

## IMPACT OF TV ADS ON CHILDREN

G. SRINIVASA RAJU

Director, MANTRA School of Business Management

Research Scholar

Rayalaseema university Kurnool

### ABSTRACT:

*Children constitute three different markets: the primary, the influencer, and the future market. Certain products are simply children's products for which they are the primary users/buyers. Advertisements in all forms play an important role in informing the consumer choices of products and services. Children are key target for advertisers now a day. The potential consumption of various products is increasing day by day in the children and hence children have become key target to advertisers. Most of the advertising companies are targeting children and using children as models in TV ads. Keeping in view of the above, this research study is initiated to investigate the impact of TV advertisements on children.*

### INTRODUCTION:

Steadily growing impact of attractive and persuasive TV adverts targeting children of all ages are evolving differently. Arrivals of new channels have expanded the commercial advertising space. Channels like Cartoon Network, Disney, etc., gave a big push to the 'Kid-Power' in India. Children not only spending several hours a day watching Television, they are also influencing parents where to bank, and which soap, toothpaste and airline to buy or use. Children have become a perennial state of want to determine the power of influencing billions of dollars' worth purchasing decisions on food, mobile phones, apparel, cars, other consumer and FMCG products etc. Today's kids have more autonomy and decision making power within the family than in previous generations and they are vocal about what they want their parents to buy.

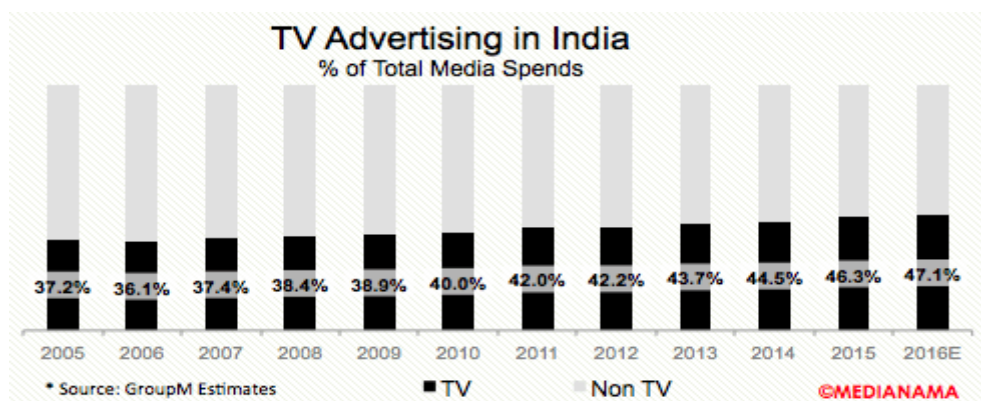
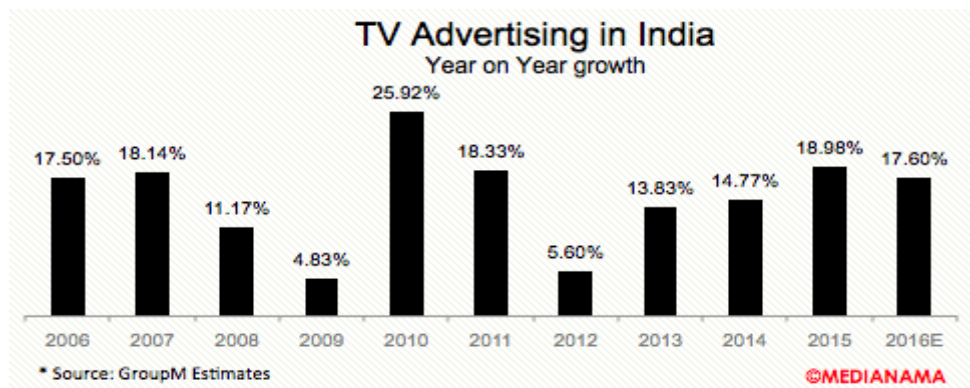
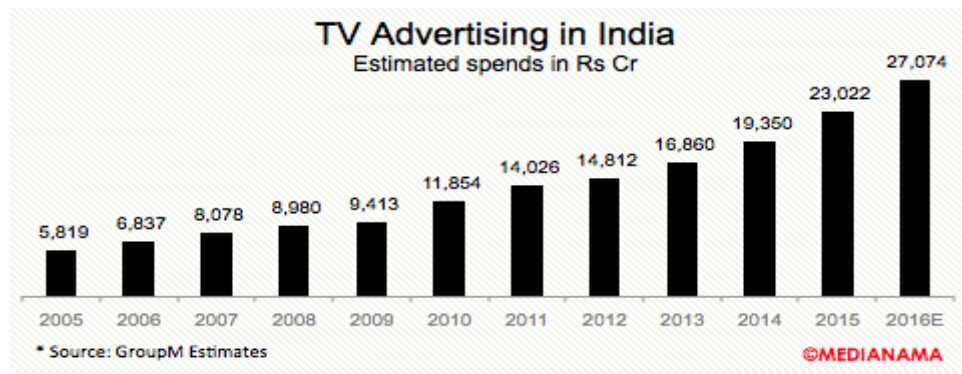
Children are becoming consumers at younger and younger ages. Variety of influences and experiences shapes their consumer habits. Many factors interplay to affect child consumer decision making skills and behaviour that can directly influence their dietary choices and eating patterns. The family has been identified as one of the most influential environmental factors affecting buying decisions and behaviour operating at the levels of parent modelling and parent-child interactions. Commercial pressures on children are encouraging continual consumption of various products and services. Children with poorly developed consumer decision-making skills are unprepared to make wise purchases as adults; this is scenario which has serious implications on the consumer habits of future generations.

