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Article

Storytelling: Qualitative analysis of the influence on gen Alpha's consumption decisions and affective buying behaviours in a developing market

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Abstract: The study employed a qualitative approach to determine the influence and effectiveness of storytelling in shaping the Alpha generation's buying decisions and consumption behaviours. The students of the University of Lagos Junior Secondary School were selected for the study. The interview questions were set to focus on factors like experiences, sources of storytelling communication, the outcomes and the affective effects. Twenty-five students were purposively selected out of one hundred and twelve (112) population for the interview based on the conditions for selection. Thematic analysis was used and a total of 244 themes were identified. Four (4) major themes were later identified in thematic synthesis through coding translation. The findings revealed that storytelling is effective and strategic in brands targeted at the Alpha generation, hence, the generation relied on storytelling to choose brands in convenience, impulsive and shopping products, and radio and television were the main sources of storytelling campaigns among the generation. Storytelling wrapped in songs, entertainment, dancing, drama, etc. captivated and influenced the generation, and children used the information from the storytelling campaigns to influence family purchase decisions and parents' buying decisions and behaviours.

Keywords: storytelling; Alpha generation; marketing communication; campaigns; purchase decisions

1. Introduction

The work of Mark McCrindle (2008) who coined the name Gen Alpha shows that over 2.5 million of the generation are delivered every week globally, with an estimated population of over 2 billion by 2025, and a sizeable number of the segment will reside in the developing market. In his work—Understanding Generation Alpha, McCrindle stresses that the generation will be the wealthiest and most exposed to technology. Their immersion into the technology world from birth and tender age is a sort of inundation that progressively reveals the generation to the marketing world, especially marketing communication campaigns like advertisements and sales promotion that employ storytelling methods.

Gen Alpha are children delivered between 2010 and 2025; the eldest will be 14 years old in 2024, and they are the children of the Millennials. Studies have described the generation as greatly influential and easily influenced, and their consumption behaviours are far different from the previous generations. The fact about the Gen Alpha is that they are early exposed to, and have access to technology, information, marketing, holidays and travelling than the previous generations based on the priorities

of their parents (McCrindle and Fell, 2020). This exposure to information, technology and marketing has influenced the generation's cognitive and affective understanding of brands in the market. For instance, it is unusual to see a Gen Alpha, even at an early age, who will not recognise his/her family's favourite restaurant after two or three visits and equally who will not recite his/her favourite advertisement theme after a few times of listening. The combination of these exposures in today's world has accentuated Gen Alpha's high involvement in family purchase decisions and their buying behaviours.

Storytelling is a potential tool in marketing campaigns to evoke emotional attachment to a brand and to express facts about brands and events in fascinating stories that can be easily remembered. Dias and Cavalheiro (2022) in their study of Pandora (the Danish jewellery giant) reveal the commercial importance and relevance of storytelling as a marketing communication tool to convey facts with emotion which keeps consumers engaged and prompts them to take action. Thus, the effectiveness of storytelling is found in its capacity to create jargon-free content, audience engagement and trust among consumers. Dias and Cavalheiro (2022) further that storytelling simplifies the complexity of the contents in its operations.

Broadly, storytelling as a marketing communication tool is not limited to commercial or business environments. It has been applauded as a veritable tool in social policy propagation and dissemination of information that affects the well-being of society. Turpin et al. (2024) reiterated the effectiveness of storytelling in understanding the experiences of the homeless and policy development to solve problems associated with homelessness in British society. Also, Stoica et al. (2002) deepen the strategic importance of storytelling in government social policy. The study emphasises that storytelling fosters community cohesion in a segregated society, and storytelling via advertising and social media tools achieves the place-branding of a community on the note of diversity and multiculturalism. Jemal (2024) stresses the role of storytelling to correct and provide counter-storytelling on sensitive issues in society like slavery, women's oppression, and black women's inferiority syndrome to create resistance and healing for the victims. The strategic importance of the policies on the Alpha Generation is that they engender positive children's development process and formative years.

The effectiveness of storytelling in projecting positive social policy stands on the strength of communication infrastructure and tools, and contemporary studies have emphasised the strategic roles of digital and social media tools, advertising, immersive digital tools, etc. (Jemal, 2024; Stoica et al., 2022; Zaid et al., 2022; Zarifsanaiey et al., 2020).

