

RESEARCH ARTICLE

The Effect of Parents' Childhood Life Experiences on Their Motivation and Interest in Buying Toys for Their Children

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Abstract

The social context perspective suggests that individuals' present experiences are shaped by their past experiences through various sociopsychological, sociocultural and comparative approaches. From a social psychological and cultural standpoint, the differentiation arising from parents' childhood experiences, family structures, communication styles, social environment and the sociodemographic characteristics of their formative years can be analyzed to understand its impact on their motivation and interest in purchasing toys for their children. When examining parents' purchasing behaviors for their children, it is evident that they often make decisions based on their personal preferences. Consequently, within the framework of consumer behavior models, analyzing parents' childhood experiences and their influence on purchasing motivations, perceptions, and attitudes toward toys provides deeper insights into how their toy-buying motivations evolve. To address this, a mixed-method research design was employed. In the first stage, in-depth interviews with 60 parents were conducted using structured questions. In the subsequent quantitative stage, 221 parents were surveyed to explore the relationship between their childhood experiences, parenting styles and motivations for purchasing toys. The qualitative findings highlighted key concepts such as play, toys and family communication, emphasizing the importance of psychological sub-dimensions in consumer behavior models. Furthermore, the study revealed that parental styles significantly influence their motivation to buy toys for their children. Given these findings, future studies could benefit from expanding the sample size and integrating psychological and cross-cultural methodologies to deepen the understanding of intergenerational consumer behaviors. Investigations into psychology-based dimensions, neuroscientific perspectives, and cross-cultural analyses are particularly recommended to further expand the understanding of this phenomenon.

Keywords: Parenting styles, toy, life experiences, purchase motivations

Öz

Sosyal bağlam perspektifi, sosyopsikolojik, sosyokültürel ve karşılaştırmalı olarak birçok farklı yaklaşımda, insanların mevcut yaşam deneyimlerinin daha önceki yaşam deneyimlerinden etkilenebileceğini ileri sürmektedir. Sosyal psikoloji ve kültürel bağlamda ele alındığında, ebeveynlerin kendi çocukluklarına ilişkin yaşam deneyimlerinin, aile yapıları ve aile içi iletişim tarzlarının, sosyal çevrelerinin, o döneme ait sosyodemografik özelliklerinin, bugünün ebeveynleri olarak çocuklarına yönelik oyuncak satın alma motivasyonları ve oyuncak satın almaya yönelik ilgilenimleri üzerinde yarattığı farklılaşmayı anlamlandırmak mümkün olabilecektir. Ebeveynlerin çocuklarına yönelik ürün satın alma davranışları incelendiğinde, kendi tercihlerine göre alışveriş yaptıkları gözlemlenmiş; bu nedenle tüketici davranış modeli çerçevesinde, ebeveynlerin oyuncakça yönelik algı ve tutumlarını etkileyen satın alma motivasyonlarında farklılık gösteren kendi çocukluk dönemi yaşam deneyimlerinin açıklanması, oyuncakça yönelik ilgilenimlerinin değişimini inceleyebilmeyi sağlayacaktır. Bu nedenle; karma bir araştırma modeli tasarlanmış olup, ilk aşamada, 60 ebeveyn ile yapılandırılmış sorular çerçevesinde derinlemesine görüşmeler yapılmıştır. Teorik model çerçevesinde, 221 ebeveyn ile anket yapılarak ebeveynlerinin ebeveynlik tarzının oyuncak satın alma motivasyonlarıyla ilişkisi ortaya koyulmuştur. Derinlemesine görüşmelerinde, oyun, oyuncak ve aile içi iletişim odaklı konularda öne çıkan kavramlar, tüketici davranış modellerinin psikolojik alt boyutlarının ele alınmasına işaret etmektedir. Diğer yandan, ebeveynlerinin ebeveynlik tarzlarının, çocuklarına oyuncak satın alma motivasyonlarını anlamlı yönde etkilediği görülmüştür. Araştırma, ebeveynlerin demografik farklılıklarının yanı sıra, psikoloji temelli konular özelinde, nörobilimsel yaklaşımlar çerçevesinde ve farklı kültürler üzerinde daha geniş örneklem gruplarıyla gerekli nitel gerekse nicel çalışmalarla geliştirilmelidir

Anahtar Kelimeler: Ebeveynlik tarzları, oyuncak, yaşam deneyimleri, satın alma motivasyonları

Introduction

Bowen (1978), in his book *Family Therapy in Clinical Practice*, introduced the concept of self-differentiation and emphasized that childhood experiences are transmitted not only through shared emotions, thoughts and experiences but also via parental transmission. He highlighted that sociodemographic characteristics, peer and social group relations, parental relationships, reference group effects and other environmental factors play a significant role in this process. Furthermore, intergenerational interaction theories hold an important place in this experiential framework with the emotions transferred being as critical as the experiences themselves (Bowen, 1978).

Researchers define the process of self-formation and identity construction as psychological well-being achieved through integration and adaptation to the external world. They have examined the relationship between parenting styles and adolescents' identity development, revealing the influence of factors such as family socioeconomic status, the ages of both children and parents, ethnicity, gender, personality traits, lifestyle, communication skills and emotional states, all of which can mediate this relationship (Skowron et al., 2009).

Parenting styles have been analyzed from various theoretical perspectives across disciplines. In psychological studies, parenting, described as a complex and challenging process (Kerr et al., 2010), not only impacts a child's development and behavioral patterns but also facilitates intergenerational interaction (Clarke et al., 2005; Gera & Kaur, 2015). Studies focusing on culture, socialization, and learning theories have explored parents' beliefs and value systems, family communication models, approaches to child-rearing and behavioral models, elaborating on how different parenting styles influence children across various age groups (Padilla - Walker et al., 2007; Ventura & Birch, 2008).

From the Erickson's perspective, identity development has been associated with learning motivations (Bukšnytė & Pukelytė, 2009), self-

esteem (Kutkienė, 2008), and gender roles (Malinauskienė et al., 2010). However, studies conducted in Lithuania highlight that contradictory findings regarding the relationship between parenting styles and identity formation stem from the lack of attention to personality traits and gaps in research. These findings indicate the need for developing theoretical models, examining mediating factors related to personality traits and addressing connections across different processes.

In these context, this study aims to explore how the childhood experiences of today's parents—including their own parental styles as well as sociopsychological and demographic factors—shape their motivations to purchase toys for their children.

Literature Review

Parents' Childhood Life Experiences

Researches in social psychology and educational sciences conceptualize parenting as a bidirectional interaction process that ensures the survival and development of children. Within this interaction, behaviors exhibited since infancy have been observed to significantly influence the parent-child relationship and behavioral development (Darling & Steinberg, 1993). Consequently, the perceptions and opinions of adults, as well as children and adolescents, regarding parenting styles often reflect their own parenting styles, providing insights into their approaches to parenting (Marsh et al., 2005).

