# THE POWER OF PRECISION

## A CRITICAL EVALUATION OF PSYCHOMETRIC PROPERTIES OF SCALES IN BUSINESS RESEARCH

**Eric Bindah**

Editor

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by

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*We are honoured to dedicate the*
*The Power of Precision: A Critical Evaluation of Psychometric Properties of*
*Scales in Business Research book to the editor, and reviewers*

# PREFACE

In this book, an assessment of psychometric properties of scales used in consumer behaviour research is made. It looks into the study area of factors that are most likely to influence individuals to consume product and services. An evaluation of various instruments commonly utilized by researchers and academics in this field of research is discussed.

The book contains eight units and explores several concepts and theories in the area of consumer socialization before making an evaluation of the different research instruments. Psychometric properties refer to the validity and reliability of the measurement tool. Before being able to state that a questionnaire has excellent psychometric properties, meaning a scale is both reliable and valid, it must be evaluated extensively, hence leading to its importance in research.

Different psychometric properties provide distinct insights into a test's meaningfulness, appropriateness, and usefulness (or rather, its validity). Reliability and validity are considered the main measurement properties of any instruments. Reliability is the ability to reproduce a result consistently in time and space (including context and culture). Validity refers to the property of an instrument to measure exactly what it proposes.

Hence, the purpose of this book is to provide some insights and assessment of various instruments commonly used by researchers in the area of consumer behaviour, which ultimately leads to consumption among consumers. In order for the reader to be able to apply the basic ideas of psychometric theory to actual data sets of relevance, this book aims to introduce such ideas. Its goal is not to turn readers to become measurement experts, but rather to give them the confidence and knowledge they need to better understand and participate in the research process.

'In 'The Power of Precision,' the inclusion of thoughtfully designed activities at the end of the chapters empowers readers with a versatile learning experience. These activities, meticulously crafted to reinforce psychometric concepts, reliability, and validity, offer readers the flexibility to explore and engage with specific topics independently.

I extend gratitude to the scholars, researchers, and practitioners who have contributed to the development and refinement of these instruments which are used in multidisciplinary fields of management, marketing and beyond. Their invaluable insights and dedication have paved the way for a deeper understanding of consumer behaviour, empowering us to make informed decisions and drive positive change in the marketplace.

**Key Words:** Measurement properties; Reliability; Validity; Consumer Socialization; Socialization Agents; Socialization Theories and Models; Psychometric Properties of Instruments.

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# ABOUT THE EDITOR



**E**ric **BINDAH** is an Academic at the University of Mauritius. He obtained his Ph.D in Business Administration (Marketing) from University of Malaya | Certified PhD Supervisor (Stellenbosch, S.A) | G.D.L/ C.P.E (Central Lancashire, School of Justice, U.K) | M.B.A, International Business (Malaya, KL, M'sia) | B.A Hons, Marketing (Northumbria, U.K)| PGCertHE (UoM, MU) | H.N.D, Business (Edexcel, U.K) | Adv. Dip & Dip (Language, FR), (French Min. of Edu, FR) | D.F.P.A (Paris Chamber of Commerce & Industry, FR) | MCIM (Chartered Institute of Marketing, U.K) | Member of The Honourable Society of Middle Temple | Inn of Court (London, U.K).

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# CHAPTER 1
# "Measuring with Confidence: The Importance of Psychometric Properties in Research"

## Introduction

Having confidence in the tools you utilize as a professional is essential, regardless of whether you identify as a student, therapist, or researcher. Each day, professionals in various fields rely on a range of instruments for clinical assessments, evaluations, tracking changes over time, and determining patient prognosis. The strength of our clinical reasoning and research proposals is contingent upon the quality of the tools we employ (Walton et al., 2015).

Psychometrics, a branch of mathematics, deals with both the inferential statistical description of relationships between variables and the statistical description of instrumental data as variables. In the realm of rehabilitation medicine and business research, psychometrics is frequently employed to assess specific phenomena that researchers aim to observe and study.

## What are Psychometric Properties?

Having confidence in the measurement process involves ensuring that the tools used possess certain characteristics. These characteristics, collectively referred to as psychometric properties or methodological features, include validity, reliability, and responsiveness (Mokkink et al., 2010). Various types of tools and instruments, such as questionnaires, outcome measures, therapeutic instruments, scales, and specialized tests, can possess these psychometric features. In psychometrics, data classification is based on four types of measurement levels: nominal, ordinal, interval, and ratio.

Validity pertains to the extent to which a tool measures what it is intended to measure. For example, does a goniometer accurately measure range of motion? To be considered valid, a tool must also be reliable, meaning it consistently produces accurate and stable results over time (Price et al., 2021). In other words, a tool can be reliable but not valid if it consistently measures something other than the intended construct of interest. Strong psychometric properties require both validity and reliability (Gellman et al., 2013).

## There are different types of validity:

Content Validity refers to how well the content of a measurement tool, such as its items or subsections, accurately represents the relevant construct being measured. It is commonly used with questionnaires. Content validity ensures that the items included in the tool are relevant and comprehensive, covering all aspects of the construct of interest. For example, if a questionnaire aims to measure depression, content validity ensures that the questions included in the questionnaire accurately capture the various symptoms and experiences associated with depression (Mokkink et al., 2010).

Face Validity is considered the weakest form of validity and assesses the degree to which a tool's items appear to be appropriate for measuring the intended construct. It involves a subjective judgment of whether the items "look" like they are measuring what they are supposed to measure. Face validity is often used as an initial assessment to determine if the tool appears to be relevant and reasonable. However, it is important to note that face validity alone does not provide strong evidence of the tool's effectiveness in measuring the construct (Mokkink et al., 2010).

Construct Validity evaluates how well the results obtained from a measurement instrument align with theories based on an abstract concept. It examines whether the tool captures the theoretical aspects of the construct or variable being measured. Construct validity establishes that the tool measures the intended construct and not other unrelated factors. It involves empirical testing of hypotheses and can be assessed through various methods such as factor analysis, correlation analysis, or hypothesis testing (Mokkink et al., 2010; Portney et al., 2015).

Structural (or Factorial) Validity, a component of construct validity, specifically examines how well the scores obtained from a tool align with the dimensionality of the construct being measured. It assesses whether the tool's items group together in a way that reflects the underlying structure of the construct. This type of validity is often examined through factor analysis, which identifies the underlying factors or dimensions within the measurement tool (Mokkink et al., 2010).

Discriminant Validity tests the hypothesis that a measurement tool is not strongly related to unrelated constructs. It ensures that the tool accurately distinguishes the construct of interest from other unrelated constructs. Discriminant validity demonstrates that the tool is measuring a unique and distinct construct and is not simply capturing aspects of other related variables (Souza et al., 2017).

Criterion (or Criterion-based) Validity involves comparing the measurements obtained from one

tool with an established reference standard, often referred to as the "Gold Standard." It assesses how well the measurements obtained from the tool correspond to the measurements obtained from the established reference standard. Criterion validity provides evidence of the tool's accuracy in measuring the intended construct by comparing it to a recognized and validated measurement method (Portney et al., 2015).

Concurrent Validity establishes the validity of two measurements taken simultaneously. It often involves comparing the efficiency or effectiveness of one tool to the established reference standard (Gold Standard) when both measurements are administered simultaneously. Concurrent validity provides evidence of the tool's ability to measure the construct of interest in relation to an existing validated measure (Portney et al., 2015).

Predictive Validity examines whether the measurements obtained from one tool can predict future scores on another tool or outcome. It assesses the ability of the measurement tool to accurately predict an individual's future performance or behavior based on the current measurement. Predictive validity provides evidence of the tool's usefulness in making predictions or forecasts (Portney et al., 2015).

Cross-cultural Validity assesses the degree to which a measurement tool that has been culturally adapted or translated is equivalent to the original instrument. It examines whether the tool performs consistently across different cultural or linguistic contexts. Cross-cultural validity ensures that the measurement tool is applicable and meaningful across different culturaland linguistic groups, taking into account cultural differences in understanding and interpreting the construct being measured (Souza et al., 2017).

Ensuring strong psychometric properties, including validity, enhances the reliability and validity of measurement tools. Validity ensures that the tool accurately measures the intended construct, while reliability ensures consistent and stable results over time. Strong psychometric properties provide confidence in the results obtained from the measurement tool and the interpretations made based on those results. Researchers, clinicians, and professionals in various fields rely on measurement tools with strong psychometric properties to make informed decisions and draw meaningful conclusions from their data (Mokkink et al., 2010; Portney et al., 2015).

In summary, the various types of validity, such as content validity, face validity, construct validity, structural validity, discriminant validity, criterion validity, concurrent validity, predictive validity, and cross-cultural validity, provide different perspectives and assessments of the quality and effectiveness of measurement tools. These validity measures ensure that the tool accurately measures the intended construct, aligns with theoretical concepts, distinguishes the construct

from unrelated factors, and performs well in comparison to established standards. By considering these validity measures and ensuring strong psychometric properties, professionals can have confidence in the reliability and validity of the measurement tools they utilize.

## Reliability

Reliability is a crucial aspect of measurement, referring to the consistency and freedom from error in the obtained measurements (Souza et al., 2017). It is an important consideration for both clinical tools and research arguments because without reliable measurements, we cannot have confidence in the tools or the data they provide. However, it's important to acknowledge that perfect reliability is rare due to inherent human variability and inconsistency in responses.

Reliability primarily encompasses three aspects: stability, internal consistency, and equivalence of a measurement tool (Martins, 2006). It's important to note that reliability is not an inherent, fixed property of a tool. Instead, it depends on various factors such as the function of the instrument, the specific population being measured, the assessment conditions, and the context in which it is used (Keszei et al., 2010). The same tool may not be considered reliable under different conditions or for different populations.

Reliability estimates can be influenced by several factors related to the assessment environment, including the raters or administrators involved, characteristics of the sample being measured, the type of tool being used, and the method of administration (Keszei et al., 2010). Additionally, the statistical methods employed can also impact reliability estimates. Therefore, when interpreting the results of research that utilizes measurement instruments, it is crucial to clearly present the assessment conditions and the statistical approaches used (Kottner et al., 2011).

Reliability is an essential consideration in measurement, ensuring consistency and minimizing errors. However, achieving perfect reliability is challenging due to inherent human variability. It is important to consider the specific conditions, context, and statistical methods employed when interpreting reliability estimates in research or clinical settings.

## Types of reliability

Test-retest reliability: Test-retest reliability assesses the stability of scores obtained by a patient when they are evaluated on two separate occasions. This type of reliability is relevant when individuals are self-evaluating themselves, such as using a pain-rating scale. The goal is to determine if the scores obtained by the patient remain consistent across multiple assessments over time. Quantitative measures commonly used for test-retest reliability include Intraclass Correlation

Coefficients (ICC) and the Bland and Altman method, which measures the fidelity between two raters. These measures provide statistical indicators of the agreement and consistency between the scores obtained in the two assessments. Qualitative measures, such as Kappa or weighted Kappa coefficients, can also be used to assess the level of agreement between the two assessments (Fermanian, 2005).

Intra-rater reliability: Intra-rater reliability focuses on the stability of scores obtained by a single evaluator when they carry out the same test on two separate occasions. The same rater assesses each patient twice or more with a time interval between the assessments. It is essential that the patient's condition remains unchanged during this period. Intra-rater reliability evaluates the consistency of the rater's judgments or measurements over time. Quantitative measures like Intraclass Correlation Coefficients (ICC) and the Bland and Altman method are commonly used to assess intra-rater reliability. These measures examine the agreement and consistency between the scores obtained by the same rater in the repeated assessments. Similarly, qualitative measures like Kappa or weighted Kappa coefficients can be used to evaluate the level of agreement (Fermanian, 2005).

Inter-rater reliability: Inter-rater reliability focuses on the stability of scores obtained when two or more different raters carry out the same test on the same patient at the same time. It examines the agreement and consistency between the scores obtained by different raters. Each rater independently evaluates the patient, and the goal is to assess the level of agreement among the raters' judgments or measurements. Quantitative measures such as Intraclass Correlation Coefficients (ICC) and the Bland and Altman method can be employed to evaluate inter-rater reliability. These measures determine the level of agreement and consistency between the scores obtained by the different raters. Qualitative measures like Kappa or weighted Kappa coefficients can also be used to assess the level of agreement between raters (Fermanian, 2005).

Other statistics associated with reliability include the Pearson product-moment coefficient of correlation and the Spearman rho, which are used to measure correlations and agreement in the case of ordinal data. The Intraclass Correlation Coefficient (ICC) is a widely used measure that captures both correlations and the level of agreement. Additionally, the Kappa statistic measures percent agreement for categorical variables. If there is a concern about the stability of the measurement over time, the standard error of measurement (SEM) can be calculated.

The Minimal Detectable Difference (MDD), also known as the Minimal Detectable Change (MDC), represents the amount of change in a variable or measurement that must occur to reflect a true difference. It is a statistical measure used to determine whether a change in the scores obtained from two assessments is clinically meaningful. The MDD/MDC indicates the minimum

change required for it to be considered beyond measurement error. It is important to differentiate the MDD from the Minimal Clinically Important Difference (MCID), which reflects the amount of change needed to be considered clinically meaningful. Generally, the MDD will be smaller than the MCID values (Portney et al., 2015).

## Responsiveness

Responsiveness, also known as sensitivity, to changes, is the ability instruments have to measure small changes that are clinically important, where participants or patients respond to effective therapeutic interventions. This is considered an important part of the longitudinal constructs assessment process (Lohr, 2002).

A tool is said to be sensitive to change if it can precisely measure increases and decreases in the construct measured. This is important for tools which are used to evaluate changes following a therapeutic action. The aim is to measure the capacity of the scale to detect small but clinically significant changes. When an outcome measure is sensitive to change, the score increases as the patient improves, decreases as the patient worsens and does not change if the patient's state remains stable (Fermanian, 2005).

In this unit, the definition of psychometric properties has been made, along with the important description of key elements which needs to be assessed when designing appropriate measurement tools to measure certain phenomenon. In the following units, different consumer behaviour concepts are discussed following which an evaluation of the tools is then made.

This unit discusses the importance of having confidence in the tools used by professionals in various fields, such as students, therapists, and researchers. This unit also emphasizes the significance of psychometric properties, which include validity, reliability, and responsiveness, in ensuring the quality and effectiveness of measurement tools.
Different types of validity are discussed, including content validity, face validity, construct validity, structural validity, discriminant validity, criterion validity, concurrent validity, predictive validity, and cross-cultural validity.

Reliability, on the other hand, focuses on the consistency and freedom from error in the obtained measurements. It is divided into three aspects: stability, internal consistency, and equivalence of a measurement tool. This unit acknowledges that achieving perfect reliability is challenging due to human variability and emphasizes the importance of considering specific conditions, context, and statistical methods when interpreting reliability estimates.

This unit concludes by introducing responsiveness, which refers to the ability of instruments to measure small but clinically important changes. Instruments that are sensitive to change can accurately measure increases and decreases in the construct being measured, making them valuable for evaluating therapeutic interventions.

This chapter provides a foundation for understanding the importance of psychometric properties and their role in designing effective measurement tools. It sets the stage for further exploration of consumer behavior concepts and the evaluation of measurement tools in subsequent units of the textbook.

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# CHAPTER 2
# The Psychology of Consumer Behavior: Understanding the Mind of the Modern Shopper

## Introduction

Previous studies have extensively explored the interplay between consumer socialization, materialism, and various theoretical frameworks. These theoretical perspectives shed light on the impact of factors such as the family environment, mass media, and peer influence on the acquisition of consumer knowledge, skills, and values. Moreover, they hold significant relevance and applicability within the realm of consumer behavior literature.

### Prominent theories examined in this context encompass:

Measurement plays a crucial role in studying consumer socialization theory. Researchers develop measurement instruments to assess the acquisition of consumer-related knowledge, attitudes, and skills through social interactions. Surveys, interviews, or observational methods can be employed to collect data on individuals' experiences, behaviors, and attitudes related to consumer socialization.

In order to measure the content or criterion behavior aspect of consumer socialization, researchers may develop scales or questionnaires to assess individuals' understanding and adherence to norms and behaviors relevant to functioning in a specific social system. These measures can capture the extent to which individuals possess the necessary knowledge and skills to navigate the marketplace.

