would give up or the child. In case of Roy said :

My son installed smart TV at home. I find it difficult to use it. My son showed me but I didn't understand it properly. I prefer our normal Television. My son showed me many times how to use it but I kept forgetting it and then I would call him to switch it on for me and he would get irritated with me and says, "you will never learn even kids will understand but not you". Now I have completely given up and I prefer not watching Television than going and asking my son to help me (male, age- 54 years).

Another respondent shared her experience of reverse socialisation. She said:

I wanted to purchase mobile phone for me. So I took my son along with me to select the phone as he has lot of knowledge about gadgets like mobile phone and stays updated about new launches, price drop etc. My son made me buy latest iPhone but I was not sure whether it was the right choice. He convinced me into buying that phone and then tried teaching me but it was way too complicated for me. My son exchanged his old phone with me and took the new iPhone for him. Now I use his old phone and he uses the iPhone and he is very happy using it. I feel frustrated and annoyed that my son fooled me into buying a phone which was not needed and I ended up making unnecessary expenditure. I shouldn't have trusted him and I won't ever ask him again. (female, age-44 years).

Another example of frustration faced by parent during reverse socialisation.

The above excerpts revealed many constructs and variables which were adopted in the study. From the above narratives and transcribes the researcher identified the motives behind reverse socialisation and the skills acquired through the learning process and the different methods adopted by children to teach their parents. The researcher also conducted an exhaustive literature review in order to get deeper insights and to find if there are studies conducted on these constructs. This was a new and underexplored area in consumer socialisation and a new direction was provided by the qualitative research based on which the present study was conducted to address the gaps in the research and to contribute to the body of knowledge on reverse socialisation of parents.

5.2 ANALYSIS AND RESULTS OF THE QUANTITATIVE STUDY

For the quantitative study, the primary data was collected with the help of structured questionnaire which was administered to a convenience sample of 800 parents in Goa. The data collected was entered using IBM SPSS Version 26. The analysis of the data was done with SEM (Structural Equation Modelling) using Smart PLS 3.

5.2.1 Structural Equation Modeling Using Partial Least Squares(PLS-SEM)

A PLS path model analysis is divided into two stages. First, there are the **measurement models** (also referred to as the **outer models** in PLS-SEM) of the constructs that display the relationships between the constructs and the indicator variables. Second, is a **structural model** (also called the **inner model** in the context of PLS-SEM) that represents the constructs. The structural model also displays the relationships between the constructs. But before that model specification has to be done. Thus, Data analysis in PLS-SEM is carried out by following a multi-stage process which involves the specification of the inner and outer models, data collection and examination, the actual model estimation, and the evaluation of results (Hair et al., 2014). The measurement and quality criteria are shown in the table 5.1 below and explained in the following section.

Table 5.1: Evaluation of the Measurement Models	
Reflective Measurement Model	**Formative Measurement Model**
• Internal consistency (Cronbach's alpha, composite reliability) • Convergent validity (indicator reliability, average variance extracted) • Discriminant validity (Fornell Larcker, HTMT)	• Convergent validity • Collinearity between indicators • Significance and relevance of outer weights
Evaluation of the Structural Model • Coefficients of determination ($R2$) • Predictive relevance (Q2) • Size and significance of path coefficients • $f2$ effect sizes • $q2$ effect sizes	

Systematic Evaluation of PLS-SEM Results, adopted from Hair et al., 2014

5.2.2 Model Specification: The researcher needs to set the measurement or outer model and the structural or inner model at this stage. The inner model displays the relationships between the constructs being evaluated. The measurement models are used to evaluate the relationships between the indicator variables and their corresponding construct (Hair et al., 2014).

The next step after designing the inner model is to specify the outer model. For evaluating the outer model, there is a need to distinguish whether the study is using reflective or formative constructs, as the evaluation process differs for both and are based on different concepts (Ringle et al., 2011; Hair et al., 2014). Since this study uses only reflective constructs, the assessment measures of reflective indicators are stated below:

5.2.3 Reflective Indicators: Reflective indicators are linked to a construct through loadings, which are the bivariate correlations between the indicator and the construct (Hair et al., 2014). A path model is reflective if, in the path diagram, causal arrows go from the latent variable to the measured indicator variables. In reflective models, indicators are a representative set of items, all of which reflect the latent variable they are measuring (Garson, 2016).

The steps and the acceptable fit values for the assessment of reflective models are discussed below:

5.2.4 Assessment of reflective outer models : The assessment of reflective outer model entails the examining of reliabilities of the individual items (indicator reliability), reliability of each latent variables, internal consistency (Cronbach alpha and composite reliability), convergent validity (average variance extracted, AVE),construct validity (loading and cross-loading), and discriminant validity (Fornell-Larcker criterion, cross loading, HTMT criterion) (Hair et al., 2014, Ab Hamid et al., 2017)

5.2.4.1 Indicator Reliability: Indicator reliability is the proportion of indicator variance that is explained by the latent variable. When assessing the reflective measurement model checking the indicator loadings is crucial. Indicator loadings represent the paths from a factor to its representative indicator variables. Outer loadings represent the absolute contribution of the indicator to the definition of its latent variable. For a well-fitting reflective model, the outer loadings value should be higher than 0.70. Outer loadings should be considered for deletion if the removal of the indicator with outer loadings which is between 0.40 and 0.70 leads to an

increase in composite reliability (CR) and average variance extracted (AVE). Indicators having outer loading below 0.40 have to be removed (Ab Hamid et al., 2017).

5.2.4.2 Internal Consistency Reliability: For internal consistency the most commonly used measurement are Cronbach's alpha and composite reliability in which it measures the reliability based on the interrelationship of the observed items variables i.e., it assesses the consistency of results across items of the same variables, which determines whether the items measuring a variable are similar in their scores (Hair et al., 2014, Hamid et al., 2017)

- **Composite Reliability**: Composite reliability is a commonly used measure of assessing internal consistency reliability and an alternative to Cronbach's alpha as a test of convergent validity in a reflective model (Garson 2016). In exploratory research values between 0.60 and 0.70 are considered acceptable and values 0.70 and 0.90 range from satisfactory to good (Hair et al., 2011).
- **Cronbach's alpha:** Cronbach's alpha is extracted for computing the reliability of measures to determine the internal consistency of items (Bagozzi, & Yi, 2012). In exploratory research values between 0.60 and 0.70 are considered acceptable and values 0.70 and 0.90 range from satisfactory to good (Hair et al., 2011).

  PLS-SEM is able to accommodate different indicator reliabilities (i.e. differences in the indicator loadings) by using composite reliability and can also prevent the underestimation associated with Cronbach's alpha (Hair et al., 2014).

5.2.4.3 Convergent validity (Average Variance Extracted, AVE): The third stage is to assess the convergent validity of each construct measure using Average Variance Extracted (AVE). Convergent validity is the extent to which the construct converges in order to explain the variance of its items. The minimum acceptable AVE is 0.50. An AVE of 0.50 or more indicates that the construct explains 50 per cent or more of the variance of the items that make up the construct (Hair et al., 2012, 2014; Garson, 2016).

5.2.4.4 Discriminant validity refers to the extent to which the construct is empirically different from other constructs or, in other words, the construct measures what it is intended to measure. It also measures the degree of differences between the overlapping construct. To evaluate discriminant validity cross-loading of indicator, Fornell & Larcker criterion and Heterotrait-Monotrait (HTMT) ratio of correlation can be used.

• **The Fornell–Larcker discriminant validity criterion**: One method for assessing the existence of discriminant validity is the Fornell and Larcker (1981) criterion. This method states that the construct shares more variance with its indicators than with any other construct. In Smart-PLS output, in the Fornell- Larcker criterion table, the square root of AVE appears in the diagonal cells and correlations appear below it. Therefore, in absolute value terms, if the top number (which is the square root of AVE) in any factor column is higher than the numbers (correlations) below it, there is discriminant validity (Garson, 2016)

• **Heterotrait-Monotrait Ratio (HTMT):** The HTMT is defined as the mean value of the item correlations across constructs (i.e., the heterotrait-heteromethod correlations) relative to the (geometric) mean of the average correlations for the items measuring the same construct (i.e. the monotrait-heteromethod correlations). Discriminant validity problems are present when HTMT values are high (Hair et al., 2014). Henseler, Ringle, & Sarstedt (2015) suggest that if the HTMT value is below 0.90, discriminant validity has been established between a given pair of reflective constructs.

5.2.4.5 Multicollinearity in Reflective Models

A common rule of thumb is that problematic multicollinearity may exist when the Variance Inflation Factor (VIF) coefficient is higher than 4.0 (some use the more lenient cut-off of 5.0) (Garson, 2016).

5.2.5 Assessment for Structural Model:

After establishing the reliability and validity of the constructs in the measurement model, it is necessary to assess the structural model which is also called as inner model to test the relationship between endogenous and exogenous variables. In PLS-SEM, structural model assessment includes path coefficients to evaluate the significance and relevance of structural model relationships, R^2 value to evaluate the model's predictive accuracy, Q^2 to evaluate the model's predictive relevance and f^2 to evaluate the substantial impact of the exogenous variable on an endogenous variable (Hair et al., 2014). The structural fit is examined after measurement fit is shown to be acceptable.

5.2.5.1 Structural Path Coefficients

The estimates provided for path coefficients in PLS represents the hypothesized relationships linking the constructs. Path coefficient values are standardized on a range from +1 to -1, with coefficients closer to +1 representing strong positive relationship and coefficients closer to -1 indicating strong negative relationships (Hair et al. 2014). These loadings should be significant using bootstrapping.

5.2.5.2 R-Square

The coefficient of determination (R^2): R^2 is a measure of the model's predictive accuracy. This effect ranges from 0 to 1 with 1 representing complete predictive accuracy. R2 values of 0.75, 0.50, or 0.25 for endogenous latent variables in the structural model can be described as substantial, moderate, or weak, respectively (Hair et al., 2011, 2014).

5.2.5.3 Adjusted R^2

Adding predictors to a regression model tends to increase R^2, even if the added predictors have an only trivial correlation with the endogenous variable (Garson, 2016).

5.2.5.4 Cross-Validated Redundancy (Q^2)

The Q^2 is a means for assessing the inner model's predictive relevance. Specifically, a Q^2 value larger than zero for a particular endogenous construct indicates the path model's predictive relevance for this particular construct (Hair et al., 2014).

5.2.5.5 Effect Size (f^2)

The effect size for each path model can be determined by calculating Cohen's f^2. The f- square effect size measure is another name for the R-square change effect. The f-square equation expresses how large a proportion of unexplained variance is accounted for by R^2 change (Hair et al., 2014). Following Cohen (as cited in Garson, 2016) 0.02 represents a "small" f^2 effect size, 0.15 represents a "medium" effect, and 0.35 represents a "high" effect size.

Bootstrapping uses re-sampling methods to compute the significance of PLS coefficients.

The data collected from 800 respondents has been analysed by using SPSS (Version 26) for generating demographic and descriptive statistics and SEM using Smart-PLS 3 (Ringle et al., 2015) for assessment of the measurement and structural models. For using Smart PLS 3, the data was transformed into a CSV file to generate raw input for the application. The data was analysed in line with the proposed model in order to test the relationship between the constructs and to develop the model.

5.3 DATA ANALYSIS FOR DESCRIPTIVE ANALYSIS

The data collected was analysed using SPSS (Version 26) for generating demographic and descriptive analysis.

5.3.1 Demographic Characteristics of the Respondents: The demographic characteristics of the respondents with respect to their gender, age, educational qualification, occupation, Income level and residence are presented in table 5.1

<div align="center">

TABLE 5.2: DEMOGRAPHIC VARIABLES OF RESPONDENTS

</div>

Sr. No.	Demographics		Respondents N=800	Percentages (%)
1)	Gender	Male	341	42.62
		Female	459	57.38
2)	Age	31-40	58	7.25
		41-50	304	38
		51-60	366	45.75
		61-70	72	9.0
3)	Income	Less than 20000	48	6.0
		20001-40000	285	35.62
		40001-60000	92	11.5
		60001-80000	325	40.63
		80001-100000	50	6.25
4)	Educational Qualification	HSSC (12th)	158	19.75
		Graduate	418	52.25

		Post-graduate	216	27
		Ph.D.	08	1
5)	Occupation	Business	206	25.75
		Service	328	41.0
		Home-maker	113	14.13
		Professional	106	13.25
		Retired	47	5.87
6)	Residence	Urban	342	42.75
		Rural	458	57.25

Source: Computed from Primary Data

As shown in the above table 5.1, Out of 800 respondents, there were more female parent respondents accounting for 57.38% of the total respondents and 42.62% male parent respondent.

The largest concentration (45.75) of the parents who filled the questionnaire belonged to the age group of 51-60 years followed by 38% of parents into the age group of 41-50 years, 9% of the parents were in the age group of 61-70, whereas 7.25% of parents belonged to the age group of 31-40.

The parent respondents showed high levels of education with 52.25% having a bachelor's degree, 27% with a post graduate degree,19.75% HSSC qualification and a mere 1% respondent parents were having a Doctorate.

The majority of the respondent parents were working parents (41%), working in private sector or having a government job followed by 25.75% self-employed or having their own business, 14.13% of the respondents categorised themselves as home makers, closely followed by professionals who comprised of 13.25% of the respondents and very few respondents(5.87%) were retired.

40.63% of respondent parents had monthly income of 60,001-80,000 rupees while 35.62% of respondent parents belonged to monthly income group of 20,001-40,0000 rupees followed by

11.50% of respondents with 40,001-60,0000 rupees monthly income. Respondent parents belonging to the income group of less than 20,000 and 80,001-100000 comprised of similar proportion of 6% and 6.25% of the total respondents surveyed.

The majority of the respondent families comprising of 57.25% stayed in rural areas followed by 42.75% of respondent families belonging to the urban areas.

5.4 ANALYSIS FOR STRUCTURAL EQUATION MODELLING USING PARTIAL LEAST SQUARES (PLS)

5.4.1 Measurement Model

Partial Least Square path modelling application software Smart PLS 3 was used to build and test the path model for the present study. Measurement Model was built in the Smart PLS 3 software based on the proposed model and essential statistics were estimated by running PLS algorithm. Based on the output analysis the suitability of the measurement model is tested. The latent constructs and the measured indicator variable assigned to the latent construct are given below.

