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M.A. Thesis In Management

September - 2005

EFFECTS OF ADVERTISEMENTS ON CHILDREN

Thesis submitted to the
Institute of Social Sciences
in partial fulfillment of the requirements
for the degree of
Master of Arts
in
Management

by
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September 2005

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AUTHOR DECLARATIONS

1. The material included in this thesis has not been submitted wholly or in part for any academic award or qualification other than that for which it is now submitted.

2. The program of advanced study of which this thesis is part has consisted of:

i) Literature review about the effects of television advertising on children.

ii) Evaluation of a research implemented to preschool children about the effects of television advertising.

Yusuf Güngöray

September, 2005

ABSTRACT

YUSUF GÜNGÖRAY

September 2005

EFFECTS OF ADVERTISEMENTS ON CHILDREN

This thesis is aiming at analyzing the possible effects of television advertising on children. It consists of six parts after the introduction that is included to the literature review about advertising; the characteristics of television and children; the nature of television advertising and children as a target market; the evaluation of the research; conclusion and recommendation. The first part following it that is named "literature review" identifies the advertising concept, aims and functions of it, history of advertising. The second part is about characteristics of television and children, positive and negative effects of it. Then, the third part is about the relationship between television advertising and children as a target market. The thesis is finalized with the evaluation of the research in which a questionnaire is implemented to one hundred preschool children.

All the work aims to analyze the effects of television advertising on children and to be useful for parents, educators, and advertisers to minimize those possible effects.

Key words:

Advertising

Television

Children

Television advertising

Negative Effects

KISA ÖZET

YUSUF GÜNGÖRAY

Eylül 2005

REKLAMLARIN ÇOCUKLAR ÜZERİNDEKİ ETKİLERİ

Bu tez televizyon reklamlarının çocuklar üzerindeki olası etkilerini incelemeyi amaçlamaktadır. Giriş bölümünü takip eden reklamcılık literatürünün ele alındığı; televizyon ve çocuğun karakteristik özelliklerinin incelendiği; televizyon reklamcılığının ve hedef market olarak çocuğun öneminin anlatıldığı; televizyon reklamlarının çocuklar üzerindeki etkilerinin incelendiği anket çalışmasının analiz edildiği; sonuç ve önerilerin olduğu altı bölümden oluşmaktadır. Girişten sonraki ilk bölüm reklamcılık kavramının tanımlandığı, amaçlarının ve fonksiyonlarının anlatıldığı ve tarihesinin incelendiği literatür değerlendirmesidir. İkinci bölüm televizyonun ve çocuğun karakteristik özellikleri ve televizyonun olumlu ve olumsuz etkileriyle ilgilidir. Üçüncü bölüm ise televizyon reklamcılığı ve hedef market olarak çocuk arasındaki ilişkiyle ilgilidir. Tez yüz çocuğa uygulanan anketi içeren araştırmanın değerlendirmesiyle son bulmaktadır.

Bütün bu çalışma televizyon reklamcılığının çocuklar üzerindeki olası etkilerinin araştırılması ve anne babalara, eğitimcilere, ve reklam verenlere bu etkilerin azaltılması için yardımcı olma amacını taşımaktadır.

Anahtar Kelimeler:

Reklam

Televizyon

Çocuk

Televizyon Reklamcılığı

Olumsuz Etkiler

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ACKNOWLEDGEMENTS

I gratefully acknowledge all those who have contributed to the preparation of this thesis. I give my special thanks to those who helped me in interviews with the children in kindergartens, especially to my wife, Hacer Güngöray, who contacted her colleagues to implement the questionnaire to their students and interviewed her students in kindergarten department of Ahmet Yesevi Primary School. I owe my special thanks to Reha Karaca who also contacted kindergarten classes of his school and his wife for interviewing her students in Private Bahçelievler Fatih Kindergarten. I should also mention my friend Yasin Özdemir for his help in data collection and editing. I give my best regards to the managers and teachers who approved the implementation of the questionnaire in their schools.

And I owe my special thanks to all of my instructors in Fatih University, especially Prof. Dr. Mustafa Dilber who is my advisor about this thesis.

INTRODUCTION

There are many different types of mass media like printed media, television, radio, internet and so on in the world today. Advertisement companies use these media types to introduce and promote the products. It is quite easy to reach huge numbers of people by means of those media. Therefore, they are precious vehicles for anyone who wants to reach their target group.

Television is the most widely used one among those media types. More than ninety percent of families today possess a TV set and some of them have more than one. It is the most common entertainment vehicle in our society. According to a recent report, a child spends on the average four hours in front of television. It means that television has become the top after-school activity for children. They spend less time on physical activities or games with their friends which cause problems in their physical and social development.

Television is so attractive because the auditory and visual elements on it attract children's attention and lead to a high level of concentration. Cartoons and some musical programs are their favorites. Advertisements are one of the most fun parts of television because they are short and the elements used in ads like music, animation, child actor, and celebrities attract them.

As a kind of communication and socialization process, advertising aims to shape new behaviors, change or strengthen the attitudes of target consumers as a result of promoting a service, a product, or an idea. It is useful for both advertisers and consumers because it helps us to decide what to sell and what to buy. Companies can see what consumers want and use every alternative to introduce and promote their products.

Although advertising is so effective and beneficial for both sides, the implementations have caused some problems especially for children. Due to the nature of children, they are regarded as defenseless to the advertisements. Children cannot differentiate the programming content and advertising content. Also they are not aware of the selling and persuasive aims of advertising. Because of these two concerns, television advertisements addressed to children face a lot of criticisms.

In this study, the possible effects of television advertising on children are researched. How parents can minimize those effects are explained. A questionnaire is implemented to 100 preschool children who are five and six years olds to search those effects.

This study consists of seven chapters. After introduction, a literature review about advertising is done in the second chapter. The nature and the definition of it are given. Different approaches to its definition are stated in order to understand it clearly. The aims and functions of advertising are analyzed in depth. History of advertising is studied afterwards. It is surprising

that although advertising had been used in early ages, modern advertising started after the industrial revolution and until that time it wasn't accepted as private sector. Then the types of advertising are explained according to three criteria: scope or scale, medium, purpose.

Third chapter is about television and children. The nature of both television and children are explained. Then the negative and positive effects of television are analyzed. Some suggestions to minimize the negative effects are declared.

In chapter four television advertising and children as a target group are studied. Categories of television advertising are stated. Then the advantages and disadvantages of television for advertisers are explained. Afterwards the importance of children as a target market is analyzed. Two concerns about children's understanding of television advertising are studied then: differentiation the programs and advertisements; the perception of intends of television advertising.

Negative and positive effects of television advertising on children are also analyzed in chapter four. Negative effects are discussed in three categories:

- a- Encouragement to unnecessary consumption and materialistic values.
- b- Unhealthy eating habits.
- c- Values, Beliefs, and Attitudes.

The factors that influence those effects are mentioned afterwards. Those factors are advertising exposure level, child's age and the parents' role.

Four source effects are studied after those factors: confusion effect, endorsement effect, social stereotype effect, and self-concept type. Premium effects and parent-child relationship are analyzed, too. At the end of chapter four, several regulations about television advertising for children are stated.

The evaluation of the research has been done in chapter five. A questionnaire has been implemented to 100 preschool children whose ages are five and six. Forty of them are five years old and sixty of them are six years old. This age group has been chosen because they are in a social environment except family for the first time and they are illiterates. They cannot be affected by the written elements in the advertisements. The questions are asked orally and the answers are written by the interviewer because those children cannot read and write.

The other chapters are conclusion and recommendations. The results of the research are evaluated in the conclusion and some recommendations are offered for the parents, educators and advertisers.

CHAPTER 1

ADVERTISING- A LITERATURE REVIEW

Today, advertisements have become an important part of our lives. We see them everywhere, for instance whenever we watch TV, listen to radio, or read a newspaper, or even when we wait for a bus in the bus stop. Most of the time, we don't have to spend time to learn anything about new products.

Whether we are aware or not, advertisements direct our lives. They affect our decisions, buying behavior and buying process, and even purchases. A person can easily get information about the cheapest credit from ads, if he wants to buy a car or house, for example. So he doesn't have to spend much time for searching about the bank credits. Although there are a lot of different brands of soft drinks such as cola, people prefer a particular brand, with the help of advertisements. Hundreds of examples can be added here. It can be that we are surrounded by a huge number of advertisements. They have a great influence on our lives.

As being one of the most important components of modern economy, advertising can be understood better if the definition of advertising is explained and also the aims and functions of it are clarified.

1.1. Nature And Definition Of Advertising

Different definitions of advertising have been made according to different fields of study such as communication and marketing. Although the

features and purposes of advertising are the same, different approaches or points of view of the scientists lead to different definitions.

Advertising is the combination of the activities like researches in the market about new products, services, or ideas; researches about the profiles of the buyers for these products, services, or ideas; determination of the purpose, costs, budgets, and the medium, and all preparations for the advertisement.

Arens states that today definitions of advertising abound. We might define it as a communication process, a marketing communication process, an economic and social process, a public relations process, or an information and persuasion process. (1996: 6)

Communication process begins when one party, called source, formulates an idea and encodes it as a message, and then sends it via some channel to another party, called the receiver. The receiver should decode it to understand. If the receiver wants to answer, he formulates a new idea, encodes it, and sends it back through some channel. A message as a response to the message of the source is called feedback. In advertising, the source can be considered as the sponsor or the advertiser, the message is the advertisement, the channel is the medium, and the receiver is the consumer. And the feedback is the purchase or not purchase.

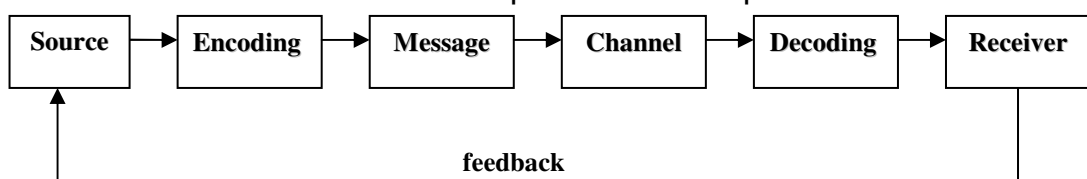


Figure 1 The Flow Of Communication (Arens, 1996:7)

Marketing communication process is more complex. Source, message, and the receiver have different dimensions. Source has three dimensions: the sponsor, the author, and the persona. The sponsor is legally responsible for the advertisement. However, he usually doesn't produce the message. The author does it. The spokesman who gives the advertisement a voice is the source within text message for the consumer.

Message has also three dimensions: autobiography, narrative and drama. Some messages are autobiographical, which tells the story of the sponsor to the imaginary audience. On the other hand, narrative messages have a third person who tells a story about others. And in drama the characters act out their roles.

Finally, receiver has three dimensions, including implied, sponsorial, and actual consumers. Implied consumers addressed by the ad's persona aren't real. They are imagined by the source as ideal consumers. When we move outside the text of the ad, the first consumers will be the decision maker's at the sponsor's company. Whereas, sponsorial consumers are the ones who decide whether it will run or not. So the advertisement must persuade the advertising agency before real consumers. The last dimension is actual consumers. They are the target customers in the real world. And feedback is important because it verifies that the message is received.

The process in advertising as a marketing communication process can be seen better in figure 2.

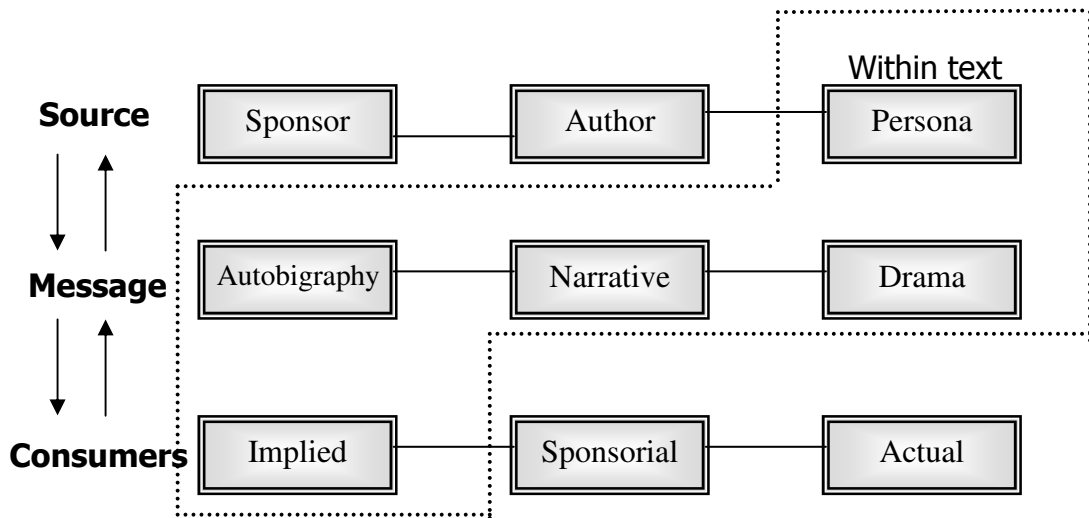


Figure 2. Marketing Communication Model (Arens, 1996:8)

Except from Arens' definition of advertising as 'a communication and marketing process', there are a lot of different definitions too.

Jefkins gives a simple explanation for advertising: "It is the means by which we make known what we have to sell or what we want to buy."(1985). It can be inferred that advertising is important for both the producers and the consumers. It is beneficial for the producers because he can sell more and maximize profit and it is beneficial for the consumer because he has opportunity to choose the best options for his need.

'Simply advertising means drawing attention to something or informing somebody for something' (Dyer, 1990). Dyer claims that someone can advertise by word of mouth quite informally and locally and without much expense. However, if he wants to reach a great number of people he need to advertise in a more familiar sense of the word, public announcement

by using mass media, such as television, radio, newspaper, etc. So using mass media is another important factor in advertising.

Kirkpatrick says: "Advertising is mass communication of information intended to persuade buyers so as to maximize profits."(1964). Advertisers use ads one of the means to sell more to earn more as indicated in the definition to maximize the profits.

Patti and Frazer consider advertising as a planned communication activity in which messages in mass media are used to persuade audiences to adopt goods, services, and ideas, and give a model of advertising communications process (1988).

Advertisement Participants	Advertisers	Advertising Agencies	Media and other suppliers	Buyers, prospects, Opinion leaders
Advertising Activity	Approve and manage advertising program	Create visual and verbal messages; selected media	Trasmit the message to intended audience	Interpret message
Communication Intent	Adopt of idea, product or concept	Creation of message to achieve communication goals	Effective and efficient delivery of audience	Information, entertainment, self-fulfilment
Limitations on Effectiveness	Imperfect knowledge of receivers competitions	Financial constraints; imperfect knowledge of message effects; competitive messages	Competing activities; distractions; costs	Readiness and ability to respond; selective exposure and retention; external and internal factors of behaviour

(Patti and Frazer,1988)

Figure 3. A Model Of Advertising Communications Process

As it is clearly seen in all of the definitions stated above, there are some important aspects such as being a communication process, being persuasive, being informative, etc., in advertising. In this study advertising will be considered as any controlled form of non-personal communication of ideas, products, and services usually paid for by an identified sponsor to inform and persuade the selected market. The components in this definition must be analyzed in order to understand it better.

First of all it is a controlled form and it is paid for. The advertiser pays for the advertisement and that's why he has control over that ad. He can control what the advertisement will say and where it will be shown or placed. The features of advertising that are being paid for and being a controlled form distinguish advertising from public relations. A company may send a story to a newspaper. If this company doesn't pay for it, then the newspaper decides whether to publish or not, or when and where to publish it. If the company doesn't have control over this situation it won't be an advertiser. Bolen mentions an exception that sometimes charities and non-profit organizations mostly are not paid but they may have control over the advertisements.

Second, it is a non-personal communication. Advertising is directed to groups of people not individuals. It uses media such as television, newspaper, radio, or magazine to send the message to consumers. So it can be accepted as a mass communication. It is cheaper and more beneficial

than personal selling because cost per person is cheaper in mass media than in personal selling.

Third, advertising presents ideas, products, and services. It is assumed that advertising mostly sells tangible products. They may sell services such as bank services, insurance services, etc. Ads also sell ideas. They sometimes present ideas of charities, and non-profit organizations; or sell the ideas of companies that they are good citizens, they are honest, etc.

Another important component is an identified sponsor. Existence of an identified sponsor, that is advertiser, shows the difference between an advertising and propaganda. In both terms source is trying to influence the receiver of the message in a way. In advertising the source is known, whereas in propaganda it is unknown.

