

"Impact of Advertisement on Children -Standard 3rd to 8th Class"

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Abstract

Research has shown that young children—younger than 8 years—are cognitively and psychologically defenseless against advertising. They do not understand the notion of intent to sell and frequently accept advertising claims at face value. However some Western countries like Sweden and Norway forbid all advertising directed at children younger than 12 years, but other countries need to take stringent decisions in this direction. Children do not fully understand the impact that advertising has on them. Webster's dictionary uses words like "vigorous," "lively," "immature," and "impetuous" to describe youth. Advertisers are well aware of these qualities when they concoct strategies to reach the youth market.

Introduction

Advertising is any paid form of non-personal communication about an Organization or its product to a target audience through a mass/broadcast Medium by an identified sponsor. It should be observed that for any Promotional activity to be called advertisement it must be paid for. In the real sense, it is the method used by companies for creating awareness of their products, as well as making new products known to the new and potential consumers.

In the business context, advertising is a marketing tool that is aimed at convincing consumers to purchase goods and services offered by the advertiser. In this vein, advertisement has been recognized as a marketing tool with a broader exposure and a long lasting effect in the viewers mind

Concept of advertising is based on promotion as one of the 4P's in the marketing mix. It promotes product awareness in the minds of all the potential and target consumers and as such playing a huge role in influencing the consumer purchasing decision. Due to the existing need to market the available goods and services, advertising has cemented its place in every business organization. As a strategy, it promotes the competitive advantage of an organization in the market.

Research Methodology

General:

The broad objective of this research is to study –what Impact Advertisement has on Children.

Specific objective:

- To study influence of advertisement on buying behaviour of children/Students
- To understand level of awareness among children regarding advertisement
- To study why advertisement is an important source of information
- To know what other information/sources are followed by children as an influence in their buying pattern apart from advertisement
- To understand the personality dynamics present in the children who follow advertisement

SCOPE OF THE STUDY

The scope of the study will be limited to Contacting 100 respondent living in Vadodara city.

It will be a good source for:

- ✓ Students who would be conducting their survey in this sector
- ✓ To understand the potential behaviour of the people towards internet banking

RESEARCH METHODOLOGY

The sampling methodology would be a combination of Stratified & Convenience Sampling

Research design:

Descriptive study will be used to carry out a research as we will study the Impact of advertisement on Children –from Standard 3rd to 8th class.

Sources of data:

In this Research both type of sources will be used i.e. (i) primary
(ii) Secondary

Primary data will be used to collect data from the present children of standard 3rd to 8th Class
Secondary will be used to understand theoretical background of the topic. Various secondary sources would be internet, reference books etc.

Data collection method:

Survey method will be used for data collection through personal interview.

Data collection tool:

A structured non-disguised questionnaire will be used as data collection tool.

Type of questions

Multi choice questionnaire will be an appropriate tool for findings

Sample size: 100**Sample unit:**

In this research on children/students of standard 3rd to 8th Class -will be treated as sample unit

Research area:

This research will be limited to the children/students of standard 3rd – 8th class staying within the boundaries of the City of Vadodara state of Gujarat.

LIMITATION OF THE STUDY

1. Due to time and money consideration sample size will be limited up to 100 respondents which may not be adequate for generalization of the findings
2. The information provided by respondents during the study is assumed to be correct
3. The study will be based on the responses of the respondents which may be colour by their own perception.

IMPORTANCE OF THE STUDY**❖ My self:**

1. It will help me to explore new thing and give a practical learning of working in the field for collecting the information from the respondents which a communication student should have.

