Impact of Value Structure on Brand Engagement Depending on Degree of Self-Esteem of Adolescents

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ABSTRACT: This research demonstrates the relationship between the brand engagement, depending on the structure of values and level of self-esteem in adolescents. The research methods was used: Rosenberg´s Self-esteem Scale (Rosenberg, 1965), Portrait Values Questionnaire (Schwartz, 1992, 1994, 1999), Brand engagement (Sprott, Czellar, Spangenberg, 2009). The final outcomes showed differences, as well as a certain correlation between the values, which are attributed to adolescents, and engagement attributed to brand. Cultural values are identified as influential factors for the brand engagement perception of the importance of adolescents depending on their level of self-esteem. Research shows the importance of recognition of the values for understanding and foresight of relations between values and attitudes towards brands, which reflect both their behavior and their social experience. The result provides recommendations for marketing communication to easier identification of compatible and antagonistic values, which adolescents associate with a brand.

KEYWORDS: Brands Engagement, Portrait Values, Self-Esteem, Adolescents.

1   INTRODUCTION

One of important aspect influencing the buying behavior is the importance that the consumer attaches to brands. As the engagement of brands for the consumer is in close relationship with their relationship to it [1], marketers are trying to bring the brand as close as possible to consumers' personality in the form of brand personality and brand image. This serves to approximate a better understanding of consumer personality, its value preferences [2], as well as its degree of self-esteem [3]. There are a number of influences on consumers, consumer behavior is socially conditioned. Group influences, influences of social groups, particularly in adolescence, are particularly significant in these groups of products: products that are consumed publicly (e.g. alcohol, cigarettes), products which consumption the public notices (such as cosmetics); products, which are the subject in interviews (such as travel, movies). Important driver of consumer behavior are attitudes such as mental position towards a certain topic, which can positively influence the purchase of specific brands of products [4]. In case

the values of individual that co-create existing attitudes are consistent with the values represented by the mark, the assumption of a positive acceptance of the given product or service increases [5]. This factor is particularly significant in the process of consumer socialization during adolescence, when the adolescents try to express their personality through the brand while belonging to the certain social group, for what they are usually rewarded with favor by group members.

Values represent one of the major sources of human motivation, which gives a person meaning and direction of his efforts. They are present during the decision making process, they affect the mental processes of perception; survival and they are transformed into the ruling personalities. Values, as defined by Williams [6], refer to interests, desires, goals, needs and standards of preference. As in [7], there is eighteen terminal and eighteen instrumental values with varying percentages present for each individual, applicable depending on whether he speaks about terminal status of existence or about the ways that a person applies to achieve these objectives. He describes values as a general tendency to prefer certain states of reality to others. According to [8], values are one of the major components of culture (along with symbols, heroes and rituals) and they can be divided into two types: desirable, for instance those values relate to the wishes and preferences from a global perspective and desired, for instance wishes and preferences for a particular person according to his interests and needs.

One of the most widely used instruments to measure values is the range of values used by Schwartz [9]. According to Schwartz [9], values are standards that help person in ambiguous situations. They assist him in decision-making and subsequent separate proceedings.

In framing theory, [10, p. 21], stems from three basic requirements (individual biological needs coordination of social interaction, survival groups): (1) needs of individuals as biological organisms (abbreviated as "organisms"), (2) requisites of coordinated social interaction (abbreviated as "interaction") and, (3) requirements for the Smooth Functioning and survival of groups (abbreviated as "group"). Based on the theoretical concept a questionnaire, which describes 40 types of nature of the person (Portrait Values Questionnaire -PVQ) was developed. For the purposes of ESS (the European Social Survey) it was reduced to 21 entries, which was used in this research. The result is a structure consisting of ten universal cultural values (1st order), which are grouped into four levels higher order (2nd order). Values are displayed in the two-dimensional space fitted into the circular structure (Figure 1), which has two perpendicular axes illustrating conflict, or close relations between the ten core values. These axes are self-enhancement versus self-transcendence and openness to change versus conservatism. As in [9], values are interdependent, which means the closer in both directions around the ring they are, the more positive the relationship between them is and vice versa, the more remote they are, the more negative their relationship is.

