Education of the Students and the Influence of T.V Advertisements on Them: A Study on Goan Students

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Abstract: **T.V. advertisements are powerful tools. Most advertisements portray glamorous or larger than life scenario which the teenagers end up watching and comparing with their own lives. It is an established fact that advertisements do influences the decision making process of the customers. Advertising has influence on purchase behavior. Advertising does not affect the viewers. If a message is repeated often enough, people will increasingly accept it. In the present study an attempt is made to find out whether education of the students have any bearing upon the purchasing and other decisions of the students. More than 2000 students across different levels from Goa were surveyed to collect the data and tasted statistically which revealed that students in general are not carried away by the exaggerated, deceptive and any other form of advertising. The students have showed a great deal of maturity.**

Keywords: **Advertisements, Influence, maturity, deceptive, models, smoking, drinking.**

1. INTRODUCTION

T.V. advertisements are powerful tools. Most advertisements portray glamorous or larger than life scenario which the teenagers end up watching and comparing with their own lives. These advertisements only generate false values and propagate lifestyles inconsistent with real life. Menon and Gandhi (1997), argue that on finding themselves deprived of things advertised on T.V., children and latter adults may breed a feeling of frustration or develop an inferiority complex which may develop into social problems. Children and teenagers are easily influenced by the happy, carefree and sumptuous world of T.V. advertisement starting at a very early age. Children learn to desire things they see on the T.V. and eventually become active persuaders in the market place and at home, which has its own implications.

The family is the basic and universal social institution of human society. Parents play an important and supportive role in the life of their children. Today the need for positive parental encouragement has been realized. Parental encouragement is must to ensure right type of values and development of personality in children. Unfortunately, in the absence of either one or both parents or the lack of availability of their quality time for teenagers, T.V. turns into a surrogate parent resulting in long hours of viewing. Thus, children watch T.V. in the absence of the parental supervision. This results into the absorption of all the exaggerated ideas, thoughts, violence, sexism etc. into the young immature minds. This type of T.V. contents affects the behavior, attitude, spending pattern, eating habits, value system etc. of the young generation.

Commercials constantly intrude upon the consciousness of viewers interfering with the normal process of thinking and filling and many of these are aimed at children (Starker, 1989). According to Aderson (1995), the most disturbing and ethically reprehensible development in media and marketing during the past few years has been the selling of children as consumers to advertisers. Advertising has influence on purchase behavior. Advertising does not affect the viewers. If a message is repeated often enough, people will increasingly accept it (Goldstein, 1998).

T.V advertising usually plays a role in either introducing a product, reinforcing the familiarity to the product and also convincing the potential customer to purchase the product. Advertisements are among the most visible marketing strategy and have been the subject of a great deal of attention in the last 10 to 15 years. Advertisements cannot only charge the emotions but also give a subliminal message (Nidhi Kotwal, Gupta, 2008). Advertising today seems to be every where and ever present exerting a far reaching influence on the daily lives of the people. Advertisements develop a self concept in order to induce purchase decisions (Nidhi Kotwal, 2008). T.V. advertisement employs attention grabbing tricks such as catchy and pleasing music, lyrics, jingles, humor and repeated message. The impact of the T.V. advertisements is more than the print media or Radio (Nidhi Kotwal, 2008).

In a developing country like India, T.V. plays an important role in shaping society and the economy. T.V. brings to our living room images and sounds of things and places we could never have imagined. T.V. today is the most watched medium by young and old. But over the years this medium has earned the ire of many parents and teachers. And it has more often than not taken the blame for being the perpetrator of negative influence in our society. T.V. has permeated every corner of public and private space, shaping our consciousness, defining our realities, drawing and pulling us apart in ways that will uniquely enshrine this age as the age of T.V. (Shanahan and Morgan, 1990). Advertising has an influence on purchase behavior. Advertising does affect viewers. If a message is repeated often enough, people will increasingly accept it (Goldstein, 1998). Gandhi (1994) in his study on consumer behavior among adults found that T.V. is of paramount importance in influencing consumer's choice. He further expressed that among the media; the impact of T.V. advertisements on social behavior including purchasing behavior was the greatest.