“To inform and persuade” is the main purpose of advertising. It helps the consumers in the buying process by informing them. It tells the consumers about the products, ideas, and services and then tells how to find them. Besides, advertisers persuade the consumers to select their product among a lot of alternatives. Also ads persuade the potential consumers that they need to buy advertised item even if they really don't need it. That's why, 'persuasion is the heart of advertising and also its main problem.'(Bolen, 1984:6) It is crucial to determine how much persuasion is necessary. Using false information to persuade can be regarded as abusing

the consumers. That's why, some regulations, which will be discussed in the following sections are applied to avoid this problem

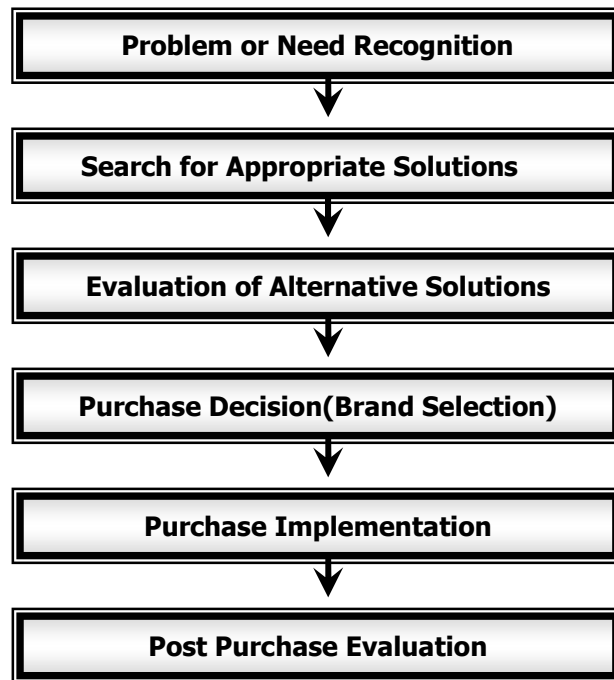


Figure 4. The Buying Behavior Process (Bolen,1984)

Advertisers can affect buying process, shown in figure 4 at different phases. So they help buyers to shorten these phases of the process. First, they call the attention of the consumers to the problem or need. They may create false needs here. Even if the consumers do not need that product, they make them feel that it is necessary. Also, by informing the customers about the products, ads may help them in searching the appropriate solutions. Moreover, persuading the customers affects 'evaluation of alternative solutions and purchase decisions (brand selection) phases. Briefly, advertising has a great influence on buying process.

Consequently, understanding of the mentioned components helps us to get a comprehensive view of advertising. As stated above, there are different definitions for advertising but these components are the common features.

1.2. Aims Of Advertising

Every activity has an aim or at least should have an aim. Of course, advertising has different kinds of aim. For example, no matter how rich he is, no businessman wastes his money. He wants to sell more and earn more. Advertising is a way to achieve this goal. Selling more can be considered as the main aim of advertising but it is not the only one.

Advertising aims to connect the advertised product, idea, or service with the target consumers. Supplying the consumer needs lead to a loyalty to the product. Advertising's aim is to provide that relationship by means of advertisements. Jefkins claims that by advertising we bring people who would not otherwise know the existence of those able to supply and those with a demand (1985). In short, advertising is the means we make known what we sell or what we want to buy.

There are basically two kinds of aim of advertising: General aims and special aims (Özer, 1999).

1. General Aims
 - a. Communication aim
 - b. Selling Aim
2. Special Aims

1.2.1. General Aims

Kirkpatrick states that a product, an idea, or a service may be addressed to one of five stages of consumer attitudes. One stage is where consumer's state of mind is ignorance. People are reluctant to buy things that are strange for them. A second stage is consumer recognition. In this stage, consumer is aware of that he has heard or seen the particular brand but he hasn't bought it yet. The third stage is consumer acceptance. In here, consumer decides by means of the suggestions of the advertiser and makes trial purchase. In the fourth stage, if the consumer is satisfied with the product he will be happy and prefer that product. In the last stage, there is a consumer insistence. Consumers insist on the particular product and do not accept any other suggestions (1964).

Simply, the fundamental aims of advertising are to communicate with consumers in the stages mentioned and to sell the product, idea, or service to them.

General aims are classified into two categories:

1. Communication Aim
2. Selling Aim

1.2.1.1. Communication Aim

Advertising is a communication process. Communication is exchanging the thoughts, ideas, and also feelings among individuals or groups via writings, images, behaviors, and speeches. As explained before, communication has four components: source, message, channel, and receiver.

Source is the advertiser and the receiver is the consumer. To earn money it is not enough to produce something, it is important to introduce the product to the people, the potential consumers. This is done with a message. Within a channel, the product is introduced with an effective message to the receivers.

Hofsoos talks about a report prepared by the National Advertising Agencies Association. In this report, the aim of advertising is declared as "a communication process to reach the target audience within a predetermined format in a particular period of time" (1999). For example, a company finds out that only fifty per cent of the consumers are aware of that their product is more durable than its competitors. With the help of an advertising campaign, the percentage rises to seventy percent. That is, the company communicates with the consumers more effectively.

1.2.1.2. Selling Aim

Advertising is used to maximize the selling and the profits. However, advertising is only one of the factors of selling. And it is almost impossible to say to what degree these factors affect the selling. Some of these factors are quality of the product, design and style, price, the fame of company, and of course advertisements.

Advertising is not to force the consumers but it presents alternatives for different products, ideas, or services. Furthermore, it has short and long term effects on sales. In short term, the advertiser aims to maximize the sales. In this situation, advertisers encourage the consumer to buy the

product. In long term, the aim is to create a demand for the advertiser's products. First of all, the consumers are informed about the existence and availability of the products. Then, consumers are provided to become familiar. Finally, advertisements persuade the consumers.

1.2.2. Special Aims

Beside the general aims like selling and communication, advertising has some special aims.

- a. To announce a new product.
- b. To create customers to the products.
- c. To expand the market to new buyers.
- d. To announce a modification.
- e. To announce a price change.
- f. To announce a new pack.
- g. To make a special offer.
- h. To sell direct.
- i. To test the medium.
- j. To educate consumers.
- k. To maintain sales.
- l. To challenge competitions.
- m. To remind.
- n. To recruit staff.
- o. To attract investors.
- p. To export.

- q. To announce trading results.(Jefkin,1985)
- r. To create a good will.
- s. To reduce marketing costs, particularly product selling costs.(Kirkpatrick,1964)
- t. To challenge competition.

1.3. Functions Of Advertising

Advertising is a way of mass communication. The source or the advertiser can send messages about the products, services, or ideas to receivers via printed media, such as newspaper, and magazine, and electronic mass media like television, radio, the internet. Basically, it can be said that advertising has a function of economic communication. People learn from ads where a product can be purchased and how much it is. So they will have different alternatives and they can evaluate them.

Advertising has two main functions for advertisers: to inform and to persuade. It first informs the consumers about what is available and where it is available, and what it is for. Then, it persuades them that they need it and it is more suitable or useful than the other alternatives.

For consumers, advertising has four main functions:

1. Advertising is the source of information. Consumers learn about the new products.
2. As mentioned before, it shortens the buying decision process.
3. Advertising can give the idea that the advertised product is well-qualified.

4. Advertising is used as an entertainment way.

1.4. History Of Advertising

In order to understand advertising, it is important to look at its origins and historical development. Modern advertising is about a hundred or two hundreds years old. Before that time advertising is a simple system of announcement. On the other hand, today advertisement is an enormous and highly organized institution controlling a great amount of money, highly profitable in its own terms as well as being a vital component of the economy (Dyer, 1990). To understand advertisement's place in modern life we need to know why and how it has developed from a simple system to a more complex one.

The history of advertising can be examined in the following categories:

1. Early Advertising
 - a. Signs
 - b. Trade Marks
 - c. Town Criers
2. Printed Advertising
3. Industrial Revolution
4. Communication Revolution
5. Broadcast Media
6. The Internet

1.4.1. Early Advertising

Certain forms of advertising were used thousands years ago. Signs, trade marks, and town criers are the types of early advertising used thousand years ago.

1.4.1.1. Signs

At present, the earliest advertising dates back to Babylonians times. Inscriptions uncovered by archeologists in Babylonia have been interpreted as advertisements for ointment dealer, a scribe, a shoemaker (Bolen, 1984). Other early evidence of advertising has been discovered in the ruins of Pompeii. Signs painted on the walls in the city advertised everything. Most customers couldn't read. Therefore, symbols and signs were very important. For example, a mule driving a millstone represented a baker.

Ekelund adds that the ruling class of Babylonians conducted the first institutional or governmental advertising. The early Egyptian kings were fond of advertising themselves and their accomplishment (1988).

1.4.1.2. Trademarks

In the middle Ages, highly structured guilds were created for many products. Members of a guild had their own marks, which they would place on their products. Trademarks were a means of differentiation between the products of guilds and those of individuals as one or the other become known for the quality of their work (Bolen, 1984).

1.4.1.3. Town Criers

The first broadcast advertising was the town criers. They existed a thousand years ago. Criers provided the news of the day, issued announcements, gave advertisements of various products. There were some regulations for them. Because of this, they were probably the first regulated advertising medium.

1.4.2. Printed Advertising

Advertising's formative stage began with the invention of the printing press by Johannes Gutenberg in Germany in 1440 (Arens, 1996). The press with its system of changeable metal letters was one of the most important developments in the history of advertising. Printed advertising joined signs, and trademarks, as a vehicle after the invention of the printing press. Gutenberg gave advertisers the opportunity to mass production of printed material by use of the printed machine.

The first advertisement using such methods was a handbill for a prayer book that was posted on church doors in London by William Caxton (Bolen, 1984).

Next step was the development of the newspaper. By means of newspaper advertising became more popular. The earliest known newspaper ad is the one for a book that appeared in 1591 in Germany. Soon, newspaper ads were used for coffee, chocolate, tea, and medicines. Ads in newspaper started to appear in most newspapers in a short time

1.4.3. Industrial Revolution

In the mid 1700s the Industrial Revolution began in England, and by the early 1800s it reached many parts of the world. Manufacturers could produce a great numbers of goods in the same quality. Also it cost less to buy a product for the first time. To manufacture high volume of goods, producers needed mass consumption. The need existed for a means to tell mass markets about the goods and products. Soon, they realized the value of advertising. It helped them to expand their markets.

Beside mass production, the population of the world doubled to 1.2 billion in 1800s (Arens, 1996). In mid 1800s, advertising first began to be considered as a profession. Advertising agencies were founded at that time. But they first worked as a 'space broker' (Bolen, 1984). They contracted with the newspapers for large numbers of spaces and sold the spaces to the advertisers. But, the advertisers prepared the ads themselves.

In 1890, the first modern agency was founded. It planned, created, and executed the whole advertising campaign.

1.4.4. Communication Revolution

The technological developments in the Industrial Revolution caused great changes in advertising. In 1839, photography was used in advertising, which added credibility and creativity (1996).

The telegraphy, telephone, typewriter, and motion picture enabled people to communicate better than before. Also, the advance in

transportation, such as railways enabled to reach long distances. As a result, direct-mail advertising developed.

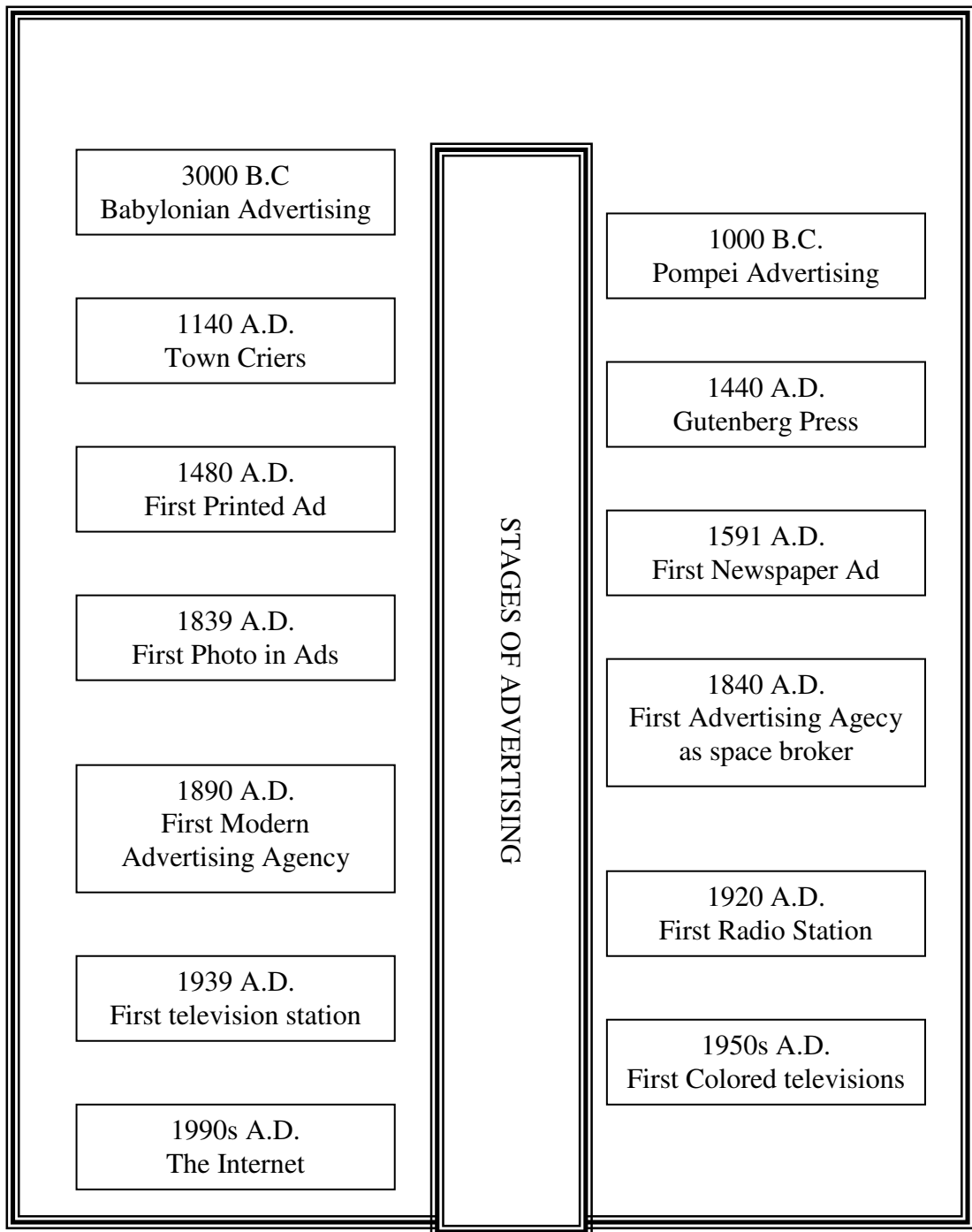


Figure 5. The History Of Advertising (Bolen,1984)

1.4.5. Broadcast Media

The development of broadcast media brought the capability to advertise to illiterates and children. In 1920, the first radio station came on the air in the USA. But the first radio advertisement was announced in 1922 from another station. The broadcast media spreaded in an enormous rate. For example, within two years, more than eight hundred radio stations were on the air (Bolen, 1984).

The greatest expansion of any medium occurred with the introduction of television. In 1939, the first television was on the air. After World War II, television advertising grew rapidly and today it is the largest advertising medium. With the addition of color in 1950s, television became more attractive.

Bolen gives the reason for advertisers' quick acceptance of television:

"First, result could be traced quickly when the message and the product were presented excitingly. Second, television arrived when the economy in the world was making enormous strides. Third, unlike radio, there weren't many TV stations in any one market, thereby permitting advertisers to reach their market more easily through a minimum of stations. Finally, most of televisions' early growth was in the big metropolitan areas- just what most advertisers want." (1984)

1.4.6. The Internet

Within the last decade, the internet has become an important part of our lives, especially the youth's. It has become a growing type of advertising. Because it enables us to reach quite easily any information, it has attracted the advertisers and advertising agencies as a new medium.

The internet users use it for the different purposes, such as searching information, studying, and entertainment. They also use in the phases of buying process such as searching appropriate solutions, evaluate the alternative solutions, purchase decision (brand selection), and even purchase implementation. There are lots of websites to help users in these phases most of these phases.

1.5. Types Of Advertising

Advertising can be classified in different categories. Advertising will be classified in four main categories in this study.

1. Scope or Scale
2. Medium
3. Purpose

Each of these categories includes several subcategories, which will be explained below.

1.5.1. Target Audience

Advertising usually focus on different segments of population. For example, the ones for adults may not be interesting for children or youth because the target audience is adults. Advertisements for medical tools may not attract most people but doctors will be interested in them.

