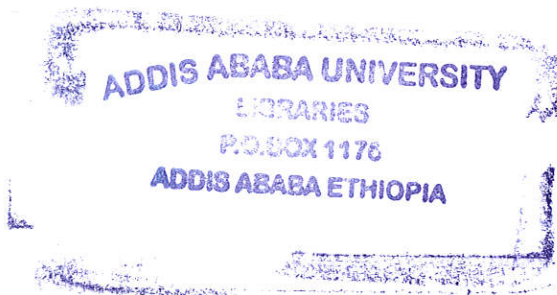


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF PSYCHOLOGY**

**CONTENT AND IMPACT OF TV ADVERTISING ON CHILDREN
AND ITS REGULATION: THE CASE OF JIMMA UNIVERSITY
COMMUNITY SCHOOL**

BY: ANTONIO MULATU



**JUNE 2010
AAU, ETHIOPIA**

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
DEVELOPMENTAL PSYCHOLOGY**

BY: ANTONIO MULATU

**JUNE 2010
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Acronyms

BBC - British Broadcasting Corporation

ERTA - Ethiopian Radio and Television Agency

EU - European Union

ICC - International Code of Advertising Practice

IP - Intellectual Properties

UK - United Kingdom

US - United State

Abstract

Everyday children are exposed to the selling message of advertisers via the television. There is some debate in the literature over the age at which young children can distinguish television advertisement from programs, when they can remember and what they see and when they are able to understand that the advertiser's motive is to sell a product. Resolution of the debate has been hampered by methodological difficulties and paradigms which fail to fully capture and explain children's response to advertisement. Objectives of the study was to assess the content and impact of TV advertising on children's behavioral, attitudinal and social development and its regulation at Jimma University Community School. Mixed research approach was employed. Structured and semi-structured questionnaires and interview were used to collected data from the children, Ethiopian Radio and Television Agency and three selected advertising agencies in Addis Ababa. In this study 295 children were participated with the mean age of 12. The study shows that children under study are very much aware about TV commercials features like: truthfulness, annoyingness and influencing characteristics of the advertising. Most advertising agencies do not carry out their works with the help of professionals this may lead advertisings to have information that may have unintended side effects that are not part of the selling intent. And there are national and international regulations and code of practice that are not still functional by advertising agencies and broadcasting Medias. Beside, there is a significant amount of advertising uniquely designed for and specifically directed to audiences of young children. Such advertising efforts are fundamentally unfair because of young children's limited comprehension of the nature and purpose of television advertising. Therefore, integrated and disciplinary approach is needed to protect children from the misleading message of TV advertisings.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

The 21st century development has facilitated the effectiveness of television advertising in light of technological development in media. Such development include the rapid growth of television channels that are available via a number of platforms-terrestrial, satellite, and cable and that are being facilitated through the transition of broadcasting from analogue to digital transmission (Kalson, 2003).

Digitalization means not only more television channels for viewers to choose from but also greater scope for interactivity. This, in turn, may mean more power to consumers to select what to watch, when to watch, how to watch. Concerns about increased volumes of advertising on burgeoning television channels and the more subtle forms of advertising that accompany greater commercialization of the television system (e.g., program sponsorship, product placement, program-related merchandising) have led to calls for tighter regulations governing televised advertising. This development is regarded as being especially necessary where children are concerned because their psychological immaturity as viewers and consumers leaves them more vulnerable to advertising influence (Lowry, 2002).

Efforts towards tightening restrictions upon advertising will create a tension with freedom of speech, to overrule freedom of speech (which includes freedom to advertise) rights, a legislator, regulator, or complainant will need to prove that harm is being done by commercial messages. Discussion of this issue has become particularly acute in debates surrounding moves to harmonize advertising or even to standardize advertising-related regulations across national boundaries-such as in Europe. Some countries apply much tighter regulations than others over advertising to children on television, and finding common ground that satisfies all national partners concerns about children about the freedom for advertisers to reach consumers with promotional messages can be difficult (Butter et. al, 1981).

Concern about TV advertising aimed at children represents part of a wider public debate about how much protection children need in a society where sources of information and entertainment are expanding and new communications technologies have facilitated greater access to content through a variety of platforms. In this environment, parents may find it increasingly difficult to control their children's media consumption, despite their willingness to assume such a responsibility. Hence, there may remain a need for centralized regulation to offer effective protection of children against misleading commercial messages as advertisement may encourage potentially harmful behavior among young viewers (Lowry, 2002).

The main concern of advertisers is that their commercial messages are effective. Advertisements can influence children in a number of ways. They can increase young consumers' awareness of brands and product attributes, influence attitudes toward brands and products, and influence intentions to purchase or actual purchase behavior. Advertising on television represents a particularly important product information source (Barry & Sheikh, 1977; Howard, Hulbert, & Lehmann, 1973; John, 1999). Research evidence indicates that exposure to advertisements can increase children's desire for products and may encourage them to ask their parents to make purchases on their behalf (Atkin, 1982).

This debate has raised many questions about the nature of advertising. These include: Is it fair to advertise to children unless they fully understand the intent of the advertisers? If young children do not understand that intent, then when do they develop that ability? Is television an effective way to market products to children? Are children encouraged to buy or try unsuitable products (such as alcohol or tobacco) from viewing advertisements even when those advertisements are not aimed at them? Does advertising encourage a more materialistic attitude in children? Or is it appropriate that children learn to be effective consumers from an early age? Does encouraging children to buy products lead them to pester their parents and cause family disputes? Does television advertising present an accurate or misleading image of the world to children? Should advertising aimed at children be regulated? If so, how strict should that regulation be and, in a global market place, should regulators draw up common guidelines across different countries and cultures? Should we educate children about advertising, and if so, who should take on the role of educator? (Donahue, 1980)

The effects of advertising can be divided into those that occur at behavioral, attitudinal, and other cognitive levels. The unintentional effects of advertising may also occur at these levels. Advertisements may influence children's perceptions of other people, their perceptions of themselves, or influence behaviors which may be potentially harmful to them. They may also contribute to a value system that emphasizes material wealth and conspicuous ownership of commodities (Kalson, 2003).

Parents and child-care professionals have found that advertising has the power to make a significant impression on children. This influence does not simply take the form of mimicking the behaviors of on-screen characters or repeating jingles or taglines in advertisements, it can take on more subtle forms that may have longer-term effects (Atkin, 1982).

Therefore, this study aimed out at examining the content of advertising on television aimed at children, children's understanding of advertising, and the influence of advertising on young viewers and regulation of TV advertising.

1.2. Statement of the problem

There is a general concern by parents and other social actors that TV advertising may have a negative, intended or unintended, influence on children (Burr and Burr 1977; Goldberg 1990; Goldberg and Gom 1978; Grossbart and Crosby 1984). Specifically, TV advertising may lead a child to select material objects over more socially oriented alternatives, potentially increase parent-child conflict and may lead to a more disappointed, unhappier child (Goldberg and Gom 1978). One of the reasons behind this parental concern is that children can be exploited more easily if they do not understand the difference between television programming and commercials and if they do not know the selling intent of commercials. If children understand the intention of commercial and are able to distinguish what might be reduced. First, understanding of TV advertising allows children to use cognitive defenses, such as producing counter arguments (Brucks, Armstrong, and Goldberg 1988). Second, the recognition of the difference between programs and commercials allows them to avoid or break of commercials by zapping to another channel. As it has been shown that children zap at least as much as adults do (Heeter and Greenberg 1985; Zufryden Pedrick, and Sankaralingam 1993). Hence, whether or not children have an understanding of TV advertising is an important issue to investigate, both from the parents' standpoint as understanding may prevent negative influences on the well-being of

children, and from the advertisers standpoint as it will alter the effectiveness of their TV commercials.

Over the years, research into advertising has accumulated giving rise to a body of knowledge about the part it plays in shaping consumers' desires, beliefs, values, and choices. Television has emerged as a particularly salient advertising medium, which is not surprising given its ubiquity and prominence as a source of entertainment and information. The current study represents one attempt to review research about children and television advertising, examining the nature of advertising on the small screen, children's awareness and understanding of televised advertising, and the different ways in which advertising messages can influence youngsters. Therefore, In order to carry out this study the following research questions were raised.

- What is the impact of TV advertising on children's behavioral, attitudinal and social development?
- Is the content of TV advertising relevant to the age and understanding level of the children or abusive?
- Is there any policy that regulates TV advertisements to children in relation to their effect on changing children's attitude?

These and other related questions were treated.

1.3 Objectives of the study

General objective

- The general objective of the study was to assess the content and regulation of TV advertisement in relation to its impact on children's behavioral, attitudinal and social development.

Specific objectives

- To determine the impact of TV advertising on children.
- To identify the content of the TV advertising to children.

- To assess appropriateness of the content to the age and understanding level of the children.
- To assess whether there is a policy which regulates TV advertising to children in Ethiopian context.

1.4 Significance of the study

Increased TV advertising to young consumers has placed consumerism center stage in the lives of children and teenagers. This phenomenon has been accompanied by growing concerns about the ability of youngsters to make mature judgments about commercial messages. The psychological immaturity of children may render them more susceptible to the temptations of promotional messages and campaigns. While this fact is not inherently or necessarily a bad thing, it may mean that youngsters may be particularly vulnerable to misleading commercial messages that make claims about products or brands that do not represent the truth. Before accusing advertisers and marketers of unscrupulous behavior and of deliberate attempts to lead child consumers astray, it is important to study the evidence about the ways children engage with advertising and the significance it may have in relation to their brand preferences, purchase behavior and consumer socialization.

Accordingly, this study

- Will give information for advertising agencies on how appropriate their mode of delivering to children.
- Will give future directions for advertising agencies
- Give further information for the concerned body about the necessity of care for younger generations while drafting and endorsing policies related with media advertising.
- Initiate parents to participate in the factual presentation of advertising to their children on TV.
- Will give an insight for further study.

1.5 Delimitations

This study was delimited to Jimma University community school students, ERTA and three selected advertising agencies in Addis Ababa it would be best if the study covers all schools at Jimma and advertising agencies.

Therefore, the delimitation is also made to content and impact of TV advertising on children and its regulation. Because the research would not be manageable with time and resource constraints if variables related to TV advertising and all schools and advertising agencies were included.

1.6 Limitation of the Study

While conducting the study, the researcher faced with constraints that have direct influence on the study. These were:

- Lack of reference materials conducted in Ethiopian context regarding TV advertising to children.
- Some participants failed to fill the questionnaires correctly.
- Some advertising agencies were not willing to be interviewed.
- Participants may not understand some variables in the questionnaires and simply report items based on their feeling.

1.7 Operational Definitions

To conduct the study the listed below words are used and operationally defined as follow.

- **Children:** refers to children within age bracket of 3-18 years.
- **Television:** a system for converting visual images (usually with sound) into electrical signals, transmitting them by radio or other means, and displaying them electronically on a screen.
- **Advertising:** communication whose purpose is to inform potential customers about available products and services.

- **Attitude:** An affective response to a stimulus object, as distinct from behavior, in that an attitude may inform behavior, but predicting behavior from an attitude is not supported by social-cognition, cognitive or behavioral research findings.
- **Behavior:** action performed either individually or jointly with others, often assumed, but not always demonstrated, caused by an exogenous stimulus.
- **Impact/effect:** a change in state resulting from a demonstrated causal agent—generally accepted as having been demonstrated when the relationship between a causal agent and the changed state are observed or a consequence phenomenon that follows and is caused by some previous phenomenon.
- **Understanding:** A degree of mental grasp about a thing associated with the ability to recognize it based on experience or conceptual or categorical classification.

CHAPTER TWO

2. Literature review

This chapter tries to review related literature on TV advertising to children and have three main parts. These are: theoretical background, effects of Advertising on children and Regulations of advertising. Each of the topics is treated as follow.

2.1 Theoretical backgrounds

Theorists are concerned with how a child's cognitive competence might process these advertising messages. In the field of childhood psychology, theorists like Jean Piaget and Lev Vygotsky used different approaches to explain the pattern of cognitive development they observed in children. In the 1960s Piaget, a cognitive theorist, saw children as active seekers who were capable of organizing knowledge through assimilation and accommodation. Piaget's theory says a child passes through four sequential stages; a process that enables the child to develop complex cognitive structures of their world called schemata (Kalson, 2003).

On the other hand, Vygotsky focused more on the child's social environment, and how that environment assists the child in his or her cognitive development. Unlike Piaget, Vygotsky did not base his theory on the child's age or their stage of development; instead, he proposed children use cultural support and tools to advance from elementary mental functions to higher mental functions. Both Piaget and Vygotsky's views offer important frameworks for evaluating the relationship between a child's cognitive development and their interaction with television advertisements (Kalson, 2003).

