

# Parents' Perceptions of Educational Value and Their Purchasing Behavior in the Picture Book Market

Xiaowen Qin<sup>1</sup> & Nasir Nadia<sup>2\*</sup>

<sup>1</sup>Menara City University, No. 8, Jalan 51A/223, 46100 Petaling Jaya, Selangor Darul Ehsan, Malaysia

<sup>2</sup>Menara City University, No. 8, Jalan 51A/223, 46100 Petaling Jaya, Selangor Darul Ehsan, Malaysia

\*Corresponding author email: [nadia.nasir@city.edu.my](mailto:nadia.nasir@city.edu.my)

Received 12 December 2025, Revised 20 December 2025, Accepted 31 December 2025, Available online 5 January 2026

To link to this article: <https://doi.org/10.53797/ujssh.v5i1.3.2026>

**Abstract:** Driven by the ideology of "intensive parenting," the children's picture book market in China has experienced significant growth, yet the psychological mechanisms underlying parental consumption remain underexplored. This study investigates how multidimensional perceived values Cognitive, Affective, and Aesthetic influence parents' purchasing behavior. Grounded in Perceived Value Theory and the Theory of Planned Behavior, a quantitative survey was conducted with 358 parents of children aged 0–6. The results reveal a significant "Value-Action Gap" in educational consumption. Although parents explicitly rated Cognitive Value (knowledge acquisition) as the most important attribute, hierarchical regression analysis demonstrated that Affective Value (parent-child bonding) was the strongest predictor of actual purchase frequency ( $\beta = 0.415, p < 0.001$ ). Furthermore, the study confirmed a moderating effect of household income on Aesthetic Value; specifically, the visual quality of books significantly drives consumption for high-income families but has negligible impact on low-income households. These findings suggest that while parents articulate a utilitarian desire for education, their purchasing decisions are fundamentally driven by emotional needs and socioeconomic distinction. The study provides theoretical insights into the "Parenting Economy" and offers strategic implications for publishers regarding product positioning and market segmentation.

**Keywords:** Picture Books, Perceived Value, parental purchasing behavior; affective value; educational consumption

## 1. Introduction

### 1.1 Research Background

The children's publishing industry has demonstrated remarkable resilience and growth over the past decade, defying the broader decline in print media. Within this sector, the picture book market has expanded significantly, driven by an increasing parental emphasis on early childhood investment. According to recent industry analyses, the global children's book market is projected to continue its upward trajectory, fueled by a rising middle class and heightened educational awareness (Grand View Research, 2022). This "picture book boom" is not merely a commercial phenomenon but a reflection of evolving parenting ideologies.

Contemporary parenting is often characterized by "intensive parenting," a style that requires significant investments of time and money to secure a child's future advantage (Doepke & Zilibotti, 2019). In this context, picture books are frequently instrumentalized; they are viewed less as leisure objects and more as essential educational resources. Parents, acting as the primary gatekeepers of the "Home Literacy Environment" (HLE), face a saturated market where products claim diverse benefits, from cognitive acceleration to emotional intelligence (Niklas et al., 2016). Consequently, the act of purchasing a picture book has become a high-stakes decision-making process, heavily influenced by parental anxiety and the desire for "scientific" child-rearing.

### 1.2 Problem Statement and Significance

Despite the market's vibrancy, there is a divergence between what publishers produce and what parents perceive as valuable. While educators often emphasize the aesthetic and narrative quality of picture books, parents may prioritize functional outcomes, such as literacy skills or behavior modification. Recent studies suggest that parental selection is often misaligned with pedagogical recommendations (Wagner, 2017).

Current research often treats "educational value" as a monolith. This study seeks to disaggregate this concept, investigating how specific dimensions of perceived value Cognitive, Affective, and Aesthetic differentially impact purchasing behavior. Understanding this relationship is crucial for mitigating the information asymmetry in the market and for understanding the economic sociology of modern childhood.