There are two main types of target audiences:

1. Consumer Advertising
2. Business Advertising

1.5.1.1. Consumer Advertising

This kind of advertising is the most visible in the world. Much of the advertising we see in mass media, such as television, newspaper, and radio is consumer advertising. It is aimed at people who buy the product for themselves or someone else.

Jones adds two items in this category: repeat purchase items and durables. Repeat purchase items are generally low priced items like food products. Durables are furniture and household equipments (1974).

Consumer advertising should perform five functions to be successful:

1. attract attention
2. command interest
3. create desire
4. inspire conviction
5. provoke action

1.5.1.2. Business Advertising

It is also called business to business advertising and it is the means by which one business promotes its goods, services, or ideas to another. That's why; it is directed to people who buy goods, services, or ideas for business use. It appears in specialized business publications, professional journals, or trade shows. It rarely uses mass media so that it is invisible to most consumers.

Business advertising mostly promotes three kinds of products:

1. The capital products: items used in business operations that don't become a part of a finished product. (plants, machinery, equipment)
2. Production products: items which become parts of other products.(raw materials)
3. Operational products: goods and services the company to conduct business (insurance, maintenance, cleaning materials) (Arens, 1996).

There are two types of business advertising:

1. Trade Advertising
2. Professional Advertising

1.5.1.2.1. Trade Advertising

Trade advertising is addressed to distributors or resellers such as wholesalers, dealers, and retailers. These are the links between the producer and the buyers. Manufacturers use this type of advertising to inform these groups about the promotions and selling incentives. For example, a manufacturer is about to begin the introduction of a new product and he needs to communicate with distributors. He uses this type of advertising to communicate effectively with them about the new product.

The purpose of trade advertising is, therefore, to secure distribution. It takes place before consumer advertising and it attracts distributors to sell more. It may offer the distributors introductory discounts, display materials, cooperative advertising scheme (Jefkins, 1985).

1.5.1.2.2. Professional Advertising

Advertising aimed at teachers, doctors, engineers, architects, and lawyers is called professional advertising. It is used to communicate with decision makers in these professional fields about services and products. It mostly appears in official publications of professional societies and other professional publications (Patti&Frazer, 1988).

Professional advertising has three purposes:

1. to convince professional people to buy particular brands for their works,
2. to encourage professionals to recommend or prescribe a specific product or service to their clients or patients,
3. to persuade professionals to use the products personally.

1.5.2. Scope And Scale

It refers to how widely a message is circulated. This category can also be named as geographic area.

It is divided into three categories:

1. Local Advertising
2. National Advertising
3. International Advertising

1.5.2.1. Local Advertising

It is a kind of advertising done by businesses whose customers come from only one city or a local area. It is also called as retail advertising. It is addressed to direct consumers to that place to obtain the product or service

which is advertised. "Local advertising generally tries to persuade the consumers that the nationally advertised items can be purchased most conveniently or economically at specific shops."(Patti&Frazer, 1988) Local advertising mostly uses local media to reach specific consumers and emphasizes the price more than the national advertising. Also, most local ads are not prepared by advertising agencies.

1.5.2.2. National Advertising

National advertising offers a product or service to the general consumer across the country. The advertising is often signed by the manufacturer. It is also called as general advertising.

1.5.2.3. International Advertising

International advertising is addressed to foreign markets. Most of the advertisers are multinational companies. They aim to expand their product or service marketing to foreign markets. It has some impacts on advertising industry. For example, some multinational companies look for advertising agencies that are capable of handling to create and place ads in the foreign markets while they work with another agency for domestic works.

1.5.3. Medium

Advertising can be classified on the basis of the medium used to transmit the message. "An advertising medium is any paid means used to present an ad to its target audience."(Arens, 1996)

There are three kinds of advertising according to medium:

1. Print Advertising
2. Broadcast Advertising
3. Internet Advertising

1.5.3.1. Print Advertising

Advertising used in newspapers, magazines, journals belongs to this type. It became important after the invention of printing press by Gutenberg. It has been one of the greatest advertising medium.

Print medium is important for professional advertising. Mostly the magazines and professional journals are used in this type.

1.5.3.2. Broadcast Advertising

Broadcast media consists of television and radio. First, radio started to be used by advertisers. In 1922, the first radio ad was announced. It helped the advertisers to reach their products to mass markets. Radio has lost its attraction with the invention of television. Television is the medium that attracts the audience easily with the help of the visual image of the product and the lively sound.

Nowadays, radio is considered as a vehicle usually used in local advertising, whereas television addresses national and international markets.

1.5.3.3. The Internet

The internet helps buyer in different phases of buying process. It has become an important medium for advertisers within the last decade.

There are some advantages of the internet for the advertisers. First, it is a cheaper medium than most of the other media. There are some ways to give free ads, such as sending emails to individuals and groups; placing banners to websites. Second, it is quite easy to trace the numbers and profiles of the receivers, like the age group, the nationality, the gender, etc. Third, advertisers give opportunity to the consumers to buy the preferred product immediately. Especially, the computer firms make an important part of their sales via the internet. Finally, the internet provides opportunity of modification in the product. Computer firms give lots of alternatives to choose the components of products.

1.5.4. The Purpose

Advertising can be classified by the sponsor's purpose. Some advertisements present products, some presents services and others present ideas. Some advertising is meant to help maximize profit for advertisers; some is sponsored by non-profit groups. Some try to force the audience to immediate action; others to create awareness or understanding of the advertiser's offerings (Arens, 1996).

There are four types of advertising according to the purpose:

1. Corporate
2. Public Service
3. Classified
4. Direct Response

1.5.4.1. Corporate Advertising

It is also called institutional or prestige advertising. It is designed to create good will. It is also used to present the company image. This type is aimed at the audience to explain a company or institution and to show its positive attributes. Such advertising is not usually intended to influence sales directly (Dyer, 1990).

Corporate advertising has got three purposes:

1. Image building: It probably may be the most significant one. It is designed to build consumer awareness and good will.
2. Financial Relations: It is aimed at informing and building confidence among stockholders or potential investors.
3. Advocacy: It is a type of advertising that promotes a company's viewpoint on a controversial issue. (Patti&Frazer, 1988)

Nowadays, there is a technique called corporate umbrella. This type of advertising is designed to show the companies' brands under one umbrella. Thus, the company strengthens new or weak brands by relating them under the corporation umbrella.

1.5.4.2. Public Service Advertising

It is similar to corporate advertising in not trying to sell something. Public service advertising is intended to promote non-controversial causes, such as prevention forest fires.

1.5.4.3. Classified Advertising

It includes short, simple messages usually placed by individuals or small businesses. The advertising has been usually placed in newspapers or local televisions. Classified advertising usually presents a specific offer rather than offering a range of goods or services. It is useful for individuals or local advertisers.

1.5.4.4 Direct Response Advertising

It is designed to spur on the receiver to immediate purchase. For example, direct response advertising offers special purchases to audience who can call a telephone number and provide a card.

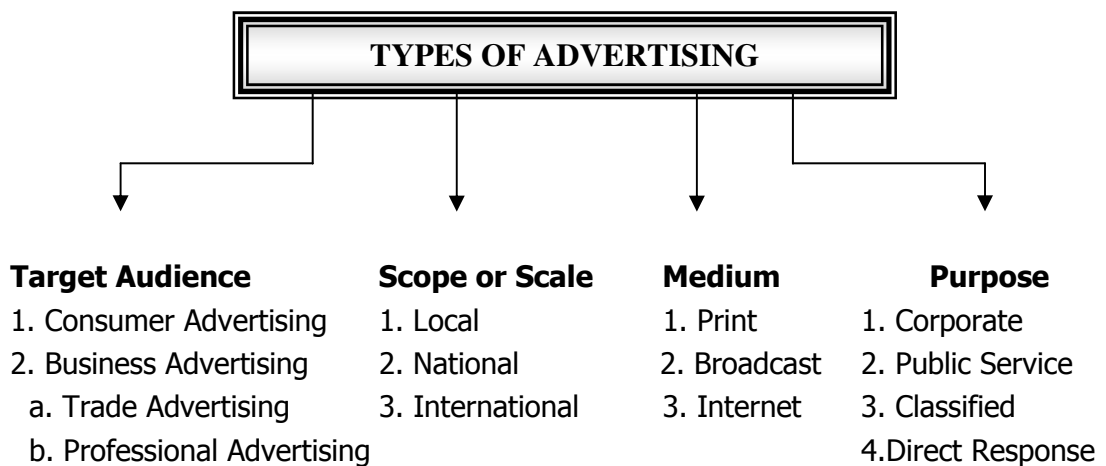


Figure 6. Types Of Advertising

CHAPTER 2

TELEVISION AND CHILDREN

Television has become an important part of our lives. More than ninety per cent of the houses have got a television set and some of them have more than one. And almost all members of the family spend at least several hours in front of television. It is on most of the time when housewives are doing the house works. After dinner family members watch soap operas, movies, or sport programs. This means that most of us spend an enormous time in front of TV. According to a latest declaration by RTUK, in Turkey the time spent in front of television changes between one to five hours. An average person spends nineteen per cent of a year watching TV (Zaman, 29 May, 2005).

It is accepted that watching television is the most important leisure time activity today. Also, it is the source of information and the news. Many children's leisure time is spent on television. Thus, it is the main communication device for children. Therefore, they have started to learn their knowledge and culture from television instead of family members. They are also free about watching TV, which means that they decide what to watch. Another interesting fact is that children in all age groups spend four hours in a day to watch TV (Zaman, 29 May 2005).

Television is highly effective medium because it makes use of visual and auditory communication simultaneously. No other media is capable of

bringing the real life in front of people so effectively. Kirkpatrick states that being a mass medium and supplying entertainment and reaction to the typical householders for about four or five hours a day, television is a social, cultural, and educational force of major significance (1964).

The studies about television are largely focused on the fact that children spend a great deal of time watching television. As mentioned above, an average child watches approximately four hours TV in a day. IT means twenty eight hours a week, longer than a day. That is they spend a day watching television per week. It makes a thousand and five hundred hours a year that means two months a year. When a child become a high school graduate `he will have spent some twenty two thousand hours in front of television and may have been exposed to as many as three hundred fifty thousand commercial messages'(Adler, et al., 1982). That amount is more than a child spent in school through out his education. Because of this massive presence in children's lives, television is regarded as one of the major vehicles for children's learning and gaining the culture of the society. That's why, children are the special television audience and they need special attention and protection.

Due to this enormous time spent watching it, television is accepted as one of the crucial factors like family and school that shape the children's character and personality. It helps children in gaining the culture of the

society, improving the verbal communication and the language, shaping their behavior.

The main concern is that the children's perception of the program content. One example is the violence on television. Murray and Lonnborg state that about five violent acts are committed during one hour of prime time evening television programming. Some of the violence will be seen on realistic programs and some will be seen on cartoons. In children programs twenty or twenty five violent acts occur every day (1995). As a result of excessive violence, children become less sensitive to the pain and suffering of others and they become more aggressive or harmful.

2.1. Effects Of Television

Television is the most significant media which has effects on children's lives. How much effect television has on children depends on many factors such as how much they watch, their age and personality, if they watch alone or with their family, and whether parents talk to them about what they watch.

There are negative and positive effects of television on children. Positive effects are some long term effects on behaviors, socialization, and acculturation. On the other hand, negative ones are violence, children's health and development, children's mental or cognitive development, sexual content and etc.

2.1.1 Negative Effects Of Television

In order to minimize the negative potential effects of television, it is important to understand what the effects are on children. Violence is the most well-known and discussed negative effect of the television. As stated above, in prime time four or five violent acts occur on television and more occur in cartoons. Every week a child watches about thirty violent acts. Such exposure to violence causes psychological and emotional effects on children.

On the other hand Kuruoğlu states that unnecessary consumption is as dangerous as violence because individual's values, relationships, and other personality features are affected while excess consumption. (1999)

The negative effects of television can be discussed in the following headlines:

1. Heavy and Unnecessary Consumption
2. Sexual Content and Sexual Roles
3. Violence
4. Cognitive Development
5. Reading, Thinking and Academic Achievement
6. Cultural Depravation
7. Language
8. Character and Identity

2.1.1.1. Heavy And Unnecessary Consumption

The goods and services are not only presented or promoted via advertisements, but also presented and promoted in television programs. For example, the goods and services are used in movies and reflected in an indirect way of encouraging consumption. Advertisements, on the other hand, naturally aim to promote the products and encourage the audience to consume the advertised product.

The main concern may be in children's perception of it. Advertisements attract children more than television programs in some situations because ads are short and lively. As a result, children pay attention to many ads. High exposure to advertisements causes children's desire of heavy and unnecessary consumptions.

Today children are an important target marketing segment for advertisers. Unnikrishnan mentions some reasons about it. First, children have more money than before. Second, families accept that their children have great influence on brand choice. And third, it is easy to make children brand loyal (1996).

2.1.1.2. Sexual Content And Sexual Roles

There are two problems for children about sexuality. First, they are exposed to enormous amount of sexual content. Second, today many children usually learn sexual roles from television instead of family. Wrong models of roles may create personality disorders.

Every day children are bombarded by sexual messages in media such as television, magazines, movies, and the internet. Parents are concerned about the harmful sides of these messages. Although television can be a powerful tool for children about the dangers of sexual behavior, the case is the opposite. The sexual content spoils the characters, and causes disorders in values.

The sexual roles presented in the programs carry messages to children about the identity of the sexes. The messages are not only carried by the programs for adults but also by children programs and cartoons. They learn these roles and shape their character by means of the messages presented in the television.

Kuruoğlu claims that many cartoons give certain identifications of sexual roles. These identifications show children what kind of characters boys girls are expected to have. Girls are shown as weak, passive, dependent to boys while boys are described as active, strong, rescuer. Boys are regarded as using violence more whereas girls are quiet and calm. This situation can be observed in the real life (1999).

2.1.1.3. Violence

Violence is the most debated effect of television. It is the central to concerns considering children and television. As stated above, "above five violent acts are committed during one hour of prime time evening television programming and twenty to twenty five violent acts occur in children

programs”(Murray&Lonnborg, 1995). Children grow up while they are exposed to so much violence. The violence affects children in several ways. They may become less sensitive to the pain and other people’s pain. They also may be more fearful of the world around them. And the most important one is the imitation of the violent acts in real life.

According to Bandura’s social learning theory, basically learning by observing and modeling, children can learn and model the behaviors observed on television. Children can imitate the violent actions shown in TV because they see the live modeling of those acts. However, the level of the effect of those actions is influenced by some other factors like children’s prior level of aggressiveness, content of the message, the punishment and reinforcement of the violence (Alexander, 2001).

Violence is presented as a part of life in news, movies, soap operas, and cartoons. This amount of violence leads to the assumption that the violence is normal.

Two factors are crucial for the effects of violence to children. One is the violence in adult programs and the other is violence in cartoons. Many children watch television with their parents when they watch news for example. As a result, children are observing the violence in real life.

Besides, children are addicted to cartoons. Some of characters in those cartoons can survive from the heavy violence without being injured. It may give children the idea that violence performed there isn’t harmful.

Consequently, if the characters of the children are affected by the assumption that the violence is normal and part of life, there will be a spoiled generation who is open to crime.

2.1.1.4. Cognitive Development

Television is also claimed to have several negative effects. It mesmerizes attention, promotes passive and overstimulated children, and destroys creativity and imagination (Alexander, 2001). To understand those effects we have to examine attention, comprehension, and inference.

Two types of children's attention to television are active and passive attention. Children's attention is mostly affected by the stimulus, rapid features such as movements, visual complexity, cuts, pans, and zooms. The level at those factors determines the active and passive attentions.

Children are accustomed to pay attention to the action, and movement. They easily lose attention if the stimulus is not active and full of movement. It shortens the level of attention which causes the problems in learning. The information should be presented in action or visually enriched to maintain attention otherwise children cannot completely learn the desired subject.

Attention is related with comprehension. When visual or auditory features of television content give children the message that it is for children, their attention is turned to the content. When the material is not comprehensible any more, it becomes boring and attention is lost.

Children may perceive or understand the content of a television program in a different way from the producer's intention. They may have difficulty with inferring the content such as understanding the actions and result of programs or the reality of programs and characters.

2.1.1.5. Reading, Thinking And Academic Achievement

Reading helps children to think, evaluate, and discuss. When watching television, children settle for getting what is shown. They do not evaluate, interpret, or discuss the content. The reason is that television is a one way communication vehicle whereas reading is a two way communication vehicle. Children, who are heavy watchers, regard reading as boring and tiring activity.

