Children’s Preferences of Package Design

Dan Zhang, City University of New York, USA
James Hunt, Temple University, USA
Anthony Di Benedetto, Temple University, USA
Richard Lancioni, Temple University, USA

This research explores children’s preferences of package design on shape (straight or rounded), figurativeness, and complexity. Analysis of data from 766 children 3-12 years of age reveals that children generally prefer rounded package shapes and realistic, figurative package designs, and that children’s preferences for complex package shapes increase with age.

[to cite]:

[url]:
http://www.acrwebsite.org/volumes/1011609/volumes/v40/NA-40

[copyright notice]:
This work is copyrighted by The Association for Consumer Research. For permission to copy or use this work in whole or in part, please contact the Copyright Clearance Center at http://www.copyright.com/.
33. Children’s Preferences of Package Design

Dan Zhang, City University of New York, USA
James Hunt, Temple University, USA
C. Anthony Di Benedetto, Temple University, USA
Richard Lancioni, Temple University, USA

This research explores children’s preferences of package design on shape (straight or rounded), figurativeness, and complexity. Analysis of data from 766 children 3-12 years of age reveals children generally prefer rounded package shapes and realistic, figurative package designs. Furthermore, preferences for complex package shapes increase with age.

34. Innovation for Your Parents? The Impact of Lay Theories of Innovativeness on Upward Intergenerational Gift Giving

Jianping Liang, Sun Yat-sen University, China
Hongyan Jiang, China University of Mining & Technology, China

Little work explicitly considers the determinant factors for adult offspring acting as innovation influences on their parents. This paper investigates an ignored but important phenomenon; i.e., upward intergenerational gift giving of innovation, and examines the interplay of two dimensions of lay theories of innovativeness. We offer counterintuitive results.

35. Who Spends More on Children’s Education: “I” or “We”?

Lingjiang Tu, University of Texas at San Antonio, USA
Yinlong Zhang, University of Texas at San Antonio, USA

Three studies show that interdependent self-construal induces more parental education spending than independent self-construal, and this effect is reversed when parent’s feeling of failure is primed. Furthermore, the moderating role of failure on a self-construal effect is mediated by parental identity salience.

36. Ethno-Culturally Diverse Social Ecosystems

Esi Abbam Elliot, University of Illinois at Chicago, USA
Joseph Cherian, George Washington University, USA

This study seeks to explore how cultural diversity influences social networking behaviors in consumer communities. We administer a survey to various racial groups in five communities in the Lake County district in Chicago. The findings demonstrate cultural diversity in dynamic social networks -- a phenomenon we name ethno-culturally diverse social ecosystems (EDSO).

37. Cultural Identity and Brand Relationships: Negotiating Brand Meanings in a New Cultural Context

Anna Jansson Vredeveld, University of Connecticut, USA
Robin A. Coulter, University of Connecticut, USA

As consumers move across geographic spaces, they encounter culturally and contextually dependent meanings of brands. Findings from semi-structured interviews with nineteen sojourn consumers provide insights into how these consumers interpret brand meanings across cultures. We explore the implications of consistent and incongruent brand meanings for new and existing brand relationships.