UNIVERSITY OF LJUBLJANA
FACULTY OF ECONOMICS

MASTER'S THESIS

THE PARENTAL VIEW OF ADVERTISING TO CHILDREN THROUGH DIGITAL MEDIA

Ljubljana, September 2023

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AUTHORSHIP STATEMENT

The undersigned Ajda Kuhar, a student at the University of Ljubljana, School of Economics and Business, (hereafter: SEB LU), author of this written final work of studies with the title The parental view of advertising to children through digital media, prepared under supervision of prof. dr. Vesna Žabkar.

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ABBREVIATIONS LIST

€ – EURO

Ad – advertisement

AI – artificial inteligence

APP – application

CD – compact disc

COVID-19 – coronavirus disease of 2019

DVD – digital video disc

e.g. – 'exempli gratia' meaning 'for example'

E-MAIL – electronic mail

et al. – 'et alia' meaning 'and others'

ETC – 'et cetera' meaning 'and the rest'

EU – European Union

GBP – British pound sterling

GDPR – General Data Protection Regulation

i.e. – 'id est' meaning 'that is'

iOS – iPhone operating system

PC – personal computer

PR – public relations

SEM – search engine marketing

SEO – search engine optimisation

TV – television

UK – United Kingdom

U.S. – United States

INTRODUCTION

Today, digital media is an everyday part of our lives, with digital devices accompanying and integrating into most of our daily tasks. Similarly, children are surrounded by digital media from an early age, learning to use digital devices as toddlers and becoming proficient users in early childhood (Unicef, 2017). With such an increase in digital media use, digital advertising has also evolved rapidly and profoundly, with new techniques, tools and strategies still emerging in a fast-paced digital environment. Digital devices have provided opportunities for businesses to connect with even the youngest of consumers and advertisers continue to search for new and efficient ways to capture the attention of younger generations. According to Statista (2023), the forecasted spending on digital advertising to children worldwide has increased from 2.9 billion U.S. dollars in 2021 to 4.31 billion U.S. dollars in 2023 and is expected to grow exponentially, reaching 21.1 billion U.S. dollars in 2031.

The pandemic of COVID-19 has contributed to the shift from traditional to digital media and encouraged the development of new trends in digital media advertising. Due to social distancing, governments made swift and substantial investments in the development of remote learning solutions (Unicef, 2021), which resulted in children spending 7 hours per day online during weekdays (Lobe et al., 2020). While the boundless opportunities for communication, learning, and accessing valuable information through digital media can be a blessing, it also presents risks, especially for those who lack the necessary skills to identify and steer clear of potential dangers. Children, regardless of their age, are especially exposed in the digital environment, as they are often unable to separate fiction from reality. As it is difficult to process and understand advertisements for younger children, possible exposure to personalised advertising techniques makes them even more vulnerable (Mekinc et al., 2013; Unicef, 2020; Lapierre & Choi, 2021).

In all this, parents play an important role in managing their children's experiences with digital media. Even though we enjoy advanced technologies and have better access to information and advice than ever before, many parents believe that parenting today is harder, compared to parenting 20 years ago, and attribute a big share of the difficulties they experience as parents to technology and social media in general (Auxier et al., 2020).

The purpose of this master's thesis is to research the parental view of advertising to children through digital media. Specifically, we want to see how children behave as consumers in their parents' opinion, explore whether parents believe that online advertising has an impact on their children's attitudes and values, learn about the children's digital media consumption habits and how has the COVID-19 pandemic affected them and find out how knowledgeable are parents in online advertising. We also want to explore how parents nowadays contribute to protecting their children from the negative aspects of digital media and offer some insights that would contribute to a better knowledge and understanding of the topic of advertising to children through digital media, empowering key stakeholders to foster a safer digital environment for the youngest members of our society.

Our research consists of two main parts, theoretical and empirical. In the first, we focus on constructing a broader substantive framework for a more in-depth treatment of primary data later on. We review the existing literature on the following topics: the concept of advertising as a communication process, the transformation of advertising from traditional to digital, the intricacies of digital marketing and the fast-changing digital environment, the development of children into consumers and advertising to children through digital media.

In the second, empirical part of the research, we start by conducting in-depth interviews with nine Slovenian parents in pursuit of deepening our understanding of digital media's role in family routines and how the pandemic of COVID-19 affected it, what approaches and measures parents employ to mediate their children's usage of digital media, how do children as consumers behave and, finally, what are their perspectives regarding children and advertising, especially advertising through digital media. We continue the empirical research by establishing five research questions that serve as a foundation for research hypotheses.

The hypotheses are then evaluated with data, obtained through an online survey, using the SPSS program for statistical testing. We draw the thesis to a conclusion by discussing the key findings that we obtained during the research process, addressing research limitations and sharing implications for further research.

1   ADVERTISING AND PERSUASION

1.1   Advertising as a communication process

If we were to explain the concept of communication by saying that the sender is solely trying to transfer the message to the receiver, whilst trying to find the most appropriate channel to do so as quickly as possible, and with minimal damage to the content, we would oversimplify it. The communication is an ever-evolving process that is, to this day, a challenge for the advertisers, since they aspire to understand how the communication can change attitudes and behavioural patterns (Kamin, pp. 102-103).

Kotler and Armstrong (2006) managed to present the core of the communication process in a simple nine-element scheme, shown in Figure 1. The components can be arranged in 4 groups (Kotler & Armstrong, 2006, p. 431):

− The sender and the receiver are "the major parties in the communication", since they are the reason for this process. The sender sends the message to the other person and he or she receives it. Here, Kamin (2013, p. 104) differentiates between different scopes of interactions, since it can take place within a single individual, interpersonally or on a mass level.
− Next, we have two fundamental communication tools, which are the message (a set of symbols that the sender transmits), and the media (the chosen communication channel

that carries the message from the person A (sender) to the person B (receiver), if we are sending the message from a distance).

− Encoding, decoding, response and feedback are four principal communication functions. Kotler and Armstrong (2006) define encoding as "the process of putting thought into symbolic form" and decoding as "the process by which the receiver assigns meaning to the symbols encoded by the sender". The response is nothing else than the receiver's response to the message. If the receiver communicates that response back to the sender, we speak about feedback.

− The last, but surely not inconsiderable element of the scheme is noise, which is defined as "the unplanned static or distortion during the communication process". The noise is responsible for poor transmission of the message, which results in the receiver not getting the message that is the same as the original one.

Figure 1: Elements in the communication process by Kotler and Armstrong
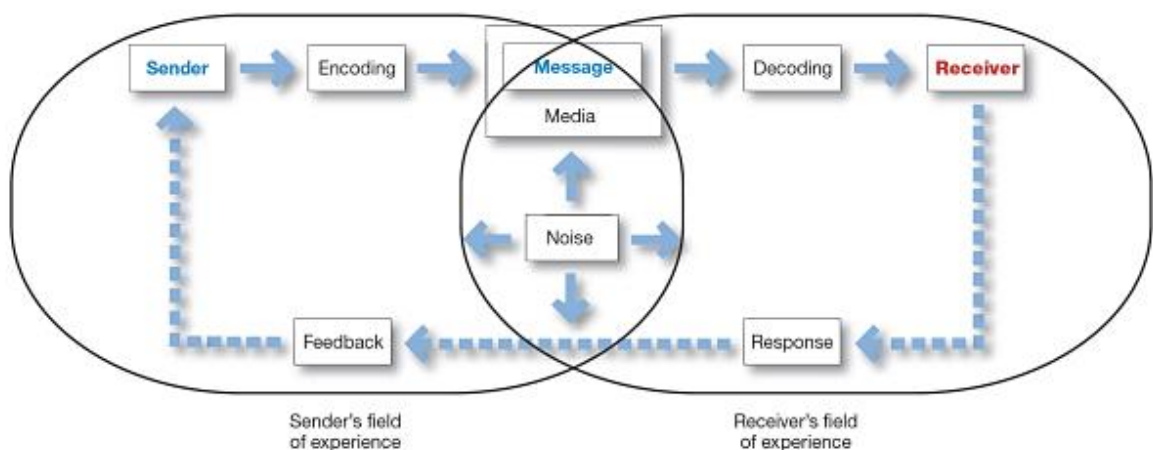
Source: Paperflite (2019).

After getting acquainted with the basic communication process, we can see that advertising is really nothing else than that, just in a more complex form. Theoretically, we place it among forms of marketing communication. Only when a communication becomes "planned, ordered, paid and identified creative mass communication, with the purpose of promoting the processes of exchange between providers and consumers by making achievable promises", we recognize it as advertising (Kamin, 2013, p. 105).

The thing that differentiates an advertising communication from "basic" communication is the fact that the core elements in the nine-element scheme, presented above, are multidimensional (Kamin, 2013, pp. 105-119).

The sender in an advertising communication process is generally not one person, since advertising is an ordered and paid form of communication. Typically, we can divide an

advertising source into three ranks: (1) the advertiser is "the person or an organisation that orders, pays for the ad and is also legally and morally responsible for it" (Kamin, 2013, p. 107). Nowadays, managing the media is becoming a very challenging mission. Because of that, the actual advertiser does not create the ad nor take care of its distribution, but rather hires a professional communication organisation, which becomes (2) the author of the communication. That would usually be an advertising agency or maybe a PR agency that offers the advertiser its professional knowledge of the media trends, local specialities, facts on the media consumption, etc. The third, most visible part of an average advertising source, is (3) the person or the character that communicates the message who is typically a famous person, a specialist, an influencer, etc.

We can identify those three ranks within one advertising communication sender in the example, shown in Figure 2. The advertiser that ordered and paid for the ad is Alpe Panon McDonald's, which is, by law, listed somewhere in the ad. The author of the communication is Futura DDB (a marketing agency), and the characters, communicating the message, are anonymous persons with attributes that the message receiver can relate to (that is most likely also the reason behind multiple persons that were included into the campaign).

Figure 2: Three dimensions within one advertising communication sender

Source: Uporabnastran (2021).

The message in an advertising communication process becomes an ad, which can be in a printed, audio, audio-visual form, etc. The message is a carefully planned form of communication, a structured text that doesn't include any random components. Visual and linguistic elements within the advertising message serve as codes for transferring the meaning to the receiver (Kamin, 2013, p. 109).

The process of encoding a message is a complex process in advertising communication, since the author of the message needs to know the receiver of the message very well. Knowledge on identifying the right target groups, working with the chosen media channel and, on the other side, media consumption habits of the audience is essential when creating an advertising message. The step of successfully encoding a promotional message is crucial, since it has to a) meet the business and communicational objectives of the advertiser, and b) use symbols that the target audience will be able to understand. Moreover, Kamin (2013, p. 110) also emphasises the importance of the sender and the receiver having mutual experiences of life, from understanding the culture and the values to knowing the same poetry, music, even stories. Choosing the right creative message strategy (words, pictures, persons or characters, etc.) for the ad will then mean a higher chance of the receiver decoding and interpreting the message in line with the sender's vision.

The elements that are typically included in an ad are (Kamin, 2013, p. 112):

1. Visual (non-linguistic) – those are symbols and communicators (e. g. famous persons) that should equip the advertised product or a service with a special meaning and successfully differentiate it from the competition,
2. verbal (linguistic) that are being said in the ad,
3. verbal (linguistic) that are written in the ad.

Advertising media channels transmit the message to the recipient. The chosen media by itself also contains a negligible part of the message, since a portion of it will be interpreted in connection to through which media the message was transmitted – when the internet was still considered as something new, the brands that advertised online were surely labelled as e. g. progressive and modern in the mind of a consumer who was able to appreciate their special effort (Kamin, 2013, p. 113).

Different media enable the advertiser to seize different opportunities in terms of communicating important facts about the product or a service that is being advertised. It is important to know different media channels reach different audiences, based on the nature of the media channel, content and the time of the day. With every media, there is also a certain share of "wastage", since every ad will be presented to a percent of people that are not the target group. The trustworthiness and credibility of an ad also depend on the medium, considering that different media have different "auras" – some have a feeling of friendliness, familiarity, trust, others may provoke suspicion and discomfort in the receiver (Yeshin, 2006, p. 316-322).

Advertising usually takes place through the mass media, which can be (1) traditional (e. g. radio, TV, newspapers and magazines) or (2) more progressive, for example: such, that allow individual addressing (e. g. direct mail and e-mail), interactive media that allow co-creation (e. g. internet platforms, social media) or other channels, that become media given the situation, for example walls of the faculty rooms or tables in them (Kamin, 2013, p. 114).

Duncan (2005, p. 344) emphasises that the media exposure significantly contributes to building brands. Having said that, it is important to acknowledge that media exposure is not equal to message exposure, which is defined as "the number of people who see, read or hear a medium" (Duncan, 2005, p. 344). Therefore, advertising messages need to be good enough to draw attention to the ad, transform attitudes and also stimulate the wanted behaviour.

The receiver in an advertising communication process is also a more complex concept since advertising takes place on a mass scale. Therefore, a lot of thinking and a broader vision are necessary before the message reaches the final receiver. Usually, a receiver of an advertising message appears in three forms (Kamin, 2013, p. 116): (1) a typical consumer is an imaginary construct, created by the advertisers based on market research. He or she is a representative of a certain target group and helps the advertiser and the author of the communication to understand the consumers - their needs, wishes, habits, cultural background, values, expectations, etc. The second group (2) of receivers are the "selectors" or the "gatekeepers", typically, those would be the advertiser, which decides on which version of the advertising message will be released. Here, Kamin (2013, p. 116) stresses that it is very important to harmonise the advertiser's and the author's perception of a typical consumer to avoid dissatisfaction later in the process of creating the advertising message. The last rank of receivers is (3) the potential and actual population that is exposed to the final advertising message.

In connection to the last group of receivers, the feedback in an advertising communication process is very important, since it signals the advertiser that the message was received and, ideally, also understood. The feedback on both sides can be verbal or nonverbal. From the receiver's side, the reaction to an advertising message could be approval or disapproval, from the advertiser's, the response is usually adaptation to the recipient's responses (Kamin, 2013, p. 117). Another special feature of advertising communication is the noise. Precisely, the amount of it, as the response time is much longer in remote communication. Fortunately, progressive tools for digital data analysis that we use today allow us to measure the feedback more effectively and eliminate some of the noise by real-time monitoring of events (Nichols, 2013). Not receiving any feedback usually means that noise was present somewhere in the advertising communication process (Kamin, 2013, p. 117).

Since advertising is based on the transmission of a certain message, whether that is providing consumers with information, drawing attention, offering for sale, etc., there are 4 fundamental matters that we need to clarify if we want the communication to be effective and that we can measure it afterwards (Mackay, 2005):

1. To whom we are trying to communicate?
2. What do we need to communicate?
3. What effect do we expect the communication to have?
4. How does the communication process work?

Based on that, an advertiser that has not been successful in bringing the advertising message to the receiver, should revisit all the basic communication elements, listed above, since the issue might be in the fact that the wrong target group was selected or that the communication is not appropriate for the actual receiving population. Further, the process of encoding the message might not be successful, if, for example, the creative strategy was not fitting for the target population, and they were not able to decode the message. Another important issue is the choice of media, as it should be adapted to the target audience.

The aim of any promotional message should be, that it is memorable, "sticky". Only that kind of communication gets noticed and anchored into the consumer's mind. Additionally, a "sticky" communication also has a positive effect on building strong relationships with the clients and encourages customer loyalty (Duncan, 2005, pp. 125-126).

1.2 Digital media advertising

When comparing traditional and digital advertising, there are many similarities and yet, there are just as many dissimilarities because of the changing and new digital age. In traditional advertising, businesses provide the customers with information they think they need and in digital advertising, the situation changes - the consumers themselves search for information that interests them. Digital media also created endless possibilities of individualisation and personification. A huge advantage of digital advertising over traditional media advertising is increased customer involvement in the process of creating a brand image, since consumers have constant opportunity to engage in dialogue with the business. Thus, consumers now not only purchase the company's product or service, but they also help improve its activities (Kayumovich & Annamuradovna, 2019).

Arunprakash et al. (2021) mention some other noticeable differences between digital advertising and traditional advertising:

− Communication direction. In traditional media, communication is unidirectional which means businesses communicate about its products or services to consumers. In digital, communication is bidirectional, and the consumer can e. g. provide feedback and ask questions.
− Medium of communication. Traditionally, phone calls, letters and e-mails are used and in digital advertising social media websites, chats and emails are used.
− Audience. Traditionally, it is a conventional way of marketing, best for reaching local audiences. Digital media can reach the public, but it can also target precise audiences with different tools and techniques.
− Metrics. Comparing traditional and digital advertising, it is much easier to measure the effectiveness of a digital campaign through analytics.

Digital advertising refers to the marketing of products or services through digital technologies, especially with the help of the internet (Puthussery, 2020, p. 1). Chaffey and

Ellis-Chadwick (2019, p. 9) define digital marketing as "achieving marketing objectives through applying digital media, data and technology". Digital marketing platforms are also offline systems which deliver the brand communications across digital channels to an end user. The use of digital marketing strategies is increasing with the integration of online technologies into businesses as well as personal lives (Puthussery, 2020). Digital media has also drastically changed the customer's decision journey, since customers now read user reviews from peers, read comments, interact in discussions on blogs and forums and so on. Additionally, or consequently, the number of touchpoints on the customer's journey has grown greatly, including the various digital media channels (Edelman & Salzburg, 2010 in Temovski, 2015, p. 2). The changed environment pushes the marketers to come up with new techniques, technologies and concepts in order for them to be able to reach their marketing objectives in a new digital and connected world (Ryan & Jones, 2009 in Temovski, 2015, p. 3).

There are three main types of media channels: paid media, owned media and earned media. Paid media is bought media where visitors, reach or conversions through search, display or affiliate marketing are a result of an investment. Owned media refers to media, owned by the brand. This includes the brand's websites, blogs, email lists, social presence on Facebook, LinkedIn. Earned media in a digital sense includes word of mouth stimulated through viral and social media marketing, where the audience is reached through editorial, comments and sharing online. There is often an overlap between the three types of media, which implies the significance of integration of campaigns, resources and infrastructure across the different media (Chaffey & Ellis-Chadwick, 2019, p. 10).

According to Puthussery (2020, pp. 4-5), key elements of digital marketing are:

– Easy access. The main goal of digital marketing is to reach consumers and product data is easily accessible using the internet or other digital media, such as YouTube, Gmail, etc.
– Competitive edge. Carefully prepared and implemented digital marketing techniques can result in lower costs compared to traditional media advertising. Competitive edge can also be achieved through the development of a good social media account and thus constant product promotion, increased brand awareness and brand recognition.
– Efficiency. Digital platforms enable brands to communicate with their existing and potential consumers directly and understand the consumers more in depth. They enable personalization and more efficient marketing messages.

1.2.1   Key communication concepts of digital marketing

There are three key communication concepts that are largely defining digital marketing, according to Chaffey and Ellis-Chadwick (2019): content marketing, engagement, and permission marketing.

Content marketing

Content marketing has been around long before digital media, but digital media has given every company the ability to create and share content through their own media outlet. What is more, digital media has enabled companies to interact with their customers directly and in a non-time-consuming way through social media channels. These opportunities have shaped the concept of content marketing in the digital age (Pulizzi, 2014). Pulizzi (2014, p. 5) defines content marketing as "the marketing and business process for creating and distributing valuable and compelling content to attract, acquire and engage a clearly defined and understood target audience - with the objective of driving profitable customer action". Comparing content marketing in the digital age to traditional content marketing, the main difference is in the way of communication - traditionally, it aims to attract customers by providing selling arguments, while modern content marketing uses content as a pull element to attract customers by using relevant and quality information that customers seek to gain their interest (Pulizzi & Barrett, 2009 in Temovski, 2015, p. 6).

The content process structure consists of information (the topic of communication), content format (how we present information) and distribution (channels, through which the content is shared on the internet) (Leibtag, 2014).

Content marketing is of value for business because it achieves higher and more cost-effective brand awareness levels as well as more and higher quality lead generations (Meerman, 2010). There are several content marketing objectives - brand awareness, lead generation and engagement being the most common, based on the content marketing trends research study (Pulizzi, 2014).

Engagement

It is getting increasingly hard for marketers to gain customer's attention online since there has been a significant growth of media channels and the quantity of information and content online. Businesses now cannot control the channels with social media enabling direct interaction not only between customers and businesses but also between customers themselves, being able to influence each other's decisions. Social media also enabled co-creation of value and customer's influence on marketing strategies (Gillin & Schwartzman, 2011 in Temovski, 2015, p. 10).

Engagement can be defined as a metric that includes any interactions with content, it can be viewed in light of key media usage metrics - expressions of agreement, ratings, comments and shares (Barger & Labrecque, 2013 in Barger et al., 2016).