Murray and Lonnborg claim that there are several differences who are light viewers (one hour or less per day) and heavy viewers (four or more per day) of television. Heavy viewers put in less effort on school work, have poorer reading skills, play less with friends, and have fewer hobbies and activities (1995). According to a latest survey in a school, many students watch television about three or four hours a day, whereas there are only a few students reading a book regularly. Seventy per cent of these students prefer watching TV and thirty per cent prefers reading in their free time (2005).

Preference of watching TV instead of reading causes less effort on school work, poor reading skills and problems in academic achievement.

Children know many things and they are aware of many facts about the world but when you want to discuss or evaluate these facts, they disappoint you. They cannot discuss the reasons, effects, or solutions of a problem.

2.1.1.6. Cultural Depravation

In our country, some programs and almost all cartoons are originally produced in foreign countries. Thus, the content may carry messages that don't belong to our culture and may affect the individuals in a negative way. That's why children can be affected by the hero's' behaviors and values that are not familiar to our culture.

2.1.1.7. Language

Television programs have dangerous effects to the language, which is the most crucial communication device. They affect the language in two ways. One is the decrease in the word power, that is vocabulary used and the other one is the destruction in the structure of the language. Children will imitate the poor quality of language used in TV and the spoiled language.

In a report about family viewing, seventy four per cent of language is affected by language used in television. Unless true models are provided to children, the language will be damaged when they become adults.

2.1.1.8. Character And Identity

Children are influenced by the characters in programs and movies. They take them as models. They sometimes want to be like them. These characters can be a hero in a cartoon, a brave man who fights with bad guys

or a strong man who kills people. They try to behave like them and imitate their attitudes. The behaviors of a model should be carefully chosen otherwise children will confuse what is right and what is wrong.

2.1.2. Suggestions To Minimize The Negative Effects Of Television On Children

As a matter of fact, television itself cannot be harmful or beneficial for children. The content of television programs cause damage or benefit. That's why; it has some good sides such as watching educational programs, learning about other cultures. The negative effects that usually stem from the content can be minimized by means of some guidelines.

Parents are also responsible for those effects. Most children programs do not teach children what their parents want them to learn. Besides, television viewing probably replaces activities like playing with friends, reading, and homework in children's lives. Parents should control and direct their children's television viewing. If they do so, some negative effects will be eliminated and some will be minimized by means of the following guidelines:

- a- Start young: It is best to develop good television viewing habits before children start school. It will be more difficult to change habits, to enforce restrictions when they grow older.
- b- Limit the amount of time children spend watching television: Parents should know how much TV children watch. An average child watches for four hours TV every day, for example. It can be better to limit this

time to one or two hours. Many children don't want to give up watching television. Therefore, parents need to insist on those limits.

- c- Plan viewing in advance: It is possible to plan what to watch at the beginning of the week or one day before. Parents may want children to select the programs they will watch and check the list of the selected programs if they are suitable or not. Turn TV on for those programs only and turn it off when they finish. If possible, discuss those programs when they are over (Rutherford, 2001).
- d- Television shouldn't be used to reward or punish children because it makes TV seem important to children.
- e- Minimize the influence of TV in your home: Keeping the television off during the meal time is important since 'eating in front of TV starts a bad habit and reinforces children's dependence on television'(Boyse, 2004). Also, parents shouldn't leave it open when they aren't watching. It should be turned off when the program is over.
- f- Watch with children: It is a good idea to monitor what they watch and whenever possible watch with them. Parents may talk about the programs, discuss and help children to interpret about them. This is an important way to explain the violence and its effects, for instance.

When parents and children are watching television together and talk about why the violence happened and how painful it is, children will be easily aware of the dangers of violence.

g- Provide alternatives: Television watching time decreases time spent on interaction with family and friends. It also takes away children from participating in sports, music, art or other activities that require practice to be successful. Television replaces reading, too (Boyse, 2004).

Parents are responsible for how much television their children watch. When a child spends four hours a day on TV, he is devoid of other activities that are important for his development. For example, reading requires more thinking than television and it is better for children's brain development. And spending more time on watching rather than reading may result in limited development. Therefore, parents should encourage children to both indoor and outdoor activities such as hobbies, games, sports, reading, talking, and playing together.

Parents should show their children that they like reading and let children see them reading instead of watching TV, for example. They may read books first to their children then with their children.

h- Practice what you say: Don't expect your children to have self-discipline when it comes to television viewing if you don't do what you want from them (Rutherford, 2001). Parents should be good models for their children by spending their free time reading, doing indoor and outdoor activities rather than watching TV. So, they will

encourage their children to do other activities rather than watching TV.

2.1.3. Positive Effects Of Television

As stated above, television is just a machine. It's not harmful as a machine. The real problem is the programs' contents. It can be used either in a useful way or in a harmful way. People demand on television for news, education, entertainment, sports, weather, music, etc.

According to the content of programs television offers children a lot of advantages, some of which are:

- a- Television enables children to share cultural experiences with others.
- b- Watching together gives family members opportunity to spend time together.
- c- Parents can use television as a vehicle to encourage children to read.
After TV programs children get books on the same subject and read.
- d- Television can teach children values and facts about life.
- e- Television programs often deals with sensitive matters, which can make it easier for parents and children discuss.
- f- Educational programs help students to develop socialization and learning skills.
- g- News, historical programs, documentaries can help children be more aware of other cultures and people.

- h- Documentaries can help to develop critical thinking about society and the world.
- i- Cultural programs introduce other cultures and their art and music.

CHAPTER 3

TELEVISION ADVERTISING AND CHILDREN AS A TARGET MARKET

Television is considered as the most powerful advertising medium because of its ability to reach large audiences with its audiovisual power. It shows not only the product in detail but also when, why, and how to use.

Television is the best alternative for personal selling. It allows the producer to demonstrate his product in the living room of the audiences and to ask them for an order. As it reaches millions of people, the advertised product is advertised most efficiently and quickly.

There are, of course, some features of television advertising:

- a- **Real time:** Advertisements on television demand the viewer both listen and watch. They are placed usually between the programs. Audiences have to wait until ads are finished and they can go back to the programs.
- b- **Repetition:** It gives advertisers the opportunity to reach the desired audience more effectively.
- c- **Speech:** Voice overs can control the meaning of the advertisements. It gives television ads advantage over other mediums like newspaper, radio and magazine.

- d- **Dramatic Action:** Many advertisements follow the structure of a dramatic narration.
- e- **Demonstrative Action:** They can demonstrate the product in action in somebody else's **house**.
- f- **Symbolism:** A symbol can be anything that is used to suggest or stand for something else.
- g- **Music and Sound:** Music can provide the mood and it can link scenes and provide a strong conclusion. Jingles increase product awareness. Sound effects add to a sense of reality.

3.1. Types Of Television Advertising

Television is a local, national, and international medium for advertisers. They can use it to sponsor a program, participate on a show, spot, or local advertising level.

3.1.1. Sponsorship

There are two kinds of sponsorship:

- 1- Program Sponsorship
- 2- Participation Sponsorship

3.1.1.1. Program Sponsorship

An advertiser who accepts to pay the total cost of a program is engaging in sponsorship. The advertiser is usually responsible for both the program content and the cost of production in a program sponsorship. A program sponsorship is highly costly and limited to a special audience.

Advertisers that sponsor to a program have two important advantages. First, the public identifies the product due to the prestige of sponsoring first rate entertainment. Second, the sponsor controls the placement and the content of its advertisement (Arens, 1996). The ads can be fit to the program and the length of them can be determined by the sponsor so long as they are suitable for television rules.

This kind of sponsorship is common in local media because the cost of sponsoring one program completely is high.

3.1.1.2. Participation Sponsorship

Today, many televisions follow the practice of having many sponsors for a program. This option is more suitable for advertisers because they save costs and reduce risk. By means of participation, they will no longer put all the money and avoid long term commitments on one. Because of lower costs, small advertisers can promote their products. That's why; participation sponsorship is the most widely used television advertising today.

3.1.2. Spot Announcements

Spot announcements are ads that are aired in clusters between programs. They offer the advertisers to advertise with a small budget. The advertiser has possibility to reach the audience who watched the last programs but not changed the channel yet, and the ones who turned in early for the following program (Bolen, 1984).

The main problem is that the audience may not be in the room between the programs. Many of them may miss the announcements and the advertisement may not reach the target audience. Therefore, it is a good way to include speech in spot announcements so that the people can also hear it.

3.1.3. Syndication

Television syndication is divided into three forms:

- a- **Offnet Syndication:** Former popular programs are sold to other television stations for rebroadcasting.
- b- **First Run Syndication:** Some programs are prepared specifically for syndication market. Advertisers help the production of the programs so that they have advantages to promote their products.
- c- **Barter Syndication:** It is also called advertiser-supported syndication. First run programs are offered free or for a reduced cost, but sometimes space is presold to the advertisers. (Arens, 1996)

Syndication gives local televisions more programs and greater profits.

3.1.4. Program Length Advertisements

The advertisers prepare program length ads to demonstrate the features of a product in detail. It is a good alternative to personal selling. Advertisers have opportunity to show their products to large audiences.

Today, many television channels are airing these types of ads. Liebert and Sprafkin claim that both the advertiser and the program producer profit

well from this practice. Typically, they share in program costs and then in the product's sales and program revenues. (1988)

There are some advantages of program length advertisements:

- a- Consumers pay attention and can respond immediately.
- b- This type of advertisements can fulfill some message objectives like product demonstration and brand differentiation better than short ads.
- c- Results are both measurable and accountable.
- d- The advertising campaign can pay for itself while supporting direct response and sales promotion. (Arens, 1996)

3.2. Advantages Of Television For Advertisers

There are some strong points of television and it has some advantages like show and tell, geographic selectivity, and penetration.

3.2.1. Show And Tell

Demonstration commercial is an advertising format unique to television. Advertisers can show and tell what the advertised product is used for. People believe better when they see something. Television is the best vehicle to show all features of the product by means of live action and animation.

3.2.2. Geographic Selection

Because of the nature of television, an advertiser can place an ad on any selected television station to reach a particular market. He can select the

stations which serve best to the targeted market area and makes use of these media.

3.2.3. Penetration

Today, most of the families have got a television set in their houses. Some of them have more than one set. It means that it has the power to reach a great number of people. Therefore, television is the only vehicle that can present an advertisement message with so many potential impressions to the people watching it.

3.3. Disadvantages Of Television For Advertisers

Several disadvantages are perishability, cost, and clutter.

3.3.1. Perishability

A television advertisement is gone when it goes over if the viewer hasn't recorded it. Television can counteract its perishability through repetition. But this results in another problem cost.

3.3.2. Cost

It is a fact that television is an expensive but the most effective medium. The time and the length are important in determination the cost. It may vary according to what time the advertisement will be on the air or what the length of it will be. For example, in prime time the cost of advertisement is more expensive than any other time period.

3.3.3. Clutter

The accepted standard for advertisements is ten minutes per hour for prime time (Patti&Frazer, 1988). This standard changes to fifteen minutes for other time periods. While advertisement clutter rises, there is a consistent decline in television advertising effectiveness. The first position a string of advertising earns the highest recall score, and the last position gets the next highest score whereas middle positions get the lowest score.

3.4. The Importance Of Children As A Target Market

First of all, in order to be considered as a market some requirements should be met:

- a- The people must need a product.
- b- Individuals in a group must have the authority to buy the specific product.
- c- The people in the group must have the ability to purchase the product
- d- The people in the aggregate must be willing to use their buying power (McNeal, 2003).

Children have become consumers at early ages through encouragements of parents. They give allowances to their children and usually encourage them to spend consciously. So they use that money to provide their needs. Sweets, snacks, drinks, and toys can be regarded as their needs. The total amount of money that children spend is more than seven billion dollars in a year. This amount of money shows that they have ability to purchase the

products that they need and they want. This means that they are a big market for advertisers.

Today, children are viewed as one of the most important markets for manufacturers and retailers because they are three markets in one:

- 1- As stated above they are primary consumers that spend more than seven billion dollars a year of their own money on their own desires. So the producers of candy, gum, soft drinks, snacks, toys, computer games, and etc. treat children as ready and current market.
- 2- Children are future market for many goods and services. Many advertisers aim to provide brand awareness and brand loyalties to children. For example, several fast food restaurants, and clothing stores have special promotions for children to build brand loyalty.
- 3- Children are also a market of influentials which causes huge amounts of purchases among their parents. Guber and Berry claim that children accompany their parents on most of shopping trips. They influence about one hundred and fifty dollars in purchases a year (1993). Many children accompany their parents when the major household food shopping is done. And many of them influence their parents in product and brand selection.

TABLE 1. AMOUNT OF INFLUENCE CHILD HAS IN CHOOSING STORES
WHEN SHOPPING IS DONE FOR HIM/HER

(By percent)

	Total	Boys	Girls
A lot of influence	15.7	11.8	19.7
Some influence	26.6.	26.0	27.2
A little influence	22.9	21.4	24.4
No influence	28.5	33.2	23.4
No answer	6.3	7.6	5.3

(Guber&Berry, 1995)

3.5. Children's Understanding Of Television Advertising

Advertisements are intended and specifically designed to produce effects in sales since they are intended to sell particular products or services. Adults are aware of this nature of advertising and its selling purpose whereas depending on age children sometimes are not aware of the selling intent. That's why; children's understanding of television advertising has been controversial and debated seriously.

As Mackenzie states, the problem is the different views in children's understanding advertisements. Advertisers and advertising agencies view children as active, discriminating, even fickle consumers. Those interested in selling things to children have an amoral but probably better informed and more accurate view of young children as a television audience than others who aim to protect children from the effect of advertising. They try to protect children because they view them as passive, naive, and easily duped by advertisements (2000).

Today, 'children are not only able to receive advertising information, but at a certain age, are able to analyze it critically, to discern the advertiser's agenda and also interact with advertising both as the advertiser intended, and in their own manner' (Lawlor&Prothero, 2003). The level of children's understanding of television advertising develops as the age increases. Children must acquire two key skills which develop by age in order to achieve effective comprehension of advertising messages. First, they must be able to discriminate advertising content from program content. Second, they must be aware of the persuasive and selling intent of advertising. Each of these capabilities develops over time as children's cognitive and intellectual levels grow.

3.5.1. Distinguishing Advertisements From Programs

In the early years of television viewing, children do not recognize that there are two different categories of television content: programs and advertisements. Most children, younger than four or five years old, show low level of awareness of advertising content. They explain advertisements as the scenes of the adjacent program. When this confusion diminishes, children first recognize the difference between program and advertisement based on 'affective cues' such as 'ads are funnier than programs' and 'perceptual cues' like 'ads are shorter than programs' (Kunkel, Wilcox, Cantor, Palmer, Linn&Dowrick, 2004).

Lots of studies have been made about this issue. Rubin studied two to seven years old children (1974). Kunkel and Roberts studied children under five years old (1991). These studies both claimed that children were unable to make clear distinction between advertisements and programs. On the other hand, Gaines and Esserman studied children aged five years and more (1981). Levin, Petros and Petrella studied children aged under five (1982). Those studies suggested that children were able to make better distinction by the age of five or six. In both studies, more than 80% of five year old children identified an advertisement different than a program.

In here a question can be asked. Is it so important to distinguish ads from programs that there have been many studies on children's ability to distinguish them? Federal Communications Council answered this question as follows:

"The rationale behind this provision is, in part, that an advertiser would have an unfair advantage over listeners if they could not differentiate between the program and the commercial message and were therefore unable to take its paid status into consideration in assessing message."
(Adler, et al., 1982).

To help children discriminate program and advertisements, television stations have developed separators or clusters. Typically animated characters or singing and dancing children deliver the message 'we will be back after these messages'. Such announcements may be used before and after each advertising interruption. Thus, that kind of separation helps children develop an ability to distinguish them.

According to the National Association of Broadcasting guideline for the use of separators, there are detailed standards as follows:

- a- During children's programming, a separator device must be inserted before a commercial which says, in both video and audio, "we will return after these messages."
- b- The device must remain on the screen at least five seconds but not more than ten seconds.
- c- "Artwork, animation, still or motion picture or title cards" may be used in separators. If a program character is depicted, it must be an "incidental still shot" that doesn't detract from the intent of the separator device.
- d- The identification logo of the station may be included in the separator, providing that it doesn't detract.
- e- An announcer, either on screen or voice over, may deliver the separator message, so long as he isn't connected with the program.
- f- A device must be inserted on returning from the commercial to the program, using language such as "we return to (name of the program)". (Adler, et al, 1982).

Popular program figures are also used in advertising directed at children. The use of program characters to promote products called host selling. When advertising includes one of the same characters who is in an

adjacent program it makes children's distinguishing advertising and program content difficult.

