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## “Advertising: Two sides of the same coin – Experiential Reactions to T.V advertisements of students at different levels”

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### Abstract:

*The purpose of advertisements is to enhance buyer's response to products or services offered by the firm, thus increasing its profitability. **Attitude is a learned predisposition to respond in the consistently favorable or unfavorable manner to advertising in general**” While the influence of advertising on consumer behavior is inevitable, consumers generally hold quite negative attitudes towards it. The main objective of the artical is to **study the attitude of the students towards advertisements**. By using the Likert scale modified suitably, the data was collected. In all 2108, students from all over Goa were surveyed. It was seen that the attitude of the students towards advertisements is positive and matured. The statistical tools such as **Independent sample ‘t’ test and One way ANOVA** were used to find out the validity of the statements and whether there is an association between the different categories of sample and the attributes. In spite of it being severely criticized, students still felt that advertisements should not be taken away from the T.V.*

**Key words:** Attitude, Advertisements, Vulgarity, Utility, Exaggerated

## INTRODUCTION

Advertising is one of the four components in promotion mix. It has been considered as an important tool by firms directing persuasive communication to potential buyers. The purpose is to enhance buyer's response to products or services offered by the firm, thus increasing its profitability.

The impending growth in advertising has incited several criticisms. Advertising is believed to have influenced and manipulated consumer's everyday lives (Packard, 1957). It has provided advertising agencies the skill in molding buyers' thought process and purchasing decisions. According to Lutz et al. (1983), the attitude towards advertising was a significant mediator of purchase attitude for low knowledge/low importance products and high knowledge/high importance products. They suggest that the effective reactions to the advertisements appear to be almost automatic and require minimal processing any influence affective reactions to the advertised brands. Positive or negative feelings associated with the advertisements may become associated with advertised brand, usually without consumers' awareness. Gardner (1985) found that brand attitudes formed a non-brand set appear to be influenced by both attitude towards advertisements and brand related beliefs.

The attitude towards advertising has been defined as ***“a learned predisposition to respond in the consistently favorable or unfavorable manner to advertising in general”*** (Lutz, 1985 ). Earlier studies (until the early 1960's) measured general advertising attitude as an “overall favorably or unfavorably” factor. Bauer and Greyser (1968) suggested advertising had important economic and social effects, and developed a set of belief items related to positive and negative outcomes of advertising in these two specific areas. Other researchers expanded the belief inventory to include perceptions related to other aspects of advertising for e.g.

informational value, vulgarity content and use of women, ethics, deception and falsehood (Alwitt and Prabhaker, 1994; Haller, 1974; Durand and Lambert, 1985; Larkin, 1977; Lutz, 1985; Muehling, 1987).

Lots of research has been conducted on consumers' brand related beliefs, brand attitude formation, and proved that brand attitudes may be affected by consumer's attitudes toward the advertisements themselves (Gardener, 1985, Mitchel and Olsen, 1981). Krugen (1965) asserted that attitude change might follow behavior change. When the product involvement is low, advertising acted directly on behavior without changing the attitude towards the products. The influence of advertising for these low involvement products was supposed to be gradual and facilitated by message repetition. Silk and Vavr (1974) support this conclusion.

While the influence of advertising on consumer behavior is inevitable, consumers generally hold quite negative attitudes towards it. Advertising has been criticized for presenting misleading information, promoting undesirable values, and persuading people to buy things that they do not need (Katona, 1964; Pollay, 1968; Pollay and Mittal 1993). Therefore, it is critical for advertising scholars to follow the public opinions about advertising because of its impact on advertising related regulatory policies (Wills and Ryans: 1982). Attitude towards advertising has been extensively investigated in the adult population in other countries. (Aderson, Engledow, and Becker 1978; Bauer and Greyser 1968 and 1966; Mittal, 1964; Shavitt, Lowrey, and Haefner, 1998; Wills and Ryans, 1982).

