

An Empirical Study of Influence of Advertising on Students' Perception, Values and Behaviour



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Abstract

Advertisements play the role of a forceful corroboration for students to act as consumers in response. Researchers claim that advertising has led to violence among adolescents, vulgarity and obscenity has tainted the standard of women portrayal in advertisements and there are no control measures to appraise adult entertainment e.g. Sexually provoking ads, alcohol based ads, tobacco products' ads etc. while taking students as consumers in consideration. Therefore, the present study is an attempt to examine the ill effects of advertising on social values of school students and the measures to rectify that impact. In total, 250 school students were selected for the study from different private and public schools of the state of Punjab. For testing the hypothesis, statistical tests like frequency distribution, mean, descriptive statistics and correlation were used.

Keywords: Advertisement, Education, Social, School, Student, Value.

Introduction

The present education system's prime emphasis is on science and technology. It is largely involved in preparing the younger generation in developing their cognitive domains. The unprincipled practices in advertising are swiftly increasing with a far reaching impact. Today, what is being done is to educate the brains and not the minds. The theory of 'Classical Conditioning' by Ivan Petrovich Pavlov (1927)¹ states that 'Classical conditioning' is a process of behavior modification in which an innate response to a potent biological stimulus becomes expressed in response to a previously neutral stimulus; this is achieved by repeated pairings of the neutral stimulus and the potent biological stimulus that elicits the desired response. Here, advertisements play the role of intense reinforcement for children to act as consumers in response. Advertisements exert paramount stress on children's innocent minds. It affects their eating habits, materialism, degree of respecting elders, socializing activities etc. Now, lack of value education has become an imperative factor in the worldwide scenario of growing violence, terrorism, pollution and ecological imbalances. Therefore, the preconditioning levels of students need to be governed by value education in order to make them healthy, happy and responsible customers and citizens as well. Marketing tactics and advertising can lead children to adopt certain consumer behaviour which can result in negative impacts on children's physical and mental health. One such negative consequence of child- and youth-targeted marketing is obesity which is increasing rapidly in both developed and developing countries. The mission of advertisers is to reach children as prospective customers and influence their awareness, attitude and buying behavior but they must promote children's rights, positive self-esteem, healthy lifestyles; and non-violent values. This study consists of understanding the impact of advertising on social values of students and its rectification in the context of Punjab.

Review of Literature

In regard to the above study, a brief review of some of the relevant literature is as under:

Anita (2015)² explored that moral degradation of youth is an emerging problem of emerging India. Youth is adversely diverted through different immoral activities which not only influence the present Indian society but also stimulates the future generation. Therefore, it is imperative and duty of every person to find out the solution for this crucial problem and establish India in the world of peace and harmony. Tarasova and

Gorodetskaya (2015)³ opined that on one hand, society has accumulated vast spiritual and moral experience, gained wide recognition ideas of humanism, kindness, and justice. On the other hand, lack of moral compass and patterns of behavior led to the phenomena of dehumanization and immorality in today's society. The study stressed on acute need of student's personality, moral development, based on his (her) active life position, in relation to the outside world, focused on human values.

Salceanu (2016)⁴ discussed that moral values and thinking styles are two variables that help people in making decisions, in solving problems and in maintaining harmony between each other. They tried to discover how youth perceive moral values, discovered significant differences between male and female concerning moral values and also found out significant differences between moral values based on different thinking styles.

Sarmah and Bohra (2016)⁵ articulated that values are the guiding principles of life which contribute a lot to the all round development of an individual. These give a direction to life and then bring joy, satisfaction and peace. Considering this, values should be developed in each and every mind of the present day youth; as because there has been a continuous erosion of ethical and moral values, basically, of the present youth which is a matter of great concern for development of a balanced society. It is mainly teachers' responsibility to develop different value entity in the minds of the students whom they deal for maximum time of the day.