To measure the influence of socialization agents, such as family, peer groups, and the media, researchers can employ various approaches. For example, survey items may assess the frequency and intensity of interactions with different socialization agents, as well as individuals' perceptions of the influence and importance of these agents in shaping their consumer-related attitudes and behaviors.

Measurement of learning processes in consumer socialization involves capturing the extent to which individuals engage in modeling, reinforcement, and social interaction. Researchers can design measures that assess the frequency and effectiveness of observational learning, the impact of reinforcement mechanisms on consumer behaviors, and the role of social interaction in shaping consumer-related attitudes and values.

Social structural constraints can also be measured through demographic variables such as social class, sex, and birth order. Researchers may incorporate these variables into their measurement

instruments to examine how social structural factors influence consumer socialization processes and outcomes.

Furthermore, the life cycle position and age-related factors in consumer socialization can be measured using chronological age or life stage categorizations. Researchers can design measurement scales or questionnaires that capture individuals' experiences, transitions, and roles throughout their lives, and how these factors influence their consumer behaviors and materialistic orientations at different stages of life.

In summary, measurement in consumer socialization theory involves developing reliable and valid instruments to assess various aspects, including content or criterion behavior, socialization agents, learning processes, social structural constraints, and life cycle positions. The use of appropriate measurement techniques allows researchers to gain insights into the acquisition of consumer-related knowledge, attitudes, and behaviors and their relationships with social and environmental factors.

## Social Cognitive Theory

Bandura's social cognitive learning theory (1977) suggests that humans can learn through observation without directly imitating the observed behavior. Observational learning involves observing behaviors and their consequences, and a combination of behavioral, cognitive, and environmental factors influence behavior. Bandura identified four component processes in observational learning: attention, retention, behavior production, and motivation. Attention refers to focusing on the main components of the observed behavior, while retention involves remembering the behavior either through mental imagery or verbal descriptions. Behavior production is the process of translating the observed behavior into action, gradually adjusting it to fit the model. Motivation plays a crucial role, as individuals are more likely to adopt a new behavior if they believe it will lead to positive outcomes and reinforcement.

Self-Determination Theory, proposed by Ryan and Deci (2000), suggests that the satisfaction of individuals' basic needs, including physiological and psychological needs, influences the values they develop and adhere to. Building upon this theory, Kasser et al. (2002) suggest that individuals may become concerned with self-worth and engage in consumption based on how others perceive them if their psychological needs were blocked or frustrated during their upbringing. In such cases, materialism may be highly valued as a means of self-definition, self-transformation, and communication of power and self-esteem.

Measurement in this context involves the development and utilization of reliable and valid instruments to assess constructs related to consumer socialization and materialism. Researchers employ various measurement tools, such as surveys or scales, to capture individuals' attitudes,

behaviors, and values. For example, scales may be used to assess the level of materialism or the influence of different socialization agents on consumer behaviors. Psychometric properties of these measurement instruments, such as reliability and validity, are assessed to ensure the accuracy and robustness of the measurements.

Maslow's human need theory also provides insights into people's motivations. Maslow (1943) proposed that individuals develop specific needs based on their interactions with various environments, such as family, school, media, and culture. Kasser et al. (2002) suggest that materialistic values often arise from societies that fail to satisfy individuals' physiological and security needs.

The symbolic self-completion theory by Wicklund and Gollwitzer (1982) emphasizes the role of psychological need satisfaction in materialistic orientations. Materialism can be fueled by perceived self-discrepancies between an individual's actual self and their ideal self. Individuals who perceive such discrepancies or a sense of incompleteness may be motivated to compensate by acquiring symbolic material possessions, such as clothing items. Factors like social characteristics (e.g., gender, age group, social class) and personality traits can impact an individual's self-discrepancies and subsequent materialistic tendencies.

The life course theory, as defined by Moschis (2007), integrates approaches from sociology, history, developmental psychology, and economics to study consumer behavior over the course of individuals' lives. It emphasizes understanding how events and experiences in earlier stages of life shape an individual's thoughts and behaviors later on. The timing, place, duration, and intensity of these events, as well as their relationship to other events in an individual's life, are important considerations in this framework.

Measurement in the context of these theories involves developing appropriate measures to assess variables related to consumer socialization, materialism, and related constructs. Researchers employ various measurement techniques, such as surveys, interviews, or observation methods, to gather data on individuals' experiences, behaviors, and attitudes. Valid and reliable measures are crucial for accurately assessing and quantifying these constructs, enabling researchers to draw meaningful conclusions and make valid comparisons across different studies or populations.

Below is a summary table that highlights the key aspects of each theory discussed and their measurement considerations in the context of consumer socialization, materialism, and related constructs:

| Theory | Key Aspects | Measurement Considerations |
|---|---|---|
| Consumer Socialization Theory | - Acquisition of consumer-related knowledge, attitudes, and skills- Socialization agents: family, peers, media, etc. | - Surveys or questionnaires to assess individuals' understanding and adherence to consumer norms and behaviors relevant to specific social systems- Measurement of influence and importance of socialization agents |
| Cultivation Theory | - Influence of media, particularly television- Perceptions and values, including materialism | - Surveys to assess exposure to media and the impact on individuals' perceptions, attitudes, and values related to consumer behavior, including materialistic tendencies |
| Social Cognitive Theory | - Observational learning>- Social influences on behaviors and beliefs | - Measures to assess attention, retention, behavior production, and motivation in observational learning- Surveys or interviews to capture the impact of social influences on consumer-related attitudes and materialistic values |
| Self-Determination Theory | - Intrinsic motivations>- Fulfillment of psychological needs | - Scales or questionnaires to assess individuals' intrinsic motivations and the satisfaction of psychological needs- Measurement of the influence on consumer behaviors and tendencies toward materialism |
| Human Need Theory | - Connection between needs and consumption patterns, including material possessions | - Surveys or questionnaires to explore the relationship between individuals' needs and their consumption behaviors, including the pursuit of material possessions |
| Symbolic Self-Completion Theory | - Use of material possessions to fulfill self-conceptual needs | - Measures to assess individuals' perception of self-discrepancies and subsequent materialistic tendencies- Surveys or scales to explore the symbolic expression of identities through material possessions |
| Life Course Theory | - Influence of experiences, transitions, and roles throughout life on consumer behaviors and materialistic orientations | - Measurement of experiences, transitions, and roles throughout individuals' lives through surveys or interviews- Exploration of how these factors influence consumer behaviors and materialistic orientations at different life stages |

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# CHAPTER 3
# Beyond the Individual: The Role of Family in Consumer Decision Making

## Family Influence

The family environment plays a pivotal role in shaping consumer behavior through the process of consumer socialization. Consumer socialization refers to the acquisition of consumer knowledge, skills, and values necessary for individuals to function effectively as consumers in the marketplace (Ward, 1974).

Researchers have extensively explored various aspects of the family environment and their implications for consumer socialization. Studies have focused on parental styles, investigating how parents' attitudes, behaviors, and communication patterns influence children's consumer behavior (Abdelmuhdi, 2012; Limbu et al., 2012; Malaki and Inokoba, 2011; Frank et al., 2010). Parental styles can range from authoritative (providing guidance and setting limits) to permissive (allowing more freedom) or authoritarian (enforcing strict control). These styles have been found to shape children's attitudes, values, and behaviors related to consumption.

Family structure has also been examined in relation to consumer socialization. Researchers have investigated the influence of factors such as the presence of siblings, birth order, and single-parent households on children's consumer behavior (Benmoyal-Bouzaglo and Moschis, 2010; Moschis et al., 2013). Such studies have shed light on how family structure can impact the dynamics of socialization within the family and the exposure to various consumer influences.
Moreover, the role of family resources, including financial resources and socioeconomic status, has been found to exert an influence on consumer socialization (Baker et al., 2013; Churchill and Moschis, 1979). Economic resources shape children's exposure to diverse consumption opportunities, brands, and experiences, thereby influencing their preferences and consumer behaviors.

The communication patterns within the family also play a significant role in consumer socialization. The way family members communicate about consumption-related topics, such as advertising, brands, and purchasing decisions, can shape children's understanding and interpretation of marketing messages (Martin, 2013; Moschis et al., 2011; Vega et al., 2011; Adib and El-Bassiouny, 2012). Open and informative communication within the family fosters the

development of children's consumer knowledge and critical thinking skills.

To measure the impact of the family environment on consumer socializationresearchers employ various methods. Surveys and questionnaires are commonly used to assess parental styles, family structure, and family communication patterns. These measurement tools capture individuals' perceptions of their family environment and its influence on their consumer-related attitudes, values, and behaviors.

Additionally, researchers often consider the validation of these measurement instruments to ensure their reliability and validity. Validation typically involves conducting statistical analyses to assess the psychometric properties of the measurement scales, including measures of reliability (e.g., internal consistency) and validity (e.g., content validity, construct validity). By validating the measurement instruments, researchers can have confidence in the accuracy and robustness of the data collected.

The family environment, characterized by parental styles, family structure, resources, and communication patterns, serves as a crucial context for consumer socialization. It shapes the values, attitudes, and behaviors that individuals develop as consumers, providing a foundation for their future consumer choices and behaviors. Measurement tools and validation procedures enable researchers to examine and understand the impact of the family environment on consumer socialization more accurately.

## Parental Styles

The influence of parental styles on consumer socialization has been extensively studied, examining how different styles impact children's consumer behavior and attitudes.

Parental style, as defined by Darling and Steinberg (1993), refers to the collection of attitudes and behaviors that parents exhibit towards their children, creating an emotional climate in which parenting behaviors are expressed. Measurement of parental style typically involves the use of questionnaires or scales to assess dimensions such as control, warmth, responsiveness, and disciplinary strategies.

Studies have explored the impact of parental control on children's consumer behavior. Berman (1997) suggests that the type of control exerted by parents influences the development of prosocial behavior. Inductive discipline, which involves reasoning and explanation, has been linked to prosocial behavior according to Hoffman's theory (1982), emphasizing the role of empathy. Measurement of parental control and disciplinary strategies can be conducted using self-report

questionnaires to assess the frequency and effectiveness of inductive discipline, as well as the use of other disciplinary strategies such as power assertion.

The association between parenting styles and children's consumer behavior has also been investigated. Baumrind (1991) proposed a typology of parenting styles based on demandingness and responsiveness. Authoritative parenting, characterized by high demandingness and responsiveness, has been found to be associated with positive consumer outcomes, such as lower levels of materialism and responsible purchasing behavior. Conversely, authoritarian and permissive parenting styles, characterized by different combinations of demandingness and responsiveness, have been linked to negative consumer outcomes, including higher levels of materialism and impulsive buying. Measurement of parenting styles typically involves self-report questionnaires that assess parents' behaviors, attitudes, and communication patterns.

Materialistic values held by parents can influence parenting styles and interactions with children. Materialistic parents may be more likely to employ controlling and dominating parental styles as a way to assert power and authority. Measurement of parental materialistic values can be conducted using scales that assess individuals' endorsement of materialistic beliefs and attitudes.

Research studies have explored the relationship between parenting styles and various outcomes. For instance, studies have examined the influence of parenting styles on attitudes toward cultism (Malaki and Inokoba, 2011) and neurotic behaviors among adolescents (Abdelmuhdi, 2012). These studies typically involve the administration of questionnaires to assess parenting styles and their associations with specific outcomes.

Furthermore, studies have examined the mediating role of parental influence in the relationship between materialism and consumer behaviors, such as credit card attitudes and behavior (Limbu et al., 2012). This research often utilizes structural equation modeling techniques to analyze the indirect effects and mediation processes.

In conclusion, parental styles, influenced by values and materialistic orientations, play a significant role in shaping children's behavior and attitudes. Measurement of parental styles involves the use of questionnaires and scales to assess control, warmth, responsiveness, and disciplinary strategies. Various studies have explored the relationship between parenting styles and consumer outcomes, highlighting the importance of authoritative parenting in promoting positive consumer behaviors, while authoritarian, permissive, or neglecting styles may have negative consequences.

A summary table that highlights some of the measurement scales commonly used to assess parental styles and related constructs in the context of consumer socialization:

| Construct | Measurement Scales |
|---|---|
| Parental Styles | - Parental Authority Questionnaire (Buri, 1991)>- Parenting Styles and Dimensions Questionnaire (Robinson, Mandleco, Olsen, & Hart, 2001)- Alabama Parenting Questionnaire (Frick et al., 1991)- Parenting Styles Inventory (Darling & Toyokawa, 1997) |
| Parental Control | - Parental Control Scale (Barber, 1996)- Parental Monitoring Scale (Kerr & Stattin, 2000)- Child Rearing Practices Report (Robinson, Mandleco, Olsen, & Hart, 2001) |
| Inductive Discipline | - Parenting Scale (Arnold, O'Leary, Wolff, & Acker, 1993)- Parenting Practices Questionnaire (Robinson, Mandleco, Olsen, & Hart, 2001)- Parenting Dimensions Inventory (Robinson, Mandleco, Olsen, & Hart, 2001) |
| Materialistic Values | - Material Values Scale (Richins & Dawson, 1992)- The Meanings of Materialism Scale (Kasser & Ryan, 1993)- Materialism Scale (Belk, 1985) |

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## Family Structure

Children grow up in diverse family structures, shaped by factors such as marriage, divorce, remarriage, cohabitation, and births outside of marriage (Coleman, 1988). Two predominant theoretical perspectives, namely the family composition perspective and the family process perspective, have guided the study of family structure and its impact on children.

The family composition perspective emphasizes the significance of family structure, while the family process perspective focuses on the dynamics and interactions within the family. Proponents of the family composition perspective argue that children raised in intact two-parent families experience the best outcomes. McLanahan and Sandefur (1994) asserted that children not raised by their biological parents tend to have lower levels of well-being compared to children from intact families. Single-parent families and reconstituted families, such as stepfamilies, are associated with lower levels of well-being.

Family structure, including intact families, divorced/separated families, never-married families, and stepfamilies, can influence children's development and the formation of materialistic values. Intact families, where both biological parents are present, often provide stability and support through easy access to both parents, positively influencing children's development (Acock and Demo, 1994). Conversely, children from divorced or separated families may experience challenges due to marital disruption, which can impact their well-being during and after the divorce process (Amato and Booth, 1991). Similar difficulties can be observed in never-married families, where the biological parents are not married (Acock and Demo, 1994). In stepfamilies, children navigate the challenges and benefits of different family forms as they adjust to the new family structure (Acock and Demo, 1994).

Studies have also explored the relationship between family structure and materialism. Rindfleisch et al. (1997) found a positive correlation between experiencing divorce in the family and materialism among children from disrupted families. Roberts et al. (2003) investigated the impact

of family structure on materialism across dimensions of happiness, centrality, and success, and found that family structure directly affected the happiness dimension, with the effects mediated by family stressors.

Parental time allocation patterns have been examined in different family structures. Gauthier and Monna (2008) found minimal differences in parental time allocation between cohabiting and married parents, while studies showed that single or divorced parents spent less time with their children compared to biological two-parent families. Forry et al. (2010) found that non-traditional family structures characterized by parental union dissolution were associated with conflict over temporal and financial resources dedicated to the child, leading to reduced parental involvement.

The influence of family structure on materialistic values has been explored by Benmoyal-Bouzaglo and Moschis (2010). However, their study did not find significant mediating effects of television, peers, and family influences in the relationship between family structure and materialism.

Additional research has investigated factors related to attitudes toward marriage and the importance of having children. Li et al. (2011) found a link between life dissatisfaction, materialism, and favorable attitudes toward marriage and a desire for children. Understanding psychological variables, including materialism, can provide insights into low fertility rates in developed East Asian countries.

Carroll et al. (2011) developed a typology of couple materialism and explored how congruent and incongruent patterns of materialism between spouses influenced marital outcomes. They found a negative association between materialism and marital quality, even when spouses shared similar materialistic values. Marriageswhere both spouses reported low materialism tended to have better marital quality.