A study at Harvard University used Piaget's clinical examination method to analyze the differences amongst groups of kindergarten, second, fourth and sixth grade children in their attitudes towards television advertisements. The study was based on the assumption that children progress through stages of development. The lower stages of child development are associated with literal reasoning; whereas, the higher stages are more complex and involve abstract thought. Blatt, Spencer and Ward (1971).based parts of their study on prior research, which showed young children, have difficulty in assessing the advertisement as a separate entity from the product being advertised. The study findings show developmental trends in the way children perceive and react to television advertisements.

Blatt et al (1971) describe the following four areas in which children appear to change with increasing maturity: cognitive-affective focus, mode of assimilation, differentiation and level of judgment. Cognitive affective focus refers to the kind or quality of stimuli that appeal to members of advancing age groups. Young children prefer to focus on objects that satisfy their immediate physical surroundings such as food and toys; whereas, older children focus on the elements in an advertisement that have symbolic meaning such as humor, fantasy, human interest or hyperbole. This trend can be likened to Piaget's theory that symbolic thought, or the use of mental images to represent objects, is not developed until the end of a child's sensorimotor stage of development. Children between the ages of 2 and about 12, or the age when they reach the concrete level of operations, are in the developmental stage of their logistic-thinking abilities. In addition children's modes of assimilating television advertisements depend upon the ways in which they can recall and use advertisement information. The study found young children recalled advertisement messages by mimicking the messages or jingles, while older children remembered advertisements that elicited unique responses, such as a commercial that a child found humorous. An older child was also more likely to recall an advertisement's purpose and content than a younger child. This finding is synonymous with Piaget's work concerning a child's move from preoperational to operational thought; older children are more likely to classify information into categories based on multiple attributes while ignoring irrelevant information, which makes it easier to assimilate the information into their existing schemata. The final findings of the study focused on differentiation and level of judgment. The study found younger children have more difficulty discriminating fantasy from reality and products from advertisements than older children. Younger children were also more egocentric in their level of judgment. Younger children judged advertisements based on their needs; older consumers focused on the factual validity of an advertisement and on the functional attributes of the product being advertised (Blatt, Spencer & Ward, 1971).

While the study by Blatt et al. (1971) provides insight into how children of different age levels interact with television commercials, it is an outdated analysis. The study also has a number of drawbacks. For instance the study used only a very small select sample of children, the study made no statistical comparisons between participants and the study did not take into account factors like socioeconomic status or environmental influences Reid (2001).

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The study did not mention children that might deviate from the norm for their age group either. For instance why might a small percentage of young children be able to differentiate between the fantasy and reality that appears in advertisements? And what factors contribute to a child's progressive interaction with television advertisements? Reid (2001)

A more recent study by Reid (2001) addresses the aforementioned issues by measuring the impact of family group interaction on a child understanding of television advertisements. Reid used the following two methods to gather data: personal interviews with the family members to determine viewing habits, consumer teachings and television patterns; and participant observations in the naturalistic family-viewing situation. The study interviewed thirty families, and chose nine out of the thirty to participate. Three families with children in the age range of three to five, six to eight or nine to eleven were assigned to either the low, moderate or high consumer-teaching orientation (Reid, 2001). Reid then gathered data from these nine families through naturalistic, family viewing situations to obtain an interactional look at the child's viewing practices in their home environment. Reid found that a child's level of understanding television advertisements is a result of family-group orientation and other social experiences the child brings to the viewing situation. The study prior research into question because its findings show that "chronological age does not seem to be the only important factor to children's viewing sophistication, other than as a general indicator as to where to look for early instances of viewing habits and patterns" (Reid, 2001). For example, the study mentioned a five-year-old participant who was able to understand that television advertisements do not always present everyday realities. This child was also able to differentiate between commercial content and television programs. Reid's research proved that because this particular preschool child was raised in a high, consumer-teaching orientation family group he was able to bring beneficial personal experiences to his viewing experiences.

Reid's research validates that all children have the potential ability to develop an understanding of advertisements that is not contingent upon their chronological age alone. Parents and social experiences can assist children in their understanding of television advertisements, and this contention is similar to Vygotsky's Zone of Proximal

Distance theory, the interactions between children and parents such as conversations about the reality of television advertisements or trips to the grocery store that model consumer television

behavior facilitates the child's development of higher mental interpretations of television commercials. Although Reid's research is a better indicator of the child/television advertisement relationship, a number of issues still remain unanswered

Children are complex social beings, and no one theoretical approach is sufficient enough to explain all the facets of cognitive processes that develop as a child watches and interprets a television advertisement. Therefore, while Blatt et al. (1971) and Reid provide insightful research on the relationship between the cognitive development of children and their understanding of television advertisements, more research can still be done in this area.

2.2 Children and Television Advertising in the World

The proliferation of technological advancements during recent decades has made televisions a staple item in the American household. A national study in 2003 by the Kaiser Family Foundation found nearly a third of children three and under have television sets in their bedrooms. In addition, 40 percent of children three and under live in a home where the television is always on, and more than half of these children are able to change television channels with the remote (Kalson, 2003,). Due to these social trends, researchers are curious about the behavioral, cognitive, social and emotional effects of such pervasive and early television exposure on children's development.

In the South African context, a limited number of studies have so far investigated the consumer behavior of children. These studies include focus groups with children to determine, *inter alia*, how children identify with child actors in magazine and television advertisements (North, 1987) and assess their understanding of television advertisements (Cardwell-Gardner & Bennett, 1999). A literature study in the fields of marketing and the consumer sciences revealed that not a single study has so far investigated the consumer socialization of children in South Africa. The question arises whether marketers are taking note of current changes in the social environment, and whether this is reflected in their marketing strategies. Marketers in South Africa are being challenged to adapt their marketing and advertising strategies to fit in with the new environment created by post-apartheid changes. The limited number of studies of the consumer behavior of children and the relevance of this topic to South African marketers and consumer scientists suggest the need for further research.

Children move through various cognitive and social phases on their journey from birth to adolescence and adulthood. Consumer socialization (which is only a part of a child's general socialization) is described as "the processes by which young people acquire skills, knowledge, and attitudes relevant to their functioning as consumers in the marketplace" (Ward, 1974). Although McNeal (1993) sometimes refers to it as "consumer education" or "consumer development", Ward's description of the concept can be regarded as a universally accepted definition (McGregor, 1999; John, 1999; Carlson & Grossbart, 1994). John (1999) views consumer socialization as a process that occurs in the context of social and cognitive development as children move through three stages of consumer socialization, namely the perceptual stage (3-7 years), the analytical stage (7-11 years), and the reflective stage (11-16 years). This latter stage, which is particularly relevant for this study, is characterized by the development of information processing skills (such as interpreting advertising messages) and social skills. Children pay more attention to the social aspects of being a consumer (John, 1999). In this stage adolescents' knowledge about branding becomes extremely important. Acceptance by the peer group is often guaranteed when a teenager wears the "right" brand of T-shirt or jeans. According to Acuff (1997), peers play an enormous role when teenagers have to make buying decisions in this early adolescent stage. These early teenagers are also very activity oriented, for example taking part in organized sport, playing computer games, viewing television programs, engaging in various school activities and shopping (Acuff, 1997).

Blackwell et al. (2001) are of the opinion that children learn their consumer skills primarily from shopping with parents - a phenomenon these authors call "coshopping." Co-shoppers tend to be more concerned with their children's development as consumers and they "explain more to their children why they do not buy products", which to some extent "may mediate the role of advertising."

Blackwell et al. (2001) and McNeal (1993) states that children pass through the following five-stage shopping learning process in their consumer development:

Stage 1: Observing this first stage is the child's initial interaction with the marketplace. Mothers usually take their infants to shopping malls and stores where they make sensory contact with the shopping environment. McNeal's (1993) studies show that the median age here was two months,

but answers ranged from one to 33 months. As stated earlier, John's framework of three stages of consumer socialization starts at the perceptual stage (36 months – 7 years).

Stage 2: Making requests during this phase, (which corresponds partly with John's perceptual stage), children make requests (by pointing, gesturing and even making statements) to parents when they see something they want in the store. In the latter part of this phase they make requests for specific products at home, probably because of the stimulation by television advertisements.

Stage 3: Making selections When children start walking (3-4 years of age - partly in John's perceptual stage), they experience their first physical contact as consumers by choosing an article and taking it from the shelf.

Stage 4: Assisted purchases almost from birth, children regularly witness their parents and other shoppers giving money in exchange for goods. These scenes give meaning to the money children receive from their parents or grandparents. During this stage (the latter part of John's perceptual stage and the early part of the analytical stage, 7-11 years) children start spending money on their own. This contributes to the child's understanding that the store owns the goods and money is the medium of exchange.

Stage 5: Making independent purchases the fifth and final step in the development of consumer behavior is performing independent purchases without parental assistance (John's reflective stage, 11-16 years). There is usually a significant time lag between a child's first purchase with parents and an independent purchase (McNeal & Yeh, 1993). Acuff (1997) reports on the findings of a study that found that teenagers do not consult their parents for buying candy and soft drinks in 92 percent of the cases. In 70 percent of the cases clothes are purchased independently and in only 20 percent of the cases do they not consult their parents when computer software is purchased.

According to Sheth et al. (1999) consumer socialization occurs when one or more of the following are learned or acquired by children: "... preferences among alternative brands and products; knowledge about product features and the functioning of the marketplace; and skills in making 'smart decisions'" The theory and published literature focus largely on consumer socialization in the childhood phase. McGregor (1999) and Engel et al. (1995) emphasize, however, that it should be recognized as a lifelong process. Recent studies by consumer scientists

examined other areas of consumer socialization, such as the socialization of consumers in a global marketplace, and the protection of consumers in the electronic marketplace (McGregor, 1999); consumer complaint behavior in the children's wear market (Norum & Scrogin, 1996); and the factors that influence the food choices of children between the ages of 9 and 17 years (Hamilton et al, 2000). No attention was given to the role of the media and parents as socialization agents in these latter studies. McNeal (1973) summarizes the value of and the reason for the need to study the consumer socialization of children as follows: "Much consumer behavior is performed under the influence of others. The very foundation of human behavior is learning from others." McGregor (1999) states that consumer socialization is a function of, *inter alia*, the age of the child, the content that is learned, and agents of socialization.

Consumer socialization agents

Socialization agents are the persons and organizations involved in the orientation and education of children as consumers. Some examples would be family members, peers, the mass media, schools and retailers (John, 1999).

The learning of consumer behavior patterns (consumer socialization) by children has been of interest to researchers since the end of World War 2. In the 1950s and 1960s, pioneers like Guest, McNeal, Berey and Pollay (John, 1999) began to examine factors related to the consumer behavior of children. The topics investigated include children's understanding of marketing and retail functions, brand loyalty and the influence of children in family decision making. No specific study of the influence of consumer *socialization agents* on children's buying behavior has been reported in these early years of research.

Research in the field of the consumer socialization process of children gained momentum in the mid1970s (John, 1999). Scott Ward's (1974) article entitled "Consumer socialization" which was published in the *Journal of Consumer Research*, forcefully argued for studying children and their socialization into the consumer role. This gave a lead to a new generation of researchers, and in particular directed their attention to the role of socialization agents in children's development as consumers. Of particular importance to this review are the studies that focused on children's knowledge of consumer issues and the influence of the *family* and the *media* (as socialization agents) on children's development as consumers. The family can be regarded as the primary source (agent) of consumer socialization. Extensive research has been conducted on the role of

the family as a consumer socialization agent over the past three decades (John, 1999; Carlson & Grossbart, 1994; Hempel, 1974). Hawkins et al. (2001) state that parents teach their children consumer skills both deliberately and casually through instrumental training, modeling and mediation. Instrumental training occurs, for example, when a parent tries to teach a child to eat a certain snack because it has nutritional value. Modeling occurs when a child learns appropriate (or inappropriate) consumption behaviors by observing others (for example parents who smoke). Mediation occur when a parent alters a child's initial interpretation of or response to a marketing stimulus (for example an advertisement depicting a situation in which a child will be rewarded with a snack for good behavior).

2.2.1. The Increasing Commercialization focusing Childhood

Certainly, advertiser who rely upon television commercials have targeted several generations of children. Yet in recent years a number of convergent factors have contributed to an unprecedented level of growth in both the amount and types of advertising directed at children first and foremost among these factors are changes in the media environment. Most advertising is delivered via media channels, and there have been radical shifts in the technological capabilities for delivering information into the home during the past decade or two. The number of television channels received in the average U.S home has escalated with the diffusion of cable television and direct broadcast satellite technologies. The natural result of this technological shift has been the growth niche program services that target narrow segment of the public. Channels devoted to golfing, cooking, shopping, and home decorating reside alongside others devoted to animal lovers, country music fans, and travel aficionados. In the new media environment, a growing number of competitors fight for smaller and smaller "pieces" of the unchanging "pie" of viewers in the available audience. Within this context, audiences comprised solely of children are no longer considered too small to be profitable.

