

**THE EFFECT OF PACKAGING ON TWEENS' PURCHASING DECISIONS:
AN APPLICATION IN FOOD INDUSTRY**

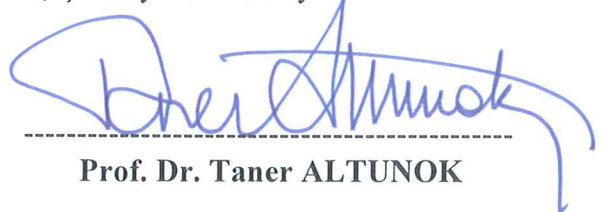
BERÇEM KAYNAK

SEPTEMBER, 2012

Title of the Thesis : **The Effect of Packaging on Tweens' Purchasing Decisions: An Application In Food Industry**

Submitted by **Berçem KAYNAK**

Approval of the Graduate School of Social Sciences, Çankaya University



Prof. Dr. Taner ALTUNOK

Director

I certify that this thesis satisfies all the requirements as a for the degree of Master of Science.



Prof. Dr. Öznur Yüksel

Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.



Asst. Prof. Dr. Elif AKAGÜN ERGİN

Supervisor

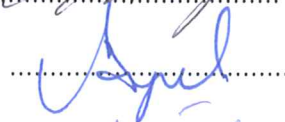
Examination Date : 18.09.2012

Examining Committee Members :

Asst. Prof. Dr. Elif AKAGÜN ERGİN (Çankaya Univ.)



Asst. Prof. Dr. Ayşegül TAŞ (Çankaya Univ.)



Asst. Prof. Dr. Mine ÖMÜRGÖNÜLŞEN (Hacettepe Univ.)

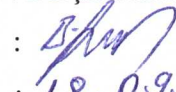


STATEMENT OF NON-PLAGIARISM PAGE

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name : Berçem KAYNAK

Signature

: 

Date.....

: 18.09.2012

ABSTRACT

THE EFFECT OF PACKAGING ON TWEENS' PURCHASING DECISIONS: AN APPLICATION IN FOOD INDUSTRY

KAYNAK, Berçem, Msc., Management

Supervisor: Asst. Prof. Dr. Elif AKAGÜN ERGİN

September 2012, 99 Pages

The aim of this research was to explore the effect of packaging on the purchasing behavior of tween consumers. More specifically, the purpose here was to identify the key factors that influence tweens' preferences of various packaging elements/functions. Three particular food categories, chocolate, cookies and chips, were determined for the study. A total of 400 students, all within the age range of 8-14, were recruited from a public elementary school in Ankara. Surveys were administered face to face, hypotheses were developed and tested with SPSS. When analyzing the data, Frequency Analysis, Multiple Regression Analysis, T-test for Independent Samples and One- Way ANOVA techniques were utilized. Results of the analyses suggested several packaging elements have a significant impact on tween consumers' purchasing decisions. These elements included the shape, material, logo and color of a package. Moreover, it was noted that tweens focused on the convenience of a package and its overall exterior design in terms of functional factors. Paper/cardboard packages were reported to be the ultimate choice for chocolate and cookies while plastic packages were preferred for chips. Age was observed to be a significant variable with regards to attitudes towards different packaging elements and functions whereas gender was insignificant. Results of this study emphasize the importance of the dominant packaging factors that tween consumers consider as critical when they compare various packages of food products and make a final purchasing decision.

Key Words: Packaging, Consumer Behaviour, Purchasing Decision.

ÖZ

AMBALAJIN ÖN-ERGENLERİN SATIN ALMA KARARLARI ÜZERİNDEKİ ETKİSİ: GIDA SEKTÖRÜ ÜZERİNE BİR UYGULAMA

KAYNAK, Berçem, Yüksek Lisans, İşletme

Tez Yöneticisi: Yrd. Doç. Dr. Elif AKAGÜN ERGİN

Eylül 2012, 99 Sayfa

Yapılan bu çalışmada, ambalajın ön-ergenlerin satın alma davranışına olan etkisi araştırılmakta ve bu bağlamda ön-ergen tüketicilerin ambalajdan beklentilerinin neler olduğu 3 farklı gıda kategorisi kapsamında belirlenmeye çalışılmaktadır. Araştırmanın amacına ilişkin Ankara ilinde bulunan bir ilköğretim okulunda, yaşları 8-14 aralığını kapsayan 400 kişilik bir öğrenci grubuna anket çalışması yapılmıştır. Anket çalışması yüz yüze yapılmış olup, geliştirilen hipotezler SPSS tekniğiyle test edilmiştir. Hipotezler; Frekans Analizi, Çoklu Regresyon Analizi, T-test ve ANOVA teknikleriyle analiz edilmiştir. Analiz sonuçlarına göre, ön-ergenlerin satın alma kararı verirken en çok dikkat ettikleri unsurların şekil, materyal, logo ve renk unsurları olduğu görülürken, ambalaj fonksiyonlarından ise kolaylık, pazarlama aracı olması yani ambalajın dış görünüşü ve tutundurma fonksiyonlarına dikkat ettikleri tespit edilmiştir.. Ön-ergenlerin aynı zamanda çikolata ve bisküvi satın alırken kağıt ya da karton, cips alırken ise plastik ambalaj tercih ettikleri gözlemlenmiştir. Tüketicilerin ambalajın unsur ve fonksiyonlarına yönelik tutumları ile cinsiyet arasında bir farklılık tespit edilmezken yaş grupları arasında farklılık olduğu ortaya çıkmaktadır. Bu çalışma ile ön-ergen tüketicilerin çeşitli gıda ürünlerini karşılaştırırken ve son kararlarını verirken öncelikli olarak hangi ambalaj faktörlerini düşündükleri belirlenmeye çalışılmıştır.

Anahtar Kelimeler: Ambalaj Kavramı, Tüketici Davranışı, Ön- Ergen Pazarı

FOREWORD

Growing up with the latest technology and more quickly gaining the responsibility of “being an individual, deciding and choosing”, today’s children in Turkey have become a market segment that is targeted by most companies.

A study on the kids market shows that children greatly influence the purchase decisions in over 100 product categories, and that children have come to guide not only their own allowances and expenses but also the expenditures of their parents.

Visuality is of the most importance in marketing campaigns targeting children, once again proving the importance of the packaging factor in the marketing mix. In this line, one of the sectors where children have the strongest voice in purchase decisions is the food sector, making it necessary to address the concept of packaging as the most attention-grabbing element in sales theory.

In this context, the survey explored the packaging elements and functions that influence the purchase decisions made by 8-14 year-old tweens. The purpose of the survey was to analyze the tweens market, which has an immense effect on consumption decisions thanks to the developing technology, study the factors affecting the consumption decision, find out which packaging elements and functions are considered important when choosing a product, and thereby offer a concrete and efficient reference on packaging to brands operating in the food sector. Considering that dissertations to date that have focused on the packaging concept have generally studied the purchase decisions of adults, I am confident that this study, focusing only on the tweens market, will prove helpful for many producers.

I would like to extend my heartfelt thanks to my thesis advisor Asst. Prof. Dr. Elif Akagün Ergin, who guided me with her knowledge and experiences every step of the way. Furthermore, I give my endless thanks to my husband, Ersan Kaynak, for supporting me and understanding me in every stage of my thesis work, and to my beloved family for giving me their material and spiritual support throughout my life.

TABLE OF CONTENTS

STATEMENT OF NON-PLAGIARISM PAGE.....	iii
ABSTRACT	iv
ÖZ.....	v
FOREWORD.....	vi
TABLE OF CONTENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xi

CHAPTERS

INTRODUCTION.....	1
-------------------	---

CHAPTER I

1. THE PRE- ADOLESCENT (TWEENS) MARKET.....	2
1.1. Definition and Scope of the TweensMarket.....	2
1.2. Importance of the Tweens Market.....	7
1.3. Tween Consumers	9
1.3.1.The Consumer Behavior Concept.....	9
1.3.2 Factors Affecting Consumer Behaviour.....	11
1.3.2.1. Tweens and Socio- Cultural Factors.....	12
1.3.2.1.1.Culture& Subculture.....	12
1.3.2.1.2.Social Class.....	13
1.3.2.1.3.Reference Groups.....	15
1.3.2.1.4.Family.....	16
1.3.2.2. Tweens and Demographic Factors.....	17
1.3.2.2.1. Age.....	18
1.3.2.2.2.Income Level.....	18
1.3.2.2.3. Gender.....	19
1.3.2.2.4. Profession and Education Levels.....	19
1.3.2.3. Tweens and Psychological Factors.....	20

1.3.2.3.1. Need.....	20
1.3.2.3.2. Learning.....	21
1.3.2.3.3. Motivation.....	22
1.3.2.3.4. Perception.....	23
1.3.2.3.5. Attitudes and Beliefs.....	24
1.3.2.3.6. Personality.....	25
1.4. Tweens and The Brand Concept.....	26

CHAPTER II

2. THE PACKAGING CONCEPT.....	29
2.1. History of Packaging.....	29
2.2. Definition and Importance of Packaging.....	31
2.3. Packaging Types.....	33
2.3.1. Packaging Types by Functions.....	33
2.3.1.1. Primary Packaging Packaging).....	33
2.3.1.2. Secondary Packaging (Outer Packaging).....	33
2.3.1.3. Loading or Transport Packaging (Shipping Package).....	34
2.3.2. Packaging Types By Material.....	34
2.3.2.1. Glass Packages.....	35
2.3.2.2. Paper Packages.....	35
2.3.2.3. Metal Packages.....	36
2.3.2.4. Plastic Packages.....	36
2.4. Functions of Packaging.....	37
2.4.1. Protection Function.....	37
2.4.2. Convenience Function.....	38
2.4.3. Promotion Function.....	38
2.4.4. Information Function.....	39
2.4.5. Price-Quantity Adjustment Function.....	40
2.4.6. Function as a Marketing Tool.....	40
2.5. Elements of Packaging.....	41
2.5.1. Colour.....	44
2.5.2. Writing Type (Typography).....	48
2.5.3. Logo.....	49

2.5.4. Type/ Material.....	51
2.5.5. Shape/Structure.....	52
2.5.6. Label/Signal.....	53
2.5.7. Size.....	55

CHAPTER III

3. DETERMINING THE ELEMENTS AND FUNCTIONS OF PACKAGING

THAT IMPACT THE PURCHASING DECISION OF TWEENS	56
3.1. Purpose and Significance.....	56
3.2. Data Collection Method.....	58
3.3. Survey Population and Sampling.....	59
3.4. Scope and Constraints	60
3.5. Hypotheses of the Survey.....	60
3.6. Data Analysis.....	62
3.7. Findings and Evaluations	62
3.7.1. Evaluation of Respondents Tweens According to Age Groups.....	62
3.7.2. Evaluation of Respondents Tweens According to Gender Groups.....	63
3.7.3. Evaluation of Respondents Tweens According to Grade Groups.....	63
3.7.4. Evaluation of Respondents Tweens According to Family Education Levels.....	64
3.7.5. Evaluation of Respondents Tweens According to Income Levels.....	65
3.7.6. Material Types Most Preferred by Tweens When Buying Chocolate..	66
3.7.7. Material Types Most Preferred by Tweens When Buying Biscuits....	67
3.7.8. Material Types Most Preferred by Tweens When Buying Chips.....	68
3.7.9. Top 3 Well Known Chocolate Brands	69
3.7.10. Top 3 Well Known Biscuit Brands.....	69
3.7.11. Top 3 Well Known Chips Brands.....	70
3.7.12. Analysis of the Hypotheses.....	70
CONCLUSIONS	82
REFERENCES.....	85
APPENDICES :	
A. SURVEY.....	94
B. CURRICULUM VITAE.....	99

LIST OF TABLES

Table 1. Demographic Profile of the Respondents.....	63
Table 2. Gender Profile of the Respondents.....	63
Table 3. Grade Profile of the Respondents.....	64
Table 4. Education Level Profile of the Respondents' Family.....	65
Table 5. Income Profile of the Respondents.....	66
Table 6. Ranking of Preferred Packaging Material When Buying Chocolate.....	67
Table 7. Ranking of Preferred Packaging Material When Buying Biscuit.....	68
Table 8. Ranking of Preferred Packaging Material When Buying Chips.....	68
Table 9. Top 3 Well Known Chocolate Brands.....	69
Table 10. Top 3 Well Known Biscuit Brands.....	70
Table 11. Top 3 Well Known Chips Brands.....	70
Table 12. Results of the Regression Analysis for H1.....	71
Table 13. Results of the Regression Analysis for H2.....	73
Table 14. T-Test Analysis for H3.....	74
Table 15. T-Test Analysis for H4.....	75
Table 16. T-Test Analysis for H5.....	76
Table 17. T-Test Analysis for H6.....	76
Table 18. T-Test Analysis for H7.....	77
Table 19. ANOVA Analysis for H8.....	78
Table 20. ANOVA Analysis for H9.....	79
Table 21. ANOVA Analysis for H10.....	80
Table 22. ANOVA Analysis for H11.....	81

LIST OF FIGURES

Figure 1. The Tweens Effects on Their Family Expenses.....	7
Figure 2. The Consumer Behaviour Model.....	11
Figure 3. The Black Box Model.....	23
Figure 4. The Elements of Package.....	43
Figure 5. The Effects of Colours on Consumer Perception.....	45
Figure 6. Some Colour Perception Examples of Consumers in Marketing Sector....	47
Figure 7. The Example of Coca – Cola’s Timeless	50

GCPRIS

INTRODUCTION

Recent years have seen great breakthroughs in marketing activities targeting children. Kids, who have a strong voice even in the purchasing decisions of their families, are becoming the focus of corporate interest. Children, who are especially influential in food purchases, make their purchasing decisions based on their own needs and wants. Amidst the nondescript shelves displaying a hoard of very similar products in the food section, packaging becomes a most popular and distinctive element as the factor that has the strongest affect on children when making purchasing decisions.

This study will attempt to find out the packaging elements and functions that influence the purchasing decisions of 8-14 years old children, who are called tweens, when buying chocolate, biscuits and chips.

The study consists of three parts. Tweens are defined with various age ranges in various sources but concept of this study, tweens are examined consists of 8-14 year old. Part I essentially examines definition, scope and importance of the tweens market and the factors affecting consumer behaviour.

Part II focuses on basic subjects and concepts concerning packaging. Concepts that are the main themes of this study, such as the colour, size typography, shape, label, material and logo elements as well as the information, convenience, marketing and promotion functions of packaging, are explained in detail in this part. The final part of the study consists of a survey carried out to identify the packaging properties that affect purchasing decisions in the tweens market. It describes the subject, goal and constraints of the survey, explains the survey population and sample as well as the data collection methods used. Final part also includes the evaluations of the frequency tables, testing all hypotheses of the survey. The report ends with a conclusion and evaluation section.

CHAPTER I

1. THE PRE-ADOLESCENTS (TWEENS) MARKET

1.1. Definition and Scope of the Tweens Market

Around 26% of Turkey's population consist of the 0-14 age group (TUIK, 2011). This high percentage has started to draw the attention of marketers in the recent years, resulting in a huge increase in marketing studies focusing on children. The brand loyalty that today's children get acquainted with at early ages, their increased freedom to shop, and the fact that they have a powerful voice in the purchasing decisions of their families have no doubt had an important affect in this huge growth of the kids-oriented products market.

The tweens (pre-adolescents), who are neither as young as kids nor as old as teenagers (adolescents), are individuals who have their own unique identities and who try to gain a sophisticated personal image. Tweens are defined as a segment that is "extremely global in nature" (Lindstrom, 2003: 41).

Hopkins (1983) defines that the preadolescents are the stage of human development after childhood but before the onset of puberty; generally between the ages of 9 and 12; a period in which much physical, psychological and social growth occurs.

Most market research defines the tween segment as aged 8 to 12. Also encounter marketers who define the segment as aged 7 to 14, aged 8 to 14, aged 9 to 15, and aged 10 to 16 (Siegel, Coffey and Livingston, 2004: 4).

The Carnegie Council (in Wavering, 1995) defines preadolescence as the age group between 10 and 15 years of age. Other sources refer to the group of children

between 10 and 14 years of age, or 11 and 14 years of age (Stafford, 1982; Wiles & Bondi, 2001). The exact age group, however, is not that important. It is far more important to take into consideration the remarkable emotional, social, intellectual and physical changes that occur and needs that arise during this critical developmental phase (Berger, 1994; Hook *et al.* 2002; Kail & Cavanaugh, 2000; Newman & Newman, 1997).

For all these reasons, it has become important to learn the development phases of children who have become influential, directly or indirectly, in many purchases. Erik Erikson, Jean Piaget and Sigmund Freud are some of the theorists who divided the development processes of children in separate phases (Bursali, 2008:36).

Erik Erikson divides the development of children into eight stages: *trust vs. mistrust, autonomy vs. shame, initiative vs. guilt, industry vs. inferiority, identity vs. role confusion, intimacy and solidarity vs. isolation, generativity vs. self-absorption or stagnation, and finally integrity vs. despair* (Bursali, 2008:36).

Jean Piaget stresses that as children mature mentally, they pass sequentially through four major stages of cognitive development, each stage having several sub stages (Hertherington and Park, 1975). The major stages of cognitive growth are:

- Sensory motor stage - 0 - 2 years
- Preoperational or intuitive stage - 2 - 7 years
- Concrete operations stage - 7 - 11 years
- Formal operations stage - 11 - 15 years

➤ **Pre-school (sensory motor) : 0-2 years**

During this stage, cognitive activity is based on immediate experiences through the senses (Meyer and Dusek, 1979). The major intellectual activity here is the interaction of the senses and the environment. Children have not developed a language for labeling experiences or symbolizing and hence remembering events and ideas. They therefore see what is happening and feel it, but they have no way of categorizing their experiences. Responses are almost completely determined by the situation.

During this stage a phenomenon known as “visual pursuit” is manifested. The child will visually pursue an object relentlessly, long after an older child would have lost interest. Such visual pursuit develops the capacity of “object permanence”, a primitive form of memory (Meyer and Dusek, 1979). As children begin to develop intellectually, they understand that when an object disappears from view, it still exists even though they cannot see it. This implies that day-care centers should operate quality programmes that guarantee a rich and responsive sensory environment. This in effect should be directed to nurturing the innate faculty of intellectual development. It also means that daycare center managers should be knowledgeable in balanced nutrition matters.

➤ **Pre- operational or Intuitive: 2-7 years**

During this stage intuitive mode of thought prevails characterized by free association, fantasy and unique illogical meaning. The child can symbolize experience mentally. This is facilitated by the development of language skills (Meyer and Dusek, 1979). He uses egocentric speech. Children often talk at, rather than to each other in what Piaget calls collective monologues.

The child learns to associate words and symbols with objects. He develops an awareness of the conservation of mass, weight and volume. Since the nursery school child has to solve new problems on the basis of a limited past experience, he is likely

to encounter contradictions as a result of faulty generalizing (Meyer and Dusek, 1979). When faced with such contradictions, a child at a lower level of development usually shrinks from them but a child at a higher level may become disturbed.

➤ **Concrete Operations: 7-11 years**

The two basic objectives for a curriculum at this stage are:

- a) The child should be able to learn fundamental skills in reading, writing and calculating arithmetic problems.
- b) The child should be able to accept his own aptitude for school.

The lower primary school child is at the stage of concrete operations. The child here is concerned with knowing only the facts and therefore becomes confused when faced with the relative, probabilistic nature of human knowledge. The switch over from egocentric to socialized speech takes place at about class two.

At this stage, concepts of right and wrong begin to develop. Usually these are concerned with specific acts at first and only gradually become generalized. The idea of fairness becomes commonplace. To help children at this level gain a broader understanding of ethics, the teacher should discuss acts as they occur. He should do this by encouraging the pupils to think about why an act is good or bad. Children at this level are still moral realists, having difficulty comprehending the subtleties involved in various situations. If some pupils seem to be upset about what appears to be an inconsistency, the teacher might try to point out the circumstances which made necessary an adjustment in rules. Since the child sees rules as absolute, good judgment must be exercised by the teacher to prevent manipulation of the child's literal interpretation of rules. It is important that situations that permit social interaction should be always arranged. Advanced thinkers should be mixed with less mature thinkers, rather than using homogeneous grouping. The planned learning experiences should take into account the level of thinking attained by an individual or group.

Children should be encouraged to classify things on the basis of a single attribute before they are exposed to problems which involve relationships between two or more attributes. The teacher should ensure that pupils, particularly those with disadvantaged backgrounds understand such terms as “more”, “less”, “most” and “least”.

➤ **Formal Operations: 11-15 years**

At this stage the child shifts from the level of concrete operations to the final stage of formal operations. He is capable of considering the ideas of others and communicating with them, since he is well into the socialized speech phase of language development.

