

Emotional Reactions of Azerbaijani Young Peoples to Media Commercials and its Impact on Their Attitudinal Developments

Baxtiyar Aliyev, Abdullah Türkmen*

Faculty of Social Sciences and Psychology, Baku State University, Baku, Azerbaijan

*Corresponding Author: sinerji_52@hotmail.com

Copyright © 2014 Horizon Research Publishing All rights reserved

Abstract In this media saturated world which is lived in today, Adolescents are bombarded by a multitude of advertisement. The present study utilized the theories of flow, mindfulness, and the elaboration likelihood model of persuasion to explore which factors may influence the emotions and attitudes processing of advertisements by students who participated in a two-week media education curriculum. This study attempted to answer the question of whether or not a media education curriculum focused on advertising had an effect on students' emotions and attitudes. A mixed method design was used to obtain data regarding participant emotional responses to media content and attitudinal to process advertisements. This study surveyed girls and boys ages 12 to 14 years who live in Baku, Azerbaijan. A total of 244 participant forms were collected during the two-week surveying period. Participants in the experimental condition participated in 18 fifty-minute lessons over a two week period. T-test, Friedman test and Pearson correlation were used to analyze data. The result shows that there is considerable variance among emotions. Emotion of much amount is Active and emotion of fewer amounts is Suspicious. In addition, there is no significant relation between React emotionally and Attitude variable and Commercials impact variable.

Keywords Media Commercial, Emotion Process, Attitudinal Development, Adolescent

1. Introduction

Students will spend much of their waking lives in contact with some form of media. Kaiser [1] found, "TV and Music are the dominant youth media, with young people spending an average of three hours a day watching television (nearly four when videos, DVD's and prerecorded shows are included) and about 1 ¼ hours a day listen to the radio or to CD's, tapes or MP3 players". When we also factor in the

amount of time spent playing video games and surfing the internet we can begin to appreciate that most young people spend much of their leisure time consuming media in one of its various forms. While the media can have many positive effects on our development and growth, they can also contribute to attitudes, beliefs and behaviors that are damaging to our health [2-3]. Research has shown that young children—younger than 8 years—are cognitively and psychologically defenseless against advertising [4-5]. Emotions can be used to induce attitude change in a number of ways. Advertisements, campaigns, speeches, and other persuasive communication frequently try to appeal to our emotions because of this [6]. This study attempted to answer the question of whether or not a media education curriculum focused on advertising had an effect on students' emotions and attitudes. The overarching basis for all feelings is defined as affect and within that model lies emotion as a subset of affect[6]. Emotion is thought to be a process that on occasion reaches a detectable level by the person experiencing that emotion or by some type of external observation. Media stimuli have been used in laboratory experiments to manipulate Participants' emotional states so that they feel happy [7], content [8], amused [9], or joyful [10]. The act of media viewing can serve as an escape from reality, and entertainment media has been noted for its capacity to engage viewers and transport them away from their mundane reality and into a story World [11]. The experience of media use can therefore facilitate relaxation and stress relief [12,13]. Indeed, media viewing has precipitated physiological signs of stress relief, such as decreased cortisol levels [14]. The use of media for relaxation has implications for emotional states. For instance adolescents felt vacant while watching television [12]. Social psychologists introduced the concept of involvement to examine the relationship between an attitude object and an individual. The individual is said to be involved if the attitude object has "the characteristic of belonging to me, as being part of me, as psychologically experienced"[15]. Through several decades of research, involvement inherited

the notion of "self" in the subsequent versions of definitions. For example, Petty and Cacioppo [16] defined issue involvement as "the extent to which the attitudinal issue under consideration is of personal importance", Eagly and Johnson [17] defined involvement as "the motivational state induced by an association between an activated attitude and some aspect of the self. Research in the area of children's advertising began in the early 1950s, with research productivity peaking in the late 1970s through the mid-1980s. Specifically, greater detail is provided on the works' contributions to the understanding of four issues in children's advertising: (a) children's awareness of advertising's selling intent, (b) information processing strategies used by children when processing advertising information, (c) the perceived truthfulness of advertising content to children, and (d) children's use of advertising as an information source for consumer decision making[18]. As of now, there are no clear results that definitively conclude what contribution advertising makes to children's product preferences or to what extent children rely on television or Internet advertising for information about new products in the market place[19]. offered interesting insights into just how persuasion influences choices, beliefs, and preferences. Through a series of experiments Cialdini [20] found that, in most cases, the persuasive techniques used by marketers, salespeople, and advertisers are so subtle that the individual is unaware that there is any impact on personal behavior or attitudes. Although his work was with adults, it is very likely that children would fall into the same traps as adults, perhaps even more easily than adults. There is no reason to believe that children would attribute preference to Internet advertising to any greater or lesser extent than they attribute preference to television or other media-based advertising[21].

