

THE IMPACT OF THE PROGRAM LIKING AND THE COMMERCIAL'S POSITION IN RELATION TO THE PROGRAM ON THE EVALUATION OF TELEVISION COMMERCIALS BY CHILDREN

Fatma Besbes Khouaja,

PhD in Marketing

Permanent lecturer at the Higher Institute of Management
of Tunis

fatbesbes@yahoo.fr

Neji Bouslama,

Professor in Marketing

Faculty of Economic Sciences and Management of Tunis

neji.bouslama@yahoo.fr

ABSTRACT

It is to better understand the circumstances in which the media context impacts on the evaluation of advertisements interrupting it that we tested the interaction between "Advertisement's Position in Relation to the Program", " Program Liking" and " Attitude towards the advertisement". After conducting an experiment on a target sample of children aged 10 to 12, this article was able to show that the evaluation of the media context has a negative effect on young viewers' attitudes toward the advertising placed within this context. However, this effect fluctuates according to the position of the advertising relative to the television program. The contributions of this research are both theoretical and practical.

KEY WORDS:

Commercial Evaluation, Child, Context Media, Program Liking, Position of the commercial relative to the television program.

INTRODUCTION

Today, both the professional public and academia agree on recognizing children as full consumers, holding a pivotal stand in the economic systems of several countries (Dagnaud, 2007). Indeed, children are increasingly influential. As such, they are at the same time consumers through their pocket money and the financial power they have, direct or indirect prescribers of family products, and future consumers of goods and services (Fan and Lie, 2010). The most recent data in Tunisia present the figure of 500 billion Dinars as an estimation of the market of children aged under 18 (Sigma Council, 2008). Therefore, the children's market has become deeply promising for advertising and advertisers who devote a considerable amount of messages to children, taking advantage of the special relationship that this young audience has with television. Not surprisingly , watching television is by far the main activity of children under, who tend to vary their media experiences when they become teenagers (radio, music, video games, Internet) (Dagnaud, 2007).

However, the proliferation of advertising messages and the saturation of spaces have led advertisers to question the relevance of their messages within this classic medium and, consequently, to multiply options so as to ensure the success of their communicational campaigns. The choice of the best insertion context, and more especially, the choice of the media context, of the advertisement's position in relation to the TV program, and the choice of the advertisement's position in relation to other advertisements on the advertising screen, are all more efficient means available to marketers to reach the young consumer (findings drawn from semi-directive interviews conducted with four Tunisian media planners, see Besbes, 2012).

Although they are limited in number, the works conducted on children about the effect of advertising insertion contexts are varied (Besbes and Achouri, 2013). The majority of studies have examined the role played by the emotional response elicited by the context of television programming in accounting for advertising effectiveness (Prasad and Smith, 1994; Pecheux and Derbaix, 2003). In order to have the fullest possible understanding of the effect of this variable on the formation of Aad, these works took into account some moderating variables. Very little research works, however, have focused on the impact of the Program Liking as an evaluative dimension of the program on advertising persuasion (Pecheux and al, 2006; Besbes and Bouslama, 2011). The results related to these works are contradictory. For our part, we considered it appropriate, in this article, to address the effect of the appreciation of the advertisement's insertion context on the formation of young viewers' attitudes towards the advertising message, depending on the advertisement's position in relation to the program.

The objective of this work will be to reconcile the apparently conflicting results relating to the effect of the Program Liking by considering the moderating role of the situational variable "the Advertising's Position in Relation to the Program". After a literature review and an exploratory research work conducted on a group of four Tunisian media planners, this variable proved relevant to the study of the effect of media context. These media planners express an urgent need to know what the best positions for their advertisements are. Despite this fact and as far as we know, there are no genuine scientific works conducted on children that address this issue.

This stand has a double advantage. On the theoretical level , such an approach will make it possible to better understand the circumstances of the effect of the evaluation of the television program on children's attitudes toward the inserted advertisement on the one hand, and to make up for the lack of relevant literature on the other. In terms of managerial implications, such a study will mainly be of interest to media planners. It should help them make choices when buying advertising spaces, or when deciding about screening schedules, and to be confident in the validity of the current practices when dealing with advertising insertion. Overall, the results of this study will allow a better understanding of the TV environment of advertising screens, and the interactions between the valuation of the program, the position of the

advertisement in relation to the course of the program, and attitudes towards the advertisement.

