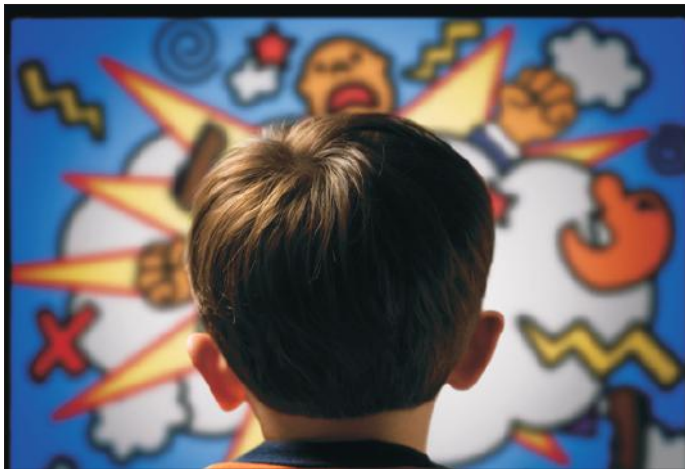


IMPACTS OF CARTOONS AMONG CHILDREN WITH REFERENCE TO TELEVISION ADVERTISEMENTS (A study conducted at Tiruchirappalli)

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ABSTRACT

In the current scenario all advertising companies have started targeting on children for their market influencing through the cartoon programs. Television is one of the most important and reliable means of communication. Today in the modern world it is necessary for everybody to know about the outside world and the changes that have come. Most of the advertisements especially in television are targeted to children. Today they are bombarded with powerful advertising messages from various media which are designed to win their

mind and heart. In the early 1960's Wilbur Schramm and his researchers outlined three main uses of Television by the children. 'Television offers a fantasy world for children; Information about this society; Identifications of social utility as major function'. Advertising is the communication relayed from companies to persuade an audience to purchase their product. TV and radio ads can potentially reach millions of consumers simultaneously. The effectiveness of TV and radio ads depends on the popularity of the show during which the ads are broadcast. This study is based on the construction of social reality and selective retention. In this study the researcher wants to explore the impact of cartoons among children with reference to television advertisements. The data were collected and properly analysed with the application of statistical tools and result were analysed socially.

KEYWORDS

Fantasy world, Persuade, Potentially, Popularity, Social reality, Selective retention.

INTRODUCTION

Children are fascinated by the media especially television. Television is one of our most important means of communication. It brings visuals and audio from all around the globe right to our doorstep. There is one English saying- Seeing is Believing. People easily believe what they see through their eyes. Television has a potential to show the matter in a real manner. Advertisements are messages paid for by those who send them and are intended to inform or influence people who receive them. The primary aim of advertising is to sell an idea, a good or a service whereas the ultimate goal in advertising research is to measure advertising impact or influence on sales of that idea, good or service. Advertising, in its non-commercial

guise, is a powerful educational tool capable of reaching and motivating large audiences. The phrase "Advertising justifies its existence when used in the public interest – it is much too powerful a tool to use solely for commercial purposes" is attributed to Howard Gossage by David Ogilvy. Modern advertising was created with the innovative techniques introduced with tobacco advertising in the 1920s, most significantly with the campaigns of Edward Bernays, which is often considered the founder of modern, Madison Avenue advertising. This practice was carried over to commercial television in the late 1940s and early 1950s. In 1976, first commercial spot appeared on Television and in 1980, the first advertisement sponsors were allowed. Cartoon advertisements affects children in different ways. How children react to ads are depending on several things, including their age, what they know or have experienced. These cartoons are drawings which are not drawn as the real world. Cartoons are created for films and advertisements also as they attract easily and a simple way to express anything. The cartoon's voice, dress, activity and many more tend a kid to be fallen in love with cartoon character. Watching a cartoon show or movie is considered as imaginary world by children, which is full of entertainment. Children get impressed with colour, sound and visualisation.

