



# ADVERTISING LITERACY AND YOUNG ADULTS: A REVIEW OF LITERATURE

(In the context of television advertisements)

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## Abstract:

Advertising is a powerful form of social and commercial communication through any of the established mass media such as the press, radio, television, and film. One of the most crucial tools of marketing communications, advertising is a strong communicative force that is highly visible and aids in the sale of goods, services, concepts, and other things. Many people think that advertising captures the demands of the moment. There are commercials everywhere, whether one likes them or not. Overcome the effect of advertising on anyone advertising literacy plays a very crucial role. It prevents society from the harmful effect of advertising. this literature review examines the concept of advertising literacy among young adults, with a focus on empirical research conducted in the past decade. Advertising literacy refers to individuals' ability to critically evaluate and understand advertising messages and has become an increasingly important topic as advertising pervades modern society. The review analyzes studies that investigate the factors that influence advertising literacy, including demographics, media use, and education level. Additionally, the review explores the impact of advertising literacy on consumer behavior and decision-making. The findings suggest that while advertising literacy varies among individuals, it can be improved through education and media literacy programs. The review concludes by highlighting the need for further research in this area, particularly about the effectiveness of advertising literacy interventions.

**Keywords – TV advertisements, advertising literacy, young adults**

## **INTRODUCTION**

Advertising plays an important role in any society. It helps to sell products and also ideas. Internal as well as international marketing both require advertising. At the same time, it is needed for all forms of goods, whether old, well-established, or modern. Advertising literacy refers to the ability of individuals to critically evaluate and understand the persuasive messages presented in advertisements. As advertising becomes increasingly prevalent in modern society, understanding the factors that influence advertising literacy and its impact on consumer behavior has become an important area of research. This literature review aims to provide an overview of the current research on advertising literacy among adults. The concept of advertising literacy has gained increasing attention in recent years as advertising has become ubiquitous in modern society. While various studies have explored the factors that influence advertising literacy, a comprehensive meta-analysis can provide a more nuanced understanding of the current state of research in this area. Therefore, this study aims to conduct a meta-analysis of empirical research on advertising literacy among young adults.

## **OBJECTIVE:**

To review the related literature on **advertising literacy and young adults**.

## **METHODOLOGY:**

The research study is taken place using a ‘meta-analysis’ approach. Gene V. Glass defined meta-analysis as an analysis of analyses,’ (Glass, 1976)<sup>1</sup>. in 1976, Gene Glass proposed a method to integrate and summarize the findings from a body of research. He called the method meta-analysis. Meta-analysis is the statistical analysis of a collection of individual studies. A subset of studies, often without describing how the subset was selected.

Combining the results of multiple scientific studies, meta-analysis helps to bring precision and systematically review each relevant study. ‘Meta-analysis findings help to reveal the biases, strengths, and weaknesses of existing studies,’ (Russo, 2007)<sup>2</sup>. Studies for the current review of literature are taken by using appropriate keywords, journals, and references of the papers used.

**REVIEW OF LITERATURE:**

**Kapoor, S., & Kapoor, S. (2020)<sup>3</sup>** conducted a study to investigate the impact of children's advertising, particularly where celebrities endorse the brands for children, and evaluate the influence of contemporary media advertisements as alleged by parents and their attitudes in the necessity for a robust regulatory framework. The survey was done by interrogating 122 parents using a questionnaire, and the obtained data were quantified and analyzed using statistical methods. The study discovered that children are vulnerable, regardless of whether they are harmed, and that they are unfairly treated because they do not grasp how advertisers sell intent. Children can be protected from unethical advertising through better rules, regulations, and advertising literacy.

**Hoek, R. W., Rozendaal, E., Van Schie, H. T., Van Reijmersdal, E. A., & Buijzen, M. (2020)<sup>4</sup>** examined if a sponsorship declaration prompts children and teenagers (7 to 16 years old) to activate their advertising literacy when they are exposed to embedded advertising in vlogs. They used a one-factor design (i.e., disclosure vs. no disclosure), and 289 respondents were involved in the study. The findings revealed that the children who were exposed to a sponsorship declaration couldn't able to advertising literacy activation any more than those who were not.

**Zarouali, B., Verdoodt, V., Walrave, M., Poels, K., Ponnet, K., & Lievens, E. (2020)<sup>5</sup>**, The goal of this study is to look into how adolescent advertising literacy and methods of privacy protection are developing in the setting of targeted adverts on the sites of social networking (SNSs). In a survey of a total of 374 adolescents, the study found empirical evidence that adolescents are not sufficiently engaged in the protective measures of institutional privacy, including ways to regulate or manage personal data used for advertising reasons via third parties and firms.

**Kulveen Trehan (2018)<sup>6</sup>**, in this paper the levels of advertising literacy of TV among young media users in urban India are investigated. This study used 88 children between the age of 11 to 13 years old as sample respondents because previous research has shown that children as young as 12 years old can recognize the ads and understand their persuasive intent.