Engagement can be measured in four elements (Haven, 2007 in Temovski, 2015, p. 11):

- Involvement. Involvement reflects the measurable aspects of a customer's relationship with a brand - time spent on website, number of pages viewed, visits of website, etc. Google Analytics, for example, tracks those metrics.
- Interaction. Interactions focus on actions - click throughs, social network connections, comments, downloads, etc. Social media plays a leading role in tracking customer behaviour.
- Intimacy. Measurable actions of intimacy are the customer's option, passion, and perspective for the brand, which is represented by the content that creates and expresses opinions.
- Influence. Influence aims to determine the possibility that a customer would influence others to buy a specific product, service, or brand. Metrics used are net promoter score, measurement of a customer's likelihood to make recommendation to a friend.

Permission marketing

Permission marketing relies on customer's permission to receive advertising messages. Getting permission must be an open and transparent process and to gain permission, businesses must offer something of value in return - for example, quality content. The concept was introduced by Seth Godin in 1999: "The privilege (not the right) of delivering anticipated, personal and relevant messages to people who actually want to get them". Permission marketing is particularly used with e-mail with databases of customers who agree to receive marketing messages by low-cost, customised emails. Email permission marketing is a preferred choice for many because it helps drive traffic to websites, it enables interactivity and is fast, highly measurable, and relatively easy to create (Tezinde et al., 2002).

Godin (1999) defines five levels or types of permission:

- Situational permission where the supplier is allowed to provide information and help during a transaction.
- The customer allows the company to be its preferred supplier, due to brand trust.
- Based on a relationship that the customer has with an employee of a company, the customer grants permission.
- Point's permission where customers give permission to businesses to sell to them or collect data in exchange for incentives.
- Intravenous level of permission, where the organisation has been given the permission to move into the customer's organisation and take over the supply of a specific product/service.

1.2.2 Development of digital media advertising

Digital media advertising development is closely connected to technological advancement. In 1971, Ray Tomlinson delivered the first message, enabling people to transmit and receive data via multiple machines. Digital marketing technologies further developed in 1991, when the Archie browser was developed as an archive of File Transfer Protocol (FTP) pages. Then, computer memory space was already able to hold huge amounts of consumer data, enabling companies to use digital strategies and monitor consumer data efficiently. The phrase "Digital Marketing" itself was introduced in the 1990s. With desktop computers entering practically every home and the widespread use of cell phones, digital marketing rose exponentially, and consumer relationship management (CRM) systems became a major part of communications technology. Competition in the market forces companies to develop new features and apps. The first searchable banner ad was listed in 1995 (the AT&T "You can" advertisement). By 2001, with the launch of iOS, consumers moved to the digital world to search for products and make decisions, posing a new challenge for marketers (Puthussery, 2020, pp. 2-4). Early on, marketers tried to apply principles from existing media which resulted in many failures, often more common than successes. According to Pew Internet and American Life Project Surveys, 50% of U.S. adults were online already in the year 2000 (Taylor, 2009). In the following years, online marketing grew rapidly with computers capable of receiving digital content and with the rise of technology networks such as LinkedIn, Instagram, YouTube, and Twitter. In 2012, digital content usage was projected at 4.6 trillion online ads displayed annually and rising exponentially (Puthussery, 2020, pp. 2-4).

1.2.3 Digital advertising tools

There is a huge number of tools available to marketers and they vary enormously in cost and quality. Some common techniques and tools are presented below, but there is an infinite pool of possibilities when it comes the choosing the right tools for a brand.

Digital marketing encompasses techniques such as search engine marketing (SEM), product management, search engine optimization (SEO), project marketing, information-driven marketing, e-business, social media, electronic-mail marketing, interactive ads, digital books, influencer marketing, spinning disks, gaming and offline platforms including digital media, cell phones (SMS or MMS), backup, smartphone, visual media, etc. (Puthussery, 2020).

According to Chaffey and Ellis-Chadwick (2019, pp. 27-30), there are six categories of digital communication tools or media channels:

– Search engine marketing (SEM). Two main search marketing techniques are paid placements or sponsored links (pay per click advertising) and organic/natural listings using search engine optimisation. Puthussery (2020) explains that SEM enhances the

exposure of supporting websites on search engine resources pages, usually through paid advertisements. SEM includes the following types of advertising: search engine optimization (SEO), paid search, pay-per-click (PPC), paid-for inclusion feeds (Chaffey & Ellis-Chadwick, 2019).

− Online PR. It includes social media, blogs, podcasts and similar sites, the customers are likely to visit, and the goal is to maximise favourable mentions of the company, its brands, and products on such websites. It also includes responses to negative mentions and the company's own social media sites. Online PR encompasses publisher outreach, community participation, media alerting and brand protection (Chaffey & Ellis-Chadwick, 2019).

− Online partnerships. It refers to long-term arrangements, made to promote the company's online service on third-party websites or through email communications. There are several forms of online partnerships: link building, affiliate marketing, online sponsorships, and co-branding (Chaffey & Ellis-Chadwick, 2019).

− Display advertising. This approach focuses on specific viewers on specific sites, and it covers a variety of ads: ad forums, platforms, audio ads, semantic information, web browser ads, categorized and interactive ads, etc. (Puthussery, 2020). The goal is to achieve brand awareness and click-through to a target website. Display advertising includes site-specific media buys, ad networks, contra-deals, sponsorships, behavioural targeting (Chaffey & Ellis-Chadwick, 2019).

− Opt-in email marketing. It refers to the use of the company's email list for customer activation and retention or the placement of ads in third party e-newsletters. According to Puthussery, (2020) email marketing is relatively less expensive, compared to other forms of digital advertising. It can be often perceived as irritating or annoying and the vocabulary and the aesthetic appeal play a key role. Email marketing includes house list emails, rented list emails, co-branded, ads in third party e-newsletters (Chaffey & Ellis-Chadwick, 2019).

− Social media marketing. Social media advertising refers to the use of platforms like Facebook, Twitter, Pinterest, Instagram and similar to advertise a product or a service (Puthussery, 2020). Through social media, companies try to reach and engage with their audience. Closely related are viral marketing and word-of-mouth messages, where content is shared or forwarded, achieving awareness. Social media marketing covers: audience participation, managing social presence, viral campaigns, and customer feedback (Chaffey & Ellis-Chadwick, 2019).

− With the rise of social media, an important type of advertising has become influencer advertising. Influencer marketing can be defined as marketing communication in which influencers promote a brand's offerings on their own social media pages and is expected to grow exponentially soon, because of its cost effectiveness. Brands can choose influencers that represent their values to promote their products and in turn, consumers have a sense of close relationship and trust with the influencers they follow and are more likely to buy the products. However, influencers also create scepticism among consumers

due to lack of authenticity (Sokolova & Kefi, 2020 and Rakuten, 2019 in Belance et al., 2021).

– In content marketing, brands put out content that the browser discovers naturally while surfing the web. It can be combined with other forms of marketing - for example SEO and SEM (Panchal, 2020).
– Affiliate marketing refers to a process, where companies only pay for conversions when the customer purchases a product or service through the affiliate and affiliate marketers do all the marketing (Panchal, 2020).
– A relatively new technique is smartphone advertising, especially when reaching young audiences. For example, text message advertising has a very high open rate, free mobile apps are also popular and similar (Panchal, 2020).
– Advergaming is a popular technique when marketers want to reach children. It is a process that combines advertising and online gaming, and it uses interactive gaming mechanics to influence creative messaging to consumers. The goals are to inform, to persuade, to teach and to entertain young consumers and its main purpose is to influence a child's attitude towards the advertised brand (Jukić, 2018 and Neyens, et al., 2017). Advergaming also enables easy product placement. Product placement refers to the purposeful incorporation of products into a non-commercial setting and products are often placed in films, video games, blogs, music videos, books, etc. (Williams et al., 2011). Besides product placement, advertising messages, brand logos and brand mascots are often also a part of the gameplay. Advergames are accessible to children through a company's owned online platforms or through third-party platforms (Neyens et al., 2017).

Hossain & Rahman (2017) also mention some other tools and techniques that online advertising encompasses:

– Interstitial banners are displayed before or after an expected content page.
– Pop-up advertisements appear in new and smaller pop-up windows of browsers when customers view a certain Web page.
– Map advertisements are shown on the side of an online map.
– Floating advertisements appear anywhere on the webpage and are usually shown between the space of two objects, contents, or articles.
– Banner advertisements are shown on a webpage as a top or footer banner, side banner, vertical tower banner, specific side banner or square banner.

1.3   Advertising and persuasion

In the introductory chapters, we have pointed out several times that advertising is creating messages that would *persuade* people to act. Persuasion is also one of the three basic functions of advertising that Yeshin (2006, pp. 8-11) identified. We find it the most relevant when building a foundation for understanding the topic of advertising to children through

digital media, as they often are an easy target of persuasion due to their lack of capability of assessing the value of the received information and messages, as well as distinguishing an ad from the content they are watching on the screen (OECD, 1999). Furthermore, O'Shaughnessy, J. & O'Shaughnessy (2003, p. ix) explicitly states that the most successful advertising is predominantly also persuasive.

Persuasion can be explained the simplest when compared to influence, as the first is only a form of influence. The main difference between the two is the reason behind the efforts: with persuasion, the conscious goal is to "alter, modify or change the saliency of the values, wants, beliefs and actions of others", whereas influencing is not a deliberate process of doing so (O'Shaughnessy, J. & O'Shaughnessy, 2003, pp. 5-6).

1.3.1   Basic models of argumentation

Aristoteles (2006) establishes the three basic models of argumentation that support the persuasion efforts best:

- Logos. Logical, rational appeals (using number and other qualitative signals or listing three or four arguments that are the same by meaning).
- Ethos. Ethical appeals (most used for corporate purposes, when a company tries to express their experience and excellence, or for creating authority, e. g. referring to celebrities in the ad, sharing personal experience).
- Pathos. Emotional appeals (using "you" in text, making the effort to give an impression of understanding the receiver's struggles and needs, making the addressee feel special, etc.).

Romanova and Smirnova (2019) identified that out of these three, pathos (targeting the consumer's emotions) is by far the most used persuasion technique, indicating that emotions are, in most instances, crucial for creating a successful advertising message. More precisely, seeking common ground and personal involvement are the two approaches that are used the most in advertising (see Figure 3). Logos and ethos are used far less frequently, however various combinations of all three are a common practice.

Figure 3: Main persuasive techniques based on rhetorical principles

LOGOS	ETHOS	PATHOS
Appeal to rationality	Self-representation	Seeking common ground
	Appeal to authority	Personal involvement
		Appeal to desires/preferences
		Appeal to state awareness
		Appeal to time awareness
		Appeal to benefit
		Flattery

Source: Romanova & Smirnova (2019).

1.3.2   The principles of persuasion

When discussing persuasion, the golden principles of influence and persuasion, that were introduced in 1984, simply cannot be left out. Based on three years of observation and own experience, Cialdini (2009) was able to form six basic categories that best support the seller's efforts towards getting agreement from the customer.

The first persuasion technique, reciprocity, derives from the fact that people feel compelled to repay any act of kindness. In selling (or advertising), using reciprocity usually leads to saying "yes" to offers or requests that would mostly be rejected, had there not been a feeling of obligation. Consistency in advertising is necessary because it is, at its core, also a highly valued personality trait, as it indicates good personal and intellectual strength. Furthermore, people also connect consistency to logic, rationality, stability, and honesty (Cialdini, 2009, p. 53). In buying-selling relationships, the customers can easily be manipulated into feeling the need to be consistent to prove and justify their "desirable" personality traits that imply consistency, for example giving them the title of "trend setter" or "product expert" (Nahai, 2017, pp. 142-143). Imposing a sense of commitment on a client then often means that, due to human nature, this client will very likely do everything in his or her power to retain a certain stand. Especially, if that commitment was made public (Nahai, 2017, p. 144) or written down on paper. Providing social proof is another powerful persuasion technique, as it assures the customer that he or she is taking actions that are in line with the commonly accepted attitude. The drive for doing what is socially accepted and even following a lead strengthens in unfamiliar situations. We are also more likely to follow a lead if it seems similar to us. Liking in advertising is important because we are significantly more likely to say "yes" to a person we fancy. People are generally also more prone to agreeing to a request if the person proposing it is our friend or refers to one. An individual's physical appearance plays a very important role here, as we are prone to oversimplifying situations by linking "good-looking" and "good". Again, we are more favourable towards practitioners (e. g.

sellers, advertisers) that match our preferences in the following categories: opinions, personality traits, background, lifestyle (Cialdini, 2009, p. 148). Authority is yet another effective persuasion technique, as people were raised in societies that taught them obeying orders and taking advice from older or more experienced people has positive effects. Authority that contributes to reinforcing the practitioner's persuasive efforts can lie in their personal attributes (e. g. credibility, charisma) and titles (e. g. professor, doctor). Unfortunately, authority can also be enforced through threats, requests from someone superior and professional. Communicating that something is scarce (low in stock, very hard to get or is, for example, a limited edition), is another effective persuasion technique, as people are prone to appreciating things more if they are rare, less available or very likely to be lost (Cialdini, 2009, pp. 18-226).

Persuasion techniques, supported by examples of persuasion tactics for selling and advertising, can be found below in Table 1.

Table 1: Persuasion techniques and tactics examples

Persuasion technique	Persuasion tactics for selling and advertising
Reciprocity	Offering free samples, reducing the starting price, making an unpredicted favour, or surprising with an unexpected free gift, special benefits for subscribers, etc.
Consistency and commitment	Presenting the customer with a small (trivial, reasonable) request that he or she commits to before proposing a larger one (e. g. getting the customer to agree on a deal and later presenting him or her with the things that will need to be paid extra), getting customers to share their commitment on social media, getting the customer to invest some extra effort into something (e. g. making a phone call inquiry for a price), etc.
Social proof	Providing information on how many items have been already sold, marking items as "best sellers", paying people that act as leads, showing other people using the product/service, etc.
Liking	Paying compliments, establishing a two-way conversation, addressing customers by their names, maintaining a tidy and approachable appearance, etc.

(table continues)

Persuasion technique	Persuasion tactics for selling and advertising
Authority	Using official titles, smart clothing or uniforms, expensive jewellery and vehicles, collaborating with professionals (e. g. scientists, professional athletes) to represent/promote our product or a service etc.
Scarcity	Introducing limited editions, time-limited sales, limiting stocks, encouraging competition for the low-in-stock items, etc.

Source: Cialdini (2009, pp. 18-226); Nahai (2017, pp. 138-161).

1.3.3 The Elaboration likelihood model

A theory, called the Elaboration likelihood model, significantly contributes to understanding of what makes a persuasive attempt successful and effective. The model places attitudes in the centre and tries to explain how the change of the attitudes can be achieved through persuasion.

Generally, one's attitudes can be changed through one of two routes, depending on how an individual processes received information:

1. If the person processes the information diligently and thoroughly, the information has been processed through a central route (Petty & Cacioppo, 1986).
2. When a person changes attitudes because of some simple persuasive cues, the information has been processed through a peripheral route (Petty et al., 1983).

Petty, Cacioppo and Schumann (1983) suggest that the most appropriate route for exploiting persuasive messages should be selected according to how *invested* the consumer is in processing the received information. When an individual is highly interested in the information available and is putting a lot of consideration into a purchase, the persuasion messages should be communicated through a central route (the quality of the argument presented is an important factor of persuasion in this case, as highly motivated individuals will be more engaged in considering and evaluating better arguments (Petty & Cacioppo, 1986)). However, if the receiver shows little motivation for processing complex and comprehensive information, persuasion should be done through the peripheral route (Petty, Cacioppo and Schumann, 1983). When the elaboration likelihood is low, a consumer will generalise impressions and rely on simple cues, such as similarity, appeal, alleged professionalism, number of arguments or length of the message, etc. (Forret & Turban, 1996).

1.3.4 Resisting the persuasive appeals in advertising

Being able to properly consume and interpret advertising messages is one of the consumer's most important duties, as it allows him or her to recognize if they are being influenced and form appropriate responses so that, ultimately, they can achieve their intentions without being influenced too much. Building a shield that could make us oppose persuasive efforts is a life-long process that is never really finished and varies among individuals (Friestad & Wright, 1994, Campbell & Kirmani, 2000).

The ability to resist an advertising persuasive appeal is closely related to a person's basic cognitive skills, collected experience and knowledge of persuasion, advertising, etc. (Friestad & Wright, 1994, Campbell & Kirmani, 2000). Additionally, Burkley (2008) suggests that persuasion can be fought back when the subject of persuasion is motivated enough to do so. Studies have also shown that the customers are more likely to actively use their persuasion knowledge in conditions where persuasive appeals are anticipated by the consumer (e. g. when purchasing a vehicle) (Campbell & Kirmani, 2000).

Self-control resources are another important factor when trying to resist persuasion. Still, they are also very perishable, as subjects that successfully resist the first persuasion appeal often exhausts his or her "supply" of self-control resources and is then vulnerable to the following persuasion messages (Burkley, 2008). Having said that, if the consumer is operating in a high elaboration condition (is very motivated to comprehend the advertising message) and manages to resist the persuasion, he or she will be much more confident in their initial attitudes[1]. Moreover, the experience of successfully opposing the persuasion also strengthens an individual's attitudes and positively affects his or her ability to properly control any further persuasive attempts (Tormala & Petty, 2002; Tormala & Petty, 2004).

Cialdini (2009, pp. 49-226) proposes some solid suggestions that significantly contribute to successful defence against persuasion attempts:

− All offers should not lead us to thinking we should repay the free benefit that has been given to us. Instead, in buying-selling situations, we must be ready for such tactics, as the acknowledgement of them will allow us not to feel obliged to give something in return.
− Knowing we are naturally leaning towards having the need to always be consistent with our stands, especially if they were made publicly. Decisions should also be made regardless of an individual's previous stands, if possible.
− The need for getting social proof can be managed if we acknowledge that we should not always follow a lead, even if there's several significant people doing it.

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[1] »Initial attitudes« refer to »a person's subjective sense that his or her attitude is correct, or valid« (Tormala & Petty, 2004).

- A good technique to avoid being persuaded because we like someone too much is to be attentive to how quickly we develop this sympathy and whether it is appropriate for the situation.
- The feeling of wanting something that is scarce can be managed with paying attention to situations that provoke an urge for getting that thing just because it is limited or highly desired by other people.
- The power of authority can be controlled by acknowledging that it is a commonly used persuasive effect, especially in unexpected situations. We should be able to assess whether the authoritative figure is legitimate and information that he or she provides credible.

1.4   Current trends in advertising

The year of 2020, with many changes that significantly affected the structure of the world, was certainly a turning point for humanity. The COVID-19 pandemic has had a profound effect on almost everything in our lives, in some parts of the world bigger, in others smaller. From a marketing point of view, the economy has also experienced a lot of uncertainty, new situations, witnessed changes in consumer behaviour and rapid business responses to all of it. In 2021, Mediana (Setinšek, 2021) reported that the consumer optimism index was lower than in the previous years, indicating that the economic climate has deteriorated considerably in 2020. Advertising was no exception, as an estimated drop of 11% in gross value of advertising was noted in Slovenia (Setinšek, 2021), globally, the decline was about 5% (Adgate, 2020a). The Chinese market stood out as being very stable despite the crisis, but, on the contrary, the Middle East, North Africa and Latin America emerged as being the global regions with the biggest declines in ad spend (Adgate, 2020a).

Professionals (Adgate, 2020b) have identified two fundamental brand traits that have emerged during the pandemic: flexibility and customization. The first is important for agile responses to the economic situation in terms of managing the advertising consumption. Together with the ability of a high level of promotional messages customization, flexibility enables companies to adapt their advertising to local governmental regulations. Finding ways to connect with the consumer without violating their privacy will be a challenge, as brands have high GDPR standards on one hand and big customer expectations for having "authentic connections" and "relevant and meaningful experiences" on the other.

From 2020 on, companies and brands are focusing on creating relevant, trendy, and meaningful content that fits their target audience's lifestyle instead of trying to convince them to buy their products or services. Aligning with the customer's values will therefore be crucial in 2023 (Forbes, 2022).

Because of the COVID-19 shift from traditional to digital media, several new trends in digital media advertising have arisen after the pandemic. According to Agarwal and Verma

(2019), there were several prominent trends in digital marketing in 2021 that can be highlighted:

- Content focused SEO. SEO is one of key areas in digital marketing and focusing on content the audience wants is most likely to bring in good results.
- Video marketing. Video content is gaining in popularity and through YouTube SEO, brands can increase their visibility to relevant audiences.
- Influencer marketing. Similarly popular is influencer marketing. It is a type of word-of-mouth marketing that focuses on celebrities, bloggers and like drive the brand's message.
- Social messaging apps. Another trend is personalization, which allows for added value to the users' experience. Social messaging apps are commonly used to send personalised messages to customers directly.
- Micro-moments. Micro moments are a trend in consumer behaviour, and it refers to the extremely fast and concise delivery of marketing messages to consumers.
- Use of chatbots. In the future, chatbots, which allow for instant response time, will likely be supported by artificial intelligence, minimising the need for human support and intervention.
- Implementation of accelerated mobile pages (AMP). A major amount of search queries come from mobile platforms and one of the steps to create a more convenient search was the introduction of accelerated mobile pages. For companies, this means that they must optimise their websites to gain greater visibility on search engines.
- Programmatic advertising. Programmatic is a cost-effective, efficient way for advertisers to purchase digital ad space. Programmatic algorithms don't require human interference and they can target bigger audiences over a wide variety of channels. There are several types of programmatic advertising (Benjamin, 2021): programmatic direct, real-time bidding and private marketplaces.
- User-generated social media content. User-generated content is brand related content that is shared by viewers on their social media channels. This type of content attracts potential leads and new customers.
- The switch to YouTube ads. The switch is a result of a cost-effective approach YouTube ads provide. Those ads have a very high reach. There are several options a brand can choose from: bumper ads, TrueView ads, Masthead ads.
- Instagram advertisements. There are five ad formats on Instagram: photos, videos, carousels, canvas Story ads and Story ads. A benefit is the integration of ads with the Facebook Ad Manager, allowing businesses to take user information to precisely target their audience.
- Voice search and smart speakers. Again, artificial intelligence plays an important role - voice assistants like Alexa and Siri are constantly evolving. Voice search is often integrated into digital marketing strategies to deliver content effectively to customers.

