

DEVELOPING A CONCEPTUAL FRAMEWORK TO STUDY THE IMPACT OF TELEVISION ADVERTISING ON CHILDREN

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ABSTRACT

This paper is intended to develop a conceptual framework to study the impact of advertising on children. According to Kotler advertisers induce cognitive, effective, and behavioral responses from the consumers. Consumer development learning process stages of children are explained. Moschis & Churchill developed a conceptual model of consumer socialization based on the parents, mass media, school, and peers on children consumer related skills. A new framework is adopted using the consumer socialization conceptual model developed by Moschis & Churchill. New variables are introduced in the updated model by specific consideration of television commercials influence on children. In the new conceptual model, exposure to television advertising, understanding of television advertisements, information content in the advertising, appeal in the advertisements, influence of family and peers, role of children, and demographic variables are included are incorporated to study the impact of television advertising on children in family purchase decision making.

KEYWORDS: *Children advertising, Family purchase decision making, Consumer socialization, Recognition of need, Information search.*

I.INTRODUCTION

According to (Kotler, 2003) advertiser tries to influence the consumers through the advertising media which seeks cognitive, effective, and behavioral responses (Table 1) from them.

Definition of family is “a fundamental social group in society typically consisting of one or two parents and their children”. Purchase decisions take place after several interactions between the family members and each member plays a different role in the purchase processes. Each family member has influence with other family members with respect to the buying components like what to buy, where to buy, when to buy, with whom to buy, how much to spend, and how to use the products or services. In this context marketers need to understand the whole family as a unit instead of targeting the family members as a unit.

Five buying roles in family purchase decision making are explained below.

The initiator: The initiator is the family member who makes a purchase suggestion or an idea related to the product or service to other family members.

The influencer: The influencer is the family member who persuades other family members related to the purchase process. The influence may or may not be the same person as the initiator.

The decision maker: Family member who has power to determine a specific product or service unilaterally or jointly by consulting with other family members.

The purchasing agent: Family member who actually purchases the product or service. The purchasing agent may or may not be the same person as the decision maker.

The user: Family member who uses, evaluates, and provides feedback about the purchased product or service with other family members.

Table 1: Children’s opinion about television advertisements

<i>Communication and Sales Effects of TV Ad</i>	<i>Choices reflecting the Children’s understanding of TV Ad</i>
Cognitive response	(i) To make you aware about the product; (ii) To inform you about product features, price and its availability; (iii) To inform you about the various games, schemes and incentives attached to the product;
Affective response	(iv) To make you compare the product with the competitors product; (v) Make you believe that their product is the best;
Behavioural Response	(vi) Make you to try the product; and (vii) Make you to buy the product.

II. CONSUMER DEVELOPMENT LEARNING PROCESS STAGES OF CHILDREN

McNeal (1992) identified the following stages related to the children’s consumer development learning process.

Stage 1: Accompanying parents and observing: Early interaction with the market place by the children begins by accompanying with their parents. Usually mothers take their children to the shopping places, where children make sensory contact with the shopping environment.

Stage 2: Accompanying parents and requesting: This stage is characterized by children accompanying parents and making requests either through gesturing, pointing or by making purchase requests to their parents

when they see something in the store of their choice. Subsequently, children learn to make purchase requests for specific products at home, through the influence of television advertisements.

Stage 3: Accompanying parents and selecting with permission: This stage begins when children starts walking at the age of 3-4 years. When children accompany with their parents to the shopping malls, they practice first physical contact as consumers by choosing an article and taking it from the shelf.

Stage4: Accompanying parents and making independent purchases: This stage is characterized by children accompanying their parents, but making independent purchases. This stage contributes to the child's understanding that store owns the goods and money is the medium of exchange.

Stage 5: Going to the store alone and making independent purchases: The last and final stage is characterized by children's development of consume behavior and performing independent purchases without parental help.

III. CONCEPTUAL FRAMEWORK

Present paper is intended to construct a conceptual framework to find the impact of advertising on children in family purchase decision making. Literature review revealed that apart from media exposure, children consumer socialization takes place under the complex and dynamic social interactions with family members and peers. Past research findings identified the importance of children exposure to television advertising, use of advertising appeals to attract the children attention towards advertisements and the role of marketing content in creating the cognitive, affective, and behavioral responses in children. Many studies attempted to find the mechanisms of children understanding of advertisings like recognition of advertising, understanding of selling intent, recognition of advertising's source, perception of intended audience, understanding of persuasive intent, understanding of persuasive tactics, understanding of advertising's bias, skepticism toward advertising, and disliking of advertising (Rozendaal & Buijzen, 2016).

Moschis & Churchill (1978) developed a conceptual model of consumer socialization (Figure 1) to study the impact of four consumer socialization agents-parents, mass media, school, and peers on children consumer related skills. This model also designed to study the influence of selected demographic and socioeconomic variables on consumer learning.

