THE IMPACT OF TV COMMERCIALS ON THE
PRODUCT AND BRAND CHOICES OF CHILDREN

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ABSTRACT

The Impact of TV Commercials on the Product and Brand Choices of Children

by

Hande TÜRKER

Numerous products are created, produced, and introduced into the markets everyday. These products are designed such that they all aim to reach different target markets or different consumer groups. Among these various consumer groups, a very important category for many firms is “children”. The child market is a continuously developing and very dynamic arena for a wide variety of products. Therefore, the marketing techniques used to reach the target consumers of this market carry a great importance in the success of children’s products.

This study focuses on measuring the effectiveness of one of these marketing techniques which may even be the most commonly used tactic to promote a product to children: TV commercials. The industry of children’s commercials has developed to a great extent in the last years which is a trend that can be observed in the Turkish market, too, where this specific research is conducted.

The aim of this research is to find out whether TV commercials have an impact on the choices that children make as consumers. For this purpose, previous studies about this issue have been carefully examined and a theoretical model which includes the important variables of these previous studies has been constructed. In order to test the hypotheses created according to this model, a questionnaire has been conducted in four private primary schools in Istanbul to 362 children and their parents. The data collected has been statistically analyzed by using SPSS/PC Version 5.0.1 where frequency analyses, pearson correlations, t-tests and cross-tabulations are used to reach the results.

A short overview of these results shows that: Children’s interest and persuasion to buy or demand a product increases as the attractiveness level of its commercial increases. Another conclusion is about the factor of age. The study has
shown that younger children are persuaded more from TV commercials compared to older children. On the other hand, older children have been proven to have a better understanding of TV commercials compared to younger ones. Additionally, irrespective of age, children who are exposed to more TV, and thereby more TV commercials, make more purchase requests from their parents with the effect of these commercials. It has also been proven that children develop attitudes toward commercials and that this attitude affects their persuasion levels from TV advertising. In the formation of this attitude, parents are not very influential but age is important. As children grow older, they develop a more negative attitude toward commercials which decreases their persuasion levels from TV advertising.

These are some of the striking conclusions reached at the end of this research. The statistical test results are presented in both statistical and conceptual forms in the related sections of the study in greater detail. The implications of the study show that the subject of children’s TV commercials is always open to further research because of the variety of the variables that are related to the issue and the growing trend of the children’s commercial industry.
ÖZET

TV Reklamlarının
Çocukların Ürün ve Marka Seçimi
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Piyasalar her geçen gün yeni ürünlerin yaratılışına, üretimine ve pazarlara tanıtılmasına şahit olmaktadır. Bu ürünlerin herbiri farklı hedef kitlelere veya farklı tüketici gruplarına yönelik olarak hazırlanmaktadır. Bu tüketici gruplarının arasında “çocuklar”, birçok firma için çok önemli bir kategoriye teşkil etmektedir. Çocuk ürünleri piyasası birçok değişik ürün grubunu kapsayan, hızlı gelişen, son derece dinamik bir ortamdır. Bu sebeple, çocuklara yönelik olarak hazırlanan ürünlerin başarıya ulaşmasına hedef kitleye ulaşmak için kullanılan pazarlama teknikleri son derece büyük bir önem taşımaktadır. Bu çalışma, bu pazarlama tekniklerinden biri olan ve belki de çocuklara bir ürünü tanıtıcı sevdirmekte en sık kullanılan taktiklerden biri olan TV reklamlarının ne kadar etkili olduğunu ölçmek üzere yapılmıştır.

Araştırmaın amacı, TV reklamlarının çocukların tüketici olarak yaptıkları seçimlerde bir etkisinin olup olmadığını ortaya çıkarmaktır. Çalışmanın ilk aşamasında, bu konuda daha önce yapılmış olan araştırmalar incelemiştir ve bu araştırmalarda kullanılan en önemli değişkenlerden oluşan bir model oluşturulmuştur. Oluşturulan modelden yola çıkarak hazırlanan hipotezleri test etmek amacıyla bir anket hazırlanmış ve bu anket İstanbul’da, dört özel ilkokula, 362 çocuk ve veli üzerinde uygulanmıştır. Toplanan bilgilerin istatistiki değerlendirmeleri için SPSS/PC 5.0.1 versiyonu kullanılmış ve test sonuçlarına ulaşmak için frekans analizleri, pearson korelasyonu, t-test ve ki-kare testleri uygulanmıştır.

Elde edilen sonuçları kısaca özetlemek gerekirse, şunları söyleyebiliriz: Çocukların bir ürünü satın alma veya talep etme istekleri ürünlerin hazırlanmış olan TV reklamlarının ilgi çekiciliği ile doğrudan bağlantılıdır. Ayrıca, çocuklar yaşları ilerledikçe, TV reklamlarını daha iyi anlamalarına rağmen, onlardan daha az

Bu bulgular, bu araştırmının verdiği temel sonuçların çok kısa bir özetidir. Test sonuçları hem istatistik olarak, hem kavramsal olarak çalışmanın ilgili kısımlarında detaylı bir şekilde açıklanmıştır. Bu çalışmanın sonuçları göstermiştir ki çocukların için hazırlanan TV reklamları, kullanılabilecek değişkenlerin fazlalığı ve çocuk reklamları endüstrisinin içinde bulunduğu gelişme süreci nedeniyle her zaman farklı kapsamlı araştırmalara açık bir konudur.
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CHAPTER 1
INTRODUCTION

Children are one of the most important consumer groups in many markets today. However, their characteristics are quite different from grown-up consumers in many respects. Therefore, marketers have a hard time attracting them toward their products because they can never be completely sure of which method will work best for them.

Actually, the child market never has absolute facts or solutions. This is simply because of the irrationality of its members. First of all, children are very impulsive in their reactions toward products or marketing methods directed at them. Also, they are insatiable and do not think twice before demanding something (Wells, 1966). The reason behind this is obvious: Children are “sheer demanders” and the purchases they make themselves are nearly negligible when compared to the demands or requests that they make from their parents. So, most of the time, they just “want” and that’s really all they do; they are rarely “actual purchasers”. While making these demands or requests, they skip a whole lot of questions that an average adult would consider such as:

- Is this product good?
- How much does it cost? Is it too expensive or is it worth purchasing it? Do I have enough money to buy it?
- Is there a better alternative for it?
- Will I like it? Is it good and useful for me?
- Do I really need it?, etc.

Another important point is that having succeeded in attracting children’s attention toward a product does not assure that they will buy it for a second time. At this point, children are dramatically inconsistent and their tastes are unbelievably dynamic. Their favorite product can turn into “garbage” for them in a day, whereas some other “garbage” may make them cry for hours until it is purchased.
If children are so difficult to deal with and if it takes double the effort to have your product succeed with them, why are millions of products still developed and introduced into the markets only for this consumer group? In addition to the extensive number of products designed only for them, most consumer goods that adults use have a smaller, sweeter, and more colorful version with the words “for children” added after the brand name. Of course, reasons are many. But the general and trivial fact is that no matter how inconsistent and irrational they are, children are still the most easy-to-persuade consumer group in the marketplace. They have only one question in mind: “Do I want this now?” and if the answer is “Yes”, most of the time the purchase is done. In addition to this, marketers are aware that children’s demands are rarely rejected by their parents except for those times when they are very illogical and unsatisfiable. They even market children’s products directly to parents sometimes because they are half-the-target in many cases. As a result, the child market is continuously growing at a fast pace in many markets, countries, and cultures. In this dynamic and crowded environment, there are many successful marketers who develop products that children become regular and brand-loyal purchasers of. The next question is: How do they do it?

There are various marketing methods that can be used to reach children. Among these, TV advertising has always kept a very important place and most of the time it has even proven to be the best or most effective way of attracting children’s attention. Why? Reasons are many.

First of all, about every home has a TV set and, therefore, TV viewing is a process that nearly all children go through daily at home. Secondly, they simply like it. What they like to watch or how much they prefer to watch may differ but it is very difficult to find a child who does not watch TV at all if extra reasons do not exist. Also, they are viewers who usually have a very high level of concentration. The auditory and visual elements on TV attract their attention fully and, as most researchers have observed, this detains them from changing the channel or aborting the viewing process when it is time for commercials. Actually, commercials are one of the most fun elements of TV for them and they like and prefer to watch TV commercials just as much as a TV program or show. This is the most important advantage of the child market for TV advertisers when compared to the adult market.
Although there is a section devoted to the literature about the subject of “TV Commercials and Children”, I would like to point out some striking statistical information about this issue to show why so many researchers have elaborated on the topic as well as why I wanted to study “The Impact of TV Commercials on the Product and Brand Choices of Children” as my master thesis:

- Children aged 6 through 11 watch an average amount of more than 3 hours of commercial TV a day. (Adler - 1980)
- Children 2 to 11 watch about 26 hours of TV a week. (Weiskoff - 1985)
- An average child under 12 watches 27 hours of TV per week. (Nielsen - 1979)
- Up to 16 minutes per hour, or more than 25% of some TV programs for children are devoted to commercially sponsored messages. (Culley, Lazer, Atkin - 1976)
- In a year, a child under 12 may see 22,000 to 25,000 commercials. (Weiskoff - 1985)
- Today’s child is estimated to have spent 22,000 hours in front of the TV set (Adler, Lesser, Meringoff, Robertson, Rossiter, Ward - 1980) and be exposed to more than 350,000 commercial messages before he graduates from high school. (Culley, Lazer, Atkin - 1976)

In addition to such statistical information, the vast amount of research that has been done about this topic or related topics has provided interesting results. A thorough study of the literature provides the researcher with the sense that “in general, TV commercials are effective marketing methods for children”. However, there are many studies which have approached the issue from different point of views, have included different variables or hypotheses, and have ended up with contradictory results that can drop anyone into skepticism.

As a result, I have decided to study this issue in the Turkish marketplace by including what seemed to me to be the most essential and important variables about the topic. Although the Turkish market is a growing and active market for a crowded consumer group like children, little research has been done about this issue. Especially, in the last few months, there has been an obvious increase in the number of children’s commercials launched on Turkish TV channels. Although these are
usually the commercials of premiums offered by newspapers, the general trend shows that marketers and advertisers have grown more aware of the characteristics of children as consumers and that they are simply making use of the advantages of those characteristics. However, in this study, direct product commercials are considered instead of premium commercials to eliminate any bias or deviations in the aim of the research.

The study consists of five chapters. After this introductory part, a review of the literature about the subject will be presented. Following that, in the third chapter, the conceptual model created for the study, the variables included, how they have been operationalized and scaled, the hypotheses created based upon the conceptual model, and necessary information about how the data was collected will be explained. The fourth chapter is about the results of the statistical tests that have been done for each hypothesis. Finally, the last chapter concludes the study with a summary of the results obtained and implications for all parties interested in this subject.
CHAPTER 2

LITERATURE REVIEW

Children’s advertising has always been a very popular issue among researchers. There is an extensive number of studies done about this subject ever since the 1960s when advertising became an important research concept in the marketing world. In these studies, many different sides of the issue have been examined from different point of views, many variables have been included in various models, and interesting results have been achieved. Sometimes contradictory conclusions have been reached, too. Although it was not possible to include all the studies about all aspects of this topic, it was necessary to have a look at the important pieces of the literature about the issue and present them here. The presentation has been made such that related articles have been grouped together under a common heading. The following is the review of the literature survey done.

2.1 Studies Examining Children as Consumers

Before analyzing the studies about “children and TV commercials”, it would be useful to have a look at the characteristics of the child market by examining the previous studies done about this issue. There are a few very important and detailed studies related to this aspect of the subject two of which will specifically be reviewed here.

2.1.1 “Children as Consumers” by William D. Wells (1966)

In this article, Wells presents eleven propositions about children, their reactions to TV commercials, and how important this issue is. His first proposition is about the fact that children constitute a very large portion of the society and that it is impossible to ignore such a big group of consumers. They create a high demand for products like chocolate, toys, cereals, etc. and as well as making their own purchases, they influence their parents on many purchase decisions, too.

The second proposition of Wells indicates that “passive dictation” is another very important point about how parents’ purchases are affected by their children. For certain products, although the mother/father thinks that she/he is making the brand decision, the decision actually mainly depends upon which brand the child has liked the most among those that have been tried. Of course, the parents are unaware of this until they really think and find out why they are buying a specific product or brand.
Wells’ third proposition is simple and direct. He states that children differ from adults in terms of their tastes which change very easily and rapidly. For this very simple reason they must be treated and examined differently from adult consumers. It is easy to attract their attention towards a product or brand but very difficult to make them stick to it in a dynamic marketplace where new products or brands appear continuously.

The fourth proposition in this article is about the difference between the way younger children and older children view commercials. Wells has observed that first, second, and third graders watch the same cartoons, same programs, and same commercials over and over again without being bored. However, as age increases, children complain more about the interruption that commercials cause during a TV program. The reason of this is that younger children watch children’s programs, cartoons, and commercials without distinguishing one from the other. For children at these ages, action is important, content is secondary. However, the older the child gets, the more he/she differentiates between programs and commercials, therefore, he/she dislikes the intervention caused by commercials simply because it spoils the concentration over what he/she is watching. This was very obvious in the study I conducted, too. Fifth graders complain about commercial interruptions much more than third graders in my sample, too.

The fifth proposition, which is quite relevant to the fourth is that children show higher and clearer responses to TV programs compared to commercials. They have clear choices about what type of TV programs they prefer depending upon their age, sex or other factors. However, with commercials this is not very likely.

Wells has stressed seven types of motivating scenes in a TV commercial that would attract children’s attention. This is the sixth of his eleven propositions and it is important to note these scenes, at least namely. They are: extrinsic reward attached to the product, magical power of a product, someone else wanting the product, someone else enjoying the consumption of the product, simply picturing the product itself attractively, and novelty. If the commercials that children like the most are examined, it can obviously be seen that most contain at least one or two of these elements. These seven scenes served as one of the most important criteria in determining which commercials should be included in the commercial show designed for this particular study.
The rest of the propositions are about some important points that must be kept in mind when children are interviewed. Although not all of them are easily applicable, they have provided me with great clues and have been of considerable help in the study that I have conducted with children. They can each be stated with a sentence in summary:

- It is better to talk to children in groups of four than in smaller groups, larger groups or one by one. (It has not been possible for me to perform my study in this manner simply because of time and convenience constraints and, more important than that, the impossibility of convincing school managers about such a procedure.)

- As age increases, the interview is done more easily. With first and second graders, the possibility of failing is very high. (My initial decision was to conduct this study with first, third and fifth grade students. However, I had to ignore first grade children because of this constraint although “age” is one of my variables. The attempts I have considered to make the questionnaire understandable and answerable by first graders, too, would make me have to lose or ignore most variables and still end up with a majority of unacceptable questionnaires.)

- It is difficult for children to answer abstract questions. Their reasoning is very direct and simple. (For this reason, I have included only two open-ended questions which are very clear and easy to answer for third and fifth grade children.)

- Children have a difficulty in recalling brand names, too, especially if it is not stressed a lot in the commercial. They can recognize a product or brand but not necessarily by its name. (As “Level of recall” is one of my variables, I have had to measure how much children recall brand names. Brand name is one of the most important -in most cases, the most important- elements of a product and it is the best and simplest way to measure how much the child recalls a commercial. The three commercials that have been presented to them are selected with this criterion in mind.)

- Children usually have a hard time distinguishing between their evaluation of a commercial and their evaluation of the product presented in that commercial. (Children are asked to make these two evaluations separately in my questionnaire to avoid this drawback.)

In short, I have made great use of Wells’ article in many different terms. It has reminded me of some important points that must be kept in mind while approaching children. It has very clearly stated the importance of viewing children as a big consumer group that has large differences from adults. It is also very relevant to my study because it makes vital
statements about age, parent-child interaction, and attractiveness of a commercial which constitute a considerable part of my theoretical framework.

2.1.2 “Children’s Advertising: How It Works, How To Do It, How To Know If It Works” by Langbourne Rust - Langbourne Rust Research

This article consists of a number of sections which will be examined one by one in this review. Its main argument in the first section is that children do not seem to be different from adults in terms of the way they talk or behave; they actually lack the consistency that adults have established between what they say and how they behave. Certain examples of speech-attitude inconsistency have been given to clarify this point. This is an introduction to the actual point of discussion which is the fact that there is a high probability that they will show the same inconsistent behavior when they are asked to respond to or interpret the commercials prepared for them. To put it more simply, it is suggested that commercials aimed at children must assume a high level of risk and that, if possible, alternative marketing methods are better for children’s products, i.e. selling to the parents instead of children.

The second section of the article states three important facts about children’s reactions as consumers in general. The first one is that children respond globally. This means that they do not develop and use different degrees or levels of reactions. For example, for a child, there is not a lot of difference between knowing a product and liking that product. Scientific findings present that familiarity and likeability ratings have correlation coefficients around 0.90 in general which supports this idea. Therefore, it is important that interviewers working with children specifically define what reaction they expect and what they really and exactly want to learn from children. The other two messages go to advertisers and marketers, therefore, detailed elaboration on those two ideas are not essential. Namely, they state the facts that: a) children are merely interested in knowing that a product exists; they care less about its attributes so the commercial should be prepared accordingly, and that b) commercials should only be a part of a whole system which includes other promotions, attractive packages, premiums offered with the product, etc.

In the third section, the researcher has defined three levels of understanding for children’s commercials in general. In the first level, definition, the child notices that there is such a product. In the second level, association, the child is prepared to associate the product with certain emotions, people, etc. And finally, at the proposition level, the child is prepared
to realize the benefits and positive attributes of a product. The researcher argues that, with children, the first level is the most important one and the most successful commercials are those that aim at this level of understanding. In my research, the child is asked to remember the name of the product and state the level of likeability for that product only. Therefore, it is possible to assume that this much interpretation does not require or does not aim at a level higher than the first level of understanding as classified by this researcher.

This article has been useful for my study in terms of reviewing some important facts about children’s reactions, especially towards commercials. The third section where understanding levels have been classified has also been beneficiary because “understanding commercials” is one of my independent variables and one which I had had a hard time deciding how to measure most accurately.

In this literature survey, I have made extensive use of a book by Adler, Lesser, Meringoff, Robertson, Rossiter and Ward (1980) which includes the personal studies that these researchers have done about this topic as well as the reviews of other relevant studies that have been done: “The Effects of Television Advertising on Children”. The book has been divided into chapters, too, and each chapter includes reviews of studies done about a specific aspect of the issue of children’s advertising. Therefore, I will refer to the chapter number that corresponds to each heading in this review and then present the results of the studies of these researchers as well as others whose studies have been discussed in the book.

2.2 Children’s Television Viewing Patterns

Another important subtitle included in this review is about children as television viewers. Adler and Faber (1980) have investigated previous studies about children’s total television viewing time and the programs they like with the expectation that they will be useful to estimate children’s total exposure to television advertising. They have presented their findings in the second chapter of the book titled “The Effects of Television Advertising on Children” by Adler, Lesser, Meringoff, Robertson, Rossiter, Ward (1980). Adler and Faber have searched for answers to five questions. Before stating each question and the related answer, the researchers have found it necessary to clarify one very important limitation that they have had to include in their study. This is the fact that when they say “children”, most of the time, they are referring to a wide age range from 2 to 12 and the differences between different age groups within this large group had to be ignored. They have also added that a
single and totally satisfactory source of data on children's television viewing patterns is not available because most statistical studies are based on small samples and limited periods of time which detains researchers from making generalizations about this issue. The best solution they have found is to use the data provided by A.C.Nielsen Company, known as the best company for the most detailed statistics on television audiences, and supplement this data with the help of other sources where possible and necessary. Now, it is time to come to the questions answered by these researchers.

2.2.1 At What Age Do Children Begin Watching Television?

Lyle, Parker and Schramm (1961) have found that a small number of children begin to make regular use of TV by the age of two but the amount of exposure increases rapidly until the age of six. By that time, TV viewing becomes a daily process for a very high percentage of children. According to Lyle, Schramm and Parker (1961), the percentages of each age group in terms of watching TV daily and regularly are as follows:

<table>
<thead>
<tr>
<th>Age</th>
<th>Percentage of children watching TV daily and regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>14%</td>
</tr>
<tr>
<td>3</td>
<td>37%</td>
</tr>
<tr>
<td>4</td>
<td>65%</td>
</tr>
<tr>
<td>5</td>
<td>82%</td>
</tr>
<tr>
<td>6</td>
<td>91%</td>
</tr>
<tr>
<td>7</td>
<td>94%</td>
</tr>
<tr>
<td>8</td>
<td>95%</td>
</tr>
<tr>
<td>9</td>
<td>96%</td>
</tr>
</tbody>
</table>

Table 2.1 The Percentage of Children Watching TV Daily and Regularly according to Different Age Groups


2.2.2 How Much Television Do Children Watch?

In the light of the data collected from Nielsen (1979), 2 to 5 year old children watch an average of 28 hours and 38 minutes per week which makes a little more than four hours a day. 6 to 11 year old children watch an average of 26 hours and 4 minutes per week which makes more than 3.5 hours in a day. According to data collected for different age groups and occupations in the society, children watch television more than teenagers, working women and men under 55 and they watch TV less than nonworking women over 18 and men over 55.
2.2.3 To How Much Television Advertising Are Children Exposed?

The researchers suggest that the average number of commercial messages a child receives annually is about 20,000 which corresponds to an average of 3 hours television advertising each week (Adler and Faber - 1980). This is quite close to similar figures determined by similar studies like that of Weiskoff (1985) who states that this figure is between 22,000 and 25,000 in a year. Adler and Faber have calculated an average number of 22,338 for children 2 to 5, 19,856 for children 6 to 11 and have taken a rough average. The calculation method used is:

\[
\text{Av. hrs of TV watched/day - 10\% of public TV viewing} = \text{Av. hrs. of commercial TV watched/day}
\]

\[
\text{Av. hrs. of commercial TV watched/day} \times \text{Av. number of comm. s/hour} \times 365 \text{ days} = \]

\textit{Average Number of Commercials Viewed Per Year}

2.2.4 When Do Children Watch Television?

According to Nielsen (1977) data, the general dispersion is as follows:

Children 6 to 11: Surprisingly, one third of the total exposure time is spent in prime time, which is 20:00 - 23:00 on Monday through Saturday and 07:00 - 11:00 on Sunday, as well as the 16:30 and 19:30 period on weekdays. Another one-third is spent in 10:00 to 16:30 on weekdays and 13:00 to 19:30 on weekends. The remainder one third is quite dispersed.

Children 2 to 5: 22% of the total weekly exposure is in prime time for younger children, too (20:00 - 23:00 Monday through Saturday and 07:00 - 11:00 on Sunday) and between 16:30 and 19:30 on weekdays. Another 20% is spent in 10:00 to 16:30 on weekdays. Similarly, 20% of their exposure time passes on 13:00 to 19:30 on weekends. The rest is again highly dispersed.

This data shows that children watch TV at different times of the day and week and not only at those times that they are most expected to. Especially, the large number of children watching TV on prime time is interesting. Hours between 16:30 and 19:30 on weekdays and weekend morning and afternoons also reflect high percentages as expected. This shows that children watch TV programs that are directed at them but at the same time they favor a lot of programs and shows that are adult-oriented, too. This will become clearer in the answer to the next question.
2.2.5 What Kinds Of Television Programs Do Children Favor?

The types of commercials children see are not only determined by the hours of TV they watch but also by the types of programs they watch. It has been proven by Schramm, Lyle, and Parker (1961) that pre-schoolers watch children's programs most of the time. They prefer shows with animals, animated characters, puppets, stories, action, and laughter. They face the highest probability of watching children's TV commercials which are very similar to these children shows and programs.

When children reach the midway in elementary school, they begin to watch adventure programs, situation comedies and game shows, too. Finally, by the time they graduate from elementary school, they watch a large number of programs designed for adults. This is most probably the reason why we can see the commercial of a product for children in the middle of a totally adult-oriented program. This is natural as we cannot expect the tastes of a 3-year old to stay constant until the age of 11 or 12 just because these age groups are both considered as children. In my study, subjects will be third and fifth graders. This means that they are expected to be conscious viewers of TV with specific preferences.

2.3 Studies Examining the Effect of TV Commercials on Children in General

This part is about those studies which have directly investigated the effect of TV commercials on child consumers. There are four important studies that will be reviewed in this section.

2.3.1 “Advertising, Buying Patterns And Children” by James S. Frideres (1973)

This study aimed to search how much TV commercials persuaded kids and how much kids requested advertised toys from their parents as a result of this persuasion. 5 to 8 year old children and their parents were interviewed. Children were first asked what toys they would like to have if they could have them. Responses varied from 1 to 18 different types of toys. Then, they were asked to state where they first saw or heard about a toy. 78% said that they saw it or heard about it on TV. Frideres also asked how many children's programs each child watched on TV. It appeared that those who watched more TV and more child-oriented programs were affected more from TV commercials.
The parent questionnaires also produced an important result. They were asked to state the basis of their decision to buy a particular toy for their child. 87% said TV commercials before Christmas time when toy commercials were most frequently seen. The same questionnaire produced a result of 58% on behalf of TV commercials in summer time. This shows how the frequency of commercials increases, how much children are affected from them and how much they request the products they see on TV. Another result was that middle class parents were more responsive to children’s desires than lower class parents.

2.3.2 “Does TV Advertising Affect Children?” by John R. Rossiter (1979)

This article has focused on various aspects of this issue like age, understanding, exposure, and attitude which are some of the most important variables included in the studies about this topic. The researcher gives the following information about the results obtained from his own studies and other similar studies:

- Children’s attitudes toward commercials decline with age (James, 1971).

- Children’s request frequencies decline with age. However, contradictory evidence also exists.

- Heavy viewers tend to have more favorable attitudes toward television commercials. Within the same age group, heavy viewers have a more favorable attitude toward TV commercials than lighter viewers.

- Children who understand commercials better and like them less will be less affected by them.

In this particular study, Rossiter has asked children the following questions:

“Do you want all products advertised on TV?”

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Grade</th>
<th>3rd Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>53% YES</td>
<td>27% YES</td>
<td>6% YES</td>
</tr>
</tbody>
</table>

“Do you want most products advertised on TV?”

<table>
<thead>
<tr>
<th>Grade</th>
<th>3rd Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>66% YES</td>
<td>51% YES</td>
</tr>
</tbody>
</table>
"Do commercials make you want to have things?"

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>3rd Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>67% YES</td>
<td>87% YES</td>
<td>84% YES</td>
</tr>
</tbody>
</table>

The researcher also suggests that, most of the time, children request the advertised products from their parents instead of making personal purchases. They do not have the means to buy many products especially if they are in their early school years. I benefited from this idea, too, and used requests from parents as a dimension in measuring my dependent variable.

2.3.3 "The Early Window Effects of Television on Children and Youth" by Robert M. Liebert and Joyce Sprafkin (1988)

This article is a review of the previous studies done about the issue of children and TV advertising. It includes some important headings which have been of primary concern for the researchers interested in this topic. The first section is a review of the benefits and costs of children's TV advertising. The authors state that most of the research done about this issue show that TV is an attractive place to advertise and sell products to children. Children who are exposed to TV more than others report liking frequently advertised products more compared to light viewers of TV. This is valid for many different product categories like cereals, fast food restaurants, candies, and snacks according to studies done by Atkin, Reeves, Gibson, Clancy-Hepburn, Hickey and Nevill, and Dussere through years 1974 and 1979. The review also emphasizes the fact that the economic outcomes of TV advertising has transformed some modest companies into big businesses basically because of the effectiveness of this marketing technique on children. Many previous studies also show that parent-child conflicts arise frequently because of the continuous demands coming from children for advertised products and/or the parent's refusal toward these requests. Atkin (1975) and Gorn and Goldberg (1977) have proved this in their studies. For example, in the Gorn and Goldberg study, a group of four and five year old children were exposed to a program with two commercials for a toy and another group to a program with no commercials. They were then shown photographs of a father and son and were told that the child requested the toy but the father refused to buy it. More than 60% of the children in the no-commercial group thought that the child would still want to play with his father but less
than 40% in the two-commercial group thought so. These children were also asked whether they would rather play with friends in the sandbox or with the advertised toy. Interaction with friends was preferred twice as much by the no-commercial group compared to the two-commercial group.

The second section of this review is about children’s understanding of TV commercials. The basic dimension of this factor is children’s ability to distinguish between programs and commercials. Ward, Levinson, and Wackman (1972) believed that if children could make this discrimination, then their attention should drop when commercials came on. Their study showed that as age increases, the attention drop is higher. In other words, older children are more aware of the difference between programs and commercials; therefore, the level of drop in their attention is higher compared to younger children. Furthermore, Zuckerman, Ziegler, and Stevenson (1978) proved that there is an increase in the attention of 3 and 4 year old children when commercials came on. Another aspect of children’s understanding TV commercials is whether they understand the selling intent of the commercial or not. Blatt, Spencer, and Ward (1972) found out that preschool children thought that the only purpose of commercials was to be informative and helpful for the consumers. Second graders knew more about the real intention of advertisers and stated that commercials were intended to sell. Finally, fourth and sixth graders had a clear understanding of all the purposes of advertisers and the techniques they used to achieve these purposes. Most other studies have proven that there is a clear relationship between age and children’s ability to understand TV commercials. The general result is that children under 8 usually cannot explain the selling intent of commercials and finding out the purpose of commercials gradually happens as the child grows older. Another study by Ward, Reale, and Levinson (1972) showed that children begin to lose their faith in commercials as they grow older which is a derivative of the fact that they understand what commercials are doing to impress them so they believe less in them.

The third section of the study is about the effects of common advertising tactics used. One of these tactics is the misleading impressions and disclaimers. The authors indicate that most children’s commercials display the products in the best form, while being consumed happily by other children, totally assembled, and performing its maximum capabilities. This is a big cause of disappointment for most children when they actually purchase the product. However, most advertisers still use this tactic and display the disclaimer in such a way that the child either cannot realize it or understand its meaning. Atkin (1975) proved this in his
study where he exposed one group of children to a commercial where the disclaimer "batteries not included" was only displayed visually and the other group to the same commercial where, this time, the disclaimer was displayed both visually and in audio form. The children in the audio-visual group were twice as successful in stating that the batteries were not included compared to the only-visual group. The authors have found out that most studies have proven the importance of language, too. The words used in a disclaimer are very important in making the child understand what it means. For example, Liebert, Sprafkin, Liebert, and Rubinstein (1977) proved that “you have to put it together” is much more understandable compared to “some assembly required” for a toy commercial. Product endorsements is another technique used in TV commercials. When the product is presented by a real or animated character, the appeal is increased to a great extent. Studies by Iskoe (1976), Kunkel (1986), and Ross (1984) have all produced this result. This has recently been observed in the Turkish market, too. The Capri-Sun commercial achieved great success by using a famous Turkish singer in the commercials and having him convert the words of one of his songs for Capri-Sun. In the questionnaires I conducted at schools, the Capri-Sun commercial was one of the most popular answers to the question where children were asked to give an example of a TV commercial. Finally, premium offers made in commercials have also been stated to play an important role in children’s product choices. Atkin (1975) showed that approximately 50% of the mothers of 3 to 11 year-old children said their children requested a specific cereal solely for the premium offered with it. The same study also showed that the mothers’ refusal in such a case usually ended in a serious conflict between the parent and the child.

The final heading that will be included from this review is the concerns about products advertised. The most important concern about children’s commercials is about the offers made for heavily sugared products. Statistics show that 80% of all children’s commercials are for sugared food. An analysis made by Barcus (1978) showed that 34% of the commercials on the weekend shows for children were for sweetened cereals, 29% for sweets and candies, and 15% for fast food chains. However, fruits, vegetables, or dairy products occupied a very small portion of all commercials. Unfortunately, studies show that children are not aware of the negative effects of such heavily sugared products on their health. For example, Atkin (1979) showed that children who were heavily exposed to food ads believed that sugared cereals and candy were highly nutritious. Another study by Ross, Campbell, Huston-Stein,
and Wright (1981) showed that children thought that sugared cereals or drinks contained real fruit instead of the artificial fruit flavors although they contained no fruit at all.

In the conclusion section of the study, the authors have suggested two ways to train young consumers about TV advertising. One of them is to teach the realities of TV commercials at schools and the other is to do this through public service announcements on TV.

2.4 Studies Examining The Effects Of TV Commercials On Children’s Socialization

This section is about the effect of TV commercials on how children socialize, that is, how they acquire the skills needed to become independent consumers.

2.4.1 “The Effects Of Television Advertising On Socialization Of Children As Consumers” by Muzaffer Bodur and Ahmet N. Koç (1988)

In the introduction part of this study, Ward’s definition of consumer socialization (1974) is presented as the “continuous, ongoing process by which children acquire skills, knowledge and the attitudes relevant to their functioning as consumers in the market place.” (p.1). The importance of television advertising in this process stems from the fact that an average child under 11 spends approximately 26 hours per week watching television and, as a result, views approximately 22,000 to 25,000 commercials in a year (Weiskoff, 1985).

The theoretical framework in this study aims to search for the interrelationships between the three major ways that advertising affects children according to Rossiter’s study (1989) as well as the characteristics of the child, the family and their internal relations. Rossiter’s categorization is:

• **cognitive effects of advertising**: children’s ability to understand what advertising is and what its goal is

• **affective effects of advertising**: children’s feelings, attitudes, and reactions towards advertising

• **behavioral effects of advertising**: how persuaded children are to buy or ask for the advertised product

These are three of the dimensions of my study, too. Therefore, the whole study, especially the framework, the procedure, the findings were all very relevant and useful for me.
The framework is a more detailed and operationalized version of the broad outline described above. Coming to the procedure, I would like to point out that the most important contribution this study has made to mine was the idea of including parents, too, and asking them those questions that children will either not be able to answer or be incorrect or inaccurate about. For example, when you ask children how much TV they watch daily, it may be difficult for them to state the amount in terms of hours. It would be risky to fully trust their answers to such questions. Therefore, it is wise to ask questions to both the parent and the child in order to reach accurate and logical figures. Parents are also necessary to give information about the family characteristics and demographics. It is clear that nearly no child under 12 will be able to answer questions about parent-child relationships.

The results of this study seem to confirm most of the hypotheses that I intend to prove. Bodur and Koč’s research report about cognitive effects show that children’s attention is greater for commercials with entertaining content, high level of action, and products that attract them. A similar finding has been reached in terms of affective effects, too. It has been proven that children like commercials with auditory and visual elements. These are relevant to one of my independent variables “attractiveness of the commercial” and the related hypothesis (Hypothesis 1). Another proven fact was that children’s level of recall for commercials increase with age and with the amount of exposure to TV and TV commercials. However, ratings for “understanding the real intent of TV commercials” are lower compared to the level of recall. Hypotheses 2 to 6 in my study contain relevant elements although I have included level of recall as a dimension of how much children are attracted from the commercial rather than how much they understand it. Other findings about affective effects show that children become more suspicious about commercials as they grow older. Socioeconomic status and parent-child interactions about the TV viewing process also affect the believability and credibility of commercials in the eyes of children. These are relevant to my hypotheses about children’s attitude toward commercials and parent-child interactions. Finally, behavioral findings suggest that 90% of the children asked their parents to purchase an advertised product in the near past. This can actually be considered as the most important finding because it simply shows that commercials succeed in what they intend to do. Other relevant findings were that purchase requests increase with age and socioeconomic status. Finally, this study has shown that family television viewing is still very popular in Turkey and, therefore, verbal exchanges between the mother and the child are very frequent.
Discussions about TV and commercials increase with socioeconomic status and parents’ level of education. Parental control is higher for younger children and for heavy TV viewers. Another surprising result was that mothers lack clear opinions about how or how much their children are affected from television commercials. These findings are also very striking and important for me as I have included parent-child interactions in general, in terms of TV viewing and in terms of TV commercials.

2.4.2 “The Effects of Television Advertising on Consumer Socialization” by Scott Ward (1980)

Consumer socialization had been previously defined in M. Bodur and Ahmet Koç’s research report according to how Ward had defined it in 1974. This specific study by Ward has investigated for research evidence about different aspects of the consumer socialization issue. It is taken from the tenth chapter of the book titled “The Effects of Television Advertising on Children” by Adler, Lesser, Meringoff, Robertson, Rossiter, and Ward (1980). The study tries to determine which people or factors have a role in a child’s socialization as a consumer. Parents, teachers, friends, relatives, neighbors, school, and exposure to TV are possible alternatives. Both in this chapter and in my personal study the two most emphasized elements of this list are TV advertising and parents. As well as being aware of their own importance in this process, parents also declare that their children learn brand names, jingles, information about products, skills to process this information, and premiums attached to products from TV advertising (Caron and Ward - 1975, Ward - 1977, Rubin - 1972, and Shimp - 1975).

The research evidence about this issue gathers around three important headings or questions: How Consumer Socialization Occurs, Influences of Certain Factors Throughout this Process, and the Outcomes of Consumer Socialization.

2.4.2.1 Research Evidence about How Consumer Socialization Occurs

- Bandura (1971) and Ward (1977) have identified “imitation” as the most important learning technique children utilize to gain consumer skills. Most of the time, they imitate their parents rather than verbally learning consumer skills from them or from school.
• Ward, Wackman, and Wartella (1975) - This is one of the most significant studies done on this issue and it has aimed to find out the influences of families on the consumer socialization of children. To understand this, authors identified four types of parental influence on the child:

1. Goals mothers have for their children’s consumer learning
2. Mothers’ behavior as consumers, their use of information in consumer decisions
3. Mother-child interaction regarding consumer decisions
4. Children’s opportunities for independent consumer behavior

The results showed that family influences were highly effective on children’s consumer related information processing skills. For younger children, mother-child interaction was very effective on these but as children grew older, it seemed that their learning technique shifted towards observation and imitation of parents, too. These results provide a little light for one of my hypotheses which searches a positive relationship between parents’ attitude toward commercials and children’s attitude toward commercials.

• Moschis, Lawton, and Stampfl (1968) - There was surprising evidence that even kindergarten children could identify the selling purpose of advertising and displayed some consumer skills that were beyond expected. This was attributed to the amount of consumer-related interaction between the mother and the child. Therefore, these researchers conducted a study with 2 to 6 year olds based on two different educational programs. In the Piagetian program, children were not taught any consumer related skills because according to Piaget’s (1952) theory pre-school children can not learn any abstract information as they are at the pre-operational level of their cognitive development. However, in the Ausubel program, children were taught nine abstract concepts about shopping in a sequence going from general ideas to more specific concepts and facts. These concepts were: store, product, need recognition, seeking for product alternatives, price, money to spend, checkout, choice of product, paying for products. Then, the two groups of children were introduced into an artificial supermarket setting and were given some money to shop with. As a result, significant differences were observed between the Piaget group and the Ausubel group. Piagetian children faced much more difficulty in the “purchasing transaction” compared to Ausubelian children. Ausubelian children were
better in spending their money and establishing a relationship between their money and the cost of the products. They were also more comfortable and confident at the checkout and while paying at the counter. Observations showed that they shopped more comfortably and in a more orderly manner compared to the Piaget group.

2.4.2.2 Research Evidence about the Influences of Certain Factors Throughout the Consumer Socialization Process

- Teter (1966), Kanter (1970), James (1971) - These researchers have conducted studies about the influences of parents, friends, and TV commercials on the consumer socialization of children. In all of these studies, it was proved that the influence of parents are more than the influence of friends for younger children but that the reverse is true for older children. In terms of media exposure, the effects of this factor seem to be low and constant until late childhood years.

- Fauman (1966) - In this study, the relative effects of parents, peers, and media were measured for 250 boys from tenth, eleventh, and twelfth grades. The results showed that parental influence decreased with age but peer influence remained nearly constant. Brand loyalty was also found to increase with age.

- Cateora (1963) - This study have produced results that are exactly the same as the results of the studies conducted by Teter (1966), Kanter (1970), and James (1971). Another finding about this issue suggests that television advertising produces short-term effects for product or brand preferences but parental effects are more long-term and this effect may mediate the effect of commercials. This is the way I placed these variables on my framework, too. I thought of parental attitudes toward the child and toward commercials to be mediating factors between the way children approach TV commercials and the way they are affected from them.

