

**EVALUATION OF THE VALUES OF
'EDUTAINMENT' IN TELEVISION ADVERTISING
DIRECTED AT PRIMARY SCHOOL CHILDREN OF
5 – 12 YEARS IN IKEJA LGA**

**BY
KOFOWOROLA SHITTU**

OCTOBER, 2014

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF MEDIA AND
COMMUNICATION, PAN-ATLANTIC UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE
OF MASTER OF SCIENCE OF PAN-ATLANTIC UNIVERSITY**

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ABSTRACT

The study titled “Evaluation of the Values of Edutainment in Television Advertising Directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area” [Lagos State] emphasizes the importance of emplacing edutainment values in television advertisements directed at children. The study ascertains that Advertising can be used as an effective tool in increasing children’s intellectual abilities by playing a role in increasing audience members’ knowledge about an educational issue, creating favourable attitudes and changing overt behaviour. The theories used include the Uses and Gratification theory which reveals that audience members of any communication process are considered to be active, so when a sender initiates this process, the idea or message is to focus on the assumption that viewers are goal oriented and they attempt to achieve their goals through a media source; this notion is supported by the Learning theory that suggests the use of positive or negative reinforcement; which the glittering generality theory propose should consist of emotionally appealing words that are closely related with concepts and beliefs that are highly valued by the receiver as this can easily persuade or convince the individual without the presence of a supporting reason or detailed information. The study adopts the descriptive survey research method, supported with an interview and group discussion, using the stratified sampling technique in selecting the respondents. The findings show that children recognize edutainment values positioned in television advertisements directed at them but there seems to be misplaced priority in properly utilizing these elements therefore the educational objectives are not achieved. Recommendations were given to advertisers to emplace edutainment values in every children advertisement as this would create and encourage a symbiotic relationship between their brand and children by disallowing the use of pidgin language, make advertisements more practical, and more creativity should be employed in creating advertisements that would interest and help children develop their intellectual abilities.

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The best is yet to come. God bless.

DEDICATION

Children everywhere who hope for change.

STUDENT'S DECLARATION

I have read and understood School of Media and Communication Policy on plagiarism.

I declare that this dissertation is my own work and that all sources are fully referenced.

I also declare that I have not submitted this work for any other purpose.

Name in Full: Shittu Kofoworola

Student Matriculation No: PAU/SMC/MSCF6/130051

Signature:

A handwritten signature in black ink, appearing to read 'Shittu Kofoworola', written over a light blue grid background.

CERTIFICATION

**I certify that this work was carried out by ----- in the
School of Media and Communication, Pan-Atlantic University, under my supervision**

Supervisor

Dr Josef Bel-Molokwu

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Communication, the two-way process of sending and receiving messages between people, engaging their senses through a channel using a common system of signs and symbols; for the purposes of educating, informing, entertaining, mobilizing, and transmitting values. The communication process is made up of five key elements, they are: the sender, the receiver, the message, the channel and the feedback. For instance, the dissemination of information through channels that can reach a heterogeneous audience at the same time, is known as Mass Communication.

Mass Communication is used by different individuals to disseminate information for different purposes. It is used by marketers to sell their products and services, building and sustaining customer-brand relationship, and sharing values that would make the audience associate themselves with their brands. This is contained in their marketing communication activities.

Marketing Communication are messages disseminated through media channels done by an organization to communicate and connect with their market. It can also be defined as the strategy used by organizations and individuals that involves activities to reach the target audience, these include Advertising, Public Relations, Sales Promotion, Publicity, Direct Marketing, Experiential Marketing and others.

Advertising is considered a persuasive marketing communication function which is used to create awareness and promote brands, by getting the interest and holding the attention of people and coaxing them to make a purchase. Advertising is done with the aim of increasing sales and patronage, offering superior alternatives than competition and building associations. According to Curran and Richards (2000), “marketers are particularly interested in how

effective their advertising is in selling more products and establishing new markets; this includes finding ways to make existing media campaigns more effective within existing regulations or by campaigning to relax regulations”. This reveals that advertising involves much more than pushing customers and prospects to the point of procurement but also used procuring new markets; this could also mean reaching vulnerable audiences.

Vulnerable audiences are individuals within the society that are highly persuadable, psychologically weak (that is those open to emotional and physical harm), financially impaired, those with health challenges, minorities and the highly impressionable individuals that are easily influenced by their social groups such as generational cohorts, teenagers and children.

Children are young human beings under a legally specified age between birth and puberty that are not considered to be responsible for any actions taken by them. They are minors that are at the stage of developing and defining their identity and social behaviour; and all interactions with every channel of information raises a “question mark” or notion in their minds.

Consequently, this could probably serve as a saleable reason for the increase in adverts directed at children. As noted by Hind (2003), the increase in the indirect association of brands with popular programmes especially those designed for young children has opened new opportunities for marketers to sell products and services with younger groups, which is an excellent approach since children tend to be highly unsolicited brand evangelists. Advertising directed at children can therefore be identified by the products and services marketed to minors between birth and puberty phase.

Nevertheless, the principal concern about advertising here is not only whether it exploits children, but also about the education and entertainment values that are duly represented in the advertisers’ information and equally interpreted correctly by minors.

Values are referred to principles, standards and norms that is upheld by a group or within a structure, and a set of values are contained within a value system. This value system serve as a guidelines during a course of action or contained in that structure or group.

In an education value system, the principles and standards revolve around imparting and gaining knowledge through teaching and learning points of engagements. While in the entertainment value system, the principles and standards that serving as guidelines in the producing and performing of amusement, for the pleasure of audiences. Therefore, the use of entertainment and education values in advertising to disseminate information about the products and services to audiences in a particular market is to amuse, and at the same time impart and gain knowledge.

Advertisers usually claim that young children even at the age of three have accentuated cognitive ability of interpreting and understanding advertising messages (Bowen, 2000, in Gunter, Oates and Blades, 2005). Then again, the debate regarding the understanding of advertising by children should be placed in a larger context within which children can facilitate their critical abilities to not only access, analyze, and discerns of advertising messages, their various intents and functions but also enable learning the process.

There are no intuitive standards in finding out whether an advertisement is created within an entertainment or an education value system. However, there are particular factors that can be analysed to determine what value system is contained in an advertisement these include the information, intents and functions. Singhal et al. (2004) stated that “Entertainment-Education, sometimes called Edutainment, is the process of purposely designing and implementing a media message both to entertain and educate, in order to increase audience members’ knowledge about an educational issue, create favorable attitudes and change overt behavior.”

In this study, the messages, intents and functions of advertisements directed at children will be evaluated in line with the purposes/values of ‘edutainment’, that is:

- i. Increase audience members' knowledge about an educational issue,
- ii. Create favourable attitudes, and
- iii. Shift social norms as well as change overt behaviour.

The study analysed the values of edutainment in television advertising directed at children between the ages of five and twelve in primary schools in Ikeja Local Government Area of Lagos State, looking at what is being advertised to children, how it is being presented, how it is being perceived, how children react to them, and what they learn from them.

Primary schools in Ikeja Local Government Area, where "Ikeja" is the abbreviation for Ikorodu and Epe Joint Administration, was chosen as the population of this study. It is the central suburb of Lagos State with over two hundred and thirty-three primary schools.

STATEMENT OF THE PROBLEM

Advertising directed at children has been acknowledged as one of the major approaches used by marketers to push customers to a persuasive point of buying. The Advertising Practitioners' Council of Nigeria (APCON) professional Code of Advertising Practice (1988), cited in Akahgba and Olatunji (2013), advocates that advertisements directed at children should not induce them to compel adults, guardians and other related social groups into a forced purchase decision, but instead should be in favour of the consumer and respect their rights to choice. This implies that advertising that targets children should be executed in a tasteful value-added manner and care must be taken to ensure that children are not misled, exploited or manipulated by the ads.

However, this is does not appear to be so in the advertising sector of Nigeria. In advertising directed to children, there seems to be an imbalance in the depiction of entertainment and

educational values in advertisements, and it seems to be misconceived as an exploitative measure that emboldens children to exercise their “pestering power” on parents and other adults to buy products they do not need and spend money they did not budget for. As observed by Gbadeyan (2010), the absence of disclaimers in advertisements have led children to believe the exaggerated and unproven details as facts, using Indomie and Milo advertisements as example where “the claim made that Indomie provides protein, carbohydrate, vitamins and calcium has not been scientifically proved. This also is applicable to Milo commercial where it was asserted that “it is the food drink for future champions.”

Attempts have been made by marketers to straighten out this misconception by involving the engaging appeal of entertaining content in their advertisements. However, a complete solution has not been found, as marketers seem to have downplayed the use of educational content that would allow children to assess, analyze, and discern advertising messages on their own, engaging them in an informative and learning process. Hence, this study sought to establish the importance of emplacing edutainment values in television advertisements directed at children.

1.2 OBJECTIVES

The objectives of this study were used to:

1. To find out what edutainment values are inherent in television advertisements directed at children in Ikeja Local Government.
2. To determine the extent to which children in Ikeja Local Government recognize and understand edutainment values positioned in television advertisements directed towards them.
3. To find out how effective the value orientation of edutainment is in television advertisements targeted towards children in Ikeja Local Government.

1.3 RESEARCH QUESTIONS

The research questions that were used to evaluate edutainment values in television advertising directed at primary school children between 5 – 12 years in Ikeja LGA are:

1. What edutainment values are inherent in television advertisements directed towards children in Ikeja Local Government?
2. To what extent do children in Ikeja Local Government recognize and understand edutainment values positioned in television advertisements directed towards them?
3. How effective is the value orientation of edutainment in television advertisements targeted towards children in Ikeja Local Government?

1.4 SIGNIFICANCE OF THE STUDY

The outcome of this study will sensitize the marketers on the importance of edutainment values in advertisements targeted at children. It will also stimulate the need for advertisers to adopt not only profit-oriented advertisements that entertain but also add to the knowledge and values instilled in children.

This research will also be beneficial to the society as it will promote better ways to understand the intentions and functions of advertisements directed towards children. The findings of the research will also help in improving academic discourse in the area of television advertising.

1.6 SCOPE AND LIMITATIONS OF THE STUDY

The focus of this study was to establish the importance of emplacing edutainment values in television advertisements directed at children. Particular attention was given to the primary school pupils between the ages of 5 – 12 years and parents in Ikeja Local Government Area, Lagos State, due to easy access to television advertisements and relevant information from the parents as they have, to an extent, a clear understanding of what edutainment values are. Hence, the scope of this study was limited to pupils in primary schools in Ikeja Local Government Area and their parents. This was chosen for easy accessibility to credible, in-depth objective and authentic information.

The data was limited to the selected sample based on factors like media exposure, interpersonal contact, source credibility, and knowledge of the edutainment values of television advertising directed at children in this geographical area. However, time, ethical and financial constraints have created limitations to this research.

1.7 CONCLUSION

Edutainment values in advertisements targeted at children are as important as the intentions and functions that an advertiser would like his or her message to depict when transmitted. It serves as a strong scheme to dispel the notion that advertising is taking advantage of the “desiring” nature and gullibility of children using entertaining ideas with which they can associate as an inducement. It could be more rewarding instead to create a balance in education and entertainment values, where the persistent nature of advertisements is engaged in a positive way to push customers to a point of acquisition and encourage growth in their

intellectual abilities. This explains the need for this study to establish the importance of embedding edutainment values in television advertisements directed at children.

1.8 OPERATIONAL DEFINITION OF TERMS

Advertising Directed at Children: This can be identified by the products and services marketed to minors between birth and puberty through advertising. In this study, advertisements of products and services directed at minors between the ages of 5 and 12 years will be considered.

Advertising: A persuasive marketing communication function which is used to create awareness and promote brands, by getting the interest and holding the attention of people and coaxing them to make a purchase.

Children: Young human beings under a legally specified age between birth and puberty that are not considered to be responsible for any actions taken by them. Children considered in this study are between ages 5 – 12.

Communication: The two-way process of sending and receiving messages between the sender and the receiver through a channel and with an expected feedback. In this study the sender is the advertiser; the receiver are children; the channel is television; and the feedback is the reaction to the advertisements.

Education: The process of gaining knowledge and acquiring information through the media either by learning or teaching.