## **OBJECTIVE, HYPOTHESIS AND METHODOLOGY**

The main objective of the article is *to study the attitude of the students towards advertisements*. For the purpose the following hypothesis was formed:

**Ho: The attitude of the students from Goa towards advertising is positive and matured.**

To study the objectives and to test the hypothesis, fourteen statements were designed to collect the data. By using the Likert scale modified suitably, the data was collected. In all 2108, students from all over Goa were surveyed. Respondents were asked to rank the statements on a scale of three. One being **disagree**, two **neutral** and three **agreed**. The following were the statements:

1. *All advertisements should be banned by the law*
2. *Reading or seeing most of the advertisements seems to be a waste of time*
3. *Most of the advertisements are unnecessary*
4. *I do not buy the products, which are advertised for*
5. *Most of the advertising is highly uneducative*
6. *Advertisements are not informative source of existing products and new products*
7. *Advertisements produce intense desire to buy the concerned product*
8. *Advertising helps to make better selection*
9. *Advertising expenditure is a waste*
10. *Advertising force the people to buy the product which they do not need*
11. *Advertising takes undue advantage of vulgarity*
12. *Certain advertisements cannot be seen or hear in the company of children or parents*
13. *Most of the advertisements are exaggerated*
14. *Advertisements have no utility or role to play in society.*

The statistical tools such as *Independent sample 't' test and One way ANOVA* were used to find out the validity of the statements and whether there is an association between the different categories of sample and the attributes. The analysis

is done according to **Gender** (Male and Female) and **Education** (SSCE, HSSCE, Graduates, and P.G.).

## ANALYSIS

In order to analyze the data, the collected information was organized and classified in to different categories such as **Gender** (Male and Female) and **Education** (SSCE, HSSCE, Graduates, and P.G.).

## GENDER

The collected data was classified in to Male and Female students, organized and Cross-tabulated to calculate the *Mean* score and ‘*t*’ values. The **Table 5.1** gives the frequencies along with the percentages, **Table 5.2** gives the *Mean* score and **Table 5.3** gives the various ‘*t*’ values of various attributes. Given below is the analysis according to the attributes.

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**Table 1: Table showing t-values on Attitude of the students (Gender).**

Statements		Levene's Test for equality of variance		T - test for equality of means		
		F	Sig.	T	Df	Sig. (2-tailed)
All advertisements should be banned by the law	Equal variances assumed	.982	.322	-.189	2106	.850
	Equal variances not assumed			-.188	2022.200	.851
Reading or seeing most of the advertisement seems to be a waste of time	Equal variances assumed	6.658	.010	.760	2106	.447
	Equal variances not assumed			.757	2017.320	.449
Most of the advertisements are unnecessary	Equal variances assumed	3.738	.053	-1.839	2106	.066
	Equal variances not assumed			-1.834	2026.137	.067
I do not buy the products which are advertised for	Equal variances assumed	.337	.562	-.581	2106	.561
	Equal variances not assumed			-.581	2043.225	.561
Most of the advertising are highly un educative	Equal variances assumed	6.281	.012	1.095	2106	.274
	Equal variances not assumed			1.093	2027.579	.275
Advertisements are not informative source of existing products and new products	Equal variances assumed	5.175	.023	2.236	2106	.025*
	Equal variances not assumed			2.227	2012.561	.026*
Advertisements produce intense desire to buy the concerned product	Equal variances assumed	8.764	.003	-2.948	2106	.003*
	Equal variances not assumed			-2.935	2004.996	.003*
Advertising helps to make better selection	Equal variances assumed	23.768	.000	-3.132	2106	.002*
	Equal variances not assumed			-3.112	1985.485	.002*
Advertising expenditure is a waste	Equal variances assumed	5.880	.015	.242	2106	.808
	Equal variances not assumed			.242	2018.827	.809
Advertising force the people to buy the product which they do not need	Equal variances assumed	5.392	.020	.201	2106	.841
	Equal variances not assumed			.201	2059.740	.841
Advertising take undue advantage of vulgarity	Equal variances assumed	.376	.540	.934	2106	.350
	Equal variances not assumed			.935	2054.741	.350
Certain advertisements cannot be seen or hear in the company of children or parents	Equal variances assumed	1.541	.215	-.990	2106	.322
	Equal variances not assumed			-.989	2032.428	.323
Most of the advertisements are exaggerated	Equal variances assumed	.242	.623	-1.480	2106	.139
	Equal variances not assumed			-1.478	2036.588	.139
Advertisements has not utility or role to play in society	Equal variances assumed	8.426	.004	2.221	2106	.026*
	Equal variances not assumed			2.212	2011.006	.027*

