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Impacts of Television Educational Campaigns on Motivational Levels of Children and Their Families: A brief Literature Review

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Abstract

Television educational campaigns can have a significant impact on the motivational levels of children and their families. These campaigns aim to promote education, healthy habits, and positive values, and they often utilize engaging content, role models, and interactive elements to capture the attention of viewers. When effective, these campaigns can increase motivation to learn, adopt healthy behaviors, and make positive changes in the lives of children and families. However, it is important to note that the effects of television educational campaigns can vary depending on

various factors such as the content of the campaign, the age of the child, the level of parental involvement, and the cultural background of the family. To maximize the positive impact, it is recommended that families view and engage with educational television content together and participate in discussions about the messages being conveyed. The current study will be consisting of two parts, in the first part, researcher will review the existing literature on the impacts of television educational campaigns and their impacts on the children and their families, which is the current article, in the follow-up coming article, researcher will share their own conducted study in the rural areas of Punjab, Pakistan in order to specifically pin pointing the impacts of television educational campaigns on the motivational level of children and parents in the rural areas of a developing country such as Pakistan.

Keywords: impact, television advertising campaigns, children, families, information, entertainment, brand recognition, consumer habits, childhood obesity, materialism, creativity, family spending habits, family conflict, content, age, values, media use habits, awareness, evaluation, messages, minimize, negative impacts.

1 Introduction

Over sixty years ago education was declared a basic human right for every person, and enshrined in the Universal Declaration on Human Rights in 1948. Since then, it has been reaffirmed in the International Covenant on Economic, Social and Cultural Rights (1966), the Convention on the Elimination of Discrimination Against Women (1979) and the Convention on the Rights of the Child (1989), among many other international human rights instruments. In 1990, over 150 governments adopted the World Declaration on Education for All at Jomtien, Thailand to boost efforts towards delivering the right to education. Ten years later, the World Education Forum in Dakar, Senegal reaffirmed this commitment and adopted the six Education For All (EFA) goals that run to 2015. The Global Campaign for Education is stepping up the pressure on States to make significant efforts to realise these goals for the millions of adults and children who are denied their right to education.

This study is being conducted to measure the effects of educational campaigns and their impacts on motivational level of parents. So behaviour of parents would be measured in the context of their

habit of watching television advertisements and the extents of watching television advertisements. The joint family system is quite commonly found in our country, Pakistan. This joint family system usually consists of a father, mother, their children, grandfather and the grandmother and they generally live together as a single family unit. As per the traditional norms the father is responsible to earn and feed the entire family whereas the trend of working women has phenomenally being set specifically in the urban areas and larger cities. The male member of the family plays a crucial role for the betterment and wellbeing of the entire family unit. Parents are responsible for the good care and to provide luxuries of life to their children and other members of the family. Children feel that their parents can provide them whatever they will wish as the entire family pampers them and always try to fulfil maximum of their wishes.

According to the Wall Street Journal the average monthly income of Pakistanis is 41\$ which was about 2542 Pak Rupees that time. Moreover, in the government sector the minimum salary is fixed to be Rs.7, 000 in the current year, 2011 (Monthly Income of Pakistanis, 2005). In such circumstances it is very hard for the parents to facilitate their children as per their demands but the social and emotional ties between the parents and children force the parents in one way or the other to set their behaviour according to the demands of their children.

1.1. **Research Question**

- ✓ Is there any significant effect of educational campaigns on the motivational level of parents?
- ✓ At what extent the monitory these campaigns have impact on the motivational level of parents of rural areas?

1.2. **Research Limitation**

The sample of the study was taken from the rural areas of Sargodha so the study results cannot be generalized over the urban population.

1.3. **Scope of Study**

In the field of education, there is a lot of need for research, and the researchers now days are conducting a lot of researches in the education sector with special relation of media and communication. this research will help the future researches to provide some basic guidelines while combining the studies of motivational level of parents and the educational campaigns.

1.4. **Research Objective**

The current study will be consisting of two parts, in the first part, researcher will review the existing literature on the impacts of television educational campaigns and their impacts on the children and their families, which is the current article, in the followup coming article, researcher will share their own conducted study in the rural areas of Punjab, Pakistan in order to specifically pin pointing the impacts of television educational campaigns on the motivational level of children and parents in the rural areas of a developing country such as Pakistan.

This study will be a comparative study to examine the tendency of enrolment of the parents of lower economic status or lower or lower middle class, how they expose to these kind of television campaigns regarding education and how they get influenced by such advertisements and also it will be examining that how many parents persuaded by these campaigns to get enrolled their children in the schools.

This study also examines those people who are having kids of under the school going age and will study that how they decide about the future plans regarding the career and education of their kids. To find the positive and negative effects of public educational advertising campaigns on the parents of children. To explore whether the effects of public education advertising are differentiating on the basis of Gender. And to explore whether the Public Education Campaigns are differentiating on the basis of Location, and education level of the parents. More over researcher will attempt to explore how far these advertisements are successful to achieve the goal of maximum enrolment and literacy level in rural and urban areas.

The more specific objective is:

- ✓ It will investigate the question that is there any direct impact of educational campaigns in rural areas?
- ✓ To investigate the existence of the direct or indirect relation between the motivational level of parents to send their children to school and educational campaigns.
- ✓ To investigate the level of impact of motivational campaigns to the parents living in rural areas.
- ✓ It will also investigate that how many percent of parents change their minds after watching educational campaigns.

- ✓ This study will specifically oversee the available literature and will try to find out the most significant studies done by experts on the topic.

2 Literature Review

The literature Review is the springboard for any research study. A literature review is systematic search and analysis of published information that accredited scholars and researchers have written on a topic. It is organized according to the research objective, thesis or the problem/issue that a researcher wishes to address. Literature Review grants you the knowledge in your area of focus and reduces the chances of the duplication of ideas. Most importantly, it helps to indicate the direction of your research scope to maximize the reward of your research efforts. Literature Review is an important step in any research process and has a long list of advantages that are commonly admitted by the research scholars all over the world.

Wimmer and Dominick (2007) say: “It not only allows learning from (and eventually adding to) previous research but also saves time, effort and money”. (P. 24). Agestino (1980) states about literature review: “The purpose of literature review is to know what type of research has been done in the area and what has been found in previous studies” (Ilyas, 2002). Naveed Iqbal Ch. in his research study explains some objectives of the literature review.

- To express people what knowledge & concepts have been recognized on the topic?
- To discover what were the reasons and rifle scopes of the formerly performed experiments, and is it beneficial to perform the present study?
- To recognize what others have said, done or found about the topic.
- To draw out and synthesize the details, problems, results and research methods of past research.
- To rephrase the problem into systematic and functional conditions clearly, considerably and free from ambiguities.
- To show a gap; to set up need for research in this area.
- To prevent potential problems due to which others didn't work.
- To point out the way forward for further research (Naveed, 2002).

