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**Mother, I want it! A *cross-cultural* study of advertisements on children's  
channels in Brazil and Germany from the perspective of parents**

**Abstract:** This article aims to analyze how parents from different cultures perceive advertising directed to children. The research is build up in two stages: firstlythe quantityof advertisements displayed in Brazilian and German children channel was measure. Secondlya survey with 77 Brazilian and 70 German parents of children aged two to twelve years was conducted in order to identify theirinterference and the attitude towards TV advertising of children's channels. The results indicate that German parents show critical sense and control over the exposition of children to advertising. By contrast, Brazilian parents are less bothered. However, in case of concerns they rather prefer to educate their children regarding advertising consumption than to limit the exposure.

**Keywords:** Advertising to children. Culture. Cross-cultural.

## **INTRODUCTION**

Advertising to children has been the target of several studies where the main focus is the child's vision, its perception and its reactions on commercials (GOLDBERG, GORN, 1978; LAWLOR; PROTHERO, 2003). This topic is of relevance and concern as investing in communications directed to children increase. In order to identify the influence of publicity on the development of the child one has to understand how this information is received and processed. However, the child is supposed to get permission from their parents first before having access to TV. Many parents have concerns what their children are watching and therefore search for adequate programs in channels exclusive for children. However, it is observed that these channels often are also influence by market forces and, even though no content outside the age rating is displayed, very aggressive advertisements for items such as toys and clothing for children is inserted.

Factors such as violence, financial need and divorces have contributed that children spend more time indoors than playing in parks and streets (SANTOS, 2001) The solution has been entertaining children indoors using mainly television, so their parents are able to perform their activities making sure that their children are safe (SANTOS, 2001; MIZRAHI, 2004, LINN, 2006). This new reality also has consequences for the family unit as it loses on importance and is being replaced by friendship and the logic of the market, including television and other communication technologies (SINGLY, 2007).

According to the Brazilian Institute of Public Opinion and Statistics - IBOPE (2011), the Brazilian youth up to 17 years is watching an average of 3.5 hours of television per day, getting exposed to about 40 thousand advertisements a year. These numbers turn relevant considering that depending on its age and level of cognitive

development a child can not differentiate advertising from program content (LINN, 2006; SOLOMON, 2011). A critical sense regarding commercial messages cannot be developed as long as children are not given explanations and orientation. Thus, education can provide critical thinking. Educating is a collective act, and although television can operate significantly in educating children, presenting creative and didactic programs, disturbing and negative content such as violence and encourage consumption is transmitted through this information source (LINN, 2006).

It is known that for a general understanding of how cultural values influence the different meanings perceived by members of societies, the society or the cultural group but not the individual has to be analyzed (SCHWARTZ, 1999). Therefore the study was conducted in Brazil and Germany, comparing the findings of a South American and a European culture.

It is known that for a general understanding of how cultural values influence the different meanings perceived by members of societies, the unit of analysis is the society or cultural group, not the individual (SCHWARTZ, 1999), so the study was conducted concurrently in Brazil and Germany, in order to compare the findings in the two cultures, one South American and one European.

One might think that the differences in the perception of these countries start within advertising, meaning advertising itself is different in the two countries. However, Machado (2004) states that except for some local variations dictated by linguistic specificities and differences in economic support, television is built the same way and similarly addresses the viewer. Accordingly, the culture may be crucial for the difference how people react, not based on the content of propaganda, but by the set of factors that national culture provides for the construction of the attitude of each individual.

This article seeks to understand how parents from different cultures and with a preference for children channels over conventional television, perceive publicity directed to children. To achieve this goal the following questions will be analyzed: (1) what is the frequency of advertisements in these channels, (2) are parents aware of these advertising inserts, (3) what are the consequences parents who are aware take to minimize these impacts and (4) are there cultural differences in dealing with this matter between Brazil and Germany.

This work is divided in introduction, theoretical framework which addresses advertising and childhood, culture and television, followed by the methodology, analysis and discussions with a theoretical articulation of the findings and ends with final remarks, including suggestions for future research on the topic.

