

CHILDREN'S ADVERTISING: MATERIALISM AND CAUSED CONFLICTS WITH PARENTS

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Abstract

Nowadays children are highly influenced by advertising messages, most notably for their naivety towards the outside world, the absence of critical attitude and non-possession of appropriate information about the advertised product. The aim of this study is to examine the impact of audio-visual and print advertising in the creation of materialistic values and conflicts of parents with younger and older elementary school children. The sample consists of 338 pupils from primary schools in Belgrade and 158 parents of children included in the study. A survey with multiple choice questions and the Likert scale has been applied. It has been partially confirmed that the exposure to an advertising message inevitably leads to a conflict between the child and a parent (primarily due to the increased number of requests for children who would like to possess the previously advertised products). The results also show that exposure to the advertising message causes a child to frequently request parents to purchase desired products (which is important for the determination of the degree of child depression facing the lack of buying the desired product). Finally, advertising aimed at the youngest ones stimulates and increases the materialistic values in children. The above-mentioned negative effects of advertising to children can be minimized by better legal framework, intensive monitoring and control of commercials, greater responsibility of the media and the introduction of media literacy into the educational process.

Key words: advertising influence, school - children, materialism, persuasion, consumer marketing.

ОГЛАШАВАЊЕ УСМЕРЕНО КА ДЕЦИ: МАТЕРИЈАЛИЗАМ И ПРОУЗРОКОВАНИ КОНФЛИКТИ СА РОДИТЕЉИМА

Апстракт

Деца се данас налазе под изразитим утицајем огласних порука, а највише због своје приметне наивности према спољашњем свету, недостатку критичког става и

непоседовању праве информације о оглашаваном производу. Циљ овог рада био је да истражимо утицај аудио-визуелних и штампаних огласа на стварање материјалистичких вредности и конфликтних ситуација са родитељима код млађе и старије деце која похађају основну школу. Узорак је чинио 338 ученика из београдских основних школа и 158 родитеља деце обухваћене истраживањем. Примењен је упитник који је садржао питања са више одговора и Ликертов формат одговора. Делимично је потврђено да излагање огласној поруци неминовно води ка конфликту у односу дете–родитељ (превасходно због повећаног броја захтева деце за поседом претходно рекламираних производа). Резултати такође показују да изложеност огласној поруци утиче на то да дете чешће родитељима упућује захтеве за куповину (значајно за одређивање степена депримираности код детета у ситуацији изостанка куповине жељеног производа). Коначно, оглашавањем усмереним ка најмлађима стимулишу се и повећавају материјалистичке вредности код деце. Поменути негативни ефекти огласа упућени деци могу се бољим законским оквирима свести на најмању меру, интензивнијим праћењем и контролом, већом одговорношћу медија и увођењем медијске писмености у образовни процес.

Кључне речи: утицај оглашавања, школска деца, материјализам, убеђивање, потрошачки маркетинг.

INTRODUCTION

Nowadays children are noticeably under the influence of advertising messages primarily because of their naivety expressed towards the outside world, the absence of criticism towards commercials and non-possession of appropriate information about the advertised product. Numerous media via advertising focus on children as a basic target group and offer luck and easily reachable material values, which is totally unethical for children's sensibility. The main factors affecting the socialization of children as consumers are parents, their peers, schools and companies that forward marketing messages to youngsters.

The following markets for youngsters have exerted a significant impact in this research field: *primary*- children act as fully independent consumers, *influential*- kids exert influence on parents, *future*- when they grow up, children become consumers of the products that are intended for adults (Solomon, 2014). Special attention is paid to the effects of age differences in children when it comes to their reaction to advertising, and depending on the data processing capabilities developed for the sampled dataset the following phases stand out: *limited ability to process information*- mainly specific to the age of seven-year olds - children do not have the ability to link information or to recall previously stored data; *phase processing capabilities allusion*- the most frequent in children between seven and eleven years of age - children use a larger number of mental processes that enhance both memory and remembrance; *phase of strategic information processing*- is characterized at the age of twelve and over the age of twelve - due to the use of memory strategies children can recall their memories of certain information (Roedder & Lakshmi-Ratan, 1992). At the stage of allusion

processing, which is an analytical level of information processing, children already clearly recognize the intention of advertising to sell products/services, as they are already able to understand that some advertising statements may not be true.