The development of adult patterns of thought involving logical, rational and abstract thinking characterizes this stage (Piaget, 1952). To concretize, pupils develop the ability to reason by hypotheses based on logic of all possible combinations. When the student has reached the stage of formal operations, he can construct theories and make logical deductions about their consequences without having had previous direct experience on the subject. He can deal with abstractions and mentally explore similarities and differences because he has mastered reversibility and decentration. He can think his way through understanding that the sweetness of water, when sugar is added, depends on the amount of water. At new problems, moving forward and backward, taking into account as many or as few qualities as seen relevant to him. In other words, new operational schemata appear capable of such tasks as: - combinational operation in general (combinations, permutations, aggregations); proportion; mechanical equilibrium; understanding that the sweetness of water when sugar is added depends on the amount of water. At this level, the teacher should capitalize on children's almost incessant curiosity. Pupils can be encouraged to find answers themselves rather than the teacher always supplying them. However, if this is overdone, it can kill interest. A child who happens to know more or better than the teacher should be encouraged to contribute. Shifting from one interest to another does not necessarily mean lack of mental discipline (Anita, 2004).

1.1. Importance of the Tweens Market

Around 45% of Turkey's population consists of children and adolescents (A. Ergin, 2007). A marketplace with so many children and young people draws the attention of both local and foreign enterprises.

The fact that children make an important target group for marketing purposes causes them to socialize earlier and faster than we are used to as consumers. The consumer socialization is the process in which children gain the knowledge, skills and attitudes they need in order to be active in the market. At age 4-5, the child is in the process of trying the consumer role. He goes to the marketplace with his family, and is affective in the family's product selections. At age 5- 6, for the first time the child acts on his own as a consumer and finds the opportunity to do his first shopping without any help from others. At ages 7- 12, the child consumer regularly and frequently goes shopping, and regards consumption not as a duty or privilege but as an ordinary behaviour demonstrated by his peers and people older than him (www.kucukinsan.com). After going through these stages, children become important as consumers, and the behaviours they have thus learned enables them to easily influence their families and even have a major say in the shopping spending of the family.

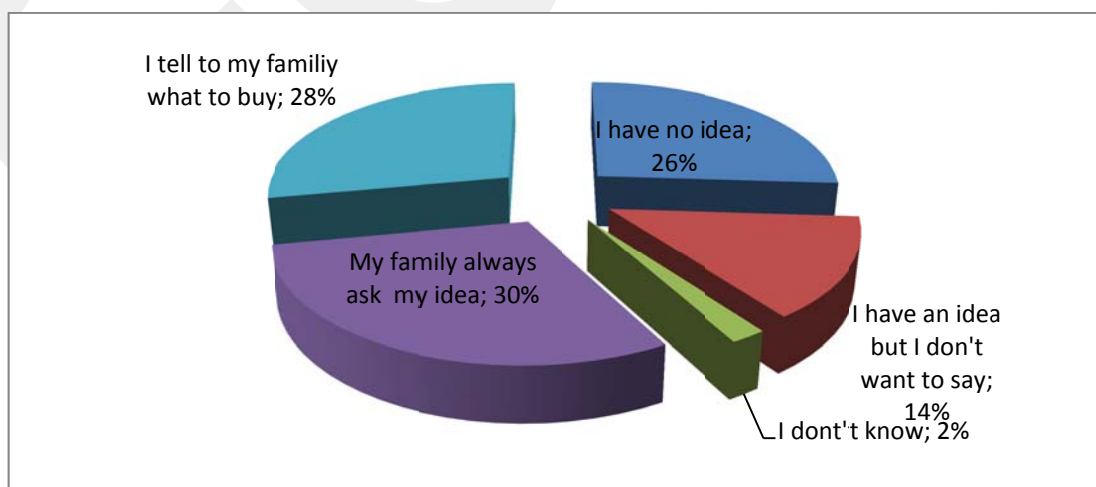


Figure 1. The Tweens Affects on Their Family Expenses (Source: BrandChild Survey Data, Millward, 2002).

A research by a magazine on the kids market shows that children significantly influence purchasing decisions in more than 100 product categories. Study conducted in Turkey, it is seen that families spend more when they shop with their children, and that Turkish families are more influenced from the decisions of their children (A. Ergin, 2007: 114).

According to Hite & Hite (1994), children acquire their consumer behaviours at very early ages by taking their families as an example. When the family always goes for the same brand, this causes the children to come to the conclusion that it is a good product. However, the changing and globalizing world continues to change and affect our lives in various different ways each and every day (Üstün & Çeğindir, 25 January: 1). While food/grocery shopping was chosen by parents instead of their children in the past, it is seen now that in our ever-changing world parents no longer want to buy the foodstuff that are not preferred by their children.

These affects of children in the purchasing decisions of their families have been the subject of research from many different angles in the marketing literature. In recent studies, it is suggested that the most important reason behind the increase in the affect children have on the purchasing decisions of the family members is that parents now have fewer children, that there is an increase in the number of single-parent families in which most children have to do their own shopping, that there is an increase in the amount of money that children can spend since more mothers now work outside the home, and that couples who are both employed encourage participation and self-confidence in other members of the family. Moreover, the time constraints of working families increase the participation of their children in the purchasing decisions of the family. Another important factor that increases the children's participation is that kids, who are exposed to mass media, gain immense knowledge about the goods and services on offer and become able to persuade their parents about what is good and what is bad (Aygün, 2006: 17).

Marketers successfully deciphering the emotional and mental lives of this rapidly growing generation whose material and spiritual powers are increasing with

each passing day will no doubt have gained a major competitive advantage in the market (A. Ergin, 2007: 12).

1.2. Tween Consumers

Consumer behaviour is all about the decision processes and behaviours displayed by individuals when buying or using products. In other words, it refers to the activities that are directly related to the acquisition and utilization of goods and services that have financial value by individuals, and the decision-making processes that cause and determine these activities. Consumer can be defined as the person who purchases the marketing ingredient in order to satisfy a personal want or need. Children and young people, who make a large part of the overall population, have started to do more informed shopping and demonstrate more selective consumer behaviours in the recent years (Ağaç ve Harmankaya, 2009: 3). All around the world and especially in Turkey, which has a young population, child and young consumers have become important target groups for producers and sellers.

In order better understand the tweens and determine what motivates them when making their purchasing decisions, what their motives are, and which factors stimulate them to action when making the purchasing decision, it might be useful to take a look at the factors that affect consumer behaviours.

1.2.1. The Consumer Behaviour Concept

Peter and Olson (2005) quote Consumer Behaviour as defined by the American Marketing Association as the “Dynamic interaction of affect and cognition, behaviour, and the environment by which human beings conduct the exchange aspects of their lives.” In other words, consumer behaviour involves thoughts and feelings people experience and the actions they perform in consumption processes as well as the environment that influences above.

Consumer behaviour as defined as by Schiffman and Kanuk (2005) “focuses on how individuals make decisions to spend their available resources (time, money, effort) on consumption-related items.”

Lagrosen (2001) notes that customer behaviour research originated from a rational perspective. The rational perspective of customer behaviour research deals with the purchase of products only to satisfy actual needs.

The purpose of marketing is to meet and satisfy the wants and needs of the consumers. The first thing that should be done to achieve this purpose is to analyze consumer behaviour. In other words, it is necessary to understand how, from whence and why the individual purchases, uses or disposes of goods, services and thoughts. Without gaining an understanding of consumer behaviours or becoming familiar with the consumers, one cannot identify the needs and wants and can never diagnose the variables motivating them. Hence, marketers should constantly analyze the wants, perceptions, preferences, shopping and purchasing behaviours of target consumers, and build their strategic decisions on market segmentation, target market selection, positioning and optimal marketing mix on this information (Ünal & Erciş, 2007: 321-322).

All behaviours demonstrated by the consumer in the market are oriented not only to meet his needs and wants, but also to help him in making the decision to purchase or pass by a good or service. The figure below lists the psychological, socio-cultural, demographic and situational factors that affect this decision of the consumer (Figure 2). The completion of the 5 steps of the purchasing process results in the consumer’s satisfaction or dissatisfaction from the purchase made. And this process shapes the attitude/behaviour that the consumer will demonstrate towards that particular product in the future (A. Ergin, 2007: 14).

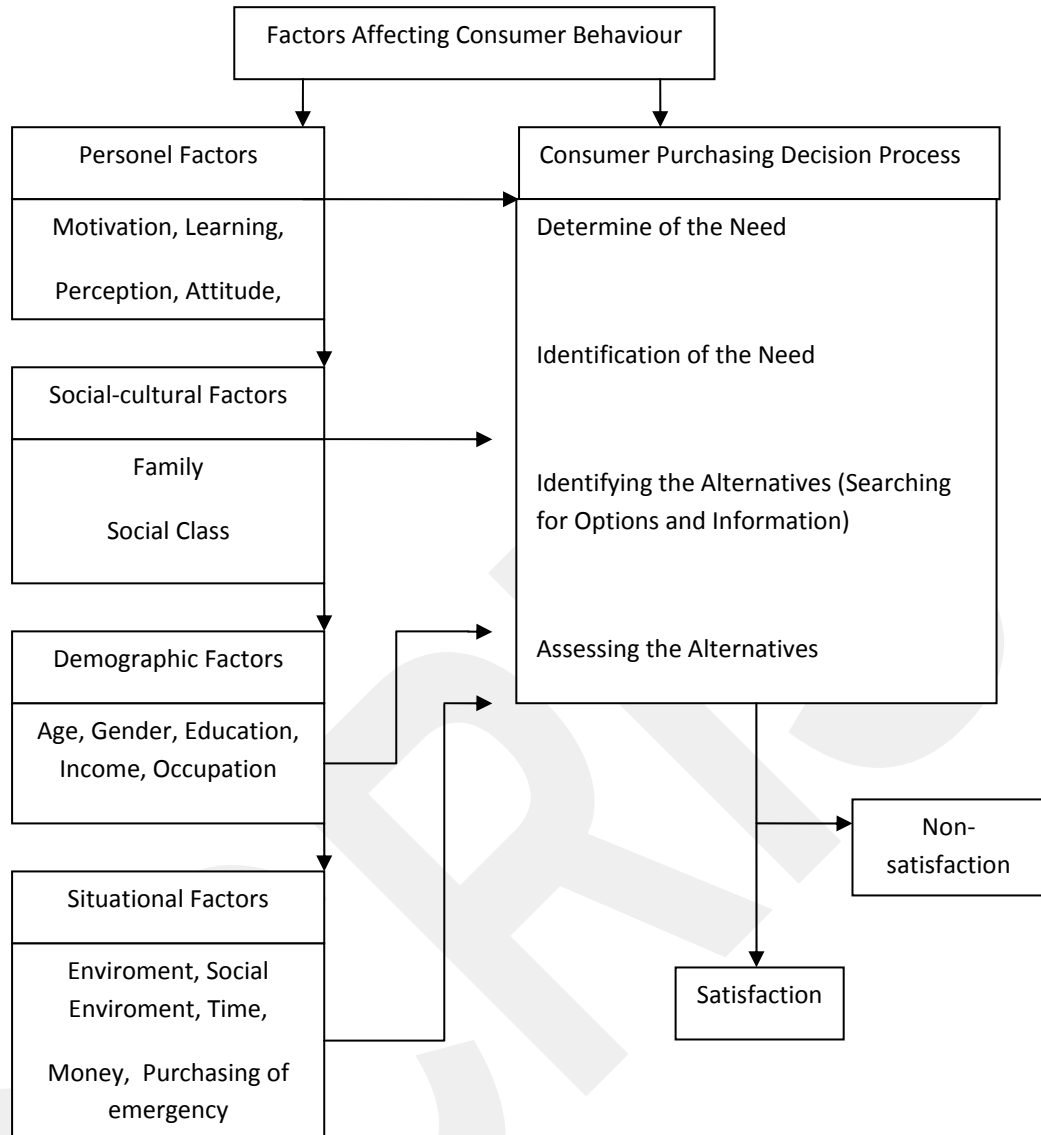


Figure 2: The Consumer Behaviour Model (Source: A. Hamdi İslamoğlu, Tüketici Davranışları, Beta Yayınları, İstanbul, 2003:18)

1.2.1. Factors Affecting Consumer Behaviour

The demographic, psychological, social, personal and cultural factors affect the consumer's choices in many different ways during the process of making the purchasing decision. Each factor has a different affect on the consumer and contributes to the evolution of the purchasing decision. The factors influencing the purchasing decisions of consumers are explained below.

1.2.1.1. Tweens and Socio-Cultural Factors

Elements such as culture, social class, reference groups, family and roles are socio-cultural factors that affect the purchasing decisions made by consumers.

1.2.1.1.1. Culture & Sub-Culture

Culture is a social concept. It is the sum of all spiritual elements that societies have developed since ancient times. Culture is the sum of the values, ideas and behaviours created by human beings to shape human behaviour and passed on from one generation to another. In another definition, culture is a whole that encompasses knowledge, religion, art and morality, customs and traditions, the habits developed by the individual as a result of being a member of a society, and all associated skills (Korkmaz, 2006: 33).

We are all familiar with the word “culture”. The concept of culture is frequently voiced in our daily conversations (Cömert ve Durmaz, 2006:353).

Culture is an entirety of learned behaviours and behaviour outcomes that are shared or conveyed by specific members of a society. According to Çabuk, culture is the distinctive feature of the lifestyles of individuals.

Culture is the sum of values, behaviours and ideas created by humans to shape human behaviour, and passed on from one generation to another.

Culture is the sum of all kinds of language, emotion, thought, belief, art and life elements that are valid in a society and that continue as tradition (Çubukcu, 1999: 67).

Culture refers to information that is learned consciously or unconsciously within human groups and the conveyance of which is mostly dependent on language (Penpece, 2006:62).

In a general sense, culture means all the material and spiritual elements created by mankind to satisfy its needs (Eren, 1998: 87).

Sub-culture refers to smaller groups formed within a culture by individuals sharing similar values and behaviours. The nationalities, religions races and geographical regions in a country are all elements that create sub-cultures. The values, attitudes and social structures of individuals belonging to a sub-culture differ from others, which leads to differences in their consumption and decision-making processes. This difference has made sub-culture an important variable of market segmentation activities (Can, 2006: 7-8).

Although tweens are defined as a global generation, it is possible to detect variable characteristics between tweens living in different cultures in different countries. A tween living in Turkey and a tween living in Argentina or China can make common choices in specific matters. However, variables resulting from cultural differences should not be ignored. The differences are not only due to nationality, as tweens living in different geographies of the same country and exposed to different subcultures can also demonstrate variable behaviours and make individual choices (A. Ergin, 2007: 17).

1.2.1.1.2. Social Class

Social class is defined as the relatively homogenous sub-sections of a society that have adopted the same values, interests, lifestyles and behaviour patterns. Social classes are evaluated not only with one single factor, such as income, but as a combination of profession, income, education, wealth and other variables (Deniz, 2007: 8).

The general characteristics of social classes can be listed as follows: members of the same class tend to demonstrate similar behaviours, and social class is identified according to multiple variables such as wealth, profession, income and education; individuals are categorized as low, middle and upper class depending on their social classes; social class is generally characterized with continuity; although

changing social class is possible in democratic societies, in practice this is very limited (Deniz, 2007:8).

According to available research data, tweens are divided into four different classes among them (A.Ergin, 2007: 18).

Edges:

Children in this group have independent and rebellious natures. They do not see themselves as part of the tween group. They tend to take a stance against fashion and brands. However, they adopt brands that coincide with their rebellious attitudes and symbolize independence.

Persuaders:

Persuaders are the most popular tweens. the decisions they make find acceptance by all members of the group. The kids that marketers and advertisers target and want to reach and catch are these leader-spirited tweens. The influence of persuaders on their friends is very valuable. Hence, the products they choose and use are of great importance for companies. Compared to edges, they are more popular and visible, which ensures that the new products they pick up quickly become popular in their surroundings.

Followers:

Followers represent the majority and core of today's tweens. They closely follow the persuaders, listening to what they say and paying attention to the directions they provide. They also follow the edges and get inspiration from them. Kids in this group are never the first to try the novelties in the market. They adopt the "wait and see" approach. Followers do not have leadership qualities.

Reflexives:

Kids in the reflexives group are always in an effort to get more acceptance and popularity among their friends. However, they are usually not very successful at it and get excluded from their social circles. They do not have many friends, and constantly seek new ways to increase their social acceptance rates. Almost all of them have low self-esteem and are thus quiet individuals.

As seen above, with four different groups, tweens represent very diverse characteristics. This hierarchical classification, which reflects their characters, also guides their attitudes towards brands.

1.2.1.1.3. Reference Groups

Reference groups are persons or groups that serve as benchmarking points in the formation of values, attitudes and behaviours. The reference concept is not limited to group size or membership and does not require identifying with a group. In other words, reference groups are persons, families, groups or organizations which individuals and families trust and take as example when making their purchasing decisions (Ceylan, 2007: 12).

The satisfaction level of the consumer can increase in line with his harmony with his surroundings. Therefore, the individual makes various comparisons when building his own attitudes according to the social groups around him. If there is a difference against him between his situation and that of the group members, he tries to rectify it. A consumer trying to exceed the standards of its own group and achieve the standards of the reference group can also turn towards purchasing so as to rectify the difference (Akkaya, 2011: 8).

Tweens who are influenced from, emulate, imitate and follow most of the behaviours of their friends and family tend to observe the reference group and try to reach their standards when they face a situation they do not have or like. This

phenomenon shows that reference groups play an important role in influencing tweens.

1.2.1.1.4. Family

Family members have a great impact on buyer behaviour. In everybody's life, two kinds of families may be formed. The first kind is a family in which someone is born and grows and religion, politics, economics and education of that person depends directly on that family. The second kind of family in which the buyer's behaviour is affected includes children and people under supervision (Kurtuldu, 2011: 1398).

Family has had a special place in a community. In fact it is a basic social unit. Norms and senses that stabilize the family gain their references from the inclusive society which is an ideal source of community and family stability. Affects of traditional attitudes, interests and incentives of families not only will be evident in the developmental period, but also it may be extended in the next generations. Family is a particular sub-group of society and at the same time implies an important economic unit. Family is a complete and complex purchasing organization that encompasses the needs of two generations or more. Purchasing behavior will be affected by the nature of family and its responsibilities may create a range of reverse demands for goods and services. The style of the family life determines its place in the society (Kurtuldu, Mirzaii, Ruzdar and Khalili, 2011: 1398).

The role behaviours demonstrated by family member based on their roles in the family during the decision-making process are grouped as follows (Aktuğlu & Temel, 2004:49).

- *Stimulator- Encourager*: The person who gives the idea to purchase or expresses a desire to purchase.
- *Influencer*: The person who influences the final purchasing decision directly or indirectly by expressing his opinion.

- *Experts:* They contribute to information on product specifications at the place of purchase. These people gather information, for the family, from their shopping environment and friends. Experts are like gatekeepers, since they check the accuracy of the information that reaches the decision-maker.
- *Decision-makers:* A couple of members of the family decide on what to buy, how much, when and from where to buy, or whether to buy at all. In some purchases, the final purchasing decision is made by one family member at the point of sale.
- *Purchaser:* A family member is the person that purchases and pays for the product. The purchase can be for his own needs or to meet the needs of the other members of the family. However, there are also cases where the purchaser is not the decision-maker.
- *Consumer:* One or more people use the goods or services. Many products are used jointly by all members of the family.
- *Protector- guardian:* These individual(s), who have taken on the responsibility of safely storing the product, prepare it for use and then create the terms of use.

Looking at all these different roles in the family, marketers and business owners have to identify who makes the purchasing decision, who assumes which role, and who should be receiving the message they are giving.

1.2.1.2. Tweens and Demographic Factors

Demographic factors consist of age, sex, income level, education and profession.

1.2.1.2.1. Age

Consumer's needs and interests for products vary depending on age, companies employ to age segmentation, offering different products or using different marketing approaches for different age groups (Andersson, Arvidsson and Lindstrom, 2006: 10). For example; baby boomers, tweens, teenagers, young adults, children e.g.

In age-specific surveys, when young people are compared to adults, it is seen that there is more change in the preferences of the youth, while adults display behaviours that contain more loyalty. Roedder John & Sujana (1990) explain that, when evaluated on the basis of the characteristics of children's developmental stages, the factors determining brand preferences are mostly oriented to perceptions (visual attributes such as colour, shape etc), and that functional attributes are not affective. Children who are influential in the family's purchasing decisions are not the ones who spend the money and make the final decision. However, in today's family structure, children are likely to influence brand preferences also in products oriented to the whole family (Aktuğlu & Temel, 2004: 45).

