


2018

A Reflection of Adults as Child Participants in Commercial Activities

Janette Angella Williams
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Law Commons](#), and the [Pre-Elementary, Early Childhood, Kindergarten Teacher Education Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University
College of Education

This is to certify that the doctoral dissertation by
Janette Angella Williams
has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Darragh Callahan, Committee Chairperson, Education Faculty

Dr. Amie Beckett, Committee Member, Education Faculty

Dr. Shereeza Mohammed, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University

2018

Abstract

A Reflection of Adults as Child Participants in Commercial Activities

by

Janette Angella Williams

MA, University of South Florida, 2002

BA, Central Connecticut State University, 1995

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

May 2018

Abstract

Children are being used as marketers and consumers for the purpose of financial gain. Although much research exists about children's stance as consumers, very little is known about their role as marketers. Such lack of information indicates that children's authentic voices about their experiences are seldom articulated, heard, listened to, and acted on. The purpose of this qualitative phenomenological heuristic study was to explore the lived experiences of former child participants in commercial activities in order to understand their perceptions as well as, the meaning, and impact of the experiences on their childhood development. The theoretical framework used included the theories of Bandura's social learning, Bronfenbrenner's ecological system, Vygotsky's social constructivism, Knowles' andragogy, and Meziro's transformative learning. The primary questions focused on participants' perceptions, beliefs, and attitudes, as well as the meaning, and impact such lived experiences had on their childhood development. The final sample consisted of 13 adults above age 18 who participated in commercial activities during their childhood and were selected through the snowballing technique. Data were collected, analyzed, and manually coded from multiple individual and focus group interviews. The thematic results and findings are necessary labor, cultural practice, belief system, power of tangible and intangible rewards, independent mobility factor, social dangers of risk factor, participants' affective response, and experiential learning. Implications for social change include the establishment of partnerships among schools, children, parents, and commercial industries to strengthen advocacy for, and effect improved conditions and treatment of child participants in commercial activities.

A Reflection of Adults as Child Participants in Commercial Activities

by

Janette Angella Williams

MA, University of South Florida, 2002

BA, Central Connecticut State University, 1995

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

May 2018

Dedication

This research inquiry is dedicated to my daughter Abbie, who during her early childhood years of development demonstrated immeasurable understanding and support for me as I journeyed through my doctoral studies.

Acknowledgments

Gratitude is expressed to faculty members: Darragh Callahan, Ed.D; Amie Beckett, Ed.D, colleagues Margaret Clarke, Ed.D, Thomas Aldridge, Ph.D., Phillipa Beckford, Dawn Williams, mother Alvarene Williams, daughter Abbie McLaren, siblings and friends who always encouraged me to keep on working at achieving the ultimate goal. Thanks also to the Culture, Health, Arts, Sports and Education Fund Limited (CHASE) for granting me the finances to complete this my final year of doctoral studies.

Table of Contents

List of Tables	vii
Chapter 1: Introduction to the Study.....	1
Background of the Study	3
Research Problem	5
Purpose of the Study	6
Research Questions.....	7
Conceptual Framework.....	8
Nature of the Study.....	10
Definition of Terms.....	11
Assumptions.....	13
Scope and Delimitations	13
Limitations of the Study.....	14
Significance of the Study	15
Significance of Theory.....	18
Significance to Social Change	18
Summary and Transition.....	19
Chapter 2: Literature Review	21
Introduction.....	21
Literature Search Strategy.....	21
Overview of Theoretical Framework.....	23
Conceptual Framework.....	25

Literature Overview of Conceptual Key Variables	27
Adults	27
Child Participants.....	30
Commercial Activities	32
Contextualizing Commercial Activities.....	35
Differentiating Child Participants From Child Actors.....	36
The Nature of Advertising	40
Education in the Early Years	45
Achievement Gap.....	50
The Issue of Gender	51
Alternative Education	56
Personality Factor	60
Aspirations of Self-enhancing Values	63
Psychosocial Wellbeing.....	64
Subliminal Messages Communicated.....	67
Summary and Conclusion.....	73
Chapter 3: Research Design.....	74
Introduction.....	74
Research Design and Rationale	74
Role of the Researcher	77
Methodology.....	79
Participation Selection Logic.....	80

Instrumentation	82
Procedures for Recruitment and Data Collection	83
Data Analysis Plan	85
Issues of Trustworthiness.....	87
Credibility	87
Transferability.....	88
Dependability	89
Confirmability.....	89
Ethical Procedures	90
Summary	92
Chapter 4: Results	93
Introduction.....	93
Research Setting.....	94
Participants' Demographics	95
Data Collection	96
Recruitment of Participants.....	96
The commercial activities in which these participants were engaged during their childhood also occurred in both rural and urban parishes (see Table 2). On May 10, 2017, the first individual interview was conducted and audio recorded, and the final individual interview of 13 participants was completed on July 9, 2017. I conducted these interviews at mutually agreed public, yet restricted, spaces.	98

Participants' Profiles.....	98
Data Generated.....	103
The Interviews	103
Occurrence of Unusual Circumstances.....	104
Data Analysis.....	105
Discrepant Data.....	107
Evidence of Trustworthiness.....	107
Credibility	107
Transferability.....	109
Dependability.....	110
Confirmability.....	110
Study Results	110
Research Question 1	112
Necessary Labor in Context.....	112
A Cultural Practice.....	115
The Belief System.....	117
Causal Factors of Participating in Commercial Activities.....	119
The Power of Tangible, and Intangible Rewards.....	128
The Independent Mobility Factor	133
Social Dangers of Risk Factor	136
Sub question.....	141
The Priority of Education.....	141

Research Question 2	144
Participants' Affective Response to Commercial Activities	144
Discrepant Data.....	149
Participants' Interpretation Variance of Commercial Activity.....	150
Summary.....	154
Chapter 5: Summary, Conclusions, and Recommendations.....	156
Summary.....	156
Thematic Interpretation of Findings Related to Research Questions	157
Research Question 1	157
Subquestion.....	164
Conceptual and/or theoretical alignment to Research Question 1 and	
subquestion.	167
Research Question 2	170
Conceptual and/or theoretical alignment to Research Question 2 responses	180
Limitations of the Study.....	182
Recommendations.....	183
Implications.....	185
Implications for Positive Social Change.....	185
Implication for Action.....	187
Implication for Future Research	188
Conclusion	189
References.....	191

Appendix A: Interview Guide for Research Question 1	221
Appendix B: Interview Guide for Subquestion 1	223
Appendix C: Interview Guide for Research Question 2	224
Appendix D: Focus Group Interview Guide.....	225
Appendix E: Participant Recruitment Fliers	227
Appendix F: National Institutes of Health Certification.....	228

List of Tables

Table 1. Participants' Demographics	95
Table 2. Nature of Commercial Activities	97
Table 3. Concepts and Themes	106

Chapter 1: Introduction to the Study

The field of early childhood education is riddled with many challenges that are being overcome with research and advocacy. One challenge not yet overcome is investigated in this research study. This phenomenological heuristic research study was influenced by the abundance of research on the “commercialization of childhood,” whereby children have been presented as targeted consumers. Researchers such as Kasser, Rosenblum, Sameroff, Deci, Niemiec, Ryan, A’rnado’ttir, Bond, Dittmar, Dungan, and Hawk (2014), Linn (2010), Linn, Almon and Levine (2012), and others have been independently and collectively publishing current research articles that record the reaction and engagement of young children in consumerism. The nonprofit organization Alliance for Childhood remains one of the credible gatekeepers and advocates for children caught in the commercial milieu. However, research on children’s involvement as commercial marketers seemed nonexistent, or at least quite limited. However, researchers documented that the commercial industry spends millions of dollars annually, and gains billions of dollars on the products, services, and ideas that they use children to advertise (Bakir, 2013; Ferguson, Contreras, & Kilburn, 2014; Khurshid, Salman, & Makarevic, 2016; Linn, 2010; McNeal, 1992; Reitemeier, 2008). Some children were critical participants in the advertising process; consequently, childhood was commercialized as children of all ages became the targeted consumers and marketers of food, merchandise, and technological gadgets (Linn, Almon, & Levin, 2012; Soni & Singh, 2012). However, not much was known about how children perceived their participation in commercial marketing. The experiences children gained from their

participation in commercial activities were better valued when they later became adults, as they were more able to reflect on the meaning and impact of these lived experiences (Creswell, 2007, 2012; Mezirow, 2009, 1991, van Manen, 2007, 1991). In this qualitative, phenomenological, and heuristic study, I explored these lived childhood experiences through the lenses of adults who had participated in commercial activities during their childhood.

Children who participated in commercial activities were usually dictated to about what should be said, how the dialogue should be presented, and how they should behave and look in the presentation of the commercial activities. They experienced variance in cognitive and noncognitive behavior and interest, as their levels of engagement, attendance to the task of the rehearsal process, and the actual shooting of the commercial activity were not always predictable. Sometimes, children were stressed and exhausted, as the rigor and repetitiveness of the rehearsal process rarely allowed for them to play and socialize with peers. Dependency on an adult, apprehension, anxiety, self-regulation, and adjustment to new people, friendships, spaces, and environments were contending issues for those children (Kramer, Caldarella, Christensen, & Shatzer, 2010; Lausch, 2012).

The major sections of this chapter include discussion of the background, purpose, and nature of the study; the research problem; the research questions that frame this study; the conceptual framework; the definition of terms; the assumptions, scope and delimitations; the limitations of the study; the significance of the study; the significance of theory; the significance of social change; and the summary and transition. The potential social implication is that relevant stakeholders who facilitate children's

participation in commercial activities will unite their efforts to advocate and implement policies to improve the conditions, treatment, and academic performance of children participating in commercial activities.

Background of the Study

There is much research about commercialism in childhood as it relates to consumerism. However, there is a lack of research that highlighted children's responsive nature as participants in commercial activities. The concern motivating this research was that the voices of children were often stifled by the governing adults in their lives. If, or whenever, children were given a voice, their comments might not have always reflected their perceptions, and experiences of their participation in commercial activities. They might or might not have received direct or indirect tangible rewards for their participation. The commercial industry's focus was on the consumption of its merchandise: ideas, services, or products that would yield a financial benefit that surpassed its expenditure (Mau, Schramm-Klein, & Reisch, 2014; McNeil, 1992). The issues of advocacy, the protection of children's vulnerability, and their exposure to information beyond their years might not have been the concern of the commercial industry; hence, such might have created a conflict of interest (Kasser, et al., 2014; Soni & Singh, 2012). Children appeal to, and motivate consumers to purchase merchandise. According to Linn (2010) and Linn, et al., (2012), the variety of screen media, technology, media platforms, and media apps have consumed the interest and palate of advertisers and consumers. Consequently, children were seen worldwide on screen and in print media, marketing the merchandise of the commercial industry (Kasser, et al., 2014;

Linn, 2010; Linn et al., 2012). The inference, therefore, was that the screen and print media were the visible evidence of children's participation in commercial activities (Kasser et al., 2014; Linn et al., 2012; Soni et al., 2012).

Lucan, Barg, Karasz, Palmer, and Long (2012), implied that children might not have grasped the subtleties in the messages they conveyed to consumers. The experiences garnered could be demonstrated via a negative or positive behavior, and perceptual outlook that transitioned, and was honed in their adult years. Children's experiences of, and perceptions about, their participation in commercial activities should not be overlooked or silenced, but articulated so that praxis of the commercial industry, and a better understanding of children's developmental needs through to adulthood, could be formulated. The focus of this study was to unearth and capture the stories and experiences of children from their perspectives as adults who had participated in commercial activities while they were children. Certainly, those children who are now grown and mature were able to analyze critically and articulate their perceptions and lived experiences. In this reflective and narrative context of the adults' childhood participation in commercial activities, it was important that stakeholders understood the meaning and impact of their lived experiences upon children's development through to adulthood. There was a need to continue advocacy that supported, guided, and preserved children's shifting focus on who they were, their educational journey, and their career choice, whilst enabling them to grow up as children enjoying their childhood and schooling (Kasser 2011b; Linn, et al., 2012; Molnar, 2013; Pappas, 2013). As they matured into adulthood, their perceptions of their experiences, academic learning and

performance, social-emotional stability, attitude, and thinking would have been impacted both negatively and positively as they unconsciously absorbed, communicated, and demonstrated the behavior, attitude, and thinking of that which had been observed in commercialized contexts and other social systems outside the home (Bandura, 1977; Bronfenbrenner, 1979). The lived experiences of these child participants, now adults, ought to be articulated authentically, so that the relevant stakeholders, and researchers understand the perception, beliefs, meaning, and impact such experiences have on the development of childhood through to adulthood. Additionally, research in this area is quite sparse, hence the need for this study.

Research Problem

There is an abundance of research that focuses on children as consumers, but not as the marketers of the products, services, and ideas of the commercial industry. There is also the absence of children's authentic voices articulating the experiences of their participation in commercial activities. The absence of their voices means appropriate action cannot be taken to improve the treatment and condition under which they participate in commercial activity, consequently the need for this research study. The adults who participated in commercial activities during their childhood operated in the role of marketers. Consequently, this research problem was associated with the constructs of marketing and consumerism, which influence behavior, attitude, and thinking. The adults' elevated self-esteem, value, popularity, changed perception of academic learning, and holistic development have been attributed to the valued and participatory roles they performed in commercial activities. This area of research was blurred, and access to

information was difficult, as issues of child labor, exploitation, school-child entitlement, children's rights, and emotional abuse had legal ramifications, which commercial entities and parents wanted to avoid. The perspectives and experiences of children in relation to their role as marketers of goods, services, and ideas needed to be aired and documented for advertisers, parents, teachers, and school administrators to understand how children's holistic development was impacted. Additionally, this proposed research was important to ascertain whether or not support and/or intervention programs were necessary for children's successful academic output that would sustain their adult life. As children transitioned from one age and grade level to the next, their cognitive and noncognitive outputs (holistic development) were being formulated by the experiences they gained from diverse socialization processes that occurred within varying ecological systems (Bandura, 1969, 1977; Bronfenbrenner, 1979, 1993; Vygotsky, 1978). Whatever children observed, heard, and participated in, was imitated and reproduced in any context or situation in which they found themselves (Bandura, 1977). Children learned the intentional and unintentional messages of the advertisers from their vicarious learning and social experiences (Vygotsky, 1978). They deconstructed the information garnered, then synthesized it with the new information, and later reproduced the new thinking and behavior conceptualized (Bandura, 1969, 1977; Bodrova & Leong, 1996; Vygotsky, 1978).

Purpose of the Study

The purpose of this research study was to explore and assess the perceptions, beliefs, attitude, meaning, and impact of children's lived experiences of the roles they

performed in commercial activities during their childhood. Those perceptions, beliefs, attitudes, meaning, and the impact of such lived experiences were examined, and articulated through the lens of the adults' narratives about their roles, experiences, and relationships, during their childhood participation in commercial activities. This research study was limited to those adults. The description of those lived experiences by these specified individual adults helped me understand the meaning, and impact of these lived experiences upon transitioning from childhood to adulthood. The knowledge I garnered about the participants' lived experiences came from the data collected via the interview strategy, whereby each participant participated in more than one interview as well as a focus group interview.

Research Questions

I used the following two primary questions and one sub-question to guide and frame this qualitative, phenomenological, and heuristic study:

- Research Question 1: What do adults recall about their perceptions, beliefs, attitudes, and meaning of the experiences they had as child participants in commercial activities?
- Subquestion 1 (RQ1-A): What were the perceptions of former child participants in commercial activities that may have improved or impaired their schooling?
- Research Question 2: What were the factors that adults, as child participants in commercial activities, believed impacted their development into adulthood?

I answered these questions from the data collected and analyzed from the interview strategy, which consisted of more than one interview per participant, and a focus group interview.

Conceptual Framework

The framework for this qualitative, phenomenological, and heuristic study was anchored in an analysis and synthesis of Bandura's social learning theory (1977), Bronfenbrenner's ecological system theory (1978), Vygotsky's constructivism theory (1978), Knowles' andragogy (1950), and Mezirow's transformative learning (1991). The social learning theory encapsulated adults' ability to modify and demonstrate a behavior or thinking that was based on that which they observed and experienced during their childhood years. Observational learning went through a process of deconstructing the observed experiences and synthesizing it with the existing knowledge and or experience, and then communicating verbally or nonverbally this new, synthesized knowledge. This new knowledge encompassed Vygotsky's (1978), theory of constructivism. Bronfenbrenner's (1979, 1993) human ecological systems theory contributed to framing the modus operandi of adults, who participated in commercial activities during their childhood, and who were now operating within varying environmental contexts of home, school, community and society.

The commercial activities in which these adults participated during their childhood were about meeting and supplying the needs, desires, and wants of human beings existing and functioning at the varying societal tiers, whilst providing financial gains for the commercial industry. In this research, I used Mezirow's transformative

learning theory, which is also demonstrative of Vygotsky's theory of constructivism, to contextualize all these viewpoints so that the lived experiences of adults who participated in commercial activities during their childhood, became an introspection that would reveal the interpretations, meaning, and impact of such transformative experiences from childhood through to adulthood. The manner in which the adults articulated these feelings, desires, and needs generated by the experiences and tasks reflected the meaning of their experiences (Mezirow, 1991; Moustakas, 1994; van Manen, 2007). The theory of andragogy provided an understanding of the attributes of the adult learner: self-esteem, adult learner experiences, readiness to learn, orientation to learning, and motivation to learn to understand the principles that were applied to how adults' learning experiences become transformative (Knowles, 1950; Pappas, 2013). The integration and synthesis of these theories highlighted their relational compatibility, to reveal the complexities of the thematic threads that were woven into the experiences of adults who participated in commercial activities during their childhood. The behavioral, attitudinal, and cognitive responses in the different ecological contexts of learning, especially in an industry of commercialism, were to be understood as experiences that transformed behavior and thinking.

The conceptual framework was relevant to the study because the narrative, yet perceptual, accounts of the children's lived experiences of being participants in commercial activities, viewed through the lens of their adult years, would enable researchers to understand the extent to which adults' behavioral, attitudinal, and cognitive outlooks and/or perceptions were impacted. The adults' perceptions of their participation

in commercial activities, during childhood, were reflective in nature, capturing the causes and effects of their commercial experiences. Those accounts, needed to be voiced and listened to so that researchers could understand the impact of children's participation in commercial activities on their development through to adulthood, as well as their responsiveness to their marketeering experience (Keller & Sood, 2012; Lucan et al., 2012; Moustakas, 1994; Mezirow, 1991).

Nature of the Study

This research inquiry was designed to be a qualitative heuristic study, utilizing a phenomenological research design, in order to understand adults' perceptions of their lived experiences of their participation in commercial activities during their childhood. This approach was the best option for me to capture and articulate participants' perceptions, understanding, and interpretation of the impact of their lived experiences. The storied accounts of participants related to the phenomenon itself as well as the research. This qualitative, phenomenological, and heuristic inquiry framed both the personal stories and lived events of participants, and the description, meaning, and interpretations of those stories and events by the researcher (Creswell, 2007, 2009; Patton, 2015; van Manen, 2007, Moustakas, 1994). In this research, a small group of adults who participated in commercial activities during their childhood was asked to participate in this research inquiry. I collected data on what all participants in the study had in common, identified themes and patterns in the data, and developed a composite

description of the essence of the experience for all participants (Creswell, 2007; Patton, 2015).

The theories of social learning, andragogy, constructivism, transformative learning, and human ecological systems were integrated and contextualized to interpret and understand the narrative accounts of experiences of adults who participated in commercial activities, during their childhood. I used manual coding to identify categories, and analyze and interpret the themes that emerged from the narrative accounts. I also used secondary literature to justify, verify, and refute the thematic concerns emerging from the adults' reflection on their lived childhood experiences, as participants in commercial activities.

The following multiple sources of data were used to address the proposed research question(s), and allow for triangulation:

- Structured, and semi structured interviews of adults who participated in the commercials when they were children
- Focus Group interviews

Definition of Terms

For the purpose of this research, terms were defined as follows:

Advertising: The promotion of content; the creation of specific product awareness, services, ideas, or programs, which may include forms of media, for the sake of mobilizing customers and consumers into a particular action for consumption or dissemination of information about the merchandise, for profit yields (Asquith, Roberts,

& Robinson, 2011; Connel, Brucks, & Nielsen, 2014; Griffiths, 2013; Khurshid et al., 2016).

Child participant: Any child who is within the early childhood age cohort of 0 to 8 years, and who participated once or more in the role of self in commercial activities that market products, services, and/or ideas for advertisers (The Early Childhood Commission Act, 2003).

Commercial activities: The act of engaging human subjects (children in this context) in a manner, or commerce, that will publicly promote, sell, and/or advertise an event, idea, program, or product in order to earn, obtain, or profit from tangible or intangible benefits or rewards for one's self, others, an event, or institution (Griffiths, 2013; <https://definitions.uslegal.com/c/commercial-activity/>; Kurshid, Salman, & Makarevic, 2016).

Commercial shoot: The filming or photographing on site of images of participants' interaction with the goods, services, and/or ideas for advertisements and/or product packaging; the filmic scope of any activity produced to visually illustrate the image, talk and action desired for the purpose of advertising (Licoppe, 2015; Stefan, 2017).

Poverty: "The deprivation of access to several services and conditions deemed essential to the development of the child and to which children have rights" (UNICEF Report, 2009 /2017)

Subliminal message: Any stimulus that unconsciously or consciously motivates the consumer to objectively or subjectively respond or pursue a goal (Bamberger, 2013).

Transformative learning: Transformative learning emerged with the work of Jack Mezirow (1978, 1981, 1994, 1997), and is defined as a learning process that induces and transforms the learner's frames of reference relative to their mindsets, habits, meaning, perspectives, and other kinds of learning, that will create learning experiences which shape, and produce a significant impact, or paradigm shift that affects the learner's subsequent experiences, beliefs, and interpretation (Mezirow, 1991, 2006).

Assumptions

The assumptions made regarding this research included the following:

- that the adults who participated in the commercial activities during their childhood were exposed to similar commercial activity processes;
- that the participants were honest and objective during the interview.

The reasons for the assumptions was the desire to eliminate the researcher's bias, encourage objectivity in the readers' assessment of the research experience, and confirm the validity of the findings.

Scope and Delimitations

It was my intention to conduct in-depth structured and semi structured interviews on Jamaican adults over the age of 18, and who had been child participants within the 0- to 8-year age cohort, in commercial activities that were broadcast on radio and television, and showcased on billboards advertising the merchandise of the commercial entity they represented. Linton (2017), submitted that commercial activities in which children participate include the following: (a) product advertising which highlights the features and benefits of a product to customers and prospects, so as to promote the new product,

or to announce changes to the existing product, or to increase sales of such product; (b) corporate advertising which a business may market to another business in order to win a contract or obtain a major contract or sale; (c) direct response advertising, which encourages the consumer and prospect to register specific information that would be used as incentive offers for business prospects, and follow-ups, and (d) financial advertising whereby consumers and prospects are made aware of the business opportunities for growth and investment. The shoot of the commercial activities usually happened offsite at a selected location, or at the television or radio station studio. A qualitative, phenomenological, and heuristic research inquiry was conducted on these adults to elicit their perspectives about their participation in the commercial activities during childhood, in order to ascertain and understand how their lived experiences impacted their adulthood. This research study was conducted over a 4 month period.

The delimitations that I contended with were the extraneous variables relating to recruitment, memory, child labor, exploitation, intangible, and financial rewards. The recurring theme, *recruitment*, which describes how the child participants of this research study were originally recruited, was not investigated, as the research focus was about understanding the lived experiences of adults, who participated in commercial activities during their childhood.

Limitations of the Study

The limitations of the research were as follows: the age of the children who participated in commercial activities during childhood was not restricted to those who fell within the early childhood band cohort; the design of the study did not allow for the

investigation of the causes, but rather the perceptual outlook of how they were impacted by their participation in commercial activities. Additionally, the focus of the variables in the study's title restricted me from exploring extraneous variables that were discovered along the way. This research design was appropriate to obtain authentic narrative accounts of children's lived experiences of being participants in commercial activities. Owing to the small sample size, generalizations could not be made; however, the results could be used to guide future research.

Significance of the Study

This study is significant for the stakeholders of the commercial industry, educators, parents, children, and teachers, as the findings revealed the positive and negative impact of these lived experiences upon children transitioning into adulthood. Personnel in the commercial industry, along with the parents and teachers, need to understand the meaning of these lived experiences, as well as become knowledgeable of the symptoms of positive or negative change in children's behavior, thinking, and academic performance, so that the appropriate support needed for development could be identified and given to the participants (Dotim, 2016). Children's academic output, social and emotional development, and success were grounded in the quality support they received from the triad partnership and relationship that existed among school, parent(s) and child, and by extension the external partners, that is, the commercial industry (Kramer et al., 2010; McCormick, Cappella, O'Connor, & McClowry, 2015). Children's external activities, such as their participation in commercials for television and radio, impact their development into adulthood (Linn et al., 2012). The extent of such an impact

becomes obvious when these same child participants become adults, at which time support and/or intervention programs for educational or social adjustment, are no longer necessary or available (Molloy, Dixon, Hamer, & Sniehotta, 2010). My 25 years teaching experience in the classroom have enabled me to discover that children's formal education sometimes was curtailed, and they seldom got the opportunity or support to catch up on missed content and skills taught and practiced at school. However, stakeholders of education, as well as the commercial industry has the social responsibility to adequately equip children with the skills that they needed to function as global citizens in this dynamic world (Duncan, 2011; Kasser, 2011b; Lausch, 2012; Pagani, Fitzpatrick, Barnet, & Dubow, 2010). The findings of this research provide opportunities for further research that will either justify, refute, compare, amplify, or contrast data findings by gender, ethnicity, age, career choice, and other factors.

Children are naturally fast, imitative learners who do not understand the subtleties of human behavior, yet they absorb and replay everything observed (Bandura & Walters, 1963). Children's holistic development in any structured learning context must be promoted, so that their cognitive and noncognitive outputs will be optimized. The financial rewards for the commercial industry are always forthcoming; and so they ought to accept the responsibility of promoting academic learning. Avvisati, Gurgand, Guyon, and Maurin (2014), articulated support for this view as the result of an experiment conducted in 34 impoverished middle schools in Paris in 2008-2009. The support and monitoring of children's school work by the triad partnership of school, parent, and child resulted in significant improvement in children's academic success. I ascertained, that all

stakeholders in education, especially parents ought to unite their efforts to attain and provide the best services, programs, personnel, activities, and learning contexts for children. Academic intervention programs such as No Child Left Behind and HEAD Start were referenced by Duncan (2011), Lausch, (2012), and Molloy, Dixon, Hamer, and Sniehotta, (2010), as academic program models reflecting the united efforts of stakeholders to improve children's academic performance output.

My research interest was anchored in the existing gap of little, if any, research about the lived experiences of adults who participated in commercial activities during their childhood. Such children are not self-governed. They are rarely allowed to have a voice in matters and experiences that concerned or involved them (Kumar, 2014; Verwijmeren, Karremans, Strobe, & Wigboldus, 2011). It is usually the parents who volunteer their children as participants in commercial activities. The parents influence, persuade, and in some cases, indoctrinate their children for these roles, because of the tangible and intangible rewards: financial gains for the parents, and popularity for the child. Children are used by the parents and advertising industry for a variety of reasons, including increasing the profits of the commercial entity. Children's vulnerabilities and talents are exposed, and there is not any policy or legislative framework to protect children who are having these experiences; granted there may have been long-term benefits, as well as harm to the children, and there is nothing in place to correct the ills, nor extend the positives of the experiences.

Findings from this research could influence advocacy for enriching the experiences of children who participated in, and/or were exposed to, commercial

activities. Additionally, stakeholders of the commercial industry could become more aware of children's developmental needs, and consequently could provide adequately for those needs so that children then, and in their later adult life, would become optimally enriched beneficiaries. The findings also filled the gap that existed because there was no authentic voicing of the perceptions and experiences of children who had participated in commercial activities.

Significance of Theory

The analysis and synthesis of the theories of constructivism, social learning, andragogy, transformative learning, and human ecological systems contextualized the reflections of each adult participant, to show the relationship, meaning, and impact of their lived experiences as child participants in commercial activities to the final outcome of being who they were at the time of the study. The fusion of the theories channeled the direction of the study, framed the responses, and extended, refuted, or validated the perspectives presented. The relevance of the theories in this research context was put to the test, and hopefully encouraged further debate.

Significance to Social Change

The significance of this research was that there would be information useful in preparing for legislation to protect the vulnerabilities of children (who participate in commercial activities) from any factor that might impair their life's success. If there were outcomes that required assistance, support, or intervention, they could be identified, and if needed, program intervention could be provided to enrich the children's overall development into adulthood.

Also significant was the idea that the commercial industry might acquiesce to provide all that is necessary to support a healthy and positive environment for children participating in their commercial activity. This means, therefore, that children would receive healthy, nutritious food, beverages, and or snacks; that the conversation and behavior of personnel around the children would be professional and devoid of sexual overtones; that there would be time for children to exercise and engage in physical activity; and that children would be properly monitored for their physical and mental safety. Additionally, it means that the triad partnership among child, home, and school would be strengthened to obtain all the necessary funding, programs, and human resources to support the children in maintaining or attaining higher academic outcomes, as well as facilitate their holistic development. This research could also initiate and expand awareness among child, home, school, and the commercial industry that could provide resources, and support developmentally appropriate programs for children who participate in commercial activities before becoming adults.

Summary and Transition

This research study was conducted through the lens of the adults who experienced the phenomenon of participating in commercial activities during their childhood. Chapter 1 was designed to contextualize how this research study would explore the dimensions of adults' reflective and perceptual outlook on the experiences they garnered from the commercial activities they participated in during childhood. Consequently, the discourse in this chapter was divided into sections to reveal the background, research problem, purpose of the research, and the research questions. The discourse further showed the

theoretical and conceptual framework, nature of the study, the types and sources of data, the definitions of terms, and my assumptions. The scope and delimitations, as well as the limitations and significance of the study, theory, and social change were also discussed in this chapter. Chapter 2 provides a review of current literature related to this research.

Chapter 2: Literature Review

Introduction

There were multiple dimensions to the research topic “Reflection of adults as child participants in commercial activities,” hence the discourse of this chapter is about the theoretical underpinnings and other related literature that influenced the directional probe of this research. The consumers’ urge to purchase, based on the appeal of child participants in commercial activities, concretized the relationship between the constructs *marketing* and *consumerism*. This research ultimately probed the child’s perception, belief, and attitude about the experiences of commercial activities engaged in during their childhood. The voice of the child participants’ experience is unheard, and the impact of such experience untold, as there is hardly any documented research on their lived experiences. Research on the nature of the advertising industry was a theme which emerged from the literature, and was used to contextualize the dimensions explored in this chapter. Other themes explored in this chapter are the educational, vocational, psychosocial, and personal factors, as well as the self-enhancing values, gender, and subliminal messages communicated. Additionally, this chapter includes the search strategy executed.

Literature Search Strategy

The primary sources of current and relevant literature were obtained from scholarly, peer-reviewed journal articles, reports, and dissertations that were accessible from, yet not limited to, the online Walden University Library, the Thoreau databases (which are multidisciplinary), University of the West Indies Library, Google, Google

Scholar Advanced, and government and private organizations' websites. The Thoreau databases explored were PsycINFO (psychological), EBSCOhost, ProQuest, Scholar works (dissertations), Thoreau (multidisciplinary) databases such as Science Direct and others that provided peer reviewed, articles from Academic Search Complete, CINAHL Complete, and Education Research Complete. A few government and private organizations' websites were also accessed. Published books, especially those that reflect the original work of the theorists whose theories are aligned to the conceptual framework, as well as those that contextualized the themes emerging out of the research study, were consulted.

The search strategy was wide in order to access diverse literature, because the topic was unexplored, and under-researched. The wide variety of literature accessed spanned the 10 years prior to the study, and then I focused on analyzing the articles primarily from the previous 4 years. Published books with supporting literature were also used, especially for the conceptual framework. Some of those published books dated from 1963, and those related texts were purchased at Amazon (online), except for Jack Mezirow's 1991 theory, which was accessed online via Google Scholar.

The major search terms used to frame the research emerged from an initial brain storm, influenced by KWL strategy (what I know, what I want to know, and what I will learn) about the research topic. The concept maps, recurring emerging themes from the literature read, enabled the researcher to use search terms such as *consumerism, commercialism, entitlement, marketing, recruitment, self-esteem, extra-curricular activities, socialization, schooling, child exploitation, commercialism on childhood,*

advertising, learning processes, human development, and schooling. I analyzed the information garnered from the literature about these search terms, discovered the research gap, refined the research topic, modified the conceptual framework, extended search terms into phrases, and further explored for saturation of the literature.

Overview of Theoretical Framework

The theoretical framework for this qualitative, narrative phenomenological research enquiry was anchored in a synthesis of Knowles' andragogy (1950), Bandura's social learning theory (1978), Bronfenbrenner's ecological system theory (1979, 1993), Mezirow's transformative learning, (1991), and Vygotsky's constructivism theory (1978). Knowles' (1950, pp. 9-10), theory of andragogy described the adult learner as operating in the following five comparative corridors of childhood:

- *Self-concept:* The young adult's self-concept or personality transitions from being dependent as a child to becoming self-directed as an adult. Unlike the child, adults take responsibility and are proactive for their learning. Initiative is taken as they diagnose their learning needs, formulate their own learning goals, choose and implement their learning strategies, and conduct their evaluation.
- *Experience:* As children mature into adulthood, they use their repertoire of experiences as a learning resource.
- *Readiness to learn:* The adults' readiness to learn increases with the social roles and tasks they are required to perform.

- *Orientation to learning:* The adults' learning progressively shift from a time perspective of postponed application of knowledge to the immediacy of the application, as it relates to subject-centeredness, and then to one of problem-centeredness.
- *Motivation:* As the adults mature, learning changes from an extrinsically driven desire to being an intrinsic one. It is against this backdrop that the adults' experiences are characterized for exploration and reflection.

Knowles (1975), further elaborated that adults should characterize the following attributes: a mature understanding of self whereby needs, goals, motivations, interest, and capacities are aligned with self-direction and self-regulation; critique of self is objective and mature; acceptance of the responsibility for self in relation to who and what they are, in the quest to become a better adult; and, an understanding of the value of their experiences. This implies that the knowledge garnered from the ideas, traditions, and culture of the ecological space enables them to socialize and become aware of their social responsibility, and that they seek to acquire the requisite skills that allowed for the achievement of their maximum potential, inclusive of their wellbeing. Such wellbeing cultivated in the vocational, social, recreational, civic, artistic arenas had been supported by the educational outcomes that were attained during their early schooling (Barbarin, Bryant, McCandies, Burchinal, Early, Clifford, & Barnett, 2011; Kolb, 2015, Kramer, 2010, McCormick, et al., 2015). According to Knowles (1975), the childhood years of development are usually characterized by experiences and personalities of dependency that evolve into the adult sphere of self-direction, and knowledge, and autonomy.

The social learning theory encapsulates adults' ability to modify and demonstrate a behavior or thinking based on that which was observed (Bandura, 1977). Observational learning goes through a process of deconstructing the observed experiences and synthesizing them with the existing knowledge or experience, and then communicating verbally or nonverbally this synthesized new knowledge. This represents Vygotsky's (1978) theory of constructivism. Bronfenbrenner's (1979, 1993) human ecological systems theory contributed to framing adults' perceptual operation of their roles and function in the commercial activities they participated in, within varying environmental contexts of home, school, community, and society. The commercials that adults participated in when they were children, and that children currently participate in, were about meeting, and supplying human needs existing, and functioning at the varying ecological and societal tiers. The integration of these theories highlighted the complexities of adults' cognitive, attitudinal, and behavioral responses in the different ecological contexts of learning, especially in an industry of commercialism. Additionally, the fusion of the theories reveal the adults' maturity and capabilities to reflect critically on their experiences.