Children make up a respectable target group of consumers due to the constantly growing market of children's products and the significant impact they have when it comes to buying not only the things earmarked for children, but also other household items (Sharma & Dasgupta, 2009). It has been found that the degree of attractiveness of certain products to children cannot increase with the frequency of advertising screenings, indicating the importance of initial impressions with the first appearances of advertisements for the youngsters (Duff, 2004).

Lawlor and Prothero (2007) conclude that there are different levels of children's perception of the impact of an advertising message, which documents Table 1.

Table 1. The levels of children perception of advertising

The level of children perception of advertising	Understanding advertisements	Interpretation of the level of understanding advertising
First level	Unsatisfactory	Failure to recognize the convincing impact of commercials and advertisements
Second level	Basic understanding	The ability to distinguish between advertising and program contents
Third level	Partially satisfactory	Ability to recognize the convincing impact of advertising and advertising messages
Fourth level	Highly satisfactory	Potential children's demand for a particular media channel in order to follow a predetermined advertising and program content

Source: Lawlor & Prothero (2007)

One string of research consists of studies confirming that consumption is a fundamental value in the lives of the youngest consumers, while advertising and other marketing activities not only affect the purchases by youngsters but also the attitudes of youngsters with respect to external appearance, sexuality and aggression (BFD, 2005). The followers of this research claim criticize marketing professionals who advertise so as to create a world of materialism, participate in the creation of the conflict between parents and children, and promote the consumption of the world's youngest (Potts, Belde, & Reese, 2008). The mere exposure to advertising creates a child-parent conflict (Atkin, 1980; Robertson, 1979). The lack of life

experience and the degree of cognitive development make children confused or they do not understand the advertising message. Some of the ads go so far as to suggest the following: "Ask your mother for ..." or "Your parents are not familiar with this toy. You have to tell them ..." All these tactical, very meaningful purchasing suggestions, additionally create pressure for both children and parents.

During the period of the so-called consumer socialization, children continue to influence parents in terms of seeking the desired product as a reaction to the previous advertisement of the same (Young, de Bruin & Eagle, 2003). Essentially, it is very important how parents are involved in the media channel concept: (advertising) - a child - a parent (Mukheri, 2005). The more active their participation, the better the child's perception and understanding of the function of advertising in general, and thus the quicker is the assumption of critical attitude towards advertising. Younger schoolboys tend to favor commercials and are easier to succumb to the convincing power of the same (Austin, Chen & Grube, 2006). At the same time, children under 10 years of age are a more vulnerable group of viewers than are older children, because they demonstrate less knowledge and experience regarding the media in order to protect themselves from the impact of the commercial contents included in programs (Valkenburg & Buijzen, 2005).

On the other hand, there is also optimistic thinking that advocates for media education and soothes lingering fears among parents when their children deal with the media (Buckingham, 2011). This author claims that advertisements are an integral part of our lives, even in the world of youngsters, when children are not only vulnerable to the influence of advertising, but also adults who manage to defend themselves from subtle advertising gimmicks.

Through the prism of socialization, advertising is associated with the impact on the satisfaction and happiness of a child, and rarely dissatisfaction with their own lives and the environment in which the child develops and grows. This kind of feeling emerges when the desired (a previously advertised) product/service has not been purchased for a child. Based on these two approaches we would like to examine the following hypothesis:

H_{a1}: Exposure to advertisements leads to conflicts between parents and children (due to the increased number of requests by children who would like to possess the previously advertised products suitable for their age).

To be able to responsibly and consciously think about the commercial, children should: be able to distinguish advertising from other program contents; understand the efforts of marketing experts to influence their preferences and attitudes as well as the final decision to purchase (Rozenaal, Buijzen & Valkenburg, 2011). Youngsters who did not receive the desired

product, and for whom they were previously very interested, express their feelings through visual disappointment, anger, sadness and frustration. Indeed, advertising often seems that children form an image of a little disgruntled customer, which, from the standpoint of the communicator, sets the stage for created motivation to purchase a new product. Through claims about products that the child will make the world more beautiful, better, and more creative the youngsters seamlessly enter the world of materialism, since it is indisputable that children react positively when a certain product is so popular or even a favorite in society when they are beautiful, praised and happy. Parents are significantly more likely to believe that children can have fun watching advertisements, ie. underestimate children's cognitive abilities, believing that children enjoy commercials more than it is really the case (Baiocco, D'Alessio & Laghi, 2009).