### Need and Importance of Research Problem

Now a day marketing techniques have been turned upside down. In the past the most effective way to sell the products to children was through 'Mom' and 'Dad'. Now the scenario is changed, children have become focal points for intense advertising pressure seeking to influence family spending. Parents today are willing to buy more for their kids because they have more disposable income. Trends such as dual incomes, smaller family size and single parenting guilt are playing pivotal role in spending decisions as time-stressed parents substitute material goods for time spent with their kids. Parents are less able to filter out the messages from the advertising world because of fast and busy schedules of today, children themselves have been asked to assume more purchasing decisions than ever before.

Industry spending on advertising to children has exploded in the past decade. Kids represent an important demographic to marketers because they have their own purchasing power, they influence their parents buying decisions and they are the adult consumers of tomorrow. This offers a big temptation to the marketers to treat the pre-adolescents as mature and independent customers. Implementing a strategy called creating *Pester Power* marketers have been successful in making parents almost redundant in purchase decision. Industry has been spending a lot on TV ads. Following information aptly troughs light on spending on TV ads.

- Television is expected to grow at a marginally slower pace of 17.6% compared with 18.98% in 2015. Television will continue to account for a majority share of advertising spends in India, at 47.1%.



Hence, this study has been undertaken to understand the impact and implications of Television ads on children.

## REVIEW OF LITERATURE

Review is carried out by going through the various research journals, magazines, books, thesis and other published sources, and presented in the following.

The advertising agencies and the media have a variety of objectives to accomplish so as to please and gratify the needs of the consumer, something that could be attained through manipulation for instance. They employ psychologists and sociologists to determine "which values and images are most likely to appeal to the audience" (Lund, 1947: 73 Apud Vestergaard & Schroder, 1985: 49) so as to be able to understand the consumers' state of mind.

Advertising entails promotions and awareness. An act of advertising is to gain the attention of the target audience or market. "It is a paid, non-personal communication through various media about a business firm, non-profit oriented organization, product, or idea by a sponsor identified in a message that is intended to inform or persuade members of a particular audience" (Kurtz, 2008). A company therefore, decides to go into advertisement to promote their product new or existing as well as to make viewers or the public aware of the product. Advertisement allows for individuals to know certain functions and use of items or products. Advertising can be done through the medium of television, radio, magazines, outdoor signage, newspapers, direct mail, websites and text messages. Another new medium is called viral advertising, which is a recent market strategy using either a novel or a form of entertaining online marketing message (Krizan, Merrier, Logan, and Williams, 2008).

Advertisement is of great importance to the public at large. According to MacRury (2009), "We understand advertisements to be crucial elements in contemporary processes towards the dissemination of information". According to Rossiter (1998), the functions of advertisement suggests that; they are not just for entertainment but also for market attention, they are means of influencing that enhances attract activeness and the desirability of the product, they enable the target market or buyers to have current, knowledgeable and positive information in consumer decision, they change the attitude of people regarding the product and they are generally known for seeking the attention of its target market, stimulating desire and purchase in order to fulfill the AIDA model. According to Sunil and Sandra (1977), parents are likely to seek out opinions of older children about purchases in most cases; therefore, the opinions of their older children are likely to be considered.