Childhood life experiences encompass the totality of events and changes individuals encounter during their developmental stages, alongside demographic factors, personality traits and sociopsychological and cultural influences that shape their sensitivity to these experiences (Schönpflug, 2001). These experiences reflect the sociopsychological, sociocultural and ecological environments of their parents during the early stages of life, in addition to physiological characteristics. Beyond genetic factors, personality tra-

its, self-identity, self-efficacy perceptions, attitudes and behaviors that develop over the lifespan are profoundly shaped by these life experiences.

Psychological and sociological research has extensively examined the effects of family, social and reference groups on development. Within this context, parental behaviors and parenting styles have been identified as key determinants of early childhood experiences, the socialization of children as consumers and their transition to adulthood (Belk, 1988; Noble & Walker, 1997; Altan-Aytun et al., 2013).

Research on the influence of childhood experiences on purchasing behaviors and decision-making processes highlights a variety of direct and indirect factors. These include the family's socioeconomic level (Harkness et al., 2000; Kağıtçıbaşı, 2000), the child's personality traits (Grusec, 2002), age (Ayvalıoğlu, 1987; Çileli & Tezer, 1998; Kağıtçıbaşı, 1990, 2000; Rokeach, 1973), birth order (Harris, 1998; Schultz & Schultz, 2007), gender (Grusec, 2002) and parental characteristics such as gender (Güngör & Bornstein, 2010), involvement in the child's academic activities (Bandura, 1986; Grusec, 2002), education level (Schönpflug, 2001), attachment styles and family communication patterns (Grusec, 2002; Bretherton et al., 1997). Additionally, factors such as cultural and social class characteristics (Grusec, 2002) and parental occupations (Kohn, 1977) also play a role.

In the process of a child's socialization as a consumer, their interactions with family relationships, peers, teachers, educators and environmental factors aligned with their developmental stage significantly influence their periodic sensitivity to consumer-related experiences (Grusec, 2002; Schönpflug, 2001). While many studies focus on the effects of infancy and early childhood (preschool years) and parental attitudes, others emphasize the role of identity formation during adolescence, late adolescence and adulthood (Vollebergh et al., 2001).

Parenting styles, which underpin social identity construction, cultural value transmission and social group influences, provide a develop-

mental foundation for determining an individual's social and psychological positioning. These styles reflect cultural accumulation as a worldview influencing behaviors (Mannheim, 1952; Becker, 1992) and facilitate the internalization of attitudes and behaviors during the shaping process (Kohlberg & Kramer, 1969).

A study conducted with German families and their children aged 14 to 19 observed that mothers' attitudes and behaviors played a significant role in transferring and reinforcing social values until the children's transition to adolescence. In contrast, fathers' behavioral models became more influential during the later stages of adolescence (Schönpflug, 2001).

In their study, *Socialization and Attribution: Actual versus Perceived Similarity among Parents and Youth*, Acock and Bengtson (1980) argued that adolescents who require warmth and support from their parents tend to exhibit behaviors aligned with their parents' guidance later in life. Conversely, Miller and Glass (1989), in their study titled *Parent-Child Attitude Similarity across the Life Course*, demonstrated that the claim suggesting children's attitudes and behaviors gradually diverge from their parents as they transition into adulthood is not supported by empirical evidence.

Broody et al. (1994), in their six-year longitudinal study titled *Family Processes during Adolescence as Predictors of Parent-Young Adult Attitude Similarity: A Six-Year Longitudinal Analysis*, examined two cohorts: adolescents aged 11 to 16 in 1981 and young adults aged 17 to 22 in 1987. Their findings highlighted the differential effects of mothers and fathers on their children's behaviors, emphasizing that mothers exerted a stronger influence during early adolescence.

In a study exploring the impact of generational differences on the differentiation of cultural tendencies among young individuals aged 12 to 24 transitioning from adolescence to adulthood, Vollebergh et al. (2001) noted that, while children increasingly distance themselves from their parents' social influences as they age, this does

not imply that they abandon or become desensitized to the values instilled during their upbringing.

Cultural and psychology-focused studies conducted in Turkey have examined topics such as the transmission of parental values, children's adoption of cultural orientations, the effects of gender perceptions on behavioral differences, self-esteem and individualization. These studies have highlighted that the father's behavioral influence is particularly significant and more pronounced among boys during the later stages of adolescence (Göregenli, 1995; Haktanır & Baran, 1998; Aygün & İmamoğlu, 2002; Eryavuz, 2006; Güngör, 2008; Güngör & Bornstein, 2010).

Parenting Styles

Family relationships and parental attitudes are central to the formation of an individual's perceptions, beliefs and values about themselves and the world. Parent-child relationships- particularly mother-child interactions and family attitudes during infancy and early childhood play a significant role in the socialization process of children as consumers. These processes are described as mechanisms of internalization within the framework of learning theory (Hoffman, 1975). Studies have highlighted that parenting styles not only influence relationships, decisions and developmental processes during childhood and adolescence but also shape an individual's attitudes, behaviors and thoughts in adulthood (Bowlby, 1980).

In the 1960s, Baumrind developed the *Parenting Styles Theory*, which categorized parenting approaches into three groups: authoritarian, explanatory authoritarian-democratic (authoritative) and permissive. This theory analyzed the parent-child relationship within a behavioral framework, focusing on family rules and communication- oriented child- rearing practices. Baumrind's work opened new research avenues by examining the attitudes of mothers and fathers separately regarding the physiological, psychological and social needs of their children. Later, Maccoby and Martin (1983), in their

study *Socialization in the Context of the Family: Parent-child Interaction*, expanded Baumrind's model to include four parenting styles: explanatory/authoritarian, authoritarian, permissive/coddling, and permissive/neglectful. They evaluated these styles based on two fundamental dimensions: responsiveness and demandingness.

Authoritarian parents, characterized by a high locus of control, often disregard their children's wishes, expectations, and emotional needs. These parents tend to select products that they deem beneficial and budget-friendly, excluding their children from the purchasing decision-making process (Carlson & Grossbart, 1988). Conversely, democratic parents involve their children in decisions, consult with them, and grant them a degree of autonomy. A study conducted with Indian families revealed that 30 million children aged 4 to 14 significantly influenced their parents' purchasing decisions due to the democratic parenting style prevalent in these households (Rajan & Subramanian, 2007).

Ward and Wackman (1974) emphasized that factors such as the closeness of the mother-child relationship, the child's birth order and family characteristics -including family structure and household size- affect children's consumer behavior. They further observed that mothers approving their children's purchase requests considered both the child's age and birth order. Children aged 11 to 12 were perceived as competent decision-makers and democratic parents trusted the older child's maturity, considering them more effective consumers than their younger siblings (Ward & Wackman, 1974).