Each of the ten basic values is characterized by describing its central motivational goal (e.g. [9], [12]):

1. **Benevolence**. Maintaining, improving the living conditions of people with whom one is in frequent personal contact (helping, honesty, forgiveness, loyalty, responsibility, spiritual life, true friendship, mature love, meaning of life)
2. **Universalism**. Comprehension, understanding, appreciation, tolerance and protection of the welfare of society and nature (generosity, wisdom, social justice, equality, peace, beauty, unity with nature, environmental protection, inner harmony).--
3. **Self-direction**. Independent thinking and decision making, creativity, research, independence (creativity, freedom, independence, curiosity, deciding on objectives, self- respect).
4. **Stimulation**. Excitement, life challenges, changes in life (courage, a varied life, an exciting life).
5. **Hedonism**. Sensuality and pleasure, enjoying life.
6. **Achievement**. Personal success demonstrated through competence adequate to social standards (success, ambition, ability, influence, intelligence).
7. **Power**. Social status and prestige, control or dominance over people and resources (social power, authority, wealth, protection of image in the public and recognition in society).
8. **Security**. Security, stability and harmony of society, as well as relationships with others and oneself (family security, national security, social order, cleanness, reciprocation of kindness, experiencing survival, health).
9. **Conformity**. Avoiding actions, inclinations and impulses, which could disrupt or harm others and violate social expectations or social norms, or cause offense (honesty, obedience, self-discipline, respect for parents and older).
10. **Tradition**. Respect, commitment and acceptance of ideas and attitudes that are the traditional cultures, and which are supplied and supported by region (humility, acceptance of one's place in life, devotion, respect for tradition, moderation, impartiality).
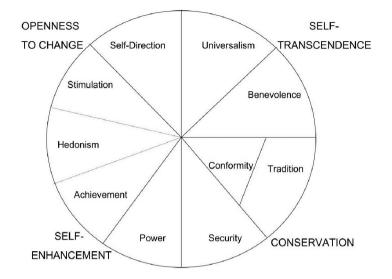
Fig. 1.   Value structure (Schwartz,n.d.)

Self-esteem is one of important aspects of personality structure, which has been building over the life course. It is considered one of the components of self-concept resulting from the bio-psycho-socio-cultural factors. As in [13], self-esteem is the result of interpersonal and social comparisons of personality, under which the individual creates a positive or negative attitude toward himself. Positive self-esteem, as opposed to negative self-esteem, is reflected by increased confidence, satisfaction of an individual with oneself and other people's optimistic assessment. Several authors emphasize that the self-esteem is a mental representation of emotional relationship to oneself, which reflects the assessment, interpretation of the behavior of oneself as well as others (e.g. [14], [15]).

From the developmental point of view it is important to focus attention on the importance of self-esteem in adolescence, which is considered a sensitive period for the development of identity and of the related self-concept. It is in that given phase of development when self-esteem is vulnerable, heavily influenced by external socialization factors (family, media, peers, community, etc.), task of which is promoting a context of consistent and stable self-esteem. Existing relationships, the socially claimed and recognized values thus become a part of forming and stabilizing self-esteem.

Research studies dealing with measuring and explaining the self-esteem are trying to explain its social status of personality, interpersonal relationships, employment and so on (e.g. [16], [17]). Consumption in that period is also strongly focused on oneself, therefore by choosing products adolescents present defining of their identities [18], while the choice of brands depends on the brand personality, as well as its image.

Several tools were created to measure self-esteem, such as the Coopersmith Self Esteem Inventory (Coopersmith CSEI-1981), which measures attitudes toward oneself in general and in relation to peers, parents, school and personal interests. The other self-measuring instruments can be mentioned The Tennessee Self Concept Scale (TSCS) [19] and the Self Esteem Scale of the Jackson Personality Inventory (SEJPI) [20]. Rosenberg's Self-Esteem Scale, RSES is considered one of the most widely used scales (e.g. [17], [21]).

According to Rosenberg [13], self-esteem is one-dimensional and Scale (RSES) is designed on this principle, measuring global self-esteem, which means positive or negative attitudes to oneself as a whole. Several authors point to the multifactor structure of the self-esteem, which is measured by a given range (e.g. [22], [23], [24]). However, in the contribution the original concept is followed, which emphasizes one-dimensionality of self-esteem.