Marketers estimated that kids under the age of 12 years old directly spent over \$200 billion each year; recent estimates placed the figure as close to \$300 billion for 2000 (McDonald and Lavelle, 2001). By the late 1960s and well into the 1970s, there were increased attentions to the fact that kids are also spending their own money in significant amounts. In the mid-1980s, children are perceived as: influential, with significant spending power. As a primary market kids have considerable spending power: children between the ages of 4 and 12 are estimated to have spent \$29 billion in 2000 (McDonald and Lavelle, 2001). Kids are also taken very seriously as a future market. The emphasis is on building brand loyalty with the hope of creating a lifetime customer. The process of branding consumers starts early. For example, Griffin Bacal, a New York advertising agent surveyed the mothers of preschoolers to find out how old their children were when they first requested specific brands by name. He found out that the answer was consistently two years or earlier. Specific brand names are likely to be among a child's first words. Other studies have suggested that children recognize brand logos as early as six months (Jacobson and Mazur, 1995).

One strong argument as to why TV advertisements were geared towards children has been the fact that children have a lot of money to spend. Since the advertisement is to position products to the target consumers; therefore, advertisements to kids are appropriate. Children as observed represent a huge, profitable, and developing or growing market to advertisers (Maher, Herbst, Childs, and Finn, 2008). Advertising to children below the age of 16 is governed by some clear rules. Advertisements featuring children must contain nothing that is likely to result in their physical, mental or moral harm. Children are bound to develop considerable abilities to counter-argue against commercial messages. Television advertising has a powerful influence on children's product preferences and choices and at least a moderate role in perception and usage of products such as cigarettes, alcohol and heavily sugared or non-nutritious foods. According to Keeney, Cannizzo and Flavell (1967) "children who watch four or more hours of television (TV) a day are more likely to believe claims made by advertisers".

According to the Committee on Communications (2006), various inquiries and findings have shown that young children known to be younger than 8 years are cognitively and psychologically unprotected or powerless against advertising. In the late 1970s, the Federal Trade Commission (FTC) held some trials, studied the existing research and came to the conclusion that it is a discriminating and deceptive act to advertise to children less than 6 years. While carrying out this research accordingly, there was a realization that a fetus although undeveloped and unborn, responds to sounds that emanate from the television. Children should not be banned entirely from watching television only because of the harm it may cause to them but they should be encouraged to watch channels that are strictly for them and educative. These channels are well monitored because the agents are aware of their target audience. The use of cables are also encouraged because of the advantage of pass codes that bar children from watching channels that are likely to damage their psychological thinking. It has therefore been observed that children pick up a lot at a tender age and if right precautions against explicit materials from the television are taken, a child is at an advantage of picking brain enhancing messages and having the privilege of increased vocabulary most especially.

### **Products Selection**

FMCG Products such as Toothpastes, Ice creams, Cool drinks, Instant Foods, Snacks, Chocolates and Biscuits.

### **OBJECTIVES OF THE STUDY:**

The research is carried out to study the following:

- 1) To examine and measure the impact of TV Advertisements on Children
- 2) To understand impact of TV Ads on age, gender, Class studying of Children
- 3) To explore interaction effect of demographic factors on children

### **Sources of Data**

Keeping in view of objectives of the study and hypotheses that have been framed for carrying out the research, data has been collected from both primary as well as secondary sources.

### **Primary Data**

For the collection of primary data, two separate questionnaires were administered, one to the Children and other to the parents. Children and Parents with diverse demographic profiles were interviewed and studied.

### **Sample Design**

Population for the study is High School students (VIII, IX & X classes) studying in a corporate school in twin cities of Hyderabad.

### Selection of Schools

One co-education school is selected using Simple Random Sampling Method.

- **Sample Size** : 140
- **Place of Study** : Hyderabad

**Table-1**  
**Sample Design Matrix**

| Sl. No.       | Class | Boys      | Girls     | Total      |
|---------------|-------|-----------|-----------|------------|
| 1             | VII   | 17        | 09        | 26         |
| 2             | VIII  | 16        | 14        | 30         |
| 3             | IX    | 28        | 18        | 46         |
| 4             | X     | 23        | 15        | 38         |
| <b>TOTAL:</b> |       | <b>84</b> | <b>56</b> | <b>140</b> |

**Demographic Information:** Demographic information of sample respondents is presented in the following table:

**Table-2**  
**Item Statistics**

|                | Mean | Std. Deviation | N   |
|----------------|------|----------------|-----|
| Gender         | 1.4  | 0.492          | 140 |
| Age            | 2.66 | 1.044          | 140 |
| Birth Order    | 1.83 | 0.822          | 140 |
| Living With    | 1.39 | 0.756          | 140 |
| Class Studying | 2.69 | 1.067          | 140 |

The mean values of Gender, Age, Birth Order, Living With and Class Studying are found to be 1.40, 2.66, 1.83, 1.39, and 2.69 with Standard Deviations of 0.492, 1.004, 0.822, 0.756 and 1.067 respectively.