When channel capacity was constrained, as in decades past, television programming targeted to children was limited in amount and relegated to time slots unpopular with adults, such as Saturday mornings (Turow, 1981). Yet in this new multi-channels era, there are numerous national program services primarily or exclusively devoted to children, including Nickelodeon, ABC family, Disney channel, cartoon Network, and Noggin. Naturally, these channels deliver significant amounts of child-oriented marketing messages. This includes not only traditional

The evidence indicates that most children below 4-5 years of age do not consistently discriminate between television program and commercial content. By about age 4-5, children typically develop the ability to distinguish between these two at a perceptual level. This ability, however, is only the first of two critical information processing tasks that children must master in order to effectively recognize and defend against advertising message.

2.2.2 The Nature of Advertising to Children

A large amount of children's television viewing consists of programs aimed at an adult audience, and therefore much of the advertising children see is intended for adults. However, because children are not so interested in products for adults, they are less likely to pay attention to them. Thus, research on advertising and children has focused on commercials designed specifically for the child audience. These advertisements are most likely to attract children's interest and affect their behavior (Kunkel, 2001).

The controversial nature of television advertising might mean reaching children in different age groups-for example reaching children younger than advertisers targeted in the past. The increase in popular programs(e.g. the BBC's Teletubbies in the U.K) designed for very young children has opened up new opportunities for selling toys and associated material to every younger aged groups (Hind, 2003). The markets for such commodities can be global. Marketers may also exploit opening markets where advertising and marketing has been limited previously because as pointed above, countries such as china has vast potential children's markets (O'Hanlon, 2000).

2.2.3 Children's Early Understanding of Television Advertisements

Concerns about young children's lack of understanding of television advertising have frequently been voiced by parents, regulatory bodies, and politicians who, in turn, have been reassured by advertisers and marketers that children fully understand such advertising and there is no need for further research or regulation. In publications such as *Marketing* (Hanson, 2000) and *Marketing Week* (Shannon, 2000), marketing practitioners have defended advertising to children, citing research claims that children as young as three or four years of age understand that advertising has a persuasive agenda (e.g., Donohue, Henke, & Donohue, 1980; Gaines & Esserman,1981). On the other hand, Sweden has defended its current policy of banning television advertising to

under-12s by stating they have difficulty in understanding the purpose of advertising (Bjurstrom, 1994; Edling, 1999).

The key points that dominate the existing research in this area include young children's ability to differentiate advertising from surrounding programs, their early understanding of advertising, how this understanding is measured and factors that may mitigate this understanding. Research with very young children has certain difficulties because of their language capability, and different researchers have used various methodologies, which has led to contradictory results. Consequently, there is much disagreement both among academics and between academics and practitioners regarding the ages at which children can differentiate between program and advertising material and when they can understand the persuasive intent of advertising.

2.3 Effects of Advertising on Children

The impact of television advertising on preschool and elementary school-aged children occurs at multiple levels, including the relatively immediate product-persuasion effects intended by the advertiser as well as broader and/or more cumulative types of influences that occur from exposure to large numbers of commercials over time. For example, cereal advertisements may have the immediate effect of generating product-purchase requests and increasing product consumption, but it may also contribute to outcomes such as misperceptions about proper nutritional habits or parent-child conflict should a child's purchase-influence attempt be rejected by the parent. Each of these distinct perspectives is addressed below.

Parent-Child Conflict

An important side effect of the influence of advertising on children's desire for products is the parent-child conflict that emerges when refusals occur in response to children's purchase-influence attempts (Robertson, 1979). Parents obviously cannot honor all purchase requests triggered by television advertising, given the volume of commercials that the average child sees. In one study, Atkin (1975) found that more than half of children reported arguing or becoming angry when a toy request was denied; in another (Atkin, 1978), he observed high rates of child disappointment and anger in response to the majority of parent refusals for cereal requests at the supermarket. Other studies confirm these patterns (Goldberg & Gorn, 1978; Sheikh & Moleski,

1977). In sum, the frequent purchase requests associated with children's advertising exposure may place strain on parent-child interaction.

Materialistic Attitudes

As Baran, Mok, Land, and Kang (1989) expressed it, people develop the mind-set that "you are what you buy." Material possessions become the source of judgment by others as well as the source of one's own self-evaluation. Although each advertising may have as its primary purpose the promotion of sales of its featured product, the cumulative impact from the totality of advertising seen by children may exert far broader sociological influence. For example, scholars have advanced the hypothesis that advertising cultivates a materialistic value system in young people. In this context, materialism can be defined as the view that products and their acquisition are the basis for determining one's personal worth.

Unhealthy Eating Habits

One of the most heavily studied areas of advertising's cumulative effects is the impact of commercials on children's eating habits. As noted above, commercials for candy, snacks, and fast food are mainstays of the advertising targeting children. It is well documented that such advertisements are typically effective in persuading children to like and request the product (Borzekowski & Robinson, 2001; Galst & White, 1976; Goldberg, Gorn, & Gibson, 1978; Taras, Sallis, Patterson, Nader, & Nelson, 1989). In a study with particularly strong external validity, Gorn and Goldberg (1982) controlled the advertising shown to 5- to 8-year-old children at a 2-week long camp. Some children saw commercials for fruit and fruit juice, while others viewed advertisements for candies and Kool-Aid, a sugar-sweetened drink. As expected, children's actual food and drink choices during the camp were significantly influenced by the advertisements they viewed.

A difficult issue for the critics of advertising unhealthy foods to children is the fact that many parents and pediatricians consider the occasional use of candy, sugared cereal, and desserts not to be harmful. What becomes harmful is when nonnutritious foods are eaten regularly and supplant nutritional foods in the child's diet. The concern here, of course, is that commercials for candies, snacks, and sugared cereals far outnumber commercials for more healthy or nutritious food (Atkin & Heald, 1977; Barcus, 1980; Kunkel & Gantz, 1992). One study even suggests that the

influence of an advertising for healthy foods can be overcome when a commercial for snack foods (e.g., Hostess Cup Cakes) is shown immediately afterward (Cantor, 1981). The general finding that eating habits formed during childhood often persist throughout life underscores the serious implications of advertising influence in this realm (Jacobson & Maxwell, 1994). Observers have linked the dramatic increase in the prevalence of childhood obesity to the emergence of the advertising of unhealthy foods to children (Dietz, 1990; Horgen, Choate, & Brownell, 2001; Troiano & Flegal, 1998).

Positive Attitudes toward Tobacco and Alcohol Consumption

Although some observers may argue that there is nothing harmful about the consumption of snacks and sweets if carried out in moderation, there are other widely advertised products that are intrinsically harmful to children's physical and psychological development, even when consumed in moderation. The most obvious of these products are tobacco and alcohol. Both alcohol and tobacco are considered so detrimental to the health of children that the sale of both types of products to children and adolescents is illegal in the United States. Research shows that underage smoking and drinking are rampant in the United States. The mean age of first use of alcohol declined from approximately 18 in 1968 to 16 in 1996; in 1998, one in five teenagers were alcohol drinkers (Greenblatt, 2000). Similarly, the average age of first use of cigarettes is 15.4 years (SAMHSA, 1999); in 2000, approximately 13% of those between ages 12–17 reported smoking during the previous month (SAMHSA, 2001).

The tobacco and alcohol industries publicly maintain that they do not advertise or promote their products to children or adolescents, yet evidence strongly suggests that youth are both exposed to and influenced by advertisements for tobacco and alcohol products (Grube, 1995; U.S. DHHS, 1994). Tobacco cannot be advertised on television, but it is heavily promoted in magazines. Although the four largest U.S. tobacco companies pledged in a Master Settlement Agreement in 1998 not to promote their products to children younger than 18 years of age, recent research reports that three of the four companies continue to advertise in magazines with a substantial youth readership (King & Siegel, 2001). In contrast to tobacco, beer and wine are frequently advertised on television, and beer advertisements are especially prevalent in sports programming, which has a sizable youth audience (Grube, 1995; Slater et al., 1997). Moreover, in June 1996, the liquor industry dropped its voluntary ban on radio and television advertising (Elliot, 1996),

and recent concerns have been raised about the newer “alcopops” or “starter brews.” These are sweeter alcoholic drinks, such as “hard” lemonade, that have effectively targeted the underage market (Center for Science in the Public Interest, 2001).

Research shows that children notice and remember advertising for tobacco and alcohol. For example, one study showed that among 6-year-olds, Joe Camel was as recognizable as the Mousketeer logo for the Disney Channel (Fischer, Schwart, Richards, Goldstein, & Rojas, 1991). Similarly, in a study of alcohol-brand awareness, nearly as many 9- and 10-year-olds were able to identify the Budweiser frogs as could identify Bugs Bunny (Leiber, 1996).

Reviews of research demonstrate that the advertising of both tobacco and alcohol products creates more than brand awareness. The consensus of both short-term experimental research and longitudinal studies is that advertising and marketing contribute to youth smoking and alcohol consumption (Atkin, 1995; Strasburger, 2001). The research suggests that such advertising is particularly effective when it makes drinking alcohol and smoking seem normative and when it is associated with sex appeal and glamour (DHHS, 1994; Strasburger, 2001).

Creating aggressive behavior on Children

Psychologists have been publishing research demonstrating the harmful effects of exposure to media violence for more than 50 years. Meta-analyses confirm that exposure to media violence promotes aggressive behaviors, attitudes more accepting of violence, increased hostility, and other antisocial outcomes (Anderson & Bushman, 2001; Bushman & Anderson, 2001; Bushman & Huesmann, 2001; Paik & Comstock, 1994). Other research documents the association between exposure to media violence and fears, anxieties, and sleep disturbances (Cantor, 1998; Harrison & Cantor, 1999; Owens, Maxim, McGuinn, Nobile, Msall, & Alario, 1999; Singer, Slovak, Frierson, & York, 1998). Although the television, film, electronic game, and music industries all have policies that include warnings or ratings to inform parents of potentially harmful content, the success of these policies is undermined when content labeled as appropriate for mature audiences only is actively marketed and advertised to younger audiences.

Much of the research into television advertising has concentrated on the intended effects of commercial messages. Advertising is designed to promote awareness of commodities, enhance their appeal, and ultimately to encourage their purchase and use. Commercial messages are

therefore produced with persuasive appeals that are aimed at creating markets for advertised products and services and maintaining consumer loyalty. But advertising contains information that may have unintended side effects, and exposure to advertising may have social and psychological effects that are not part of the selling intent.

The effects of advertising can be divided into those that occur at behavioral, attitudinal, and other cognitive levels. The unintentional effects of advertising may also occur at these levels. Advertisements may influence children's perceptions of other people, their perceptions of themselves, or influence behaviors that may be potentially harmful to them. They may also contribute to a value system that emphasizes material wealth and conspicuous ownership of commodities.

Parents and child-care professionals have found that advertising has the power to make a significant impression on children. This influence does not simply take the form of mimicking the behaviors of on-screen characters or repeating jingles or taglines in advertisements, it can take on more subtle forms that may have longer-term effects.

2.4 Regulations of advertising

Advertising is a powerful means to influence the purchasing power of people. Such influence over people, however, carries with it potential for misuse and abuse. This is why in many countries worldwide advertising practices are heavily regulated to prevent and control unjust business behavior. General issues that you need to consider as you develop an advertising campaign include.

- **Geographical indication-** you may not use geographical indications on your packaging and promotional material if such use is likely to mislead the public as to the true origin of the product. Similarly, false indications of origin or source if used are actionable, in some countries, under the trademark law.
- **Sensitive categories-** most countries have special controls or prohibitions on advertising for specific types of products, such as medicines, tobacco, food, toys, pornography, testimonials, credits, slimming and sanitary protection products, and etc. Some countries also have bans or restrictions on the marketing of certain professional services, such as lawyers, notaries, pharmacists, tax advisers, accountants and auditors.

- **Advertising and children-** most countries allow business to advertise to children, provided a set of minimum criteria is observed. These criteria place on the advertisers a special responsibility to protect children from their own susceptibilities. It may thus be unauthorized, for example, to glamorize violence in advertising directed to children. Some legislation also forbid the use of children in advertisements for certain products, or forbid to feature naked children.
- **TV advertising-** many countries have some forms of specific legislation or code of practice for TV advertising. For example, there may be broadcast time restrictions for particular products.

Advertising depends upon celebrates and creativity. Major technological advance and the Internet have facilitated the widespread use of advertising and the creation of new, advanced marketing techniques. But along with those possibilities come new issues of IP law that require advertisers to be vigilant in unaccustomed ways. Today, it is impossible to be a successful advertiser, or run a successful advertising agency, without understanding the legal framework surrounding the business of advertising.

2.4.1 ICC International Code of Advertising Practice

Introduction

This edition of the ICC International Code of Advertising Practice follows the well-established policy of the ICC of promoting high standards of ethics in marketing via self-regulatory codes intended to complement the existing frameworks of national and international law. The Code, which was first issued in 1937, and revised in 1949, 1955, 1966, 1973 and 1987, is an expression of the business community's recognition of its social responsibilities in respect of commercial communications. The globalization of the world's economies, and the intense competition which ensues therefrom, require the international business community to adopt standard rules. The adoption of these self-disciplinary rules is the best way that business leaders have of demonstrating that they are motivated by a sense of social responsibility, particularly in light of the increased liberalization of markets. A manifestation of this commitment to social responsibility is to be found in the ICC's decision to incorporate formally within this code the former ICC Guidelines for Advertising Addressed to Children.