In the first part of this article, we will describe the conceptual framework, hypotheses and research model. In the second part, we will present the research methodology. The two last parts will be devoted to the presentation and discussion of the research findings

Theoretical Development, Hypotheses and Research Model

Program Liking and Children's Attitudes toward the Commercial Message

Almost all of the definitions of the concept of appreciation of the programming environment encountered in the literature are positioned in relation to a single aspect, that of assessment (De Pelsmacker , Geuens and Anckaert 2002; Murry , Lastovicka and Singh , 1992). On our part, we suggest a definition that is both relevant to our target, i.e. children, and in harmony with the previous definitions: the program liking would, therefore, refer to the *«result of the assessment of the emotional experience experienced by the child during his exposure to this program »*. This definition is justified by the fact that the relation of children to television programs is more emotional than cognitive, so is their relation to advertisements (Derbaix 1982; Derbaix and Bree, 1997). In other words, what the child evaluates most in a program is its ability to produce fun and entertaining and not its ability to provide new information or to be didactic. Thus, the assessment of the program corresponds to the favourable / unfavourable nature of the judgment of the child on the viewed program.

Nearly all of the few studies conducted among adults have reached the same finding: appreciated media contexts reinforce the valuation of advertisements inserted in them (Krugman, 1983; Murry et al., 1992; Coulter, 1998; De Pelsmacker et al., 2002). Indeed, Murry et al. (1992) - like Coulter (1998) - showed that, regardless of the valence of the emotional state triggered by the program, the evaluation of the inserted advertisement is determined by the valence of the appreciation of the program, thereby emphasizing the focal role of this variable. In contrast, research works investigating the relationship between program liking and Aad in children remain few and inconclusive. It is interesting to note that, schematically, two completely contradictory theories have emerged, reflecting on the one hand the hypothesis of negative effects and on the other the hypothesis of positive effects.

The theory of the "positive effect" postulates that highly appreciated programs will induce, on the part of the audience, more favorable responses to advertisements adjacent to or inserted within these programs. Rather than dissipating immediately with the arrival of the advertising screen, the attention on a highly-popular program remains active. This creates a positive effect on the performance of messages, and notably a better "Aad". Research conducted by Besbes and Bouslama (2011) supports this trend with a target sample of children aged 8 to 12 years. Relying on an experimental approach, the authors showed that, contrary to their initial assumption, there is a positive and significant relationship between the attitude of the child to a television program and his attitude toward the advertisement interrupting this program. Some theories related to Affect-Transfer, such as the assumption of mood congruence (Bower, 1981), the temporary association between the program and the advertisement (Gorn, 1982), the heuristic effect (Schwarz and Clore, 1983), the halo effect (Aurifeille, 1991) and the Theory of Excitement Transfer (Zillman, 1971), are relevant to account for such an effect, i.e., the fact that children who enjoy a particular television program find themselves in a positive mood, and tend to transfer this favorable attitude or this nice mood to the advertising stimulus following the program.

The theory of the "negative effect" supports reverse consequences: advertisements inserted in an appreciated program are perceived as an interruption which contrasts with the largely positive experience that the viewer has of the program. Advertising messages tend to be physically avoided or mentally filtered (Nahon and Tassi, 1998), which would result in a weakening of the attitude towards the advertisement (cited in Schumann and Thorson, 1990). Only one study conducted on children led to a result that is in keeping with the current of the negative effect (Pecheux, Derbaix and Poncin, 2006). It follows from this research that the appreciation of the program is negatively correlated with Aad. In other words, the advertisement placed in a program that is not appreciated by children was considered more effective than the one inserted in a liked program.