A description of the indicator of each construct included in the proposed model is given on the following table 5.2

Table 5.3: Description of the indicators of each construct

Construct	Indicator	Description of indicators
Socio-Emotional Motives	SE1	To connect with people whom I love
	SE2	To help ease in my relationship with others
	SE3	To be friendly with people in all walks of life
	SE4	To receive love and affection from people
	SE5	To have peace of mind
	SE6	To be happy with all things I do
	SE7	To get acceptance from people of what I do
	SE8	To guard my self esteem
	SE9	To feel proud of myself after achieving things

Experiential Motives	EX1	To feel good about the consumption
	EX2	To experience new products and services
	EX3	To enjoy life by using products and services which make me happy
	EX4	To have memorable experiences in what I do
	EX5	To experience the thrill of consumption
	EX6	To feel excited about the task that I perform
Functional Motives	FM1	To get my work done
	FM2	To use such learning at my job
	FM3	To be more efficient
	FM4	To reduce frustration when things don't workout
	FM5	To Achieve goal
	FM6	To make things more interesting to myself and others
	FM7	To get appreciation at workplace
	FM8	To be more successful in all things I do
Financial Motives	FIN1	To make best use of resources
	FIN2	To save money
	FIN3	To plan proper use of money
	FIN4	To make purchases within the budget
	FIN5	To meet financial obligations
Modelling	M1	By Observing the children do thing
	M2	By imitating the children
	M3	By observing their demonstration
	M4	By following their actions while learning
	M5	By watching and learning from what they do
	M6	By Note taking for future references
	M7	By reading Formal educational materials
Reinforcement	R1	By trying out what the child does
	R2	By actual purchase and use of the product

	R3	Through hands on experimentation
	R4	Without hesitation, I get coached by my child
	R5	By attempting the task by myself
	R6	Through Trail & Error method
Social Interaction	S1	By sharing up-to-date information with my parents about products and services
	S2	By giving advice through interaction
	S3	Reducing confusion by discussing about purchases
Technical Skills	TS1	Skills to perform difficult tasks
	TS2	Skills to operate modern gadgets
	TS3	Skills to do many practical things
	TS4	Skills to do the tasks I need to perform
	TS5	Skill to use products and services conveniently
Social Skills	SS1	Skills to do work Independently
	SS2	Skills to converse better with others
	SS3	Skills to adapt to changes
	SS4	Skills to mix and socialise with others
	SS5	Skills to understand social rules
	SS6	Skills to present myself properly
	SS7	Skills to learn cultural practices & norms of society.
	SS8	Skills to learn ways of behaviours
Budgeting Skills	BS1	Skills to manage resources
	BS2	Skills to manage money
	BS3	Skills to save time
	BS4	Skills to save effort
	BS5	Skills to make price comparisons
	BS6	Skills to make product comparisons
	BS7	Skills to evaluate trade-off across purchase options
	BS8	Skills to save money

Source: Researcher's questionnaire

5.4.1.1 Descriptive Statistics of Instrument

The mean, standard deviation, minimum value and maximum value, Skewness and kurtosis of each indicator were examined using statistical software SPSS version 26.

Table 5.4: Descriptive Statistics for All Indicators

Construct	Indicator	N	Mean	Min	Max	Standard Deviation	Excess Kurtosis	Skewness
Socio-Emotional Motives	SE1	800	4.662	1	7	1.45	-0.641	-0.23
	SE2	800	4.68	1	7	1.451	-0.347	-0.238
	SE3	800	4.645	1	7	1.404	-0.406	-0.197
	SE4	800	4.617	1	7	1.444	-0.557	-0.113
	SE5	800	4.598	1	7	1.537	-0.783	-0.142
	SE6	800	4.657	1	7	1.555	-0.708	-0.232
	SE7	800	4.567	1	7	1.481	-0.731	-0.135
	SE8	800	4.609	1	7	1.547	-0.693	-0.241
	SE9	800	4.616	1	7	1.465	-0.611	-0.12
Experiential Motive	EX1	800	4.129	1	7	1.715	-0.884	0.032
	EX2	800	4.146	1	7	1.737	-0.914	0.034
	EX3	800	4.147	1	7	1.687	-0.838	-0.025
	EX4	800	4.362	1	7	1.667	-0.891	-0.113
	EX5	800	4.122	1	7	1.697	-0.816	0.008
	EX6	800	4.211	1	7	1.742	-0.967	-0.029
Functional Motive	FM1	800	4.258	1	7	1.624	-0.705	-0.013
	FM2	800	4.285	1	7	1.694	-0.887	-0.068
	FM3	800	4.181	1	7	1.671	-0.709	-0.021
	FM4	800	4.317	1	7	1.792	-0.941	-0.134
	FM5	800	4.311	1	7	1.742	-0.881	-0.162
	FM6	800	4.354	1	7	1.745	-0.857	-0.229
	FM7	800	4.23	1	7	1.723	-0.883	-0.063
	FM8	800	4.204	1	7	1.729	-0.81	-0.123
Finance Motive	FIN1	800	4.053	1	7	1.65	-0.605	-0.059

	FIN2	800	4.056	1	7	1.661	-0.654	-0.017
	FIN3	800	4.059	1	7	1.715	-0.71	-0.036
	FIN4	800	4.077	1	7	1.641	-0.536	-0.038
	FIN5	800	4.084	1	7	1.676	-0.702	-0.042
Modeling	M1	800	4.282	1	7	1.616	-0.614	-0.058
	M2	800	4.301	1	7	1.521	-0.5	-0.02
	M3	800	4.237	1	7	1.533	-0.504	-0.026
	M4	800	4.231	1	7	1.576	-0.538	-0.017
	M5	800	4.334	1	7	1.598	-0.619	-0.067
	M6	800	4.265	1	7	1.594	-0.582	-0.058
	M7	800	4.268	1	7	1.57	-0.586	0.011
Reinforcement	R1	800	4.279	1	7	1.565	-0.512	-0.239
	R2	800	4.253	1	7	1.598	-0.5	-0.27
	R3	800	4.289	1	7	1.595	-0.393	-0.345
	R4	800	4.366	1	7	1.536	-0.222	-0.38
	R5	800	4.294	1	7	1.567	-0.29	-0.39
	R6	800	4.325	1	7	1.618	-0.411	-0.253
Social Interaction	S1	800	4.27	1	7	1.504	-0.479	0.203
	S2	800	4.275	1	7	1.476	-0.527	0.197
	S3	800	4.274	1	7	1.44	-0.412	0.115
Technical Skills	TS1	800	4.251	1	7	1.633	-0.587	-0.151
	TS2	800	4.244	1	7	1.566	-0.549	-0.14
	TS3	800	4.264	1	7	1.581	-0.543	-0.133
	TS4	800	4.205	1	7	1.591	-0.555	-0.12
	TS5	800	4.24	1	7	1.563	-0.492	-0.117
Social Skills	SS1	800	4.316	1	7	1.715	-0.839	-0.103
	SS2	800	4.309	1	7	1.711	-0.846	-0.138
	SS3	800	4.221	1	7	1.696	-0.82	-0.058
	SS4	800	4.228	1	7	1.685	-0.774	-0.026
	SS5	800	4.235	1	7	1.708	-0.885	0.008
	SS6	800	4.231	1	7	1.677	-0.821	0.03

	SS7	800	4.242	1	7	1.689	-0.832	-0.058
	SS8	800	4.301	1	7	1.688	-0.792	-0.095
Budgeting Skills	BS1	800	4.253	1	7	1.4	-0.119	0.009
	BS2	800	4.348	1	7	1.384	-0.176	-0.029
	BS3	800	4.282	1	7	1.368	-0.142	0.038
	BS4	800	4.344	1	7	1.374	-0.139	0.014
	BS5	800	4.281	1	7	1.464	-0.222	0.008
	BS6	800	4.274	1	7	1.421	-0.066	-0.051
	BS7	800	4.311	1	7	1.364	-0.198	0.13
	BS8	800	4.308	1	7	1.418	-0.158	0.029
Socio-Oriented Family Communication Pattern	SOCIO1	800	4.086	1	7	1.533	-0.521	-0.387
	SOCIO2	800	3.973	1	7	1.766	-1.093	0.01
	SOCIO3	800	4.089	1	7	1.677	-0.824	0.057
	SOCIO4	800	4.035	1	7	1.754	-1.031	-0.079
	SOCIO5	800	4.119	1	7	1.49	-0.388	-0.22
	SOCIO6	800	4.164	1	7	1.512	-0.416	-0.197
	SOCIO7	800	4.16	1	7	1.471	-0.38	-0.323
Concept-Oriented Family Communication Pattern	CON01	800	4.232	1	7	1.309	0.142	-0.221
	CON02	800	4.272	1	7	1.338	0.183	-0.287
	CON03	800	4.33	1	7	1.347	0.18	-0.21
	CON04	800	3.917	1	7	1.979	-1.412	0.025
	CON05	800	3.964	1	7	1.938	-1.4	-0.056
	CON06	800	3.98	1	7	1.936	-1.367	0.008
Authoritative Parenting Style	AVE1	800	4.204	1	7	1.405	-0.112	-0.289
	AVE2	800	4.258	1	7	1.329	0.123	-0.284
	AVE3	800	4.261	1	7	1.291	0.021	-0.103
	AVE4	800	4.213	1	7	1.317	0.219	-0.317
	AVE5	800	4.249	1	7	1.371	0.154	-0.347
	AVE6	800	4.216	1	7	1.341	0.105	-0.268
	AVE7	800	4.191	1	7	1.29	0.217	-0.346
	AVE8	800	4.239	1	7	1.316	0.256	-0.364

	AVE9	800	4.265	1	7	1.338	0.126	-0.31
	AVE10	800	4.191	1	7	1.338	0.153	-0.287
	AVE11	800	4.206	1	7	1.324	0.185	-0.38
	AVE12	800	4.254	1	7	1.373	0.061	-0.353
	AVE13	800	4.156	1	7	1.314	0.152	-0.35
Authoritarian Parenting Style	AIAN1	800	4.176	1	7	1.445	-0.219	-0.106
	AIAN2	800	4.173	1	7	1.334	0.003	-0.005
	AIAN3	800	4.247	1	7	1.421	-0.144	-0.133
	AIAN4	800	4.195	1	7	1.379	-0.151	-0.075
	AIAN5	800	4.224	1	7	1.413	-0.042	-0.254
	AIAN6	800	4.258	1	7	1.429	-0.275	-0.111
	AIAN7	800	4.228	1	7	1.368	-0.068	-0.163
	AIAN8	800	4.235	1	7	1.377	-0.076	0.018
	AIAN9	800	4.22	1	7	1.399	-0.107	-0.212
	AIAN10	800	4.162	1	7	1.354	-0.085	-0.085
	AIAN11	800	4.247	1	7	1.394	-0.138	-0.176
	AIAN12	800	4.136	1	7	1.383	-0.208	-0.03
	AIAN13	800	4.229	1	7	1.369	-0.016	-0.21
Permissive Parenting Style	PPS1	800	4.082	1	7	1.645	-0.712	-0.24
	PPS2	800	4.07	1	7	1.664	-0.733	-0.227
	PPS3	800	4.036	1	7	1.622	-0.795	-0.14
	PPS4	800	4.106	1	7	1.661	-0.722	-0.225
	SE_AV	800	3.525	1.5	6.3	1.306	-1.569	-0.075

The results reported that the skewness and kurtosis of the responses are less than 1 indicating that the distribution is near to the normal and the conclusions made in the study can be generalized. Thus, the assumptions of the normal distribution exist in the study.

5.4.1.2 Common Method Bias

After analysing the normality, reliability and validity analysis, the common method bias is estimated with the help of Harman single factor method. The Harman single factor method is

estimated with the help of Exploratory factor analysis method with the condition of one single factor. The results of Harman single factor is reported below:

Table 5.5: Common Method Bias

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	33.411	30.936	30.936	33.411	30.936	**30.936**
2	10.151	9.399	40.334			
3	5.587	5.173	45.508			
4	4.030	3.731	49.239			
5	2.648	2.452	51.691			
6	2.434	2.254	53.944			
7	1.991	1.843	55.788			
8	1.912	1.770	57.558			
9	1.618	1.498	59.056			
10	1.529	1.416	60.472			
11	1.356	1.255	61.728			
12	1.278	1.184	62.911			
13	1.194	1.106	64.017			
14	1.158	1.072	65.089			
15	1.029	.953	66.042			
16	.736	.681	66.723			
17	.718	.665	67.388			
18	.712	.659	68.048			
19	.676	.626	68.674			
20	.663	.614	69.288			
21	.652	.603	69.891			
22	.637	.590	70.481			
23	.629	.582	71.063			
24	.621	.575	71.638			
25	.616	.571	72.209			
26	.602	.557	72.766			
27	.597	.553	73.319			
28	.589	.545	73.864			
29	.585	.542	74.405			
30	.576	.534	74.939			
31	.575	.533	75.472			
32	.566	.524	75.996			
33	.557	.515	76.511			

34	.547	.506	77.018			
35	.539	.499	77.517			
36	.534	.494	78.011			
37	.521	.482	78.494			
38	.519	.481	78.975			
39	.505	.468	79.443			
40	.497	.460	79.903			
41	.494	.457	80.360			
42	.489	.452	80.812			
43	.478	.443	81.255			
44	.477	.442	81.697			
45	.469	.434	82.131			
46	.464	.429	82.560			
47	.461	.427	82.987			
48	.451	.417	83.405			
49	.444	.411	83.816			
50	.439	.407	84.222			
51	.427	.395	84.618			
52	.421	.390	85.007			
53	.420	.389	85.396			
54	.413	.383	85.779			
55	.410	.380	86.158			
56	.405	.375	86.534			
57	.399	.369	86.903			
58	.397	.367	87.270			
59	.390	.361	87.631			
60	.384	.355	87.987			
61	.380	.351	88.338			
62	.374	.346	88.684			
63	.371	.343	89.027			
64	.368	.341	89.368			
65	.361	.334	89.702			
66	.353	.326	90.028			
67	.351	.325	90.354			
68	.343	.318	90.671			
69	.339	.314	90.985			
70	.338	.313	91.298			
71	.334	.309	91.607			
72	.323	.299	91.906			
73	.317	.294	92.200			
74	.316	.292	92.493			
75	.315	.291	92.784			
76	.308	.285	93.069			

77	.303	.281	93.350			
78	.301	.279	93.628			
79	.297	.275	93.904			
80	.291	.270	94.173			
81	.287	.266	94.439			
82	.284	.263	94.702			
83	.278	.257	94.959			
84	.277	.257	95.216			
85	.267	.247	95.463			
86	.264	.245	95.707			
87	.257	.238	95.946			
88	.255	.236	96.182			
89	.252	.233	96.415			
90	.248	.230	96.645			
91	.244	.226	96.871			
92	.239	.222	97.092			
93	.235	.218	97.310			
94	.231	.214	97.524			
95	.226	.209	97.733			
96	.218	.202	97.935			
97	.211	.195	98.130			
98	.210	.194	98.324			
99	.206	.191	98.515			
100	.197	.183	98.698			
101	.196	.181	98.879			
102	.191	.176	99.056			
103	.183	.170	99.226			
104	.178	.165	99.390			
105	.174	.161	99.551			
106	.173	.160	99.711			
107	.160	.148	99.859			
108	.152	.141	100.000			
Extraction Method: Principal Component Analysis.						

The results reported that the variance explained by the single factor is found to be 30.936
Since the estimated value is found to be less than 50%, thus it can be concluded that the responses received in the study are free from the problem of common method bias and all the conclusions made in the study on the basis of hypothesis testing are free from bias. For the descriptive statistics for all the variables it is seen that N=800 shows there is no missing number of subjects, the Minimum(lowest)and Maximum (highest) scores are within the expected range of 1-7 for all the variables and all mean seem reasonable for each variable.