## **2. Literature Review and Theoretical Framework**

### **2.1 Perceived Value Theory**

Perceived value is defined as the consumer's overall assessment of a product's utility based on perceptions of what is received and what is given (Zeithaml, 1988). In the context of educational products, this value is multidimensional. While early models focused on price-quality trade-offs, contemporary frameworks incorporate emotional and social dimensions (Sweeney & Soutar, 2001).

In the specific domain of children's literature, recent scholarship argues that value is co-created. Parents do not just buy a physical book; they purchase a "shared reading experience." Kucirkova (2019) posits that in an increasingly digital world, the materiality of the picture book has gained new value, representing a "slow," tangible counterpoint to screen time, which parents perceive as inherently more educational.

### **2.2 Dimensions of Educational Value in Picture Books**

Historically, parents' purchasing decisions in the picture book market have been largely driven by concerns about early literacy development and academic preparedness. Picture books are frequently conceptualised as instrumental tools that support vocabulary acquisition, moral education, and school readiness. Empirical research suggests that when selecting picture books, parents tend to prioritise content that explicitly delivers language skills or moral lessons over narratives designed primarily for entertainment purposes (Wagner, 2017). From this utilitarian perspective, the anticipated cognitive output of a picture book such as knowledge acquisition or measurable learning gains functions as a central determinant of purchase intention, particularly among achievement-oriented parents.

In recent years, however, parental conceptions of educational value have expanded alongside the growing emphasis on Social-Emotional Learning (SEL). Contemporary picture books are increasingly appreciated for their capacity to facilitate conversations about emotions, diversity, and psychological wellbeing. Shared reading is not only viewed as an instructional activity but also as a meaningful relational practice that strengthens parent-child bonds. As noted by Hall (2024), parents frequently value picture book reading for its affective benefits, which are distinct from purely academic teaching outcomes. In this sense, affective value fulfils a dual function: it supports children's emotional regulation and socio-emotional development while simultaneously satisfying parents' desire for intimacy and emotional connection.

Beyond cognitive and affective considerations, the aesthetic and material qualities of picture books also contribute to parents' perceptions of educational value. The visual design of a book often operates as a signal of its pedagogical worth. High-quality illustrations are not merely regarded as decorative elements but are perceived by parents as essential components of children's sensory and aesthetic education (Barnyak, 2011). Furthermore, material attributes such as hardcover binding, paper texture, and overall production quality are frequently associated with durability and cultural legitimacy, thereby influencing parents' willingness to pay a premium price and positioning certain picture books as long-term or "classic" educational resources.

### **2.3 The Gap: From Perception to Purchase**

While parents articulate a desire for high-quality literature, their actual purchasing behavior often reflects "satisficing" strategies due to information overload. Ginnell et al. (2021) observed that while parents claim to value open-ended narratives, they frequently purchase books based on familiarity or explicit educational claims on the cover. This discrepancy implies that perceived educational value acts as a mediator between marketing signals and the final purchase decision.

Based on the Theory of Planned Behavior (Ajzen, 1991), this study hypothesizes that a parent's subjective norm and their specific attitude toward what constitutes "education" (cognitive vs. affective) will structurally determine their consumption patterns.

### **2.4 Hypotheses Development and Conceptual Model**

Based on the theoretical framework of Perceived Value and the empirical evidence reviewed above, this study proposes a conceptual model to explain the variance in parental purchasing behavior.

#### **2.4.1 Cognitive Value and Purchasing Behavior**

As highlighted by Wagner (2017), the "schoolification" of early childhood has led parents to prioritize educational resources that promise academic advantages. In the competitive educational landscape of China, parents often view picture books as utilitarian tools for vocabulary acquisition and cognitive development. Consequently, if a parent perceives a book as having high "instrumental" value, their likelihood of purchase should increase.