These opposite results raise a debate on the nature of the process underlying the effect of the appreciation of the program on the attitudinal reactions of children towards the advertisement. Therefore, it would be interesting to replicate this test so as to find out which is the most probable hypothesis. Our research suggests a hypothesis that is in keeping with the results of Pecheux, Derbaix and Poncin (2006) and consistent with the findings of an exploratory study led to observe the way the child reacts if an advertising break interrupts a program he is enjoying.

H1: The more children like the program, the more negative their attitude toward the interrupting commercial will be.

Program Liking, Position of the Commercial relative to the Program and Children's Attitudes toward the Commercial Message

The advertisement's position regarding the program is defined in our research as "the order in which the program and the advertisement are broadcast, or the place where the advertisement comes in relation to this program, or also the timing at which the advertising interruption happens during the program". Indeed, an advertisement can interrupt a program in the middle, it may as well appear at the beginning (before the announcement of a film, a series, etc.) or at the very end of the program.

Empirical studies reveal that the positioning of advertising in relation to the program has been tackled by the majority of research works as a variable that explains advertising effectiveness (Newell et al., 2001). In terms of memorisation, research findings reveal that the attention to the advertisement varies depending on the position of the latter. It is more important if the advertisement is at the beginning of the program than if it is in its middle or at its end.

However, studies that have examined the moderating effect of this situational variable on the effectiveness of television advertising are very limited. They have confirmed that the influence of the TV program on responses to the inserted advertisement is stronger when the advertisement is positioned immediately after the program ("*effect at encoding*") than when it is right before the program ("*effect at retrieval*"). More particularly, it has been shown that the impact of the negative mood induced by a TV program on recalling the inserted advertising is more intense (weaker memory) when the latter follows the program than when it precedes it (Knowls et al., 1993; Friestad and Lang, 1993, cited by Prasad and Smith, 1994).

Through an experiment conducted on children, in which the level of violence (strong or weak) induced by the program and the advertisement's position in relation to the program (immediately before or immediately after it) were handled, Prasad and Smith (1994) partially supported previous findings. They found that the effect of the level of violence of the program on the recognition of the advertisement and attitude towards the brand is stronger (lower recognition and less favorable Ab) when the advertisement is placed at the end

of the program than at its beginning. In the latter case, Ab and recognition scores are statistically comparable among people who were exposed to advertising before both time segments of the program, the one that is highly violent and the one that is lightly violent. On the other hand, the impact of the program on the recall of the brand and the attitude towards the advertisement is not moderated by the position of the advertising break in relation to the program.

A major fact emerges from the conclusions drawn by the research works cited above. There is a lack of empirical research that directly tested the relationship between the program liking, Aad and the position of the advertisement in relation to the program. In order to better analyze how the effect of the TV program - through its evaluative dimension – on the attitude towards the advertisement varies depending on the position of the advertisement in relation to the program, we favor the following hypothesis, by analogy with the results approved by investigation on the impact of emotional reactions induced by the program.

H2: The influence of Program Liking on children's attitudes toward the inserted commercials is stronger when these are viewed immediately after the program than before it.

Model of the Research

As shown in the model described below, the independent variables are related to the context, that is to the Program Liking and the Position of the Commercial relative to the Program. The dependent variable, it is a common and valuable indicator of advertising effectiveness, i.e. Aad. More specifically, Program Liking determines the attitude of the child towards advertising. This impact is moderate by the Position of the Commercial relative to the Program.

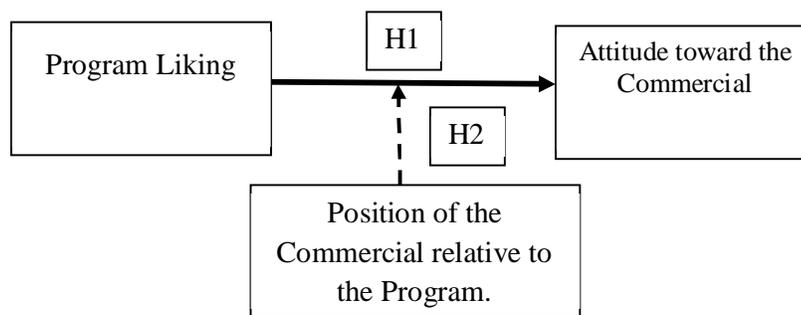


Figure 1: The Impact of the Program Liking and the Position of the Commercial relative to the Program on Aad

