Through the eyes of the parents: The effect of commercial YouTube content on children's materialism, parent-child conflict and life satisfaction

A quantitative study

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ABSTRACT

Extensive research has been carried out to examine the effects of traditional media content on children, where exposure to traditional media content has been linked with increased materialism and parent-child conflict, and decreased life satisfaction. Empirical evidence whether these assumptions would also be valid for a new media form, commercial YouTube content, is however missing. Moreover, especially with the rise of nontraditional media and, more specifically YouTube, a platform that is extremely frequently used by children, it is highly concerning that there is such a lack in academic literature regarding the effects of the platform on such an impressionable audience. To challenge this, the present study employs an online survey research among 150 parents of children between the ages of 11 and 14 years as previous studies have shown that this age group is considered the most impressionable target group when it comes to media exposure and materialism. This study approaches the subject from a parental perspective rather than focusing on the children directly as parents often monitor their child's media usage and are worried about the psychological effects of this usage. An investigation whether the amount of commercial YouTube content they get exposed to makes them more materialistic, causes more conflicts between parent and child after denial of a purchase request, and makes children less happy, is conducted. Moreover, besides studying the effects of commercial YouTube content on these three variables, the effects between materialism and parent-child conflict, materialism and life satisfaction, and parent-child conflict and life satisfaction were investigated as well. Namely, it was researched whether an increase in materialism would lead to an increase in parent-child conflict and a decrease in life satisfaction. In addition to this, the effect of parent-child conflict on life satisfaction is studied as well. Based on literature, it was hypothesized that commercial YouTube content had a positive effect on materialism and parent-child conflict and a negative effect on life satisfaction. As to the other effects, it was expected that materialism and parent-child conflict had a negative effect on life satisfaction and that materialism had a positive effect on parent-child conflict. Three separate multiple regression analyses confirm the expected associations between exposure to YouTube usage and materialism, but not between YouTube usage and parent-child conflict and YouTube usage and life satisfaction. However, the expected associations between materialism and parent-child conflict, materialism and life satisfaction, and parent-child conflict and life satisfaction are confirmed. The findings of this research could aid in raising awareness among parents regarding their child's YouTube usage, creating a better bond between parent and child, and help managing authorities and their-decision-making practices regarding YouTube content.

KEYWORDS: commercial YouTube content – materialism – life satisfaction – parent-child conflict

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1. Introduction

With the rise of YouTube, there has been an increasing concern about the amount of time children spend on the social platform, and the amount of commercial content they are exposed to. Commercial YouTube content refers to YouTube content that is created by users that is meant to sell. This means that the uploaded video will include the advertising of a product, place or brand. This commercial content can be defined as content created with the aim of winning audiences over and changing the audience opinion and behaviour, leading to an increase in sales. Thus, commercial content plays with the mind of the audience (Richards & Curran, 2002). The amount of advertisements the youth is exposed to, is estimated to be around 4,000 to 10,000 advertisements per day on TV, on the Internet, on billboards, and in magazines (Cadran, 2019). With children being exposed to such a high amount of commercial content, it leaves parents and educators worried about the psychological effects. These worries are related to unintended advertising effects such as materialism, life satisfaction and parent-child conflict (Buijzen & Valkenburg, 2003).

Moreover, children are considered to be the most impressionable target group, especially between the ages of 11 and 14 (Oates, Newman, & Tziortzi, 2014). That is, children between these ages are going through the phase of going to high school, making new friends, and trying to blend in with their fellow classmates by following the latest trends. During this phase of life, brands become increasingly more important to children as compared to when they were younger, as they start to consider brands to give them a sense of status from this age on (Isaksen & Roper, 2012). In addition to this, statistics mention that children between these ages, in turn, also spend the most time on YouTube (Araújo et al., 2017). Thus, as this group is argued to be the most impressionable as well as the age group that uses the platform most frequently, it is of great value to investigate whether the worries of parents and educators are justified.

Furthermore, parents often manage children's media use (Rideout & Hamel, 2006; Wright et al., 2001). Namely, they influence children's media use by setting an example of media habits, watching videos on media together with their children, talking about their values and opinions on media, and by controlling or supporting specific types of content (Austin, 1993; Padilla-Walker & Coyne, 2011; St Peters, Fitch, Huston, Wright, & Eakins, 1991). So, as parents play such a crucial role in children's media use, it is of great value to gain a better understanding of how parents view their children's exposure to commercial YouTube content in relation to materialism, life satisfaction, and parent-child conflict.

Additionally, conducting research among children increase the likelihood of the children misinterpreting questions and wording and their intended meaning (de Leeuw, 2011). Plus, according to De Leeuw (2011) children between the ages of 11 and 14 have not fully developed their memory capacity and memory speed. Surely, this is more applicable for 11-year-olds. However, at the age of 14, children's memory capacity and memory speed are still not fully developed. Thus, their answers may, nevertheless, be deemed invalid.

Therefore, this paper will focus on getting a parental perspective on the unintended effect of commercial YouTube content on children between the ages of 11 and 14 and their materialism, life satisfaction, and parent-child conflict. This research will treat parent-child conflict as the conflict that may result from parents refusing to buy products that their child desires. In other words, parent-child conflict refers to consumption related conflicts. More specifically, this study will aim to answer the question:

RQ: What are the effects of commercial YouTube content on children's materialism, parent-child conflict and life satisfaction?

This research question will be answered by conducting a quantitative survey among parents of children between the ages of 11 and 14. It will focus on both the direct as well as the indirect of these variables. Namely, commercial content may have a direct effect on children's materialism, parent-child conflict and life satisfaction. However, children's materialism may also have an influence on life satisfaction and parent-child conflict. Additionally, parent-child conflict could influence children's life satisfaction. So, this implies that not only direct effects, but also indirect effects may be found. The remainder of this introduction section will be dedicated to addressing the research problem and its social as well as academic value.

1.1 Research problem

In today's society, YouTube has become an integrated part of everyday life. The social platform was founded on February 14, 2005, and has been extremely popular ever since. YouTube enables users to post videos and watch videos of each other and to comment on them (Ladhari, Massa, & Skandrani, 2020). Users utilize YouTube to watch videos and gain more information regarding a subject, view a music video, see a trailer of a movie, and for many more reasons. The platform is continuously growing and has users from various backgrounds using it, without regard to their gender, nationality, interests, or age.

Furthermore, since 2016, there are twice as many small- and medium-sized companies that advertise on YouTube (Chi, 2019). Also, four times as many people, since that year, prefer watching videos on YouTube rather than using any other social media platform and, on top of this, YouTube is the second most trafficked website behind Google. Moreover, YouTube is especially popular among children as, in fact, among 84% of all parents lets their children watch YouTube (Ribeiro, Ottoni, West, Almeida, & Meira, 2020). This is despite YouTube clearly stating that the platform is not intended for children under the age of 13 (Smith, Toor, & Kessel, 2020).

As to the content of YouTube videos, the type of videos varies from informational videos to entertainment videos. YouTubers with many subscribers are offered the ability to create sponsored videos. In such videos, YouTubers advertise a product in return for money and this enables them to use the platform as their main source of income. These types of videos are also referred to as commercial videos: videos that promote a brand, product, or service (Smith, Toor, & Kessel, 2020). The content of these videos is meant to persuade the audience and generate more sales. So, as commercial YouTube content focusses on convincing the audience, it can be perceived as a psychological process (Smith, Toor, & Kessel, 2020).

In this sense, it is worth the notion to investigate the effects of such content since the short-term effect is clear - it aims to convince people into purchasing products or services - but the long-term effects are ambiguous. That is, studies such as one conducted by Xu, Oh, & Teo (2009), where the researchers investigate the unintended effects of advertising, suggest that online advertising may affect the audience's idealization, meaning that the viewer of the advertisement may view the product as perfect or better than reality - a distorted version of reality (Xu, Oh, & Teo, 2009). In relation to this research, the idealization of the world and the continuous exposure to the advertising of products can be linked to an increase in materialism (Santini, Ladeira, Sampaio, & Gutterres, 2018). That is, when the viewer experiences the feeling that their world is not yet perfect and buying an advertised product can satisfy this feeling, they may continuously want to buy products in an attempt to create a, in their perspective, 'perfect' world.

Moreover, not only does advertising have a positive effect on materialism and parent-child conflict, but researchers also suggest that it generates a decrease in life satisfaction (Holder, Coleman, & Sehn, 2009; Opree, Buijzen, & van Reijmersdal, 2016). This is because the viewer of the commercial content may regard their life as being 'less' than the person that is advertising the video or they may think of themselves as less worthy than the person they

are watching. Especially when the materialistic needs of the viewer are not fulfilled, he or she is highly likely to experience feelings of dissatisfaction. This is even more so for viewers of young age as they often need their parents' permission or money to purchase these products (Khanna, 2016). When their wish to purchase a product is not met, they experience materialistic needs, and there is an increase in conflict between parent and child. This conflict can cause the child to experience life dissatisfaction.

Additionally, previous research suggests that, out of all ages, children who are between the ages of 11 and 14 are the most likely to be influenced and that they are the most perceptive to materialism (Chaplin & John, 2007). In fact, a study by Opree, Buijzen, Van Reijmersdal and Valkenburg (2014) which has investigated the long-term effects of children's advertising exposure on materialism, has found that advertising exposure had a positive longitudinal effect on materialism among children between the ages of 8 and 11. As this current study focuses on 11 to 14 year-olds, it is interesting to research whether the outcomes of this investigation are applicable to this age group as well.

Also, Oates, Newman and Tziortzi (2014) argue that children between the ages of 11 and 14 are the most impressionable target group when it comes to media exposure and materialism. So, this study will follow up on this by focusing on children in this age group. Thus, it is interesting to research what the effects of commercial videos are on children of this age group. More specifically, this research will focus on the effect of commercial YouTube videos on 11 to 14-year-old children's materialism, life satisfaction, and parent-child conflict.

Moreover, Oates et al. (2018) have conducted a similar study to this present study. However, they only considered parents' concerns about traditional forms of advertising. Therefore, it is interesting to focus on new media advertising or, more specifically, commercial YouTube content, and what effect can be derived from their reports.

1.2 Academic relevance

Many that focus on the effect of a media outlet on children do not focus on YouTube specifically or test the variables used in this study. For example, an explorative study by Folkvord, Bevelander, Rozendaal, and Hermans (2019) does focus on the effect of YouTube on children's materialism, but not on life satisfaction and parent-child conflict. So, it fails to research the relationship between these variables. Another example is an article by Ho, Shin and Lwin (2019), which studies the effect of social networking site use and materialistic values among youth, as it investigates various social networking sites rather than one platform

specifically. Moreover, the authors of these articles do mention that these shortcomings – testing other variables than materialism and focusing on something other than social networking sites - could be a suggestion for future research.

Thus, these examples illustrate how this research will be one of a kind and fill the gap in academic literature regarding the effect of commercial YouTube content on children's materialism, life satisfaction and parent-child conflict. Also, by revealing the relationship between these variables, this research will open a completely new academic debate that may prove of high importance and lead to other crucial insights.

Moreover, as 61% of the parents monitor their child's media use, it would be interesting and of high relevance to conduct the study through the eyes of the parents (Nikken & Schols, 2015). This is because only one similar study to this one could be found, which was conducted by Oates, Newman, and Tziortzi (2014). However, the study focused on traditional forms of advertising, rather than modern forms such as online advertising. Therefore, it would be noteworthy to investigate whether their worries also uphold for new media advertising and what effects can be derived from their reports. Also, as only one similar study to this one could be found, this research will contribute to the academic field.

1.3 Practical relevance

From a business perspective, this study will be of great value. That is, since commercial YouTube content by small- and medium-sized businesses has doubled since 2016, it indicates that many companies are increasingly interested in using the platform for their advertising (Cooper, 2020). Therefore, when the results of this research are presented to managing authorities and reveal the positive or negative effects of commercial YouTube content, it could aid in their decision-making practices as regards to this subject. Namely, the results enable managers to decide whether and what changes are to be made in terms of YouTubers uploading commercial content targeted at children. For example, if this research were to reveal that such content has a negative impact on children's life satisfaction, managers might adjust their advertising policies by limiting the amount of commercial content presented within a video. In other words, by conducting this research, society will be better-informed about the possible harms of commercial YouTube content.

Moreover, with YouTube being such a popular media outlet, the platform is worth studying as the effects of watching YouTube concerns many people. Namely, the platform

has over two billion logged-in users and is, next to Facebook, the most used platform in the world. Also, 81% of all parents allow their child to watch YouTube on a regular basis (Smith, Toor, & Kessel, 2020). This implies that YouTube is a platform used by a vast amount of people worldwide, and children specifically as 4 out of 5 children are allowed to watch YouTube videos frequently. In other words, the outcomes of this research will be of great value to a significant part of society and, especially, parents. This is because, with better-informed parents, they will have more insights as regards the effects of advertisements on their children and, therefore, it will lead to enhanced decision-making regarding the children's YouTube usage. Thus, it would be of great value to investigate the effects of this media platform on children. Also, uncovering the relationship between commercial YouTube content and children's materialism, life satisfaction, and parent-child conflict may aid in creating a better bond between parents and their children as it aids in a more comprehensive understanding of the platform and its effects. For example, if the effect between commercial YouTube content and parent-child conflict turns out to be negative, parents are able to understand their children's behaviour, when parents refuse to purchase a product for their children, better.