The community is nearly amazing without the huge media: paper, publications, studio, TV, cable systems, internet, World Wide Web, etc. The media is adding many things to many people and serves a variety of features, based on the kinds and framework of economic and governmental system in which press function, prepare the stage of development of the community, and according to the passions and needs of specific individuals (Mahsud, 2006). In another study it was noticed that the T.V, can change the entire society through its programs (Bignell, 2012).

2.1.Introduction

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governments adopted the World Declaration on Education for All at Jomtien, Thailand to boost efforts towards delivering the right to education. Ten years later, the World Education Forum in Dakar, Senegal reaffirmed this commitment and adopted the six Education for All (EFA) goals that run to 2015.

The Global Campaign for Education is stepping up the pressure on States to make significant efforts to realize these goals for the millions of adults and children who are denied their right to education. This study will be a comparative study to examine the tendency of enrolment of the parents of lower economic status or lower or lower middle class, how they expose to these kind of television campaigns regarding education and how they get influenced by such advertisements and also it will be examining that how many parents persuaded by these campaigns to get enrolled their children in the schools.

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2.2.Power of Advertising

Schwartz (1983) placed mass media as the “second god”. He was of the view that mass media has such a power like God. Mass media has the ability to change the wars and their situations; mass media has an esteem power to change political faces a king or president media can make or destroy anyone’s specific image by playing up or playing down due to this trait of media perceptions of general public can be set very powerfully and successfully. Mass media has the power to take attention of people toward a certain event or divert their attention from other event of the real concern. So here we can say that media can cultivate whatever it wants according to the pre-set of agenda of media organizations. It is hyper reality of media which is being cultivated and proving rapidly as reality of younger brains.

2.2.1. Parents are relying on Children in Decision making

(Barbra, 1999) an advertising expert argue that children are becoming decision makers for purchase a product due to the focus of advertisers it is changing thinking and decision patterns, parents are relying on their children and get instantly influence by them for purchase decisions. So the trend of direct convincing of parents through logical advertisement has gone. To convince children is the now the agenda of advertisers, they know that a child would use peripheral route for decisions. To motivate children toward advertising messages different attractive appeals are used for example a child model with his innocent, naughty or other eye catching style of acting. This thing directly hit peripheral route of young minds.

Chronology says that it was July 1, 1941 when the first television advertisement was broadcast in USA. It is said that a watchmaker company Bulova spent \$9 for its advertisement and place of a clock picture before a match. Gibbs SR toothpaste was the first TV advertising t in the United Kingdom on September 21, 1955. In 1960 first television advertising was broadcast in Philippines it was an advertisement of Tide detergent powder. It was not easy for small companies to produce advertisements because of expenses just large companies can afford to advertise their product on television. After 1990's it is becoming easy for local and small companies to advertise their products on local or regional level (Jeff, 2009).

2.3.Impact of TV Advertising on School going Children in our Country

Rapid growth in the number of television stations and online venues has also led advertisers to market directly to children and youth. Because children and youth are heavy media users and early adopters of newer technologies, media marketing and advertising campaigns using both television and newer media are efficient pathways into children's homes and lives. Although television is still the preferred medium for reaching children Branded Products are being marketed by the advertisers through a number of ways to access the children such as:

- They sponsor the educational materials such as the campaigns of Arial Scholarships Scheme, and providing the technological equipment's to the schools in return of the promotional places.
- Deals with school staff for food and education material such as books, uniforms etc.

- Advertisements on the school vans, on wall hangings of the class room, on bags, books, copies etc.
- Different competitions in the schools and quiz programs, sample distribution schemes, health campaigns and sponsoring the school events and co-curricular activities.
- Organizing the education expos.
- Rise of new media technologies such as Internet has increased the accessibility options for the children to their desired products because:
 - It is an interactive medium and it provides access to all other traditional media on the same screen.
 - Internet has become a part of youth culture.
 - Parents don't generally know how the internet is silently advertising and convincing the children over specified products and services.
 - There is no limitation and check and balance How much children are spending time with media
 - There is not a strict ethical check and balance on television so the advertising and marketing has no limits here.
 - Advance technology of animated graphics is attracting the young brains.
 - Brand loyalty and images are intensively advertised. Surf excel campaign "tools for school" is the best example of marketing game.

2.3.1. Family and Life Style in Pakistan

The joint family system exists in Pakistan extensively. Although there are nuclear and isolated systems but they all are connected or dependent on the basic joint family system somehow. In Pakistan mostly there is a joint family system in which there are grandparents, uncles, aunties and lot of cousins. Even though this family system is undergoing an immoderate change with a greater influence of media and education but people of Pakistan do not feel this change a good one. It is observed that joint family system creates some sort of emotional connection in relationships, which cannot be find in such a strong state while living in nuclear family (Sofi, 2009).

In such family conditions kids have a very strong connection and tie to the parents and they are totally dependent on the elders. So they insist their parents to fulfil their needs and parents, in love of the children, are almost bound to do so.

2.4.An Overview of Previously Conducted Studies

Children have a strong relation to their parents. Advertising of the certain public service messages or goals causes certain effects on the children and they make the decision requests to their parents and force their parents to provide them the desired role as shown in the message. This chapter will provide an overview of the previously conducted studies related to the effects of advertisement on children and their purchase requests to the parents.

2.4.1. Advertising and Buying Behaviour

(Latif, 2011) found that as the effect of TV commercials there was unnecessary purchasing of food items. In his study a survey questionnaire was distributed to 450 parents of children aged between 9-14 years, who were studying in different cities across the Pakistan. The study hypothesized that there is relationship between exposure to the TV advertisements and unhygienic or low nutritional food. It can be assumed that there is a positive relationship between exposures to TV advertising and unnecessary purchasing. Children make the purchase appeals to the parents because of the fantasized appeals presented in the TV commercials. The study concluded that there is a positive relationship between exposure to TV advertising and buying behaviour of a child. Most of the children wanted to purchase the advertised product to show it off among their peers that they own what is being shown on the television. In this purchasing process they mainly have no purpose why they are purchasing this product as it is not their necessity.

2.4.2. Advertising Media Present Innocent View of Product

Advertising media present an innocent view of the advertised products associating it with the daily routines and the messages are presented in a way as the consumer thinks it should also be in his routine to use that product (Adler, et al., 2004).

2.4.3. Peer Group Interaction

Researchers have revealed the children's knowledge about different products is actually obtained from televised commercials and later on they discuss it with their peers and friends and these discussions often result into the purchase requests from the parents (Ward, 2004).

2.5.Methods to Persuade Kids

The book *What Works & What Doesn't* provides interesting information about the buying behaviour of the kids born after 1980 and it gives details about different methods to reach the kids and to persuade them to buy the advertised products. The studies revealed that the results can be different from the expectations (Sutherland, 2003).