## **CHILDREN'S ADVERTISING**

In the 70's, the first studies were conducted on advertising impact to children. The results show the vulnerability of children that perceive advertising as something informational, recreational and genuine (John, 1999). According to Moore (2004), a child need learning two essential concepts to deal with advertising, first identify the difference between programming and advertising; second, to understand the persuasive role of publicity to interpret the message.

Some studies have shown that mostly of children can differentiate between programming and advertising only after five years old (LEVIN; PETROS; PETRELLA, 1982; STEPHENS; STUTTS, 1982). Even children who understand can do that based on simple concepts as duration of advertising (PALMER; MCDOWELL, 1979). Which does not mean they have an understanding of all aspects that differentiate advertising and programming (Butter et al., 1981).

The majority of children learn the commercial significance of advertising between seven and eight years old (ROBERTSON; ROSSITER, 1974; ROBERTS, 1982; MACKLIN, 1987). The first critical evaluations of children begins between ten and twelve years old. They perceive, for example, that advertising is not always shows the truth (ROBERTSON; ROSSITER, 1974; BEVER; SMITH; BENGEN; JOHNSON, 1975). Unlike the younger children to the older is not only identifying characteristics persuasive and dishonest, but also have a greater understanding why these mechanisms are used and how they are connected (WARD; WACKMAN; Wartella, 1977).

Meanwhile, to identify the advertising characteristics and intensions, and be aware of the advertising mechanisms not necessarily means that children apply then. A study of 8 to 12-year-olds showed that only through an active memory is that they show a critical reflection (BRUCKS; ARMSTONG; GOLDBERG, 1988). Which leads to doubts as to the how far children can protect themselves of advertising influence.

These researches show age as an important factor to identify the purpose of advertising, not as the only existing variable. For example, Piaget (1970) comments that education level and educational environment can facilitate the process of understanding. Another important variable are parentes, seen as critical influencers of their children's education.

According to Reid (1978), the children understand the advertising concept more easily if parents show greater concern about, educating them to consumer. Therefore, demonstrate the importance of the interaction of parents to teach children to realize the real purpose of advertising. Another way parents develop the critical sense is imposing restriction or control over what their children watch on television (ROBERTSIN; Rossiter, 1974; SOLEY; REID, 1984).

The importance of parental concern is understandable, especially when considering the effects and influences that advertisements can have. According to Huston, Watkins and Kunkel (1989), television can achieve educational status and be more powerful than the reference groups or even parents. Within this concept, advertising can influence children in cognitive, behavioral and attitude formation (Rossiter, 1979). Thus, the advertisements end up creating or reinforcing the desire for children that will be told to parents who are going to try to satisfy this request (FRIDERES, 1973). From the observation of situations consumerist values in advertisements that children learn and learning and to influence the decision making of family.

The reviewed literature indicates the vulnerability of children of all ages. Even though the commercial characteristics can be identified, children need help and education to apply knowledge and have conditions to discern. Some researchers discuss the protection of children against the harmful effects of television and your responsibility. Some point the government (HUSTON; WATKINS; Kunkel, 1989), an independent organization (KUNKEL, 1997), or broadcasters and advertisers (WARD, 1972). However, parents can be seen as a source of influence and powerful closest to educate their children. According to Carlson, Laczniak, and Walsh (1998), parents have two ways to interfere with the education of children on television advertising, first can watch television with their children and enable critical reflection, and secondly, can develop rules aimed at limiting access and influence (ARMSTRONG; BRUCKS, 1988).

Parents and children are part of a family organization and social and historical subjects are enrolled in a society, with a particular culture at a particular historical moment, being deeply affected by the social environment in which they develop, while,

in which also the mark (LADEIA, 2001). Therefore, it is necessary to understand how the cultural influence occurs.

