

Advertising Effects on Young Minds: Probing into Environmental Awareness, Purchasing Patterns, and Attitudinal Shifts in Children

Aaliya Norin¹, Hira Ishfaq², Wasim Abbas Shaheen*³, Zaheer Abbas⁴

¹Department of Management Sciences, Alhamd Islamic University, Islamabad Campus, Islamabad, Pakistan.

²Institute of Management Sciences, Bahauddin Zakariya University, Multan, Punjab, Pakistan.

^{3*}Quaid-i-Azam School of Management Sciences, Quaid-i-Azam University, Islamabad, Pakistan.

⁴Institute of Business and Management, University of Engineering and Technology, Lahore, Punjab, Pakistan.

Corresponding author: wasim@qau.edu.pk

Keywords: Advertising, Young Minds, Environmental Awareness, Purchasing Patterns, Attitudinal Shifts, Children

DOI No:

<https://doi.org/10.56976/rjsi.v6i1.197>

The research aimed to investigate the impact of advertising on children's attitudes, behaviors, and lifestyles. Data was collected using structured questionnaires from a sample size of 250 participants. Analysis revealed a positive relationship between exposure to television ads and various factors such as environmental awareness, purchasing habits, and attitudes among children. Notably, attitude showed the strongest correlation with a Pearson coefficient of 0.092 and a significance level of 0.000, followed closely by buying behavior with a coefficient of 0.091. In contrast, knowledge about the environment exhibited a negligible correlation coefficient of -0.005 but remained statistically significant. The effectiveness of advertising interventions hinges on several factors including viewing habits, socio-economic status, family influences, and children's perceptions. It's crucial for advertisers to align their campaigns with social responsibilities to contribute positively to national economic growth. Advertising holds the potential to serve as a catalyst for socioeconomic progress, but its impact must be carefully managed and directed towards constructive ends. By understanding the complex interplay between advertising and child development, stakeholders can harness its power to foster positive attitudes, behaviors, and societal outcomes.

1. Introduction

Due to the expanding usage of animation methods in television advertising, our youngsters are exposed to more and more of them every day. These commercials appear appealing to young viewers. What is the extent to which children are influenced by what they see and hear, and how do they interpret the message that is being advertised? These inquiries have all turned into my research topics. Adults are greatly impacted by advertising, but children suffer greatly as a result. There are several platforms for advertising, including print, radio, television, and the internet. Instead of appealing to parents as they did in the past, child advertisers now directly target youngsters, who lack the emotional and mental capacity to assess the products or services they are being marketed. Children are drawn to television from an early age because it is the media that best represents values, lifestyles, and social norms to us. We observe that kids are exposed to a lot of advertisements, but they hardly ever purchase the product in issue.

At its most fundamental, advertising is the dissemination of social and commercial messages about products, services, and concepts. Many different communication tools are being employed for this purpose. The term "advertising media" refers to these various means of delivering or transmitting an advertisement to prospective clients (Katz, 2022). Print, radio, television, and movies are the main forms of media. The majority of these advertising mediums serve various main purposes. Providing amusement, education, information, and raising awareness are a few examples. There are moral principles in advertising. Communication in advertising is a synthesis of facts and art that is guided by moral values (Di Domenico, 2021). An advertisement needs to be ethical and sincere in order to be focused on the consumer (Nair, 2021). Customers shouldn't be misled by it. The credibility is destroyed if it takes place. A decision in ethics is between what is right and wrong, or good and bad. It is regulated by a set of moral precepts applicable at a specific moment and location. In the end, ethics is about collective conduct; it establishes standards that an individual must adhere to in order to fit in with the group's norms (Wang & Brown-Devlin, 2023).

In order to protect children from being overexposed to the advertising world, the report aims to investigate the positive and negative impacts of media on children's mental and physical health. It also suggests ways to control the advertising industry through the creation of unified legislation. Due to their independence, ability to influence their parents' purchasing decisions, and potential to become adult consumers, children are a valuable demographic for marketers. Given their increased autonomy and decision-making authority inside the family compared to earlier generations, children today tend to express their preferences openly regarding the purchases their parents should make (Krishna et al., 2022; Jain et al., 2023). The term "pester power" describes how kids can badger their parents into making purchases they might not have made otherwise (Gunardi, 2023). Advertisers recognize the potential power of pester power, which is why marketing to youngsters revolves around building it. It is crucial for parents of small children to shield them from intrusive marketing and to start teaching them about advertising at a young age.

"Ads can distort young children's perception of the world because they are unable to distinguish between advertising and reality in these images." (Jain et al., 2023; Loose et al., 2023).

Young children are particularly susceptible to deceptive advertising, and they don't start to realize that commercials aren't necessarily accurate until they are eight years old. Millions of rupees are spent by fast food restaurants on advertising, much of which is directed at kids. The fast-food industry employs more than just standard advertisements to directly target children. Restaurants provide free toys, clubs, activities, playgrounds, and competitions. These days, the customer is the target of well-planned, huge media attacks that enlighten and glamourize in response to the needs, wants, and expectations of the consumer. Companies and marketers invest a lot of money in consumer research to identify the critical elements that influence customer decision-making. When discussing the marketing mix, modern marketers concentrate on creating advertising and messaging that will appeal to their target audience. Due to the fact that children's items account for the majority of home consumption and the majority of the population (Pawn, 2024). Therefore, advertisers are concentrating on and attempting to influence children by creating advertisements that are both aesthetically pleasing to youngsters and strong enough to elicit an emotional response and bond with the product. It's a common misconception that mothers are the target market for businesses in the child care sector. Children were able to form an emotional bond with the things thanks to the efforts of marketers and the media, which made them insist on buying the particular items for themselves. It is still true that the television is the main and most important communicator in our day and age. Since the globe has become a global village, it is now simple to access all worldwide channels thanks to electronic media. All of these elements have, in one way or another, contributed to the rise in consumerism, eating habits that are changing behavior, knowledge, and needless purchases made by young people based on what they see on electronic media. The extent to which TV plays a role in a child's life varies based on a number of characteristics, including age, individuality, length of TV watching, type of programming, and parental guidance. Pakistan has a population of approximately 2.81 million people. According to the Federal Bureau of Statistics, children aged 11 to 15 make up 43.40 percent of the total. Watching TV has advantages and disadvantages. On the down side, watching too much TV leads to inactivity and sloth, which in turn leads to bad eating habits and disastrous knowledge.