Sathasivam and Rangasamy (2017)⁶ explained that in today's goal driven society, youth are capable of generosity, solidarity and loyalty. Also, They face numerous issues like unemployment, psychological instability, disruptive behaviour and numerous life problems. Code of ethics should be addressed to the youth by making awareness through education system. The major benefits of ethical students are they will be highly committed, taking responsibility, giving respect, high tolerance, non-discrimination, compassion, better understanding and good citizen.

Shrivastava (2017)⁷ has analyzed that the responsibility to promote moral values in students are not taken seriously by parents, teachers and institutions which results in continuous erosion of human values and social relations. Therefore, there is an urgent need to take serious action for the restoration of moral values among youth of our country. In this study, an attempt has been made to identify the need of moral values in today's scenario.

Parihar and Sharma (2018)⁸ had discussed that the smallest unit of society is home, a place where learning of human values, moral duties and ethical values are nurtured by elders to younger since ages. The present system of primary and higher education is not solely responsible for decline of ethics and values. Globalization is also a root cause for the decline because people become more materialistic rather than more moral. Higher education also focuses on skill development part rather than humanity part of students just to make their names on

global standards. With the advent of modern technology from British rule, skill education was emphasized rather than value education. Our vedic education tenets like *dharmā*, *artha*, *kama*, *moksha* were forgotten from the modern education.

See (2018)⁹ explored young people's perceptions of moral values and the kind of influences that shape their behaviour. The findings suggested that young people have a good understanding of moral values. They value trust and honesty above all values. Tolerance and courtesy were less valued. Primary pupils were more likely than secondary pupils to trust their teachers and see them as important moral agents.

Rationale of the Study

This study focuses on the motive of inculcation of value education in schools' curriculum. It tries to understand the lacuna in the effective teaching methodologies and its impact of innocent minds of school students. The present study will redefine advertising in line with the human goals and it will help teachers as well as the parents to include the concept of better morality and human values in educating students to do their pre-conditioning and make them conscientious citizens as well as consumers.

Objective of the Study

Following are the specific objectives of the study:

1. To examine the impact of advertising on the social values of school students.
2. To draw imperative for rectifying the inappropriate social value formation in students through advertising.

For this purpose, a null hypothesis and an alternate hypothesis are formulated as under:

H₀

There is no significant difference in the opinions of respondents of various age and gender based groups.

H₁

There is a significant difference in the opinions of respondents of various age and gender based groups.

Scope of the Study

The study focuses on the impact of advertising on social values of school students. The scope of the study is limited to Punjab state only. Sample size for the study is 250 school students. The perceptions of school students regarding the impact of advertising are taken into consideration for the study. Present research deals with the impact of advertising in shaping the social and moral behaviour of the school students, their likes & dislikes, their influence and choices as consumers.

Data Collection and Analysis

The present study is qualitative and exploratory in nature. Therefore, both types of data i.e. primary as well as secondary are used. Primary data is collected with the help of structured questionnaires which were filled up by different categories of respondents. For this purpose, a structured questionnaire for school students was developed carefully. A pilot survey was conducted on

20 respondents i.e. the school students, of different private and public schools determine the reliability and validity of the different variables in the questionnaire. The Cronbach alpha score for the sample was .803. Therefore, it was assumed that the questionnaires were reliable for further study. After their response, the variables were selected for further study. The secondary data had been gathered from internal and other sources like journals, magazines, books and internet articles.

TABLE 1: SCHOOL STUDENTS' SAMPLE DISTRIBUTION

Demographic Variables		No. of Respondents	Per Cent
Age	13-14 years	28	11.2
	14-15 years	187	74.8
	15-16 years	35	14.0
	Total	250	100
Gender	Boy	161	64.4
	Girl	89	35.6
	Total	250	100

Source: Field Survey

In total, ten variables are selected for analysis and are named as perceptions of respondents (School Students). All the statistical analysis is carried out with the help of SPSS (Statistical Product and Service Solution). In order to find out significant difference between the opinions of different demographic groups and for analyzing the data, various statistical techniques have been used such as Frequency distribution, Descriptive Statistics, Cross-tables and Correlation test. To achieve the objectives of the study, Five-point type likert scale is used for rating the variables. A score 1 had been assigned for 'strongly agree', 2 for 'agree', 3 for 'neutral', 4 for 'disagree' and 5 for 'strongly disagree'.