Considering the peculiarities of the Gen Alpha transition from the sensorimotor stage to the formal operational stage (Piaget, 1983) and the operations of Roedder's (1999) consumer socialisation theory, there may be a potential role for storytelling in creating cognitive and affective influences on the Gen Alpha's grasp of marketing campaigns in market. In other words, the study focuses on storytelling effectiveness and the examination of Gen Alpha's exposure to a marketing campaign and how it influences the generation's consumption behaviours and the subsequent influence on family members' purchase decisions.

2. Literature review

The emotional effects that drive the drama-like operations of storytelling marketing campaigns make its appeal broader across businesses' marketing communication campaigns strategic. In today's business, usage and application cut across ages, demography, and other segments. According to Atiq et al. (2022), the effectiveness of storytelling that engenders its popularity and appeals is not unconnected to features like fact expression, listener engagement, relatability, simplicity and trust. Storytelling makes complex marketing information simple, convincing and interesting to consumers, and this eases understanding and knowledge about products' usage, functions and disposal. Dias and Cavalheiro (2021) further that storytelling creates brand love which elaborately reveals that storytelling as a marketing communication tool can entrench brand values, engender brand engagement between consumers and brands involved, and nurture story bonds between consumers and brands. The bond created is expressed in how consumers relate brands' use to personal style to achieve a purpose, and how consumers picture themselves in the created story in a marketing campaign and bring it to reality, especially when it is positive, stylish and appealing.

Besides the popularity and effectiveness of TV and radio advertisements as platforms for storytelling marketing communication strategy (Rodrigues et al., 2024), there has been a steady increase in the use of other mediums to achieve storytelling in marketing communication. Mirag et al. (2022) reveal that the use of a vlog (video presentation of a blog) is effective as a platform for storytelling in the tourism industry. In other words, the use of social media platforms for storytelling campaigns has multiple operations and creativity, for instance, it is effective in reimagining services, brands, beliefs and practices that might have suffered negative image, market rejection or resistance (Zaid et al., 2022); creation of deep connection and immersive technology that makes viewers feel that they have become part of the story (Yang, 2023). Mirag et al. (2022) stress that social media platforms for storytelling easily and seamlessly influence and convince consumers, especially when a known person like family members, friends, colleagues and celebrities are involved in the storytelling campaigns and marketing communication.

Without mincing words, the benefits of storytelling in marketing communication and campaigns cannot be over-emphasised, and the dimensions of its benefits, to a large extent, make it strategic in certain sectors and businesses. Girao et al. (2023) stress that the incidence of fake news in marketing communication is eliminated in storytelling because the authenticity and veracity of information can be easily verified. Also, storytelling is strategic in brand engagement, brand love, emotional attachment and brand expression (Dias and Cavalheiro, 2022), co-creational approach in destination branding by bridging the gaps where segregation exists between brands and consumers or between consumers and location (Stoica et al., 2022) and effective in corporate image construction and restoration (Girao et al., 2023). Yang (2023) stresses that storytelling is stronger for communicating products' understanding, empathy, credibility, enjoyment and user experience than other marketing communication mediums.

3. Storytelling and the Alpha generation

Understanding the peculiarity of the Alpha Gen is significant to businesses that focus on them as a segment, especially the effects of formative years on grasping brands' usage, functions and conviction. Roedder's (1999) analysis of children's perceptual, analytical and reflective stages show the formative process of age which affects consumption decisions and patterns. The integration of these stages of development into marketing communication and campaigns centre on the children is strategic to conviction and currying children's loyalty and repeat purchases. Feijoo et al. (2023) relate adolescent critical thinking to purchase behaviours and decisions. The connection represents advertising literacy among the generation. Importantly, advertising literacy projects through storytelling create persuasive intents, persuasive tactics and advertising bias that organisations can leverage to effectuate cognitive and affective processes towards brands among children (Fejioo et al., 2023; Rodrigues et al., 2024; Roedder, 1999). The understanding and application of storytelling in children's brands is seen in the relatability function that the storylines created in customer engagement and trust in brands (Atiq et al., 2022; Dhote and Kumar, 2019; Sundin et al., 2018).