2.4.2.3 Research Evidence about the Outcomes of the Consumer Socialization Process

- Arndt (1971) - The researcher examined parental influence on children's behavior as consumers which is what is actually meant by the outcomes of consumer socialization. There was significant agreement between teenagers and parents in terms of favorite stores, brand loyalty, opinion leadership, innovativeness or willingness to try new products and such behavioral variables. However, the sample was composed of 55 students and their parents, therefore, this sample size is considered to be too small to make any
generalizations about this issue. The reason teenagers were selected as subjects is that the outcomes of the parent-child interaction during childhood is clearly reflected on the individual purchase behavior of a child and totally independent purchases begin only after the child becomes a teenager.

- Ward, Wackman, and Wartella (1975) - The researchers studied 615 mother-child dyads from kindergarten, third grade, and fifth grade to test the level of their information processing skills as consumers. They found out that this skill was highly related to age, and therefore, cognitive development level. However, they could not define a clear relationship between television commercials and the acquisition of these skills.

I can finally state that this chapter is quite relevant to the variables I have included about parent-child relationships both generally and in terms of purchase behavior. I have tried to measure the mediating role such factors play on the relationship between children and TV commercials because I believe that today TV commercials play a bigger role on children’s socialization as consumers compared to the early and late 70’s.

2.5 Studies About Children’s Capability To Understand TV Commercials

This is one of the most popular aspects of the issue of children’s TV commercials. It is also one of the subtitles under which the most conflicting results have been obtained. The following is a review of the various researches done about this subject.

2.5.1 “Do Children Understand TV Ads?” by M. Carole Macklin (1983)

This study aims to measure the effect of age on how much children understand TV commercials. Macklin hypothesized that the Piagetian theory about children’s cognitive development and learning stages was correct. As discussed earlier in the Moschis, Lawton, and Stampfl (1968) study, the Piagetian approach states that pre-school children cannot learn any abstract information. To prove this 18 four-year olds and 17 five-year olds were interviewed. A personal interview was conducted with each to measure how much they understood the purpose of commercials. The results for this age group depicted that young children had difficulty stating the purpose of advertising. A similar study was conducted by Rubin (1974). He used similar questions but he did not interview children personally. The results of both studies were very close. As Ratner (1978) had previously proved, young children recalled little commercial content and understood a limited portion of the entire
commercial message. This proved the Piagetian theory contrary to the Moschis, Lawton, Stampfl (1968) study which gave more credit to the Ausebelian approach.

2.5.2 “Children’s Ability to Distinguish Television Commercials from Program Material” by Laurene Krasny Meringoff and Gerald S. Lesser (1980)

This title is one of the dimensions I defined to measure the independent variable “Children’s Understanding of TV Commercials”. Understanding the difference between commercials and programs are usually measured at two levels for children. The first is simply understanding that commercials are not the same things as TV programs. The second is understanding the difference between the purpose of commercials and the purpose of TV programs. After this general introduction, the study elaborates on some of the regulations related to this issue the details of which is not very relevant to and necessary for my study.

The next part is the important section as it presents a lot of research evidence about this aspect of children’s TV commercials. I will point out the aim and results of each study shortly one by one:

- Blatt, Spencer, and Ward (1972) - Twenty children whose ages were between 5 and 12 were asked to watch a Saturday morning program including commercials from a videotape. When they were interviewed after this experience, it was found out that all of them could identify commercials (1st level), but younger children were a little confused about defining the difference between commercials and programs (2nd level). Although the differences they stated were correct, they did not reveal the actual points of discrimination. Examples to their answers are: “Commercials are shorter, programs are longer.” or “Commercials are funnier than programs.”

- Ward, Reale, and Levinson (1972) - Children were directly asked to respond to the question “What is the difference between a TV program and a TV commercial?” There was an obvious difference between the answers of 5 to 8 year-olds and 9 to 12 year-olds. These studies depict a positive relationship between age and understanding level of commercials which is actually one of the hypotheses of my study, too.

- Gianinno and Zuckermann (1977) - These researchers investigated the possibility of an equal level of ability to distinguish between commercials and programs and thought that the difference may arise from the incapability of younger children in expressing themselves. They tried to measure this by asking children to identify and match the
photographs of animated characters from commercials and TV programs instead of directly asking them what the difference is. They found out that even four year olds were highly correct in recognizing and matching the characters with the related program or commercial. However, it is questionable whether this is an adequate measure of being able to define the difference between the purposes of commercials and programs.

- **Ward, Levinson, and Wackman (1972)** - In this study, researchers collected the information from mothers. The information was about the change in the attention level of the child when commercials intervene in programs. The results showed that younger children revealed smaller decreases in their attention levels compared to older children. One of the possible reasons for this result is that younger kids may not be aware that something different is on the screen whereas olders immediately realize this. Another reason may be that younger children like to watch commercials as well as TV programs but older children show less enthusiasm about commercials. The first reason is emphasized more by the researchers depending on the parallel results of similar studies.

- **Wartella and Ettema (1974)** - Just as the previous study, these researchers have also measured the level of attention during programs and commercials. They have concluded their study with the same result and have decided that the changes in the level of attention between programs and commercials are indicators of understanding the difference between the two and that this understanding level is higher for older children.

- **Ward and Wackman (1973)** - Children between 5 and 12 were asked a different question this time: “Why are commercials shown on TV?” 47% of them depicted low levels of understanding of the intent of commercials. The least aware ones were the younger ones whose ages ranged from 5 to 8.

- **Robertson and Rossiter(1974), Ward, Reale and Levinson(1972), Ward and Wackman(1973)** - These three studies have reached the conclusion that younger children who lack a complete understanding of the intent of TV commercials trust them more whereas olders grow more skeptical about them as they understand their purposes more clearly. This is important for my study because how much a child trusts TV commercials is one of the dimensions I included in order to measure the child’s attitude toward commercials.
• Atkin (1975), Gene Reilly Group (1974), Ward and Wackman (1972), Robertson and Rossiter (1974) - These researches have shown that younger children make more purchase requests for advertised products than older children do. This is also very similar to one of the hypotheses of my study which states that younger children are persuaded more from commercials compared to older children.

In short, this chapter serves as an important evidence about the positive relationship between age and understanding level as well as defining the different levels of understanding that a researcher must include in a similar study.

2.6 Studies About The Importance Of The Attractiveness Of A Commercial On How Persuasive It Is

In this section, studies about the content and artistic elements of commercials are examined with direct reference to children’s attention toward TV commercials, and what they like and what they do not like about them.

2.6.1 “Children’s Commercials: Creative Development” by Langbourne Rust and Thomas Watkins (1975)

Rust and Watkins argue that there may be an inconsistency between what adults want to say while creating a commercial message and how children perceive that message. The aim of this research was to make the creation of children’s commercials more sensitive to the audience point of view.

In the study, six commercials representing some variations were selected. There were differences between them in terms of characters, costumes, principal figures, themes, styles, etc. Children were asked to view them and their responses were measured. 80 children, 6 to 9 years old participated in the study. Their reactions about likeability and their average attention levels were measured on five-point smiling scales. The following important results were obtained:

• Young children showed more attention to product use and message than olders.

• Boys respond better to more purely physical action.

• Girls respond more to social and interpersonal elements.
• Highest attention came to action and story line in commercials, medium attention was directed towards dialogue and the least attention was shown towards monologues in commercials.

• Younger children have a harder time following unclear and abstract material like pantomime, complex plots or hidden meanings.

After these results have been obtained, new commercials were created or adapted according to the responses received. These new commercials rated a lot higher in terms of likeability compared to the older ones which further proved the validity of the results.

This research was very useful for me in terms of developing a child point of view while viewing the TV commercials for children on Turkish television channels. Additionally, in terms of research techniques, I was inspired to use smiley scales as intervals both from this study and the Neelankavil, O’Brien, and Tashjian (1985) study about research techniques to be used with children.


This is the fourth chapter of the book titled “The Effects of TV Advertising on Children” by Adler, Lesser, Meringoff, Robertson, Rossiter, and Ward (1980). It is about the audio and visual techniques used in commercials in order to make them more attractive and rememberable for children. However, many studies have been done to see whether these efforts really serve this purpose and which techniques affect children the most. This chapter, like the previous ones, includes a section about the regulations which have been developed to restrict too much exaggeration, misrepresentations of products and to assure clear disclosures of disclaimers about the products (such as “batteries not included”). The only information I will include about these regulations here is from the Guidelines for Children’s Advertising prepared by NAB (1978) which actually summarizes it all:

“In order to reduce the possibility of misimpressions being created, all information on the characteristics and functional aspects of a product or service shall be presented in a straightforward manner devoid of language or production techniques which may exaggerate or distort the characteristics or functions of a product.” (p. 43 of the book titled “The Effects of Television Advertising on Children” by Adler, Lesser, Meringoff, Robertson, Rossiter, and Ward - 1980).
In the next part, studies about the content analyses of children's commercials are presented and the results are listed. The most important studies done about this aspect of children's commercials are: Atkin (1975), Doolittle and Pepper (1975), Winick (1973). In these studies, a sample of commercials from Saturday morning programs were selected and investigations were done as to the presence or absence of various features such as animation, technique of product display, claims about products, etc. Such studies did not prove to be highly explanatory about this issue. Barcus' studies in 1975 and 1978 produced better results about the content analyses both because his commercial sample size was larger (400 commercials) and because he considered a higher number of features in those commercials. The results of these studies can be listed as follows:

1. Most commercials are 30 seconds in length on the average.

2. The types of products promoted to children are limited: cereals (25%), candy/sweets, snack food (25%), toys (18%), eating places (10%), miscellaneous products (10%).

3. Toy commercials and candy/sweet commercials use “live action” as the main element. On the other hand, cereal commercials are generally partially or totally animated.

4. Toy commercials usually depict a child playing with the product, the toy while it is in active use, action/speed/power, newness, and fun as the major features. Cereal commercials usually depict the product itself or a person enjoying its consumption and emphasize taste/flavor, sweetness, and premiums. These are all included in the seven most motivating scenes that Wells has listed in his study “Children as Consumers”.

5. Most children’s commercials occur in the present (86%) and in real settings like outdoors or a home environment.

6. In children’s commercials, 64% of the characters is children, 24% is adults and 4% is teenagers. Six out of ten characters are male. 90% of the characters is white, 8% is black and 2% is from other ethnic groups.

7. Product brand names are repeated 3.5 times per commercial as an average figure. However, information about the size, ingredients, price, durability, etc. is little. Nearly 45% of all commercials include disclaimers in audio form, in visual form or in audiovisual form.

8. 46% of commercials use striking music, 14% use very striking visual techniques, and 40% use camera effects.
In the following part of the study, general research evidence about this aspect of the issue is presented. In the first part, studies on television programs are reviewed but this is not specifically relevant to my study. The only important point about this part is the conclusion which says that programs and commercials have many audiovisual characteristics in common. Therefore, in measuring the effectiveness of commercials, techniques that are similar to those used for programs can be utilized. In the second part, specific studies on advertising have been reviewed. These are:

- Wartella and Ettema (1974) - This study measured the attention children paid to specific commercials and it was found out that the audio effects were more important than visual effects in raising attention.

- Duffy and Rossiter (1975) - In this study, the researchers have found a surprising negative relationship between the visual attention raised by the commercial and the recall of the brand name presented in that commercial. This study also resulted with the fact that there is a strong need to emphasize audio effects as well as visual effects.

- Rust and Watkins (1975) - This study measured the visual attention 6 to 9 year old children paid to specific commercials in the presence of a distractor, which was a slide-show presented at the same time with commercials on another screen. The result was that children showed the greatest level of attention toward commercials when there was a high level of physical action there, but attention was lower at slower and more static scenes.

- Krugman (1968) - Krugman suggested that visual attention could best be measured by eye-movement recording and changes in pupil size. Although this method is highly scientific, it is nearly impossible for me to include such a measurement technique in my research.

- Atkin (1975) - Among 500 pre-school and first grade children, Atkin exposed half of the group to a commercial where a disclaimer (batteries not included) was presented only visually. He exposed the other half to the same commercial but this time, the disclaimer was presented in a visual-plus-audio format. When he asked children “What is not included?” after this procedure, the correct response rate was two times higher in the second group compared to the first group.

- D. Liebert (1977) - This study is about the language used in disclaimers. A toy commercial was presented in three versions to 240 6 to 8 year old children. The versions were no disclaimer, standard disclaimer (assembly required), and modified disclaimer (you have to
put it together). There was nearly no difference between the group exposed to no disclaimer and the group exposed to standard disclaimer in terms of understanding the message given. However, the third group exposed to the modified disclaimer showed a strikingly higher level of understanding.

- **Burrall and Rossiter (1975)** - These researchers conducted a similar study about the slogans included in some child commercials like “Who could resist Product X?” or “The best of its kind”. Among a sample of second and fourth grade children, only one-third of the second graders and two-thirds of the fourth-graders could fully repeat the slogan. Additionally, when they were asked to explain the meaning of the slogan, correct response rates dropped even more.

- **Haefner, Leckenby, and Goldman (1975)** - In this study, four commercials, which were reviewed by FTC for including deceptive elements, were shown to 136 children. The group consisted of second, seventh and eighth grade children and the results showed younger children were more easily convinced about the deceptive statements in commercials compared to older children.

- **Atkin (1975)** - The researcher measures the effects of two different messages given for the same product. The product is a block-building game. In one commercial version, extravagant claims are made and the child is encouraged to build higher and higher towers to be the champion. In the other version, the game was presented as fun and easy-to-play. It was then observed that those exposed to the first version showed more hostile behavior and expected a very high performance from themselves. On the other hand, the group exposed to the modest version approached the game exactly as advertised: fun and easy-to-play.

This chapter of the book reveals how effective the details of a commercial may be on the way the child perceives the product. It has been strictly emphasized that it is very unethical to abuse this fact about children although not all advertisers abide by this rule. This section was especially useful for the selection of the commercials I showed to children in my studies at schools and to rank those three commercials according to their attractiveness levels.

### 2.7 Studies About Food Advertising Directed At Children

As most TV commercials directed at children are food commercials (Action for Children’s Television (ACT) - 1977), this part has specifically been devoted to the studies about the commercials for this product group. Additionally, the commercials I have exposed
children to in the application part of my study were also food commercials, therefore, these research evidences carry a great importance for this particular study, too.

2.7.1 "TV Messages For Snack And Breakfast Foods: Do They Influence Children’s Preferences?" by Marvin E. Goldberg, Gerald J. Gorn, and Wendy Gibson (1978)

Over the estimated number of 20,000 commercials that a child views in a year, nearly 50% is estimated to be food commercials (Action for Children’s Television (ACT) - 1977). Based on this fact, this study aims to find out whether children’s exposure to sugared snacks and cereals lead them to select those foods rather than unadvertised breakfast foods, fruits or vegetables. Previous research has proven such results like the Galst and White research in 1976 which found a high level of correlation between children’s purchase attempts and heavily advertised foods.

The study was performed with 80 five to six year old children in groups of seven or eight. A part of the children were exposed to sugared snack and breakfast food commercials for a total period of 4.5 minutes during a 24-minute cartoon. The commercials were such that they presented the products attractively, included elements of vitality and physical action, were physically or socially appealing, contained rapid cuts, upbeat music, etc.

Although previous research by Atkin (1975), Goldberg and Gorn (1974 and 1977) showed that repetition of commercials was not very influential on children, this study included the repetition condition to test the hypothesis that increased exposure increased preferences toward the advertised foods. Therefore, sugared snack and breakfast food commercials were repeated for another 9 minutes in the next program.

The same system was used for another group of children who were, however, exposed to Public Service Announcements for more wholesome snack and breakfast foods including milk and eggs, fruits, and vegetables. Finally, a control group was selected. Their preferences were measured without exposing them to any kind of commercial or TV message.

After this part of the study, subjects were shown six boards which included six rectangles each. Three of the rectangles contained sugared snacks whereas the other three had more wholesome food with higher nutrition values on each of the boards. They were asked to make three choices from each board which corresponded to a total of 18 choices.
The control group averages were 10.2 for more wholesome foods and 7.8 for sugared snacks. The averages for the subjects that viewed sugared snack commercials were 5.42 for more wholesome foods and 12.58 for sugared snacks. The averages for the subjects that viewed PSAs were 9.30 for more wholesome foods and 8.70 for sugared snacks. These results were exactly as expected and showed that children’s snack and breakfast food preferences reflect their exposure experiences. Children were also asked to indicate which of the 36 choices were better and healthier for them and which were less healthy and bad. The number of errors was very low which showed that children had made these choices with complete awareness about the nutritive values but that this did not affect their selection.

2.7.2 “The Effects of Children’s Television Food Advertising” by Laurene Krasny Meringoff (1980)

This is the eighth chapter of the book titled “The Effects of TV Advertising on Children” by Adler, Leser, Meringoff, Robertson, Rossiter, and Ward (1980). Food advertising is the most debated category among all product categories that are advertised for children. Many congressional committees and consumer groups, governmental regulation groups have been discussing the issue of the effects of food commercials on children. Krasny and Meringoff have divided the issue into the following subtitles and have discussed them one by one in their study: Food Quality and Sugar Content, Range of Food Products, Food Commercial Practices, Volume and Repetition, and Relationships with Parents and Other Adults.

2.7.2.1 Food Quality and Sugar Content

It has been especially stated that this book has not included any specific information or argument about how nutritious each advertised food is. However, the obvious fact is that the message the commercial gives is closely related to the characteristics of the product. Therefore, if a product does not carry nutritional value, it emphasizes other aspects rather than how healthy it is for children. This has been clearly explained by the advertiser of Quaker Oats in a Senate Select Committee in 1973 as follows: “Advertising for products which have no specific nutritional value should not imply nutritional benefits even in the most general way. Only values like fun, snack, taste or the like should be claimed.”
2.7.2.2 Range of Food Products

The foods that are most frequently advertised to children are: sweet cereals, candies, and sugared snack food. This creates important concerns about how much this affects the eating habits of children. Actually, Mayer has shown that this is true in a study in 1973 and has concluded that "Advertising shifts children's consumption from one category to another." The study performed by Goldberg, Gorn and Gibson (1978) about "TV Messages for Snack and Breakfast Foods", which has just been discussed, is also a very important evidence of the fact that there is such an effect. The dilemma at this point is whether the advertisers of such products can be held responsible for this or not. However, most researchers agree that although children get unbalanced messages about nutrition and eating habits from television, there is not much that the advertisers of less nutritious foods can do about this and that they are not much responsible for this situation.

2.7.2.3 Food Commercial Practices

CCMM (Council on Children, Media, and Merchandising) has declared that food commercials do not advertise their products to children on the basis of nutritional value and good health (1977). Instead, they advertise other factors attributed to the product like sweet taste, texture, flavor, fun, adventure, premiums, etc. Gussow has reached the same result in his study in 1972. Actually, this is ethical from one point of view because it would not be rightful to deceive children by giving confusing and camouflated messages about the nutritious value of the products. However, from another point of view, children may attach these products to good health and a part of a nutritious diet because they view healthy and happy children in the commercials for these products. Naturally, advertisers prefer to keep silent about nutritious value rather than implying that their product is not very nutritious for kids but FTC criticizes this silence severely in its 1974 report. As an answer advertisers and broadcasters suggest that such information about healthy eating habits and nutrition should be provided to the child by other sources and that it is not directly and only their own responsibility.

2.7.2.4 Volume and Repetition

CCMM has declared in its 1977 report that the previously discussed effects are all increased as the amount of commercials increase. Children are exposed to more and more messages about unhealthy food every day.
2.7.2.5 Relationships with Parents and Other Adults

The basic concern here is that conflicts may arise between parents and children as a result of the requests children direct toward their parents after they see the commercials for those products. This is a highly discussed issue about children's advertising and is included as a variable in my study, too.

As a result of these dimensions, certain assumptions have been reached by the researchers and writers of this book. These are: 1. Causal relationships exist between food commercials and what children know or do about food, nutrition, food preferences, eating habits, and physical health. 2. Television's influence increases because of the lack of systematic nutrition education at home and at school. 3. Children must certainly be taught about good nutrition and the primary relationships between the foods they eat and their health.

Before coming to the research evidence on this topic, I would like to include summary information about the part of this chapter where three important questions about food advertising are answered.

The first question is "How Much Food Advertising is Directed at Children?". According to Barcus' data 68% of commercials directed at children were for food products in 1975. Similar data was collected by Broadcast Advertisers Reports (BAR) in 1978 and this data reflected that 62% of all commercials for children were for foods. In Turkey, most children's commercials are also for food although I cannot give exact percentage figures because this is my personal observation. Cereal commercials are not popular in the Turkish market. Actually, currently (April-May-June-July 1997), there is no cereal commercial on TV. After food commercials, the most frequently advertised product category is toys and other product categories like shampoos constitute a very small percentage of the total picture.

The second question is "What Range of Foods is Promoted to Children?". 70% of all food commercials are for cereals (33%), candy bars and packaged candy (20%), and eating places (17%). On the other hand, commercials for bread, meat, juice, and milk add up to a tiny amount of 4% according to Barcus' study. The researcher adds that there were no commercials for fruits and vegetables and concludes that two-thirds of all food products advertised to children are highly sugared products.
The third and final question is "What Commercial Practices are Used to Promote Foods?". The most frequently used techniques for children's commercials are partial animation, total animation or live action. In partially animated commercials animation and live-action elements are used at the same time. Most cereal ads use either one of the animation techniques whereas fast-food restaurants generally use live action. For candies and snack food, animation is seen for more frequently although all techniques are used to some extent. Of course, this is 1978 data from Barcus and the case is not identical for the Turkish market. According to my personal observations, most toy commercials on our channels use live-action or partial animation. Candies, chocolate bars or snack food commercials make use of all techniques. Cereal commercials and fast-food restaurant commercials are currently not relevant for the Turkish market. Presenters are used very frequently in children's commercials. There is nearly no commercial where a character does not appear along with the product which is also true for the Turkish market. Most of these presenters are children; sometimes adults or teenagers may be seen or heard. Coming to the content of commercials, product attributes such as taste, fun, flavor, smell, texture, adventure, size and specific brand names are advertised. As discussed earlier, nutritious value is not a popular attribute in children’s commercials (Atkin - 1975). Most cereal and candy commercials show the product while being consumed in many different settings and premium offers are also used especially in cereal commercials (25%). In the Turkish market, premium offers are quite infrequent but consumption display and attractive product display are very frequently used.

In the final part of this chapter, evidence from studies done about this issue are reviewed. Naturally, the amount of research is immense and has been categorized according to the specific aspects they have examined and measured. The related research compiles around three general titles: Information Children Acquire from Food Commercials, Beliefs and Inferences Children Hold about Product Claims, and the resulting Food Related Behavior like Preferences, Requests, Purchases, and Consumption.

2.7.2.6 Research about Information Children Acquire from Food Commercials

- Gianinno and Zuckermann (1977) - The researchers have exposed four, seven, and ten year old children to photographs of animated characters that appeared in children's commercials. Most of them recognized the characters, including the four year olds. 17 out of 20 four year old children successfully named the characters. At the second level, they were asked to match the character with a product advertised on TV and only 8 out of 20
four year old children succeeded in doing this but, again, most seven and ten year old children were correct in this matching process, too. (Exact figures for seven and ten year old children cannot be stated because they have been stated in the source, too).

- **Gene Reilly Group (1973)** - A sample of 1,000 children and 600 mothers were surveyed about food-related knowledge and behavior in this study. Out of 19 product categories, children were asked to name their favorite kind for each and 85% successfully named a specific brand. The conclusion of the study was that brand name recall was quite high for children especially as age increased.

- **Gorn and Goldberg (1978)** - 150 children, eight to ten years old, were asked to identify the brand name of a product that they saw for the first time after a single exposure. They had six alternative brand names to choose from and half of them were correct in their answers.

- **Haefner (1975)** - Among second and seventh grade children, Haefner found a brand name recall level of 90% following a single exposure to a commercial.

- **Atkin (1975)** - Atkin introduced 500 children, three to ten years old, to two versions of a cereal commercial. In one version, four vitamins in the cereal was specifically mentioned. In the other version, the product was claimed to be full of energy and to be good for kids' health by showing a swimmer in the sea. 49% of the children who saw the vitamin version specifically named at least one of the four vitamins whereas 22% of those children who saw the swimmer version only guessed that the cereal included vitamins. This shows that children rephrase much of the information they acquire from commercials in their minds. Additionally, these figures are the low ends and percentages increased with age.

- **Atkin (1975)** - Atkin also showed the effectiveness of comparative claims in commercials. He exposed 400 second, third, fourth, and fifth grade children to two versions of a candy bar. In one version, it was emphasized that the candy bar is big and that it contains eight vitamins. In the other version, the candy bar was compared to a competitor brand and it was shown to be bigger and healthier. Children who remembered and correctly stated both aspects of the product was 37% for the first version and 53% for the second version. This showed that comparative claims do have an obvious effect.

- **Reilly (1973)** - Children were asked to list “the things you call snacks”. 78% of the answers were for sweets (cookies, candy, cake, ice cream), followed by salty chips, fruit, sandwiches, and milk. The conclusion of this study says that children tend to call nearly all
the things that are advertised for them “snacks” in general. In the same study, 6 to 14 year old children were surveyed about the nutritional value of the foods advertised on TV. Most of them agreed that sweets fell into the “not so good for you” category. Only 4% believed that presweetened cereals were not healthy because most cereal commercials emphasize concepts like energy, vitamins, good breakfast, etc. In general, children seem capable of understanding the nutritious value of the foods advertised to them. However, in similar studies, Atkin - Gibson (1978), Clancy - Hepburn (1974), and Sharaga (1974) have found this to be closely related to age, income, and mother’s educational status. Therefore, we cannot be certain about whether or not children make such inferences from commercials. They may be collecting this information from other sources and matching that information with what they see on TV because it has previously been discussed that most commercials do not give obvious information about nutritious value.

**2.7.2.7 Research about Beliefs and Inferences Children Hold About Food Product Claims**

- Atkin (1979) - Atkin’s study which will be reviewed in more detail under the Endorsement Effect title in Chapter 5 shows that children believed that characters like Fred Flintstone or Barney Rubble knew what was good for kids and they stated that they would want to eat a cereal just because Fred and Barney liked it.

- Iskoe (1976) - 225 children from first, third, and fifth grades were asked to rate some children’s products like cookies, donuts, dolls, etc. according to their liking ratio. Then a presenter or character was attached to each product and children were asked to re-rate the products. Rates assigned by children increased by a big percentage of 67%, especially according to how much they liked each character. For example, Mohammed Ali was more popular than Lucille Ball.

- Gene Reilly Group (1974) - Children from six to twelve were asked whether they would prefer cartoon characters or real-life characters in commercials. The results for the different age groups were as follows:

  6 to 7 year olds: 72% cartoon, 28% real-life

  8 to 10 year olds: 62% cartoon, 38% real-life

  11 to 12 year olds: 51% cartoon, 49% real-life
This study shows that partial or total animation is more effective on younger children in comparison to older children. As the sample in my study includes 8 to 11 year olds, cartoon or animated characters must still be more attractive for them according to this study.

- Haefner (1975) - This is a re-reference to the Haefner, Leckenby, Goldman (1975) study mentioned under the fourth chapter. Here, children were exposed to statements like “Wonder Bread is the best thing your mother can give you to grow fast.” Three other commercials which included such statements and were therefore banned by FTC were shown to children. As stated before, beliefs of younger children were much more easily changed and shifted toward the statements in commercials compared to older children who were more skeptical.

- Atkin and Gibson (1978) - In this study, four to eight year old children were exposed to actual cereal commercials, Cocoa Pebbles and Honeycombs. In Cocoa Pebbles, the following three aspects were emphasized: “chocolate flavor”, “it makes you smile”, and “Fred and Barney like it”. In the Honey combs commercial, the emphasized factors were: “big pieces”, “sticker premium”, “it makes you big and strong”. Before exposure, children were questioned about whether they believed that these products had the appeals emphasized in the commercial. For example, they were asked whether they believed that Cocoa Pebbles can make you smile, or whether Honeycomb can make you big and strong. The belief rates were 53% on the average for Pebbles before commercial exposure and 69% on the average after watching the commercial. For Honeycomb, before commercial belief rates were 52% on the average and after commercial rates were 60%, which is not as significant as the Pebbles example. However, 76% of children agreed that they would want Honeycomb because of its premium. These were younger and lower class children compared to the 28% of older and higher class children.

- Reilly (1974) - 6 to 14 year old children were presented with pairs of product attributes and were asked to prefer one attribute of the product. The most significant results were obtained from the “contains a prize - nutritious” pair. All children younger than 10 chose the prize alternative. Only some of 10 to 14 year old children chose the nutritious alternative which shows the effects of prizes and premiums on children’s product preferences and how uninterested they are about nutrition especially when they are younger.
• Atkin (1975) - Another study that shows how unconscious children are about the nutritive value of the foods they eat is conducted by Atkin in a supermarket environment. 516 children were examined and only 4 of them made references about nutrition while shopping with their mothers.

2.7.2.8 Research about Children’s Food Related Behavior like Preferences, Requests, Purchases, and Consumption

• Ward and Wackman (1972) - 132 mothers were surveyed about the requests their children made from them as a result of TV commercials. The results showed that 5 to 12 year old children most frequently asked for breakfast cereals, snack food, and candy, followed by games and toys. Their requests were “usually” met by their parents. The parental yielding rates were: 87% for breakfast cereals, 63% for snack foods, 42% for candy, and 54% for games and toys. Even when they were shopping alone, mothers bought the cereal brand that their child prefers, which is called passive dictation by Wells in his article “Children as Consumers” reviewed before.

• Syzbillo (1977) - Children were also found to be effective in terms of where to eat when a choice about fast-food restaurants had to be made. Among 190 children living in New York, 93% provided information about fast-food restaurants and 90% participated in the decision of where to go. (It must be re-mentioned that fast-food restaurants are also advertised to children in U.S.A.)

• Atkin’s study called “Observation of Parent - Child Interaction in Supermarket Decision-Making has been mentioned here because of its relevance to the subject. The article is reviewed individually later on in this review.

• Galst and White (1976) - In a study, Galst and White has found out that those children who viewed more commercial television at home made more purchase demands at the supermarket from their parents.

• Atkin (1975) - Exposure to TV advertising has also been found to be positively correlated with candy bar consumption among 506 children Atkin surveyed in this study.

• Sharaga (1974) - Sharaga found a very significant relationship between how much TV children watch and how frequently they demand or purchase advertised breakfast cereals, candy, and snack food.
Goldberg (1978) - This is a reference to a study called "TV Messages for Snack and Breakfast Foods: Do They Influence Children's Preferences?" because of its relevance to the topic. The article has individually been examined before in this review.

As obviously seen, food advertising is the most important and popular category among all children's commercials and, therefore, immense research has been done on this area. Most research results show that food commercials are effective to a considerable extent on children and that commercials are one of the determinants of what they eat among other factors and people that are influential about this decision.

2.8 Studies About Parent-Child Relationships With Respect To Consumer Behavior In General And The Effect Of TV Commercials

Parent-child relationships have always been a very important concern in the issue of children's TV advertising because most of the time this couple acts together in the purchases made for the child. Therefore, parents and their interactions with their children with respect to their demands and requests have always been one of the most popular research issues for researchers interested in children's TV commercials. In the following sections, important research results about this subtitle will be presented.


This article is about a study that has aimed to show the patterns of interaction between parents and children in a natural supermarket environment where they are deciding about the selection of their breakfast cereal. Cereals were specifically selected because advertising research has indicated that television commercials have a major impact on children's cereal requests.

First, Atkin administered questionnaires to children and their parents about the cereal decision-making process. The results showed that one-third of the children often ask for breakfast cereals after seeing the commercials on TV and two-fifths of the children sometimes do this. Then, Atkin observed 516 family shopping units consisting of at least a mother and a child. The results showed that 66% of the time, the child initiated the cereal selection and purchase and 34% of the time, the parent initiated the process. This shows how influential the child is in the family cereal purchase. In addition to having nearly total control of the process two-thirds of the time, the remaining one-third is again under the influence of the child's
brand preference even if the parent initiates the process. Atkin has finalized his article by stating that commercials for cereals should be or is right in being directed completely toward children because most of the initiative is in their hands. Therefore, cereal commercials can be considered as one of the most successfully advertised categories of products for children.

2.8.2 “Understanding The Bases Of Parental Concern And Reaction To Children’s Food Advertising” by Sanford L. Grossbart, and Lawrence A. Crosby (1984)

This article aims to define the characteristics and socio-psychological roots of those parents who are interested in the issue of children’s advertising and who develop attitudes and reactions about this subject when they find it necessary. It is also a guideline to understand what marketers should do in response to such actions by parents. Actually, whether parental concern about children’s commercials is widespread or whether a limited number of parents are so reactive towards the issue is still not known for sure because of the conflicting results of the studies done to find this out. For example, it has been shown that parents generally do not play a mediating role on the effects of advertising by restricting the TV viewing habits of their children or by discussing the content and aim of ads with them (Lyle and Hoffman 1972, Brower 1973, Clancy-Hepburn, Hickey and Nevill 1974, Rossiter and Robertson 1974, Nielsen 1975, Atkin 1975). On the other hand, another group of concerned parents do engage in these activities and the direction of their attitudes and reactions toward ads determines the attitude that their children develop in either a positive or negative direction (Ward and Wackman - 1971 and 1972). It is hypothesized in this study that there is a direct relationship between the degree of concerns of parents about the content and structure of TV commercials for children and their: child-rearing attitudes, nutrition attitudes, food purchase interaction, media behavior, and demographics.

As for the procedure, questionnaires were administered to mothers of primary school children between grades 1 and 6 in 13 schools. 741 questionnaires were returned. In the questionnaires, statements about child-directed food advertising were listed and the mothers were asked to respond on a five-point scale that went from strongly agree to strongly-disagree. This determined their general attitude toward children’s commercials. Another long set of statements were listed with the same response system to determine where the parent is in terms of each of the five attitude groups listed in the previous paragraph. The two groups of results were compared to see whether they supported the hypotheses in the study.
One of the hypotheses of the study was that “Positive nutritional tendencies constitute one of the roots of parental objections to TV food advertising aimed at children”. When the nutrition attitudes and response to children’s commercials were compared, this hypothesis was easily proven. The second hypothesis was that “A tendency toward anxious-emotional involvement constitutes another root of parental objections to TV food advertising aimed at children.” and very similar to that the third hypothesis stated that “A tendency toward authoritarian control constitutes another root of parental objections to TV food advertising aimed at children.” When the two groups of responses were compared these hypotheses were also proven.

This study was one of the most important pieces of the literature I have studied about parent-child relationships in terms of TV commercials. Actually, I have benefited from this model to a great extent in creating a design to measure the relationship between parental attitudes toward the child, parental attitudes toward commercials, and the child’s attitudes and reactions toward commercials. Although the model that I have used is not identical to the one used here, it was useful at least in terms of determining a categorization for attitudes of parents toward children and how those categories could be further operationalized. The study is also important in terms of showing how effective parental concerns and attitudes are on the way children approach and are affected from commercials.

2.9 Studies About The Importance Of Product Presenters And Source Effects On The Attractiveness of a TV Commercial

There are various methods used to attract children’s attention toward a specific commercial. One of these methods is using famous real or animated characters in the commercial which is called the source effect. This section is about the effectiveness of this method and the evidence collected about related studies.

2.9.1 “Source Effects and Self-Concept Appeals in Children’s Television Advertising” by John R. Rossiter (1980)

This is the fifth chapter of the book titled “The Effects of TV Advertising on Children” by Adler, Lesser, Meringoff, Robertson, Rosieter, and Ward (1980). The chapter starts out by saying that in children’s commercials, a commonly seen technique that is used to attract the target audience is using interesting characters like celebrities, animated cartoon figures, animated versions of product characters, etc. The positive or negative effects that
these characters may create on children are called *source effects*. Source effects are classified under 4 general categories some of which are further classified within themselves. The list of possible source effects for children are:

### 2.9.1.1 Confusion Effect

Seeing program or cartoon characters in commercials may create confusion in children’s minds and may hinder their abilities to discriminate between TV programs and commercials. This is called the *confusion effect*. Especially, if the commercials that use such characters appear in the program or cartoon whose characters are used, this effect increases and is defined as the *adjacency effect* in that case.

- **Atkin (1975)** - Atkin conducted a study about this effect by exposing three groups of children to the following three conditions respectively: A “Pebbles” cereal commercial within a Flintstones cartoon (Pebbles is one of the characters in this cartoon), a “Pebbles” cereal commercial and the Flintstones cartoon but the commercial is not in between the cartoon, and a “Pebbles” cereal commercial during a Bugs Bunny cartoon. The results were measured by asking the children “whether they remembered the Flintstones eating cereal” and “when” if the answer is “Yes”. Although a lot of children remembered the cereal eating part, one-fourth of them thought that they were doing so within the cartoon show. The error level increased as ages thought that they were doing so within the cartoon show. The error level increased as ages.

- **Donohue (1975)** - In Donohue’s study about this subject, out of 162 black children between 6 and 9, 27% of the boys and 42% of the girls stated that they saw their favorite TV character on commercials.

### 2.9.1.2 Endorsement Effect

*Endorsement effect* is the disillusion that a child may have about a product after seeing some figures that have an important place in his/her life or that are distinguishable by the child. Such figures may be a mother, a friend, a teacher, a police officer, an animated figure, etc. The child may attribute a nonexistent feature to the product according to the way he/she is affected from the represented figure in that commercial. This effect may be positive or negative. Although the endorsement effect is further classified into direct endorsement, indirect endorsement, and fantasy endorsement, I will not include all the studies that have been done about each one but will include one important study conducted by Atkin about direct endorsement.
• Atkin (1979) - 480 children aged 3 to 7 were exposed to four commercials. In each commercial, a different animated figure or cartoon figure was used. These were: Ronald McDonald, Burger King, Fred Flintstone, and Cap’n Crunch. First, children’s liking rates for these commercials were measured and the following results were obtained: Ronald McDonald - 88%, Burger King - 80%, Fred Flintstone - 75%, and Cap’n Crunch - 59%. Then, they were asked “Do you think that .......... knows which foods - cereals are good for kids to eat?” The responses were: 87% for Ronald McDonald, 87% for Burger King, 66% for Fred Flintstone, and 65% for Cap’n Crunch. In other words, their liking ratios and the trustworthiness they attribute to them about the advertised products were found to be very close.

2.9.1.3 Self-Concept Effects

A child’s self concept has been defined to have four basic elements: personal enhancement appeals, social status appeals, product usage portrayals, and competitive product appeals. 27% of all children’s commercials have been found to include personal enhancement appeals toward children like: strength, health, well-being, fun, adventure, etc. It is questionable whether social status appeals are relevant for children, but still some 2% of commercials use such appeals and imply that the ownership of Product X will increase the social status of the child. Most researchers believe that product usage portrayals can be harmful for children if exaggerated and most of the time they really are exaggerated. Atkin’s study about the block-building game (1975) that has been examined in Chapter 4 ,too has been re-reviewed here as it is relevant to this aspect, too. Finally, competitive product appeals are totally prohibited by NAB because competitive claims carry a big potential of dissatisfaction for the child and because the child’s self-concept may be affected.

2.9.1.4 Social Stereotype Effect

The most important cues that are important in the formation of social stereotypes are race, age, sex, occupational cues, and social behavior. It has not been clearly determined whether commercials have an influence in the creation of such stereotypes for children. However, although no clear answer can be given to this question, most researchers agree that commercials have such a potential and that this effect, if there is one, is a negative one as commercials are not identical representations of the real world and contain many exaggerated and fantasy elements that do not exist in real life.
2.10 Studies About The Effect Of Premium Offers In Children’s Commercials

Another technique that is used to attract children’s attention toward a commercial is attaching a premium to the advertised product. Studies have been done to see whether such premiums have an additional impact on the attention children pay to a specific commercial. This section will be presented with specific reference to the study titled “The Effects of Premium Offers in Children’s Television Advertising” by Scott Ward (1980). This is the sixth chapter of the book titled “The Effects of TV Advertising on Children” by Adler, Lesser, Meringoff, Robertson, Rossiter, and Ward (1980). It is about research done on this issue which have reached the general result that the confusion that premium messages may cause for a child decreases with an increase in the cognitive development level. Rubin (1972) has found a direct relationship between this effect and age, and Ward and Wackman (1972-1973) have shown the same thing with the addition that younger children usually confuse or misunderstand the purpose of premium messages. However, except the generally proven fact that younger children miss or misinterpret the premium offer, it has also been shown that premium offers do not have a significantly positive effect on children’s level of recall about the commercial.