Conceptual Framework

The conceptual framework of this qualitative, phenomenological, and heuristic research stemmed from a synthesis of the overarching philosophical works of Bandura's social learning theory (1978), Bronfenbrenner's ecological system theory (1978), Knowles' andragogy (1950), Mezirow's transformative learning (1991), and Vygotsky's constructivism theory (1979). The key variables *child participant*, *adults*, and

commercial activities provided the context and focus for exploring the perceptions, beliefs, meaning, and impact of the lived experiences the adults had when they were children participating in commercial activities. It was through the reflective lenses of the adults who were child participants in commercial activities that I explored the phenomena. The adults' capacity to conduct such introspection was supported by Mezirow's, (1991) transformative learning and Knowles' (1950) andragogy. These theories revealed the extent to which the adults' childhood lived commercialized experiences transformed, as well as provided meaning and understanding of, their lives (Boni & Calabuig, 2015; Brown, 2017; Cabella, Fernández-Pinto, Sorrel, Extremera, & Fernández-Berrocal, 2016). The adults' modus operandi and innate capabilities evolved within a tiered and structured ecological system that reflected the exposure and impact of the home, school, church, community, and society (Bronfenbrenner, 1979; Brown, 2017; Nogueiras & Iborra, 2016, as cited in Commons & Fein, 2016; Kolb, 2015; Mezirow, 1991). The developmental years from childhood through to adulthood were influenced by the diverse and multiple social contexts that they observed and participated in (Kolb, 2015; Yildirim & Eyada, 2016).

Commercial activities reflect the society's needs, wants, and desires. Commercial activities in this research established the context or setting, by which societal demands, cultural practices, home values, and familial expectations were fulfilled. Child participants in commercial activities observed and imitated the attitude, behavior, and speech the adults and society model (Bandura, 1977). As child participants developed into adulthood, the scope and sequence of their vicarious experiences were deconstructed

and reconstructed, to reproduce new knowledge and understanding (Kolb, 2015; Vygotsky 1978; Yildirim & Eyada, 2016). The storied, yet reflective accounts, were told from the adults' perspectives, as the authentic voices of children were seldom heard and heeded. There seemed to be a paucity of research about child participants in commercial activities, so this research focus presented the adults' perspectives of the experiences of their childhood years, from a marketing dimension, rather than that of children being consumers. Grad (2015), acquiesced to children's vulnerabilities as consumers, as a result, they are targeted by the commercial industry. Children become anything desired of them by the commercial industry without fear or inhibition.

Literature Overview of Conceptual Key Variables

There are a few key concept variables that anchored and framed this qualitative, phenomenological, heuristic research study. Key concept variables allowed for the exploration, analysis, meaning, and contextualization of the study. Such key concepts included variables such as *adults*, *child participants*, and *commercial activities*. These concepts formed part of the subsequent discourse, as well as provided the explorative guidance, and anchorage for this research study.

Adults

The concept variable, *adults*, presented the lens through which children's perceptions, storied experiences, and realities of their participation in commercial activities were articulated. The concept variable *adults* reflected the final stage of human developmental process, and arrival of children's chronological and maturational stage of development (Yildirim & Eyada, 2016). The term *adult* embodied the lens and quality of

introspection that was needed to objectively garner, and analyze firsthand the knowledge, beliefs, values, and experience of the phenomena investigated. The lens of the adults, through introspection, illuminated diverse elements, and layers of their experiences that articulated authentic stories about their participation in commercial activities. Adults, like children, were attracted to commercial activities as consumers, and participants. Herein, a conceptual relationship was established with the phenomenon. The theorist Jack Mezirow, who pioneered transformative learning in the mid-1970's, indicated that adults understood and made meaning out of their space through their lived experiences. It was expected that such experiences would recur. Consequently, adults developed a frame of reference for understanding self, others, and their world (Kolb, 2015; Knowles, 1975; Mezirow, 1991).

The term *adults*, as a key variable, was used deductively and inductively to explore their perspectives about their participation in commercial activity during their childhood. The *adults'* perspectives were salient to unearth and explore the truth of their childhood experiences as participants in commercial activities. According to Kolb (2015), adults are (a) knowledgeable of the past events and surrounding conditions, (b) are knowledgeable of the advice garnered by reflecting, (c) can recall the advice and warning of those who have had similar experiences, and (d) are able to analyze, synthesize, and give meaning to what was observed, experienced, and recalled. Commons and Fein (2016), corroborated that the perspectives of adults produced “new interpretations, meaning and comprehensive understandings of complex social problems” (p.123). Such complexity based perspectives, created innovative paths for addressing real world

challenges, thus providing the social sciences with valuable insights into theoretical innovation (Commons & Fein, 2016). The perceptions of adults throughout their developmental process are dynamic, to reflect the experiences of learning and teaching (Hammer and van Rossum, 2016 as cited in Commons, and Fein 2016; Kolb, 2015).

Adults were seen as learners who were capable of (a) showing ways of knowing, and self-understanding, (b) communicating meaning, (c) creating, and analyzing their intrapersonal space, (d) creating their experiences, (e) formulating their perceptions, and (f) existing in a culture, environment, and ecological system that demand that they acknowledge the experiences that shaped, or impacted their development (Nogueiras & Iborra, 2016, as cited in Common & Fein, 2016; Emslie, 2016). Based on the theoretical arguments put forward by Kolb (2015), adults were viewed as cognitively capable of recalling, reflecting, and internalizing the concrete experiences of their childhood years, and communicating such in abstract forms. Additionally, adults were seen as capable of experiencing and recalling both negative and positive emotional functions that reflect guilt, embarrassment, success, failure, achievement, pride and concern (Cabella, et al., 2016). The experiences the adults garnered while they were children participating in commercial activities, and even those outside of such contexts, d have conditioned their thinking, behavior and attitude (Cabella et al., 2016). The adults' innate capabilities of receiving and expressing knowledge, self-understanding, self-analysis, and making meaning of their experiences, characterized them as suitable participants for this research inquiry (Nogueiras and Iborra, 2016 as cited in Commons & Fein 2016; Kolb, 2015; Mezirow, 1991). The behavioral, attitudinal, and cognitive display of adults' creation,

culmination and representation of their self-image and self-concept, formed during their infancy, through their childhood into adulthood, were a mosaic of their social environment, and likewise the assimilation of the events and experiences (Kolb, 2015; Yildirim & Eyada, 2016).

Child Participants

According to Yildirim and Eyada (2016), children, during their formative and impressionable years of existence, were exposed, and were appealed to by commercialism via the print and screen media. Grad (2015), elaborated that children were a “vulnerable audience,” as they were susceptible to “marketing and advertising strategies” (p.44). Screen media, especially television commercials, displayed a variety of instructional, and commercialized content and images that informally educate and entertain children, enabling them to acquire knowledge from the social and emotional perspectives presented. Children’s linguistic, and communication skills, understanding, imagination, values, ethics, social and psychological forms were cultivated, and expanded from the intentional and unintentional messages in advertising, as well as the commercial activities in which they participate (Grad, 2015).

The child participant in any commercial activity has done or has reproduced whatever was required by the advertising personnel. In retrospect, the child participant was not required to role play another, but maintained the persona of himself while demonstrating whatever, and whomever in the eyes of others (Yildirim & Eyada, 2016). Child participants in commercial activities explored their advertisers’ fantasies, with an unrestrained, yet impulsive, active imagination as they extended themselves into

whatever and whomever they were required to be in the commercial activity (Asquith, Roberts, & Robinson, 2011; Yaldirim & Eyada, 2016). A case in point: children love to “dress-up,” and imitate adults’ behavior. However, the commercial activities in which children participated rarely portrayed them in adult roles; rather, they role played themselves as children (Bakir, 2013; Cohen, 2011; Yildirim, et al. 2016). However, they were “made up” and “dressed up” for video production, and / or shoot of the commercial activity. Children engaged themselves as a dramatic pretense that was crafted and molded by advertising personnel at the shoot. A report of Quick Service Restaurants (QSR) to The Federal Trade Commission (FTC), revealed that US\$161 million was spent marketing to children within the 2-11 age cohort (Bernhardt et al., 2013). The commercial industry spent heavily, and continues to do so on children as a target group for the marketing, and advertising industry media conglomerates (Asquith et al., 2011; Bernhardt et al., 2013; Grad, 2015; Khurshid, et al., 2016).

Buckingham, 2007, 2000; Cook, 2005 and Kline, 2006, as cited in Asquith et al., (2011), further elaborated, that child participants in commercial activities were either victims of the hyper commercialized media-scape, or that they were empowered protagonists of a commodified popular culture. Children were also unknowing of the reasons they were targeted as both marketers and, in consumers (Khurshid, et al., 2016). “Children are children, and are considered separately,” and “children will become adults,” are the two reasons Khurshid et al. (2016, p. 60) have identified. Additionally, the childhood years through to adulthood had at opportune moments, showcased the memorized snippets of the commercial activities participated in (Khurshid et al., 2016).

As children matured chronologically, their familiarity with all aspects of consumer behavior was strengthened (Oprea, et al., 2014). Their maturity enabled them to fulfill, and experience their wants and preferences, execute their choice, make the purchase, and evaluate a product and its alternative (Valkenburg & Cantor, 2001 as cited in Oprea et al., 2014). A case in point: A child within her mid childhood was able to indicate their choice, preference, perspectives, and evaluation about the cereal they would like best. Advertisements, and / or commercial activities which targeted children as marketers, or consumers, gave them a sense of power, which developed their independence (Grad, 2015).

Commercial Activities

According to Buijzen et al. (2010), and Calvert, (2008), as cited in Rosendaal, Buijs, and van Reijmersdal (2016), a child's world is influenced by a commercial media environment that is filled with advertising. According to the research documentation published by the organization titled Campaign for a Commercial-Free Childhood, Alliance for Childhood, and Teachers Resisting Unhealthy Children's Entertainment, along with research publications of Chester et al., (2008), and Oprea, et al., (2013), children were engaged with screen media seven and a half hours daily. This, they were exposed to and became familiar with consumer behavior. It was from the advertisements seen, heard, and / or participated in, that children's psychological orientations were stimulated by the diverse themes communicated in the commercial activities. Although television is the most popular screen media accessible to children, and likewise the most popular media channel for commercial advertising, its dominance is decreasing (Cairns,

Angus, Hastings, Caraher, 2013; Canadian Pediatric Society, 2003). However, commercial activities were not restricted to advertising on the screen media, or in print but extended to the engagement of children in public activities or events that promoted, sold ideas, programs, and / or products for tangible and /or intangible rewards or gains that will benefit, and /or profit self, others, an event, and/ or institution. (Griffiths, 2013; Khurshid et al., 2016). Children for example, sometimes went door-to-door selling cookies for school fund-raising, or selling fruits and vegetables from their family's farm at harvest time. Regardless of the form of commercial activity children participated in, this participation provided opportunities for them to observe, learn, and adapt to the social conventions and instrumental skills that were acquired from two stances (Churchill, 2011; Harris, 2012; Carpenter, Call, & Tomasello, 2005; Kashima, 2008; Kenward, Karlsson, & Persson, 2011; Over & Carpenter, 2012; Preston & de Waal, 2002; Woodward, 2009, as cited in Hermann et al., 2013). Such stances included (a) the ritual stance that was based on recognition, analysis, and justification of the cultural connections, (b) the instrumental stance based on the recognition, analysis, justification and achievement of physical causes (Hermann, et al., 2013, p 537). The child participants' rationale of the stances differed in the interpretation, whether or not the context of the commercial activity was familiar or unknown (Legare & Souza, 2012 & 2013 as cited in Hermann, et al., 2013). Child participants within and without the context of commercial activities are exposed, and are learning the shared beliefs, values, norms, and practices that characterized the cultural conventions (Hermann et al., 2013). The development and transmission of cultural knowledge were resultant of the social cues and

contextual information garnered by the child participant. Children interpreted and applied themselves to commercial activities which were embedded with social learning tasks (Hermann, et al., 2013). A case in point: Those children who went door to door, as well as to their parents' workplace, selling tickets for their dance recital, school and or church fundraisers were informally socialized to the principles of sale, profit, and loss. An activity of this nature was typical for many Jamaican schools and churches which were always in need of additional finances to fund programs that met the needs of their internal and external clients.

Commercial activities in which children participated in selling, while promoting children's consumerism interest, especially in the field of entertainment, frequently appealed to themes of taste, humor, action, adventure, fantasy and fun (Cairns, Angus, Hastings, Caraher, 2013). The verbal and physical framing of commercial activities, and or commercial advertising to which children were exposed and participated in, cultivated a biased judgement of the merchandise, which filtered into their adult years (Cairns, et al., 2013; Connel, Brucks, & Nielsen, 2014; Hermann, et al., 2013). A case in point: There were many children found assisting their parents in the market, or at their gate, selling their farm's produce from a stall. They too were engaged in a commercial activity wherein there was an exchange of food items for cash. Commercial activities were designed to a) stimulate favorable reactions to their merchandise, b) engender long-lasting effects owing to the early stage of the child's learning, and c) influence children more than adults, whether they (children) were participants in commercial activities, because they neither had the advertising knowledge nor the cognitive capabilities to

understand the subtleties of commercial advertisement (Connel, et al., 2014). Ellis et al., 2010 as cited in Connel, et al., (2014), extended the viewpoint by articulating that children become skeptical of commercial activities, and advertising tactics as soon as they were approaching adolescence. Based on the arguments of Khurshid et al. (2016), commercial activities impacted the “sociological, attitudinal, and behavioral dimensions of children and adults” (p. 61). Commercial activities propagated positive and negative content, and messages to child participants and consumers alike. Children in particular, lacked the cognitive maturity to protect or defend themselves from any advertised information that negatively impacted them (Grad, 2015; Rosendaal, Buijs, & van Reijmersdal, 2016).

Contextualizing Commercial Activities

Children’s vicarious experiences were not restricted to the home environment and immediate family members operating within the micro environment, but extend to community and people that are operational in the macro, meso and exo systems (Bodrova et al., 1996; Bronfenbrenner, 1979; Linn, 2010; Linn et al., 2012; Vygotsky, 2012). Adults who were child participants in commercial activities communicated messages of unfettered commercialism to consumers who were driven by their impulsive need to purchase and use the merchandise advertised. Their lives were dominated by the selling of ideas, products, and services, which communicated the value and influences of the commercial world. One of the messages conveyed indicated that technology was the driver of how persons lived, communicated and did business (Linn, 2010). Those overt messages were the cause of some of the social and health problems children and adults

faced: obesity, respiratory challenges, and discontent about their physical image, eating disorders, secularization, family stress, depression, and low self-esteem, among others. Those challenges were usually linked with or connected to advertising and marketing (Canadian Pediatric Society, 2003; Linn, 2010, Linn, et al., 2012).

The foundation of learning, creativity, imaginative thinking, independence, and socialization are cyclical tenets of social, and behavioral outcomes. The subtle, yet distinct message of commercial marketing was that the purchase of merchandise desired would make consumers happier and stress free. The marketing episodes disseminated through digital technology display advertising, and editorial content as blurred, and choices made by consumers are emotional and unconscious, rather than thoughtful decisions (Canadian Pediatric Society, 2003; Kasser, 2011a, 2011b; Kim & Yi, 2010; Linn, 2010). Some of the different types of marketing that children were engaged in included the following: mobile marketing including cellphones, smart phones, and tablets, which were the most popular among children; behavioral profiling, whereby markets used the information to create messages that targeted the psychographic, and behavioral patterns of individuals. Digital “360” was another marketing type referred to as buzz campaigns where peer to peer marketing was utilized: “buzz” is a word used to define word of mouth or a viral conveyance marketing (Chester, et al., 2008; Linn, et al., 2012).

Differentiating Child Participants From Child Actors

The exposure of children to commercial activities as participants engaged them in a form of realistic acting, in which they portrayed themselves as themselves, experiencing

the real situation (Goldstein & Bloom, 2015; Ma, Lillard, & Striano, 2013). Children as young as two years were deemed capable of using the visual clues, and voice to distinguish realistic portrayal from pretense (Goldstein & Bloom, 2011, 2015; Ma et al., 2013). Based on arguments put by Goldstein and Bloom (2015), and Ma et al. (2013), unlike child participants in commercial activities, child actors pretended when they created, and demonstrated a fictional, yet imaginary representation into reality, in an enjoyable and intentional manner, yet being fully aware that they were pretending. A case in point: a child might have imagined, and pretended to be a doctor, thereby using any available object to create a stethoscope and a doctor's office. The child in that world of pretense would act out the role and activities of the doctor, if he had others participating in that fictional, play experience. Similar to adult actors, child actors were allowed to portray distortions of the real world (Ma et al., 2013; Bowden, 2015). The commercial industries that targeted children as participants, as well as consumers, were concerned about presenting the reality of the experience of their merchandise, even if what they presented represented a short-lived truth. Comparable to the child participant's realistic portrayal that was devoid of pretense and deception, the roles and behavior of a child actor or adult actor were a portrayal or role play, which represented reality (Goldstein et al., 2015; Ma et al., 2013). Prominent researchers such as Susan Linn, Joan Almon, Diane Levin, Tim Kasser, among others continually advocate through research data the extent of how childhood is commercialized. They spoke and continue to speak from the stance of children being the consumer. The following websites and others such as <http://www.commercialfree.org> and also <http://www.allianceforchildhood.org/> have

researched current documentation that highlight children as consumers. There seems to be little or no research on children as the marketer, hence the perception, beliefs, behavior, attitude, meaning, and impact of the lived experiences by children who have participated in commercial activities were neither told, heard, articulated nor acted on.

Child participants in commercial activities portrayed real interpretations of the merchandise advertised, as opposed to a pretend interpretation of the advertising content and product (Ma et al., 2013). Whereas adult actors would pretend to be a character; child participants did not pretend to be actors, rather they were themselves, as they maintained the authentic responses and cues that were non-deceptive (Goldstein, et al., 2011). Their activities of fun, and laughter were playful learning experiences, which gave these participants a chance to explore, experiment and make discoveries (Bowdon, 2015). Additionally, children would find it difficult to successfully deceive others (Goldstein, et al., 2011). The commercial activities in which children were participants were seen on television, in the newspapers, magazines, on bill boards, and heard on radio. The behavioral requirement of child participants in commercial activities was that they reproduced that which was dictated by the artistic director of the commercial shoot. The child's world and disposition were characterized by their playful fantasies, and imaginative thinking which manifested in the exploration, experimentation, and imitation of the attitude, behavior, and thinking of those around them. Their experience of pretense intentionally occurred in their world of play that existed within the "boundaries between the imaginative and real worlds that exist on the outside of the performative realm" (Marjanovic-Shane & White, 2014). Based on the arguments of Marjanovic-Shane and

White (2014), play engaged the participants in a dialogic communicative process with or without others, comparable to having an audience observing a performance of fictitious roleplay.

Play is a natural spontaneous, and complex activity or practice that is initiated by children in their everyday lives. According to Sutton-Smith (2017), play constitutes forms of expression that are genetic, affective, performative, cultural and experiential. Bowden (2015), posited that it is through play that children socialize, extend their interaction, build communicative competence, stir imagination, develop critical thinking, and cultivate social skills. Sutton-Smith (2017), further elaborated that although the attributes of play are replicable, the process, and content of the play experience reveal creativity, and quality of imaginative thinking, of the fictitious roles that children portray. Stetsenko, and Ho (2015), submitted that, “children spend immeasurable time in their naturalistic setting(s), playing, showing passion, imagination, and energy as they develop and exercise their agency, identity, and voice”. This means that children become agentic actors wherein they roleplay the attitudes, behavior, and thinking of others in their world, and likewise the communal practices. The difference between the child participant in commercial activities and the child actor was that the child actor, whether child or adult, must have felt or had an emotional engagement or commitment to what he or she was acting, and therefore was dependent on that same feeling when portraying such role (Goldstein & Bloom, 2011). Unlike the child actor, the child participant in the commercial activity would remain true to self, as he becomes motivated, and more aware of how to control and develop the sensory self.

The Nature of Advertising

The commercial and manufacturing (Ferguson et al., 2014, p. 165), industry was seen as a “multibillion dollar activity which thrived on the participation of children in the promotion and consumption of their products, services and ideas for purchase (Grad, 2015; Schor, 2004; Story & French 2004; Clarke & McAuley, 2010 as cited in Mau et al., 2014). Advertising, and / or commercial activity were crafted to effect a behavioral change in the consumer, that of merchandise consumption while yielding profitable outcomes, hence the spending patterns of the manufacturing and commercial industry used billions on advertising (Bakir, 2013; Ferguson et al., 2014; Khurshid, et al., 2016; Linn, 2010; Reitemeier, 2008). Children were exposed to commercial activities in the following three socialization phases: perceptual stage at 3-7 years old; the analytical stage at 7-11 years old; and the reflective stage 11-16 years old (Mau et al., 2014). Children who were not yet seven years of age were not yet cognitively capable of understanding the persuasive nature of understanding; rather, they were scaffolded to reproduce what was required by adults within the established commercial activity context (Mau et al., 2014).

The commercial activities that children participated in established social environments that reflected and conveyed influences that might be either compatible or conflicting (Bandura, 1977, p. 135). Children understood the boundaries of the social relationships, and became sensitive to the relationships they saw being practiced between and among individuals (Chudek, Heller, Birch, and Henrich, 2012; Chudek, and Henrich, 2011; Neilson and Blank, 2011 as cited in Hermann, Legare, Harris, and Whitehouse,

2013). The influences transmitted and modeled by adults and children set standards that were later adopted, adapted, and manifested into their experiences, hence transmitting an infinite variety of values and patterns (Bandura, 1969, p.146). Child participants in commercial activities and who later lived on to be adults, would have experienced an indulgent relationship with adult personnel in the commercial activities.

The social conditions under which child participants in commercial activities were required to function during the preparation for, and the actual shoot, reflected operational inconsistencies in the attitude, behavior and information communicated and or modeled by the interacting elements (Bandura, 1977, p.136). The orientation children had and or received toward commercial activities might reveal contradictions between what was taught and what was modeled (Nathanson, Alade, Sharp, Rasmussen, & Christy, 2014; Yildirim & Eyada, 2016). A case in point: children were taught to eat right by consuming healthy, nutritious foods such as fruits and vegetables. However, the model that commercial marketing presented to them focused on an indulgence in junk food, sweets, and pastries which could lead to obesity issues. Obesity in childhood, has shown an increase owing to children's gravitational pull to heightened consumption of sugary snacks that were advertised (Ogden, Carroll, Kit, & Flegal, 2014, as cited in Folkvord, Veling, Hoeken, 2016). Children's reaction to snack eating stemmed from the implicit associative cognitive processes which stimulated overeating, influenced self-regulation models, and motivated a responsive yet impulsive behavior that was difficult to control (Folkvord, Veling, Hoeken, 2016). The extended arguments of Van Meer, van de Laan, Adam, Viergever, and Smeets (2015) as cited in Folkword et al. (2016), revealed (a) that

children, like adults, displayed strong appetite reactions toward palatable foods; (b) a decrease in response to unhealthy food during the children's early years impacted eating behavior later, and (c) children were allowed to choose what and how much they wanted to eat of the refreshment provided. Such choices unintentionally provided children with an opportunity to fulfil the high or low expectations that adults had of them. Children were not cognitively developed to comprehend "the transmission of standards which adults prescribed as high or low performance-demands of them, yet requiring little of themselves for self-reward" (McMains & Liebert, 1968, and Rosenhan, Frederick, & Burrowes, 1968, as cited in Bandura, 1977, p.137).

Children are biologically wired to learn anything, including a variety of extraordinary behavior, which are displayed by others in their social environment (de Sompel, & Vermeir, 2016; Yildirim & Eyada, 2016). Their individual learning styles differ, as much as their personality traits, even though these complex constructs are inextricably connected (Komarraju, Karau, Schmeck, & Avdic, 2011). They also differ in their manner of thinking, processing information, and knowledge acquisition (Schmeck, 1999; Zhang, 2003 as cited in Komarraju, et al., 2011). The commercial industry is not concerned about children's learning styles, as the industry already has preconceived ideas about how their child participants ought to look, and sound, to capture and transfer that visual and audio appeal aesthetically to the consumer. Children in such contexts, and sometimes later on, as adults, had no say in this, as they were manipulated and indoctrinated at that moment in time to reproduce the desired commercial outcome. The learning paradigm of child participants were agentic, and displayed shallow processing of

information, rather than reflective, to facilitate deep processing of the experience (de Sompel & Vermeir, 2016). Here-in children were susceptible to the influences of being artificial, as their requisite roles in commercial activities were dictated to them. This indicated that children became compliant with the demands of the commercial activities. A case in point: A commercial activity involving child participants was advertising a particular brand of the product 'milk' to consumers. The child participant did not like milk, but was required to show that he loved the taste of the brand of milk being advertised. Adults who were child participants in commercial activities demonstrated reflective learning styles of elaborative processing and synthesis analysis, as they were critical of their childhood vicarious experiences (Bandura & Walters, 1963; Mezirow, 1991). Such innate responsiveness, impacted the level and speed of performance accomplishments that were propelled by their personal experiences of commercial activities in which they participated. The multiple repetitive processes of performing the script and actions of the commercial activities established a system of self – reinforcement that engaged consequences of self-evaluative reactions, and external outcomes operating as opposing or complementary influences of behavior (Bandura, 1977, pp.75, 153).

According to Grad (2015), Soni, and Singh (2012), children are usually the nucleus of marketing, and or commercial activity. Children were being advertised to as consumers, equally as much as being the advertiser participant (marketer) in the commercial activity participated. The view that they are digital natives, prompted advertisers' use of a variety of media technology and platforms, and media apps to

communicate with children and adults. Children viewed, evaluated, experimented, and advertised any technological gadget that met their needs, challenged their capabilities, and provided fun-oriented activities. They also responded to anything that manipulated, challenged, and / or engaged their cognitive and physical capabilities. Their ability to comprehend the messages and intent of advertisements, developed with age, and so adults who grew up in the throes of advertising, were most suited to assess the strengths, weaknesses, opportunities and threats of both their participation in, and experiences with, commercial activities (Soni et al., 2012). The television was one of the most accessible and informative technological devices where children were able to see and gather information on prices, and brands, and evaluate them (Linn et al., 2012; Pagani et al., 2010; Soni et al., 2012). Advertisers were aware that children watch television almost always, and so the merchandise for example, food and beverages, was more often than not aired during the times children watch television. The implication, therefore, is that child participants in commercial activities who were used to advertise or market the item, were sometimes exposed to consuming food and beverages that were neither healthy nor nutritious for their cognitive and physical beings (Canadian Pediatric Society, 2003; Soni et al., 2012).

The commercial industry is about advertising and bringing in the profit regardless of having the child or children consuming the merchandise, and or marketing it. Compared to 1993 when advertising corporations spent US\$100 million annually on advertising to children in the United States, in 2010, over US\$17 billion was spent annually in the United States, while globally, for the 2016 year, US\$540 billion was spent

by the marketers on advertising (Bakir, 2013; Khurshid et al., 2016; Linn, 2010; Reitemeier, 2008). The advertising industry directly and indirectly exposed the child or children to social and health challenges that were sometimes difficult to combat during their developing years, as children were not yet adults who had the autonomy to dictate what they should hear, see, do and learn (Linn, 2010; Mothers' Union Impact 2010). Some of the challenges included obesity, eating disorders, sexualization, youth violence, family stress, underage drinking, depression, and attention deficit disorder (Canadian Pediatric Society, 2003). The rehearsal processes of a commercial activity in which children are engaged, was a routinized performance of recurring scenarios that enabled children to absorb information, skills, and attitudes that were not always healthy for their social, emotional and cognitive well-being (Ferguson, Munoz, and Mendrano 2012, as cited in Ferguson et al., 2014; Liu, Schulz, Waldinger, 2015; Romero, Gomez-Fraguela, & Villar, 2011). Once the pattern of the child participants' behavior is established, or deemed ready for the commercial shoot, via the rehearsal processes, "there is automaticity of reaction, behavior, and attitude" (Bandura, 1977, p.171).

Education in the Early Years

The early years of children's education coincide with their formative years of development. These critical years are characterized by children's cognitive and behavioral development, which is honed through their vicarious play experiences (Grad, 2015; Nicolopoulou, 2010). Numeracy and literacy skills are best acquired at an early age, and the more advanced skills will be acquired as soon as the foundation skills are established (Hill, Gromley, Jr., and Adelstein, 2012, p.2; Lausch, 2012). The exposure of

children to high quality education during their early years equipped them with the cognitive skills needed for their success throughout their academic life (Andrews, Jargowsky, & Kuhne, 2012; Weiland and Yoshikawa, 2013). Remedial work, and or intervention programs were instituted if the numeracy and literacy skills portrayed were below the requisite national standard of education. However, if children did not receive the support, or were given the opportunity to improve their earlier skills and knowledge throughout their development, the early achievements dissipated (Barbarin, et al., Bryant, McCandies, Burchinal, Early, Clifford, & Barnett, 2011). Early education programs such as Head Start, and No Child Left Behind (NCLB) were designed to develop competencies that were rooted in the learning domains of knowledge, skills, and attitude, and contribute to children's optimal development (Andrews et al., 2012; Bitler, Domina, & Hoynes, 2014; Duncan, 2011).

The preschool years of the education system for three to four year olds, which responded to the recession years of America in 2009-2010, revealed the tenets of evaluation and analysis that were standards of quality for preschool programs, resources, teacher qualification and training (Barnett, Epstein, Carolan, Fitzgerald, Ackerman, & Friedman, 2010). The application of these assessment criteria to children's early education was expected to guarantee children's attainment of basic academic competencies (Andrey, Joakim, Schoner, Hambly, Silver, 2012; Barnett, et al., 2010). Such competencies defined in the early years stimulated school readiness, and attracted intervention programs aimed at strengthening these skills before, during and after children's elementary schooling (Duncan, 2011, p.3). A case in point: Kindergarten

curricular focused on stimulating numeracy and literacy skills via concrete experiences, whilst promoting social and emotional development, and building collaborative, critical thinking, creativity and communicative skills. Additionally, children's education and learning experiences were posited to influence their short and longer term life outcomes (Bassock, Latham, & Rorem, 2016).

There was ongoing debate about the benefits and risks of exposing young children to academic content in the early years of development, as it crowded out learning experiences that it assisted in the development of social and regulation skills, and fostered physical and mental health, each of which determined longer outcomes (Bassock, et al., 2016; Weiland & Yoshikawa; 2013). All children especially those who participated in commercial activities, were enriched with such experiences as they had already acquired prosocial skills, and were in the process of refining throughout their educational journey. Those were the prerequisite skills for self- regulation and socialization. The play activities that children engaged in provided an opportunity for them to explore, experiment, hypothesize, test formulate, communicate, and express creatively their understanding and feelings of that which engaged their sensory learning experiences (Cohen, 2011; Nicolopoulou, 2010). The expectation of education in the early years was to improve academic outcomes and lessen the inequalities in education (Bitler, Domina & Hoynes, 2012).

The school, home, and communal relationships fostered in the different ecological contexts, created experiential variances in children's educational development. Their multiple interests and intelligences were fostered by the formal system of education, and

the external activities in which they engaged. It was the child's, or children's right to exist and function in ecological systems that supported and promoted their social, emotional and intellectual wellbeing (Hill, Gormley, Jr., & Adelstein, 2012; Linn, 2010; Niemiec, Ryan, A'rnado'ttir, Bond, Dungan, & Hawks, 2013). The dynamics of early education allowed for the establishment and, of the policies that were relevant, appropriate and represented content, methodology, monitoring, assessment and community involvement. Later, policies could be integrated in education to establish any intervention programs that would guarantee equity and fairness in the distribution of resources and the accountability measures (Barnett, Epstein, Carolan, Fitzgerald, Ackerman, & Friedman, 2010). The repetitive nature of the educational and social involvement molded children's cognitive and non-cognitive skills. "Learning is cumulative in nature," and that which had been learned influences what adults were able to recall (Chi & Ceci, 1987 as cited in Brusseau, Kulinna, & Cothran, 2011). Children who were literate, and who had average or above average cognitive and non-cognitive capabilities were usually recruited and used in the commercial activities.

The benefits and risks to those adults, who were child participants in commercial activities during their early years of school, were many. However, it was these child participants, who were now adults, who were able to analyze and clearly articulate the extent to which they had been impacted negatively, and /or positively. Childhood learning experiences were usually aligned to their academic knowledge and academic outcomes, stemming from the early education that impacted cognitive and prosocial development (Elkind & Whitehurst 2001; Zigler, 1987; Zigler, & Bishop-Josep, 2006 as

cited in Bassock, et al., 2016; Duncan, 2011; Weiland, & Yoshikawa, 2013). Intelligence was also a predictor of academic performance (Neisser, et al., 1996, and Strenz, 2007 as cited in Poropat, 2011).

Sometimes, academic learning was overshadowed by different types of experiences, self-regulation skills, physical fitness, mental health, and cultural practices, each of which was a predictor of future long-term outcomes (Bassock et al., Latham, & Rorem, 2016). The level or quality of education received during the early years had implications for their cognitive development and achievement of life goals. However, social and economic success was not dependent on the adults' educational level, but was predicated on their sociability levels that were cultivated during childhood schooling, and which continued through to adulthood (Garcia, 2012; Poropat, 2011). The knowledge acquired during their childhood development, via the formal and informal processes of learning, became an intellectual resource that impacted adulthood (Garcia, 2012, p.198). The knowledge acquired from the learning process influenced how information was encoded, stored, retained, and retrieved (Brusseau, Kulinna, & Cothran, 2011). Participation in commercial activities sometimes caused intermittent attendance to schooling, consequently, the traditional practices of formal classroom teaching and learning of these participants was adjusted. There seemed to be no equitable playing field for social, academic and economic success over time (Garcia, 2012, p.195).

Some parents involved their children in a variety of meaningful social programs, for example, dancing, swimming, service-oriented organizations and church activities, that (they thought) would give their family and child an academic edge and social status

(Bassock et al., 2016). These additional activities, or programs, enriched the development of non-cognitive skills whilst stimulating and sharpening cognitive capabilities. The manifestations of such enrichment and empowerment were clearly visible when the children became adults. Consequently, the inference was that early education in and out of the formal classroom impacted children's holistic experiences that were transferable to adulthood. The academic needs of former participants in commercial activities during childhood should have been explored.

Achievement Gap

An adequate academic preparation of self for one's career path can be a challenge based on home support, educational attainment at the secondary level, extrinsic and intrinsic motivation, and economic status. Adults who were child participants in commercial activities, have sought professional tertiary training to make themselves more marketable, in order to earn attractive salaries and have jobs that utilize their charisma, assertiveness, competitiveness, and experience (Andrey et al., 2012; Andrews et al., 2012). According to Taylor, Fry, and Oates (2014), the Pew Research Centre, in a study conducted in 2013, revealed comparative data of a similar study from 2002, in which adults within the 25 -32 age cohort would have completed their formal tertiary education, and would have commenced working and earning. Adults with college degrees were earning more than earlier generations of adults; consequently, adults were returning to college or university to read for higher degrees, so as to increase their economic fortunes (Taylor, Fry, & Oates, 2014, p. 6). The Pew Research Centre 2014 report also revealed a significant increase in the educational levels of adults across generations. Adults, during

the first phase of their working lives, faced unequal earnings between educational levels; however, as their educational attainment bar was raised, their economic well-being improved (p.15). Whenever the goals of adults were achieved, their satisfaction with self-improved, which indicated that the inborn motivating mechanism of self-motivation activated an effort to do whatever was appropriate to achieve a high academic standard or performance (Bandura, 1977, p.163). Most career choices were influenced by interest and personality. One's academic achievement and or qualification supported the extent to which the career choices made were achieved.

The Issue of Gender

There are multiple definitions of the construct *gender*, the most recent being the reference to biological and social differences between male and female, as projected, and or interpreted to represent masculinity, and femininity (Joel, 2011; Martinez, Nicolás, & Salas, 2013). Martinez et al. (2013), elaborated that the diverse manner and context in which gender was represented in commercial activity could be described as gender display. Gender could be perceived as the socio-economic and cultural context for differentiating between roles, responsibilities, constraints, opportunities, and needs of male and female in a specified context (Chan, Tufte, Cappello, & Williams, 2011; Halim, Rubble, Tamis-LeMonde, Shrout, 2013). Gender could also be perceived from a religious perspective as, for example, defined by Islamic principles (Sultana, bin Lazim, & Ahmad, 2011). In the religious context, men and women are perceived as complementary to each other, hence there is no discrimination. The distinctions of similarities and differences that children made of the gender within, and across time through to adulthood, were

influenced by the vicarious sex differences in brain structure and life experiences (Joel, 2011). The differences in gender have been promoted in the commercial contexts as children, regardless of their biological make-up are targeted as consumers and marketers of the products or services advertised (Joel, 2011; Martinez, Nicolás, & Salas, 2013).

