

AN EXPERIMENTAL STUDY ON THE EFFECTS OF AGE ON BRAND PLACEMENT EFFECTIVENESS: THE IMPACT OF PARENTAL MEDIATION

Hudders, L., Ghent University, Belgium

Cauberghe, V., Ghent University, Belgium

Panic, K., Ghent University, Belgium

Children as target group



Brand placements



More subtle
More interwoven in the storyline



Brand placements

- Prevent skipping

- Avoidance of irritation



more persuasive than traditional ads

Grogs (2012), Auty and Lewis (2004)



Positive affect transfer of media content to the brand

Commercial content mainly processed affectively

(Nairn & Fine, 2008; Mallinckrodt & Mizerski 2007)



Advertising literacy & PK to counterbalance this effect

Low for children // cognitive development (John, 1999)

How to increase advertising literacy?

- Advertising cue or disclaimer to improve ad recognition (An and Stern, 2011)



- Educational training sessions (Eagle, 2007; Gunter et al., 2005; Wollslager, 2009)

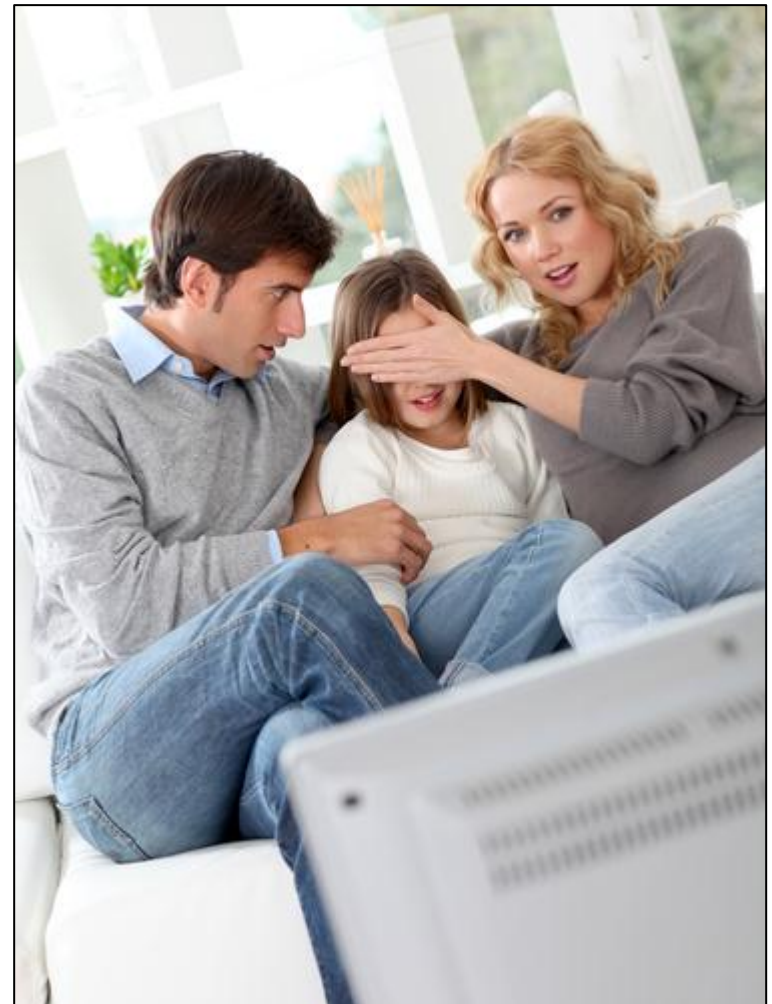


- Influence of parents?

