

# Presentation Etmaal 2015: Antwerp



**Herkennen en begrijpen van (niet) complexe en (in)congruente banners door kinderen en de rol van need for cognition en reclamewijsheidslessen**

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# Introduction

- Children are nowadays dealing with a media environment full of online **advertising** (concerns)
- Children are **unexperienced** critical consumers
- (undesired, negative) advertising effects
- Research: mainly **hybrid** adverting formats (e.g. advergames)
- Banner ads: **limited** scholarly attention

# Research questions

What is the level of advertising literacy regarding advertising banners among children?

&

What influence do need for cognition and advertising literacy classes have in this process?

# Banner ads

- Banners **manipulated** on two characteristics:
  - *Congruence*: the level of ‘fit’ between the commercial message and the editorial lay-out of the website (Jeong & King, 2010)
  - *Complexity*: lexical and technical complexity (Putrevu, Tan, & Lord, 2004)

## Hypotheses:

*A banner high in congruence will lead to lower (a) ad recognition and (b) ad knowledge compared to banners low in congruence (H1a)*

*A banner high in complexity will lead to lower (a) ad recognition and (b) ad knowledge compared to banners low in complexity (H1b)*

# Need for Cognition (NFC) (Petty & Cacioppo, 1982)

- Personality trait important in **processing** commercial messages (Haugtvedt, Petty, & Cacioppo, 1992)
- NFC has shown to be **related** to the processing of complex and congruent messages (e.g. Lord & Putrevu, 2006 ; Meyers-Levy, 2005)

## **Hypothesis:**

*The NFC-score of a child is positively related to (a) ad recognition and (b) ad knowledge of banners (H2).*

# Advertising literacy classes

- Advertising literacy can be improved by **educational** interventions, resulting in gains in advertising knowledge (e.g. Brucks, Armstrong & Goldberg, 1988; Wollslager, 2009)

## **Hypothesis:**

*Advertising literacy classes show a positive relation with (a) ad recognition and (b) ad knowledge of banners (H3).*

# Pretest (n=44)

- Positive attitude toward the fictitious website **Nano**
- **Choice** product in banner:
  - Tablet (high in congruence with website)
  - Shoes (low in congruence)

=> Both product did not differ in terms of **personal involvement**
- Banners were **tested** on congruence and complexity, which lead to four different banner conditions

# The fictitious website in the study

**NANO SMARTPHONES EN TABLETS**    HOME    SMARTPHONES    TABLETS    ACCESSOIRES

## Welkom bij Nano!

Ontdek nu onze nieuwste smartphones & tablets op onze website

### WIE ZIJN WE?

Product images: smartphone, tablet, and phone cases.

**Contactgegevens:**  
Adres: Lageweg, Antwerpen  
Tel: 0484/17.16.333  
E-mail: nano@gsm.be

Map showing location: Hobokense Polder, Hoboken, Velaar, A11.

**ONZE ACCESSOIRES**

**ONZE GADGETS**

Een 'must have': de Mini-Tablet van ZoomTech met zijn 80gb geheugen en 64-bits processor  
Voor slechts tweehonderd euro!

Schaf nu aan!

Navigation icons: Facebook, Twitter, LinkedIn, Messenger.



# The fictitious banners in the study

## Condition 1: high congruence / high complexity banner

Een 'must have': de Mini-Tablet van ZoomTech met zijn 80gb intern geheugen en 64-bits processor



Slechts honderd euro!

Schaf nu aan!

## Condition 2: high congruence / low complexity banner

Ontdek nu de Mini-Tablet van ZoomTech



voor slechts 79 euro

Koop nu!

## Condition 3: low congruence / high complexity banner

De nieuwe zijdezachte en 'ademende' schoenen van Sono! Ontdek gauw ons uitgebreid assortiment

vanaf **Dertig** Euro

betalen nu ook online via overschrijving, PayPal, Visa of Mastercard



## Condition 4: low congruence / low complexity banner

Schoenen van Sono

Aan lage prijzen!

vanaf **€ 30**



# Experiment

- 2x2 **between-subject** experiment (N=224, 10-12,  $M_{age} = 11.09$ , 45% girls):
  - Informed consent (parents and children)
  - Screenshot website with accompanying banner (4 conditions – at random)
  - Written questionnaire

## **Dependant variables:**

- Ad recognition
- Ad knowledge (Tutaj & van Reijmersdal, 2012).

## **Independent variables:**

- Need for Cognition (Preckel, 2014)
- Advertising literacy classes (Vanwesenbeeck et al., 2012)

# Results

	Reclameherkenning		Reclamebegrip	
	B	SE	B	SE
Controlevariabelen				
Geslacht ( <i>ref = jongen</i> )	-1.13**	0.41	0.05	0.11
Leeftijd	0.29	0.23	-0.03	0.06
Internetgebruik	0.15	0.17	0.01	0.05
Congruentie ( <i>ref = lage congruentie</i> ) →	-2.32***	0.41	-0.18	0.11
Complexiteit ( <i>ref = lage complexiteit</i> ) →	-1.31***	0.40	-0.12	0.11
Need for Cognition ( <i>ref = lage NFC</i> ) →	0.16	0.32	0.18*	0.09
Reclamewijsheidslessen ↔	0.41*	0.21	0.13*	0.06
Model $\chi^2$ / F-Ratio	67.59***		2.20*	
Nagelkerke $R^2$ / $R^2$	0.415		0.08	

\* $p \leq .05$ ; \*\* $p \leq .01$ ; \*\*\* $p \leq 0.001$

# Discussion

## Implications:

- Banner ads and personality traits (e.g. NFC) deserve more **academic attention** in minors' consumer behaviour
- Creating environments where **elaborate processing** is encouraged
- **Implementation** of educational interventions

## Limitations:

- Exposure to experimental stimulus *on paper* (screenshot)
- Advertising literacy classes-*scale* (real-life intervention better)

Thank you for your attention!  
Questions?