

**THE IMPACT OF ADVERTISEMENT ON STUDENTS:
AN EMPIRICAL STUDY OF STUDENTS FROM GOA**

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COMMERCE

BY

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UNDER THE SUPERVISION OF

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DECLARATION

I, Juao C. Costa, hereby declare that the thesis titled, *"Impact of Advertisement on students: An Empirical study of students from Goa"* submitted to the Goa University, Goa, for the award of the Degree of Doctor of Philosophy is the outcome of original and independent research work undertaken by me during the period 2005 to 2009. This study is carried out under the supervision and guidance of Dr. K. B. Subhash, Associate Professor, Department of Commerce, Goa University. It has not been previously formed the basis for the award of any degree, diploma, or certificate of this or any other University. I have duly acknowledged all the sources used by me in the preparation of this thesis.

Date:

Place: Margao, Goa


Mr. Juao C. Costa

Dedicated to my

late Father Gaetano D'Costa,

late Son Tej Juao Costa

&

Mother Mrs. Leonora D'Costa




Dr K. B. Subhash
Associate Professor

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Certificate

This is to certify that the thesis titled, "*Impact of Advertisement on Students: An empirical study of Students from Goa*" for the award of Ph.D degree in Commerce, is the bonafide record of the original work done by *Mr. Juao C. Costa*, during the period of study under my supervision. This thesis has not formed the basis for the award of any degree, diploma, certificate, associateship, fellowship, or similar title to the candidates of this University or any other University.

Date: 02/08/11
Place: Goa University.


Dr. K. B. Subhash
Supervisor

No corrections suggested by examiners

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Dr. J. J. ...
Refused

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ABBREVIATIONS USED

A.A.A.I	-	Advertising Agencies Association of India
A.I.R	-	All India Radio
A.S.C.I	-	Advertising Standard Council of India
C.A.G.R	-	Compound annual growth rate
C.I.A	-	Central Intelligence Agency
C.S.E.	-	Centre for Science & Environment
C.V.D	-	Cardiovascular diseases
CCC	-	Council for Consumer Complaints
D.D	-	Doordarshan
HSSCE	-	Higher secondary School Certificate
I.N.S	-	Indian National Survey
M.A.R.G	-	Multiple Action Research Group
N.C.D	-	Non-communicable diseases
N.G.O	-	Non Governmental Organization
O.R.G	-	Operations Research Group
PG	-	Post Graduate
SSC	-	Secondary School Certificate
T.V	-	Television
U.N.I.C.E.F	-	United Nations International Children's Emergency Fund.

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CHAPTER 1

INTRODUCTION

1.1 BACK GROUND

Steurt H. Britt (New York Herald Tribune, 1956) once said that, "*Doing business without advertising is like winking at a girl in the dark. You know what you are doing but nobody else*". The statement made by him highlights the importance of advertising in selling goods and services. The present day market is characterized by the existence of cut throat competition among sellers. It has reached the situation of '*survival of the fittest*'. The competitors try to lure customers including children and students by adopting a variety of techniques.

Today, the market is a tough place to be in. Thousands of products are launched everyday. Advertising is an important tool in the hands of the seller and is a social phenomenon. It stimulates economic activity, increases demand and consumption of goods, improves life style of the consumers, and inculcates certain values in them which are criticized as well as appreciated by different sections of society.

Today, consumers are confronted with substantial daily doses of advertising through news Papers, radio, TV and various other forms of media. For consumers there is no escape from it. In fact, it has become an uninvited guest in our daily life. Of all marketing activities, advertising is the most visible and controversial. The role of advertising in business and in society at large has been studied, analyzed, defended and criticized by a large number of people

representing a wide spectrum of professional groups, which includes Economists, Sociologists, Politicians, Businessmen, Novelists, Anthropologist, Psychologists and Historians (Polley,1986). Most of the criticisms of advertising come from those who focus on advertising's *social role*, whereas most of its defense comes from those who emphasize its *economic function*. Summarizing the negative consequences of advertising, a UNESCO report concludes as follows (Sing and Gross, 1981):

“Regarded as a form of communication, advertising has been criticized for playing on emotions through stereotypes, exploiting anxieties, and employing techniques of intensive persuasion that amount to manipulation. Many social critics have stated that, advertising is essentially concerned with exalting the materialistic virtues of consumption by exploiting the achievement drives and emulative anxieties, employing tact of hidden manipulation , playing on emotions, maximizing appeal and minimizing information, trivializing, eliminating objective considerations, contriving illogical situations, and generally reducing men , women and children to the role of irrational consumers. Criticisms expressed in such a way may be overstated but can not be entirely brushed aside”.

In the present global market, customers who are young form a sizeable number. According to the statistics published by the CIA World Fact Book (2007), 27.4% of the global population constitute children below 14 years, 65.1% between 15 to 64 years and the remaining 7.5% population is above 65 years of age. It means that the maximum numbers of customers are either children or young people. Present economic environment has resulted in a

fast life style among the younger group, making them a civilized person which otherwise would have given them a feeling of being an out dated person among their peers. Advertising, on the other hand, is trying to exploit the immature minds of these customers. The deceiving advertising strategy together with young customers results in new demand for a product. Now 'whether the new demand' is genuine or not is a million dollar question and if the demand is not fulfilled, then, it has too many other repercussions. One of the strategies used by the marketers is targeting the young as well as inexperienced customers. The main purpose of advertising is to inform the prospect about the products and services, but today it has been misused or rather it has been abused by most of the business houses.

Everyone seems to hold an opinion about various aspects of advertising ranging from amusement, and admiration to cynicism and condemnation. On one hand, advertising is appreciated enough to be the subject of T.V. talk shows and comedy skits, to have reels of award-winning commercials screened in the theatres, to have its acts and slogans worn proudly on clothing and to hear advertising phrases become the idioms of every speech.

On the other hand, consumers fear converts manipulation and subliminal technique and often complain about advertising clutter, Banality, Sexism, predation of children and continuing proliferation into newer medias and venues. Critics argue that, students particularly young ones are especially

vulnerable to advertising because they lack the experience and knowledge to understand and evaluate critically the purpose of persuasive advertising appeals, and easily fall prey to the selling intent of advertisers.

Parents and teachers alike ask the question, "*How much television viewing in general and its programs including advertisements in particular is too much for children?*" Whether the programs including advertisements enriches, impoverishes or has no effect is partially dependent on the content and quality of the programming and not on intrinsic qualities of the medium itself. Constant exposure to advertisements portraying masculine and feminine stereotypes directly influences role expectations.

What is it that we see today in advertisements? The advertisers concentrate more on presentation rather than contents of the advertisements. Present advertisements are characterized by *violence, nudity, exaggeration, false testimonials, unbelievable thoughts, ideas and actions* which have a definite negative impact upon the minds of young customers. These type of advertisements influence their attitude and become a guide to behavior changes in society.

Children are known to have a decisive role on the brands and products the family purchases which is the direct influence of advertising. Advertisers hope that by reaching out to children they can cultivate a favorable attitude

towards their brands and products. They further hope that such a favorable attitude could be converted into profits once the children grow up.

Today, the advertisements not only entertain, but also influence children's behavior, attitude, spending pattern, values etc. They promote a culture of consumerism which children readily adopt. While children spend time watching T.V. they are constantly bombarded by advertisements. *"Advertisements are the life blood of any TV channel. Channels mainly run only because of revenue from the advertisements"* (Johnson, 2000).

Commercials constantly intrude upon the consciousness of viewers interfering with the normal process of thinking and feeling and many of these are aimed at children (Starker, 1989). According to Aderson (1995), the most disturbing and ethically reprehensible development in media and marketing during the past few years has been the selling of children as consumers to advertisers. Advertising has influence on purchase behavior. Advertising does not affect the viewers. If a message is repeated often enough, people will increasingly accept it (Goldstein, 1998).

In India, in early Nineties, the economy has gone through a considerable change. The opening up of the economy to private and multinationals through liberalization, economic reforms, and changes in the industrial policies made it possible for the entry of private channels. The entry of foreign

media in 1990, tuned with the policy of liberalization, ushered in the trans-national television with STAR (Satellite Television Asia Region), a global mobile new reality. At present there are around 485 channels (Ministry of Information Broadcasting, February, 2009) telecasted all over India. With an explosion in the number of T.V. channels in the last 10 years in India, media habits of children and teenagers have undergone a revolutionary change. This has in turn profoundly affected their lifestyles, their worldview, their ambition, the language they speak and the dress they wear. Needless to say their change is most visible in the Urban centre where satellite channels have proliferated practically in every home. Today's child is more aware, more independent and more globalised, perhaps more errorless.

Teenagers, today, are exposed to various media which give them access to information, entertainment and education. Advertisements have become part and parcel of our daily fare on T.V. offering a wide range of products to the consumers, which has resulted in consumerism. Consumerism is nothing but senseless acquisition of advertised products paying little heed to the actual utility. Teenagers today are becoming more and more demanding of their parents time and money. Repeated viewing of advertisements creates wants and needs and re-enforces more than ever pre-existing wants. Failure to meet such demand leads to parent child conflict.

T.V. programmes including advertisements offer teenagers a chance to look at some ideals and attitudes that are different from what they experience around themselves, either at home or among friends. Once contact is made with the outside world, they tend to become aware of ways other than their own. This results in imitation, violence and other social evils.

T.V. advertisements are powerful tools. Most advertisements portray glamorous or larger than life scenario which the teenagers end up watching and comparing with their own lives. These advertisements only generate false values and propagate lifestyles inconsistent with real life. Menon and Gandhi (1997), argue that on finding themselves deprived of things advertised on T.V., children and latter adults may breed a feeling of frustration or develop an inferiority complex which may develop into social problems. Children and teenagers are easily influenced by the happy, carefree and sumptuous world of T.V. advertisement starting at a very early age. Children learn to desire things they see on the T.V. and eventually become active persuaders in the market place and at home, which has its own implications.

The family is the basic and universal social institution of human society. Parents play an important and supportive role in the life of their children. Today the need for positive parental encouragement has been realized. Parental encouragement is must to ensure right type of values and development of personality in children. Unfortunately, in the absence of

either one or both parents or the lack of availability of their quality time for teenagers, T.V. turns into a surrogate parent resulting in long hours of viewing. Thus, children watch T.V. in the absence of the parental supervision. This results into the absorption of all the exaggerated ideas, thoughts, violence, sexism etc. into the young immature minds. This type of T.V. contents affects the behavior, attitude, spending pattern, eating habits, value system etc. of the young generation.

If you ask a small child about the arrival of new products or a jingle from an advertisement, a child will give an un interruptive list of both, which will surprise the elders. The socio-cultural, political and economic order has transformed the children into a sophisticated consumer (Dipali, 1998). There are many shopkeepers who come to know a few products from the youth and stock them up in their shops. (Narayan, 2000). This only shows to what extent the T.V. in general and its programs in particular including advertisements, have captured the minds of these young customers. Therefore parents must spend some time with their children explaining the malicious mind of advertisers.

Most aired advertisements are of the celebrity famed soft drinks which contain pesticides almost 27 times higher in India than the EU norms according to the findings of Delhi based NGO, Centre for Science & Environment (CSE). Intake of such products is found normal with the

growing children who now days take it as a part of a regular diet or a good partying option that is readily available to them. But after the reports by CSE about the findings of pesticides, the amount of pesticide contained has been reduced but not up to the desired level till now.

Burgers, Pizzas and the mouth watering fast foods have paved their entry in most numbers of advertisements which are shown mainly during the children's programs. These products are mainly advertised as the complete diet food which claims to include all the required nutrients by a human body. All these junk food items are easily accessible to the school going children whose working parents don't have time to cook. Fast food chains often target their advertising at children and teenagers or the young who more or less have the required purchasing power and who most of the time influence the purchasing behavior of parents and who can become the target market for their products for long. For example McDonald's happy meal which always has a toy attached with it of a newly released children's movie. Children are very fond of clowns and cartoon characters which form the advertising mascot for the target audience. The early onset of diabetes is mainly due to the changing food habits. A couple of years ago, people in the age group of 20-35 years used to suffer from diabetes. But now, children aged anywhere between three months and 17 years are also developing diabetes, which is a cause for great concern (Nawathe, Gawande and Dathe 2007). Fast food habits may lead to obesity among children. Obesity per se is not a serious health

problem, but it is a prime precursor of many non-communicable diseases (NCDs) like diabetes, hypertension, cardiovascular diseases (CVDs), gall bladder ailments, cancer, psycho-social problems, breathlessness, sleep disorders, asthma, arthritis, weak bones and reproductive hormone abnormalities. Iron deficiency can result into anemia (Nawathe, Gawande and Dathe 2007).

Research has proved that children decide on what kind of clothes they want to wear and such demands of the child are often fulfilled by the pocket-full parents who do not have a say in such decisions. And all the child's buying decisions are influenced by the advertisement shown by the electronic media, billboards and print media especially in the magazines. They are a threat to the parents whose budget constrains to satisfy their children's need cause immense emotional distress. If you ask a baby girl, *'who would you like to look like'*? The obvious answer is *"I want to be a Barbie doll"*, every girl's fantasy. But the stick thin Barbie doll image helps the kids grow in a way that they think will make them like their role models and even makes them health conscious. All the girls want to have a Barbie doll image and by doing that they hamper their physical health.

Sometimes the efforts to emulate their heroes put these children in serious trouble that may be dangerous to their lives. Another important aspect of advertising is the way in which a particular lifestyle or the 'status sought to

make' someone in demand and important in society is sold through the use of attractive and appealing advertising. The liquor and wine industry is a good example. India's two largest breweries spend \$200 million on advertising each year. On an annual basis, teenagers see between 1000 and 2000 beer commercials carrying the message that 'real' men drink beer. Convincing data suggest that advertising increases beer consumption. However, a ban on alcohol advertising has led to a decline in alcohol consumption but to a limited degree. Tobacco products are not advertised directly on television in India. Smoking advertisements always creates a macho image of the person who smokes and these are most of time depicted by the real time superstars like Akshay Kumar. However, now a ban has been put on advertisements of tobacco or cigarette on television. Its use even in movies is disallowed.

The worst part of the present scenario is the use of women in an ugly way to endorse their product there by creating a negative impact upon the minds of the younger generation. To make their campaign more effective, attractive and result oriented, the advertisers make the best use of women in a nude or semi-nude pose. This being the case, a sexual appeal in advertisements definitely helps in remembering and recalling the brand name but does not motivate most of the viewers to buy the product (J.R. Rodge, 2000). This is a competitive world where the marketers struggle to sell the product. Today, the world of advertising is totally based on sex portrayal in every aspect of advertising. The various advertisements such as Condoms, Beer, Shoes, Cell

phones, etc make the best use of women in extremely compromising positions. These forms of advertisements not only encourage the use of hazardous products but also lead to the involvement of students in various anti social activities. Their talking style changes, dressing habits too undergo a change. They spend money recklessly and all these are mostly due to advertisements. Social evils such as rapes, violence, drinking, smoking etc. to a certain extent the outcome of advertisement on T.V. In America, a woman is raped after every 3 minutes and 55 % of women are reported of having experienced rape or physical assault in their lifetime (Sister Global Institute, 1998). This is due to the constant use and blatant abuse of women's sexuality to sell products such as beer, the Sports, the film and music industry have completely distorted our understanding of sexuality and gender roles.

Many children and youth lost their lives as a result of unethical and exaggerated advertisements (Indian Express, July 28th 1997). No doubt advertisements are expression of advertisers. In our country everybody has freedom to express themselves provided in the Constitution of India, but *to what extent* is a debatable question.

It has been proved in various studies conducted all over the world that students buying habits as well as spending habits have changed considerably due to the influence of advertising. Today, we see children are buying branded products. The trend in the past was different. The brand was not so

important for them. One of the reasons for such a type of change among the youngsters is their immature mind being continuously bombarded with commercials.

In the words of George Garbner (1977), Dean, Emeritus Annenberg school of Communication University of Pennsylvania,

"I care about trying to characterize accurately this new age into which our children are born. They are born into the homes in which the T.V. set is on for several hours a day. They start viewing as infants. Most of the stories they hear are not told by parents, the school, the church or neighbors. They are told by a handful of conglomerates that have something to sell. This has a powerful effect."

Advertising is two sides of the same coin. It would be unjust to highlight only the negative aspects advertisement. Advertising does promote our culture, value system, and helps the economy to grow. Advertising is a crores of rupees industry, which supports the economy of the nation. In the year 2006, Rs 1,28,811 million was spent on Press and TV advertisements (INS, DD, AIR, ORG MARG). According to the new "India Media Market 2007" report from Heernet Ventures, the Indian media market is expected to grow from revenues of \$ 9.2 billion in 2007 to \$ 17 billion by 2012. That converts to an estimated INR 415.4 billion in 2007 rising to INR 766 billion in 2012, with a compound annual growth rate (CAGR) of 13%. Accounting for 43% of total advertisement spending, newspapers are the largest advertising channel in

India, followed by television, at 35% of the total, with the other media channels far behind. Online advertising currently accounts for only 3% of total spending. This industry provides well paid jobs to many youngsters who wish to make their career in the advertising industry.

Today, advertisements are incomplete without a child. This provides the income to the child's parents at a very early age which can be used for the schooling of the same child. At this stage, the question arises whether employment of child comes under preview of child labour. This is a debatable and subjective question. Some say that though the child is below 14 years, the advertising industry where it works is not a hazardous industry under any Act of the country. But others say that acting in an advertisement at a tender age brings lots of pressure upon the tiny tots, due to several retakes, practice sessions, missing of classes etc. It also provides indirect employment to many.

It is considered as a useful business tool and therefore, an efficient source of information for consumers about product quality, new merchandise, new technology and prices. It also reduces distribution cost by making personal selling more effective. Historically, economists held the view that advertising leads to distortions in consumption expenditure and helps the bigger firms more than the medium or small firms. But this traditional view point is changing and some now believe that advertising encourages competition by

lowering information cost and hence is desirable (Holton, 1980). It also increases the variety and quality of goods offered and stimulates competition in technical progress. The growth of different Medias is largely due to advertising because it subsidises substantially their cost (Gillingan and Crothier 1983). Advertisements depict the culture, tradition, value system prevailing in a conservative country like India. Social advertising is a very good example of positive advertising. The objective of social advertising is to change public attitude and behavior and stimulate positive change. The Polio ad campaign coincided with the immunization of additional six million children at the polio booths across the state between November 2002 and February 2003. A research study in Uttar Pradesh commissioned by UNICEF found that more than 94 percent of respondents reported that they came to the Polio booth after seeing the spots on television which was endorsed by celebrities like Amitabh Bachhan, Shahrukh Khan, Sachin Tendulkar & Jaya Bachhan . Around 112 cases have been reported in the year 2003 compared to 1600 cases in the year 2002. A UNICEF-supported television and radio campaign won a silver medal at this year's Effie Awards given by the advertising industry. Similarly advertisements of Iodized salt generate awareness among people to buy it, which prevents the occurrence of goiter.

Advertising also helps Children's health in a positive way- be it a child of 3 yrs or a little grown up of 12 years. Advertising provokes children to stay clean. e.g. advertisements by soap companies like Dettol, Lifebuoy etc. Brushing twice a day was a marketing strategy for more usage of toothpaste

such advertisements always help the children to keep their teeth clean, healthy and germ-free. Even the use of some cartoons or sometimes ideas like “Pepsodent Germicheck - Dhishum Dhishum” encourages the child to use the product as he/she understands the benefits shown in the advertisements.

Companies such as Amul and Nestle are advertising milk products for the young generation as something cool and refreshing, e.g. “Amul Kool”. Although the motto behind the launch and its subsequent advertising is to capture the youth segment of the market. However, the intake of any milk product is always a good diet for building the bodies of the children. It is rich in Vitamins unlike the products like soft drinks which are actually harmful for the health. Thus, it would be unjust to write off the advertising industry as a totally harmful one.

1.2 AIMS AND OBJECTIVES OF THE STUDY

The topic *“The impact of Advertisement on students: An empirical study of students from Goa”* was carried out for the purpose of finding answers to the following based objectives:

- 1) *To analyze and compare the influence of TV advertisements on the buying behavior and spending patterns of students from Goa.*
- 2) *To study the general impact of advertising on students from Goa.*
- 3) *To study the attitude of students from Goa towards advertising.*
- 4) *To study the behavior of the students from Goa towards advertising*

1.3 HYPOTHESIS

For the purpose of studying and finding out the answers to each of the four objectives, information is collected on different aspects and a set of separate hypothesis were formulated to test the validity of the data collected.

The following hypotheses are formed in order to cover up the above mentioned objectives. Further for each objective, a separate chapter is designed where in the main hypothesis was analyzed with the help of various individual statements tested with the help of various statistical tools.

- 1) *The buying behavior and spending pattern of the students from Goa is not influenced by TV advertisements.*
- 2) *The general impact of TV advertising on the students from Goa is not significant*
- 3) *The attitude of the students from Goa towards advertising is positive and mature*
- 4) *The behavior of the students from Goa is not influenced by TV advertising.*

A brief overview of the above hypothesis tested is being shown in the following Table.

Table 1.1: Table showing the hypothesis and its various aspect of testing

#	Aspects of Advertising Tested based on the Objectives:	Gender [M/F]	Locality [U/R]	Region [S/N]	Education [S/H/G/P]
1	Influence of Advertising on Buying Behaviour and Spending Pattern <ul style="list-style-type: none"> • Ownership of TV & Watching Ads • Watching of Ads & Factors attracting • Time spent on watching Ads • Pocket money & Consumption • Pocket money & Vices • Watching Ads & Consumption • Watching Ads & Vices 	The first objective is being tested based on students categorized in to four groups - Gender, Locality, Region and Educational background and the seven aspects of advertisements. The statistical tool - Percentage, Chi-square were used to test the statements.			
2	General Impact of Advertisement <ul style="list-style-type: none"> • Watching Ads • Desire for Products • Source of Information • Role Model • Drinking & Smoking • Modeling as a Career • Influence on purchase 	The second objective is being tested based on students categorized in to four groups - Gender, Locality, Region and Educational background and the seven aspects of advertisements. The statistical tool - percentage, mean, independent sample t test, one way ANOVA and post hoc test were used to test the statements.			
3	Attitude towards Advertisement <ul style="list-style-type: none"> • Ads should be banned by law • Reading/seeing Ads is waste of time • Ads are unnecessary • Do not buy advertised products • Ads are un educative • Ads are not informative • Ads generate intense desire to buy • Ads helps to make better choice • Ads expenses is waste • Ads forces people to buy products • Ads takes undue advantage of sex • Some Ads can not be seen or heard in the company of others • Ads are exaggerate • Ads has no utility role to play in society 	The third objective is being tested based on students categorized in to four groups - Gender, Locality, Region and Educational background and the fourteen aspects of advertisements. The statistical tool - percentage, mean, independent sample t test, One way ANOVA and Post hoc test were used to test the statements.			
4	Behavior pattern towards Advertisement <ul style="list-style-type: none"> • Ads are essential • Ads are source of information • Ads are truthful and ethical • Ads are amusing & entertaining • Ads informs about fashion and products • Ads improves the standard of living • Ads results in better product for public • Ads tells the features of products • Ads promote good values in the society • Ads lower the prices 	The fourth objective is being tested based on students categorized in to four groups - Gender, Locality, Region and Educational background and the ten aspects of advertisements. The statistical tool - percentage, mean, independent sample t test, One way ANOVA and Post hoc test were used to test the statements			

The results of the above hypothesis testing are given in the succeeding chapters.

1.4 IMPORTANCE OF THE STUDY:

Goa is a small state with a population of around 13, 43,998 (2001 census). It was once ruled by the Portuguese. Its economy is largely supported by Tourism, mining and remittances by people working abroad. The rule of the Portuguese and the ever growing tourism industry has left an immeasurable effect of western culture upon Goan society. Goa ranks 7th with respect to annual household income which is Rs. 86,348 whereas, it secured the 9th position with respect to per capita income (1999-2000) which was Rs.14,544/. Presently, the nuclear family system exist , where in both parents are working either in Goa or abroad, and thus leave behind their children alone at home without any parental supervision. Most of these children, including others, who have free and uncensored access to the TV and other forms of entertainment. They watch all types of programmes. Secondly, there is a free flow of money in the hands of children / students which is evident from their living style in society. There is a need to restrict the advertisements directed at the students because of the following reasons:

- 1) *It is believed that advertising promotes superficiality and values found in material goods and consumption.*
- 2) *Students especially the younger ones are considered inexperienced consumers and easy prey for sophisticated persuasion of advertisers.*
- 3) *Advertising influences student's demands for all types of goods. These demands sometimes create an environment of parent -child conflict, if they are not fulfilled.*
- 4) *Advertising influence their spending pattern, buying habits and various social issues.*

There are 485 T.V channels (Ministry of Information and Broadcasting, 2009) telecasted in India reaching 24 million cable and satellite homes and with over 150 million viewers. Every year the advertising budget of the advertisers is increasing. Consumer goods companies spend anything between 5 to 15% of their turn over on brand building and advertising. In 2006 alone, Rs 1,28,811 millions was spent which includes Rs 47,604 on press advertising and Rs 61,772 on TV advertising (1996 INS, DD, AIR, ORG, MARG). Invariably children are the most sought after consumers as they have impressionable minds. They are easily taken in by the positive image of advertising and are potential consumers for life. Advertisers know that brand loyalty is very strong among consumers and if a child is hooked on to a product from the beginning, he will probably stick to the same brand for life.

Advertising is a reflection of contemporary society. It interacts with the society and at the same time influences it in many ways. It affects society and gets affected by it. There always is a two way traffic. No doubt, advertising does help society in general i.e. - it creates social awareness, it informs the arrival of a new product, it is entertaining, etc, but at the same time it is harmful to society too.

The media for social communication has two options, either to help human beings to grow in their understanding and practice what is true and good, or they are destructive forces in conflict with human well being. The same is true

with respect to advertising. Advertising can violate the dignity of a human being both through its content. What is advertised, the manner in which it is advertised as well as through the impact it seeks to make upon its audience, such as appeals to lust, vanity, envy and greed, and of techniques that manipulate and exploit human weakness. In such circumstances, advertisements readily become "vehicles of a deformed outlook on life, on family, on religion and on morality, an outlook that does not respect the true dignity and destiny of the human person".

In India, there are no specific advertising laws that relate to children and food-related advertisements in particular. A host of laws and Acts like the '*Cable TV Networks (Regulation) Act, 1995, 'Infant Milk Substitutes, Feeding Bottles and Infant Food Act'* etc consist of various sections which deal with children-related advertising in a vague way. Not only there are advertisements that are targeted at children but many of them feature young children, even babies. In most parts of the world, there are a few or no specific rules concerning food advertising for children, beyond the rules which must apply to all advertising. In India, even general rules pertaining to advertising are very lax. Also, there are no regulatory bodies that monitor TV advertisements. Apart from the Ministry of Information and Broadcasting that decides to intervene when it wants to, there are only voluntary groups like the Advertising Agencies Association of India (AAAI), and the Advertising Standards Council of India (ASCI) both of which are business

organizations and can only put moral pressure on advertisers and companies to withdraw objectionable advertisements. There is an urgent need for voluntary and government pressure groups to seriously take note of the situation. The government needs to draft and implement laws that do not deal with advertising in general but are specific and relate to every aspect of advertising, especially those that target young children and pertain to food. In other parts of the world, there exists a voluntary group like the 'Adbusters' and 'Mothers groups' that watch and pressurize governments to clamp down on aggressive and intrusive advertising.

From time to time various laws have been passed and implemented by the Government to control the advertisements directly or indirectly. Some of the laws are as follows:

1. **Prevention of Food Adulteration Act (Ministry of Health), 1954**
2. **Agriculture Produce (Grading & Marking) Act (Ministry of Rural Development), 1971**
3. **Laws being operated by Bureau of Indian Standards (BIS)**
4. **Consumer Protection Act 1986.**
5. **The Agriculture Produces Act 1937.**
6. **The Air (Prevention and Control of Pollution) Act 1981**
7. **The Drugs and Cosmetics Act 1940**
8. **The Hire Purchase Act 1972**
9. **The Environment (Protection) Act 1986**
10. **The Drugs and Magic Remedies (Objection and advertisements) Act 1954**
11. **The Export (Quality Control and Inspection) Act 1963**
12. **The Essential Commodities Act 1955**

13. The Prevention of Food Adulteration Act 1954
14. The Sale of Goods Act 1930
15. The Prevention of Black Marketing and Maintenance of supplies of Essential Commodities Act 1980

The above list includes few from among many laws formulated in India directly or indirectly influencing advertising in particular and consumers in general. It is clear that there is no independent law governing the advertising industry, thus making free for all situations. How far the laws benefited the consumers is a debatable issue. There are self regulating agencies such as *Advertising Standard Council of India* (ASCI), and *Advertising Agencies Association of India* (AAAI) in India. These organizations have their own rules and regulations governing the preparation and execution of advertising, which is again a big question mark on its integrity and working. The Ministry of Information and Broadcasting while playing the role of Government regulates the electronic media.

Advertising laws in India, or lack of them, are in strong contrast with advertising standards in Europe or in US where concerned parents and Governments closely monitor what their children are learning and picking up from TV in the form of advertisements.

For example in Sweden and Norway, TV advertising and sponsorship of programmes aimed at children below the age of 12 are prohibited. In Greece,

the advertising of toys on television is banned between 7 am and 10 p.m. In Austria and Belgium, no advertising is permitted five minutes before or after programmes for children.

With the above discussion as a backdrop, the present study on advertising and students is an attempt to study the impact of advertising on students spending pattern, attitude and other social issues. A comparative analysis of the data on secondary, higher secondary, College and university students will help the researcher to understand the depth of impact of advertising penetration on the young mind.

The present study is unique in its own way. Being the first of its kind in Goa, the study tried to study various issues which are incorporated in the objectives of the study. Earlier, the studies were conducted on children below 14 years where as the present study is conducted on a sample of 14 years and above to understand the influence of advertisements on students. It goes without saying and has been seen by many that TV advertising plays havoc in the life of the young generation. This study includes some of the issues related to advertising for analysis and discussion to draw a conclusion and to make some suggestions to the lawmakers of the state to come out with guidelines / Acts with respect to advertising

1.5 METHODOLOGY

Goa, a tiny, beautiful and scenic state of the country has an area of 3,702 Sq.kms with a total population of 13, 43,998 (2001 census) divided equally between rural and urban villages. Politically and for administrative purpose, Goa is divided into two districts- North and South, eleven taluka, and forty constituencies.

On the education front, Goa has 82.32% literacy rate (2001 Census). In Goa there are 373 Secondary Schools, 81 Higher Secondary, 47 Colleges (professional and non professionals) and a University. (Directorate of Education, 2005-06). These institutes of learning, which are mostly aided by the Government of Goa, cater more than 48000 students at all level (Table 1.2). Of the total more than 17,500 students are from South Goa (Table 1.3), Salcete being the most populated.

Table 1.2: Students from South and North Goa at glance

Institutions	South Goa		North Goa		Total
	Boys	Girls	Boys	Girls	
Secondary	3,477	3,674	4,561	4,328	16,040
Higher Secondary	2,459	2,606	2,991	2,971	11,027
Colleges	1,854	3,612	3,205	5,133	13,804
Goa University	-	-	379	704	1,083
Professional Colleges	-	-	3,285	3,316	6,601
Total	7,790	9,892	14,421	16,542	48,555

Source: Department of Education 2005-06

Table 1.3: Students from South Goa

Taluka	Secondary Schools (Numbers)			Higher Secondary (Numbers)			Colleges [Non-professional] (Numbers)			Total
	#	Boys	Girls	#	Boys	Girls	#	Boys	Girls	
Sanguem	21	271	249	3	85	56	-	-	-	661
Quepem	19	451	468	4	341	338	1	218	439	2,255
Canacona	17	266	298	3	118	126	1	111	140	1,059
Salcete	60	1,650	1,836	16	1,216	1,394	5	1,145	2,407	9,648
Mormugao	36	839	823	6	699	692	1	380	626	4,059
Total	153	3,477	3,674	32	2,459	2,606	9	1,854	3,612	17,682

Source: Department of Education, 2005-06

In North Goa, there are around 24700 students (Table 1.4), Tiswadi and Bardez catering to the highest number of students.

Table 1.4: Students from North Goa

Taluka	Secondary Schools (Numbers)			Higher Secondary (Numbers)			Colleges [Non-Professional] (Numbers)			Goa University (Numbers)			Total
	#	Boys	Girls	#	Boys	Girls	#	Boys	Girls	#	Boys	Girls	
Pernem	29	411	392	4	222	121	1	139	8				1,293
Bardez	55	1,306	1,268	11	932	1031	3	986	1,927				7,450
Bicholim	27	464	447	6	311	144	2	531	647				2,544
Sattari	22	361	321	3	160	118	-	-	-				960
Tiswadi	42	1,124	1,018	12	791	776	4	892	1,412		379	704	7,096
Ponda	45	895	882	13	575	781	3	657	1,139				4,929
Total	220	4,561	4,328	49	2,991	2,971	13	3,205	5,133		379	704	24,272

Source: Department of Education 2005-06

From the statistics cited above, it is clear that, girls top the list over the boys as far as number is concerned. (Table 1.5)

Table- 1.5: Girls over Numbered boys

Categories of Institutions	Boys	Girls	Total
Secondary	8,038	8,002	16,040
Higher secondary	5,450	5,577	11,027
Colleges	5,059	8,745	13,804
Goa University	379	704	1,083
Professional Colleges	3,285	3,316	6,601
Total	22,211	26,344	48,555

Source: Department of education 2005-06

In all, 41 Schools, 32 Higher Secondary, 17 Colleges were visited for the purpose of collecting the data besides University (Table 1.8 and 1.9). A sample (convenience sampling) consists of 2,108 students out of the total 48,555 (Department of Education, Government of Goa, 2005-06); covering around 5% of the total population was selected and a structured questionnaire was administered. This includes 883 from South Goa (Table 1.6) and 1225 from North Goa (Table 1.7)

The students were then categorized based on Gender (*Male / Female*), Locality (*Urban / Rural*), Region (*South / North Goa*), and Education (*SSCE / HSSCE / Graduates / Post Graduates*) and a detailed analysis was carried out for the purpose of understanding the significance of advertising based on the above categorization with respect to influence of advertising on buying behavior and spending pattern, general impact of advertising, attitude towards advertising, and also the behavioral pattern towards advertising.

Table 1.6: Students from South Goa

TALUKA	SSCE		HSSCE		GRADUATE		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	
Salcete	82	88	54	71	56	105	456
Sanguem	28	22	3	4	--	--	57
Quepem	15	19	19	14	8	19	94
Cancona	14	14	6	6	8	5	53
Mormugao	49	56	25	47	29	17	223
Total	188	199	107	142	101	146	883

Source: Department of education 2005-06

Table 1.7: Students from North Goa

TALUKA	SSCE		HSSCE		GRADUATE		POST GRADUATE		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Bardez	66	67	48	67	53	72	5	8	386
Bicholim	21	25	8	1	23	35	--	--	113
Pernem	19	23	12	15	7	9	--	--	85
Ponda	44	40	29	40	31	49	--	--	233
Sattari	21	24	13	8	--	--	--	--	66
Tiswadi	48	48	51	51	40	63	29	12	342
Total	219	227	161	182	154	228	34	20	1,225

Source: Department of Education 2005-06

The above sample includes the students from Secondary, Higher secondary, Colleges and a University. These do not include the students from the professional colleges. An attempt was made to gather the data from these students, but due to their busy schedule they could not fill in the questionnaire supplied to them and hence were excluded from the Survey.

To collect the data, a structured questionnaire (Annexure I) was prepared and tested with the help of a two pilot studies, first on the students of Secondary, Higher Secondary, Colleges and University and the second on the participants of a Refresher course organized by the Academic Staff College of the Himachal Pradesh University.

The questionnaire was administered personally to the Secondary, Higher secondary and some of the college students. The University students being matured, full freedom was given to them while filling the questionnaire.

Around 2500 questionnaires were circulated among the students but only 2108 questionnaires were completed in all respect.

Various difficulties were encountered while collecting the data such as:

1. Demographically, the educational institutes were scattered all over the region, thus access was difficult and was time consuming.
2. Heads of many selected Institutes out rightly rejected the request to grant permission to meet the students.
3. Students at all levels found it difficult to understand the properly drafted and carefully worded questionnaire. These produced more invalid response sheets. Thus the total number of respondents was reduced to 2108.
4. The narrow minded attitude of the students as well the Heads of the Institutes towards the questionnaire in particular and study in general affected the collection of data.

The data for the purpose of study was collected for the academic year 2007-08. In order to analyze the data collected, various statistical tools such as percentage, Chi-square Test, Mean Score, Independent sample t-Test, One way ANOVA, and Post-hoc tools were used, because most of the referred research works on 'advertising and its impact on students' used similar tools for data analysis. For the first objective, percentages and Chi-square test was applied as the data collected were organized in the form of a multi-way frequency Table. For the remaining objectives, Percentage, Mean Score,

Independent sample t-test, One way ANOVA, and Post-hoc tools were used as the data collected were organized based on Likert Scale

1.6 SCHEME OF CHAPTERISATION

The thesis is introduced in seven chapters.

Chapter 1 : INTRODUCTION

The study is introduced in this chapter which covers the research gap, objectives, hypothesis, significance of the study, methodology, and the tools and techniques used for data analysis.

Chapter 2 : THEORETICAL FOUNDATIONS ON THE IMPACT OF ADVERTISING

This Chapter reviews various research studies carried out on the impact of advertising for the purpose of understanding the various issues related and finally the identification of the research gap

Chapter 3 : BUYING BEHAVIOUR AND SPENDING PATTERN OF STUDENTS

How a person's spending pattern and buying behavior is influenced by advertisements is analyzed and discussed with the help of data collected from the students of Goa.

Chapter 4 : GENERAL IMPACT OF ADVERTISING ON STUDENTS:

How advertising influences the students in general is discussed in detail in this chapter with the help of the data collected from the students of Goa.

Chapter 5 : STUDENT'S ATTITUDE TOWARDS ADVERTISING

Attitude implies settled opinion or way of thinking whereas behavior deals with ones own way of conduct or action or reaction. In practical life, advertising influences various ways. It influences their thinking process, one's actions and reactions undergo a change. Similarly, it also creates market awareness in the minds of consumers. The same is covered up in the report.

Chapter 6 : STUDENT'S BEHAVIOUR TOWARDS ADVERTISING

The chapter covers up how the student's behavior is influenced by advertising. The opinion of the students is sought to determine their behavior towards advertising

Chapter 7 : SUMMARY, CONCLUSION AND SUGGESTIONS

Finally this chapter recapitulates, concludes, and offers theoretical implications and policy suggestions

1.7 LIMITATIONS OF THE STUDY

1. Among the different types Media only the advertisements on the T.V and in the print media was considered for the purpose of the study
2. 5% of the population was selected at random. Equal representation was given to the schools and to the talukas. Since the statistics of the Directorate of Education was published in the middle of the year, the sample was selected based on the previous year's report of the department with some necessary changes.
3. The Secondary students were selected from the Xth standard and the higher secondary students of XIIth standard. At the College and University level, the final year students comprised the sample group i.e. T.Y (College) and S.Y (University level)
4. Care was taken to make the questionnaire as simple as possible by keeping in mind the background of the Secondary school students. It was administered personally to a certain sample by clarification of the difficulties faced in answering the questionnaire. However the accuracy and authenticity of the report depends upon the sincerity of the respondents.
5. The products which are commonly used or consumed by the students are referred to in the questionnaire.

6. Review of literature revealed that most of the studies were on children below 14 years which is taken as the base for the purpose of studies. It is for the fact that the traits once formed are carried from childhood to the adult hood.

Table -1.8: List of institutions visited [South Goa]

#	Name of Institution	Taluka	Rural/Urban	# of Students
1	St Tereza High School, Canacona	Canacona	Urban	5
2	St Anthony High School, Galgibaga	Canacona	Rural	17
3	Government High school, Cabo De Rama	Canacona	Rural	6
4	S.S. Angle Higher Secondary, Loliem	Canacona	Rural	12
5	Mallikarjun College, Canacona	Canacona	Rural	13
6	CES College, Cuncolim	Cuncolim	Urban	11
7	St Thomas High School, Cansaulim	Mormugao	Rural	56
8	Deepvihar High School, Vasco	Mormugao	Urban	20
9	Our Lady of Perpetual High School, Cortalim	Mormugao	Rural	29
10	Shanta Durga Higher Secondary, Cortalim	Mormugao	Rural	20
11	St Andrews Higher Secondary, Vasco	Mormugao	Urban	52
12	MES College, Vasco	Mormugao	Urban	46
13	The New Educational Institute, Curchorem	Quepem	Urban	21
14	Our Lady of Poor High School, Tilamol	Quepem	Rural	12
15	Vevekanand Higher secondary, Balli	Quepem	Rural	11
16	Smt CTN Higher Secondary, Curchorem	Quepem	Urban	23
17	Government College, Quepem	Quepem	Rural	27
18	Bethany Convent High School, St Jose de Areal	Salcete	Rural	9
19	Fr Agnel High School, Verna	Salcete	Rural	11
20	Infant Jesus High School, Colva	Salcete	Rural	11
21	Loyola High School, Margao	Salcete	Urban	12
22	Our Lady of Carmel High School, Maina Curtorim	Salcete	Rural	13
23	Our Lady of Fatima High School, Margao	Salcete	Urban	7
24	Our Lady of Rosary High School, Fatorda	Salcete	Rural	10
25	Our Lady of Snows High School, Raia	Salcete	Rural	14
26	Popular High School, Margao	Salcete	Urban	10
27	Regina Mundi High School, Assolna	Salcete	Rural	20
28	St Joseph High School, Chandor	Salcete	Rural	18
29	St Mary's High School, Chinchinim	Salcete	Rural	21
30	St Pius High School, Orlim	Salcete	Rural	13
31	Carmel Higher Secondary, Nuvem	Salcete	Rural	15
32	CES Higher Secondary	Salcete	Rural	9
33	Fr Agnel Higher Secondary, Nuvem	Salcete	Rural	11
34	Fr Basilio Higher Secondary, Majorda	Salcete	Rural	7
35	Gauncar Higher Secondary, Raia	Salcete	Rural	13
36	Holy Trinity Higher Secondary, Benaulim	Salcete	Rural	11
37	Jawaharlal Higher Secondary, Fatorda	Salcete	Rural	12
38	Maria Bambina Higher Secondary, Cuncolim	Salcete	Urban	5
39	Mount Mary Higher Secondary, Chinchinim	Salcete	Rural	12
40	Rosary Higher Secondary, Navelim	Salcete	Rural	21
41	St Alex Higher Secondary, Curtorim	Salcete	Rural	10
42	Rosary college, Navelim	Salcete	Rural	74
43	Damodar College, Margao	Salcete	Urban	32
44	Carmel College, Nuvem	Salcete	Rural	25
45	Chowgule College, Margao	Salcete	Urban	19
46	Our Lady of Fatima High School, Rivona	Sanguem	Rural	12
47	Miracle High School, Sanguem	Sanguem	Urban	30
48	Union High School, Sanguem	Sanguem	Urban	8
49	Government Higher Secondary, sanguem	Sanguem	Urban	7
Total				883

Table 1.9: List of institutions visited [North Goa]

#	Name of Institution	Taluka	Rural/Urban	# of Students
1	Saraswat High School, Khorlim	Bardez	Urban	48
2	St Thomas High school, Aldona	Bardez	Rural	20
3	St Xavier High school, Duler	Bardez	Urban	13
4	Vidya Mandir High school, Mapusa	Bardez	Urban	52
5	Saraswat Higher Secondary , Khorlim	Bardez	Urban	39
6	St Thomas Higher Secondary, Aldona	Bardez	Rural	21
7	St Xavier Higher Secondary , Mapusa	Bardez	Urban	34
8	Vidya Prabodini Higher Secondary, Porvorim	Bardez	Urban	21
9	Saraswat College , Khorlim	Bardez	Urban	84
10	St Xavier College , Mapusa	Bardez	Urban	54
11	Shantadurga High School, Bicholim	Bicholim	Urban	46
12	ShantaDurga Higher Secondary, Bhicholim	Bicholim	Urban	9
13	Narayan Zantye College, Bhicholim	Bicholim	Rural	58
14	St Joseph High school, Pernem	Pernem	Urban	22
15	Vaiscount of Pernem High school, Pernem	Pernem	Urban	20
16	Government Higher Secondary, Pernem	Pernem	Urban	27
17	Government College, Pernem	Pernem	Rural	16
18	St Anthony High school, Panchawadi	Ponda	Rural	11
19	Sarvodaya High School, Usagao	Ponda	Rural	34
20	St Josephs High School, Shiroda	Ponda	Rural	18
21	Vivekanand High School, Borim	Ponda	Rural	21
22	GVM'S Higher Secondary , Ponda	Ponda	Urban	21
23	Kamakshi Higher Secondary , Shiroda	Ponda	Rural	20
24	Shiroda Higher Secondary , Shiroda	Ponda	Rural	28
25	Government College, Marcela	Ponda	Rural	41
26	GVM'S College, Ponda	Ponda	Urban	39
27	Our Lady of Lourdes High School, Sattari	Sattari	Urban	45
28	Government Higher Secondary, Sattari	Sattari	Urban	21
29	Peoples High School, Panajim	Tiswadi	Urban	38
30	St Andrews High School, Goa Velha	Tiswadi	Rural	12
31	Santa Cruz High School, Santa Cruz	Tiswadi	Rural	20
32	St Lawrence High School, Aggassaim	Tiswadi	Rural	26
33	Dempo Higher Secondary , Miramar	Tiswadi	Urban	29
34	Fr Agnel Higher Secondary, Pilar	Tiswadi	Rural	16
35	Peoples Higher Secondary, Panajim	Tiswadi	Urban	37
36	Santa Cruz Higher Secondary, Santa Cruz	Tiswadi	Rural	20
37	Dhempe College, Donapaula	Tiswadi	Urban	35
38	Don Bosco College, Panajim	Tiswadi	Urban	25
39	Fr Agnel College, Pillar	Tiswadi	Rural	43
40	Goa University,	Tiswadi	Urban	41
Total				1225

CHAPTER 2

**THEORETICAL FOUNDATION
ON
IMPACT OF ADVERTISEMENTS**

2.1 INTRODUCTION

The present economy is characterized by the excessive *specialization, mass production* and *competition*. This has increased the importance of advertising in the modern business world. Advertising is growing as an industry in the modern national and international market scenario.

At every point of the day you are bombarded with commercial messages. Advertisements are every where. When you awaken in the morning by your bed side Radio, when you pick up junk mail from the doormat, when you stand at poster - laden bus stop, when you sit on the bus itself, when you read news paper, when you send and receive e-mails, log on to the net, and when you watch TV at night, the commercial assault on your senses seems relentless. Research in US has estimated that by the age of 18, the average American will be seeing around 3,50,000 commercials.

According to Arens (2006), *Advertising is, 'the structured and composed non-personal communication of information, usually paid for and usually persuasive in nature, about products by identified sponsor through various Medias'*.

Advertisements have two basic purposes: to *inform and persuade*. It informs the consumers about the product- when it is available, where it is available and at what price and there by persuades them to buy the product. It enables

the consumers to compare and choose from the products and services available. This helps them to exercise the right of free choice among the various alternatives available in the market.

Advertisements which are the crux of any market economy, plays a pivotal role in the economic progress of a nation. Even the erstwhile socialist nations no longer considers advertisements as taboo, rather they are veering round to the view that it is an indispensable component of any sale promotion and measures with its benefit spreading over a long period of time. In the present era of information explosion and media influence , these advertisements play a major role in changing the settled perception or thinking which otherwise called attitude of the consumers and also consumption pattern of the society in general. Thus impact leads to cultural and social change to a great extent. Under this situation, efficacy of the manufacturer, marketers and advertisers is tested in churning out advertisements, matching the expectations of the consumers, which may gradually bring about desired attitudinal changes in them.

Advertising no doubt improves the economies of developed and developing countries. It stimulates demand for the product, increases production, and generates employment in the economy. However the role of advertising has often been a subject of much debate in the society. Advertising may be useful to the consumers considering that dissemination of information is necessary

when a buyer has to make a choice from various products and services. The opposite view is based on the contention that consumers are duped by misleading advertising and hence advertising should be curtailed or at least strictly regulated. In an effort to persuade customers, an advertiser may not be completely truthful or unbiased in the message. Viewers often see advertising as unnecessary, irritating, manipulative, and deceptive (Aaker and Bruzzone, 1985).

Advertising on social aspects has been criticized on grounds of various issues such as:

- 1) *It is deceptive.*
- 2) *It makes false and exaggerated claims*
- 3) *It manipulates buyers mind to the advantage of advertisers.*
- 4) *It promotes materialistic value system.*
- 5) *It advertises products which are harmful for consumption.*
- 6) *Even the special audience such as children, mothers, and students are easily carried away by misleading advertisements.*
- 7) *Certain advertisements are obscene and morally degrading.*
- 8) *It promotes stereotyping.*
- 9) *It influences the buying and spending pattern of the consumers.*

Will Roger once said, *"Let advertisers spend the same amount of money improving their products as they do advertising, and they wouldn't have to advertise it"*.

(Polley and Mittal, 1993). This statement is an example of the negative view that many people have of advertising and it appears to be prevalent in today's business environment. The Polley and Mittal study (1993) indicated that, most respondents had a conflict between an appreciation of advertising value and an appreciation of advertising effects on culture. They called for change in the practice of advertising which they believed would result in a more positive perception of advertising.

The present chapter seeks to review the existing research conducted in the area of the effect of television advertising on children. It also describes the extent to which present study may be helpful in filling the existing research gap. Various research articles have been reviewed and classified in to the following headings for the purpose of reporting.

- 1) *Advertising and children*
- 2) *Advertising , women and sex*
- 3) *Advertising and attitude*
- 4) *Advertising and eating disorders*
- 5) *Advertising and vices*
- 6) *Advertising and Parents*
- 7) *Misleading advertisements*
- 8) *Advertising and other issues*

2.2 ADVERTISING AND CHILDREN

Advertising has become a powerful medium of communication. The degree of impact of advertising on adults may be problematic but the outcome is devastating for children. Advertisers of children television used to appeal to parents earlier, but now they directly appeal to children, (Anand Nawathe and others, 2007) who don't have the emotional or cognitive tools to evaluate what is being sold to them. The influence of media in general and advertisements in particular on the psychological development of children is profound. Children easily believe in what is being told to them by their counterpart through advertising.

The experts have criticized the advertisements directed at children in many ways. This includes:

- 1) Children are defenseless against a clever TV commercials
- 2) There is a danger of parent - child conflict if the parents refuse the child the object of the commercials.
- 3) It is felt that commercials create a consumption oriented value system in children
- 4) Many advertisements deal with items of doubtful nutritional value such as candies, crispies and aerated drinks
- 5) Commercials project images to boost their brands. There are excessive displays of emotions even where it is not warranted.

This phony behavior may evoke imitations in children

In the present market there is severe competition among the sellers to sell the product. Children are omnipresent targets for almost all products. Children lack the expertise and the knowledge required to interpret the contents of the advertisements as well as the motive behind the same. The socio- Cultural, political and economic orders have transformed the children into sophisticated consumers (Depali, 1998). Pradeep (2002) revealed that decision making is shifting towards the younger population. There are many shopkeepers who come to know of new products from these young children and stock them up in their shops (Narayan, 2000). The phenomenon of kids power is now recognized by a growing breed of marketers; the kids have in depth knowledge about things like TVs and Computers and therefore they play a critical role in making purchase decisions (Sujit,2002).

The role of children in modern society is changing. Children continually assume a larger role in their homes and are becoming further entrenched and involved in shopping and buying habits of the households in which they live. Children are influenced by their surrounding and this includes television and Radio contents. Studies shows that nearly 61% of parents say 'Yes' to the demands of their children based on what they have seen as a TV advertisements (Hite and Eck, 1987).

Robertson and Rossiter (1974), sought to ascertain the extent to which children were capable of understanding the purpose of television

commercials and the effect of such understanding on their attitude and purchase request. For the purpose, they interviewed the first, third, and the fifth grade boys from five catholic schools were interviewed using open ended questions.