The following research questions were considered in this study 1-Do Azerbaijani young people react emotionally to media commercial? 2-How can media commercials impact Azerbaijani young people emotionally? 3-How can media commercials cause Azerbaijani young people attitudinal development? 4-Is there any relation between Azerbaijani young people emotional reaction to media commercials? 5-Is there any relation between Azerbaijani young people emotional reaction to their attitudinal development? 6- Is there any relation between Azerbaijani young people media commercials to their attitudinal development?

2. Method

This study attempted to answer the question of whether or not a media education curriculum focused on advertising had an effect on students' emotions and attitudes. It incorporates both the attitude change process and affective emotional processes (i.e. mediation of emotions to attitude change). A grounded theory approach was used to analyze student thought listings.

A mixed method design was used to obtain data regarding

participant emotional responses to media content and attitudinal to process advertisements. Two different types of research instruments were used to gather data: Attitudinal questionnaire and affect scale. This study surveyed girls and boys ages 12 to 14 years who live in Baku, Azerbaijan. Participants were chosen from number 53 middle school in Baku.

A total of 244 participant forms were collected during the two-week surveying period. Participants in the experimental condition participated in 18 fifty-minute lessons over a two week period. The classroom teacher for the experimental condition assisted the researcher with curriculum instruction. Daily activities included: lecture, small group work, homework and quizzes. AnimAction gives young people the opportunity to experience the joys of collaboration and creativity through animation. Students needed to be able to make a connection between how the visual elements of the message translated from the verbal story they wanted to tell in their animation. Because of this, the overall curriculum emphasized the ability to read advertisements as a type of story. The production process for the students occurred within a two-week period. The advertisements were used as stimulus material so that attitudinal, cognitive thought, desire to engage, and affect measures could be taken immediately following viewing.

The affect scale asked participants to respond to a series of adjectives describing how they felt while viewing the advertisement. The scale used in this study was a variation of research analyzed by Kubey [22] which suggest mental and emotional states are often best studied using the very linguistic forms that people give them, i.e., native categories as used in the ESM. Participants were asked to report how they were feeling while they watched. Affect items included: alert, happy, tense, suspicious, irritable, strong, active, creative, free, and excited.

2.1. Description of Research Instruments

2.1.1. Attitudinal Questionnaire

The attitudinal questionnaire addressed a variety of different statements to which students responded on a seven-point likert scale. The scale included the following statements: strongly agree (1), agree (2), somewhat agree (3), neither agree nor disagree (4), somewhat disagree (5), disagree (6), and strongly disagree (7). The attitudinal statements are divided into two categories: attitude toward media and advertising and need to evaluate and understand media.

Nineteen questions consider whether or not students who participated in the curriculum held different attitudes toward the media (in general) and advertising (specifically). The measures were developed considering core concepts of media literacy as presented in the State of New Jersey's Core Curriculum Content Standard 3.5 for Viewing and Media Literacy. Ten questions were used to measure attitudes regarding the need to evaluate and understand media in general as well as advertising specifically.

The statements were adapted and revised from scales used to measure need for cognition and need to elaborate [4]. Statements were included to understand if students varied in their need to evaluate or understand media after participating in the curriculum. Cacioppo and Petty [4] has argued motivation to process is related to an individual's need to evaluate and understand. It was believed students had to want to think about and evaluate advertisements and other types of media in order to engage with them in a meaningful way. For the structure validity of the instrument, Kaiser-Mayer-Olkin (KMO) and BarlettSphericity test were performed. KMO was calculated as .787, BarlettSphericity test was calculated as (X2:234.218,p: .000). Internal consistency was measured by using Cronbach Alpha coefficient was .75 for attitudinal questionnaire.

2.1.2. Affect Scale

The scale used in this study was a variation of research analyzed by Kubey [22] which suggest "mental and emotional states are often best studied using the very linguistic forms that people give them, i.e., native categories as used in the ESM" Participants were asked to report how they were feeling while they watched. Affect items included: alert, happy, tense, suspicious, irritable, strong, active, creative, free, and excited. For the structure validity of the instrument, Kaiser-Mayer-Olkin (KMO) and BarlettSphericity test were performed. KMO was calculated as .845, BarlettSphericity test was calculated as (X2:109.335,p: .000). Internal consistency was measured by using Cronbach Alpha coefficient was .82 for Affect Scale.