2.5.1. Children's Understanding of Advertising

As the kids start watching TV from early childhood and are likely to try what is advertised where it becomes difficult to guide them that primarily they should eat for the necessary nutrients to meet the needs of their body, not for just fun and taste. Child's attention to the advertisements depends on so many factors, that it must be simple, and second is that there must be something new for them. Children analyse different advertisements according to their own mental ability that varies in every child. Moreover, kid's understanding of advertising messages also depends on his/her ability and skill to differentiate between commercial from non-commercial texts and they must be disbelieving towards the persuasive intent of advertising within the limitation of their knowledge. This is the cognitive growth for intellectual development by assessing the televised advertisements (John, 1999).

2.5.2. Formation of Varying Attitudes towards Advertisement

It is an intellectual guess that the attitude of children towards purchasing is intensively influenced by the exposure to televised advertisements. Further, the cognitive changes among the different age groups lead to the formation of varying attitudes towards the advertisements. Yet there are other potent factors apart from advertisements, which result in the requests for a product or brand.

At the lower age group, it is the entertaining ability of the advertisements, whereas at the higher age groups the credibility element in the advertisements has the potential of creating a favourable attitude towards the advertisements. There seems to be a complex relationship between attitude formation towards advertisements and the resulting buying behaviour because of the presence of other intervening variables. Characters from folklores can be depicted for creating aspiration.

In the view of advertising, the children's choice depends on the variations of product, product sub-decision, different processing stages of the decision-making process, types of

socialization of children and their families' gender role specification, certain demographic characteristics such as SES, age and gender (Belch, et al., 1985).

2.5.3. Children Influence on Family Consumption

(Jensen, 1995) mentioned three categories of products:

- Products primarily for children (e.g., toys, costumes, candy).
- Products for general family consumption (, shampoo, food, toothpaste) and
- Products for parents only (gasoline, coffee, rice etc.).

She said that the parents are afraid of financial damages while purchasing goods for themselves as well as their families but the children are only concerned with getting the stuff just as a typical consumer. She further mentioned that children have a huge influencing in setting the purchasing lists for their parents and concluded that besides the stuff for direct consumption, kids also cause impact in purchasing products for general consumption of the family whereas the parents don't differentiate a lot in selecting the required products, specially the food items.

2.5.4. Choice of Specific Product

(Berey & Pollay, 1968) in their study concluded that most of the times the children cannot purchase their desired products directly as they have limited access to all the items. In such situation their parents play the role of a 3rd party and they buy them the demanded products. This study was conducted on the consumption of food cereals. The researchers said that more the children asserted for a specific cereal more were the cases that their parents bought them the one.

2.5.5. Immature Understanding

(Foxman, 1989) concluded that children tend to have more insisted in purchasing the products which have low cost and which are only for children.

The Children who are in younger age group can although differentiate between television programs and commercials but are unable to understand the intent of an advertisement until they are 8-10 years of age (Goldberg & W.Gibson, 1978).

2.5.6. Children Perceive Commercials as True

Some children give more attention to television advertising and they think that everything is true in them so they rely more on the qualities of advertised product on the other hand some children suspect its truthfulness. It can be called as perceived authenticity and truthfulness of advertising (Chan, 2001).

In his study Jensen concluded that it is either the friends or the advertisements which influence and urge a child to make the purchase request for that product. (Jensen, 1995)

2.5.7. Association of Advertising Product with Celebrities & Cartoons

Because the children feel great association with cartoons and their favourite celebrities, the marketing agencies and producers extensively associate these characters with their products so that the children may feel attachment and pride in buying those products. For example, the McDonalds, Safe Guard Soap and Colgate etc. are using cartoon characters in their advertising campaigns (Williams & Veeck, 1998). The children of 8 to 10 years of age show more positive attitude towards the advertised products. According to (Boush & Rose, 1994) knowledge of advertising tactics and appeals effects extensively in early adolescence and it gets developed in the later stages.

2.5.8. Advertising takes Children Attention

Whereas (Doubleday & Droege, 1993) stated that children's attention to television is heightened when advertisements appear. Yet advertisements are high on the blame list of those who see in television mainly danger for young children. As artefacts, television advertisements are costly to bring to the public attention, have a very short time to make an effect, and therefore are carefully constructed. These advertisements are also rich in the use of visual and verbal languages to generate persuasive messages, qualities which make them an interesting source to investigate how children might learn from television.

2.6.Persuasion in Advertising

Here we are going to discuss Elaboration likelihood model in the perspective of children's perceptions of advertising messages and as explained by (Palmer & Carpenter, 2006). How does children process advertising messages is our main goal of discussion? Television advertising to children was started in the 1950s. There was a lot of Persuasive stuff in the form of messages and

were placed on youth-oriented programs such as Howdy Doody and The Mickey Mouse Club. Children make up a large segment of the consumers. According to a report of FTC (Federal Trade Commission, 1979) the organization suggested that there should be ban on advertising to children because of their immature minds. This suggestion was made on the claim that children are not able to distinguish advertisements from other television programs.

2.6.1. Children's Perception of Advertising Messages

It perceived that the elaboration likelihood model (ELM) which is a widely adopted socio-cognitive model of persuasion is a major framework for explaining the effects of advertising. Despite this fact, few studies have been done to evaluate if this model of persuasion applies to children and how they process persuasive messages, particularly, advertisements. (Livingstone & Helsper, 2006)

2.7.Elaboration Likelihood Model

It is fundamental view of ELM model is to give best suitability for persuasion by giving likelihood of communication circumstances by allocating high and low categories (Petty & Cacioppo, 1996).

2.7.1. Utilization of Routes of Persuasion

It is the basic intention of advertising to influence behaviour and perception of a person toward product (Petty & Cacioppo, 1983).

This literature review seeks to examine if children and their parents utilize one or both routes of persuasion when they process advertising messages.

Petty and Cacioppo (1986) think about elaboration as the extent of a person's thinking about the message in the context of its issue and relevancy of issue.

ELM looks arguments of communication of that person who has subjective approach for an advocated position of true merits (Petty & Cacioppo, 1986).If people are motivated and have the ability to engage in issue-relevant thinking the ELM is high. When elaboration is high, people are inclined to attend to the appeal, try to make relevant associations, experiences and conceptual images from the memory, scrutinize and elaborate on the externally provided message argument

they draw inferences about the merits of the arguments and consequently derive an overall evaluation of, or attitude towards the recommendation (Petty and Cacioppo, 1986).

The ELM stated by Rucker & Petty (2006) is that attitudes are formed or changed by way of two routes to persuasion. One is the relatively thoughtful route in which people focus on scrutiny of the issue-relevant information presented (called the central route) and the less thoughtful route is the one in which attitudes can be changed as a result of common relations, attachments and cues (known as the peripheral route).

2.7.2. Children are Low in their Need of Cognition

Petty and Cacioppo (1983) stated that people who have a high need for cognition are motivated to scrutinize persuasive messages more carefully than people who are low in their need for cognition. For example children are low in their need of cognition. For these people elaboration will be high and to the ELM suggests that the central route will be chosen. In this connection it is often referred that:

At high elaboration level people are using central route for processing information (Rucker & Petty, 2006) It is also stated by Petty and Cacioppo (1996) that the central route is focused on how the arguments in a persuasive message are comprehended and learned by children and mature people. When children pay attention to the content of advertising messages, they will weigh and elaborate the arguments offered according to their cognition (Livingstone & Helsper, 2006).