The study revealed that children developed increasingly sophisticated recognition about TV commercials including attribution of persuasive intent with age. Older children whose parents had a higher than average educational level were more inclined to induce a purchase decision than younger children whose parents were less educated.

Rubin (1974), applied the principles of Piaget's "*Theory of Cognitive Development*" in which a child is believed to pass through defined stages of development. The study intended to explore the viewing of television advertising as it affected the "Consumer learning" process of the child. Seventy two - first, third, and the sixth grade children from the various elementary schools were selected. Children were shown two advertisements projecting two different versions of a new breakfast cereal.

The study revealed that children began to understand the nature of the commercial at a particular cognitive stage. Young children were at a disadvantage in viewing advertisements that were too complex for their stage of development. They neither assimilated information nor understood the

purpose of advertisements as against children who were older, and in the later stage of cognitive development.

Bever, Smith, Bengan and Johnson (1975), conducted a study that examined trends in children's attitude towards TV advertising during the years 5 to 12. Their views were elicited on the questions of morality, fantasy, economics, and TV commercials.

The result of the study suggested that children between 5 to 12 years of age gradually learnt to inter-relate their understanding of fantasy, morality, and economics. It was also observed that children's sophistication with regards to their attitude towards TV advertisements increased with age. They concluded that ' the 10 year older children's anger towards misleading advertisements as well as 11 and 12 years old years old increased tolerance of social hypocrisy raised serious questions about the role of TV advertising in socialization of children.

Thomas S Robertson, John R Rossiter (1976), in their study tried to examine the effectiveness of children's commercials in a field setting. Changes in children's toys and games choice were measured during the Christmas toy and game advertising campaign of Nov-Dec 1972. A two wave survey was used in which children were asked to nominate their five most strongly preferred Christmas present choices at two time periods: Five weeks before

Christmas and just one week before Christmas. A total of 289 children participated in the study: 92 first graders, 101 third graders and 96 fifth graders. It was found that, the effect of the campaign television advertising on children's toy and game choices was shown to be moderate though significant.

Gerald J Gorn, Mervin E Goldberg (1977), in their study was structured to assess the attitudinal and behavior effect of exposing children from lower income families to T.V commercials for a child related products.

A study on TV advertising and low income children suggested that even one exposure to a commercial produced favorable attitude towards the advertised products. However, while minimal exposure affected attitude, it took additional exposure to persuade these lower income children to expend more effort than the control group to try to get the toy.

Goldberg and Gorn (1978), conducted a study to find out the extent to which TV advertisements:

- 1) Lead the child viewer to select material objects over socially oriented alternatives.
- 2) Potentially increase parent - child conflict.
- 3) Lead to a more disappointed, unhappy child.

The result proved that children preferred to play with a new toy rather than with their friends. The commercial also appeared to increase the likelihood of children choosing the negatively described child who had the advertised toy instead of the 'nice' child. The projective techniques employed also supported the hypothesis concerning the children's disappointment and negative feeling towards parents when refused the advertised product

Joseph H Moller and Paul Busch (1979), conducted a study with the objective to ascertain the influence of host selling and premium TV commercials on children. For the purpose, an experimental analysis of host selling, premium and announcer television commercials directed towards children was conducted. Stage of cognitive development, sex and race of the children were also taken into consideration.

The researcher observed that, premium format commercials were more effective than host and announcer commercials in producing desired behavior. Girls manifested more favorable attitude towards the advertised product but there was no difference in the percentage of boys and girls who selected the advertised products. Though both, the white and the black children did not vary in their attitude or recall, a higher percentage of white children selected the advertised product.

David M Boush, Marian Friestad and Gregory M Rose (1994), conducted a study to learn about the development of adolescent's belief in advertising tactics during their cognitively dynamic time. 426 students from middle school were selected for the purpose of study.

The result indicated that, adolescents showed discernible pattern of belief about advertiser's tactics by Grade 6 and their level of knowledge developed in the direction of adult knowledge through the school years and across grades. Advertising skepticism appeared to be multidimensional with components of disbelief in advertiser's claims. Having higher levels of knowledge about advertiser's tactics was positively related to being more skeptical of advertising

Bijmolt, Wilma and Britta (1998), conducted a study on 153 Dutch children and their parents. The result based on non verbal measurements, suggested that most children were able to distinguish advertisements and TV programmes and they had some insight into the advertiser's intent. The results based on verbal measurements were not as conclusive. The percentage of children who showed understanding of TV advertisements was substantially lower. The age of the child turned out to have positive effect. The effects of the sex of the child and parent child interaction were rather small, both for verbal and non verbal measures of understanding of TV

advertising. Thus a high level of parental control of TV viewing resulted in lower understanding of TV advertising.

John Sherry, Bradley Greenberg, Hiroshi Tokinoya (1999), in their study looked at how Japanese and U.S. youth compare their attitude towards advertising for parent mediation and stage of cognitive development.

Early adolescents (12 yrs. Old) and middle adolescents (16 yr. old) in Japan and the U.S. responded to a survey measuring media use, parental mediation, consumer socialization and attitude towards advertising. The Sample was taken in Tokyo, Japan (n=451) and Flint Michigan, U.S.A. (n=331). Through out the study, the main variables for understanding the responses of young people to advertising include: parental mediation of media behavior and parental mediation of purchasing behavior, stage of cognitive development as indicated by age and amount of media exposure.

Means of the independent variable scales were compared across grade and across country. In the U.S. sample 12 -year olds report significantly more T.V. viewing than 16- year olds, while the opposite is true in Japan. In both countries the older group indicates fewer parental rules about Television viewing and less parental co-viewing; Japanese adolescents report fewer viewing rules and the same level of co-viewing as their U.S. counterparts. In both countries, 16 year olds report significantly more independence in their

purchasing decision than 12- year olds; however the - year olds report significantly less influence on their family purchase than the 12- year olds. Adolescents in Japan are slightly but not significantly more positive in their attitudes towards advertising but there is no difference between the U.S. and Japan by age groups in either attitude towards advertising or in the likelihood of purchasing a product due to seeing an advertisements Both age groups in two countries share a similar preference for advertisements with emotional appeal, but in the U.S. 16 years old and Japanese 12 year olds prefer advertisements with rational appeal significantly more than U.S. 12 year olds.

S. Shiv Kumar and P.Minaxi (2003), in a study conducted to analyze the purchase decision of children and parents to selected products. The primary data was collected from 525 parents and their children in the age group of 10 - 16 years. The data collected was analyzed using statistical tools like percentage, Chi square, and the 'Z' Test. The study was conducted on selected products which included Note books, Foot wear, bicycle; comics, Games, Clothes, Walkman, T.V - Channels to be viewed, and leisure time activities of children. It was found that out of nine products only in case of T.V. channels to be viewed and activities to be carried out by the children in their leisure time, the children appeared to be decision makers. However in case of other products, the decisions are taken by the parents or joint decisions taken by both the parents and their children.

Following suggestions were made based upon the study:

- 1) Marketing executives should see that their promotional efforts are directed more towards the person taking purchasing decisions.
- 2) Marketers should find out the sources from where the decision maker in the family seek their information and must ensure that all the necessary information regarding the products marketed by them are available in detail.

Dr. Seema Joshi (2004), in her study, the main objectives was to know the most preferred media by children, to know who takes the purchase decision in a family and to know whether children buy those products on which some gifts are offered.

The following were the major findings:

- 1) T.V. is the best media for advertising followed by newspaper and magazine advertisements according to 67% of students.
- 2) In most of the families either father or mother takes major purchase related decisions.
- 3) Children usually favor those products on which a gift is offered. They like to have the gift in eatable forms.
- 4) Around 42 % of the sample buys the product immediately on which the gift is offered.

Dr. A.V. Shukla (2004), in the study, main objectives of the study were:

- 1) To study the attitude of children towards T.V. programmes and channels.
- 2) To investigate and study the opinions of children for T.V. advertisements.
- 3) To study the influence of T.V. advertisements on children.
- 4) To study how T.V. advertisements influence values and aspirations of children.

A sample of 200 students was drawn from 5th, 6th, 7th and 8th class with equal number of boys and girls. The study concluded that:

- a) Children like to watch the entertainment part of an advertisement.
- b) More than half of the children like to imitate the ads which they see.
- c) Most of the children aspire to appear in advertisements.
- d) Advertisements have a deep and lasting impact on the fertile minds of children.
- e) Most of the children were of the opinion that the advertisements are either deceptive or mostly deceptive.
- f) Purchase decision of children and parents are influenced by advertisements.
- g) Children are not able to relate themselves to the lifestyle shown in advertisements.

Karachand and James U. Macneal (2004), in their study, examined Chinese students perceived truthfulness of a liking Television advertising in three Chinese cities with different developmental levels of advertising. An in-person survey of 1,758 children (ages 6-14) was conducted between December 2001 and March 2002 using a structured questionnaire. In particular following were the objectives of the study:

- 1) To study children's perceived truthfulness of Television commercials and how they judge whether or not commercials are true.
- 2) To examine children's likes of Television commercials.
- 3) To investigate whether children's perceived truthfulness of a liking for Television commercials differ by grade, sex, amount of Television viewing and level of development of advertising in the residing city.
- 4) To investigate whether perceived truthfulness of Television advertising is related to a liking for it.

Results indicate that a majority of children perceive half of the television commercials to be true although these vary by grade and geography. Children in Beijing perceived Television commercials to be more trust worthy than did children in Nanjing and Chengdu. The percentage of children who perceive all commercials to be true declines consistently with grades in all

cities. There is high proportion of first graders who perceive all commercials to be untrue.

Children in higher grades depend more on brand and user experience while children in lower grades rely mainly on authority (Parents/Teachers). A high proportion of first graders hold both a strong liking and disliking for commercials. These strong feelings towards advertising decreased with grade, being replaced by a marked increase in neutral or indifferent feelings. Gender and level of Television viewing do not show a consistent impact on perceived truthfulness and liking for commercials.

R.Vaidyanathan (2005), Professor at IIM Bangalore wrote at length on child labor and advertising. He also highlighted various loopholes in Indian legal setups as compared to the Western world only to prove that how much they are concerned about the advertising world. When a child is used as a model, how it affects the child model as well as his counterparts on the other side is discussed in detail in his article. It indicates that an undue pressure is on the young and premature model due to its juggling between tight shooting schedules and academics. At the same time the conflicts between child and parents on account of purchases or non purchases is the result of advertisement to some extent depicting children as models.

2.3 ADVERTISING, WOMEN AND VULGARITY

Before 1925, advertisements focused on the actual properties of the products being sold, but about that time corporations realized that method did not generate enough revenue, and tried a different approach: relating products to real human desire and emotions. One of these basic desires is sex. Advertising frequently uses the images of sex or sexual pleasure to sell a product that has nothing to do with sex. With this portrayal of sex in advertisements, and women almost always the one's to provide the sexual pleasure. They are shown to be willing and ready in almost any circumstances life has to offer. Women are 'pierced up' in advertisements a lot of time. In that instance, it is not just a woman on display, but rather her legs, waist, butt or breast. By doing this a woman becomes literally an object rather than a full person.

A woman's body has been used whole or in parts to market everything from brassieres to monkey wrenches. One effect of such advertisement is to give a woman unrealistic notions of what they should look like. After instilling anxiety and insecurity in woman, the advertisements imply that buying consumer products can correct practically any defects. Nor are men immune from exploitations. As more idealized male bodies appear in advertisements, men may at last really understand what upset woman about the way they are depicted in advertisements. In additions to reinforcing sexiest notions about ideals women and manhood advertisements exploits sexuality. Many products are pitched with explicit sexual imagery that borders on

pornography. Not only do these ubiquitous images encourage us to think of sex as a commodity, but they often reinforces stereotype of woman as sex object and may contribute to violence against women.

Sexual images have been staple of advertising since the very birth of advertising and recently have become more common, more explicit, more exploitative and more violent. According to the New York Times, "sexual themes are being used as never before to cut through the commercial clutter and grabs the consumer's attention".

The most common place sexually exploitative advertisements are those that display woman's bodies to sell products. It was found that people irrespective of the ages, class or geographical area to which they belonged, paid more time to glimpses through sexy and nude advertisements rather than plain and simple advertisements (Dr Mukesh Dhunna and Others, 1996). These advertisements are every where. The use of woman's bodies in advertisements is essentially a cheap trick that marketers use instead of marketing more thoughtful arguments on behalf of their products. The mechanism used in these advertisements is quite simple: Attractive bodies are employed to grab attention and stimulate desire, which advertisers hope will then be transferred to the product. Buy the product get the Girl. In this way, woman's bodies are equated with commodities, presented as the reward for consumption. Thus by instructing men to regard woman's bodies as objects ,

advertisements help to create an atmosphere that devalues woman as people, encourages sexual harassment and worse.

However, it is always and every body doesn't get lured by these types of advertisements. Sex appeals definitely help in remembering and recalling brand names but do not motivate most of the viewers to buy the product.

(B.S.Hundal and Others 2003)

John B. Ford and Michael S. Latour (1993), the purpose of their study was to examine the general perceptions of women from different interest groups to find out just how heterogeneous Human organizations are. They formulated the following hypothesis:

H1: There are significant differences in the general perceptions of role portrayals in advertising, company image, and purchase intentions of national organization for women the league of women voters and a general area sample.

H2: Female autonomy should be significantly positively associated with criticism role portrayals in advertising and criticisms of company image as well as negatively associated with intention to purchase.

Responses to statements were measured using a 7-point Likert type scale with the anchors being 1- strongly disagrees to 7-strongly agree.

The preliminary analysis incorporating a focus group of feminist scholars, the league of women voters is perceived to be more liberal and critical than the general population of females on issues surrounding women's lives; however national organization for women is perceived to have even more liberal and critical views.

Dr Mukesh Dhunna, Dr Ajay Rajan, Dr Satpal (1996), in a paper presented highlighted the cultural differences and similarities if any among the people settled in geographically demarked areas called states towards nudity in advertisements. People from different states viz. Punjab, Rajasthan, Haryana, and Delhi were included in the sample.

It was found that people irrespective of the ages, class or the geographical area to which they belonged, paid more time to glimpse through sexy and nude advertisements rather than plain and simple advertisements. More was the nudity more was the time devoted to scan through the advertisements. Though most people could not find the logic of having nude advertisements for shoes, yet, they agreed that it was interesting, eye catching, and even appealing. People appeared to have come out of the cultural shell where nudity was not favored. Recall for the advertisements with nude models with

their cultural depiction was highest and ironically was most forceful idea behind the purchase of shoes next time. No rural or urban, tribal or age differences could burry the liking for the nude advertisements

B.S.Hundal, Sandeep Soni (2005), the main objectives of the study was:

- 1) To study the reasons of portrayal of sex in advertisements.
- 2) To study the impact of these advertisements on children and youth.
- 3) To examine the effect of these advertisements on purchasing power of consumers.

The study was conducted on 150 respondents from Amritsar. It was concluded that sex appeals definitely helps in remembering and recalling brand names, but it does not motivate most of the viewers to buy the product. The study revealed that the use of sex appeal hardly motivates them to buy the product. At the same time it also proved that the respondents were not in favor of using sex appeal in the advertisements. Overall the use of women, vulgar language, and nudity was not favored by the consumers of different age groups.

G. Kavitha (2006), the main purpose of the study was to analyze various techniques and the effectiveness of these techniques on women in the personal care products. The researcher has taken the total sample size of 300

women between the age group of 25-45 years. The study revealed the following findings:

- 1) The advertisements which had the highest recall were considered to be the best brand.
- 2) The technique of fear appeal works more effective than any other technique incase of soaps.
- 3) In case of shampoo, an emotional appeal played a greater role than celebrity endorsement.
- 4) In cosmetics segment, the feel good factor played an important role in the advertisements.
- 5) It was found that the ads which had the highest recall were not necessarily the ads that were best liked.
- 6) It was also revealed that in the soap category both the models and the concept of the ads were important.

Dr. Harbhajan Bansai and Mr. Ajay Dhaka (2006). The paper was centered on advertising and women as consumers. It highlighted the impact of various products specially the toiletries on the women. Advertisements today create a false image in the minds of ladies about certain products. The models in these advertisements create a warped sense of beauty, which in turn affects a women's self perception. Girls and women who struggle to attain this image end up with eating disorders and cause of various disorders and appearance related factors. Depression and eating disorders are probably the most

common diseases that stem from a lack of confidence. The quest to appear beautiful; in comparison to the models appearing in advertisements can easily drive someone into despair, which can lead to depression and sickness.

2.4 ADVERTISING AND EATING DISORDER

People talk about the effect of our eating habits on our general health, but don't mention the effect of T.V. and advertisement have had on our eating habits. Until the advent of T.V., people simply ate what was available in the locality for them to eat. But today, the shop keepers have to stock their products according to the wishes of their customers who get the information from T.V. and other Medias. All day long, adult and children are bombarded with T.V., Radio, News paper and billboard advertising that will affect what they choose to eat, when they choose to eat and how they choose to eat. Good eating habits are difficult to find and even harder to instill in our children.

The effect of advertising on our eating habits is such a big business, that companies spend billions on advertising budget each year on several offers, Gifts, competitions with handsome prizes, health related programme and so on to lure the customers. This type of a marketing gimmick is not understood by the customers. Companies are not doing these as they are concerned with people's health but to make the profit. The consumers who are not educated with the knowledge of the real facts that affect their health are real losers in the advertisement game. Most of the time, it is our young audience that pays

the highest price, for they are the least knowledgeable. This is a huge contributor to the Obesity issue facing our young people today.

In order to realize the effect that advertising is having on girls and women in society today, it is important for people to know the facts and statistics that are current about eating disorders. Eight million girls and women are affected with eating disorders. Among college aged women, bulimia affects nearly one in every five. Most women (nearly 75%) consider themselves over weight, even though they fit the ideal weigh standards submitted by insurance companies (Wilson and Blackhurst 1999). There is something obviously wrong. Women who subject themselves to these circumstances are fighting against their own body make ups, in order to fulfill the standards put out by the media. In order to change these staggering statistics in the future, we must examine what the media does to make girls and women obtain eating disorders.

Advertising today leads to believe that the only way to feel attractive and be beautiful is to have their bodies consist of nothing but skin and bones. Girls are dieting more today than they have ever before .They are striving for an unattainable body figure that is portrayed by the media as being the ideal standard for today's woman.

Anorexia and bulimia are the primary diseases that go in the category of eating disorders. Who is to blame for this daunting occurrence? In most cases some of the medias are to be blamed for eating disorders and standards placed for woman. When women in today's society see what is being advertised, it is not so shocking that many of them strive for these impossible body images. It is when the want and desire becomes so strong that these women drive themselves to starvation and other forms of eating disorders.

When a researcher asked 118 females, college aged students to look at 20 pictures in advertisements from women's magazines; they felt a sudden change in mood after the pictures were observed. There was a notable depression in the women, a depression that has seemed to hit many women after leafing through women's magazine (Key and LindGreen). This depression is due to the fact that there are so many negative messages being conveyed in advertisements that are published in women's magazine. Not only do they use beautiful, skinny models to sell their products, in women's magazine but they also advertise a lot of food in the magazine as well. They are ready to buy any product which promises to fulfill their daily diets. Low calories, low fat, no fat, fat free, and are just few of the phrases that will catch women's attention. This kind of advertising can also lead to eating disorders because dieting and striving for thinness are two factors that are a precursor to anorexia and bulimia. Of course not all eating disorders are caused by the media and advertising alone. Some women want to feel like they have control

over something, some are trying to meet standards that have been set by other factors other than media.

These were facts about women, how they are exploited by the advertisements. The children are not far behind. In India, the snack food market size is Rs 45,000 crores. More than 60% of commercials promote sugared cereals, candy, fatty foods, and toys. (ET, 26/2/07). A leading nutritionist in AIIMS in a Delhi survey of well to do school found that about 27% of school children were overweight and 7% obese. Fast food consisted of 83% of the advertised products.

Consumer, the Hindu (1999), the author criticized all the advertisements which are directed at children which resulted in to consumption of unnecessary products resulted in to health related problems, imitation of several advertisements at the cost of their lives, etc. Further she gave examples of various advertised products which are harmful to health of children who consumed without questioning the claims made by advertisers because it comes from the peoples who they consider are their idols. She concluded that if the advertisers catch the children at a very young age to be as their consumers, why not catch them young to educate them about the ill effects of all the advertised products.

Bob Eagle, Tim Ambler (2002), in their paper addressed the impact of advertising on size of five European chocolate confectionery markets- Belgium, France, Germany, the Netherlands and the U.S. The data from the above mentioned countries was collected for the last 11 years from 1990 to 2000. The study was fully based on secondary data.

The study looked for co-relation primarily between advertising and the year to year changes in market size of five countries. It was found that there was no significant association between advertising and consumption of chocolates and therefore concluded that advertising cannot be driving change in size of market. There was a negative correlation between market, size and price. The result of the study was consistent across the five countries. However the authors have underlined the scope for further research.

Dr. K. Muruthamuthu, K. Krishnakumar and M. Vasan (2006), in their study highlight the main objectives as:

- 1) To find out the media influence on consumption.
- 2) To find out the reasons for the purchasing various brands by consumers.
- 3) To find out the opinions of consumers about the advertisement.

A sample of 100 Britannia biscuits consumers were randomly selected .The data collected was then analyze with the help of Chi-square test . The major findings were:

- 1) T.V. advertisements are a major factor in purchasing decision as compared to other media.
- 2) The major influence in the purchasing decision of the respondent is children.
- 3) Around 42% of the respondents felt that the advertisements were good.

It was suggested that to attract children advertisements should focus on the wants, needs and pleasures of children.

2.5 ADVERTISING AND VICES

In order to sell the products such as Cigarettes, Gutka, drinks, the advertisers make use of various techniques. This includes depicting the women in semi nude positions, sponsoring the major events, donations, endorsements by celebrities, etc. This has its own influence upon the minds of the students. Under the influence such type of advertisements, they get easily carried away towards various vices.

Richard W. Polly, S. Siddarth, Michael Siegel and others (1996), these authors tested the following hypothesis:

H1: Brand choices among teenagers are un related to cigarette advertising.

H2: Brand choices among teenagers are significantly less related to cigarettes advertising than those among adults

For the purpose, the data was collected from adults and teenagers for five years between 1979 to 1993. The analysis was based on nine brands namely, Benson and hedges, Camel, Kool, Marlboro, New Port, Salem, Virginia Slims, and Winston.

In addition they also conducted time series analysis of advertising expenditure for each of the nine brands in the period from 1974 to 1993.

It was found that the cigarette brand shares of advertising voice are found to be significantly related to realize market shares, with advertising sensitivity being about three times large among teenagers than among adults. The result is robust to various analytical assumptions, and converges with strategic analysis, consumer behavior theory and research, econometric metanalysis, historic analysis, and corporate documents. The authors argue that cigarette competitions between firms is predominated by the battle of brands for market share among the young, and assertion to the contrary, without supporting evidences, should be treated with scholarly skepticism.

Panchali Das (2002), in these study conducted to analyze three case studies of products which have generated debate due to its questionable nature like

infant milk food, tobacco, alcoholic beverage, soft drinks and fast food. It tried to study the background and the regulatory frame work within which it functions. The study also tried to understand the role and functions of the ASCI within parameters of self regulations

Rebecca L. Collins, Terry Schell, Phyllis L. Ellickson, Daniel McCaffrey (2003), the main aim of their article was to identify co-relates of beer advertising awareness among adolescent at an early age when most initiate use of alcohol .Around 1,530 eighth graders from 20 middle schools from South Dakola, U.S.A. were taken as samples. The findings provided that adolescent with greater exposure to advertisements at sporting and music events and on T.V. were more aware than those with less exposure ; as were teens who watch more T.V. , pay attention to beer advertisements and know adults who drink. Beer advertisements awareness was dramatically higher among boys and was associated with drinking only among boys.

Jon P.Nelson (2003), in his study conducted to examine the effect of tobacco advertising bans on youth smoking prevalence in developing countries. The empirical result indicated that advertising bans have no effect on youth smoking prevalence in developing countries. The result holds for complete bans as well as partial bans. Some of the results suggest that school classes and other education efforts would be effective as a means to alter or affect youth perceptions of the risk associated with smoking

Malanie Wakefield, Brian Flay, Mark Nichter and others (2003), the main purpose of their paper was to examine the effect of cigarette advertising and promotions, anti-smoking advertising, product placement in movies, on T.V. and in music media and news coverage about smoking on youth. The major findings were:

- a) Media both shaped and reflect social values about smoking.
- b) Media provides new information about smoking directly to audience.
- c) Media acts as a source of observational learning by providing models which teenagers may sit to emulate.
- d) Exposure to media message about smoking also provides direct re-enforcement for smoking or not smoking.
- e) The media promotes inter-personal discussion about smoking.
- f) The media can influence intervening behaviors that may make teenagers smoking less likely.
- g) Anti-smoking media message can also set the agenda for other change at the community, state or national level.

Phyllis L. Ellickson, Rebecca L.Collins, Kathryn and others (2005), in their study conducted to find out the relationship between exposure to different forms of alcohol advertising and subsequent drinking among U.S. adolescents and assess whether exposure to alcohol and drug prevention programme

mitigates any such relationship. It was concluded that several forms of alcohol advertising predict adolescent drinking. Secondly which sources dominated depended on the child's prior experience with alcohol. It was suggested that alcohol prevention programmes and policies should help children counter Alcohol advertising from a multiple source and limit exposures to these sources.

Sonia Livingstone (2005), in their study argued that the long running and hotly contested debate over the effect of food promotions especially T.V. advertisements on children is mired in two misconceptions. First, a vision of the "ideal experiment" persistently leads research in the field to be judged as flawed and inadequate, at times according to unrealistic standards of evidence with the result that the two sides to the debate seem locked in an unproductive methodological argument. Second, that the theoretical debate is rather narrowly framed in terms of singular media effects, thereby polarizing discussion into pro-effect /Null-effect camps instead of recognizing the multiplicity of determinants of children's eating behavior in everyday context and locating the role of advertising within this.

It also suggested, however that academic and policy commentators are often in greater tacit argument than their much publicized conclusions would indicate, opening the way for a more complex and negotiated consensus over

the role of Television advertising as one among several contributors to children's ill-health and obesity.

2.6 ADVERTISING AND PARENTS

The continuous bombardment of the advertisements towards children bothers the parents a lot. This is because a child demands what has been advertised irrespective of the merits of their demand. Well to do parents fulfill the demand of their children. However the economically backward parent finds it difficulty to oblige to the demands made by their children. This leads to parent child conflict. The children do not understand the plight of their parents and resort to other ways of fulfilling their demand. Some parents in order to keep their children happy even takes loan, thus lingering themselves into the payment of loans. Parents also complain about the contents of an advertisement telecasted.

A brief report of the studies conducted with reference to the parents and advertisements is given below.

Stephen C. Cosmas, Niki Yannopoulos (1981), in their study investigated some mother's views about T.V. advertising. The data provided by 1,797 married females out of which 1,111 married females having at least one child less than 12 years of age revealed that, the majority of mothers agreed that T.V. advertising specifically directed to children should be taken off the

Television. The collected data was analyzed with the help of chi - square and multiple regression analysis.

The study revealed that the majority of mothers would prefer advertising directed to children to be taken off T.V. The 36 % of those who disagreed tended to be younger, to have positive attitudes towards advertising in general, to trust information from advertising for their buying decisions, to prefer Television to magazines, and they are influenced more by their children in their purchasing behaviors. Further, the study disclose that the mothers of low income tended to be slightly but not significantly more in favor of keeping advertising directed at children. In addition it also disclosed that mothers who are more influenced by their children are more likely to be against removing T.V. advertising. This suggests that children's choices contribute to the decision making process of mothers.

Dr. S. C. Sahoo, S. Zishan Ali (1996), the objectives of their study was

- 1) To assess the attitude of mothers in favoring and against ads towards children on T.V
- 2) To ascertain the level of influence allowed by mothers favoring /not favoring the ban on T.V advertisements
- 3) To study the relationship between selected socio - demographic variables and the mother's attitude.

- 4) To assess the media preference of the mothers favoring and not favoring the ban on advertisements directed at children on TV.

An attitude survey covering 90 mothers of various occupations, family income/size, age, etc was conducted. A semi -structured questionnaire was administered to elicit responses on selected dimensions of TV advertisements directed at children. The study was purely an exploratory one and was undertaken in Bhubaneswar, Orissa.

It was found that, mothers were both - in favor and against group overwhelmingly supported the constitution of a censor board to regulate and pass ads directed at children. Roughly 56% of the responding mothers felt that there is no reason for advertising directed at children to be taken off T.V. The majority of the mothers in the favor group opined that the ads are insulting women, have insulted their intelligence and also spoiled the enjoyment of the programmes. It was further observed that mothers in the favor group felt that their children are not in a position to assess what is good or bad for them and hence like to curtail the influence level. The high income level mothers did not bother about the advertisements directed at children because they are able to meet their demands. The size of the house holds has no bearing on the stand taken by mother.

2.7 ADVERTISING AND ATTITUDE

The consumers with different back ground have a different attitude towards advertisements. Some are conservative in thinking towards advertisements where as some are liberal towards advertisements. Thus some may have positive others may have negative attitude towards advertisements. The attitude towards advertisements is a strong indicator towards decision of the students to purchase the product or not. It has been seen that the professionals and the academicians always had a positive attitude towards advertisements.

Given below is a brief review about the articles researched on the attitude of the students in particular and the students in general.

James R Wills Jr, John K Ryans Jr (1982), in their study surveyed an international sample of consumerist, students, academicians and managers to determine differences in their attitudes towards advertising. The research concluded that, intense controversy over advertising regulations will continue because attitude of various publics about advertising are severely polarized. Advertising's role as a source of information for consumers is the focal point of diversity in attitudes that spells continued controversy, and these differences are greatest between managers and consumerist. At one end, managers who hold generally positive attitudes towards advertising, at the other extreme, are consumerists who hold rather negative attitudes towards

advertising. In the middle ground, are the academicians and students. Students are rather volatile in their attitude because they are presumably forming their opinions, but generally they align more closely with consumerist. Academicians are generally closer to managers in their attitudes, however they are not as positive overall about advertising as managers and they do express criticisms. The study further concluded that the polarity in attitudes about advertising suggest that the potential for controversy is real and the consumerist organization will press for restrictive advertising regulation as well as redress.

Robert and Randy (1987), in their study focused on the objectives:

- 1) Consumers attitude with regard to advertising directed towards children
- 2) Manufacturers attitude with regards to advertising directed towards children
- 3) Differences in attitude between consumers and manufacturers
- 4) Differences in consumer's attitude with regard to advertising directed towards children based on demographic characteristics
- 5) Differences in manufacturer's attitude with regard to advertising directed towards children based on type of products produced, size of the firm and level of advertising expenditure.

The results revealed that consumers and respondents from manufacturing firms deferred significantly with regard to issue. Consumers have more negative view than did the business firm respondents. Consumers considered advertising as more manipulative, promoting materialism, stifling creativity, encouraging poor nutritional habits and disrupting the parent child relationship. While business firm respondents especially from large firms had more positive attitudes concerning the usefulness of advertising in providing information on new products.

K.C. Raut, M.K.Nabi (1994), in their research conducted to study the behavior of TV buyers in Cuttack and Berhampur in the state of Orissa. A sample of 200 respondents were selected at random, 138 males and rest being females of different age groups and income groups. The main objective was to study the buying behavior of T.V. buyers in a backward socio-economic set-up in order to unmask the complex nature of consumer behavior, their attitudes, perceptions and motives to peep deep into the inner world of the buyers in general and T.V. buyers in particular.

The study concluded that:

- 1) Entertainment is the sole factor which influences them to buy the product.

As far as brand preferences are concerned maximum respondents referred local brands except those from higher income groups.

- 2) Picture clarity, colour, are some of the attributes which influence the buyer to buy the product.
- 3) The post purchase dissonance is found to be very low among the buyers.

Subrat Sahu and S. C. Sahoo (1999), the objectives of their study were:

- 1) To ascertain the viewers awareness, perceptions, attitudes and preferences towards the comparative advertising.
- 2) To find out the level of acceptance of different messages given in the comparative advertisements.
- 3) To find out the most suitable media for generating awareness of comparative advertising.

The following Null hypothesis was formed to measure the communicative effectiveness of comparative advertising.

Ho: There is no significant difference in the effectiveness of comparative advertising and non-comparative advertising in communicating information

Data for the study were sought from a sample size of 60, randomly selected respondents. The t-test was used to test was used to test the Null hypothesis.

They conclude that the comparative advertising facilitates better evaluation of the brands, consumers recall level is improved and above all, comprehension

of claims in favor of a brand is established. However the present study showed that non-comparative advertising is found to be more interesting, more effective and easy to understand provided the quantum of information kept within moderate limits.

Dr. F.R. Alexander, Pravin Durai (2005), in their article tried to find out the impact of effective advertising on consumer attitude. The author discussed various advertising topics such as need for advertising, essentials of advertising, situations favoring advertising, an ideal consumer feeling towards effective advertising, effective advertisement and consumer attitude.

The study, being a secondary data based concluded that advertising is a double edged sword. When the claims of advertisements correspond with the features of a product purchased as a consequence of such advertisement, the advertisement is bound to create a positive attitude among the consumers in long run. On the other hand, when the features of product purchased do not corroborate the claims made in advertisement, those advertisements are sure to create a negative attitude among the consumers. It is therefore essential that an advertisement aims to create faith and goodwill in the minds of consumer about the product featured by conforming to the core principles of believability, uniqueness, reputation and reasonable claims

2.8 MISLEADING ADVERTISEMENTS

There are reports that advertisements do mislead the consumers. There are instances that misleading advertisements have taken the toll of the young students. There are complaints from the consumers about such advertisements with ASCI and the consumer's courts for the loss they suffered. In all, advertisements are exaggerated, deceptive, and misleading which causes the material as well as human loss to the society.

Lots of studies has been conducted, a report of which is given below:

Howard G Schutz and Marianne Casey (1981), the survey was conducted to measure consumer perception of the prevalence of misleading advertising. Information on 30 products appearing on different media from three different groups was collected. Findings indicate that over half of the samples viewed, mail and telephone advertising as mis-leading whereas 38% of the respondents regarded T.V. advertisements as misleading. However newspaper advertisements were considered the most credible. Nearly half percent of the respondents had registered a complaint to the store or person advertising whereas 29% of the respondents had complained to a manufacturer. Findings also revealed that two out of three respondents regarded advertising directed at children as seriously misleading. Advertising directed at senior citizens were viewed seriously misleading by 45% of the

sample whereas advertising directed at young and middle aged adults were viewed as only slightly less misleading.

Joel J. Davis (1994), in his survey of 206 advertising professionals assessed the relative influence of four factors - Ethics, legal and business consideration, anticipated approval of management peers. Most professionals were influenced only by legal consideration; ethics exerted a relatively minor role. Age and length of professional experience were related to the factor that exerted the dominant influence on an individual decision making. Those who were youngest and had least professional influence were most influenced by business consideration. Professionals who were slightly older and more experienced were most influenced by legal considerations; finally those professionals who were the oldest and had the most experienced were primarily influenced by the ethical consideration. The results were used as a basis for identifying specific actions in professional training, advertising agency management and advertising regulations which have potential to reduce the incidence of deceptive advertising.

D.P.S.Verma, Neeru Kappor (2002), the main objectives of their research study was:

- 1) To examine the influence of endorsing celebrities and premium offers in T.V. advertisements on children's purchase request.

- 2) To identify whether the child's age and sex have any relationship with their purchase request being influenced by such formats used in T.V. advertisements.
- 3) To ascertain the parents perception of the influence of such techniques on their children's purchase request.

The survey was conducted in the national capital on a sample of 500 children between 3-14 years, who have T.V. sets at home. The data was analyzed with the help of SPSS computer software to calculate frequencies, percentages, cross-tabulations, chi-square, and Pearson's correlation coefficient.

The study revealed that a premium offer is more effective than endorsing celebrity in influencing a child's purchase request. Moreover the sex of the child does not play an important role in so far as, the influence of premium offers and endorsing celebrity was concerned. The influence of premium offers and endorsing celebrities declined with the increase in the child's age. Children above 10 years were found quite spectacle about the various premium offers and the advertising claims made by endorsing celebrities. It was also found that children above 10 years of age were mainly guided by the products quality and distinguished features in their product purchase. Further children of those parents who spend time with their children co-viewing and explaining about T.V. advertisements did not make as many purchase requests induced by premium offers as the children of those parents

who did not spend any time with them. The study has also revealed that children are not easy targets as advertisers and critics believe; they are able to analyze T.V. advertisements and develop a rather rational approach towards them.

Sabnavis Madhuker (2003), the author has in detailed underlined the negative side of advertising with the help of several examples. He considered advertising as social influence in a capitalistic country like India. He identified the role of Government and self-regulatory bodies such as ASCI in this regard. Further he briefed how advertising can be used for a better change

N.V.Sri Ranga Prasad and V. Sudahker Reddy (2004), in their study highlighted the objective as to find out the effect of celebrities on consumers in their purchase decisions and to look in to the appropriateness of such celebrities to various products they endorse. Identifying the right celebrities for different products and the degree of influence these celebrities have in the different stages of new product adoption and decision making process are the other objectives of the study.

A stratified sampling method was used in selecting the sample. Three celebrities namely Sachin Tendulkar, Shahrukh Khan and Pierce Brosnan and those products which they endorsed were selected. The main findings of the study were:

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- 1) Regarding the influence of celebrities on consumers , 57.8% respondents feels that there will be likely influence of celebrities on consumers , while 17.8% feels the influence very much likely.
- 2) More than 60 % respondents feel the necessity of celebrity in advertisements with respect to certain products categories only.
- 3) Among various kinds of celebrities, movie Stars, sports personalities have much influence on consumers.
- 4) When asked to recall the celebrity's advertisements, most of the respondents recalled advertisements of soft drinks immediately.
- 5) Another observation made from respondents is that many were confused as to which celebrity is endorsing which product.

Most of the respondents ranked Sachin Tendulker at first place followed by Amitab Bachan

Dr. M.Dhanabhakym, S. Geetha (2006), the study was conducted to analyze the following objectives:

- 1) To ascertain the impact of ethical advertisements.
- 2) To analyze the socio-economic characteristics of sample respondents.
- 3) To study the ethics in advertisement.

- 4) To analyze the effective advertisement for its good impact on the consumer awareness.

Samples of 150 respondents were randomly selected from Coimbatore city of TamilNadu. The data was collected with the help of Likert 5 point scale and was analyzed with the help of weighted average scaling techniques, weighted average ranking techniques.

The Study concluded that, advertisers must adhere to importance of ethics, morality and standards to be applied for designing good advertisements, deciding for selected advertisement message and delivering the whole advertisement in the right media and in a decent way. In order to make an advertisement as an effective and ethical one, it is important to get the public involvement. Representatives of the public such as ethicists, Churches, Consumer groups should participate in the formulation, application and periodic updating of ethical codes. Moreover Government should introduce strict policy norms, standards and regulations for advertising contents and practice. Thus the author was of a strong opinion that, indecent, vulgar, strongly suggested repulsive or offensive etching or treatment should be strictly avoided in all advertisements for upgrading its ethical values.

2.9 ADVERTISING AND OTHER ISSUES

There are several other issues pertaining advertising. The issues which are not included in the above classification are included in the forgoing discussion. The issues such as advertising and prices, advertising and Law, advertising and consumer reaction, advertising and consumer reaction, advertising and consumer recall capacity etc. are covered up in the in the following paragraphs.

Robert L. Steiner (1973), the main aim of the article was to demonstrate that advertising lowers prices to the ultimate consumers, because the magnitude of its impact on distribution margins is sufficient to overcome any possible tendency of advertising to raise manufacturer's selling prices.

The following arguments were developed in support of this theory. *Firstly* advertising results in smaller distribution margins on advertised brands due to (i) the more rapid turn over (ii) increased product price comparison through improved product identification, and *Secondly* comparison from advertised brands brings pressure to reduce prices on unadvertised merchandise of the same type. Thus, the article has described the process by which advertising lowers consumer price and has developed a theory to explain why this occurs in strongly advertised industries whose goods are sold through the general retail trade.

J. J. Boddewyn (1982), an article analysis 12 major regulatory forces that warrant close monitoring as the decade unfolds which includes consumer protection, growth of service economy, fairness and vulnerable groups, new media technologies, trade protection, civil rights and privacy, environmentalism and conservation, religion, morality, and taste, nationalism, recession and inflation, foreign and multilateral initiatives and deregulations. It was concluded that, consumer protection will continue to dominate the regulatory scenes in 1980s because during recessionary periods it becomes even more important that consumers are properly informed in order to receive value for their money.

Naveen Mathur (1986), in a study conducted in the city of Jaipur covering 100 respondents, 82 males and 18 females of different age groups above 14 years to find out the reactions of respondent with respect to advertisement and toothpastes. He formulated the following hypothesis in order to cover up the above objective of the study such as:

Ho: There is a positive consumer reaction towards toothpaste advertising which differs according to the sex, age, education, occupation and income of the consumers.

It was concluded that:

- a) Colgate was the most widely used toothpaste irrespective of age.

- b) 17% of users between 20 years and 40 years and 32% of the users between 40 years and 60 years use Forahanns. While those below 20 years do not use it. 40% of users below 20 years, 11% of users between 20 & 40 years use Binaca while it is not being used by users of other groups

Brian Wansink and Michael L. Ray (1996), the authors focused on how advertising can best encourage consumers to use a mature brand in new situation. They developed a scheme congruity frame work that integrates comparison advertising with substitution - in - use research. The frame work suggest that situation comparison advertising favorably affect usage attitudes, but have no advantage over product comparison advertisements in enhancing a person's ability to recall the targeted brand in the targeted situation.

The authors developed the following hypothesis:

H1: Relative to advertisements for an incongruent use of brand, an advertisement for more congruent use of that brand generates

- a) a greater number of simple evaluative thoughts
- b) a greater number of support arguments
- c) a smaller number of attributes - oriented thoughts
- d) a smaller number of counter arguments
- e) lower situation - cued recall

H2: Relative product comparison advertisements, situation comparison advertisements encourage,

- a) a greater number of simple evaluative thoughts
- b) a greater number of support arguments
- c) a smaller number of attribute oriented thoughts
- d) a smaller number of counter arguments

H3: Situation comparison advertisements are more effective than product comparison advertisements in enhancing a person's attitude towards using a particular brand in a situation in which the brand is not currently used

H4: Product comparison advertisements are more effective at stimulating situation - cued recall than situation comparison advertisements

The authors described a new direction in advertising research that has been ignored for too many years. Usage related advertising - such as usage expansion advertising - represents an opportunity to develop theory for practice. It is a context in which existing theories of consumer behavior can be modified, rebuilt, and extended, and it is a context in which behavior can be measured. At a time when marketing research has been criticized for having little relevance for managers , the area of usage related advertising is one in which relevant frameworks can be developed to examine relevant dependent variables.

Ron Shachar, Bhatat N.Anand (1998), in their article examined two important questions:

- a) What is the informational content in advertising?
- b) Is the level of expenditure consistent with profit maximization?

It was found that actual expenditure on tune-ins closely matches the predicted optimal levels of spending.

Joan Mayers - Levy and Prashanth Malaviya (1999), in their article the authors propose an integrative model of advertising persuasion that orders the major theories and empirically supported generalizations about persuasion that have been offered in the information processing literature. Further the authors proposed a framework that delineates the three alternative strategies that people may use to process persuasive communications and form judgments, in which each strategy represents a different level of cognitive resources that is employed during message processing. In addition the frame work identifies a judgment correction stage that allows people to attempt to correct their initial judgment for biases that they perceived may have affected such judgments. The authors add to these by identifying particular processes that appear to mediate when how this judgment formation and judgment correction processes .They also attempt to foster growth by specifying some of the critical issues and gaps in the

knowledge that appears to impede further progress. Finally the authors clarified how the proposed framework can inform the decisions of advertising practitioners make about advertising execution and media factors.

Demetrios Vakratsas and Tim Ambler (1999), in a basically secondary data based research , the authors reviewed more than 250 Journal articles and books to establish what is and should be known about how advertising affect the consumers - How it works. They deduced taxonomy of models, discussed theoretical principle of each class of models and summarized their empirical findings. They then synthesize five generalizations about how advertising works which are as follows:

G1: Experiences affect and cognition are the three key intermediate advertising effects, and the omission of any one can lead to overestimation of the effect of the others

G2: Short term advertising elasticity's are small and decrease during the product life cycle.

G3: In Mature, frequently purchased packaged goods market, returns to advertising diminish fast. A small frequency, there fore is sufficient advertising established brands.

G4: The concept of space of intermediate effect is supported, but hierarchy is not.

G5: Cognitive bias interferes with affect measurement.

Advertising effects are classified in to intermediate effects , for example on consumer beliefs and attitude , and behavior effects which relates to purchase behavior, for example on brand choice .The generalization suggest that there is little support for any hierarchy, in the sense of temporal sequence of effects. The authors propose that the advertising effects should be studied in the space, with affect, cognition, and experiences as the three dimensions. Advertising's positioning in this space should be determined by context, which reflects advertisings goal diversity, product category, competition, other aspect of mix, stage of product life cycle, and targeted mark

J. R. Rodge (2001), in order to study the effect of advertisements on different age groups from rural and urban areas, a sample of 150 respondents were selected , distributed equally between Urban and Rural areas of different age groups , minimum age being 10 years and above 50 years.

The main objectives of the study were:

- 1) To find out the effect of advertisements on different age groups.

- 2) To find out the impact of advertisements on people from rural and urban areas.
- 3) To find out the most effective media of advertisement.

It was concluded from the study that the rural respondents gave importance to the advertisements and its impact as compared to urban respondents.

According to the urban groups the reading and watching of advertisements helped them in purchasing more as compared to rural groups whereas both groups found that all the advertising Medias are equally important and effective.

Subir Bandyopadhyay, Gurupreet Kindra, Lavinia Sharp (2001), in their study discussed in detail various issues such as:

- a) Are children consumers?
- b) Is the selling intent of advertising understood by children?
- c) Are advertisers unfair to children?
- d) Are Television commercials distinguishable from Television programming?
- e) Are children affected negatively by commercials?
- f) Are children ready for interactive T.V.?

They also made some policy recommendations.

Aparmita Basu (2004), the author briefly discussed various laws directly or indirectly affecting the advertising industry - print media, and broad cast media. She also touched upon the self regulatory body of advertising industry - ASCI which govern the formulation of advertisements.

Kathrya A. Braun (2004), the researcher provided substantial evidence that consumer recall of past experience is subject to distortion and can be guided by marketing communication. In a series of two experiments and one follow up study it was shown that advertising received after a direct product experience altered consumer's recollection of both objective sensory and effective components of that experience. In experiment one, Post experience advertising was found to alter memories within a short time frame - that even an unfavorable experience could be reconstructed to be more favorable in retrospect. In experiment two, the findings of post experience advertising on memory were found to translate in to more typical consumer task of consideration and choice and influenced recollection even a week after the experience. The influence of post experience advertising was found to dissipate somewhat over time, however. In the follow up study, it was found that advertising presented a week after the experience could reinstate the post effect advertising effects, making evaluation more favorable in recall. It is proposed that the post experience advertising exerted two levels of effect on memory: immediate over shadowing, where the imagery of the advertising results in less accurate identifications and fewer negative thought.

Dr. N. Panchnatham (2005), the main objective of the study was to know the opinion of consumers of advertisements on T.V. media on the effects of viewing advertisements. It was found out through his study that advertisements in general do not help people to have adequate knowledge about product and services. This lack of knowledge on the product remains a hindrance while selecting a brand for a particular product. Further study proved that people are highly dissatisfied with respect to advertisements. Though some advertisements stimulate and provide awareness but still people want advertisement to do more solving problems pertaining to purchase decision making. Today consumers of advertisements expect the advertisers to go beyond getting attention. Matured consumer opined that if the advertisers identify product characteristics that can problem better, Advertising becomes a successful rational appeal.

2.10 RESEARCH GAP

After going through the various articles and papers published at national and international level, the researcher could collect some relevant information on the present research topic entitled *“Impact of Advertisement on students: An empirical study of students from Goa”*. A brief report and summary is presented in the subsequent paragraphs and tables.

The present study as mentioned earlier includes samples from Secondary, Higher secondary, College (professional and non professional) and University

simultaneously. On an average, the age of the sample starts at 14 years to 22 years. Contrary to these the review of literature proved that most of the studies were conducted on a sample whose age is either less than 14 years or older people. Size of the sample also is the matter of importance from the study point of view. The sample size of the present study is around 2500 students from Secondary schools, Higher Secondary, Colleges and University from Goa, where as in most of the reviewed research papers it was less than 1000 respondents. The objectives of the present study also differ from others, though one or two studies objectives overlaps partly with the objectives of present study. The issues covered up are also different. The thrust area of the present study is spending pattern, buying behavior, attitude, and behavior of the students from different streams, economic and social back grounds.

The existing study covers up various *social issues* such as *eating disorders* (Bob Eagle , Tim Ambler, 2002, Sonia Livingston,2005), various vices such as *smoking and drinking habits among the adolescents* (Richard W. Polly, S. Siddarth, Micheal Siegal 1996; J. P. Nelson 2003, Phyllis L. Ellickson, Rebecca L. Collins, Kathryn and others,2005), *Consumption pattern of consumers of different age groups* (J. R. Rodge, 2001), *Advertising and Sex* (Dr Mukesh Dhunna, Dr Ajay Rajan,1996, B. S. Hundal and Sandeep Soni, 2005) , *Advertising and Mothers* (Stephen C. Cosmas, Nikki Yannopoulos,1981; Dr S. C. Sahoo and Zishan Ali 1996), *Use of celebrities in advertisements, offers and gifts and its impact , misleading advertisements* (Howard G. shutz, Marianne

cases,1981; D.P.S Verma and Neeru Kapoor, 2002, N. V. Sri Ranga Prasad and V. Shanker Reddy, 2004) , *Advertising and perceptions of women organasitation* (John B.Ford and Micheal S. Latour , 1993, Dr Harbhajan Bansal and Mr Ajay Dhaka, 2006) , *Advertising and professional views* (Joel J. Davis , 1994), *Advertising and Parent mediation* (John Sherry and others, 1999), *Advertising and children* (Consumer , The Hindu 1999, Subir Bandyopadhyaya , Guruprit Kindra, Lavinia Sharp, 2001, R. Vaidyanathan, kara Chan and James U. Macneal2004), *Negative appeals in advertising* (Sabnavis Madhukar , 2003), *Ethics in advertising in advertising* (Dr M. Dhanabhakyam, S. Geetha , 2006) etc.

Most of the studies were on the behavior of the sample thus making it more of psychological in nature. The present study will cover up the spending pattern and advertising along with the attitude and behavior of the students in the age group of 14-22 years.

A thorough and a reliable search from all the available sources in Goa also proved that, research on the said topic is not yet undertaken by any scholar or by any NGO. Thus based upon the above report and discrepancies pointed above, it can be said that the present study is one of its kind in Goa in particular and else where in general.