5.4.1.3 Assessment of Measurement Model: The assessment of reflective outer model entails the examining of reliability and validity of the individual items (indicator reliability), reliability of each latent variables, internal consistency (Cronbach alpha and composite reliability), convergent validity (average variance extracted, AVE),construct validity (loading and cross-loading), and discriminant validity (Fornell-Larcker criterion, cross loading, HTMT criterion) (Hair et al., 2014, Hamid et al., 2017)

5.4.1.3.1 Indicator Reliability: Indicator reliability of the measurement model is measured by examining the indicator loadings. For a well-fitting reflective model, the indicator loadings value should be higher than 0.70 (Hair et al., 2014). Indicator loadings should be considered for deletion if the removal of the indicator with indicator loadings which is between 0.40 and 0.70 leads to an increase in composite reliability (CR) and average variance extracted (AVE). Indicators having outer loading below 0.40 have to be removed (Hair et al., 2013).

Table 5.6: Reliability Statistics

Indicator	Construct	Construct Loading
SE1	Socio -Emotional Motive	0.762
SE2		0.699
SE3		0.694
SE4		0.836
SE5		0.66
SE6		0.715
SE7		0.681
SE8		0.716
SE9		0.683
EX1	Experiential Motive	0.777
EX2		0.747
EX3		0.758
EX4		0.773
EX5		0.782
EX6		0.765
FM1	Functional Motive	0.708
FM2		0.727

FM3		0.70
FM4		0.717
FM5		0.741
FM6		0.748
FM7		0.762
FM8		0.747
FIN1	Finance Motive	0.798
FIN2		0.833
FIN3		0.834
FIN4		0.78
FIN5		0.826
M1	Modelling	0.794
M2		0.753
M3		0.772
M4		0.786
M5		0.769
M6		0.768
M7		0.781
R1	Reinforcement	0.796
R2		0.826
R3		0.785
R4		0.798
R5		0.795
R6		0.795
S1	Social Interaction	0.837
S2		0.836
S3		0.830
TS1	Technical Skills	0.788
TS2		0.809
TS3		0.788
TS4		0.789
TS5		0.805
SS1	Social Skills	0.760

SS2		0.763
SS3		0.736
SS4		0.73
SS5		0.733
SS6		0.732
SS7		0.791
SS8		0.794
BS1	Budgeting Skills	0.735
BS2		0.763
BS3		0.771
BS4		0.744
BS5		0.762
BS6		0.755
BS7		0.744
BS8		0.788

Source: Researcher's Computations

As shown in the above table, some items have construct accessibility loading less than 0.70, but the Composite Reliability and Average Variance Extracted values as shown in Table 5.6 and Table 5.7 respectively are above threshold, hence these items are retained, all the other construct accessibility loadings are above 0.70. All the items are significant at 0.05 significance level. Therefore, the items used for the present study have satisfactory indicator reliability.

5.4.1.3.2 Internal Consistency Reliability: Cronbach's alpha and composite reliability are commonly applied to assess the internal consistency reliability of the reflective constructs.

Table 5.7: Internal Reliability Statistics

Construct	Cronbach's Alpha	Composite Reliability
Socio-Emotional Motive	0.906	0.905
Experiential Motive	0.896	0.896
Functional Motive	0.898	0.898
Finance Motive	0.908	0.908
Modelling	0.907	0.907
Reinforcement	0.914	0.914

Social Interaction	0.858	0.858
Technical Skills	0.896	0.896
Social Skills	0.914	0.914
Budgeting Skills	0.915	0.915

Source: Researcher's Computations

The above table shows that Composite Reliability and Cronbach's Alpha of all the constructs are higher than 0.70, indicating that the items representing the constructs have satisfactory internal consistency reliability.

5.4.1.3.3 Convergent Validity (Average Variance Extracted, AVE): The minimum acceptable AVE is 0.50. An AVE of 0.50 or more indicates that the construct explains 50 per cent or more of the variance of the items that make up the construct (Hair et al., 2012, 2014).

Table 5.8: Average Variance Extracted Values

Construct	Average Variance Extracted (AVE)
Socio-Emotional Motive	0.516
Experiential Motive	0.589
Functional Motive	0.523
Finance Motive	0.663
Modelling	0.583
Reinforcement	0.639
Social Interaction	0.668
Technical Skills	0.633
Social Skills	0.570
Budgeting Skills	0.575

Source: Researcher's Computations

From the above table 5.7, we can conclude that all the constructs have Average Variance Extracted ranging from 0.507 to 0.668, which exceeds the recommended threshold value of 0.5 and therefore establishes convergent validity.

5.4.1.3.4 Discriminant Validity: Discriminant validity represents the extent to which the construct is empirically distinct from other constructs. To evaluate discriminant validity cross-loading of indicator, Fornell-Larcker criterion and Heterotrait-Monotrait (HTMT) ratio of correlation are used in the study.

1) The Fornell–Larcker discriminant validity criterion:

Table 5.9: Fornell-Larcker Criteria of Discriminant Analysis

	Budgeting Skills	Experiential Motive	Finance Motive	Functional Motive	Modelling	Reinforcement	Social Skills	Social Interaction	Socio Emotional Motive	Technical Skills
Budgeting Skills	**0.758**									
Experiential Motive	0.513	**0.767**								
Finance Motive	0.563	0.758	**0.815**							
Functional Motive	0.513	0.700	0.717	**0.731**						
Modelling	0.450	0.682	0.679	0.712	**0.775**					
Reinforcement	0.509	0.716	0.726	0.646	0.728	**0.799**				
Social Skills	0.599	0.638	0.608	0.571	0.500	0.633	**0.755**			
Social Interaction	0.456	0.603	0.611	0.581	0.735	0.632	0.476	**0.834**		
Socio Emotional Motive	0.260	0.534	0.496	0.545	0.625	0.484	0.395	0.462	**0.718**	
Technical Skills	0.671	0.594	0.615	0.539	0.502	0.585	0.558	0.466	0.364	**0.796**

Source: Researcher's Computations

Based on the results the square root of AVE for all latent variables was higher than the inter-construct correlations, and therefore they confirm discriminant validity.

2) Heterotrait-Monotrait Ratio (HTMT):

Table 5.10: HTMT Ratio for discriminant analysis

	Budgeting Skills	Experiential Motive	Finance Motive	Functional Motive	Modelling	Reinforcement	Social Skills	Social Interaction	Socio Emotional Motive
Budgeting Skills									
Experiential Motive	**0.512**								
Finance Motive	0.563	**0.758**							
Functional Motive	0.513	0.700	**0.718**						
Modelling	0.449	0.682	0.679	**0.713**					
Reinforcement	0.509	0.715	0.726	0.647	**0.727**				
Social Skills	0.598	0.638	0.608	0.572	0.500	**0.633**			
Social Interaction	0.455	0.603	0.611	0.579	0.735	0.632	**0.477**		
Socio Emotional Motive	0.258	0.531	0.493	0.544	0.627	0.481	0.391	**0.460**	
Technical Skills	0.670	0.594	0.615	0.538	0.503	0.585	0.558	0.466	**0.361**

Source: Researcher's Computations

From the above Table 5.9, it is evident that HTMT value is below 0.85 and 0.90, indicating that discriminant validity has been established for the model.

5.4.1.3.5 Multicollinearity in Reflective Models: for assessing Multicollinearity in reflective models, variance inflation factor (VIF) coefficient should be less than 3 or within 3 to 5.

Table 5.11: Variance Inflation Factor (VIF) coefficients

Item code	Construct	VIF
BS1	Budgeting Skills	1.985
BS2		2.180
BS3		2.142
BS4		2.096
BS5		2.240
BS6		2.255
BS7		1.977
BS8		2.099
EX1	Experiential Motive	2.174
EX2		2.018
EX3		2.181
EX4		2.044
EX5		2.202
EX6		2.065
FIN1	Finance Motive	2.580
FIN2		2.350
FIN3		2.525
FIN4		2.235
FIN5		2.805
FM1	Functional Motive	1.814
FM2		1.810
FM3		1.837

FM4		2.115
FM5		1.990
FM6		1.936
FM7		2.078
FM8		2.045
M1	Modelling	2.286
M2		2.088
M3		2.222
M4		2.277
M5		2.201
M6		2.195
M7		2.166
R1	Reinforcement	2.247
R2		2.519
R3		2.299
R4		2.610
R5		2.270
R6		2.301
S1	Social Interaction	2.368
S2		2.284
S3		2.351
SE1	Socio-Emotional motives	1.819
SE2		1.778
SE3		1.820
SE4		2.062
SE5		1.901
SE6		2.037
SE7		1.942
SE8		2.007
SE9		1.735
SS1	Social Skills	2.063

SS2			2.154			
SS3			2.091			
SS4			1.983			
SS5			1.941			
SS6			1.965			
SS7			2.279			
SS8			2.223			
TS1	Technical Skills		2.451			
TS2			2.265			
TS3			2.117			
TS4			2.219			
TS5			2.230			

Source: Researcher's Computations

The VIF estimation of all the constructs is less than 3. Thus, there is no collinearity found the structural model and further analysis can be executed.

Table 5.12: Summary of Measurement Model Results

Construct	Indicator	Construct Loadings	Standard Deviation	CR	Cronbach Alpha	AVE
Socio-Emotional Motives	SE1	0.735	1.450	**0.905**	**0.906**	**0.516**
	SE2	0.763	1.451			
	SE3	0.771	1.404			
	SE4	0.744	1.444			
	SE5	0.762	1.537			
	SE6	0.755	1.555			
	SE7	0.744	1.481			
	SE8	0.788	1.547			
	SE9	0.777	1.465			
Experiential Motive	EX1	0.747	1.715	**0.896**	**0.896**	**0.589**
	EX2	0.758	1.737			
	EX3	0.773	1.687			

	EX4	0.782	1.667			
	EX5	0.765	1.697			
	EX6	0.798	1.742			
Functional Motive	FM1	0.833	1.624	**0.898**	**0.898**	**0.523**
	FM2	0.834	1.694			
	FM3	0.78	1.671			
	FM4	0.826	1.792			
	FM5	0.708	1.742			
	FM6	0.727	1.745			
	FM7	0.70	1.723			
	FM8	0.717	1.729			
Finance Motive	FIN1	0.741	1.65	**0.908**	**0.908**	**0.663**
	FIN2	0.748	1.661			
	FIN3	0.762	1.715			
	FIN4	0.747	1.641			
	FIN5	0.794	1.676			
Modelling	M1	0.753	1.616	**0.907**	**0.907**	**0.583**
	M2	0.772	1.521			
	M3	0.786	1.533			
	M4	0.769	1.576			
	M5	0.768	1.598			
	M6	0.781	1.594			
	M7	0.796	1.57			
Reinforcement	R1	0.826	1.565	**0.914**	**0.914**	**0.639**
	R2	0.785	1.598			
	R3	0.798	1.595			
	R4	0.795	1.536			
	R5	0.795	1.567			
	R6	0.837	1.618			
Social Interaction	S1	0.836	1.504	**0.858**	**0.858**	**0.668**
	S2	0.83	1.476			

	S3	0.762	1.44			
Technical Skills	TS1	0.699	1.633	**0.896**	**0.896**	**0.633**
	TS2	0.694	1.566			
	TS3	0.836	1.581			
	TS4	0.66	1.591			
	TS5	0.715	1.563			
Social Skills	SS1	0.681	1.715	**0.914**	**0.914**	**0.570**
	SS2	0.716	1.711			
	SS3	0.683	1.696			
	SS4	0.76	1.685			
	SS5	0.763	1.708			
	SS6	0.736	1.677			
	SS7	0.73	1.689			
	SS8	0.733	1.688			
Budgeting Skills	BS1	0.732	1.4	**0.915**	**0.915**	**0.575**
	BS2	0.791	1.384			
	BS3	0.794	1.368			
	BS4	0.788	1.374			
	BS5	0.809	1.464			
	BS6	0.788	1.421			
	BS7	0.789	1.364			
	BS8	0.805	1.418			

Researcher's Computations

Reliability and validity tests confirmed that the measurement model for this research work is valid and fit to be used to test the relationship of structural model.

5.4.2 Structural Equation Modeling Using Smart PLS

The structural models were developed using Smart PLS software and the relationships are examined by using path analysis output provided by Smart PLS.

Objective 2: To Study the Relationship between Motives, Learning process and Skills Outcome: SEM analysis

The structural models were developed using Smart PLS software and the relationships are examined by using path analysis output provided by Smart PLS. In the study the SEM analysis is used to examine the relationship between Motives, Learning process and Skills Outcome. Following hypothesis are tested with the help of SEM analysis:

H1: Motives significantly influences the learning process

H_{1a}: *Socio Emotional motives significantly influences the learning process*

H_{1b}: *Experiential motives significantly influences the learning process*

H_{1c}: *Functional motives significantly influences the learning process*

H_{1d}: *Finance motives significantly influences the learning process*

H2: *Learning Process significantly influences the skills outcome*

H_{2a}: *Modelling significantly influences the skills outcome*

H_{2b}: *Reinforcement significantly influences the skills outcome*

H_{2c}: *Social Interaction significantly influences the skills outcome*
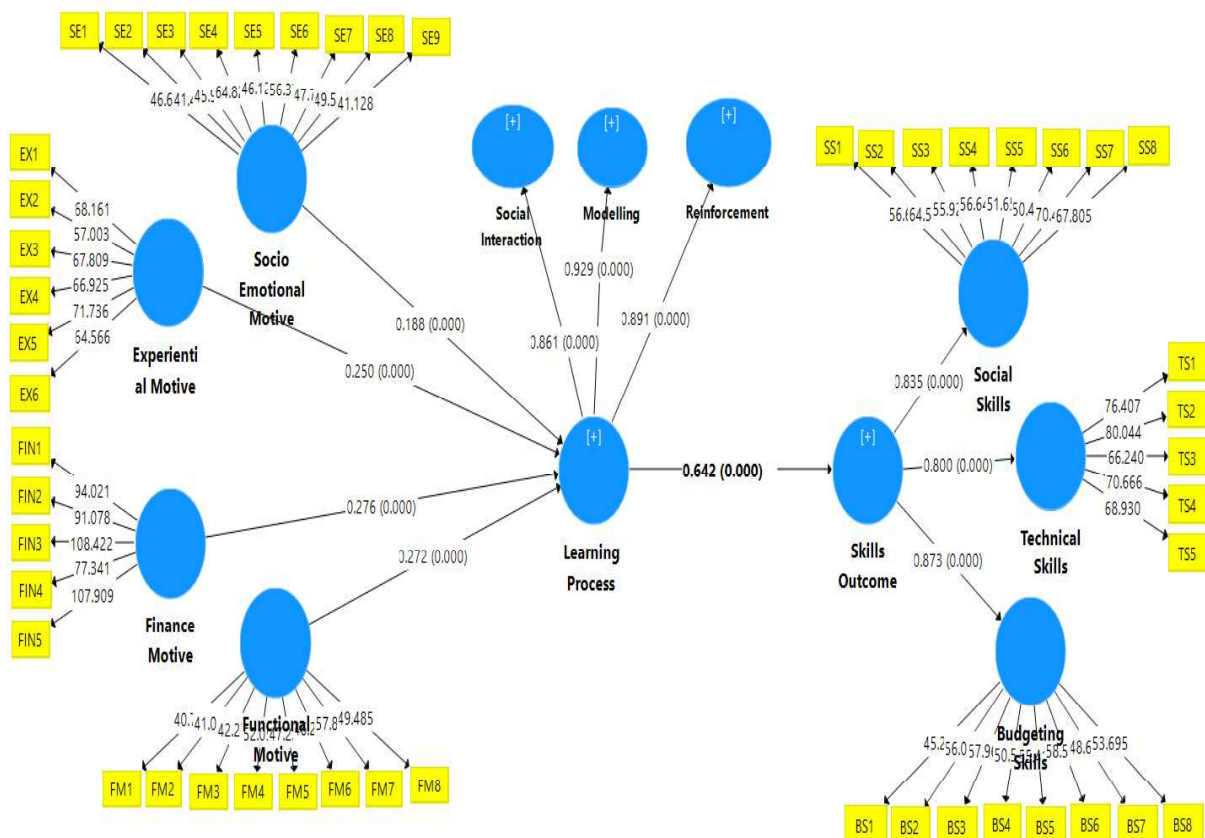
Figure 5.1 : Structural Model

The assessment of structural model in Smart PLS includes path coefficients to evaluate the significance and relevance of structural model relationships, R^2 value to evaluate the model's predictive accuracy, Q^2 to evaluate the model's predictive relevance and f^2 to evaluate the substantial impact of the exogenous variable on an endogenous variable (Hair et al., 2013).