CONCEPT OF BEHAVIOUR MODIFICATION

Children develop their behaviour through their relationships and experiences, through observing others and through the specific guidance they receive from adults and especially from television. Behaviour modification is an approach, based on the principles of operant conditioning that replaces undesirable behaviours with more desirable ones through positive or negative reinforcement.

SOCIAL ROLE OF ADVERTISING

There are some positive and some negative aspects of advertising on the social ground. They are as follows.

DECEPTION IN ADVERTISING

The relation between the buyers and sellers is maintained if the buyers are satisfied with what they saw in advertise and what they got after buying that product. If seller shows a false or deceptive image and an exaggerated image of the product in the advertisement, then the relation between the seller and buyers can't be healthy. These problems can be overcome if the seller keep their ads clean and displays right image of the product.

THE SUBLIMINAL ADVERTISING

Capturing the Minds of the consumers is the main intention of these ads. The ads are made in such a way that the consumers don't even realizes that the ad has made an impact on their minds and this results in buying the product which they don't even need. But "All ads don't impress all consumers at all times", because majority of consumers buy products on basis of the price and needs.

LIMITATIONS OF THE STUDY

The study on its face appears to be limited as it is carried out in a particular city i.e. Tiruchirappalli. Thus, its findings cannot be generalized to the other schools which are operated on the same line. The study is purely based on the respondents' opinion and their perception. The researcher felt that the respondents might express a biased opinion, which may limit the validity of the study. In this study opinion of the teachers are not taken in to account.

REVIEW OF LITERATURE

For this purpose the research the researcher refers various journals, books and web resources, gets

information from the previous studies which are connected with the nature of the problem. This literature review helps the researcher to know about the current study's concepts and carried out by others with the same problem. There are no adequate reviews for this study. The researcher has depended upon internet and gathered only a minimum number of concepts. Even though there are some e journals for the references.

Advertisements have an indirect effect on the behaviour of children. They might develop temper tantrums, when deprived of the latest toys and clothes that are shown in the commercials. The personal preferences in clothing, toys, food and luxurious of children are altered by the advertisements, to a great extent. According to a survey conducted by the cartoon network 74 percent said ads helped them to decide what to buy. About 14 percent of kids felt ads are of no use and 11 % of kids believed that advertising had nothing to do with what they buy. It suggests that physicians talk openly with parents about the nature and extent of viewing patterns in their homes. Smith viewed that advertisement as a "persuasive medium targeted to children to insist their parents to buy the product which is being shown on television commercials." According to Carter and Strickland (1975), for most children, television occupies many more hours than school during their first sixteen years. In the 1990s, daily television viewing for children ages 6 to 18 has increased 70%. The average viewing time for elementary school students is 25 hours a week. By age five, the average child has received 6,000 hours of programming (Sanders, 1994). In another study "The Unintended effects of Television Advertising - A Parent Child Study conducted by Monick Buijzen Patti M. Valvankanberg (1999) found that children often insist their parents to buy the products which they have seen on television and also revealed the behavioral and attribution functions of children psychology. Ali Hasan and Mohammad Daniyal (2004) studied Cartoon Network and its impact on Behavior on school going Children: a Case Study of Bahawalpur, Pakistan found strong impact of cartoon on children regarding their behavior, dressing and language. Jesse Avila (2009) studied television news commercials and revealed that advertisements affect the target audience and persuade people to change their attitudes and their states of mind. Advertising to children is a sensitive and emotionally charged issue because children are easily influenced and like to experiment with new things. It is generally considered that children are the passive customers but they are the active consumers and potential buyers in the near future.

PROFILE OF THE STUDY AREA

This study was conducted at Tiruchirappalli city situated in the centre part of Tamil Nadu. It has a very popular background in the education system; there are lot of schools, colleges, engineering, medical law and agricultural disciplines. The famous Bharathidasan university, IIM, many and b' schools are also here. Many eminent educationalists are also lived here. There are around 170 years old educational institutions still its services. More than fifty schools, both central and state board system of education are running here in with one lakes of school students are studying. In this context the Tiruchirappalli city has the right place to conduct the study.