Edutainment: The process of purposely designing and implementing a media message both to entertain and educate, in order to increase audience members' knowledge about an educational issue, create favourable attitudes and change overt behaviour.

Entertainment: Producing and performing of amusement for the pleasure of audiences.

Evaluation: Evaluation referred to in this study, involves the act of considering, assessing, or examining television advertisements directed at children in Ikeja Local Government in order to judge the edutainment values inherent.

Marketing Communication: Messages disseminated through media channels done by an organization to communicate and connect with their market. It can also be defined as the strategy used by organizations and individuals that involves activities to reach the target audience, these include Advertising, Public Relations, Sales Promotion, Publicity, Direct Marketing, Experiential Marketing and others.

Mass Communication: The dissemination of information through channels that can reach a heterogeneous audience at the same time.

The Values of Edutainment: Values of Edutainment referred to in this study are principles, norms and standards that increase audience members' knowledge about an educational issue, create favourable attitudes, and shift social norms as well as change overt behaviour.

Value Orientation: In this study, Value Orientation is the process of using edutainment values inherent television advertisements that could be used as a cognitive form of training to serve as directions for development by influencing their thoughts, interests and tendencies.

Values and Value Systems: Values are principles, norms and standards upheld by a group or within a structure. A set of principles, norms and standards is known as a value system.

Vulnerable Audiences of Advertising: Individuals within the society that are highly persuadable, psychologically weak (that is those open to emotional and physical harm), financially impaired, those with health challenges, minorities and the highly impressionable individuals that are easily influenced by their social groups such as generational cohorts, teenagers and children. In this study, the vulnerable audience under consideration are children aged between 5 and 12 years.

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

2.1 THEORETICAL FRAMEWORK

The research study derived its theoretical foundation from the Learning Theory, the Uses and Gratification Theory and the Glittering Generality Theory.

2.1.1 THE LEARNING THEORY

The Learning Theory was propounded in 1930 and later reviewed in 1950 by Carl Hovland.

The Assumptions/Principles of the Theory

1. Persuasive communication becomes more effective with the use of positive or negative reinforcement; positive reinforcement involves rewarding the receiver for making an appropriate or desired response. Negative reinforcement involves not punishment (at least not initially), but the provision of an opportunity to respond in an appropriate way – an opportunity to make corrections.
2. The greater persuasive effect will be assured if reinforcements is tied to specific desired responses while the lesser perspective would be vice versa.
3. Reinforcement provided immediately following the desired responses is likely to be more effective than delayed reinforcements.
4. Timely feedback on evaluation of prior response can serve as positive or negative reinforcement in shaping subsequent behaviour.

5. People transfer positive or negative response from one situation to another.

The Learning Theory proposes that persuading people can be more effective, and desired response can be obtained if certain reinforcements are in place, whether positive or negative. This can be used by advertisers in shaping the behaviour of their target audience; which allows whatever responses, negative or positive, to be transferred from one situation to another.

In embedding edutainment values in advertisements directed at children, a sense of balance of both education and entertainment values can serve as positive reinforcement in children. This would enable children to get added knowledge that would positively shape their behaviour, and could be easily channelled to their other activities. It could also add to their brand equity, as parents might be persuaded to associate themselves with it.

2.1.2 THE USES AND GRATIFICATION THEORY

The Uses and Gratification Theory was propounded in 1974 by Elihu Katz, Jay Blumler and Michael Gurevitch.

The Assumptions/Principles of the Theory

1. The audience is considered as active. The idea focuses on the assumption that viewers are goal oriented and attempt to achieve their goals through a media source.
2. In the mass communication process, much initiative in linking need gratification and media choice lies with the audience member. This is encompassing the idea that people use the media to their advantage more

often than the media use them. The receiver determines what is going to be absorbed and does not allow the media to influence him or her otherwise.

3. The media compete with other sources of need satisfaction. This focuses on the idea that individuals have several needs. In response to this, they have created a wide range of choices that will meet these needs. The strongest rival to media base sources includes face-to-face communication. This can often help individuals cope with the circumstances surrounding them most efficiently. Because of this, mass communication must compete strongly with non-media-related sources and help create a need for itself as well as proper balance between the two.

4. Many of the goals of media use can be derived from data supplied by the individual audience members themselves. This idea claims that people are very aware of their motives and choices and are able to explain them verbally, if necessary.

5. Value judgments about the cultural significance of mass communication should be suspended while the audience operations are explored on their own terms. The theorists believe that the audience can only determine the value of media content. It is the individual audience members who make the decision to view the media; therefore, they place the value of it by their individual decision to view it.

The Uses and Gratification Theory proposes that the effects of the media on people are influenced by their own discretion. This portrays them as more active listeners than passive because they selectively choose what media messages they attend to, how they perceive them, what to retain based on their need, value and belief system, and what effect it would

have on them. This refers to the notion that focuses on how people use the media and what meanings are inferred from media messages. This reveals that children, though they might not fully explain why they choose to expose themselves to certain advertisements directed towards them, they actively influence what effect it has on them based on their needs, value and belief system. In relation to their cognitive level that comes with their age grade, children can choose what message they pay attention to, how they see them, what they understand by them and what they would want to keep acting on later. Therefore embedding edutainment values in advertisements directed at children can help them not only in adopting entertainment behavioural patterns but also engage them in a learning process that would add to their knowledge and embrace their cultural values.

2.1.2 THE GLITTERING GENERALITY THEORY

The glittering generality theory postulates that when emotionally appealing words are closely related with concepts and beliefs that are highly valued by the receiver in a communication process, it can easily persuade or convince the individual without the presence of a supporting reason or detailed information. As the concepts and beliefs that are valued highly by the receiver would serve as an attraction for approval and approbation for whatever information is being passed across.

The glittering generality puts forward a concrete proposition of cutting through the noise, niche reach and audience identification. That is, with the use of emotionally appealing words in embedding values in advertisements that both educate and entertain directed at children, this could enable minors identify with these advertisements and be willing to adhere to the information being passed. Nevertheless, the use of these emotionally appealing phrases should be minimally used, so that it does not phase out the information being passed across.

2.2 REVIEW OF METHODOLOGICAL LITERATURE

The evaluation of the effects of advertising directed at children in forming intellectual, behavioural and emotional patterns has been carried out by different researchers. Adler (1977), in his study *Research on Effects of Television Advertising on Children: A Review of the Literature and Recommendations for Future Research*, reviewed existing research studies that are relevant to issues raised on practices or characteristics of television advertising and the cumulative exposure of children to television advertising and with some potential mediating factors on the effects of this exposure, which includes “the effects of television advertising on consumer socialization; television advertising and parent/child relations; violence and unsafe acts in commercials directed to children; the effects of characters in commercials, self-concept appeals, premium offers, food advertising, the volume and repetition of commercials, and medicine advertising; the influence of format and audio-visual techniques on children’s perceptions of commercials; and children’s ability to distinguish commercials from program material. This allowed for an in-depth investigation into the effects of television advertising on children, summarizing the past state and present state of knowledge. The research study also identified gaps in the research studies of the effects of television advertising directed children, and gave recommendations for future research, areas of the effects of television advertising on children that should be looked into.

Jackson (2001) used a questionnaire in his study, *The Impact of Advertising on Children: An Empirical Investigation in the Middle Belt Area in Nigeria*, which was administered in two parts, the first part was done in two runs prior to viewing of a three minutes video tape recording of six spot commercials comprising two products directed at children which are Walls ice cream and Nasco biscuits, two products directed at the adult audience which included Star beer and Venus gold perfume, and two general products Nescao chocolate drink and Maclean’s toothpaste. The sample consisted of 180 children between the ages of 7 and 13

selected from six schools in three diverse neighbourhoods; a middle-to-lower upper income class housing estate, a low density upper income class residential area, and lower income class. The research method was used to gather data on the television usage information from respondents, the believability of the commercials (for the four products shown) and the respondents' attitudes towards television advertising in general.

Ogbu et al. (2013), used the survey method where a questionnaire was the main instrument for data collection, and oral discussions as support in their study, the *Impact of Television Advertisements on Children: A Case Study of Makurdi Town*. Their aim was to find out if television advertisements communicated effectively with children, and if they influenced the inducement of children to patronize advertised product directed at them, and possibly make useful recommendations concerning children and how they interact with the changing audio-visual information technologies. With the stratified sampling technique, the sample was chosen from the population of children of Markudi town in Benue State. This sample consisted of 800 children, where in each stratum 200 children were sampled each in Wadata, High Level, Wurukum and North-Bank.

Gbadeyan (2010) analysed content of selected commercials directed at children in Lagos, in his study *Content analysis of selected television commercials to children in Lagos State, Nigeria*. The sample consisted of 430 elementary school children between 5 and 12 years old and their parents who were contacted through their children and given questionnaires to fill. This method was used to measure the interest of children in television advertisements, what effects television advertisements have on them and the influence on the children. In addition it was used to examine the attitude of parents to television advertisements, and calculate the frequency of the type and presence of disclaimers in these television advertisements.

Akahgba and Olatunji (2013) in their study, *Children and advertising literacy: A study of selected schools in Lagos, Nigeria*, made use of a qualitative research design utilizing two instruments, focus group discussion and descriptive content analysis. The sample consisted of six selected secondary schools in Lagos and three selected commercials were analysed. The 10 children which consist of five boys and five girls were selected from each school under study, used as subjects in the research study were in their first year between the ages of 10 and 12 who were chosen through balloting techniques. This research method was used to find out to “what extent children understand the functions of advertisements, the commercial intent of the advertiser, the influences of socio-demographic factors on children’s perception of advertisers’ intent, the ideological and value orientation of advertisements and the extent to which children are able to distinguish between the make-believe world and the world of reality in advertisements.”

2.3 REVIEW OF EMPIRICAL LITERATURE

The noteworthy effect of advertising in forming intellectual, behavioural and emotional patterns in children asserts strongly the need for marketers to immerse edutainment values in advertisements directed towards children; that is adding to the knowledge and encouraging the emplacement of values instilled in children. According to Adler (1977), in his study *Research on the Effects of Television Advertising on Children; A Review of the Literature and Recommendations for Future Research*, the effects of advertising on children had dated history as far back as the 1960’s when broadcasters adopted guidelines for toy advertising to children. Subsequently it changed over the years but still all these guidelines fall under four fundamental concerns:

1. That children are exposed to advertising for products or categories of products (such as drugs and heavily sugared foods) which may be hazardous if misused,
2. That any advertising directed at children is bad because it exploits their vulnerability,
3. That techniques used in television advertising may be deceptive or misleading to children, who lack the skills to evaluate them properly,
4. That long-term, cumulative exposure to television advertising may have adverse consequences on the development of children's values, attitudes, and behaviour.

In addition, he recommended that further research inquiry into the effects of television advertising on children should be conducted to “test specific hypotheses or premises upon which existing or proposed regulations of television advertising directed at children are based on; the role of television advertising in children’s lives; and examine how children perceive specific, individual commercials.”

Subsequently, the general conclusions of research studies concerning advertising and children in the 21st century in Nigeria are broadly consistent with Adler’s four fundamental concerns. As observed in Jackson (2001), in his study *The Impact of Advertising on Children: An Empirical Investigation in the Middle Belt Area in Nigeria*, revealed that 78 percent of the sampled children watched television between 1:00 p.m. and 5:00 p.m. and viewership increased to 100 percent between 5:00 p.m. and 9:00 p.m. On parental control of television viewing, 65 percent of the respondents claimed that they both timed and programmes they see were selected by parents or guardians; 38 percent claimed only time control, 10 percent claimed only programme control, while 9 percent indicted that there was no form of control in place during television viewing.

For believability of commercials, after being exposed to three types of advertisement (two products directed at children, two adult products, and two general products), the degree of

believability was high among children between the ages of 7 – 9 with 97.788 percent; next to that were children between the ages of 10 – 11 with 85 percent, and children between the ages of 12 – 13 with 73 percent.