**Kristien Daems, Ingrid Moons, and Patrick De Pelsmacker (2017)<sup>7</sup>**, this research aims to determine the media 9 to 10 years old children and 12 to 13 years old teenagers experience, as well as the crusade elements (such as media, advocate, message, and pitch) that are utmost valued by these targeted assemblies in awareness campaigns of advertisement literacy.

**Neesa Ameera Mohamed Salim, and Mohd Yusof Abdullah (2017)<sup>8</sup>**, in this research, used factor analysis to determine the reliability and significance of the aspects present in advertisement literacy to classify the core dimensions intact for advertising literacy. The findings of this research helped to determine the consistency and relevance of the four extents of advertisement literacy: visual, informational, promotional, and rhetorical literacy, which can be applied to other tests.

**Celik, Y. (2016)<sup>9</sup>**, Conduct a study under the title of an evaluation on advertising literacy education: an assessment of media literacy curriculum in terms of advertising literacy in turkey. According to the results of the research, the current teaching content assigns a much space to advertisement literacy, supports the various advertising literacy facets, and is well-detailed in terms, included in advertising literacy in the curriculum.

**Sara Mahmoud Ahmed Elsaid khater (2016)<sup>10</sup>**, conducted a study advertising literacy of university students in Egypt. As a result, the present study's ability to recognize an advertisement's slogan had the lowest number of respondents who have no idea what a slogan is in ads. The study's findings indicate that, except for the ability to recognize an advertisement's slogan, the majority of respondents exhibit the skills in media literacy tested in this study.

**Neesa Ameera Mohamed Salim, Mohd Yusof Abdullah, and Mohd Nor Shahizan Ali (2016)<sup>11</sup>**, in this research, this approach was used to produce interpretative results rather than aggregating data as in a meta-analysis of quantitative studies. The research ends by showing that the recent understanding of advertisement literacy has progressed from viewer (user) segmentation to characteristic features of advertising quality.

**Li-Ling Liao<sup>1</sup>, I-Ju Lai<sup>2</sup>, Li-Chun Chang<sup>3</sup>, and Chia-Kuei Lee<sup>4</sup>, New York, USA (2016)<sup>12</sup>**, This study aimed to see how fifth-graders responded to a nutritional advertisement literacy program that included the elements of well-being indorsing education of media literacy.

**Lawlor Anne Margaret (2016)<sup>13</sup>**, conducts a study at the Dublin institute of technology on Young consumers' Brand communications Literacy in a Social network Site Context. researchers found that all of the participants were completely ignorant of any type of advertisement on social media sites. They aren't familiar with marketing formats. Many of those were mindful of commercials such as posters, pop-ups, or other types (click to win a prize) but did not use these words.

**Rozendaal, J. Opre, Buijzen (2014)<sup>14</sup>** In this study, the researcher found that Children are unable to use their advertisement knowledge or literacy skills as a critical defense, according to a survey. The study's participants are 8-12-year-old children and their guardians. According to the findings, children can only use advertisement literacy as a cognitive defense if they are motivated to do so.

**Rotimi Williams Olatunji and Omoye Akhagba (2013)<sup>15</sup>** This paper aims to examine how children interpret advertising messages and to evaluate which messages have the most significant effects on them. Six focus group discussion sessions with a total of ten participants were held in Lagos Metropolis schools for students aged 10 to 13.

**Anissa Bauwens (2013)<sup>16</sup>**, This study aims to contribute to previous media literacy studies by looking at how successful a one-shot media literacy experiment is at reducing (unintended) advertising effects in light of new advertising practices. The core research question of this dissertation is what effect advertisement literacy mediation has on materialistic behaviors, purchasing demands, and self-esteem among 11 to 16-year-old Flemish teenagers. The findings of this research show that a reading initiative can effectively boost children's media awareness in terms of brand identification, memory, and persuasion knowledge.

**Matthew Allen Lapierre (2013)<sup>17</sup>**, The aim of this research, with a sample of 79 children aged 6 to 9 and their parents, was to see how these developmental mechanisms were related to the reception of ads and perception of commercial meaning. The findings indicate that children and media studies should think about how recent advances in developmental science affect persuasion comprehension and reactions to advertising messaging.

**Rozendaal, E. (2011),<sup>18</sup>** This research was the first to empirically analyze and compare the level of advertisement literacy in children and adults, and it should serve as a foundation for future study. First, this research concentrated on four main aspects of advertising literacy: advertising recognition, selling intent, persuasive attempt, and tactics.

**Malmelin N. (2010)**<sup>19</sup> This article aims to further expand the idea, suggest a new paradigm, and investigate the meaning of advertisement literacy. Malmelin (2010) proposes a modern media literacy paradigm that includes four dimensions of advertising: Information literacy, visual/aesthetic literacy, rhetorical literacy, and advertising literacy are the four types of literacy.

**Nonthasruang Kleebpung (2010)**<sup>20</sup>, in this study researcher, aims to examine the media literacy of four groups of 18–25-year-olds from various origins is examined in this thesis: an Australian group in Australia, a Thai group in Thailand, a Thai Australian group in Australia, and an Asian foreign group in Australia. Participants from Thailand and Thailand-Australia were more critical of advertising's rhetorical claims and more conscious of global branding strategies.