Gallegos (2021) offers some key digital marketing trends to consider. Live-streams and an increase in influencer content, because of the COVID-19 pandemic, which pushed people to attend live viewings and live streams during lockdowns. Another trend is the need for transparency, more goodwill, and purpose-driven missions from brands. This results in more trustworthy brands in the eyes of customers. Similarly, brands will have to focus on sustainability, focusing on sustainable processes and products to answer their customers' needs. Furthermore, inclusivity will gain importance with consumers shifting their focus on brands that show diversity and reflect their values. A trend in content is conveniency and availability since consumers like easy-to-consumer content like podcasts and newsletter. Gallegos also reaffirmed the importance of user-generated content and the increase in voice search.

There are several other digital advertising trends, arising in the years after the COVID-19 pandemic. Cookieless advertising is one of the trends, resulting from the development of many legal actions in terms of privacy. Consequently, marketers must rely on first-party cookies, target audiences based on platforms and benefit from publisher-ad expert collaboration. Another trend is connected TV advertising. As a result of the pandemic, a growth is visible in e-commerce and consequently, Amazon's ad revenue grew rapidly and is still expected to grow in the future (Benjamin, 2021).

The pandemic also encouraged changes in television viewing habits. Kristin Dolan (Adgate, 2020b) is pointing out that in 2020, when we were spending most of our time at home, the question now is not *when* do people watch television but *how* they watch it. Connected TV (CTV)[2] in Over-the-top (OTT)[3], like Netflix and Hulu are displacing the traditional cable and satellite television providers. Connecting the TV to the internet is generating new advertising opportunities, since the data gives detailed marketing insights and creates new target segments, which brings us back to flexibility and customization of the advertising strategies.

The digital world is a rapidly changing one and the same applies to digital marketing. Similarly, consumer behaviour in terms of digital media is evolving fast and marketers and businesses need to be able to respond (Gallegos, 2021; Agarwal & Verma, 2019).

Globally, there is a visible change from traditional media to digital media in the past few years (see Figure 4 – the black line represents traditional media, the blue line represents digital media). In the United States, average daily time spent with digital media in 2023 is expected to be over eight hours, whilst in 2020 average daily time spent with digital media was 470 minutes. In home media consumption grew sharply in March 2020 with the first

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[2] Connected TV (CTV) refers to a device that enables connecting a TV to the internet with the purpose of accessing video content for streaming, for example Xbox, PlayStation, Roku, Amazon Fire TV, Apple TV, etc. (Oracle, n. d.)

[3] Over-the-top (OTT) is providing a user with TV content through the internet, rather than through cable or a satellite provider. The content is usually available on demand. Some of the providers of OTT services are Netflix, Hulu, and Amazon Prime (Oracle, n. d.).

COVID-19 pandemic and while the pandemic has run its course, consumers continue to spend more time with digital media (Guttman, 2023 in Statista, 2021d).

Figure 4: Time spent per day with digital versus traditional media in the United States from 2011 to 2023 (in minutes)
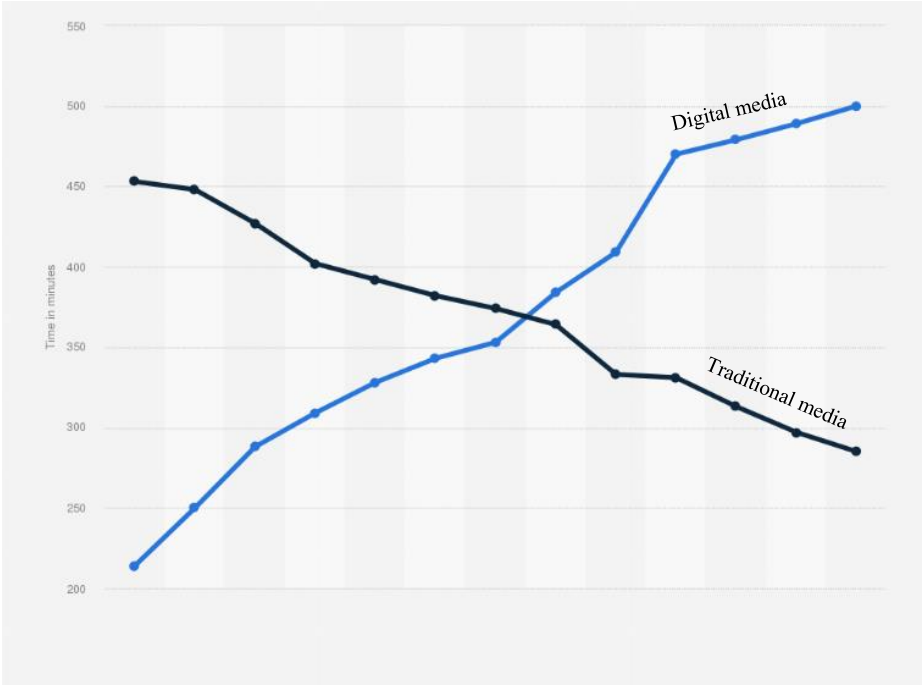
Source: Statista (2021d).

Chang (2023) highlights current advertising trends:

− Video advertising. Video advertising is still a prominent marketing technique with 86% of businesses leveraging them as part of their strategy (Wyzowl, 2021 in Chang, 2023). Furthermore, 7 out of 10 companies say their video advertising budget will increase. In 2023 and in the following years, videos are expected to: get shorter, become shoppable (consumers have the option to buy products straight from the image or video), become personalised (marketers will use personalised video messages for their customers), be live, real-time streaming videos (e. g. product demos, interviews, and behind-the-scenes shots) and use transcribed text.
− Personalized advertising. With the always growing number of tools to learn more about the customers, personalisation is still a rising trend.
− Mobile-first advertising. This trend is a direct result of the COVID-19 pandemic and the consequent change in consumer behaviour. For example, most videos are now filmed vertically, since this format is ideal for mobile viewing, "story" (e. g. Snapchat and Instagram) format is extremely popular, in-game advertising on mobile phones, etc. The benefits of mobile marketing are in instant user response, less content needs to be used to be engaging, easy tracking, easy targeting, instant transactions, and real-time information.

- Display advertising. Ad banners can be used on various channels, e. g. blogs, video platforms, apps, and social media. In this area, remarketing has played a significant role. Approaching users who have already visited the side means having information about them and consequently means having an option to create custom messages. Another growing trend are video ad banners.
- Print advertising. Amidst all digital media advertising, print advertising is still an effective medium.
- Social advertising. In the past few years, the options related to social media advertising have increased sharply. Personalisation, remarketing, and instant messaging drive the flow of advertising on social media. Some pros of social media marketing are increased sales, improved search engine rankings, increased traffic to websites, and improved marketing opportunities. Some cons are the daily monitoring, online exposure that attracts data leaks, negative feedback and similar, continuous active management and the need for a clear marketing strategy.
- Programmatic advertising. It uses AI to automatically buy ads that can target audiences more specifically. Companies use AI as a response to the ever-growing number of channels for reaching companies, which can be extremely time consuming for advertisers. Programmatic advertising is shaped by the introduction of blockchain, over-the-top models, voice-activated ads and more.
- Increase in search ad, social media ad and video ad spending. With the shift in consumer behaviour - moving their shopping activities online - advertising budgets are expected to grow in the following years.

Howarth (2023) also explores six advertising trends for 2023-2025. First, video ads are expected to get shorter, since today's consumers have little patience for long videos. In the U.S., mobile video ad spending is estimated to reach 53.9 billion dollars by 2025 (Statista, 2023). Second, video ads will lose sound and these types of videos will be integrated into the content, since many studies show videos without sound increase viewing time and most users across different platforms watch videos with the sound off. Third, advertisers will focus even more on the rising popularity of mobile gaming, using in-game display ads, "reward" ads and similar. Fourth, artificial intelligence will gain importance in advertising, as AI impacts marketing in terms of data analysis and efficiency. AI tools can see patterns in the data, making accurate predictions and optimise copywriting. Fifth, authenticity in social media advertising will be in demand. Companies thus use influencers, their own employees as advocates and try to reach consumers through real-life settings and stories. Sixth, ecommerce ad space will be dominated by Amazon since it accounts for more than 75% of overall eCommerce ad spending. In the 2023 and the following years, "sponsored products" will most likely get more attention from advertisers, since reports show that Amazon shoppers are very likely to click on the first displayed product.

In summary, digital advertising is a fast-changing, ever-evolving environment and it offers various new channels and tools for advertisers to reach their target audiences. Consequently,

parents have a difficulty recognizing these various forms of digital advertising and thus transferring their knowledge to their children.

2 CHILDREN AND ADVERTISING

Advertising to children has been an important topic for many years since it can have both positive and negative effects on their development and well-being. At the same time, children are an important consumer group and advertisers often focus their strategies on them. In 1970, for example, children began to watch TV on a regular basis at 4 years of age, while today, children begin to use or interact with digital media as early as at 4 months of age (Radesky et al., 2016).

2.1 Children as consumers

Advertisements saturate children's daily lives. From early on, children are exposed to advertisements on television, telephones, computers and on printed media, such as posters and billboards. Younger children are not able to understand the persuasive intent of advertisements and alarmingly, even older children have difficulty understanding and distinguishing the persuasive intent behind new marketing techniques due to stealth advertising (Calvert, 2008). A survey by the National Family and Parenting Institute in 2003 showed that 84% of parents believe that there is too much marketing targeting children. With peer-to-peer and viral marketing, product placements in video games and other new techniques, even the most sceptical parents would be shocked to learn the full extent and scope of marketing to children (Mayo, 2005). Furthermore, they are not only exposed to traditional media advertising, but are surrounded with inducements and invitations to buy and to consume at every step (Buckingham, 2011, p. 5).

2.1.1 The development of a child into a consumer

Consumer socialisation is the process by which children acquire knowledge, skills, behaviour, and attitudes relevant to their future consumer behaviour. It is a life-long process, since new roles and new skills are acquired in childhood and adulthood, too (Šramova, 2017, p. 94; Gunter & Furnham, 1998, p. 13).

To understand how marketing techniques and approaches affect children, theories of cognitive development that address this specific issue must be considered. All below discussed theories agree that children gradually evolve into engaging customers, passing through different stages. The first stage occurs roughly from ages 0-2, with infants and toddlers. The second stage encompasses the following years, until the age of 5. Children aged 5-8 are in early elementary school and fall into the third group. The next, fourth stage, starts roughly around the age of 8 and ends around the age of 12. Children over 12 years old are to some extent already active consumers and exhibit typical consumer behaviour. There

is some difference between the theories in the exact age the changes happen, but they all agree on similar characteristics children exhibit at different ages.

Often applied are the three stages of the Swiss psychologist Jean Piaget's theory of cognitive development: (1) preoperational thought, (2) concrete operational thought and (3) formal operational thought. The first stage encompasses children aged roughly from two to seven and in this stage, children mostly focus on the properties of a product, such as the product's appearance, since they are perceptually bound. At this age, children can believe imaginary events and characters can be real and can be thus easily influenced by visually attractive advertisements. Between the ages seven and eleven, children enter the second stage and begin to perceive the world more realistically. At this point, they can grasp the persuasive intent behind advertisements and assess them with some critical thought. At the age of twelve, children pertain to the third stage and can reason abstractly, think about the advertisements' content and most importantly, can understand the motives behind to the point of being cynical about advertising. In this theory, the development of cognitive functions is explained as the process of adapting to the outside world. This adaptation consists of two processes: accommodation (adaptation of the organism to the environment) and assimilation (organism adapts the environment to fit its needs) (Calvert, 2008; Šramova, 2017, p. 96). This research focuses on what the child knows, trying to understand what kind of economic knowledge children can use when faced with problems linked to consumption activities (Marshall, 2010, p. 24).

Based on Piaget's theory and twenty-five years of research, Deborah John (1999) built a three-tiered model of consumer socialisation. The first stage (1) is the perceptual stage (ages three to seven), followed by (2) the analytical stage (roughly ages seven to eleven) and (3) the reflective stage (roughly ages eleven to sixteen). At the perceptual stage, children are, correspondingly to Piaget's theory, perceptually bound, focusing on single dimensions of objects or events. At the second stage, children are able to analyse products with more dimensions in mind and they better understand marketing techniques and brands. At the final stage, children gain a more sophisticated and mature understanding of advertiser intent, and the products yet are still susceptible to different persuasive techniques. Motivations, cognitive and social skills are all aspects of these stages, and this framework seeks to identify the main shifts in children's understanding of economic concepts (Calvert, 2008; Marshall, 2010, pp. 24-25).

According to McNeal (2000), there are five stages in the development of consumer behaviour in childhood (see Table 2). Each stage is characterised by a relatively distinct set of parental induced behaviour patterns among children, together with modification or extinction of some previous ones. The first stage is the stage of observation, and it consists of children having first sensory contact with the marketplace. At this point, children only experience satisfaction from products through their parents and not marketers. During the latter part of this stage, children begin to connect parents and marketers as providers and in this stage, the marketplace is a source of satisfying things, mostly edible ones, which parents

provide. Early on, children are taught to rely on their parents for satisfaction of their needs and consequently, children ask their parents for goods they encounter on the marketplace. The second stage is the stage of requests, when children start to ask for mostly food items. At this point, children are also introduced to TV, and they begin to see many advertisements targeting children during children TV programs. The third stage is the stage of selecting, where children physically select desired products from the store shelves and bring them to the shopping cart independently. This usually occurs with parents' permission; however, it is still the first step towards independent purchases. This happens somewhere between 3-4 years old and the act itself becomes a reinforcement for more requests. Co-purchasing describes the fourth stage as children try to be as involved in the buying process as possible. The first co-purchase happens around 5-6 years old where children with their parents' assistance pay for the goods themselves. While children do not yet understand the concept of money completely, they go through the whole process of wanting, searching, purchasing, and using the goods and thus begin acting as primary consumers. The final fifth stage is characterised by solo purchases. At this point, children better understand money and the exchange process, and they can visit the close stores on their own. The first independent purchases usually happen around the age of eight and children most often buy snacks or similar (McNeal, 2000, pp. 14-18).

Table 2: Stages of consumer behaviour development

STAGE	KEY CHARACTERISTIC	MEDIAN AGE	SIGNIFICANT OUTCOMES	KEY PRODUCTS
OBSERVING	First visit to the stores offering satisfying goods and services.	2 months	First impressions of the marketplace, especially in terms of colour, shape, sound, smell and texture.	/
REQUESTING	Asking for products by pointing, gesturing, words.	2 years	Receiving satisfying products from a commercial source for the first time.	Cereal, sweet snacks, toys

(table continues)

STAGE	KEY CHARACTERISTIC	MEDIAN AGE	SIGNIFICANT OUTCOMES	KEY PRODUCTS
SELECTING	Retrieving products from shelves independently.	3 ½ years	Receiving satisfying products from a commercial source with own effort.	Cereal, toys, snacks, books, clothing
CO-PURCHASING	First purchase of a desired product with some parental assistance.	5 ½ years	First experience with the exchange process and the value of money.	Toys, snacks, gift items, clothing, cereal
INDEPENDENT PURCHASING	First complete purchase without assistance.	8 years	A successful first purchase without assistance.	Snacks, toys, table food, clothing

Source: McNeal (2000, p. 16).

Deborah Roedder-John (in Marshall, 2010, pp. 24-25) has, in 1999, documented 25 years of international research on children, regarding their role as customers. The findings were incorporated into a general conceptual framework, shown below in Table 3. Consumer socialization progresses through three stages: perceptual stage, analytical stage, and reflective stage. The stages include various dimensions characterizing children's knowledge, their motivations, cognitive and social skills. The framework aims to identify the main shifts in children's understanding of basic economic concepts, using Piaget's theory.

Table 3: Stages in children's development as consumers

Characteristics	Perceptual stage 3 – 7 years	Analytical stage 7 – 11 years	Reflective stage 11 – 16 years
Knowledge structures			
Orientation	Concrete	Abstract	Abstract
Focus	Perceptual features	Functional / underlying features	Functional / underlying features

Table 3: Stages in children's development as consumers (continued)

Characteristics	Perceptual stage 3 – 7 years	Analytical stage 7 – 11 years	Reflective stage 11 – 16 years
Complexity	Unidimensional Simple	Two or more dimensions Contingent (if-then)	Multidimensional Contingent (if-then)
Perspective	Egocentric (own perspective)	Dual perspectives (own & others)	Dual perspectives in social context
Decision-making and influence strategies			
Orientation	Expedient	Thoughtful	Strategic
Focus	Perceptual features	Functional / underlying features	Functional / underlying features
Complexity	Salient features Single attribute Limited repertoire of strategies	Relevant features Two or more attributes Expanded repertoire of strategies	Relevant features Multiple attributes Complete repertoire of strategies
Adaptive	Emerging	Moderate	Fully developed
Perspective	Egocentric	Dual perspectives	Dual perspectives in social context

Source: Roedder-John (1999); Marshall (2010, p. 25).

2.1.1.1 An overview of the development process

Based on above mentioned theories, we have prepared an overview of the development of a child into a consumer, focusing on age and striking characteristics.

First stage: age 0-2

Several developmental theories agree that the first stage occurs during the first two years. According to Piaget's theory, children at this age do not yet have symbolic presentations, but at the end of this stage, they start to develop a general symbolic function (for instance, they can understand that a toy represents a dog) (Šramova, 2017, p. 96). Patti Valkenburg and Joanne Cantor build on developmental models focusing on how children become consumers. They categorised children aged under two years in the first stage. In this stage, toddlers have desires but are not goal-oriented in their product choices, thus not being true

consumers (Calvert, 2008). Researchers agree that children are born with definitive preferences for taste and smell (Ganchow et al., 1983) Infants also respond to human voice, especially slower paced, higher pitched and with exaggerated intonations and they also enjoy rhythmic sounds. This auditory preference is important for the persuasive impact of audio and audio-visual use in advertisements. Advertisements often use songs, rhymes, and music, attracting the attention of children more easily (Valkenburg & Cantor, 2001). Contrastingly, the visual perception evolves at a slower pace. Babies do, however, prefer moving objects with primary colours and sharp contrasts (Acuff, 1997). Thus, advertisements often use such colours coupled with musical or rhythmic sounds. When parents take their toddlers to supermarkets, they are commonly seated in the shopping cart, observing their surroundings and the products deliberately placed at their eye level. Later, they begin to ask for those products, influencing their parents (McNeal, 1992, pp. 9-13; McNeal, 2000, p. 14). At the age of two, children are already able to connect television advertising and the products in store and they experience their own wants and preferences, however, are not yet goal-oriented consumers (Valkenburg & Cantor, 2001). Furthermore, evidence shows that children can recognize the brand at a very young age (18 months - 3 years) and later, they are able to attribute meaning to them (Mayo, 2005).

Second stage: age 2-5

According to Valkenburg and Cantor (2001), children enter the second stage roughly around the age of two, where they ask for and even demand products they desire. They view the world from their perspective, believing everyone shares their views (Šramova, 2017, p. 96). They do not yet understand the persuasive intent of advertisements but focus on attractive qualities of products and are very susceptible to advertising (Calvert, 2008). This stage is characterised by nagging and negotiating and the fact that preschool children are often not able to distinguish between fantasy and reality, believing that the characters, events, and places they see in the media are real. Similarly, they cannot separate true information from the false, regularly not understanding the persuasive intent of commercials. It is common that they do not separate the commercials from television programs and even less so on digital media, where advertisements seem a part of the content. Since preschool children have a limited cognitive capacity, they need more time to interpret and understand new information (Valkenburg & Cantor, 2001). Consequently, they respond best to programs with a slower pace and more repetition. However, by the age of four, particularly boys, start to enjoy more adventurous content (Acuff, 1997). At this stage, children prefer familiar contexts, objects, and animals. They respond well to animated and non-threatening animals and programs with young children. This stage is also characterised by centration, the tendency to centre attention on an individual, striking features of objects (Valkenburg & Cantor, 2001; Calvert, 2008). In the study reported by Acuff (1997) 5-year-old girls were presented with three dolls. Two of the dolls were of better quality, with realistic and beautiful features, while the third doll was cheaply made and had a big, red sequined heart on the dress. Surprisingly, most girls preferred the third doll, focusing solely on the sequined heart.