Referring to the NascoWafers advertisement where “a female teacher was teaching some pupils in a classroom and while this was going on, one of the pupils in the class started eating Nasco Wafers instead of paying attention to the teacher. The teacher, on noticing this, seized the wafer from the pupil and kept it in her drawer. After the class had been dismissed, she brought out the wafer and started eating it. But unknown to her she was being watched by some of her pupils through the window and on realizing this she quickly hid the wafer and the pupils started laughing”. This scene, he went further to explain could happen in real life therefore appears to have elements of truth or realism in the product advertisements directed at children; and the level at which children can relate to it and be empathic is very high, because the characters and setting used in this advertisements have a similar pattern and experience with that of the respondents.

In addition, Jackson (2001) in his analysis also found out that there is a high degree of unawareness of children on the motives of television advertising directed at them, and the socio-economic status of the respondents’ parents on their perception of the motives of television commercials directed at their children proved insignificant even at 65 percent level of confidence. However, the attitude of children towards television advertisements was overwhelmingly positive and favourable because they love to watch television commercials; where features like music, drama, humour and levels of participation attracted them.

In their study, *Impact of Television Advertisements on Children: A Case Study of Makurdi Town*, Ogbu et al. (2013) attempted to assess the impact of television advertisements on children, perceptively indicated that “today’s children are unique in many ways when compared to those of the past generations. One of the reasons for this uniqueness may be

traceable to their wider exposures to audio-visual messages in the television and interests; and these messages, more than anything else, contribute immensely in moulding the character of a child.” In their findings, they indicated that almost every child would like to watch television and most watch it daily, as 96 percent of the sampled children watch television and on a daily basis 87 percent of them do; 624 children watch advertisements on television. They established that children are bound to display positive or negative responses based on the television advertisements watched by them. They found that children were usually moved or make decisions and positive steps from television advertisements, hence television advertising has substantial impact on children’s behaviours and attitude. Contradictory to their result, at the summary of the findings it was well established from their analyses that children lacked the basic ability cognitively and knowledgeably to effectively interpret television advertisements, which without sufficient reasons would not stand as fact.

The totality of their conclusion and recommendations is very commendable as they provide a strong support of the emplacement of value-added elements in television advertisements; as they indicated that “on the whole, whether television advertising to children is harmful or serves as economic machine that generates jobs and money, one thing is clear - the children’s future life should be considered first before talking about the economy.”

Furthermore, Gbadeyan (2010) in his research study *Content analysis of selected television commercials to children in Lagos State, Nigeria*, states that advertising usually gives detailed information to consumers about their products and services in order to guide them in their decision process whether to procure their product or service or not. He also pointed out that sometimes, in order to drive consumers to buying the product, advertisers purposely direct their advertisements at children who are vulnerable and cannot easily grasp the meaning due to its biased and deceptive nature which increases their difficulty in separating make-believe

from reality; even with the 55 percent absence of disclaimers and short-term exposure to television commercials.

He went further to recommend that parents should discuss advertising messaging with children; emphasizing on value-oriented elements that should be adopted by their children and the irrelevant values to discard. He also added that in order for commercials to have a better effect on children, they should be involved in playing key roles in television advertisements. This points at the proposed belief of this study that certain learning processes and value-added elements should be embedded in advertisements in order to engage children's cognitive abilities, adding to their knowledge and values being instilled in them by guardians.

Opposing this view in their study *Children and advertising literacy: A study of selected schools in Lagos, Nigeria*, Akahgba and Olatunji state that children understand advertisers' messages and intent on their own, due to the high level of information and media literacy. In their findings, children were able to identify the persuasive intent of an advert shown to them and clearly explained what action the advertiser is convincing them to perform; since they do not have the absolute power to buy such product they tell their parents to buy the product for them. The study also consciously highlighted that the age of children has a considerable amount of effect on their level of understanding advertisers' messages and intents. Arguably, this implies that, with the embodiment of edutainment values in advertising directed at children, they can, depending on their age, easily understand and interpret the messages and possibly equally apply the educational and entertainment content that they believe is of value to them and discard which is not.

Doolittle and Pepper (1975) and Olujide (2001) in Gbadeyan (2010) reported that 75 percent of the advertisements used some form of music (songs and slogans), more than half of which

incorporated singing, and they are the most important features of interest in television advertisements for children. Opposing this claim, this study is proposing that a better approach with a balance of both entertainment and education values should be involved in advertisements directed at children. As revealed by Szymanski (2002) in Gunter, Oates & Blades (2004), marketers are aware that advertising is more successful when it appeals both to the children and parents. Thus, while the effective appeal to children is fun, parents are approached from another perspective to see fun items such as toys being advertised as learning tools that would help improve their children's thinking, social and motor skills, and in character development.

Nevertheless, in consideration of the above reviewed studies conducted on the subject of advertising and children, each dwelt on the effects of advertising on children; that is on request and consumption behaviour of children, the recognition and recall (aligned with preferences) of advertisements, and analysing the content of advertisements - in finding out to what extent children understand the intent of the advertiser - and their ability to differentiate between make-believe and reality. Despite their differences on children understanding the intent and the message of the advertiser, they have made it clear in their studies that advertisements directed towards children can influence their behavioural, intellectual and cultural patterns and the predominance of entertainment values in these advertisements. Therefore emphasizes on the need for this study, with the focal point to establish the importance of creating a balance in embedding educational and entertainment values, in advertisements directed towards children.

CHAPTER THREE

RESEARCH METHDOLOGY

3.1 RESEARCH DESIGN

This part of the study includes the design of the research work and various techniques used in gathering of information, testing, analysing, and evaluating collected data. The descriptive survey supported with group discussion and interview methods was adopted in this study. The use of survey supported with group discussion and interview in this study, was done by exposing the respondents to selected television advertisements, describing the content bearing in relation to the research questions and collecting data based on them.

3.2 POPULATION OF THE STUDY

The population for this research study included children in primary schools in Ikeja Local Government Area between the ages of five and twelve (this is the group directly affected by the focus of the study) and adult respondents (parent, guardian or teacher). According to the Lagos Bureau of Statistics (2011), there are thirty (30) public primary schools in Ikeja Local Government Area, with an average of 413 pupils per school and 44 per class. According to VConnectTM.com, there are two hundred and three (203) private primary schools in Ikeja Local Government Area. However, the population of the study is 54,208 primary school pupils in Ikeja Local Government Area.

3.3 SAMPLE SIZE

Using the Sample Size Calculator, with a confidence level of 95% and confidence interval of 6, the sample size given was 381 primary schools pupils in Ikeja Local Government. The number of respondents was limited to 125 respondents due to the hard number of people in the total population drawn from the selected primary schools in Lagos State. The study shall be conducted in Lagos State, with one hundred and fifty respondents, twenty-five children respondents and five adult respondents (parent, guardian or teacher) each will be selected from the 5 selected schools to represent the study population.

3.4 SAMPLING TECHNIQUE

The Stratified Sampling Technique was adopted in selecting the sample size. Every element of the population were assigned to strata, then numbers were selected randomly and every unit and element that corresponds with selected numbers. 25 children respondents and 5 parent/guardian or teacher respondents each were selected from the 5 selected schools to represent the population of the study, thus making a total number of 150 respondents.

3.5 DATA COLLECTION INSTRUMENT

Taking a cue from Moore et al. (2000) in a study on “Flashpoint: An Innovative Media Literacy Intervention for High Risk Adolescents”. The interview and group discussion instrument would be used to assess television advertisements based on the following criteria: how they are exposed to television advertisements; what techniques were used to attract and hold attention; how the children interpret this message; what values and points of view are represented in this message and if they learnt anything from them; what aspects the children think were omitted from this message and should be added. While the use of survey for this

study is aimed at finding and determining vital facts from the parents, ranging from their opinions, practices and activities of television advertising directed at their children and assessment of values in advertising.

A structured questionnaire was used to gather relevant data for the study. The questionnaire will be divided into two parts: **Part A** will include questions relating to the demographic variables of the respondents, **Part B** will include Close-ended questions would be administered personally by the researcher and an assistant to ensure legitimate answers pertaining to the problem under study or the research questions raised.

3.6 VALIDITY AND RELIABILITY (PRE-TEST OF RESEARCH INSTRUMENT)

To ensure reliability and validity of the instrument, the questionnaire was pre-tested on 30 representatives among children in primary schools in Ikeja Local Government, Lagos State. Necessary improvement of the final draft of the instrument was done after the pre-test.

3.7 ADMINISTRATION OF INSTRUMENT

The transcription of interview, group discussion report and the questionnaire methods of data gathering was used to collect primary data for the study. One enumerator was properly briefed on the administration of the content analysis schedule and questionnaires before administering the instruments.

3.8 METHOD OF DATA ANALYSIS

The frequency and simple percentage method will be used to analyse the data.

3.9 ETHICAL CONSIDERATIONS

Permission letters were sent to Head teachers and School Administrators to seek for approval to conduct the research study in their schools, and Consent Letters to Parents and Guardians to ask for permit to interview their wards. The disapproval of some parents came as a limitation to the number of wards that participated in the interview and group discussion.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the analysis, presentation and interpretation of all data collected from the research study. The objective of this research work is to evaluate Edutainment Values in Television Advertising Directed at Primary School Children of 5 – 12 Years in Ikeja Local Government.

Data Presentation and Analysis of Oral Responses from Children Respondents

One Hundred and Twenty-Five (125) children respondents were selected from five primary schools which include ST&T Regency International School, Vicwin Preparatory School, Lagos Model Nursery and Primary School, Central Ikeja Primary School, and St. Paul Nursery and Primary School to be interviewed and participate in the group discussion.

Ninety-Two (92) children respondents participated in the group discussion, and out of this 92 Forty-Six (46) were interviewed. The reports shown below present the data presentation and data analysis of the oral responses of the respondents.

GROUP DISCUSSION REPORT

Summary of Project:

The researcher, Shittu Kofoworola held a series of group discussions in July 2014 at five different schools involving various pupils in primary schools ranging from the ages of 5 – 12 years in Ikeja Local Government. These primary schools include: ST&T Regency International School, Vicwin Preparatory School, Lagos Model Nursery and Primary School, Central Ikeja Primary School, and St. Paul Nursery and Primary School. Through the group discussion, the researcher gathered information on the topic, **“Evaluation of the Values of**

‘Edutainment’ in Television Advertising Directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area” using the following research questions:

Research Question 1: To find out what edutainment values are inherent in television advertisements directed at children in Ikeja Local Government?

Research Question 2: To determine the extent to which children in Ikeja Local Government recognize and understand edutainment values positioned in television advertisements directed towards them?

Research Question 3: To find out how effective the value-orientation of edutainment is in television advertisements targeted towards children in Ikeja Local Government?

Research Question 4: To find out other ways edutainment values in television advertisements directed at children in Ikeja Local Government can be improved on?

ST &T REGENCY INTERNATIONAL NURSERY AND PRIMARY SCHOOL

Group Discussion Report

Introduction

The researcher held a group discussion at ST&T Regency International Nursery and Primary School with 19 pupils on 10th July, 2014. The group discussion was conducted as part of the researcher’s effort in gathering data on the topic, *Evaluation of the Values of ‘Edutainment’ in Television Advertising Directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area*. The participants provided information in oral responses.

The group discussion was designed to gather information from the pupils in regard to the research outcomes as stated in the introduction.

Participant Demographics

19 participants took part in the group discussion:

- Twelve girls and nine boys
- All were under the age of 12 and above the age of 6 years old
- The participants were selected from Primary 3 to Primary 6

Student Perspectives

Research Question 1: To find out what edutainment values are inherent in television advertisements directed at children in Ikeja Local Government?

Q1: Do you watch and listen to television advertisements?

The 19 participants indicated that they watch and listen to television advertisements directed towards them. This was confirmed as 17 of the participants could recall the lyrics of the jingles of some advertisements. Providing and describing examples of television advertisements of children products which they have seen, some of which are: Nike, Strepsils, Ovaltine, Pampers, Chivita, Honeywell Wheat, Honeywell Noodles, Indomie, and Active Juice.

Based on the description of the pupils offered, a number of elements they identified in some of these advertisements reflected values such as:

- Selective attention and Perception
- Messages of socialization
- Quality association
- Contemporary knowledge

Research Question 2: To determine the extent to which children in Ikeja Local Government recognize and understand edutainment values positioned in television advertisements directed towards them?

Q2: (i) In these television advertisements you watch do you find things that teach you something? (ii) Do you find things that entertain you?