2. Literature Review

It is inevitable that television advertising aimed at a juvenile demographic will spark debate. The extreme of their unchanging viewpoint may reflect worry that children absorb information from television that may be at contrast with family values and practices, despite the fact that there is a wealth of study on the topic of children, television, and advertising. Not merely the general public is convinced of the effectiveness of advertising (Singh and Jang, 2022). Even experts who have seen firsthand the flaws in television ads continue to hold this opinion despite the data. For instance, a German study conducted in 1984 by Haedrich and colleagues examined the attitudes and behavioral impacts of TV advertising on kids between the ages of 10 and 12.

Although there was a noticeable behavioral impact following the test presentation of a TV commercial, attitudes did not alter, at least not for a short while. Kids savoring the unparalleled focus of marketers and market researchers. "Compared to other age groups, TV commercials had a greater influence on young children. There is a greater chance of drawing in children's attention if the commercials are simple and offer something novel (Rice et al., 1988). When TV commercials are shown often, children's attention is generally drawn to them more, yet occasionally it has been seen that this causes the kids to get disinterested (Jogn and Chaplin, 2022; Sigirci et al., 2022). The ability of advertisements to hold children's attention and their frequency were found to be directly correlated (Wellman, 1990). The advertising' ability to capture children's attention is mostly dependent on two factors: they must be straightforward and must provide engaging content. It gets harder to convey to kids that they should choose informed products that maintain their behavior and attitudes toward the environment and that eating is important for their healthy lifestyle rather than just for enjoyment when they start watching TV at a young age.

Children's perception of advertising is influenced by a number of elements, including their capacity to distinguish between commercial and non-commercial advertisements and their degree of skepticism regarding the persuasive power of advertising given their limited understanding. Cognitive growth and intellectual development are terms used to describe this process of evaluating TV advertising (John, 1999). Children's developmental stages have a big impact on how advertising work. Youngsters are unable of understanding what a sales pitch is or why it is used. Therefore, influencing the attitudes, knowledge, and behavior of the audience—whether they be parents or children—is one of the main goals of television advertising. Adults use a technique called the cognitive filter to comprehend television commercials when they view them. This process involves the following: first, the viewers assume that the message's source and recipient have different perspectives; second, the source's intentions are always persuasive; third, all persuasive messages contain bias; and, last, interpretation techniques need to change from biased to unbiased messages (Robertson, 1979). This age group's common attribute is egocentrism, which indicates that they are unable of understanding the viewpoint of another person (Carroll, 1984).

Many preschoolers find it difficult to distinguish between a show that aims to amuse or entertain them and a commercial that is meant to sell (Burayk et al. 2022). If kids could comprehend the goal and objective of the TV ads, they might be able to develop an attitude toward the advertisement. However, once they reach adulthood, their awareness of advertising has improved. They now view the message from a different angle and react to ads in a more traditional and refined manner. In addition to television advertisements and other media, peer groups, friends, parents, and firsthand experience all have a role in influencing purchasing decisions. Children that watch too much television may also be the ones who avoid playing games and eat high-fat, high-energy snacks. While watching television is a waste of energy, participating in various physical activities such as sports and hobbies provides energy (Bartsch and London, 2000). Conversely, watching television has good effects on viewers' knowledge and long-term memory retention, as

well as providing information, education, and the ability to handle a variety of people in a variety of settings. Children initially have difficulty comprehending television advertisements, but parental assistance is crucial in pointing them in the proper path. However, because they are quick learners, they can weigh the pros and cons of a decision with the help of their parents. Therefore, it is advisable for parents of little children to keep an eye on their kids' TV watching habits. (London and Bartsch, 2000).

According to Robertson and Rossiter (1979), "A single advertisement may have a negligible impact on brand preferences; however, repeated exposure to TV commercials may create a strong desire for advertised products relative to competing products." Over time, children may lose the ability to remember TV commercials; yet, favorable perceptions of a product may endure for an additional week even after the commercial has been forgotten (Silverman et al., 1988). The advertisement's main goal is to highlight the characteristics and products. However, if viewed differently, it might have a wider sociocultural impact (Barron et al., 1988). Additionally, advertisements promote materialism, which is the belief that material possessions and money are more essential for one's personal fulfillment and the advancement of society than are philosophical or spiritual issues. This belief is growing among both adults and children. Advertising may encourage children's materialistic views, according to certain authors (Wulfemeyer & Mueller, 1992). It is thought that youngsters are more susceptible than adults to the effects of ads because of their vulnerability. "Media violence also governs TV programs and aggressive behavior by viewers of such material, particularly children's behavior and attitudes." "A concerning number of television programs are featuring violent scenes (Paquette G, 2003)."