Also, this research may help educators by highlighting the importance of teaching children advertising principles. For example, in countries such as the United Kingdom and the United States, such advertising education courses are already incorporated in the teaching programmes, in an attempt to help children notice and handle the pressures of advertisements (Gunter, Oates, & Blades, 2005; Hobbs, 2011; Nelson, 2016). The goal of this is to both protect them from the possible negative influence of advertising as well as to educate them on consumer socialisation, which refers to the process by which young people acquire skills, knowledge and behaviours applicable to their role as consumers in the marketplace. This will, according to the aforementioned authors, help those children later in life, as it leads to better-informed purchase decisions. So, this research could contribute to society by emphasizing the importance of such programmes and whether it is needed to implement them in standard teaching programmes.

1.4 Chapter outline

Firstly, the theoretical framework will be introduced in Chapter 2. In this section, the different variables relating to the research will be discussed and explained. Also, the theoretical framework will consider each variable – materialism, parent-child conflict and life

satisfaction – separately, by defining the variables and discussing how the variables may be related. These concepts will be supported by means of a literature review, which will discuss prior studies that are focused on these concepts. This will lead to a discussion of the hypotheses and the research model. The methodology will be discussed in Chapter 3, which will include a description of the research plan, such as the sampling, distribution, research method and what type of data analysis is conducted. Each of these methodological choices will be theoretically argued. In Chapter 4, the collected data will be critically analyzed leading to a discussion of the most relevant outcomes and they will be linked to the six hypotheses. The thesis will end with a conclusion in Chapter 5, which will recap this research and the findings, and most importantly, answer the research question. This will be followed by a discussion of some limitations of this research and recommendations for future research. Lastly, the list of literature that was incorporated in this research and the appendices will be provided. Appendix A will include the English version of the survey, including the consent form, and Appendix B will include the Dutch version of the survey, including the consent form, as well.

2. Theory and previous research

In this section of the proposal, the theoretical framework will be discussed. This framework will discuss various academic articles related to the research question. Namely, previous research regarding this topic will give an overview of different perspectives and theories, including parasocial relationship theory and cultivation theory. By doing this, the review of literature will serve as a base for this research and offer a better understanding of the variables and their relationship with one another. Additionally, each section will be concluded by stating the hypotheses, which will be derived from previous literature.

However, before discussing the relationship between YouTube and the other variables, it is crucial to define and discuss what commercial YouTube content entails specifically and how this concept will be perceived in this study. Namely, commercial YouTube content may also be understood as YouTube content created by users that is meant to sell. This means that the uploaded video will include the advertising of a product, place or brand. The idea behind commercial content is to market a place or product and attract more customers. Such content can be found in all sorts of YouTube videos, such as lifestyle videos, tutorials, informational videos and so on (Soha & McDowell, 2016). For example, many lifestyle vloggers promote or are sponsored by make-up and clothing brands or travel companies. But tutorials may include commercial content as well, such as the promotion of the tools used during the tutorial. This type of commercial YouTube content may also be referred to as influencer marketing. However, there are many other forms of commercial YouTube content such as branded entertainment or branded informational videos, which includes videos that are made with the purpose of entertaining or informing the audience that is supported in some way by modest product placement or subtle branding. Other examples of commercial YouTube content include non-brand focused marketing videos, traditional forms of video promotions, such as product demonstrations, product (or service) marketing videos, launch videos, crowd-funding videos, event videos, and infomercials (Fox, 2020). In this sense, commercial YouTube content can be extremely subtle, but also direct. For example, when a video includes product placement, the commercial aspect is extremely subtle and may even go unnoticed. However, a launch video, on the other hand, is completely dedicated to showing a product and discuss the product in greater detail. In other words, commercial YouTube content is an exceptionally broad concept. These forms of commercial content can be found in various genres, such as sport and health, comedy, family, unboxing, games, lifestyle, music, beauty and crafts. In this

research, all of the aforementioned forms of commercial content will be regarded as commercial YouTube content and all types, or genres, will be examined.

Moreover, commercial YouTube content has been proven to be highly effective by many researchers. For example, in *Evaluating the influence of YouTube advertising for attraction of young customers* (Dehghani, Niaki, Ramezani, & Sali, 2016), the researchers validate the effectiveness of commercial content by demonstrating that YouTube content that includes any form of sponsorship or promotion can be linked to an increase of purchase intention and brand awareness. One explanation for why commercial content being more effective as compared to advertising can be related to its subtleness. Namely, commercial YouTube content can be perceived as more indirect, especially due to the lack of sponsorship or promotion disclosures, as compared to advertisements, which are more straightforward regarding the intentions (Van Dam & Reijmersdal, 2019).

2.1 Cultivation theory

Before discussing the literature regarding the variables and stating the hypotheses, it is important to first explain cultivation theory, followed by an explanation of parasocial interaction. The first theory, cultivation theory, was conceptualized by Gerbner (1967, 1969a, 1969b, 1973). This original theory focuses on the long-term effects of television on viewers. It suggests that the risk of television does not lay in its power to form a viewpoint but in its power to form audiences' morals, values, and beliefs. According to cultivation theory, it is believed that the more time one spends on media outlets, the more likely one is to believe that social reality is in line with 'reality' as portrayed on media platforms (Shanahan, James & Morgan, 1999). Namely, cultivation theory entails that television and media hold a small but significant influence on the attitudes and beliefs of society about society. Those who absorb more media are those we are more influenced. Often, the viewer is unaware of the extent to which they absorb media, many times they view themselves as moderate viewers when, in fact, they are heavy viewers.

Thus, someone who spends a lot of time watching YouTube videos is more likely to perceive social reality as similar to what is portrayed in these videos, whereas someone who does not spend a lot of time on YouTube is less likely to have this perspective and to have a better understanding of the difference between social reality and 'reality' as portrayed on YouTube. In this sense, the lines between what is real and what is not may become blurred for a person who is exposed highly frequently to commercial YouTube content, and they are unaware of this.

2.2 Parasocial interaction

The concept of parasocial interaction was introduced by Horton and Wohl (1956) in *Mass communication: Observations on intimacy at a distance*. This concept refers to one-sided relationships, where one is interested and invests their time and energy in someone else, despite the other person being fully unaware of this person's existence (Neuman & Guggenheim, 2011). This type of relationship is most common with celebrities. For example, in relation to this research, when a viewer spends a significant amount of time watching a YouTuber that does not know the viewer, the relationship between them is parasocial as it is one-sided. As the viewer watches YouTube videos on a frequently, the parasocial relationship may cause the viewer to be more vulnerable to the YouTuber's messages and the belief that they are real and genuine (Neuman & Guggenheim, 2011). This means that the viewer may be more sensitive to this YouTuber's commercial content as well, which explains the effectiveness of commercial YouTube content.

Thus, according to parasocial interaction and cultivation theory, when a person experiences a one-sided relationship, invests their time in a YouTuber, and perceives this 'reality' portrayed in this YouTuber's videos as similar to social reality, the viewer may become vulnerable to commercial YouTube content. Many authors, such as Ferchaud, Grzeslo, Orme and LaGroue (2018) and Bond and Drogos (2013) have researched the two concepts in relation to YouTube and confirmed that the exposure to this media platform does lead to parasocial interaction and that cultivation theory is supported.

In the following subsections, the effect of YouTube on the three variables, children's materialism, parent-child conflict and life satisfaction will be discussed. Moreover, besides these possible direct effects, three indirect effects will be examined. Namely, the effect of children's materialism on life satisfaction and parent-child conflict but also the effect of parent-child conflict on life satisfaction. Lastly, the theoretical framework will conclude with a research model, based on these hypotheses, to provide a clear overview of this research.

2.3 Effects of commercial YouTube content on children's materialism

Materialism can be defined as the tendency to prioritize material items above anything else (Chia, 2010). Moreover, it is argued that materialism is revealed by the degree to which belongings and the acquisition of belongings are central to a person's life (i.e. material centrality), the degree to which a person considers that this belonging and acquisition will make them happy (material happiness) and the degree to which a person assesses the success of other people in terms of belongings (material success, see Richins & Dawson, 1992; Opree,

Buijzen, Reijmersdal, & Valkenburg, 2011). So, for example, when someone would rather spend their money on buying clothes than giving it to a family member in need, others may perceive him or her as being materialistic. Moreover, materialism can be perceived as a state, meaning that it is subject to gradual change, as discussed by Opree et al. (2014), or as a trait, which entails that it remains stable throughout different phases of life (Jaspers & Pieters, 2016). While the authors claim that this can vary, this research will treat materialism as a state rather than a trait as it views materialism as subjective to gradual change since it assumes that materialism is affected by advertising and the media. That is, as cultivation and parasocial relationship theory explained, frequent and interested viewers are more susceptible to a YouTuber's messages and, thus, commercial content, which could lead to an increase in materialism as the effect of advertising exposure on materialism is extremely subtle and long-term (Harmon, 2001). This means that viewers who do not watch frequently are unlikely to be affected, but viewers who are repetitively exposed to the commercial content of a YouTubers are prone to generate more materialistic views (Opree, Buijzen, Reijmersdal, & Valkenburg, 2014).

Moreover, the relationship between different media outlets and children's materialism has been explored before by researchers, such as Buijzen and Valkenburg (2003). That is, in their paper, the researchers study the effects of television advertising on materialism and the outcomes reveal that advertisements on television cause children to become more materialistic. This gives valuable insights as regards the effect of advertising but, as this paper will investigate YouTube rather than television, the outcomes may differ.

In line with this, previous researchers, such as Lee and Watkins (2016) have studied YouTubers and their ability to affect audiences' luxury brand perceptions and intentions. Their study found that "luxury brand perceptions were significantly increased after watching vlog" content. Also, by incorporating a between-subject design, their research revealed that experimental groups who watch videos where YouTubers reviewed luxury products, experienced an increase in luxury brand perceptions and purchase intention. The control group, on the other hand, did not experience any effect. In other words, this study demonstrates that commercial YouTube content is linked to positive luxury brand perceptions and purchase intentions. This means that audiences may feel the need to purchase a product after watching commercial YouTube content, which is in line with the discussed articles in the previous paragraph. This need for purchasing a product can, thus, be linked to materialism. However, as the focus of this research is based on luxury brands only, the findings may be different for general commercial YouTube content.

Thus, taking into consideration previous research, it is expected that commercial YouTube content will have a positive effect on children's materialism, meaning that children's materialism will be increased after being exposed to commercial YouTube content. In order to investigate whether this expectation is correct, the following hypothesis is formulated:

Hypothesis 1: There is a positive relationship between commercial YouTube content and children's materialism.

2.4 Effect of commercial YouTube content on parent-child conflict

Parent-child conflict can be defined as a part of the bond between parent and child that is characterized by both parent and child expressing negative feelings and behaviour to each other (Gao, Sun, Fu, Jia, & Xiang, 2019). This can vary from disagreeing with one another to yelling or even aggressive physical behaviour. However, as the concept of parent-child conflict is extremely broad, this research will focus on parent-child conflict that is linked to purchase rejection. This entails the conflict that occurs after parents refuse to buy their child a product that he or she desires, which corresponds to Buijzen and Valkenburg's (2003) approach to parent-child conflict. Buijzen and Valkenburg (2003) have researched the unintended effects of television advertising from a parent-child perspective and how these effects are related to, among other variables, materialism, life satisfaction and family conflict. In their study, the authors have found that television advertising is positively linked to family conflict, with advertising-induced purchase requests serving as a mediator. In other words, the researchers reveal that an increase in children's exposure to television advertising that leads to more family conflict can be explained by advertising-induced purchase requests.

One article discusses the relationship between children's tablet use and parent-child conflict (Beyens & Beullens, 2017). In their research, the authors define parent-child conflict as "interactions that result from children's non-compliance to parents' instructions" but parents' opposition to purchase requests made by children as well, which relates to this study's approach to parent-child conflict as being the interaction that occurs after parents resist to purchase their child the product that he or she desires. So, Beyens and Beullens (2017) treat parent-child conflict as a combination of the conflict that occurs after a child refuses to do as told by their parents as well as the conflict that results from the parent denying his or her child's purchase request.

Moreover, through a survey of 364 parents of children, the researchers found out that children who spent more time on their tablet also experienced more conflict with their parents (Beyens & Beullens, 2017). This reveals that, even though the type of media platform used on the tablet is not specified, there is a significant relationship between media usage and parent-child conflict. However, it is not revealed whether this relationship between social media usage and parent-child conflict is mediated by the child's exposure to media advertising. Nevertheless, the article indicates that media overall will lead to an increase in parent-child conflict.