There are two effects of host selling:

- a- The program and the advertisement become interwoven, hindering the distinction between them.
- b- The sales technique takes advantage of the trust which children place in program characters. (Adler, et al, 1982)

Consequently, there is a positive relationship between children's age and their ability to describe the difference between advertisements and programs. Younger children generally have a low level of differentiation which is based on different perceptual cues. They say that advertisements are short and programs are long or ads are funnier than programs. On the other hand, older children have a higher level of differentiation, which is based on understanding of the meaning of the message. They say programs usually entertain but ads try to sell things. Clusters and separators help them differentiate ads and programs more easily. Children also find other differences between ads and programs. Beside the length, the name of the programs and children's familiarity with the programs are important criteria in differentiation.

3.5.2. The Perception Of The Intent Of Television Advertising

One important prerequisite for individuals being able to adopt critical attitude towards advertising is that they have to understand the aim or intent

of advertising (Jarlbro, 2001). Different definitions of understanding have been made. Jarlbro, for example, explains understanding the intention of television advertising as follows:

The children must understand:

- a- that the people who produced the ads have different point of views or interests than the people who watch those ads.
- b- that advertisements are trying to persuade the target audience.
- c- that persuasive messages are not objective.
- d- that persuasive messages differ from those categories such as information, information, education or entertainment. (2001)

The other and more accepted definition of understanding belongs to Robertson and Rossiter. They claim that the ability to recognize the intent of television advertising is based on some cognitive distinctions:

- a- discrimination between programs and advertisements
- b- recognition of an external sponsor
- c- perception of a target audience of the message
- d- awareness of the symbolic nature of advertisements
- e- the ability to cite possible discrepancies between advertising claims and product reality. (1974)

Children below the age of seven or eight fail to show high level of understanding of the aim of television advertising because of the low level of

cognitive development. If the children, for instance, say that ads are short and amusing, this is considered as low level of awareness. However, when they say that ads show us where to buy toys, it means high level of awareness of the aim of television advertising.

The development of the understanding the intent of advertising is directly related with the age. As indicated above, most of young children are not aware of the persuasive intent whereas almost all seven or eight year olds recognize the persuasive and selling intent behind television advertising. These results in younger children who don't understand the intent of ads perceive them as truthful messages and want their parent to purchase those advertised products. On the other hand, older children who are aware of that selling intent are more skeptical and express low level of purchases. As Adler, et al. state, "the development of persuasive intent attributes acts as a cognitive defense to persuasion."(1982)

3.6. Effects Of Television Advertising On Children

As discussed earlier, today television has become one of the significant elements of our lives. Children spend approximately four hours watching TV in a day. By the time they finish their school, they will have spent more time in front of television than in school. So the number of ads they have exposed to is huge.

Ten to fifteen minutes of an hour television programming schedule is used for advertisements. It means that one out of five of the total amount of

children's television watching is advertising which results in that they are frequently exposed to advertisements.

There are, of course, several effects of television advertising on children. Some of them are negative while some are positive. Many scientists have conducted different studies about these effects and generally they have focused on negative effects. Most of these studies have agreed on three negative effects of television advertising on children:

- a- TV ads encourage children to unnecessary consumption.
- b- They affect children's health and their eating habits.
- c- Advertisements also influence the values, beliefs, and attitudes of children.

On the other hand television advertising has some positive effects on children. The most important one is that it helps children's being conscious consumers.

3.6.1. Negative Effects Of Television Advertising On Children

Clay claims that advertising is a massive, multi-million dollar project that is having an enormous effect on child development (2000). As discussed before, children can't fully comprehend the intent of advertising until the age of seven or eight. So, most of them accept the advertised message as truthful, accurate and unbiased (Kunkel,Wilcox,Cantor,Palmer, Linn&Dowrick, 2004). This can lead to materialistic values, unhealthy eating habits, and disorders or damages in beliefs, values, and attitudes.

Negative effects of television advertising on children will be discussed in three headings:

- a- Encouragement to unnecessary consumption and materialistic values.
- b- Unhealthy eating habits.
- c- Values, Beliefs, and Attitudes.

3.6.1.1. Encouragement To Unnecessary Consumption And Materialistic Values

Television advertising may have effects on children at a number of psychological levels. It may influence what children know about products, and consumerism, their attitude towards products and brands, or their consumer values. Advertising also affects purchase behaviour (Gunter&Furnham, 1998). It is claimed that television advertising misleads children, encourages to materialism, and causes family conflicts about purchases.

Ads can persuade children that they must have the advertised product because especially children under age seven or eight are not developed enough in cognitive level and they may not understand the persuasive and selling intent in advertisements. Also, children may not differentiate their real needs and false needs. Ads create needs and persuade children that they need the advertised product.

Authorities blame television advertising that they try to deceive children that purchasing is a life-style. Advertising cultivates a materialistic

value system in children. Then, they begin to think that “you are what you buy” (Kunkel,Wilcox,Cantor,Palmer, Linn&Dowrick, 2004). They evaluate people according to their possessions.

Television advertising, also, encourages children to purchase a new model of a product when their possessions are out of date or old fashioned. Advertisers regularly promote upgraded models of the products and try to persuade us to replace the old products with the new model. As a result, children are accustomed to consume more by creating false needs.

3.6.1.2. Health And Eating Habits

One of the most crucial concerns about negative effects of television advertising is that much of it offers unhealthy food to children. Food advertising comprises about eighty percent of children’s television advertising. They focus on taste, especially sweetness and texture (e.g. chewy) and provided very little information about nutritional content (Liebert&Sprafkin, 1988).

This practice leads to health problems such as weight problems like obesity, heart disease and dental cavities (Gunter&Furnham, 1998). Children need healthy food in order to grow up healthy. Children must eat foods that contain necessary vitamins, proteins, and minerals. But, children prefer unhealthy foods such as sweets, chocolates, chips, and cola rather than foods that have high nutritional value by means of television advertising.

In her research about effects of food and drink advertisements on children, Ersoy claims that only few of food advertisements promote healthy foods. It is obvious that children are encouraged to consume chocolate, sweets, cola, biscuits so that they have unbalanced and insufficient eating habits which cause health problems like dental cavities, overweight problem, allergy, eating disorder, etc (1995).

Eating habits formed during childhood often persist throughout life (Jacobson&Maxwell, 1994). Today, obesity is a real problem in modern societies. Many adults obey a well-balanced diet to avoid overweight. However, children usually don't pay attention such problems because they can spend energy and calorie so that they do not put on weight. Eating habits formed in childhood cannot be changes easily. Because many adults are not as active as children, they face more seriously with obesity and other health problems. Eighty percent of obese adolescents remain obese as adults. (Eagle, De Bruin&Bulmer, 2002).

There have been different studies about television advertising effects on children's eating habits. Gorn and Goldberg's study(1982) is an important one. They conducted it in a summer camp setting with about three hundred children who were between ages five and eight. They constructed four groups according to the nature of advertisements: a-) sweet and snack food ads, b-) fruit ads, c-) public service announcements, d-) no advertising. Children watch nine or ten minutes advertising within each hour of

programming. Then they are offered orange juice, fruits, sweets, chocolate, drink, and snack. The results indicate that the group who watch sweet and snack ads selects the least orange juice and fruit of the four groups. The children that watch fruit ads select the most orange juice and fruit. Therefore, it is clear that advertising message that children are exposed to can affect the food choices and attitudes towards different foods.

Beside ads, television itself has impact on children's eating habits. Children don't involve in any physical activity when they are watching TV. That's why; they don't spend much energy. Furthermore, children usually eat junk food when they are watching television. As stated before, an average child in our country spends four hours in front of TV. Unhealthy foods that are eaten while one's watching television cause disorders in eating habit and health problems.

3.6.1.3. Values, Beliefs And Attitudes

Television advertising is the only one of the factors that affects the values and attitudes of the society. Television, itself, is another important factor. Advertisers tend to use any idea or vehicle that causes an advantage to promote of their products. The problem is that the idea or vehicle isn't for our culture in some situations. This kind of practices damages our values and attitudes.

Materialistic values are one of the most debated factors that change our life styles. For example, unnecessary consumption and wasting the

resources do not belong to our culture. We don't have practices like replacing the old-fashioned model with the upgraded one. However, today many people are eager to renew their possessions even though those products are working properly.

Materialistic values also cause jealousy, family conflicts and evaluating people according to their possessions. Besides, television advertising presents values and attitudes that are regarded as immoral in our culture.

Another negative effect is the language used in advertisements. Children learn slang expressions and easily use them to their peers or even parents.

Some researchers claim that sometimes violent content in children's television advertising has crucial harmful effects on children. Especially, in toy advertising, the toy guns are presented in a violent content and children show tendency to behave like the hero in ads and become more aggressive.

3.6.2. Positive Effects Of Television Advertising On Children

Because of their nature, television advertisements are attractive for children. Since ads are lively, short, humorous, full of action, and interesting, children consider them as more entertaining than other program content like news which is full of violence, and boring subjects.

Television advertising helps children in consumer socialization. Ward, Wackman, and Wartella define consumer socialization as "continuous,

ongoing process by which children acquire skills, knowledge and attitudes relevant to their functioning as consumers in market place (1977).

Television advertising is important in this process because an average child spends about twenty eight hours per week on watching television which makes approximately more than twenty thousand advertisements a year. This huge amount of television advertising helps children in buying process. Good advertisements explain what the features of products are, where to buy those products, what alternatives consumers have, etc.

Another benefit can be related to language acquiring. Contrary to slang usage, good advertisements help children to acquire good usage, and pronunciation of language.

To sum up, not all advertisements have negative effect. The real problem stems from how ads are presented. They exploit the consumers when they think that they have right to use all possible ways to promote their products. Therefore, every country uses regulations and has standards in television advertising in order to prevent consumers from being exploited.

3.6.3. Factors Influencing Effects Of Television Advertising In Children

The effects of television advertising on children vary according to a number of factors that operate in direct relationship to advertisements. Those factors can be the level of exposure, repetition, and child's age (Gunter&Furnham, 1998). There are also many other factors that affect and

shape a child's knowledge, attitudes, and values. It is almost impossible to discuss the effects of television advertising on children without taking these factors into account.

As mentioned before, the most important factors about television effects are the nature and the content of advertisements and children's understanding ads. These two fundamental factors stem from the characteristics of two main participants of this interaction: advertisements and children.

However, there are other factors which affect these participants, their interaction, and the impacts of that interaction. Most studies refer to three of them:

- a- The role of advertising exposure levels
- b- Child's age
- c- The role of the parents, especially their social class and educational background.

3.6.3.1. Advertising Exposure Level

Advertising exposure level influences children in different ways. Older children who are above age of seven or eight, show negative attitude towards exposure level whereas for younger one under the age of seven, exposure level does not lead to negative attitudes.

Researchers find a positive relationship between the amount of exposure to ads and the degree of effects in young children. Repetition and

high exposure level cause an increase in child's memory for advertisements, which is important in long term effects. Therefore, strong effects such as an increased desire for the advertised product or an increased preference for the advertised brand among other brands occurs.(Robertson&Rossiter,1977).

3.6.3.2. Child's Age

As discussed in the previous chapters, two cognitive abilities are important for children in order to be aware of the advertising effects. First they have to distinguish advertisements and programs. Second, they must recognize the persuasive and selling intent in advertising content.

Different age groups have different levels of these cognitive abilities. While five or six year olds have low level recognition of television advertising (such as "ads are short but programs are long"), most of eight or nine year olds can distinguish the advertisements from programs and they are aware of the aims of advertisements. (such as "they show us where we can buy toys.")

Consequently, older children have a cognitive defense against the advertisements. They have negative attitudes such as cynicism and distrust towards ads. Attitudes such a cynicism and distrust are considered to be effective neutralizers of television advertising effects on knowledge, attitudes and values of children (Gunter&Furnham, 1998).

3.6.3.3. Parents' Educational Background And Social Class

Parents have an important role in television advertising effects on children, especially on children's attitudes, knowledge and values. Educational background and social class of the parents determine their roles. Educational levels of family affect their attitudes towards television and television advertising. Being more conscious about the nature of advertising, parents who have high education teach their children about the possible effects of television ads. They also perform the correct attitudes towards ads and make children acquire them.

Social class refers to a person's position in the social and economic structure of a society. One's social class is based on his education level, income, and occupation (Wells&Prensky, 1996).

Income influences children's leisure activities because families with high income give their children opportunity to participate in many activities which require purchasing power. Families with low income may not answer all of their children's needs.

Many researchers claim that families from lower social class face higher amount of television exposure and of course their children also have higher exposure to television advertisements.

Parents influence the effects of television advertising in two ways: direct and indirect ways. Indirectly, parents mediate possible effects by influencing the environment that the interaction between the children and television takes place (Gunter&Furnham, 1998).

They have also direct influence on the effects of television advertising for children because they can comment on television advertisements while watching. Guber and Furnham say that sometimes parental intervention is the solution in the management of television effects (1998). Children usually watch TV with their families. Then parents can influence what messages children take away from television, how they use television. That's why; co-viewing is significant for families.

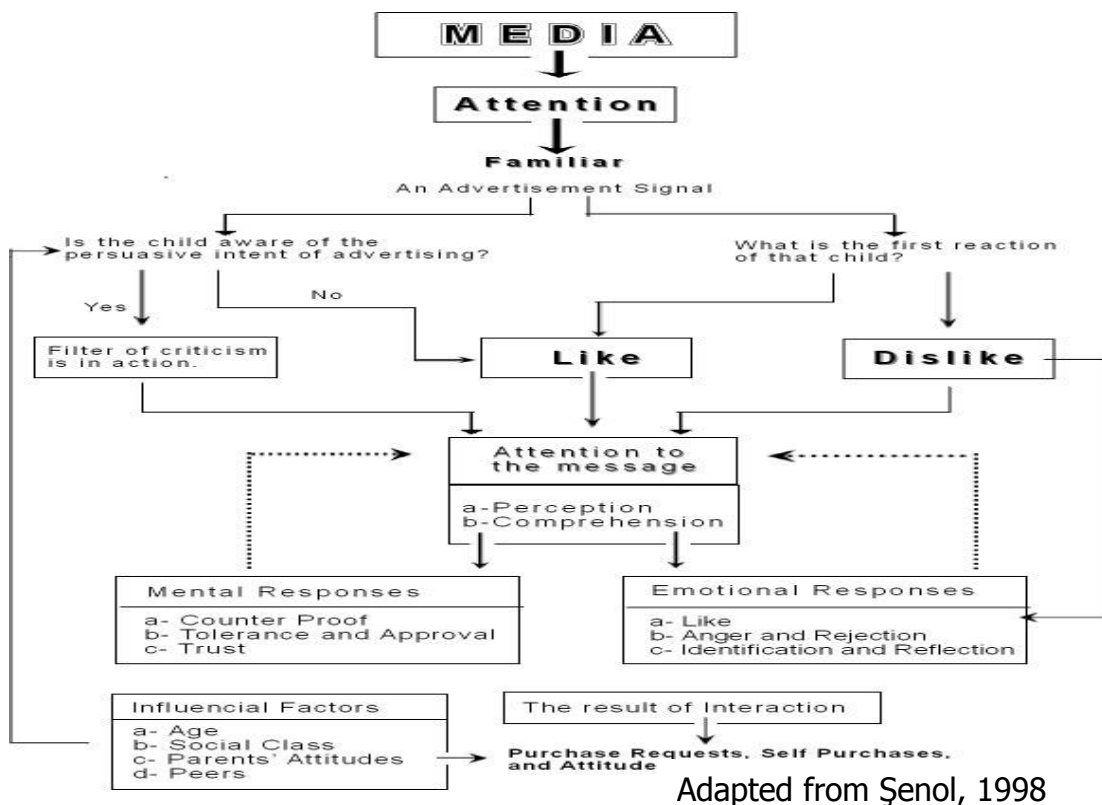


Figure 7. A Process Model For Effects Of Television Advertising On Children

3.6.4. Source Effect

Different characters are used to present the message in television advertising. Some of them are human characters, others are animation

characters. Source effect refers to the effects that occur by the use of these characters.

Exploitation of the children by means of source effects results in unfair applications in children's television advertising. There are four main source effects:

- a- Confusion Effect
- b- Endorsement Effect
- c- Social Stereotype Effect
- d- Self-Concept Effect

3.6.4.1. Confusion Effect

Certain characters in television advertisements such as program personalities and animation or cartoon characters cause confusion between programs and advertisements for children. This situation is called Confusion Effect. Moreover, when these program personalities and cartoon characters appearing in ads are shown in or adjacent to the programs that those characters are in, adjacency effect occurs.