Data Analysis

Age-Wise Analysis of Impact of Advertising on Social Values of School Students

It is evident from table 5.1 that 28 respondents are of 13 to 14 years of age group, 187 respondents are of 14 to 15 years age group, and the rest 35 respondents are of 15 to 16 years age group. Out of respondents of 13 to 14 years age group, the majority of the respondents disagree that advertisements make them less concerned for others and the natural environment (50 per cent), they avoid helping their teachers and parents at any time they need it (42.9 per cent), advertisements lead to rise in crime and violence against women (50 per cent), violent ads provoke them to show unsafe behaviour such as abusing or fighting with others (42.9 per cent), 39.3 per cent respondents strongly disagree that advertisements of female hygiene products are embarrassing, advertisements encourage sexuality in teenagers (28.6 per cent). However, another major part i.e. 50 per cent respondents agree with the fact

that many advertisements befool people by trapping them and they always pressurize their parents to buy products due to attractive advertisements (39.7 per cent). On the other hand, 35.7 per cent respondents possess a neutral response that advertisements are generally misleading and show-off in nature and it makes them avoid their parents when they decide to purchase on their own. Out of respondents of 14 to 15 years of age group, the majority of the respondents (30 to 56 per cent) disagree that advertisements make them less concerned for others and the natural environment, advertisements lead to rise in crime and violence against women, violent ads provoke them to show unsafe behaviour such as abusing or fighting with others and it makes them avoid their parents when they decide to purchase on their own. Another part of respondents strongly disagreed that they avoid helping their teachers and parents at any time they need it (55.6 per cent) and they always pressurize their parents to buy products due to attractive advertisements (28.9 per cent). Some of the respondents have neutral opinion regarding this point that advertisements of female hygiene products are embarrassing (33.7 per cent) and advertisements encourage sexuality in teenagers (38 per cent). However, major part i.e. 50 per cent respondents agreed with the fact that many advertisements befool people by trapping them (37.4 per cent) and advertisements are generally misleading and show-off in nature (30.5 per cent). Out of respondents of 15 to 16 years of age group, 30 to 50 per cent respondents disagree with the points that advertisements make them less concerned for others; they avoid helping their teachers and parents advertisements lead to rise in crime and violence against women, advertisements of female hygiene products are embarrassing and they always pressurize their parents to buy products due to attractive advertisements. Another part of respondents strongly disagreed that advertisements encourage sexuality in teenagers (45.7 per cent), respondents agreed to the point that advertisements befool people by trapping them (54.3 per cent) and advertisements are generally misleading and show-off in nature (62.9 per cent).

Descriptive Statistics on Age Variable

It is clear from table 5.2 that in all the age groups, mean is highest in the variable 'many ads befool people by trapping them' in 15-16 years age group ($M=4.14$, $SD=1.24$) followed by 13-14 years age group ($M=4.11$, $SD=.79$) and 14-15 years age group ($M=3.64$, $SD=1.18$). The finding indicates that ads are found to be bluffing and befooling in nature and customers are aware of this consequence. Therefore, there is an utmost need to safeguard the interests of the customers and misleading ads should be banned after doing extensive research.