Moreover, Anpumainthan and Wijetunga (2017) have studied the effect of celebrity endorsements on parent-child conflict. More specifically, previous literature has stated that advertising can lead to an increase of conflicts between parents and children when parents refuse to buy their child a product that he or she demands, and one of those advertising techniques includes celebrity endorsements. The results of this research confirm that celebrity endorsements increase parent-child conflict, which is of great value to the foundation of this research as celebrity endorsements are linked to commercial YouTube content (Liu, Liu, & Zhang, 2019). In other words, as celebrity endorsements are linked to an increase in parent-child conflict, this thesis is likely to reveal similar outcomes. Thus, it is expected that commercial YouTube content leads to more conflicts between parents and their children. This expectation is formulated in the following hypothesis:

Hypothesis 2: There is a positive relationship between commercial YouTube content and parent-child conflict.

2.5 Effects of commercial YouTube content on children's life satisfaction
This study will consider life satisfaction as a positive outlook on one's life rather than an assessment of current feelings. So, it entails how satisfied someone is with their life overall, rather than considering how someone is feeling at that moment (Mauno, Hirvonen, & Kiuru, 2018). This concept will be measured as prior research has linked media exposure to a decrease in life satisfaction.

Lien, Liew, Wong, Yee, and Yoon (2019) investigated the effect of YouTube usage on children's motivations and satisfaction through a questionnaire. The outcomes revealed that children who use social media a lot are more likely to have low self-esteem and having low self-esteem was proven to negatively influence the child's satisfaction with life. Thus, to summarize these results, the survey showed that children who do not use social media often

are more likely to have high self-esteem and to be more satisfied with their life (Lien, Liew, Wong, Yee, & Yoon, 2019). In this sense, it would be interesting to see if the results for this study can be replicated for this research as it investigates commercial YouTube content specifically instead of social media in general.

In line with this, Hoge, Bickham, and Cantor (2017) studied the effect of digital media, being any digitized content, on anxiety and depression in children. The authors mention that, although digital media is mostly associated with negative effects, such as depression, there is also evidence that digital media can also serve as a tool for enhancing one's mood. Therefore, as suggested by the authors, more research is needed to determine the true effect of digital media on children (Hoge, Bickham, & Cantor, 2017). In this sense, this thesis will pursue that suggestion, as YouTube is part of digital media, by seeking the true effect of this platform's content on children's life satisfaction.

Still, based on the research conducted by Lien et al. (2019), which is extremely recent and has most similarities to this paper, it is expected that commercial YouTube content will have a negative effect on children's life satisfaction. In other words, this paper assumes that, when children are exposed to commercial YouTube content, they will experience a decrease in life satisfaction. This expectation is formulated into the following hypothesis:

Hypothesis 3: There is a negative relationship between commercial YouTube content and children's life satisfaction.

2.6 Effect of children's materialism on parent-child conflict

The fourth relationship that will be examined in this paper, is the effect of children's materialism on parent-child conflict. The relationship between these two variables has been studied by Buijzen and Valkenburg (2003). That is, as discussed in section 2.2, the researchers have revealed that there is a positive relationship between television advertising and parent-child conflict. However, this relationship is mediated by advertising-induced purchase requests. This means that when children are more likely to request their parents to purchase a product for them, after being exposed to television advertisements, it is, in turn, more likely that there will be an increase in parent-child conflict when their parents reject their purchase requests. In this sense, as an increase in purchase requests is linked to materialism, these findings indicate that there is a positive effect of children's materialism on parent-child conflict (Buijzen & Valkenburg, 2003).

Moreover, Kiang et al. (2016) studied children's spending preferences and interactive effects of materialism and gratitude. For their study, they conducted a survey among children between the ages of 7 and 14. Their findings suggest that older children expressed more gratitude toward their parents when they received a product. Also, a positive relationship between materialism and gratitude was found. Thus, based on this finding by Kiang et al. (2016) it would be interesting whether a positive relationship between materialism and gratitude also means that children have less conflict with their parents. This would suggest a positive relationship between materialism and parent-child conflict.

Nevertheless, as gratitude does not directly mean less conflict, the findings by Buijzen and Valkenburg (2003) are more relevant to this research, since they have revealed a positive effect of children's materialism on parent-child conflict. Therefore, this research will hypothesize the same outcome. So, this research will investigate whether a high level of materialism will lead to an increase in parent-child conflict. This expectation is formulated in the following hypothesis:

> *Hypothesis 4*: There is a positive relationship between children's materialism and parent-child conflict.

2.7 Effect of children's materialism on life satisfaction

Besides studying the effect of commercial YouTube content on children's materialism, parent-child conflict and life satisfaction, this research will also focus on effects between the latter three variables. One of these effects is between children's materialism and their life satisfaction. The relationship between these variables has been previously studied by various academics. For example, Opree, Buijzen and Valkenburg (2012) have studied the longitudinal relation between materialism and life satisfaction and whether this relationship is moderated by children's level of exposure to advertising. More specifically, through a survey among 466 children between the ages of 8 and 11, participants were asked questions related to materialism, life satisfaction and advertising. The results of this survey revealed that there was no significant effect of materialism on life satisfaction. However, life satisfaction did affect children's materialism who were frequently exposed to advertising. This indicates that children who are frequently exposed to advertising and are dissatisfied with their life, are more materialistic compared to other children (Opree, Buijzen, & Valkenburg, 2012).

On the contrary, in *Materialistic behavior in adolescents and children: a meta-analysis of the antecedents and consequences,* Ladeira, Santini & Araujo (2016) have

conducted a meta-analysis regarding materialism among children and adolescents, with their ages ranging from 9 to 19. So, the age group of that this paper studies falls within this age range. Here, the authors found that materialism negatively affects life satisfaction. Taking both academic articles into account, it is proven that there is a negative of materialism on life satisfaction, however, it is still to be investigated whether this only holds for children who are frequently exposed to advertising or if the effect is direct. So, based on previous research, it is expected that there is a negative relationship between children's materialism and their life satisfaction. This is formulated in the following hypothesis:

> *Hypothesis 5*: There is a negative relationship between children's materialism and life satisfaction.

2.8 Effect of parent-child conflict and children's life satisfaction

The last relationship that this study will cover, is the effect of parent-child conflict on children's life satisfaction. This entails how the relationship between parents and their children may influence children's happiness. In *Social relationships, child poverty, and children's life satisfaction* academics research the effect of social relationships on child well-being (Haanpää, Kuula, & Hakovirta, 2019). More specifically, through a survey among Finnish schoolchildren, the authors found that good child-parent relationships contribute significantly to children's life satisfaction. Similarly, Proctor, Linley and Maltby (2009) argue that negative correlations exist between life satisfaction and parent-child conflict, implying that an increase in parent-child conflict leads to a decrease in life satisfaction. This is, again, confirmed by researchers such as Toussaint and Jorgensen (2008) and Shek (1998).

Additionally, Buijzen and Valkenburg (2003) studied the relationship between advertising and unhappiness, including how sadness after parental denial of purchase requests, after being exposed to advertisements, may lead to unhappiness. Here, their study revealed a small to moderate effect size. Therefore, the authors have suggested that the relationship between parent-child conflict and children's life satisfaction can be used as a feasible working hypothesis in future research.

In relation to this article, this research will examine whether the findings of previous academics can be confirmed. So, for this paper, it is expected that a higher level of parent-child conflict will lead to a decrease in children's life satisfaction, indicating a negative relationship. According to this expectation, the following hypothesis is formulated:

Hypothesis 6: There is a negative relationship between parent-child conflict and children's life satisfaction.

The six hypotheses that are provided in this theoretical framework will aid in answering the question: *What are the effects of commercial YouTube content on children's materialism, parent-child conflict and life satisfaction?* Together, the research question and hypotheses form the following research model:

Figure 1

Research model
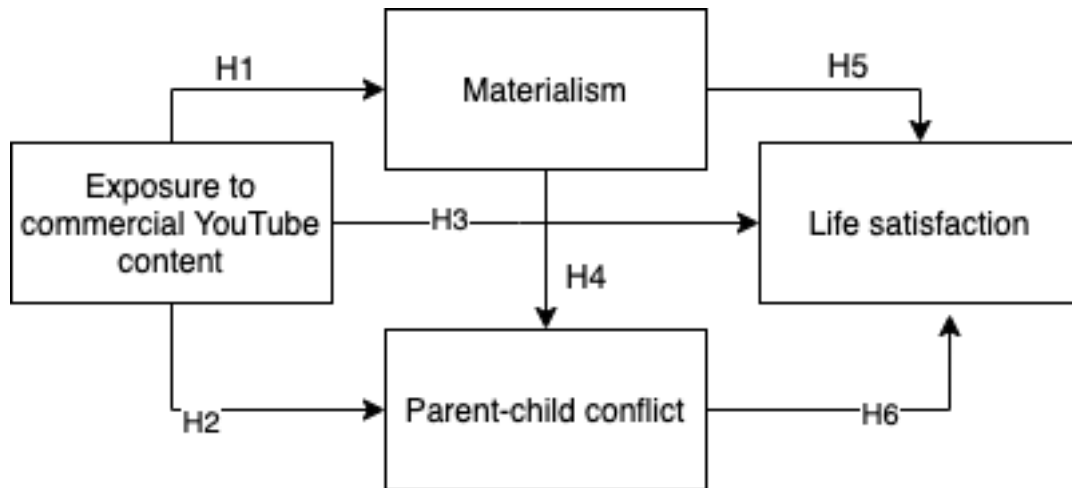
This model illustrates the six hypotheses that were formed based on previous literature. On an additional note, it can be seen that advertising exposure may have a direct or an indirect effect on life satisfaction. Namely, if the advertising exposure has a significant direct effect on materialism (H1) and materialism on life satisfaction (H5), there is an indirect effect of advertising exposure on life satisfaction. Similarly, when advertising exposure significantly affects parent-child conflict (H2) and parent-child conflict significantly affects life satisfaction (H6), or when advertising exposure significantly affects materialism, materialism significantly affects parent-child conflict (H4), and parent-child conflict significantly affects life satisfaction, there is an indirect effect of advertising exposure on life satisfaction (H3).

3. Research design

In this section of the study, the research design will be discussed. More specifically, the general research design will be provided, addressing the type of method that will be used for this study. This will be followed by a description of the procedure of the research and the sample, such as the distribution and a discussion of how each variable was measured and the existing scales that were used in this research. Also, the method of analysis will be considered. Together, these sections will offer a clear overview of how the research was operationalized and substantiate all methodological choices.

3.1 General research design

To find an answer to the research question, a quantitative approach was used as it is the most suitable research method for investigating the effects between various variables, it reveals a quantitative nature. Namely, quantitative research focuses on uncovering the relationship between variables through measurable data, whereas qualitative research focuses on getting a more in-depth understanding of a phenomenon and to reveal deeper meanings (Queirós, Faria & Almeida, 2017). So, as this research measures the effect of YouTube commercial videos and children's life materialism, life satisfaction, parent-child conflict, incorporating a quantitative method is the best approach.

To gather data, an online survey was distributed. In this survey, various questions were asked that tested the different variables and aimed to collect more information. The motive behind choosing a survey specifically is because this method is the most suitable to gather data at a high pace and reach a broad audience, leading to more diverse respondents (Quierós, Faria & Almeida, 2017). Thus, a survey is the best way to gather a lot of data in a small amount of time from a big audience. Also, the research focuses on revealing parents' perceptions, so the outcome of the data analysis must accurately represent how parents perceive the effects of YouTube commercial content. In this sense, using a survey is perfect as gathering data from a large group of respondents will lead to the most accurate representation of parents' perceptions. For example, when one would gather data through conducting interviews, only a small amount of people will be interviewed, leading to a decrease in representability.

Gathering data through a survey also has a downside. Namely, as an online survey is anonymous and not face-to-face, respondents will have the possibility of giving dishonest answers. This might be due to social desirability bias, which happens when participants base

their answer on what they think other people will consider as the best answer to the question, leading to false results (Jann, Krumpal & Wolter, 2019). Nevertheless, the respondents' anonymity also enhances the quality of the responses as respondents feel freer to be honest (Wildman, 1977). Additionally, as most researchers, such as Opree, Buijzen, and Valkenburg (2012), Buijzen and Valkenburg (2003), Hoge, Bickham, and Cantor (2017), who have studied the effects of social media on children, have adopted surveys as a means to gathering data, using this method for this research may be considered as appropriate as well.

3.2 Survey design

In this survey, parents are asked to answer 56 matrix-questions and 11 separate questions, including 1 consent questions, 1 question about the preferred language, and 1 question to determine whether the participants met the criteria. The English version of the survey can be found in Appendix A of this paper and the Dutch version can be found in Appendix B. The matrix-questions did not incorporate a Likert-scale as this type of scale includes a midpoint. This midpoint is often a neutral option, which is chosen when the participant is unsure about his or her opinion or answer. Therefore, as the survey is aimed to obtain concrete answers from the respondents, it was decided to leave such midpoints out (Subedi, 2016). Moreover, as the questions could be answered with a limited amount of options, all questions are closed.