1.2.1.2.2. Income Level

Economic circumstances greatly affect product choice. Since the income is not only the consideration factor for the consumption demand, but also the determinants factor for the preference, companies need to continuously track the trends of the personal income over the target potential consumers, towards the designed product (Baker, 1996). Therefore, income level is a useful variable to explore the consumer buying behaviour and brand decision while buying a product (Zhenyu, 2007).

In cases where the consumer's income is in an upwards trend, it is seen that, after meeting primary needs such as food and clothing etc, the consumer demands the luxury items and brands that he used to yearn for when his income level was lower (Akgün, 2008: 40).

In conclusion, it is understood that individuals with higher education levels also have higher income levels and hence are less restrained in their spending compared to low-income individuals (Akgün ,2008: 40).

1.2.1.2.3. Gender

Gender plays an important role both in the purchasing decision and in the product and brand selection. While men are the decision-makers when purchasing certain products, women rule the decisions for other products (Penpece,2006: 30).

In brand preferences concerning goods and services, gender is affective in connection with the decider, the user and the purchaser. As a factor that guides purchasing decisions, gender enables persons to have their say. Especially with some goods/services, individuals who are influential in the purchasing decisions determine their brand preferences according to their gender roles and their positions in society (Aktuğlu & Temel, 2004: 45).

Although they may be in the same age group, tweens also demonstrate differences in their purchasing behaviours based on their gender identities. While girls prefer more sparkly, colourful and patterned objects, boys tend to prefer metallic colours with no fancy adornments, which project a somewhat tough image.

1.2.1.2.4. Profession and Education Levels

Consumers can be divided into groups such as executives, civil servants, technicians, workers, pensioners, students, housewives, unemployed etc. One's profession/job is a factor that causes him to need or want certain goods. A person's profession significantly affects his purchasing behaviour. For example, the needs and wants of a computer engineer and a transport company worker are not likely to be similar. The professions and education levels of consumers creates a need and desire for certain goods. The clothing requirements of an employee and an employer are not the same. Moreover, as the education levels of consumers go higher, their needs and

wants also increase and get more diverse. Profession is also associated with the status and role attributed to the person. A businessmen will display the behaviour of buying suits since he will have to take care of what he wears when going to a meeting. However, a mechanic will probably prefer wearing coveralls as he will be dealing with chores such as changing oil etc throughout the day (V. Akgün, 2008: 37).

Above all else, a consumer's profession determines his economic situation, and hence greatly affects the goods and services he will purchase. For example, a worker on minimum wage may consider buying a bicycle or motorcycle, while a factory owner may contemplate buying a plane (Durmaz, Oruç & Kurtlar, 2011: 7).

Consumers with high education levels want more quality, more complex and more satisfying goods and services. Furthermore, consumers of the information society may care about the emotional element when it comes to brands, but do not regard it as the only criteria when engaging in a purchasing behaviour. New consumers are less loyal, displaying fewer brand loyalty behaviours. In short, consumers perceive brand value as a whole and turn their backs on the brand when they understand that the promises are not kept (Akgün, 2008: 38).

1.2.1.3. Tweens and Psychological Factors

Psychological factors that affect consumer behaviours in brand preference are motivation, perception, attitudes and beliefs, learning and personality, consumer competence and self-confidence (Aktuğlu & Temel, 2004: 47).

1.2.1.3.1. Need

Need is the state of tension created by the lack of something. If the thing the lack of which is felt is something that is important for our survival or for us to feel good, then the tension created by this lack is felt more strongly. Therefore, needs urge consumers to act, or in other words motivates them (Odabaşı & Barış, 2002: 21).

Marketers have to meet the consumers' needs and guide them towards the goods for which they feel a need. When the wants and expectations of the consumer are not satisfied in the right time, the consumer distances himself from these goods and services, and when the need is not satisfied for extended periods of time, the consumer can choose to postpone or suppress and forget about the need.

1.2.1.3.2. Learning

Learning is one of the foremost factors affecting human behaviour with its style, content and characteristics. The psychological being and characteristics of human beings are determined, to a large extent, by the experiences gained throughout the learning process. Human beings use their learnings and past experiences to satisfy their needs, solve their problems and establish perceptions and concepts about their own existence and environments (Deniz, 2007: 14).

Learning expresses a permanent change caused in behaviours through experience. This experience does not have to have a direct affect on the person; events affecting other people can be learned by observation. For example, consumers know the names of some brands although they have never used them, and can hum the jingles of many products (Deniz, 2007: 14).

Marketers are interested in the learning patterns of consumers, since marketing strategies help to remind consumers about the brand name, services, sales points, prices and special promotions. Marketers teach consumers some positive information and attitudes about their goods and services to persuade them to purchase (Karabacak, 1993: 92). When teaching these information and attitudes, marketers use stimuli. Through repetitions and associations, the consumers attribute meaning to these stimuli and turn their purchasing behaviour into habitual or automatic behaviours. For example, many people learn the brand name through repetitions, without even being aware of it (Ceylan, 2007: 20).

1.2.1.3.3. Motivation

Motive is described as the power that lies behind an individual's behaviour and that motivates him. Motivation happens when the individual starts to act with the influence of various internal or external stimuli. Various researches have suggested various theories about motivation. However, the theory that is most widely discussed and that has the highest relevance with the purchasing decisions of consumers is Maslow's hierarchy of needs. According to this theory, in order to understand motives, it is necessary to first understand the needs and determine their order of priority. Maslow addresses the needs of human beings at five levels:

1. Physiological Needs: Eating, drinking, shelter etc.
2. Safety Needs: Protection against dangers, securing the future etc.
3. Love & Belonging Needs: Being loved, friendship, belonging to a group etc.
4. Esteem: Fame, reputation, independence, respect etc.
5. Self-Actualization: proving self, instilling trust etc.

The benefit of this theory with respect to marketing strategies in terms of consumer behaviours is that it provides guidance on how to bring about the motives that suit the needs (Akkaya, 2011: 10).

Factors that motivate tweens are also divided into four main groups: power, freedom, fun and belonging (A. Ergin, 2007: 28).

Power: For tweens, power means the ability to control a situation or person, and decide on behalf of both self and others. Films and commercials addressing this theme give tweens the impression that they are taking control, thereby attracting their attention.

Freedom: At the point of freedom or independence, tweens suffer a dilemma. On the one hand, they look at adolescents and desire freedom, on the other hand they enjoy the protective wings of their families. Sensitive about stressing their individuality, tweens like pushing the boundaries set for them and draw attention to

their own desires and aspirations. They take interest in products that give them the opportunity to choose and that make them feel that they will be recognized if they make the right choice.

Fun: When the tweens' approach to fun is examined closely, it is seen that situations and occurrences that push the limits, with which they can exert dominance on adults and bring them to heel are what they describe as fun. Various word plays, sarcastic remarks, products/activities that are guaranteed to make adults angry, pissed off or scared are preferred by tweens.

Belonging: Getting acceptance from and belonging to a group is paramount for tweens. In these ages, the desire to be popular is very strong, and tweens believe that they will gain a higher status in the social sense by rising in popularity. They show interest in products which they think might lead to popularity when used, and they turn to brands that are preferred by the majority in their circle of friends.

1.2.1.3.4. Perception

Perception is a process in which an external input is received via sensory organs and identified through the mental mechanism called the “closed box”, after which a negative or positive reaction is displayed against the external input. Products, brands, packages, advertisements, store designs etc all act as stimuli. Afterwards, negative or positive reactions are developed in response to the desired stimuli via the mental process. It is possible to describe this process with Figure 4 (Ceylan, 2007: 19):

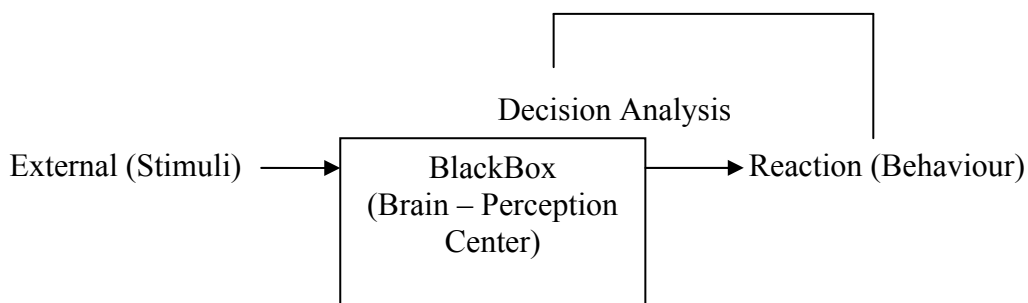


Figure 3. Black Box Model (Source: Keegan, 1992: 193)

A motivated consumer is ready to act. And how the consumer will act is affected from the manner of his perception of the situation. However, even if the individuals are objectively motivated, they may perceive the same situation differently. The phenomenon of differing perceptions is explained with the gestalt theory. According to this theory, every person interprets the same stimulus and object distinctly different from others in their own unique way and based on the messages sent from their five senses. According to the gestalt theories, there are three main processes concerning the way humans perceive the same stimulus differently. These are selective attention, selective distortion and selective retention. Selective attention means sifting through the stimuli and pay attention only to the selected stimuli. Humans generally pay attention only to the stimuli that are associated with the needs they have at that moment. Selective distortion means the distorted perception of incoming information by individuals according to their own personal needs and judgements. Selective retention occurs when individuals remember, see or hear only the information that supports their beliefs and attitudes (Deniz, 2007: 13).

1.2.1.3.5. Attitudes and Beliefs

Attitude is “negative or positive expressions about objects, people or incidents”. Attitude can be described as a tendency that regularly forms an individual’s feelings, thoughts and behaviours about a psychological object and that is attributable to that individual. Moreover, attitude is a “behavioural element” that determines how to act towards its object (Eroğlu & Bayraktar, 2008: 187).

Belief refers to an individual’s thoughts about an object or incident (A. Ergin, 2007: 36).

Attitudes are important variables for marketers because they are one of the fundamental factors that affect a consumer’s final choice. It is easier to persuade consumers who already have positive attitudes towards an idea or product (Çalığışu, 2009: 203-215). Marketers aim to boost the positive attitudes of consumers towards products while changing their negative attitudes.

1.2.1.3.6. Personality

Personality is a distinctive, consistent and structured style of relationship the individual establishes with his internal and external surroundings. Personality is the basic, original and sovereign characteristic that makes a consumer distinct from others. There are many factors that play a role in the formation of personality: (Penpece, 2006: 54):

- Physical outer appearance that makes the person distinct from others
- Person's role as a result of duties assumed upon coming to a certain age
- Person's intelligence, energy, desire, morality and potential skills
- Characteristics of the social environment in which the individual lives; life philosophy, cultural structure, morality approach etc..

Every individual has a unique personality that affects their purchases. Although personality types can be categorized and although there is strong correlation between certain personality types and products and brands, personality can be an important variable in analyzing consumer behaviour (Kapıkıran, 2010: 8).

Personality is an important concept in the field of marketing. This is because every individual has a different personality that affects his purchases. The personality traits of consumers affect their perceptions and purchasing behaviours. For marketers, it is important to group consumer personalities according to their approach to consumption. For example, while there are understanding and easygoing consumers who are pioneers in getting a product accepted and widespread, there are also consumers who have no leadership qualities but who are bargainers, calculating and wary yet giving the impression that they are always open to cooperation. Trying to understand all these qualities and their reflections on consumer behaviour brings many benefits to marketing executives (Deniz, 2007: 17).

Tweens, who now have a say when among their families, friends and own groups, make their own purchasing decisions on their own, displaying their unique

personality traits in their purchase behaviours. In particular, children 11 years of age define themselves as “youth” and get involved in the purchasing process more actively.

1.3. Tweens and the Brand Concept

Today, brand has many different definitions. According to the definition of the American Marketing Association, “a brand is a name, term, sign, symbol, design, shape or a combination of all of these, that serves to make a product or the goods and services of a a group of sellers distinct from the goods and services of the competitor (Özsaçmacı, 2005:5).

According to the other definition, brand is a promise of satisfaction. It is a sign, a metaphor operating as an unwritten contract between a manufacturer and a consumer, a seller and a buyer, a performer who inhabit it, an event and those who experience it. (Healey, 2010:6).

In another definition, it is the identity of the products of a producer or seller and the symbol and name that make them distinct from those of other sellers or producers. Regardless of how it is displayed, brand is an important tool that enables a producer’s goods to be recognized, noticed, sought, repurchased and changed in the market, that not only gives the product an identity but also adds meaning to it and increases the company’s value (Özsaçmacı, 2005: 5).

Today, children are not only the consumers but also members who can make purchasing decisions and purchases on their own. In the UK, it is estimated that children aged 8-14 make a disposable income of around USD2.7 billion from allowances, gifts and small chores. With a denser population and higher average disposable income, the money that is estimated to be spent by children and young people in the USA is over USD 20 billion a year. Although this money may seem big enough to tease the appetites of many companies, he kids market is, in fact, a lot bigger (Aktaş, Özüpek and Altunbaş, 2011: 1302-2865).

As mentioned above, brands that disregard children and young people, who make such a big slice of the market, usually taste defeat. Brand decisions are no longer made solely by adults. On the contrary, the whole purchasing process is seriously affected from tweens. Hence, in order to guarantee its future, a brand must attract two different and contradicting market segments (namely young people and adults) (A.Ergin, 2007: 42).

In the Brandchild Survey carried out by Millward Brown a marketing research company, for the purpose of establishing the relationship of world's children with brands, children explain their relations with brands as follows: "I like wearing t-shirts that have the same personality as me or that says something about my personality". As can be understood from this expression, the consumption preferences of today's new-age children match their personalities, and brands create their products in ways that can individualize children (Uçkun, 2006: 124).

In general, children resemble adults in terms of brand preference and brand loyalty. This brings to mind one question: "How, from what sources do children get brand information?" The answer to this question also reveals their media consumption habits and suggests which media to use in order to reach these children. Research shows that television is the media choice of children. Television accounts of 85% of the media consumed by children. Second are kids & youth magazines with 50%, followed in the 3rd place with friends, seeing on the street or on others, newspapers, relatives, showrooms or stores, posters or commercials and lastly internet, with 45% (Aktaş, Özüpek and Altunbaş, 2011: 1302-2865).

When making their brand and product preferences, children choose products that speak to their five senses. Companies that manage to provide children's need to hear, see, smell, taste and touch, all at the same time and in the most affective way, become successful in their branding strategies. The Kellogg's brand, producing children's most favourite breakfast cereal, is the first company to discover the importance of speaking to all five of the senses in children. In the name of setting a different tone of voice for each Kellogg's cornflakes, the company employs food engineers and voice technicians and commissions studies and tests in voice labs.

Until a certain age, children make their brand preferences in favour of products they regard as the most visually beautiful and distinctive; as they advance in age, they tend to develop new criteria. Sujan (1990) explains that, when evaluated on the basis of the characteristics of the developmental stages of children, the factors that determine their brand preferences are more oriented to perceptions (visual features such as colour and shape etc), and functional characteristics have no affect whatsoever (Aktuğlu & Temel, 2004: 45).

Today, children are not only kids who spend all their time with games and their lessons; they are now the micro versions of adult consumers in all aspects. Brands need these children in order to create long-term and future-oriented brand loyalty. However, it is not easy to win the hearts of children. If, at the end of the day, the brand gives the child joy and happiness, makes him feel valued, helps in to make his dreams come true and gives him an experience that will boost his self-confidence, then it will have manage to take an important step to win the hearts of children (<http://smgconnected.com/cocuklar-ne-ister>).

CHAPTER II

2. THE PACKAGING CONCEPT

2.1. History of Packaging

Historians suggest that packaging dates back centuries when large leaves from plants were used to wrap meat and woven baskets were used for storing and transporting food (Paine & Paine, 1992). Others, however, believe that —real— packaging took off after World War II with the initiation of the Federal Food, Drug and Cosmetic Act in 1938 (Parcels, 1999). Until then, food products were shipped in bulk and were manually re-packed at grocery stores which then may have raised concerns about compromising consumers' health and safety by poor quality controls which then have prompted the design of the first mass-marketing retail packaging (Parcels, 1999). As the post war reconstruction receded, a food surplus became widely available to consumers who had previously had access to food on ration (Goodman & Redclift, 1991). Manufacturers were forced to develop new packaging innovations that would extend the shelf life of food and would permit safe consumption and handling in distribution. The frozen food industry had also started to take off because a surplus of food products was no longer categorized as for military use (Anonymous, 2002).

In New Zealand, prepared meals¹ such as baked beans were widely packed and frozen and supply exceeded demand (Heinz Wattie's, 2011). Consumers and marketers felt and blamed packaging for a lack of consumer appeal while producers were struggling to dispose of excess inventories due to over-supply and poor demand (Paine & Paine, 1992). This resulted in the first significant shift in mass packaging and in the emergence of brands. Brands initially built demand and brand acceptance through strong national advertising. National recognition in turn required consistent mass packaging that were recognized and associated with the brand. In the 1940s,

Jim Nash a graphic designer pioneered the idea that printing on all packaging surfaces would improve a marketer's shelf visibility and would help to establish a unique identity for the brand (Parcels, 1999). Brands, however, lacked then the omnipresence that they have now; quality controls were fewer and product information was minimal and often scarce.

During the 1950s to 1960s, new packaging alternatives including flexible and new decorative methods, became a part of the packaging palette instead of a reliance on tins and glass packaging which often were heavy in weight and could be easily damaged during handling in distribution. The development of supermarkets took off and this created more competition for brands and helped expand the choices among brands available to consumers (Parcels, 1999).

In the late nineties, the growth of innovative flexible packaging materials took off further and introduced marketers to a new world of opportunities (Paine & Paine, 1992). The growth in the innovation of packaging also meant that food products no longer required the use of preservatives while ensuring the colour of the food did not move from its original form without the aid of artificial colourings.

During the last fifty years food packaging innovations have responded to consumers' changing lifestyles and have subsequently changed consumers lives as well (Oppert, 2005). Packaging today comes in all shapes and sizes, conveniently and innovatively packed to keep food products safe from harmful bacteria and from damage in handling, while prolonging the life of a product without the need to add chemicals or preservatives, and providing information that the consumer may need to know (Graham, 2010). The development and design of appropriate packaging has made it possible to offer the consumer a wide range of food products to choose from, with complete confidence in its wholesomeness whether the food is in season or not and it has enabled marketers to convey their marketing messages without a sales person at the point of purchase (Paine & Paine, 1992).

As the structure of work and the work habits of the traditional family unit have also changed, so has the Fast Moving Consumer Goods Industry (FMCG) in response to consumers' changing lifestyle and preferences. Prepared foods (ready-to-cook and ready-to-eat meals) were introduced into the market place at the beginning of the 1970s (Park & Capps, 1997). Supermarkets chains began to grow rapidly, whereby some brands and products were well stocked in supermarkets. Such growth created a more competitive environment amongst brands. Supermarkets provided and added convenience to the consumer who could now purchase the same product or brand in any supermarket chain.

Consumers are becoming aware of the issues of sustainability². Consumers pay more attention to packaging made from recycled and recyclable materials, which has been highly regarded as acceptable since the beginning of 1990s (Sonneveld, James, Fitzpatrick, & Lewis, 2005). The high visibility of packaging, however, married with its importance as an essential facilitator for the distribution, marketing and safe use of consumer and other products, creates significant challenges for advancing sustainable developments in packaging. Such challenges occur as a result of consumer behaviour and spending trends, market segmentation and developments in distribution that require new packaging forms and technologies, which are often be contrary to the principles of sustainable development (Sonneveld, James, Fitzpatrick, & Lewis, 2005; Fitzpatrick, Lewis, & Sonneveld, 2005).

Improvements in packaging have meant that additional information is needed on packaging such as weight, ingredients, recipes, precise description of product content, recyclability, manufacturer's information, nutritional content and storage requirements. Such information enables the consumer to keep food products under the best conditions, and provides additional information to encourage healthy consumption.

2.2. Definition and Importance of Packaging

Packaging is a structure designed to contain a commercial food product, i.e. to make it easier and safer to transport, to protect the product against contamination

or loss, degradation or damage and to produce a convenient way to dispense the product. (Sacharow & Griffin, 1980: 1-71).

According to Rundh (2005) package attracts consumer's attention to particular brand, enhances its image, and influences consumer's perceptions about product. Also package imparts unique value to products (Underwood, Klein & Burke, 2001; Silayoi & Speece, 2004), works as a tool for differentiation, i.e. helps consumers to choose the product from wide range of similar products, stimulates customers buying behaviour (Wells, Farley & Armstrong, 2007). Thus package performs an important role in marketing communications and could be treated as one of the most important factors influencing consumer's purchasing decision.