Parental Advertising Mediation Styles

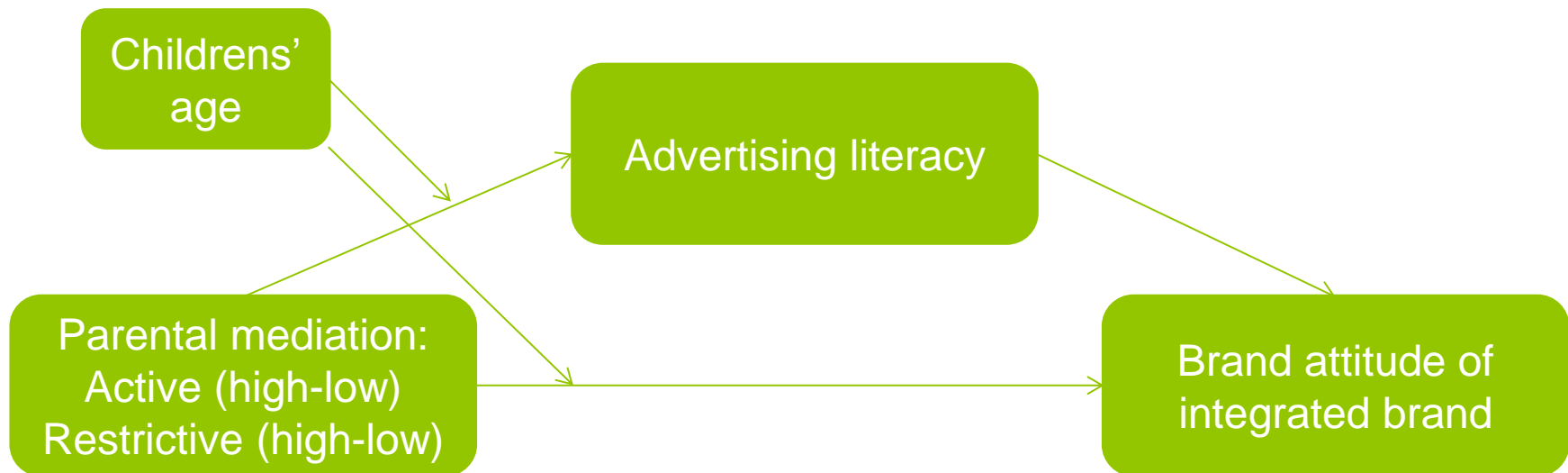


Active versus restrictive advertising mediation



Conceptual model – RQ's

- Can active versus restrictive parental advertising mediation attenuate children's vulnerability toward brand placement effects?
- Moderating role of children's age?
- Mediating role of advertising literacy?



Importance of advertising literacy

- For traditional ads: at 8 years old -> active coping of advertising (Rozendaal et al., 2011)
- What for integrated ads, such as brand placements?
- Even adults have difficulties to recognize these placements (Evans et al., 2013)

=> No difference in advertising literacy and ad effects for children between 7-8 or 10-11 years old for brand placement

Active parental mediation



- Parents talk to their children about media use and media content, cf. instructive or strategic mediation (An and Lee, 2010)
 - Parents of young children skeptical toward brand placement -> motivated to talk about it with their children (Hudson et al., 2008)
 - Discussions about commercial messages:
 - help children to understand the underlying persuasive meaning of the commercial media-content & incite critical reflections (Warren, 2001; An and Lee, 2010)
- => less vulnerable for persuasive influences (Buijzen and Valkenburg, 2005)

Active parental mediation



- Theory of mind -> understand why others try to persuade YOU (Rozendaal et al., 2010)
- Reactance theory (Brehm, 1989): critical processing -> natural tendency to dislike any persuasive intent
- *H1: For 10-11 year old children, high active parental advertising mediation will lead to a more negative brand attitude than low active parental advertising mediation. For 7-8 year olds, we expect no significant differences in brand attitude for high and low active advertising mediation.*
- *H2: The interaction effect of age and active parental advertising mediation on brand attitude will be mediated by advertising literacy.*

Restrictive parental mediation

- Restricting media use (amount of viewing time and specific type of content)
- Rule-making mediation (Warren, 2005)
- // top-down communication styles (Mendoza, 2009)
- Active > restrictive to attenuate the unintended negative effects of tv ads (Buijzen and Valkenburg, 2005)
- Children NOT informed and empowered
- Not taught how to cope with advertising messages
- No impact on advertising literacy



Restrictive parental mediation

- Younger children have less direct consumer experiences than older children
- *Hypothesis 3: For young children, high restrictive advertising mediation will lead to more positive brand attitudes than low restrictive advertising mediation. For older children, we expect the impact of restrictive mediation to be considerably lower.*
- *Hypothesis 4: Advertising literacy will not mediate the interaction effect between age and restrictive advertising mediation on brand attitudes.*



Method

- 2 (Age: 7-8 years vs. 10-11 years) between-subjects experimental design
- $N_{\text{children}} = 180$ (98 girls), $M_{\text{age}} = 8.69$, $SD = 1.65$
- $N_{\text{parents}} = 175$ (139 women) $M_{\text{age}} = 38.12$, $SD = 4.67$
- Parents -> info letter (short & extended version) + request to complete a short survey
- DV's: advertising literacy, Ab