Confusion effect is more influential to the children under the age six or seven as they usually can't clearly differentiate the advertising content and program content. They also can't recognize the aims of advertisements. When they see the program or cartoon characters in ads, they may not be aware of that they are watching advertising.

Furthermore, confusion effects transforms into adjacency effect, when ads that contain the adjacent program contents take place within or adjacent to those programs. This type of effect is more dangerous for children because it makes advertising content harder to differentiate from program content. Therefore, “no children program personality or cartoon character should be utilized to deliver commercial messages within or adjacent to the programs in which such a personality or cartoon character regularly appears” (Rossiter, 1982).

3.6.4.2. Endorsement Effect

Rossiter explains endorsement effect as that celebrities or authority figures such as a police officer, a basketball player, or a mother can lead children to attribute to the endorsed product qualities that it doesn't have (1982). When celebrity or authority figures openly use and endorse the product, it is called as direct endorsement effect. On the other hand, when celebrities or authority figures appear in an advertisement without using or endorsing the product, it is called as indirect endorsement effect. There is also one more endorsement effect which is also called fantasy effect. It occurs when celebrities or authority figures doesn't exist in real life.

These effects imply that purchase and use of the advertised product or service will confer upon the user the prestige, skills, or other special qualities of characters appearing in those ads (Rossiter, 1982). In fact, the

endorsement has an important role in encouraging the children to purchase endorsed products.

3.6.4.3. Social Stereotype Effect

Characteristics of program presenters such as sex, occupation, and social behaviour affect children in learning social roles. This kind of effect is called as social stereotype effect. It includes unacceptable reflection of social, moral, or family values, undesirable living habits and bad usage of language.

Social characteristics of ads can affect the development of social stereotypes. This can be regarded as long term effect. On the other hand, social stereotypes effects are related to endorsement effect in short term. Advertisements may take advantage of existing social stereotypes to produce endorsement effect by using certain characters as presenters and character users (Rossiter, 1982).

3.6.4.4. Self-Concept Effect

Rossiter explains this concept as "certain types of advertising appeals usually not involving product presenters or users may affect a child's self-concept" (1982).

There are four types of self-concept effects:

- a- personal enhancement appeals, which promise such benefits as strength, growth, physical proficiency, and intelligence.
- b- social status appeals, which usually occur in peer communication.

- c- exaggerated or unrealistic product usage portrayals such as exaggerated portrayals of play value or performance characteristics.
- d- competitive product appeals, which have competitive, comparative, or superiority.

Some children's television advertisements comprise appeals towards personal enhancement effects such as temporary effects (fun and adventure), or more permanent effects (health and strength). The criticism about this application is based on the honesty of those claims.

Besides, children's advertising that imply ownership of a product will lead to an increased social status whereas the lack of that product will result in the opposite (Rossiter, 1982). This situation is crucial in peer relationship which is important in social status appeals. Peer reinforcement or disapproval about the advertised products has a role in self-conception of children.

Exaggerated portrayals of product usage, play value or performance characteristics may damage children's self-concept. For example, usage demonstration which is complex or difficult for children to understand affects their self-concept.

Competitive, comparative, or superiority claims or techniques have potential to cause dissatisfaction on child's part which influence self-concept.

3.6.5. Premium Effects

Premiums are heavily used as purchase incentives in products like chips, sweets, and snacks. Ward claims that the criticisms about premium

are aroused from the facts that they represent on irrelevant product characteristics, and they distract children from considering product attributes (1982). On the other hand, the defenders of premium state that they may choose among similar brands and that premiums constitute on acceptable product attribute.

There are several types of premium offers to children. They are pack-ins, pack-ons, reusable containers, self-liquidating premiums, free gifts (Ward, 1982). Pack-ins are small toys or other objects which are included in the package while pack-ons are the cut-outs on the side of the package.

The problem about premium offers stems from children's cognitive development. Generally, younger children under the age of seven or eight have difficulty in understanding the aim in premium offers so that they confuse the primary message. They may think that the premium is the primary product. In order to solve this problem, there should be an emphasize that the premium is not the primary product it is the secondary one.

3.6.6. Children - Parent Relationship

As discussed in the chapter about the importance of children as a market, children are important for advertisers because they are three in one market. First, they are ready market, second they are future market. The third one is that they are influential market which is our main concern in this chapter.

Children have influence on the purchase of many household items which causes conflicts in child-parent relationship. Also, most of the purchases as a result of food advertising are done by parents because children's money is not enough. This situation also leads to conflicts between children and parents.

Robertson mentions some concerns about the effects of television advertising on family relations:

- a- Consumption requests by children particularly those attributed to advertising, may strain parent-child relationship.
- b- This strain may be greatest among economically disadvantaged families, who presumably must deny most requests.
- c- Denial may be frustrating to both parent and child, leading to guilt and resentment.
- d- Children's requests may complicate family-consumption priorities, leading to maladaptive practices, especially among the poor. (1982)

Children act as consumers in several ways. Some of them are:

- a- by making personal purchases and spending small amounts of money on their own.
- b- by making direct requests at home.
- c- by making direct requests in the store.
- d- parents make purchases because they know what their children want to consume.

Family conflicts usually occur in requests at home and in the store. An important factor that affects those conflicts is child's age. Purchase requests usually decrease by the age increase. Older children almost never request from their parents.

3.6.7. Regulations About Television Advertising For Children

Because of the characteristics of childhood and the nature of possible effects of television advertising stemming from exploitations and harmful usage, there need to be some regulations for advertising. Especially, certain presentations and techniques that may be suitable for adult advertising mislead children if used in child-directed ads because of their cognitive development levels (Goldstein, 2001).

Self-Regulation is the most effective way to protect children consumes. Goldstein states that its purpose is to promote high standards of advertising and to provide advertisers with principles and guidelines that will assure responsible, honest, accurate advertisement (2001).

Regulations vary from country to country but they have common features like honesty, legality, truth, responsibility. They have two basic elements. One is a guideline or a code of practice that regulating the advertising content. The other is a process of the establishment, review, and application of the code (Goldstein, 2001). An independent institute is responsible for these practices so that complaints form consumers are handled quickly.

In our country, the first element of regulation is provided by RTUK (Radio and Television Council) with a code renewed in 2003. Advertising Self-Control Association (Reklam Özdenetim Kurumu) deals with the consumer complaints. The following principles are important regulations of the code:

Section 7: Advertisements containing the products and services for the audience who are fifteen years old or younger than fifteen years old are considered as children advertising. Advertisements that are directed to children or that have impact over children or that children are used shouldn't contain any statement or visual presentation which could harm children mentally, morally, or physically.

Advertisements or tele-shopping programs for children should be prepared according to the following principles:

- a- Advertisements shouldn't exploit inexperience or credulity of children and they shouldn't force or encourage directly buying a product or service.
- b- Advertisements shouldn't give messages like purchasing of the advertised product or service which provides superiority over others whereas not owning of those products or services causes the opposite.
- c- Advertisements shouldn't suggest unrealistic or exaggerated product usage portrayals to children.
- d- Advertisements shouldn't include any direct appeal to children to persuade their parents or other adults to buy products.
- e- Advertisements shouldn't undermine the authority or responsibility of parents, teachers or others.
- f- Advertisements shouldn't portray children or adults in unsafe situations or act which are harmful to them or others.

- g- Advertisements shouldn't portray situations which encourage children to communicate with unfamiliar personalities or to go dangerous places.
- h- Advertisements shouldn't mislead the consumer about the product's true character. They should accurately reflect the nature and content of the product they represent. Information about products purchased separately, such as accessories or individual items like batteries or paint should be disclosed clearly to the children.
- i- Advertisements shouldn't understate the degree of skills or age level that is appropriate to use.
- j- The price of the advertised product or service shouldn't be presented in an ambiguous way which causes children's misunderstanding about the price. (RTUK, 2003)

CHAPTER 4
RESEARCH ABOUT EFFECTS OF TELEVISION ADVERTISING
ON CHILDREN

4.1. Purpose Of The Research

This research is done to find the effects of television advertising on children and on families. In this research, the subjects like when children watch TV, their understanding the aim of advertising, their recognition the difference between programs and advertisements, children-parents relationships, purchase requests and social class differences are dealt with.

4.2. Research Method

In order to collect the data, analyze the similarities and differences, and evaluate them in an objective way questionnaire method is used.

Questionnaire is applied to five and six years old children. Questionnaire is conducted in an interview style. Questions are asked to children and form is filled by the interviewer. If there is an unclear point, the interviewer clarifies that point with examples.

Questions are prepared according to children's cognitive developments. The children are kindergarten students. That's why they are just involved in a social context. They are also illiterate so that they can not understand the printed advertising. Therefore, the main concern about five or six years olds is related to television ads.

4.3. Limits Of Research

This research is made in three state schools whose students are from low income families and in three private kindergartens whose students are from high income families.

Fifty children participated our questionnaire in state schools in Istanbul whose names are Ahmet Yesevi İ.Ö.O., Taşoluk İ.Ö.O., Arnavutköy Merkez İ.Ö.O. On the other hand, fifty children participated in our survey in private kindergartens whose names are Bahçelievler Fatih Anaokulu, Elifcan Anaokulu, and Devran İ.Ö.O. Anasınıfı.

Forty of five year old children and sixty children at the age of six participated in the survey. Fifty four of the participants are boys and forty six are girls.

Questionnaire is conducted in schools at the end of second term when the lessons are about to finish and children have more free time.

4.4. Evaluation Of Research

Before dealing with the nature and effects of the interaction between the children and television advertisements, it is better to analyze demographic and social characteristics of the children. As seen in table 2, forty-six of the participants are girls while fifty-four of them are boys.

TABLE 2. GENDER

Total	Boys	Girls
100	54	46

Children develop cognitive abilities to recognize the nature of advertisements by the age. In previous chapters, the age of six and sometimes five are crucial ages in this development. Age groups of participants are given below in table 3.

TABLE 3. AGE GROUPS

	Age of 5		Age of 6	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>
Girls	20	50%	26	43%
Boys	20	50%	34	57%
Total	40	100%	60	100%

Both boys and girls are fifty percent in age group of five while number of boys are more than girls in age group of six. Total number of six years old children are sixty percent but five year olds are forty percent.

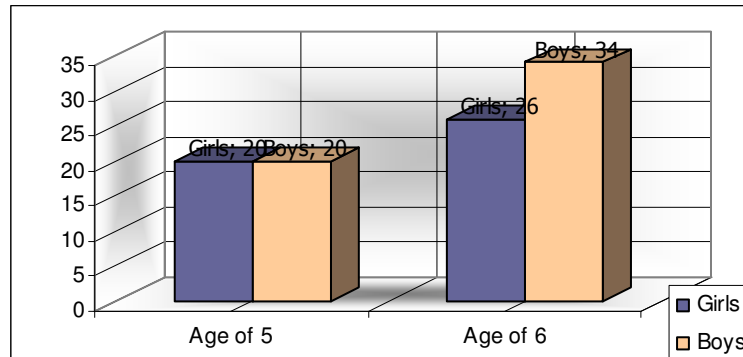


Figure 8. Proportion Of Age Groups

When we analyze where children live, we see that children who are in state schools live in Arnavutköy, Esenler while children who are in private schools live in Bahçelievler, Bakırköy, Başakşehir. Generally, children who are in these private schools live in an environment where families who have high income stay so that they have purchase power.

TABLE 4. PLACES WHERE CHILDREN LIVE

Place	Age of 5		Age of 6		Total	
	Girls	Boys	Girls	Boys	Number	%
Arnavutköy	4	6	10	14	34	34%
Bahçelievler	5	5	5	7	22	22%
Başakşehir	5	3	1	3	12	12%
Bakırköy	4	3	3	2	12	12%
Esenler	2	5	3	6	16	16%
Other	0	2	0	2	4	4%
Total	20	24	22	34	100	100%

Most people in Arnavutköy and Esenler have low income so that they may encounter problems with children's purchase requests. There are differences in spending power, where purchases are made and the dealing with the purchase requests at home and in stores.

When we analyze mothers' occupations, the majority of mothers do not work, sixty two of them are house wives. Teachers constitute the second group with eighteen percent. Other occupations are doctors, pharmacists, workers, accountant, and hairdresser. Housewives have opportunity to spend more time with their children than working mothers and control them.

TABLE 5. MOTHER'S OCCUPATIONS

Occupations	Number	%
House Wife	62	62%
Teacher	18	18%
Doctor	7	7%
Pharmacist	5	5%
Worker	4	4%
Others	4	4%
<i>Total</i>	<i>100</i>	<i>100%</i>

Mothers are the most significant in children's acquiring consumer behaviors. Mothers who have high education are able to handle with the possible effects of television advertisements.

When we look at father's occupations, we see that twenty four percent of them are businessmen. Second group is workers. Others are teachers, textile makers, managers, and doctors.

TABLE 6. FATHER'S OCCUPATIONS

Occupation	Amount	%
Businessmen	24	24%
Worker	20	20%
Teacher	15	15%
Textile Maker	12	12%
Manager	12	12%
Doctor	11	11%
Other	6	6%
<i>Total</i>	<i>100</i>	<i>100%</i>

When we compare mother's and father's occupations, ten percent of them both are teachers and they have opportunity to receive discount in private schools. Except teachers, fathers who have other occupations especially businessmen and textile makers work hard and come home late so they cannot spend much time with their children. In these families, mothers are more effective for their children in consumer socialization. Sometimes fathers who work hard and spend little time to their children try to recover their negligence by accepting most of their children's purchase requests which is very dangerous for their development and socialization.

Today, almost every family has at least one TV set; some have more than one. We can guess the reason of that children spend about four hours a

day in front of television. In this study children are asked if they watch Tv or not. About ninety percent of them say that they like watching television. Only few children rarely watch Tv and the rest do not watch television.

TABLE 7. PERCENTAGE OF WATCHING TV
Do you watch TV? A- yes b- no c- rarely

	Age of 5		Age of 6		Total
	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	
Yes	16	18	24	28	86
No	2	2	0	3	7
Rarely	2	0	2	3	7

Children were asked how often and what time they watch TV instead of being asked the amount of time they spend watching television because they don't have clear understanding of length of time. They can't answer any question like "how long do you watch television in a day?". They answered the question "how often or what time do you prefer watching TV?" by choosing one of the options given such as morning, afternoon, evening, weekends, always.

TABLE 8. TIME PERIOD OF CHILDREN'S VIEWING TV

	Age of 5		Age of 6		Total
	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	
Morning	3	2	3	5	13
Afternoon	2	1	2	3	8
Evening	2	6	6	10	24
Weekend	6	6	7	9	28
Always	7	5	8	7	27

As we can see in table eight, because most of kindergarten children are at school in the morning and in the afternoon they come back home and play with friends, they do not spend much time on watching TV at these

times. In the evening, they usually watch television with their parents but they cannot decide what to watch because parents decide it. As children do not go to school at weekends, they can spend more time in front of TV. Twenty eight percent of all children prefer weekends for watching television. Second biggest group watches television whenever possible.

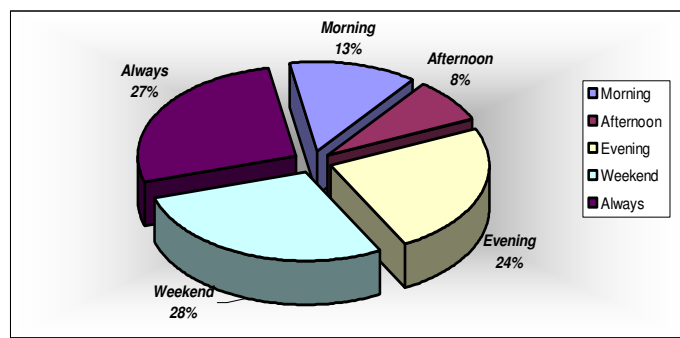


Figure 9. Time Periods Of Watching Tv

Children prefer programs which are interesting for them. As you can guess, the most important program category for children is of course cartoons. Seventy-two percent prefers watching cartoons; the rest prefers movies, soap operas, ads, music programs and so on. They like any kind of cartoons whereas they only prefer soap operas that are related to them in a way. In the questionnaire, children were asked to say their favorite program.

TABLE 9. PROGRAMS THAT CHILDREN PREFER WATCHING

Program	Boys	Girls	Total
Cartoon	39	33	72
Movies	2	6	8
Soap Opera	6	4	10
Ads	3	2	5
Music	2	1	3
Others	2	0	2
Total	54	46	100

Children gave different cartoons as examples of their favorites while they could only give a few soap operas as their favorites. Those soap operas

have child actors. Most famous one is "Sihirli Annem". Most of the children who prefer soap operas watch "Sihirli Annem". The last group in table nine is "other". Competitions and children programs are included in this category.

