The tweens market and responses to advertising in Denmark and Hong Kong

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The Tweens Market and Responses to Advertising in Denmark and Hong Kong

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The Tweens Market and Responses to Advertising in Denmark and Hong Kong

Keywords: Tweens – Consumer Socialization – Advertising – Internet

Structured Abstract

Research paper

Purpose

The purpose of this paper is to compare sources of money as well as response to television commercials and pop up advertisements on the Internet among young “tween” consumers in Denmark and Hong Kong. Findings are compared with existing preconceptions of the tween segment in the marketing literature.

Design/Methodology/Approach

A survey was conducted in six primary schools in Denmark and Hong Kong, with 434 respondents from fourth, fifth and sixth grades.

Findings

The paper finds that Danish tweens received higher monthly incomes from all sources than Hong Kong tweens. Danish tweens were more likely to spend money on CDs, computer games, clothing, sports equipment, and cosmetics/jewelry than Hong Kong tweens. Hong Kong tweens were more likely to spend money on
books than Danish tweens. The results showed complex differences in the perception and reactions to advertising. The results seem to support that tween consumption and responses to advertising are motivated differently in cultures of individualism and collectivism, and consequently that the tween consumer segment is not as globally homogenous as it is claimed to be.

**Research Limitations/Implications**

The study was based on a convenience sample. The questionnaire consisted of mainly dichotomous scales, limiting the available statistical analysis. Further qualitative study is needed to explore the reasons for the differences.

**Practical Implications**

The study can serve as a guideline for marketing communication targeting tweens, particularly in case of international or global campaigns.

**Originality/Value**

This paper offers insights into designing communication strategies for tweens, particularly when incorporating advertising on television as well as new media. Policy
makers should be aware that perceptions and impact of advertising on children may vary significantly across cultures.
Introduction

The segment called ‘tweens’ has in recent years been hailed as a golden opportunity. Many impressive, though opaque, estimates have been made on the value of the direct and indirect tweens market. It is part of the conception that the tweens market should be a very lucrative one, hence the subtitle of Siegel et al. (2004): “…Capturing Your Share of the Multibillion-Dollar Tween Market”. Lindstrom (2004) and Siegel et al. (2004) also present tweens as a truly global, homogenous segment. Combine it with the idea that they are avid TV consumers and love TV advertising and you have a very appealing idea of a new segment. However, a study of British and Spanish girls’ preferences of snack foods shows significant differences in the values influencing their choice of brands (Dibley and Baker, 2001), thus indicating that there may be highly relevant cultural differences that were overlooked in the previous literature on tweens. Also Andersen et al. (2007) found significant differences in tween use of new media in Hong Kong and Denmark.

TV-advertising is suggested as a very important advertising medium when targeting tweens in the marketing literature and there is widespread public concern about the influence of TV advertising. There is therefore a need to investigate how the tween market responds to television advertising, and also many scholars found that attitudes...
toward advertising have positive correlation with attitudes towards brands and purchase
intentions (Prendergast and Ho, 2006).

The present study is designed to probe differences between two cultural contexts that
are both technologically and economically developed, focusing in factors that are
relevant to marketers and policy makers: TV-advertising and tweens direct purchasing
power.

**Television is King?**

It is a common notion in the marketing literature on tweens that TV is the most
effective media in reaching tween audiences. As Siegel et al (2004) puts it “television
is king” (p. 132).

Television consumption is peaking in tween-hood, around the age of 12 (Gunther and
Furnham, 1998), and considering the large amount of time spent consuming television,
it seems to be a reasonable assumption that TV advertising is the most powerful
media in relation to tweens. However, several sensitive issues are related to TV
advertising towards tweens, most importantly issues surrounding the potential need
for protection against ‘unfair’ exploitation of marketers (Cross, 2002; Edmond, 2006;
Palmer et al., 2004). It is argued that both advertising of products aimed directly
towards tweens and indirectly influencing the purchase decisions of parents (aka. ‘pester power’) could be unethical. The basic metaphor is that the children are ‘easy targets’, because of undeveloped cognitive skills (John, 1999). This has also resulted in some countries enforcing specific legislation on the use of TV-advertising in relation to children (Edmond, 2006), either selective bans or ‘voluntary’ industry based rules (for example by the food industry in Denmark, Forum for Fødevarereklamer, 2008).