The impact of television commercials on children's behavior and memory has been a hot issue of discussion in nations that allow free market competition over the past 20 years (Boddewyn, 1984). According to Atkins (1981), youngsters who watch a lot of TV advertisements are also more likely to remember those companies when they go shopping with their parents and in the market. The majority of studies on consumer behavior, particularly the effects of advertisements on kids, have concentrated on two main areas: first, how TV ads affect kids' lives and habits and how they shape their behavior; second, how they affect kids' environmental knowledge. A program or advertisement, whether cheerful or sad, can influence the viewer's emotions and mental state. According to Goldberg and Gorn (1987), a contented program can result in improved and efficient recollection as well as an effective and favorable cognitive reaction to advertisements. In support of their cause-and-effect hypothesis, Galst & White (1976) discovered a substantial association between children's exposure to TV advertisements and their purchase preferences and quantity made when out shopping with their parents. It was anticipated that a child's age would influence how convincing and effective a TV commercial is for them. Younger kids are less likely to be able to tell different TV shows apart.

According to a fantastic collection of research, watching violent television is associated with increased hostility in attitudes and actions (Voojiss & Van der Voort, 1993). This association

is especially clear in childhood, when children are more receptive to television due to their relatively limited knowledge and cognitive capital. The fundamental obsession here is that kids attempt to mimic advertisements, which worries them, and we have been reading a lot of stories in the media about copying incidents. The kids attempted to mimic the advertisements or movies because that is what our hypothesis will be testing. There is evidence from a plethora of research regarding the impact of television on society, particularly on children and teenagers, that it can have both positive and bad effects. The degree of development of each child is a key determinant of whether the medium will have beneficial or detrimental consequences. While not all television shows are terrible, evidence demonstrating the detrimental impacts of contact with aggressiveness and inappropriate language is compelling. We will test our second hypothesis, which holds that advertisements improve kids' environmental awareness, and we will also hypothesize that commercials have a detrimental impact on kids' behavior and memory.

Families have found new sources of amusement since the invention of television. Individuals had little emotional connection to the entertainment mediums they used, such as radio and live theater. The media has shaped a new culture for young people by overindulging them in entertainment, to the point where many of them have turned strange as a result. A impossible to control and digest torrent of ideas, attitudes, and imagery is being introduced into society via the ever-expanding marketplaces for commodities and their unrelenting bombardment through commercials. This has a significant impact on young minds, particularly when commercial messages are mixed together with amusement (Gufran, 2022; Kariya and Kawitkar, 2022). Children might not be able to withstand this assault with the same reason as adults. Children are a very desirable target demographic for television advertisers to nurture. They turn into a parent's pressure group, and parents frequently give in to the demands of the kids. It can occasionally take the shape of emotional blackmail.

Frequent, prolonged exposure leads to familiarity. Repetition is a principle of persuasion, and familiarity is appropriately seen as a precondition for both control and persuasion in mass communication (Ye et al., 2023). Children's television advertising is also an investment in the future. When kids become consumers, they are predisposed to purchasing particular brands and categories of goods. Verma et al. (2023) claimed that the TV marketer has expanded the family's pool of decision-makers in one fell swoop by delivering messages to children. Adults could no longer completely decide what kinds and brands of things were purchased. One cannot completely exclude children from these decision-making processes. This is more about impulsive, recurrent, and infrequent purchases than it is about the amount of scheduled purchases. Their play and conversation are colored by the slogans, jingles, and other commercial elements they use to communicate with each other. Nearly all television advertisements add words to their vocabulary. Because they are brief, advertisements are perfectly matched to even young children's attention spans. Children become familiar with advertisements due to their frequent repetition. They are closely related to the process of early learning in this regard. In order to showcase a product,

advertisements combine a number of attractive pictures that change quickly. Even if they are unable to fully understand the scene, they are nonetheless affected enough by it because of the emphasis on the product.

2.1 Advertising influences behavioral patterns

"Ads on television assist children become more aware of the outside world and teach them manners, modes of expression, and coping mechanisms for when they are older. Strong imperatives often arise from stimulated wants and desire sentiments (Xiao et al., 2023; Kethan and Basha, 2023). Most parents have the common experience of their children's intense desire and their inability to prioritize or wait for their needs to be met. Children who don't get their desires met may grow up to be quite resentful of their parents and the current societal structure. Pakistani children's advertising is not quite as targeted as it could be, but it is improving. According to marketer: "The less than 16 age group is extremely important for the consumer durable business as they are major influencers in deciding on the product as well as the brand."

This age group's parents are less informed about the advantages of products than their children are. This age group is featured in some of our most popular ads for air coolers and washing machines in order to establish a personal connection with the audience. Advertisements that put children's safety in jeopardy or encourage harmful behavior in them are not allowed to air. No commercial that gives kids the impression that they will be less than other kids if they don't use or own the advertised product, or that they would be made fun of for not using it, is allowed. "A set of images specifically for Pakistani children are being created by TV advertising in Pakistan, along with a variety of other dominant images for the audience as a whole." Every social class's children are raised with mental pictures of elegant homes, comfortable technology, delicious meals, and stylish attire (Mahoney and Tang, 2024). The less fortunate kids who are being forced to adhere to a value system and society that they find difficult to understand. They feel helpless and angry at not having the means to meet the expectations of the new, developing order. Advertising appeals to kids in three different ways. These are: a) Directly child-oriented advertisements. It relates to children's position as consumers who are drawn to a specific category of directly relevant goods (such as toys and confections). b) The child's function as a potential consumer is reflected in the second group. All products that are not immediately relevant to children, such as vehicles, refrigerators, tires, culinary appliances, paints, etc., are included in this category of advertisements. c) The final group represents the child's roles as a participant, performer, and seller. All of the commercials with children in them belong to this group.