Alvin and the Chipmunks –Wii

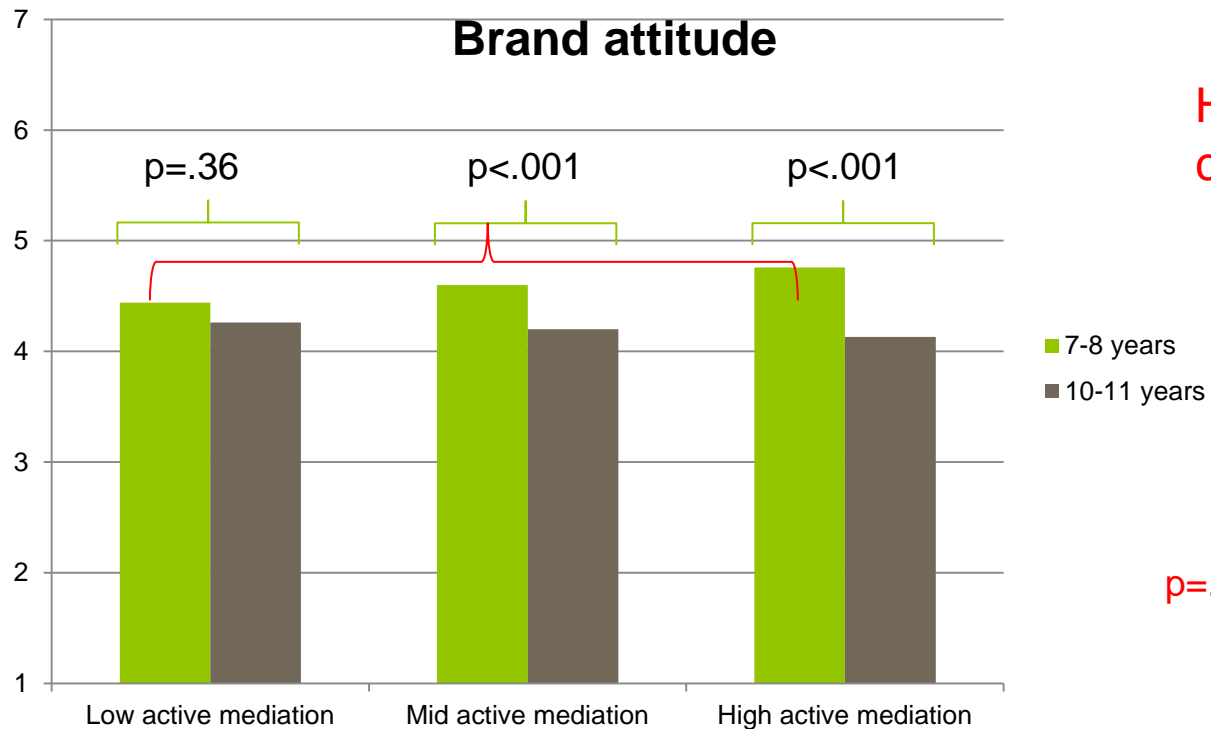


Measurements

- **Active** ($\alpha = .92$, 5 items) and **restrictive** ($\alpha = .93$, 5 items) **mediation strategies were measured** (Buijzen & Valkenburg, 2005)
- **Advertising literacy** - four items, which were all coded into correct (0) and incorrect (1) and summed
 - *Did you see a brand? yes – no.*
 - *Who placed the brand Wii in the movie? the teacher, Wii, the researcher, the Chipmunks, I don't know.*
 - *Why do they show the Wii in the movie? for entertainment, to watch a nice program, to be happy, because you would like Wii, I don't know.*
 - *Does this movie want you to play on the Wii? yes – no.*
- **Ab**, two items (Bakir & Palan, 2010)(e.g., *Do you like Wii?*, $\alpha = .76$).

