

# SOCIAL ADVERTISING AS A SOCIALIZATION FACTOR OF THE CONTEMPORARY YOUTH?

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## ABSTRACT

The study focuses on the growing problem of the contemporary society which we may observe in the increasing impact of the media, namely advertising, reflecting in the consumer behavior of the contemporary youth influencing their value systems, in continuity with a significant weakening of the role of primary socialization factors, i.e. families and schools. The study should not only reveal the power of the media affecting the young but also to answer the question of whether social advertising can become a significant socializing factor in the current postmodern society. To find the answer, an extensive quantitative research was carried out in 1,080 primary school respondents, as well as in 1,080 secondary school respondents at 54 schools in the Czech Republic - the sample being directly proportional for girls x boys, and towns/cities x villages. The study also includes conclusions based on the follow-up qualitative research realized in the form of focus groups for pupils of primary and secondary schools, specifically aimed at specifying the effectiveness of social advertising according to the priority presentation of different socially problematic areas. The final part of the study presents the possibility to effectively use social advertising in the role of an educational and training agent in the system of primary and secondary education in the continuity of cooperation with university students with the focus on marketing communications, as well as with marketing employees of advertising agencies.

**Keywords:** Social advertising, socialization, primary and secondary education, teenage generation, social marketing.

## 1. INTRODUCTION

The contemporary postmodern society has brought and still brings about a number of significant changes that radically reflect not only in the life of the society as a whole, but also in the individuals. The characteristic features of the postmodern society were formed in the direct continuity with three developmental phases (Hauser, 2012; Jencks, 2007): the negation of modernity; a positive interpretation of postmodernism, and the present reflected in the search for new alternatives, coupled with the gradual emergence of negativism representing a transformation into the new cultural and social epoch (Hauser, 2012). Although it is not easy to define the specific features of postmodernism, as documented by the works of the leading authors of postmodernism (Lyotard (1993), Welsch (1993), Hassan (1987), Giddens (2010, Baumann (2006), and others), it was already an initial stimulus of an increasing maximization and optimization of production leading to the increase in consumption and to be reflected in the increasing characteristic feature the postmodernist society, which was and is consumerism. I.e. the consumer age "with the tendency to reduce the differences that exist between the sexes, generations" and vice versa, "with the excessive increase in the differences in individual behavior, which is now free from the roles and conventions" (Lipovetský, 2008). The only specifically defined roles that are attributed to us by our society are "consumer roles" in continuity with the fact that "the more we consume, the more we want to consume" (Bauman, 2006).

He individual comfort with the primary mission of fulfilling the individual from a functional, subjective and emotional point of view predominate. "The individual prevails over the general, psychological and ideological, communication over politicization, diversity over uniformity, permissiveness over coercion" - and all in continuity with the view that "an increasing departure from the church and its teachings that our being in simpleness on earth will be redeemed by abundance in the future life also facilitates the victory of consumerism and hedonism, which became a normal part of life" (Lipovetský, 2008), which was reflected in the gradual transformation of the values and attitudes of the rising generations. We are confronted with defining postmodernism in the form of the end of epistemology and ethics as the society is no longer governed by university rules, in continuity with the lack of establishing an ethical system, which is reflected in a direct proportion with the gradually declining morality. At the end of the introductory part, we can state together with Grenz (1997) that "postmodernism of today appears in all aspects of our lives - from the morning ringing of the alarm clock on our smartphones to global issues such as global

warming or migration".

## 2. THE STUDY

### 2.1. Problem Formulation

However, it is not just consumerism, the consumer society that characterizes the contemporary society standing at "the threshold of a new era". An important aspect is the growing influence of the media, which is an essential characteristic of postmodern society, i.e. "the society based on the integration of information and communication technologies in all spheres of social life to the extent that they fundamentally change social relations and processes, the information society" (Jonák, 2003). Where to look for that serious problem and is there at least any outline of a solution? Can we express this using a "simple" equation: consumerism and media (advertising) family and school (socialization) = social advertising (values and attitudes)?

The media (especially the mass media) and the media communication (with the media or with support of the media) are an inherent part of the contemporary society. It is indisputable that today's world is providing adolescents with much more autonomy than they could have attained earlier, thanks to the possibility of a vastly open approach to a range of new information, symbols, interpretations and lifestyles that significantly outweigh the abilities of their parents and teachers. This fact, however, has an increasingly negative impact on the position of these two major socialization factors in the eyes of the teenage generation, due to the increasing suppression of the history of the determined role of the family and school in the socialization process. The goal of the mass media in its general sense is to "produce, reproduce, and distribute the knowledge of widely understood sets of symbols that are important for the experience of the social world", so that in their "recipients" these create a construction of social realities and their personal notions of it", i.e. in fact, "to create another new reality". The reality of an everyday life is thus combined with the "media reality", which is particularly evident in the younger generation. The growing influence of the media is an increasing and serious "threat" to the process of the socialization of the youth, as we can now say that the media are a highly effective tool for manipulating the psyche of the teenage generation constantly seeking their own individualities, and the media present their own description of the world, and the media even "prescribe" or secretly "command" the set form of behavior. However, there is no escape from the everyday attack of the media. And that is where the immeasurable problem of the present occurs, because it is precisely this powerful manipulative power that allows the media to increasingly formally shape attitudes and opinions of individuals, create their value systems, influence their lifestyles and thus become an important source of model behavior. This state of affairs contributes to the fact that the current youth does not only adopt the presented media content but, and this becomes even more problematic, they are still more actively seeking and actively choosing according to their current developmental requirements, in continuity with the reflection of the influence of the social and cultural environments. In the true sense of the word, then, the media can act as an agent of socialization, mostly in the role of a "technological educator and teacher". The media become part of families, by which the traditional authoritarian models become distorted, as it has been mentioned, in the gradually increasing weakening of the influence of the family and the school, which are just one of the many sources that teenagers use within the frame of their socialization. At the same time, there is a loss of the power of adults, whether parents or teachers, or the elderly generation, not only to prevent the unintended impulses and information presented by the media, but also to assess their ultimate impact on the teenage generation. The strengthening of the functional aspects, where the media are a characteristic representative at the expense of the weakening of the intentional aspects of socialization becomes the characteristic feature of the present day (Šeová, 2007). The media thus achieve their goal, that is, "In the form of persuasion, manipulation and suggestion to achieve certain determined changes in the values, attitudes or behavior of individuals in various areas of public and private life" (Jirák, Köpplová, 2003).