METHOD

Experimental Design

The main objective of our research is to test the effects of the media context through its appreciation dimension on the making of the attitude towards the advertisement, based on the position of the advertisement in relation to the program. For this, a 2 X 2 factorial plan between subjects was implemented. The experimental factors are: the program liking (Well liked program vs. Less well liked program) and the position of the advertisement in relation to the program (before the program vs. during the program). The following table summarizes these various manipulations.

Tableau 1: Experimental Manipulations

Well liked program		Less well liked program	
Middle of the program	Before the program	Middle of the program	Before the program
100	80	91	79

Stimuli

Before conducting our experiment, we selected two TV programs which are different in terms of appreciation, a product category involving enough children, and finally a brand and an advertisement that are unknown to our sample.

Selection of Programs

Four programs were selected: "Sassouki", cartoons; "Shrek 3", an animated film, and two documentaries, one on animals: "Mysteries of the Amazon" and the other on a historical biography: "Kabil and Habil". We assume that the first two programs will be most appreciated by children, while the last two will be the least appreciated. These assumptions are based on conclusions drawn from semi-directive interviews with children. After viewing, four program extracts were selected and administered to four groups of children. The results of pre-tests showed that the most appreciated program was the animated film "Shrek3", and the least enjoyed was the documentary on animals "The Mysteries of the Amazon." Therefore, these two types of programs will be selected for the experiment.

Selection of Brand, Commercial and Product Category

This work was carried out with the same children who attended the screening of the programs. More precisely, just after having evaluated the viewed programs, we provided the children with a list of food brands and asked them to tick those they knew. It clearly came out of the interviews with the children involved that food is one of the areas of interest of children. We, then, invited them to mention three categories of products that attracted them most. At the end of this task, our choice fell upon an unknown advertising for an unknown brand, "HICI", belonging to a product category involving the child: "Juice".

To restrain the effects of exposure to known brands or advertisements, we opted for a TV advertisement that had been screened between 1990 and 1995 (that is 13 years before the experiment) for a brand that had disappeared from the screens. The advertising screen comprised four advertisements. The testing advertisement, which we can describe as emotional, was screened in initial position. Buffer advertisements communicate on products that do not directly concern children. These are advertisements on cultural tourism in Tunisia, money transfer and reception service "Western Union" and frying oil.

Audio-visual editing

The program extracts and advertisements selected, coming from various media supports (VHS video, DVD), have been transposed into DV (digital video) format, further allowing computer editing in the desired order and timing. Two sequences were assembled in an order for the insertion of the advertising screen before the program; two others at the 11th minute in the course of the program. Each editing extended over a total duration lasting between 13 and 14 minutes.

Sample

For practical purposes, the experiment took place in schools, considered as a familiar environment for the child. Data collection was performed on a convenience sample. Eight classes from four schools situated in four governorates (Tunis, Ariana, Ben Arous and Manouba) participated in the research. However, we only worked with the last two academic levels, namely, the fifth and sixth forms. These levels involve children aged between 10 and 12, who are not only able to write their answers, but who are also both prescribers and real buyers, who maintain strong relationships with brands and are frequently exposed to advertising and TV programs (Bree, 1993). Finally, this age group includes children who can distinguish an advertisement from a program, and show stable attitudes. After removal of improperly-completed questionnaires, we ended up with a sample of 350 children.

Procedure

Before the video projection, children will be informed that they will watch a TV program, that they will then be asked some questions about it. No hints will be given to them on the advertisements.

The audio-visual editing that opens with the program and closes on the advertising screen is broadcast, for the condition "Middle of the program" and its opposite condition "Before the program. After 9 minutes of exposure to the program, the Program Liking is measured (this task is done during the course of the film). With the showing of the advertising screen and at the end of the first advertisement, the video recording is turned off and the question related to the advertisement.

Measure

The questionnaire involved in our research contains 2 measures. The first is related to the program. The second deals with the advertisement.