Studies have shown that the impacts of storytelling on children, contemporarily the Generation Alpha, are strategic and multidimensional in outlook because the effects cut across different facets of the generation's life. Supady et al., (2023), stress that storytelling has achieved tremendous positive effects in changing children's diets, especially in instilling the right diets and healthy consumption to avoid mortality among the generation. The work of Ahmed et al. (2021) corroborates the effectiveness of storytelling in the Alpha generation's developmental and formative processes in listening skills acquisition and vocabulary learning which are strategic and fundamental to purchase decision and consumption behaviour, and these are accomplished through storytelling, teaching with pictures, music, robots, cartoons, puzzles, etc. (Ahmed et al., 2021; Ching-Yi et al., 2023; Kathiah, 2024).

The fact that Generation Alpha belongs to the digital native generation has also accentuated the use of digital platforms to communicate and improve the generation's understanding, assimilation, and immersion into the consumption decision-making process. The strategic role and importance of digital storytelling in the Alpha Generation decision (Ching-Yi et al., 2023; Supady et al., 2023; Zarifsanaiey et al., 2022) is its affective function in that storytelling plays a large influence on consumption decisions and behaviours among the generation which is extended to influence the family members, friends and colleagues' purchase and consumption decisions because the experience, knowledge and information acquired are shared with others. This influence of storytelling on and the roles played by the Alpha Generation is not unconnected to the sophisticated social skills learnt through storytelling education (Fang and Tsvetkova, 2023; Zarifsanaiey et al., 2022).

Despite the popularity and growing acceptance of storytelling marketing campaigns in children's brands (Ahuja and Loura, 2022; Anaza et al., 2020; Henie and Berghaus, 2014), there are incidences of unethical practices and developments that have become damaging to the well-being of Gen Alpha in the society. In other words, where there is no strong regulation about marketing campaigns abuse of storytelling

campaigns towards children is imminent. The experiences in a few developing countries have revealed that organisations might capitalise on weak marketing communication regulations to exploit consumers, especially children known for easy persuasion, conviction and impulsive decisions.

According to Omidvar et al. (2021), organisations can easily hijack storytelling to increase and perpetuate the wrong use of products or sell unhealthy products to children that may affect their wellbeing. This development in Iran is not unconnected to weak legislation regulating the application and use of marketing communication tools. McLellan (2002) noted earlier that storytelling, largely advertising, can harm children when they are inundated with aggressive campaigns and commercials that promote materialism, projecting wrong values, edacity and egoism (Omidvar et al., 2021). The aftermaths of the developments are noticed in engendering obesity, body image problems, emotional problems, eating disorders, violence, inappropriate behaviours, unhealthy consumption, memory manipulation, technological dominance, replicant rebellion, etc. (He, 2023; McLellan, 2002, Omidvar et al., 2021).

4. Methodology

4.1. Research design

A qualitative approach is adopted for the study based on the peculiarity and characteristics of the respondents involved, equally the previous studies in this field have largely employed a qualitative approach to adequately capture the Alpha Generation's responses (Dias and Cavalheiro, 2022; Omidvar et al., 2021; Zarifsanaiey et al., 2022). Specifically, the study was limited to students/interviewees' exposure to TV and radio marketing communication with no consideration of social media and other forms of digital communication. This is not unconnected to the school's policy that the students were not permitted nor encouraged at that age to use Android phones and parents were equally advised on the phone use among the children. Though few students use mobile phones, it is limited to non-internet-based telephones. This limited the students' exposure to or use of social media like Facebook, Instagram or X. The students' exposure to information technology and internet use was largely for educational purposes. Thus, the study was limited to exposure to TV and radio marketing communication among the students. The school management believed the policy would eliminate exposure to cyberbullying and other negative sides of social media at the minor age, and it would strengthen the students' social communication without reliance on digital technologies.

