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Children Emotional Reactions toward Advertising and Brands:

A Drawing Experiment

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Content

Abstract.....	3
Introduction	4
Subject.....	4
Purpose.....	5
Literature Review	5
Children as consumers	5
Children understanding and receptivity regarding commercials.....	6
Use of drawings to understand children minds	7
Hypothesis	8
Emotional Reactions to Advertising and Brands	8
Children preferred elements in TV commercials	8
Methodology.....	9
Legal Issues.....	9
Sample Design	10
Research Design / Data collection method and forms	11
Results	14
Quantity of media watched daily	14
Preferred Commercials.....	15
Liking for the brand behind the ad.....	16
Preferred brands	17
Reasons behind commercial choice	18
Other interesting Results on the Brand and Commercial’s drawing details.....	18
Conclusions and Implications.....	20
Limitations and Directions for Future Research.....	24
References	25

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Abstract

The aim of this research is to investigate the relation between the child's attitude toward an ad and his/her brand attitude. This will fill an existent gap in the literature by identifying what are the elements of an ad that amuse children. 123 1st and 2nd graders and 124 3rd and 4th graders participated in the research which used drawings were as the principal research technique. Results show that children value jingles, humor and happiness in commercials. Moreover their favorite brand seldom is the brand they portrait in their favorite commercial.

Keywords: Children, Commercials, Brands, Portugal

Introduction

Subject

Our investigation is centered on commercials as one of the numerous available marketing tools, which is used by brands to inform consumers of their products and to encourage people to buy it, due to the highly competitive market brands face nowadays.

The focus of this research is the relationship between children, brands and commercials, and the understanding about commercial preferences. Although children do not make all their own shopping choices, they have a huge influence on them. More and more children are seen not only as a future market but also as the current and the influential markets, producing a huge amount of money of purchases from their parents, being seen as one of the most sustainable market by many manufacturers and retailers (McNeal, 1992).

The choice of this topic was also motivated by the fact that nowadays an increasing number of companies has started to worry about the image of their brands among kids. The fact that children are their future consumers motivated companies to start to invest in marketing campaigns directed to the little ones. In Portugal, it is prohibited to use children in the advertising of products that are not intended for them (art. 14º do Código da Publicidade, Appendix I), and therefore these campaigns do not portrait children in their commercials. Television is the primary media to reach children, receiving consequently the biggest expenditure on advertising spent with the youngest (McNeal, 1992).

Every child has his/her favorite commercial but the reasons for this preference

remain almost unexplored. Our research aims at filling this gap and exploring it, to better understand children relationships with brands and commercials and to discover what captures the most their attention in commercials. To motivate children to participating in the research, researchers should make use of innovative methods, like drawings. This instrument gives enough room for children to show objectively to the researcher their honest opinion about a specific subject (Greig, Taylor and MacKay, 2007). Also as children cannot easily express what is in their thoughts, drawings are a worthy method because children can easily reveal their inner mind by non-verbal info (pictures) (McNeal, 1992). Therefore drawings were used in this research followed by semi-structured interviews.

Purpose

Our research intend to reach conclusions that afterwards can lead to the creation of legislation in the child best interest in the fields of what capture kids attention in TV commercials, which can be used, for example, to prohibit some features in product commercials that are not good for children health. Besides that, as companies spend a lot of money in advertising to kids and the effectiveness of it are a huge concern, we aim to use our research results to make recommendations to the marketing professionals.

Literature Review

Children as consumers

Studies about children consumer behavior date from the early 50's (e.g. Guest, 1955; Reisman and Roseborough, 1955) but only on the 70's children started to be seen

and understood as consumers and gained significant importance in the marketing community with the publication of the article “Consumer Socialization” in the *Journal of Consumer Research* (Ward, 1972).

McNeal (1992) presented the process of development of the child as consumer (Appendix II) and also the most used research techniques when studying kids’ consumer behavior, that are: observation, laboratory experiment and role playing to assess children’s behavior and attitude scales, focus groups and picture-drawing techniques to assess children’s perceptions. According to the author, TV is the favorite marketing medium for reaching kids and receives the biggest expenditure regarding advertising expenditure to kids. About 60% of the total amount spent in advertisement for kids in 1991 was in television ads.

Children understanding and receptivity regarding commercials

The first scholarly studies appeared in the 70’s and were about the ability of children to comprehend, identify and evaluate commercials message. Apparently at the age of five, almost all children have acquired the ability to identify commercials in a regular television emission (Stutts, Vance and Hudleson, 1981). But to possess the ability to pick out commercials from regular television programming does not necessarily means that all five-year-olds understand the difference between commercials and programs (Butter et al., 1981). These studies also argued that once children understand the persuasive intent of advertising they become more skeptical and capable of resisting to its appeal (Robertson and Rossiter, 1974; Federal Trade Commission, 1978).

Roedder’s (1981) findings reported that as children grow, they gradually develop

more sophisticated information-processing skills, as well as the ability to direct or control learning. Around the age of 7 or 8, children initiate to realize the persuasive intent of commercials, that is trying to get people to buy something (Robertson and Rossiter, 1974) and at the age of 8, children develop some knowledge about advertising and some skepticism about it (Roedder-John, 1999).

There are some disperse studies that indicate the existence of gender differences at childhood, in the areas of visual memory due to different ways of processing information (McGivern et al., 1997) and color preferences because children consider certain color and visuals for boys (blue, mostly) and other for girls (pink, purple) (Ezan, and Lagier, 2009). In the case of knowledge of commercials and its comprehension there is no consensus in the literature, ones defend that girls exhibit higher television comprehension than boys (Desmond et al., 1987), but others claim that the gender of the child does not affect his comprehension of publicity (Bijmolt, Claassen e Brus, 1998). Concerning the persuasive intent of commercials it is known that girls have more ability to perceive the persuasive intent of commercials than boys (Chan and McNeal, 2006).

Use of drawings to understand children minds

Picture-drawing techniques are one of the most common research techniques to access children perceptions and are a usual practice among psychologists and psychiatrist and started to be widely used by marketing researchers (McNeal, 1992). This research tool give to the researcher the possibility to comprehend children's state of mind, cognitive competencies and the nature and extension of their visual memory (Goodenough, 1926).

Hypothesis

Emotional Reactions to Advertising and Brands

Several studies have been done regarding the topic of children affective responses to advertising and it was found that, for children between 7-10 years old, there is a significant impact of attitude toward the ad on brand attitude (Derbaix and Bree, 1997), and that liking of an ad not only influenced brand attitude directly but also influenced beliefs about a brand, which in turn influenced liking of a brand (Moore and Lutz, 2000).

According to Derbaix and Pecheux (2003), attitude towards TV advertising is a psychological tendency that is expressed by evaluating TV advertising with some degree of favor or disfavor and this attitude toward the ad played a mediating role between exposure to the ad and attitude toward the brand (Lutz et al., 1983).

Therefore we hypothesize that:

H1: Liking for an ad influences positively children beliefs and attitudes toward a brand.

H2: Kids' favorite brand is influenced and picked because of children's favorite commercial.

