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The New Age Children Consuming By Media

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Abstract

Today the advertising industry is well ahead of the point when it started a hundred years ago. Developments in mass media have an invaluable role in advertising today. Along with the developments, television has become the first among the advertising media. The development of television also provided economic growth in the advertising industry. Today, internet advertising is constantly being renewed with the innovations brought by the technology. Trade on the Internet is more intense than competition in the traditional trading environment. Internet offers more options and opportunities for the individuals. The advertising industry is primarily focused on television, which is one of the most widespread media type, and then on social media, and with the help of visual and auditory elements, audiences, especially children, are influenced by the product or service being advertised. In the future, the children have an important role in the target audience. With the social media starting to transform everyday life, children have become one of the most important and largest mass of capitalist consumption society. At this point, while the mother and children, who mostly do shopping, are moving towards becoming a new consumer with a focus on consumption, the new media is also emerging as an important tool. Increasingly advertising in digital age means that advertising shaping the consumption habits of children is inevitably affecting children's consumption. The level of consumption of advertising leads to psycho-social influences, the way in which advertisements determine attitudes and habits, and the impact of advertisements on children's eating habits are the main research areas of this work. In the economies of communities, children have been instrumental in creating high advertising spending since they can choose to buy. As a result of studies on Media Literacy, a focus group consisting of 7 middle school teachers was determined by considering an issue that leapt into new media literacy and an in-depth interview technique was applied to the topic. In this survey, in which an in-depth interview was conducted to determine the effects of advertisements on children and the social outcome of advertisements, 10 questions were interviewed with 7 middle school teachers and 10 semi- obtained findings were obtained by coding in specific categories with descriptive analysis technique. A state school in Malatya was preferred. The fact that state school students are from families with a certain level of income and that their economic powers are relatively general.

Key Words: Media, Comsumption, Children, Media Literacy.

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Child Socialization, Consumption and Media

Process by which individuals acquire knowledge, language, social skills, and values to conform the norms and roles required for integration into a group or community is called socialization. It is a combination of both self-imposed (because the individual wants to conform) and externally-imposed rules, and the expectations of the others. In an organizational setting, socialization refers to the process through which a new employee 'learns the ropes,' by becoming sensitive to the formal and informal power structure and the explicit and implicit rules of behavior. This is what we call socialization (Linton 1974: 195). On the other hand, childhood is the time for children to be in school and at play, to grow strong and confident with the love and encouragement of their family and an extended community of caring adults. It is a precious time in which children should live free from fear, safe from violence and protected from abuse and exploitation. As such, childhood means much more than just the space between birth and the attainment of adulthood. It refers to the state and condition of a child's life, to the quality of those years. Despite intellectual debates about the definition of childhood and cultural differences about what to expect of children, there has always been a substantial degree of shared understanding that childhood implies a separated and safe space (Tokgöz, "Televizyon Reklamları ve Çocuklar" politics.ankara.edu.tr/dergi/pdf/34/1/8_oya_tokgoz.pdf).

Without the socialization process in social life it is not possible to maintain the existence of a society or institution. Society at the same time not only controls the movements of the individual, but also shapes his identity, thoughts and emotions. Thus, the structure of the society becomes a structure of the individual's own consciousness (Bozkurt 2017:2-19). The behaviors of children as a consumer, as individuals, have begun to be dealt with in the concept of consumer socialization in the 1970s. The socialization of consumers is defined as the process by which children acquire the knowledge, skills and attitudes they need as consumers in the market. There are three components of this process: individual factors, socialization tools and learning systems. In the process of socialization as a consumer, child consumerism must have knowledge, abilities and behaviors (Verma & Kapoor, 2004:52).

There are a variety of individual factors some of which affect the socialization of children as consumers: socio-economic level, age and gender. Socialization tools; family, friends group, school, mass media, retailers and brands. The means of socialization, which plays an important role in the socialization of children as consumers, is seen from people and organizations.