Although children's cognitive and psychological development were influenced by what they saw advertised on screen media, television for example, there were differences in the attitude of boys and girls toward advertising (Bakir and Palan, 2010 as cited in Martinez, Nicolás, & Salas, 2013). The language used or spoken in the context and space of the commercial activity, and heard, and or seen in the advertisements on screen media had an effect on gender differences, and gender representation (Bakir, 2013; Martinez et al., 2013). Children and adults, based on their gender, were treated differently on the commercial set or commercial shoot. A case in point: when a female (child or adult) participant in the commercial activity indicated or showed signs of being unwell, and or had a headache, personnel of the commercial activity, whether male or female usually displayed empathy. On the other hand, the male participant seldom received such sympathy or understanding, if he indicated that he was unwell. It must be noted that males were expected to demonstrate personal, cognitive, emotional and physical strength, even when they were incapable of doing so based on the existing situation or context at hand (Weiland & Yoshikawa, 2013). Gender equality is an international issue that societies define based on the morals and socio cultural values upheld by citizens.

Commercial activities in which children participated were rarely gender driven, as they were designed to command, and capture the consumers' (males and females)

attention (Natahanson, Alade, Sharp, Rasmussen, & Christy, 2014). The adults who were child participants in commercial activities, may not have considered the differences in gender roles, but later, as they matured into adulthood, they were better able to assess and differentiate between what was deemed appropriate, or inappropriate behavior based on what was expected and accepted in the ecological systems of society (Kolb, 2015; Mezirow, 1991). Cabella et al., (2016), submitted that these adults, regardless of their gender and age and throughout their lifespan, demonstrated emotional maturity and emotional intelligence that developed out of the varying social contexts within and without the commercial activities during their childhood.

Children at age three were usually were able to distinguish between adult sex roles, though their commitment to a sex role was defined by age seven (Bakir, 2013; Carlson, 1981, & Kagan, 1964 as cited in Johansen, 2012). The portrayal of gender in commercials, and or advertisements, revealed a stereotype of body poses, facial expression, and other behaviors of males, and females, about which children were able to make distinctions, and determine the appropriateness of the gender roles they were expected to model (Bakir, 2013; Halim et al., 2013). Similar to Australia, and the United States, the commercial activities, and or advertisements in which children participated, portrayed culturally defined “appropriate” behavior of males, females, and their social relationships of the particular society (Gornick, 1979; Klassen, Jasper, & Schwartz, 1993 as cited in Bakir, 2013).

The messages and depictions conveyed in the children’s and adults’ commercials were a reflection of society’s stereotyped definition of gender, and gender roles (Bakir,

2013). Based on Bakir's (2013), description of Browne's (1998) study of *gender stereotypes in advertising on children's television*, boys were depicted as being "active, boisterous, and aggressive, and instrumental; while girls were presented as shy, giggly, and unassertive" (p. 59). Smith (2015), submitted that compared to girls, who prefer to engage with dolls, boys enjoyed playing with masculine toys such as trucks, machines, and cars. Children in commercial activities were at times sex-typed cast; for example, girls who were "tomboy" were required to function in their male-typed behavior (Smith, 2015). When children matured and transitioned into their adolescent years, sex role expectations were established in decision-making responsibility and gendered activities (Moschis, & Moore, 1979, as cited in Johansen, 2012). The years of child participants' development into adulthood were characterized by verbal and nonverbal cues that communicated that gender was not only a biological definition, but a psychological and social phenomenon that was influenced by society's cultural phenomena (Rice and Dolgin, 2005, as cited in Chan, Tufte, Cappello, & Williams, 2011, p.7).

The child participants were able to garner this knowledge based on the sex appropriate behaviors manifested in the social learning praxis of reward, punishment, direct instruction, and modelling (Bandura, 1986 as cited in Chan et al., 2011). The media and commercial activities with which children interacted, exposed them to gender roles that were stereotyped, and this in turn influenced their attitudes and perceptions of gender (Moschis, & Moore, 1984 as cited in Johansen, 2012). This view became debatable as gender was no longer determined by biology, familial and work constructs; in fact child participants came in contact with new gender understandings and roles. Gender roles

became diverse, and terms such as “modern” and “liberal” were used in the 21st century to describe the idea that roles should not be ascribed to sex (Gunnarsson-Ostling, 2011; Sultana, bin Lazim, & Ahmad, 2011). According to Johansen (2012, p.16), gender stereotypes were still presented, and traditional gender roles were reinforced despite the changing roles of men and women in this 21st century.

Children were seldom concerned about the biological differences that distinguished male from female. Rather, they were focused on cultivating a relationship that would enable them to meet the demands of the commercial activity in which they were required to participate. Bakir (2013), along with Martinez, Nicolás, and Salas (2013), acquiesced that the commercial media characterized, and displayed differences in gender. Differences seen in gender-typed behavior reflected predictable patterns of developmental changes and normative behavior (Halim, Rubble, Tamis- LeMonda, & Shrout, 2013, p.1271). This, therefore, meant that children sought and processed the information garnered about gender from their environment. They made inferences and then applied such inferences to themselves. Based on the arguments of Martinez et al., (2013), the selection of a toy was not only based on children’s interest or preference, but also on the social stereotypical roles, and or behavior they saw demonstrated in their social environments. Their varied experiences of children at home, school and community influenced their gender-typing, via social learning and encouragement from others to manifest behavior in gender –typed ways that were comparable to personality, cognition, emotion, and behavior (Joel, 2011). It was their maturational and chronological development later, as adults, that allowed them to make critical decisions

about gender identity and relationships, which were not necessarily defined by biology (Wallien, Veenstra, Kreukels, & Cohen- Kettenis, 2010). However, commercial activities featuring children presented boys and girls as non-stereotypes (Gentry, & Harrison 2010, as cited in Johansen, 2012, p.16). A case in point: A Jamaican advertisement featuring children making their own “ice cream” from a soy product, presented a little girl selling the “made ice cream” product, (in her parents absence) to her friends and neighbors, whilst her little brother collected the money. Screen media has also presented men in fathering roles with children in commercial activities, along with women in similar parenting roles with children of all ages (Tsai, & Shumow, 2011, as cited in Johansen, 2012, p.18)

Alternative Education

The engagement of young children in commercial activities required that they spent long hours away from school for the commercial shoot which was usually done off-site. During such times, children missed out on the educational content that was disseminated during the formal teaching-learning sessions at school. This placed the children at risk, as seldom were there academic and social-emotional support for them to learn and or acquire the concepts missed (Anda, Tietjen, Schulman, Felitti, & Croft, 2010; Beer & Moneta, 2012). Continuity of this practice could lead to academic deficiencies that would manifest later on in their childhood, and adulthood. However, state funded programs, with or without the assistance of corporate sponsors, were sometimes available to meet the deficiencies that negatively impacted the early education of children (Andrews, Jargowsky, & Kuhne, 2012; Bitler, Domina, & Hoynes, 2014; Hill,

et al., 2012). Additionally, their personalities which usually demonstrated sociability, distractibility, and impulsiveness classified them as being extroverted by nature and usually they were underperforming in their academics (Furnham, Nuygards, & Chamorro-Premuzic, 2013, p. 977). Educators, however, sometimes demonstrated sensitivity by using “in- the-moment decisions” as an instructional methodology to motivate children in structured classroom settings and to teach the pedagogical content knowledge (PCK) (Griffith, Bauml, & Barksdale, 2015). The decisions made during the lessons were used for children’s comprehension, engagement, and motivation. (Griffith, et al., 2015). The in-the moment decision approach would be used as part of the educator’s efficient use of pedagogical practice (PK), to explore the pedagogical content knowledge (PCK) that would enable children to extend exploration, experimentation, hypothesis, discovering, and questioning critically about their world, and their place and function in it.

In order to correct or eradicate academic deficiency, alternative education would be used to provide an opportunity for these adults to recover academically (Schlessman, 2012, p. 24). Intervention programs would provide positive long-term effects on children’s cognitive development, and later the adults’ scholastic achievement (Hill, et al., 2012). There were several alternatives to meet the needs of those child participants (now adults) who were at risk to social dangers at the time they participated in commercial activities. Alternative education would also provide an accountability framework for those child participants (now adults) to access critical subject content relevant for academic growth and certification. The chance given to adults to attain, and

or complete secondary education, (if for whatever reason they missed an opportunity to be educationally competent to achieve economic success, viability, and eliminate educational demarcation), provided an opportunity for economic wellbeing (Taylor, Fry, & Oates, 2014, p. 24).

Once they became adults and were mature enough to absorb and assess the value of having formal education, their approach to learning and studying fitted any of the following three descriptions: (a) deep (intrinsic), which is having a real understanding of what is learned; (b) achieving (competitive), which is designed to maximize the grades; and (c) surface (pragmatic) cited Biggs, 1987, in Furnham, 2012, p.117). Furnham (2012, p.118) further elaborated that the adults' scholastic achievement was connected to the relationship between their individual personality variables, and their academic performance, and academic achievement. That did not negate the fact that personality and intelligence were important predictors of learning and academic performance. Rather, there was a relationship between personality and academic performance assessment methods: exam and coursework (Furnham, Nuygards, & Chamaerro-Premuzic, 2013, p. 975). The adult's agreeableness, openness, and conscientiousness would have been cultivated during the childhood years, and honed within the commercial activity experiences. Assessment methods were used to determine the instructional approach and curricular content to be learnt and acquired (Furnham, et al., 2013, p.976). The learning outcomes representative of the knowledge, skills, and attitude acquired from the formal teaching learning processes had (during their childhood through to adulthood) revealed

the depth of knowledge evidenced in recall, synthesis, analysis, and evaluation tenets that are associated with deeper understanding and metacognition.

The emotional intelligence and motivation of the child and adult were the factors that differentiated their cognitive capabilities to achieve scholastic success (Algoe, & Fredrickson, 2011; Kramer et al., 2010; McCormick et al., 2015). The cognitive abilities determined their overall academic achievement, although traditional measures of scholastic achievement are independent of adults' personality traits (Ackerman, & Heggestad, 1997, Chamorrow-Premuzic, & ans Arteché, 2008, De Fruyt, & Mervielde, 1996, and Furnham et al., 2003 as cited in Furnham, Nuygards, & Chamaerro-Premuzic, 2013). However, the learning styles of adults or children are individually different, and so require compatible instructional strategies that will enhance learning and academic achievement. This goes to show that even missed opportunities during childhood, which were causal to participating in commercial activities, could be regained via the intervention measures or program provided via alternative education.

Alternative education was interpreted differently in each country, state, or province (Martin, & Brand 2006, p.9 as cited in Schlessman, 2012). Each school type had an alternative education component that allowed for flexibility to educate children at risk (Schlessman, 2012). Children and adults at this phase of having a second opportunity were able to rationalize their learning motive, why they needed to learn, and how they needed to learn. Alternative education required a policy and legislative framework to implement and certify adults who were exiting their secondary education levels. Certified education at any level was an indication of formal schooling; it was also the pathway to

obtaining a career and a job (Taylor, et al., 2014, p. 29). The value of education became measureable by generational differences. However, children needed to be scaffolded to work toward obtaining and knowing that tertiary education is worthwhile for economic survival, whether or not they perceived their participation in commercial activities to be the ultimate route to their life's success. Their personality traits determined the extent to which academic learning outcomes were achievable, as learning styles and motivation were rooted in personality (Komarraju, Karau, Schmeck, & Avdic, 2011; Poropat, 2011). Children should have been taught, and should have learned that their conscientiousness was associated with their academic performance output.

Personality Factor

Personality could be construed as one of those biologically based non-cognitive skills which was developed and nurtured from the vicarious experiences had from diverse social settings, contexts, and activities during the childhood years, and continuing through to adulthood (Cobb-Clark, & Schurer, 2011; Gurven, von Rueden, Kaplan, & Vie, 2013). Adults' personalities impacted the economic decisions they made, and the attainment of achievable outcomes (Cobb-Clark, et al., 2011). Personality traits were responsive to change from as early as childhood through to adulthood. The personality of adults who were child participants in commercial activities, usually reflected personalities that befit the *Big Five* personality traits, interchangeably referred to as the *Five Factor Model of Personality*. Those traits are: (a) extraversion, which is the display of sociability, assertiveness and talkativeness; (b) *agreeableness*, which may be described as helpfulness, cooperation, and sympathy to others; (c) conscientiousness is described as

being disciplined, organized, and achievement-oriented, (d) *emotional stability* which refers to the impulsiveness of control or anxiety, or neuroticism: and (e) *openness to experience*, which is viewed as intellectual curiosity to explore variety and novelty. These traits were consistently displayed among adults within the 25-64 age cohort (Cobb-Clark, et al., 2011; Gurven, von Rueden, Kaplan, Massenkoff, & Vie, 2013; Komarraju, Karau, Schmeck, & Avdic, 2011; Poropat, 2011). Beyond that age range, small changes in personality occurred in adulthood based on the aging process, social forces, and adverse life events.

The participation of children in commercial activities would have influenced how their persona developed through the *Five Factor Model of personality*, and later helped to define their personality traits as adults, whether they were male or female, educated or uneducated (Cobb-Clark, et al., 2011; Gurven, von Rueden, Kaplan, & Vie, 2013). The adults who usually personified the Five Factor Model would have been children who participated in commercial activities, as such exposure would have cultivated and refined these traits, because the advertising industry required that its advertisers, regardless of age, especially participating children, in front of, and behind the camera portrayed attractive and charismatic personalities that attracted consumers to purchase the products, services and ideas advertised. The dimensions of the personality five factor model defined the sociability level of each participant According to Johansen, (2012), children were empowered with the ability to understand their future social roles, and make the social comparisons that were influenced by socialization agents such as impression formation, social perspective taking, and anticipatory socialization. Children who exuded

an extroverted personality would capture the interest of recruiters of child their participants in commercial activities, because of their lack of inhibitions, as well as their ability to interact with others (Poropat, 2011).

One of the subtle messages that children learned from their participation in commercial activities, is that “the things we buy make us happy” (Linn, 2010). This caused them to cultivate a value for materialism. Whether they were engaged in subsequent commercial activities, their desire to have some or more material things was aroused. A case in point: Children enjoyed being dressed up, and having the significant others in their lives showing admiration for their “dress up.” Commercial activities in which children were participants, and in which materialism was projected, were seen on a variety of media platforms. An individual’s life’s goals to have money and many possessions comparable to other life achievements became priority (Kasser, 2002, Richins, & Dawson, 1992, as cited in Kasser, et al., 2014). Psychological needs that encompassed messages of satisfaction, happiness, vitality, and self-actualization, if not attained by adulthood, may lead to depression, anxiety, behavior disorders, and psychopathology (Linn, 2010; Kasser, et al., 2014). Materialism and well-being were relational to adult’s cultural and personal development. The individual changes that occurred in well-being may be causal to the level of attainment of goals that were based on intrinsic and extrinsic motivation (Kasser, et al., 2014). As children’s development transitioned into adulthood, the following seven materialistic aspirations domains were deepened: self-acceptance, affiliation, community feeling, physical health, popularity, and image (Kasser, et al., 2014, p.7). Children’s early exposure to materialistic values

were influenced by their economic security; even though they were viewed as “pretty” and academically brilliant, recruited from the school by the commercial entity, they sometimes faced economic challenges. Consequently, their participation in commercial activities was an opportunity for economic viability (Kasser, et al., 2014, p.7).

Aspirations of Self-enhancing Values

The personal and cultural values of adults were inseparable throughout their transcendent period of childhood through to adulthood, as self-interest and materialism become the attainment ladder of self-satisfaction. Cultural components such as norms, values, attitudes about oneself, and about others were constructed and formed from the vicarious socialization experiences in which they had been engaged. The commercial activities in which child participants were engaged, possibly had enculturated and acculturated to self-enhancement goals that would define them as successful adults in later years (Suh, Diener, Oishi, & Triandis, 1998 as cited in Ojeda, Castillo, Meza, & Pina-Watson, 2013, p.3).

Adults, in particular, were desirous of demonstrating their personal success which, more often than not, was linked to the achievement of their personal goals of financial success, wealth, and social status (Kasser, 2011, p. 207; Ojeda et al., 2013). Based on the arguments of Fitzpatrick, Barnett, and Pagani, (2012) as cited in Nathanson, et al. (2014), the achievement of adults’ personal goals was usually linked to the early years of school readiness, sociability, attention management, strong vocabulary, and high academic performance. Adults demonstrated high metacognitive process that enabled them to plan, regulate, and control behaviors that were critical to their social functioning.

The cultural expectations and values that influenced their transcendence from childhood through to adulthood did impact their interactions with their social world and personal wellbeing (Bronfenbrenner, 1979 as cited in Kasser, 2011a). Adults had developed mastery of their executive functions by the subtle controls that adults placed upon them during their childhood, particularly when they were required as child participants in commercial activities to reproduce the verbal and non-verbal behaviors the commercial activities required (Nathanson, et al., 2014). The executive function is a set of cognitive capacities that enabled children to plan, regulate, and control behavior, which influenced their temperament, (Conway & Stifter, 2012 as cited in Nathanson et al., 2014). Child participants in commercial activities tended to exhibit cognitive, and social capacities that were developed out of their inhibitory control, working memory, and attention flexibility.

Psychosocial Wellbeing

The well-being of adults was usually ascertained by a healthy lifestyle, which was reflective of knowledge and participation in physical activity behavior (Brusseau, Kulinna & Cothran, 2011). The changes that occurred in human beings over the course of their life time referred to their psychological development. According to Cabella et al. (2016), the psyche of the adult in particular developed with age, and an accumulation of vicarious life experiences. Denham, Wyatt, Bassett, Echeverria, and Knox, (2009), Eisenberg, Spinrad, and Eggum, 2010, and Saarni, (1999) as cited in Cabella et al., further endorsed the view that the emotional dimensions and abilities emerged at infancy from within social contexts, and developed through to adolescence. Regardless of the changes, they were the result of the vicarious experiences had. The rehearsal and

preparatory processes for the taping of commercial activities had assisted, and indirectly taught children to be resilient and adaptive to dealing positively with the emotional instability of meeting and reproducing that which was required for the commercial activities (Algoe & Fredrickson, 2011, p. 37). Additionally, the experience had shaped their psychological functioning when they became adults (Liu, Schulz, Waldinger, 2015). The emotional exchanges and emotional intelligence activated, anticipated, felt, and or recalled in the moment, influenced thoughts, motivations, and behavior in their daily lives (Algoe, et al., 2011; Kramer et al., 2010; Molloy, Dixon, Hamer, & Sniehotta, 2010). Commercial activities that targeted children as participants, or consumers, influenced and altered their behavior and outlook (Ferguson et al., 2014; Grad, 2015; Kolb, 2015).

The negative emotions that resulted from negative experiences tended to remain in the schema of the adult, while the positive experiences were usually easily forgotten (Algoe et al., 2011; Liu, Schulz, & Waldinger, 2015). The emotional moments that occurred, accumulated, compounded, and contributed to mental and physical health. The adults, who were child participants in the commercial activities, were demonstrative of emotional tracks which epitomize the highs, and lows that possibly triggered upward or downward spirals, and over time led to long term consequences for well-being (Kramer et al., 2010; Liu, et al., 2015; Molloy, et al., 2010).

The emotional experiences and resilience had prepared children for their life experiences as adults. Positive emotions momentarily broadened adults' cognitive and perceptual capacities (Fredrickson & Branigan, 2005; Schmitz, De Rosa, & Anderson,

2009; Wadlinger & Isaacowitz, 2006 as cited in Algoe et al., 2011). Adaptive deployment of emotion and resilience were compatible. The emotionally resilient adults were characterized by the following attributes: flexibility in responding to adverse situations, improved problem-solving skills, faster healing from affective wounds, greater empathic accuracy, improved interpersonal relationships, deepened meaning in life, increased meaning of life and its successes, increased wealth, lessened opportunity for mental illness, increased mental and physical health, and longevity (Brown & Ryan, in Creswell, 2007; Lyubomirsky, King, & Diener, 2005; Pressman & Cohen, 2005; Robles, Brooks, & Pressman, 2009 as cited in Algoe et al., 2011). The adults' developmental years from childhood through to adulthood revealed that emotions were both functional and adaptive, as impacting "body, mind and social connections" (Algoe, et al., 2011; Taylor, et al., 2014). Emotional reactions were anchored in the cognitive, biological, and behavioral resources that were deployed in ways that reflected personal and ancestral histories of the individual (Algoe, et al., 2011).

The well-being of children and adults was also dependent on their peer relationship; problems experienced with peers during childhood may commence psychosocial disorders that manifested in the later years of adulthood (Wallien, Veenstra, Kreukels, & Cohen-Kettenis, 2010). As children participated in commercial activities, which by nature were socially engaging, they garnered, and absorbed the diverse beliefs, behavior, attitudes, practices, norms, and values projected by those within that social context and space (Kashima, 2008, as cited in Hermann, et al., 2013). If adults were victimized during their childhood, there would be negative consequences in the long term

effects. Similarly, when children worked together and got to know each other, especially during their commercial activity, a connection and relationship developed, which may have continued through to their adult years, as they seldom forgot their social working relationship (Brinkel, van Rees, Ruis, & Sloots, 2015). The varying ecological contexts created social subsystems that allowed for informal social meetings that enabled participants to exchange experiences that were either related, or unrelated to their commercial activities (Bandura, 1969, p.275). However, if these children or adults were to associate with new social groups, they needed to have some of the requisite behavior of this new social grouping to sustain the relationship; failure to have this kind of familiarity with such new social environment led to rejection or withdrawal (Bandura, 1969, p. 621).

Subliminal Messages Communicated

A quantitative research study done by Sebire and Jago, (2013) about parenting quality and television viewing among 10 year old children, cited Lipsky and Iannotti (2012), as endorsing (a) screen media, and in particular television, as the most popular media to which children in the United States were exposed, and (b) the view that children within the 10 -13 age cohort watched 2.5 hours daily, and used a computer for leisure for 2.5 hours. Comparable to this fact was that children in the Western hemisphere spent on average, seven and a half hours daily using screen media, of which three hours were spent watching television (Oprea, et al., 2014). Griffiths (2013), elaborated that children six to eight years old have seven and three quarter hours of television, comparable to 9 to 12 year olds who spent 13 and a half hours viewing weekly. According to Ofcom (2012)

as cited in Griffiths (2013), this viewership time of children usually continued through to their adult lives. Implicit in such research was that children were exposed to a wide variety of commercial activities and or advertisements that may or may not be appropriate for them. Regardless, children recalled content from the advertisements to which they have been exposed, whether they were the consumers being targeted, or the participants in the commercial activity advertising the merchandise. Regardless of the requisite role that children play, relative to advertising, they remained vulnerable to the advertising messages, as they likely miss the subliminal messages communicated in the commercial content, as well as the advertising intent, as their cognitive capabilities were not yet developed to ascertain, and understand the subtleties, that were couched in the verbal and nonverbal communicate of the advertisements (Bamberger, 2013; Ferguson et al., 2014; Martinez, et al., 2013; Boush et al., 1994, and John, 1999 as cited in Soni, & Singh, 2012).

According to Sebire and Jago (2013), adults, especially parents, were able to scaffold, and influence children's recognition, and understanding of the subliminal messages communicated in the commercial activity, and or advertisement that children saw and participated in. It was also implied that the quality of parents' and or adults' supervision of children's screen viewing practices either increased or minimized the impact of subliminal messages on children's affective, psychomotor, and cognitive domains (Sebire & Jago, 2013). However, in later years when they became adults and took an introspection of the commercial activities they participated in during childhood, they recognized the subtleties in the messages communicated.

Some of these subliminal messages included self-centeredness, materialism, sexualization, selfishness, greed, dissatisfaction with body image and self, beauty, pleasure, perceptions of food, and so much more (Oprea, et al., 2014; Patton, Beaujean, and Benedict, 2014; Rodgers, McLean, & Paxton, 2015). Children as early as five years of age, particularly girls, across ethnic, cultural, and socioeconomic groups, revealed dissatisfaction with their body image, which was causal to the message of the “thin-deal” preference they see projected on their screen media (Rodgers et al., 2015). Such discontent was likely to prevail, and increase during adolescence through to adulthood, if there were not mediation to overcome such challenge (Rodgers, et al., 2015). The subliminal messages communicated in the commercials have occurred with as little as a single commercial exposure, and have been strengthened with repeated exposures. The subtle messages communicated in commercial advertising, whether intentionally, or unintentionally couched, not only influenced consumers’ decision making process, without their awareness for purchase, but affected children’s perception of the product, service or idea advertised (Bamberger, 2013). Children internalized that which evoked a sensory response, and the media messages communicated triggered children’s interest and engagement (Rodgers, et. al., 2015). Parents, and or adults usually demonstrated different qualities of supervision when they were with children viewing television. Sebire, and Jago (2013), implied that such qualities may be used singularly or pluralistically to scaffold and influence children’s cognitive processing and response to the advertisement seen, and or participated in. These qualities were agency, persistence, negativity, affection, felt security, affective mutuality, autonomy, granting, stimulating of

cognitive development, quality of assistance, and hostility (Sebire, & Jago, 2013). The quality ‘agency’ was the preferred, as it characterized the parent and or adult who enabled the child to function with self-direction and enthusiasm, and was resultant to positive child outcome (Sebire, & Jago, 2013).

Subliminal messages were said to have influenced the behavior of the child or adult participating in commercial activities, only if the messages or primed goal were pursued and achieved (Strahan, Spencer, & Zanna, 2002, p.6; Karremans, Stroebe, & Claus, 2006, as cited in Bamberger, 2013, p.6). Subliminal messages influenced that which children or adults bought, thought, and believed. A case in point to reflect the adults’ thinking: A recent casual discussion with family members and friends about the duration of advertisements aired on radio and on television during the broadcast commentary of the 2016 Olympics, emphasized the view that the commercials (advertisements) were too long, intrusive, and inescapable. These advertisements promoted food, beverage consumption, fashion in hair, clothing and footwear, socialization and cultural practices, belief systems, and much more. The discussion deepened to whether or not the athletes were breast fed. A recall of an advertisement which articulated the following content “the breast is best” stimulated an analysis of sexual innuendos of the breast is best: for baby or man? Observation of some advertisements revealed that “eat all you can”, or “drink all you can” are common messages seen in commercials about food or drink, especially junk food advertising, targeted at children. Usually, these food items and beverage commercials condoned poor nutritional habits (Sweeny, 2015). Consistent, uncontrolled intake of such foods and or

drink, led to diet related diseases such as obesity, diabetes, and hypertension especially among African – Americans (Lucan et al., 2012). The increased exposure of children to food advertisements on television stimulated an insatiable desire and preference for unhealthy foods (Agrawal & Tripathi, 2008, and Mittal, et al., 2010, as cited in Soni & Singh, 2012, p.245).

Children viewed screen media at every available opportunity or minute that was presented for them to do so (Griffiths, 2013; Sebire & Jago, 2013). Television continued to be a dominant medium for advertisers, and or marketers, to communicate with children, and so a significant number of commercials were aired during the times when children were watching television (Sebire & Jago, 2013; Soni & Singh, 2012). Commercials or advertisements that were technologically driven engaged children's interest and curiosity. Their desire to have the toy, shoes, food, drink, clothes, and gadgets advertised evolved into 'pester-power, or kid-fluency,' which children manipulated to subtly coerce their parents and guardians to purchase (Ferguson et al., 2014; Grad, 2015). Advertisers knew that to win or attract children as consumers was a way of sustaining their commercial industry and increasing their profit intake. Children were subtly presented as symbols of sexism, patriotism, solicitors, entrepreneurs, informants, whistle-blowers, and the future. A case in point: A particular regional banking enterprise, had multiple businesses here in Jamaica. It had an inclusive brand name which was seen, heard, and experienced. Its core business was banking; children participate in their commercial activities which promoted and or advertised (a) financing the child's future college education; (b) health benefits; (c) education (d) home

improvement; (e) vacationing. Although some children were aware, others may not have grasped, nor understood the subtle messages communicated in the commercial activities. The vigilance of parents or guardians in the application of the parenting qualities such as agency, evoked a discussion with their children to ensure they comprehended, and evaluated the content of the commercials (Sebire, and Jago, 2013). If this were not done, their cognitive maturity as adults reflecting on their activities, have propelled them to do an introspection of the commercial content learned, shared, and demonstrated during their childhood years when they became mature adults, reflecting on their activities.

The primary research questions that frame this study were crafted to unearth the truth of the experience from these former child participants, now adults. The questions were able to elicit from the child participants, now adults their perceptions, attitude, beliefs, behavior, meaning and impact of their experiences on their childhood development. The individual interviews, and focus group interviews comprising of structured and unstructured questions were the strategy used to probe and collect the information. The use of the interview strategy was important as it garnered authentic personalized data that were precise, and allowed for participants' free expression of their thoughts in the language most comfortable for them (Kajornboon, 2004; Koskei & Simiyu, 2015). Additionally, this strategy was motivating for these former child participants as they opened up in a dual, interactive, and communal conversation their thoughts and feelings.

Summary and Conclusion

The actual participation of adults in commercial activities during their childhood had made an impact on their lives. Based on the literature review, some experiences were negative, while others were positive. This was so, despite the tangible and or intangible benefits that were derived directly, and or indirectly by children, and or their parents, and the rewards that were given directly to the children or their parents. Many lessons were indirectly taught to these children, and they, through socialization and observational learning, had deconstructed the observed behavior, knowledge and attitudes. Whilst they as children operated at different levels of the zone of proximal development, the intentional and unintentional messages and meanings understood and communicated were sometimes beyond their cognitive capabilities for assimilation. However, now that they have become adults, they have the cognitive and metacognitive skills to reflect and make the necessary adjustments in their holistic development. Their psychosocial well-being, academic achievement, personality development, and self-enhancing values and aspirations of evolved from a mindset of fame and recognition from their peers. They were confident, assertive, and aimed always to please.

The discourse in the subsequent chapter three recorded the justification, ethical, and procedural steps taken to reveal and minimize the existing gap in the research literature about this phenomenon. The focus therefore was to unearth and explore the lived stories of those who participated in commercial activities during childhood so that the meaning, strengths and weaknesses of their experiences can be used to improve practice and treatment of children in such situations.

Chapter 3: Research Design

Introduction

The purpose of this research was to explore the adults' perceptions, beliefs, meaning, and impact of their lived experiences gained from participating in commercial activities during their childhood and narrow the gap in the available literature. The use of a qualitative, phenomenological approach illuminated and developed an understanding of the lived experiences of the participants from a first person narrative and introspective viewpoint (Creswell, 2007, p. 119; van Manen, 2007). Participants were exposed to the open-ended questions that were designed to elicit free independent thinking and metacognitive output. It was from this approach that I gained an understanding of the participants' perspectives and how they made sense of their experience (Dotimi, 2016, p. 37). This chapter includes a rationale for the chosen research design, description of the researcher's role, the recruitment procedure for participants, methodology of data collection and data analysis, credibility, confirmability commitments, and other ethical considerations.

Research Design and Rationale

This qualitative, phenomenological, and heuristic research study was designed to answer the two central research questions and a sub question. The intent or purpose of the study was to explore and capture the lived experiences of adults who were child participants in commercial activities, in order to reveal their perceptions, beliefs, meaning, and the impact of these lived experiences on their adulthood. Additionally, the chosen research design was appropriate because it dealt with the experiences, meanings,

and events (Davidson, 2013) and “captured as closely as possible the way in which the phenomenon was experienced within the context in which the experience took place” (Giorgi & Giorgi, 2003, p. 27 as cited in Fusch, 2015). The established measures of quantitative and statistical analysis do not fit this study (Creswell, 2007, p. 40). This research design enabled me to grasp the meaning of the adults’ childhood commercial experiences, to construct such experiences into episodes while embracing and preserving the authenticity of the perceptions shared and maintaining cohesiveness within their lives (Creswell, 2007, p.106 and 78). I used this qualitative phenomenological heuristic method to focus on the essential meaning of the experiences and the manner in which such meaning emerged in the experiences, as well as to highlight the manner in which the meaning developed (Kaffle, 2011; van Manen, 1990, 2007).

Currently, there is ongoing research and existing literature about the impact of commercialism on childhood, but very little was found about children’s self-perceptions of the experiences gained from their participation in commercial activities. I used the following primary research questions to guide this study:

- Research Question 1. What do adults recall about their perceptions, beliefs, impact, and attitudes as child participants in commercial activities?
- Sub question 1 (RQ1-A): What are the perceptions of former child participants in commercial activities that may have improved or impaired their schooling?
- Research Question 2. What are the factors which child participants in commercial activities believe impacted their development into adulthood?

The qualitative, phenomenological, and heuristic research design I chose was influenced by Edmund Husserl (1859-1938), a German philosopher who was regarded as the “father of phenomenology.” This was the best frame for this study, as the phenomenological heuristic inquiry enabled me to execute the heuristic principles “developed at University of Hamburg, Germany, and having its history in philosophy *heureka* and the natural sciences,” Kleining (1982, 1994,1995) as cited in Kleining and Watt (2002). This research design, grounded in exploration and discovery processes, guided the interview process that was designed to explore multiple participants’ lived experiences which differed in their complex-storied format (Kleining & Witt, 2002; Moustakas, 1994). This was the best research design for me to understand the nature and meanings of such lived experiences emanating from participants introspection (Creswell, 2007, 2009, 2012; Kafle, 2011; Kleining & Witt, 2002; Moustakas, 1994; van Manen 2007, 1990; Walters, 2016). Variation in the sample was one of the features of the qualitative, phenomenological, heuristic design that characterized this research. The sample variation here was the age of participants, the nature of the commercial activities in which they participated, and the contexts in which these activities occurred. The asking of similar critical questions of the participants, which provided similar and different responses, was another feature of using structured interview questions and additional unstructured interview questions for further probing. Another heuristic feature was that the ensuing dialogue, facilitated by the interview format, allowed participants to share their experiences in a nonlinear manner. The features of the phenomenological heuristic research design provided a textured description of the lived experiences, and findings,

although there were some thematic commonalities (Creswell, 2007, pp. 40 and 57; Kafle, 2011, p. 182). The affective domain of each participant influenced how they perceived their lived experiences and communicated them to others (Kafle, 2011). This phenomenological heuristic approach, which incorporated multiple individuals and several in depth interview sessions, collectively highlighted the feelings, concerns, desires, likes, and dislikes of the experiences had during the commercial activities. Additionally, as adults, these former child participants in commercial activities had the cognitive capabilities to reflectively and objectively analyze their lived experiences, based on the interview type and process (Mezirow, 1991 as cited in Culatto, 2015; Fusch & Ness, 2015; Kajornboon, 2004; Kafle, 2011; Koskei & Simiyu, 2015). I collected the data using an interview strategy that included more than one interview per participant and a focus group interview. I then conducted content and thematic analyses of the collected data and used peer-reviewed, scholarly literature to justify and complement the emerging themes.

Role of the Researcher

My role as researcher in this context was that of an outsider to the adults' experiences. I saw through multiple lenses and understood the stories and the impact these experiences had on the adults who had participated in commercial activities during their childhood. I did not have any relationship with any of the participants, except that they were identifiable by my recall of having seen and heard their childhood participation on television, on billboards, in newspaper advertisements, and on the radio. I requested permission from Walden's Institutional Review Board (IRB) to obtain consent of

participation from the subjects, and likewise to protect their rights. Sensitive ethical issues that arose were kept confidential, and not pursued, so as not to compromise participants' safety. My sensitivity to the collection, viewing, analysis, and reporting of the data was subjected to bias.