In relation to younger age groups, it may even be a problem to distinguish between program content and advertising, but in the tweens segment almost all children are able to recognize advertising (Andersen, 2007; Guther and Furnham, 1998; John, 1999; McNeal, 1999; Palmer et al., 2004). Some authors claim that tweens are ‘ad-savvy’ children (Lindstrom and Seybold, 2003) and could therefore be hypothesized to be just as appreciative of the advertising as of the actual program contents, regardless of their ability to distinguish between them. Other findings point to much less interest in advertising (Andersen, 2007; Chan and McNeal, 2002).

**The Tween Concept**

‘Tweens’ is a sub-teen consumer segment (Lindstrom and Seybold, 2003; Siegel et al., 2004). The segment is defined by age and the concept is based on the idea that
these children are “in-be-tween” childhood and teen-hood (Cook and Kaiser, 2004; Siegel et al., 2004). Several terms exist in marketing research, e.g. “pre-teen”, “tweenie” or “tweenage” (Cook and Kaiser, 2004; Dibley and Baker, 2001; Grant and Stephen, 2005; Lindstrom, 2004; Siegel et al., 2004). Most commonly tweens are defined as 8-12-year-olds (Siegel et al., 2004). In the present article, we focus on the 10-12-year-olds, which we consider to be the older part of a tween segment ranging from 8-12 years of age, but the tween age span has several definitions, ranging from 8-14 years of age (Lindstrom, 2004) to as narrow as 11-12-year-olds (Dibley and Baker, 2001). The wide age span, in some definitions, is very problematic as the average 8-year-old is very different from the average 14-year-old (John, 1999). To the other extreme, some researchers have claimed that ‘tween’ is not an age but simply a state of mind (Siegel et al., 2004), although they do not take the full consequences of this point of view, as they also work with a simple demographic definition. It could even be hypothesized that the ‘tween state of mind’ and the age span may differ significantly across cultures or ethnicity, but the preconceptions in the literature stress the opposite: that tweens are a homogenous segment (Lindstrom, 2004; Lindstrom and Seybold, 2003; Siegel et al., 2004).

Tweens are not only considered to be powerful influencers of their parents’ consumption (aka. ‘pester power’), but also consumers with a considerable direct
consumption of their own (Brzezinski, 2004; Lindstrom and Seybold, 2003; Siegel et al., 2004). Lindstrom (2004) argues that the global direct – and indirect – tweens’ consumption was no less than 1.18 trillion US dollars in 2003.

However, it is interesting that in general the concept of “tweens” has mainly been used in the marketing literature, as can be seen from the above references, which of course is due to the fact that marketers are very interested in new segments and new markets. In the 1950s the concept of “teenagers” was invented in order to reach the 13-19 year olds, and gradually this age group has come to consider themselves as “teenagers”. As far as the expression “tweens” is concerned it has not yet found its way into the vocabulary of the 8-12 year olds when they talk about themselves. At the time of writing, it is unlikely that a 10 year old girl would call herself a “tween” (but this may change). Among adults, however, there has been an increasing interest in “tweens as consumers”. This applies to advertisers and media specialists as well sociologists, psychologists, teachers, and parents. It should be emphasized, though, that these parties are motivated by different interests and perceptions of the child.

**The Danish Media Scene and Children’s General Media Use**

The two largest TV channels in Denmark is DR (*Danmarks Radio*) which is a public broadcasting organization and TV2, which are both a public service and a commercial
channel. The average adult Dane watches television 2.5 hours on weekdays and 3.2 hours on weekends. 7-15-year-old children watch 1.5 hours of TV on average on weekdays and 2.4 hours in weekends. An interesting perspective is that there has been a slight increase in the viewing of the adult population whereas children watch less TV than some years ago (Bille et al., 2005). This is probably because there has been a tremendous growth of the Internet access in Danish families, leading to Internet media competing with TV. In 2006 83% of the Danish families had Internet access, and the percentage for families with children was 97% (Danmarks Statistik, 2007). Most of the 7-15-year-old children use the Internet in their leisure time. 28% use it almost every day and 22% use it several times a week (Bille et al., 2005). They use the Internet for playing computer games, but many also seek information, e-mail, chat, and surf (ibid.). This trend is very much in accordance with the results of a comparative study of the 12-18-year-olds’ use of the Internet and of mobile phones in 9 different European countries in 2005-2006 (www.mediappro.org). Among the Danes in this age group, 89% said that they used the Internet every day or several times a week, whereas the use of the Internet in school was just 33% (ibid). Compared with Hong Kong tweens, Danish tweens were more likely to use mobile phone and the Internet for interpersonal communication and enjoyment than Hong Kong tweens (Andersen et. al., 2007).
Conception of Children and Childhood in Denmark