Majority of the participants revealed that in most of the television advertisements they do not find things that add to their knowledge education wise, or change the way they behave and socialize. Giving examples such as Active Juice where according to a participant “they were just drinking the juice and playing sports at the same time. It did not make sense to me”; Pampers advertisement which another participant said “a baby was crying then the mother carried her to the nurse and the woman gave her pampers to wear for the baby, when she wore it for the baby, she started smiling”, according to her they did not really explain clearly why that product has that effect in the television advertisement.

Nevertheless, some participants mentioned that some television advertisements directed at them taught them something. Two participants recognized elements that reflected the value of quality association; which they stated that in order to get the best results in their activities, quality products have to be used. hilariously a participant stated a non-children advertisement, Star, taught her not to drink irresponsibly.

All the participants indicated that they find things that entertain them, as some of the participants generously offered some FIFA 2014 advertisements they believed was directed towards them like the Pepsi sponsored animation advertisement of a boy playing soccer, a man riding bicycle without my hands with a clear view of the stadium with flags of different countries around the world at the top; also Nike, where seven of the world best players played against clones of themselves taken up as avatars by kids.

Research Question 3: To find out how effective the value-orientation of edutainment is in television advertisements targeted towards children in Ikeja Local Government?

Q3: In these things that entertain and educate you, what would you want to “copy”?

In general, the pupils were extremely positive when talking about television advertisements directed at children in their age range. Their preference in imitating some of these identified values in the television advertisements differed a lot from the entertaining expressions used in describing them. As some participants wanted to learn more about certain things revealed in the television advertisements watched. Offering positive responses like “learning more about how technology is used for different purposes”, “Learning more range of fruit juice sub-brands” amongst others. A measurable number of participants gave negative reasons as to why they would not copy some identified values, one of the participant described television advertisements as “time wasting” and another blandly said “I learnt you should never tune in to that channel because they would stop what you’re watching”.

Research Question 4: To find out other ways edutainment values in television advertisements directed at children in Ikeja Local Government can be improved on?

Q4: What other things do you think advertisers should do more in television advertisements?

Some participants suggested that advertisers should make it more interesting and realistic. Also one participant complained and asked that the use of pidgin language should be stopped as it does not help children in their vocabulary development referring to the Indomie’s “Mama Do Good” advertisement. A few of the participants requested that advertisers should make their messages less complex, so it could be understood by them.

VICWIN PREPARATORY SCHOOL

Group Discussion Report

Introduction

The researcher held a group discussion at Vicwin Preparatory School with 17 pupils on 18th July, 2014. The group discussion was conducted as part of the researcher's effort in gathering data in the *Evaluation of the Values of 'Edutainment' in Television Advertising Directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area*. The participants provided information in oral responses.

The group discussion was designed to gather information from the pupils in regard to the research outcomes as stated in the introduction.

Participant Demographics

17 participants took part in the group discussion:

- Six girls and 11 boys
- All were between 8 years and 10 years old
- Participants were selected from Primary 4 to Primary 6
- Majority were Primary 5 pupils

Student Perspectives

Research Question 1: To find out what edutainment values are inherent in television advertisements directed at children in Ikeja Local Government?

Q1: Do you watch and listen to television advertisements?

Most of the participants indicated they watch and listen to television advertisements, citing a few examples such as Honeywell Noodles, Oral-B Toothbrush and Toothpaste, Indomie, Ping Pong Stick Sweet, Superbite amongst others. They also made mention of television advertisements not directed towards them such as Onga, Chikini and Ariel. Use of expressions such as “sweety... plenty plenty sweet”, “delicious”, “excites”, “produced”; and recall of jingles by singing them reveals the presence of edutainment values in the television advertisements stated by them.

Research Question 2: To determine the extent to which children in Ikeja Local Government recognize and understand edutainment values positioned in television advertisements directed towards them?

Q2: (i) In these television advertisements you watch do you find things that teach you something? (ii) Do you find things that entertain you?

Some participants admitted that they found things that taught them something, a participant stated that he learnt Oral-B Toothpaste “...is produced by doctors and it is from Aloe Vera”, another said he learnt Ariel “cleans in one wash”.

However, majority of the participants were more interested in expressing the things that entertained them in the television advertisements directed towards them, as they sang and danced to the Honeywell Noodles Bam-Bam Lala, Indomie “Mama Do Good” and Honeywell Wheatmeal jingles. Two participants demonstrated the actions that was shown in the Ping Pong Stick Sweet television advertisement where a number of young people were licking the sweet and at the same time taking “selfies” of themselves.

Research Question 3: To find out how effective the value-orientation of edutainment is in television advertisements targeted towards children in Ikeja Local Government?

Q3: In these things that entertain and educate you, what would you want to “copy”?

Most of the participants admitted that they patronize some of the mentioned products because of the television advertisements. One participant said he makes sure his mum buys the carton of indomie that contains the indomitable comic. Another participant said she likes Honeywell Wheat Meal “...because it can be eaten with any soup” as seen in the advertisement. A participant sang the jingle of the advertisement used to promote the children program Sophia the First on television.

Research Question 4: To find out other ways edutainment values in television advertisements directed at children in Ikeja Local Government can be improved on?

Q4: What other things do you think advertisers should do more in television advertisements?

Suggestions were not offered.

CENTRAL IKEJA PRIMARY SCHOOL

Group Discussion Report

Introduction

The researcher held a group discussion at Central Ikeja Primary School with 21 pupils on 16th July, 2014. The group discussion was conducted as part of the researcher’s effort in gathering data in the *Evaluation of the Values of ‘Edutainment’ in Television Advertising Directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area*. The participants provided information in oral responses.

The group discussion was designed to gather information from the pupils in regard to the research outcomes as stated in the introduction.

Participant Demographics

21 participants took part in the group discussion:

- 9 girls and 12 boys
- All were from the age of 6 years old to 12 years old
- Participants were selected from Nur II to Basic 6

Student Perspectives

Research Question 1: To find out what edutainment values are inherent in television advertisements directed at children in Ikeja Local Government?

Q1: Do you watch and listen to television advertisements?

Only one participant indicated at first that she watch and listen to television advertisements, the remaining participants seemed unsure what television advertisements were. Until the former defined television advertisements as “when people sell their products on television, so people could see and tell them to buy their products and know more about their products”. Then the question was asked again, majority of the participants indicated they did. They cited examples of products like Hollandia, Indomie, Figo Milk Drink, Strepsils, and Dettol amongst others. Using expressions such as “singing”, “jumping”, “sweet”, “delicious”, “moody”, “tasty”, and “painful” in their description of the television advertisements reveals the presence of edutainment values in them.

Research Question 2: To determine the extent to which children in Ikeja Local Government recognize and understand edutainment values positioned in television advertisements directed towards them?

Q2: (i) In these television advertisements you watch do you find things that teach you something? (ii) Do you find things that entertain you?

Four participants indicated they learnt from the television advertisements they watched. A participant stated that when he has “cough and painful throat” he would buy Strepsils; another participant learnt that when “a woman pour indomie into a pot” within seconds it would be ready, but misinterpreted the use of veggies such as green peas, carrots and others with fruits such as oranges, apples and banana. In addition, a participant reveals that she learnt that Dettol is for health reasons.

All participants were reluctant at first to express what things entertain them in television advertisements, until a participant spoke about the use of jingles and dance, which most agreed that they are also entertained by them.

Research Question 3: To find out how effective the value-orientation of edutainment is in television advertisements targeted towards children in Ikeja Local Government?

Q3: In these things that entertain and educate you, what would you want to “copy”?

Most participants revealed they would love to copy how meals are cooked and served in television advertisements. A participant revealed she would like to drink the two flavours of Ribena like those women in the television advertisement, while another participant said when “I’m moody and when I’m tasty” I would drink Hollandia.

Research Question 4: To find out other ways edutainment values in television advertisements directed at children in Ikeja Local Government can be improved on?

Q4: What other things do you think advertisers should do more in television advertisements?

No suggestions were made concerning how advertisers should do more in television advertisements.

LAGOS STATE MODEL NURSERY AND PRIMARY SCHOOL

Group Discussion Report

Introduction

The researcher held a group discussion at Lagos State Model Nursery and Primary School with 14 pupils on 18th July, 2014. The group discussion was conducted as part of the researcher's effort in gathering data in the *Evaluation of the Values of 'Edutainment' in Television Advertising Directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area*. The participants provided information in oral responses.

The group discussion was designed to gather information from the pupils in regard to the research outcomes as stated in the introduction.

Participant Demographics

14 participants took part in the group discussion:

- 9 girls and 5 boys
- All were between 8 years and 12 years old
- Participants were selected from Primary 4 to Primary 6
- Majority were Primary 6 pupils

Student Perspectives

Research Question 1: To find out what edutainment values are inherent in television advertisements directed at children in Ikeja Local Government?

Q1: Do you watch and listen to television advertisements?

Majority of the participants indicated they watch and listen to television advertisements directed towards them. A participant defined television advertisements as a process “when advertisers want you to know what they have and what they do and offer, when a company want people to know what they sell”. Some participants offered some examples of television advertisements they have watched such as Milo, Golden Morn, Indomie Superpack amongst others.

Research Question 2: To determine the extent to which children in Ikeja Local Government recognize and understand edutainment values positioned in television advertisements directed towards them?

Q2: (i) In these television advertisements you watch do you find things that teach you something? (ii) Do you find things that entertain you?

A participant learnt that the advertiser was trying to pass across the message of strength Milo gives when you drink it. Another participant revealed that for her eating Golden Morn gives her strength after eating it.

Research Question 3: To find out how effective the value-orientation of edutainment is in television advertisements targeted towards children in Ikeja Local Government?

Q3: In these things that entertain and educate you, what would you want to “copy”?

Not discussed

Research Question 4: To find out other ways edutainment values in television television advertisements directed at children in Ikeja Local Government can be improved on?

Q4: What other things do you think advertisers should do more in television advertisements?

Not discussed

ST. PAUL NURSERY AND PRIMARY SCHOOL

Group Discussion Report

Introduction

The researcher held a group discussion at Vicwin Preparatory School with 21 pupils on 17th July, 2014. The group discussion was conducted as part of the researcher's effort in gathering data in the *Evaluation of the Values of 'Edutainment' in Television Advertising Directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area*. The participants provided information in oral responses.

The group discussion was designed to gather information from the pupils in regard to the research outcomes as stated in the introduction.

Participant Demographics

21 participants took part in the group discussion:

- Six girls and 9 boys
- All were between 6 years and 12 years old
- Participants were selected from Primary 2 to Primary 6
- Majority were Primary 4 and 5 pupils

Student Perspectives

Research Question 1: To find out what edutainment values are inherent in television advertisements directed at children in Ikeja Local Government?

Q1: Do you watch and listen to television advertisements?

20 participants indicated that they watch and listen to television advertisements directed towards them. A participant defined television advertisement as “when somebody or a company create a product they would like people to buy their product so they would like to put it on television so that everyone would see it”, she went further to give an example of the Hypo advertisement she watched where she learnt “...you can use in cleaning pots and washing clothes and some other things”. A few other participants cited other examples of television advertisements they watched such as Safeguard, Milo, Indomie Noodles, Indomitables Promo Ad. The use of expressions like “cleaning”, “washing”, “good to use”, “frequently”, “entertained”, and “nutritious” reveals the presence of edutainment values in the mentioned advertisements.

Research Question 2: To determine the extent to which children in Ikeja Local Government recognize and understand edutainment values positioned in television advertisements directed towards them?

Q2: (i) In these television advertisements you watch do you find things that teach you something? (ii) Do you find things that entertain you?

A participant shared his opinion about the Safeguard advertisement, saying he learnt that “...it is good to use the soap to have your bath frequently”. Another participant learnt that Indomie is nutritious. A participant showed off his ability to recall the Noodles advertisement by rapping the jingle “Indomie so nutritious you gon’ feel great after you eat it. Holla!”

Singing of the Milo advertisement jingle, Milo pa-pa-pa Milo, and other jingles by the participants showed they found things that entertain them.

Research Question 3: To find out how effective the value-orientation of edutainment is in television advertisements targeted towards children in Ikeja Local Government?

Q3: In these things that entertain and educate you, what would you want to “copy”?