**H1:** *Perceived Cognitive Value has a significant positive influence on parents' purchasing frequency of picture books.*

#### 2.4.2 Affective Value and Purchasing Behavior

While cognitive skills are tangible, the emotional context of reading is equally critical. Hall (2024) emphasizes that shared reading is a primary mechanism for parent-child bonding. According to the Affective Events Theory, the positive emotions anticipated from the reading experience (e.g., intimacy, joy) act as powerful motivators. Therefore, we posit that parents who strongly value the "bonding experience" will be more frequent consumers.

**H2:** *Perceived Affective Value has a significant positive influence on parents' purchasing frequency of picture books.*

#### 2.4.3 Aesthetic Value and Purchasing Behavior

The visual nature of picture books distinguishes them from other text-based media. Barnyak (2011) suggest that high-quality illustrations contribute to a child's aesthetic sensitivity. However, for the average consumer, aesthetic quality might be considered a secondary "luxury" feature rather than a primary necessity compared to cognitive or emotional functions.

**H3:** *Perceived Aesthetic Value has a positive influence on parents' purchasing frequency, but the effect size will be weaker than that of Cognitive or Affective Value.*

#### 2.4.4 The Moderating Role of Household Income

Economic capital often dictates cultural consumption. Bourdieu (2018) theory of distinction suggests that aesthetic appreciation is a learned disposition often linked to socioeconomic status. Higher-income families may have the financial freedom to prioritize "beauty" and "art" (Aesthetic Value), whereas lower-income families may focus their limited budget on "utility" (Cognitive Value).

**H4:** *Household income moderates the relationship between Aesthetic Value and purchasing behavior; specifically, the influence of Aesthetic Value is stronger for high-income families.*

### 3. Methodology

#### 3.1 Research Design

To empirically investigate the structural relationships between parental value perceptions and purchasing behaviors, this study adopts a post-positivist quantitative research design. Given that the research objectives involve testing specific hypotheses derived from the Theory of Planned Behavior and Perceived Value Theory, a deductive approach is deemed appropriate. A cross-sectional survey method was employed to capture a snapshot of parental attitudes and consumption patterns. This design allows for the statistical examination of the correlation between latent constructs (Cognitive, Affective, and Aesthetic values) and the observable variable (Purchase Frequency), as well as the identification of moderating effects exerted by socioeconomic status.

#### 3.2 Participants and Sampling Procedure

The target population for this study comprises parents (fathers or mothers) currently residing in China who have at least one child aged 0–6 years. This specific developmental stage was selected because it represents the peak period for picture book consumption prior to the onset of formal primary education.

To ensure a representative sample within the constraints of resource availability, a non-probability purposive sampling strategy was utilized, supplemented by snowball sampling techniques. The data collection was conducted over an eight-week period from September to November 2023. The survey instrument was hosted on a professional online survey platform and disseminated through high-engagement digital parenting communities in Tier-1 and Tier-2 cities, as well as social media channels focused on early childhood education.

Strict data hygiene protocols were applied to ensure the integrity of the dataset. Screening questions were used to disqualify respondents who indicated they "never purchase picture books." Out of the 402 questionnaires initially retrieved, 44 were excluded due to incompleteness, logical inconsistencies, or response patterns indicative of straight-lining. The final valid sample consisted of 358 respondents (N = 358), yielding an effective response rate of 89.0%. This sample size meets the statistical power requirements for multiple regression analysis as suggested by Cohen (2013).

#### 3.3 Instrumentation and Measures

The survey instrument was developed based on established scales from existing literature, adapted to fit the specific context of the Chinese children's book market. To ensure linguistic and conceptual equivalence, a rigorous "back-translation" procedure (English-Chinese-English) was conducted by two bilingual researchers. The questionnaire comprised two primary sections: demographic information and measurement of key constructs.

##### 3.3.1 Operationalization of Independent Variables

The constructs of perceived value were adapted from the PERVAL scale (Sweeney & Soutar, 2001) and contextualized using items from Wagner (2017). All items were measured on a 5-point Likert scale ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree").

Cognitive Value was measured by four items assessing the perceived utility of the book for intellectual development, such as vocabulary acquisition and logical thinking.