Furthermore, to guarantee the relevance of the questions that were asked, all questions were adopted from existing scales used in previous studies that concerned the variables YouTube or social media and children's materialism, life satisfaction, and parent-child conflict. However, since the survey is mostly spread in The Netherlands and some of the existing scales were only in English, some of the questions needed to be translated into Dutch to ensure that Dutch people could fill in the survey without encountering a language barrier. So, as translating existing scales may be tricky when it comes to semantics, meaning that the questions stay the exact same, a back-translation method was implemented. This technique consists of 3 steps (Edunov, Ott, Auli, & Grangier, 2018). The first step is to translate an already translated text back into the original language. The second step is to compare the new translation to the original text. Lastly, the third step is to analyze the original translation and the new translation for any discrepancies. If the new translation is translated correctly, there should not be any differences between the original translation and the new translation. So, after the back-translation process was completed, the survey included an English version as well as a Dutch version.

The survey started by asking in which language the respondent preferred to complete it. After that, respondents who preferred the Dutch version were referred to the Dutch version and respondents who preferred the English version were referred to the English version. Then, an introduction screen was opened, stating the purpose of this research, which is to gain a deeper understanding of the relationship between children's exposure and their materialism, satisfaction with life and conflicts with their parents. Also, the introduction screen ensures the respondent's privacy and anonymity, giving contact details for any questions and asking for the respondents' agreement to participate in the survey. Then, the participant was asked whether they had a child between the ages between 11 and 14. When the participant answered 'yes' were directed to the rest of the questionnaire as they satisfied the criteria for this research. Participants who answered 'no' were directed to the end of the survey. After that, the questions measuring the various variables will be further elaborated upon later in this chapter. Next, the control variables were tested, followed by the opportunity for the respondent to enter any feedback in an open text-entry. Lastly, the survey ended with an end-screen, thanking the respondent for his or her participation.

The order of questions has been carefully thought through. Namely, YouTube exposure and commercial YouTube content were asked after measuring materialism, life satisfaction and parent-child conflict to prevent the respondents from being too cautious of the purpose of this research. More specifically, if the respondents were alert about the researcher's aim to find a link between commercial YouTube content and children's materialism, satisfaction with life and parent-child conflict, it could lead to biased and dishonest answers. Therefore, by asking about the amount of commercial content that their children are exposed to on YouTube, parents are expected to be less wary and give more genuine answers.

3.3 Data collection

The sampling method that was used for attracting respondents was through snowball sampling. To be more specific, snowball sampling entails the surveys being filled out by participants who will share the survey with others, leading to a continuously increasing number of participants (Etikan, Alkassim & Abubakar, 2016). Despite this being a nonprobability sampling method, this type of sampling allows the respondents to be diverse, due to the researchers inability to be in complete control of the sample, leading to a more wholesome outcome, which is extremely beneficial to this study and its generalizability (Etikan, Alkassim & Abubakar, 2016). However, snowball sampling could potentially lead to

sampling bias, which occurs when all respondents share similar traits as the respondents they were reached by (Etikan, Alkassim & Abubakar, 2016). A pitfall that comes with this method is that not knowing the participants' backgrounds will make it more difficult whether the sample size is, in fact, diverse. This pitfall can, however, be overcome by asking the participants to disclose more information regarding their background. Also, by reaching out to a diverse group of people, such as approaching parents of different age groups, genders and parents with children of different ages, it was aimed to gather a highly diverse sample.

The survey was administered in the period between the 1st of May and 30th of May 2020 and was distributed by sharing it on diverse online platforms, such as Facebook groups and websites specifically created to share surveys on. Moreover, in these online posts, readers were asked to share the survey with their contacts, such as by posting the link of the survey on their business page or other Facebook groups. By doing this, a large audience could be reached at a fast pace. Moreover, this method increased the odds of reaching highly diverse respondents (Etikan, Alkassim & Abubakar, 2016). Also, to guarantee optimal participation, the survey was frequently reposted on social media channels, so that people who forgot to participate were reminded of their chance to fill in the survey. The questionnaire itself was created through an online survey platform named Qualtrics. This website offers a tool to create a survey in a simple and organized manner. Moreover, Qualtrics enables the data that was gathered to be analyzed and categorized efficiently.

3.4 Sample

As to the target population, participants did not need to meet a lot of specific requirements that would determine whether they were suitable to participate in this research. Namely, as the perceptions of parents were investigated, being a parent was the only criterion. So, the population from which the sample was drawn, also known as the sampling frame, demanded participants to have at least one child. Moreover, as mentioned before, the target population that was investigated were parents of children between the age of 11 and 14. Therefore, only parents of children between those ages could participate in this research.

As to determining the size of the sampling frame, time has played a large role. Namely, due to the limited amount of time that is given to conduct this research, the number of respondents that is desirable was set between 150 and 250 respondents. A minimum of 150 respondents was necessary to accurately represent the target population. So, after the data was collected, the sample consisted of 150 parents ($N = 150$), who verified that they had at least one child between the ages of 11 and 14, meaning that the minimum number of respondents

was reached. 15.3% of the children were aged 11, 29.3% of the children were aged 12, 26.0% of the children were aged 13 and 22.7% of the children were aged 14. Furthermore, 48.7% were specified as being a boy and 43.3% were specified as being a girl.

As to the parents, the average age of the parents was 42. Also, 20.7% of the parents was male and 71.3% was female. Lastly, parents were asked to indicate their highest level of school completed. The results revealed that 3.3% did not complete any schooling, 11.3% obtained a VMBO degree, 8.0% obtained a HAVO degree, 2.0% obtained a VWO degree, 20.7% obtained an MBO degree, 32.0% obtained an HBO degree, and 10% obtained a WO Bachelor's degree, 4.7% obtained a WO Master's degree, and 1.3% obtained a WO PhD degree.

3.5 Research measures

In this section of the chapter, the research measures that were used to test the variables will be thoroughly elaborated upon. This will be done by following the order of hypotheses.

However, before doing this, it is important to verify the factorability and reliability of the scales. Namely, by analyzing each scale for factorability and reliability, their relevance to the study could be confirmed. So, to confirm each scale, a few principles had to be met. That is, according to Pallant (2010), all scales needed to have a Kaiser-Meyer-Olkin value of at least .6, meaning that the combination of the items in the scale was supported. Also, all items needed to have a coefficient value of at least .3 and, lastly, all scales needed to be analyzed for their internal consistency reliability, which was reached if their Cronbach's alpha reliability coefficient value was at least .7 (Pallant, 2010).

3.5.1 YouTube

After materialism, parent-child conflict and life satisfaction were measured, the amount of YouTube exposure and type of YouTube videos needed to be identified. Namely, the amount of YouTube a child is exposed to daily was measured by using one-hour intervals ranging from 1 = 'Less than 1 hour', 2 = 'Between 1 and 2 hours', 3 = 'Between 2 and 3 hours', 4 = 'Between 3 and 4 hours', 5 = 'Between 4 and 5 hours', and 6 = '5 hours or more'. The answer options were based on various recent academic articles that claim children are exposed to YouTube multiple hours per day (M = 3.35, SD = 1.67) (Croke, 2017).

As to the type of YouTube content, participants were asked which sorts of videos their child would often watch on YouTube. The participants were able to select multiple types.

More specifically, 12 different types were specified, including vlogs (36.7%), games (40%), comedy (24%), family (18%), music (36%), health and sport (20%), crafts (22%), unboxing (28%), beauty (30%), reviews (20%), pranks (34.7%), and other (6%).

3.5.2 Children's materialism

Children's materialism was measured by adopting the complete eighteen-item Material Values Scale for Children, which was developed by Opree, Buijzen, van Reijmersdal and Valkenburg (2011). Moreover, as the scale was developed to be used on children, all items were transformed into items that could be answered through a parental perspective rather than the child directly. This scale is an adaptation of the original Material Values Scale, which measures materialism among adults. The Material Values Scale for Children consists of 3 different forms of materialism that are each tested by 6 items. These forms of materialism are material centrality, material happiness, and material success. Together, they form an 18-item scale that will measure children's materialism. Each scale contained 4 response categories, with 1 = 'No, not at all', 2 = 'No, not really', 3 = 'Yes, a little', and 4 = 'Yes, very much'.

Furthermore, the principal component analysis revealed that the Material centrality sub-scale 6 items loaded on one component (Eigenvalues 4.03). Also, the Kaiser-Meyer-Olkin value of .88 (p = .000) shows that the combination of the items was supported (M = 2.86, SD =.91, α = .88). Together, the Eigenvalue and the Kaiser-Meyer-Olkin value explained 62.88% of the variance in material centrality with the factor loadings being, .80 for Item 1 – 'Does your child think it's important to own expensive things?', .80 for Item 2 – 'Does your child think it's important to own a lot of money?', .82 for Item 3 – 'Does your child think it's important to own expensive clothes?' and .82 for Item 4 – 'Does your child think it's important to own expensive brands?', .78 for Item 5 – 'Does your child think it's important to be able to buy a lot of things', and .73 for Item 6 – 'Does your child think it's important to get a lot of presents for his or her birthday?'.

As to Material happiness, the Eigenvalue was measured to be 3.80, meaning that all six items from the Material happiness sub-scale were loaded on one component since its purpose was to measure the extent to which material possessions could make the children happy. Kaiser-Meyer-Olkin coefficient .89 (p = .000). Together, all items explained 63.73% of the variance in the Material happiness sub-scale (factor loadings: .72 for Item 1 – 'Does buying expensive things make your child happy?', .74 for Item 2 – 'Does having a lot of

money make your child happy?' .83 for Item 3 – 'Would your child be happier if he or she owned more clothes that are expensive?', .85 for Item 4 – 'Would your child be happier if you could buy them more brands that are expensive?', .84 for Item 5 – 'Would your child be happier if he or she owned more things?', and .81 for Item 6 – 'Does your child feel unhappy if he or she does not get the things he or she wants to have?') ($M = 2.79$, $SD =.93$, $\alpha = .88$).

Furthermore, the Material success sub-scale measured an Eigenvalue of 4.43, as it measured the extent to which children of the parents related material possessions to success. This indicated that all items were loaded on one component. Also, the Kaiser-Meyer-Olkin value of .89 ($p = .000$) shows that the combination of the items was supported ($M = 2.51$, $SD =1.05$, $\alpha = .92$). Together, they explain 71.36% of the variance in the Material success sub-scale, with the factor loadings being, .88 for Item 1 – 'Does your child like children who have expensive things more than he or she likes other children?', .89 for Item 2 – 'Does your child like children who have a lot of money more than he or she likes other children?', .88 for Item 3 – 'Does your child like children who own expensive clothes more than he or she likes other children?', .74 for Item 4 – 'Does your child think other children would like him or her more if he or she would have expensive brands?', .88 for Item 5 – 'Does your child like children how have a lot more things than he or she likes other children?', and .79 for Item 6 – 'Does your child think other children would like him or her more if he or she would have many expensive things?'.

Lastly, to confirm the overall validity of the use of the Material Values Scale for Children, a principal component analysis was conducted using the scores for the subscales. Namely, the scale measured an Eigenvalue of 4.01. Together, the items explained 66.81% of the variance in materialism (factor loadings: .85 for Item 1 – 'Material centrality-1', .89 for Item 2 - 'Material happiness', .91 for Item 3 – 'Material success'). The internal consistency was confirmed by a Cronbach's α of .89 and the overall score for Materialism was measured after combining the averages of the three materialism sub-scale scores ($M = 1.38$, $SD = .96$, $\alpha = .90$).

3.5.3 Parent-child conflict

Parent-child conflict was measured by asking how often a child asks for a certain product and how often denial of such purchase requests lead to conflicts. The product types were distinguished into 7 types, based on research by Buijzen and Valkenburg (2003), which are toys, money, school stationery, candies, clothes, computer games, snacks, and sports

equipment. The response categories that were provided for the scale were 1 = 'Never, 2 = 'Rarely, 3 = 'Sometimes', and 4 = 'Often'.

With the 3.04 average score of purchase requests ($M = 3.04$, $SD = 1.08$, $\alpha = .24$) and 3.22 average score of conflicts ($M = 3.22$, $SD = .98$, $\alpha = .30$) after product denial, the total score of parent-child conflict is 3.28 ($M = 3.13$, $SD = 1.03$, $\alpha = .27$). The scores of purchase requests and product denial were multiplied to generate a total score on parent-child conflict to be able to measure how often purchase requests and parents' denial to buy a product lead to conflict between parents and their children.

3.5.4 Children's life satisfaction

Children's life satisfaction was measured by an adjusted version of the Student Life Satisfaction scale (Opree, Buijzen, van Reijmersdal, & Valkenburg, 2011). This scale consists of 8 items, which was confirmed to be appropriate for researching children between the ages of 8 and 11. Therefore, as the scale was developed for children, the scale could also be considered appropriate for this study. The 8 items together measured how happy the parent's child is with their surroundings, indicating their satisfaction with life overall. The response categories that were provided for the scale were 1 = 'Very happy', 2 = 'Happy', 3 = 'A little happy', and 4 = 'Not happy'.

A principal component analysis showed that the items were all loaded on one component (Eigenvalue = 5.56, $M = 2.60$, $SD = 1.15$, $\alpha = .94$). Moreover, all items explained 69.54% of the variance in life satisfaction, with the factor loadings being, .82 for Item 1 – 'How happy does your child seem with his or her friends?', .85 for Item 2 – 'How happy does your child seem with life?', .86 for Item 3 – 'How happy does your child seem with their home?', .87 for Item 4 – 'How happy does your child seem with you?', .82 for Item 5 – 'How happy does your child seem with their class, .81 for Item 6 – 'How happy does your child seem with their school?', .80 for Item 7 – 'How happy does your child seem with himself or herself?', and .85 for Item 8 – 'How happy does your child seem in general?'.