Parents' Toy Purchasing Behaviors and Purchase Motivations

Building upon the previous discussions on parental styles, this section explores how these factors translate into actual consumer behaviors. Bedford (2021) highlighted that toys are increasingly being purchased with a hedonic attitude, serving as tools for family interaction and com-

munication rather than merely as birthday, report card or reward gifts. The study also emphasized that the importance of toys for children has grown significantly in recent years. Research examining parents' toy purchasing behaviors indicates that parents continue to shop for their children despite economic fluctuations (Wong et al., 2021; Bedford, 2021). Al Kurdi (2017) explored the factors influencing parents' toy buying behaviors and emphasized that while the most significant criteria include the child's age and gender, understanding the underlying rationale behind these purchases is equally important. Similarly, Richards (2023) found that parents often view the age ranges recommended for toys with skepticism and base their purchasing decisions on the specific characteristics and needs of their children.

In the 1950s, Gips examined toy preferences for hospitalized children and observed a preference for skill-oriented toys that were engaging and required attention and focus. Subsequent studies have focused on various factors influencing mothers' purchasing decisions (Wells, 1988), the age of children (Ward, 1972), family decision-making roles (Ward & Wackman, 1974), the impact of children's gender on decision-making processes (Mehrotra & Torges, 1977) and the influence of mothers' social roles on children's preferences and purchasing tendencies (McNeal, 1969). McNeal (1969) also presented findings on how parents involve their children in decision-making processes and their toy preferences, specifically within the contexts of gender and age-related factors.

Between the 1960s and 1980s, within the framework of consumer socialization theories, self and identity construction and gender-focused studies, researchers examined several topics. These included the effect of child gender on parental toy choices (Goldberg, 1963; Rheingold & Cook, 1975; O'Brien & Huston, 1985), the influence of child gender on nursery preparation by parents (Rheingold & Cook, 1975; Eisenberg et al., 1987) and the role of advertising in shaping the purchasing behaviors of children and parents (Pecora, 2009). By the 1990s, studies began

addressing the impact of children on family decision-making roles, the adoption of technology, digitalization and gamification, and shifts in the perception of toys and games.

Research on parents' motivations for purchasing toys reveals diverse dynamics within the decision-making process. Kushlev, Dunn and Ashton-James (2012) emphasized that while parents are the primary purchasers of toys, their decisions are influenced by their parents, their environment, and particularly their children. Similarly, Al Kurdi (2017) explored how children influence their mothers during the toy purchasing process, providing insights into the factors shaping these decisions.

Studies investigating the factors influencing parents' toy purchase decisions (Eisenberg et al., 1987; Hogan, 2007; Clarke, 2010; Al Kurdi, 2017; Ding et al., 2024) have highlighted various attributes. Functional features of toys, such as being educational or instructive, long-lasting, safe, and versatile, as well as reflecting price and quality perceptions, are frequently emphasized. Emotional features, on the other hand, include nostalgic factors, perceived brand similarities, family roles and communication models. Within the framework of social needs, factors such as gender roles (stereotypes), materialistic attitudes, trust in brands, advertisements, identity-related aspects and preferences for popular brands have also been explored.

While several studies focus on topics such as toy purchase decision-making within families, the observation and realization of purchase decision roles, the influence of children across different age groups on family decision-making processes, and the socialization and consumer behavior of children, some areas remain underexplored. These include family styles, parenting styles, intergenerational interactions, and the role of caregivers, which require further in-depth research (Freeman, 2007; Clarke & McAuley, 2010). Slöberg and Sköld (2021) emphasized that when children participate in the purchasing process through advertisements, parental influ-

ence on purchasing motivation becomes a critical factor, necessitating consideration of the many variables related to this process.

A review of the literature reveals numerous factors influencing parents' toy preferences. These include the child's age and gender (Chase, 1992), the parent's gender and age (Malone & Landers, 2001), intergenerational interaction (Wood et al., 2002), number of children in the household, education level, and income. Additionally, purchase motives such as safety, educational features, creativity (Stagnitti et al., 1997), durability and longevity (Thompson et al., 1995), quality, flexibility and multifunctionality (Caldera et al., 1989) are significant. Other factors include the toy's physical attractiveness for the child (Servin et al., 1999), the child's attention span (Priya, Kanti, & Sharma, 2010) and the parent's sense of connection or nostalgic pleasure (Fisher-Thompson, 1993; Fallon & Harris, 2001). Also ethnicity (Lam & Leman, 2003), the child's preferences (Rheingold & Cook, 1975), packaging information (Curri et al., 2003), cost considerations (temporary and effort-related costs), toy category or type (Christensen & Stockdale, 1991) and the influence of social groups (Campenni, 1999; Robertson & Rossiter, 1976) play a role.

Method

Theoretical Framework

The social context theory, which asserts that individuals' behaviors are strongly influenced by their social, cultural, and environmental contexts, suggests that consumer behaviors are shaped not only by individual characteristics but also by past experiences, family structures, and social norms (Belk, 1988). In particular, parents' purchasing motivations are significantly influenced by the family dynamics they experienced during childhood, which also play a key role in shaping their parenting styles (Schönpflug, 2001). For instance, parents raised in authoritarian family environments may adopt a more

pragmatic approach to addressing their children's consumption needs, whereas those raised in democratic family settings are more likely to consider their children's opinions (Darling & Steinberg, 1993).

According to the Theory of Reasoned Action (TRA), which emphasizes that individual purchasing behaviors are determined by attitudes and intentions, the likelihood of a behavior occurring is shaped by the individual's attitudes toward that behavior and the influence of social norms (Fishbein & Ajzen, 1975). In the context of parenting, social norms and values transmitted since childhood influence parents' motivations to purchase for their children. Over time, these transmitted values and norms become integral to their own attitudes. It has been suggested, for example, that democratic parents are inclined to purchase toys that support their children's creative skills, a tendency shaped by both individual attitudes and the influence of social norms (Rajan & Subramanian, 2007). Thus, within TRA, the constructs of attitude and intention provide the psychological foundation for parents' consumption decisions concerning their children.

Similarly, Festinger (1957), through the Cognitive Consistency Theory, argues that individuals tend to seek alignment between their attitudes and behaviors. This theory is used to explain the alignment between parents' values and experiences from childhood and their current parenting behaviors. For instance, parents who experienced deprivation during their own childhood may attempt to reconcile their past experiences by purchasing everything their children desire, thereby achieving cognitive alignment (Kushlev et al., 2012). Likewise, authoritarian parents may exhibit controlled and rational purchasing decisions consistent with their own value systems.