Another concern in this research is whether children believe what they watch or not. Is everything in television really correct? Are program characters so strong? The results are interesting because there is a clear difference in percentage between five and six year olds. Approximately seventy two percent of five children at the age of five believe in what they see on television whereas only about forty two percent of six year old children believe in them.

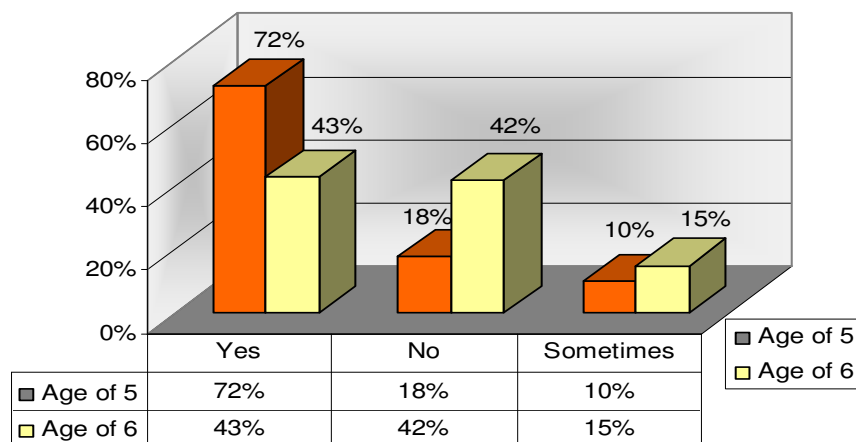


Figure 10. How Much Do Children Believe In Television?
Do You Believe In What You See In Television?

Children state different reasons for their opinions about the reality of television. Some say that it educates us. Others say that they inform us in a negative way. The most interesting comment belongs to a six year old boy Alper. He says "I don't believe what I see on television because cats and mice cannot speak".

To analyze the level of television advertising effects, we have to find how many of children watch television ads. Due to the fact that children who do not watch advertisements won't be affected by them, the percentage of watching ads should be known. As a matter of fact, we knew the answer when we asked the question "do you watch advertisements in television?" because today almost all children are addicted to television. So the result was approximately what we expected. Ninety percent of the children who participated in the questionnaire watch television ads.

TABLE 10. PERCENTAGE OF WATCHING TV ADS

Do you watch advertisements in television?

Table 10 % of watching TV Ads	Age of 5		Age of 6		Total
	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	
Yes	20	18	22	30	90
No	0	2	4	4	10
Total	20	20	26	34	100
Table 7 % of watching TV	Age of 5		Age of 6		Total
	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	
Yes	16	18	24	28	86
No	2	2	0	3	7
Rarely	2	0	2	3	7

There is a correlation between the percentage of watching television and watching ads. In table six, eighty six percent of children watch television everyday and seven percent watch rarely. So the total is ninety three percent which is close to the percentage of watching TV ads. It means that it is inevitable to encounter advertisements while watching television programs because advertisements are important parts of television programming.

Although children say that they watch ads, the main concern about this is whether they are aware what the advertisement is or not. Therefore,

children who participated in our questionnaire were asked to define what the advertisement is. As explained in previous chapters, five and six year old children have low level of awareness about the differences between ads and programs. In the questionnaire, to what extent children are aware of this difference is analyzed.

TABLE 11. WHAT IS ADVERTISEMENT?

	Age of 5			Age of 6			Total
	<i>Girls</i>	<i>Boys</i>	%	<i>Girls</i>	<i>Boys</i>	%	
Product Sale	0	0	0%	6	4	16.5%	10
I don't know.	10	11	52.5%	5	9	23.5%	35
Product Promotion	5	5	25%	8	8	26.5%	26
Shown before or in programs	2	4	15%	5	9	23.5%	20
It is short.	3	0	7.5%	2	4	10%	9
TOTAL	20	20	100%	26	34	100%	100

Children gave different explanations of the definition of advertisement. The answers are grouped in five categories. Because of verbal insufficiency, some of children couldn't explain advertisement clearly. They talked about an ad instead. Others talked about the nature of an advertisement by stating that it is short and it is shown before a cartoon. Several interesting explanations are: "It means that the cartoon is about to start don't miss it." or "Nice things appear in ads so that my mum buys it for me." or "Films have a rest when ads are shown."

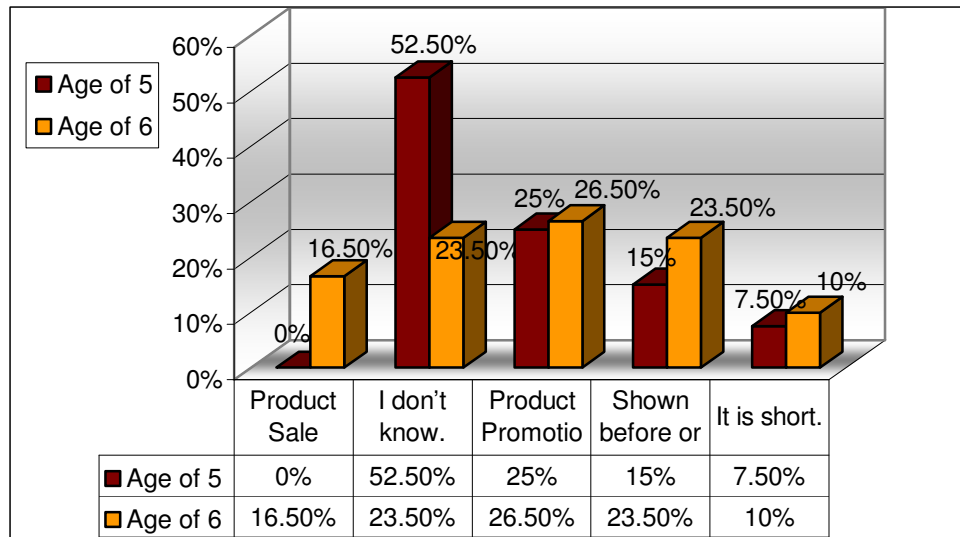


Figure 11. Changes Through Ages In Defining Advertisement

As shown in figure eleven above, the level of awareness in nature of advertising differs through age. While more than half of five year-olds cannot define advertisement, this percentage decreases to twenty three in six year old children. It means that the awareness doubles in one year.

Another important difference occurs in the awareness of the selling intent. Whereas, none of five year-old children state selling purpose, sixteen percent of six year-olds say that ads try to sell things.

In items of product promotion, shown before or in programs, and "it is short.", there are slight changes between ages five and six.

One of the main debates in effects of television advertising on kids is whether they are aware of the purpose of advertising. That's why, children are asked to answer the question "why are advertisements shown on TV?" The answers are categorized in five groups: as a break, to entertain, I don't know, selling, promotion.

TABLE 12. THE PURPOSE OF ADVERTISING

	Age of 5			Age of 6			Total
	Girls	Boys	%	Girls	Boys	%	
As a break	3	4	17,5%	5	6	18,5%	18
To entertain	4	2	15%	0	4	6,5%	10
I don't know.	8	6	35%	4	7	18,5%	25
Selling	2	2	10%	7	6	21,5%	17
Promotion	3	6	22,5%	10	11	35%	30
TOTAL	20	20	100%	26	34	100%	100

There are important differences between the understanding of aims of advertising between the children at the ages of five and six. The statistics are similar with the ones in table eleven. So it can be claimed that children who can explain what an advertisement is are aware of the purpose of advertising in the same level.

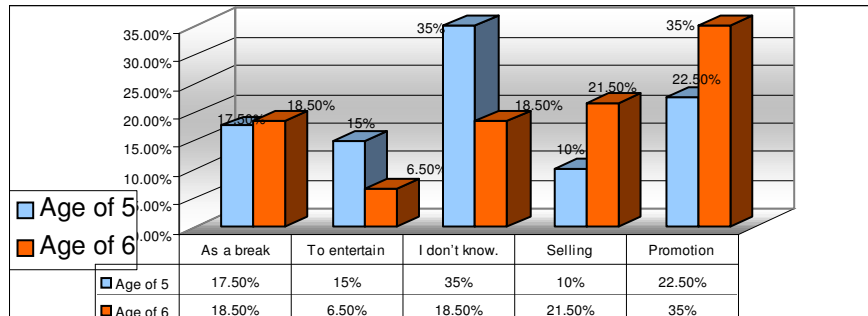


Figure 12. Changes Through Ages In Aims Of Advertising

As seen in figure thirteen, the awareness towards the purpose of advertising increase through age. The percentages of selling and promotion purposes almost double at the age of six while the percentage of the answer "I don't know" declines in the same rate. It means that six year old children are twice aware of the selling purpose of advertising. That's why, parents

can educate children for the possible effects of television advertising and teachers can more efficiently teach consumer socialization in kindergarten.

Through the increase in awareness of the purpose of advertisements in six year-old children, they tend to criticize the truth and honesty in ads. They believe less in the honesty of television advertisements and they trust them less. While sixty five or seventy percent of five year-old children believe in the honesty of advertisements, more than fifty percent of six year-olds do not believe in them.

TABLE 13. PERCENTAGE OF HONESTY IN ADVERTISEMENTS

	Age of 5			Age of 6			Total
	<i>Girls</i>	<i>Boys</i>	<i>%</i>	<i>Girls</i>	<i>Boys</i>	<i>%</i>	
Yes	13	14	67,50%	14	19	55%	60
No	7	6	32,50%	12	15	45%	40
TOTAL	20	20	100,00%	26	34	100,00%	100

Today, anyone who watches television encounters ads. People can choose programs that they want to watch however they don't have any opportunity like this for advertisements. They have to watch what the programmers choose instead. So it is quite normal that people have different reaction towards advertisements. Some may change the channel immediately while others continue to watch ads and wait for the rest of the program or deal with other activities.

It is important for advertisers and advertising agencies to monitor audience's attitudes towards advertisements. Therefore, children's attitudes towards ads are analyzed in our questionnaire. They were asked what they

did when advertisements began in the middle of a program that they liked very much. Majority of them said that they changed the channel when ads began. Some of them said that they continued watching them.

TABLE 14. ATTITUDES TOWARDS ADVERTISEMENTS

	Age of 5			Age of 6			Total
	<i>Girls</i>	<i>Boys</i>	<i>%</i>	<i>Girls</i>	<i>Boys</i>	<i>%</i>	
Change the channel	5	6	27,5%	8	11	31,5%	30
Get angry	4	3	17,5%	5	6	18,5%	18
Watch ads	8	8	40%	6	8	23,5%	30
Play game	2	2	10%	1	3	6,5%	8
Turn off TV	0	0	0%	4	3	11,5%	7
Other	1	1	5%	2	3	8,5%	7
TOTAL	20	20	%100,00	26	34	%100,00	100

There is a significant decline in resuming watching ads with children at the age of six. Also, none of five year olds turn off TV when advertisements begin while eleven percent of six year olds turn it off. Parallel to the increase in the awareness of advertising and program differentiation and aims of advertising, children at the age of six begin to neglect advertisements and spend that time with other activities. Some children who participated in the survey said that they went to the kitchen to drink water or they went to the toilet in advertising time.

Children's favorite advertisement categories are shampoo, telephone, food and diaper. Each has about twenty percent share in all categories. These advertisements have some common features like music, children actors, and humor that are interesting for children.

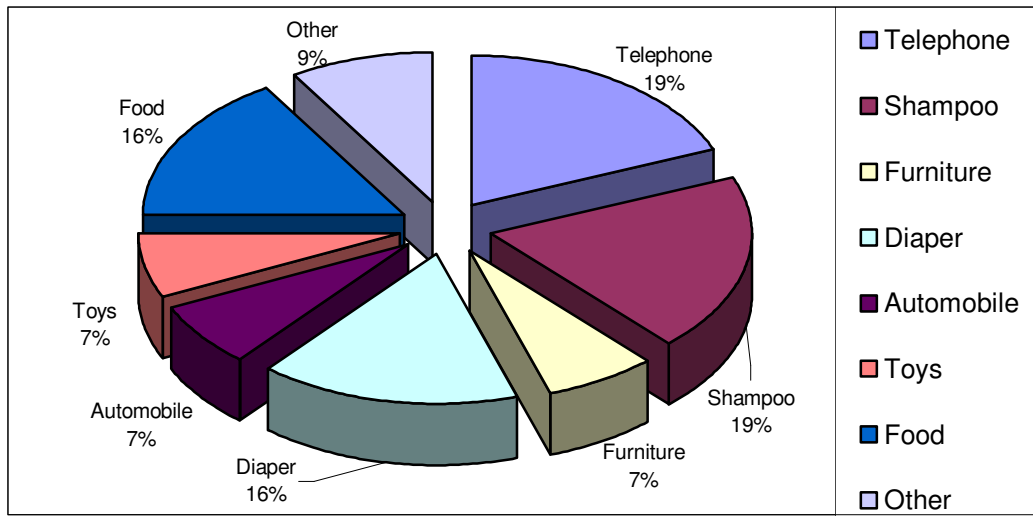


Figure 13. Children's Favorite Advertisement Categories

It is quite astonishing that except food and shampoo these categories are not directly related to children. So product type is not important in preferring which advertisement to watch.

When we analyze the preferences according to age, there are slight changes in some categories. A significant change occurs in toys category. Five percent of five year old children prefer toy ads nevertheless ten percent of six year old children prefer them. However, there is no change in food category. Fifteen percent of both age groups watch food advertisements.

When we look at the differences stemming from gender, the main difference is observed in automobile category. None of the girls is interested in automobile advertisements. Ten boys in total are interested in automobile category.

TABLE 15. CHILDREN'S FAVORITE ADVERTISEMENT CATEGORIES ACCORDING TO AGE AND GENDER

	Age of 5			Age of 6			Total
	Girls	Boys	%	Girls	Boys	%	
Telephone	5	4	22,50%	3	6	15,00%	20
Shampoo	4	4	20,00%	6	3	15,00%	17
Furniture	1	2	7,50%	0	4	6,67%	7
Diaper	4	2	15,00%	6	7	21,67%	19
Automobile	0	3	7,50%	0	7	11,67%	10
Toys	2	0	5,00%	4	2	10,00%	6
Food	3	3	15,00%	4	5	15,00%	15
Other	1	2	7,50%	3	0	5,00%	6
TOTAL	20	20	100,00%	26	34	100,00%	100

To attract children's attention different materials and techniques are used. Music, animation, action, humor, and child actors are just some of them. In figure fifteen, the reasons why children like the advertisements listed above are presented.

Music is the most significant factor for children. Especially, the ad which two babies singing "beni unut" song attracts many child views as well as adults. Even though the product promoted in this ad does not directly address those age groups, the music causes to a large acceptance. Another popular song "Dale" that is used in a shampoo advertisement for adults managed to catch children's attention. The same is true for phone advertisements like Avea and Turkcell.

Humor is another crucial factor. Some food ads use this technique successfully. Doritos Alaturka, Danino, Golf ice cream advertisements are just some of them which are given as example by children. Child actors are also

affect children’s preferences. Dalin, Molfix, and Evy Baby advertisements are good examples for the use of child actors.

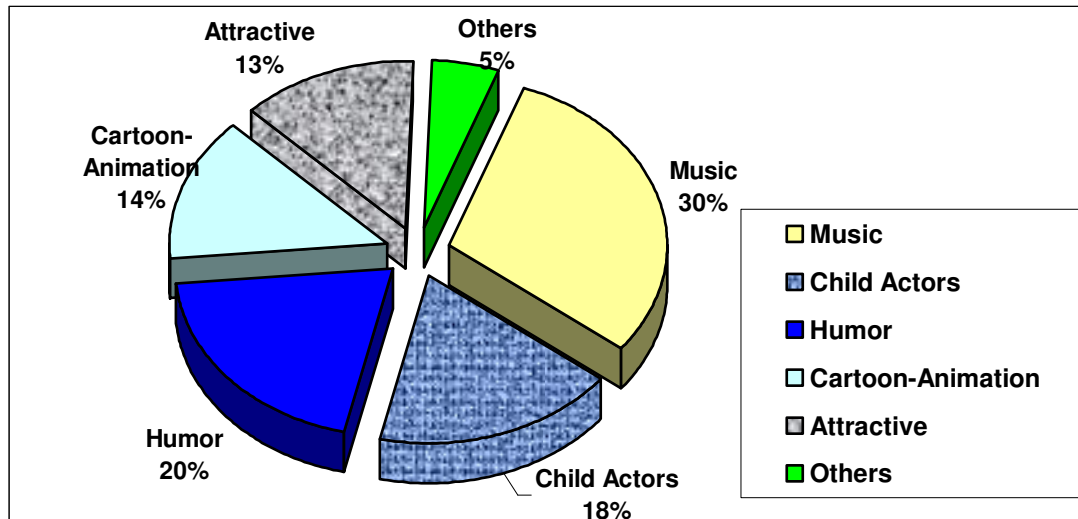


Figure 14. Reasons For Children’s Preferences Of Their Favorite Advertisements

Children couldn’t talk about the advertisements in detail. They could only mention the elements which were interesting for them. For example, some children said that two babies sing ‘beni unut’ song when they were wanted to talk about their favorite advertisements. Others said that music plays and children dance than chick come to explain their favourite ad which is about a diaper. Children also remembered the most humorous part of an ad according them. For instance, narrations like “the dog carries the mobile phone with his mouth” or “a kid says ‘zuzu’ then his father buys him a “zuzu” with his Axess and kid likes it very much.” are just a few examples.