Lastly, to confirm the overall validity of the use of the Life Satisfaction scale by Opree, Buijzen, van Reijmersdal, and Valkenburg (2011), a principal component analysis was conducted. Also, the Kaiser-Meyer-Olkin value of .90 ($p = .000$) shows that the combination of the items was supported. A total life satisfaction score was constructed by averaging the scores on the 8 items.

3.5.5 Control variables

Parent-child conflict was measured by using the Parent-Child Consumer Communication scale, which measures the concept-oriented consumer communication and socio-oriented communication between a parent and their child. So, this scale consists of two sub-scale, each including 7 items. The response categories that were provided for the scale were 1 = 'Never', 2 = 'Rarely, 3 = 'Sometimes', and 4 = 'Often'.

For the concept-oriented consumer communication sub-scale, a principal component analysis showed that the items were all loaded on one component (Eigenvalue = 3.19, M = 2.86, SD = .55, α = .79). Moreover, all items explained 45.61% of the variance in parent-child conflict, with the factor loadings being, .71 for Item 1 – 'How often do you tell your child that every member of your family should have some say in family purchase decisions?', .77 for Item 2 – 'How often do you tell your child to give his or her opinion when discussing family purchases?', .80 for Item 3 – 'How often do you tell your child to give his/her opinion about products and brands?' .72 for Item 4 – 'How often do you tell your child that your respect his/her expertise on certain products or brands? .70 for Item 5 – 'How often do you tell your child that you consider his/her preferences when making a purchase?', .61 for Item 6 – 'How often do you tell your child to consider the advantages and disadvantages of products and brands?', and .76 for Item 7 – 'How often do you tell your child that (s)he can codecide when you make purchases for him/her?'.

For the socio-oriented consumer communication sub-scale, a principle component analysis showed that the items were all loaded on one component (Eigenvalue = 3.21, M = 2.83, SD = .58, α = .79). Moreover, all items explained 45.91% of the variance in parent-child conflict, with the factor loadings being .60 for Item 1 – 'How often do you tell your child that you know which products are best for him/her?', .73 for Item 2 – 'How often do you tell your child not to argue with you when you say no to their product request?', .58 for Item 3 – 'How often do you tell your child that you expect him/her to accept your decisions about product purchases?', .73 for Item 4 – 'How often do you tell your child which products are or are not purchased for the family?', .64 for Item 5 – 'How often do you tell your child which products he/she should or should not buy?, .70 for Item 6 - 'How often do you tell your child that you have strict and clear rules when it comes to product purchases?', and .75 for Item 7 – 'How often do you tell your child that he or she is not allowed to ask for products?'.

Also, the perceived level of commercial content, labelled as 'commercial YouTube content' was measured by asking if the participant had ever noticed if the videos that their

child watches include commercial aspects. The response categories that were provided for the scale were 1 = 'Never', 2 = 'Rarely', 3 = 'Sometimes', 4 = 'Often', and 5 = 'Always'. The average score on this variable was 3.83 (*M = 3.83 SD =.99.*).

Moreover, other control variables regarded the child's gender and age, ranging from 11 to 14, the parent's gender and age, and the highest level of school completed. For gender, the response categories were 1 = 'Boy', 2 = 'Girl', and 3 = 'Other'. As for age, the response categories were 1 = '11', 2 = '12', 3 = '13', and 4 = '14'. Moreover, the response categories for the parents' gender were 1 = 'Male', 2 = 'Female', and 3 = 'Other', and the response categories ranged from 1 = '1' to 100 = '99'. Lastly, the response categories for highest level of school completed were 1 = 'No schooling completed', 2 = 'VMBO', 3 = 'HAVO', 4 = 'VWO', 5 = 'MBO', 6 = 'HBO', 7 = 'WO Bachelor', 8 = 'WO Master', 9 = 'WO PhD', 10 = 'I do not know where my education fits within the choices mentioned above. The highest degree or level of school that I have completed is: (open text entry)".

3.6 Data analysis

As mentioned earlier in this chapter, the survey was conducted online. After the collection of data was finished, the analysis of the data was performed by using SPSS, a computer program created to analyze numerical data in an effective and organized manner. This fits the nature of the research question as it focuses on the relationship between YouTube commercial content as the independent variable, and children's materialism, life satisfaction and parent-child conflict, which are the dependent variables. However, before performing the analysis and entering the data into SPSS, the data first needed to be analyzed for any invalid responses, such as incomplete surveys. After that, data were labelled, values were allocated, and items were recoded where it was necessary. Then, after taking all the preparation steps, the statistical analysis could commence.

More specifically, the method of analysis that was appropriate to the research question, is the *linear* regression analysis. Regression analysis allows one to reveal which independent variable has an impact on a dependent variable, which ones may be ignored and how they affect each other (Gunst, 2018). Linear regression analysis, to be precise, is used to measure the extent to which there is a linear relationship between a dependent variable and an independent variable. In this case, as the theoretical framework founded six hypotheses, which measures the effect of one dependent variable on an independent variable, a linear regression analysis is appropriate for this study. Moreover, a linear regression analysis

enables one to add control variables, which is suitable for this research as it includes various control variables.

The next chapter of this study will reveal and discuss the results of the research. It will start by discussing the descriptive statistics of the variables. Then, each hypothesis will be thoroughly examined, supported by statistical tables and variable descriptives. Lastly, it will be mentioned which of the hypotheses will be accepted and which will be rejected.

4. Results

As discussed, this chapter will present the research findings from the data analysis. It will start by elaborating on the descriptive statistics for the variables that were briefly mentioned in the methodology chapter.

4.1 Correlations

Prior to revealing the results of the carried-out analyses and tests of hypotheses, the bivariate relationships between the core variables were explored (see Table 4.1). As the table demonstrates, the expected relationships were confirmed.

More specifically, Table 4.1 demonstrates a strong and positive correlation between YouTube usage and children's materialism ($r = .68$, $p < .01$), a negative and strong correlation between YouTube usage and children's life satisfaction ($r = -.55$, $p < .01$), and a strong and positive correlation between YouTube usage and parent-child conflict ($r = .52$, $p < .01$). This supports H1, H2, and H3. Furthermore, the correlations between children's materialism and children's life satisfaction ($r = .81$, $p <.01$), children's materialism and parent-child conflict ($r = .79$, $p < .01$), and parent-child conflict and life satisfaction ($r = 0.79$, $p <.01$) indicate positive and strong relationships, supporting H4, H5, and H6.

Table 4.1

Bivariate correlations for the main research variables for the whole sample (N = 150)

	1	2	3	4	5	6	7
1. Materialism	-						
2. Parent-child conflict	.79*	-					
3. Life satisfaction	-.81*	-.79*	-				
4. Concept-oriented consumer communication	.46*	.52*	-.55*	-.			
5. Socio-oriented consumer communication	.63*	.59*	-.60*	.56*	-		
6. YouTube usage	.68*	.52*	-.55*	.39*	.49*	-	
7. Commercial YouTube content	.43*	.45*	-.39*	.38*	.35*	.42*	-

*$p < .05$

4.2 Testing of the theoretical model

As discussed in the previous chapter, three models were created to test the six hypotheses. For these models, multiple regression analyses were carried out to examine the hypotheses and the additional control variables. The first model included materialism as the dependent variable and YouTube usage, concept-oriented consumer communication, socio-oriented consumer communication, and commercial YouTube content as independent variables. This model tested Hypothesis 1. The second model included life satisfaction as the dependent variable and YouTube usage, concept-oriented consumer communication, socio-oriented consumer communication, commercial YouTube content, materialism, and parent-child conflict as independent variables. This model tested Hypothesis 2 and Hypothesis 4. The third and final model included parent-child conflict as the dependent variable and YouTube usage, concept-oriented consumer communication, socio-oriented consumer communication, commercial YouTube content, and materialism as independent variables. This model tested Hypothesis 3, Hypothesis 5, and Hypothesis 6. In the following subsections, the results of these analyses will be reported.

For the three aforementioned analyses, the control variables were included. These control variables are the commercial YouTube content, concept-oriented consumer communication, and socio-oriented consumer communication. Each of these control variables were tested for their significance

4.2.1 Model 1: Hypothesis 1

The first model focused on Hypothesis 1. So, in order to determine whether commercial YouTube content led to increase in children's materialism among the children of the parents whom filled in the survey (H1), a multiple regression analysis was carried out. The amount of time spent daily on YouTube, as detected by the parents, – the *YouTube usage* – served as a predictor variable, along with control variables *concept-oriented consumer communication, socio-oriented consumer communication, and commercial YouTube content*, while the role of a criterion variable was overall taken by the *materialism* index.

The analysis showed that this regression model could be used to predict children's materialism – $F (4, 129) = 51.92$ ($p = .000$). More precisely, 61.7% of the variance in materialism could be attributed to YouTube usage and the additional control variables. The standardized and unstandardized coefficients (*beta* = 0.49 and *B* = 0.22, respectively, $p = .000$) indicated that an increase in YouTube usage was associated with an increase in

materialism. More specifically, an increase of a point in the score on YouTube usage was associated with an increase of 0.22 in the score on children's materialism. Based on the aforementioned, it could be concluded that a significant and positive, small effect of commercial YouTube content on children's materialism was found. Therefore, H1 was supported.

As to the control variables, concept-oriented consumer communication (beta = 0.31 and $B = 038$, $p = .000$) showed a significant effect on the materialism.

4.2.2 Model 2: Hypothesis 2 and Hypothesis 4

The second model tested Hypothesis 2 and Hypothesis 4. To test the assumptions of H2, that an increase in commercial YouTube content would lead to an increase in parent-child conflict, a multiple regression analysis was carried out, again. In this analysis, *YouTube usage* remained as the predictor variable, along with control variables *concept-oriented consumer communication, socio-oriented consumer communication, commercial YouTube content, and materialism,* while the overall *parent-child conflict* index served as a criterion variable. Similarly, to test the assumptions of H4, that an increase in children's materialism would lead to an increase in parent-child conflict, a multiple regression analysis was conducted as well. In this analysis, c*hildren's materialism* served as the predictor variable, along with control variables *concept-oriented consumer communication, socio-oriented consumer communication, commercial YouTube content, and materialism,* while the overall *parent-child conflict* index served as a criterion variable.

For Model 2, it was confirmed that this regression model could be used to predict parent-child conflict – $F (5, 128) = 42.23$ ($p = .000$). To be more precise, 62.3% of the variance in parent-child confict could be attributed to commercial YouTube content, children's materialism, and the additional control variables.

In relation to Hypothesis 2, the standardized and unstandardized coefficients (*beta* = -0.04 and $B = -0.04$, respectively, $p = .606$) indicated that an increase in YouTube usage was associated with a decrease in parent-child conflict. The effect of this association, explained by B, revealed that an increase of a point in the score on YouTube usage was associated with a decrease of 0.04 in the score on parent-child conflict. Based on the aforementioned, it could be concluded that an insignificant, negative, and small effect of commercial YouTube content on children's parent-child conflict was found. Thus, H2 was rejected.

As to Hypothesis 4, the standardized and unstandardized coefficients (*beta* = 0.63 and *B* = 0.68, respectively, *p* = .000) indicated that an increase in children's materialism was associated with an increase in parent-child conflict. The effect of this association, explained by *B,* revealed that an increase of a point in the score on children's materialism was associated with an increase of 0.68 in the score on parent-child conflict, indicating a positive and medium effect. Based on the aforementioned, it could be concluded that a significant effect of children's materialism on parent-child conflict was found. So, H4 was supported.

4.2.3 Model 3: Hypothesis 3, Hypothesis 5 and Hypothesis 6

The third and last model tested Hypothesis 3, Hypothesis 5 and Hypothesis 6. Testing of the assumptions outlined in H3, namely that an increase of commercial YouTube content would lead to decreased children's life satisfaction, was carried out in a similar manner to examining H1. A multiple regression analysis was undertaken, where *YouTube usage* served as the predictor variable, along with control variables *concept-oriented consumer communication, socio-oriented consumer communication, commercial YouTube content, materialism and parent-child conflict*, while the overall *life satisfaction* index served as a criterion variable. Likewise, to test the assumptions of H5, that an increase children's materialism would lead to an increase children's life satisfaction, a linear regression analysis was carried out, as well. In this analysis, *children's materialism* served as the predictor variable, along with control variables *concept-oriented consumer communication, socio-oriented consumer communication, commercial YouTube content, materialism and parent-child conflict*, while the overall c*hildren's life satisfaction* index remained as a criterion variable. Finally, to test the assumptions of the final hypothesis, Hypothesis 6, whether parent-child conflict led to a decrease in children's life satisfaction, a similar standard linear regression analysis was carried out. The amount of parent-child conflict after the parent denied a child's purchase request – the *parent-child conflict* – served as a predictor variable, along with control variables *concept-oriented consumer communication, socio-oriented consumer communication, commercial YouTube content, and materialism*, while the overall c*hildren's life satisfaction* index remained as a criterion variable.