Results – Active mediation

- Moderation analysis (process, model 1, 5000 bootstrap samples); $B= -.25$, $SE= .14$, $t= -1.72$, $p= .088$

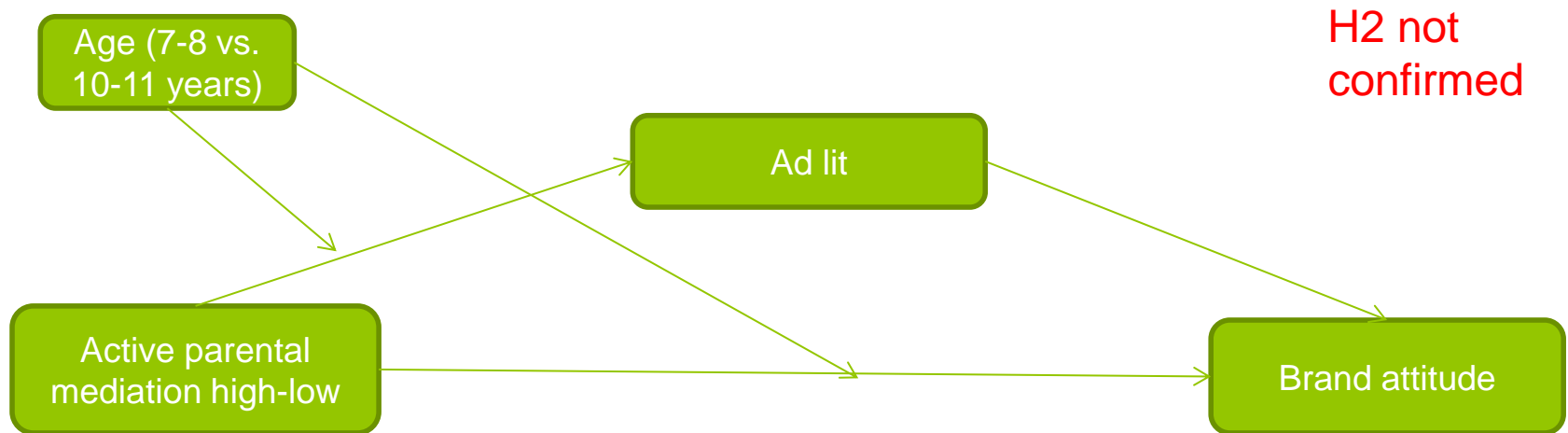


H1 not confirmed

Results – Active mediation

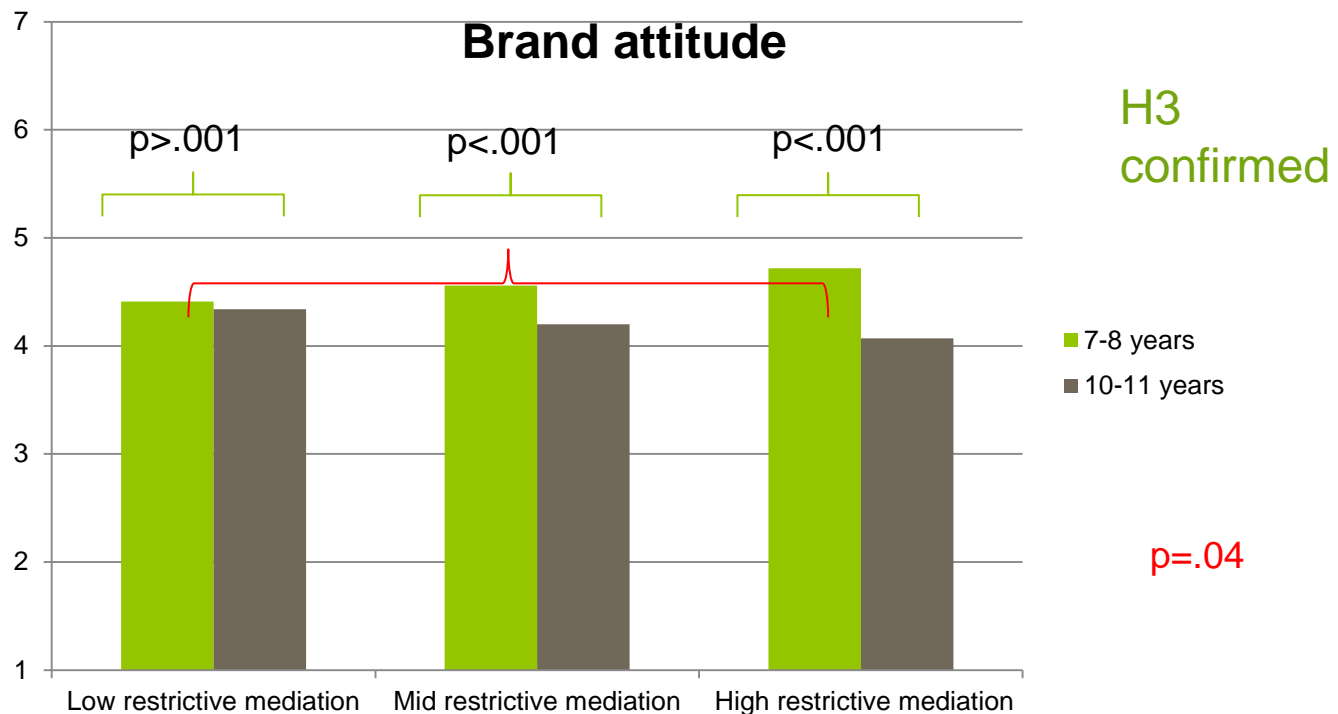
- Moderated mediation (process, model 8, 5000 bootstrap samples);