- It will also give the practical exposure of contacting the respondents & asking their views and trying to collect information from them.
- This study will help me in my further study that might include a basic research work
- This study will be useful to me in enhancing my knowledge about the influence of information media children/students follow as a decider for purchase

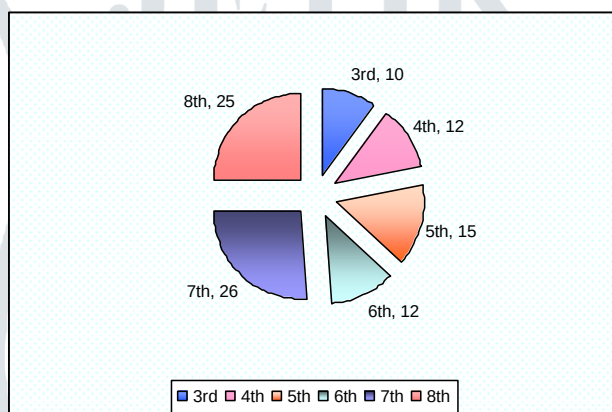
❖ Others:

- The study so made will supplement as a secondary source of data.
- This study will help the student who will undergo study on Impact of advertisements -in the future.

Demographic Classification

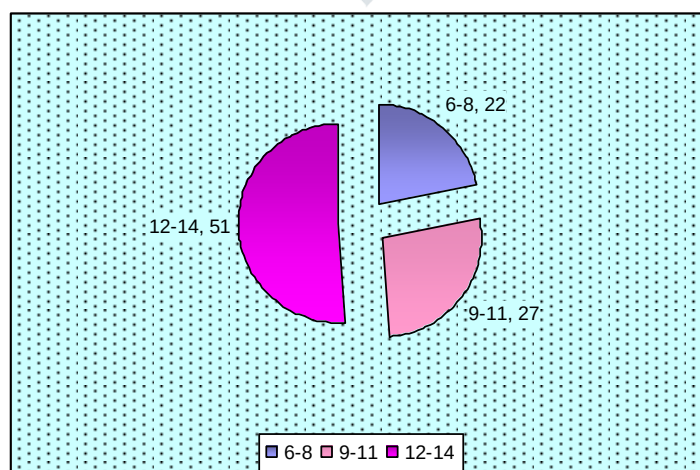
Class wise:

Standard	3rd	4th	5th	6th	7th	8th
No. of Students	10	12	15	12	26	25



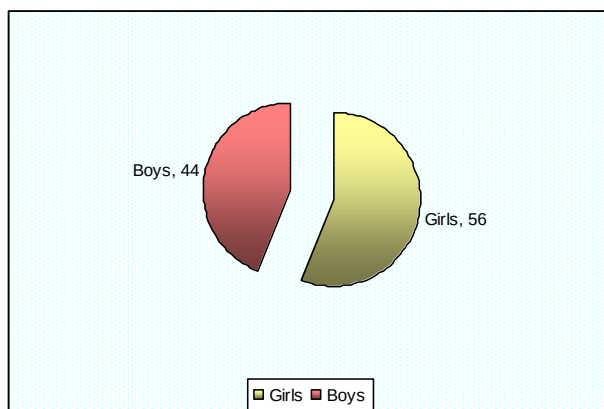
Age wise:

Age Group(yrs)	6-8	9-11	12-14
No. of Students	22	27	51



Gender:

Girls	Boys
56	44

**Data Analysis****1. What are the sources of advertisements available?**

Response: Most of the respondents (77%) watch TV advertisements as the source for information. While only 15% follow Newspapers- which is the 2nd preferred source.

Class	News Paper	Radio	TV	Internet	Word of Mouth
3	0	0	10	0	0
4	2	0	10	0	0
5	3	1	11	0	0
6	0	0	12	0	0
7	5	0	16	1	4
8	5	0	18	1	1

Interpretation: TV is the most used source of media for advertisement for larger part of the students. It is an easy source which is in reach of students.

2. Which products advertisements' you watch?

Response: There is almost equal proportion of respondents who watch advertisements of confectionaries/Sports Items/durables.