I will not include more information about this topic because I have not intended to measure the effects of premium messages in commercials and have especially selected advertisements that do not make any such offers. In fact, in April and May 1997, the premium issue was very hot from another point of view in the Turkish market. Newspapers were offering premiums for children continuously in a racing manner but I have not considered them as children’s commercials because they are not advertising any child-oriented product. Instead, they market the newspapers in question by creating the demand from the child party at home for reasons explained in the Introduction part of my study.

2.11 Studies About The Ethics Of Children’s Commercials

The concept of ethics is actually not included within the scope of my study. However, the ethical side of children’s commercials constitutes such an important part of the related literature that I found it necessary to include some information about this subtitle, too. Also, it led me to view the TV commercials on our channels more skeptically especially at the point of choosing which commercials to show children during the interview. I got a lot of help from
the points discussed here in examining whether the commercials chosen were truthful, accurate, and "right" enough for children.

2.11.1 Introduction Chapter of the Book "The Effects of Television Advertising on Children" by Adler, Lesser, Meringoff, Robertson, Rossiter, Ward (1980)

The introduction chapter of this book has defined the four basic concerns about children's advertising and why it has been such a hot topic among various related parties such as the industry, government, consumer-interest organizations as well as parents, advertisers, or the public in general. These four important points are:

1. Children are exposed to advertising for products that may be hazardous if misused (drugs, heavily sugared foods, etc.).

2. Any advertising directed at children exploits their vulnerability.

3. Television advertising may be deceptive or misleading to children who lack the skills to evaluate them properly.

4. Long-term, cumulative exposure to television advertising may have adverse consequences on the development of children's values, attitudes, and behavior.

Actually, this discussion has reached such extremes that the Federal Trade Commission, FTC, has announced a report which consisted of two parts. In the first part, very serious and drastic rules were listed which included total bans whenever these rules were ignored. In the second part, more flexible remedies were presented and limitations were preferred instead of total bans.

The aim of giving such great importance to this issue in the introduction part of a book which contains various headlines related to the same subject is enough to depict how hot the topic is for many people and how important it is to discuss TV commercials from many different points of views.

2.11.2 "The Experts Look At Children's Television" by James D. Culley, William Lazer and Charles K. Atkin (1976)

This article is about the attitudes of six important groups that are related to children's television advertising. These are ACT (Action for Children's Television), advertising agency executives, top advertisers, members of government, college students and the general public.
The subject of the attitude is regulation of children’s commercials and how children’s commercials should be.

The study consists of 29 hypotheses. These hypotheses have been grouped under six general headings. The first group of hypotheses is about “the need for increased regulation of children’s television commercials”. The test results have strongly supported these hypotheses. Most subjects have agreed that commercials aimed at children need special regulation and that they are currently not regulated enough. They have agreed upon solutions such as new and effective regulations especially aimed at eliminating factors that deceive kids. Except advertising agencies and top advertisers, the other groups of subjects have also agreed that most advertisers are not concerned about kids; they just want to sell their product.

The second group of hypotheses is about “whose job it should be to regulate TV advertising directed at children”. Self regulation by parents was highly preferred. It was followed by the idea that commercials should be regulated by advertisers themselves. However, except the government members and the ACT, subjects did not prefer to leave this duty to the government. The other two groups supported the idea that commercials should be at least partially regulated by the government.

The third group of hypotheses is about “the harmful and beneficial effects of TV commercials on children”. This part is more relevant to my study. There are six hypotheses in this part, four of which state the harmful effects and two of which state the beneficial effects of commercials on children. Advertising agencies and advertisers were the two groups with the highest scores in terms of the two hypotheses about beneficial effects which were: *advertising helps develop a child’s ability to make good consumer decisions, and *most children understand what commercials are trying to do. The rest believed that harmful effects are more than the benefits. These harmful effects are that commercials persuade children to want things they do not really need, they lead to an increase in parent-child conflict, and that they often arouse anxieties and feelings of insecurity in children.

In the fourth group, the techniques that should be allowed in commercials directed at children are hypothesized. The hypothesis which says that there are too many commercials for children has stimulated a high rate of agreement among the subjects except top advertisers and advertising agencies. On the other hand, another hypothesis saying that most children’s commercials present a true picture of the product advertised has been strongly accepted by
these two groups and rejected by the rest. The general result showed that most subjects were on the side of clearer, less deceiving commercials.

The fifth group of hypotheses are about the type of products advertised on children’s shows and are not relevant to my study because they are specifically about channels, shows, and commercials that are not on air in Turkish televisions. Finally, the sixth part of the study is about proposals regarding children’s television advertising. This is merely a summary of the results obtained from the previous parts.

This research provides another point of view about how different groups react to children’s commercials. A very broad summary would show that government members and legal opinion groups like ACT are generally very skeptical and most of their view about children’s commercials are negative. The complete opposite is naturally true for top advertisers and advertising agencies. College students and the general public hold more flexible and more objective ideas about the issue. Therefore, the researcher is successful in terms of having selected two groups from each category. Although this article does not have any direct and solid contribution to my study, it is important to be aware of the different views people hold about this issue. The study is also significant in that it shows how much this subject is open to discussion and how detailed and diverse these discussions are.

2.11.3 “Current Trends In Children’s Advertising” by Rita Weiskoff (1985)

This study belongs to the director of CARU (Children’s Advertising Review Unit) which is a branch of NAD (National Advertising Division) established as a self-regulatory mechanism to support true, healthy, and accurate advertising in broadcast, TV and print. The children’s branch is especially sensitive about this issue because, as nearly all researchers agree, children are not members of just any consumer group and they differ a lot from adults in the way they interpret and are affected by advertising. The points that are examined to decide how “right” an advertisement is for children are the following:

- Are product presentations and claims realistic and true, do they contain any deceptive elements?

- Is the sales pressure in the commercial too much, can it affect parent-child relationships?

- Are necessary disclosures about the product made in a language that the child will be able to understand so that he/she is not disappointed after purchase?
• Are comparative claims made in the commercial, are they fully clear, can it cause any conflict in the child’s mind?

• Are program characters used in a commercial, are they used in a way that can hinder the child from understanding whether this is a commercial or a program?

• Are premiums offered; if so, is the emphasis on the product or the premium?

The study points out the importance of this issue by depicting statistical figures from the American society which show how big a consumer group children are and how much TV they watch. It also includes facts about TV commercials and points out that it still is the most popular way used to send product messages to children.

Rita Weiskoff, director of the children’s branch, frequently falls into conflict with advertisers because of being so sensitive and examining commercials in an over-detailed manner. While advertisers argue that children are quite well-informed and media-wise, Weiskoff argues that this does not keep them away from being confused and influenced by the exaggerations presented in commercials. At this point, she meets Langbourne Rust who also argues that “we only know that children can use more advanced thinking as they grow up but there is no assurance that they will.”(p. RC-14)

This article concludes the literature review section of this study. From this point on, my personal study, which has been inspired by the previous studies from time to time in many stages of its development, will be examined in detail.
CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

In this chapter, the design used and the methodology followed in this study are explained in detail. Initially, the purpose of and the questions answered by the research are presented. This is followed by the conceptual model in which the variables used are depicted, operationalized, and hypothesized. Finally, the data collection method and procedure are explained as well as the sampling plan followed for conducting this research.

3.1 Purpose of the Research

The main purpose of this research is to find out whether TV commercials have an impact on the product and brand choices of children. Most previous studies have proven that commercials are effective marketing methods for this consumer group as studied previously in the literature review section. However, little research has been done about children's TV commercials in Turkey which is a growing and active market for this crowded consumer group. Therefore, I have decided to study this issue in the Turkish market by including what seemed to me to be the most essential and important variables about the topic. In order to explain the purpose of the study more extensively and show what specifically this research aims to find out, the research questions I have intended to answer will be presented in the next part.

3.2 Research Questions

The following questions are the main issues considered and investigated in this study:

- Is there an increase in the demand of a product for children after a TV commercial is launched for it?
- Do children's desires toward a product increase when a more attractive commercial is developed for that product?
- Can children understand and define TV commercials? Do they know the real intent of the commercials?
- Do certain factors change the understanding level and/or persuasion level from TV commercials for children like age, parent-child interaction, etc.?
• Do children develop attitudes toward commercials? Does this attitude affect their level of persuasion from them?

• Is there a relationship between the amount of TV watched by the child and how much he/she is affected from TV commercials?

• Do children believe in everything they hear and see in commercials?

• How necessary do children find TV commercials?

• How fun and entertaining do children find TV commercials?

• Do parents' attitudes toward TV commercials affect the way their children approach them?

In order to answer the above questions, a model has been designed such that it includes the relevant variables combined with logical relationships. This model is presented in Figure 3.1. and analyzed in the next section of the study.

3.3 The Conceptual Model

In a study about the impact of TV advertising on the product and brand choices of children, there is an extremely high number of variables that can be taken into consideration. However, as nearly all the researchers have done until now, I found it wiser to select a limited number in order to be able to build the relationships between them more clearly and determine an understandable scope for the study. The model designed for this study consists of four independent, three moderating, one intervening and one dependent variable as demonstrated in Figure 3.1. Each of these variables will now be examined and the aim of including them in the model will be clarified.

3.3.1 The Dependent Variable

The dependent variable in this model is determined as “the product and brand choices of children”. As explained before, the main purpose of the study is to find out how effective TV commercials are in the choices that children make as consumers, therefore, the dependent variable has been phrased like this. However, in many parts of the study, the dependent variable will be referred to as “children's persuasion level from TV advertising” because this is the main dimension used to measure the dependent variable. There are other dimensions that have been used for the dependent variable in a few hypothesis tests, too. They will all be introduced and explained as they are encountered during the study.
Figure 3.1 The Conceptual Model
3.3.2 The Independent Variables

The first independent variable included in the model is the "attractiveness of the commercial" as shown in Figure 3.1. There is no doubt that a child’s attention is volatile. The advertisers’ job is to attract this dynamic attention toward a single point which is a specific commercial in our case. However, attracting the attention is only the beginning of the job. The advertisers, further, have to introduce the product to the potential consumer and persuade him or her to purchase that product or have it purchased by the parents in a very limited span of time. To accomplish this difficult task, the commercial has to be created such that the child finds it worthy, interesting, and fun enough to watch carefully. Therefore, it has been argued that the attractiveness of the commercial is a very important factor in creating or changing the product or brand choices of children.

The second independent variable, as demonstrated in Figure 3.1, is "children’s capability to understand TV commercials". No matter how attractive a commercial is, if it is not understood by the child, that is, if the child is not aware that there is a product introduced in the commercial and that there is a claim about how wonderful that product is, the commercial is no different from a cartoon show or any other TV program. Therefore, the message has to be direct, clear, obvious, and meaningful for the child consumer so that the advertiser reaches his aim. With this important point in mind, this factor has been determined as the second independent variable of the study.

The third independent variable of this model is "the child’s level of exposure to TV". One of the ways through which commercials reach their goals is repetition. Children cannot be expected to understand and interpret a commercial fully in their first exposure to it. Even if this is accomplished, it will be very easy for a child to forget about the content and message of the advertisement totally in a very short period of time. Therefore, he or she has to be exposed to it a number of times before formulating any choice with the effect of that commercial. This happens gradually as the child is exposed to more TV and thereby more TV commercials. For this reason, it has been argued that the exposure level to TV is another determinant of the effect of TV commercials on a child’s choices as depicted in Figure 3.1.

The fourth independent variable of the model is "children’s attitude toward commercials". The way children approach a concept or event is also presumed to be a direct determinant of how much they will be influenced from it. Although their attitude and behavior may not be totally consistent all the time, this variable still serves as an important
determinant of how much they will be influenced from a commercial in general. This is the last independent variable in our model as seen in Figure 3.1.

3.3.3 The Intervening Variable

There is only one intervening variable in this study, “the child’s level of exposure to TV commercials” which is placed between “the child’s level of exposure to TV” and his or her “product and brand choices” as shown in Figure 3.1. The logic behind this relationship is clear. How many commercials a child watches may be related to how much TV he or she watches. In turn, how much a child is persuaded from TV commercials may be related to how extensively the child is exposed to them. This is the basic idea behind the relationship designed between these variables.

3.3.4 The Moderating Variables

There are three moderating variables in our conceptual model. The first one, “age”, has been considered as a mediating factor for two of the independent variables of this model as demonstrated in Figure 3.1. One of them is “children’s capability to understand TV commercials”. A separate section has been devoted to how effective age is in determining or affecting the way a child understands a commercial. The phases of understanding flow from the basic level of differentiating between a commercial and a TV program to the ultimate level of acquiring a total view of the aim and intention of TV commercials. As this has proven to be a very important mediating factor in most of the previous studies, I have also included age as a moderating variable for understanding level.

Secondly, age has been considered to be a mediating factor between “the product and brand choices of children” and “children’s attitude toward commercials”, too. As children grow older, their attitudes change in general. This trivial fact of life has led me to design the same relationship between age and how children approach TV commercials. Therefore, age has served as a moderating variable for these two independent variables.

The second and third moderating variables are “parents’ attitude toward commercials” and “general attitude of the parents toward the child” respectively. These variables have been placed in this sequence between “children’s attitude toward TV commercials” and “the product and brand choices of children” as shown in Figure 3.1. It has been presumed that parents’ attitude toward their children in general may be an important mediating factor on how they approach the way they are exposed to and affected from TV commercials.
Consequently, children may very well be affected from the way their parents act toward the concept of TV commercials and be influenced from the verbal or behavioral reactions they give toward this concept. Therefore, a corresponding relationship has been designed in the conceptual model of the research. These two moderating variables have been measured by asking the relevant questions directly to the parents themselves. Therefore, there are two questionnaires conducted in this study as seen in Appendix 1: the child and the parent questionnaire. This point will be explained in greater detail further on in the Data Collection and Procedure section.

This concludes the discussion about the variables included in this study. It is now time to move on to a detailed analysis of how these variables have been operationalized which is the scope of the next section.

3.4 Operationalization of the Variables

In this section of the study, the variables of the model are operationalized into certain dimensions and elements. The purpose of this procedure is to make these variables measurable as well as approaching and assessing a general concept from different point of views by breaking it down into its sub-concepts. The way this division is presented is designed such that the variable is introduced and its dimensions and elements are listed along with the number of the question which measures that variable, dimension or element. The question numbers stated here refer to the questionnaires which are given in Appendix 1.

**INDEPENDENT VARIABLE 1: Attractiveness of the Commercial**

**Dimension 1:** Attention raised by the commercial

**Element 1:** Level of Recall - Question 7

**Dimension 2:** Likeability of the commercial

**Element 1:** Attitude toward the commercial after exposure - Question 8

**Element 2:** Attitude toward the advertised product - Question 9
INDEPENDENT VARIABLE 2: Children's Capability to Understand TV Commercials

Dimension 1: Capability to define the difference between TV programs and TV commercials

Element 1: Capability to define what a TV commercial is - Question 4

Element 2: Giving examples of TV commercials - Question 5

Dimension 2: Capability to state the purpose of advertising - Question 6

INDEPENDENT VARIABLE 3: The Child's Level of Exposure to TV

Dimension 1: The number of hours the child watches TV on an average weekday - Question 2a (Child Questionnaire), Question 2a (Parent Questionnaire)

Dimension 2: The number of hours the child watches TV on an average weekend day - Question 2b (Child Questionnaire), Question 2b (Parent Questionnaire)

INDEPENDENT VARIABLE 4: Children's Attitude Toward TV Commercials

Dimension 1: How much the child trusts commercials - Question 10

Dimension 2: How necessary the child finds commercials - Question 11

Dimension 3: How fun and entertaining the child finds commercials - Question 12

DEPENDENT VARIABLE: The Product and Brand Choices of Children

Dimension 1: The child's level of persuasion from TV commercials - Question 14

Dimension 2: Purchase requests directed towards parents - Question 3 (Parent Questionnaire)
**Dimension 3:** Tendency to change existing product and/or brand choice with the effect of TV commercials - Question 4 (Parent Questionnaire)

**INTERVENING VARIABLE 1: The Child’s Level of Exposure to TV Commercials**

**Dimension 1:** Timing of the TV viewing process

**Element 1:** The number of children’s programs watched by the child - Question 3

**Dimension 2:** The number of times the child is exposed to specific TV commercials - Question 13

**MODERATING VARIABLE 1: Age - Question 1**

**MODERATING VARIABLE 2: Parents’ Attitude Toward Commercials**

**Dimension 1:** General feelings, perceptions and reactions towards TV commercials - Question 5 (Parent Questionnaire)

**MODERATING VARIABLE 3: General Attitude of the Parents Toward the Child**

**Dimension 1:** Child-rearing attitudes

**Element 1:** Excluding outside influence - Question 6 (Parent Questionnaire)

**Element 2:** Fostering dependency - Question 6 (Parent Questionnaire)

**Element 3:** Encouraging verbalisation - Question 6 (Parent Questionnaire)

**Element 4:** Fostering responsibility - Question 6 (Parent Questionnaire)
**Dimension 2:** Media behavior

**Element 1:** Level of mediation on TV viewing hours - Question 6 (Parent Questionnaire)

**Element 2:** Level of mediation on which TV programs to watch - Question 6 (Parent Questionnaire)

**Element 3:** Level of mediation on commercial viewing - Question 6 (Parent Questionnaire)

**Element 4:** Discussing ad content - Question 6 (Parent Questionnaire)

**Dimension 3:** Purchase interaction with the child

**Element 1:** Providing the child regularly with a specific amount of money - Question 6 (Parent Questionnaire)

**Element 2:** Fostering freedom to the child to make personal purchases - Question 6 (Parent Questionnaire)

**Element 3:** Yielding to purchase requests made with the effect of TV commercials - Question 7 (Parent Questionnaire)

* The questions about which parent answered the questionnaire and the education level and occupational status of the parents are included to obtain some statistical information and the results have been presented in the section about sampling. No hypothesis is tested with the answers of those questions because they were not included as variables in the conceptual model. Therefore, they are not included here in the operationalization of the variables.

### 3.5 Measurement Scales Used

In this part, the scales used to measure each variable, dimension or element are presented in detail along with the corresponding question number. The origin of the idea to use each scaling method is also stated with the intention to show which ones were created by the researcher and which ones were created with the help or the influence of previous studies.

#### 3.5.1 Attractiveness of the commercial

This independent variable has been operationalized into two dimensions: “level of recall” and “likeability of the commercial”.
3.5.1.1 Level of Recall

This dimension is measured by using the Interval Scale in Question 7. Children are asked to remember the names of the products that they watched the commercials of in the classroom. The Interval Scale is designed as follows:

<table>
<thead>
<tr>
<th>Correct Answers</th>
<th>Level of Recall</th>
<th>Interval Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Very High Level of Recall</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>High Level of Recall</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Low Level of Recall</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>Very Low Level of Recall</td>
<td>1</td>
</tr>
</tbody>
</table>

In creating this model, I made use of M.Carole Macklin’s (1983) study about product-related recall. This article is included in the literature review.

3.5.1.2 Likeability of the commercial

This is the second dimension of the independent variable “attractiveness of the commercial”. It is subdivided into two elements which are “attitude toward the commercial after exposure” and “attitude toward the advertised product”.

The first element, “attitude toward the commercial after exposure” is measured in Question 8 by using the Interval Scale. Children are asked to state how they found each commercial on a four-point scale:

<table>
<thead>
<tr>
<th>Attractiveness</th>
<th>Interval Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very attractive (Harikaydı)</td>
<td>4</td>
</tr>
<tr>
<td>Attractive (Güzeldi)</td>
<td>3</td>
</tr>
<tr>
<td>Inattractive (Güzel değildi)</td>
<td>2</td>
</tr>
<tr>
<td>Very inattractive (Çok kötüydi)</td>
<td>1</td>
</tr>
</tbody>
</table>

Gorn and Goldberg’s study (1982) “TV Messages for Snack and Breakfast Foods” was useful for me to find a way to measure this element. Actually, all these studies used similar methods and I combined the methods used in those researches to find a standard Interval Scale that I could use in Questions 7, 8, and 9 because they are about the TV commercials that children watched in their classrooms. Therefore, they had to be consistent and follow a logical and standard order.
The second element of this dimension, "attitude toward the advertised product" is measured in Question 9 by using the Interval Scale. Children are asked to answer how good they thought the product in each commercial was by rating them on a four-point scale:

Wonderful (Çok güzeldir) Interval Value 4
Good (Güzeldir) Interval Value 3
Bad (Güzel değildir) Interval Value 2
Very bad (Çok kötüdür) Interval Value 1

I benefited from Roedder, Sternthal, and Calder's study (1983) in creating the scaling method for this element.

3.5.2 Children's capability to understand TV commercials

This independent variable has been operationalized into two dimensions: "capability to define the difference between TV programs and TV commercials" and "capability to state the purpose of advertising".

3.5.2.1 Capability to define the difference between TV programs and TV commercials

This dimension is subdivided into two elements which are "capability to define what a TV commercial is" and "giving examples of TV commercials".

The first element, "capability to define what a TV commercial is" is measured in Question 4, which is one of the two open-ended questions of the questionnaire. The answers are classified according to the following criteria and an Interval Scale has been created:

Random answers No capability Interval Value 4
Simple perceptual responses Low capability Interval Value 3
Knowledge of the concept, unaware of persuasive intent Medium capability Interval Value 2
Understanding and high awareness High capability Interval Value 1

This was another idea that I took from M. Carole Macklin's study (1983). She has also asked children to define TV commercials before questioning or testing them about their product-related recall after commercials.
The second element of this dimension, “giving examples of TV commercials” is measured in Question 5 by using the Nominal Scale. This question is also an open-ended one. Any example from TV commercials is valid no matter what the product is or whether it is still shown on TV channels or not. The Nominal Scale is simply constructed by measuring whether the child was Correct or Incorrect in his/her answer. Incorrect answers are represented with 1 and correct answers are represented with 2 in the data.

To include a question like this was my idea. I thought that it could be an easier way for the child to show that he or she knows what a TV commercial is at the basic level. It is easier for me to interpret, too, because this is a clearer way to understand whether the child is totally blank about the issue or not.

3.5.2.2 Capability to state the purpose of advertising

This dimension is measured in Question 6. Children are asked to answer what the purpose of TV advertising is and they are presented with three alternatives. One of them is correct and the other two are incorrect. Again, a Nominal Scale is constructed to measure whether the child is Correct or Incorrect in the answer. Incorrect answers are represented with 1 and correct answers are represented with 2 in the data.

Including a question like this was my idea, too. However, I thought that this question was too difficult to be left open-ended, therefore, I made up three alternatives among which one was correct and I tried to word those alternatives in the simplest language possible.

3.5.3 The child’s level of exposure to TV

This independent variable has been operationalized into two dimensions which are “the number of hours the child watches TV on an average weekday” and “the number of hours the child watches TV on an average weekend day”.

3.5.3.1 The number of hours the child watches TV on an average weekday

This dimension is measured in the first parts of the 2nd Questions of both the parent and the child questionnaires. In the child questionnaire, an Ordinal Scale is used. In the parent questionnaire, the question is left open-ended so the scale is the Ratio Scale. One of the reasons I asked this question to both parties was to eliminate the risk of leaving the whole job to the child in a matter where an accurate assessment has to be made. However, I did not consider leaving the answer to the parent only, too, because it is a question specifically about
the child and the information the child will give about it is my primary consideration. Therefore, I used the child answers in the test instead of the parent answers. Fortunately, there were nearly no blank responses because children did not find it too difficult to show how much TV they watch daily on this scale.

3.5.3.2 The number of hours the child watches TV on an average weekend day

This dimension is measured in the second parts of the 2nd Questions of both the parent and the child questionnaire. The same scales are used. Actually, this is one of the most typical questions asked in studies about children and TV commercials. In some of the previous studies, children have been reported to be frustrated about stating the difference between weekday exposure and weekend exposure, therefore, I used a two-part question like this.

3.5.4 Children’s attitude toward TV commercials

This independent variable has been operationalized into three dimensions which are “how much the child trusts commercials”, “how necessary the child finds commercials”, and “how fun and entertaining the child finds commercials”.

3.5.4.1 How much the child trusts commercials

This dimension is measured in Question 10 by using a four-point Interval Scale. The credibility and believability levels of commercials for the child are measured according to the following model:

<table>
<thead>
<tr>
<th>Choice</th>
<th>Description</th>
<th>Interval Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Very high level of trust</td>
<td>4</td>
</tr>
<tr>
<td>b</td>
<td>High level of trust</td>
<td>3</td>
</tr>
<tr>
<td>c</td>
<td>Low level of trust</td>
<td>2</td>
</tr>
<tr>
<td>d</td>
<td>Very low level of trust</td>
<td>1</td>
</tr>
</tbody>
</table>

A very similar question was used in the questionnaire of the Bodur and Koç study (1988). In this study, Rossiter’s (1979) classification of the major effects of advertising on children were used as the Dependent Variables and “Credibility/Believability” was one of the dimensions of the “Affective Effects”. The question was created to test this dimension in that research. I preferred to use the same a-b-c-d choice style to make children answer some Interval Scale questions because that format is very frequently used in the Turkish education
system and it is easier for children to understand what they will do to answer the question compared to an Interval Scale where the answers are written in a linear form. To make their jobs even easier, the words that determine the intervals of their answers such as “hepsi”, “çoğu” or “hicbiri” are written in darker letters.

3.5.4.2 How necessary the child finds commercials

This dimension is measured in Question 11 by using the Interval Scale. The interval values that the four choices represent are:

Choice a  Very high level of necessity
          attributed to the commercial  Interval Value 4
Choice b  High level of necessity
          attributed to the commercial  Interval Value 3
Choice c  Low level of necessity
          attributed to the commercial  Interval Value 2
Choice d  Very low level of necessity
          attributed to the commercial  Interval Value 1

In trying to find out what the dimensions of “attitude” could be, I found out that the level of necessity attributed to commercials could be very important. Do children believe that commercials are useful for them? Would they feel the absence if there were no commercials? The answers to these questions would be a part of their attitude toward commercials. I created the Interval Scale for this question in the same format with the previous question for convenience and ease on behalf of children.

3.5.4.3 How fun and entertaining the child finds commercials

This dimension is measured in Question 12 by using the Interval Scale. The interval values that the four choices represent are:

Choice a  Very fun and entertaining for the child  Interval Value 4
Choice b  Highly fun and entertaining for the child  Interval Value 3
Choice c  Not much fun and entertaining for the child  Interval Value 2
Choice d  Not fun and entertaining for the child at all  Interval Value 1
This was the other dimension that I thought would be important to measure how positive or negative the child’s attitude toward commercials is. “How enjoyable something is” is a very important determinant of how closely the child will get involved in it. Therefore, I measured this factor by using the same four-point scale used in the previous two questions.

3.5.5 The child’s level of exposure to TV commercials

This intervening variable has been operationalized into two dimensions which are “timing of the TV viewing process” and “the number of times the child is exposed to specific TV commercials”.

3.5.5.1 Timing of the TV viewing process

This dimension has been measured by using a single element, “the number of children’s programs watched by the child. This element, in turn, is measured in Question 3 by using the Ordinal Scale. I thought that this figure was related to the timing of the TV viewing process and how exposed the child was to commercials that are directed at him/her. Although exceptions may exist, parents may not be this accurate about what their children watch on TV every day. At least, it would not be easy for them to state the number of child programs watched by the child. Therefore, this time, I directed the question to the child only. The interval values of the answers are:

<table>
<thead>
<tr>
<th>Heyr İzlemenm</th>
<th>Very low level of exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>to children’s TV commercials</td>
<td>Interval Value 4</td>
</tr>
<tr>
<td>1 tane</td>
<td>Low level of exposure</td>
</tr>
<tr>
<td>to children’s TV commercials</td>
<td>Interval Value 3</td>
</tr>
<tr>
<td>2 tane</td>
<td>High level of exposure</td>
</tr>
<tr>
<td>to children’s TV commercials</td>
<td>Interval Value 2</td>
</tr>
<tr>
<td>3 tane veya daha fazla</td>
<td>Very high level of exposure</td>
</tr>
<tr>
<td>to children’s TV commercials</td>
<td>Interval Value 1</td>
</tr>
</tbody>
</table>

3.5.5.2 The number of times the child is exposed to specific TV commercials

This dimension is measured in the 13th question by using the Interval Scale. There are 10 brand names in the question and children are asked to tick each one that they are sure they saw the commercials of. In fact, all of the products do have a commercial on TV but some of
them are frequently seen and some of them are infrequently seen on TV. This categorization was made after my personal observation which lasted for about one and a half months. According to this observation:

Dalın Çocuk Şampuanı, Şokomigo, Capri-Sun, and Colgate were the frequent ones,

Milka and Pınar Süt were the medium frequent ones, and

Etı Bumbo, Kopıkek, Monopoly oyunu, and Gofy gofret were the infrequent ones.

In terms of product type, I tried to include commercials from various categories like snack food, toys, shampoo, chocolate, etc. There were even two products which were not only for children but the commercials were directed at children (Pınar Süt and Colgate). According to how many ticks the child puts there, the child’s exposure level to TV commercials is measured. The initial intention was to group the results as follows:

<table>
<thead>
<tr>
<th>Interval</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>Low level of exposure</td>
</tr>
<tr>
<td>4-6</td>
<td>Medium level of exposure</td>
</tr>
<tr>
<td>7-10</td>
<td>High level of exposure</td>
</tr>
</tbody>
</table>

However, the statistical frequencies show that most children have seen a very high number of commercials and, if the categorization is done as above, 83% of them will fall into the high exposure category automatically. Therefore, the quartiles and frequencies of the intervals have been used to create new cut-points for categorization and the following classification has been performed:

<table>
<thead>
<tr>
<th>Interval</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6</td>
<td>Low level of exposure to commercials</td>
</tr>
<tr>
<td>7-8</td>
<td>Medium level of exposure to commercials</td>
</tr>
<tr>
<td>9-10</td>
<td>High level of exposure to commercials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interval Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

3.5.6 Parents’ attitude toward commercials

This moderating variable has been operationalized into a single dimension, “general feelings, perceptions, and reactions towards TV commercials”.

3.5.6.1 General feelings, perceptions, and reactions towards TV commercials

This dimension is measured in order to group parents according to their attitudes toward TV commercials in general. The related question is Question 5 in the parent questionnaire. The attitude was measured by making 8 statements, 4 of which are positive and 4 of which are negative towards commercials and their effects on children, in a mixed order.
Parents were asked where they fell on a five-point agreement scale assigned for each statement. The scoring method for positive statements are:

Strongly Agree = 4
Agree = 3
Disagree = 2
Strongly Disagree = 1

Similarly, the scoring method for negative statements are:

Strongly Disagree = 4
Disagree = 3
Agree = 2
Strongly Agree = 1

The scores for these 8 statements were added for each parent. The least possible result was 8 and the highest possible response was 32. So the following endpoints have been determined to classify parents' attitudes toward commercials:

- 8-13 Very negative attitude, Interval Value 1
- 14-19 Somewhat negative attitude, Interval Value 2
- 20-25 Somewhat positive attitude, Interval Value 3
- 26-32 Very positive attitude, Interval Value 4

I was inspired from the Grossbart and Crosby study (1984) which included 6 such statements in the questionnaire answered by parents. However, all 6 statements there were negative. I preferred to equalize the number of positive and negative statements to avoid any bias toward a certain direction.

3.5.7 General attitude of the parents toward the child

As seen before in the operationalization of the variables, this variable has more dimensions and elements than any other variable in the study. It is first operationalized into three dimensions which are “child-rearing attitudes”, “media behavior”, and “purchase interaction with the child”. Then, these dimensions are further subdivided into various elements which will not be re-listed here one by one because a common measurement method has been used for all of them. They are measured in Questions 6 and 7 of the parent
questionnaire. The measurement method is very similar to the method used for the previous variable. 10 statements about parent-child relationships have been made and parents were asked where they fell on a five-point agreement scale assigned for each statement. Each statement represents one element of parents’ general attitude toward their children. The scores for these 10 statements were added for each parent. The least possible result was 10 and the highest possible response was 40. So the following endpoints have been determined to classify parents’ attitudes toward commercials:

10-17 Very authoritarian, fostering very little or no independency to the child
   Interval Value 1
18-25 Quite authoritarian, fostering a low level of independency to the child
   Interval Value 2
20-25 Not much authoritarian, fostering a high level of independency to the child
   Interval Value 3
26-32 Very flexible, fostering complete independency to the child
   Interval Value 4

This was also an idea I benefited from in the Grossbart and Crosby study (1984). However, there are some variations in the way the model is formed and in the classification of the parents.

There is only one element which was measured in the 7th Question of the parent questionnaire which is “yielding to purchase requests made with the effect of TV commercials”. This question measures how much the parent yields to the child’s requests for heavily advertised products by using the following five-point Interval Scale:

Always yielding to the purchase requests Interval Value 5
Frequently yielding to the purchase requests Interval Value 4
Sometimes yielding to the purchase requests Interval Value 3
Infrequently yielding to the purchase requests Interval Value 2
Never yielding to the purchase requests Interval Value 1

3.5.8 Age

This is one of the moderating variables in this study and it is measured in Question 1 by using the Ratio Scale.
3.5.9 The product and brand choices of children

This is the dependent variable of the model in this study and it is operationalized into three dimensions which are “the child’s level of persuasion from TV commercials”, “purchase requests directed towards parents”, and “tendency to change existing product and/or brand choice with the effect of TV commercials”.

3.5.9.1 The child’s level of persuasion from TV commercials

This is the primary dimension I defined to measure my dependent variable, “Product and Brand Choices of Children”. It is measured in Question 14 by using a four-point Interval Scale. The interval values that the choices represent are:

Choice a  Very high level of persuasion  Interval Value 4
Choice b  Quite high level of persuasion  Interval Value 3
Choice c  Quite low level of persuasion  Interval Value 2
Choice d  Very low level of persuasion  Interval Value 1

Including such a question was my personal idea. In many of the research examples reviewed, similar questions were asked specifically for some commercials that children were asked to watch during the study. I preferred to ask the question both in a general format and specifically for the commercials watched in the classroom. The other question used to measure the same effect for the commercials that the children watched is Question 15. Children are asked to prefer one of the products in the commercials (Nominal Scale). This question was designed to be used as the dependent variable for the tests about Questions 7, 8, and 9 however Question 14 is a more general question about how persuaded they usually are from commercials.

3.5.9.2 Purchase requests directed towards parents

This dimension is measured in Question 3 of the parent questionnaire by using a five-point Interval Scale going from “very frequent requests” to “very infrequent requests”. The reason I included this variable was that at these ages children do not make all of their purchases themselves and they have to request some of the things that they want to buy directly from their parents.
3.5.9.3 Tendency to change existing product and/or brand choice towards the advertised product and/or brand

This dimension is measured in Question 4 of the parent questionnaire by using a five-point Interval Scale going from "certainly changes preference" to "certainly does not change preference". Although the answers to the third and fourth questions of the parent questionnaires are expected to be consistent, I preferred to have more than one chance to compare and test the measures for other variables with my dependent variable as well as being able to see the inconsistency if there is any.

3.6 Hypotheses

After examining the conceptual model and analyzing the variables of the model in detail, it is now time to state the hypotheses of the study and list the assumed relationships between the variables of the framework. There are 12 hypotheses in this study. The alternate forms of these hypotheses are listed below.

**Hypothesis 1**: The more attractive a commercial is for a child, the higher will be his/her incentive to choose the advertised product.

**Hypothesis 2**: As children’s capability to understand commercials increases, their product/brand choices will be more affected from them.

**Hypothesis 3**: There is a difference between older children and younger children with respect to understanding TV commercials.

**Hypothesis 4**: There is a difference between younger and older children in terms of their persuasion levels from advertising.

**Hypothesis 5**: Higher level of exposure to TV results in a higher level of exposure to TV commercials.

**Hypothesis 6**: Higher level of exposure to TV commercials results in an increased impact of commercials on the product/brand choices of children.

**Hypothesis 7**: Children who have a more positive attitude towards commercials in general will be more affected from TV commercials.

**Hypothesis 8**: Children’s attitude toward commercials is affected from their parents’ attitude toward commercials.
Hypothesis 9: There is a relationship between the general attitude of the parents toward the child and parents' attitude toward commercials.

Hypothesis 10: There is a relationship between children's age and their attitude toward commercials.

Hypothesis 11: Children who make more purchase requests with the effect of TV commercials have a higher intention to change their product/brand choice as a result of TV commercials.

Hypothesis 12: Children whose parents yield more to their requests resulting from TV commercials make more purchase requests with the effect of commercials.

3.7 Data Collection and Procedure

In this section of the study, the method used and the procedure followed to collect the relevant data are presented. Additionally, the questionnaire designed for the research is introduced and information about how this questionnaire was administered is given.

3.7.1 Data Collection Method

After a thorough survey of the literature about "Children and TV Commercials", I designed my personal data collection model and procedure. The basic data collection method used in my study is Primary Data. Primary data collection is used especially when the researcher wants to measure perceptions and attitudes about a specific issue rather than secondary data which is more useful when it is possible to rely upon previously collected and organized information about the subject. I wanted to present my own observations and the results of my own questionnaire even though some of the hypotheses I tried to prove were already studied by other researchers beforehand. Actually, looking at the conflicting results that have been obtained from time to time about the same hypothesis is even more encouraging for a researcher to develop his/her own model and apply it in a totally different setting under different conditions and with different people.

Among the various methods of collecting primary data, I preferred to create and administer a questionnaire for child-parent dyads. In other words, I chose the communication method. The reason parents have been included in the study is that some information is collected more easily and healthily from them. Also, certain variables in my framework are directly related to the relationships and dynamics between parents, children, and their TV set.
Therefore, because of the difficulty or impossibility of collecting all of this information from children, parents have also been included in the study and fruitful results have been obtained as a result of this decision.

3.7.2 Questionnaire

There are two questionnaires conducted in this study, a child questionnaire and a parent questionnaire. The questionnaire for children consists of 15 questions. Two of the questions are open-ended, the rest are closed-ended. The questionnaire and the questions in it are kept as short, direct, clear, easy, and interesting as possible. Especially, the six questions on the first page are very easy to understand and answer for third and fifth grade children. After answering the questions on the first page, children are exposed to three product commercials in the classroom. The seventh, eighth, and ninth questions are answered accordingly. These questions are directly about the commercials the children watched and they are intervally scaled on a four-point basis. Smiley facial scales have been used in order to make the answering process more attractive and fun for the kids. The details of how this commercial show was designed is explained in the Hypothesis Testing part, under the test results for the first hypothesis which is about the relationship between the attractiveness of the commercial and how much the child is affected from the commercial. For other interval scales, the a-b-c-d choice type of answering method has been used to make children’s jobs easier.

The parent questionnaire consists of 11 questions. However, some questions are more complicated and longer than the ones in the children’s questionnaires. These are distributed to the children in the classroom. They are asked to take the questionnaires home and bring them back the next day or two days later after their parents have answered all the questions. All parent-child questionnaires are numbered in pairs in order to understand which parent belongs to which child. On each parent questionnaire, there is a cover letter signed by the researcher in which the purpose of the study is explained and the important points that the parents must keep in mind while answering the questionnaire are stated. The examples of the child questionnaire, the parent questionnaire and the cover letter are all presented in Appendix 1 both in English and in Turkish. Naturally, the Turkish version is the original one conducted in this study.
The questionnaires were conducted in four private primary schools in Istanbul: Özel İstanbul İlkokulu, Özel Gökdel İlkokulu, Özel Doğuş İlkokulu, and Özel Moda İlkokulu. These schools are located in different regions of the city: Etiler, Kozyatağı, Moda and Acıbadem respectively. Detailed information about the schools and the number of respondents coming from each school are all shown in the sampling section of the study. In this part, the procedure followed to conduct these questionnaires and the time span of the study are explained.