We can see this identical principle, i.e. to achieve the recipients behave in a certain way based on a variety of messages, including the media, also in advertising. Advertising, as a part of the media world, fully presents the teenage generation with the relativisation of certainties, often reflected in the involuntary acceptance of prefabricated values, the devaluation and marginalization of the personal experience of an individual, the more frequent the penetration of artificial contexts with the "constructed" reality. It is the virtual reality that contributes to the gradual loss of certainty, reflecting the growing need to demand the restoration of certainties and the search for charismatic authorities that are able to present definitive and unambiguous answers to all the questions posed to suppress feelings of uncertainty and fears arising from an ever-changing state of knowledge. The result is very often the mechanical acceptance of prefabricated values offering ready solutions without long-term contexts. (Gillernová et

al., 2011) And it is primarily advertising that draws individuals into the world of illusions with the preference of values of consumerism.

## 2.2. Conceptual Framework

The effect of the media should always be seen in the continuity of three basic factors, including: a) the state of the society (e.g. the way of communication, the level of education, etc.); b) the development of the media (in connection with new communication technologies); c) the development of the knowledge of the society and the way it is considered (depending on the development of sociological and psychological knowledge) (Jiráček, Köppllová, 2003). "The mass media are explored in many perspectives and in many contexts - as a relatively autonomous area with its own history and immanent development, as a part of the social history, as a cultural expression, or as a special social institution entering into the interaction with other institutions" (Jiráček, Trampota In : Hallin, Mancini, 2008). It is particularly McLuhan (1991), Kunczik (1995), DeFleur and Ballová-Rokeachová (1996), Potter (1998), Burton and Jiráček (2001), Jiráček and Köppllová (2003), McQuail (2009) and others who belong to the most significant authors paying their attention to the impact and role of the media, to the development, typology, to their specification, and the effect of their functions.

These are the media (such as television, print, radio, outdoor advertising, or the Internet) through which the primarily-paid information is disseminated, typically for the purpose of selling a product or brand, i.e. advertising. Advertising is one of the forms of marketing communication designed to deliver a message to a targeted audience in order to change their thinking, attitudes and behavior. It can be aimed at different target groups (women, men, children, families with children, Y and Z generation), or places (foreign, national, regional). They vary according to the timeliness of the communicated message (launching, or introductory vs. commemorative), but also by their character (image or product). In confrontation with other communications, the intentionality of the advertising message is upgraded, very often it does not try to hide its purpose (except of so-called hidden advertisements), as well as trying to persuade or influence the recipient of the message to achieve the stated effect. Even though the advertising discourse is conceived as the most prolific, most aggressive, and most manipulative discourse of the contemporary postmodern world, being closely related to consumerism, in order to become an effective discourse, it has to fulfill the individual stages of the AIDA principle model, which E. St. Elmo Lewis set at the end of the 19th century (1898). This means that the following steps must be taken following one another: a) attracting the attention of the target group to the fictitious reality (involuntary attention), through b) the realization of interest (intentional attention), c) the inking the desire after the achievement of the presented (emotional aspect, decision - rational decision), to the action, i.e. obeying and going to get the product ( mejrková, 2000). Advertising has become, as has the media as well, the essential and indivisible component of our being. We encounter advertising all around us, through the media penetrating into our homes, we wake up and fall asleep being accompanied by some sort of advertising. Kohák even sees "the most powerful educational influence in the formation of an individual person in today's postmodern world" (2004). mejrková states as an indisputable fact that "we are appear in the constant exposure of advertising in our private and public lives, and it influences us, whether we want it or not" (2000, p. 9). Advertising takes us from the real world and imposes a new world on us. "Advertising offers its recipient the ability to identify, positions and roles they can slip into. Advertising seems to have been tailor-made for the recipient, but in fact, it forms his or her identity. It models its respondents' identity by suggesting that they have a number of common features with the subjects of the fictional world of advertising" ( mejrková, 2002, p. 206). Advertising constructs to its target audience the entire lifestyle, a new reality, an illusory reality full of perfect things (even people) and even sells it. "It is the luxury of a game and the vanity of the senses, it is a creative intelligence in the service of superficiality" (Lipovetský, 2002, p. 292). Advertising itself can be seen from different angles, as evidenced by works by a number of prominent representatives focusing on marketing, marketing communication or advertising itself, for example Kotler (2007), Kotler, Armstrong (2003), Kotler, Keller (2013), or P ikrylová (2010), Karlík (2016), Fox (2010) and others.

As shown in the previous text, the primary task of an advertisement is to raise an interest in purchase behavior. In the context of consumer (purchase) behavior, attitudes are a learned inclination to behave equally favorably or unfavorably with respect to the subject (product, service, mission, etc.). A direct experience with the product (service, ...), verbal information received from acquaintances, or exposure to mass media, the Internet, etc. form attitudes. In spite of the fact that attitudes may result from behavior, they are not synonymous to behavior. As learned tendencies, they have motivational quality, that is, they can lead a potential customer (client, ...) to a certain behavior or vice versa to discourage from it. Attitudes are thus relatively consistent with the behavior they reflect, but despite

their coherence they are not stable, they change. They occur and are affected by a certain situation, event, or by conditions that affect the relationship between attitude and behavior at some point. It may happen that a certain situational behavior does not have to correspond to attitudes. There are a number of models for a more precise definition of behavior and attitudes such as a three-part model of attitudes (the component of cognitive, emotional and moral volition), more attribute attitudes, a try-to-consume model, and a positive attitude towards advertising primarily important for the study. The socialization of the "customer" that determines their attitude towards advertising becomes an important role in this process.

As shown by the results of the research that were carried out, a significant role is played by for example, communication with parents, peers, social benefit from advertising, the duration of time spent on watching TV, the gender and race, which are all associated with the attitude towards advertising. The teenage generation plays an important role in the formation of attitudes, in addition to family members, schools and friends, it is particularly admired celebrities, the mass media advertising, as well as belonging to a particular culture. Attitudes at the same time express or reflect the general values, lifestyles and opinions of recipients of advertising messages. The knowledge of the attitudes of the target group, in our case the teenage generation, is thus far better reflected in the predictability of its values, lifestyle and opinions, which significantly contributes to the use of these characteristics in direct targeting of advertising and marketing activities. In this way, advertising appeals can target, for example, pride, security and safety, thriftiness, beauty, strength, standard, social status, self-image, connectedness, lifestyle, good feeling, fantasy, entertainment, as well as greed, gluttony, envy, tendency to laziness (Komárková, Rymeš and Vysekalová, 1998).