Table 5.13 : Hypothesis Testing

Hypothesis	Endogenous Construct	Exogeneous Construct	Path Coefficient	SE	T Stats	P - Value	Remark
Hypothesis	Skill Outcome	Learning Process	.642	.034	18.915**	0.000	Supported
	Antecedents of learning process						
	Learning Process	Experiential Motive	0.250	.030	8.421**	0.000	Supported
		Finance Motive	0.276	0.034	8.0**	0.000	Supported
		Functional Motive	0.272	0.032	8.57**	0.000	Supported
		Socio Emotional Motive	0.188	0.026	7.287**	0.000	Supported
	Impact of learning process on learning methods						
	Reinforcement	Learning Process	0.891	.008	112.710**	0.000	Supported
	Social Interaction		0.861	0.01	85.545**	0.000	Supported
	Modelling		0.929	.006	149.94	0.000	Supported
	Skill Outcome as a Second Order Construct						
Second Order Construct	Budgeting Skills	Skill Outcome	0.813	0.013	69.245**	0.000	
	Technical Skills		0.800	0.017	48.182**	0.000	
	Social Skills		0.835	0.014	61.791**	0.000	

Note: ** represent 5% level of significance and *** represents 1% level of significance.

H1: Motives significantly influences the learning process

    H_{1a}: *Socio Emotional motives significantly influences the learning process*

    H_{1b}: *Experiential motives significantly influences the learning process*

    H_{1c}: *Functional motives significantly influences the learning process*

    H_{1d}: *Finance motives significantly influences the learning process*

The analysis shows that:

The results supported the hypothesis that "Socio-Emotional motives has a positive and significant influence on learning process" (β= 0.188, t=7.287, p=0.000). Thus it can be concluded that high level of socio emotional motives significantly increases the learning process. In other words, if the person has higher socio-emotional motives, he will have better learning process.

The results supported the hypothesis "*Experiential motives* (β= 0.250, t=0.8421, p=0.000) *significantly influences the learning process*". Thus it can be concluded that high level of socio emotional motive significantly increases the learning process. In other words, if the person has higher experiential motives, he will have better learning process.

The results supported the hypothesis "*Functional motives has a significant and positive influence on the learning process* (β= 0.272, t=8.57, p=0.000)*". Thus it can be concluded that high level of functional motive significantly increases the learning process. In other words, if the person has higher functional motive will have better learning process.

The hypothesis "*Finance motive has a significant influence on learning process*" (β= 0.276, t=8.0, p=0.000)" was supported. Thus it can be concluded that high level of finance motive significantly increases the learning process. In other words, if the person has higher finance motives he will have smooth and better learning process.

Therefore it can be said that Hypotheses H1 and sub hypotheses H1a, H1b, H1c and H1d are supported.

H2: *Learning Process significantly influences the skills outcome*

H_{2a}: *Modelling significantly influences the skills outcome*

H_{2b}: *Reinforcement significantly influences the skills outcome*

H_{2c}: *Social Interaction significantly influences the skills outcome*

The analysis shows that:

1) *The results supported the hypothesis "Modelling* has a significant influence on *skills outcome"* (β= 0.929, t=149.94, p=0.000). Thus it can be concluded that modelling has a significant and positive influence on the skill outcomes.

2) *The results supported the hypothesis Reinforcement (β= 0.891, t=112.710, p=0.000) significantly influences the skill outcome. Therefore, it can be concluded that Reinforcement has a significant and positive influence on the skills outcome.*

3) The results supported the hypothesis Social Interaction significantly influences the skill outcome (β= 0.861, t=85.545, p=0.000) . Therefore, it can be concluded that Social Interaction has a significant and positive influence on the skills outcome.

4) Thus learning Process positively and significantly influences the skill outcome. Therefore, it can be said that Hypotheses H2 and sub hypotheses H2a, H2b, H2c are supported.

5.4.2.1 Assessing Coefficient of determination (R^2):

R^2 is a measure of the model explanatory power. R2 values of 0.75, 0.50, or 0.25 for endogenous latent variables in the structural model can be described as substantial, moderate, or weak, respectively.

Table 5.14: R^2 values

	R Square	R Square Adjusted
Learning Process	0.747	0.746
Skills Outcome	0.463	0.462

Researcher's Computations

From the above table it is evident that Learning process have R^2 value 0.747 and Skill outcome has R value 0.463 which shows that the structural model developed in this study have explanatory power.

5.4.2.2 Assessing Cross-validated redundancy (Q^2):

Q^2 is a means for assessing the inner model's predictive relevance. 0.02 represents a "small" effect size, 0.15 represents a "medium" effect, and 0.35 represents a "high" effect size.

Table 5.15: Q^2 values

	Q Square	Effect Size
Learning Process	0.348	Large
Skills Outcome	0.180	Medium

Researcher's Computations

The above table shows that Learning process has a Q^2 value of 0.348 showing large effect size and the skill outcome has Q^2 value of 0.180 showing medium effect size.

5.4.2.3 Assessing f^2 Values (Effect Size):

Effect size for each path model can be determined by calculating Cohen's f-square. Cohen (1988) recommended that 0.02 represents a "small" f^2 effect size, 0.15 represents a "medium" effect, and 0.35 represents a "high" effect size. f^2 size effect shows the impact of a specific predictor latent variable on a specific endogenous variable.

Table 5.16: F^2 values

	F^2 Value
Experiential Motive -> Learning_Process	0.089
Finance Motive -> Learning_Process	0.111
Functional Motive -> Learning_Process	0.079
Learning_Process -> Modelling	5.286
Learning_Process -> Reinforcement	3.43
Learning_Process -> Skills Outcome	0.669
Learning_Process -> Social_Interaction	1.631
Skills Outcome -> Budgeting Skills	3.197
Skills Outcome -> Social Skills	2.305
Skills Outcome -> Technical Skills	1.782
Socio Emotional Motive -> Learning_Process	0.068

*Researcher's Computations

From the above table it is evident that in this study f^2 size effect varies from small to large for all the independent variable.

5.5 The Moderating Role of Parenting Style on The Relationship Between Motives And Learning Process

The proposed model tested the moderation effect of Parenting Style And Family Communication Pattern on the learning process of parents. Cause-effect relationships in a PLS path model imply that exogenous latent variables directly affect endogenous latent variables without any systematic influences of other variables. A continuous (rather than a categorical) moderator variable can affect the strength of one specific relationship between two latent

variables. Moderators may also change the direction of relationships. Thus this study examines the role of parenting style and family communication pattern as a moderating variable on the relationship between motives and learning process using the continuous moderation effect/interaction effect in the study.

Objective 3: To examine the role of parenting style as a moderating variable on the relationship between motives and learning process.

5.5.1 Moderation Effect of Authoritarian Parenting Style Between the Motives of Learning and Learning Process

The parents have different type of motives of learning new knowledge, skills, behaviour etc from children's due to development of technology and knowledge. However, the authoritarian parenting style influences the process of learning for the parents. In this study the moderating effect of authoritarian parenting style is examined for the relationship between learning motives and learning process. In the moderation effect the learning motives is assumed as an exogeneous construct represented by three types of motives namely, socio emotional, experiential, finance and functional motives. The learning process is assumed to be a endogenous construct represented by three zero order construct namely social interaction, modelling and reinforcement. The authoritarian parenting style is assumed as continuous moderating variable. The continuous moderation effect is applied to examine the moderation effect and following hypothesis is examined:

Hypothesis H3: *"Authoritarian parenting style is playing a significant moderation effect between the motives and Learning process"*

The results of hypothesis testing is shown below:
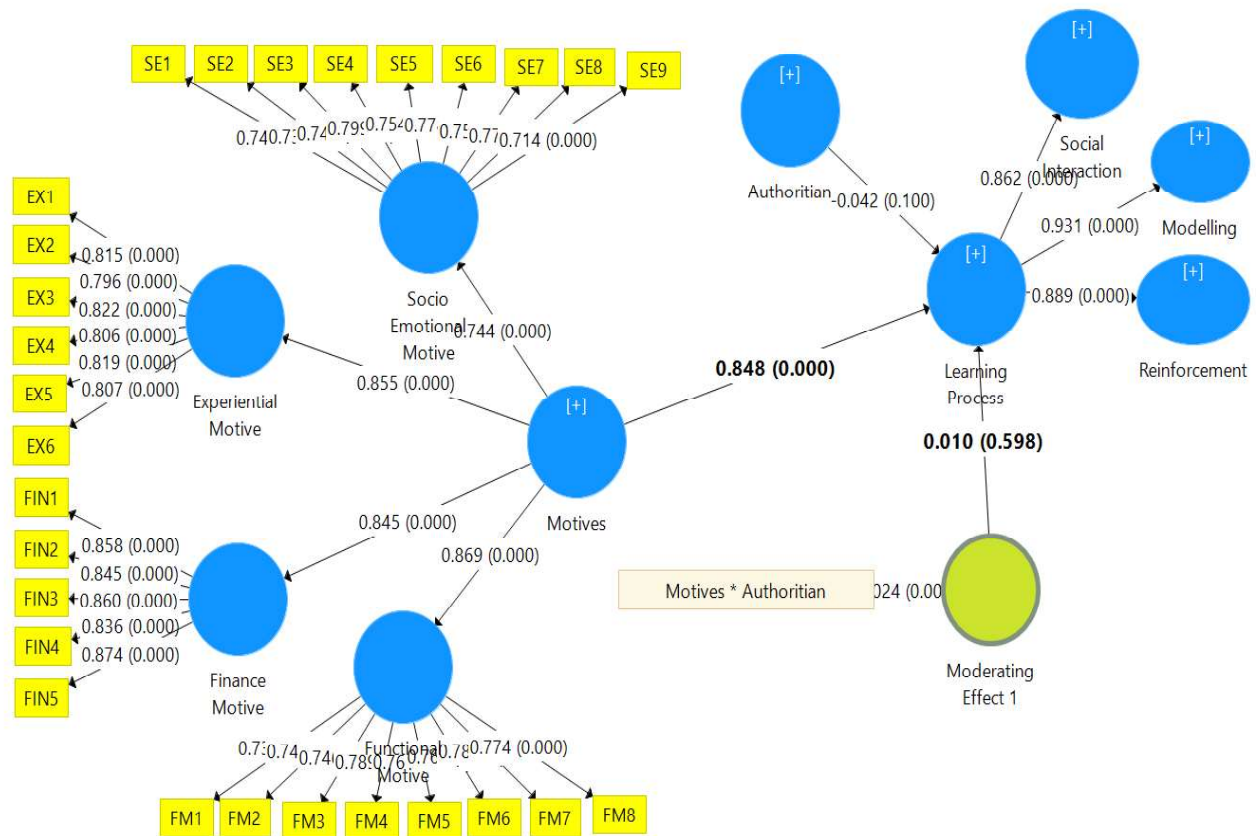
Fig. 5.2 Moderating effect of authoritarian parenting style

Table 5.17: Moderating effect of authoritarian parenting style

Hypothesis	Endogenous Construct	Exogeneous Construct	Path Coefficient	Standard Error	T Stat	Remark
"Authoritarian parenting style is playing a significant moderation effect between the motives and Learning process"	Learning process	Moderating Effect of Authoritarian parenting style between motive and learning process	0.010	0.019	0.528	No moderation effect found

Conclusion: The results failed to support the hypothesis *"Authoritarian is playing a significant moderation effect between the motives and Learning process" (path coefficient =0.010, t stats = 0.528).* Thus, it can be concluded that authoritarian parenting style do not have significant moderating effect for the relationship between the between learning motives and learning

process for the parents. In other words, the influence of learning motives on learning process is not affected by the authoritarian parenting style of the parents.