## **CULTURE AND TELEVISION**

Culture is an important aspect studied in many disciplines, including marketing, and more precisely in consumer behavior (PETER; OLSON, 1994). For Solomon (2011, p. 568). Consumption choices cannot be understood without considering the cultural context in which they are made, more than that, culture can be interpreted as the lenses through which people see products. Defining culture more precisely, Ortiz (1998) specifies it as the set of symbols, behaviors and expectations shared by those living in the same territory. In other words, culture is not just an expression of certain national feelings, but also a mechanism that creates the nation as a community (SCHNEIDER, 2004).

The goods and services purchased by individuals, consumption structure, the decision making of individual purchase and the communication in a society are directly affected by the culture. Consequently, the consumption behavior of consumers is influenced not only by factors tangible and intangible of a product and by the place of purchase, but also by more intrinsic aspects associated with the cultural background of the individual. Therefore, understanding the dynamics of the buying process and consumption in a country, is based firstly on the necessary effort of understanding the culture of this people, because "once one can afford the price to purchase goods and enjoy services, the choices become completely dependent on of cultural hierarchy, symbolic systems and needs classification"(ROCK; BARROS, 2006, p.37).

Cultural diversity cannot be seen only as a 'difference': all 'difference' are socially produced, carry symbolic meanings and history (ORTIZ, 1998). Brazil, formed

by a population of immigrants, and Germany, formed by the same ethnic group, represent two contrasting models with respect to their origins, their national histories and their basic constitutional ideals of citizenship and nationality.

Seeking for a better understanding about the influence of culture, Hofstede (1980) conducted a study with 40 countries and identified four dimensions in which cultural characteristics could be verified; these are power distance, uncertainty avoidance, masculinity and femininity, and individualism and collectivism. Ten years after the first study, Hofstede added another dimension, which he called long-term orientation. Hofstede et al. (1990) suggest that symbols, heroes and rituals can be included in the term 'practices' as they are visible to an observer, although their cultural meanings reside in how they are perceived by people close to the group. The essence of culture is formed by the values in the broad sense of feeling that are often unconscious and seldom discussed which cannot be observed as such, but in alternative behaviors are manifested.

Speaking specifically of the countries studied in this article, Hofstede (1980) shows that Germany has very different results compared to Brazil regarding the power distance, masculinity and a considerably high degree of individualism. In Brazil individualism is almost quoted as "something negative" (DAMATTA, 1991, p.83) as its focus is the individual person and not the community. In Germany people are influenced from an early age to be independent, considering it as preparation for the future.

Societies live in a homogeneity dictated by consumption. The differences cultures can create is react with a permanently different attitude towards this homogeneity (ORTIZ, 1998). Combining the results of Hofstede (1980) with the findings of Peter and Olson (1994), who included culture, goals, behaviors, rules,



customs and institutions - like governmental agencies and political parties – it can be inferred that the attitude of the government of each country is also part of its culture and a reflection of how society will react in certain situations.

There are clear differences how government deal with television in Brazil and Germany. German television is divided into public and private, with both having mandatory cultural programming, even though there don't exist clearly specified parameters which these programs have to follow (MATTOS, 1994). Although there exist charges for ratings and profit, the German cultural programming doesn't change in order to seek better indicators. An example is one of the channels studied in this article, called Kinderkanal Ki.Ka. It's a unique children channel who primarily exists of classic and educational programs and does not present any type of commercial appeal. Even if there exists advertising on other German channels, there is a possibility of advertisement free TV watching offered by the government. In Brazil, the television system is driven almost exclusively by the private sector. There are educational channels, but access is difficult as the program cannot be easily viewed throughout the country. Open channels with no payment fee, have diversified programming. However, some often do not even have a children's program, which leads parents to purchase packages of paid television including children channels, either via satellite or via cable. This paid system has several options including channels with exclusive programming. Consequently, as these are private initiatives there exists no intervention by the Brazilian government.

Considering these differences in Brazilian and German television, this article seeks to understand whether there are significant differences in the perception of Brazilian and German parents regarding quantity and quality of advertising inserts in channels exclusively for children.