**Summary Item Statistics:** Summary of the means, variances, covariance and inter-item correlations are presented in the following table:

**Table-3**  
**Summary Item Statistics**

|                         | Mean  | Minimum | Maximum | Range | Maximum / Minimum | Variance |
|-------------------------|-------|---------|---------|-------|-------------------|----------|
| Item Means              | 1.993 | 1.393   | 2.686   | 1.293 | 1.928             | 0.415    |
| Item Variances          | 0.743 | 0.242   | 1.138   | 0.896 | 4.707             | 0.14     |
| Inter-Item Covariance   | 0.245 | -0.076  | 1.071   | 1.147 | -14.086           | 0.108    |
| Inter-Item Correlations | 0.268 | -0.122  | 0.962   | 1.084 | -7.855            | 0.096    |



It is obvious that the minimum and maximum mean, Range, and variance values for item means, item variances are positive. Maximum mean is witnessed for Item means is 2.686. Maximum variance is 1.138, maximum inter item covariance is witnessed is 1.071 and maximum inter-item covariance is found to be 0.962.

**Item-Total Statistics:** The Scale mean, Scale variance, Total correlation, squared multiple correlation and Cronbach's alpha values are presented in the following table:

**Table-4**  
**Item-Total Statistics**

|                | Scale Mean<br>if Item<br>Deleted | Scale Variance<br>if Item Deleted | Corrected<br>Item-Total<br>Correlation | Squared<br>Multiple<br>Correlation | Cronbach's<br>Alpha if Item<br>Deleted |
|----------------|----------------------------------|-----------------------------------|--|------------------------------------|--|
| Gender         | 8.56                             | 8.204                             | 0.058                                  | 0.023                              | 0.769                                  |
| Age            | 7.31                             | 3.941                             | 0.863                                  | 0.933                              | 0.445                                  |
| Birth Order    | 8.14                             | 6.521                             | 0.337                                  | 0.311                              | 0.712                                  |
| Living With    | 8.57                             | 6.894                             | 0.288                                  | 0.307                              | 0.725                                  |
| Class Studying | 7.28                             | 3.987                             | 0.818                                  | 0.927                              | 0.471                                  |

The scale means for gender, age, birth order, living with and class studying are 8.56, 7.31, 8.14, 8.57, and 7.28 respectively. Similarly, the scale variance values are found to be for gender, age, birth order, living with and class studying are 8.204, 3.941, 6.521, 6.894, and 3.987 respectively.

Total correlation varies between 0.058 and 0.863. The Cronbach's alpha values also range between 0.445 and 0.769. Highest Cronbach's alpha is for Gender and the lowest is for Age.

**Number hours watching TV:** Respondents were asked about number of hours they watch Television; responses are as follows in the following table.

**Table-5**  
**Number hours watching TV**

|   | Gender | Age      | Class<br>Studying | Mean | Std.<br>Deviation | N  |
|---|--------|----------|-------------------|------|-------------------|----|
| How many<br>hours you<br>watch<br>Television in<br>Weekdays | Boys   | Twelve   | Seventh           | 2.35 | 0.493             | 17 |
|   |        |          | Total             | 2.35 | 0.493             | 17 |
|   |        | Thirteen | Eighth            | 2.38 | 0.5               | 16 |
|   |        |          | Ninth             | 3.33 | 0.577             | 3  |
|   |        |          | Total             | 2.53 | 0.612             | 19 |
|   |        | Fourteen | Ninth             | 2.88 | 0.612             | 24 |
|   |        |          | Tenth             | 3    | 1.414             | 2  |
|   |        |          | Total             | 2.88 | 0.653             | 26 |
|   |        | Fifteen  | Ninth             | 1    | .                 | 1  |
|   |        |          | Tenth             | 1.52 | 0.75              | 21 |
|   |        |          | Total             | 1.5  | 0.74              | 22 |
|   |        | Total    | Seventh           | 2.35 | 0.493             | 17 |