The reason being that T.V. has charm, instantaneous transmission capability and satellite channels certainly affected the lifestyle of individuals. They tend to buy the product advertised by media, irrespective of its cost. The way of presentation mattered in case of food items whereas in case of clothing, designer label mattered (Mahajan and Sing, 1997).

Smoking, Drinking, Inhaling of Drugs, Chewing of Tobacco etc. has become the menace on the campus. These products are easily available on the campus to the students for their use and consumption. The cause of alcohol use among youth including older children, adolescents and young adults are a major public health concern. Drinking among youth can result in panoply of negative consequences including poor grades, risky sex, alcohol addiction and car crashes (Chassi L, delucia C, 1996). Drinking and smoking among the youth has become a nuisance to society in general and families in particular. It leads to various consequences. Drinkers younger than 21 years who consume approximately 20% of all alcoholic drinks (Foster SE , Vaughan RD, Foster WH) imbibe more heavily than adults per drinking episode and are involved in twice as many car crashes while drinking (national Highway Traffic safety administration)

Research clearly indicates that, in addition to parents and peers, alcohol advertising and marketing have a significant impact on youth decision to drink. While many factors may influence an under age person's drinking decision , including among other things parents, peers and the media, there is a reason to believe that advertising also plays a role (Federal Trade Communication, Self Regulation in the alcohol Industry)

Use of various advertising formats such as premium offers and endorsing celebrities, in T.V. advertisements has met with criticism from different corners (D.P.S Verma and Kapoor, 2002). Characters of various kinds, such as popular television or film stars, famous fashion models, cartoon characters, kids, mother, doctor, teacher, sport stars, appear as product presenters or product users in most of the T.V. advertisements. Their association with the advertised product ranges from a mere coincidental presence in the advertisement to open endorsements and testimonials.

2. HYPOTHESIS AND METHODOLOGY

The paper tried to find put *the general impact of advertising on students from Goa.* For the purpose a hypothesis was formed and tested with various statistical tools such as *Mean, One way ANOVA* and *Post hoc* test.

Ho: General Impact of advertising on students of Goa is not significant

The above hypothesis was analyzed and tested based on **Educational background.** Further the data collected from the students was grouped into seven important areas to find out the impact of advertising on the following aspects.

1) *Watching advertisements by students*

2) *Advertisements and desire for products*

3) *Advertising as a source of information*

4) *Role of models in advertising in influencing students*

5) *Influence of advertising on drinking and smoking*

6) *Modeling as career*

7) *Influence of advertising on purchases*

To collect the information on the above areas a set of seven statements were designed. The respondent were asked to rank it on a scale of four- **One** being **Not at all**; **Two Rarely; Three some time;** and **Four** being **Often.** The statements were:

1. *Do you watch Advertisements?*

2. *Do you desire for the product which is advertised?*

3. *Do you think advertisement provides with information you needed?*

4. *Do you believe in your favorite model in an advertisement?*

5. *If I drink and smoke, it is because of an advertisements and commercials*

6. *Always I dream to become a model in an advertisement*

7. *Most of my purchases are influenced by advertisements*

In all, 2108 students from all over Goa belonging to Secondary, Higher secondary, Colleges and University were surveyed. Out of these, 964 were Male remaining being Females. The collected data was then grouped into four categories based on **Education** (SSCE, HSSCE, Graduates, P.G.).

3. ANALYSIS AND DISCUSSION

EDUCATIONAL BACKGROUND:

The data collected was analyzed according to educational background. The total students were 2018, divided into **SSCE** (833), **HSSCE** (592), **Graduates** (629) and **PG** (54). The statistical tools such as **Percentage, One way ANOVA** and **Post HOC** was used to analyze the data. **Table1** gives the **Frequencies** along with **Percentages**. **Table 2** gives the **One way ANOVA** values. and **Table 3** gives the multiple comparisons **(Post Hoc)**

Table 1: Frequencies according on General Impact (Educational)