Table 5.2 Summary of Descriptive Statistics on Age Variable

Social Values	Age					
	13-14 yrs		14-15 yrs		15-16 yrs	
	Mean	SD	Mean	SD	Mean	SD
Advertisements make you less concerned for others and the natural environment.	2.61	1.31	2.70	1.20	2.49	1.12
You avoid helping your teachers and parents at any time they need it.	1.75	.75	1.75	1.10	1.94	1.21
Advertisements lead to rise in crime and violence against women.	2.29	1.15	2.09	1.06	1.83	.89
Violent ads provoke you to show unsafe behaviour such as abusing or fighting with others.	2.50	1.53	2.74	1.21	3.63	.94
Advertisements of female hygiene products are embarrassing.	2.39	1.31	2.81	1.25	2.43	1.33
Advertisements encourage sexuality in teenagers.	2.39	1.07	2.69	1.17	2.14	1.26
Many advertisements befool people by trapping them.	4.11	.79	3.64	1.18	4.14	1.24
Advertisements are generally misleading and show-off in nature.	3.21	.92	3.24	1.23	3.83	.79
You always pressurize your parents to buy products due to attractive advertisements.	2.89	1.07	2.50	1.26	2.83	1.27
Advertising makes you avoid your parents when you decide to purchase on your own.	2.39	1.03	2.50	1.17	3.03	1.18

Source: Field Survey

Gender wise Analysis of Impact of Advertising on Social Values of Students

Table 5.3 shows that out of total respondents, 169 are boys and 89 respondents are girls. Out of respondents of boys' category, the majority of the respondents (22 to 43 per cent) disagree that advertisements make them less concerned for others and the natural environment, advertisements lead to rise in crime and violence against women, violent ads provoke them to show unsafe behaviour such as abusing or fighting with others and they always pressurize their parents to buy products due to attractive advertisements. Respondents strongly disagree that they avoid helping their teachers and parents at any time they need it (55.3 per cent). They have a neutral opinion that advertisements of female hygiene products are embarrassing (29.2 per cent), advertisements encourage sexuality in teenagers (31.7 per cent) and it makes them avoid their parents when they decide to purchase on their own (29.8 per cent). However, 31.7 per cent respondents strongly agree with the fact that

many advertisements befool people by trapping them and agree that advertisements are generally misleading and show-off in nature (37.3 per cent). On the other hand, out of the respondents of girls' category, highest part (28 to 51 per cent) disagrees with the fact that advertisements make them less concerned for others and the natural environment; they avoid helping their teachers and parents at any time they need it; advertisements lead to rise in crime and violence against women, violent ads provoke them to show unsafe behaviour such as abusing or fighting with others, advertisements of female hygiene products are embarrassing, they always pressurize their parents to buy products due to attractive advertisements, advertisements encourage sexuality in teenagers and advertisements make them avoid their parents when they decide to purchase on their own. Whereas, respondents agreed to the point that advertisements befool people by trapping them (49.4 per cent) and advertisements are generally misleading and show-off in nature (31.5 per cent).