|  |       |          |         |      |       |     |
|--|-------|----------|---------|------|-------|-----|
|  |       |          | Eighth  | 2.38 | 0.5   | 16  |
|  |       |          | Ninth   | 2.86 | 0.705 | 28  |
|  |       |          | Tenth   | 1.65 | 0.885 | 23  |
|  |       |          | Total   | 2.33 | 0.826 | 84  |
|  | Girls | Twelve   | Seventh | 2.5  | 0.926 | 8   |
|  |       |          | Total   | 2.5  | 0.926 | 8   |
|  |       | Thirteen | Seventh | 2    | .     | 1   |
|  |       |          | Eighth  | 2.85 | 1.068 | 13  |
|  |       |          | Total   | 2.79 | 1.051 | 14  |
|  |       | Fourteen | Eighth  | 3    | .     | 1   |
|  |       |          | Ninth   | 2.35 | 0.786 | 17  |
|  |       |          | Tenth   | 2.67 | 1.528 | 3   |
|  |       |          | Total   | 2.43 | 0.87  | 21  |
|  |       | Fifteen  | Ninth   | 1    | .     | 1   |
|  |       |          | Tenth   | 2    | 0.953 | 12  |
|  |       |          | Total   | 1.92 | 0.954 | 13  |
|  |       | Total    | Seventh | 2.44 | 0.882 | 9   |
|  |       |          | Eighth  | 2.86 | 1.027 | 14  |
|  |       |          | Ninth   | 2.28 | 0.826 | 18  |
|  |       |          | Tenth   | 2.13 | 1.06  | 15  |
|  |       |          | Total   | 2.41 | 0.968 | 56  |
|  | Total | Twelve   | Seventh | 2.4  | 0.645 | 25  |
|  |       |          | Total   | 2.4  | 0.645 | 25  |
|  |       | Thirteen | Seventh | 2    | .     | 1   |
|  |       |          | Eighth  | 2.59 | 0.825 | 29  |
|  |       |          | Ninth   | 3.33 | 0.577 | 3   |
|  |       |          | Total   | 2.64 | 0.822 | 33  |
|  |       | Fourteen | Eighth  | 3    | .     | 1   |
|  |       |          | Ninth   | 2.66 | 0.728 | 41  |
|  |       |          | Tenth   | 2.8  | 1.304 | 5   |
|  |       |          | Total   | 2.68 | 0.783 | 47  |
|  |       | Fifteen  | Ninth   | 1    | 0     | 2   |
|  |       |          | Tenth   | 1.7  | 0.847 | 33  |
|  |       |          | Total   | 1.66 | 0.838 | 35  |
|  |       | Total    | Seventh | 2.38 | 0.637 | 26  |
|  |       |          | Eighth  | 2.6  | 0.814 | 30  |
|  |       |          | Ninth   | 2.63 | 0.799 | 46  |
|  |       |          | Tenth   | 1.84 | 0.973 | 38  |
|  |       |          | Total   | 2.36 | 0.883 | 140 |

The mean and standard deviation for boys with age of twelve years and studying seventh class are 2.35 and 0.493 respectively. Similarly, thirteen years old studying VIII and IX classes are 2.53 and 0.612 respectively. Thus, the mean hours of watching TV and standard deviations are evident in the table for all the age groups of the study and classes.

**Enjoying Ads in TV:** Respondents were asked about Ads they enjoy while watching TV. Responses are as follows in the following table.

**Table-6**  
**Enjoying Ads in TV**

|                | Gender | Age    | Class Studying | Mean | Std. Deviation | N  |
|----------------|--------|--------|----------------|------|----------------|----|
| While watching | Boys   | Twelve | seventh        | 2.35 | 0.606          | 17 |
|                |        |        | Total          | 2.35 | 0.606          | 17 |