The first step after preparing the questionnaire was to perform a pilot study to see the possible limitations of or required corrections for this part of the research. This pilot study was conducted at Futurekids Moda which is a private computer teaching school in İstanbul. Children who were attending third and fifth grades in private primary schools were selected and the questionnaire was administered to them as well as their parents. Fortunately, there was no need to make any changes in the questionnaire as no problems occurred during the application. 10 students and 10 parents were included in this pilot study. The next step was to take the necessary permission from the Ministry of Education which confirmed that the questionnaire was appropriate for application in the selected schools. After receiving this permission, the school administrations have been contacted to determine the appropriate dates. The total span of time spent to complete 362 questionnaires in four private primary schools took approximately two and a half months. The applications started in April 1997 and ended by the second week of June 1997 when schools entered the summer holiday period.

The questionnaires were conducted at classtime and the teacher of the class was also available during the study. Children were allowed to ask any questions to the researcher or to the teacher. They were comforted about the fact that this was not a test or a quiz and that the questions did not have any correct or incorrect answers. They were clearly informed that they were just participating in a study about “Children and TV Commercials” and that they would not have to write their names on the questionnaires so nobody would know who gave which answer. They were also kindly reminded not to communicate with each other about the answers during the study because it was important not to be affected from one another’s ideas while answering a questionnaire. After all, the researcher wants to know specifically what the students think or feel about the subject without knowing who the respondent is.
Questions were read aloud by the researcher one by one and a clear explanation of how each question should be answered was given. If a student still needed private help, it was provided by the researcher. After the application of the child questionnaires were finished, the parent questionnaires were handed out to the students to be collected in one or two days from the class teacher. Although conducting these questionnaires was not a very easy task, the understanding and helpful members of the school administrations and the pleasant side of working with children decreased the difficulties of the study to a great extent. The interest children showed and the rate of response were both very high which produced satisfactory results for this research.

3.8 Sampling

This section is about the plan and method used to design the scope of the study in terms of the number of respondents. This study was conducted at four private primary schools in Istanbul to the 3rd and 5th grade students in classtime. All the schools have especially been selected to be private because the limitations that socioeconomic differences between students could bring should be prevented. Also, the reason that 3rd and 5th graders were selected is about the classical development theory which defines cognitive differences to exist between ages 7, 9 and 11. However, children aged 7 usually attend the first grade and performing a questionnaire with 1st graders is extremely difficult. It is not possible to hand out the same questionnaire to 5th grade students and 1st grade students because the questionnaire either has to be too simple, which would not be enough to measure a number of variables with different dimensions as I did in my study, or it has to be at a normal level of difficulty for 3rd and 5th graders, which, will be too complicated for children aged 7. Therefore, first graders were ignored and the study was conducted with the other two grade levels. Although most of the children in the third grade were 9 years old, the age range changed from 8 to 10.5. Consequently, the age range for the fifth grade changed from 11 to 13 although a very high portion of the students were at the expected age of 11.
The sampling plan for the study is as follows:

**Population:** All the children aged 8 to 13 attending a private school in İstanbul

**Element:** The 3rd and 5th grade students in the private primary schools of İstanbul

**Unit:** Four specific private primary schools in İstanbul: Özel Gökdel İlkokulu in Kozyatağı, Özel Moda İlkokulu in Kadıköy, Özel İstanbul İlkokulu in Etiler, and Özel Doğuş İlkokulu in Acıbadem

**Time:** April-June 1997

**Sampling Frame:** Registration records of these four schools

**Sampling Method:** The selection of the four schools was done randomly. However, different regions were selected not to make the sample too much clustered around a specific part of İstanbul. With the intention of including all the students in the study, the research was done in each third and fifth grade class in all the schools except the two fifth grade classes of Özel İstanbul İlkokulu as the school administration did not allow them to take part in the study. To see the number I intended to reach, it is necessary to look at how many students there are in the 3rd and 5th grades of each school. This information is given below in Table 3.1:

<table>
<thead>
<tr>
<th>Name of the School</th>
<th>Number of 3rd grade students</th>
<th>Number of 5th grade students</th>
<th>Students included in the study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Özel Gökdel İlkokulu</td>
<td>53</td>
<td>41</td>
<td>84</td>
</tr>
<tr>
<td>Özel İstanbul İlkokulu</td>
<td>23</td>
<td>32</td>
<td>20</td>
</tr>
<tr>
<td>Özel Moda İlkokulu</td>
<td>48</td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>Özel Doğuş İlkokulu</td>
<td>146</td>
<td>220</td>
<td>223</td>
</tr>
</tbody>
</table>

Table 3.1 The Number of Students Available and the Number of Students who Participated from Each School

**TOTAL NUMBER OF AVAILABLE STUDENTS:** 582

**TOTAL NUMBER OF STUDENTS WHO TOOK PART IN THE STUDY:** 362
The reason that the number reached is lower than the total is the missing number of students in class especially among the fifth graders, invalid questionnaires, and a few students who left the questionnaire unanswered. The absence rate among the fifth graders was very high because these private schools have given the fifth graders the initiative to come to school if they want or study at home for the Anadolu Liseleri and Özel Okullar exam. Therefore, the number of students at school was a lot lower than the registered number for the class. Because of this unexpected situation, the number of students who belong to the third grade age range is much higher than the number of students belonging to the fifth grade age range in this sample. The details of the sampling size justification is as follows:

*Step 1-* \( E = .05 \) (Allowed Error)

*Step 2-* \( \alpha = .05 \) \( z = 1.96 \) (Confidence Level)

*Step 3-* \( \sigma p = \frac{E}{z} = .0255 \)

*Step 4-* No intuition, therefore 50%

*Step 5-* \( n = 1961 \)

*Step 6-* Corrected Figure (1) = 449

*Step 7-* Corrected Figure (2) = 366

The actual number of students is nearly equal to the 2nd corrected figure. 362 students were included in the study. However, there was a second step that should also be referred to in this section. Children were given a parent questionnaire after they were finished with their own questionnaire. They were asked to take them home and have one of their parents answer it. Then, the questionnaire should be brought back to the class teacher the next day in order to be collected by the researcher. The response rate for the parent questionnaires was lower compared to the response rate of children. This was an expected result, however, the difference increased because Özel Doğuş İlkokulu assigned the last Thursday of the school year for the 5th grade questionnaires. Therefore, it was not possible to ask children to bring their parent questionnaires back to class the next day because there was no class for them on the last day of school. Therefore, 75 questionnaires automatically became unavailable. 230 parent questionnaires were collected. In the parent questionnaires, there were a few questions which were not measured as variables but asked just to receive some statistical information
about the group that has been tested. These two questions were whether the mother or the father answered the questionnaire and the educational/occupational status of the parents.

The results show that 171 questionnaires were answered by the mothers, 46 of them were answered by the fathers, 4 of them were answered by both of the parents and there were a few questionnaires where this question was left blank.

The educational/occupational status of the parents was determined with the following method:

Mother's score for the five-point interval scale question about education level\(+\)

Father's score for the five-point interval scale question about education level\(=\)

Education Score

Education Score \(\times 1\) = Educational/Occupational Score if one of the parents is working

Education Score \(\times 2\) = Educational/Occupational Score if both parents are working

(If none of them are working, they were directly included in the Low status category.)

According to this method, the following intervals have been determined:

<table>
<thead>
<tr>
<th>Interval Value</th>
<th>Educational/Occupational Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-7</td>
<td>Low Educational/Occupational Status</td>
</tr>
<tr>
<td>8-13</td>
<td>Medium Educational/Occupational Status</td>
</tr>
<tr>
<td>14-20</td>
<td>High Educational/Occupational Status</td>
</tr>
</tbody>
</table>

25 of the respondents fell into the first category, 125 of them fell into the second category, and 78 of them fell into the third category.

This concludes the section about Research Design and Methodology. In the next section, the results of the statistical tests done for each hypothesis will be presented in detail.
CHAPTER 4
DATA ANALYSIS AND RESULTS

In this chapter, the statistical results of the analyses and tests done are presented. Each hypothesis is tested with an appropriate method which is determined according to the measurement scales used for the variables of the hypothesis and its wording. In the following sections, the results will be presented both in statistical and conceptual terms.

4.1 Findings on Hypothesis 1

Hypothesis 1: The more attractive a commercial is for a child, the higher will be his/her incentive to choose the advertised product.

This part is about the results of the tests done to see whether there is any positive correlation between “attractiveness of the commercial” and “product and brand choices of children”. In order to test this hypothesis, a commercial show has been prepared such that it consists of the following three commercials:

1- Eti Puf: The length of this commercial is 17 seconds. Three versions of the product with different tastes are displayed continuously in all the spots of the commercial. It is displayed either in the hands of different children or by itself from a very close view. Live action is used here with 12 child figures doing various dances or singing the song of the commercial while holding Eti Puf in their hands. The major claims about the product is that it is “soft” and “sweet”. The commercial has a very striking and memorable song in which the brand name is repeated 6 times. In the last spot, the song is finished and a female voice repeats the words “soft” and “sweet” as well as pronouncing the brand name for one more time. Visual effects are quite dynamic. There are 12 different spots throughout the whole commercial.

2- Mis Meyveli Yoğurt: This commercial is the shortest one with a duration of only 6 seconds. The whole commercial consists of two different spots in which the product is very closely displayed. Throughout the commercial a child’s demand is displayed by showing his/her hand holding a spoon and hitting the lid of the product continuously. There are no real or animated figures and no music in the commercial. There are no specific claims made about the product either except a male voice
saying the name and the slogan of the product. No attractive visual techniques are seen. The brand name is said only once.

3- **Cheetos**: This commercial is the longest of all with a duration of 30 seconds. It is totally animated and has a story. It is somewhat like a mini-cartoon with Chester, the animated product character, in the leading role. Chester is a hunter hunting for Cheetos in African woods. After he finds and starts consuming the product with great pleasure, a fox wants to steal it and Chester chases this fox and saves his Cheetos. Comic elements have been used extensively along with very striking visual techniques in a total of 18 dynamic spots. Cheetos is claimed to be a “feast which you would not want to share with anybody”. Product display is not at a high level. Cheetos is displayed while Chester is consuming it only after the second half of the commercial. A male voice presents the story. Throughout the commercial, Chester’s name is repeated twice as well as the product name, Cheetos, which is also pronounced two times. The product ends with the male voice shouting out the slogan of the product.

These three commercials have been selected according to the criteria set and used by previous researchers as studied in the literature survey. According to these criteria, the attractiveness levels have been assigned to the above three commercials as follows:

1- **Cheetos**: high level of attractiveness

2- **Eti Puf**: medium level of attractiveness

3- **Mis Meyveli Yoğurt**: low level of attractiveness

Children have been exposed to the show after the six questions on the first page of the questionnaire have been answered. They have been warned not to move on to the next page until the commercial show is over. The above three commercials have been shown to them with a little pause after each one where they have been told that they are moving on from one commercial to another. After the little show, they have been instructed to move on to the next page where there are three questions about the commercials they just saw. In Question 7, they were asked to write down the names of the products in the commercials they watched in class. In Question 8,
they graded each commercial, on a four-point interval scale. Finally, in Question 9, they graded the products in each commercial on the same interval scale.

After the questions on this page have been answered, the questionnaire continued with some general questions about commercials until Question 15. In Question 15, children were re-reminded about the commercial show and asked to mark which product they would prefer among those that they just saw the commercials of. This question serves as the dependent variable in this hypothesis. The reason such a model has been created is that all the dimensions of the independent variable have been measured according to the commercial show that children have been exposed to in class. Therefore, the dependent variable also had to be about the choices that children have made as a result of this exposure instead of their general persuasion levels from TV advertisements.

Before moving on to the tests that have been done to see whether this hypothesis can be proven or not, it would be useful to examine some of the statistical results received from the four questions about this video show: Questions 7, 8, 9, and 15.

4.1.1 Frequencies for Level of Recall (Question 7)

In Question 7, children were asked to write down the brand names of the products in the three commercials that they watched in class. The brand names that were accepted and not accepted can be found in Appendix 4. An interval scale has been created such that:

those who remembered none of the brand names scored 1
those who remembered one of the brand names scored 2
those who remembered two of the brand names scored 3
those who remembered all of the brand names scored 4

The following table summarizes the statistical results obtained from the answers to this question:
<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>3.6%</td>
</tr>
<tr>
<td>2</td>
<td>48</td>
<td>13.3%</td>
</tr>
<tr>
<td>3</td>
<td>117</td>
<td>32.4%</td>
</tr>
<tr>
<td>4</td>
<td>183</td>
<td>50.7%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Missing</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Mean:** 3.302  **Standard Deviation:** 0.833

*Table 4.1 Frequencies and Percentages for Level of Recall*

This table clearly shows that the general level of recall is very high. Approximately half of the total number of children remembered all of the brand names (50.7%) and one-third of them remembered two out of three brand names (32.4%). Those who remembered none of them or only one of them are only 16.9% of the total sample size. Therefore, the mean level of recall is 3.302 over 4 which is considerably high. This result was expected because the question was directed to children right after the commercial show. Therefore, remembering the names of the products required "short-term memory" which exists both in young and old children. However, if the question was directed after a longer period of time, when it would require "long-term memory", the results could have been different between the two age groups.

**4.1.2 Frequencies for Attitude toward Commercials 1,2,3 (Question 8)**

As explained before, children have been exposed to a video show consisting of three commercials in the classroom during the questionnaire. In order to measure their attitude toward each of these commercials, a four-point interval scale was created the value labels of which have been presented previously in 3.5.1.1. Table 4.2 summarizes the statistical results obtained from the answers to this question.

The mean values for the three commercials show that the attractiveness levels assigned to the commercials have produced results exactly as expected. Cheetos was the commercial that children liked the most with the highest mean value (3.781),
<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCIES FOR COMMERCIAL 1 (ETİ PUF)</th>
<th>FREQUENCIES FOR COMMERCIAL 2 (MİS MEYVELİ YOĞURT)</th>
<th>FREQUENCIES FOR COMMERCIAL 3 (CHEETOS)</th>
<th>VALID PERCENTAGES FOR COMMERCIAL 1 (ETİ PUF)</th>
<th>VALID PERCENTAGES FOR COMMERCIAL 2 (MİS MEYVELİ YOĞURT)</th>
<th>VALID PERCENTAGES FOR COMMERCIAL 3 (CHEETOS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>34</td>
<td>73</td>
<td>3</td>
<td>9.4%</td>
<td>20.4%</td>
<td>0.8%</td>
</tr>
<tr>
<td>2</td>
<td>44</td>
<td>95</td>
<td>5</td>
<td>12.2%</td>
<td>26.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>3</td>
<td>176</td>
<td>155</td>
<td>60</td>
<td>48.9%</td>
<td>43.3%</td>
<td>16.7%</td>
</tr>
<tr>
<td>4</td>
<td>106</td>
<td>35</td>
<td>292</td>
<td>29.4%</td>
<td>9.8%</td>
<td>81.1%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>362</td>
<td>362</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**ETİ PUF**  
Mean: 2.983  
Std. Dev.: 0.892  

**MİS MEYVELİ YOĞURT**  
Mean: 2.425  
Std. Dev.: 0.922  

**CHEETOS**  
Mean: 3.781  
Std. Dev.: 0.5

*Table 4.2* Frequencies and Percentages for Children’s Attitude toward the three Commercials they Watched in Class
followed by Eti Puf which has a lower mean (2.983), and finally by Mis Meyveli Yoğurt which received the least value for mean attractiveness (2.425) as seen in Table 4.2.

Coming to the frequencies and percentages, the first commercial, Eti Puf, received 176 votes for the third interval on the four-point interval scale which corresponds to a positive attitude toward the commercial and 106 votes for the fourth interval which corresponds to a very positive attitude toward the commercial. The first and second intervals, which are the negative and very negative attitude intervals have received only 78 votes among 360 valid cases. This commercial was expected to receive a medium level of favorableness. These values confirm that Eti Puf was found to be medium attractive by children. The second commercial, Mis Meyveli Yoğurt, was put in the show with the intention of receiving the least level of favorableness. As expected, 73 children marked the first interval for this commercial which represents a very negative attitude and 95 children placed it in the second interval which represents a negative attitude. This means that 46.9% of all children stated negative attitudes toward this commercial in general. Among 358 valid cases, 190 stated positive ideas about the commercial which is the lowest value among these three commercials. Further, of all these 190 positive ideas, only 35 are in the very positive interval. 155 of them belong to the third interval. Finally, the third commercial, Cheetos, received 292 votes for the fourth interval which means that 81.1% of 360 valid cases stated very positive ideas about this commercial. There were 60 votes for the third interval, which is also positive, and only 8 votes for the first and second intervals which represent negative attitude. In other words, only 2.2% of all children showed a negative response toward this commercial. The attractiveness levels assigned to the Cheetos commercial by children produced one of the most significant results of this study.

4.1.3 Frequencies for Attitude toward Products 1,2,3 (Question 9)

After measuring children's attitude toward the three commercials, their attitude toward the products advertised in those commercials are measured. Table 4.3 summarizes the statistical results obtained from the answers to this question. The first product, Eti Puf, received the highest votes for the third interval, which is the positive attitude interval, again. 168 children graded Eti Puf this way while 118 put the
<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCIES FOR PRODUCT 1 (ETİ PUF)</th>
<th>FREQUENCIES FOR PRODUCT 2 (MİS MEYVELİ YOĞURT)</th>
<th>FREQUENCIES FOR PRODUCT 3 (CHEETOS)</th>
<th>VALID PERCENTAGES FOR PRODUCT 1 (ETİ PUF)</th>
<th>VALID PERCENTAGES FOR PRODUCT 2 (MİS MEYVELİ YOĞURT)</th>
<th>VALID PERCENTAGES FOR PRODUCT 3 (CHEETOS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28</td>
<td>40</td>
<td>4</td>
<td>7.8%</td>
<td>11.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>2</td>
<td>46</td>
<td>62</td>
<td>18</td>
<td>12.8%</td>
<td>17.3%</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>168</td>
<td>159</td>
<td>82</td>
<td>46.7%</td>
<td>44.4%</td>
<td>22.8%</td>
</tr>
<tr>
<td>4</td>
<td>118</td>
<td>97</td>
<td>255</td>
<td>32.8%</td>
<td>27.1%</td>
<td>71%</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>3</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>362</td>
<td>362</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**ETİ PUF**
Mean: 3.044  
Std. Dev.: 0.876

**MİS MEYVELİ YOĞURT**
Mean: 2.874  
Std. Dev.: 0.937

**CHEETOS**
Mean: 3.638  
Std. Dev.: 0.632

*Table 4.3 Frequencies and Percentages for Children’s Attitudes toward the Products they Watched the Commercials of in Class*
product in the fourth interval, that is the very positive attitude interval. This means that 79.5% of all children showed a positive attitude toward this product in general.

The second product, Mis Meyveli Yoğurt, received 102 votes for the negative intervals. 28.5% of all children showed a negative attitude toward this product while 159 children said that they thought the product is good, which corresponds to the third interval. Finally, 97 children stated very positive ideas about this product. Actually, compared to the commercial, the responses for the product itself are better than the ideas about the commercial for the product but still the favorableness results are the lowest ones among these three products. Finally, for the third product, Cheetos, 255 children stated that they thought the product was wonderful and 82 children said that they thought it was good. Only 22 children showed a negative attitude toward this product. In other words, 93.8% of all children thought that the product was either good or wonderful.

The mean attitude values are 3.044 for Eti Puf, 2.874 for Mis Meyveli Yoğurt, and 3.638 for Cheetos. These results are very parallel to the results for the previous variable, attitude toward the commercials. The consistency between the results obtained from Questions 8 and 9 suggest that the possibility of finding a strong relationship between children’s attitude toward a specific commercial and his/her attitude toward the product advertised in that commercial is very high.

4.1.4 Frequencies for Product Choice (Question 15)

The final question related to the video show in the classroom is the 15th question where children are asked to choose their favorite product among the three products that they just watched the commercials of. Out of 358 valid responses, 38 children chose the first product, Eti Puf; 42 children chose the second product, Mis Meyveli Yoğurt, and 278 children chose the third product, Cheetos. These results serve as the simplest indicators of how considerable commercials’ effects are on children’s product and brand preferences. It is clearly seen that the choices that children have made are totally consistent with the attitudes they developed toward the commercials. This is investigated more extensively with the statistical tests done with the related variables. The results of these tests are presented in the following parts.
4.1.5 Statistical Results of the Pearson Correlation between Children’s Attitudes toward Commercial 1, Eti Puf, and their Incentive to Choose this Product

This test aims to measure whether there is a correlation between children’s attitude toward Commercial 1, Eti Puf, and their incentive to choose this product. The statistical results obtained from this test are shown below in Table 4.4:

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (Tail)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude toward Commercial 1 (Eti Puf)</td>
<td>0.5</td>
<td>0</td>
<td>Exists</td>
</tr>
<tr>
<td>Incentive to choose Product 1 (Eti Puf)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.4 The Relationship Between Children’s Attitude toward the “Eti Puf” Commercial and their Incentive to Choose this Product

As seen in the above table, the “r” or “correlation coefficient” between children’s attitude toward Commercial 1, Eti Puf, and their incentive to choose this product is 0.5 which is very high. The p value is 0 which means that the Confidence Level is 100% so we can make the following conclusion based on these results:

“We are 100% confident that there is a strong positive correlation between children’s attitudes toward Commercial 1, Eti Puf, and their incentive to prefer this product.” Those children who liked the TV commercial for Eti Puf developed a more positive attitude toward the product itself.

4.1.6 Statistical Results of the Pearson Correlation between Children’s Attitudes toward Commercial 2, Mis Meyveli Yoğurt, and their Incentive to Choose this Product

This test aims to measure whether there is a correlation between children’s attitude toward Commercial 2, Mis Meyveli Yoğurt, and their incentive to choose this product. The statistical results obtained from this test are shown in Table 4.5:
<table>
<thead>
<tr>
<th>Variables</th>
<th>$r$ (correlation coefficient)</th>
<th>$p$ (Ocal)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude toward Commercial 2 (Mis Meyveli Yoğurt)</td>
<td>0.4122</td>
<td>0</td>
<td>Exists</td>
</tr>
<tr>
<td>Incentive to choose Product 2 (Mis Meyveli Yoğurt)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.5 The Relationship Between Children’s Attitude toward the “Mis Meyveli Yoğurt” Commercial and their Incentive to Choose this Product

As seen in the above table, the “$r$” or “correlation coefficient” between children’s attitude toward Commercial 2, Mis Meyveli Yoğurt, and their incentive to choose this product is 0.4122 which is very high. The $p$ value is 0 which means that the Confidence Level is 100% so we can make the following conclusion based on these results:

“We are 100% confident that there is a strong positive correlation between children’s attitudes toward Commercial 2, Mis Meyveli Yoğurt, and their incentive to prefer this product.” Those children who liked the TV commercial for Mis Meyveli Yoğurt developed a more positive attitude toward the product itself.

4.1.7 Statistical Results of the Pearson Correlation between Children’s Attitudes toward Commercial 3, Cheetos, and their Incentive to Choose this Product

This test aims to measure whether there is a correlation between children’s attitude toward Commercial 3, Cheetos, and their incentive to choose this product. The statistical results obtained from this test are shown below in Table 4.6:

<table>
<thead>
<tr>
<th>Variables</th>
<th>$r$ (correlation coefficient)</th>
<th>$p$ (Ocal)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude toward Commercial 3 (Cheetos)</td>
<td>0.3556</td>
<td>0</td>
<td>Exists</td>
</tr>
<tr>
<td>Incentive to choose Product 3 (Cheetos)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.6 The Relationship Between Children’s Attitude toward the “Cheetos” Commercial and their Incentive to Choose this Product
As seen in the above table, the “r” or “correlation coefficient” between children’s attitude toward Commercial 3, Cheetos, and their incentive to choose this product is 0.3556 which is very high. The p value is 0 which means that the Confidence Level is 100% so we can make the following conclusion based on these results:

“We are 100% confident that there is a strong positive correlation between children’s attitudes toward Commercial 3, Cheetos, and their incentive to prefer this product.” Those children who liked the TV commercial for Cheetos developed a more positive attitude toward the product itself.

4.1.8 Statistical Results of the Cross-tabulation Analysis between Children’s Attitudes toward Commercial 1, Eti Puf, and their Actual Product Choices

The purpose of this analysis is to find out whether there is a relationship between the attitudes children developed toward Commercial 1, Eti Puf, and the actual choices that they made among the three products at the end of the study. The first cross-tab table created according to the original code values had to be recoded by combining the first two code values, 1 and 2. The recoded table over which the analysis will be done is shown in Table 4.7.

The Column Totals of this table show that:

- 38 out of 357 children have preferred Product 1 (Eti Puf) (10.6%)
- 42 out of 357 children have preferred Product 2 (Mis Meyveli Yoğurt) (11.8%)
- 277 out of 357 children have preferred Product 3 (Cheetos) (77.6%)

Another classification comes from the Row Totals which show that:

- 76 out of 357 children showed a negative response toward the Eti Puf commercial (21.3%)
- 176 out of 357 children showed a positive response toward the Eti Puf commercial (49.3%)
- 105 out of 357 children showed a very positive response toward the Eti Puf commercial (29.4%)
<table>
<thead>
<tr>
<th>Count</th>
<th>Row Percent</th>
<th>Choosing Product 1 (Eti Puf)</th>
<th>Choosing Product 2 (Mis Meyveli Yoðurt)</th>
<th>Choosing Product 3 (Cheetos)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Percent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Negative attitude toward Commercial 1 (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.6%</td>
<td>13</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.3%</td>
<td>17.1%</td>
<td>80.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.6%</td>
<td>31%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.6%</td>
<td>17.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive attitude toward Commercial 1 (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>7.4%</td>
<td>22</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td></td>
<td>34.2%</td>
<td>12.5%</td>
<td>80.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.6%</td>
<td>52.4%</td>
<td>50.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.2%</td>
<td>39.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very positive attitude toward Commercial 1 (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>21.9%</td>
<td>7</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>60.5%</td>
<td>6.7%</td>
<td>71.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.4%</td>
<td>16.7%</td>
<td>27.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2%</td>
<td>21%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chi-Square</th>
<th>d.f.</th>
<th>p</th>
<th>Contingency Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.81830</td>
<td>4</td>
<td>0.00009</td>
<td>.25009</td>
</tr>
</tbody>
</table>

Table 4.7 The Relationship Between Children’s Attitude toward the “Eti Puf” Commercial and their Actual Product Choices

The percentages that best explain the relationship between “attitude toward Commercial 1, Eti Puf, and “the actual choice of the child” are the Column Percentages for Commercial 1 and Product 1. These percentages indicate that: 5.3% of those children who chose Eti Puf showed a negative attitude toward the product’s commercial. 34.2% of those children who chose Eti Puf showed a positive attitude toward its commercial. Finally, 60.5% of those children who chose Eti Puf showed a very positive attitude toward the commercial of the product. These values show that a very big percentage of those children who chose Eti Puf had a positive or very positive attitude toward the product’s commercial. Only 2 children chose this product although they had a negative attitude toward its commercial.
The statistical figures also confirm this relationship. The Chi-Square figure is \(23.81830\) which is much greater than the corresponding table value of \(9.49\). The \(p\) value of \(0.00009\) is very low which represents a high significance level. The association between the variables is moderately strong with a Contingency Coefficient of \(0.25009\) compared to an Upper Limit of \(0.816\).

The following conclusion can be reached according to these statistical results:

"There is certainly a relationship between children’s attitudes toward the commercial of Eti Puf and the actual product choices that they made at the end of the study. Nearly all of those children who chose Eti Puf had previously shown a positive attitude toward this product’s commercial."

4.1.9 Statistical Results of the Cross-tabulation Analysis between Children’s Attitudes toward Commercial 2, Mis Meyveli Yoğurt, and their Actual Product Choices

The purpose of this analysis is to find out whether there is a relationship between the attitudes children developed toward Commercial 2, Mis Meyveli Yoğurt, and the actual choices that they made among the three products at the end of the study. The first cross-tab table created according to the original code values had to be recoded by combining the last two code values, 3 and 4. The recoded table over which the analysis will be done is shown in Table 4.8.

The Column Totals of this table show that:

- 38 out of 355 children have preferred Product 1 (Eti Puf) (10.7%)
- 42 out of 355 children have preferred Product 2 (Mis Meyveli Yoğurt) (11.8%)
- 275 out of 355 children have preferred Product 3 (Cheetos) (77.5%)

The Row Totals, on the other hand, have produced the following results:

- 71 out of 355 children showed a very negative response toward the Mis Meyveli Yoğurt commercial (20%)
- 95 out of 355 children showed a negative response toward the Mis Meyveli Yoğurt commercial (26.8%)
- 189 out of 355 children showed a positive or very positive response toward the Mis Meyveli Yoğurt commercial (53.2%)
<table>
<thead>
<tr>
<th>Count Row Percent</th>
<th>Choosing Product 1 (Eti Puf)</th>
<th>Choosing Product 2 (Mis Meyveli Yoğurt)</th>
<th>Choosing Product 3 (Cheetos)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative attitude toward Commercial 2 (1)</td>
<td>3</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>4.2%</td>
<td>4.2%</td>
<td>91.5%</td>
</tr>
<tr>
<td></td>
<td>7.9%</td>
<td>7.1%</td>
<td>23.6%</td>
</tr>
<tr>
<td></td>
<td>0.8%</td>
<td>0.8%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Positive attitude toward Commercial 2 (2)</td>
<td>12</td>
<td>10</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>12.6%</td>
<td>10.5%</td>
<td>76.8%</td>
</tr>
<tr>
<td></td>
<td>31.6%</td>
<td>23.8%</td>
<td>26.5%</td>
</tr>
<tr>
<td></td>
<td>3.4%</td>
<td>2.8%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Very positive attitude toward Commercial 2 (3)</td>
<td>23</td>
<td>29</td>
<td>137</td>
</tr>
<tr>
<td></td>
<td>12.2%</td>
<td>15.3%</td>
<td>72.5%</td>
</tr>
<tr>
<td></td>
<td>60.5%</td>
<td>69%</td>
<td>49.8%</td>
</tr>
<tr>
<td></td>
<td>6.5%</td>
<td>8.2%</td>
<td>38.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chi-Square</th>
<th>d.f.</th>
<th>p</th>
<th>Contingency Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.20211</td>
<td>4</td>
<td>0.01033</td>
<td>0.17714</td>
</tr>
</tbody>
</table>

Table 4.8 The Relationship Between Children’s Attitude toward the “Mis Meyveli Yoğurt” Commercial and their Actual Product Choices

The percentages that best explain the relationship between “attitude toward Commercial 2, Mis Meyveli Yoğurt, and “the actual choice of the child” are the Column Percentages for Commercial 2 and Product 2. These percentages indicate that: 7.8% of those children who chose Mis Meyveli Yoğurt showed a very negative attitude toward the product’s commercial. 23.8% of those children who chose this product showed a negative attitude toward its commercial. Finally, 69% of those children who chose Mis Meyveli Yoğurt showed a very positive attitude toward the commercial of the product. Mis Meyveli Yoğurt was the product that was preferred the least and its commercial had also received the lowest level of attention from children. Therefore, there are some children who fall into the negative attitude intervals although they have chosen this product. However, this percentage is quite
low and those who preferred the product as well as showing a positive attitude toward its commercial are still a majority.

The statistical figures also confirm this relationship. The **Chi-Square** figure is 13.20211 which is greater than the corresponding table value of 9.49. The **p** value of 0.01033 is very low which represents a high significance level. The association between the variables is moderately strong with a **Contingency Coefficient** of .17714 compared to an **Upper Limit** of 0.816.

The following conclusion can be reached according to these statistical results:

"There is a relationship between children’s attitudes toward the commercial of Mis Meyveli Yoğurt and the actual product choices that they made at the end of the study. Although not many children had liked the commercial for this product, those who chose it were mostly coming from the minority who showed a positive attitude toward its commercial."

**4.1.10 Statistical Results of the Cross-tabulation Analysis between Children’s Attitudes toward Commercial 3, Cheetos, and their Actual Product Choices**

The purpose of this analysis is to find out whether there is a relationship between the attitudes children developed toward Commercial 3, Cheetos, and the actual choices that they made among the three products at the end of the study. The first cross-tab table created according to the original code values had to be recoded by combining the first three code values, 1, 2, and 3. The recoded table over which the analysis will be done is shown in Table 4.9.

The Column Totals of this table are exactly equal to those listed for the cross-tab between “attractiveness of Commercial 1, Eti Puf”, and “the actual product choices of children” under 4.1.8.

The Row Totals, on the other hand, have produced the following results:

- 66 out of 357 children showed a negative or slightly positive attitude toward Commercial 3 (Cheetos) (18.5%).
- 291 out of 357 children showed a very positive response toward Commercial 3 (81.5%).
<table>
<thead>
<tr>
<th>Count</th>
<th>Row Percent</th>
<th>Column Percent</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Choosing Product 1</td>
<td>Choosing Product 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Eti Puf)</td>
<td>(Mısı Meyveli Yoghurt)</td>
</tr>
<tr>
<td>Negative or slightly positive attitude toward Commercial 3 (1)</td>
<td>19</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>28.8%</td>
<td>24.2%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>38.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.3%</td>
<td>4.5%</td>
<td></td>
</tr>
<tr>
<td>Very positive attitude toward Commercial 3 (2)</td>
<td>19</td>
<td>26</td>
<td>246</td>
</tr>
<tr>
<td></td>
<td>6.5%</td>
<td>8.9%</td>
<td>88.8%</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>61.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.3%</td>
<td>7.3%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chi-Square</th>
<th>d.f.</th>
<th>p</th>
<th>Cramer's V</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.54129</td>
<td>2</td>
<td>0</td>
<td>0.35716</td>
</tr>
</tbody>
</table>

Table 4.9 The Relationship Between Children’s Attitude toward the “Cheetos” Commercial and their Actual Product Choices

These percentages show how positive children’s attitudes toward Cheetos and its commercial are. A very high percentage of all children thought that this commercial was the best one among the three and again a very high percentage chose Cheetos at the end of the study. The percentages that best explain the relationship between “attitude toward Commercial 3, Cheetos”, and “the actual choice of the child” are the Column Percentages for Commercial 3 and Product 3. These percentages indicate that: 11.2% of those children who chose Cheetos showed a negative or slightly positive attitude toward the product’s commercial. 88.8% of those children who chose this product showed a very positive attitude toward its commercial. Cheetos was put in the show with the intention of receiving the most positive attitude and these figures indicate that this was a correct choice. These results also show that there really is a strong relationship between children’s attitudes toward the Cheetos commercial and their attitudes toward the product itself. This is statistically proven with the following figures, too.
The Chi-square value is 45.54129 which is very high compared to the table value of 5.99. The p value is 0 which is the optimum point that this figure can reach. The strength of the association between the variables is quite high with a Cramer’s V of .35716 compared to an Upper Limit of 0.707.

The following conclusion can be reached according to these statistical results:

“There is a very strong relationship between children’s attitudes toward the commercial of Cheetos and the actual product choices that they made at the end of the study. Most of the children showed a very positive attitude toward both the product and its commercial which confirms this situation.”

4.1.11 Statistical Results of the Cross-tabulation Analysis between Children’s Attitudes toward Product 1, Eti Puf, and their Actual Product Choices

The purpose of this analysis is to find out whether there is a relationship between the attitudes children developed toward Product 1, Eti Puf, and the actual choices that they made among the three products at the end of the study. The first cross-tab table created according to the original code values had to be recoded by combining the first two code values, 1 and 2. The recoded table over which the analysis will be done is shown in Table 4.10.

The Column Totals of this table are exactly equal to those listed for the cross-tab between “attractiveness of Commercial 1, Eti Puf”, and “the actual product choices of children” under 4.1.8.

The Row Totals, on the other hand, have produced the following results:

- 72 out of 357 children showed a negative response toward Eti Puf (20.2%)
- 167 out of 357 children showed a positive response toward Eti Puf (46.8%)
- 118 out of 357 children showed a very positive response toward Eti Puf (33.1%)

Some of the percentages presented in Table 4.10 are the indicators of a relationship between “attitude toward Product 1, Eti Puf”, and “the actual choice of the child”. In the Row Percentages, we can see that only 2.8% of those children who showed a negative attitude toward Eti Puf chose this product. However, the percentage value increases as the attitude becomes more positive. 6.6% of those children who showed a positive response toward Eti Puf chose this product and
<table>
<thead>
<tr>
<th>Row Percent</th>
<th>Choosing Product 1 (Eti Puf)</th>
<th>Choosing Product 2 (Mis Meyveli Yoğurt)</th>
<th>Choosing Product 3 (Cheetos)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>2</td>
<td>22</td>
<td>48</td>
</tr>
<tr>
<td>2.8%</td>
<td>30.6%</td>
<td>66.7%</td>
<td></td>
</tr>
<tr>
<td>5.3%</td>
<td>52.4%</td>
<td>17.3%</td>
<td></td>
</tr>
<tr>
<td>0.6%</td>
<td>6.2%</td>
<td>13.4%</td>
<td></td>
</tr>
<tr>
<td>Negative attitude toward Product 1 (1)</td>
<td>11</td>
<td>13</td>
<td>143</td>
</tr>
<tr>
<td>6.6%</td>
<td>7.8%</td>
<td>85.6%</td>
<td></td>
</tr>
<tr>
<td>28.9%</td>
<td>31%</td>
<td>51.6%</td>
<td></td>
</tr>
<tr>
<td>3.1%</td>
<td>3.6%</td>
<td>40.1%</td>
<td></td>
</tr>
<tr>
<td>Positive attitude toward Product 1 (2)</td>
<td>25</td>
<td>7</td>
<td>86</td>
</tr>
<tr>
<td>21.2%</td>
<td>5.9%</td>
<td>72.9%</td>
<td></td>
</tr>
<tr>
<td>65.8%</td>
<td>16.7%</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>7%</td>
<td>2%</td>
<td>24.1%</td>
<td></td>
</tr>
<tr>
<td>Very positive attitude toward Product 1 (3)</td>
<td>7</td>
<td>0</td>
<td>0.34801</td>
</tr>
</tbody>
</table>

Table 4.10 The Relationship Between Children’s Attitude toward the product “Eti Puf” and their Actual Product Choices

finally, 21.2% of those children who showed a very positive response toward Eti Puf preferred it at the end of the study. Some Column Percentages also confirm this situation. For example, in the Column Percentages it is seen that 5.3% of those children who chose Eti Puf, showed a negative attitude toward this product in the previous part of the study but 28.9% of those children who chose Eti Puf had previously shown a positive attitude and 21.2% of them had previously shown a very positive attitude toward this product. These values show that as children’s attitude toward a product becomes more positive, their choices are directed more toward that product.

The statistical figures also confirm this relationship. The Chi-Square figure is 49.19475 which is much greater than the corresponding table value of 9.49. The p value is 0 which is the lowest value possible for this figure so the Confidence Level
is 100%. The association between the variables is moderately strong with a Contingency Coefficient of .34801 compared to an Upper Limit of 0.816.

The following conclusion can be reached according to these statistical results:

"There is certainly a relationship between children's attitudes toward Product 1, Eti Puf and the actual product choices that they made at the end of the study. Children who favored the product more after the commercial show were also the majority of the group who chose it at the end of the study."

**4.1.12 Statistical Results of the Cross-tabulation Analysis between Children’s Attitudes toward Product 2, Mis Meyveli Yoğurt, and their Actual Product Choices**

The purpose of this analysis is to find out whether there is a relationship between the attitudes children developed toward Product 2, Mis Meyveli Yoğurt, and the actual choices that they made among the three products at the end of the study. The first cross-tab table created according to the original code values had to be recoded by combining the first two code values, 1 and 2. The recoded table over which the analysis will be done is shown in Table 4.11.