Periodic Research

Age-Wise Analysis of Impact of Advertising on Social Values of Students

Perceptions of Respondents	13-14 years						14-15 years						15-16 years					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Advertisements make you less concerned for others and the natural environment.	5 (17.8)	1 (3.6)	4 (14.3)	14 (50.0)	4 (14.3)	28 (100)	18 (9.6)	28 (15)	51 (27.3)	59 (31.5)	31 (16.6)	187 (100)	0 (0)	11 (31.4)	1 (2.9)	17 (48.6)	6 (17.1)	35 (100)
You avoid helping your teachers and parents at any time they need it.	0 (0)	0 (0)	5 (17.9)	11 (39.3)	12 (42.9)	28 (100)	8 (4.3)	13 (7.0)	7 (3.7)	55 (29.4)	104 (55.6)	187 (100)	4 (11.4)	0 (0)	0 (0)	17 (48.6)	14 (40.0)	35 (100)
Advertisements lead to rise in crime and violence against women.	3 (10.7)	0 (0)	5 (17.9)	14 (50.0)	6 (21.4)	28 (100)	8 (4.3)	11 (5.9)	32 (17.1)	74 (39.6)	62 (33.2)	187 (100)	0 (0)	3 (8.6)	2 (5.7)	16 (45.7)	14 (40.0)	35 (100)
Violent ads provoke you to show unsafe behaviour such as abusing or fighting with others.	4 (14.3)	4 (14.3)	6 (21.4)	2 (7.1)	12 (42.9)	28 (100)	18 (9.6)	36 (19.6)	41 (21.9)	63 (33.7)	29 (15.5)	187 (100)	5 (14.3)	18 (51.5)	6 (17.1)	6 (17.1)	0 (0)	35 (100)
Advertisements of female hygiene products are embarrassing.	0 (0)	9 (32.1)	4 (14.3)	4 (14.3)	11 (39.3)	28 (100)	14 (7.5)	45 (24.1)	63 (33.7)	22 (11.8)	43 (23.0)	187 (100)	2 (5.7)	9 (25.7)	2 (5.7)	11 (31.4)	11 (31.4)	35 (100)
Advertisements encourage sexuality in teenagers.	0 (0)	5 (17.8)	8 (28.6)	8 (28.6)	7 (25.0)	28 (100)	13 (7.0)	29 (15.4)	71 (38.0)	35 (18.7)	39 (20.9)	187 (100)	0 (0)	9 (25.7)	3 (8.6)	7 (20.0)	16 (45.7)	35 (100)
Many advertisements befool people by trapping them.	9 (32.1)	14 (50.0)	4 (14.3)	1 (3.6)	0 (0)	28 (100)	48 (25.7)	70 (37.4)	36 (19.6)	20 (10.7)	13 (7.0)	187 (100)	19 (54.3)	10 (28.6)	0 (0)	4 (11.4)	2 (5.7)	35 (100)
Advertisements are generally misleading and show-off in nature.	2 (7.1)	9 (32.1)	10 (35.7)	7 (25.0)	0 (0)	28 (100)	31 (16.6)	57 (30.5)	44 (23.5)	36 (19.6)	19 (10.2)	187 (100)	5 (14.3)	22 (62.9)	5 (14.3)	3 (8.6)	0 (0)	35 (100)
You always pressurize your parents to buy products due to attractive advertisements.	0 (0)	11 (39.3)	6 (21.4)	8 (28.6)	3 (10.7)	28 (100)	14 (7.5)	29 (15.4)	48 (25.7)	42 (22.5)	54 (28.9)	187 (100)	4 (11.4)	8 (22.9)	6 (17.1)	12 (34.3)	5 (14.3)	35 (100)
Advertising makes you avoid your parents when you decide to purchase on your own.	0 (0)	4 (14.3)	10 (35.7)	7 (25.0)	7 (25.0)	28 (100)	9 (4.8)	33 (17.6)	43 (23.0)	59 (31.5)	43 (23.0)	187 (100)	5 (14.3)	6 (17.1)	12 (34.3)	9 (25.7)	3 (8.6)	35 (100)

Source: Field Survey

Descriptive Statistics on Gender Variable

Table 5.4 depicts that in both the gender groups, mean is highest in the variable 'many ads befool people by trapping them in 'Boys' group (M=3.67, SD=1.25) followed by 'Girls' group (M=3.93,

SD=.96). Once again the findings indicate that ads are found to befooling in nature and the advertisers must focus upon maintaining the confidence and interests of the customers and carefully prepare ad copies.

Table 5.4 Summary of Descriptive Statistics on Gender Variable

Social Values	Gender			
	Boy		Girl	
	Mean	SD	Mean	SD
Advertisements make you less concerned for others and the natural environment.	2.81	1.32	2.37	.86
You avoid helping your teachers and parents at any time they need it.	1.75	1.09	1.83	1.06
Advertisements lead to rise in crime and violence against women.	2.01	.99	2.19	1.15
Violent ads provoke you to show unsafe behaviour such as abusing or fighting with others.	2.90	1.26	2.72	1.25
Advertisements of female hygiene products are embarrassing.	2.81	1.22	2.54	1.36
Advertisements encourage sexuality in teenagers.	2.61	1.11	2.53	1.32
Many advertisements befool people by trapping them.	3.67	1.25	3.93	.96
Advertisements are generally misleading and show-off in nature.	3.36	1.16	3.25	1.17
You always pressurize your parents to buy products due to attractive advertisements.	2.61	1.21	2.55	1.32
Advertising makes you avoid your parents when you decide to purchase on your own.	2.75	1.17	2.21	1.07

Source: Field Survey

The correlation table 5.5 reveals that all the perceptions regarding advertisements are interrelated in nature and it shows a significant association among each other. Whereas, there is a high degree of correlation in the following aspects:

1. 'Advertisements of female hygiene products are embarrassing' and 'Advertisements encourage sexuality in teenagers' (.447); the level of significance is less than 0.01.
2. 'Advertising makes you avoid your parents when you decide to purchase on your own and 'you always pressurize your parents to buy products due to attractive advertisements' (.439); the level of significance is less than 0.01.