It is believed that advertising causes children to often feel frustrated: the representation of social, spiritual and material achievements that are not realistic for a child to fulfill (regardless of how much money should be set aside for the purchase of the desired product); the manner of representing children who are placed in a subordinate position (for instance, comparing children with adults, members of a minority compared to the majority group, etc.) and in a case where the characters displayed in the advertisement are presented to be incomparably beautiful and more successful than others (Lemiš, 2008).

In the children's exposure to advertising message in addition to the mediation of parents, a major role plays community culture, which has a direct impact on parenting style – in what manner will a parent address a child when it comes to the interpretation of advertising, whether it will be an active or a restrictive attitude: *active mediation* involves a discussion between parents and children on media contents, which may include positive or negative aspects of the media; *restrictive mediation* comprises the control of tracking certain media, whether in terms of frequency of follow-up or monitoring specific contents - parents make decisions about program contents to which a child will be exposed, the number of hours to view the program and thereby often set rules governing the monitoring of certain media (Soni & Singh, 2012). Often children's requirements for the purchase do not receive the approval from parents due to limited *financial* resources, which encroaches on the sphere of media ethics in communication with the youngest consumers (Gbadamosi, Hinson, Tukamushaba & Ingunjiri, 2012). In view of these findings we examine the claim that:

H_{a2}: Increased exposure to an advertising message urges a child to frequently request parents to complete purchases (important for the determination of the degree of child depression facing the lack of buying the desired product).

Developing materialistic and consumerist values for the youngest ones increases the rate of dissatisfaction due to unfulfilled expectations,

encourages conflicts between parents and children and produces other risky behaviors among children (Matović, 2012). The values that are often forwarded through the advertisements are promoting unrealistic and unattainable life, and for the youngest targeted population bring about disappointment and anxiety. Unequivocally, larger exposure to advertisements leads to the adoption of materialistic values (Kasser, Ryan, Couchman and Sheldon, 2004; Pollay, 1986, and Wulfemeyer & Mueller, 1992)

Media literate children and young people should recognize and understand the impact of the media, as well as comprehend the ethical dimensions of the functioning of the media (Tjurou, 2012), whereby the dialogic teaching and learning constitute an important component in education, and self-criticism would be a constant focus of educational work (Milutinović, 2013). Finally,

H_{a3}: Advertising increases materialistic values in children.

In our study, for the first time we examine the impact of advertising messages on children through the creation of materialistic values and a potential conflict between parents and children in the case of unfulfilled purchases based on a sample of younger and older school children in the city of Belgrade. This research is part of a larger ongoing project that examines the ethical aspects of integrated marketing communications among pre-school and school children. In the next chapter we will present the methodology used in our study, followed by analysis and discussion of the results and the article ends with concluding comments and recommendations.

METHODOLOGY

Sources and Methods of Data Collection

Field research was conducted in elementary schools in Belgrade during the school year 2013/2014. Pupils in lower school years (years III and IV) and senior pupils (years V and VI) have been surveyed.

Numerical coverage of the statistical event - in the study we have sampled a total of 338-children and 158 parents. Mediators, i.e. teachers (in higher and lower school years), affected the motivation of school children when it comes to filling out the questionnaire, for which one school hour (a period of 45 minutes) has been dedicated.

Empirical research was carried out through the following stages: statistical observation and data collection, sorting and grouping of data and statistical analysis. The polling collected all relevant data from the respondents (children and parents). The survey method used during the field research in schools is a *questionnaire for self-completion*. A prerequisite for the implementation of this type of questionnaire is that the respondents can read and write, which was the grounds for having omitted the first- and second-year students from the survey. Flavell (2000) and

Kuhn (2000) find that at the eight years of age children become aware of the impact of advertising and demonstrate an excellent knowledge of its function, so this is the minimum age applied in the framework of quantitative research in primary schools. Not all researchers agree with the above-mentioned opinion. For example, a study which notes that children are aware of convincing influence in the advertisement as early as 6 or 7 years (Pine & Veasey, 2003), while there are also claims that children develop partial awareness of advertisements up to 10 years of age (Gunter, Oates & Blades, 2005). Despite all the above indicated differences, it is possible to conclude that children already understand the complex advertising intentions starting from eight years of age. The above-mentioned view is supported by the fact that at the specific age the children with the aid of their respective parents and through advertisements adopt critical attitudes towards the media world. The questionnaire for children and questionnaire for parents are designed for this survey.