The Column Totals of this table are exactly equal to those listed for the cross-tab between “attractiveness of Commercial 2, Mis Meyveli Yoğurt”, and “the actual product choices of children” under 4.1.9.

The Row Totals, on the other hand, have produced the following results:

- 101 out of 355 children showed a negative response toward Mis Meyveli Yoğurt (28.5%)
- 159 out of 355 children showed a positive response toward Mis Meyveli Yoğurt (44.8%)
- 95 out of 355 children showed a very positive response toward Mis Meyveli Yoğurt (26.8%)

Some of the percentages presented in Table 4.11 are the indicators of a relationship between “attitude toward Product 2, Mis Meyveli Yoğurt”, and “the actual choice of the child”. In the Row Percentages, we can see that only 2% of those children who showed a negative attitude toward Mis Meyveli Yoğurt chose this
<table>
<thead>
<tr>
<th>Count</th>
<th>Row Percent</th>
<th>Column Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Choosing Product 1 (Eti Puf)</td>
<td>Choosing Product 2 (Mis Meyveli Yoğurt)</td>
</tr>
<tr>
<td>Total Percent</td>
<td>Negative attitude toward Product 2 (1)</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>12.9%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>35.1%</td>
<td>4.8%</td>
</tr>
<tr>
<td></td>
<td>3.7%</td>
<td>0.6%</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Positive attitude toward Product 2 (2)</td>
<td>9.4%</td>
<td>10.1%</td>
</tr>
<tr>
<td></td>
<td>40.5%</td>
<td>38.1%</td>
</tr>
<tr>
<td></td>
<td>4.2%</td>
<td>4.5%</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Very positive attitude toward Product 2 (3)</td>
<td>9.5%</td>
<td>25.3%</td>
</tr>
<tr>
<td></td>
<td>24.3%</td>
<td>57.1%</td>
</tr>
<tr>
<td></td>
<td>2.5%</td>
<td>6.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chi-Square</th>
<th>d.f.</th>
<th>p</th>
<th>Contingency Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.72208</td>
<td>4</td>
<td>.00001</td>
<td>.26483</td>
</tr>
</tbody>
</table>

Table 4.11 The Relationship Between Children’s Attitude toward the product “Mis Meyveli Yoğurt” and their Actual Product Choices

product. However, the percentage value increases as the attitude becomes more positive. 10.1% of those children who showed a positive response toward Mis Meyveli Yoğurt chose this product and finally, 25.3% of those children who showed a very positive response toward Mis Meyveli Yoğurt preferred it at the end of the study. Some Column Percentages also confirm this situation. For example, in the Column Percentages it is seen that 4.8% of those children who chose Mis Meyveli Yoğurt showed a negative attitude toward this product in the previous part of the study but 38.1% of those children who chose Mis Meyveli Yoğurt had previously shown a positive attitude and 57.1% of them had previously shown a very positive attitude toward this product.
The statistical figures also confirm this relationship. The Chi-Square figure is 27.72208 which is much greater than the corresponding table value of 9.49. The p value is 0.00001 which is very low so the Confidence Level is nearly 100%. The association between the variables is moderately strong with a Contingency Coefficient of .26483 compared to an Upper Limit of 0.816.

The following conclusion can be reached according to these statistical results:

"There is certainly a relationship between children’s attitudes toward Product 2, Mis Meyveli Yoğurt and the actual product choices that they made at the end of the study. Children who favored the product more after the commercial show were also the majority of the group who chose it at the end of the study."

4.1.13 Statistical Results of the Cross-tabulation Analysis between Children’s Attitudes toward Product 3, Cheetos, and their Actual Product Choices

The purpose of this analysis is to find out whether there is a relationship between the attitudes children developed toward Product 3, Cheetos, and the actual choices that they made among the three products at the end of the study. The first cross-tab table created according to the original code values had to be recoded by combining the first three code values, 1, 2 and 3. The recoded table over which the analysis will be done is shown in Table 4.12.

<table>
<thead>
<tr>
<th>Count</th>
<th>Row Percent</th>
<th>Column Percent</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Choosing Product 1 (Eti Puf)</td>
<td>Choosing Product 2 (Mıs Meyveli Yoğurt)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>62.2%</td>
<td>64.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.5%</td>
<td>7.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>37.8%</td>
<td>35.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.9%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chi-Square</th>
<th>d.f.</th>
<th>p</th>
<th>Cramer's V</th>
</tr>
</thead>
<tbody>
<tr>
<td>60.96830</td>
<td>2</td>
<td>0</td>
<td>.41383</td>
</tr>
</tbody>
</table>

Table 4.12 The Relationship Between Children’s Attitude toward the product “Cheetos” and their Actual Product Choices
In the overall results, the Column Totals show that:

- 37 out of 356 children have preferred Product 1 (10.4%)
- 42 out of 356 children have preferred Product 2 (11.8%)
- 277 out of 356 children have preferred Product 3 (77.8%)

The Row Totals, on the other hand, have produced the following results:

- 101 out of 356 children showed a negative or slightly positive response toward Product 3 (28.4%)
- 255 out of 356 children showed a very positive response toward Product 3 (71.6%)

Some of the percentages presented in Table 4.12 are the indicators of a relationship between “attitude toward Product 3, Cheetos”, and “the actual choice of the child”. In the Row Percentages, we can see that 50.5% of those children who showed a negative or slightly positive attitude toward Cheetos chose this product. However, the percentage value increases as the attitude becomes very positive. 88.6% of those children who showed a very positive response toward Cheetos chose this product. The reason that the first percentage is not so low is that the positive attitude responses also fall into that part because of the recoding process. Some Column Percentages also confirm the above trend. For example, in the Column Percentages it is seen that 18.4% of those children who chose Cheetos showed a negative or slightly positive attitude toward this product in the previous part of the study but 81.6% of those children who chose Cheetos had previously shown a very positive attitude toward this product. Even in the percentage of 18.4%, there are many children who have shown a positive attitude toward the product but have fallen into that group because of the recoding process.

The statistical figures also confirm this relationship. The Chi-Square figure is 60.96830 which is much greater than the corresponding table value of 5.99. The p value is 0 which means that the Confidence Level is at its highest possible value of 100%. The association between the variables is quite strong with a Cramer's V of .41383 compared to an Upper Limit of 0.707.
The following conclusion can be reached according to these statistical results:

“There is certainly a very strong relationship between children’s attitudes toward Product 3, Cheetos and the actual product choices that they made at the end of the study. Children who favored the product more after the commercial show were also the majority of the group who chose it at the end of the study.”

The general conclusion that can be reached based on the results achieved from the tests done for Hypothesis 1 show that there is a strong relationship between how much children are attracted from the commercial of a product and how much they prefer that product. If a commercial is interesting for them, they form a positive attitude toward the product advertised in that commercial which leads to a preference toward that product when they come to the point of making such a choice. But if they do not like the commercial a lot, they usually do not form very positive ideas about the product advertised in it, too.

4.2 Findings on Hypothesis 2

**Hypothesis 2:** As children’s capability to understand commercials increases, their product/brand choices will be more affected from them.

The two variables in this hypothesis are “children’s capability to understand commercials” and “their product/brand choices”. The first variable, understanding TV commercials, has been operationalized into three dimensions which are “ability to define commercials”, “giving examples of TV commercials”, and “ability to state the purpose of TV commercials” as stated before in the operationalization section of the study. However, in order to reach a general result, a new variable has been created and added to the data under the name of “totunder” which represents “total understanding level”. The tests will be done with this total understanding level in order to obtain meaningful results. This has been calculated as follows:

- Ability to state the purpose of commercials Nominal Scale
  - 1-Incorrect 2-Correct
Giving examples of TV commercials  Nominal Scale

1-Incorrect  2-Correct

Ability to define commercials  Interval Scale

1-Random/no answer
2-Simple perceptual response
3-Aware of the concept, unaware of persuasive intent
4-Complete knowledge of commercials in terms of concept and intent

The scores for the two Nominal Scale questions have been added and the result has been multiplied by the interval into which the child falls in the question about defining commercials. According to the highest and lowest ends possible to achieve, the following intervals have been created for "total understanding level":

| 2-6 | Low Level of Understanding | Interval Value 1 |
| 7-11 | Medium Level of Understanding | Interval Value 2 |
| 12-16 | High Level of Understanding | Interval Value 3 |

Before moving on to the tests that have been done for this hypothesis, it would be useful to examine the statistical frequencies of these variables.

4.2.1 Frequencies for Children's Capability to Define Commercials (Question 4)

As stated above, this is a four-point Interval Scale question measuring children's understanding of TV commercials in general by asking them to give a brief definition of the concept. The list of answers that they gave to this question can be found in Appendix 2. The following table summarizes the statistical results obtained from the answers to this question:

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>88</td>
<td>24.3%</td>
</tr>
<tr>
<td>2</td>
<td>55</td>
<td>15.2%</td>
</tr>
<tr>
<td>3</td>
<td>193</td>
<td>53.3%</td>
</tr>
<tr>
<td>4</td>
<td>26</td>
<td>7.2%</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean: 2.434  Standard Deviation: 0.937

Table 4.13 Frequencies and Percentages for Children's Capability to Define Commercials
This table shows that approximately half of all children included in this study are aware of the concept of TV commercials and understand that it informs consumers about the existence and characteristics of a product. However, this group, which comprises 53.3% of the total sample corresponding to a total number of 193 children, is not aware that commercials have an intention of persuading people to purchase that product as well as giving information about it. There are only 26 children among the total number of 362 who understand what commercials are both in terms of concept and in terms of their intentions. On the other hand, a considerable portion falls into the first interval. Specifically, 88 children have either given no answer to this question or totally incorrect and unrelated answers. In terms of percentages, this group comprises 24.3% of the total sample which means that approximately 1 out of 4 children do not have an idea about the concept of TV commercials. Naturally, age differences play a role in this situation. However, this is the content of another hypothesis and the related tests and interpretations will be done under the analysis of that hypothesis. The mean value, 2.434, summarizes the general situation. It shows that children are in between the simple perceptual understanding level and a higher understanding level in which they know what commercials are and what they do but they are not aware of their persuasive intent.

4.2.2 Frequencies for Children’s Capability to Give an Example of a TV Commercial (Question 5)

This is a Nominal Scale question with two categories. In the question, children were asked to give any example of a TV commercial that may come to their minds. The list of the examples children gave in this question can be found in Appendix 3. Those who were successful in giving an example of a TV commercial scored 2 and those who were not successful in doing this scored 1. 45 out of 362 children were incorrect in their answers and 314 were correct. There are 3 missing cases. These values correspond to 12.4% and 86.7% respectively. This means that 8 or 9 out of 10 children could give the required example.

The correct response rate to this question is very high. The reason is clear. Although they may not be aware of the content or intent of TV commercials, children can give at least one example of a TV commercial. Another possibility is that some children may not have been able to express themselves clearly and, therefore, have
either given incorrect answers or ignored giving an answer to the question where they were asked to write down a brief definition of TV commercials. However, giving an example is not as difficult as creating a definition, therefore, the success rate at this question is quite high for both age groups compared to Question 4.

4.2.3 Frequencies for Children’s Capability to State the Purpose of Advertising (Question 6)

This is also a Nominal Scale question with two categories. Here children were presented with three alternatives in the form of a multiple choice question and were asked to choose which they thought best expressed the purpose of advertising. Those who chose the correct answer scored 2 and those who could not choose the correct answer scored 1. 123 out of 362 children were incorrect in their answers and 239 were correct. These values correspond to 34% and 66% respectively. In other words, approximately 2 out of 3 children have been able to choose the correct answer in this question but 1 has failed.

4.2.4 Frequencies for the Child’s Total Understanding Level of TV Commercials

This is a variable that has been created by combining the answers given to Questions 4, 5, and 6. The way it was created has previously been explained in 4.2. It was created in an Interval Scale format but the statistical frequencies for the recoded version of this variable will be examined in this part because the unrecoded values are not used in any of the tests in the study. Total Understanding Level has been recoded into three groups: 1 representing a low level of understanding, 2 representing a medium level of understanding, and 3 representing a high level of understanding. The following table summarizes the frequencies and percentages of each interval:

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>123</td>
<td>34.2%</td>
</tr>
<tr>
<td>2</td>
<td>74</td>
<td>20.6%</td>
</tr>
<tr>
<td>3</td>
<td>163</td>
<td>45.3%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Missing</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean: 2.111  Standard Deviation: 0.886

Table 4.14 Frequencies and Percentages for Children’s Total Understanding Level of TV Commercials
This table shows that 163 out of 362 children, or 45.3% of the total sample have a high level of understanding of TV commercials. On the other hand, 123 of them, or 34.2% have a very understanding level of this concept. The middle group is the group with the least frequency and percentage. The mean understanding level is 2.111 over 3 which means that the general level of understanding is in between a medium level and a high level. In other words, looking at these frequencies, we can say that 2 out of 3 children has a medium or high level of understanding of TV commercials but one of them is nearly blank about the concept which summarizes the answers received for Questions 4, 5, and 6.

4.2.5 Frequencies for Children’s Persuasion Levels from Advertising

(Question 14)

This is a four-point Interval Scale question where children were asked to mark one of the four choices which each represents a different level of persuasion from TV commercials. As stated before in 3.5.9.1, the values going from 1 to 4 represent an increasing level of persuasion. The following table summarizes the results obtained from this question:

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>51</td>
<td>14.1%</td>
</tr>
<tr>
<td>2</td>
<td>154</td>
<td>42.5%</td>
</tr>
<tr>
<td>3</td>
<td>120</td>
<td>33.1%</td>
</tr>
<tr>
<td>4</td>
<td>37</td>
<td>10.2%</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Mean:** 2.395  
**Standard Deviation:** 0.853

*Table 4.15 Frequencies and Percentages for Children’s Persuasion Levels from Advertising*

This table shows that approximately half of all children fall into the second interval which is the “somewhat persuaded” category. This is very closely followed by an approximate portion of one-third of the total sample falling into the third interval or the “highly persuaded” category. The rest are quite evenly distributed between the first and fourth intervals. These figures show that there is a strong tendency for mediocrity in the answers to this question and that not many children
have preferred to put themselves in one of the two poles. The mean persuasion level from advertising is 2.395. This means that children are between being “somewhat persuaded” and “highly persuaded” from TV commercials.

4.2.6 Frequencies for the Purchase Requests Children Make from their Parents with the Effects of TV Commercials (Question 3 - Parent Questionnaire)

This is a five-point Interval Scale question where parents were asked to state how frequently their children made purchase requests from them with the effect of TV commercials. As stated before in 3.5.9.2, the values going from 1 to 5 represent increasing frequencies of purchase requests. The following table summarizes the results obtained from this question:

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>6.5%</td>
</tr>
<tr>
<td>2</td>
<td>79</td>
<td>34.2%</td>
</tr>
<tr>
<td>3</td>
<td>114</td>
<td>49.4%</td>
</tr>
<tr>
<td>4</td>
<td>19</td>
<td>8.2%</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>1.7%</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>Missing</td>
</tr>
</tbody>
</table>

**Mean**: 2.645  
**Standard Deviation**: 0.794

*Table 4.16 Frequencies and Percentages for Children’s Purchase Requests from their Parents*

First of all, it is important to explain why the number of missing values is so high. Although the questionnaire was handed out and conducted with 362 children in class time, the parents were not available during the study. Therefore, the method that had to be followed was to send the parent questionnaires to the parents via their children and collect them back in one or two days. However, under these conditions, the response rate was not as high as the response rate of children. Therefore, this analysis will be done over 231 parents instead of 362.

Table 4.16 shows that a very high percentage of parents (49.4%) marked the third interval for this question which corresponds to “sometimes” in terms of purchase requests frequency. The next highest frequency falls into the second interval
which means that 79 out of 231 parents (34.2%) said that their children “infrequently” requested some product from them with the effect of TV commercials. These two intervals carry 83.6% of all answers and the rest of them are distributed among the other three intervals. The mean frequency level is 2.645 over which is a little lower than the midpoint of the interval scale. In other words, the requests that these children make are in between the “infrequent” and “sometimes” intervals according to their parents.

4.2.7 Frequencies for Children’s Tendency to Change their Product/Brand Choices with the Effect of TV Commercials (Question 4 - Parent Questionnaire)

This is another five-point Interval Scale question where parents were asked to state the level of their children’s tendencies to change their product and/or brand choices with the effect of TV commercials. As stated before in 3.5.9.3, the values going from 1 to 5 represent increasing tendency levels. The following table summarizes the results obtained from this question:

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>42</td>
<td>18.3%</td>
</tr>
<tr>
<td>2</td>
<td>81</td>
<td>35.2%</td>
</tr>
<tr>
<td>3</td>
<td>91</td>
<td>39.6%</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>5.7%</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>1.3%</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>Missing</td>
</tr>
</tbody>
</table>

Mean: 2.365 Standard Deviation: 0.890

Table 4.17 Frequencies and Percentages for Children’s Tendency to Change their Choices with the Effect of TV Commercials

Like the previous question, this is also one of the questions of the parent questionnaire, therefore, the response rate is not as high as it was with children and the total number of answers collected to this question is 230. As Table 4.17 also shows, among these 230 parents 91 of them said that their child “sometimes” changed his product or brand choice with the effect of TV commercials whereas another 81 of
them said that this happened “infrequently”. The answers to this question are very close to the answers received to the previous question. The mean value of 2.365 is again in between the “infrequent” and “sometimes” categories. In short, parents do not believe that their children are highly affected from TV commercials. The values they attributed to their children in terms of how much they are influenced from advertising are lower than the values children attributed to themselves.

4.2.8 Statistical Results of the Pearson Correlation between Children’s Level of Understanding TV Commercials and their Persuasion Levels from Commercials

This test aims to measure whether there is a correlation between children’s level of understanding TV commercials and how much they are persuaded from them. The statistical results obtained from this test are shown below in Table 4.18:

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (tcal)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s total understanding level of TV commercials</td>
<td>-0.0871</td>
<td>0.049</td>
<td>Does not exist</td>
</tr>
<tr>
<td>Children’s persuasion levels from TV commercials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.18 The Relationship Between Children’s Total Understanding Level of TV Commercials and their Persuasion Levels from TV Commercials

As seen in the above table, the “r” or “correlation coefficient” between children’s understanding level of commercials and their persuasion levels from them is -0.0871 which shows there is no correlation between these two variables. The p value of 0.049 corresponds to a Confidence Level of 95.1% so we can make the following conclusion based on these results:

“We are 95.1% confident that there is no positive correlation between children’s level of understanding TV commercials and their persuasion levels from commercials”. We can even say that the correlation can be considered to be negative because both the correlation coefficient and the t-value are negative which would mean that children become less persuaded as they understand TV commercials better.
4.2.9 Statistical Results of the Pearson Correlation between Children's Level of Understanding TV Commercials and the Purchase Requests that they Make with the Effect of Commercials

This test aims to measure whether there is a correlation between children's level of understanding TV commercials and how frequent the purchase requests they make from their parents with the effect of TV commercials are. The statistical results obtained from this test are shown below in Table 4.19:

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (cal)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children's total understanding level of TV commercials</td>
<td>.0294</td>
<td>0.329</td>
<td>Does not exist</td>
</tr>
<tr>
<td>The frequency of the purchase requests that they make from their parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with the effect of TV commercials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.19 The Relationship Between Children's Total Understanding Level of TV Commercials and the Purchase Requests they Make from their Parents with the Effect of TV Commercials

As seen in the above table, the "r" or "correlation coefficient" between children's understanding level of commercials and the frequencies of their purchase requests resulting from commercials is 0.0294. Although this value is greater than 0, it is not significant enough to confirm a positive relationship between these two variables. The p value is also an indicator of this insignificance. The p value is 0.329 which corresponds to a Confidence Level of 67.1% which is nearly meaningless so we can make the following conclusion based on these results:

"There is no significant correlation between children's level of understanding TV commercials and the frequency of the purchase requests that they make from their parents with the effect of those commercials".

4.2.10 Statistical Results of the Pearson Correlation between Children's Level of Understanding TV Commercials and their Tendency to Change their Product/Brand Choices with the Effect of Commercials

This test aims to measure whether there is a correlation between children's level of understanding TV commercials and their tendencies to change their product and/or brand choices with the effect of TV commercials. The statistical results obtained from this test are shown in Table 4.20:
<table>
<thead>
<tr>
<th>Variables</th>
<th>$r$ (correlation coefficient)</th>
<th>$p$ (Critical)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s total understanding level of TV commercials</td>
<td></td>
<td>0.0814</td>
<td>Does not exist</td>
</tr>
<tr>
<td>Their tendency to change their product/brand choices with the effect of TV commercials</td>
<td></td>
<td>0.110</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.20: The Relationship Between Children’s Total Understanding Level of TV Commercials and their Tendency to Change their Choices with the Effect of Commercials

As seen in the above table, the “$r$” or “correlation coefficient” between children’s understanding level of commercials and their tendency to change their choices as a result of these commercials is **0.0814**. These results show that there is no positive correlation between these two variables, either. The correlation coefficient is so low that there is no need to look at any other value anyway. But a brief interpretation of the also confirms this situation. The $p$ value of 0.110 is too high or a Confidence Level of 89% is too low to support a positive correlation. In short, we can make the following conclusion based on these results:

“There is no significant correlation between children’s level of understanding TV commercials and their tendencies to change their product and/or brand choices with the effect of TV commercials.”

The results of these three tests certainly prove that there is no positive relationship between how much a child understands and gets the message of a commercial and how much he/she is affected from it, at least within the scope of this sample.

4.3 Findings on Hypothesis 3

**Hypothesis 3**: There is a difference between older children and younger children with respect to understanding TV commercials.

The two variables in this hypothesis are “age” and “children’s capability to understand TV commercials”. The first variable, age, was measured by using the Ratio Scale originally and the number of children that fell into each age group was as follows:
<table>
<thead>
<tr>
<th>Age</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>8.5</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>142</td>
</tr>
<tr>
<td>9.5</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>59</td>
</tr>
<tr>
<td>10.5</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>119</td>
</tr>
<tr>
<td>11.5</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
</tr>
</tbody>
</table>

**Table 4.21** The Ages of the Children who have Participated in the Study

However, this categorization was not suitable for any analysis or test, therefore, a recoding had to be done. The following table (4.22) shows the recoded version of Table 4.21 over which the tests and analyses will be done:

<table>
<thead>
<tr>
<th>Children aged 8 through 10 (n=221)</th>
<th>Younger children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children aged 10.5 through 13 (n=141)</td>
<td>Older children</td>
</tr>
</tbody>
</table>

**Table 4.22** Children falling into each Age Group after the Recoding Process

The reason that these ends have been selected is that the youngest child in the third grade was 8 years old and the oldest child in the third grade was 10 years old. Consequently, the youngest child in the fifth grade was 10.5 years old and the oldest child in the fifth grade was 13 years old. The reason that these two grades had been selected for the study was to create this distinction between them so the above values have been selected to discriminate the two age groups. The recoded version of the variable age is shown by “agerec” in the data diskette. The other variable has already been analyzed in terms of its statistical frequencies while examining the test results of the previous hypothesis, therefore, it is enough to have a look at the statistical frequencies of age, here.
4.3.1 Frequencies of Age (Question 1)

In this study, children from third and fifth grades were chosen which normally should correspond to ages 9 and 11 respectively. However, the age range is 5 with a minimum value of 8 and a maximum value of 13. The mean age of the total sample is 9.985. Although the range is quite high compared to the expected value, the two groups with the highest frequencies compared to the other groups are those for ages 9 and 11 as seen in Table 4.22. Therefore, the distribution is quite uniform although it is not a perfect normal distribution.

In the recoded version of age (Table 4.22), we must observe that the first age group is more crowded compared to the second age group. The reason for this is that the cut-point between the two groups had to be determined according to the grade they attended at school and this created such a classification. The first group corresponds to 61% of the total sample whereas the second group corresponds to the remaining 39%. The reason of this unbalanced situation has been explained before. The unexpected rate of absence in the fifth grades in all private schools dropped the rate of response coming from that age group.

4.3.2 Statistical Results of the T-Test between Age Groups with respect to Ability to Define Commercials

The purpose of this test is to see whether there is a difference between the two age groups in terms of their capability to define the concept of TV commercials. The statistical results of the t-test that has been done for this purpose is shown below in Table 4.23:

<table>
<thead>
<tr>
<th>Variances</th>
<th>Meanyoung</th>
<th>Meanold</th>
<th>t-value</th>
<th>d.f.</th>
<th>2-Tail Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unequal</td>
<td>2.1855</td>
<td>2.8227</td>
<td>-7.30</td>
<td>359.72</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.23 The Relationship between Age and Ability to Define TV Commercials

In the unequal test results, we can see that the 2-Tail Significance is 0 which is lower than the critical α of 0.025. This leads us to say that there is a difference between the means of the two age groups in terms of defining TV commercials. The t-value is negative because the difference is in a direction such that the mean for the second group is higher than the mean for the first group. Therefore, we should look at the means and compare these values for the two age groups. This comparison shows
that younger children have been able to achieve a mean of 2.1855 over a four-point interval scale whereas older children have scored a mean value of 2.8227. Therefore, we can say that there is a difference between the two age groups in terms of capability to define TV commercials and the direction of this difference shows that older children have been more successful than younger children.

4.3.3 Statistical Results of the Cross-tabulation between Age and Children’s Capability to Give Examples of TV Commercials

The purpose of this analysis is to find out whether there is a relationship between age and children’s capabilities to give examples of TV commercials. The cross-tab table created according to the original code values will be analyzed as no recoding has been necessary. The results obtained are summarized below in Table 4.24.

<table>
<thead>
<tr>
<th></th>
<th>Age Group 1 (8 through 10)</th>
<th>Age Group 2 (10.5 through 13)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Count</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Row Percent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Column Percent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Percent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unsuccessful in giving an example of a TV commercial</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>16.5%</td>
<td>6.4%</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Successful in giving an example of a TV commercial</td>
<td>182</td>
<td>132</td>
</tr>
<tr>
<td></td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>83.5%</td>
<td>93.6%</td>
</tr>
<tr>
<td></td>
<td>50.7%</td>
<td>36.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chi-Square</th>
<th>d.f.</th>
<th>p</th>
<th>Phi</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.01519</td>
<td>1</td>
<td>.00464</td>
<td>.14942</td>
</tr>
</tbody>
</table>

Table 4.24 The Relationship Between Age and Capability to Give Examples of TV Commercials
Looking at the overall results, the Column Totals show that:

- 218 out of 359 children belong to the first age group (60.7%)
- 141 out of 359 children belong to the second age group (39.3%)

The Row Totals show that:

- 45 out of 359 children have not been able to give any example or a correct example of a TV commercial (12.5%)
- 314 out of 359 children have been able to give a correct example of a TV commercial (87.5%)

These overall results suggest that the success level in answering this question was quite high. A very big percentage of all children, regardless of their ages, have been able to give an acceptable example of a TV commercial. The reason of this high level of success has previously been explained in 4.2.2. However, although most children have been capable of answering this question, there is still a difference between the success levels of young and old children which can be observed if some of the Row and Column Percentages are examined. For example, the Row Percentages show that 80% of those children who were not successful in giving an example of a TV commercial belong to the first age group but only 20% of those children who were not successful in giving an example of a TV commercial belong to the second age group. In other words, the minority of unsuccessful children mostly consisted of members of the younger group. A comparison of the Column Percentages for the two age groups also indicates such a difference. In the first age group, the unsuccessful portion corresponds to 16.5% and the successful portion corresponds to 83.5% of the whole group. On the other hand, the unsuccessful portion falls to 6.4% for the second age group whereas the successful portion increases up to 93.6%.

The statistical figures also confirm these results. The Chi-Square figure is 8.01519 which is greater than the corresponding table value of 3.84. The p value is 0.00464 which represents a Confidence Level of 99.5%. The association between the variables is not very strong with a Phi of 0.14942 compared to an Upper Limit of 0.707.
The following conclusion can be reached according to these statistical results:

"There is a relationship between children’s ages and their capabilities to give an example of a TV commercial." Although most children have been successful in giving the required example, the success rate increases as age increases, too.

4.3.4 Statistical Results of the Cross-tabulation between Age and Capability to State the Purpose of Advertising

The purpose of this analysis is to find out whether there is a relationship between age and children’s capabilities to state the purpose of TV advertising. The cross-tab table created according to the original code values will be analyzed as no recoding has been necessary. The results obtained are summarized below in Table 4.25.

<table>
<thead>
<tr>
<th>Count</th>
<th>Age Group 1 (8 through 10)</th>
<th>Age Group 2 (10.5 through 13)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Percent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Row Percent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Column Percent</td>
<td></td>
</tr>
<tr>
<td>Unsuccessful in stating the purpose of TV advertising</td>
<td>79</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>64.2%</td>
<td>35.8%</td>
</tr>
<tr>
<td></td>
<td>35.7%</td>
<td>31.2%</td>
</tr>
<tr>
<td></td>
<td>21.8%</td>
<td>12.2%</td>
</tr>
<tr>
<td>Successful in stating the purpose of TV advertising</td>
<td>142</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>59.4%</td>
<td>40.6%</td>
</tr>
<tr>
<td></td>
<td>64.3%</td>
<td>68.8%</td>
</tr>
<tr>
<td></td>
<td>39.2%</td>
<td>26.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chi-Square</th>
<th>d.f.</th>
<th>p</th>
<th>Phi</th>
</tr>
</thead>
<tbody>
<tr>
<td>.79124</td>
<td>1</td>
<td>.37373</td>
<td>.04675</td>
</tr>
</tbody>
</table>

Table 4.25 The Relationship Between Age and Capability to State the Purpose of Advertising

Looking at the overall results, the Column Totals show that:

- 221 out of 362 children belong to the first age group (61%)
- 141 out of 362 children belong to the second age group (39%)
The Row Totals show that:

- 123 out of 362 children have not been able to state the purpose of advertising (34%)
- 239 out of 362 children have been able to state the purpose of advertising (66%)

These overall results suggest that generally, 2 out of 3 children have been able to state the purpose of TV advertising, regardless of their age. An analysis of the Row and Column Percentages show that age is not an important in determining children’s capability to understand state the intention of TV commercials. Especially, the Column Percentages are clear indicators of this situation. They show that 35.7% of those children belonging to the first age group were not successful in stating the purpose of advertising and 64.3% of them were successful in this task. The success level is not very different in the second age group, too. 31.2% of those children belonging to the second age group were not successful in stating the purpose of advertising whereas 68.8% of them were able to show that they knew what TV commercials are for. Age does not seem to make much of a difference in this situation.

The statistical figures also confirm these results. The Chi-Square figure is 0.79124 which is very low. Similarly, the p value of 0.37373 is too high to suggest a significant relationship between these two variables. With these figures, there is no need to examine the strength of the association between the two variables as there is no such association.

The following conclusion can be reached according to these statistical results:

"There is no relationship between children’s ages and their capabilities to state the purpose of TV advertising." This is the only dimension of understanding in which age has been proven not to play an important role. However, the results of the tests between age and children’s total understanding level of TV commercials have to be analyzed before reaching a final conclusion which will now be done in the next section.
4.3.5 Statistical Results of the T-Test between Age and the Child’s Total Understanding Level of Commercials

The purpose of this test is to see whether there is a difference between the two age groups in terms of their total understanding level of TV commercials. Actually, this test can serve as the summary of the tests done with the three individual dimensions of understanding. The statistical results of the t-test that has been done for this purpose is shown below in Table 4.26:

<table>
<thead>
<tr>
<th>Variances</th>
<th>Meanyoung</th>
<th>Meanold</th>
<th>t-value</th>
<th>d.f.</th>
<th>2-Tail Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unequal</td>
<td>1.9087</td>
<td>2.4255</td>
<td>-5.87</td>
<td>336.97</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.26 The Relationship Between Age and Children’s Total Understanding Level of TV Commercials

In the unequal test results, we can see that the 2-Tail Significance is 0 which is lower than the critical α of 0.025. This leads us to say that there is a difference between the means of the two age groups in terms of understanding TV commercials. The t-value is negative because the difference is in a direction such that the mean for the second group is higher than the mean for the first group. Therefore, we should look at the means and compare these values for the two age groups. This comparison shows that younger children have been able to achieve a mean of 1.9087 over a four-point interval scale whereas older children have scored a mean value of 2.4255. Therefore, we can say that there is a difference between the two age groups in terms of understanding TV commercials in general and the direction of this difference shows that older children have a clearer understanding of the concept compared to younger children.

The final conclusion that can be made as a result of the findings on Hypothesis 3 indicate that age is an important factor in determining a child’s understanding level of TV commercials in general. Older children have been proven to define, give examples of and understand TV commercials better compared to younger children. As stated before, the only dimension where such a difference has not been observed is in stating the purpose of advertising. However, if a final word has to be said about the issue, we can say that older children understand the concept of TV commercials more clearly compared to younger ones.
4.4 Findings on Hypothesis 4

**Hypothesis 4:** There is a difference between younger and older children in terms of their persuasion levels from advertising.

The two variables in this hypothesis are “age” and “children’s persuasion levels from TV advertising”. Both of these variables have already been introduced and their frequencies have previously been analyzed so the necessary test can directly be performed. A t-test is suitable to find out the difference between the two age groups with respect to their persuasion levels from TV commercials. The statistical results of the t-test that has been done for this purpose is shown below in Table 4.27:

<table>
<thead>
<tr>
<th>Variances</th>
<th>t-value</th>
<th>d.f.</th>
<th>2-Tail Sign.</th>
<th>SE of Diff.</th>
<th>95% CI for Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal</td>
<td>3.96</td>
<td>360</td>
<td>0</td>
<td>.090</td>
<td>(.179; .534)</td>
</tr>
</tbody>
</table>

*Table 4.27 The Relationship Between Age and Children’s Persuasion Levels from TV Advertising*

In the equal test results, we can see that the 2-Tail Significance is 0 which is lower than the critical $\alpha$ of 0.025. This leads us to say that there is a difference between the means of the two age groups in terms of their persuasion levels from TV commercials. The mean values can also be compared to see the difference more clearly. Younger children have a mean persuasion level of 2.5339 whereas older children have shown a mean persuasion level of 2.1773. This shows that younger children are persuaded more from TV commercials compared to older children.

4.5 Findings on Hypothesis 5

**Hypothesis 5:** Higher level of exposure to TV results in a higher level of exposure to TV commercials.

The two variables in this hypothesis are “exposure to TV” and “exposure to TV commercials”. Exposure to TV has been measured by asking the children to mark an interval for how much TV they watch on a weekday and how much TV they watch on a weekend day. Then the weighted averages of these two values have been taken and the variable named “totexp” representing total exposure has been created. This variable has a minimum value of 2.14 and a maximum value of 10 with a range of 7.857. This range has been divided by 3 to determine the cut-points of the three intervals which are:
2.14 to 4.29  Low level of Exposure  Interval Value 1
5 to 7.14  Medium Level of Exposure  Interval Value 2
7.86 to 10  High Level of Exposure  Interval Value 3

The second variable “exposure to TV commercials” has been measured with two dimensions: the number of children’s programs the child watches and the number of specific TV commercials the child is exposed to. The number of children’s programs has not been asked as a Ratio Scale question but a four-point Interval Scale question in the questionnaire. Therefore, there has been no need to recode or categorize the results. However, the number of specific TV commercials the child is exposed to has been measured in a different way. 10 child commercials have been listed and children were asked to mark the ones they are sure that they saw on TV. How the grouping was done afterwards to convert this into an interval scale has been explained in 3.5.5.2.

The recoded versions of the variables “exposure to TV” and “exposure to specific TV commercials” are used in the tests, therefore, the frequencies for the original scale versions will not be examined.

4.5.1 Frequencies for Children’s Level of Exposure to TV (Question 2)

There are three intervals here representing low, medium, and high levels of exposure to TV. The frequencies and the percentages of these intervals are shown below in Table 4.28:

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>74</td>
<td>20.7%</td>
</tr>
<tr>
<td>2</td>
<td>169</td>
<td>47.3%</td>
</tr>
<tr>
<td>3</td>
<td>115</td>
<td>31.9%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Missing</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean: 2.112  Standard deviation: 0.718

Table 4.28 Frequencies and Percentages for Children’s Level of Exposure to TV
The above table shows that approximately half of all children are exposed to TV at a medium level and one-third of them have a high level of exposure to TV. Those who watch very little TV comprise only 20.7% of the total sample which corresponds to 74 children. The mean exposure level is 2.112 which is slightly higher than the midpoint of the three-point interval. In other words, children are generally in between a medium and high level of exposure to TV.

4.5.2 Frequencies for Children's Level of Exposure to Specific Commercials (Question 13)

There are three intervals here, too, representing low, medium, and high levels of exposure to TV commercials. The frequencies and the percentages of these intervals are shown below in Table 4.29:

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>62</td>
<td>17.1%</td>
</tr>
<tr>
<td>2</td>
<td>107</td>
<td>29.6%</td>
</tr>
<tr>
<td>3</td>
<td>193</td>
<td>53.3%</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean: 2.362  Standard Deviation: 0.758

Table 4.29 Frequencies and Percentages for Children's Exposure to TV Commercials

The above table shows that more than half of all children are exposed to TV commercials at a high level and approximately one-third of them have a medium level of exposure to TV. Those who are not exposed to a lot of TV commercials comprise only 17.1% of the total sample which corresponds to 62 children. The mean exposure level to TV commercials is 2.362 which is slightly higher than the midpoint of the three-point interval. In other words, children are generally in between a medium and high level of exposure to TV commercials.

4.5.3 Frequencies for the Number of Children's Programs Children Watch (Question 3)

This is one of the elements used to measure children's level of exposure to children's TV commercials. The values going from 1 to 4 and corresponding to the four intervals of the question represent very low, low, high, and very high levels of
exposure to children’s TV commercials. The frequencies and the percentages of these intervals are shown below in Table 4.30:

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>43</td>
<td>11.9%</td>
</tr>
<tr>
<td>2</td>
<td>71</td>
<td>19.6%</td>
</tr>
<tr>
<td>3</td>
<td>84</td>
<td>23.2%</td>
</tr>
<tr>
<td>4</td>
<td>164</td>
<td>45.3%</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Mean:** 3.019  **Standard Deviation:** 1.062

Table 4.30 Frequencies and Percentages for the Number of Children’s Programs Children Watch

The above table indicates that a high percentage of all children fall into the fourth interval which represents a very high level of exposure to children’s TV commercials. The next highest value comes from the third interval which corresponds to a high level of exposure to children’s TV commercials. Totally, 248 out of 362 children or 68.5% of the total sample watch a lot of children’s commercials. The group with the lowest frequency is the first group which means that there are not many children who do not watch any children’s programs on TV. Only 43 children have claimed to watch none of the children’s TV programs. The mean level of exposure to such programs is 3.019 which means that children are highly exposed to the programs created specifically for them.

4.5.4 Statistical Results of the Pearson Correlation between Children’s Level of Exposure to TV and their Level of Exposure to TV Commercials

This test aims to measure whether there is a correlation between children’s level of exposure to TV and their level of exposure to TV commercials. It has been assumed that the more TV children watch, the more TV commercials they will be exposed to. The following table summarizes the statistical results of the test done to see whether this assumption holds or not:
<table>
<thead>
<tr>
<th>Variables</th>
<th>( r ) (correlation coefficient)</th>
<th>( p ) (\textit{cal})</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s level of exposure to TV</td>
<td></td>
<td>0.1416</td>
<td>Exists</td>
</tr>
<tr>
<td>Children’s level of exposure to TV commercials</td>
<td></td>
<td>0.004</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.31 The Relationship Between Children’s Level of Exposure to TV and their Level of Exposure to TV Commercials

As seen in the above table, the "\( r \)" or "correlation coefficient" between children’s level of exposure to TV and their level of exposure to TV commercials is 0.1416. This indicates that there is a positive correlation between these two variables. The \( p \) value of 0.004 which corresponds to a Confidence Level of 99.6% also confirms this relationship. So we can easily make the following conclusion based on these results:

"We are 99.6% confident that there is a positive correlation between children’s level of exposure to TV and their level of exposure to TV commercials." In other words, the assumption seems to hold and it is possible to say that the more TV children watch, the more TV commercials they will be exposed to.