2.7.3. Children Integrate Information in less Reasoned Position

While watching television advertising mature people integrate messages in some reasoned position, they try to know them completely and then evaluate them. Some arguments lead to favorable thoughts, whereas others lead to counterarguments. On the other hand children generally integrate information in less reasoned position. The interpretations of children are rarely logical. The message recipient integrates all of the information into a coherent and reasoned position (Petty & Cacioppo, 1996).

2.7.4. Children use Peripheral Route of Processing for Advertising Messages

Most of the children are rapidly persuaded by the advertising message they find argument more appealing and attractive than elder people so the product or opinion becomes more convincing

(Livingstone & Helsper, 2006). The attitude change that occurs in the central route of processing tends to be semi-permanent and predictive of future behavior. The level of change in behavior is based on the message content as well as the route of processing. Children use peripheral route of processing while judging advertising messages. However, attitude change based on central processing shows long-term persistence while peripheral processing tends to be short-term (Petty & Cacioppo, 1996).

2.7.5. Perception of Advertising Messages and Attitude Change in Children and parents

According to ELM model children are not very much motivated to process information in advertising messages, or does not have the ability to process the information, elaboration is low and the peripheral route would be chosen by children. As per the peripheral route, attitude change results from persuasion cues, such as a very attractive or likable source or an ability to obtain a reward. Children don't engage themselves in the cognitive thinking, the advertising clues make them to just evaluate things and then make them to change their attitude without too much thinking of good or bad (Petty & Cacioppo, 1996). Attitudinal change is of temporary nature and has no concern with predictions. The repetition of the advertisements helps the child in understanding the details about that product (Petty & Cacioppo, 1986).

According to Petty and Cacioppo (1996), the elaboration continuum probably coincides with the manner in which attitude changes develop from childhood to adulthood. Petty and Cacioppo purport that a "very young child probably has relatively little motivation to think about the true merits of people, objects and issues, and are even less likely to do so" (p. 130).

In situations when people are unmotivated or are unable to evaluate the true merits of an issue position, judgments will be based largely on the presence of simple cues (Petty and Cacioppo, 1986). Petty & Cacioppo (1996) state that the extent of elaboration on messages should be viewed as a continuum that goes from thought about the issue-relevant information received to the complete elaboration of every argument. As earlier stated, the likelihood of elaboration depends on motivation and ability to evaluate the communication. Petty and Cacioppo concluded that two different kinds of information processing activities occurred as predicted by ELM. These two kinds of information processing tells that children have different approach toward advertising messages than elders according to their level of cognition The people in the high involvement group

processed the ad by the central route, while the children because of their low involvement group processed the ad by way of the peripheral route.

2.7.6. Peripheral Superficial Nature of Advertising

Whereas the authors Livingstone & Helsper (2006) purport that young children are more likely to use the peripheral route to process messages while teens are more likely to use the central route. They hypothesize that young children who are less media literate will be more interested in the peripheral superficial features of advertisements such as celebrities, jingles or colourful images. Older children are more attentive to the creativity and informative nature of commercials or the value of the product in their lives. They will be influenced by the quality of the arguments and claims of advertising.

In another research (Petty et al, 1987) it is stated that children are more likely to be affected by what feels good or feels bad. Implementation of ELM model in the field of advertising shows that it help to understand the correct attitude of people toward communication which is persuasive (Petty, Kasmer, Curt, Haugtvedt, & Cacioppo, 1987)

2.7.7. Children make Judgments Rapidly without Scrutinizing

However, the article also states that as people move into adulthood, their interests become more focused and they become more aware of the consequences of holding the correct opinions on certain issues increase. They increase in knowledge and cognitive skill making them more able to analyze issue-relevant information. The implication of this theory is that as children mature they are able to process advertisement by way of the central route and peripheral routes. They also infer that because children have less developed cognitive abilities they have little motivation to think about the true merits of an issue. If this is the case they will base their judgments mainly on simple cues. With the passage of time and children start to give right opinion toward things and general issues. However, it is not sure that even at this stage they can analyze and scrutinize them with enough common sense.

2.7.8. Children as Chief Target Group

Every communication researcher knows the suitability of social cognitive theory in all fields of media including advertising. Advertisement is made for different target groups according to their demographic and social demands. Every element of advertising is for the attention of particular

target group. It has the flare of background music, slogans, models all these things are according to the choices of these target groups. In this regard advertising research is not ignoring the importance of peer pressure especially on youngsters and children. People are very much conscious about the society they belong. They feel that they have to adopt the products and fashions of their age group they would be accepted easily among them. Children are chief target group of advertisers because they are more influenced by amused and attractive advertisements as well as peer group.

2.8.Social Learning through Advertisements and Parent-Child Relationship

Children get social and private learning through advertisements silently. Watching television increases their knowledge as well as the power of interpreting that. They develop the skills to analyze and clarify the ideas. This experience happens without any discrimination. As this study is planned, it will support the assertion that children have their own patterns of choices and they understand what is better and suitable for them. Moreover, it is hoped that they will also show the extent of learning through socialization and exposure to media.

After the exposure and knowledge to the advertised products, most of the kids show an urge to purchase that product and if that is not provided to them, they get annoyed to their parents and behave rudely.

Social Learning Theory is the famous book of Bandura (1973) in which he has comprehensively explained the experiences made in the decade of 1960s regarding the social learning process. He said that kids become aggressive when they watch aggression and violence in their parents or in television. He believed that there are three major kinds of aggression

- Firstly, how the aggressive patterns of behavior get developed;
- Secondly, what makes the people behave aggressively, and
- Thirdly, what determines if they are going to continue to sort out again to an aggressive behavioral pattern in future occasions or not

Bandura (1997) further stated that Social Learning Theory is heavily applied especially in connection with Principles of Behavioral Modification. In past a few years, he concentrated on another aspect namely self-efficacy in multiple ways. Behavioural modelling in the world over is being taught on the same basis.

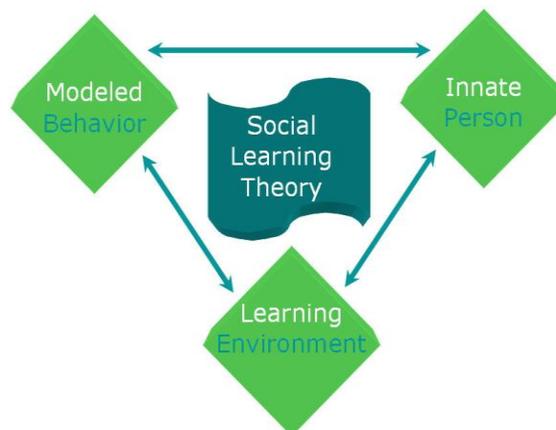
2.9. Advertising can reduce the Level of Fear

Bandura suggested that media messages can reduce fear in children. So the advertisers use Tarzan, Hero, Superman and Commander type of characters to make them feel brave and strong. These types of attractive appeals reduce the fear and develop a strong feeling in children and they become ready to purchase that product.