5.5.2 Moderation Effect of Authoritative Parenting Style Between The Motives of Learning and Learning Process

The parents who are authoritative in their parenting style and keen to learn from their children also have different type of learning motives. However, the authoritative parenting style may influence the process of learning for the parents. In this study the moderating effect of authoritative parenting style is examined for the relationship between learning motives and learning process. In the moderation effect the learning motives is assumed as an exogeneous construct (represented by three types of motives namely, socio emotional, experiential, finance and functional motives) and learning process is assumed to be a endogenous construct (represented by three zero order construct namely social interaction, modelling and reinforcement). The authoritative parenting style is assumed as continuous moderating variable and thus the continuous moderation effect is applied to examine the moderation effect to examine the following hypothesis:

Hypothesis H4: *"Authoritative parenting style is playing a significant moderation effect between the motives and Learning process"*

The results of hypothesis testing is shown below:
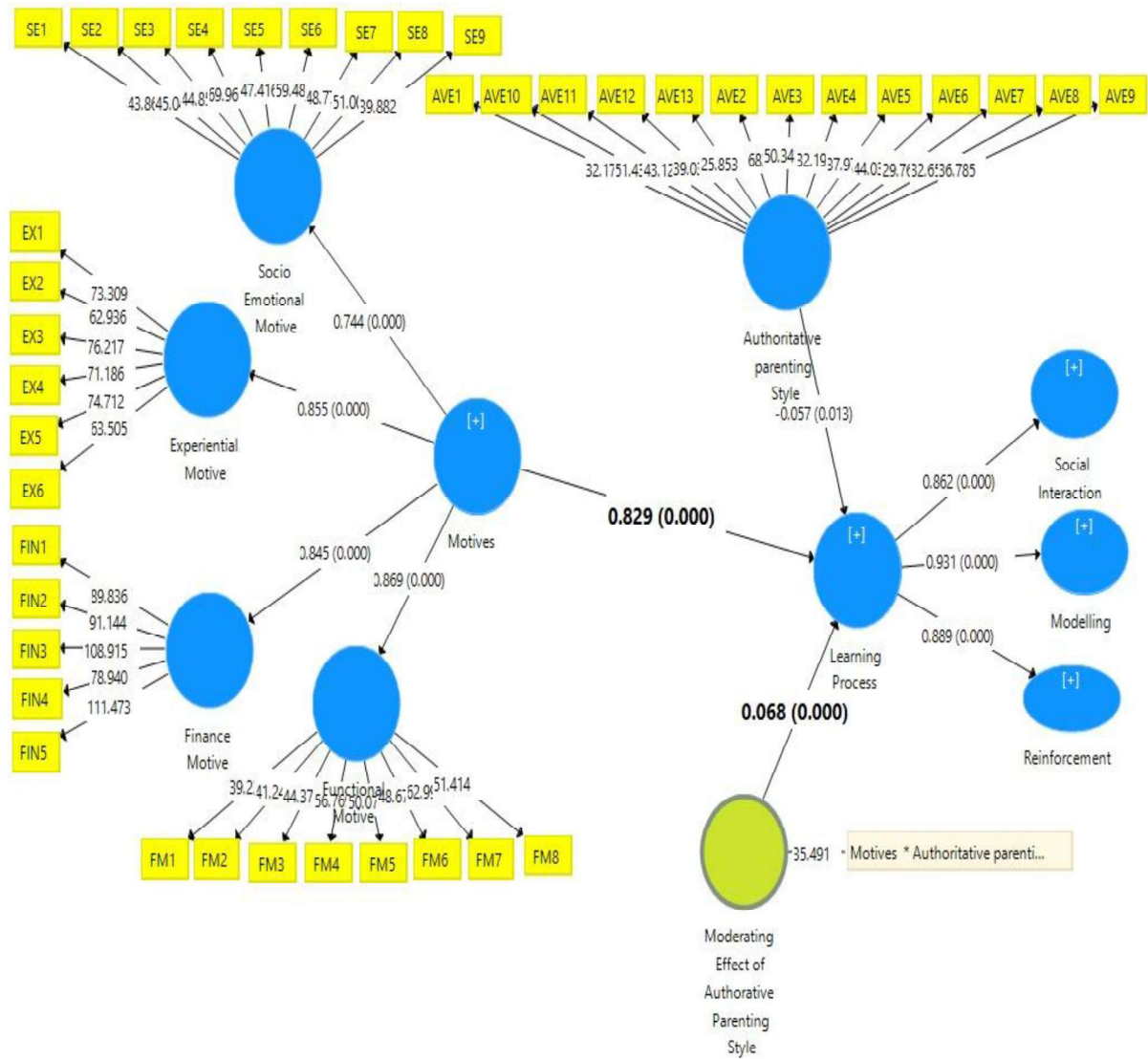
Fig. 5.3 Moderating Effect of Authoritative Parenting Style

Table 5.18: Moderating Effect of Authoritative Parenting Style

Hypothesis	Endogenous Construct	Exogeneous Construct	Path Coefficient	Standard Error	T Stat	Remark
"Authoritative parenting style is playing a significant moderation effect between the motives and Learning process"	Learning process	Moderating Effect of Authoritative parenting style between motive and learning process	0.068	0.018	3.767**	Significant moderation effect found

Conclusion: The results support the hypothesis *"Authoritative is playing a significant moderation effect between the motives and Learning process" (path coefficient =0.068, t stats = 3.767).* Thus, it can be concluded that authoritative parenting style is playing a significant moderating effect for the relationship between the between learning motives and learning process for the parents. In other words, the influence of learning motives on learning process is significantly affected by the authoritative parenting style of the parents. Since the path coefficient is found to be positive, which represents that higher the parents are authoritative, the influence of learning motives increases on learning process. The parents which are highly authoritative have better learning process.

5.5.3 Moderation effect of Permissive Parenting Style between the Motives of Learning and the Learning process

The parents who believe in permissive parenting style may have desire to learn from their children and have different type of learning motives. However, the permissive parenting style may influence the process of learning for the parents as they are very friendly with their children's. In this study the moderating effect of permissive parenting style is examined for the relationship between learning motives and learning process. The permissive parenting style is assumed as continuous moderating variable and thus the continuous moderation effect is applied to examine the moderation effect to examine the following hypothesis:

Hypothesis H5: *"Permissive parenting style is playing a significant moderation effect between the motives and Learning process"*

The results of hypothesis testing is shown below:
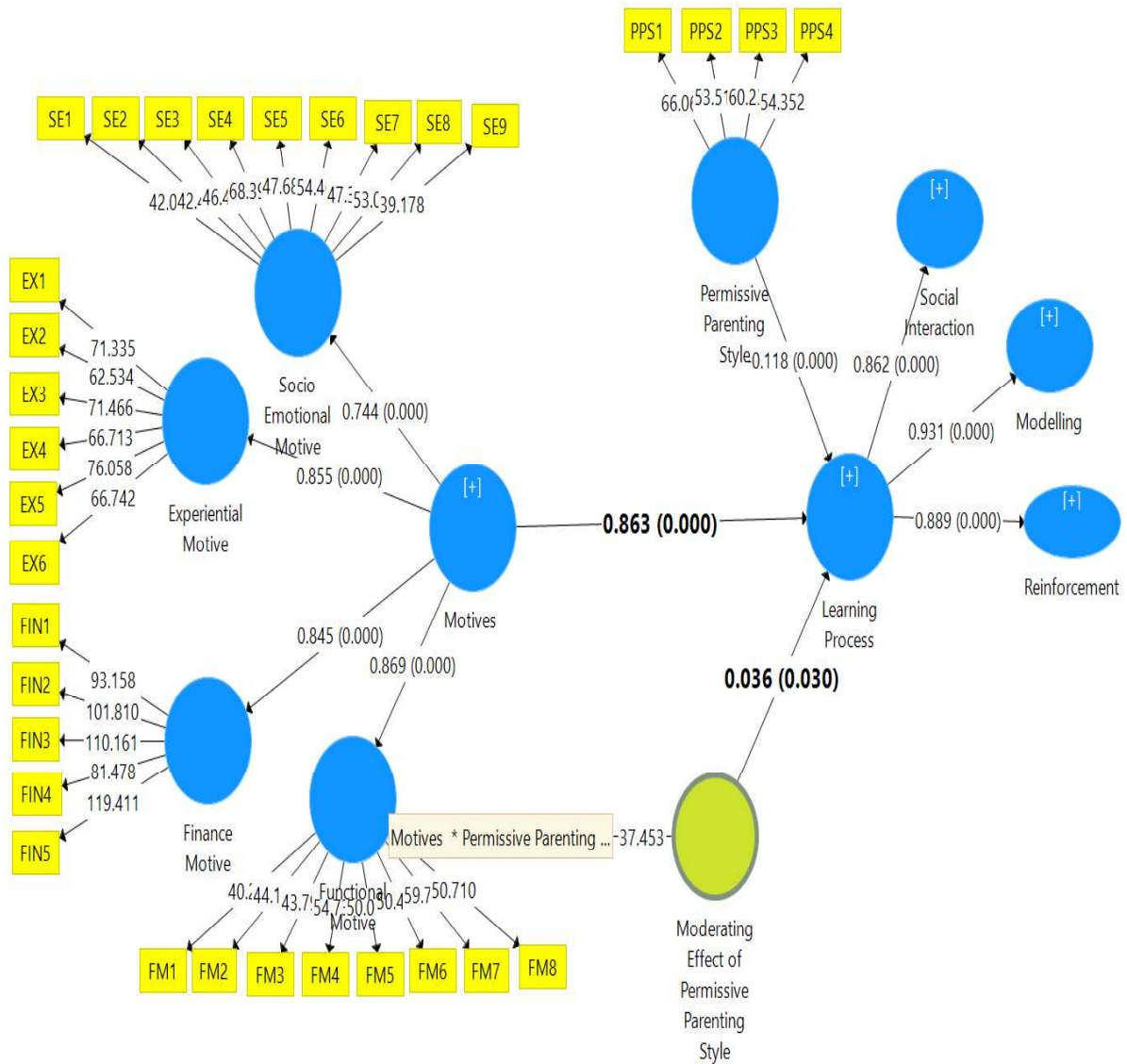
Fig. 5.4 Moderating Effect of Permissive Parenting Style

Table 5.19: Moderating Effect of Permissive Parenting Style

Hypothesis	Endogenous Construct	Exogeneous Construct	Path Coefficient	Standard Error	T Stat	Remark
"Permissive parenting style is playing a significant moderation effect between the motives and Learning process"	Learning process	Moderating Effect of Permissive parenting *style* between motive and learning process	0.036	0.017	2.165***	Significant moderation effect found

Conclusion: The results supported the hypothesis *"Permissive parenting style is playing a significant moderation effect between the motives and Learning process" (path coefficient =0.036, t stats = 2.165).* Thus, it can be concluded that permissive parenting style of the parents is playing a significant moderating effect for the relationship between the between learning motives and learning process for the parents. In other words, the influence of learning motives on learning process is significantly affected by the permissive parenting style of the parents. Since the path coefficient is found to be positive, which represents that higher the parents adopt the permissive parenting style, the influence of learning motives increases on learning process.

5.6 The Moderating Role of Dimensions of Family Communication Pattern on the Relationship between the Motives of Learning and the Learning Process

Objective 3: To examine the role of dimensions of family communication pattern on the relationship between motives and learning process.

5.6.1 Moderation Effect of Socio Oriented Family Communication Pattern on the Relationship between the Motives of learning and Learning Process

The parents who believe in Socio-Oriented Family Communication Pattern may have desire to learn from their children and have different type of learning motives. However, the Socio-Oriented Family Communication Pattern may influence the process of learning for the parents as they are very friendly with their children. In this study the moderating effect of Socio-Oriented Family Communication Pattern is examined for the relationship between learning motives and learning process. The Socio-Oriented Family Communication Pattern is assumed as continuous moderating variable and thus the continuous moderation effect is applied to examine the moderation effect to examine the following hypothesis:

Hypothesis H6 : *"Socio Oriented Family Communication Pattern playing a significant moderation effect between the motives and Learning process"*

The results of hypothesis testing is shown below:

Fig. 5.5: Moderating effect of Socio Orientation Family Communication Pattern

Table 5.20: Moderating effect of Socio Orientation Family Communication Pattern

Hypothesis	Endogenous Construct	Exogenous Construct	Path Coefficient	Standard Error	T Stat	Remark
"Socio-Oriented Family communication Pattern is playing a significant moderation effect between the motives and Learning process"	Learning process	Moderating Effect of *Socio-Orientation communication Pattern* between motive and learning process	0.047	0.016	2.877***	Significant moderation effect found

Conclusion: The results supported the hypothesis *"Socio-Oriented Family Communication Pattern" is playing a significant moderation effect between the motives and Learning process"* *(path coefficient =0.047, t stats = 2.877).* Thus, it can be concluded that *Socio-Oriented Family Communication Pattern* of the parents is playing a significant moderating effect for the relationship between the between learning motives and learning process for the parents. In other words, the influence of learning motives on learning process is significantly affected by the *Socio-Oriented Family Communication Pattern* of the parents. Since the path coefficient is found to be positive, which represents that higher the parents adopt the *Socio-Oriented Family Communication Pattern*, the influence of learning motives increases on learning process. The parents which are high in Socio-Orientated Family Communication Pattern have smooth learning process.

5.6.2 Moderation Effect of Concept Oriented Family Communication Pattern on the Relationship between the Motives of learning and Learning Process

The parents who have concept orientation in their communication style and keen to learn from their children's also have different type of learning motives. However, the Concept-Oriented Family Communication Pattern may influence the process of learning for the parents. In this study the moderating effect of Concept-Oriented Family Communication Pattern is examined for the relationship between learning motives and learning process. In the moderation effect the learning motives is assumed as an exogeneous construct (represented by four types of motives namely, socio emotional, experiential, finance and functional motives) and learning process is assumed to be an endogenous construct (represented by three zero order construct namely social interaction, modelling and reinforcement). The Concept-Oriented Family Communication Pattern is assumed as continuous moderating variable and thus the continuous moderation effect is applied to examine the moderation effect to examine the following hypothesis:

Hypothesis 7 : *"Concept-Oriented Family Communication Pattern is playing a significant moderation effect between the motives and Learning process"*