Bias may have been demonstrated in the recruitment process. I was aware of the subjectivity that could become a barrier to articulating objectively the lived experiences of the participants. I was also aware of my implicit bias that possibly surfaced and impaired my objectivity as I recruited, interviewed, transcribed, analyzed the data, and presented the findings and results. It was not my intention to become subjective at any phase of the research. Bias, therefore, in any form, was minimized by the triangulation of the data from the diverse individual sources of information; respondent validation, the same as member checking in all phases of the research, so as to show fairness, and or transparency in the recruitment, objectivity in the interview, accuracy in the data collection, and data transcription, objective analysis, findings, and results. I did frequent audio checks, and multiple rereads of the data collected, and transcribed, so as to ensure that there was neither any error in the transcription of the data, nor in the presentation of results and findings, nor in the discussion of negative or contradictory evidence. Although qualitative research lends itself to subjectivity, I remained objective, and communicated the authentic voices of participants by using some of their own words, phrases, and sentences to restory the lived experiences recounted.

Methodology

This research study focused on participants who were recruited via the snowball sampling technique, which was used to locate and identify the subjects who have had at least one experience participating in commercial activity during their childhood. This snowball technique encompassed the recruitment of participants based on the recommendation from their peers (Atkinson & Flint, 2001; Creswell, 2012, pp.146 & 209; Dotim, 2016; Lawrence, 2016; Patton, 2015, p. 270). The technique enabled me to recruit and engage a difficult to access population sample that is above the age of 18. Based on arguments by Guetterman (2015), Jabbar (2015), and Mason (2010), a sample size of no less than 10 persons participated in this research study. There were at least two interviews lasting one hour each, in duration per person that were used as a method of data collection (Creswell, 2007, 2012; Guetterman, 2015, Patton, 2002). I contacted and visited participants at mutually agreed locations, times, and dates to conduct the interviews.

The methodology was based on thematic and content analyses of the data gathered from the focus questions that framed the direction of the research. The participants' lived experiences were tape-recorded. The interview transcripts of each participant's interview, and likewise the focus group interview were listened to, later transcribed, and read multiple times so that significant statements, quotes, and patterns that provided an understanding of how participants experienced the phenomenon could be identified. This process, referred to as horizontalization, was executed to develop a cluster of meanings from these significant statements, and compile them into themes that

were common to participants' transcripts (Creswell, 2007, p. 61). Manual coding was done, as I, the researcher felt most comfortable using this method, owing to my lack of technological competence in manipulating the software. I also did not want to jeopardize the data findings and results with a technological glitch. There was a textual description of the participants' experience, and likewise a description of the context and setting that influenced how participants experienced the phenomenon. This approach, known as imaginative variation and interchangeably referred to as structural description, facilitated the comparative analysis of the theories, similarities, and differences in order to synthesize the emerging themes. There was triangulation of data and theory for the comparative analysis of the similarities, and differences in order to synthesize the emerging themes, and patterns, and likewise to validate the perspectives presented. Current, relevant, and scholarly literature were also used to amplify the participants' narratives. Respondent validation, also referred to as member checks, were used to validate the perspectives aired.

Participation Selection Logic

I used the snowball criterion sampling to recruit participants who are above age 18. The snowball sampling technique is described as a referral system whereby one participant is knowledgeable of other participants who have experienced the phenomenon, and so refers or recommends such participants, who also recommend others to participate (Atkinson & Flint, 2001; Creswell, 2007, 2012; Dotim, 2016; Lawrence, 2016; Miles, Huberman, & Saldana, 2014; Patton, 2015; Patton, Beaujean, & Benedict, 2014). I was able to recall commercial activities in which I had seen children

participating years ago. These children have now become adults. I knew where to locate three of them, as they are currently public figures. I made initial contact with them by telephone, as well as in person. At this initial contact, I queried participants, about whether their willingness to make referral to others, whom they believed met my inclusion criteria, by distributing fliers seeking prospective participants. Those who agreed were given fliers for distribution. (see Appendix E). Fifty-five fliers were distributed. The snowball technique process began here, as some of those individuals, who had received fliers contacted me and stated their interest in participating. The response from the snowball technique here allowed for the establishment of the target population or purposive sampling of participants who were not located at any one site, but resided locally and overseas. It was from this population that the researcher used the Researcher's Informed Consent Form to identify and solicit, the actual sample of 13 participants who had experienced the phenomenon of participating in commercial activity during their childhood. I established a professional relationship with the participants, so they were willing to share their honest and objective viewpoints. There was not any interview question that unearthed specific information about the commercial industry that made the interviewee uncomfortable about their participation. I engaged the participants' views and written consent after obtaining Walden University's Institutional Review Board (IRB) approval. The purpose of this IRB approval was to guarantee that I the researcher met and satisfied compliance to Federal Regulations, and the policies of Walden University. The tenets of the IRB approval as recorded in the Walden University IRB document, and likewise applicable to my research study included ethical principles

of beneficence, justice and respect for all persons; description of the data collection procedures and analysis; the study's relevance to community research stakeholders and partners; potential risks and benefits; data integrity and confidentiality; potential conflict and risks; data collection tools; description of research participants; and the process of obtaining informal consent.

Although the sample size of 13 participants was small, they endured and completed this research study. Data saturation was evident. According to Burmeister and Aitken (2012) as cited in Fusch and Ness (2015), "data saturation is not about the numbers per se, but about the depth of the data." This means the sample size was not the determining factor of data saturation, but rather the quality, richness and depth of the data. Saturation in data occurred when no more new information was forthcoming from the participants, and some similar answers were repeated by participants, and likewise were being echoed by other participants in the other interview contexts (Fusch & Ness, 2015). Saturation was also evidenced when emerging themes cross-referenced as similar in each participants' individual transcript, and the data had no more scope for further coding (Fusch & Ness, 2015).

Instrumentation

Responses to the major research questions were analyzed by the following instruments: structured and semi structured interview guide, and focus group interview (Kwon & Jung, 2013; Maxwell, 2013, pp.20 and 128). The interview protocol I created, (under the guidance of my Dissertation Chair, and with the assistance of professional colleagues who are tertiary educators), was used to conduct face- to face- structured and

semi structured interviews, as well as, a focus group with participants (see Appendices A, B, C and D). The interview sessions conducted with each participant, and likewise the focus group interview were audio-recorded. The validity of content was achieved through data saturation of each yet diverse, and collective perspectives presented by 13 participants who were of different ages spanning from age 18 through to age 65 years of age. Each participant had executed diverse commercial tasks in varied contexts and places. There were no new data or information forthcoming, much less attained from the interview transcripts and analysis. Neither was there any more scope for new themes and further coding. Content validity was also achieved via the member checking process which allowed for data verification and clarity of the data that were transcribed from the individual and focus group interviews audio-taped. The focus group interview that was done after the individual interview also confirmed the data participants shared in the individual interview sessions, along with the broad themes which emerged.

Procedures for Recruitment and Data Collection

Participants were solicited via snowball sampling technique whereby this hidden, and difficult to access population sample was identified by one participant referring another, who in turn referred another, and this was ongoing to establish a purposive sampling of the targeted population that had experienced the phenomenon of participating in commercial activities during their childhood (Creswell, 2007, 2012; Dotim, 2016; Lawrence, 2016; Miles, Huberman, & Saldana, 2014; Nigel Gilbert 2001: Social Research Update; and Patton, 2015). This purposive population sampling was first invited to a face- to- face and or Skype meeting, at which time they were informed about

the details of the study. Participants indicated at this meeting whether they wanted to participate in this research. Those who gave an affirmative response, submitted their contact details, which included their name, telephone number(s), email address, and Skype information. I, the researcher then gave each participant the Informed Consent Form. Next, each participant was required to verbally share details about a commercial activity in which they participated, as it related to the place, date, time, and content. At the request of the participants, this open forum was not tape recorded. However, the information aired was used by the researcher to verify that the participants were authentic, and were telling the truth about their involvement in commercial activity during their childhood. This procedure had to be executed, in order to ensure that the research study was not compromised by pretenders. The researcher used the results from this verification process to confirm each participant's recruitment, and final sampling population in this research study. It was expected that there would be at least 10 participants (Guetterman, 2015; Jabbar, 2015; Mason, 2010). Selected participants who were above age 18 years received letters confirming purpose of the research, recruitment, the set duration of the research, the data collection, data recording, data storage, and data analysis procedures. The letters also assured participants of confidentiality, and that they may withdraw from participating at any time, without fear of any consequence, and likewise their exit protocol upon the completion of the study. If I were to have recruited too few volunteer participants, I would first seek advice about the matter from my Dissertation Chair, and Committee Member. Then I would have changed the research design to fit the sample number, and re-applied to Walden University IRB for approval.

Data Analysis Plan

This research embodied qualitative data collection and analysis that identified and synthesized the emerging themes from the data. The data were generated from the interviews of each participant, and also from the focus group interview. The interview questions were structured and unstructured. The following three categories were applied to the analysis of data: description, analysis, and interpretation. The data collection and gathering of the content that were analyzed underwent an initial interpretation and understanding of the concepts analyzed. At the end of the interview session with each participant, the audio recorded interview was transcribed, and individual transcripts created for each participant. The Focus Group interview was also audio recorded and transcribed. The Colaizzi's phenomenological method was used for the data analysis whereby all written transcripts are reread multiple times so as to develop a holistic understanding of the participants' experiences (Shosha, 2012). I physically coded, and color coded, compared, contrasted, and verified the significant sentences or phrases, patterns, and themes that were manually identified within each participant's transcript of the lived experiences and stories recorded (Creswell, 2007, pp.122, 214; Patton, 2015, pp.115, 116). The patterns and themes identified were analyzed to show the relationships and dissonance among themes, so that objectivity could be established. A triangulation of the patterns and themes was done so as to unearth new insights into the existing knowledge and data (Creswell, 2007; Miles, 2014; Patton et al., 2014; Patton, 2015).

The results were re-storied into an in-depth and exhaustive description of the phenomenon. This was shared with the participants for them to validate their perceptions

of the meaning and impact of their lived experiences. This process is referred to as respondent validation, sometimes called member checks (Maxwell, 2013, p.126). A reflection of the conceptual framework allowed for the synthesis and evaluation of the findings, that addressed the two central research questions and a sub question that were used to provide the directional probe of this research study (see Table 3). Research question one which was designed to obtain information about participants' perceptions, beliefs, and attitude about their experiences in commercial activities during their childhood, highlighted some thematic commonalities. These were fused to create the broad themes which answered the question. Such themes included *necessary labor, cultural practices, belief system, and causal factors, independent mobility factor, the power of tangible and intangible rewards, social dangers of risk factor*. The sub-question of research question one which probed participants' perception about how their participation in commercial activities impaired and /or improved schooling, highlighted several concepts which were integrated to create *education* as the only theme. *Research question two* focused on the factors that participants believed impacted their development into adulthood. The major concepts that answered this question was fused because of their commonalities to generate only one broad theme: *participants' affective response*.

The discrepant data found refuted aspects of the literature review presented, such as the variance in the interpretation of the construct *commercial activities*. Also the subtext of the literature review, and the participants' realities highlighted the differences in the messages, and control mechanism of commercial activities. Consequently, such data were analyzed, discussed, and used in the ensuing discourse to reveal the contextual

and cultural influence of the commercial activities on participants' experiences and introspection.

Issues of Trustworthiness

According to Lincoln and Guba (1985), trustworthiness of the qualitative research study is dependent on the following four elements: credibility, transferability, dependability, and confirmability. Each element was achieved by executing the recommended techniques that are being discussed under the subsequent headings to show balance and fairness in the research rigor of this qualitative, heuristic phenomenological study (Creswell, 2007, 2012; Lincoln et al., 1985; Miles, Huberman, & Saldana, 2013; Moustakas, 1994; Patton, 2015; Saldana, 2013).

Credibility

Lincoln and Guba (1985), submitted that credibility is achievable by the application of the following techniques by the researcher: prolonged engagement, persistent triangulation, peer review, negative use of analysis, referential adequacy, and member checks. These techniques were utilized by the researcher to obtain systematic in-depth collection of thick, rich data that emerged from the interview process. The data collection procedure revealed tracks of the daily events of engagement in rigorous methods that were systematically analyzed and aligned to issues of credibility that were related to the researcher, as well as the theoretical belief in the value of qualitative inquiry (Patton, 2015, p. 653). The researcher's credibility was at stake for confidentiality, thorough data collection and analysis, punctuality to set interviews, exclusion of personal biases, objectivity, and being non-judgmental about what is

discovered in the data. The researcher asked open-ended questions that generated the kind of responses that enabled understanding, and captured the authentic viewpoints without predetermining the points of view collected. Direct quotations of the participants were used to reveal the emotional depth of their experiences. Participants were allowed to “tell it like it is”. I adhered to systematic data collection procedures from multiple sources. I also aimed at “producing high quality qualitative data that are credible, trustworthy, authentic and balanced about the phenomenon being investigated” (Patton, 2002, pp.51-52). This means that the research study will demonstrate the integrity of the process, and product.

Transferability

The procedures, and rigor of data collection, and analysis are clearly described so that readers can determine for themselves whether the study is applicable to their situations. The thick data collected over time, resulted from the quality of those structured and unstructured open-ended questions that were crafted to probe deeply the participants’ perceptions, beliefs, affective domain, meaning and interpretation of their experiences as child participants in commercial activities. According to Holloway, (1997) as cited in Lincoln & Guba (1985), thick data description had become the detailed account of the participants’ responses, that were analyzed; and made relational to the times, settings, situations, people and field experience from which the researcher contextualized the patterns of cultural and social relationship identified.

Dependability

Dependability is similar to the reliability of the research process and its findings, to ensure that the process is “logical, traceable, and documented,” (Patton, 2015 .p .685). I demonstrated this by enabling peers and faculty to conduct external audits that evaluated and ascertained the accuracy of the findings, interpretation, and conclusion (Lincoln & Guba, 1985).

Confirmability

Confirmability of this qualitative, phenomenological, and, heuristic research study require that I reflect on the researcher’s neutrality in the process and product of this research. The findings were influenced by the participants’ narratives. Additionally, the research design and data collection methods facilitated the extending and deepening of the theoretical framework and understanding. The semi structured questions used in the individual and focus group interview were crafted and used to (a) probe aspects of the participants’ narratives, (b) follow up, and corroborate the data as it unfolded, and (c) pursue further what made sense. The qualitative data collection method provided flexibility to execute ongoing external audit trails, and member checks of the raw data, whereby participants, and researchers who are not involved with the research, were asked to peruse, and provide critical feedback of the data analysis, results, and finding that should reflect the truth unearthed. Verification of data results occurred when the researcher executed theory and data triangulation of the emergent ideas, themes, concepts and dimensions. Triangulation was used to verify similarities in data among sources, and also test for consistency.

Ethical Procedures

Ethical issues arose at diverse stages of the research study, and were addressed. The evidence of ethical procedures followed and approved are documented in the Appendices. For example, it was at the proposal stage that Certification from the National Institutes of Health (NIH) Office of Extramural Research “Protecting Human Rights Participation was obtained, having successfully completed and passed their online course, and examinations. Certification was received on March 2, 2017. The certification number is 2358224 (see Appendix F). IRB approval was sought and received from Walden University (IRB Receipt Number 05-04-17-0173155) on May 04, 2017, to conduct this research study. I, the researcher then began the search for volunteers to participate in the study. I had cultivated a good working relationship with participants that allowed for negotiation, transparency, trustworthiness, and collaboration at each phase of the study, as it unfolded. This included the final re-storying of participants’ narrated experiences. The collection of data via several structured and unstructured individual face to face interviews, and focus group interview was audio taped and transcribed. Such documents, along with participants’ and researcher’s notes, were secured safely. Participants were informed about the purpose of the study, their rights, and my responsibility to each of them. This was done at the initial start of the process. They were constantly reminded throughout the duration and completion of the study about their rights. These former child participants were frequently reminded of their right to withdraw from the research process at any stage without any penalty, risk or consequence to them, if they felt that they no longer want to participate in the research. Participants were also told that the hard

copy of data collected from them would be stored for the next seven years in a vault at one of the banks here in the city. Also, that the soft copy would be secured by an electronic password lock known only by me the researcher. The privacy, confidentiality and anonymity agreement was honored during and after the completion of the research study. I verbally thanked each one at the end of the focus group interview. The authenticity of this qualitative, phenomenological heuristic study revealed participants' true and honest perspectives about their participation in commercial activities during their childhood. Their restoried narrated accounts of their lived experiences were revealed in their own words, phrases, sentences and quotes so that participants' own words, and voice, and not the researcher's was heard.

The rigorous application of credibility, transferability, confirmability and dependability qualitative research techniques addressed the ethical concerns that surfaced in this research study. The value of this research was ascertained when the findings became consistent with participants' own experiences, and the entire research process met the established standards that were classified as confirmability, dependability, transferability, and credibility. The integrity of this research was maintained throughout the research process so as to preserve its authenticity, and establish validity of its findings. Integrity was also evident in addressing all the ethical issues which emerged. The quality of the data existed in the participants' original words, statements, descriptions, explanations, and perceptions of their lived experiences of the commercial activities they participated during their childhood (Miles et. al., 2013). Consequently, the value, integrity, and quality of this research study were preserved.

Summary

The features of this research design, as discussed, reflect my procedural approach to executing the data collection and analysis, highlighting the results of the findings, eliminating subjectivity, and exposing the suppressed and silenced voices of adults whose lived experiences as child participants in commercial activities, were previously untold in written format. Chapter 4 contains the results of the data collected and analyzed. The results were thematically aligned to answer each of the central two research questions and one sub-question, which are presented in this chapter. Additionally, it is hoped that the topic will encourage further research and stir ongoing robust debate. Chapter 4 provides the results of the data collected, manually analyzed via the horizontalization process, color coded concepts, patterns and themes.

Chapter 4: Results

Introduction

The purpose of this study was to explore and assess the perceptions and impact of children's lived experiences in commercial activities during their childhood. In this chapter, I provide details of the collection and analysis of data, as well as the results and findings to answer the central questions that guided this phenomenological research study.

- Research Question 1. What do adults recall about their perceptions, beliefs, attitudes, and meaning of the experiences they had as child participants in commercial activities?
- Sub-question 1 (RQ1-A): What were the perceptions of former child participants in commercial activities that may have improved or impaired their schooling?
- Research Question 2. What were the factors that adults, as child participants in commercial activities, believed impacted their development into adulthood?

The responses to these central questions came from the structured and unstructured interview questions that were used to garner the data for subsequent analysis. One or two interviews was executed per participant, owing to participants' request, availability, and time commitment.

The scope and sequence of this chapter is organized under several headings. First, I discuss the setting, participants' demographics, recruitment, participants' profile and

their description. Secondly, I provide a description of (a) how the data was generated, (b) the interview process, (c) data analysis, and (c) evidence of trustworthiness, including credibility, transferability, dependability, and confirmability. Thirdly, a thematic focus of the study's results, of each research question, is presented. The seven major themes resulting from Research Question 1 include (a) necessary labor; (b) a cultural practice; (c) the belief system; (d) causal factors such as poverty, parental responsibility shift, and the initiation; (e) the power of the tangible and intangible reward; (f) independence mobility factor; and (g) social dangers of risk factor, which include the imminent danger, emotional danger, and the loom of natural danger. The sub question of Research Question 1 has one major theme titled, *the priority of education*. Responses to Research Question 2 highlighted the only theme *participants' affective response to commercial activity*. Also, in this chapter, the subsection titled Discrepant Data reveals two points of contradiction. They are participants' interpretation variance of commercial activity, and subtleties in the text. The description provided here is the embodiment of this chapter.

Research Setting

In this study, the phenomenon I explored was the lived realities of 13 participants who are Jamaican nationals living and working in Jamaica. The snowball technique was used to recruit participants; after recruitment fliers were first distributed to the three persons whom I recalled having seen participating in commercial activities during my adolescent years. An initial meeting was held with all respondents from the snowball sampling process, at which time pertinent details about the study, including the consent and confidentiality agreement forms, were discussed. Some participants signed the forms

at that initial meeting while others requested time to process the information. Their shared lived experiences of their involvement in commercial activities during childhood were experienced in rural and urban parishes of Jamaica. These lived experiences were told from the perspective of adults who had participated in commercial activities during their childhood. All commercial activities documented in this study, except for two, occurred in the rural parishes of Jamaica, four decades ago. These two commercial activities occurred in an urban parish of Jamaica. The commercial activities discussed in this study are varied in nature.

Participants' Demographics

The participants' demographics are reflected in the table below.

Table 1

Participants' Demographics

Participant name	Pseudonym	Gender		Education		Age	TI
		M	F	T	S		
John Q	✓	✓		✓		40-45	2
Hazel	✓		✓	✓		50	2
Austin	✓	✓		✓		54	1
Jasmine	✓		✓	✓		45	1
Mas Gussy	✓	✓		✓		60+	2
Miss Tutsy	✓		✓	✓		50	1
Erla	✓		✓		✓	45	1
Kay	✓		✓		✓	50+	1
Jimmy	✓	✓			✓	50-55	1
Penny	✓		✓		✓	35	1
Bert	✓	✓		✓		50-55	1
Chris	✓	✓		✓		40	1
Shirn	✓		✓		✓	45-50	2

Note. M = male; F = female; T = tertiary; S = secondary; TI = number of times interviewed

The sample population in this phenomenological research consisted of 13 participants. It was from this sample that data were collected. Pertinent details about the participants are seen in Table 1. Participants in this sample, from whom data were collected, numbered six males and seven females within the age range of 35 years to 60 + years. Their formal education ended at the secondary and tertiary levels. Their chronological and maturational age range and the diverse nature of the commercial activity they participated in during their childhood provided the depth to the storied accounts of their experiences, and exposure for the exploration, and meaning of the data (see Table 1). Additional information about the participants has been provided to communicate the essence, interpretation, understanding, and authentic voice of their lived experiences. Each participant was given a choice of being referred to by a pseudonym or their real name. Five of the 13 participants opted to use pseudonyms to protect their identity. Although the remaining eight passionately expressed the desire to use their real names, I assigned pseudonyms to these individuals in honor of the confidentiality agreement and the policy of Walden University.

Data Collection

Recruitment of Participants

Subsequent to the receipt of approval from Walden University, (IRB Receipt Number 05-04-17-0173155) on May 04, 2017, to conduct this research study, I made an appointment to see three persons whom I knew and recalled seeing participating in commercial activities during their childhood. Although these persons whom I met initially expressed interest in the research, all except one did not want to participate, but

volunteered to share the recruitment flier with others. The snowball technique was activated once IRB approval to collect the data was received. There were 20 respondents. However, only 15 volunteers met the selection criteria. The other five volunteers either did not qualify or had availability, personal obligations, or other commitment challenges. Two of the remaining 15 volunteer participants were lost due to their personal obligations and overseas travel commitments. A sum of 13 participants continued to the end of the process. The sample population had five males and eight females (see Table 1). This sample group of participants respectively reside and work in the rural and urban parts of Jamaica.

Table 2

Nature of Commercial Activities

Participant	Nature of Activity	Location of Activity	Average age started
Jasmine Kay Jimmy	Door to door sales	Rural	6
Erla Penny	Shop-keeping	Rural Rural	7 6
Miss Tutsy Shirn Bert John Q	Vending (Higglering)		
Mas Gussy Chris Austin Hazel	Recreational Television / live performances	Rural Rural and Urban	7 7

The commercial activities in which these participants were engaged during their childhood also occurred in both rural and urban parishes (see Table 2). On May 10, 2017, the first individual interview was conducted and audio recorded, and the final individual interview of 13 participants was completed on July 9, 2017. I conducted these interviews at mutually agreed public, yet restricted, spaces.

Participants' Profiles

The final sample group of 13 participants in commercial activities during their childhood started within the age range of 6 through to 10 years, and continued through to high school. Three of the 13 participants who were engaged in commercial activities of a performance entertainment nature, from which schools and communities, received and benefitted through the intangible and tangible (financial) rewards for their performances. (See Table 2). Three participants were engaged in door to door sales. Six participants sold produce from the stalls their parents erected at their gate, school, and other set locations such as the market. One participant functioned as an assistant shop keeper. The 13 Jamaican participants who are involved in this research study are the source of the data and conclusions presented. The data collected from each participant were generated from one or two individual interview sessions, along with the focus group interview. Four of 13 participants each facilitated two separate interview sessions; the remaining nine requested that they be interviewed individually, once. This request was accommodated.

Meet the participants

John Q (pseudo name) is a male who falls within the 40-45 age cohort. He is a farmer, an entrepreneur, and an engineer. He also has a Master's degree in engineering.

During his childhood, he sold fruits and pimento in the market, and at the family's fruit stand. The earnings from this venture were used to boost the family's income so that they could provide him and his siblings with the necessities for school.

Hazel (not her real name), is one of the participants who wants her real name to be used in this study. She is an actress and mother who wants everyone to know that her age is 50 years. She lives and works in the city. Hazel is a familiar, renowned persona in radio and television advertisements, as well as on the live stage. Her tertiary training as an actress affords her the opportunity to teach drama and speech at one of the prominent public primary schools in the inner city. During childhood, she participated in live performances that were fundraising activities, for rural communities. Simultaneously, she entered the Jamaica Festival Commission, now named the Jamaica Cultural Development Commission (JCDC) competitions in Speech, and Drama and received numerous gold awards.

Austin (pseudonym given), is also one of the participants who expressed the desire to be addressed by his real name in this study. Austin stated that he is a 54 year old male who is a writer and lecturer at a university, here in the city. He is renowned on the theatrical landscape, and currently trains and spearheads the Jamaican Youth Theatre which travels overseas annually for their international live theatre performance and workshops. During his childhood, Austin was usually the elocutionist and lead performer in his school plays and dance. He always participated in Speech, Dance, and Drama competitions held by the Jamaica Festival Commission now the JCDC, and won for himself, and his school, numerous gold awards. He regularly received public recognition

and verbal rewards from the school fraternity and others at the school's regular morning assemblies. Additionally, Austin and his school were regularly featured in *The Gleaner*, a Jamaican newspaper, for their performance in Speech, Dance, and Drama.

Mas Gussy (a pseudonym assigned), is another participant who asked that his real name be used, is over 60 years of age. He is a writer, actor, and deacon who also has had tertiary education. He is now retired and volunteers in varying capacities in his church. During his childhood years, his father compensated him with a stipend for counting and transporting seedlings from one section of the farm to the other. Unlike the other participants, his commercial activity was neither borne out of an economic need nor school or community financial benefit, but rather his parents' means to engage idle hands during the summer holidays.

Jasmine (her pseudo name) is a wife, mother, chef, and farmer who lives and works in rural Jamaica. She is 45 years old. Jasmine's highest formal education is at the secondary level. During her childhood, she conducted door to door sales of sold shoe polish, biscuits, seasoning, and other items. Although she, more often than not, was absent from school on a Friday because of her engagement in this commercial activity, her earnings from the sale guaranteed the provision of necessities for the family, and her attendance at school on other days. She would be able to eat a large lunch, treat her friends, and make deposits to her bank account.

Miss Tutsy, (not her real name) is 50 years old. She is a wife, mother, farmer, and trained teacher in the rural area who lives, and works at a rural public school in Jamaica. During her childhood years, she sold ground provision, and fruits at her gate, as well as at

the nearby Bible College. The earnings she collected from the sales were used to meet the family's economic needs, and the schooling needs of her siblings, and herself. Although Miss Tutsy disliked participating in the commercial activity, she enjoyed earning and collecting the money, as this meant that she would be able to attend school.

Erla (pseudo name assigned) is among the number of participants who requested that her real name be used in this research study. She is a mother, farmer, and higgler (vendor) who buys and sells farm produce at the market. Erla is 45 years old, and during childhood, she assisted her grand aunt to sell in the grocery shop. Her formal education ended at the secondary level, owing to financial challenges.

Kay (not her real name) is a mother and farmer who is within the 50 + age range. She has had secondary education. During her childhood years she went from door to door selling red peas, callaloo, and other farm produce. Sometimes, she would be accompanied by her father. The money earned was used to provide for and support her siblings, and herself through school.

Jimmy (not his real name) is a husband, father, farmer, taxi driver, and deacon, whose formal education culminated at the secondary level. During his childhood years he accompanied his mother to sell farm produce, and fish at the market. He also engaged in the door to door sale of fish, and other seasonal items. The money earned assisted the family and provided for his schooling. Jimmy is within the 50-55 age cohort

Penny (not her real name) is a 35 year old farmer, mother, shopkeeper, and former athlete who engaged in the sale of pompoms during her childhood years. This was an annual activity, during the school's sport season. The funds earned were given to the

school for its House Competitions. The school used the money to purchase sports gears for the students participating in the school's House Competition. Her formal education culminated at the secondary level.

Chris (an abridged version of his real name) is how he wants to be identified in this research study. He is a 40 year old husband, father, comedian, radio personality, and actor. He desires that everyone knows he is a university drop out, owing to family commitments and other distractions. He was engaged in live performances, television sitcoms, and advertisements. His performance in the then Festival Commission Competitions, now named the Jamaica Cultural Development Commission (JCDC), in Speech and Drama, earned numerous gold and silver awards for himself and his school.

Bert (not his real name) indicated that he is to be so titled in this research study. He is within the 50-55 age range. He is a husband, father, and principal at one of the high schools in rural Jamaica. He holds a Master's degree in Education. During his childhood years, he engaged in the sale of fish and farm produce at the market in order to provide financial support for his mother, siblings, and his own schooling.

Shirn, (not her real name) by which she wants to be called, is in her late 40's. Her formal education culminated at the secondary level. She is a mother, and poultry farmer. During childhood, at her parents' bidding, she sold farm produce from her parents' stall at the gate, as well as the Bible College nearby. The money earned from this was used to assist with the family's financial provisions for her siblings and herself.

Data Generated

The data was generated from open-ended structured and unstructured questions crafted for the individual and the focus group interviews. There were 22 structured questions for research question one, 7 structured questions for the sub question, 13 structured questions for research question two, and 8 structured questions for the focus group interview. The unstructured questions were asked of each participant during each individual interview, as well as during the focus group interview. The unstructured questions were asked to facilitate probity into answers that needed clarification, and additional information. The unstructured questions varied from one participant to the other at the individual interview, and were based on the responses that were given to the structured questions. The data collected from the individual interviews, and focus group were analyzed. Patterns and themes were identified, and then coded to reveal the commonalities and disparities. These findings were organized into clusters according to their frequency and thematic strengths.

The Interviews

The data collection process via the individual interviews, and focus group interview was challenging owing to participants' availability, overseas travels, and accessibility for scheduling a face to face interview. Interviews were conducted at places that were mutually convenient to participants' accessibility, comfort, and privacy. These places included the board room at some places of work, church halls, and open, yet private spaces at some of the participants' backyards. The interviews occurred mainly at nights, early morning, and on weekends.

Some participants requested the following: (a) that they be interviewed face to face once, (b) follow up questions be asked via the telephone (c) receipt of an audio tape of their interview. These requests were granted. Eleven of 13 participants were engaged once in an hour and a half long interview session, whilst the other two participants were interviewed twice. The Focus Group interview session had to be divided into two groups as some participants lived and worked in the city, and the others lived and worked in the rural parishes. The distance, time, availability, family, church, and work commitments were obstacles that prevented participants from acquiescing to a common scheduled interview time for the focus group interview. Consequently, I accepted participants' advice to divide the Focus Group into two groups. Only one participant was absent from the Focus Group Interview, owing to overseas travels.

Prior to the start of each individual interview, each participant was reminded about the background and purpose of the research study, and the protocol involved. This included discussion of the informed consent forms, interview, transcription and member checking processes. Transcriptions were done immediately after collection of the audio recorded data. The data collection, transcription, and member checking process lasted 11 weeks.

Occurrence of Unusual Circumstances

There were challenges experienced during the process of collecting data. Extreme weather conditions causal to torrential rains island-wide disrupted the schedule of interviews with participants in the rural areas. The main road of access to the rural communities where some participants lived was cut off from both pedestrian, and

vehicular traffic. It took the government one week to provide alternative access through a cane-field. Additionally, there were times when participants either did not show up, or telephoned at the last minute to indicate their unavailability for the interview. There were two occurrences of this. I was already at the agreed location, having travelled two hours from Kingston in the late afternoon to conduct the interview. One participant in particular, gave me a 30 minute lecture about the alignment of the leadership of Donald Trump, President of the United States, to religious matters worldwide, before I could begin the actual interview process. Although participants had volunteered their time schedule, it was difficult to manipulate their availability. Some of the interviews were conducted at nights, based on participants' requests. I made several journeys out of Kingston where I reside and work, to conduct interviews in the rural parishes.

Data were uploaded to a secure electronic source and password – protected laptop, upon participants' verification of the data. Written documentation was kept in a locked filing cabinet until the completion of the study, at which time the documents were transferred to a vault at the bank where the data will be kept for seven years, in compliance with IRB regulations.

Data Analysis

Analysis of the data was done manually. Each transcript was read eight times prior to executing the process of 'horizontalization' in order to organize the data for the analysis (Moustakas, 1994). The audio format of the data was repetitively listened to daily to reinforce, and capture other patterns, themes, ideas, and retain the nuances and passion communicated in the participants' verbal responses.

Table 3

Concepts and Themes

Themes	Concepts
	Research Question 1
Belief system	education; self-awareness; insight; perception
Causal factors	poverty; financial stability; single parenting; normative activities; family; survival; life style; culture; initiation
Parental responsibility shift	responsibility; single parenting; care of siblings; absenteeism; absentee father; financial responsibility; income; expectation; maturity; shared roles
Power of tangible intangible reward	recognition; money; achievement; reward; assembly; pride; profit; generosity; commitment; entrepreneur
Independence mobility	supervision; journey; customer needs; access; trust; communal care; independence; free movement; customer relationship; skills
Loom of natural danger	safety; risk; transportation; climate change; challenges; fear; protection; wisdom
	Sub question of research question 1
The priority of education	value of education; parent support; academic success; academic achievement; schooling; attendance; informal education; formal education
	Research Question 2
Participants' affective response	love; like; dislike; alternative; skills acquisition; embarrassment; depression; ridicule; hospitality; lessons learnt; courtesy; social skills; respect; training; distance; time

It was from the data that topics and or concepts were identified and clustered, patterns coded, and themes generated. The repetitive themes were further coded and organized into comparative threads according to frequency of occurrence in the

transcript. The major themes that were aligned to the research questions, and the interview questions were extrapolated, and are being used in this thematic discussion. The major themes explored in the ensuing thematic discussion stem from the concepts presented in Table 3.

Discrepant Data

The data revealed variance in the interpretation of the construct *commercial activity*, as well as articulated contradictions in the subtleties in the texts of the literature review, and the data texts of participants' lived experiences. Participants' lived experiences were not corroborative of the subtexts in the review of literature. Such discrepancies or contradictions were highlighted because phenomenological research was used to capture the essence of lived experiences, and obtain a deeper understanding of the realities of these lived experiences through the lens of those who have lived them (Creswell, 2012; Moustakas, 1994; van Manen, 2014). The subtleties of the texts, along with participants' variance in interpretation of the construct *commercial activities*, reinforced that the lived experiences of participants influenced how they perceived the meaning, and impact of their experiences. Additionally, the discrepancies identified were appropriate, as my findings, and interpretation were influenced, and operational within the contexts of time, place, and culture of participants' lived experiences.

Evidence of Trustworthiness

Credibility

Trustworthiness was attained in this paper by the establishment of credibility. Approval was sought and obtained from Walden University Institutional Review Board.

Subsequently, the snowball technique was put in motion. Twenty participants volunteered. However, 13 participants made the final sample. The remaining seven discontinued and or disqualified owing to their personal yet multiple challenges. Participants were met individually to discuss the procedure, risks, and benefits of being a part of the study. They were allowed to ask questions, and discuss their concerns. Prior to the start of each interview, participants were reminded about the procedure and tenets of the consent forms signed.

