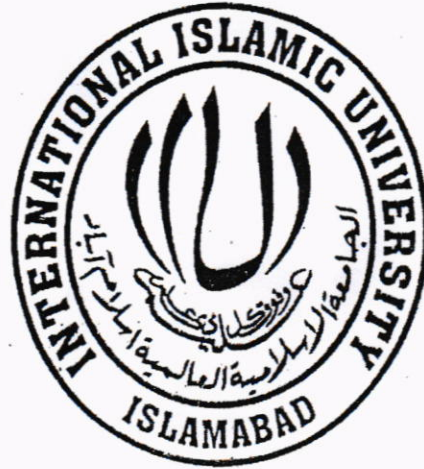


Reward & Punishment Appeals for Children in TV
Commercials: A Content Analysis



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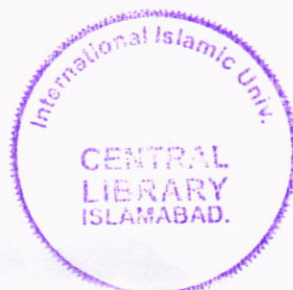
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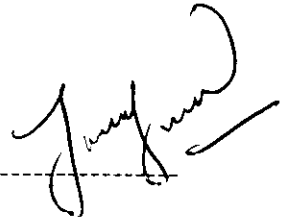
FINAL APPROVAL

It is certified that we have read this thesis submitted by Noor Ul Bashar. It is our judgment that this thesis is of sufficient standard to warrant its acceptance by the International Islamic University Islamabad for BS Degree in Media and Communication Studies.

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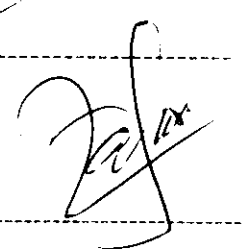
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ABSTRACT

No one is born with an innate sense of what constitutes beauty, health or the ideal body shape; we learn and internalize cultural standards that dictate this image through the general process of socialization. On an annual basis, children spend more time in front of the television than any other activity except for sleep. Therefore, television presents to the child considerable information about how one should look, behave, succeed in life, and be popular. Television is also a major source of information about food and bodyweight. This thesis explores the Reward and Punishment Appeals for Children in TV Commercials. A secondary content analysis examines reward and punishment appeals messages and typical images that the average child sees on television today.

An appeal to reward is the opposite of a threat. This appeal encourages a person to do something in order to gain some reward (rather than losing something). Such appeals divert attention away from the main issue, transferring it onto what will be gained by accepting the disputed point of view.

The primary focus of the research is a survey administered to fourth and fifth grade children. The questionnaire ascertains the children's perceptions about Reward and Punishment Appeals for Children in TV Commercials.

The results of this research have implications for both the physical and emotional health of our children. Findings reveal that television viewing is significantly associated with inadequate nutritional practices among fourth and fifth grade children. Additionally, the amount of television viewing and misconceptions about basic nutritional principles is positively related to several important variables for the children in this age group. Since the mass media appear to be

a major factor in the socialization of children in regard to body images and self-concept, their role as promoters of constant dieting, obsession with weight, and obsession with preparing and eating food for emotional satisfaction deserves further study.

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CHAPTER 1

Introduction

In this research we discuss about punishment and rewards which are appealing for children in TV advertisement. For this purpose the researcher studied about children commercials. The researcher also watched the commercials. According to The American Academy of Pediatrics (AAP), kids in the United States see 40,000 commercials each year. From the junk food and toy advertisements during Saturday morning cartoons to the appealing promos on the backs of cereal boxes, marketing messages inundate kids of all ages. And to them, everything looks ideal like something they simply have to have. It all sounds so appealing often, so much better than it really is.

Under the age of 8 years, most kids don't understand that commercials are for selling a product. Children 6 years and under are unable to distinguish program content from commercials, especially if their favorite character is promoting the product. Even older kids may need to be reminded of the purpose of advertising.

Of course, it's nearly impossible to eliminate all exposure to marketing messages. You can certainly turn off the TV or at least limit kids' watching time, but they'll still see and hear advertisements for the latest gizmos and must-haves at every turn.

But what you can do is teach kids to be savvy consumers by talking about the products advertised on TV. Ask thought-provoking questions like, "What do you like about that?" "Do you think it's really as good as it looks in that ad?" and "Do you think that's a healthy choice?"

Explain; when kids ask for products advertised that commercials and other ads are designed to make people want things they don't necessarily need. And these ads are often meant to make us

think that these products will make us happier somehow. Talking to kids about what things are like in reality can help put things into perspective.

CHAPTER 2

Literature Review

When thinking of child discipline, it's common to think of the negative side of discipline, including punishment and reprimanding. But rewards and praise are just as large a part in disciplining your children. Through rewards, your child learns to look forward to small tokens of appreciation after good behavior. Soon enough, the good behavior becomes habit. Look for ways to appeal to your children through rewarding good behavior and instilling good behavioral habits and manners that stick with them throughout their lives. No one is born with an innate sense of what constitutes beauty, health or the ideal body shape; we learn and internalize cultural standards that influence this image through the general process of socialization. In conjunction with family and school, the mass media, particularly television, play a crucial role in socializing our children. Research shows that on an annual basis, children spend more time in front of the television than any other activity except for sleep (Dietz, 1990). Therefore, television presents to the child considerable information about how one should look, behave, succeed in life, be popular, and so forth.

Television as teacher--wishful thinking or a frightening thought? Communication scholars have long debated the socializing and teaching capabilities of the medium. Some theorize that as active viewers, we are cognizant of the choices we make about programming and thus are aware of its impact on us. For example, some proponents of the uses and gratifications perspective profess that people choose certain relaxing programming content to alleviate stress (Zillmann and Bryant, 1980). Other perspectives, such as cultivation theory (Morgan & Signorielli, 1990), argue that television affects us in ways about which we are unaware.

Prior to the prevalence and pervasiveness of the mass media, children were socialized primarily through the family and the community (e.g., church, school etc.). Today, the basic structure of both the family and community has changed and no longer are they the only major influences that socialize our children. Now, with multi-television set homes the norm rather than the exception, children may receive more socializing messages from a mass medium than parents, school, church, community etc. (Signorielli, 1989).

An important conclusion of the 1972 Surgeon General's Committee on Television and Social Behavior focused upon the general learning effect associated with television viewing. Specifically, children can learn all types of things from television; nevertheless, without parental/adult mediation or age-specific, child-oriented programming, this learning is incidental and potentially harmful (Singer & Singer, 1983). Unfortunately, considerable research supports the notion that few parents make strong efforts to influence their children's television use (McLeod & Brown, 1976). In the absence of real life information, children may readily accept television's social information (Austin, Roberts, and Nass, 1990).

Austin et al. (1990) examined the role of parental influence on children's television-interpretation processes. They found that parents play a two-fold role in the child's social construction of reality: (1) the parents help to shape the child's view of real life; and (2) through active discussion of content, the parents influence the child's perceptions about television content, which in turn influences the child's perceptions of reality. The evidence reveals, however, that barely half of parents report talking "often" to their children about television content (Austin et al. 1990). In light of the paucity of family discussion, this research strengthens the concerns of many scholars that television plays a major role as a socializing agent in our society. The

evidence supports the notion that television's influence is a factor in the child's construction of social reality (Hawkins & Pingree, 1982).