Questionnaire for children – it was designated for school children, pupils of III, IV, V and VI classes of elementary schools in Belgrade and consisted of eight questions. It is important to mention that a survey obtained the necessary permits from the directors and psychologists of respective schools so as to respect ethical principles during the exercise of the field research. Moreover, the introductory part of the questionnaire has included very precise explanations of the research purpose. The same applied to the survey carried out among children and among parents.

The questionnaire completed by the children examined their attitudes towards and understanding of advertising and promotional effects. Questionnaire for parents, which also contained eight questions, was designed to examine knowledge about their child's attitudes vis-à-vis advertising. Closed questions have been included: *questions - multiple choice* (the question that has three or more answers), so it was necessary to opt for one out of the selection of multiple questions and *Likert scale* (the respondents select a response on a scale ranging from the lowest degree of disagreement to the highest degree of agreement regarding the question). Questionnaires were distributed to parents of respective school children in both surveyed schools.

ANALYSIS OF THE RESULTS

Regarding the purpose of advertising, the largest percentage of children believe that advertising urges parents to increasingly look to buy products displayed on the advertisement (approximately 48%), which supports H_{a1} and H_{a2} hypotheses. Approximately every third child believes his advertisements help to find out more about what is being advertised. About 12% of sampled children purport that advertisements make them believe in what the advertisements show (Figure 1).

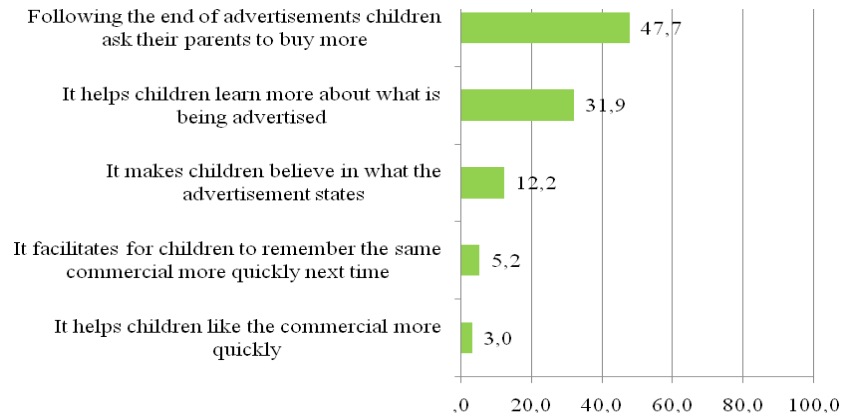


Figure 1. The purpose of advertising - the opinion of children

Source: authors' data

According to the viewpoints of children, advertising allows them to find out basic information about a product (about 50%). Slightly more than a third of children claims that the commercial convinces them to buy the advertised product. Fewer children are having fun watching commercials or that through the advertisements they learn something new (6-8%) (Figure 2). Children become informed consumers and clearly recognize functional and other qualities in advertised products, which confirms hypothesis H_{a3} . Through advertising and eventually product purchases, in addition to the advice of peers and family members, children are well positioned to look at the genuine quality of the purchased product (good or bad), whether the advertisement uttered true statements, which brands they prefer etc.