Not discussed

Research Question 4: To find out other ways edutainment values in television advertisements directed at children in Ikeja Local Government can be improved on?

Q4: What other things do you think advertisers should do more in television advertisements?

Not discussed

DATA PRESENTATION AND ANALYSIS OF RESPONSE FROM PARENTS/TEACHERS

Twenty-Five questionnaires were administered to the parents/teachers and 14 copies were retrieved. The tables shown below represent the data presentation and data analysis of the respondents.

4.1 TABLE 1: FREQUENCY DISTRIBUTION SHOWING THE GENDER OF THE RESPONDENTS

Category		Frequency	Percent
Valid	Male	6	42.9
	Female	8	57.1
	Total	14	100.0

Table 1 shows that 6 respondents representing 42.9% of the total respondents are males, while 8 respondents representing 57.1% of the total respondents are females. It shows that majority are females as against their male counterparts as shown in the table above.

4.2 Table 2: FREQUENCY DISTRIBUTION SHOWING THE MARITAL STATUS OF THE RESPONDENTS

Category		Frequency	Percent
Valid	Single	3	21.4
	Married	11	78.6
	Divorced	-	-
	Widowed	-	-
	Total	14	100.0

Table 2 shows that 3 respondents representing 21.4% of the total respondents are single parents; while 11 respondents representing 78.6% of the total respondents are married; while none of the respondents are either divorced or widowed.

4.3 Table 3: FREQUENCY DISTRIBUTION SHOWING THE AGE OF THE RESPONDENTS

Category		Frequency	Percent
Valid	18-22	3	21.4
	23-27	2	14.3
	28-32	4	28.6
	33-37	2	14.3
	Above	3	21.4
	Total	14	100.0

Table 3 shows that 3 respondents representing 21.4% of the total respondents are of the age 18-22, while 2 respondents representing 14.3% of the total respondents are of the age 23-27, 4 respondents representing 28.6% of the total respondents are of the age 28-32, and 2 respondents representing 14.3% of the total respondents are of the age 33-37 while 3 respondents representing 21.4% of the total respondents are of the ages 38-above. It shows that majority are of the age 28-32.

4.4 Table 4: FREQUENCY DISTRIBUTION SHOWING THE EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

Category		Frequency	Percent
Valid	Primary	-	-
	Secondary	-	-
	OND/NCE	3	21.4
	HND/Bachelor's Degree	9	64.3
	Post Graduate Degree	1	7.1
	Not answered	1	7.1
	Total	13	99.9

Table 4 reveals that none of the respondents are primary school holders, no respondents are secondary school holders, 3 respondents representing 21.4% of the total respondents are OND/NCE holders, 9 respondents representing 64.3% of the total respondents are HND/B.Sc holders, and 1 respondents representing 7.1% of the total respondents are Post Graduate Degree holders. It shows that majority are HND/B.Sc holders as against their counterparts.

4.5 Table 5: FREQUENCY DISTRIBUTION SHOWING THE RESPONDENTS THAT KNOW WHAT TELEVISION ADVERTISEMENTS DIRECTED AT CHILDREN IN IKEJA LOCAL GOVERNMENT ARE

Category		Frequency	Percent
Valid	Yes	13	92.9
	No	1	7.1
	Total	14	100

Table 5 shows that 13 respondents representing 92.9% of the total respondents answered YES, 1 respondent representing 7.1% of the total respondents answered NO. It shows that majority know what television advertisements directed at children are as against its counterpart.

4.6 Table 6: FREQUENCY DISTRIBUTION SHOWING THE RESPONDENTS THAT ARE AWARE OF ANY VALUES IN TELEVISION ADVERTISEMENTS DIRECTED AT CHILDREN IN IKEJA LOCAL GOVERNMENT

Category		Frequency	Percent
Valid	Yes	13	92.9
	No	1	7.1
	Total	14	100

Table 6 shows that 13 respondents representing 92.9% of the total respondents responded YES, 1 respondent representing 7.1% of the total respondents responded NO. It shows that majority are aware of the educational and entertainment values in television advertisements directed at children.

4.7 Table 7: FREQUENCY DISTRIBUTION SHOWING THE RESPONDENTS THAT ARE AWARE OF EDUCATIONAL AND ENTERTAINMENT VALUES IN TELEVISION ADVERTISEMENTS DIRECTED AT CHILDREN IN IKEJA LOCAL GOVERNMENT

Category		Frequency	Percent
Valid	Yes	14	100
	No	-	-
	Total	14	100.0

Table 7 reveals that 14 respondents representing 100% of the total that responded YES are fully cognizant of the presence of educational and entertainment values in television advertisements directed at children. No respondents answered NO. It shows that all respondents are aware of educational and entertainment values in television advertisements directed at children.

4.8 Table 8: FREQUENCY DISTRIBUTION SHOWING THE VALUES IN TELEVISION ADVERTISEMENTS DIRECTED AT CHILDREN IN IKEJA LOCAL GOVERNMENT THAT THE RESPONDENTS ARE FAMILIAR WITH

Category	Frequency
Valid Entertainment values only	1
Educational values only	0
Both Entertainment and Educational values	13

Table 8 shows that majority of respondents are familiar with both entertainment and educational values.

4.9 Table 9: FREQUENCY DISTRIBUTION SHOWING THE RESPONDENTS THAT ARE AWARE OF EDUTAINMENT VALUES IN TELEVISION ADVERTISEMENTS AFFECT CHILDREN'S BEHAVIOUR

Category	Frequency	Percent
Valid Yes	9	64.3
No	1	7.1
Partially	4	28.6
Total	14	100

Table 7 reveals that 9 respondents representing 64.3% of the total that responded YES are fully cognizant of the presence of educational and entertainment values in television advertisements directed at children. 1 respondent representing 7.1% of the total respondents answered NO. 4 respondents representing 28.6% of the total respondents answered PARTIALLY. It shows that majority of the respondents are aware of educational and entertainment values in television advertisements directed at children.

4.10 FREQUENCY DISTRIBUTION SHOWING THE EVALUATION OF EDUTAINMENT VALUES IN TELEVISION ADVERTISEMENT DIRECTED AT CHILDREN IN IKEJA LOCAL GOVERNMENT

Table 10.1: Frequency Distribution Showing That Entertainment and Educational Values Positioned In Television Advertisements Directed At Children Are Very Obvious

Category	Frequency	Percent
Valid Strongly Agree	5	35.7
Agree	5	35.7
Strongly Disagree	2	14.3
Disagree	1	7.1
Undecided	1	7.1
Not Answered	-	-
Total	14	99.9

Table 10.1 shows that 5 respondents representing 35.7% of the total respondents responded that they strongly agree and 5 respondents representing 35.7% of the total respondents responded that they agree that educational and entertainment values positioned in television advertisements directed at children. 2 respondents representing 14.3% of the total respondents responded that they strongly disagree and 1 respondent representing 7.1% of the total respondents disagree that it is not obvious. One respondent representing 7.1% of the total respondents responded undecided, not really sure if it is obvious or not.

Table 10.2: Frequency distribution showing whether children recognize entertainment and educational values positioned in television advertisements directed at them

Category		Frequency	Percent
Valid	Strongly Agree	8	57.1
	Agree	3	21.4
	Strongly Disagree	1	7.1
	Disagree	1	7.1
	Undecided	1	7.1
	Total	14	99.8

Table 10.2 reveals that 8 respondents representing 57.1% of the total respondents responded Strongly Agree believe children recognize entertainment and educational values positioned in television advertisements, 3 respondents representing 21.4% of the total responded Agree. 1 respondent representing 7.1% of the total responded Strongly Disagree and 1 respondent representing 7.1% of the total responded Disagree do not believe children recognize

entertainment and educational values positioned in television advertisements while 1 respondent representing 7.1% of the total were Undecided.

Table 10.3: Frequency distribution showing whether Advances in positioning edutainment values in television advertisements directed at children will increase their knowledge about educational issues

Category		Frequency	Percent
Valid	Strongly Agree	9	64.3
	Agree	5	35.7
	Strongly Disagree	-	-
	Disagree	-	-
	Undecided	-	-
	Not Answered	-	-
	Total	42	100

Table 10.3 shows that 9 respondents representing 64.3% of the total responded Strongly Agree, 5 respondents representing 35.7% of the total responded Agree, no respondent of the total responded Strongly Disagree, Disagree and Undecided. It shows that majority Agree that advances in positioning edutainment values in television advertisements directed at children will increase their knowledge about educational issues.

Table 10.4: Frequency distribution showing whether Adaptation of edutainment values in television advertisements directed at children will create favourable attitudes

Category		Frequency	Percent
Valid	Strongly Agree	4	28.6
	Agree	5	35.7
	Strongly Disagree	1	7.1
	Disagree	1	7.1
	Undecided	3	21.4
	Total	14	99.9

Table 10.4 reveals that 4 respondents representing 28.6% of the total responded Strongly Agree, 5 respondents representing 35.7% of the total responded Agree, 1 respondent representing 7.1% of the total responded Strongly Disagree, 1 respondent representing 7.1% of the total Disagree, while 3 respondents representing 21.4% of the total were Undecided.

Table 10.5: Frequency distribution showing whether Proper Utilization of edutainment values in television advertisements directed at children activities will have an increased effect on the shift of social norms as well as change consumer behaviour of children.

Category		Frequency	Percent
Valid	Strongly Agree	5	35.7
	Agree	7	50
	Strongly Disagree	-	-
	Disagree	1	7.1
	Undecided	1	7.1
	Total	14	99.9

Table 10.5 reveals that 5 respondents representing 35.7% of the total responded Strongly Agree, 7 respondents representing 50% of the total responded Agree, concur that proper use of edutainment values in television advertisements directed at children activities will have an increased effect on the shift of social norms as well as change consumer behaviour of children. No respondents of the total responded Strongly Disagree, 1 respondent representing 7.1% of the total Disagree, while 1 respondent representing 7.1% of the total were Undecided.

Table 10.6: Frequency distribution showing if edutainment values in television advertisements directed at children activities would allow for better, faster and reliable ways of increasing children’s knowledge about educational issues, shift social norms and create favourable attitudes.

Category		Frequency	Percent
Valid	Strongly Agree	9	64.3
	Agree	5	35.7
	Strongly Disagree	-	-
	Disagree	-	-
	Undecided	-	-
	Total	14	100

Table 10.6 shows that 9 respondents representing 64.3% of the total responded Strongly Agree, 5 respondents representing 35.7% of the total responded Agree. No respondent of the total Strongly Disagree, Disagree and Undecided. It shows that majority Strongly Agree that edutainment values in television advertisements directed at children activities would allow for better, faster and reliable ways of increasing children’s knowledge about educational issues, shift social norms and create favourable attitudes.

4.11 Table 11: FREQUENCY DISTRIBUTION SHOWING HOW THE RESPONDENTS RATE THE EFFECTIVENESS OF THE EDUTAINMENT VALUES IN TELEVISION ADVERTISEMENTS DIRECTED AT CHILDREN ACTIVITIES

Table 11.1 Frequency distribution of edutainment values recognized are being wielded in shown television advertisements directed at children.

Ad 1 = Peak Milk Clever, Ad 2 = Peak School Smart, Ad 3 = Indomie Pidgin, Ad 4 = Mimee Noodles, Ad 5 = Nutri C

Category of Edutainment Values	Ad 1		Ad 2		Ad 3		Ad 4		Ad5	
Potential of increasing audience members' knowledge about an educational issue	Y	N	Y	N	Y	N	Y	N	Y	N
	5	9	2	12	5	9	2	12	1	13
Potential of creating favourable attitudes	3	11	2	12	2	12	2	12	0	14
Potential of changing evident behaviour	3	11	1	13	3	11	2	12	1	13

Table 11.1 reveals that majority rate the Peak Milk Clever advertisement as viable in wielding edutainment values with the potential of increasing audience members' knowledge about an educational issue, potential of creating favourable attitudes, and the potential of changing evident behaviour.

Table 11.2: Frequency Distribution Showing Whether Shown Television Advertisements Directed At Children Give Education On The Application Of Edutainment Values In Their Day To Day Activities.