Several studies confirm a relationship of values with social experience of an individual (e.g. [25], [9]). Research findings show the importance of linking the brand with material values, but not with self-esteem, self-concept and life satisfaction [26]. On the other hand, there are findings that support greater efficiency of self-congruent promotional message in contrast to self-incongruent [27], [28], [29]. People with high self-esteem and confidence search more information on certain products [30], [31].

Adolescent period is the period in which the stabilization of the values that were influenced first by parents, later mainly by peers can be found [32]. Consumers prefer advertising themes that motivate them to purchase on the assumption that advertising and product are congruent with their self-scheme. People with low self-esteem are more affected by pressure from peers and by advertising in order to raise their self-esteem and stabilize self-concept (e.g. [33], [34]). Brands (mainly on

clothing) are one of the most decisive elements for the formation of adolescent identity and expression, while materialistic orientation is associated with lower mental well-being and with the distorted, unstable values relating to themselves [35].

Consumer behavior is put into relationship between the consumer and the brand with an emphasis on the dynamics of the relationship [36]. It will therefore be interesting to know what marketing strategies we need to accept to communicate brands, so that the communication with adolescents is targeted in relation to the preferences of values and self-esteem scale. Therefore, the aim is to determine to what extent attributing the significance to brand depends on adolescent´s degree of self-esteem. Due to our desired goal, research was based on theoretical concept of Schwartz.

Based on the mentioned above, the following hypothesis was set:

Hy: Assumption - the brand engagement will be different in adolescents with low a high degree of self-esteem depending on the structure of values.

2 METHOD

Portrait Values Questionnaire: The Schwartz values questionnaire (PVQ-Portrait Values Questionnaire) was used to measure the nature of represented values (developed by [10]). For purposes of the research, a questionnaire with 21 portraits of people, used by European Social Research, was exercised (European Social Survey, (e.g. [10], [38], [39]). The questionnaire consists of 21 characters of persons and the task of participants was to indicate at a 6-point asymmetric unipolar categorical scale (very much like me, like me, somewhat like me, a little like me, not like me, not like me at all) (Cronbach´s $\alpha=0.616$), how much they resemble given portraits. Given portraits of people surveyed ten value orientations: power, achievement, hedonism, stimulation, self-determination, universalism, benevolence, tradition, conformity, security (the value of the first order). According to results of the factorial confirmatory analysis (e.g. [40], [39]) ten values were possible to combine into four levels higher, i.e. 2nd order (Table 1).

Table 1. Reliability coefficients for values of the first and second orders Portrait Values Questionnaire (PVQ)

Values- 1st order	Number of items	Cronbach's α	Values- 2nd order	Cronbach's α
Power	2	0.38	Self- Enhancement	0.79
Achievement	2	0.35		
Universalism	3	0.41	Self-Transcendence	0.70
Benevolence	2	0.39		
Hedonism	2	0.42	Openness to change	0.71
Stimulation	2	0.43		
Self-Direction	2	0.43		
Tradition	2	0.44	Conversation	0.77
Conformity	2	0.39		
Security	2	0.38		

The Rosenberg Self Esteem Scale [13] monitors global self-esteem (GSE) as one factor. The studies used the Czech version of this scale (the scale was validated by 14]. The Slovak version of the scale was validated by [23]. The questionnaire is composed of 10 items formulated as statements. The respondents assess their personal agreement with the statements on the Likert type scale ranging 4-item scale: 1. Strongly agree, 2. Agree, 3. Disagree, 4. Strongly disagree (Cronbach's $\alpha=0.81$). Five items are formulated positively; the other five are formulated negatively. The scores of negative items were coded reversely.

Brand Engagement (BE). The engagement of brand was measured through a range of Brand Engagement [41], which combines linkage of engagement attached to the brand with personality self-concept. A questionnaire comprising of 32 items was used, which was adjusted after Principal Components Analysis to the one-dimensional 11-item questionnaire, explained 49.48% of total variance (eigenvalue = 9.63) (Cronbach's α = 0.93) (Table 2). Participants rated each item on a seven-point scales anchored by 1 (strongly disagree) to 7 (strongly agree).