Source: Primary data. \* Significant at 5% level of significance

**All Advertisements should be banned by law:** Laws to regulate advertising in particular either do not exist or exist in a vague way in India. Due to this, the advertisers are free to air their commercials without many restrictions. There are self-regulatory bodies such as ASCI, AAI. However, their work in this respect is limited. The *t*-test analyses shows that, the *F* value is 0.982 and its corresponding *p* value is 0.322, which is greater than 0.05 at 5% level of significance and therefore statistics associated with equal variance assumed is taken.

The **'t'** value is -.189 and its corresponding two-tailed **p** value is 0.850 which is higher than 0.05 at 5% level of significance. It means that there is no significant difference between **Gender** (Male and Female) with reference to the advertisements. They think on the similar lines that the law should ban all advertising.

**Reading or seeing most of the advertisements seems to be a waste of time:** Generally, watching or seeing advertisements is considered as a waste of time. While watching a programme if a commercial interruption comes in the way of entertainment, most of the consumers prefer to switch over to another channel. The **F** value is 6.658 and its corresponding **p** value is 0.10, which is less than 0.05 at 5% level of significance, and thus the two values are significantly different. Therefore statistics associated with equal variance not assumed is considered. In this case the **'t'** value is 0.757 and its corresponding two tailed significant value is 0.449 which is greater than 0.05 at 5% level of significance and therefore we can say that there is no significant difference between Male and Female students with reference to what they consider seeing or watching advertisements as a waste of time. Thus over all it can be said that both Male and Female students consider advertisements as one of the important activity in their life as a consumer. They regard an advertisement as an important source of providing them with information about the products and services.

**Most of the advertisements are unnecessary:** Advertisements can be competitive or informative. As long as advertisements are informative, they do not harm any one. Nevertheless, the moment when it crosses its limit it becomes competitive advertisements that are unnecessary and thus waste the natural resources. The **F** value in case of Levene's test for equality of variance is 3.738 and its corresponding **p**

value is 0.53, which is higher than 0.05 at 5% level of significance and therefore the  $t'$  value of equal variance assumed is considered. In this case, the  $t'$  value is -1.839 and its corresponding  $p$  value is 0.066 that is higher than 0.05 at 5% level of significance. Thus, it can be concluded that there is no significant difference between Male and Female students on the statement that most of the advertisements are unnecessary.

**I do not buy the products, which are advertised for:** The  $F$  value in this case is 0.337 where as its corresponding  $p$  value is 0.562 that is higher than 0.05 at 5% level of significance. The  $t'$  value in this case is -0.581 and the two tailed significance value is 0.561 which is higher than 0.05 at 5% level of significance and therefore it can be said that there is no significant difference between the Male and Female students as far as the influence of advertisements on their purchase is concerned.

**Most of the advertisements are highly un-educative:** It is said that advertisements do educate the consumers by giving information about the products as well as the other information necessary in our day to day life. The  $F$  value in this case is 6.281 and its  $p$  value is 0.012, which is smaller than 0.05 at 5% level of significance. Therefore, we take  $t'$  value of equal variance not assumed. In this case, the  $t'$  value is 1.093 and the two-tailed significance is 0.275, which is higher than 0.05 at 5% level of significance. Thus, we can say that there is no significant relationship between Male and Female students with reference to the above statement that advertisements are highly un-educative.

**Advertisements are not an informative source of existing products and new products:** The  $F$  value for Levene's test for equality of variance is 5.175, its corresponding  $p$  value of significance is 0.023, which is less than 0.05 at 5% level of



significance, and therefore we take the *t*' value of equal variance not assumed. In this case, the *t*' value for equality of means is 2.227 and its two tailed significance value is 0.026 that is less than 0.05 at 5% level of significance. This implies that there exists a significant difference between the Male and Female students with reference to the statement- "***Advertisements are not informative source of existing products and new products***".