The primary function of packaging is to protect the product against potential damage while transporting, storing, selling and exploiting a product (Gonzalez, Thorhsbury & Twede, 2007; Wells *et al.*, 2007; Kuvykaite, 2001) and to ensure the convenience during performance of these activities. Sogn-Grundvag & Østli (2009) have indicated the importance of packaging in the case of grocery, when consumers buy unbranded products. Seeing that most consumers tend to touch products before purchasing, they treat product packaging as a tool for protecting consumers from contamination, for allowing them to touch products without restraint, without need to avoid smudging their hands. They propose to use packaging with a "window", in order to allow consumers to evaluate product by its appearance at the same time reducing "consumer uncertainty regarding quality by branding the product and labelling it" (Grundvag & Østli, 2009: 225), i.e. to communicate to consumer adequate message about product. It could be stating that in length of time a function of identification and communication became of vital importance especially for consumer products in the group convenience goods.

Packaging as a tool for communication was investigated by Butkeviciene *et al.* (2008), Gonzalez, Thorhsbury & Twede (2007), Vila & Ampuero (2007), Nancarrow, Wright & Brace (1998), Prendergast & Pitt (1996), Smith & Taylor (2004), Underwood *et al.* (2001), Silayoi & Speece (2004), Underwood (2003), (Vazquez, Bruce & Studd, 2003; Ampuero & Vila, 2006), etc. Taking into

consideration that impulsive buying is a proper to many consumers (Nancarrow, Wright & Brace, 1998; Vazquez, Bruce & Studd, 2003; Ampuero & Vila, 2006), it could be maintained that “the package may be the only communication between a product and the final consumer in the store” (Gonzalez *et al.*, 2007: 63). Consequently the role of package in marketing communications increases: it must attract consumer’s attention and transmit adequate value of product to consumer in the short period right in the place of sale. Therefore there is a necessity to explore package and its elements in more detail, in order to understand which of these elements are the most important for consumer’s purchasing decision.

2.3. Packaging Types

2.3.1. Packaging Types By Functions

Packaging is divided into 3 according to its functions (Aygün, 2007: 18-19).

2.3.1.1. Primary Packaging (Inner packaging)

Packaging is an activity that requires producing and designing a wrapping, container, box etc for a product; packaging can be a product’s first container or wrap (like the tube is the first packaging for Colgate toothpaste). The primary packaging is the actual inner packaging that directly contains the product. For example, like the bottle that contains the perfume. Packaging that contains one sales unit of a product is a “unit” or a “retail packaging”. It is also called the consumer packaging or inner packaging.

2.3.1.2. Secondary Packaging (Outer Packaging)

It is the material that protects the primary packaging and that is disposed of when the product is to be used. For example, the cardboard box that contains the perfume bottle. It provides additional protection and promotion opportunities.

2.3.1.3. Loading or Transport Packaging (Shipping Package)

Storing is necessary for transport and identification purposes. Shipping package includes the packages, cardboard parcels or crates that hold the retail packages. For example, a 24-bottle plastic crates. On the other hand, when various packages sent to a certain destination are gathered up and stored for transport via multiple mainly cardboard boxes, it is called a container.

In conclusion, looking at the packaging types explained above, we see that for consumers, the most important packages are the primary and secondary packages that directly protect the product. Hence, this study which examines the purchasing behaviours of consumers will also focus on primary and secondary packages.

2.3.2. Packaging Types By Material

The ever-advancing technology, increasing competition and changing consumer preferences have made it necessary for companies to come up with the best and most suitable packaging. This necessity has also brought question to minds: Which packaging material is the best suited for which products? To find the answer to this question, materials used in production of packaging can be divided into four groups:

- ∇ Glass Packages
- ∇ Paper Packages
- ∇ Metal Packages
- ∇ Plastic Packages

Apart from these materials, there are also materials under various names, made of hemp, wood, cotton and weaving. However, this study will only cover the 4 main materials that we commonly use and see on shelves.

2.3.2.1. Glass Packages

Glass packaging has a 30% share in the Turkish packaging market; yet, there is a heavy competition caused by plastic and paper packaging. The glass packaging consumption in Turkey, which is 7 kg/year, is very low compared to developed countries (the European average is 41 kg/year). Similarly, the per capita plastic packaging consumption that is 14kg/year in Turkey is 70 kg/year in Europe, and 150 kg/year in the USA. The reasons for this may be the low per capita income in Turkey and the widely different consumption habits. In any case, expectations that Turkey will achieve economic stability with increased per capita incomes in the coming years indicate a potential increase in product diversity, parallel to consumer demands, and increased importance of packaging especially in terms of product marketing, all of which point at a great growth potential for the packaging sector in Turkey (Aygün, 2007: 10).

Because it is odorless and chemically inert with virtually all food products, glass has several advantages for food packaging applications: It is impermeable to gases and vapors, so it maintains product freshness for a long period of time without impairing taste or flavor. The ability to withstand high processing temperatures makes glass useful for heat sterilization of both low- acid and high-acid foods. Glass is rigid, provides good insulation, and can be produced in numerous different shapes. The transparency of glass allows consumers to see the product, yet variations in glass color can protect light-sensitive contents. Finally, glass packaging benefits the environment because it is reusable and recyclable. On the other hand, like any material, glass has some disadvantages. Despite efforts to use thinner glass, its heavy weight adds to transportation costs. Another concern is its brittleness and susceptibility to breakage from internal pressure, impact, or thermal shock (Marsh and Bugusu, 2007: 41).

2.3.2.2. Paper Packages

Giving a few examples about where paper and cardboard packages are used can provide some clarification (Çakıcı, 1985:100-101):

- ▶ Cardboard boxes that contain canned foods, pasta and chocolate packages, and bring together beer, wine, champagne and other alcoholic beverage bottles for export,
- ▶ Boxes used to transport groups of various margarines, cheeses and butters to wholesale and retail stores,
- ▶ Paper bags that are used in retail sales of various textile products and that make it easy to carry the product by hand,
- ▶ As unit and shipping boxes in the shoe sector,
- ▶ Cardboard boxes used in transporting semi-finished products used by paint and plastics industries in the chemicals sector,
- ▶ Cardboard boxes to contain small metal products, such as pliers, screwdrivers, miscellaneous electrical tools, radios, televisions, washing machines etc.

Cardboard packages have a wide area of use in the food and drinks sector since they are not costly and since they provide good protection for the product while providing advertisement opportunities.

2.3.2.3.Metal Packages

Metal packages are used to protecting to foods which is contaminated goods. Various organic plating enhance because of protecting products.

Steel is used widely material in production of metal box. And metal boxes is produced by aluminium are used being package of both of gassy and not gassy drinks. Examples of metal packages are beverage cans or food packages made out of tin plates, aluminium cans and bottles, or foil packages made out of aluminium.

2.3.2.4.Plastic Packages

Plastics are mostly polymeric materials that can be either artificial or natural, that are generally found in solid state under normal temperatures but can be shaped

and moulded via various methods such as moulding or rolling after it is softened chemically or mechanically with the affect of heat or pressure, and that is able to retain its shape after it cools (Aygün, 2007: 13).

Plastics are a 20th century discovery, the first plastics being derived from high molecular weight natural raw materials.

Plastics are readily available; versatile; easy to process either singly, as multi-plastic, or in combination with other materials such as glass, metal or cellulose-base; and relatively low in cost. In packaging industry, plastics has grown faster than any other materials. This reasons by material substitution trend, the flexibility in design, and wide range product protection (Hernandez, R.J., 1997: 627).

Examples to products sold in plastic packaging include yoghurts and juices, milk, acidic beverages, tray-like compartments/containers placed under chocolates and cakes etc.

2.4. Functions of Packaging

2.4.1. Protection Function

This fundamental function of packaging includes physical protection against impact, humidity, bruising etc, as well as chemical protection against souring, decaying, spoilage etc, in order to maintain the product's quality (Bayraktar, 2009:4). According to another definition, protection means ensuring the safety of the product against external factors and dangers to which the product is sensitive, starting from the moment of packaging and continuing until the protection function is ended (Aygün, 2007: 15).

The protection function of packaging also protect the protect from deformation due to being handled by a lot of people. For example, by bagging bread loaves, hand-contact with bread has been prevented, ensuring that the product reaches the consumer in a healthy packaging. Packaging has an important function in

protection/preservation of food items. For example, according to the World Health Organization (WHO), around 30-50% of the food produced in some areas of the developing world goes to waste due to lack of storage areas and inefficient distribution and packaging conditions (Bayraktar, 2009: 4).

2.4.2. Convenience Function

The convenience function of the packaging includes the transport, storage and use of the product. This function continues as the product is produced, packed, transported and stored, and ends when it is finally used by the end-user (Aygün, 2007: 16). For the consumer, it is important that the product is easy-to-use. Hence, producers have taken an interest in this area for long years. For example, in the past, most drink cartoons did not have caps or tabs writing “open here”, so the consumers had to open the cartoons with the help of scissors. Yet today’s technology enables putting plastic-capped, tearable-by-hand, self-perforated or pipette-installed opening mechanisms. The developing technology and the increasing consumer demands force producers to make innovations.

2.4.3. Promotion Function

“The promotion (advertisement, motivation) function of the packaging includes encouraging the buyer to repurchase the product. Experiences and research show that consumers buy specific products through preference, with no prejudice. On the other hand, it is also a reality that products that have made a name in the market and that are used by upper classes are automatically preferred (Bayraktar, 2009: 5).

The promotion function ensures that a product on the shelf is purchased again and again by the customer. Packaging draws the attention of the consumer with the writings, visual figures, colours and other features incorporated on it. These features boost the individual’s motivation, stirring a desire to purchase. Hence, packaging is an important promotional tool for producers.

2.4.4. Information Function

Packaging engages in a quiet communication with the consumer. The connection between the product and the consumer is established by the packaging, which acts as a quiet sales rep. Labels are the most important packaging elements that enable this communication. The greatest benefit of packaging is that it informs the consumer with instructions on how to use the product, data on what the product mix contains, and information on the producers (Aygün, 2007:17).

It is possible to talk about various different benefits of labelling (Arpacı, Ayhan, Böge, Tuncer and Üner, 1992: 90). Labelling:

- ◆ Promotes/introduces the product or brand (brand label)
- ◆ Helps rating the product (rating label).
- ◆ Protect vendor against unfair competition.
- ◆ Protects the security of life and property of the consumer and against cheating and deception.
- ◆ May increase a product's attractiveness.
- ◆ Gives miscellaneous information on the product, the packaging and the producer.
- ◆ May give useful information on how to use the product in a way that maximizes consumer satisfaction.
- ◆ Conveys information on legal requirements and statutory standards.
- ◆ Provides convenience with electronic coding, bar-coding and security bands etc to assist the producer and vendor with regard to sales control, stock control etc and anti-theft measures.

Labelling is often subject to statutory rules. The state determines the minimum information that must be indicated on the label, and requires the company to comply with these rules. Features such as unit price, production date, expiry date, weight etc that are visible on the label enable consumers to make comparisons across brands (Aygün, 2007: 17).

Labelling is an area customer's give great importance to in the purchasing phases. Therefore, it is something that requires due care by producers too.

2.4.5. Price-Quantity Adjustment Function

Using the packaging, price can be adjusted by (Ayar, 2008: 30):

- reducing the contents without changing the packaging
- increasing package size and raising unit price
- reducing package size and raising unit price
- increasing package size and lowering unit price
- increasing package size and reducing quantity contained
- reducing package size, price and quantity

It would be beneficial for producers to do their price-quantity adjustments by taking into consideration the economic income levels of the local consumers where the sales point is located, because the most important factor that determined what product will be purchased at what price and quantity is, no doubt, economic power.

2.4.6. Function as a Marketing Tool

Marketing is defined as planning and executing the conception and development, pricing, placement, promotion and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational objectives. As a business activity involved in the moving of goods the producer to consumer, marketing includes advertising and packaging design, merchandising and sales. (Klimchuk and Krasovec, 2006:35).

Packaging is a marketing tool that makes the product distinct from others. Packaging plays an important role in distinguishing between different brands of the same product. If all brands did not have different packages, it would have been absolutely impossible to distinguish them from one another.

Packaging is one of the most important component of marketing mix. The packaging design provides the consumer with clear and specific information (whether consciously or subconsciously), and possibly a point of comparison (which one appears to be a more affective product, a better value, a more convenient package), a purchase is incited. Package is a critical factor in the success of a company's integrated brand marketing plan. (Klimchuk and Krasovec, 2006:36).

Even if a company does not clearly recognise the marketing aspects of packaging, it cannot escape performing the marketing function. Yet, this marketing role is critical in the FMCG industry where consumers have limited time for purchasing low-involvement products. There is, of course, a danger that the package communicates negatively, but a package designed well for its marketing function helps sell the product by attracting attention and positive communicating with consumers (Silayoi and Speece, 2007).

2.5. Elements of Packaging

At the present time, because of increasing the numbers of hypermarket and supermarket, while consumers are buying any product, they face to package instead of selling person. Therefore, the package is to be very affective in purchasing behaviour. Also, package helps to be recognized firm or firm's brand by consumers (Kotler, 2000:457).

According to a marketing research, an average customer spends half an hour at the shelves. Setting aside the affects of unvisited shelves, this means that a customer spends 3 of 4 seconds to decide to purchase a product. In this "time of integrity", the importance of packaging is clear: Packaging is the "dress" that will make the customer buy your product (Ramadan, 2007:11).

Package is the clothes of product. It should have to all of the beauties for encouraging consumers to action of purchasing. Products of package can hold on market with choosing true and affective material and true package design. Colours

that are chosen convenience to product's structure, conformable writing and shapes and package which is attractive and good-looking affect to consumers positively.

Package helps to distinguish products which are not to be product's difference, not giving to excitement visually at level of retail. Package is a communication tool so it should define that what is product, how is it used and what does it utilize. Package's communication elements are those: (Shimp and DeLozier, 1986: 528-535).

- Colour
- Design
- Shape
- Size
- Brand's name
- Physical material
- Product's information label

The Elements of Packaging	Definition
1. Colour	Acts as symbolic metaphors. Has strong emotional signs. For example, the purple packaging of Milka is associated with luxury and quality.
2. Writing Type (Typography)	Gives hints on the value of the product. For example, the italics used on wine labels evoke elegance and can be seen as hints that the product is high quality and sophisticated.
3. Logo	It symbolizes to brand's personality and unique image. For ex: white Coca-Cola writing on red ground.
4. Type/Material	It depends on product's types and using purpose. It may be biodegradable, environment friend ex. For ex: paper/carton boxes, bottles..
5. Shape/Structure	It attracts attention affectively.
6. Label/ Signal	It changes to package's type and material. It is printed to package's on or another materials.
7. Size	It encourages to product's using.

Figure 4. The Elements of Package (Source: Odabaşı and Oyman, 2002: 248).

2.5.1. Colour

Colour is involved in almost every aspect of our daily life. The presence of colour becomes important in packaging design; consumers tended to first notice many products by the packaging colour. When they were looking for a particular product on the shelf, packages with the same range of color would attract their attention better than others (Wai Leng, 2010).

Colour is not only making a product more presentable, it is often used to convey information and it affects how consumer feels on both a conscious and subconscious level. According to Vila and Ampuero (2007), it seems that products that are directed to the upper classes, with a high price and based on elegant and refined aesthetics required cold, dark coloured (mainly black) packaging. In contrast, accessible products that are directed to price-sensitive consumers required light-coloured (mainly white) packaging. While, safe and guaranteed products and patriotic products are associated with red packaging.

In addition, consumers were believed to have colour preferences for various product categories based on their own culture's associations (Grossman and Wisenblit, 1999; UPS, 2009). Understanding consumer views on how the colour attribute plays a role in their purchase decision is critical for food companies competing globally.



Figure 5. The Affects of Colours on Consumer Perception (Source: <http://www.gennaration.com.tr/manset1/renkler-ve-ambalaj-tasariminda-raf-etkisi/>)

In a supermarket test, all the shelves housing the packages are photographed, and then the photograph is blurred to examine how the colours mesh with each other. It is seen that the colour areas in the consequent image are more defined when blurred, meaning that the products in these colour zones can be noticed by the consumer, who already knows the product's visual identity, easily when browsing, thereby proving the value of colour in “non-verbal” communication (<http://www.gennaration.com.tr/manset1/renkler-ve-ambalaj-tasariminda-raf-etkisi/>).

Consumers also learn colour associations, which lead them to prefer certain colours for various product categories (Grossman and Wisenblit, 1999). Using colour as a cue on packaging can be a potentially strong association, especially when it is unique to a particular brand. However, people in different cultures are exposed to different colour associations and develop colour preferences based on their own culture's associations. Simply taking the colours of a particular logo, package, or product design from one market to another should only be done under a thorough understanding of how colours and colour combinations are perceived in each location (Madden et al., 2000).

The psychological affects of colour play an important role on consumers and affect their decision-making. Studying the colour of packaging on the psychological affects in advertising, Krophff has concluded that (Aygün, 2007: 10).

- Colour is the most important tool that distinguishes a product from its packaging.
- Colour facilitates recognition.
- Colour helps more affective product launches.
- Colour attracts the attentions of consumers.
- Almost all people have an interest in one or another colour. What is important is to identify the colour that garners the interest of lots of people.

Jill Morton, a colour consultant and the CEO of Colourcom states tells about colour that “ As a marketing tool, colour can be a subliminally persuasive force. As a functional component of human vision, colour can capture attention, relax or irritate the eyes, and contribute to the success of a product, a service, or even an interior space. The wrong colours can be a costly mistake.” (Klimchuk and Krasovec, 2006: 107).

Colour connotations are both product and category specific, however and understanding of colour associations is an important factor in the design process.

Colours	Perception	Examples of Marketing
Red	Strong, dangerous, excitement, warm, passion and extrovert	Nestle, Coca-Cola
Green	Fresh, calm and natural	Seven-up, The bank of Garanti
Blue	Fresh-calm, respectable, authority	Davidoff, CoolWater Perfume, Nivea
Black	Cold, prestigious, sophisticated	Johny Walker Black Label whisky, Eti Negro
Yellow and Golden	Luxurious and wealthy	Gold Card, Ona Sunflower Oil
Orange	Hot, natural and friendly	Advantage Card
Purple	Nobleness and empire	Milka, Silk Cut Cigarette
Transparent(White)	Clear, pure	Palmolive Shower Gel, Clear- Choice Oral Washing Water

Figure 6. Some Colour Perception Examples of Consumers in Marketing Sector
(Source: Odabaşı and Barış, 2007:139)

Many studies have shown that demographic variables such as age, gender and ethnicity influence the affectiveness of colour (Sliver, 1988; Paul, 2002). For example, eyes naturally turn yellow with age, altering people's perception of colours (Harrington and Mackie, 1993). Ocean Spray Cranberries Inc., has been avoiding yellow and blue in their packaging targeting the health conscious baby boomers. Yellow and blue don't appear as sharply distinct to older eyes. (Sable and Akcay, 2011:35).

Colour products provide to distinguish product's varieties and tastes. Also, colour helps to separate of product's groups with using same colours in specific product's groups. Some products concrete with their colour. For example: Chocolate products generally produce to red, brown, according to milk rate cream or white colours. (Kırdar, 2005: 154). In food category, generally, red label and bottles specify to coke, green specifies to soda or mineral water and yellow specifies fruit juices.

Another important point is the fact that a meaning attributed to a specific colour varies from country to country. For example, in the US, beverages have been associated with the colour red, yet Coca- Cola had a lot of difficulties using this colour in Korea and Japan, since the colour associated with beverages in these countries was yellow. The changing meanings attributed to colour makes it difficult to make generalizations (Odabaşı and Barış, 2007: 140).

2.5.2. Writing Type (Typography)

Typography has been described as *'the art, or skill, of designing communication by means of the printed word'* (McClellan, 1980: 8), and *"...the craft of endowing human language with a durable visual form"* (Bringhurst, 1997: 11). This extends to the style, arrangement, and appearance of typeset matter. If typography is to be expressive, then it should convey thought or feeling in its own right.

A powerful piece of typography can be just as attention grabbing and emotive as an image, potentially more so. Letters and words are shapes in their own right; experimenting with the form of letters is an important part of modifying their expression. Purists might see typography as an exercise in clear communication alone, with expression detracting from this goal, and adding visual 'noise'. A somewhat utilitarian view perhaps, the expressive qualities of type are everywhere to be seen, good and bad. Typestyles have different semantic qualities that can affect the character, feel or emotional context of the text. They might be experienced as neutral, cold, sensual, clean, or graceful for example. These are learnt associations that generate cognitive and emotional responses in a reader, be they similar or

different to those of others. Much of the learning is dependent on the context and cultural associations of the type in question; we might not read a typographic logo by actually reading it, unless it is unfamiliar. Reading the text of a book is a different kind of reading in which we 'hear' the words, though good legibility and readability in typography will help us recognise words, and therefore scan and read more quickly.