Television also happens to be a major source of information about food and bodyweight. Joan Gussow, a nutritionist, believes that even parental knowledge about nutrition is gravely lacking and that all of us learn what to eat primarily through television advertising (Gussow, 1972). The research questions that I wish to address are ones concerned with the relationships among children's television viewing habits, their ideas about healthy bodies, and the associated nutritional knowledge and practices necessary to attain and maintain good health. Specifically, this research project will examine the role that television plays in children's understanding of basic nutritional concepts. In addition, the study will explore the relationship between television and the child's personal eating habits, his/her beliefs about the nutritional practices of other people, and the child's ability to differentiate healthy body types. Parental supervision and influence play a small part in the child's awareness and knowledge of good nutrition.

Television's Nutritional Messages - The Importance of Children Socialization Socialization is often viewed as a process by which norms, attitudes, and behaviors are transmitted from the "socializing agent" to the "learner" (Churchill & Moschis, 1979). The processes by which a learner acquires information about values and behaviors can be divided into three categories-- modeling, reinforcement, and social interaction. Modeling involves imitation, reinforcement involves either reward or punishment mechanisms, and social interaction often involves a combination of modeling and reinforcement (Churchill & Moschis, 1979).

Bandura and Walters (1963), among others, suggest that children acquire attitudes and behaviors by modeling these traits from media portrayals as well as other sources. The modeling process consists of five stages: first, the child observes the image or behavior; second, she identifies

with that model. Third, the child realizes that this image is desirable and that rewards bring about positive results. Fourth, the child reproduces the modeled image behavior which brings him/her satisfaction in some form. Finally, the behavior is reinforced and likely to be repeated (Tan, 1986; McQuail, 1988).

As stated earlier, children are among the heaviest viewers of television. The average child (under twelve) watches approximately three and one half hours of television per day (Signorielli, 1989). Thus, the medium provides numerous opportunities for presenting reinforced behaviors that could be modeled. The constant bombardment of the mass media's "ideal" images and messages are omnipresent throughout childhood (a time when the formulation of self-concept is crucial). Although the television world seems realistic, it presents a distorted and biased view about numerous issues such as increased violence, underrepresentation of women, and misconceptions, reward/punishments appeals, about nutrition and healthy body images (Signorielli, 1989).

Step 1

Utilize verbal praise as a reward, suggests the American Academy of Pediatrics. Sometimes, just telling your child that you are proud of how she shared her toys or happy that she's improved in school is enough of a reward for your child to know that she wants to continue the good behavior. Don't be stingy with praise and positive thoughts for your child.

Step 2

Offer an experience in lieu of an item for a reward. While buying your child a toy may seem like the easiest way to go about rewarding your child for good behavior, offering an experience can

expand your child's horizon and give him memories that enhance the reward. Think about a trip to a favorite arcade, an extra half-hour of playtime before bed or having a friend come to visit.

Step 3

Create a chart so that your child can track her good behavior and work toward a larger reward. A behavioral chart, where you keep track of things such as manners, grades and getting along with siblings can help your child see how she's doing. Give stickers for completed tasks, and set a reward at the beginning so your child knows what she's working toward and has more incentive to behave better, says working mom website WAHM.com.

Step 4

Play games that reinforce good behavior and end with a small reward, says the American Academy of Family Physicians. A cleanup game where you set an egg timer, give your child a task and see it completed within the allotted time may be effective, or you could give your child a prescribed amount of "quiet time" each day and reward when it has been completed. Choose small rewards for these everyday tasks, like a healthy snack, 15 minutes of television time or a small item.

Step 5

Avoid always giving grand gestures as a reward, as your child will eventually come to expect them. Remember that a hug or a few kind words can be as valuable a reward as a new stereo

system or video game. It's OK to surprise your child every so often with larger rewards, but focus more on rewarding good behavior on a daily basis.

2.1 Tease

Teasing doesn't just come from other children, but can come from adults and family members as well. Teasing will not make your child more interested in healthy behavior. Teasing from other family members or children at school should not be tolerated.

2.2. Restrict

Research shows that completely restricting foods only increases their appeal and the likelihood that your child will want to have the restricted foods, particularly when you are not around. Instead of strictly limiting some foods, focus on decreasing the amount of those foods that are available to be eaten. You may choose to limit the types of foods you keep in your house, and instead make special trips or create special occasions for eating those foods outside the house. Restricting physical activity, unfortunately, does not have the same effect of increasing its appeal, and only results in decreasing further the amount of energy your child uses up in the day. Punishments should not involve limiting opportunities for physical activity or particular foods.

2.3 Use Food as a Reward

Food is all too commonly used as a reward these days, especially less healthy foods. Parents soothe their children with sweet snacks, they limit dessert until dinner is eaten and the plate is

clean, and they use treats as presents. In these cases, children can begin to see the less healthy snacks as more pleasing and healthy foods as less tasty and less attractive. It can be very difficult for families to change their habit of using food as a reward because most of us grew up viewing some foods in this way. Food has been a way that some parents express love and caring. In some cases, parents feel guilty that they have less time to spend with their children because they work long hours. When you wish to give your children more than praise for their accomplishments, or just to show that you are thinking about them, choose non-food rewards, such as toys, sports equipment, stickers, or tickets to some event.

2.4 Be Inconsistent

Children need boundaries and limits. This also applies to their behavior around food and activity. Stick to whatever boundaries and limits you set. If you decide as a family that the television should not be turned on during dinner, be consistent with this decision. Limits and boundaries should also be set equally for all members of the family, including parents. Sometimes there may be a legitimate excuse for a difference, but a healthy weight is not an excuse for siblings or parents to eat less healthy and be less active.

2.5 Show Favoritism

You may have already found yourself treating your overweight child differently than their siblings. This can cause your child to feel guilty and responsible for their less healthy body weight. Try not to single out one child while making changes to the food available for everyone. For example, it is not okay to feed your family chocolate cake for dessert but not allow one child to have any.

2.6 Do as I Say, Not as I Do

Asking your child to eat healthier and be more active is far less successful if you yourself don't do so. Your children will find it much easier to change their habits if others in the family are making the same attempts. Be sure that you are trying to improve your own nutrition and physical activity levels at the same time as your child.

2.7 Lie or Trick

These are always poor approaches with children. Children can often tell when we are lying or tricking them, and when they do figure it out, we lose all trustworthiness. We encourage you to be creative in finding helpful ways of encouraging healthy behavior, without resorting to tricking or deceiving your children.

2.8 Punish

Don't use punishment (or threats of punishment) to try and change your child's eating and activity habits. Punishing children for less healthy eating or lack of physical activity is not a successful strategy for teaching anyone to enjoy eating nutritiously or being physically active. Threatening to take away dessert because your child is misbehaving, teaches the same improper relationship to food as does rewarding them with food, and makes those less healthy foods more wanted. Threatening to increase the amount or types of physical activity your child performs as a punishment will make those activities seem like punishment at other times and make them less enjoyable.

❖ How the Media Controls Your Mind

❖ **Television Unhealthy For Young Minds**

The first two years of life is when the greatest and most rapid development of the brain occurs. As all parents know, a child's mind is different from an adult's, and the differences go beyond children's innocent and often poetic perceptions of the world. While the adult brain has two distinct hemispheres, the infant brain is a single receptacle of sensory experience in which neither side has developed or overpowered the other. Until they learn language, children absorb experience using a kind of nonverbal "thinking," characterized later in the brain's development as a right hemispheric function. When language begins, each hemisphere seems to be equally developed. In its structural and biochemical sense, the brain doesn't reach its full maturation until about age 12. By maturation, the left hemisphere typically develops as the dominant side, controlling the verbal and logical functions of the brain, while the right hemisphere controls spatial and visual functions. For many years, such development was thought to be genetically predetermined and unaffected by life experiences. Today, however, this belief has changed. Although the acquisition of language appears to be universal, we now recognize that the abilities required for expression and reasoning are not automatic. Watching television threatens the development of these abilities because it requires a suspension of active cognition.