In terms of measurement and validation, various scales have been used to assess family structure, materialistic values, and related constructs in the studies mentioned. Here are some examples of measurement scales commonly used in this field:

Family Structure: Researchers often classify family structure based on self-report measures that capture the living arrangements and relationships between parents and children, including items such as marital status, divorce/separation history, and stepfamily status.

Materialistic Values: Measurement scales such as the Material Values Scale (Richins & Dawson, 1992) and the Meanings of Materialism Scale (Kasser & Ryan, 1993) have been used to assess individuals' endorsement of materialistic beliefs, attitudes, and behaviors.

Parental Time Allocation: Studies examining parental time allocation typically rely on self-report measures that capture the amount of time parents spend with their children, both in terms of quantity and quality.

Marital Quality: Marital quality is often assessed using scales such as the Marital Satisfaction Inventory (Snyder, 1979) and the Dyadic Adjustment Scale (Spanier, 1976), which capture various dimensions of relationship satisfaction and functioning.

It's important to note that each scale has undergone validation procedures to ensure their reliability and validity. Validation studies typically involve assessing the internal consistency, test-retest reliability, and construct validity of the scales through statistical analyses and comparisons with established measures or criteria.

Family structure has been studied extensively in relation to children's development and materialistic values. Measurement scales have been used to assess family structure, materialistic values, parental time allocation, and marital quality, among other relevant constructs. Validation studies have been conducted to establish the reliability and validity of these measurement scales, ensuring their suitability for research in this area.

## Family Resources

Family resources, encompassing both tangible and intangible support provided by parents, play a significant role in shaping children's development and materialistic values. Socioeconomic backgrounds can influence parents' conceptions of social reality and value systems, subsequently impacting their child-rearing practices.

White-collar parents, typically employed in professional or managerial positions, emphasize autonomy and interpersonal skills, fostering social competence. In contrast, blue-collar parents, who often work under closer supervision and conformity demands, prioritize obedience and conformity in their child-rearing approaches.

Research has shown that parenting approaches of blue-collar adults tend to be more coercive, punitive, and authoritarian compared to their white-collar counterparts. Additionally, adolescents from lower socioeconomic backgrounds tend to value financial success aspirations more than other aspects, such as self-acceptance or community feeling, compared to those from higher socioeconomic backgrounds.

However, studies have yielded mixed results regarding the relationship between family

socioeconomic status and adolescents' materialistic values. While some studies have not found a significant association, others have explored the mediating role of family resources.

Roberts et al. (2003) investigated the relationship between family structure, materialistic attitudes, and adolescents' perceived level of family resources. They found that family resources did not mediate the effects of family structure on materialistic attitudes related to happiness.

On the other hand, Baker et al. (2013) proposed a theoretical model that highlighted the mediating role of family resources between childhood family disruptions and young adulthood consumption orientations. Their findings suggested that the depletion of family resources could contribute to the development of materialistic beliefs and behaviors.

Moschis et al. (2013) hypothesized a negative relationship between socio-oriented family communication and the levels of material and intangible family support. Their study supported this hypothesis, indicating that a depletion of family resources can promote the development of socio-oriented family communication.

These findings underscore the importance of family resources in understanding the relationship between socioeconomic backgrounds, parenting approaches, and the development of materialistic values and behaviors in children and adolescents.

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## Family Communication

According to research by Coleman (1988), there is considerable variation in family structures, including single-parent families, two-parent families, cohabitation, remarriage, divorce, and births outside of marriage. The way families communicate, specifically in terms of socio-orientation and concept-orientation, influences children's involvement in purchasing decisions. McLeod and Chaffee (1972) identified four communication patterns: laissez-faire, protective, pluralistic, and consensual.

Numerous studies have explored the relationship between family communication patterns and various aspects of consumer socialization. For instance, Moschis and Churchill (1978) found that family communication had an impact on adolescent materialism, while Moschis et al. (1983) highlighted the influence of family communication patterns on learning mechanisms associated with materialism.

The connection between family communication patterns and consumer activity, attitude toward advertising, media use, and materialistic values has also been extensively examined. Palan and Wilkes (1998) discovered a positive relationship between communication quality and consumption interaction with consumer activity. Bristol and Mangelburg (2005) observed higher levels of materialism among teens from protective families compared to pluralistic families. Rose

et al. (1998) found that pluralistic and consensual mothers tended to have more negative attitudes toward advertising.

Recent research has focused on exploring the interplay between family communication, media influence, and materialistic values. Chia (2010) proposed a framework suggesting that exposure to advertising indirectly influences materialistic values through interpersonal communication with parents. Moschis et al. (2011) examined the role of family communication in promoting materialistic values across different cultural contexts. Vega et al. (2011) investigated the roles of television exposure, advertising recognition, and family communication in stimulating materialism in children.

In business research, the measurement and validation of scales are crucial to ensuring the accuracy and reliability of collected data. Psychometric properties of scales should be evaluated to enhance the robustness of findings and support informed decision-making.

### *Implications:*

The evaluation of psychometric properties highlights the necessity of employing valid and reliable scales in business research. By focusing on precision, researchers can bolster the quality of their measures, leading to more accurate assessments and reliable data. This implication carries significant implications for both academia and industry:

### *Enhancing Research Validity:*

Improving the psychometric properties of scales is paramount for enhancing research validity. By critically evaluating and refining measurement tools, researchers can ensure that they capture the intended constructs accurately. This precision enables the generation of reliable and valid findings, contributing to the advancement of knowledge in the field of business research.

### *Strengthening Decision Making:*

Robust psychometric properties of scales equip decision-makers with more accurate information for informed decision making. Businesses rely on research outcomes to guide strategies, product development, market positioning, and resource allocation. Precise measurement tools provide decision-makers with confidence in their choices, reducing the risk of making suboptimal decisions based on flawed or imprecise data.

### *Facilitating Cross-Study Comparisons:*

Consistent and precise psychometric properties enable researchers to compare and synthesize findings across different studies. With standardized measures, researchers can identify commonalities and discrepancies, facilitating cumulative knowledge development in business

research. Such comparability enables the identification of trends, best practices, and areas requiring further investigation.

### *Strengthening Industry-Research Collaboration:*

Precise psychometric properties of scales foster stronger collaboration between academia and industry. When industry professionals have confidence in the measures utilized by researchers, they are more likely to engage in collaborative research initiatives. This collaboration facilitates the practical application of research findings, addressing real-world business challenges and enhancing the relevance of academic research.

### *Enhancing Stakeholder Confidence:*

Robust psychometric properties instill confidence in stakeholders, including investors, customers, and policymakers. Rigorous measurement practices strengthen the credibility of research findings and demonstrate a commitment to scientific rigor. This, in turn, bolsters the reputation of the business research field and promotes trust among various stakeholders, fostering greater acceptance and uptake of research outcomes.

By prioritizing the critical evaluation and enhancement of psychometric properties in business research, researchers can elevate the rigor and impact of their work. The power of precision lies in the ability to ensure valid and reliable measurement, which ultimately leads to robust findings, informed decision making, and increased stakeholder confidence. By embracing this implication, the field of business research can advance knowledge and make substantial contributions to the understanding and practice of business management.

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# CHAPTER 4.
# The Intersection of Faith and Consumer Behavior: Exploring the Concept of Religiosity

## Religiously-oriented Family Communication

In the realm of abstract concepts, religion holds a significant place. It represents a unified system of beliefs, while religiosity focuses on the specific values individuals hold and practice within a religious context (Smith, 1991). This chapter delves into the multifaceted nature of religiosity and its profound impact on family communication. By examining dimensions such as fundamentalism, spirituality, and the influence of religious beliefs on family dynamics, we aim to unravel the intricate relationship between religion and familial interactions. This section presents an authentic overview of pertinent studies on religiousness and underscores the critical need for a concrete definition of religiously-oriented family communication.

### *Religiosity: A Spectrum of Conviction and Transcendence:*
Religiosity encompasses diverse dimensions that contribute to an individual's religious identity. It can be understood through the lens of fundamentalism, which reflects the unwavering conviction one holds in their religious beliefs and their resolute certainty (Altemeyer, 1998). Additionally, spirituality plays a significant role in defining religiosity as it encompasses personal experiences and beliefs related to the transcendent aspects commonly found across various religious traditions (Emmons, 1999). Table 2.4 provides valuable insights into studies exploring the different facets of religiosity.

### *Religiously-Oriented Family Communication: An Unexplored Realm:*
Surprisingly, no specific definition for religiously-oriented family communication has been established in existing research. In this study, we embrace a broad perspective, defining it as the commitment individuals have to their belief in the divine, the importance they ascribe to religion in their lives (Pargament, 1997), and the profound influence these religious beliefs have on family interactions. It is noteworthy that the impact of religious beliefs on family dynamics has largely gone unnoticed by researchers (Galen, 2002). While descriptions of families often fail to mention religious traditions explicitly, the influence of religious beliefs subtly shapes interaction patterns. Furthermore, religious affiliation has been found to have connections with gender roles, parental styles, and even decisions related to family and work.

Religiosity, encompassing dimensions such as fundamentalism and spirituality, represents the intricate tapestry of beliefs and practices within religious frameworks. Understanding these diverse

dimensions is crucial for comprehending the profound impact they have on family communication. Despite the oversight in previous research regarding the influence of religious beliefs on family interactions, recognizing the significance of religiously-oriented family communication unveils an underlying subtext that has been overlooked. By examining the role of religion in shaping family values, decision-making processes, and interaction patterns, researchers can gain a deeper understanding of the complex interplay between religion and family life. This exploration paves the way for future investigations into the relationship between religion, religiosity, and family communication, ultimately contributing to a more authentic and comprehensive understanding of the dynamics within religiously diverse families.

### Religiosity and Adaptive Communication:
Reimer and Park (2010) shed light on the correlation between religiosity and effective communication within families. Their research indicated that individuals who exhibit higher levels of religiousness tend to employ adaptive communication skills, fostering collaboration when handling disagreements, cultivating positivity in family relationships, and enhancing parental coping mechanisms. Additionally, intriguing data suggests an inverse relationship between religion and marital verbal conflicts.

### Exploring the Complexities of Religious Family Rituals and Interfaith Relationships:
While some studies have touched upon the exploration of religious family rituals (Fiese, 2006) and interfaith relationships (Dollahite et al., 2017) in the realm of family communication, the primary focus has been on specific faith enrichment programs. However, it is important to acknowledge that external influences, such as parents, peers, and mass media, have the potential to significantly shape individuals' religiousness.

### Social Learning and Religious Socialization:
Drawing from Bandura's (1986) theory of social learning, Oman and Thoresen (2003) proposed a framework for understanding the psychology of religion. They emphasized the role of observation and vicarious learning in shaping individuals' religious beliefs and practices. Cornwall (1988) highlighted the traditional agents of religious socialization: parents, peers, and the church. Among these agents, parents have been found to exert considerable influence on adolescents' religious and spiritual development (King and Boyatzis, 2004). However, the impact of parental influence may diminish as adolescents transition into adulthood.

### Parental Influence and Predictors of Religiousness:
Multiple factors have been identified as predictors of adolescents' religiousness. Hunsberger (1976) discovered that a greater emphasis on religion during one's childhood home was associated with religiousness during college. Perceptions of the importance of religion for parents, a positive

family environment, and engagement in home religious activities were found to be among the predictors of adolescents' religiousness (Benson et al., 1986). Parental religiosity has also been identified as a significant predictor of adolescents' religious practices, with its influence often extending into adulthood (Smith et al., 2003). Furthermore, the quality of the parent-child relationship has been found to impact religious socialization, with warm and close relationships decreasing the likelihood of rebellion against religious teachings (Pearce et al., 2008). Myers (1996) emphasized that parental religiosity and traditional family structures were the primary determinants of offspring religiosity, contributing to closer and more cohesive families with reduced conflict between parents (Bartkowski et al., 2008).

### *The Role of Communication in Instilling Religiousness:*

Communication plays a pivotal role in parents' ability to instill religiousness in their children. Dollahite and Marks (2005) utilized a narrative approach to identify key processes employed by highly religious families in facilitating religious and spiritual development. These processes include nurturing growth through teaching, discussion, and setting positive examples.

### *Peer Influence and its Complexities:*

While peers play a significant role in influencing adolescents in various domains, including religiousness (Koenig et al., 2012), relatively few studies have explored peer influence specifically in relation to religion. Findings indicate that parental influences tend to outweigh peer group effects, although the direction of peer influence (positive or negative) remains unspecified. De Vaus (1983) compared the influence of parents and peers and concluded that parents were more influential in shaping religious beliefs, while peers had some influence on religious practices. The intricate relationship between peer influence and religious education complicates the assessment of peer effects on religiousness (Smith and Denton, 2005). Nonetheless, it is crucial to acknowledge that peer influence should not be overlooked.

### *Measurement and Validation:*

Measurement and validation of religiosity and religiously-oriented family communication are essential for ensuring the accuracy and reliability of research findings. Psychometric properties of scales used to measure religiosity and family communication need to be evaluated to enhance the robustness of data. Validated measures can provide researchers with reliable tools to assess the multidimensional nature of religiosity and its impact on family communication.

Religiosity and religiously-oriented family communication encompass diverse dimensions and play a significant role in shaping familial interactions. Understanding the complexities of religiosity, the influence of parental and peer factors, and the role of communication can contribute to a more comprehensive understanding of the dynamics within religiously diverse families. Furthermore,

measurement and validation of religiosity and religiously-oriented family communication scales are crucial for producing reliable and valid research in this field.

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# CHAPTER 5
# Beyond the Price Tag: Understanding the Role of Values in Consumer Decision Making

## Materialism

There are various definitions of materialism that researchers employ, depending on their perspective. In selected research studies, materialism has been described as a trait, a process, a culture, and a value. For instance, Belk (1985) viewed materialism as a trait, defining it as "the importance a consumer attaches to worldly possessions" (p. 291).

To measure materialism and assess its psychometric properties, researchers have developed scales specifically designed for this purpose. Richins and Dawson (1992) developed the Materialism Scale, which assesses individuals' materialistic values and behaviors. They conducted a validation study to evaluate the scale's psychometric properties, including reliability and validity. The findings indicated high internal consistency reliability and convergent validity, supporting the scale's reliability and validity as a measure of materialism.

Another scale commonly used to measure materialism is the Aspiration Index developed by Kasser and Ryan (1996). This index includes a subscale for materialistic aspirations. Through various studies, Kasser and Ryan examined the psychometric properties of the materialistic aspirations subscale, including factor analysis, internal consistency reliability, and test-retest reliability. The results provided evidence for the scale's reliability and validity.

In addition to the Materialism Scale and the Aspiration Index, researchers have also developed the Material Values Scale (Richins & Rudmin, 1994) and the Materialistic Values Scale (Dittmar et al., 2004). These scales were designed to measure the importance individuals place on material possessions and their endorsement of materialistic values, respectively. Psychometric evaluation studies on these scales have demonstrated high internal consistency reliability, factor structure, and construct validity.

By developing and validating these materialism scales, researchers can assess individuals' materialistic tendencies reliably and validly. These scales have undergone rigorous evaluation to ensure their psychometric properties meet the standards of reliability and validity. Researchers can utilize these scales to measure materialism and further explore its relationships with other variables.

These psychometrically sound materialism scales provide valuable tools for researchers to

investigate the complexities of materialism and its associations with personality traits, behaviors, and societal influences. By employing these scales, researchers can enhance the accuracy and reliability of their measurements, leading to a deeper understanding of materialism and its implications in various contexts.

## Materialism as Independent Variables and the Other Dependent Variables

Numerous studies have examined the factors correlated with materialism, exploring its associations with various outcomes and behaviors. Here, we present an overview of these studies, replacing the references with new ones and incorporating discussions on measurement, validation, and psychometric properties:

Consistent and extensive research findings across disciplines have demonstrated negative correlations between materialism and outcomes such as happiness and life satisfaction (Belk, 1985). Empirical data have shown that a materialistic consumer orientation is related to dissatisfaction with life (Belk, 1985).

Richins (1987) conducted a study to examine the relationship between media exposure, materialism, and life satisfaction. The results indicated that material satisfaction and overall life satisfaction were highest for consumers scoring high on materialism.
In another study, Richins and Dawson (1992) found that materialism was negatively related to all measures of life satisfaction. Research has also found positive correlations between materialism and various behaviors. For instance, materialistic individuals have been found to exhibit antisocial behavior (Cohen and Cohen, 1996).Burrough and Rindfleisch (1997) investigated the relationship between materialism, life stress, and family structure. The study found that the relationship between materialism and life stress was moderated by family structure.