"It is adolescents who are the most prominent target group in terms of advertising, adolescents between the thirteenth and eighteenth year of age when first consumer habits are formed, which can gradually be profiled in loyalty to certain brands" (Vysekalová, Mikeš, 2007, p. 51). We see some specifics even here. "Puberty is a period of sexual maturation and reintegration of the personality into the society. It is a period of profound changes in the personal development and of considerable problems in family and school education" (Áp, Mareš, 2007). Puberty (11/12-15/16 years of age) is considered as the second period of defiance, as a stressful period for adults as well teenagers. Even though it is a period of natural development, in order for a child to become a mature, responsible and independent person - it is essential to free themselves from the family dependence, parental authority. Some teenagers do less, some do more, reject opinions, attitudes, commands, and parental bans - as if "by principle" for a certain period of time only because they stem from parental authority. In the adolescence period (15/16-20/24), significant distinctive features of socialization play a major role. The differentiation and qualitative transformation of social roles and associated social demands are typical. Adolescents do not automatically endorse the views of parents, teachers, or society (anti-identification with the order of the society), but they want to decide on the choice of values and standards they want to be loyal to. The separate choice of values and standards becomes one of the results of adolescent identity search. Erikson identifies this active self-determination process as an expression of the identity crisis which he perceives as an integral part of healthy psychosocial development (Erikson, 2002). Critical attitudes to values, opinions, and lifestyles put them in confrontation with the pattern they created themselves. Gradually, they build a more realistic vision of their future way of life by eliminating everything they consider to be unacceptable. "In their straightforwardness, integrity and maximalism, they respond sensitively to the shortcomings and contradictions in the life of the older generation - nevertheless, they take over a lot, including the negative moments in value orientations and ways of life" (Áp, Mareš, 2007). The identity search becomes easier if parents or teachers hold more or less the same values and are able to get closer (Frederickson, Loftus, Nolen-Hoeksema, Wagenaar, 2012). The whole period of adolescence becomes the key to personality development, very often characterized as a "period of storm and conflict" (Hall, 1907), which is determined by three fundamental milestones: conflicts with parents, emotional decompositions, and risk behaviors: harm to one's own health (drugs, alcohol, smoking), sexual risk behavior; disorders of the self-consciousness (anorexia, bulimia, ...); threatening the outside social environment (bullying, aggression, racism, ...). This also relates to the specification of adolescent problems seen by Langmeier and Krejčíová (2006, p. 164) from four basic aspects: 1. the contradiction between physical and social maturity; 2. the contradiction between social role and status; 3. the conflict between the values of the young and the older generation, and 4. the contradiction between the values of the family and the outside society. Again, we come to the contemporary problem of the decline in the significance of values, ideas and traditional social norms reflected in the "exchange" of the authorities of older generations for the authorities of the contemporary youth, better coinciding with the pragmatism and hedonism of the postmodern society with the characteristic features linked to the media coverage and economic success, i.e. with the consumer lifestyle and mass culture. Advertising, however, is not always used to increase sales or brand awareness. It can also be used to disseminate topics that are

important to the society and can lead to a better human relationship with the nature, health, or even a positive impact on the safety of human behavior.

In spite of all the reflection of the negative impact on adolescents in continuity with the postmodern society, a continuing media attack, a diminishing family and school authority, and an ever-increasing influence of advertising messages "of which the youth is becoming a part, and advertising is then a part of the youth" (Cook, 1992, p. 182), there is an advertisement in front of us, whose primary goal is not an immediate economic profit, but a change in attitudes and values, so-called social or non-commercial advertising. Its main mission is to satisfy some of the higher social needs that affect the target group (the need to help others, to behave environmentally-friendly, to be respectful to the elderly, to respect the road safety rules, to sport actively, to respect the principles of rational nutrition, to strengthen the consciousness of the defense of the country, to utilize cultural institutions, educate oneself, act actively in crime prevention, implement charity activities, active prevention against AIDS, etc.). Social advertising follows the admission of a certain idea, idea or pattern of behavior, and fulfills an awareness-raising, educational, and instructive function. The above list shows that an important aspect leading to the effective fulfillment of the mission of social advertising is to stimulate the public to think about the issues - or motivate them to solve the presented social problems. Non-profit organizations are primarily those who stand in the role of submitter of the communication task (Kotler, 1979), the attention must also be directed to "selecting a suitable appropriate communication medium and carefully considering the predetermined criteria and their impacts on the target groups" (Juřková, 2014). The content of the message focuses on addressing issues such as improved nutrition, anti-smoking, prevention of alcohol and drug abuse, safer driving, and myriad other causes (Kotler, Zalman, 1970). The particular significance of social advertising is best defined by the American Marketing Association, or AMA, which presents social advertising as "advertising created to educate or motivate the target audience to take and accept a social problem, that is, to achieve a desirable behavior", underlining its awareness-raising, educational and instructive function (AMA). It is "the process of persuasion to influence human behavior which does not concern the provision of utility (especially material) values ..." (Hajn, 2002, p. 258), i.e. the adoption of a certain thought, idea or a pattern of behavior. And here we see the creation of a suitable platform to address the teenage generation not only in terms of changing attitudes and values, but also in connection with the strengthening of the lost authority of the family and school, as well as the consolidation of the role of a significant socializing factor.

## **2.3. Objectives and Methods**

### **2.3.1. Objectives**

The aim of this study is not only to find the answer to the question of whether we can perceive social advertising as a socializing factor affecting contemporary teenagers (elementary school pupils/teenagers and secondary school students/adolescents) but also to outline the way in which the appropriate social form to teach the adolescent generation to take their mission and identify with it. The starting point is also to point out the current values and value orientation of the current teenage generation, as well as its relationship to the family and school from the point of view of the authorities.

### **2.3.2. Methods**

The quantitative survey in the form of a questionnaire carried out in January 2016 at 54 schools in 9 regions of the Czech Republic (Moravian-Silesian Region, Pardubice Region, South Bohemian Region, Olomouc Region, Zlín Region, Central Bohemian Region, Hradec Králové Region, Vysočina, Prague), with the sample of 1.080 pubescents + 1.080 adolescents, i.e. the 8th grade of primary school/municipality 360, country 360; 3rd grade of secondary school/municipality 360, country 360; Grammar schools 8th and 3rd grade/ 720 respondents. In the presence of a teacher, 20 pupils/students were addressed in each class with whom the final form of the questionnaire was filled, which was modified based on the pretest carried out in November 2015 with the sample of 50 respondents. The empirical research was carried out in the form of a standardized questionnaire with the use of closed-ended questions, the battery of questions, as well as open-ended questions, with the standard application of the answer scale with questions comprehensive to all age groups of the respondents (153 questions). The method of ranking the value system utilized the battery of values, the significance of which was marked by the respondent by means of a five-step scale, while step 1 corresponded to the value with the lowest significance, step 5 to the highest significance. For each value, indices such as weighted arithmetic averages were calculated based on the frequency, and according to the height of the indices, the table was formed subsequently.