Mass media play an important role in the socialization of children as consumers, today television and internet have started to play more and more effective role. Programs and advertisements on television are influential on children. The child is in a position to direct the consumption towards him and to choose the brand. Especially in food and beverage advertisements, children are presented more frequently and often in a role that is independent of their parents and conscious of using the product that is useful for itself. Children in terms of advertisers can direct consumption partially and in the future they direct the production and consumption, and have partially the competence of spending.

Piaget defines the steps of developmental period of children. When we look at the child's development process in general, there are four different periods: Infancy (0-2 age); Early Childhood (3-6 age); Last Childhood (7-11 age); Adolescence (12-18 age)

During the emotional-motor period (0-2 years), which is the developmental period defined by Piaget, the baby's thoughts are based on his physical activities. From the moment we are born, we are developing cognitive schemas that will form the framework of our notion of the world. Very diverse and complex schematics; primitive mental constructions are the basic units of knowledge. The first disruptive effect of television arises in this scheme formation. Fast and fluid images can make it difficult for babies to create permanent schematic habits. (<https://www.simplypsychology.org/piaget.html>)

Children in the age group of 3-6 can not interpret whether the films are real or not, and the events may feel as if they are on their own and become anxious. A child in primary school is aware of the incentive and consequences of television program content, while the second-grade child in primary

school is aware that advertisements want to sell something to him. From the fourth grade onwards there is a tendency to adopt critical and suspicious attitudes in terms of advertisements (Öcel, 2002; Cirhinlioğlu, 2001). 60% of 5-6 year-olds want a fruit juice by saying and insisting on the brand even though they are illiterate. In a study conducted by NBC in the USA, it was determined that a product advertised on television was not only recognized by children, but also requested. Again, within the scope of the same research, it was determined that 3 out of every 5 mothers had to buy the advertised brand by giving up the brands they use to meet their children's wishes. %43 of children going to school believes that what ads says is true. As children's mourning progresses, the rates of believing in what is said and shown in advertising are gradually decreasing. Yet advertising and program separation starts at the age of 9 in Turkey (Elden ve Ulukök, 2006: 4). In this period, children evaluate the details and quality of the products and compare products. Considering multiple features and making a strategy children produce more rational way of choosing.

In the age of primary school ages 6-12 years, as a child's audience, attention is drawn to the length of the program focus and the ability of the schemes to develop the concept for the following concept. They begin to recognize the actions they are following and to draw conclusions from the subject matter. In another study, it was revealed that young children were more aware of informative programs than older children. These children have also been exposed to more adult-oriented programs at the same time. The reason for this is that adults are next to their parents during their follow-up (İşçibaşı, 2003: 146). The purpose of advertising begins to be understood when children are aged 7-8 years. Earlier, children viewed advertisements as entertainment or viewed as neutral information (Elden ve Ulukök, 2006: 4). the goals of advertising are observed. From the age of 8, the child not only understands the intention of the ads to convince, but also begins to realize the bias and deceit in advertising. This belief increases as the child gets closer to puberty. As the child develops his / her social skills and knowledge, the market information about brands or prices becomes more detailed and complex. More awareness of other people's perspectives, adaptation to the group the need to provide and create your own personality, being a consumer, making a choice and brand causes more attention to the social aspects of consumption. With increasing age and the child's intellectual transition the discernment of advertising and deceit, as well as the intention of advertising he is also aware that he is less aware of ads and begins to love them. Period extending from the middle ages of childhood, providing the child's status and the period when brands begin to learn the symbols. In this process, children are physically Even though they are very similar, they start to make choices for certain brands. (Elden ve Ulukök, 2006: 4).