However the following perceptions are moderately correlated:

1. 'Many advertisements befool people by trapping them' and 'Advertisements are generally misleading and show-off in nature' (0.389); the level of significance is less than 0.01.

2. 'Advertisements lead to rise in crime and violence against women' and 'Advertisements encourage sexuality in teenagers'. (0.354) as the level of significance is less than 0.01.
3. 'Advertisements make you less concerned for others and the natural environment' and 'whether you like advertisements that feature teenagers in them more than the ones not featuring teenagers' (0.327); the level of significance is less than 0.01.
4. 'Many advertisements befool people by trapping them' and 'violent ads provoke you to show unsafe behaviour such as abusing or fighting with others' (0.327); the level of significance is less than 0.01.
5. 'You always pressurize your parents to buy products due to attractive advertisements' and 'remembering how many ads at a time' (0.324); the level of significance is less than 0.01.

Therefore, it can be concluded that all the perceptions of respondents regarding advertisements are interrelated with each other.

Periodic Research

Gender-Wise Analysis of Impact of Advertising on Social Values of Students

Social Values	Boy						Girl					
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
Advertisements make you less concerned for others and the natural environment.	23 (14.3)	29 (18.0)	34 (21.1)	45 (28.0)	30 (18.6)	161 (100)	0 (0)	11 (12.4)	22 (24.7)	45 (50.6)	11 (12.4)	89 (100)
You avoid helping your teachers and parents at any time they need it.	8 (5.0)	8 (5.0)	8 (5.0)	48 (29.8)	89 (55.3)	161 (100)	4 (4.5)	5 (5.6)	4 (4.5)	35 (39.3)	41 (46.1)	89 (100)
Advertisements lead to rise in crime and violence against women.	5 (3.1)	8 (5.0)	25 (15.5)	68 (42.2)	55 (34.2)	161 (100)	6 (6.7)	6 (6.7)	14 (15.7)	36 (40.4)	27 (30.3)	89 (100)
Violent ads provoke you to show unsafe behaviour such as abusing or fighting with others.	18 (11.2)	42 (26.1)	31 (19.3)	46 (28.6)	24 (14.9)	161 (100)	9 (10.1)	16 (18.0)	22 (24.7)	25 (28.1)	17 (19.1)	89 (100)
Advertisements of female hygiene products are embarrassing.	10 (6.2)	43 (26.7)	47 (29.2)	28 (17.4)	33 (20.5)	161 (100)	6 (6.7)	20 (22.5)	22 (24.7)	9 (10.1)	32 (36.0)	89 (100)
Advertisements encourage sexuality in teenagers.	6 (3.7)	30 (18.6)	51 (31.7)	43 (26.7)	31 (19.3)	161 (100)	7 (7.9)	13 (14.6)	31 (34.8)	7 (7.9)	31 (34.8)	89 (100)
Many advertisements befool people by trapping them.	51 (31.7)	50 (31.1)	29 (18.0)	18 (11.2)	13 (8.1)	161 (100)	25 (28.1)	44 (49.4)	11 (12.4)	7 (7.9)	2 (2.2)	89 (100)
Advertisements are generally misleading and show-off in nature.	24 (14.9)	60 (37.3)	42 (26.1)	20 (12.4)	15 (9.3)	161 (100)	14 (15.7)	28 (31.5)	17 (19.1)	26 (29.2)	4 (4.5)	89 (100)
You always pressurize your parents to buy products due to attractive advertisements.	8 (5.0)	37 (23.0)	38 (23.6)	41 (25.5)	37 (23.0)	161 (100)	10 (11.2)	11 (12.4)	22 (24.7)	21 (23.6)	25 (28.1)	89 (100)
Advertising makes you avoid your parents when you decide to purchase on your own.	10 (6.2)	36 (22.4)	48 (29.8)	38 (23.6)	29 (18.0)	161 (100)	4 (4.5)	7 (7.9)	17 (19.1)	37 (41.6)	24 (27.0)	89 (100)