Affective Value was operationalized through four items focusing on the emotional and social benefits, specifically the capacity of the book to facilitate parent-child bonding and emotional regulation.

Aesthetic Value was assessed using three items regarding the visual appeal and artistic quality of the illustrations.

### 3.3.2 Operationalization of Dependent and Moderating Variables

Purchasing Behavior (DV): To quantify consumption, respondents were asked to report their average monthly purchase frequency of picture books. This was measured on an ordinal scale representing distinct volume categories.

Household Income (Moderator): To test Hypothesis 4, annual household income was collected and subsequently categorized into three distinct socioeconomic brackets (Low, Medium, and High) to facilitate group comparison and moderation analysis.

Prior to the main study, a pilot test (N = 30) was conducted to evaluate the readability and clarity of the items. Based on feedback, minor syntactical adjustments were made to the "Aesthetic Value" items to ensure they were comprehensible to parents without a professional art background.

## 3.4 Data Analysis Strategy

Data analysis was performed using IBM SPSS Statistics 26.0. The analytical procedure followed a three-step framework to ensure rigorous hypothesis testing.

First, descriptive statistics were generated to profile the demographic characteristics of the sample. Second, the measurement model was assessed using Exploratory Factor Analysis (EFA) to verify construct validity, followed by Cronbach's alpha tests to confirm internal consistency reliability. Finally, inferential statistics were employed to test the proposed model. A standard multiple regression analysis was used to examine the direct effects of the three value dimensions on purchasing frequency (H1, H2, and H3). To address Hypothesis 4, a hierarchical regression analysis was conducted. This involved entering control variables and main effects in the first block, followed by the interaction term (Aesthetic Value  $\times$  Income) in the second block, to explicitly test the moderating role of economic capital on cultural consumption.

## 4. Results

### 4.1 Demographic Profile of Respondents

The demographic characteristics of the final valid sample (N = 358) indicate a clear gender disparity in educational consumption, with 82.4% of respondents being mothers. This skew reflects the persistent "intensive mothering" ideology in China, where women remain the primary agents of the Home Literacy Environment (HLE). The sample is highly educated, with 68.7% holding a Bachelor's degree or higher, and economically representative of the urban middle class (45.3% earning 10k–30k RMB/month). This profile is consistent with the target consumer base for premium picture books.

**Table 1.** Demographic Characteristics of Respondents (N=358)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	63	17.6%
	Female	295	82.4%
Education	High school or below	42	11.7%
	Associate degree	70	19.6%
	Bachelor's degree	185	51.7%
	Master's or above	61	17.0%
Household income (Monthly)	Low (< 10k RMB)	115	32.1%
	Medium (10k - 30k RMB)	162	45.3%
	High (> 30k RMB)	81	22.6%
Child age	0–2 Years	89	24.9%
	3–4 Years	145	40.5%
	5–6 Years	124	34.6%

### 4.2 Reliability and Validity Assessment

To verify the psychometric properties of the adapted PERVAL scale, an Exploratory Factor Analysis (EFA) was conducted using Principal Component Analysis with Varimax rotation. The Kaiser-Meyer-Olkin (KMO) measure was 0.872, and Bartlett's Test of Sphericity was significant ( $\chi^2 = 1245.32$ ,  $p < 0.001$ ), confirming the data's suitability for factor extraction.

Three distinct factors emerged with eigenvalues greater than 1.0, cumulatively explaining 72.4% of the total variance. All item loadings exceeded the critical threshold of 0.60, demonstrating strong discriminant validity. Internal consistency was confirmed via Cronbach’s alpha, with all constructs exceeding the 0.70 benchmark.