Since the 1980s there has been a general change of attitude moving away from considering the ‘child as vulnerable’ to a conception of the ‘child as a competent actor’ in his/her own life. Inspired by the theory of Jean Piaget, the child was previously perceived as an insufficient, vulnerable being that gradually – with assistance from teachers and parents – develop into a competent grown-up person: a concept defining the child as a “social becoming”. Recently, social interaction and negotiation between child and adults have been brought into focus. This contemporary childhood sociology is to a large extent based on the research of British sociologists (James, Jenks and Prout, 1998). In this kind of research, the child is perceived as a competent actor, a “social being” (Alanen, 2000; Brembeck, Johansson and Kampmann, 2004). As expressed by Jan Kampmann: “The childhood research has been wrested from the iron grip of developmental psychology in which it has been kept” (Tufte et al, 2003).

This development has influenced parents’ and teachers’ approach to children. Different themes are negotiated with children that would never have been a topic for discussion previously, and the Danish family in general is called “a family of negotiation” (Gram, 2005). Accordingly, the modern culture of individualism is
moderated in Danish families where the ‘tween’ child is viewed very much as an individual to treat with respect, a natural partner in family decisions and a social being in its own right.

**Hong Kong School System and Leisure Time**

Chinese societies place strong emphasis on education. Hong Kong children attend kindergarten from the age of three. The government provides nine years of free education (six years of primary education plus three years of secondary education) for children from the age of 6 to 15. After the age of 15, students need to take public examinations at around 17 and 19 again to compete for places in the public universities (Hong Kong SAR Government, 2004). The educational system in Hong Kong has been criticized for being examination-oriented, passive and “spoon-feeding”, and for lacking creativity (Children’s Council Working Committee, 2005). Because of the highly competitive educational environment, parents put a lot of emphasis on children’s academic performance. A survey indicated that 47 percent of children of school age received private tuition at home or at educational institutions outside school hours. The average time they spent on tutorial lessons after school was 4.8 hours a week (Children’s Council Working Committee, 2005).
With high pressures of studies, Hong Kong children enjoy very little leisure time. A recent survey of primary and secondary school children and youth in Hong Kong found that watching television, playing computer games or surfing on the Internet at home was the most common ways of spending leisure time (Children’s Council Working Committee, 2005).

The Hong Kong Media Scene and Children’s Media Usage

Hong Kong is rich in telecommunication and new media. With a population of 6.9 million, it has more than 3.8 million fixed telephone lines and 8.7 million mobile phone subscribers (125 percent of the population) (Office of the Telecommunications Authority, 2006). Broadband coverage reaches nearly all commercial buildings and households. More than two thirds of households reported that they have personal computers with Internet connection (Census and Statistics Department, 2007).

Two companies provide free domestic television programming services in Hong Kong, including Television Broadcasts Limited (TVB) and Asia Television Limited (ATV). According to the television licensing conditions, terrestrial television stations must broadcast definite number of hours of children’s and public affairs’ programs. Children’s programs are scheduled for around 9 to 11 a.m. and 4 to 6 p.m. on weekdays, as well as on Saturdays and Sundays. Most of the programs are cartoon series imported from Japan and the U.S. Sixty percent of households in Hong Kong
subscribe to Cable television. The Cable TV has a children channel and a Cartoon
Network channel.

There is no public broadcasting channel in Hong Kong. Radio and Television Hong
Kong (RTHK), a governmental department, is an editorially independent broadcaster
that aims at providing quality programs to inform, educate and entertain the people of
Hong Kong (Hong Kong SAR Government, 2004). RTHK’s television programs are
broadcasted on domestic free channels as well as cable television channels. Most of
the programs produced by RTHK are documentaries, talk shows and current affairs.
RTHK does not produce children’s programs on a regular basis, although some of
their programs may appeal to children.

Most of the children in Hong Kong spend two to four hours a day watching television
(Hong Kong Christian Service, 2002). This may be attributable to lack of outdoor
activities in the crowded urban life. Hong Kong children watch a lot more television
during school holidays. In the evening, children watch many television programs for
adults. There are not many radio programs for children, and there are no newspapers
specifically for children, though a few major papers have daily children’s sections or
columns. Some of the magazines, such as Yellow Bus and Milk, are published
specially for children and teenagers. The contents of children magazines are mainly
cartoons while the contents of youth magazines are mainly features about fashion, beauty, movies, and trendy electronic goods.