Children under 5 years have little regard for detail and quality, which become an important feature later on. Furthermore, when focusing on a tempting product, preschool children are unable to keep their minds off of them for long. Parents can, to some extent, use distractive strategies, but young children have great difficulty resisting desired products, which often results in tantrums, when parents refuse to buy what they want. Young children can often be seen whining, crying, or even screaming in supermarkets, demanding some product (Valkenburg & Cantor, 2001). By the end of this stage, children can negotiate for the products they wish for. They can offer alternatives and compromises and they try to rationalize their wishes in the eyes of parents (McNeal, 1992, pp. 9-13). Also, girls' and boys' consumption styles begin to differ early on. While parents play a key role, differentiated marketing and product segmentation are important as well and key differences begin to manifest around the age of seven (Gbadamosi, 2018, p. 32; Gunter & Furnham, 1998, pp. 30-31).

Third stage: age 5-8

In early elementary school, children start to exhibit new distinguishing characteristics. Most importantly, children start to discern the differences between real and imaginary, understanding which characters are real and which are not. However, if something is portrayed as real, especially on television, they also consider it as real. For example, they believe families on television are real families, made-up real-like places are actual places and so on (Valkenburg & Cantor, 2001). According to Piaget, children around the age of 7 can understand that people view the world around them differently. While centration is still an important trait, the tendency is on the decline and similarly, due to more sophisticated negotiation techniques, parent-child in-store conflicts are less common. Whilst many characteristics in this age group remain the same as in the previous, there are several changes that separate early elementary school children from preschool children. Firstly, the attention span is longer, and they can concentrate solely on one thing for a longer period of time (Valkenburg & Cantor, 2001). A study by Ruff and Lawson (1990) showed that at 3 years old, children can concentrate on one task for 18 min on average and are easily distracted, albeit at 5 years old, children can hold their attention on a task for more than an hour. Secondly, between the ages of 5 and 8, the development of imaginative play reaches its peak (Fein, 1981). They enjoy playing with their peers and the imaginative play becomes more and more complex, evolving into full stories. Children also start to prefer more adventurous themes in their play and elsewhere, being fascinated by new concepts such as outer space and faraway lands (Valkenburg & Cantor, 2001). Contrastingly to preschool children, they start to prefer more fast-paced programs, with interesting, non-familiar context and new characters (Acuff, 1997). Important for advertising is also the fact that children around the age of 6 start to learn to read and write (Viličnjak, 2016). Another key characteristic is that children around the age of 5 start to make independent purchases. The first independent purchase is usually done under parents' supervision. In the second part of this stage, children

also start to make independent purchases without their parents, usually in a convenience store or a retail outlet close to home (McNeal, 2000, p. 18).

Fourth stage: age 8-12

In later elementary school, children start to focus on features such as detail and quality and are thus able to critically evaluate products, assessing competition and searching for information. They are able to think systematically and work with abstract terms (Šramova, 2017, p. 96). They observe and evaluate several characteristics of a toy or a product and they are not satisfied with low quality production. They can fully separate imaginary from real and can be critical of advertising without realism. However, they still enjoy imaginative play, especially with their peers, often incorporating more realistic themes. Since they can understand that fantasy characters are not real, they start to prefer real-life heroes, sports stars, movie stars and similar. At this age, children like to collect objects (e. g. dolls and cards) with the aim of making distinctions between different objects and because collecting offers an opportunity for social interaction (Acuff, 1997, p. 15, Valkenburg & Cantor, 2001). According to Webley (1996), three are three main reasons for collecting and exchanging collectables: (1) exchanging is enjoyable, (2) friendship support, (3) economic justification. This behaviour can be seen in younger children and in preschool, too (Šramova, 2017, p. 95). Supermarkets often take advantage of children's tendency to collect things and offer collectibles in form of stickers and albums for different purchases. This results in family's continuous purchases in the same supermarket chain and in such amounts that they are given the collectibles (Hmelak & Oprešnik, 2018). In later elementary school, emotional intelligence evolves significantly. Younger children can understand other's emotions, but rely primarily on facial expressions, whilst older children interpret emotions based on internal and external cues both. They can understand that several emotions can be felt at the same time and that people can express false emotions (Flavell et al, 1993; Šramova, 2017, p. 97). Advertising must consequently provide good acting, appropriate emotions, and a good background story. An important theme at this stage is peer interaction. It becomes more sophisticated, and children feel a strong sense of loyalty and commitment to their friends and their peers, being more and more sensitive to their opinions, judgements, and evaluations (Valkenburg & Cantor, 2001; Calvert 2008). At the age of 9 and 10, children are not as easily persuaded by the advertisements because they become more critical of information they receive, and they are easily influenced by their peers. The peer pressure can influence the child's opinion of what is "cool" and what is not (Šramova, 2017, p. 93; Valkenburg & Cantor, 2001). However, their influence on family purchases increases, because they are loyal to brand names, and they are able to negotiate sophistically. They also make continuous independent purchases and by this point, children develop the basis for their future customer behaviour, starting out as independent consumers (Valkenburg & Cantor, 2001). According to National Consumer Council's survey of children as young consumers, almost 78% of 10–12-year-olds say they enjoy shopping. More than two thirds of them collect the same things as their peers and nearly half of them believe that the brand is important. What is more, an

average ten-year-old has already internalised 300-400 brands, which is most likely more that the number of animals they could name (Mayo, 2005). They also understand the meaning of ownership and property and they understand that property can be exchanged. They associate ownership with shopping and giving gifts and they can grasp the role of money. Similarly, they start to understand poverty and wealth (Acuff, 1997; Gunter & Furnham, 1998, p. 82).

New interactive technologies allow for greater user control and two-way interaction, resulting in unique advertising techniques. Based on previously discussed developmental theories, this interaction depends on the children's age. Younger children, who have trouble distinguishing between real and imaginary, often believe they are communicating with branded characters in advergames and others (Calvert, 2008). And, Jin and Park's (2014) research showed that most children under the age of ten, cannot recognize the persuasive intent and the role of advertising in the context of advergames. Since such media allows for personalisation, building on the child's actions and responses, it has an advantage over other media. In essence, marketers can adapt messages according to the child's knowledge level, creating a more effective advertisement. Furthermore, advertising messages can be embedded into other content seamlessly, increasing the children's vulnerability (Calvert, 2008).

2.1.2   Young consumer's decision-making process

Consumers pass through several stages in the decision-making process (Kline, 2013, pp. 141-148) and the same applies to young consumers, although their process is somewhat different.

2.1.2.1 First stage: need recognition

As discussed previously, it is obvious that the needs of young consumers these days are very different from what they used to be. Keeping in mind Abraham Maslow's (1943) hierarchy of needs (Figure 5), children's most basic needs are at the physiological and safety level. Young consumers' need for food is very basic and has been exploited by food companies repeatedly. Food advertising to children has been explored many times in the past, ranging from cereals to confectioneries and focusing on the lack of healthy food advertising. However, an increasing number of studies show that children also try to meet higher-level needs (love/belonging, esteem and self-actualization). The need to belong to their peer group and avoid ridicule affect need recognition, as well as consumption, greatly (Gbadamosi, 2018, pp. 9-11) (see Table 4).

Figure 5: Maslow's hierarchy of needs
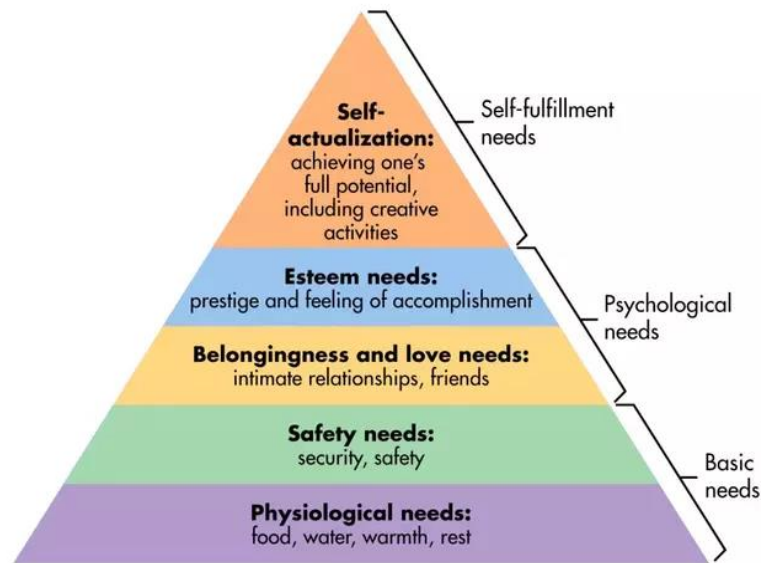
Source: McLeod (2020).

Table 4: Children's six most important needs by age

AGE	Six most important needs					
0-4 years	Sentience	Play	Succorance	Change	Affiliation	Exhibition
4-8 years	Play	Sentience	Affiliation	Achievement	Change	Exhibition
8-12 years	Affiliation	Play	Achievement	Autonomy	Sentience	Exhibition

Source: McNeal (2000, p. 28).

2.1.2.2 Second stage: search for information

To fulfil their needs, consumers search for information, most easily divided into two groups: internal and external. Internal search for information means recalling experience or encounters with offering. External sources are friends, family, advertisements and similar. Evidence shows that young consumers have an infinite number of sources of information at their disposal and are often overwhelmed by them. Specifically, the internet allows for instant information search and young consumers use the internet for product information online more than adults (Gbadamosi, 2018, p. 11). Peers as an external source are extremely important (Šramova, 2017, p. 93).

2.1.2.3 Third stage: evaluation of alternatives

Several criteria are used to evaluate the alternatives and some of the most common are price, quality, availability, suitability and many others. These factors can be categorised in three groups: personal, cultural, and commercial (Gbadamosi, 2018, p. 12). Children in kindergarten choose the packaging of candy that has the most candies inside, while older children evaluate alternatives according to their favourite components (Roedder, 1999, p. 199).

2.1.2.4 Fourth stage: purchase

It is common for children to depend on their parents for purchase. They do, however, make some purchases of their own, most commonly buying snacks and other similar items. Similarly, when children accompany their parents to the store, they often load the shopping trolleys with the items they want, even without their parents' permission (Gbadamosi, 2018, pp. 13-14).

2.1.2.5 Fifth stage: post-purchase evaluation

In this stage, consumers compare their product to their expectations. Again, many factors influence this process, and they are similar to the factors noted in evaluation of alternatives. It can result in engaging and repeat purchase of the brand, negative or positive word of mouth and more (Gbadamosi, 2018, p. 14).

2.1.3 The role of a child as a consumer

Over time, the buying power of children and adolescents has increased exponentially, especially in the 21st century. Children, especially in western societies, have considerable amounts of money, which they can spend by themselves on their needs and wants. Sources of money are various; children get money as a gift from relatives, as pocket money and similar. They can shape the buying patterns of families, influencing a variety of purchases, from vacation destination to meal choices. Children and the youth are of key importance to marketers especially for their ability to convince, persuade and influence their family buying behaviour (Calvert, 2008; Šramova, 2017, pp. 91, 94).

Pocket Money Index (Clarke, 2014) conducted in 13 European countries revealed that children, who receive pocket money, have better saving habits. Average amount of money per week differs among age groups: children under the age of 5 receive 2€ on average, children 5-10 years old get 4,75€ on average, children from 10 to 15 years get 9,5€ on average and children over 15 years old receive 20€ on average. The amount received differs also among countries: children in Italy, France, Spain, and Austria are given the biggest amounts. In 2014, children in the UK, aged 5-15 years old, got 6€ on average, while in 2020,

5-year-old children got 3,71GBP (on average, approximately 4,17€) and 14-year-old children got 8,03GBP (on average, approximately 9,03€) (Statista, 2021a). The Pocket Money Index in the UK in 2021 reveals that 66% of parents choose to give a regular allowance and the average percent of this money saved up is 37%. Most common chores children earn money with is tidying the bedroom, making the bed, doing the laundry, clearing the table, and looking after pets. They also get money from the Tooth Fairy, for birthdays and for schoolwork. Grandparents are the most generous givers, followed by aunts and uncles. The money is most spent on games (Roblox, Fortnite) or books and magazines. Sometimes, children also give to charities and the top three charities chosen by children are 1) children's charities, 2) animal welfare and 3) cancer research (Roostermoney, 2021). Together with children's ability to purchase products for themselves, the market for children's products is growing. Revenues in the toys and games segment amounts to 42.704 million € in 2021 and the market is expected to grow (Statista, 2021b). In the children's apparel segment, revenue amounts to 57.587 million € in 2021 and the market is expected to grow annually by 4,97% (Statista, 2021c). In 2018, advertising expenditures for children advertising amounted to 4.2 billion US dollars worldwide (approximately 3.56 billion €) and this number is expected to grow. For 2021, approximately 37% of all expenditures is expected to be spent on digital advertising formats (Guttman, 2020).

The buying power of today's children can be explained by socioeconomic changes in the 1970s and 1980s. Due to the faster pace of life, parents often postpone having children and there are more families with only one child. Parents are often very career oriented and thus have a higher income. Contrastingly, there are more and more stepchildren and single-parent families increasing. All of this results in a bigger importance of grandparents and the so-called guilt-factor, which is closely connected to the term "quality family time". With parents working more, they spend less time with children, and they began to call this time "quality time", justifying their absence. With that, their guilt grows and in this "quality time" parents are prepared to spoil their children more. All these changes encourage parents to indulge their children's needs and wants, making children important influencers in the family's buying habits. Another important factor is the changing parent-child relationship, especially in the western societies. In the past, relationships were characterized by obedience, authority, and respect, while today equality, understanding and compromise are defining the relations (Valkenburg & Cantor, 2002, p. 69; Gunter & Furnham, 1998, p. 54; McNeal, 2000, p. 32). Advertising is reacting to this changing relationship by putting parents in a position of the adviser and not deciding (Šramova, 2017, p. 93).

According to Videčnik (2000, p. 13), there are three ways children influence their parents' buying choices:

− active (asking, recommending, demanding, harassing),
− passive (parents know, what the child wishes for),
− collegial (parents consult with children).

In general, the children's market is divided into three groups: (1) children as a primary market, (2) children as initiators and (3) children as a future market. As such, it is relevant and important to marketers in the present and for future purchases, which they can influence and encourage in the present (McNeal, 2000, p. 10). The primary market consists of children, who make consumer decisions independently with the money of their own (e. g. pocket money or money given as a gift). Children are also initiators of the purchase, as discussed in length previously, because they influence and navigate their parents and peers' purchases. As a future market, children are extremely important. In the future, they will be the main market and brands can benefit from carefully executed present marketing strategies in the far future (McNeal, 2000).

It is important to use the generation's approach to consumer behaviour, meaning that children and adults from different generations have different consumer behaviours. Each generation is unique in its values, cultural and political environment, which affect and reflect in their opinions, attitudes, and behaviours. The current generation of youth, especially in the western world, has access to quality education, health care, unlimited access to information, and a fast connection to the whole world. From a child's consumer point of view, children have access to many quality toys, a variety of food, internet games and so on, all due to globalization. This generation is also often referred to as the digital natives, who have grown up with technology and cannot imagine a life without it. However, this generation also uses the internet and modern technology for education and personal growth (Šramova, 2017, p. 93).

Interestingly, children develop brand loyalty at an early age, and it can last late into adulthood (Valkenburg & Cantor, 2002). Companies have been quick to recognise the opportunities of young consumers and Levi Strauss was the first to recruit kids as advisers. It is now common practice to involve children for ideas and brainstorming. As a result, children are important drivers of brand marketing strategies (Mayo, 2005).

According to a research by Seliškar (2004), which included 137 parents of middle school children, children are important drivers of family purchases. There are several ways children try to convince parents to buy products. According to the research, 37% answered that children simply ask for products, while 26% answered that children sulk or even scream and cry when wanting products. 17% of the children ask and beg for a product constantly and similarly, 17% try to rationalize their want, explaining that the product would be useful or beneficial for them. A minority of children buy the products with their own money, demand it or let it go. A research by Miklavič (2009) had similar results, where about a fourth of the parents stated that the children constantly beg for the wanted products and about a fourth stated that children simply ask for products. Furthermore, Seliškar (2004) emphasized that there are also different ways parents respond to their children's wishes. 35% of parents explain why they are not buying the product, 22% agree and buy, 21% promise to buy the next time, 16% say no and the other 6% buy something else or ignore the children. Again, similarly, Miklavič (2009) found out that 39% of parents explain why they won't buy the

products, 19,8% say they will buy the product next time, 18,1% say no and 10% of parents buy something else. Interestingly, Seliškar found out that 49% of parents agree that they buy the products in a minority of cases and 47% believe that they often actually buy the wanted product. The others never agree to buy or always buy what the children want. In conclusion, children have much sway over their parents' choices, often influencing their parents to buy products they desire. Seliškar also revealed what product choices children influence the most: at the top are classes and courses (such as ballet, gymnastics and foreign language courses), followed by school supplies, sports equipment, toys, music (CDs used to be very popular in 2004), clothes, food and drinks, video games, holiday destinations. They have the least influence over cleaning supplies, home appliances, kitchenware, and parents' clothes. The research also delved into children's buying behaviour. Based on the parents' answers, children commonly make independent purchases, about a third of the parents believed the children make about two independent purchases per month, while about 6% believed they buy products independently every day and 16% believed their children never make independent purchases (children of the parents in the study were of different ages, from 8-13). Children most often use their money for snacks, sweets, and toys. Furthermore, the study also focused on where children get information about the desired products. Stores are the primary source of information for clothes, drinks, school supplies and sports equipment. Middle school children are also extremely sensitive to their peers' opinions and their peers are an important source of information for toys, music, and video games. Parents are the most important source for food choices. According to the study, there are no significant differences regarding gender and age in information sources. In conclusion, the research clearly indicated that children have more influence over their parents' that they had in the past, they have more money to spend, and they are a market on the rise.

To sum up, children play an important role as consumers in various ways. They can pose as decision makers within their families, make independent purchasing decisions, they can significantly influence consumption patterns of peers and family members, they can help shape trends and they are future consumers, making them a priority target group for advertisers, who wish to establish long-term customer loyalty and lifetime value.

2.2   The role of influence groups

Preferences for products, their packaging, advertising, taste, smell and similar are not solely based on an individual's preferences but are a result of different social and cultural environments the individuals grow up with. Children's consumer socialisation is influenced by parents, friends, school, experience, media, and others (Gunter & Furnham, 1998, p. 9; Šramova, 2017).

2.2.1 A child's consumer socialisation

Factors that are involved in children's consumer socialisation can be divided into three main groups: traditional (family, peers, school), professional (marketing managers, communication agencies) and virtual (web communities, social media) (Marshall, 2010, p. 30). Culture and ethnicity play an important role, but are, however, more visible in adult's buying choices. "Kids will be kids" is an often-used phrase that can be easily applied here, as it explains how children will still behave like children, no matter what culture they are from. McNeal (2000, p. 20) concludes, based on several studies by different authors, that there is a "youth culture" imposed on children in different cultures and of different ethnicities, that is rather homogeneous, but influence of culture and ethnicity become more apparent in adolescence and adulthood.

Another key factor is income. Two main incomes shape the consumer behaviour of the child: the family's income and the child's income, which comes from sources like household work, pocket money, gifts from relatives, etc. Family's financial resources can be reflected in children's buying behaviour. Families with lower income often spend more on children, especially younger, to ensure children are not stigmatised by the visibility of poverty, often at the expense of parents (Hamilton & Catterall, 2010). Children can also grasp their family's financial status when they compare themselves and their belongings to their peers (Videčnik, 2000). Also, children from wealthier families usually go to different stores than those from poorer ones, especially in terms of clothing. They also go to stores more often and consequently, they become very active consumers themselves. There is no major difference in the number of brands children from different socioeconomic statuses can come up with, but in most cases, children name brands they can afford (Page & Ridgway, 2001). Wealthier children also express more interest in apparel shopping (Gbadamosi, 2018, p. 45)

An important influence on children's media literacy is school and pre-school. Teachers try to help children understand media and advertising, help develop tools to discern the hidden messages and especially try to help children think critically about advertising (Miklavič, 2009, p. 39). Furthermore, children meet their peers in pre-school and school and are influenced by their preferences and choices. In the report Letting children be children, Bailey (2011, p. 58) shows the results of the TNS Omnibus Survey involving 520 children aged 7-16 in Great Britain, which asked the children which factor influenced their choice of clothes, toys, and gadgets. Children reported that the most important factor was cost/price (42%), followed by the answer 'Friends have them or like them' (39%). The third most common answer was 'you like the brand, 'make' or TV show/characters (32%), the fourth was 'what your parents say or think' (23%), the sixth 'you like the advert for them' (20%) and the seventh 'celebrities/famous people wear or use them' (10%).