Table 2.1: SUMMARY OF THE REVIEW

Sr No	Name of the articles	Author	Year	Issues Covered
1	Consumers perceptions of Advertising as misleading	Howard G Shutz and Marianne Casey	1981	Consumer's perceptions and misleading advertisements.
2	Advertising directed to children: A Look at the mothers point of view	Stephae C. Cosmas , Nikki Yannopoulos	1981	Mothers views on TV advertisements directed at the children
3	Advertisements and consumers reaction in India	Navin Mathur	1986	To know the impact of advertisements on consumers of tooth paste above 14 years
4	Differing reactions to female role portrayals in Advertising	John B.Ford and Micheal S. Latour	1993	To know the general perception of women organization towards advertising and its contents
5	Buying behaviour of consumer durables in India	K. C. Raut and M. K. Nabi	1994	The study was conducted to know the buying behavior of TV buyers in a backward socio economic set up
6	Ethics in advertising decision making : Implications for reducing the incidence of deceptive advertising	Joel J. Davis	1994	The views of advertising professionals on the relative influence of four factors - Ethical, legal, business and anticipated approval of management peers were taken
7	Advertising strategies to increase usage frequency	Brian Wansik, Micheal L. Ray	1996	The authors focused on how advertising can best encourage consumers to use a mature brand in new situation.
8	The last straw? Cigarette advertising and realized market share among youth and adult	Ricahrd W. Polly, S. Siddarth, Micheal Siegal and others	1996	To know the influence of cigarette advertising on smokers- teenagers and adults.
9	Advertising directed at children : A peep in to mothers mind set	Dr. S. C. Sahoo, S. Zishan Ali	1996	To know the views of mothers - favoring and against the advertisements.
10	Cultural dimension and nudity in advertisements	Dr. Mukesh Dhunna, Dr. Ajay Rajan, Dr. Satpal	1996	Impact of sex appeals used in advertisements on consumers of different cultural and age groups
11	The effectiveness and targeting of TV advertising	Ron Sanchar, Bharat N. Anand	1998	Advertising and its contents; expenditure and profit maximization.
12	Consumer processing of persuasive advertising and integrative	Joan Mayers, levy and Prashanth Malaviya	1999	Advertising , persuasion and judgment
13	Orientation to advertising among adolescent and children in US and Japan	John Sherry, Bradley Greenberg, Hiroshi Tokinoya	1999	Advertising and attitude of youth from US and Japan towards advertising for parent mediation.
14	How advertising works; what do we really know?	Demetrios Vakratsas and Tim Ambler	1999	Advertising and how it effects consumers-how it works.

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Sr No	Name of the articles	Author	Year	Issues Covered
15	Comparative advertising: an emerging promotional Strategy	Subrat Sahu and S. C. Sahoo	1999	Advertising and consumers-awareness, perception, attitude, preferences towards comparative advertising.
16	Catching them young	Consumer, The Hindu	1999	Impact of Advertising on children .
17	Influence of advertisements on consumers of different age groups and areas	J. R. Rodge	2001	Advertising and its impact on consumers on different age groups.
18	Is TV advertising good for children? Areas of concern and policy implication	Subir Bandyopadhyay, Gurupreet Kindra, Lavinia Sharp	2001	Advertising and its impact on children as consumers with reference to its understanding , decision making etc.
19	T.V advertising : Influence of endorsing celebrities and premium offers on children's purchase request	D.P.S. Verma, Neeru Kapoor	2002	The role of premium offers and models used in advertising to promote the product upon the children as consumers and perception of parents in these regards.
20	The influence of advertising on the demand for chocolate confectionary	Bob Eagle, Tim Ambler	2002	Advertising and its impact upon five chocolate markets- Belgium, France, Germany, the Netherlands and the US. The study concluded that there is no significant relationship between advertisements and chocolate markets.
21	How responsible is advertising?	Sabnavis Madhukar	2003	The influence of negatively drafted advertisements on the consumers of capitalistic economy and the role of self regulatory bodies and how advertising can be best utilized for a better change.
22	Youth smoking prevalence in developing countries: Effect of advertising bans	Jon P. Nelson	2003	The study was conducted to know the effect of tobacco advertisements ban on youth smoking prevalence in developing countries.
23	Role of medias in influencing trajectories of youth smoking	Malanie Wakefield, Brian Flay, Mark Nitche and others	2003	The paper covered the effect of cigarette advertising and promotion anti smoking advertising, product placement in movies, on TV and in music medias.
24	Children as decision makers	S. Shiv kumar and P. Minaxi	2003	The study was conducted to analyse the purchase decision of children and parents in selected products.
25	Media laws- An overview	Aparnita Basu	2004	Media laws, Self regulation and advertising.
26	Post experience advertising effect on consumer memory	Kathrya A. Braun	2004	Advertising and recall, recollection capacity of consumers.

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Sr No	Name of the articles	Author	Year	Issues Covered
27	Role of children in influencing the purchase decision	Dr. Seema Joshi	2004	To know most preferential media, who takes purchasing decisions at home, impact of gifts and offers on children.
28	Effect of TV commercials on children: A study	Dr. A.V. Shukla	2004	Attitude, opinions of children towards TV programmes, advertisements and its impact on values and aspiration.
29	Use of celebrities in advertising and their impact on consumer behaviour.	N. V. Sri Ranga Prasad and V. Sudahker Reddy	2004	Appropriateness of celebrities in advertisements and its impact on children.
30	Chinese children's attitude towards television advertising ,truthfulness and liking	Kara Chan and James U. Macneal	2004	Advertising and children - its truth fullness, their liking of advertisements and reasons behind their liking.
31	Babes in advertising world	R. Vaidyanathan	2004	Advertising and child model as child labor? Ethical issues in employing children as model.
32	Beyond creating awareness advertising to solve consumer problems	Dr. N. Panchanatham	2005	Advertising and consumers opinion about its effects.
33	Sex portrayal in advertising	B. S. Hundal, Sandeep Soni	2005	Advertising and sex: Its impact upon the youths and children.
34	Impact of effective advertisement on consumer attitude	Dr F. R. Alexander and Pravin Durai	2005	Impact of effective advertising on consumer attitude.
35	Does alcohol advertising promote adolescent drinking?	Phyllis L. Ellickson , Rebecca L. Collins, Kathryn and others	2005	Impact of alcohol advertising on US adolescents.
36	Assessing the research base for the policy debate over the effect of food advertising to children	Sonia Livingstone	2005	Impact of food promotions on TV upon the children.
37	A study of effectiveness of the advertising techniques used in the personal care segment of women consumers	G. Kavitha	2006	Impact of different techniques of advertisements on women in the personal care products.
38	Consumer behaviour and brand preferences of Britannia Biscuits- An empirical study with reference to Salem , Tamil Nadu	Dr K. Muruthamuthu,K. Krishnakumar and M. Vasan	2006	Media and its influence upon the consumption, reasons behind purchase various brands and opinions of consumers about the advertisements.
39	Ethics in advertising and its impact	Dr M. Dhanabhakam, S. Geetha	2006	Ethics in advertising and its impact on consumer awareness.
40	Adverse effect of body -image advertising on women	Dr Harbhajan Bansal and Mr Ajay Dhaka	2006	Advertising and its impact on women as consumers.

CHAPTER 3

**BUYING BEHAVIOUR
AND
SPENDING PATTERN
OF STUDENTS**

3.1 INTRODUCTION

The term 'consumer behavior' can be defined as the behavior that the consumer displays in searching for, purchasing, using, evaluating, and disposing of products and services that they expect will satisfy their needs. The study of consumer behavior is the study of how an individual makes decisions to spend their available resources on consumption related items. It includes the study of what they buy, why they buy it, how they buy it, when they buy it, where they buy it, and how often they buy it. It also stresses the influencing factors that prompt them to buy the products.

The study of consumer behavior holds interest for marketers. As a marketer and a future marketer, it is important to recognize why and how individuals make their consumption decisions so that the marketer can make better strategic marketing decisions. Without doubt, marketers who understand consumer behavior have a great competitive advantage in the market place.

Advertiser's primary mission is to reach the prospective customers and influence their awareness, attitude and buying behavior. They spend lot of money to keep individuals interested in their products. To succeed, they need to understand what makes potential customers behave the way they do. The advertiser's goal is to get enough relevant market data to develop accurate profits from buyers and to find the customers group for communication. This involves the study of consumer behavior: the mental and emotional process

and the physical activities of people who purchase and use goods and services to satisfy particular needs and wants. (Arens, 1996)

The influencing factors may include advertisements, friends, parents, etc. The buying behavior and spending pattern of the students go hand in hand. Once they decide what to buy they automatically decide how much to spend. When they decide what to buy- Advertisements, Friends, Parents and various other factors plays a very important role. Prominent among them are advertisements and friends. This is because, whatever time they spend in a day, they spend more with friends and in front of the T.V. During the day they encounter many advertisements on T.V. , News papers, Magazines, Billboards etc. and these advertisements play a very important role in shaping their decision making process. Peer groups also influences the decision making process of the prospective buyers.

One of the most important sources of money to the students is the pocket money they get besides the earning from their part time jobs. Thus, a good amount of disposable income coupled with exposure to the different type of marketing strategies including advertisements creates demand for various types of products.

Procter et al (1982) noted that the principal aim of consumer behavior analysis is to explain why the consumer acts in a particular ways under certain

circumstances. It tries to determine the factors that influence consumer behavior, especially Economic, Social and Psychological aspects which can indicate the most favored marketing mix that the management should select. Consumer behavior analysis helps to determine the direction that consumer behavior is likely to make and to give preferred trends in product development, attributes of the alternative communication method etc.

Today students dressing styles, eating habits etc. have gone through a considerable change. Students try to imitate their idols who endorse the products without realizing whether they really use / consume the products that they endorse. It may be a Film star, Sport star, Singer and so on. The student wears dresses, which are very appealing, which further has its own consequences. The consumption of Junk food and other eatables, drinking of cold drinks has affected the health of many at a tender age. Some avoid eating which is also the result of media projections. Possession of mobiles, bikes and other electrical gadgets were luxuries in the past, have now become necessities in the day-to-day lives of the students. Smoking, drinking, chewing Gutka has become the regular menace among the students on the campus. The children demand various types of products from their parents without realizing their purchasing power. Some parents can fulfill their demands; while others cannot. What about the others? These lead to parent child conflict.

3.2 HYPOTHESIS AND METHODOLOGY

The present Chapter deals with and tries to understand buying behavior and spending pattern of consumer's vis-à-vis the influence of advertisements on the same which is the first objective of the study. In order to collect the data, 2108 students from all over Goa were surveyed. The data was classified into – Gender (Male and Female), Location (Rural and Urban), Region (South and North Goa) and Education (SSCE, HSSCE, Graduates, and PG). Information on various areas such as *TV at home, Watching advertisements, factors attracting them towards advertisements, time spent in front of TV, spending pattern, consumption of harmful products, various vices* etc. was collected. The data so collected was cross tabulated and with the help of *percentages* and *chi square test*, it was tested statistically. The data collected was organized in the form of multy- way frequency Table.

The following hypothesis was formed:

Ho: The Buying Behavior and Spending Pattern of the Students from Goa is not influenced by T.V. advertisements.

3.3 ANALYSIS

In order to test the hypothesis, the data collected was classified and cross tabulated based on the following aspects and tested separately using Chi-

square test to see whether there is any association between the attributes under study:

- 1) *T.V. at home and watching advertisements.*
- 2) *Factors attracting towards advertisements.*
- 3) *Time spent in front of T.V. and watching advertisements.*
- 4) *Pocket money and Consumption of selected products.*
- 5) *Pocket money and Vices.*
- 6) *Watching advertisements and consumption of selected products*
- 7) *Watching advertisements and vices*

Subsequent sections give the explanation on the analysis of the above mentioned aspects.

3.3.1 T.V. at home and watching advertisements.

Table 3.1: TV at Home and Watching advertisements

Category	T.V at Home	Watch Advertisements		Total
		Yes	No	
Male	Yes	807 (89.56)	94 (10.44)	901
	No	53 (84.13)	10 (10.87)	63
Female	Yes	992 (91.18)	96 (8.82)	1088
	No	48 (85.71)	8 (14.28)	56
Urban	Yes	969 (90.30)	104 (9.69)	1073
	No	40 (88.88)	5 (11.11)	45
Rural	Yes	830 (90.61)	86 (9.39)	916
	No	61 (82.43)	13 (17.56)	74
North	Yes	1054 (90.47)	111 (9.52)	1165
	No	50 (83.33)	10 (16.66)	60
South	Yes	745 (90.41)	79 (9.58)	824
	No	51 (86.44)	8 (13.55)	59
SSCE	Yes	691 (88.13)	93 (11.86)	784
	No	39 (79.59)	10 (20.40)	49
HSSCE	Yes	497 (90.03)	55 (9.96)	552
	No	35 (87.5)	5 (12.5)	40
GRAD	Yes	560 (93.33)	40 (6.66)	600
	No	26 (89.65)	3 (10.34)	29
PG	Yes	51(96.22)	2 (3.77)	53
	No	1(100)	0	1

Source: Primary Data

Table 3.2: Pearson Chi-Square Test

Category	Chi Square Value	Df	Asymp. Sign (2 sided)
Male	1.811	1	.178
Female	1.923	1	.166
Urban	.099	1	.753
Rural	5.089	1	.024*
North	3.267	1	.071
South	.978	1	.323
SSCE	3.108	1	.078
HSSCE	.263	1	.608
GRAD	.588	1	.443
PG	.039	1	.843
Total X ²	17.165	10	
Total X ² at 0.05	18.31	10	
Total X ² < X ² at 0.05			
No association between T.V at home and watching advertisements			

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

The classified and cross-tabulated data is given in Table 3.1 and the *Chi-Square* test result in Table 3.2. Based on the cross-tabulated data, it is very clear that having T.V. at home is not a deciding factor for watching advertisements. Irrespective of having T.V. at home, students from all categories do watch advertisements. With respect to educational background, more the educated they are, the more the tendency to watch advertisements, leading to the conclusion that as and when students get more educated, they tend to watch more advertisements for gathering information to make a rational purchasing decision.

The Chi-square test applied to see whether there is any association between T.V. at home and watching advertisements also reveals a similar answer. Except in case of students from Rural area, there is no association between having T.V. at home and watching advertisements among students in terms of their Gender (Male and Female), Location (Urban), Region (South and North), and Education (SSCE, HSSCE, Graduates and P.G) as all the 'p' values are greater than 0.05. Only in case of students from rural areas, the 'p' value (0.024) is less than 0.05 leading to the conclusion that having T.V at home is a major factor for such students watching advertisements.

Further the additive property of Chi- square test shows at the end of the Table 3.2 and suggests that, in spite of one category of students (Rural) showing association between T.V at home and watching advertisements; as a whole the Chi- square test value (17.165) is less than the Table value of *Chi-square* at 5% (18.307) level of significance and hence it can be concluded that there is no association between the attributes; i.e. *Having T.V at home and watching advertisements among all categories of the students (Gender, Location, Region, and Education) and are independent.*

3.3.2 Factors attracting towards advertisements

One watches advertisements, because he/she likes something in it. Sometimes it may be the color, model or appeal or even vulgarity. To find out what attracts them towards advertisements; data was collected on who watches

advertisements and what attracts them towards advertisements. The collected data is classified and cross-tabulated given in Table 3.3 and the Chi square test result in Table 3.4.

After analyzing the data from the Tables, an interesting and satisfying fact disclosed was that students with different background in anyway are not influenced by inclusion of vulgarity in the advertisements. It means that, the students know the very purpose of advertisements and the gimmicks they use in an advertisement. On an average it can be seen from the above data, *appeal* is the influencing factor followed by *model* in an advertisements. The male (33.87%), Female (36.97%), Urban (35.51%), North (36.17%), Graduates (47.43%) and PG (42.30 %) are influenced by appeal where as Rural (36.76%), South (38.91%), SSCE (35.08%) and HSSCE (42.4%) are influenced by models. Thus, over all it is the appeal followed by the model who influences students towards advertisements. This only implies that students are not fascinated by either *Color* or *Vulgarity* in advertisements. The choice of appeal speaks the matured thinking of the students towards advertisements.

Further, the *Chi- Square* test applied to see whether there is any significant association between watching advertisements and factors influencing them towards advertisements showed that there is a significant association between these two in terms of **Gender** (Male and Female), **Location** (Urban), **Region** (South and North), and **Education** (SSCE, HSSCE, Graduates, and PG) as all

the 'p' values are smaller than 0.05 at 5% level of significance. In case of students from rural area the 'p' value is 0.543 which is greater than 0.05 at 5% level of significance which means that there is no significant association between watching T.V and factors attracting them towards advertisements.

The additive property of *Chi Square* test shown at the end of the Table 3.4 suggests that, over all there is a association between the T.V. at home and factors attracting them towards advertisements. As a whole the *Chi-square* test value (180.364) is greater than the Table value at 5% level of significance (40.113) and can be concluded that there is association between the T.V at home and factors attracting them towards advertisements among all categories of the students.

Table 3.3: Factors attracting towards advertisements

Category	Watch advertisements	Factors attracting towards advertisements				
		Color	Model	Appeal	Vulgarity	Total
Male	Yes	233 (27.12)	277 (32.24)	291 (33.87)	58 (6.77)	859
	No	9 (16.98)	17 (32.07)	15 (28.30)	12 (22.64)	53
Female	Yes	256 (24.78)	345 (33.39)	382 (36.97)	50 (4.84)	1033
	No	16 (31.37)	20 (39.21)	8 (15.68)	7 (13.72)	51
Urban	Yes	285 (28.27)	297 (29.46)	361 (35.81)	65 (6.44)	1008
	No	12 (27.90)	12 (27.90)	5 (11.62)	14 (33.55)	43
Rural	Yes	204 (23.07)	325 (36.76)	312 (35.29)	43 (4.86)	884
	No	13 (21.31)	25 (40.98)	18 (29.50)	5 (8.19)	61
North	Yes	313 (28.37)	315 (28.55)	399 (36.17)	76 (6.89)	1103
	No	13 (34.21)	8 (21.05)	6 (15.78)	11 (28.94)	38
South	Yes	176 (22.30)	307 (38.91)	274 (34.72)	32 (4.05)	789
	No	12 (18.18)	29 (43.93)	17 (25.75)	8 (12.12)	66
SSCE	Yes	216 (29.83)	254 (35.08)	220 (30.38)	34 (4.69)	724
	No	21 (31.34)	17 (25.37)	16 (23.88)	13 (19.40)	67
HSSCE	Yes	119 (22.36)	226 (42.48)	154 (28.94)	33 (6.20)	532
	No	4 (19.04)	15 (71.42)	2 (9.52)	0	21
GRAD	Yes	137 (23.45)	135 (23.11)	277 (47.43)	35 (5.99)	584
	No	0	5 (31.25)	5 (31.25)	6 (37.50)	16
PG	Yes	17 (32.69)	7 (13.46)	22 (42.30)	6 (11.53)	52
	No	-	-	-	-	-

Sources: Primary data

Table 3.4: Pearson Chi-Square Test

Category	Chi Square Value	Df	Asymp. Sign (2 sided)
Male	18.819	3	.000*
Female	14.751	3	.002*
Urban	44.366	3	.000*
Rural	2.146	3	.543
North	28.908	3	.000*
South	10.772	3	.013*
SSCE	24.927	3	.000*
HSSCE	7.989	3	.046*
GRAD	27.686	3	.000*
PG	-	-	-
Total χ^2	180.364	27	
Total χ^2 at 0.05	40.113	27	
Total $\chi^2 > \chi^2$ at 0.05			
Association between T.V at home and Factors attracting towards advertisements			

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

3.3.3 Time Spent in front of T.V and watching of advertisements

Table 3.5: Time Spent in front of T.V. and watching of advertisements

Category	Watch Advertisements	Time spent in front of TV				
		30 Mnts	1 hrs	2 hrs	2hrs	Total
Male	Yes	203 (24.28)	337 (40.31)	142 (16.98)	154 (18.42)	836
	No	22 (22.44)	38 (38.77)	21 (21.42)	17 (17.34)	98
Female	Yes	197 (19.40)	405 (39.90)	233 (22.95)	180 (17.73)	1015
	No	26 (26.26)	44 (44.44)	21 (21.21)	8 (8.08)	99
Urban	Yes	208 (21.18)	399 (40.63)	188 (19.14)	187 (19.04)	982
	No	24 (22.64)	41 (38.67)	27 (25.47)	14 (13.20)	106
Rural	Yes	192 (22.09)	343 (39.57)	187 (21.51)	147 (16.91)	869
	No	24 (26.37)	41 (45.05)	15 (16.48)	11 (9.73)	91
North	Yes	213 (19.85)	435 (40.54)	224 (20.87)	201 (18.73)	1073
	No	25 (22.12)	48 (42.47)	29 (25.66)	11 (9.73)	113
South	Yes	187 (24.03)	307 (39.46)	151 (19.40)	133 (17.09)	778
	No	23 (27.38)	34 (40.47)	13 (15.47)	14 (16.66)	84
SSCE	Yes	178 (24.92)	319 (44.67)	140 (19.60)	77 (10.78)	714
	No	23 (27.38)	41 (42.70)	20 (20.83)	12 (12.5)	96
HSSCE	Yes	116 (22.43)	232 (44.82)	87 (16.82)	82 (15.86)	517
	No	13 (22.80)	23 (40.35)	15 (26.31)	6 (10.52)	57
GRAD	Yes	100 (17.57)	179 (31.45)	137 (24.07)	153 (26.88)	569
	No	11 (26.19)	17 (40.47)	7 (16.16)	7 (16.66)	42
PG	Yes	6 (11.76)	12 (23.52)	11 (21.56)	22 (43.13)	51
	No	1(50)	1(50)	0	0	2

Sources: Primary data

Table 3.6: Pearson Chi-Square Test

Category	Chi Square Value	Df	Asymp. Sign (2 sided)
Male	1.221	3	.748
Female	7.679	3	.053
Urban	3.887	3	.274
Rural	3.472	3	.324
North	6.087	3	.107
South	.992	3	.803
SSCE	.397	3	.941
HSSCE	3.793	3	.285
GRAD	5.062	3	.167
PG	3.974	3	.264
Total X ²	36.564	30	
Total X ² at 0.05	43.773	30	
Total X ² < X ² at 0.05			
No Association between time spent in front of T.V and Watching advertisements			

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

The students today given an opportunity, other than studies will spend maximum time in front of the T.V., watching different types of programmes including advertisements. In order to find out if there is any relationship between time spent and they watching advertisements, the data was collected, classified and cross-tabulated given in Table 3.5 and the Chi square test result in Table 3.6.

On an average, students spends around one hour in front of T.V. During this time they watch programmes so also advertisements. It was observed from the above Table that the students from the P.G. class spent more than two hours in front of T.V. This may be to watch programmes along with other educational programmes and advertisements.

The *Chi square* was applied to see whether there is any association between the time spent in front of T.V and watching advertisements. It was seen from the *Chi square* Table that there is no significant association between the time spent in front of T.V. and watching of advertisements with reference to all categories of the students- Gender (Male and Female), Location (Rural and Urban), Region (South and North), and Education (SSCE, HSSCE, Graduates and P.G).

The additive properties of *Chi square* test shown at the end of the Table 3.6 suggest that there is no association between the time spent in front of T.V and the students watching advertisements. In this case the whole *Chi square* test value (36.564) is less than the Table value (43.773) at 5% level of significance.

3.3.4 Pocket money and consumption of products

Students get pocket money either every day or at the beginning of the month. Nowadays students also earn their pocket money by doing part time jobs. This they use to meet their recurring expenses. Students have the choice to spend their money on the products of their choice. They were asked to find out on what they spend their money - Cold drinks, Ice cream, Chocolates or None, which are considered to be harm full for the health. For the purpose data was collected, classified and cross tabulated given in Table 3.7 and the *Chi square* test values in Table 3.8.

The Survey showed that they consume more of cold drinks followed by Ice cream and Chocolates without realizing the consequences of the same. This only shows that to what extent the students are influenced by consumption of cold drinks. One factor that influences their consumption may be the rigorous advertisement campaign under taken by Soft drink companies. The analysis clearly shows that students have shown more preference for Chocolates followed by Ice cream. Male students liked more of Cold drinks, where as their counter parts preferred ice-cream. Between Urban and Rural students, cold drinks are preferred more by urban students where as the rural students like to eat more of ice-cream. A similar situation was noticed between North and South Goa students. The SSCE students preferred ice cream whereas the rest of the students like to drink cold drinks. Another fact that was revealed by the analysis was students from the higher income bracket prefer ice cream.

Table 3.7: Pocket money and consumption of products

Category	Monthly Income	Consumption of Products				
		Cold drinks	Ice cream	Chocolates	None	Total
Male	Less than Rs 500	171 (37.66)	126 (27.75)	110 (24.22)	47 (10.35)	454
	Rs 100 to Rs 500	166 (49.12)	72 (21.3)	62 (18.34)	38 (11.24)	338
	Rs 500 to Rs 1000	49 (50.0)	17 (17.34)	17 (17.34)	15 (15.30)	98
	Rs 1001 and More	36 (48.6)	20 (27.02)	13 (17.56)	5 (6.75)	74
Female	Less than Rs 500	152 (25.41)	185 (30.93)	200 (33.44)	61 (10.20)	598
	Rs 100 to Rs 500	114 (28.5)	126 (31.5)	133 (33.25)	27 (6.75)	400
	Rs 500 to Rs 1000	22 (30.55)	23 (31.94)	22 (30.55)	5 (6.94)	72
	Rs 1001 and More	18 (24.32)	30 (40.54)	18 (24.32)	8 (10.81)	74
Urban	Less than Rs 500	159 (30.00)	156 (29.43)	147 (27.73)	68 (12.83)	530
	Rs 100 to Rs 500	166 (41.39)	102 (25.43)	98 (24.43)	35 (8.72)	401
	Rs 500 to Rs 1000	44 (45.83)	17 (17.70)	20 (20.83)	15 (15.62)	96
	Rs 1001 and More	39 (42.85)	25 (27.47)	18 (19.78)	9 (9.89)	91
Rural	Less than Rs 500	164 (31.41)	155 (29.67)	163 (31.22)	40 (7.66)	522
	Rs 100 to Rs 500	114 (33.82)	96 (28.43)	97 (28.78)	30 (8.90)	337
	Rs 500 to Rs 1000	27 (36.48)	23 (31.08)	19 (25.67)	5 (6.75)	74
	Rs 1001 and More	15 (26.31)	25 (43.85)	13 (22.80)	4 (7.01)	57
North	Less than Rs 500	167 (30.69)	164 (30.14)	149 (27.38)	64 (11.76)	544
	Rs 100 to Rs 500	183 (39.18)	131 (28.05)	111 (23.76)	42 (8.99)	467
	Rs 500 to Rs 1000	53 (43.44)	23 (18.85)	27 (22.13)	19 (15.57)	122
	Rs 1001 and More	37 (40.21)	28 (30.43)	17 (18.47)	10 (10.86)	92
South	Less than Rs 500	156 (30.70)	147 (28.93)	161 (31.69)	44 (8.66)	508
	Rs 100 to Rs 500	97 (35.79)	67 (24.72)	84 (30.99)	23 (8.48)	271
	Rs 500 to Rs 1000	18 (37.50)	17 (35.41)	12 (25.00)	1 (2.08)	48
	Rs 1001 and More	17 (30.35)	22 (39.28)	14 (25.00)	3 (5.35)	56
SSCE	Less than Rs 500	158 (29.81)	170 (32.07)	164 (30.94)	38 (7.16)	530
	Rs 100 to Rs 500	75 (36.94)	64 (31.52)	52 (25.61)	12 (5.91)	203
	Rs 500 to Rs 1000	20 (40.81)	13 (26.53)	10 (20.40)	6 (12.24)	49
	Rs 1001 and More	9 (17.64)	26 (50.98)	12 (23.52)	4 (7.84)	51
HSSCE	Less than Rs 500	69 (25.46)	88 (32.47)	74 (27.30)	40 (14.76)	271
	Rs 100 to Rs 500	77 (34.68)	67 (30.18)	60 (27.02)	18 (8.10)	222
	Rs 500 to Rs 1000	21(34.42)	13 (21.31)	17 (27.86)	10 (16.39)	61
	Rs 1001 and More	12 (31.57)	12 (31.57)	7 (18.42)	7 (18.42)	38
GRAD	Less than Rs 500	85 (36.79)	47 (20.34)	71 (30.73)	28 (12.12)	231
	Rs 100 to Rs 500	124 (41.47)	64 (21.40)	80 (26.75)	31 (10.36)	299
	Rs 500 to Rs 1000	26 (49.05)	13 (24.52)	11 (20.75)	3 (5.66)	53
	Rs 1001 and More	21 (45.65)	12 (26.08)	1 (123.91)	2 (4.34)	46
PG	Less than Rs 500	11 (55.0)	6 (30.00)	1 (5.00)	2 (10.00)	20
	Rs 100 to Rs 500	4 (28.57)	3 (21.42)	3 (21.42)	4 (28.57)	14
	Rs 500 to Rs 1000	4 (57.14)	1 (14.28)	1 (14.28)	1 (14.28)	7
	Rs 1001 and More	12(92.3)	0	1 (7.69)	0	13

Sources: Primary data

Table 3.8: Pearson Chi-Square Test

Category	Chi Square Value	Df	Asymp. Sign (2 sided)
Male	20.486	9	.015*
Female	9.017	9	.436
Urban	25.066	9	.003*
Rural	7.762	9	.558
North	20.395	9	.016*
South	10.498	9	.312
SSCE	18.264	9	.032*
HSSCE	13.228	9	.153
GRAD	8.406	9	.494
PG	15.444	9	.079
Total χ^2	148.566	90	
Total χ^2 at 0.05	113.15	90	
Total $\chi^2 > \chi^2$ at 0.05			
Association between Pocket money and consumption Products			

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

The data collected on pocket money and using it on the products which are considered to be harmful to the life such as cold drinks, ice cream, chocolates were cross-tabulated and tested with the help of *Chi square*. The results show that in case of Male, Urban, North and SSCE students, the '*p*' value is less than 0.05 at 5% level of significance which implies that in case of these students there is a significant association between the pocket money they get and they spending it on consumption of products considered to be harmful, Where as in case of Female, Rural, South Goa, HSSCE, Graduates and P.G. students, the '*p*' value is more than 0.05 at 5% level of significance which signifies that there is no significant association between the pocket money they get and consumption of harmful products. The additive property of the *Chi square* test shown at the end of the Table 3.8 suggests that over all there is an association between the pocket money they get and their spending it on

the products considered to be harmful by all categories of the students (Gender, Location, Region, and Education).

3.3.5 Pocket money and Vices

College students are vulnerable to various harmful products such as *Cigarettes, Gutka, and Liquor* etc. Data was collected to find out about the menace and cross-tabulated based on the pocket money given in Table 3.9. Further, the *Chi square* test was applied to find out whether there is any association between the pocket money the students' get and the various vices. The values are given in Table 3.10.

Table 3.9: Pocket money and Consumption of harmful Products

Category	Monthly Pocket money	Vices				Total
		Smoke	Drink (Hard)	Chew Gutka	None	
Male	Less than Rs 500	3(0.88)	2(0.44)	11(2.42)	438(96.40)	454
	Rs 100 to Rs 500	5(1.47)	6(1.77)	18(5.32)	309(91.42)	338
	Rs 500 to Rs 1000	3(3.06)	2(2.04)	7(7.14)	86(87.75)	98
	Rs 1001 and More	5(6.75)	3(4.05)	0	66(89.18)	74
Female	Less than Rs 500	1(0.16)	3(0.50)	9(1.50)	585(97.82)	598
	Rs 100 to Rs 500	2(0.5)	2(0.50)	3(0.75)	393(98.25)	400
	Rs 500 to Rs 1000	1(1.38)	0	1(1.38)	70(97.22)	72
	Rs 1001 and More	1(1.35)	1(1.35)	2(2.70)	70(94.59)	74
Urban	Less than Rs 500	2(0.37)	1(0.18)	8(1.50)	519(97.92)	530
	Rs 100 to Rs 500	3(0.74)	2(0.49)	15(3.74)	381(95.00)	401
	Rs 500 to Rs 1000	3(3.12)	2(2.08)	6(6.25)	85(88.54)	96
	Rs 1001 and More	5(5.49)	4(4.39)	1(1.09)	81(89.01)	91
Rural	Less than Rs 500	2(0.38)	4(1.18)	12(2.29)	504(96.55)	522
	Rs 100 to Rs 500	4(1.18)	6(1.78)	6(1.78)	321(95.25)	337
	Rs 500 to Rs 1000	1(1.35)	0	2(2.70)	71(95.94)	74
	Rs 1001 and More	1(1.75)	0	1(1.75)	55(96.49)	57
North	Less than Rs 500	2(0.36)	1(0.18)	7(1.28)	534(98.16)	544
	Rs 100 to Rs 500	3(0.64)	6(1.28)	15(3.21)	443(94.86)	467
	Rs 500 to Rs 1000	4(3.27)	2(1.63)	7(5.73)	109(89.34)	122
	Rs 1001 and More	5(5.43)	4(4.34)	2(2.17)	81(88.04)	92
South	Less than Rs 500	2(0.39)	4(0.78)	13(2.55)	489(96.25)	508
	Rs 100 to Rs 500	4(1.47)	2(0.73)	6(2.21)	259(95.57)	271
	Rs 500 to Rs 1000	0	0	1(2.08)	47(97.91)	48
	Rs 1001 and More	1(1.78)	0	0	55(98.21)	56
SSCE	Less than Rs 500	0	0	12(2.30)	518(97.7)	530
	Rs 100 to Rs 500	2(0.98)	1(0.49)	6(2.95)	194(95.56)	203
	Rs 500 to Rs 1000	0	0	2(4.08)	47(95.91)	49
	Rs 1001 and More	0	0	1(1.96)	50(98.03)	51
HSSCE	Less than Rs 500	0	1(0.36)	1(0.36)	269(99.08)	271
	Rs 100 to Rs 500	1(0.45)	3(1.35)	7(3.15)	211(95.05)	222
	Rs 500 to Rs 1000	1(1.63)	0	0	60(98.36)	61
	Rs 1001 and More	1(2.63)	0	0	37(97.3)	38
GRAD	Less than Rs 500	4(1.73)	4(1.73)	6(2.59)	217(93.93)	231
	Rs 100 to Rs 500	3(1.00)	4(1.33)	8(2.67)	284(94.98)	299
	Rs 500 to Rs 1000	2(3.77)	2(3.77)	5(9.43)	44(83.01)	53
	Rs 1001 and More	3(6.52)	3(6.52)	1(2.17)	39(84.78)	46
PG	Less than Rs 500	0	0	1(5.26)	19(95.00)	20
	Rs 100 to Rs 500	1(7.14)	0	0	13(92.85)	14
	Rs 500 to Rs 1000	1(14.28)	0	1(14.28)	5(71.42)	7
	Rs 1001 and More	2(15.38)	1(7.69)	0	10(76.92)	13

Sources: Primary data

Table 3.10: Pearson Chi-Square Test

Category	Chi Square Value	Df	Asymp. Sign (2 sided)
Male	34.406	9	.000*
Female	7.609	9	.574
Urban	51.777	9	.000*
Rural	6.731	9	.665
North	48.124	9	.000*
South	6.022	9	.738
SSCE	10.221	9	.333
HSSCE	17.698	9	.039*
GRAD	21.680	9	.010*
Total χ^2	204.268	81	
Total χ^2 at 0.05	103.01	81	
Total $\chi^2 > \chi^2$ at 0.05			
Association between the pocket money and Vices			

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

According to the analysis, it can be said that smoking, drinking, chewing of Gutka is negligible among the students on the campus. The Study revealed that, a very low percentage of students, which is irrelevant, is under the influence of various vices. A detailed analysis of the data reveals that, a small percentage of students are under the threat and belong to the higher income bracket. Thus it can be said that drinking, smoking, chewing Gutka is negligible on the campus

The *Chi square* applied to see whether there is any association between the pocket money they get and consumption of harmful products, revealed that except in the case of students with respect to Gender (Male), Location (Urban), Region (North), and Education (HSSCE and PG), there is no significant association between the pocket money and spending it on the harmful products by Gender (Female), Location (Rural), Region (South), and Education (SSCE, and Graduates) as the '*p*' value in this case is greater than

0.05 at 5% level of significance. This signifies that the Male, Urban, North, HSSCE and PG students are vulnerable to the vices.

Further the additive property of *Chi square* test shown at the end of the Table 3.10 suggest that as a whole there is an association between the pocket money they get and the vices. In this case the whole of *Chi-square* test value (204.268) is greater than the Table value (103.01). This means that the possession of money does influence the purchase of the products leading to the purchase of harmful products.

3.3.6 Watching of advertisements and Consumption of products

Table 3.11: Watching of advertisements and Consumption of products

Category	Watch Advertisements	Consumption of products				
		Cold drinks	Ice cream	Chocolate	None	Total
Male	Yes	388(45.11)	206(23.95)	181(21.04)	85(9.88)	860
	No	3432.69)	29(27.88)	21(20.19)	20(19.23)	104
Female	Yes	278(26.73)	333(32.01)	341(32.78)	88(8.46)	1040
	No	28(26.92)	31(29.80)	32(30.76)	13(12.5)	104
Urban	Yes	376(37.26)	269(26.66)	257(25.47)	107(10.60)	1009
	No	32(29.35)	31(28.44)	26(23.85)	20(18.34)	109
Rural	Yes	290(32.54)	270(30.30)	265(29.74)	667.40)	891
	No	30(30.30)	29(29.29)	27(27.27)	13(13.13)	99
North	Yes	409(37.04)	310(28.07)	274(24.81)	111(10.05)	1104
	No	31(25.61)	36(29.75)	30(24.79)	24(19.83)	121
South	Yes	257(32.28)	229(28.76)	248(31.15)	62(7.78)	796
	No	31(35.63)	24(27.58)	23(26.43)	9(10.34)	87
SSCE	Yes	233(31.91)	237(32.40)	212(29.04)	48(6.57)	730
	No	29(28.15)	36(34.95)	26(25.24)	12(11.65)	103
HSSCE	Yes	163(30.63)	163(30.63)	144(27.07)	62(11.65)	532
	No	16(26.66)	17(28.33)	14(23.33)	13(21.66)	60
GRAD	Yes	239(40.78)	129(22.01)	160(27.30)	58(9.89)	586
	No	17(39.53)	7(16.27)	13(30.23)	6(13.95)	43
PG	Yes	31(59.61)	10(19.23)	6(11.53)	5(9.61)	52
	No	0	0	0	2(100)	2

Sources: Primary data

Table 3.12: Pearson Chi-Square Test

Category	Chi Square Value	Df	Asymp. Sign (2 sided)
Male	11.334	3	.010*
Female	2.011	3	.570
Urban	7.097	3	.069
Rural	4.011	3	.260
North	13.538	3	.004*
South	1.514	3	.679
SSCE	4.260	3	.235
HSSCE	4.924	3	.177
GRAD	1.397	3	.706
PG	13.945	3	.003*
Total X ²	64.031	30	
Total X ² at 0.05	43.77	30	
Total X ² > X ² at 0.05			
Association between watching advertisements and consumption of products considered harmful			

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

The data on the above attributes was collected, classified and cross-tabulated and further the Chi square test was applied to find out whether there is any association between the attributes i.e. watching advertisements and consumption of products considered to be harmful for the health. The result is given in the Tables 3.11 and 3.12 respectively.

In the forgoing paragraph, it was mentioned that cold drink top the list of consumption. It can be seen from the data that the students who watch more advertisements consumes more of cold drinks. Interestingly, it is the P.G. students who are more influenced by advertisements among the different categories of the students. Thus from the above Table we can see that watching of advertisements and consumption of products is related to each other. Those who watch advertisements always buy the products. The Table 3.12 tries to find out the relationship between watching advertisements and consumption of various products which are not good for the health. It can be

seen from the **Chi square** value that there is no significant association between watching advertisements and purchase of products considered as harmful for health with reference to **Gender** (Female), **Location** (Urban and Rural), **Region** (South Goa), and **Education** (SSCE, HSSCE, Graduates) as the '*p*' value in these cases is more than 0.05 at 5% level of significance. However in case of **Male**, **North** and **P.G.** students it was found that there is an association between the attributes - watching advertisements and purchase of harmful products.

Further the additive property of the *Chi square* was applied to test the over all association between the attributes. It was noticed that there is an association between watching advertisements and purchase of products considered to be harmful. The **Chi square** value in this case is 64.031 against the Table value of 43.77

3.3.7 Watching of advertisements and Vices

In order to find out whether there is any association between watching of advertisements and the Vices, the collected data was classified, cross-tabulated in Table 3.13 and further Chi square test was conducted, and values are given in Table 3.14.

The interesting and satisfying fact revealed by the study was, that ,in no way the students are carried away by any of the Vices - **Smoking, Drinking, or**

Chewing of Gutka. It can be seen from the Table 3.13 that a negligible percentage of students are under the influence the Vices and those who watch advertisements.

The '*p*' values of students of different categories of students, **Gender** (Male and Female) **Location** (Urban and Rural), **Region** (South and North Goa) and **Education** (HSSCE, Graduates, and PG) is more than 0.05 at 5% level of significance. This shows that there is no significant association between watching advertisements and various vices such as smoking, drinking, chewing Gutka etc. The students from SSCE showed a different picture. In this case there is a significant association between the attributes - Watching advertisements and Vices.

Further the additive property of the Chi square also supported the above claim. In this case the whole of Chi square value (22.19) is less than the Table value (43.77). This shows that as whole there is no significant association between watching advertisements and various Vices.

Table 3.13: Watching of advertisements and Vices

Category	Watch Advertisements	Vices				
		Smoke	Drink (Hard drinks)	Chew Gutka	None	Total
Male	Yes	15(1.74)	12(1.39)	31(3.60)	802(93.25)	860
	No	1(0.96)	1(0.96)	5(4.80)	97(93.26)	104
Female	Yes	4(0.38)	5(0.48)	14(1.34)	1017(97.70)	1040
	No	1(0.96)	1(0.96)	1(0.96)	101(97.11)	104
Urban	Yes	11(1.09)	9(0.89)	28(2.77)	961(95.24)	1009
	No	2(1.83)	0	2(1.83)	105(96.33)	109
Rural	Yes	8(0.89)	8(0.89)	17(1.90)	858(96.29)	891
	No	0	2(2.02)	4(4.04)	93(93.93)	99
North	Yes	12(1.08)	12(1.08)	27(2.44)	1053(95.38)	1104
	No	2(1.65)	1(0.82)	4(3.30)	114(94.21)	121
South	Yes	7(0.87)	5(0.62)	1892.26)	766(96.23)	796
	No	0	1(1.14)	2(2.29)	84(96.55)	87
SSCE	Yes	2(0.27)	0	17(2.32)	711(97.39)	730
	No	0	1(0.97)	4(3.88)	98(95.14)	103
HSSCE	Yes	3(0.56)	4(0.75)	8(1.50)	517(97.18)	532
	No	0	0	0	60(100)	60
GRAD	Yes	10(1.70)	12(2.04)	18(3.07)	546(93.17)	586
	No	2(4.65)	1(2.32)	2(4.65)	38(88.37)	43
PG	Yes	4(7.69)	11.92)	2(3.84)	45(86.53)	52
	No	0	0	0	2(100)	2

Sources: Primary data

Table 3.14: Pearson Chi-Square Test

Category	Chi Square Value	Df	Asymp. Sign (2 sided)
Male	.831	3	.842
Female	1.248	3	.742
Urban	1.778	3	.620
Rural	3.962	3	.266
North	.710	3	.871
South	1.080	3	.782
SSCE	8.282	3	.041*
HSSCE	1.736	3	.629
GRAD	2.250	3	.522
PG	.309	3	.958
Total X ²	22.19	30	
Total X ² at 0.05	43.77	30	
Total X ² < X ² at 0.05			
No association between watching advertisements and Vices			

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

3.4 DISCUSSION AND CONCLUSION

Advertising has an influence on purchase behavior. Advertising does affect the viewers. If a message is repeated often enough, people will increasingly accept it (Goldstein, 1998). Gandhi et al. (1994) in their study on consumer behavior among adults found that the T.V. is of paramount importance in influencing consumer's choice. For 46% of the respondents, T.V. is responsible for making a purchase decision and 48% of T.V. advertisements actually led to purchase. This study shows that advertising influences purchase behavior of adults.

In case of children, the study is altogether different. Children in the U.S. watch so much of T.V. that they see 5,00,000 commercials by the time they reach 18 years of age. Every one of these commercials is front loaded with attention getters or sexual images. Over 1,00,000 of the Radio, T.V. and News paper advertisements children see by the age of 18 years, are for alcohol (De Benedittis, 2003)

Liebert (1979) points out that a major concern regarding T.V. commercials is that Children are being sold products that are not good for them.

Also Children are learning to accept ideas imposed on them by T.V. advertising and are not equipped to protect themselves from these influences. A child represents a future adult consumer market, which the advertiser

strives to develop through brand loyalties and consumer buying habits at an early age (Silverblat, 1995). They are successfully breeding a generation of consumers ready to respond to the call of consumerism (Unnikrishan et al 1996). Children are initiated into the consumerist culture from their birth (Joshi, 1989)

According to Trividi (1991), 34 % of the households reported that advertisements created an adverse impact on the demand among children for new goods and items for them and their house holds. Children are increasingly used and made instrumental in compelling people to buy advertised product. Parents are forced to buy advertised products to pacify the children's needs though they may be unwilling to buy the same (Chauhan, 1995). Not all families in developing country like India can afford all that their children's demands. When the desire inspired by commercials are not satisfied and fulfilled, they result in resentment and frustration among children. Children pressurize parents for many things they see on T.V. and parents feel inadequate if they don't provide them (Liebert, 1979). Yadava (1994) points out that advertisement stimulate psychological needs and desires of the audiences. But in context of Indian economy, how far the lifestyle and consumption pattern reflected in many a consumer advertisement, relevant to the majority of India population. Children in rural areas and urban slums watch advertisements of children gleefully eating chocolates or noodles or enjoying soft drinks when they do not even have

access to clean drinking water. Children with stimulated but unsatisfied desire develop resentment against their parents and the existing social set up.

Consumerism is a result of large scale advertising. It is nothing but senseless acquisition of advertised products paying little heed to their actual utility. In other words, it is nothing but a mechanism that creates an insensible urge to possess or acquire goods and services. A constant barrage of advertisements finds a willing audience among teenagers who spend a lot of time watching T.V. Consumerism today is flourishing, thanks to the advertising industries.

With the above as background, *Chi square* testing can be summarized as under

Table 3.15: Table showing the Chi square Values

#	Aspects of Advertising Tested based on the Objectives:	Gender [M/F]		Locality [U/R]		Region [S/N]		Education [S/H/G/P]			
		Accepted		Accepted		Accepted		Accepted			
1	Influence of Advertising on Buying Behaviour and Spending Pattern										
	• Ownership of TV & Watching Ads	.18	.17	.75	.02*	.07	.32	.08	.61	.44	.84
	• Watching of Ads & Factors attracting	.00*	.00*	.00*	.54	.00*	.01*	.00*	.04*	.00*	--
	• Time spent on watching Ads	.75	.05	.27	.32	.11	.80	.94	.29	.17	.26
	• Pocket money & Consumption	.02*	.44	.00*	.56	.02*	.31	.03*	.15	.49	.08
	• Pocket money & Vices	.00*	.57	.00*	.67	.00*	.74	.33	.04*	.01*	--
	• Watching Ads & Consumption	.01*	.57	.07	.26	.00*	.68	.24	.18	.71	.00*
• Watching Ads & Vices	.84	.74	.62	.27	.87	.78	.04*	.63	.52	.96	

Source: Primary Data

* Significant at 5% level of significant

Among the students, owner ship of T.V. is not a deciding factor for them to watch advertisements. Irrespective of whether they have T.V. at home or not, students from all walks of life do like to watch advertisements. Further an urge to watch more and more advertisements also increases with the students acquiring more and more qualification. Thus, it can be said that there is no

association between the ownership of T.V. and the students watching an advertisements.

Further it was seen that, students likes to watch advertisements because of the message / appeal present in an advertisements. Surprisingly, the vulgarity in advertisements had no place in the minds of the students. This shows the matured thinking, and broad minded approach of the students towards advertisements.

On an average, students spend around one hour in front of T.V except the students from the P.G. category who spend more than two hours watching the T.V. programmes along with advertisements. Further, it was clear from the analysis that there is no association between the time spent and students watching the advertisements.

It was seen from the study that the pocket money and consumption of products considered harmful are associated with each other. It means that the quantum of money determines what to purchase. Accordingly, it was noticed that students prefer more of a cold drinks followed by ice cream and chocolates. In particular, are the male students who prefer cold drinks where as the female students like more of ice cream.

A relieving fact that was disclosed by the study was that, students in anyway are not influenced by any form of vices on the campus. However, the *Chi squares* revealed a vulnerable situation, that is there is an association between the pocket money that students get and the Vices. A detailed analysis of the data disclosed that, the students in the higher income bracket are more prone to the various Vices.

As far as the influence of advertisement is concerned, students specially the Male, North Goa, and P.G. students are more influenced by the advertisements to purchase their products. Overall it was clear from the analysis that, there is an association between watching of advertisement and the consumption of products. Further, it was seen that as far as Vices are concerned, there is no association between the students watching advertisements and various vices. In fact, the survey disclosed a satisfying fact that, on the campus the menace such as Smoking, Drinking, chewing Gutka is negligible.

Thus from the above analysis it can be concluded that, over all advertisements do not influence the spending pattern and buying behavior of the students and thus the hypothesis formed for the purpose is accepted.

CHAPTER 4

GENERAL IMPACT

OF

ADVERTISING ON STUDENTS

4.1 INTRODUCTION

T.V. and advertising together present a lethal combination and have become an integral part of our modern society. It is the most convenient route to reach not only the adult consumer but also the adolescents. Adolescents are manipulated by advertisement promises that the product will transform their life.

The impact of T.V. in general and advertisements in particular is vital, because of its enormous potential as an audio – visual communicator. It enables the creative man to communicate by combining motion, sound, words, color, personality and stage setting to express and demonstrate ideas to a large and widely distributed audience in the most effective manner. This helps to grab the attention of the audience or prospective customers.

T.V advertising usually plays a role in either introducing a product, reinforcing the familiarity to the product and also convincing the potential customer to purchase the product. Advertisements are among the most visible marketing strategy and have been the subject of a great deal of attention in the last 10 to 15 years. Advertisements cannot only charge the emotions but also give a subliminal message (Nidhi Kotwal, Gupta, 2008). Advertising today seems to be every where and ever present exerting a far reaching influence on the daily lives of the people. Advertisements develop a self concept in order to induce purchase decisions (Nidhi Kotwal, 2008). T.V. advertisement

employs attention grabbing tricks such as catchy and pleasing music, lyrics, jingles, humor and repeated message. The impact of the T.V. advertisements is more than the print media or Radio (Nidhi Kotwal, 2008).

Evidence is mounting that marketing to students is harmful. Nearly every aspect of student's lives has been adversely affected by recent trends in advertising and marketing. Research links advertising to increased violence, Obesity, and eating disorders in children, as well family stress and negative values. Students are especially vulnerable to persuasive messages.

The role of advertising has often been subject of much debate in society. Advertising may be useful to consumers, considering that dissemination of information is necessary when a buyer has to make a choice from various products and services. The opposite view is based on the contention that consumers are duped by misleading advertising and hence advertising should be curtailed or at least strictly regulated.

It is needless to say that advertising has gained profound recognition and importance all over the globe as an indispensable tool of marketing. This recognition has led to its remarkable growth- both quantitative and qualitatively. One thing is certain about advertising, is that, in spite of growing concern towards some of its social effects, both profit and non-profit

organization are increasingly being compelled to use it for extrapolating their objectives.

In his study Ranna, (1995) expressed that among the media; the impact of T.V. advertisements on social behavior including purchasing behavior was the greatest. The reason being that T.V. has charm, instantaneous transmission capability and satellite channels certainly affected the lifestyle of individuals. They tend to buy the product advertised by media, irrespective of its cost. The way of presentation mattered in case of food items whereas in case of clothing, designer label mattered (Mahajan and Sing, 1997).

4.2 HYPOTHESIS AND METHODOLOGY

The present chapter deals with second objective of the study i.e. *to know the general impact of advertising on students from Goa*. For the purpose a hypothesis was formed and tested with various statistical tools such as *Mean, Independent sample 't' test, One way ANOVA and Post hoc test*.

Ho: General Impact of advertising on students of Goa is not significant

The above hypothesis was analyzed and tested with reference to their **Gender, Locality, Region and Educational background**. Further the data collected from the students was grouped into seven important areas to find out the impact of advertising on the following aspects.

- 1) *Watching advertisements by students*
- 2) *Advertisements and desire for products*
- 3) *Advertising as a source of information*
- 4) *Role of models in advertising in influencing students*
- 5) *Influence of advertising on drinking and smoking*
- 6) *Modeling as career*
- 7) *Influence of advertising on purchases*

To collect the information on the above areas a set of seven statements were designed. The respondent were asked to rank it on a scale of four- One being Not at all; Two Rarely; Three some time; and Four being Often. The statements were:

1. *Do you watch Advertisements?*
2. *Do you desire for the product which is advertised?*
3. *Do you think advertisement provides with information you needed?*
4. *Do you believe in your favorite model in an advertisement?*
5. *If I drink and smoke, it is because of an advertisements and commercials*
6. *Always I dream to become a model in an advertisement*
7. *Most of my purchases are influenced by advertisements*

In all, 2108 students from all over Goa belonging to Secondary, Higher secondary, Colleges and University were surveyed. Out of these, 964 were Male remaining being Females. The collected data was then grouped into four categories based: **Gender** (Male and Female), **Location** (Rural and Urban),

Region (South and North Goa), and **Education** (SSCE, HSSCE, Graduates, P.G.).