Compared with Danish tweens, Hong Kong tweens are more likely to use the internet for educational purposes than Danish tweens (Andersen et. al., 2007).

**Conception of Children and Childhood in Hong Kong**

Influenced by the Confucianism, the family interaction in Chinese societies shares the characteristics of parental control, strict discipline, emphasis on education, filial piety, respect for seniors, avoidance of conflicts, and family obligations (Chao, 1983; Glenn, 1983; Ho, 1981). A survey found that Chinese and immigrant Chinese parents in the U.S. tend to rate parental control, encouragement of independence and emphasis on achievement higher than Caucasian-American parents do (Lin, 1990). Another qualitative study has found that parent-child relationship in Hong Kong is a hybridized and evolving relationship with constant negotiations between hierarchy and equality, obedience and disobedience with quarrels as well as praise and spank (Luk-Fong, 2005). This seems to imply that parents perceive children on one-hand vulnerable and needing guidance, but on the other hand competent and able to make independent choices. This view is also reflected in the public attitudes toward children’s advertising. A survey of Hong Kong adults in 2002 found that 50 percent
reported a neutral attitude toward the statement: “Television advertising takes undue advantage of children”, while 25 percent agreed and 25 percent disagreed (Chan, 2006a). Each year, the Broadcasting Authority in Hong Kong received about 1,000 to 2,000 complaints about television commercials. Most of the complaints are about the contents of the commercials being scary to children, or inappropriate for children (Chan, 2006b). This indicates that in Hong Kong, children are seen as vulnerable in the eyes of the adults, especially parents.

Table 1 summarizes the key differences between media usage and conception of childhood in Denmark and Hong Kong.

[ TABLE 1 ABOUT HERE ]

Denmark and Hong Kong are both rather small and homogeneous areas at an advanced stage of technological development. Advertising to children is allowed in both societies. Denmark is more advanced than Hong Kong in terms of economic development. Per capita GDP of Denmark in 2002 was 28 percent higher than that of Hong Kong (US$ 30,940 vs. US$ 24,121).

**Hypotheses**

The two societies are different cultures, though some of the literature on tweens mentioned above claim that tween culture is globally much more homogenous than that of their parents. In Hofstede’s (1980) theory of cultural dimensions, national
culture differs in terms of the relationship between the individual and the collective group. Hofstede’s work is not based on tweens, but it may still be hypothesised that tween culture resembles the culture that the individual tween is embedded within. In an individualistic society, ties between individuals are loose and all are expected to take care of themselves. In a collective society, individuals are subject to strong societal norms, and collective goals take priority over personal goals. In Hofstede (1980) Denmark is ranked higher than Hong Kong in terms of individualism (score 74 vs. 25). Individualistic societies put more emphasis on individual variety and pleasure (Hofstede, 1984). We therefore advance the following two hypotheses:

H1: Danish tweens are more likely to spend money for fun, pleasure, and self expression than tweens in Hong Kong.

H2: Danish tweens are more likely to emphasise the entertainment function of advertising than Hong Kong tweens.

It is expected that people in collectivistic societies will be more tolerant and passive towards of the social influence of advertising. We therefore propose the following hypothesis:

H3: Hong Kong tweens are more likely to accept the influence of advertising than Danish tweens.
And consequently, in an individualistic society, members are more likely to be negative towards the social influence of advertising, even to the degree of actively avoiding persuasive communications:

H4: Danish tweens are more likely to exhibit behavior of actively avoiding advertising.

**Methodology**

*Participants and Procedures*

Respondents were 434 fourth, fifth and sixth grade students aged ten to 13 years who were recruited from four schools in Denmark and two schools in Hong Kong. The schools in Denmark were situated in both urban areas and suburban areas while the two schools in Hong Kong were situated in urban areas. There were nearly equal numbers of boys and girls. In total, 81 percent of the respondents had siblings and the remaining 19 percent of the respondents were the only child in the family. The Hong Kong sub-sample contained a significantly higher proportion of only children than the Danish sub-sample (Chi-square value =19.8, p<0.001). A draft questionnaire in Danish was constructed, partly based on a previous study (Hansen et al., 2002) and additional questions about tweens’ use of money and response to advertising. The questionnaire was tested thoroughly. Through the testing, it was discovered that the children were easily confused when the scales were
more complex. To improve reliability, the questions were revised so that they were formulated with as few, simple answers as possible, and yes/no (agree/disagree) wherever possible and meaningful. It must be acknowledged that this choice also leads to some limitations of the study.