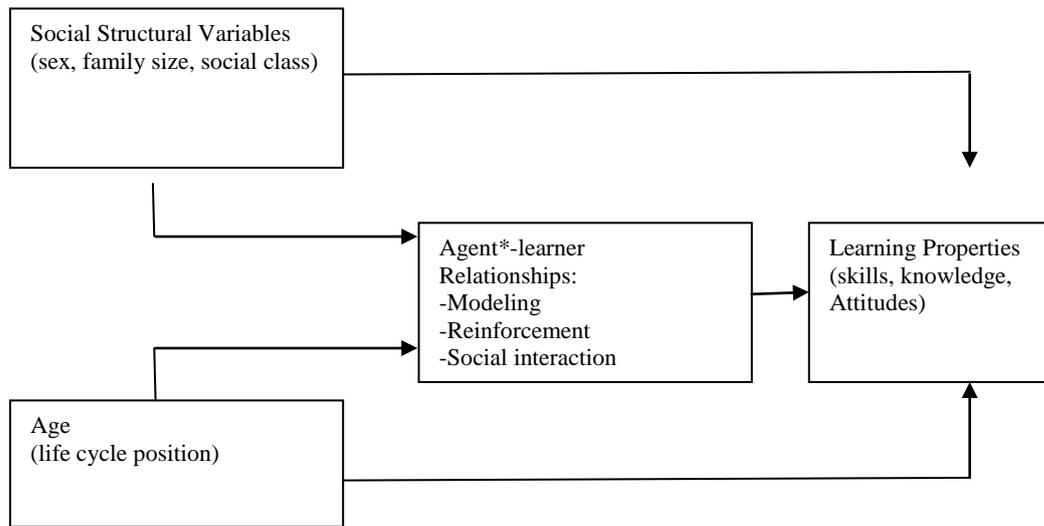
Objective of the present study is to find the impact of television advertising on children in family purchase decision making. Research framework shown in Figure 1 is adopted and modified to accomodate the variables related to television commercials. The modified framework helps to study the influence of advertising on children in family purchase decision making by including mediating demographic variables as well as consumer socialization variables. The modified framework is presented in Figure 2.

Figure 1: A conceptual model of consumer socialization

Antecedents

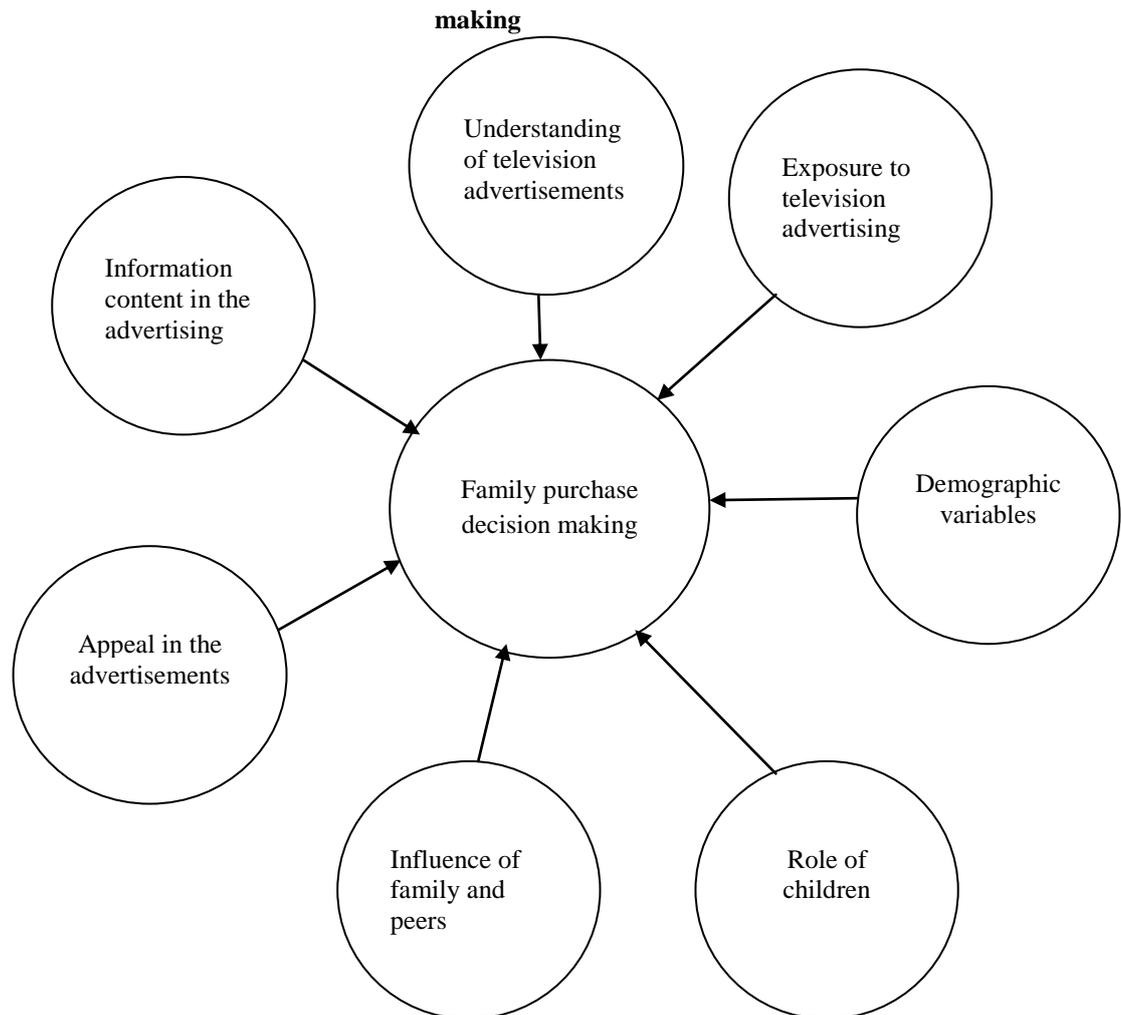
Socialization processes

Outcomes



*Socialization agents include parents, mass media, school, and peers.

Figure 2: Research framework to study the impact of advertising on children in family purchase decision making



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