Source: Field Survey

Findings and Suggestions

The present study has critically examined whether the rectification of impact of advertising on social values of school students is required or not. According to this study, as far as the school students are concerned; there is no significant difference between the perceptions of different demographical groups regarding the impact of advertising on social values of students. The results opine that students like advertisements a lot, they try to copy what they see in ads and try to portray themselves as a perfect person when compared with others.

Results state that TV is their favourite medium of watching advertisements and their parents sometimes discuss about ads with them. It is all due to deception in advertising that they prefer watching ads of teenagers or youngsters and majority agreed with the statements that many advertisements befool people by trapping them. It has also been found that these students like ads which featuring teenagers in them than the one not featuring adolescents or teenagers. The respondents stated that they remember five to ten ads at a time and they get annoyed by the advertisements if they are shown in between their favourite programs. It has been found that these children always pressurize their parents to buy products due to attractive advertisements, advertisements are generally misleading and show-off in nature and it makes them avoid their parents when they decide to purchase on their own. It is also required that the parents must educate their children (who are school students) regarding unethical aspects in ads so that they may not imitate the harmful acts or procedures shown in advertisements. Advertising should be inimitable in nature and it should generate human values among students for social wellbeing. Also, there should be a strict legislation in opposition to the advertisers who prepare and broadcast filthy advertisements. Therefore, there is an utmost need to safeguard the interests of the students as customers and misleading, deceptive, offensive and obscene ads should be banned after doing extensive research.

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Periodic Research

Correlation among General Impact of Advertising and Perceptions of respondents

		Liking Ads	Favourite medium of watching ads	Parents' discussion of ads	Ads featuring teenagers	Remembering ads	Breaks in ads	Ads make you less concerned about other	Avoidance in helping parents	Rise in crime and violence through ads	Unsafe behaviour due to ads	Embarrassing Female Hygiene ads	Sexuality in ads	Befooling ads	Misleading ads	Pressurize parents due to ads	Parental Authority
Liking Ads	Pearson Correlation	1	-.061	.015	.202**	-.206**	-.040	-.127*	-.057	-.049	-.136*	.075	.073	-.130*	.030	-.194**	-.001
	Sig. (2-tailed)		.340	.812	.001	.001	.530	.045	.369	.444	.031	.235	.251	.040	.638	.002	.987
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Favourite medium of watching ads	Pearson Correlation	-.061	1	-.173**	.128*	-.023	-.229**	-.004	-.012	.044	.105	-.277**	-.059	.105	.171**	.052	.037
	Sig. (2-tailed)	.340		.006	.043	.722	.000	.955	.850	.493	.099	.000	.357	.096	.007	.410	.559
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Parents' discussion of ads	Pearson Correlation	.015	-.173**	1	-.025	-.113	.136*	-.169**	.082	-.049	.237**	-.095	-.167**	.037	.297**	.069	.113
	Sig. (2-tailed)	.812	.006		.695	.074	.032	.007	.194	.445	.000	.134	.008	.558	.000	.278	.073
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Ads featuring teenagers	Pearson Correlation	.202**	.128*	-.025	1	-.051	-.162**	-.327**	-.068	-.024	-.052	-.189**	.023	.200**	.105	-.248**	-.218**
	Sig. (2-tailed)	.001	.043	.695		.421	.010	.000	.286	.703	.411	.003	.723	.002	.097	.000	.001
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Remembering ads	Pearson Correlation	-.206**	-.023	-.113	-.051	1	-.131	-.104	-.062	.112	.060	-.013	.065	.216*	.105	.324**	.033
	Sig. (2-tailed)	.001	.722	.074	.421		.038	.101	.332	.078	.344	.842	.306	.001	.096	.000	.605
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Breaks in ads	Pearson Correlation	-.040	-.229**	.136*	-.162**	-.131	1	.108	-.162**	-.196**	-.016	.078	-.179**	-.062	.020	-.091	-.015
	Sig. (2-tailed)	.530	.000	.032	.010	.038		.087	.010	.002	.807	.222	.004	.328	.756	.152	.816
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Ads make you less concerned	Pearson Correlation	-.127*	-.004	-.169**	-.327**	-.104	.108	1	.068	.157	-.062	.169**	.105	-.174**	-.146*	.048	.006
	Sig. (2-tailed)	.045	.955	.007	.000	.101	.087		.286	.013	.332	.007	.099	.006	.021	.449	.922