4.5.5 Statistical Results of the Pearson Correlation between Children’s Level of Exposure to TV and the Number of Children’s Programs they Watch

This test aims to measure whether there is a correlation between children’s level of exposure to TV and the number of children’s programs they watch which is an element of their exposure to children’s TV commercials. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

<table>
<thead>
<tr>
<th>Variables</th>
<th>( r ) (correlation coefficient)</th>
<th>( p ) (\textit{cal})</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s level of exposure to TV</td>
<td></td>
<td>0.1657</td>
<td>Exists</td>
</tr>
<tr>
<td>The number of children’s programs they watch</td>
<td></td>
<td>0.001</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.32 The Relationship Between Children’s Level of Exposure to TV and the Number of Children’s Programs they Watch
As seen in the above table, the “r” or “correlation coefficient” between children’s level of exposure to TV and the number of children’s programs they watch is 0.1657. This indicates that there is a positive correlation between these two variables. The p value of 0.001 which corresponds to a Confidence Level of 99.9% also confirms this relationship. So we can easily make the following conclusion based on these results:

“We are 99.9% confident that there is a positive correlation between children’s level of exposure to TV and the number of children’s programs they watch.” This leads us to say that if children watch a lot of TV, they will be exposed to more children’s commercials.

4.5.6 Statistical Results of the Pearson Correlation between the Number of Children’s Programs Children Watch and their Level of Exposure to TV Commercials

This test aims to measure whether there is a correlation between the number of children’s programs children watch and their level of exposure to TV commercials. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (cval)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of children’s programs children watch</td>
<td>0.1289</td>
<td>0.007</td>
<td>Exists</td>
</tr>
<tr>
<td>Their level of exposure to TV commercials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.33 The Relationship Between the Number of Children’s Programs Children Watch and their Level of Exposure to TV Commercials

As seen in the above table, the “r” or “correlation coefficient” between the number of children’s programs children watch and their level of exposure to TV commercials is 0.1289. This indicates that there is a positive correlation between these two variables. The p value of 0.007 which corresponds to a Confidence Level of 99.3% also confirms this relationship. So we can easily make the following conclusion based on these results:
"We are 99.3% confident that there is a positive correlation between the number of children’s programs children watch and their level of exposure to TV commercials." This leads us to say that if children watch a lot of children’s programs, they will be exposed to more children’s commercials.

The general conclusion that can be reached according to the above results is that there is a positive relationship between how much TV children watch and how highly they are exposed to TV commercials. Those who watch more TV and more children’s programs will also be watching more TV commercials compared to those who watch less TV.

4.6 Findings on Hypothesis 6

**Hypothesis 6:** Higher level of exposure to TV commercials results in an increased impact of commercials on the product and/or brand choices of children.

The two variables in this hypothesis are “children’s level of exposure to TV commercials” and their “persuasion levels from TV advertising”. Level of exposure to TV commercials is a variable that was used in Hypothesis 5, too, so the necessary information about how this variable was scaled and measured is already given. The other variable, children’s persuasion level from advertising was also used before in Hypothesis 4. Therefore, the test results for this hypothesis can directly be analyzed.

4.6.1 Statistical Results of the Pearson Correlation between Children’s Level of Exposure to TV Commercials and their Persuasion Levels from TV Advertising

This test aims to measure whether there is a positive correlation between children’s level of exposure to TV commercials and how persuaded they are from those commercials. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (critical)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s level of exposure to TV commercials</td>
<td>0.0696</td>
<td>0.093</td>
<td>Does not exist</td>
</tr>
<tr>
<td>Their persuasion level from TV advertising</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.34** The Relationship Between Children’s Level of Exposure to TV Commercials and their Persuasion Level from TV Advertising
As seen in the above table, the "r" or "correlation coefficient" between children's level of exposure to TV commercials and their persuasion level from TV advertising is 0.0696. Although this value is greater than 0, it is not high enough to confirm a strong correlation between these two variables. The p value of 0.093 which corresponds to a Confidence Level of 90.7% also confirms this situation. So we must make the following conclusion based on these results:

"There is not enough ground to say that there is an obvious positive correlation between children's level of exposure to TV commercials and their persuasion levels from TV advertising". In other words, the amount of commercials children are exposed to is not a strong determinant of how much they will be influenced from TV commercials.

### 4.6.2 Statistical Results of the Pearson Correlation between Children's Level of Exposure to TV Commercials and the Purchase Requests that they make from their Parents with the Effect of TV Commercials

This test aims to measure whether there is a positive correlation between children's level of exposure to TV commercials and the frequency of the purchase requests that they make from their parents with the effect of TV commercials. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (p&lt;sub&gt;calc&lt;/sub&gt;)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children's level of exposure to TV commercials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The frequency of the purchase requests that they make from their parents</td>
<td>0.1234</td>
<td>0.031</td>
<td>Exists</td>
</tr>
<tr>
<td>with the effect of TV commercials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.35 The Relationship Between Children's Level of Exposure to TV Commercials and the Purchase Requests they Make from their Parents with the Effect of these Commercials

As seen in the above table, the "r" or "correlation coefficient" between children's level of exposure to TV commercials and the frequency of the purchase requests that they make from their parents with the effect of TV commercials is 0.1234. This value suggests that there is a relationship between these two variables in the expected direction. The p value of 0.031 which corresponds to a Confidence
Level of 96.9% also confirms this situation. So we can make the following conclusion based on these results:

"We are 96.9% confident that there is a positive correlation between children’s level of exposure to TV commercials and the frequency of the purchase requests that they make from their parents with the effect of TV commercials". In other words, children who are exposed to more TV commercials make more purchase requests resulting from the influence of the messages given to them in those commercials.

4.6.3 Statistical Results of the Pearson Correlation between Children’s Level of Exposure to TV Commercials and their Intention to Change their Product and/or Brand Choices with the Effect of TV Commercials

This test aims to measure whether there is a positive correlation between children’s level of exposure to TV commercials and how effective commercials are in making them change their product and/or brand choices. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (cal)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s level of exposure to TV commercials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Their intention to change their existing product and/or brand choices with the effect of TV commercials</td>
<td>0.0602</td>
<td>0.182</td>
<td>Does not exist</td>
</tr>
</tbody>
</table>

Table 4.36 The Relationship Between Children’s Level of Exposure to TV Commercials and their Tendency to Change their Choices with the Effect of these Commercials

As seen in the above table, the "r" or "correlation coefficient" between children’s level of exposure to TV commercials and their intention to change their product and/or brand choices with the effect of TV commercials is 0.0602. Although this value is greater than 0, it is not high enough to confirm a strong correlation between these two variables. The p value of 0.182 which corresponds to a Confidence Level of 81.8% also confirms this situation. So we must make the following conclusion based on these results:
"There is not enough ground to say that there is an obvious positive correlation between children's level of exposure to TV commercials and their intention to change their product and/or brand choices with the effect of those commercials". In other words, the amount of commercials children are exposed to are not strong determinants of whether they formulate any new product and/or brand choices with the influence of those commercials.

4.6.4 Statistical Results of the Pearson Correlation between the Number of Children's Programs Children Watch and their Persuasion Level from TV Advertising

This test aims to measure whether there is a positive correlation between the number of children's programs children watch and how persuaded they are from TV commercials. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (zcal)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of children's programs children watch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Their persuasion level from TV advertising</td>
<td>0.1965</td>
<td>0</td>
<td>Exists</td>
</tr>
</tbody>
</table>

Table 4.37 The Relationship Between the Number of Children's Programs Children Watch and their Persuasion Level from TV Advertising

As seen in the above table, the "r" or "correlation coefficient" between the number of children's programs children watch and their persuasion level from TV advertising is 0.1965. This value suggests that there is a relationship between these two variables in the expected direction. The p value of 0 which corresponds to a Confidence Level of 100% also confirms this situation. So we can make the following conclusion based on these results:

"We are 100% confident that there is a strong positive correlation between the number of children's programs children watch and how much they are persuaded from TV commercials". In other words, children who are exposed to more children's programs have a higher tendency to be persuaded from the messages of TV commercials.
4.6.5 Statistical Results of the Pearson Correlation between the Number of Children’s Programs Children Watch and the Purchase Requests they Make from their Parents with the Effect of TV Commercials

This test aims to measure whether there is a positive correlation between the number of children’s programs children watch and the frequency of the purchase requests that they make from their parents with the effect of TV commercials. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

<table>
<thead>
<tr>
<th>Variables</th>
<th>( r ) (correlation coefficient)</th>
<th>( p ) (( \alpha )cal)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of children’s programs children watch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The frequency of the purchase requests that they make from their parents with the effect of TV commercials</td>
<td>0.1568</td>
<td>0.009</td>
<td>Exists</td>
</tr>
</tbody>
</table>

Table 4.38 The Relationship Between the Number of Children’s Programs Children Watch and the Purchase Requests they Make from their Parents with the Effect of TV Commercials

As seen in the above table, the “\( r \)” or “correlation coefficient” between the number of children’s programs children watch and the frequency of the purchase requests that they make from their parents with the effect of TV commercials is 0.1568. This value suggests that there is a relationship between these two variables in the expected direction. The \( p \) value of 0.009 which corresponds to a Confidence Level of 99.1% also confirms this situation. So we can make the following conclusion based on these results:

“We are 99.1% confident that there is a strong positive correlation between the number of children’s programs children watch and the frequency of the purchase requests that they make from their parents with the effect of TV commercials”. In other words, children who are exposed to more children’s programs have a higher tendency to make demands about the products or brands advertised on TV.
4.6.6 Statistical Results of the Pearson Correlation between the Number of Children’s Programs Children Watch and their Intention to Change their Product/Brand Choice with the Effect of TV Commercials

This test aims to measure whether there is a positive correlation between the number of children’s programs children watch and their tendency to change their product and/or brand choices with the effect of TV commercials. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

<table>
<thead>
<tr>
<th>Variables</th>
<th>( r ) (correlation coefficient)</th>
<th>( p ) (cal)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of children’s programs children watch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Their tendency to change their product and/or brand choices with the effect of TV commercials</td>
<td>0.1404</td>
<td>0.017</td>
<td>Exists</td>
</tr>
</tbody>
</table>

Table 4.39 The Relationship Between the Number of Children’s Programs Children Watch and their Tendency to Change their Choices with the Effect of TV Commercials

As seen in the above table, the “\( r \)” or “correlation coefficient” between the number of children’s programs children watch and their tendency to change their product and/or brand choices with the effect of TV commercials is 0.1404. This value suggests that there is a relationship between these two variables in the expected direction. The \( p \) value of 0.017 which corresponds to a Confidence Level of 98.3% also confirms this situation. So we can make the following conclusion based on these results:

“We are 98.3% confident that there is a strong positive correlation between the number of children’s programs children watch and their tendency to change their product and/or brand choices with the effect of TV commercials”. In other words, children who are exposed to more children’s programs have a higher tendency to change their choices toward the products or brands advertised on TV.
Making a general conclusion based on the results of this hypothesis is difficult. “Children’s level of exposure to TV commercials” has proven to have a positive relationship with “the frequency of the purchase requests that children make from their parents with the effect of TV commercials” only. It is not correlated with “how much children are persuaded from TV commercials” and “their tendency to form or change their choices as a result of TV commercials”. On the other hand, “the number of children’s programs watched by the child” has proven to have a positive relationship with all of these three variables or dimensions. However, as it is only a dimension of “children’s level of exposure to TV commercials”, it does not provide us with enough ground to say that this hypothesis can be proven. The only dimension which has produced positive results with both “children’s exposure to TV commercials” and “the number of children’s programs they watch” is the dimension about children’s purchase requests. So we can conclude by saying that children who are exposed to more TV commercials and watch more children’s programs make more purchase requests from their parents with the effect of TV commercials. But they are not necessarily more persuaded from them in general and their choices do not change with the effect of their exposure to those programs and commercials.

4.7 Findings on Hypothesis 7

Hypothesis 7: Children who have a more positive attitude towards commercials in general will be more affected from TV commercials.

The two variables in this hypothesis are “children’s attitude toward commercials” and their “persuasion levels from TV commercials”. Children’s attitude toward commercials has been operationalized into three dimensions as: how fun they find TV commercials, how necessary they find TV commercials, and how trustworthy they find TV commercials as shown before in the operationalization section of the study (3.4). These three dimensions have all been measured with four-point interval scales in the form of four-choice multiple choice questions. However, it was necessary to determine a general attitude toward commercials to be able to perform a meaningful test, therefore, the scores for these three values were added and the endpoints were examined. The minimum value was 3 and the maximum value was 12. As there was only 1 response with a value of 3, the range for the first group was
determined to be 3 and the other two groups were determined to be 2. So the classification is as follows:

<table>
<thead>
<tr>
<th>Range</th>
<th>Description</th>
<th>Interval Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 - 6</td>
<td>Negative attitude</td>
<td>1</td>
</tr>
<tr>
<td>7 - 9</td>
<td>Neither very negative nor very positive attitude</td>
<td>2</td>
</tr>
<tr>
<td>10 - 12</td>
<td>Positive attitude</td>
<td>3</td>
</tr>
</tbody>
</table>

The original values can be found in the data diskette under the name of “totatt” representing the total attitude score coming from the three questions and “totattre” which is the recoded version of this variable. The second variable of this hypothesis has already been introduced during the analyses done for Hypothesis 2, therefore, it is adequate to examine the frequencies of the first variable and its dimensions.

4.7.1 Frequencies of How Fun Children Find Commercials (Question 12)

This is a four-point Interval Scale question where children were asked to show how fun they found commercials by marking one of the four choices in the question. The values going from 1 to 4 in the table below represent an increasing level of entertainment attributed to TV commercials by children. The following results have been obtained from this question:

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>88</td>
<td>24.3%</td>
</tr>
<tr>
<td>2</td>
<td>148</td>
<td>40.9%</td>
</tr>
<tr>
<td>3</td>
<td>114</td>
<td>31.5%</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>3.3%</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Mean:** 2.138  
**Standard Deviation:** 0.821

Table 4.40 Frequencies and Percentages for How Fun Children Find TV Commercials
This table shows that the highest frequency and percentage values fall into the second interval which means that 148 out of 362 children or 40.9% of the total sample find TV commercials “somewhat fun”. This is very closely followed by 31.5% of the total sample falling into the third interval which means that 114 out of 362 children find TV commercials “quite fun”. There are only 12 children who say that TV commercials are their favorite shows on TV and 88 children who hate TV commercials. These figures show that children are neither very positive nor very negative toward TV commercials in terms of their entertaining content. As the mean value of 2.138 also suggests they think that commercials are “somewhat fun and entertaining” for them.

4.7.2 Frequencies of How Trustworthy Children Find Commercials (Question 10)

This is another four-point Interval Scale question where children were asked to show how trustworthy they found commercials by marking one of the four choices in the question. The values going from 1 to 4 in the table below represent an increasing level of trustworthiness and credibility attributed to TV commercials by children. The following results have been obtained from this question:

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>3.6%</td>
</tr>
<tr>
<td>2</td>
<td>63</td>
<td>17.4%</td>
</tr>
<tr>
<td>3</td>
<td>216</td>
<td>59.7%</td>
</tr>
<tr>
<td>4</td>
<td>70</td>
<td>19.3%</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean: 2.948 Standard Deviation: 0.714

Table 4.4.1 Frequencies and Percentages for How Trustworthy Children Find Commercials

This table shows that a considerable percentage of all children fall into the third interval which means that 216 out of 362 children or 59.7% of the total sample find TV commercials “quite trustworthy and believable”. The next highest percentage value belongs to the fourth interval which means that 70 out of 362 children or 19.3% of the total sample find TV commercials “totally trustworthy”. In other words, 79% of the total sample have positive ideas about the credibility and believability of TV commercials. On the other hand, 21% think that TV commercials are not truthful and
believable. The mean value of trustworthiness is 2.948 which suggests that this sample, generally, finds TV commercials quite credible.

4.7.3 Frequencies of How Necessary Children Find Commercials (Question 11)

This is also a four-point Interval Scale question where children were asked to show how necessary they found commercials by marking one of the four choices in the question. The values going from 1 to 4 in the table below represent an increasing level of necessity attributed to TV commercials by children. The following results have been obtained from this question:

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>2.5%</td>
</tr>
<tr>
<td>2</td>
<td>127</td>
<td>35.1%</td>
</tr>
<tr>
<td>3</td>
<td>125</td>
<td>34.5%</td>
</tr>
<tr>
<td>4</td>
<td>101</td>
<td>27.9%</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Mean:** 2.878  **Standard Deviation:** 0.846

Table 4.42 Frequencies and Percentages for How Necessary Children Find Commercials

The results of this question is quite different from the results obtained from Questions 10 and 12. Except the first interval in which there are 9 children, the answers are very evenly distributed among the intervals represented by values 2, 3, and 4 as seen in Table 4.42. Children’s ideas have not converged toward a specific point in this question so it is not easy to make a general conclusion about the sample by looking at the mean value of 2.878 which would suggest that children find TV commercials quite necessary. Still, it is possible to say that the votes on the positive side or the total of the third and fourth intervals (136 out of 362 children) are greater than the total of the votes for the first and second intervals (226 out of 362 children). Therefore, we can conclude by saying that the necessity attributed to TV commercials may change from child to child on the personal level, however, those who find them necessary comprise the majority of the sample.
4.7.4 Frequencies for the Recoded Version of Children’s Overall Attitude toward TV Commercials

This part is about children’s general attitudes toward TV commercials. How and why such a variable has been created was explained before in section 4.7. There are three intervals in this variable represented with the values 1, 2, and 3. These values correspond to negative, neutral, and positive attitudes toward TV commercials. The frequencies and the percentages corresponding to each interval are shown below in Table 4.43:

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>66</td>
<td>18.2%</td>
</tr>
<tr>
<td>2</td>
<td>236</td>
<td>65.2%</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>16.6%</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Mean**: 1.983  **Standard Deviation**: 0.591

Table 4.43 Frequencies and Percentages for Children’s Overall Attitude toward Commercials

This table shows that a very high portion of all children have a mediocratic attitude toward commercials which is neither too positive nor too negative. 236 out of 362 children fall into the second interval which means that, approximately, 2 out of 3 children show this kind of an attitude. In other words, the poles did not receive a high rate of response. The **mean** attitude score is 1.983 over 3 which confirms these interpretations.

4.7.5 Statistical Results of the Pearson Correlation between Children’s Attitude toward Commercials and their Persuasion Levels from them

This test aims to measure whether there is a positive correlation between children’s overall attitude toward TV commercials and how much they are persuaded from them. The following table summarizes the statistical results of the test done to see whether there is such a relationship:
### Table 4.44 The Relationship Between Children’s Attitude toward TV Commercials and their Persuasion Level from them

As seen in the above table, the "r" or "correlation coefficient" between children’s attitude toward TV commercials and how much they are persuaded from them is 0.2606. This value suggests that there is an obvious relationship between these two variables in the expected direction. The p value of 0 which corresponds to a confidence level of 100% also confirms this situation. So we can make the following conclusion based on these results:

"We are 100% confident that there is a strong positive correlation between children’s attitude toward TV commercials and how much they are persuaded from them". Children who have a more positive attitude toward commercials are influenced more from them compared to those who have a more negative attitude toward this concept.

### 4.7.6 Statistical Results of the Pearson Correlation between How Much Children Trust Commercials and their Persuasion Levels from them

This test aims to measure whether there is a positive correlation between how much children trust TV commercials and how much they are persuaded from them. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

### Table 4.45 The Relationship Between How Trustworthy Children Find Commercials and their Persuasion Level from them

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (calc)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s attitude toward TV commercials</td>
<td>0.2606</td>
<td>0</td>
<td>Exists</td>
</tr>
<tr>
<td>Their persuasion level from TV commercials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (calc)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The trustworthiness children attribute to TV commercials</td>
<td>0.2298</td>
<td>0</td>
<td>Exists</td>
</tr>
<tr>
<td>Their persuasion level from TV commercials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As seen in the above table, the “r” or “correlation coefficient” between the trustworthiness children attribute to TV commercials and how much they are persuaded from them is 0.2298. This value suggests that there is an obvious relationship between these two variables in the expected direction. The p value of 0 which corresponds to a Confidence Level of 100% also confirms this situation. So we can make the following conclusion based on these results:

"We are 100% confident that there is a strong positive correlation between the trustworthiness children attribute to TV commercials and how much they are persuaded from them". Children who trust TV commercials more are influenced more from them compared to those children who do not find commercials as credible.

4.7.7 Statistical Results of the Pearson Correlation between How Necessary Children Find Commercials and their Persuasion Levels from them

This test aims to measure whether there is a positive correlation between how necessary children think TV commercials are and how much they are persuaded from them. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (cal)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The necessity children attribute to TV commercials</td>
<td>0.2509</td>
<td>0</td>
<td>Exists</td>
</tr>
<tr>
<td>Their persuasion level from TV commercials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.46 The Relationship Between How Necessary Children Find Commercials and their Persuasion Level from them

As seen in the above table, the “r” or “correlation coefficient” between the necessity children attribute to TV commercials and how much they are persuaded from them is 0.2509. This value suggests that there is an obvious relationship between these two variables in the expected direction. The p value of 0 which corresponds to a Confidence Level of 100% also confirms this situation. So we can make the following conclusion based on these results:
“We are 100% confident that there is a strong positive correlation between the necessity children attribute to TV commercials and how much they are persuaded from them”. Children who find TV commercials more necessary are influenced more from them compared to those children who do not find commercials as necessary.

4.7.8 Statistical Results of the Pearson Correlation between How Fun Children Find Commercials and their Persuasion Levels from Commercials

This test aims to measure whether there is a positive correlation between how fun children think TV commercials are and how much they are persuaded from them. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (tail)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>How fun children find TV commercials</td>
<td>0.1435</td>
<td>0.003</td>
<td>Exists</td>
</tr>
<tr>
<td>Their persuasion level from TV commercials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.47 The Relationship Between How Fun Children Find TV Commercials and their Persuasion Level from them

As seen in the above table, the “r” or “correlation coefficient” between how fun children find TV commercials and how much they are persuaded from them is 0.1435. This value suggests that there is an obvious relationship between these two variables in the expected direction. The p value of 0.003 which corresponds to a Confidence Level of 99.7% also confirms this situation. So we can make the following conclusion based on these results:

“We are 99.7% confident that there is a positive correlation between how fun children find TV commercials and how much they are persuaded from them”. Those children who have more fun while watching TV commercials are influenced more from them compared to those children who do not find commercials as fun.
The general conclusion that can be reached from this section is that a child develops an attitude toward TV commercials and that this attitude affects the way he/she is influenced from them. There are three dimensions of this attitude within the scope of this study: how fun, necessary, and trustworthy children find commercials. It has been observed that children do not find TV commercials very fun, but they believe that they are necessary to make decisions and choices and that they usually tell the truth. In general, they have a neither too positive nor too negative attitude toward the concept. The statistical tests that have been done have shown that whatever their attitude is, the direction of their level of persuasion is affected from that attitude. A positive attitude leads to a higher level of persuasion whereas a negative attitude results in a lower level of persuasion from TV commercials.

4.8 Findings on Hypothesis 8

Hypothesis 8: Children’s attitude toward TV commercials is affected from their parents’ attitude toward TV commercials.

In this hypothesis, the two variables are “children’s attitude toward TV commercials” and their “parents’ attitude toward TV commercials”. The first variable of this hypothesis has just been analyzed in detail under the analyses for Hypothesis 7. How “parents’ attitude toward TV commercials” has been measured was also analyzed in 3.5.6.1, therefore, we can directly move on to the frequencies of the second variable and the results of the test done between these two variables. The test for this hypothesis will be done between the overall attitude of the child toward TV commercials, and parents’ attitude toward TV commercials.

4.8.1 Frequencies for Parents’ Attitude toward Commercials (Question 5 - Parent Questionnaire)

This question aims to measure the general feelings, perceptions, and attitudes parents have toward TV commercials. There are four intervals into which the answers have been placed with the values 1, 2, 3, and 4 representing very negative, negative, positive, and very positive attitude. The frequencies and the percentages corresponding to each interval are shown below in Table 4.48:
<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>2.2%</td>
</tr>
<tr>
<td>2</td>
<td>127</td>
<td>55.9%</td>
</tr>
<tr>
<td>3</td>
<td>93</td>
<td>41%</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Mean:** 2.405  **Standard Deviation:** 0.551

Table 4.48 Frequencies and Percentages for Parents’ Attitude toward Commercials

This table shows that a very high portion of all parents (55.9%) have a “somewhat negative” attitude toward TV commercials. The second highest response rate is for the third interval (41%) which represents a “somewhat positive” attitude. In other words, the poles did not receive a high rate of response with only 5 people stating very negative beliefs about commercials and 2 people having a very positive attitude toward them. The mean attitude score is 2.405 over 4 which is slightly lower than the midpoint of the interval. That is, the parent sample has an attitude toward TV commercials which is neither very negative nor very positive.

4.8.2 Statistical Results of the Pearson Correlation between Children’s Overall Attitude toward TV Commercials and Parents’ Attitude toward TV Commercials

This test aims to measure whether there is a positive correlation between how children approach the concept of TV commercials and how their parents approach it. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (tocal)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s attitude toward TV commercials</td>
<td>0.1</td>
<td>0.067</td>
<td>Does not exist</td>
</tr>
<tr>
<td>Parents’ attitude toward TV commercials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.49 The Relationship Between Children’s Attitude toward TV Commercials and Parents’ Attitude toward them
As seen in the above table, the "r" or "correlation coefficient" between children's attitude toward TV commercials and their parents' attitude toward them is 0.1. This value suggests that there is not an obvious relationship between these two variables in the expected direction. The p value of 0.067 which corresponds to a Confidence Level of 93.3% also confirms this situation. So we can make the following conclusion based on these results:

"There is not enough ground to say that there is a positive correlation between children's attitude toward TV commercials and their parents' attitude toward them". In other words, parents do not seem to play an important role in determining how their children approach the concept of TV commercials.

Another result that can be inferred from the frequencies of these two variables is that parents generally seem to hold a more negative attitude toward commercials compared to their children because of their full knowledge and awareness of the concept and the intent of commercials. However, children's level of awareness for the intent of TV commercials is quite low as we also saw before, while analyzing the definitions they gave for what a TV commercial is. Therefore, the mean attitude score of children is higher than the mean attitude score of their parents which produced this result.

4.9 Findings on Hypothesis 9

Hypothesis 9: There is a relationship between the general attitude of the parents toward the child and parents’ attitude toward commercials.

The two variables in this hypothesis are "general attitude of the parents toward the child" and "parents’ attitude toward TV commercials". How parents’ attitude toward TV commercials and their attitude toward their children were measured has previously been explained in 3.5.6.1 and 3.5.7. The answers they gave to the list of statements about TV commercials (Question5-parent) and their general attitude toward their children (Questions 6&7-parent) had been used to created four-point interval scales for each of these questions. Before examining the results of the test done with these two variables, we will first examine the frequencies for general attitude of the parents toward their child which is a variable that was not introduced before.
4.9.1 Frequencies of Parents’ General Attitude toward their Children

(Questions 6&7 - Parent Questionnaire)

This question aims to measure parents’ attitude toward their children in terms of how strict and authoritarian or how flexible they are. There are four intervals into which the answers have been placed with the values 1, 2, 3, and 4 going from very authoritarian attitude and fostering little independency to the child to very flexible attitude fostering a lot of independency. The frequencies and the percentages corresponding to each interval are shown below in Table 4.50:

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>75</td>
<td>32.8%</td>
</tr>
<tr>
<td>3</td>
<td>153</td>
<td>66.8%</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>Missing</td>
</tr>
</tbody>
</table>

Total 362 100%

Mean: 2.677 Standard Deviation: 0.478

Table 4.50 Frequencies and Percentages for Parents’ General Attitude toward their Children

As this is a question from the parent questionnaire, the number of missing cases is very high for reasons explained before. The above table shows that a very high portion of all parents (66.8%) have a slightly authoritarian attitude toward their child and that they foster a high level of independency to him/her. The second highest response rate is for the second interval (32.8%) which represents those parents who have a quite authoritarian attitude fostering little independency to the child. The poles have received nearly no responses. There are no parents falling into the first interval where children are kept under strict control with no independency and only one parent falling into the fourth interval where the child is highly independent and parents’ attitude is very flexible. The mean attitude score is 2.677 over 4 which is a very good representation of the general results achieved from this group. The overall attitude of these parents toward their children is a medium authoritarian attitude with a medium level of independency fostered to the child. The tendency is slightly toward the more flexible or less authoritarian pole.
4.9.2 Statistical Results of the Pearson Correlation between the General Attitude of Parents toward their Child and their Attitude toward Commercials

This test aims to measure whether there is a positive correlation between how parents approach their children and how they approach the concept of TV commercials. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (cal)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents’ attitude toward TV commercials</td>
<td>0.1788</td>
<td>0.004</td>
<td>Exists</td>
</tr>
<tr>
<td>Parents’ attitude toward their children</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.51 The Relationship Between Parents’ Attitude toward TV Commercials and their Attitude toward their Children

As seen in the above table, the “r” or “correlation coefficient” between parents’ attitude toward their children and their attitude toward TV commercials is 0.1788. This value suggests that there is a relationship between these two variables in the expected direction. The p value of 0.004 which corresponds to a Confidence Level of 99.6% also confirms this situation. So we can make the following conclusion based on these results:

“We are 99.6% confident that there is a positive correlation between parents’ attitude toward their children and their attitude toward TV commercials”. Those parents who have a more authoritarian attitude toward their children generally dislike TV commercials. These parents are closely interested in how their children are affected from TV commercials and interfere within the influence of commercials on the child. However, more flexible parents are not highly interested in the relationship between commercials and the child. They do not find TV commercials as harmful and do not feel the need to interfere within the influence of commercials on the child.
4.10 Findings on Hypothesis 10

**Hypothesis 10:** There is a relationship between children’s age and their attitudes toward TV commercials.

In most previous studies, it has been proven that age is an important determinant of children’s attitudes toward TV commercials (James - 1971, Robertson and Rossiter - 1974, Wrad, Reale and Levinson - 1972, Ward and Wackman - 1973). As studied in the literature survey, these studies show that the attitudes children develop toward TV commercials become less positive as they grow older. The same analysis will be done now for this specific sample and whether such a relationship exists here or not will be investigated. The results of the cross-tabulations done to test this relationship are presented in the coming sections.

4.10.1 Statistical Results of the Cross-tabulation between Children’s Age and their Overall Attitude toward TV Commercials

The purpose of this analysis is to find out whether there is a relationship between children’s age and their overall attitude toward TV commercials. The cross-tab table created according to the original code values will be analyzed as no recoding has been necessary. The results obtained are summarized below in Table 4.52:

<table>
<thead>
<tr>
<th></th>
<th>Age Group 1 (8 through 10)</th>
<th>Age Group 2 (10.5 through 13)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Count</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Row Percent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Column Percent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Percent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Negative attitude toward TV commercials (1)</strong></td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>48.5%</td>
<td>51.5%</td>
</tr>
<tr>
<td></td>
<td>14.5%</td>
<td>24.1%</td>
</tr>
<tr>
<td></td>
<td>8.8%</td>
<td>9.4%</td>
</tr>
<tr>
<td><strong>Neither very negative nor very positive attitude toward TV commercials (2)</strong></td>
<td>136</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>57.6%</td>
<td>42.4%</td>
</tr>
<tr>
<td></td>
<td>61.5%</td>
<td>70.9%</td>
</tr>
<tr>
<td></td>
<td>37.6%</td>
<td>27.6%</td>
</tr>
<tr>
<td><strong>Positive attitude toward TV commercials (3)</strong></td>
<td>53</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>88.3%</td>
<td>11.7%</td>
</tr>
<tr>
<td></td>
<td>24%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>14.6%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chi-Square</th>
<th>d.f.</th>
<th>p</th>
<th>Cramer’s V</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.69729</td>
<td>2</td>
<td>0</td>
<td>0.25923</td>
</tr>
</tbody>
</table>

Table 4.52 The Relationship Between Age and Children’s Attitudes toward TV Commercials
Looking at the overall results presented in this table, the Column Totals show that:

- 221 out of 362 children belong to the first age group (61%)
- 141 out of 362 children belong to the second age group (39%)

Another classification comes from the Row Totals which show that:

- 66 out of 362 children have a negative attitude toward TV commercials (18.2%)
- 236 out of 362 children have a neither too positive nor too negative attitude toward TV commercials (65.2%)
- 60 out of 362 children have a positive attitude toward TV commercials (16.6%)

The Column Percentages of this table are good indicators of a relationship between “age” and “attitude toward TV commercials”. 14.5% of those children in the first age group have a negative attitude toward TV commercials whereas this percentage increases up to 24.1% for the second age group. On the positive side, 24% of those children who belong to the first age group have a positive attitude toward TV commercials which drops down to 5% for the second age group. Finally, one of the Row Percentages confirm the relationship between these two variables very clearly. It shows that 88.3% of those children who have a positive attitude toward TV commercials belong to the first age group whereas 11.7% of them belong to the second age group. These are obvious indicators of how positive young children’s attitudes are toward TV commercials and how this attitude changes toward the negative side as they grow older.

The statistical figures also confirm these results. The Chi-Square figure is 27.69729 which is much greater than the corresponding table value of 5.99. The p value is 0 which represents a Confidence Level of 100%. This shows us that we can be totally confident of the existence of such a relationship. The association between the variables is moderately strong with a Cramer’s V of 0.25923 compared to an Upper Limit of 0.816.

The following conclusion can be reached according to these statistical results:
"There is a relationship between children’s ages and their attitudes toward TV commercials.” Looking at the inferences about the percentages presented in Table 4.52, it is also possible to understand the direction of this relationship. Younger children have a more positive attitude toward TV commercials compared to older children.

4.10.2 Statistical Results of the Cross-tabulation between Children’s Age and How Fun they find TV Commercials

The purpose of this analysis is to find out whether there is a relationship between children’s age and how fun TV commercials are for them. The cross-tab table created according to the original code values had to be recoded by combining the last two values 3 and 4. The recoded version will now be analyzed to test the hypothesis. The results obtained are summarized below in Table 4.53:

<table>
<thead>
<tr>
<th>Count</th>
<th>Age Group 1 (8 through 10)</th>
<th>Age Group 2 (10.5 through 13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row Percent</td>
<td>Total Percent</td>
<td></td>
</tr>
<tr>
<td>Column Percent</td>
<td>Commercials are not fun at all (1)</td>
<td>Commercials are somewhat fun (2)</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>19.9%</td>
<td>31.2%</td>
<td>12.2%</td>
</tr>
<tr>
<td>12.2%</td>
<td>12.2%</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>53.4%</td>
<td>46.6%</td>
<td></td>
</tr>
<tr>
<td>35.7%</td>
<td>48.9%</td>
<td></td>
</tr>
<tr>
<td>21.8%</td>
<td>19.1%</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>77.8%</td>
<td>22.2%</td>
<td></td>
</tr>
<tr>
<td>44.3%</td>
<td>19.9%</td>
<td></td>
</tr>
<tr>
<td>27.1%</td>
<td>7.7%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chi-Square</th>
<th>d.f.</th>
<th>p</th>
<th>Cramer’s V</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.03697</td>
<td>2</td>
<td>.00001</td>
<td>0.25211</td>
</tr>
</tbody>
</table>

Table 4.53 The Relationship Between Age and How Fun Children Find TV Commercials
Looking at the overall results presented in this table, we can see that the Column Totals are the same with those of the previous table. Therefore, it is adequate to examine the Row Totals:

- 88 out of 362 children do not find commercials fun at all (24.3%)
- 148 out of 362 children think that commercials are somewhat fun (40.9%)
- 126 out of 362 children find commercials very fun. (34.8%)

The Column Percentages of this table are good indicators of a relationship between “age” and “how fun children find TV commercials”. 19.9% of those children in the first age group think that commercials are not fun at all whereas this percentage increases up to 31.2% for the second age group. On the positive side, 44.3% of those children who belong to the first age group find commercials very fun which drops down to 19.9% for the second age group. Finally, one of the Row Percentages confirm the relationship between these two variables very clearly. It shows that 77.8% of those children who find commercials very fun belong to the first age group whereas 22.2% of them belong to the second age group.

The statistical figures also confirm these results. The Chi-Square figure is 24.03697 which is much greater than the corresponding table value of 5.99. The p value is 0.00001 which represents a Confidence Level of 99.9%. This shows us that we can be nearly totally confident of the existence of such a relationship. The association between the variables is moderately strong with a Cramer’s V of 0.25211 compared to an Upper Limit of 0.816.

The following conclusion can be reached according to these statistical results:

“There is a relationship between children’s ages and how fun they think TV commercials are.” Looking at the inferences about the percentages presented in Table 4.53, it is also possible to understand the direction of this relationship. Younger children have more fun while watching TV commercials compared to older children. Now we will examine whether this relationship holds true for the other dimensions of a child’s attitude toward commercials.
4.10.3 Statistical Results of the Cross-tabulation between Children’s Age and How Trustworthy they find TV Commercials

The purpose of this analysis is to find out whether there is a relationship between children’s age and how credible TV commercials are for them. The cross-tab table created according to the original code values will be analyzed as no recoding is necessary. The results obtained are summarized below in Table 4.54:

<table>
<thead>
<tr>
<th>Count Row Percent</th>
<th>Age Group 1 (8 through 10)</th>
<th>Age Group 2 (10.5 through 13)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Percent</td>
<td></td>
</tr>
<tr>
<td>Very low level of credibility attributed to TV commercials (1)</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>53.8%</td>
<td>46.2%</td>
</tr>
<tr>
<td></td>
<td>3.2%</td>
<td>4.3%</td>
</tr>
<tr>
<td></td>
<td>1.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Low level of credibility attributed to TV commercials (2)</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>52.4%</td>
<td>47.6%</td>
</tr>
<tr>
<td></td>
<td>14.9%</td>
<td>21.3%</td>
</tr>
<tr>
<td></td>
<td>9.1%</td>
<td>8.3%</td>
</tr>
<tr>
<td>High level of credibility attributed to TV commercials (3)</td>
<td>119</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>55.1%</td>
<td>44.9%</td>
</tr>
<tr>
<td></td>
<td>53.8%</td>
<td>68.8%</td>
</tr>
<tr>
<td></td>
<td>32.9%</td>
<td>26.8%</td>
</tr>
<tr>
<td>Very high level of credibility attributed to TV commercials (4)</td>
<td>62</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>88.6%</td>
<td>11.4%</td>
</tr>
<tr>
<td></td>
<td>28.1%</td>
<td>5.7%</td>
</tr>
<tr>
<td></td>
<td>17.1%</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chi-Square</th>
<th>d.f.</th>
<th>p</th>
<th>Cramer's V</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.92519</td>
<td>3</td>
<td>0</td>
<td>0.27710</td>
</tr>
</tbody>
</table>

Table 4.54 The Relationship Between Age and How Trustworthy Children Find Commercials
Looking at the overall results presented in this table, we can see that the Column Totals are the same with those of the previous table. Therefore, it is adequate to examine the Row Totals:

- 13 out of 362 children think that commercials are not trustworthy at all (3.6%)
- 63 out of 362 children think that commercials are sometimes trustworthy (17.4%)
- 216 out of 362 children find commercials quite trustworthy (59.7%)
- 70 out of 362 children find commercials very trustworthy (19.3%)

The Column Percentages of this table are good indicators of a relationship between "age" and "how trustworthy children find TV commercials". 18.1% of those children in the first age group think that commercials are not trustworthy at all or sometimes trustworthy whereas this percentage increases up to 25.6% for the second age group. On the positive side, 81.9% of those children who belong to the first age group find commercials quite or very trustworthy which drops down to 74.5% for the second age group. Finally, one of the Row Percentages confirm the relationship between these two variables very clearly. It shows that 88.6% of those children who find commercials very trustworthy belong to the first age group whereas 11.4% of them belong to the second age group.