Structured and unstructured open-ended sentences were asked to obtain additional information, and clarification. Authentic data were collected and analyzed. Data saturation was achieved when new information from participants was no longer forthcoming from the participants during the interviews; as well as the scope for further coding of the data became nonexistent (Fusch & Ness, 2015). In essence, there was neither new data, nor new themes, nor new coding. There were multiple times participants in the separate interviews stated, "I already answered that." Also, some answers given were a repetition of, or similar to a response given by other participants in other interview sessions. Member checking was done. My personal bias was minimized, as participants told of their personal stories and experiences. My bias remained minimal, and in check, when I gave participants the autonomy to share, and tell only what they want to be aired. They were also reminded at each interview that their consent form gave them the right to withdraw or discontinue without any penalty or consequence, if they felt uncomfortable in any way, or no longer wanted to participate. Although the focus group interview was crafted to obtain additional information, consensus, verification, and

clarification of that which was stated in the individual interviews, it sufficed as a gauge to control my explicit and implicit biases. I audio recorded and transcribed verbatim participants' own words. Direct quotations of the participants were used to support, extend, amplify, or refute findings. The structured, and unstructured questions not only probed for information, but allowed participants to justify everything they said. Member checking was used to verify and ensure accuracy in the collection, transcription, and presentation of the data, its findings, and conclusions drawn. The process of member checking also functioned as a gauge in minimizing my bias, as participants dictated what they wanted to be documented. I listened, and acquiesced, within reason, to participants' requests, recommendations, and instructions. A case in point: Participants invariably requested, and instructed that some of their comments be not documented. I honored participants' requests and instructions. Participants gave storied accounts, and a few spoke Jamaican patois. All of this added details and communicated participants' "voice" which is, ofcourse, indicative of individuality, and credibility.

Transferability

Transferability was applied to the applicability of this study to other contexts of time, setting, situation, and people. These contexts require ongoing research, as the vicarious experiences garnered, through similar yet highlight differences among participants, based on the commercial activity type these participants engaged in. Additionally, further research about this phenomenon could be focused on diversity in age, gender, and location of occurrence of the commercial activity.

Dependability

Several rereads were done by the Faculty at Walden University, and critical feedback was provided consistently at the end of each reading. This process verified that the institutional standards were being met and upheld. The authenticity of this study is couched in the voice of these participants, who told of their lived experiences with passion, honesty, and individualism. The focus group interview was done after all the individual interviews were completed, hence participants' individualism and authentic voice were captured.

Confirmability

My personal biases, and prejudices were at a minimum. The methodology of recruitment, data collection, and analysis prevented the surfacing of my bias. The participants' stories are their lived experiences, told in the manner they desired. The interview questions, structured and unstructured, were designed to unearth, capture, and explore the hidden gems of their experiences. Member checking at each step of the research process confirmed that I have been able to articulate participants' authentic voice regarding this phenomenon.

Study Results

The aim of this study was to capture and articulate the lived experiences of adults who, during their childhood, participated in commercial activities. The perceptions, beliefs, meaning, attitude, schooling, and impact of participants' involvement in their varied form of commercial activities revealed the cultural practices of their communities approximately 40 years ago, and the extent to which their adulthood has been shaped by

such experiences. I sought responses to the central questions via the structured and semi-structured questions used in the interviews of individual participants, and the focus group interviews. The need for this study had already been established, and relevant literature examined. However, the findings of this study revealed the main thematic dimensions of this ensuing discourse which elaborated, as well as contradicted, some aspects of the discourse in the review of literature. (See Table 3). In this chapter of results I now report on the reflective stories as verified by the participants through member checking, interchangeably referred to as respondent validation, and focus group interview.

These storied accounts of participants' lived experiences have been analyzed for commonalities, and differences which were initially identified as significant and recurring statements, concepts, and patterns. The results and findings were encapsulated into broad themes which have been extrapolated from the collective individual interview data, and focus group interview data. The themes also are a synthesis of the resultative analysis of the responses that answer the two central questions and one sub-question which guided this research. These results and findings are elaborated on through the ensuing thematic discourses which have been supported by participants' authentic words, as well as current research literature.

The major themes discovered in the analysis of data are as follows: (a) necessary labor in context, (b) causal effectual factors of participating in commercial activity, c) the power of tangible intangible reward (d) independent mobility factor, (e) social dangers of risk factor, (f) participants' affective response to commercial activities. Each major theme

is supported by the authentic narratives and quotes from the participants' accounts, and is aligned to the research questions.

Research Question 1

Necessary Labor in Context

The theme of “necessary labor in context” (Townsend, Focus Group Interview, July, 29, 2017), is best understood when it is compared and contrasted with patterns of child labor, and or exploitation. Participants' communicated divergence of response to the following interview question: “How do you feel now about encouraging or recommending children to participate in activities similar to what you were doing when you were a child?” The responses documented below, indicated that their experiences in commercial activities during childhood ignited the argument whether the activities epitomized child labor and or exploitation. Bert, Shirn, and Miss Tutsy stated during their individual interview that their commercial activities could be described as child labor. Such a view evoked a comparison of the contextual, and cultural frames of the commercial activities then and now, relative to how the outsider to the experience may perceive those same commercial activities then, as opposed to now. Shirn's response to the above mentioned question mirrored the views of two other participants:

Well, these days and age now, you can't have children participate in that, those kind of work, because the government is going to tell you say, children participation is child labor, and you can be charged for that. You have to be careful now how you do it, and what you do. Yes, it is child labor, but in those days, the law did not have teeth. (Participant Interview, July 09, 2017)

Miss Tutsy recounted as follows:

Well now, it's maybe compared to as maybe child labor presently based on what we are seeing now. As we grow older we understand that it would be in a sense child labor (Participant Interview, May, 21 2017).

Bert had this to say:

... I am saying while it was because at the time doing aahm working I have to go to the field and to be out of school sometimes I'd have to be doing all of those things while, it was at that time I think it was necessary, if you understand what I am saying. (Participant Interview, June, 14, 2017)

The debate of whether these commercial activities in which these child participants were engaged can be construed as child labor, or necessary labor has made the comparison inevitable. According to Highwater, (1995, p. 214) as cited in Rogoff (2003), it is important therefore, that we do not use our own cultural bias and personal experience that we foster as part of our heritage to judge the nature and outputs of these commercial activities. Rather that attention be given to the context of the time period during which these commercial activities occurred. The imposition of an understanding, definition or value judgement that today's society may place upon the events or activities in which these former child participants were engaged, may contradict this finding. However, the authenticity of participants' statements warranted a temporary suspension of today's definition of child labor and exploitation, so as to understand the cultural dimensions and nature of the commercial activities in which these participants engaged during their

childhood. Jasmine contextualized the engagement of child participants in commercial activities. She had this to say.

Child labor happens most times when the parents do not business with the child, and the child is entirely on his own, and the child has to work for food, shelter or maybe they get a little shelter, for food clothing all of that, and now parents are there....the government is blanketing...when they see a child selling a little bag juice they come down on the child and sometimes the parents does not have it and the child is learning to fit in. (Participant Interview, May 14, 2017)

Chris submitted that “child labor” was neither a concept known at the time, nor something he witnessed or experienced then. He described his television experience like this:

It felt like I was being nurtured rather than being exploited for something. So the childhood commercial world, child labor as it was perceived over time, has been rough for some time and I know it has been humanized somewhat, but in my experience I felt like they didn’t short change themselves. I was not forced. (Participant Interview, July 04, 2017)

Additionally, participants communicated that they enjoyed doing what they did to assist their parents in meeting their financial needs for economic survival. When queried whether they had any regrets about participating in such activities during their childhood, they chorused “No.” (Focus Group Interview, July 13 and 29, 2017).

Other participants extended the view of “no regret” by their comments below:

Erla: Yeah, me woulda (I would) live back my childhood. I wasn't under any pressure. It was not pressuring at all. (Participant interview, May 21, 2017)

Shirn: The experience was good, because now I am an entrepreneur, it help me, it help to boost me. If I did not have that idea and exposure from a child, I would be a lazy mom. (Participant Interview, July 09, 2017)

Hazel: Me woulda (I would) do it all over again, No problem, cause me had fun doing it. (Participant Interview, May 12, 2017)

Such responses are also an indication that these former child participants in commercial activities had a good familial relationship that supported them, rather than abused them in any way when the financial profit from their endeavors was unfavorable. Their parents demonstrated understanding and care, as well as encouraged them to do well at their academics, so as not to continue a life of poverty when they became an adult. The bond between parent and child were also strengthened.

A Cultural Practice

A temporary suspension of today's definition of child labor and exploitation is warranted so as to understand the cultural dimensions and nature of the commercial activities in which these participants engaged during their childhood. It would be unfair to prejudge or use the perceptions of those outside the participants' experience to ascribe the label "child labor" or "exploitation" to their experiences, without understanding the meaning, circumstances, and functions of their communities' cultural practice of meeting the needs of the families concerned. Rogoff (2003), posited, "understanding one's own cultural heritage, as well as other cultural communities, requires taking the perspective of

people of contrasting backgrounds (p.11). There were, and there are still cultures across the world where children participate in commercial activities to assist their families with an income, because there is not another option available either to their families, or to themselves. John Q commented: “It was the norm.” (Participant Interview, May 10, 2017). Most children and their families had to be engaged in similar activities at the time, because such activities at that time, were the only means of financial sustainability. Shirn confirmed:

It is a poor community, and there is not much employment, so we have to create employment for ourselves. Even now, because we are in the country part and it is very hard just the same. We just have to create jobs for ourselves. (Participant Interview, July 09, 2017).

All participants in this research study, except two, have articulated that the commercial activities they engaged in then were neither exploitative, nor child labor. Their responses to my question: “How do you feel about the commercial activity you participated in then, during your childhood?” are communicated in Mas Gussy’s summation below:

Those days, commercial activities was not the word for it. It was not child labor, and it was not forced labor. I would say it was necessary labor, you could even say it was recreational labor. We had to assist our parents in that way, and we enjoyed doing it. It is just that we were earning money for what we were all doing. We knew that our parents depended on us to assist in getting the money to take care of us. We got our little stipend. Our families were poor, and they had to

do what was required to survive. (Participant Interview, May, and June 2017; Focus Group Interview, July 29, 2017).

Participants in this research study concurred, and insisted that despite their experience of poverty, their involvement in commercial activity then was neither child labor nor exploitation, as their rights were not violated. Their attendance to school was guaranteed. Other children were doing the same thing and, most importantly, they enjoyed and were willing to relive those experiences which have shaped, and enriched their lives.

The Belief System

The beliefs that participants had when they were child participants in commercial activity were those ideas, or views, or private thoughts that they used as goals, dreams, and aspirations. They all desired to have a better life when they became adults. A case in point: Bert indicated that he knew from then what he wanted. He narrated the following:

Right and from that time I can remember clearly I said I will never have any children, or get any children before I get married. I told myself that at that time and I would never have any outside children because of the experience that I have had with growing up, so that really was the turning point of my life that said look as a man you will have to do such and such a thing to ensure that your life is different. (Participant Interview, June 14, 2017).

The other participants also cited that their belief system about the commercial activity experience was similar. They knew what they wanted, and that was better a life. This they knew and agreed was achievable through formal education. The monetary earnings from

their commercial activities guaranteed their attendance to school, and high performance yields in the academics. Participants also concurred with Chris, and John Q, that their belief system about the commercial activity was reflected in the following words of Henry Wadsworth Longfellow (1802-1882), which were echoed by Chris, and John Q:

...one that I take very seriously “the heights by great men reached and kept were not attained by sudden flight but they, while their companions slept, were toiling upward in the night.” That resonated, because I did long hours ... I did long hours; that was real, and I had to toil in the night. So, whenever I felt like I wanted to take a break or this was too much I used to repeat that in my head.

(Participant Interview, July 04, 2017; Focus Group Interview, July 27, 2017).

Miss Tutsy posited: “... I know that this wouldn’t be forever.” (Participant Interview, May 21, 2017). John Q further elaborated by alluding to the Jamaican proverb “If you want good, you nose haffi (have to) run.” (Participant Interview, May 10, 2017). The interpretation here is that whatever one wants to achieve in life is attainable only by hard work and commitment. These former child participants in commercial activities collectively believed that one future day, their economic situation would change for the better, and that they each were capable of bringing about that change through the vehicle of education. They willingly participated in the commercial activity and enjoyed it despite the challenges faced. Shirn recalled: “We had to do it willingly. We couldn’t frown, like nowadays children, when you ask them to do something. We had to go willingly.” (Participant Interview, July 09, 2017). Jimmy, Erla, Bert, Kay, Jasmine and Mas Gussy commented: “Train up a child in the way he should go that when he is old, he

will not depart from it.” (Participant Interview, May, June, July, 2017; Focus Group Interview, July 13 and 29, 2017).

Causal Factors of Participating in Commercial Activities

The data also highlighted the causal factors for these participants’ involvement in commercial activities. The combination of factors such as poverty, parental responsibility shift, and the initiation are the reasons discovered in the data for participants’ engagement in commercial activities during their childhood.

Poverty. Although the participants existed in poverty, they were not deprived of essential services. The description they provided of their activities confirmed that water, sanitation, housing, and education were in place. The term ‘poverty’ is a true reflection of the participants who indicated that their parents were poor, or that they lived in poor conditions. Although participants’ storied descriptions of their experiences revealed the extent of their impoverishment, they were surviving happily from the family’s extremely meagre financial, and at times non- existent income. Consequently, there was need for child participants to be involved in commercial activities. Shirn commented: An activity like that is not that you wanted to be involved, it’s because of the need. Parents could not afford it, so you had to help on the farm, and help them sell the produce. (Participant Interview, July 09, 2017).

Apparently, from the wares marketed, these former child participants were earning money which was used to fill the economic gap in the family. The following narratives of participants elaborated the viewpoint that amidst the poverty, the economic viability of commercial activities in which they participated during their childhood,

meant that the family was able to meet participants' schooling and survival needs. Bert had this to say:

It was based on the economic conditions. I mean the socio-economic conditions of the single parent and it was difficult for my mother for whom I was the eldest son at the time. I had to become actively involved in commercial activities to assist her.” (Participant Interview, June 14, 2017).

Miss Tutsy described her need like this:

It was to raise funds for the other siblings, younger siblings as well as for parents. I mean when the produce is sold the money is used to buy grocery, food to even feed the other siblings that are in the home, the younger ones. (Participant Interview, May 21, 2017).

Jasmine had this to say:

...and then now from the sale of that I would get my lunch money for the week, and other siblings would get from it too and it was used to help, and during the holidays uniform and shoes and all of that I'll be sure of it because I earn my own money. (Participant Interview, May 14, 2017).

John Q stated this as the reason for his involvement:

It was more voluntary. I think it was more voluntarily done. It was an opportunity for us in the area. There was so much an abundance of fruit and so on. And other people were selling stuff, so when you go to Rome you do as the Romans do. Our parents did not force you to go out and sell the fruits. It was a need.” (Participant Interview, May 10, 2017).

Participants Penny, Austin, Hazel, and Chris engaged in commercial activities that were performative in nature, whilst offering entertainment value; they showed patriotism as they executed performances for their school, community and national pride. Penny articulated: "...we need the money to play sports, to buy gears fi (for) we the athletes. (Participant Interview, May 22, 2017).

However, the participants' responses indicated that they were not victims, as they had experienced a positive relational bond, causal to their ability to provide the family with an income generated from the commercial activities they participated in. This sample of 13 participants disputed experiencing any negative behavior or reaction from their parents, and believed that their parents saw schooling or education as a means to mediate them out of their impoverishment. Bert, in his reflection, told of the close bond he developed and valued with his mother, which continued through to adulthood. Bert recalled: "Because the quality time that we spent together and the things that she would share with me and so it had developed a bond between both of us." (Participant Interview, 14th June, 2017). The other participants did not have this quality parental bond to which Bert alluded, but discovered and articulated the measure of care and responsibility they desired all children should have. However, they knew that they bore some of the parental responsibilities which they have no business handling.

Parental responsibility shift. One of the unstructured questions I asked of participants during the focus group was, "What would you like to see changed for children, if you had the opportunity to do so?" Erla gave this response, which echoed similar sentiments of the other participants.

What me would you like to see changed for children on a whole is that parents is fi make more effort. Plenty parents naa (*not*) put out de effort fi dem (*for their*) children. Parents need fi stood out more fi dem (*for their*) children, Parents need fi love dem, (*them*). Make sure sey (*that*) dem (*they*) get a good education; mek (*make*) sure sey (*that*) dem (*they*) eat; a no sey (*that*) dem (*it is not to say that they are going to*) a go eat any an anything, but when you give dem (*them*) something fi eat you know you give them something fi build up dem (*their*) brain. Parents need fi really put out dah (*the*) effort deh (*there*) fi (*for*) children. Mek (*make*) sure sey (*that*) you provide for dem (*them*). Mek (*make*) sure sey, dem (*that they*) get dem (*their*) good rest. Make sure sey dem (*that they*) go a school, and that you provide them with them pencil, and books. Pickney (*Children*) can't learn without book, so parents haffie fi (*have to*) work, sacrifice you self for you children. Plenty parents no sacrifice fi dem (*for their*) children to see that dem (*they*) come out to be good men and women of tomorrow. (Erla, Participant Interview, May 21, 2017).

The monologue above accounted for the gaps in parents' responsibility to their children, as well as the changes parents are expected to effect so that the future generation will not shortchange their offspring. The view that some parents neither make the effort for their children, nor seek about their children's welfare, nor even care about their children, is based on the experiences these child participants have had with their parent(s) in absentia. In this research study, the male parents were the ones who were permanently absent from the home for one reason or another. Some parents were not

standing up for these former child participants in commercial activities. Parents are bound by the law and their moral conscience to fulfil their parental responsibility to their children and, based on the findings from the data, these former child participants in commercial activities were fulfilling the roles of their parents. Chris' comment below, illustrated this view:

Though I was about seven years of age at the time, I was earning money, yes, which became a kind of necessity because of my popularity to ensure so the fact that I was earning and I found this way to earn money to take myself through school to get a burden off my parents became a kind of job at the time a serious job for me at the time and I really replaced my parents in terms of providing economically for me. (Participant Interview, July 04, 2017).

The collective agreement inferred by all participants is that every child, regardless of the economic status of his parents, has high expectations, paramount that their basic needs be met by their parents. The data revealed that most of the participants lived in a single parent household which was governed by their mothers. Hence, they had to assist their mother in fending and providing for their families, as the fathers had abdicated their responsibilities. Seven of 13 participants concurred:

... there wasn't any father around, just me mother alone; cause plenty a de children fada dem no business wid dem, and a di pure mother most of the time a grow up children, and fada dem deh bout dem business. Me would like fi see that parents, especially di father dem stand up for dem children. (Erline, Participant Interview, May 21, 2017; Focus Group Interview, July 29, 2017). *English*

Translation: There was not any father present, only my mother, because many fathers did not care about their children. It was only the mother by herself most of the times, raising her children. The fathers were about doing their own thing, and not taking care of their children. I would like to see parents especially, fathers, standing up, and caring for their children.

In those homes in which both parents resided, the fathers were the chief bread-winners. However, their income was inadequate to meet the family's needs. Consequently, the involvement of these participants as income earners who functioned as "replacement parents" in their families. John Q confirmed this:

It was helping to fill a gap; and it was helping to fill the gap; and it was helping to fill a gap that could have been filled by our parents I guess, in terms of financial support but, if that's not there, something else has to fill that gap. (Participant Interview, May 10, 2017). The participants in recounting, emphasized how their lived experiences communicated that parents need to have things in place and plan for their children before reproducing them. Miss Tutsy advised:

Yes. Parents providing for their children, children on the road risking their lives to provide for the rest of family members. It is the parents' responsibility to provide for their children. I think it is the parents' job to do such activity. It should be our parents job to be there managing those produce. It could have been better if parents had a sound education in which they could live off before having us as children. Then the financial part of it would have been taken care of. (Participant Interview, May 22, 2017).

Mas Gussy recommended: “Parents take care of children and not the children to take care of them.” (Participant Interview, May 11, 2017). All participants chimed: “Its parents’ responsibility.” (Focus Group Interview, July 29, 2017).

Undoubtedly, these participants knew from then that the responsibility of their parents should not be borne by them. Nevertheless, they understood and accepted their realities, knowing that their labor would eventually yield positive social change for them.

The Initiation. Ten of 13 participants were first exposed to commercial activities by their parents, mainly by their mother in all cases, except for two fathers who initiated their children into vending. The other three participants were initiated into theatrical performances by their teachers at primary school. Regardless of how they were introduced to commercial activities during their years of early childhood and primary school education, they continued this activity they continued through to their secondary education level. All participants reiterated that the commercial activities participated in during childhood were seasonal, and on weekends, based on the availability of the fruits, ground provisions, other items for sale, and customers’ demands. (Participant Interview, July 25, 2017).

Chris explained:

I was earning money yes, which became a kind of necessity because of my popularity. The fact that I was earning and I found this way to earn money to take myself through school to get a burden off my parents, it became a kind of job at the time. A serious job for me at the time and I really replaced my parents in terms of providing economically for me (Participant Interview, July 04, 2017).

Jasmine described how she was initiated into commercial activity when she was seven years old.

My mother, she had four of us. Hardly any help from our fathers 'cause (*because*) we were not all from the same father. And aahm, the father that was supporting their child or children sometimes wouldn't business with us who weren't aahm their child or children and so she was a seller herself and so I as the oldest of them would help her. But in the home sometimes going to purchase the things in Kingston I go along with her, like in holidays when school is on, I wouldn't but on a Friday I wouldn't really go to school I hardly go to school on a Friday I usually have a route for myself. I used to go with her at first but then I developed a route for myself, and she would come and see the journey see what the aahm the sales pattern would be like and then decide whether or not she'll allow me to aahm venture on that because if it was not profitable, she would say it don't mek (*make*) sense and therefore aahm she would help to choose. "(Participant Interview, May 14, 2017)

A case in point: Jasmine stated:

Well we neva (*never*) really feel anyway eno (*you know*) because it was an enjoyable experience, because I was earning for myself. How it began, she gave me a set of stuff and from that sale she would take back the amount and then now the profit now would go back into market and then from there now when profit come around it would be mine. So I was always, even when it was raining I

always want to go out because I would keep anything I would get for myself, and I had my own money.” (Participant Interview, May 14, 2017)

Kay recalled her initiation:

...going to the market when like when my father used to, because he never lived with our mother. It’s just the three of us, so like when we reap like red peas we would go to Waterford, cause we were living in Hartland, so we go Waterford and we sell that.” (Participant Interview, May 21, 2017).

Austin had this to say about his introduction to live performance, from which he received numerous verbal rewards and public recognition from his parents, and school community.

It was a bit, in fact my first performance was at age six. (Laughs). It was a child month concert at the Ward Theatre and my teacher just saw me walking, and felt like I walked like Prince Charming in Sleeping Beauty, and put me in the play. (Laughs). And I was in the school play in 1964. I still remember it. I remember all my lines that I had to say and I have pictures to prove. I think as a child you don’t see it as a commercial activity then, because what you saw then, what I saw then, I was just excited to be on the stage and my mother could come see me on a stage, and I was performing and I was a star, everybody at the school liked me and then I was like a big thing at the school after that. (Participant Interview, May 15, 2017).

These accounts represent the diverse manner in which these former child participants were introduced to commercial activities. It was understood by these

participants that such activity would become a lifestyle and a means to earn regardless of their age. Those participants whose activities were characterized as live performances for stage or television provided a different kind of exposure. The difference was that these participants' actions were controlled by others such as the director and script writer. There was a script for their behavior and actions, comparable to the other participants who had to use their negotiation and persuasive skills to execute a sale of their families' produce. A case in point: Chris regularly went to the studio for rehearsal and the production shoot. He had specific lines to learn and say; his requisite actions on set were dictated by others. His "voice" was silent as he performed the dictate of others.

The Power of Tangible, and Intangible Rewards

The response to the question "Were you the child participants rewarded?" highlighted that there were tangible, and intangible rewards that profited the participants, their families, school and community, directly, and indirectly. Participants neither requested nor expected any reward, but did their commercial activity willingly, and joyfully.

The tangible reward. Participants received tangible rewards such as money, items of clothing, ribbon shoes, and socks. John Q corroborated: "You would be rewarded. A part of the sale goes to you and this is money you can take and do all kinds of things with." (Participant Interview, May 10, 2017). The reward earned, and given to these participants made them proud and happy. The tangible reward for nine of 10 participants was money, which was mainly used to provide the essentials for their families, their

schooling, and other personal needs. Erla described below the process of receiving tangible reward.

Aah, When you, see like those times now when anything come in, dem time deh (*at those times*) truck use to pass like Mr. Bedward truck, and sell material, some pretty clothes, and some people pass and sell some pretty ribbon, and you get one pretty ribbon fi match you frock, and one socks. So you get dem likkle (*those little*) things deh,(*there*) but like eena (*for example*) footwear, dem deh (*those things were*) hand out to you, (*those things were given to you*) and so you would get dem likkle (*those little*) things deh (*there*), you nice dress, nice piece a ribbon, and you socks and you get a nice treat (*incentive*), dem (*those*) nice things deh, (*there*), and sometime you get one likkle (*little*) money fi (*to*) buy ice-cream.

(Participant Interview, May 21, 2017)

Mas Gussy, on the other hand, stated: "...the reward, which I got, I liked. I liked Friday evening when they give us the reward. It was pay. I had money. I liked to do whatever. There were the money. It was brand new. Yes, I enjoyed it." (Participant Interview, May 17, 2017).

A case in point:

Jasmine: "Well as I say, my reward was my money. (Laughs). She used to guide us and say "well you can't spend all of it this way, and you can't do that." We used to be guided just the same, but it was my money, because she got back what she put in it, and then the profit and all of that. I was even in a partner. I had my own savings and so I could almost do what I really wanted with it. I was being

guided yes, but I was free to spend and when I go to school. What I like about the experience though? Jasmine continued: Well the experience well going out looking forward to going out, and all of that. It was really about the money eno (*you know*). It was really about the money, the earnings cause even when you have heavy rains, and me cyan (can't) go, believe you me, me upset because mi nah (I will not) go earn nutten (*nothing*). So it was really about the money.

Jasmine stated: "Me can work my money and if I was allowed to spend mi money how mi want and have all of it, it would be like me earn as much as teacher."

(Participant Interview, May 13, 2017).

Miss Tutsy, on the other hand, understood her reward as having extra money to spend. She had this to say: "Well like in that you had additional money to spend (laughs). So you could eat a little extra those days." (Participant Interview, May 21, 2017).

The intangible reward. The intangible reward was a verbal, and or a public acknowledgement of participants' output. This was a show of the recipient (customers) appreciation of the commercial activity done by the participant. Shirn, on the contrary, conceptualized her reward as the adequacy of food, and regular attendance at school. This was her response: "The food was enough, and going to school was enough. It couldn't be a better reward." (Participant Interview, July 09, 2017). The elation of participants was evident. Their sense of autonomy prevailed, as they experienced the best of their low income social status. Erla's experience at shop-keeping was also encouraged by the intangible reward whenever she demonstrated mastery at calculating correctly, and giving back the correct change to customers. Erla recalled:

For me, when me work out the maths in mi head, and can give back the right change, and mi aunty she (*said*) to me “good pickney (*child*), you a learn. (*are learning*)” You feel like you were being promoted. You feel like you on top of the world, like something good happen to you.” (Participant Interview, May 21, 2017).

The other two of 13 participants, whose commercial activities were theatrical in nature, referred to the intangible reward as they performed for their school, community and other interest groups. The recognition and fame they achieved followed them and in some cases preceded them, even to this day in adulthood. Austin explained:

I don’t remember if I was really rewarded. I mean, apart from having your name called up in the assembly which was a big thing. Once your name was gonna (*going to be*) be called at assembly in the morning I mean you remember that for the rest of your life because your name is called and you walk up on the stage and everybody calls out to you. I think that was the reward. Even up to this day, recognition becomes a major, major motivation for me and I guess rather than financial rewards, so you get the recognition and you get the acceptance of your peers, and you get recognition from your teachers. It becomes a major motivation and it helps with the rewards system. (Participant Interview, May 14, 2017).

Bert argued:

At that time, to be able to meet people at different levels because even though I was a child it seemed as if it built a level of relationship with myself and the customers. So at the end of the day yes you feel as if you are interacting, and

having a relationship out of the level where you are at when you get back home.

(Participant Interview, June 14, 2017).

Chris elaborated on the encouragement and verbal reward that were given to him by the other actors on and off the set of the commercial shoot. He did not recognize it then as a reward, as he knew he was earning money which his mother collected for the commercial activity he was participating in at the time. He recalled:

Based on the nature of the work it was about self-expression, acting and putting yourself out there. I got a lot of feedback and assistance. I felt like they were nurturing the talent. Looking back now it was clear that they were nurturing talent so in that process, yes, I got a lot of commendation and praise. I also got what I consider to be serious criticism, objective. I didn't feel like they were cowing me down I just felt they were trying to assist me so I took that with a sponge still a sponge." (Participant Interview, July 04, 2017).

Hazel agreed:

Just big up, just big up. (*Just give a lot of verbal praise*). We were not paid as such, but you know the community and the fact that we could give back to that community I felt a sense of achievement... gold medals, trophies, recognition and they would talk about us at devotion, even I won an all island national trophy. So that was also on the paper. (Participant Interview, 12th May, 2017).

Invariably, these tangible, and intangible rewards that participants received directly, and or indirectly, were the intrinsic and extrinsic motivation for them to engage repetitively in the commercial activities.

The Independent Mobility Factor

The storied accounts of all the participants emphasized the cultivation and development of their individual independence, and independent mobility. They made their own decisions about what was to be sold when, and to whom, and in most cases, the beginning and ending of the sale route, whether or not their parents advised, or accompanied them on the route. The daily traverse of Jimmy, Kay, and Jasmine in and out of communities that were familiar and unfamiliar, just to execute the door to door sale of their wares typifies this description. Jimmy shared the following: “Sometimes I would even go on my own to sell the things. (Participant Interview, May 22, 2017).

Jasmine recounted: “...but afterwards I had my own route. She had her own.”

(Participant Interview, May 14, 2017). Although Bert was stationed in the market to sell fish and ground provisions, he was usually left by himself, under the watchful eyes of adult vendors (his mother’s friends) to sell, while his mother was mobile in the market selling other things. Kay, on the contrary, whose route was not as complicated as Jasmine’s travelled alone within her community, while her father went to the nearby community to sell. Austin, on the other hand, regularly journeyed alone home on public transportation after rehearsals, which were frequently held late. He explained:

I had to go home alone. In those days, we didn’t have parents to pick us up you know so we had to take the bus, take the bus go down town, and take the bus at parade and get on a bus and head to Waltham Park Road, all by myself under 10, so you know those were the days. (Participant Interview, May 15, 2017).

All participants felt safe participating and profiting from their commercial activity in those days compared to now when thieves, robbers, and other undesirables would want to hurt them, and steal the earnings. Jasmine recalled why she felt safe then, when she was seven years of age.

When I did such activities time was not as serious as now, and so some of the things that happen now we never experienced them and we were warned by our parents still when we were going out that never you go to sell a male anything. If the lady is alone never approach the house or the yard. Stay in the public domain that others can see you and they should come out to you and do business with you out there. (Participant Interview, May 14, 2017).

These parents crafted practical scenarios, and gave them as advice to their children. This revealed the preparation and preventative measures that were to be applied, if these child participants encountered such scenarios. Jasmine further submitted the scenarios her mother gave. She had this to say:

For example, if they are on the street selling and a person asks for an item to purchase and the person don't decide to pay for the item and you are now trying to get your money and you get into an altercation, and you may be injured.

There's another case in which the person might say follow me to x place and I'll pay you and you may be abused or even killed. (Participant Interview, May 14, 2017).

These instances not only reflected child participants' vulnerabilities to the dangers, but the confidence, assertiveness, and independence that characterized their persona.

John Q referred to this kind of independence when he stated, “The independence I think. That is what I liked, the independence. It gave you a sense of independence and opened an opportunity to do things with the money you get. So for me it was fulfilling.” (Participant Interview, May 10, 2017). These participants’ self-regulated learning, and social competence enabled them to manage their adult-child customer relations, and contextualize their commercial activity in any environment, and those within it. Shirn’s response to my question, “How has your participation in commercial activity contributed to your overall development?” yielded this response. “It helped us to be independent, and open; it helped us to be independent and to work on our own.” (Participant Interview, July 25, 2017). This form of independence was evidenced in the child participants’ daily commercial activities in which their abilities were tested and the social negotiation skills executed to resolve scenarios of potential conflict. The following participants’ narrative reflects participants’ responsibility and independence. Jasmine described the procurement process to obtain items of items for sale:

We had money and we could finance ourselves and so they wanted to be. If there was something at school we would say we a save fi buy a dress, an dem nah go able fi have fi buy (*they will not be able to buy*) a dress cause dem not (*they are not*) earning. And so we were independent like we were taking care of ourselves although we were under our parents’ roof and we couldn’t do everything. If they said no selling today we couldn’t go out go sell. You understand? (Participant Interview, May 13, 2017).

Jasmine's narrative endorsed the socially negotiated movement away from a reliance on adult supervision in which children can increasingly conduct their everyday lives based on their own decisions, judgements, and learning, which facilitates an expanding complexity of interactions. A case in point is captured in Jasmine's reflection:

It was good, because really, it makes me an independent person. No matter what the circumstance is, it doesn't daunt me, because there is always another way out. Because I know that if I get up this morning and there isn't a job for me. I can find employment for myself. So it makes me an independent person. (Participant Interview, May 13, 2017).

Social Dangers of Risk Factor

Eight of 13 participants revealed that their socio- economic condition and survival were dependent on their earnings on the street. This meant that these former child participants were exposed to all kinds of risks. Erla one of the female participants, in her response to the question "How do you see the experiences of those children who have not a choice?" stated that although she was not exposed to any risk or danger, and did not know of anyone who was exposed, she cautioned about the risks or dangers to which children who participate in commercial activities may be exposed. Erla had this to say:

For example like, when dem (they) start to sell, they exposed to drug, they exposed to gun, exposed to man fi abuse them, fi hurt them, man will you know start to get unto them, and you know they are little children." (Participant Interview, May 21, 2017).

Imminent danger. The insight into the danger or risk to which the participants were exposed then, point to imminent danger to today's children who are engaged in similar commercial activities. Shirn also said this:

When children on the street selling, they are prone to a lot of things for example, people can say "I am going to buy, follow me around this corner, I am going to buy," and kidnap the child, and so on. (Participant Interview, July 09, 2017).

These were risk factors that, unknown to these child participants at the time, threatened, yet supported their overall development, despite the level of independence cultivated. The participants' continued presence on the streets, in order to sell their produce, was influenced mostly by the need to earn, and to supply the families with the financial resources for economic survival. As the network of peer, and adult relationships expanded on the street, in communities, and in the markets, the protection mechanisms were unified to provide security, safety, and support to all. Jasmine and Shirn recalled the African proverb, "It takes a village to raise to raise a child," and that was invisible, yet tactile protection, that everyone in the community could rely on (Participant Interview, May 13, 2017; July 09, 2017; Focus Group Interview, July 25, 2017).

Although former child participants in commercial activities were engaged in "necessary labor which was not forced", (Focused Group Interview, July 29, 2017), they had to be on the streets, and in the market, without the accompaniment of an adult. This meant that they were exposed to social dangers that were of a life threatening nature. Erla warned of the dangers and risks to which children may be exposed when they are engaged in commercial activities involving the sale of items.

...For example like, when dem (*they*) start to sell, they exposed to drug, they exposed to gun, exposed to man fi (*to*) abuse them, fi hurt them, man will you know, start to get unto them, and you know they are little children. (Participant Interview, May 21, 2017).

These words of caution spoken by Erla were not her experience of commercial activities during her childhood, but a measure of insight based on what is happening in contemporary society, that she wanted to be communicated in this study.

Emotional danger. Two of 13 participants recounted how they were verbally abused by their school mates and customers. The following two of 13 participants made corroborative comments which showed how they were marginalized emotionally, and verbally abused by customers, peers, teachers, and not their parents. The combination of intrapersonal, and interpersonal socialization factors contributed to the development of participants' emotional competence. The abilities and attributes of these former child participants, along with environmental factors, impacted their emotional competence. Miss Tutsy said this about the social emotional hurt she experienced:

Yes because we are prone to embarrassment at times...If you have differences they would jeer you and remind you that you have to be selling so and so to attend school, while they are not doing it...Feel depressed at times, depressed.