This theory can also indicate the reasons why people develop different phobias. Most of the phobias start in a very early age when the parents are the main source of learning and are the only available role model to follow. It is generally seen that if the parents have phobias of rats, lizards or snakes, their children also acquire the same phobia. Watching someone else, whether a parent, friend, or even stranger becomes a part of negative learning and memory and at some stages develops into a phobic condition.

Social cognitive theory can also be applied while treating phobias. Many children with different phobias genuinely want to tackle with them. But they get stuck when trying to unlearn the automated fear response repeated exposure toward be brave and strong messages of television advertising gets more attention from children. Due to the fact that children learn things rapidly advertiser make the advertising messages to impress this target group with the help of popular personalities and models (Bandura, 1994).

Fig.2.1: Social Learning Theory (Barrett, 2003)



2.10. Children Imitate behaviors after Exposure to TV Advertisements

Children are very good imitators they first learn through observation and then act like it.

In his famous "Bobo doll" studies, He said that the children learn most of the things by imitating the elders. In his study, the children were exposed to some violence on the bobo doll by different people. When the children were later allowed to play in a room with the Bobo doll, they began to imitate the aggressive actions they had previously observed. After watching television advertising children learn things according to their level of cognition and wanted to imitate. For example, if a child model is eating a chocolate in advertisement, children force their parents to buy them same product.

2.11. Bandura's Models of Learning in Advertisement

A live model, which involves an actual individual demonstrating or acting out a behavior in the TV advertisements.

A verbal instructional model, which involves descriptions and explanations of a behavior for example jingle and slogans.

A symbolic model, which involves real or fictional characters displaying behaviours in TV advertisements.

2.11.1. Exposure to Advertising and Cognitive Process

Children go through a mental process of paying attention toward television advertising, and finally motivated to purchase a product. So observational learning can be seen in it.

. When a child observes a behaviour and then imitates this behaviour it is called as observational learning of that child. Four essential components work in the process of learning. They are attention towards modelled behaviour; retention of observed information, reproduction and last is motivation (Bandura 1977).

2.11.2. Attention toward advertising messages

In order to learn, children need to be paying attention. Anything that detracts their attention is going to have a negative effect on observational learning. If the model interesting or there is a

novel aspect to the situation, they are far more likely to dedicate their full attention to learning by the advertising messages.

Allen & Santrock (1993) argued that The first important component of observational learning is attention. A person would perceive things from model behaviour while giving attention to it. A child in the state of attention observes the behaviour and acting of model. The aggression transfers from model to child.

In the Bobo doll experiment, the children observed Bobo doll being verbally or physically abused/hit by different adult characters.

2.11.3. Retention of Advertising Messages

Children have a good ability to store information given in television advertising. It is called as the part of their learning process. This ability is known as retention. It is the process of string information through observing things and after that according to the situation using this information and acting upon it. It is a coding process in which children code information in their long-term memory to retrieve it. If the performance of a model in advertising is simply and verbally describes it is retention. In which child stores information in his mind (Allen & Santrock, 1993). Memory is an important cognitive process for children that help them to code and retrieve information. In the Bobo doll experiment, the children imitated the aggression they witnessed in the video. They became annoyed and got violent against bobo doll because it was scientifically coded and digitalized. Same is the case in advertising messages children can learn good or bad messages and try to act accordingly.

2.11.4. Reproduction

Once children have paid attention to the model and retained the information, it is time to actually perform the behavior they observed in an advertisement. Practicing the imitated behavior can enhance the skills and efficiency.

2.11.5. Motivation

For successful social learning the kids need to be urged to act accordingly on the exposed behavior.

Bootzin et al (1991) argued that due to positive reinforcement of media children can retrieve the information they can code it in their mind and after that act and perform the modeled behavior due to keen attention.

2.12. Cultivation Effects in Advertising

Cultivation effect refers to the amount of exposure and its cultivated effects on the young minds. Advertisements, if repeated over the period of time to the heavy television viewers, certainly cause some cultivated knowledge, ideas, perceptions and beliefs which further lead to purchase requests specially in the cases of children, if exposed to the advertisements. Frequent exposure to advertisements of a certain item often helps in recalling and recognizing the certain product. Children perceive ads to be the real. For them, it's a reality, even if it is created or cultivated. This effect helps advertiser in marketing the product and selecting children as target group make it more successful to achieve the ultimate goal of increased sale volume.

The first-order cultivation effect happened to those who were heavy viewers of the television. Miller (2005) presented his ideas that the heavy television viewers believe that this world is a mean world. So it means that increasing exposure to media messages can cause a person believe in the reality shown by the media in their own terms. So the heavy viewers start judging the life and making the decisions on the balance of probabilities concluded after the exposure to media reality.

Double Dose Effect was another idea which was generated by George Gerbner. He said that when a person who already is a heavy television viewer and believes in what television tells him, happens to come across some relevant event in his own life or in someone's whom he knows, he affirms his belief in the media reality as to be the social reality. Miller (2005) further deposed that the Americans have started believing in what the televisions shows them. It is now setting the beliefs and attitudes of the general public. This theory not only focuses on the individual effects of cultivation but also takes the whole society into a serious consideration. Different methodologies are deployed as per the requirements of the study to measure the impacts of cultivation, such as content analysis of media messages and public opinion over the certain issues. Shanon & Morgan (1999) asserted that the heavy exposure to televised advertisements of certain products can cause the children's association with that product and may end up into the purchase request.

2.13. TV Advertisement as a socializing agent

Cultivation research looks at the mass media as a socializing agent and tries to explore whether the television viewers start believing in the media reality or not. Gerbner along with his fellow researchers proved that the dramatized messages on television have a fair amount of effect on the attitudes, beliefs and judgments of viewers concerning the social world. The focus is on 'heavy viewers. Similarly, Children who watch a lot of television are likely to be more influenced by the ways in which the world is framed by television programs are children who watch less.

Evra (1990) argued that due to the inexperienced age, the children are more inclined to television as compared to the elders, although Hawkins and Pingree said that the cultivation effect is not the same and equal for all the children. It varies child to child. It is noticed that when a child is alone the cultivation effect of TV advertising is stronger than the time he is sitting with others (Evra, 1990).

2.13.1. Amount of Exposure

Dominick (1990) conducted a survey of about 450 New Jersey schoolchildren, 73 percent of heavy viewers compared to 62 percent of light viewers gave the TV answer to a question asking them to estimate the number of people involved in violence in a typical week. The same survey showed that children who were heavy viewers were more fearful about walking alone in a city at night. They also overestimated the number of people who commit serious crimes. One controlled experiment addressed the issue of cause and effect, manipulating the viewing of American college students to create heavy- and light-viewing groups. After 6 weeks of controlled viewing, heavy viewers of action-adventure programs were indeed found to be more fearful of life in the everyday world than were light viewers.