Factors, influencing children's choice of clothes, toys, and gadgets, are presented in Figure 6.

Figure 6: Factors influencing children's choice of clothes, toys and gadgets
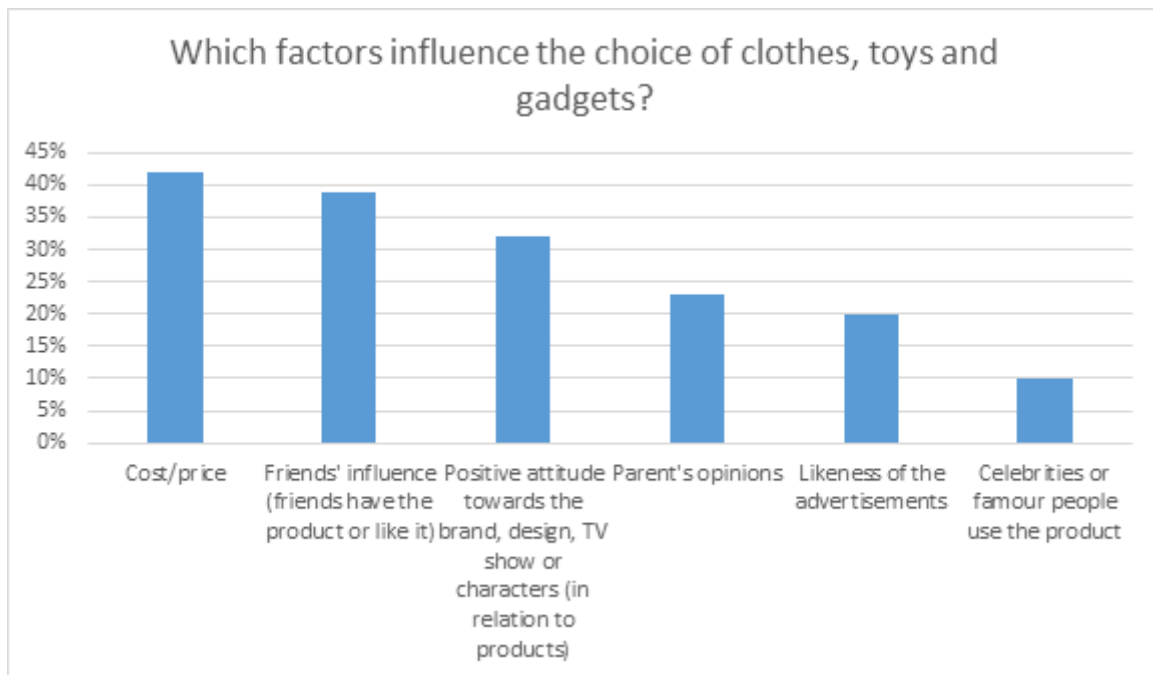
Adapted from Bailey (2011).

In school and pre-school, children meet their friends and peers. Peers are an extremely important deciding factor and children search for information and their friend's opinions regularly. Their preferences most often evolve under peer pressure, which becomes most visible around the age of 7 (Gunter & Furnham, 1998, p. 29).

Another important factor in consumer socialisation is television. Children are introduced to television early on, enjoying cartoons and other children's programs. With television, they are also exposed to TV advertising, which they have difficulty separating from the programme itself and television soon becomes an important source of information about products, brands, stores, and prices (Gunter & Furnham, 1998, pp. 36, 103). Aside from television, other media children are in contact with is radio, magazines, newspapers, and the internet (McNeal, 1992).

2.2.2 Parents as the key influence group in customer socialisation

Parents are the children's first contact with the marketplace, and they play a crucial role in the children's development into a consumer. In early childhood, children imitate their parents' behaviour, follow their rules, and thus soon understand what their parents want them to behave like. Parents explain the basic terms of the consumer world to children, especially the concept of money and often, they are a primary source of money children spend independently (pocket money or similar). With their own money, children can learn the concept of savings and they can understand the difference between cheap and expensive better. Parents' goal is to educate their children about their rights and responsibilities,

encourage critical thinking and protect them from unethical advertising (Šramova, 2017, p. 102; Miklavič, 2009, p. 36)

Parents' influence can be either direct or indirect. They influence children directly when they transfer their consumer values and beliefs about the marketplace and indirectly when they control their children's exposure to other sources of information, such as television, sales personnel, peers, etc. (Solomon et al., 2006, p. 318).

2.2.2.1 Consumer socialisation and parenting styles

Parents' influence on children and how they affect their children's consumer socialisation greatly depends on parenting style. Diana Baumrind (in McNeal, 1992, p. 80; Wisenblit et al., 2013, p. 321) explained four different styles:

– Authoritative parents have restrictive and warm interactions with their children, they balance children's rights and responsibilities, encourage self-expression, and invest in education and cultural opportunities. They believe in effective communication and expect children to act maturely in accordance with family rules (Mikeska et al., 2016, p. 247).
– Authoritarian parents are more restrictive and display more hostility. They tend to control children, abuse adult authority, and discourage verbal communication with children. Their children often have many responsibilities and few rights (Mikeska et al., 2016, p. 247).
– Permissive or indulgent parents tend to be warmer towards their children. They have a difficult time balancing children's rights with their responsibilities (children do not have enough responsibility) and they maintain open communication with children. They can be described as lenient, compliant, accepting, and affirmative (Mikeska et al., 2016, p. 247).
– Neglecting parents can be both permissive and hostile. They often neglect their children in terms of monitoring their children's activities and development. Communication between parents and children is usually minimised because neglecting parents don't seek parental power and control (Mikeska et al., 2016, p. 247).

These four styles have been linked to consumer socialisation and different styles influence the children's consumer behaviour in the future (Mikeska et al., 2016, p. 247). For example, children from neglected homes don't rely as much on their parents and don't copy their parents' consumer behaviour as often as children from more nurturing homes. Authoritative and authoritarian parents will not be easily influenced by their children to buy a product and they need to believe for themselves the products are useful for their children. For those types of parents, advertising is most successful when targeting both parents and children. Contrastingly, with permissive and neglective parents, advertising is more effective when it

targets children (Oljača, 2017). Parental styles can also influence children's opinions towards advertising, media exposure and similar (Wisenblit et al., 2013, p. 321).

2.2.2.2 Consumer socialisation and parental responses

Furthermore, parents transfer their consumer values and teach their children acceptable consumer behaviour through their responses to children's demand for products. The way parents respond to children's wishes was already discussed before (see chapter The role of a child as a consumer) and according to Gunter and Furnham (1998, p. 62) and McNeal (1992, pp. 77-80), there are four most common responses. The first possible response is the purchase of the wanted product. Parents buy products more often when asked in store than in front of a TV or similar, most commonly because children are more insistent when the products are right in front of them and a store is a public place, making it easier for parents to say yes and avoid a scene from their children. The second response is the purchase of a replacement product, which means that parents buy another product they believe is better in quality or different attributes. This often leads to conflict because children perceive products differently from their parents. The third common response is the postponement of purchase, usually because parents wish the children will forget about the product. The last common response is the refusal to purchase because of price, inappropriateness of product for children, too many wishes from children, subpar quality and similar.

To better understand those responses, it is also important to understand that there are different factors affecting the parents' response. In the report of an independent review of the commercialisation and sexualisation of childhood titled Letting children be children, Bailey (2011, p. 56) clearly indicated that even parents sometimes feel peer pressure too in the form of peer pressure from their children's peers or from other parents. They often feel forced to buy certain products just because other parents do, feeling the need to be seen as good parents and the need for their children to have the same things as their peers do.

Parents as the child's first contact with the marketplace also try to introduce the concept of the consumer world in a way a child can easily understand. The concept of money is introduced through games with tokens, chips or paper money, the concept of savings with the help of piggy banks or coin boxes and similar. Play materials such as a toy cash-register or toy shopping cart imitate actual shopping experiences in a safe learning environment and this consumer educational activities and most often, such toys are not bought with the intention of educating children on consumer behaviour, but rather as fun toys (McNeal, 2000, p. 12; Miklavič, 2009, p. 38). How parents handle their children's exposure to advertising can also be an important factor in the children's understanding of advertising and their development. When it comes to television, there are three ways parents can respond to advertisements on TV: co-viewing (watching the advertisement along their children), active mediation (instructive guidance, where parents discuss the program with their children) and

restrictive mediation (parents control the amount and the kind of content their children can view) (Calvert, 2008).

2.3 Advertising to children

As children have overtaken an important role in terms of being quite active and profitable consumers, promotional messages that inform them about their possibilities and motivate them to make a purchase have also developed significantly over the past years. Calvert (2008) acknowledges that although television managed to preserve the position of being the main channel for transmitting targeted promotional messages to minors, the advertisers have adapted to the changing environment and focused on using digital channels as well. Today, a child faces a very diverse, ever-evolving advertising environment that is highly interlinked and sophisticated. The opportunity to connect advertising and entertainment through advergames has given brands additional power to influence (Moore, 2004). The internet has taken consumerism to another level, as the time between seeing an ad and having the opportunity to shop has been reduced to a minimum (Calvert, 2008).

2.3.1 The characteristics of advertising to children

A study by Jazbec (2012) showed that Poli, a popular Slovenian producer of poultry sausages, uses several traditional and modern marketing channels when promoting the brand to children. As children represented almost a third of their target market in 2012, a share of that same size was allocated towards marketing communications for them. Interestingly, although children were not their cluster of primary focus, they took care of continuously communicating to them, as they recognised that they can strongly influence their parent's and other relative's purchases. Jazbec (2012) reports that TV was the brand's main channel for advertising to children, but they also used radio and jumbo posters. They integrated an elephant mascot into their video contents and used a real-life version on various Poli events, promotions, tastings on points of sale, etc. With the intent of brand building and boosting positive attitudes towards the brand, they also produced some advergames with product placement for children that were accessible through their webpage. Prize-winning games, photography and painting competitions were a common practice for the brand. They included social media icons (e. g. Facebook icon) in ads that appeared in children's magazines that invited minors to join their digital community.

Advertisements targeting children are also noticeably gender-oriented, as they often target a specific gender. Milovanovič (2005) discovered that the children are aware of these differences and generally approve of them. A study by Milovanovič, that was conducted on a sample of 68 Slovenian children, aged 10 years on average, showed that the children perceive fight scenes, speed and heroism as male attributes. Calmer activities, such as cooking and playing with dolls, were perceived as typical female attributes. Furthermore, ads can also be categorised in accordance with what colours and music are accompanying

the promotional message. Gentle music and pastel colours indicate female-oriented advertisements, whereas loud, intense music and darker, stronger colours suggest that the message is intended for the male audience. If an ad includes different, very diverse colours and cheerful music, it can be categorised as "gender-neutral" (Milovanovič, 2005).

Although advertising to children is highly regulated, (unhealthy) food remains the most heavily advertised category when it comes to targeting children on- and off-line, specifically sugar-coated cereals, fast food, various snacks, and drinks (Nicolini, Cassia & Bellotto, 2017; Calvert, 2008; ZPS, 2016). Ads that promote food and products for children (e. g. toys, games, and sweets) are generally also the ones that children, especially younger, prefer (CNA, 2007). As can be seen from Figure 7 below, in Slovenia, food was also the most prominent category of advertisements targeting children in 2005.

Figure 7: TV advertisements for Slovenian children in 2005, organised by product categories
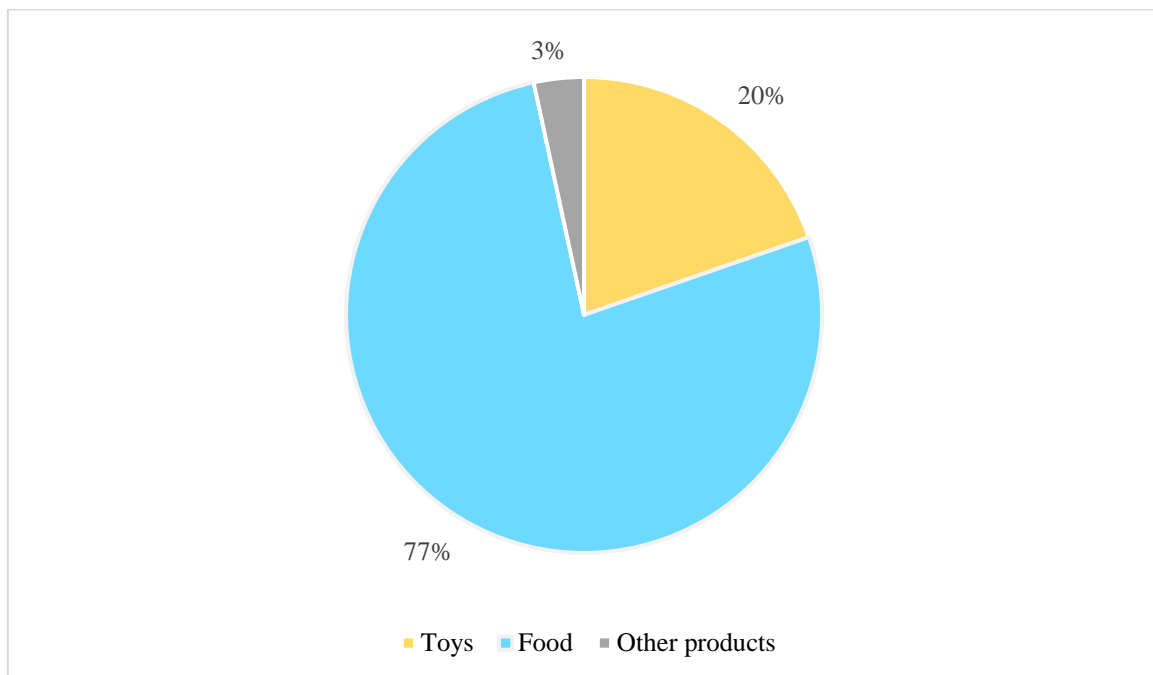
Adapted from Klemenčič (2007).

2.3.1.1 Popular advertising techniques

We can recognise several techniques that are commonly used in advertising to children (Alvy & Calvert, 2008; Calvert, 2008; Bandyopadhyay, 2001; Neeley & Schumann, 2004):

– eye-catching production features (e. g. lots of movement, fast pace, sound effects, blasting music),
– repetition (using memorable visual and auditory elements repeatedly, e. g. brand jingles, iconic colours and rhymed content that gets memorised easily),

- animation (e. g. animated characters that were proved to have a positive effect on a child's attention, product recognition and product liking),
- fantasy (as children, especially younger, often use animistic thinking, digital contents can portray their fantasies, catch their attention, and distract them from judging the advertising messages. Thereby, they are easily persuaded that what they are seeing is veritable),
- exaggeration (communicating to children in superlatives, which often leads to brand or product preference, as children are not fully able to judge the brand claims).

Including a model/endorser, music, jingle, and slogans are components that significantly affect likeability of an ad. As children enjoy routines, repetition and familiarity, ads are even more appealing to them (Panwar & Agnihotri, 2006; Vogrinc & Devetak, 2012, pp. 56-57). A study on how children and their parents respond to advertisements (Vogrinc & Devetak, 2012, p. 64) showed that in terms of memorisation of promotional messages, children most repeated citations from an ad or they sang a song from an ad. Zveza Potrošnikov Slovenije reports that advertisements, aired on TV during programs for children, usually portray playful children who enjoy consuming the advertised product. The impression of a happy childhood is noticeably exposed (ZPS, 2016). Advertising messages often include products that have kid-friendly names, feature cartoon characters and kid-friendly shapes (e. g. teddy bears), which evoke positive emotions in a child, as he or she links those elements with playing and having fun (ZPS, 2019).

The above-mentioned techniques are often abused with the purpose of misleading children into buying the advertised products and services or preferring certain brands. It is a common practice to show happy family scenes in TV ads which additionally stimulates children to bargain with parents about buying a product (ZPS, 2017).

2.3.2   A child's understanding of advertising

When it comes to advertising to children, exploiting those kinds of promotional messages is successful especially because children have difficulty distinguishing between actual content and advertisements (Duff, 2004), as well as understanding the persuasive intent behind the messages. As discussed above, children under the age of 8 are not able to fully understand the intent of advertisements to persuade them to buy products or services. They often believe advertisements inform them of the possibilities, provide them with useful information and similar (Calvert, 2008; Šramova, 2017; Valkenburg & Cantor, 2001). Duff's research on UK children (2004) indicates that also minors, aged between 9 and 11, have similar ideas on advertising. She further reports that they also do recognize the selling intent in them but accept it as a "fair exchange" for the "useful" information received. Duff (2004) mentions some interesting notions on advertising that children from UK have:

- new products are more likely to be advertised than established ones,

– big brands advertise more than minor brands, because the manufacturer cares more,
– struggling brands will be advertised to improve their chances.

2.3.2.1 Children and persuasion in advertising

As today's children are exposed to advertising daily, mainly due to the presence of different media in their home alone, discussing the topic of advertising to children is a sore point for the field's professionals. The opinions are split between those in favour of advertising to children, as they defend that children are not as susceptible to promotional messages and that the knowledge of the offer available helps them make better customer decisions and those who stand behind the general belief that the children are, for previously mentioned reasons, not capable of resisting persuasion (Moore, 2004). One or the other, a minor can truly understand persuasion in promotional messages only when he or she is in a mental state that allows separating personal wants and needs from the advertiser's aspirations (McAlister & Bettina Cornwell, 2009).

There are three main phases in children's understanding of advertising: recognisability, understanding and scepticism. At first, children can recognize an ad, then they are able to understand their intent and lastly, they become sceptical of the advertisements (Gunter, Furnham, 1998, p. 144). The age at which children understand marketing messages and make decisions about them is not the same for all children and it depends significantly on the message and the background characteristics of the children. While there are some generalisations about cognitive abilities by age, the children's understanding of advertising varies significantly (McNeal, 2000, p. 30; Moses & Baldwin, 2005). Oates, Blades & Gunter (2002) suggest, based on various studies, that children, aged between three and four, are already able to understand that advertising often has a persuasive intention (alarmingly, their study later showed that even older children, aged between eight and ten, did not recognise television advertising as persuasive, but rather as informative). From about eight years old, a child should also start to recognize the advertiser's profit ambitions.

Although the ability to recognize persuasion in advertising has been empirically proved to be already developing at a very young age, the research alert that this knowledge is not comparable to sophisticated critique of the advertising messages that develops with ageing (McAlister & Bettina Cornwell, 2009; Moses & Baldwin, 2005). Real-life ads that the children see are usually far more complex and less kid-friendly than those presented in the studies, which makes it even harder for the child to recognize the advertiser's persuasive intentions (Moses & Baldwin, 2005). Ads on digital platforms are also highly personalised, which makes the message to be aligned with the receiver's interests, making it even more noticeable and relevant for the child. The online space also lacks advertising cues that help distinguish actual content from ads (Daems, De Keyzer, De Pelsmacker and Moons, 2019).

A study demonstrating the key differences in understanding the persuasive intent of advertising in middle schoolers by Thomas Robertson and John Rossiter was executed in 1974 yet is still relevant. They questioned first, third and fifth grade boys about their understanding of commercials and found out that only half of the youngest could identify the persuasive intent, while 87% of third graders and 99% of fifth graders were able to do the same. The study showed how fast and how tremendous the change is. A study by Dugon (2008) had similar results, showing that the older the children get, the less they believe the information from advertisements. It also showed that children often nag their parents for the products they see in advertisements and that they are often successful.

2.3.3   Applying the Elaboration likelihood model to children

Another crucial question when discussing the topic of minors and persuasion is whether the children can make rational consumer decisions based on rational information received or not, as it determines through which route (peripheral or central) persuasion will be communicated to them. When applying the Elaboration likelihood model to children, especially very young, it is also important to know that not all children have the same attention scope and that their cognitive development is not entirely synchronised, which causes that some of the younger children are actually not yet able to process the rational information in an ad, hence a route, intended as central, will be processed as peripheral (McAlister & Bargh, 2016).

A study by McAlister and Bargh (2016) done with children, aged between 3 and 5 years, showed that:

−   even pre-school children are indeed capable of processing information via central route when being highly involved, as the response of the children, assigned to the "high involvement" group, was better when strong arguments were presented to them,
−   very attractive messages are better processed when the child is highly involved, as the study showed that children who were more motivated were also more favourable to the cereal in the ad,
−   children with higher executive functioning abilities[4] were able to list more argument-related details after seeing an ad.

As the executive functioning continuously develops all the way from infancy to early adulthood, we can affirm that children are able to process advertising messages both through peripheral and central routes. However, the child must have flexible attention skills so that he or she can selectively choose which of the advertising stimuli are the most important. For

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[4] Moses and Baldwin (2005) were able to identify that the executive functioning skills play a very important role in the child's understanding of advertising, as they are cognitive abilities that help manage unusual occurrences in a person's life, mainly by having the ability to regulate oneself mind and actions. Their claim that the executive functioning skills begin to form as early as in infancy, they reach the developmental peaks in preschool and middle childhood years.

the best processing results, a child also must also be highly motivated for paying attention to the ad. An important fact regarding executive functioning is that the flexible attention skills do not develop with the same speed with all the children, so the Elaboration likelihood model cannot be applied to all of them (McAlister & Bargh, 2016). As children are not fully able to process received information diligently and thoroughly and most likely also don't have the motivation to evaluate "the true merits of people, objects, and issues", they can be best persuaded with simple cues, through a peripheral route (Petty & Cacioppo, 1986).