Category		Frequency	Percent
Valid	Yes	9	64.3
	No	-	-
	Partially	5	35.7
	Total	14	100

Table 11.2 reveals that 9 respondents representing 64.3% of the total that responded YES that shown television advertisements directed at children give education on the application of edutainment values in their day to day activities. No respondent of the total respondents answered NO. 5 respondents representing 35.7% of the total respondents answered PARTIALLY. It shows that majority of the respondents that shown television advertisements directed at children give education on the application of edutainment values in their day to day activities.

Table 11.3: Frequency Distribution showing how Respondents rate the Effectiveness of the Edutainment Values in the Shown Television Advertisements Directed at Children

Category		Frequency	Percent
Valid	Excellent	1	7.1
	Very Good	7	50
	Good	5	35.7
	Neutral	1	7.1
	Undecided	-	-
	Total	14	99.9

Table 11.3 shows that 1 respondents representing 7.1% of the total responded Excellent, 7 respondents representing 50% of the total responded Very Good, 5 respondents representing 35.7% of the total responded Good, 1 respondent representing 7.1% of the total were Neutral, no respondents were Undecided. It shows that majority rate the effectiveness of the Edutainment Values in the Shown Television Advertisements Directed at Children as Very Good as against their counterparts.

4.12 SUGGESTIONS FOR OTHER POSSIBLE WAYS THROUGH WHICH EMPHASIS CAN BE LAID ON VALUE ORIENTATION OF EDUTAINMENT IN TELEVISION ADVERTISEMENTS DIRECTED AT CHILDREN

Majority suggested that television advertisements should emphasize more on educational issues that would enable children gain more knowledge either education wise, physical fitness wise, health wise and things of God. In addition, they further suggested the integration of edutainment values in creative television advertisements and programs, as this would be

used to help to mould values in children. Respondents advised that aside the presence of the required elements in the television advertisements it should be shown at the right time.

DISCUSSION OF FINDINGS

The research study sought to evaluate the edutainment values in television advertisements directed children in primary schools between the ages of 5 to 12 years old. Using research instruments – interview, group discussion and a questionnaire – data was collected from 91 children respondents and 14 adult respondents.

From the research study using the interview and group discussion instruments, it could be seen that majority of the children respondents watch and listen to television advertisements directed at them. Television advertisements such as Honeywell Noodles, Honeywell Wheat Meal, Indomie Mama Do Good had a high number of references as they were frequently mentioned. Use of expressions such as “how to”, “happy”, “singing”, “dancing”, “merry”, “learn”, “teaching” amongst others reveal that edutainment values are inherent in some of the mentioned advertisements.

The number of things found by the participants that entertain were more obvious than things that educate them, as they could easily recall them by singing the jingles and demonstrating some of the hysteries performed in these advertisements. Although the things pointed out that teach them something were also relevant to their day to day activities such as having their bath regularly, brushing their teeth with good toothpaste that would help with cavities, help out at home with cooking and cleaning amongst other things.

In answering the question of what they would copy, most of the children respondents responded that they would love to copy the dance, the song/jingle, the dressing, dance steps, the way things such as cooking is done and others. On the other hand, some children respondents retorted that even if the opportunity presents itself for them to copy from

advertisements it would not be Nigerian advertisements especially when considering the use of pidgin language and barely clad attires, some lamented it interrupts the television programmes they watch and there is rarely something new and interesting to learn.

They suggested that advertisers should make television advertisements short, more realistic and interesting. Also the use of pidgin language in children television advertisements should be disallowed as it does not encourage their vocabulary development. In addition, they should put in more educative elements where a participant suggested that in a baby advertisement more should be added in teaching them more about ABC and 123.

Furthermore, in the research study using the questionnaire instrument, it could be seen that majority of respondents in the sampled population are females; most of the respondents are married or single between the ages 28 -32 with HND/B.Sc. degrees. The analysed data reveals that most of the respondents know what television advertisements directed at children are, and are aware that educational and entertainment values exist in television advertisements directed at children. This reveals the coexistence of both value systems within the framework of television advertisements directed at children created by marketers.

Regarding the balance in the presence of both educational and entertainment values in television advertisements directed at children, majority of the respondents responded that they are fully cognizant of the presence of both educational and entertainment values in television advertisements directed at children. In addition, most of the respondents strongly agree that children recognize educational and entertainment values positioned in the television advertisements directed at them, and agree that advances in positioning edutainment values in television advertisements directed at children will increase their knowledge about educational issues, create favourable attitudes, and have an increased effect on the shift of social norms as well as change consumer behaviour. They encouraged that

these value systems and their elements should be properly utilized in television advertisements directed at children.

Therefore, the considerations above supports the baseline of the research study to establish the importance of emplacing edutainment values in television advertisements directed at children.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The research study is centred on the Evaluation of the Values of 'Edutainment' in Television Advertising Directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area.

Granting that Advertising is considered a persuasive marketing communication function which is used to create awareness and promote brands, by getting the interest and holding the attention of people and coaxing them to make a purchase; in the light of this research study, it is observed to be a tool to increase audience members' knowledge about an educational issue, create favourable attitudes and change overt behaviour using television advertisements.

From the research study, majority of the children respondents watch and listen to television advertisements directed at them. Television advertisements such as Honeywell Noodles, Honeywell Wheat Meal, Indomie Mama Do Good were frequently referred to as examples. Use of expressions such as "how to", "happy", "singing", "dancing", "merry", "learn", "teaching" amongst others reveal that edutainment values are inherent in some of the mentioned advertisements. The number of things found by the participants that entertain are more obvious than things that educate them, as they could easily recall them by singing the jingles and demonstrating some of the hysterics performed in these advertisements, but nevertheless the things pointed out that teach them something were also relevant to their day to day activities. Most of the children respondents responded that they would love to copy the dance, the song/jingle, the dressing, dance steps, while some children respondents retorted that even if the opportunity presents itself for them to copy from advertisements it would not be Nigerian advertisements especially when considering the use of pidgin language and

barely clad attires, some lamented it interrupts the television programmes they watch and there is rarely something new and interesting to learn.

They suggested that advertisers should make television advertisements short, more realistic and interesting. Also the use of pidgin language in children television advertisements should be disallowed as it does not encourage their vocabulary development and they should put in more educative elements.

Furthermore, in the research study majority of respondents in the sampled population are females, most of the respondents are married or single between the ages 28 -32 with HND/B.Sc. degrees. The analysed data reveals that most of the respondents know what television advertisements directed at children are, and are aware that these values exist. They are fully cognizant of the presence of both educational and entertainment values in television advertisements directed at children and they agree that advances in positioning edutainment values in these television advertisements will help increase knowledge about educational issues, create favourable attitudes, and have an increased effect on the shift of social norms as well as change consumer behaviour in children; and maybe possibly reduce their pestering power and make logical choices. They encouraged that these value systems and their elements should be properly utilized in television advertisements directed at children in order for them to be functional in their day to day activities.

5.2 CONCLUSION

Proper use of edutainment values in television advertisements directed at children will serve as a strong scheme to dispel the notion that advertising is taking advantage of the “desiring” nature and gullibility of children using entertaining ideas with which they can associate as an inducement as reveals in the uses and gratification theory. As it would be more rewarding to

properly utilize a balance in education and entertainment values in television advertisements directed towards children, where the persistent nature of advertisements is engaged in a positive way to push customers to a point of acquisition and encourage growth in their intellectual abilities. Therefore the emplacement of edutainment values in television advertisements directed children should be considered as an option.

5.3 RECOMMENDATIONS

I strongly recommend the emplacement of edutainment values in every children advertisement as this would create and encourage a symbiotic relationship between advertisers and children, as this would allow for advertisements to be seen in good light rather than as an exploitative measure. Also, the use of pidgin language in television advertisements including other types should be disallowed instead our culture and heritage should be promoted. Advertisements should be realistic, more creativity less craze that would interest children and help in the development of their intellectual abilities.

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APPENDIX I

KOFOWOROLA SHITTU

Pan-Atlantic University

School of Media and Communication

Communication and Media Enterprise Department

Victoria Island

Lagos State

These interview questions will be used in group discussions with the children in each primary school, as they would be requested to give appropriate answers to the best of their knowledge. These questions are tailored according to the research objectives on “Evaluation of the Values of ‘Edutainment’ in Television Advertising Directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area”.

INTERVIEW QUESTIONS

Research Question 1: To find out what edutainment values are inherent in television advertisements directed at children in Ikeja Local Government.

Q1: Do you watch and listen to television advertisements?

Outcome 2: To determine the extent to which children in Ikeja Local Government recognize and understand edutainment values positioned in television advertisements directed towards them.

Q2: (i) In these television advertisements you watch do you find things that teach you something? (ii) Do you find things that entertain you?

Outcome 3: To find out how effective the value-orientation of edutainment is in television advertisements targeted towards children in Ikeja Local Government.

Q3: In these things that entertain and educate you, what would you want to “copy”?
(Examples of what they like would be given)

Outcome 4: To find out other ways edutainment values in television advertisements directed at children in Ikeja Local Government can be improved on.

Q4: What other things do you think advertisers should do more in television advertisements?

APPENDIX II

KOFOWOROLA SHITTU

Pan-Atlantic University
School of Media and Communication
Communication and Media Enterprise Department
Victoria Island
Lagos State

Dear Sir/Ma

I am a Master's degree student of Marketing Communication, Pan-Atlantic University. I am conducting a research on "Evaluation of the Values of 'Edutainment' in Television Advertising directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area". This is in fulfilment of the requirements for the award of a M.Sc. (Honours) in Marketing Communication.

You are requested to fill in the appropriate answers to the best of your knowledge. Be assured that information given will be treated in strict confidence as the information is required for academic purpose.

Thank you so much for the anticipated true and reliable response.

Kofoworola Shittu

QUESTIONNAIRE FOR PARENTS

PLEASE MARK (X) IN THE APPROPRIATE BOX THAT CORRESPONDS TO YOUR RESPONSE.

PART A

- 1) Gender: Male ()
 Female ()

- 2) Marital Status: Single Parent ()
 Married ()
 Divorced ()
 Widowed ()

- 3) Age: 18 – 22 ()
 23 – 27 ()
 28 – 32 ()
 33 – 37 ()
 Above ()

4) Educational Qualification

- a) Primary Education ()
b) Secondary Education ()
c) OND/NCE ()
d) HND/Bachelor's Degree ()
e) Post Graduate Degree ()

PART B

SECTION A:

1. Do you know what television advertisements directed at children are?
 - a) Yes ()
 - b) No ()

2. Are you aware of any values in television advertisements directed at children?
 - a) Yes ()
 - b) No ()

3. Are you aware of educational and entertainment values in television advertisements directed at children?
 - a) Yes ()
 - b) No ()

4. With which of the values in television advertisements directed at children are you familiar? (**Tick as it is applicable**)
 - a) Entertainment values only ()
 - b) Educational values only ()
 - c) Both Entertainment and Educational values ()
 - d) Others (Specify): _____

5. Do the edutainment values in television advertisements affect children's behaviour?
 - a) Yes ()
 - b) No ()
 - c) Partially ()

**SECTION B: EVALUATION OF EDUTAINMENT VALUES IN TELEVISION
ADVERTISEMENT DIRECTED AT CHILDREN**

Note: Please tick as it is applicable to you in this order

5 = Strongly agree, 4 = Agree, 3 = Strongly disagree, 2 = Disagree, 1 = Undecided

Information	5	4	3	2	1
6. Entertainment and educational values positioned in television advertisements directed at children are very obvious					
7. Children recognize entertainment and educational values positioned in television advertisements directed at them					
8. Advances in positioning edutainment values in television advertisements directed at children will increase their knowledge about educational issues					
9. Adaptation of edutainment values changes in television advertisements directed at children will create favorable attitudes					
10. Proper Utilization of edutainment values in television advertisements directed at children activities will have an increased effect on the shift of social norms as well as change consumer behavior of children					
11. Edutainment values in television advertisements directed at children would allow for better, faster and reliable ways of increasing children knowledge about educational issues, shift social norms and create favorable attitudes					

SECTION C: EFFECTIVENESS OF EDUTAINMENT VALUES IN TELEVISION ADVERTISEMENTS DIRECTED AT CHILDREN

12. What edutainment values do you recognize are being wielded in the shown television advertisements directed at children?