Table 2. BE: Brand Engagement (Sprott, Czellar, Spangenberg, 2009, modified by the authors)

	Items	Component
1	My favorite brands feel like a part of me	0.72
2	I consider my favorite brands to be part of myself	0.76
3	The brands that I most prefer clearly indicate something about me	0.68
4	I often feel a personal connection between me and my brands	0.77
5	Part of me is defined by important brands in my life	0.72
6	I feel as If I have close personal connection with the brands I most like	0.76
7	I can identify with the important brands in my life	0.77
8	There are links between the brands that I prefer and how I view myself	0.71
9	My brands are more important indication of who I am	0.75
10	When a brand is important to me, it feels as if the brand defined who I am	0.65
11	You can learn a lot about me by looking at the important brands in my life	0.72

Operationalization of variables

The engagement of brands was measured by dependent variable with the help of Brand Engagement (BE) [41]. Independent variables were: the character of values measured with the help of the Portrait Values Questionnaire (PVQ) [10] and the rate of self-esteem (low, high), measured by Rosenberg's Self-Esteem Scale (RSES) [13]. The results were processed using SPSS 18.

Participants

Research set consisted of 745 adolescents studying at universities in Slovakia and the Czech Republic (N = 440 from Czech Republic and N = 305 from the Slovak Republic) at the age = 19.57 AM.

3 RESULTS

To determine differences of nature of values between the adolescents with low and high self-esteem, t-test (independent sample test) (Table 3) was used. First, participants were divided into the group with low level of self-esteem (N = 107) and the group with high level of self-esteem (N = 151) in the normal distribution of AM plus/minus 1σ. Different representation of values among adolescents with low and high evaluation was showed in the assessment of values universalism (t =- 2.11, p = 0.035), conformity (t =- 2.67, p = 0.008) success (t =- 3.69, p = 0.000) (1st order) and self-enhancement (t =- 2.38, p = 0.018) (2nd order).

Table 3. Differences in value characteristics (t-test) in adolescents with low (N=107) and high (N=151) self-esteem (only scale with statistically significant difference is shown)

Values	Self-Esteem	Mean	Std. Deviation	t	p
Universalism	low	2.21	0.,67	-2.11	0.035
	high	2.39	0.67		
Conformity	low	3.38	1.37	-2.67	0.008
	high	3.81	1.20		
Achievement	low	1.98	0.75	-3.69	0.000
	high	2.41	1.02		
Self-Enhancement 2nd order	low	2,50	0.76	-2.38	0.018
	high	2.77	1.00		

Identification with the values self-enhancement (represented by the success) is contained at a higher rate in participants with low self-esteem compared to adolescents with higher self-esteem, what might be interpreted as a need and also a desire to be successful and capable, to show off their skills and success. For participants with a high degree of self-esteem, there is less inclination to universalism (tolerance, understanding), conformity (obedience, strict compliance with the

standards), and success, which explains the greater self-assurance, confidence, openness, creativity and individualism (which means characteristics that are connected with high self-esteem).

The next step was the assessment the magnitude of influence of the individual scales of brand engagement and the clarification of the capacity of the present model using multiple regression analysis. The model included all range of first and second orders of the nature of values.

Table 4. Regression Analysis Reporting impact on value characteristics on Brands Engagement depending on degree of self-esteem (Hy)

Brands Engagement- 1st order	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	p
Low self-esteem	0.810	0.656	0.621	0.87	18.50	0.000
High self-esteem	0.807	0.652	0.627	0.77	26.21	0.000
Brands Engagement- 2nd order	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**F**	**p**
Low self-esteem	0.774	0.599	0.584	0.91	38.51	0.000
High self-esteem	0.733	0.538	0.,525	0.87	42.46	0.000

Multiple correlation coefficient R shows that in adolescents with low self-esteem a strong relationship between brand engagement and the nature of the representation of values can be found, when we scale 65.6% variability in the nature of values (1st order) and 59.9% the variability of the nature of values (2nd order) (Table 4). Likewise, a strong relationship between surveyed items was showed also in adolescents with high evaluation. Scales of first order explained 65.2% variability of the nature of values and scales of 2nd order explained 53.8% of variability in the nature of values.

Since the test statistics F testing the hypothesis about the uselessness of all predictors showed that a given hypothesis at significance level of 0.001 can be rejected and it can be concluded that the nature of values and brand engagement at both levels are not independent in adolescents with low and high degree of self-esteem (table 4).

