

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

Brahim Zarouali, Michel Walrave, Karolien Poels & Koen Ponnet

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 a row of colorful cases.

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

Map showing location near Hoboken, Antwerpen.

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!

Footer: Facebook, Twitter, LinkedIn, and Messenger icons.

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

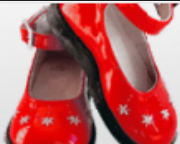


Condition 4: low congruence / low complexity banner

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 χ^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?