Children preferred elements in TV commercials

Few studies have been done regarding the most preferred components of commercials by children but some useful information is already available. Reactions to commercials will basically rely on small details, such as the presence of appealing characters, like animals or cartoons, the intervenient/narrator tone of voice or an

onomatopoeia that makes them laugh (Cullingford, 1984). Also children when asked about commercials, readily sang jingles, mimicked characters and say that enjoy humor in some commercials (Moore and Lutz 2000).

Based in the previous findings, we hypothesized,

H3: Jingles, humor and funny characters are the most important ingredients of a favorite TV commercial.

Methodology

To test our hypotheses, an experiment was designed. Since we are dealing with kids, it was important to keep in mind, when developing the appropriate research methodology, that children are not adults in miniature, and instead, have cognitive limitations (Soldow, 1985).

Legal Issues

To fully respect the vulnerability of this segment, this research was performed in conformity with all applicable ethical procedures mentioned in the UNICEF Evaluation Technical Notes (UNICEF, 2002) presented in appendix III.

The study complies also with a Portuguese specificity when researching kids in the scholar medium, that consists on sending a formal authorization request to the Ministry of Education to perform the study in schools and then to each individual school (in appendixes IV and V, respectively). Both authorizations aimed to explain both subject, content of the study and the methodology chosen and to ensure that total confidentiality would be respected.

When both permissions were obtained an authorization request was delivered to the school for them to send to each parent (Appendix VI), with a small questionnaire about the kids' media consumption habits. Afterwards both purpose and tenor of the study were clearly explained to the children with parents' consent, as well as it was stressed that every child was more than welcome to express their opinion, and that no one was obliged to participate in the study if it was not his will.

Sample Design

This study was conducted in two schools, with children of both genders in two different stages of cognitive development and understanding of commercials, and therefore used two age groups (6-8 years and 8-10 years, comprising respectively the 1st – 2nd and the 3rd – 4th grades of compulsory education). Although the literature did not indicate significant differences in terms of social class, two different schools (one private in Lisbon and another public in Caneças) were used to assure that the sample was diverse enough in terms of social classes. Therefore, in order to guarantee that all ages, genders and social classes were represented, it was required a sample of at least 120 children per each school (30 girls from 1st/2nd grade; 30 boys from 1st/2nd; 30 girls from 3rd/4th grade; 30 boys from 3rd/4th grade), 240 in total. 180 authorizations were sent to each school and 247 consents were obtained (69% of response rate, on average). The sample composition is presented in Tables 1 and 2.

TABLE 1
Private School participants' analysis

		Age group			
		1 st & 2 nd	3 rd & 4 th	Total	
Gender	Masculine	#	30	32	62
		%	50,0%	50,8%	50,4%
	Feminine	#	30	31	61
		%	50,0%	49,2%	49,6%
	Total	#	60	63	123

TABLE 2
Public School participants' analysis

		Age group			
		1 st & 2 nd	3 rd & 4 th	Total	
Gender	Masculine	#	31	30	61
		%	49,2%	49,2%	49,2%
	Feminine	#	32	31	63
		%	50,8%	50,8%	50,8%
	Total	#	63	61	124

Research Design / Data collection method and forms

As mentioned before, we decided to use drawings upon verbal instruction as the instrument for data collection followed by small interviews. The picture-drawing technique was selected among other tools due to its overall appropriateness to the research and specifically to the age group of the sample. Several studies with children in the same age range also used drawings as a research tool, like Marshall and Aitken (2006) on which children from 8 to 11 years old were asked to draw their favorite possessions, or the one from Griffiths (2005), where children aged between 7 and 11 years old were asked to “Design an advert for a toy, for children of your own age”.

Drawings seem to be the most appropriate tool to use, according to McNeal (1992) because the reason why a child prefers a brand or a commercial, in opposition to another, is purely based on visually stored information. To access it by asking questions may not result very well, because kids of this age group do not have yet the suitable aptitude to transform visual codes into verbal ones.

Other facts that influenced the choice of the drawing method were: kids, in a general manner, like to draw (Greig, Taylor and MacKay, 2007) and respond to this request positively (McNeal, 1992). Also drawing appear to be an excellent way to

interact with a child for the first time and getting to know him better without going into his individuality (Greig, Taylor and MacKay, 2007).

Due to the subjectivity of children drawings, these are particularly vulnerable to false interpretations, being important to question children about what they have drawn (the guidelines used are in appendixes VII and VIII) and only after this explanation their drawings coupled with their answers can be interpreted (Greig, Taylor and MacKay, 2007). The interview format chosen, semi-structured, prove to be the most adequate to the research in question because on one hand gives the interviewees the flexibility needed for them to freely expose their ideas and opinions and, on the other hand, gives the interviewer the power to organize the set of topics he wants to see developed during the conversation (Greig, Taylor and MacKay, 2007).

The design of the research was done in the following manner: We explained the purpose of the research to the children that had the permission to participate in the study, and they were asked whether they knew what a TV commercial is or a brand, if they had a favorite one, and whether they could draw it. It was also made clear that accuracy of detail and drawing ability were not an issue for the researcher. Some children needed extra information before they had an idea of what they wanted to draw, but after 5 minutes of this introductory phase all children were making their drawings.

Children were asked to perform two different drawings The first drawing was about their favorite commercials, upon the following verbal instruction “Draw what comes to your mind when you think about your favorite commercial”, and the other was about their favorite brand, upon the subsequent verbal instruction “Draw what comes to your mind when you think about your favorite brand”. Based on the results of the pre-

test done with 6 kids, 20 minutes were given (plus extra 5 minutes) to perform each drawing (in the pre-test children took, at maximum, 20 minutes to make each drawing).

The drawings were done in the classroom in two individual A4 sheets of white paper laid out in the landscape direction, and both in the same day. The choice of two sheets of paper as opposed to only one with two blank boxes impressed, is in accordance with previous drawing studies (Picard, Brechet, and Baldy, 2007; Chan, 2006; Paquette, Fello, and Jalongo, 2007), and was based on the fact that if the drawings were done side-by-side it could probably influence children's choices, and thus bias the results.

Although making two drawings on the same day may seem a too big task, we checked its appropriateness to this age range with a primary school teacher. Her opinion was that it would be ok for them, but that it would be necessary to warn them in advance that they would have a time limit to accomplish the drawings. This time limit would keep them concentrated on not exceeding the time imposed, and also would help them to know that their task had a beginning but also an end. The professor also suggested that we should stress that the researcher needed their help but if they wanted to give up from drawing before the drawings is finished, they could do it without problems.

As children finished their drawings, they had a brief conversation (the semi-structured interview) with the researcher to understand what the child drew and for what purpose. The focus was on understanding the reasons behind the choice of the commercial; if they liked the brand behind the commercial and why they liked it, or not. The researcher also talked with all children while they were performing both drawings.

This method was used to complement the previous one because some of initial children's considerations might be lost in the end of the process. The method was used by other researchers, like in a 2007 study about Earth perceptions with Swedish children (Ehrlén, 2007), and was also recommended by the previously mentioned primary school teacher.