## 2.4. Results

For the purposes of the objectives of the study, the attention will be paid to the presentation of the outcome values of the research leading to the achievement of the pre-set objective. Given that social advertising focuses its attention to changing of the values and attitudes, one of the most important findings was what values the current adolescent generation prefers, which is subsequently presented in Table 1. The resulting values in the table (Tab. 1) then help to find the answer to the question of “What value is preferred to the current teenage generation?” Whether in the overall preview or in comparison of age groups.

Values	8rd grade	3rd grade	Total
Health	4.46 (2)	<b>4.50</b> (1)	<b>4.48</b>
Friendship	<b>4.51</b> (1)	4.42 (2)	<b>4.46</b>
Freedom	4.30 (3)	<b>4.41</b> (3)	<b>4.36</b>
Education	4.29 (4)	4.13 (6/7)	<b>4.21</b>
Developing of own personality	4.14 (7)	4.23 (4/5)	<b>4.19</b>
True, knowledge	4.12 (8)	4.23 (4/5)	<b>4.18</b>
Love	3.94 (14)	4.09 (9)	<b>4.15</b>
Family and children	4.18 (5)	4.07 (10)	<b>4.13</b>
Success at work	4.15 (6)	4.10 (8)	<b>4.13</b>
Good salary	4.05 (10)	4.13 (6/7)	<b>4.09</b>
Peace	4.09 (9)	4.03 (11)	<b>4.06</b>
Hobbies	4.01 (11)	3.96 (12)	<b>3.99</b>
Being useful for others	4.00 (12)	3.92 (13)	<b>3.96</b>
Environment	3.99 (13)	3.87 (14)	<b>3.93</b>
Good position in society	3.92 (15)	3.79 (15)	<b>3.86</b>
Property	3.83 (16)	3.82 (16)	<b>3.83</b>
God	2.45 (17)	2.29 (17)	<b>2.37</b>

Tab. 1 Indices of values (Source: Göttlichová)

According to what the resulting values of the research show, based on the average evaluation, health is at the head of the preferred values, even though for pubescent students, this value was preferred after friendship, which for the particular age group becomes relatively important. The concurrence in the third position, which for both the age groups is occupied by freedom, showed an interesting indicator. From the perspective of the average index, the fourth position is occupied by education, which for the adolescent youth stands behind the development of their own personality and also the truth and knowledge. From the perspective of the average evaluation, the education for the teenage generation significantly enhances its position in the comparison of various research conducted at the end of the 20th century and at the beginning of the 21st century (Sak, 2004), which illustrates the interest of adolescents in their study results, although the very authority of the school/teachers gradually weakens, as was already mentioned. A large share of the index height, however, is formed by the pubescent youth, because the adolescent youth already do not prioritize education in the form of the for them so-called 'acquisition of the theoretical base (see a plethora of theories), but on the contrary, from the perspective of overall personality development preferences, which is reflected by the current trend of education oriented on interlinking the world of practical experience and knowledge and the theory in schools in continuity with the requirements of employers. This then corresponds to the fact that the preference of good salary positioned on the same notional step in the adolescent youth while in teenagers a preference of a success in work may be observed. A significant difference also occurs in the preference of love that, which is natural, is more favored due to the age particularly by the adolescent youth, but here we can record a significant decline of preferences compared to the preferences already mentioned by other studies (Sak, 2004), which again characterizes the current state within the society. As well as the preferences of the family and children, which reflects the current trend of our times, i.e. when the marriage and children (if any) are becoming more and more postponed to the later age. The great slump since the 1989 period can be seen in the environmental area, in both groups, as well as the last two partitions which are the reflection of the low preference, whether it is about achieving the success within the society, or about the question of faith, which fully corresponds to the ongoing process of secularization or despiritualization.

In addition to identifying the preferred values of the current teenage generation, it is also important to find out to what extent the family and school are perceived as authorities in the contemporary consumer society strongly influenced by the media, as documented in charts 1 through 5.

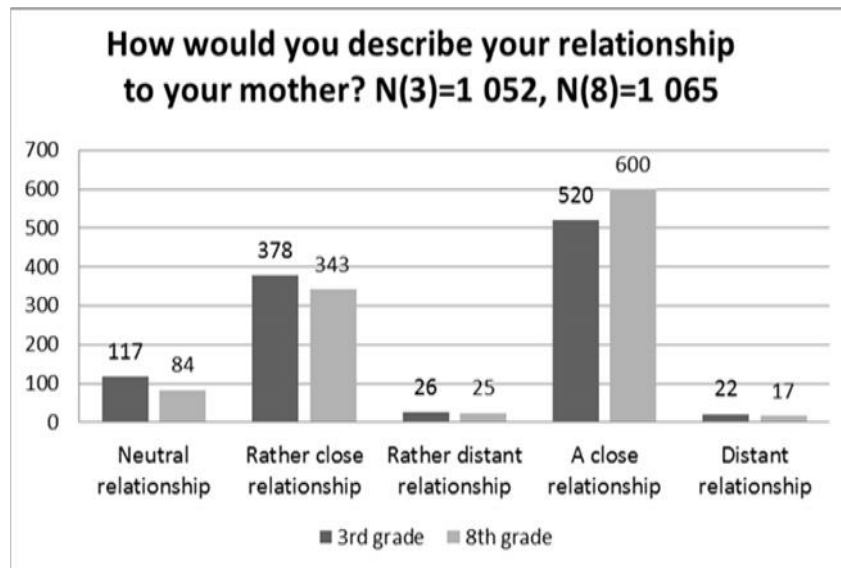


Fig. 1 Model/authority – father (Source: Göttlichová)