For Model 3, it was confirmed that this regression model could be used to predict children's life satisfaction – $F_{(6, 127)} = 64.56$ (*p* = .000). More precisely, 75.3% of the variance in children's life satisfaction could be attributed to YouTube usage, children's materialism, parent-child conflict, and the additional control variables.

In relation to the Hypothesis 3, the standardized and unstandardized coefficients (*beta* =- 0.04 and *B* = -0.02, respectively, *p* = .538) indicated that an increase in YouTube usage was associated with a decrease in children's life satisfaction. More specifically, an increase of a point in the score on YouTube usage was associated with a decrease of 0.02 in the score on children's life satisfaction, indicating a small, negative effect. Moreover, as the relation between the two variables revealed an insignificant score of .538, H3 was rejected.

As to Hypothesis 5, the standardized and unstandardized coefficients (*beta* = -0.35 and *B* = -0.55, respectively, *p* = .000) indicated that an increase in children's materialism was associated with an increase in children's life satisfaction. The effect of this association, explained by *B,* revealed that an increase of a point in the score on children's materialism was associated with a decrease of .55 in the score on children's life satisfaction. Based on the aforementioned, it could be concluded that a significant, medium, and negative effect of children's materialism on children's life satisfaction was found. Hence, H5 was supported.

Lastly, with reference to Hypothesis 6, the standardized and unstandardized coefficients (*beta* = -0.35 and *B* = -0.37, respectively, *p* = .000) indicated that an increase in parent-child conflict was associated with a decrease in children's satisfaction with life. The effect of this association, explained by *B,* revealed that an increase of a point in the score on parent-child conflict was associated with a decrease of 0.37 in the score on children's life satisfaction, indicating a negative, medium effect. Based on the aforementioned, it could be concluded that a significant effect of parent-child conflict on children's life (dis)satisfaction was found. Therefore, H6 was supported.

As to the control variables, the variable concept-oriented consumer communication (beta = -0.16 and *B* = -0.21, *p* = .006) showed a significant effect life satisfaction.

The fifth and final chapter – Discussion and Conclusion – will first present the discussion and interpretation of this study's results, in relation to previous research outlined in the theoretical background. In addition, the research question posed in the introduction will be answered. Next, the limitations of the study will be communications, and suggestions for future research will be provided. Finally, the academic and practical implications of the research will be discussed, and a conclusion will be drawn.

5. Discussion and conclusion

In the fifth and final chapter of this research, this chapter will start by presenting the main research findings and answers to the research question.

5.1 General discussion

The main aim of this research was to determine whether YouTube exposure could cause a higher level of materialism, an increase in parent-child conflict, and a lower life satisfaction among children aged 11-14 years. Additionally, the study was interest in researching the unintended effects between materialism, parent-child conflict, and life satisfaction.

More specifically, research focused on both the direct as well as the indirect of these variables. Namely, based on previous academic literature, it was expected that commercial content may have a direct effect on children's materialism, parent-child conflict and life satisfaction. However, children's materialism may also have an influence on life satisfaction and parent-child conflict, too. Additionally, parent-child conflict could influence children's life satisfaction. So, this implied that not only direct effects, but also indirect effects could possibly be found. The remainder of this general discussion will be dedicated to addressing the findings for each of the six hypotheses that were established in the theoretical framework.

The first hypothesis investigated whether there is a positive relationship between YouTube exposure and materialism. In other words, it researched whether an increase in the time spent on YouTube would lead to an increase in materialism among children as seen through the eyes of the parents. After conducting the multiple regression analysis, the results revealed a significant positive relationship between the predictor *YouTube usage* and criterion *materialism* variables, and as predicted, an increase in YouTube usage was related to an increase in children's materialistic values. This finding was in accordance with prior academic scholars, whom also researched the relationship between YouTube usage and materialism, and came to similar conclusions (Opree et al., 2014; Buijzen & Valkenburg, 2014; Lee & Watkins, 2016). However, it must be mentioned that despite being significant, the effect found between the two variables was small. This is in line with Harmon (2001), who argued that as cultivation and parasocial relationship theory explained, frequent and interested viewers are more susceptible to a mass media messages and, thus, commercial content, which could lead to an increase in materialism as the effect of advertising exposure on materialism is extremely subtle and long-term and, while the author focused on television

in his study, it can be assumed that this conception is applicable to the online platform YouTube as well. Nevertheless, the first hypothesis, which predicts a positive and significant relationship between YouTube usage and children's materialism can, based on the aforementioned findings, be confirmed.

The second hypothesis investigated whether there is a positive relationship between YouTube usage and parent-child conflict, meaning that it predicted that an increase in the time spent watching YouTube videos would lead to an increase in conflict between parents and their children. After conducting the multiple regression analysis, the results revealed an insignificant relationship between the predictor YouTube usage and criterion parent-child satisfaction variables, meaning that an increase in YouTube usage was not related to an increase in conflicts between parents and their child. This finding is not in line with Buijzen and Valkenburg (2003), who revealed that television advertising is positively linked to family conflict, with advertising induced purchase requests serving as a mediator. Similarly, as discussed in the theoretical framework Beyens and Beullens (2017), found out that children who spent more time on their tablet also experienced more conflict with their parents. Perhaps, the outcome of this research differs from previous academic articles, as the aforementioned focused on television advertising and tablet usage rather than YouTube usage. However, another explanation could be based on multicollinearity. This refers to a situation in which two or more independent variables in a multiple regression model are highly related (Mansfield & Helms, 1982). This is the case with the variable YouTube usage and the other independent variables. Here, one variables can suppress the other. However, it must be noted that, in the bivariate analyses, the relationship between YouTube usage and parent-child was confirmed and in line with previous studies.

The third hypothesis investigated whether there is a negative relationship between YouTube usage and children's life satisfaction. In other words, it researched whether an increase in the time spent on YouTube would lead to a decrease in life satisfaction among children as seen through the eyes of the parents. After conducting the multiple regression analysis, the results revealed an insignificant relationship between the predictor *YouTube usage* and criterion *life satisfaction* variables. So, an increase in YouTube usage was not related to a decrease in children's life satisfaction. Thus, the third hypothesis, which predicts a positive and significant relationship between YouTube usage and children' life satisfaction cannot, based on the aforementioned findings, be confirmed and is, therefore, rejected. This is in contrast with Lien, Liew, Wong, Yee, and Yoon (2019), who investigated the effect of YouTube usage on children's motivations and satisfaction through a questionnaire. The

outcomes revealed that children who use social media a lot are more likely to have low self-esteem and having low self-esteem was proven to negatively influence the child's satisfaction with life. Thus, to summarize these results, the survey showed that children who do not use social media often are more likely to have high self-esteem and to be more satisfied with their life (Lien, Liew, Wong, Yee, & Yoon, 2019). That is, the results did not reveal that children who use social media a lot were more likely to be dissatisfied with life. The outcome of this hypothesis may be due to multicollinearity as well, as explained in the previous paragraph. However, the relationship between the two variables was, in fact, supported in the bivariate analyses and confirmed previous research.

Furthermore, the fourth hypothesis, which focused on the unintended effect of children's materialism on parent-child conflict, researched whether an increase in children's materialistic values would lead to an increase in conflict between parents and their child. Thus, the fourth hypothesis predicted a positive relationship between children's materialism and parent-child conflict and, therefore, it was investigated whether there was indeed an effect between the two variables. After conducting the multiple regression analysis, the results revealed a significant and positive relationship between the predictor *materialism* and criterion *parent-child conflict* variables. So, an increase in children's materialistic values was found to be related to an increase in conflicts between parents and their children. Thus, the fourth hypothesis, which predicts a positive and significant relationship between children's materialism and parent-child conflict can be, based on the aforementioned findings, confirmed. This is in line with the academic works that were discussed in the theoretical framework, such as the research conducted by Buijzen and Valkenburg (2013). Namely, the researchers found that there is a positive relationship between television advertising and parent-child conflict**.** However, this relationship is mediated by advertising-induced purchase requests. This means that when children are more likely to request their parents to purchase a product for them after being exposed to television advertisements, and thus children whom are considered to be more materialistic, it is, in turn, more likely that there will be an increase in parent-child conflict when their parents reject their purchase requests.

As to the fifth hypothesis, it was predicted that there was a negative relationship between children's materialism and life satisfaction. In other words, based on previous literature, it was hypothesized that an increase in children's materialism would lead to a decrease in their satisfaction with life. Thus, the fifth hypothesis focused on the unintended effect of children's materialism on life satisfaction and, therefore, it was investigated whether there was a relationship between these two variables. After conducting the multiple regression

analysis, the results revealed a significant and negative relationship between the predictor *materialism* and criterion *life satisfaction* variables. So, an increase in children's materialistic values was found to be related to a decrease in children's satisfaction with life. Therefore, the fifth hypothesis, which predicts a negative and significant relationship between children's materialism and their satisfaction with life can be, based on the results of this analysis, be confirmed. This confirms the findings by Ladeira, Santini and Araujo (2016), as discussed in the theoretical framework. Namely, the authors have conducted a meta-analysis regarding materialism among children and adolescents, with their ages ranging from 9 to 19. So, the age group of that this paper studies falls within this age range. Here, the authors found that materialism negatively affects children's life satisfaction. Thus, the fifth hypothesis, which predicts negative relationship between materialism and life satisfaction, can be confirmed, based on the results of this research.

The sixth hypothesis predicted that there was a negative relationship between parent-child conflict and life satisfaction. In other words, it was hypothesized that an increase in conflict between parents and their child after refusing a purchase request would lead to a decrease in children's life satisfaction. Thus, the sixth hypothesis focused on the unintended effect of parent-child conflict on life satisfaction and, therefore, it was investigated whether a relationship between the two variables could be detected. After conducting the multiple regression analysis, the results revealed a significant and negative relationship between the predictor *parent-child conflict* and criterion *life satisfaction* variables. So, an increase in parent-child conflict was found to be related to a decrease in children's satisfaction with life. This is in accordance with the findings of a survey among Finnish schoolchildren, where Haanpää, Kuula, and Hakovirta (2019) found that good child-parent relationships contribute significantly to children's life satisfaction. Additionally, Buijzen and Valkenburg (2003) studied the relationship between advertising and unhappiness, including how sadness after parental denial of purchase requests, after being exposed to advertisements, may lead to unhappiness. Here, their study revealed a small to moderate effect size. Therefore, the authors have suggested that the relationship parent-child conflict and children's life satisfaction can be used as a feasible working hypothesis in future research. Thus, by revealing a significant effect and, thus, confirming previous academic literature, the sixth hypothesis, which predicts a negative relationship between parent-child conflict and children's life satisfaction, can be confirmed.

Lastly, as to the additional analyses, the control variable concept-oriented consumer communication was found to have a significant effect on materialism and life satisfaction.

That is, an increase in concept-oriented consumer communication revealed a significant increase in materialism and a decrease in life satisfaction. This means that discussing purchase decisions, family purchases, parents' and their child's opinion on certain brands or products, purchase preferences, and the advantages and disadvantages of brands or products leads to more materialistic children and children being less satisfied with their lives.

5.2 Limitations and recommendations for future research

As to the limitations of this research, there is a crucial aspect that must be mentioned. Namely, the geographical region of this research is not regarded as a determining factor since Nairn, Ormond and Bottomly (2007) suggest that more research needs to be carried out with children from different cultural backgrounds. Thus, by researching parents' perspectives on the effects of YouTube usage on children of various background, the suggestion of these authors could be pursued. Moreover, this generates a higher applicability of this research' outcomes to different cultures. However, by not acknowledging different cultural backgrounds, the results of this research disregard cultural differences which may have led to interesting insights. Put differently, each culture has different morals, values and traditions which may affect a child's media usage and their materialistic values, parent-child conflict and satisfaction with life. So, approaching this research from a "colourblind" perspective may have disabled the results from revealing cultural patterns. Therefore, it is suggested for future research to focus on various geographical regions.

Additionally, as previous literature has focused on traditional media platforms such as television, it may be interesting to add value to the academic field by investigating newer media forms or other websites besides YouTube, such as the new application TikTok or Instagram. Namely, TikTok is a mobile video creation and sharing application, formerly known as Musical.ly. This app is becoming extremely popular and has gained the attention of child all around the world. As a result, TikTok is now one of the most downloaded video applications, with young children comprising around 50% of the 500 million monthly users (Cheng, 2018). Instagram, on the other hand, has been around for a few more years than TikTok. Nevertheless, the mobile application where users share pictures, stories, and videos, is still one of the most used platforms among children (Ahadzadeh, Sharif, & Ong, 2017). Naturally, this research already focusses on a non-traditional media platform, however, it is suggested to continue researching new media as there is not a lot of existing literature that focusses on this subject. Especially with the ever-changing media landscape, it is important to

stay up to date on the newest media trends and how children, the most impressionable target group, are affected by those trends.