The authors translated the questionnaire from Danish into English together, and one of the authors translated it into Chinese. A female graduate employed as a research assistant translated the Chinese questionnaire back to English to check for consistency. The questionnaires were distributed and collected in normal class sessions, for the Danish sub-sample during the period of October 2003 to February 2004, and for the Hong Kong sub-sample from October to November 2005. Children were asked to fill in the questionnaires. Six questionnaires were invalid as over half of the questions were not answered and the response rate was 99 percent.

**Measures:**

*Sources of income.* Children were asked if they get money from six difference sources such as pocket money and spare time job on a dichotomy level.

*Income level.* Children were asked how much money they received on a monthly basis. They can select from one of three answers provided.

*Spending.* Children were asked if they save money and whether they spend their money on 11 different items such as candy and toys on a dichotomy level.
TV exposure. Children were asked how much they watch television on a weekday or during a weekend. Respondents could select from one of the five answers, including do not watch, half to one hour, one to two hours, two to three hours, and three hours or more.

Response to television commercials and pop up advertisements on Internet. Respondents were asked if they agree to four statements about television commercials such as “TV commercials can be as funny as TV programs” and another four statements about pop up advertisements on Internet such as “Pop up commercials on Internet are annoying”. Respondents selected the answers ‘yes’, ‘no’ or ‘don’t know’.

Favorite TV commercials. The respondents were asked to write down their favorite TV commercials. The number of TV commercials mentioned was coded.

All the results are cross tabulated by country. Chi-square figures and significance levels are compiled for hypothesis testing.

Findings

Table 2 shows the sources and use of money among the sample. Nearly all Danish tweens received money from various sources while 10 percent of Hong Kong tweens did not receive money at all. The most popular sources of income for Danish tweens were pocket money from parents, grandparents and gifts. The most popular sources of
income for Hong Kong tweens were pocket money from parents. Results of Chi-square tests indicated that tweens in Denmark were more likely to receive money from parents, grand parents, spare time jobs, and gifts than tweens in Hong Kong.

The amount of income also varied in two societies. Two thirds of Danish tweens received income of more than 100 DKK a month (equivalent to more than 17 USD) while over only 18 percent of Hong Kong tweens received the same amount a month. Table 2 also shows how tweens spend their own money. On similarity was that a majority (i.e. over 75 percent) of both Danish and Hong Kong tweens save up their money. A similar percentage of Danish and Hong Kong tweens spent their money on candy, toys, and magazines. However, tweens in Denmark and Hong Kong showed significant differences in the consumption of other items. Danish tweens were more likely to spend their money on CDs, computer games, clothing, sports equipment, cosmetics, jewelry, and mobile phone service. Hong Kong tweens were more likely to spend their money on books. Products such as CDs and computer games are related with entertainment, fun and pleasure. Products such as clothing, cosmetics, and jewelry are related with self expression. The results indicated that Danish tweens were more likely to spend money for fun, pleasure and self expression than tweens in Hong Kong. Therefore H1 was supported.
Table 3 shows how often tweens watch television on weekdays as well as weekends. Television exposure was high among both Danish and Hong Kong tweens. More than half of tweens in both sub-samples watched one to three hours a day on weekdays. Nearly 60 percent of tweens in both sub-samples watched more than two hours a day on weekends. There was no significant difference in television exposure among Danish and Hong Kong tweens.

[TABLE 3 ABOUT HERE]

Table 4 shows tweens’ response to television advertising. All four statements showed significant difference, indicating that Danish and Hong Kong tweens responded to television commercials differently. Hong Kong tweens were more likely to find television commercials funny, and were more likely to stay and watch during commercial breaks. However, a higher proportion of Hong Kong tweens expressed a wish that there were not commercials on TV at all. Also, a higher proportion of Hong Kong tweens disagreed that a lot of people buy what they see in TV commercials. As Hong Kong tweens were more likely to accept the influence of advertising than Danish tweens, H3 was supported. These differences are even consistent with the self-proclaimed avoidance behavior of the Danish tweens, supporting H4.

[TABLE 4 ABOUT HERE]
Table 5 shows tweens’ response to pop up advertisements on Internet. Two out of four statements demonstrated significant difference, indicating that Danish and Hong Kong tweens showed similarities as well as differences in response to pop up advertisements on Internet. There were similar highly negative attitudes towards pop up commercials in both societies. Over two thirds of tweens in the total sample reported that pop up commercials on the Internet were annoying and less than one eighth of tweens reported that sometimes pop up commercials on Internet were funny. However, a higher proportion of Hong Kong tweens clicked on pop up commercials. Also, a higher proportion of Hong Kong tweens did not believe that people can buy things when clicking on pop up commercials.