4.2. Population, sample size and sampling technique

The Junior Secondary School (JSS) students of the International School Lagos (ISL) of the University of Lagos were chosen for the study. Specifically, twenty-five (25) students of the cohort were selected for the research exercise out of a population of one hundred and twelve (112) students. In Nigerian educational policy and standards, Junior Secondary School is the immediate level or stage of education after elementary education and the age range for this level is between eleven (11) and

fourteen (14) years for a three-year educational system. Their spread cut across genders—fourteen (14) females and eleven (11) males.

Importantly, a purposive sampling process was employed to ensure that the respondents met the conditions for the study: firstly, access to TV and radio and, secondly, the parental background and social class status. Thus, the students' parental background and social class cut across white and blue-collar jobs i.e. children of academic staff like professors and clerical staff from the university, and children of the staff of institutions and commercial outfits within the university and the neighbouring communities e.g. banks, restaurants, and other businesses. The seeming paucity in the sample size was due to the school's policy that limited the number of interviewees to selected students of good academic performance and brilliance by the teachers. The school management recommended that the students be chosen for the interview. The study was underpinned by Roedder's (1999) consumer socialisation of children which focused on children's development as consumers, and Piaget's (1983) theory which focused on children's cognitive development to unfold the generation's immersion into consumption decisions and behaviour via marketing communication effects.

4.3. Ethical considerations

Based on the minor category of the students, the school's policy on research programme and implementation was strictly adhered to, and this covered the areas of consent, quality and style of semantics and lexis, study coverage that does not violate the students' rights and corrupt their mannerism and behaviours, category of products involved, and the school's policy on social media exposure. Thus, to ensure that the study meets the rules and ethical codes, the draft of the interview was submitted to the management for scrutiny, evaluation and approval before the administration of the questionnaire.

4.4. Instrument and data analysis

The interview was a self-completed question in simple English that was understandable to the students. Selected teachers for the class cross-checked the questions to validate the appropriateness of the semantics and lexis for each student's understanding. The questions were drawn to infer their responses on variables—experiences, outcomes, and affective process—based on exposure to storytelling.

Based on the study objectives, the multi-option data collection from the existing elements from the measurement of storytelling sources, outcomes, experiences and affections were grouped accordingly and prepared for transcription. In the first stage, the representation of the respondents with fictional names for the analysis to protect their anonymity was carried out as shown in **Table 1** with the denotation P1, P2, …, P25 and the fictional names. However, there are various methods of processing data transcriptions e.g. adoption of manual or electronic processing data transcription methods. An example of NVivo technology is mostly acceptable for unstructured text transcription while the manual transcription method is suitable for both structured and unstructured merely by hand through a transcriber. Importantly, a manual data

processing transcription method was adopted in this study to enable the transcriber to type, code, edit and map out the themes to arrive at major themes for the analysis.

Secondly, keywords were identified from the students' responses for coding to enhance the identification and development of themes for the study's analysis. **Tables 2** to **5** revealed the keywords identified from students' responses to the research questions. In other words, each table showed the keywords emanated from each student's responses to each question. The keywords identified possessed realness, richness, repetition, rationale and regal (Naeem et al., 2023) qualities essential and imperative for thematic analysis. Importantly, this transcription method is suitable for achieving optimum data accuracy that is best related and coherent with the study context (Creswell, 2015). The categorisation of the keywords as shown in the tables generated a total number of two hundred and forty-four (244) themes. The keywords offered cohesive and robust starting points for coding, especially with the robust coding style adopted in the study (Naeem et al., 2023). The transcription and coding were further deepened and extended which resulted in the generation of four (4) major themes as thematic synthesis, and this was shown in **Tables 6** and **7**. The thematic synthesis developed in the study harped on the four (4) identified factors that underpinned a model for the study - consumer media influence and narrative channel habits; transformative learning and persuasion process; immersive enjoyment and emotional engagement; and emotionally supportive bonds and relationships (see **Table 7**). This is a subjective outcome with various lenses to represent a new contribution to knowledge on the impact of storytelling on the alpha generation's buying behaviours and consumption decisions.

Table 1. Codes interpretation.