## **METHODOLOGY**

This research used a mixed approach, being a cross-sectional study, since the intention is to understand how parents influence the exposure of children to advertising. A mixed methodology involves the use of quantitative and qualitative tools in order to integrate them, combining the techniques for a more comprehensive understanding of the results of the study (CRESWELL et al., 2004).

The first part of the study focuses on the number of advertisements displayed in exclusive channels for children, numbers and minutes of commercial advertising in relation to programming. For this phase were chosen the three most watched channels in each country. In the case of Brazil are the channels Cartoon Network, Discovery Kids and Nickelodeon (IBOPE, 2012), in the case of Germany Super RTL, KIKA and Nickelodeon (SIEBENHAAR, 2011). Within all channels mentioned, KIKA is the only channel that is financed by public taxes and has no form of advertising (KIKA, 2012), for this reason, the channel was not analyzed on a specific day, only monitored concurrently with analysis of other channels to verify the absence of advertising, which was corroborated. The analysis of other channels took place between 9 and 14 November 2012 and have watched from 8 am to 12 pm and from 2 pm to 6 pm (local time). To avoid bias, only working days were chosen.

For the second part of the study was a survey available through the Internet in two versions, one in Portuguese and one in German. It is noteworthy that there was reverse translation of the questionnaire (English, Portuguese, German), following in the footsteps scientific (MALHOTRA, 2006). After checks, the questionnaire was tested with five respondents through a pretest not collaborative and then made available on a website.

The technique used for sampling was the snowball, in which a research participant is known to the researcher (MALHOTRA; ROCK; LAUDISIO, 2005) and, subsequently, the researcher asks respondents to indicate social subjects that can contribute to research (McDANIEL, GATES, 2003). We searched for parents of children between two and twelve years old in the case of Brazil had access to pay-TV and in the case of Germany, had access to television. The questionnaires were available between 07 and 21 November 2012, with 77 valid responses for Brazil and 70 from Germany.

In developing the questionnaire, we used the scale of Carlson, Laczniak, and Walsh (1998), which measures the quality of television programming. Since the intent of this research was to evaluate the advertising, the scale was applied by substituting the term 'programs' for 'advertising campaigns'.

Table 1 - Adequacy of scale on the quality of television programming

Original	Adaptation
The quality of children's TV programs is excellent.	The quality is excellent advertising campaigns.
Children's TV programs are "tasteful."	Ad campaigns are "tasteful."
The educational level of children's TV programs is excellent.	The educational level of advertising campaigns is excellent.

Source: Adapted Scale Carlson, Laczniak, and Walsh (1998).

To check the reliability of the constructs of each dimension, and the set of dimensions, we used the technique of Cronbach's alpha, which, as Hair Jr. et al. (2009), is a statistical tool that measures the reliability of multiple-item scales, aiming to construct validation, where the variables or items that compose it are strongly correlated. The Cronbach's alpha values range from 0 to 1, and the low values indicate

that the items used in the scale does not adequately measure the construct in question. Moreover, high values of coefficient alpha indicate that the items used to correlate adequately with the actual score of the variables being considered among researchers 0.60 as the minimum recommended. In this study, the Cronbach's alpha index of 0.716 recorded for the Brazilian sample and 0.70 for Germany, which is considered adequate. For the reliability, assessment was used to analyze the convergence with other studies, the convergent validity (Bryman, 2008).

## **DISCUSSION AND ANALYSIS OF RESULTS**

### **Advertisements**

The quantity of advertisements in children's channels in Brazil is balanced with 215 (Cartoon Network), 224 (Discovery Kids) and 236 (Nickelodeon) advertisements during eight hours of programming. In contrast, in Germany there is a great divergence with 184 advertisements in Super RTL and 348 in Nickelodeon. Analyzing the relation of advertisement to programming shows that Brazilian channels consist of 23% of advertisement while German channels display only 19% of commercials during the whole programming. The Discovery Kids Channel has not only within Brazil, but also among all studied channels the highest advertising rate: 26% of the content is advertising, meaning that every three minutes and 46 seconds, one minute of propaganda is inserted. Nickelodeon has a commercial rate of 24%;Cartoon Network is light below with 20%.