2.2 The impact of advertising on children

Filmmakers for advertisements are coming up with new strategies to get people to purchase their goods. Customers are more likely to buy a product repeatedly or at least once if they are drawn in by an advertisement. In order to thrive in this cutthroat industry, a business must present its goods in a way that maximizes sales when they reach retail locations. When a consumer has a

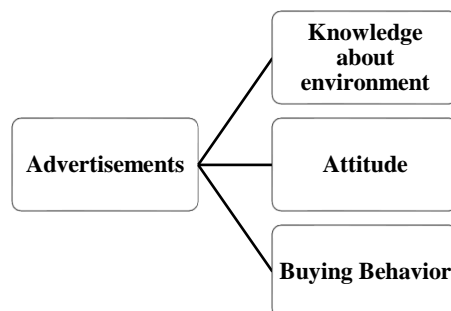
lot of options available to them in the market, the most effective technique to get them to stick with the product of that particular brand is through visually appealing advertising. The makers of the advertisements should keep in mind, though, that people, particularly little children, may be negatively impacted by the ads (Swider-Cios et al., 2023)

Some of the most obvious consequences of advertising on kids—both good and bad—have been covered in this article. Children benefit from advertisements in the following ways: a) They become aware of new products on the market thanks to advertising. It broadens their understanding of the most recent technological advancements. b) If persuasive advertisements for healthful food items are visually appealing enough, they can aid in enhancing a child's diet. Nevertheless, there are certain detrimental impacts of advertising on children as well: These are the following: a) Whether or not the items in the commercials are necessary, advertisements urge kids to convince their parents to buy them. Little ones often become obstinate if they don't acquire the product. b) Children are encouraged to make impulsive purchases by the eye-catching commercials they see on television. c) Children frequently lose the ability to live a life free of materialistic joy after witnessing the glitter of ads. d) Children's behavior is indirectly impacted by advertisements. When denied access to the newest toys and clothing featured in the advertisements, they may throw temper tantrums. e) Commercials have a significant impact on children's preferences for food, toys, clothes, and luxury items.

2.3 Theoretical Framework

A theoretical framework is a group of related ideas, like a theory but sometimes not as thoroughly developed. Your research is guided by a theoretical framework that specifies the variables you will measure and the statistical relationships you will seek out. Exposure to television commercials served as the study's independent variable, while attitudes, buying behavior, and environmental knowledge served as the study's dependent factors. The conceptual framework provided shows how these factors relate to one another.

Figure No 1: Hypothesized Research Model



2.4 Hypothesis

We made the following assumptions on the linkages between media (advertisements) and their effects on children's memory, attitudes, and purchasing behavior based on a review of the literature. To ascertain the relationship between the variables, hypotheses are created. Children's purchasing behavior, attitude, and knowledge are the dependent variables, whereas advertisement is the independent variable. Below are three theories that have been put forth:

H₁: Relationship between the advertisements and knowledge of children.

H₂: Relationship between the advertisement and attitude of children.

H₃: Relationship between the advertisement and buying behavior of the children.

2.5 Particular Goals

This study's primary goal is to examine how advertising affects children both empirically and theoretically. Our specific goals are to:

- Examine how advertising affects children.
- Determine how advertising influences changes in children's attitudes, behaviors, and lifestyles; and
- Determine how advertising improves children's memories and expands their environmental knowledge.

3. Research Design & Methodology

3.1 Data Collection

We have chosen to concentrate on children aged six to sixteen, and we have chosen three major Pakistani cities: Lahore, Islamabad, and Multan. Questionnaire of 24 items are filled by the parents on the behalf of their children in order to collect the data from 250 children who are also studying in school. The questionnaire has been adapted from Nelson (2018) and has been redefined as per the study requirements. Two hundred and fifty questionnaires are distributed in Big Cities of Pakistan, from which 85 are distributed in Lahore, 85 are distributed in Multan and 80 are distributed in Islamabad. All these questionnaires are filled by the parents on the behalf of their children responses (in which children involvement was must). The reason for selecting parents in filling questionnaire is that the questionnaire sometime is very complicated for the children to answer. So parents filled the questionnaire on the behalf of their children, and also to take notice on what are the responses of their children towards the advertisements and what parents actually feel the changes coming in their children through the advertisements and what is the role of advertising in enhancing their children's knowledge about the environment, attitude and their buying behavior.

3.2 Instrument, Sample Selection and Data Analysis Tools

Primary data will form the foundation of the study. Questions will be used to gather data. There was a total of 24 questions on the form; 3 of them dealt with personal information, while the remaining 21 dealt with the topic of the study. There were rating and nominal scales on the questionnaire. For this study, we have chosen a sample size of 250 for additional data analysis. Using SPSS software, data will be entered, modified, and analyzed using the techniques of reliability, regression, and correlation.

4. Result Findings and Discussion

4.1 Reliability Tests and Analysis

The term "reliability" describes a measure's constancy. If a measure yields consistent results under consistent settings, it is considered highly reliable. It evaluates how consistently test results vary among items. There are usually multiple items that together measure the construct of optimism in an optimism questionnaire. We must assess a measure's reliability—that is, how error-free it is—before we can be confident in it. Internal consistency reliability, or the degree to which many measures of the same entity agree with one another, is the form of reliability that we'll be looking at today.

		N	%
Cases	Valid	250	100.0
	Excluded(a)	0	.0
Total		250	100.0

As shown in table 2, the scale has strong internal consistency (reliability) based on the computed alpha score of 0.747. Assuming that the quality of a test as a whole is derived from the quality of its individual items, item statistics are used to evaluate the performance of individual test items. This test is designed to determine whether any of the assessments or questions (referred to as "items") do not have replies that differ according to population-wide norms for other assessments. An average of some kind, weighted if needed, would serve as the summary measure. The item-correlation test determines whether or not test results belong in the set that is being averaged. It is not essential to remove any item in order to raise the dependability score of this scale, according to Cronbach's Alpha, where the highest value is 0.660 when an item is deleted.