Moses and Baldwin (2005) emphasise that the development of executive functioning skills plays a very important role in making the minor protected from the negative sides of advertising. Nevertheless, until reaching the point of early adulthood, they are still fragile consumers. They are, due to their biological cognitive stage, lack of experience and (advertising) knowledge, still very much susceptible to misleading advertising. Not surprising, as adults and even marketing professionals often struggle to resist it.

2.3.4   The effects of advertising to children

It is not surprising that advertising affects children greatly and children's responses to advertising are various. Their responses are influenced by personality and individual traits, their environment, upbringing and more (Viličnjak, 2016, p. 21).

Initially, advertisements can transform children's opinions (towards brands, products and ads) and change their behaviour. Children's behaviour has three forms: behaviour toward products (searching, comparing, purchasing), behaviour toward parents (persuading the parents into buying products or asking for money), behaviour toward peers. Then, the effects of advertising can be seen in parents. When children persuade parents, they can change their parents' opinions towards brands, products, advertising and more. In the last phase, parents exchange their opinions with their children. These opinions result in fondness or disdain towards brands and products and those, which are favoured by both, children, and parents, will likely be bought in the future. In this last stage, advertising thus determines future behaviour toward the advertised products (see Figure 8) (McNeal, 1992 in Oljača, 2017, p. 33).

According to Young (Gunter & Furnham, 1998, p. 102), advertising can also have the following effects:

– effects on knowledge, relationships, values (for example, constant exposure to advertisements can result in bad eating habits),
– effects on other people, especially parents,
– effects on consumer behaviour.

How strong the effects of advertising are, depends on frequency of exposure, age, the stage in cognitive development, the role of parents and peers (Blades et al., 2005, pp. 100-110).

Miklavič (2009) discovered that several factors affect children's perception of products. According to parents in the research, packaging has a great effect, followed by ads and peer pressure. Premiums that accompany products (such as toys or treats) also increase children's product requests. Premiums are common in cereal boxes, where there is often a CD game or a toy inside the box (Calvert, 2008, pp. 218-219).

Figure 8: The effects of advertising to children
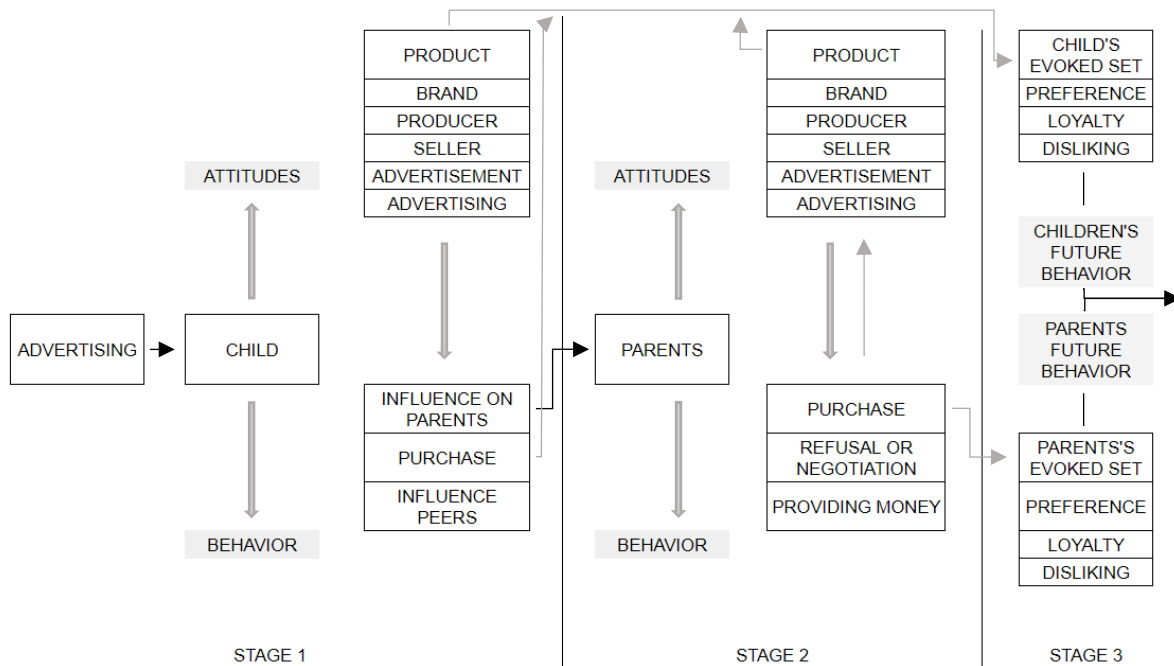
Source: Adapted from McNeal (1992, p. 145).

There are six main factors which improve the effectiveness of advertisements (Valkenburg, 2004, pp. 100-104):

- ad repetition,
- the use of child appropriate language,
- the promise of reward after purchase,
- the use of a mascot or a familiar character,
- the use of TV hosts (or other famous people) to promote certain products,
- the use of visual cues from the advertisement on packaging.

Expected effects are those, which are the same for adults. Most common are (Palmer & Young, 2003, pp. 306-311):

- Recognition and recall of brands. Recognition of brands can happen in early childhood, while recall is more common after the age of 5. Children can better remember brands when advertising is memorable. Memorability depends on several factors: the brand is

more memorable if it uses audio and visual cues at the same time, the use of associations is effective when it comes to children, frequency, and repetition of ads.

- Desire for products, favourability of certain brands. Children's attitude towards brands depends mostly on the child's gender, cognitive development, temperament, attitude towards the media and proneness to peer pressure. Desire for products is more common in children, who are often exposed to advertising.
- Demands for purchase. It has not yet been concluded whether advertising causes children to demand for desired products more. How often and how strong are demands depends mostly on age and gender. Boys are more decisive and determined in their demands than girls.
- Changes in habits, consumption of products. Changes in consumption are most visible in food products. Advertising can cause bad eating habits, because it promotes unhealthy food, especially targeting children.

Advertising often results in undesired effects. Košir and Ranfl (1996) illustrated several negative effects of advertising:

- Children, who are often exposed to advertisements are more likely to be affected by them. Especially new media is highly addictive and can cause asocial behaviour, the lack of physical activity and as a result, often obesity.
- Violent content more greatly affects children who are also exposed to violence at home or in their environment.
- Advertising often causes unhealthy eating habits, because it promotes sweets, drinks that are high in sugar content, fried food and other unhealthy food.
- Advertising can result in other unhealthy habits, often in eating disorders, because it promotes ideal pictures of women and men, which young teens try to imitate. Especially women feel pressure to be "skinny" or "fit", because the media promotes this image as ideal.
- Advertisements can impose stereotypical gender roles in early childhood.
- Advertisements can be the cause of conflict in families.

Klemenčič (2007) summarises from several sources the following effects: negative effects of advertising on uncreative use of free time, materialism, general dissatisfaction (when children compare themselves and their lives to what they see in advertisements, when parents don't want to buy desired products, when the products do not reach expectations the advertisements set), parent-child conflicts, bad eating habits, negative effects on self-image, commercialization of religious traditions and the development of stereotypes.

However, good media literacy can create an environment in which children can learn and critically assess advertisements, developing into smart consumers (Viličnjak, 2016, p. 23).

3   CHILDREN AND ADVERTISING IN DIGITAL MEDIA

Digital media has become an inevitable part of children's daily lives. Unicef (2017) for example estimates that children and adolescents account for one in three internet users around the world. Hozjan (2013) reports that, for a lot of Slovenian children, playing games is a part of a daily routine and is usually scheduled after checking all the obligations, related to school and afterschool activities off the list.

3.1   Children's relationship with digital media

Since digital media is now a routine part of children's lives, there are some key aspects to consider, both positive and negative. Positive aspects include early learning and educational benefits, exposure to new ideas and knowledge (e. g. interactive apps, educational websites, and multimedia resources), instant communication and social interaction, opportunities to access a wide range of information, entertainment (e. g. playing games, watching videos, and engaging with social media platforms). Risks of such media includes exposure to inappropriate content, cyberbullying, online predators, compromised privacy, and excessive screen time, as well as negative health effects on sleep, attention, reduced physical activity, psychological issues and more (Radesky et al., 2016).

General guidelines dictate that it is recommended that children, younger than two years, are not allowed to have any kind of screen time. Children, aged between 2 and 5, are advised to not have more than 1 hour of screen time daily. As children grow older, more screen time can be allowed for them. However, anything beyond two hours is too much, even for adolescents, older than 16 (Eduskills, n. d.; Verdonik, 2016).

3.1.1   A short overview of children's digital media consumption

Regarding the internet, official data shows that in 2010, 166.007 Slovenian households had access to it. Ten years later, in 2020, that number was much higher, specifically 196.521 (SURS, n. d., a). Furthermore, SURS (n. d., b) reports that in 2016, younger people, aged between 16 and 34 years, mostly accessed the internet through their phones (91%). That information was later confirmed also for global scale. In terms of location, home is the most common place to access the internet, and the children tend to access it more during the weekend (Unicef, 2019).

Unicef (2017, p. 1) considers smartphones to be a very important topic within the digital media consumption discussion, as, the "bedroom culture" of using the internet and mobile apps unsupervised by an adult has become common practice in today's families. Rek et al. (2022) report that Slovenian preschool children are mostly exposed to watching live television, followed by consuming other video content on various digital devices (TV, computer, smartphone, tablet, etc.) or listening to the radio. Rideout & Robb (2020) report

that there is a large gap between the share of children using mobile devices at the age of 0-2 years (40%), compared to 5-8 years (95%).

See Figure 9 below for a visual representation of which devices children from all over the world used to access the internet in 2017.

Figure 9: Devices that children from all over the world use to access the internet
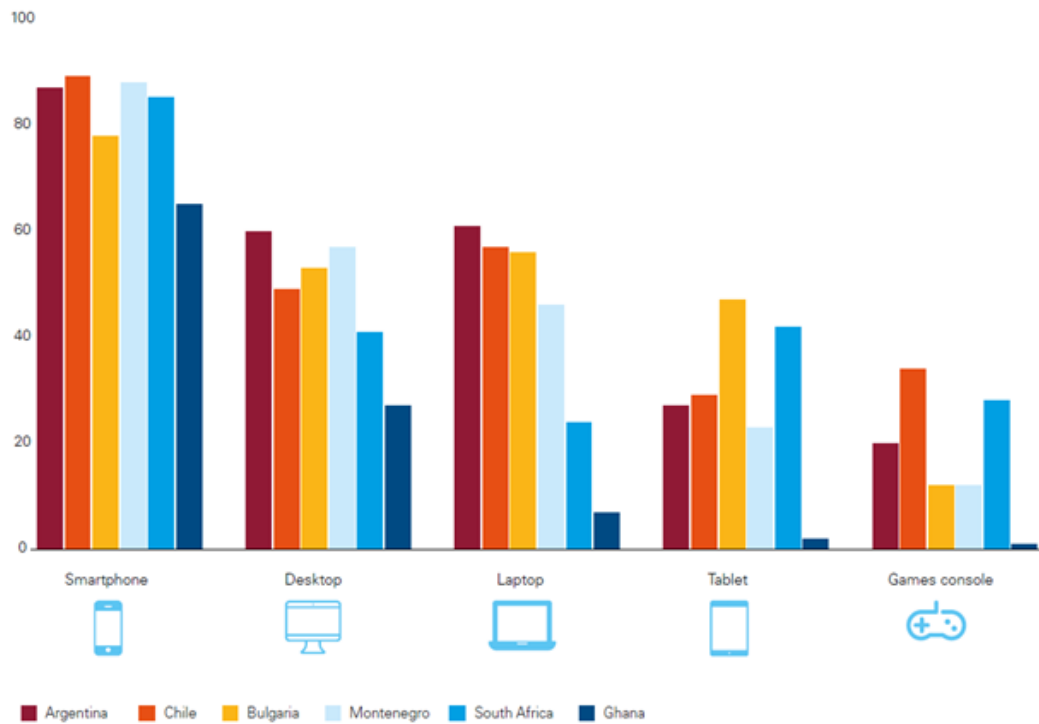
Source: UNICEF (2017).

In terms of what children do when using digital media, a recent study (Rideout & Robb, 2020, eSafety Commissioner, 2022) on how children, younger than 8, use digital media, also showed that American children predominantly watch videos (on TV or other platforms, e. g. YouTube). In addition to video watching, some of the younger children also seem to enjoy gaming, while older children tend to use the internet for interacting with friends via social media platforms and doing school-related work. McClain (2022) notes that parents are mostly concerned by their children's time spent on smartphones and playing video games.

Twelve years ago, Lobe & Muha (2011) reported a crucial difference between children, using social platforms, such as Facebook, as only a fifth (22%) of the children, aged between 8 and 10 had used some kind of social network, whereas 71% of the children, aged between 11 and 14 did so. This evident age-related breakpoint is still valid today, as two young researcher's study on influences of modern electronic media on children and adolescents (Kresse & Kresse, 2018) showed that, on average, five times more children, aged 13 to 14, than children, aged 10 to 11, used Snapchat and Instagram. Generally, primary school children use Snapchat the most, followed by Instagram. Facebook was unfortunately not

specifically included in the survey (Kresse & Kresse, 2018). In April 2021, American children aged 11 or younger mostly used TikTok (McClain, 2022).

Additionally, Lobe & Muha (2011) also found out that younger children had significantly less friends on their social media platforms than older children. A study, done on a large sample of school-age children from Sarajevo (Mekinc et al., 2013) showed that almost ¾ of children use the internet to interact with their friends.

3.1.1.1 The effects of the COVID-19 pandemic on children's digital media consumption

Unicef (2021) reports that by March 2020, more than 90 per cent of school-age children were kept out of education due to COVID-19 related measures. As families worldwide faced life in isolation, governments invested in developing remote learning solutions at full speed. The Italian Ministry of Education mostly invested in equipping the financially less able families with the necessary digital equipment, together with financially supporting schools to implement all necessary digital learning solutions and train teachers properly.

Lobe et al. (2020) report that over 11 European countries, the children spent 7 hours per day online during weekdays; more than half of that time was spent for remote schooling. Furthermore, the research highlights that compared to the past, the COVID-19 measures led to increased internet usage not only for schoolwork, but also socialisation and entertainment of the children, which increased the parental concern regarding children's digital media usage. During the spring COVID-19 lockdown in 2020, digital media usage by children increased significantly in all 11 European countries included in the research (Lobe et al., 2020).

Mesce et al. (2022) report that YouTube was one of the most used platforms during the COVID-19 pandemic, followed by online games. They also point out substantially increased risk of children developing a smartphone, gaming and other addictions, alongside problematic Internet use.

3.1.2 Pros and cons of children being online

Digital media can be very beneficial for children at different developmental stages. Digital media learning is discouraged for children under 2 years old, but for children 3 to 5 years of age, some educational apps can improve several skills, especially when the learning experience is accompanied by adults. Media use can also contribute to communication, collaboration, and engagement skills, it exposes children to new ideas and immersive learning experiences, it can provide access to valuable support networks (Radesky et. al., 2016).

Ofcom (2023) reports on children media use and attitudes highlighted how parents and children, aged 12-17, perceive benefits of the internet/being online for children:

- 81% of children and 84% of parents believe being online helps them with schoolwork/homework,
- 68% of children and 65% of parents believe being online helps them to build or maintain friendships,
- 60% of children and 50% of parents believe being online helps them find useful info about personal issues,
- 52% of children and 49% of parents believe being online helps them to learn a new skill,
- 48% of children and 53% of parents believe being online helps them to find out about the news,
- 45% of children and 50% of parents believe being online helps them to develop creative skills,
- 40% of children and 28% of parents believe being online helps them to understand what other people think and feel,
- 39% of children and 40% of parents believe being online helps them to develop skills with reading and numbers,
- 23% of children and 21% of parents believe being online helps them to find out more about, or to support causes.

From the above given statistics, we can conclude that parents and children perceive the benefits of the internet/being online for children quite similarly, especially that being online helps them with schoolwork/homework, building or maintaining friendships, learning new skills, developing skills with reading and numbers, and finding out more about different causes. Their perceptions most differ when it comes to evaluating whether the internet benefits children with better understanding what other people think and feel and finding useful info about personal issues (here, more children than parents see the benefits), followed by developing creative skills and finding out about the news (here, more parents than children see the benefits).

As those limitless opportunities for communication, learning, and obtaining valuable information can be a blessing, especially for the most vulnerable and neglected, digital media also poses a danger to those who use it, especially if they are not skilled enough to recognise and avoid possible risks. Specialists generally point out similar dangers of letting the children using digital media underprepared and unsupervised. One of those is surely coming across pornography, revealing personal information, forming addictions, and experiencing violence or even bullying. Children, regardless of their age, are especially exposed in the digital environment, as they are often unable to separate fiction from reality. As they get older, other issues can arise, for example experiencing fear and anxiety when consuming disturbing real-life content (Mekinc et al., 2013). As it is difficult to process and understand advertisements for younger children, possible exposure to personalised advertising techniques makes them even more vulnerable (Lapierre & Choi, 2021, Unicef, 2020).

Radesky et. al. (2016) also pulls on several sources and highlights cognitive, language, social and emotional delays because of early childhood TV viewing and digital media usage. Authors highlight strong associations between violent media content and child aggressive behaviour and the importance of parent supervision and control. The high amounts of hours spent on digital media is also linked to obesity and cardiovascular risks throughout the lifetime, starting in early childhood. Long durations of media exposure in early childhood can also result in sleep disturbances, shorter attentions spans, exposure to harmful behaviours, mental health problems and more.

Ofcom (2023) also summarizes parental concerns among parents of 3–17-year-old children that go online:

1. Sharing personal information online: 64% of the parents was concerned about companies collecting information about what they are doing online and 64% of the parents was uneasy about their children giving out personal details to inappropriate people.
2. Exposure to inappropriate content: 73% of the parents was concerned about their children seeing adult or sexual content online and 75% of them were worried about their children seeing any other type of inappropriate content.
3. Experiencing harm or detriment: 70% of the parents was concerned about their children being bullied online/cyberbullying, 70% about their children seeing content which encourages them to hurt or harm themselves, 60% about the possibility of their children being influenced by extreme views online. 50% of the parents were uneasy about the pressure of their children spending money online.
4. Reputational damage: 56% of parents were worried about their children's reputation would be damaged either now or in the future.

3.1.3   Children's activities on digital media

As technology development advances, digital media is becoming a significant and influential element of a child's life. Unicef (2017, p. 1) reports that the age limit for active usage of the internet is declining rapidly: "In some countries, children under 15 are as likely to use the internet as adults over 25". As children first encounter television in their primary family (Peštaj, 2010), we can presume that the same can be applied for other digital media as well.

Tech devices are merging into one advanced device that is very user-friendly. With that, digital media became a very popular source of not only entertainment, information, and knowledge but also social contact, especially in the times of the pandemic. 50 years ago, children normally began to frequently sit in front of the TV at the age of four. Today, infants encounter digital media only a few months after their birth. Rek & Milanovski Brumat (2016) note that a significant share of very young children leaves their digital footprint online. Lots of them, especially in the western countries (U.S., EU), do so even before they are born, as their mothers' post pictures of their pregnancies or even 3D ultrasounds.

The Children and parents: media use and attitudes report 2020/21 (Ofcom, 2021) and the Children and parents: media use and attitudes report 2022 (Ofcom, 2022) report looked at media use, access, attitudes and understanding among children in England, Scotland, Wales and Ireland and parents' views about their children's media use. Most interesting findings are listed below by category.

3.1.3.1 Online access and digital exclusion

According to Ofcom (2021), in 2020, nearly all children (97%) aged 5-15 went online. Compared to the 2022 report, 99% of all children in the study (age 3-17) went online in 2021. Most used devices for going online in 2020 were tablets, followed by laptops/notebooks and mobile phones (see Figure 10). In 2021, the majority used a mobile phone (72%) and tablet (69%). Over 60% of children included in the 2020 study (5-15 years old) owned their own tablet and 56% owned a mobile phone. In the age group 12-15, the percentage rises to 93% and what is more, data from CHILDWISE (in Children and parents: media use and attitudes report 2020/21) showed that 72% of girls in the age group 11-16 said they can't live without a mobile phone. Around three quarters (in the 5-15 age group) used laptop, desktop or netbook computers and games consoles or players in 2020 (Ofcom, 2021; Ofcom, 2022).