		CLASS				TOTAL
		SSCE	HSSCE	GRADUATES	PG	
Do you watch Advertisements?	Not at all	54(6.5%)	22(3.7%)	12(1.9%)	1(1.9%)	59 (4.22)
	Rarely	116(13.9%)	91(15.4%)	78(12.4%)	4(7.4%)	289 (13.70)
	Some time	543(65.2%)	368(62.2%)	359(57.1%)	24(44.4%)	1294 (61.39)
	Often	120(14.4%)	111(18.8%)	180(28.6%)	25(46.3%)	436 (20.69)
Do you desire for the product which is advertised?	Not at all	238(28.6%)	126(21.3%)	73(11.6%)	5(9.3%)	422 (20.97)
	Rarely	291(34.9%)	198(33.4%)	273(43.4%)	17(31.5%)	779 (36.95)
	Some time	205(24.6%)	214(36.1%)	251(39.9%)	25(46.3%)	695 (32.97)
	Often	99(11.9%)	54(9.1%)	32(5.1%)	7(13.0%)	192 (9.11)
Do you think advertisement provides with information you needed?	Not at all	199(23.9%)	87(14.7%)	66(10.5%)	7(13.0%)	359 (17.03)
	Rarely	200(24.0%)	143(24.2%)	146(23.2%)	18(33.3%)	507 (24.05)
	Some time	306(36.7%)	284(48.0%)	299(47.5%)	21(38.9%)	910 (43.17)
	Often	128(15.4%)	78(13.2%)	118(18.8%)	8(14.8%)	332 (15.75
Do you believe in your favorite model in an advertisement?	Not at all	471(56.5%)	280(47.3%)	382(60.7%)	36(66.7%)	745 (35.34)
	Rarely	136(16.3%)	99(16.7%)	106(16.9%)	6(11.1%)	347 (16.46)
	Some time	153(18.4%)	158(26.7%)	102(16.2%)	10(18.5%)	423 (20.07)
	Often	73(8.8%)	55(9.3%)	39(6.2%)	2(3.7%)	169 (8.03)
If I drink and smoke, it is because of an advertisements and commercials	Not at all	669(80.3%)	486(82.1%)	528(83.9%)	48(88.9%)	1731 (82.12)
	Rarely	62(7.4%)	38(6.4%)	32(5.1%)	3(5.6%)	135 (6.40)
	Some time	48(5.8%)	38(6.4%)	39(6.2%)	1(1.9%)	126 (5..98)

Page | 60

ISSN 2349-7807

International Journal of Recent Research in Commerce Economics and Management (IJRRCEM)
Vol. 3, Issue 4, pp: (58-66), Month: October - December 2016, Available at: www.paperpublications.org

	Often	54(6.5%)	30(5.1%)	30(4.8%)	2(3.7%)	116 (5..50)
Always I dream to become a model in an advertisement	Not at all	621(74.5%)	419(70.8%)	472(75.0%)	41(75.9%)	1553 (73.67)
	Rarely	70(8.4%)	51(8.6%)	41(6.5%)	9(16.7%)	171 (8.11)
	Some time	98(11.8%)	94(15.9%)	86(13.7%)	3(5.6%)	281 (13.33)
	Often	44(5.3%)	28(4.7%)	30(4.8%)	1(1.9%)	103 (4.89)
Most of my purchases are influenced by an advertisements	Not at all	335(40.2%)	197(33.3%)	206(32.8%)	14(25.9%)	752 (35.67)
	Rarely	190(22.8%)	171(28.9%)	208(33.1%)	24(44.4%)	593 (28.13)
	Some time	220(26.4%)	173(29.2%)	173(27.5%)	14(25.9%)	580 (27.51)
	Often	88(10.6%)	51(8.6%)	42(6.7%)	2(3.7%)	183 (8.69)

Source: Primary data

Table 2: Table showing ANOVA Values on General Impact (Education)

		Sum of square	df	Mean square	F	Sig
Do you watch/read advertisement?	Between Groups	29.859	3	9.953	19.931	.000*
	Within Groups	1050.685	2104	.499		
	Total	1080.544	2107			
Do you desire for the product which is advertised?	Between Groups	19.599	3	6.533	8.119	.000*
	Within Groups	1692.911	2104	.805		
	Total	1712.510	2107			
Do you think advertisement provides with information you needed?	Between Groups	34.744	3	11.581	13.087	.000*
	Within Groups	1861.960	2104	.885		
	Total	1896.704	2107			
Do you believe in your favorite model in an advertisement?	Between Groups	30.625	3	10.208	9.951	.000*
	Within Groups	2158.408	2104	1.026		
	Total	2189.032	2107			
If I drink and smoke, it is because of an advertisements and commercials	Between Groups	2.786	3	.929	1.372	.249
	Within Groups	1423.940	2104	.677		
	Total	1426.726	2107			
Always I dream to become a model in an advertisement	Between Groups	3.284	3	1.095	1.352	.256
	Within Groups	1703.647	2104	.810		
	Total	1706.932	2107			
Most of my purchases are influenced by an advertisements	Between Groups	1.322	3	.441	.453	.715
	Within Groups	2044.825	2104	.972		
	Total	2046.146	2107			