Cronbach's Alpha	N of Items
.747	33

To determine whether any item in the test set is inconsistent with the average behavior of the others and can be eliminated, an item-total correlation test is run. The analysis is done to remove "garbage" elements from the measure to purify it before figuring out what components represent the construct, or what the averaged measure means. This indicates how well an item

"goes with" the other pieces in the collection. With an item-total correlation of $r = 0.521$, the best item is shown. .006 is the item-total correlation value having the lowest correlation.

Table No. 3: Scale Statistics

Mean	Variance	Std. Deviation	N of Items
108.62	143.666	11.986	33

Table No. 4: Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item Total Correlation	Cronbach's Alpha if Item Deleted
Age	98.60	145.455	-.125	.640
Gender	107.08	143.491	-.006	.649
Cable in home	107.54	144.096	-.079	.649
Kha kr pio aur pe kr khao	107.48	143.415	.016	.648
Kuch metha ho jaye	107.45	142.778	.082	.646
Damagh ki bati jaladey	107.26	142.275	.101	.646
Daag to achey hotay hain	107.47	143.752	-.025	.649
Know image 'surf exel'	107.52	143.303	.037	.647
Know image 'mentos'	107.36	143.202	.025	.648
Know image 'maggi'	107.47	143.744	-.024	.649
Know image 'cadbury'	107.44	142.865	.070	.647
Like to see Tv programmes	105.07	141.108	-.001	.660
Know character 'salman khan'	107.49	143.906	-.041	.650
Know character 'ben10'	107.37	142.869	.059	.647
Know character 'jocker'	107.01	143.096	.028	.648
Know character 'daya'	107.23	142.434	.071	.647
Copy celebrity in adds	103.65	128.607	.331	.625
Sing the jingles played in add	103.54	131.961	.296	.630
Adds increase the memory	103.18	132.287	.282	.631
Want seperate T.V	104.61	131.589	.165	.646
Like to watch adds	103.94	127.888	.367	.621
Feel good after watching T.V	103.54	135.968	.142	.645
Adds attract children	103.45	128.537	.411	.619
Children tend to misinterpret messages	104.30	130.161	.272	.631
Adds lead children unhappier, disappointed	104.74	126.316	.326	.624
Adds increase parent child conflict	104.52	126.234	.313	.626

Adds convince children to buy	103.67	122.358	.521	.603
Purchase of their own choice	103.15	129.339	.367	.622
Buy things of parents' choice	103.96	138.999	.053	.655
Adds help in purchase decision	103.44	126.496	.422	.615
Child get stubborn if parents not buy product	103.94	125.278	.381	.618
Child retrieve info about commodities through adds	103.76	129.691	.342	.624
Children like to watch T.V advertisement	107.62	143.666	.008	.648

In table no 3, a data measurement scale with a defined zero value that allows for the comparison of value differences. The scale statistic, or mean value of 108.62, variance of 143.666, standard deviation.

A list-wise deletion considering all process variables. As seen in Table 4, Cronbach's alpha is calculated using 250 examples, or observations/respondents. Cronbach's alpha is most commonly used to measure internal consistency, usually referred to as "reliability". It is most commonly used when attempting to determine the reliability of a scale consisting of multiple Likert items in a questionnaire or survey.

4.2 Pearson's Correlation

Table No. 5: Correlations

		TV Advertisement (Independent Variable)	Mean of Knowledge (Dependent Variable)	Mean of Attitude (Dependent Variable)	Mean of Buying Behavior (Dependent Variable)
TV advertisement (independent variable)	Pearson correlation	1			
Mean of knowledge (dependent variable)	Pearson correlation	-.005	1		
Mean of attitude (dependent variable)	Pearson correlation	.092	.196(**)	1	
Mean of buying behavior (dependent variable)	Pearson correlation	.091	.326(**)	.641(**)	1

Note: ** represents that correlation is significant at 1% level of significance (2-tailed) and * represents that Correlation is significant at 5% level of significance (2-tailed).

One statistical method for figuring out the direction and intensity of a relationship between two variables is correlation. There exist multiple correlation coefficients, commonly represented

by ρ or r , that quantify the extent of correlation. Of them, the most widely used is the Pearson correlation coefficient, which only picks up on a linear link between two variables (which can be present even in cases when one of the variables is a nonlinear function of the other). Strong positive and negative connections can be seen in both the +1 and -1 correlation values. However, a value of 0 indicates no association. The results in summary form are given in table 5:

It is evident from Table No. 5 that there is a positive correlation between each variable and exposure to television advertisements. With a significance value of 0.000 and a Pearson correlation value of 0.092, attitude was the variable with the highest correlation. A purchase behavior with a significance value of 0.000 and a Pearson correlation value of 0.091 followed it. Next is environmental knowledge, with a significance value of 0.000 and a Pearson correlation value of -0.005. Additionally, there is correlation between independent variables.

4.3 Specification Analysis and Discussions

4.3.1 Hypothesis One

Four categories, including "Knowledge about Environment," "Attitude," "Buying Behavior," and "Advertisement," were used to group the responses from consumers. To determine whether there are any notable differences between the chosen determinants, an analysis was conducted. The following is the hypothesis that was created in this context:

H1: Relationship between the advertisement and knowledge of the children.