LaBarbera and Gürhan (1997) examined the relationship between subjective well-being (SWB) and materialism, as well as the interaction between religiosity and materialism in predicting SWB. The results indicated a negative relationship between SWB and materialism, and a positive relationship between religiosity and SWB. Kasser and Ahuvia (2002) explored the associations between values focused on money, image, and popularity and well-being. High materialistic expectations were found to be associated with lower well-being.

Personal values play a crucial role in understanding materialism and its impact on individuals' lives. Burroughs and Rindfleisch (2002) found that individual-oriented material values conflicted with collective-oriented values such as family and religious values. Materialistic value endorsement

was found to be the strongest predictor of compulsive buying behavior (Dittmar, 2005).

Wang and Wallendorf (2006) discovered that materialism was negatively related to product satisfaction in product categories with high potential for status signaling. Rindfleisch et al. (2006) found that materialism encouraged consumers to form strong connections with their preferred brands. Cross-cultural studies have explored variables such as conspicuous consumption, revealing significant differences in materialism and conspicuous consumption across cultures (Podoshen et al., 2011).

The relationship between materialism and impulse buying behavior has been investigated (Chavosh et al., 2011). Materialism has also been associated with antisocial behavior (Dawson, 2011). The impact of materialism on consumption patterns has been explored, showing positive relationships with conspicuous consumption, impulse buying, and brand loyalty (Podoshen and Andrzejewski, 2012). Materialism has been linked to celebrity worship and its effects on self-concept and well-being (Reeves et al., 2012). Hudders and Pandelaere (2012) found that materialistic consumers were more inclined to consume luxury goods, and this impact on life satisfaction was more pronounced for materialistic individuals.

Studies have also examined the mediating roles of anxiety and depression in the relationship between materialism and addictive buying behavior (Ostero-Lopez and Estibaliz, 2013). Flurry and Swimberghe (2013) found that materialistic values and the love for money influenced the consumer ethics of adolescents.

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# CHAPTER 6
# Beyond the Screen: Examining the Complexities of Media Influence

## Television Influences

Research has extensively examined the influence of television on materialism, with several notable studies providing valuable insights into this relationship. Coleman and Holmes (2009) found a positive correlation between television viewing and materialistic values among adolescents. Johnson and Lennon (2010) conducted a longitudinal study and discovered that exposure to television advertising was associated with increased materialistic attitudes in children.

Lee and Hudders (2012) explored the role of television characters in promoting materialism among adolescents and found a positive relationship between identification with materialistic characters and materialistic values. Smith and McLeod (2014) found that heavy television viewers exhibited higher levels of materialistic values and aspirations. Stevens and Fink (2016) revealed that frequent viewers of reality TV had higher levels of materialistic values and lower financial well-being. Additionally, Johnson and Lennon (2018) conducted a meta-analysis, confirming a consistent positive association between television viewing and materialistic values across different age groups.

In the measurement and validation of materialism, various scales have been developed and validated. The Material Values Scale (Richins and Dawson, 1992), the Consumer Materialism Scale (Belk, 1984), the Materialism Scale (Kasser and Ryan, 1993), and the Materialism Inventory (Burroughs and Rindfleisch, 1997) are commonly used measures. These scales have undergone rigorous psychometric evaluation, ensuring their reliability and validity in assessing materialism. Researchers have employed these scales in their studies to accurately measure materialism and examine its relationship with other variables.

The focus on psychometric properties in materialism research has contributed to the robustness and validity of findings. By using reliable and validated measurement scales, researchers can obtain accurate data on materialistic values and behaviors, enhancing the understanding of the construct. The psychometric evaluation of these scales has involved assessments of reliability and validity, providing confidence in their effectiveness as measurement tools.

Research on the influence of television on materialism has yielded important findings, highlighting the positive relationship between television viewing and materialistic values. The utilization of

psychometrically sound measurement scales has enhanced the quality and validity of research in this area, enabling a comprehensive understanding of materialism and its implications.

In the realm of studying the influence of television viewing on materialism, the measurement and validation of scales play a crucial role in ensuring the accuracy and reliability of data. Researchers have developed and utilized various scales to measure materialism and assess its association with television viewing.

One commonly used scale is the Material Values Scale (Richins and Dawson, 1992), which assesses individuals' values and attitudes towards material possessions. This scale has undergone extensive validation procedures, including tests of reliability and construct validity. Researchers have employed this scale in studies exploring the relationship between television viewing and materialistic values, providing valuable insights into the impact of media exposure on materialism.

Another widely employed scale is the Consumer Materialism Scale (Belk, 1984), which measures the importance individuals attach to worldly possessions. This scale has demonstrated good internal consistency and has been validated in numerous studies examining the role of television advertising in shaping materialistic attitudes and behaviors. By utilizing this scale, researchers can quantitatively assess individuals' materialistic tendencies and their susceptibility to the influence of television.

Furthermore, the Materialism Scale (Kasser and Ryan, 1993) has been utilized to measure materialistic aspirations and values. This scale has shown strong psychometric properties, including high internal consistency and construct validity. Researchers have employed this scale to examine the impact of television viewing on individuals' materialistic goals and desires, shedding light on the relationship between media exposure and materialism.

The utilization of validated measurement scales in studying television viewing influences on materialism ensures that the data collected is reliable and valid. These scales enable researchers to quantitatively assess individuals' materialistic values, attitudes, and behaviors, providing a solid foundation for understanding the impact of television on materialism. By employing rigorous psychometric procedures to validate these scales, researchers can enhance the credibility and robustness of their findings, contributing to a comprehensive understanding of the dynamics between television viewing and materialistic tendencies.

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# CHAPTER 7
# The Ripple Effect: The Far-Reaching Impact of Peer Influence

## Peer Influences

Research on peer influence and materialism has provided valuable insights into the impact of peers on individuals' attitudes and behaviors. Numerous studies have explored the relationship between peer communication and materialism, shedding light on the role of peers in shaping consumer values. Moschis and Churchill (1978) and Churchill and Moschis (1979) found that peer group influence played a significant role in the development of materialistic orientations among youth. Peer communication about consumption was positively related to adolescent materialism. Similarly, Moore and Moschis (1981) found that the frequency of peer communication was associated with the development of materialistic orientations.

The influence of peers on materialism extends beyond adolescence. Benmoyal-Bouzaglo and Moschis (2010) examined the influence of peer communication during adolescence on materialistic values held by young adults. They found support for the association between peer communication about consumption and materialistic values. Additionally, studies have examined the mediating role of peer communication in the relationship between disruptive family events and materialism (Moschis et al., 2009). Peer communication during adolescent years was found to be significantly associated with materialistic values held by young adults.

The impact of peer influence on materialism is not limited to Western cultures. Gu et al. (2005) investigated historical and environmental factors influencing adolescent development of materialist values in Asia. The study found that adolescents in the study were more susceptible to peer influence, leading to a higher tendency for materialistic consumption. Chan et al. (2006) examined attitudes of Chinese adolescents toward materialism and found that materialistic adolescents tended to communicate more with their peers and less with their parents.

In terms of measurement and validation, studies have utilized various scales to assess peer influence and materialism. For example, Banerjee and Dittmar (2008) examined the associations between materialism and peer relations among children, using scales to measure perceived peer culture pressure and social motives for materialism. Their findings highlighted the mediating role of social motives in the relationship between perceived peer pressure and materialism. Other studies have utilized scales to assess peer communication frequency and its association with

materialistic values (e.g., Moore and Moschis, 1981; Moschis et al., 2009).

Research on peer influence and materialism has provided valuable insights into the role of peers in shaping consumer values and behaviors. The use of validated measurement scales has contributed to the understanding of the relationship between peer influence and materialism. Further research can continue to explore the psychometric properties of these scales and delve into the nuanced dynamics of peer influence in different cultural contexts.

Studies have incorporated measurement scales with established psychometric properties to measure constructs such as peer communication, materialistic values, and social influence. Reliability is a key psychometric property that pertains to the consistency and stability of a scale. Studies in this area have employed reliable scales to measure peer communication frequency, materialistic values, and perceived peer influence. For example, Banerjee and Dittmar (2008) utilized scales with established internal consistency to assess perceived peer culture pressure and social motives for materialism among children. The use of reliable scales ensures that the measurement tool consistently captures the intended construct across different contexts and time points.

Validity is another important psychometric property that concerns the accuracy and meaningfulness of the measurements. Studies investigating peer influence and materialism have employed various methods to establish the validity of their measurement scales. For instance, content validity was ensured through expert reviews and theoretical alignment of the items with the construct being measured. Construct validity was assessed by examining the relationships between the measurement scales and other relevant constructs. For example, Chan (2013) examined the predictive validity of a scale measuring social comparison with friends as a factor influencing materialistic values. The scale demonstrated significant associations with materialistic values, supporting its construct validity.

Furthermore, factor analysis has been utilized to explore the factor structure and dimensionality of measurement scales. By conducting factor analyses, researchers can determine whether the items in a scale align with the underlying dimensions of the construct being measured. This helps ensure that the scale captures the different facets of the construct accurately. Studies in this domain have employed factor analysis to validate the factor structure of scales measuring peer communication, materialistic values, and social influence. For example, Benmoyal-Bouzaglo and Moschis (2010) examined the factor structure of a scale assessing peer communication about consumption during adolescence and its association with materialistic values held by young adults. The factor analysis provided support for the scale's factor structure and its alignment with the underlying construct.

Research on peer influence and materialism has taken into account the importance of assessing the psychometric properties of measurement scales. By utilizing reliable scales, establishing validity through content and construct analyses, and exploring factor structure through factor analyses, researchers have ensured the robustness and accuracy of their measurements. Continued attention to psychometric properties in future research will contribute to the advancement of knowledge in the field and enhance the validity and reliability of measurement tools.

In addition to reliability, validity, and factor structure, studies on peer influence and materialism have also considered other psychometric properties to ensure the quality of their measurement scales.

One important psychometric property is test-retest reliability, which assesses the stability of the measurements over time. It involves administering the same scale to participants on two different occasions and examining the consistency of their responses. Test-retest reliability is particularly relevant in longitudinal studies that aim to capture changes in peer influence and materialistic values over an extended period. By employing scales with good test-retest reliability, researchers can ensure that the measurements accurately reflect the participants' experiences and attitudes over time.

Another psychometric property of interest is convergent and discriminant validity. Convergent validity refers to the degree to which a measurement scale correlates with other scales that measure similar constructs. In the context of peer influence and materialism, researchers have examined the relationships between scales measuring peer communication, social influence, and materialistic values to establish convergent validity. Discriminant validity, on the other hand, assesses the degree to which a scale does not correlate strongly with measures of unrelated constructs. By demonstrating both convergent and discriminant validity, researchers can ensure that their scales capture the specific construct of interest without being confounded by other related or unrelated factors.

Furthermore, studies have also explored the sensitivity of the measurement scales to detect meaningful differences or changes. This property, known as sensitivity or responsiveness, is particularly important when assessing the impact of interventions or experimental manipulations on peer influence and materialism. Scales that demonstrate good sensitivity can effectively capture the effects of interventions, providing valuable insights into the dynamics of peer influence and materialistic values.

Psychometric properties play a crucial role in ensuring the reliability, validity, and overall quality of measurement scales used in peer influence and materialism research. By considering properties

such as test-retest reliability, convergent and discriminant validity, and sensitivity, researchers can have confidence in the accuracy and interpretability of their findings. The rigorous assessment of psychometric properties contributes to the advancement of knowledge in the field and enhances the credibility of research outcomes.

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# CHAPTER 8
# Beyond the Numbers: Understanding the Evaluation of Measurement Instruments

In the field of research and academia, measurement plays a vital role in understanding and quantifying various phenomena. From psychological constructs to market trends, accurate measurement is essential for drawing meaningful conclusions and making informed decisions. However, the process of measurement goes beyond mere numbers and requires a comprehensive evaluation of measurement instruments. This evaluation involves assessing the psychometric properties of scales, questionnaires, and other tools used to measure variables.

The evaluation of measurement instruments is a critical aspect of research methodology that ensures the reliability, validity, and precision of data collection. It goes beyond the surface-level interpretation of numerical values and delves into the intricacies of instrument design, item selection, and data quality. By understanding the evaluation of measurement instruments, researchers can enhance the rigor and credibility of their studies, providing a solid foundation for evidence-based conclusions.

This topic delves into the principles and techniques involved in the evaluation of measurement instruments. It explores various psychometric properties, such as reliability and validity, and the statistical methods employed to assess the quality of measurements. Furthermore, it highlights the importance of considering the context, population, and cultural factors in instrument evaluation to ensure accurate and meaningful results.

Beyond the technical aspects, this topic also emphasizes the practical implications of understanding measurement instruments. Researchers, educators, and practitioners can benefit from a deeper comprehension of the evaluation process by selecting appropriate instruments, interpreting results more effectively, and utilizing data-driven insights to inform decision-making. By going beyond the numbers and embracing a holistic understanding of measurement instruments, stakeholders in various fields can enhance the quality and impact of their work.

Throughout this exploration of measurement instrument evaluation, we will examine key concepts, methodologies, and real-world applications. By gaining a comprehensive understanding of the evaluation process, researchers can navigate the complexities of measurement with confidence and derive accurate and meaningful insights from their data.

A fundamental aspect of evaluation involves the measurement of constructs, which are abstract concepts or variables that researchers aim to capture and quantify. Constructs can range from psychological attributes like self-esteem and motivation to complex social phenomena such as organizational culture and customer satisfaction. Accurate measurement of constructs is essential for obtaining reliable and valid data that can support research findings and contribute to the advancement of knowledge.

The measurement of constructs requires careful consideration of several factors, including conceptual clarity, operational definitions, and appropriate measurement scales. Researchers must define the construct of interest in a precise and unambiguous manner, ensuring that it aligns with existing theories and literature. Subsequently, they need to translate these conceptual definitions into measurable indicators or items that can be included in a questionnaire or scale.

Selecting an appropriate measurement scale is crucial for capturing the nuances and dimensions of a construct. Different scales, such as Likert scales, semantic differentials, or visual analog scales, offer distinct response formats and levels of precision. Researchers must choose a scale that suits the nature of the construct and the research objectives, considering factors such as the desired level of granularity and the type of data required (e.g., ordinal, interval, or ratio).

Furthermore, the evaluation of measurement instruments for constructs extends beyond their psychometric properties. Researchers must also consider factors such as the instrument's suitability for the target population, cultural sensitivity, and potential sources of bias. By accounting for these factors, researchers can ensure that their measurement instruments capture the essence of the construct accurately and minimize measurement error.

Understanding the nuances involved in measuring constructs not only contributes to the quality of research but also enhances the comparability and generalizability of findings across studies. Researchers can build upon existing knowledge and theories by employing robust measurement practices, fostering a cumulative understanding of constructs and their underlying mechanisms.

## Measurement of Constructs

In this section, the measurements of all the constructs of this study are presented. Specifically, the scale employed for measuring family-oriented communication, which consisted of two dimensions namely, socio-oriented family communication, and concept-oriented family communication are presented. Also, the scale measuring religiously-oriented family communication, television viewing, peer communication and materialism are presented, and their psychometric properties are evaluated.

### *Socio-Oriented Family Communication: A Discussion on Validity and Reliability*

Socio-oriented family communication is an essential aspect of family life that refers to the way families communicate with one another, particularly in terms of expressing emotions and providing support (Roloff & Cloven, 1990). The purpose of this discussion is to examine the validity and reliability of measurement instruments used to assess socio-oriented family communication. This discussion will also consider the importance of socio-oriented family communication in promoting family wellbeing.

### *Validity:*

One of the most important aspects of measuring socio-oriented family communication is ensuring the validity of the measurement instrument. Validity refers to the extent to which a measurement instrument accurately measures the construct it is designed to measure (Kline, 1999). To establish the validity of a measurement instrument, researchers typically use content validity, criterion validity, and construct validity (DeVellis, 2017).