2.13.2. Heavy Viewing and Children's Belief

Misjudging the amount of violence in society is sometimes called the 'mean world syndrome'. Heavy viewers tend to believe that the world is a nastier place than do light viewers. Pingree and Hawkins (1981, cited in by Condry, 1989) studied 1,280 primary schoolchildren (2nd-11th grade) in Australia using viewing diaries and questionnaires. They found that heavy viewing led to a 'television-biased' view of Australia as a 'mean and violent' place. The children with the bleakest

picture of Australia were those who most watched American crime adventure programs. Oddly, they did not judge the USA to the same extent by these programs.

2.13.3. Cultivation of Common Roles of Children

Cultivation theory is concerned with the power of television as the most prevalent mass medium during the second half of the 20th century. It assumes that the television in some ways monopolizes and subsumes all the other sources of information, thoughts, and consciousness (Severin & Tankard, 2010). Cultivation theory observes that the heavy viewers of television have commonalities in their view of seeing the world. They have common views about presentations in advertising. For example, children after exposure to TV advertising have some common views about products. Cultivation theory also sees the role of peer pressure in children. Gerbner & Gross (1976) made a lot of research work on this. Cultivation theory is strongly of the view that cultivation effects are uniform on all heavy viewer (Severin & Tankard, 2010).

2.14. TV Advertising Resonance and Mainstreaming

Children can have some common homogeneous ideas and attitude toward advertisement. They also have some preset of ideas advertising messages can work as double dose as advertiser knows the psyche of children. Advertising messages and themes resonate with the relevant ideas of children and they started to relate the experiences in the real life.

Gerbner (1980) revised the theory to include the concepts of mainstreaming and resonance. Television viewing is seen to interact with other factors, meaning that certain effects, such as higher perceived levels of crime in society, might only occur in some subgroups of heavy viewers, while being absent in others (Severin & Tankard, 2010).

2.15. Children Culture of Consumption

On the other hand, Buckingham (1995) argues that children have become not just an audience but a market, despite the fact that they have little direct spending power, yet critical literature on young children's consumer behavior is sparse and tends not to focus on children per se but rather to include them as part of an overall examination of cultures of consumption.

According to Alexander & Morrison (1995) research on children and television advertising has tended to focus on attention, comprehension and influence. Studies of attention to television

advertisements, demonstrate that attention to them is higher than to surrounding programs. However, the authors conclude that, whilst young children understand that advertisements want them to buy a product their ability.

2.15.1. Children Memory & Advertisements

Boddewyn (1984) says that in the last few decades' impact of TV advertisements on children memory and behavior is the foremost topic of discussion in countries open for market competition. According to Lecesse (1989) till 1988 advertising expense of TV program raised up to \$500 million approximately.

2.15.2. Choices Based on Exposure to TV Commercials

While mirroring at the children responses to TV advertisement a research experiment conducted by Gorn & Goldberg (1982) showed that children's food choices especially in snacks are based on their exposure to TV commercials.

2.15.3. Children Recall Brands while Shopping

Atkin (1981) also confirmed that the children with heavy exposure to TV advertisements are more likely to recall those brands in choice of food products and toys while shopping in the market with their parents. In another study, by Adler & John (1980) children ranging between 6 to 11 years of age watch TV commercials 3 hours a day and it is estimated that over the period of a year average child see about 20,000 advertisements.

2.16. Positive and Negative Effects of Advertising

Television Advertising has the prospective to cause both positive and negative special effects, and numerous studies have appeared at the bang of television on society, principally in childhood and adolescence. An individual child's developmental level is a significant factor in determining whether the medium will have positive or negative effects. Not all television programs are bad, but data shows the negative effects like aggression, sex and abused language are more appealing. The quantity of aggression on television is also on the rise, and normal child see too much aggressive acts on television annually.

Further, it is observed that exposure to serious violence on television effect violent behaviour, particularly in boys. World federation of advertisers has described in a study that

advertising has also significant impact on energy intake of young children. Their study explain advertising ‘mediates’ the relationship between TV viewing and calorie intake through frequently advertised fast food candies and beverages etc. It is concluded that advertising has both type of effects children is learning both good and bad things from this genre.

2.17. Parent Involvement and Motivation

Research has shown a clear link between parent involvement and children’s success in school. Further, studies have also demonstrated a correlation between parent involvement and children’s educational development and subsequent intrinsic academic motivation (Gottfried, Fleming, & Gottfried, 1994). Even if parents are unable to assist their children with a specific subject area or skill, they can still play a vital role by encouraging students’ feelings of competence and control and positive attitudes towards academics, according to (. a review of the research literature on families and school motivation by Grolnick, Friendly, and Bellas (2009). This review found that families can have a strong influence on a variety of school outcomes, including the development and maintenance of positive motivation. “[W]hen parents believe in children’s competence and have high expectations for them, provide the resources that children need to feel connected to others, and facilitate a sense of autonomy by supporting children’s initiations and problem-solving, children’s motivation is most likely to thrive,” the authors conclude (p. 295). The researchers note that parents’ expectations about how well their children can achieve and their attitudes about the value of the task their children are working on can strongly influence children’s motivation.

Ronald Ferguson’s “research-based tips for high-achievement parenting” suggest that parents promote reading at home, discuss reading materials with their children in ways that encourage children to enjoy learning, and seek opportunities at home to discuss and apply what children are learning in school, among other activities. Ferguson further recommends that parents set clear and firm rules about homework, television watching, and other daily activities, and that they actively seek out-of-school opportunities and extracurricular activities that reinforce school lessons, encourage exploration and creativity, and develop children’s special talents (Ferguson, 2007a).

In other words, parents who are actively involved in their children’s education and provide a stimulating learning environment at home can help their children develop feelings of competence, control, curiosity, and positive attitudes about academics, according to various studies. Researchers emphasize, however, that many factors can hinder parents from providing these kinds

of supports. Some parents may be grappling with outside stressors, time and resources constraints, or unfamiliarity with what role they might play. Therefore, parents' involvement and capabilities differ based on their unique contexts (Grolnick, Friendly, & Bellas, 2009). But while resources can limit parents' ability to become involved, that should not be taken to mean that their desire to do so is also limited; research has found that although parents with scarcer resources may be less active in school activities, they can still be entirely aware and supportive of their children's academic progress (Grolnick, Friendly, & Bellas, 2009). Parents' beliefs and expectations also appear to strongly influence children's motivation. For example, parents who hold high expectations for their children's learning, believe in their children's competence, expose them to new experiences, and encourage curiosity, persistence, and problem-solving can help their children develop an intrinsic motivation to learn. By contrast, parents who are controlling, use rewards and punishments for academic performance, or display negativity or anger about academics can discourage children from developing intrinsic motivation (Gottfried, Fleming, & Gottfried, 1994). Likewise, when parents support autonomy, children are more likely to be intrinsically motivated and engaged in school and have a better ability to self-regulate at school (in other words, to take control of their own behavior and learning). Controlling parents are more likely to encourage extrinsic, rather than intrinsic, motivation in their children (Grolnick, Friendly, & Bellas, 2009). Some parental actions, such as praising children's intelligence rather than their effort and mastery of knowledge and skills, can send a message that intelligence is a fixed attribute—a belief that can lead children to avoid challenges or fear failure (Dweck, 2010).