Results

Quantity of media watched daily

On weekdays participants watch on average 1 hour and 28 minutes of TV, listen to the radio 34 minutes and surf on the web 41 minutes, while during weekends the time spent per each type of media increases as it can be seen on Table 3, which also exhibits information on the percentage of kids which use daily each type of media.

TABLE 3
Average number of hours per media consumed by the kids

	Week			Weekend		
	TV	Radio	Internet	TV	Radio	Internet
Average of hours	1,48	0,57	0,68	3,23	0,96	1,16
% of kids	100%	49,71%	38,29%	100%	31,43%	59,43%

No significant differences were found among age and gender subgroups, but the percentages and the amounts of media consumed per day were different in the two types of school¹ (private school vs. public school). The percentage of kids in the private school that listen to the radio during the week (63%) is much higher than the ones from the public school (37%). This result is explained by the fact that kids from the private

¹ Data about the average media consumer per day in each school presented in Appendix IX

school go to the school by car with their parents, listening to the radio during the home school-home trajectories, while, on the contrary, the majority of the kids from the public school go by foot or use public transportation, so they are less prone to listen to the radio.

However, during the weekend, both amount and percentage of radio consumed per day are greater in the public school (1 hour 5 minutes and 37%), than in the private school (48 minutes and 26%). Also, on the other media, the average of hours of TV and internet consumed on weekends is larger in the public school (3 hours 40 minutes and 1 hour 27 minutes, respectively) than in the private school (2 hours 46 minutes and 53 minutes). This suggests that the kids from the public school spend more time at home during the weekend than the private school children.

Preferred Commercials

Their favorite commercials² are: “Pingo Doce”, with 19,4% or 48/247, “Vacaque Ri” and “Continente”, with 11,7% or 29/247, each, and “Club Penguin”, with 8,9% or 22/247. No age or gender differences were found but, in the case of the TV ad about the online game “Club Penguin”, it was only mentioned by kids from the private school (17,9%), which suggests that there may be differences between social classes. The explanation for this difference is probably related with the fact that the kids from the private school watch more frequently cable TV channels and the Club Penguin commercial is only present in these children’s television networks, like Nickelodeon or Disney Channel.

² Data about preferred commercials in each school presented in Appendix X

Liking for the brand behind the ad

To verify hypothesis 1, *Liking for an ad influences positively children beliefs and attitudes toward a brand*, it was asked to each kid, during the semi-structured interview, if they liked or not the brand from his favorite TV ad, and what was the reason behind that preference. The percentage of cases in which kids responded favorably was of 98,8%, which leads to the conclusion that children in general like the brand behind the ad. Only 2 kids expressed they do not like the brand behind the commercial, because the brand said things in the commercial that do not matter and may be false, and the people in the commercial said those things in a pleasing or/and melodic way to convince potential and/or current clients that they are better than competition.

However the fact that children like the brand of the commercial does not prove the causal relationship between the TV ad and the liking for the brand. The four mentioned justifications for liking the ad are shown in Table 4 and we can see that the responses are not based on the commercial's message. Therefore hypothesis 1 is rejected because the only reason that can be considered commercial related (“They are nice, sell things cheap”) received only 9,7% of the votes.

TABLE 4
Reasons given for liking the ad

Reason	#	%
I like it, that is.	149	60,3%
Like the product/service	56	22,7%
I usually shop there	15	6,1%
They are nice, sell things cheap	24	9,7%

Even though this hypothesis cannot be accepted, some conclusions can still be extracted. In the private school only 15 kids out of 123 (12,32%) gave a plausible

reason for liking the brand and all their reasons were only product related. On the other hand, in the public school 80 kids out of 124 (64,6%) justified their sympathy for the brand of the commercial and 24 gave actually a commercial related justification.

In the public school though, some results can be taken out: older kids' justifications were less based in the message of the ad (15%) than the younger children reasons (24%), and boys almost did not mention commercial related reasoning (11%) while girls mentioned it more frequently (27%), both relationships appeared to be statistically significant (p-values equal to 0,014 and to 0,022, respectively).

Preferred brands

To test hypothesis 2, *Kids' favorite brand is influenced and picked because of children favorite commercial*, there was no need for conducting an association test because none of the children portrayed their favorite brand while drawing their favorite commercial, and therefore hypothesis 2 is rejected.

Regarding the kids' favorite brands, there was no evident consensus, with Nike being the most mentioned brand (10,5% of the drawings). The favorite brand mentioned by the kids belonged almost exclusively to one of three sectors, Automobile (23,5%), Toys (25,5%) or Clothes and Shoes (38,1%).

In the private school, the most mentioned brand sector was Toys (31%) but in the public school it was Clothes and Shoes (55%). However this difference was not statically significant (p-value = 0,711³). Regarding gender, boys drew more car sector brands (41%) and girls clothing brands (52%), with this association being statistically

³ We present the p-values in all situations where we had no doubts on the results, but in the frontier cases we will present the observed and critical chi-square values.

significant (p-value < 0,000). In terms of age differences, they are significant (p-value < 0,000): older kids seemed to have a preference for Textile brands (43%) while younger kids equally preferred Clothing brands (33%) and Toy brands (30%).

Reasons behind commercial choice

Regarding hypothesis 3, *Jingles, humor and funny characters are the most important ingredients of a favorite TV commercial*, we tested it using the outcomes of the semi-structured interviews done to children after they perform their drawings about their favorite commercial. All responses about the reasons behind each kids commercial preferences were coded and analyzed with SPSS and the results⁴ were that, as predicted, jingles (23,7%), humor (12%) and funny characters (8,9%) are important decision influencers for kids when picking their favorite commercial. So hypothesis 3 is not rejected.

Music appeared always as the first reason in all groups but the preference for the product/service (13%) and the presence of happiness in the commercial (12,8%) appeared also to be important features when the concern is to catch children's attention.

Other interesting Results on the Brand and Commercial's drawing details⁵

- **Presence of the product:** Around 62% of the kids represented the product of the commercial in his drawings and 89% represented it in their brand drawing.

- **Color of the drawing:** Almost all the kids painted their drawings, except for 2 kids in the commercial (out of 247), and 13 in the brand drawing.

⁴ Data about the reasons behind commercial choice presented in Appendix XI

⁵ Data with all drawing details presented in Appendix XII

- **Mascot:** Girls drew more the mascot of the commercials' brand and of their favorite brand (42% and 23%, respectively) than boys (21% and 11%, correspondingly), the association between gender and mascot representation appeared to be statistically significant in both drawings (in the commercial $\chi^2_{\text{observed}} = 5,018$ and in the brand $\chi^2_{\text{observed}} = 5,487$, with $\chi^2_{\text{critic}} = 3,84$ for $df = 1$).

Furthermore, in the commercial drawings, older kids represented the brand mascot less (23%) than the younger ones (41%). The association of age group and mascot representation cannot be statistically proved, with an observed χ^2 equal to 3,058 ($\chi^2_{\text{critic}} = 3,84$; $df = 1$).