[TABLE 5 ABOUT HERE]

Table 6 shows the number of favorite television commercials reported by the respondents. One-quarter of respondents in Denmark reported none while over 60 percent of respondents in Hong Kong did not mention any favorite television commercial. A total of 10 percent of Danish tweens reported that they did not like advertisements at all while less than one percent Hong Kong tweens reported so. Excluding those reporting “do not like ads at all” and “like all ads”, tweens in
Denmark reported more favorite television commercials than tweens in Hong Kong (Chi square value=64.5, df=5, p<0.001).

As Danish tweens were less likely to find TV-advertising funny in general, to sometimes actively avoid TV-advertising, but on the other hand less rejecting of TV-advertising in general, we may find some support of H2 when also taking the results in Table 6 into consideration, because the Danish tweens were more likely to mention favorite TV-ads, thus also respond to TV-ads as something to evaluate and selectively appreciate.

[TABLE 6 ABOUT HERE]

**Discussion and concluding remarks**

From the seemingly contradicting findings above, it seems quite possible that the tweens may hold complex attitudes towards TV advertising, at the same time both appreciative and skeptical. Prior findings indicate that indifference and lack of attention to TV ads increase with age (Chan and McNeal, 2004).

The Danish findings seem to match a ‘selectively enthusiastic’ attitude better than the Hong Kong findings, as they seem more disinterested when asked about advertising in general, but at the same time also more likely to mention their favorite ads. In contrast, the Hong Kong children seem less likely to switch channel, but also less likely to
mention one or more favorite ads. The results of both populations seem to question the conceptions in some marketing literature that television is ‘king’ when it comes to tweens appeal (Siegel et al 2004, Lindstrom and Seybold 2003). It is certainly a media that makes it easy to target the tweens, as they are faithful TV watchers, but the proposed affinity for TV advertising seems to be more selective than the literature mentioned above suggests.

The findings on the sources and spending of money should lead to some consideration on whether the tweens segment really is a very lucrative direct market. This study cannot in itself make any precise estimates on how important tweens are as an indirect market where the purchasing decision of parents are influenced through tweens, but as a direct market it seems that there are considerable differences in direct spending power. When considering the purchased items, the differences in items could be related to the differences in the disposable income. More research is needed to establish whether these results are really related to decisions of parents or tweens, and even to what extend complex negotiations (and ‘pestering’ etc.) are occurring.

This study suggests that there is much more to be learned on attitudes and consumer behavior of tweens, and it also suggests that one should be careful before making general global conclusions on studies of tweens made in particular cultural contexts.

And above all, more qualitative research is needed to shed more light on the
relationship between consumption, parenting, media use and marketing communication that make up some of the lived experiences of “tweenhood”. In this study we have focused on the attitudes of ‘classical’, more easily recognizable advertising, but more and more resources go into subtle forms of marketing communications such as internet ‘advergames’ (free internet games with brands and advertising tie-ins) which might appeal well to tweens, and these new forms of communication needs to be included in future research.

**Marketing Implications**

This paper found several relevant differences in the source/spending of money and attitudes to TV-advertising of tweens. It may still be justified for other reasons to use the concept of the tweens segment across many different cultural contexts, but marketers should be very cautious in assuming it to be a global *homogenous* segment. In designing marketing communications, marketers should also consider that tweens are likely to have a generally negative attitude to TV advertising, though Danish tweens hold more of a potential to ‘buy into’ appealing campaigns and be involved to the degree that they can mention their favorite ads. Danish tweens are more likely to react favourably (though selectively) to ‘advertising as entertainment’ and subsequently to be able to recall these ads. These differences are highly relevant for
marketers that design campaigns where the strategy is to try and involve the tweens in the ‘creative universe’ of the campaign, and stimulate certain behavior, e.g. when tweens are invited to visit a web site, which may contain games and fun. Marketers should not overestimate the direct purchasing power of tweens in Hong Kong and similar cultures, as it seems that they are highly dependent on their parents and have quite limited resources to spend as they please.
References