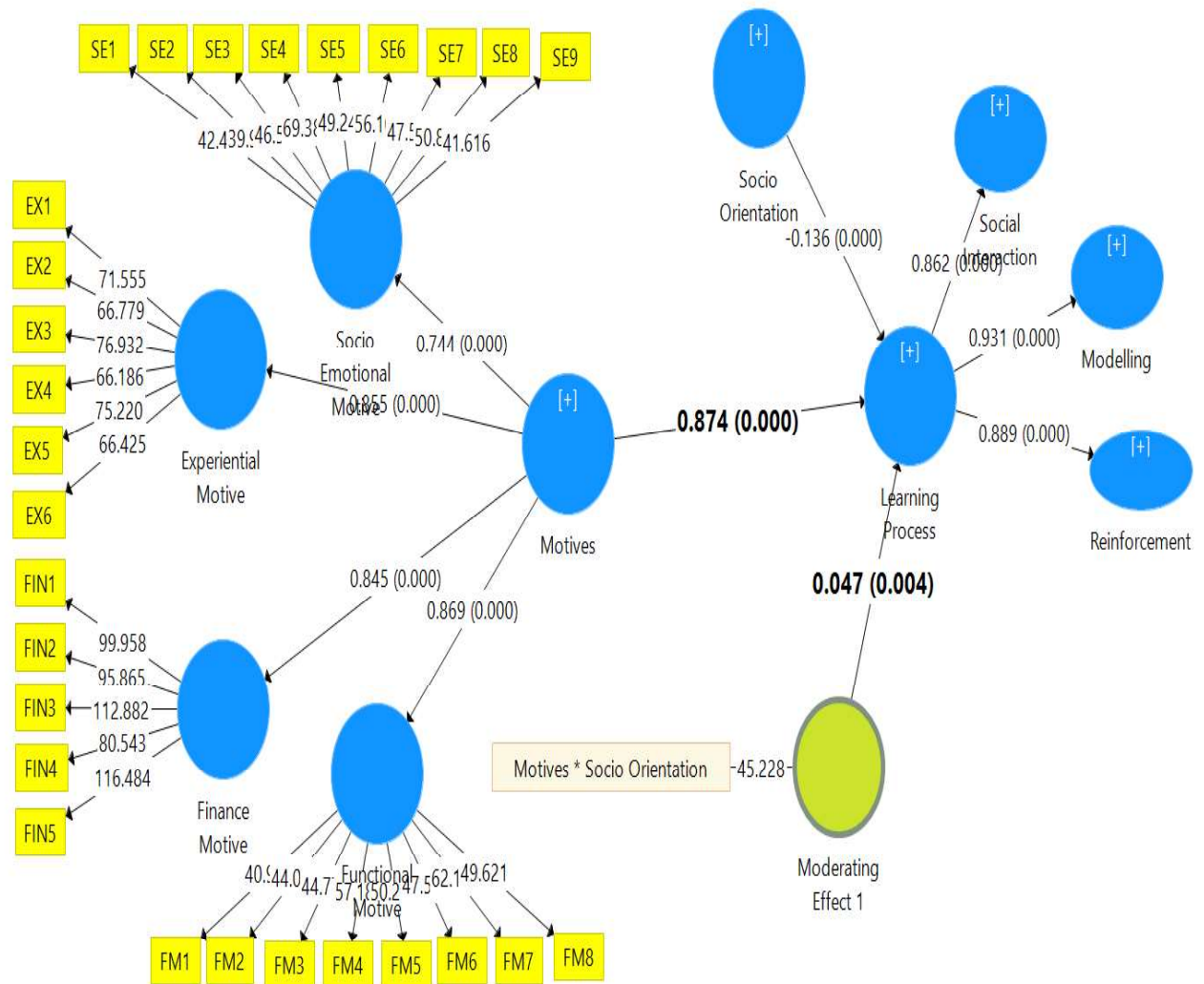The results of hypothesis testing is shown below:
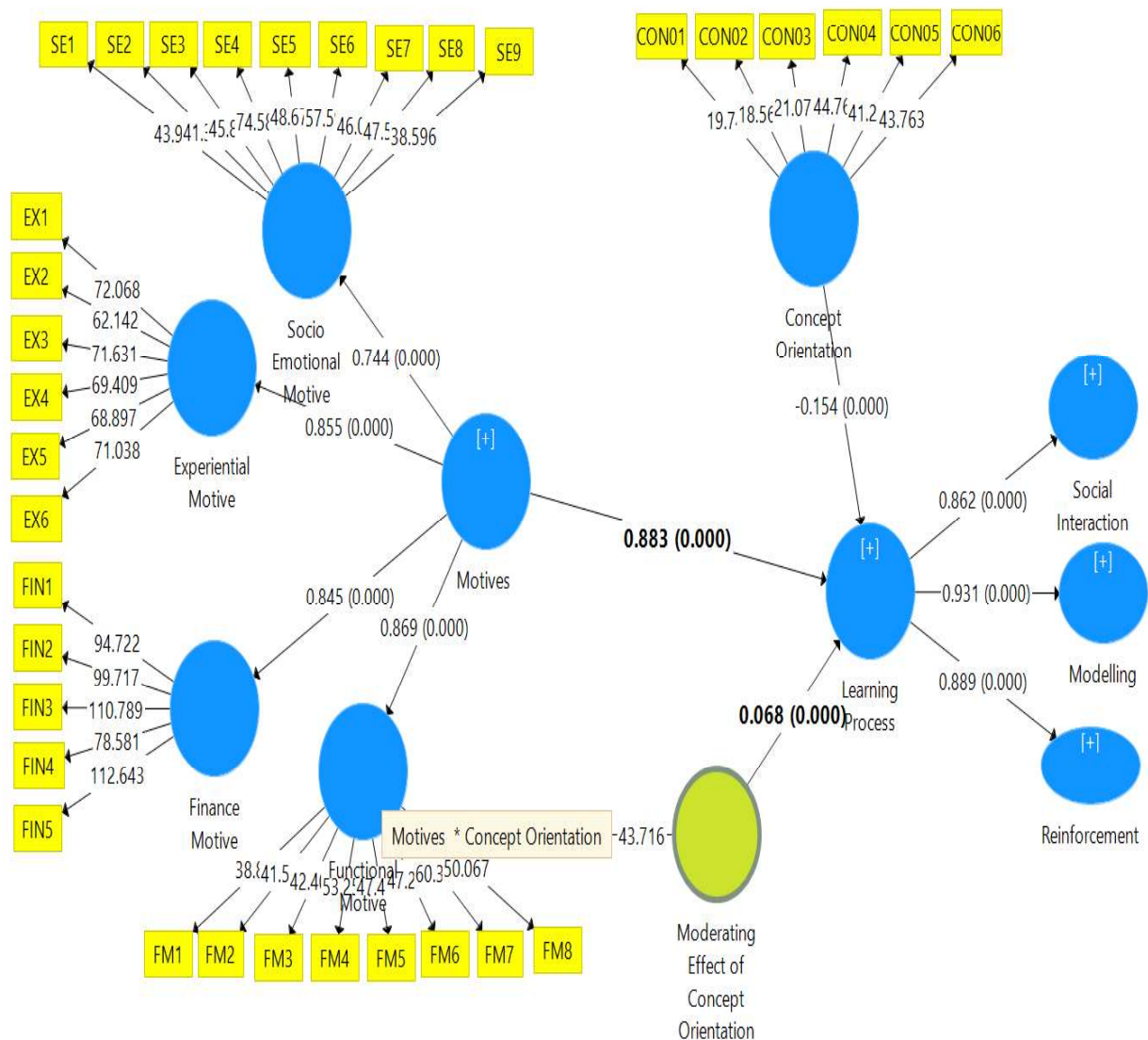
Fig. 5.6 Moderating effect of Concept Orientation Family Communication Pattern

Table 5.21: Moderating effect of Concept Orientation Family Communication Pattern

Hypothesis	Endogenous Construct	Exogeneous Construct	Path Coefficient	Standard Error	T Stat	Remark
"Concept-Oriented Family communication Pattern is playing a significant moderation effect between the motives and Learning process"	Learning process	Moderating Effect of *Concept Oriented Family Communication Pattern* between motive and learning process	0.068	0.019	3.603***	Significant moderation effect found

Conclusion: The results supported the hypothesis *"Concept-Oriented Family Communication Pattern is playing a significant moderation effect between the motives and Learning process"* *(path coefficient =0.068, t stats = 3.603).* Thus, it can be concluded that *Concept-Oriented Family Communication Pattern* of the parents is playing a significant moderating effect for the relationship between the between learning motives and learning process for the parents. In other words, the influence of learning motives on learning process is significantly affected by the Concept-Oriented Family Communication Pattern of the parents. Since the path coefficient is found to be positive, which represents that higher the parents adopt the Concept-Oriented Family Communication Pattern, the influence of learning motives increases on learning process. The parents which are high in Concept-Oriented Family Communication Pattern have smooth and strong learning process.

CHAPTER 6

DISCUSSIONS AND CONCLUSIONS

This chapter encompasses the results of the model developed and analysed for the study. This chapter summarises the findings of the quantitative and qualitative study and also discusses about the hypotheses with regards to the findings obtained after data analysis. This chapter also includes a discussion on the moderating role of Parenting Style and Family Communication Pattern on parent learning process. This chapter also provides the theoretical contribution and the managerial implications of the study along with the limitations of the study and directions for future research and final conclusion on the thesis.

6.1 FINDINGS AND DISCUSSIONS OF THE QUALITATIVE STUDY

The qualitative research conducted for the study gave new direction and revealed many unexplored areas in consumer socialisation studies. The Interpretative Phenomenological Analysis (IPA) approach as a qualitative research method was found suitable for the study. The exploratory study conducted for the research revealed the motives behind parents learning from their children, the methods used by their children, the skills acquired by the parents, the tensions that were felt during the learning process between the parents and the children. During the in-depth interviews parents shared their experiences of learning from children and how the entire learning process took place. Some parents felt that the entire learning process went on smoothly and that their children were patient and kind towards them while some parents said that their children expected them to understand about the technicalities of using certain products or the procedure of using the products quickly and in the first attempt itself and would get irritated if asked again and again about the usage of the product or service.

During the in-depth interviews the parents revealed the motives behind learning from their children which added new direction to the study. This direction was unexplored and a need was felt to explore the motives behind reverse socialisation. The parents were of the opinion that there were certain areas where their child possessed expert knowledge and that is why they were the socialisation agents of the parents. Some parents said that they wanted to connect with

their loved ones and they had no clue about the new ways of communication which were better and more advanced. So, their children introduced them to these new ways of connecting with the loved ones via Skype, Facebook or WhatsApp etc. Some parents pointed out that their workplace demanded them to learn computers and that their children had far superior knowledge then them as far as computers were concerned. Other parents during the interview said that their children told them about ways they could save money and also avail rewards which made them request their children to teach them how to incorporate these new changes in their life and shared that they learnt these new ways of life to reap the benefits that it offered. While some parents expressed that their love for music made them learn from their children how to download and use apps like iTunes, YouTube and other music apps for the purpose of enjoyment. Thus, in-depth interviews revealed the various motives behind parents learning from their children like the socio-emotional motive, experiential motive, functional motive and the finance motive.

When the parents were sharing their experiences, they pointed out how they learnt from their children and the three teaching strategies that children used to teach their parents were identified which were modelling, reinforcement and social interaction. Modelling was the most frequently used method for teaching the parents in reverse socialisation followed by social interaction method and reinforcement was the third teaching method adopted by the children. Modelling is a demonstration-based teaching technique where the child demonstrates to the parents how to use a product or service and the parents observe the child and learn. In social interaction through interactions with the child parent learn many new things and trends that are prevailing in the marketplace. Another teaching method adopted by the children to teach their parents was reinforcement where the child makes the parents use the product on their own via hands on experimentation. During the interview it was revealed that children sometimes combined modelling and reinforcement teaching technique during the learning process where they first gave parents a demonstration and after the demonstration made them use the product on their own via hands-on experimentation and the child coached the parents and observed how they were using the products.

The qualitative study revealed that the parents acquired skills through reverse socialisation process. These skills helped them personally as well as professionally. The skill acquisition process was affected by different factors. Parents have acquired various skills like technical skills wherein they could operate and use technical products like computers, mobiles, oven,

smart TV etc. Another important skill that the parents learnt by them were budgeting skills wherein they used different apps, UPI payments, online sites to save money and earn rewards. Some parents also revealed that their children guided them and showed them new ways of socialising and connecting with friends and family via Skype, Facebook, WhatsApp and Instagram and how they too are now addicted to the social media. These skills definitely helped them in better understanding the new consumer roles and also helped them in blending with the changing demands of the marketplace.

Another interesting finding of the qualitative study was the role of family communication pattern and parenting style on reverse socialisation. The parents who were authoritative were not always in favour of reverse socialisation as they believed in following the family hierarchy while some parents shared their learning experience as being very uncomfortable for them as well as for their children. Some of the parents were comfortable and as well as proud of their children and felt good that their children had far superior knowledge then them and wanted to learn new things from their children and even talked about the same to their friends and relatives. This gave a new angle to the study and after doing exhaustive literature review parenting style and Family communication pattern were adopted as the moderators for the study to evaluate the effect of moderating variable on the learning process of the parents in reverse socialisation.

6.2 FINDINGS AND DISCUSSIONS OF THE QUANTITATIVE STUDY

For the quantitative study questionnaire was developed and scale items were finalized based on the results of content validity, face validity and pre-testing of questionnaire. Based on the review of literature on reverse socialisation and consumer socialisation and inputs from qualitative study using IPA approach important constructs such as motives behind reverse socialisation, children as socialisation agents, methods of learning process and skill outcome were identified as the crux of the study and a model was developed based on these constructs to test the relationship for the structural model for reverse socialisation. The effect of moderating variables on the parental learning process was also tested for the study. For the purpose of analysis data was collected using questionnaire from 800 parents who were having children between the age group of 16-26 years. The data collected was entered using IBM SPSS Version 26.

The relationships between independent and dependent variables were examined using the Smart-PLS algorithm output and the significance level of each relationship is determined. The moderation effect was also tested.

6.3 Summary of Hypotheses Testing and Research Results

The summary of hypotheses and results is provided in the table below based on the results of the analysis provided in the chapter 5.

Table 6.1: Summary of Hypotheses and Research Results

No.	Hypothesis Statement	Results
H1	Motives have a significant positive influence on the learning process	**Supported**
H1a	There is a significant positive relationship between socio-emotional motives and the learning process	**Supported**
H1b	There is a significant positive relationship between experiential motives and the learning process	**Supported**
H1c	There is a significant positive relationship between functional motives and the learning process	**Supported**
H1d	There is a significant positive relationship between finance motives and the learning process	**Supported**
H2	Learning process have a significant positive influence on the Skills outcome	**Supported**
H2a	There is a significant positive relationship between Modelling and the skill outcome	**Supported**
H2b	There is a significant positive relationship between Reinforcement and the skill outcome	**Supported**
H2c	There is a significant positive relationship between Social Interaction and the skill outcome	**Supported**

Source: Researcher's compilation

The results indicate the following:

- Motives have a significant positive influence on the learning process:
- There is a significant positive relationship between socio-emotional motives and the learning process
- There is a significant positive relationship between experiential motives and the learning process.
- There is a significant positive relationship between functional motives and the learning process.
- There is a significant positive relationship between finance motives and the learning process.

- Learning Process has a significant positive influence on the Skill Outcome:
- There is a significant positive relationship between Modelling and the Skill Outcome process.
- There is a significant positive relationship between Reinforcement and the Skill Outcome.
- There is a significant positive relationship between Social Interaction and the Skill Outcome.

Moderating effect of Parenting Style and Family Communication Patterns

In the study the effect of moderating role of Parenting style and Family Communication Pattern on reverse socialisation was analysed. Using Smart PLS moderation analysis was conducted to test the proposed hypotheses.

Table 6.2: Summary of Hypotheses Tested for Moderation

No.	Hypothesis Statement	Results
H3	Authoritarian parenting style is playing a significant moderation effect between the motives and Learning process	**Not Supported**
H4	Authoritative parenting style is playing a significant moderation effect between the motives and Learning process	**Supported**
H5	Permissive parenting style is playing a significant moderation effect between the motives and Learning process	**Supported**
H6	Concept Orientation dimension of family communication style is playing a significant moderation effect between the motives and Learning process	**Supported**
H7	Socio Orientation dimension of family communication style is playing a significant moderation effect between the motives and Learning process	**Supported**

Source: Researcher's compilation

The following are the results of parenting style:

- Authoritarian parenting style is does not moderating effect between the motives and Learning process

- Authoritative parenting style is playing a significant moderation effect between the motives and Learning process

- Permissive parenting style is playing a significant moderation effect between the motives and Learning process

The results of Dimension of Family communication pattern are as follows:

- Concept Orientation dimension of family communication style is playing a significant moderation effect between the motives and Learning process

- Socio Orientation dimension of family communication style is playing a significant moderation effect between the motives and Learning process.

6.4 THEORETICAL CONTRIBUTION

From theoretical point of view the results of the study contribute to the existing literature in a number of ways:

➢ The study tried to find out the motives behind parental learning from children and the different learning processes used by children to teach their parents about the different consumption patterns and what are the outcomes of this learning process i.e. which are the skills that are acquired by the parents during the learning process. This study has taken reverse approach to consumer socialisation to understand the motives of parents to undergo reverse socialisation. Most of the studies have focused on socialisation of children and neglected parents (Ekstrom, 2006) which are socialised by children due to rapid changes in the marketplace. This study will contribute to the academic theory by adding a new dimension of thought to consumer socialisation and widen the scope of socialisation from uni-directional to bi-directional where children socialise the parents in later stages of life.

➢ In this study an attempt is made to evaluate the moderating role of parenting style and family communication pattern on the learning process and learning outcome. The study examined whether the moderating variables had a positive influence or a negative influence on the learning process of the parents. Previous studies have not taken both

parenting style and family communication pattern together which is a new contribution to the academic theory and will adds to the literature of consumer socialisation.

➢ An attempt is made through this study to conceptualise, develop and validate an instrument to measure motives of parental learning, the processes used for learning and the skill outcome. The new measurement scales developed may also be used to understand the motives of parents across various other product categories and services.