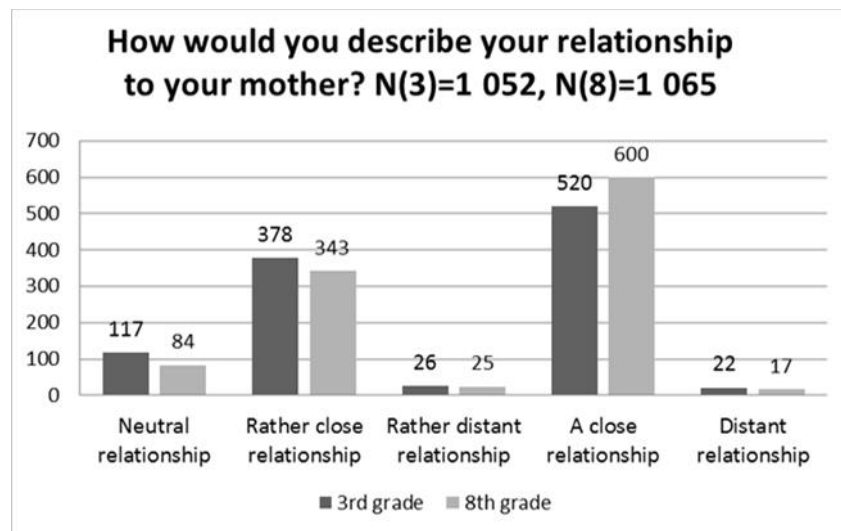


Fig. 2 Model/authority – mother (Source: Göttlichová)

As shown in the previous figures (Fig. 1, 2), presuming the reduced base of respondents who responded to the question, it is evident that in spite of the fact that the father position was evaluated as prevalently positive (8/737, 70% × 3/627, 61%) over its negative perception (8/309; 29% × 3/409; 39%) in both groups of respondents, the mother authority partially outbalances from the positive perspective (8/783; 74% × 3/718; 68%) in confrontation with the negative perception (8/282; 26% × 3/334; 32%). At the same time, in both groups, an increased number of respondents may be reported in terms of the father authority (8/35 × 3/45), who did not respond to the question, in comparison with the mother authority (8/15 × 3/28). The result was confirmed also by the question of identifying who is closer to the respondents, as beside grandparents, brothers and sisters and other family members and friends, the mother is in the first place unequivocally (8/427; 39% × 3/523; 52%),

the father remains occupying the second place (8/173;  $16\% \times 3/135$ ; 12%) out of the total number of 1080 respondents from each group. The mother with regard to the father is particularly preferred by the adolescent youth.

The perception of fathers and mothers in the role of authorities corresponds with the confidence the respondents address them to obtain a solution of their problems. However, it is not only them who the respondents trust in solving important "life" problems, as evidenced by the resulting values of the following graph (Figure 3). Due to the fact that some respondents took the advantage to choose multiple answers, the base becomes increased (8/1650  $\times$  3/1649).

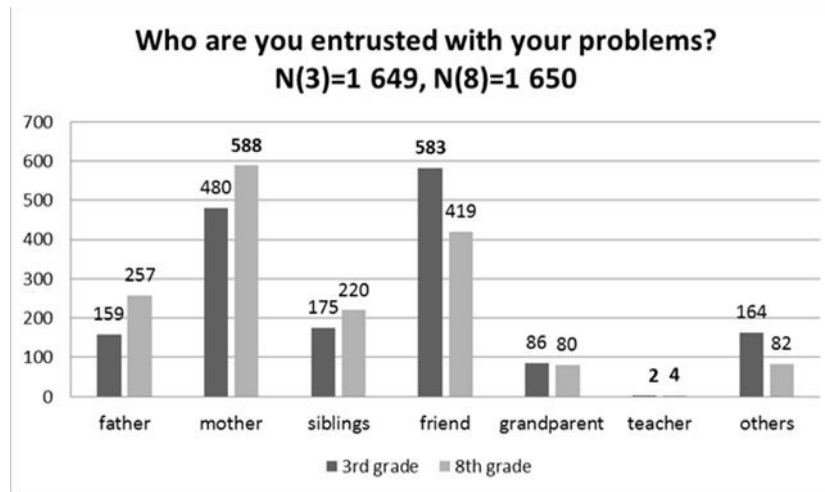


Fig. 3 Confidence in whom (Source: Göttlichová)

The figure (Fig. 3) shows clearly that for teenagers (8th grade), it is the mother who is standing in the foreground when problem-solving (588; 36%), then friends (419; 25%) and the father stands in third position (257; 15%), for adolescents (3rd year), however, the positions change significantly, because friends are preponderant (583; 35%), the mother (480; 29%), and only on the fifth position (159; 9%) there is the father. It can be observed that the position belonging to grandparents is balanced, however, relatively low. Nevertheless what becomes an alarming fact, is the position of schools/teachers (8/4; 0.2%  $\times$  3/2; 0.1%). Parents then also play a significant role in both age groups in the view of the effect on behavior to others (8/571  $\times$  3/418), on the choice of profession (8/475  $\times$  3/390) and on views on life (8/462  $\times$  3/382); friends unequivocally have the effect on the leisure time activities (8/338  $\times$  3/445). The status confirms the parent position to remain to be of a significant role in the given target groups, especially for the pubescent youth.

However, the situation of another of the primary socialization factors, i.e. the school, was not that convincing. Although 693 (3rd grade) and 606 students (8th grade) stated that they like attending school and 493 (3rd grade), 477 students (8th grade) do not like attending school, the reasons given by pupils and students were not supportive of the authority of the school. Even here there was the offer of multiple answers. The reason why the respondents like attending school was the prevailing answer in the preference of friends (8/871  $\times$  3/803). The school evoked stress in respondents (8/540  $\times$  3/645), a lot of theory (8/475  $\times$  3/567), and boredom (8/474  $\times$  3/546), the lowest number of respondents regarded school as an unfriendly place (8/67  $\times$  3/113). Individual responses that have been mentioned as mere additions to the question why students like attending school (Fig. 4) – or do not like attending school (Figure 5) are presented in the figures below in the form of the sum of the extended response for both groups of respondents.