Table 1 Summary of societal profiles of Denmark and Hong Kong

<table>
<thead>
<tr>
<th></th>
<th>Denmark</th>
<th>Hong Kong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence of public TV broadcasting</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TV viewing among children</td>
<td>2-3 hours a day</td>
<td>2-4 hours a day</td>
</tr>
<tr>
<td>Use of Internet</td>
<td>More likely for enjoyment</td>
<td>More likely for education</td>
</tr>
<tr>
<td>Concept of childhood</td>
<td>Incline toward child as “social being” and competent</td>
<td>Incline toward child as vulnerable</td>
</tr>
<tr>
<td>Parenting style</td>
<td>Incline toward negotiation</td>
<td>Incline toward control and family obligation</td>
</tr>
<tr>
<td>Economic development</td>
<td>Higher per capita GDP</td>
<td>Lower per capital GDP</td>
</tr>
</tbody>
</table>
### Table 2 Tweens’ sources and use of money

<table>
<thead>
<tr>
<th>Source of Money</th>
<th>Denmark (n = 220) %</th>
<th>Hong Kong (n = 214) %</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where do you get your money from?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pocket money from parents</td>
<td>87.7</td>
<td>78.4</td>
<td>6.7*</td>
</tr>
<tr>
<td>From grandparents (or other family)</td>
<td>60.0</td>
<td>24.4</td>
<td>56.1***</td>
</tr>
<tr>
<td>Spare time jobs (babysitting, cleaning etc.)</td>
<td>36.8</td>
<td>13.1</td>
<td>32.2***</td>
</tr>
<tr>
<td>Gifts</td>
<td>71.4</td>
<td>7.0</td>
<td>187.0***</td>
</tr>
<tr>
<td>Other places</td>
<td>14.1</td>
<td>13.1</td>
<td>0.1</td>
</tr>
<tr>
<td>I do not get any money</td>
<td>1.4</td>
<td>10.4</td>
<td>16.1***</td>
</tr>
<tr>
<td><strong>How much money do you receive on a monthly basis?</strong></td>
<td></td>
<td></td>
<td>94.3***</td>
</tr>
<tr>
<td>Less than 50 DKK/65 HKD</td>
<td>4.2</td>
<td>52.1</td>
<td></td>
</tr>
<tr>
<td>50-100 DKK/65-130HKD</td>
<td>31.1</td>
<td>30.0</td>
<td></td>
</tr>
<tr>
<td>More than 100 DKK/more than 130HKD</td>
<td>64.7</td>
<td>17.9</td>
<td></td>
</tr>
<tr>
<td><strong>How do you spend your money?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Save money</td>
<td>81.4</td>
<td>78.5</td>
<td>0.5</td>
</tr>
<tr>
<td>CDs</td>
<td>48.6</td>
<td>12.0</td>
<td>63.3***</td>
</tr>
<tr>
<td>Candy</td>
<td>43.6</td>
<td>47.6</td>
<td>0.7</td>
</tr>
<tr>
<td>Computer games</td>
<td>36.8</td>
<td>18.8</td>
<td>16.2***</td>
</tr>
<tr>
<td>Clothing</td>
<td>34.5</td>
<td>9.9</td>
<td>34.8***</td>
</tr>
<tr>
<td>Sports equipment</td>
<td>33.6</td>
<td>11.5</td>
<td>27.9***</td>
</tr>
<tr>
<td>Toys</td>
<td>28.2</td>
<td>24.6</td>
<td>0.7</td>
</tr>
<tr>
<td>Magazines/ comics</td>
<td>21.4</td>
<td>25.7</td>
<td>1.1</td>
</tr>
<tr>
<td>Books</td>
<td>21.4</td>
<td>34.6</td>
<td>8.9**</td>
</tr>
<tr>
<td>Cosmetics and jewelry</td>
<td>20.0</td>
<td>7.3</td>
<td>13.5***</td>
</tr>
<tr>
<td>Mobile phone service (talk time)</td>
<td>15.5</td>
<td>1.0</td>
<td>26.6***</td>
</tr>
<tr>
<td>Other</td>
<td>6.8</td>
<td>11.5</td>
<td>2.8</td>
</tr>
</tbody>
</table>

**p<0.01, ***p<0.001

+Currency 100 DKK = USD 20.63 = 160.64 (at the date of March 11, 2008)
Table 3. Tweens’ TV exposure on weekdays and weekends