The Program-Related Variable: Program Liking

There is no measurement scale for the evaluation of the program that is developed especially for children aged 8 to 12. At first, we opted for the formulation of a scale that could be inspired from the instruments proposed by Murry *et al.* (1992) and De Pelsmacker *et al.* (2002). Our decision was motivated by:

- the preponderance of the use of the measurement items developed by Murry *et al.* (1992) in previous research, and the stability of the reliability of these items in different research works.
- the simplicity of the scale proposed by De Pelsmacker *et al.* (2002) and
- the reuse of certain items from these two measurement tools in the context of child study (Pecheux, Derbaix and Poncin, 2006).

In a second step, we were led to conduct semi-directive interviews with children to decide on the items that we should keep and those that we must eliminate. Following these interviews, we were able to select three items that seemed to better reflect the way the child evaluates a program he has watched on television. The items selected are: I liked the program; I like to watch it again; This program is boring.

The Commercial-Related Variable: Aad

The attitude towards the advertisement can be defined as "the attitudinal reaction to a particular advertisement during exposure to this advertisement and / or immediately after it" (Derbaix, 1993). The use of this construct is coherent with the studies conducted about the effects of context on populations of children. The Aad was measured through a one-dimensional six-item scale, initially developed by Derbaix, Blondeau and Pecheux (1999) and which we specifically adapted to Tunisian children aged 8 to 12 (I love this advertisement; I find this advertisement good; I find this advertisement beautiful; I find this advertisement stupid; I feel like viewing this advertisement again; This advertising bothers me).

RESULTS

We opted for the method of the structural equations models to test the research hypotheses (Evrard *et al.*, 2009). Seeing that the distribution of our variables is not multi-normal, we kept the method of maximum likelihood and we conducted a Bootstrap procedure (Didellon and Valette-Florence, 1996).

Manipulation Checks

The experimental manipulation of the "Advertisement position within the program" has not been checked. Indeed, it is clear that the persons who were assigned along the related conditions to the two positions of the advertisement within the program have actually been so. The manipulation of Program Liking consists in exposing children to advertising that is inserted into a video editing that could be appreciated or less so. A variance analysis between the type of the program (animal vs. animated) and the program appreciation variable was conducted, to check the success of the manipulation of the program appreciation.

Table 2: Mean Comparison Test

Condition	N	Score of the Program Liking			
		Mean	Standard Deviation	Student t -test	Sig
Animated film	180	3,7204	0,476	-13,215	0,000
Documentary on animals	170	2,5118	1,098		

As indicated in the table above, our manipulation was performed successfully. In fact, the appreciation scores of the movie Shrek 3 are significantly higher than those of the documentary about animals "The mysteries of the Amazon".

Construct Validation

Program Liking

At the end of the confirmatory factorial analysis, we retained the three items springing from the exploratory factorial analysis. All items contribute significantly to the definition of the selected factor ($\lambda_i > 0.5$, $SMC > 0.4$). For this scale, reliability ($Rho = 0.875$) and convergent validity (0.799) are good. However, the assessment of the quality of its adjustment to the data is not possible due to the limited number of its items (Roussel et al. , 2002).

Table 3: Confirmatory Factor Analysis of Program Liking Measure

Item	Loading
I liked the program	0,793
I like to watch it again	0,817
This program is boring	0,756

Attitude toward the Commercial

The exploratory factorial analysis has allowed us to maintain a five-item structure (Elimination of the item "This advertising bothers me") which we validated by AFC. The quality of the scale representation ($\lambda_i > 0,5$; $SMC > 0,4$) and its fit to the data are good. The internal consistency of the scale (0.854) and its convergent validity (0.503) are also satisfactory.