4.3 ANALYSIS

The following sections give the analysis of the data along with the comments according to: **Gender** (Male and Female), **Location** (Rural and Urban), **Region** (South and North Goa) and **Educational back ground** (SSCE, HSSCE, Graduates, and P.G.). In case of Gender, Location and Region, the *Independent sample 't'* test and the *Mean* scores were used where as in case of Educational back ground the one way *ANOVA and Post hoc test* is used.

4.3.1 GENDER

The information collected from the students was classified based on Male and Female students. Out of total number of students, 964 were Male and the remaining were Female students. The following paragraphs give a brief analysis based upon the responses given by the students. The Table 4.1 gives the *quantitative data* along with the percentages, Table 4.2 gives the *Mean* score between the Male and Female students and Table 4.3 gives the '*t*' test values between Male and Female students

4.3.1.1 WATCHING OF ADVERTISEMENTS: The data collected, showed that majority of the students i.e. around 58.7% of Males and 63.6% of Females watch advertisements regularly. A small percentage of students - Male and Female do not like to watch advertisements at all. This shows that

student's do watch advertisements. Whether they are influenced or not by these advertisements is a secondary issue. The reasons behind watching advertisements may be their own recreations. In a study conducted showed that, the average child under the age of 12 spent approximately 25-27 hours per week watching T.V. and viewing some 20,000 commercials in a single year (More and Lutz, 2000). By the time a child is 18 years old; he/she has seen an average of 15,000 to 22,000 hours of T.V. and may have been exposed to as many as 35,000 commercial messages (Adler et. al 1986). These commercials may be directed either towards children or adults, but the ultimate intent is to sell a product.

The *Mean* score between Male and Female students is 2.96 and 3.01. This shows that again both sexes likes to watch advertisements and between both, it is the Female students who like to watch more of advertisements than boys.

Further the data was analyzed with the help of the '*t*' - test. In this case, the *F* ratio for Levene's test for equality of variance is significant (*p* is less than 0.05) and therefore we take equal variance not assumed. The '*t*' value is not significant at 5% (*p* is greater than 0.05), we can say that the bombardment of advertisements towards students and they watching it does not influence them in any way. Whether it is a Male or Female, watching of advertisements does not influence them in any way. Thus we can say that there is no significant difference between gender and watching advertisements.

4.3.1.2 DESIRE FOR PRODUCTS: The data collected for the purpose shows that the influence of advertising on Male and Female students is not balanced. Around 10% and 8% of Male and Female students respectively desire the advertised product very often. The entire data classified accordingly reveals that the impact of advertising on these students is negative. It means that the students are not easily carried away by the unscrupulous advertisements. This shows that the desire of the students to purchase the product is not influenced by advertising.

Further, the *Mean* score between Male and Female students is 2.28 and 2.32, which implies that between Male and Female students, the Female students who are influenced more by advertisements. The reason may be the Female audience spends more time in front of the T.V. watching different types of programs including advertisements. However overall results show that they rarely desire for the product which is advertised.

The significance value of Levene's test is 0.017 which is less than 0.05 at 5% level of significance which means that the two variances are significantly different and therefore we take the '*t*' value and its corresponding value of significance of equal variance not assumed. The significant value in this case is 0.223 which is higher than 0.05, thus we can say that there is no significant difference between Male/Female students and buying advertise products. It

means that the level of desire of Male / Female students influenced by advertisements does not differ.

4.3.1.3 A SOURCE OF INFORMATION: The data shows that 38% of Male and 47.6% of Female students are of the opinion that, '*Sometimes*' advertisements provides them with information needed to make an intelligent choice, where as 19.1% of Male and 15.3% of Female students are of the opinion that advertisements '*not at all*' provides them with the necessary information. Further a detailed analysis discloses that, advertisements do provide information to make an intelligent choice. No doubt, advertisements are criticized by the experts severely, but the fact that cannot be denied is advertisements do provide information to the consumers. Around 19.1% of Male and 15.3% of Female students were of the opinion that advertisements do not provide any information to the customers.

The *mean* score between the Male and Female students is 2.5 and 2.62, respectively, revealed not a favorable position. However between the two, the Female students showed a soft corner towards advertisement.

The *F* ratio for the Levene's test for equality of variance is significant at 5% level of significance, i.e. *p* is less than 0.05 and therefore we take the, '*t*' value of equal variance not assumed. In this case the *p* value is less than 0.05. It means that there is a significant difference between Male/Female students in

thinking that advertisements provides them with the necessary information they needed. Both Male and Female students differed in their opinion and in the race it is the Female student who favored the advertisement as informative.

4.3.1.4 ROLE OF MODEL: According to the survey conducted for the purpose, it was disclosed that 52% of Male and 58.4% of Female students do not believe in their favorite models. A negligible percentage of students i.e. 9.4% of Male and 6.8% of Female students believed in the endorsement done by their favorite models. This clearly proves that, the students are not influenced by the testimonies and the endorsements given by the popular personalities. Thus in spite of their popularity on silver screen or otherwise do not influence the students to buy the product endorsed by them.

The *Mean* score between Male and Female students is 1.89 and 1.74 which is also not very appealing. Though the Male student is at the forefront, at the end of the day overall, students do not believe in the commercials acted by their favorite models and are not influenced by them.

The *F* ratio for Levene's test for equality of variance is significant at 5% level of significance. ($P < 0.05$) Therefore we take the '*t*' value of equal variance not assumed. In this case the *p* value is 0.001 which is less than 0.05 at 5% level of significance. It means that there is a significant difference between Male /

Female students in believing their favorite model. However comparison done minutely shows that the Male students are carried away by this type of commercials. The reason may be exploitation of ladies as models and depicting them as an object to sell the product.

4.3.1.5 DRINKING AND SMOKING: In order to test the influence of advertising, a statement was designed i.e. if I drink and smoke, it is because of advertisements and commercials. The majority of the students responded negatively meaning there by if at all they drink or smoke it is not because of advertisements. Further, it is clear that advertisements not at all influence the students as far as these vices are concerned. A very high percentage of students i.e. 81.7% of Males and 82.4% of Females are not at all influenced by any form of advertisement. It means that, if students are drinking and smoking, the influencing factor is not TV advertisements. It may be the other factors such as peer pressure, social influence and promotional techniques other than advertisements on TV used by the seller. One thing is very clear that students from different classes do not drink or smoke.

The *mean* score between the two genders is also low which reveals that the students are not influenced by advertisements. It is 1.35 each for Male and Female.

In case of the 't' test analyses, the *F* ratio for Levene's test for equality of variance is not significant ($P > 0.05$). The 't' value for equality of means is 0.206 and its corresponding *p* value is 0.837 which is higher than 0.05 at 5 % level of significance. It means that there is no significant difference between the Male /the-Female students and who smoke and drink because of advertisements. In other words, drinking and smoking, if any by Male and Female students is not influenced by advertisements but may other factors.

4.3.1.6 MODELING AS CAREER: Survey conducted for the purpose showed that students- Males well as Females are not in favors of taking modeling as their career (69.4% Male and 77.3% Females,). Thus modeling though is a lucrative career; the students of either gender have not shown any inclination to take up modeling as their career. Tiny percentage of students that is 6% and 3.9% of Male and Female students showed their interest in modeling.

The *mean* score between Male and Female students is 1.58 and 1.43 respectively. This reveals that the level of aspiration of becoming model is very low though Male students have shown some interest over their counterparts towards modeling as their career.

According to the 't' test analyses, the *F* ratio for Levene's test for equality of variance is significant ($P < 0.05$). Hence we take the 't' value of equal variance

not assumed. The '*t*' value is 3.788 and its corresponding *p* value is 0.000, which is less than 0.05 at 5% level of significance. Thus we conclude that there is significant difference between Male / Female students and their aspiration to become model in an advertisement.

4.3.1.7 INFLUENCE ON PURCHASES: When the students were asked about the influence of advertising on purchases majority of Male and Female students answered negatively. 35.7 % each of Male and Female students responded that advertising does not influence their purchases. It shows that even though an advertisement does its work sincerely, the customer always takes it otherwise.

The *Mean* score between Male and Female students is 2.10 and 2.09 respectively. This also shows that advertising does not influence the purchases of the students. But between Male and Female students, Male students have an edge over Female students as far as their purchases are influenced by the advertisement.

The Levene's test for equality of variance is not significant ($P > 0.05$). The '*t*' value is 0.146 and the corresponding *p* value is 0.884 which is not significant. It means that there is no significant difference between the gender of the students and their purchases influenced by an advertisement.

Table 4.1: Frequencies on General Impact (Gender)

Statements		GENDER		TOTAL
		MALE	FEMALE	
Do you watch Advertisements?	Not at all	50 (5.2%)	39(3.4%)	89(4.2%)
	Rarely	143(14.8%)	146(12.8%)	289 (13.7%)
	Some time	566(58.7%)	728(63.6%)	1294(61.4%)
	Often	205(21.3%)	231(20.2%)	436(20.7%)
Do you desire for the product which is advertised?	Not at all	225(23.3%)	217(19.0%)	442(21.0%)
	Rarely	349(36.2%)	430(37.6%)	779(37.0%)
	Some time	289(30.0%)	406(35.5%)	695(33.0%)
	Often	101(10.5%)	91(8.0%)	192(9.1%)
Do you think advertisement provides with information you needed?	Not at all	184(19.1%)	175(15.3%)	359(17.0%)
	Rarely	250(25.9%)	257(22.5%)	507(24.1%)
	Some time	366(38.0%)	544(47.6%)	910(43.2%)
	Often	164(17.0%)	168(14.7%)	332(15.7%)
Do you believe in your favorite model in an advertisement?	Not at all	501(52.0%)	668(58.4%)	1169(55.5%)
	Rarely	163(16.9%)	184(16.1%)	347(16.5%)
	Some time	209(21.7%)	214(18.7%)	423(20.1%)
	Often	91(9.4%)	78(6.8%)	169(8.0%)
If I drink and smoke, it is because of an advertisements and commercials	Not at all	788(81.7%)	943(82.4%)	1731(82.1%)
	Rarely	67(7.0%)	68(5.9%)	135(6.4%)
	Some time	54(5.6%)	72(6.3%)	126 (6.0%)
	Often	55(5.7%)	61(5.3%)	116(5.5%)
Always I dream to become a model in an advertisement	Not at all	669(69.4%)	884(77.3%)	1553(73.7%)
	Rarely	93(9.6%)	78(6.8%)	171(8.1%)
	Some time	144(14.9%)	137(12.0%)	281(13.3%)
	Often	58(6.0%)	45(3.9%)	103(4.9%)
Most of my purchases are influenced by an advertisements	Not at all	344(35.7%)	408(35.7%)	752(35.7%)
	Rarely	271(28.1%)	322(28.1%)	593(28.1%)
	Some time	262(27.2%)	318(27.8%)	580(27.5%)
	Often	87(9.0%)	96(8.4%)	183(8.7%)

Source: Primary data

Table 4.2: Table showing Group statistics on General Impact (Gender)

Statements	Gender	N	Mean	Std. Deviation	Std. Error Mean
Do you watch advertisement?	Male	964	2.96	.753	.024
	Female	1144	3.01	.683	.020
Do you desire for the product which is advertised?	Male	964	2.28	.937	.030
	Female	1144	2.32	.871	.026
Do you think advertisement provides with information you needed?	Male	964	2.53	.986	.032
	Female	1144	2.62	.915	.027
Do you believe in your favorite model in an advertisement?	Male	964	1.89	1.050	.034
	Female	1144	1.74	.988	.029
If I drink and smoke, it is because of an advertisements and commercials	Male	964	1.35	.827	.027
	Female	1144	1.35	.820	.024
Always I dream to become a model in an advertisement	Male	964	1.58	.951	.031
	Female	1144	1.43	.849	.025
Most of my purchases are influenced by an advertisements	Male	964	2.10	.991	.032

Source: Primary data

Table 4.3: Table showing t-test analyses on General Impact (Gender)

Statements		Levene's Test for equality of variance		t test for equality of variance		
		F	Sig.	t	df	Sig. (2-tailed)
Do you watch advertisement?	Equal variances assumed	12.533	.000	-1.455	2106	.146
	Equal variances not assumed			-1.443	1964.645	.149
Do you desire for the product which is advertised?	Equal variances assumed	5.746	.017	-1.227	2106	.220
	Equal variances not assumed			-1.220	1988.192	.223
Do you think advertisement provides with information you needed?	Equal variances assumed	16.504	.000	-2.104	2106	.035*
	Equal variances not assumed			-2.091	1986.260	.037*
Do you believe in your favorite model in an advertisement?	Equal variances assumed	7.105	.008	3.292	2106	.001*
	Equal variances not assumed			3.276	1999.018	.001*
If I drink and smoke, it is because of an advertisements and commercials	Equal variances assumed	.082	.775	.206	2106	.837
	Equal variances not assumed			.206	2040.261	.837
Always I dream to become a model in an advertisement	Equal variances assumed	37.580	.000	3.825	2106	.000*
	Equal variances not assumed			3.788	1949.453	.000*
Most of my purchases are influenced by an advertisements	Equal variances assumed	.131	.717	.146	2106	.884
	Equal variances not assumed			.145	2039.274	.884

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

4.3.2: LOCALITY: The total 2108 students surveyed were classified in to Urban and Rural students. Accordingly there were 1118 students from Urban where as 990 students belongs to Rural area. The collected data was classified and organized in-to the following Tables. Table 4.4 deals with the frequencies, Table 4.5 deals with the *mean* scores and Table 4.6 deals with the '*t*' test values

Table 4.4: Frequencies on General Impact (Locality)

Statements				TOTAL
		URBAN	RURAL	
Do you watch Advertisements?	Not at all	37(3.3%)	52(5.3%)	89(4.2%)
	Rarely	175(15.7%)	114(11.5%)	289(13.7%)
	Some time	654(58.5%)	640(64.6%)	1294(61.4%)
	Often	252(22.5%)	184(18.6%)	436(20.7%)
Do you desire for the product which is advertised?	Not at all	241(21.6%)	201(20.3%)	442(21.0%)
	Rarely	407(36.4%)	372(37.6%)	779(37.0%)
	Some time	375(33.5%)	320(32.3%)	695(33.0%)
	Often	95(8.5%)	97(9.8%)	192(9.1%)
Do you think advertisement provides with information you needed?	Not at all	192(17.2%)	167(16.9%)	359(17.0%)
	Rarely	285(25.5%)	222(22.4%)	507(24.1%)
	Some time	465(41.6%)	445(44.9%)	910(43.2%)
	Often	176(15.7%)	156(15.8%)	332(15.7%)
Do you believe in your favorite model in an advertisement?	Not at all	612(54.7%)	557(56.3%)	1169(55.5%)
	Rarely	197(17.6%)	150(15.2%)	347(16.5%)
	Some time	219(19.6%)	204(20.6%)	423(20.1%)
	Often	90(8.1%)	79(8.0%)	169(8.0%)
If I drink and smoke, it is because of an advertisements and commercials	Not at all	895(80.1%)	836(84.4%)	1731(82.1%)
	Rarely	86(7.7%)	49(4.9%)	135(6.4%)
	Some time	76(6.8%)	50(5.1%)	126(6.0%)
	Often	61(5.5%)	55(5.6%)	116(5.5%)
Always I dream to become a model in an advertisement	Not at all	819(73.3%)	734(74.1%)	1553(73.7%)
	Rarely	101(9.0%)	70(7.1%)	171(8.1%)
	Some time	146(13.1%)	135(13.6%)	281(13.3%)
	Often	52(4.7%)	51(5.2%)	103(4.9%)
Most of my purchases are influenced by an advertisements	Not at all	383(34.3%)	369(37.3%)	752(35.7%)
	Rarely	348(31.1%)	245(24.7%)	593(28.1%)
	Some time	290(25.9%)	290(29.3%)	580(27.5%)
	Often	97(8.7%)	86(8.7%)	183(8.7%)

Source: Primary data

Table 4.5: Table showing group statistics on General Impact (Locality)

Statements		N	Mean	Std. Deviation	Std. Error Mean
Do you watch advertisement?	Urban	1118	3.00	.717	.021
	Rural	990	2.97	.714	.023
Do you desire for the product which is advertised?	Urban	1118	2.29	.899	.027
	Rural	990	2.32	.905	.029
Do you think advertisement provides with information you needed?	Urban	1118	2.56	.952	.028
	Rural	990	2.60	.946	.030
Do you believe in your favorite model in an advertisement?	Urban	1118	1.81	1.015	.030
	Rural	990	1.80	1.025	.033
If I drink and smoke, it is because of an advertisements and commercials	Urban	1118	1.38	.836	.025
	Rural	990	1.32	.807	.026
Always I dream to become a model in an advertisement	Urban	1118	1.49	.889	.027
	Rural	990	1.50	.912	.029
Most of my purchases are influenced by an advertisements	Urban	1118	2.09	.970	.029
	Rural	990	2.09	1.003	.032

Source: Primary data

4.3.2.1 WATCHING OF ADVERTISEMENTS: Between the urban and rural students, it is the urban students who watch more advertisements. 96.7% of urban and 94.7% of rural students watches advertisements. Though the difference is not significant, yet it speaks a lot about the students from both the categories. A small percentage of students i.e. 3.3% of Urban and 5.3% of rural students do not watch advertisements at all.

The *Mean* score between the urban and rural is 3.00 and 2.97 respectively. This speaks about the student's interest to watch advertisements. They do like to watch advertisements. It is the urban students who like to watch advertisements more than the rural.

Table 4.6: Table showing 't' test analyses on General impact (Locality)

Statements		Levene's Test for equality of variances		t test for equality of Variance		
		F	Sig.	T	df	Sig. (2-tailed)
Do you watch advertisement?	Equal variances assumed	.706	.401	1.185	2106	.236
	Equal variances not assumed			1.185	2077.310	.236
Do you desire for the product which is advertised?	Equal variances assumed	.059	.808	-.670	2106	.503
	Equal variances not assumed			-.670	2071.664	.503
Do you think advertisement provides with information you needed?	Equal variances assumed	.483	.487	-.892	2106	.373
	Equal variances not assumed			-.892	2078.329	.372
Do you believe in your favorite model in an advertisement?	Equal variances assumed	.665	.415	.145	2106	.885
	Equal variances not assumed			.145	2070.242	.885
If I drink and smoke, it is because of an advertisements and commercials	Equal variances assumed	6.808	.009	1.655	2106	.098
	Equal variances not assumed			1.658	2090.250	.097
Always I dream to become a model in an advertisement	Equal variances assumed	.676	.411	-.176	2106	.860
	Equal variances not assumed			-.176	2061.234	.860
Most of my purchases are influenced by an advertisements	Equal variances assumed	6.465	.011	-.084	2106	.933
	Equal variances not assumed			-.084	2057.039	.933

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

Further, Levene's test for equality of variance is not significant. The 't' value in this case is 1.185 and its corresponding p value is 0.236. It means that there is no significant difference between Urban and Rural students watching advertisements though to some extent it is the urban students who overpowered the rural students in watching advertisements in numbers. The reason may be that more people in the Urban areas own T.V. sets than Rural, more cable connection and the high standard of living/life style of Urban students.

4.3.2.2 DESIRE FOR PRODUCTS: Again between Urban and Rural, a similar kind of result was seen. It can be seen from the Tables that overall the impact of advertising on students is negative. Around 36.4% of Urban and 37.6% rural students respectively rarely buy the advertised products; where as 21.6% of Urban and 20.3% of rural students not at all buy the advertised products.

The *mean* score between the Urban and Rural students is 2.29 and 2.32 respectively, which shows that between the Urban and Rural students, the Rural students are influenced more by the tactics of advertisers. This speaks about the maturity shown by the urban students. However the score is not very significant to prove that advertisements influence the purchase desire of the students.

The '*t*' test for equality of variance also proved that there is no significant difference between Urban /Rural population and advertised product desired by them. The *F* ratio for Levene's test for equality of variance is significant at 5% level of significance. The *p* value in this case is 0.503 which is higher than 0.05. This shows that advertising has no impact upon the minds of Urban and Rural students.

4.3.2.3 A SOURCE OF INFORMATION: 41.6% of the urban students and 44.9% of rural students felt that advertisements sometimes provide them with

information necessary to buy a product. 17.2% of Urban and 16.9% of rural students felt it negatively. From the figures given in the Table, the rural students have softer corner towards advertisements than urban students.

The *Mean* score between Urban and Rural students is 2.56 and 2.60 respectively, which is also not alarming, yet speaks positively about advertisements, as far as the impact of advertisements is concerned. Again rural students have an edge over the urban students in this matter.

According to them it is more informative. The *F* ratio for Levene's test of equality of variance is not significant. The *p* value is 0.373 which is higher than 0.05 at 5 % level of significance indicating that there is no significant difference between Urban / Rural students in thinking that advertisements provides them with information that they needed.

4.3.2.4 ROLE OF MODEL: Again the picture in this case is not different between Urban and Rural students. 54.7% of Urban, 56.3% of rural students do not believe in products endorsed by their favorite personalities. A small percentage of student's i.e. 8.1% of Urban and 8% of Rural often believe in their favorite idol.

The *Mean* score between Urban and Rural students is 1.81 and 1.80 respectively which indicates that endorsements by the popular people do not influence their minds.

Further, the '*t*' test analyses also showed that there is no significant difference between Urban /Rural students who believe in their favorite model. In this case the *F* ratio is 0.665 for Levene's test for equality of variance is not significant, ($P>0.05$). The '*t*' value is 0.145 and its corresponding *p* value is 0.885, which is higher than 0.005 at 5% level of significance.

4.3.2.5 DRINKING AND SMOKING: As far as drinking or smoking is concerned, it is not influenced by commercials. Around 80% of urban students and 84% of rural students responded that T.V. commercials do not influence their smoking or drinking habits if any.

The *Mean* score too gives the same picture. It is 1.38 and 1.32 between Urban and Rural students. The poor score indicates that the students from both the places are not influenced much by the advertisements.

In case of '*t*' test analyses, the *F* ratio for Levene's test for equality of variance is not significant ($p>0.05$). The '*t*' value is 1.655 and its corresponding *p* value is 0.098 which is higher than 0.05. This means that there is no significant

difference between Urban / Rural students who smoke and drink because of an advertisement.

4.3.2.6 MODELING AS CAREER: Around 73% and 74% of Urban and Rural students are not at all interested in pursuing their career as models in advertisements. Given a chance, 4.7% of Urban and 5.2% of the rural students would like to become a model in an advertisement. Modeling is a highly paid profession, yet failed to convince the youngsters to join the same.

The *Mean* score between Urban and Rural students are 1.49 and 1.5 which also speaks about their negative attitude towards becoming a model for an advertisement, which provides a descent income but for a short period of time.

The *F* ratio for Levene's test of variance is not significant i.e. *p* value is greater than 0.05 at 5% level of significance; we take the '*t*' value of equal variance assumed. In this case *p* value is 0.860 which is higher than 0.05 at 5% level of significance. This means that there is no significant difference between the Urban / Rural students and their interest in becoming a model for an advertisement.

4.3.2.7 INFLUENCE ON PURCHASES: The result of the survey between Urban and Rural with reference to their purchases is negative. The

Table shows that majority of the students of Urban as well as Rural were of the opinion that their purchases are not influenced by an advertisement. 34.3% of urban students and 37.3 % of rural students responded negatively in this connection. Whereas a mere percentages, Urban 8.7%, Rural 8.7% were of the opinion that their purchases are influenced by an advertisement. This means that today students do not trust the endorsements of the product done through the advertisement.

The *Mean* Score between Urban and Rural Students is 2.09 each. This again speaks about the extent to which advertisements influences their purchases. It is not very satisfactory. It means that their purchases are not influenced by advertisements.

Since the *F* ratio for equality of variance is significant ($P < 0.05$). We take the '*t*' value of equal variance not assumed. The '*t*' value is not significant at 5% level of significance ($P > 0.05$). Thus there is no significant difference between Urban / Rural students with reference to their purchases being influenced by the advertisements.

4.3.3 REGION

Goa is divided into two districts for political and administrative purposes. These districts include North and South Goa. Out of 2108 students surveyed, 883 students were from South Goa and 1225 students were from North Goa.

The Tables given below give detailed information about the data. Tables 4.7 gives the frequencies, Table 4.8 gives the mean Score and Table 4.9 gives the 't' test values.

Table 4.7: Frequencies on General Impact (Region)

		REGION		TOTAL
		NORTH	SOUTH	
Do you watch Advertisements?	Not at all	45(3.7%)	44(5.0%)	89(4.2%)
	Rarely	177(14.4%)	112(12.7%)	289(13.7%)
	Some time	754(61.6%)	540(61.2%)	1294(61.4%)
	Often	249(20.3%)	187(21.2%)	436(20.7%)
Do you desire for the product which is advertised?	Not at all	249(20.3%)	193(21.9%)	442(21.0%)
	Rarely	459(37.5%)	320(36.2%)	779(37.0%)
	Some time	404(33.0%)	291(33.0%)	695(33.0%)
	Often	113(9.2%)	79(8.9%)	192(9.1%)
Do you think advertisement provides with information you needed?	Not at all	207(16.9%)	152(17.2%)	359(17.0%)
	Rarely	299(24.4%)	208(23.6%)	507(24.1%)
	Some time	518(42.3%)	392(44.4%)	910(43.2%)
	Often	201(16.4%)	131(14.8%)	332(15.7%)
Do you believe in your favorite model in an advertisement?	Not at all	679(55.4%)	490(55.5%)	1169(55.5%)
	Rarely	210(17.1%)	137(15.5%)	347(16.5%)
	Some time	240(19.6%)	183(20.7%)	423(20.1%)
	Often	96(7.8%)	73(8.3%)	169(8.0%)
If I drink and smoke, it is because of an advertisements and commercials	Not at all	982(80.2%)	749(84.8%)	1731(82.1%)
	Rarely	92(7.5%)	43(4.9%)	135(6.4%)
	Some time	71(5.8%)	55(6.2%)	126(6.0%)
	Often	80(6.5%)	36(4.1%)	116(5.5%)
Always I dream to become a model in an advertisement	Not at all	913(74.5%)	640(72.5%)	1553(73.7%)
	Rarely	104(8.5%)	67(7.6%)	171(8.1%)
	Some time	161(13.1%)	120(13.6%)	281(13.3%)
	Often	47(3.8%)	56(6.3%)	103(4.9%)
Most of my purchases are influenced by an advertisements	Not at all	428(34.9%)	324(36.7%)	752(35.7%)
	Rarely	363(29.6%)	230(26.0%)	593(28.1%)
	Some time	327(26.7%)	253(28.7%)	580(27.5%)
	Often	107(8.7%)	76(8.6%)	183(8.7%)

Source: Primary data

Table 4.8: Table showing group statistics on General Impact (Region)

Statements	Region	N	Mean	Std. Deviation	Std. Error Mean
Do you watch advertisement?	North Goa	1225	2.99	.703	.020
	South Goa	883	2.99	.734	.025
Do you desire for the product which is advertised?	North Goa	1225	2.31	.898	.026
	South Goa	883	2.29	.907	.031
Do you think advertisement provides with information you needed?	North Goa	1225	2.58	.954	.027
	South Goa	883	2.57	.942	.032
Do you believe in your favorite model in an advertisement?	North Goa	1225	1.80	1.012	.029
	South Goa	883	1.82	1.030	.035
If I drink and smoke, it is because of an advertisements and commercials	North Goa	1225	1.39	.863	.025
	South Goa	883	1.30	.760	.026
Always I dream to become a model in an advertisement	North Goa	1225	1.46	.862	.025
	South Goa	883	1.54	.950	.032
Most of my purchases are influenced by an advertisements	North Goa	1225	2.09	.979	.028
	South Goa	883	2.09	.995	.033

Source: Primary data

Table 4.9: Table showing t- test analysis on General Impact (Region)

statements		Levene's Test for equality of variance		t-test for equality of means		
		F	Sig.	t	df	Sig. (2-tailed)
Do you watch advertisement?	Equal variances assumed	.473	.492	.001	2106	.999
	Equal variances not assumed			.001	1852.146	.999
Do you desire for the product which is advertised?	Equal variances assumed	.148	.701	.530	2106	.596
	Equal variances not assumed			.529	1888.659	.597
Do you think advertisement provides with information you needed?	Equal variances assumed	.259	.611	.323	2106	.747
	Equal variances not assumed			.323	1914.310	.746
Do you believe in your favorite model in an advertisement?	Equal variances assumed	1.084	.298	-.429	2106	.668
	Equal variances not assumed			-.428	1880.313	.669
If I drink and smoke, it is because of an advertisements and commercials	Equal variances assumed	20.962	.000	2.518	2106	.012*
	Equal variances not assumed			2.570	2023.830	.010*
Always I dream to become a model in an advertisement	Equal variances assumed	14.942	.000	-1.891	2106	.059
	Equal variances not assumed			-1.861	1785.971	.063
Most of my purchases are influenced by an advertisements	Equal variances assumed	1.767	.184	.012	2106	.991
	Equal variances not assumed			.012	1881.541	.991

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

4.3.3.1 WATCHING OF ADVERTISEMENTS: The difference between the North and South Goa students watching advertisements is not much. In this case, 61.6% and 61.2% of the North and South Goa students were of the opinion that, they watch advertisements '*sometimes*' followed by 20.3% and 21.2% who confessed that they watched advertisements '*often*'. However put together the entire result, we see that students from both the districts like to watch advertisements to some extent.

The *Mean* score of the students from both the district is 2.99 each. This also reveals their liking towards advertisements.

The *F* ratio for Levene's test for equality of variance is significant at 5% level ($P < 0.05$). We take the '*t*' value of equal variance not assumed. Since the '*t*' value is not significant at 5% ($p > 0.05$), there is no significant difference between North and South Goa students in watching advertisements.

4.3.3.2 DESIRE FOR PRODUCTS: 37.5% and 36.2% of North and South Goa students desire *rarely* the advertised product. Whereas 9.2% and 8.9% the students from both the districts desires the product very often. The overall results show that, advertisements do not influence the desire of the students to purchase the products. It means that the students are not influenced by the advertisements.

The *Mean* score between the North and South Goa students is 2.31 and 2.39, which reveals that students rarely buy the advertised product. Between the North and South Goa students, North Goa student's purchases are influenced by advertisements.

The *F* ratio for Levene's test for equality of variance is not significant at 5% level ($P > 0.05$), therefore we take the '*t*' value of equal variance assumed. In this case the '*t*' value is not significant at 5% i.e. $P > 0.05$. It means that there is no significant difference between North and South Goa students for advertised product desired by them.

4.3.3.3 A SOURCE OF INFORMATION: 42.3% students from North Goa and 44.4% students from South Goa *agreed* to the fact that advertisements do provide information to some extent, whereas 16.4% and 14.8% of North and South Goa student respectively provided a positive attitude towards advertisements. Overall the students from both the districts have agreed that advertisements do provide them with information about the products and services. They believe that advertisements do provide them with information they needed to make a choice.

The *Mean* score between North and South Goa student is 2.58 and 2.57 respectively. This score also reveals the positive mind (to some extent) of the

student towards advertisement. Though, the score is not very alarming but still talks positive about the advertisements.

The *F* ratio for Levene's test for equality of variance is not significant at 5% level. In this case the *p* value is greater than 0.05. We take the '*t*' value of equal variance assumed. The '*t*' value in this case is not significant ($P > 0.05$). Thus, we can conclude that there is no significant difference between the North and South Goa students in thinking that advertisements provides them with information that they need.

4.3.3.4 ROLE OF MODEL: Between North and South Goa, 55.4% of students from North Goa, and 55.5% from South Goa do not believe at all in their favorite model. A negligible percentage of students from North and South Goa responded favorably towards the influence of models on them. It means that a product endorsed by their favorite model does not induce them to buy the product.

The negligible *Mean* score i.e. 1.80 and 1.82 also disclosed that students from both the districts are not carried away by the endorsements by their favorite model. Between North and South Goa students, South Goa students are influenced to some extent by these types of advertisements.

In case of 't' test analyses, the *F* ratio for Levene's test for equality of variance is not significant, ($P > 0.05$). We take the 't' value of equal variance assumed. The 't' value is not significant at 5%, i.e. $P > 0.05$. Thus, we can say that there is no significant difference between North/South students in believing in their favorite model.

4.3.3.5 DRINKING AND SMOKING: 80.2 % and 84.8% of North and South Goa students respectively are not at all influenced by the scrupulous tactics of an advertiser. A small percentage of students i.e. 6.5% and 4.1% from North and South Goa respectively are carried away by advertisements in this regards. Thus smoking or drinking if any is not influenced by advertisements.

The *Mean* (1.39 and 1.30 respectively,) score also reveals that the advertisements do not have any impact upon the minds of students as far as vices are concerned. But between North and South Goa, North Goa students are carried away to some extent in this regards.

Since the *F* ratio for Levene's test for equality is significant at 5% level ($P < 0.05$), we take the 't' value of equal variance not assumed. In this case 't' value is significant ($P < 0.05$). Thus we can say that there is a significant difference between North and South Goa students who smoke and drink because of advertisements.

4.3.3.6 MODELING AS CAREER: 74.5% of students from North Goa and 72.5% of students from South Goa decline to become a model in an advertisement. A negligible percentage of students showed some interest in modeling.

The *Mean* score also confirms the above results. It is 1.46 and 1.54 between North and South Goa student respectively which means that they are not at all interested in becoming a model in an advertisement, though South Goa students top the scores.

Further, the 't' test analyses shows that, the F ratio for Levene's test of equality of variance is significant ($P < 0.05$) at 5% level of significance, we take equal variance not assumed. The 't' value is not significant ($P > 0.05$). We can say that there is no significant difference between North and South Goa students and their aspiration to become model in an advertisement.

4.3.3.7 INFLUENCE ON PURCHASES: Advertising does not influence the students of North and South Goa. Majority of the students had given their opinion against advertisement. 34.9% of the students from North Goa and 36.7% of the students from South Goa were of the opinion that their purchases are not influenced by advertisements.

The *Mean* score between the North and South Goa students is 2.09 each. This also reveals a similar kind of situation. The purchases of these students are *rarely* influenced by the smart tactics of advertising.

The *F* ratio for Levene's test for equality of variance is significant at 5% level of significance ($p < 0.05$). We take '*t*' value of equal variance not assumed. Since the '*t*' value is not significant ($p > 0.05$). Therefore, we can say that there exists no significant difference between the North and South Goa students and their purchases being influenced by advertisements.

4.3.4: EDUCATIONAL BACKGROUND:

The data collected was analyzed according to educational background. The total students were 2018, divided into SSCE (833), HSSCE (592), Graduates (629) and PG (54). The statistical tools such as Percentage, One way ANOVA and Post HOC was used to analyze the data. Table 4.10 gives the Frequencies along with Percentages. Table 4.11 gives the One way ANOVA values. And Table 4.12 gives the multiple comparisons (Post Hoc)

Table 4.10: Frequencies according on General Impact (Educational)

		CLASS				TOTAL
		SSCE	HSSCE	GRADUATES	PG	
Do you watch Advertisements?	Not at all	54(6.5%)	22(3.7%)	12(1.9%)	1(1.9%)	59 (4.22)
	Rarely	116(13.9%)	91(15.4%)	78(12.4%)	4(7.4%)	289 (13.70)
	Some time	543(65.2%)	368(62.2%)	359(57.1%)	24(44.4%)	1294 (61.39)
	Often	120(14.4%)	111(18.8%)	180(28.6%)	25(46.3%)	436 (20.69)
Do you desire for the product which is advertised?	Not at all	238(28.6%)	126(21.3%)	73(11.6%)	5(9.3%)	422 (20.97)
	Rarely	291(34.9%)	198(33.4%)	273(43.4%)	17(31.5%)	779 (36.95)
	Some time	205(24.6%)	214(36.1%)	251(39.9%)	25(46.3%)	695 (32.97)
	Often	99(11.9%)	54(9.1%)	32(5.1%)	7(13.0%)	192 (9.11)
Do you think advertisement provides with information you needed?	Not at all	199(23.9%)	87(14.7%)	66(10.5%)	7(13.0%)	359 (17.03)
	Rarely	200(24.0%)	143(24.2%)	146(23.2%)	18(33.3%)	507 (24.05)
	Some time	306(36.7%)	284(48.0%)	299(47.5%)	21(38.9%)	910 (43.17)
	Often	128(15.4%)	78(13.2%)	118(18.8%)	8(14.8%)	332 (15.75)
Do you believe in your favorite model in an advertisement?	Not at all	471(56.5%)	280(47.3%)	382(60.7%)	36(66.7%)	745 (35.34)
	Rarely	136(16.3%)	99(16.7%)	106(16.9%)	6(11.1%)	347 (16.46)
	Some time	153(18.4%)	158(26.7%)	102(16.2%)	10(18.5%)	423 (20.07)
	Often	73(8.8%)	55(9.3%)	39(6.2%)	2(3.7%)	169 (8.03)
If I drink and smoke, it is because of an advertisements and commercials	Not at all	669(80.3%)	486(82.1%)	528(83.9%)	48(88.9%)	1731 (82.12)
	Rarely	62(7.4%)	38(6.4%)	32(5.1%)	3(5.6%)	135 (6.40)
	Some time	48(5.8%)	38(6.4%)	39(6.2%)	1(1.9%)	126 (5.98)
	Often	54(6.5%)	30(5.1%)	30(4.8%)	2(3.7%)	116 (5.50)
Always I dream to become a model in an advertisement	Not at all	621(74.5%)	419(70.8%)	472(75.0%)	41(75.9%)	1553 (73.67)
	Rarely	70(8.4%)	51(8.6%)	41(6.5%)	9(16.7%)	171 (8.11)
	Some time	98(11.8%)	94(15.9%)	86(13.7%)	3(5.6%)	281 (13.33)
	Often	44(5.3%)	28(4.7%)	30(4.8%)	1(1.9%)	103 (4.89)
Most of my purchases are influenced by an advertisements	Not at all	335(40.2%)	197(33.3%)	206(32.8%)	14(25.9%)	752 (35.67)
	Rarely	190(22.8%)	171(28.9%)	208(33.1%)	24(44.4%)	593 (28.13)
	Some time	220(26.4%)	173(29.2%)	173(27.5%)	14(25.9%)	580 (27.51)
	Often	88(10.6%)	51(8.6%)	42(6.7%)	2(3.7%)	183 (8.69)

Source: Primary data

Table 4.11: Table showing ANOVA Values on General Impact (Education)

		Sum of square	df	Mean square	F	Sig
Do you watch/ read advertisement?	Between Groups	29.859	3	9.953	19.931	.000*
	Within Groups	1050.685	2104	.499		
	Total	1080.544	2107			
Do you desire for the product which is advertised?	Between Groups	19.599	3	6.533	8.119	.000*
	Within Groups	1692.911	2104	.805		
	Total	1712.510	2107			
Do you think advertisement provides with information you needed?	Between Groups	34.744	3	11.581	13.087	.000*
	Within Groups	1861.960	2104	.885		
	Total	1896.704	2107			
Do you believe in your favorite model in an advertisement?	Between Groups	30.625	3	10.208	9.951	.000*
	Within Groups	2158.408	2104	1.026		
	Total	2189.032	2107			
If I drink and smoke, it is because of an advertisements and commercials	Between Groups	2.786	3	.929	1.372	.249
	Within Groups	1423.940	2104	.677		
	Total	1426.726	2107			
Always I dream to become a model in an advertisement	Between Groups	3.284	3	1.095	1.352	.256
	Within Groups	1703.647	2104	.810		
	Total	1706.932	2107			
Most of my purchases are influenced by an advertisements	Between Groups	1.322	3	.441	.453	.715
	Within Groups	2044.825	2104	.972		
	Total	2046.146	2107			

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

Table 4.12: Table showing multiple Comparisons (Post HOC)

Dependent Variable	(i) Class	(j) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Upper Bound	Lower Bound
Do you watch/read advertisement?	SSCE	HSSCE	-.084	.038	.118	-.18	.01
		GRAD	-.249(*)	.037	.000*	-.34	-.15
		PG	-.477(*)	.099	.000*	-.73	-.22
	HSSCE	SSCE	.084	.038	.118	-.01	.18
		GRAD	-.165(*)	.040	.000*	-.27	-.06
		PG	-.392(*)	.100	.001*	-.65	-.13
	GRAD	SSCE	.249(*)	.037	.000*	.15	.34
		HSSCE	.165(*)	.040	.000*	.06	.27
		PG	-.228	.100	.105	-.49	.03
	PG	SSCE	.477(*)	.099	.000*	.22	.73
		HSSCE	.392(*)	.100	.001*	.13	.65
		GRAD	.228	.100	.105	-.03	.49
Do you desire for the product which is advertised?	SSCE	HSSCE	-.133(*)	.048	.030*	-.26	-.01
		GRAD	-.187(*)	.047	.000*	-.31	-.06
		PG	-.432(*)	.126	.003*	-.76	-.11
	HSSCE	SSCE	.133(*)	.048	.030*	.01	.26
		GRAD	-.054	.051	.723	-.19	.08
		PG	-.299	.128	.089	-.63	.03
	GRAD	SSCE	.187(*)	.047	.000*	.06	.31
		HSSCE	.054	.051	.723	-.08	.19
		PG	-.245	.127	.218	-.57	.08
	PG	SSCE	.432(*)	.126	.003*	.11	.76
		HSSCE	.299	.128	.089	-.03	.63
		GRAD	.245	.127	.218	-.08	.57
Do you think advertisement provides information you needed?	SSCE	HSSCE	-.161(*)	.051	.008*	-.29	-.03
		GRAD	-.310(*)	.050	.000*	-.44	-.18
		PG	-.120	.132	.801	-.46	.22
	HSSCE	SSCE	.161(*)	.051	.008*	.03	.29
		GRAD	-.149(*)	.054	.029*	-.29	-.01
		PG	.041	.134	.990	-.30	.38
	GRAD	SSCE	.310(*)	.050	.000*	.18	.44
		HSSCE	.149(*)	.054	.029*	.01	.29
		PG	.190	.133	.484	-.15	.53
	PG	SSCE	.120	.132	.801	-.22	.46
		HSSCE	-.041	.134	.990	-.38	.30
		GRAD	-.190	.133	.484	-.53	.15

Dependent Variable	(i) Class	(j) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Upper Bound	Lower Bound
Do you believe in your favorite model in an advertisement?	SSCE	HSSCE	-.186(*)	.054	.004*	-.33	-.05
		GRAD	.115	.054	.140	-.02	.25
		PG	.201	.142	.491	-.16	.57
	HSSCE	SSCE	.186(*)	.054	.004*	.05	.33
		GRAD	.301(*)	.058	.000*	.15	.45
		PG	.387(*)	.144	.036*	.02	.76
	GRAD	SSCE	-.115	.054	.140	-.25	.02
		HSSCE	-.301(*)	.058	.000*	-.45	-.15
		PG	.086	.144	.932	-.28	.46
	PG	SSCE	-.201	.142	.491	-.57	.16
		HSSCE	-.387(*)	.144	.036*	-.76	-.02
		GRAD	-.086	.144	.932	-.46	.28
If I drink and smoke, it is because of an advertisements and commercials	SSCE	HSSCE	.040	.044	.808	-.07	.15
		GRAD	.066	.043	.424	-.05	.18
		PG	.180	.116	.401	-.12	.48
	HSSCE	SSCE	-.040	.044	.808	-.15	.07
		GRAD	.027	.047	.942	-.09	.15
		PG	.141	.117	.624	-.16	.44
	GRAD	SSCE	-.066	.043	.424	-.18	.05
		HSSCE	-.027	.047	.942	-.15	.09
		PG	.114	.117	.761	-.19	.41
	PG	SSCE	-.180	.116	.401	-.48	.12
		HSSCE	-.141	.117	.624	-.44	.16
		GRAD	-.114	.117	.761	-.41	.19
Always I dream to become a model in an advertisement	SSCE	HSSCE	-.068	.048	.498	-.19	.06
		GRAD	-.004	.048	1.000	-.13	.12
		PG	.144	.126	.663	-.18	.47
	HSSCE	SSCE	.068	.048	.498	-.06	.19
		GRAD	.064	.052	.601	-.07	.20
		PG	.212	.128	.346	-.12	.54
	GRAD	SSCE	.004	.048	1.000	-.12	.13
		HSSCE	-.064	.052	.601	-.20	.07
		PG	.148	.128	.650	-.18	.48
	PG	SSCE	-.144	.126	.663	-.47	.18
		HSSCE	-.212	.128	.346	-.54	.12
		GRAD	-.148	.128	.650	-.48	.18

Dependent Variable	(i) Class	(j) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Upper Bound	Lower Bound
Most of my purchases are influenced by an advertisements	SSCE	HSSCE	-.059	.053	.687	-.19	.08
		GRAD	-.008	.052	.999	-.14	.13
		PG	-.001	.138	1.000	-.36	.36
	HSSCE	SSCE	.059	.053	.687	-.08	.19
		GRAD	.051	.056	.806	-.09	.20
		PG	.058	.140	.976	-.30	.42
	GRAD	SSCE	.008	.052	.999	-.13	.14
		HSSCE	-.051	.056	.806	-.20	.09
		PG	.007	.140	1.000	-.35	.37
	PG	SSCE	.001	.138	1.000	-.36	.36
		HSSCE	-.058	.140	.976	-.42	.30
		GRAD	-.007	.140	1.000	-.37	.35

Source: Primary Data:

*Significant at 5% level of significance.

4.3.4.1 WATCHING OF ADVERTISEMENTS: Students with different educational backgrounds showed altogether a same picture. The result combined together revealed that 69% of SSCE, 80% of HSSCE, 85% of Graduates and 90% of PG students watch advertisements. This shows that as the qualification of the student's increases, their urge to watch advertisements also increases. However it need not mean that advertisements influence them to buy the product.

The One way ANOVA Table shows that the F value is 19.931 and its corresponding p value is less than 0.05 at 5% level of significance. This means that there exists a significant difference between students from different classes watching the advertisements.

Post Hoc test produced the following results between the two classes: The p value for SSCE and Graduation; SSCE and PG; HSSCE and Graduation and HSSCE and PG are less than 0.05 at 5% level of significance. It means that there is a significant difference between SSCE and Graduates, SSCE and PG, HSSCE and Graduates, HSSCE and PG and their watching advertisements. Whereas in case of students of SSCE and HSSCE , Graduates and PG , the p value is greater than 0.05 which means that there is no significant difference between SSCE and HSSCE , Graduate and PG and they watching advertisements.

4.3.4.2 DESIRE FOR THE PRODUCTS: A small percentage of students i.e. 11.9% of SSCE, 9.1% of HSSCE, 5.1% of Graduates and 13% of PG wished to buy the advertised product very often, whereas 28.6% of SSCE, 21.3% of HSSCE, 11.6% of Graduates and 9.3% of PG students do not want to buy the advertised product. The combined results show that students do not desire to buy the advertised products.

One way ANOVA Table shows that the F value is 8.119 and its corresponding p value is 0.000 which is less than 0.05 at 5% level of significance. It means that there exists a significant difference between the students and the advertised product desired by them.

Further according to *Post Hoc* Table, the pairs such as SSCE and HSSCE, SSCE and Graduates, SSCE and PG has their p value less than 0.05 at 5% level of significance. And therefore, we can say that there is a significant difference between the pairs and the advertised product desired by them, whereas in case of pairs - HSSCE and Graduates, HSSCE and PG, Graduates and PG, the p value is greater than 0.05 at 5% level of significance and therefore we can conclude that there is no significant difference between the pairs cited and the advertised product they buy.

4.3.4.3 A SOURCE OF INFORMATION: Majority of the students from the different classes were of the opinion that advertisements sometimes provides them with the information they need to buy various products. Where as 23.9%

of SSCE, 14.7% of HSSCE, 10.5% of Graduates and 13% of PG students said that advertisements did not provide them with information they needed to buy the products.

The one way ANOVA Table shows that the F value is 13.087 and its corresponding p value is 0.000 which is less than 0.05 at 5% level of significance. There fore we can say that there exists a significant difference between the students of SSCE, HSSCE, Graduates, and PG.

According to *Post Hoc* test, in case of SSCE and HSSCE, SSCE and Graduates, HSSCE and Graduates, the p value is less than 0.005 at 5% level of significance and there fore can be said that there is a significant difference between the pairs - SSCE and HSSCE, SSCE and Graduates, HSSCE and Graduates with reference to advertisements providing information whereas in case of SSCE and PG, HSSCE and PG Graduates and PG, the p value is greater than 0.05 which means that there is no significant difference between the students of SSCE, HSSCE, Graduates and PG and the advertisements providing them information.

4.3.4.4 ROLE OF MODEL: Majority of students i.e. 56.5% of SSCE, 47.3% of HSSCE, 60.7% of Graduate and 67.7% of PG students did not believe in their favorite icons used in the endorsement of the products. This implies that

the students from different educational backgrounds too do not have any fascination towards products advertised by them.

According to one way ANOVA Table, the F value is 9.951 and its corresponding p value is 0.000 which is less than 0.05 at 5% level of significance and therefore we can say that there exist no significance difference between students of SSCE, HSSCE, Graduates and PG believing in their favorite model. Thus between groups there is no significant difference.

According to *Post hoc* Table, comparison between all possible pairs showed that the p value for SSCE and HSSCE is 0.004, HSSCE and Graduates is 0.000, HSSCE and PG is 0.036 which is less than 0.05 at 5% level of significance. It means that there is a significant difference in these pairs of students and them believing in their favorite model. Whereas in case of SSCE and Graduates, SSCE and PG, Graduates and PG, the p value is greater than 0.05. It means that there is no significant difference between students of SSCE, HSSCE, Graduates and PG believing their favorite model.

4.3.4.5 DRINKING AND SMOKING: The students with the different educational backgrounds were of the opinion that, advertisements in no way influence their drinking/ smoking habits if any. 80.3% of SSCE students, 82.1% students of HSSCE, 83.9% of Graduates and 88.9% of PG students were of the opinion that their drinking or smoking habits are not influenced by the advertisements.

According to one way ANOVA Table, the F value is 1.372 where as its corresponding p value is 0.249 which is higher than 0.05 at 5% level of significance. It means that there is no significant difference between the students of SSCE, HSSCE, Graduates, and P.G. with reference to drinking and smoking due to advertisements.

The *Post Hoc* Table also reveals a similar picture between all the possible pairs. The p value in this case is more than 0.05. It means that there is no significant difference between students of SCCE, HSSCE, Graduates, PG and the vices they carry due to advertisements.

4.3.4.6 MODELING AS CAREER: Students from different classes have showed no interest in modeling as their career. This shows that the extent to which advertising in general and modeling in particular have influenced their lives 74.5% of SSCE, 70.8% of HSSCE, 75% of Graduates and 75.9% of PG disclosed that they do not want to take up modeling as their career.

The One way ANOVA Table also shows a similar kind of situation. The F value in this case is 1.352 and its p value is 0.256 which is greater than 0.05 and therefore it can be concluded that there is no significant difference between students from different classes and their dream to become models in an advertisement.

The *Post hoc* Table also discloses a similar picture between all the possible pairs. The p value disclosed by the Table for all the pairs is greater than 0.05 meaning thereby there is no significant difference among students from different classes and their dream to become a model in an advertisement.

4.3.4.7 INFLUENCE ON PURCHASES: 40.2% of SSCE, 33.3% of HSSCE, 32.8% of Graduates, and 25.9% of PG are not at all influenced by commercials and their gimmicks. 10.6% of SSCE, 8.6% of HSSCE, 6.7% of Graduates and 3.7% of PG students are influenced by the advertisements. This shows that the percentage of students not influenced by the advertisements is more. In this case the PG students have showed more maturity with reference to the advertisements and its persuasive techniques.