This edition combines past experience with current thinking based on the concept of advertising as a means of communication between sellers and customers. In this respect the ICC considers freedom of communication (as embodied in article 19 of the United Nations International Covenant of Civil and Political Rights) as a fundamental principle. The Code is designed primarily as an instrument for self-discipline but it is also intended for use by the Courts as a reference document within the framework of applicable laws.

The ICC believes that this new edition of the Code will promote adherence to high standards of commercial communications leading to efficient international markets and significant consumer benefits.

Basic Principles

Article 1

All advertising should be legal, decent, honest and truthful.

Every advertisement should be prepared with a due sense of social responsibility and should conform to the principles of fair competition, as generally accepted in business.

No advertisement should be such as to impair public confidence in advertising.

Truthful presentation

Article 5

1. Advertisements should not contain any statement or visual presentation which directly or by implication, omission, ambiguity or exaggerated claim is likely to mislead the consumer.
2. Advertisements should not misuse research results or quotations from technical and scientific publications. Statistics should not be so presented as to exaggerate the validity of advertising claims. Scientific terms should not be used to falsely ascribe scientific validity to advertising claims.

Safety and health

Article 13

Advertisements should not without reason, justifiable on educational or social grounds, contain any visual presentation or any description of dangerous practices or of situations which show a disregard for safety or health.

Children and young people

Article 14

The following provisions apply to advertisements addressed to children and young people who are minors under the applicable national law.

Inexperience and Credulity

- a. Advertisements should not exploit the inexperience or credulity of children and young people.
- b. Advertisements should not understate the degree of skill or age level generally required to use or enjoy the product.
 - i. Special care should be taken to ensure that advertisements do not mislead children and young people as to the true size, value, nature, durability and performance of the advertised product.
 - ii. If extra items are needed to use it (e.g., batteries) or to produce the result shown or described (e.g., paint) this should be made clear.
 - iii. A product which is part of a series should be clearly indicated as should the method of acquiring the series.
 - iv. Where results of product use are shown or described, the advertisement should represent what is reasonably attainable by the average child or young person in the age range for which the product is intended.
- c. Price indication should not be such as to lead children and young people to an unreal perception of the true value of the product, for instance by using the word 'only'. No advertisements should imply that the advertised product is immediately within reach of every family budget.

Avoidance of Harm

Advertisements should not contain any statement or visual presentation that could have the effect of harming children and young people mentally, morally or physically or of bringing them into unsafe situations or activities seriously threatening their health or security, or of encouraging them to consort with strangers or to enter strange or hazardous places.

Social Value

- a. Advertisements should not suggest that possession or use of a product alone will give the child or young person physical, social or psychological advantages over other children or young people of the same age, or that non-possession of the product would have the opposite effect.
- b. Advertisements should not undermine the authority, responsibility, judgment or tastes of parents, taking into account the current social values. Advertisements should not include any direct appeal to children and young people to persuade their parents or other adults to buy advertised products for them.

Responsibility

Article 18

1. Responsibility for the observance of the rules of conduct laid down in the Code rests with the advertiser, the advertising practitioner or agency, and the publisher, media owner or contractor.
 - a. Advertisers should take the overall responsibility for their advertising.
 - b. Advertising practitioners or agencies should exercise every care in the preparation of advertisements and should operate in such a way as to enable advertisers to fulfill their responsibilities.

2.4.2 Ethiopian Broadcasting Law

A body that is not legally established, as well as an organization of which a political organization is shareholder or a member of a political organization's supreme readership is shareholder or a member of its management at any level, are amongst those specifically excluded. Among others on the prohibited list are religious organizations, organizations not incorporated in Ethiopia. Beside organizations whose capital or management control are held by foreign nationals.

The list of prohibition goes on to mention the following: an organization of which its owner or any of its owners or a member of its management is convicted of a serious crime or, by decision of a court, is deprived of exercising his civil or political rights or has fully or partially lost his

legal capacity; an organization of which more than 50 percent of its capital is held by another organization which carries on the business of printed press or news agency or a person that owns more than 20 percent of the capital of such organization; an organization applying for a television broadcasting service license while already having a license for a television broadcasting service or more than one license for a radio broadcasting service; an organization applying for a radio broadcasting service license while having a license for radio broadcast services in the same license area or two licenses in different license areas.

The law currently in force prohibits only non-Ethiopians, political parties and religious organization from engaging in broadcasting activities.

The new Ethiopian Broadcasting law also issued the following advertising regulations.

- An advertisement shall not be transmitted in a manner that clearly differentiates from other programs that it shall not also affect the contents of other programs.
- Commercial advertisement shall be truthful, not misleading and publicize lawful trade activities.
- The transmission of malicious or undermining advertisement on the products and services of others is prohibited.
- Broadcasting advertisement interrupting any program whose transmission time is up to 20 minutes and children's program is prohibited (Negarit-Gazeta, No.62/1999).

CHAPTER THREE

3. Methodology

3.1 Design of the study

The research method employed in this study was mixed research approach for the intention to assess the content and impact of TV advertising on children and its regulation in Jimma town, Jimma University Community School. Where these students are expected to watch more television channels, due to their accessibility to satellite television. Since the study was an explanatory study, a descriptive survey method was employed.

3.2 Study area and period

This study was carried out at Jimma town, Jimma University community school which is 347km away from Addis Ababa to South West direction.

3.3. Population, Sampling and Sampling techniques

The population of this study comprised 1368 students of Jimma University Community School at Jimma town. Beside, it included ERTA and three selected advertising agencies in Addis Ababa for further information.

Samples of 300 children's of 5-8 grader of Jimma University Community School were target population of the study and with the age range of 10-14. To draw an appropriate representative sample of the population, stratified random sampling technique were used based on age, grade and sex. Then participants were selected using lottery method from each stratum. The number of the participants is proportional rather than equal because the differences of participants size in each grade level.

3.4 Sample size

In this study the appropriate sample size was determined by using the following statistical formula.

information of TV advertising to children was assessed. Third part content and impacts of TV advertising on children's attitude, behavioral and social influences were assessed.

Lastly, the regulations of TV advertising in relation to safe-guard children from the message of TV advertising were assessed.

3.5.1 Pilot-Study

The researcher employed two methods for validating the instruments that were developed for data collection. In this process, before the actual data collection the instruments developed were submitted for evaluation primarily to the advisor then to other colleagues who work as psychology lecturer at Jimma University. The drafted instruments were tried out on 30 participants at Jimma University Community School, who were later excluded from the sample population. The pilot-study had helped to identify ambiguities and misunderstanding as well as to test the validity and reliability of the instruments for collecting the necessary data. Data was entered directly into statistical software using the Statistical Package for Social Science version 16.0 (SPSS Inc, Chicago, IL, USA) and alpha .980 was obtained. Subsequently, refinement was made on the instruments according to the constructive suggestion and hints that were obtained from both evaluators and the pilot-study.

3.5.2 Procedure of data collection

Before starting data collection the related literature was sufficiently reviewed. Following that questionnaire and interview questions were developed which were prepared in English and then translated into Amharic language first by the researcher and then by language experts. And data collection was employed in the following procedures.

3.5.3 Data collection

Before the beginning of the main study, 5 assistants were trained by the researcher on how to help the researcher during the time of data collection. The participants were informed about the objective of the study.

Following this a schedule was drafted and participants sampled out. Finally, five data collectors gathered the data within 15 days, employing an average of 30 minutes for every respondent.

ERTA and Advertising Agencies were interviewed for about 20 minutes each in their respective offices by the researcher.

3.6 Data analysis

To analyze the collected data first the questionnaire was coded and sorted to maintain the quality of the study. Then it was tallied, organized and structured in the respective categories to make easily manageable for interpretation.

Then, the collected data was presented using tables and descriptive phrases. To analyze and discuss the data descriptive statistical analysis and reliability analysis-scale (Inter-item Correlation Matrix) was used and all quantitative analyses were run using SPSS. Finally the information from the interview was categorized in themes and analyzed using qualitative methods.

3.7 Ethical considerations

To carry out this study the entire necessary requirement for data collection the formal permission letter was given for the administrator of the Jimma University community school, ERTA and advertising agencies in Addis Ababa. The participants were informed the objectives of the study and was protected from any kinds of psychological and physical harm. Further, their response was kept confidentially and there was no any obligation to participate in the study.

CHAPTER FOUR

4. Results and Discussion

4.1 Results from Quantitative

The participants involved in this study were 300 children from the total population of 1368 students who are attending at Jimma University Community School. From these 150 (50.8%) participants were female and 145 (49.2%) males where 5 of them were taken out from the study since they failed to fill the questionnaire according to the instruction given.

Table 1: Respondents' sex, age and grade distribution

Variables	Groups	Frequency	Percent
Sex	Males	145	49.2
	Females	150	50.8
Total		295	100
Age	10	24	8.1
	11	66	22.4
	12	90	30.5
	13	75	25.4
	14	38	12.9
Total		295	100
Grade	5	73	24.7
	6	75	25.4
	7	90	30.5
	8	57	19.3
Total		295	100

As it can be seen from table (1) the mean chronological ages of the participants is 12 (90%) The grade level of the participants ranges from 5 to 8 where most of them are 7th grade 90 (30.5%), 6th 75 (25.4%), 5th 73 (24.7%) and 8th 57 (19.3%) respectively.

Table 2: Respondents' religion and ethnicity

Variables	Groups	Frequency	Percent
Religion	Orthodox	158	53.6
	Protestant	71	24.1
	Muslim	62	21
	Catholic	1	.3
	Others	3	1
Total		295	100
Ethnic background	Amhara	82	27.8
	Oromo	143	48.5
	Gurage	29	9.8
	Tigre	16	5.4
	Others	25	8.5
Total		295	100

Table 2 shows that majority of the participants are Orthodox 158 (53.6), followed by Protestant 71 (24.1%) and Muslim 62 (21%). Regarding ethnicity most of the participants belongs to Oromo 143 (48.5), Amhara 82 (27.8%) and Gurage 29 (9.8%).

Table 3: Watch TV responses

Questions	Groups	Frequency	Percent
Do you watch TV?	Yes	295	100
	No	-	-
How often do you watch children TV after school?	1-2hrs/day	208	70.5
	2-3hrs/day	63	21.4
	3-4hrs/day	18	6.1
	>4/day	6	2
Total		295	100

The above table 3 depicts that all 295 (100%) of the participants watch TV and among these the majority 208 (70.5%) watch TV for about 1-2hrs per each week days and a few 6 (2%) watch TV for about 4hrs.

Table 4: Watch TV on weekends

Question	Groups	Frequency	Percent
Do you watch children TV on weekends?	Yes	265	89.8
	No	30	10.2
Total		295	100

Table 4 illustrates that a large number of participants 265 (89.8) watch children TV on weekends.

Table 5: TV program selection during watching

Question	Groups	Frequency	Percent
Do you select programs when you watch TV	Yes	231	78.3
	No	64	21.7
Total		295	100

Table 5 demonstrates that majority of the participants 231 (78.3%) select programs when watching TV. The programs in which the children are interested, a film known as "my three sisters, drama, police program, Arhibu, *ehude mezenagna* or Sunday entertainment program" and etc.

Table 6: TV watch members

Question	Groups	Frequency	Percent
With whom do you watch TV?	Alone	30	10.2
	Mother & father	97	32.9
	Brothers & sisters	168	56.9
Total		295	100

Table 6 depicts that more than half of the total respondents 168 (56.9) watch TV with their siblings or brothers and sisters whereas 30 (10.2%) prefer watching TV alone.

Table 7: Watching channels other than Ethiopia TV

Questions	Groups	Frequency	Percent
Do you watch other channels?	Yes	267	90.5
	No	28	9.5
Total		295	100
What are the channels?	MBC3 Movies	82	30.7
	MBC Movies	169	63.3
	Dstv	16	6
Total		295	100

* Mbc3 is only children's program

As it can be seen from the above table 7 majority 169(63.3%) of the participants watch MBC Movies that transmit via Arab channels where as some 16 (6%) watch Dstv channels.

Table 8: Watching TV advertisements

Question	Groups	Frequency	Percent
Do you watch TV advertisements?	Yes	291	98.6
	No	4	1.4
Total		295	100
Are the TV advertisements are attractive?	Yes	212	72
	No	83	28
Total		295	100

Table 8 shows that majority 291 (98.6%) of the participants watch TV advertisements and among these 210 (72%) found TV advertisements attractive, whereas 81 (28%) not. In defining what advertising is the participants describe the term advertising in different ways according to their understanding and knowledge level such as: - "introducing new products, source of information, the way different organizations introduce their product to the consumers". And regarding the reason why TV advertising is not attractive the response includes "they rarely target children, consume much time, do not use advanced technologies, they interfere with interesting programs, not entertaining except *"serawit fikre and mulualem"*, concepts are vague to understand, non attractive voice".