The next time you take your kids to the doctor, you may be asked how much television they watch. Their "media history" will be examined as part of the American Academy of Pediatricians' (AAP) program to counter TV and other media's adverse effects on children's

health. And the first step for doctors is to determine just how much TV, movie, video game and music content are being absorbed by their patients' pliant young brains. The media history includes a wide range of questions on content, supervision and behaviors, including: The academy, which spent two years developing the policy, suggested in 1990 that children be limited to one to two hours of "quality" -programming a day. In 1997, the AAP launched a campaign to educate pediatricians on the influences television can have on children. Groups including the American Medical Association, the American Psychological Association and the National Institute of Mental Health have linked aggressiveness in older children to violence in movies and television repeatedly. "Do you watch TV with your child or know what your child is watching?" "Do you allow your child to eat meals or snacks while watching TV?" "Have you talked to your child about [music] lyrics you object to?" "Do you have any specific concerns about your child's own sense of body image or sexuality, or your child's displays of aggressive behavior or use of foul language?"

The ill effects of too much Power Rangers or Dawson's Creek for young kids fall into two categories, experts say. Forgoing physical activity and social interaction by basking in the blue glow can lead to obesity, depression and poor school performance. But even more troubling, experts say, is the tendency for children to emulate fictional characters whose behavior translates to real-world health risks. There's clearly a link between viewing violent television and more aggressive behaviors. It doesn't stop there: Eating disorders, smoking and drug and alcohol abuse have all been cited as behaviors encouraged by certain movies and television shows.

And then there's sex. The AAP notes that the average young viewer is exposed to more than 14,000 sexual references each year, yet only a handful of shows provide an accurate portrayal of responsible sexual behavior or accurate information about birth control, abstinence or the risks of pregnancy and sexually transmitted diseases. Under the new AAP guidelines, pediatricians are to advise parents to screen what their children watch, to view programs with their kids, and to discuss issues as they come up. The guidelines also strongly advise parents to ban television for children under two, who have a critical need for direct interactions for healthy brain growth and the development of appropriate social, emotional and cognitive skills.

The American Academy of Pediatricians recommends that children under the age of two not watch TV or videos, and that older children watch only one to two hours per day of non-violent, educational TV. Young children watching TV are routinely described as transfixed, passive, and nonverbal. One of television's appeals for parents is that it serves as an immediate way to silence and sedate toddlers. But such nonverbal absorption does more than simply relax and amuse preschoolers. Language spoken by actors on TV does not have the same effect as real-life language experiences. The Journal of Broadcasting reported that language skills among American children declined as TV viewing time increased. In real life, conversation is reciprocal and participatory; it allows time for reflection, questions, and encouragement. Television, however, is a one-way street, and you had better stay glued, ask no questions, and take no time for thought, because the next scene will appear in seconds and there is no rewind. As a result, children learn not to think but to remain passive and unresponsive to whatever stimulus appears before them.

Television conditions them to absorb images without mental effort and to expect rapid change. Since young children's questions and imaginations are the cornerstone of their learning processes, remaining unresponsive hour after hour, day after day, year after year, surely affects their intellectual, emotional, and moral development. Fantasy play, a critical component of childhood, allows children to explore different situations with varying responses and outcomes. While books and storytelling nourish fantasy play, fantasy watching doesn't foster the same reaction. The US Department of Education reports that 81% of children ages 2 to 7 watch TV unsupervised, which means that young children enter a world of fantasy without the guidance and oversight of an adult. Research by the Yale University Family Television and Consultation Center reveals that imagination decreases as TV watching increases. TV teaches children to be amused by its images instead of encouraging kids to create their own. It dulls the mind by the power of its fast-moving pictures, supplanting the mental activity necessary to follow in the mind's eye a book or a storyteller's tale.

The Yale Center reports that complex language and grammar skills are directly linked to fantasy play, and that children who create fantasy play are more tolerant, peaceful, patient, and happy. Many children become habituated to TV by their parents, who desire a break from their child's activity and attention. However, the short-term benefit of a quiet, mesmerized child may actually lead to a greater dependence on adult supervision by creating children who are less capable of amusing themselves. By supplanting their imaginations, creating fast-paced pictures, and transforming active minds into passive recipients, TV

teaches mental lethargy. For a child raised on hourly doses of TV, boredom is a common component of later childhood. In refusing to use TV during the preschool years, parents may save themselves from constantly having to create amusements for their children.

2.9 TV Watching, Childhood Obesity Linked

A study by researchers at Johns Hopkins University School of Medicine, along with experts at the CDC and the National Institutes of Health, concludes that a child's weight increases with the number of hours he or she spends watching television each day. These experts are calling it a US "epidemic" of childhood obesity. Many US children watch a great deal of television and are inadequately vigorously active. The researchers discovered that 20% of US children partake in two or fewer bouts of vigorous activity per week (Health experts currently recommend at least three periods of strenuous exercise per week). The problem stems from the fact that watching television is a sedentary activity--but it's much more than that. Children are watching TV, many times eating high-calorie/high-fat snack foods, and watching commercials for fast food, all of which encourage more eating.

The study also showed that 26% of US children watched 4 or more hours of television per day. Experts already label television viewing as the number one leisure-time activity of most school-age children. The study's authors point out that the average high school graduate will likely spend 15,000 to 18,000 hours in front of a television but only 12,000 hours in school. As television-viewing time rises, time spent exercising outdoors declines, especially among girls. A decrease in physical activity seems to occur as girls move from the 11- to 13-year age group to

the 14- to 16-year age group. African-American and Mexican-American children had lower rates of exercise, and higher rates of television viewing, compared with their white peers. The researchers found that 48% of black children watched 4 or more hours of television per day--nearly double the national average. *The Journal of the American Medical Association* (1998; 279(12):938-942, 959-960).

2.10 Expert Warns Of More TV-linked Seizures

One expert believes more cases of TV-induced epileptic seizures, like those experienced by hundreds of Japanese youngsters last autumn, are inevitable unless governments implement more rigorous broadcasting standards. While either high-speed flash of light or rapid color changes are thought able to induce seizures in vulnerable individuals, researchers discovered that color was the culprit behind the Japanese seizures. Among susceptible individuals, rapidly changing stimuli can play havoc with the special cells in the retina called rods and cones that help the eye transmit visual information to the brain. Certain frequencies are known to raise the likelihood of seizure among certain susceptible individuals. After a similar incident occurred during the 1993 airing of a British television commercial, state regulators imposed a series of preventive guidelines on all programming broadcast in the United Kingdom. Similar safeguards were not in place during the Japanese seizure outbreak, and do not currently exist in North America or on the European continent. *Nature Medicine* (1998; 4:265-266).

2.11 TV Viewing Tied To Child Injury Risk

Children who watch a lot of television are more likely to sustain injuries than those who watch less TV. For every hour of TV viewed per day, the risk of injury rose by about 34% in the children studied. And the researchers found that children who watched 4 hours of TV a day--the average for American kids--were more than four times more likely to be injured than children who watched no television. Paradoxically, a child who spends more time watching television and devotes fewer hours to potentially more dangerous physical activities and games is at greater risk of experiencing events that cause physical injuries. Why might TV-watching increase the odds of injuries among children? Television shows often distort reality. In TV cartoons, characters get run over by trains, and are up and running in the next frame. In action adventure shows, heroes jump from rooftop to rooftop without a slip. By distorting the consequences of risk-taking, television may encourage it. A previous study showed that by age 70, the average child today will have spent between 7 and 10 years of his or her life watching television. Archives of Pediatrics and Adolescent Medicine July, 1998.