The F value disclosed by one way ANOVA Table is 0.453 and its p value is 0.715 which is greater than 0.05 at 5% level of significance. It means that there is no significant difference between the students from different classes and their purchases being influenced by the advertisements.

The p value of all the possible pairs (SSCE and HSSCE, SSCE and Graduates, SSCE and PG, HSSCE and Graduates, HSSCE and PG) according to *Post Hoc* Table is greater than 0.05. It means that there is no significance between the pairs and there purchase being influenced by advertisements.

4.4 DISCUSSION AND CONCLUSION

The world of T.V. advertising seems too good to be true. It has glamour; it offers the best things in life and has quick-fix solutions to almost all problems that consumers may face. Advertising has become such an inextricable part of our lives – thanks to the television –we can really imagine life without it. The products that are advertised most aggressively are the fast moving Consumer Goods. A lot of market research and ground work has been carried out to find out the consumers to be targeted and the most important one is to know the influence of advertising on children. Advertising has become a powerful medium of communication. Advertisements provide information about the product and services. It influences the demand for different type of products by the rich as well as the poor. One expert Dr Fredric Greene writes, *“I can personally testify the effect of TV induced purchases on poor people. I have seen parents buying products they can ill afford. I have seen the hostility this creates in the parents and the disappointment experienced by the children. It is an especially tragic misuse of the airways, the gap between aspiration raised by such advertising and its fulfillment”*. (Greene, 1973). Most of the studies conducted and reviewed have featured in common – they are conducted on the age group less than 15 years. The age group which is very weak in judging the situation, taking their own decision etc. One of the important and peculiar traits of this group is that they cannot distinguish between the advertisements and programmes.

Further T.V. viewing among the students is also increasing. In fact T.V. has become a second parent to those whose parents are working and children who are left alone at home. Children in the U.S. watch so much T.V. that they see 5,00,000 commercials by the time they reach 18 years. Every one of these commercials is front-loaded with attention getter or sexual images. Over One Lakh of the Radio, T.V., and News paper advertisements children see by the age of 18 are for alcohol. Advertisements have become part and parcel of our daily affair on T.V, offering a wide range of products to the consumers. Consumerism is the result of large -scale advertising. A constant barrage of advertisements finds a willing audience among teenagers who spend a lot of time watching T.V. Consumerism today is flourishing; thanks to the advertising industry.

The present study revealed that the students from all walks of life do like to watch advertisements. However between Male and Female student it is the Females who like to watch more advertisements. Similarly the Urban students showed more interest in watching advertisements, though the difference between the Urban and Rural students watching advertisements is not much. The situation is not much different between North and South Goa students so also students with different educational backgrounds. All like to watch advertisements. With reference to the students with their educational background, it was found that as the qualification increases their desire to watch T.V. also increases.

In a developing country like India, T.V. plays an important role in shaping society and the economy. T.V. brings to our living room images and sounds of things and places we could never have imagined. T.V. today is the most watched medium by young and old. But over the years this medium has earned the ire of many parents and teachers. And it has more often than not taken the blame for being the perpetrator of negative influence in our society. T.V. has permeated every corner of public and private space, shaping our consciousness, defining our realities, drawing and pulling us apart in ways that will uniquely enshrine this age as the age of T.V. (Shanahan and Morgan, 1990). Advertising has an influence on purchase behavior. Advertising does affect viewers. If a message is repeated often enough, people will increasingly accept it (Goldstein, 1998). Gandhi (1994) in his study on consumer behavior among adults found that T.V. is of paramount importance in influencing consumer's choice.

It was found that in the present study that the influence of advertising on Male and Female students is negative. However between Male and Female students, it is the Male who showed the superiority over the Female students as far as influence is concerned. Further between Urban and Rural, North and South Goa, the influence of advertising on student's purchases is negative. This means that students can evaluate the very purpose of advertising and take their decisions. Among the students from different classes, the students

from P.G. showed little maturity with reference to advertising and its influence. In the study, the students from SSCE, not influenced by advertisements are more but the same students have also showed that they are very much influenced by advertisements. However, overall students while dealing with advertising and its content and the purpose showed a good amount of maturity.

Majority of the students of different backgrounds agreed to the fact that advertisements do provide them with the information necessary to make an intelligent choice. Present day every body is busy in their work. People have no time to gather the information personally. These days' advertisements help them a lot. In a study that covered about 700 respondents in 13 countries by Media Consumer Insight Division of communication service Major group, Group M, it was found that in India, T.V. advertising holds the key to spending decisions. Around 77% of the children polled said that , T.V. advertising was the most important decision maker while buying products followed by peer group (68 %) and parents (53 %) (The Hindu, 2003). Among the different categories of students -Female, Rural and North Goa students were more vocal in nature in this respect. However it was seen that based on educational qualifications, students do differ in their opinion.

Use of various advertising formats such as premium offers and endorsing celebrities, in T.V. advertisements has met with criticism from different

corners (D.P.S Verma and Kapoor, 2002). Characters of various kinds, such as popular television or film stars, famous fashion models, cartoon characters, kids, mother, doctor, teacher, sport stars, appear as product presenters or product users in most of the T.V. advertisements. Their association with the advertised product ranges from a mere coincidental presence in the advertisement to open endorsements and testimonials.

Celebrity endorsements are an omnipresent feature of present day marketing. The modern corporation invests significant amounts of money to align itself and its products with big-name celebrities in the belief that they will

- a) Draw attention to the endorsed products/services and
- b) Transfer image values to these products/services by virtue of their celebrity profile and engaging attributes.

Today 'Celebrity Endorsement' has attracted immense debate on whether it really contributes to the brand building process or whether it is just another lazy tool to make the brand more visible in the minds of the consumers. Firms endorse celebrity for a variety of reasons. It might be the life experience of the celebrity that fits the advertising message or the endorser's high appeal with the firm's consumer target group. Studies associated with the market effect of celebrity endorsement suggest that consumers positively value the use of celebrity endorsers in the advertisements.

Celebrities are involved in endorsing activities since late nineteenth century

(Erdogan 1999). The advent of celebrity endorsements in advertising in India began when the Bollywood and T.V. stars as well as sports persons began encroaching on a territory that was, until then, the exclusive domain of models. One of the first sports endorsements in India was when Farokh Engineer became the first Indian cricketer to model for Bryl cream.

Does celebrity endorsement really work? Theoretically yes, because the qualities associated with the endorser are associated with the brand and the brand therefore remains at the top of the consumer's mind. However one needs to realize that the impact of an endorser cannot be sustainable in all product categories and in all the stages of brand life cycles. It really depends upon the type of product. If it is a 'functional brand', then the product itself is the hero. Here any celebrity association with the brand without corresponding performance of the product will not be sustainable. While incase of 'image brands', like the categories of soaps, soft drinks, cigarettes etc., where it is difficult to distinguish between the products, celebrity endorsements help to distinguish between the brands at an emotional level. A research conducted by Synovate, a global market research firm, revealed that, 47% people would be more likely to buy a brand that was endorsed by their favorite celebrity.

These advertisements are easy to recall by the viewers and help to retain brands but Celebrity endorsements may not always give a positive return on

expectation. As per the study (Sandhir Sharma, 2007), majority of the respondents i.e. 41% believe that use of celebrities do not have any kind of special effect over their decisions to buy certain products whereas 36% says that sometimes they get influenced by celebrities in advertisements for taking decisions to buy those products, but not every time. As per the study the most influential factor (other than celebrity) in purchasing decision is the product information. It is because nowadays consumers are not easily swayed by a celebrity in an advertisements but he needs full fledged information about the product also, followed by brand name, overall appeal, and music/jingle. Whereas the frequency of advertisements repetition and punch lines were the least influential factors affecting the purchase decision of the respondents.

The present study showed that the students of different background- Genders, Urban or Rural, North or South Goa and with different educational backgrounds decline that their purchases are being influenced by those advertisements endorsed by popular personalities from different backgrounds. However the comparison between SSCE and HSSCE, HSSCE and Graduates and HSSCE and PG showed a difference in their thinking towards the role of models in advertisements.

Smoking, Drinking, Inhaling of Drugs, Chewing of Tobacco etc. has become the menace on the campus. These products are easily available on the campus to the students for their use and consumption. The cause of alcohol use

among youth including older children, adolescents and young adults are a major public health concern. Drinking among youth can result in panoply of negative consequences including poor grades, risky sex, alcohol addiction and car crashes (Chassi L, delucia C, 1996). Drinking and smoking among the youth has become a nuisance to society in general and families in particular. It leads to various consequences. Drinkers younger than 21 years who consume approximately 20% of all alcoholic drinks (Foster SE , Vaughan RD, Foster WH) imbibe more heavily than adults per drinking episode and are involved in twice as many car crashes while drinking (national Highway Traffic safety administration)

Research clearly indicates that, in addition to parents and peers, alcohol advertising and marketing have a significant impact on youth decision to drink. While many factors may influence an under age person's drinking decision , including among other things parents, peers and the media, there is a reason to believe that advertising also plays a role (Federal Trade Communication, Self Regulation in the alcohol Industry)

As India's acceleration towards westernization continues , tobacco advertising and marketing has been linked to an increase in its use by Urban Indian Kids as young as 11 , and media is supposed to play an important role in this regard (Payal Jain). Chewing Tobacco and aromatic cigarettes called 'Biddies' account for majority of tobacco use in India with cigarettes taking

20% of the market (Payel Jain). Though Tobacco advertising was banned in India in 2004, Cigarette companies are coming up with new ways to reach a relatively untapped audience. As part of the 2004 law, smoking also is banned in public places such as indoor malls, but tobacco companies have responded with air conditioned mobile smoking lounges.

Advertising strongly influences the minds of the Indian youth as the more exposed the youth were to tobacco advertising, the more likely they were to have ever used or be currently using tobacco. Tobacco use rose with measures of receptivity including having a favorite tobacco advertisements believing misleading imagery created by tobacco advertisements and being willing to use a tobacco promotional item. Youth also associate themselves with their favorite celebrity and when they catch them on T.V. puffing a cigarette, they would love to copy them and surely influence them to try one. It is quite strange that promotion of smoking in movies, serials etc. are more than promoting awareness. Despite of the ban, no strict action is taken on the promotion of the cigarette smoking or tobacco eating. The law is needed not only to be enforced but also seen to that it is followed properly. Movies where an actor is smoking or where the story requirements is such that it becomes necessary for the actor to smoke or eat tobacco , a warning should flash on the screen on that scene that smoking or eating tobacco could be injurious to health. Awareness regarding the issue should be spread with action at the school level.

With reference to smoking and drinking, the study showed that any form of alcohol or cigarette advertising influences the mentioned habits of the students. This shows that direct or surrogate advertisements in this respect do not influence the smoking or drinking habits of the students. If at all these students smoke it is not due to advertisements but may be any other reason. In an important study conducted by the Federal Trade Commission it was found that there is *"no reliable basis to conclude that alcohol advertising significantly affects consumption, let alone abuse"*. If alcohol advertising does not increase consumption, why bother to advertise? The answer is simple: to increase market share. Alcohol is a "mature" product category in that consumers are already aware of the products, its basic characteristics. Therefore over all consumption is not affected significantly by advertising specific brands (Nelson, Jon P 1995). The founding Director of National Institute on alcohol abuse and alcoholism recently pointed out that, "there is no single study - not in U.S. or internationally that credibly connects advertising with increase in alcohol use or abuse (Chafetz, Movus E, 1998)

In modern India, there has been a tremendous demand for models in the competitive market where there is great emphasis on advertising. Today advertising as an industry is growing at an alarming rate. This is because of the fact that there has been a growth in economic activities all over the world. Presently advertising is recognized as a separate advertising industry which

undertakes various economies activities. The industry has provided jobs to many young boys and girls who have perceived their careers in the advertising industry as models besides popular personalities from sports, films etc. Modeling has different presentations ranging from fashion modeling, showroom modeling specialized modeling. As a new marketing strategy small babies are also tapped including new born babies for modeling purpose.

It is an open fact that modeling offers glamorous careers with tremendous opportunities to travel and meet various classes of people and to earn a good amount of money. It is a highly competitive and short lived profession. More than physical educational qualification, physical attributes and personal qualities are important. Students can take part in various type of modeling - ramp modeling, T.V. modeling, and print modeling. The Male and Female, Urban and Rural, North and South Goa and students with different educational background showed no interest to pursue their career as models. The reason could be any thing. It is a demanding industry. It demands the exposure of bodies and its attractiveness treats the human beings as the object of lust; it demands more of one's time and energy. The nature of employment in this industry is of temporary nature. In Goa, the scope for modeling as career is very low. And all these factors may be responsible for student's negative response towards modeling as career. Thus, though modeling offers a good package, the students are not in any mood to take up modeling as

their career.

In a developing country like India, T.V. plays an important role in shaping society and economy. T.V. brings to our living room images and sounds of things and places we could never have imagined. But over the years this medium has earned the ire of many parents and teachers. And it has more often than not taken the blame for being the perpetrators of negative influence in our society. T.V. has permeated every corner of public and private space, shaping our consciousness, defining our realities, drawing and pulling us apart in ways that will uniquely enshrine this age as the age of TV (Shanahan and Morgan, 1990) advertising has an influence on purchase behavior. Advertising does affect viewers. If a message is repeated often enough, people will increasingly accept it (Goldstein, 1998). Gandhi (1994) in his study on consumer behavior among adults found that T.V. is of paramount importance in influencing consumer's choice. It was found that in the present study that the influence of advertising on Male and Female students is negative. However between Male and Female students, it is the Males who showed the superiority over the Female students as far as influence is concerned. Further between Urban and Rural, North and South Goa the influence of advertising on student's purchases is negative. This means that students can evaluate the very purpose of advertising and take their decisions. Among the students from different classes, the students from P.G. showed little maturity with reference to advertising and its influence. In the study, the students from SSCE not influenced by advertisements are more but the same students have

also showed that they are very much influenced by advertisements. However, overall students while dealing with advertising and its content and the purpose showed a good amount of maturity.

Table 4.13: Table showing a brief summary of different values on General Impact

Aspects of Advertising Tested based on the Objectives:	Gender [M/F]	Locality [U/R]	Region [S/N]	Education [S/H/G/P]
General Impact of Advertisement	Accepted	Accepted	Accepted	Rejected
* Watching Ads	.149	.236	.999	.000*
* Desire for Products	.223	.503	.596	.000*
* Source of Information	.037*	.373	.747	.000*
* Role Model	.001*	.885	.668	.000*
* Drinking & Smoking	.837	.097	.010*	.249
* Modeling as a Career	.000*	.860	.063	.256
* Influence on purchase	.884	.933	.933	.715

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

By keeping the above areas as back drop vis-a-vis the hypothesis formed, we can conclude the following:

The students do like to watch advertisements. However the continuous watching of advertisements does not in any way influence their purchases. In this regards, students showed a great deal of maturity. It seems that they can distinguish now between the commercials and programmes. It is also revealed that students do not desire the advertised products. However between the two Genders, it was found that Female students watch more advertisements so also desire advertised products.

Further, students agreed that advertisements do provide them with information needed to make an intelligent choice. Between the Male and Female, they differ in their views and it was the Females who showed more positive attitude towards advertisements.

The inclusion of popular personalities in the commercials, their testimonies, has no influence over their decision making process but between Male and Female students, this time it is the Male students who showed a soft corner towards models in an advertisements. At the same time students showed no interest in pursuing their career in modeling which is a highly paid but short-lived profession.

Further drinking or smoking if any by these students, doesn't influence by any form of T.V. advertising. Similarly the purchases too are not influenced by advertisements.

Thus based upon the above brief important findings, we can conclude that, *"general impact of advertising on students is not significant"*. It means that students in general are not carried away by the exaggerated, deceptive and

any other form of advertising. The students have showed a great deal of maturity.

CHAPTER 5

**STUDENT'S ATTITUDE
TOWARDS
ADVERTISING**

5.1 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 Pg 53). 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).

5.2 HYPOTHESIS AND METHODOLOGY

The chapter deals with the third objective of the study: *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 un educative*
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 various statistical tools such as *Percentages, Independent sample 't' test, One way ANOVA and Post Hoc test* were used to test the validity of the statements and the hypothesis in particular

5.3 ANALYSIS

In order to analyze the data, the collected information was organized and classified in to different categories such as **Gender** (Male and Female), **Location** (Rural and Urban), **Region** (South and North Goa) and **Education** (SSCE, HSSCE, Graduates, and P.G.). Further the statistical tools such as

Percentage, Independent sample 't' test, One way ANOVA and Post hoc 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), Location (Rural and Urban), Region (South and North Goa), and Education (SSCE, HSSCE, Graduates, and P.G).

5.3.1 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.

5.3.1.1 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. To a question, *whether law should ban advertising*, the response for this was in affirmative. Around 61% of the students disagreed to this statement posed before them where as a mere 11% of the students who were in favor of banning the advertising bombarded at them. This shows that though advertising has its negative influence on the

purchase decision, Values and culture of the society, yet students understands its importance and supports its existence in the economy. 27 % of the students preferred to remain silent on this issue. This shows the positive attitude of students towards advertising.

Table 5.1: Table showing frequencies on various Attitudinal statements (Gender)

Statements	Responses	Gender		Total
		Male	Female	
All advertisements should be banned by the law	Disagree	605 (28.70)	694 (32.92)	1299 (6.62)
	Indifferent	244 (11.57)	331 (15.70)	575 (27.27)
	Agree	115 (5.45)	119 (5.64)	234 (11.10)
Reading or seeing most of the advertisement seems to be a waste of time	Disagree	448 (21.25)	521 (24.71)	969 (45.96)
	Indifferent	210 (9.96)	303 (14.37)	513 (24.33)
	Agree	306 (14.51)	320 (15.18)	626 (29.69)
Most of the advertisements are unnecessary	Disagree	246 (11.69)	258 (12.23)	504 (23.90)
	Indifferent	173 (8.20)	196 (9.29)	369 (17.50)
	Agree	545 (25.45)	690 (32.73)	1235 (58.58)
I do not buy the products which are advertised for	Disagree	381 (18.07)	435 (20.63)	816 (38.70)
	Indifferent	322 (15.27)	393 (18.64)	715 (33.91)
	Agree	261 (12.38)	316 (14.99)	577 (27.37)
Most of the advertising are highly un educative	Disagree	340 (16.12)	404 (19.16)	744 (35.29)
	Indifferent	230 (10.91)	319 (15.13)	549 (26.04)
	Agree	394 (18.69)	421 (19.97)	815 (38.66)
Advertisements are not informative source of existing products and new products	Disagree	472 (22.39)	596 (28.27)	1068 (50.66)
	Indifferent	235 (11.14)	299 (14.18)	534 (25.33)
	Agree	257 (12.19)	249 (11.81)	506 (24.00)
Advertisements produce intense desire to buy the concerned product	Disagree	221 (10.48)	206 (9.77)	427 (20.25)
	Indifferent	234 (11.10)	273 (12.95)	507 (24.05)
	Agree	509 (24.14)	665 (31.54)	1174 (55.69)
Advertising helps to make better selection	Disagree	213 (10.10)	191 (9.06)	404 (19.16)
	Indifferent	164 (7.77)	194 (9.20)	358 (16.98)
	Agree	587 (27.84)	759 (36.00)	1346 (63.85)
Advertising expenditure is a waste	Disagree	431 (20.44)	489 (23.19)	920 (43.64)
	Indifferent	246 (11.66)	347 (16.46)	593 (28.13)
	Agree	287 (13.61)	308 (14.61)	595 (28.22)

Statements	Responses	Gender		Total
		Male	Female	
Advertising force the people to buy the product which they do not need	Disagree	394 (18.69)	493 (23.38)	887 (42.07)
	Indifferent	175 (8.36)	16 (67.87)	341 (16.17)
	Agree	395 (18.73)	485 (23.00)	880 (41.74)
Advertising take undue advantage of vulgarity	Disagree	250 (11.85)	319 (15.13)	569 (26.99)
	Indifferent	243 (11.52)	283 (13.42)	526 (24.95)
	Agree	471 (22.34)	542 (25.71)	1013 (48.05)
Certain advertisements cannot be seen or hear in the company of children or parents	Disagree	176 (8.34)	194 (9.20)	370 (17.55)
	Indifferent	196 (9.27)	224 (10.62)	420 (19.92)
	Agree	592 (28.03)	726 (34.44)	1318 (62.52)
Most of the advertisements are exaggerated	Disagree	167 (7.92)	182 (8.63)	349 (15.55)
	Indifferent	306 (14.51)	340 (16.12)	646 (30.64)
	Agree	491 (23.29)	622 (29.50)	1113 (52.79)
Advertisements has not utility or role to play in society	Disagree	536 (25.42)	678 (32.16)	1214 (57.59)
	Indifferent	192 (9.10)	235 (11.14)	427 (20.25)
	Agree	236 (11.19)	231 (10.95)	467 (22.15)

Source: Primary data

Table 5.2: Mean score on Attitude of the students (Gender).

Statements	Gender	N	Mean	Std. Deviation	Std. Error Mean
All advertisements should be banned by the law	Male	964	1.49	.699	.023
	Female	1144	1.50	.677	.020
Reading or seeing most of the advertisement seems to be a waste of time	Male	964	1.85	.872	.028
	Female	1144	1.82	.840	.025
Most of the advertisements are unnecessary	Male	964	2.31	.852	.027
	Female	1144	2.38	.829	.024
I do not buy the products which are advertised for	Male	964	1.88	.807	.026
	Female	1144	1.90	.804	.024
Most of the advertising are highly un educative	Male	964	2.06	.871	.028
	Female	1144	2.01	.849	.025
Advertisements are not informative source of existing products and new products	Male	964	1.78	.841	.027
	Female	1144	1.70	.804	.024
Advertisements produce intense desire to buy the concerned product	Male	964	2.30	.818	.026
	Female	1144	2.40	.775	.023
Advertising helps to make better selection	Male	964	2.39	.825	.027
	Female	1144	2.50	.764	.023
Advertising expenditure is a waste	Male	964	1.85	.850	.027
	Female	1144	1.84	.820	.024
Advertising force the people to buy the product which they do not need	Male	964	2.00	.905	.029
	Female	1144	1.99	.925	.027
Advertising take undue advantage of vulgarity	Male	964	2.23	.834	.027
	Female	1144	2.19	.846	.025
Certain advertisements cannot be seen or hear in the company of children or parents	Male	964	2.43	.782	.025
	Female	1144	2.47	.767	.023
Most of the advertisements are exaggerated	Male	964	2.34	.755	.024
	Female	1144	2.38	.745	.022
Advertisements has not utility or role to play in society	Male	964	1.69	.839	.027
	Female	1144	1.61	.802	.024

Source: Primary Data

Table 5.3: 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

The *Mean* score between Male and Female students is 1.49 and 1.50 respectively. It means that the students strongly disagree to the statement that *law should ban all advertisements*. This implies that though an advertisement suffers from criticisms, yet students do understand the importance of advertising in our day today life.

In case of the '*t*'- test analyses, 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.

5.3.1.2 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. However, practically the attitude of students towards this seems to be positive. Reply to a statement "*Reading or seeing most of the advertisements seems to be a waste of time*" was positive. Majority of the students disagreed to above statement only to prove that watching

advertisements is a constructive activity. Around 46% of the students disagreed, 24% of the students preferred to remain silent, whereas 29% of the students supported the statement. This shows positive attitude towards advertisements.

The *Mean* score between Male and Female students is 1.85 and 1.82 respectively, which means that students disagree that seeing or reading most of the advertisements seem to be a waste of time. A student today understands the importance of advertising in today's busy life.

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.

5.3.1.3 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 students were of the strong opinion that *most of the advertisements are unnecessary*. Around 58% of the students were of the opinion that most of the advertisements are unnecessary.

The *Mean* score between the Male and Female students is 2.31 and 2.38 respectively. Thus, according to them though not all, most of the advertisements are unnecessary.

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.

5.3.1.4 I do not buy the products, which are advertised for: In order to find out whether the students buy an advertised product or not a statement was designed. That is "*I do not buy the product which are advertised for*". Though

the response was balanced, majority of the students disagreed to this statement. 38% disagreed, 33% indifferent, 27% agreed, and thus showing a positive attitude towards advertisements.

The Mean score between the Male and Female student is 1.88 and 1.90 respectively. Though the score leads more towards the '*indifferent*' response, it can be said that students are for the advertisements. They disagreed to the above statement.

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.

5.3.1.5 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. Around 38% of the students were of the opinion that advertisements are highly un-educative where as 35% and 26% respectively disagreed and remained indifferent towards this statement. It means that the attitude towards advertisements was negative.

The students agreed that *most of the advertisements are highly un-educative*.

The Mean score between Male and Female students is 2.06 and 2.01 respectively. It means that the role of advertising in the society is not as per expectations of the students. It does not do anything extra for the benefit of the society other than providing the commercial information.

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.

5.3.1.6 Advertisements are not an informative source of existing products and new products: Further, they also disagreed to a statement that *advertisements do not provide information about existing or new products*.

50% of the students disagreed, 25% of the students remained silent whereas 24% of the students agreed to the above statement. This means that for the students, advertisements act as a *major source of information* while purchasing the products. This shows the positive attitude of the students towards advertising as far as the advertisements acts as a source of information is concerned.

The majority of the students disagreed that advertisements do not provide them with the information about the new and existing products. This shows that advertisements do provide them with the information necessary to make an intelligent choice. The *Mean* score between the Male and Female students is 1.78 and 1.70 respectively.

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*".

5.3.1.7 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. In a survey conducted to find out whether advertisements produce intense desire to buy the product revealed that around, 55% of the respondents' desire for the product is influenced by

an advertisement. 20% of the respondents disagreed, 24% students preferred to remain neutral. This shows that advertisements do influence the purchases of the students.

The majority of the students agreed to the fact that an advertisement creates an intense desire to buy advertised products. The *Mean* score between the Male and Female student is 2.30 and 2.40 respectively, which also reveals the similar situation.

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.

5.3.1.8 Advertising helps to make better selection: At the same time majority of the students also agreed to the statement that advertisements help them *to make a better choice among the different brands available in the market*. Around 63% of the students answered positively where as 19% of the students answered negatively, 17% of the students remained indifferent. This too shows that an

advertisement has a positive influence upon the students as far as the selection of the product is concerned.

The *Mean* score between Male and Female students is 2.39 and 2.50 respectively that strongly proves that advertising do helps to make better selection of goods and services. It means that advertising serves the purpose for which it is intended.

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.

5.3.1.9 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 present study,

however disclosed that around 43% of the respondents disagreed to a statement that "*advertising expenditure is a waste*". A mere 28% of the students either agreed or remained silent in this respect. This again shows that the students have a positive approach towards advertising in general and expenditure on it in particular.

Advertising industries spends crores of rupees on advertising which if does not produce outcome results into a waste of resources. Majority of the students disagreed to the above statement which is also highlighted in the form of *Mean* score. The *Mean* score between the Male and Female students is 1.85 and 1.84 respectively.

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*.

5.3.1.10 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 outcome. Around 42% of the students disagreed to the proposition that advertising force the people to buy the product whereas around equal percentage of students also agreed to the above statement. Thus, it can be proved that in both ways advertisements influence the people. It may be concluded that only fickle-minded people are misguided whereas an intelligent people are not by the tactics of advertisers.

The *Mean* score between Male and Female students is 2.00 and 1.99, which shows that students preferred to remain neutral rather than vocal.

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.

5.3.1.11 Advertising takes undue advantage of vulgarity: In order to make an attractive advertisement and to lure the customers, advertisers are using different strategies. They display women as an object. Vulgarity dominates

advertisements throughout. Beautiful models in semi nude and in compromising position have become a regular feature of advertisements. This has a negative impact upon the students in general and culture of the society and value system in particular. In order to find out the opinions of the students on the subject, a statement was designed and posed before them - "*Advertising take undue advantage of vulgarity*". The reply was -48% agreed; 25% indifferent; and 27% disagreed. This shows that, today students are convinced that the advertisers take undue advantage of vulgarity.

The respondent agreed to the fact that advertising takes undue advantage of vulgarity in order to motivate the students to buy the products. The *Mean* score between the Male and Female students is 2.23 and 2.19 respectively, which means that most of the students agreed that vulgarity has taken a prominent place in advertisements.

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.

5.3.1.12 Certain Advertisements cannot be seen or hear in the company of children or Parents: Similarly, they also opined that certain advertisements, especially advertisements that are vulgar in nature, using vulgar language could not be seen in the presence of other family members. A maximum number of students, around 62% agreed that certain advertisements could not be seen in the presence of other family members. A small percentage of students approximately 17% and 19% disagreed and remained indifferent.

Students strongly believe that certain advertisements cannot be seen in the presence of children or the parents. In this case, the *Mean* score between Male and Female students is 2.43 and 2.47 respectively.

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.

5.3.1.13 Most of the advertisements are exaggerated: Advertisements make tall claims. Most of the advertisements are exaggerated of the actual result. It

misguides or misleads the prospective customers including students. Truths in advertising, ethical advertisements are difficult to find these days. The survey disclosed that around 52% of the respondents agreed, "*Most of the advertisements are exaggerated*" where as 30% of the students remained neutral, 16% disagreed. This shows the students mature approach in reading or seeing most of the advertisements. They know that what an advertiser through advertisement claims is not true or correct. There is always an element of exaggeration or deception present in an advertisement.

The survey proved without any doubt that most of the advertisements are exaggerated and misleading. A strong *Mean* score between the Male and Female students - 2.34 and 2.38 respectively, too supports this.

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*".

5.3.1.14 Advertisements has no utility or Role to play in the society: The students were of the opinion that advertisements if done properly can play an

important role in the society. A social advertisement does, but the role of commercial advertisements in the society is doubtful. Around 57% of the students disagreed to a statement, "*Advertisement has no utility or role to play in society*". 22% agreed and 20% remained indifferent. Thus, it can be concluded that, advertisements if executed properly can educate the members of the society and thus can bring upon a constructive transformation of the society.

The students agreed that the advertisements do have a role to play in the society. The *Mean* score too gives the similar situation, which is 1.69 and 1.61 between the Male and Female student respectively.

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 therefore 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.

From the above, it can be concluded that, the attitude of the Male and Female students towards advertisements is positive and matured. Students look at the advertisements with the broad frame of mind. They know exactly the

purpose behind the advertisements. They can distinguish between the commercials and the programmes. However, they were little skeptical about the advertisements and number of times it is repeated, its educational value, use of vulgarity in advertisements, and exaggerations used in an advertisements. They felt that improvements can be introduced in these areas.

5.3.2 LOCALITY

The data collected from 2108 students from all over Goa was classified in to the Urban and Rural students. Accordingly, there were 1118 students from urban area where as 990 students from the rural area. For the purpose of analysis, the *Percentage*, *Mean score*, and *Independent sample 't'* test was used to test the validity of the various attributes. Table 5.4 deals with the frequencies along with the percentages, Table 5.5 gives the *Mean score* and Table 5.6 gives the *'t'* values of various attributes. Given below are the Tables:

Table 5.4 Table showing frequencies on Attitudinal statements (Locality)

Statements	Responses	Locality		Total
		Urban	Rural	
All advertisements should be banned by the law	Disagree	709 (33.63)	590 (27.98)	1299 (61.62)
	Indifferent	291 (13.8)	284 (13.47)	575 (27.27)
	Agree	118 (5.59)	116 (5.50)	234 (11.10)
Reading or seeing most of the advertisement seems to be a waste of time	Disagree	516 (24.47)	453(21.48)	969 (45.96)
	Indifferent	271 (12.85)	242 (11.48)	513(24.33)
	Agree	331 (15.70)	295 (13.99)	626 (29.69)
Most of the advertisements are unnecessary	Disagree	267 (12.66)	237 (11.24)	504 (23.90)
	Indifferent	200 (9.4)	169 (8.01)	369 (17.50)
	Agree	651 (30.88)	584 (27.70)	1235 (58.58)
I do not buy the products which are advertised for	Disagree	412 (19.54)	404 (19.16)	816 (38.70)
	Indifferent	401 (19.02)	314 (14.89)	715 (33.91)
	Agree	305 (14.46)	272 (12.90)	577 (27.37)
Most of the advertising are highly un educative	Disagree	370 (17.55)	374 (17.74)	744 (35.29)
	Indifferent	292 (13.85)	257 (12.19)	549 (26.04)
	Agree	456 (21.63)	359 (17.03)	815 (38.66)
Advertisements are not informative source of existing products and new products	Disagree	564 (26.75)	504 (23.90)	1068 (50.66)
	Indifferent	290 (13.75)	244 (11.57)	534 (25.33)
	Agree	264 (12.52)	242 (11.48)	506 (24.00)
Advertisements produce intense desire to buy the concerned product	Disagree	237 (11.24)	190 (9.01)	427 (20.25)
	Indifferent	290 (13.75)	217 (10.29)	507 (24.05)
	Agree	591 (28.03)	583 (27.65)	1174(55.69)

Statements	Responses	Locality		Total
		Urban	Rural	
Advertising helps to make better selection	Disagree	213 (10.10)	191 (9.06)	404 (19.16)
	Indifferent	214 (10.15)	144 (6.83)	358 (16.98)
	Agree	691 (32.77)	655 (31.07)	1346 (63.85)
Advertising expenditure is a waste	Disagree	473 (22.43)	447 (21.20)	920 (43.64)
	Indifferent	331 (15.70)	262 (12.42)	593 (28.13)
	Agree	314 (14.89)	281 (13.33)	595 (28.22)
Advertising force the people to buy the product which they do not need	Disagree	497 (23.57)	390 (18.50)	887 (42.07)
	Indifferent	177 (8.39)	164 (7.77)	341 (16.17)
	Agree	444 (21.06)	436 (20.68)	880 (41.74)
Advertising take undue advantage of vulgarity	Disagree	335 (15.85)	234 (11.10)	569 (26.99)
	Indifferent	280 (13.28)	246 (11.66)	526 (24.95)
	Agree	503 (23.86)	510 (24.19)	1013 (48.05)
Certain advertisements cannot be seen or hear in the company of children or parents	Disagree	184 (8.72)	186 (8.82)	370 (17.55)
	Indifferent	239 (11.33)	181 (8.58)	420 (19.92)
	Agree	695 (32.96)	623 (29.55)	1318 (62.53)
Most of the advertisements are exaggerated	Disagree	180 (8.53)	169 (8.01)	349 (16.55)
	Indifferent	335 (15.86)	311 (14.75)	646 (30.64)
	Agree	603 (28.60)	510 (24.19)	1113 (52.79)
Advertisements has not utility or role to play in society	Disagree	606 (28.14)	608 (28.84)	1214 (57.59)
	Indifferent	239 (11.33)	188 (8.91)	427 (20.25)
	Agree	273 (12.95)	194 (9.20)	467 (22.15)

Source: Primary data

Table 5.5: Table showing mean score on Attitude (Gender)

	Urban/Rural	N	Mean	Std. Deviation	Std. Error Mean
All advertisements should be banned by the law	Urban	1118	1.47	.679	.020
	Rural	990	1.52	.696	.022
Reading or seeing most of the advertisement seems to be a waste of time	Urban	1118	1.83	.855	.026
	Rural	990	1.84	.855	.027
Most of the advertisements are unnecessary	Urban	1118	2.34	.839	.025
	Rural	990	2.35	.841	.027
I do not buy the products which are advertised for	Urban	1118	1.90	.795	.024
	Rural	990	1.87	.816	.026
Most of the advertising are highly un educative	Urban	1118	2.08	.856	.026
	Rural	990	1.98	.861	.027
Advertisements are not informative source of existing products and new products	Urban	1118	1.73	.818	.024
	Rural	990	1.74	.827	.026
Advertisements produce intense desire to buy the concerned product	Urban	1118	2.32	.801	.024
	Rural	990	2.40	.790	.025
Advertising helps to make better selection	Urban	1118	2.43	.791	.024
	Rural	990	2.47	.797	.025
Advertising expenditure is a waste	Urban	1118	1.86	.827	.025
	Rural	990	1.83	.841	.027
Advertising force the people to buy the product which they do not need	Urban	1118	1.95	.917	.027
	Rural	990	2.05	.913	.029
Advertising take undue advantage of vulgarity	Urban	1118	2.15	.853	.026
	Rural	990	2.28	.821	.026
Certain advertisements cannot be seen or hear in the company of children or parents	Urban	1118	2.46	.760	.023
	Rural	990	2.44	.789	.025
Most of the advertisements are exaggerated	Urban	1118	2.38	.747	.022
	Rural	990	2.34	.754	.024
Advertisements has not utility or role to play in society	Urban	1118	1.70	.836	.025
	Rural	990	1.58	.797	.025

Source: Primary data.

Table 5.6: Table showing t-values on Attitude (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	2.851	.091	-1.662	2106	.097
	Equal variances not assumed			-1.660	2061.622	.097
Reading or seeing most of the advertisement seems to be a waste of time	Equal variances assumed	.006	.939	-.158	2106	.875
	Equal variances not assumed			-.158	2075.269	.875
Most of the advertisements are unnecessary	Equal variances assumed	.013	.911	-.192	2106	.848
	Equal variances not assumed			-.192	2074.047	.848
I do not buy the products which are advertised for	Equal variances assumed	4.944	.026	1.071	2106	.284
	Equal variances not assumed			1.069	2061.425	.285
Most of the advertising are highly un educative	Equal variances assumed	.236	.627	2.458	2106	.014*
	Equal variances not assumed			2.457	2072.722	.014*
Advertisements are not informative source of existing products and new products	Equal variances assumed	.470	.493	-.103	2106	.918
	Equal variances not assumed			-.103	2069.519	.918
Advertisements produce intense desire to buy the concerned product	Equal variances assumed	.664	.415	-2.314	2106	.021*
	Equal variances not assumed			-2.316	2081.611	.021*
Advertising helps to make better selection	Equal variances assumed	.083	.773	-1.187	2106	.235
	Equal variances not assumed			-1.186	2071.540	.236
Advertising expenditure is a waste	Equal variances assumed	2.327	.127	.700	2106	.484
	Equal variances not assumed			.699	2066.279	.485
Advertising force the people to buy the product which they do not need	Equal variances assumed	.210	.647	-2.351	2106	.019*
	Equal variances not assumed			-2.352	2077.343	.019*
Advertising take undue advantage of vulgarity	Equal variances assumed	1.835	.176	-3.513	2106	.000*
	Equal variances not assumed			-3.521	2091.314	.000*
Certain advertisements cannot be seen or hear in the company of children or parents	Equal variances assumed	3.299	.069	.463	2106	.643
	Equal variances not assumed			.462	2053.977	.644
Most of the advertisements are exaggerated	Equal variances assumed	.113	.737	1.036	2106	.300
	Equal variances not assumed			1.036	2070.647	.301
Advertisements has not utility or role to play in society	Equal variances assumed	9.383	.002	3.371	2106	.001*
	Equal variances not assumed			3.381	2094.219	.001*

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

5.3.2.1 The law should ban all advertisements: The majority of the students disagreed that the law should ban all advertisements. Around 61.62% of the students were of the opinion that advertisements should be banned. It is necessary for the economy. The *Mean* score between the Urban and Rural students is 1.47 and 1.52 respectively.

The F value in case of Levene's test for equality of variance is 2.851 and the corresponding value of significance is 0.091 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 -1.662 and the corresponding two tailed value of significance is 0.097 which is higher than 0.05 at 5% level of significance. Therefore we can say that there is no significant difference between the urban and rural students with reference to the law should ban advertisements.

5.3.2.2 Reading or seeing most of the advertisement seems to be a waste of time: Most of the students disagreed that reading or seeing most of the advertisements seems to be a waste of time. Around 45% of the students disagreed to the above statement.

The *Mean* score between the Urban and Rural students is 1.83 and 1.84 respectively, which implies that there is disagreement on 'reading or seeing most of the advertisements seems to be a waste of time among the students. It

means that advertisements - watching or seeing does result in to a waste of time'.

The F value in case of Levene's test of equality of variance is 0.006 and the corresponding value of significance is 0.939, which is higher than 0.05 at 5% level of significance. The 't' value in this case is -0.158 and the two-tailed value of significance is 0.875 which is higher than 0.05 at 5% level of significance which means that there is no significant difference between the Urban and Rural students with reference to seeing or Reading most of the advertisements seems to be a waste of time.

5.3.2.3 Most of the advertisements are unnecessary: The students from Urban and Rural Goa admitted that, most of the advertisements are unnecessary. Around 58.58% of the students agreed to the fact that advertisements are unnecessary.

The *Mean* score between the Urban and Rural students is 2.34 and 2.35 respectively that indicates that students agreed to the statement, meaning thereby most of the advertisements are unnecessary and if controlled, the savings can be used for productive purpose.

The F value for Levene's test for equality of variance is 0.013 and the corresponding value of significance is 0.911, which is higher than 0.05 at 5%

level of significance. In this case, we take 't' value for equality of means of equal variance assumed which is -0.192 and its two tailed significant value is 0.848 which is higher than 0.05 at 5% level of significance. Thus, we can say that there is no significant difference between the Urban and rural students with reference to most of the advertisements being unnecessary.

5.3.2.4 I do not buy the products, which are advertised for: The students from the Urban and Rural Goa disagreed that they do not buy the products, which are advertised for. Around 39 % of the students disagreed to the above statement. This implies that the students do buy the advertised products.

The *Mean* score between the Urban and Rural students is 1.90 and 1.87 respectively, which means that students disagreed to the statement. Thus, it can be concluded that students do buy the advertised products.

The F value for Levene's test for equality of variance is 4.944 and the corresponding value of significance is 0.026, which is smaller than 0.05 at 5% level of significance and *therefore we take the 't' value for equality of means of equal variance not assumed*. The 't' value is 1.069 and the corresponding two-tailed value of significance is 0.285 that is higher than 0.05 at 5% level of significance and thus we can say that there is no significant difference between the Urban and Rural students with reference to advertised products and they buying it.

5.3.2.5 Most of the advertising is highly un-educative: In this case, over all the students agreed that the advertisements are highly un-educative. Around 38 % of the total students agreed to the statement. However, a detailed analysis of the statement shows that the Urban students agreed to the fact that most of the advertisements are un educative where as the Rural students disagreed to the statement. The *Mean* score too between the Urban and Rural students supports the statement, which is 2.08 and 1.98 respectively.

The F value for Levene's test for equality of variance is 0.236 and the corresponding value of significance is 0.627, which is higher than 0.05 at 5% level of significance. In this case, the '*t*' value of equal variance assumed is 2.458 and the corresponding two-tailed value of significance is 0.014, which is smaller than 0.05 at 5% level of significance. Thus, we can say that there is a significant difference between the Urban and Rural students on their opinion that most of the advertisements are highly un-educative.

5.3.2.6 Advertisements are not an informative source of existing products and new products: Majority of the students disagreed that advertisements are not an informative source of existing products and new products. In all, 50.66% of students were of the opinion that advertisements do provide them with the information about the new and existing products.

The *Mean* score between the Urban and Rural students is 1.73 and 1.74 respectively. This also supports the claim of the students that they disagree that :- advertisements are not an informative source of existing products and new products.

The F value for Levene's test for equality of variance is 0.470 and the corresponding value of significance is 0.493, which is higher than 0.05 at 5% level of significance. Therefore, we take the 't' value for equality of means of equal variance assumed which is -0.103 and its two-tailed value of significance is 0.918 which is higher than 0.05 at 5% level of significance. Thus, we conclude that there is no significant difference between Urban and Rural students on advertisements as informative source of information on products in the market.

5.3.2.7 Advertisements produce intense desire to buy the concerned product: The overall 55.69% of the students were of the opinion that advertisements produce intense desire to buy the concerned product. It means that advertisements do have influence over the purchases of the products.

Students agreed that advertisements produce intense desire to buy the concerned products. This is evident from the fact that the *Mean* score between the Urban and Rural students is 2.32 and 2.40 respectively.

The F value for Levene's test for equality of variance is 0.664 and the corresponding value of significance is 0.415 which is higher than 0.05 at 5% level of significance and thus we can say that there is no significant difference between the Urban and Rural students with reference to advertisements produce intense desire to buy the concerned product.

5.3.2.8 Advertising helps to make better selection: Around 63% of the students agreed that advertising helps them to make better selection. This we can see through the mean score between the Urban and Rural students, which is, 2.43 and 2.47 respectively.

The F value in case of Levene's test for equality of variance is 0.083 and its value of significance is 0.773, which is higher than 0.05 at 5% level of significance. In this case, we take the 't' value of equality of means of equal variance assumed. The 't' value is -1.187 and the two-tailed value of significance is 0.235, which is higher than 0.05 at 5% level of significance. Therefore we can conclude that there is no significant difference between the Urban and Rural students with reference to advertising helping to make a better selection of products.

5.3.2.9 Advertising expenditure is a waste: The maximum students disagreed to the statement that advertisement expenditure is a waste. This is evident from the mean score of 1.86 and 1.83 respectively between the Urban

and Rural students as well as the overall percentage of 43.64%. It means that students are of the opinion that advertisements expenditure is productive and not a waste.

Further, the F value in case of Levene's test for equality of variance is 2.327 and the corresponding value is 0.127 that is higher than 0.05 at 5% level of significance. Therefore, we take the 't' value for equality of means of equal variance assumed which is 0.485. This is higher than 0.05 at 5% level of significance which signifies that there is no significant difference between Urban and Rural students with reference to advertising expenditure that is a waste.

5.3.2.10 Advertising force the people to buy the product which they do not need: The *Mean* score between the Urban and Rural students is 1.95 and 2.05 respectively, which shows that Urban students disagreed whereas the Rural students agreed to the statement that advertising force the people to buy the products that they do not need.

The F value for Levene's test for equality of *means* is 0.210 whereas its corresponding value of significance is 0.647, which is higher than 0.05 at 5% level of significance. The 't' value in this case is -2.351 and the value of significance is 0.019, which is smaller than 0.05 at 5% level of significance, which reveals that there is a significant difference between the Urban and

Rural students and advertising forces the people to buy products which they do not need it.

5.3.2.11 Advertising takes undue advantage of vulgarity: Over all the students were of the opinion that advertising takes undue advantage of vulgarity to lure the customers to buy the products. Around 48% of the students agreed to the fact that vulgarity in advertising has given utmost importance. It has been used as a commodity.

The *Mean* score between the Urban and Rural student is 2.15 and 2.28 respectively, which strongly supports that advertising takes undue advantage of vulgarity.

Further, the F value for Levene's test for equality of variance is 1.835 and the corresponding value of significance is 0.176 which is higher than 0.05 at 5% level of significance and therefore we take '*t*' value for equality of means of equal variance assumed which is -3.513. The value of significance is 0.000, which is smaller than 0.05 at 5% level of significance. This shows that there is a significant difference between the Urban and Rural students on- advertising taking undue advantage of vulgarity.

5.3.2.12 Certain advertisements cannot be seen or hear in the company of children or parents: The *Mean* score between the Urban and Rural students is

2.46 and 2.44 respectively, which strongly supports that, certain advertisements cannot be seen or heard in the company of children or parents. Around 62% of the students have said that certain advertisements cannot be seen or heard in the company of children or parents

Further, the F value in case of Levene's test for equality of variance is 3.299 and its corresponding value of significance is 0.069, which is higher than 0.05 at 5% level of significance. The 't' value in this case is 0.462 and the corresponding value of significance is 0.644, which is higher than 0.05 at 5% level of significance, which signifies that there is no significant difference between the Urban and Rural students with reference to the above statement "Certain advertisements cannot be seen or heard in the company of children or parents".

5.3.2.13 Most of the advertisements are exaggerated: The majority of the students, 52.79%, agreed to the statement that most of the advertisements are exaggerated. In this case, *Mean* score between the Urban and Rural students is 2.38 and 2.34 respectively.

The F value for Levene's test for equality of variance is 0.113 and the value of significance is 0.737, which is higher than 0.05 at 5% level of significance. The 't' value is 1.036 and the value of significance is 0.300, which is higher than 0.05 at 5% level of significance, which means that there is no significant

difference between the Urban and Rural students as far as exaggeration in advertisements, is concerned.

5.3.2.14 An advertisement has no utility or role to play in society: The *Mean* score between Urban and Rural students is 1.70 and 1.58 respectively. This reveals that the students disagreed that advertisements do not have any utility or role to play in society. They have certain expectations from the advertisements, which according to them are not fulfilled.

The F value for Levene's test for equality of variance is 9.383 and the corresponding value of significance is 0.002, which is less than 0.05 at 5% level of significance. The '*t*' value for equality of means is 3.371 and the corresponding value of significance is 0.001, which is less than 0.05 at 5% level of significance. This means that there is a significant difference between the Urban and Rural students on utility of advertisements in society

To conclude, the students with Urban and Rural background think positively towards advertisement. They have shown a matured approach towards advertisements. However they were again not happy with the number times advertisements are repeated, its educational role, use of vulgarity in advertisements and its role in the society.

5.3.3 REGION

For purpose of analysis, the data collected was divided according to the Districts – South Goa and North Goa. The total number of students surveyed was 2108 students' from the entire Goa. (South Goa 883; North Goa 1225). The statistical tools such as *Percentages, Mean score, and 't'* test was used to test the validity of the statements. Table 5.7 gives the frequencies along with the percentages, Table 5.8 gives the mean score and Table 5.9 gives the '*t*' values. Given below is the analysis of each of the statements:

5.3.3.1 All advertisements should be banned by the law The majority of the students disagreed, i.e. 61%, to the statement that the advertisements should be banned by the law. The Mean score between North and South Goa students is 1.49 and 1.50 respectively, which does not supports that all advertisements should be banned by the law.

The F value in this case is 0.006 and its corresponding value of significance is 0.939 that is higher than 0.05 at 5% level of significance and therefore we take '*t*' value of equal variance assumed. The '*t*' value is -.0392 and the significance two-tailed value is 0.695, which is higher than 0.05 at 5% level of significance. Thus, we can say that there is no significant difference between students of North and South Goa students with reference to the statement- *All advertisements should be banned by the law.*

Table 5.7 Table showing frequencies on Attitudinal statements (Region)

Statements	Responses	Region		Total
		North	South	
All advertisements should be banned by the law	Disagree	763 (36.19)	536 (25.42)	1299 (61.62)
	Indifferent	324 (15.37)	251 (11.90)	575 (27.27)
	Agree	138 (6.54)	96 (4.55)	234 (11.10)
Reading or seeing most of the advertisement seems to be a waste of time	Disagree	574 (7.22)	395 (18.73)	969 (45.96)
	Indifferent	308 (14.61)	205 (9.72)	513 (24.33)
	Agree	343 (16.27)	283 (13.42)	626 (29.69)
Most of the advertisements are unnecessary	Disagree	308 (4.61)	196 (9.29)	504 (23.90)
	Indifferent	221 (10.48)	148 (7.02)	369 (17.50)
	Agree	696 (33.01)	539 (25.56)	1235 (58.58)
I do not buy the products which are advertised for	Disagree	480 (22.77)	336 (15.93)	816 (38.70)
	Indifferent	408 (19.35)	307 (14.56)	715 (33.91)
	Agree	337 (15.98)	240 (11.38)	577 (27.37)
Most of the advertising are highly un educative	Disagree	424 (20.11)	320 (15.18)	744 (35.29)
	Indifferent	306 (14.51)	243 (11.52)	549 (26.04)
	Agree	495 (23.48)	320 (15.18)	815 (38.66)
Advertisements are not informative source of existing products and new products	Disagree	633 (30.02)	435 (20.63)	1068 (50.66)
	Indifferent	312 (14.80)	222(10.53)	534 (25.33)
	Agree	280 (13.28)	226(10.72)	506 (24.00)
Advertisements produce intense desire to buy the concerned product	Disagree	255 (12.09)	172(8.15)	427 (20.25)
	Indifferent	305 (14.46)	202(9.58)	507 (24.05)
	Agree	665 (31.54)	509(24.14)	1174 (55.69)
Advertising helps to make better selection	Disagree	236 (11.19)	168(7.96)	404 (19.16)
	Indifferent	233 (11.05)	125(5.92)	358 (16.98)
	Agree	756 (35.86)	590(27.98)	1346(63.85)
Advertising expenditure is a waste	Disagree	533 (25.28)	387(18.35)	920 (43.64)
	Indifferent	353 (16.74)	240(11.38)	593 (28.13)
	Agree	339 (16.08)	256(12.14)	595 (28.22)
Advertising force the people to buy the product which they do not need	Disagree	540 (25.61)	347(16.46)	887 (42.07)
	Indifferent	184(8.72)	157(7.44)	341 (16.17)
	Agree	501(23.76)	379(17.97)	880 (41.74)
Advertising take undue advantage of vulgarity	Disagree	333(15.79)	236(11.19)	569 (26.99)
	Indifferent	314(14.89)	212(10.05)	526 (24.95)
	Agree	578(27.41)	435(20.63)	1013(48.05)
Certain advertisements cannot be seen or hear in the company of children or parents	Disagree	217(10.29)	153(7.25)	370 (17.55)
	Indifferent	259(12.28)	161(7.63)	420 (19.92)
	Agree	749(35.53)	569(26.99)	1318(62.52)
Most of the advertisements are exaggerated	Disagree	198(9.39)	151(7.16)	349 (16.55)
	Indifferent	365(17.31)	281(13.33)	646 (30.64)
	Agree	662(31.40)	451(21.39)	1113(52.79)
Advertisements has not utility or role to play in society	Disagree	660(31.30)	554(26.28)	1214 (57.59)
	Indifferent	271(12.85)	156(7.40)	427 (20.25)
	Agree	294(13.94)	173(8.20)	469 (22.15)

Source: Primary data

Table 5.8: Table showing Mean score between on Attitude (Region).