STATEMENT OF THE PROBLEM

Now a days, every family has closely associated with television. There is no household without TV in our life and children are admired with cartoonish TV Ads. Here the researcher wants to study the impact of cartoons with reference to TV Ads among children. Its findings may help in marketing and also create a scope for the further research.

OBJECTIVES

1. To study the socio demographic structure of the respondents affecting children's buying behaviour
2. To study the values in advertising during cartoon programs

3. To study the functions of the advertisements
4. To study the trends or effects used in advertising deals with products targeted to kids

HYPOTHESIS

1. There is an association between the Socio demographic factors of the respondents and the TV viewing habits
2. There is no relevance between the technical effects of cartoon programmes and the behaviour modification of the respondents.

METHODOLOGY OF THE STUDY

Systematic scientific enquiry helps to understand the concept rationally. From the identified indicators the researcher has formulated the questionnaire and had conducted the pilot study to know the reliability of the questionnaire. The reliability value is 0.7132. The sample adopted for this study is simple random, because the universe is so large it is difficult to go for stratification. Hundred samples were collected from the school students who are studying from 6th to 9th standard. This study is a Descriptive method of study. This research made an attempt to describe the influence among the children who have viewing TV. The universe /population of the study are the Tiruchirappalli city based school children whose studying between 6th to 9th standard. Data were collected both from the primary and secondary sources. The primary data were collected from the respondents through a structured questionnaire. The secondary data had been gathered from the sources like books related to TV, behaviour, previous related research studies, national and international journals and related web journals. The data collected from June 2016 to August 2016, the respondents were edited and tabulated to suit the requirement of the study. The statistical tools and techniques such as simple percentage were used. The hypotheses framed for the study were tested using Chi-square test and one way Anova.

ANALYSIS AND INTERPRETATION

Analysis and interpretation based on Socio-Demographic factors

S.No	Details	a	b	c	D	e	Total %
1	Gender	26.7 (Male)	73.3 (Female)	-----	-----	-----	100
2	Educational Qualification	33.3 (7 th)	31.7 (8 th)	35 (9 th)	-----	-----	100
3	School status	33 (Govt)	28.3 (Aided)	38.3 (Self financing)	-----	-----	100
4	Medium of instruction	31.7 English	35 Tamil	33.3 Others	-----	-----	100
5	Parents income (per month)	16.7 (Below 5000)	28.3 (6000-10000)	26.7 (11000-20000)	15 (21000-30000)	13.3 (above 40000)	100
6	Parent's qualification	43.3 (SSLC)	27.7 (HSC)	20 (UG)	10 (PG)	5 (Others)	100
7	Living area	91.7 (City)	6.7 (Urban)	1.7 (Suburban)	-----	-----	100
8	Family size	21.7 (Up to 3)	28.3 (4 no)	26.7 (5 no)	23.3 (6 and above)	-----	100
9	Family type	48.3 (Joint family)	51.7 Nuclear family)	-----	-----	-----	100

The table above shows that the demographic profile of the respondents. This study covers mostly female respondents (73 per cent) and only very minimum levels of male respondents have covered. While the educational qualification of the respondents there are equal participation from 7th, 8th and 9th standard students. Most of the respondents covered this study is from self financing school (38 per cent) and 33 per cent of the respondents are from government school only a minimum number of the respondents are from aided school) 28 per cent). In the medium of the respondents who are studying in the schools are there are more or less equal waitage goes from English and Tamil (31 and 35 per cent).Whereas the income of the respondents parents are most of them are earning between Rs 11000 to Rs 20000 per month. Analysing the educational qualification of the respondents’ parents most of them have studied HSC level.10 percent of them have studies post graduate level.

A vast majority of the respondents have living in the city area (91.7 per cent) and only minimum numbers (6.7 per cent) of them are living in the urban. Regarding the family size of the respondents there equal numbers are having 4, 5, 6 and above in numbers.51 per cent of them are in nuclear family and 48 per cent are from joint family.