2.18. Family Background Factors and Motivation

A major goal of the school reform movement for more than a decade has been to close achievement gaps between students from low-income families and their more advantaged peers, and between students of different racial or ethnic backgrounds. These gaps in performance on tests of academic and cognitive skills are apparent by the time children start school and persist as they progress through school (U.S. Department of Education, 2009; U.S. Department of Education, 2011; Rouse, Brooks-Gunn, & McLanahan, 2005; Timar & Maxwell-Jolly, 2012). Numerous research and policy studies have explored possible explanations for achievement gaps and ways to narrow them. Studies such as those by Duncan and Magnuson (2005) have concluded that various dimensions of socioeconomic status (SES)—including household income and cumulative wealth, parents'

educational attainment and parenting skills, family structure, the quality of the neighbourhood, and associated social position and privileges—account for some portion of these achievement gaps. This paper, however, focuses on a much narrower group of studies that address differences between students of different backgrounds that might affect their motivation, which in turn is likely to exacerbate achievement gaps.

2.19. Gaps among socioeconomic groups in non-cognitive skills, including motivation

Nobel laureate James Heckman, drawing on his own studies and the work of others, has written extensively about gaps between socioeconomically disadvantaged and advantaged students in both cognitive skills and what he calls non-cognitive or “soft skills”—traits that include motivation, the ability to work with others, the ability to focus on tasks, selfregulation, self-esteem, and the ability to defer gratification (Heckman, 2011). Indeed, he maintains, these soft skills are critical to success in school and later life, and their importance is often underrated (Heckman, 2008). Heckman notes that family factors can influence children from as early as when they are in the womb. By the time they enter school, children from socioeconomically disadvantaged families possess lower levels of cognitive and non-cognitive skills and lag far behind their more advantaged peers. Even worse, these gaps have been shown to persist as children age (Heckman 2008; 2011). Another study by Adena Young and her colleagues found that students from families with high socioeconomic status tend to approach academic challenges with a greater sense of internal control over success than students from lower-SES families (Young et al., 2011).

2.20. Socioeconomic factors that may contribute to gaps in non-cognitive skills

Although the causes of gaps in achievement or soft skills are not fully understood, some studies have suggested that differences in parenting practices and social context are contributing factors. Children born into socioeconomically disadvantaged circumstances, particularly single-parent homes, are less likely to benefit from the kinds of parental attention, activities, and resources that stimulate soft skills (McLanahan, 2004). As summarized by Heckman (2011), disadvantaged mothers, as a group, “talk to their children less and are less likely to read to them daily . . . [they] tend to encourage their children less, adopt harsher parenting styles, and be less engaged with their children’s school work” (p. 80). In other words, children from disadvantaged families tend to have fewer opportunities at home to foster competence, encourage them to find interest or see value in learning, promote autonomous learning, or develop social relationships that support and value

achievement. Family background can also result in contextual differences that may affect achievement and motivation. For example, “middle class families are more likely to raise their children to participate in structured activities that develop talents, and, unlike working class and poor children, these children become much better at interacting with and negotiating societal institutions” (Williams Shanks & Destin, 2009, p. 29). Lastly, parents’ own educational and skill levels seem to be a factor in children’s development; studies have documented a link between parental education and cognitive development in children as young as three months old (Duncan & Magnuson, 2005). These research findings do not mean that children from disadvantaged backgrounds are doomed to skill gaps and low academic motivation. These findings are based on group averages, and within the group of low-SES families, there are parents who do provide stimulating home environments. Indeed, research has found that a cognitively stimulating home environment is a more accurate determinant of children’s academic motivation than is socioeconomic status. As Gottfried, Fleming & Gottfried (1998) summarized, “home environment continued to significantly and positively predict subsequent academic intrinsic motivation even when SES was controlled” (p. 1456). In other words, there was still a motivational difference based on home environment even for families within the same SES group. So what characterizes such an environment? The researchers define “cognitive stimulation” as exposure to different types of learning materials, activities, and media and “the active pursuit of cognitive stimulation in the home,” which fosters “curiosity and exploration,” promotes inquisitiveness, and provides opportunities to develop competencies (p. 1457). Many experts on motivation emphasize that actions to address children’s beliefs about learning and foster supportive parenting must begin early and cannot be accomplished by schools alone. A variety of programs have been put in place to help low-SES and minority parents create supportive home environments, share successful strategies, and encourage their children to see academic achievement as a meaningful and realistic part of their group identity. According to Ferguson (2007b), some parenting intervention programs have produced moderately large achievement gains even in rigorous trials. In summary, family environments are major predictors of young children’s cognitive and socioemotional skills, but these outcomes are not predetermined. These environmental factors do, however, create a disadvantage for families who lack the resources to develop their children’s’ cognitive and non-cognitive skills before they enter school. Heckman (2011) suggests that the solution to this problem

is not to blame parents for their children's skill development, but rather to provide disadvantaged families with the resources to prevent these gaps from forming in the first place.

2.21. Racial, Ethnic, and Cultural Dimensions

Another body of research looks at racial, ethnic, and cultural dimensions of motivation, although, as Sandra Graham and Cynthia Hudley (2005) have commented, “there is simply not enough of a contemporary empirical literature with ethnic populations on any of the motivational constructs that now dominate the field” (p. 392). In this section, we limit our focus to relatively recent studies of racial, ethnic, and cultural factors that may relate to motivation, leaving aside the much broader literature on racial/ethnic achievement gaps and theories from psychology or sociology about racial/ethnic identity in general. The available research does suggest that how students see themselves—as well as any particular group to which they belong—in the context of their school and community can influence students' identity formation, values, feelings of competence and relatedness, and goal-setting (Murdock, 2009). Research also suggests that cultural differences in parents' values and behaviours may have an impact on motivation.

2.22. What Do These Findings Suggest about the Roles of Parent Involvement, Family

Background, and Culture in Student Motivation?