Table 9: The time where frequencies of TV advertising to children increase

Question	Groups	Frequency	Percent
When do you think that the frequency of TV advertising to children increases?	Holidays	20	6.8
	Weekends	190	64.4
	Always	21	7.1
	Not known	64	21.7
Total		295	100

As it is indicated in the above (table 9) most of 190 (64.4%) of the participants responded that TV advertising to children increase during weekends where as 20 (6.8%) responded that during holidays.

Table 10: The content of TV advertising for children

Question	Groups	Frequency	Percent
How do you rate the content of TV advertising?	Very good	86	29.2
	Good	71	24.1
	Fair	124	42.0
	Not known	14	4.7
Total		295	100

From the above table 10 it can be observed that majority 124 (42%) of the participants rated the content of TV advertising for children as fair and only 14 (4.7%) reported that they do not known.

Table 11: The most dominant TV advertising product to children

Question	Groups	Frequency	Percent
What is the most dominant TV advertising product to children?	Playing equipments	63	21.4
	Shoes and clothes	108	36.6
	Foods and beverage	52	17.6
	Stationeries	72	24.4
Total		295	100

According to table 11 majority 108 (36.6)of the participants replied that the most dominant TV advertising product for children is shoes and clothes where as 52 (24.4) of the participants responded foods and beverages.

Table12: The focus of content of TV advertising to children

Question	Groups	Frequency	Percent
What does the content of TV advertising to children more focus on?	Creating fun	116	39.3
	Undermining other's product	12	4.1
	Exaggerating the product	81	27.5
	Telling only the truth about the product	86	29.2
Total		295	100

Table 12 illustrate that most of 116 (39.3%) of the participants responded that content of TV advertising to children focus more on creating fun and only 12 (4.1%) of the participants responded that content of TV advertising to children focus on undermining other's product.

Table 13: Effectiveness of TV advertising to children

Question	Groups	Frequency	Percent
TV advertising to children could be more effective when advertise by?	Anybody	23	7.8
	Famous persons	35	11.9
	Experts	115	39.0
	Artists	122	41.4
Total		295	100

As it is shown from table 13, 122 (41.1%) of the participants responded that TV advertising to children can be more effective when advertised by artists whereas 23(7.8%) replied that by anybody.

Table 14: frequency of asking parents to purchase products advertised on TV

Question	Groups	Frequency	Percent
How often do you ask your parents to purchase products advertised on TV?	Always	12	4.1
	Some times	142	48.1
	Rarely	64	21.7
	Never	77	26.1
Total		295	100

Table 14 depicts that 142 (48.1%) of the participants sometimes ask their parents to purchase products advertised on TV where as 12 (4.1%) ask always.

Participants were assessed on the content of TV advertising based on different questions related to TV advertising and the questions (5-point Likert Scale) contain the below listed items in abbreviation with their meaning. Then the participants' response result stated in average or mean.

Good: The content of TV advertising to children is always good

Appropriate: The content of TV advertising to children is appropriate to the age-level of a child.

Ethical: The content of TV advertising to children is ethical

Gender biased: The content of TV advertising to children is gender biased.

Experts: The content of TV advertising to children always presented by experts.

Understandable: The content of TV advertising to children is always easily understandable.

Toys and foods: The content of TV advertising to children mostly dominated by toys & Food items.

Table 15: The content of TV advertising

	Good	Appropriate	Ethical	Gender biased	Experts	Understandable	Toys and foods
N	295	295	295	295	295	295	295
Mean	3.33	3.54	3.65	2.39	3.29	3.62	3.26
St.d	1.235	1.177	1.300	1.355	1.252	1.220	1.310

Table 15. As mean value 3.33 indicates that children are neutral that the content of TV advertising to children are always good. Similarly participants are neutral as mean value 3.54 shows that the content of TV advertising to children is appropriate to the age-level of a child. Respondents are agreeing that content of TV advertising to children is ethical indicated by the mean value of 3.65. Mean value 2.39 shows that greater percentages of respondents were disagree that the content of TV advertising to children is gender biased.

And response about the claim that the content of TV advertising to children always presented by experts, children are neutral with the said statement with the mean value of 3.29.

The mean value 3.62 indicates that greater percentages of respondents were agreeing to the claim that the content of TV advertising to children is always easily understandable. Finally mean value 3.26 shows that children are neutral to the claim that the content of TV advertising to children mostly dominated by toys & food items.

Participants were assessed on the impact of TV advertising based on different questions related to TV advertising and the questions (5-point Likert Scale) contain the below listed items in abbreviation with their meaning. Then the participants' response result stated in average or mean.

Watch: I mimic the behavior of the characters on screen after watching advertising

Truth: Most TV commercials tell the truth

Annoy: Most TV commercials are in poor state & very annoying

Good only: TV commercials tell only the good things about a product

Like: I like most TV commercial

Persuasive: TV commercials try to make people buy things they don't really need.

Believe: You can always believe what the people in commercials say or do.

Best: The products advertised the most on TV are always the best product to buy.

Want: After watching TV commercial I want to buy the product advertised.

Behavior: The more I watch TV advertising the more I need to change myself

Perception: Advertising changed my perception & about other people.

Table 16: The impact of TV advertising on children

	N	mean	std. deviation
Watch:	295	3.00	1.421
Truth:	295	2.77	1.259
Annoy:	295	2.55	1.241
Good only:	295	3.43	1.323
Like:	295	3.34	1.320
Persuasive:	295	3.08	1.349
Believe:	295	2.60	1.244
Best:	295	2.75	1.242
Want:	295	2.56	1.276
behavior	295	3.34	1.407
perception	295	3.47	1.380

Table 16 show that children are neutral to the claim that they mimic the behavior of the characters on screen after watching advertising indicated by the mean value of 3.00. Mean value 2.77 show that all TV advertising do not tell the truth as greater percentage of respondents are neutral to the claim that most TV commercials tell the truth. Similarly mean results 2.55 shows in table respondents are neutral most TV commercials are of poor state and very annoying.

Respondents are neutral TV commercials tell only the good things about a product by the mean value of 3.43. About the likeness of TV advertisements, most of the children are neutral with the said statement. And response about the claim that TV advertisings influence people to buy the product they do not really need, mean value 3.08 shows that participants are neutral with the said statement.

Mean value for believability and always advertised products are best are 2.60 and 2.75 respectively which shows children are neutral with the said statements. TV advertisings create purchase desire as indicated by mean value 2.56 participants are neutral with the said statement.

Finally, children are neutral with the claim that the more they watch TV advertising the more they need to change themselves and participants are also neutral to the claim that advertising changed their perception & about other people with the mean value 3.34 and 3.47 respectively.

Table17: Correlation matrix for impact of TV advertising on children

	watch	Truth	annoy	Good only	like	persuasive	believe	best	want	behavior	perception
Watch	r=1 sig.= -										
Truth	r=0.219** sig.=0.00	r=1 sig.= -									
Annoy	r=0.039 sig.=0.509	r=0.001 sig.=0.990	r=1 sig.= -								
Good only	r=0.128* sig.=0.027	r=0.094 sig.=0.105	r=0.224** sig.=0.000	r=1 sig.= -							
Like	r=0.254** sig.=0.000	r=0.313** sig.=0.000	r=-0.093 sig.=0.110	r=0.103 sig.=0.077	r=1 sig.= -						
Persuasive	r=0.200** sig.=0.01	r=0.181** sig.=0.002	r=0.257** sig.=0.000	r=0.269** sig.=0.000	r=0.142* sig.=0.015	r=1 sig.= -					
Believe	r=0.190** sig.=0.01	r=0.375** sig.=0.000	r=0.048 sig.=0.411	r=0.146* sig.=0.012	r=0.263** sig.=0.000	r=0.077 sig.=0.185	r=1 sig.= -				
Best	r=0.200** sig.=0.01	r=0.365** sig.=0.000	r=-0.021 sig.=0.724	r=0.076 sig.=0.191	r=0.376** sig.=0.000	r=0.109 sig.=0.061	r=1 sig.= -				
Want	r=0.216** sig.=0.00	r=0.292** sig.=0.000	r=0.014 sig.=0.814	r=0.054 sig.=0.352	r=0.228** sig.=0.000	r=0.200** sig.=0.001	r=0.317** sig.=0.000	r=0.327** sig.=0.000	r=1 sig.= -		
behavior	r=0.289** sig.=0.000	r=0.229** sig.=0.000	r=0.049 sig.=0.403	r=0.141* sig.=0.016	r=0.346** sig.=0.000	r=0.108 sig.=0.064	r=0.258** sig.=0.000	r=0.296** sig.=0.000	r=0.279** sig.=0.000	r=1 sig.= -	
perception	r=0.290** sig.=0.000	r=0.159** sig.=0.006	r=-0.010 sig.=0.006	r=-0.001 sig.=0.993	r=0.315** sig.=0.000	r=0.068 sig.=0.246	r=0.303** sig.=0.000	r=0.318** sig.=0.000	r=0.307** sig.=0.000	r=0.374** sig.=0.000	r=1 sig.= -

Where

N= 295

** Correlation is significant at the 0.01 level (2-tailed)

Table 17. Displays the bivariate correlation as inter-item correlation among (annoy, like), (annoy, best), (annoy, perception), (good only, perception) are not significant i.e. all inter-correlation are negative, it means that these items are negatively correlated with each other. On the other hand (watch, truth), (truth, like), (annoy, good only), (like, believe), (like, best), (persuasive, want), (believe, best), (best, want), (want, behavior) and (behavior, perception) have significant inter-correlation.

4.2 Qualitative results from ERTA and Advertising Agencies

In order to investigate the nature of advertising to children on TV, the following major questions were raised for Ethiopian Radio and Television Agency and three selected TV advertising agencies in Addis Ababa in order to gather the necessary information which was relevant for this study by face to face contact. Therefore, the result from the respondents is summarized according to the theme as follows.

Part one: ERTA

ERTA transmit its program using different language through out the country and some selected area of the world via Arab sat.

What is the total annual broadcasting time (in hours) for programs intended for children?

From the different programs that ERTA transmits one is children program which is transmitted on weekends for about 45 minutes each day (i.e. Saturday & Sunday morning). There is no any kind of advertising during this program.

What is the annual broadcasting time (in hours) for program intended for advertising?

ERTA responded that from the total program transmission in 24 hours 20 % of the program time allotted for advertising that is to mean 5 hours per a day. Further, dividing 20% of advertising time in to different categories and price payment.

Is there any organized body who evaluate the content of TV advertising? How?

According to ERTA there is a concerned body who evaluate the content of TV advertising. Mainly based on governmental mass-media editorial policy, ERTA editorial policy and Advertising sells and market study service manuals before the transmission and if there is any

violation from the already stated criteria the agency automatically reject the content and recommend for amendments.

Do you think that all the advertising agencies carry out their work by the help of experts? If not what kinds of problem does it create?

ERTA does not believe that all the advertising agencies carry out their works with help of experts due to this the agency has observed the following problems. Such as

- Quality problems
- Problem related with ethical issues
- Problem related with culture
- Unfair competition

How do the agency rate advertisings advertised on TV for children?

ERTA responded that “it is difficult to say that all the advertisings targeted for children are good because before rating as good or bad it is necessary to conduct a research how it looks like but from our experience it is fair”.

Does the agency think that the advertising on TV to children is ethical and considers the psychological and age-level of the child?

Regarding the ethical issue of advertising that target for children the agency believes that advertisings on TV are ethical but they are not sure about whether it consider the psychological make-up or the age level of the children.

Is there any regulation on advertising content?

ERTA make and transmit advertisings mainly based on the rights and code stated in the constitution of the country and working regulation of different organizations. Beside this in entertaining advertisings it considers the policies, proclamations and regulations that harmony with the ethics, healthy trading competition and providing reliable information to the society. Especially, it cross-check whether advertisings done outside the agency are in line with the main aims of the agency. Hence, the new Ethiopian broadcasting law issued the following advertising regulations.

- An advertisement shall be transmitted in a manner that clearly differentiate from other programs that it shall not affect the content of other programs.
- Commercial advertisement shall be truthful, not misleading and publicize lawful trade activities.
- The transmission of malicious or undermining advertisement on the product and service of others is prohibited.
- Broadcasting advertisement interrupting program whose transmission time is up to 20min and children's program is prohibited (Negarit-Gazetta, No.62/1992).
- Advertisement shall not harm physical, psychological, attitudinal and emotional well-being of the children and it shall not lead them to wrong direction. In addition it shall not force them to act by violating their rights.

What is the agency's regulation about boarder-crossing commercial advertisings?

ERTA transmit advertising that are internationally accepted (like coca cola and Pepsi) but it does not allow translated (voice over) advertisement which are done in foreign languages to advertise foreign products.