Figure 10: Devices used to go online by children 5-15 years old in 2020 (England, Scotland, Wales and Ireland)
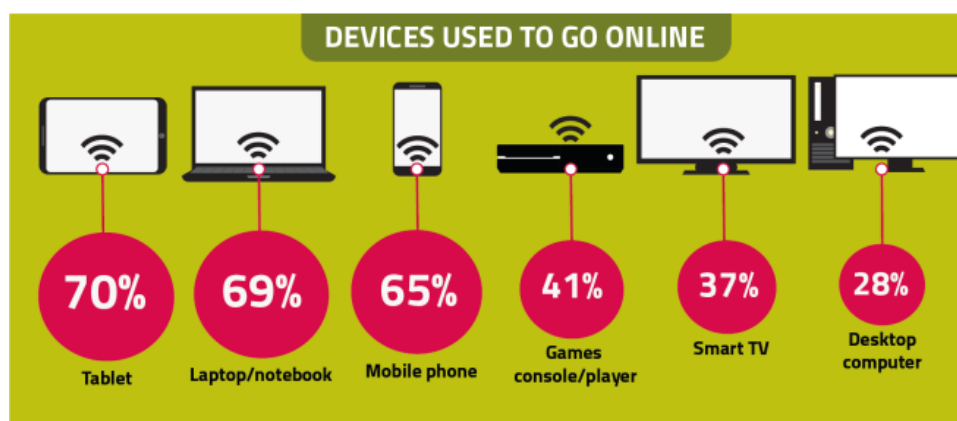
Source: Ofcom (2021).

3.1.3.2 Content consumption and online activities

96% of children watched video-on-demand (e. g. tablet, mobile phone, and laptop), while only 56% watched live TV. Children's use of video-sharing platforms, such as YouTube and TikTok, was nearly universal and the majority used video-sharing platforms more during the COVID-19 pandemic than before. YouTube was the most used video-sharing platform among 5–15-year-olds in 2020 and what is more, 58% of children said they used YouTube

every day, on average up to two and a half hours a day. In the second report, looking at 2021, video-sharing platforms were the most popular among children aged 3-17 (95%). Ofcom (2021) reports that funny videos, jokes, pranks, or challenges is the most watched content online, followed by music videos and game tutorials, walk-throughs or watching other people playing games, watching cartoons, animation, mini movies, or songs, watching vloggers or influencers, and watching "how-to" videos. The percent of children using social media use by age group can be seen in Figure 11 below.

Figure 11: The percent of children using social media use by age group
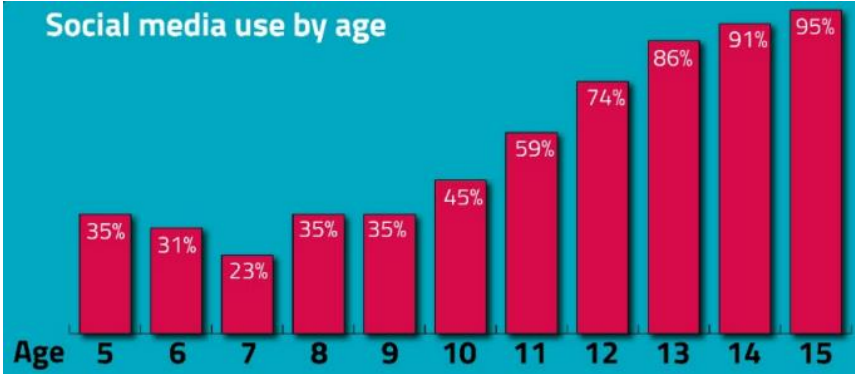
Source: Ofcom (2021).

The 2022 report also focused on the type of content watched and there weren't many drastic changes. Funny videos became less popular, and cartoons jumped to the second place. Films, programmes, and film trailers also gained popularity (Ofcom, 2022).

Interestingly, the 2022 report also focused on the learning and creative aspect of being online. 77% of children in 12-17 age group said that being online helped with their schoolwork and about a half also said it helped with learning new skills. A high percent, 58% also used the internet to find information about problems of issues they had (Ofcom, 2022).

In 2020, 7 out of 10 5–15-year-olds played online games. Among boys 78% played online games, while among girls only 64% did the same. Among boys, connecting with their friends through gaming was more common. Over half of children playing games online played against or with someone they knew/met in person, and 25% played against people they didn't know. According to Ofcom (2022), in 2021 about 60% of children in the 3-17 age group played games online, with the percent rising to 75% in the 12-17 age group and more than a third of 8-17s who played games online, played with people they didn't know. Younger children were more likely to play creative and building games (Roblox, Minecraft) and older children were more likely to play shooting or sports games (Call of Duty, NBA - National Basketball Association games). Parents were quite uncertain that the benefits of gaming outweighed the risks and only 38% agreed with that statement. They were most concerned

about children talking to strangers, about the games' content, being bullied while gaming and in-game purchases.

In the age group 5 - 15, just over half used social media or apps, while in the age group 12 - 15, the percent rises to 87%. Most used were TikTok, Instagram, Snapchat, and Facebook. Ofcom (2022) highlights that 62% children in the 8-17 age group had at least one online profile. Almost 90% of parents in the study were aware of the minimum age requirement for creating a profile on social media sites but less than 40% were able to accurately define the right age requirement. YouTube was again the most popular platform amongst 3–17-year-olds. The second was WhatsApp (53%), followed closely by TikTok (50%), Snapchat (42%), Instagram (41%) and Facebook (40%). FaceTime, iMessage, Zoom and Twitter were also used.

3.1.3.3 Online knowledge and understanding

 Less than 50% of children aged 8-15 years (who use search engines) were able to correctly identify adverts on Google searches. Furthermore, about half of children realised that not all sites within a search engine's results could be trusted. Only around three out of ten children in the age group 12-15 checked found information across several sites to ensure it was correct, asked someone for a second opinion, checked how old the information was and similar. In the age group 12-15 years, around two thirds acknowledged that vloggers and influencers might be sponsored to speak well about a brand, product, or service.

In 2021, there was a huge gap between the children's confidence of knowing what is fake and real online and reality. Only 11% (12–17-year-olds) correctly selected the components of the post which reflected that it was genuine and 22% were unable to detect a fake online social media profile. Similarly, majority believed they could recognize online advertising, yet only 37% correctly identified the links at the top of a search engine page as sponsored ads. Fortunately, about 70% were at least able to correctly identify that an influenced was promoting a product in exchange for payment.

3.1.3.4 Staying safe online

In the age group 12-15 years, just over half of the children has some form of a negative online experience. Most mentioned, in almost a third of all cases, was being contacted my someone unknown. Another negative experiences, were accidentally spending money online, seeing or receiving something troubling or seeing something of a sexual nature. However, less than 10% of children (12-15 years old) said they often saw hateful content online (hateful content defined as anything that had been directed at a particular group of people based on, for instance, their gender, religion, disability, sexuality, or gender identity). 70% of children in this age group knew about the "report" function, however only 14% of them have ever reported content.

The 2022 report highlighted another negative aspect - 84% of 8-17s said they were more likely to experience being bullied online than in person and more than a third said they had seen something "worrying or nasty" online in the past year. However, 94% of children in the 12-17 age group were aware of at least one online safety feature.

3.1.3.5 *Parental attitudes and mediation strategies*

During the COVID-19 pandemic, parents found it much harder to control children's screen time and many of them had to loosen some rules about what children were allowed to do online. Regardless, parents were also able to recognise the value of digital media in children's connectivity with their peers. 98% of parents used some kind of mediation in their child's online use, whether technical or in person. Six out of ten parents in the study were aware of various technical tools and controls, but only around a third of parents actually used any of them. In 2021 that number has risen to about 70%. Most often, they used parental controls build into a device's software.

The study also highlighted some parental concerns about their child's online activities. The most concerning among parents (57% respondents agreed) in England was 'Companies collecting information about what their child is doing online'. 54% also chose 'Child seeing content which encourages them to hurt or harm themselves' and 'Child being bullied online / cyberbullying'. 53% chose 'How much time child spends online', 50% chose 'Child giving out their personal details to inappropriate people', 48% chose 'Content on sites or apps that child visits, 46% chose 'Pressure on child to spend money online', 42% chose 'Child damaging their reputation now or in the future' and 34% chose 'Possibility of child being radicalised'.

In the 2022 report, about 70% of parents of children under the age of 16 were concerned about the content their child saw online and parents had fewer concerns about the TV content than the online content the child watched. Ofcom 2023 reports that the large majority, 87%, of children aged 3-4, went online in 2022 in comparison to 2020, where 82% of children in the same age group went online. Interestingly 30% of parents in this age group said they found it hard to control their child's screen time. Ofcom (2023) also reports that parents of all age groups generally believe their children have a good balance between screen time and doing other things.

The 2022 Ofcom report focused on the parents' agreement that the benefits of the internet use for children outweigh the risks and the results widely varied by age, as seen below in Figure 12.

Figure 12: A visual representation of parents' agreement that the benefits of the internet use for children outweigh the risks

Parents' agreement that the benefits outweigh the risks of child...

% of parents with child aged	using social media, messaging & video sharing		playing games		using the internet to gather information	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
3-17	28	41	38	22	58	15
3-4	19	46	37	18	40	16
5-7	18	52	38	26	53	20
8-11	24	47	35	25	60	14
12-15	37	36	40	22	65	16
16-17	44	20	42	20	64	9
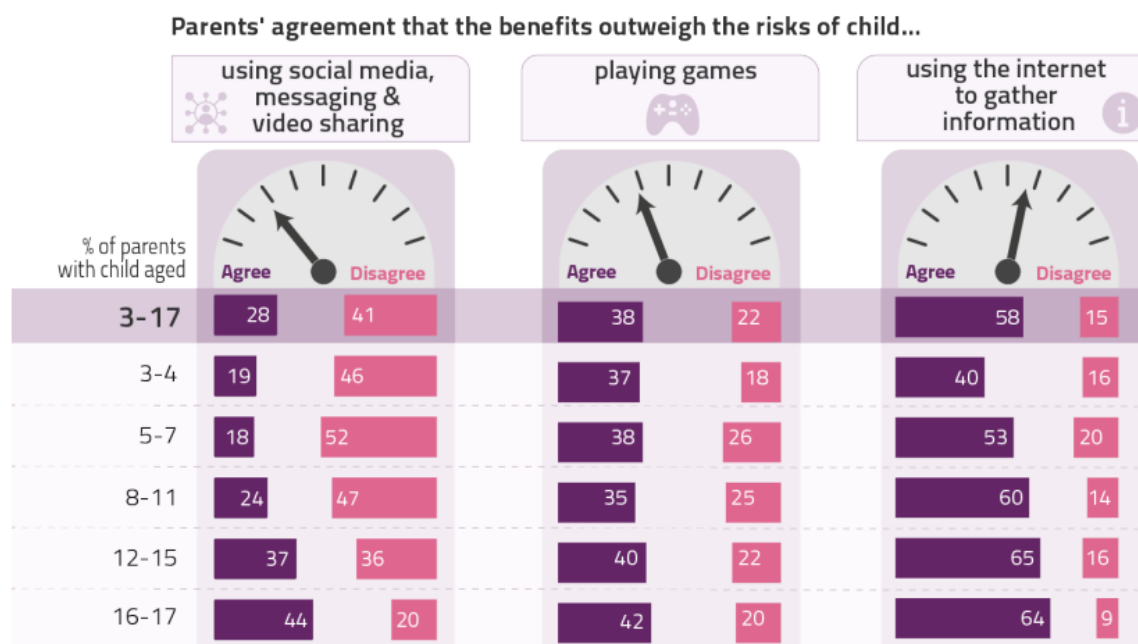
Source: Ofcom (2022).

3.1.3.6 Digital media and pre-school children

The Children and parents: media use and attitudes report 2020/21 (Ofcom, 2021) also focused on pre-schoolers. Study showed that 82% of children aged 3-4 went online in 2020 and tablets were the key device for doing so. Some interesting results are listed below:

- 48% have their own tablet and 4% their own smartphone,
- To go online, 67% use a tablet, 35% a smartphone and 30% a laptop,
- To watch TV, 84% use a TV set, 70% a tablet and 42% a mobile phone,
- 47% watch live broadcast TV and 90% watch video-on-demand content (Netflix, Vimeo, YouTube, DVDs, etc.)
- 23% play games online,
- 18% use social media apps/sites,
- 20% use messaging apps/sites,
- 92% use video-sharing platforms,
- 24% use live streaming apps/sites,
- 45% of parents of pre-schoolers who went online felt that the benefits of the internet for my child outweigh any risks.

A more detailed overviews of children's media use in 2020 and 2021 by age can be found in Appendices 2, 3 and 4.

3.2   Advertising to children through digital media

As advertising is moving from traditional media to online platforms, new advertising techniques are appearing, often ones that are extremely under-regulated. Since online ads are often blended within a content of even more, advertising *is* the content, for example YouTube celebrities streaming product reviews, the promotional intents behind a digital content can sometimes be difficult to comprehend, especially for children (Singer & Singer, 2001, pp. 189-190; Radesky et al., 2020). Iprom (2020), for example, reports that Slovenian digital advertisers forecasted that in 2021, they will invest the largest portion of their advertising budgets into display advertising (28%), followed by social media advertising (20%), search advertising (18%), e-mail marketing (10%) and influencer marketing (9%). Furthermore, Martinez (2017) warns that advertising to children through digital media is becoming a much trickier challenge for the kids to successfully tackle with every year of technological progression. Regarding that, empirical research confirms that, compared to traditional TV advertising, non-traditional advertising formats are much harder for the children to understand, as well as critically assess (Owen et al., 2013).

Advertisements that target children can appear in many forms, especially as a picture, video, or a digital game. With the development of the technology, brands have even more opportunities to reach children through virtual assistants, internet-connected toys, etc. Seeing an ad is oftentimes the ticket for accessing digital content for free, for example a game or a YouTube video (Lupiáñez-Villanueva et al., 2016). Emotional appeals, for example brands working with popular characters or superstars, are the most common approach that the digital advertisers take to catch the children's attention (Radesky, et al., 2020).

Naumovska & Milenkovska (2017) point out a list of attributes that make digital advertising so unique in comparison to traditional media, namely:

− The interactivity of digital media allows a child to be involved with a brand on an entire other level that is more active and intimate.
− Digital media allows to build entire marketing ecosystems, which can purposely retain a child in a totally branded on- or offline location for longer time spans.
− Engaging with media that have internet access enables brands to track the user's online activities, as well as their location and demographic characteristics, which means that the advertisements, presented to them, can be highly personalised.

3.2.1   Advertising to children through digital games

Including promotional content into digital content, e. g. online games, has been a trend in recent years. New advertising techniques, such as contextual and embedded advertising have emerged, as the marketers rushed to take advantage of the new smart media that enabled connectivity, limitless entertainment and communicating in real time. Generally, digital

game advertising can be categorised in three clusters (Terlutter & Capella, 2013): (1) in-game advertising, (2) advergames and (3) advertising in social network games.

Children are one of the consumer groups who have shown to adopt these technologies very quickly, so naturally one advertising method has been designed particularly for minors and is known as *advergame* (Lupiáñez-Villanueva et al., 2016). Advergaming is a common technique, gaining popularity in the last few years that is especially popular for targeting children. In-game advertising refers to the use of products or brands in digital games, allowing companies to sell products in a very subtle way, especially to young consumers. The effectiveness depends on the game type, the technology used, the user base and more (Puthussery, 2020). Embedded advertising is the key feature of an advergame, which is based on building a story around a brand or a product (Verhellen et al., 2014). A study, supported by the European Commision (Lupiáñez-Villanueva et al., 2016), showed that roughly a half of the games that can be downloaded from the App Store and Google Play contained some kind of embedded advertisement. Social network games, found on Facebook, also turned out to be very likely to feature embedded advertisements. Furthermore, advertising is an almost expected game feature in some game genres, as it helps with making the game even more realistic. For example, ads and branded attires are basically a staple in real-life sports and racing (Terlutter & Capella, 2013).

Several attributes that indicate the promotional intent behind a game: picture of a product, brand logo or product symbol, link for accessing more product information, etc. Within a game, a child can for example also benefit from viewing the ads in the form of receiving a token or special features, such as simpler advancement through the levels (Lupiáñez-Villanueva et al., 2016. Very commonly, the ads are un-avoidable and appear on the screen automatically (Radesky, et al., 2020). Martinez (2017, p. 92) includes the following citation of a 9-year-old girl's experience with in-game ads in her doctoral dissertation: "On my iPad at home there is a game called Littlest Pet Shop, and to get hearts that make the pets feel good, you have to watch a film [ad] that takes about 20 minutes, and then I just have to sit like this [showing how she waits and is bored]. Many times, I just turn it off". Generally, the ads are more effective if the game and the promotional content have a meaningful connection (Terlutter & Capella, 2013).

In terms of technology, advertising in digital games exceeds the "standard digital set", which includes a TV, a smartphone, a computer, and a tablet. Here, attention must also be paid to special devices for gaming, such as Nintendo, PlayStation, Xbox, etc. (Terlutter & Capella, 2013).

3.2.2   Advertising to children through social media

As children are particularly skilful in adopting novelties, using social networks comes natural to them, especially as those platforms enable them to communicate and obtain information. This freedom of sharing content and messages can be a positive thing in the

children's lives as they come across multiple opportunities for social learning. However, as children are not fully able to always recognise promotional intentions behind messages, they regularly consume branded content without being able to critically assess it, especially because it is often not clearly separated from the organic content (Jones & Glynn, 2019).

With the considerable increase of video watching popularity amongst American children (Neumann & Herodotou, 2020; Radesky et al., 2020), we can rightly assume that the same applies to all children that are in contact with digital media. Although there has been progress over the past years in creating safe(r) online environments for the minors to watch videos from, the children still consume large amounts of video content from platforms that are not properly adapted for them (Radesky et al., 2020). For example, if a child does not access YouTube through the YouTube Kids app, he or she will still be exposed to unregulated advertisements (Tan et al., 2018).

Yeo et al. (2021) report that approximately ¾ of the video content, viewed by children, contains promotional messages. Around a fifth of those messages are inappropriate for minors, as they include violence, address the politics, etc. Their study showed that an average video, published on YouTube and with content, intended for children, contained 5-6 ads. Ads, featured in videos for children, are most predominantly displayed as sidebars. Pre-rolls, banners, interstitial and post-videos are also popular advertising formats (Yeo et al., 2021). In terms of content, ads on YouTube mainly promote food and beverage, followed by financial services and technology/web services (Tan et al., 2018). Furthermore, Tan et al. (2018) report that food, advertised to kids, is mainly fast food and food supplements. Additionally, the study also showed that fast food is in fact advertised more aggressively to children.

Social media in general enables children to build stronger relationships with brands from a very young age, as promotional messages are being consumed in the form of two-sided interactions. Because social media users can participate in virtual discussions about the products/services they like and create their own content that features brands they fancy, social media marketing exceeds interactions between the consumer and the brand (Jones & Glynn, 2019).

3.2.3   Children's attitudes towards online advertising

A study by the European Commission on how the digital media affects children's behaviour (Lupiáñez-Villanueva et al., 2016) showed that older children, aged between 11 and 12, aren't particularly fond of the online advertising, especially if it interferes with whatever they are doing online (especially playing games). However, ads can also be perceived as something positive by the children, but mainly if they pop up at the right time, are entertaining and related to the child's interests. Martinez (2017, p. 95) also reports that children like ads with "cute and funny animated figures". On the other hand, promotional content that includes sex and drugs or is highly intrusive makes most of the children feel

uncomfortable or even angry. At large, children perceive online advertising as something that must be done to be able to access free digital content and are aware that the internet can be very a commercialised medium (Lupiáñez-Villanueva et al., 2016; Martinez, 2017).

Ofcom (2023) reports that older children, aged between 8 and 17, are much more successful in identifying search engine advertising on Google.

A study on how Slovenian children perceive advergames (Hozjan, 2013) showed that especially younger children tend to play those. As kids get older, they can recognise this specific type of games, however they typically do not play them anymore. Interestingly, advergames represented some kind of memory of an earlier childhood for some of the older participants, included in the study. The study also showed that the youngest participants (5 years old) were not able to connect the characters from advergames with products, available for in-store purchases, especially if the brand, promoted in the game, was not something that they encounter a lot in real life.

Martinez (2017, p. 114) reports that children usually take up the tactic of diverting attention when trying to avoid consuming ads that annoy them. Some of the mentioned practices are:

− looking at the timer which signals when the ad can be skipped,
− having a short conversation with a family member while waiting for the ad to end,
− looking at another media (e. g. TV) while waiting for the ad to end,
− going away to have a snack or a drink.

The children also mentioned deleting mobile games that were full of ads or turning off the internet connection while playing the game to avoid promotional messages.

