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## **A study of school students' perception towards value education and advertising**

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**Abstract**--Today, children are becoming silent by being busy on smart-phones or TV and while waiting for their parents to return from work; they often expect an enticing product instead of a warm hug. Sexual eroticism and its effect can be seen in increasing cases of teenage pregnancy, violence derived from the desire for expensive products by children who can barely have food; child obesity encouraged by the extreme exposure to junk food ads; and depression resulting from being unheard are some of the consequences that burden our children. India today is facing a value crisis where humanity seems to have lost its voice in the face of unending desire for wealth and pleasure. The present study is a deliberate attempt in this direction where there is a severe need for some remedial actions against the ill effects of advertising on innocent school students' minds.

**Keywords**--values, students, advertisements, products, customers.

**Introduction**

Advertising is a big business today and firms generally try to increase demand of products by influencing customers. It seeks to successfully entice the customers and create a place in their minds for the advertised product. The main purpose of advertising is to inform the customers about the product, persuade them to buy those products; and retain customers for long. Many businesses prolong to survive only due to effective advertising. It would be appropriate to admit that advertising encompasses all kinds of industries and businesses. The term

advertising is originated from the Latin word 'ad vertere' which means 'to turn toward'. It can be defined as:

"Advertising consists of all the activities involved in presenting to an audience a non personal, sponsor-identified, paid-for message about a product or organization." (J.Stanton, 1986). Advertising has a wide horizon as it links products with customers. All that matters is the quality of ad, the message and the celebrity endorsing it. This is what creates a fit in the customers' mind. Above all, it is a mass marketing-based service which deals with billions of customers and their mindsets as well. Advertising can be classified in a variety of ways including television advertising, radio advertising, online advertising, product placements, print advertising, outdoor advertising, celebrity advertising and aerial advertising. Therefore, advertising is what makes the brands/ products popular or unsuccessful in the market. As a result, there arises an utmost need to serve the right, ethical and truthful messages to attract and keep customers for long. Customers consider advertising as a mechanism of boosting materialism among customers, promoting absurdity and nervousness among them; and making them disrespectful and offensive in nature.

"Doing business without advertising is like winking at a girl in the dark. You know what you are doing but nobody else" (Britt, 1956). The statement highlights the importance of advertising in selling products. The present-day market has reached the situation of 'survival of the fittest'. The competitors try to lure customers including students, by adopting a variety of deceptive advertisements. The student has to develop a set of moral values and standards which will determine his behaviour in the context of impulsive buying due to advertising. People, who have adopted enormous spiritual know-how, achieved widely acknowledged ideas of compassion and fairness. Whereas, those people who were deficient in ethical guide of actions, adopted dishonesty and offensiveness. (Gorodetskaya, 2015). Morality and religion are an essential part of everyone's life but the present day society feels that modern education is sadly lacking in instilling social values and morality in children. Advertising strategies can result in negative impacts on children's physical and mental health. The duty of advertisers is to approach children as potential customers and persuade their wakefulness and purchase activities but they must promote good habits, positive and healthy lifestyles, decency and strong values.

According to different sociologists and consumer advocates- advertising encourages students to buy more products and it manipulates them into buying things by promising higher class and appeal. It encourages students to buy useless products in an attempt to imitate celebrities. Social values in students are being windswept due to advertising these days. Even in the remote areas, numbers of students are exposed to numerous ads. The huge amount of advertising seems to suggest that every problem can be solved by purchasing products. 'Advertising is the ultimate key to persuade customers' behavior' (Tanuj, 2010). "Advertising influences buying behavior of children, youth including women" (Anita, 2015). Advertising had always been criticized for promoting unsafe eating habits. These ads also cause eating disorders like bulimia or anorexia, in students. Dr. Sigman cited a series of reliable studies which stated that maximum girls complained of obesity and body dissatisfaction

because of advertising effect. The products such as cigarettes, alcohol, gambling etc. are termed as immoral or sin products (Gustafson, 2001). On one hand, advertising promotes information to the customers; on the other hand, it lures customers with its vulgar content. Professor Matthew Ezzell, (Ezzell, 2009) a sociologist, has discussed the effects of the pornography industry on children in terms of obvious sexual obsession of children; child abuse and children's experiencing pornography.