Class	Confectionaries	Sports Items	Durables	Non-Durables
3	5	1	4	0
4	0	1	9	2
5	3	4	8	0
6	8	4	0	0
7	10	7	8	1
8	7	13	4	1

Interpretation: Eatables & sports items advertisements are highly preferred by the respondents. Major attraction is towards the confectionaries/ Sports items/ durables –marketer can consider these factors & increase their visibility/advertisement among students.

3. What information is available in the advertisement?

Response: There are about 62% of the respondents they use advertisement to know & understand which are the new products entering the market & also to know the product features.

Class	New Brands	New Products	Quality	Product Feature
3	3	4	2	1
4	4	5	1	2
5	3	6	2	4
6	2	4	1	5
7	4	7	9	6
8	1	12	6	6

Interpretation: Majority students consider ads are the good source of information for new products which enter market & also to know product features. Detailing of the products by advertisers can enhance the interest of the students, which may be helpful to convert them into the users.

4. Do you think information's shown in advertisements are all correct?

Response: 42% students believe information shown in ads is incorrect.

Class	Yes	No	May Be	Don't Know
3	3	0	5	2
4	4	3	5	0
5	6	4	1	4
6	1	7	3	1
7	2	18	5	1
8	5	10	10	0

Interpretation: Students are of the belief that information shown in the ads is incorrect. While other major responses show that they were not sure if they should believe the information or not. Advertisers can convert such viewers by presenting the facts & convert them into buyer/users.

5. What information you look for, in an advertisement?

Response: According to 47% of the respondents, they watch ads to know the brand ambassador promoting the product. Price is the other major factor (34%) for following the ads.

Class	New Product	Available Substitute	Price	Brand Ambassador
3	2	0	3	5
4	1	0	8	3
5	0	0	10	5
6	6	0	1	5

7	5	0	7	14
8	3	2	5	15

Interpretation: Students follow ads to watch their favorite actors/actresses in the ads. It is most likely they will watch and recollect the ads while they are shopping. It is easy for advertiser to cash on these target respondents & convert them into users.

6. Do you think advertisement gives you the correct information of the product?

Response: This was just a cross check question for the Q#4 –response was almost the same here 49% students believe information shown in ads is incorrect.

Class	Yes	No	May Be	Don't Know
3	3	3	3	1
4	1	10	0	1
5	3	6	1	5
6	1	6	3	2
7	1	12	3	10
8	0	12	13	0

Interpretation: Majority of the students believe that information shown in the ads is incorrect. While rest either not sure or do not know if they can trust information provided in the ads. Advertisers can convert such viewers by presenting the facts & convincing them by creating a trust, which will convert them into buyer/users.

7. Importance of advertisement –how it attracts you to buy the product?

Response: Views/ Pictures attract the attentions of the 26% of the students. While they are also fascinated by captions & punch lines of the ads.

Class	Brand Ambassador	Punch Line	Background	Caption	Theme	Photography
3	1	2	3	2	1	1
4	3	3	3	2	0	1
5	0	4	0	4	4	3
6	1	0	0	2	5	4
7	1	2	3	3	5	12
8	3	6	3	8	0	5

Interpretation: Attractive views/ pictures/ punch lines are very fascinating for the students. They are helpful for recollecting the ads while actual purchasing. These things can convert the viewers in the students to become a buyer, when they can recollect things while shopping.

8. What products you have purchased? –after following the advertisement –“Open ended question”

Response: 3rd & 4th standard students have purchased only confectionaries & eatables. While, 5th to 8th standard students, purchased a mix of eatables & sports articles.

Interpretation: This shows that the 3rd & 4th class students are more inclined towards the eatables. While 5th to 8th class students are more inclined toward the sports articles & eatables, i.e. they have more purchasing decisions as they can choose the game of their own choice. This group can be focused so that more articles can be extended of their choice & can be converted as a buyer.

9. What are the benefits of advertisements?

Response: More than 50% of the students consider ads as a good source for updates on current market. While they think it also allows them to follow their favourite Models/ brand ambassadors in the ads.