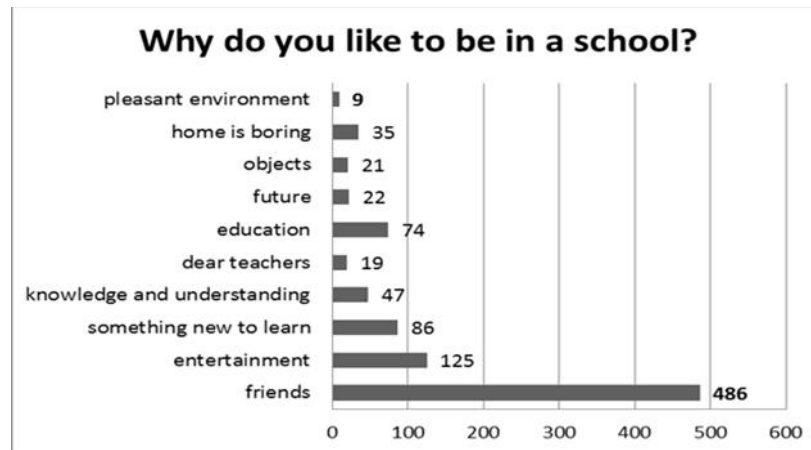


Fig. 4 Reasons – positive (Source: Göttlichová)

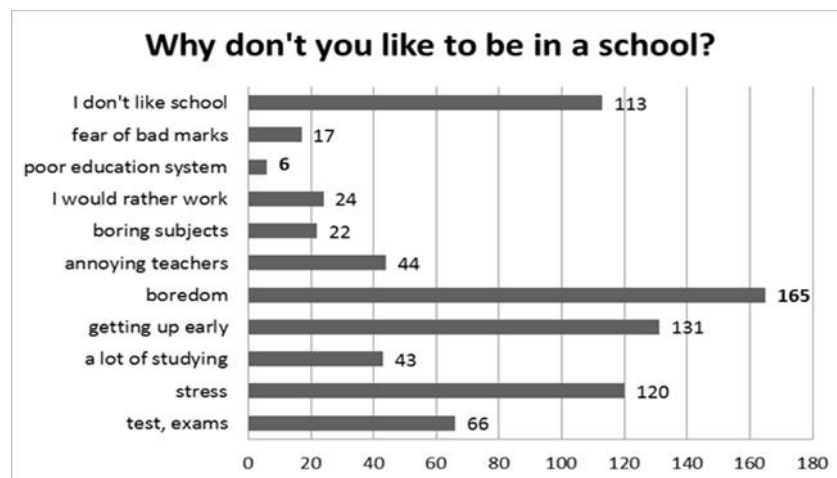


Fig. 5 Reasons – negative (Source: Göttlichová)

The interest in performance at school confirmed a significantly higher number of respondents ( $8/988 \times 3/920$ ) compared to those who are not interested in their performance ( $8/79 \times 3/134$ ); among those who regularly prepare for school, significant differences were discovered among pubescent students ( $\text{yes}/685 \times \text{no}/384$ ) and adolescent students ( $\text{yes}/400 \times \text{no}/666$ ). From the perspective of the interest of parents in the school performance of their children, the outcome value corresponds to the age difference of the respondents – pubescent students ( $\text{yes}/584 \times \text{no}/488$ )  $\times$  adolescent students ( $\text{yes}/276 \times \text{no}/792$ ).

As we can see from the results of the survey, especially among teenagers, parents in terms of authority in their teenage children's eyes are still trying to keep their position in the forefront, although the trust associated with solving of (for this generation) serious problems gradually moves towards their friends. It is again the school that in terms of authority clearly loses its position in the socialization process. Even a brief demonstration of the overall scale of answers of the research has already indicated that the school (teachers) face a difficult task. If the school wants to preserve its prestige and remain an important authority in the process of socialization, it is essential for educators to abandon the persisting traditional learning methods built on the excess of theory and to focus their attention (coupled with an active attitude) on finding new ways to be able to reach out to the current teenagers and get their attention again so that school is not related associated to just boredom or stress for young people. However, what is the situation with regard to the perception of advertising, primarily social advertising in particular? Can advertising fill up "the empty space" in the process of socialization arising as a result of a significant loss of school authority? The theoretical part of the study has already pointed out the strong influence of the media that has found its way to attracting the attention of adolescents, as well as that advertising is being increasingly successful. In spite of the fact that  $8/926 \times 3/899$  of respondents said they did not like advertisements and only  $8/136 \times 3/161$  confirmed

the opposite, as well as  $8/328 \times 3/395$  of respondents said that they switch the channel or leave when there are advertisements on TV compared to  $8/74 \times 3/32$  who stay and watch, others only sometimes; even  $8/779 \times 3/857$  of respondents answered positively whether they are capable of noticing advertising (and products presented) in films (product placement),  $8/266 \times 3/181$  of respondents answered the same question negatively. Thus, it is clear that advertising fulfills its purpose and people consciously and unknowingly absorb it into their subconscious, as evidenced by the fact that about three quarters of the two groups of respondents coming from a good and trouble-free financial background said they also often bought something they did not need because they saw it in an advertisement. At the same time, about a third of the two groups of respondents coming from the environment burdened with financial problems behave in the same way, whereas only  $8/206 \times 3/167$  of respondents consider advertising to be true,  $8/542 \times 3/595$  take them for false, and  $8/320 \times 3/298$  of answers are neutral, only  $8/12 \times 3/20$  of the total number of respondents did not comment on the issue.

Therefore, if we focus our attention on achieving the objectives of the study, that is, on social (non-commercial) advertising, we will confirm the premise that the majority of respondents cannot fully understand what social advertising means, what is its mission and who are those who submit such advertising. Only on the basis of a straightforward explanation of the term  $8/508 \times 3/496$  of respondents could say that they follow the given form of advertising, approximately about the same number of respondents, i.e.  $8/501 \times 3/521$ , answered negatively. From the open answers in connection with the effort to clarify the concept, the answers stood at the forefront, though only rarely, that were stating that social advertising is advertising "about people and for people", "focused on lives of people and their behavior", "solving society problems", "is to address large masses of people", "it aims to help someone", there was even one answer defining social advertising as "advertising focusing on education and socialization". More frequent responses included those in which the respondents claim that they "did not know, had not seen and had not heard", and the most common answer was that it is advertising "on social networking or within social networks" which corresponds to the existing perception of the term of "social" teenage generation. The answer to the open question of where respondents can meet social advertising was as following: TV ranked in the first place, the Internet was second, newspapers and magazines, radio and billboards, but also on a box of cigarettes. Despite television has taken the first place, not everyone agreed with that view because we could also find answers that "television is certainly the largest media but with a lesser watching time than in the past", "I would not say the TV because as it is decreasing as a medium and I do not watch TV at all, just some films, and I get absolutely furious when every fifteen minutes an advertisement break interrupts the film". The most frequently mentioned issues were smoking, AIDS and road safety. An advertising message addressing problems with the increase in juvenile alcoholism did not appear in respondents' answers, but  $8/144 \times 3/689$  of respondents confirmed their experience with alcohol, of which  $8/21 \times 3/119$  admitted to a regular consumption, others to consume alcohol occasionally. No experience with alcohol was reported by  $8/437 \times 3/87$  respondents, with a decreasing number corresponding to an increasing age limit. The remaining number of respondents confirmed that they "only tried".