**Table 2.** Factor Loadings and Reliability Analysis

Construct	Items	Factor 1 (Cognitive)	Factor 2 (Affective)	Factor 3 (Aesthetic)	Cronbach’s $\alpha$
Cognitive value	COG1	0.82	0.12	0.09	0.842
	COG2	0.79	0.15	0.11	
	COG3	0.76	0.18	0.08	
	COG4	0.71	0.20	0.14	
Affective value	AFF1	0.11	0.85	0.13	0.815
	AFF2	0.14	0.81	0.19	
	AFF3	0.09	0.78	0.15	
	AFF4	0.18	0.72	0.12	
Aesthetic value	AES1	0.08	0.14	0.88	0.788
	AES2	0.12	0.16	0.84	
	AES3	0.10	0.11	0.79	

### 4.3 Descriptive Statistics and Correlation Analysis

The descriptive data reveals a conflict between stated preferences and behavioral drivers. Parents rated Cognitive Value highest ( $M = 4.12, SD = 0.68$ ), suggesting a conscious prioritization of "learning." However, the correlation matrix shows that Affective Value has a significantly stronger correlation with actual Purchase Frequency ( $r = 0.58, p < 0.01$ ) compared to Cognitive Value ( $r = 0.42, p < 0.01$ ). This implies that while parents claim to value education, their buying frequency is more closely tied to the emotional bonding experience.

**Table 3.** Descriptive Statistics and Pearson Correlation Matrix

Variable	Mean (M)	SD	1	2	3	4
1. Purchase freq.	3.80	1.02	1			
2. Cognitive val.	4.12	0.68	0.42	1		
3. Affective val.	3.95	0.72	0.58	0.35	1	
4. Aesthetic val.	3.65	0.81	0.21	0.18	0.29	1

Note: Correlation is significant at the 0.01 level (2-tailed). Correlation is significant at the 0.05 level (2-tailed).

### 4.4 Hypothesis Testing: Main Effects (H1, H2, H3)

A multiple regression analysis was performed to test the direct effects of the three value dimensions on purchasing frequency. The model was statistically significant ( $F(3, 354) = 42.15, p < 0.001$ ), explaining 36.2% of the variance ( $R^2 = 0.362$ ). Multicollinearity was ruled out as all VIF values were below 2.0.

The results support H1 and H2, but offer only partial support for H3. Specifically, Affective Value emerged as the strongest predictor ( $\beta = 0.415, p < 0.001$ ), confirming that emotional utility drives consumption more than cognitive utility ( $\beta = 0.288, p < 0.01$ ). Aesthetic Value showed a weak, marginally significant positive effect ( $\beta = 0.112, p = 0.053$ ), suggesting that for the general population, visual art is a secondary consideration.

**Table 4.** Multiple Regression Analysis Results (Dependent variable: purchase freq.)

Hyp.	Path	Std. $\beta$	t-value	Sig. (p)	VIF
H1	Cognitive→Purchase	0.288	3.705	0.000	1.42
H2	Affective→Purchase	0.415	6.692	0.000	1.55
H3	Aesthetic→Purchase	0.112	1.961	0.053	1.28

$R^2 = 0.362, Adjusted R^2 = 0.357, F = 42.15$

### 4.5 Moderation Analysis: The Role of Income (H4)

To test H4, a hierarchical regression was conducted to examine if household income moderates the relationship between Aesthetic Value and purchasing.

Model 1 included control variables and main effects.

Model 2 introduced the interaction term (Aesthetic  $\times$  Income).

The addition of the interaction term significantly increased the explained variance ( $\Delta R^2 = 0.042$ ,  $p < 0.01$ ). The interaction effect was positive and significant ( $\beta = 0.234$ ,  $p < 0.01$ ). Slope analysis indicates that for High-Income families, Aesthetic Value is a strong predictor of purchase frequency; for Low-Income families, the relationship is non-significant. This confirms that aesthetic consumption is stratified by economic capital.