Class	Updates	Substitute Products	Price	Model
3	6	0	2	2
4	4	1	0	7
5	4	1	2	8
6	8	0	0	4
7	16	1	2	7
8	16	4	2	3

Interpretation: Advertisers can use the fact that most of the students use ads a source to get the updates of the market. It will allow marketer to provide facts in the advertisements & build the trust so that they can be converted to buyers.

10. What is advertisement for you?

Response: 44% of students believe ads as Information. While 28% of the students consider ads for price.

Class	Information	Market	Current Affaires	Price
3	6	0	0	4
4	1	3	0	8
5	1	2	2	10
6	6	2	3	1
7	14	3	5	4
8	16	6	2	1

Interpretation: Students consider ads for Information/updates & price. If ads carry true facts, it can convert students to buy the products.

11. Have you purchased any product recently after coming across any advertisement?

Response: 65% of the students have purchased a product after following the advertisement.

Class	Yes	No
3	4	6
4	8	4
5	13	2
6	9	3
7	16	10
8	15	10

Interpretation: Results clearly shows that advertisements play a major role in students buying behaviour. More ads of the same product will leave impression on the students so they can recollect the ads while shopping. It will convert the viewers to user/ buyers.

12. Which of these factors influenced your purchasing?

Response: Attractive Punch lines capture the attention of the students (40%). Good advertisements, influences around 27% of the students.

Class	Brand Ambassador	Advertisement itself	Punch Line	Caption
3	3	5	0	2
4	1	0	7	4
5	2	2	9	2
6	3	2	4	3
7	4	8	9	5
8	3	10	11	1

Interpretation: Catchy punch lines are very helpful to catch the attention of students. By these, the ads are remembered for the longer time. Good ads, also influences the attention. Advertisers can consider these things to convert them to potential buyers.

13. How long, does the impact of advertisement lasts on you?

Response: Ads have a shorter life, only 62% of the combine respondents either remember for few hours or at least for 1 day.

Class	Few Hours	One Day	One Week	One Month	More than a Month
3	0	6	2	2	0
4	6	0	4	1	1
5	6	1	2	5	1
6	4	3	2	1	2
7	11	7	3	4	1
8	9	9	6	1	0

Interpretation: Ads have a short lived impact on students. Recalling is difficult as it doesn't have a lasting impact. 81% of students can remember ads maximum for a week. Which shows impact/ recalling of ads is short lived.

14. Does advertisement urge you to try a new brand?

Response: Response shows 64% students were influenced by the ads to try the new brands.

Class	Yes	No	May Be	Don't Know
3	8	0	2	0

4	10	0	0	2
5	8	3	1	3
6	11	0	1	0
7	15	4	5	2
8	12	4	9	0

Interpretation: Response itself shows that students are influenced by ads while purchasing & trying the new brands. Well directed & focused ads can help viewers have an urge to try new brands. Fact information in ads can remove their doubts.

15. Does the famous brand ambassador in an ad have impact on your buying as you think?

Response: Product is perceived to be of high quality & expensive (57%) if it is endorsed by a famous brand ambassador.

Class	High Quality	Expensive	Big Brand	Intense Competition	No Effect
3	2	5	2	1	0
4	0	5	0	2	5
5	3	4	5	2	1
6	3	1	2	5	1
7	10	5	4	1	6
8	9	10	4	1	1

Interpretation: Famous celebrity/ brand ambassador helps create a greater impact of the product. It helps creates an image in the minds of the viewers –which may or may not be correct.

16. Which form of ad creates a greater impact on you?

Response: TV ads create greater impact on students (62%). Internet has 33% impact on the students.

Class	News paper	Radio	TV	Internet
3	0	1	8	1
4	0	0	11	1
5	0	0	12	3
6	0	0	5	7
7	1	0	13	12
8	3	0	13	9

Interpretation: With easy access & more visibility to TV, it can create more impact on students. Internet is also growing at a good speed. Easy accessibility & availability can influence the impact of ads.

