

Effectiveness of Animated Spokes Character in Advertising Targeted to Kids

Komal Shuja, Mazhar Ali, Munazzah Mehak Anjum, Abdul Rahim
Shaheed Zulfikar Ali Bhutto Institute of Science & Technology

Abstract

The purpose of the study was to find the effectiveness of using animated characters in advertising targeted to kids. The research design was quantitative and its research type was causal. The respondents of the study were 'Pre-primary school going kids' from nine different schools belonging to different areas of Karachi, Pakistan. Data was analyzed through Classification Regression Tree (CRT). The findings of this research study reveal that liking of the animated spokes character has a significant effect on product and brand character recognition, Product-Character Association and brand preference. It is recommended that companies should use such animated cartoon characters that are attractive and appealing to enhance brand recognition and recall. Marketers should employ animated characters in commercials or small cartoon films to build emotional bond with children to develop the brand preference among kids. The majority of earlier related studies has been descriptive in nature. This study has used relatively advanced measurement technique like CRT thereby making methodical contribution. It is especially useful considering the paucity of research studies on advertising targeted at kids in Pakistan.

Keywords: Children Buying Behavior, Animated Character, Advertising Effectiveness, Brand Preference, Brand Association, Brand Recall, Brand Recognition

1. Introduction:

The concept of content marketing in this digital era is fading, and people find animations more attractive and entertaining to them (Callot & Lee-Na-Lee, 1994). The idea of animated spokes-character advertisements is highly admired in today's advertising industries. It is believed to be one of the most effective and valuable marketing strategy nowadays (Sabrina & David, 2004).

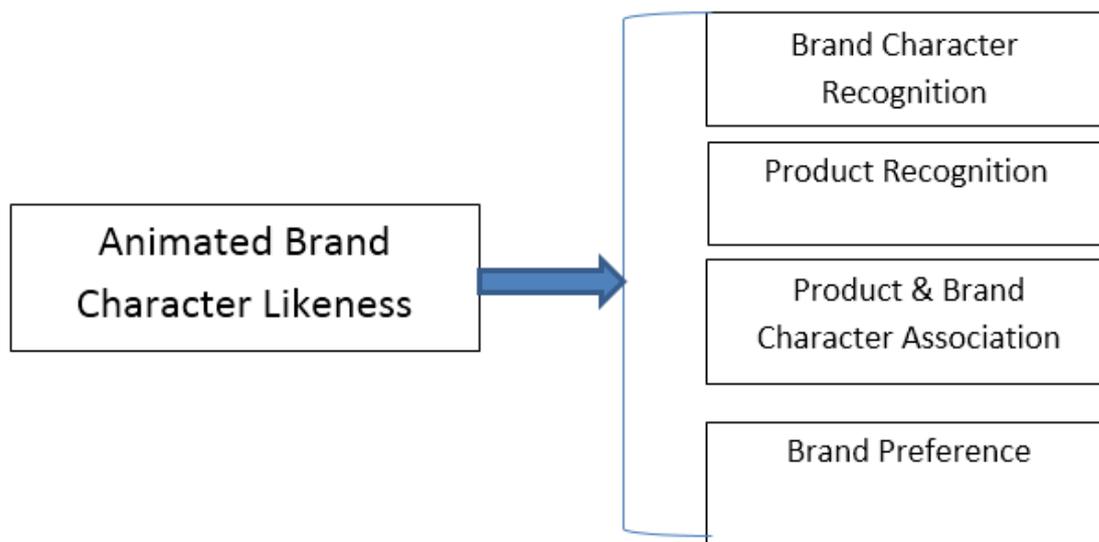
Children seem to be in love with the animations and they usually imitate such cartoon characters from which they are inspired (Hassan & Daniyal, 2013). It is noticeable that when children wake up in the morning, they are usually seen wearing their favorite Disney character pajamas, their bed sheet containing cartoon pictures, toothbrushes with full of lively cartoon character designs and in many cases their breakfast cereals packed in cute cartoon boxes and then heading towards their respective schools wearing their favorite cartoon character school bags. The emotional bond of children with their favorite brand characters shows that commercialization of animated spokes-character has entered the school boundaries (Tanvir & Arif, 2012).