Statements	Region	N	Mean	Std. Deviation	Std. Error Mean
All advertisements should be banned by the law	North Goa	1225	1.49	.690	.020
	South Goa	883	1.50	.684	.023
Reading or seeing most of the advertisement seems to be a waste of time	North Goa	1225	1.81	.845	.024
	South Goa	883	1.87	.868	.029
Most of the advertisements are unnecessary	North Goa	1225	2.32	.848	.024
	South Goa	883	2.39	.826	.028
I do not buy the products which are advertised for	North Goa	1225	1.88	.809	.023
	South Goa	883	1.89	.801	.027
Most of the advertising are highly un educative	North Goa	1225	2.06	.865	.025
	South Goa	883	2.00	.852	.029
Advertisements are not informative source of existing products and new products	North Goa	1225	1.71	.814	.023
	South Goa	883	1.76	.833	.028
Advertisements produce intense desire to buy the concerned product	North Goa	1225	2.33	.800	.023
	South Goa	883	2.38	.791	.027
Advertising helps to make better selection	North Goa	1225	2.42	.794	.023
	South Goa	883	2.48	.794	.027
Advertising expenditure is a waste	North Goa	1225	1.84	.829	.024
	South Goa	883	1.85	.841	.028
Advertising force the people to buy the product which they do not need	North Goa	1225	1.97	.922	.026
	South Goa	883	2.04	.907	.031
Advertising take undue advantage of vulgarity	North Goa	1225	2.20	.839	.024
	South Goa	883	2.23	.843	.028
Certain advertisements cannot be seen or hear in the company of children or parents	North Goa	1225	2.43	.775	.022
	South Goa	883	2.47	.772	.026
Most of the advertisements are exaggerated	North Goa	1225	2.38	.748	.021
	South Goa	883	2.34	.753	.025
Advertisements has not utility or role to play in society	North Goa	1225	1.70	.831	.024
	South Goa	883	1.57	.799	.027

Source: Primary data

Table 5.9: Table showing t-values on Attitude (Region).

		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	.006	.939	-.392	2106	.695
	Equal variances not assumed			-.393	1909.248	.695
Reading or seeing most of the advertisement seems to be a waste of time	Equal variances assumed	1.608	.205	-1.637	2106	.102
	Equal variances not assumed			-1.630	1870.133	.103
Most of the advertisements are unnecessary	Equal variances assumed	3.807	.051	-1.936	2106	.053
	Equal variances not assumed			-1.944	1929.519	.052
I do not buy the products which are advertised for	Equal variances assumed	.559	.455	-.225	2106	.822
	Equal variances not assumed			-.226	1911.076	.821
Most of the advertising are highly un educative	Equal variances assumed	3.783	.052	1.528	2106	.127
	Equal variances not assumed			1.532	1916.620	.126
Advertisements are not informative source of existing products and new products	Equal variances assumed	1.117	.291	-1.418	2106	.156
	Equal variances not assumed			-1.413	1874.837	.158
Advertisements produce intense desire to buy the concerned product	Equal variances assumed	.390	.532	-1.336	2106	.182
	Equal variances not assumed			-1.338	1911.860	.181
Advertising helps to make better selection	Equal variances assumed	.619	.432	-1.524	2106	.128
	Equal variances not assumed			-1.524	1899.754	.128
Advertising expenditure is a waste	Equal variances assumed	.683	.409	-.272	2106	.786
	Equal variances not assumed			-.271	1884.440	.786
Advertising force the people to buy the product which they do not need	Equal variances assumed	2.779	.096	-1.685	2106	.092
	Equal variances not assumed			-1.689	1918.499	.091
Advertising take undue advantage of vulgarity	Equal variances assumed	.269	.604	-.684	2106	.494
	Equal variances not assumed			-.683	1895.829	.495
Certain advertisements cannot be seen or hear in the company of children or parents	Equal variances assumed	.423	.516	-1.078	2106	.281
	Equal variances not assumed			-1.079	1904.086	.281
Most of the advertisements are exaggerated	Equal variances assumed	.043	.836	1.179	2106	.239
	Equal variances not assumed			1.177	1892.406	.239
Advertisements has not utility or role to play in society	Equal variances assumed	7.453	.006	3.678	2106	.000*
	Equal variances not assumed			3.701	1942.664	.000*

Source: Primary data

*Significant at 5% level of significance

5.3.3.2 Reading or seeing most of the advertisements seems to be a waste of time: Majority of the students (45.96) disagreed that reading or seeing most of the advertisement seems to be a waste of time. The *Mean* score between the North and South Goa students is 1.81 and 1.87 also reveals the same.

The *F* value is 1.608 and the value of significance is 0.205, which is higher than 0.05 at 5% level of significance. The '*t*' value in this case is -1.637 and the two tailed value of significance is 0.102 which is higher than 0.05 at 5% level of significance. Therefore we can say that there is no significant difference between the North and South Goa students on '*Reading or seeing most of the advertisements seems to be a waste of time*'. Thus, students were of the opinion that seeing or watching an advertisement is a fruitful activity.

5.3.3.3 Most of the advertisements are unnecessary: The maximum students were of the opinion that most of the advertisements are unnecessary. Around, 58% of the students strongly supported that advertisements are unnecessary; this means that the students can see the very purpose of advertisements and the number of times it has to be repeated.

The *Mean* score between the North and South Goa students 2.32 and 2.39, respectively which strongly supports that most of the advertisements are unnecessary.

The F value in this case is 3.807 and its value of significance is 0.051, which is higher than 0.05 at 5% level of significance. The 't' value is -1.936 and the two-tailed value of significance is 0.053 that is higher than 0.05 at 5% level of significance and therefore we can say that there is no significant difference between the North and South Goa with reference to most of the advertisement are unnecessary.

5.3.3.4 I do not buy the products, which are advertised for: The students around 38% disagreed that they do not buy the products, which are advertised. The Mean score between the North and South Goa students is 1.88 and 1.89 respectively. This too supports their above claim.

Further, the F value 0.559 and the corresponding value of significance are 0.455, which is higher than 0.05 at 5% level of significance. Therefore, we take 't' value for equality of means of equal variance assumed. The 't' value is -0.225 and the two-tailed value of significance is 0.822 which is higher than 0.05 at 5% level of significance. Thus, we can conclude that there is no significant difference between the North and South Goa students as far as the influence of advertisements on purchase is concerned.

5.3.3.5 Most of the advertising is highly un-educative: Majority but a small percentage of students i.e. 38% agreed to the statement. The Mean score between the North and South Goa students is 2.06 and 2.00.

Further, the F value for Levene's test for equality of variance is 3.783 and its corresponding value of significance is 0.052, which is higher than 0.05 at 5% level of significance. Thus, the 't' value for equality of means of equal variance assumed is considered which is 1.528. The corresponding two-tailed value of significance is 0.127, which is higher than 0.05 at 5% level of significance. This shows that there is no significant difference between the North and South Goa students as far as educational value of advertisement is concerned.

5.3.3.6 Advertisements are not informative source of existing products and new products: The majority of the students, 50%, disagreed to the proposition that advertisements are not an informative source of existing and new products. The *Mean* score between the North and South Goa 1.71 and 1.76 respectively. It means that the students do agree that advertisements provide them with the information necessary to buy the products.

The F value in case of Levene's test for equality of variance is 1.117 and the corresponding value of value of significance is 0.291 that is higher than 0.05 at 5% level of significance. In this case 't' value for equality of means of equal variance assumed is considered which is -1.418 and its two-tailed value of significance is 0.156. This is higher than 0.05 at 5% level of significance which means that there is no significant difference between the North and South Goa students with reference to the statement that advertisements are not an informative source of existing and new products.

5.3.3.7 Advertisements produce an intense desire to buy the concerned product: Majority of the students agreed that advertisements produce an intense desire to buy the advertised products.

The *Mean* score between the North and South students is 2.33 and 2.38 respectively, which clearly reveals the positive influence of advertisement on the students.

The F value in case of Levene's test for equality of variance is 0.390 where as its corresponding value of significance is 0.532, 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. The '*t*' value is -1.336 and the two-tailed significance value is 0.182, which is higher than 0.05 at 5% level of significance which means that there is no significant difference between the students of North and South Goa with reference to advertisements which produces an intense desire to buy the advertised product.

5.3.3.8 Advertising helps to make better selection: The majority of the students (63%) agreed to the statement. The *Mean* score in this case is 2.42 and 2.48 respectively, which strongly supports the positive role of advertisement in the selection of products.

The F value for Levene's test for equality of variance is 0.619 and the

corresponding value of significance is 0.432, which is higher than 0.05 at 5% level of significance. The '*t*' value for equality of means of equal variance assumed is -1.524 and its two-tailed value of significance is 0.128, which is higher than 0.05 at 5% level of significance and thus we can say that there is a significant difference between the North and South Goa students with reference to advertising helping them make a better selection.

5.3.3.9 Advertising expenditure is a waste: The majority of the students disagreed that the advertisement expenditure is a waste. The *Mean* score is 1.84 and 1.85 respectively. This shows that the student understands the importance and the very purpose of advertising in the modern business world.

The *F* value for Levene's test for equality of variance is 0.683 and the corresponding value of significance is 0.409, 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. The '*t*' value in this case is -0.272 and the corresponding value of significance is 0.786 which is higher than 0.05 at 5% level of significance and therefore we conclude that there is no significant difference between the North and South Goa students on Advertising expenditure as a waste.

5.3.3.10 Advertising forces the people to buy the product which they do not need: Almost equal percentage of students agreed as well as disagreed to the above statement. This means that for some it forces to buy the product where as for others it is not.

The *Mean* score between the North and South Goa students is 1.97 and 2.04 respectively. This shows that the students had given a balanced opinion on the above statement. They preferred to remain close to neutral.

The F value for Levene's test for equality is 2.779 and the corresponding value of significance is 0.096, which is higher than 0.05 at 5% level of significance and therefore we take '*t*' value for equality of means of equal variance assumed. In this case, the '*t*' value is -1.685 and the two-tailed value of significance is 0.092 that is higher than 0.05 at 5% level of significance. Thus, we accept the fact that there is no significant difference between the North and South Goa students with reference to advertisements forcing the people to buy the product, which they do not need.

5.3.3.11 Advertising takes undue advantage of vulgarity: This is a fact and majority of the students, 48%, agreed to this statement. The *Mean* score between the North and South Goa students is 2.20 and 2.23 respectively. This shows that students do agree that advertisements take undue advantage of vulgarity.

The **F** value in case of Levene's test for equality of variance is 0.269 and the corresponding value of significance is 0.604 that is higher than 0.05 at 5% level of significance. Therefore, we take the '*t*' value for equality of means of equal variance assumed. The '*t*' value in this case is -0.684 and the corresponding two-tailed value of significance is 0.494, which is higher than 0.05 at 5% level of significance. Thus, there is no significant difference between the North and South Goa students with reference to the advertisements taking undue advantage of vulgarity.

5.3.3.12 Certain advertisements cannot be seen or hear in the company of children or parents: The majority of the students agreed to the fact that certain advertisements cannot be seen or hears in the company of children or Parents. The *Mean* score is 2.43 and 2.47, which strongly endorses in favor of the above statement.

The **F** value for Levene's test of equality of variance is 0.423 and the corresponding value of significance 0.516 which is higher than 0.05 at 5% level of significance and there fore we take the '*t*' value of equal variance assumed which is -1.078 and the corresponding two tailed value of significance is 0.281. This is higher than 0.05 at 5% level of significance, which means that there, is no significant, difference on their opinion on certain advertisements cannot being seen or heard in the company of children or parents between the North and South Goa students.

5.3.3.13 Most of the advertisements are exaggerated: The majority of the students, 52%, agreed to the statement that most of the advertisements are exaggerated. This is evident from the *Mean* score between the North and South Goa students which are 2.38 and 2.34 respectively.

The F value for Levene's test of equality of variance is 0.043, which is smaller than 0.05 at 5% level of significance. Therefore the '*t*' value for equality of means of equal variance not assumed is taken which is 1.177. The two-tailed corresponding value of significance is 0.239 that is higher than 0.05 at 5% level of significance and thus we can conclude that there is no significant difference between the North and South Goa students with reference to the statement that most of the advertisements are exaggerated.

5.3.3.14 Advertisements has no utility or role to play in society: The *Mean* score between the North and South Goa students is 1.70 and 1.57 respectively which reveals that the students do not agree to the proposition that advertisements has no utility or role to play in the society. It means that the students have many expectations from the advertisements in the transformation of the society.

The F value for Levene's test for equality of variance is 7.453 and the corresponding value of significance is 0.006, which is smaller than 0.05 at 5% level of significance. Therefore, the '*t*' value for equality of means of equal

variance not assumed is taken into account. The 't' value is 3.701 and the two-tailed value of significance is 0.000, which is less than 0.05 at 5% level of significance. Thus, we conclude that there exists a significant difference between the North and South Goa student with reference to advertisements having no utility or role to play in society.

Thus, from the above discussion, it can be concluded that as far as the regional classification and analysis is concerned, overall the students from both the districts have again showed a matured and positive approach towards advertisements.

5.3.4 EDUCATIONAL BACK GROUND

Further, the total population of students, 2108, is classified and organized according to their classes. Accordingly, students were divided in to SSCE, HSSCE, Graduates and P.G. There were 833 SSCE student, 592 HSSCE students, 629 Graduates, and 54 P.G students. In order to find out the validity of the statements and its impact on the students the data was arranged accordingly. The statistical tools such as *Percentage, Mean, One way ANOVA and Post hoc* were used which are given at end of the discussion in the Tables 5.10, 5.11 and 5.12 respectively.

5.3.4.1 The law should ban all advertisements: Over all the students from all the classes disagreed that the law should ban the 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.*

Further, according to the Post hoc Table the p value between the pairs such as SSCE and HSSCE, Graduates and PG is 0.299 and 0.722 respectively, which is higher than 0.05 at 5% level of significance, which means that there is no significant difference between the pairs SSCE and HSSCE, Graduates and PG on the *law should ban all advertisements.* In case of pairs such as SSCE and Graduates, SSCE and PG, HSSCE and Graduates, HSSCE and PG, the p value is 0.000 is less than 0.05 at 5% level of significance which means that there is a significant difference between SSCE and Graduates, SSCE and PG, HSSCE and Graduates and HSSCE and PG.

5.3.4.2 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.*

Further, according to *Post Hoc* Table, the p value between the pairs such as HSSCE and Graduates (0.110), HSSCE and PG (0.555), Graduates and PG (0.977), is higher than 0.05 at 5% level of significance. This means that there exists a significant difference between the pairs with reference to the proposition reading or seeing most of the advertisements seems to be a waste of time.

5.3.4.3 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 uneducative.*" According to *Post Hoc* Table, the values between the pairs such as SSCE and HSSCE, SSCE and Graduates, SSCE and PG, is 0.000 which is less than 0.05 at 5% level of significance which means that there is a significant difference between these pairs and the statement that is, 'most of the advertisements are unnecessary'. However, in case of HSSCE and Graduates, Graduates and PG, the value is more than 0.05, which is 0.301 and 0.095 respectively. It means that in this case there is no a significant difference between these pairs and the statement.

5.3.4.4 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.

Further the *Post Hoc* Table, the value of significance between the SSCE and Graduates is 0.016, which is smaller than 0.05 at 5% level of significance. This means that there is a significant difference between the SSCE and Graduate students. Whereas in case of pairs such as SSCE and HSSCE (0.872), SSCE and PG (0.108), HSSCE and Graduates (0.179), HSSCE and PG (0.210), Graduates and PG (0.671) the value of significance is greater than 0.05 at 5% which means that there no significant difference among the pairs and the statement - *I do not buy the products which are advertised for*.

5.3.4.5 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*.

Further according to *Post hoc* Table the value among various pairs such as HSSCE and Graduates, HSSCE and PG is 0.001 and 0.011 which is smaller than 0.05 at 5% level of significance. That means there is a significant difference between the pairs and they think that - *most of the advertising are highly un-educative*. In case of the remaining pairs such as SSCE and HSSCE (0.180), SSCE and Graduates (0.181), SSCE and PG (0.087), Graduates and PG (0.392) the value of significance is greater than 0.05 at 5% level of significance. This means that there is no significant difference between the pairs and they think that most of the advertisements are highly un-educative.

5.3.4.6 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. According to Post Hoc Table, the *p* value in case of various pairs such as, SSCE and HSSCE, SSCE and Graduates, SSCE and PG, HSSCE and Graduates, is 0.018, 0.000, 0.025, 0.018, 0.009, 0.000, which is less than 0.05 at 5% level of significance. This means that there is a significant difference between these groups and the statement, i.e. advertisements are not informative source of

existing products and new products. In case of HSSCE and PG, Graduates and PG, the p value is 0.335 and 0.976 respectively which is higher than 0.05 at 5% level of significance. This shows that there is a significant difference between these pairs and the statement, i.e. *advertisements are not an informative source of existing products and new products.*

5.3.4.7 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.

According to *Post Hoc* Table, the p value in case of HSSCE and Graduates is 0.000, which is less than 0.05 at 5% level of significance, which means that there exists a significant difference between HSSCE and Graduates and the above statement. However, in case of remaining pairs of students, such as SSCE and HSSCE (0.088), SSCE and Graduates (0.101), SSCE and PG (0.988), HSSCE and PG (0.943), Graduates and PG (0.953), the p value is greater than 0.05 at 5% level of significance. It means that in this case, there is no significant difference between these pairs and the statement.

5.3.4.8 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.

According to *Post Hoc Table*, the p value between the pairs such as, SSCE and HSSCE, SSCE and Graduates, HSSCE and PG, is 0.000, which is less than 0.05 at 5% level of significance, which implies that there is a significant difference between these pairs and the statement. However, in case of remaining pairs, such as, SSCE and PG (0.417), HSSCE and Graduates (0.076), Graduates and PG (0.765), the p value is greater than 0.05 at 5% level of significance. Thus, we can say that there is no significant difference between these pairs with reference to the statement - "*Advertising helps to make better selection*".

5.3.4.9 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.

According to *Post Hoc* Table, the p value between various pairs such as, SSCE and HSSCE, SSCE and Graduates, SSCE and PG, HSSCE and Graduates, HSSCE and PG, is less than 0.05 at 5% level of significance, which implies that there is a significant difference between these pairs and the statement. However, in case of HSSCE and PG and Graduates and PG, the p value is 0.352 and 1.000, which is greater than 0.05 at 5% level of significance. It means that there is no significant difference between these pairs and their opinion on the statement - Advertising expenditure is a waste.

5.3.4.10 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*".

According to the *Post Hoc* Table, the p value between the pairs SSCE and HSSCE (0.057), SSCE and Graduates (0.056), SSCE and PG (0.784), HSSCE and Graduates (1.000), HSSCE and PG (0.237), Graduates and PG (0.241), is greater than 0.05 at 5% level of significance. This means that there is a significant difference between these pairs and the statement - "*Advertising forces the people to buy the product which they do not need*".

5.3.4.11 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.

According to the *Post Hoc* Table, the p value between the pairs, SSCE and HSSCE, HSSCE and Graduates, is 0.009 and 0.001 respectively, which is less than 0.05 at 5% level of significance, which means that there is a significant difference between the pairs and the above statement. Whereas, in case of the remaining pairs, such as, SSCE and Graduates (0.801), SSCE and PG (0.910), HSSCE and PG (0.251), Graduates and PG (0.989), the p value is greater than 0.05 at 5% level of significance, which reveals that *there is no significant difference between these pairs and the statement*.

5.3.4.12 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*".

Further according to *Post hoc* Table the value of significance between the pairs SSCE and HSSCE (0.535), SSCE and Graduates (0.481), SSCE and PG (0.972), HSSCE and Graduates (1.000), HSSCE and PG (1.000), the value of significance is higher than 0.05 at 5% level of significance. That means that there is no significant difference between the pairs with reference to certain advertisements that cannot be seen or heard in the company of children or parents.

5.3.4.13 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.

Further according to the *Post Hoc* Table, the comparison between the pairs such as SSCE and HSSCE (0.429), SSCE and Graduates (0.288), SSCE and PG (1.000), HSSCE and Graduates (0.997), HSSCE and PG (0.962), Graduates and PG (0.940), the *p* value is higher than 0.05 at 5% level of

significance. That means there is no significant difference between the groups with reference to the advertisements that are exaggerated.

5.3.4.14 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.

Further according to Post Hoc Table the value of significance among the various pairs such as SSCE and HSSCE (0.000) SSCE and Graduates (0.000), SSCE and PG (0.006), HSSCE and Graduates (0.002 is smaller than 0.05 at 5% level of significance . That means, there is a significant difference between the pairs with reference to advertisements having no utility or role to play in the society.

To conclude, it can be said that attitude of students towards advertisements is positive with few exception.

- *For SSCE advertising expenditure is a waste*
- *Graduates and P.G students see in advertisements some educational values.*

- *SSCE and P.G students think that advertisements force the people to buy the products*
- *SSCE students think that advertisement expenditure is a waste.*

Table 5.10: Table showing the frequencies on Attitudinal statements (Education)

Statements	Responses	Education				Total
		SSCE	HSSCE	GRAD	P.G	
All advertisements should be banned by the law	Disagree	439(20.82)	332(15.74)	483(22.91)	45(2.13)	1299 (61.62)
	Indifferent	267(12.66)	187(8.87)	113(5.36)	8(0.37)	575 (27.27)
	Agree	127(6.02)	73(3.45)	33(1.56)	1(0.04)	234 (11.10)
Reading or seeing most of the advertisement seems to be a waste of time	Disagree	293(13.89)	298(14.13)	349(16.55)	29(1.37)	969 (45.96)
	Indifferent	193(9.15)	145(6.87)	157(7.44)	18(0.85)	513 (24.33)
	Agree	347(16.46)	149(7.06)	123(5.83)	7(0.33)	626 (29.69)
Most of the advertisements are unnecessary	Disagree	138(6.54)	162(7.68)	184(8.82)	20(0.94)	504 (23.90)
	Indifferent	136(6.45)	91(4.31)	125(5.92)	17(0.80)	369 (17.50)
	Agree	559(26.51)	339(16.08)	320(15.18)	17(0.80)	1235 (58.58)
I do not buy the products which are advertised for	Disagree	302(14.32)	221(10.48)	271(12.85)	22(1.04)	816 (38.70)
	Indifferent	279(13.23)	205(9.72)	204(9.67)	27(1.28)	715 (33.91)
	Agree	252(11.95)	166(7.87)	154(7.30)	5(0.23)	577 (27.37)
Most of the advertising are highly un educative	Disagree	298(14.13)	173(8.20)	249(11.81)	24(1.13)	744 (35.29)
	Indifferent	202(9.58)	166(7.87)	162(7.68)	19(0.90)	549 (26.04)
	Agree	333(15.79)	253(12.00)	218(10.34)	11(0.52)	815 (38.66)
Advertisements are not informative source of existing products and new products	Disagree	365(17.31)	289(13.70)	378(17.93)	36(1.70)	1068 (50.66)
	Indifferent	220(10.43)	173(8.20)	134(6.35)	7(0.33)	534 (25.33)
	Agree	248(11.76)	130(6.16)	117(5.55)	11(0.52)	506 (24.00)
Advertisements produce intense desire to buy the concerned product	Disagree	195(9.25)	114(5.40)	108(5.12)	10(0.47)	427 (20.25)
	Indifferent	196(9.29)	129(6.11)	166(7.87)	16(0.75)	507 (24.05)
	Agree	442(20.96)	349(16.55)	355(16.84)	28(1.32)	1174 (55.69)

Students attitude towards advertising

Statements	Responses	Education				Total
		SSCE	HSSCE	GRAD	P.G	
Advertising helps to make better selection	Disagree	213(10.10)	96(4.55)	86(4.07)	9(0.42)	404 (19.16)
	Indifferent	147(6.97)	115(5.45)	86(4.07)	10(0.47)	358 (16.98)
	Agree	473(22.43)	381(18.07)	457(27.67)	35(1.66)	1346 (63.85)
Advertising expenditure is a waste	Disagree	286(13.56)	273(12.95)	332(15.74)	29(1.37)	920 (43.64)
	Indifferent	231(10.95)	152(7.21)	194(9.20)	16(0.75)	593 (28.13)
	Agree	316(14.99)	167(7.92)	103(4.88)	9(0.42)	595 (28.22)
Advertising force the people to buy the product which they do not need	Disagree	335(15.89)	2641(2.52)	270(12.80)	18(0.85)	887(42.07)
	Indifferent	109(5.17)	99(4.69)	125(5.92)	8(0.37)	341 (16.17)
	Agree	389(18.45)	229(10.86)	234(11.10)	28(1.32)	880(41.74)
Advertising take undue advantage of vulgarity	Disagree	220(10.43)	202(9.58)	138(6.54)	9(0.42)	569 (26.99)
	Indifferent	196(9.29)	132(6.26)	179(8.49)	19(0.90)	526 (24.95)
	Agree	417(19.78)	258(12.23)	312(14.80)	26(1.23)	1013(48.0)
Certain advertisements cannot be seen or hear in the company of children or parents	Disagree	152(7.21)	104(4.93)	107(5.07)	7(0.33)	370 (17.55)
	Indifferent	183(8.68)	105(4.98)	117(5.55)	15(0.71)	420 (19.92)
	Agree	498(23.62)	383(18.16)	405(19.21)	32(1.51)	1318 (62.52)
Most of the advertisements are exaggerated	Disagree	158(7.49)	81(3.84)	102(4.83)	8(0.37)	349 (16.55)
	Indifferent	247(11.71)	202(9.58)	177(8.39)	20(0.94)	646 (30.64)
	Agree	428(23.30)	309(14.65)	350(16.60)	26(1.23)	1113 (52.79)
Advertisements has not utility or role to play in society	Disagree	395(18.73)	357(16.93)	425(20.16)	37(1.75)	1214 (57.59)
	Indifferent	199(9.44)	100(4.74)	118(5.59)	10(0.47)	427 (20.5)
	Agree	239(11.33)	135(6.40)	86(4.07)	7(0.33)	467 (22.15)

Source: Primary data

Table 5.11: 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 Groups	1357.774	2104	.645		
	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

Table 5.12: Post Hoc test Table showing multiple comparisons.

Dependent Variable	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Upper Bound	Lower Bound
All advertisements should be <u>banned</u> by the law	SSCE	HSSCE	.063	.036	.299	-.03	.16
		GRAD	.341(*)	.035	.000*	.25	.43
		PG	.440(*)	.094	.000*	.20	.68
	HSSCE	SSCE	-.063	.036	.299	-.16	.03
		GRAD	.278(*)	.038	.000*	.18	.38
		PG	.377(*)	.095	.000*	.13	.62
	GRAD	SSCE	-.341(*)	.035	.000*	-.43	-.25
		HSSCE	-.278(*)	.038	.000*	-.38	-.18
		PG	.099	.095	.722	-.14	.34
	PG	SSCE	-.440(*)	.094	.000*	-.68	-.20
		HSSCE	-.377(*)	.095	.000*	-.62	-.13
		GRAD	-.099	.095	.722	-.34	.14
Reading or seeing most of the advertisement seems to be a waste of time	SSCE	HSSCE	.317(*)	.045	.000*	.20	.43
		GRAD	.424(*)	.044	.000*	.31	.54
		PG	.472(*)	.117	.000*	.17	.77
	HSSCE	SSCE	-.317(*)	.045	.000*	-.43	-.20
		GRAD	.108	.048	.110	-.02	.23
		PG	.156	.119	.555	-.15	.46
	GRAD	SSCE	-.424(*)	.044	.000*	-.54	-.31
		HSSCE	-.108	.048	.110	-.23	.02
		PG	.048	.118	.977	-.26	.35
	PG	SSCE	-.472(*)	.117	.000*	-.77	-.17
		HSSCE	-.156	.119	.555	-.46	.15
		GRAD	-.048	.118	.977	-.35	.26
Most of the advertisements are unnecessary	SSCE	HSSCE	.206(*)	.045	.000*	.09	.32
		GRAD	.289(*)	.044	.000*	.18	.40
		PG	.561(*)	.116	.000*	.26	.86
	HSSCE	SSCE	-.206(*)	.045	.000*	-.32	-.09
		GRAD	.083	.047	.301	-.04	.20
		PG	.355(*)	.118	.014*	.05	.66
	GRAD	SSCE	-.289(*)	.044	.000*	-.40	-.18
		HSSCE	-.083	.047	.301	-.20	.04
		PG	.272	.117	.095	-.03	.57
	PG	SSCE	-.561(*)	.116	.000*	-.86	-.26
		HSSCE	-.355(*)	.118	.014*	-.66	-.05
		GRAD	-.272	.117	.095	-.57	.03

Dependent Variable	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Upper Bound	Lower Bound
Advertisements are not informative source of existing products and new products	SSCE	HSSCE	.128(*)	.044	.018*	.02	.24
		GRAD	.274(*)	.043	.000*	.16	.39
		PG	.323(*)	.114	.025*	.03	.62
	HSSCE	SSCE	-.128(*)	.044	.018*	-.24	-.02
		GRAD	.146(*)	.047	.009*	.03	.27
		PG	.194	.116	.335	-.10	.49
	GRAD	SSCE	-.274(*)	.043	.000*	-.39	-.16
		HSSCE	-.146(*)	.047	.009*	-.27	-.03
		PG	.048	.115	.976	-.25	.34
	PG	SSCE	-.323(*)	.114	.025*	-.62	-.03
		HSSCE	-.194	.116	.335	-.49	.10
		GRAD	-.048	.115	.976	-.34	.25
Advertisements produce intense desire to buy the concerned product	SSCE	HSSCE	-.100	.043	.088	-.21	.01
		GRAD	-.096	.042	.101	-.20	.01
		PG	-.037	.112	.988	-.32	.25
	HSSCE	SSCE	.100	.043	.088	-.01	.21
		GRAD	.004	.046	1.000	-.11	.12
		PG	.064	.113	.943	-.23	.35
	GRAD	SSCE	.096	.042	.101	-.01	.20
		HSSCE	-.004	.046	1.000	-.12	.11
		PG	.059	.113	.953	-.23	.35
	PG	SSCE	.037	.112	.988	-.25	.32
		HSSCE	-.064	.113	.943	-.35	.23
		GRAD	-.059	.113	.953	-.35	.23
Advertising helps to make better selection	SSCE	HSSCE	-.169(*)	.042	.000*	-.28	-.06
		GRAD	-.278(*)	.042	.000*	-.38	-.17
		PG	-.169	.110	.417	-.45	.11
	HSSCE	SSCE	.169(*)	.042	.000*	.06	.28
		GRAD	-.108	.045	.076*	-.22	.01
		PG	.000	.112	1.000	-.29	.29
	GRAD	SSCE	.278(*)	.042	.000*	.17	.38
		HSSCE	.108	.045	.076	-.01	.22
		PG	.108	.111	.765	-.18	.39
	PG	SSCE	.169	.110	.417	-.11	.45
		HSSCE	.000	.112	1.000	-.29	.29
		GRAD	-.108	.111	.765	-.39	.18

Dependent Variable	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Upper Bound	Lower Bound
Advertising expenditure is a waste —	SSCE	HSSCE	.215(*)	.044	.000*	.10	.33
		GRAD	.400(*)	.043	.000*	.29	.51
		PG	.406(*)	.115	.002*	.11	.70
	HSSCE	SSCE	-.215(*)	.044	.000*	-.33	-.10
		GRAD	.185(*)	.047	.000*	.06	.31
		PG	.191	.116	.352	-.11	.49
	GRAD	SSCE	-.400(*)	.043	.000*	-.51	-.29
		HSSCE	-.185(*)	.047	.000*	-.31	-.06
		PG	.006	.116	1.000	-.29	.30
	PG	SSCE	-.406(*)	.115	.002*	-.70	-.11
		HSSCE	-.191	.116	.352	-.49	.11
	GRAD	-.006	.116	1.000	-.30	.29	
Advertising force the people to buy the product which they do not need	SSCE	HSSCE	.124	.049	.057	.00	.25
		GRAD	.122	.048	.056	.00	.25
		PG	-.120	.128	.784	-.45	.21
	HSSCE	SSCE	-.124	.049	.057	-.25	.00
		GRAD	-.002	.052	1.000	-.14	.13
		PG	-.244	.130	.237	-.58	.09
	GRAD	SSCE	-.122	.048	.056	-.25	.00
		HSSCE	.002	.052	1.000	-.13	.14
		PG	-.242	.130	.241	-.58	.09
	PG	SSCE	.120	.128	.784	-.21	.45
		HSSCE	.244	.130	.237	-.09	.58
	GRAD	.242	.130	.241	-.09	.58	
Advertising take undue advantage of vulgarity	SSCE	HSSCE	.142(*)	.045	.009*	.03	.26
		GRAD	-.040	.044	.801	-.15	.07
		PG	-.078	.118	.910	-.38	.22
	HSSCE	SSCE	-.142(*)	.045	.009*	-.26	-.03
		GRAD	-.182(*)	.048	.001*	-.31	-.06
		PG	-.220	.119	.251	-.53	.09
	GRAD	SSCE	.040	.044	.801	-.07	.15
		HSSCE	.182(*)	.048	.001*	.06	.31
		PG	-.038	.119	.989	-.34	.27
	PG	SSCE	.078	.118	.910	-.22	.38
		HSSCE	.220	.119	.251	-.09	.53
	GRAD	.038	.119	.989	-.27	.34	

Dependent Variable	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Upper Bound	Lower Bound
Certain advertisements cannot be seen or hear in the company of children or parents	SSCE	HSSCE	-.056	.042	.535	-.16	.05
		GRAD	-.058	.041	.481	-.16	.05
		PG	-.048	.109	.972	-.33	.23
	HSSCE	SSCE	.056	.042	.535	-.05	.16
		GRAD	-.002	.044	1.000	-.12	.11
		PG	.008	.110	1.000	-.27	.29
	GRAD	SSCE	.058	.041	.481	-.05	.16
		HSSCE	.002	.044	1.000	-.11	.12
		PG	.011	.110	1.000	-.27	.29
	PG	SSCE	.048	.109	.972	-.23	.33
		HSSCE	-.008	.110	1.000	-.29	.27
	GRAD	-.011	.110	1.000	-.29	.27	
Most of the advertisements are exaggerated	SSCE	HSSCE	-.061	.040	.429	-.16	.04
		GRAD	-.070	.040	.288	-.17	.03
		PG	-.009	.105	1.000	-.28	.26
	HSSCE	SSCE	.061	.040	.429	-.04	.16
		GRAD	-.009	.043	.997	-.12	.10
		PG	.052	.107	.962	-.22	.33
	GRAD	SSCE	.070	.040	.288	-.03	.17
		HSSCE	.009	.043	.997	-.10	.12
		PG	.061	.106	.940	-.21	.33
	PG	SSCE	.009	.105	1.000	-.26	.28
		HSSCE	-.052	.107	.962	-.33	.22
	GRAD	-.061	.106	.940	-.33	.21	

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

5.4 DISCUSSION AND CONCLUSION

Advertising is an important element of modern life. In spite of its rapid growth in recent years (Shavitt, Lowrey, and Haefner, 1998), the advertising industry has been concerned with improving its tarnished public image (Mittal, 1994). Attitude towards advertising has been extensively researched (O'Donohoe, 1995) since the first comprehensive published academic work by Bauer and Greyser (1968). Researchers from the advertising industry as well as from academia have been interested in the effect of attitude towards advertising on the effectiveness of advertising (Greyser, 1971), attitude

toward the advertisement (Bauer and Greyser, 1968), and brand attitude (Lutz, 1985; MacKenzie and Lutz, 1989; Muehling, 1987; Shimp, 1981; Thorson, 1981). Ultimately, these researchers have pointed out that consumer-purchasing behavior is affected by attitude towards advertising (Bush, Smith, and Martin, 1999). Specifically of interest to advertising scholars is the observation that consumers' attitude towards advertising in general affects their attitudes toward individual advertisements (Lutz, 1985).

This linkage between overall attitude towards advertising and the attitude towards a single advertisement is important, given the pivotal role of the attitude towards the advertising construct in the advertising effects and advertising evaluation literature. In addition to studying how an individual audience will respond to a particular advertisement based on their attitude towards advertising, researchers are also interested in knowing the public attitude towards advertising because of its implications for public policy initiatives (Calfee and Ringold, 1988; Pollay and Mittal, 1993; Rotzoll, Haefner, and Sandage, 1986; Wills and Ryans, 1982). Policy makers have been especially concerned about the negative social effects of advertising (Pollay and Mittal, 1993; Rotzoll, Haefner, and Sandage, 1986; Wills and Ryans, 1982). 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, 1986; Pollay and Mittal, 1993). Therefore, it is critical for advertising scholars to follow the public opinion about

advertising because of its impact on advertising-related regulatory policies (Wills and Ryans; 1982). Attitude toward advertising has been extensively investigated in the adult population (Anderson, Engledow, and Becker, 1978; Bauer and Greyser, 1968; Greyser and Bauer, 1966; Mittal, 1994; Shavitt, Lowrey, and Haefner, 1998; Wills and Ryans, 1982). Zanot (1981) described stable attitudes towards advertising before the 50's but growing disenchantment in the 60's leading to generally negative public opinion in the 70's, particularly among the young. However, there was resurgence in positive attitudes in the 90's (Shavitt, Lowrey, and Haefner 1998). Researchers have also tried to measure attitude towards advertising among student samples (Larkin, 1977; Sandage and Leckenby, 1980; Dubinsky and Hensel, 1984; Petroschias, 1986; Muehling, 1987; Yssel et al., 1993; Ramaprasad and Thurwanger, 1998). Yang (2000) also studied belief and attitude toward advertising in Taiwan. Issues of controversial or offensive advertising have been raised in Western countries (Croizer and Erdogan, 2001) but little has focused on the Australasian countries (Waller and Fam, 2000). Wolin and Korgaonkar (2005) found that Males have stronger beliefs about web advertising compared to Females.

Attitude toward advertising is affected by audience behavior toward advertising (Bauer & Greyser, 1968). If the decision-maker's behavior is positive towards advertising, he/she will be inclined toward advertising (Pollay and Mittal, 1993). The advertising dimension that was researched

extensively was attitude toward advertising (Ramaprasad and Thurwanger, 1998). Belief factors such as hedonic, good for economy, product information, consumer benefits, values corruption and materialism showed a consistently strong relationship with attitude toward advertising (Yang, C.C., 2000; Ramaprasad and Thurwanger, 1998; Pollay and Mittal, 1993; Bauer & Greyser, 1968).

With the above analysis and text 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 5.13: Tabular representation of the Hypothesis Testing Carried out

Aspects of Advertising Tested based on the Objectives:	Gender [M/F]	Locality [U/R]	Region [S/N]	Education [S/H/G/P]
	Accepted	Accepted	Accepted	Rejected
• Ads should be banned by law	.850	.097	.695	.000*
• Reading/seeing Ads is waste of time	.449	.875	.102	.000*
• Ads are unnecessary	.066	.848	.053	.000*
• Do not buy advertised products	.561	.285	.822	.000*
• Ads are un educative	.275	.014*	.127	.000*
• Ads are not informative	.026	.918	.156	.000*
• Ads generate intense desire to buy	.003*	.021	.182	.055
• Ads helps to make better choice	.002*	.235	.128	.000*
• Advt expenses is a waste	.809	.484	.786	.000*
• Advt forces people to buy products	.841	.019*	.092	.010*
• Ads takes undue advantage of vulgarity	.350	.000*	.494	.001*
• Some Ads can not be seen or heard in the company of others	.322	.643	.281	.436
• Ads are exaggerate	.139	.300	.239	.269
• Ads has no utility role to play in society	.027	.001*	.000*	.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.

6.1 INTRODUCTION

Advertising, Sales promotion and Public relations are mass communication tools available to marketers. As its name suggests, mass communication uses the same message for every one in an audience. The mass communication tools trade off the advantage of personal selling, the opportunity to tailor a message to each prospect, for the advantage of reaching many people at a lower cost per person (Etzel et al 1997)

Making decisions on sales is the most difficult task facing many business executives. This is because it is difficult to predict, estimate or determine with accuracy, potential customers' demands as they are uncontrollable factors external to an organization. Considering, therefore, the importance of sales on business survival and the connection between customers and sales, it is expedient for organization to engage in programmes that can influence customers' decision to purchase its products. This is where advertising and brand management is relevant. Advertising is a subset of promotion mix which is one of the four P's in the marketing mix i.e. *Price, Product, Place, and Promotion*. As a promotional strategy, advertising serve as a major tool in creating product awareness and condition the mind of a potential consumer to take eventual purchase decision.

Advertiser's primary mission is to reach prospective customers and influence their awareness, attitude, and buying behavior. They spend lot of money to

CHAPTER 6

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keep individuals interested in their products. To succeed, they need to understand what makes potential customers to behave the way they do. The advertiser's goal is to get enough relevant market data to develop accurate profile of buyers and to find the common group for communications. This involves the study of consumer's behavior; the mental and emotional process and the physical activities of people who purchase and use goods and services to satisfy particular needs and wants (Arens, 1996).

Proctor et al. (1982) noted that the principal aim of consumer behavior analysis is to explain why consumers act in a particular ways under certain circumstances. It tries to determine the factors that influence consumer behavior, especially the economic, social and psychological aspect which can indicate the most favored marketing mix that management should select. Consumer behavior analysis helps to determine the direction that consumer behavior is likely to make and to give preferred trends in product development, attributes of alternative communication method etc. Consumers' behaviors analysis views of the consumers as another variable in the marketing sequence, a variable that cannot be controlled and that will interpret the product or services not only in terms of the physical characteristics, but in context of this image according to the social and psychological make up of that individual consumer.

Economic theory has sought to establish relationship between selling prices, sales achieved and consumer incomes; similarly, advertising expenditure is frequently compared with sales. On other occasions financial accounting principles may be applied to analyze profit and losses. Management ratios, net profit before tax, liquidity and solvency ratios can all be investigated. Under the situations the importance of the consumers' motivations, perceptions, attitudes and beliefs are largely ignored. The consumer assumed to be "rational" that is, to react in the direction that would be suggested by economic theory and financial principles. However it is often apparent that consumer behavior does not fall neatly into these expected patterns. It is for these reasons that consumer behavior analyses are conducted as yet another tool to assess the complexities of marketing operations.

6.2 METHODOLOGY AND HYPOTHESIS

The present chapter deals with the fourth objective of the study i.e. *to study the behavior of the students from Goa towards advertising*. For the purpose the following hypothesis was formed:

Ho: The behavior of the students from Goa is not influenced by TV advertising

In order to analyze the behavior of the students towards advertising, fourteen structured statements were designed. The data was collected with the help of

five point likert scale with responses and the corresponding ranks such as *strongly disagree -1; Somewhat Disagree-2; Feel Neutral-3; Somewhat Agree-4; Strongly Agree -5.*

The statements were:

- 1) *Advertising is essential*
- 2) *Advertising is valuable source of information about local sales*
- 3) *In general advertising is truthful and ethical*
- 4) *Quite often advertising is amusing and entertaining*
- 5) *From advertising I learnt about fashion and products to impress others*
- 6) *Advertising helps us to raise our standard of living*
- 7) *Advertising results in better products for public*
- 8) *Advertising tells which brands have the feature I am looking for*
- 9) *Advertising promotes good values in the society*
- 10) *In general advertising results in lower price*
- 11) *Vulgarity in advertising today is essential*

For the purpose of analyses the statistical tools such as *Percentage, Mean, Independent sample t- test, One way ANOVA and Post Hoc* test were used.

6.3 ANALYSIS

The total number of students surveyed was 2108 from all over Goa. They were classified based on **GENDER** (Male and Female), **LOCATION** (Urban and Rural), **REGION** (North and South Goa) and **EDUCATION** (SSCE,

HSSCE, Graduates, and P.G). According to their classification an appropriate statistical tools were used. Accordingly, the **Percentages, Mean and Independent sample 't' test, One Way ANOVA** were used.

Subsequent sections give the explanation on the analysis of the various attributes according to the categories.

6.3.1 GENDER

The data from 2108 students collected was organized, classified and cross-tabulated based on Gender. There were 964 male and 1144 female students. In order to test the validity of the statements *Percentages, Mean score, Independent sample t' test* was used. The Tables given at the end of analysis 6.1, 6.2 and 6.3 gives the **Frequencies and Percentages, the Mean score, and the t' test value** respectively.

Given below is the analysis:

6.3.1.1 Advertising is essential: Advertising nowadays is treated as waste of resources. However, the present study showed otherwise. More than 50% of the students agreed that *advertising is essential* now days, where as around 15 % of the students felt that advertising is not essential in today's business world. This shows that the students understand the importance of advertising in the economy in general and the market in particular.

The Mean score between the male and female students is 3.60 and 3.65 respectively which means that the students agreed that Advertisements are essential in the modern business world.

Further F value in case of Levene's test of equality of variance is 14.170 and the corresponding value of significance is 0.000 which is less than 0.05 at 5% level of significance and therefore we take the 't' value for equality of means of equal variance not assumed. In this case the 't' value is -1.022 and the corresponding two tailed value of significance is 0.307 which is higher than 0.05 at 5% level of significance. This means that there is no significant difference between the male and female students with reference to the essence of advertisements.

6.3.1.2 Advertising is a valuable source of information about local sales: Students felt that *advertising is a valuable source of information about local sales*. Around 60% of the students favored that advertising provides them with the information about the products available locally which saves their time during shopping. Around 19% of the students felt it otherwise. It shows that in spite of severe criticisms, the students do understand the importance of advertising as a source of information. However, though advertising is treated as essential as well as a source of providing important information yet *its integrity is still doubted by the students*.

The Mean score between the male and female students is 3.55 and 3.66 respectively which means that students treat advertising as a valuable source of information about local sales.

The F value in case of Levene's test for equality of variance is 5.107 and the corresponding value of significance is 0.024 which is smaller than 0.05 at 5% level of significance and therefore we take the 't' value for equality of means of equal variance not assumed. The 't' value is -2.162 and the corresponding two tailed value of significance is 0.031 which is smaller than 0.05 at 5% level of significance. This means that there is a significant difference between the male and female students treating advertisements as a valuable source of information.

6.3.1.3 In general advertising is truthful and ethical: Around 45% of the students disagreed *that advertising is truthful and ethical*. 30.9 % of the students agreed whereas 24% of the students preferred to remain neutral. Thus the reaction of the students towards the advertising is negative.

In this case the *Mean* score between the male and female students is 2.79 and 2.72 respectively which means that students disagree that the advertising is truthful and ethical.

The F value in case of Levene's test for equality of variance is 0.087 and the corresponding value of significance is 0.768 which is greater than 0.05 at 5% level of significance. Therefore we take the '*t*' value for equality of means of equal variance assumed which is 0.173. This is higher than 0.05 at 5% level of significance which means that there is a no significant difference between the male and female students on treating advertising as truthful and ethical.

6.3.1.4 Quite often advertising is amusing and entertaining: Majority of the students agreed that *advertising is amusing and entertaining*. More than 65% of the students felt that advertising is a source of entertainment for them. This means that advertising is a source of information as well as recreation.

The *Mean* score between the male and female students is 3.73 each. This shows that students agreed to the fact that quite often advertising is amusing and entertaining.

Further, the F value in case of Levene's test for equality of variance is 4.938 and the corresponding value of significance is 0.026 which is smaller than 0.05 at 5% level of significance. Therefore we take the '*t*' value for equality of means of equal variance not assumed. The '*t*' value in this case is -0.184 and the two tailed value of significance is 0.854 which is higher than 0.05 at 5% level of significance. That means there is no significant difference between the

male and female students and they think that advertising is quite often amusing and entertaining.

6.3.1.5 From advertising I learn about fashion and products to impress others: Majority of the students, around 54% agreed that advertisements do provides them with the information about the latest fashion that enters in the market, where as around 29% of the students felt that is not the case. This shows that students get the information about the latest information on fashion from the advertisements. It means that advertisements have a positive influence upon the students.

The *Mean* score between the male and female students is 3.37 and 3.28 respectively which means that they agreed to the fact that from advertising they learnt about fashion and products to impress others.

In case of Levene's test for equality of variance, the F value is 0.644 and the corresponding value of significance is 0.422 which is greater than 0.05 at 5% level of significance. Therefore we take the 't' value for equality of means of equal variance assumed. The 't' value is .1461 and the corresponding value of significance is 0.144 which is higher than 0.05 at 5% level of significance and there fore we can say that there is no significant difference between the male and female students on their opinion that from advertising they learnt about fashion and products to impress others.

6.3.1.6 Advertising helps us to raise our standard of living: It is said and believed that advertising helps to raise the standard of living of the consumers. This is because it brings to the notice of the students various products in the market which are introduced for the first time. In order to find out the reality of the same the students were asked their opinion on advertising and standard of living. The survey proved that advertising does help to *raise the standard of living*. Around 50% of the students felt that advertising helps them to raise their standard of living, where as around 30 % of the students opined negatively. This means that the reaction of the students towards advertising is positive.

The *Mean* score between the male and female students is 3.20 and 3.23 respectively which means that the students agreed that advertising helps them to raise the standard of living.

Further the F value in case of Levene's test for equality of variance is 0.327 and the corresponding value of significance is 0.586 which is higher than 0.05 at 5% level of significance. Therefore we take the '*t*' value for equality of means of equal variance assumed. In this case the '*t*' value is -0.482 and the corresponding value of significance is 0.630 which is higher than 0.05 at 5% level of significance. Thus we can conclude that there was no significant difference between the male and female students on their views on advertising that help them to raise their standard of living.

6.3.1.7 Advertising results in better product for public: Around 52% of the students surveyed felt that *advertising helps them to get better products* in the market where as approximately 23 % of the students were of the opinion that it is not. In this case again it is showed that advertising does help the students as a consumer to get quality products at a reasonable price.

The *Mean* score between the male and female students is 3.36 and 3.34 respectively which means that the students agreed that advertising results in better product for public.

Further the F value in case of Levene's test for equality of variance is 0.007 and the corresponding value of significance is 0.934 which is higher than 0.05 at 5% level of significance and therefore we take the 't' test value of equal variance assumed. In this case the 't' value is 0.303 and the corresponding two tailed value of significance is 0.762 which is higher than 0.05 at 5% level of significance. This means that there was no significant difference between the male and female students in thinking that advertising result in better products for the public.

6.3.1.8 Advertising tells which brands have the feature I am looking for: More than 62% of the students agreed that advertising helps them to select the product with the features which they are looking for. Around 20% of the students however disagreed to the above. This means that students do agree

that *advertisements help them to select the product with the features they are looking for.*

The *Mean* score between the male and female students is 3.56 and 3.64, only to mean that, the students agree that *advertising tells them which brands have the feature that they are looking for.*

According to Levene's test for equality of variance, the F value is 2.016 and its value of significance is 0.156 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. It is - 1.396 and two tailed value of significance is 0.163 which is higher than 0.05 at 5% level of significance which means that there was no significant difference between the male and female students on their opinion that advertising tells which brands have the features that they are looking for.