- **Emotional Tone:** Boys exhibited lower percentage of positive emotional tone in both drawings (58% for the commercial drawing and 30% for the one about the brand) than girls (72% and 61%, respectively). The relationship between gender and positive emotional tone could only be statistically confirmed in the case of the drawings about the favorite commercial with χ^2_{observed} equal to 4,723, in the brand drawings χ^2_{observed} equal to 5,849 ($\chi^2_{\text{critic}} = 5,99$; $df = 2$).

In the commercial drawings, younger kids showed higher percentage of positive emotional tone (77%) than the older ones (54%) with this association being statistically significant ($p\text{-value} < 0,000$). In the brand drawings, kids from the private school revealed a higher percentage of positive emotional tone (55%) than the children from the public school (38%), but this relationship appeared not to be statistically significant ($p\text{-value} = 0,784$).

- **Price and promotions reference:** In the public school, 13 kids out of 124 (10,5%) mentioned prices in the commercial drawing and 10 out of 124 (8,1%) mentioned it in

the brand drawing. Only 1 out of 123 (0,8%), for the commercial drawing, and 1 out of 123 (0,8%), for the brand drawings, mentioned it in the private school. The association between school type and price/promotion reference is statistically significant in both cases (commercial or brand drawings), with p-value of 0,002 and χ^2_{observed} equal to 4,603 ($\chi^2_{\text{critic}} = 3,84$; $df = 1$), respectively.

All kids, except one, that mentioned prices or promotions in his drawings were from the 3rd and 4th years. In this case, the association between age group and price/promotion reference was supported by statistically means in both situations, p-value <0,000 in the commercial drawing and equal to 0,006 in the brand drawing.

Another meaningful outcome regarding the mention of prices or promotions emerge when we look for two control variables, type of school and age group, at the same time. In 23 (13 about the commercial and 10 about the brand) out of 122 drawings from the public school, kids in the range from 8 to 10, have reference to prices or promotions. Only in 1 out of 126 drawings from the private school kids in the same age range mentioned it.

Conclusions and Implications

The aim of this study was to better understand children's relationship with both brand and commercials but also to provide information to the marketing community and legislators in such a way that the existent gap in the literature regarding kids' commercial preferences could be filled in.

The main research technique, drawings, proved indeed to be really effective in

meeting its objectives, to access children's perceptions, and also in helping to overcome some communications problems that could have arisen due to younger kids not fully developed linguistic competences. Also kids loved to participate in the research, which made the researchers conclude that this technique seems really appropriated to use in researches within this age group.

The first hypothesis, *Liking for an ad influences' positively children beliefs and attitudes toward a brand*, of this research were designed to steep in this subject and to confirm if the literature and theories about the topic it's true for the Portuguese children, which turned in a rejection of this hypothesis. We reached the conclusion that it's true that kids have a positive emotional relationship with the brand of their favorite TV ad, but this connection is based in other reasons, like the preference for the product itself, rather than in commercial related reasons.

Sometimes, although, the above mentioned commercial related reasons popped up in the public school kids explanations for their preference for a specific commercial brand. It was noted that younger kids rely more in this type of justifications than older ones, and girls mentioning it more times than boys. This is, in fact, in accordance with the previously mentioned literature because kids at the age of 8 start to show some discredit relative to commercials which come up by resorting less in it when explaining why they like the brand behind their favorite commercial, and girls seems to exhibit higher understanding of commercials and in this research used this information to base and explain their sympathies.

This study has several implications for managers since it brought pieces of information that had not been much explored, such as the importance given by children

to several aspects of commercials. We proved that Jingles, humor and the happiness present in the commercial are the things that children value the most in commercials and that really catch their attention.

So the reason why “Pingo Doce”, “Continente” and “Vaca que Ri” are the kids’ favorite commercials is the presence of songs, happy and/or funny characters. “Pingo Doce” and “Continente” embody in their commercials a combination of Jingles, with catching phrases and melody, and happy people. Moreover, “Vaca que Ri” commercial combines a Jingle with choreography, with funny characters (the cows that are dancing during the whole commercial). Therefore we advise marketers and brands, in general, to really invest in these tools when its concern is to amuse kids and get their attention.

These findings can also be used in the child best interest if, for example, a health food brand puts in their commercials the elements that most attract kids. This will probably motivate children to try their healthy products and makes them feel involved with the brand which will beneficiate both kids and brand.

Regarding brand preferences, the responses were very diverse (with 69 different brands being mentioned) but the sectors of preference when we look to boys vs. girls and Private vs. Public School are easily identifiable. Boys showed a clearly preference for Automobile brands and girls for Clothing brands, which was in fact more or less expected by the researchers. Since children at age of 7 start to know and understand that there is variability in what boys and girls can actually prefer (Trautner et al., 2005), they are influenced a lot by sex-type behaviors (which kind of objects and behavior are associated with each gender) when the concern is to express their own predilections.

When the brand preferences of each school are examined it is understandable

that the two schools personify two different social classes, with some exceptions. On the one hand private school kids, representing at least the middle social class, elect toy brands as their favorite brands. On the other hand public school kids, corresponding to the middle-low social class, opt for Clothing and Shoe brands.

This choice's differences can be understood in the light of the different social classes. Children from the private school normally have the regular toys for their age and gender (girls: Hello Kitty plush or a Littlest Pet Shop and boys: Gormiti or Beyblade) but also have clothes and shoes from the brands that are trendy or that their idols use (Cristiano Ronaldo's sneakers, for example), so they pine for toys that are really expensive, like Playstation 3 or Wii, which justifies their brand preferences. Conversely, kids from the public school also have the adequate ordinary toys for their age and gender but do not have trendy nor fashion clothes, so they dream about it and mentioned it when we ask them about their favorite brands.

Besides what were the initial objectives, this research served one purpose that was not expected, socio-economical and cultural differences among kids of the two schools that participated in the study, which did not appear in none of the previous studies. One of the major findings of this research was the fact that kids with 7/8 years old have already an accurate knowledge about the real prices of things, no matter its category, being toys, food or electronic devices. And if they are used to go shopping with parents or if the parents live with some monetary or financial restrictions, as is the case of public school children who participated in the study, they correctly know prices of goods and fully mentioned in their drawings and to the researcher when expressing their preferences and desires.

Limitations and Directions for Future Research

This research has some limitations being the biggest one the relatively small sample in number of participants but also in number of locations, because it only included kids from two different schools from Lisbon. Future research should include the extension of this study to more kids and locations across the country, mainly to coastal and interior to see disparities among these two because evidence of the different cultures and ways of life.

The fact that only preferences of kids from 6 to 10 years old were analyzed can also be seen as a limitation, so I would suggest adapting this research to other age groups, both younger and older, in order to understand if preferences and features in ads that capture their attention change with age.

Finally, the study only concerns Portuguese children and it would be interesting if it will be applied in other countries to compare findings and know if kids' commercial preferences change when culture change.