17. How often do you buy the same articles as you see in the ad?

Response: 48% students, sometimes buy the articles they see in the ads, while 23% students always buy the articles shown in ads.

Class	Always	Sometimes	Most of the times	Never
3	4	2	3	1
4	5	1	0	6
5	10	4	1	0
6	1	7	0	4
7	2	12	4	8
8	1	22	1	1

Interpretation: Buying behaviors of students is very much influenced by ads. As almost 80% students buy the product after watching the ads.

18. What are the reasons for preferring a particular brand for the 1st time?

Response: Students give high weightage to Quality (64%).

Class	Product Range	Design	Width & Depth	Quality	Price Range
3	3	0	2	5	0
4	0	2	3	5	2
5	0	0	0	13	2
6	1	2	0	9	0
7	3	0	2	17	4
8	3	2	0	15	5

Interpretation: Quality is most preferred feature for trying a brand for the 1st time. Advertiser can emphasis on product quality in the ads, it will attract viewers to try the brand.

19. What influence advertisement has on your buying behaviour? –“Open ended question”

Response: 3rd to 5th class students are more influenced by the punch line/ Cartoon/ pictures/ models in the ads. Students of class 6th to 8th are influenced by the quality/ price/ punch line/ product features & etc.

Interpretation: It shows that the 3rd to 5th class students are inclined towards the esthetics of the products. They can be easy attracted with the visuals of the ads.

While 6th to 8th class students are influenced by the product design/ brand ambassador/ punch lines/ price range/ models etc. This group can be focused with facts & information as these details help them feel empowered & can they can be converted to a buyer

Results & Findings

- ❖ During the study it was know that 77% of the total respondents use TV as a source for advertisement & TV ads have a greater impact on the students (62%).
- ❖ It was found that almost half of the respondents believed that the information in the ads is incorrect. While more that 25% respondents were not sure if the information is correct or incorrect.
- ❖ More that 40% of the total respondents use advertisements as a source of information & updates. Information for new products/ brand ambassador etc.
- ❖ Punch Line & good advertisements play an important role in capturing the attention of the respondents.
- ❖ Ads have a very short time remembered. As most of the respondents (81%) forget the ads within a weeks time.
- ❖ Brand ambassador/ model play important role in the perception of Image a product carries.

Recommendations

- ❖ People create media messages. Any media message, whether it's a magazine article or a TV talk show, is created by a team of people. Those people write it, decide what picture to use, and what to leave out. All of these things give the message a purpose. Hence it is most of the time made up for promoting the product. – Children should be educated to understand this fact.
- ❖ Media messages have their own values & point of views. These are built into the message itself. Children should be educated so that they can compare the promoted values against their own values. It is important for children to learn that they have a choice in whether to accept the values that are being promoted in any form of media message.
- ❖ No two people understand the message exactly in the same way. Understanding depends on the person's life. It can be related to age, values, memories, education etc... Hence it is always recommended to keep a check on what the children are watching. Parents should define family guidelines for media contents.
- ❖ Family Guidelines for media content. Parents should help their children to choose shows, videos & video games that are appropriate for their age & interest. Parents can create a habit & keep checking the content children are following. Parents should be clear & consistent with children about media rules.

Conclusions

The study can be used by both parents & advertisers. Advertisements have a greater impact on the buying behaviour of the children/students. With a little capacity to understand the actual message, exaggeration may easily mislead students. Advertisers target the same thing & influence their target market.

Exposure to media will harm more than doing good in long run. Parental guidance is always advisable. Parents can keep a check on the media children are following. As in a matter of seconds, most children can mimic a movie or TV character; sing a jingle, or something they have learnt from the media. Sadly, these may include naming a popular brand of beer or striking a “sexy” pose etc.

Media offer entertainment, culture, news, sports, education etc. They are an important part of lives & have much to teach. But some of what they teach may not be what as a parent you may want your children should learn. Everything is permissible under parental guidance.

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