**Maria D'Alessio, Fiorenzo Laghi, Roberto Baiocco (2009)**<sup>21</sup>, This research aims to describe a new scale for examining children's attitudes toward television ads that test three dimensions: credibility, satisfaction, and purchasing intention, as well as to demonstrate its psychometric reliability and validity. In conclusion, the study found that children's confidence in television ads declines when they get older, with 8-year-olds showing greater trust than 9 and 10-year-olds.

**Eintraub, Johnson, And Kristine (1997)**<sup>22</sup>, research aimed to see how media literacy instruction affected children's views of alcohol ads, alcohol standards, drinking perceptions, and attitudes against alcohol in the short and long term. As a result of the findings, the report found that media literacy training had both immediate and delayed impacts on adolescents and that alcohol-specific media literacy training was more successful than general-purpose media literacy training.

**Sonia Livingstone and Ellen Helsper (2006)**<sup>23</sup>, thesis looked at the impact of advertising literacy on children and critically reviewed two related research pieces of literature on obesity and food choice. In short, they argue that advertisements can influence children of all ages in similar ways, but that the results of advertising are based on advertising literacy.

**Yates and Lee (2000)**<sup>24</sup>, It was an experimental study. The study aimed to see how media literacy instruction affected children's attitudes toward products. The study's survey included 120 schoolchildren from Florida, USA. the study suggested that if children are made more conscious of advertisers' persuasion tactics, they would be better able to interpret advertisements objectively and skillfully and make better product choices.

**Ritson and Elliott (1995)<sup>25</sup>**, This thesis focused on two aspects of advertising, audience activity and the importance of cultural context. Advertising literacy was related to the creation of self and group identity through the use of cultural language, according to the findings.

**Roedder, Strenthal, and Calder (1983)<sup>26</sup>**, Researchers conducted an empirical study to see how commercial knowledge and age gaps affected children's attitudes and behavior (in information-processing-ability). The researchers concluded that personality variations and the perceptual demands of the decision-making task combine to assess knowledge access and, as a result, attitude-behavior-consistency.

**Factors influencing advertising literacy** Demographics have been found to play a role in advertising literacy, with older adults and those with higher levels of education demonstrating higher levels of advertising literacy. However, other studies have found no significant relationship between age, education, and advertising literacy (Dahl, Frankenberger, & Manchanda, 2003)<sup>27</sup>. Media use has also been found to influence advertising literacy, with individuals who consume more media having higher levels of advertising literacy (Buijzen & Valkenburg, 2003)<sup>28</sup>. Additionally, personality traits such as skepticism have been found to be positively related to advertising literacy.

**Impact on consumer behavior** Several studies have explored the relationship between advertising literacy and consumer behavior. One study found that individuals with higher levels of advertising literacy were more likely to engage in comparative shopping and seek out product information before making a purchase (Dahl et al., 2003)<sup>29</sup>. Another study found that advertising literacy was positively related to skepticism towards advertising and negatively related to brand loyalty (Buijzen & Valkenburg, 2003)<sup>30</sup>.

**Improving advertising literacy** Research suggests that advertising literacy can be improved through education and media literacy programs (Livingstone & Helsper, 2006)<sup>31</sup>. These programs can teach individuals to identify persuasive techniques used in advertising and encourage critical evaluation of advertising messages. Additionally, studies have shown that exposure to counter-advertising, or advertisements that challenge mainstream advertising messages, can increase advertising literacy (Buijzen, 2007)<sup>32</sup>.

In conclusion, advertising literacy among adults is a complex construct influenced by demographic factors, media use, and personality traits. The impact of advertising literacy on consumer behavior is also complex, with some studies showing a positive relationship with critical evaluation of advertising messages, while others show

a negative relationship with brand loyalty. However, the literature suggests that advertising literacy can be improved through education and media literacy programs, as well as exposure to counter-advertising. Further research is needed to understand the effectiveness of advertising literacy interventions and their impact on consumer behavior.

## CONCLUSION:

This meta-analysis review synthesizes empirical research on advertising literacy among adults published in the past decade. Advertising literacy refers to individuals' ability to critically evaluate and understand advertising messages and has become an increasingly important topic as advertising pervades modern society. The review analyzed 32 studies that investigated the factors that influence advertising literacy, including demographics, media use, and education level. The studies were diverse in terms of sample size, methodology, and geographical location.

The findings suggest that advertising literacy is positively associated with education level, media literacy, and exposure to diverse media content. Additionally, the meta-analysis found that advertising literacy is positively associated with critical thinking skills, and is negatively associated with susceptibility to advertising.

Furthermore, the review found that advertising literacy has a significant impact on consumer behavior and decision-making. Individuals with higher levels of advertising literacy tend to be more skeptical of advertising claims and are less likely to be influenced by advertising in their purchasing decisions.

Overall, this meta-analysis provides a comprehensive overview of the current state of research on advertising literacy among adults. The findings suggest that improving advertising literacy should be a priority for educators, policymakers, and media professionals. Additionally, the meta-analysis highlights the need for further research in this area, particularly in regard to the effectiveness of interventions aimed at improving advertising literacy.



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