*Source: Primary data; *Significant at 5% level of significance.*

Table 3: Table showing multiple Comparisons (Post HOC)

Dependent Variable	(i) Class	(j) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Upper Bound	Lower Bound
Do you watch/read advertisement?	SSCE	HSSCE	-.084	.038	.118	-.18	.01
		GRAD	-.249(*)	.037	.000*	-.34	-.15
		PG	-.477(*)	.099	.000*	-.73	-.22
	HSSCE	SSCE	.084	.038	.118	-.01	.18
		GRAD	-.165(*)	.040	.000*	-.27	-.06
		PG	-.392(*)	.100	.001*	-.65	-.13
	GRAD	SSCE	.249(*)	.037	.000*	.15	.34
		HSSCE	.165(*)	.040	.000*	.06	.27
		PG	-.228	.100	.105	-.49	.03
	PG	SSCE	.477(*)	.099	.000*	.22	.73
		HSSCE	.392(*)	.100	.001*	.13	.65
		GRAD	.228	.100	.105	-.03	.49
Do you desire for the product which is advertised?	SSCE	HSSCE	-.133(*)	.048	.030*	-.26	-.01
		GRAD	-.187(*)	.047	.000*	-.31	-.06
		PG	-.432(*)	.126	.003*	-.76	-.11
	HSSCE	SSCE	.133(*)	.048	.030*	.01	.26

	GRAD	SSCE	Mean Difference (I-J)	Std. Error	Sig.	Upper Bound	Lower Bound
		GRAD	-.054	.051	.723	-.19	.08
		PG	-.299	.128	.089	-.63	.03
	GRAD	SSCE	.187(*)	.047	.000*	.06	.31
		HSSCE	.054	.051	.723	-.08	.19
		PG	-.245	.127	.218	-.57	.08
	PG	SSCE	.432(*)	.126	.003*	.11	.76
		HSSCE	.299	.128	.089	-.03	.63
		GRAD	.245	.127	.218	-.08	.57
Do you think advertisement provides with information you needed?	SSCE	HSSCE	-.161(*)	.051	.008*	-.29	-.03
		GRAD	-.310(*)	.050	.000*	-.44	-.18
		PG	-.120	.132	.801	-.46	.22
	HSSCE	SSCE	.161(*)	.051	.008*	.03	.29
		GRAD	-.149(*)	.054	.029*	-.29	-.01
		PG	.041	.134	.990	-.30	.38
	GRAD	SSCE	.310(*)	.050	.000*	.18	.44
		HSSCE	.149(*)	.054	.029*	.01	.29
		PG	.190	.133	.484	-.15	.53
	PG	SSCE	.120	.132	.801	-.22	.46
		HSSCE	-.041	.134	.990	-.38	.30
		GRAD	-.190	.133	.484	-.53	.15