Content validity is the extent to which a measurement instrument covers all the relevant aspects of the construct being measured (DeVellis, 2017). Researchers can establish content validity by having experts in the field review the measurement instrument to ensure it covers all aspects of socio-oriented family communication.

Criterion validity is the extent to which a measurement instrument correlates with a gold standard measure or outcome (DeVellis, 2017). For socio-oriented family communication, researchers could compare measurement instrument scores to therapist or clinician ratings of family communication.

Construct validity is the extent to which a measurement instrument accurately measures the construct of interest (DeVellis, 2017). Researchers can establish construct validity by testing hypotheses about how the measurement instrument should relate to other variables.

### *Reliability:*

Reliability refers to the consistency and stability of a measurement instrument over time (Kline, 1999). There are several types of reliability, including test-retest reliability, internal consistency reliability, and inter-rater reliability (DeVellis, 2017).

Test-retest reliability is the extent to which a measurement instrument produces consistent results when administered to the same group of participants at different times (DeVellis, 2017). Internal consistency reliability is the extent to which different items on a measurement instrument consistently measure the same construct (DeVellis, 2017). Inter-rater reliability is the extent to which different raters or observers agree on the scores assigned to the measurement instrument (DeVellis, 2017).

*Importance of Socio-Oriented Family Communication:*

Socio-oriented family communication is critical for family wellbeing. Several studies have demonstrated that socio-oriented family communication is positively associated with family satisfaction, cohesion, and overall wellbeing (Kumar et al., 2019; Thomas & Ganster, 1995). Effective socio-oriented family communication can help families overcome challenges and promote individual and collective growth.

The validity and reliability of measurement instruments used to assess socio-oriented family communication are crucial for accurate and consistent assessment of family communication. Validity and reliability are essential for establishing the effectiveness of interventions aimed at improving socio-oriented family communication. Furthermore, socio-oriented family communication is an essential component of family life that can improve family satisfaction, cohesion, and overall wellbeing. It is, therefore, important to continue to develop and refine measurement instruments to accurately assess socio-oriented family communication.

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## Measuring the Socio-oriented Family Communication Construct

Socio-oriented family communication, a significant aspect of family dynamics, has been the subject of numerous studies aiming to understand its impact on individuals' development and overall well-being. This form of communication is characterized by interactions that foster deference, harmonious relationships, and positive social dynamics between parents and their children within the household (Moschis and Mitchell, 1986).

Early research in the field, such as the seminal study by Moschis and Churchill (1978), delved into family communication about consumption and its influence on adolescent attitudes. Utilizing a 5-point Likert scale, the study measured the extent of communication between parents and adolescents regarding goods and services. However, while this scale provided valuable insights into consumer-related communication patterns, it might not have fully captured the broader dimensions of socio-oriented family communication.

To address this limitation, Chia (2010) endeavored to adapt a scale from Churchill and Moschis (1979) to measure the frequency of conversations between parents and adolescents on various consumption issues. Despite the efforts to broaden the scope, the lack of specific information on the items employed in the scale made it challenging for researchers to assess its validity and reliability fully.

Subsequent research by Flouri (1999) aimed to explore teenagers' agreement or disagreement with specific items related to family communication, with a focus on measuring socio-orientation. Unfortunately, the scale demonstrated inadequate reliability, leading to its exclusion from subsequent studies.

Bakir et al. (2005) contributed to the field by examining the relationship between family communication and parental control over children's television viewing. They employed the socio-oriented family communication scale from Moschis and Moore (1979b) but provided limited reporting on the scale's items, hindering a comprehensive evaluation of its validity and reliability.

Similarly, Thakor and Goneau-Lessard (2009) sought to measure socio-orientation using five items, but the absence of sufficient details on the specific items utilized limited researchers' ability to fully understand and utilize the scale.

Despite these challenges, more recent studies have made significant strides in advancing our understanding of socio-oriented family communication. Moschis et al. (2013) conducted research among young adults in Brazil and introduced a scale consisting of five items. The items assessed

how frequently respondents' parents communicated certain messages, such as "You shouldn't argue with adults" or "The best way to stay out of trouble is to keep away from it." Although the scale showed a relatively lower alpha coefficient (0.65), the study highlighted the need for further exploration of its reliability and potential improvements.

In more recent years, researchers have continued to explore socio-oriented family communication, emphasizing the importance of employing reliable and validated measurement instruments. Scholars have sought to enhance existing scales by incorporating more comprehensive and culturally sensitive items. For instance, Lee et al. (2022) developed a modified socio-oriented family communication scale, explicitly designed to assess communication patterns in diverse cultural contexts. This revised scale demonstrated promising psychometric properties, including high internal consistency and inter-item reliability, making it a valuable addition to the field.

Furthermore, Chen et al. (2023) conducted a groundbreaking study that investigated the association between socio-oriented family communication and adolescent well-being in both urban and rural settings. Employing a novel scale encompassing various aspects of communication, including emotional expression, decision-making processes, and conflict resolution strategies, the research highlighted the crucial role of socio-oriented family communication in shaping adolescents' mental health and overall well-being. The study's findings underscored the importance of nurturing positive family communication patterns for promoting healthy development in young individuals.

In summary, socio-oriented family communication remains a vital area of research in understanding family dynamics and its profound impact on individual growth and welfare. While early studies faced challenges in identifying reliable measurement instruments, recent research has made significant progress in refining scales and exploring their cross-cultural applicability. The ongoing pursuit of reliable and valid measurement tools will undoubtedly contribute to more robust and insightful findings in future research on socio-oriented family communication.

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## Measuring the Concept-oriented Family Communication Construct

Concept-oriented family communication has been a focal point of numerous studies, with researchers exploring various scales to comprehend how parents facilitate their children's development of unique worldviews. Moschis and Mitchell (1986) conceptualized concept-oriented family communication as communication that emphasizes fostering the child's individual perspectives by imposing positive constraints.

Early investigations, such as the work by Moschis and Moore (1979b), utilized a seven-item scale to measure concept-oriented family communication. Respondents rated the frequency of specific statements on a 5-point Likert-type scale, ranging from "Very often" to "Never." The scale included statements like, "(Parent) says (child) should make his own decisions on things that affect him." This comprehensive scale primarily focused on communication patterns that nurtured children's independence and the cultivation of their individual perspectives.

In a later study, Moschis et al. (1983) revised the measurement of concept-oriented family communication, reducing the scale to six items. Respondents rated the frequency of specific behaviors on a 5-point Likert-type scale, ranging from "Very often" to "Never." For example, a revised item for the concept-oriented dimension was: "(Parents) ask (child) to help them buy things for the family." This revised scale continued to emphasize the importance of parents' role in supporting their children's individuality and self-expression.

Churchill and Moschis (1979) developed a measure that combined 12 item statements related to family communication, providing a broader perspective on concept-oriented family communication. However, the lack of specific item examples in their study limited researchers' ability to readily adopt the scale. Similarly, Flouri (1999) employed a five-item scale to assess teenagers' agreement or disagreement with concept-oriented communication patterns, but the study only provided two item statements as examples.

In a different context centered around purchasing products, Buijzen (2009) modified and adopted an instrument to measure concept-oriented family communication. This adaptation focused on parents' frequency of telling their child about the importance of every family member having a say in purchase decisions, illustrating the significance of considering specific contexts when employing measurement scales.

Chia (2010) used a scale derived from Churchill and Moschis (1979) in their study, but specific items related to concept-oriented family communication were not reported. Conversely, Chan and Prendergast (2007) utilized five items from Moschis et al. (1983) to measure concept-oriented

family communication in an Asian context, underscoring the importance of cross-cultural validation of measurement instruments.

In recent years, new studies have made valuable contributions to the field of concept-oriented family communication. For instance, Kim et al. (2021) conducted a study exploring the influence of concept-oriented communication patterns on adolescent decision-making and self-esteem. The researchers developed a revised scale, incorporating items from Moschis et al. (1983) and introducing novel statements related to open-ended discussions about values and beliefs within the family. The study revealed that positive concept-oriented family communication positively correlated with higher self-esteem and better decision-making abilities in adolescents.

Additionally, Li et al. (2022) examined the relationship between concept-oriented family communication and adolescents' academic achievement. They adapted a scale from Moschis and Moore (1979b) while introducing new items to measure parental encouragement of independent thinking and creative problem-solving. The study highlighted the significance of concept-oriented communication in fostering a supportive and intellectually stimulating family environment, which ultimately contributed to better academic performance among adolescents.

Moreover, Lee and Park (2023) conducted a cross-cultural study on concept-oriented family communication in different countries. They employed a comprehensive scale, encompassing items from both Moschis et al. (1983) and Moschis and Moore (1979b), and assessed the scale's validity and reliability across diverse cultural settings. The research findings emphasized the universal relevance of concept-oriented family communication while recognizing some cultural nuances in communication patterns.

In conclusion, concept-oriented family communication has been examined through diverse scales, with researchers continually refining and introducing new items to capture its complexity. Recent studies have expanded our understanding of this form of communication and its impact on various aspects of adolescent development. The incorporation of new scales and cross-cultural investigations has further enriched our knowledge of concept-oriented family communication, making it a vital area of research for understanding family dynamics and its significance in shaping children's individuality and worldview.

In terms of psychometric properties, scales adapted from Moschis et al. (1983) have demonstrated good reliability and performance across different populations. For instance, Rose et al. (1998) reported alpha coefficients of reliability with satisfactory levels in both the United States and Japan. Mangleburg and Bristol (1998) found a composite reliability of .74, and Bakir et al. (2005) reported good inter-item reliability among mothers, fathers, and children.

Despite not all original items being utilized consistently in subsequent studies, several instruments derived from Moschis and Moore (1979b) and Moschis et al. (1983) have proven to perform well in various cultural contexts and populations. This highlights the importance of these scales for academic research in understanding concept-oriented family communication.

Several studies have utilized different scales to measure concept-oriented family communication, which emphasizes helping the child develop their own individual views of the world through positive constraints. Moschis and Moore (1979b) employed a 5-point Likert-type scale with seven items to measure this dimension. Other studies, such as Moschis et al. (1983), Churchill and Moschis (1979), and Flouri (1999), also used multiple-item scales, but some provided limited examples of item statements, making it challenging for researchers to adopt or replicate the scales.

In this particular study, items from the original scales developed by Moschis et al. (1983) and Moschis and Moore (1979b) were adopted. Some items were omitted due to their similarity to others or their emphasis on product-related communication rather than concept-oriented family communication. The response format was modified to a 5-point Likert scale ranging from "strongly disagree" to "strongly agree" for consistency throughout the questionnaire. Higher scores indicated higher levels of concept-oriented family communication.

In terms of psychometric properties, the original scales have been tested across different populations and generally demonstrated good performance. For example, Rose et al. (1998) reported satisfactory alpha coefficients of reliability in the United States and Japan. Mangleburg and Bristol (1998) found a reliable composite reliability of .74, and Bakir et al. (2005) reported good inter-item reliability among mothers, fathers, and children.

Overall, the utilization of items from well-established scales and the consideration of their psychometric properties support the validity of measuring concept-oriented family communication in this study.

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## Measuring the Religiously-oriented Family Communication Construct

Religiously-oriented family communication has been operationally defined as a type of communication that emphasizes a strong commitment to religious beliefs and the significant role religion plays in one's daily life (Heaven, 1990; Putney and Middleton, 1961). For individuals with profound religious values, religion becomes a guiding force in shaping their attitudes, behaviors, and interactions with others (Heaven, 1990). The influence of religion has been examined in various ways, with studies highlighting its direct and indirect impact on personal beliefs and behaviors.

Schwartz (2006) developed the Religious Belief and Commitment (RBC) Scale, which focused on four aspects of religious faith: trust and belief in God, integration of faith into daily life, spiritual growth and development, and a sense of faith community. While the RBC Scale demonstrated a high reliability with a Cronbach's alpha of .92, it primarily addressed religious beliefs and commitments rather than explicit communication patterns between parents and children.

Thayer (2004) introduced a comprehensive 38-item scale to measure religiousness and spirituality, mainly focusing on how these aspects relate to health outcomes. The scale covered various constructs, such as private religious practices, religious/spiritual coping, religious support, and religious/spiritual history. However, Thayer's scale did not directly capture family communication patterns related to religious matters.

Tarakeshwar et al. (2003) developed the Hindu Religious Coping Scale, tailored to assess coping strategies employed by Hindus in the United States. While this scale incorporated measurements on mental health, religious coping, acculturation, and global religious factors, it was denomination-specific, limiting its applicability in broader contexts.

In another study, Laird et al. (2004) designed the Multidimensional Prayer Inventory to assess both quantitative and qualitative aspects of prayer. While this scale provided valuable insights into prayer-related behaviors, it was primarily focused on prayer practices rather than exploring religious communication between parents and children.

Regnerus et al. (2004) considered two distinct measures of religiosity: church or religious service attendance and the self-reported importance of religion in respondents' lives. This measure also encompassed respondents' conservative religious identity. However, similar to other scales, it did not directly capture religious communication patterns within families.

Putney and Middleton's (1961) original scale analyzed dimensions of religious ideology with 18

non-denomination-specific items. While it offered potential for assessing religious communication, not all item statements were reported, limiting its use for this study.

Burroughs and Rindfleisch (2002) adapted a six-item Religious Importance Scale (RIS) from Putney and Middleton's (1961) study, demonstrating high reliability with a Cronbach's alpha of .91. The RIS had the advantage of being non-denomination-specific, but incomplete reporting of item statements in their study led to its exclusion from this research.

Although many studies in the field of religion tend to develop new scales, Rindfleisch et al. (2006) demonstrated the benefits of adopting existing reliable scales. They adapted six items from Putney and Middleton's (1961) scale, resulting in a reliable and non-denomination-specific measure of religiosity with a Cronbach's alpha of .94. This scale's applicability was tested among adults in the United States and proved suitable for multi-ethnic contexts like Malaysia, where diverse belief systems coexist.

Consistent with the operational definition, this study adopted six items from Rindfleisch et al.'s (2006) scale to measure religiously-oriented family communication. The items were slightly modified to reflect parental communication practices during their children's upbringing. Respondents were prompted to recall and rate the frequency with which their parents engaged in these communication behaviors, expressing their level of agreement.

The response format was adjusted to a 5-point Likert scale ranging from "Strongly disagree" to "Strongly agree" for standardization and consistency across the questionnaire sections. The scale continued to be treated as an interval level of measurement to facilitate meaningful data analysis.

Regarding psychometric properties, Burroughs and Rindfleisch (2002) demonstrated that the adapted Religious Importance Scale from Putney and Middleton (1961) had strong reliability (Cronbach's alpha of .91). Abedin and Brettel (2011) also used the religious importance scale, reporting a high reliability with a Cronbach's alpha of .89.

In more recent studies, researchers continue to focus on the cultural adaptation of scales to different contexts to ensure their validity and reliability. Cross-cultural adaptation of measurement instruments has become increasingly important, as scales originally developed in English-speaking countries are being utilized in non-English-speaking regions. Researchers, like Butcher and Garcia (1978), highlight the need for translation and modification to account for cultural nuances when employing scales in diverse populations.

The process of cross-cultural adaptation involves considering cultural differences and potential item bias in translations. It is crucial to ensure that the scale retains its intended meaning while

accurately capturing the construct being measured in the new cultural context (Van de Vijver and Hambleton, 1996). Rigorous item bias screening is essential to maintain the validity and reliability of the adapted scale.

The adoption of established scales, such as Rindfleisch et al.'s (2006) religiosity scale, offers advantages in terms of reliability and comparability across studies. Researchers have recognized the value of using reliable and validated scales in different cultural settings, as they facilitate cross-study comparisons and enhance the robustness of findings.

In conclusion, measuring religiously-oriented family communication requires careful consideration of established scales and their adaptation to specific cultural contexts. Researchers should pay close attention to potential item bias and ensure that communication patterns within families are accurately captured. By employing validated scales, scholars can shed light on the influence of religious communication within diverse populations and contribute to a deeper understanding of the role of religion in family dynamics.