Participants	Fictional Names	Interview Questions	Combined Codes
P_1	Isab	Q_n	P_1-Isab-Q_n
P_2	Bennt	Q_n	P_2-Bennt-Q_n
P_3	Ava	Q_n	P_3-Ava-Q_n
P_4	Oliv	Q_n	P_4-Oliv-Q_n
P_5	Jay	Q_n	P_5-Jaiy-Q_n
P_6	Thew	Q_n	P_6-Thew-Q_n
P_7	Isla	Q_n	P_7-Isla-Q_n
P_8	Thon	Q_n	P_8-Thon-Q_n
P_9	Soph	Q_n	P_9-Soph-Q_n
P_{10}	Leo	Q_n	P_{10}-Leo-Q_n
P_{11}	Mont	Q_n	P_{11}-Mont-Q_n
P_{12}	Mitch	Q_n	P_{12}-Mitch-Q_n
P_{13}	Dono	Q_n	P_{13}-Dono-Q_n
P_{14}	Mia	Q_n	P_{14}-Mia-Q_n
P_{15}	Marc	Q_n	P_{15}-Marc-Q_n
P_{16}	Elli	Q_n	P_{16}-Elli-Q_n
P_{17}	Saxa	Q_n	P_{17}-Saxa-Q_n
P_{18}	Pao	Q_n	P_{18}-Pao-Q_n

Table 1. (*Continued*).

Participants	Fictional Names	Interview Questions	Combined Codes
P_{19}	Gan	Q_n	P_{19}-Gan-Q_n
P_{20}	Fels	Q_n	P_{20}-Fels-Q_n
P_{21}	Relz	Q_n	P_{21}-Relz-Q_n
P_{22}	Belz	Q_n	P_{22}-Belz-Q_n
P_{23}	Marl	Q_n	P_{23}-Marl-Q_n
P_{24}	Boro	Q_n	P_{24}-Boro-Q_n
P_{25}	Altz	Q_n	P_{25}-Altz-Q_n

Table 2. Transcription of participant responses according to the questions/participant responses to question one.

Codes	Themes	Source of Storytelling
P_1-Isab-Q_1	(3)	Convenience goods & Shopping goods/Television
P_2-Bennt-Q_1	(7)	Convenience goods, Shopping goods & Impulsive goods/Television
P_3-Ava-Q_1	(12)	Convenience goods, Shopping goods & Impulsive goods/Television & Radio
P_4-Oliv-Q_1	(15)	Convenience goods, Impulsive goods/Television
P_5-Jaiy-Q_1	(19)	Convenience goods, Shopping goods & Impulsive goods/Television
P_6-Thew-Q_1	(22)	Convenience goods/Television, Radio
P_7-Isla-Q_1	(24)	Convenience goods/Television
P_8-Thon-Q_1	(28)	Convenience goods, Impulsive goods/Television & Radio
P_9-Soph-Q_1	(32)	Convenience goods, Impulsive goods/Television & Radio
P_{10}-Leo-Q_1	(35)	Convenience goods & Shopping goods/Television
P_{11}-Mont-Q_1	(39)	Convenience goods; Impulsive goods/Television & Radio
P_{12}-Mitch-Q_1	(43)	Convenience goods & Impulsive goods/Television and Radio
P_{13}-Dono-Q_1	(45)	Convenience goods/Television
P_{14}-Mia-Q_1	(48)	Convenience goods & Impulsive goods/Television
P_{15}-Marc-Q_1	(50)	Convenience goods/Television
P_{16}-Elli-Q_1	(53)	Convenience goods and Shopping goods/Television
P_{17}-Saxa-Q_1	(55)	Convenience goods/Television
P_{18}-Pao-Q_1	(58)	Convenience goods and Impulsive goods/Television
P_{19}-Gan-Q_1	(61)	Convenience goods and Impulsive goods/Television
P_{20}-Fels-Q_1	(63)	Convenience goods/Television
P_{21}-Relz-Q_1	(66)	Convenience goods and Shopping goods/Television
P_{22}-Belz-Q_1	(69)	Convenience goods/Television and Radio
P_{23}-Marl-Q_1	(71)	Convenience goods/Television
P_{24}-Boro-Q_1	(74)	Convenience goods and Shopping goods/Television
P_{25}-Altz-Q_1	(76)	Convenience goods/Television

Table 3. Participant responses to question two.