<table>
<thead>
<tr>
<th>How much TV (including video and DVD) do you watch?</th>
<th>Denmark %</th>
<th>Hong Kong %</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>…. on a weekday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not watch</td>
<td>2.5</td>
<td>4.3</td>
<td>6.6</td>
</tr>
<tr>
<td>½ -1 hour a day</td>
<td>24.8</td>
<td>20.9</td>
<td></td>
</tr>
<tr>
<td>1-2 hours</td>
<td>34.2</td>
<td>28.0</td>
<td></td>
</tr>
<tr>
<td>2-3 hours</td>
<td>23.3</td>
<td>23.2</td>
<td></td>
</tr>
<tr>
<td>3 hours or more</td>
<td>15.3</td>
<td>23.7</td>
<td></td>
</tr>
<tr>
<td>…. on a Saturday or a Sunday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not watch</td>
<td>3.4</td>
<td>3.3</td>
<td>0.6</td>
</tr>
<tr>
<td>½ -1 hour a day</td>
<td>12.1</td>
<td>13.3</td>
<td></td>
</tr>
<tr>
<td>1-2 hours</td>
<td>24.8</td>
<td>23.7</td>
<td></td>
</tr>
<tr>
<td>2-3 hours</td>
<td>30.6</td>
<td>28.0</td>
<td></td>
</tr>
<tr>
<td>3 hours or more</td>
<td>29.1</td>
<td>31.8</td>
<td></td>
</tr>
</tbody>
</table>
Table 4. Tweens’ response to television advertising

<table>
<thead>
<tr>
<th></th>
<th>Denmark %</th>
<th>Hong Kong %</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV commercials can be as funny as TV programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>16.9</td>
<td>34.3</td>
<td>28.7***</td>
</tr>
<tr>
<td>No</td>
<td>52.5</td>
<td>53.1</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>30.6</td>
<td>12.7</td>
<td></td>
</tr>
<tr>
<td>I wish there were not commercials on TV at all</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>38.6</td>
<td>49.3</td>
<td>17.7***</td>
</tr>
<tr>
<td>No</td>
<td>39.1</td>
<td>42.7</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>22.3</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td>If commercials appear, I change channel or leave</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>40.6</td>
<td>27.7</td>
<td>16.5***</td>
</tr>
<tr>
<td>No</td>
<td>42.0</td>
<td>61.5</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>17.4</td>
<td>10.8</td>
<td></td>
</tr>
<tr>
<td>A lot of people purchase what they see in TV-C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>30.0</td>
<td>28.6</td>
<td>7.0*</td>
</tr>
<tr>
<td>No</td>
<td>20.3</td>
<td>31.0</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>49.8</td>
<td>40.4</td>
<td></td>
</tr>
</tbody>
</table>

*p<0.05, ***p<0.001
Table 5. Tweens’ response to pop up commercials on Internet

<table>
<thead>
<tr>
<th>Pop up commercials on Internet are annoying</th>
<th>Denmark</th>
<th>Hong Kong</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>70.6</td>
<td>68.5</td>
<td>0.6</td>
</tr>
<tr>
<td>No</td>
<td>11.3</td>
<td>10.3</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>18.1</td>
<td>21.2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Some times pop up commercials on Internet are funny</th>
<th>Denmark</th>
<th>Hong Kong</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11.3</td>
<td>7.1</td>
<td>3.6</td>
</tr>
<tr>
<td>No</td>
<td>66.2</td>
<td>74.5</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>22.5</td>
<td>18.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sometimes I click on pop up commercials on Internet</th>
<th>Denmark</th>
<th>Hong Kong</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1.0</td>
<td>21.7</td>
<td>50.8***</td>
</tr>
<tr>
<td>No</td>
<td>88.2</td>
<td>60.9</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>10.8</td>
<td>17.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I believe that you can buy many things when clicking on pop up commercials</th>
<th>Denmark</th>
<th>Hong Kong</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18.1</td>
<td>6.0</td>
<td>17.5***</td>
</tr>
<tr>
<td>No</td>
<td>37.7</td>
<td>54.1</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>44.1</td>
<td>39.9</td>
<td></td>
</tr>
</tbody>
</table>

***p<0.001
Table 6. Tweens and favorite commercials

<table>
<thead>
<tr>
<th>What are your favorite TV ads? (Open ended, number of ads mentioned)</th>
<th>Denmark %</th>
<th>Hong Kong %</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27.7</td>
<td>27.8</td>
<td>84.0***</td>
</tr>
<tr>
<td>2</td>
<td>15.9</td>
<td>7.1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>11.8</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5.5</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>5 or more</td>
<td>2.3</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>None mentioned/don’t know</td>
<td>25.0</td>
<td>60.4</td>
<td></td>
</tr>
<tr>
<td>I don’t like ads at all</td>
<td>10.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>I like all ads</td>
<td>1.4</td>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>