2.12 Heavy Television Viewing Linked To Trauma Symptoms & Violence Among Children

Children who view as little as 3 hours of television per day could be at risk of behavioral problems, depression and increased aggression. And children at highest risk for these three factors tend to be classified as heavy TV viewers. Children who reported watching greater amounts of TV per day (more than 6 hours) had significantly higher total trauma symptom

scores than children who reported watching less than 5 hours of TV per day. Two thirds of the students reported watching at least 3 hours of TV daily; more than one third watched 5 or more hours of TV per day and approximately one fifth watched at least 6 hours per day. Dr. Singer also said in an interview that 70% of the children surveyed had access to cable or satellite TV, regardless of whether or not they lived in rural or urban areas. Studies have shown that cable TV carries shows with very violent content.

2.13 Watch TV And Go Into Debt

Dr. Schor from Harvard University wrote the book *The Overspent American* that provides some marvelous insights on television watching. She conducted a large-scale study of American spending and saving habits and correlated the results with other lifestyle factors. She concluded that for every hour of television a person watches per week, the average American spends \$200. Sitting in front of the television 5 extra hours a week (two sitcoms a night) rises your yearly spending by about \$1000. Indebtedness as an outgrowth of TV watching arises not so much from viewers repeated exposure to advertising, but from their attempts to emulate the lavish lifestyles enjoyed by fictional characters in soap operas and prime-time television dramas. The more television people watch the more they tend to believe that ordinary citizens have servants, limousines, and huge houses. TV will show 24 year old waitresses with expansive lofts and exotic sports cars, not ratty one-room apartments and battered Geo Metros. In addition, folks who watch a lot of TV are more willing to go into debt in pursuit of what they believe is an accurate depiction of normal life.

Consumers rack up heavy credit-card debt chasing the televised fantasy or in academic jargon "engage in competitive consumption for the purpose of image management." Contrary to popular conceptions, Dr. Schor found a positive correlation with higher education and indebtedness. The further people have climbed up the education's ladder, the less likely they are to save money. The heaviest shoppers are women with graduate degrees, which may be attributed to their heightened awareness of the trappings of social status. Those most likely to live within their means and save money are the millionaires next door, folks with less formal education who have worked hard building their own businesses. Not surprisingly, the more successful people are with their own businesses the less time they have for watching TV.

Kids are by far the most voracious viewers. A report in a recent JAMA claims that children in the US watch 15,000 to 18,000 hours of television between the ages of 2 and 17 as compared to 12,000 hours of school. Many medical studies have correlated excessive TV viewing with childhood obesity and adult depression. Certain crime statistics also correlate well with the market penetration of television, larceny and burglary both increased as a corresponding rate following TV's rise in popularity in the 1950s. *Stereophile* October 1998 43.

2.14 Violence on Television what do Children Learn? What Can Parents Do?

In a 2000 report on youth violence U.S. Surgeon General David Satcher stated that violent television programming and video games have become a public-health issue and that repeated exposure to violent entertainment during early childhood causes more aggressive behavior throughout a child's life. Violent programs on television lead to aggressive behavior by children and teenagers who watch those programs. That's the word from a 1982 report by the National

Institute of Mental Health, a report that confirmed and extended an earlier study done by the Surgeon General. As a result of these and other research findings, the American Psychological Association passed a resolution in February 1985 informing broadcasters and the public of the potential dangers that viewing violence on television can have for children.

The American Psychological Association notes that children who regularly watch violence on television are more fearful and distrustful of the world, less bothered by violence, and slower to intervene or call for help when they see fighting or destructive behavior. Ninety-one percent of children polled said they felt "upset" or "scared" by violence on television. A University of Pennsylvania study found that children's TV shows contain roughly 20 acts of violence each hour. After watching violent programs, the APA reports, children are more likely to act out aggressively, and children who are regularly exposed to violent programming show a greater tendency toward hitting, arguing, leaving tasks unfinished, and impatience.

2.15 What Does the Research Show?

Psychological research has shown three major effects of seeing violence on television: Children may become less sensitive to the pain and suffering of others. Children may be more fearful of the world around them. Children may be more likely to behave in aggressive or harmful ways toward others. Children who watch a lot of TV are less aroused by violent scenes than are those who only watch a little; in other words, they're less bothered by violence in general and less likely to see anything wrong with it. One example: in several studies, those who watched a violent program instead of a nonviolent one were slower to intervene or to call for help when, a little later, they saw younger children fighting or playing destructively. Studies by George

Gerbner, Ph.D., at the University of Pennsylvania, have shown that children's TV shows contain about 20 violent acts each hour and also that children who watch a lot of television are more likely to think that the world is a mean and dangerous place.

Children often behave differently after they've been watching violent programs on TV. In one study done at Pennsylvania State University, about 100 preschool children were observed both before and after watching television; some watched cartoons that had a lot of aggressive and violent acts in them, and others watched shows that didn't have any kind of violence. The researchers noticed real differences between the kids who watched the violent shows and those who watched nonviolent ones. "Children who watch the violent shows, even 'just funny' cartoons, were more likely to hit out at their playmates, argue, disobey class rules, leave tasks unfinished, and were less willing to wait for things than those who watched the nonviolent programs," says Aletha Huston, Ph.D., now at the University of Kansas.

2.16 Real-Life Studies

Findings from the laboratory are further supported by field studies, which have shown the long-range effects of televised violence. Leonard Eron, Ph.D., and his associates at the University of Illinois, found that children who watched many hours of TV violence when they were in elementary school tended to also show a higher level of aggressive behavior when they became teenagers. By observing these youngsters until they were 30 years old, Dr. Eron found that the ones who'd watched a lot of TV when they were eight years old were more likely to be arrested and prosecuted for criminal acts as adults.

2.17 Remote Control Of Aggression

In spite of this accumulated evidence, broadcasters and scientists continue to debate the link between the viewing TV violence and children's aggressive behavior. Some broadcasters believe that there is not enough evidence to prove that TV violence is harmful. But scientists who have studied this issue say that there is a link between TV violence and aggression, and in 1992, the American Psychological Association's Task Force on Television and Society published a report that confirms this view. The report, entitled *Big World, Small Screen: The Role of Television in American Society*, showed that the harmful effects of TV violence do exist. Aggressive tendencies fostered in children by violent television shows and video games can be tempered if they cut back on their viewing and playing time, a new Stanford University study shows. Researchers found a 50% decrease in the level of aggression after an effort to get children to watch less television. Children who are already showing signs of hostility are most positively affected by the cutting down on hours spent watching TV. Another benefit is a closer relationship among family members. Research has shown an average of 43% of children having television sets in their bedrooms. Boys were seen being physically aggressive (touching, hitting, pushing, pulling or throwing objects) once every two minutes. For girls, it was once every five minutes.

2.18 What Parents Can Do

While most scientists are convinced that children can learn aggressive behavior from television, they also point out that parents have tremendous power to moderate that influence. Because there is a great deal of violence in both adult and children's programming, just limiting the number of hours children watch television will probably reduce the amount of aggression they see. The best

way to keep TV from becoming an issue with children, of course, is not to begin using it. If a TV is present in the home, it is vital to establish clear rules on its use and to maintain these rules. Never make TV a reward or a punishment; this only heightens its power. When starting the withdrawal from TV, explain why you are making these changes and that it is not a punishment. The first month will be the most difficult. Children may cry or plead, but you can remain firm if you keep in mind that you are freeing them from an addiction. It is also imperative that you help your children learn how to fill the time that they formerly spent watching TV.