Table 1. Statistics for the results of react emotionally variable

	N	Mean	Std. Deviation	Std. Error Mean
React emotionally	244	3.5377	1.19197	.07631

Table 2. T-test analysis for the results of react emotionally variable

	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
React emotionally	-6.058	243	.000	-.46230	-.6126	-.3120

3. Results

Question 1: What is the amount of React emotionally variable?

Table 1 shows the statistics for the results of react emotionally variable. T-test of one example is used in order to answer question 1. Numbers change between 1 and 7. So, the amount of test is considered 4 which is the average of numbers. Table 2 shows that the average of react emotionally variable is 3.54 and the level of importance is 0.000. On the other hand, the amount of react emotionally

variable is considerably less than average amount, as the mean is below 4.

As well as, Friedman Test has been used in order to study composition and importance of emotions. Table 3 shows the result that there is considerable variance among emotions (the level of importance is below 0.05). Emotions are given in the following table, emotion of much amount is active and emotion of fewer amounts is suspicious.

Table 3. Friedman test analysis for the composition and importance of emotions

	N	Mean	Mean Rank	Chi-square	df	Asymp. Sig.
Active	244	4.09	6.33	127.254	9	.000
Irritable	244	4.21	6.32			
Free	244	4.06	6.18			
Creative	244	3.89	6.01			
Strong	244	3.62	5.57			
Excited	244	3.27	5.05			
Tense	244	3.13	4.96			
Happy	244	3.04	4.92			
Alert	244	3.07	4.86			
Suspicious	244	3.01	4.8			

Question 2: What is the amount of Commercials impact variable?

Table 4 shows the statistics for the results of commercials impact variable. T-test of one example is used in order to answer this question. Numbers change between 0 and 9. So, the amount of test is considered 4.5 which is the average of numbers. Table 5 shows that the average of commercials impact variable is 4.30, the level of importance is 0.027. On the other hand, the amount of commercials impact variable is considerably less than average amount, as the mean is below 4.5.

Table 4. Statistics for the results of commercials impact variable

	N	Mean	Std. Deviation	Std. Error Mean
Commercials impact	244	4.2998	1.40234	.08978

Table 5. T-test analysis for the results of commercials impact variable

	Test Value = 4.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Commercials impact	-2.230	243	.027	-.20023	-.3771	-.0234

Question 3: What is the amount of attitude variable?

Table 6 shows the statistics for the results of attitude variable. T-test of one example is used in order to answer this

question. Numbers change between 1 and 7. So, the amount of test is considered 4 which is the average of numbers. Table 7 shows that the average of attitude variable is 3.59 and the level of importance is 0.000. On the other hand, the amount of attitude variable is considerably less than average amount, as the mean is below 4.

Table 6. Statistics for the results of attitude variable

	N	Mean	Std. Deviation	Std. Error Mean
Attitude	244	3.5918	.62539	.04004

Table 7. T-test analysis for the results of attitude variable

	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Attitude	-10.196	243	.000	-.40820	-.4871	-.3293

Question 4: Relation of react emotionally and attitude variables:

Pearson correlation is used in order to answer this question. The null hypothesis in this test is that correlation between variables is zero. Table 8 shows that the correlation coefficient is 0.086 and the level of importance is 0.181. The null hypothesis is not rejected, as the level of importance is above 0.05. It means that there is no significant relation between react emotionally and attitude variables.

Table 8. Pearson correlation analysis for react emotionally and attitude variables

		React emotionally	Attitude
React emotionally	Pearson Correlation	1	.086
	Sig. (2-tailed)		.181
	N	244	244
Attitude	Pearson Correlation	.086	1
	Sig. (2-tailed)	.181	
	N	244	244

Question 5: Relation of react emotionally and commercials impact variables:

Pearson correlation is used in order to answer this question. The null hypothesis in this test is that correlation between variables is zero. Table 9 shows that the correlation coefficient is 0.043 and the level of importance is 0.507. The null hypothesis is not rejected, as the level of importance is above 0.05. It means that there is no significant relation between react emotionally and commercials impact variables.