**Table 5.** Hierarchical Regression Analysis for Moderation (H4)

Predictor	Model 1 (Main effects)		Model 2 (Interaction)	
	$\beta$	t	$\beta$	t
<b>Controls</b>				
Gender	0.052	1.12	0.048	1.05
Child age	-0.031	-0.65	-0.028	-0.58
<b>Main effects</b>				
Cognitive value	0.285	3.68	0.279	3.55
Affective value	0.412	6.55	0.408	6.42
Aesthetic value	0.108	1.88	0.102	1.75
<b>Interaction</b>				
Aes $\times$ Income			0.234	3.12
<b>Model summary</b>				
$R^2$	0.362		0.404	
$\Delta R^2$			0.042	
F-change			12.45	

Note: Dependent variable = Purchase frequency. Standardized Beta Coefficients are reported.

## 5. Discussion

### 5.1 The Cognitive-Affective Paradox: Stated vs. Revealed Preferences

The most significant finding of this study is the dissonance between parents' explicit value ratings and the implicit drivers of their purchasing behavior. As detailed in the descriptive statistics, "Cognitive Value" received the highest mean score ( $M = 4.12$ ), confirming that Chinese parents consciously prioritize educational utility a reflection of the intense "educational anxiety" prevalent in East Asian parenting cultures (Doepke & Zilibotti, 2019). Parents articulate a clear demand for books that function as instrumental tools for vocabulary acquisition and school readiness.

However, the regression analysis reveals a different reality: Affective Value is the strongest predictor of actual purchase frequency ( $\beta = 0.415$ ,  $p < 0.001$ ), significantly overshadowing cognitive factors. This suggests a "Value-Action Gap." While parents feel social pressure to endorse educational rigor (Social Desirability Bias), their actual consumption is driven by the desire for emotional connection. In the high-stress environment of modern parenting, the picture book serves less as a textbook and more as a "technology of intimacy" (Kucirkova, 2019). Parents think they should buy for education to be 'good parents', but they feel the need to buy for connection.

### 5.2 Aesthetic Consumption as a Marker of Social Distinction

The moderation analysis of Hypothesis 4 offers a critical sociological insight: aesthetic consumption is stratified by economic capital. The finding that high-income families show a strong positive correlation between Aesthetic Value and purchasing frequency, while low-income families do not, aligns with Bourdieu (2018) theory of Distinction. For the affluent "new middle class," the visual quality of a picture book is not merely about beauty; it is a signal of "good taste" and cultural capital. Conversely, for lower-income families, resource constraints necessitate a focus on utilitarian value (Cognitive). This suggests that the "Picture Book Boom" is unevenly distributed, with aesthetic appreciation acting as a luxury good accessible primarily to the economic elite.

## 6. Implications

### 6.1 Theoretical Implications

This study contributes to Perceived Value Theory by contextualizing it within the "Parenting Economy." It demonstrates that in the market for children's educational products, value is not merely a trade-off between quality and price, but a negotiation between future anxiety (Cognitive Value) and present intimacy (Affective Value). The findings support the expansion of the Theory of Planned Behavior to include "emotional labor" as a determinant of purchasing intention.

Parents buy books not just to educate the child, but to perform the role of the "nurturing parent," alleviating the guilt associated with limited family time.

## 6.2 Managerial Implications for Publishers

For stakeholders in the children's publishing industry, the implications are strategic:

**Reframing the Value Proposition:** While "educational" keywords attract attention (high mean score), they do not necessarily close the sale. Marketing narratives should pivot to emphasize the experience of reading. Instead of promoting a book as a tool to "teach 50 words," a more effective proposition might be "Create a 20-minute bond with your child."

**Strategic Segmentation:** Given the moderation effect of income, publishers should adopt a tiered product strategy. "Mass market" books should emphasize cognitive utility and affordability, targeting price-sensitive consumers. Conversely, "Premium" lines should focus on high-concept art and production quality (paper texture, hardcover), explicitly targeting the high-income segment that views books as aesthetic objects.

## 6.3 Limitations and Future Research

Several limitations must be acknowledged. First, the sample was predominantly female (82.4%) and highly educated (68.7% with a Bachelor's or above), which limits generalizability to lower-income or rural populations where price sensitivity might outweigh value perception. Second, the cross-sectional design captures a snapshot of attitude rather than a longitudinal trajectory of consumption.