When the social context perspective, Theory of Reasoned Action, and Cognitive Consistency Theory are considered together, it becomes evident that parenting styles are shaped by values and norms formed during childhood, and these structures directly influence parents' motiva-

tions to purchase toys. This theoretical framework provides a comprehensive lens to explore the complex relationship between parents' past experiences and their current consumer behaviors.

Research Model and Research Problem

Like all consumers, parents' purchase motivations and interest levels significantly influence their consumption behaviors. In the context of toy purchasing decisions, various factors have been observed to play a role, including life experiences such as socialization processes as consumers from childhood, parenting styles of their own parents, family structures, environmental characteristics, and the process experiences referred to as the liminal transition period by Noble and Walker (1997).

Drawing on lifelong experiences and accumulated knowledge, individuals construct future projections for themselves and behave accordingly (Urmak, 2022). From the perspective of the social context theory, which emphasizes the importance of broader societal factors in shaping consumer behavior, it becomes essential to analyze the complex dynamics influencing parents' purchasing decisions. This can be achieved by examining the interplay between their past and present experiences in greater depth. Such an approach provides insights into how and to what extent childhood experiences shape the purchasing habits of contemporary parents, as well as the factors contributing to variations in these behaviors.

The primary aim of this study is to investigate the influence of today's parents' childhood life experiences on their motivations to purchase toys for their own children, focusing on their parental styles and the sociodemographic characteristics of the period in which they were raised. To achieve this aim, the research model was developed based on a comprehensive literature review and approved under the decision numbered 2986396 by the Istanbul University Social

and Human Sciences Research Ethics Committee during its meeting on October 7, 2024. The model is presented in Figure 1.

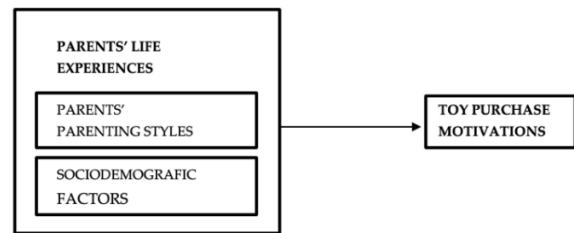


Figure 1. Research Model

The literature review indicates that parenting styles, as part of childhood life experiences, significantly influence purchase motivations through intergenerational interaction. Within this framework, the hypotheses developed to examine the impact of parental styles on their motivation to purchase toys for their children are as follows:

H1: Parents' parenting styles positively affect parents' motivation to purchase toys for their children.

H2: Parents' authoritarian parenting style positively affects parents' motivation to purchase toys for their children.

H3: Parents' democratic parenting style positively affects parents' motivation to purchase toys for their children.

H4: Parents' permissive parenting style positively affects parents' motivation to purchase toys for their children.

Population and Sample

The sample for this study comprised parents with at least one child. Specifically, the sample included parents who had at least one child aged 2–10, who had the opportunity to be raised by their parents -either in the same or separate households- until the age of 15, which is generally considered the threshold for adulthood. These parents were also required to have a significant influence on toy purchasing decisions for their children, as outlined in the research methodology. Inclusion in the study was confirmed through verbal declarations.

Due to the broad scope of the research population, reaching the entire population was impractical. Consequently, a representative sample was determined to ensure efficiency and reliability in the findings. The selection of parents was conducted using a random sampling method.

Data Collection Tool

Since the research required an in-depth examination of childhood experiences, a mixed-method approach was employed, incorporating both exploratory and quantitative analyses. To achieve this, in-depth interviews were conducted to establish a framework for understanding parents' perceptions of play and toys. Additionally, data were collected using a questionnaire designed with scales to measure the variables of the theoretical model.

The in-depth interviews were conducted with parents who had been raised by their parents—either in the same or separate households—until the age of 15, which is considered the upper limit of the young adulthood period. This classification was based on the framework established by Noble and Walker (1997), who applied Belk's (1988) concept of the "extended self" and Van Gennep's (1960) theoretical framework of "liminal transitions" (life changes experienced during childhood) to interpret contemporary consumption behaviors.

One of the instruments used in this research was the Parental Authority Questionnaire developed by Buri (1991), a self-report scale designed to assess Baumrind's three parenting styles: authoritarian, authoritative (democratic), and permissive. The scale evaluates parenting behaviors during the respondent's childhood from an adult perspective. Developed as a self-assessment tool, the five-point Likert-type scale comprises 30 items, with 10 items dedicated to each of the three sub-dimensions of parenting styles. These dimensions are structured around authority, warmth, disciplinary practices, demands, expectations, and control behaviors as outlined in Baumrind's (1966) theory.

To measure consumer motivations, the study employed the Consumer Motivation Scale (CMS) developed by Barbopoulos and Johansson (2017). This 34-item scale was specifically designed to account for psychological factors underlying purchase motivations, including hedonic and moral values, emotional adaptability, and information acquisition. The authors emphasized the importance of considering multi-contextual elements and personality traits, addressing limitations of prior scales that generalized consumer behavior models.

The data collection process began with exploratory semi-structured online interviews involving 60 parents, designed to capture the meanings they attributed to their experiences. These interviews, conducted using a semi-structured interview form, were selected for their suitability in exploratory research (Karasar, 1999) and aimed to explore parents' diverse perspectives on play and toys while identifying commonalities and differences. Subsequently, a total of 287 online questionnaires were collected between October and November 2024. After excluding 66 questionnaires due to missing information that could affect the research outcomes, 221 valid questionnaires were included in the analysis.

Findings

In the data analysis process, first, 60 participant parents who participated in the preliminary research process were asked open-ended questions to understand their perceptions of play and toys, descriptive characteristics of childhood, family communication and attitudes during childhood, and current family communication and attitudes with their own children. The summary participant table for the in-depth interviews conducted for the exploratory preliminary analysis is shared.

Among the research participants, 26 were male and 34 were female, with males coded as "E" and females as "K." Prior to the interviews, informed consent was obtained, and double confirmation was sought to ensure that participants had not experienced traumatic losses during

childhood. This was verified using the questions: "Did you spend your childhood until the age of 15 with your parents, even if they were separated?" and "Did you experience the loss of a parent or family member during your childhood?" Participants were informed, as stated in the consent form, that they could terminate the interview at any point. Additionally, they were assured that support could be provided by Dr. Sultan Turan Eroğlu, a psychiatrist and faculty member at Biruni University Hospital, if needed.