|                               |       |          |         |      |       |     |
|-------------------------------|-------|----------|---------|------|-------|-----|
| television,<br>I enjoy TV Ads |       | Thirteen | Eighth  | 2.75 | 1.065 | 16  |
|                               |       |          | Ninth   | 2    | 1     | 3   |
|                               |       |          | Total   | 2.63 | 1.065 | 19  |
|                               |       | Fourteen | Ninth   | 2.08 | 0.929 | 24  |
|                               |       |          | Tenth   | 1.5  | 0.707 | 2   |
|                               |       |          | Total   | 2.04 | 0.916 | 26  |
|                               |       | Fifteen  | Ninth   | 5    | .     | 1   |
|                               |       |          | Tenth   | 3.67 | 1.197 | 21  |
|                               |       |          | Total   | 3.73 | 1.202 | 22  |
|                               |       | Total    | Seventh | 2.35 | 0.606 | 17  |
|                               |       |          | Eighth  | 2.75 | 1.065 | 16  |
|                               |       |          | Ninth   | 2.18 | 1.056 | 28  |
|                               |       |          | Tenth   | 3.48 | 1.31  | 23  |
|                               |       |          | Total   | 2.68 | 1.174 | 84  |
|                               | Girls | Twelve   | Seventh | 2.75 | 1.488 | 8   |
|                               |       |          | Total   | 2.75 | 1.488 | 8   |
|                               |       | Thirteen | seventh | 1    | .     | 1   |
|                               |       |          | Eighth  | 2    | 1.581 | 13  |
|                               |       |          | Total   | 1.93 | 1.542 | 14  |
|                               |       | Fourteen | Eighth  | 3    | .     | 1   |
|                               |       |          | Ninth   | 2.88 | 1.364 | 17  |
|                               |       |          | Tenth   | 2.67 | 2.082 | 3   |
|                               |       |          | Total   | 2.86 | 1.389 | 21  |
|                               |       | Fifteen  | Ninth   | 5    | .     | 1   |
|                               |       |          | Tenth   | 2.92 | 1.621 | 12  |
|                               |       |          | Total   | 3.08 | 1.656 | 13  |
|                               |       | Total    | Seventh | 2.56 | 1.509 | 9   |
|                               |       |          | Eighth  | 2.07 | 1.542 | 14  |
|                               |       |          | Ninth   | 3    | 1.414 | 18  |
|                               |       |          | Tenth   | 2.87 | 1.642 | 15  |
|                               |       |          | Total   | 2.66 | 1.529 | 56  |
|                               | Total | Twelve   | Seventh | 2.48 | 0.963 | 25  |
|                               |       |          | Total   | 2.48 | 0.963 | 25  |
|                               |       | Thirteen | Seventh | 1    | .     | 1   |
|                               |       |          | Eighth  | 2.41 | 1.35  | 29  |
|                               |       |          | Ninth   | 2    | 1     | 3   |
|                               |       |          | Total   | 2.33 | 1.315 | 33  |
|                               |       | Fourteen | Eighth  | 3    | .     | 1   |
|                               |       |          | Ninth   | 2.41 | 1.183 | 41  |
|                               |       |          | Tenth   | 2.2  | 1.643 | 5   |
|                               |       |          | Total   | 2.4  | 1.21  | 47  |
|                               |       | Fifteen  | Ninth   | 5    | 0     | 2   |
|                               |       |          | Tenth   | 3.39 | 1.391 | 33  |
|                               |       |          | Total   | 3.49 | 1.401 | 35  |
|                               |       | Total    | Seventh | 2.42 | 0.987 | 26  |
|                               |       |          | Eighth  | 2.43 | 1.331 | 30  |
|                               |       |          | Ninth   | 2.5  | 1.261 | 46  |
|                               |       |          | Tenth   | 3.24 | 1.46  | 38  |
|                               |       |          | Total   | 2.67 | 1.322 | 140 |

The mean and standard deviation for boys and girls for the study age groups and for the study classes of the sample, with respect to enjoying TV ads, are with mean values 2.42, 2.43, 2.50, 3.24 and 2.67 and standard deviations 0.987, 1.331, 1.261, 1.460 and 1.322 respectively.



In order to understand how each variable is influencing resultant variable Pester Power of children, Multivariate Analysis is done and the results are given in following table:

**Table-6**  
**Multivariate Analysis**

| Effect                        |                    | Value  | F                    | Hypothesis<br>df | Error<br>df | Sig.  |
|-------------------------------|--------------------|--------|----------------------|------------------|-------------|-------|
| Intercept                     | Pillai's Trace     | 0.975  | 450.710 <sup>b</sup> | 10               | 116         | 0     |
|                               | Wilks' Lambda      | 0.025  | 450.710 <sup>b</sup> | 10               | 116         | 0     |
|                               | Hotelling's Trace  | 38.854 | 450.710 <sup>b</sup> | 10               | 116         | 0     |
|                               | Roy's Largest Root | 38.854 | 450.710 <sup>b</sup> | 10               | 116         | 0     |
| Gender                        | Pillai's Trace     | 0.185  | 2.633 <sup>b</sup>   | 10               | 116         | 0.006 |
|                               | Wilks' Lambda      | 0.815  | 2.633 <sup>b</sup>   | 10               | 116         | 0.006 |
|                               | Hotelling's Trace  | 0.227  | 2.633 <sup>b</sup>   | 10               | 116         | 0.006 |
|                               | Roy's Largest Root | 0.227  | 2.633 <sup>b</sup>   | 10               | 116         | 0.006 |
| Age                           | Pillai's Trace     | 0.32   | 1.411                | 30               | 354         | 0.078 |
|                               | Wilks' Lambda      | 0.705  | 1.435                | 30               | 341.159     | 0.069 |
|                               | Hotelling's Trace  | 0.382  | 1.458                | 30               | 344         | 0.061 |
|                               | Roy's Largest Root | 0.256  | 3.017 <sup>c</sup>   | 10               | 118         | 0.002 |
| Class Studying                | Pillai's Trace     | 0.236  | 1.009                | 30               | 354         | 0.457 |
|                               | Wilks' Lambda      | 0.781  | 1.002                | 30               | 341.159     | 0.468 |
|                               | Hotelling's Trace  | 0.26   | 0.994                | 30               | 344         | 0.478 |
|                               | Roy's Largest Root | 0.129  | 1.522 <sup>c</sup>   | 10               | 118         | 0.14  |
| Gender * Age                  | Pillai's Trace     | 0.18   | 2.550 <sup>b</sup>   | 10               | 116         | 0.008 |
|                               | Wilks' Lambda      | 0.82   | 2.550 <sup>b</sup>   | 10               | 116         | 0.008 |
|                               | Hotelling's Trace  | 0.22   | 2.550 <sup>b</sup>   | 10               | 116         | 0.008 |
|                               | Roy's Largest Root | 0.22   | 2.550 <sup>b</sup>   | 10               | 116         | 0.008 |
| Gender * Class Studying       | Pillai's Trace     | 0.067  | .827 <sup>b</sup>    | 10               | 116         | 0.604 |
|                               | Wilks' Lambda      | 0.933  | .827 <sup>b</sup>    | 10               | 116         | 0.604 |
|                               | Hotelling's Trace  | 0.071  | .827 <sup>b</sup>    | 10               | 116         | 0.604 |
|                               | Roy's Largest Root | 0.071  | .827 <sup>b</sup>    | 10               | 116         | 0.604 |
| Age * Class Studying          | Pillai's Trace     | 0.107  | 1.397 <sup>b</sup>   | 10               | 116         | 0.19  |
|                               | Wilks' Lambda      | 0.893  | 1.397 <sup>b</sup>   | 10               | 116         | 0.19  |
|                               | Hotelling's Trace  | 0.12   | 1.397 <sup>b</sup>   | 10               | 116         | 0.19  |
|                               | Roy's Largest Root | 0.12   | 1.397 <sup>b</sup>   | 10               | 116         | 0.19  |
| Gender * Age * Class Studying | Pillai's Trace     | 0.084  | 1.059 <sup>b</sup>   | 10               | 116         | 0.4   |
|                               | Wilks' Lambda      | 0.916  | 1.059 <sup>b</sup>   | 10               | 116         | 0.4   |
|                               | Hotelling's Trace  | 0.091  | 1.059 <sup>b</sup>   | 10               | 116         | 0.4   |
|                               | Roy's Largest Root | 0.091  | 1.059 <sup>b</sup>   | 10               | 116         | 0.4   |

- Design: Intercept + Gender + Age + Class studying + Gender \* Age + Gender \* Class studying + Age \* Class studying + Gender \* Age \* Class studying
- Exact statistic
- The statistic is an upper bound on F that yields a lower bound on the significance level.

H<sub>01</sub>: There is no significant impact of TV Ads on gender of the children

H<sub>02</sub>: There is no significant impact of TV Ads on age of the children

H<sub>03</sub>: There is no significant impact of TV Ads on class studying of the children

- H<sub>04</sub>: There is no significant impact of TV Ads on interaction of Gender and Age  
H<sub>05</sub>: There is no significant impact of TV Ads on interaction of Gender and Class studying  
H<sub>06</sub>: There is no significant impact of TV Ads on interaction of Age and Class studying  
H<sub>07</sub>: There is no significant impact of TV Ads on Gender, Age and Class studying

For all the demographic variables gender, age, class studying, Roy's Largest Root, Pillai's Trace, Wilks' Lambda, Hotelling's Trace are estimated, with F test and also the interactions with each of the variables are also carried out. F values are found to be significant for all the four tests with intercept and gender. Hence, the null hypothesis is rejected and alternative hypothesis is accepted, meaning thereby that there i.e. significant influence of the variables on children. With respect to age, except Roy's largest root, all others are not significant, meaning thereby that there is no significant difference in the influence. Same is the finding with class studying. When the interactions with gender and age, gender and class studying, age and class studying, and with the interaction of three variables i.e. gender, age and class studying, the F values are found to be not significant. Thus, it is obvious that the interaction is not significant, resulting the acceptance of null hypothesis.