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A Work Project, presented as part of the requirements for the Award of a Masters Degree in Management from the NOVA – School of Business and Economics

APPENDIXES

Children Emotional Reactions toward Advertising and Brands:

A Drawing Experiment

Sara Figueiredo Caeiro Falardo, 578

A Project carried out on the Field Lab in Marketing – Children Consumer Behavior, with the supervision of: Professor Luísa Agante

June 2011

Appendix I – Código da Publicidade

CÓDIGO DA PUBLICIDADE Decreto-Lei n.º 330/90 de 23 de Outubro (Com as alterações introduzidas pelos Decretos-Lei n.º 74/93, de 10 de Março, n.º 6/95, de 17 de Janeiro e n.º 61/97 de 25 de Março)

Artigo 14º (Menores)

1 - A publicidade especialmente dirigida a menores deve ter sempre em conta a sua vulnerabilidade psicológica, abstendo-se nomeadamente, de:

- a)** Incitar directamente os menores, explorando a sua inexperiência ou credulidade, a adquirir um determinado bem ou serviço;
- b)** Incitar directamente os menores a persuadirem os seus pais ou terceiros a comprarem os produtos ou serviços em questão;
- c)** Conter elementos susceptíveis de fazerem perigar a sua integridade física ou moral, designadamente pelo incitamento à violência;
- d)** Explorar a confiança especial que os menores depositam nos seus pais, tutores ou professores.

2 - Os menores só podem ser intervenientes principais nas mensagens publicitárias em que se verifique existir uma relação directa entre eles e o produto ou serviço veiculado.

Appendix II – Stages of development of the child as a consumer

1. Co-shopping with parents and observation (0-2)

- They are seated in the trolleys
- At 2 years the relate TV spots with products and recognize stores with satisfying experiences

2. Co-shopping with parents and formulation of requests (2)

- Start requesting products and brands
- The influence of media and TV spots is noticed
- Recognize the stores and the type of stores (type of products sold on each store)
- The process of acceptance/refusal of the requests constitutes an important part of the learning process

3. Co-shopping with parents and selection of products with permission (3-4)

- The child starts circulating in the store
- Recognizes brands and develops preferences for brands and for stores (these preferences are unstable and very much influenced by media)
- The 1st cycle as a consumer is completed: relating advertising with needs and wants, from these to stores and linears and to packaging in order to find the products that satisfy these needs and wants

4. Co-shopping with parents e realization of independent shopping(4)

- Beginning of the transaction
- Need to deal with strange concepts: calculus and social contact
- First experiences of total satisfaction or frustration with future impacts

5. Visits the store alone and does independent shopping (5-7)

- The child visits the store alone and selects products
- Proximity stores: small supermarkets, bakery, coffee shops, etc

Appendix III – Ethical Issues of Children Participating in Research, Monitoring and Evaluation

Ethical issues

Several complex ethical issues emerge around children's participation in research and M&E without a guideline on how to respond to any of them. They include:

1. Accountability.

Since researchers and programme managers are accountable to a wide range of stakeholders (including primary stakeholders, i.e. those intended to benefit from programme interventions), and the involvement of primary stakeholders in research and M&E activities is an expression of this accountability, then research and M&E should also involve the participation of children.

Their participation is relevant not only where planned interventions and issues specifically affect them, but also where they, as members of the wider community, are affected (e.g. in relation to safe drinking water). It must be clear in initial research and M&E design proposals what role will children play and how will they be involved.

2. Protection of children's best interests.

This has very clear and powerful implications for the process of research and M&E as well as for the dissemination of its results.

– Children **must not be exposed to risks** if there is no benefit to them. These include the psychological effects on the individual child of participating in the activity (for example, in cases of abuse where the fears and pain of past experiences re-emerge); the social costs of participating such as negative effects on family and community relations; more acute threats such as reprisals by people who feel threatened by children's participation; and misuse of information, ranging from sensationalist media attention or to more sinister uses in situations of conflict and humanitarian crisis. Weighing these risks against possible benefits requires careful judgment, particularly where risks to individual children are done in the name of broad sometimes incremental societal changes.

– Those leading and carrying out research and M&E activities are also responsible **for protecting children from placing themselves at risk**, even where a child might be willing to participate and voice their views (Boyden and Ennew, 1997; Boyden 2000).

– The responsibility to protect children may also entail **withholding information** from children where that information may place them at risk (Boyden and Ennew, 1997). Children may not always be able to cope with the implications of information received or may not be able to judge adequately when and with whom to share that information.

– Research and M&E activities must be able to ensure **confidentiality**. However, information may at times reveal that a child is at risk or is a risk to others, which is why design of research and M&E activities must include **guidelines for breaking confidentiality and intervention**, including defining what follow-up and referrals can be made. Children must be made aware of the limits to confidentiality and possible intervention based on what is in their best interests.

3. Informing children

Research and M&E managers are responsible for ensuring that children receive the information they need to form and express their views as well as to decide whether they choose to express them at all. To “inform” should be understood as meaning more than simply providing information. How information is conveyed must be appropriate to the context and to children’s capabilities. How informed children are affects how their views can be interpreted.

4. Informed consent

The focus of most ethical guidelines is on research in the West, this has often involved signed consent forms to ensure that participants in research are aware of any potential implications of their involvement (by the same token to protect researchers from liability). Researchers must respect the consent regulations of the countries in which they are working, however, parental consent is not an adequate standard in light of the rights of the child. Informing children of the potential implications is required. Further, consent should not be a one-time event in the course of a child’s participation. It should be a negotiation of the parameters and limits of his/her participation, an ongoing exchange in which a child’s views and best interests are paramount (Alderson, 1995). All issues of negotiating consent and encouraging children to express themselves must be carried out with clear recognition of the natural power imbalance between children and adults.

5. Equity and non-discrimination

Those involved in research and M&E must ensure that selection of those children who participate and the processes and methods used serve to correct, not reinforce, patterns of exclusion. This requires attention to socio-economic barriers including gender and age discrimination as well as to the different ways and capacities in which children express themselves.

6. Respect of children and their views

Those involved in design must choose methods and processes that best facilitate children expressing their views. Methods will most often be qualitative, and processes will likely be capacity building or participatory. However, respecting children's views does not mean allowing them to dictate conclusions. A child's input, like that of any other stakeholder, must be weighed as one perspective and interpreted in light of his/her experience, interests and evolving capacities. Assumptions and frameworks for interpreting information must be appropriate to the children involved and transparent to ensure credibility with users of research and M&E results.

7. Ownership

Children must be informed of the results of the research. And since children will likely express themselves by diagramming and drawing, they should also be given rights of ownership of the research "data".

8. Methodological limitations

It is unethical to carry out data collection if the design will not achieve the research objectives or respond to evaluation questions. Methodological limitations must be considered carefully, including the potential effects of power relations between children and adults. In order to increase children's participation, methodologies will likely tend towards the more qualitative with more specific adaptations for the children involved, and findings will be representative of narrower populations.

Those involved in initial research and M&E design must balance degrees of participation of children with the credibility and breadth of application of research and M&E results.

Appendix IV - Formal authorization request to the Ministry of Education to perform the study in schools



Sara Figueiredo Falardo, aluna de mestrado
NOVA – School of Business and Economics
Colégio de Campolide
Campus de Campolide
1099-032 LISBOA

Nota Metodológica para o Ministério da Educação (divisão de Monitorização de Inquéritos em Meio Escolar)

Sou aluna do mestrado em Gestão, com especialização na área de Marketing, na NOVA School of Business and Economics e encontro-me neste momento a fazer a minha tese dentro do Marketing Infantil, a qual tem como tema "Reacções emocionais das crianças para com anúncios e marcas", com crianças do 1º ao 4º ano do ensino básico.