Also, this research' aim was to gain more insights into the effect of YouTube on children's materialism, parent-child conflict, and life satisfaction, through the eyes of the parents as parents often monitor their children's media use. However, it would be highly interesting to replicate this study and approach it from the children's perspective as it would yield more precise results as the children are then able to indicate their materialistic values, conflict with their parents and level of life satisfaction themselves. Also, by comparing the outcomes of perspective of the parents versus the perspective of the children, it will be interesting to find out how their perspectives differ from one another, which is in line with the suggestion made by Buijzen and Valkenburg (2003) .

Additionally, as mentioned in the theoretical framework of this study, Ferchaud, Grzeslo, Orme and LaGroue (2018) have researched parasocial attributes and YouTube personalities by studying content trends across the most subscribed YouTube channels. Here, the researches have highlighted the relationship between production videos to parasocial attributes. The results showed that the top videos with parasocial attributes were vlogs and gaming videos. In line with this, out of the 12 types of videos that were specified in this study, 'vlogs' and 'gaming videos' were revealed to be the most frequently watched videos. This is of great value, Ferchaud et al. (2018) have linked these two types as being most related to parasocial attributes. This means that children who watch vlogs and gaming videos frequently are more likely to generate a parasocial relationship with the person they are watching on YouTube. Also, as H1, which predicts a positive effect of YouTube usage on children's materialism is confirmed, this may indicate that parasocial relationship theory plays a key role in this relationship. Namely, as the amount of exposure to YouTube increases, so does the parasocial relationship between the viewer and the viewed, and, in turn, the child's materialistic values increases. In other words, due to this finding that confirms previous research, it is worth looking further into the connection between YouTube usage, parasocial relationship theory, and materialism.

Moreover, as Hypothesis 2, which predicts a positive effect of YouTube usage on parent-child conflict, and Hypothesis 3, which predicts a negative effect of YouTube usage on children's life satisfaction, are rejected, it is advised to further investigate the relationship between these variables. This is crucial as the outcomes of this research may have been compromised due to multicollinearity, especially since previous research has supported this hypothesis. So, further research is necessary to gain clear insights on the relationship between

YouTube usage and parent-child conflict and the relationship between YouTube usage and life satisfaction.

Lastly, as the additional analyses have found that concept-oriented consumer communication has a significant positive effect on children's materialism and a significant negative effect on children's life satisfaction, this control variable revealed an interesting outcome. Therefore, it is suggested to further research concept-oriented consumer communication, a type of communication that stimulates children to communicate about their purchase decisions, and its effects. Interestingly, the socio-oriented consumer variable did not reveal any significant effect on the variables. This is note-worthy as the subscales, thus, showed different effects. Hence, it may be interesting to research the differences between the concept-oriented subscale and the socio-oriented subscale.

5.3 Academic and practical implications

This research has proven significant value to the academic field by researching YouTube as a media platform, which has rarely been researched before. Namely, authors such as Oates, Newman and Tziortzi (2018) have conducted a similar research, however, instead of focusing on non-traditional media, they investigated television advertising. Therefore, this study, which focuses on YouTube usage and its effects on children's materialism, parent-child conflict and life satisfaction, is unique in the academic field. Moreover, despite the fact that 61% of parents monitor their child's media use, only one study has been found to have focused on approach the subject from a parental perspective (Oates, Newman & Tziortzi, 2014). Therefore, this research is of essence to the academic field.

As to the academic implications of the results, the outcomes showed interesting new insights. Namely, despite being based on theory, Hypothesis 2 and Hypothesis 3 were rejected, which is in contrast with findings by previous academics. Perhaps this is because this study focused on a new media type rather than traditional media. Therefore, there is only more reason to research YouTube and its effects on children.

As to the practical implications, the results from this research could aid managing authorities and their decision-making practices as regards YouTube usage. Namely, as it was revealed that YouTube usage leads to more materialism among children and all of the unintended effects were confirmed, it could aid managers in deciding how much commercial YouTube content should be uploaded. For example, managers might adjust their advertising policies by boosting the amount of commercial content presented within a video. In other

words, as this research has revealed that exposure to commercial YouTube content leads to an increase in materialism, it might aid managers as, by boosting the amount of advertising, the might increase sales.

Also, by uncovering the relationship between YouTube usage and children's materialism, life satisfaction, and parent-child conflict, the results of this research may aid in creating a better bond between parents and their children as it enables more comprehensive understanding of the platform and its effects. For example, as the results reveal that YouTube usage has a positive effect on materialism, it will be helpful for parents to understand why their child has, perhaps, high materialistic values and, in turn, they may limit their child's YouTube usage or, perhaps more feasible, educate their children about the effects of YouTube usage.

Additionally, as this research has highlighted the negative effect of commercial YouTube content, parents become more aware of the consequences of watching such content. Therefore, they may want to increase their consumer conversations with their children, such as talking about their opinion on specific brands or discuss purchase decisions. Also, they can discuss the effects of advertising with their children and help them with enhancing their advertising literacy, so that the children become aware of the intentions and triggers of advertising. By doing this, parents can limit the detrimental effects of commercial YouTube content on their children.

5.4 Conclusion

In conclusion, to answer the question *What are the effects of commercial YouTube content on children's materialism, parent-child conflict and life satisfaction?* this research has revealed that only a significant relationship was found between commercial YouTube content and children's materialism, meaning that commercial YouTube content does not affect parent-child conflict and children's life satisfaction. However, this research has also proven new interesting insights as it revealed that all of the unintended effects were confirmed. Namely, materialism negatively affects life satisfaction and positively affects parent-child conflict. Moreover, it was found that increase parent-child conflict leads to the child becoming unhappy with his or her life. Overall, the results have proven interesting new insights to the academic field as well as society. However, due to some research limitations, it is highly encouraged to further research forms of new media and how they affect children.

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7. Appendix A

Survey - Word version (English)

Screen 1 – Language

Ik wil deze vragenlijst invullen in het…/I prefer to complete this survey in…
- Nederlands
- English

Screen 2 - Introduction

Dear parent,

Thank you very much for participating in this research. This research is conducted by a Dutch student of the Media & Business master's programme of the Erasmus University Rotterdam. It consists of a survey, asking you for perspective on your child's YouTube use, their material values, life satisfaction, and parent-child consumer-related conversations.

Please be aware that your participation is completely voluntarily, meaning that you can quit at any time during your participation. Furthermore, your personal information will be kept strictly confidential and the findings of this survey will be used solely for class purposes. Hence, your anonymity is guaranteed at all time. Completing the survey takes approximately 10 minutes. If you have any questions during or after your participation, please feel free to contact Nena Lutam (456631nl@eur.nl).

○ I understand the above and agree on participating in this research.

Screen 3

Before entering the main survey, we ask to you to complete one question to determine whether you are eligible for participation.

(Q1) Do you have a child between the ages of 11 and 14?
- Yes
- No

At this point, respondents who do not have any children between the ages of 11 and 14 will be forwarded to an automated message saying "Thank you for your willingness to participate in this study. Unfortunately, you do not fit the target group of interests."

Screen 4 – Material centrality

We now want to ask you some questions about your about how your child values material possessions, such as money and expensive products. Please indicate which answer you think fits with your child best by selecting the appropriate answer on the scale right of each question. Please mind that there are no right or wrong answers.

	No, not at all.	No, not really.	Yes, a little.	Yes, very much.
(Q2_1) Does your child think it's important to own expensive things?	1	2	3	4
(Q2_2) Does your child think it's important to own a lot of money?	1	2	3	4
(Q2_3) Does your child think it's important to own expensive clothes?	1	2	3	4
(Q2_4) Does your child think it's important to own expensive brands?	1	2	3	4
(Q2_5) Does your child think it's important to be able to buy a lot of things?	1	2	3	4
(Q2_6) Does your child think it's important to get a lot of presents for his or her birthday?	1	2	3	4

Screen 5 – Material happiness

We now want to ask you some questions about the extent to which material possessions make your child happy.

	No, not at all.	No, not really.	Yes, a little.	Yes, very much.
(Q3_1) Does buying expensive things make your child happy?	1	2	3	4
(Q3_2) Does having a lot of money make your child happy?	1	2	3	4
(Q3_3) Would your child be happier if he or she owned more clothes that are expensive?	1	2	3	4
(Q3_4) Would your child be happier if you could buy them more clothes that are expensive?	1	2	3	4
(Q3_5) Would your child be happier if he or she owned more things?	1	2	3	4
(Q3_6) Does your child feel unhappy if he or she does not get the things he or she wants to have?	1	2	3	4

Screen 6 – Material success

We now want to ask you some questions about how much your child relates material possessions to success.

	No, not at all.	No, not really.	Yes, a little.	Yes, very much.
(Q4_1) Does your child like children who have expensive things more than he or she likes other children?	1	2	3	4
(Q4_2) Does your child like children who have a lot of money more than he or she likes other children?	1	2	3	4
(Q4_3) Does your child like children who have expensive clothes more than he or she likes other children?	1	2	3	4
(Q4_4) Does your child think other children would like him or her more if he or she would have expensive brands?	1	2	3	4
(Q4_5) Does your child like children who have a lot of things more than he or she likes other children?	1	2	3	4
(Q4_6) Does your child think other children would like him or her more if he or she would have many expensive things?	1	2	3	4

Screen 7 – Life satisfaction

Below are eight questions about your child's life satisfaction. Using the 1-4 scale below, indicate which answer you think fits best with your child by selecting the appropriate answer on the scale right of each statement. Please be open and honest in your responding. There are no right or wrong answers.

	Very happy	Happy	A little happy	Not happy
(Q6_1) How happy does your child seem with his or her friends?	1	2	3	4
(Q6_2) How happy does your child seem with life?	1	2	3	4
(Q6_3) How happy does your child seem with their home?	1	2	3	4
(Q6_4) How happy does your child seem with you?	1	2	3	4
(Q6_5) How happy does your child seem with their class	1	2	3	4
(Q6_6) How happy does your child seem with their school?	1	2	3	4

(Q6_7) How happy does your child seem with himself or herself?	1	2	3	4
(Q6_8) How happy does your child seem in general?	1	2	3	4

Screen 8 – Parent-child consumer communication

We would like to ask you how you deal with your child's consumer behaviour. Therefore, we would like to know more about consumer communication between you and your child. Indicate what you think fits with your child best by selecting the appropriate answer on the scale right of each question. Please mind that there are no right or wrong answers.

Screen 9 - Concept-oriented consumer communication

How often do you tell your child…

	Never	Rarely	Sometimes	Often
(Q7_1) …that every member of your family should have some say in family purchase decisions?	1	2	3	4
(Q7_2) …to give his/her opinion when discussing family purchases?	1	2	3	4
(Q7_3…to give his/her opinion about products and brands?				
(Q7_4) …that you respect his/her expertise on certain products and brands?	1	2	3	4
(Q7_5)…that you consider his/her preferences when making a purchase?				
(Q7_6) …to consider the advantages and disadvantages of products and brands?	1	2	3	4
(Q7_7)… that (s)he can codecide when you make purchases for him/her?	1	2	3	4

Screen 10 - Socio-oriented consumer communication
How often do you tell your child…

	Never	Rarely	Sometimes	Often
(Q8_1) …that you know which products are best for him/her?	1	2	3	4
(Q8_2) …not to argue with you when you say no to their product request?	1	2	3	4
(Q8_3) …that you expect him/her to accept your decisions about product purchases?				

(Q8_4) …which products are or are not purchased for the family?	1	2	3	4
(Q8_5) …which products (s)he should or should not buy?				
(Q8_6) …that you have strict and clear rules when it comes to product purchases?	1	2	3	4
(Q8_7) …the (s)he is not allowed to ask for products?	1	2	3	4

Screen 11 – Purchase requests and conflict

Now, we would like to know how often your child asks for products seen in advertising, and how often that results in conflict.

Screen 12 – Purchase requests and conflict

How often does your child ask for…

	Never	Rarely	Sometimes	Often
(Q9_1) …toys?	1	2	3	4
(Q9_2) …money?	1	2	3	4
(Q9_3) …school stationery?				
(Q9_4) …candies?	1	2	3	4
(Q9_5) …clothes?				
(Q9_6) …computer games?	1	2	3	4
(Q9_7) …snacks?	1	2	3	4
(Q9_8)…sports equipment?	1	2	3	4

How often does conflict occur between you and your child after denial of a purchase request related to...

	Never	Rarely	Sometimes	Often
(Q10_1) …toys?	1	2	3	4
(Q10_2) …money?	1	2	3	4
(Q10_3) …school stationery?				
(Q10_4) …candies?	1	2	3	4
(Q10_5) …clothes?				
(Q10_6) …computer games?	1	2	3	4
(Q10_7) …snacks?	1	2	3	4
(Q10_8)…sports equipment?	1	2	3	4

Screen 13 -YouTube usage frequency

Now, we would like to ask you some questions about your child's YouTube usage.