**Advertisements produce intense desire to buy advertised products: "*Advertisements multiply the needs*"** is one of the criticisms leveled against advertising industries. The parents who can afford to fulfill the needs thus face no problems with their children as against those parents who cannot. This results into parent-child conflict. The **F** value for Levene's test for equality of variance is 8.764 and its corresponding value of significance is 0.003, which is less than 0.05 at 5% level of significance, and therefore we take the *t*' value of equality of means of equal variance not assumed. In this case, the *t*' value is -2.935 and the corresponding two-tailed value of significance is 0.003 that is less than 0.05 at 5% level of significance. It means there is a significant difference between Male and Female students about advertisements in creating an intense desire to buy the advertised products.

**Advertising helps to make better selection:** The **F** value for Levene's test for equality of variance is 23.768 and its corresponding **p** value of significance is 0.000 that is less than 0.05 at 5% level of significance. In this case, we take the *t*' value for equality of means of equal variance not assumed. The *t*' value for equality of means -3.112 and the two-tailed significant value is 0.002, which is less than 0.05 at 5% level of significance, which means that there is a significant difference between Male and Female students with reference to the statement that advertisements helps to make better selection.

**Advertising expenditure is a waste:** An advertiser incurs heavy expenditures on promotion of the product. This also includes advertising. Today's advertisements are competitive advertisements rather than informative one. This results into unnecessary spending on advertisements. Advertising cost involves time, money, energy and other natural resources, if not utilized properly results into an economic waste. The **F** value in case of Levene's test for equality of variance is 5.880 and its corresponding significant value is 0.015 that is less than 0.05 at 5% level of significance. Therefore, we take '**t**' value for equality of means of equal variance not assumed. In this case the '**t**' value is 0.242 and its corresponding two tailed significant value is 0.809 which is higher than 0.05 at 5% level of significance and thus we can say that there is no significant difference between the Male and Female students with reference to the *advertisements expenditure is a waste.*

**Advertising force the people to buy the products, which they do not need:** Advertisements create unnecessary demand for the product. Sometimes it prompts the person to buy the product, which he does not require. Thus ends up in spending unnecessarily. A survey on this produced a balanced out come. In this case, the **F** value for Levene's test for equality of variance is 5.392 and its corresponding **p value** of significance is 0.02, which is less than 0.05 at 5% level of significance, and therefore the '**t**' value of equal variance not assumed is taken into account. In this case, the '**t**' value is 0.201 and its two-tailed significant value is 0.841, which is higher than 0.05 at 5% level of significance, and therefore we can say that there exists a significant difference between Male and Female students.

**Advertising takes undue advantage of vulgarity:** The **F** value for Levene's test for equality of variance is 0.376 and the **p** value is 0.54, which is higher than 0.05 at 5% level of significance. In this case, we take the '**t**' value for equality of

means of equal variance assumed which is 0.934 and its corresponding two tailed value of significance is 0.350 which is higher than 0.05 at 5% level of significance. Thus, we can say that there is no significant difference between the Male and Female students as far as vulgarity in advertisements is concerned.

**Certain Advertisements cannot be seen or hear in the company of children or Parents:** The **F** value for Levene's test for equality of variance is 1.541 and the significant value is 0.215, which is higher than 0.05 at 5% level of significance and therefore we take the '**t**' value for equality of means of equal variance assumed which is 0.322. This is higher than 0.05 at 5% level of significance meaning thereby there is no significant difference between Male and Female students in case of advertisements that cannot be seen or heard in the company of children or parents.

**Most of the advertisements are exaggerated:** The **F** value of Levene's test for equality of variance is 0.242 and its corresponding **p** value of significance is 0.632. Since this is higher than 0.05 at 5% level of significance, we take the '**t**' value of equal variance assumed. The '**t**' value is -1.480 and the two tailed **p** value of significance is 0.139. This is higher than 0.05 at 5% level of significance, meaning thereby there is a significant difference between Male and Female students on the statement - "**Most of the advertisements are exaggerated**".