The indexes of German channels show that 22% of programming from Nickelodeon and 17% of Super RTL are commercial. Super RTL is a particular case since it only displays advertisements after midday. When analyzing the amount of commercials that were broadcasted in the afternoon, a rate of 28% is reached, which is

also the highest percentage found in this study. The results show also another important difference: while in Brazilian channels program is interrupted on average five times per hour displaying two minutes and 52 seconds of advertising, program in German channels is interrupted only two and a half times per hour broadcasting 4 minutes and 41 seconds.

### Comparison Brazil - Germany

The data was analyzed by descriptive statistics such as mean and standard deviation with the results presented in the tables below. These indicators verify significant differences between the two countries.

Table 2 - Mean and standard deviation of Brazil vs. Germany regarding the activity of the children

	Brazil			Germany		
	N	Mean	Standard deviation	N	Mean	Standard deviation
Number of children	77	1,47	0,552	70	1,94	0,814
Age of the children	77	0,34	0,7	70	1,64	0,799
Do homework	77	1,26	0,818	70	1,2	0,957
Watch television	77	1,9	0,307	70	1,51	0,583
Meet friends	77	1,25	0,566	70	1,26	0,502
Play on the street	77	0,45	0,551	70	1,61	0,49
Play at home	77	1,94	0,248	70	1,83	0,416
Listen to the music	77	1,39	0,61	70	1,36	0,591
Do something with parents	77	1,56	0,5	70	1,27	0,448
Play sports	77	0,91	0,672	70	1,09	0,474
Play video games	77	0,71	0,666	70	0,66	0,634
Internet	77	0,84	0,727	70	0,53	0,631
Listen to the radio	77	0,56	0,678	70	0,83	0,798
Use mobile phone	77	0,52	0,661	70	0,37	0,569
Read a book	77	1,27	0,621	70	0,37	0,569

Source: produced by the authors (2012)

Analyzing the family structure and the amount of children shows that 55.8% of the Brazilian sample has only one child while in 51.4% a German family consists of two

children. 79.2% of Brazilians have children between 2-7 years as only 51.9% of the Germans have children within the same age group. Regarding the educational background of the parents, 85.7% of Brazilian parents stated undergraduate and/or postgraduate graduation while in Germany 24.3% of parents can be found within the same education group.

Table 3 - Mean and standard deviation of Brazil vs. Germany on the importance and location of TV assistance

	Brazil			Germany		
	N	Mean	Standard derivation	N	Mean	Standard derivation
The television is important to the family	77	1,04	0,91	70	1,7	0,998
Watch in living room	77	0,95	0,223	70	0,97	0,168
Watch in parent´s room	77	0,26	0,441	70	0,06	0,234
Watch in children's room	77	0,27	0,448	70	0,01	0,12
Watch at the house of another person	77	0,17	0,377	70	0,16	0,367

Source: produced by the authors (2012)

The quality perception of **programming** shows a large divergence between the two countries. The Brazilians seem divided regarding this question as 35.1% of the sample agrees partially with the excellent quality of **advertising campaigns** while other 35.1% partially disagree. Compared to Germany where only 5.7% of Germans confirm this thought, 37.7% of Brazilians perceive the **quality of programming** as fully or partly excellent. Similar ratios can be observed in the variable 'tasteful' where 45.6% of Brazilians agree partially or totally, and only 7.1% of Germans are of the same opinion.

Table 4 - Mean and standard deviation of Brazil vs. Germany regarding the quality and quantity of advertising

	Brazil			Germany		
	N	Mean	Standard derivation	N	Mean	Standard derivation
Quality is excellent	77	2,18	1,121	70	2,97	0,992
It's tasteful	77	1,73	1,084	70	2,8	1,001
The education level is excellent	77	2,53	1,176	70	3,04	0,908
Quatity is excellent	77	2,83	1,218	70	3,14	0,937

Source: Data Collection, 2012.