With the transition to the analytical step involving the 6-12 age group, both cognitive and socially significant changes occur. This term includes important developments such as consumer knowledge and qualifications. Transition of the child's perceptual thought to a more symbolic thought process, together with the increase in information processing ability, allows to understand more complex concepts like market and advertisement or brand. Concepts related to product categories and prices are considered functionally, products and brands are evaluated with multiple features and multi-dimensions. The ability to analyze stimuli in different dimensions also creates major changes in the child's decision-making abilities and strategies. In this period, children begin to evaluate the quality and detail of the properties of the products and compare the products. They are more rational in their choices, taking into account multiple features and creating a strategy. They may be able to think through the point of view of their family or friends and to change their strategies according to their views to persuade others. The starting point of the understanding of the aim of the advertisements starts at te age of 8. Earlier, children watching ads as entertainment or seeing them as objective information began to see their advertising goals for the time being. From the age of eight, he not only recognizes advertising's aims for iknah, but also recognizes the tenderness and deceit in advertisements. As the child approaches puberty, this belief grows even more. (John 1999: 187). In summary, in the consumption behavior and decision-making process, socialization of the child as a consumer is an important turning point.

Children's programs and advertisements have a content that can also affect children's emotional / social development. Children aged 7-12 notice the news footage they watch with their family, but they do not have as much life experience as an adult and have not yet completed their cognitive / emotional

development, so content that causes violence, fear and tension causes it to feel anxious and insecure, many developmental features that have gained can lead to tension. The child can not stay alone at home with the influence of the images and may experience social developmental delays that can lead to mood-addiction, school fear. In the event of television surveillance, adverse effects on communication and social cohesion can lead to problems with the child's social activities, friend relationships, lesson success, sporting activities or the development of age-appropriate skills (Ertürk ve Gül, 2006: 30).

In fact, the effect of mass media on children is necessary to understand television commercials. Nowadays, children spend more than the time they spend on average reading or play. For this reason, advertising for television commercials and children, which are frequently encountered, are the primary source of information. Television ads contribute to the socialization of children by providing them with information on the outside world, while encouraging unnecessary consumption, feeding, health, national culture and moral behaviors (Doğan 2003: 37).

Although internet has entered our lives since the last decade, the rate of internet use of children has been increasing day by day. Children use the internet to shop, chat, play online, navigate and send instant messages. Thus, the Internet also contributes to socializing children as consumers.

As children socialize as consumers, they gain the following consumer skills.; (McNeal, et.al, 1998: 50.)

- Attendance: The child begins to demand products that he / she has seen or is interested in at the store or at the market. These requests may sometimes be in the form of manual handwriting or sometimes in verbal forms. Also, with the ad effect on the television, the child begins to demand some products at home. Thus the child begins to influence the purchase decisions of the family. Seçim yapma: Çocukların yürümeye başlamasıyla birlikte, mağaza veya markerlerde bulunan bir ürünü seçmeyi ve bunu raftan almayı artık başarabildikleri dönemdir.
- Helpful shopping: Children can spend money with their parents and family relatives with the help of the elders.
- Independent shopping: Without family help, the child can shop alone.

Taking a share from the market and managing it is becoming more difficult every day. Firms make intensive advertising, public relations, promotion, sponsorship and sales campaigns. Individuals' lifestyles, psychographic characteristics, and product buying habits are rapidly changing. Even individuals in the same family can have different lifestyles, purchasing behaviors and consequently brand behaviors. Factors affecting individual and family can also make a difference in brand decisions.

It is this change that affects the children's communication between mother and father, children's needs, children's communication between their friends and brand purchasing decisions. The effect of children on family decisions has expanded. The children have become a powerful target group that needs to be listened, informed and persuaded. Transforming children consumers to children customers is especially important today. This new and big market is combining daily purchasing power with purchasing decisions made by itself and it becomes a target group that many organizations can not ignore. For this reason, it is very important for many establishments to attract children's attention.

Children can intervene beyond their own needs to the needs of the home, even the automobile to be picked up. According to a research, children and young people think and behave just like adults in terms of brand loyalty, unlike what is known, they are more or less committed to the same brand. Moreover, research conducted for 20,000 brands worldwide shows that there are no differences among countries and societies. As a result, the child continues to be a child everywhere. Children show 40% less commitment in brand preference than adults (Lindstrom ve Seybold 2003: 46-51).