The role of animation has evolved in the last few decades (Callot & Lee-Na-Lee, 1994); but there are very few researches targeted directly towards animated spokes characters; though there are many researches that provide evidence for their appeal. (Lutz, Scott, MacKenzie, & Belch, 2003). In Pakistan, marketers of food products, confectionary items, anti-germs soaps are already using cartoon characters in commercials designed for children. The use of animated spokes-character advertisements in Pakistan Television commercials pops up the need of academic research on this subject, especially considering the paucity of local research studies.

1.1 Research Objectives

The primary objective of this research is to analyze the effectiveness of using animated spokes characters in advertising targeted toward kids. This study aims to study the effect of animated brand character likeness on:

- (1) Product and animated brand character recognition
- (2) Association between product and animated spokes characters
- (3) Brand Preference



2. Literature Review

2.1 Animated Spokes Character

Numerous companies are using innovative techniques to influence children in the form of creating unique spokes characters for their brands (Chiu, Lin, & Liu, 2009). The purpose of the animated spokes character is to speak up for the products or services that they are representing through providing visual demonstrations to consumers (Stout, 1990). A spokes character is defined as “a virtual and or living stuff that is created by companies for the accomplishment of their marketing objectives”(Phillips, 1996; Philips & Gyoerick, 1999). The word “spokes-character” is an alternative term for the word “advertising character”(Callot & Lee-Na-Lee, 1994).

2.2 Characteristics of Animated Spokes Characters

The first characteristic of animated characters is their physical appearance. Advertisers prefer such spokes-characters in their advertisements which are pleasant, lovely, attractive by appearance and physically more appealing to the children (Hassan & Daniyal, 2013; Singer, 1983). Children are usually attracted towards the colors, appearances, gestures/postures, logo and designs of these sparkling characters in the advertisements (Shah, Khan, & Habib, 2015).

The second characteristic is the element of humour. Adding humor refers to putting in ‘silly behaviors’, ‘attractive voices’, and ‘unusual faces’. This significantly contributes to the spokes character ‘likability factor’ (Callcott & Phillips, 1996). These humor techniques facilitate the consumers to keep in their mind the character for a long time (Chiu, Lin, & Liu, 2009). In addition to it, adding humor serves as a fun seeking element. Third characteristic is attention seeking element. This can be done by adding various features within the advertisements such as ‘action & movement’, ‘rapid pacing in the images’, ‘effective sound & attention grabbing music effects’ (Calvert, 2008).

Fourth characteristic is the use of voice. The research shows that children are more attracted to ‘audio’ and ‘sound systems’ in the advertisements as compared to the images, because ‘interesting sound effects’ grab instant attention of children to television screen (Calvert, 2008) but it doesn’t have major effects on encoding storage on the long term basis in the minds of children. (Schwartz, 2003). The effects of ‘voice’ in the advertisements shown on television have considerable effect on the learning; and it increases the motivational level in children’s attitude and behavior (Baylor, Ryu, & Shen, 2003). Children feel more motivated when human voices in animated spokes-characters is used as compared to that of computer machines generated voices (Baylor, Ryu, & Shen, 2003).

Fifth characteristic is the connection between the distinctive product features and animated spokes-character that the consumers are to be familiar with (Garretson Ja, 2004). These lovely animations form a direct link between the product features, its packaging and advertising in the minds of consumers (Phillips, 1996). These incredible brand characters are made and designed for brands by marketing companies to be served as professional experts in terms of explaining and demonstrating the products to children through advertisement (Garretson Ja, 2004). These lively cartoon characters win more confidence and respect (Callot & Lee-Na-Lee, 1994) from kids compared to other non-animated spokes-characters.

2.3 Influence of Animated Spokes-characters towards children

It is very obvious that children are the soul of their families; therefore, it is very difficult and challenging for

parents to reject their children's preferences. The impact of cartoon characters extends to product packaging as well. The packaging content having printed cartoon character picture catches attention from children, thereby affecting their purchase behavior decision (Ulger, 2009). Animated spokes characters not only influence children's attitude, but also number of consumers besides kids (Chiu, Lin, & Liu, 2009).

2.4 Animated Character Liking

A child's attitude toward product is moderated by his emotional evaluation of the brand character (Acuff & Reiher, 1997) and thus leads to purchase intentions (Callcott & Alvey; 1991 ; Callcott & Phillips; 1996). The consumers hold more optimistic views on the background and experiences of animated spokes-characters(Callcott & Alvey; 1991 ; Callcott & Phillips; 1996). The animated spokes-characters build trust in kids and ultimately to the products they represent (Wen-shin & T.H.S., 2011).