Analysis and interpretation based on TV watching habits

S.No	Details	a	b	c	D	e	Total %
Q10	What type of connection do you have?	20 (DD)	55 (Cable)	25 (DTH)	-----	-----	100
Q11	How often do you watch TV?	10 (Morning)	15 (Afternoon)	25 (Evening)	21 (Night)	28.3 (Whenever time permit)	100
Q12	Which type of programme do you like more?	21.7 (Movies)	16.7 (Cartoons)	33.3 (Serials)	28.3 (Reality shows)	-----	100
Q13	How do you feel about cartoons programmes?	50 It is an imaginary	23 It is a real	26 I too want to be in that world	-----	-----	100
Q14	Do you have learned anything from cartoon programmes?	73.3 (Yes)	26.7 (No)	-----	-----	-----	100
Q15	I like to watch cartoon programmes for	38.3 (Time pass)	36.7 (Entertainment)	25 (Learning)	-----	-----	100
Q16	Cartoon programme develops	15 (Violence)	40 (Creativity)	18.3 (Knowledge)	26.7 (All these)	-----	100
Q17	Do you feel happy , when you get a chance to talk with your favorite cartoon?	66.7 Yes	33.3 No	-----	-----	-----	100
Q18	How would you decide to select the goods in the shops?	40 My own decision	38 Through my parents	21.7 By friends opinion	-----	-----	100

The table above shows that the respondent’s opinion on Television related matters. This study covers mostly of the respondents (55 per cent) have cable connection for their television. While the statement regarding the timing of TV watching, mostly they prefer to see whenever the time permits them (28 per cent). Here most of the respondents are interested to see serials (33 per cent). Majority of the respondents have replied that the cartoon programmes are only imaginaries. (55 per cent). Analysing the learning behaviour of the respondents’ when they have seen the cartoon programmes a vast majority of them have agreed that they have learned. There are equal participation in the reason for watching cartoon programmes respectively time passing, entertainment and learning. Majority of the respondents have agreed that (40 per cent) cartoon programmes develops the creativity.

A vast majority of the respondents have (66.7 per cent) have felt happy when they are watching their favourite programmes. Regarding the statement regarding selection of good is through their own decision.

HYPOTHESIS TESTING

H1: There is an association between the Socio demographic factors of the respondents and the TV viewing habits.

NULL HYPOTHESIS

There is no association between the Socio demographic factors of the respondents and the TV viewing habits.

Statistical application – One way Anova applied

	Doordharshan		Cable TV		DTH		Total		Statistical inference
	(n=12)	(100%)	(n=33)	(100%)	(n=15)	(100%)	(n=60)	(100%)	
Q1a. Class (which standard)									
1 to 5th std	4	33.3%	10	30.3%	6	40.0%	20	33.3%	$X^2=3.911$ Df=4 $.418 > 0.05$ Not Significant
6 to 8th std	5	41.7%	8	24.2%	6	40.0%	19	31.7%	
9 to 12th std	3	25.0%	15	45.5%	3	20.0%	21	35.0%	
Q2. Gender									
Male	3	25.0%	9	27.3%	4	26.7%	16	26.7%	$X^2=.023$ Df=2 $.988 > 0.05$ Not Significant
Female	9	75.0%	24	72.7%	11	73.3%	44	73.3%	
Q3. School status									
Govt.	5	41.7%	16	48.5%	9	60.0%	30	50.0%	$X^2=.964$ Df=2 $.618 > 0.05$ Not Significant
Private	7	58.3%	17	51.5%	6	40.0%	30	50.0%	