On the other hand, 'Values' literally means something that has a price, something precious, dear and worthwhile; hence something one is ready to suffer and sacrifice for. In other words, values are a set of rules or regulations of behaviour. Advertisements play the role of intense reinforcement for children to act as consumers in response. Researchers claim that advertising has led to violence among teenagers, obscenity has degraded the standard of women portrayal in advertisements and there are no control measures to evaluate adult entertainment e.g. Sex, alcohol, tobacco products etc. while taking students as consumers in consideration. Therefore, the present study is an attempt to examine the ill effects of advertising on social values of school students and the measures to rectify that impact.

### **Literature Review**

Young (1990) opined that advertising is typically considered as disagreeable in Western culture because it makes use of practices avoiding coherent procedures, and children are supposed to be predominantly susceptible to the plea of advertisements. It happens because they are not able to develop resistance in opposition to such influence. The author elucidated the essential perceptions concerned by examining the times past of children and advertising. Gustafson (2001) explored the moral effects of advertising on individuals in society particularly how advertising affects the desires and inclinations of individuals and then, whether that influence has any moral ramifications. Bushman and Bonacci (2002) conducted a study in which participants watched a violent, sexually explicit, or neutral TV program that contained 9 ads. Participants recalled the advertised brands. They also identified the advertised brands from slides of supermarket shelves. The next day, participants were telephoned and asked to recall again the advertised brands. Results showed better memory for people who saw the ads during a neutral program than for people who saw the ads during a violent or sexual program both immediately after exposure and 24 hours later.

Violence and sex impaired memory for males and females of all ages, regardless of whether they liked programs containing violence and sex. These results suggested that sponsoring violent and sexually explicit TV programs might not be a profitable venture for advertisers. Masters (2006) suggested that for parents of pre-schooling children, television can be a blessing and a number of the programs might be enlightening. But some experts admit that even the most positive television advertisements carry messages that aren't fine for small children. Sharif and Sargent (2006) investigated the effects of television viewing and video games display time and message on adolescents' school performance. It was revealed in the study that children whose parents are strict in controlling movies and television viewing have better performance in school than the ones

not being controlled. Hopf, Huber and Weib (2008) found that constant watching of horror movies and playing of aggressive electronic games is a strong risk factor of violence and aggressive emotions related to the motive of revenge among students. It stimulates hatred and rivalry-related traits in adolescents at an early age and it continues to grow simultaneously. Ezzell (2009) articulated the different strategies used by females in a male defined game 'Rugby' to deal with personality predicaments. Players challenged predictable philosophy of unreceptive womanliness through strong play, however; opposed chauvinist disgrace from strangers. Instead of opposing and discarding the control of such dishonor, they engaged in defensive mechanism i.e. subordinates isolating themselves from other subordinates and strengthening the authority of a diminishing individuality in the procedure.

Tanuj (2010) envisaged that advertising is a significant mechanism of creating awareness among prospective clients. Ethical advertising is the core of effective communication and it influences the consumer behaviour in a certain expected manner. The results depicted that it is advertising ethics which make a brand familiar and popular among the customers. Anita (2015) explored that moral degradation of youth is an emerging problem of emerging India. Morality is about the appropriateness of goodness of what a person does, think or feel. Morality helps one to make right moral judgment and thus present morally acceptable behavior. Gorodetskaya (2015) stressed on the acute need of student's personality moral development, based on his (her) active life position, in relation to the outside world, focused on human values. The goal of the study was to identify and theoretically prove the model and pedagogical conditions of student's personality moral development in the engineering higher educational institution environment.

### **Objectives of the study**

The present study is qualitative and exploratory in nature. Therefore, the specific objectives of the study are:

- To study the impact of advertising on school students.
- To investigate the role of advertisements in inculcating social values among school students.
- To suggest strategies for resolving the inappropriate social value development in school students through advertising.

### **Research Methodology**

The study focuses on the impact of advertising on social values of school students and is exploratory in nature. The research deals with the impact of advertising in shaping the social and moral behaviour of the school students, their likes & dislikes, their influence and choices as consumers. An incomparable change can be seen in the form of fading social and moral values among students who constitute a significant target market for advertisers. Authors state that the desires, thoughts and expectations are largely being set by pre-conditioning (when we assume something on the basis of prevailing notion about it) or sensations (when we get pleased through our sensory organs i.e. eyes, ears, skin, nose and mouth). For the present study, primary data has been collected with the help of

structured questionnaires and secondary data has been collected from internet, journals, newspapers and magazines. A pilot survey was conducted on 20 students of 13-16 years of age from different schools, to determine the reliability and validity of the different variables in the questionnaire. The Cronbach alpha score for the sample was .803. Therefore, it was assumed that the questionnaires are reliable for further study. The area of study includes certain selected districts of Punjab state. The sample size for the study is 250 school students (respondents). In total, 18 top schools (both public and private) from selected districts of Punjab state have been selected for the study. The sample consists of demographic variables namely age, gender, residence area and father's occupation of respondents. For analyzing the data, statistical techniques (with the help of SPSS) such as Descriptive Statistics, Correlation test and OLS Regression, are used as per the requirements of the data.