Codes	Themes	Outcomes
P_1-Isab-Q_2	(79)	Lesson, Knowledge & interest
P_2-Bennt-Q_2	(83)	Knowledge, Lesson, Education & Interest
P_3-Ava-Q_2	(85)	Likeness, dis-likeness
P_4-Oliv-Q_2	(88)	Knowledge, education, interest
P_5-Jaiy-Q_2	(92)	Dressing sense, knowledge, conviction, Skills
P_6-Thew-Q_2	(94)	Education, Current information
P_7-Isla-Q_2	(95)	Education
P_8-Thon-Q_2	(98)	Education, conviction, and persuasion
P_9-Soph-Q_2	(101)	Conviction, Interest and Desire
P_{10}-Leo-Q_2	(104)	Usage, Desire; education
P_{11}-Mont-Q_2	(107)	Health education, lesson and Conviction
P_{12}-Mitch-Q_2	(109)	Interest & Education
P_{13}-Dono-Q_2	(111)	Nutritional Values and Education
P_{14}-Mia-Q_2	(114)	Education, Conviction and Desire
P_{15}-Marc-Q_2	(116)	Desire and Conviction
P_{16}-Elli-Q_2	(118)	New Information and Desire
P_{17}-Saxa-Q_2	(119)	Knowledge
P_{18}-Pao-Q_2	(120)	Knowledge
P_{19}-Gan-Q_2	(122)	Education and Interest
P_{20}-Fels-Q_2	(124)	Knowledge and Choice
P_{21}-Relz-Q_2	(126)	Knowledge and Information
P_{22}-Belz-Q_2	(128)	Desire and Information
P_{23}-Marl-Q_2	(130)	Knowledge and Conviction
P_{24}-Boro-Q_2	(134)	Tech love, information, Desire and Interest
P_{25}-Altz-Q_2	(136)	Education and Desire

Table 4. Participant responses to question three.

Codes	Themes	Experiences
P_1-Isab-Q_3	(138)	Joy, fun
P_2-Bennt-Q_3	(140)	Song and Fun
P_3-Ava-Q_3	(143)	Conviction, songs, fun
P_4-Oliv-Q_3	(146)	Dancing, Songs, fun
P_5-Jaiy-Q_3	(149)	Fun, joy, entertainment
P_6-Thew-Q_3	(151)	Movie Action & Fun
P_7-Isla-Q_3	(152)	Entertainment
P_8-Thon-Q_3	(154)	Aspiration and happiness
P_9-Soph-Q_3	(156)	Fun and laughter
P_{10}-Leo-Q_3	(158)	Entertainment and Fun
P_{11}-Mont-Q_3	(161)	Happiness, Fun and Self-expression
P_{12}-Mitch-Q_3	(163)	Fun and Happiness
P_{13}-Dono-Q_3	(165)	Joy and Happiness

Table 4. (*Continued*).

Codes	Themes	Experiences
P_{14}-Mia-Q_3	(167)	Beauty and Entertainment
P_{15}-Marc-Q_3	(169)	Laughter and Fun
P_{16}-Elli-Q_3	(171)	Fun and Memory
P_{17}-Saxa-Q_3	(173)	Songs and Fun
P_{18}-Pao-Q_3	(175)	Fun and Entertainment
P_{19}-Gan-Q_3	(178)	Songs, Fun and Entertainment
P_{20}-Fels-Q_3	(180)	Happiness and Songs
P_{21}-Relz-Q_3	(183)	Fun, Happiness and Songs
P_{22}-Belz-Q_3	(185)	Fun and Entertainment
P_{23}-Marl-Q_3	(188)	Fun, Songs and Entertainment
P_{24}-Boro-Q_3	(189)	Experience
P_{25}-Altz-Q_3	(192)	Fun, Entertainment and Experience

Table 5. Participant responses to question four.