6.3.1.9 Advertising promotes good values in the society: Students were asked on whether advertisements promote values in the society for which they replied negatively. Approximately 40% of the students disagreed *that advertisements promotes value in the society.* This clearly shows that as far as promotion of values are concerned, students are against advertising. However around 35% of the students agreed that advertisement promotes values in the society.

The *Mean* score between the male and female students is 2.86 and 2.88 which means that students disagreed that advertising promotes good values in the society.

Further the F value in case of Levene's test of equality of variance is 1.193 and its corresponding value of significance is 0.275 which is higher than 0.05 at 5% level of significance and therefore we take 't' value for equality of means of equal variance assumed. In this case the 't' value is -0.441 and the two tailed value of significance is 0.659 which is higher than 0.05 at 5% level of significance and therefore we can say that there was no significant difference between the male and female students and their opinion that advertising promotes good values in the society.

6.3.1.10 In General advertising results in lower price: The economist says that advertising reduces the price of the products due to various reasons. The students were asked whether advertising reduces prices of the product to which they replied negatively. According to them the prices of the products do not decrease. Around 50% of the students disagreed against 23% of the students who agreed, *that the prices of the products are decreased due to effective advertising.*

The *Mean* score between the male and female students is 2.57 and 2.53 respectively which proves that the students disagreed that advertising lowers

the prices of the products.

Further, the F value in case of Levene's test of equality of variance is 1.528 and the value of significance is 0.217 which is higher than 0.05 at 5% level of significance and therefore we take 't' value for equality of means of equal variance assumed. The 't' value is 0.773 and the two tailed value of significance is 0.441 which is higher than 0.05 at 5% level of significance. Therefore we can say that there is no significant difference between the male and female students in their opinion that advertising lowers the price of the products.

6.3.1.11 Vulgarity in advertising today is essential: An advertisement today makes the best use of ladies in the advertisements. They are displayed as an object of lust. They are also depicted in semi-nude and in vulgar positions. This is done only to attract the students towards advertisements. The survey conducted for the purpose proved that the students do not like the vulgar advertisements. Around 62% of the students completely disagreed that *vulgarity in advertising is essential as against 24% who agreed that vulgarity in advertising is essential.*

The *Mean* score between the male and female students is 2.63 and 1.96 respectively. This means that students disagreed that vulgarity in advertising is essential.

The F value for Levene's test for equality of variance is 104.95 and the value of significance is 0.000 which is smaller than 0.05 at 5% level of significance and therefore we take 't' value for equality of means of equal variance not assumed. The 't' value in this case is 10.293 and the corresponding two tailed value of significance is 0.000 which is smaller than 0.05 at 5% level of significance. Thus, we can say that there is a significant difference between the male and female students on their opinion on vulgarity in advertising is essential.

Thus from the above discussion it can be concluded that the behavior of the Male and Female students is not influenced by advertisements. However, students of the opinion that advertisements are not truthful and ethical, do not promote values in the society, lowers the prices of the products, also opined that advertisements today take undue advantage of vulgarity to attract the consumers towards the products.

Table 6.1 Table showing the frequencies on Behavioral statements (Gender)

Statements	Responses	Gender		Total
		Male	Female	
Advertising is essential	Strongly Disagree	64(3.03)	52(2.46)	166(5.50)
	Some what disagree	96(4.55)	104(4.93)	200(9.48)
	Feel neutral	246(11.66)	288(13.66)	534(25.33)
	Some what agree	318(15.08)	454(21.53)	772(36.62)
	Strongly agree	240(11.38)	246(11.66)	486(23.00)
Advertising is valuable source of information about local sales	Strongly Disagree	85(4.03)	75(3.55)	160(7.59)
	Some what disagree	116(5.50)	125(5.92)	241(11.43)
	Feel neutral	16(17.63)	197(9.34)	358(16.98)
	Some what agree	392(18.59)	467(22.15)	589(40.74)
	Strongly agree	210(9.96)	280(13.28)	490(23.2)
In general advertising is truthful and ethical	Strongly Disagree	172(8.15)	221(10.48)	393(18.54)
	Some what disagree	248(11.76)	311(14.75)	559(26.51)
	Feel neutral	238(11.29)	267(12.66)	505(23.95)
	Some what agree	221(10.48)	259(12.28)	480(27.77)
	Strongly agree	85(4.03)	86(4.07)	171(8.11)
Quite often advertising is amusing and entertaining	Strongly Disagree	61(2.89)	74(3.51)	135(6.40)
	Some what disagree	101(4.79)	92(4.36)	193(9.15)
	Feel neutral	148(7.02)	178(8.44)	326(15.46)
	Some what agree	386(18.31)	520(24.66)	906(42.97)
	Strongly agree	268(12.71)	280(13.28)	548(25.99)
From advertising I learn about fashion and products to impress others	Strongly Disagree	159(7.54)	206(9.77)	365(17.31)
	Some what disagree	97(4.60)	130(6.16)	227(10.76)
	Feel neutral	172(8.15)	207(9.81)	379(17.97)
	Some what agree	298(14.13)	336(15.93)	634(30.07)
	Strongly agree	238(11.29)	265(12.57)	503(23.86)
Advertising results in better product for public	Strongly Disagree	177(8.39)	18(28.63)	359(17.03)
	Some what disagree	127(6.02)	185(8.77)	312(14.80)
	Feel neutral	196(9.29)	203(9.62)	399(18.92)
	Some what agree	251(11.29)	333(15.79)	584(27.70)
	Strongly agree	213(10.10)	241(11.43)	454(21.53)
Advertising results in better product for public	Strongly Disagree	99(4.69)	142(6.73)	241(11.43)
	Some what disagree	157(7.44)	155(7.35)	312(14.80)
	Feel neutral	213(10.10)	239(11.33)	452(21.44)
	Some what agree	291(13.80)	388(18.40)	679(32.21)
	Strongly agree	204(9.67)	220(10.43)	424(20.11)

Statements	Responses	Gender		Total
		Male	Female	
Advertising tells which brands have the feature I am looking for	Strongly Disagree	110(5.21)	112(5.31)	222(10.53)
	Some what disagree	99(4.69)	128(6.07)	227(10.76)
	Feel neutral	177(8.39)	164(7.77)	341(16.17)
	Some what agree	294(13.94)	393(18.64)	687(18.64)
	Strongly agree	284(13.47)	347(16.46)	631(29.93)
Advertising promotes good values in the society	Strongly Disagree	191(9.06)	208(9.86)	399(18.92)
	Some what disagree	198(9.39)	241(11.43)	439(20.82)
	Feel neutral	234(11.10)	284(13.47)	518(24.57)
	Some what agree	241(11.43)	302(14.32)	543(25.75)
	Strongly agree	100(4.74)	109(5.17)	209(9.91)
In General advertising results in lower price	Strongly Disagree	258(12.23)	309(14.65)	567(26.89)
	Some what disagree	221(10.48)	263(12.47)	484(22.96)
	Feel neutral	244(11.57)	310(14.70)	554(26.28)
	Some what agree	16(12.63)	185(8.77)	346(16.41)
	Strongly agree	80(3.79)	77(3.65)	157(7.44)
Vulgarity in advertising today is essential	Strongly Disagree	381(18.07)	665(31.54)	1046(49.62)
	Some what disagree	115(5.45)	150(7.11)	265(12.57)
	Feel neutral	148(7.02)	133(6.30)	281(13.33)
	Some what agree	121(5.74)	99(4.69)	220(10.43)
	Strongly agree	199(9.44)	97(4.60)	296(14.04)

Source: Primary Data

Table 6.2: Table showing mean score on Behavior Statement (Gender)

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Advertising is essential	Male	964	3.60	1.157	.037
	Female	1144	3.65	1.056	.031
Advertising is valuable source of information about local sales	Male	964	3.55	1.206	.039
	Female	1144	3.66	1.152	.034
In general advertising is truthful and ethical	Male	964	2.79	1.229	.040
	Female	1144	2.72	1.222	.036
Quite often advertising is amusing and entertaining	Male	964	3.73	1.160	.037
	Female	1144	3.73	1.111	.033
From advertising I learn about fashion and products to impress others	Male	964	3.37	1.386	.045
	Female	1144	3.28	1.406	.042
Advertising helps us to raise our standard of living	Male	964	3.20	1.404	.045
	Female	1144	3.23	1.371	.041
Advertising results in better product for public	Male	964	3.36	1.263	.041
	Female	1144	3.34	1.275	.038
Advertising tells which brands have the feature I am looking for	Male	964	3.56	1.314	.042
	Female	1144	3.64	1.284	.038
Advertising promotes good values in the society	Male	964	2.86	1.282	.041
	Female	1144	2.88	1.253	.037
In General advertising results in lower price	Male	964	2.57	1.271	.041
	Female	1144	2.53	1.232	.036
Vulgarity in advertising today is essential	Male	964	2.63	1.586	.051
	Female	1144	1.96	1.344	.040

Source: Primary Source

Table 6.3: Table showing t-values on Behavioral Statements (Gender)

		Levene's Test for equality of variance		t test for equality of means		
		F	Sig.	t	df	Sig. (2-tailed)
Advertising is essential	Equal variances assumed	14.170	.000	-1.030	2106	.303
	Equal variances not assumed			-1.022	1971.23	.307
Advertising is valuable source of information about local sales	Equal variances assumed	5.107	.024	-2.170	2106	.030*
	Equal variances not assumed			-2.162	2011.46	.031*
In general advertising is truthful and ethical	Equal variances assumed	.087	.768	1.362	2106	.173
	Equal variances not assumed			1.361	2041.88	.174
Quite often advertising is amusing and entertaining	Equal variances assumed	4.938	.026	-.185	2106	.853
	Equal variances not assumed			-.184	2013.53	.854
From advertising I learn about fashion and products to impress others	Equal variances assumed	.644	.422	1.461	2106	.144
	Equal variances not assumed			1.463	2055.14	.144
Advertising helps us to raise our standard of living	Equal variances assumed	.327	.568	-.482	2106	.630
	Equal variances not assumed			-.481	2028.72	.631
Advertising results in better product for public	Equal variances assumed	.007	.934	.303	2106	.762
	Equal variances not assumed			.303	2051.98	.762
Advertising tells which brands have the feature I am looking for	Equal variances assumed	2.016	.156	-1.396	2106	.163
	Equal variances not assumed			-1.393	2029.24	.164
Advertising promotes good values in the society	Equal variances assumed	1.193	.275	-.441	2106	.659
	Equal variances not assumed			-.440	2029.39	.660
In General advertising results in lower price	Equal variances assumed	1.528	.217	.773	2106	.440
	Equal variances not assumed			.771	2023.45	.441
Vulgarity in advertising today is essential	Equal variances assumed	104.95	.000	10.438	2106	.000*
	Equal variances not assumed			10.293	1896.15	.000*

Source: Primary Source * Significant at 5% Level of Significance

6.3.2 LOCALITY

The collected data from 2108 students from all over Goa was classified into the Urban and Rural students. Accordingly, there were 1118 students from urban area where as 990 students from the rural area. For the purpose of

analysis, the Percentage, Mean score, and *Independent sample 't'* test was used to test the validity of the various attributes. Table 6.4 deals with the Frequencies along with the Percentages, Table 6.5 gives the mean score and Table 6.6 gives the '*t*' values of various attributes. The Tables are given at the end the analysis.

Given below is the analysis of various statements designed for the purpose.

6.3.2.1 Advertising is essential: More than 60% of the students felt that advertising is essential. Thus in spite of the several consequences students felt that advertisements are essential.

The *Mean* score between Urban and Rural students is 3.62 and 3.63 respectively which means that the students agreed that advertising is essential in our day to day life which provides useful information about the product and services.

Further, F ratio in case of Levene's Test for Equality of Variance is 0.400 and the corresponding value of significance is 0.527 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. The '*t*' value in this case is -0.270 and the corresponding two tailed value of significance is 0.787 which is higher than 0.05 at 5% level of significance. We can say that there is no significant

difference between Urban and Rural students and their opinions on the proposition "*Advertising is essential*".

6.3.2.2 Advertising is a valuable source of information about local sales:

Around 64% of the students agreed that advertisements act as a valuable source of information about local sales. Thus for the local information about the products, advertisements do provides information

The *Mean* score between Urban and Rural students is 3.54 and 3.68 respectively, which means that the students agreed to the fact that advertising is a valuable source of information about local sales.

The F ratio in case of Levene's test for Equality of Variance is 4.396 and the corresponding value of significance is 0.036 which is smaller than 0.05 at 5% level of significance and therefore, we take the '*t*' value for Equality of Variance of equal Variance not assumed. The '*t*' value in this case is -2.576 and its corresponding two tailed value of significance is 0.010 which is smaller than 0.05 at 5% level of significance. Therefore we can conclude that there is a significant difference between Urban and Rural students with reference to the statement - "*Advertisement is a valuable source of information about local sales*".

6.3.2.3. In general advertising is truthful and ethical: Students disagreed that today's advertisements are truthful and ethical. Around 45% of the students replied against advertising as being truthful and ethical.

The *Mean* score between Urban and Rural students is 2.80 and 2.70 respectively which proves that the advertising is not truthful and is unethical.

The F ratio in case of Levene's Test for Equality of Variance is 2.495 and its corresponding value of significance is 0.114 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. The '*t*' value in this case is 1.866 and its corresponding two tailed value of significance is 0.062 which is higher than 0.05 at 5% level of significance, which means that there is no significant difference between the Urban and Rural students on their opinion on advertising being truthful and ethical.

6.3.2.4 Quite often advertising is amusing and entertaining: The students acknowledge the entertainment part of an advertisement. More than 65% of the students agreed to the fact that an advertisement too entertains them.

The *Mean* score between Urban and Rural students is 3.73 each. This means that students do agree that advertising is amusing and provides entertainment.

The F value for Levene's test for Equality of Variance is 0.132 and its corresponding value of significance is 0.716 which is higher than 0.05 at 5% level of significance and therefore, the 't' value for equality of means of equal Variance assumed is considered. The 't' value in this case is -0.124 and its two tailed value of significance is 0.901 which is higher than 0.05 at 5% level of significance. This means that there is no significant difference between Urban and Rural students on their opinion on advertising as being amusing and entertaining.

6.3.2.5 From advertising I learn about fashion and products to impress others: The students (54%) agreed that an advertisement provides them the information about the products to impress others.

The *Mean* score between Urban and Rural students is 3.30 and 3.35 which implies that the students agreed that from advertising they learnt about fashion and products to impress others.

The F value for Levene's test for Equality of Variance is 5.815 and the value of significance is 0.016 which is smaller than 0.05 at 5% level of significance and therefore, we take 't' value for equality of means of equal Variance assumed which is -0.757. The corresponding two tailed value of significance is 0.449 which is higher than 0.05 at 5% level of significance. Therefore, we can say that there is no significant difference between Urban and Rural students with

reference to the above statement - "*From advertising I learn about fashion and products to impress others*".

6.3.2.6 Advertising helps us to raise our standard of living: Students (59%) agreed that advertisements do help to raise their standard of living.

The *Mean* score between Urban and Rural students is 3.19 and 3.25 respectively. This means they agreed that advertising helps them to raise the standard of living.

The F value for Levene's test for Equality of Variance is 0.007 and the value of significance is 0.933 which is higher than 0.05 at 5% level of significance. We take the '*t*' value for equality of means of equal Variance assumed which is - 0.914. The two tailed value of significance in this case is 0.361 which is higher than 0.05 at 5% level of significance. Therefore, we can say that there is no significant difference between Urban and Rural students on their opinion with reference to advertising helping them to raise their standard of living.

6.3.2.7 Advertising results in better product for public: Majority of the students agreed that advertisements results in better products for public. It helps them in the comparison of the products available and thus to select the best product among the alternatives.

The *Mean* score between Urban and Rural students is 3.32 and 3.37 respectively which confirms that advertising improves the quality of products and services for public.

The *F* ratio for Levene's Test for Equality of Variance is 2.529 and its value of significance is 0.112 which is higher than 0.05 at 5% level of significance. Therefore, we take '*t*' value for equality of means of equal Variance assumed. The '*t*' value in this case is -0.885 and its corresponding two tailed value of significance is 0.376 which is higher than 0.05 at 5% level of significance. Thus we can say that there is no significant difference between Urban and Rural students on their opinion on "*Advertising results in better product for public*".

6.3.2.8 Advertising tells which brands have the feature I am looking for:

The majority of the students agreed that an advertisement informs them about the features of the products which they are looking for.

The *Mean* score between Urban and Rural students is 3.62 and 3.59 respectively which means that students agreed that advertising helps them to know about the features present in the product.

The *F* ratio in case of Levene's test for Equality of Variance is 0.710 and its value of significance is 0.399 which is higher than 0.05 at 5% level of

significance. Therefore, we take the '*t*' value for equality of means of equal Variance assumed which is 0.544. The value of significance in this case is 0.586 which is higher than 0.05 at 5% level of significance. This means that there is no significant difference between Urban and Rural students with reference to the above statement - "*Advertising tells which brands have the feature I am looking for*".

6.3.2.9 Advertising promotes good values in the society: The majority of the students, around 40%, disagreed that advertisements promotes good values in the society.

The *Mean* score between Urban and Rural students is 2.86 and 2.88 respectively which means that the students disagreed that advertising promotes good values in the society.

The F value for Levene's test for Equality of Variance is 0.450 and its corresponding value for significance is 0.503 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. The '*t*' value in this case is -0.297 and two tailed value of significance is 0.766 which is higher than 0.05 at 5% level of significance. This means that there is no significant difference between Urban and Rural students on their opinion on '**advertising promotes good values in the society**'.

6.2.3.10 In General advertising results in lower price: Students did not agree that, the advertisement lowers the prices of the products. They felt that huge expenditure on advertisements increases the prices of the products.

The *Mean* score between Urban and Rural students is 2.54 and 2.55 respectively. This means that the students disagreed to the fact that advertising decreases the prices of products.

The *F* value for Levene's test for Equality of Variance is 0.005 and its corresponding value for significance is 0.942 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. The '*t*' value in this case is -0.311 and its corresponding value of significance is 0.756 which is higher than 0.05 at 5% level of significance. Thus, we can say that there is no significant difference between Urban and Rural students with reference to their opinion on advertising results in lower price.

6.3.2.11 Vulgarity in advertising today is essential: The students strongly disagreed that vulgarity in advertising is essential. Meaning there by the use of vulgarity in an advertisement in any form is not acceptable to the students.

Student's behavioral towards advertising

The *Mean* score between Urban and Rural students is 2.24 and 2.30 respectively. This means that the students disagreed that vulgarity in advertising is essential.

The F value for Levene's test for Equality of Variance is 0.058 and its corresponding value for significance is 0.810 and therefore, we take the '*t*' value for Equality of Means of Equal Variance assumed. The '*t*' value in this case is -0.834 and the two tailed value of significance is 0.405 which is higher than 0.05 at 5% level of significance. Thus, we can say that there is no significant difference between Urban and Rural students with reference to the above statement.

Thus to conclude, it can be said that the behavior of the students towards advertisements is positive except in case of truth and ethics in advertisements, values generated by advertisements, advertisements lowering the prices of products and vulgarity in advertisements is concerned.

Table 6.4 Table showing the frequencies on Behavioral statements (Locality

Statements	Responses	Locality		Total
		Urban	Rural	
Advertising is essential	Strongly Disagree	65(3.08)	51(2.41)	166(5.50)
	Some what disagree	105(4.98)	95(4.50)	200(9.48)
	Feel neutral	283(13.42)	251(11.90)	534(25.33)
	Some what agree	406(19.25)	366(17.36)	722(36.62)
	Strongly agree	259(12.28)	227(10.76)	486(23.00)
Advertising is valuable source of information about local sales	Strongly Disagree	74(3.51)	86(4.07)	160(7.59)
	Some what disagree	146(6.92)	95(4.50)	241(11.43)
	Feel neutral	203(9.62)	155(7.35)	358(16.98)
	Some what agree	488(23.14)	371(17.59)	589(40.74)
	Strongly agree	207(9.81)	283(13.42)	490(23.2)
In general advertising is truthful and ethical	Strongly Disagree	186(8.82)	207(9.81)	393(18.54)
	Some what disagree	302(14.32)	257(12.19)	559(26.51)
	Feel neutral	277(13.14)	228(10.81)	505(23.95)
	Some what agree	257(12.19)	223(10.57)	480(27.77)
	Strongly agree	96(4.55)	75(3.55)	171(8.11)
Quite often advertising is amusing and entertaining	Strongly Disagree	71(3.36)	64(3.03)	135(6.40)
	Some what disagree	103(4.48)	90(4.26)	193(9.15)
	Feel neutral	171(8.11)	155(7.35)	326(15.46)
	Some what agree	488(23.14)	418(19.82)	906(42.97)
	Strongly agree	285(13.51)	263(12.47)	548(25.99)
From advertising I learn about fashion and products to impress others	Strongly Disagree	188(8.91)	177(8.39)	365(17.31)
	Some what disagree	121(5.74)	106(5.02)	227(10.76)
	Feel neutral	213(10.10)	166(7.87)	379(17.97)
	Some what agree	357(16.93)	277(13.14)	634(30.07)
	Strongly agree	239(11.33)	264(12.52)	503(23.86)
Advertising results in better product for public	Strongly Disagree	194(9.20)	165(7.82)	359(17.03)
	Some what disagree	172(8.15)	140(6.64)	312(14.80)
	Feel neutral	209(9.91)	190(9.01)	399(18.92)
	Some what agree	310(14.70)	274(12.99)	584(27.70)
	Strongly agree	233(11.05)	221(10.48)	454(21.53)
Advertising results in better product for public	Strongly Disagree	121(5.74)	120(5.69)	241(11.43)
	Some what disagree	172(8.15)	140(6.64)	312(14.80)
	Feel neutral	261(12.38)	191(9.06)	452(21.44)
	Some what agree	351(16.65)	328(11.55)	679(32.21)
	Strongly agree	213(10.10)	211(10.00)	424(20.11)
Advertising tells which brands have the feature I am looking for	Strongly Disagree	119(5.64)	103(4.88)	222(10.53)
	Some what disagree	121(5.74)	106(5.02)	227(10.76)
	Feel neutral	175(8.30)	166(7.87)	341(16.17)
	Some what agree	353(16.74)	334(15.84)	687(18.64)
	Strongly agree	350(16.60)	281(13.33)	631(29.93)
Advertising promotes good values in the society	Strongly Disagree	205(9.72)	194(9.20)	399(18.92)
	Some what disagree	245(11.62)	194(9.20)	439(20.82)
	Feel neutral	268(12.71)	250(11.85)	518(24.57)
	Some what agree	300(14.23)	243(11.52)	543(25.75)
	Strongly agree	100(4.74)	109(5.17)	209(9.91)

Statements	Responses	Locality		Total
		Urban	Rural	
In General advertising results in lower price	Strongly Disagree	307(14.56)	260(12.33)	567(26.89)
	Some what disagree	248(11.76)	236(11.19)	484(22.96)
	Feel neutral	303(14.37)	251(11.90)	554(26.28)
	Some what agree	175(8.30)	171(8.11)	346(16.41)
	Strongly agree	85(4.03)	72(3.41)	157(7.44)
Vulgarity in advertising today is essential	Strongly Disagree	568(26.94)	478(22.67)	1046(49.62)
	Some what disagree	137(6.49)	128(6.07)	265(12.57)
	Feel neutral	137(6.49)	144(6.83)	281(13.33)
	Some what agree	127(6.02)	93(4.41)	220(10.43)
	Strongly agree	149(7.06)	147(6.97)	296(14.04)

Source: Primary data

Table 6.5: Mean Score on Behavioral Statements (Locality)

	Urban/Rural	N	Mean	Std. Deviation	Std. Error Mean
Advertising is essential	Urban	1118	3.62	1.112	.033
	Rural	990	3.63	1.093	.035
Advertising is valuable source of information about local sales	Urban	1118	3.54	1.130	.034
	Rural	990	3.68	1.227	.039
In general advertising is truthful and ethical	Urban	1118	2.80	1.212	.036
	Rural	990	2.70	1.239	.039
Quite often advertising is amusing and entertaining	Urban	1118	3.73	1.129	.034
	Rural	990	3.73	1.139	.036
From advertising I learn about fashion and products to impress others	Urban	1118	3.30	1.366	.041
	Rural	990	3.35	1.432	.045
Advertising helps us to raise our standard of living	Urban	1118	3.19	1.387	.041
	Rural	990	3.25	1.385	.044
Advertising results in better product for public	Urban	1118	3.32	1.249	.037
	Rural	990	3.37	1.293	.041
Advertising tells which brands have the feature I am looking for	Urban	1118	3.62	1.311	.039
	Rural	990	3.59	1.284	.041
Advertising promotes good values in the society	Urban	1118	2.86	1.249	.037
	Rural	990	2.88	1.285	.041
In General advertising results in lower price	Urban	1118	2.54	1.252	.037
	Rural	990	2.55	1.247	.040
Vulgarity in advertising today is essential	Urban	1118	2.24	1.493	.045
	Rural	990	2.30	1.502	.048

Source: Primary Data

Table 6.6: The Table showing t-values on Behavioral Statements (Locality)

		Levene's Test for equality of variance		T test for equality of means		
		F	Sig.	t	df	Sig. (2-tailed)
Advertising is essential	Equal variances assumed	.400	.527	-.270	2106	.787
	Equal variances not assumed			-.271	2083.530	.787
Advertising is valuable source of information about local sales	Equal variances assumed	4.396	.036	-2.589	2106	.010*
	Equal variances not assumed			-2.576	2022.775	.010*
In general advertising is truthful and ethical	Equal variances assumed	2.495	.114	1.866	2106	.062
	Equal variances not assumed			1.864	2063.548	.063
Quite often advertising is amusing and entertaining	Equal variances assumed	.132	.716	-.124	2106	.901
	Equal variances not assumed			-.124	2070.613	.901
From advertising I learn about fashion and products to impress others	Equal variances assumed	5.815	.016	-.757	2106	.449
	Equal variances not assumed			-.755	2047.892	.450
Advertising helps us to raise our standard of living	Equal variances assumed	.007	.933	-.914	2106	.361
	Equal variances not assumed			-.914	2075.930	.361
Advertising results in better product for public	Equal variances assumed	2.529	.112	-.885	2106	.376
	Equal variances not assumed			-.883	2055.547	.377
Advertising tells which brands have the feature I am looking for	Equal variances assumed	.710	.399	.544	2106	.586
	Equal variances not assumed			.545	2084.571	.586
Advertising promotes good values in the society	Equal variances assumed	.450	.503	-.297	2106	.766
	Equal variances not assumed			-.297	2059.598	.767
In General advertising results in lower price	Equal variances assumed	.005	.942	-.311	2106	.756
	Equal variances not assumed			-.311	2077.248	.756
Vulgarity in advertising today is essential	Equal variances assumed	.058	.810	-.834	2106	.405
	Equal variances not assumed			-.833	2072.192	.405

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

6.3.3 REGION

For purpose of analysis, the data collected was divided according to the districts - South Goa and North Goa. The total number of students surveyed was 2108 students' from the entire Goa. (South Goa 883; North Goa 1225). The statistical tools such as *Percentages*, *Mean score*, and *Independent sample't'* test was used to test validity of the statements. Table 6.7 gives the Frequencies along with the Percentages, Table 6.8 gives the mean score and Table 6.9 gives the 't' values. Given below is the analysis of each of the statements:

6.3.3.1 Advertising is essential: The students from the region, around 60% agreed that advertisements are essential in the modern business world.

The *Mean* score between the North and South Goa students is 3.65 and 3.59 respectively which means that students agreed that in today's modern business world advertising is essential.

The F value for Levene's test for equality of variance is 0.138 and the corresponding value of significance is 0.710 which is higher than 0.05 at 5% level of significance and there fore we take the 't' value for equality of means of equal variance assumed. The 't' value in this case is 1.304 and the corresponding value of significance is 0.192 which is higher than 0.05 at 5% level of significance which means that there is no significant difference

between the North and South Goa students in their opinion on the proposition *advertising is essential*.

6.3.3.2 Advertising is a valuable source of information about local sales:

The majority of the students agreed that advertising provides them with the information about the products locally available.

The *Mean* score between the North and South Goa students is 3.60 and 3.61 respectively. This implies that the students agreed that *'advertising is valuable source of information about local sales'*.

Further, F value in case of Levene's test for equality of variance is 0.294 and the corresponding value of significance is 0.588 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. The '*t*' value in this case is 0.287 and the corresponding two tailed value of significance is 0.774 which is higher than 0.05 at 5% level of significance which means that there was no significant difference between the students from North and South Goa students with reference their opinion on the statement *'advertising as a valuable source of information about local sales'*.

6.3.3.3 In general advertising is truthful and ethical: The majority of the students disagreed that advertising is truthful and ethical.

The *Mean* score between the North and South Goa students is 2.76 and 2.73 respectively, which also supports the above claim that is 'advertising is truthful and ethical'.

The F value in case of Levene's test for equality of variance is 0.084 and the corresponding value of significance is 0.772 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. The 't' value in this case is 0.574 and the two tailed value of significance is 0.566 which is higher than 0.05 at 5% level of significance. Thus we can conclude that there is no significant difference between the North and South Goa students on their opinion on advertising as being truthful and ethical.

6.3.3.4 Quite often advertising is amusing and entertaining: The majority of the students i.e. 68% agreed that advertisements are amusing and entertaining.

The *Mean* score between North and South Goa students is 3.66 and 3.82 respectively which implies that the advertising very often is amusing and entertaining.

Further the F value in case of Levene's test for equality of variance is 17.541 and the value of significance is 0.000 which is smaller than 0.05 at 5% level of

significance and therefore we take the 't' value for equality of means of equal variance not assumed. The 't' value in this case is -3.210 and the corresponding two tailed value of significance is 0.001 which is smaller than 0.05 at 5% level of significance. Therefore we can say that there is a significant difference between the North and South Goa students with reference to their opinion on advertising as being amusing and entertaining.

6.3.3.5 From advertising I learn about fashion and products to impress others: 54% of the total students agreed that they learn about the fashion and products from advertisement to impress others.

The *Mean* score between the North and South Goa students is 3.30 and 3.36 which implies that the students agreed that they learn about the fashion and products from advertising to impress others.

Further the F ratio in case of Levene's test for equality of variance is 0.378 and the corresponding value of significance is 0.539 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. The 't' value in this case is -0.882 and the corresponding value of significance is 0.378 which is higher than 0.05 at 5% level of significance. Thus we can say that there is no significant difference between the North and South Goa students with reference to above statement.

6.3.3.6 Advertising helps us to raise our standard of living: The students agreed that an advertisement helps them raise their standard of living.

The *Mean* score between the North and South Goa student is 3.22 each which means that there is an agreement between the students of North and South Goa students that advertising raises their standard of living.

The F value in case of Levene's test for equality of means is 1.142 and the corresponding value of significance is 0.285 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. The '*t*' value is -0.111 and the two tailed value of significance 0.912 which is higher than 0.05 at 5% level of significance. Thus we can say that there is no significant difference between the North and South Goa students on advertising and its influence on their standard of living.

6.3.3.7 Advertising results in better product for public: More than 53% of the students agreed that the advertisements result in better products for public.

The *Mean* score between the North and South Goa students is 3.35 each which means that the students agreed that advertising improves the quality of the products and thus provides them with better products.

The F ratio in case of Levene's test for equality of variance is 1.195 and the corresponding value of significance is 0.274 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. The 't' value in this case is 0.071 and the corresponding value of significance is 0.943 which is higher than 0.05 at 5% level of significance. This means that there is no significant difference between the North and South Goa students on their view on the proposition:- 'advertising improves the quality of the products'.

6.3.3.8 Advertising tells which brands have the feature I am looking for: The students strongly agreed that the advertisement provides them with the information on the brands that they are looking for.

The *Mean* score between the North and South Goa student's is 3.58 and 3.65 respectively. This implies that advertising provides valuable information about the products that they are looking for.

The F value in case of Levene's test for equality of variance is 0.472 and the corresponding value of significance is 0.492 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. The 't' value in this case is -1.247 and the corresponding two tailed value of significance is 0.212 which is higher than 0.05 at 5% level of significance. This means that there is no significant

difference between the North and South Goa students with reference to the statement-*"Advertising tells which brands have the feature I am looking for"*.

6.3.3.9 Advertising promotes good values in society: The students from both the regions disagreed that the advertisements promote good values in society.

The *Mean* score between the North and South Goa students is 2.91 and 2.81 respectively which means that the students disagreed that advertising promotes good values in society.

Further the F value in case of Levene's test for equality of variance is 2.101 and the corresponding value of significance is 0.147 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. The '*t*' value in this case is 1.723 and the corresponding two tailed value of significance is 0.085 which is higher than 0.05 at 5% level of significance which means that there is no significant difference between the North and South Goa students on their opinion on advertising and promotion of values in the society.

6.3.3.10 In General advertising results in lower price: The mean score between the North and South Goa students is 2.60 and 2.48 respectively. This means that the students disagreed that advertising decreases the prices of products. This is supported by more than 49% of the students.

The F ratio in case of Levene's test for equality of variance is 0.014 and the corresponding value of significance is 0.907 which is higher than 0.05 at 5% level of significance and therefore we take the 't' value of equal variance assumed. The 't' value in this case is 2.182 and the corresponding two tailed value of significance 0.029 which is smaller than 0.05 at 5% level of significance which means that there is a significant difference between the North and South Goa students with reference to the proposition:-
'Advertising lowers the price of the product'.

6.3.3.11 Vulgarity in advertising today is essential: The mean score between the North and South Goa students is 2.28 and 2.25 respectively which implies that according to the student's , 'vulgarity' is not important to make advertisements effective.

Further the F value in case of Levene's test for equality of variance is 0.257 and the corresponding value of significance is 0.612 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 0.408 . The two tailed value of significance is 0.683 which is higher than 0.05 at 5% level of significance which means that there is no significant difference between the North and South Goa students on their opinion that Vulgarity in advertising today is essential.

Thus it can be concluded that the behavior of the students towards advertisements is positive except in case of truth and ethics in advertisements, values present in advertisements, prices of the products due to advertising, and vulgarity in advertising.

Table 6.7: Table showing frequencies on behavior statements (Region)

Statements	Responses	Region		Total
		Urban	Rural	
Advertising is essential	Strongly Disagree	60(2.84)	56(2.65)	166(5.50)
	Some what disagree	122(5.78)	78(3.70)	200(9.48)
	Feel neutral	301(14.27)	233(11.05)	534(25.33)
	Some what agree	447(21.20)	325(15.41)	722(36.62)
	Strongly agree	295(13.99)	191(9.06)	486(23.00)
Advertising is valuable source of information about local sales	Strongly Disagree	82(3.88)	78(3.70)	160(7.59)
	Some what disagree	154(7.30)	87(4.12)	241(11.43)
	Feel neutral	216(10.24)	142(6.73)	358(16.98)
	Some what agree	493(23.38)	366(17.36)	589(40.74)
	Strongly agree	280(13.28)	210(9.96)	490(23.2)
In general advertising is truthful and ethical	Strongly Disagree	229(10.86)	164(7.77)	393(18.54)
	Some what disagree	311(14.75)	248(11.76)	559(26.51)
	Feel neutral	294(13.94)	211(10.00)	505(23.95)
	Some what agree	301(14.27)	179(8.49)	480(27.77)
	Strongly agree	90(4.26)	81(3.84)	171(8.11)
Quite often advertising is amusing and entertaining	Strongly Disagree	84(3.98)	51(2.41)	135(6.40)
	Some what disagree	136(6.45)	57(2.70)	193(9.15)
	Feel neutral	191(9.06)	135(6.40)	326(15.46)
	Some what agree	511(24.24)	395(18.73)	906(42.97)
	Strongly agree	303(14.37)	245(11.62)	548(25.99)

Statements	Responses	Region		Total
		Urban	Rural	
From advertising I learn about fashion and products to impress others	Strongly Disagree	217(10.29)	148(7.02)	365(17.31)
	Some what disagree	132(6.26)	95(4.50)	227(10.76)
	Feel neutral	239(11.33)	140(6.64)	379(17.97)
	Some what agree	339(16.08)	295(13.99)	634(30.07)
	Strongly agree	298(14.13)	205(9.72)	503(23.86)
Advertising results in better product for public	Strongly Disagree	209(9.91)	150(7.11)	359(17.03)
	Some what disagree	173(8.20)	139(6.59)	312(14.80)
	Feel neutral	244(11.57)	155(7.35)	399(18.92)
	Some what agree	342(16.22)	242(11.48)	584(27.70)
	Strongly agree	257(12.19)	197(9.34)	454(21.53)
Advertising results in better product for public	Strongly Disagree	133(6.30)	108(5.12)	241(11.43)
	Some what disagree	179(8.49)	133(6.30)	312(14.80)
	Feel neutral	293(13.89)	159(7.54)	452(21.44)
	Some what agree	367(17.46)	312(14.80)	679(32.21)
	Strongly agree	253(12.00)	171(8.11)	424(20.11)
Advertising tells which brands have the feature I am looking for	Strongly Disagree	132(6.26)	90(4.26)	222(10.53)
	Some what disagree	131(6.21)	96(4.55)	227(10.76)
	Feel neutral	219(10.38)	122(5.78)	341(16.17)
	Some what agree	385(18.26)	302(14.32)	687(18.64)
	Strongly agree	358(16.96)	273(11.24)	631(29.93)
Advertising promotes good values in the society	Strongly Disagree	237(11.24)	162(7.68)	399(18.92)
	Some what disagree	234(11.10)	205(9.72)	439(20.82)
	Feel neutral	297(14.08)	221(10.48)	518(24.57)
	Some what agree	317(15.03)	226(10.72)	543(25.75)
	Strongly agree	140(6.64)	69(3.27)	209(9.91)
In General advertising results in lower price	Strongly Disagree	311(14.75)	256(12.14)	567(26.89)
	Some what disagree	287(13.18)	206(9.72)	484(22.96)
	Feel neutral	332(15.74)	222(10.53)	554(26.28)
	Some what agree	203(9.62)	143(6.78)	346(16.41)
	Strongly agree	101(4.79)	56(2.65)	157(7.44)
Vulgarity in advertising today is essential	Strongly Disagree	604(28.65)	442(20.96)	1046(49.62)
	Some what disagree	155(7.35)	110(5.21)	265(12.57)
	Feel neutral	157(7.44)	124(5.88)	281(13.33)
	Some what agree	139(6.59)	81(3.84)	220(10.43)
	Strongly agree	170(8.06)	126(5.97)	296(14.04)

Source: Primary Data

Table 6.8: Table showing mean score on Behavior (Region)

	District	N	Mean	Std. Deviation	Std. Error Mean
Advertising is essential	North Goa	1225	3.65	1.097	.031
	South Goa	883	3.59	1.111	.037
Advertising is valuable source of information about local sales	North Goa	1225	3.60	1.162	.033
	South Goa	883	3.61	1.200	.040
In general advertising is truthful and ethical	North Goa	1225	2.76	1.219	.035
	South Goa	883	2.73	1.235	.042
Quite often advertising is amusing and entertaining	North Goa	1225	3.66	1.163	.033
	South Goa	883	3.82	1.085	.037
From advertising I learn about fashion and products to impress others	North Goa	1225	3.30	1.406	.040
	South Goa	883	3.36	1.384	.047
Advertising helps us to raise our standard of living	North Goa	1225	3.22	1.377	.039
	South Goa	883	3.22	1.399	.047
Advertising results in better product for public	North Goa	1225	3.35	1.259	.036
	South Goa	883	3.35	1.285	.043
Advertising tells which brands have the feature I am looking for	North Goa	1225	3.58	1.300	.037
	South Goa	883	3.65	1.295	.044
Advertising promotes good values in the society	North Goa	1225	2.91	1.294	.037
	South Goa	883	2.81	1.225	.041
In General advertising results in lower price	North Goa	1225	2.60	1.255	.036
	South Goa	883	2.48	1.239	.042
Vulgarity in advertising today is essential	North Goa	1225	2.28	1.499	.043
	South Goa	883	2.25	1.494	.050

Source: Primary data

Table 6.9: Table showing t-values on Behavior (Region).

		Levene's Test for equality of variance		T test for equality of means		
		F	Sig.	t	df	Sig. (2-tailed)
Advertising is essential	Equal variances assumed	.138	.710	1.304	2106	.192
	Equal variances not assumed			1.301	1886.291	.193
Advertising is valuable source of information about local sales	Equal variances assumed	.294	.588	-.287	2106	.774
	Equal variances not assumed			-.286	1863.690	.775
In general advertising is truthful and ethical	Equal variances assumed	.084	.772	.574	2106	.566
	Equal variances not assumed			.572	1886.446	.567
Quite often advertising is amusing and entertaining	Equal variances assumed	17.54	.000	-3.175	2106	.002*
	Equal variances not assumed			-3.210	1972.424	.001*
From advertising I learn about fashion and products to impress others	Equal variances assumed	.378	.539	-.882	2106	.378
	Equal variances not assumed			-.884	1917.405	.377
Advertising helps us to raise our standard of living	Equal variances assumed	1.142	.285	-.111	2106	.912
	Equal variances not assumed			-.110	1883.056	.912
Advertising results in better product for public	Equal variances assumed	1.195	.274	.071	2106	.943
	Equal variances not assumed			.071	1877.604	.944
Advertising tells which brands have the feature I am looking for	Equal variances assumed	.472	.492	-1.247	2106	.212
	Equal variances not assumed			-1.248	1904.613	.212
Advertising promotes good values in the society	Equal variances assumed	2.102	.147	1.723	2106	.085
	Equal variances not assumed			1.738	1958.063	.082
In General advertising results in lower price	Equal variances assumed	.014	.907	2.182	2106	.029*
	Equal variances not assumed			2.187	1914.677	.029*
Vulgarity in advertising today is essential	Equal variances assumed	.257	.612	.408	2106	.683
	Equal variances not assumed			.408	1904.504	.683

Source: Primary Data

*Significant at 5% level of significance

6.3.4 EDUCATIONAL BACK GROUND

Further, the total population of students, 2108, is classified and organized according to their classes. Accordingly, students were divided in to SSCE, HSSCE, Graduates and P.G. There were 833 SSCE student, 592 HSSCE students, 629 Graduates, and 54 P.G students. In order to find out the validity of the statements and its impact on the students the data was arranged accordingly. The statistical tools such as *Percentage, One way ANOVA and Post hoc* were used which are given at end of the discussion in the Table 6.10, 6.11 and 6.12 respectively.

Given below is the analysis of the data.

6.3.4.1 Advertising is essential: Over all students agreed that advertisements are essential in our day to day life.

The *F* ratio according to *ANOVA* Table is 58.595 and the value of significance is 0.000 which is less than 0.05 at 5% level of significance and there fore we can conclude that there is a significant difference between the groups on the statement- '*advertising is essential*'.

According to *Post Hoc* Table the *p* value between the various pairs such as SSCE and HSSCE (0.000), SSCE and Graduates (0.000), SSCE and PG (0.011), HSSCE and Graduates (0.000), the *p* value is less than 0.05 at 5% level of significance and therefore we can say that there is a significant difference

between the pairs and their opinions on the statement: 'advertising is essential'. In case of the remaining pairs such as, HSSCE and PG (0.973), Graduates and PG (0.259), the p value is greater than 0.05 at 5% level of significance and therefore we can say that there is no significant difference among the pairs and their view on the proposition: "*Advertising is essential*".

6.3.4.2 Advertising is a valuable source of information about local sales: The students felt that the advertisement provides a valuable source of information about local sales. Around 63% of the students felt that it provides the information about the local sales.

The F ratio according to ANOVA Table is 23.936 and the corresponding value of significance is 0.000 which is less than 0.05 at 5% level of significance and therefore it can be concluded that there is a significant difference within groups on advertising as being a valuable source of information about local sales.

Further according to *Post Hoc* Table, the p value in case of various pairs such as SSCE and HSSCE (0.003), SSCE and Graduates (0.000), HSSCE and Graduates (0.000), is less than 0.05 at 5% level of significance and thus there is a significant difference within the pairs on advertising as valuable source of information about local sales. In case of remaining pairs such as SSCE and PG, HSSCE and PG, Graduates and PG, the p value is greater than 0.05 at 5%

level of significance and therefore we can conclude that there is no significant difference among the pairs on the statement: "*Advertising is valuable source of information about local sales*".

6.3.4.3 In general advertising is truthful and ethical: Around 44% of the students felt that advertising is not truthful and unethical.

The F value according to ANOVA Table is 20.952 and its corresponding value of significance is 0.000 which is smaller than 0.05 at 5% level of significance and therefore it can be concluded that there is a significant difference within the groups on advertising as being truthful and ethical.

Further according to *Post Hoc* Table the *p* value of various pairs such as SSCE and HSSCE (0.000), SSCE and Graduates (0.000), HSSCE and Graduates (0.006), is less than 0.05 at 5% level of significance which means that there is a significant difference between the pairs on advertising as truthful and ethical. In case of remaining pairs, SSCE and PG, HSSCE and PG, Graduates and PG, the *p* value is greater than 0.05 at 5% level of significance and therefore we can conclude that there is no significant difference between the pairs and their opinions on advertising as being truthful and ethical.

6.3.4.4 Quite often advertising is amusing and entertaining: The majority of the students, around 67% , felt that advertising was amusing and entertaining.

The F ratio in case of ANOVA analyses is 9.921 and the corresponding value of significance is 0.000 which is less than 0.05 at 5% level of significance and therefore it can be said that there is a significant difference between the groups on their opinion on advertising as being amusing and entertaining.

Further the according to *Post Hoc* Table the *p* value in case of various pairs such as SSCE and HSSCE (0.042), SSCE and Graduates (0.000), is greater than 0.05 at 5% level of significance and therefore we can say that there is a significant difference between the pairs and their opinion on advertising as being amusing and entertaining. In case of the remaining pairs SSCE and PG (0.534), HSSCE and Graduates (0.056), SSCE and PG (0.534), HSSCE and PG (0.987), Graduates and PG (0.902), the *p* value is greater than 0.05 at 5% level of significance which means that there is no significant difference between the pairs and their opinions on advertising as being amusing and entertaining.

6.3.4.5 From advertising I learn about fashion and products to impress others: Around 53 % of the students agreed that they learnt about the fashion and various other products from advertisements.

The F ratio according to ANOVA Table is 8.247 and the corresponding value of significance is 0.000 which is greater than 0.05 at 5% level of significance and therefore we can conclude that there is a significant difference between groups on their opinion on the statement: *"From advertising I learn about fashion and products to impress others"*.

The p value according to *Post Hoc* Table of various pairs such as SSCE and HSSCE, SSCE and Graduates, is less than 0.05 at 5% level of significance which means that there is a significant difference between the pairs on their thinking that from advertising they learn about fashion and products to impress others. The remaining pairs such as SSCE and PG, HSSCE and Graduates, HSSCE and PG, Graduates and PG, the p value is greater than 0.05 at 5% level of significance which means that there is no significant difference between the pairs on their thinking that from *advertising they learn about the fashion and products to impress others*.

6.3.4.6 Advertising helps us to raise our standard of living: The students (48%) felt that advertisements help them to raise their standard of living.

The F ratio according to ANOVA Table is 14.601 and the corresponding value of significance is 0.000 which is smaller than 0.05 at 5% level of significance and therefore we can say that there is no significant difference between the

groups on their opinion on the statement: *"advertising helps them to raise their standard of living"*.

The p value according to *post Hoc* Table in case of various pairs such as SSCE and HSSCE (0.000), SSCE and Graduates (0.000), Graduates and PG (0.030) is less than 0.05 at 5% level of significance which means that there is a significant difference between the pairs on the statement- *"Advertising helps them to raise their standard of living"*. In case of the remaining pairs such as SSCE and PG (0.943), HSSCE and Graduates (0.702), PG and HSSCE (0.094), the p value is greater than 0.05 at 5% level of significance which means that there is no significant difference between the pairs and their opinion on the statement *"Advertising helps them to raise their standard of Living"*.

6.3.4.7 Advertising results in better product for public: The majority of the students, around 53%, were of the opinion that advertisements result in better product for life.

The F ratio according to ANOVA Table is 30.582 and the corresponding value of significance is 0.000 which is less than 0.05 at 5% level of significance which implies that there is a significant difference between the groups on *"advertising results in better product for public"*.

The p values according to *Post Hoc* Table, the pairs such as SSCE and HSCE (0.000), SSCE and Graduates (0.000) is less than 0.05 at 5% level of significance which means that there is a significant difference between the pairs on advertising and better quality of product for public. The remaining pairs such as SSCE and PG (0.168), HSSCE and Graduates (0.791), HSSCE and PG (0.859), Graduates and PG (0.648) the p value is greater than 0.05 at 5% level of significance which means that there is no significant difference between the pairs and their opinion on the statement: "*Advertising results in better product for public*".

6.3.4.8 Advertising tells which brands have the feature I am looking for:

60% of the students were of the opinion that advertisements tell them about the brands that has the features they are looking for.

The F ratio according to ANOVA Table is 9.856 and the corresponding value of significance is 0.000 which is less than 0.05 at 5% level of significance which means that there is no significant difference between the groups on their opinion on advertising which tells them which brands have the feature they are looking for.

The p values according to *Post Hoc* Table, the pairs such as SSCE and Graduates (0.000) and HSSCE and Graduates (0.001) is less than 0.05 at 5% level of significance which means that there is a significant difference between the groups and their opinion on advertising which tells them which brands

have the feature they are looking for. Further the remaining pairs such as SSCE and HSSCE (0.576), SSCE and PG (0.431), HSSCE and PG (0.744), Graduates and PG (0.966), the p value is greater than 0.05 at 5% level of significance which means that there is no significant difference the between the pairs and the statement - "*Advertising tells which brands have the feature I am looking for*".

6.3.4.9 Advertising promotes good values in the society: The students, around 65%, felt otherwise as far as the values promoted by the advertisements.

The F value according to ANOVA Table is 8.140 and the 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 between the groups with reference to advertising promoting good values in the society.

According to *Post Hoc* Table SSCE and HSSCE (0.000) and SSCE and Graduates the p value is less than 0.05 at 5 % level of significance which means that there is no significant difference between the pairs and the statement on advertising i.e. it promotes good values in the society. In case of remaining pairs, the p value of remaining pairs such as SSCE and PG, HSSCE and Graduates, HSSCE and PG, PG and Graduates the p value is greater than 0.05 at 5% level of significance which means that there is no significant

difference between the pairs with reference to the proposition: 'advertising promoting good values in the society'.

6.3.4.10 In General advertising results in lower price: Around 47% of the students disagreed to the statement that an advertisement reduces the prices of the products.

The F value according to ANOVA Table is 6.023 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 between the groups with reference to advertising lowering the price.

The *p* value according to *Post Hoc* Table of various pairs such as SSCE and HSSCE (0.005), HSSCE and Graduates (0.002) is less than 0.05 at 5% level of significance. This implies that there is a significant difference between the pairs on advertising lowering the price of the products. The remaining pairs such as SSCE and Graduates (0.961), SSCE and PG (0.588), HSSCE and PG (0.059), Graduates and PG (0.711), the *p* value is greater than 0.05 at 5% level of significance which means that there is no significant difference between the pairs on their views on the statement: 'advertising lowers the price of the products'.

6.3.4.11 **Vulgarity in advertising today is essential:** More than 61% of the students felt that vulgarity in advertisements is an unwanted activity, simply included to attract the attention of the people.

The F value according to ANOVA Table is 1.819 and the value of significance is 0.142 which is higher than 0.05 at 5% level of significance which means that there is no significant difference between the groups and their opinion on vulgarity in advertising as being essential.

Further, the p value of pairs such as SSCE and HSSCE, SSCE and Graduates, SSCE and PG, HSSCE and Graduates, HSSCE and PG, Graduates and PG is greater than 0.05 at 5% level of significance which means that there is no significant difference between the pairs and their opinion on vulgarity in advertising is essential.

Thus to conclude, it can be said that except in the case of truth and ethics, values and vulgarity in advertisements, prices of the products due to advertisement, in general the behavior of the students towards advertisements is positive.