Dependent Variable	(i) Class	(j) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Upper Bound	Lower Bound
Do you believe in your favorite model in an advertisement?	SSCE	HSSCE	-.186(*)	.054	.004*	-.33	-.05
		GRAD	.115	.054	.140	-.02	.25
		PG	.201	.142	.491	-.16	.57
	HSSCE	SSCE	.186(*)	.054	.004*	.05	.33
		GRAD	.301(*)	.058	.000*	.15	.45
		PG	.387(*)	.144	.036*	.02	.76
	GRAD	SSCE	-.115	.054	.140	-.25	.02
		HSSCE	-.301(*)	.058	.000*	-.45	-.15
		PG	.086	.144	.932	-.28	.46
	PG	SSCE	-.201	.142	.491	-.57	.16
		HSSCE	-.387(*)	.144	.036*	-.76	-.02
		GRAD	-.086	.144	.932	-.46	.28
If I drink and smoke, it is because of an advertisements and commercials	SSCE	HSSCE	.040	.044	.808	-.07	.15
		GRAD	.066	.043	.424	-.05	.18
		PG	.180	.116	.401	-.12	.48
	HSSCE	SSCE	-.040	.044	.808	-.15	.07
		GRAD	.027	.047	.942	-.09	.15
		PG	.141	.117	.624	-.16	.44
	GRAD	SSCE	-.066	.043	.424	-.18	.05
		HSSCE	-.027	.047	.942	-.15	.09
		PG	.114	.117	.761	-.19	.41
	PG	SSCE	-.180	.116	.401	-.48	.12
		HSSCE	-.141	.117	.624	-.44	.16
		GRAD	-.114	.117	.761	-.41	.19
Always I dream to become a model in an advertisement	SSCE	HSSCE	-.068	.048	.498	-.19	.06
		GRAD	-.004	.048	1.000	-.13	.12
		PG	.144	.126	.663	-.18	.47
	HSSCE	SSCE	.068	.048	.498	-.06	.19
		GRAD	.064	.052	.601	-.07	.20
		PG	.212	.128	.346	-.12	.54
	GRAD	SSCE	.004	.048	1.000	-.12	.13
		HSSCE	-.064	.052	.601	-.20	.07
		PG	.148	.128	.650	-.18	.48
	PG	SSCE	-.144	.126	.663	-.47	.18
		HSSCE	-.212	.128	.346	-.54	.12
		GRAD	-.148	.128	.650	-.48	.18

Dependent Variable	(i) Class	(j) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Upper Bound	Lower Bound
Most of my purchases are influenced by an advertisements	SSCE	HSSCE	-.059	.053	.687	-.19	.08
		GRAD	-.008	.052	.999	-.14	.13
		PG	-.001	.138	1.000	-.36	.36
	HSSCE	SSCE	.059	.053	.687	-.08	.19
		GRAD	.051	.056	.806	-.09	.20
		PG	.058	.140	.976	-.30	.42
	GRAD	SSCE	.008	.052	.999	-.13	.14
		HSSCE	-.051	.056	.806	-.20	.09
		PG	.007	.140	1.000	-.35	.37
	PG	SSCE	.001	.138	1.000	-.36	.36
		HSSCE	-.058	.140	.976	-.42	.30
		GRAD	-.007	.140	1.000	-.37	.35

*Source: Primary Data: *Significant at 5% level of significance.*

WATCHING OF ADVERTISEMENTS: Students with different educational backgrounds showed altogether a same picture. The result combined together revealed that 69% of **SSCE**, 80% of **HSSCE,** 85% of **Graduates** and 90% of **PG** students watch advertisements. This shows that as the qualification of the student's increases, their urge to watch advertisements also increases. However it need not mean that advertisements influence them to buy the product.

The **One way ANOVA** Table shows that the *F* value is 19.931 and its corresponding *p* value is less than 0.05 at 5% level of significance. This means that there exists a significant difference between students from different classes watching the advertisements.

Post Hoc test produced the following results between the two classes: The *p* value for **SSCE** and **Graduation**; **SSCE** and **PG**; **HSSCE** and **Graduation** and **HSSCE** and **PG** are less than 0.05 at 5% level of significance. It means that there is a significant difference between **SSCE** and **Graduates**, **SSCE** and **PG**, **HSSCE** and **Graduates**, **HSSCE** and **PG** and their watching advertisements. Whereas in case of students of **SSCE** and **HSSCE** , **Graduates** and **PG** , the *p* value is greater than 0.05 which means that there is no significant difference between **SSCE** and **HSSCE** , **Graduate** and **PG** and they watching advertisements.

DESIRE FOR THE PRODUCTS: A small percentage of students i.e. 11.9% of **SSCE**, 9.1% of **HSSCE**, 5.1% of **Graduates** and 13% of **PG** wished to buy the advertised product **very often**, whereas 28.6% of **SSCE**, 21.3% of **HSSCE**, 11.6% of **Graduates** and 9.3% of **PG** students do not want to buy the advertised product. The combined results show that students do not desire to buy the advertised products.