Os objectivos da minha investigação são: perceber como é determinada a relação das crianças com os anúncios de televisão e com as marcas; saber, por exemplo, se o anúncio preferido de uma criança a leva à escolha dessa mesma marca como sendo a sua marca preferida; entender que detalhes nos anúncios prendem a atenção das crianças e, consequentemente, mais lhes agradam. Ao provar pelo que as crianças são, efectivamente, influenciadas, podemos ter dados que nos permitam introduzir medidas de restrição ao marketing, através da criação de legislação, incentivar marcas que tenham valor acrescentado para as crianças a desenvolver anúncios mais eficazes, assim como fazer mais educação para o consumo.

A escolha deste tema prendeu-se especialmente com o facto de haver pouca literatura sobre o que é que efectivamente prende a atenção das crianças nos anúncios de televisão e de este estudo ser vital nos dias que correm, pois um número crescente de empresas começa a preocupar-se com sua imagem entre as crianças, pois as estas são os seus futuros consumidores, começando por isso desde cedo a investir em campanhas de marketing dirigidas aos mais pequenos, ainda que sem a sua participação, pois em Portugal é proibido utilizar crianças em produtos que não lhes sejam destinados (art. 4º do Código da Publicidade). A televisão é, deste modo, o meio favorito para chegar até às crianças, representando por isso a maior fatia na despesa relativa aos gastos com publicidade para os mais novos (McNeal, 1992).

A aplicação deste estudo realiza-se em 2 fases: uma primeira em que é entregue uma carta para os encarregados de educação autorizarem a participação dos seus educandos no estudo, na qual figura uma pequena tabela sobre os hábitos de consumo de média da criança, que deverá ser devolvida à escola devidamente preenchida.; uma segunda em que é realizado um estudo na escola, que consiste em pedir às crianças autorizadas para tal, que desenhem sobre o tema que lhes for indicado (anúncios de televisão ou marcas) o qual demorou, no pré-teste, no máximo 45 minutos, seguindo-se uma breve conversa para perceber o que a criança desenhou.

O método escolhido: desenhos complementados com uma pequena entrevista semi-estruturada, pareceu-me o mais adequado para interagir com crianças, porque é inovador e dá margem para que estas expressem de uma forma clara e objectiva o que vai na sua mente (Greig, Taylor e MacKay, 2007).

O uso do desenho como ferramenta principal para estudar a relação das crianças com as marcas/anúncios prendeu-se com o facto de estas não expressarem verbalmente e com clareza o que vai na sua mente, sendo então prática recorrente ao utilização do desenho como meio para as crianças revelarem, de forma não-verbal (imagens), o que vai no seu pensamento (McNeal, 1992). Acresce ainda o facto de, no geral, as crianças gostarem de desenhar (Greig, Taylor e MacKay, 2007) e responderem a esse pedido de forma positiva (McNeal, 1992). Outra razão para o uso desta técnica é porque esta é vista como uma excelente forma de interagir com uma criança pela primeira vez e começar a conhecê-la sem entrar demasiado na sua individualidade (Greig, Taylor e MacKay, 2007).

Devido à subjectividade dos desenhos, estes são particularmente vulneráveis a equívocos ou falsas interpretações, sendo importante questionar as crianças sobre o que desenharam para que, apenas depois desta explicação, as respostas possam ser interpretadas (Greig, Taylor e MacKay, 2007). A forma de entrevista escolhida, a semi-estruturada, dá aos entrevistados a flexibilidade necessária para expor suas ideias e dá ao entrevistador o poder de organizar o conjunto de temas que ele pretende ser desenvolvido durante a conversação (Greig, Taylor e MacKay, 2007).

Os dados que irei recolher serão confidenciais e não aparecerão em lado nenhum os nomes das crianças e dos professores, nem tão pouco o das escolas onde for realizado o estudo (somente se mencionará a localidade e o tipo de escola publica/privada). Apenas os resultados finais poderão ser publicados quer na tese quer em artigos científicos, livros, notícias, etc, mas sempre respeitando este acordo de confidencialidade.

Todas as folhas de autorização para os encarregados de educação serão entregues na escola e as fotocópias serão tiradas previamente por mim, não tendo, por isso, a escola, qualquer trabalho nem encargo com as autorizações. Para a realização dos desenhos levarei também folhas brancas e as crianças utilizarão o seu próprio material, caso concordem.

Com os meus melhores cumprimentos,

Sara Figueiredo Falarido

Appendix V - Formal authorization request to the Schools to perform the study



Sara Figueiredo Falardo, aluna de mestrado
NOVA – School of Business and Economics
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Exma. Sra. Directora [REDACTED]

Estou a realizar um mestrado em Gestão, com especialização na área de Marketing, na NOVA School of Business and Economics. Encontro-me neste momento a fazer a minha tese dentro do Marketing Infantil, a qual tem como tema "Reacções emocionais das crianças para com anúncios e marcas", com crianças do 1º ao 4º ano do ensino básico. Nesse sentido ficava-lhe grata se pudesse contar com a sua autorização para que algumas crianças do Colégio do Bom Sucesso pudessem vir a participar no meu estudo.

Os objectivos da minha investigação são: perceber como é determinada a relação das crianças com os anúncios de televisão e com as marcas; saber, por exemplo, se o anúncio preferido de uma criança a leva à escolha dessa mesma marca como sendo a sua marca preferida; entender que detalhes nos anúncios prendem a atenção das crianças e, conseqüentemente, mais lhes agradam. Ao provar pelo que as crianças são efectivamente influenciadas, pretendo ajudar a introduzir medidas de restrição ao marketing, através da criação de legislação, e/ou incentivar marcas que tenham valor acrescentado para as crianças a desenvolver anúncios mais eficazes.

A aplicação deste estudo realiza-se em 2 fases: uma primeira em que é entregue uma carta para os encarregados de educação autorizarem a participação dos seus educandos no estudo, na qual figura uma pequena tabela sobre os hábitos de consumo de média da criança, que deverá ser devolvida à escola devidamente preenchida; uma segunda em que é realizado um estudo na escola, que consiste em pedir às crianças autorizadas para tal, que desenhem sobre o tema que lhes for indicado (anúncios de televisão ou marcas), o qual demorou, no pré-teste, no máximo 45 minutos. Envio em anexo a carta de autorização que será distribuída aos encarregados de educação.

Todas as folhas de autorização para os encarregados de educação são entregues na escola e as fotocópias tiradas previamente por mim, não tendo por isso a escola qualquer trabalho nem encargo com as autorizações. Para a realização dos desenhos levarei também folhas brancas e as crianças utilizarão o seu próprio material, caso concordem.