Many past studies, including Roberto Ca (2010), Neely Sm (2002), MC (1994); concluded that children's attention, product recognition and children's liking of products can be boosted by the presence of animated cartoon character in advertising. However, children purchase intention or product preference is not always dependent on liking and recognition of animated spokes characters present in product advertising (Roberto CA, 2010)

2.5 Product Recognition

The use of dazzling cartoon characters is useful for increased product recognition as well as product liking among kids (Keillor, 2007). It is also reported that the children's liking of the animated spokes characters is significantly correlated with recognition of product (Fischer, Schwartz, Jr, Goldstein, & Rojas, 1991). During the child-development stages, brand-characters play an important role in communicating the brand insights and instilling positive brand attitudes in the children(David Lawrance, 2003). Children start recognizing familiar spokes characters by the age of 2 or 3 years old (Acuff & Reiher, 1997). Many children identify the products in stores and can request for purchase at approximately the same age group (McGinnis, Gootman, & Kraak, 2006).

H₁: Likeness of animated character significantly affects the animated character recognition

H₂: Likeness of animated character significantly affects the product recognition

2.6 Product-Brand Character Association

Young children have limited reading skills, but animated spokes-characters serve as a marketing strategy in storing visual brand in their minds. Prior research shows a strong link between brand character and product recognition in the minds of children (Mizerki, 1995). As the age of the child increases, recognition of brand character increases simultaneously. This increased level of recognition in child towards any particular brand is therefore associated with the age factor positively (Mizerki, 1995).

One challenge faced by companies in the use of animated characters is ensuring the correct and acceptable association between the character and the brand. It is necessary to match the appropriate brand character with the correct product in the advertisements (Huang, Hsieh & Chen, 2011). When the characteristic of 'animated spokes character' is highly associated with the product features, customers easily remember product features (Garretson and Burton, 2005; Mizerki, 1995). Bahn (1986), involving 4-5 years old children, found that children assumed that the cereals having cartoon characters were sweet and meant for them, whereas; the cereals without cartoon characters, were perceived to be the adult's cereals, healthy and not-so sweet. In a study by Fischer, Schwartz, Jr, Goldstein, & Rojas (1991), 3-6 years old kids were able to recognize varieties of brand symbols/logos and pair the brand logos to respective products. Therefore, it is hypothesized that:

H₃: Likeness of animated character significantly affects the product-animated brand character association

2.7 Brand Preference

Children lack the ability to comprehend the persuasive intent behind commercial advertisement (Wilcox, Kunkel, Cantor, Dowrick, Linn, & Palmer, 2004). Conveying information through cartoon is better than any other mean of information (Garretson JA, 2005). It is obvious that children are fond of the cartoon characters and they can spend maximum time in watching them; Credibility of the cartoon characters among kids is likely to extend to products (Baker & Churchill, 1977; Callcott & Phillips, 1996), which can affect their priorities in buying products (Hassan & Daniyal, 2013; Neley & Schumann, 2004)

The animated spokes character advertisements promote favorable appraisal on the attitudes and purchase intention of targeted kids (Heiser, Sierra, & Torres, 2008). Findings of Lapierre, Vaala and Linebarger (2010) concluded that children highly liked the taste of the products with animated cartoon characters, compared with the same products without characters. Therefore, we may assume:

H₄: Likeness of animated character significantly affects the brand preference

3. Methodology

The research design was quantitative approach and its research type was causal. The respondents of the study were

'Pre-primary school going kids' from nine different schools from different areas in Karachi. Following conditions were considered when selecting the sample:

- Children age group between 4 to 6 years old.
- Children who view television regularly.
- Children's acceptance to participate.

3.1 Research Instrument & Data Collection

A graphical questionnaire was constructed with dichotomous questions which included pictures of different brand characters that are shown on the television screen regularly. The questionnaire is adapted from the study of Sabrina & David (2004). All these brands under study used animated characters to promote their products. Questionnaire consisted of graphical pictures of eight known Pakistani brand characters and their respective products. Dichotomous scale for each variable was used in our questionnaire. Variables were measured by a 2 point scale where 1 stands for 'YES' and 0 stands for 'NO'. As our target population were children aging between 4 to 6 years old, so it was difficult to measure their responses through the likert scale..