Nowadays, numerous marketing communication studies are being conducted from children's television, radio, printed media and internet advertisements to event marketing activities, promotion to direct marketing, in order to encourage the purchase of products and / or services directed to them and to increase their activities in purchasing behaviors of their parents. In order for marketing

communication activities to be successful at this point, it seems necessary for consumers to understand children as decision makers and decision makers about which products / service categories are being bought and how they are effective.

Television in the context of our everyday life is described as praxis by showing how new meanings are embodied (or how the old is being transformed) (or how the old images are transforming), as well as the new meanings and images of the new meanings and social representations that embody contemporary daily knowledge has become an intermediary. In this sense, TV is primarily a popular culture producer, and in this perspective, it can be generally regarded as electronic media, especially TV as one of the cultural agents (Menendez-Alarcon, 1993).

The Internet can be briefly defined as the network of computer networks. Broadly speaking, a computer network is a very large network of interconnected networks that connects the entire world (Dinler 1998: 158). Television and the internet are influencing the interaction between adults and children. The curiosity of children and the experience of the adults can try to avoid the information that they have obtained through internet while children's curiosity is getting more and more power nowadays. In television and the internet, the internet has made obvious changes in the children's information. Most importantly, however, various media contents, where children sometimes face their own will and sometimes because of the monitoring preferences of the adults, have an anxiety that children are difficult for the adults to cope with. In this sense, the effects extend beyond children's cultural breakdowns and exploitation. Because people generally believe that what is normal is shown on television and are heavily influenced by what they see on television (Menendez-Alarcon, 1993).

It is collectively exposed to television news, content and images that are frequently repeated and often alarming. It would not be wrong to think that they are qualitatively endowed compared to the adults of child psychology. The computer is the ultimate means of transport to a range of products of interest to children (eg video, games, books, etc. in DVD or VCD formats) while providing a wide range of information access, online gaming, news, racist propaganda, porn networks, has won a medium quality (Wartella, Lee ve Caplovitz 2002).

They say that computer use can not meet children's developmental needs. Especially in terms of cognitive development, children can learn when they enter into work physically and emotionally. The computer-only content delivery system is a cheaper copy of real-life experiences because the computer can offer a mechanical model based on information processing instead of experience. In computer games, negative relationships between all aggression and violence-based games were found.

Method

Decision of purchase is a sequence of decisions and family members play different roles at different stages. Mostly, the roles vary among families with demographic variables, different product types and individual decisions. The application to determine the relationship between brand preference and media consumption habits of children is designed by using a face-to-face and in-depth interview technique.

This is also the method of the research. The children who constitute the universe of the research cover the primary school period. Within the developmental periods defined by Piaget, the section covering 6-12 age group was examined. The reason of this; the aim of this study is to determine the effect of a certain level of consciousness, knowledge and literacy in terms of brand preference and the effects of friendships in socialization fields such as school and classroom. At the same time he taught in the age range of 6-12 age range is Media Literacy course in Turkey. One of the state schools in Malatya was chosen for the sample selection. The fact that state school students are from families with a certain level of income and that their economic powers are relatively middle is the reason why state schools are preferred in the sample selection.

In-depth interview technique 5 teachers in classes are in charge. Application date is 14-15 February 2018.

The majority of the families of the students had a high monthly income. In addition, as the institution was in a University Campus, a significant number of families were composed of academicians.

The data were obtained by semi-structured interview questions prepared by the researchers. The interview form was prepared by expert opinion. In the data collection and analysis phase,

the interviews were recorded with a voice recorder and lasted for 10-15 minutes. The interviews were then transcribed and the data were analyzed. The data obtained from the interviews were defined and interpreted according to the resulting codes. At this stage, the data were read by the researchers repeatedly and the codes were prepared by the researchers considering the purpose of the research. The same answers are collected under a common code. Encoders that the researchers could not agree on were discussed and a common code selection was made. Direct quotations for each code are also included in order to clarify the identified common codes. In the analysis of the data and in the presentation of the findings, the tables were preferred by taking into account the sub problems of the research.