Typography for packaging design must be: (Klimchuk and Krasovec, 2006: 92).

- ♣ readable and legible from a few feet away;
- ♣ designed to the scale and shape of the three- dimensional structure;
- ♣ understandable by a diverse audience;
- ♣ credible and informative in the communication of product information.

2.5.3. Logo

“Symbols with all that represent a brand, a tagline, a character, a visual metaphor, a logo, a colour, a gesture, a musical note, a package, or a program. The symbol is a part of brand equity and functions as a tool for maintenance” (Aker and Joachimsthaler, 2000: 54).

Logos and symbols have a long history which shows brand identification of the company. There are different types of logos, which are unique from corporate names or trademarks. Logos and symbol are easy way to recognize a product. It is a greater success if symbol and logos became a linked in memory to corresponding brand name and product to increase brand recall. Customers may perhaps identify definite symbols but be unable to link them any particular brand or product (Keller, 2000:193-195). Logos helps companies to develop the brand equity through raised brand identification and brand loyalty. Logos are very important assets, companies spend enormous time and money to promote brand logos and symbols (Leif and Nina, 2003:86-87).

Logos and symbol are successful way to get a better place in customer mind. If customers find something that is easily identifiable preferably in a positive way, customers feel more comfortable with them. If there is not much difference among brands, then logos and symbols can be a very effective way of differentiating the brands from each other. Moreover, logos can be also used to maket he potential consumers aware of the origin and ownership of the brand (Hasan, 2008: 19).

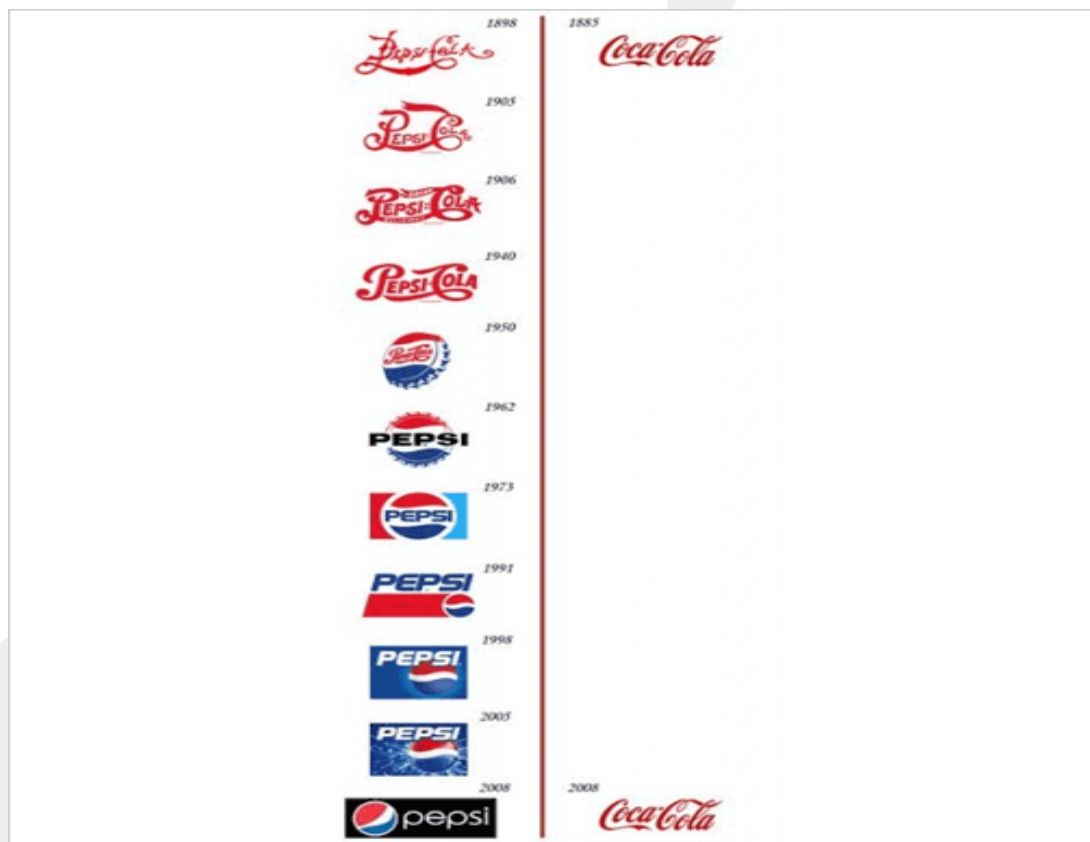


Figure 7. The Example of Coca-Cola's Timeless
(Source: <http://www.gretarose.com/what-makes-a-good-logo/>)

2.5.4. Type/ Material

- *Glass*

Glass has an extremely long history in food packaging; the 1st glass objects for holding food are believed to have appeared around 3000 BC (Sacharow and Griffin 1980). The production of glass containers involves heating a mixture of silica (the glass former), sodium carbonate (the melting agent), and limestone/calcium carbonate and alumina (stabilizers) to high temperatures until the materials melt into a thick liquid mass that is then poured into molds. Recycled broken glass (cullet) is also used in glass manufacture and may account for as much as 60% of all raw materials. Glass containers used in food packaging are often surface-coated to provide lubrication in the production line and eliminate scratching or surface abrasion and line jams. Glass coatings also increase and preserve the strength of the bottle to reduce breakage. Improved break resistance allows manufacturers to use thinner glass, which reduces weight and is better for disposal and transportation (McKown, 2000).

Because it is odorless and chemically inert with virtually all food products, glass has several advantages for food-packaging applications: It is impermeable to gases and vapors, so it maintains product freshness for a long period of time without impairing taste or flavor. The ability to withstand high processing temperatures makes glass useful for heat sterilization of both low- acid and high-acid foods. Glass is rigid, provides good insulation, and can be produced in numerous different shapes. The transparency of glass allows consumers to see the product, yet variations in glass color can protect light-sensitive contents. Finally, glass packaging benefits the environment because it is reusable and recyclable (Marsh and Bugusu, 2007).

Like any material, glass has some disadvantages. Despite efforts to use thinner glass, its heavy weight adds to transportation costs. Another concern is its brittleness and susceptibility to breakage from internal pressure, impact or thermal shock.

- ***Metal***

Metal is the most versatile of all packaging forms. It offers a combination of excellent physical protection and barrier properties, formability and decorative potential, recyclability, and consumer acceptance. The two metals most predominantly used in packaging aluminum and steel.

- ***Paper and Paperboard***

The use of paper and paperboards for food packaging dates back to the 17th century with accelerated usage in the later part of the 19th century (Kirwan 2003). Paper and paperboard are sheet materials made from an interlaced network of cellulose fibers derived from wood by using sulfate and sulfite.

Paper and paperboards are commonly used in corrugated boxes, milk cartons, folding cartons, bags and sacks, and wrapping paper. Tissue paper, paper plates, and cups are other examples of paper and paperboard examples (Marsh and Bugusu, 2007).

- ***Plastic***

Plastics are preferred for being flexible, being light, not being water and air permeability, taking easy shape, being durable to stroke and providing to easiness for caryying and stowing. Mile, yoghurt, margarine, soft drinks are given to examples for plastic packages (Aygün, 2007).

2.5.5. Shape/Structure

Everything about the package plays a role in communicating product imaginary to the consumer (Meyers, 1999). The package shape can be used to communicate images that influence consumer perception, appeal to the consumer's emotions, and established desires for the product before the consumer ever reads the label or sees the actual product (Nilsson and Öström, 2005: 7).

According to the Danger (1987) there cannot be fixed principles governing the physical shape of a package because it usually dictated by the nature of the product, by mechanical considerations, by selling conditions, by display considerations, and the way that the package is used. However there exist some basic rules that should be followed. Danger (1987) lists them in the following order:

- ❖ Simple shapes are preferred to complicated ones.
- ❖ A regular shape will have more appeal than an irregular one and the latter may cause a mental blockage, which impels the customer something else.
- ❖ A shape that is not balanced will be unpleasing.
- ❖ Squares are preferred to rectangles and a rectangle that has a square root to one that does not.
- ❖ Shapes should be tactile and soft.
- ❖ A convex shape is preferred to a concave one.
- ❖ Shapes should be easy on the eye.

2.5.6. Label/Signal

Information companies give about their products are important in terms of consumer protection, their impact on the consumers' decision-making processes, and in terms of competition. As the most important and most common form of conveying this information, labels make it easier for consumers to make healthy and informed decisions, as they bear all the pertinent information on the product composition, price, best before date, shelf life, country of origin and, especially in the recent years, nutritional data (Özgül and Aksulu, 2006: 1).

Researchings are made of late years show that consumers attach importance to label informations. According to doing research conclusion, application ratio of consumer's toward label information is 85%. (Aygün, 2007: 28). And the other research that includes to variations on last ten years shows to consumers' involvement of label observing increases to 96% from 87%. (Özgül and Aksulu, 2006: 7). This researchings show to importance of label on consumer' purchasing decision.

It is possible to talk about multiple different benefits of labelling (Göbel, 2008: 81).

- ✘ Promotes/introduces the product or brand (brand label)
- ✘ Helps rating the product (rating label).
- ✘ Protect vendor against unfair competition.
- ✘ Protects the security of life and property of the consumer and against cheating and deception.
- ✘ May increase a product's attractiveness.
- ✘ Gives miscellaneous information on the product, the packaging and the producer.
- ✘ May give useful information on how to use the product in a way that maximizes consumer satisfaction.
- ✘ Conveys information on legal requirements and statutory standards.
- ✘ Provides convenience with electronic coding, bar-coding and security bands etc to assist the producer and vendor with regard to sales control, stock control etc and anti-theft measures

Information that must be included on the labelling of food items are as follows (Aygün, 2007:28):

- ☆ Name of the food item
- ☆ Ingredients
- ☆ Net weight
- ☆ Company name and address, place of production
- ☆ Production and expiry dates or shelf life
- ☆ Batch number and/or serial number
- ☆ Instructions on how to use and/or store

In conclusion, label is important topic for protection of consumer's health, giving to true purchasing decision, increasing economic efficiency and organizing competition between firms. (Özgül and Aksulu, 2006: 3). Nowadays, consumers more conscious with developing technology. And they give importance to labelling

for their health especially. At these reasons, operations should give importance to labelling for their benefit.

2.5.7. Size

The size of the packaging is important since it affects the purchasing behaviour of the consumer. Size varies depending on the wants and preferences of the customer, the nature of the product, consumption habits, and price (Aygün, 2007: 23).

Packaging size is a technical matter on the one hand, and an economic matter on the other hand due to its relevance with market conditions. From the technical aspect, the shape and size of the package is determined by the structure and shape of the product if the product cannot be separated into other units. Package size is important for consumers. A consumer wants to have different size options in the packaging of the products he purchases, as this gives him the advantage of being able to use different sizes for different situations. Different sizes of the same product can be preferred due to reasons such as convenience and cost (Bayraktar, 2009:9).



CHAPTER III

3. DETERMINING THE ELEMENTS AND FUNCTIONS OF PACKAGING THAT IMPACT THE PURCHASING DECISION OF TWEENS

3.1. Purpose and Significance of the Study

Today, a big majority of consumers buy their foodstuffs from supermarkets and hypermarkets. When we hold the products displayed on the shelves of these big markets, the first thing we see is the packaging. Hence, whatever the contents of the product may be, producers who fail to communicate who they are to the consumers and who cannot accurately perceive the consumers' preferences do not have a chance of survival in today's competitive environment.

As a quiet sales representative, packaging is the most important factor that establishes the first contact with consumers and communicated with them; in the recent years, producers have started to understand the great importance of packaging. Packaging has a huge impact in terms of drawing the consumer's attention and creating interest. Packaging is like the clothes of the product. It has to have all the necessary features in order to prepare the consumer for the purchase. The characteristics of packaging are not limited to colour, size, logo, shape, material, font, label etc. The importance of packaging gains a new dimension with functions such as providing protection, convenience and endurance, promotion and attractiveness. Today, packaging is a part of the product in all food items. It has become an element that is contained within the scope of the product rather than complimenting it.

Child consumers, who have gained an important place in the marketing world in the recent years, are getting quite an attention from production companies. The loyalty today's children feel towards brands they have become acquainted with in

early ages, their increased shopping freedom, and the very strong voice they have in the purchasing decisions of their families have no doubt triggered a growth in the product market catering to kids. Researches show that children have the strongest voice in food purchases and powerfully influence the decisions of their families. How packaging, as the first point of contact, influences children is something that should be known and very well analyzed by marketers. Companies are curious about and want to know what characteristics a packaging should have in order to urge children to buy, how it should be designed and which functions it should serve. This study aims to appease this curiosity by finding out what kind of a relation exists between children and packages.

The general objective of this study is to measure and assess how and in what direction the elements and functions of packaging affect the purchasing behaviours of child consumers in the 8-14 age bracket and going to primary education, whom we call “tweens”, and thus enlighten the producer companies in line with the information obtained as a result of these assessments.

The study will attempt to determine the packaging attributes that influence tweens when buying a food item, compile them as reasons that prepare the tween for the act of purchasing, and then achieve a clearer understanding about the child-packaging relationship.

Although countless studies have already been undertaken to date both on the purchasing behaviour in consumers and on packaging, it is seen that there has not yet been any studies exploring the purchasing behaviours of tweens in relation to packages. Hence, it is considered that such a study may contribute to the literature and fill a gap in this area. Furthermore, the data obtained as a result of the study may help companies and enterprises aiming for success and survival in the current business environment of heavy competition, by suggesting the aspects they should pay extra attention to in the packaging of their future products.

3.2.1. Data Collection Method

Data collection via questionnaires was used as a method to collect the data required for the survey. Within the scope of the survey, questionnaires were administered on 400 students in the 8-14 age group, selected through simple random sampling, in order to identify the packaging elements and functions that tweens give importance to. The survey asked consumers to pick up the option that is the most important to them from among statements concerning the elements and functions of packaging. Before going on with the application phase, a pilot survey was administered on a student group of 50 in order to assess the operability of the questions, and relevant changes were made in some of the questions in line with the feedback received.

The questionnaire used in the implementation phase of the survey was designed in 3 parts. Part I was oriented to determining the demographic characteristics of the students taking the survey, including questions on age, gender, class, education level of family, monthly income level etc. Part II of the questionnaire included ranking questions oriented to identify the material type respondents preferred when buying food items such as chocolate, biscuits, chips etc, as well as some open-ended questions where they could give the brand names that first came to their minds. The last part of the questionnaire was the core of the study and covered questions in five different categories, prepared on a Likert scale of 1 to 5. The options in the Likert scale were as follows: 5: Strongly Agree, 4: Agree, 3: Neither agree nor disagree, 2: Disagree, 1: Strongly Disagree. The reason for using a Likert-type scale was because this scale type is adaptable to diverse attitude objects and makes it easy to compute both the direction and the degree of the measurable dimensions of the attitude (Ö. Akbay, 2009: 122).

The reliability analysis was used to test whether the statements forming the assessment tool developed for the purpose of collecting data on the units that form the examples for any topic are consistent among themselves (Ural & Kılıç, 2006:286). The method most widely used for this purpose is the Chronbach Alpha method.

Chronbach Alpha coefficients assume that all questions and options included in the scale measure the same attribute. A low Chronbach's Alpha internal consistency coefficient may indicate that the scale is measuring multiple aspects at the same time. This is because the alpha value obtained is accepted as an indicator of the homogeneity of the test. Generally accepted values used for scaling in the assessment of a computed internal consistency coefficient are as follows (Ö. Akbay: 2009: 123);

If $0.00 \leq \alpha < 0.40$, the scale is not reliable,

If $0.40 \leq \alpha < 0.60$, the scale has low reliability,

If $0.60 \leq \alpha < 0.80$, the scale is quite reliable,

If $0.80 \leq \alpha < 1.00$, the scale has high reliability.

In order to measure the reliability of the scale used in the survey, a reliability analysis was made. According to the test, the Chronbach Alpha coefficient was computed as 0.939. According to the obtained value, it is seen that the scale is highly reliable.

3.3. Survey Population and Sampling

The population of the survey consists of 8-14 year-old students going to school in the province of Ankara.

The survey aimed to work with a confidence level of 95% and an error margin of $\pm 5\%$. According to the data obtained from the subject-relevant sources of Erdoğan & Yazıcıoğlu, the sample must be at least 384 for population masses that exceed 50,000 with an error margin of $\pm 5\%$. Hence, the sample size for this size was determined as 400 people.

3.4. Scope and Constraints

The students aged 8-14 of a primary education school in Ankara were covered in the survey scope. The reason for setting the lower threshold at 8 was because the group defined as tweens in the study consists of children who are in the 8-14 age range. It is possible to find different age ranges used in defining tweens. One such age range is 7-14. This survey takes the age range of 8-14 as a basis because of the difficulty of administering a questionnaire on students aged 7 who have only just started grade 1. The reason for setting the upper threshold at 14 was again because the group defined as tweens in the study consists of children who are in the 8-14 age range. Some surveys study tweens as a group falling in the age range of 8-12. Various sources define tweens with various age ranges, such as 7-11, 8-12, 9-14, 8-14 and so on (Siegel and et al, 2004). This survey studied the 8-14 group, i.e. 2nd and 8th grade students, so as to examine the purchasing behaviours of students spread across a wider profile in order to cover all primary education students.

The biggest constraint of the survey was that the school where the survey was done was the only school where permission was granted for the students' participation in the survey, as these permissions are not easy to come by, especially when it is primary education students. Additionally, children who were reluctant to answer some of the questions or who had difficulty in understanding the questions constitute the other constraints of the survey. In addition to all these, the challenges of making a survey with children instead of adults should also be taken into account.

3.5. Hypotheses of the Survey

11 survey hypotheses were established for the purpose of determining the affects of packaging on the purchasing behaviours of tweens by assessing the relationships between miscellaneous demographic variables and various elements of packaging such as colour, size, logo, typography, shape, label and material type, and functions served by packaging as protection, convenience, promotion, information and marketing tool.

H1: Packaging elements have a positive affect on purchasing decision of tweens.

H2: Packaging functions have a positive affect on purchasing decisions of tweens.

H3: The impact of packaging elements on the purchasing decision reveals a significant difference according to gender.

H4: The impact of packaging functions on the purchasing decision reveals a significant difference according to gender.

H5: When buying chocolate, preferred package material reveals a significant difference according to gender.

H6: When buying biscuits, preferred package material reveals a significant difference according to gender.

H7: When buying chips, preferred package material reveals a significant difference according to gender.

H8: The impact of packaging elements on the purchasing decision reveals a significant difference according to income.

H9: The impact of packaging functions on the purchasing decision reveals a significant difference according to income.

H10: The impact of packaging elements on the purchasing decision reveals a significant difference according to age.

H11: The impact of packaging functions on the purchasing decision reveals a significant difference according to age.

3.6. Data Analysis

After the questionnaires filled out, they were examined and those with missing/ invalid data were disqualified, resulting in 400 questionnaires eligible for inclusion in the study. The questionnaires used in data analysis were coded to bring them to a level of data that could be entered into the computer. Coded data were then classified in the SPSS 16.0 package program.

When analyzing the data, the study used the “Frequency Analysis” and “Multiple Regression Analysis”, “T-test for Independent Samples and One- Way ANOVA” analysis techniques, in addition to the Chronbach Alpha test for reliability analysis.

3.7. Findings and Evaluations

This part of the survey will include the findings from the survey administered on a group of child consumers aged 8-14 and going to primary education school in central Ankara, as well as evaluations of these findings and the analysis results for each of the survey’s hypotheses.

3.7.1. Evaluation of Respondents Tweens According to Age Groups

As seen in Table 1, 9.2% of the tweens participating in the survey were 8 years old, 14.2% were 9 years old, 17.2% were 10 years old, 16.8% were 11 years old, 23% were 12 years old, 10% were 13 years old, and 9.5% were 14 years old. Of the participants, 80.4% were in the 8-12 age group, while 19% was in the 13-14 age group.

The age distribution of the participating tween consumers was as follows: 80.4% were in the 8-12 age bracket, and 19% were in the 13-14 age bracket. This situation enabled an in-depth analysis of the 8-12 age bracket, which is commonly used in the definition of tween. The 13-14 age bracket was the group included in the survey so that they could contribute to the study.

Table 1. Demographic Profile of the Respondents

Age Groups	Frequency	(%)
8	37	9,2
9	57	14,2
10	69	17,2
11	67	16,8
12	92	23,0
13	40	10,0
14	38	9,5
Total	400	100,0

3.7.2. Evaluation of Respondents Tweens According to Gender Groups

As seen in Table 2, majority of the respondents are boys. Survey evaluation found that 47.8% of the respondents were girls, while 52.2% were boys. It is observed that there were slightly more boys than girls.