Part two: Advertising Agencies in Addis Ababa

Advertising agencies are independent businesses that evolved to develop, prepare, and place advertising in advertising media for sellers seeking to find customers for their goods, services, and ideas (American Association of Advertising Agencies, 2000). Advertisers use *agents* when they believe the agency will be more expert than they are at creating advertisements or at developing an advertising campaign. As businesses have become more complex and diversified, many of them have consulted agencies to help them carry out their marketing communication efforts.

The modern advertising agency provides a variety of important services to clients, including media planning and buying, research, market information, sales promotion assistance, campaign development and creation of advertisements, plus a range of services designed to help the advertiser achieve marketing objectives. The first documented advertising agency in the United States was the N. W. Ayer Agency, established in 1877 (Gilson, 1980). Prior to this time,

advertising agents were *space brokers* —agents who solicited advertisings from businesses and then sold them to newspapers that had difficulty getting out-of-town advertising (Gilson, 1980; Russell and Lane, 1998).

For the purpose of this study three advertising agencies were involved to gather the necessary information regarding TV advertisings and the results is summarized as follow with a theme.

What kind of advertising do you work?

All the advertising agencies responded that since their agency is business oriented they work or advertise any kind of products based on the desire of their clients so as to the community purchase products being advertised.

Have you ever advertise products on TV to children?

According to the advertising agencies as mention in the above they advertise all kinds of advertising there is no any classification for whom to advertise or not for other. They advertise for all age categories of the community their main objective is how to make a business.

All the employees who are working in your agency are expert?

Regarding the workers in the advertising agencies all of them have no professional workers or advertising experts. Some of the workers are diploma holders in computer science and cinematography, the rest are working by experience. The agencies believe that if they try to hire an expert of advertising they cannot pay the required salary depending on their business because their business is seasonal. Beside they have no any idea where experts are.

When you advertise a product on what aspect of the products do you focus more? Why?

Agencies when advertise a product they mainly focus on how to reach information to community, how to present a speech and influence people, further building their image in the competition of advertising business. They do not only advertise a product of the other bodies, besides trying to attract client to use their agency when advertising is needed.

Do you think that your advertising consider the psychological and age level of a child?

Most advertisers when they advertise products that targeted children as much as possible they try to focus on only the child to influence his/her parents to purchase the advertised product but not other aspect like their psychological make up.

Through whom do you advertise products? Do you involve any known person? Why?

Sometimes advertising highly dependent on know personalities because of these people have a great chance to reach their fan and influence the community to purchase what they are advertising. So using a famous people make advertising agencies profitable this is what they are doing in some selected products but in general advertising agencies in Addis Ababa work through by their employed workers.

How do you evaluate the nature of your advertising in influencing children to purchase products?

Advertising agencies reported that “while advertising if the targets are children we first imagine what children want and how we can influence them, in doing so we are trying to influence children to increase their purchasing behavior that is why we are very effective products like biscuit and other related goods.”

Do you think that creating more funny things during advertising influences more than describing the content of a product? Why?

All of the advertising agencies said that, “ from professional point of view it may not work but we are working in creating more funny things like to influence people rather than describing the nature of being advertised”

4.3 DISCUSSION

The 21st century development has facilitated the effectiveness of television advertising in light of technological development in media. Such development include the rapid growth of television channels that are available via a number of platforms-terrestrial, satellite, and cable and that are being facilitated through the transition of broadcasting from analogue to digital transmission (Kalson, 2003).

Digitalization means not only more television channels for viewers to choose from but also greater scope for interactivity. This, in turn, may mean more power to consumers to select what to watch, when to watch, how to watch. Concerns about increased volumes of advertising on burgeoning television channels and the more subtle forms of advertising that accompany greater commercialization of the television system (e.g., program sponsorship, product placement, program-related merchandising) have led to calls for tighter regulations governing televised advertising. This development is regarded as being especially necessary where children are concerned because their psychological immaturity as viewers and consumers leaves more vulnerable to advertising influence (Lowry, 2002).

This study set out to examine content and impact of TV advertising on children and its regulation. Therefore, in this chapter the results obtained from a structured and semi-structured questionnaire and interview method were discussed.

The mean chronological age of the participants is 12, according to, Blatt et.al (1971) this age is the ideal time when most children understand the message of TV. In contrary, Ried (2001) argues that chronological age does not seem to be the only important key to children's viewing sophistication, other than as a general indicator as to where to look for early instances of viewing habits and patterns. On the other hand, instead of focusing on chronological age or familial/situational interaction, an information-processing approach might monitor how children respond to and understand new commercials. The information-processing approach might also provide us with an idea of whether or not children have the "hardware" to adapt and adjust their thoughts about commercials and products (Blatt et al, 1971).

Consequently, there is much disagreement both among academics and between academics and practitioners regarding the ages at which children can differentiate between program and advertising material and when they can understand the persuasive intent of advertising.

In this study 295 children were involved and out of these 150 were females and 145 males. All of the participants watch TV and majority of them watch for 1-2hrs/day after school. The proliferation of technological advancements during recent decades has made televisions a staple item in the American household. A national study in 2003 by the Kaiser Family Foundation found nearly a third of children three and under have television sets in their bedrooms. In addition, 40 percent of children three and under live in a home where the television is always on,

and more than half of these children are able to change television channels with the remote (Kalsou, 2003).

All most all of the participants watch TV on weekends due to closing of school for the weekend. In U.S.A when channel capacity was constrained, as in decades past, television programming targeted to children was limited in amount and relegated to time slots unpopular with adults, such as Saturday mornings (Turow, 1981). Beside, participants in this study like to select programs when watching TV. According to, John (1999) most children below 4-5 years of age do not consistently discriminate between television program and commercial content. By about age 4-5, children typically develop the ability to distinguish between these two at a perceptual level.

Accordingly, some participants desire to watch TV alone with the absent of their parents. Parents may restrict the channels that children view or the times that children watch. But parental control is obviously weaker if children have access to television independent of their parents, and in the United Kingdom, two-thirds of children aged 11 to 14 years not only have a television in their own room but a third of that age group also have a video recorder that in effect allows them access to programs at any time (Smith, 2001).

Regarding watching different channels other than Ethiopian television majority of the participants (90.5%) watch other channels such as Fox and MBC movies via Arab channels and Dstv because of the attractiveness of the programs transmitted and improving their English language ability. Further more, Digitalization means not only more television channels for viewers to choose from but also greater scope for interactivity. This, in turn, may mean more power to consumers to select what to watch, when to watch, how to watch (Butter et. al, 1981).

Similarly, participants watch TV advertisings and define the way they understand it. For most of them advertising is a program that try to introduce new products and goods people to purchase. Television has long been the dominant medium that advertiser has chosen for marketing products to children. In U.S. it is currently estimated that the average child watch more than 40,000 television commercials a year, most of which are 15-30 seconds length (Kunkel, 2001). Advertisers spend more than \$12 billion per year to target the youth market because of its strong contribution to the consumer economy (Lauro, 1991; Rice, 2001). According to one estimate, children age 14 years old and under make \$24 billion in direct purchasing and influence \$190

billion in family purchases, underscoring the high stakes involved in United State (McNeal, 1998).

Participants in this study reported that advertisings are attractive due to their nature to attract children's attention, such as unique sound effect and auditory changes, rapid moving images, and special effects.

According to Seiter (1993) advertising to children avoids any appeal to the rational, emphasizing instead that advertisements are entertainment and "enjoyable for their own sake" as opposed to providing any real consumer information.

Regarding the time when the frequency of TV advertising to children increase, a large number of children believe that the frequency increases on weekends, this is because of easily to target children assuming that children spent much of their time watching TV than the week days.

As far as the children response concerned most TV advertising contents are in a fair state and it does not create a sound effect in describing the nature of being advertised. According to Seiter (1993) advertising to children avoids any appeal to the rational, emphasizing instead that advertisements are entertainment and "enjoyable for their own sake" as opposed to providing any real consumer information. The most common strategy employed in advertising to children is to associate the product with fun and happiness, rather than to provide the actual product related information. For example, a commercial featuring "Lorado milk" dancing, singing, and smiling without any mention of the actual products available reflects a fun/happiness theme. In contrast, most commercials fail to mention even the major grain used in each cereal unless it is included as part of the product name. Further, some advertising exaggerate the quality of the products. In relation with this Hiluf Tesfaye (2001) found that TV advertising provide information about the quality of the product more exaggerated specially for the quality of detergents and cosmetics. This public response indicates that there are some advertisements, which mislead consumer decision. This may not be the only problem, having low quality of the advertised product may also have a negative implication on the consumers' health. In United State a survey of 15, 349 high school students found that television viewing has been associated with unhealthy diets, decreased physical activity and overweight behavior among children (Lowry, 2002).

In light of the dominant product advertised for children on TV most of the categories fall under shoes, clothing and stationeries. Similarly, Kunkel & Gantz (1992) have found that approximately 80% of all advertising targeted to children falls within four product categories: toys, cereals, candies, and fast-food restaurants.

Accordingly, most of the participants prefer if TV advertising presented by artists or famous people. People can see so many different actors and actress from the big screen in TV commercials. For instance, in Japan it is very effective for companies to use TV commercials that use famous people to sell products. This is because of famous people affect audiences and causes them to buy products more than they would if ordinary people were in the commercials (cholewinski, 2005).

Additionally, the investigated participants sometimes ask their parents to purchase products advertised on TV. Research evidence indicates that exposure to advertisements can increase children's desire for products and may encourage them to ask their parents to make purchases on their behalf (Atkin, 1982). Though, in Ethiopia there is no clear statistical data that shows how much the advertised product purchased by the consumers especially by children.

Similarly, the investigated participants are neutral for the claim that most TV advertisings try to tell for the consumers the good only aspect of the products being advertised. Commercial messages are therefore produced with persuasive appeals that are aimed at creating markets for advertised products and services and maintaining consumer loyalty. But advertising contains information that may have unintended side effects, and exposure to advertising may have social and psychological effects that are not part of the selling intent. Beside the content of TV advertising that does not take into consideration the psychological and age level of the child might result unwanted behavior to be occur. That is why many researchers argue that ethical issue is paramount in advertisings commercial (Lowry, 2002). Therefore, the whole participants in this study claims and agree with the issue mentioned above.

Consequently, participants reported they are neutral about TV advertising has a number of impacts on their day-to-day life activity. This does not mean that as the number of watching TV advertising increase they are free from the effect of TV commercial message. The effects of advertising can be divided into those that occur at behavioral, attitudinal, and other cognitive levels. The unintentional effects of advertising may also occur at these levels. Advertisements

may influence children's perceptions of other people, their perceptions of themselves, or influence behaviors that may be potentially harmful to them. They may also contribute to a value system that emphasizes material wealth and conspicuous ownership of commodities (Kunkel, 2001).

In addition, ERTA allotted 20% of the program for advertising that is 5 hours /day. This may hinder the transmission of interesting and educational program the society to learn from. Beside, ERTA believe that there is a concerned body who evaluate the content of TV advertising before they are on air. But as can be seen advertising on ERTA it raise a questions whether the role of editing functional. Some countries in Europe operate much tighter regulations and evaluation on TV advertising (Butter et. al, 1981).

Accordingly, ERTA observed that all the advertising agencies do not carry out their work by the help of advertising expert. Due to this some problems are observed like quality of the products being advertised, problem related with ethical issues and unfair competition. Much of the critics of TV advertising concerns on the specific techniques and methods used by Advertisers, as well as advertisings effect on the societal value, lifestyle and behavior. This implies that before the message is disseminated or transmitted to consumers through advertising medium, the advertiser, the advertising agencies, as well as the TV enterprise should attempt to understand how the audience will interpret and respond to the message and what will be its effect on the over all consumers behavior (ICC, 1997).

Regarding the ethical issue of advertising that target children, ERTA believes that advertising on TV currently seems ethical but can not be sure whether it considers the psychological make-up or the age level of the children. ICC (1997) stated that advertisements should not understate the degree of skill or age level generally required to use or enjoy the product. At present advertising is one of the most strictly regulated industries in the world. Broadcasting stations also try to investigate the quality of the product or service, before transmitting the advertising message to consumers which might cause unfavorable reactions (Butter et. al, 1981). Contrary, in Ethiopia the quality and truthfulness of the products or services being advertised is ethically criticized by consumers.

Moreover, ERTA believes that there are national and international rules and code of practice which governs the message of advertising. But the research hesitates these codes of practice are

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The study was intended to identify content and impact of TV advertising on children and its regulation. To realize the above objectives, pertinent review literature related to advertising to children on TV issues, theories, problem, educational and research findings were made.

To procure data, 300 Jimma University Community School students selected using stratified sampling on the bases of age, grade level and sex. To analyze the data percentage, mean, standard deviation and intercorrelation matrix were applied. The results of the analysis show that:

- All of the participants watch TV and spent their time watching at least for about 1-2 hours per each week days.
- Majority of the participants select programs when watching TV. the programs in which the children usually interested are a film know as “my three sisters, drama, police program, Arhibu, *Ehud meznagna* or Sunday entertainment program” and etc.
- More than half of the respondents watch TV with their siblings and watch channels other than Ethiopian TV like Fox movies and MBC via Arab channels and Dstv.
- Participants watch TV advertising and believe that advertisings are attractive. Beside they try to define advertising according to their understandings.
- The reason why advertisings are not attractive participants responded that it consume much time, “were yebezawal”, it interfere attractive programs and etc.
- Participants responded that the frequencies of TV advertising increases during weekends and they rated the contents of TV advertising to children as fair.
- Participants replied that the most dominant TV advertising product for children is shoes and clothes and it more focus on creating a fun rather than describing the nature of the product when advertising.