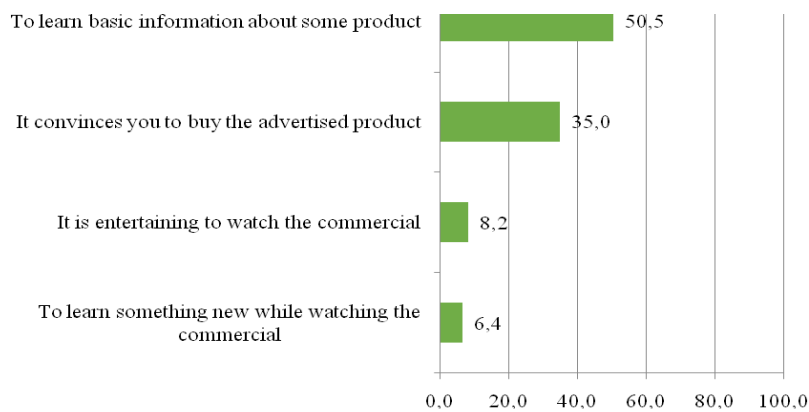


Figure 2. The impact of advertising on children's views

There are some differences in the understanding of the purpose of advertising, when it comes to children of various ages (Figure 3). With age slightly decreases the incidence of understanding that advertisements are good for learning new things. In later childhood, after 8 years of age a child is considered to be in a state of better understanding the effect of advertising. At this life stage children are already able to understand the convincing effect of advertisements (Rozendaal, Buijzen & Valkenburg, 2010), which implies a growth of materialistic tendencies in the sample (confirming the hypothesis H_{a3}).

On the other hand, fifth-year pupils to a lesser degree believe that through advertisements they learn basic information about products, compared to pupils in the third year. Also, children who attend the fifth year of studies more believe that the advertising's primary purpose is to convince you to buy the advertised product (as compared to children who are two years younger). Older school children (10-12 years) are aware that advertising messages are not always true to the claims, and it is likely they will express their skeptical views.

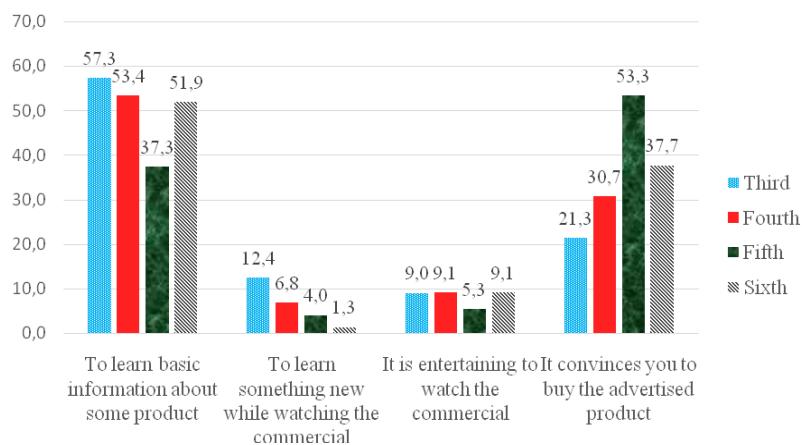


Figure 3. The impact of advertising on children's views (parallel display of lower- and higher-grade the respondents in surveyed primary schools)
Source: authors' data

Children notice the impact that advertising exerts on them (Figure 4). Approximately 30% of children are disappointed when their parents refuse to buy the products advertised. A slightly smaller percentage (26%) engages in a fight with their parents, unless they obtain the desired product seen in the advertisement. According to the findings, a third of the respondents support hypothesis H_{a1} . About 22% of children noted that the larger the exposure to advertisements the stronger the search for advertised products, which indicates that more than a fifth of the respondents acted in

accordance with hypothesis H_{a2}. As much as 43% of children believe that it is important to have enough money to be able to afford advertised items. About half of children think that their advertisements point at good things one can buy.

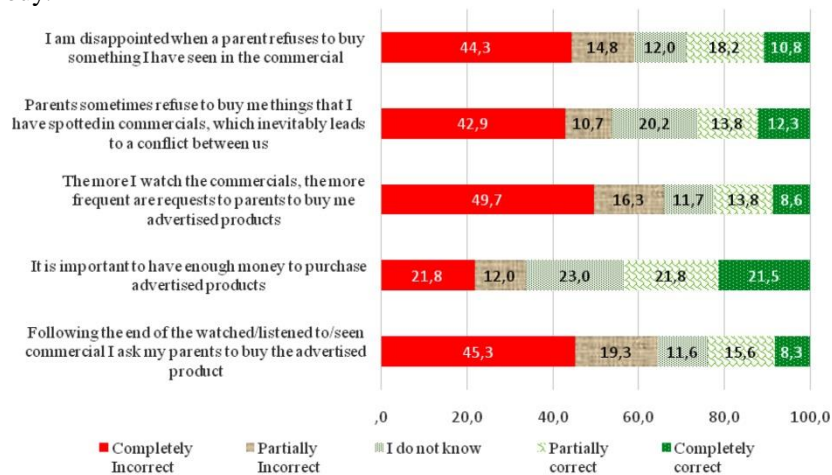


Figure 4. The views of children to purchase advertised products

Source: authors' data

Most parents (90%) agree that children nowadays are often exposed to advertising messages (Figure 5). According to 61% of parents, advertising contents for children are unethical and not created in order to present products to children in the right spotlight. The survey has shown that 56% of parents insist that children remain very disappointed if they do not buy the advertised product. Parental observations indicate the validity of H_{a1} and H_{a2} hypotheses, but it is necessary to point out that parents emphasize a higher degree of frustration in children due to unfulfilled desires than what is expressed by the subjects themselves studied in respective schools.