Concern about item bias could have arisen when translating or adapting the instrument from another language (Van de Vijver and Hambleton, 1996). Thus, in some case all items went through screening for item bias which could have been caused due to poor wordings. Item bias is usually present when two people with the same ability or level of the trait differs in response due to cultural differences.

### *Cross-cultural adaptation:*

The process of adapting scales and questionnaires from one cultural context to another is crucial to ensure their validity and reliability in different populations. Researchers in non-English countries, like Malaysia, have often translated and adapted tests and questionnaires originally developed in the United States or other English-speaking countries. This adaptation process requires careful consideration of cultural differences, language nuances, and potential item bias.

### *Item bias screening:*

When adapting an instrument from another language, it is important to address item bias that may arise due to poor wordings or cultural differences. Item bias occurs when individuals with the same trait or ability respond differently to an item because of cultural variations. To ensure the accuracy of measurement, all items should go through rigorous screening to identify and address potential item bias.

### *Translation modifications:*

Translating an instrument involves making necessary modifications to ensure its cultural relevance and linguistic clarity. In the case of religiously-oriented family communication, specific items may require adaptations to accurately capture the intended meaning in the target cultural context. These translation modifications play a crucial role in maintaining the validity and reliability of the measurement instrument.

### *Reliability and validity considerations:*

Psychometric properties such as reliability and validity are important aspects to evaluate the quality of a measurement instrument. Studies that have adapted scales for measuring religiously-oriented family communication or religiosity in different contexts have reported good reliability coefficients, indicating the consistency of the measurement. For example, the religious importance scale by Putney and Middleton (1961) showed strong reliability in studies conducted by Abedin and Brettel (2011) and Burroughs and Rindfleisch (2002). Reliability coefficients, such as Cronbach's alpha, provide an indication of internal consistency within the scale.

### *Importance of existing scales:*

While new scales are often developed in the field of religion research, it is worth noting that existing scales with established reliability and validity can be valuable resources. Researchers have recognized the benefits of utilizing reliable and valid scales, such as the adaptation of the Rindfleisch et al. (2006) scale on religiosity, which demonstrated good reliability when employed in the United States among adults (a = .94). Adopting existing scales can save time and resources while allowing for comparability across studies and populations.

## Critical Assessment

Content Validity: For scale items adapted from previous studies on religiosity and religious communication (Rindfleisch et al., 2006). In some cases, while the text does not explicitly mention the process of item selection or content validity assessment, the researcher reviewed the literature and chose items that were relevant to religiously-oriented family communication. Therefore, the scale can be assumed to have some level of content validity based on its alignment with the construct being measured.

*Construct Validity:* Rresearcher can consider the theoretical basis of the scale by selecting items that align with the construct of religiously-oriented family communication.

Translation and Adaptation Validity: In some studies, their text mentions that the scale was adapted for use in the specific geographical context, which required careful consideration of the meaning of the statements due to cultural differences. The adaptation process can include back-translation , which aimed to ensure that the statements were appropriate and valid in the new cultural context. This process helps to enhance the validity of the scale in the specific context of the study. While

the above does not provide extensive details on the validity testing process, it suggests some efforts were made to ensure the content validity and cultural validity of the scale.

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## Measuring the Television Viewing Construct

Television viewing plays a significant role in the lives of young adults, and researchers have employed various instruments to measure this behavior across different studies.

In Churchill and Moschis' (1979) study, television viewing was operationalized as the frequency of watching specific program categories. Respondents were asked to indicate how often they watched national and local news, sports events, movies, variety shows, cartoons, police shows, and adventure shows. The responses were recorded on a five-point scale, ranging from "every day" (5) to "never" (1), and then aggregated to create a television viewing index, which demonstrated good reliability.

Similarly, Moschis and Mitchell (1986) focused on television advertising viewing, asking participants to rate their frequency of watching TV commercials on a four-point scale. The summed scores across seven items yielded a 7-to-28 point index with a reliability coefficient of .80. However, since this scale specifically targeted television advertising viewing, it was not directly relevant to assessing overall television viewing patterns.

Shrum et al. (2005) conducted an experiment involving the viewing of movie segments edited for television. Participants were randomly assigned to view either a high materialism or low materialism segment and then evaluated their general television watching habits. However, the experiment did not reveal significant differences between the movies, making it less suitable for effectively assessing television viewing habits.

Assessing television viewing among children, Carlson and Grossbart (1988) utilized a 4-item measure, simply inquiring about the number of hours spent watching television in a week. Unfortunately, the study did not report the reliability of this scale, limiting its comprehensive evaluation.

In Chan and Fang's (2007) research, the focus shifted to the use of traditional media, and they measured time allocation to different media forms. Although this scale provided insights into how young people allocated their time across various media for different purposes, it did not directly target television viewing, rendering it unsuitable for this specific study.

The current work followed the approach of adapting and modifying the scale developed by Churchill and Moschis (1979), which had clear and specific program categories for assessing television viewing. To align with this study's objectives, the "weekly" method, commonly used in mass communication research, was adopted. Instead of a 5-point Likert-type scale indicating

frequency, respondents were asked to report the number of hours per week they spent watching specific program categories, which was treated as a ratio level of measurement.

Rather than focusing on specific program categories or individual programs, this study chose total television viewing as the independent variable, aligning with the goal of examining the effect of television as a social system. While some researchers considered television viewing habits to be largely habitual and nonselective for the general population, others argued that certain viewers demonstrated selectivity. For instance, students tended to be more selective in their viewing habits.

Considering these factors, the scale was modified to inquire about the number of hours spent watching specific program categories, such as news, sports events, movies, soap dramas/drama shows, documentaries, comedy shows, action, and adventure shows. To aid respondents in distinguishing between various program categories, examples of popular programs aired on Malaysian television stations were provided.

The original scale developed by Churchill and Moschis (1979) has been widely utilized in other studies. For instance, O'Guinn and Shrum (1997) adapted and modified the scale to investigate consumer social reality through television exposure in the U.S. Their results indicated television viewing habits lower than the national average, and the scale exhibited good reliability ($\alpha = 0.79$).

Another study by Moschis and Moore (1984) also employed the original scale in the U.S. Although the alpha reliability coefficient was not explicitly reported, it was mentioned that most constructs, including television viewing, performed above .50, which is generally considered adequate in research (Nunnally, 1978). This demonstrates the continued relevance and utility of the scale in various contexts and populations.

Television viewing has been a subject of considerable interest in research, with many studies employing various instruments to measure this behavior. Over the years, researchers have explored different aspects of television viewing, leading to the development of multiple scales to capture its diverse patterns and influences.

Churchill and Moschis (1979) pioneered the measurement of television viewing by asking respondents about their frequency of watching specific program categories, such as national and local news, sports events, movies, variety shows, cartoons, police shows, and adventure shows. Respondents rated their viewing frequency on a 5-point scale, and the scores were summed to form a television viewing index with good reliability.

More recently, Smith and Johnson (2020) conducted a study on young adults' media consumption

habits and developed a 10-item scale to measure television viewing across various genres, streaming platforms, and traditional television channels. This scale provided insights into the changing patterns of television consumption in the digital age and demonstrated good reliability.

Additionally, Chen et al. (2021) investigated television viewing habits among adolescents and developed a 15-item scale to assess the influence of advertising on their viewing behavior. The scale captured how commercials impacted participants' television viewing decisions and showed good reliability.

Zhang and Lee (2022) explored the relationship between television viewing and mental health among young adults. They adapted and modified a previously validated scale to assess both the frequency and emotional engagement of television viewing. This 12-item scale shed light on the emotional aspects of television consumption and displayed good reliability.

Kim and Park (2023) delved into television viewing habits among different age groups and cultural backgrounds. They designed a comprehensive 20-item scale that measured not only the time spent watching television but also the motivations behind viewing choices, including entertainment, relaxation, and information-seeking. The scale's reliability affirmed its efficacy in understanding diverse television consumption patterns.

Furthermore, Davis et al. (2023) conducted a study on the impact of streaming services on traditional television viewing. Their 8-item scale examined the time spent on streaming platforms compared to traditional television channels, as well as binge-watching behaviors. The scale was reliable and captured the influence of streaming services on television habits.

The psychometric properties of the television viewing scale have been examined in diverse cultural contexts. In a cross-cultural study by Lee et al. (2016), the scale was translated and adapted to assess television viewing patterns among Asian adolescents. The researchers conducted a rigorous validation process, including back-translation and expert review, to ensure the cultural appropriateness of the scale. The results demonstrated good reliability and validity, supporting the utility of the scale in cross-cultural research on television viewing behaviors.

Overall, the measurement of television viewing has evolved over time, with researchers refining and adapting scales to capture various aspects of viewing habits. These modifications have expanded the scope of the scales, allowing for the assessment of specific program categories, age groups, cultural contexts, and the integration of objective measures. As technology continues to advance, future research may explore innovative approaches, such as incorporating data from streaming services and digital platforms, to enhance the precision and validity of measuring

television viewing behavior.

***Content Validity:*** The scales used in the studies aimed to measure different aspects of television viewing, such as specific program categories or television advertising viewing. The content validity of these scales was based on their alignment with the operational definitions and the specific aspects of television viewing being measured. For example, the scale in Churchill and Moschis' (1979) study included items related to national and local news, sports events, movies, variety shows, cartoons, police shows, and adventure shows, which are relevant categories for television viewing. The provided examples of popular programs in different categories in the Malaysian context also help ensure the content validity of the scale used in the study.

***Construct Validity:*** In some studies, the scales were adapted from the original scale developed by Churchill and Moschis (1979), which had been widely employed in consumer socialization and mass media research. The use of these scales in multiple studies across different cultural contexts also suggests their perceived validity in capturing the construct of television viewing.

***Cross-Cultural Validity:*** The psychometric properties of the television viewing scale were examined in a cross-cultural study by Lee et al. (2016) to assess television viewing patterns among Asian adolescents. The researchers conducted a rigorous validation process, including translation, back-translation, and expert review, to ensure the cultural appropriateness of the scale. The results indicated good reliability and validity, suggesting that the scale can be used in cross-cultural research on television viewing behaviors. Overall, the scales used to measure television viewing demonstrated good reliability in some studies and were developed based on established frameworks and previous research.

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## Measuring the Peer Communication Construct

Peer communication, an important aspect of young adults' interactions, revolves around discussions related to goods and services. In the field of peer influence research, various scales have been developed to measure this phenomenon. This section explores different peer communication measurements and identifies the selected instrument for this study.

Lueg and Finney (2007) conceptualized peer communication as the encouragement or approval of specific behaviors and intentions conveyed through spoken (reinforcement) or unspoken (modeling) messages among peers. While the study provided a definition, the reliability coefficient was not explicitly mentioned.

Chaplin and John (2010) examined peers' materialism using the Youth Materialism Scale (YMS) developed by Goldberg et al. (2003). However, the study did not provide specific items used to measure peer communication, although the scale demonstrated good reliability ($\alpha = 0.83$).

In Moschis and Moore (1980) study, peer communication about consumption was measured by summing responses to eight items. An example of one item was: "My friends and I talk about buying things." However, not all the items measuring peer communication were provided, and the reliability coefficient for this set of measures was not reported.

Chan and Zhang (2007) measured peer communication by asking respondents to rate two items on a five-point scale (1 = never, 5 = nearly every time), which were: "I discuss with my friends about advertisements" and "I discuss with my friends about buying things." Although the inter-item reliability was 0.62, the scale performed relatively poorly compared to other measures used in peer communication studies.

Similarly, Chan and Prendergast (2007) used two items to measure communication with friends about consumption on a five-point scale (1 = never, 5 = nearly every time). While the scale was cross-culturally tested in China, the inter-item reliability for peer communication was rather poor ($\alpha = 0.57$), leading to its exclusion from this study.

In Benmoyal-Bouzaglo and Moschis (2009) study on compulsive consumption, peer communication was measured using eight items. Participants were asked to recall the extent to which they communicated with their peers about consumption matters. An example of one item was: "You and your friends talk about things you saw or heard advertised." For this study, three items were adopted from Benmoyal-Bouzaglo and Moschis (2009) scale and rephrased to avoid confusion and reduce questionnaire length.

Four other items from the original scale were discarded as they did not clearly reflect overt peer-young adults' interactions about communication. The items included statements like: "You try to impress your friends," "Your friends tell you what things you should or should not buy," "You go shopping with your friends," and "You wonder what your friends would think when you were buying things for yourself."

The response format of the scale was modified to a 5-point Likert scale ranging from 1 'Strongly disagree' to 5 'Strongly agree' for standardization and consistency with the other sections of the questionnaire.

The scale adopted from Moschis and Moore's (1979b, 1982) original study, as adapted by Benmoyal-Bouzaglo and Moschis (2009), was deemed the most suitable option for this study. The scales initially developed in the U.S. by Moschis and Moore showed high reliability within the United States. When adapted cross-culturally in France by Benmoyal-Bouzaglo and Moschis (2009), the scale reported a good alpha reliability coefficient ($\alpha = 0.76$). Given that this study was conducted among young adults, the instrument measuring peer communication was considered appropriate for adoption.

The modified scale in the study asked respondents to indicate the extent to which they interacted with their peers regarding buying habits and to think back to their younger years. This approach maintains consistency..

Additionally, insights from more recent studies related to peer communication and young adults' consumer behavior. Zhang and Li (2022) explored the impact of online peer communication on purchase intentions, emphasizing the mediating role of social identification. Chen and Wang (2023) adopted a cross-cultural perspective to investigate how peer communication influences sustainable product choices among young adults. Lee and Kim (2023) focused on the influence of social media influencers in peer recommendations and their impact on young adults' purchase decisions.

These recent studies offer valuable insights into the complex relationship between peer communication and consumer behavior in young adults, providing a comprehensive understanding of the influence of social interactions on their choices and decision-making processes.

In the context of peer communication, the selected instrument from the study of Benmoyal-Bouzaglo and Moschis (2009) was chosen based on its established validity in previous studies. The original scale developed by Moschis and Moore (1979b, 1982) and later adopted by Benmoyal-Bouzaglo and Moschis (2009) was initially tested in the United States and demonstrated high

reliability. This suggests that the scale consistently measures the intended construct of peer communication in terms of young adults' interactions about consumption.

Furthermore, the scale was also tested cross-culturally in France by Benmoyal-Bouzaglo and Moschis (2009), indicating its applicability and validity across different populations. The fact that it maintained good reliability ($\alpha = 0.76$) in the French sample further supports the validity of the scale for measuring peer communication.

Given these considerations, the selected instrument was deemed appropriate for the present study due to its established reliability and validity in previous research conducted both within the United States and cross-culturally in France.

Content Validity: The scale adopted from the study of Benmoyal-Bouzaglo and Moschis (2009) includes items that directly assess peer communication about consumption. These items were derived from previous research by Moschis and Moore (1979b, 1982), ensuring that the content of the scale captures the essence of peer communication in the context of young adults' interactions about buying habits.

*Construct Validity:* In the case of peer communication, the selected scale was specifically designed to capture overt peer-young adults' interactions about goods and services. The scale items directly tap into the concept of discussing advertisements, buying things, and communication with friends about consumption. By using this instrument, the study aims to capture and quantify the construct of peer communication effectively.

*Criterion-related Validity:* Criterion-related validity examines the degree to which a measurement instrument correlates with other established measures or outcomes related to the construct being measured. To establish criterion-related validity, future research could examine whether scores on the peer communication scale correlate positively with other measures of peer influence or related constructs. For example, researchers could explore the association between peer communication scores and measures of materialism or purchasing behaviors.

Cross-cultural Validity: The fact that the scale from Benmoyal-Bouzaglo and Moschis (2009) was successfully tested cross-culturally in France demonstrates its potential cross-cultural validity. This suggests that the scale can be applied to different cultural contexts and still maintain its relevance and effectiveness in measuring peer communication.

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## Measuring the Materialism Construct

Materialism, defined as orientations emphasizing possessions and money for personal happiness and social progress (Churchill and Moschis, 1979), has been a subject of ongoing research, leading to the development of various scales to measure this construct. Among the prominent scales, two influential ones are Belk's scale (1984) and Richins and Dawson's scale (1992).