## Data Analysis

### Results of Descriptive Statistics on Age Variable

It is clear from table 5.1 that in all the age groups, mean is highest in the variable 'many ads befool people by trapping them in 15-16 years age group (M=4.14, SD=1.24) followed by 13-14 years age group (M=4.11, SD=.79) and 14-15 years age group (M=3.64, SD=1.18). The finding indicates that ads are found to be bluffing and befooling in nature and customers are aware of this consequence. Therefore, there is an utmost need to safeguard the interests of the customers and misleading ads should be banned after doing extensive research.

Table 5.1  
Summary of Descriptive Statistics on Age Variable

Social Values	Age					
	13-14 yrs		14-15 yrs		15-16 yrs	
	Mean	SD	Mean	SD	Mean	SD
Advertisements make you less concerned for others and the natural environment.	2.61	1.31	2.70	1.20	2.49	1.12
You avoid helping your teachers and parents at any time they need it.	1.75	.75	1.75	1.10	1.94	1.21
Advertisements lead to rise in crime and violence against women.	2.29	1.15	2.09	1.06	1.83	.89
Violent ads provoke you to show unsafe behaviour such as abusing or fighting with others.	2.50	1.53	2.74	1.21	3.63	.94
Advertisements of female hygiene products are embarrassing.	2.39	1.31	2.81	1.25	2.43	1.33

Advertisements encourage sexuality in teenagers.	2.39	1.07	2.69	1.17	2.14	1.26
Many advertisements befool people by trapping them.	4.11	.79	3.64	1.18	4.14	1.24
Advertisements are generally misleading and show-off in nature.	3.21	.92	3.24	1.23	3.83	.79
You always pressurize your parents to buy products due to attractive advertisements.	2.89	1.07	2.50	1.26	2.83	1.27
Advertising makes you avoid your parents when you decide to purchase on your own.	2.39	1.03	2.50	1.17	3.03	1.18

Source: Field Survey

### Descriptive Statistics on Gender Variable

Table 5.2 depicts that in both the gender groups, mean is highest in the variable 'many ads befool people by trapping them' in 'Boys' group (M=3.67, SD=1.25) followed by 'Girls' group (M=3.93, SD=.96). Once again, the findings indicate that ads are found to befooling in nature and there is an utmost need to safeguard the interests of the customers and misleading ads should be banned after doing extensive research.

### Descriptive Statistics on Residence Area Variable

It is clear from the table 5.3 that in all the residence area-based groups, mean is highest in the variable 'many ads befool people by trapping them' in urban area group (M=4.39, SD=.79) followed by rural area group (M=3.87, SD=1.08) and semi-urban area group (M=3.20, SD=1.21). The finding indicates that ads are found to be bluffing and befooling in nature and customers are aware of this consequence. Therefore, there is an utmost need to safeguard the interests of the customers and misleading ads should be banned after doing extensive research.

Table 5.2  
Summary of Descriptive Statistics on Gender Variable

Social Values	Gender			
	Boy		Girl	
	Mean	SD	Mean	SD
Advertisements make you less concerned for others and the natural environment.	2.81	1.32	2.37	.86

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

Source: Field Survey

Table 5.3  
Summary of Descriptive Statistics on Residence Area Variable

Social Values	Residence Area					
	Rural		Semi-Urban		Urban	
	Mean	SD	Mean	SD	Mean	SD
Advertisements make you less concerned for others and the natural environment.	2.89	1.13	2.86	1.32	2.09	.89
You avoid helping your teachers and parents at any time they need it.	2.13	1.37	1.39	.83	1.86	.75
Advertisements lead to rise in crime and violence against women.	2.45	1.08	1.73	.92	2.06	1.04
Violent ads provoke you to show unsafe behaviour such as abusing or fighting with others.	2.78	1.11	2.43	1.16	3.46	1.32
Advertisements of female hygiene products are embarrassing.	2.62	1.34	2.93	1.19	2.54	1.27
Advertisements encourage sexuality in teenagers.	2.71	1.21	2.64	.98	2.33	1.37
Many advertisements befool people by	3.87	1.08	3.20	1.21	4.39	.79

trapping them.							
Advertisements are generally misleading and show-off in nature.	3.56	1.08	2.64	1.16	3.94	.73	
You always pressurize your parents to buy products due to attractive advertisements.	2.84	1.22	2.10	1.12	2.96	1.25	
Advertising makes you avoid your parents when you decide to purchase on your own.	2.26	1.21	2.41	1.06	3.13	1.04	