Table 1. Demographic Findings of the In-depth Interviews

Variable	Group	Frequency (n)	Percentage (%)
Gender	Female	34	56,4
	Male	26	43,6
	Total	60	100
Age	18-25		
	26-35	14	23,3
	36-45	27	45
	46-55	19	31,7
	56 and above		
	Total	60	100
Family Structure in Childhood	Traditional (extended) family	23	38,3
	Nuclear Family	26	43,6
	Other	11	18,1
	Total	60	100
Household Income in Childhood	Lower Income	7	11,9
	Middle Income	42	70
	Upper Income	11	18,1
	Total	60	100
Number of Children	1 child	20	33,4
	2 children	19	31,6
	3 children	17	28,4
	4 children	4	6,6
	Total	60	100
Current Family Structure	Traditional (extended) family	4	6,6
	Nuclear Family	46	76,8
	Other	10	16,6
	Total	60	100
Current Household Income	Lower Income	4	6,6
	Middle Income	29	48,4
	Upper Income	27	45
	Total	60	100

As shown in Table 1, 11 participants reported living separately from their parents at times due to circumstances such as civil service duties or out-of-town work obligations.

The table illustrates the changes between childhood family structures and current family

structures. E13, a 46-year-old father of four, described how his perception of the traditional family structure has evolved:

"When I was a child, we lived in a huge house in Adana. The house was big, but there was no space for me because 12 people lived there. My mom, dad, grandmother, grandfather, the five of us—kids, my aunt-in-law, and her children. It was a lot of fun in its own way, but I think not having my own private space back then has influenced my boundaries today. Now, the entire house is designed specifically for the kids. So they don't feel the same way I did... But as you can imagine, I still feel like there's no space for me. I don't want overnight guests outside of our family either."

In contrast, K27, a 37-year-old mother of three, shared her experience:

"When I was a child, we were expatriates. We were always alone. My mom and dad were working, and there were no friends, relatives, or family around us. I always envied crowded families and tables with lots of laughter. Now I realize that one longs for what one cannot have, but this is a handicap. It is also difficult to find a balance between what you are used to, what you adapt to, and what you envy. For example, today's children don't make pots out of clay or toys out of stone like we did. They want what is ready-made. In trying to make sure they don't feel deprived, you end up draining yourself to provide the same standards for each of them."

These statements indicate that changes in family structures are closely connected to personality traits and various sociopsychological factors.

In addressing the effect of the number of children on parents' motivation to purchase toys, open-ended questions explored topics such as the frequency of playing with their parents, the frequency of toy purchases during their childhood, their frequency of purchasing toys for their own children, their play frequency with their children, and family purchasing decision processes in relation to their childhood experiences.

K18, a 32-year-old mother of two, reflected on her childhood and current toy-purchasing behaviors:

"We were four siblings; I am the third. My father was a civil servant, and my mother was a housewife. We had a toy basket. We all played with the same 3–5 toys in it. For once in my life, I had a new toy, special for me. My uncle brought me a doll back from Lisbon. I couldn't bear to play with it; I kept it in its transparent box and grew up looking at it. What do you think happened when I gave it to my 5-year-old daughter? In two days, her arms and legs were separated, her hair was a mess. I felt sorry for my own childhood that I couldn't play to the fullest. That's probably why I buy my kids everything they want so they don't experience that sense of deprivation."

The participant parents' childhood family structures and intra-family communication processes exhibited unique characteristics. Among those raised in traditional (extended) or nuclear families, 53 participants noted that their mothers did not work, their fathers were the sole earners, and toys were purchased only on special occasions after basic household needs were met.

K29, a 42-year-old who grew up in a nuclear family with civil servant parents, reflected on her childhood experiences:

"My mom and dad didn't work long hours, but since no one was home when I got back, our neighbor Ayşe (who was also my friend's mom) would take care of us. Every day, she'd have cakes, cookies, and juice ready. She would chat with us. Maybe it wasn't a game, but she'd do trivia quizzes, subtly helping us review what we'd learned. My mother, on the other hand, was tired when she came home. After dinner, she would sit in the living room with my father. To be honest, for years, I promised myself that I would give all my attention to my son so as not to be like my mother. But today, I also work with the hustle and bustle of Istanbul, and I don't have the energy to play with him. Maybe that's why I go home every day with a new toy so that he can keep himself entertained."

E12, a 39-year-old father of two who grew up in a traditional family where his mother was a housewife and his father was a doctor, shared the connection between his childhood and current life experiences:

"My mother wasn't working. My grandmother lived with us and couldn't walk. How could she play with me when my mom was taking care of her as well

as the housework? My dad was a local doctor, constantly busy day and night. There were no toy stores or big malls back then. Even if there were, what would we have bought? I grew up in the treetops, making slingshots, stone dams, cardboard cars. If a child has curiosity in him, he will find a way, he will create. Looking at my own kids now, I understand this even better. Their mom doesn't work, and all her attention is on them, but all they care about is unboxing new stuff! Something new is fun for two days, and by the third, it's trash. Still, it's their mother's decision—she keeps building a house on the ruins they leave behind."

E12 highlighted differences in purchasing motivations, varying levels of individual interest, family decision-making processes, and the interaction between environmental factors and periodic characteristics.

Participant parents commonly emphasized that during their childhood, parents did not involve children in decision-making processes, describing this as "normal" for that time. Among those participants, E17, a father of three, shared:

"In our childhood, kids were just kids. We played ball in the streets, ate bread with tomato paste, and went to school. Forget about asking for toys—we lived dreaming of the bicycle we might get as a report card gift. Depression, sulking—those concepts are things we're learning about now. For the toys we didn't have, we rush to ensure our kids don't feel deprived. Today, we've even reached a point where we can't serve a meal without asking the kids first..."

K23, the mother of a boy, commented on family decision-making processes:

"Every period has different characteristics. Even if my parents didn't listen to me at that time, I try to hear my son's needs. It's debatable how much we can implement it, but if I ignore it, I will lose my son in today's world. That doesn't mean he holds all the power. It's just that he's incredibly important to me, and I want him to understand that."

All participants defined play as "fun," but their definitions of toys varied. E4, a 37-year-old father of a boy, described toys as:

"A toy is merely a companion to play. If you want to have fun, stones can be toys, as can wood or mud."

Table 2. Number of Repeated Words Related to Toy Perception in In- depth Interviews

Toy Perception	Repeat Frequency	Toy Properties Affecting Perception	Repeat Frequency	Toy Selection Criteria	Repeat Frequency	Definitions of Game Playing Frequency	Repeat Frequency
Recreational vehicle	37	It's fun	45	Qualities that may be of interest to the child (factors such as age, gender, social interaction characteristics are effective)	44	Always	7
Educational	32	Intriguing	43	Supporting development	36	Frequently	5
Gift	29	Colorful, multi-part, attention-demanding	36	Robustness and reliability	32	Sometimes	19
Distraction	20	Price	36	Being educational - instructive	32	Rarely	21
Like a teacher	16	Robustness	32	Brand Name	27	Nothing.	3
Childish	13	Quality	29	Price	25	Difficult to define	5
Tool for gaming	8	Naturalnessreliability	26				

What matters is not teaching through standardized, pre-packaged means."