Primary data for the study was collected from 330 pre-primary students of nine different schools belonging to different areas of Karachi. Pilot testing was done with 30 students. The survey was conducted by calling out students one-by-one. The questionnaire was shown to them on laptop screen to retain image quality. Students were questioned separately to avoid the possible impact of kids on each other.

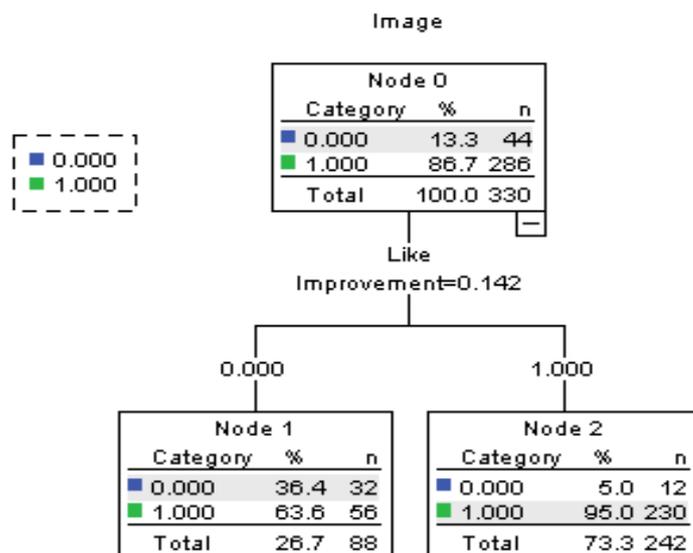
Data Analysis

There were 8 existing Pakistani brands analyzed for each variable. While computing responses, the results of each variable were summed up on the scale of 0-8, if the sum is greater than 5, the response was considered as positive and coded as "1", if the sum was less than 5, the response was considered as negative and coded as "0". For instance; if a student successfully recalled 5 brands out of 8, it would be recorded as successful recall. Likewise, if a kid was able to correctly match brand character with product 5 or more times, it would be recorded as correct association. For testing brand preference, brand character was manipulated while other features of products were controlled. The kids were shown pictures of products with respective cartoon characters (brand characters) pictures against same products without cartoon pictures. Children were asked to choose one of the two products they would like to buy. If a kid preferred 5 or more products with brand character pictures over exactly same products, but without brand characters, it was considered as brand preference and was coded as 1 otherwise response was coded as 0 (brand with cartoon picture not preferred)

Hypotheses were checked in two stages. In the first stage, cross tab analysis were conducted to analyze the association between independent and dependent variables. All null hypothesis of no association between the variables were rejected because all the P values were less than .05(Refer tables I, II , III & IV). Therefore, in the second stage, Classification Regression Trees were analyzed to find the magnitude of animated character liking on brand recognition, product association and brand preference.

4.1 Animated Brand Character Recognition

CRT Model for Character Recognition:

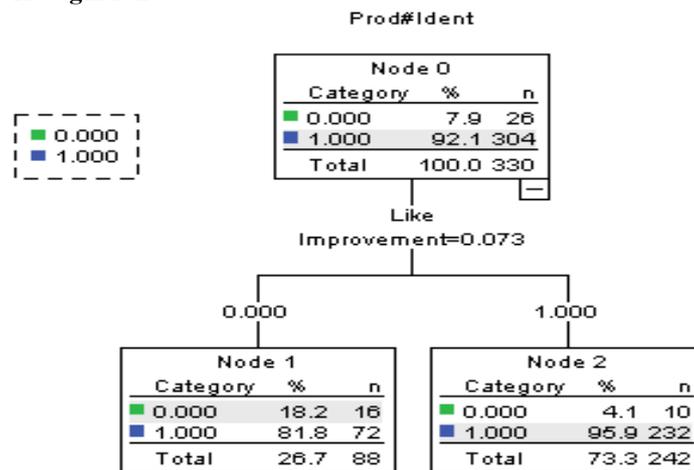


CRT Model of Character Recognition explains that 286 i.e. 86.7% of sample size recognized the product and 44 kids i.e. 13.3% of the sample size did not recognize the product, the intervention of independent

variable-likeness- brings improvement in the results by 14.2%, which splits the results in two categories: Dislike and Like. 32 kids who disliked the cartoon character could not recognize the brand character, 56 kids who disliked the brand character still recognized the animated cartoon character. Out of 242 kids who liked the character, only 12 kids did not recognize the product with animated characters, and 230 of those who liked the brand characters recognized the animated cartoon character. Based on the above test result, we fail to reject the hypothesis H_1 for the given sample; hence we can conclude that likeness of animated brand character has a significant effect on character recognition.