The circumstances in which children are raised and the involvement of their parents in their early education play a role in shaping academic mind set and motivation. Culturally sensitive parent involvement programs that focus on ways to create a stimulating home environment and motivate children to achieve can make a difference. For example, parents can help foster motivation by praising effort, persistence, and mastery of subjects rather than general achievement or intelligence and talent. Reading and talking to children, celebrating their learning with them, and providing opportunities for creative exploration can also encourage factors associated with motivation. Moreover, parents can foster motivation by helping children see academic achievement as a realistic part of their identity, setting realistic but high standards and expectations, and starting all these strategies as early as possible. While the gaps in early achievement and non-cognitive skills among students of different socioeconomic status, race/ethnicity, and culture are not inevitable or unchangeable, one should not underestimate the problems many families face. School-based programs for parents, although helpful, cannot be expected to eliminate disparities that have been

long in the making. The differences highlighted in this paper speak to the need for broader societal efforts to prevent disparities in background that can have a negative effect on motivation and achievement. These efforts include a range of policies, such as public information campaigns about effective ways to foster children's motivation, culturally sensitive programs to support parenting skills, and efforts to address poverty and other root causes of achievement gaps. Finally, our analysis suggests several areas in which additional research would be useful. Examples include research on the racial, ethnic and cultural dimensions of motivation, such as differences in child-rearing practices or cultural context that might affect motivation, and on differences between high-achieving and lower-achieving students within the same racial/ethnic group that might shed light on the relationships among group identity, group stereotyping, and motivation. There is also a scarcity of research on the impact of specific programs to improve motivation that target low-SES or minority families.

2.23. Use of television for promoting education

Television (TV) as a powerful medium of communication with tremendous potential to inform, to entertain and to educate has literally captured the world. Television became an important part of our life, so much that it is difficult to say whether it is a luxury or necessity. TV has deep impact on culture, ideas, way of living and thinking. Sargent (1997: 63) claims 'Television continues to be the most important medium for conveying information, news and culture in its broadest sense. It is universal in its availability and it is still free at the point of use to its viewers'. MacGregor (2007:15) agrees with this by stating that 'Television has the greatest impact of all media: it is viewed by people for long periods, commonly between 14 and 28 hours a week; it is visual and entertaining; it can convey quite complex and educational ideas in understandable ways; and because of its impact it is influential among decision makers and governments'.

Television is generally assumed to be an important environmental factor that influences child development. Television viewing even for very small children is considered an active interpretative process of meaning making (Bordwell, 1989), although, of course, their sign-reading competence develops only gradually (Nieding and Ohler, 2006). In our media-rich society, television is one of the core components of media-literacy initiatives advocating for "fundamental competency for literate citizens" (National Communication Association [NCA], 1998), to

empower citizens to actively engage with media messages and fully participate in media culture (Jenkins, 2003).

The studies clearly spell that under favourable conditions, television is one of the best media to bring desirable change in the knowledge, understanding, attitude and behaviour of viewers. This impact can be best described in the words of Fisch (2004:03) 'If we believe that children can learn negative lessons from television, then it stands to reason that they can learn positive lessons, too. The same medium that leads children to learn product information from a commercial should also be able to help them learn science concepts from an educational program. And the same medium that influences children to act aggressively after exposure to violent programming should also be able to influence them toward cooperative behaviour after watching prosocial programming'.

Among several uses, educational use of television is a prominent one. As MacGregor (2007:15) points out 'Television is a powerful medium with key roles to play in education – in providing news and information, including about education issues, policies and developments; in the form of dramas, soap operas and other programmes with educational messages; and in the delivery of educational support programmes to the public and to schools'. Educational relevance of television is a well-researched issue. Zechowski (2006) writes 'Educational television is similar throughout the industrialized world. The combination of formal classroom instruction and enrichment programming define the genre. Educational television in the developing world also includes programming which directly affects the quality of life of its viewers'. Similarly, Calvert and Kotler (2003:326) observe 'The comparison of educational to non-educational favourite programs revealed beneficial effects of educational programs, particularly in the social and emotional area'.

The main challenge to the educational television today is well described by Fisch (2005:10) 'often, far less attention has been paid to the positive effects that educational television programmes can hold'. Palmer (1999) observes 'the record of accomplishments is impressive, yet TV is drastically underutilized as a teaching tool in countries that have the highest prevalence of urgent and otherwise unmet education needs. The large gap that exists between the state of the art and the state of practice in the use of television for development has many causes, including a major lapse of international attention to national capacity building and application'.

This situation motivates us to learn from those countries where television has been legally assigned to cater the educational needs of society. Germany is one such country. With 36.5 million TV

households, Germany is the largest television market in Europe (IDATE, 2000). Towards the end of the first half of 2006, 37 free-TV channels (eight of which were general-interest channels), 50 pay-TV channels and two channels in mobile-TV format were broadcasted in Germany (The German Commission on Concentration in the Media, 2006). The unique feature of public service broadcasting in Germany is that television channels must provide programming in the fields of information, entertainment and education for people of all ages and social groups and in any format (such as generalized channels, thematic channels, multimedia services, teletext or other content services, with or without interactivity). Adopting this mandate, majority of public television channels in Germany broadcasts educational programs. This legally established tradition of educational broadcasting motivates us to analyze educational television in Germany with an intention to propose adoptable policies to promote educational television in global perspectives.

The mass media are affected by part in offering described things to many individuals and provide up a variety of projects, based on the type and development of effective and political and social system in which media's objective is to arrange the level of development of the group, and the bottling up of passions and wishes of particular individuals (Severing & Tankard, 1992). This study is a planned to analyze motivational level of parents after being exposed to the television educational campaigns. The basic purpose of this study is to dig out the effect of private TV channels Educational Campaigns on viewers' perceptions regarding motivational levels. Theory has significance to comprehend the media and to get the feeling of world that how the surprising happens. In this portion, various techniques and concepts will be examined to know, the people media intake styles with suggestions to their choice and simpler accessibility almost all kinds of media contents. In the mild of study's reasoning knowing of relationships concepts are necessary to make possible precise forecasts of tasks of media (Zahra, 2009). The structure of this research is based on the community Liability concept. This theory is suggested below in regards with existing research in brief.

2.23.1. Conclusion and recommendations

In conclusion, the literature review on the impact of television educational campaigns on the motivational levels of children and their families highlights the potential for these campaigns to have a positive impact on learning, healthy habits, and positive values. However, the effectiveness

of these campaigns is dependent on various factors such as the content of the campaign, the age of the child, the level of parental involvement, and the cultural background of the family.

Based on the literature reviewed, it is recommended that future television educational campaigns be designed with these factors in mind. The campaigns should utilize engaging content, interactive elements, and positive role models to capture the attention of children and families. Additionally, campaigns should be designed to promote active engagement and discussion among families, to maximize the positive impact on motivation levels.

Furthermore, it is recommended that future research focus on the impact of television educational campaigns on different age groups and cultural backgrounds, to better understand the generalizability of the findings. This research can help to inform the development of educational media campaigns that are tailored to the specific needs and motivations of different populations, and that can have a greater impact on motivation levels.

In summary, television educational campaigns have the potential to be a powerful tool for promoting education, healthy habits, and positive values among children and families. However, to maximize their impact, they must be designed with the specific needs and motivations of the target audience in mind.

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