The item with the most discrepant result is the question whether the advertising campaigns bother. While 36.4% of the Brazilian state “no”, only one German replies the same way, leaving a note that his child is only allowed to watch the channel KIKA, which is funded by the German government and does not display any advertising.

This leads to the question whether Brazilian parents really know the TV program that their children are assisting and whether they pass a critical position in relation to consumption. The variable 'playing outside' also showed a significant difference. It can be explained by social differences that exist between the two countries. Since in Brazil the metropolitan areas have little space where children can exercise some outdoor activity, this is more common (and safety) in Germany.

Corroborating this assertion, the analysis shows that only 2.6% of Brazilian children play in the street while this is a usual activity for 61.4% of the German children. In contrast, variables 'do something with the parents' and 'read a book' shows lower percentage for German children. This could be caused by a different interpretation of what is meant by 'doing something' and 'read a book', as the second example could be interpreted as an individual activity or an activity where the parents read out to the child. For such clarification further investigation is needed.

Applying the Kolmogorof-Smirnoff test it was possible to reject the hypothesis of normality. Therefore, the statistical test used to examine whether there are differences in the perception of the parents in the two countries is the Mann-Whitney U test, which can

be used in non-parametric samples. As the table below shows the significant differences ( $p < 0.001$ ) in certain variables:

Table 5 - Mann Whitney U - Brazil vs. Germany as the activity of the children

	Mann-Whitney U	Asymp. Sig. (2-tailed)
Do homework	2668	0,908
Watch television	1769,5	0
Meet friends	2693	0,993
Play on the street	515,5	0
Play at home	2444	0,071
Listen to the music	2605	0,694
Do something with parents	1921,5	0
Play sports	2299,5	0,069
Play video games	2583	0,63
Internet	2062	0,007
Listen to the radio	2208	0,039
Use mobile phone	2394,5	0,173
Read a book	913,5	0

Source: produced by the authors (2012)

The variable 'playing on the street' is of significant difference what can be explained by the social differences that exist between the two countries. Since in Brazil the metropolitan areas have little space where children can exercise some outdoor activity, this is more common and safety in Germany. Corroborating this assertion, the analysis shows that only 2.6% of Brazilian children play in the street while for 61.4% of the German children this is a usual activity.

Table 6 - Mann Whitney U - Brazil vs Germany regarding the importance and where the TV is assisted

	Mann-Whitney U	Asymp. Sig. (2-tailed)
The television is important to the family	1664,5	0
Watch in living room	2632	0,476
Watch in parent's room	2149	0,001
Watch in children's room	1998,5	0
Watch at the house of another person	2663,5	0,849

Source: produced by the authors (2012)

The item with the most discrepant result is the question whether the advertising campaigns bother. While 36.4% of the Brazilian state "no", only one German replies the



same way, leaving a note that his child is only allowed to watch the channel KIKA, which is funded by the German government and does not display any advertising. This leads to the question whether Brazilian parents really know the TV program that their children are assisting and whether they pass a critical position in relation to consumption.

Table 7 - Mann Whitney U - Brazil vs Germany the quality and quantity of advertising

	Mann-Whitney U	Asymp. Sig. (2-tailed)
Quality is excellent	1649,5	0
It's tasteful	1276	0
The education level is excellent	2069	0,011
Quatity is excellent	2373,5	0,188
Disturbs	1753,5	0

ce: produced by the authors (2012)

The differences found here are already visualized in the descriptive analysis of the means and standard deviations and reported above. Consequently, it can be noted that there exist differences among the samples.

However, the significant differences regarding the items relating to the activity of television watching such as: Playing on the street, doing something with their parents, reading books, the importance of television for the family, watching television in parent's room, watching television in children's rooms, quality of advertisements is excellent, tasteful advertisements, the educational level is excellent and advertisements disturbs –support the hypothesis that the perception regarding advertisement in children channels of Brazilian's parents is different from German's parents.