As shown by the results of the following graph (Figure 6), in spite of the fact that the past research in the field of social advertising clearly demonstrates its positive impact, whether it is respecting road safety rules, prevention of cervical or breast cancer, drug addiction, etc., still a relatively large number of respondents, despite the clarification of the mission of social advertising, is not entirely convinced of its necessity ( $8/261 \times 3/241$ ) or takes a neutral attitude to it ( $8/200 \times 3/170$ ) which opens the door to an active approach of the school in strengthening the social advertising effect on the behavior of teenage generation.

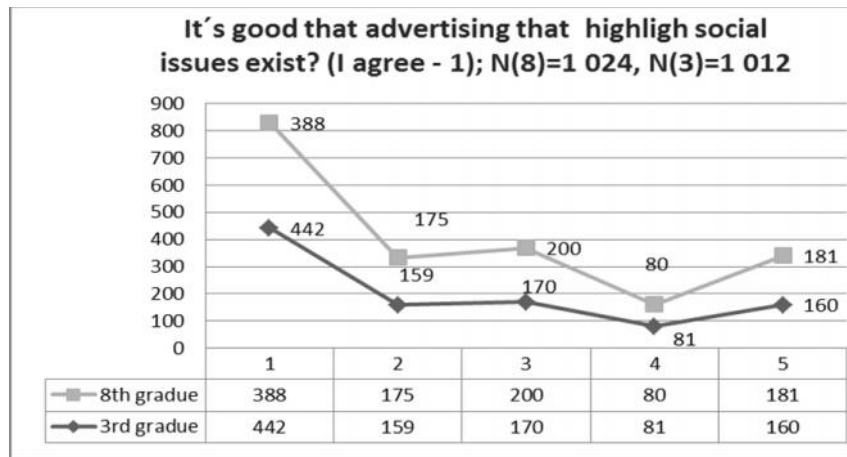


Fig. 6 Benefits of the existence of social advertising (Source: Göttlichová)

And how do adults see the use of social advertising in teaching teenagers? Can it replace/complement the work of school? As the chart below shows (Figure 7), the largest representation is evident in the respondents' neutral attitude, and again it depends on the school whether it can use the given state for its benefits.

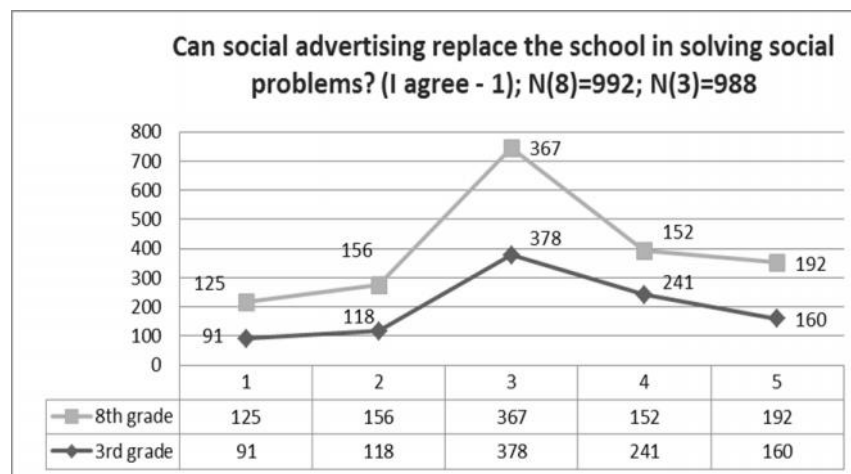


Fig. 7 Social advertising in the role of school education? (Source: Göttlichová)

Can schools make full use of this opportunity? Unfortunately, we still encounter the fact that educators cannot sufficiently convincingly clarify sensitive issues such as anorexia, alcoholism, smoking, drugs, AIDS and sexually transmitted diseases prevention, domestic violence, etc. The cause can be both the generation gap and the prevailing and very detached and strict theoretical form of teaching. However, it is also the application of social advertising in the continuity with the educational process with a negative view of commercial advertising leading to the consumption behavior of young people, despite the fact that the media literacy and media education are concepts that are not really unknown to many schools as it used to be in the past. The media literacy of the youth thus presents itself as an absolute necessity in the educational process because it has become an absolute must for the young people of today to know how to search for information and contents, understanding of all their meanings, to have the ability to handle adequate message analyses in confrontation with the previous experience, and the ability of critical assessment with the extension with creative and productive components.

On the other hand, we cannot forget the important aspect of the precise targeting of social advertising onto a given age group when applying advertising appeals accordingly. As shown by the results of the focus groups that were progressively directed towards individual thematic areas (drugs, alcohol, road safety, domestic violence, etc.), both pubescent children as well as adolescents preferred primarily a strong emotional component based on being presented with advertisements (4 advertising spots of the same content but different forms).

The preference of the emotional advertising appeals over the informative (rational) and moral appeals is due to the fact that it is "feelings that are more stimulating than facts" (Monzel, 2009). It is emotions that "represent one of the basic factors influencing the development of psyche in adolescence, the relationship with other people with the ability to empathize with the needs and emotions of others, and in particular, the information of an emotional character allowing an easier orientation in the future in any situation" (Vágnerová, 2012, p. 103). It was especially secondary school students who demonstrated that their lack of motivation to "change the world". In their opinion, however, social advertisements should show more intense "fear, shock, blood (road safety) and brutality (domestic violence, drugs, alcohol)" to make people aware of the consequences of their inappropriate behavior. Primary school pupils preferred particularly to form an emotionally tuned story with the possibility of using emotional appeals as "hope, joy, sense of satisfaction, and humility." Both groups of participants then admitted that they become most attracted to the creative form without realizing and thinking of what is the mission of the social advertisement (its content) and that it is fully touching on the active approach of their own as well.

## 2.5. Problem Solving

As demonstrated by the presented results of the research in continuity with the manifestation of the characteristic features of the contemporary postmodern society and reflecting the increasing influence of the media on the one hand, and significantly weakening the authority of the school on the other, it is obvious that social advertising can represent a significant contribution to improving the current state of teaching at both primary and secondary schools (and not only within the subject of the media education), in direct connection with the subsequent analysis of the given issue with regard to the specifics of individual age groups. Practical exercises resulting in projects of appropriate levels with possible social campaign implementations will help teenagers not only to identify and participate in the solution of the particular issues in question but also to bring them closer to the mission of non-profit organizations with the possibility of their prospective and gradual involvement in the activities of these organizations, whether as participants of events, volunteers or trainees, or even directing their future professional orientations to the non-profit sector. The desire to do good is becoming a matter of course - and it is social advertising that offers the possibility of changing something, albeit only to a small extent.