$a*b = .01$, $SE = .02$, 95% $-CI = [-.0203; .0727]$



Results – Restrictive mediation

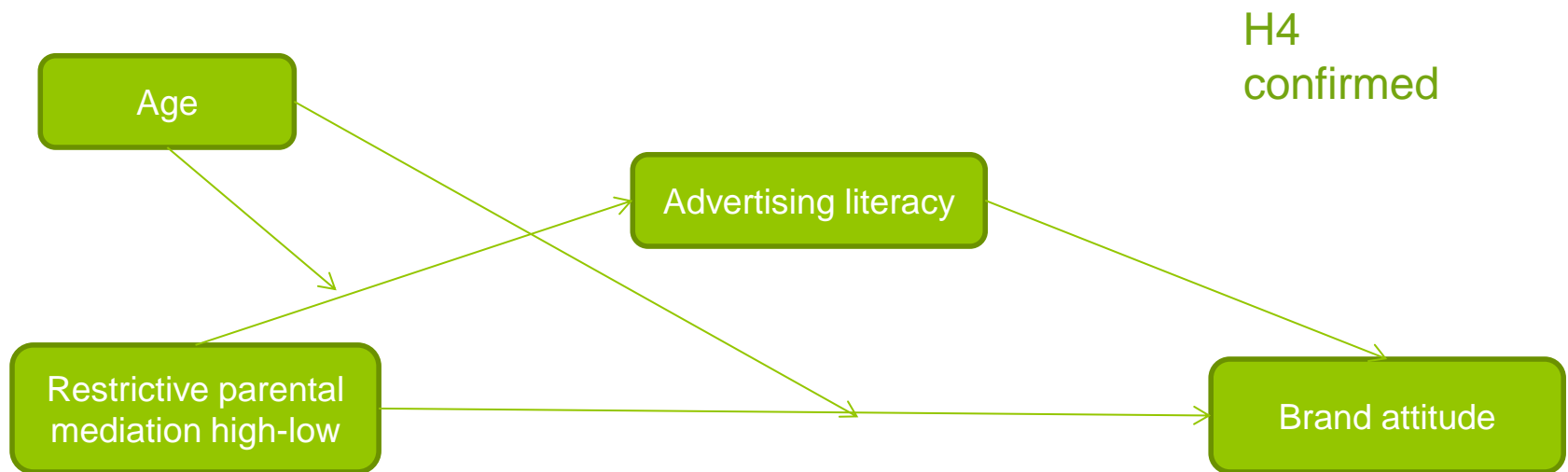
- Moderation analysis (process, model 1, 5000 bootstrap samples); $B = -.41$, $SE = .17$, $t = -2.41$, $p = .017$



Results – Restrictive mediation

- Moderated mediation (process, model 8, 5000 bootstrap samples);

$a*b = .002$, $SE = .008$, 95% $-CI = [-.0090, .0249]$



Conclusions

- Restrictive parental mediation increases persuasive impact, as expected
- Especially for younger children, less empowered
- // previous studies (Buijzen and Valkenburg, 2005)

- Active parental mediation also increase persuasive impact
- Especially for younger children ↔ expectations
- => Active discussion not fully understood due to limited cogn. abilities?
- => priming effect instead of inciting counterarguments?

Conclusions

- No mediating effect of advertising literacy
 - Difference between dispositional vs. situational advertising literacy (Waiguny et al., 2014)
 - Situational advertising literacy was measured
 - Knowledge –performance gap
 - Parental mediation style impact on dispositional advertising literacy?

Thank you!



- Liselot.hudders@ugent.be
- Verolien.cauberghe@ugent.be
- Katarina.panic@ugent.be