Table 2. Gender Profile of the Respondents

Gender	Frequency	(%)
Female	191	47,8
Male	209	52,2
Total	400	100,0

3.7.3. Evaluation of Respondents Tweens According to Grade Groups

Table 3 shows the distribution of respondents according to their school years. According to this evaluation, in direct proportion to their ages, 10.8% of the respondents were in 2nd grade, 13.5% were in 3rd grade, 16% were in 4th grade, 17.5% were in 5th grade, 22.8% were in 6th grade, 9% were in 7th grade, and 10.5% were in 8th grade.

As depicted in Table 3, 80% of the respondents were second through sixth graders whereas the remaining 20% were enrolled in seventh and eighth grades. This emphasizes the fact that the research was predominantly focused on elementary school students.

Table 3. Grade Profile of the Respondents

Grades	Frequency	(%)
2	43	10,8
3	54	13,5
4	64	16,0
5	70	17,5
6	91	22,8
7	36	9,0
8	42	10,5
Total	400	100,0

3.7.4. Evaluation of Respondents Tweens According to Family Education Levels

In line with the responses received from 400 students participating in the survey, the mothers of 5% of the students were primary school graduates, 6.2% were secondary school graduates, 32.2% were high school graduates, 48.5% were university graduates, 7% had postgraduate degrees, while the mothers of 1% were illiterate. Hence, the profile of the mother's of the respondents is dominated by university graduates with 48.5%, followed by high school graduates with 32.2%.

In line with the responses received from 400 students participating in the survey, when the fathers of the respondents were evaluated, it was found that there were no illiterate fathers. Evaluation of the other categories revealed that the fathers of 4.8% of the students were primary school graduates, 4.8% were secondary school

graduates, 21% were high school graduates, 58.2% were university graduates, and 11.2% had postgraduate degrees.

The study found that the majority of the respondents had parents who were university graduates. The mothers of 48.5% of the participating tweens had a university diploma. Of the fathers, 58.2% had university diplomas. None of the respondents had illiterate fathers. There was only one student whose mother was illiterate. Parents with primary or secondary school diplomas were also very few. Looking at these results, we can say that a big majority of the parents had received tertiary education. It is important to note that the public school where the study was carried out is located at an affluent suburb of Ankara. That is why the parents in this neighbourhood are well educated and earn above average incomes. It is imperative to keep this under consideration when analyzing the results of the study.

Table 4. Education Level Profile of the Respondents' Family

Education Level	MOTHER		FATHER	
	Frequency	(%)	Frequency	(%)
Primary School	20	5,0	19	4,8
Secondary School	25	6,2	19	4,8
High School	129	32,2	84	21,0
University	194	48,5	233	58,2
Masters/PhD	28	7,0	45	11,2
Illiterate	4	1,0	0	0
Total	400	100,0	400	100,0

3.7.5. Evaluation of Respondents Tweens According to Income Levels

Within the scope of the survey, monthly median income was categorized into 6 groups, and students were asked to specify the group in which their family belongs with their monthly average income. According to the results in Table 4, 20 (5.0%) of the students considered the monthly income of their families to be between 500-999

TL, 33 (8.2%) students between 1000-1400 TL, 54 (13.5%) between 1500-1900 TL, and 293 (73.2%) between 2000 TL and above. As seen clearly in Table 4, it is observed that the income levels of the families of the respondents are in general 2000 TL or above.

When it comes to the monthly average incomes of the families of the respondents, the families of 73.2% had a monthly average income of 2000 TL and above. Of the tweens taking part in the survey, only 5% had families with a monthly income level in the 500-999 TL range, which is not a significant number. The conclusion here is that the tween consumer profile participating in the study consists of the children of high-income families, followed by children from middle-income families.

Table 5. Income Profile of the Respondents

Income Level	Frequency	(%)
500-999 TL	20	5,0
1000-1499 TL	33	8,2
1500-1999 TL	54	13,5
2000 TL and above	293	72,2
Total	400	100,0

3.7.6. Packaging Material Most Preferred by Tweens When Buying Chocolate

In the question where respondents were asked to rank their favourite package material types, tweens ranked the material types they prefer the most when buying chocolate, with 1 for “most important” and 4 for “least important”. According to the analysis results given in Table 6, students mostly prefer paper/cardboard packages when buying chocolate. This material type is followed by plastic, glass and metal.

Table 6. Ranking of Preferred Packaging Material When Buying Chocolate

MATERIALS								
DEGREE OF IMPORTANCE	GLASS		PAPER/ CARDBOARD		METAL		PLASTIC	
	N	%	N	%	N	%	N	%
1 ST	83	20,8	164	41,0	21	5,2	126	31,5
2 ND	79	19,8	116	29,0	89	22,2	110	27,5
3 RD	103	25,8	79	19,8	146	36,5	67	16,8
4 TH	129	32,2	35	8,8	138	34,5	91	22,8

3.7.7. Packaging Material Most Preferred by Tweens When Buying Biscuits

In the question where respondents were asked to rank their favourite package material types, tweens ranked the material types they prefer the most when buying biscuits, with 1 for “most important” and 4 for “least important”. According to the analysis results given in Table 7, students mostly prefer paper/cardboard packages, which is parallel to their preferences for chocolate. This material type is followed by plastic with a very close statistics. Metal and glass packages are the 3rd and 4th preferences of primary education students when buying biscuits.

Table 7. Ranking of Preferred Packaging Material When Buying Biscuit

MATERIALS								
DEGREE OF IMPORTANCE	GLASS		PAPER/ CARDBOARD		METAL		PLASTIC	
	N	%	N	%	N	%	N	%
1 ST	42	10,5	150	37,5	60	15,0	140	35,0
2 ND	58	14,5	135	33,8	79	19,8	121	30,2
3 RD	120	30,0	70	17,5	150	37,5	53	13,2
4 TH	173	43,2	38	9,5	104	26,0	79	19,8

3.7.8. Packaging Material Most Preferred by Tweens When Buying Chips

In the question where respondents were asked to rank their favourite package material types, tweens ranked the material types they prefer the most when buying chips, with 1 for “most important” and 4 for “least important”. According to the analysis results given in Table 8, students mostly prefer chips in plastic packages, followed by paper/cardboard and, lastly, metal.

Table 8. Ranking of Preferred Packaging Material When Buying Chips

MATERIALS						
DEGREE OF IMPORTANCE	PAPER/ CARDBOARD		METAL		PLASTIC	
	N	%	N	%	N	%
1 ST DEGREE	143	35,8	63	15,8	185	46,2
2 ND DEGREE	160	40,0	105	26,2	125	31,2
3 RD DEGREE	89	22,2	223	55,8	82	20,5

3.7.9. Top 3 Well Known Chocolate Brands

In the question where students were asked to write down the first 3 brand names that came to their minds when you say chocolate, students gave their answers based completely on their own feelings and thoughts, without any restrictive options. According to the analysis results given in Table 9, 33.8% of the students put the Ülker brand at the top. Ülker is closely followed by Eti, which is followed by Nestle.

Table 9. Top 3 Well Known Chocolate Brands

Brand Names	Frequency	(%)
Ülker	135	33,8
Eti	128	32,0
Nestle	77	19,2

3.7.10. Top 3 Well Known Biscuit Brands

In the question where students were asked to write down the first 3 brand names that came to their minds when you say biscuits, students gave their answers based completely on their own feelings and thoughts, without any restrictive options. According to the analysis results given in Table 10, tweens put the Eti brand at the top. Students indicated Ülker as their second choice, followed by Nestle in the third place.

It is seen that the top 3 brands for chocolate and biscuits stated by the tweens are Ülker, Eti and Nestle, all of which are well-known brands that have proven themselves in the sector. It can be said that that these 3 brands, maintaining their leadership in the sector for long years, offer the magic trio of taste, quality and trust in the eyes of the tweens, which has a huge affect on this preference.

Table 10. Top 3 Well Known Biscuit Brands

Brand Names	Frequency	(%)
Eti	229	57,2
Ülker	188	47,0
Nestle	41	10,2

3.7.11. Top 3 Well Known Chips Brands

In the question where students were asked to write down the first 3 brand names that came to their minds when you say chips, students gave their answers based completely on their own feelings and thoughts, without any restrictive options. According to the analysis results given in Table 11, students ranked Lays at the top. Students indicated Doritos as their second choice, followed by Ruffles in the third place.

The reason students stated Lays, Doritos, and Ruffles as their 3 top brands may mean that they love and consume these brands more.

Table 11. Top 3 Well Known Chips Brands

Brand Names	Frequency	Ratio(%)
Lays	116	29,0
Doritos	114	28,5
Ruffles	78	19,5

3.7.12. Analysis of the Hypotheses

- **H1: Packaging elements have a positive affect on purchasing decision on tweens.**

In order to assess the affect of packaging elements on the purchasing decisions of tweens, which constitute the subject matter of the survey and one of its hypotheses,

seven independent variables that would reveal the packaging elements were identified. These include the package's colour, shape, size, typography, material type, logo and label elements. For the purpose of addressing the affects of these variables on the purchasing decisions of tweens, the H1 hypothesis was subjected to a multiple regression analysis.

Regression analysis is carried out to measure the affect of one or more independent variables on one dependent variable. Where the number of independent variables is more than one, the affect is measured by a multiple regression analysis.

As a result of the analysis, of the seven packaging elements, the affects of shape, material, logo and colour on the purchasing decision were found to be statistically significant, ($p < 0.05$), the elements of label, typography and size were not found to be significant ($p > 0.05$). This indicates that tweens are particularly concerned with the material, logo, and colour elements but they do not care much about labels, size and typography.

Table 12. Results of the Regression Analysis for H1

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Significance Level (p)
	B	Standard Error	Beta		
1(Constant)	,023	,163		,141	,888
Label	-,011	,034	,011	-,323	,747
Shape	,461	,057	,451	8,121	,000
Material	,141	,047	,121	2,981	,003
Logo	,229	,047	,240	4,920	,000
Typography	-,021	,038	,023	-,548	,584
Colour	,080	,035	,103	2,263	,024
Size	-,004	,033	,004	-,109	,913

(R= 0.742, R²= 0,602)

Table 12 gives the results of the regression analysis for H1. According to the regression values obtained as a result of the analysis, there is a positive and moderately strong relationship between the variables ($R=0.776$). Additionally, the determination coefficient (R^2) was computed to be 0.602. The determination coefficient refers to a positive value between 0 and 1 that shows how many percent of the changes in the dependent variable are explained with independent variables (Nakip, 2003: 297). As a result of the analysis, it can be said that 60.2% of the purchasing decisions of tweens are dependent on elements of packaging.

According to the standardized beta coefficients seen in Table 12, the order of importance of independent variables is as follows: shape ($\beta=0.451$), logo ($\beta=0.240$), colour ($\beta=0.103$) and material ($\beta=0.003$).

- **H2: Packaging functions have a positive affect on purchasing decision on tweens.**

In order to assess the affect of packaging functions on the purchasing decisions of tweens, which constitute the subject matter of the survey and one of its hypotheses, five independent variables that would reveal the packaging functions were identified. These include the package's protection, convenience, marketing tool, promotion and information functions..

Analysis results showed that, of the 5 packaging functions identified, the positive affect of convenience, marketing tool and promotion functions on the purchasing decision was found to be statistically meaningful ($p < 0.05$), while protection and information functions were found to be insignificant ($p > 0.05$). In other words, ease of use and supporting promotional materials inside the package are reported to be trivial for tweens' purchasing decisions.

Table 13. Results of the Regression Analysis for H2

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig. (p)
	B	Std. Error	Beta		
1 (Constant)	,171	,161		1,058	,291
Protection	,052	,041	,048	1,260	,208
Convenience	,212	,045	,202	4,698	,000
Marketing Tool	,423	,031	,528	3,56	,000
Promotion	,120	,030	,157	3,970	,000
Information	-,029	,026	,037	-1,081	,280

(R=0,742, R²=0,551)

Table 13 gives the results of the regression analysis for H2. According to the regression values obtained as a result of the analysis, there is a positive and moderately strong relationship between the variables (R=0,742). Additionally, the determination coefficient (R²) was computed to be 0.551. The determination coefficient refers to a positive value between 0 and 1 that shows how many percent of the changes in the dependent variable are explained with independent variables (Nakip, 2003: 297). As a result of the analysis, it can be said that 55.1% of the purchasing decisions of tweens are dependent on the functions of packaging.

According to the standardized beta coefficients seen in Table 19, the order of importance of independent variables is as follows: marketing tool ($\beta= 0.528$), convenience ($\beta=0.202$), promotion ($\beta=0.157$), protection ($\beta=0.048$) and information ($\beta= -0.037$).

- **H3: The impact of packaging elements on the purchasing decision reveals a significant difference according to gender.**

According to the results of the t-Test included in Table 14, the significance (2-tailed) values for all responses given with regard to packaging elements are all

greater than 0.05; hence, it is seen that there is no difference between male and female consumers. Hence, **H3** was rejected. Gender is observed as an insignificant variable, indicating that boy and girl tweens are not different with their approaches to the elements of a package.

Table 14. T-Test Analysis for H3

Packaging Elements		Sig.	sd.	Sig.(2-tailed)	Average	
					Female	Male
Color	Equal variances assumed	0,141	398	0,256		
	Equal variances not assumed		389	0,257	2,62	2,39
Logo	Equal variances assumed	0,164	398	0,473		
	Equal variances not assumed		397,9	0,471	2,32	2,39
Materials	Equal variances assumed	0,933	398	0,982		
	Equal variances not assumed		396,79	0,982	3,09	3,09
Size	Equal variances assumed	0,623	398	0,377		
	Equal variances not assumed		392,82	0,373	2,79	2,88
Typography	Equal variances assumed	0,949	398	0,202		
	Equal variances not assumed		396,78	0,201	2,77	2,90
Shape	Equal variances assumed	0,114	398	0,188		
	Equal variances not assumed		397,65	0,186	2,33	2,45
Label	Equal variances assumed	0,164	398	0,473		
	Equal variances not assumed		397,96	0,471	2,33	2,39

- **H4: The impact of packaging functions on the purchasing decision reveals a significant difference according to gender.**

According to the results of the t-Test included in Table 15, the significance (2- tailed) values for all responses given with regard to packaging elements are all greater than 0.05; hence, it is seen that there is no difference between male and female consumers. Hence, **H4** was rejected.

Table 15. T-Test Analysis for H4

Packaging Functions		Sig.	sd	Sig.(2-tailed)	Average	
					Female	Male
Protection	Equal variances assumed	0,060	398	0,938		
	Equal variances not assumed		397,8	0,938	3,12	3,12
Convenience	Equal variances assumed	0,906	398	0,477		
	Equal variances not assumed		396,05	0,476	2,88	2,94
Marketing Tool	Equal variances assumed	0,171	398	0,328		
	Equal variances not assumed		397,6	0,326	2,44	2,55
Promotion	Equal variances assumed	0,411	398	0,450		
	Equal variances not assumed		397,3	0,449	2,46	2,55
Information	Equal variances assumed	0,412	398	0,150		
	Equal variances not assumed		387,92	0,151	4,27	4,09

- **H5: When buying chocolate, preferred package material reveals a significant difference according to gender.**

According to the results of the t-Test included in Table 22, the significance (2- tailed) values for all responses given with regard to packaging types most preferred by tweens when buying chocolate show that the significance level for glass and plastic is smaller than 0.05. Hence, it is concluded that the glass and plastic preferences of tweens vary according to gender. While more boys preferred glass packaging, more girls stated preferring plastic packaging. Paper/cardboard and metal packages do not vary according to gender.

Table 16. T-Test Analysis for H5

Packaging Materials		Sig.	sd	Sig.(2-tailed)	Average	
					Female	Male
Glass Package	Equal variances assumed	0,022	392	0,000		
	Equal variances not assumed		385,5	0,000	2,46	2,94
Paper Package	Equal variances assumed	0,738	392	0,160		
	Equal variances not assumed		391,75	0,159	1,89	2,03
Metal Package	Equal variances assumed	0,923	392	0,052		
	Equal variances not assumed		391,6	0,052	3,11	2,94
Plastic Package	Equal variances assumed	0,163	392	0,000		
	Equal variances not assumed		389,4	0,000	2,54	2,10

- **H6: When buying biscuit, preferred package material reveals a significant difference according to gender.**

According to the results of the T-Test included in Table 23, the significance (2-tailed) values for all responses given with regard to packaging types most preferred by tweens when buying biscuit show that the significance level for plastic is smaller than 0.05. Hence, it is concluded that the plastic packaging preferences of tweens vary according to gender. It is possible to conclude that more girls preferred plastic packaging when purchasing biscuits. No variations were found between genders with regard to glass, paper/cardboard and metal packages.

Table 17. T-Test Analysis for H6

Packaging Materials		Sig.	sd	Sig.(2-tailed)A	Average	
					Female	Male
Glass Package	Equal variances assumed	0,501	391	0,072		
	Equal variances not assumed		388,12	0,072	2,98	3,17
Paper Package	Equal variances assumed	0,061	391	0,176		
	Equal variances not assumed		384,56	0,177	1,92	2,05
Metal Package	Equal variances assumed	0,063	391	0,931		
	Equal variances not assumed		381,30	0,931	2,75	2,75
Plastic Package	Equal variances assumed	0,420	391	0,004		
	Equal variances not assumed		388,87	0,004	2,35	2,02

- **H7: When buying chips, preferred package material reveals a significant difference according to gender.**

According to the results of the t-Test included in Table 24, the significance (2- tailed) values for all responses given with regard to the packaging type most preferred by tweens when buying chips are all greater than 0.05; hence, it is seen that there is no significant difference between the packaging choices of male and female tweens when buying chips. Hence, **H7** was rejected. In terms of making chips purchases, boys and girls do not differ with their material preferences.

Table 18. T-Test Analysis for H7

Packaging Materials		Sig.	sd	Sig.(2-tailed)A	Average	
					Female	Male
Paper	Equal variances assumed	0,627	390	0,184		
	Equal variances not assumed		389,94	0,183	1,81	1,91
Metal	Equal variances assumed	0,288	390	0,905		
	Equal variances not assumed		383,57	0,905	2,42	2,41
Plastic	Equal variances assumed	0,806	390	0,169		
	Equal variances not assumed		385,83	0,170	1,79	1,68

- **H8: The impact of packaging elements on the purchasing decision reveals a significant difference according to income.**

According to the results of the ANOVA table in Table 25, while the logo element different significantly according to the income levels of the tweens, the significance levels of other elements were greater than 0.05, hence not demonstrating any significant variations. In other words, of the packaging elements for tweens, the logo element varies at a significance level of 0.05 according to the income level of the tween ($F=9.033$; $0,029 < 0.05$). Thus, only the logo element is receptive to income level fluctuations.

Table 19. ANOVA Analysis for H8

Packaging Elements		SS	sd.	MS	F	Sig.
Color	Between Groups	4,828	3	1,609	1,107	0,346
	Within Groups	575,872	396	1,454		
	Total	580,699	399			
Logo	Between Groups	8,498	3	2,833	9,033	0,029
	Within Groups	369,883	396	0,934		
	Total	378,380	399			
Material	Between Groups	0,672	3	0,224	0,354	0,786
	Within Groups	250,495	396	0,633		
	Total	251,168	399			
Size	Between Groups	5,387	3	1,796	1,449	0,228
	Within Groups	490,974	396	1,239		
	Total	496,160	399			
Typography	Between Groups	6,529	3	2,176	2,027	0,110
	Within Groups	425,193	396	1,074		
	Total	431,722	399			
Shape	Between Groups	2,864	3	0,955	1,156	0,326
	Within Groups	327,055	396	0,826		
	Total	329,9	399			
Label	Between Groups	1,576	3	0,525	0,418	0,740
	Within Groups	498,021	396	1,258		
	Total	499,598	399			

- **H9: The impact of packaging functions on the purchasing decision reveals a significant difference according to income.**

In the ANOVA table given in Table 26, since at 5% significance level there are no values smaller than 0.05, there is no variation based on income between tween consumers in their statements about packaging functions. Hence, **H9** is refused.

Table 20. ANOVA Analysis for H9

Packaging Functions		SS	sd.	MS	F	Sig.
Protection	Between Groups	1,180	3	0,393	0,531	0,661
	Within Groups	293,597	396	0,741		
	Total	294,778	399			
Convenience	Between Groups	2,976	3	0,992	1,273	0,283
	Within Groups	308,711	396	0,780		
	Total	311,687	399			
Marketing Tool	Between Groups	9,857	3	3,286	2,481	0,061
	Within Groups	524,363	396	1,324		
	Total	534,220	399			
Promotion	Between Groups	8,682	3	2,894	1,983	0,116
	Within Groups	577,802	396	1,459		
	Total	586,904	399			
Information	Between Groups	0,814	3	0,271	0,184	0,907
	Within Groups	583,090	396	1,472		
	Total	583,904	399			

- **H10: The impact of packaging elements on the purchasing decision reveals a significant difference according to age.**

In the ANOVA table included in Table 21, it is seen that the significance level for the packaging elements of logo, size, shape and label is $p < 0.05$; hence, the affect of these elements on the purchasing decision varies according to age. Since the significance level for colour, material type and typography was greater than 0.05, it is concluded that there is no significant difference. This finding supports the claim that age is an important factor for tweens as it impacts their logo, size, shape and labeling choices. However, colour and material elements are observed to be independent from age.