**Advertisements has no utility or Role to play in the society:** The **F** value of Levene's test for equality of variance is 8.426 and the **p** value is 0.004, which is less than 0.05 at 5% level of significance, and there fore we take the '**t**' value of equality of means of equal variance assumed. The '**t**' value in this case is 2.221 and the two-tailed **p** value of significance is 0.026, which is smaller than 0.05 at 5% level of significance.

This means that there is a significant difference between Male and Female students on the above statement.

## EDUCATIONAL BACK GROUND

**The law should ban all advertisements:** In this case, the *ANOVA* Table shows that the *F* value is 37.036 and its corresponding value of significance is 0.000, which is less than 0.05 at 5% level of significance, which means that there is a significant difference among the students of different classes on the proposition – *the law should ban all advertisements.*

**Reading or seeing most of the advertisement seems to be a waste of time:** The students disagreed that reading or seeing most of the advertisements seems to be a waste of time. According to *ANOVA* Table, the *F* value is 36.104 and the corresponding value of significance is 0.000, which is less than 0.05 at 5% level of significance meaning there by, there is a significant difference between the different groups with reference to the proposition *reading or seeing most of the advertisements seems to be a waste of time.*

**Most of the advertisements are unnecessary:** Over all the students agreed that most of the advertisements are unnecessary. According to *ANOVA* Table, the *F* value is 6.616 and its corresponding value of significance is 0.000, which is less than 0.05 at 5% level of significance. It means that there is a significant difference among the students of different categories with reference to the statement "*Most of the advertisements are highly un educative.*"

**I do not buy the products which are advertised for:** The students disagreed that they do not buy the products which are advertised for. According to *ANOVA* Table, the *F* value is 4.199 and its corresponding value of significance is 0.006, which is

smaller than 0.05 at 5% level of significance and therefore we can say that there is a significant difference within the different categories of the students.

**Most of the advertising is highly un-educative:** The students agreed that most of the advertisements are highly un-educative. According to *ANOVA* Table, the *F* value is 6.616 and its corresponding value of significance is 0.000, which is smaller than 0.05 at 5% level of significance, which means that there is a significant difference between the groups with reference to – Most of the advertising, *are highly un-educative*.

**Advertisements are not an informative source of existing products and new products:** The students disagreed that, advertisements are not an informative source of existing products and new products. According to *ANOVA* Table, the *F* value is 14.671 and its value of significance is 0.000, which is less than 0.05 at 5% level of significance. It means that there is a significant difference between the groups with reference to advertisements is not informative source of existing products and new products

**Advertisements produce intense desire to buy the concerned products:** The students agreed that the advertisements produce an intense desire to buy the advertised products. The *F* value according to *ANOVA* Table is 2.533 and its corresponding *p* value is 0.055, which is greater than 0.05 at 5% level of significance. It means that there is no significant difference between the groups with reference to the advertisement that produces intense desire to buy the concerned products.

**Advertisements help to make better selection:** The students agreed that advertisements help them to make better

selection of the products. According to *ANOVA* Table, the *F* value is 15.507 and its corresponding *p* value is 0.000, which is less than 0.05 at 5% level of significance. It means that there is a significant difference between these pairs with reference to advertising that helps to make a better selection.

**Advertising expenditure is a waste:** The majority of the students disagreed that the advertising expenditure is a waste. According to *ANOVA* Table, the *F* value is 30.334 and its corresponding *p* value is 0.000, which is less than 0.05 at 5% level of significance. Thus, we can say that there is a significant difference between the groups and the statement.

**Advertising forces the people to buy the product, which they do not need:** The students disagreed to the above statement that advertisement forces the people to buy the products. According to *ANOVA* Table, the *F* value is 3.775 and the corresponding *p* value is 0.010, which is less than 0.05 at 5% level of significance. It is thus can be concluded that there is a significant difference between the groups with reference to the statement – “*Advertising forces the people to buy the product which they do not need*”.