(Q11) How much does your child use YouTube on average daily?
- Less than one hour
- Between 1 and 2 hours
- Between 2 and 3 hours
- Between 3 and 4 hours
- 4 and 5 hours
- 5 hours or more

(Q12) What type of content does your child watch on YouTube? You can select multiple answers.
- Vlogs
- Pranks
- Beauty
- Games
- Comedy
- Family
- Music
- Health & sport
- Reviews
- Crafts
- Unboxing videos
- Other

(Q13) Have you ever noticed that videos include commercial aspects, such as product placement, sponsored content, companies promoted by YouTubers, etc.? For example, when a YouTuber works together with a brand or shows off a product and gives an elaborate explanation about the product with the intention of persuading viewers.
- Never
- Rarely
- Sometimes
- Often
- Always

Screen 14 – Control variables

You are almost finished with this survey! Please answer these last five short questions.

(Q14) What gender is your child?
- Boy
- Girl
- Other

(Q15) What age is your child?
- 11
- 12
- 13
- 14

(Q16) What gender are you?
- Male
- Female
- Other

(Q17) What is your age?
<Dropwdown menu>

(Q18) What is the highest degree or level of school you have completed?
- No schooling completed
- VMBO
- HAVO
- VWO
- MBO
- HBO
- WO Bachelor
- WO Master
- WO PhD
- I don't know where my education fits within the choices mentioned above. The highest degree or level of school that I have completed is: *<text entry box>*

Screen 15 – End of survey

You have now reached the end of the questionnaire. Thank you for your time and effort. Your help is highly appreciated! If you have questions or comments about this questionnaire, please list them below.

[Add text box]

PLEASE PRESS THE NEXT BUTTON TO STORE ALL YOUR ANSWERS.

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8. Appendix B

Survey - Word version (Dutch)

Screen 1 – Language

Ik wil deze vragenlijst invullen in het…/I prefer to complete this survey in…
- Nederlands
- English

Screen 2 - Introduction

Beste ouder,

Heel erg bedankt voor uw deelname aan dit onderzoek. Dit onderzoek wordt uitgevoerd door een Nederlandse student van de masteropleiding Media & Business van de Erasmus Universiteit Rotterdam. Het bestaat uit een enquête waarin u wordt gevraagd om perspectief op uw kind en hun materiële waarden, tevredenheid met het leven en ouder-kind consumentgerelateerde communicatie.

Houd er rekening mee dat uw deelname volledig vrijwillig is, wat betekent dat u op elk moment tijdens uw deelname kunt stoppen. Bovendien worden uw persoonlijke gegevens strikt vertrouwelijk gehouden en worden de bevindingen van dit onderzoek uitsluitend gebruikt voor educatieve doeleinden. Daarom is uw anonimiteit te allen tijde gegarandeerd. Het invullen van de enquête duurt ongeveer 10 minuten. Mocht u tijdens of na uw deelname vragen hebben, neem dan gerust contact op met Nena Lutam ([456631nl@eur.nl)](mailto:456631nl@eur.nl).

❍ Ik begrijp het bovenstaande en ga akkoord met deelname aan dit onderzoek.

Screen 3

Voordat u deelneemt aan de hoofdenquête, stellen we u één vraag om te bepalen of u in aanmerking komt voor deelname.

(Q1) Heeft u een kind in de leeftijd van 11 tot 14 jaar?
- Ja
- Nee

At this point, respondents who do not have any children between the ages of 11 and 14 will be forwarded to an automated message saying "Thank you for your willingness to participate in this study. Unfortunately, you do not fit the target group of interests."

Screen 4 – Material centrality

We willen u nu wat vragen stellen over hoe uw kind materiële bezittingen, zoals geld en dure producten, waardeert. Geef aan wat u denkt dat het beste bij uw kind past door het juiste antwoord te selecteren op de schaal rechts van elke vraag. Houd er rekening mee dat er geen goede of foute antwoorden zijn.

	Nee, totaal niet.	Nee, niet echt.	Ja, best wel.	Ja, heel erg.
(Q2_1) Vindt uw kind het belangrijk om dure spullen te bezitten?	1	2	3	4
(Q2_2) Vindt uw kind het belangrijk om veel geld te bezitten?	1	2	3	4
(Q2_3) Vindt uw kind het belangrijk om dure kleding te bezitten?	1	2	3	4
(Q2_4) Vindt uw kind het belangrijk om dure merken te bezitten?	1	2	3	4
(Q2_5) Vindt uw kind het belangrijk om veel dingen te kunnen kopen?	1	2	3	4
(Q2_6) Vindt uw kind het belangrijk om veel cadeautjes te krijgen voor zijn of haar verjaardag?	1	2	3	4

Screen 5 – Material happiness

We willen u nu enkele vragen stellen over de mate waarin materiële bezittingen uw kind gelukkig kunnen maken.

	Nee, totaal niet.	Nee, niet echt.	Ja, een beetje.	Ja, heel erg.
(Q3_1) Maakt het kopen van dure dingen uw kind gelukkig?	1	2	3	4
(Q3_2) Maakt het uw kind gelukkig als u veel geld heeft?	1	2	3	4
(Q3_3) Zou uw kind gelukkiger zijn als hij of zij meer dure kleding zou hebben?	1	2	3	4
(Q3_4) Zou uw kind gelukkiger zijn als u meer dure kleding voor hem of haar kon kopen?	1	2	3	4
(Q3_5) Zou uw kind gelukkiger zijn als hij of zij meer bezittingen had?	1	2	3	4
(Q3_6) Voelt uw kind zich ongelukkig als	1	2	3	4

hij of zij niet krijgt wat hij of zij wil hebben?				

Screen 6 – Material success

We willen u nu enkele vragen stellen over de mate waarin uw kind materiële bezittingen in verband brengt met succes.

	No, totaal niet.	No, niet echt.	Ja, een beetje.	Ja, heel erg.
(Q4_1) Houdt uw kind meer van kinderen met dure dingen dan van andere kinderen?	1	2	3	4
(Q4_2) Houdt uw kind van kinderen die veel meer geld hebben dan van andere kinderen?	1	2	3	4
(Q4_3) Houdt uw kind meer van kinderenmet dure kleding dan van andere kinderen?	1	2	3	4
(Q4_4) Denkt uw kind dat andere kinderen hem of haar leuker zouden vinden als hij of zij dure merken zou hebben?	1	2	3	4
(Q4_5) Houdt uw kind van kinderen die veel meer hebben dan van andere kinderen?	1	2	3	4
(Q4_6) Denkt uw kind dat andere kinderen hem of haar leuker zouden vinden als hij of zij veel dure dingen zou hebben?	1	2	3	4

Screen 7 – Life satisfaction

Hieronder staan acht vragen over de levensvreugde van uw kind. Gebruik de onderstaande schaal van 1-4 om aan te geven wat volgens u het beste bij uw kind past door het juiste antwoord rechts op elke verklaring te selecteren. Wees alsjeblieft open en eerlijk in uw reactie. Er zijn geen goede of foute antwoorden.

	Erg gelukkig	Gelukkig	Een beetje gelukkig	Niet gelukkig
(Q6_1) Hoe gelukkig lijkt uw kind met zijn of haar vrienden?	1	2	3	4
(Q6_2) Hoe gelukkig lijkt uw kind met zijn of haar leven?	1	2	3	4
(Q6_3) Hoe gelukkig lijkt uw kind met zijn of haar thuis?	1	2	3	4
(Q6_4) Hoe gelukkig lijkt uw kind met u?	1	2	3	4
(Q6_5) Hoe gelukkig lijkt uw kind met zijn of haar klas?	1	2	3	4
(Q6_6) Hoe gelukkig lijkt uw kind met zijn of haar school?	1	2	3	4

	1	2	3	4
(Q6_7) Hoe gelukkig lijkt uw kind met zichzelf?	1	2	3	4
(Q6_8) Hoe gelukkig lijkt uw kind in het algemeen?	1	2	3	4

Screen 8 – Parent-child consumer communication

We willen u graag vragen hoe u omgaat met het consumentengedrag van uw kind. Daarom willen we graag meer weten over de consumentencommunicatie tussen u en uw kind. Geef aan wat u denkt dat het beste bij uw kind past door het juiste antwoord te selecteren op de schaal rechts van elke vraag. Houd er rekening mee dat er geen goede of foute antwoorden zijn.

Screen 9 - Concept-oriented consumer communication

Hoe vaak zegt u tegen uw kind...

	Nooit	A fen toe	Soms	Vaak
(Q7_1) …dat alle gezinsleden wat te zeggen hebben bij beslissingen over gezinsaankopen?	1	2	3	4
(Q7_2) …zijn/haar mening te geven bij het bespreken van gezinsaankopen?	1	2	3	4
(Q7_3)…zijn/haar mening te geven over producten en merken?				
(Q7_4) …dat u zijn/haar deskundigheid over producten en merken serieus neemt?	1	2	3	4
(Q7_5) …dat u rekening houdt met zijn/haar voorkeuren bij eventuele aankopen?				
(Q7_6) …om de voor- en nadelen van producten te bespreken?	1	2	3	4
(Q7_7) …dat hij/zij mag meebeslissen als u iets voor hem/haar koopt?	1	2	3	4

Screen 10 - Socio-oriented consumer communication
Hoe vaak zegt u tegen uw kind...

	Nooit	Af en toe	Soms	Vaak
(Q8_1) …dat u weet welke producten het beste voor hem/haar zijn?	1	2	3	4
(Q8_2) …om niet in discussie te gaan als u een verzoek om een product weigert?	1	2	3	4
(Q8_3) …dat u verwacht dat hij/zij zich neerlegt bij uw beslissingen over aankopen?				

(Q8_4) …welke producten wel en niet worden gekocht voor het gezin?	1	2	3	4
(Q8_5) …welke producten hij/zij wel en niet mag kopen?				
(Q8_6) …dat u strenge en duidelijke regels hebt als het gaat om de aankoop van producten?	1	2	3	4
(Q8_7) …dat hij/zij niet om producten mag vragen?	1	2	3	4

Screen 11 – Purchase requests and conflict

Nu willen we graag weten hoe vaak uw kind om producten vraagt die in advertenties worden gezien en hoe vaak dat tot conflicten leidt.

Screen 12 – Purchase requests and conflict

Hoe vaak vraagt uw kind om…

	Nooit	Zelden	Soms	Vaak
(Q9_1) …speelgoed?	1	2	3	4
(Q9_2) …geld?	1	2	3	4
(Q9_3) …schoolartikelen?				
(Q9_4) …snoep?	1	2	3	4
(Q9_5) …kleding?				
(Q9_6) …computerspellen?	1	2	3	4
(Q9_7) …snacks?	1	2	3	4
(Q9_8)…sportsartikelen?	1	2	3	4

Hoe vaak treden er conflicten op tussen u en uw kind na weigering van een aankoopverzoek met betrekking tot...

	Nooit	Zelden	Soms	Vaak
(Q10_1) …speelgoed?	1	2	3	4
(Q10_2) …geld?	1	2	3	4
(Q10_3) …schoolartikelen?				
(Q10_4) …snoep?	1	2	3	4
(Q10_5) …kleding?				

(Q10_6) …computerspellen?	1	2	3	4
(Q10_7) …snacks?	1	2	3	4
(Q10_8)…sportspullen?	1	2	3	4

Screen 13 -YouTube usage frequency

Nu willen we u wat vragen stellen over het YouTube-gebruik van uw kind.

(Q11) Hoeveel tijd spendeert uw kind dagelijks op YouTube?
- Minder dan 1 uur
- Tussen 1 en 2 uur
- Tussen 2 en 3 uur
- Tussen 3 en 4 uur
- Tussen 4 en 5 uur
- 5 uur of meer

(Q12) Wat voor soort content bekijkt uw kind op YouTube? U kunt meerdere antwoorden selecteren.

- Vlogs
- Pranks
- Beauty
- Games
- Komedie
- Familie
- Muziek
- Gezondheid en sport
- Reviews
- Knutselen
- Unboxing videos
- Anders

(Q13) Is het je ooit opgevallen dat video's commerciële aspecten bevatten, zoals productplaatsing, gesponsorde inhoud, bedrijven gepromoot door YouTubers, enz.? Bijvoorbeeld wanneer een YouTuber samenwerkt met een merk of pronkt met een product en een uitgebreide uitleg geeft over het product met de bedoeling de kijkers te overtuigen.

- Nooit
- Zelden
- Soms
- Vaak

- Altijd

Screen 14 – Control variables

U bent bijna klaar! Beantwoord alstublieft deze laatste 5 korte vragen.

(Q14) Wat is het geslacht van uw kind?
- Jongen
- Meisje
- Anders

(Q15) Wat is de leeftijd van uw kind?
- 11
- 12
- 13
- 14

(Q16) Wat is uw geslacht?
- Man
- Vrouw
- Anders

(Q17) Wat is uw leeftijd?
<Dropwdown menu>

(Q18) Wat is de hoogste graad of het hoogste schoolniveau dat u heeft behaald?
- Geen schooling voltooid
- VMBO
- HAVO
- VWO
- MBO
- HBO
- WO Bachelor
- WO Master
- WO PhD

Screen 15 – End of survey
U bent nu aan het einde van de vragenlijst gekomen. Bedankt voor uw tijd en moeite. Uw hulp wordt zeer gewaardeerd! Als u vragen of opmerkingen heeft over deze vragenlijst, kunt u deze hieronder vermelden.
[Add text box]

DRUK OP DE VOLGENDE KNOP OM AL UW ANTWOORDEN OP TE SLAAN.