About 80% of parents also believe that frequent exposure of children to advertising contents leads to more frequent requests to purchase products; if a child's request for purchasing is not fulfilled, it will inevitably lead to a conflict between parents and children and potential aggression on part of youngsters as per the opinion of 61% of parents. The parents' reference to conflict situations is much more pronounced than in children questionnaires, which can be explained by attempts on the part of the respondents - children to systematically depict themselves on better terms or not to confess to what can be considered immature and improper behavior.

Most parents (about 86%) believe that advertisements encourage children to want products that are not really needed. Parents largely believe that advertising encourages the development of materialistic values in children (approximately 70% of parents). The striking confirmation of

hypothesis H_{a3} indicates that materialism is already seen as part of our society - the consumer society, while advertising is seen as its supportive tool. Advertisements promote forms and modes of consumption in addition to a way of life. The scenarios in advertisements are consciously based on consumption, with the aim that the consumption of products is a solution to some of the needs of the consumer lifestyle. In that sense advertisements skillfully mislead that the only way to live a happy and fulfilled life is guaranteed through purchases and the consumption of the advertised product.

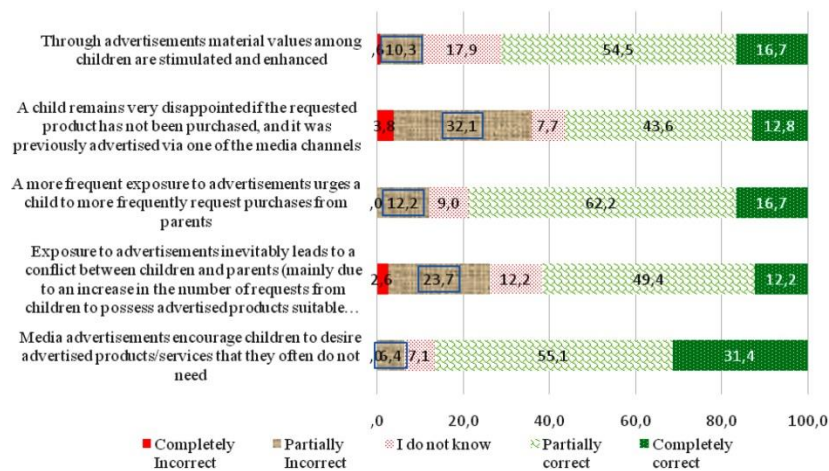


Figure 5. Attitudes about the effects of advertising on their children
 Source: authors' data; the values for the "completely incorrect" answer are as follows: 0.6%, 3.8%, 0%, 2.6% and 0%, respectively

As materialism tends to progress with consumption growth at the earliest life age, the conflict between parents and children has a higher growth rate. Kids put pressure on parents to purchase certain products, mainly those products that should ensure their immediate after-purchase happiness. Despite the fact that many of these desired products are expensive, dysfunctional, non-educational or even harmful to a child (in terms of safety or health hazards), the child often does not notice it. This difference in views between parents and children results in verbal aggression, dissatisfaction on both sides, and often the emergence of conflicts. In fact, parents sometimes feel pressure from advertisers over their own children for the final purchase of the desired product, which may create unwanted tensions between a parent and a child.

On the other hand, many children may experience anger, disappointment, or even unhappiness in the case when the desired and received product does not meet their expectations. Why do children have too high expectations? It could be concluded that they are exposed to numerous

marketing tactics, which includes the magic of product animation whose reality is actually quite different than what is portrayed in the advertisement. Magic makes adults fly, toys can communicate with children and even help in tidying up the room.

Parents and children agree on the opinion that advertising rarely exerts an educational impact (Figure 6). Children often believe that advertising affects them informatively (enabling them to learn basic information about the product being advertised), but also convincing, by motivating them to buy a product outlined in advertisements. These findings further support the parental attitude that children are immature and negligibly suspicious of advertising in general.