**Advertising takes undue advantage of vulgarity:** The students agreed that advertising takes undue advantage of vulgarity while advertising its products to lure the customers. According to *ANOVA* Table, the *F* value is 5.630 and its corresponding *p* value is 0.001, which is less than 0.05 at 5% level of significance. It means that there is a significant difference within the groups and the statement with reference to the above statement.

**Certain advertisements cannot be seen or hear in the company of children or parents:** The students agreed that certain advertisements could not be seen or heard in the

company of children or parents. According to ANOVA Table, the *F* value is 0.908 and the corresponding value of significance is 0.436, which is higher than 0.05 at 5% level of significance. That means that there is no significant difference between groups and the statement - ***“Certain advertisements cannot be seen or hear in the company of children or parents”***.

**Most of the advertisements are exaggerated:** The students agreed that most of the advertisements are exaggerated and misleading. According to ANOVA Table, the *F* value is 1.311 and the corresponding value of significance is 0.269, which is higher than 0.05 at 5% level of significance, which means that there is no significant difference between the groups with reference to the advertisements, which are exaggerated.

**An advertisement has no utility or role to play in society:** The students strongly disagreed that advertisements has no utility or role to play in the society. According to ANOVA Table, the *F* value is 24.139 and the corresponding value of significance is 0.000, which is smaller than 0.05 at 5% level of significance meaning there by there a significant difference between the groups with reference to advertisements has no utility or role to play in society.

**Table 2: Table showing ANOVA values on Attitude of students (Education)**

Statements		Sum of Squares	df	Mean Square	F	Sig.
All advertisements should be banned by the law	Between Groups	49.906	3	16.635	37.036	.000*
	Within Groups	945.037	2104	.449		
	Total	994.943	2107			
Reading or seeing most of the advertisement seems to be a waste of time	Between Groups	75.356	3	25.119	36.104	.000*
	Within Groups	1463.833	2104	.696		
	Total	1539.189	2107			
Most of the advertisements are unnecessary	Between Groups	41.775	3	13.925	20.293	.000*
	Within Groups	1443.733	2104	.686		
	Total	1485.508	2107			
I do not buy the products which are advertised for	Between Groups	8.129	3	2.710	4.199	.006*
	Within	1357.774	2104	.645		

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	Groups					
	Total	1365.903	2107			
Most of the advertising are highly un educative	Between Groups	14.547	3	4.849	6.616	.000*
	Within Groups	1542.061	2104	.733		
	Total	1556.609	2107			
Advertisements are not informative source of existing products and new products	Between Groups	29.181	3	9.727	14.671	.000*
	Within Groups	1394.988	2104	.663		
	Total	1424.169	2107			
Advertisements produce intense desire to buy the concerned product	Between Groups	4.809	3	1.603	2.533	.055
	Within Groups	1331.481	2104	.633		
	Total	1336.290	2107			

Statements		Sum of Squares	df	Mean Square	F	Sig.
Advertising helps to make better selection	Between Groups	28.750	3	9.583	15.507	.000*
	Within Groups	1300.300	2104	.618		
	Total	1329.049	2107			
Advertising expenditure is a waste	Between Groups	60.733	3	20.244	30.334	.000*
	Within Groups	1404.160	2104	.667		
	Total	1464.893	2107			
Advertising force the people to buy the product which they do not need	Between Groups	9.459	3	3.153	3.775	.010*
	Within Groups	1757.518	2104	.835		
	Total	1766.977	2107			
Advertising take undue advantage of vulgarity	Between Groups	11.854	3	3.951	5.630	.001*
	Within Groups	1476.628	2104	.702		
	Total	1488.482	2107			
Certain advertisements cannot be seen or hear in the company of children or parents	Between Groups	1.632	3	.544	.908	.436
	Within Groups	1260.038	2104	.599		
	Total	1261.670	2107			
Most of the advertisements are exaggerated	Between Groups	2.211	3	.737	1.311	.269
	Within Groups	1182.894	2104	.562		
	Total	1185.104	2107			
Advertisements has not utility or role to play in society	Between Groups	47.126	3	15.709	24.139	.000*
	Within Groups	1369.164	2104	.651		
	Total	1416.290	2107			