K34, a 32-year-old mother of twin girls, offered a contrasting perspective:

"The most fundamental feature of a toy is its educational value. Especially in large families, where managing time efficiently is crucial, reliable, high-quality, branded toys allow us to make the most of our time with peace of mind."

During the in-depth interviews, recurring themes regarding toy descriptions and characteristics, along with key indicators of the playing frequency and preferences of the 60 participant parents, are summarized in Table 2.

In the exploratory research, the demographic characteristics of the 221 participants who completed the questionnaire -designed based on the theoretical model developed in accordance with the literature review- are presented in Table 3. These characteristics are categorized by age, gender, marital status, occupation, education level and income group.

Table 3. Demographic Characteristics of Survey Respondents

Variable	Group	Frequency (n)	Percentage (%)
Age	18-25	20	9
	26-35	72	32,6
	36-45	82	37,1
	46-55	39	17,6
	56 and above	8	3,6
	Total		221
Gender	Woman	113	51,1
	Male	108	48,9
	Total	221	100
Marital Status	Married	205	92,8
	Single	16	7,2
	Total	221	100
Profession	Public Official	54	24,4
	Private Sector	116	52,5
	Housewife	14	6,3
	Self-employment	14	6,3
	Retired	10	4,5
	Other	13	5,9
	Total	221	100
Education Status	Primary education	24	10,8
	High School	25	11,3
	Undergraduate	115	25,8
	Postgraduate	18	52,0
	Total	221	100
Income Group	Lower Income	4	1,8
	Middle Income	15	8,6
	Upper Income	202	91,4
	Total	221	100

The analysis of the survey data for this research was conducted using the SPSS 27 program. Initially, reliability analyses were performed for the Parenting Authority Questionnaire and the Consumer Purchase Motivation scales included in the questionnaire.

Table 4. Table of Reliability Coefficient Values of the Parenting Authority Questionnaire Scale

Scale and Subscales	Cronbach's Alpha (α)
Parenting Style Scale	0,818
Authoritarian Parenting Dimension	0,856
Democratic Parenting Dimension	0,808
Permissive Parenting Dimension	0,740

An examination of Table 4 reveals the reliability coefficients for the Parenting Authority Questionnaire scale and its sub-dimensions. According to Hair et al. (2010), a reliability coefficient value of 0.70 is considered acceptable for ensuring the internal consistency of a scale, while values as low as 0.60 may be deemed acceptable in the context of exploratory research.

Table 5. Table of Reliability Coefficient Values for Consumer Purchase Motivation Scale (Holistic Approach)

Scale and Subscales	Cronbach's Alpha (α)
Consumer Purchase Motivation Scale	0,846

An examination of Table 5 indicates that the reliability coefficient for the Consumer Purchase Motivation scale, evaluated holistically, is at an acceptable level for the research. Büyüköztürk et al. (2020) emphasize that skewness and kurtosis values for the normal distribution of data should fall within the range of ± 1.96 . The results of the normality tests applied to assess the conformity of the data to a normal distribution are presented in the tables.

An analysis of the findings in Tables 6 and 7 shows that the skewness and kurtosis values for the scales used in the research are within the acceptable range of ± 1.96 , indicating that the scales satisfy the normality assumption. Following the confirmation of data normality, exploratory factor analysis (EFA) was performed to evaluate the construct validity and discriminant properties of the scales.

Table 6. Normality Statistics of the Parenting Scale

Variables	Skewness Coefficient	Kurtosis Coefficient
Authoritarianism Dimension	-0,155	0,595
Democratization Dimension	-0,015	0,450
Permissiveness Dimension	-0,171	0,545

Table 7. Normality Statistics of Consumer Purchase Motivation Scale

Variables	Skewness Coefficient	Kurtosis Coefficient
Value for Money Dimension	-0,999	1,493
Quality Dimension	-0,560	0,817
Safety Dimension	-1,087	1,186
Harmony Dimension	-0,343	0,516
Comfort Size	-0,327	0,543
Ethical Values Dimension	-0,860	1,054
Social Acceptance Dimension	-0,048	1,050

The "Principal Component Method" was applied to determine the factor structure of the Parenting Authority Questionnaire scale, with the results presented in Table 8. The KMO value (0.919) exceeded the recommended threshold of 0.50 and Bartlett's test yielded a significant p-value (0.000), indicating suitability for factor analysis. As a result of the exploratory factor analysis, the scale explains 54.93% of the total variance and is divided into three dimensions, consistent with its original version. The "authoritarian parenting" dimension, consisting of 14 items, accounts for 32.31% of the total variance. The "democratic parenting" dimension, comprising 11 items, explains 15.50% of the total variance, while the "permissive parenting" dimension, with 3 items, contributes 6.27% of the total variance. Due to low factor loadings, the 10th item (0.324) and the 20th item (0.312) were removed from the scale, and subsequent analyses were conducted without these items.

The "Principal Component Method" was applied to determine the factor structure of the Consumer Purchase Motivations scale, and the results are presented in Table 9. The KMO value (0.910) exceeded the recommended threshold of 0.50, and Bartlett's test yielded a significant p-value (0.000), confirming the suitability of the data for factor analysis.

Table 8. Exploratory Factor Analysis (EFA) Results of the Parenting Authority Questionnaire Scale

Statements	Authoritarian	Democratic	Permission
Parenting Style 1	0,734		
Parenting Style 4	0,683		
Parenting Style 5	0,769		
Parenting Style 6	0,719		
Parenting Style 11	0,795		
Parenting Style 14	0,743		
Parenting Style 15	0,836		
Parenting Style 19	0,704		
Parenting Style 22	0,529		
Parenting Style 23	0,803		
Parenting Style 24	0,762		
Parenting Style 26	0,747		
Parenting Style 27	0,762		
Parenting Style 30	0,627		
Parenting Style 2		0,577	
Parenting Style 3		0,717	
Parenting Style 7		0,658	
Parenting Style 8		0,744	
Parenting Style 9		0,738	
Parenting Style 12		0,723	
Parenting Style 16		0,681	
Parenting Style 17		0,559	
Parenting Style 18		0,685	
Parenting Style 25		0,722	
Parenting Style 29		0,727	
Parenting Style 13			0,615
Parenting Style 21			0,728
Parenting Style 28			0,728
Eigenvalue	3,47	1,729	1,451
Variance Explained (%)	32,31	15,50	6,27
Total Variance Explained (%)	54,093		
KMO: 0.919		Bartlett's p: 0,000	
Chi-Square 3728,141		df: 435	

The exploratory factor analysis revealed that the scale explains 87.43% of the total variance and is divided into seven dimensions, consistent with the theoretical model. The "value for money" dimension, consisting of 10 items, accounted for 34.46% of the total variance. The "quality" dimension, with 7 items, explained 24.50% of the total variance. The "safety" dimension, comprising

4 items, contributed 9.30% of the total variance. The "fit" dimension, also consisting of 4 items, explained 7.31% of the total variance. The "comfort" dimension, with 3 items, accounted for 4.75% of the total variance, while the "ethical values" dimension, also with 3 items, explained 2.72% of the total variance. Finally, the "social acceptance" dimension, comprising 3 items, contributed 2.34% of the total variance.