Question 6: Relation of commercials impact and attitude variables:

Pearson correlation is used in order to answer this question. The null hypothesis in this test is that correlation between variables is zero. Table 10 shows that the correlation

coefficient is 0.064 and the level of importance is 0.321. The null hypothesis is not rejected, as the level of importance is above 0.05. It means that there is no significant relation between commercials impact and attitude variables.

Table 9. Pearson correlation analysis for react emotionally and commercials impact variables

		React emotionally	Commercials impact
React emotionally	Pearson Correlation	1	.043
	Sig. (2-tailed)		.507
	N	244	244
Commercials impact	Pearson Correlation	.043	1
	Sig. (2-tailed)	.507	
	N	244	244

Table 10. Pearson correlation analysis for attitude and commercials impact variables

		Attitude	Commercials impact
Attitude	Pearson Correlation	1	.064
	Sig. (2-tailed)		.321
	N	244	244
Commercials impact	Pearson Correlation	.064	1
	Sig. (2-tailed)	.321	
	N	244	244

4. Conclusions and Discussions

In advertising research we find a growing concern with the individual as an active processor of information and symbolic content in advertising. Research has advanced from a strictly cognitive based interest in the individual's storage of the message determined through recall and recognition to a more affective based interest in the individual's stored personal reaction to the message and how he/she talks about the message and his/her feelings about it. Advertising researchers recognize that cognitive response and attitude change or persuasion are not the "be all and end all" of adolescent response to advertising[23-27]. The incorporation of emotional response into the cognitive response paradigm or cognition-affect-behavior model seems to be a worthwhile and long overdue step.

Adolescents need to learn how to think critically about media content within specific contexts. Viewers are much more in control of the viewing situation than ever before. This changes how we engage with the medium, and it will continue to influence how we process it. It is more important now than ever before to encourage mindfull media consumption. While new media such as blogs, viral marketing and social networking are changing the way consumers interact with advertising, older media like

television provide important clues as to why newer media are more effective. There is no denying that it is quite difficult to think about each and every television advertisement one views.

The findings suggest that more specifically targeted production activities coupled with core media literacy skills could enhance cognitive processing and engagement with media content. Teaching adolescents how to produce television advertisements, broadcast news programs, websites and the like should be done within the context of media literacy instruction. Learning the technical aspects of production devoid of other media literacy knowledge limits deeper cognitive functioning. Learning can and should be relevant and fun. In order to remain relevant in the lives of our students, we must teach with the tools available to us. The channels of communication have evolved and will continue to evolve. Our educational methods remain inadequate if we are not teaching students how to navigate within a technological society. We need to provide adolescents with the critical thinking skills required for mindful media consumption. If our adolescents spend 6 ½ hours a day in contact with some form of media, why not make it a fun and educational experience an optimal experience, where adolescents are able to develop socially, psychologically, and emotionally? In addition the result shows that there is considerable variance among emotions (the level of importance is below 0.05). Emotion of much amount is active and emotion of fewer amounts is suspicious. Average of commercials impact variable is 4.30, the level of importance is 0.027. The null hypothesis is rejected, as the level of importance is below 4.5. On the other hand, the amount of commercials impact variable is considerably less than average amount, as the mean is below 4.5. Average of attitude variable is 3.59 and the level of importance is 0.000. The null hypothesis is rejected, as the level of importance is below 0.05. On the other hand, the amount of attitude variable is considerably less than average amount, as the mean is below 4.

Students who participated in the curriculum were also more knowledgeable about advertising. In addition existing research has focused primarily on how advertising affects a consumer's self- or body-esteem, but not how a consumer's self- or body-esteem could potentially affect his or her attitude toward the ad.

Acknowledgments

Preparation of this article was supported in part by Gina Marcello- Serafin from The State University of New Jersey. We thank Professor Robert Kubey for his comments and suggestions on an earlier draft.