(Participant Interview, May 21, 2017).

Jasmine, on the contrary, experienced the verbal abuse and discrimination that was meted out to her by some adults. She described her experience as follows:

People sometimes chase you from their gate. Like they would look out and see you and they would hurl abuse at you. People will just look at you and just run you away from them because you're a child or because you're a seller so from that I learned that people treat you based on what you woulda (*would you*) say now, what you do. Sometimes they hurl abuse even at your parents. (Participant Interview, May 14, 2017).

These accounts indicate that participants learnt about rejection and resilience simultaneously, from the various experiences and or encounters had with peers, adults, and teachers. However, these participants who engaged in commercial activities during their childhood, unknowingly established social relationships with their customers, who in an indirect way looked out for these young vendors to come by to sell their wares, and collect the money due to them as sellers.

Loom of natural danger. These independent mobile journeys highlighted the risks and dangers to which these former child participants in commercial activities were exposed while their independent journeys were unguarded, and unaccompanied, as they travelled through neighborhood environments, and to other local destinations. This aspect of the activities engaged in was not liked, and so was regarded as the challenging component of their experiences. This view is sanctioned by Miss Tutsy, and Shirm's description of their regular, and treacherous journeys to and from the bush:

Shirm: "Because we had to cross the river, hills and valley, and travel through bush with the things home from the bush. Sometimes we walk barefooted in mud

and occasionally stepping into animal dung. After we come from the bush, we get ready ourselves to go and sell” Participant Interview, July 09, 2017).

This comment revealed both the danger to which they were exposed, as well as their dislike for transporting the produce from the farm especially when bad weather was experienced.

Miss Tutsy: “Challenges, well aahm getting it home was a bit challenging because at times we usually passed this river and whenever it rains we had to risk our lives to take them across the river.” (Participant Interview, May 21, 2017). Jimmy recalled his fear of dogs. He had this to say:

You know there were dogs in some of the homes (laugh) and as a result of that I was somewhat scared of dogs then and that for one was one of my obstacles. I really didn’t like the dogs because they would’ve chased me if there wasn’t any adult person there when I arrived you know so that was one of the obstacles.

(Participant Interview, May 22, 2017)

Child participants faced challenges crossing a rising river, as well as being chased by a troop of ferocious dogs. This fear loomed, and presented daily challenge for participants like Miss Tutsy. John Q described his reluctance to climb the mango and pimento trees to harvest the fruits for sale, as he had witnessed the fall and injury of his brother. With the best intentions, their parents would have wanted to protect their children from physical danger, but they could not always be there. However, parents believed their children had the competence and resilience to handle any challenge that emerged.

Sub question

The Priority of Education

The data revealed that parents of the participants were not as educated, compared to parents' educational achievements in contemporary society today. These former child participants in commercial activities were not deprived of formal education. They knew that their school attendance was guaranteed from their earnings on the streets, so making the sale of items on a weekend was a priority. Their parents' support, care, and love for them were evident in the manner that they were treated. Miss Tutsy illustrated:

I was just an average student from ever since. Yes, they, my parents were supportive because I remember most times, the things I ate for breakfast, some of the same would be in the paper bag for lunch. My mother would bag it for my lunch. If I ate fried dumpling for breakfast, the lunch at school would be fried dumpling in the paper bag. (Participant Interview, May 21, 2017).

Even adults, who were neither caregiver, nor parents showed their care and social responsibility about the children's right to have education. "Likkle pickney, you fi dah a yard; you need fi deh a school. (*Little child, you are to be at your home; you need to be at school*). Whesh you a do outa yah a sell?" (*What are you doing out here selling?*). Me no think children shoulda a sell now (*I do not think children should be selling*) now." (Participant Interview, 21st May, 2017). Erla recalled hearing these words recently being spoken by an adult to a child who was with his mom in the market selling escallion on a day when he should be in school. This comment is a reflection of how most adults here in Jamaica communicate their a) value of schooling to children, and b) concern about

children's non- participation in commercial activities during school hours. Bert recognized, during his early childhood years, that being absent from school on certain days to make a profit to support his schooling and family, was not an option. He also knew then that academic success depended on how well he did in school, so he defied the odds, worked hard and achieved success.

The fact that I would have to be out of school every Friday cause that was the market day. Fridays and Saturdays. I didn't have school on Saturday but I would be out of school on Fridays, and I know that my friends and other siblings would be in school. That was one of the things I did not like about it. It make you feel as if you're not in the right place.”(Participant Interview, June 14, 2017).

Jasmine's situation was not much different, except that she delighted in being absent on a Friday. She stated: “It was my selling day; so me never worry go Friday because me can work my money...” (Participant Interview, May 14, 2017). Participants understood the meaning of their schooling. The attainment of mastery at reading, writing and arithmetic was not optional. Erla recalled:

English, and Maths and English and like reading. Because you see the more you can read; anything at all they put out, you haffi (*have to*) can read, the more you can read is the more you advance. So reading was one of the main things you have to do in those times.” (Participant Interview, May 21, 2017).

The profit earnings from the regular weekend sales of fish, callaloo, green peas, ground provision, and seasonal crops such as pineapple, and mangoes, guaranteed these participants regular school attendance. A case in point: Participant John Q described the

picking, and selling of pimento as “a requirement” to purchase the books, and uniform for school (Participant, Interview, May 10, 2017). Participants also accepted the importance, and believed in the value of education, passed on to them by their parents. Miss Tutsy recalled her mother saying to her: “See how long and hard I have to work so you can grow good. Try and come out to something worthwhile in society.” (Participant Interview, May 21, 2017). These experiences meant that child participants were appreciative of their parents’ (a) support of their education, (b) explanations given to them for their participation, and (c) expectation of them in the future. Erla’s comment below, summed up the overall value of education to participants. :

It mek (*makes*) me love what you do. It mek (*makes*) me love what me do. You see anything that you do as your job, and it doesn’t matter what you do. Me love me job that me do. (I love the job that I do). Anything me (I) put me (my) hand to, me love it, Fi cut grass and plant, fi go a market and sell banana, me love it. Yeah, ano sey, (*this is not to say I do not love it*) me love it. You know when you growing up and you say you want fi turn this or that, and things no turn out, and you find yourself in this position, you love what you do for anything that will make you get a finance, you haffi (*have to*) love it. Me neva (*never*) feel anytime that me waan (*want*) fold up mi han (*my hand*) and sit down. Yeah, me love di exposure, me love the experience and me love fi know sey me a me own boss. (*I love the exposure; I love the experience; I love that I am my own boss*).

(Participant Interview, May 21, 2017).

Research Question 2

Participants' Affective Response to Commercial Activities

My probe of the challenges which these former child participants' experiences of commercial activity during childhood revealed the extent to which their affective domain was impacted. Their collective descriptions clarified, and explained their mixed reactions, and feelings toward their activities. Participants were happy at entertaining, collecting, and earning money from their participation in commercial activities. According to Miss Tutsy "Well, like in that you had additional money to spend (laughs). So you could eat a little extra those days." (Participant Interview, May 21, 2017). A case in point is reflected in Jasmine's narrative descriptive response to the question "What else would you like to share that was not asked of you?" According to Jasmine, it was like an outing. Jasmine described an exhilarating experience of the preparation, journey and gains from the commercial experience. She recalled:

It was a joyful experience just to journey to Kingston. Oh yes. On a Wednesday evening, we would take the bus. Go in to Kingston, sleep at her grand aunt. Thursday morning, we would leave walk it from Spanish Town Road, Cockburn Pen, walk to Hagley Park Road, buy the polish, come back round back to market, buy whatever round deh so (*whatever we wanted around there at that place*). She would leave me at aahm Excelsior Biscuit Company to collect a number, early number,(any ticket bearing the number between 1 and 10) and she would leave me there until that number get called fi gi in di (*to hand in or pay the*) money. And inna dem day deh, (*And in those days*), two hundred dollar, was a whole heap

a money, a nuff (*lot of*) money to buy all four, five pack a biscuit. Dem (Those) days she leave me at age 10 with all two hundred dollar, hundred and fifty dollar fi like when the number call and mi go to the cashier to pay di money for di biscuit and she gone a Carnation market and buy di scallion, and coming up back now, she would buy her black pepper and seasoning salt, her garlic powder, all a dem deh (*those things*), and come down and she come now, and di man dem (*them*) bring out di biscuit. Me stand up there wid (*with*) all the 10, 12, twelve bag of biscuit crackers, and she come with the other goods now, and we stay and wait on the bus till (*until*) way down (*late*) in the evening. Night when we reach home you know, but we look forward to di patty which burn me, mi tell you. (*...patty which was extremely hot to eat, I am telling you*). All two patty cuz (*because*) we nah get patty a country fi eat. (*...because we could not get patty in the community to eat, as patties were made, and sold in the city*). All a two patty, and mi woulda (*would*) drink mi juice, sky juice and all a dem suppen deh. (*all those things*). An when we a comeback, mi always buy one of dem walking stick candy. (*And when I was returning from the city, I would always buy the walking stick candy*). When mi reach (*Whenever I arrive at*) Spanish Town, me get a walking stick candy that when mi go a school with mi walking stick candy and share dat (*that*) everybody a look forward to it you know. (*...that when I go to school, I have walking stick candy to share with my friends, as everyone looked forward to having a piece of walking stick candy*). When mi come in, everybody want a piece of it because what? Them never go a town. (*They did not go to town*). A lot of children never

go Kingston. If it was an experience weh (that) you look forward to and whole heap a something where you say “bwoy can’t wait fi sey, “haffi do this. (... *you say to yourself, I can’t wait to do this*). It was an experience you look forward to and that’s how me now start my own likkle (little) business and say my mother a earn money mek all ten dollar (*make as much as \$10*). A di biggest money a when ten dollar come in... and when all mi go out and when all somebody come out with a ten dollar and mi can find change fi one ten dollar, all when mi have di money in mi pocket dat deh money deh nah bruk. (*Whenever I go out, and sell someone anything, and I am given a \$10 note, an am able to make or give back change from the \$10 note, I keep it in my pocket. I am not going to spend it*). It was hard to come by, because my mother usually give me ten dollars to go buy groceries to serve we (*us*) for the week. When all myself have one hard ten dollar – that nah bruk, that gone a bank. (*Whenever I get a \$10 note, I will not spend it. I take it to the bank and save it*). That nah bruk. (*That will not be spent*).

(Participant Interview, May 13, 2017).

A case in point: Jasmine stated: “Well we neva (*never*) really feel anyway eno (*you know*) because it was an enjoyable experience, because I was earning for myself. (Participant Interview, May 14, 2017). Erline’s experience at shop-keeping was encouraged whenever she demonstrated mastery at calculating correctly, and giving back the correct change to customers. She had this to say: You feel like you were being promoted. You feel like you on top of the world, like something good happen to you. Me feel good, because mi (*I am*) learning. You know, you feel good within yourself, knowing

that in that time still, calculation was not that all up there like now. But when you live inna (in a) one shop, you know sey you (that you are) extra special. (Participant Interview, May 21, 2017).

Mas Gussy expressed delight when he had to stand in line with the other workers to receive wage (stipend) for work done. The comments of these former child participants resonated the affirmative impact, causal to the financial profit gains, and recognition received directly and indirectly from the commercial activities they participated in during their childhood. However, the data also pinpointed how participants' self-confidence was eroded, and the extent to which their emotional persona was made vulnerable.

Participants also described their emotional response to the onslaught of the verbal and nonverbal reactions they received from their peers, teachers, and some adults. A case in point: Three of 13 participants recalled the embarrassment, depression, and unease felt, how they felt when their friends at school responded to knowing about their participation in commercial activities.

Miss Tutsy: "Feel depressed at time. At times we hide this from our friends because you know, we felt, we felt as if (becoming emotional). I do not want to remember. I felt sad at times because their parents weren't selling anything and I would have to be there. My parents would be there putting the things out for me to sell them. So at times I felt discouraged. (Participant Interview, May 21, 2017).

Kay had this to say:

Well you know as a fact... sometimes me used to shame cause me really neva (*never*) like it but you have to go with him, cause there was no other adult at the

home to stay so you haffi (*have to*) go wid dem (*with them*). (Participant Interview, May 21, 2017).

Bert elaborated:

Well it made me feel uneasy, because how they look at you to say aahm and because of the economic conditions and the level of poverty there you feel out of place and you feel as if you're not in the level at which other kids are you're not appreciated like the other kids because while other kids were able to go to school and while other kids were able to do other things, you'd have to well not really force but you'd have to do it because of the situation.” (Participant Interview, June 14, 2017).

Common among participants was their dislike for the long hours they spent on any given day to execute their sale of wares, the long journey they had to walk, or the long time spent at rehearsals, preparing for a production shoot or live performance, and having limited food to eat at times. The following participant's explanation best captured this finding.

Chris: I didn't like the aahm hours at the time. It was sometimes too long and we recorded in the night, sometimes starting after eight o'clock, nine o'clock. Sometimes crew would be late, and sometimes that process would go up to like 2 am in the morning. That wasn't the regular thing but it happened over a period of time over a number of years, aahm so that to me was rough. I think also because it wasn't extremely well funded at the time. There were issues with food on the

production set, that I felt was very inadequate...so the hours, time and lack of sponsorship for things like food.”(Participant Interview, July, 04, 2017).

Austin: I would say the rehearsal part, because we had to rehearse so late and we would go home late, and my mother didn't understand why I was coming home so late.

(Participant Interview, May 15, 2017).

John Q: “I would say the hours. Sometimes we get involved in the activity. There are times you really had to be out late, trying to make a sale, because... and there would be times out there we trying to make a sale.” (Participant Interview, May 10, 2017).

Mas Gussy admitted: That would have to be the journey; we had to walk long distance from home to the work place. I would not have liked it. Just looking back, I would not have liked it. (Participant Interview, May 20, 2017). Shirn stated that she did not like going to the field for the goods.

Comparable to life's realities, there are opposites, and although these former child participants in commercial activities were able to reflect on their experiences, they were able to communicate how their lives have been enriched by these experiences.

Discrepant Data

The discrepant data found, highlighted two major realities of the participants' lived experiences that neither amplified, nor supported some of the themes in the literature review. There existed a difference in the interpretation of the construct *commercial activities* as formerly described by the literature, comparable to the experiences of the construct by the participants. Additionally, the implication of child labor as one of the major themes

Participants' Interpretation Variance of Commercial Activity

In this research, the construct *child participants in commercial activities* was defined as a child participating in any form of public profit making activities that yielded tangible and or intangible reward to self, others or an institution, directly or indirectly. Despite my presentation to participants of the definition of “commercial activities” in which adults engaged during their childhood, each participant had a different interpretation owing to their childhood experience of the construct. Consequently, they each offered their interpretation of the construct “commercial activity,” which revealed the cultural practices of the time, likewise the participants’ perceptual outlook, and value judgement of their experiences, which occurred approximately 40 years ago. One participant communicated that commercial activity is a fancy name given to child vending; and such a term should be applied to those children who have talent to get television exposure for money (Erla, Participant Interview, May 21, 2017). The following are quotations from participants’ narratives that convey their variance of understanding, and meaning of the construct *commercial activity*:

Austin had this to say:

I think from a standpoint in Jamaica where there is a grey line between what is actually commercial activity I think once you participate and you get paid for it that would satisfy the definition of a commercial activity. (Participant Interview, May 15, 2017).

John Q elaborated:

Well, given the nature of how our Jamaican society operates in terms of a strong agricultural base, you know especially in the rural areas. There is a strong propensity to involve youth in the labor, you know, even the cost of labor. And also the availability of labor. (Participant Interview, May 11, 2017)

Hazel explained:

Here where we are, hiding in the country you know most times it's for financial, for money, for monetary value, to help, to help to assist our parents so that they could assist us better with providing for all our needs. (Participant Interview, May 13, 2017).

Bert had this to say:

Well based on what I know, is that commercial activities are activities that a child would get involved in, or with, at the age where the consent is not of the child, but he is forced to participate. (Participant Interview, June 14, 2017).

This is how Jasmine understands it:

Commercial activities in which children participate helps them to help themselves, because sometimes their parents don't really have it, and so the children's participation helps them to be independent, and so they will be able to help their parents help themselves to educate them. (Participant Interview, May, 14, 2017)

Shirn shared her understanding this way: "What I know about commercial activities in which children participate, is that children buy and sell at a tender age." (Participant Interview, July 09, 2017).

Erla's interpretation: "Children sell like bag juice, tamarind and sweet, so they can help their mothers, help them to make up their pockets." (Participant Interview, May 21, 2017).

Chris stated:

Well, generally, based on my information and this is not personal. I know there are various activities in which children participate. Sometimes coerced or encouraged, other times for sheer necessity. There are other times in which children participate in commercial activities because of their talent, because they have the knack, or an inkling toward an activity, and gravitate towards an activity that can accommodate that talent or space. (Participant Interview, July 04, 2017).

Kay elaborated:

Some of them sell clothes and stuff to help their parents, because some of them parents don't have it, so them start to juggle to survive; so the children have to go with them to help. (Participant Interview, May 21, 2017).

The narratives here not only revealed the diversity in interpretation, but the extent to which their lived experiences shaped their lives, and enabled them to format their perceptual outlook through recollection.

Subtleties in the text

The participants in this research have described their lived experiences, and communicated, through the data collected, the meaning of such experiences to their existence. It is against this background that I have discovered, and extrapolated the discrepancies from the subtexts of the literature review, and the findings in the data

analysis. The literature, I found, somewhat confined me to the discussion of commercial activities as television advertising, and screen media, as there is limited, almost nonexistent, research data on the phenomenon studied. However, the lived experiences shared by participants in this study, revealed the subtext of the literature review as skewed, owing to (a) the diverse nature of the commercial activities that these participants engaged in during childhood, (b) the purpose of the commercial activities, (c) the control mechanism of such commercial activities, and (d) the paucity of research on the phenomenon studied.

The commercial activities in which these participants engaged during their childhood, were for tangible, and or intangible gains that directly, and indirectly benefited their families, and themselves. In this context, the money or profit earned did not end up in the coffers of the commercial advertising industry, but in the hands of the participants' families. There was not a consistent target population of consumers. Consumerism was not the focus; rather, it was a matter of survival for their families, community, and or school. Participants knew the purpose, and benefit of their involvement, and that was to provide the means to attend school and get an education. Additionally, such commercial activities of all participants, except two, were the norm, and cultural practice. The exceptions participated in the summer for recreation, or in television sitcoms respectively. Regardless of the commercial activity engaged in, participants had not any contractual arrangement. Their participation was not coerced, but were encouraged by their parents, and the profit gains earned guaranteed their attendance

to school. The participants understood their realities, and so their willingness to participate was construed as voluntary.

Summary

The contents of this chapter presented the scope and sequence of this phenomenological heuristic research study. The description of the methodological approach for the recruitment sample, data collection, analysis, and findings, were also amplified in this chapter. There were 13 participants, inclusive of six males and seven females. Participants' experiences, ages, and educational levels varied, consequently, so did the results and findings. The results of the data were unpredictable, even though the methodology is replicable. The themes discovered from the data highlighted the realities of participants' experiences, and resonated that the literature review in chapter two was restrictive to television, and screen media as composites of commercial activities in which these participants engaged. The major themes that captured the results and findings from the data analysis included necessary labor, belief systems, causal factors, power of the tangible, and intangible rewards, independence mobility, social dangers of risk factor, the priority of education, and participants' affective response to commercial activities. However, there were two discrepant cases among the findings, and results of the data analysis, which influenced the perceptions of participants' realities of their lived experiences, and not the findings, and or results found in the literature review.

The findings were organized to answer the research questions. These lived realities, and or experiences of child participants who participated in commercial activities during their childhood, resonated that the nature of these commercial activities

was critical to the direction, understanding, and tone of this phenomenological, heuristic research study. I have presented in the subsequent chapter, a discussion of the interpretation, and meaning of the results, and findings.

Chapter 5: Summary, Conclusions, and Recommendations

Summary

This qualitative, phenomenological, heuristic research study was designed to capture, explore, and articulate the lived experiences of former child participants in commercial activities, in order to achieve a better understanding of the meaning and impact of such experiences upon their childhood and adulthood. Owing to the paucity of research in the area of this forgotten and difficult to access population, I was persuaded to investigate and be the voice of these individuals who are now adults, capable of reflecting upon their lived experiences. I was also persuaded to communicate their insight and hopefully inspire researchers and others to understand and interpret the meaning of these lived experiences. Reflection brought about self-awareness of the persona, values, thinking, unmet expectations, insights, and therapeutic value of the experiences had, and the extent to which these same experiences have transformed their lives (Boni & Calabuig, 2015; Brown, 2017; Mezirow, 1991). These participants' reflection of their lived experiences as child participants in commercial activities highlighted the lessons learned, which have, in a unified manner, transformed them into who they are today as adults. The acquisition of knowledge and understanding of these former child participants' experiences, advocate for adequate, and appropriate support from all stakeholders, in order to improve the conditions of the commercial contexts in which children operate.

I also felt that the authentic voice of such a population should be heard and that the conditions of their experiences could be improved. During the Focus Group

interview, (July 24 and 29, 2017) participants communicated the following responses to the question: What else would you like to say that was not asked of you?"

Bert: I thought I was the only one in my community who had a success story out of my experience.

John Q: Talking about our experiences like this among us, is like therapy.

Hazel: You know that's true now that you say it. A never really gave thought to these experiences before. But true, this is therapeutic for me, for all of us.

Penny: Me didn't think say anybody really care fi want know 'bout things like dat, (*that*) whey (*which*) affect us.

Jasmine: Me glad fi tell anybody, 'bout my experience. Is it make me who me be today. So, I don't feel any way.

It is these participants' comments that have supported my reason for conducting this research study and validated the findings. The stories of these participants must be told, their voices heard, and the meaning of their experiences conveyed. My interpretation of the major findings is organized to answer each research question.

Thematic Interpretation of Findings Related to Research Questions

Research Question 1

What do adults recall about their perceptions, beliefs, attitudes, and meaning of the experiences they had as child participants in commercial activities?

Necessary labor. According to Reynolds (2014), children are perceived as innocent, malleable, free, creative, impulsive, among other positive attributes; it is the experiences of the world that usually corrupt their innocence. The adults' reflections of

their experiences as child participants in commercial activities revealed a perceptual dissonance between their lived experiences, and how society today views the realities of their experiences. The contention here is whether the commercial activities in which they participated during their childhood could be characterized as child labor or exploitation. The International Labor Organization (ILO) (n.d.) defined “child labor” as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. UNICEF 2016, reported that 150 million children worldwide are involved in child labor and are either too young and or engaged in hazardous work that compromises their physical, mental, social, and educational development. These former child participants in commercial activities were not evidenced/numbered in any research literature. Nondocumentary evidence of classifying commercial activities in which children participate as child labor or exploitative, suggested that such activities may not be ascertained as such.

The 2014 ILO Report on the Samoa National Child Labor Forum revealed that child labor activities across Pacific Island Countries (PICs), have seen a decrease from 246 million to 168 million child participants. This same ILO Report signified that amidst the efforts of international organizations and national entities to eradicate the diverse forms of child labor being practiced, the activities construed as such continue, and so remain a global concern. According to ILO child labor research studies, some children reside in countries located in some of those Pacific Island countries. PICs engage in the worst forms of child labor, including hazardous work (agriculture, scrap metal scavenging, and construction), commercial sexual exploitation, and illicit activities such

as drug trafficking, begging, and pick pocketing (ILO Office for Pacific Island Countries, 2015). Minimum wage, and sometimes less, is paid to children for the hazardous work done. On the contrary, these forms of child labor activities practiced in PICs were not evident in the experiences of these former child participants. The description of child labor across countries worldwide is that children are paid by someone for whatever tasks or work they do willingly, or unwillingly, to earn money for themselves and their families' economic survival (Zaman, Matin & Kibria, 2014). Such is not the case with these participants. They were neither working to be paid a set fee by anyone, nor had they signed contracts, but were selling diverse items and performing their entertainment value for money to assist in meeting their families' needs and their schooling. Additionally, participants' description of the commercial activities they engaged in not only highlighted their capabilities and manageability of the tasks, but discounted the hazardous nature of the commercial tasks executed. The information presented in Table 2 sanctioned this view.

The participants inferred that an ethnocentric view should not be taken of their experiences or the commercial activities they engaged in, as their rights were not violated. The United Nations Conventions of the Rights of the Child (UNCRC), purported that the fundamental rights of adherence for children, which include the right to protection from violence, abuse, neglect, the right to life (i.e., survival via nutrition), medical care, shelter, and other basic standards of life; developmental rights that address education, recreation, freedom of religion; the right to participation, by which they can participate in the decision making process about their issues, and be able to express their

opinions (Akyüz, 2001, Franklin, 1993, Lansdown, 1994, as cited in Rogoff, 2003; UNCRC, December, 2015 Update; Ucus & Dedeoglu, 2016). This implied that the survival rights, development rights, protection rights, and participation rights of the participants in this research study were not violated. These activities in which children were engaged during their childhood reflected the cultural practice of their community at that time and context, 40 years ago.

A cultural practice. Today, in contemporary society, those same commercial activities are construed, defined, and classified as child labor, and/or exploitation, based on the influence of societal expectations, one's own biases, and current legislative dictates for the preservation of children's rights. A study done in 2014 of child labor activities in Bangladesh revealed that the practice of child labor and is economically beneficial to families and perpetrators, whether the work is legal or illegal, paid or unpaid (Zaman, et al., 2014).

However, all participants in this research study, except two, have articulated that the commercial activities they engaged in then were neither exploitative, nor child labor. Their response to my question: "How do you feel about the commercial activity you participated in then, during your childhood?" refutes the legislative and researchers' arguments of today, that the commercial activities in which children participated then were representations of child labor and or exploitation.

Although a nation's or an individual's concepts or views differ, such views should not be imposed on another. All the participants have lived in particular communities at different times in history, and as they developed as participants in their cultural

communities, they should be understood in the context of their cultural practice and the circumstance of their community (Vygotsky 1987 as cited in Rogoff, 2003, pp. 10 & 23). The moral yardstick and value judgement to be used for of then, compared to now, is distinctly different because of the cultural influence. The time context of the activities must be applied to define whether commercial activities, children engaged in then were child labor or exploitation. The comparison, therefore, is about the perception of the lived experiences then, as they are perceived to be today, based on the Conventions of the Rights of the Child.

Jamaica, being a third world country, had impoverished communities, in which these participants lived, hence the situation of Jamaican children vending on the street was not unique to them. Children aged six and upwards living across the world in countries such as Colombia, Nigeria, Malaysia, China, India, and Ghana were engaged in similar activities, because of poverty, and the need to provide additional income for their families (The International Labor Organization Report on Samoa Child Trafficking Forum, July 2014). This is contrary to Pelton's (2013, 2015) view, that poverty creates material hardships that usually result in parental stress and anger, which are communicated to children in diverse forms of maltreatment, the most common being child abuse, child neglect endangerment, health, and safety risks. Schneider (2017), opined that a home governed by single parents subjects the child to the possibility of maltreatment. The Child Protection Agencies in the United States documented for the 2015 year, over 3 million victims of child maltreatment (US Department of Health and Human Services, 2017). The quality of parenting provided by either of two, or both

parents within and or out of the home determined the child's wellbeing (Bzostek, et al., 2012 as cited in Schneider, 2017).

The independent mobility factor. This autonomy and or control participants had of their movement or actions was described as independent mobility. Participants' independent mobility was characterized by their ability to map and navigate their route through the neighborhood without adult accompaniment, and being engaged in the informal activities of marketing, and or selling their wares (Badland et. al., 2016; Schoeppe, Duncan, Badland, Oliver, & Curtis, 2014). Participants did not experience any fear while on their solitary journey in and out of the communities they served. These participants were cautioned by their parents, and or guardians, and so they were aware of how to conduct themselves in any situation that presented a threat to their safety.

Carver, et.al, (2016), sanctioned that it is from sojourns that participants' independent mobility revealed the extent to which they developed cognitively, socially, and emotionally. They also benefitted physically from the independent travel of walking long distances in rain and sunshine, to and fro to sell their wares, notwithstanding that their zones of proximal development were simultaneously heightened beyond their years. Badland, et al. (2016), elaborated, and or sanctioned, that participants also developed their creative intelligence, adaptability, problem solving skills, and a greater appreciation, and understanding of the environment in which they lived. These aspects of human development have equipped participants with skills that support their environmental competence. Stevenson (2017, p. 440), described another kind of independence, which molded the child's development towards adulthood. This kind of independence which

evolved from the social interaction participants had with customers, the responsibility and trust that parents relinquished to them, and the personal obligation they assigned to themselves, shaped, their perception of self-reliance. These participants demonstrated responsibility, and reliability to self and others. The child participants unknowingly were developing their independent mobility, which in turn was influencing their physical, social, cognitive, and emotional development, and their parents' perception (Carver, et al., 2016; Schoeppe, et. al., Curtis, 2014). Independence, and independent mobility during childhood were also shown to be associated with a stronger sense of community, less fear of crime, and reduced feelings of loneliness (Carver, et al., 2016).

Social dangers of risk factor. Participants' cultivation of resilience, and confidence were influenced by their environment, and interaction between themselves and their ecologies of existence, health, safety risks and other social dangers loomed especially when they were marketing their wares, unaccompanied on the street where their parents, and others were incapable of providing the protection needed (Ungar, 2008 as cited in Maria, et al., 2014). Although former child participants in commercial activities were engaged in "necessary labor which was not forced." (Focus Group Interview, July 29, 2017), they had to be on the streets, and in the market without the accompaniment of an adult. This meant that they were exposed to social dangers that were of a life-threatening nature. Fortunately, none of the participants experienced any of the dangers perceived, neither did they experience any of the safety risks that Erla warned could be threatening: She had this to say about the risks:

For example like, when dem (*they*) start to sell, they exposed to drug, they exposed to gun, exposed to man fi (*to*) abuse them, fi hurt them, man will you know start to get unto them, and you know they are little children. (Participant Interview, May 21, 2017)

The risk of experiencing marginalization from the community, and school, became a threat that made two child participants emotionally insecure, owing to the verbal abuse and neglect received from those expected to understand their realities, and provide emotional protection (Maria, et.al, 2014). Unknown to participants, they had established a network of social relationships, beyond their immediate families, and natural environment, with their peers and customers who functioned as a protective barrier against any behavioral risk that could surface from miscreants. The communal care and concern of adults for the children then, was evident; consequently, there existed awareness of the risks involved, but not fear of being harmed in any way. The social control, social support, and social responsibility for child participants were demonstrated by the communal care and responsibility of the adults in the community (Maria, et al. 2014).

Subquestion

What were the perceptions of former child participants in commercial activities that may have improved or impaired their schooling?

Education. The value and purpose of acquiring an education through formal schooling was understood by these participants, as an experiential process. According to Bassock et.al, (2016), future long-term outcomes are a myriad of academic experiences.

Despite the family's limited financial income, they were not deprived of formal education. They did not understand the value of informal education, then. However, reflecting on their experience, they have now discovered that their informal experiences were transferred and or integrated into their formal education. They knew then, that money was the greater need to provide for their educational demands. Their teachers seemingly cared, but restricted the schools' formal education offerings to within the walls of school. However, participants' schooling experiences were not impaired, although two participants accounted for their frequent unavoidable absences from school on a Friday. Diverse and useful skills were learned. A case in point: The skills of computation learned informally, sharpened the mathematico logico competence of participants, as indicated by Shirn. "Because we start selling from a tender age, and you learn from that time how to check money." (Participant Interview, July 09, 2017).

There was a seamless transition between formal learning of the 3Rs (reading, writing, and arithmetic), in school, and the informal education attained from the commercial activities. Although parents had limited formal education, and faced economic challenges, they made formal education a priority for their children.

These participants were known at school for their assertiveness, insight, charisma, and academic brilliance. Their literacy and numeracy skills were above average, hence there was not any need for participants to access alternative education. They all had completed secondary education, and nine participants continued through to the tertiary level.

Participants' informal education was unmatched with their school's hidden curriculum, yet complimentary to their formal education. They knew their future as adults

depended on their early years of academic success, sociability, and their ability to balance their cognitive, and non-cognitive capabilities (Bitler, Domina, & Hoynes, 2012; Garcia, 2012; Poropat, 2011). The attainment of numeracy and literacy were the educational outcomes that they, along with their parents, desired. The data revealed that their computational skills, street smartness, industriousness, assertiveness, and creative qualities, cultivated within themselves a belief system that shaped their lived experiences into who they are today. “Though we were earners and we think we were independent we still were under rules and we had to be guided by them.” (Jasmine, Participant Interview, May 13, 2017). This comment of Jasmine’s mirrored the respect participants had for their family’s modus operandi, and likewise their perceptual outlook of their realities. The participants’ reflective accounts also revealed their values, and captured the essence of how they were brought up by their parents, and community. Courtesy, kindness, love, good manners, respect for self, others, and property were imparted to them, and these same values learned are being communicated to their offspring. Erla corroborated when she said.

In dem (*that*) time you haffi have (*need to*) have manners, when you was a child in dose days, you caan’t out order to big people. You have manners and respect. At the end of the day, those are good morals that teach you children, ‘cause if you no have manners and respect, it not gwine (*going to*) work. You know that down the line you use to get good teaching, than now. Cause children use to have more respect than now. You have children, and you have teach dem (*them*) the ole time religion, you caant (*can’t*) teach dem (*them*) in a dis time ya (*here*) now when

things are happening. You kinda haffe (*really have*) to give them the good teaching you get from before. Yu have to plant it eena dem (*into them*), like when dem (*they*) get up in age, them will have it to implant it in them children, so that you have a better world, and a better nation.” (Participant Interview, May 21, 2017).

The attributes of honesty, and persuasiveness were developed from the numerous opportunities provided by participants’ interaction with their customers.

Conceptual and/or theoretical alignment to Research Question 1 and subquestion.

These adult participants who volunteered their ‘reflection as child participants in commercial activities’ provided their perspectives, beliefs, meaning, attitudes and impact of their lived experiences. The alignment of the conceptual, and theoretical relationship to the results analysis of research question one revealed the relevance of Mezirow’s (1991), transformative learning theory to the nature of the experiences that impacted participants’ development into adulthood. The participants’ assessment of, and acceptance of the knowledge gained about self, based on this research study highlighted Knowles’ (1951) theory of andragogy, which described the five corridors of childhood, whereby self-concept, experience, readiness to learn, orientation to learning, and motivation were integral to the development of the participants’ social, cognitive, behavioral and affective (holistic) persona. The modus operandi of these adults who were engaged in commercial activities during their childhood, were evident in the social relationships and social emotional skills acquired (Kolb, 2015; Yildirim, & Eyada, 2016). The independent sojourn of each participant from one community to the next enabled these former child

participants to peddle their wares, and established the consumer marketer relationship (Keller, & Sood, 2012; Lucan et al., 2012). The consumers were dependent on these child participants to supply the products needed. As these child participants interacted with the community, their individual corridors of childhood were strengthened (Knowles, 1951). Their prior experiences were infused with the new, and this integration of the old with the new experiences evolved into new knowledge, and new ways of learning within the sociocultural contexts and tiers of human ecological systems (Bandura, 1963, 1977; Bronfenbrenner, 1979, 1993; Vygotsky, 1978). The participants were engaged in commercial activities that unintentionally equipped them to function as citizens contributing to communities, and to the ecological system of human development. Their vicarious experiences were unconsciously attained. Participants served both their home, school, church and community, which represented the micro, macro, meso, and exo system levels of the human ecological (Bronfenbrenner, 1979; Nogueiras and Iborra, 2016, as cited in Commons, and Fein 2016; Kolb, 2015).

These former child participants during the time of their childhood executed their commercial tasks willingly, as they understood their realities, and familial responsibilities. Participants concurred with Mas Gussy's coinage of the terms "necessary labor" and "recreational labor," as descriptive of their participation in commercial activities (Focus Group Interview, July 25 & 29, 2017). It was the cultural practice, and norm in the community at the time, which was forty years ago, for most children to be engaged in manageable activities that yielded financial benefits for their family and schooling. Rogoff (2003), and Foote (1993), who lived and participated in the realities of

their research participants lived experiences, advocated that the heritage of a people be respected, considered, and used in context to understand their practices, roles, circumstances, and mindset controlling the activities they perform for tangible and intangible benefits.