Work with them to nurture interests, discover hobbies, and explore new possibilities. Begin a nightly read-aloud for the entire family. Take walks after breakfast or dinner. Share your hobbies--sewing, knitting, baking bread--with them. Learn to play instruments and make music as a family. Encourage children to help with work around the house and yard. Visit neighbors and relatives. Tell stories and pass on your family history. Build a birdhouse. Go bowling. Go sledding. Finger paint. Color. Practice yoga together. Involve your children in the daily activities of the house, and encourage yourself and your family to rekindle the flame of exploration and discovery, away from the draw of the flickering blue screen.

In addition, Parents should watch at least one episode of the programs their children watch. That way they'll know what their children are watching and be able to talk about it with them. When they see a violent incident, parents can discuss with their child what caused them to act in a violent way. They should also point out that this kind of behavior is not characteristic, not the way adults usually solve their problems. They can ask their children to talk about other ways the character could have reacted, or other nonviolent solutions to the character's problem. Parents can outright ban any programs that they find too offensive. They can also restrict their children's

viewing to shows that they feel are more beneficial, such as documentaries, educational shows and so on. Parents can limit the amount of time children spend watching television, and encourage children to spend their time on sports, hobbies, or with friends; parents and kids can even draw up a list of other enjoyable activities to do instead of watching TV. Parents can encourage their children to watch programs that demonstrate helping, caring and cooperation. Studies show that these types of programs can influence children to become more kind and considerate.

We have about 150,000 hours of living to expend between the ages of one and 18. We sleep about 50,000 hours of this time, and we dream about two hours of the eight we sleep each night. Sleeping and dreaming appear to be positively related to the development and maintenance of the long term memories that emerge out of daytime activities, because they allow our brain to eliminate the interference of external sensory/motor activity while it physically adds to, edits, and erases the neural network synaptic connections that create long-term memories. We spend about 65,000 of our 100,000 waking hours involved in solitary activities, and in direct informal relationships with family and friends, and these activities play a major role in the development and maintenance of important personal memories. We spend about 35,000 of our waking hours with our larger culture in formal and informal metaphoric/symbolic activities--about 12,000 hours in school, and about twice that much with various forms of mass media (e.g., TV, computers, films, music, sports, non-school print media, churches, and museums).

Mass media and school thus play major roles in the development and maintenance of important culture memories. So on an average developmental day between the ages of 1-18, a young person sleeps 8 hours, spends 10 waking hours with self, family, and friends, 4 with mass media--and

only 2 hours in school. Our society has incredible expectations for those two hours! Young people tend now to spend much time/energy on such electronic media as video games, TV, and computers--at the expense of non-electronic media and socialization (although new forms of socialization are evolving around TV-watching and video-game-playing). The intentional demands of electronic media range from rapt (video games) to passive (much TV), but this is the first generation to directly interact with and alter the content on the screen and the conversation on the radio. Screensavers emotionally understand electronic media in ways that adults don't--as a viral replicating cultural reality, instead of as a mere communicator of events. For example, portable cameras have helped to shift TV's content from dramatic depictions to live theater, extended (and often endlessly repeated and discussed) live coverage of such breaking events as wars, accidents, trials, sports, and talk-show arguments. What occurs anywhere is immediately available everywhere. Our world has truly become a global village, where everyone knows everyone else's business.

Emotion drives attention, which drives learning, memory, and behavior, so mass media often insert strong primal emotional elements into their programming to increase attention. Since violence and sexuality in media trigger primal emotions, most young people confront thousands of violent acts and heavy doses of sexuality during their childhood media interactions. This comes at the expense, alas, of other more positive and normative experiences with human behaviors and interactions. Mass media tend to show us how to be sexy not sexual, and powerful not peaceful. Commercial sponsorship in mass media has led to a distorted presentation of important cultural and consumer-related issues. For example, TV commercials tend to be very short, superficial, and factually biased. Further, computer programs and TV editing techniques

tend to compress, extend, and distort normal time/space relationships, a critically important element in the creation and use of effective long-term memories.

2.19 Our Brain and Electronic Media: Biological Systems, Cultural Issues Brain

Development

Our awesomely complex, yet elegantly simple brain is the best organized three pounds of matter in the known universe. Decidedly human but individually unique, it is a wary, curious, and exploratory organ that actively experiences and interprets its environment, applying a variety of cognitive models and systems that it develops (within established limits) to the reality it perceives. The brain, as a basic animal organ, developed in three successive layers over evolutionary time to meet survival, emotional, and finally rational challenges. Our rational cortical forebrain is unique among animal brains in its size and capabilities, but our sub-cortical survival and emotional systems play much more powerful roles in shaping our thoughts and behavior than previously believed.

Our brain is composed of tens of billions of highly interconnected neurons that interact electrochemically with surrounding and distant neurons through a complex system of tubular (dendrite/axon) extensions that receive and send messages. Cortical neurons are organized into a vast number of dedicated semiautonomous columnar modules (or networks)/ most of which are modifiable by the experiences that wire up our brain to its environment. Each module processes a very specific function (a tone, vertical lines), and groups of modules consolidate their functions to process more complex cognitive functions. And so, for example, sounds become phonemes become words become sentences become stories.

Genetics plays a much larger role in brain development and capability than previously believed. Because biological evolution proceeds much slower than cultural evolution, we're born with a generic human brain that's genetically more tuned to the pastoral ecological environment that humans lived in thousands of years ago than to our current fast-paced urban electronic environment. Our curiosity and inherently strong problem-solving capabilities allowed us to develop such tools as autos/ books/ computers/ drugs that compensate for our body/brain limitations--and very powerful portable electronic computerized instruments are now rapidly transforming our culture. We can thus view drugs as a fourth technological brain--located outside of our skull, but powerfully interactive with the three integrated biological brains within our skull.

Motivation, experience, and training can enhance generic capabilities (e.g., infants can easily master any human language, but they aren't born proficient in any of them), so brain development is a dynamic mix of nature and nurture. Thus, it's important to choose one's parents carefully--because of the genes they pass on, and because of the cultural environment they create--the appropriate mix of biology, technology, and society. Our brain is designed to adapt its cortical networks to the environment in which it lives (e.g., to master the local language). A socially interactive environment that stimulates curiosity and exploration enhances the development of an effective brain. Thus, excessive childhood involvement with electronic media that limit social interaction could hinder the development of a brain's social systems. Conversely, denying a child easy and extensive exploration of electronic technology helps to create an electronically hampered adult in an increasingly electronic culture. Surfing on TV, video, the Internet, and anything else that's electronic is the screensavers version of how to drive a car by first successfully mastering a tricycle/wagon/bicycle.

2.20 Memory Systems

Our short-term (or working) memory is an attention buffer that allows us to hold a few units of information for a short period of time while we determine their importance. Since the system has space/time limitations, it must rapidly combine (or chunk) key related bits of foreground information into single units by identifying similarities/ differences/patterns that can simplify an otherwise confusing sensory field. The appeal of computerized video games may well lie in their lack of explicit instructions to the players, who suddenly find themselves in complex electronic environments that challenge them to quickly identify and act on rapidly changing elements that may or may not be important. Failure sends the player back to the beginning and success brings a more complex, albeit, attractive challenge in the next electronic environment.

Our short-term memory processes frame the segment of the environment that we perceive. We attend to the things that are inside the frame, and we're merely aware of the context, the things that are outside of the frame. Mass media often eliminate a proper presentation of the context of an event, and so distort its meaning and importance. The result is that it presents a rare isolated event as being common, and people overreact. For example, a brutal park murder clears all the parks in the region. Children must develop a sense of context in the electronic media world they experience (and unfortunately, many adults who should assist them also equate rare with common. Even a President spoke normatively of welfare queens who lived in mansions and drive large cars).