The statistical figures also confirm these results. The Chi-Square figure is 31.92519 which is much greater than the corresponding table value of 7.81. The p value is 0 which represents a Confidence Level of 100%. This shows us that we can be totally confident of the existence of such a relationship. The association between the variables is moderately strong with a Cramer’s V of 0.27710 compared to an Upper Limit of 0.816.

The following conclusion can be reached according to these statistical results:

“There is a relationship between children’s ages and how trustworthy they think TV commercials are.” Looking at the inferences about the percentages presented in Table 4.54, it is also possible to understand the direction of this relationship. Younger children find TV commercials more trustworthy and believe more in them compared to older children which is consistent with the proven fact that as children grow older, they understand TV commercials better in terms of content and intention. This relationship can be considered as a natural consequence of this fact.
4.10.4 Statistical Results of the Cross-tabulation between Children’s Age and How Necessary they find TV Commercials

The purpose of this analysis is to find out whether there is a relationship between children’s age and how necessary TV commercials are for them. The cross-tab table created according to the original code had to be recoded by combining the first two values 1 and 2. The recoded version will now be analyzed. The results obtained are summarized below in Table 4.55:

<table>
<thead>
<tr>
<th>Count</th>
<th>Age Group 1 (8 through 10)</th>
<th>Age Group 2 (10.5 through 13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Column Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low level of necessity attributed to TV commercials (1)</td>
<td>81</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>59.6%</td>
<td>40.4%</td>
</tr>
<tr>
<td></td>
<td>36.7%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>22.4%</td>
<td>15.2%</td>
</tr>
<tr>
<td>High level of necessity attributed to TV commercials (2)</td>
<td>65</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>29.4%</td>
<td>42.6%</td>
</tr>
<tr>
<td></td>
<td>18%</td>
<td>16.6%</td>
</tr>
<tr>
<td>Very high level of necessity attributed to TV commercials (3)</td>
<td>75</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>74.3%</td>
<td>25.7%</td>
</tr>
<tr>
<td></td>
<td>33.9%</td>
<td>18.4%</td>
</tr>
<tr>
<td></td>
<td>20.7%</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chi-Square</th>
<th>d.f.</th>
<th>p</th>
<th>Cramer’s V</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.18064</td>
<td>2</td>
<td>.00226</td>
<td>.18086</td>
</tr>
</tbody>
</table>

Table 4.55 The Relationship Between Age and How Necessary Children Find Commercials

Looking at the overall results presented in this table, we can see that the Column Totals are the same with those of the previous table. Therefore, it is adequate to examine the Row Totals:
• 136 out of 362 children do not find commercials necessary (37.6%)
• 125 out of 362 children think that commercials are quite necessary (34.5%)
• 101 out of 362 children find commercials very necessary. (27.9%)

The Column Percentages of this table are good indicators of a relationship between “age” and “how trustworthy children find TV commercials”. 36.7% of those children in the first age group think that commercials are not necessary whereas this percentage is 39% for the second age group. Although the difference is not very obvious here, it becomes clearer on the positive side. 33.9% of those children who belong to the first age group find commercials very necessary whereas only 18.4% of the children in the second age group think so. Finally, one of the Row Percentages confirm the relationship between these two variables very clearly. It shows that 74.3% of those children who find commercials very necessary belong to the first age group whereas 25.7% of them belong to the second age group.

The statistical figures also confirm these results. The Chi-Square figure is 12.18064 which is greater than the corresponding table value of 5.99. The p value is 0.00226 which represents a Confidence Level of 99.8%. This shows us that we can be nearly totally confident of the existence of such a relationship. The association between the variables is not very strong with a Cramer’s V of 0.18086 compared to an Upper Limit of 0.816.

The following conclusion can be reached according to these statistical results:

“There is a relationship between children’s ages and how necessary they think TV commercials are.” Looking at the inferences about the percentages presented in Table 4.55, it is also possible to understand the direction of this relationship. Younger children find TV commercials more necessary compared to older children which is consistent with the proven fact that as children grow older, they are less persuaded from TV commercials in making their decisions as consumers.

The general conclusion that can be reached for this hypothesis is that children’s attitudes toward TV commercials become more positive as their age increases. All the dimensions of attitude have produced these results as well as the general attitudes of children toward TV commercials.
4.11 Findings on Hypothesis 11

**Hypothesis 11:** Children who make more purchase requests with the effect of TV commercials have a higher intention to change their product and/or brand choices as a result of TV commercials.

In this hypothesis, it has been assumed that the frequency of the purchase requests that children make from their parents is directly correlated with the influence of TV commercials that lead them to form or change their product and/or brand choices. Both of these variables have previously been introduced under the analysis done for Hypothesis 2 in sections 4.2.6 and 4.2.7. Therefore, the results of the Pearson correlation between them will directly be presented. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

<table>
<thead>
<tr>
<th>Variables</th>
<th>( r ) (correlation coefficient)</th>
<th>( p ) (( \alpha )cal)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The frequency of the purchase requests that children make from their parents with the effect of TV commercials</td>
<td>0.5181</td>
<td>0</td>
<td>Exists</td>
</tr>
<tr>
<td>Their tendency to change their product and/or brand choices with the effect of TV commercials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 4.56 The Relationship Between Children’s Purchase Requests from their Parents and their Tendency to Change their Choices with the Effect of TV Commercials*

As seen in the above table, the "\( r \)" or "**correlation coefficient**" between the frequency of the purchase requests children make from their parents with the effect of TV commercials and their tendency to change their product and/or brand choices with the effect of commercials is 0.5181 which is a very high correlation value. It clearly suggests that such a relationship exists in the expected direction. The \( p \) value of 0 which corresponds to a **Confidence Level** of 100% also confirms this situation and leads us to be totally confident about this correlation. So we can make the following conclusion based on these results:

"We are 100% confident that there is a positive correlation between children’s purchase requests from their parents and their tendency to change their product and/or brand choices with the influence of TV commercials". In other words, those children who make more purchase requests about the products advertised on TV are certainly persuaded more from TV commercials.
4.12 Findings on Hypothesis 12

**Hypothesis 12**: Children whose parents yield more to their requests resulting from TV commercials make more purchase requests with the effect of commercials.

The two variables in this hypothesis are “parental yielding to children’s purchase requests” and the “purchase requests children make with the effect of TV commercials”. The second one was reported to have been measured in Question 3 of the parent questionnaire by using a five-point interval scale going from “very frequent requests” to “very infrequent requests” in 3.5.9.2. However, the first variable has not previously been introduced. This was measured in Question 7 of the parent questionnaire by using a five-point interval scale going from “always yielding to purchase requests” to “never yielding to purchase requests”. The frequencies for this variable will now be analyzed in the next section.

4.12.1 Frequencies for Parental Yielding to Children’s Purchase Requests Resulting from TV Commercials (Question 7)

This question aims to measure how much parents respond to their children’s purchase requests arising from TV commercials. There are five intervals here with the values going from 1 to 5 representing an increasing tendency to satisfy such requests. The frequencies and the percentages corresponding to each interval are shown below in Table 4.57:

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>VALID PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>1.3%</td>
</tr>
<tr>
<td>2</td>
<td>88</td>
<td>38.4%</td>
</tr>
<tr>
<td>3</td>
<td>130</td>
<td>56.8%</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>1.7%</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>1.7%</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>Missing</td>
</tr>
</tbody>
</table>

**Mean**: 2.642  
**Standard Deviation**: 0.631

*Table 4.57 Frequencies and Percentages for Parental Yielding to Children’s Purchase Requests Resulting from TV Commercials*
As this is a question from the parent questionnaire, the number of missing cases is very high for reasons explained before. The above table shows that a very high portion of all parents (56.8%) say that they "sometimes" respond to their children's requests arising from TV commercials. The second highest response rate is for the second interval (38.4%) which represents those parents who satisfy such requests rarely. The other intervals have received very few responses. There are only 3 parents who never respond to such requests, and 8 parents who respond to them always or frequently. The mean value is 2.642 over 5 which is in between the two most popular intervals of this question so we can generalize these results by saying that, in this sample, most parents "sometimes" or "infrequently" satisfy the purchase requests of their children that come up with the influence of TV commercials.

4.12.2 Statistical Results of the Pearson Correlation between the Purchase Requests Children Make with the Effect of TV Commercials and Parental Yielding to these Requests

This test aims to measure whether there is a positive correlation between how frequently children requests some brand or product with the effect of a commercial and how frequently their parents respond to these requests. The following table summarizes the statistical results of the test done to see whether there is such a relationship:

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (correlation coefficient)</th>
<th>p (crital)</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The frequency of the purchase requests children make from their parents with the effect of TV commercials</td>
<td>0.4801</td>
<td>0</td>
<td>Exists</td>
</tr>
<tr>
<td>Parental yielding to those requests</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.58 The Relationship Between the Purchase Requests Children Make from their Parents with the Effect of TV Commercials and Parental Yielding to such Requests
As seen in the above table, the "r" or "correlation coefficient" between how frequently children request an advertised product and how much their parents yield to those requests is 0.4801. This value suggests that there is a strong relationship between these two variables in the expected direction. The p value of 0 which corresponds to a Confidence Level of 100% also confirms this situation. This means that we can be totally confident about the existence of such a relationship. So we can make the following conclusion based on these results:

“We are 100% confident that there is a strong positive correlation between children’s purchase requests resulting from TV commercials and parental yielding to these requests”. In other words, we can say that children whose parents yield more to such requests make more purchase requests with the effect of TV commercials.

This concludes the section about the statistical test results on the hypotheses generated. The next chapter is the final chapter of the study where a conclusion will be made and the implications of the study will be presented.
CHAPTER 5

DISCUSSION OF RESULTS, CONCLUSIONS, AND IMPLICATIONS

In this section, the conceptual results of the study will be presented and ideas and implications for related parties will be discussed.

5.1 Discussion of Results and Conclusions

The aim of this study was to find out how effective TV commercials are in the decisions that children make as consumers. It intended to answer questions about whether children’s desires toward a product increase when a commercial is created for that product and which factors are effective in this relationship if any. The results of the statistical tests that have been done to analyze such relationships have been presented in the previous chapter. This chapter will finalize the study by discussing these results and expressing the implications of this study for interested parties.

The results of Hypothesis 1 show that the attractiveness levels assigned to the three commercials of the show were very appropriate. Children showed the highest level of likeability toward the Cheetos commercial, found the commercial of Eti Puf quite attractive, and spared little likeability toward the commercial for Mis Meyveli Yoğurt. Their attitudes toward these commercials were in great consistency with their attitudes toward the products themselves which is the most obvious proof of the first hypothesis. In terms of the number of brand names they remembered with respect to these three commercials, the results were striking. A very high number of children remembered all of them and, from the remaining portion, most of them remembered two out of three of the brand names. Those who scored less than this are a minority. This is most probably because of the fact that, in this model, remembering the brand names was an easy task. The related question was the first question children answered right after the commercial show. Therefore, the commercials and the brand names were very fresh in their memories. Coming to the choices that they made among these three commercials, it is easy to say that the effect of the commercials they watched was very obvious. Most of them preferred Cheetos, followed by Eti Puf and then by Mis Meyveli Yoğurt. These results were all very much in the expected direction and with the confirmative results of the tests done, Hypothesis 1 was proven:

The more attractive a commercial is for a child, the higher will be his/her incentive to choose the advertised product.
This result is parallel to the results of the previous studies done about this issue. Rust and Watkins (1975), for example, have also proven that children's attention toward a TV commercial increases when attractive factors like action and story line are used. Similarly, Wells (1966) had also stated the existence of motivating scenes that make some commercials more attractive and persuasive compared to others.

Hypothesis 2 assumes a positive correlation between children's capability to understand commercials and their persuasion levels from them. The results show that most of the children in this sample are capable of giving an example of a TV commercial but when they are asked to give a definition, the level of success decreases. In terms of their capability to state the purpose of advertising, two out of three children chose the correct answer among the three-choice multiple choice question. In short, the total understanding level is found to be slightly higher than the medium level.

The second variable of this hypothesis is the dependent variable of the framework, children's persuasion levels from TV commercials. This was primarily measured with the related question asked directly to the child but two other dimensions were also included in the parent questionnaire in case confirming the test results was necessary. These are the purchase requests the child makes from the parents with the effect of TV commercials and the child's tendency to change his/her product/brand choices with the effect of commercials. All of these dimensions and the relevant questions produced results that are close to one another. In general, it is possible to say that children are "sometimes" affected from TV commercials. Finally, coming to the relationship between the two variables, the tests show that the assumption of the hypothesis failed and all three of them produced the same result:

| There is no positive correlation between children's capability to understand commercials and their persuasion levels from TV commercials. |

Most of the previous studies that included "understanding TV commercials" as a variable have measured the relationship between age and understanding. This is the subject of the next hypothesis of this study. Hypothesis 3 states the expectation of a relationship between children's age and their capability to understand TV commercials. There are two age groups included in this study as explained before. The younger group is the third graders and the older group is the fifth graders. In other words, the majority of the first age group is 9 years old and the majority of the second age group is 11 years old. The test results show that
younger children are less capable of giving a good definition of a TV commercial and giving a correct example to it compared to older children. However, such a difference does not exist for stating the purpose of TV commercials. The total understanding level was also tested to produce a general result and this general result depicted a difference between these two age groups with respect to understanding TV commercials. However, this difference is not a huge one. The reason for this is that the age difference between the two groups is not big, too. The difference that is created by 2 years is not much, but still obvious. In short:

**There is a difference between younger and older children with respect to understanding TV commercials.**

The direction of this difference can also be found out by examining the statistical results of this hypothesis and a second conclusion can be reached:

**Older children have a better understanding of TV commercials compared to younger children.**

This is the result that nearly all previous studies have reached in common. M. Carole Macklin (1983) had proven that younger children understood a more limited portion of the entire commercial message. Blatt, Spencer, and Ward (1972) had concluded their study about this side of the issue by stating that younger children were a little confused about defining the difference between commercials and programs. Ward, Reale, and Levinson (1972), Ward, Levinson, and Wackman (1972), and Ward and Wackman's (1973) studies have also proven that younger children depicted lower levels of understanding the intent of commercials.

The next hypothesis of the study, Hypothesis 4, is also about age but this time the relationship between age and children's level of persuasion from TV commercials is examined. The result is exactly in the expected direction:

**There is a difference between younger and older children in terms of their persuasion levels from TV advertising.**

Looking at the test results in detail, it is also possible to state the direction of this relationship and conclude that:

**Younger children are persuaded more from TV commercials compared to older children.**
There have not been extensive research done about this issue but a very important study by Rossiter (1979) has proven the same result with this study. He had reported that children's request frequencies certainly decline with age.

Hypothesis 5 is about the relationship between children’s level of exposure to TV and their level of exposure to TV commercials. The results show that children spend a considerable amount of time in front of the TV set. Their exposure level is higher than the "medium" level. Most of them watch 3 or more children’s programs every day and, from the remaining portion, a majority watches 2 children’s programs per day. Those who watch no children’s programs or only one are the minority of the total sample. Their exposure to TV commercials is also very high. The results were so much piled towards the high end that the grouping done to determine the low, medium, and high levels of exposure to TV commercials had to be re-determined. As both of these exposure rates were quite high, the results of the three tests done to prove this hypothesis all produced the following common conclusion:

Higher level of exposure to TV results in a higher level of exposure to TV commercials.

This hypothesis is followed by a relevant one, Hypothesis 6, which, this time, searches for the relationship between children's exposure level to TV commercials and their persuasion levels from them. The tests for this hypothesis produced conflicting results. The test between children’s level of exposure to specific TV commercials and their persuasion levels from them did not depict a positive correlation. Neither did the test between children’s level of exposure to specific TV commercials and their tendency to change their product/brand choices with the effect of TV commercials. However, a positive correlation was found to exist between children’s level of exposure to specific TV commercials and the frequency of the purchase requests that they make from their parents with the effect of TV commercials. Therefore, the tests were repeated after changing the common variable “children’s level of exposure to specific TV commercials” to “the number of children’s programs the child watches daily” which is another measure of children’s level of exposure to TV commercials as stated in the operationalization section of the study. These three tests proved a positive correlation to exist between:

- the number of children’s programs children watch and their persuasion levels from TV commercials,
• the number of children’s programs children watch and the frequency of the purchase requests that they make from their parents, and

• the number of children’s programs children watch and their tendency to change their product/brand choices with the effect of TV commercials

However, it would not be very healthy to say that the majority of the tests prove positive results so the hypothesis can be called proven. We can only be sure of the positive correlation between children’s level of exposure to TV commercials and the purchase requests that they make from their parents because this test proved a positive correlation with both of the dimensions of children’s level of exposure to TV commercials. Therefore, the conclusion is:

| Children who have a higher level of exposure to TV commercials make more purchase requests from their parents with the effect of TV commercials. However, an overall relationship between children’s level of exposure to TV commercials and their persuasion level from TV commercials has not been strongly confirmed. |

Previous studies about this issue proved clearer relationships between level of exposure to TV or TV commercials and children’s persuasion levels from TV advertising. For example, Rossiter (1979) had proven that heavy viewers tend to have more favorable attitudes toward television commercials. Galst and White (1976) have reached the conclusion that is nearly the same with the results of the tests for this study. They have reported that those children who viewed more commercial television at home made more purchase demands at the supermarket from their parents. Atkin (1975) and Sharaga (1974) have also discovered significant relationships between exposure to TV and TV advertising and snack food consumption or purchase demands.

The seventh hypothesis is about children’s attitude toward commercials and their persuasion levels from commercials. Hypothesis 7 assumes that as attitude becomes more positive, children will be more affected from TV commercials, too. Children’s attitude toward commercials has been measured by using three dimensions for this variable: the fun, necessity, and trustworthiness attributed to commercials by the child. The results show that, in general, children do not watch commercials especially for entertainment and they do not find them very fun. However, they trust them quite a lot and believe that they are quite necessary. Using these three dimensions, a general attitude score was determined for children
and the relationship between this score and persuasion level from commercials was measured. Additionally, persuasion level was tested with each dimension individually, too and all these tests proved that there is a positive correlation between these two variables. In other words:

**Children who have a more positive attitude toward commercials are persuaded more from them.**

Hypothesis 8 questions whether there is a correlation between children’s attitude toward commercials and their parents’ attitude toward commercials. The expectation was that parents’ attitude would be an important determinant of how their children approach commercials. The statistical results show that parents’ attitude toward commercials is slightly higher than the midpoint value. That means their attitude toward commercials is slightly positive. However, children’s attitude scores show that they have a more positive attitude toward commercials compared to their parents. Therefore, the test results show that:

**There is no positive correlation between children’s attitude toward commercials and their parents’ attitude toward commercials.**

However, this can be explained, too. Parents are fully aware of the intention of commercials, and they are the parties who face the purchase requests children make with the effect of TV commercials.

Although conflicting results have been obtained from the previous studies about this aspect of the subject, most researches show that parental attitude and children’s attitude are correlated. Bandura (1971) and Ward (1977) have reported that children learn most of their consumer skills and attitudes from their parents through imitation. Similarly, Ward, Wackman, and Wartella (1975) have shown that family influences were highly effective on all aspects of children’s consumer related information processing skills. Teter (1966), Kanter (1970), and James (1971) have conducted studies that all produced similar results.

Hypothesis 9 presumes a relationship between parents’ attitude toward their child and their attitude toward commercials. The expectation is that parental style is a determinant of how they approach their children as well as the outer effects that influence their children, which is TV commercials in our case. The results firstly showed that, in this sample, most parents tend to show a slightly authoritarian style with a lot of independency fostered to the child and there is a high number of parents whose authority is a little stricter and the
independency they foster to the child is less. Consequently, the test results prove that there is a positive correlation between these two variables. In other words:

**Parents’ attitude toward commercials is parallel to their attitude toward their child. If they are strict on the child, their attitude toward commercials tends to be more negative but if they are flexible, they do not find commercials very harmful for their children, too.**

The results of this study are exactly parallel to the study of Grossbart and Crosby (1984).

Hypothesis 10 predicts a relationship between the child’s age and his/her attitude toward commercials. All the dimensions of children’s attitude toward commercials have been tested with age as well as the general attitude score of the child. These four tests have all produced the common result that:

**There is a relationship between how old the child is and how his/her attitude toward commercials is.**

A more thorough analysis of the tests was helpful in determining the direction of this relationship and it was found out that:

**Younger children have a more positive attitude toward commercials compared to older children. They find them more fun, more necessary, and more trustworthy.**

Wells (1966) and James (1971) who conducted studies specifically about this relationship have proven the same correlation in the same direction.

The next hypothesis, Hypothesis 11, searches for a correlation between children’s purchase requests from their parents with the effect of TV commercials and their tendency to change their product and/or brand choices as a result of the influence of TV commercials. A single test was enough to prove a very strong correlation between these two variables:

**Children who make more purchase requests from their parents have a higher tendency to change their product/brand choices as a result of the influence of TV commercials.**

The final hypothesis, Hypothesis 12, questions whether there is any correlation between how much parents yield to their children’s purchase requests and the frequency of children’s purchase requests resulting from TV commercials. The related test proved a very strong correlation between these two variables, too so the conclusion is:
After presenting the conceptual results of the hypothesis tests, the study can be concluded. Out of 12 hypothesis, three of them were not proven (Hypothesis 2, 6, and 8). The rest of the relationships were in the expected direction. However, a general interpretation of the study would clearly show that commercials have a great influence on children. It attracts their attention, effects them, and leads them to make personal consumption decisions toward the message given as well as affecting the purchase requests they make from their parents.

5.2 Implications for Advertisers

This study has produced various results that may be of interest for advertisers. These results are potentially useful for understanding some of the basic relationships between children and TV commercials.

First of all, it has been expressed many times during the study that children were exposed to a video show consisting of three commercials in class. These commercials were selected according to the criteria set by previous researchers such that they were all assigned a different level of attractiveness for children. The results of the study showed that these criteria are really the direct determinants of how attractive a child will find a commercial. Advertisers can make use of these criteria and results in terms of creating more successful commercials for children. They should see that action, story line, music, children figures, striking slogans, and different combinations of these elements are all very important in attracting a child’s attention toward a specific commercial. Another finding that supports this result is that children do not find TV commercials as fun as they are expected to. In this respect, commercials can be made more entertaining for them by keeping in mind what makes commercials more “watchable” by children.

Another important implication for advertisers is that although children are easy to persuade, they are easy to lose, too. It has been proven that they do not believe everything that is said and shown in commercials and that they lose their faith more and more as they grow older. In this respect, deceptive elements should be ignored both because of the fact that children are not totally unaware of what is being done in TV commercials and because of the ethical side of the issue that has been stressed many times by previous researchers, too.
One of the other important results of the study that may be of use for advertisers is the fact that children who watch more children’s programs are persuaded more from TV commercials, too. This implies the importance of the timing process for children’s TV commercials. It shows that advertisers should never undermine the importance of media planning in trying to convey product and brand messages to children.

The repetition of the brand name has also proven to be of great importance in children’s TV commercials. The brand name that was remembered the most among the three commercials that children watched in class was the one that was most frequently repeated during the commercial. It was observed that most children knew the song of that commercial by heart and the fact that they sang along during the show was an important factor in making them remember the brand name afterwards.

Finally, the parent-child interaction, which was another issue that has been investigated in this study, has proven to be of great importance in the subject of children’s commercials, too. Although a relationship between parents’ attitudes toward commercials and children’s attitudes toward them have not been proven, it must still be kept in mind that most of the purchases that children want to make are demanded from their parents. However, parents’ attitudes toward children’s commercials are not very positive and, therefore, most of them have stated that they do not respond to their children’s requests arising from TV commercials as frequently as advertisers would wish them to. In this respect, parents’ potential reactions toward children’s commercials must also be kept in mind and both parties must be convinced in order to succeed in reaching the ultimate goal of a commercial, that is, selling the product.

5.3 Implications for Further Research

This research has been designed such that limitations that may cause deviations in the results of the study have been avoided as much as possible. However, there are still some important points that must be kept in mind by researchers who are interested in this issue and may perform similar studies in the future.

Although many variables have been included in the model of this study, there are some important variables that have previously been used by other researchers and that may be made use of by future researchers. One of them is the difference that socioeconomic class could create between children’s persuasion levels from TV advertising. Such a difference can
not be measured within the scope of a study like this because all the schools that the study has been conducted at are private primary schools which automatically puts these children and their parents within a specific socioeconomic class.

Another implication is about measuring the attractiveness of a commercial. The factors that have been included in this study are only some of the factors that possibly affect or attract children’s attention. The importance of other elements of attractiveness like volume and repetition, prizes and premiums or famous personalities can also be included within the scope of a similar study and the effects of these elements can be measured.

Coming to the limitations that occurred during the study, the most important one was the obligation to conduct the questionnaire in classes of approximately 30 students. This caused too much noise and distraction of children’s attention from time to time. Also, a lot of children need help during answering the questionnaire even if the necessary directions are given which causes a difficulty during the study. If time and place limitations are not present, it would be better for future researchers to conduct such a study with approximately 10 students at a time.

Another idea that would actually produce healthier results in terms of determining how attractive commercials are in children’s product or brand decisions is to perform a similar study with commercials of products that have not yet been launched. In this case, both the commercial and the product will be new for children and the effectiveness of attractive commercials or the unsuccessfulness of unattractive commercials can better be measured.

In short, this subject is open to different research studies because a very high number of variables is involved in the issue. Sometimes conflicting results may be reached which determine the aspects of the issue that are more promising for future research. For example, in this study a relationship between children’s understanding level of commercials and their persuasion levels from them was not proven. Also, parents’ attitudes toward commercials have proven not to be effective in the formation of children’s attitudes toward them. These areas are promising for extensive research in the future because most previous studies had proven the opposite.
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APPENDIX 1

MERHABA ÇOCUKLAR!
AŞAĞIDA SİZİN İÇİN HAZIRLANMİŞ, TELEVİZYON REKLAMLARI İLE İLGİLİ BİR ANKET VAR. BU ANKETİ KENDİNİZ DÜŞÜNCELERİNIZE GÖRE DOLDURUP İSİMLERİNİZİ YAZMADAN GERİ VERİYORUZ. BU ÇALIŞMAYA KATILDIĞINIZ İÇİN TEŞEKKÜR EDERİZ.

TV REKLAMLARI İLE İLGİLİ ANKET

1. Kaç yaşındasın? ———

2. Günde kaç saat TV seyredersin?(Aşağıdaki seçenekleri işaretleyerek yanıtla.)

   a) Hafta arası:  
   HİÇ SEYRETMEM ———  
   YARIM SAAT ———  
   1 SAAT ———  
   2 SAAT ———  
   3 SAAT ———  
   4 SAAT ———  
   4 SAATTEN FAZLA ———

   b) Hafta Sonu:  
   HİÇ SEYRETMEM ———  
   YARIM SAAT ———  
   1 SAAT ———  
   2 SAAT ———  
   3 SAAT ———  
   4 SAAT ———  
   4 SAATTEN FAZLA ———

3. Günde kaç tane çocuk programı izlersin?  
   HİÇ İZLEMEM ———
   1 TANE ———
   2 TANE ———
   3 TANE veya DAHA FAZLA ———

4. Birisi sana televizyon reklamı nedir diye sorsa ona nasıl bir cevap verirsin?

5. Bir televizyon reklamı örneği verir misin?

6. Televizyon reklamları niçin yapılır?  
   a) Bizi eğlendirmek için  
   b) Televizyon programlarının arasındaki boş zamanları doldurmak için  
   c) Annelere, babalara ve çocuklara satın alınabilecek güzel şeyler göstermek için
7. Seyrettiğimiz birinci reklamdaki ürünün ismi neydi?  

Seyrettiğimiz ikinci reklamdaki ürünün ismi neydi?  

Seyrettiğimiz üçüncü reklamdaki ürünün ismi neydi? 

8. Seyrettiğimiz reklamlardan birincisi:

<table>
<thead>
<tr>
<th>HARİKAYDI!</th>
<th>GÜZELDİ</th>
<th>GÜZEL DEĞİLDİ</th>
<th>ÇOK KÖTÜYDİ!</th>
</tr>
</thead>
</table>

Seyrettiğimiz reklamlardan ikincisi:

<table>
<thead>
<tr>
<th>HARİKAYDI!</th>
<th>GÜZELDİ</th>
<th>GÜZEL DEĞİLDİ</th>
<th>ÇOK KÖTÜYDİ!</th>
</tr>
</thead>
</table>

Seyrettiğimiz reklamlardan üçüncüşü:

<table>
<thead>
<tr>
<th>HARİKAYDI!</th>
<th>GÜZELDİ</th>
<th>GÜZEL DEĞİLDİ</th>
<th>ÇOK KÖTÜYDİ</th>
</tr>
</thead>
</table>

9. Bence birinci reklamdaki ürün:

<table>
<thead>
<tr>
<th>ÇOK GÜZELDİR</th>
<th>GÜZELDİR</th>
<th>GÜZEL DEĞİLDİR</th>
<th>KÖTÜDÜR</th>
</tr>
</thead>
</table>

Bence ikinci reklamdaki ürün:

<table>
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<tr>
<th>ÇOK GÜZELDİR</th>
<th>GÜZELDİR</th>
<th>GÜZEL DEĞİLDİR</th>
<th>KÖTÜDÜR</th>
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Bence üçüncü reklamdaki ürün:

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<tr>
<th>ÇOK GÜZELDİR</th>
<th>GÜZELDİR</th>
<th>GÜZEL DEĞİLDİR</th>
<th>KÖTÜDÜR</th>
</tr>
</thead>
</table>
10. Reklamlarda söylenenler ve gösterilenlerin:
   a) hepsi doğru ve geçektir.
   b) bazıları doğru ve geçektir.
   c) birçok doğru ve gerçek değildir.
   d) hiçbir doğru ve gerçek değildir.

11. Satın alınabilecek güzel şeylerı görmekiz ve tanımamız için reklamlar gerekli midir?
   a) Evet, kesinlikle çok gereklidir.
   b) Çoğu zaman gerekliidir.
   c) Bazen gerekliiddir.
   d) Hiçbir zaman gerekli değildir.

12. Aşağıdakilerden sana uygun olanı hangisi?
   a) Reklamlar televizyonda seyretmeyi en çok seviyim şeylerdir.
   b) Reklamları severim.
   c) Reklamları seyretmek pek hoşuma gitmez.
   d) Reklamları seyretmeyi hiç sevmem.

13. Aşağıdaki ürünlerden hangilerinin televizyonda reklamını seyrettin?

Dalın Çocuk Şampuanı
Gofy Gofret
Milka
Şokomigo
Eti Bumbo
Kopikek
Monopoly oyunu
Capri-Sun
Colgate
Pınar Süt
14. Aşağıdakilerden hangisi sana daha uygun?
   
a) Televizyonda çocuklar için reklamı yapılan herseyi almak isterim.
   
b) Televizyonda çocuklar için reklamı yapılan birçok şeyi almak isterim.
   
c) Televizyonda çocuklar için reklamı yapılan şeyleri her zaman istemem.
   
d) Televizyonda çocuklar için reklamı yapılan şeyleri genellikle istemem.

15. Reklamını izlediğimiz üç ürünü birini seçmen gerekte hangisini seçerdin?
   1
   2
   3
Sayın Veli,

Prof. Dr. Muzaffer Bodur
B.Ü. İşletme Bölümü Başkanı

Hande Türker
B.Ü. İşletme Bölümü Master Öğrencisi
VELİNİN YANITLAYACAĞI ANKET

Anketi cevaplayan: Anne ___ Baba ___

1. Televizyonunuz günde ortalama kaç saat açıktır?

2. a) Çocuğunuz hafta içi günde ortalama kaç saat TV seyreder?__________
   b) Çocuğunuz haftasonu günde ortalama kaç saat TV seyreder?__________

3. Çocuğunuz TV reklamlarından etkilenecek sizden bir şey satın almanızı ne sıklıkta ister?

   Çok sık ister  Öldükça sık ister  Bazen ister  Nadiren ister  Hiçbir zaman istemez

4. Çocuğunuz TV reklamlarından etkilenecek ürün seçiminiz:

   Kesinlikle değiştirir  Sıksık değiştirir  Bazen değiştirir  Nadiren değiştirir  Kesinlikle değiştirmez

5. Aşağıdaki ifadelerle ilgili düşüncelerinizi belirtiniz.

* TV reklamları çocukların ürünleri tanımaları ve bilincili tüketiciler olmaları için eğitici araçlardır.

* TV reklamları çocukların eğlendiren ve ilgilerini çeken şeylerden biridir.

* TV reklamları çocukların beslenme alışkanlıklarına yönlendirir.
* TV reklamları çocuklara anne-baba arasında sürtüşmelere sebep olur.

* TV reklamları çocukların bazı güzel alışkanlıklarına yönelmelerinde rol oynar.

* TV reklamlarında çocukları kandıran ve gerçek dünyayı yansıtmayan görüntüler vardır.

* TV reklamları çocuklara değişik ürünleri birarada değerlendirirmeyi ve seçim yapmayı öğretir.

* TV reklamları çocukları zamanıuz ve gereksiz tüketime zorlar.

6. Aşağıdaki ifadelerle ilgili düşüncelerinizi belirtiniz.

*Çocuğumun, anne-baba dışındaki herhangi bir kişiden veya kaynaktan, bizden öğrendiklerinden şüphe etmesine sebep olacaktır şeyler öğrenmesini istemem.

* Anne-baba olarak çocuğumuzu zor kararlarla karşı karşıya bırakmamak için elimizden geleni yapmalyız.
*Çocuğumuzun kendi fikirlerini oluşturmaya ve ifade etmeye hakkı vardır.

* Çocuğun çok küçük yaşlardan beri sadece kendine ait olan sorumlulukları vardır.

*Çocuğum benim uygun gördüğüm saatte ve benim uygun gördüğüm kadar TV seyredir.

*Çocuğum benim uygun gördüğüm TV programlarını seyredir.

*Çocuğumun TV reklamlarını seyredip seyretmeyeceğine karşıma.

*Çocuğumla seyrettiği reklamlar hakkında konuşuruz.

*Çocuğuma düzenli olarak harçlık veriyoruz.

* Çocuğum ona verilen parayı dilediği gibi harcar.
7. Çocuğunun TV reklamlarından etkilendikleri ürünü ona:


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8. Eğitim durumunuz: Okur-yazar ___
   İlkokul mezunu ___
   Ortaokul mezunu ___
   Lise mezunu ___
   Üniversite mezunu ___

9. a) Çalışıyor musunuz? Evet ___ Hayır ___
   b) Evet ise işiniz: ________________________

10. Eşinizin eğitim durumu:  Okur-yazar ___
     İlkokul mezunu ___
     Ortaokul mezunu ___
     Lise mezunu ___
     Üniversite mezunu ___

11. a) Eşiniz çalışıyor mu? Evet ___ Hayır ___
    b) Evet ise işi: ________________________
HELLO KIDS!

THERE IS A QUESTIONNAIRE ABOUT TV COMMERCIALS BELOW THAT HAS BEEN PREPARED FOR YOU TO ANSWER. WE WOULD LIKE YOU TO FILL OUT THE QUESTIONNAIRE ACCORDING TO YOUR OWN IDEAS AND GIVE IT BACK TO US WITHOUT WRITING YOUR NAME DOWN ON IT. THANK YOU VERY MUCH FOR PARTICIPATING IN THIS STUDY.

QUESTIONNAIRE ABOUT TV COMMERCIALS

1. How old are you? ———

2. How many hours of TV do you watch in a day? (Mark one of the choices listed below.)

a) Weekdays:
   NONE ———
   HALF AN HOUR ———
   1 HOUR ———
   2 HOURS ———
   3 HOURS ———
   4 HOURS ———
   MORE THAN 4 HOURS ———

b) Weekends:
   NONE ———
   HALF AN HOUR ———
   1 HOUR ———
   2 HOURS ———
   3 HOURS ———
   4 HOURS ———
   MORE THAN 4 HOURS ———

3. How many children’s programs do you watch in a day?  NONE ———
                                                         1 ———
                                                         2 ———
                                                         3 OR MORE ———

4. If someone asked you what a TV commercial is, how would you answer that person?

5. Would you give an example of a TV commercial?

6. What are TV commercials for?
   a) To entertain us
   b) To fill up the spare time between TV programs
   c) To show mothers, fathers, and children some nice things that can be bought
7. What was the name of the product in the first commercial? 

What was the name of the product in the second commercial? 

What was the name of the product in the third commercial? 

8. The first commercial we watched was:

WONDERFUL!  GOOD  BAD  TERRIBLE!

The second commercial we watched was:

WONDERFUL!  GOOD  BAD  TERRIBLE!

The third commercial we watched was:

WONDERFUL!  GOOD  BAD  TERRIBLE!

9. I think the product shown in the first commercial is:

WONDERFUL!  GOOD  BAD  TERRIBLE!

I think the product shown in the second commercial is:

WONDERFUL!  GOOD  BAD  TERRIBLE!

I think the product shown in the third commercial is:

WONDERFUL!  GOOD  BAD  TERRIBLE!
10. The things said and shown in TV commercials are:
   a) always true and real.
   b) sometimes true and real.
   c) rarely true and real.
   d) never true and real.

11. Are commercials necessary for us to see and learn about some nice things to buy?
   a) Yes, they are certainly very necessary.
   b) They are mostly necessary.
   c) They are sometimes necessary.
   d) They are never necessary.

12. Aşağıdakilerden sana uygun olanı hangisi?
   a) Commercials are my favorite shows on TV.
   b) I like commercials.
   c) I don’t like watching commercials very much.
   d) I hate watching commercials.

13. Which of the products below have commercials on TV?

    Dalin Çocuk Şampuanı  -------
    Gofy Gofret  -------
    Milka  -------
    Şokomigo  -------
    Eti Bumbo  -------
    Kopikek  -------
    Monopoly oyunu  -------
    Capri-Sun  -------
    Colgate  -------
    Pınar Süt  -------
14. Which of the statements below is best for you?
   a) I would like to have everything that is shown in commercials for children.
   b) I would like to have most of the things that are shown in commercials for children.
   c) I usually do not want to have all the things that are shown in commercials for children.
   d) I never want to have all the things that are shown in commercials for children.

15. If you were given the chance to choose one of the products we just saw the commercials of, which one would you choose?
   1
   2
   3
Dear Parent,

This study is being conducted in contribution to the thesis study of Hande Türker from the Business Administration Department of Boğaziçi University. The title of the thesis is “The Impact of TV Commercials on the Product and/or Brand Choices of Children”. Filling out this questionnaire, which is approved by the school administrations of Boğaziçi University and .... Private Primary School, will be the most valuable contribution you can make to this study. We would be very pleased if you answered all the questions. As there is no need for any personal information, you do not have to write down your names or any other piece of information that has not been asked in the questionnaire. The only kind requirement we can make from you is to answer all the questions which is a must for the validity of the questionnaire. Thank you very much for your help and contribution.

Prof. Dr. Muzaffer Bodur
Head of the Business Administration Department
Bosphorus University

Hande Türker
MBA Student, Bosphorus University
QUESTIONNAIRE FOR PARENTS

The questionnaire is filled out by the: Mother ___  Father ___

1. For how many hours is your TV set on on an average day?

2. a) How many hours of TV does your child watch on an average weekday?__________
    b) How many hours of TV does your child watch on an average weekend day?__________

3. How frequently does your child ask you to purchase something with the effect of TV commercials?

    Very frequently  Often  Sometimes  Rarely  Never
    __________  __________  __________  __________  __________

4. Does your child change his/her product choices with the effect of TV commercials:

    Certainly  Often  Sometimes  Rarely  Never
    __________  __________  __________  __________  __________

5. Please state your ideas about the statements below.

   * TV commercials are useful tools that inform children about products and help them become conscious consumers.

       Strongly Agree  Agree  Disagree  Strongly Disagree
       __________  __________  __________  __________

   * TV commercials attract children's attention and entertain them.

       Strongly Agree  Agree  Disagree  Strongly Disagree
       __________  __________  __________  __________

   * TV commercials direct children toward unhealthy eating habits.

       Strongly Agree  Agree  Disagree  Strongly Disagree
       __________  __________  __________  __________
* TV commercials cause conflicts between children and parents.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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* TV commercials play a role in children's acquisition of some good habits.