Para este efeito, no caso de me ser dada a autorização para fazer o estudo, precisava apenas de saber quantos alunos frequentam, nesse agrupamento de escolas, os anos de escolaridade referidos inicialmente, de modo a definir o número de autorizações a entregar, sabendo porém

que apenas necessito para o meu estudo de, aproximadamente, 60 crianças do 1º/2º ano (30 do sexo feminino e 30 do sexo masculino) e outras 60 crianças do 3º/4º ano (30 do sexo feminino e 30 do sexo masculino).

Os dados que vier a recolher serão confidenciais e não aparecerão em lado nenhum os nomes dos alunos e dos professores, nem tão pouco os das escolas onde for realizado o estudo. Apenas os resultados finais poderão ser publicados quer na tese quer em artigos científicos, livros, notícias, etc, mas sempre respeitando este acordo de confidencialidade.

Relativamente à realização dos desenhos para o estudo, gostaria também de saber se pretendem que toda a turma os realize, sendo que eu apenas recolheria os das crianças com autorização ou se preferem que apenas estas façam o desenho.

Penso ter referido todas as informações necessárias mas, caso necessite de algum esclarecimento adicional, não hesite em contactar-me.

Agradeça resposta ao pedido para o meu e-mail (sara.falardo@gmail.com) ou através de contacto telefónico (913 227 035).

Com os meus melhores cumprimentos,

Sara Figueiredo Falardo

(Nota: em anexo entrego a nota metodológica relativa ao estudo e o modelo de folha de autorização do encarregado de educação)

Appendix VI – Parents authorization request to perform the study



Sara Figueiredo Falardo, aluna de mestrado
NOVA – School of Business and Economics
Colégio de Campolide
Campus de Campolide
1099-032 LISBOA

Assunto: Pedido de autorização para participação em estudo sobre anúncios de televisão e marcas

Exmo. Sr. Encarregado de Educação

Sou aluna do mestrado em Gestão, com especialização na área de Marketing, na NOVA School of Business and Economics. Encontro-me neste momento a fazer a minha tese, na vertente do Marketing Infantil, a qual tem como tema "Reacções emocionais das crianças para com anúncios de televisão e marcas". O universo alvo são crianças do 1º ao 4º ano do ensino básico.

Para esse efeito, estou a levar a cabo um estudo para perceber como é determinada a relação das crianças com os anúncios de televisão e com as marcas, saber, por exemplo, se o anúncio preferido de uma criança a leva à escolha dessa mesma marca como sendo a sua marca preferida, assim como entender que detalhes nos anúncios prendem a atenção das crianças e, conseqüentemente, mais lhe agradam. Desta forma poderemos ter dados que nos permitam perceber como funciona a mente das crianças em relação aos anúncios e com essa informação, talvez, restringir actividades de marketing e/ou fazer mais educação para o consumo.

Nesse sentido, ficava-lhe grata se pudesse contar com a sua autorização para que o seu(a) educando(a) participasse na realização deste estudo, através da elaboração de dois desenhos e de uma breve conversa para perceber o que a criança desenhou. No caso de autorizar a participação agradeço que devolva à escola esta folha de autorização assinada, assim como a tabela abaixo preenchida.

Os dados recolhidos serão analisados apenas por mim e a sua confidencialidade é total, não aparecendo em lado nenhum os vossos nomes, os dos vossos educandos, os dos professores, nem tão pouco os das escolas onde for realizado o estudo (apenas se mencionará a localidade e o tipo de escola pública/privada), Apenas os resultados finais poderão ser publicados quer na tese quer em artigos científicos, livros, notícias, etc. Sempre que os resultados finais sejam utilizados será enviada, para consulta, uma cópia para as escolas que participarem no estudo.

Com os melhores cumprimentos,

Sara Figueiredo Falardo

Meio de Comunicação	Nº de horas consumidas pela criança por média por dia	
	Durante a semana	Durante o fim-de-semana
Televisão		
Rádio		
Internet		

Autorizo o(a) meu educando(a) _____ do ___º ano, turma ___ a participar neste estudo.

_____, __ de _____, de 2011

Assinatura do Encarregado de Educação

Appendix VII - Guidelines for designing and doing an interview

Designing it	Doing it
<ul style="list-style-type: none"> ▪ Get ideas on paper, arrange into themes and list in order of intrusiveness ▪ Turn into open-ended questions: what? when? how? ▪ Ensure questions are clear, unambiguous and short ▪ Put it in a logical order starting with easy questions, ending with hard ones ▪ Avoid leading questions, technical terms, emotive language, negatives ▪ End with positive issues/questions ▪ Pilot the interview ▪ Re-write 	<ul style="list-style-type: none"> ▪ State purpose, ensure confidentiality and right not to answer and stop at any time, especially if distressed ▪ Choose setting carefully for privacy and intimacy ▪ Make sure yourself useful, help in a field setting ▪ Be interested and non-judgmental ▪ Tape interview, stick to agenda but allow interviewee some freedom ▪ Techniques to help: expectant pause/glance; encouraging vocalizations; reflection and returning words used by interviewee; skillful probing

Source: Grey, A., Taylor, J. and MacKay, T. (2007) *Designing and Doing Quantitative Research with Children*. SAGE Publications; page 123

Appendix VIII - Guidelines on questioning children and interpreting their drawings

Improving the validity of questioning and interpretation of answers
<p style="text-align: center;">Improving validity: questioning</p> <ul style="list-style-type: none">▪ Break complete events or issues into simple, manageable units for pre-schoolers who are unable to keep two concepts in mind at once. Use simple yes/no questions followed by more open-ended ones. Use familiar toys to clarify identities and demonstrate events.▪ School-aged children can be expected gradually to understand and use more complex sentences.▪ Children occasionally tell stories which parents know did not happen. In taking their capability to distinguish fact and fantasy and the possibility of denial into account, be prepared to accept an unclear conclusion.▪ Ask the child if particular fears are affecting what he or she says.▪ Take individual differences into account. Some children may be learning disabled or may prefer to reveal information slowly over longer periods of time. <p style="text-align: center;">Improving validity: Interpretation</p> <p>Children's reports are more likely to be valid:</p> <ul style="list-style-type: none">▪ where the child uses age-related language;▪ where the account is relatively detailed for the child's age;▪ where the child displays appropriate emotional behavior;▪ where the younger children express emotional feelings behaviorally rather than in a detailed verbal account;▪ where a child's report is consistent over time;▪ where hesitancy is evident during the traumatic disclosures. <p><i>Source: Adapted from Reder, P. and Lucey, C. (1995) Assessment of Parenting. Copyright Routledge, 1995. Reproduced with the permission of Taylor & Francis Ltd</i></p>

Source: Grey, A., Taylor, J. and MacKay, T. (2007) Designing and Doing Quantitative Research with Children. SAGE Publications; page 95

Appendix IX – Media Consumption per day

Media per day - All						
	Week			Weekend		
	TV	Radio	Internet	TV	Radio	Internet
Media	1,48	0,57	0,68	3,23	0,96	1,16
%	100%	49,71%	38,29%	100%	31,43%	59,43%

Media per day - Private						
	Week			Weekend		
	TV	Radio	Internet	TV	Radio	Internet
Media	1,12	0,49	0,58	2,76	0,80	0,88
%	100%	62,8%	39,5%	100%	26,7%	60,5%