The OLS regression is used to test H1. The results are presented as follows in tables 6, 7 and 8:

Table No. 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.005(a)	.000	-.004	4.091

A Predictors: (Constant), TV Advertisement (Independent Variable)

Table No. 7: ANOVA (b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.089	1	.089	.942	.005(a)
	Residual	4150.011	248	16.734		
	Total	4150.100	249			

A Predictors: (Constant), TV Advertisement (Independent Variable)

B Dependent Variable: Mean of Knowledge (Dependent Variable)

Table No. 8: Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.008	.971		5.032	.000
	TV ADVERTISEMENT (INDEPENDANT VARIABLE)	.062	.848	.005	.073	.000

A Dependent Variable: Mean of Knowledge (Dependent Variable)

R Square is 0.000, whereas R in Table 5 is valued at 0.005. A positive association between the variables is indicated by the value of R. The sum of squares for regression, residual, and total are displayed in Table 6. The residual sum of squares is 4150.011, and the regression sum of squares is 0.089. At α 0.005, the F test score is 0.942 significant. This demonstrates how well the model fits the data to explain the changes. This supports hypothesis H1, our alternate hypothesis. The variables in the model and the beta values of the constants are displayed in Table 7. Each variable's significance inside the model is shown by its beta values. It also shows the values of the t-statistics for every variable in the model. Preparedness has a value of t that is significantly higher than +2, making it a valuable predictor. Thus, we agree with H1.

4.3.2 Hypothesis Two

Children's attitudes are also shaped by their exposure to TV advertising. The link between the independent variable, "Advertisement," and the dependent variable, "Attitude," was measured by analysis. The following is the developed hypothesis:

H2: Relationship between the advertisement and attitude of the children

The OLS regression is used to test H2. The results are presented as follows in tables 9, 10 and 11:

Table No. 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.092(a)	.008	.004	5.529

A Predictors: (Constant), TV Advertisement (Independent Variable)

Table No. 10: ANOVA (b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64.836	1	64.836	4.121	.147(a)
	Residual	7582.240	248	30.574		
	Total	7647.076	249			

A Predictors: (Constant), TV Advertisement (Independent Variable)

B Dependent Variable: Mean of Attitude (Dependent Variable)

Table No. 11: Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.394	.312		9.352	.000
	TV advertisement (independent variable)	.668	.146	.092	.456	.000

A Dependent Variable: Mean of Attitude (Dependent Variable)

R Square is equal to 0.008 while R in Table 8 is 0.092. A positive association between the variables is indicated by the value of R. The sum of squares for regression, residual, and total are displayed in Table 9. The residual sum of squares is 7582.240, and the regression sum of squares

is 64.836. At α 0.0147, the F test value is 2.121, indicating significance. This demonstrates how well the model fits the data to explain the changes. This supports our second hypothesis, H2. The variables in the model and their beta values are displayed in Table 10. Each variable's significance inside the model is shown by its beta values. It additionally displays the t statistics values for every model variable. Preparedness has a value of t that is significantly higher than +2, making it a valuable predictor. Thus, we agree with H2.

4.3.3 Hypothesis Three

Hypotheses three n analysis was carried out to measure the relationship of the independent variable “Advertisement” and dependent variable “Buying Behavior”. The hypothesis developed in this context is presented below:

H3: Relationship between the advertisements and children’s Buying Behavior.

The OLS regression is used to test H2. The results are presented as follows in tables 12, 13 and 14:

Table No. 12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.091(a)	.008	.004	5.101

A Predictors: (Constant), TV Advertisement (Independent Variable)

Table No. 13: ANOVA (b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.502	1	53.502	2.056	.153(a)
	Residual	6453.094	248	26.021		
	Total	6506.596	249			

A Predictors: (Constant), TV Advertisement (Independent Variable)

B Dependent Variable: Mean of Buying Behavior (Dependent Variable)

Table No. 14: Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.123	1.211		23.231	.000
	TV advertisement (independent variable)	1.515	1.057	.091	5.434	.153

A Dependent Variable: Mean of Buying Behavior (Dependent Variable)

Table 11's value of R is 0.091, and R Square is 0.008. A positive association between the variables is indicated by the value of R. The sum of squares for regression, residual, and total are displayed in Table 12. The residual sum of squares is 6453.094, while the regression sum of squares is 53.502. At α 0.153, the F test value is significant at 2.056. This demonstrates how well the model fits the data to explain the changes. This supports hypothesis H3, our alternate hypothesis. The variables in the model and their beta values are displayed in Table 13. Each variable's significance inside the model is shown by its beta values. It additionally displays the t statistics values for every model variable. Preparedness has a value of t that is significantly higher than +2, making it a valuable predictor. Thus, we agree with H3.

5.1 Conclusions

Children from diverse social backgrounds interpret television messages differently, shaped by their unique experiences and perspectives. In Pakistan, where children are often exposed to a televised reality that diverges from their lived experiences, there's a disconnection between what they see on screen and their societal context. Despite varying socioeconomic statuses, television content affects all children, albeit in varied ways depending on their backgrounds. In cities like Lahore, where children spend significant amounts of time watching TV, often exceeding recommended limits, it becomes a dominant force in their lives, overshadowing other activities like hobbies and homework. Advertising, especially targeted at children, wields substantial influence, promoting consumerism and shaping their desires. While some view advertisements as mere entertainment, older children understand their persuasive intent, leading to a perceived need for advertised products. Moreover, exposure to TV ads enhances children's general knowledge, cultivates brand awareness, and influences their purchasing decisions. Studies underscore the pervasive impact of television advertising across age groups and socioeconomic strata, introducing new products into Pakistani households and shaping consumer preferences. However, the effectiveness of advertising depends on various factors, including viewing behavior, economic status, and familial influences. As advertising continues to evolve, its societal role becomes increasingly significant, promising economic growth when undertaken responsibly and ethically.