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<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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* There are scenes in TV commercials that do not reflect the real world and that may mislead children.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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* TV commercials teach children to consider and compare numerous products and make personal choices.

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<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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* TV children lead children to untimely and unnecessary consumption.

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<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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6. Please state your ideas about the statements below.

* I would not like my child to learn things from outside sources or other people that may cause him/her to suspect or question the things he/she learns from us.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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* As parents, we must do all that we can in order not to leave our child to face difficult decisions.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</table>
* Our child has the right to create and state his/her own ideas.

Strongly Agree    Agree    Disagree    Strongly Disagree

* My child has totally personal responsibilities ever since his/her very early ages.

Strongly Agree    Agree    Disagree    Strongly Disagree

* My child watches TV according to how much and when I find it appropriate for him/her.

Strongly Agree    Agree    Disagree    Strongly Disagree

* My child watches the TV programs that I find appropriate for him/her.

Strongly Agree    Agree    Disagree    Strongly Disagree

* I do not mind whether my child watches TV commercials or not.

Strongly Agree    Agree    Disagree    Strongly Disagree

* We talk about the commercials we watch with my child.

Strongly Agree    Agree    Disagree    Strongly Disagree

* We provide our child with regular pocket money.

Strongly Agree    Agree    Disagree    Strongly Disagree

* Our child spends his/her money as he/she wishes to.

Strongly Agree    Agree    Disagree    Strongly Disagree
7. If my child asks me to purchase something with the effect of TV commercials, I:

<table>
<thead>
<tr>
<th>Certainly</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>purchase it</td>
<td>purchase it</td>
<td>purchase it</td>
<td>purchase it</td>
<td>purchase it</td>
</tr>
</tbody>
</table>

8. Your educational background: Literate ___
   Primary school degree ___
   Secondary school degree ___
   High school degree ___
   University degree ___

9. a) Are you working? Yes ___ No ___
   b) If yes, what is your job: ________________________

10. The educational background of your husband/wife: Literate ___
    Primary school degree ___
    Secondary school degree ___
    High school ___
    University degree ___

11. a) Is your husband/wife working? Yes ___ No ___
    b) If yes, what is his/her job: ________________________
APPENDIX II

Variable Identifications in SPSS Data Diskette

age the age of the child Question 1
agerec the recoded version of age
ex.tv1 the child’s exposure to TV on a weekday Question 2a
ex.tv2 the child’s exposure to TV on a weekend day Question 2b
totexp the child’s total weekly exposure to TV
totexp.re the recoded version of totexp
chi.prog. the number of child programs the child watches daily Question 3
define the definition of TV commercials according to the child Question 4
def.example an example of a TV commercial according to the child Question 5
def.purpose the purpose of commercials according to the child Question 6
totund the child’s total understanding level of TV commercials
totund.re the recoded version of this variable
rec.name the child’s level of recall of the names of the three products in the commercial show they watched in the classroom Question 7
fav.com1 the child’s favorableness toward Commercial 1 Question 8a
fav.com1.re the recoded version of fav.com 1
fav.com2 the child’s favorableness toward Commercial 2 Question 8b
fav.com2.re the recoded version of fav.com2
fav.com3 the child’s favorableness toward Commercial 3 Question 8c
fav.com3.re the recoded version of fav.com3
fav.pro1 the child’s favorableness toward Product 1 Question 9a
fav.pro1.re the recoded version of fav.pro1
<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>fav.pro2</td>
<td>the child's favorableness toward Product 2</td>
<td>9b</td>
</tr>
<tr>
<td>fav.pro2r</td>
<td>the recoded version of fav.pro2</td>
<td></td>
</tr>
<tr>
<td>fav.pro3</td>
<td>the child's favorableness toward Product 3</td>
<td>9c</td>
</tr>
<tr>
<td>fav.pro3r</td>
<td>the recoded version of fav.pro3</td>
<td></td>
</tr>
<tr>
<td>choice</td>
<td>the preference of the child among these three products</td>
<td>15</td>
</tr>
<tr>
<td>trust</td>
<td>how much the child trusts commercials</td>
<td>10</td>
</tr>
<tr>
<td>necessar</td>
<td>how necessary the child finds commercials</td>
<td>11</td>
</tr>
<tr>
<td>fun</td>
<td>how fun the child finds commercials</td>
<td>12</td>
</tr>
<tr>
<td>totatt</td>
<td>the child's total attitude score toward commercials</td>
<td></td>
</tr>
<tr>
<td>totattre</td>
<td>the recoded version of totatt</td>
<td></td>
</tr>
<tr>
<td>ex.comm</td>
<td>the child's level of exposure to TV commercials</td>
<td>13</td>
</tr>
<tr>
<td>excommr</td>
<td>the recoded version of ex.comm</td>
<td></td>
</tr>
<tr>
<td>persuasi</td>
<td>the child's level of persuasion from TV commercials</td>
<td>14</td>
</tr>
<tr>
<td>momdad</td>
<td>which parent answered the questionnaire</td>
<td>15(parent)</td>
</tr>
<tr>
<td>extv1</td>
<td>the child's level of exposure to TV on a weekday</td>
<td>2a(parent)</td>
</tr>
<tr>
<td></td>
<td>(according to the parent's observation)</td>
<td></td>
</tr>
<tr>
<td>extv2</td>
<td>the child's level of exposure to TV on a weekend day</td>
<td>2b(parent)</td>
</tr>
<tr>
<td></td>
<td>(according to the parent's observation)</td>
<td></td>
</tr>
<tr>
<td>purc.req.</td>
<td>the purchase requests the child makes from the parents</td>
<td>3(parent)</td>
</tr>
<tr>
<td></td>
<td>with the effect of TV commercials</td>
<td></td>
</tr>
<tr>
<td>chan.cho</td>
<td>the child's tendency to change his/her product/brand</td>
<td>4(parent)</td>
</tr>
<tr>
<td></td>
<td>choices with the effect of TV commercials</td>
<td></td>
</tr>
<tr>
<td>att.comm</td>
<td>parents' attitude toward commercials</td>
<td>5(parent)</td>
</tr>
<tr>
<td>att.child</td>
<td>parents' attitude toward the child</td>
<td>6(parent)</td>
</tr>
</tbody>
</table>
yielding  parental yielding to the child’s purchase requests arising from TV commercials  Question 7(parent)

edu.occu.  educational/occupational status of the parents  Questions 8-9-10-11(parent)
APPENDIX III
The Definitions Children Gave for TV Commercials

♦ Zinimizi geliştirir çok sıkar en güzel durur
♦ Annelere, babalara ve çocuklara satın alınabilecek güzel şeylerı göstermek
♦ Bir ürünü tanıtmadır
♦ Reklamlar bize herşeyi bize nasıl olduğunu anlatır.
♦ Bir ürünün önceden gösterilmişdir
♦ Ürünleri tanıtmaya yarar.
♦ Çıkan ürünleri piyasaya sunmak için kullanılır.
♦ Televizyon reklamlı: Filmlerin arasındaki bizi eğlendiren kısa ara
♦ Her tür çıkan malları bize tanıtır.
♦ Herkese satın alabileceği güzel şeylerı gösterir.
♦ TV reklamı; İnsanlara almak istediğini daha yakından görmek için yapılan şey.
♦ Ürünleri tanıtmak amaçla yapılan programlara denir.
♦ Görmediğimiz şeylerı öğrenmek için
♦ Ailelere satın alma bilecek güzel şeylerı göstermek için.
♦ Televizyon reklamı dizilerin arasındaki boş zamanları doldurur.
♦ Ona şöyle derdim: dünyada yeni hangi ürünler olduğunu öğreniriz derdim.
♦ Reklam, ürünü tanıtmak için yapılmış bir televizyon programıdır.
♦ Herkese satın alma bilinecek güzel şeylerı göstermek için.
♦ İnsanlara bir ürün tanıtmak için yapılmıştır.
♦ Yeni bir ürün üretilmişse insanlara gösterilen reklamlar
♦ Bir mali satmak için
♦ Ürünlerin tanıtılmıdır.
♦ Ürünleri tanıtmak için
♦ Bir şeyi görmem aydıydi için ve film aralarında ihtiyaçlarınıza karşılayalım diye.
♦ Televizyon reklamları bize birçok şeyi tanıttıyor giyim olabilir yiyecek olabilir bence
Televizyon reklamı budur.
♦ Ürünlerin tanıtımı
♦ Ürünlerin televizyonda gösterilmesine reklam denir.
♦ Çıkan bir ürünün tanıtımı
♦ Birşeyi tanıtan, anlatan şeye reklam denir.
♦ Televizyon reklamı bir ürünü tanıtmaktır.
♦ Bana göre reklam bir eşyayı bir yiyeceği vs tanıtmak içindir
♦ Alınacak birşeyin veya filmlerin haberi.
♦ Satılan şeyleri tanıtan küçük bir bölüm.
♦ Televizyon programları arasına boş zamanları doldurmak içindir.
♦ Yeni çıkan bazı şeyleri bize tanıtan bir şey
♦ Reklan bir ürünün satışması için gösterilen canlı veya cansız kişilerin yer aldığı gösteri
♦ İnsanların güvenini alıp Reklamlardaki şeylerin bazlarını almaları için Reklam yapılmıştır.
♦ Ürünlerin Tvde İmrendirerek Gösterip Para Kazanmak
♦ Dünyamızda neler olduğunu ve Neler satıldığıni öğrenmemiz.
♦ Televizyon reklamı herşeyi tanıtmak demektir.
♦ Televizyon
♦ Ürünlerin iyi taraflarını gösteren, film aralarına girip bizi rahatsız eden tanıtım.
♦ Ürün tanıtmak için yapılır.
♦ Reklamlar birşeyi tanıtmak için derim
♦ En sevmedim şeydin
♦ Bence televizyon reklamı çok güzeldir.
♦ Bir programın arasına giren hoş şey
♦ Satın alabileceğimiz güzel şeyleri açıklamak için reklam yapılır.
♦ Ona çok güzel bir reklam'dır.
♦ Reklamlar çocukları bazen kandırabilirler
♦ alınabilecek güzel şeyleri göstermek için
♦ Birisine bazen aldatmak bazen de doğruyu söylemek
♦ Ürünleri tanıtmaya yarar.
♦ Bir ürünü tanıtmak için yapılan kısa film.
♦ Yeni çıkan şeyleri ve filmleri gösterir.
♦ Satışları daha çoğalsınla diye
♦ Yeni çıkan bir çok ürünü bize göstermek amacıyla yap şey.
♦ Ürünleri tanıtmak için programlarının arasında yayınlanan kısa filmdir.
• Ürünü tanıtmak için
• Alacağımız bazı eşyaları gösteren bir şeydir.
• İnsanlar'ın bilmediği bir şey'i reklamlarda göremiş alabilir.
• Bazı markaları bize tanıtmak için ve film aralarını doldurmayı yarar
• Ürünlerin tanıtılması
• Annelere babalara satın alınabilecek şeylerı tanıtmak
• Ürünleri tanımak için seyrettiğimiz program
• Bazı ürünleri tanıtın program
• Bir ürünü tanıtmak ve birazda para kazanmak için yapılan tanıtım programları
• Ürünleri tanıtmak için
• Ürünleri tanıtmak için
• Başka kanalları arama
• Televizyonda bir ürünü satmak için yapılan görüntü
• Çeşitli ürünlerin satın alınması için yapılan ürün satışını televizyon filmlerinin arasında gösteril
• Ürün tanıtımlı
• Ofirmanın tanıtımlı yaparı şey.
• T.V reklamı film arasında verilen şeye reklam denirmesala aralarda su içmek için.
• İzleyicilerin düşmanı
• Bazı eşyaların satın alınması için yapılan kısa bir program
• Reklam esya, içecek ve giyeceklerin promosyonlarını yapıp tanıtılır.
• İstedikleri satmak için reklam yayınlanır.
• Mesela bir şambuan reklamı yapıyolar. Bu şampuanı tanıtın kısa bir film
• Reklamlar ürünü tanıtmak için
• O malın daha çok alınması için yapılan gösteri
• Reklamları tanıtın kişi.
• Bize malzemeyi tanıtır ve bazan biz kandırır
• Giysi ve yemekleri tanıtmak için.
• İnsanlara güzel şeylerı tanıtmada olur.
• Piyasaya yeni çıkacak bir ürün gösterilmesi
• Doğal ihtiyaçlarımızı ve bir məlt tanıtmak için.
• Bir şeyi televizyonda tanıtın kısa filme televizyon reklamını denir.
● İnsanları etkiliyen, zararı olan faydasi olmayan çirkin bir gösteriş.
● Bir filmdeki kişilerin hazırlanması içi reklam olur.
● Bir eşyayı ya da yiyecek gibi şeylerin tanıtımı.
● Canlı, cansız, yiyecek gibi varlıklar tanıtmaya yaran bir Şeydir
● Bazı şeylerin tanıtımı yapar.
● Güzeldir. Öğüt verebilir
● Kısa, eğlenceli, olmayan şeyler olur.
● Bir ürünün tanıtmak için yapılan 2-3 dakikalık film
● Seslidir, renklidir, gözlerini dinlendirir.
● Bir şeyin tanıtımı.
● O yiyecek, içecek tanıtan film
● Televizyon reklamı eşyaları tanır.
● Hızlı geçen, program reklamı gibi
● Bazı televizyon, dedarjanları veya herşeyin gösterimi
● Renkli, seli olmasına reklam denir.
● Bağzıları kandırıcı yalan, bağzıları ise neşeli ve gerçek. Yani birilerinin televizyondaki tanıtmı
● Boş zamanları yerine doldurmak için
● Televizyon reklamları filmin başı ortası ve sonunda bagzi malzemelerin tanıtımları sağlayan şeydir.
● Bir firmanın satışları ürünlerini veya özelliklerini belirten kısa süreli tanıtım.
● Ürünleri tanıtmaktır.
● Ülkede çıkan yeni markalar, piyasada bulunan markaların yeni mallarını satışını yükseltmek için veya vanandaşlarla yarışma çağırır.
● Yapılan bir ürünün satışması için yapılan bir küçük film anlamında.
● Yeni bir ürünü tüm dünyaya tanıtın televizyon da gösterilen bir programdır
● Bir malin televizyonda yapılan tanıtımu.
● Bazı mallar müşteriyi özelliklerini göstererek satışını yaparın göstermek.
● Bizim alacağınıız malların tanıtımu.
● Günlük hayatta lazım olan şeylerin tanıtan şeye reklam denir.
● Bir şeyin insanlara tanıtılmasını için reklam yapılır.
İnsanları hem güldüren, hem de üzen kısa bir film gibidir, Filmlerin arasındaki boş zamanları doldururlar.

Kendilerine satın alınabilecek hoş şeylerı tanıtmak içindir.

Bir ürünü tanıtan, özelliğini belirtmek için yapılan program

TV ve radyolarda ürün tanıma amacı ile yapılan izlemler

Kurum ve kuruluşların kendi yaptıkları işleri halka haberleşme araçlarıyla duyurmasıdır.

Bir firmanın kendisini tanıtmak için yaptığı görüntülerdir.

Güzel eşyaları göstermek için yapılır.

Bir firmanın kendini tanıtmak için yaptığı şey.

Bir şirket ürûnün tanımı için yapılanş ve tv'de gösterilmiş izlem.

Bir maddenin tanıtımına, nasıl olduğuına ve ne iş olduğunu gösterir. İnsanlara yardımcı etmek için ne gibi şeyler alabiliriz diye onlara yardımcı olur.

Bazı eşyaların televizyon sayesinde hem görüntülü, hem sesli tanıtımı yapmaya yarar

Film aralarında insanlara faydálı olacak araç gerçek tanıtmak için yapılır.

Televizyon reklamı eşyaların tanıtılmışını sağlar

Televizyoryor reklamı bir maddenin sana ya çok iyi yada çok kötü olduğunu açıklayan program

Bir markayı tanıtmak amacıyla yapılan gösterime reklam denir.

Bir firmayı tanıtmak için yapılan film.

Markaların kişileri çekmek için kullanılanları şey.

Bazı firmaların, adlarını duyurmak için, ürünlerini tanıtmak için hazırladığı genellikle kısa programlardır.

Her hangi bir eşyanın tanıtımı televizyonda göstermek

Firmaları kendilerini tanıtmak için

O markanın tanıtımıdır. Kağıt üzerine gösterilmesi

Vilimlerin arasında izlenen ürünlerin reklami

Televizyon programlarının sunan ürünler sunan prograına denir.

Film aralarında verilen kısa değişik değişik yeni çıkan ürünler.

Bir markanın en iyi olduğunu göstermeye yarayan TV prograımları.

Bütün reklamlar.

İmal edilen maddelerin yayını yoluya insanlara tanıtıllmasına reklam denir.

Televizyon reklamı bir nesneyi tanıtmak için yapılan gösteri
Derim ki: Reklam demek bir ürünün, bir eşyanın televizyonda gösterilmesine denir.

Televizyon seyrederen dinlenmemiz için verilen ara

Televizyon seyredirken dinlenmemiz için yapılır.

Televizyon reklamı kandırıcı bir şeydir. İnsanları kandırır.

Bir ürünü tanıtmak için yapılan program.

Bize alıcağımız ürünleri gösterir

Televizyon arasındaki boş zamanları doldurmak için

Televizyon reklamları filmlerin arasına giren bir reklam.

"Televizyon reklamı yeni bir ürün veya bir cisimi gösterip onun özelliklerini anlatıyor."derim.

Kanalların film arasındaki verdiği kısa bir programdır

Bir reklamanın ürettiği malın görüntüsüne reklam denir.

Televizyon reklamı

Bir ürünü yükseltemek için yapılan kısa filme derim

Ürünleri tanıtma ya da filmlere

Televizyon reklamı bir şeyin çok kullanılırın diye film arastır.

Ürünleri tanıtma amacıyla düzenlenen reklamlara denir.

Reklamlar insanların neyin, nasıl olduğunu öğretir.

Bazı eşyaları aldırmak için kandırmak gösterilen bir iş

Bir malı daha çok satabilmek için yapılan televizyonda verilen duyurulara televizyon reklamı denir.

Haber verir.

Televizyon reklamları her markaya göre yapılır. Bazıları eğlenceli bazıları da reklamların seçimlerine göre

Güzel bir programdır.

Üreticilerin kendi mallarının reklamını yaparak satar

Malları (ürünleri) satmak végöstermek amacıyla yapılan program.

Televizyon reklamı güzel birşeydir.

Saatlerce zözetten ona şöyle ifade. Konuşar şeye reklam

Birisine satın alınabilecek güzel şeyleri göstermek.

Reklamları yapmadan önce çalışırlar. Çalışmaları bitince televizyona çıkarlar ve reklama çıkarlar.
Çerezda

Televizyon reklamı ara verirler yani ara ile tamamlar.

Bir insanın bir malı tanita bilme çabası

Bir eşyayı tanıtmak için kullanılan reklam.

Bizim bazı şeyleri tanımmasızı

Reklam bir şeyin akşam veya yarını izlenen program. Bir markanın veya marketin reklamı.

Çok güzel reklamlar var derim.

Reklamlar bir şeyin insanlara tanıtılmıştır.

reklam=İnsanları eylendiren, gülüür kișilere reklam denir

Bir şeyi satılmasını sağlamak için yapılan gösteri.

televizyon reklamı bir tanıtm bir reklamı belirtir.

Yeni çıkan ve yeni satılan ürünlerleri gösteren bir reklam.

Satılacak güzel ürünleri tanıtır.

İhtiyaç karşılamak için reklam verilir.

Reklam, bir varlığın anlatılması demektir.

Bir markanın tanıtımdı

Bir şeyi televizyonda tanıtmak

film aralarında çıkan şeye denir. Ve bize tanıtmak için.

Bazı reklamlar arka araya gelir. Ve filmin arasında verilir.

Ben bir insana televizyon reklamı bizi boş zamanlarımızda vakitımız geçmek için

Ona televizyon reklamları bizim bir şey almamız için bizi kazıklamak gibi bir şey.

Halka kendi ürününü tanıtaba çekildir.

Yeni bir şey çıkınca o şeyin özelliklerini belirtir.

Bazı markaların tanıtımdıdır.

Markette yeni çıkan şeyleri gösterip almamız için

Televizyon reklamı bir şeye tanıtır.

Bir şirket kendi malını tanıtmak için reklam yapar.

Televizyon reklamı bir ürün olduğunu için

Televizyon reklamlar boş zaman doldurur.

Canlı veya cansız varlıkların televizyonda tanıtılmıştır.

Bazı reklamlar komik bazı reklamlar komik değil.
Televizyon reklamlı birşeyi belirten reklam
Her hangi bir ürünü tanıtmak için yapılan yayın.
Televizyonda bize alıp almamızı öneren yayın
Bizim ülkeyde veya başka ülkeyde neler var diye cevaplandırınız.
Mesela detarjan reklamları detarjanları kullanmamız için oluyor.
Televizyon reklamları bir ürün veya eşyanın tanıtılm.
Televizyon reklamı kısa süren bize gerekli şeylerleri tanımlayan.
Herhangi bir ürünün çok satması için yapılan tanıtılm.
Giyim gıda vesayet gibi şeyler tezon yardımıçılığıyla tanıtırlar
Televizyon reklamı bir konuda sasır kullanılacağını gösterir.
Varlıkların tanıtılmına denir.
Bir film izlerken filmin ortasında verilen ara.
Daha olmamış bir filmin seyredilmesi.
Ürünlerin daha çok ve daha fazla satılması
Bizim almamız için reklam olur.
Yeni eşyaların çıkması ve bizim almalarının istemesi.
Bir eşyanın bizim almamız için tanıtılm.
Kötü Derim.
İnsanlara kendi firmalarını, eşyalarını tanıtmak amacıyla yapılan bir yayın
Bir firmanın ürettiği malları televizyonda tanıtılm.
Birisine alabileceğekleri şeylerı televizyonla göstermek.
Televizyonda bir aletin veya aracın tanımlanması
Reklam eğitici veya eğitici olmayan insanların çektirdikleri kısa görüntü.
Anneler, babalar, çocuklar için satın alabileceğimiz eşyalar.
Bir film izlerken arada verilen bir yayın organı.
Televizyon can sıkıcı olmasın diye
Reklamda bazı şeyler anlatır.
Genellikle çocukların çok sevdiği şeylerin gösterilmesi için ve o malın satılmasına yönelik olan şeylere reklam denir.
Bir aleti tanıtmak için verilen bir şey.
Reklamlar bir markanın veya bir yerin açıklamasını söyler.
• İnsanlara bazı eşyaların tanıtımı amacıyla yapılan şeyler.
• Reklam bir markanın tanımidir. Bir ürünü tanıtır, onun daha çok satılmasını sağlar.
• Bir oyun bir tat bir serginin reklamı
• Biraz saçma. Ama bazıları güzel.
• Bir eşyanın bize tanıtımını yapmak için televizyonlar, onlarla ilgili bilgi vermek için reklam yaparlar.
• Tanıtımlar yapılacak birşeyin satılması için reklam yapılır.
• Reklam, bir malın daha çok alınması için söylenilen söz.
• Reklam bir markanın çok satış yapmasını için yapılan kısa bir şeydir.
• İnsanları sevindiren, huzurlandiren göre dinlendiricidir. Korku heyecan gibi şeyler v.b.
• Seni o reklama göre özentmek
• Reklamlar iyi bir şey öğretir.
• Reklam bazen yararlıdır, bazen yararsızdır.
• Bir kuruluşun kendi ürunünün fazla satılması için yapılır.
• Reklamlar bazı markaların özelliklerini televizyonda gösteren bilgilerdir.
• Reklam: Filmlerde Ara vermek için yapılan yayın
• Reklam bir ürün tanıtır.
• Televizyon programlarının arasındaki boş zamanları doldurmak için
• Reklam bir işi tanıtma reklam denir.
• Satın alabileceğimiz şeylerin özellikleriğini anlatır.
• Film arasında televizyonda yayınlanan malı gösterir.
• Bir firmannın ürunünün satın alınması için yapılan insanlandırmaşısı
• Televizyon reklamı=bir ürunün satış için yapılan reklamız.
• T.V. Reklamı=Bir ürunün tanıtimidir.
• İnsanlara yönelik yapılan tanıtım için yapılır.
• Piyasa esya gibi v.b. tanıtım
• Bir firma tanıtım amacıyla yapar. Reklamların birçoğu gerekşizdir.
• Televizyonda tanıtım veya satış amacı ile yapılan bir tür program
• Mesala bir firma reklam yaparak kendisini anlatır.
• Bir malın iyi taraflarını göstererek malın daha fazla alınmasını sağlayan birim.
• Bazı ürünler halka tanıtmak
Bazı firmaların kendilerini tanıtmak için yaptığı film.
Eşya satmak için
Programlar arasında konan boş zamanlar dolduran şey.
Reklam bir malı satılmasi için yapılan bir minik film.
Yeni çıkan şeylerleri tanıtmak için yapılan program
Bir ürünü tanıtmak için yapılan gösterim
Herhangi bir firmanın tanıtımı için çekilen kısa film
Bir malın satılabilmesi için ve yararlarını anlatmak için yapılan anket
Bir malın satılabilir olmasını anlatmaya yarar.
bir mal satmak için
Üretilen eşyaların tanıtıldı.
Bir ürünün tanımlanması.
Değişik ürünlerı kısa bir piyes yapmak.
Herhangi birşeyin tanıttığını televizyonda yayınlanması
Bir şeyin tanıtıldı.
Bir malı tanıtmak ve göz kamaştırmak için.
Bir malın tanıtıldı
Yeni çıkan ürünlerin reklamım derim.
Bizim bilmediğimiz şeyler anlatır.
Şirketlerin televizyonlara verdikleri ürünlerini tanıtmak için kullandıkları bir çeşit yayın
Bazı ürünlerin satışa sunulmadan önce tv de gösterilmesine denir.
Görüntülü Promosyon amacıyla yapılan şey
Bir ürünün tanıtıldı.
Bir varlığın tanıtıldı için yapılan program
O reklami yapan firmanın öyle şekilde bir cisim çıkarmış ve onun çıktığıne dayır haber
Bir eşyanın televizyon yoluyla tanıtıldı
Bazen iyi bazen kötü. Çünkü en heyecanlı bölümünde kesiyorlar. Bazen de gördemediğimiz şeyler gösteriyorlar.
Bir filmin ya da bir Dizin arasında girer 3-4.5 dakikalık mola
Televizyon proglamları arasında bize tanıtmak için verilen mola
Televizyon reklamı bir esyayı tanılamak için yapılır. Tabi t.v. reklamı olmasını istemem
Ürünlerin tanıtıldığı bir televizyon bölümüdür.
Televizyonda çıkan markaların, bankaların v.b.nin tanıtıldı. Reklamların az olmasını isterdim
Bir ürünü, programı tanıtan kısa bir film.
Yeni çıkan ürünlerin reklamını derim.
Bir mali gazeteyi tanıtan tanıtım aracı
Televizyonda boş bir zaman yapılan birşeydir.
Televizyon reklamı, tanımlama amacıyla verilen şeydir.
Televizyon reklamı, bazen insanı şarj, bazen de insanların bir şey tanıtın birşeydir.
Televizyonunda gördüğüm program
İnsanları kandıran hayal gücülerile oynayan
Ürünlerin tanıtımı için televizyonda gösterilen şeyler
İnsanlara verilen ürünleri tanıtmak.
Ürünlerin tanıtıldı, beğendirilmesi.
Bir şeyi tanıtmak için yapılan kısa bir film.
Tanıtım amacıyla yapılan anlatım.
Bir ürünü tanıma
Televizyonda televizyoncülerin para karşılığı televizyonda yayınlanan firma tanıtılmış
Birşeyi tanıtmak için TV de verilen reklam
yeni çıkan araçları tanıtmak amacı
Bir maddeyi tanıtmak amacıyla yapılan gösterim.
Televizyonların para kazanması için araya koyulan şey
Eşyalarını tanıtmak için yapılan kısa film
Televizyon programlarının arasındaki boş zamanları doldurmak için yapılan
Ürünleri programlar arasında gösterilen
Bir esyayı tanıtmak amacıyla yapılan bir şey
Reklam, bir ürünü tanıtmak için yapılan program
Televizyon reklamı bir araç, gerçek v.b gösterilmesi
Yeni çıkan birşeyi tanıtmak için

*The answers are verbatim. No corrections have been made over the original responses.*
APPENDIX IV
The Examples of TV Commercials that the Children Gave

♦ Milka
♦ Kaprisan
♦ Gofy gofret
♦ Pınar sosis
♦ Oyuncak bebek reklamları
♦ Kaprisan’dır.
♦ Peri kızı Sendy
♦ Pınar süt
♦ Capri-Sun
♦ Etipufpuf Etipufpuf yumuşak ve tatlı Eti puf
♦ Monopoly oyunu’du.
♦ Dalin Banyo Şampuanı
♦ Monopoly
♦ Evin ananın reklamı
♦ Sütlu Mikka, Şokomigo, Capri-sun
♦ Dalin reklamı
♦ Akbank reklamı
♦ Capri-Sun reklamı
♦ İş bankası progamı. Şener Şen
♦ Kaprisan, Çestir.
♦ Bu soruyu cevaplamanı istemiyorum
♦ pufi-çestir
♦ Monopoly-Gofy Gofret,
♦ İnterbank, bir bankanın güzellikı Akbank
♦ Eti puf puf eti puf puf yumuşak ve tatlı eti puf.
♦ Milka
♦ Star boors, monopolı
♦ Power Ranger’s
Capri-Sun
Mesela Çitos reklamı
Çerrezza Reklamı
Capri Sun
Monopoly oyunu
Kapı'nı kapmayısan
Çitos reklamı ve İş bankası reklamıdır.
Dalınlı çocuk şampuanı
Coca cola.
Capri-Sun
Çitos
Milka
Akbank
Dalınlı (Çocuk şampuanı)
Akbank reklamı
Dalınlı şampuan.
Eti puf puf
Capri-Sun
Eti puf
Capri-Sun
Cola Cola
Dalınlı çocuk şampuanı
Colgate
Capri-Sun
Capri-Sun
Dalınlı çocuk şampuanı
Önce Hüümlet sonra gümtel caprisanın tadına varınca
Mis yoğurt
Milka çıkulatası (yumuşak kalpli)
Cheetos
Monopol
Capri-Sun, Akbankın reklamı
Cheetos Dalın Çocuk Şampuanı
Capri-Sun
Milka reklamı
Akbank reklamı
Monopoli oyuncağı
Pınar sütü reklamı.
Pınar sırrının reklamı.
Capri-San
Capri-Sun
Milka
Çitos
Nike'ın çıkardığı en son reklam.
Şokomigo
Dalın Reklamı
Nike'ın reklamı çok ilginç
NIKE
Nike marka ayakkabılarının en son reklamı
Capri Sun
Akbank
Big Star
Arçelik, Eti
İnterbank
Colgate Diş Macunu Reklamı
Vestel
Max dondurma reklamı.
dyo2000 boya
Persil matik
Duru sabun reklamı
duru sabun, Vakıf bank, Eti bumbo, ipana diş macunu.
Duru, Akbank.
• Ace çamaşır suyu Veste televizyon
• coka
• Hes matik
• Bingo
• örneğin jest reklami: Vestel iki televizyonu bir adam ile bir çocuk televizyonu alıp götüür
• Eti Puf puf
• Duru sabunu
• Yataş
• Arçelik
• Hes matik
• Mavi jeans
• Coca cola
• Sprite’ın reklamları
• Yoğurt reklamları
• Koka kola, Pepsi.
• Gazete.
• Cola, Barbibebek, Cips.
• Persil
• Persil matik-Çokomel-Halley
• Pınar sosis reklamları
• Arçelik
• rikoşe reklamları
• Omomatik
• Arçelik, omomatik.
• Süt reklamları. Şampuan reklamları.
• Rikoşe ve taymstorm
• Akbank
• Tang
• Uzaydaki arçelik reklamları
• 0900 lü numaralar
Gofigofret
Omo, Arçelik...
ALO
Arçelik
Betmen rikoşe
Barbie reklamı.
Derbiy reklamı. (jilet)
Dalın Şampüğan
Luna
Canbebe
Ace reklamı
Mavi jeans reklamını örnek olarak verdim.
Capri-Sun-ve-Ruffels
Persil adam.
Mark
Süttaş Ayran
Süttaş
Süttaş
Süttaş
Uludağ
Akbank Reklamı 1-2-3
Telsim cep telefonu reklamı
Rinso.
Akbank
Süttaş Ayran
Fabulozo
Pepsi
Süttaş Ayran
Dalın reklamı
Firat
Ariel
♦ Şampuan reklamı
♦ Saç şampuanı olan dalın
♦ Selpak cep mendili...
♦ Dalin
♦ Marc
♦ Beko
♦ Action Man
♦ Ankbak Reklamı
♦ Mercedes
♦ Persil reklamı
♦ Sananın annesini çok seven çöreği reklamı
♦ Cep telefonu reklamı
♦ Fıkra sakız reklamı.
♦ Ghost Castle.
♦ 6
♦ İpана.
♦ Akbank-Sindi Bebek Reklamı
♦ Tursilmatik- Cheester.
♦ Cola reklamı
♦ Piril reklamı
♦ “0900” lü numaralardan tabak, bardak reklamı.
♦ Colgate.
♦ İpanoıl
♦ Rinso reklamı
♦ Ariel
♦ Sütaş.
♦ Sindy ve ace
♦ Ormanın kitabı adlı filmin reklamı
♦ Hes matik reklamı.
♦ Cif Likit Jel
♦ Colgate
♦ Dalın
♦ Persil.
♦ Coca-Cola
♦ Bisiklet reklamı.
♦ Akbank reklamı
♦ Solo
♦ Akbank reklamı
♦ Cine 5
♦ ABC Matik
♦ Pınar
♦ Tofaş
♦ Omo Matik
♦ Ariel Matik
♦ Vectra
♦ Rinso Matik
♦ Bosch
♦ Beko bir dünya markası reklam.
♦ Coca-cola
♦ Kitap reklamı.
♦ Reytin hamdi
♦ Eti puf.
♦ Yiyecek ve içcek reklamı
♦ Yapıtır rafını çıkar tadını.
♦ Elsiva ikiki
♦ Ona Reklamı
♦ Algida.
♦ Duru Sabun
♦ Sana margarin reklamı
♦ Futbol topu reklamı.
♦ televole reklamı
♦ Yeni çıkan cipsleri gösteren bir reklam
LUNA reklamı
Deterjan reklamı.
Kosla
Sana
Soli
Sütaş reklamı
Posta gazetesi reklamı veririm.
Dalın reklamı
900’lü reklamlar
Milka reklamı.
SONY televizyon.
Sütaş reklamı
Rinsomatik
Persil reklamı
Eti Puf reklamı.
Polo markasının reklamı
Mavi Jeans
Toys arasın reklam
Kosla sıvi.
Bardak reklamı.
Dalın ve Akbank reklamı
Pril reklamı
Arçelik reklamı
Uludağ gazoz
Sindy reklamları
Sananın reklam.
Persil Matik reklamı.
Akbank reklamı.
OMO
Vestel reklamı
Mc Donald’s reklamı yaz boyunca 50.000 TL. Dondurma
Duru sabun reklamı.
Power Rangers
Persil Yeşil Güç
Hes Matik
PHILIPS
CHEESTER
Arçelik
Akbank reklamı
Akbank reklamı.
Şokomigo
Fahim
Kaset reklamı.
Maske şapkaları.
Barbie reklamı.
Luna reklamı
Colgate
Dondurma reklamı
Bir oyuncak reklamı.
Evin
Fikra sakızı
Akbank. (banka reklamı.)
Barbie
Chetos
Organics
Pınar sosis
Canbebe.
Arçelik
Oyuncak, şampuan reklamı vb.
Şampuan reklamı, oyuncak reklamları
Star.
ACE
Yapı Kredi
Pınar
Caprisan
Persil matik
Dalin-Blemdax-Sütaş ayran Şokomigo-Mikka
Dawwu
Cola reklamı. Pepsi
Cif
Yapı Kredi bankasının reklamı
Koslavı sıvı
Coco Cola, Dalin
Omomatik
Organiks
Sütaş ayran, Pınar süt, Milkinis
Sütaş Ayran - Süt- Dalin
Opel’in reklamı
Arielin reklamı
Vestel’i alm rahat edin
PEUGEOT bisiklet reklamı.
POWER RANGERS
Milka
Sana - Dalin - Cif - Bixi
Cif reklamı
Koslavı reklamı
Dalin
Koslavı sıvı
Akbank reklamı
Akbank reklamı
Ferhan Şoray akbank
Persil Matik
Milka çıtır gofret
Coco-Cola
Luna
Luna
Pamakbank, Akbank, Rinso.
Akbank reklamı.
Belendaks
Kanatlı orkit plas
İntertoy Batman
Soli matik
Ak tel, ak vizyon, internet bağlantısı
Süz
maret sosis reklamı, akbank reklamı
Omo matik
Dalın pebe şanpuan
Demirdöküm klima
Rama yağı
Pınar süt reklamı
Mesela Toyota Corolla’nın reklamı
Gofy krema
Ariel, Luna, mavi jean, Ak bank, Pamukbank
Ariel Matik.
Belendaks
Akbank reklamı
Şener Şen’in Pamukbank’ta yaptığı
Sütaş ayran
Pepsi, coca cola
Pawerencirs
İntertoy
Fanta Avusturalya tatılı
ACE
♦ ACE
♦ ACE
♦ Shell
♦ Akbank
♦ Oyuncak reklamı
♦ Akbank reklamları
♦ Johson koloyaşı
♦ Pepsi
♦ Pepsi (Spice Girls) reklamı
♦ ERICSON reklamı
♦ Dalin
♦ Omomatik
♦ Eti Cin.
♦ cif reklamı
♦ Ariel
♦ Dalin reklamı

*The answers are verbatim. No corrections have been made over the original responses.*
APPENDIX V

Answers Accepted for ETİ PUF in the question about Level of Recall other then the Full Original Name of the Product:

Eti Puf Puf
Puffy
Eti Puff
Puf
Pufi
Eti Puf
Puf kek
Eti fuf
Eti Pufi
Puf Puf
Eti pu
Puf Puf
Eti Puffy
Eti Puv

Answers Not Accepted for ETİ PUF in the question about Level of Recall other then the Full Original Name of the Product:

Eti

Answers Accepted for MİS MEYVELİ YOĞURT in the question about Level of Recall other then the Full Original Name of the Product:

Mis Meyvali Yoğurt
Mis Çilekli Yoğurt
Mis Meyve yordu
Mis Meyve Yoğurt
Mis Yoğurt
Mis Meyva yoğurdu
Meyveli mis yoğurt
Answers Not Accepted for MİS MEYVELİ YOĞURT in the question about Level of Recall other then the Full Original Name of the Product:

Mis
Misy Meyveli
Meyveli Mis Süt
Mis Süt
Meyveli Yoğurt
Yoğurt meyvesi
Pınar Yoğurt
Meyvi yoğurt
Mis Meyve
Mis Süt (meyveli)
Yoğurtlu muz

Answers Accepted for CHEETOS in the question about Level of Recall other then the Full Original Name of the Product:

In this question, children were warned especially about two things. One of them was that they should try not to mix the name of the product with the name of the character in the commercial (Chester), and the other one was that they could write the name of the the way they pronounced it. Therefore, the mispronunciations of the name of the product were accepted but the attempts to write name of the character in the commercial instead of the product or the relevant mispronunciations were not accepted. If both of them were mentioned, the answer was accepted. There was also a high level of tendency to write the product name along with the slogan of the commercial (Çak bir Cheetos!) which shows the effectiveness of this slogan.

Citos
Çitos
Çat bir çitos
Çak bir çitos
Çitos Cester
Çak Chetos
Çtös
Chetoos
Answers Not Accepted for CHEETOS in the question about Level of Recall other than the Full Original Name of the Product:

Çerezza
Chester
Çak bir Chooster
Chese
Cester ve Hayvanlar
Although children produced an unbelievable amount of versions of this product name, the commercial was the most attractive one for them so the recall level was very high compared to the other two products’ names.