Media per day - Public						
	Week			Weekend		
	TV	Radio	Internet	TV	Radio	Internet
Media	1,84	0,71	0,77	3,67	1,07	1,44
%	100%	37,1%	37,1%	100%	36,0%	58,4%

Appendix X – Preferred commercials

Pref. Commercials - All		
%	#	Brands
8,9%	22	Club Penguin
11,7%	29	Continente
19,4%	48	Pingo Doce
11,7%	29	Vaca que ri

Pref. Commercials - Private		
%	#	Brands
17,9%	22	Club Penguin
8,9%	11	Continente
19,5%	24	Pingo Doce
10,6%	13	Vaca que ri

Pref. Commercials - Public		
%	#	Brands
14,5%	18	Continente
6,5%	8	Mimosa
19,4%	24	Pingo Doce
12,9%	16	Vaca que ri

Appendix XI - Reasons behind commercial choice

Reasons of commercial choice - all		
#	%	
53	12,1%	The commercial is funny
104	23,7%	Love the music
57	13,0%	Due to the product/service itself
56	12,8%	People in the commercial are happy
39	8,9%	Characters are funny

Reasons of commercial choice - Private		
#	%	
29	13,2%	The commercial is funny
21	9,5%	The commercial is happy!
45	20,5%	Love the music
25	11,4%	Due to the product/service itself
28	12,7%	People in the commercial are happy
24	10,9%	Characters are funny
23	10,5%	Online product

Reasons of commercial choice - Girls		
#	%	
24	10,5%	The commercial is funny
56	24,6%	Love the music
24	10,5%	Due to the product/service itself
28	12,3%	People in the commercial are happy
22	9,6%	Characters are funny

Reasons of commercial choice - 1st & 2nd		
#	%	
22	9,9%	The commercial is happy!
61	27,4%	Love the music
26	11,7%	Due to the product/service itself
23	10,3%	People in the commercial are happy
22	9,9%	Characters are funny

Reasons of commercial choice - Public		
#	%	
24	11,0%	The commercial is funny
59	26,9%	Love the music
32	14,6%	Due to the product/service itself
28	12,8%	People in the commercial are happy

Reasons of commercial choice - Boys		
#	%	
29	13,7%	The commercial is funny
48	22,7%	Love the music
33	15,6%	Due to the product/service itself
28	13,3%	People in the commercial are happy
17	8,1%	Characters are funny

Reasons of commercial choice - 3rd & 4th		
#	%	
36	16,7%	The commercial is funny
43	19,9%	Love the music
31	14,4%	Due to the product/service itself
33	15,3%	People in the commercial are happy
17	7,9%	Characters are funny

Appendix XII – Drawings details

Commercial drawing

Drawing details - All				
	The product is represented?	Mascot is represented?	Drawing is painted?	Price/promotion reference
#	151	78	245	16
%	61,1%	31,6%	99,2%	6,5%

Emocional tone	#	%
Negative	88	35,6%
Neutral	159	64,4%
Positive	0	0,0%

Drawing details - Private				
	The product is represented?	Mascot is represented?	Drawing is painted?	Price/promotion reference
#	73	37	123	2
%	59,3%	30,1%	100,0%	1,6%

Emocional tone	#	%
Negative	0	0%
Neutral	43	35%
Positive	80	65%

Drawing details - Public				
	The product is represented?	Mascot is represented?	Drawing is painted?	Price/promotion reference
#	78	41	122	14
%	62,9%	33,1%	98,4%	11,3%

Emocional tone	#	%
Negative	0	0,0%
Neutral	45	36,3%
Positive	79	63,7%

Drawing details - Boys				
	The product is represented?	Mascot is represented?	Drawing is painted?	Price/promotion reference
#	70	117	26	123
%	56,9%	95,1%	21,1%	100,0%

Emocional tone	#	%
Negative	0	0,0%
Neutral	52	42,3%
Positive	71	57,7%

Drawing details - Girls				
	The product is represented?	Mascot is represented?	Drawing is painted?	Price/promotion reference
#	81	52	122	9
%	65,3%	41,9%	98,4%	7,3%

Emocional tone	#	%
Negative	0	0,0%
Neutral	36	29,3%
Positive	88	71,5%

Drawing details - 1st & 2nd				
	The product is represented?	Mascot is represented?	Drawing is painted?	Price/promotion reference
#	78	50	121	1
%	63,4%	40,7%	98,4%	0,8%

Emocional tone	#	%
Negative	0	0,0%
Neutral	30	24,4%
Positive	93	75,6%

Drawing details - 3rd & 4th				
	The product is represented?	Mascot is represented?	Drawing is painted?	Price/promotion reference
#	73	28	124	15
%	58,9%	22,6%	100,0%	12,1%

Emocional tone	#	%
Negative	0	0,0%
Neutral	58	47,2%
Positive	66	53,7%

Brand drawing

Drawing details - All				
	The product is represented?	Mascot is represented?	Drawing is painted?	Price/promotion reference
#	218	42	234	11
%	88,3%	17,0%	94,7%	4,5%

Emocional tone	#	%
Positive	100	40,5%
Neutral	144	58,3%
Negative	3	1,2%

Drawing details - Private				
	The product is represented?	Mascot is represented?	Drawing is painted?	Price/promotion reference
#	105	21	111	1
%	85,4%	17,1%	90,2%	0,8%

Emocional tone	#	%
Positive	68	55,3%
Neutral	2	1,6%
Negative	53	43,1%

Drawing details - Public				
	The product is represented?	Mascot is represented?	Drawing is painted?	Price/promotion reference
#	113	21	123	10
%	91,1%	16,9%	99,2%	8,1%

Emocional tone	#	%
Positive	47	37,9%
Neutral	76	61,3%
Negative	1	0,8%

Drawing details - Boys				
	The product is represented?	Mascot is represented?	Drawing is painted?	Price/promotion reference
#	108	14	116	7
%	87,8%	11,4%	94,3%	5,7%

Emocional tone	#	%
Positive	37	30,1%
Neutral	84	68,3%
Negative	2	1,6%

Drawing details - Girls				
	The product is represented?	Mascot is represented?	Drawing is painted?	Price/promotion reference
#	110	28	118	4
%	88,7%	22,6%	95,2%	3,2%

Emocional tone	#	%
Positive	63	50,8%
Neutral	60	48,4%
Negative	1	0,8%

Drawing details - 1st & 2nd				
	The product is represented?	Mascot is represented?	Drawing is painted?	Price/promotion reference
#	110	15	116	1
%	89,4%	12,2%	94,3%	0,8%

Emocional tone	#	%
Positive	52	42,3%
Neutral	70	56,9%
Negative	1	0,8%

Drawing details - 3rd & 4th				
	The product is represented?	Mascot is represented?	Drawing is painted?	Price/promotion reference
#	108	27	118	10
%	87,1%	21,8%	95,2%	8,1%

Emocional tone	#	%
Positive	48	38,7%
Neutral	74	59,7%
Negative	2	1,6%