One way *ANOVA* Table shows that the **F** value is 8.119 and its corresponding *p* value is 0.000 which is less than 0.05 at 5% level of significance. It means that there exists a significant difference between the students and the advertised product desired by them.

Further according to *Post Hoc* Table, the pairs such as **SSCE** and **HSSCE**, **SSCE** and **Graduates**, **SSCE** and **PG** has their *p* value less than 0.05 at 5% level of significance. And therefore, we can say that there is a significant difference between the pairs and the advertised product desired by them, whereas in case of pairs – **HSSCE** and **Graduates**, **HSSCE** and **PG**, **Graduates** and **PG,** the *p* value is greater than 0.05 at 5% level of significance and there- fore we can conclude that there is no significant difference between the pairs cited and the advertised product they buy.

A SOURCE OF INFORMATION: Majority of the students from the different classes were of the opinion that advertisements sometimes provides them with the information they need to buy various products. Where as 23.9% of **SSCE**, 14.7% of **HSSCE**, 10.5% of **Graduates** and 13% of **PG** students said that advertisements did not provide them with information they needed to buy the products.

The one way *ANOVA* Table shows that the **F** value is 13.087 and its corresponding *p* value is 0.000 which is less than 0.05 at 5% level of significance. There fore we can say that there exists a significant difference between the students of **SSCE, HSSCE, Graduates**, and **PG.**

According to *Post Hoc* test, in case of **SSCE** and **HSSCE, SSCE** and **Graduates, HSSCE** and **Graduates,** the *p* value is less than 0.005 at 5% level of significance and there fore can be said that there is a significant difference between the pairs – **SSCE** and **HSSCE, SSCE** and **Graduates, HSSCE** and **Graduates** with reference to advertisements providing information whereas in case of **SSCE** and **PG, HSSCE** and **PG Graduates** and **PG,** the *p* value is greater than 0.05 which means that there is no significant difference between the students of **SSCE, HSSCE, Graduates** and **PG** and the advertisements providing them information.

ROLE OF MODEL: Majority of students i.e. 56.5% of **SSCE,** 47.3% of **HSSCE,** 60.7% of **Graduate** and 67.7% of **PG** students did not believe in their favorite icons used in the endorsement of the products. This implies that the students from different educational backgrounds too do not have any fascination towards products advertised by them.

According to one way *ANOVA* Table, the **F** value is 9.951 and its corresponding *p* value is 0.000 which is less than 0.05 at 5% level of significance ant therefore we can say that there exist no significance difference between students of **SSCE, HSSCE, Graduates** and **PG** believing in their favorite model. Thus between groups there is no significant difference.

According to *Post hoc* Table, comparison between all possible pairs showed that the *p* value for **SSCE** and **HSSCE** is 0.004, **HSSCE** and **Graduates** is 0.000, **HSSCE** and **PG** is 0.036 which is less than 0.05 at 5% level of significance. It means that there is a significant difference in these pairs of students and them believing in their favorite model. Whereas in case of **SSCE** and **Graduates**, **SSCE** and **PG**, **Graduates** and **PG,** the *p* value is greater than 0.05. It means that there is no significant difference between students of **SSCE, HSSCE, Graduates** and **PG** believing their favorite model.

DRINKING AND SMOKING: The students with the different educational backgrounds were of the opinion that, advertisements in no way influence their drinking/ smoking habits if any. 80.3% of **SSCE** students, 82.1% students of **HSSCE**, 83.9% of **Graduates** and 88.9% of **PG** students were of the opinion that their drinking or smoking habits are not influenced by the advertisements.

According to one way **ANOVA** Table, the **F** value is 1.372 where as its corresponding *p* value is 0.249 which is higher than 0.05 at 5% level of significance. It means that there is no significant difference between the students of **SSCE, HSSCE, Graduates**, and **P.G.** with reference to drinking and smoking due to advertisements.

The *Post Hoc* Table also reveals a similar picture between all the possible pairs. The *p* value in this case is more than 0.05. It means that there is no significant difference between students of **SCCE, HSSCE, Graduates, PG** and the vices they carry due to advertisements.