4.2 Product Recognition

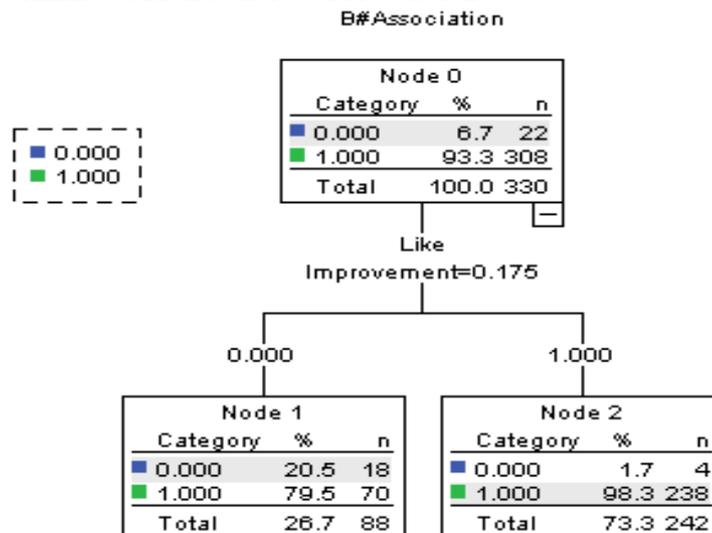
CRT Model for Product Recognition:



CRT Model of Product Recognition explains that 304 i.e. 92.1% of sample size identified the product and 26 kids i.e. 7.9% of the sample size did not identify the product. The intervention of independent variable-Animated Character Likeness -improved the results by 7.3%, which splits the results in two categories: Dislike and Like. Among kids, 16 kids who disliked the cartoon character did not identify the product; 72 kids who disliked the brand character, still identified product. Out of 242 kids who liked the character, only 10 kids could not identify the product while remaining 232 kids successfully recognized the product. Based on the test result, we fail to reject the hypothesis H_2 for the given sample; hence we can conclude that likeness of animated brand character has a significant effect on product recognition.

Brand Association

CRT Model for Product-Animated Brand Character Association:



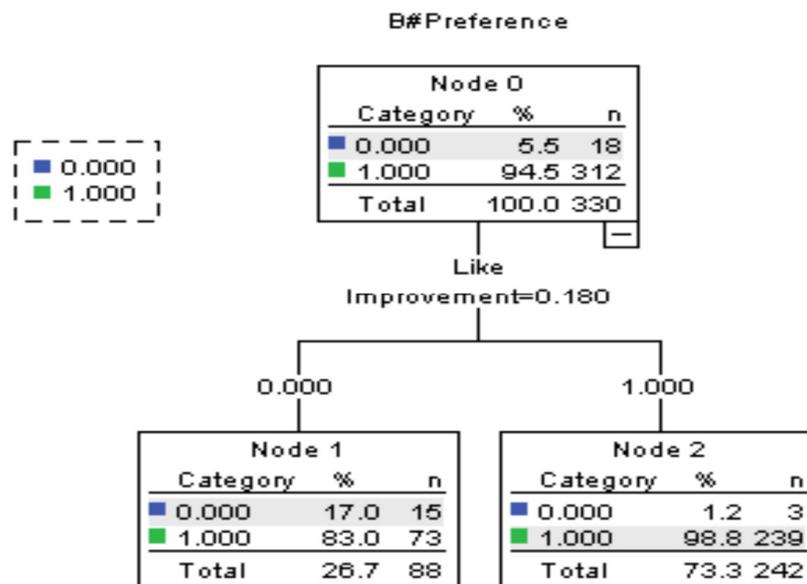
4.3 Product-Animated Brand Character Association:

CRT Model of Product-Character Association explains that 309 kids i.e. 93.3% of sample size associated product with the animated band character, while 22 kids could not associate the product with the brand character. The intervention of independent variable-Animated Character Likeness-improved the result by 17.5%, which split the

results in two categories: Dislike and Like. 18 kids who disliked the cartoon character did not associate the character with the product, 70 kids who disliked the character still associated the character with the product. Out of 242 kids who liked the brand characters, only 4 kids could not associate the product with the character and 238 of those who liked the brand character were able to associate the character with the product. Based on above tests we fail to reject the hypothesis H₃ for the given sample, hence we can conclude that likeness of animated brand character has a significant effect on product-character association.