Q4. Medium of studying									
English	3	25.0%	8	24.2%	8	53.3%	19	31.7%	$X^2=4.556$ Df=4 .336>0.05 Not Significant
Tamil	5	41.7%	13	39.4%	3	20.0%	21	35.0%	
Others	4	33.3%	12	36.4%	4	26.7%	20	33.3%	
Q5. Living with whom									
Parents	2	16.7%	23	69.7%	3	20.0%	28	46.7%	$X^2=15.869$ Df=4 .003<0.05 Significant
Guardian	6	50.0%	5	15.2%	7	46.7%	18	30.0%	
Staying in hostel	4	33.3%	5	15.2%	5	33.3%	14	23.3%	
Q6a. Parent's income (per month)									
Below Rs.5000	1	8.3%	8	24.2%	1	6.7%	10	16.7%	$X^2=10.232$ Df=8 .249>0.05 Not Significant
Rs.6000 to 10000	7	58.3%	6	18.2%	4	26.7%	17	28.3%	
Rs.11000 to 20000	1	8.3%	10	30.3%	5	33.3%	16	26.7%	
Rs.21000 to 30000	1	8.3%	5	15.2%	3	20.0%	9	15.0%	
Above Rs.50000	2	16.7%	4	12.1%	2	13.3%	8	13.3%	
Q7a. Parent's qualification									
SSLC	7	58.3%	12	36.4%	7	46.7%	26	43.3%	$X^2=8.448$ Df=8 .391>0.05 Not Significant
HSEC	3	25.0%	8	24.2%	2	13.3%	13	21.7%	
UG			7	21.2%	5	33.3%	12	20.0%	
PG	1	8.3%	5	15.2%			6	10.0%	
Others	1	8.3%	1	3.0%	1	6.7%	3	5.0%	
Q8. Living area									
City	12	100.0%	30	90.9%	13	86.7%	55	91.7%	$X^2=4.225$ Df=4 .376>0.05 Not Significant
Urban			3	9.1%	1	6.7%	4	6.7%	
Semi urban					1	6.7%	1	1.7%	
Q9. Size of the family									
Up to 3	3	25.0%	8	24.2%	2	13.3%	13	21.7%	$X^2=2.397$ Df=6 .880>0.05 Not Significant
4	4	33.3%	9	27.3%	4	26.7%	17	28.3%	
5	2	16.7%	8	24.2%	6	40.0%	16	26.7%	
6 and above	3	25.0%	8	24.2%	3	20.0%	14	23.3%	
Q10. Family Type									

The table above shows that the association between the Socio-demographic profile of the respondents and the TV watching habits. From this analysis it is clear that there is no association between these two factors. The calculated value is less than the table value the Hence, null hypothesis is accepted and the research hypothesis is rejected. So the socio demographic profile of the respondents is entirely independent from the TV watching habits of the school children. It is found that all the school children who are studying between 6th to 9th standard in the Trichy city region have mostly same kind of attitude.

H 2: There is no relevance between the technical effects of cartoon programmes and the behaviour modification of the respondents.

NULL HYPOTHESIS

There is relevance between the technical effects of the cartoon programmes and the behaviour modification of the respondents.

	Mean	S.D	SS	DF	MS	Statistical inference
Q24a.Sound						
Between Groups			2.690	2	1.345	F=1.953 .151>0.05 Not Significant
1 to 5th std (n=20)	2.25	.786				
6 to 8th std (n=19)	1.74	.806				
9 to 12th std (n=)	2.10	.889				
Within Groups			39.244	57	.688	
Q24b.Colours						
Between Groups			2.913	2	1.457	F=2.038 .140>0.05 Not Significant
1 to 5th std (n=20)	2.00	.858				
6 to 8th std (n=19)	2.47	.772				
9 to 12th std (n=)	2.00	.894				
Within Groups			40.737	57	.715	
Q24c. Visuals						
Between Groups			3.464	2	1.732	F=2.950 .060>0.05 Not Significant
1 to 5th std (n=20)	2.10	.852				
6 to 8th std (n=19)	1.84	.688				
9 to 12th std (n=)	2.43	.746				
Within Groups			33.469	57	.587	
Q24d.Cartoons						
Between Groups			.508	2	.254	F=.323 .725>0.05 Not Significant
1 to 5th std (n=20)	2.25	.910				
6 to 8th std (n=19)	2.37	.831				
9 to 12th std (n=)	2.14	.910				
Within Groups			44.742	57	.785	