Periodic Research

about others	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Avoidance in helping parents	Pearson Correlation	-.057	-.012	.082	-.068	-.062	-.162*	.068	1	.277**	.094	-.065	.083	.063	.208**	.212**	.209**
	Sig. (2-tailed)	.369	.850	.194	.286	.332	.010	.286		.000	.138	.308	.189	.319	.001	.001	.001
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Rise in crime and violence through ads	Pearson Correlation	-.049	.044	-.049	-.024	.112	-.196**	.157*	.277**	1	.146*	.070	.354**	.214**	.129*	.200**	-.004
	Sig. (2-tailed)	.444	.493	.445	.703	.078	.002	.013	.000		.021	.273	.000	.001	.041	.001	.956
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Unsafe behaviour due to ads	Pearson Correlation	-.136	.105	.237**	-.052	.060	-.016	-.062	.094	.146	1	.221**	.091	.327**	.261**	.182**	.140
	Sig. (2-tailed)	.031	.099	.000	.411	.344	.807	.332	.138	.021		.000	.151	.000	.000	.004	.027
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Embarrassing Female Hygiene ads	Pearson Correlation	.075	-.277**	-.095	-.189**	-.013	.078	.169**	-.065	.070	.221**	1	.447**	.038	-.073	.087	.069
	Sig. (2-tailed)	.235	.000	.134	.003	.842	.222	.007	.308	.273	.000		.000	.550	.249	.168	.280
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Sexuality in ads	Pearson Correlation	.073	-.059	-.167**	.023	.065	-.179**	.105	.083	.354**	.091	.447**	1	.132	-.048	.093	-.068
	Sig. (2-tailed)	.251	.357	.008	.723	.306	.004	.099	.189	.000	.151	.000		.037	.451	.143	.287
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Befooling ads	Pearson Correlation	-.130	.105	.037	.200**	.216**	-.062	-.174**	.063	.214**	.327**	.038	.132	1	.389**	.102	.030
	Sig. (2-tailed)	.040	.096	.558	.002	.001	.328	.006	.319	.001	.000	.550	.037		.000	.107	.640
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Misleading ads	Pearson Correlation	.030	.171	.297**	.105	.105	.020	-.146	.208**	.129	.261	-.073	-.048	.389**	1	.251	.176
	Sig. (2-tailed)	.638	.007	.000	.097	.096	.756	.021	.001	.041	.000	.249	.451	.000		.000	.005
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Pressurize parents due to ads	Pearson Correlation	-.194	.052	.069	-.248**	.324	-.091	.048	.212	.200	.182	.087	.093	.102	.251	1	.439**
	Sig. (2-tailed)	.002	.410	.278	.000	.000	.152	.449	.001	.001	.004	.168	.143	.107	.000		.000
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Parental Authority	Pearson Correlation	-.001	.037	.113	-.218**	.033	-.015	.006	.209**	-.004	.140	.069	-.068	.030	.176**	.439**	1
	Sig. (2-tailed)	.987	.559	.073	.001	.605	.816	.922	.001	.956	.027	.280	.287	.640	.005	.000	
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250