- TV advertising to children can be more effective when advertised by artists and participants ask sometimes their parents to purchase products advertised on TV.
- Children are neutral to the claim that the content of TV advertising to children is always good.
- Children are neutral that they mimic the behavior of the characters on screen after watching advertising and all TV advertisings do not tell the truth.
- Children responded that they are neutral to the claim that the more they watch TV advertisings the more they need to change themselves and advertising changed their perception and about other people.
- ERTA believe that all the advertising agencies do not carry out their works with the help of advertising experts.
- Advertising agencies focus on only how to influence a child to purchase products advertised rather than considering the psychological make-up of the child.
- There are national and international rules and code of practice which is not still functional neither by advertising agencies nor transmission media.

5.2 CONCLUSION

Participants are neutral about TV advertising has a number of impacts on their day-to-day life activity. This does not mean that as the number of watching TV advertising increase they are free from the influence of TV commercial message.

Children also know the degree of truthfulness in advertising. So for the advertisers it is very important to realize that children are not ignorant from the content of their campaigns, and while developing their campaigns they must address the issue with a professional approach. It is also clear that advertising can be a good effective media to convey the required message in child segments if they are created professionally. Beside advertisers can not rely on comic and colors in children related advertisements, they do need to focus on the content of the advertisements, they must avoid over promising in their advertisement campaigns. But advertising contains information that may have unintended side effects that are not part of the selling intent.

Beside the content of TV advertising that does not take into consideration the age level of the child might result unwanted behavior to be occur.

At present advertising is one of the most strictly regulated industries in the world. Broadcasting stations also try to investigate the quality of the product or service, before transmitting the advertising message to consumers which might cause unfavorable reactions. But in Ethiopia the quality and truthfulness of the products or services being advertised is ethically criticized by the consumers. And there are national and international regulations and policies that are not still functional by advertising agencies and broadcasting Medias.

Lastly, the existing law is specific in requiring that commercial messages be clearly identifiable as such to their intended audience. Certainly, it would be impossible to protect young children from exposure to all advertising on television. But, there is a significant amount of advertising uniquely designed for and specifically directed to audiences of young children. Such advertising efforts, are fundamentally unfair because of young children's limited comprehension of the nature and purpose of television advertising, and therefore warrant governmental action to protect young children from commercial exploitation is paramount.

Thus, the advertising agencies not only reap their economic benefit but they should also measure their advertising effects based on national and international regulations and other social norms.

5.3 RECOMMENDATIONS

Based on the findings the following recommendations are forwarded.

Parents, Caregivers, and Families

Parents and families remain the central influence on children's attitudes, behaviors, and social marketing efforts that aim to protect their children from the misleading message of advertising. Educate parents and professionals who work with children and youth on the effects of advertising.

Media and Entertainment Initiatives

The message of media and entertainment industry, their opportunities and responsibilities are great to present reliable and ethical advertising information to children and youth. Beside it is better for advertising agencies to employ experts or professionals who give any consultation regarding their advertising work. Additionally, advertisements should weigh the ethical implications of using psychological research to effectively promote products to children.

Public Policy

A first obligation of public policy is to protect the vulnerable and a second is to create the conditions for a desirable future. Both call for the careful use of policy initiatives to foster healthy prospects for children and youth. And the effect of advertising on children should be bound in a policy and show corrective action for advertising agencies and commercial marketing related to children. Beside, develop curriculum for different grade levels to help children understand advertising.

ERTA

The Ethiopian radio and Television agency should establish an independent body that evaluates the content of TV advertising before they are on air. Collaborate with other professional and educational organizations to raise public, professional and political awareness of the increased commercialization of children.

Research

Knowledge is the bedrock of effective action and progress, it is also clear that psychologists are among those using their tools to more effectively accomplish the persuasive goals of these advertising messages. Therefore their research capacity should be substantially better directed to sustained, multidisciplinary work on how marketing influences the choices of children and youth.

Finally, Support continuing-education programs for psychologists on media literacy, in particular on media advertising and marketing to children.

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Appendices

Addis Ababa University
School of Graduate Studies
Institute of Psychology

This questionnaire is prepared to collect data from Jimma University Community School students for a thesis of partial fulfillment for the requirements of the degree of Master of Arts in Developmental Psychology to assess advertising to children on TV: content, impact and regulation. The data will serve only for this study and it will not be transferred for other body to use it as a base-line-data.

Instruction: The following questionnaires consist of three parts and you are kindly requested to fill all the questions honestly according to the instruction given. Your response will be kept confidentially. No need of writing your name.

Part I. Background information

1. age-----

2. sex

Male

Female

3. grade

5

7

6

8

4. Religion

Orthodox

protestant

Muslim

other

Catholic

5. Ethnicity

Amhara

Gurage

Oromo

other

Tigre

General information

1.1 do you watch television?

Yes no

1.2 How often do you watch?

1-2hrs/day 3-4hrs/day
 2-3hrs/day >4hrs/day

1.3 do you watch on a Saturday morning?

Yes No

2. Do you watch a favorite program, something you like watching best?

Yes No

3. If yes, write your favorite program _____

4. Do you watch TV on your own or with a group, someone like mum or dad?

Alone with mother& father
 With Brothers & Sisters

5. Do you ever watch any of the satellite or cable TV channels?

Yes No

6. If yes, like what?

MBC movies Dstv channels
 FOX movies other
 All Arab sat channels

7. Do you ever watch advertising?

Yes No

8. Do you know what adverts are? Can you tell me about them?-

9. Do you watch the adverts and are they interesting for

Yes No

10. If yes how? _____

11. If no why? _____

11. When do you think that the frequency of TV advertising to children is increase?

Holidays anytime
 On weekends not know

A. Content of advertising

1. How do you rate the content of TV advertising for children?

<input type="checkbox"/> very good	<input type="checkbox"/> fair
<input type="checkbox"/> good	<input type="checkbox"/> not known
2. What is the most dominated TV advertising to children?

<input type="checkbox"/> Toys	<input type="checkbox"/> food & beverage
<input type="checkbox"/> Clothing	<input type="checkbox"/> stationeries
3. What does the content of TV advertising to children more focus on?

<input type="checkbox"/> describing the nature of being advertised
<input type="checkbox"/> creating fun
<input type="checkbox"/> undermining products of the other
4. TV advertising to children could be more effective when advertise by?

<input type="checkbox"/> Anybody	<input type="checkbox"/> Experts
<input type="checkbox"/> Famous people	<input type="checkbox"/> Artists
5. How often do you ask parents to purchase products advertised on TV?

<input type="checkbox"/> Always	<input type="checkbox"/> rarely
<input type="checkbox"/> Sometimes	<input type="checkbox"/> not at all

Instruction: Respond the following questions by making a symbol of mark (✓) where you assume your answer is correct. Put the mark in one column only once. Where: 1.strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree

The content of TV advertising		1	2	3	4	5
1	The content of TV advertising to children are always good					
2	The content of TV advertising to children is appropriate to the age-level of a child					
3	The content of TV advertising to children is ethical					
4	The content of TV advertising to children is gender biased.					
5	The content of TV advertising to children always presented by experts					
6	The content of TV advertising to children is always easily understandable					
7	The content of TV advertising to children mostly dominated by toys & food items					

B. Measuring the impact/ influences of TV advertising to children

Instruction: Respond the following question by making a symbol of mark (✓) where you assume your answer is correct. Put the mark in one column only once. Where: 1.Strongly disagree 2.

Disagree 3. Not sure 4. Agree 5.Strongly agree.

1	Watch:	I mimic the behavior of the characters on screen after watching advertising	1	2	3	4	5
2	Truth:	Most TV commercials tell the truth					
3	Annoy:	Most TV commercials are in poor state & very annoying					
4	Good only:	TV commercials tell only the good things about a product					
5	Like:	I like most TV commercial					
6	Persuasive:	TV commercials try to make people buy things they don't really need.					
7	Believe:	You can always believe what the people in commercials say or do.					
8	Best:	The products advertised the most on TV are always the best product to buy.					
9	Want:	After watching TV commercial I want to buy the product advertised.					
10	behavior	The more I watch TV advertising the more I need to change myself					
11	perception	Advertising changed my perception & about other people					

Addis Ababa University
School of Graduate Studies
Institute of Psychology

This interview guide is prepared to collect additional information from ERTA for a thesis of partial fulfillment for the degree of Master of Arts Developmental Psychology to assess advertising to children on TV: content, impact and regulation. The data will serve only for this study and it will not be transferred for other body to use it as a base-line-data.

1. What is the total annual broadcasting time (in hours) for programs intended for children?
2. What is the annual broadcasting time (in hours) for program intended for advertising?
3. Is there any organized body who evaluate the content of TV advertising? And how?
4. Do you think that all the advertising agents carry out their works by the help of experts?
If not what kinds of problem does it create?
5. How do the agency look products advertised on TV for children?
6. Do you think that advertising on TV to children is ethical and consider the psychological and age-level of the child?
7. Is there any regulation on advertising content?
8. What do you say about boarder-crossing commercial advertisings?

Addis Ababa University
School of Graduate Studies
Institute of Psychology

This interview guide is prepared to collect additional information from Advertising Agencies in Addis Ababa for a thesis of partial fulfillment for the degree of Master of Arts in Developmental Psychology to assess advertising to children on TV: content, impact and regulation. The data will serve only for this study and it will not be transferred for other body to use it as a base-line-data

1. What kind of advertising do you work?
2. Have you ever advertise products on TV to children? If yes, what kind?
3. All the employees who are working in your agency are expert?
4. On what aspect of the products do you focus more? Why?
5. Do you think that it consider the psychological and age level of a child?
6. Through whom you advertise products? Did you involve any known person? And why?
7. How do you evaluate the nature of your advertising influencing children to purchase products?
8. Do you think that creating more funny things while advertising influences more than describing the content of a product? Why?

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ቤት
የሳይኮሎጂ ኢንስቲትዩት

የዚህ መጠይቅ አላማ የቴሌቭዥን ማስታወቂያ ይዘት ደንብ እና በህጻናት ላይ የሚኖረውን ተጽእኖ ለማጥናት ከጅምር ዩኒቨርሲቲ ኮሚዩኒቲ ትምህርት ቤት ተማሪዎች መረጃ መሰብሰብ ነው። መረጃው ለዚህ ጥናት ብቻ የሚውል ይሆናል።

መመሪያ: መጠይቁ ሶስት ክፍሎች ያሉት ሲሆን ጥያቄዎቹን በቅንፋ ውስጥ ያለውን (✓) ይህን ምልክት በመጠቀምና እንዲሁም ማብራሪያ የሚያስፈልጋቸውን በተሰጠው ክፍት ቦታ ላይ ሃሳብህን/ሃሳብሽን በመግለጽ ሁሉንም ጥያቄዎች መመለስ ለጥናቱ ውጤታማነት አስተዋጽኦ ይኖረዋል። ስም መጻፍ አያስፈልግም