MODELING AS CAREER: Students from different classes have showed no interest in modeling as their career. This shows that the extent to which advertising in general and modeling in particular have influenced their lives 74.5% of **SSCE,** 70.8% of **HSSCE**, 75% of **Graduates** and 75.9% of **PG** disclosed that they do not want to take up modeling as their career.

The One way *ANOVA* Table also shows a similar kind of situation. The **F** value in this case is 1.352 and its *p* value is 0.256 which is greater than 0.05 and therefore it can be concluded that there is no significant difference between students from different classes and their dream to become models in an advertisement.

The *Post hoc* Table also discloses a similar picture between all the possible pairs. The *p* value disclosed by the Table for all the pairs is greater than 0.05 meaning thereby there is no significant difference among students from different classes and their dream to become a model in an advertisement.

INFLUENCE ON PURCHASES: 40.2% of **SSCE,** 33.3% of **HSSCE**, 32.8% of **Graduates**, and 25.9% of **PG** are not at all influenced by commercials and their gimmicks. 10.6% of **SSCE,** 8.6% of **HSSCE**, 6.7% of **Graduates** and 3.7% of **PG** students are influenced by the advertisements. This shows that the percentage of students not influenced by the advertisements is more. In this case the PG students have showed more maturity with reference to the advertisements and its persuasive techniques.

The **F** value disclosed by one way **ANOVA** Table is 0.453 and its *p* value is 0.715 which is greater than 0.05 at 5% level of significance. It means that there is no significant difference between the students from different classes and their purchases being influenced by the advertisements.

ISSN 2349-7807

International Journal of Recent Research in Commerce Economics and Management (IJRRCEM)
Vol. 3, Issue 4, pp: (58-66), Month: October - December 2016, Available at: www.paperpublications.org

The *p* value of all the possible pairs (**SSCE** and **HSSCE**, **SSCE** and **Graduates, SSCE** and **PG, HSSCE** and **Graduates**, **HSSCE** and **PG)** according to *Post Hoc* Table is greater than 0.05. It means that there is no significance between the pairs and there purchase being influenced by advertisements.

4. CONCLUSION

With reference to the students with their educational background, it was found that as the qualification increases their desire to watch T.V. also increases. It was found that in the present study that the influence of advertising on Male and Female students is negative.. Among the students from different classes, the students from P.G. showed little maturity with reference to advertising and its influence. In the study, the students from SSCE, not influenced by advertisements are more but the same students have also showed that they are very much influenced by advertisements. However, overall students while dealing with advertising and its content and the purpose showed a good amount of maturity.Majority of the students of different backgrounds agreed to the fact that advertisements do provide them with the information necessary to make an intelligent choice. Among the different categories of students – it was seen that based on educational qualifications, students do differ in their opinion.

The present study showed that the students of **SSCE** and **HSSCE**, **HSSCE** and **Graduates** and **HSSCE** and **PG** showed a difference in their thinking towards the role of models in advertisements.

Table 4.1: Table showing a brief summary of different values on General Impact

Aspects of Advertising Tested based on the Objectives:	Education [S / H / G / P]
General Impact of Advertisement	**Rejected**
* Watching Ads	.000*
* Desire for Products	.000*
* Source of Information	.000*
* Role Model	.000*
* Drinking & Smoking	.249
* Modeling as a Career	.256
* Influence on purchase	.715

*Source: Primary Data   * Significant at 5% level of significance*

By keeping the above areas as back drop vis-a-vis the hypothesis formed, we can conclude the following:

The students do like to watch advertisements. However the continuous watching of advertisements does not in any way influence their purchases. In this regards, students showed a great deal of maturity. It seems that they can distinguish now between the commercials and programmes. It is also revealed that students do not desire the advertised products. Further, students agreed that advertisements do provide them with information needed to make an intelligent choice. The inclusion of popular personalities in the commercials, their testimonies, has no influence over their decision making process. At the same time students showed no interest in pursuing their career in modeling which is a highly paid but short- lived profession.

Further drinking or smoking if any by these students, doesn't influence by any form of T.V. advertising. Similarly the purchases too are not influenced by advertisements.

Thus based upon the above brief important findings, we can conclude that, *"general impact of advertising on students is not significant"*. It means that students in general are not carried away by the exaggerated, deceptive and any other form of advertising. The students have showed a great deal of maturity.

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