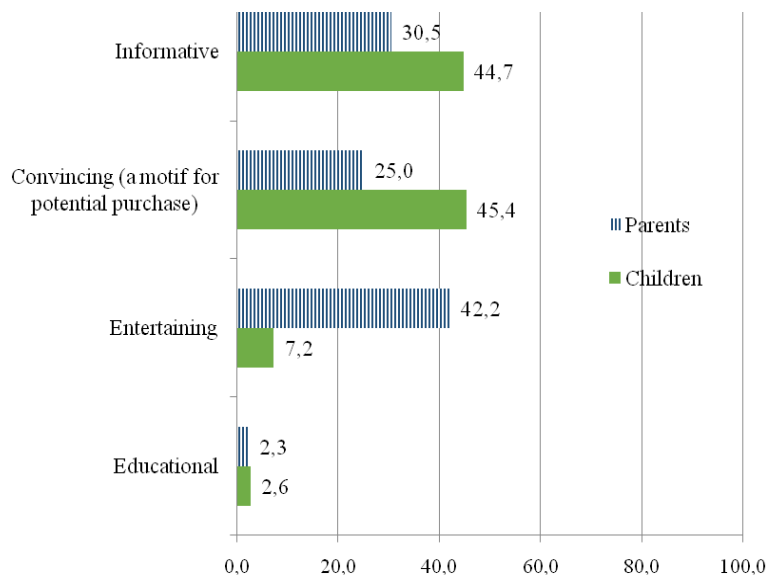


Figure 6. The observation of the influence of advertising on children
Source: authors' data

Parents are increasingly getting the feeling that they are under continuous pressure to purchase the advertised children's products. It is also highly debatable as to who is a "financial target", because parents are not always by definition the buyers of products for children (since children increasingly have their own money in the form of specific allowances). Concurrently with the frequent refusal to buy your product for children, the parent may be frustrated or even with a sense of guilt because of constant denial to afford the desired product for a child. By contrast, many parents do not want to disappoint their own child and accede to the act of buying.

As recommended by the International Chamber of Commerce, marketing messages that are addressed to the youngest consumers should not endanger the authority and responsibility of parents when it comes to the influence of advertisements on the purchase of the desired product (ICC, 2011). More specifically, the advertising message should not include any form of direct appeals that will invite children to buy or persuade their parents to the act of buying. The World Chamber of Commerce recommends that the people of the marketing profession should support children and young people to seek approval and/or assistance from their parents in any act of purchase.

H_{a1}: It has been partially confirmed that exposure to the advertising message inevitably leads to a conflict between parents and children (primarily due to the increased number of requests from children to possess the previously advertised products suitable for their age). Approximately 29% of school children are visibly depressed if parents refuse to buy them something that has previously accompanied the advertisement, while 26% of surveyed school children consider that conflict situations with their parents would easily emerge if they refuse to buy them something that they previously observed in commercials and wanted to buy them. Even 61% of the surveyed parents believes that exposure to the advertising message inevitably leads to a conflict.

When comparing the results of older pupils with those of their parents there is an agreement that advertising rarely has an educational impact. It is interesting to note that children are more likely than their parents to believe that a propaganda message affects them informatively and convincingly (45.4% vs 25%).

H_{a2}: An exposure to an advertisement causes a child to often require from a parent to complete the purchase (important for the determination of the degree of child depression due to the lack of buying the desired product). The study has clearly shown that up to 47.7% of children believe that advertisements influence children to have frequent requests forwarded to parents when it comes to buying products. The results show that with an increasing age of children in primary school slightly weakens the view that advertising serves as basic information for a product/service. As children get older, the belief that the advertisements serve to persuade people to buy a certain product gets stronger. About 80% of parents feel that more frequent exposure of children to propaganda contents causes the child to frequently request from parents to help him/her buy the advertised product.

H_{a3}: Advertising aimed at the youngest population stimulates and increases the materialistic values in children. Almost 44% of these children report that it is essential to have money to be in a favorable position to purchase advertised and desired product. Even 70% of parents said that advertising initiates the growth of materialistic values in children.

CONCLUSIONS AND DIRECTIONS FOR FURTHER RESEARCH

Thanks to advertising messages children receive a confirmation that they need different advertised products so as to become popular and happy in their peer population. One gets the impression that the final goal of the advertising message is manipulative information that makes the child feel the need and thus wants the advertised product.