Table 21. ANOVA Analysis for H10

Packaging Elements		SS	sd.	MS	F	Sig.
Color	Between Groups	24,411	6	4,069	1,783	0,101
	Within Groups	556,288	393	1,415		
	Total	580,699	399			
Logo	Between Groups	14,126	6	2,354	2,540	0,020
	Within Groups	364,255	393	0,927		
	Total	378,380	399			
Material	Between Groups	3,029	6	0,505	0,800	0,571
	Within Groups	248,139	393	0,631		
	Total	251,168	399			
Size	Between Groups	22,643	6	3,774	3,132	0,005
	Within Groups	473,518	393	1,205		
	Total	496,160	399			
Typography	Between Groups	11,438	6	1,906	1,783	0,101
	Within Groups	420,284	393	1,069		
	Total	431,722	399			
Shape	Between Groups	49,230	6	8,205	11,488	0,000
	Within Groups	280,689	393	0,714		
	Total	329,919	399			
Label	Between Groups	37,176	6	6,196	5,266	0,000
	Within Groups	462,422	393	1,177		
	Total	499,597	399			

- **H11: The impact of packaging functions on the purchasing decision reveals a significant difference according to age.**

In the ANOVA table in Table 28, there is an age-based variation since the significance levels for the convenience, marketing tool and information functions are $p < 0.05$; meanwhile, the significance levels of the protection and promotion functions was $p > 0.05$, hence there were no variations depending on age for these functions. This demographic variable seems to be significant for protection and promotional functions only.

Table 22. ANOVA Analysis for H11

Packaging Functions		SS	sd.	MS	F	Sig.
Protection	Between Groups	4,881	6	0,814	1,103	0,360
	Within Groups	289,897	393			
	Total	294,778	399			
Convenience	Between Groups	11,250	6	1,875	2,453	0,024
	Within Groups	300,437	393	0,764		
	Total	311,687	399			
Marketing Tool	Between Groups	26,999	6	4,500	3,487	0,002
	Within Groups	300,437	393	1,291		
	Total	311,687	399			
Promotion	Between Groups	16,894	6	2,816	1,943	0,073
	Within Groups	569,590	393	1,449		
	Total	586,484	399			
Information	Between Groups	70,917	6	11,820	9,055	0,000
	Within Groups	512,986	393	1,305		
	Total	583,904	399			

CONCLUSIONS

The global world market, with its increasingly intense competition, and its constantly changing consumer profiles are what companies focus on when setting their sales and marketing strategies. In the recent years, a new market segment “tweens” has emerged. This segment includes boys and girls between the ages of 8-14 and it has been drawing the attention of companies that want to understand and get to know this brand new segment.

The brand loyalty that today’s children get acquainted with at early ages, their increased freedom to shop, and the fact that they have a powerful voice in the purchase decisions of their families cause a huge growth in the kids-oriented products market.

8-14 year-old tweens come and go between the concept of being children and being adolescents. They may lean towards one or the other depending on their wants and needs. The aim of the marketers is to meet and satisfy the wants and needs of the consumer. And the first major step to take to this end is to analyze the consumer behaviours. In other words, it is necessary to research how, from where and why the consumer buys, uses and disposes of goods, services and thoughts. Without studying the consumer behaviours and developing a good understanding of who the consumer is, it would be impossible to identify needs and aspirations and hence find out the factors that guide them to purchasing. In this line, But the psychological, sociological, personal and cultural factors affecting the purchasing behaviour of the customer have to be analyzed well. For, these factors affect all areas of a person’s life.

As a consumer, the first thing you contact when you reach for a market shelf is the packaging of the product. Packaging establishes a silent communication with the consumer, almost taking on the role of a “sales rep” and the point of sales. When purchasing a product, the consumer reaches the product information on the

packaging. Hence, packages are the final point for producer companies to persuade the consumer before the short decision-making process for the purchase comes to an end. For that reason, formal characteristics of the packaging, such as colour, typography, shape, characters etc and the functions it serves as a promotion, protection, convenience and marketing tool play a very important role in the realization of the act of purchasing.

In this study, a survey was administered on a consumer group of 400 primary education students in the age bracket of 8-14 in Ankara so as to identify the affects of the elements and functions of packaging on the purchasing behaviour of tween consumers. At the end of the questionnaire implementation phase, 400 questionnaires were coded during the analysis of the survey and transferred to computer medium. SPSS 16.0 was used to analyze the data that has been collected in the study.

There has been many other studies carried out in the consumer behavior field with respect to packaging and purchasing decision concepts. However, a recent literature review revealed to our knowledge that no similar study has been conducted involving solely tween consumers. Since tweens are accepted as a hugely popular and dynamic market segment, it is of interest to marketing literature to study their packaging choices and purchasing decision criteria. A second issue that sets this study apart from other is the fact that all elements and functions of packaging are encompassed within this study. There is no pre-selected subset of elements, every possible element and function is included and assessed. Thus, a more complete understanding is achieved from tween consumers' perspective.

It is also important to note the limitations regarding this research. The study took place in the capital city of Turkey. The sample size was relatively small (342 respondents) due to limited resources. The young consumers in the sample live in an urban, well-developed suburb. It is highly likely that these tweens have a different social, cultural and/or economic profile when compared to their peers from smaller cities, towns in rural parts of Anatolia. Thus, the research issue could be expanded to see the view of a general population to compare the findings with that of a rural

vs.urban tweens segment. Further research is needed to explore this issue in greater depth across Turkey.

Within this study, tweens have reported that shape, logo, colour and material of a package is what truly matters. In addition, they have claimed that ease of use and supporting promotional elements like free toys and other giveaways are just as significant in shaping their purchasing decision. A package with a square or triangular design, a logo made up of all-time favourite cartoon/celebrity characters, bold and vivid colors all motivate tweens to make purchases.

Moreover, it has been observed that tweens are concerned not only with visual but also with operational elements and functions of a package. Shape, colour logo elements are major consideration points as discussed above but tweens are also interested in material type of a package. They are concerned about the safety and health issues that may be related to the material whether it is paper, plastic or cardboard. Most tweens reported that paper is perceived as a much healthier alternative to plastic. Paper packages seem to be more popular and preferred for chocolate and cookies whereas plastic bags are the common norm for chips purchases.

The demographic variable of gender is discovered to be insignificant in terms of influencing tweens decisions. Thus, it can be concluded that boys and girls focus on similar elements and functions of a package and make their purchasing decision in a similar manner. Contrary to this finding has been the impact of the “age” factor. Tween consumers at various age groups take into account different packaging elements. Further research can incorporate other demographic variables as well.

Tweens are accepted as a strong, wise and mature segment in today’s global market. Their power seems to expand on a constant basis. Due to Turkey’s young population, tweens segment is even more crucial to analyze and satisfy. Therefore, the findings of this study are expected to provide guidance to marketing agencies and specialists in the Turkish market to improve the effectiveness of their packaging strategies.

REFERENCES

- [1] Aaker, D., Joachhimsthaler, E. (2000). *Brand Leadership*. New York : The Free Press.
- [2] Afacan, Ö. (2008). *İlköğretim Öğrencilerinin Fen- Teknoloji-Toplum-Çevre (FTTÇ) İlişisini Algılama Düzeyleri ve Bilimsel Tutumlarının Tespiti*. Doktora Tezi, Ankara: Gazi Üniversitesi Eğitim Bilimleri Enstitüsü.
- [3] Ağaç, S., Harmankaya, H. (2009). İlköğretim Birinci Kademe Öğrencilerinin Giysi Tercihleri ve Giysi Satın Alma Davranışlarına Etki Eden Faktörler. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 22, 2-13.
- [4] Ahioğlu, E. N. (2011). Piaget ve Ergenlikte Bilişsel Gelişim. *Kastamonu Eğitim Dergisi*, 19 (1), 1-10.
- [5] Akbay, H. (2009). *Televizyon Reklamlarında Etik ve Marka Sadakati İlişkisi Üzerine Bir Araştırma*. Doktora Tezi, Ankara: Gazi Üniversitesi Sosyal Bilimler Enstitüsü.
- [6] Akgün, Ö. (2008). *Modern Alışveriş Merkezlerinin Tüketici Davranışları Üzerindeki Etkisi ve Konya İlinde Bir Uygulama*. Yüksek Lisans Tezi, Konya: Selçuk Üniversitesi Sosyal Bilimler Enstitüsü.
- [7] Akkaya, B. (2011). *Sembolik Tüketim Kavramı: Üniversite Öğrencilerinin Tüketim Davranışlarına Etkisi (Muğla Üniversitesi Örneği)*. Isparta: Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü.
- [8] Aktaş, H. , Özüpek, N. M., Altunbaş, H. (2011). Çocukların Marka Tercihleri ve Medya Tüketim Alışkanlıkları. *Selçuk Üniversitesi İletişim Fakültesi Akademik Dergisi*, 6(4), 1302-2865.
- [9] Aktuğlu, I., Temel, A. (2005). Tüketiciler Markaları Nasıl Tercih Ediyor? Kamu Sektörü Çalışanlarının Giysi Markaları Tercihini Etkileyen Faktörlere Yönelik Bir Araştırma. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 15, 43-59.
- [10] Akyıldız, M.(2010). Özgüven Duygusu Marka Bağlılığını Gerçekten Artırır mı?. *Ege Akademik Bakış*, 10(3), 933-950.
- [11] Ampuero, O., Vila, N. (2006). Consumer perceptions of product packaging. *Journal of Consumer Marketing*, 23(2), 100-112.

- [12] Anderrson, E.L., Arvidsson, E., Lindstrom, C.(2006). *Coca-Cola or Pepsi;that is the Question*. Master's Thesis. School of Management and Economics ,Vaxjo University.
- [13] Anita, W. (2004). *Educational Psychology*. The Ohio state university Pearson Education, Inc.
- [14] Anonymous (2002). Post- War Bust and Blossoming of The Brands. *51* (5), 44-64.
- [15] Arpacı, T., Ayhan, D., Böge, E., Tuncer, D., Üner, M.M.(1992). *Pazarlama* (1. Baskı). Ankara: Gazi Yayınları.
- [16] Ayar, S. (2008). *Ambalaj Tercihlerinde Ambalajın Fonksiyonlarına İlişkin Tüketici Tutumlarının Belirlenmesi: Saç Jölesi Ambalajı Üzerine Bir Pilot Araştırma*. Yüksek Lisans Tezi, İstanbul: İstanbul Üniversitesi Sosyal Bilimler Enstitüsü.
- [17] Aygün, E. (Mart 2007). *Ambalajın Tüketici Satın Alma Davranışı Üzerindeki Etkisi: Gıda Maddeleri Üzerine Bir Araştırma*. Yüksek Lisans Tezi, Sakarya Üniversitesi Sosyal Bilimler Enstitüsü.
- [18] Aygün, İ. (2006). *Çocukların Ailede Satın Alma Kararları Üzerine Etkileri ve Bir Uygulama*. Yüksek Lisans Tezi, Gebze: Gebze Yüksek Teknoloji Enstitüsü Sosyal Bilimler Enstitüsü.
- [19] Baker, M.J. (1996). *Marketing: An introductory Text, London, Macmillan Press*.
- [20] Bayraktar, A.S. (2009). *Ambalajların, Tüketici Satın Alma Kararı Üzerindeki Önceliğini Belirlemek: Ambalaj Tasarımı ve Fonksiyonu Üzerine Bir Araştırma*. Lisans Mezuniyet Tezi, Kadir Has Üniversitesi İletişim Fakültesi Reklamcılık Bölümü.
- [21] Berger, K.S. (1994). *The developing person through the life span*, (3rd edn). New York: Worth Publishers.
- [22] Bringhurst, R. (1997). *The Elements of Typographical Style* (2nd Ed). Hartley & Marks Publishing.
- [23] Bursalı, A. (2008). *12-18 Yaş Arasındaki Çocukların Aile Satın Alma Kararına Etkileri*. Yüksek Lisans Tezi, Sakarya Üniversitesi Sosyal Bilimler Enstitüsü.
- [24] Butkeviciene, V., Stravinskiene, J., Rutelione, A. (2008). *“Impact of consumer package communication on consumer decision making process”*, Inzinerine Ekonomika-Engineering Economics(1), 57-65.

- [25] Can, P. (2006). *Yaşam Tarzlarının Satın Alma Karar Süreci Üzerindeki Rolüne İlişkin Bir Araştırma*. Yüksek Lisan Tezi, Erzurum: Atatürk Üniversitesi Sosyal Bilimler Enstitüsü.
- [26] Ceylan, C. (2007). *Hedonik Tüketimin Nedenleri Üzerine Bir Araştırma*. Yüksek Lisans Tezi, Erzurum: Atatürk Üniversitesi Sosyal Bilimler Enstitüsü.
- [27] Cömert, Y., Durmaz, Y. (2006). Tüketicinin Tatmini ile Satın Alma Davranışlarını Etkileyen Faktörlere Bütünleşik Yaklaşım ve Adıyaman İlinde Bir Alan Çalışması. *Journal of Yasar University*, 1(4), 351-375.
- [28] Çalığışu, F. (2009). İnternet Reklam Çeşitlerinin Tüketici Tutumları Açısından Karşılaştırılması. *Marmara Üniversitesi Hakemli Öneri Dergisi*, 8 (32), 203-215.
- [29] Danger, E.P. (1987). *Selecting Colour Of Packaging, Hants, England, Gower Technical Press*
- [30] Deniz, A. (2007). *Kişilik Özellikleri ile Algılanan Risk Arasındaki İlişkilerin İncelenmesi Üzerine Bir Araştırma*. Yüksek Lisans Tezi, Erzurum: Atatürk Üniversitesi Sosyal Bilimler Enstitüsü.
- [31] Durmaz, Y., Oruç, R.B., Kurtlar, M. (2011). Kişisel Faktörlerin Tüketici Satın Alma Davranışı Üzerindeki Etkisi Üzerine Bir Araştırma. *Journal of Academic Approaches*, 2(1), 114-133.
- [32] Edwards, B., Klimchuk, M., Wallace, R., Werner, S. (2009). *Really Good Packaging Explained*.USA: Rockport Publishers.
- [33] Eroğlu, A. H., Bayraktar, S. (2008). Siyasi Görüşlerin Tüketici Tutumlarına Etkisi. *SDÜ Fen Edebiyat Fakültesi Sosyal Bilimler Dergisi*, 17, 183-200.
- [34] Goodman, D., Redclift, M. (1991). *Refashioning Nature: Food, Ecology and Culture*. London: Routledge.
- [35] Gonzalez,M. P., Thorhsbury, S., Twede, D. (2007). Packaging as a tool for product development: Communicating value to consumers. *Journal of Food Distribution Research*, 38 (1), 61-66.
- [36] Göbel, Ü.(Şubat 2008). *Tüketicilerin Satın Alma Kararında Ambalajın Etkisi ve Bir Uygulama*. Yüksek Lisans Tezi, Abant İzzet Baysal Üniversitesi Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı.
- [37] Gökalp, F. (2007). *Gıda Ürünleri Satın Alma Davranışında Ambalajın Rolü*. Yüksek Lisans Tezi, Ege Üniversitesi Sosyal Bilimler Enstitüsü.
- [38] Graham, M. (2010). Economics of Obesity: Causes and Solutions. *The Region* , September.

- [39] Grossman, R.P., Wisenblit, J.Z. (1999). "What we know about consumers' colour choices", *Journal of Marketing Practice: Applied Marketing Science*, 5, 3, 78-88
- [40] Harrington, L., Mackie, J. (1993). *Color: A Stroke of Brilliance*. Benjamin Moore & Co.– Toronto.
- [41] Hasan, T. (2008). Influence of Brand Name on Consumer Decision in Car Choice. Mater Thesis, Umea School of Business and Economics
- [42] Healey, M.(2010). *What is Branding?*. NY: RotoVision.
- [43] Heinz (2011). *Heinz Wattie's Limited*. Retrieved June 5, 2011, from Heinz Wattie's Web Ste: <http://www.watties.co.nz/>
- [44]Hernandez, R.J. (2004). *Plastics in Packaging*.www.digitalengineeringlibrary.com.
- [45] Hertherington, E.M., Parke, R.D (1975). *Child Psychology: A contemporary viewpoint*. New York : MCGraw Hill.
- [46] Hite, C.F., Hite, R.E. (1994). "Reliance on Brand by Young Children", *Journal of the Market Research Society*, 37(2), 185-193.
- [47] Hook, D., Watts, J. & Cockcroft, K. (2002). *Developmental psychology*. Lansdowne: UCT Press
- [48] Hopkins, J. R. (1983). *Adolescence: The transitional years*. New York: Academic Press.
- [49] Hawkins, D.I, Roger, J.B, Kenneth, A.C, (1986). *Consumer Behaviour : Implications for Marketing Strategy (3th Edition)*. Texas: Business Pub.
- [50] İslamoğlu, A.H. (2003). *Tüketici Davranışı (1. Baskı)*. İstanbul: Beta Yayınları.
- [51] Kail, R.V. & Cavanaugh, J.C. (2000). *Human Development — A Lifespan View*. Belmont: Wadsworth.
- [52] Karabacak, E. (1993). "Medyanın Tüketici Davranışları Üzerindeki Etkisi ve Pazarlama Yönetimi Açısından Önemi". Yüksek Lisans Tezi, Konya: Selçuk Üniversitesi Sosyal Bilimler Enstitüsü.
- [53] Kapıkıran, Ş. (2010). *Tüketici Etnosentrizmi, Marka İmajı ve Ülke Menşei Etkisinin, Tüketicilerin Yerli ve Yabancı Ürünlere Yönelik Tutumlarına Etkilerinin Değerlendirilmesi*. Yüksek Lisans Tezi, Mersin: Mersin Üniversitesi Sosyal Bilimler Enstitüsü.
- [54] Keegan, W. (1992). *Marketing*, Englewood Cliffs: Prentice Hall.

- [55] Keller, K. L. (2000). *Strategic Brand Management*, (Second Edition), 193-195.
- [56] Kırdar, Y. Marka Stratejilerinin Oluşturulması; Coca- Cola Örneği. *Review of Social, Economic & Business Studies*, 3(4), 233-250.
- [57] Kirwan, M.J. (2003). *Paper and paperboard packaging*. In: Coles R, McDowell D, Kirwan MJ, editors. *Food packaging technology*. London, U.K.: Blackwell Publishing.
- [58] Klimchuk, M., Krasovec, S. (2006). *Packaging Design* (baskı sayısı). USA: Wiley
- [59] Korkmaz, M. (2006). *Tüketicilerin Tüketim Davranışları ve Tüketim Tercihlerine Etki Eden Faktörler*. Yüksek Lisans Tezi, Ankara: Gazi Üniversitesi Eğitim Bilimleri Enstitüsü.
- [60] Kurtuldu, H. S., Mirzai, H., Ruzdar, M., Khalili, M. (2011). The Impact of Social Factors Affecting Consumer Behavior on Selecting Characteristics of Irankhodro Cars. *Journal of Basic and Applied Scientific Research*, 1(10), 1397-1405.
- [61] Kuvykaite, R. (2001). *Gaminio marketingas*. Kaunas: Technologija.
- [62] Lagrosen, S. (2001). Techniques: Strengthening the weakest link of TQM from customer focus to customer understanding. *The TQM Magazine*, 13 (5), 348-354.
- [63] Leif, E.H., Iversen, M. (2004). How to Develop a Destination Brand Logo: A Qualitative and Quantitative Approach. *Scandinavian Journal of Hospitality and Tourism*, 4 (2), 86-87
- [64] Lindstrom, M. (2003). "Tween Speak: The New Branding Language". *Advertising & Marketing to Children*, 35-42.
- [65] Madden, J.T., Hewett, K., Roth, M.S. (2000). "Managing images in different cultures: a cross-national study of colour meaning and preferences, *Journal of International Marketing*, 8(4), 90-107.
- [66] Marsh, K., Bugusu, B. (2007). Food Packaging—Roles, Materials, and Environmental Issues. *Journal of Food Science*, 72, 41.
- [67] Meyer, W.J., Dusek, J.B. (1979). *Child Psychology Developmental perspective* Syracuse University: DC Health and company.
- [68] McClean, R. (1980). *Typography Thames & Hudson Manuals*.
- [69] Mckown, C. (2000). *Containers*. In: *Coatings on glass—technology roadmap workshop*. 2000 Jan 18–19. Livermore, Calif: Sandia National Laboratories report. p 8–10.