The commercial activities ought to be understood in the context of time occurrence, and not be ascribed other labels that were neither conceived nor applicable at the time. That period of time was the participants' exposure to commercial activities. There were social risks and dangers that threatened the safety of these participants. However, the communal care and support which existed at the different levels of the ecological system became the protective barrier to allow for free independent mobility of participants among and between communities. The introspection of these 13 adults who were engaged in commercial activities during their childhood, afforded each of them an opportunity to evaluate and voice their perspectives, beliefs, and attitude about their lived experiences. The vicarious experiences these participants had of commercial activities complimented their formal education. Participants were informally taught by the concrete experiences of trial and error, failure and success, confidence and skepticism, survival skills, interpersonal relationships (Barbarin, et al., 2011). Bryant, McCandies, Burchinal, Early, Clifford, & Barnett, 2011). During these participants' childhood years of commercial activities involvement, the transformative, constructivism, and social learning processes were constantly integrating, sharpening, and developing these participants' zone of proximal development (Bandura, 1969, 1977; Mezirow, 1991; Smith, 2002; Vygotsky, 1978 & 2012; Weiland & Yoshikawa, 2013). It was obvious that

the formal and informal education learning processes were a complement to these participants' cognitive and holistic development (Griffiths, 2013; Griffith et. al., 2015). The formal education had reinforced the practical learning had from the diverse contexts of commercial activities. That which was learnt in those years by those adults who participated in commercial activities then, has transformed and enriched their thinking and behavior.

Research Question 2

What were the factors that adults, as child participants in commercial activities, believed impacted their development into adulthood?

Analysis of the collective responses to this question by former child participants in commercial activity resonated experiential learning, and training, as factors that impacted the transitory development from childhood through to adulthood.

Experiential learning. The experiences shared by these former child participants in commercial activities revealed that they participated purposefully in door to door sales, screen media, live performances, and vending, in order to directly, and or indirectly gain tangible, and or intangible benefit for themselves, others, an event, and or institution (Griffiths, 2013; Khurshid et.al., 2016). Based on the experiences shared, these participants did not have a choice in the matter of participating in commercial activity, yet they willingly gave of their service, energy, and time to necessary labor, from which they benefited directly, and indirectly. The vicarious experiences participants acquired from the diverse commercial activities engaged in, were the transformative mechanisms of knowledge, skills, and behavior (Khurshid et al., 2016). Participants' individual

identities were constructed, and nurtured overtime from, and within their lived realities at the time. Jimmy's comments captured the sentiments of participants' response to the question, "How do you think your experiences in commercial activities have now impacted your childhood development?" He had this to say:

"I learned a lot you know. I have so many different areas that I can achieve from based on my childhood experiences. I learned to cook. I learned to bake and you know furthermore, I am a farmer by profession, and I am in other areas. I am industrious." (Participant Interview, May 22, 2017).

The lived experiences of these participants through to adulthood were impacted by the shared, yet diverse beliefs, values, norms, and practices of their social and cultural environments (Hermann, 2013; Rogoff, 2003). It is within these same lived experiences that they learned, and understood the value, and meaning of life's realities, recreation, education, marketing, consumerism, money, and reward (Boni & Calabuig, 2015; Cairns et al., 2013; Connel et al., 2014).

The descriptive, lived experiences gathered from participants' narrative accounts resonated that their experiential learning is rooted in the social and cultural interactions which have contributed to shaping their lives into worthwhile productive citizens (Rogoff, 2003; Terrell-Holman, 2016; Vygotsky, 1978). These former child participants in commercial activities have all matured into adults who have contributed much, and continue to do so at the respective ecological sub systems of human, and societal development (Bronfenbrenner, 1993/1979; Rogoff, 2003). The cognitive, social, vocational, and cultural output of these former child participants in commercial activities,

is a representation of the developmental processes of the comparative corridors of childhood that Knowles (1950) and Smith, (2002) promulgated. This means that participants' self- concept, experience, readiness to learn, orientation to learning, and motivation functioned as the childhood corridors of maturity that enabled these participants to transition through to adulthood. Participants' cumulative responses also highlighted the extent to which they have absorbed, internalized, and retained information about their past, present, future, real and imagined experiences, which have contributed to their overall development. Participants unknowingly at the time were responding to the realities of their environment. Unknown to them also was that they were experiencing transformational learning, and demonstrating the behavior, thinking, and attitude observed, imitated, adopted, and adapted within the multiple contexts of social learning (Bandura, 1978; Cabella et al., 2016; Mezirow, 1991). The scope and sequence of participants' formative identities, consistently responded to the deconstruction, and reconstruction of their vicarious experiences to cultivate new knowledge, and understanding (Kolb, 2015; Vygotsky, 1978; Yildirim & Eyada, 2016). Each participants' identity that was formed in an Fernandez-Pinto informal context, created dimensions of self-confidence, awareness, and perceptions in their identities. The fusion of participants' learning obtained formally in school, and informally through non-formal learning, was embraced in the commercial activities. Consequently, a transformation of new identities occurred. Their personas were metamorphosed into that of an independent, self-confident, self-directed, sociable, and goal oriented visionaries. John Q had this to say:

I think there are a lot of positives that came out of it, that kind of shaped me into the kind of person I am now from a business point of view. From my own business now, it opens your eyes to a lot of things. It gives you some level of confidence that you are able to manage your own business given that you have gained so much experience. (Focus Group Interview, July 29, 2017).

Such a metamorphosis became an embodiment of experiential learning, which created a body of knowledge, unearthed from an interactive process of human, and environmental engagement (Commons & Fein, 2016; Kolb, 2015). There were challenges that could be interpreted as negatives; however, participants aided by their parents' and or guardians' support were able to withstand and overcome the odds of life. Lessons were learnt, and skills were developed from, and within the experiences. Now that these former child participants have become adults, they have the capacity to deconstruct, reconstruct, and reproduce new knowledge and understanding of their involvement in commercial activity during childhood (Bodrova, 1996; Kolb, 2015; Vygotsky, 1978; Yildirim & Eyada, 2016). Shirn stated, “ The experience was good for me, because it helped me to grow stronger. I tell myself what I want and be also independent.” (Participant Interview, July 09, 2017).

One of the richest resources of life is to attain informal education from the experiences had. Participants' experiences were real, and practical. The third world under developed communities in which these participants lived, and were engaged, offered limited exposure to the print and electronic media. A case in point: The attitude, and marketing behavior of these participants peddling their wares for a profit gain exposed

them to all aspects of marketing, and consumerism of goods, and services (Grad, 2015; Khurshid et al., 2016; Oprea et al., 2013). A reflection of this was seen in John Q's comments below.

One thing I believe that could have been transferred is the interpersonal. Shall I say in terms of how you deal with your customers you know the type of customer, the type of communication, the type of customer relationship, building that customer base that you would have been, say how you actually manage your stock, how you manage your money. Back then it was not a lot of money still but how you really deal with that. I think that just the level of independence you gained has helped you. It kinda (*kind of*) shaped who you are now, drive you to become the kind of person you are now, drive you to want to become a better adult and independent person because of the benefit you gained. (Participant Interview, May 10, 2017; Focus group Interview, July 29, 2017).

Inspiration, and intrinsic motivation were borne out of poverty, likewise their career choices had their nucleus in the early experiences of their lives. It was noted that, participants chose similar career paths to their childhood experience of involvement in commercial activity. A case in point: Hazel and Austin were performers on the live stage, along with Chris who was also engaged with screen media (television). Today they are renowned actors on television, and on live stage. The remaining participants, except three, who were engaged in commercial activities that were agricultural in nature, are in related fields. The others have chosen careers that have empowered them to impart knowledge to others. Regardless of the vocational choice, these same participants have

developed their character, and nurtured and improved on the skills informally taught and learned. Despite the social and emotional challenges faced, resilience and commitment to a task and its completion were desirable attributes cultivated within the experiences. Mas Gussy had this to say:

...if I am committed to do something, I like to complete it, rather than starting and going half way. If I am committed to something, and I wanted to do it properly, doing whatever to completion, doing a task. If I decide that aahm, I am committed to it. I am not usually turned off by difficulties. (Participant Interview, May 17, 2017).

The attributes of honesty, respect, love, and persuasion were developed from the numerous opportunities provided by participants' interaction with their customers. Miss Tutsy recounted:

... to be honest in that, yes, you're selling things, make sure you give back the right change. I have learned to be courteous. Social graces come in. You want persons to buy so you're going to try your very best to persuade the person. (Participant Interview, May 21, 2017).

The value of working hard, and achieving success through hard work were discovered.

John Q stated:

Aah well you know I've learnt that hard work you know basically if you want to gain some level of success or development, it requires a lot of hard work, and you really have to put it in, to get out." (Participant Interview Participant, May 11, 2017).

The concept of “hard work” may be misconstrued as something being harmful or physically abusive, but such was not the case in John Q’s experience. Rather, that he, like the other participants, wanted to describe the level of commitment that was dedicated to the process, for the achievement of success, survival, and personal development. Amidst the informal training, and learning of requisite life-skills, participants developed from the solitary and collective play experiences.

Play. The commitment of participants to the commercial activities did not deprive them of their play activities. Participants executed the nature of play as a cultural, genetic, affective, performative, spontaneous, and experiential activity that provided them with opportunities to freely explore and experiment with their fantasies and realities in naturalistic settings, and fun filled ways (Goldstein & Bloom, 2015; Ma & Lillard, 2013; Roopnarine, Patte, Johnson, & Kushner 2015; Stetsenko & Ho, 2015; Sutton-Smith, 2017; Copple & Bredekamp, 2009 as cited in Terrell-Holman, 2016). Play meant much to these former child participants and contributed to their overall development. Similar to children worldwide, these former child participants found time to play a wide variety of traditional, and cultural games during the wait periods while executing their commercial activities. Kay, one of the participants commented,

Me fine time fi play. As a matter a fact, me use to love pretend like the customer them. Me drive like them, and speak like them, and we compete with the other children to see who act the best, and we laugh. (Kay, Participant Interview, May 21, 2017)

As seen in Kay's comments, these former child participants in commercial activities invested their passion, imagination, and energy in their play activity (Stetsenko & Ho, 2015). This sociodramatic play form was the portrayal of their reality, and not a distortion of their world (Ma & Lillard, 2013). Participants recall of their experiences resonate that although not recognized at the time by these participants, their play experiences provided them with an opportunity to concretize their experiential learning, although they did not recognize the value of play to their lives then. Play for participants meant fun. Jimmy elaborated: "We all played with our friends when we were not selling, so we did not miss out. (Focus Group Interview, July 25, 2017). The lunch and break times at school were also used for play. The moments of play capitalized on by participants, provided opportunities to develop their identity, voice, agency, and communal practices in naturalistic settings, which fostered creative collaboration, and transformation of their thinking, attitude, and behavior (Bandura, 1978; Mezirow, 1991; Stetsenko & Ho, 2015; Vygotsky, 1978). The varying forms of playful learning that were executed by participants during their childhood developmental years, and free time from their direct participation in commercial activity, were influenced by the context and persons involved. These play forms displayed levels of physical, cognitive, social, emotional, cultural and physical learning (Bowden, 2015, cited in Terrell-Holman, 2016). It was during the reflection that participants discovered that their play experiences were instrumental in concretizing in a humorous way their perceptions, behavior, attitude, wants, and desires, whilst providing optimal development, and wellbeing. Based on the responses of these former child participants in commercial activities, I support Gosso,

Bichara, and Carvalho (2015) as cited in Roopnarine, Patte, Johnson, and Kuschner, (2015), that “the play experiences reproduced and recreated the specificities of their cultural environment” (p.25). Bowdon (2015), elaborated that, through the medium of play, participants developed their socialization, cognitive, creative and analytic skills, and communicative competence.

Training. The biblical quote below, to which the participants Erla, Jimmy, Mas Gussy and Bert referred, captured the essence of their collective responses to the question: “What else would you like to share that I have not asked?” They stated: “You must train up a child in the way he should go that when he is old, he will not depart from it.” (Participant Interview, May 21, 2017; Focus Group Interview, July 25, 2017). Unknown to participants, they were in receipt of informal training which has influenced the development of their persona. It is from their vicarious experiences that their personalities were transformed to reveal the Five Factor Model of their personality (Cobb-Clarke, & Schurer, 2011; Gurven, von Reuden, Kaplan, & Vie, 2013). The attributes of this model included extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience (Cobb-Clark, & Schurer, 2011; Gurven et al., 2013; Komarraju, 2011; Poropat, 2011). These factors were birthed from participants’ sociability levels, which cultivated in these former child participants, charismatic personalities.

The practical experiences to which participants were exposed during their commercial activities were similar to the practical lessons executed at a school, except that, in this context, the teacher was faceless. These participants were independent 21st

century learners operating in a 20th century world. The desire to work hard, earn a reward, receive recognition for a task well done, being consistent in the reproduction of value for money, and having respect for oneself and others are attributes and work ethics that have been learned from the concrete experiences, and interactions had with family members and other others.

The ongoing involvement of child participants in their diverse commercial activities provided an informal, yet inescapable teaching learning environment about the realities of life, outside the physical walls of school. The experiences of these former child participants in commercial activities, spanned Bronfenbrenner's (1994) ecological system of human development. Prior to engaging with the public, participants were initiated into commercial activities by their parents, and or teachers respectively. The initiation that was designed to empower them for the commercial task, established the micro system, and as they transitioned from one community to the next, marketing their wares, the meso system became evident. They participated in a variety of commercial activities which included multiple live performances on stage, and on television. The roles performed to their audience, and or customers functioned within an exo-system whereby their reward was a communal, and national recognition, which subsequently led to numerous repeat performances. An integration of the exo-system and macro system revealed the cultural, and societal influence converged in the daily experiences whereby participants communicated daily with diverse people from different economic and societal strata. The items of interest to the consumer coupled with the participants' persuasive skills enabled the successful profit gain from their commercial activities.

As these participants are now adults, they are able to reflect, understand, make meaning, and appreciate the realities of their lived experiences. Now that they have conducted an introspection of their childhood years as participants in commercial activities, they know that they were intrinsically, and extrinsically, motivated to set goals and achieve self-actualization (Kasser et al., 2014). The subliminal messages of the commercial activities that participants discovered, were that money and education were the keys to a better life in the future. Their experiences have empowered them and enriched their lives, and have also been instrumental in molding them into the persons they are today. They are also proud of their achievements, today. Participants concurred: “Looking back now, we can say we are far better off for these experiences that did not kill us, but made us who we are today.” (Focus Group Interview, July 25 & 29, 2017). The experiences these former child participants had were instructional, educative, and memorable.

Conceptual and/or theoretical alignment to Research Question 2 responses

Participants’ responses were reflective of the phenomenon investigated in this research study. The participants individual and collective examination of the impact and meaning of their lived experiences revealed what they have learnt, as well as the insight garnered from the lived experiences had of the commercial activities participated in during their childhood. This meant participants applied the knowledge gained from previous experiences into the new situations that surfaced in their lives (Kolb, 2015; Mezirow, 1991; Vygotsky 1978; Yildirim, & Eyada, 2016). The theories of transformative learning and andragogy, revealed a complementary relationship that supported the experiential

learning processes of former child participants in commercial activities (Knowles, 1950, 1975; Mezirow, 1991). Additionally, the knowledge and skills learned formally and informally were beneficial to participants' development. The cognitive, social and emotional development of these participants were the extended learning that were cultivated in and out of authentic valuable learning opportunities had.

As participants interacted with the environment and their customers, they learnt and experienced the norms, cultural practices, values, beliefs, social responsibilities, by executing the tasks or roles required of them in the commercial activities. The commercial activities were an immersion in the past, present, future, real, imagined, and adopted experiences that were framed within the cultural contexts (Rogoff, 2003). Participants' engagement in collaborative learning enabled their affective domain to demonstrate sensory resilience to unpredictable environmental situations. Bandura's (1977), social learning theory, and Vygotsky's promotion of socio cultural interactionism further supported Mezirow's description of the expectancies of experiential learning. Here-in participants' learning styles though unique, were influenced by their cultural orientations which Rogoff (2003) and Vygotsky (1978), advised to consistently contextualize to preserve the authenticity of participants' experiences. Participants were cognitively empowered by their experiential learning, and authentic' views. Participants acquired and applied knowledge, skills and feelings through the experiential, yet collaborative learning (Badland, et al., 2016). Participants observed and imitated the actions and language of people seen in the environment. Vygotsky's (1978),

constructivism theory implied that the participants deconstructed their own experiential knowledge that was generated from their interaction and knowledge of the environment.

Limitations of the Study

The limitation of this research study is encompassed in transferability issues. The sample population of 13 participants was appropriate to achieve data saturation. Whilst the snowballing technique was replicable for the recruitment process, and data collection, the results and findings may not be the same, as it cannot be guaranteed that the volunteer participants will have similar experiences, perceptions, meaning, and impact. The results, and findings revealed gender, age, nature of commercial activities, and education level as constructs that could be explored independently. However, the scope of this research focus was about articulating the lived experiences of child participants in commercial activities, and not about the constructs mentioned. The research focus was neither gender nor age specific, but encapsulated all ages above 18 years. Another limitation was that the data results and findings had to be confined to these former child participants' realities and experiences as current and relevant literature could hardly be found to corroborate, amplify and or refute the participants' storied texts. Although the focus group interview was designed for participants to collectively share their reflection, and insights in a common space together, it was most helpful for the sharing of reflective ideas. Reflection was most helpful when participants shared their insights with each other and made deeper sense of their activities. Reflection should really result in actions of change, and when done in a shared space with participants of similar interests, it enriches and inspires

everyone to become better individuals. The lessons learned from each other remain etched in their memories for life.

Another limitation is that the type and nature of commercial activity in which these former child participants were engaged, focused on earning the economic benefit to their families, meeting their basic needs for schooling and survival. Further research which investigates the classification, and nature of the commercial activity would be instructional. Another limitation is that parents of these participants could not be interviewed, as the study had its own limiters and restrictions to adults who were former child participants in commercial activities. This limitation could not be explored as the participant pool for each type, and nature of commercial activity was too small, and the scope of this study did not allow for this investigation. Furthermore, the overall findings, and results did not allow for generalizability.

Recommendations

Based on the cultural context within which these former child participants in commercial activities operated, I recommend that quantitative, and mixed methods research be done so as to capture the variances in perspectives relative to commercial activity types, age and gender. The cultural influence on the varied forms of commercial activities could be an area of future research. However, Rogoff (2003) advised that the participant's culture be used to understand the behavioral, attitudinal, historical relationships to the phenomenon being studied. Sutton-Smith (2017), elaborated that understanding the true meaning of an experience means understanding the feelings of the participants, and respecting their world. I support participant Jasmine's recommendation

that government ought to educate the society on the difference between child earning and child labor; "... the government must not blanket child labor because child labor is different from children earning and learning to be independent." (Participant Interview, May 14, 2017).

Chris had this to say:

Then it comes to persons, the guardian of that child at that time. For instance, the teacher, principal. I think institutions should, one, check out for instance with the institution. Where I am now, if a child is talented, performs for the school, is in the school's drama club, and is being recruited by an outsider to do a commercial or ad, it is incumbent on the parent, if it is a case where the parents cannot decide to say yes or no, it could be that the drama teacher, or school, the school says yeah, or nay depending on the nature of that activity. (Participant Interview, July 04, 2017).

Both parents and or guardians seldom abdicated simultaneously their responsibility of their children, although in this research mostly the fathers were absent from the home. The fathers in absentia left the total care and decision making of their children to the mothers, and other community members. (Carver et al., 2016; Maria et al, 2014; Schoeppe et al, 2014). However, these former child participants in commercial activities received their mother's social emotional support, and were not deprived of formal schooling. Another recommendation is that whenever a talented child is discovered, that such a child's talent be showcased, and a triad partnership established among school, parent and child to oversee and ensure that such talented child participant

academic success is not thwarted along the way. Additionally, there needs to be a contract, or controlled mechanism via a contractual agreement among the quartet partnership of school, parent, child, and the organization responsible for promoting such talent. Chris elaborated: “Obviously there must be a contract. There must be an arrangement of some kind, a solid arrangement between both parties that will protect the interests of both parties, but certainly protect the interest of the child for sure.”

(Participant Interview, June 13, 2017). Another recommendation for consideration is that personnel of the protective social services organizations for children, become field workers rather than “desk bound workers” (Participant Interview, July 09, 2017). Chris one of the participants of live performances, and screen media suggested that these field workers “locate the children selling on the street and in the markets, go with them to their homes, and assist the families in accessing social programs that will provide for them and their children.” By social workers doing this, such children will cease from participating in commercial activity that may be classified as necessary labor.

Implications

Implications for Positive Social Change

Exploration of these participants’ reflections of their lived experiences in commercial activities during their childhood, revealed the extent to which their lives have been impacted by these experiences. The implications of the findings will promote social change among the individuals, family, organization, and society. Although this study revealed that the nature of the commercial activity was “necessary labor,” children are to be educated about their rights, and entrepreneurship via the medium of their school

curricular. This can be an immediate positive social change, whereby the school can educate all children attending school about their rights and entrepreneurship, long before they are recruited to participate in cultural activities. The school can also initiate and strengthen partnership among parent, school, child, and advertisers of commercial activities, so as to collectively supervise the type, nature, time, and ensure improved praxis, treatment and condition of under which children are engaged in commercial activities. This would reinforce the “rights of the child” to an education, as well as having a voice in the decision making process. This means, therefore, that children ought to be in attendance at school every day, unless diagnosed medically unfit to do so.

Additionally, support and intervention programs are to be available to those participants in commercial activities, so that their academic performance remains high. The school curricular at the respective levels of education, especially at the early childhood level, could be structured to educate children in a formal way about the basics of entrepreneurial education. Children ought to learn, and know also that it their right to voice their opinion or views, and participate in the decision about any matter that concerns them.

Children ought not to be saddled with the responsibility of providing financial support for themselves, and their family, as this is the responsibility of their parents and guardians. Hence through the Parents Teachers’ Association, parents could be advised to desist from having their children participate in commercial activities that reward their children less than deserved. Another positive social change is that advocates of children’s

issues could establish standard legal commercial contracts that protect children's interests, and establish equity across the local commercial entities.

Implication for Action

Family members, especially parents and / or guardians, ought to be educated by the media about the rights and responsibilities of children, so as to better meet their needs, and fulfil their parental responsibility to them. Children must not be allowed to dictate to their parents or guardians what they should or should not do. However, parents or guardians may consider engaging their children in commercial activities that are structured for recreational value, yet provide them with the entrepreneurial, and performative skills that will yield tangible or intangible reward. Children ought to be given the opportunity to decide whether or not they want to participate in such activity. Certainly, such a decision ought to be respected by those concerned. Such an approach should have a control mechanism, and or an oversight body in place to ensure that children are not in any way disadvantaged. This means therefore that society through its government, organizations, school, and families should establish a triad partnership to provide families comprised of young children, with the requisite support or resources needed. Such a provision could deter families and children from engaging in necessary labor for the family's financial income.

The participation of children in commercial activities should take on a recreational value to cultivate the skills that are not imparted by formal education, but rather by informal. The structure of the formal education system is that it has the ability to effect change. Additionally, parents, and or guardians are to be educated about the

difference between child labor and child earning. This clarification could begin with the media houses, and the Parent Teachers' Association. An education campaign of this nature would further sensitize everyone, including advertising companies, to the multiple faces of child labor, and the penalties appropriated to those who are involved in this activity. Gatekeepers of children's welfare need to be more vigilant in reinforcing the preservation of the rights of the child. This means that personnel are to be in the field executing their job.

Implication for Future Research

It is hoped that this study may have lessened the gap in this phenomenological research of retelling, and understanding the meaning, and impact of these participants' lived experiences of their participation in commercial activities during their childhood. However, there is need for further research, to discover whether gender, and or age would impact the lived experiences told. All participants, except two, had neither the exposure to screen media, nor its influence, as their exposure to commercial activities was "hands on." Further research is needed to understand how their social, emotional, and physical well-being became vulnerable, and responsive to the events and experiences acquired from the informal education process of commercial activities. Informal education cultivated, and developed in participants important life-skills such as interpersonal skills, social responsibility, customer relations, negotiation, computation, positive social skills, ethics, trust, courtesy, entrepreneurship, respect, and money management skills. The extent to which these attributes impacted these participants is beyond the scope of this study; consequently, further research is encouraged. Additional research is also needed to

determine whether the nature of the commercial activities participated in during childhood would change participants' perceptual outlook.

Conclusion

This qualitative, phenomenological, and heuristic research study about the reflective accounts of these adults, who participated in commercial activities during their childhood, has confirmed that there is a paucity of research about this population. Their lived experiences shared, have provided meaning, and a better understanding of their perceptions of such experiences, as well as highlighted the impact of same upon their childhood, and adulthood. Although this study focused on a small sample, and generalizability cannot be made, the in-depth findings indicate that further exploration of this phenomena was warranted. Participants have expressed delight at having their authentic voices being heard, hence the suggestion that prospective parents adequately prepare themselves for parenthood. Additionally, that children be engaged in necessary, yet recreational labor, as such engagement will provide them with lifelong skills which are, more often, not, learned informally, outside the four walls of school.

The overall impact is irreversible physically, psychologically, attitudinally, and morally. Regardless of the impact, positive or negative, it became visible in the health and wellbeing of these former child participants, when they became adults (Burrone & Giannelli, 2016; Ferguson, et. al., 2014; Liu, et.al. 2015). The spontaneous play activities engaged in, while participating in commercial activities, was enriching to their personal development. The relationships established with their clients fostered harmony, respect, care, and appreciation for self and others. The experiences these participants have gained

remains memorable, and enriching. Future research is anticipated to determine whether there are differences, and similarities between, and or among gender, ethnic groups, age, country, and commercial activity type.

References

- Agi, L. (2016). *Perceptions of stroke risks among West Africans male immigrants in San Diego* (Doctoral dissertation). Retrieved from <http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3058&context=dissertations>
- Algoe, S., & Fredrickson, B. (2011). Emotional fitness and the movement of affective science from lab to field. *American Psychologist*, *66*(1), 35-42.
doi:10.1037/a0021720
- Anda, R., Tietjen, G., Schulman, E., Felitti, V., & Croft, J. (2010). Adverse childhood experiences and frequent headaches in adults. *Headache*, *50*, 1473-1481.
doi:10.1111/j.1526-4610.2010.01756.x
- Andrews, R. J., Jargowsky, P., & Kuhne, K. (2012). *The effects of Texas's targeted prekindergarten program on academic performance*. (NBER Working Paper No. 18598). Cambridge, MA: National Bureau of Economic Research. Retrieved from <http://www.nber.org/papers/w18598>
- Andrey, J., Joakim, E., Schoner, V., Hambly, D., & Silver, A. (2012). Academic entitlement in the context of learning styles. *Canadian Journal of Education*, *35*(4), 3-30.
- Asquith, K., Roberts, A. Robinson, D. (2011). From active young explorers to passive young consumers: The commercialization of Canada OWL magazine. *American Review of Canadian Studies*, *41*(3), 198-211. doi:10.1080/02722011.2011.594520

- Atkinson, R. & Flint, J. (2001, Summer). Accessing hidden and hard-to-reach populations: Snowball Research strategies. *Social Research Update*. Retrieved from <http://sru.soc.surrey.ac.uk/SRU33.pdf>
- Avvisati, F., Gurgand, M., Guyon, N., & Maurin, E. (2014). Getting parents involved: A field experiment in deprived schools. *Review of Economic Studies*, *81*, 57-83. doi:10.1093/restud/rdt027
- Bakir, A. (2013). Character portrayal: Examining gender roles in television commercials targeted at children in India and the United States. *Journal of Global Marketing*, *26*, 57-77. doi:10.1080/0891176.2013.804612
- Bamberger, B. (2013). *Possibilities and limitations of subliminal messages of advertisements*. Retrieved from https://www.researchgate.net/publication/256485468_Possibilities_and_Limitations_of_Subliminal_Messages_in_Advertisements
- Bandura, A. (1969). *Principles of behavior modification*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1986). *Social foundation of thought and action. A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. & Walters, R. H. (1963). *Social learning and personality development*. New York, NY: Holt, Rinehart & Winston.

- Barbarin, O., Bryant, D., McCandies, T., Burchinal, M., Early, D., Clifford, R., & Barnett, W. S. (2011). Effectiveness of early educational intervention. *Science*, 333, 975-978. Retrieved from <http://dx.doi.org/10.1126/science.1204534>.
- Barnett, W. S., Epstein, D. J., Carolan, M. E., Fitzgerald, J., Ackerman, D. J., & Friedman, A. H. (2010). *The state of preschool 2010*. Retrieved from Rutgers University, National Institute for Early Education website: <http://nieer.org/publications/state-preschool-2010>
- Bassock, D., Latham, S., & Rorem, A. (2016). Is kindergarten the new first grade? *AERA Open*, 1(4), 1-31. doi:10.1177/2332858415616358
- Beer, N., & Moneta, G. B. (2012). Coping and perceived stress as a function of positive metacognitions and positive meta-emotions. *Individual Differences Research*, 10(2), 105-116. Retrieved from <https://eds-b-ebshost-com.ezp.waldenulibrary.org/eds/pdfviewer/pdfviewer?vid=1&sid=70b974e0-a1de-4846-aad9-6f76caee3f7d%40sessionmgr102>
- Bernhardt, A.M., Wilking, C., Adachi-Mejia, A.M., Bergamini, E., Marijijnissen, J., & Sargent, J.D. (2013). How television fast food marketing aimed at children compares with adult advertisement. *PLOS One*, 8(8), 1-6. Retrieved from www.plosone.org
- Bitler, M. P., Domina, T., & Hoynes, H. W. (2014). *Experimental evidence on distributional effects of head start* (Working Paper 20434). Retrieved from National Bureau of Economics Research website: <http://www.nber.org/papers/w20434.pdf>

- Boni, A., & Calabuig, C. (2015). Education for global citizenship at universities: Potentialities of formal and informal spaces to foster cosmopolitanism. *Journal of Studies in International Education*, 21(1), 22-38. doi:10.1177/1028315315602926
- Bowdon, J. (2015). The Common core's first casualty: playful learning. *Kappan*, 96(8), 33-37. Retrieved from <http://www.kappancommoncore.org/the-common-cores-first-casualty-playful-learning/>
- Brinkel, N., van Rees, F., Ruis, M., & Sloots, F. (2015). Community building at honors programs in continental Europe. *Honors in Practice*, 11, 93-109. Retrieved from <http://eric.ed.gov/?q=building=communities+of+practice&pg=4&id=EJ1081105>
- Bronfenbrenner, U. (1993). The ecology of cognitive development. Research models and fugitive findings. In B.T. Jackson. (Ed.), *Development in context: Acting and thinking in specific environments* (pp. 309-330). Hillsdale, NJ: Erlbaum.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University.
- Brown, J. (2017). Exploring the transformative potential of recognition of prior informal learning for learners: A case study in Scotland. *Journal of Further Education*, 41(1), 60-78. Retrieved from <http://dx.doi.org/10.1080/0309877x.2015.1062850>
- Brusseau, T., Kulinna, P., & Cothran, D. (2011). Health and physical activity content knowledge of Pima children. *Physical Educator*, 68(2), 66-77. Retrieved from http://digitalcommons.brockport.edu/pes_facpub
- Burrone, S., & Giannelli, G.C. (2016). *Child labor and labor market outcomes in Tanzania: A gender perspective*. Retrieved from

http://conference.iza.org/conference_files/JobQual_2016/giannelli_g112.pdf

Cabella, R., Fernández-Pinto, I., Sorrel, M.A., Extremera, N. & Fernández-Berrocal, P. (2016). Age and Gender Differences in Ability Emotional Intelligence in Adults: A Cross-Sectional Study. *Developmental Psychology*, 52(9), 1486-1492. doi:10.1037/dev0000191

Cairns, G., Angus, K., Hastings, G., Caraher, M. (2013). Systematic reviews of the evidence of the nature, extent, and effects of food marketing to children. A retrospective summary. *Appetite*, 62, 209-215. Retrieved from <http://dx.doi.org/10.1016/j.appet.2012.04.017>

Campaign for a Commercial-Free Childhood, Alliance for Childhood, & Teachers Resisting Unhealthy Children's Entertainment. (2012). *Facing the screen dilemma: Young children technology and early childhood education*. Retrieved from <http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/FacingtheScreenDilemma.pdf>

Canadian Pediatric Society. (2003). Impact of media use on children and youth. *Paediatrics & Child Health*, 8(5), 301–306. Retrieved from <https://doi.org/10.1093/pch/8.5.301>

Carver, A., Veitch, J., Salmon, J., Hume, C., Timperio, A., & Crawford, D. (n.d.). *Children's independent mobility – is it influenced by parents' perceptions of safety? Centre for Physical Activity and Nutrition Research: Summary Report*. Centre for Physical Activity and Nutrition Research. Retrieved from

https://www.deakin.edu.au/__data/assets/pdf_file/0012/376869/independent-mobility.pdf

Chan, K., Tufte, B., Cappello, G. & Williams, R.B. (2011). Tween girls' perception of gender roles and gender identities: A qualitative study. *Young Consumers*, 12(1), 66-81. Retrieved from <http://dx.doi.org/10.1108/17473611111114795>

Chester, J., & Montgomery, K. (2008). No escape: Marketing to kids in the digital age. *Multinational Monitor*, 30(1). Retrieved from www.multinationalmonitor.org/mm2008/072008/chester.html

Cohen, L. (2011). Bakhtin's carnival and pretend role play: A comparison of social contexts. *American Journal of Play*, 4(2), 176–203. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/21594937.2014.931686?mobileUi=0&journalCode=rijp20>

Cobb-Clark, D., & Schurer, S. (August, 2011). The stability of big-five personality traits. Discussion Paper Series No.5943. Retrieved from <http://ftp.iza.org/dp5943.pdf>

Commercial activity law and law definition. Retrieved from <https://definitions.uslegal.com/c/commercial-activity/>

Commons, M. L. & Fein, E. (2016). Positive adult development intersects social and behavioral science. *Behavioral Development Bulletin*, 21(2), 1222-125. doi:[10.1037/bdb0000050](https://doi.org/10.1037/bdb0000050)

Common Sense Media. (n.d.). *Zero to eight: Children's media use in America 2013*. Retrieved from commonsensemedia.org/research

- Connel, P. M., Brucks, M. & Nielsen, J. H. (2014). How childhood advertising exposure can create biased product evaluations that persist into adulthood *Journal of Consumer Research*, 41. doi:10.1086/675218
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. (2nd ed.). Thousand Oaks, CA: SAGE Publications
- Creswell, J.W. (2009). *Research design: Qualitative, quantitative, mixed methods approaches*. (3rd ed.). Thousand Oaks, CA: SAGE Publications
- Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed.). Boston, MA: Pearson Education, Inc.
- Culatta, R. (2015). Transformative learning (Jack Mezirow). Retrieved from <http://www.instructionaldesign.org/theories/transformative-learning.htm>
- Davidson, A.S. (2013). Phenomenological approaches in psychology and health science. *Qualitative Research in Psychology*, 10(3), 318-339. Retrieved from <http://dx.doi.org/10.1080/14780887.2011.608466>
- de Sompel, D.V., & Vermeir, I. (2016). The influence of source attractiveness on self-perception and advertising effectiveness for 6- to 7-year-old children. *International Journal of Consumer Studies*, 40(5), 575-582.
- Dotim, D.A. (2016). *Lived experiences of women from the Odi community in Nigeria of female genital mutilation*. Walden Dissertation and Doctoral Studies. Walden University Scholarworks. Retrieved from

<http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3385&context=disse>
rtations

- Duncan, G. J. (2011). The importance of kindergarten-entry academic skills. In E. F. Zigler, W. S. Gilliam, & W.S. Barnett, (Eds.), *The Pre-K debates: Current controversies and issues*. 89–93. Baltimore, MD: Paul H.
- Emslie, N. (2016). Transformative learning and ministry formation. *Journal of Adult Theological Education*, 13(1), 46-63. Retrieved from <http://www-tandfonline-com.ezp.waldenulibrary.org/doi/full/10.1080/17407141.2016.1158497?scroll=top&needAccess=true>
- Ferguson, C. J., Contreras, S., & Kilburn, M. (2014). Advertising and fictional media effects on healthy eating choices in early and later childhood. *Psychology of Popular Media Culture*, 3(3), 164-173. doi:10.1037/ppm0000016
- Folkword, F., Veling, H., & Hoeken, H. (2016). Targeting implicit approach reactions to snack food in children: Effects on intake. *Health Psychology*, 35(8), 919-922. doi: <http://dx.doi.org.ezp.waldenuiibrary.org/10.1037/hea0000365>
- Furnham, A. (2012). Learning style, personality traits and intelligence as predictors of college academic performance. *Individual Differences Research*, 10(3), 117-128. Retrieved from www.idr-journal.com.
- Furnham, A., Nuygards, S., & Chamorro-Premuzic, T. (2013). Personality, assessment methods and academic performance. *Instructional Science*. 41. 975-987. doi: 10.1007/s11251

- Fusch, P. I. & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report*, 20(9), 1408-1416. Retrieved from https://www.researchgate.net/profile/Lawrence_Ness/publication/282955844_Are_We_There_Yet_Data_Saturation_in_Qualitative_Research/links/5687e7bf08aebccc4e15410e/Are-We-There-Yet-Data-Saturation-in-Qualitative-Research.pdf
- Garcia, H. (2012). Hispanic-Serving institutions and the struggle for cognitive justice. *Journal of Latinos and Education*, 11, 95-100.
doi:10.1080/15348431.2012.686353
- Goldstein, T.R. & Bloom, P. (2011). The mind on stage: Why cognitive scientists should study acting. *Trends in Cognitive Sciences*, 15, 141-142e. Retrieved from <http://minddevlab.yale.edu/sites/default/files/files/The%20Mind%20on%20Stage%20GoldsteinBloomMindOnStageTiCS.pdf>
- Goldstein, T., Bloom, P. (2015). Characterizing characters: How children make sense of realistic acting. *Cognitive Development*, 34(1), 39-50. doi: 10.1016/j.cogdev.2014.12.001
- Gosso, Y., Bichara, I.D., Carvalho, A.M.A. (2015). Brazilian children at play: Reviewing relationships between play and culture. In J. L. Roopnarine, M. M. Patte, J. E. Johnson, & D. Kushner. *International perspectives on children's play*. Two Penn Plaza, New York, NY: Open University Press
- Grad, I. (2015). Ethical considerations on advertising to children. *Postmodern Openings*, 6(2), 43-57. doi: <http://dx.doi.org/10.18662/po/2015.0602.04>

- Griffith, R., Bauml, M., & Barksdale, B. (2015). In- the-moment teaching decisions in primary grade reading: The role of content and teacher knowledge. *Journal of Research in Childhood Education, 29*(4). 444-457, doi:10.1080/02568543.2015.1073202.
- Griffiths, M. (November, 2013). Locating commercial media in children's lives: A comparative study of free time activity preferences in the UK and USA. *Participations Journal of Audience and Reception Studies.10* (2), 1-19. Retrieved from <http://www.participations.org/Volume%2010/Issue%202/2.pdf>
- Gunnarsson-Ostling, U. (2011). Gender in futures: A study of gender and feminist papers published in Futures, 1969-2009. *43*(9). Retrieved from <http://search.proquest.com.ezp.waldenulibrary.org/pqcentral/docview/885483894/1386403DDCD73C5E97E/4?accountid=14872>
- Guetterman, T. C. (2015). Description of sampling practices within five approaches to qualitative research in education and health science. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 16*(2). Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/2290/3825>
- Gurven, M., von Rueden, C., Kaplan, H., & Vie, M. L. (2013). How universal is the big five? Testing the five-factor model of personality variation among forager-farmers in the bolivian amazon. *Journal of Personality and Social Psychology. 104*(2), 354-370. doi:10.1037a0030841
- Halim, M. L., Rubble, D., Tamis- LeMonda, C., & Shrout, P.E. (2013). Rigidity in gender-typed behaviors in early childhood: A longitudinal study of ethnic

minority children. *Child Development*. 84(4), 1269-1284. Retrieved from
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4754127/>

Hargreaves, D., & Tiggemann, M. (2002). The effect of television commercials on mood and body dissatisfaction: The role of appearance-schema activation. *Journal of Social and Clinical Psychology*, 21(3), 287–308.

doi:10.1016j.bodyim.2013.07.006

Herrmann, P.A., Legare, C.H., Harris, P. L., & Whitehouse, H. (December, 2013). Stick to the script: The effect of witnessing multiple actors on children’s imitation.