Briefly, what attracts children in advertisements is the key factor to keep advertisements in mind.

When table fifteen is analyzed, it is clearly seen that children have desire to purchase the products shown in their favorite advertisements. Although those products are not directly addressed to them, most of the children want to buy the products.

TABLE 16. CHILDREN'S DESIRE TO PURCHASE THE PRODUCTS SHOWN IN THEIR FAVORITE ADVERTISEMENTS

	Age of 5			Age of 6			Total
	<i>Girls</i>	<i>Boys</i>	%	<i>Girls</i>	<i>Boys</i>	%	
Yes	18	18	90%	24	30	90%	90
No	2	2	10%	2	4	10%	10
TOTAL	20	20	100%	26	34	100%	100

As you see, ninety percent of children said "yes" when we asked if they wanted to buy those products. It is interesting that only a limited amount of those advertisements are addressed to child. Humor, animation, child actors and especially music are more influential to create desire for children than the features of the products promoted.

As well as their favorite advertisements, it is important to know ads that children dislike or hate. They were asked to say the ads that they hated if there was any. One-third of them said that there wasn't any such ad. The others mentioned various kinds of ads. However, the characteristics of them could be regarded as similar. May be violence and sexuality are the most significant ones. Perfume and cosmetic ads were given as examples of by the children. They say that those ads are immoral for everybody. Even though they couldn't say the name of the products, they said that they hated the advertisements which were scary and violent according to them. For

example, a six-year old boy said that he hated the ad which a bear appeared in a refrigerator. Another boy who is five years old said that he was afraid when he saw monsters in an advertisement.

On the other hand there are some personal reasons for children. An interesting one is that a six year-old boy whose name is Selman hates "Turkcell" advertisement because the name of the main character in this ad is called "Selo" and his friends make fun of him by calling him as "Selo". Another example is about ice-creams. Several children say that they hate ice-cream advertisements because their mothers do not allow them to purchase ice-creams in case they may be ill. The same situation is true for chocolate ads.

Some reasons may stem from gender differences. For example, girls hate car advertisements whereas boys hate doll advertisements.

TABLE 17. CATEGORIES OF ADVERTISEMENTS THAT CHILDREN HATE

	Age of 5			Age of 6			Total
	<i>Girls</i>	<i>Boys</i>	<i>%</i>	<i>Girls</i>	<i>Boys</i>	<i>%</i>	
Not any	9	5	35%	4	9	21,67%	27
Car Ads	4	0	10%	7	0	11,67%	11
Doll Ads	0	3	7,50%	0	5	8,33%	8
Parfume&Cosmetics	3	2	12,50%	5	5	16,67%	15
Ads that have violent content	1	3	10%	5	7	20%	16
Chocolate&Ice-cream	2	4	15%	3	4	11,67%	13
Other	1	3	10%	2	4	10%	10
TOTAL	20	20	100%	26	34	100%	100

Several children said that screams in some ads scared them very much. It may be quite normal for adults but perception of children may sometimes be different. Advertisers should be careful not to damage them.

Children were asked which of the advertised products they want to purchase. It is important to analyze the kinds of products in their favorite ads and the ones that they want to purchase in order to see whether those favorite ads create any desire to purchase the promoted products.

TABLE 18. PRODUCTS THAT CHILDREN WANT TO PURCHASE

	Age of 5			Age of 6			Total
	Girls	Boys	%	Girls	Boys	%	
Car	0	6	15%	0	9	15%	15
Doll	7	0	17,50%	10	0	16,67%	17
Ice-cream	2	4	15%	3	5	13,33%	14
Chocolate	4	3	17,50%	3	4	11,67%	14
Toys	0	2	5%	0	8	13,33%	10
Cloth	5	0	12,5%	5	0	8,33%	10
Mobile Phone	1	2	7,5%	2	2	6,67%	7
Computer	0	2	5%	0	4	6,67%	6
Other	1	1	5%	3	2	8,33%	7
TOTAL	20	20	100%	26	34	100%	100

The distinction between the products that boys want and the ones that the girls want can easily be realized. Boys are eager to purchase toy cars and other toys like heroes, guns, etc. whereas girls prefer dolls like Barbie or Cindy and cloths.

It is quite normal that children have desire to purchase something but they don't have purchasing power. They need somebody else to purchase for them. Parents are the ones who buy what their children want. Because children usually have many requests which are unnecessary or harmful for them, there occurs a parent and child conflict in the family.

Children were asked whether or not their parents allow to buy the products they see on television. We wanted to know to what extent a parent

and child conflict occur, whether parents allow all requests and if parents do not allow children react.

TABLE 19. PARENTS REACTIONS TO CHILDREN'S PURCHASING REQUESTS

	Age of 5			Age of 6			Total
	Girls	Boys	%	Girls	Boys	%	
Yes	9	6	37,5%	9	15	40%	39
No	6	8	35%	7	6	21,67%	27
For some products	5	6	27,5%	10	13	38,33%	34
TOTAL	20	20	100%	26	34	100%	100

As seen in table nineteen above, more than half of the parents accept their children's requests at least some of them. When we compare the statistics of five year olds and six year olds, parents begin to allow more to six year old children. While thirty five percent of five year old children's parents do not allow the requests, only twenty one percent of six year olds' parents do not allow them.

One third of five year olds' parents do not allow all the products children want. They filter the products and allow purchasing the useful ones. Parents of six year old children start to accept the requests if it is not harmful or unnecessary. The percentage of allowance for some products increase as the percentage of refusal or "no" decreases in the same amount.

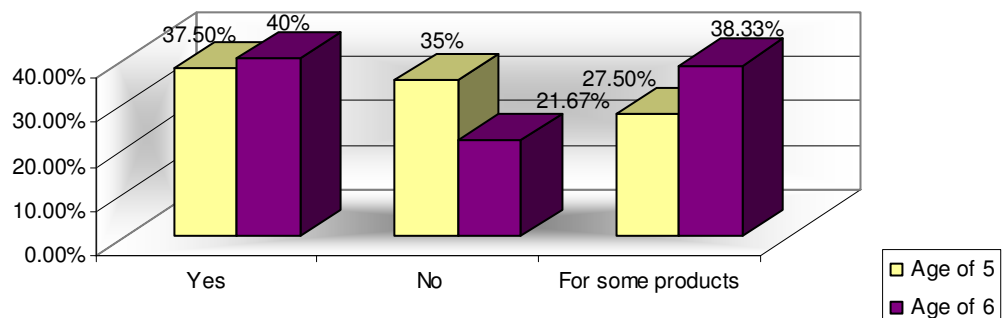


Figure 15. Comparison Of Parents Reactions To Requests

Children show different reactions to their parents refusals to their requests. Children's reactions to their parents influence the parent-child conflict. Some of the children who participated in this questionnaire mentioned different reactions like crying, saving money to buy, requesting something else. However, most of them say that they won't buy it if their parents do not allow them. In table nineteen, these reactions can be analyzed better.

TABLE 20. CHILDREN'S REACTIONS TO PARENTS ALLOWANCES

	Age of 5			Age of 6			Total
	<i>Girls</i>	<i>Boys</i>	%	<i>Girls</i>	<i>Boys</i>	%	
I don't buy.	10	11	52,5%	13	12	41,67%	46
I cry.	4	4	20%	5	4	15%	17
I save money to buy it.	3	1	10%	3	3	10%	10
I want something else.	0	0	0%	0	4	6,67%	4
I want it from somebody else.	1	2	7,5%	0	3	5%	6
I want it again later.	2	2	10%	2	3	8,33%	9
I sulk.	0	0	0%	3	5	13,33%	8
TOTAL	20	20	100%	26	34	100%	100

Half of the children do not insist to purchase the product they want so that many parents can manage to control their children's requests. Other children cry or sulk to their parents in case they can persuade them. Some children are decisive to save money for the products they want to buy.

Parents should observe their children's reactions to their decisions so that they can behave more effectively to their children.

CONCLUSION

It is a well-known fact that mass media has a significant role on socialization of children. Because television is the most effective mass media it is the most important vehicle for children's education and socialization. However it should be used carefully otherwise it may have negative effects as well as positive ones.

The natures of television such as the capability to reach rapidly to wide range of populations, the data presented is believed to be true, high audio-visual quality increase the effect of television on society.

Children are the most affected target group by television. It is not directly because of television's intention to exploit children but the nature of children. Incapability to differentiate the programs and advertisements and insufficiency in understanding the aims of advertising increase the level of effect.

Television has a major role on children's lifes. An average child in our country watches approximately four hours televison. At weekends, they spend more time in front of TV because schools are off. Therefore, the time spent in front of television is almost equal to the time spent in school. This excessive exposure to televison may lead to many problems unless it is controlled. These problems may occur in children's socialization, acquisition of consumer attitudes, academic success, etc.

Not only programmers of children show are responsible to protect children from those problems but also producers of other programs are responsible for them. That is because children spend time watching programs for adult like movies, news, and soap operas as well as children programs. Twenty four percent of children who participated to our questionnaire watch television mostly in evenings and twenty seven of them watch television any time.

Television has started to lose its informative function and become an entertainment device. An increase in the number of television channels leads to a competition among them. Advertisements are important ways to make profit and survive in this competition.

Television advertisements are very attractive for children. Action, fantasy, jingles, animation, cartoons are significant elements which influence the level of attractiveness.

In this point the effects of television advertisements occur because many of those elements take place in images and messages of the ads to increase attractiveness. They attract children to the ads and indirectly lead to encouragement to consume the materials in those ads.

The greatest problem that children face is the low level of awareness in the understanding of the aims of advertising. Many of them are not aware enough of those aims. The statistics of the questionnaire which are presented above support this idea. Only one third of five year olds can define

the selling and promotion purpose of advertising whereas about half of six year olds are able to define it. However some of those definitions are not satisfactory which means that many of the children do not know the purpose of advertising.

According to the results of the questionnaire, ninety percent of the children watch the advertisements and only thirty percent of them continue to watch them when advertisements begin. They change the channel or do something else at that time. Twenty three percent of five year olds do not trust the ads while forty percent of six year old children do not trust the ads. It is clear that the percentage of distrust increases through age.

One of the most important indicators of the effects of television advertising is the desire to purchase the advertised product. Ninety percent of the children who participated in our questionnaire stated that they wanted to purchase the products that they saw in advertisements. However the many of the product categories they mentioned were not directly related to them. So it is quite obvious that advertisements create false needs for children. Even they do not know what the product is used for they still want to buy it.

Children mostly want their parent to buy toys for them. Boys prefer cars, on the other hand girls prefer dolls and cloths. There is a difference between their requests and the products in their favourite advertisements. That's why, sometimes requests do not stem from advertisements.

Another important concern for the effects of television effects on children is parent-child conflict in families. Parents do not allow all the requests of their children. They filter some of those ads according to being useful and necessary for their children. Half of the participant to our questionnaire mentioned that they wouldn't buy those products if their parents didn't allow. However, others react in different ways some which may cause family conflicts.

Children explained the features of the advertisements that they didn't like. The common ones are violent acts, sexual content, unhealthy food, etc. Many acts that are quite normal may be seen as violent by children. For example, screaming is a normal action but some children who participated in the questionnaire stated that they were afraid of the screams in ads.

The positive effects of television advertising on children shouldn't be omitted. The main effect occurs on consumer socialization. Advertisements can help children to become better consumers. Well-prepared ads inform children about the products and the benefits of them, etc. When carefully used they are a good source for children's consumer socialization.

RECOMMENDATIONS

Following recommendations are stemming from the results of our questionnaire. These recommendations are addressed to first families, educators, advertisers and researchers.

- Television advertisements should be produced in a conscious way by evaluating possible negative and positive effects on children. Advertisers, channels, and the producers are all responsible for helping children to acquire the correct consumer attitudes.
- Advertisers should avoid producing advertisements that cause unhealthy eating habits and obesity.
- Advertisements avoid giving false information and exaggerating. It is better to give clear explanations and messages.
- The negative effects of television advertisements on unnecessary consuming, unhealthy eating habits, parent-child conflicts, socialization of children.
- Parents and educators should be encouraged to make explanations when they watch television together with the children in order to minimize the possible effects.
- Evaluating ads when watching television together helps children to develop criticism system towards advertisements so that they can judge them more effectively. Parents have opportunity to use the

time spent together in front of TV to provide useful informations for their children.

- Parents are good models for children in the process of consumer socialization. Many children acquire it by imitating their parents and many parents are aware of that. However, they cannot show the attitudes which the children should learn. Only observation is not sufficient for the acquisition of those attitudes. Therefore, parents should play more active role in modelling so that children can imitate.
- Due to the fact that television and advertising is so spread in our lives, they can be included in some lessons' curriculums even a separate lesson can be given in primary and secondary schools.
- Regulations about advertisements should be revised and if exists missing parts should be completed. Furthermore, these regulations should be implemented strictly.

APPENDICIES

APPENDIX A

TURKISH VERSION OF THE QUESTIONNAIRE

- 1- Adınız nedir?
- 2- Yaşınız kaç?
- 3- Hangi semtte oturuyorsunuz?
- 4- Babanızın mesleği nedir?
- 5- Annenizin mesleği nedir?
- 6- Televizyon izliyor musunuz?
a- Evet b- Hayır c- Bazen
- 7- En çok ne zaman televizyon izliyorsun?
a- Sabah b- Öğleden sonra c- Akşam d- Hafta Sonları
e- Her Zaman
- 8-Televizyonda en çok hangi programları izliyorsun?
a- Çizgi Film b- Sinema c- Dizi d- Reklam
e- müzik f- diğer:
- 9- Televizyonda seyrettiklerine inanıyor musun?
a- Evet b- Hayır c- Bazen
- 10- Neden?
.....
- 11- Televizyondaki reklamları izliyor musun?
a- Evet b-Hayır
- 12- Reklam nedir?
- 13- Televizyonda reklam niye çıkar?

14- Reklamlarda çıkan herşey doğru mudur?

a- Evet b-Hayır

15- Çok sevdiğin bir programı seyrederken reklam çıkınca ne yaparsın?

16- En sevdiğin reklamı bize söyler misin?

17- Bu reklamı neden seviyorsun?

18- Bu reklamı bize anlatır mısın?

19- Bu reklamda tatılan ürünü almak istiyor musun?

20- Sevmediğin reklam var mı?

21- Bu reklamı neden sevmiyorsun?

22- Reklamlarda gördüğün ürünlerden hangilerini almak istersin?

23- Reklamlarda gördüğün ve almak istediğin ürünleri almana annen ve baban izin veriyor mu?

24- İzin vermezlerse ne yaparsın?

APPENDIX B

ENGLISH VERSION OF THE QUESTIONNAIRE

- 1- What is your name?
- 2- How old are you?
- 3- Where do you live?
- 4- What is your father's job?
- 5- What is your mother's job?
- 6- Do you watch television?
a- Yes b- No c- Sometimes
- 7- When do you prefer watching television?
a- Morning b- Afternoon c- Evening d- Weekend
e- Always
- 8- Which programs do you usually watch?
a- Cartoons b- Movies c- Soap Opera d- Ads
e- Music Programs f- Other:
- 9- Do you believe in the things you watch on television?
a- Yes b- No c- Sometimes
- 10- Why?
.....
- 11- Do you watch advertisements on television?
a- Yes b- No
- 12- What is advertisement?
- 13- Why are advertisements shown on television?

14- Is everything true in advertisements?

a- Yes b-No

15- What do you do when advertisements start in the middle of your favorite program?

16- What is your favorite advertisement?

17- Why do you like it?

18- Can you talk about that advertisement, please?

19- Do you want to buy that product?

20- Is there any advertisement that you hate?

21- Why do you hate it?

22- Which of the products promoted in advertisement do you want to buy?

23- Do your parents allow you to buy the products you see in ads?

24- What do you do if they do not allow?

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