The efficiency of our dual long term memory system depends on our ability to string together and access long sequences of: (1) related motor actions into automatic skills (procedural memory), and (2) related objects/ events into stories (declarative memory). Thus, story-telling

activities dominate our culture. through conversations/jokes/songs/novels/films/TV/ballets/sports/etc. Young people must master various storytelling forms and techniques, and electronic media can both help and hinder this process (through their range, editing techniques, and interactive potential.

2.21 Response Systems

Our brain uses two systems to analyze and respond to environmental challenges, and electronic mass media often exploit these systems:

1. A relatively slow, analytic, reflective system (thalamus- hippocampus-cortex circuitry) explore the more objective factual elements of a, compares them with related declarative memories, and then responds. It's best suited to non-threatening situations that don't require an instant response--life's little challenges. It often functions through storytelling forms and sequences, and so is tied heavily to our language and classification capabilities. User-friendly computer programs and non-frantic TV programming tend to use this rational system.

2. A fast conceptual, reflexive system (thalamus-amygdale- cerebellum circuitry) identifies the fearful and survival elements in a situation, and quickly activates automatic response patterns (procedural memory) if survival seems problematic.

The fast system developed through natural selection to respond to immanent predatory danger and fleeting feeding and mating opportunities. It thus focuses on any loud/ looming/ contrasting/ moving/ obnoxious/ attractive elements that might signal potential danger, food, and/or mates.

The system thus enhances survival, but its rapid superficial analysis often leads us to respond

fearfully, impulsively, and inappropriately to situations that didn't require an immediate response, (Regrets and apologies often follow). Stereotyping and prejudice are but two of the prices we humans pay for this powerful survival system. Worse, fear can strengthen the emotional and weaken the factual memories of an event. Consequently, we become fearful of something, but we're not sure why, so the experience has taught us little that's consciously useful.

People often use mass media to exploit this system by stressing elements that trigger rapid irrational fear responses. Politicians demonize opponents; sales pitches demand an immediate response; zealots focus on fear of groups who differ from their definition of acceptable. The fast pacing of TV and video game programming, and their focus on bizarre/violent/sexual elements also triggers this system. If the audience perceives these elements and the resulting visceral responses as the real-world norm, the electronic media must continually escalate the violent/sexual/bizarre behavior to trigger the fast system. Rational thought development would thus suffer. We can see this escalation in mass media.

Conversely, if a person perceives these electronic-world elements as an aberration, and not normative of the real world, such electronic experiences could often actually help to develop rational thought and appropriate response. Those who will understand the normative center of a phenomenon must also know about its outer reaches--and mass media provide a useful metaphoric format for observing the outer reaches of something without actually experiencing it (such as how to escape from a dangerous situation one might confront).

So perhaps it's not what electronic media bring to a Developing Mind that's most important, but rather what the Developing Mind brings to the electronic media. Children who mature in a secure home/school with parents/teachers who explore all of the dimensions of humanity in a non-

hurried accepting atmosphere can probably handle most electronic media without damaging their dual memory and response systems. They'll tend to delay their responses, to look below the shiny surface of things. Further, they'll probably also prefer to spend much more of their time in direct interactions with real live people. They will thus develop the sense of balance that permits them to be a part of the real and electronic worlds--but also to stand apart from them.

2.22 Marketing To Children

Children's happiness doesn't come from stuff, but powerful forces keep trying to persuade America's parents that it does. There now is a board game called Electronic Mall Madness, from Milton Bradley? The kids jam their "credit cards" into the plastic ATM machine and withdraw play money to spend in the mall. The object of the game, which retails for \$40.00, is to buy the most stuff and get back to the parking lot first. It's a good introduction to the happy-go-spending, influenza-infected, life of today's children. Spending by--and influenced by--American children twelve or younger recently began growing by 20% a year, and is expected to reach \$1 trillion annually within the next decade. Marketing to children has become the hottest trend in the advertising world. Corporations are recognizing that the consumer lifestyle starts younger and younger. If you wait to reach children with your product until they're eighteen years of age, you probably won't capture them.

From 1980 to 1997, the amount spent on children's advertising in America rose from \$100 million to \$1.5 billion a year. Children are now also used effectively by marketers to influence their parents' purchases of big-ticket items, from luxury automobiles to resort vacations and even homes. One hotel chain sends promotional brochures to children who've stayed at its hotels, so the kids will pester their parents into returning. For the first time in human history, children are

getting most of their information from entities whose goal is to sell them something, rather than from family, school, or religion. The average twelve-year-old in the United States spends forty-eight hours a week exposed to commercial messages. The same child spends only about one-and-a-half hours per week in significant conversation with his or her parents. Children under seven are especially vulnerable to marketing messages. Research shows that they are unable to distinguish commercial motives from benign or benevolent motives.

Polls show that nearly 90% of American adults worry that our children are becoming too focused on buying and consuming things. Advertising aimed at children is hardly a new phenomenon. By 1912, boxes of Cracker Jack already came with a toy inside to encourage children to ask for them. Long before television, children were saving cereal box tops to send in for prizes. The whole idea of children's TV programming came because advertisers were looking for ways to use the new electronic medium to sell their products. The first TV cartoon shows were created explicitly to sell sugared cereals. Ninety percent of food ads on Saturday morning children's programs still push high-calorie, sugary, or salt-laden items. Combine that with the time children spend in front of the tube and it's not surprising that children today are far more likely to be obese than they were in the early days of television. Today's children are exposed to far more TV advertising than their parents were--up to 200 commercials a day!

In the old ads, parents were portrayed as pillars of wisdom that both knew and wanted what was best for their children. Children, on the other hand, were full of wonder and innocence, and eager to please Mom and Dad. There was gender stereotyping--girls wanted dolls and boys wanted cowboys and Indians--but rebelling against one's parents wasn't part of the message. Now the message has changed. Marketers openly refer to parents as "gatekeepers," whose efforts to

protect their children from commercial pressures must be circumvented so that those children, in the rather chilling terms used by the marketers, can be "captured, owned, and branded." They portray parents as fools and fuddy-duddies who aren't smart enough to realize their children's need for the products being sold. It's a proven technique for neutralizing parental influence in the marketer/child relationship. Companies selling beauty products are targeting younger and younger girls. By the age of thirteen, 26% of American girls wear perfume every day. Christian Dior makes bras for preschoolers. Jeans ads feature preteen girls in sexual poses. Such images may have dangerous implications; nearly half a million American children are victims of sexual abuse each year. Children in our society are seen as cash crops to be harvested.

We're seeing more and more commercialism in the public schools, with curriculum materials created by corporations for use in the schools. Students find out about self-esteem by discussing "Good and Bad Hair days" with materials provided by Revlon. They learn to "wipe out that germ" with Lysol, and study geothermal energy by eating Gusher's Fruit Snacks. They also learn the history of Tootsie Rolls, make shoes for Nike as an environmental lesson, count Lay's potato chips in math class and find out why the Exxon Valdez oil spill wasn't really harmful at all (materials by you guessed it--Exxon) or why clear-cutting is beneficial--with a little help from Georgia Pacific. Maybe we could turn around the steady decline of our children's SAT scores if we just asked them questions about good and bad hair days instead of about world geography. In nearly half a million classrooms, 8.1 million children watch Channel One, a twelve-minute daily news program that includes two minutes of commercials. Viewing is mandatory for students because advertisers, who pay as much as \$200,000 for a single thirty-second spot on Channel One, are told they can count on a "captive audience."