4.4 Brand Preference

CRT Model for Brand Preference:



CRT Model of brand Preference explains that 312 i.e. 94.5% of sample size preferred the product with animated cartoon character and only 18 kids i.e. 5.5% of the sample size did not prefer the product with the animated cartoon character, The intervention of independent variable - Animated Character Likeness -brought the improvement in the results by 18%, which split it in two categories: Dislike and Like. Only 15 kids, who disliked the cartoon character, did not prefer the product; 73 kids who disliked the character still preferred the product with the animated cartoon character. Out of 242 kids who liked the character only 3 kids did not prefer the product with animated character, while 239 of those who liked the brand character, preferred the product with the animated cartoon character. Based on above tests we fail to reject the hypothesis H₄ for the given, hence we can conclude that likeness of animated brand character has a significant effect on product preference.

Discussion and Conclusion

The trend of using the sparkling cartoon characters in the advertisements is highly admired by viewers, these lively creatures are being adopted by an increasing number of companies to grab children’s attention instantly (Garretson & Niedrich, 2004). Children have a big say in their families and parents find it much difficult to ignore their children’s preferences.

The purpose of this study was to evaluate the effectiveness of animated cartoon characters in the advertisement. The findings of our research reveal that liking of the animated spokes character has a significant effect on product and brand character recognition. Our findings are supported by Sabrina & David, (2004); Ajay Jose, (2014), Mizerki, (1995) and Fischer, Schwartz, Jr, Goldstein, & Rojas, (1991). The kids who liked the animated brand characters recognized the product better as compared to those kids who didn’t like the brand character. Several studies conducted in past like Mizerki (1995), Callot & Lee-Na-Lee (1994) showed that children find animations close to their hearts and these lovely cartoon characters leave strong mark in the minds of children, which increases with the age positively.

This study manifests that the likeness of brand character has a significant effect on brand preference of the kids; these results are consistent with the findings of researches conducted by Huang, Hsieh and Chen (2011) and Luo et. al (2006), which state that higher level of brand character liking significantly affects children’s purchase decisions. However, our results are conflicting with Roberto (2010) who argued that children’s product preference is not always dependent on likeness of animated spokes character .It is very much evident that children have the big ‘say’ in their families and it becomes hard for parents to reject their preference.

There were some surprising aspects in the results of our research study. A small portion of kids disliked brand characters, but still recognized and preferred brands without cartoon characters. There may be some other

factors responsible for brand recognition and brand preference other than liking of brand characters; which may be investigated in future studies.

5.1 Managerial Implication

Effectiveness of advertising is determined through the achievement of marketing objectives (Ali, 2016). Marketers of products having kids as their primary target market ought to employ animated characters in commercials to achieve marketing objectives such as brand liking, brand recognition and brand preference. It is recommended that companies should use such animated cartoon characters that are attractive and appealing towards children's segment. It helps in brand recognition and recall. Marketers should opt for animated commercials or small cartoon films to build emotional bond between children and animated cartoon characters to develop the brand preference among kids.

5.2 Areas for further study

This study focused only on limited variables that are likeness of animated character, brand recognition, product association and brand preferences. However, there are many variables that can be part of future researches such as purchase intention, product choice, attitude towards brand characters and kids buying behavior.