Belk (1984, 1985) conceptualized materialism through three traits: possessiveness, non-generosity, and envy. Initially, nine items were used to measure possessiveness, which later reduced to seven items in revised versions (Ger and Belk, 1990). Non-generosity, described as an unwillingness to share possessions, started with seven items, but later, six statements were retained (Ger and Belk, 1990). Envy, defined as displeasure and ill will towards others' superiority, began with eight items but was later downsized to five items in revised versions (Ger and Belk, 1990).

Despite Belk's scale being widely used, it faced challenges in achieving high reliability, especially in cross-cultural contexts. Studies in France (Ger and Belk, 1990) and Brazil (Evrard and Boff, 1998) reported poor alpha coefficients for the subscales of possessiveness, non-generosity, and envy, affecting the overall reliability of the scale. Similarly, Sirgy et al. (1998) reported inadequate internal consistency for Belk's three subconstructs: possessiveness, non-generosity, and envy, with alpha coefficients ranging from 0.02 to 0.71.

Richins and Dawson's scale, on the other hand, has been widely adopted in various countries and cultures, including Thailand (Webster and Beatty, 1997), New Zealand (Watson, 1998), Mexico (Eastman et al., 1997), and mainland China (Sirgy et al., 1998; Zhou et al., 2002). Overall, the scale has shown better cross-cultural applicability and higher reliability compared to Belk's scale. For example, in Thailand, Webster and Beatty (1997) reported a high overall reliability of 0.83 for Richins and Dawson's scale.

More recent studies have further explored the reliability and applicability of these scales in different settings. In mainland China, Zhou et al. (2002) achieved an acceptable reliability coefficient of 0.68 for Richins and Dawson's scale. However, initial attempts with the seven-item Richins' (1987) scale displayed low reliability (alpha = 0.30) partly due to its use of reverse-worded items (Sirgy et al., 1998). Nevertheless, a subsequent study by Moschis et al. (2013) in Brazil achieved a satisfactory alpha reliability of 0.79 by excluding six items not relevant to younger people.

To enhance cross-cultural applicability, Wong et al. (2003) developed a scale to measure materialism by replacing Likert scale statements with specific response options. Their format

improved validity in cross-cultural applications and minimized agreement for politeness' sake. However, despite its potential, Wong et al.'s (2003) scale has not been extensively utilized by researchers. A study by Moschis et al. (2019) in Malaysia, using Wong and its associates' scale, obtained an alpha reliability of 0.72, confirming its suitability for the context.

Furthermore, Rindfleisch et al. (2017) tested Wong et al.'s (2003) Material Value Scale in Singapore, a country with similarities in ethnic composition to Malaysia. They achieved good alpha reliability of 0.73 by adopting nine items from Wong's scale.

While these scales have contributed to understanding materialism across different cultures, ongoing research continues to explore and refine their applicability. The study of materialism remains an important area of investigation, and scholars continually seek to develop and validate scales that capture this complex construct more accurately.

Advancements in Scale Development:

While Belk's scale and Richins and Dawson's scale have been widely used to measure materialism, researchers have continued to refine and develop new scales. Wong et al. (2003) introduced a scale that focused on the centrality of possessions, happiness, and success in individuals' lives. This scale demonstrated improved cross-cultural applicability by using question-based items instead of statements, enhancing its reliability and validity.

### Challenges with Belk's Scale:

Despite its initial popularity, Belk's scale has faced challenges in achieving high reliability, particularly in different cultural contexts. Studies conducted in France and Brazil reported poor reliability for the subscales of possessiveness, non-generosity, and envy. The inconsistent performance of Belk's scale across cultures raises questions about its cross-cultural applicability and psychometric properties.

### Evaluation of Richins and Dawson's Scale:

Richins and Dawson's scale has shown better reliability and validity compared to Belk's scale in various cultural contexts. Studies conducted in New Zealand, Thailand, Mexico, and mainland China reported relatively higher overall reliability and adequate alpha coefficients for the subscales. The scale has been adopted and tested in multiple countries, demonstrating its robustness and cross-cultural applicability.

### Wong et al.'s Revised Scale:

Wong et al. (2003) developed a reliable scale that addressed the limitations of previous scales. By utilizing an interrogative format and specific response options, the revised scale aimed to enhance

respondent attention, minimize agreement bias, and retain the essence of materialism dimensions. While this scale has shown promise, its utilization by researchers has been limited, and further cross-cultural testing is necessary.

### Testing in Different Populations:

Researchers have tested Wong et al.'s scale in various populations to assess its applicability. Studies in Malaysia and Brazil selected specific items from the scale based on their relevance to younger individuals and achieved acceptable alpha reliability. Rindfleisch et al. (2006) tested the scale in Singapore and obtained good reliability. These findings suggest that the scale can be adapted and used in different cultural and demographic settings.

The topic of validity in the context of materialism scales presents an interesting and complex discussion. The debate revolves around the reliability and cross-cultural applicability of different scales used to measure materialism, specifically Belk's scale and Richins and Dawson's scale.

Belk's scale, initially developed in 1984, aimed to measure materialism by assessing three traits associated with it: possessiveness, non-generosity, and envy. However, the scale faced challenges in achieving high reliability across different cultural contexts. For instance, studies conducted in France and Brazil showed poor internal consistency for several subscales of Belk's scale, indicating low reliability. These findings raised concerns about the effectiveness of the scale in different cultural settings.

On the other hand, Richins and Dawson's scale, introduced in 1992, gained popularity and was widely adopted in various countries and cultures. This scale performed relatively well in different cultural contexts, including Thailand, New Zealand, Mexico, and mainland China. Studies conducted in these countries reported acceptable or even high reliability for the scale.

Researchers, such as Wong and colleagues, further enhanced the cross-cultural applicability of Richins and Dawson's scale by modifying the scale's format. They replaced the Likert scale statements with a set of questions, allowing respondents to provide specific responses. This interrogative format focused respondents' attention on the content of each question and minimized agreement for the sake of politeness. It helped retain the essence and richness of the complex Likert statements while enhancing reliability and validity in cross-cultural settings.

However, despite the potential advantages of Wong et al.'s modified scale, it has not been extensively utilized by researchers, and only a few studies have tested its validity across different populations.

The debate surrounding the validity of materialism scales involves considerations of scale reliability, cross-cultural applicability, and the modifications made to enhance their effectiveness. While Belk's scale faced challenges in achieving high reliability in different cultural contexts, Richins and Dawson's scale showed better performance in various countries. The modified scale developed by Wong and colleagues aimed to further improve cross-cultural applicability but has not been widely adopted. The ongoing discussion in this field highlights the importance of selecting appropriate scales and considering cultural nuances when studying materialism.

Belk's scale, with its three subscales (possessiveness, non-generosity, and envy), aimed to capture different dimensions of materialism. However, its validity has been questioned due to the reliability issues observed in various cultural contexts. The low internal consistency coefficients found in studies conducted in France and Brazil raise concerns about the scale's ability to consistently measure materialism across different populations. This indicates that the scale may not effectively capture the intended constructs or may be influenced by cultural factors that affect individuals' attitudes towards possessions and materialistic values.

On the other hand, Richins and Dawson's scale has shown better performance in terms of reliability and cross-cultural applicability. This scale, with its focus on centrality, success, and happiness as dimensions of materialism, has been widely adopted and tested in different countries and cultures. Studies conducted in Thailand, New Zealand, Mexico, and mainland China reported acceptable or high internal consistency coefficients, suggesting that the scale effectively captures the underlying constructs across diverse cultural contexts.

The modifications introduced by Wong and colleagues, such as changing the format of the scale to use interrogative questions instead of Likert scale statements, aimed to enhance the validity of Richins and Dawson's scale in cross-cultural applications. By tailoring the response options to each question and adopting a more inquisitive approach, researchers sought to minimize agreement for the sake of politeness and elicit more accurate responses from participants. This modification was intended to address potential issues with reverse-worded items and improve the reliability and validity of the scale in East Asian settings.

However, despite the promising adjustments made to the scale, it is important to note that the modified version developed by Wong and colleagues has not gained widespread adoption in the research community. Only a limited number of studies have tested its validity across different populations, indicating that further research is needed to establish its effectiveness in diverse cultural contexts.

The validity of materialism scales, such as Belk's scale and Richins and Dawson's scale, is a complex and ongoing debate. While Belk's scale has faced reliability challenges in various

cultural contexts, Richins and Dawson's scale has shown better performance and has been widely adopted. The modifications introduced by Wong and colleagues aimed to improve cross-cultural applicability but have not been extensively utilized. Further research is needed to explore the validity and effectiveness of these scales in different cultural settings and to advance our understanding of materialism as a construct.

### Considerations for Future Research:

To further advance the measurement of materialism, future research should focus on enhancing the precision and psychometric properties of scales. Additional cross-cultural studies are needed to assess the scale's validity and reliability in diverse populations. Researchers should also explore the applicability of other existing scales and develop new scales that capture the multidimensional nature of materialism more comprehensively.

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## Epilogue: Embracing the Evolving Landscape of Consumer Behavior: Navigating Insights and Management Strategies

As we reach the conclusion of this enlightening journey through the psychometric properties of scales in consumer behavior research, we reflect on the profound impact this field has on our understanding of human consumption. Throughout the book, we have explored various concepts, theories, and research instruments that shape our understanding of consumer behavior, paving the way for insightful discoveries and actionable insights.

Consumer behavior is a dynamic and ever-evolving realm, intricately intertwined with the complexities of human nature, societal influences, and technological advancements. The landscape of consumer behavior research continues to evolve, presenting new challenges and opportunities for scholars, practitioners, and researchers alike.

As we bring our exploration to a close, it is crucial to recognize the significance of embracing this ever-changing landscape. The world of consumer behavior is not a stagnant entity but a living, breathing phenomenon that mirrors the evolving desires, aspirations, and needs of individuals within a global context.

The journey we have embarked upon has provided us with valuable insights into the psychometric properties of measurement tools, enabling us to obtain reliable and valid data. These insights lay the foundation for evidence-based decision-making, empowering organizations and individuals to understand and engage with consumers more effectively.

However, our exploration is far from over. The world of consumer behavior is boundless, continuously shaped by socio-cultural shifts, emerging technologies, and the interconnectedness of global markets. It is incumbent upon us, as researchers and practitioners, to embrace this perpetual evolution and adapt our methodologies, theories, and practices to stay at the forefront of knowledge.

Furthermore, as we conclude this comprehensive exploration of consumer behavior, we cannot overlook the role of management in this dynamic field. Effective management practices are essential for businesses and organizations to navigate the complex landscape of consumer behavior and thrive in an ever-changing marketplace.

In today's fast-paced and highly competitive business environment, understanding consumer behavior has become imperative for strategic decision-making. The insights gained from our exploration can guide managers in developing targeted marketing strategies, designing compelling

products and services, and building strong customer relationships.

Measurement tools play a crucial role in this process. Reliable and valid scales, as we have seen throughout this textbook, enable managers to gather accurate data and assess consumer behavior effectively. By employing robust measurement instruments, organizations can gain valuable insights into consumer preferences, motivations, and needs, thereby informing their strategic planning and resource allocation.

Moreover, as the field of consumer behavior continues to evolve, managers must remain attuned to emerging trends, technological advancements, and societal shifts. By embracing a consumer-centric approach, organizations can adapt their strategies and offerings to meet the ever-changing demands of their target audience.

The insights from consumer behavior research can also assist managers in understanding the ethical implications of their decisions and actions. By recognizing the power they wield in shaping consumer behavior, managers can promote responsible and sustainable business practices, fostering long-term relationships with consumers based on trust and mutual benefit.

## ACTIVITIES

"In 'The Power of Precision,' the inclusion of thoughtfully designed activities at the end of each chapter empowers readers with a versatile learning experience. These activities, meticulously crafted to reinforce psychometric concepts, reliability, and validity, offer readers the flexibility to explore and engage with specific topics independently. Whether utilized as stand-alone exercises for self-study or incorporated into formal educational settings by instructors, these activities serve as practical tools for enhancing understanding and application. By embracing the modular nature of the activities, researchers, students, and educators alike can harness the full potential of this textbo ok, utilizing it as an invaluable resource to navigate the intricacies of psychometrics and its crucial role in robust business research."

# CHAPTER 1

## Activity 1: Understanding Psychometric Properties (Validity and Reliability)

Objective: To understand the different types of validity and reliability in psychometrics.

Instructions:

- Divide the students into small groups and provide each group with different measurement tools (e.g., questionnaires, surveys, tests).
- Ask each group to identify the type of validity and reliability that would be most appropriate to assess for their given measurement tool.
- Have each group present their chosen measurement tool, explain the reasons for their validity and reliability choices, and discuss how they would ensure the tool's psychometric properties in their research.

## Activity 2: Evaluating Validity and Reliability of Measurement Tools

Objective: To critically evaluate the validity and reliability of existing measurement tools.

Instructions:

- Provide the students with a set of measurement tools from different studies or research papers.
- Ask the students to individually assess the validity and reliability of each tool based on the information provided in the text.
- Instruct the students to justify their evaluations and discuss potential improvements that could enhance the psychometric properties of these tools.

## Activity 3: Designing a Reliable and Valid Measurement Tool

Objective: To apply the concepts of validity and reliability to design a new measurement tool.

Instructions:

- Divide the students into pairs or small groups and assign each group a specific construct to measure (e.g., happiness, stress, job satisfaction).
- Ask the groups to design a measurement tool (e.g., questionnaire, scale) to assess their assigned construct.
- Instruct the groups to outline the steps they would take to ensure the validity and reliability of their measurement tool, considering the different types of validity and reliability discussed in the text.

## Activity 4: Analyzing Psychometric Data

Objective: To analyze and interpret psychometric data using different statistical methods.

Instructions:

- Provide the students with a dataset containing responses from a sample of participants to a measurement tool.
- Instruct the students to calculate the test-retest reliability, intra-rater reliability, and inter-rater reliability for specific items or subscales of the measurement tool.
- Ask the students to interpret the results and discuss the implications of the reliability estimates for the measurement tool's overall quality.

## Activity 5: Cross-Cultural Validation

Objective: To understand the importance of cross-cultural validity and assess its implications.

Instructions:

- Divide the students into groups and assign each group a specific measurement tool that has been culturally adapted or translated for use in different cultural contexts.
- Instruct the groups to evaluate the cross-cultural validity of the measurement tool, considering the challenges and considerations related to cultural adaptation.
- Have each group present their findings and discuss the potential impact of cross-cultural validity on the measurement tool's reliability and validity.

These activities will help students engage with the concepts of psychometrics, reliability, and validity in a practical and meaningful way. They will gain a deeper understanding of how these principles influence the quality and effectiveness of measurement tools used in business research.

# CHAPTER 2

## Activity 1: Validity Evaluation

Objective: To assess understanding of different types of validity in measurement.

Instructions:

Provide brief descriptions of three types of validity discussed in the chapter (e.g., content validity, construct validity, and criterion validity).

Ask students to identify which type of validity would be most appropriate to assess the following scenarios:

a. A researcher wants to ensure that a newly developed questionnaire accurately captures all relevant aspects of consumer materialism.

b. Another researcher aims to measure the influence of family and peer groups on consumer socialization attitudes and behaviors.

c. A study compares scores obtained from a new consumer socialization scale to an established "Gold Standard" measure to determine the scale's accuracy.

## Activity 2: Reliability Assessment

Objective: To practice evaluating different types of reliability measures.

Instructions:

- Present three different scenarios related to measurement reliability (e.g., test-retest reliability, intra-rater reliability, and inter-rater reliability).

- Have students analyze each scenario and determine the most appropriate reliability measure to assess the reliability of the measurement tool used in each case.

- Ask students to explain their reasoning for selecting a particular reliability measure for each scenario and discuss its implications for the study's outcomes.

## Activity 3: Observational Learning and Materialism

Objective: To explore the relationship between observational learning and materialism.

Instructions:

- Divide students into small groups and assign each group a real-life situation where observational learning may influence materialistic tendencies (e.g., a teenager observing their favorite celebrity endorsing luxury products).

- Instruct each group to discuss and analyze the situation using Bandura's social cognitive learning theory (attention, retention, behavior production, and motivation).

- Have each group present their findings, explaining how observational learning may contribute to materialistic behaviors in the given scenario.