Not only does the couch-potato-on-potato-chips lifestyle undermine our children's physical health, their mental health seems to suffer too. Psychologists report constantly raising rates of teenage depression and thoughts about suicide, and a tripling of actual child suicide rates since the 1960s. In a recent poll, 93% of teenage girls cited shopping as their favorite activity. Fewer than five percent listed "helping others." In 1967, two-thirds of American college students said "developing a meaningful philosophy of life" was "very important" to them, while less than one-third said the same about "making a lot of money." By 1997, those figures were reversed! Kids nowadays take everything for granted. They think they've earned it and the world owes it to them. They'll just take, take, take, and they won't give anything back. And our society's going to crumble if we don't have people that give.

CHAPTER 3

3.1 Background of the study

This study was conducted on the viewers of TV channels; who watching regular commercials and other programmes. And we point out that how reward and punishment appeals for children in TV Commercials.

3.2 Objectives

The objectives of this study are as follows:

- Punishment Appeals in TV commercials
- Children Food used as a reward
- To study children's attention towards television commercials;
- To compare children's response to their favorite commercials and their most disliked commercials.
- To compare children's perception of advertised and non-advertised brands.

CHAPTER 4

Research Methodology

4.1 Sampling Procedure

For finding or collect the data we make a questionnaire to ask some questions from children. The Convenience sampling method is used according to the convenience of getting data from door to door in Islamabad. The questionnaire will be translated into Urdu and English language to bring out better understanding:

4.2 Measuring Rewards and Punishment Appeals

The 10 Questions scale will be used to measure the degree reward and punishment appeals. The selected scale will focus on the range of cognitive and affective reactions towards television advertising in terms of watching of TV, perceived truthfulness of commercials, potential annoying qualities, and objectivity in describing advertise products, overall liking, and perceived persuasive power, believability of characters, and trustworthiness as guidance to product purchases and wants to buy the product after watching TV commercials.

4.3 Limitations of the Study

The boundaries of this study can be summarized under two main headings. The first is related to the cost involvement in undertaking the research and the time constraint. The study focuses exclusively on children in Islamabad. Hence the study represents only part of Pakistan population about reward and punishment appealing for children in TV commercials.

Hypothesis:

On the basis of above review, we make hypothesis of the following topic Reward & Punishment Appeals for Children in TV Commercials: A Content Analysis.

H1: Children watch TV Commercials through the day than other programs.

H2: TV Commercials has a bad effect upon children behavior

H3: Children behavior change after watching TV commercials

CHAPTER 5

RESULTS AND FINDINGS

5.1 Table-1

Q#1.How many hours per day do you watch TV for?

| NO. | Respondents | Children | Percentage % |
|-----|-------------|----------|--------------|
| 1 | One Hour | 47 | 47 % |
| 2 | Two Hours | 11 | 11 % |
| 3 | Three Hours | 23 | 23 % |
| 3 | More Than 3 | 19 | 19 % |
| 5 | Total | 100 | 100 |

Discussion:

The result and finding shows that 47% percent candidates answered that they watch TV per day only one hour.11% percent children respondents answer “Two Hours”. While 23% of children watching television for 3 hours and 19% of respondent showed “More than 3 hours”.

5.2 Table-2

Q#2.What is your favorite commercials in TV?

| NO. | Respondents | Children | Percentage |
|------------|--------------------|-----------------|-------------------|
| 1 | Candy bars | 51 | 51 % |
| 2 | Pepsi | 11 | 11 % |
| 3 | Mobile Phones | 13 | 13 % |
| 4 | Others | 25 | 25 % |
| 5 | Total | 100 | 100 |

Discussion:

Fifty-one 51% percent of children watching “Candy bars” commercials on daily television,11% percent “Pepsi”,13% “Mobile Phones” and 25% of children respondents answer “others”.

5.3 Table-3

Q#3.Is TV commercials a big part of your life?

| NO | Respondents | Children | Percentage % |
|----|-------------|----------|--------------|
| 1 | Yes | 67 | 67 % |
| 2 | No | 33 | 33 % |
| 3 | Total | 100 | 100 |

Discussion:

When we were ask from children that “television commercial is a big part of his life”.67% percent of the children answered “Yes”, while 33% percent answered “No”. Its means the majority of the children watching commercials.

5.4 Table-4

Q#4. Which commercials you think is good and you learn something from it?

| NO. | Respondents | Children | Percentage % |
|-----|-------------|----------|--------------|
| 1 | Biscuits | 21 | 21 % |
| 2 | Candy bars | 27 | 27 % |
| 3 | Soap | 11 | 11 % |
| 4 | Others | 41 | 41 % |
| 5 | Total | 100 | 100 |

Discussion:

The result shows that 21% percent of the children think that they learn something from commercials of "Biscuits". And 27% of respondents answer "Candy bars". While 11% of children respondent showed "Soap". Only 41% of answered that they learn something from others commercials.

5.5 Table-5

Q#5.What time of the day do you think TV is best?

| NO. | Respondents | Children | Percentage % |
|------------|--------------------|-----------------|---------------------|
| 1 | 9am | 11 | 11 % |
| 2 | 12pm | 17 | 17 % |
| 3 | 4pm | 43 | 43 % |
| 4 | Others | 29 | 29 % |
| 5 | Total | 100 | 100 |

Discussion:

11% percent of children think "09:00AM" is best time for watching television. 17% percent of children respondents answer "12:00PM". While 43% of children and 26% "04:00PM"and 29% percent of children respondent showed "others".

5.6 Table-6

Q#6.How could TV commercials appeal more to you?

| NO. | Respondents | Children | Percentage % |
|-----|--------------------------|----------|--------------|
| 1 | Changing in my lifestyle | 27 | 27 % |
| 2 | Insist to buy it | 39 | 39 % |
| 3 | Attentions | 23 | 23 % |
| 4 | I don't know | 11 | 11 % |
| 5 | Total | 100 | 100 |

Discussion:

After survey the result show that 27% percent of the children think commercials more appeals "changing in his lifestyle".39% percent of children respondents answer "insist to buy it". While 23% of children respondent showed "Attentions". Only 11% percent of children answered that they don't know about it.

5.7 Table-7

Q#7. Most TV commercials are in poor taste and very annoying?

| NO. | Respondents | Children | Percentage % |
|-----|-------------|----------|--------------|
| 1 | Yes | 37 | 37 % |
| 2 | No | 63 | 63 % |
| 3 | Total | 100 | 100 |

Discussion:

When we asked the question “Most TV commercials are in poor taste and very annoying”, 37% percent of children answered “Yes”. While 63% of children responded “No”.

5.8 Table-8

Q#8. You can always believe what the people in commercials say or do?

| NO. | Respondents | Children | Percentage % |
|------------|--------------------|-----------------|---------------------|
| 1 | Yes | 71 | 71 % |
| 2 | No | 29 | 29 % |
| 3 | Total | 100 | 100 |

Discussion:

When we asked the question “You can always believe what the people in commercials say or do?”, 71% percent of children answered “Yes”. While 29% of children responded “No”.

5.9 Table-9

Q#9. When you watch a commercial you insist to buy its product?

| NO. | Respondents | Children | Percentage % |
|-----|-------------|----------|--------------|
| 1 | Yes | 67 | 67 % |
| 2 | No | 33 | 33 % |
| 3 | Total | 100 | 100 |

Discussion:

67% percent of the children think that commercials insist him to buy a product. Only 33% percent of children answered "NO".