[70] Miles, D.C., Briston, J.H. (1965). *Polymer technology*. New York: Chemical Publishing Co. Inc.

[71] Nancarrow, C. , Wright, L., Brace, I. (1998), “Gaining Competitive Advantage from Packaging and Labelling in Marketing Communications”, *British Food Journal* 100 (2),110-18.

[72] Newman, P.R., Newman, B.M. (1997). *Childhood and Adolescence*. Pacific Grove: Brooks/Cole Publishing Company.

[73] Nilsson, J., Öström, T. (2005). *Packaging as a Brand Communication Vehicle*. Master’s Thesis, Lulea University of Technology: Department of Business Administration and Social Sciences

[74] Odabaşı, Y., Barış, G. (2002). *Tüketici Davranışı* (7. Baskı). İstanbul: Mediacat Yayınları.

[75] Odabaşı, Y., Oyman, M. (2002). *Pazarlama İletişimi Yönetimi* (9. Baskı).Eskişehir: Mediacat Yayınları.

[76] Oppert, J. (2005). *Food Packaging: The Ultimate Wrap-Up*. *Industrial Market Trends* .

[77] Özcan, S., Oluk, S. (2007). İlköğretim Fen Bilgisi Derslerinde Kullanılan Soruların Piaget ve Bloom Taksonomisine Göre Analizi. *Ziya Gökalp Eğitim Fakültesi Dergisi*, 8: 61-68.

[78] Özgül, E., Aksulu, İ. (2006). *Ambalajlı Gıda Ürünlerinde Tüketicinin Etiket Duyarlılığındaki Değişimler*, 1,1-9.

[79] Özsaçmacı, B. (2005). *Marka Çağrışımları ve Tüketiciler Üzerine Bir Araştırma*. Yüksek Lisans Tezi, Gazi Üniversitesi Sosyal Bilimler Enstitüsü Üretim Yönetimi ve Pazarlama Bölümü.

[80] Paine, F.A., Paine, H.Y. (1992). *A Handbook of Food Packaging*. Glasgow: Blackie Academic & Professional.

[81] Parcels, R. J. (1999). Packaging Design Defferentiates, Defines. *Packaging Digest*, 36 (13), 52-57.

[82] Park, J.L., Capps, O.J. (1997). Demand for Prepared Meals by U.S. Households. *American Journal of Agricultural Economics*, 79 (3), 814-824.

[83] Paul, P. (2002). *Color by Numbers*. American Demographics, 31-34.

[84] Penpece, D. (2006). Tüketici Davranışlarını Belirleyen Etmenler: Kültürün Tüketici Davranışları Üzerindeki Etkisi. Yüksek Lisans Tezi , Kahramanmaraş: Kahramanmaraş Sütçü İmam Üniversitesi Sosyal Bilimler Enstitüsü.

- [85] Peter, J.P., Olson, J. C. (2005). *Consumer Behavior & Marketing Strategy* (7 Ed.). New York: McGraw Hill Irwin
- [86] Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities press.
- [87] Polat, F. (2011). *Yemeklik Yağ Sektöründe Tüketici Davranışlarını Etkileyen Faktörlerin Analizi*. Doktora Tezi, Ankara: Ankara Üniversitesi Fen Bilimleri Enstitüsü.
- [88] Prendergast, G., Pitt, L. (1996). Packaging, marketing, logistics and the environment: are there trade-offs? *International Journal of Physical Distribution & Logistics Management*, 26 (6), 60-72.
- [89] Ramadan, M. (2007). *Stratejik Bir Araç Olarak Ambalajlama*. Ankara Üniversitesi Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı.
- [90] Rundh, B. (2005). The multi-faceted dimension of packaging. *British Food Journal*, 107 (9), 670-684.
- [91] Sable, P., Akcay, O. (2011). Response to Colour: Literature Review with Cross-Cultural Marketing Perspective. *EuroJournals*, 11, 1451-243X. <http://www.eurojournals.com>
- [92] Sacharows, Griffin, Jr. RC. (1980). The evolution of food packaging. In: Sacharow S, Griffin Jr. RC, editors. *Principles of food packaging* (2nd ed). Westport, Conn.: AVI Publishing.
- [93] Shiffman, L.G., Kanuk, L. (2005). *Consumer Behavior* (7 Ed.). Prentice Hall International. New Jersey: 4-8, 438-456.
- [94] Shimp, A., Delozier M.W. (1986). *Promotion Management and Marketing Communications*, New York: The Dryden Press.
- [95] Siegel, D., Coffey, T., Livingston, G. (2004). *The Great Tween Buying Machine*. United States Of America: Dearborn Trade Publishing.
- [96] Silayoi, P., Speece, M. (2004). Packaging and purchase decisions: An exploratory study on the impact of involvement level and time pressure. *British Food Journal*, 106 (8), 607-628.
- [97] Silayoi, P., Speece, M. (2007), "The importance of packaging attributes: a conjoint analysis approach", *European Journal of Marketing*, 41 (11/12): 1495-1517.
- [98] Silver, N. (1988), "Sex and Racial Differences in Color and Number Preferences", *Perceptual and Motor Skills*, 06 Feb., pp. 294-300.

- [99] Smith, P., Taylor, J. (2004). *Marketing communications: an integrated approach* (4th edition). London: Kogan Page.
- [100] Sogn- Grundvag, G., Østli, J. (2009). Consumer evaluation of unbranded and unlabelled food products: the case of bacalhau. *European Journal of Marketing*, 43 (1/2), 213-228.
- [101] Sonneveld, K., James, K., Fitzpatrick, L., Lewis, H. (2005). *Sustainable Packaging: How do we Define and Measure It?* Melbourne.
- [102] Stafford, E. (1982). The unique middle school student: an unknown ingredient. *The Physical Educator*, 39 : 38-42.
- [103] Şen, M.E. (2007). *Ambalaja Yönelik Tüketici Tutumları ve Bir Uygulama*. Yüksek Lisans Tezi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü İşletme Bölümü.
- [104] Texeira, A., Badrie, N. (November 2005). Consumers' perception of food packaging in Trinidad, West Indies and its related impact of food choices. *International Journal of Consumer Studies*, 29(6), 508-514.
- [105] Tuik (Turkish Statistical Institute) (2011). *What the Figures Say*. Ankara: Printing Division.
- [106] Türk, Z. (Haziran 2004). *Tüketici Satın Alma Davranışını Etkileyen Faktörler ve Perakendeci Markası Üzerine Bir Alan Araştırması*. Yüksek Lisans Tezi, Muğla: Muğla Üniversitesi Sosyal Bilimler Enstitüsü Anabilim Dalı.
- [107] Uçkun, S. (2006). *Geleceğe Yönelik Pazarlama Anlayışında Reklam- Çocuk İlişkisi*. Yüksek Lisans Tezi, İzmir: Ege Üniversitesi Sosyal Bilimler Enstitüsü.
- [108] Underwood, R.L., Klein, N. M., Burke, R.R. (2001). Packaging communication: attentional effects of product imagery. *Journal of Product & Brand Management*, 10 (7), 403-422.
- [109] Underwood, R.L. (2003). The communicative power of product packaging: creating brand identity via lived and mediated experience. *Journal of Marketing Theory and Practice*, Winter, 62-76.
- [110] Ural, A., Kılıç, İ. (2011). *Bilimsel Araştırma Süreci ve SPSS İle Veri Analizi* (3.baskı). Ankara: Detay Yayıncılık
- [111] Ünal, S., Erciş, S. (2007). Genç Pazarın Satın Alma Tarzlarının Belirlenmesi Üzerine Bir Araştırma. *İktisadi ve İdari Bilimler Dergisi*, 21(1), 321-336.
- [112] Üstün, G., Çeğindir, N. (2009). Ön-Ergen Çocukların Marka Tercihlerinin İncelenmesi. *Hacettepe Üniversitesi Sosyolojik Araştırmalar Dergisi*, 1304-2823(25 Ocak).

- [113] Vaid, H. (2003). *Branding*. Newyork: Cassell Illustrated.
- [114] Vazquez, D., Bruce, M., Studd, R. (2003). A case study exploring the packaging design management process within a UK food retailer. *British Food Journal*, 105 (9), 602-617.
- [115] Vila, N., Ampuero, O. (2007). The role of packaging in positioning an orange juice. *Journal of Food Products Marketing*, 13 (3), 21-48.
- [116] Wai Leng, L. (2010). *The Influence of Packaging Attributes on Consumer's Purchase Decision of Packaged Food*. Thesis of Master Degree, Universiti Sains Malaysia.
- [117] Wavering, M.J. (1995) . *Educating young adolscents — life in the middle*. New York: Garland Publishing.
- [118] Wells, L. E., Farley, H., Armstrong, G.A. (2007). The importance of packaging design for own-label food brands. *International Journal of Retail & Distribution Management*, 35 (9), 677-690.
- [119] Wijesundera, G., Abeysekera, R. (2010). *Factors Influencing The Demand of Beauty Soap Among Female Consumers in The Greater Colombo Region*, Sri Lanka: University of Kelaniya.
- [120] Wiles, J., Bondi, J. (2001). *The new American middle school: educating preadolescents in an era of change*, (3rd Ed). New Jersey: Prentice–Hall, Inc.
- [121] Yavuzer, H. (2011). *Ana- Baba ve Çocuk* (12. Baskı). Remzi Kitabevi.
- [122] Zhenyu, L. (2007) . *The Effect of Brand Equity on Consumer Buying Behaviour in the Laptop Market of China*.
- [123] www.kucukinsan.com
- [124] <http://www.gennaration.com.tr/manset1/renkler-ve-ambalaj-tasariminda-raf-etkisi/>
- [125] <http://smgconnected.com/cocuklar-ne-ister>

APPENDICES

A.SURVEY

Anket sorularından elde edilecek bilgiler Çankaya Üniversitesi Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı'nda hazırlamakta olduğum yüksek lisans tez çalışmamda kullanılacak ve gizli tutulacaktır. Zaman ayırdığınız için teşekkür ederim.

Hazırlayan: Berçem KAYNAK

Danışman: Yrd. Doç. Dr. Elif AKAGÜN ERGİN

1. Yaşınız?

.....

2. Cinsiyetiniz?

Kız () Erkek ()

3. Okulunuz?

.....

4. Sınıfınız?

.....

5. Ailenizin eğitim düzeyi?

Anne

Baba

İlkokul mezunu () İlkokul mezunu ()

Ortaokul mezunu () Ortaokul mezunu ()

Lise mezunu () Lise mezunu ()

Üniversite mezunu () Üniversite mezunu ()

Lisans üstü () Lisans üstü ()

Okuma yazma bilmiyor () Okuma yazma bilmiyor ()

6. Ailenizin aylık ortalama gelir düzeyini hangi grupta görüyorsunuz?

- 500- 999 TL ()
1000- 1499 TL ()
1500- 1999 TL ()
2000TL ve üzeri ()

7. Çikolata satın alırken en çok hangi tür ambalaj tercih edersiniz? **1 EN ÖNEMLİ, 4 EN ÖNEMSİZ OLACAK ŞEKİLDE 1' DEN 4'E KADAR ÖNEM DERESESİNE GÖRE SIRALAYINIZ.**

- Cam Ambalaj ()
Kağıt/Karton Ambalaj ()
Metal Ambalaj ()
Plastik Ambalaj ()

8. Çikolata denildiğinde aklınıza gelen ilk 3 markayı yazınız.

.....

9. Bisküvi satın alırken en çok hangi tür ambalaj tercih edersiniz? **1 EN ÖNEMLİ, 4 EN ÖNEMSİZ OLACAK ŞEKİLDE 1' DEN 4'E KADAR ÖNEM DERESESİNE GÖRE SIRALAYINIZ.**

- Cam Ambalaj ()
Kağıt/Karton Ambalaj ()
Metal Ambalaj ()
Plastik Ambalaj ()

10. Bisküvi denildiğinde aklınıza gelen ilk 3 markayı yazınız.

.....

11. Cips satın alırken en çok hangi tür ambalaj tercih edersiniz? **1 EN ÖNEMLİ, 3 EN ÖNEMSİZ OLACAK ŞEKİLDE 1' DEN 3'E KADAR ÖNEM DERESESİNE GÖRE SIRALAYINIZ.**

- Kağıt/Karton Ambalaj ()
Metal/ Alüminyum Ambalaj ()
Plastik Ambalaj ()

12. Cips denildiğinde aklınıza gelen ilk 3 markayı yazınız.

.....

13. Aşağıdaki yargular ile ilgili fikrinizi lütfen belirtiniz.

	Tamamen Katlıyorum	Katlıyorum	Karasızım	Katılmıyorum	Kesinlikle Katılmıyorum
Herhangi bir yiyecek satın alırken o ürünün ambalajının daha sonra da kullanılabilir olması o ambalajı tercih etmemi etkiler.					
Ambalajın aldığı ürünü tam anlamıyla korumasını isterim.					
Ambalajın üzerinde yazan yazıları her zaman okurum.					
Ambalajın üzerinde yazan yazılar (son kullanma tarihi, içinde ne olduğu gibi) o ürünü satın almamı olumlu etkiler.					
Herhangi bir marketten çikolata satın alırken en çok dikkatimi çeken şey ambalajın (paketin) şeklidir.					
Bir çikolatayı diğerinden ayırmama yarayan en önemli özellik çikolatanın ambalajıdır.					
Ambalajı olan çikolata sağlığıma zarar vermez.					
Çikolata ambalajının kolay açılıp kapanır olması o ürünü satın almamı etkiler.					
Çikolatanın içinden oyuncak ya da hediye çıkıyor olması o ürünü satın almamı etkiler.					
Sadece ambalajını beğendiğim için bile çikolata satın alırım.					
Çikolata satın alırken en çok dikkat ettiğim şey ambalajın şeklidir (kare, yuvarlak, dikdörtgen, üçgen vs).					
Çikolatanın alışılmadık dışında bir şekle sahip olması o çikolatayı tercih etmemi olumlu etkiler.					
Çikolatanın karton kutu içinde olması çok hoşuma gider.					
Çikolata satın alırken en çok dikkat ettiğim şey ambalajda kullanılan malzemedir (plastik, karton, kağıt, jelatin, teneke vs.).					
Çikolatanın paketinde parlak, fosforlu renklerin olması beni çok mutlu eder.					
Çikolata satın alırken en çok dikkat ettiğim şey paketin büyük ya da küçük olmasıdır.					
Çikolata satın alırken en çok dikkat ettiğim şey paketin üzerinde yazan bilgilerdir (son kullanma tarihi, içinde ne olduğu gibi).					
Çikolata paketinin küçük olmasını çantama veya cebime kolayca girebilmesi açısından tercih ederim.					
Çikolata paketinin üzerinde sevdiğim kahramanların (Kido, Max, Barbie gibi) olması o çikolatayı tercih etmemi sağlar.					
Çikolatanın üzerindeki yazının büyük ve okunaklı olması benim için önemlidir.					
Çikolata alırken en çok dikkat ettiğim şey paketin üzerindeki yazının şeklidir.					
Çikolata paketinin içinde ayrı ayrı paketlenmiş başka çikolataların olmasını tercih ederim.					
Çikolata satın alırken en çok dikkat ettiğim şey paketin üzerindeki logodur.					
Çikolata satın almamda etkili şey ürünün ambalajıdır.					

14. Aşağıdaki yargular ile ilgili fikrinizi lütfen belirtiniz.

	Tamamen Katılıyorum	Katılıyorum	Karasızım	Katılmıyorum	Kesinlikle Katılmıyorum
Herhangi bir marketten bisküvi satın alırken en çok dikkatimi çeken şey ambalajın (paketin) şeklidir.					
Bir bisküviyi diğerinden ayırmama yarayan en önemli özellik bisküvinin ambalajıdır.					
Bisküvi ambalajının kolay açılıp kapanır olması o ürünü satın almamı etkiler.					
Ambalajı olan bisküvi sağlığıma zarar vermez.					
Bisküvinin içinden oyuncak ya da hediye çıkıyor olması o ürünü satın almamı etkiler.					
Bisküvi satın alırken en çok dikkat ettiğim şey paketin üzerinde yazan bilgilerdir (son kullanma tarihi, içinde ne olduğu gibi).					
Bisküvi satın alırken en çok dikkat ettiğim şey ambalajda kullanılan malzemedir (plastik, karton, kağıt)					
Bisküvi satın alırken en çok dikkat ettiğim şey ambalajın şeklidir (kare, yuvarlak, dikdörtgen, üçgen vs).					
Bisküvi paketinin üzerinde sevdiğim kahramanların (Kido, Max, Barbie gibi) olması o çikolatayı tercih etmemi sağlar.					
Bisküvi satın alırken en çok dikkat ettiğim şey paketin üzerindeki logodur.					
Sadece ambalajımı beğendiğim için bile bisküvi satın alırım.					
Bisküvinin paketinde parlak, fosforlu renklerin olması beni çok mutlu eder.					
Bisküvi satın alırken en çok dikkat ettiğim şey paketin büyük ya da küçük olmasıdır.					
Bisküvinin alışılmışın dışında bir şekle sahip olması o bisküviyi tercih etmemi olumlu etkiler.					
Bisküvinin karton kutu içinde olması çok hoşuma gider.					
Bisküvi paketinin küçük olmasını çantama veya cebime kolayca girebilmesi açısından tercih ederim.					
Bisküvinin üzerindeki yazının büyük ve okunaklı olması benim için önemlidir.					
Bisküvi alırken en çok dikkat ettiğim şey paketin üzerindeki yazının şeklidir.					
Bisküvi paketinin içinde ayrı ayrı paketlenmiş başka bisküvilerin olmasını tercih ederim.					
Bisküvi satın almamda en etkili şey ürünün ambalajıdır.					

15. Aşağıdaki yargılar ile ilgili fikrinizi lütfen belirtiniz.

	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
Bir cipsi diğerinden ayırmama yarayan en önemli özellik bisküvinin ambalajıdır.					
Cips ambalajının kolay açılıp kapanır olması o ürünü satın almamı etkiler					
Ambalajı olan cips sağlığıma zarar vermez.					
Sadece ambalajımı beğendiğim için bile cips alırım.					
Cipsin içinden oyuncak ya da hediye çıkıyor olması o ürünü satın almamı etkiler.					
Cips satın alırken en çok dikkat ettiğim şey ambalajın şeklidir (kare, yuvarlak, dikdörtgen, üçgen vs).					
Cipsin paketinin üzerinde sevdiğim kahramanların (Kido, Max, Barbie gibi) olması o çikolatayı tercih etmemi sağlar.					
Cips satın alırken en çok dikkat ettiğim şey paketin üzerindeki logodur.					
Cipsin paketinde parlak, fosforlu renklerin olması beni çok mutlu eder.					
Cips satın alırken en çok dikkat ettiğim şey ambalajda kullanılan malzemedir (plastik, karton, kağıt, metal vs.).					
Cips satın alırken en çok dikkat ettiğim şey paketin büyük ya da küçük olmasıdır.					
Cips satın alırken en çok dikkat ettiğim şey paketin üzerinde yazan bilgilerdir (son kullanma tarihi, içinde ne olduğu gibi).					
Cips satın almamda en etkili şey ürünün ambalajıdır.					
Cipsin üzerindeki yazının büyük ve okunaklı olması benim için önemlidir.					
Cipsin paketinin küçük olmasını çantama veya cebime kolayca girebilmesi açısından tercih ederim.					
Cips paketinin içinde ayrı ayrı paketlenmiş başka cipslerin olmasını tercih ederim.					
Cipsin alışılmışın dışında bir şekle sahip olması o cipsi tercih etmemi olumlu etkiler.					
Cipsin karton kutu içinde olması çok hoşuma gider (Pringles gibi).					
Cips alırken en çok dikkat ettiğim şey paketin üzerindeki yazının şeklidir.					
Herhangi bir marketten cips satın alırken en çok dikkatimi çeken şey ambalajın (paketin) şeklidir.					

B: CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: KAYNAK, Berçem

Nationality: Turkish (TC)

Date and Place of Birth: 24 September 1986, Ankara

Marital Status: Married

Phone: 0506 860 00 75

email: bercemkaynak@hotmail.com

EDUCATION

Degree	Institution	Year of Graduation
MS	Çankaya Univ. <u>Business Administration</u>	2012
BS	Çankaya Univ. Management	2010
High School	Ankara Cumhuriyet High School	2003

FOREIGN LANGUAGES

Advanced English

HOBBIES

Playing table tennis, reading book, to carry out research about diversified subjects.