5.2 Recommendations

To address the challenges posed by television advertisements, several recommendations are proposed. Firstly, families should initiate discussions with their children regarding the educational value of TV ads, framing them as learning opportunities. Secondly, cultivating a critical mindset in children is imperative; parents should empower them to analyze ads, discerning between reality and fantasy. Thirdly, it's advisable to keep TVs out of children's bedrooms, encouraging shared family viewing in a central location. Fourthly, limiting TV time to one to two hours daily is advised, with families encouraged to explore alternative activities like sports and games. Moreover, stakeholders recognize the necessity for open dialogue and strategy development to mitigate media's potential negative impact on children. Additionally, while

acknowledging media's negative aspects, it's crucial to explore its positives, an area where parents play a pivotal role. Furthermore, our education systems should equip students with critical thinking skills to navigate media messages effectively. Finally, in today's media-saturated environment, cultivating critical thinking abilities in students is vital, recognizing the need for further development and reinforcement of these skills.

5.3 Research Limitations

The study faced significant constraints due to its limited time frame, potentially impacting the depth and scope of research outcomes. Additionally, certain respondents may not have approached the study questions with the required seriousness, introducing potential biases or inaccuracies into the data collected. Given the limitations on employing advanced tools and methods, the study had to rely on a straightforward five-point rating scale to gather data from children. While this simplified approach may have facilitated data collection within the constraints, it could have also restricted the richness and nuance of the insights gained from the research. This study can be extended by overcoming the mentioned research limitations and the future recommendations. That will be a good addition to the research if done.

6. References

- Adler, R. P, Lesser, G. S, Merngff, L, Robertson, T, Rossiter, J, & Ward, S. (1997) '*Research on the effects of television advertising to children. A review of the literature and recommendation for future research*', US Government Printing office, Washington. DC.
- Barcus, F.E., E. Palmer & A Dorr. (2004) '*The Nature of Television Advertising To Children., Children and faces of television*', New York Academic Press.
- Barron S. J. Mok, J.J.Land, M, & Kang T.Y. (1989). 'You are what you buy: mass mediated judgment of people's worth', *Journal of Communalization*, 39(2),35-49.
- Bartsch, K., & London K (2000) 'Children use of mental state information in selecting persuasive arguments', *Development of Psychology*, 35,15-25.
- Borzekowski, D. L. G., & Robinson T. N. (2001) 'Pitching to preschoolers: The impact of television food commercial on sample of Head Start Children', *Journal of the American Dietetic Association*, 101-119.
- Burayk, F. M. A., Mohammed, T. S. H., & Kaur, C. (2022). Purchase Influence Determinants of Preschoolers and Primary School-Going Children. *International Journal of Early Childhood Special Education*, 14(3),135-149.
- Cantor, J. (1998). "*Mommy I am scared*". *How TV and movies frighten children and what we can do to protect them*, San Diego, CA: Hard-court.
- Caron, A. & Ward S. (1975). Gift decisions by kids and parents, *Journal of Advertising*, 15(4), 12-20.
- Carroll, J. (1984). The role of cognitive development in children understandings of their won feelings. *Child development*.

- Di Domenico, G., Sit, J., Ishizaka, A., & Nunan, D. (2021). Fake news, social media and marketing: A systematic review. *Journal of Business Research*, 124, 329-341.
- Galst, J. & White, M. (1976). The reinforcing value of television and children's purchase influence attempts at the supermarket. *Child development*, 47, 1089-1096.
- General Information about Islamabad, (2012). *Islamabad Capital of Pakistan*, Available at: www.islamabad.net (Site Administered by CDA, Islamabad).
- Gufran, M. (2022). Impact of Television Advertisement on Children. *Aweshkar Research Journal*, 29(2), 224-238.
- Gunardi, A., Mathur, S., & Jusuf, E. (2023). Television Advertisements: Children's Pestering Power Influence on Parents Buying Behaviour. *International Journal of Professional Business Review: Int. J. Prof. Bus. Rev.*, 8(4), 01-19.
- Jain, H., Joshi, M., & Parab, T. (2023). A study on 'Kidfluence' parents' buying behavior with special reference to young consumers in India. *Pray. J. Manag. Appl*, 3, 12-18.
- John, D. R., & Chaplin, L. N. (2022). Children as consumers: A review of 50 years of research in marketing.
- Johnson JG, Cohen P, Smailes EM, Kasen S, and Brook JS. (2002). Television viewing and aggressive Behavior during adolescence and adulthood *Science*.
- Josephson WL (1995). *Television Violence: A Review of the Effects on Children of Different Ages*, Ottawa: National Clearinghouse on Family Violence.
- Kariya, N. S., & Kawitkar, S. S. (2022). Children Consumer Television Advertising in India: A study Based on Emotion Facial Expression Analysis of FMCG Segment. *Sansmaran Research Journal*, 12(1/2), 43-51.
- Katz, H. (2022). *The media handbook: A complete guide to advertising media selection, planning, research, and buying*. Routledge.
- Kethan, M., & Basha, M. (2023). Impact of Indian Cinema on Youths Lifestyle and Behavior Patterns. *East Asian Journal of Multidisciplinary Research*, 2(1), 27-42.
- Krishna, K. S., Anjali, G., & Sumalatha, B. A. (2022). Impact of Advertisement on Children Buying Behavior (With Special Reference of Confectionery Products, Madanapassi, Chittoor District). *The journal of contemporary issues in business and government*, 28(4), 1651-1666.
- Loose, F., Hudders, L., Vanwesenbeeck, I., & De Jans, S. (2023). Preschoolers and advertising: A systematic literature review and future research agenda on the effects of advertising on preschool children. *Journal of Advertising*, 52(3), 439-455.
- Macklin, M. C (1987). Preschoolers understanding of the information function of television advertising, *Journal of consumer Research*. 8(2), 651-666.
- Mahoney, L. M., & Tang, T. (2024). *Strategic social media: From marketing to social change*. John Wiley & Sons.
- Nair, A. (2021). Ethics in Advertising. *International Journal of Research in Engineering Technology*, 6(2), 25-39.