5.10 Table-10

Q#10.Do you think you gain something from commercials?

| NO. | Respondents | Children | Percentage % |
|------------|--------------------|-----------------|---------------------|
| 1 | Yes | 57 | 57 % |
| 2 | No | 43 | 43 % |
| 3 | Total | 100 | 100 |

Discussion:

When we asked the question “Do you think you gain something from commercials?”57% percent of children answered “Yes”. While 43% of children responded “No”.

CHAPTER 6

Content Analysis

In brief, content analysis is the study of the reward & punishment appeals for the children in TV commercials. We discussed in this thesis different issues related to reward punishment appealing for children in television commercials. In addition, we divided this work in five chapters. The result and finding shows that 47% percent candidates answered that they watch TV per day only one hour. 11% percent children respondents answer "Two Hours". While 23% of children watching television for 3 hours and 19% of respondent showed "More than 3 hours".

Fifty-one 51% percent of children watching "Candy bars" commercials on daily television, 11% percent "Pepsi", 13% "Mobile Phones" and 25% of children respondents answer "others". When we were ask from children that "television commercial is a big part of his life". 67% percent of the children answered "Yes", while 33% percent answered "No". Its means the majority of the children watching commercials.

The result also shows that 21% percent of the children think that they learn something from commercials of "Biscuits". And 27% of respondents answer "Candy bars". While 11% of children respondent showed "Soap". Only 41% of answered that they learn something from others commercials. 11% percent of children think "09:00AM" is best time for watching television. 17% percent of children respondents answer "12:00PM". While 43% of children and 26% "04:00PM" and 29% percent of children respondent showed "others". After survey the result show that 27% percent of the children think commercials more appeals "changing in his

lifestyle". 39% percent of children respondents answer "insist to buy it". While 23% of children respondent showed "Attentions". Only 11% percent of children answered that they don't know about it. When we asked the question "Most TV commercials are in poor taste and very annoying", 37% percent of children answered "Yes". While 63% of children responded "No". Same again we asked the question "You can always believe what the people in commercials say or do?", 71% percent of children answered "Yes".

While 29% of children responded "No". 67% percent of the children think that commercials insist him to buy a product. Only 33% percent of children answered "NO". When we asked the question "Do you think you gain something from commercials?" 57% percent of children answered "Yes". While 43% of children responded "No".

Food is all too commonly used as a reward these days, especially less healthy foods. Parents soothe their children with sweet snacks, they limit dessert until dinner is eaten and the plate is clean, and they use treats as presents. Research shows that completely restricting foods only increases their appeal and the likelihood that your child will want to have the restricted foods, particularly when you are not around. Instead of strictly limiting some foods, focus on decreasing the amount of those foods that are available to be eaten. You may choose to limit the types of foods you keep in your house, and instead make special trips or create special occasions for eating those foods outside the house. Restricting physical activity, unfortunately, does not have the same effect of increasing its appeal, and only results in decreasing further the amount of energy your child uses up in the day. Punishments should not involve limiting opportunities for physical activity or particular foods.

Suggestion and Recommendation:

- Media has very powerful to role. TV is one of its most powerful tools. If we call it a magic box it would not be exaggeration because it is combination of sound, moving picture, combination of fantastic color combination and excellent visual effects. As for concern to its reward and punishment regarding children in TV Commercial, the program of TV must be very logical, ethical, responsible, sensible for its society, because children are one of the most important factors of our society, media persons must think about them.
- The TV should refrain commercials from other program, Commercials must be separate from Breaking News, and etc.
- The TV channels, Specially Private TV channels in Pakistan must telecast the programs keeping in view the requirement of the society, not only based on advertising or commercials.
- Programs should design on the basis of the ethics of media or journalism not merely focusing only on their business.
- Media should not be hijacked by the businessmen or any particular community who only propagate their agenda for their benefit and fulfill their evil interests.
- Commercials should not mix with other social programs of TV, because Children are watching TV, other wise it may cause negative effect upon their mind.
- Why the Children being victimize by watching TV commercials, why the commercials effect upon the behavior of the children, instead of effecting positive, the commercial effect negative. So it needs all the TV presenters, journalists, TV runner, programmer, to think about, when they allowed any

commercial to telecast, they must think first that how is the commercial present like.

- Children are the basis of any society, and they are the future generation of the society, today digital media adversely effect on their behavior, because they are watching TV without any check and balance. Now the question is that whether it effect in-term of educational or punishment upon Children, it is really a big topic to talk about. First we talk about the commercials in TV. I think commercials should be very short and TV must give a very restricted time span to commercials.
- Parent must keep an eye on their children, and give limited time to them to watch TV, particularly they let them to watch only those programs having no commercials.

Conclusion:

Keeping in view the above content analysis, I have to conclude my research (Reward & Punishment Appeals for Children in TV Commercials:

Today's children are unique in many ways compare to previous generations, but the most influential factor which are adversely affecting our young children is Television Commercial or advertisements.

There is obviously a great deal of interest in this subject, many books have been written, and many studies and reports done on the effects of TV advertising on children. But in the following paragraphs I found something new as I took their perception through questioners.

Before proceeding further one question came in my mind in some of the reasons that why Commercials have some different positive and negative effects on children, how people can cut through the hype of TV ads and pick good things for their children.

Sometime I thought that how the children being reward and punishment appeal through commercials; I thought that it is really tricky to find and difficult to understand it. It is no doubt funny to think about, commercials reward punishment appeals children.

Today, in every TV channel we see some type of commercials, whether it is, Candy bars, Biscuits, Soap, Pepsi, Mobile Phones and etc.

As a research I found out that T.V Commercials is adversely affected the children behavior particularly in Islamabad. According to my research more than 41% children watch TV one hour per day, and these children are controlled by their parents, actually this sort children engaged in other work in-term of education, sports and etc. Round about 19% of children watching TV more than one hour, so as it shows that they are learning from TV because most of their time spends in watching TV.

The majority of the children admit that TV commercial has big part in their life, and it shows that the children like to watch commercials. These commercial compel them to

buy the product. They further said that it is not annoying them, and it has matter of interest for them.

Let me conclude that reward and punishment appeals for children in TV commercials, I agree because children like to watch modern commercials, with a good video film, and action of the stars. They like to act upon and buy it.

Islamabad is a modern city, people living here from different parts of Pakistan and the children in Islamabad are influenced by the commercials of TV. Commercials affect their behavior and they are the victim of Commercials.

What type of changes should media bring in TV commercial? It is a big question to analyze. I hope these studies would be mile stone for TV channels in Pakistan to realize the fact and move forward to professionalism and bring some vital changes in TV commercials. This would cause positive effect upon children behavior by changing the shape of Commercials.

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Questionnaire

1. How many hours per day do you watch TV for?

- a) One Hour b) Two Hours c) Three Hours d) More than 3

2. What are your favorite Commercials in TV?

- a) Candy bars b) Pepsi c) Mobiles Phones d) Others

3. Is TV commercials a big part of your life?

- a) Yes b) No

4. Which commercials you think is good and you learn something from it?

- a) c) Biscuits d) Candy bars c) Soap d) Others

5. What time of the day do you think TV is best?

- a) 9am b) 12pm c) 4pm d) others

6. How could TV commercials appeal more to you?

- a) Changing in my lifestyle b) Insist to buy it c) Attentions d) I don't know

7. Most TV commercials are in poor taste and very annoying?

- a) Yes b) No

8. You can always believe what the people in commercials say or do?

- Yes b) No

9. When you watch a commercial you insist to buy its product?

a) Yes b) No

10. Do you think you gain something from commercials?

Yes b) No