References

- Acuff, D., & Reiher, R. (1997). *What Kids Buy And Why: The Psychology Of Marketing To Kids*. Ny: Free Press.
- Ajay Jose. (2014, March). Effectiveness Of Cartoon Character's In Creating Brand Preferences Among Kids. *Journal Of Economic Development, It, Finance And Marketing* , 61-76.
- Ali, M. (2016). EVALUATING ADVERTISING EFFECTIVENESS OF CREATIVE TELEVISION ADVERTISEMENTS FOR HIGH INVOLVEMENT PRODUCTS. *Pakistan Business Review*, 17(4).
- Bahn, K. D. (1986). How And When Do Brand Perceptions And Preferences First Form? A Cognitive Developmental Investigation. *Journal Of Consumer Research* , 382-393.
- Baker, M. J., & Churchill, G. A. (1977). The Impact Of Physically Attractive Models On Advertising Evaluations. *Journal Of Marketing Research* , 14 (4), 538-555.
- Baylor, A., Ryu, J., & Shen, E. (2003). The Effects Of Pedagogical Agent Voice And Animation On Learning, Motivation And Perceived Persona. *Proceedings Of World Conference On Educational Multimedia, Hypermedia And Telecommunications* , 452-458.
- Burton, S. (2005). The Role Of Spokescharacters As Advertisement And Package Cues In Integrated Marketing Communications. *Journal Of Marketing* , 69, 118-132.
- Callcot, M., & Lee, W.-N. (1995). Establishing The Spokes-Character In Academic Inquiry: Historical Overview And Framework For Definition. *Advances In Consumer Research* , 144-151.
- Callcott, M., & Alvey, P. (1991). Toons Sell . . . And Sometimes They Don't: An Advertising Spokes-Character Typology And Exploratory Study. *Proc. Conf. Am. Acad. Advertising* , 43-52.
- Callcott, M., & Phillips, B. (1996). Elbes Make Good Cookies: Creating Likable Spokes-Character Advertising. *Journal Advertising Of Research* , 36 (5), 73-78.
- Callot, F. M., & Lee-Na-Lee. (1994). A Content Analysis Of Animation And Animated Spokes Character In Television Advertising. *International Journal Of Advertising* , 13 (4).
- Calvert, S. (2008). Children As Consumer: Advertising And Marketing. *1* (18).
- Chiu, Y.-K., Lin, C.-Y., & Liu, W.-L. (2009). The Affect Transfer Effect On Spokes Characters. 386-396.
- Fischer, P., Schwartz, M., Jr, J. R., Goldstein, A., & Rojas, T. (1991). Brand Logo Recognition By Children Aged 3 To 6 Years. Mickey Mouse And Old Joe The Camel. *Jama The Journal Of The American Medical Association* , 266 ((22)), 3145-3148.
- Garretson Ja, B. S. (2005). The Role Of Spokescharacters As Advertisement And Package Cues In Integrated Marketing Communications. *J Market.* , 69 (4), 118-132.
- Garretson Ja, N. R. (2004). Spokes-Character: Creating Character Trust And Positive Brand Attitudes. *Journal Of Advertising* , 2 (33), 25-36.
- Hassan, A., & Daniyal, M. (2013). Cartoon Network And Its Impact On Behavior Of School Going Children: A Case Study Of Bahawalpur, Pakistan. *International Journal Of Management, Economics And Social Sciences* , 1 (2), 6-11.
- Heiser, R., Sierra, J., & Torres, I. (2008). Creativity Via Cartoon Spokespeople In Print Ads. *Journal Of Advertising* , 37 (4), 75-84.
- Huang, W.-S., Hsieh, T., & Chen, H.-S. (2011). The Advertisement Effectiveness Of Animated Spokescharacters. *African Journal Of Business Management* , 5 (23), 9971-9978.
- Keillor, B. D. (2007). *Marketing In The 21st Century*. Greenwood Publishing Group,.
- Lapierre, M. A., Vaala, S. E., & Linebarger, D. (2010). Influence Of Licensed Spokescharacters And Health Cues On Children's Ratings Of Cereal Taste. *Pediatrics* , 88-93.