In this research we demonstrate that through exposure to inappropriate promotional contents children can form a distorted world that only cares about material prestige, which is far from true values. Emphasis is placed on the study of the younger consumers when it comes to the audio-visual and print ads, the extent to which children acquire stereotypical behavior, and how to respect or reject traditional values in favor of current ones, all through the daily impact of advertising on children.

In the modern world commercials are crucial in the process and modes of the consumption of families with primary school children. Our proposal is that *improved regulatory conditions* monitor and correct the manipulative influence of advertisements on the youngest consumers, instead of applying a total ban on advertising to children. The absolute prohibition of advertising would deny basic product information to children through which they need to learn how to recognize and combat the impact of the media, but also form a critical attitude towards advertising, which we confirmed in this study. Promotional activities that are not misleading, suspicious, deceptive and skeptical must be offered to children, which leads to a *more intensive monitoring and control of advertising* aimed at them.

The media should form a so-called open forum to facilitate the smooth development of individual thoughts and attitudes (Crnobrnja, 2010). The obligation of the media is to be interested in children as a specific target public, which further insists on their *responsibilities*. Our recommendation is to *block or limit certain ad placements for children* - with the help of modern technology it is possible to block the tracking of promotional content that is considered unsuitable for a child's age. We are committed to the introduction of *media literacy* into the formal educational process. Special sessions would be organized for employees of educational institutions, school children and their parents, in order for them to better understand the media in general and the specifics of commercials.

In future research it will be important to examine the impact of other media, primarily digital media, which have an important role in the process of growing up and education of children. It is also very important to carry out detailed research of parental roles and responsibilities with regard to children's media monitoring.

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ОГЛАШАВАЊЕ УСМЕРЕНО КА ДЕЦИ: МАТЕРИЈАЛИЗАМ И ПРОУЗРОКОВАНИ КОНФЛИКТИ СА РОДИТЕЉИМА

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Резиме

Деца се данас налазе под изразитим утицајем рекламних порука, највише због своје приметне наивности према спољашњем свету, недостатку критичког става и непоседовању праве информације о рекламираном производу. Циљ овог рада био је да испитамо утицај аудио-визуелне и штампане рекламе на стварање материјалистичких вредности и конфликтних ситуација са родитељима код млађе и старије деце која похађају основну школу.

Теренско истраживање је спроведено у београдским основним школама током школске 2013/2014. године. Узорак је чинио 338 ученика и 158 родитеља деце обухваћене истраживањем. Медијатори, у конкретном случају учитељице (у нижим разредима школе), тј. наставнице (у вишим разредима школе), утицале су на мотивацију школараца када је у питању попуњавање упитника за који је издвојен један школски час у трајању од по 45 минута. Примењен је упитник који садржи питања са више одговора и Ликертов формат одговора. Анкетирањем су прикупљени сви релевантни подаци и чињенице од стране испитаника (деце и родитеља). Анкетни метод који је коришћен током теренског истраживања у школама је упитник за самопопуњавање.

Делимично је потврђено да излагање огласној поруци неминовно води ка конфликту у односу дете–родитељ (превасходно због повећаног броја захтева деце за поседовањем претходно рекламираних производа). Резултати такође показују да изложеност огласној поруци утиче на то да дете родитељима чешће упућује захтеве за куповину (значајно за одређивање степена депримираности код детета у ситуацији изостанка куповине жељеног производа). Коначно, оглашавањем усмереним ка најмлађима стимулишу се и повећавају материјалистичке вредности код деце.

У овом истраживачком раду показује се да кроз изложеност неадекватном промотивном садржају деца могу да оформе искривљени свет који се искључиво стара о материјалном престижу, који је далеко од правих вредности. Акцент је стављен на проучавање најмлађих када је у питању аудио-визуелна и штампана реклама, у којој мери деца усвајају стереотипе понашања и на који начин се поштују или одбацују традиционалне вредности у корист тренутних, а све посредством свакодневног утицаја реклама на децу. Поменути негативни ефекти рекламе упућене деци могу се свести на најмању меру бољим законским оквирима, строжим праћењем и контролом реклама, већом одговорношћу медија и увођењем медијске писмености у образовни процес.