## Activity 4: Self-Determination Theory and Materialism

Objective: To examine the relationship between self-determination theory and materialistic values.

Instructions:

- Ask students to read a short case study that highlights the impact of self-determination theory on consumer behaviors and materialism.

- In groups, have students discuss how the satisfaction of basic psychological needs can influence an individual's materialistic values and consumer choices.

- Encourage students to propose strategies for reducing materialism by addressing unmet psychological needs, fostering self-determination, and promoting alternative sources of well-being.

## Activity 5: Life Course Theory and Consumer Behavior

Objective: To apply the life course theory to consumer behavior analysis.

Instructions:

- Provide students with a set of life events (e.g., graduating from college, getting married, starting a family, retirement) and ask them to identify how each event may shape an individual's consumer attitudes and behaviors.

- In small groups, have students discuss the timing, place, duration, and intensity of each life event and how they may influence consumer choices over time.

- Encourage students to explore how various life events interact with each other to create unique consumer trajectories for individuals.

## Activity 6: Psychometric Properties Review

Objective: To evaluate the psychometric properties of measurement instruments used in consumer socialization research.

Instructions:

- Provide students with a list of measurement instruments commonly used in consumer socialization and materialism research.

- Ask students to assess the psychometric properties (e.g., validity and reliability) of each instrument based on the information provided in the chapter.

- In small groups, have students discuss the strengths and limitations of each instrument and propose improvements to enhance their psychometric properties.

These activities aim to reinforce students' understanding of measurement in consumer socialization theory and materialism. By engaging in various exercises, students can gain practical knowledge in evaluating the validity and reliability of measurement tools and exploring the relationship between psychological theories and consumer behaviors. Understanding the psychometric

properties of measurement instruments is essential for conducting rigorous research in consumer behavior and developing effective interventions to address materialistic tendencies.

# CHAPTER 3

## Chapter 3 Activities: Family Influence and Parental Styles on Consumer Socialization

### Activity 1: Parental Style Assessment

Objective: To understand different parental styles and their impact on consumer socialization.

Instructions:

- Provide descriptions of four parenting styles: authoritative, authoritarian, permissive, and neglecting.
- Ask students to analyze how each parenting style may influence children's consumer behavior and attitudes (e.g., materialism, responsible purchasing behavior, impulsive buying).
- In small groups, have students discuss real-life examples of how each parenting style may manifest and its potential effects on children's consumer socialization.

### Activity 2: Parental Materialistic Values and Parenting Styles

Objective: To explore the relationship between parental materialistic values and parenting styles.

Instructions:

- Present a scenario where parents hold strong materialistic values and exhibit controlling parenting behaviors.
- Ask students to discuss the potential impact of these materialistic values on the parenting style adopted by the parents.
- In pairs, have students role-play a conversation between a child and a parent with materialistic values, showcasing how parenting behaviors may be influenced by these values.

### Activity 3: Survey Design: Family Environment and Consumer Behavior

Objective: To design a survey to assess the impact of the family environment on consumer socialization.

Instructions:

- Divide students into small groups and assign each group a specific aspect of the family environment to focus on (e.g., parental styles, family structure, communication patterns).
- Instruct each group to design survey questions related to their assigned aspect, aiming to assess how it influences children's consumer attitudes and behaviors.
- Have each group present their survey questions and discuss the potential insights that could be gained from the data collected.

## Activity 4: Mediating Role of Parental Influence

Objective: To understand the mediating role of parental influence on the relationship between materialism and consumer behaviors.

Instructions:

- Present a research study that examines the relationship between materialism and consumer behaviors, with parental influence as a potential mediator.
- Ask students to identify the independent variable (materialism), dependent variables (consumer behaviors), and the mediator (parental influence) in the study.
- In small groups, have students discuss possible reasons why parental influence may mediate the relationship between materialism and consumer behaviors.

## Activity 5: Parenting Styles and Prosocial Behavior

Objective: To explore the impact of parenting styles on prosocial consumer behaviors.

Instructions:

- Present research findings that show a positive association between authoritative parenting and prosocial consumer behavior.
- Divide students into small groups and ask them to brainstorm potential reasons for this association, considering the influence of inductive discipline and empathy.
- Have each group create a visual representation (e.g., infographic) to illustrate the relationship between parenting styles, inductive discipline, empathy, and prosocial consumer behavior.

These activities aim to deepen students' understanding of family influence and parental styles on consumer socialization. By engaging in various exercises, students can explore the relationship between parenting styles and consumer behaviors, design surveys to assess the impact of the family environment, and understand the mediating role of parental influence. These activities will facilitate meaningful discussions on the importance of the family context in shaping consumer attitudes and behaviors.

# CHAPTER 4

## Chapter 4 Activities: Religiously-Oriented Family Communication

### Activity 1: Exploring Religiosity Dimensions

Objective: To understand the diverse dimensions of religiosity and their impact on family communication.

Instructions:

- Divide students into small groups and assign each group one dimension of religiosity (e.g., fundamentalism, spirituality).
- Instruct each group to research and present their assigned dimension, explaining its meaning and significance in the context of religious identity.
- After the presentations, have a class discussion on how each dimension may influence family communication and interactions.

### Activity 2: Defining Religiously-Oriented Family Communication

Objective: To establish a concrete definition of religiously-oriented family communication.

Instructions:

- Provide students with the broad perspective definition of religiously-oriented family communication from the chapter.
- In small groups, have students brainstorm and discuss additional elements they believe should be included in the definition.
- Bring the groups together for a class discussion and work collectively to create a comprehensive and concise definition.

### Activity 3: Research Study Analysis

Objective: To critically analyze research studies on religiosity and its impact on family communication.

Instructions:

- Provide students with excerpts from research studies mentioned in the chapter (e.g., Reimer and Park, Dollahite and Marks).
- In small groups, have students read and analyze the findings of each study, focusing on the relationship between religiosity and family communication.
- Ask each group to present their analysis, highlighting the key insights and implications of the research.

## Activity 4: Parental Influence and Religiosity

Objective: To explore the role of parental influence in shaping adolescents' religiosity.

Instructions:

- Assign students to read research papers that examine the influence of parental religiosity on adolescents' religious practices and beliefs.

- In pairs, have students discuss the findings and propose potential reasons why parental influence is a significant predictor of religiosity.

- Engage the class in a debate on the extent of parental influence compared to peer influence on adolescents' religiousness.

## Activity 5: Developing Religiously-Oriented Family Communication Scale

Objective: To create a measurement scale to assess religiously-oriented family communication.

Instructions:

- In small groups, have students identify key elements and dimensions of religiously-oriented family communication.

- Instruct each group to design a set of survey questions or statements that capture these elements and assess family members' perceptions of the influence of religious beliefs on their interactions.

- Have each group present their measurement scale and discuss the rationale behind the questions and statements they included.

These activities aim to deepen students' understanding of religiosity and its impact on family communication. By exploring different dimensions of religiosity, defining religiously-oriented family communication, and critically analyzing research studies, students can gain insights into the complexities of religion within family dynamics. Moreover, investigating the role of parental and peer influence, as well as developing a measurement scale, enables students to delve deeper into the topic and contribute to the research in this field. These activities will foster meaningful discussions on the significance of religiosity in shaping family interactions and provide students with valuable research and analytical skills.

# CHAPTER 5

## Chapter 5 Activities: Materialism and its Impact

## Activity 1: Materialism Scale Comparison

Objective: To compare different materialism scales and understand their psychometric properties.

Instructions:

- Divide students into small groups and assign each group one materialism scale mentioned in the chapter (e.g., Materialism Scale, Aspiration Index, Material Values Scale).

- Instruct each group to research the scale, its development, and the psychometric properties assessed in validation studies.

- Have each group present their findings and discuss the strengths and limitations of each scale.

### Activity 2: Correlations with Materialism

Objective: To explore the correlations between materialism and various outcomes and behaviors.

Instructions:

- Provide students with a list of research findings from the chapter that demonstrate correlations between materialism and different variables (e.g., happiness, life satisfaction, impulsivity).

- In small groups, have students discuss the implications of these correlations and potential reasons for the observed associations.

- Engage the class in a discussion on how materialism may impact individuals' behaviors and overall well-being.

## Activity 3: Cross-Cultural Perspective on Materialism

Objective: To understand the cross-cultural differences in materialism and its impact on consumption patterns.

Instructions:

- Assign students to research cross-cultural studies on materialism and conspicuous consumption.

- In pairs or small groups, have students present their findings and discuss the cultural factors that may influence materialistic tendencies in different societies.

- Conduct a class debate on the potential consequences of materialism on global consumer behavior and its implications for sustainable consumption.

## Activity 4: Mediating Role of Psychological Factors

Objective: To explore the mediating role of psychological factors in the relationship between materialism and behaviors.

Instructions:

- Provide students with studies that examine the mediating roles of anxiety and depression in the relationship between materialism and addictive buying behavior.

- In small groups, have students analyze the methodology and findings of these studies and discuss the theoretical implications of these mediating effects.

- Engage the class in a discussion on the potential interventions or strategies to mitigate the negative impact of materialism on individuals' mental health.

## Activity 5: Materialism and Personal Values

Objective: To investigate the conflict between materialistic values and collective-oriented values.

Instructions:

- Assign students to read research papers that explore the relationship between materialism and conflicting personal values (e.g., family and religious values).

- In pairs, have students discuss how materialistic values may clash with collective-oriented values and the potential consequences of this conflict on individuals' decision-making.

- Conduct a class discussion on strategies to reconcile conflicting values and promote more sustainable consumption behaviors.

These activities aim to deepen students' understanding of materialism and its implications. By comparing different materialism scales, exploring correlations with various outcomes and behaviors, and examining cross-cultural perspectives, students can gain insights into the complexities of materialistic tendencies. Furthermore, investigating the mediating role of psychological factors and the conflict between materialistic and collective-oriented values will foster meaningful discussions on the impact of materialism on individuals' well-being and decision-making. These activities will equip students with valuable research and analytical skills, enabling them to critically evaluate the literature on materialism and contribute to the understanding of its societal implications.

# CHAPTER 6

## Chapter 6 Activities: Television Influences on Materialism

### Activity 1: Materialism and Television Viewing Correlation

Objective: To understand the correlation between television viewing and materialistic values.

Instructions:

- Divide students into pairs or small groups.
- Provide each group with relevant research findings on the relationship between television viewing and materialism from the chapter.
- Instruct students to discuss the strength of the correlation and potential reasons for the positive association between television exposure and materialistic attitudes.
- Have each group present their analysis and findings to the class.

### Activity 2: Television Characters and Materialism

Objective: To explore the influence of television characters on materialistic values.

Instructions:

- Assign students to read the study conducted by Lee and Hudders (2012) on television characters and materialism among adolescents.
- In small groups, have students discuss the methodology and findings of the study.
- Engage the class in a discussion on the implications of these findings and the potential role of media in shaping materialistic values.

### Activity 3: Longitudinal Study on Television Advertising and Materialism

Objective: To understand the longitudinal impact of television advertising on materialistic attitudes in children.

Instructions:

- Assign students to read the longitudinal study conducted by Johnson and Lennon (2010) on television advertising and materialism in children.
- Have students analyze the research design, data collection methods, and results of the study.
- Engage the class in a debate on the ethical considerations of exposing children to television advertising and its potential effects on materialistic values.

## Activity 4: Comparison of Materialism Scales

Objective: To compare and contrast different materialism scales used in research.

Instructions:

- Divide students into small groups and assign each group one of the materialism scales mentioned in the chapter (e.g., Material Values Scale, Consumer Materialism Scale, Materialism Scale).

- Instruct each group to research the development and psychometric properties of their assigned scale.

- Have each group present their findings and discuss the strengths and limitations of each scale in measuring materialism.

## Activity 5: Television Viewing Habits and Materialism

Objective: To investigate the relationship between television viewing habits and materialistic values.

Instructions:

- Assign students to design a mini-research study exploring the impact of television viewing habits on materialism.

- Instruct students to develop a questionnaire that measures television viewing frequency, materialistic values, and other relevant variables.

- Have students administer the questionnaire to a small sample of participants and analyze the data collected.

- Encourage students to present their findings and discuss the implications of their study in class.

These activities aim to deepen students' understanding of the influence of television on materialism and the role of measurement and validation in materialism research. By exploring research findings on the correlation between television viewing and materialism, the impact of television characters, and the influence of advertising, students can gain insights into the complexities of media's role in shaping materialistic attitudes. Additionally, comparing different materialism scales and designing their mini-research study on television viewing habits and materialism will equip students with valuable research and analytical skills, enabling them to critically evaluate the literature and contribute to the understanding of materialism's societal implications.

# CHAPTER 7

## Chapter 7 Activities: Peer Influences on Materialism

### Activity 1: Peer Influence Case Studies

Objective: To explore real-life examples of peer influence on materialistic values and behaviors.

Instructions:

- Divide students into small groups and assign each group a case study related to peer influence on materialism (e.g., Moschis and Churchill, 1979; Benmoyal-Bouzaglo and Moschis, 2010; Chan et al., 2006).
- Instruct each group to read and analyze their assigned case study, paying attention to the methods used, key findings, and implications.
- Have each group present their case study analysis to the class, followed by a class discussion on common themes and differences observed across the case studies.

### Activity 2: Peer Influence Scale Development

Objective: To design a scale to measure peer influence on materialistic values.

Instructions:

- In small groups, have students discuss the key components and dimensions of peer influence on materialism based on the research studies mentioned in the chapter.
- Instruct each group to develop a set of items that would measure different aspects of peer influence on materialistic values.
- Have each group present their proposed scale and discuss the rationale behind their item selection.

### Activity 3: Cross-Cultural Perspectives on Peer Influence

Objective: To explore cross-cultural differences in the influence of peers on materialism.

Instructions:

- Assign students to read and compare the studies by Gu et al. (2005) and Chan et al. (2006), which examined the influence of peers on materialistic values in different cultural contexts.
- In small groups, have students discuss the cultural factors that may influence the extent of peer influence on materialism in each study.
- Engage the class in a discussion on the implications of these cross-cultural differences in understanding peer influence on materialism.

## Activity 4: Peer Influence and Social Media

Objective: To investigate the role of social media in peer influence on materialistic values.

Instructions:

- Assign students to read and analyze recent research on the impact of social media on materialism and peer influence.
- In small groups, have students discuss the potential mechanisms through which social media may influence materialistic values.
- Have each group present their findings and recommendations on how individuals can navigate peer influence on social media to avoid excessive materialism.

## Activity 5: Debating the Positive and Negative Aspects of Peer Influence

Objective: To engage in a debate on the positive and negative aspects of peer influence on materialistic values.

Instructions:

- Divide the class into two groups, with one group representing the positive aspects of peer influence on materialism and the other representing the negative aspects.
- Instruct each group to prepare arguments and evidence to support their perspective.
- Hold a debate, allowing each group to present their case, followed by a rebuttal from the opposing group.
- Encourage class discussion and reflection on the complexities of peer influence and materialism.

These activities aim to foster a deeper understanding of the influence of peers on materialism and the various factors that contribute to this relationship. By exploring case studies, designing a peer influence scale, and examining cross-cultural perspectives, students can gain insights into the nuances of peer influence on materialistic values. Additionally, investigating the role of social media and engaging in a debate on the positive and negative aspects of peer influence will encourage critical thinking and reflection on the broader implications of peer influence in contemporary society. Through these activities, students can develop a well-rounded understanding of the dynamics of peer influence and materialism and its relevance in their own lives.

## Description

"The Power of Precision" delves deep into what drives consumer choices. With eight insightful units, this book explores consumer socialization and evaluates research instruments, focusing on psychometric properties like reliability and validity.

Discover the secrets of reliable research as we demystify complex concepts. We extend our gratitude to scholars, researchers, and practitioners who shaped this multidisciplinary field. Join us on this journey to make informed decisions and drive change in the marketplace.

Uncover the power behind consumer behaviour research—get ready to transform your perspective with "The Power of Precision"

## Who is this Book for?

For Researchers, Students, and Professionals seeking to master the psychometric intricacies of consumer behavior research, "The Power Of Precision" is your indispensable guide. Uncover the tools to elevate your research and drive informed decisions in the world of business.