The teachers of the state school say that there are above 30 students in a media literacy class. They confess that they have never intended to list the consuming habits of children by watching advertisements and to teach on advertising. All of the agreed on teaching the patterns of advertisements and useless information that the advertisements have. The answers of the school teachers are noted in an order. Here are the questions and the answers.

Q 1.: The way the students do shopping / With whom do your students go shopping?

The school teachers say that the children mostly go shopping with his family. Some of the students go shopping with their mothers because the mother herself does the shopping but two or three of them go shopping with his father. Here Father seems to go shopping for his family.

When we asked how many of the students do not go shopping, they replied that none of them go shopping and similarly the teachers think that no families use internet for shopping.

Q2. Whether the student has a mobile phone or a tablet with internet access

The teachers say that half of the children have a tablet and half of them use their parents' mobile phone.

Q 3. Internet access status

When we asked the teachers if their students have internet they replied, yes their students use internet at home and the add that when they give homework to the students, their students are able to use internet.

Q 4. Can the child determine his / her needs or be dependent on his / her mother?

The teachers say when they look at it, they feel that the child is not aware of his needs. They admire the brand himself. They say two or three of them can be aware of their needs in a noticeable way.

Q5. Can the child choose brand; If he can choose which products y can he choose ..

Most of the students can not choose brand themselves, the teachers say. The child can define shape and color by being influenced by the advertisement they see. In addition, the teachers note that if the child sees his favorite celebrity on the ad he insists on buying the product.

On the other hand, few of the students have not yet learned about the brands. The child rarely says the brand. Usually girls talk about make-up material and some sort of clothing and men car brands. Similarly a few of them explain brand preferences for food and beverages. Children have a brand sense of cake, chocolate, food and sodas. For children's clothes, they choose brand, especially including blue-jean.

Q 6. Which medium can effect the child when choosing a product or brand

When we asked which medium can effect the child when choosing a product or brand mostly they pointed out television. Teachers say that their students talk about television ads among themselves.

Q 7. What is the child's approach to high calorie and low nutritional products?

Chips, coke, cakes, wafers and chocolates are preferred; they confess.

Q 8. What children know about additive and GMO?

The teachers note that their students don't know much about the additives and GMO. They agreed on that they should talk about and teach about the additives and GMO in media literacy classes.

Q 9. Child prefers traditional food or packaged products for breakfast, break or lunch

Less than half of the students eat lunch at the school refectory, while the rest consume sandwiches, hamburgers, and toast. The majority of the students eat at 80-90% of the school luncheon, and we also know that they eat at the canteen.

Q10. Can the issues we talk about be discussed in the media literacy class; Is it possible to make children more aware of advertising in the classroom environment and to create a consciousness environment by drawing attention to issues such as GMO, additive and carcinogen in terms of health?

The teachers who participated in this research agreed that the subjects like carcinogen, hygiene and additive should be introduced to the students in the media literacy class.

Findings, Comments and Conclusion

When the shopping frequencies of the families of the students participating in the survey were evaluated; it is seen that children mostly go shopping with their parents. They mostly say their needs and they can choose their needs. The role of children in brand communication become available. Children are included in the shopping process because they are more effective in the decision-making process. They can both use their pocket Money in school and also strongly influence the general purchasing decisions of the family. The children all over the World being socialized as technology become wide-spread.

On the other hand, in schools media literacy courses have been going on all over the World. In Turkiye media literacy is a course since 2000s. In this course it is possible to analyse the television advertisements. TV dramas, films, shows must be analysed because they create an understanding about the real World, however, ads should also be included into the course because any of us are consumers. Children must be aware of the fact that they have needs but they must choose the wrong products themselves.

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