Table 9. Exploratory Factor Analysis (EFA) Results of Consumer Purchase Motivations (CPM) Scale

Statements	Getting Value for Money	Quality	Security	Harmony	Comfort	Ethical Values	Social Acceptance
CPM 13	1,000						
CPM 12	0,996						
CPM 11	0,996						
CPM 8	0,995						
CPM 14	0,995						
CPM 17	0,992						
CPM 15	0,980						
CPM 2	0,975						
CPM 4	0,971						
CPM 5	0,968						
CPM 22		0,974					
CPM 32		0,974					
CPM 24		0,972					
CPM 25		0,971					
CPM 19		0,971					
CPM 18		0,534					
CPM 23		0,490					
CPM 26							
CPM 28			0,915				
CPM 27			0,882				
CPM 26			0,836				
CPM 29			0,826				
CPM 34				0,926			
CPM 33				0,900			
CPM 31				0,807			
CPM 30				0,704			
CPM 16					0,966		
CPM 6					0,952		
CPM 9					0,952		
CPM 10						0,924	
CPM 1						0,776	
CPM 3						0,752	
CPM 7							0,932
CPM 20							0,463
CPM 21							0,383
Eigenvalue	3,47	1,729	1,451				
Variance Explained (%)	36,46	24,507	9,303	7,319	4,751	2,742	2,348
Total Variance Explained (%)		87,439					
KMO: 0.910		Bartlett's p: 0,000					
Chi- Square: 17496,141.		df: 528					

Pearson correlation analysis was performed to examine the overall relationship between the Parenting Authority Questionnaire scale -including its sub-dimensions of authoritarian parenting, democratic parenting, and permissive parenting- and the Consumer Purchase Motivations scale along with its sub-dimensions. Following this, simple linear regression analysis

was conducted to evaluate the effect of these variables on consumer purchase motivations. The results of the Pearson correlation analysis, which explored the relationship between parenting styles assessed through the parenting authority questionnaire (PAQ) and consumer purchase motivations (CPM) in a holistic manner, are presented in Table 10.

Table 10. Pearson Correlation Analysis Results

Variable	Parenting Style	CPM
Parenting Style	1	
CPM	0,713**	1

**p<0,00

Table 10 demonstrates a strong positive correlation between parenting styles and consumer purchase motivations. Specifically, a positive and highly significant correlation was observed between parenting styles, as assessed by the Parenting Authority Questionnaire, and consumer purchase motivations ($r = 0.713^{**}$).

To further explore these relationships, simple linear regression analysis was conducted to examine the effects of parenting styles, as measured by the Parenting Authority Questionnaire, on consumer purchase motivations. The results of this analysis are presented in Table 11.

Table 11. Regression Analysis Results

Independent Variable	Dependent Variable	F	Sig.	R ²	Standardize		t	p
					B Coefficient	Beta		
Parenting Styles	CPM	171,876	0,000	0,275	0,302	0,407	16,783	0,000
Authoritarian Parenting.	CPM	75,384	0,000	0,095	0,297	0,286	11,135	0,000
Democratic Parenting	CPM	66,126	0,000	0,071	0,275	0,267	10,284	0,000
Permissive Parenting.	CPM	72,132	0,000	0,105	0,309	0,316	9,908	0,000

An analysis of Table 12 shows that parenting styles, as measured by the Parenting Authority Questionnaire, have a significant effect on consumer purchase motivations based on the results of the simple linear regression analysis ($\beta = 0.407$, $p = 0.000 \leq 0.05$). Parenting styles account for 27.5% of the variation in consumer purchase motivations. Therefore, the hypothesis "H1: Parents' parenting styles positively affect parents' motivation to purchase toys" is accepted.

The results of the simple linear regression analysis examining the effect of the "authoritarian parenting" sub-dimension on consumer purchase motivations indicate a significant relationship ($\beta = 0.286$, $p = 0.000 \leq 0.05$). The authoritarian parenting sub-dimension explains 9.5% of the variation in consumer purchase motivations. Thus,

the hypothesis "H2: Parents' authoritarian parenting style positively affects parents' motivation to purchase toys" is accepted.

Similarly, the analysis of the "democratic parenting" sub-dimension reveals a significant effect on consumer purchase motivations ($\beta = 0.267$, $p = 0.000 \leq 0.05$). This sub-dimension explains 7.1% of the variation in consumer purchase motivations. Accordingly, the hypothesis "H3: Parents' democratic parenting style positively affects parents' motivation to purchase toys" is accepted.

Finally, the results of the simple linear regression analysis for the "permissive parenting" sub-dimension demonstrate a significant effect on consumer purchase motivations ($\beta = 0.316$, $p = 0.000 \leq 0.05$). The permissive parenting sub-dimension accounts for 10.5% of the variation in consumer purchase motivations. Consequently, the hypothesis "H4: Parents' permissive parenting style positively affects parents' motivation to purchase toys" is accepted.

Table 12. Summary Results of Hypotheses

Hypothesis	Conclusion
H1: Parents' parenting styles positively affect parents' motivation to purchase toys for their children.	Accepted
H2: Parents' authoritarian style positively affects parents' motivation to purchase toys for their children.	Accepted
H3: Parents' democratic parenting style positively affects parents' motivation to purchase toys for their children.	Accepted
H4: Parents' permissive parenting style positively affects parents' motivation to purchase toys for their children.	Accepted

Discussion and Conclusion

This study offers an exploratory examination of how parental styles, shaped by their childhood experiences and sociodemographic factors, influence their motivations to purchase toys for their children. The findings align with existing theoretical frameworks, including the social context perspective, the Theory of Reasoned Action (TRA) and Cognitive Consistency Theory, while also identifying critical gaps in the literature that warrant further exploration.

Parenting styles, a critical component of childhood experiences, serve as the foundation

for shaping parents' attitudes, beliefs, and behaviors. As Baumrind (1966) emphasized, parenting approaches -authoritarian, democratic, and permissive -significantly impact children's social and emotional development. This research extends these findings by demonstrating that parenting styles also influence consumer behavior, specifically toy purchasing motivations.