Source: Field Survey

### Descriptive Statistics on Occupation Variable

Table 5.4 articulates that in all the occupational groups, mean is highest in the variable 'many ads befool people by trapping them' in self-employed group (M=3.93, SD=.91) followed by professionals' group (M=3.87, SD=1.18), Businessmen group (M=3.75, SD=1.05) and servicemen group (M=3.62, SD=1.33). The finding indicates that ads are found to be bluffing and befooling in nature and customers are aware of this consequence. Therefore, there is an utmost need to safeguard the interests of the customers and misleading ads should be banned after doing extensive research.

Table 5.4  
Summary of Descriptive Statistics on Occupation Variable

Social Values	Occupation							
	Businessman		Professional		Self-employed		Serviceman	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Advertisements make you less concerned for others and the natural environment.	2.63	1.19	2.88	1.37	2.57	1.19	2.52	1.02
You avoid helping your teachers and parents at any time they need it.	1.49	.50	1.68	.97	2.30	1.39	1.94	1.33
Advertisements lead to rise in crime and violence against women.	1.83	.81	2.19	1.08	2.77	1.41	1.94	.95
Violent ads provoke you to show unsafe behaviour such as abusing or fighting with others.	3.08	1.29	2.78	1.23	2.90	1.09	2.62	1.29
Advertisements of female hygiene products are embarrassing.	2.65	1.30	2.96	1.24	3.03	1.35	2.43	1.20
Advertisements encourage	2.29	1.16	2.56	1.23	2.90	1.03	2.75	1.18



	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Remembering ads	Pearson Correlation	-.206**	-.023	-.113	-.051	1	-.131*	-.104	-.062	.112	.060	-.013	.065	.216**	.105	.324**	.033
	Sig. (2-tailed)	.001	.722	.074	.421		.038	.101	.332	.078	.344	.842	.306	.001	.096	.000	.605
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Breaks in ads	Pearson Correlation	-.040	-.229**	.136*	-.162*	-.131*	1	.108	-.162*	-.196**	-.016	.078	-.179**	-.062	.020	-.091	-.015
	Sig. (2-tailed)	.530	.000	.032	.010	.038		.087	.010	.002	.807	.222	.004	.328	.756	.152	.816
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Ads make you less concerned about others		-.127*															
	Correlation	-.004	-.169**	-.327**	-.104	.108	1	.068	.157*	-.062	.169**	.105	-.174**	.146*	.048	.006	
	Sig. (2-tailed)	.045	.095	.007	.000	.101	.087		.286	.013	.332	.007	.099	.006	.021	.449	.922
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Avoidance in helping parents	Pearson Correlation	-.057	-.012	.082	-.068	-.062	-.162*	.068	1	.277**	.094	-.065	.083	.063	.208**	.212**	.209**
	Sig. (2-tailed)	.369	.850	.194	.286	.332	.010	.286		.000	.138	.308	.189	.319	.001	.001	.001
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Rise in crime and violence through ads	Pearson Correlation	-.049	.044	-.049	-.024	.112	-.196**	.157*	.277**	1	.146*	.070	.354**	.214**	.129*	.200**	-.004
	Sig. (2-tailed)	.444	.493	.445	.703	.078	.002	.013	.000		.021	.273	.000	.001	.041	.001	.956
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Unsafe behaviour due to ads	Pearson Correlation	-.136*	.105	.237**	-.052	.060	-.016	-.062	.094	.146*	1	.221**	.091	.327**	.261**	.182**	.140*
	Sig. (2-tailed)	.031	.099	.000	.411	.344	.807	.332	.138	.021		.000	.151	.000	.000	.004	.027
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Embarrassing Female Hygiene ads	Pearson Correlation	.075	-.277**	-.095	-.189**	-.013	.078	.169**	-.065	.070	.221**	1	.447**	.038	-.073	.087	.069
	Sig. (2-tailed)	.235	.000	.134	.003	.842	.222	.007	.308	.273	.000		.000	.550	.249	.168	.280
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Sexuality in ads	Pearson Correlation	.073	-.059	-.167**	.023	.065	-.179**	.105	.083	.354**	.091	.447**	1	.132*	-.048	.093	-.068