REFERENCES

- [1] Kaiser Family Foundation. (2005, March). Generation M: Media in the lives of 8-18 year-olds. Retrieved July 2006, from <http://www.kff.org/entmedia/7251.cfm>.
- [2] Buckingham, David, V. Hey, and Moss, G. (1992) "Rethinking television literacy: How children understand television." *New directions: Media education worldwide*, pp.125-129.
- [3] Anderson, D. R., Collins, P. A., Schmitt, K., & Jacobvitz, R. S. (1996). Stressful life events and television viewing. *Communication Research*, 23 (3), pp.243-260.
- [4] Cacioppo, J. T. & Petty, R. E. (1983). Effects of need for cognition on message evaluation, recall, and persuasion. *Journal of Personality and Social Psychology* 45(4), pp. 805-818.
- [5] Kunkel D. Children and television advertising. In: Singer DG, Singer JL, eds. *Handbook of Children and the Media*. Thousand Oaks, CA: Sage; 2001:375–393.
- [6] Online Available: http://www.education-portal.com/Social_Sciences/Psychology.
- [7] Miller, B. D., & Wood, B. L. (1997). Influence of specific emotional states on autonomic reactivity and pulmonary function in asthmatic children. *Journal of the American Academy of Child & Adolescent Psychiatry*, Volume 36,(5), pp. 669–677.
- [8] Fredrickson, B. L., & Levenson, R. W. (1998). Positive emotions speed recovery from the cardiovascular sequelae of negative emotions. *Cognition and Emotion*, 12,, pp. 191-220.
- [9] Herring, D. R., Burleson, M. H., Roberts, N. A., & Devine, M. J. (2011). Coherent with laughter: Subjective experience, behavior, and physiological responses during amusement and joy. *International Journal of Psychophysiology*, Volume 79, pp. 211–218.
- [10] Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Cognition & Emotion*, 19, pp.313-332.
- [11] Green, M. C., Brock, T. C., & Kaufman, G. F. (2004). Understanding media enjoyment: The role of transportation into narrative worlds. *Communication Theory*, Volume 14(4), pp. 311–327.
- [12] Csikszentmihalyi, M., & Kubey, R. W. (1981). Television and the rest of life: A systematic comparison of subjective experience. *Public Opinion Quarterly*, 45(3), pp. 317-328.
- [13] Csikszentmihalyi, M., Larson, R., & Prescott, S. (1977). The ecology of adolescent activity and experience. *Journal of Youth and Adolescence*, Volume 6,(3), pp. 281-294.
- [14] Hubert, W., & de Jong-Meyer, R. (1991). Autonomic, neuroendocrine and subjective responses to emotion-inducing film stimuli. *International Journal of Psychophysiology* 11, Volume 11,(2), pp.131–140.
- [15] Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Cognition & Emotion*, 19, pp.313-332.
- [16] Petty R. & Cacioppo, J., "Thought confidence as a determinant of persuasion: the self validation hypothesis." *Journal of Personality and Social Psychology*, 2002, 82 p722 -

- 741.
- [17] Eagly, A.H. & Johnson, B.T. (1990). Gender and leadership style: A meta-analysis. *Psychological Bulletin*, 108(2), 233-256.
- [18] Kunkel, D. (2001). Children and television advertising. In D. G. Singer & J. L. Singer (Eds.), *The handbook of children and media* (pp. 375-394). Thousand Oaks, CA: Sage Publications.
- [19] Carpentier, F. R. D., Brown, J. D., Bertocci, M., Silk, J. S., Forbes, E. E., & Dahl, R. E. (2008). Sad kids, sad media? Applying mood management theory to depressed adolescents' use of media. *Media Psychology*, 11, pp.143-166.
- [20] Cialdini, R. B. (2001). The science of persuasion. *Scientific American*, 284, 76–81.
- [21] Nabi, R. L., & Krmar, M. (2004). Conceptualizing media enjoyment as attitude: Implications for mass media effects research. *Communication Theory*, Volume 14,(4), pp. 288–310.
- [22] Kubey, R. W. (1984). Leisure, television, and subjective experience. Doctoral dissertation, University of Chicago, Department of Behavioral Sciences, Committee on Human Development.
- [23] Kubey, R. & Marcello-Serafin, G. (2001). Final evaluation of Assignment: Media Literacy: A Report to the Discovery Channel. New Jersey: Rutgers University. (ERIC Document Reproduction Service No. ED479068), pp.25p.
- [24] Kramer, J. B. (2006). Ethical analysis and recommended action in response to the dangers associated with youth consumerism. *Ethics & Behavior*, 16(4), pp. 291-303.
- [25] Lull, J. (1980). The social uses of television. *Human Communication Research*, 6(3), pp. 197–209.
- [26] Weinberger, M. G., & Gulas, C. S. (2013). The impact of humor in advertising: A review. *Journal of Advertising*, 21(4), pages 35-59.
- [27] Mares, M.L., & Cantor, S. (1992). Elderly viewers' responses to televised portrayals of old age: Empathy and mood management versus social comparison. *Communication Research*, 19, no. 4 459-478.