### Qualitative Analysis

For a better understanding of the level of concern regarding the advertising in exclusive channels for children, parents were asked firstly more generally if they do

something to avoid this discomfort and secondly which specific actions they take. This question was only applied when participants confirmed that they are bothered by the advertising in children's channels. In Brazil, 63.6% of the sample response "yes", while in Germany 98.6% confirm their concerns. In both countries, 60% of respondents indicate some form of activity to avoid these annoyances. 40% of the parents behave passively, feeling uncomfortable, but without taking any steps.

Using the content analysis the criteria of Bardin (1979) was applied. A pre-analysis of the material was performed to establish the *corpus* of the research. In a second step the responses were grouped searching for similar categories. The results of treatment comprises inference and interpretation.

The results show that the forms of intervention vary between the two countries. In Germany all parents indicate active behavior to limit the exposure to propaganda: 30% change the channel during the commercial break, 23% choose public channels (without advertising) in another 23% the television is turned off during commercial break and 20% let their children watch only specific programming or channels with little publicity and, ultimately, the TV is turned off when the program is finished which means before the next advertising starts. Other indicated methods are: reducing the time that children are allowed to watch television, use DVDs, record programming and skip the advertising, do something else during the commercial break or actively avoid channels with lots of propaganda.

All parents that are bothered by TV publicity to children actively limit access and exposure to advertising. However, only 10% of them are also engaged in a preparation of their children towards education, ie, explaining the purpose of advertising or questioning the need to buy a new product.

In Brazil, 40% of the respondents feel uncomfortable, but take no action. The comments give two different insights: on the one hand, there are parents who simply don't care a lot, as the comment of one respondent: "I really don't do anything about it, even though it is bothering me too" (Female, child watches three to five hour television per day). On the other hand, there are parents who are seeking for methods to avoid the effects of advertising, but do not quite know how to proceed. Another interviewee, for example, says, "There's not much to do, both in exclusive channels and in the open channels, advertising is exaggerated, deliberate and consumerism leads to a hard stop" (Female, child watches three hours of television per day).

However, parents who do something in two thirds of cases seek educational methods. The others are trying to limit the influence of advertising with reduced access. The educational strategy focus on explaining the concept of consumption, showing that one does not need to have all that propaganda shows and transmitting that in many cases what is shown is not consistent with the reality.

## **DISCUSSIONS**

It's possible to verify the findings of Carlson, Laczniak, and Walsh (1998) in the samples, since the two forms of interference father pointed by the authors appear in each of the countries: Brazilian's parents who own conscience act through critical reflection and German's parents prefer to limit access. The results also indicated that in Brazil the television has a great importance on family life. One explanation may be that activities outside the home for children are limited because of the lack of security and the government investment in facilities for children.

Consequently, other activities are held inside the house. Among these, watching television is the second most practiced activity, surpassed only by playing. In this study,

parents who consider television as important to the family let their children watch an average of 3 hours per day, which agrees with data from previous research (IBOPE, 2009). With this, parents also show a high receptivity to advertising child: one third do not bother with it. Opposing thus the main argument of Reid (1978), for the education of children about the real purpose of advertising, you should start at parental concern that has not been demonstrated by most of the Brazilian sample in this research.

Almost 20% agree totally or partially the amount of advertising that is excellent. Inferring therefore do not believe that there is too much advertising, and as seen in the analysis of channels of programming every 10 minutes to 3 minutes of advertising. In fact, this frequent interruption and with little time, limits the possibilities to avoid exposure. The time is short and does not allow the viewer to be absent from front of the television. At the same time, there is no alternative children's channels without advertising, causing parents to focus on education, explaining the role of propaganda.

While this image seems conclusive, other survey data pose questions: respectively a third think the quality of the advertising is good, tasteful or has an excellent educational level.

A survey conducted by IBOPE (2009) entitled "What Brazilians think about advertising?" broadens this perspective. More than 2,000 Brazilians from various states of the country were interviewed in order to understand how they felt about advertising in Brazil and results exemplify how the Brazilian culture is permissive and less critical of advertising, since 61% of respondents said they liked or like a lot of commercials and 79% advertising has role to promote and inform about products and services. Only 25% perceive commercial paper. In the same survey is still possible to see that 59% of

Brazilians give up eight score for the quality of national trade and 67% say that advertising is important in their lives (IBOPE, 2009).