Table 5. Estimation of Regression Coefficients in adolescents with low self-esteem (N=107)

		Unstandardized Coefficients		Standardized Coefficients	t	p
		B	Std. Error	Beta		
Brands Engagement	*Constant*	6.80	0.65		10.50	0.000
	Universalism	0.77	0.30	**0.37**	2.60	**0.011**
	Benevolence	056	0.17	**0.29**	3.24	**0.002**
	Conformity	-0.23	0.10	**-0.22**	-2.35	**0.021**
	Tradition	-0.13	1.12	-0.09	-1.05	0.295
	Security	-0.17	0.15	-0.15	-1.13	0.260
	Power	-0.85	0.17	**-0.57**	-5.06	**0.000**
	Achievement	0.20	0.23	0.11	0.90	0.372
	Hedonism	-0.24	0.12	**-0.21**	-2.06	**0.043**
	Stimulation	-0.45	0.13	**-0.34**	-3.55	**0.001**
	Self-Direction	-0.39	0.17	**-0.16**	-2.29	**0.024**
2nd order		Unstandardized Coefficients		Standardized Coefficients	t	p
		B	Std. Error	Beta		
Brands Engagement	*Constant*	5.85	0.50		11.79	0.000
	Self-Transcendence	1.36	0.21	**0.59**	6.42	**0.000**
	Self- Enhancement	-0.89	0.13	**-0.48**	-6.78	**0.000**
	Conversation	-0.48	0.13	**-0.32**	-3.57	**0.001**
	Openness to change	5.85	0.50	**-0.33**	11.79	**0.000**

For the engagement of brands in adolescents with low self-esteem, a hypothesis about a zero regression coefficients can be rejected for predictors of axes self-transcendence (represented by scales of universalism and benevolence), protecting the status quo (represented by a range of conformity), self-enhancement (represented by a scale of power) and openness to change (represented by scales of hedonism, stimulation, self-determination) (Table 5).

Engagement attached to brands in adolescents with low self-esteem after the application of control of indirect effects, on the basis of scales of the 1st order the following can be predicted: universalism (ß = 0.37, p <0.05), benevolence (ß = 0.29, p <0.01), conformity (ß = 0.22 p <0.05), power (ß = 0.57, p <0.001), and hedonism (ß = 0:21, p <0.05). Stimulation (ß = 0:34, p <0.01), self-determination (ß = 0.16, p <0.05) and 2nd order scales: self-transcendence (ß = 0.59, p <0.001), self-enhancement (ß = 0.48, p <0.001), protection of status quo (ß = 0.32, p <0.01) and openness to change (ß = 0:33, p <0.001). The results therefore indicate that the engagement that is attached to brands in adolescents with low self-esteem contributes to higher self-transcendence, shared by universalism and benevolence. The engagement of brands in adolescents with low self-esteem also contributes to lower level of self-enhancement (determined by power - the highest predictor), protecting the status quo (conformism), as well as openness to change (driven by hedonism, stimulation and self-determination). If interest in the welfare of relatives and other people interested in conservation increase, the social status, prestige, protection of public image (power), enjoyment of life (hedonism), the excitement, challenges in life (stimulation) and independence in decision-making, action, thinking (self-determination) and cooperation with others decrease to avoid social rejection of an individual (conformity), then the engagements attributed to brands with low self-esteem among adolescents change. Therefore, if a given segment needs to be addressed, it is necessary to focus on communication with the inclination to brands with presentation not high level of identifying the interest in the welfare of other people, nature conservation, with reference to social status, prestige, conformity, independence of thought and joy of bringing about enjoyment of life.

Table 6. Estimation of Regression Coefficients Reliability in adolescents with high self-esteem (N=151)