### **FINDINGS AND CONCLUSIONS:**

Following are the partial findings, conclusions and suggestions emerged out of the research study:

1. Celebrities shown in TV advertisements are strongly influencing children in purchase of their desired products.
2. Age and Gender are positively correlated with Television Advertisements.
3. Product knowledge acquired by Television Advertisements is positively correlated to age and gender of students.
4. Method followed by children; i.e. nagging and pleading is influenced by age and gender of children.
5. The mean and standard deviation for boys with age of Twelve years and studying Seventh Class are 2.35 and 0.493 respectively. Similarly, Thirteen years old studying VIII and IX Classes are 2.53 and 0.612 respectively. Thus, the Mean hours of watching TV and Standard Deviations are evident in the table for all age groups of the Study and Classes.
6. Mean and Standard Deviation for Boys and Girls for the Study age groups and for the Study Classes of the sample, with respect to enjoying TV Ads, are with Mean values 2.42, 2.43, 2.50, 3.24 and 2.67 and Standard Deviations 0.987, 1.331, 1.261, 1.460 and 1.322 respectively.

### **LIMITATIONS OF THE STUDY**

1. The study is carried out to understand opinions, views and experiences pertaining to Pester Power on select FMCG Products in Hyderabad region.
2. However, the results may differ for other child-centric products and services like certain electronic and digital items, sports and hobby related items and other additives.
3. The sample is drawn from twin cities of Hyderabad, therefore, may not represent the whole population. Hence, the limitation of generalization will be there.
4. Students and Parents may fail to articulate their opinion; therefore, the in-articulation error may creep in to the study, despite the care taken.

## REFERENCES & BIBLIOGRAPHY

1. Belch & Belch: *ADVERTISING AND PROMOTION*, Tata McGraw Hill
2. S.A. Chunawalla & K.C.Sethia: *Foundations of Advertising*, Himalaya
3. Wright, Winter & Zeigler: *ADVERTISING*, Tata McGraw Hill
4. Aaker, Batra & Myers: *ADVERTISING MANAGEMENT*, Prentice Hall, India
5. Pran Nath Chowdhury: *SUCCESSFUL SALES PROMOTION*
6. Wells, Burnett & Moriarty: *ADVERTISING PRINCIPLES & PRACTICES*, PrenticeHall
7. Sigel, & A. Rennings (Eds), *Handbook of child psychology*
8. Bridges, E., & Briesch, R.A. (2006). The 'nag factor' and children's product categories. *International Journal of Advertising*, 25(2), 157-187.
9. Caruana, A. & Vassallo, R. (2003). Children's perception of their influence over purchases: the role of parental communication patterns. *Journal of Consumer Marketing*, 20 (1), 55-66.
10. Chaudhary, M., and Gupta, A. (2012). Children's influence in family buying process in India. *Young Consumers: Insight and Idea for Responsible Marketers*, 13 (2), 161-175.
11. Chan K. (2000), " Honk Kong's children's understanding of television advertising", *Journal of Marketing Communication*, Vol 6, No 1, pp 37-52.
12. Desai, T. (2008), "Children's influence on family purchase decision in India", unpublished dissertation, University of Nottingham, Nottingham.
13. Galst, J.& White, M.(1976), *The unhealthy persuader: The reinforcing value of television and children's purchase influence attempts at the super market*, *Child Development*, Vol.47, pp 1089-1096.
14. Gorn, G. and Goldberg, M. (1977), *The impact of television advertising on children from low-income families*, *Journal of Consumer Research*, Vol.4, pp 86-88.
15. Kamalamma, T.N., *Effect and Impact of TV Advertisement and the Buying Behaviour of Children*, Dharwad: Karnataka University, 2005, p.36.
16. Seema Joshi, "Role of Children in Purchase Decision", *Indian Journal of Marketing*, Vol. 44, No. 5, 2009, p.65
17. B. Rajesh KUMAR, "Television Channels in India: Strategic Growth Perspectives", *Centre for Case Studies, HEC MONTREAL*
18. Shukla, A.V., "Effects of TV Commercials on Children", *Indian Journal of Marketing*, Vol. 45, No. 8, 2010, p.145
19. Unnikrishnan, N., & Bajpai, S. (1996). *The Impact of Television Advertising on Children*. London: Sage Publications.