Table 4: Confirmatory Factor Analysis of Aad Measure

Item	Loading	Adjustment coefficient	Value
		CMIN/ddl	2,291
I love this advertisement	0,792	GFI	0,99
I find this advertisement good	0,860	AGFI	0,961
I find this advertisement beautiful	0,836	RMR	0,018
I find this advertisement stupid	0,800	RMSEA	0,061
I feel like viewing this advertisement again	0,642	NFI	0,991
		CFI	0,995
		TLI	0,988

Test of the hypotheses

Hypothesis 1

We wanted to show that there is a negative and significant correlation between the child's attitude toward the program and his attitude towards the advertisement that interrupts this program. The results of the test of structural model are good. The model adjustment indices are acceptable on the whole and attest to the good quality of the fit of the theoretic al model to the empirical data. The test of the significance of the model's relationship shows that the structural link between the Program Liking and the Attitude towards the Advertisement is equal to -0,277. The latter is significant at the 0.05 threshold ($t = -2,376$ et $P = 0,018$) (see Table 3). Hence, hypothesis 1 is confirmed.

Table 5: Confirmatory Factor Analysis of the Structural Model

Tested relation			Standardized coefficient	CR	P
Aad	<---	Program Liking	-0,277	-2,376	0,018
Adjustment coefficient			Value		
CMIN/ddl			2,222		
GFI			0,865		
AGFI			0,836		
RMR			0,083		
RMSEA			0,059		
NFI			0,893		
CFI			0,938		
TLI			0,930		

Hypothesis 2:

To test hypothesis H2 related to the moderating effect, a multi-group analysis was implemented. On the basis of the difference tests of the chi-square, we confirmed both the stability of the measurement models according to exposure to advertising (Middle of the program vs. Middle of the program), and the moderating effect of the variable "Position of the Commercial relative to the Program" (CMIN = 126,257; DF = 43; P = 0,000). Finally, we examined the direction and power of this moderation (see Table 6).

Table 6: Standardized Regression Coefficient

Tested relation			Middle of the program (191)			Before the program (159)		
			Standardised Coefficient	CR	P	Standardised Coefficient	CR	P
Aad	<-	Program Liking	-0,127	-1,583	0,113	0,407	4,791	***

As shown in the table above, hypothesis H2 -according to which the influence of the program liking on the children's attitudes towards the inserted advertising is stronger when it is screened immediately after rather than before the program- is well checked. More particularly, γ is significant for the group "Mid-program advertisement" and not significant for the other group (CR <1.96, p> 0.05).

Discussion

In this section, we discuss the research results by comparing them to previous theoretical findings.

Impact of the Program Liking on Attitude toward the Commercial

The Program Liking concerns the evaluation of the amount of pleasure derived from the experience of having watched the program, or equally the attitude towards a TV program. This concept has been described in the theoretical part of this work as a reaction to the program that has so far had little attention on the part of researchers. In addition, its investigation in relation to children is relatively recent (Pecheux et al, 2006; Besbes and Bouslama, 2011).

The significant relationship between the child's attitude towards a television program and his attitude towards the advertisement coming next to this program, which we found as a result of our analysis shows that the attitude towards a given stimulus is necessarily dependent on the attitude towards the context in which it is placed. Similarly, the negative sign of the relationship, which reflects a process of contrast between the program and the advertisement, means that the more the child enjoys a particular television program, the more he will be bothered by an advertising break, and the more the attitude that he develops towards the advertisement will be unfavorable. This conclusion is consistent with the outcomes of the research conducted by Pecheux , Derbaix and Poncin (2006) as well as with some theories supporting the hypothesis of the negative effect of the television program on the advertisement , namely the " cognitive capacity theory "and the " feeling -as- information theory "(Mackie and Worth, 1989).

Moderating Impact of the Commercial's Position in the Screen on the Relationship "Program Liking - Attitude toward the Commercial »

We confirmed the fact that the appreciation of the media context negatively affects young viewers' attitudes towards the advertisement placed within this context. However, this influence is not uniform and depends on "the Position of the Commercial in relation to the Program". We found that the effect of the appreciation of the television program on the attitude of the child towards the advertising surrounding it is reinforced when the latter is placed in the middle rather than at the beginning of the program (CR < 1.96).

While the force of moderation is consistent with our expectations, the direction is opposite to the assumption we made about the overall sample. We expected a more intense negative impact (and not more intense positive one) of the appreciation of the TV program on the evaluation of the inserted advertising when the latter follows the program than when it precedes it.