Note: Please tick as it is applicable to you under each television advertisement. Which of Edutainment values are inherent.

Edutainment Values	Adverti sement 1	Adverti sement 2	Adverti sement 3	Adverti sement 4	Adverti sement 5
Potential of increasing audience members' knowledge about an educational issue					
Potential of creating favourable attitudes					
Potential of changing evident behaviour					

13. Do these shown television advertisements directed at children give education on the application of edutainment values, by children in their day-to-day activities?

- a) Yes ()
- b) No ()
- c) Partially ()

14. How do you rate the effectiveness of the edutainment values in the shown television advertisements?

5 = Excellent, 4 = Very Good, 3 = Good, 2 = Neutral, 1 = Undecided

Answer: _____

Please suggest other possible ways through which emphasis can be laid on value orientation of edutainment in television advertisements directed at children

APPENDIX III

KOFOWOROLA SHITTU

Pan-Atlantic University
School of Media and Communication
Communication and Media Enterprise Department
Victoria Island
Lagos State
2nd July, 2014

For the attention of the School Head

Dear Sir/Ma

I am a Master's degree student of Marketing Communication, Pan-Atlantic University. I am currently conducting a research study on the **Evaluation of the Values of 'Edutainment' in Television Advertising directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area**. This is in fulfilment of the requirements for the award of a M.Sc. (Honours) in Marketing Communication.

Based on certain parameters employed in the selection of my sample audience such as demographics of the case study amongst others, I wish to carry out this research project at your school. If given the opportunity, over the course of two hours I aim to investigate the combination of both educational and entertainment values inherent in selected advertisements directed at children, and evaluate if they increase audience members' knowledge about an educational issue and create favourable attitudes.

My data collection methods include the use of interviews, group discussions and a questionnaire. I would also implore that teaching staff collaborate with me in the evaluation of the case study, as I would seek their support in seeking and gaining parental permission, and also participate as respondents.

Be assured that information collected will be treated in strict confidence as the information is required for academic purpose. I will only report information that is in the public domain and within the law. I will not reveal anything of personal and compromising nature. There will also be total confidentiality of pupils', teachers' and parents' names and I will not name the school without permission.

Thank you so much for the anticipated true and reliable response.

PERMISSION TO UNDERTAKE RESEARCH PROJECT

Researcher Matric. Number: PAU/SMC/MSCT6/130051

Research Project Title: Evaluation of the Values of 'Edutainment' in Television Advertising directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area.

Principal Researcher: Shittu Kofoworola

I have read and understood the information regarding the above research project and give permission for your request to conduct the research study at this school.

Please list details of any stipulations/clauses the School may have about conducting the research study (if applicable):

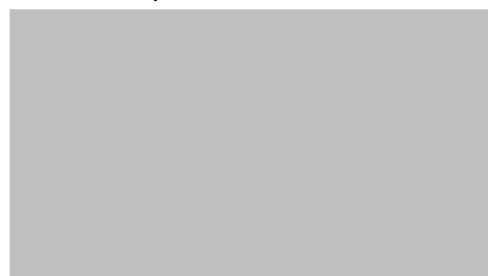
School Name:

Principal/Manager Name:

**Principal/Manager
Signature:**

Date:

PRINCIPAL/MANAGER'S STAMP



KOFOWOROLA SHITTU
Pan-Atlantic University

School of Media and Communication
Communication and Media Enterprise Department
Victoria Island
Lagos State
2nd July, 2014

Dear Mr/Mrs/Miss _____

INFORMATION STATEMENT

I am Shittu Kofoworola, a Master's degree student of Marketing Communication, Pan-Atlantic University. I am currently conducting a research study on the *Evaluation of the Values of 'Edutainment' in Television Advertising directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area*. This is in fulfilment of the requirements for the award of a M.Sc. (Honours) in Marketing Communication.

I am writing to let you know about the stated above research project that is taking place at the school which your child attends, and if may you will be interested in your child participating in the research study.

The research aims to investigate the combination of both educational and entertainment values inherent in selected advertisements directed at children, and evaluate if they increase audience members' knowledge about an educational issue and create favourable attitudes. The collection of data from children would involve interviews and group discussions; this would be videotaped and recorded. The benefits of participation will help in finding out ways to stimulate the need for advertisers to adopt not only profit-oriented advertisements that entertain but also add to the knowledge and values instilled in children, and also promote better ways that would help the society understand the intentions and functions of advertisements directed towards children.

Be assured that information collected will be treated in strict confidence as the information is required for academic purpose. I will only report information that is in the public domain and within the law. I will not reveal anything of personal and compromising nature. I would be grateful if you could take some time to read and understand the information statement above and consider your child taking part, by filling the consent form attached and sending it back to the school.

Kind regards

Shittu Kofoworola

CONSENT FORM FOR PARENTS OR CARERS

Please complete this form and return to _____ by _____.

I, _____ declare that I have legal

(Please write name of parent)

responsibility for _____ and I am legally competent to give consent

(Please write name of child)

to his/her participation in the research study on the **Evaluation of the Values of 'Edutainment' in Television Advertising directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area** to be held on _____ <date> _____.

In giving my consent:

- I am happy for my child to participate in **Evaluation of the Values of 'Edutainment' in Television Advertising directed at Primary School Children of 5 – 12 Years in Ikeja Local Government Area**.
- Have read the information about the project and understand what is involved.
- Have discussed participation in the project with my child and they are willing to take part.
- Understand that **Shittu Kofoworola** is conducting that group discussions and interviews, and that a teacher may also participate.
- Understand that the consultation will be audio/video recorded and that quotes may be used in the report, on the Pan-Atlantic University website or other materials but that my child's name or any identifying information will not be used.

(please tick 'Yes' if you agree and 'No' if you do not agree):

• I agree to my child's voice being recorded and quotes being used Yes ☐ No ☐

• I understand that my child's photo may be taken and used in the report, on the Pan-Atlantic University website or other materials, but that my child's name or any identifying information will not be used. Yes ☐ No ☐

• I agree to my child's photo being taken and used in the report Yes ☐ No ☐

APPENDIX IV

INTERVIEW RESPONSES

ST & T REGENCY INTERNATIONAL NURSERY AND PRIMARY SCHOOL

Respondent 1

Q1: Do you watch and listen to television advertisements?

Yes. I have seen many but I really like the one Airtel made. It's about dancing and how their connection is really fast.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Shows that their connection is really fast. 24 hours they are there and they were doing that dancers were calling and texting.

(ii) Do you find things that entertain you?

The other one is Chivita they are colourful and different kinds of fruits like this Tropical, I thought it was different fruits but it was different kinds of oranges. Learnt they were various varieties.

Q3: In these things that entertain and educate you, what would you want to “copy”?

In the Airtel I would like to dance like them I like that while in the Chivita I would like to learn more although it wants to tell you the new flavours they have, I learnt some new fruits.

Q4: What other things do you think advertisers should do more in television advertisements?

Yes they should do more. Like that pampers advertisement, I don't think it is really good. It is not showing how they made it. They just showed if you wear it for your baby, your baby would stop crying; I don't really get it.

I like this Peak Milk own because they were showing different places around the world. I like the Nutri C it is good but they showed just people holding Nutri C and dancing. They didn't even show how good it is, they didn't show whether...they don't give a damn whether it has... Although they said it is rich... errrrmmm... it gives you energy. They didn't really show what it has, they were just like dancing holding Nutri C, shake their body. They didn't explain they didn't explain.

Respondent 2

Q1: Do you watch and listen to television advertisements?

Yes. Bournvita and Indomie. I like indomie and indomitables.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

That I could act in advertisements

(ii) Do you find things that entertain you?

Yes. The Indomitables comic. (Tells the researcher about an episode)

Q3: In these things that entertain and educate you, what would you want to “copy”?

I want to be featured in an advertisement.

Q4: What other things do you think advertisers should do more in television advertisements?

They should make it funnier and remove the education part.

Respondent 3

Q1: Do you watch and listen to television advertisements?

Yes.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. In the Peak milk they taught us that in the Peak Gold it is enriched in vitamins and minerals, it is good in grooming children to develop their brains.

(ii) Do you find things that entertain you?

In Honeywell the dance steps. I like it.

Q3: In these things that entertain and educate you, what would you want to “copy”?

I love some of the advertisements, the accent, and the way they speak. It encourages other children to know how to talk well especially when they are in conferences and meetings.

Q4: What other things do you think advertisers should do more in television advertisements?

Like in that Indomie advertisement, they shouldn't be doing more of pidgin language as they would be teaching other children language they are not supposed to learn

Respondent 4

Q1: Do you watch and listen to television advertisements?

Yes I do. Well the last advertisement I watched was about Close-Up, they said that it makes your breathe fresher. It gives you... it protects your teeth from falling off and makes every cavities in your teeth... it removes everything. And uhmm... I learnt a lot from it.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Well... Not In most of them because we as Nigerians, we just advertise to get some more people buy our products just a few. Like in the Peak milk advertisement, it shows us that there are vitamins in Peak milk, it is good for children as it helps us develop our health and it is rich in nutrients.

(ii) Do you find things that entertain you?

Yes. Like the advertisement for Peak School Smart. They showed the Statue of Liberty, the first astronaut to go to the moon and other things we are to know.

Q3: In these things that entertain and educate you, what would you want to “copy”?

If I were to copy such thing it would not be Nigerian advertisements because of the way they speak and it is supposed to be short but it long. I would really want to copy from all those foreign advertisements because they teach you a lot, the language, the dressing, everything. Everything.

Q4: What other things do you think advertisers should do more in television advertisements?

They should add more colour. They should teach us more. They should stop all these languages and dressing, things that exposes some parts of the body. The advertisement should be short because it somehow clashes with the TV shows you watch

Respondent 5

Q1: Do you watch and listen to television advertisements?

Yes. Recently I watched the FIFA 14 World Cup advertisement where a child kicked a ball towards a jungle and other parts... and the stadium with different flags of countries on it even if people did not know about those countries they could learn more about them.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. Well, Peak School Smart it is educative because it shows us different places in the world which children can pick up and learn.

(ii) Do you find things that entertain you?

No... Not really.

Q3: In these things that entertain and educate you, what would you want to “copy”?

The joining of the two helps people get interested in the advertisement. I would love to copy their dance. Their dance makes people know that you can not only express yourself by talking but show the person your dance steps.

Q4: What other things do you think advertisers should do more in television advertisements?

Like Mama you do good o it doesn't really win people's interest because it has a lot of pidgin language, people wouldn't want to pick that kind of thing. They should also put in more educative thing, like some of these things do not really educate some people. Like put a baby advertisement that could teach them more about ABC 123.

Respondent 6

Q1: Do you watch and listen to television advertisements?

Yes I do. I used to watch the Nutri C advertisement, it tells us about the merry we share to people. Also, the Mimee noodles where people were graduating and they were waiting for their meal to get ready as they waited they danced and shared happy songs; and when the Mimee noodles was ready they ate it delight.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. In noodles advertisements they teach us how to prepare them and in Nutri C advertisement they teach us that it is good for children, that it helps them to grow and develop. It helps them to have intensive memory.

(ii) Do you find things that entertain you?

Yes I find things that entertain me like the songs I like dancing to them

Q3: In these things that entertain and educate you, what would you want to "copy"?

Yes I would love to copy the things they do like teaching other people that Nutri C is good for them and drinking it would make them very strong, so that they can work well and can really be active for the day.

Q4: What other things do you think advertisers should do more in television advertisements?

They should speak more good language. Just like Honeywell noodles, it is not good it makes children speak bad languages, so I want them to do more on the languages they speak.

CENTRAL IKEJA NURSERY AND PRIMARY SCHOOL

Respondent 7

Q1: Do you watch and listen to television advertisements?

Yes. About Indomie, one woman like was wearing earpiece and children were following her singing.
(Sings the song)

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes, teach me how to cook Indomie.

(ii) Do you find things that entertain you?

I don't know. I find things but I can't explain it.

Q3: In these things that entertain and educate you, what would you want to "copy"?

I would want to copy that one with "sunshine".

Q4: What other things do you think advertisers should do more in television advertisements?

Advertise more products that would make children happy.

Respondent 8

Q1: Do you watch and listen to television advertisements?