Cognition, 129(3), 553-543. doi: 10.1016/j.cognition.2013.08.010

Hill, C. J., Gormley, Jr., W. T., & Adelstein, S. (2012). Do the short-term effects of a strong preschool program persist? Working Paper retrieved from

https://appam.confex.com/.../2012/.../Hill_Gormley

ILO Office for Pacific Island Countries (2015). Building regional efforts for eliminating the worst forms of child labor and trafficking in Pacific Island countries: Report on the Samoa National Child Labor Forum 2014. Retrieved from

http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-suva/documents/publication/wcms_360539.pdf

International Labor Organization. (n.d.). *What is child labour*. Retrieved from

<http://www.ilo.org/ipec/facts/lang--en/index.htm>

Jabbar, A. (2015). *Sample size for qualitative interview*. Retrieved from

https://researcholic.wordpress.com/2015/03/20/sample_size_interviews

- Joel, D. (2011). Male or Female? Brains are intersex. *Frontier Integrative Neuroscience*, 5(57). doi: 10.3389/fnint.2011.00057. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3176412>
- Johansen, E. J. (2012). *The portrayals of family in advertising: Children's perspectives*. Dissertations and Theses from the College of Business Administration. Paper 34. Retrieved from <http://digitalcommons.unl.edu/businessdiss/34>
- Kafle, N.P. (2011). Hermeneutic phenomenological research method simplified. *Bodhi: An Interdisciplinary Journal*, 5(1), 181-200. doi: <http://dx.doi.org/10.3126/Bodhi.v5i1.8o53>
- Kasser, T., Rosenblum, K. L., Sameroff, A.J., & Deci, E. L., Niemiec C. P., Ryan, R.M., A' rnado'ttir, O., Bond, R., Dittmar, H., Dungan, N., & Hawk. S. (2014). Changes in materialism, changes in psychological wellbeing: Evidence from three longitudinal self-determination studies and an intervention experiment. *Motivation and Emotion*. 38. 1- 22. doi:10.1007/s11031-013-9371-4
- Kasser, T. (2011a). Capitalism and autonomy. In V. I. Chirkov, R. M. Ryan, & K. M. Sheldon (Eds.), *Human autonomy in cross-cultural context: Perspectives on the psychology of agency, freedom, and well-being* (pp. 191–206). Dordrecht: Springer.
- Kasser, T. (2011b). Cultural values and the well-being of future generations: A cross-national study. *Journal of Cross-Cultural Psychology*, 42, 206–216.

- Kajornboon, A.B. (2004). Using interviews as research instruments. Language Institute, Chulalongkorn University. Retrieved from <http://www.culi.chula.ac.th/research/e-journal/bod/annabel.pdf>
- Keller, K. L., & Sood, S. (June, 2012). The effects of brand name structure on brand extension evaluations and parent brand dilution. *Journal of Marketing Research*, 49(3), 373-382. doi:10.1509/jmr.07.0418.
- Khurshid, A., Salman, A., & Makarevic, N. (2016). Impact of advertisement on Malay young consumers. *European Researcher*, 103(2), 60-68.
doi:10.13187/er.2016.103.60
- Kim, S., & Yi, S. (2010). Is Privacy at Risk when Commercial Websites Target Primary School Children? A Case Study in Korea. *Children & Society*, 24(6), 449-460.
doi:10.1111/j.1099-0860.2009.00248.x
- Kleining, G. & Witt, H. (2002). The qualitative heuristic approach: A methodology for discovery in psychology and the social sciences. Rediscovering the method of introspection as an example. *Forum Qualitative Research*, 1(1). Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/1123/2495>
- Knowles, M. (1950). Informal adult education. New York: Association Press. Guide for educators based on the writer's experience on a program organizer based on experience in the YMCA. Retrieved from https://elearninginfographics.com/adult-learning-theory-andragogy-fographic/?utm_campaign=elearningindustry.com&utm_source=%2Fthe-adult-learning-theory-andragogy-of-malcolm-knowles&utm_medium=link

- Knowles, M.S. (1975). *Self-Directed Learning: a guide for learners and teachers*. New York: Associated Press.
- Kolb, D. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.) Upper Saddle River, NJ: Pearson Education
- Komarraju, M., Karau, S.J., Schmeck, R. R., & Avdic, A. (2011). The big five personality traits, learning styles, and academic achievement. *Personality and Individual Difference, 51*, 472-477. doi:10.1016/j.paid.2011.1.04.019
- Kramer, T. J., Caldarella, P., Christensen, L., & Shatzer, R. H. (2010). Social and emotional learning in the Kindergarten classroom: Evaluation of the Strong Start curriculum. *Early Childhood Education Journal, 37*(4), 303-309.
- Kumar, T. (2014). Where are (their) voices? Examining power and privilege in a family literacy text. *School Community Journal, 24*(2), 127-146. Retrieved from T.<http://eric.ed.gov/?q=continuum+of+children%27s+literacy+development&pg=3&id=EJ1048630>
- Koskei, B. & Simiyu, C. (2015). Role of interviews, observation, pitfalls and ethical issues in qualitative research methods. *Journal of Educational Policy and Entrepreneurial Research (JEPER) 2* (3), 108-117. Retrieved from file:///C:/Users/Janette.McLaren/Downloads/103-207-1-PB.pdf
- Kwon, E. & Jung, J. (2013). Product placement in TV shows: The effect of consumer socialization agents on product placement attitude and purchase intention. *Online Journal Communication and Media technologies. 3*(4). 89-106. Retrieved from <http://www.ojcmt.net/articles/34/346.pdf>

- Lawrence, C. (2016). Perceptions of stroke risk among West African male immigrants in San Diego. (Walden Dissertations and Doctoral Studies). Retrieved from <http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3058&content=disse rtations>
- Lausch, J. M. (2012). Evaluating the efficacy of a pre-kindergarten program: transitional needs of young children between systems of care and public education. (Doctoral dissertation, Drexel University). Retrieved from <http://idea.library.drexel.edu/handle/1860/3799>
- NAEYC (2009). Position statement on developmentally appropriate practice in programs for 4-and 5-year-olds. *Young Children*, 41(6), 20-29.
- Lawrence, A. (2016). Perceptions of stroke risks among west africans male immigrants in San Diego. (Walden Dissertations and Doctoral Studies). Retrieved from <http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3058&context=disse rtations>
- Licoppe, C. (2015). Video communication and ‘camera actions’: The production of wide video shots in cartoons with remote defendants. *Journal of Pragmatics*, 76, 117-134. Retrieved from <http://fulltext.study/download/932650.pdf>
- Lincoln, Y. S & Guba, E.G. (1985). In Cohen D. Crabtree B. *Qualitative Research Guidelines Project July 2006 Naturalistic inquiry*. Newbury Park, CA: SAGE Publications. Retrieved from <http://www.qualres.org/HomePers-3691.html>
- Linn, S. (2010, April). The commercialization of childhood and children’s well-being: What is the role of health care providers? *Pediatric Child Health*, 15(4), 195-197.

- MCID: PMC2866310. Retrieved from
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2866310/>
- Linn, S., Almon, J. W. & Levin, D.E. (2012). Facing the screen dilemma: Young children technology and early childhood education. Retrieved from
www.allianceforchildhood.org
- Linton, I. (2017). *What are the different types of advertisements?* Retrieved from
<http://smallbusiness.chron.com/different-types-advertising-56054.html>
- Liu, S. R., Schulz, M.S., Waldinger, R. J. (2015). Cumulative contribution of child maltreatment to emotional experience and regulatory intent in intimate adult interactions. *Journal of Aggression, Maltreatment & Trauma*, 24(6), 636-655. doi: 10.1080/10926771.2015.1049768
- LO Office for Pacific Island Countries (2015). *International Labor Organization Report on the Samoa National Child Labor Forum 2014*. Retrieved from
http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-suva/documents/publication/wcms_360539.pdf
- Lucan, S., Barg, F., Karasz, A., Palmer, C., & Long, J. (2012). Perceived influences on diet among urban, low income African Americans. *American Journal of Health Behavior*, 36(5), 700-710. Retrieved from
<http://dx.doi.org.ezp.waldenulibrary.org/10.5993/AJHB.36.5.12>
- Ma, L., Lillard, A.S. & Striano, T. (2013). What makes an act a pretense one? Young children's pretend-real judgments and explanations. *Child Development Research*, 2013. Retrieved from <https://www.semanticscholar.org/paper/What-Makes-an->

Act-a-Pretense-One-Young-Children-s-Ma-

Lillard/e69ee9cd5f66ae0c72e421f9caab78dcd2684dc5

Maria, M. A., Martinez. C. L. & Diestro Jr. J.M.A. (2014). Typologies of risk and protection in the lives of filipino street children in manila. *Youth & Society*, 46(1), 112–131. doi:10.1177/0044118X11426770.

Marjanovic-Shane, A., & White, E. J. (2014). When the footlights are off: A Bakhtinian interrogation of play as postupok. *International Journal of Play*, 3, 119–135.

Retrieved from

<http://www.tandfonline.com/doi/ref/10.1080/21594937.2014.931686?scroll=top>

Martinez, E., Nicolás, M. A., & Salas, Á. (2013). Gender Representation in Advertising of Toys in the Christmas Period (2009-12). *Communicar*, 21(41), 187-194. doi: <http://dx.doi.org/10.3916/C41-2013-18>

Martínez-Ávila, D., & Smiraglia, R. P. (2013). Revealing perception: Discourse analysis in a phenomenological framework. In *Proceedings from North American Symposium on Knowledge Organization*, 4, 223-230. University of Wisconsin-Milwaukee. Retrieved from <http://www.iskocus.org>

Martos, T., & Kopp, M. S. (2012). Life goals and well-being: Does financial status matter? Evidence from a representative Hungarian sample. *Social Indicators Research*, 105, 561–568.

Mason, M. (2010,). Sample size and saturation in PhD studies using qualitative interviews. *Forum: Qualitative Social Research*, 11(3). Retrieved from

file:///C:/Documents%20and%20Settings/Owner/My%20Documents/Pat/NCU/Dissertation%20Proposal/Mason%20saturation%20article.htm

Mau, G., Schramm-Klein, H., & Reisch, L. (2014). Consumer Socialization, Buying Decisions, and Consumer Behavior in Children: Introduction to the Special Issue. *Journal of Consumer Policy*, 37(155). doi:10.1007/s10603-014-9258-0

Maxwell, J.A. (2013). *Qualitative research design: An interactive approach*. Washington, LA. SAGE Publications.

McCormick, M.P, Cappella, E., O'Connor, E. E & McClowry, S. G. (2015). Social-Emotional learning and academic achievement: Using causal methods to explore classroom-level mechanisms. *AERA Open*. 1 (3), 1-26. doi: 10.1177/2332858415603959

McNeal, J.U. (1992). *Kids as customers: Handbook of marketing to children*. First Edition. Lexington Books

Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. San Francisco, CA: Jossey-Bass.

Mezirow, J. (2009). *An overview on transformative learning*. In K. Illeris, (Ed). *Contemporary theories of learning. Learning theorists ... in their own words* (pp 90-106), New York, NY: Routledge

Mezirow, J. (2009). Transformative learning theory. In J. Mezirow, and E. W. Taylor (Eds), *Transformative Learning in Practice: Insights from Community, Workplace, and Higher Education*. Retrieved from <https://books.google.com.jm/books?hl=en&lr=&id=OcVhvLDB22MC&oi=fnd&>

pg=PT10&dq=transformative+learning+theory+inPractice&ots=epr45bhbrQ&sig=
=XLiy_cRFIkRnKdvh5GBizQBWnyk&redir_esc=y#v=onepage&q=transformati
ve%20learning%20theory%20inPractice&f=false

- Milyavsky, M., Hassim, R.R., & Schul, Y. (2012). Guess what? Implicit motivation boosts the influence of subliminal information on choice. *Consciousness and Cognition: An International Journal*, 21, 1232-1241.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A Methods sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications
- Miroballi, Barbara (June, 2010). Adult learning theory (Andragogy): An overview of the adult learning theory and definition of andragogy. Retrieved from <https://sites.google.com/a/nau.edu/educationallearningtheories/adult-learning-theory-andragogy-by-barbara-miroballi>
- Molloy, G.J., Dixon, D., Hamer, M., & Sniehotta, F.F. (2010). Social support and regular physical activity: Does planning mediate this link? *British Journal of Health Psychology*, 15, 859-870. doi: 10.1348/135910710X490406
- Molnar, A. (2013). *School commercialism: From democratic ideal to market*. New York, NY: Routledge.
- Mothers' Union (Impact Report 2010). *Bye Buy children: Valuing children as children, not consumers*. Retrieved from <http://www.byebuychildhood.org/impact-report/executive-summary>
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage

- Nathanson, A., Alade, F., Sharp, M.L., Rasmussen, E. E. Christy, K. (2014). The relation between television exposure and executive function among preschoolers. *Developmental Psychology*, 50(5), 1497-1506. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/24447117>
- Nesterak, E. (Sept. 2014). Materially false: Q & A with Tim Kasser about the pursuit of good through goods. Retrieved from <http://thepsychreport.com/conversations/materially-false-qa-tim-kasser-pursuit-good-goods/>
- Nicolopoulou, A. (2010). The alarming disappearance of play from early childhood education. *Human Development*, 53, 1-4. Retrieved from <http://dx.doi.org/10.1159/000268135>
- Niemiec, C.P., Ryan, R.M., A' rnado'ttir, O., Bond, R., Dungan, M., & Hawks, S. (2013). Changes in materialism, changes in psychological well-being: Evidence from three longitudinal studies and an intervention experiment. *Motivation and Emotion*. 38 (1), 1–22. doi:10.1007/s11031-013-9371-4
- Ojeda, L., Castillo, L.G., Meza, R. R. & Pina-Watson. (2013). Mexican americans in higher education: cultural adaptation and marginalization as predictors of college persistence intentions and life satisfaction. *Journal of Hispanic Higher Education*. doi:10.1177/1538192713498899
- Opre, S.J., Buijzen, M., van Reijmersdal, E. A., & Valkenburg, P. M. (2014). Children's advertising exposure, advertised product desire, and materialism: A longitudinal study. *Communication Research*, 4(5), 717-735. doi:10.1177/00093650213479129

- Pagani, L. S., Fitzpatrick, C., Barnett, T. A., & Dubow, E. (2010). Prospective associations between early childhood television exposure and academic, psychological, physical wellbeing by middle childhood. *Archives Pediatric Adolescent Medicine*, *164*(5), 425-431. Retrieved from <http://www.byebuychildhood.org/impact-report/section-three-impact-commercialisation-children#sthash.R9c1BdOxdpuf>
- Pappas, C. (2013). *The adult learning theory- Andragogy- of Malcolm Knowles*. Retrieved from <https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>
- Patton, M. Q. (2015). *Qualitative research and evaluation methods. Integrating theory and practice*. 4th ed. Thousand Oaks: California. SAGE Publication Inc.
- Patton, S. C., Beaujean, A. A. & Benedict, H. E. (2014). Parental bonds, attachment anxiety, media susceptibility, and body dissatisfaction: A mediation model. *Developmental Psychology*, *50*(8), 2124-2133. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/24911568>
- Pelton, L. H. (2013). Have child maltreatment and child placement rates declined? *Children and Youth Services Review*, *35*(11), 1816-1822. Retrieved from http://digitalscholarship.unlv.edu/social_work_fac_articles/27/
- Pelton, L. H. (2015). The continuing role of material factors in child maltreatment and placement. *Child Abuse & Neglect*, *41*, 30–39. Retrieved from <http://ac.els-cdn.com.ezp.waldenulibrary.org/S0145213414002786/1-s2.0->

S0145213414002786-main.pdf?_tid=bba1e754-76d4-11e7-86a1-

00000aab0f27&acdnat=1501604352_70f0f9b7c7cce78e017ff0f032f8367d

Pont, K, Wadley, D, Ziviani, J. & Khan, A. (2013). The influence of urban form and family decision making on children's travel to school', *Journal of Urban Design*, 18(3), 363-382. Retrieved from

<http://www.tandfonline.com/doi/abs/10.1080/13574809.2013.800452>

Poropat, A. (2011). The eyesenckian personality factors and their correlations with academic performance. *British Journal of Educational Psychology*, 81, 41-58.

Retrieved from

onlinelibrary.wiley.com/wol1/doi/10.1348/000709910X497671/full

Reitemeier, B. (2008, February, 26). Commercialism is harming children's lives. *The Telegraph*. Retrieved from

<http://www.telegraph.co.uk/news/uknews/1579889/Commercialism-is-harming-childrens-lives.html>

Reynolds, K. (2014). *Perceptions of childhood*. Retrieved from

<https://www.bl.uk/romantics-and-victorians/articles/perceptions-of-childhood>

Richardson, J. S., Morgan, R. F., & Fleener, C. E. (2012). *Reading to learn in the content areas*. International Edition. Wadsworth, Cengage Learning

Rodgers, R. F., McLean, S.A. & Paxton, S.J. (2015). Longitudinal relationships among internalization of the media ideal, peer social comparison, and body dissatisfaction: Implications for the tripartite influence model. *Developmental Psychology*, 51(5), 706-713. Retrieved from <http://dx.doi.org/10.1037/dev000001>

- Rogoff, B. (2003). *Cultural Nature of Human Development*, Oxford University Press, ProQuest Ebook Central. Retrieved from <http://ebookcentral.proquest.com/lib/waldenu/reader.action?docID=272865&ppg=18>
- Romero, E., Gomez-Fraguela, J. A., & Villar, P. (2011). Life aspirations, personality traits and subjective well-being in a Spanish sample. *European Journal of Personality*, 26, 45–55.
- Rosendaal, E., Buijs, L., & van Reijmersdal, E. A. (2016). Strengthening children’s advertising defenses: The effects of forewarning of commercial and manipulative intent. *Fronteir Psychology, Frontiers in Psychology*, 7, 1664 - 1078. doi: 10.3389/fpsyg.2016.01186
- Schlessman, A. & Hurtado, K. (2012). Comparison of State Alternative Education Accountability Policies and Frameworks Paper presented at American Educational Research Association annual meeting. April 17, 2012 Vancouver, British Columbia, Canada. Retrieved from <http://files.eric.ed.gov/fulltext/ED534083.pdf>
- Schneider, W. (2017). Single mothers, the role of fathers, and the risk for child maltreatment. *Children & Youth Services Review*. Retrieved from <http://www.sciencedirect.com.ezp.waldenulibrary.org/science/article/pii/S0190740917304097?>
- Schoeppe, S., Duncan, M. J., Badland, H. M., Oliver, M., & Curtis, C. (2014). Associations of children’s independent mobility and active travel with physical

- activity, sedentary behavior and weight status: A systematic review. *Journal of Science and Medicine in Sport*, 16, 321-319. Retrieved from <https://bmcpublikealth.biomedcentral.com/articles/10.1186/1471-2458-14-91>
- Schoeppe, S., Tranter, P., Duncan, M., Curtis, C., Carver, A., & Malone, K. (2015). Australian Children's Independent Mobility Levels: Secondary Analyses of Cross-sectional Data Between 1991 and 2012. *Children's Geographies*. doi:10.1080/14733285.2015.1082083
- Shah, S. H. (2016). The influence of TV commercials on the lifestyle of youngsters. *Bangladesh e-Journal of Sociology*, 13(2), 156-165. Retrieved from <http://www.bangladeshsociology.org/BEJS13.2.pdf>
- Sebire, S.J. & Jago, R. (May, 2013). *Parenting quality and television viewing among 10 year old children*. *Preventive Medicine*, 56(5), 348-350. doi: 10.1016/j.ypped.2013.02.008.
- Senn, N. (2012). Effective approaches to motivate and engage reluctant boys in literacy. *The Reading Teacher*, 66(3), 211-220. doi:10.1002/TRTR.01107
- Shah, S.H. (2016). The influence of TV commercials on the lifestyle of youngsters. *Bangladesh e-Journal of Sociology*, 13(2), 156-165. Retrieved from <http://www.bangladeshsociology.org/BEJS13.2.pdf>
- Shosha, G .A. (2012). Employment of Colaizzi's strategy in descriptive phenomenology. *European Scientific Journal*, 27(8), 31-43. Retrieved from <http://eujournal.org/index.php/esj/article/viewFile/588/657>

- Smith, M. K. (2002). *Malcolm Knowles, informal adult education, self-direction and andragogy*. Retrieved from <http://infed.org/mobi/malcolm-knowles-informal-adult-education-self-direction-and-andragogy/>
- Smith, N. L. (2015). Built for boyhood? A proposal for reducing the amount of gender bias in the advertising of children's toys on television. *Vanderbilt Journal of Entertainment & Technology Law*, 17(4), 991-1049. Retrieved from http://www.jetlaw.org/wp-content/uploads/2015/09/Smith_Final.pdf
- Soni, P. & Singh, R. (2012). Mediation of TV advertising to children: An empirical study of indian mothers. *Society and Business Review*, 7(3), 244 – 259. Retrieved from <http://dx.doi.org/10.1108/17465681211271323>
- Sparks, S. (2012, May 27). Are you enabling academic entitlement in students? (Web log). Retrieved from http://blogs.edweek.org/edweek/inside-school-research/2012/05/are_you_enabling_academic_enti.html
- Stefan, T. (2017). Difference between commercial & advertising photography. Retrieved from <http://smallbusiness.chron.com/difference-between-commercial-advertising-photography-23796.html>
- Stetsenko, A. & Ho, P.G. (2015). The Serious Joy and the Joyful Work of Play: Children Becoming Agentive Actors in Co-Authoring Themselves and Their World through Play. *International Journal of Early Childhood*, 47(2), 221-234. Retrieved from <http://web.a.ebscohost.com.ezp.waldenulibrary.org/ehost/pdfviewer/pdfviewer?vi>

d=8&sid=ccb6312f-5f16-47c0-83c9-

12d2968376c4%40sessionmgr4009&hid=4212

- Stevenson, B. (2017). Children's independence: a conceptual argument for connecting the conduct of everyday life and learning in Finland. *Children's Geographies*, 15(4), 439-451, doi: 10.1080/14733285.2016.1271942 <http://www-tandfonline-com.ezp.waldenulibrary.org/doi/pdf/10.1080/14733285.2016.1271942?needAccess=true>
- Sultana, A.M., bin Lazim, & Ahmad, S. (2011). Gender Studies in Teacher Education: An Empirical Research. *Asian Social Science*, 7(12), 168-174. Retrieved from <http://search.proquest.com.ezp.waldenulibrary.org/docview/911956072/138643F8D615D80FD1A/3?accountid=14872>
- Sutton-Smith, B. (2017). *Play for life: Play theory and play as emotional survival*. Strong Museum.
- Taylor, P., Fry, R., & Oates, R. (2014). The rising cost of not going to college. Retrieved from <http://www.pewsocialtrends.org/2014/02/11/the-rising-cost-of-not-going-to-college/>
- Terrel-Holman, R. (2016). *The Lived Play Experiences of Kindergarten Teachers: An Interpretative Phenomenological Analysis*. (Walden Dissertations and Doctoral Studies). Retrieved from <http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=4034&context=dissertations>

- The Early Childhood Commission act: Act 2 (4th March, 2003). Retrieved from <http://moj.gov.jm/sites/default/files/laws/The%20Early%20Childhood%20Commission%20Act.pdf>
- Tosone, C., Nuttman-Shwartz, O., & Stephens, T. (2012). Shared trauma: When the professional is personal. *Clinical Social Work Journal*, 40(2), 231-239. doi: 10.1007/s10615-012-0395-0
- Twenge, J. M. & Kasser, T. (2013). Generational changes in materialism and work centrality, 1976-2007: Associations with temporal changes in societal insecurity and materialistic role modeling. *Personality and Social Psychology Bulletin*, 39, 883-897. doi: 10.1177/0146167213484586
- Uçuş, S. & Dedeoğlu, H. (2016). Preparation and evaluation of children's rights education curriculum: An action research regarding on protection rights module. *International Journal of Progressive Education*, 12(3). Retrieved from <http://web.b.ebscohost.com.ezp.waldenulibrary.org/ehost/pdfviewer/pdfviewer?vid=5&sid=f23c6051-0696-4ee5-ab0f-4b3f0efc24b4%40sessionmgr103>
- UNICEF. UNICEF Data: Monitoring the situation of children and women. Retrieved from <https://data.unicef.org/topic/child-protection/child-labour/>
- UNICEF (May 2017): Child protection from violence, exploitation and abuse. Retrieved from https://www.unicef.org/protection/57929_child_labour.html
- Save the Children Fund (n.d.). UN Convention on the Rights of the Child: A global framework for justice Retrieved from <http://www.savethechildren.org.uk/about-us/what-we-do/child-rights/un-convention-on-the-rights-of-the-child>

- U.S. Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau Child Maltreatment (2017), p. 2015). Retrieved from <http://www.acf.hhs.gov/programs/cb/research-data-technology/statistics-research/child-maltreatment>
- van Manen, M. (2007). Phenomenology of practice. *Phenomenology & Practice, 1*, 11-30. Retrieved from <http://www.maxvanmanen.com/files/2011/04/2007-Phenomenology-of-Practice.pdf>
- van Manen, M. (1990). Research lived experiences: Human science for action sensitive pedagogy. State University of New York, USA.
- Verma, S. & Larson, R.W. (2011), "Television in Indian adolescents' lives: A member of the family", *Journal of Youth and Adolescence, 48*(4), 379-85.
- Verwijmeren, T., Karremans, J. C., Stroebe, W., & Wigboldus, D. H. (2011). The workings and limits of subliminal advertising: The role of habits. *Journal of Consumer Psychology, 21*, 206-213.
- Vygotsky, L. S. (2012). Thought and language: Revised and expanded edition. MIT Press. Cambridge: Massachusetts
- Vygotsky, L.S. (1978). Mind in society: The development of higher psychological processes. Harvard College: USA
- Walker, O.L., Degnan, K. A., Fox. N.A., & Henderson, H .A. (2015). Early social fear in relation to play with an unfamiliar peer: Actor and partner effects. *Developmental*

Psychology, 51(11), 1588-1596. Retrieved from

<http://dx.doi.org/10.1037/a0039735>

Wallien, M.S.C., Veenstra, R., Kreukels, B. P., & Cohen-Kettenis, P.T. (2010). Peer

Group Status of Gender Dysphoric Children: A Sociometric Study. *Archives of Sexual Behavior*, 39(2), 553–560. doi: 10.1007/s10508-009-9517-3

Weiland, C., & Yoshikawa, H. (2013). Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development*, 84(6), 2112–2130

Woolf, A. M. (2013). Social and emotional aspects of learning: teaching and learning or playing and becoming? *Pastoral Care in Education*, 31(1), 28-42. Retrieved from <http://www.tandfonline.com/doi/full/10.1080/02643944.2012.702782?scroll=top&needAccess=true>

Whyte, W.F. (1993). Street corner society: The social structure of an italian slum. 4th Edition. University Chicago Press. Chicago, IL.

Yildirim, T.E & Eyada, B. (March, 2016). An evaluation of commercials concerning early childhood development. *International Journal of Early Childhood*

Education Research. 5(9), 17-31. Retrieved from

<http://web.a.ebscohost.com.ezp.waldenulibrary.org/ehost/pdfviewer/pdfviewer?sid=ed75b6e7-f46e-4029-9dfb-f959cb15e443%40sessionmgr4008&vid=6&hid=4106>

Zaman, S., Matin, S., Kibria A. M.B.G. (June 2014). A Study on present scenario of child labour in Bangladesh. *IOSR Journal of Business and Management* 16(6), Verr.

III. 25-36. Retrieved from www.iosrjournals.org www.iosrjournals.org

Appendix A: Interview Guide for Research Question 1

Interview Guide that will provide data for RSQ 1: What do adults recall about their perceptions, beliefs, attitudes, and meaning of the experiences they had as child participants in commercial activities?

Are you a former child participant in commercial activities?

1. How old are you?
2. What is your gender?
3. What is your educational level?
4. What is your current vocation?
5. What do you know about commercial activities in which children participate?
6. At what age were you when you first participated in a commercial activity?
7. How were you recruited?
8. What influenced you to participate?
9. Describe your experience participating in this activity?
10. How did you feel when you had completed the task?
11. Did you see/hear the final output?
12. How did you feel when your friends saw/heard you
13. How were you rewarded for your participation?
14. What did you like about the experience?
15. What did you not like about the experience?
16. What were the challenges you experienced?
17. Looking back now, how do you think your experience could be further enriched?

18. How would your life have been different if you had not participated?
19. What are your perceptions about your commercial activity (i.e.) experience?
20. How do you feel about recommending children to participate in commercial activities?
21. What should I ask of you, that I did not ask?

Appendix B: Interview Guide for Subquestion 1

Interview Guide that will provide data for Subquestion 1 (RQ1-A): What are the perceptions of former child participants in commercial activities that may have improved or impaired their schooling?

1. What do you remember most about your schooling experience when your schoolmates discovered that you were participating in commercial activity.
2. Describe how this experience made you feel about your schooling?
3. As a child participant in commercial activities, would you recommend this experience to other children? Why? Why not?
4. Is there a particular commercial activity that has contributed positively to your schooling? Can you share this activity with other child participants?
5. Is there a special commercial activity that has negatively impacted your schooling? Will you please share this experience with other child participants?
6. Are there any particular skills that you as a child participant acquired while involved in commercial activities that you believe has enabled you to be successful in your schooling? Tell us about this skill.
7. Are there any special attitudes that you gained as a child participant while involved in commercial activities that have negatively impacted your schooling? Please tell us about this/these attitude/s.

Appendix C: Interview Guide for Research Question 2

Interview Guide that will provide data for RSQ 2: What are the factors adults as child participants in commercial activities believe impacted their development into adulthood?

1. In how many commercial activities have you participated?
2. Describe your most memorable commercial activity
3. Why is this commercial activity most memorable?
4. Describe your experience of your best loved commercial activity and why?
5. Describe your experience of the commercial activity you least enjoyed, and why?
6. Describe for me the commercial activity that you may not have liked as much and why?
7. What have you learned from your participation in commercial activities?
8. How do you think your experience in commercials impacted your childhood?
9. How do you think your commercialized experience during childhood impacted your schooling?
10. How has your participation in commercial activity during childhood impacted your adulthood?
11. How has your participation in commercial activity during childhood impacted your career and or vocational choice?
12. What would you like to see changed for other child participants and why?
13. What else would you like to share that I have not asked?

Appendix D: Focus Group Interview Guide

Interview Guide for the focus group Interview. The data collected here ought to provide vital information for verification, clarification, as well as supported answers to the primary research questions, whilst yielding additional information for further probe.

1. Describe your first commercial activity in which you participated?
2. How did you feel about it?
3. How old were you then?
4. Why do you think you were recruited to participate in this commercial activity?
5. Describe your most memorable experience as a child participant in commercial activities.
6. Who among you here in this focus group, participated with you in the same commercial activity?
7. Were you familiar with each other prior to you participating together in the same commercial activity?
8. If yes, how did this former relationship impact your participation in commercial activity during childhood?
9. Tell what you liked best about your participation in commercial activity during your childhood?
10. Tell what you disliked about your participation in commercial activity during your childhood?
11. Tell how your childhood years have been impacted by your participation in commercial activity?

12. Tell how your schooling has been impacted by your participation in commercial activity.
13. Are you in receipt of a copy of your participation in commercial activity?
14. Is such a copy of your participation in commercial activity accessible for viewing?
15. What else is there you would like to share, that was not asked of you?

I thank you

Appendix F: National Institutes of Health Certification