	Sig. (2-tailed)	.251	.357	.008	.723	.306	.004	.099	.189	.000	.151	.000		.037	.451	.143	.287	
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	
Befooling ads	Pearson Correlation	-.130*	.105	.037	.200**	.216**	-.062	-.174**	.063	.214**	.327**	.038	.132*	1	.389**	.102	.030	
	Sig. (2-tailed)	.040	.096	.558	.002	.001	.328	.006	.319	.001	.000	.550	.037		.000	.107	.640	
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	
Misleading ads	Pearson Correlation		.030	.171**	.297**	.105	.105	.020	-.146*	.208**	.129*	.261**	-.073	-.048	.389**	1	.251**	.176**
	Sig. (2-tailed)	.638	.007	.000	.097	.096	.756	.021	.001	.041	.000	.249	.451	.000		.000	.005	
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	
Pressurize parents due to ads	Pearson Correlation	-.194**	.052	.069	-.248**	.324**	-.091	.048	.212**	.200**	.182**	.087	.093	.102	.251**	1	.439**	
	Sig. (2-tailed)	.002	.410	.278	.000	.000	.152	.449	.001	.001	.004	.168	.143	.107	.000		.000	
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	
Parental Authority	Pearson Correlation	-.001	.037	.113	-.218**	.033	-.015	.006	.209**	-.004	.140*	.069	-.068	.030	.176**	.439**	1	
	Sig. (2-tailed)	.987	.559	.073	.001	.605	.816	.922	.001	.956	.027	.280	.287	.640	.005	.000		
	N	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

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

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

However, the following perceptions are moderately correlated:

- ‘Many advertisements befool people by trapping them’ and ‘Advertisements

are generally misleading and show-off in nature' (0.389); the level of significance is less than 0.01.

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

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

### **Regression analysis on impact of advertising on social values of school students**

**Dependent Variable:** Social values

5.6 (a) Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.50 <sup>a</sup>	.002	-.002	5.43821

Source: Field Survey

The above table 5.6 (a) shows the value of R square as -.002 that indicates variation at -2 % in dependent variable due to one unit change in independent variables.

5.6 (b) ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.270	1	18.270	.618	.433 <sup>b</sup>
	Residual	7334.374	248	29.574		
	Total	7352.644	249			

Source: Field Survey

### **5.6 (c) Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	25.096	2.280		11.006	.000

Social Values Factor Score	.151	.192	.050	.786	.433
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The regression results in Table 5.6 (c) depict that p value is greater than 0.05 in the Factor scores of social values. Therefore, the null hypothesis is accepted at 5 per cent level of significance and there is no significant difference in the impact of advertising on social values of school students.

### **Findings and Conclusion**

It has been found in the study that all the demographical groups have depicted that there is no significant difference in the impact of advertising on the social values of school students. This study concludes that students feel that television advertising can affect their social and moral values at a great level respectively. Students try to copy what they see in ads and try to portray themselves as a perfect person when compared with others. It is all due to deception in advertising that they prefer watching ads of teenagers or youngsters and the respondents have strong brand name recall ability. Advertisements violate ethical norms and disrespect the integrity of cultures, the consequences of which manifest themselves in the form of degradation of women, sexual preoccupation and boost to materialism. Degradation of relationships in Indian families and the misleading and untruthful content of television commercials are yet other points of concern. Advertising should be inimitable in nature and it should generate better and strong moral values like honesty, truthfulness, integrity, respectfulness and helpfulness; among college students for their social status and wellbeing.

Also, there should be a strict legislation in opposition to the advertisers who prepare and broadcast filthy advertisements for young minds. Advertising requires original thinking and connecting with the customers, and building faith among them. Promoting products includes that an advertising or marketing copy is written, it is obvious to reconsider your driving forces. It has been discussed that an advertiser should not just generate a message to get recognition for being smart and witty but he should create content that will be accommodating and fascinating for target audience. Advertisements must supplement the civic decency and lifestyle of the common people. Advertisers are suggested that only the advertising which depicts human values and truthfulness should be promoted. The present study will help teachers, researchers and parents to include the concept of socializing, morality and human values in educating their children/students to do their effective pre-conditioning and make them responsible and healthy citizens as well as consumers. It will also contribute to advertisers in making healthy and better advertisements by triggering college students' value system and behaviour as consumers.

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