የግል መረጃ

1. እድሜ -----

2. ጾታ

ሴት ወንድ

3. የክፍል ደረጃ

5

7

6

8

4. ሐይማኖት

ኦርቶዶክስ

ካቶሊክ

ሙስሊም

ሌላ ካለ ይጥቀሱ -----

ፕሮቴስታንት

5. ብሄር

አማራ

ጉራጌ

ኦሮሞ

ሌላ ካለ ይጥቀሱ -----

ትግሬ

ክፍል 1. አጠቃላይ መረጃ

1. ቴሌቭዥን ትመለከታለህ/ሽ

- እመለከታለሁ አልመለከትም

2. ለምን ያህል ጊዜ ቴሌቭዥን ትመለከታለህ/ሽ

- ሁል ጊዜ አንድ አንዴ
- አልፎ አልፎ ጭራሹንም አላይም

3 ከትምህርት ቤት ስትመለስ/ሽ ለምን ያህል ጊዜ የህጻናትን ቴሌቭዥን ትመለከታለህ/ሽ

- ሁል ጊዜ አንድ አንዴ
- አልፎ አልፎ ጭራሹንም አላይም

4 ቅዳሜ ጠዋት ቴሌቭዥን ትመለከታለህ/ሽ

- እመለከታለሁ አልመለከትም

5. የቲቪ ፕሮግራሙ ስትከታተል/ይ የሚሰጡህ/ሽን ብቻ መርጠህ/ሽ ነው

- አዎ አይደለም

6. ለአምስተኛው ጥያቄ መልስህ/ሽ አዎ ከሆነ የሚያስደስቱህ/ሽን ፕሮግራሞች ጥቀስ/ሽ

7. ቴሌቭዥን የምትመለከተው/ቺው ከማን ጋር ነው

- ለብቻዬ ከእናትና ከአባቴ ጋር በመሆን
- በጋራ ከወንድሞቼና ከእህቶቼ ጋር

8. ከኢትዮጵያ ቲቪ ሌላ የውጭ ቻናሎችን ተመልክተህ/ሽ ታውቃለህ/ሽ

- አዎ ተመልክቻለሁ አይ ተመልክቼ አላውቅም

9. የጥያቄ ቁጥር 8 መልስህ/ሽ አዎ ከሆነ የትኞቹን

- MBC2 movies Dstv channels
- ሌሎችንም

10. የቴሌቭዥን ማስታወቂያዎችን ተመልክተህ/ሽ ታውቃለህ/ሽ

- አዎ ተመልክቼ አላውቅም

11. ማስታወቂያ ማለት ምን ማለት እንደሆነ የምታውቀውን/የምታውቁትን ግለጽ/ጩ

12. የቴሌቭዥን ማስታወቂያዎችን የምትመለከት/ችቲሆነ ማስታወቂያዎቹ የሚሰጡ ናቸው

- አዎ አይሰጡም

13. የአስራ-ሁለተኛው ጥያቄ መልስህ/ሽ አዎ ከሆነ እንዴት እንደሆነ ጥቀስ/ሽ

15. ለህጻናት ማስታወቂያ የሚበዛበት ጊዜ የትኛው ነው ብለህ/ሽ ታስባለህ/ሽ

- | | |
|-------------------------------------|---------------------------------|
| <input type="checkbox"/> በበአላት ጊዜ | <input type="checkbox"/> ሁሌም |
| <input type="checkbox"/> ቅዳሜ እና እሁድ | <input type="checkbox"/> አይታወቅም |

ክፍል 2 .የማስታወቂያዎች ይዘት

1. የቴሌቭዥን ማስታወቂያ ይዘት ከህጻናት አንጻር እንዴት ታየዋለህ/ታይዋለሽ

- | | |
|------------------------------------|-----------------------------------|
| <input type="checkbox"/> በጣም ጥሩ ነው | <input type="checkbox"/> ምንም አይልም |
| <input type="checkbox"/> ጥሩ ነው | <input type="checkbox"/> አይታወቅም |

2. ህጻናት ማስታወቂያዎች ውስጥ በብዛት የሚቀርቡት የትኞቹ

መስሉሃል/ይመስልሻል

- | | |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> የመጫወቻ እቃዎች | <input type="checkbox"/> ምግብና መጠጦች |
| <input type="checkbox"/> ጫማና ልብሶች | <input type="checkbox"/> የጽህፈት መሳሪያዎች |

3. ለህጻናት የሚቀርቡ ማስታወቂያዎች በብዛት ምን ላይ ያተኩራሉ

- በማስታወቂያው ህጻናትን ማሳቅ
- የሌሎቹን ምርት ማጣጣል
- ስለምርቱ አጋኖ መናገር
- ስለምርቱ ትክክለኛውን ነገር ብቻ መናገር

4. ለህጻናት የሚዘጋጁ ማስታወቂያዎች በማን ቢቀርቡ ጥሩ ነው ትላለህ/ትያለሽ

- | | |
|------------------------------------|----------------------------------|
| <input type="checkbox"/> በማንኛውም ሰው | <input type="checkbox"/> በባለሞያዎች |
| <input type="checkbox"/> በታዋቂ ሰዎች | |

5. ለምን ያህል ጊዜ በማስታወቂያ ያየህ/የሻውን/ያየሻችውን ምርቶች እንዲገዙልህ/ሽ ቤተሰቦችህን/ቤተሰቦችሽን ትጠይቃለህ/ትጠይቁያለሽ

- | | |
|----------------------------------|------------------------------------|
| <input type="checkbox"/> ሁልጊዜ | <input type="checkbox"/> በተወሰነ ጊዜ |
| <input type="checkbox"/> አልፎ አልፎ | <input type="checkbox"/> ጠይቁ አላውቅም |

መመሪያ: የሚከተሉትን ጥያቄዎች በቅንፋ ውስጥ ያለውን (✓) ይህን ምልክት በመጠቀም ትክክል ነው የምትለው/የምትይው አማራጭ ላይ በማስቀመጥ ጥያቄዎቹን መልስ/ሺ ከአንድ በላይ መምረጥ አይቻልም። የቀረቡ አማራጮች በአጭሩ የተጻፉ ሲሆን ትርጉማቸውም እንደሚከተለው ይሆናል፡-

- 1. በጣም አልስማማም 2. አልስማማም 3. እርግጠኛ አይደለሁም
- 4. በጣም እስማማለሁ 5. እስማማለሁ

የማስታወቂያዎች ይዘት		1	2	3	4	5
1	ሁልጊዜ ለህጻናት የሚቀርቡ ማስታወቂያዎች ጥሩ ናቸው					
2	ለህጻናት የሚቀርቡ ማስታወቂያዎች የህጻናትን እድሜ ያገናዘቡ ናቸው					
3	ለህጻናት የሚቀርቡ ማስታወቂያዎች ስርአትን የጠበቁ ናቸው					
4	ለህጻናት የሚቀርቡ ማስታወቂያዎች የህጻናትን ስነልቦና ያገናዘቡ ናቸው					
5	ለህጻናት የሚቀርቡ ማስታወቂያዎች የጾታ እኩልነትን ይጻፈራሉ					
6	ለህጻናት የሚቀርቡ ማስታወቂያዎች ብዙውን ጊዜ በባለሞያዎች ይቀርባሉ					
7	ለህጻናት የሚቀርቡ ማስታወቂያዎች ሁልጊዜ ግልጽ እና በቀላሉ የሚገቡ ናቸው					
8	ለህጻናት የሚቀርቡ ማስታወቂያዎች በብዛት በአሻንጉሊቶችና በምግቦች የተሞሉ ናቸው					

ክፍል 3 .የቴሌቭዥን ማስታወቂያዎች በህጻናት ላይ የሚያሳድሩት ተጽእኖ

መመሪያ: የሚከተሉትን ጥያቄዎች በቅንፋ ውስጥ ያለውን (✓) ይህን ምልክት በመጠቀም ትክክል ነው የምትለው/የምትይው አማራጭ ላይ በማስቀመጥ ጥያቄዎቹን መልስ/ሺ ከአንድ በላይ መምረጥ አይቻልም

የቀረቡ አማራጮች በአጭሩ የተጻፉ ሲሆን ትርጉማቸውም እንደሚከተለው ይሆናል

1. በጣም አልስማማም
2. አልስማማም
3. እርግጠኛ አይደለሁም
4. በጣም እስማማለሁ
5. እስማማለሁ

1	ማስታወቂያ ካየሁ በኋላ ያቀረቡትን ሰዎች አስመስዬ ለመስራት እሞክራለሁ	1	2	3	4	5
2	ብዙዎቹ የቴሌቭዥን አስተዋዋቂዎች እውነቱን ይናገራሉ					
3	ብዙዎቹ የቴሌቭዥን ማስታወቂያዎች ደረጃቸውን ያልጠበቁና አናዳጆች ናቸው					
4	ብዙዎቹ የቴሌቭዥን አስተዋዋቂዎች ስለሚያስተዋውቁት ነገር ጥሩነት ብቻ ይናገራሉ					
5	ብዙዎቹን የማስታወቂያ ስራዎች እወዳቸዋለሁ					
6	የቴሌቭዥን አስተዋዋቂዎች እነሱ የማይፈልጉትን ነገር ሌላው እንዲገዛ ያነሳሳሉ					
7	ሁልጊዜ የቴሌቭዥን አስተዋዋቂዎች የሚሉትን እና የሚያደርጉትን ነገር አምኜ እቀበላለሁ					
8	ብዙ ጊዜ የሚተዋወቅ ምርት በጣም ጥሩና መገዛት ያለበት ነው					
9	አንድን ማስታወቂያ ካየሁ በኋላ የተዋወቀውን ምርት ወዲያው ለመግዛት እፈልጋለሁ					
10	ብዙ ማስታወቂያዎችን ባየሁ ቁጥር በጣም ራሴን ለመቀየር እጥራለሁ					
11	ማስታወቂያ መከታተሌ ስለሌሎች ሰዎች ያለኝን አመለካከት እንድቀይር አስችሎኛል					

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ቤት
የሳይኮሎጂ ኢንስቲትዩት

የዚህ ቃለመጠይቅ አላማ የቴሌቭዥን ማስታወቂያ ይዘት ደንብ እና በህጻናት ላይ የሚኖረውን ተጽእኖ ለማጥናት ከኢትዮጵያ ቴሌቭዥንና ሬድዮ ድርጅት መረጃ መሰብሰብ ነው። መረጃው ለዚህ ጥናት ብቻ የሚውል ይሆናል።

1. በአመት ውስጥ ለህጻናት የሚሰጠው አጠቃላይ የስርጭት ጊዜ በሰዓት ምን ያህል ነው?
2. በአመት ውስጥ ለማስታወቂያ የሚሰጠው ጊዜ በሰዓት ምን ያህል ነው?
3. በቴሌቭዥን የሚቀርቡትን ማስታወቂያዎች ይዘት የሚገመግም አካል አለ? ካለስ እንዴት ይገመግማል?
4. ሁሉም የማስታወቂያ ድርጅቶች በባለሞያ በመታገዝ ስራቸውን ያከናውናሉ ተብሎ ይታሰባል? ካልሆነስ ምን ያስከተለው ችግር አለ?
5. ድርጅቱ ለህጻናት የሚቀርቡትን የቴሌቭዥን ማስታወቂያዎች እንዴት ይመለከታቸዋል?
6. ለህጻናት የሚቀርቡ የቴሌቭዥን ማስታወቂያዎች ስርአት ያላቸውና የህጻናቱን ስነልቦና እና የእድሜ ደረጃ ያገናዘቡ ናቸው ተብሎ ይታሰባል?
7. ለህጻናት የሚቀርቡ የቴሌቭዥን ማስታወቂያዎችን በተመለከተ ያጋጠመ ችግር አለ? ካለ ድርጅቱ ችግሩን ለመፍታት ምን ያቀደው ነገር አለ?
8. የማስታወቂያ ስራን በተመለከተ ህግና ደንብ አለ? ካለ የህጉ አስፈላጊነት ለምንድን ነው?
9. የማስታወቂያዎችን ይዘት የምትቆጣጠሩባቸው ስልቶች (መንገዶች) ምን ምን ናቸው?
10. ስለ ደንበር ተሸጋሪ ማስታወቂያዎች ምን ይላሉ?
11. አጠቃላይ አስተያየት ካለዎት ይግለጹ-----
-----.

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ቤት
የሳይኮሎጂ ኢንስቲትዩት


የዚህ ቃለመጠይቅ አላማ የቴሌቭዥን ማስታወቂያ ይዘት ደንብ እና በህጻናት ላይ የሚኖረውን ተጽእኖ ለማጥናት በአዲስ አበባ ከሚገኙ የማስታወቂያ ድርጅቶች መረጃ መሰብሰብ ነው። መረጃው ለዚህ ጥናት ብቻ የሚውል ይሆናል።

1. ምን አይነት የማስታወቂያ ስራ ትሰራላችሁ?
2. ለህጻናት የሚሆን የማስታወቂያ ስራ ሰርታችሁ ታውቃላችሁ? ከሌሎች ምን አይነት
3. በድርጅቱ ውስጥ የሚሰሩት ሁሉም ሰራተኞች ባለሞያዎች ናቸው?
4. ስለምታስተዋውቁት ምርት በብዛት የምታተኩሩት ምን ላይ ነው ? ለምን?
5. የምትሰሩዎቸው ማስታወቂያዎች የህጻናትን ስነልቦና እና የእድሜ ደረጃ ያገናኘቡ ናቸው ብላችሁ ታስባላችሁ?
6. የምትሰሩዎቸው ማስታወቂያዎች ላይ በብዛት የምታሳትፉት እነማንን ነው? ታዋቂ ሰዎችን አሳትፋችሁ ታውቃላችሁ? አሳትፋችሁ ከሆነ ለምን?
7. ማስታወቂያችሁ ምን ያህል ህጻናትን ስቦ የተዋወቀውን ምርት እነዲገዙ እንዳደረጋቸው በምን መንገድ ትገመግማላችሁ?
8. በማስታወቂያዎቹ ላይ ብዙ የሚያስቁ ነገሮችን ማካተት ስለምርቱ በቀጥታ ከመናገር የበለጠ ሀይል ይኖረዋል ብላችሁ ታስባላችሁ? ለምን?
9. አጠቃላይ አስተያየት ካለዎት ይግለጹ-----

Declaration

This thesis is my original work and it has not been presented for a degree in any University and that all source of materials used for the study have been duly acknowledged.

Name Amalio Meatu

Signature 

Date July 2010