**Table 6.10 Table showing Frequencies on behavioral statements
(Education)**

Statements	Responses	Education				Total
		SSCE	HSSCE	GRAD	PG	
Advertising is essential	Strongly Disagree	75 (3.55)	20(0.94)	17(0.80)	4(0.18)	116(5.50)
	Some what disagree	99(4.69)	68(3.22)	29(1.37)	4(0.18)	200(9.48)
	Feel neutral	289(13.70)	140(6.64)	97(4.60)	8(0.37)	534(25.33)
	Some what agree	258(12.23)	220(10.43)	270(12.80)	24(1.13)	772(13.62)
	Strongly agree	112(5.31)	144(6.83)	216(10.24)	14(0.66)	486(23.05)
Advertising is valuable source of information about local sales	Strongly Disagree	86(4.07)	42(1.99)	28(1.32)	4(0.18)	160(7.59)
	Some what disagree	119(5.64)	66(3.13)	47(2.22)	9(0.42)	241(11.43)
	Feel neutral	149(7.06)	107(5.07)	94(4.45)	8(0.37)	358(16.98)
	Some what agree	343(16.27)	247(11.71)	247(11.71)	22(1.04)	859(40.74)
	Strongly agree	136(6.45)	130(6.16)	213(10.10)	11(0.52)	490(23.24)
In general advertising is truthful and ethical	Strongly Disagree	212(10.05)	78(3.70)	94(4.45)	9(0.42)	393(18.64)
	Some what disagree	225(10.67)	138(6.54)	179(8.49)	17(0.80)	559(26.51)
	Feel neutral	191(9.06)	133(6.30)	166(7.87)	15(0.71)	505(23.95)
	Some what agree	161(7.63)	175(8.30)	138(6.54)	6(0.28)	480(22.77)
	Strongly agree	44(2.08)	68(3.22)	52(2.46)	7(0.33)	171(8.11)
Quite often advertising is amusing and entertaining	Strongly Disagree	76(3.60)	27(1.28)	27(1.28)	5(0.23)	135(6.40)
	Some what disagree	95(4.50)	66(3.13)	29(1.37)	3(0.14)	193(9.15)
	Feel neutral	155(7.35)	74(3.51)	93(4.41)	4(0.18)	326(15.46)
	Some what agree	281(13.33)	290(13.75)	307(14.56)	28(1.32)	906(42.97)
	Strongly agree	226(10.72)	135(6.40)	173(8.20)	14(0.66)	548(25.99)
From advertising I learn about fashion and products to impress others	Strongly Disagree	193(9.15)	80(3.79)	84(3.98)	8(0.37)	365(17.31)
	Some what disagree	92(4.36)	59(2.79)	69(3.27)	7(0.33)	227(10.76)
	Feel neutral	135(6.40)	121(5.74)	111(2.26)	12(0.56)	379(17.97)
	Some what agree	228(10.81)	177(8.39)	209(9.91)	20(0.94)	634(30.07)
	Strongly agree	185(8.77)	155(7.35)	156(7.40)	7(0.33)	503(23.86)
Advertising results in better product for public	Strongly Disagree	187(8.87)	91(4.31)	71(3.36)	10(0.47)	359(17.03)
	Some what disagree	137(6.49)	73(3.46)	90(4.26)	12(0.56)	312(14.80)
	Feel neutral	150(7.11)	113(5.36)	125(5.92)	11(0.52)	399(18.92)
	Some what agree	209(9.91)	173(8.20)	186(8.82)	16(0.75)	584(27.70)
	Strongly agree	150(7.11)	142(6.73)	157(7.44)	5(0.23)	454(21.53)

Statements	Responses	Education				Total
		SSCE	HSSCE	GRAD	PG	
Advertising results in better product for public	Strongly Disagree	139(6.59)	49(2.32)	47(2.22)	6(0.28)	241(11.43)
	Some what disagree	150(7.11)	81(3.84)	75(3.55)	6(0.28)	312(14.80)
	Feel neutral	205(7.72)	120(5.69)	114(5.40)	13(0.61)	452(21.44)
	Some what agree	225(10.97)	192(9.10)	243(11.52)	19(0.90)	679(32.21)
	Strongly agree	114(5.40)	150(7.11)	150(7.11)	10(0.47)	424(20.11)
Advertising tells which brands have the feature I am looking for	Strongly Disagree	101(4.79)	79(3.74)	39(1.85)	3(0.14)	222(10.53)
	Some what disagree	96(4.55)	64(3.03)	62(2.94)	5(0.2y3)	227(10.76)
	Feel neutral	168(7.96)	85(4.03)	78(3.70)	10(0.33)	341(16.17)
	Some what agree	249(11.81)	177(8.39)	240(11.38)	21(0.99)	666(31.59)
	Strongly agree	219(10.38)	187(8.87)	210(9.96)	15(0.71)	631(29.93)
Advertising promotes good values in the society	Strongly Disagree	201(9.53)	92(4.36)	95(4.50)	11(0.52)	399(18.92)
	Some what disagree	165(7.82)	120(5.69)	144(6.83)	10(0.33)	439(20.82)
	Feel neutral	213(10.10)	139(6.59)	146(6.92)	20(0.94)	518(24.57)
	Some what agree	183(8.68)	181(8.58)	170(8.06)	9(0.42)	543(25.75)
	Strongly agree	71(3.36)	60(2.84)	74(3.51)	4(0.18)	209(9.91)
In General advertising results in lower price	Strongly Disagree	231(10.95)	118(5.59)	200(9.48)	18(0.85)	567(26.89)
	Some what disagree	204(9.67)	130(6.16)	133(6.30)	17(0.80)	484(22.96)
	Feel neutral	213(10.10)	188(8.91)	146(6.92)	7(0.33)	554(26.28)
	Some what agree	122(5.78)	111(5.26)	103(4.88)	10(0.33)	346(16.41)
	Strongly agree	63(2.98)	45(2.13)	47(2.22)	2(0.09)	157(7.44)
Vulgarity in advertising today is essential	Strongly Disagree	435(20.63)	295(13.91)	299(14.18)	17(0.80)	1046(49.62)
	Some what disagree	85(4.03)	69(3.27)	103(4.88)	8(0.37)	265(12.57)
	Feel neutral	112(5.31)	73(3.46)	84(3.98)	12(0.56)	281(13.33)
	Some what agree	70(3.32)	68(3.22)	74(3.51)	8(0.37)	220(10.43)
	Strongly agree	131(6.21)	87(4.12)	69(3.27)	9(0.42)	296(14.04)

Source: Primary Data

Table 6.11: Table showing ANOVA values on Behavior. (Education)

		Sum of Squares	df	Mean Square	F	Sig.
Advertising is essential	Between Groups	197.655	3	65.885	58.595	.000*
	Within Groups	2365.768	2104	1.124		
	Total	2563.423	2107			
Advertising is valuable source of information about local sales	Between Groups	96.539	3	32.180	23.936	.000*
	Within Groups	2828.659	2104	1.344		
	Total	2925.197	2107			
In general advertising is truthful and ethical	Between Groups	91.815	3	30.605	20.952	.000*
	Within Groups	3073.427	2104	1.461		
	Total	3165.242	2107			
Quite often advertising is amusing and entertaining	Between Groups	37.764	3	12.588	9.921	.000*
	Within Groups	2669.649	2104	1.269		
	Total	2707.413	2107			
From advertising I learn about fashion and products to impress others	Between Groups	47.786	3	15.929	8.247	.000*
	Within Groups	4063.919	2104	1.932		
	Total	4111.705	2107			
Advertising helps us to raise our standard of living	Between Groups	82.530	3	27.510	14.601	.000*
	Within Groups	3964.215	2104	1.884		
	Total	4046.746	2107			
Advertising results in better product for public	Between Groups	141.903	3	47.301	30.582	.000*
	Within Groups	3254.216	2104	1.547		
	Total	3396.119	2107			
Advertising tells which brands have the feature I am looking for	Between Groups	49.213	3	16.404	9.856	.000*
	Within Groups	3501.984	2104	1.664		
	Total	3551.197	2107			
Advertising promotes good values in the society	Between Groups	38.757	3	12.919	8.140	.000*
	Within Groups	3339.106	2104	1.587		
	Total	3377.863	2107			
In General advertising results in lower price	Between Groups	28.021	3	9.340	6.023	.000*
	Within Groups	3262.608	2104	1.551		
	Total	3290.628	2107			
Vulgarity in advertising today is essential	Between Groups	12.209	3	4.070	1.819	.142
	Within Groups	4708.426	2104	2.238		
	Total	4720.635	2107			

Source: Primary Data

*Significant at 5% level of significance

Table 6.12: Table showing Multiple comparison (Post Hoc)

Dependent Variable	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Upper Bound	Lower Bound
Advertising is essential	SSCE	HSSCE	-.396(*)	.057	.000*	-.54	-.25
		GRAD	-.736(*)	.056	.000*	-.88	-.59
		PG	-.461(*)	.149	.011*	-.84	-.08
	HSSCE	SSCE	.396(*)	.057	.000*	.25	.54
		GRAD	-.340(*)	.061	.000*	-.50	-.18
		PG	-.065	.151	.973	-.45	.32
	GRAD	SSCE	.736(*)	.056	.000*	.59	.88
		HSSCE	.340(*)	.061	.000*	.18	.50
		PG	.275	.150	.259	-.11	.66
	PG	SSCE	.461(*)	.149	.011*	.08	.84
		HSSCE	.065	.151	.973	-.32	.45
		GRAD	-.275	.150	.259	-.66	.11
Advertising is valuable source of information about local sales	SSCE	HSSCE	-.214(*)	.062	.003*	-.37	-.05
		GRAD	-.517(*)	.061	.000*	-.67	-.36
		PG	-.111	.163	.904	-.53	.31
	HSSCE	SSCE	.214(*)	.062	.003*	.05	.37
		GRAD	-.303(*)	.066	.000*	-.47	-.13
		PG	.103	.165	.924	-.32	.53
	GRAD	SSCE	.517(*)	.061	.000*	.36	.67
		HSSCE	.303(*)	.066	.000*	.13	.47
		PG	.406	.164	.065	-.02	.83
	PG	SSCE	.111	.163	.904	-.31	.53
		HSSCE	-.103	.165	.924	-.53	.32
		GRAD	-.406	.164	.065	-.83	.02
In general advertising is truthful and ethical	SSCE	HSSCE	-.509(*)	.065	.000*	-.68	-.34
		GRAD	-.281(*)	.064	.000*	-.45	-.12
		PG	-.202	.170	.632	-.64	.23
	HSSCE	SSCE	.509(*)	.065	.000*	.34	.68
		GRAD	.227(*)	.069	.006*	.05	.41
		PG	.306	.172	.281	-.14	.75
	GRAD	SSCE	.281(*)	.064	.000*	.12	.45
		HSSCE	-.227(*)	.069	.006*	-.41	-.05
		PG	.079	.171	.967	-.36	.52
	PG	SSCE	.202	.170	.632	-.23	.64
		HSSCE	-.306	.172	.281	-.75	.14
		GRAD	-.079	.171	.967	-.52	.36

Dependent Variable	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Upper Bound	Lower Bound
Quite often advertising is amusing and entertaining	SSCE	HSSCE	-.160(*)	.061	.042*	-.32	.00
		GRAD	-.323(*)	.060	.000*	-.48	-.17
		PG	-.213	.158	.534	-.62	.19
	HSSCE	SSCE	.160(*)	.061	.042*	.00	.32
		GRAD	-.163	.065	.056	-.33	.00
		PG	-.053	.160	.987	-.46	.36
	GRAD	SSCE	.323(*)	.060	.000*	.17	.48
		HSSCE	.163	.065	.056	.00	.33
		PG	.110	.160	.902	-.30	.52
	PG	SSCE	.213	.158	.534	-.19	.62
		HSSCE	.053	.160	.987	-.36	.46
		GRAD	-.110	.160	.902	-.52	.30
From advertising I learn about fashion and products to impress others	SSCE	HSSCE	-.309(*)	.075	.000*	-.50	-.12
		GRAD	-.307(*)	.073	.000*	-.50	-.12
		PG	-.060	.195	.990	-.56	.44
	HSSCE	SSCE	.309(*)	.075	.000*	.12	.50
		GRAD	.001	.080	1.000	-.20	.21
		PG	.249	.198	.588	-.26	.76
	GRAD	SSCE	.307(*)	.073	.000*	.12	.50
		HSSCE	-.001	.080	1.000	-.21	.20
		PG	.248	.197	.590	-.26	.75
	PG	SSCE	.060	.195	.990	-.44	.56
		HSSCE	-.249	.198	.588	-.76	.26
		GRAD	-.248	.197	.590	-.75	.26
Advertising helps us to raise our standard of living	SSCE	HSSCE	-.344(*)	.074	.000*	-.53	-.15
		GRAD	-.428(*)	.073	.000*	-.61	-.24
		PG	.109	.193	.943	-.39	.60
	HSSCE	SSCE	.344(*)	.074	.000*	.15	.53
		GRAD	-.085	.079	.702	-.29	.12
		PG	.452	.195	.094	-.05	.95
	GRAD	SSCE	.428(*)	.073	.000*	.24	.61
		HSSCE	.085	.079	.702	-.12	.29
		PG	.537(*)	.195	.030*	.04	1.04
	PG	SSCE	-.109	.193	.943	-.60	.39
		HSSCE	-.452	.195	.094	-.95	.05
		GRAD	-.537(*)	.195	.030*	-1.04	-.04

Dependent Variable	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Upper Bound	Lower Bound
Advertising results in better product for public	SSCE	HSSCE	-.499(*)	.067	.000*	-.67	-.33
		GRAD	-.565(*)	.066	.000*	-.73	-.40
		PG	-.359	.175	.168	-.81	.09
	HSSCE	SSCE	.499(*)	.067	.000*	.33	.67
		GRAD	-.066	.071	.791	-.25	.12
		PG	.140	.177	.859	-.31	.59
	GRAD	SSCE	.565(*)	.066	.000*	.40	.73
		HSSCE	.066	.071	.791	-.12	.25
		PG	.206	.176	.648	-.25	.66
	PG	SSCE	.359	.175	.168	-.09	.81
		HSSCE	-.140	.177	.859	-.59	.31
		GRAD	-.206	.176	.648	-.66	.25
Advertising tells which brands have the feature I am looking for	SSCE	HSSCE	-.089	.069	.576	-.27	.09
		GRAD	-.360(*)	.068	.000*	-.53	-.18
		PG	-.274	.181	.431	-.74	.19
	HSSCE	SSCE	.089	.069	.576	-.09	.27
		GRAD	-.271(*)	.074	.001*	-.46	-.08
		PG	-.185	.183	.744	-.66	.29
	GRAD	SSCE	.360(*)	.068	.000*	.18	.53
		HSSCE	.271(*)	.074	.001*	.08	.46
		PG	.086	.183	.966	-.38	.56
	PG	SSCE	.274	.181	.431	-.19	.74
		HSSCE	.185	.183	.744	-.29	.66
		GRAD	-.086	.183	.966	-.56	.38
Advertising promotes good values in the society	SSCE	HSSCE	-.285(*)	.068	.000*	-.46	-.11
		GRAD	-.265(*)	.067	.000*	-.44	-.09
		PG	-.013	.177	1.000	-.47	.44
	HSSCE	SSCE	.285(*)	.068	.000*	.11	.46
		GRAD	.020	.072	.992	-.17	.21
		PG	.273	.179	.424	-.19	.73
	GRAD	SSCE	.265(*)	.067	.000*	.09	.44
		HSSCE	-.020	.072	.992	-.21	.17
		PG	.252	.179	.492	-.21	.71
	PG	SSCE	.013	.177	1.000	-.44	.47
		HSSCE	-.273	.179	.424	-.73	.19
		GRAD	-.252	.179	.492	-.71	.21

Dependent Variable	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Upper Bound	Lower Bound
In General advertising results in lower price	SSCE	HSSCE	-.223(*)	.067	.005*	-.40	-.05
		GRAD	.032	.066	.961	-.14	.20
		PG	.220	.175	.588	-.23	.67
	HSSCE	SSCE	.223(*)	.067	.005*	.05	.40
		GRAD	.255(*)	.071	.002*	.07	.44
		PG	.444	.177	.059	-.01	.90
	GRAD	SSCE	-.032	.066	.961	-.20	.14
		HSSCE	-.255(*)	.071	.002*	-.44	-.07
		PG	.188	.177	.711	-.27	.64
	PG	SSCE	-.220	.175	.588	-.67	.23
		HSSCE	-.444	.177	.059	-.90	.01
	GRAD	-.188	.177	.711	-.64	.27	
Vulgarity in advertising today is essential	SSCE	HSSCE	-.044	.080	.949	-.25	.16
		GRAD	.030	.079	.982	-.17	.23
		PG	-.452	.210	.138	-.99	.09
	HSSCE	SSCE	.044	.080	.949	-.16	.25
		GRAD	.073	.086	.829	-.15	.29
		PG	-.408	.213	.220	-.95	.14
	GRAD	SSCE	-.030	.079	.982	-.23	.17
		HSSCE	-.073	.086	.829	-.29	.15
		PG	-.481	.212	.106	-1.03	.06
	PG	SSCE	.452	.210	.138	-.09	.99
		HSSCE	.408	.213	.220	-.14	.95
	GRAD	.481	.212	.106	-.06	1.03	

Source: Primary Data * Significant at the .05 level of significance

6.4 DISCUSSION AND CONCLUSION

It is needless to say that advertising has gained profound recognition and importance all over the globe as an indispensable tool of marketing. This recognition has led to its remarkable growth - both quantitatively and qualitatively. Advertising is used as an important tool in the hands of seller to persuade the consumer to buy the product. It acts upon the mind of the students, and his perception, which creates a favorable attitude which leads to a positive consumer action. Consumer exhibits different buying patterns by

purchasing different types of brands. To know better about the consumer, consumer behavior acts as a map in hands for marketers to attract and retain consumer so as to run the business successfully. Therefore knowledge of consumer behavior especially towards advertisements is an essential part of the advertisers. It deals with mental and physical acts - including their motive and cause of individual and group as regarding Orientation , Purchase , Use, Maintenance and Disposal of goods and services from the market and public , leading to functionality and the achievement of consumer goals and values. The subject deals with the satisfaction and well being, both short term and long term, of individuals and societal consequences. It stems from innate and acquired needs and involves a complex combination of conscious and emotional factors. Whatever behavior is impulsive or the result of long deliberations, it is an expression of a conscious or unconscious search for satisfaction of physiological, economic or socio- psychological needs. With this as a background let us conclude that:

The students felt that Advertising in today's modern world is essential. It means that in spite of severe criticisms against advertising, the students still were of the opinion that advertising does play a very important role in their day to day life.

Students also gave their favorable say on advertising as a valuable source of information about local sales. That shows that for any local purchase, students do refer to advertisements that appears to them locally.

However, according to students, the advertising is unethical and untruthful. Thus, though they treat advertising as essential and act as an important source of information, yet, students doubted its loyalty towards them. They considered it as a deceptive, exaggerated, and misleading. It also suggests that advertising harms the cultural and other value systems in the society.

Students considered advertising as amusing and entertaining. It provides them recreation and acts as a source of entertainment in their day to day life.

Students agreed that from advertising they learnt about the fashion and products to impress others. This means that most of the fashions and arrivals of new products were learnt from advertising.

Advertising provides information about products-existing as well as new products. The students get to know about the products from advertisements. This keeps them upgraded on the products and at the same time on information to buy it. The purchase of new products no doubt keeps the students along with the times and thus helps them to improve their standard of living.

The majority of the students agreed that from advertising they come to know about the product features which they are looking for. Thus, it saves time in Shopping. However, students felt that advertisements corrupt the value system in the society:

Another important economic revelation made by the students was that it does not decrease the prices of the product. However, the opinion of the expert says it was otherwise. Further, it is also proved that the students do not like the advertisements which are vulgar in nature neither do they take rescue in vulgarity in advertisements to appease other students.

The following Table gives in brief the various values calculated:

Table 6.13: Tabular representation of the Hypothesis Testing Carried out

Aspects of Advertising Tested based on the Objectives:	Gender [M/F]	Locality [U/R]	Region [S/N]	Education [S/H/G/P]
Behavior pattern towards Advertisement	Accepted	Accepted	Accepted	Rejected
* Ads are essential	.307	.787	.192	.000*
* Ads are source of information	.031*	.010*	.774	.000*
* Ads are truthful and ethical	.173	.062	.566	.000*
* Ads are amusing & entertaining	.854	.901	.001*	.000*
* Ads informs about fashion and products	.144	.450	.378	.000*
* Ads improves the standard of living	.630	.361	.912	.000*
* Ads results in better product for public	.762	.376	.943	.000*
* Ads tells the features of products	.163	.586	.212	.000*
* Ads promote good values in the society	.659	.766	.085	.000*
* Ads lower the prices	.440	.756	.029*	.000*
* Vulgarity in advertisement is essential	.000*	.405	.683	.142*

* Significant at 5% level of significance

Thus from the above, it can be seen, in general the behavior of the students towards advertisements is positive.

CHAPTER 7

SUMMARY, FINDINGS, CONCLUSION AND SUGGESTIONS

*"Advertising is a non-moral force, like electricity, which not only illuminates
but electrocutes. Its worth to civilization depends upon how it is used."*

- J. Walter Thompson

7.1 INTRODUCTION

The essence of being in business for any business outfit is to produce for sales and profits. In order to remain in business an organization must generate enough sales for its products to cover operating costs and post reasonable profits. For many organizations, sales estimate is the starting point in budgeting or profit planning. It's so because it must be determined, in most cases, before production units could be arrived at as production units will in turn affect material purchases. However, making decisions on sales is the most difficult task facing many business executives. This is because it is difficult to predict, estimate or determine with accuracy, potential customers' demands as they are uncontrollable factors external to an organization. Considering, therefore, the importance of sales for business survival and the connection between customers and sales, it is expedient for organizations to engage in programmes that can influence consumers' decision to purchase its products. This is where advertising and brand management are relevant. Advertising is a subset of promotion mix which is one of the *4P's* in the marketing mix i.e. *Product, Price, Place and Promotion*. As a promotional strategy, advertising serves as a major tool in creating product awareness and conditions the mind of a potential consumer to make eventual purchase decisions.

Advertising carries several responsibilities. Advertising informs the public so that they can beware of products and make informed choices among different

products or brands. Advertising also benefits businesses in assisting them to sell their products. But while dispensing its role as a dream merchant, advertising has also been in the vortex of controversy of the many ills that it brings to society. *It is accused of encouraging materialism and over consumption, of stereotyping, of causing us to purchase items for which we have no need, of taking advantage of children, of manipulating our behavior, using vulgarity to sell, and generally contributing to the downfall of our social system.*

Advertising does not function in a vacuum but in a market environment where several forces like consumer needs, business interests and government regulations are at work. It is a powerful force in terms of its persuasiveness and a critical social role. *Moreover the high visibility and pervasiveness, that it generates criticism and controversy.* Much of this controversy springs from the fact that advertising is used more as a persuasive communication tool thereby creating serious impact on the tastes, values and lifestyles of society. An effort was made through the present study to assess the impact of advertisements on students in terms of buying behavior and spending pattern, the student's attitude and behavior towards advertisements.

7.2 SUMMARY

The topic *“Impact of advertisement on students: An empirical study of students from Goa”* was carried out to study four objectives mentioned earlier and the respective hypothesis. The entire report was divided into seven chapters.

The topic is introduced in Chapter No 1, which gives the background of the topic, objectives, hypothesis, methodology, and the importance of the study. The theoretical background of the topic is presented in Chapter No 2, to establish that the present study does not resemble any other study at the National or International level.

The first objective is dealt in detail in Chapter No 3- *“Buying Behaviour and spending pattern of the students”*. *“General Impact of advertisements on students”* is discussed in Chapter No 4. Chapter 5 and 6 deals with - *“Students Attitude towards advertising”* and *“Consumer Behaviour towards advertising respectively”*

Table 7.1: Tabular representation of the Hypothesis

#	Aspects of Advertising Tested based on:	Categorization of Students Based on:								
		Gender		Locality		Region		Education		
		Male	Female	Urban	Rural	South	North	SSCE	HSSCE	Graduate
1	Influence of Advertising on Buying Behaviour and Spending Pattern	Accepted		Accepted		Accepted		Accepted		
2	General Impact of Advertisement	Accepted		Accepted		Accepted		Rejected		
3	Attitude towards Advertisement	Accepted		Accepted		Accepted		Rejected		
4	Behaviour pattern towards Advertisement	Accepted		Accepted		Accepted		Rejected		

In order to test the hypothesis, several statements were designed. The statements were tested individually and then the result was compiled to accept or reject the hypothesis. The consolidated result is given in the Table 7.2. The overall decision on acceptance or rejection is taken based on the total number of acceptance or rejection of individual statements. This result is given in Table no 7.1.

Table 7.2: Tabular representation of the Hypothesis Testing Carried out

#	Aspects of Advertising Tested based on the Objectives:	Gender [M/F]		Locality [U/R]		Region [S/N]		Education [S/H/G/P]			
1	Influence of Advertising on Buying Behaviour and Spending Pattern	Accepted		Accepted		Accepted		Accepted			
	Ownership of TV & Watching Ads	.18	.17	.75	.02*	.07	.32	.08*	.61	.44	.84
	Watching of Ads & Factors attracting	.00*	.00*	.00*	.54	.00*	.01*	.00*	.04*	.00*	--
	Time spent on watching Ads	.75	.05	.27	.32	.11	.80	.94	.29	.17	.26
	Pocket money & Consumption	.02*	.44	.00*	.56	.02*	.31	.03*	.15	.49	.08
	Pocket money & Vices	.00*	.57	.00*	.67	.00*	.74	.33	.04*	.01*	--
	Watching Ads & Consumption	.01*	.57	.07	.26	.00*	.68	.24	.18	.71	.00*
	Watching Ads & Vices	.84	.74	.62	.27	.87	.78	.04	.63	.52	.96
2	General Impact of Advertisement	Accepted		Accepted		Accepted		Rejected			
	Watching Ads	149		236		999		.000*			
	Desire for Products	.223		.503		.596		.000*			
	Source of Information	.037*		.373		.747		.000*			
	Role Model	.001*		.885		.668		.000*			
	Drinking & Smoking	.837		.097		.010*		.249			
	Modeling as a Career	.000*		.860		.063		.256			
3	Attitude towards Advertisement	Accepted		Accepted		Accepted		Rejected			
	Ads should be banned by law	.850		.097		.695		.000*			
	Reading/seeing Ads is waste of time	.449		.875		.102		.000*			
	Ads are unnecessary	.066		.848		.053		.000*			
	Do not buy advertised products	.561		.285		.822		.000*			
	Ads are uneducative	.275		.014*		.127		.000*			
	Ads are not informative	.026		.918		.156		.000*			
	Ads generate intense desire to buy	.003*		.021		.182		.055			
	Ads helps to make better choice	.002*		.235		.128		.000*			
	Advt expenses is waste	.809		.484		.786		.000*			
	Advt forces people to buy products	.841		.019*		.092		.010*			
	Ads takes undue advantage of vulgarity	.350		.000*		.494		.001*			
	Some Ads cannot be seen or heard in the company of others	.322		.643		.281		.436			
	Ads are exaggerate	.139		.300		.239		.269			
	Ads has no utility role to play in society	.027		.001*		.000*		.000*			
4	Behaviour pattern towards Advertisement	Accepted		Accepted		Accepted		Rejected			
	Ads are essential	.307		.787		.192		.000*			
	Ads are source of information	.031*		.010*		.774		.000*			
	Ads are truthful and ethical	.173		.062		.566		.000*			
	Ads are amusing & entertaining	.854		.901		.001*		.000*			
	Ads informs about fashion and products	.144		.450		.378		.000*			
	Ads improves the standard of living	.630		.361		.912		.000*			
	Ads results in better product for public	.762		.376		.943		.000*			
	Ads tells the features of products	.163		.586		.212		.000*			
	Ads promote good values in the society	.659		.766		.085		.000*			
	Ads lower the prices	.440		.756		.029*		.000*			
	Vulgarity in advertisement is essential	.000*		.405		.683		.142			

Source: primary data * Significant at 5% level of significance

7.3 FINDINGS

As stated earlier, for each objective a separate hypothesis was formed which was arranged in separate chapters. The hypothesis with the help of a suitable statistical tool was then analyzed and tested separately to draw the conclusion.

7.3.1: Chapter - 3 titled "*Buying Behavior and Spending Pattern of Students*" deals with the second objective of the study. It analyses the impact of advertisements on the buying behavior and spending pattern of the students. For the purpose, collected data was classified based on the Gender, Locality, Region and Educational background. The hypothesis such as: "*The buying behavior and spending pattern of the students from Goa is not influenced by TV advertisements*" was formed. This was tested with the help of statistical tools such as *percentage* and *the chi square*.

Information was collected on the basis of seven aspects; viz.; *ownership of TV & watching advertisements; watching of advertisements & factors attracting; time spent on watching advertisements; pocket money & consumption of selected products; pocket money & vices; watching advertisements & consumption of selected products; and also watching advertisements & vices.*

Following were the findings in brief:

- 1) Irrespective of whether they have T.V. at home or not, most of the students like to watch advertisements. This is evident from the fact

that the majority of the students who do not have T.V. at home also watch TV in general and advertisements in particular.

- 2) Among the various factors of attraction; *color, model, appeal, vulgarity*; the majority of the students were attracted towards advertisements because of its appeal followed by the model.
- 3) Another important issue that is associated with T.V. is that, students spend unnecessary time in front of T.V. and thus waste their time. In connection to this, it was found that students on an average spend about one hour in front of the T.V. watching T.V. programmes. This is quite reasonable. And therefore, the very myth that they spend more time in front of TV can be over ruled.
- 4) As far as consumption pattern of selected products, considered to be harmful to the health is concerned, it was seen that students from different categories of income like soft drinks followed by ice creams and chocolates. This shows that advertising does influence the consumption of products which are harmful.
- 5) One interesting fact proved by the survey was that, majority of the students do not *smoke, drink or chew Gutka*.

From the consolidated Chi-square testing p values shown in Table 7.2 and 7.1, it is clear that the hypothesis formed is accepted. This is because, in most of the individual cases, the Chi square values are more than 0.05 at 5% level of

significance. And therefore we can say that the buying and spending pattern of the students is not influenced by the advertisements.

Thus from the above , it can be concluded that though the advertisements have become a part and parcel of our day to day life, the fear that it influences our buying behavior and spending pattern can be ruled out. The study conducted for the purpose clearly proves the matured approach of the students towards advertisements. It means that they can easily identify the very purpose of advertisements. They can distinguish between the commercials and non-commercials. Lots has been said and written about advertisements. No doubts in theory as well as in practice, advertisements do have its own lacunae, do suffer from limitations etc. But the fact is if one is mentally strong and emotionally firm, nobody can influence one's own mind, not even advertisements.

7.3.2 Chapter - 4 titled as "*General Impact of Advertising on Students*" focuses on analyzing the general impact of advertisements on students in terms of seven aspects; viz.; *watching / reading advertisements; desire for the products which is advertised; whether advertisements provide needed information; whether students believe in the model in the advertisement; whether advertisement influences drinking / smoking habits; whether advertisement motivated towards taking modeling as a career; and whether purchasing decisions are basically influenced by advertisements.* This chapter

deals with the second objective of the study. The hypothesis formed was: "*The general impact of TV advertising on the students from Goa is not significant*".

The data collected was organized, and classified based on **Gender** (Male and female), **Location** (Urban and Rural), **Region** (South and North) and **Education** (SSCE, HSSCE, Graduates, and P.G.). The statistical tools such as *Percentage, Mean score, Independent sample 't' test, One way ANOVA and Post hoc* test were used to analyze and test the hypothesis. The findings can be summarized as under:

- 1) The students do like to watch advertisements irrespective whether they have a T.V. at home or not. Along with the programmes they also like to watch advertisements.
- 2) The continuous watching of advertisements does not in any way influence their purchases. In this regard, students showed a great deal of maturity. It is also revealed that students do not desire for the advertised products.
- 3) Students agreed that advertisements do provide them with information needed to make an intelligent choice.
- 4) The inclusion of popular personalities in the commercials, their testimonies, has no influence over the students purchasing decision making process.

- 5) The students showed no interest in pursuing their career in modeling which is a highly paid but short lived profession.
- 6) The social menace such as drinking or smoking, if any by these students, is not influenced by any form of TV advertising.
- 7) Similarly the purchases too are not influenced by advertisements.

From Table 7.1 and 7.2, it can be seen that the hypothesis formed for the purpose is accepted except in case of students with different educational background. It means that the general impact of advertisements on students is not significant. However, the students with different educational background showed a different trend.

7.3.3 Chapter - 5 titled as "*Students Attitude towards Advertising*" deals with the third objective of the study, and focuses on analyzing the general attitude of students towards advertising with respect to the following attributes: *All advertisements should be banned by the law; Reading or seeing most of the advertisements seems to be a waste of time; Most of the advertisements are unnecessary; I do not buy the products, which are advertised for; Most of the advertising is highly uneducative; Advertisements are not informative source of existing products and new products; Advertisements produce intense desire to buy the concerned product; Advertising helps to make better selection; Advertising expenditure is a waste; Advertising force the people to buy the product which they do not*

need; Advertising takes undue advantage of vulgarity; Certain advertisements cannot be seen or hear in the company of children or parents; Most of the advertisements are exaggerated; Advertisements have no utility or role to play in society.

The hypothesis, "*The attitude of the students from Goa towards advertising is positive and matured*" was formed for which information was collected using the Likert scale.

The data collected on the above attributes was organized and classified based on **Gender** (Male and female), **Location** (Urban and Rural), **Region** (North and South Goa) and **Education** (SSCE, HSSCE, Graduates, and P.G). The statistical tools such as *Percentage, Mean score, Independent sample't' test, One way ANOVA and Post hoc* test were used. The findings are summarized in to the following points:

- 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.
- 2) Students opined that, watching an advertisement in no way does not hinder their entertainment process nor does it result in a waste of time.
- 3) Students were of the opinion that most of the advertisements were unnecessary and could be curtailed.

- 4) The survey proved that the student's attitude towards advertising is positive and matured. One can draw a conclusion through the responses that they had given and indicate that they know the very purpose of advertising
- 5) The students were of the opinion that, the educational value present in an advertisement was not seen. It means that most of the advertisements were more of commercial in nature.
- 6) The students agreed that information regarding the products, i.e., existing and new, flow smoothly from the desk of the advertisers to them through various forms of advertisements.
- 7) The survey also revealed advertisements helped the students to make better selection of the products among various alternatives available to them in the market.
- 8) 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 advertisements is a waste.
- 9) Advertisements today are characterized by vulgarity in general. Exhibiting 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 who participated in the survey also agreed that advertisements take undue advantage of vulgarity.

- 10) The students also revealed that they feel awkward seeing vulgar advertisements in the presence of their family members. They also felt that most of the advertisements were exaggerated. They misguide, mislead and are deceptive. However, they agreed to the fact that advertisements could be used as an important tool in the society to educate the masses.

The test result (Table 7.1 and 7.2) also proved that the hypothesis except in case of students with different educational backgrounds, in all the remaining cases was accepted. It means that the attitude of the students towards advertisements is positive and matured except in case of students with different qualification. Therefore again it is proved that the education of the students does play an important role in the attitude formation of the students towards advertisements.

7.3.4 Chapter - 6 titled as "Students Behavior towards Advertising" focuses on analyzing the behavioral pattern of students towards advertising with respect to the ethical issues. It deals with the fourth and last objective of the study. The hypothesis, "*The behavior of the students from Goa is not influenced by T.V. advertising*" was formed. The data collected for the purpose was organized and classified based on **Gender** (Male and female), **Location** (Urban and Rural), **Region** (South and North Goa), and **Education** (SSCE, HSSCE, Graduates and P.G.).

The statistical tools such as *Percentage, Mean score, Independent sample 't' test, One way ANOVA and Post hoc test* were used to analyze the data. The data was collected on the attributes such as: *Advertising is essential; Advertising is valuable source of information about local sales; In general advertising is truthful and ethical; Quite often advertising is amusing and entertaining; From advertising I learnt about fashion and products to impress others; Advertising helps us to raise our standard of living; Advertising results in better products for public; Advertising tells which brands have the feature I am looking for; Advertising promotes good values in the society; In general advertising results in lower price; Vulgarity in advertising today is essential.*

Given below are some of the important findings:

- 1) The study revealed that the advertising in today's modern world is essential. It means that in spite of severe criticisms against advertising, the students still were of the opinion that advertising does play a very important role in their day to day life.
- 2) Students felt that an advertisement disseminates valuable information about products available in the market.
- 3) The worst criticism leveled by the students against advertisements was that, advertisements were unethical and untruthful. Thus, though they treat advertising as essential and as an important source of information, yet, students do not completely trust the contents

because most of the advertisements were not really catering to the needs of the consumers. They considered advertisements to be deceptive, exaggerated, and most of the times, misleading.

- 4) It also suggests that advertising harms the cultural and other value system in the society.
- 5) Students considered advertising as amusing and entertaining. It provides them recreation and acts as a source of entertainment in their day to day life.
- 6) Students agreed that they learnt from various advertisements about the fashion trends and products to impress others. This clearly indicates that students update themselves on the new fashions and the new arrivals in the market from the advertisements.
- 7) Through advertisements, students come to know about the new products that have arrived in the market. It helps them to improve their standard of living. Majority of the students agreed that from advertising they come to know about the product features which they are looking for. Thus, it saves their time in searching for the information.
- 8) The students felt that advertisements corrupt the value system in the society. They felt that advertisements can do a lot in the field of societal reforms, which the present system of advertisements is not doing.

- 9) Another important economic revelation made by the students was that advertisements do not decrease the prices of the product. Further, it is also proved that the students do not like the advertisements which are vulgar in nature or uses vulgar themes used for promoting the products by the companies.

Thus from the above and with reference to Table 7.1 and 7.2, we can conclude that the above hypothesis is accepted except in case of students with different educational background. Again in this case too, the education of the students was a deciding factor on the behavior of the students towards advertisements.

7.4 CONCLUSION

Thus with the above discussion and the discussion in the preceding chapters, we can conclude that the students choice to watch advertisements is not influenced by the ownership of T.V. at home. The students like the advertisements because of the commercial message it carries. They also like advertisements because of the popular models acting in them. Interestingly, the vulgarity in advertisements did not find any place in the interest of the students. Further it was seen that the students do consume various products such as Cold drinks, Ice creams and chocolates. However, Vices such as smoking, drinking, chewing of Gutka found no place in students list of preferences which are influenced by Advertising. While watching advertisements and buying advertised products, students showed a great deal of maturity. However they agreed that advertisements provide them with

necessary information to make an intelligent choice but do not believe the testimonies given by their favorite models. They also showed no inclination to pursue a career in modeling.

Further, it is evident from the survey that banning advertisements is not an ultimate solution. With the commercial breaks coming on very often, in no way it interfered with the entertainment part of the students. Advertisements help students in taking purchase decisions and help them to make a better selection. Students agreed that an advertisement is an important economic activity that provides information about the product. However, they also opined that advertisements are un-educational, vulgar, and exaggerated. The students felt that in spite of severe criticism, advertisements were essential as they were informative, amusing and entertaining. From the advertisements they learnt about the fashion, which helps them to upgrade themselves and improve their standard of living. It saves their time in shopping. However, students felt that advertisements were unethical, untruthful, and vulgar in nature and did not decrease the prices of the products.

Thus based on the information available from the study, it can be concluded that (1) *Advertisements do not influence the spending pattern and buying behavior of the students* (2) *General impact of advertising on students is positive.* (3) *The attitude of students towards advertising found to be positive and* (4) *The student's behavior towards advertising also found to be positive.*

With this as a backdrop, some of the suggestions that need to be integrated in the present system of controlling mechanism of advertising in India can be as follows:

The nation needs a well defined control system to curb the menace spread by advertisement. At present there are numerous laws that protect the consumers from the various tactics of the manufacturer or seller. There is a need to have a separate law in this regard. All the provisions scattered in bits and parts in different laws can be clubbed together under one Act.

In India, there are state laws as well as self-regulating laws to regulate the advertisements. A state law includes various provisions included in various Acts pertaining to advertisements. Some of them are:

1) **MRTP Act 1969:** The year 1969 saw the emergence of Government regulation that strived to curb the monopolies and other such practices that hampered the welfare of the consumers. The Act was passed with a view to protect concentration of economic power, control of monopolies and prohibit monopolistic and restrictive trade practices. Through the amendment of 1984, a provision regarding the consumer protection, namely unfair trade practices was inserted. Section 36 A of the Act deals with 5 major Unfair Trade Practices: -

- a) Any misleading, false, and wrong representation either in writing (i.e. in advertisements, warranty, guarantee etc.) or oral (at the time of sale)

actual or intended, even if actual injury or loss is not caused to the

consumer/buyer constitutes as unfair trade practices;

b) Sales, where there is an element of deception;

c) All business promotion schemes announcing 'free gifts', 'contests', etc.

where any element of deception is involved;

d) Violation of laws existing for protection of consumers;

e) Manipulating sales with a view to raising prices.

2) **Consumer Protection Act 1986:** The main aim of the Act is to provide protection of interest of consumers against unfair trade practices adopted for the purpose of promoting sales. Such unfair trade practices includes:

a) Misleading advertisements

b) Offering gifts and prizes etc

c) Not conforming to prescribed standards

d) Hoarding or destruction of goods

3) **Drug and Magic Remedies (Objectionable Advertisements) Act 1954:**

This Act has been enacted to control the advertisements of drugs in certain cases and to prohibit the advertisement for certain purposes of remedies alleged to possess magic qualities and to provide for matters connected therewith. Some of the provisions included in the Act are

- a) Prohibition of advertisements of certain drugs for treatment of certain diseases and disorders (section 3)
- b) Prohibition of misleading advertisements relating to drugs (Section 4)
- c) Prohibition of advertisements of magic remedies for certain disease and disorders. (Section 5)
- d) Prohibition of import into , and export from , India certain advertisements
(Section 6)

Besides, *Doordarshan* and the *Ministry of Information and Broadcasting*, which are state organizations, do have their own code of conducts. However, there is no independent Act as such where all the provisions scattered under different Laws can be clubbed together for the purpose of convenience. This will facilitate the common men to fight against menace spread by advertisements.

As far as the State Laws are concerned, the following can be implemented:

- a) Enactment of a separate Act/Law by integrating all the provisions of advertising under one roof. The Act may include the following:
 - i) A complete ban on using children as models. This type of bans will reduce the abuse and torture (mental as well as physical) of children in the advertising industry. This will also minimize the influence of model child on the other children as consumers

- ii) Restricted, descent and respectable use of female models in an advertisements. This will create an environment in par with the Indian culture. Thus this will also reduce the negative impact of advertisements upon the young minds of the students. Thus will make advertisements more viewable among the Indian audience.
- iii) A fixed slot with respect to time on T.V. to advertise the products. This may be preferably during morning when students are away from home or late in the evening which will enable to telecast the advertisements under parental supervision.
- iv) A statutory ceiling on advertising expenditure. This will reduce the frequency of advertisements on T.V. Thus viewing of advertisements repeatedly will be minimized. This will also minimize the advertising expenditure.
- v) A compulsory display of a statutory warning with respect to all the advertisements on TV. This will help the students to understand the very purpose of advertising and the gimmick used to create advertisements. Thus it will reduce the accidents associated with the advertisements.
- vi) A compulsory utilization of a certain percentage of advertising expenditure for social cause as a part of social responsibility. Let the society also get some benefit from the advertising expenditure. The taxation benefits up to certain limit may be permitted. Beyond this, the advertising expenditure may be taxed.

b) Formation of statutory advertising regulatory agency (like *Advertising Regulatory and Development Authority of India*) to over sees the strict implementation of the various provisions of the Act. This may include:

- i) Certification of all the advertisements to delete objectionable scenes of the advertisements. This will make advertisements more sincere, transparent, responsible and social and above all viewable among the family members.
- ii) To address the consumer grievances due to unethical advertisements. Most of the advertisements are against the social norms. This type of movement will reduce the making of unethical advertisements.
- iii) Creating awareness about the existing laws among the students, parents and teachers. The society, especially Rural Goa, is ignorant about the laws in general and advertising in particular. Such type of awareness will reduce the creation of deceitful advertisements.

Apart from the above, the self-regulatory bodies also can perform an important role in this regard. There are self regulating bodies which includes *Advertising Agencies Association of India (AAAI)*, *Advertising Standard Council of India (ASCI)*, etc. working in the field of advertising.

Advertising Agency Association of India (AAAI) which was formed in the

year 1945 was essentially an organization at the National level consists of members from the advertising agencies formed to promote their own interest and secure the interest of the consumers too. It mainly laid down various codes of conducts which the members have to follow which ultimately protect themselves as well as the consumers too. On the other hand *Advertising Standards Council of India (ASCI)* is a self regulatory voluntary organization of the advertising industry. The Role and Functioning of the *ASCI* and its *Council for Consumer Complaints (CCC)* in dealing with complaints received from consumers and industry, against advertisements which are considered as false, misleading, indecent, illegal, leading to unsafe practices, or unfair to competition, and consequently in contravention of the *ASCI* Code for self-regulation in advertising.

The *Advertising Standards Council of India (ASCI)* formed in the year 1985 has adopted a Code for self-regulation in advertising. It is a commitment to honest advertising and to fair competition in the market-place. It stands for the protection of the legitimate interests of consumers and all concerned with advertising - advertisers, media, advertising agencies and others who help in the creation or placement of advertisements. The *ASCI* has formulated its self-regulatory code which is wonderfully attractive on paper. But what does it do about misleading advertisements? Simply "*nothing*". Turns a blind eye on the present advertising scenario in India. No attempt is made to caution the public about the misrepresentation. No press release is issued to make the public aware that they should not believe these misrepresentations (Pirwani

Piramal, 2009). The code of self –regulation drawn up for advertisers in India is not at all sufficient and there should be more sincere observance of the code. Moreover there should be a statutory regulatory authority instead of *ASCI* which is non statutory which being so, has no binding authority on the non-members.

Realizing the importance of *ASCI*, the Government of India has at last, taken note of this and by one stroke on 2nd August 2006, vide a notification in the Gazette of India: Extraordinary [Part II – Sec. 3(i)], made sure that at least as far as TV Commercials are concerned, they abide by the *ASCI* code. However this is not enough. This type of organization requires more publicity so that consumers in particular and the public in general are well aware about the existence of self regulating organization and its purpose. This is not happening. This is evident from the fact that the number of cases received by *ASCI* is much lesser than the complaints received by Advertising Standard Authority of Britain (Nita, 2006).

Besides, in various academic institutions, Value education classes can be introduced to create awareness among the students on advertising. The parents also need to be oriented on advertising, its menace and various laws existing which will help them in effective parenting. Along with the students and the parents, the teachers too can be oriented on the issues pertaining to advertising. This can be under taken by the Government, various self regulating organization and consumer forums.

7.5 SCOPE FOR FURTHER RESEARCH

The present study is confined to four important aspects: *buying behavior and spending pattern, General impact, Attitude and Behavior towards advertisements*. However, there many more issues associated with advertisements which are not covered in the present study individually.

These include:

- 1) *Smoking and Drinking.*
- 2) *Celebrity Endorsements*
- 3) *Impact on the economy*
- 4) *Employment generation*
- 5) *Children as consumers*
- 6) *Ethical issues in advertisements*
- 7) *Benefits of advertisements*
- 8) *Advertisements and Parents*
- 9) *Women in advertisements*
- 10) *Advertisements and vulgarity*
- 11) *Advertisements and promotion of cultural values and traditions*
- 12) *Advertisements and consumer welfare*
- 13) *Advertisements and Career.*
- 14) *Advertisements expenditure and the cost of the products*

The Advertising industry is growing at an alarming rate. It contributes to the economy and the Society positively as well as negatively. The above list is endless. Many more topics can be added. To fill the gap in the present study,

a research may be under taken on the above topic individually or in combinations. Even the existing objectives and the tools can be looked in to detail so that present study will become more meaningful.

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ANNEXURE – I

QUESTIONNAIRE

QUESTIONNAIRE

The main objective of the study is to find out the effect of advertising on spending pattern, decision making, value system, attitude and behavior of the students of different age groups from different educational background.

A . GENERAL.

1) Respondents Profile

Name	Age	Gender	Class	Institution	Urban/Rural	Taluka	District
		M / F					

2) Family Profile

Sr No	Members	Living		Occupation			Monthly Income Rs
		Yes	No	Service	Business	Abroad	
a)	Father						
b)	Mother						
c)	Brother						
d)	Sister						

3) Do you have TV at home?

Yes No

4) Do have cable connection at home?

Yes No

5) How much time you spent in front of TV ?

Thirty Minutes One Hour Two Hour More than two Hour

6) Do you read news papers / magazines ?

Yes No

7) Do watch/ read advertisements?

Yes No

8) If YES --- Attracts me towards advertising on TV/ News Papers/ Magazines

Color Model Appeal Vulgarity

B. Buying Behavior and Spending pattern

9) How much monthly income do you get?

Less than Rs 100	<input type="checkbox"/>	Between Rs 501/ to Rs 1000	<input type="checkbox"/>
Between Rs 100 to Rs 500	<input type="checkbox"/>	Between Rs 1001/ and more	<input type="checkbox"/>

10) Do you own the following products?

Mobile Phone Two Wheelers Music System None

11) I spent my pocket money mostly on

Petrol for my bike	<input type="checkbox"/>	Entertainment	<input type="checkbox"/>
Mobile	<input type="checkbox"/>	None	<input type="checkbox"/>

12) Do you use the following products?

Designer clothes	<input type="checkbox"/>	Designer Jewelry	<input type="checkbox"/>
Branded shoes	<input type="checkbox"/>	None	<input type="checkbox"/>

13) Do you consume the following products?

Cold drinks Ice creams Chocolates None

14) Do you _____ ?

Smoke Drink(Hard drinks) Chew Gutka None

15) Who influences your purchase decisions?

Advertisements Friends Parents Self

16) What do you do when the Parents turn down the demand for the product?

Keep quiet	<input type="checkbox"/>	Buy from pocket money	<input type="checkbox"/>
Fight for demand	<input type="checkbox"/>	Give up	<input type="checkbox"/>

C. General impact of advertising on students

(Respondents are requested to mark any one response in the boxes provided)

	Statements	Not at all (1)	Rarely (2)	Some time (3)	Often (4)
17	Do you watch / read advertisements?				
18	Do you desire for the product which is advertised?				
19	Do you think advertisements provides with information you needed?				
20	Do you believe in your favorite model in an advertisement?				
21	If I drink and smoke , It is because of an advertisements and commercials				
22	Always I dream to become a model in an advertisement				
23	Most of my purchases are influenced by an advertisements				

D. Attitude

(Respondents are requested to mark any one response in the boxes provided)

	Statements	Disagree (1)	Indifferent (2)	Agree (3)
24	All advertisements should be banned by the law			
25	Reading or Seeing most of the advertisements seems to be a waste of time			
26	Most of the advertisements are unnecessary			
27	I don't buy the products which are advertised for			
28	Most of the advertising are highly un educative			
29	Advertisements are not informative source of existing products and new products			
30	Advertisements produce intense desire to buy the concerned product			
31	Advertising helps to make better selection			
32	Advertising expenditure is a waste			
33	Advertising force the people to buy the product which they don't need			
34	Advertising take undue advantage of vulgarity			
35	Certain advertisements cannot be seen or hear in the company of children or parents			
36	Most of the advertisements are exaggerated			
37	Advertisements has no utility or role to play in society			

E. Behavior towards Advertising

(Respondents are requested to mark in the any one response in the boxes provided)

	Statements	Strongly Disagree (1)	Some what disagree (2)	Feel neutral (3)	Some what agree (4)	Strongly agree (5)
38	Advertising is essential					
39	Advertising is valuable source of information about local sales					
40	In general advertising is truthful and ethical					
41	Quite often advertising is amusing and entertaining					
42	From advertising I learn about fashion and products to impress others					
43	Advertising helps us to raise our standard of living					
44	Advertising results in better product for public					
45	Advertising tells which brands have the feature I am looking for					
46	Advertising promotes good values in the society					
47	In general advertising results in lower price					
48	Vulgarity in advertising today is essential					