➢ The results of the study indicate that an open, issue based communication as well as warm and responsive parents nourish reverse socialisation which increases the possibility of parents being socialised by their children. Reverse socialisation flourishes when parents encourage their children to discuss and give advice and teach them about new products and services available in the market.

➢ Based on the findings of the study it is evident that parents learn and update their skills, knowledge, attitude and behaviour from children through various learning process like modelling, reinforcement and social interaction which lead to acquisition of skills needed and demanded by the dynamic marketplace. Most of the studies in consumer socialisation focus on the content of learning and not the actual processes used by children to teach their parents. The present research work has identified the learning processes adopted by children which will add to the body of literature of reverse socialisation.

➢ In-depth interviews which were conducted by the researcher revealed several determinants for the study like the motives behind reverse socialisation, learning process used, frustrations during the learning process, boomerang effect and the reason behind children teaching the parents. This determinants could be used for further research and studies can be done on these determinants to explore reverse socialisation from a different and new perspective.

➢ The study highlighted the pivotal role played by family communication pattern and parenting styles on reverse socialisation. This study accentuated the need for open, issue based communication. The results showed that authoritative and permissive parenting style and open communication pattern enhance reverse consumer socialisation which

increases the possibility of parents learning from their children. This openness is important in order for the children to be socialisation agent of parent and to teach them new and different consumption patterns. The more the parent is involved with the children and the more the parent allows the child to express their views and ideas the better parental learning will take place. Thus parenting style and family communication pattern play a very important moderating role in reverse consumer socialisation. Authoritarian parenting style does not have significant moderating effect between the motives and the learning process but authoritative, permissive plays a significant moderating effect between the motives and the learning process The dimensions of family communication pattern also moderates the relationship between motives and the learning process.

➤ The reverse socialisation process identified in this study is different from the traditional socialisation process. Consumer socialisation is considered mostly to be subtle and subconscious (Ekstrom, 2006). In contrast to that the results of the present study found that reverse socialisation takes place consciously where children teach their about new and complex products and services and update their skills, knowledge and attitude towards the new & dynamic marketplace. The results of this research work could lay foundation for further research in the area as reverse socialisation is still under researched.

6.5 MANAGERIAL IMPLICATIONS

The results of this study have many practical implications and can be of interest to the marketers and business houses to understand the importance of children as active consumers with expert knowledge. Children comprise of not just one market but three markets which are influence market, current market and future market. Since children have superior knowledge as compared to their parents about certain product and services available in the market today and with digitisation of services parents find it difficult to understand as well as use these products and due to this they learn about these latest products and services from their children who possess far superior knowledge as compared to the parents and so children influence their parents to purchase and use innovative products and services which the parents otherwise would never intend to purchase & use

if they did not learn it from their children. Thus the marketers have to introduce and adopt new strategies which target the children rather than the parents and make the product more appealing to children as well as parents so that children socialize parents to adapt to new market trends.

Children teach their parents new and different consumption roles which help the parents to blend with the dynamic marketplace. India boasts of young population and this young population has been neglected by the marketers and business houses for decades even though children today are no longer passive learners but active participants in family decision making related to consumption. This study has identified the motives behind parental learning from children and also the learning processes used by children to teach their parents and the outcomes by way of skill acquisition after undergoing the learning process. The study has also identified the role played by parenting style and family communication pattern and its impact on the learning process and the acquisition of skills by the parents. Marketers can now change their outlook towards children as passive learners and treat them as active consumers not only in products targeted to them but also family products and services. This is especially true in case of technology related products, environment, health care, financial planning, online payment, online shopping etc. as children can influence the parents decision regarding the purchase of these products and services as they possess expert knowledge in these areas.

It seems evident that parents consider their children as the ones having superior knowledge compared to them and thus are happy to learn about new products and services from their children and also take their advice relating to purchase of new products and services. Thus businesses especially the salesperson should know that the child is the one who possess the expert knowledge especially when he is explaining about the technical part of the product or the new feature that is added in the product or the updates that are available related to the product or service and thus should address the child rather than the parent.

Social interactions play a very important role in Reverse Socialisation. Parents learn about new products and services which are introduced in the market, their benefits, uses etc. when they interact with their children and this introduces the parents to novel consumption pattern which they otherwise would never be aware of or experienced. Marketers have to understand that in the present era children play an important role of socialisation agent in

the families by informing parents about new products and services, teaching them how to use and maintain the product and ultimately influencing them to buy those new products and services which otherwise the parents would have not purchased and thus attract a new segment or customers towards a product or service.

Marketers must understand that children teach their parents by using different learning process like modelling, reinforcement and social interaction. This can be both at the time of the purchase as well as after the purchase of the product and service. For example: Children can teach parents how to buy products using online sites like Myntra, Flipkart, Pharm easy etc. Purchasing online might not be something the parents will prefer initially but after a period of time when they understand the benefits of buying online like convenience, savings, discounts etc. parents can become active consumers and this awareness about this new trend can be transferred to them by the children who can teach them about online shopping, online payments etc. Thus parents or older consumers will also use latest technology or new products by learning form their children skills required to use this products or services. Thus marketers can no longer consider parents as passive consumers but as active consumers of this new products and services and make the product both older as well as younger customer friendly.

Parents can solve their post purchase issues by consulting their children who can help solve these post purchase problems by instructing them and teaching them how to check for updates of software, maintenance of the product, servicing of the product etc. which will help the parents to use the product without any hassle which in turn will lead to better customer satisfaction. Therefore, the experience of parents about the product depends on how well the parents are socialized by their children and this depends on the skills and knowledge of children about the product or service. Therefore, the marketer can conduct a free seminar or workshop where they give a demo of the product and how to use it and how to maintain the product. For example: Apple Mac conducts 1 hour complimentary after sales familiarization cum interactive session with the consumers to solve and answer any queries that they have about using Mac.

In the purchase stage children can play an important role during the decision making phase especially if the children are from warm, open issue based families where opinions and suggestions of children are taken into consideration especially because the parents know

that children have far superior knowledge than them about certain products and services. So the business houses can formulate strategies that will influence the children and convince them about the benefits of the product to them and the family as children's positive feedback can convince the parents to purchase the product or service.

Government can also educate the parents and create awareness about various social issues like voting right, animal rights, environmental protection, precautions during Covid-19, myths of covid-19, importance of vaccination etc. through the children. Children learn about these issues in educational institutions like schools, colleges etc. The children can than educate the parents by interacting with them about these social issues.

Advertising agencies as well as Business houses can use media like advertisements to target the older generation and promote learning from children by using children in the advertisements as the one with expert power so that parents too can treat their children as experts and learn from them new ways of consumption which will help the parents to be adjust in their new social roles and thus get accepted by the society.

Parents depend on the opinions and suggestions given by children when purchasing or using novel products and services because of the expert power of children. The marketers therefore should focus on the children & encourage them to educate their parents about the products rather than targeting the parents. The marketers can attract the children by giving offers, discounts, coupons, scratch cards etc. on the products and thus influence the children to convince their parents to buy the product and services and teach them how to use the product or service.

6.6 LIMITATIONS OF THE STUDY

This study is conducted in the state of Goa in India, which has many unique cultural and demographic features, technological exposure hence the findings of this study may not be generalized to other states and countries.

Socialisation is a complicated process and there are many ways a person can learn about skills, knowledge or attitudes related to the functioning as a consumer in the marketplace

(Ward 1974). This study attempts to study only one component which is parents learning from their children. Parents can acquire knowledge, skills and attitude from other socialisation agents like spouse, peers which is not covered in this study.

The motives behind reverse socialisation considered in this study were derived from qualitative study and literature review. These may not be the only reason why parents learn from children. There might be other motives, reasons, factors influencing reverse socialisation.

6.7 DIRECTIONS FOR FUTURE RESEARCH

1. This study focuses on the motives behind parents learning from their children. Future research could be done on other factors influencing reverse socialisation of parents like demographic characteristics of parents, age of children, number of children, size of family etc. which may have different impact on reverse socialisation of parents by children.

2. This study focussed only on one component of reverses socialisation which is parents learning from children. Parents can acquire skills, knowledge also from other socialisation agents like spouse, peers, grandchildren etc. These other socialisation agents and their effect on reverse socialisation of parents can be studied.

3. The current study is based on only one side of the parent and child dyad for the purpose of data collection. Future research could investigate reverse socialisation from the perspective of children.

4. In this study skills acquired by parents are explored. Future research could explore other learning properties that can be acquired by parents through reverse socialisation.

5. Future research could conduct similar study in other geographical area.

6. Future research should attempt longitudinal studies to study the reverse socialisation of parents.

6.8 CONCLUSION

This study examines the antecedents' motives of reverse socialisation, methods adopted by children to teach their parents and the skills acquired by the parents through the reverse socialisation process. The moderating role of family communication pattern and parenting style on the parental learning process is also tested in the study.

The findings of the study demonstrates that reverse socialisation operates successfully due to changing marketplace and advancement in science and technology. Parents due to this dynamic marketplace rely on their children's opinion, advice and suggestions during the purchase of new products or services and also learn from their children how to operate and use the product or service as children have far superior knowledge regarding technical and functional aspects of the products. So children play a very important role in family purchase decision and also in introducing parents to new trends and products or services in which the parents won't have invested if not for their children. Thus marketers today cannot neglect children as passive consumers but must treat them as the most crucial and active consumers because they not only purchase products or services but also play an important role in convincing parents to purchase new and technical products by educating them and socialising them about these products and services either through modelling, reinforcement or social interaction.

The marketers have to now focus on children as well while promoting their products or services and make it more appealing to both parents and children which will facilitate the reverse socialisation between children and parents. This could be done by formulating strategies and by planning campaigns directed towards children by offering freebies or discounts upon product launch or purchase of product which will act as a motivator for children to reversely socialise their parents about these new launches. These offers and discounts should be attractive to children so that children take interest in teaching their parents about these new products or services which are launched and facilitate reverse socialisation between children and parents leading to purchase of these products and services which will contribute to strengthening the market presence of the product or service or the brand in the minds of the consumers.

The marketers have to make products or services more customer friendly so that both the young as well as the elderly can easily learn and adjust to the new settings and new features of the product or services and this will also facilitate and make the entire learning process easy and smooth for both the parents as learners as well as the children who are the teachers or socialisation agents of their parents. Learning how to use new products and services will definitely help the parents to fulfil their emotional needs, social needs, financial needs as well as professional needs which will lead to higher self-esteem and better social well-being.

The moderating role of Parenting style and Family communication pattern were tested on the motives and the learning process. Authoritative and permissive parenting style had a positive effect on reverse socialisation which means that warm and issue based communication enhanced reverse socialisation whereas strict hierarchy based parenting style like the authoritarian parenting style has a negative impact on reverse socialisation. Thus, reverse socialisation process is favourable in situations where the parents treat their children as members having their own opinions and allow them to give their opinions and suggestions during the family discussions about family purchase of new products. Thus, it is very clear from the analysis of this study that parenting style and Family communication pattern has a strong effect on the reverse socialisation process in the family.

Many studies previously have taken either parenting style or family communication pattern as the moderating variable. In this study both family communication pattern as well as parenting style was taken as moderator to test their effect on reverse socialisation process which is unique and new and will contribute to the literature of reverse socialisation.

The study concludes that reverse socialisation is evident today in families. The world is changing at a rapid pace and keeping up with the changing times is the need of the hour. Parents can update themselves about these new changes in the marketplace and learn about these new ways from their children which is known as Reverse Socialisation.

Children play a pivotal role in families especially when it comes to purchasing or using a new product by socializing the parents about the new product or service. Children have

expert knowledge about product and services especially technology related products or health care services or internet related services which are needed today to be a smart consumer. Due to this expert knowledge children act as socialisation agents of their parents and transfer knowledge to their parents and help them in taking rational decisions.

The children transferred their knowledge to parents by adopting different teaching methods like modeling, reinforcement and social interaction. Thus the agent learner relationship method used by Moschis was adopted in the study. The parents acquired different skills by learning from their children and these skills helped them at both personal and professional fields. Parenting style and family communication pattern also had a strong effect on the entire learning process and open and warm families favoured reverse socialisation.

In most of socialisation studies parents play a dominating role as the socialisation agents and children's role as socialisation agents are neglected. Majority of the socialisation studies focus on downward transmission of knowledge which is from parents to child. But today with the changing scenario in the marketplace and the paradigm shifts in the family structure there is bi-directional flow of knowledge which means that there is upward transmission of knowledge and information from children to parents and there was a need felt to investigate this upward transmission of knowledge from child to parent which is also known as reverse socialisation as very few studies have examined how children teach their parents to be consumers.

The study has also made some theoretical and managerial contributions which would be of great help to academicians and marketers. The study has also given directions for future research, which could guide future researchers to extend the work in this area.

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Letter to expert for Content Validity

Dear Sir/Madam,

I am a Research Scholar at Goa Business School, Department of Management Studies. The topic of my Ph.D. research study is " The effect of moderating variable on the parent learning process and the respondents for my study are parents having children between the age group of 16-26 years and who have purchased or learnt how to use a product or service from their children. Kindly refer to the description of the scale items and give your score/rating based on the details given below and the meaning of the dimensions mentioned below.

Thanking you,

Yours faithfully,

Valerie Fernandes
Ph.D. Scholar.

REVERSE SOCIALISATION SCALE

Reverse socialisation scale is based on Motivation – Learning Process – Skill Acquisition Model to find out the motive behind parents learning from their children, which are the learning processes adopted for learning what is the outcome of this process whether parents acquire new skills or they resist & become dependent on the child. Respondents for the survey are parents.

Socialization is the "whole process by which an individual develops through transaction with other people his specific pattern of socially relevant behaviours and experience".

Consumer Socialization is a "process by which *young people* acquire skills, knowledge, and attitudes relevant to their effective functioning as consumers in the marketplace". - Ward (1974)

Reverse Socialization, " as a process by which children may influence their parents' knowledge, skills and attitudes relating to consumption".   - Ward (1974)

Child (plural: children) is a human being between the stages of birth and puberty, or between the developmental period of infancy and puberty. The legal definition of *child* generally refers to a minor, otherwise known as a person younger than the age of majority.

Parents: A father or mother; one who begets or one who gives birth to or nurtures and raises a child; a relative who plays the role of guardian.

Reverse Consumer Socialisation

I.   **LEARNING MOTIVES**

a) **Socio-Emotional Motivations(SEM)**: Is a process that consists of variations that occur in an individual's personality, emotions and relationship with others during one's lifetime (Santrock 2007) E.g., to connect with others in their network, such as using Skype to talk with family.

b) **Experiential Motivations(EM)**: Bloch et al. (1994), described experiential motives as being associated with experiential consumption itself for recreational and social activity. E.g., to use iTunes or YouTube to download music for entertainment.

c) **Functional Motivations (FM):** Functional motivation theory state that individuals engage in activities to fulfil a certain goal and individuals can perform the same activities to serve different psychological functions (Clary et al., 1998). Situation makes a person to learn new things.

II.   LEARNING PROCESS

1) **Modelling (M) :** Refers to imitating the agent's behaviour. Here the learner imitates the agents behaviour and learns from them through the process of observation. Thus it is also termed as observational learning. In certain cases, teaching takes place via demonstration, where the child will deliberately demonstrate how to use a product or service.