Although the direction of moderation is not in keeping with our expectations, it is consistent with much of the literature specific to adults. Our findings describe the interaction between the pair program/advertisement through the position of the advertisement in relation to the program. More specifically, in case the advertisement is placed in the middle of the program, it is rather the process of contamination which reflects the mechanism by which the media context affects the advertisement. In other words, the more the child enjoys a program, the more likely he is to appreciate the advertisement inserted in

the middle of this program. This conclusion draws its foundation in the work of Krugman (1983), Schumann (1986), Murry et al. (1992), Coulter (1998) and De Pelsmacker et al. (2002). On the contrary, when the advertisement is screened before the start of the program, we notice that the program remains neutral and has no impact on the attitudinal reaction of children to advertisements. This result, which shows that there is no connection between the Program Liking and Aad under the condition "before" is consistent with the conclusions drawn about the impact of emotions induced by the program on children's attitudes towards the advertisements featured at the beginning of the program (Knowls and Al., 1993; Lang and Friestad, 1993, cited by Prasad and Smith, 1994; Prasad and Smith, 1994). These conclusions defend a more important effect of the program on the encoding of the information, "effect at encoding", than on its recovery, "effect at retrieval".

CONCLUSION

We hereafter present the contributions, limitations and future perspectives of this work.

Theoretical Implications

Our results allowed us to better understand the functioning of the media context among a population of children. Taking part in the debate on processes is an important theoretical contribution of our work. We stressed the fact that many theories having opposite consequences have been developed to explain and predict the effects of the programming environment on advertising persuasion. Our conceptual model's empirical test shows that it is the effect of assimilation that best represents the impact of the appreciation of the program on an advertisement placed in this program. The evaluation of advertisements inserted in programs that are well appreciated by a targeted sample of children will be favorably enhanced. We observed, however, that in case the advertisement is screened before the program, the program's effect becomes neutral and has no incidence on the children's attitude towards the advertisement.

There are no publications investigating the moderating status of the advertisement's position in relation to the program and targeting children. The empirical study we conducted on this issue is, in our opinion, a real contribution, as it justifies the need to focus interest on this moderating variable.

Our model has finally put forward a new determinant of Aad, valuable indicators of advertising effectiveness that are added to those usually considered when children are involved.

Implications for Media- Planners and Advertisers

A first managerial contribution of our research consists in proving that the media context is a determinant of advertising effectiveness in children. Such a result primarily interests media planners.

It comes out of the testimony of leaders and managers whom we interviewed in the exploratory qualitative phase of this work, that to get the best of an advertisement targeting children it should be inserted in programs catching large audiences, which are much appreciated by this young population. These practices, which induce more important investments, result in a better advertising performance as evidenced by our research findings.

These findings clearly testify to the fact that an advertisement placed in the middle of a program liked by a population of children is more efficient (more favorable Aad) than if it is featured before the beginning of this program.

This finding does justify such advertising insertion practices in Tunisia. Although advertising professionals in Tunisia do not consider evaluative responses to the program as an insertion criterion in choosing optimal positions for their advertisements, we highly recommend them to do so. It would be interesting to see the current approach to audience measurement relying mainly on quantitative criteria, such as size and demographic characteristics, supplemented by qualitative criteria, namely "Appreciation of the program."

In conclusion, it is in order to better understand the circumstances in which the media context impacts on the evaluation of advertisements surrounding it that we have developed a hypothesis that had not been tested previously, on the interaction between "The position of the advertisement within the program" and "Program Liking" and "Aad". The results we identified can only enrich existing ones.

Limitations and Suggestions for Future Research

The literature review on the effects of the media context reveals several variables that have been investigated by researchers as moderators of the relationship between Program Liking and Aad. It would be interesting, for instance, to consider certain moderating variables such as involvement in the advertisement, congruence between the program and advertising, as well as involvement in the product category. Methodological limitations mainly concern the external validity of our research. The generalization of our finding to natural exposure contexts is a clear priority for research.

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