Codes	Themes	Affective
P_1-Isab-Q_4	(195)	Siblings, Parents & family
P_2-Bennt-Q_4	(196)	Friends
P_3-Ava-Q_4	(199)	Friends, siblings, parents
P_4-Oliv-Q_4	(202)	Siblings, parents, friends
P_5-Jaiy-Q_4	(204)	Family & Friends
P_6-Thew-Q_4	(207)	Parents, friends, siblings
P_7-Isla-Q_4	(209)	Siblings, family
P_8-Thon-Q_4	(211)	Friends and family
P_9-Soph-Q_4	(212)	Family
P_{10}-Leo-Q_4	(214)	Mum and Siblings
P_{11}-Mont-Q_4	(216)	Mum and Siblings
P_{12}-Mitch-Q_4	(218)	Mum and Family
P_{13}-Dono-Q_4	(220)	Friends and Family
P_{14}-Mia-Q_4	(222)	Family and Friends
P_{15}-Marc-Q_4	(224)	Friends and Family
P_{16}-Elli-Q_4	(225)	Family
P_{17}-Saxa-Q_4	(227)	Relatives and Friends
P_{18}-Pao-Q_4	(229)	Friends and Family
P_{19}-Gan-Q_4	(231)	Parents and Friends
P_{20}-Fels-Q_4	(233)	Family and Mum
P_{21}-Relz-Q_4	(234)	Family
P_{22}-Belz-Q_4	(236)	Family and Friends
P_{23}-Marl-Q_4	(239)	Siblings, Parents and Friends
P_{24}-Boro-Q_4	(242)	Siblings, Mum and Friends
P_{25}-Altz-Q_4	(244)	Family and Friends

Table 6. Coding sheet for transcription.

Variables	Concerned RQs	Results	Transcribed themes
Source of Storytelling		Positive	Convenience Goods[25], Shopping Goods[8], Impulsive Goods[11], Television[25], Radio[7].
Outcomes		Positive	Lesson 3, Knowledge[9], Interest[7], Education[12], Likeness, Dressing Sense, Conviction[7], Skills, New Information[5], Persuasion, Desire[8], Usage, Health Education, Nutritional Values, Choice, Tech Love.
		Negative	Dis-Likeness
Experiences		Positive	Joy[3], Fun[19], Songs[8], Conviction, Dancing, Entertainment[9], Movie Action, Aspiration, Happiness[6], Laughter[2], Self-Expression, Beauty, Memory, Experience[3].
Affective		Positive	Siblings[9], Parents[6], Family[15], Friends[16], Mum[5], Relatives.

Table 7. Coding sheet for translation.

Variables	Results	Translated themes	
Source of Storytelling	Positive	• Convenience Goods • Television • Impulsive Goods • Shopping Goods • Radio	Thematic synthesis • Consumer Media Influence and Narrative Channel Habits
Outcomes	Positive	• Education • Knowledge • Desire • Interest • Conviction • New Information • Lesson	Thematic synthesis • Transformative Learning and Persuasion Process
Experiences	Positive	• Fun • Entertainment • Songs • Happiness • Experience • Joy • Laughter	Thematic synthesis • Immersive Enjoyment and Emotional Engagement
Affective	Positive	• Family • Friends • Siblings • Parents • Mum	Thematic synthesis • Emotional Supportive Bonds and Relationships

5. Conclusions and further research

The study reveals that the adoption and integration of storytelling into marketing campaigns targeted at the Alpha Generation have multiple effects on the dimensions of – outcomes, experiences, affective factors, sources and classification of products involved. The findings clearly show that storytelling is effective and has huge captivating effects on Generation Alpha. It is revealed that storytelling campaigns relayed on the radio and shown on television have positive and multi-dimensional effects on the generation in that they provide sources of information for brands' usage, love, trust, functions and relatability of brands to their needs and desires, and this support the previous studies that storytelling campaigns or communication connect brands to consumers' needs and desires (Atiq et al., 2022; Dias and Cavalheiro, 2022; Stoica et al., 2022; Supady et al., 2023). Also, the study shows that storytelling is more effective among the Alpha generation when it comes to products under the

classifications of convenience, impulsive and shopping goods. Impliedly, children are captivated and enthralled when convenience and impulsive product campaigns are communicated through storytelling strategy. They tend to easily and quickly resonate with such brands than others that the marketing campaigns do not employ storytelling. During the study, products like candies, shoes, hair accessories (among the females), and confectioneries that the campaigns are based on storytelling are highly referenced in their responses. On the shopping products, the brand information received by the Alpha generation has made many of them play a strategic part in family decision-making, even a times as gatekeepers in a family setting. For instance, many of them have provided useful information to parents on electronics brands, mobile phone brands, restaurants and mattresses based on their exposure to storytelling campaigns deployed by the brands, and these corroborate the studies that storytelling can be used to believe influencers and gatekeepers in purchase decisions (Feijoo et al., 2023; Mirag et al., 2022).