2) **Reinforcement(R)** : Is based on learning via hands-on experiences.   Reinforcement is the process whereby the parents take control over the situation and try to perform the activity on their own as the children "coached" them through the learning process. The behaviour is changed by positive reinforcement that is by reward or negative reinforcement through punishments, negative comments etc.

3) **Simplification(S):** This teaching strategy involved the informant utilizing the technology to simplify the activities required for the learner. In short, children created a short cut, simplifying the steps involved in performing the activity, which helped the parent perform the activity with ease and in a simplified manner.

III.   OUTCOME

a) **Technical Skills(TS):** Are the abilities and knowledge needed to perform specific tasks. They are practical skills and often relate to mechanical, scientific or computer-related tasks. They are also a type of hard skill. Hard skills are those that can be learned, and can be defined, evaluated and measured as opposed to soft skills.

b) **Social skills(SS):** A social skill is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated and changed in verbal and non-verbal ways. The process of learning these skills is called socialisation.

c) **Budgeting skills(BS):** The ability of an individual to adopt a proactive approach towards managing his own or his company's money is known as his budgeting skills. Budgeting skills involve conscious decision making about allocation of money such that expenditures do not exceed the income.

MOTIVATION – LEARNING PROCESS – SKILL ACQUISITION

RATING GUIDELINES :

The rater is required to review the test items based on the relevance, Simplicity and Clarity of the content in each of the dimensions. In the rating sheet provided, the rater is required to indicate the following:

SCORE AND ITS DESCRIPTION	
For RELEVANCE	1 – not relevant 2 - item needs some revision 3 - relevant but need minor revision 4 - relevant
For CLARITY	1 – not clear 2 - item needs some revision 3 - clear but need minor revision 4 - clear
For SIMPLICITY	1 – not simple 2- item needs some revision 3- simple but need minor revision 4- simple

ITEMS/EXPERT	Relevance (1-4)	Simplicity (1-4)	Clarity (1-4)
MOTIVES OF LEARNING			
I learn a lot from my children about buying and using products and services for the following reasons:			
To connect with people whom I love.			
To get my work done			
To guard my self-esteem			
To experience the thrill of consumption			
To reduce frustration when things don't workout			
To feel good about the consumption			

To get appreciation at workplace			
To have peace of mind			
To use such learning at my job			
To get acceptance from people of what I do			
To be more efficient			
To receive love and affection from people			
To enjoy life by using products and services which make me happy			
To have memorable experiences in what I do			
To feel proud of myself after achieving things			
To feel excited about the task that I perform			
To be friendly with people in all walks of life			
To make things more interesting to myself and others			
To help ease in my relationship with others			
To achieve goal			
To be more successful in all things I do			
To be happy with all things I do			
To make best use of resources			
To experience new products and services			
To save money			
To plan proper use of money			
To make purchases within the budget			
To meet financial obligations			
LEARNING PROCESS			
I learn a lot from my children about purchase & consumption:			
By Observing the children do things			
Through hands on experimentation			
By following their actions while learning			
By actual purchase and use of the product			

By sharing up-to-date information with my parents about products and services			
By reading formal educational materials			
By observing their demonstration			
Through Trail & Error method			
By imitating the children			
Without hesitation, I get coached by my child			
By giving advice through interaction			
By attempting the task by myself			
By trying out what the child does			
Reducing confusion by discussing about purchases			
By watching and learning from what they do			
By Notetaking for future references			
By learning from children to buy and use products I get			
Skills to perform difficult tasks			
Skills to converse better with others			
Skills to present myself properly			
Skills to make product comparisons			
Skills to do many practical things			
Skills to adapt to changes			
Skills to use products and service conveniently			
Skills to learn social norms of the society			
Skills to make price comparisons			
Skills to operate modern gadgets			
Skills to work in groups			
Skills to manage money			
Skills to learn cultural practices of society			
Skills to do the tasks I need to perform			
Skills to evaluate trade-off across purchase options			
Skills to save effort			

Skills to manage resources			
Skills to mix and socialise with others			
Skills to save time			
Skills to learn ways of behaviours			
Skills to save money			

CONTENT VALIDITY RESULTS OF MODERATING VARIABLES

Reverse Consumer Socialisation Scale (RCSS) – Content Validity (Relevance Rating)

ITEMS/EXPERT	Relevance (1-4)	Simplicity (1-4)	Clarity (1-4)
Family Communication Pattern			
I tell my child that the best way to stay out of trouble is to stay away from it.			
I often tell my child that my ideas are correct and my child shouldn't question them.			
I answer my arguments saying something like "You'll know better when you grow up?"			
I often tell my child that he/she should give in when I argues rather than risk making me angry			
I often tell my child what he/she should or shouldn't buy.			
I often want to know what my child did with his/her money.			
I often complain when I don't like something my child bought for himself/herself.			

I often ask my child to help me buy things for our family.			
I often ask my child what he/she thinks about things I buy for myself.			
I often ask my child for advice about buying things.			
I often tell My child to decide about things he/she should or shouldn't buy.			
I often say to my child that getting his/her ideas across is important even if others don't like them.			
I often say that my child should decide himself/herself how to spend his/her money.			
PARENTING STYLE			
I can discuss my beliefs with my child without feeling restrained or embarrassed.			
My child can tell how I'm feeling without asking.			
If I am in trouble, I could tell my child.			
When I ask questions, I get honest answers from my child.			
I find it easy to discuss problems with my child.			
My child is always a good listener.			
I am very satisfied with how my child and I talk together.			
I openly show affection to my child.			
My child tries to understand my point of view.			
I find it easy to express all my true feelings to my child.			
I do not think I can tell my child how I really feel about some things.			
My child has a tendency to say things to me that would be better left unsaid.			
I am careful about what I say to my child.			
There are topics I avoid discussing with my child.			

My child insults me when she/he is angry with me.			
I am sometimes afraid to ask my child for what I want.			
When we are having a problem, I often give my child the silent treatment.			
When talking to my child I have a tendency to say things that would be better left unsaid.			
My child nags/bothers me.			
I have trouble believing everything my child tells me.			

APPENDIX B

<u>Questionnaire for the Parents</u>

Dear Sir/Madam,

I am conducting a study on the motives behind parents learning from children to use products and services and what are the learning processes adopted by them and what are the outcome of the learning process and what are the skills parents acquire under the guidance of Prof. Nandakumar Mekoth, as a part of Ph.D. program from Department of Management Studies, Goa Business School. As we have developed a scale to measure the Motivation – Learning Process – Skill Acquisition of parents there is a need to test the scale for possible antecedents and consequents, your valuable response will help in understanding the adaptability of the scale. We ask minimum personal details and hence it is impossible to identify the respondent. Also please be rest assured that this data will be used only for academic purposes. There is no right or wrong answers to the questions, hence please feel free to report your take on it. If u don't want to answer any question, the same may be left out and others may be answered. In order to answer any item all you need to do is to circle the appropriate number to the right of the statement from the scale (1-7). The scale can be used as guide for writing the appropriate number, as it is provided on every page for your convenience.

Thank you for your participation!!

Yours faithfully,

Ms. Valerie Fernandes,
Research Scholar,

<u>MOTIVES OF LEARNING</u>	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
I learn a lot from my children about buying and using products and services for the following reasons:							
To use in my daily life	1	2	3	4	5	6	7
To connect with people whom I love.	1	2	3	4	5	6	7

To get my things done	1	2	3	4	5	6	7
To guard myself respect/self esteem	1	2	3	4	5	6	7
To get thrill of consumption	1	2	3	4	5	6	7
To communicate with others	1	2	3	4	5	6	7
To feel good about the consumption	1	2	3	4	5	6	7
To save time	1	2	3	4	5	6	7
To have peace of mind	1	2	3	4	5	6	7
To use in my job	1	2	3	4	5	6	7
To get acceptance from people	1	2	3	4	5	6	7
To stay in touch with loved ones	1	2	3	4	5	6	7
To achieve efficiency/ To be more efficient	1	2	3	4	5	6	7
To enjoy the consumption	1	2	3	4	5	6	7
To relate with others	1	2	3	4	5	6	7
To have memorable experiences	1	2	3	4	5	6	7
To feel proud of myself	1	2	3	4	5	6	7
To feel excited about the task	1	2	3	4	5	6	7
To be friendly with people	1	2	3	4	5	6	7
To make things more interesting	1	2	3	4	5	6	7
To help in my relation with others	1	2	3	4	5	6	7
To get love and affection from people	1	2	3	4	5	6	7
To save money	1	2	3	4	5	6	7
To be happy	1	2	3	4	5	6	7
To have the pleasures of consumption	1	2	3	4	5	6	7
LEARNING PROCESS							
I learn a lot from my children about purchase & consumption:							
By Observing the children	1	2	3	4	5	6	7
Hands on practical/experimentation	1	2	3	4	5	6	7

Following their actions	1	2	3	4	5	6	7
Actually buying and using	1	2	3	4	5	6	7
Sharing up-to-date information with my parents about products and services	1	2	3	4	5	6	7
Formal educational materials	1	2	3	4	5	6	7
Looking at their demonstration	1	2	3	4	5	6	7
Trail & Error	1	2	3	4	5	6	7
By imitating the children	1	2	3	4	5	6	7
Coaching the learner	1	2	3	4	5	6	7
To give advice to my parents through interaction	1	2	3	4	5	6	7
Attempting the task by him/herself	1	2	3	4	5	6	7
Trying out what agents do	1	2	3	4	5	6	7
Reducing confusion by discussing about purchases	1	2	3	4	5	6	7
Looking at what they do	1	2	3	4	5	6	7
Achieve learning goal quickly	1	2	3	4	5	6	7
Notetaking	1	2	3	4	5	6	7
By learning from children to buy and use products I get							
Skills to perform complex tasks	1	2	3	4	5	6	7
Skills to communicate with others	1	2	3	4	5	6	7
Skills to behave properly	1	2	3	4	5	6	7
Skills to make product comparisons	1	2	3	4	5	6	7
Skills to do many practical things	1	2	3	4	5	6	7
Skills to adapt to changes	1	2	3	4	5	6	7
Skills to use, handle and consume product & services	1	2	3	4	5	6	7
Skills to have convenience	1	2	3	4	5	6	7
Skills to do work quickly & independently	1	2	3	4	5	6	7

Skills to make price comparisons	1	2	3	4	5	6	7
Skills to verify claims made by advertisement & salesperson	1	2	3	4	5	6	7
Skills to operate modern devices	1	2	3	4	5	6	7
Skills to understand social rules	1	2	3	4	5	6	7
Skills to manage money	1	2	3	4	5	6	7
Skills to learn cultural practices & norms of society	1	2	3	4	5	6	7
Skills to do the tasks I need to perform	1	2	3	4	5	6	7
Skills to select from various brands	1	2	3	4	5	6	7
Skills to save effort	1	2	3	4	5	6	7
Skills to manage resources	1	2	3	4	5	6	7
Skills to mix and socialize	1	2	3	4	5	6	7
Skills to interact	1	2	3	4	5	6	7
Skills to evaluate trade-off across options	1	2	3	4	5	6	7
Skills to learn customs and ways of behaviours	1	2	3	4	5	6	7
Skills to save money	1	2	3	4	5	6	7
Family Communication Pattern							
I tell my child that the best way to stay out of trouble is to stay away from it.	1	2	3	4	5	6	7
I often tell my child that my ideas are correct and my child shouldn't question them.	1	2	3	4	5	6	7
I answer my arguments saying something like "You'll know better when you grow up?"	1	2	3	4	5	6	7
I often tell my child that he/she should give in when I argues rather than risk making me angry	1	2	3	4	5	6	7
I often tell my child what he/she should or shouldn't buy.	1	2	3	4	5	6	7

I often want to know what my child did with his/her money.	1	2	3	4	5	6	7
I often complain when I don't like something my child bought for himself/herself.	1	2	3	4	5	6	7
I often ask my child to help me buy things for our family.	1	2	3	4	5	6	7
I often ask my child what he/she thinks about things I buy for myself.	1	2	3	4	5	6	7
I often ask my child for advice about buying things.	1	2	3	4	5	6	7
I often tell My child to decide about things he/she should or shouldn't buy.	1	2	3	4	5	6	7
I often say to my child that getting his/her ideas across is important even if others don't like them.	1	2	3	4	5	6	7
I often say that my child should decide himself/herself how to spend his/her money.	1	2	3	4	5	6	7
PARENTING STYLE							
I can discuss my beliefs with my child without feeling restrained or embarrassed.	1	2	3	4	5	6	7
My child can tell how I'm feeling without asking.	1	2	3	4	5	6	7
If I am in trouble, I could tell my child.	1	2	3	4	5	6	7
When I ask questions, I get honest answers from my child.	1	2	3	4	5	6	7
I find it easy to discuss problems with my child.	1	2	3	4	5	6	7
My child is always a good listener.	1	2	3	4	5	6	7
I am very satisfied with how my child and I talk together.	1	2	3	4	5	6	7
I openly show affection to my child.	1	2	3	4	5	6	7
My child tries to understand my point of view.	1	2	3	4	5	6	7
I find it easy to express all my true feelings to my child.	1	2	3	4	5	6	7

I do not think I can tell my child how I really feel about some things.	1	2	3	4	5	6	7
My child has a tendency to say things to me that would be better left unsaid.	1	2	3	4	5	6	7
I am careful about what I say to my child.	1	2	3	4	5	6	7
There are topics I avoid discussing with my child.	1	2	3	4	5	6	7
My child insults me when she/he is angry with me.	1	2	3	4	5	6	7
I am sometimes afraid to ask my child for what I want.	1	2	3	4	5	6	7
When we are having a problem, I often give my child the silent treatment.	1	2	3	4	5	6	7
When talking to my child I have a tendency to say things that would be better left unsaid.	1	2	3	4	5	6	7
My child nags/bothers me.	1	2	3	4	5	6	7
I have trouble believing everything my child tells me.	1	2	3	4	5	6	7

Personal Information:

1. Gender : ☐ Male   ☐ Female

2. Age: ☐ 31-40   ☐ 41-50

   ☐ 51-60   ☐ 61-70

3. Educational Qualification :
   ☐ HSSC   ☐ Graduation

   ☐ Post-Graduation   ☐ Doctorate

4. Educational Qualification :
   ☐ Business   ☐ Service

   ☐ Homemaker   ☐ Professional

   ☐ Retired

5. Income :

☐ Less than 200000   ☐ 200001-400000

☐ 400001-600000   ☐ 600001-800000

☐ 800001-1000000

6. Residence: ☐ Rural   ☐ Urban

ANNEXURE C

Publication based on Research

Fernandes, V., & Mekoth, N. (2018). Influence of Teenagers on The Mobile Phone Purchase Decision By The Head Of The Family: Differences Based On The Users. GRA's Multidisciplinary International (GRAM i) Journal, 2(2).

Fernandes, V., & Mekoth, N. (2021). The impact of parenting style in molding children as socialisation agents in families. Shodh Sarita, Volume 8, Issue 29.

Fernandes, V., & Mekoth, N. (2021). Covid-19 : The motive behind Reverse consumer socialisation. Shodh Sanchar Bulletin, Volume 11, Issue 41.