The conclusions of the focus group have, nevertheless, revealed another problem which is to effectively address a target group, that is, to present the content in an interesting form, but at the same time to be understandable for the particular target group (pubescent children × adolescents) so that they could embrace the mission. And another of the new ways open here that would offer a solution to the problem. One of them is the realization of a teaching subject called Projects of Non-Profit Organizations (PRON) at the Institute of Marketing Communications of the Faculty of Multimedia Communications at Tomas Bata University in Zlín. The focus of the subject is not only on mechanical learning of as vast amount of knowledge as possible, but on the ability to have a good understanding of practical life situations, on the ability to act independently with accepting the responsibility and overcoming possible risks. At the same time, it is deepening students' interests in the region, with the possibility of defining the orientation of their future occupations within the non-commercial marketing communications.

The students of the course are guided so that they are able to assert themselves in real-life situations, they learn to react quickly and flexibly to the real social situation and they are given the maximum space directly in the real environment of the non-profit sector which allows them to inspect the real conditions of the primary submitters of social advertising tasks using a complex set of theoretical and practical knowledge and skills. Within the course, they have the opportunity to participate actively in creative work connected with education which leads to establishing an environment rich in stimuli, and motivates them to work further. The students utilizing their own activities thus become promoters and implementers of projects which, as with social advertising, aim to draw the attention to a social problem, or to help find a way to solve it.

We cannot describe in details all the activities (projects) of the PRON course students. Some projects have been running for a year, some for fifteen years already, but they always get the face of their project managers, of the students themselves who get into the management of student teams that either change or stay the same throughout their studies. An important aspect is that senior students (Master's degree students) pass on their experience to their incoming colleagues year by year. The aim of all projects is to help where the help is needed, whether it is for example an activity aimed at handicapped individuals in the form of obtaining material support leading to enrichment (many times also to simplification of their living conditions) of their already troublesome lives (*Percipio*), or it is only "to bring a smile and a sense of happiness not only to the handicapped fellow citizens (*PARAPARÁDA* or *We travel the world together, FajnDen*), but also to children from children's homes - who will experience a beautiful day

full of games and fun (*Water Day*). There are a number of areas and projects involving students during their studies. (Göttlichová, 2015)



Image 1 Percipio – Connect the Worlds (Source: Göttlichová)

And where to look for the connection with primary and secondary school pupils? The answer is easy, in cooperation. Primary pupils and secondary school students are involved in the realization of a number of projects, they acquaint themselves with the activities of non-profit organizations, get a practical reflection on certain social issues presented by social advertising (campaigns). One example for all is the project called *Dumb Creature* project, which is to help shelter animals, whether in search of new homes, during regular walks (Walking the shelter dogs), or a collection of feed involving primary schools giving them the task to collect as many dry food - granules - as possible), as well as art competitions and other activities that help both the animals and the shelter itself in its activities. The Christmas gathering then rewards everyone for their participation with the rich cultural program of the Christmas Cocktail event.

Also, the *Touch Fashion Event* project is the one project that helps. It is a charity event associated with a gala dinner, the main part of which is a fashion show associated with the auction of the presented models which came out of the workshop of young designers (students) from the clothing design studio FMC TBU in Zlín. It is the connection of the faculty of arts students with the students of marketing communications that facilitates the realization of the projects with the whole range of possibilities. The proceeds from the auction of the models then represent financial support for the selected nonprofit organization, in the last year specifically for the non-profit organization providing assistance to women with breast cancer (*Mamma HELP*, z. s.). A series of lectures on fashion (*Fashion that helps*) was also a part of the program, as well as the educational character for teenagers focusing on the necessity of timely prevention. However, there are also other projects that are associated with the active participation of primary and secondary schools, whether they are educational lectures, competitions on the topic of activities of regional non-profit organizations, the involvement in the implementation into the program realization and marketing activities aimed at realizing the mission of social advertising (campaigns), and so on.

### 3. CONCLUSION

The aim of the study was to reveal the power of the media impact on the contemporary teenage generation in continuity with the question of whether social advertising can become a significant socialization factor in the current postmodern society and in the context of the weakening role of the primary socialization factors that the family and school represent. As the results of research have shown, if the school wishes to retain its gradually fading authority and to remain at the forefront of major socialization factors, educators must develop activities to find new ways to address the current teenage generation. It is not only secondary schools, but it starts with primary schools, for which the systematic concentration of attention on the development of the media literacy and media education become the inherent and essential necessity, not only in terms of theoretical but also practical aspects. And since advertising attacks on the youth literally every day and at every step, it is an integral part of the media world, and it deserves increased attention. Nevertheless, advertising does not have to be only an adversary, which social advertising has



proved - on the one hand, it directs its attention to changing attitudes and values into positive behavior (e.g., environmental care), on the other hand, it attempts to discourage from negative behavior (alcohol, drugs).

From the given point of view, we can talk about social advertising as a new educational (and instructive) means, which has its necessary justification in the educational process, fulfilling the role of a "companion" and sometimes even a "substitute" of two important factors of the socialization process, the family and school. What is important, however, is that social advertising should be applied appropriately in the educational process, but also the necessity of an adequate form of assignment of a task corresponding to the age group to which social advertising is directed reflecting in the need to link educational or training spheres to the marketing sphere. Besides the development of cooperation between primary and secondary schools with students of marketing communications, namely in the form of non-commercial marketing communications, workshops, lectures or direct active participation in joint cooperation projects, also research work of final theses in the form of documents for advertising agencies and marketing departments is becoming more and more important and is leading to more effective targeting of the target group. To change, help others, and do good should be a matter of course for the teenage generation - and it is social advertising that offers the possibility to change something, even if to a small extent. And, as one of the survey participants said, "I think we should start already at school. We should talk more about contemporary issues and not just one thing over and over again..."

#### 4. BRIEF BIOGRAPHY OF AUTHOR

Initial pedagogical activities with high school youth, now for seventeen years as a researcher and university teacher at the Institute of Marketing Communications of the Faculty of Multimedia Communications at Tomas Bata University in Zlín, Czech Republic. Research activity aimed at the position of young people in the reflection of the consumer behavior of contemporary consumer society in continuity with the innovation of higher education.

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