		Unstandardized Coefficients		Standardized Coefficients	t	p
		B	Std. Error	Beta		
Brands Engagement	*Constant*	5.24	0.54		9.63	0.000
	Universalism	0.05	0.12	0.03	0.43	0.671
	Benevolence	0.34	0.10	**0.21**	3.54	**0.001**
	Conformity	-0.31	0.08	**-0.29**	-3.72	**0.000**
	Tradition	0.21	0.10	**0.19**	2.23	**0.027**
	Security	0.12	0.07	0.11	1.74	0.084
	Power	-0.45	0.09	**-0.41**	-5.00	**0.000**
	Achievement	-0.13	0.09	-0.11	-1.47	0.143
	Hedonism	-0.42	0.09	**-0.32**	-4.59	**0.000**
	Stimulation	0.10	0.09	0.08	1.09	0.278
	Self-Direction	-0.09	0.12	-0.05	-0.73	0.470
2nd order		Unstandardized Coefficients		Standardized Coefficients	t	p
		B	Std. Error	Beta		
Brands Engagement	*Constant*	4,.70	0.57		8.24	0.000
	Self-Transcendence	0.48	0.15	**0.22**	3.18	**0.002**
	Self- Enhancement	-0.73	0.09	**-0.57**	-8.08	**0.000**
	Conversation	0.05	0.10	0.03	0.45	0.651
	Openness to change	-0.18	0.14	-0.10	-1.25	0.213

Subprogram t-test for the factors of character of values tests the hypothesis that the given regression coefficient is zero (Table 6). For the engagement of brands thus for the segment of adolescents with high self-esteem the hypothesis of zero regression coefficients for predictors self-transcendence (represented by a scale of benevolence), self-enhancement (represented by scales of power and hedonism) and scales of conformity and tradition can be rejected.

Engagement attached to brands in adolescents with high self-esteem after the application of control of indirect effects, based on the scales of 1st order, the following can be predicted: benevolence (ß = 0:21, p <0.01), conformity (ß = 0.29, p

<0.001), tradition (ß = 0.19 p <0.05) power (ß = 0.41, p <0.001) and hedonism (ß = 0.32, p <0.001) and scales of 2nd order: self-transcendence (ß = 0.22, p <0.01) and self-enhancement (ß = 0.57, p <0.001). As shown by the results, the strongest predictor is self-enhancement supported by a scale of power, which means if the dominant position associated with social status and prestige is reduced, engagements attributed to brands by adolescents changes. On the other hand, engagement attached to brands in adolescents with high self-esteem contributes to greater self-transcendence determined by benevolence, as well as to higher tradition and lower conformity and self-enhancement (especially hedonism and power). It is therefore necessary to bear in mind the necessity of strengthening the brand engagement in adolescents with high self-evaluation, so that in communication the level of responsibility, support, loyalty (benevolence), as well as respect for tradition is not increased; and the subordination of people with frequent social contact (for example parent, teacher, co-worker) (conformity), the emphasis on social status and prestige (power), as well as pleasure, joy of life (hedonism) is not reduced.

4   CONCLUSION

On the basis of preference of values it is easier to conclude compatible as well as antagonistic values, and thus marketing communication becomes more efficient and more focused.

Analysis of data observing dependence of attributing engagement to a brand on the rate of self-esteem of adolescents provides an indication that the investigation is justified. Engagement attached to brands in adolescents with low self-esteem can be predicted on the basis of more dimensions in comparison with adolescents with high self-esteem. The resulting findings can be applied not only in marketing but also in the educational practice, in building self-concept of adolescents. Adolescents with low self-esteem tend to attribute the engagement of brands in the direction of enhancing their social status, prestige, control and dominance over people and nature. They also see the brand in connection with the provision of enjoyment, independence, a certain level of activation and avoiding social rejection by close people. This is consistent with findings of other authors [42], [33]. In the direction of congruent communication of the brand with personality of adolescents with a low rating of evaluation is also important to take care and not to emphasize paying attention to the welfare and interest of other people.

For adolescents with high self-esteem it was shown that the more importance is attributed to values that are associated with self-enhancement with relation to social status and prestige together with an emphasis on enjoyment, the more the engagement of brands increases. People with high self-esteem and confidence care for each other on higher levels, which leads to greater consumption of products and services in order to feel great [43] and at the same time these people are also strongly motivated to purchase. On the other hand, the engagement of brand reduces demonstration of acceptance/commitment, cultural practices, and support of cooperative social relationships with people around oneself. Therefore, in the marketing communication with adolescents with high self-esteem the emphasis should be put on the authority, social power, prestige, openness, self-improvement, as well as on a certain degree of subordination of the interest of people who are in a frequent contact (e.g. parent, teacher, friend), but loyalty to friends, helping people around and rigid compliance of standards, patterns and traditions should not be emphasized.

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