This view raises the question whether parents really are able to educate their children even enjoying it so much and having trouble understanding the concept of commercial advertising. The fact that 27.3% of respondents allow their children to watch television in their rooms, where supervision and educational influence are limited, and supplement doubts as to educate this role can run.

Even in a group with high level of education, such as the one shown in this research, there is little sense critical of the influence that advertising brings to your life and your children, that second, seen here with Rossiter (1979), such influence can reach levels in cognitive, behavioral and attitude formation. In addition, within that understand and seek to educate their children, some cannot imagine a way to minimize its effects.

For German's parents, television has less importance and value to the family. Playing inside and outside the home are the most popular activities for the children. Only a little over half-watching television all or almost every day with an average of thirty to sixty minutes. Already 75% of parents who agree completely or partly that television is important for the family let their children watch between 30 minutes to 1 hour and a half, while parents who disagree partially or totally let their children watch no more than thirty minutes.

Regarding the advertisement, parents show critical and negative. All German's parents feel uncomfortable. Respectively 60% evaluate propaganda in bad taste and poor quality. The figures are even higher for questions about the educational level and the amount of advertising inserts: within these more than 70% disagree with the excellence and can thus infer that five minutes of advertising after twenty minutes of

programming are considered too. However, over 80% of children are watching the channel KIKA, which has no advertisements. Thus, children are now less exposed to commercials and, notwithstanding, parents still feel uncomfortable seeking other channels public offering special programming without advertising to children.

Since the results indicate that German parents have a more critical, considerations and efforts are reducing the impact of propaganda, takes up the question of why parents rarely bother to educate, explaining the role of advertising. Thus, it is clear that, as Hofstede (1980), culture is a factor that influences the way a society acts and perceives the environment in which it operates.

## **FINAL CONSIDERATIONS**

The first question they wanted answered this article referred to the frequency advertisements in exclusive channels for children, in Brazil to ten minutes of programming there 3 minutes of advertising. In other words, 23% of the programming and advertisements aimed at children and in some cases even targeted directly for mothers, as seen on Nickelodeon with inserts branded cell phone, detergent and pay television. In the German case, the channels show five minutes of advertising after twenty minutes of programming reaching a level slightly lower than Brazil with 19% of advertisements.

Regarding the second question raised as the science of parents as the advertising inserts, the observed data, it can be seen that 60% of Brazilian parents surveyed do not show any concern or discomfort in relation to children's exposure to too much commercial appeal, thereby accounting, in Brazil's case the question number two. To the same question, the Germans seem to be much more critical of the quality and quantity of advertising inserts.

Regarding the third question about the actions that parents take conscious to minimize these impacts between four attitudes: censor, educate, not knowing how to act or accept the hassle.

Closing the question whether there cultural differences in dealing with this matter between Brazil and Germany, can be deduced that there is a big cultural difference in the way the two countries treat the subject, in the German case plus there is a greater awareness direct government interference and options for the country who prefer to censor their children. In Brazil, there is no regulation about it and it seems there is not a deep thought on the issue coming from parents. Moreover, parents were more Brazilians use of education, teaching, informing their children about the operation and purpose of advertising.

Some limitations of the research need to be recorded as an adjustment of the scale of Carlson, Laczniak& Walsh (1998) and one-sided view of parents, and cannot be considered exhaustive.

However, one can say that this research has reached its goal, but at the same time raised other questions and possible *insights* for future research, for example, a semiotic analysis of the content of advertisements and *across-check* whether the *cultural* attitudes of the parents has influence the attitudes of children in relation to advertising. Also the assessment with advertising in the two countries, comparing the data with parents would be enriching.

It should be noted that this research is in the approach called as *Transformative Consumer Research* (ACR, 2012) that seeks a more critical perspective of scientific research in the social sciences, and thus it is expected that these discussions can create interest from other researchers in the field with a more questioning about marketing directed at certain segments, such as children.

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