- Nelson, M. R. (2018). Research on Children and Advertising Then and Now: Challenges and Opportunities for Future Research. *Journal of Advertising*, 47(4), 301–308. <https://doi.org/10.1080/00913367.2018.1552218>
- Pawan, H. B., Kumar, P., & Bhardwaj, N. (2024). " Understanding Consumer intellect: Examining the Psychological Patterns of Buying Behavior. *European Economic Letters (EEL)*, 14(1), 814-826.
- Sigirci, O., Gegez, A. E., Aytimur, H., & Gegez, E. E. (2022). Children in marketing: A review, synthesis and research agenda. *International journal of consumer studies*, 46(5), 1594-1639.
- Singh, S., & Jang, S. (2022). Search, purchase, and satisfaction in a multiple-channel environment: How have mobile devices changed consumer behaviors?. *Journal of Retailing and Consumer Services*, 65, 102200.
- Swider-Cios, E., Vermeij, A., & Sitskoorn, M. M. (2023). Young children and screen-based media: The impact on cognitive and socioemotional development and the importance of parental mediation. *Cognitive Development*, 66, 101319.
- Verma, M., Aggarwal, R., Nath, B., & Kakkar, R. (2023). Exploring the influence of food labels and advertisements on eating habits of children: a cross-sectional study from Punjab, India. *BMC Public Health*, 23(1), 311-331.
- Wang, B., Li, S., & Brown-Devlin, N. (2023). Do descriptive norm appeals in public service ads reduce freedom threats? Examining the effects of normative messages and media literacy skills on decreasing reactance. *Health Communication*, 38(5), 1022-1032.
- Wellman, H. M. (1990). *The child's theory of mind*. Cambridge, MA: MIT Press.
- Wulfemeyer, K. T., & Mueller, B. (1992). Channel one and commercials in classrooms: Advertising content aimed at students. *Journalism Quarterly*, 8(2), 22-36. <http://www.media-awareness.ca/english/issues/index.cfm>
- Xiao, L., Li, X., & Zhang, Y. (2023). Exploring the factors influencing consumer engagement behavior regarding short-form video advertising: A big data perspective. *Journal of Retailing and Consumer Services*, 70, 103170.
- Ye, M., Dahana, W. D., Baumann, C., & Li, X. (2023). When does media multitasking induce store visit and conversion? The influence of motivational factors. *Electronic Commerce Research and Applications*, 59, 101256.

Questionnaire

Questionnaire is developed to complete our research to identify the role of advertising on children`s buying behavior, knowledge and attitudes in Lahore, Islamabad and Multan of Pakistan. It is promised the data will keep confidential so there is no need to write your name and company in which you invest. Questions are graded in 7 degrees. Details are mentioned at the bottom of the questionnaire. It is requested that all question should be answered after reading them because it can affect our research paper. Thanks

1. Age (In years) 2. Your occupation
3. Gender: a) Female b) Male
4. Have you cable in Your home? a) Yes b) No
5. Does your child know these words of which brands mention them?

1.	Kha kar piyo or pee kar khao	
2.	Kuch metha ho jaye	
3.	Damag ki bati jaladey	
4.	Daag tau achey hotey hain	

6. Does your child know these images? Label them?



- i.
- ii.
- iii.
- iv.

7. Children like to see TV programs, which ones?

- Comedy
- Cartoon
- Drama
- Horror
- Crime
- Action

8. Your child know these characters?



- a)
- b)
- c.
- d.

		SDA	DA	DtSE	UD	AtSE	A	SA
9	Your children want separate TV in his/her room?	1	2	3	4	5	6	7

10	Ads easily convince your children to buy more?	1	2	3	4	5	6	7
11	Children like to watch advertisements?	1	2	3	4	5	6	7
12	Children like to make purchase of his/her own choice?	1	2	3	4	5	6	7
13	Children like to buy things of his/her parents' choice?	1	2	3	4	5	6	7
14	Ads help children in making decision for purchase easily?	1	2	3	4	5	6	7
15	Children try to copy the celebrities in ads?	1	2	3	4	5	6	7
16	Children sings the jingles played in ads.	1	2	3	4	5	6	7
17	Ads help to increase the memory of your children to remember the characters, pictures, celebrities, music, songs, eating goods and toys name.	1	2	3	4	5	6	7
18	Children feel good after watching TV for the long time.	1	2	3	4	5	6	7
19	Advertisements attract children most toward products and services.	1	2	3	4	5	6	7
20	Children get stubborn if their parents are not bought the product.	1	2	3	4	5	6	7
21	Mostly, Children tend to misinterpret the messages conveyed in commercials.	1	2	3	4	5	6	7
22	Children retrieve more information about commodities through advertisements.	1	2	3	4	5	6	7
23	Ads lead your children disappointed, unhappier.	1	2	3	4	5	6	7
24	Advertisements increase parent-child conflict.	1	2	3	4	5	6	7

Note: SDA = Strongly Disagree; DA = Disagree; DtSE = Disagree to Some Extent; UD = Undecided; AtSE = Agree to Some Extent; A = Agree; SA = Strongly Agree