Research on parents' toy purchasing behaviors has largely been confined to factors influencing toy preferences, children's involvement in purchasing decisions, and the effects of those decisions. Although these studies, conducted across diverse contexts and cultures, have yielded varying results, there is a noticeable gap in addressing sociopsychological factors—such as parent-child relationships, parents' life experiences, and perceptions of toys—that influence the toy purchasing process. Common findings have highlighted shared purchase motivations and interest levels, yet deeper psychological and experiential factors remain under-researched.

A review of the existing literature reveals an absence of studies directly examining the relationship between parenting styles, childhood life experiences and toy purchasing behaviors, despite evidence suggesting indirect connections between parenting styles and factors such as interest, materialistic attitudes, and financial decisions. To address this gap, in-depth interviews were conducted with 60 parents to uncover the sociopsychological dimensions of their childhood life experiences, understand the perception of play and toys that begins to form in childhood and explore how these perceptions influence toy choices and purchasing behaviors.

The study's results show that authoritarian parenting is associated with pragmatic purchasing decisions focused on functionality and cost-effectiveness, as supported by Carlson and Grossbart (1988). These parents prioritize toys that align with their structured and disciplined approach to child-rearing, emphasizing utility over creativity. Democratic parents, on the other hand, display purchasing behaviors that support their children's developmental needs, favor-

ring toys that foster creativity and learning (Bedford, 2021). This aligns with the TRA framework, where attitudes and social norms collectively shape behaviors (Fishbein & Ajzen, 1975). Permissive parenting, characterized by a more lenient approach, correlates with hedonistic and socially driven purchasing motivations, often influenced by children's desires and peer group pressures (Barbopoulos & Johansson, 2017).

Integrating findings from the Consumer Motivation Scale (CMS) suggests that broader factors -beyond immediate utility- play critical roles in toy purchasing decisions (Barbopoulos & Johansson, 2017). Regression analyses from the study indicate the effect of all parenting styles on consumer purchase motivations, with permissive parenting accounting for 10.5% of the variation ($\beta=0.316$, $p=0.000$). The democratic style accounted for 7.1% of the variation ($\beta=0.267$, $p=0.000$), while authoritarian parenting 5% ($\beta=0.286$, $p=0.000$), further validating the hypotheses.

Studies show that authoritarian parents prioritize functional and cost-effective toys. Carlson and Grossbart (1988) report that authoritarian parents emphasize toys' utility and durability. Authoritarian parenting correlates with toys that encourage creativity and align with children's interests. Rajan and Subramanian (2007) demonstrated that democratic parenting increases children's influence on purchasing decisions, as seen in 30 million Indian households. Parents do not involve hedonistic or peer-driven motivations. Barbopoulos and Johansson (2017) highlighted a preference for toys fulfilling social validation needs under this parenting style. Sociodemographic Influence factors like income, education level, and family structure significantly influence purchasing behaviors. Parents in higher income brackets prioritize brand reputation and quality, as reported by Servin et al. (1999) and Caldera et al. (1989). A study by Stagnitti et al. (1997) is often cited, with boys receiving toys that promote physical activity and girls receiving toys that encourage nurturing behaviors.

The in-depth interviews provided participants with an opportunity to share their perso-

nal narratives, framed by their emotions, thoughts, and behavioral models (Anagün, 2013). These narratives enriched the exploratory aspect of the study. The interviews revealed that sociopsychological and sociodemographic factors—beyond traditional gender roles in toy purchasing—affect perceptions, attitudes, and behaviors. The findings emphasize the need for larger, multidisciplinary studies using experimental and observational qualitative and quantitative methods to develop a more comprehensive understanding of toy purchasing behaviors.

The sociopsychological dimensions of childhood experiences—including parent-child relationships, cultural norms, and past deprivation—play a significant role in shaping parents' current consumer behaviors. For example, Festinger's (1957) Cognitive Consistency Theory explains how parents reconcile past deprivation by compensating for it through their purchasing behaviors. This study found that parents who experienced scarcity during childhood tend to overcompensate by purchasing more toys for their children, a finding echoed in Kushlev et al.'s (2012) work on emotional compensation in parenting.

To further support the theoretical framework of the study, a structured questionnaire was administered to 221 parents. The findings affirm that parenting styles influence not only childhood relationships, decisions, and developmental processes but also shape attitudes, behaviors, and thoughts in adulthood (Bowlby, 1980). The research demonstrated that different parenting styles significantly affect parents' motivations to purchase toys for their children in a holistic manner.

Additionally, the findings emphasize the intergenerational transmission of values and consumer behaviors. Schönplflug (2001) highlighted that parental socialization processes significantly influence the formation of consumer identity in children, a phenomenon observed in this research. Parents' own childhood experiences, particularly those related to family communication and material provision, directly affect their

perceptions of toys and their purchasing motivations.

While previous research has examined factors such as children's involvement in purchasing decisions and the effects of toy preferences (Rajan & Subramanian, 2007), this study highlights the need to delve deeper into the psychological and experiential factors driving toy purchasing behavior. The limited focus on sociopsychological influences—such as parental attitudes toward play and the symbolic meaning of toys—leaves a significant gap in understanding the holistic drivers of consumer behavior. This study contributes to addressing this gap by providing insights into how parents' childhood experiences and parenting styles interact to shape their purchasing decisions.

The findings underscore the need for multidisciplinary approaches to studying toy purchasing behaviors. Integrating psychology, neuroscience, anthropology, and educational sciences can provide a more comprehensive understanding of the cognitive and emotional drivers of consumer behavior. For example, future research could explore the neurological underpinnings of decision-making processes related to toy purchases, as suggested by the generational transmission of behavioral models (Schönplflug, 2001).

Moreover, expanding the sample to include diverse cultural and socioeconomic contexts would enhance the generalizability of findings. Cross-cultural studies could reveal how different parenting styles and social norms influence toy purchasing motivations, providing valuable insights for global consumer research. Additionally, incorporating experimental designs and longitudinal studies could help establish causal relationships between parenting styles, childhood experiences, and consumer behaviors.

This research highlights the intricate relationship between parenting styles, childhood experiences, and toy purchasing motivations. By integrating theoretical frameworks such as the social context perspective, TRA, and Cognitive Consistency Theory, the study provides a robust

foundation for understanding the sociopsychological factors influencing consumer behavior. The findings emphasize the critical role of parenting styles in shaping not only children's developmental outcomes but also parents' own attitudes and behaviors as consumers. Future research should continue to explore these dynamics, leveraging interdisciplinary approaches to uncover the complexities of consumer motivations and their roots in early life experiences.

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