**Source: Primary data:\* Significant at 5% level of significance**

## DISCUSSION AND CONCLUSION

With the above analysis as the background, thus, it can be concluded with following main observations on the above analysis:



- 1) In spite of the known negative impact of advertising on the society, the students felt that banning advertisements legally is not a solution to curb the menace spread by the advertisements. It can be seen from the Tables that majority of the students disagreed that all advertisements should be banned by the law.
- 2) Students regarded watching or seeing an advertisement in no way hinders their entertainment neither process nor is a waste of time. Here students know the very purpose behind the advertisements. However, they are of the opinion that most of the advertisements are unnecessary and can be curtailed. It is an economic waste.
- 3) The survey proved that the students do buy the products, which are advertised. It means that advertisements do influence the purchases of the students. This shows the positive attitude of the students towards advertisements. If they had to think negatively, then they would not have purchased the advertised products.
- 4) The students except the Graduates and P.G were of the opinion that educating them on various issues pertaining to their importance through advertisements was not seen. These students want to see the advertisements as more value oriented and educational. However, they agreed that information regarding the products – existing and new flows smoothly from the desk of the advertisers.
- 5) The survey revealed another important fact that it influences their purchasing decision. It also helps them to make better selection of the products among various alternatives available to them in the market. However it is also been seen that matured people are difficult to be carried away.

- 6) The students have shown a matured approach towards advertising as an economic activity. Majority of them understood the importance of it in the economy and disagreed that expenditure on it is a waste except SSCE students
- 7) Advertisements today are characterized by vulgarity in general. Showing women in semi-nude position and treating them as an object of lust , use of vulgar and double meaning language is common in advertisements now a days. Students under survey also agreed that an advertisement takes undue advantage of vulgarity. They also revealed that seeing such advertisements in the presence of their family members feels them awkward. Thus students out-rightly rejected the depiction of ladies as an object.
- 8) Students felt that most of the advertisements are exaggerated. It misguides, misleads and is deceptive. However, they agreed to the fact that it can be used as an important tool in the society to educate the masses.

Given below is the Table giving the consolidated values of the various analysis

**Table 3: Tabular representation of the Hypothesis Testing Carried out**

Aspects of Advertising Tested based on the Objectives:	Gender [M / F]	Education [S / H / G / P]
<b>Attitude towards Advertisement</b>	<b>Accepted</b>	<b>Rejected</b>
• Ads should be banned by law	.850	.000*
• Reading/seeing Ads is waste of time	.449	.000*
• Ads are unnecessary	.066	.000*
• Do not buy advertised products	.561	.000*
• Ads are un educative	.275	.000*
• Ads are not informative	.026	.000*
• Ads generate intense desire to buy	.003*	.055
• Ads helps to make better choice	.002*	.000*
• Advt expenses is a waste	.809	.000*
• Advt forces people to buy products	.841	.010*

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• Ads takes undue advantage of vulgarity	.350	.001*
• Some Ads can not be seen or heard in the company of others	.322	.436
• Ads are exaggerate	.139	.269
• Ads has no utility role to play in society	.027	.000*

Source: Primary Data \* Significant at 5% level of significance

Thus, to conclude it can be said that students under the study have shown a matured approach towards advertisements. In spite of it being severely criticized, students still felt that advertisements should not be taken away from the T.V. May be they know the very purpose of it. They went a step ahead and said that seeing or reading such advertisements is not a waste of time. For them it was a source of information about the new and existing products and thus helps them at the time of buying the products and to make a better selection. They further opined that expenditure on such advertisements is not an economic waste.

However, they still had their reservation about advertisements:

- 1) Most Advertisements are unnecessary
- 2) Advertisements do not educate people
- 3) Excessive use of women as object and therefore cannot be seen in the presence of children or Parents
- 4) Too much exaggeration used in advertisements.

Thus, it can be concluded that the attitude of the students towards advertisements is positive and matured.

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