- Lawrence, D. (2003). The role of characters in kids marketing. *Young Consumers*, 4(3), 43-48.
- Luo, J. T., McGoldrick, P., Beatty, S., & Keeling, K. A. (2006). On-screen characters: their design and influence on consumer trust. *Journal of Services Marketing*, 20(2), 112-124.
- Lutz, J. R., Scott, B., Mackenzie, & Belch, G. (2003). Attitude Toward The Ad As A Mediator Of Advertising Effectiveness: Determinants And Consequences. *Advances In Consumer Research*, 532-539.
- Mc, M. (1994). The Effects Of An Advertising Retrieval Cue On Young Children's Memory And Brand Evaluations. *Psychol Mark*, 11 (3), 291-311.
- Mcginnis, J. M., Gootman, J. A., & Kraak, V. I. (2006). *Institute Of Medicine, Committee On Food Marketing And The Diets Of Children And Youth*. Washington: National Academies Press.
- Mcneal, J. (1987). *Children As Consumers: Insight And Implications*. Lexington: Lexington Books.
- Mizerki, R. (1995). The Relationship Between Cartoon Trade Character Recognition And Attitudetowards Product Category In Young Children. *Jornal Of Marketing*, 59 (4), 58-70.
- Neely Sm, S. D. (2002). Using Animated Spokes-Characters In Advertising To Using Animated Spokes-Characters In Advertising To Product Preferences? *J Advert*, 33 (3), 7-3.
- Neley, S., & Schumann, D. (2004). Using Animated Spokes-Characters In Advertising To Young Children. . *J Advert.*, 7-23.
- Phillips, B. J. (1996). Defining Trade Characters And Their Role In American Popular Culture. *Defining Trade Characters And Their Role In American Popular Culture*, 29 (4), 143-158.
- Phillips, B. J., & Gyoerick, B. (1999). The cow, the cook, and the Quaker: Fifty years of spokes-character advertising. *Journalism & Mass Communication Quarterly*, 76(4), 713-728.
- Roberto Ca, B. J. (2010). Influence Of Licensed Characters On Children's Taste And Snack Preferences. *Pediatrics*, 126 (1), 88-93.
- Sabrina, M. N., & David, W. S. (2004). Using Animated Spokes-Characters In Advertising To Young Children: Does Increasing Attention To Advertising Necessarily Lead To Product Preference? *Journal Of Advertising*, 33 (3), 7-23.
- Schwartz, N. (2003). The Impact Of Animation And Sound Effects On Attention And Memory Process.
- Shah, S. B., Khan, S., & Habib, M. N. (2015). Role Of Product Characteristics And Animated Spokes Characteristics On Children Buying Behavior. *City University Research Journal*, 5, 250-266.
- Singer, B. (1983). The Case For Using "Real Paper" In Advertising. 32-37.
- Stout, P. (1990). Use Of Endorsers In Magazine Advertisements. *Journalism Quarterly*, 67 (3), 536-546.
- Tanvir, A., & Arif, M. R. (2012). Impact of cartoon endorsement on children impulse buying of food: a parent's perspective. *Interdisciplinary journal of contemporary research in business*, 4(2), 653.
- Ulger, B. (2009). Packages With Cartoon Trade Characters Versus Advertising: An Empirical Examination Of Preschoolers' Food Preferences. *Journal Of Food Products Marketing*, 104-117.
- Wilcox, B., Kunkel, D., Cantor, J., Dowrick, P., Linn, S., & Palmer, J. (2004). *Apa Task Force On Advertising And Children*. Washington, Dc: American Psychological Association;

Table I
Chi-Square Test (Character Liking & Character Recognition)

| | Value | df | P Value |
|------------------------------|---------------------|----|---------|
| Pearson Chi-Square | 55.079 ^a | 1 | 0.000 |
| Likelihood Ratio | 48.309 | 1 | 0.000 |
| Linear-by-Linear Association | 54.913 | 1 | 0.000 |
| N of Valid Cases | 330 | | |

Table II
Chi-Square Test (Character Liking & Product Recognition)

| | Value | df | P Value |
|------------------------------|---------------------|----|---------|
| Pearson Chi-Square | 17.551 ^a | 1 | 0.000 |
| Likelihood Ratio | 15.271 | 1 | 0.000 |
| Linear-by-Linear Association | 17.497 | 1 | 0.000 |
| N of Valid Cases | 330 | | |

Table III
Chi-Square Test (Character Liking & Product-Brand Character Association)

| | Value | df | P Value |
|------------------------------|---------------------|-----------|----------------|
| Pearson Chi-Square | 36.663 ^a | 1 | 0.000 |
| Likelihood Ratio | 31.731 | 1 | 0.000 |
| Linear-by-Linear Association | 36.552 | 1 | 0.000 |
| N of Valid Cases | 330 | | |

Table IV
Chi-Square Test (Character Liking & Brand Preference)

| | Value | df | P Value |
|------------------------------|---------------------|-----------|----------------|
| Pearson Chi-Square | 31.262 ^a | 1 | 0.000 |
| Likelihood Ratio | 27.046 | 1 | 0.000 |
| Linear-by-Linear Association | 31.167 | 1 | 0.000 |
| N of Valid Cases | 330 | | |