Yes. I watched mama do good o. (sings the jingle)

Q2: (i) In these television advertisements you watch do you find things that teach you something?

It teach me how to cook indomie and Peak Milk is good for the health.

(ii) Do you find things that entertain you?

Yes, the songs.

Q3: In these things that entertain and educate you, what would you want to "copy"?

The mama do go song.

Q4: What other things do you think advertisers should do more in television advertisements?

Do more advertisements that make children happy.

Respondent 9

Q1: Do you watch and listen to television advertisements?

Yes I do. Indomitable, hollandia, Nutri C.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

I learnt that if you put the right ingredient inside the food it would bring out the taste if you don't it won't have taste.

(ii) Do you find things that entertain you?

Yes. The way they move, their dance steps just like in LALALA. Honeywell Noodles

Q3: In these things that entertain and educate you, what would you want to "copy"?

I would like to be like them and make my own for my family.

Q4: What other things do you think advertisers should do more in television advertisements?

Television advertisers should make it more interesting and make it educational for people to learn how to do things.

Respondent 10

Q1: Do you watch and listen to television advertisements?

Yes.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes.

(ii) Do you find things that entertain you?

Yes.

Q3: In these things that entertain and educate you, what would you want to "copy"?

The way they wash their hands like in Life Bouy.

Q4: What other things do you think advertisers should do more in television advertisements?

I don't know. Things that make me happy.

Respondent 11

Q1: Do you watch and listen to television advertisements?

Yes.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. Use of Maggi in cooking noodles it would help you add taste.

(ii) Do you find things that entertain you?

Yes.

Q3: In these things that entertain and educate you, what would you want to “copy”?

The drumming part.

Q4: What other things do you think advertisers should do more in television advertisements?

They should add more chicken.

Respondent 12

Q1: Do you watch and listen to television advertisements?

Yes. Like Figo.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. It teaches us not to be shy.

(ii) Do you find things that entertain you?

Yes.

Q3: In these things that entertain and educate you, what would you want to “copy”?

Shakes her head as a NO sign

Q4: What other things do you think advertisers should do more in television advertisements?

They should make children out there learn more English and help the way they behave.

Respondent 13

Q1: Do you watch and listen to television advertisements?

Yes. Onga (talks about the ONGA advert sparingly)

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Shakes her as a NO sign

(ii) Do you find things that entertain you?

Shakes her head as a NO sign

Q3: In these things that entertain and educate you, what would you want to “copy”?

Shakes her head as a NO sign

Q4: What other things do you think advertisers should do more in television advertisements?

Says nothing

Respondent 14

Q1: Do you watch and listen to television advertisements?

Yes.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

(Keeps quiet)

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

The dance like in Honeywell wheat meal

Q4: What other things do you think advertisers should do more in television advertisements?

Nothing. Keep entertaining kids. Help them to learn how to read and write.

Respondent 15

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. They teach me the use of ONGA and in the soup.

(ii) Do you find things that entertain you?

The song they sang in ONGA

Q3: In these things that entertain and educate you, what would you want to “copy”?

Indomie. I want to copy how to cook indomie

Q4: What other things do you think advertisers should do more in television advertisements?

Like in Sunlight they say clean in one wash. It is not only when you wash it one time that it gets clean.

Respondent 16

Q1: Do you watch and listen to television advertisements?

Yes.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Keeps quiet

(ii) Do you find things that entertain you?

Keeps quiet

Q3: In these things that entertain and educate you, what would you want to “copy”?

Nothing

Q4: What other things do you think advertisers should do more in television advertisements?

Nothing

Respondent 17

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

No.

(ii) Do you find things that entertain you?

Nothing

Q3: In these things that entertain and educate you, what would you want to “copy”?

Nothing

Q4: What other things do you think advertisers should do more in television advertisements?

Nothing

Respondent 18

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. They teach dancing and singing

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

Singing

Q4: What other things do you think advertisers should do more in television advertisements?

Go to schools and teach students how to write.

Respondent 19

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

I would like to copy that ONGA that that man saw the woman doing her thing and went to help her in her house.

Q4: What other things do you think advertisers should do more in television advertisements?

They should continue to advertise their things.

Respondent 20

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Some people dancing and singing.

(ii) Do you find things that entertain you?

Said above

Q3: In these things that entertain and educate you, what would you want to “copy”?

Nothing

Q4: What other things do you think advertisers should do more in television advertisements?

Nothing

Respondent 21

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. I learnt that we should use Known cubes when we want to cook our food

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

Q4: What other things do you think advertisers should do more in television advertisements?

They should continue with their adverts so we can learn more from it

Respondent 21

Q1: Do you watch and listen to television advertisements?

Yes. Honeywell

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

I learnt that we should be able to cook Honeywell Noodles. Anywhere it is good for us

Q4: What other things do you think advertisers should do more in television advertisements?

No

Respondent 22

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

No

Q4: What other things do you think advertisers should do more in television advertisements?

No

Respondent 23

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. I learnt when we want to buy things we should buy from noble companies

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

I would like to design advertisements like that.

Q4: What other things do you think advertisers should do more in television advertisements?

Nothing.

VICWIN PREPARATORY SCHOOL

Respondent 24

Q1: Do you watch and listen to television advertisements?

Yes. Like Indomitables, Onga, Oral B and others.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

I don't really think so.

(ii) Do you find things that entertain you?

Yes.

Q3: In these things that entertain and educate you, what would you want to "copy"?

Use Oral B about how it protects your teeth.

Q4: What other things do you think advertisers should do more in television advertisements?

They should teach and educate children more.

Respondent 25

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. Oral B teaches about how we are supposed to take care of our teeth.

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to "copy"?

Brush my teeth

Q4: What other things do you think advertisers should do more in television advertisements?

Yes they should do more to help them do more for children out there.

Respondent 26

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

To eat indomie every day. Brush my teeth everyday

Q4: What other things do you think advertisers should do more in television advertisements?

Nothing.

LAGOS MODEL NURSERY AND PRIMARY SCHOOL

Respondent 27

Q1: Do you watch and listen to television advertisements?

Sometimes. Often.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

Their sense. Like addition and subtraction. But I have not seen an advertisement

Q4: What other things do you think advertisers should do more in television advertisements?

Mmmh... they should make advertising... they should make what they put on television they should make it to be real. They should make it something can be applied in the real world. My daddy told me that if you eat indomie raw it would cause cancer so they should put that in their advertisement.

Respondent 28

Q1: Do you watch and listen to television advertisements?

Yes.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. They teach me how to respect my parents, how to work hard in the school. Just so many things.

(ii) Do you find things that entertain you?

No.

Q3: In these things that entertain and educate you, what would you want to “copy”?

I just want to copy... some of them put good things like how to respect my parents and just so many things ma.

Q4: What other things do you think advertisers should do more in television advertisements?

They should tell us more about it, they should put in more effort in telling us about television advertisements.

Respondent 29

Q1: Do you watch and listen to television advertisements?

Yes.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. How to obey our parents and respect people and dress well.

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

Nothing

Q4: What other things do you think advertisers should do more in television advertisements?

They should do more adverts

Respondent 30

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

Q4: What other things do you think advertisers should do more in television advertisements?

In some advertisements they have sugar so they should tell people because of diabetes.

Respondent 31

Q1: Do you watch and listen to television advertisements?

At times.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. Like teaching us how to be healthy like Hi malt.

(ii) Do you find things that entertain you?

Not at all

Q3: In these things that entertain and educate you, what would you want to “copy”?

Nothing

Q4: What other things do you think advertisers should do more in television advertisements?

They should advertise more that would make people to buy more.

Respondent 32

Q1: Do you watch and listen to television advertisements?

No. My dad don't allow me

Q2: (i) In these television advertisements you watch do you find things that teach you something?

No

(ii) Do you find things that entertain you?

No

Q3: In these things that entertain and educate you, what would you want to “copy”?

No

Q4: What other things do you think advertisers should do more in television advertisements?

They should not do anything it's okay.

Respondent 33

Q1: Do you watch and listen to television advertisements?

Sometimes.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

Nutri C their songs,

Q4: What other things do you think advertisers should do more in television advertisements?

They make some things fake like MTN they say you should borrow bonus when you do they still take out of it

Respondent 34

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

I want to copy their songs. Together it will improve the advertisements.

Q4: What other things do you think advertisers should do more in television advertisements?

They should keep on advertising.

ST. PAUL NURSERY AND PRIMARY SCHOOL

Respondent 35

Q1: Do you watch and listen to television advertisements?

No

Q2: (i) In these television advertisements you watch do you find things that teach you something?

No

(ii) Do you find things that entertain you?

No

Q3: In these things that entertain and educate you, what would you want to “copy”?

No, I don't like to watch it. I just walk away

Q4: What other things do you think advertisers should do more in television advertisements?

No

Respondent 36

Q1: Do you watch and listen to television advertisements?

No. I don't find it interesting.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

No

(ii) Do you find things that entertain you?

No

Q3: In these things that entertain and educate you, what would you want to “copy”?

No

Q4: What other things do you think advertisers should do more in television advertisements?

Like indomie advertisement it is not supposed to be like that... like the Mimee advertisement they are not supposed to wear graduation gowns it is an advertisement.

Respondent 37

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. Like education... Not really

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

Nothing to copy

Q4: What other things do you think advertisers should do more in television advertisements?

Include more of educational things.

Respondent 38

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Not that much.

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

I want to learn how they make promos and stuff.

Q4: What other things do you think advertisers should do more in television advertisements?

They should make it more interesting. Like they started indomitables they started adding comics to it

Respondent 39

Q1: Do you watch and listen to television advertisements?

Once in a while

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Not all

(ii) Do you find things that entertain you?

Sometimes

Q3: In these things that entertain and educate you, what would you want to “copy”?

What would help in my future career and things that are useful to me; like Peak School Smart, I drink it and my mum buys it for me cause I like it and I love the advertisement it never gets old.

Q4: What other things do you think advertisers should do more in television advertisements?

More fun things. They should add the education part.

Respondent 40

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

No

(ii) Do you find things that entertain you?

Yes

Q3: In these things that entertain and educate you, what would you want to “copy”?

Yes.

Q4: What other things do you think advertisers should do more in television advertisements?

They should add things that would help them in their studies and stuff

Respondent 41

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. Like cooking.

(ii) Do you find things that entertain you?

No

Q3: In these things that entertain and educate you, what would you want to “copy”?

Nothing to copy at all.

Q4: What other things do you think advertisers should do more in television advertisements?

They should make it more educational, proper that kids can learn something.

Respondent 42

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Not really.

(ii) Do you find things that entertain you?

Some.

Q3: In these things that entertain and educate you, what would you want to “copy”?

Like the advertisement of Peak School Smart I would love to copy the knowledge.

Q4: What other things do you think advertisers should do more in television advertisements?

They should make more realistic.

Respondent 43

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes. What I want to help me in my future and some other things that can help in my studies. Like Peak School Smart. I want to be a scientist.

(ii) Do you find things that entertain you?

The things they say in the advertisements that excites me

Q3: In these things that entertain and educate you, what would you want to “copy”?

What they do and some other things

Q4: What other things do you think advertisers should do more in television advertisements?

To help children grow in their studies, those who are not well in their studies.

Respondent 44

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

No.

(ii) Do you find things that entertain you?

Yes.

Q3: In these things that entertain and educate you, what would you want to “copy”?

I want to copy the dance and the scientific subjects

Q4: What other things do you think advertisers should do more in television advertisements?

Add more that will help me.

Respondent 45

Q1: Do you watch and listen to television advertisements?

Yes I do.

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes like to wash my hands after play and have my bath always.

(ii) Do you find things that entertain you?

Yes. Like the song they sing.

Q3: In these things that entertain and educate you, what would you want to “copy”?

The education part.

Q4: What other things do you think advertisers should do more in television advertisements?

I think it's okay they don't need to add anything

Respondent 46

Q1: Do you watch and listen to television advertisements?

Yes

Q2: (i) In these television advertisements you watch do you find things that teach you something?

Yes like cooking

(ii) Do you find things that entertain you?

Yes... to cook eba

Q3: In these things that entertain and educate you, what would you want to “copy”?

I'll copy how they cook

Q4: What other things do you think advertisers should do more in television advertisements?

No