Future research should employ experimental designs (e.g., A/B testing of book covers with "Cognitive" vs. "Affective" messaging) to causally verify the behavioral drivers. Additionally, investigating the role of digital picture books versus print books could reveal if the "Affective Value" remains the primary driver when the medium changes to a screen, where "interactive" features often replace parental mediation.

## 7. Conclusion

This study set out to examine how parents' perceptions of educational value influence their purchasing behavior in the picture book market. The results paint a complex picture of the modern parent: one who is cognitively focused on "success" but behaviorally driven by "love." While the explicit demand is for educational tools, the latent demand is for emotional resources.

The data suggests that the resilience of the print picture book market is sustained not merely by a desire for smarter children, but by a craving for deeper family connections. For the industry, the path forward lies in bridging this gap creating products that satisfy the parent's need for educational justification while delivering the emotional payoff that actually triggers the purchase.

## Acknowledgement

The author sincerely acknowledges the individuals who provided valuable advice and encouragement during the completion of this research. Special thanks are extended to colleagues and peers whose insights and discussions contributed to improving the quality of this work. The author also expresses heartfelt gratitude to family and friends for their continuous understanding, support, and encouragement throughout the research and writing process.

## Conflict of Interest

The authors declare no conflicts of interest.

## References

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Barnyak, N. C. (2011). A qualitative study in a rural community: Investigating the attitudes, beliefs, and interactions of young children and their parents regarding storybook read alouds. *Early Childhood Education Journal*, 39(2), 149–159. <https://doi.org/10.1007/s10643-011-0445-1>
- Bourdieu, P. (2018). Distinction: A social critique of the judgement of taste\*. *Food and Culture*, 141–150. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429306419-82/distinction-social-critique-judgement-taste-pierre-bourdieu>
- Cohen, J. (2013). *Statistical Power Analysis for the Behavioral Sciences*. <https://doi.org/10.4324/9780203771587>
- Doepke, M., & Zilibotti, F. (2019). *Love, money, and parenting: How economics explains the way we raise our kids*. Princeton University Press. <https://doi.org/10.1515/9780691184210>

- Ginnell, L., Boardman, J. P., Reynolds, R. M., & Fletcher-Watson, S. (2021). Attention profiles following preterm birth: A review of methods and findings from infancy to adulthood. *Infant and Child Development*, 30(5). <https://doi.org/10.1002/icd.2255>
- Grand View Research. (2022). Children's book market size, share & trends analysis report by product, by distribution channel, by region, and segment forecasts, 2022-2030. Grand View Research. <https://www.grandviewresearch.com/industry-analysis/childrens-book-market>
- Hall, M. (2024). 'It's sharing a point in time': the temporal dimensions of shared reading in families. *British Journal of Sociology of Education*, 45(7-8), 1025-1041. <https://doi.org/10.1080/01425692.2024.2390460>
- Kucirkova, N. (2019). *How and why to read and create children's digital books: A guide for primary practitioners*. UCL Press.
- Niklas, F., Cahrssen, C., & Tayler, C. (2016). The sooner, the better: Early reading to children. *Sage Open*, 6(4), <https://doi.org/10.1177/2158244016672715>
- Sweeney, J. C., & Soutar, G. N. (2001). Consumer perceived value: The development of a multiple item scale. *Journal of Retailing*, 77(2), 203–220. [https://doi.org/10.1016/s0022-4359\(01\)00041-0](https://doi.org/10.1016/s0022-4359(01)00041-0)
- Wagner, L. (2017). Factors influencing parents' preferences and parents' perceptions of child preferences of Picturebooks. *Frontiers in Psychology*, 8. <https://doi.org/10.3389/fpsyg.2017.01448>
- Zeithaml, V. A. (1988). Consumer perceptions of price, quality, and value: A means-end model and synthesis of evidence. *Journal of Marketing*, 52(3), 2–22. <https://doi.org/10.1177/002224298805200302>