The outcomes or resultant effects of storytelling on Generation Alpha go beyond conviction, captivating and interest arousal, on a deeper level storytelling improves well-being (Ahmed and Saif, 2021) because it improves their level of knowledge, information, interest and desire, and importantly, it deepens the generation nutritional values practices, health education, etc. because of the style and themes of the storytelling campaigns. Interestingly, the study further reveals that many of the respondents learned other life necessities in storytelling campaigns e.g. dressing senses, tech love, and dis-likeness for certain behaviours and mannerisms in consumption behaviours and decisions.

Strategically, the study reveals that organisations' storytelling campaigns and communications towards children must be wrapped in a way that speaks to their characteristics and peculiarities. Thus, the findings establish that storytelling marketing campaigns present in the forms of dancing, songs, movie actions, drama, entertainment, beauty clips, happy hours, fun-filled moments, etc. influence and stimulate children towards brands (Ching-Yi et al., 2023; Kathiah, 2024; Supady et al., 2023; Zarifsanaiey et al., 2021).

The affective effects of storytelling among the Alpha Generation are the multiple influences on relatives, friends and colleagues. The study establishes that storytelling communication improves children's participation in family decisions, and influences colleagues' and parents' buying decisions. For instance, respondents testified that exposure to storytelling campaigns had helped in shaping, educating and convincing parents, family members and friends about certain consumption decisions and behaviours e.g. choice of restaurants, dressing styles, trendy shoes, etc. Contrary to the findings that storytelling can be a source of information that can affect the well-being of children (McLellan, 2002; Omidvar et al., 2021), storytelling can improve children's well-being and relationship with others when it is rightly adopted and used.

Strategically, the study identifies the importance of storytelling as an effective marketing communication tool to reach, convince, persuade and influence the Alpha generation's buying decisions. Thus, the study has provided paths to understanding marketing communication among firms that specialise in products like candies, shoes, backpacks, soda drinks, yoghurts, toothpaste, eateries, fashion, brands etc. targeted to children. The study further reveals that music, games, sporting activities, dance, etc.

are strategic to captivate the Alpha Generation's attention. Practically, the study shows that when firms employ or adopt fun, songs, movies or drama, funs, to spice marketing communication for brands, the alpha generation easily gets connected and embraces the brands because the storytelling platform resonates with their exuberance and explorative minds. For instance, a few organisations have understood the strategic execution of storytelling on products targeted at children and they have turned a success in the market e.g. Millo cocoa beverage from the stable of Nestle Plc is associated with athletic and sportsmanship; Colgate toothpaste from the stable of Colgate Palmolive & Tolaram in Nigeria is associated with fun of losing milking teeth and preventing cavity for new teeth; Coca Cola's Coke and its association with fun, dance and music, etc. However, government involvement through regulatory agencies is very paramount to enforce ethical considerations and laws to avoid infringement and abuse of children's rights that may affect their well-being.

Conclusively, the study establishes the strategic roles and importance of storytelling communication for brands targeted at children in that activities like stories, fun, songs or short movies used for storytelling resonate with and enhance the Alpha generation's consumer socialisation. It further creates connectedness with their peculiarities which helps the generation to relate comfortably with the brands. Strategically, organisations can lean on storytelling centred on the Alpha generation to use children as gatekeepers to influence families and parental buying decisions and behaviours. The thematic synthesis developed in the study provided a model for the development and execution of storytelling centred on the Alpha generation on the pedestals of:

- Consumer media influence and narrative channel habits
- Transformative learning and persuasive process
- Immersive enjoyment and emotional engagement
- Emotional supportive bonds and relationships.

In other words, the Alpha Generation's advertising literacy can be reinvigorated and made more practical and concrete when the above pedestals inform organisations' storytelling strategies and policies.

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