Q24e.Celebrity						
Between Groups			1.047	2	.524	F=, 768 .469>0.05 Not Significant
<i>1 to 5th std (n=20)</i>	1.85	.875				
<i>6 to 8th std (n=19)</i>	2.16	.834				
<i>9 to 12th std (n=)</i>	2.10	.768				
Within Groups			38.886	57	.682	
Q24f.Appeal						
Between Groups			.226	2	.113	F=, 155 .857>0.05 Not Significant
<i>1 to 5th std (n=20)</i>	2.05	.826				
<i>6 to 8th std (n=19)</i>	1.95	.848				
<i>9 to 12th std (n=)</i>	1.90	.889				
Within Groups			41.707	57	.732	
Q26a.Sound						
Between Groups			7.477	2	3.738	F=5.932 .005<0.05 Significant
<i>1 to 5th std (n=20)</i>	2.35	.813				
<i>6 to 8th std (n=19)</i>	2.37	.761				
<i>9 to 12th std (n=)</i>	1.62	.805				
Within Groups			35.923	57	.630	
Q26b.Colours						
Between Groups			4.599	2	2.300	F=3.511 .036<0.05 Significant
<i>1 to 5th std (n=20)</i>	1.75	.851				
<i>6 to 8th std (n=19)</i>	2.42	.692				
<i>9 to 12th std (n=)</i>	1.95	.865				
Within Groups			37.334	57	.655	
Q26c.Visuals						
Between Groups			2.075	2	1.038	F=1.341 .270>0.05 Not Significant
<i>1 to 5th std (n=20)</i>	2.45	.826				
<i>6 to 8th std (n=19)</i>	2.21	.918				
<i>9 to 12th std (n=)</i>	2.00	.894				
Within Groups			44.108	57	.774	
Q26d.Cartoons						
Between Groups			3.517	2	1.758	F=2.609 .082>0.05 Not Significant
<i>1 to 5th std (n=20)</i>	1.75	.910				
<i>6 to 8th std (n=19)</i>	2.00	.882				
<i>9 to 12th std (n=)</i>	2.33	.658				
Within Groups			38.417	57	.674	
Q26e.Celebrity						
Between Groups			1.272	2	.636	F=, 916 .406>0.05 Not Significant
<i>1 to 5th std (n=20)</i>	1.85	.875				
<i>6 to 8th std (n=19)</i>	2.11	.809				
<i>9 to 12th std (n=)</i>	2.19	.814				
Within Groups			39.578	57	.694	
Q26f.Appeal						
Between Groups			.536	2	.268	F=, 381 .685>0.05 Not Significant
<i>1 to 5th std (n=20)</i>	2.05	.826				
<i>6 to 8th std (n=19)</i>	1.84	.898				
<i>9 to 12th std (n=)</i>	1.86	.793				
Within Groups			40.048	57	.703	

The table above shows that the relationship between the technical effects of the cartoon programmes and the behaviour modification of the respondents during the TV watching. From this analysis it is clear that there is relevance between these two factors. The calculated value is more than the table

value the Hence, null hypothesis is rejected and the research hypothesis is accepted. So the behaviour modification of the respondents is influenced from the TV watching habits of the school children. It is found that the sound, colour and visuals are the influencing factors.

DISCUSSION AND SUMMARY

The research evidence in this study establishes clearly that the impacts of cartoons among children with reference to television advertisements are not highly significant. Most of the children are watching cartoon programmes of television and enjoying the visuals or cartoons in advertisements. But in the case of buying behaviour, they are dependent to their parents or others. The children are taught by the teachers as well as parents that the advertisements are only to promote the advertiser's products. They are well educated and they are watching Television ads only as their entertainment.

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