3.2.4   Parental views of the topic

A recent study by Lapierre & Choi (2021) showed that American parents are generally only familiar with different forms of online advertising and have difficulty identifying them. The authors note that thus parental literacy is compromised when it comes to online advertising, with advergames and product integration being distinctly less familiar tactics. The parents, included in that same study, identified the age 11-12 years old to be the time when a child can understand online advertising tactics and thus it would be appropriate and ethical to target them from this age on. Lupiáñez-Villanueva et al. (2016) note that parents in general do not show a high level of concern about online advertising and believe the children to be either able to actively avoid online ads or they perceive advertisement as an unavoidable part of digital media. The study showed that data tracking and online advertisements promoting unhealthy food and lifestyles are perceived to be posing the highest risks among online marketing practice hazards. Furthermore, Lupiáñez-Villanueva et al. (2016) report that advergames are perceived as not particularly influential and generally don't worry parents

too much. The parents show more concern about in-app purchases, as they can trigger spending money.

Erjavec's (2013) research on the role of the media in the lives of Slovenian children also showed that most of the parents misinterpret the concept of "digital media consumption under the supervision of an adult". In-depth interviews with children showed that parents help their children with the smaller initial steps when using digital media, such as typing in the password or searching for the app/website, and then leave them to use the media on their own. Lobe and Muha's (2011) study confirms this finding, as most of the children and adolescents reported that very few parents stay close while their child uses the internet, expect to be informed when their child intends to use it or discuss digital activities with their child.

A study by Unicef (2019) notes that the level of parental control over internet usage declines as the child gets older. The number of children who receive parental restrictive mediation is reported to be somewhat consistent across the globe, meaning that overall, one third of parents reportedly practise restrictive mediation in the form of regularly practising at least one form of mediation activities: restricting the usage of a web or phone camera (e.g., for video chat), restricting downloading music of films and restricting visiting a social networking site (e.g., Facebook). By gender, the report shows that the girl's internet usage tends to be more restricted by their parents in comparison to boys.

3.3   Ethics and regulation of digital advertising to children

With children being more and more active as consumers and as influencers in family decisions, there are many new products on the market, aimed at children and parents and therefore advertising to children is more prominent than ever. This includes examples like unhealthy food advertising, tobacco and alcohol, exposure to inappropriate marketing communication messages and more. Advertising to children is thus a controversial practice in the advertising industry and it has been gaining attention from the public, who demands for more socially responsible marketing practices (Grad, 2015; Gbadamosi, 2018).

3.3.1   The persuasive power of digital advertising to children

Digital marketing is more efficient at targeting compared to traditional media advertising, since companies can collect and use huge amounts of data in their customer base. They also understand key aspects of their customers' digital identity: what they like, what catches their attention, where they spend their money, etc. (Chester, 2012 in Ait Lamkadem & Ouiddad, 2020). As a result, children are exposed to several specific and convincing messages all the time and in an engaging environment, nonetheless.

Digital advertising significantly differs from traditional advertising because of the persuasive tactics. Traditional advertising formats (e. g. TV commercials) based on factual or propositional messages, alongside inter alia repetition and linking the promotional messages to positive stimuli (e. g. humour). On the other hand, more subtle tactics that function at a preconscious level can be recognised in digital advertisements, for example focusing on effectuating a better brand recall and attitude instead of informing the consumers about the offer and performing implicit persuasion through the "positive affect transfer" which is achieved with integrating an "amusing and captivating media content to the brand or product" (Verdoodt, 2020). Verdoodt (2020) points out that the immersive, interactive, and personalised nature and the emotive appeal of digital ads are the two digital advertising tactics that are particularly enticing to children.

On social networking sites, advertisers can for example reach their audiences with high accuracy through profile targeting, which is defined as "the customization of online advertisements based on knowledge of individual preferences expressed on profile pages of social network sites". This practice can be alarming because social media users may not be aware for which promotional purposes their personal information is used. Of course, the concern is even greater when it comes to minors, as a study on processes and effects of targeted online advertising among children (Van Reijmersdal et al., 2017, p. 396) confirmed that the profile targeting technique has contributed to more favourable brand attitudes and affected purchase intentions through brand attitudes among children. As they are not able to comprehend the new marketing techniques, they are more susceptible to being persuaded. Van Reijmersdal et al. (2017) conclude that children struggle to understand and recognise new marketing techniques, as they are not able to process advertising at a high elaborate level due to immature cognitive skills.

Neyens et al. (2017) and Vanwesenbeeck et al. (2016) further report that the advertising format also plays a big role in how the promotional message will affect a child, as many online ads also enable "immersive, highly involving and amusing environments", which results in blurred boundaries between advertising and entertainment. A study on transferring game attitudes to the brand for example showed that children showed a much higher attitude towards advergames in comparison to TV ads. Neyens et al. (2017) noted that "higher attitudes towards the advertising format resulted in higher pester intentions", which results in advergames having a bigger persuasive advantage against TV advertising.

Cornish (2014) further alerts that children are more exposed to the persuasive effects of marketing in the online environments, as advertisements elaboration is discouraged by the unperceivable nature of promotional messages. As advertisements are subtly and highly embedded, it is that much harder for a child to apply his or her advertising knowledge. Soontae & Kang (2013) point out that advergames, as an example for online advertising, are a concerning practice when it comes to targeting children, as they combine promotional messages with interactive content. Due to this imperceptible connection, it can be that much harder for a minor to uncover the promotional part of the messages and respond to it

appropriately. According to their report on the number of advertisements for children on websites, less than 20 % of the websites, included in the study, provided any kind of ad breaks. The research also highlighted the issue of not marking the advergames suitably, e. g. explaining the commercial intent behind them or making the notice visible enough for a child to even see it.

3.3.2 Ethical concerns regarding advertising to children

Since children fall into the category of "vulnerable audiences" together with other consumer groups that are considered vulnerable to marketing strategies, the debate around advertising to children often focuses on ethical concerns (Gbadamosi, 2018, p. 17, Grad, 2015, p. 4). Iulia Grad (2015, pp. 45-46) in her paper titled "Ethical Considerations on Advertising to Children" illustrates several arguments for and against advertising to children. The arguments, supporting the practice, are the respect of the right to free expression, which includes advertising, the informative role of advertising as a source of information about products and the economic role of advertising as a force essential for the development of the consumer economy. Radesky et al. (2016) point out that early exposure to digital media also includes "new opportunities to access health promotion messages and information", in addition to early learning, contact with fresh ideas and knowledge, increased opportunities for social interaction. However, there are strong arguments against such advertising. Those opposed believe that advertising can contribute to the development of unhealthy (especially food) habits in children, the stereotypical perception of gender and culture, the development of materialistic views on life, growing disputes in parent-child relationships regarding purchase habits and more (Grad, 2015, pp. 45-46). Radesky et al. (2016) also point out the "exposure to inaccurate, inappropriate, or unsafe content and contacts; and compromised privacy and confidentiality".

Building on those arguments, we can identify three main positions towards advertising to children. The first position is one clearly against such practice, arguing that advertising has harmful effects on children, creates undesired habits and harmful behaviours. The second position is an in-between one, stating that advertising to children is acceptable when submitted to special regulations. The third position argues in favour of marketing practices, suggesting that advertising is a crucial part of culture and cannot be avoided. Thus, children should learn to cope and understand advertising at a young age, developing into smart consumers. This position believes that self-regulation is the most appropriate practice in establishing the boundaries of advertising to children (Toland Frith & Mueller, 2003, p. 161 in Grad, 2015, p. 46).

In a report, published by the National Consumer Council (Mayo, 2005) titled "Shopping generation" many children's concerns regarding advertising were pointed out with direct quotations from children (see Table 5).

Table 5: Children's concerns regarding advertising

Gender and age	Quotation
Girl, 14-16	*"There was this advert for straighteners. They were saying 'oh yeah it makes your hair look wonderful…then they're not saying what actual damage it's going to do to your hair."*
Girl, 14-16	*"Adverts are good because they keep people updated and give people a chance to enjoy the pleasures in life."*
Girl, 14-16	*"I don't read these (magazines) cos actually they just keep trying to sell you stuff. Over half of it was trying to sell you stuff."*
Girl, 11-13	*"I have seen a lot of things I don't really want to see, as in a weekly magazine I collect. There are lots of rude things."*
Girl, 14-16	*"Like stupid things now, all the adverts basically around sex, like even deodorants and tic-tacs, they've got nothing to do with it."*
Girl, 14-16	*"So, it's quite irritating when they're advertising lip gloss or something, and they've always got perfect hair and their skin's so smooth. It's just like what are you advertising."*

Adapted from Mayo, 2005.

As digital media is widely used by young and older children alike and newer generations are used to technology being a part of their daily lives, minors are exposed to marketing though a new set of marketing channels. Ads can be placed in mobile and computer games, YouTube, and other digital media. Children are often exposed to ads when playing games online - game bonuses are gained by watching ads, e. g. "revive for free" or "get bonus tokens". Children are also able to interact and actively engage with the brand on digital platforms (Ait Lamkadem & Ouiddad, 2020). Soontae & Kang (2013) for example report that the advergames mostly promote unhealthy foods and thus influence children's poor dietary preferences.

One of the ethical issues regarding digital media advertising is also deceptive advertising, making impossible promises, puffery, dynamic pricing, spam email advertising, etc. Most often, ads are based on customer data collected by web analytics tools (for example Google analytics) (Kenny et al., 2012 in Ait Lamkadem & Ouiddad, 2020).

It is clearly visible that not only adults but also children themselves have strong opinions about advertising, especially teenagers.

3.3.3 Regulation of advertising to children through digital media

With the development of digital media, companies and brands now enjoy extended possibilities for adapting and transmitting their promotional messages to minors all around the world. Deficient regulation of advertising to children through digital media allows for new opportunities for exposure to products and services that were successfully restricted on traditional media, for example limited contact with ads, promoting alcohol (Radesky et al., 2016). Especially problematic is advertising to children through online platforms. Although researchers now believe to have a grasp on how children encounter and interact with advertising in a digital world, little is known about how children perceive, understand, and participate when asked for personally identifying information.

Lupiáñez-Villanueva et al. (2016) point out that the field of online marketing is particularly difficult to regulate legally, as it encloses many marketing practices and techniques that are developing anew. Regulators struggle to address the issues arising from digital media advertising in the same way as traditional media, because of the constantly changing digital environment and new advertising tactics. As in contrast with television watching, where parents are often present or close by and the amount of advertising is regulated, children often use the internet by themselves and can be exposed to huge amounts of advertising in a short period. Easa (2022) for example reports that online advertising was the advertising medium that received most complaints (45%), followed by TV (39%). Regarding taste and decency, as well as social responsibility, Easa further reports most complaints (30%) were reported based on inappropriate content that was advertised to children, followed by play on fear/violence (26%) and non-gender-related discrimination (21%).

Calvert (2008) proposes that it would be sensible to have uniform standards for marketing to children across varying media platforms, but specific issues are closely connected to the children's use of the internet However, in spite of many self-regulative attempts and "responsible marketing" guidelines we have seen in the past, Dahl et al. (2009) in Lupiáñez-Villanueva et al. (2016) point out that advertisers seem to let their commitments slip away when it comes to online advertising.

There are different regulation practices and legislation around the world, mostly specific to the countries themselves. In Slovenia, marketing to children is regulated with several laws, such as Consumer Protection Act and Mass Media Act. It is explicitly stated that advertising should not (Miklavič, 2009):

- encourage children to buy products and services by exploiting their inexperience and gullibility,
- encourage children to persuade their parents or others into product or service purchase,

- exploit the children's trust in their parents, teachers, or others,
- unjustifiably display children in dangerous situations.

Slovenski oglaševalski kodeks (Slovenian Advertising Codex) also focuses on advertising to children under the age of 16. It states that advertising targeting children should consider their abilities, it should not advertise inappropriate products, it should not display physical or psychological violence and many more. The codex also states that personal data should not be collected without parent permission. A section focuses on food advertising, prohibiting the advertisement of unhealthy food habits (SOZ, 2009).

Regarding the regulation of advertising to children through digital media in Slovenia, NIJZ (National Institute for Public Health) (2018) reports that alcohol and tobacco are the most heavily regulated categories, followed by nutrition and gambling. The report notes that there are no rules that would restrict advertisements promoting physical activity and gaming to children.

As a part of the European Year of Youth, which was celebrated in 2022, the consumer and data protection authorities established 5 key principles of fair advertising towards children. The principles should be considered and followed by the businesses (i.e., traders, data controllers and data processors) when creating the advertisements and marketing techniques with an aim to protect the children better (European Commission, 2022a). Guidelines, dictated by the principles, are (European Commission, 2022a):

- When creating advertisements and marketing techniques that will probably be seen by children, the unique susceptibilities of children need to be considered. Specifically, (online) service providers should not "design or operate their interface in a manner that deceives children or unduly influences them to take a particular action". Furthermore, marketing techniques, such as personalised marketing, might not be suitable for use considering the distinct children's vulnerabilities.
- The advertisers should not take advantage of children's susceptibility that originates from their age and credulity.
- When creating content for children, the "marketing purpose should be indicated in a manner that is appropriate and clear for children".
- Regarding advergames, children should not be "targeted, urged or otherwise prompted to purchase in-app or in-game content". Furthermore, if a game is marketed as free, it "should not require in-app or in-game purchases to play them in a satisfactory manner".

3.3.3.1 The Digital Services Act package

With an aim of making the digital space a safe and more open environment, free of illegal and harmful content, the European Commission proposed two legislative initiatives that will be applicable in all members of the European Union: The Digital Services Act (DSA) and the Digital Markets Act (European Commission, n.d., GOV, 2022). Both acts were approved

by the European Parliament in July 2022 and have two main goals (European Commission, n. d.):

1. To create a safer digital space in which the fundamental rights of all users of digital services are protected.
2. To establish a level playing field to foster innovation, growth, and competitiveness, both in the European Single Market and globally.

Vosloo (2022) summarises that children should benefit in the following areas from the DSA:

- Children's rights in the digital environment will be clearly recognised.
- Illegal digital content will be eliminated, for example depictions of child abuse, illegal hate speech or products and terrorism.
- The risk of the impacts on children's rights will be assessed regularly, as the very large online platforms that monthly have more than 45 million active users will have to comply with stricter legislation. Vosloo (2022) states that risk assessments will have to be conducted at least once a year to "gauge any negative effects on privacy, freedom of expression and information, the prohibition of discrimination and the rights of the child".
- Targeted advertising to children, based on sexual preference, health information, religion and political beliefs will be banned.
- Children will be better protected from the persuasive effects of online advertising, as services that are primarily meant for children will have to clarify the terms of use in a way that is understandable for children.

3.3.3.2 *The new European strategy for a Better Internet for Kids (BIK+)*

In 2022, the European Commission adopted a new European strategy for a Better Internet for Kids (BIK+) with an aim to "improve age-appropriate digital services and to ensure that every child is protected, empowered and respected online". As the European Commission acknowledges that digital devices, especially smartphones are now a part of the everyday life for most children, and that the usage frequency of these devices has almost doubled since 2010, they want to ensure "accessible, age-appropriate and informative online content and services that are in children's best interests" with the Better Internet for Kids strategy (European Commission, 2022b).

To create a safe digital space for kids, the European Commission set the following three pillars for the BIK+ strategy (European Commission, 2022b):

- **Safe digital experiences.** An EU code for age-appropriate design in plan by 2024, together with a European standard on online age verification to make the digital world a safe place for minors.
- **Digital empowerment.** To assure that children have the necessary skills and competences to use digital media safely, the European Commission is planning on

carrying out special media literacy campaigns for children, teachers, and parents, via the network of Safer Internet Centres and betterinternetforkids.eu portal.

– **Active participation.** The European Commission is planning on supporting a form of coaching, where more skilled children will be teaching less knowledgeable peers about the pros and cons of digital media. A child-led evaluation of the strategy will also be held every two years.

As BIK+ is a development of the "original" Better Internet for Kids that was launched in 2012, it is expected that the new guidelines regarding the protection of children in the digital space will not only impact the national policies in the members of the European Union but will also be noticed on a global scale (European Commission, 2022b).

4 EMPIRICAL RESEARCH OF THE PARENTAL VIEW OF ADVERTISING TO CHILDREN THROUGH DIGITAL MEDIA

The empirical research of the parental view on advertising to children through digital media covers two parts. In the first part, we conduct qualitative research in the form of in-depth interviews with parents with an aim of better understanding the parental view of advertising to children through digital media. In the second part, we conduct quantitative research in the form of an online survey. The goal of the survey is to gather data from a larger sample, allowing us to confirm or reject our hypotheses.

4.1 Qualitative research

We approached our empirical research firstly with in-depth interviews to investigate parents' attitudes and beliefs towards digital advertising targeting their children. The goal was to collect data that would help us better understand the investigated topic, and therefore ask relevant questions and offer relevant sets of answers in our online survey.

4.1.1 Research instrument

An in-depth interview is a qualitative research technique that involves conducting extensive individual interviews with a small number of respondents to explore their perspectives on a particular theme (Boyce & Neale, 2006).

In comparison to focus groups, in-depth interviews enable distinguishing individual opinions from the group. The primary advantage is detailed information, however there are also some limitations or disadvantages. Interviewees can be prone to bias, interviews can be time-consuming, and generalisation are usually not possible (Boyce & Neale, 2006).

Boyce & Neale (2006) recommend the following in-depth interview process:

1. Plan. In the first phase, the researcher should identify what information is needed and from whom, conduct a list of interviewees and ensure research will follow international and national ethical research standards.
2. Develop instruments. Secondly, the researcher should develop the interview protocol. Protocol refers to the rules that guide the administration and implementation of the interviews to ensure consistency between interviews. These rules indicate what should be said at the start, during and at the end of the interview, how the data would be gathered (recording, taking notes, etc) and similar. Then, an interview guide should be prepared with a list of questions or issues to be addressed during the process.
3. Collect data. In this step, interviews should be set up and. informed consent of the interviewees must be gathered. Immediately after the interview, key data should be summarised and if necessary, information gathered during the interview, should be verified.
4. Analyse. After data collections, data must be analysed with transcriptions.

4.1.1.1 Sampling method and description

For this part of the research, a non-probability purposive sampling method was used. The participants were chosen due to their characteristics - we chose parents of differently aged children, to get a better understanding of the differences between the age groups. Three of the interviewees were men and six were women, all aged between thirty and fifty years. The interviewees were also heterogeneous in terms of where they are from - the city, the suburbs, or the countryside. For privacy purposes, we will refer to the interviewees by numbers. Basic information and the assigned number for each interviewee are in Table 6 below.

Table 6: In-depth interviewees' demographic profiles and assigned numbers

Assigned number	Gender	Age group	Children	Residence / living environment	Education / line of work
1	Male	40-50	Daughter, 16 Daughter, 9 Daughter, 6	Suburbs	Digital marketing
2	Male	40-50	Son, 14 Daughter, 11	City	Graphic designer
3	Male	40-50	Daughter, 11 Daughter, 9 Daughter, 6	City	Sociology and ICT

(table continues)

Assigned number	Gender	Age group	Children	Residence / living environment	Education / line of work
4	Female	30-40	Son, 8 Daughter, 8	Suburbs	Digital marketing
5	Female	40-50	Son, 9 Daughter, 7 Son, 5 Son, 4 months	Countryside	Customer support and IT
6	Female	50-60	Son, 24 Daughter, 21 Son, 14	Countryside	Finance and economics
7	Female	30-40	Daughter, 8 Son, 6	City	Accounting and finance
8	Female	30-40	Daughter, 6 Daughter, 3	City	Nurse
9	Female	30-40	Daughter, 7 Son, 1	Suburbs	Marketing and management

Source: Own work.

We chose participants with different levels of knowledge about digital media advertising – some in digital marketing professionals, some work in connected fields and some have very little knowledge about the topic. The aim was to compare responses between those, who are very knowledgeable and those, who are not. We chose respondents with children in the age group 6-14 years old, which we included in our research. Children in this age group were chosen based on previous literature review. In early elementary school, children start to exhibit new, distinguishing characteristics. They start to discern the difference between real and imaginary, they start to learn to read and to write, they start to make independent purchases, etc.). In later elementary school, they use digital media frequently and they use several different devices. In high school, their digital media use is rarely under parental supervision and so, the parental view would not be so insightful.

Since all interviewees were from Slovenia, the interviews were executed in Slovenian language. Interviews were recorded and during the interviews we took notes on most interesting quotes and reactions to questions. Afterwards, we listened to the recordings and wrote down the answers.

4.1.1.2 Data collection

We completed nine interviews to further determine and analyse the key aspects of our research. Most interviews were conducted in person, and some were conducted using the Zoom video conferencing and online meeting platform. All of them were done individually and were previously scheduled, with the interviewee knowing about the interview topic in advance. All interviews were anonymous and lasted somewhere between 30 and 60 minutes.

The interviews were semi-structured. All started off with general questions about the interviewee and then continued with research topic questions, grouped into several sections. Questions were mostly open-ended, urging the interviewees to provide as much information on the topic as possible. We also allowed for sub-questions, using them where the interviewees did not reveal much about their opinion, behaviour, or attitude towards the topic. We also asked them to share experiences and stories, to better understand their current attitudes and behaviours.

4.1.2   In-depth interview analysis

All interviews started off with an introduction of the interviewers (Lucija and Ajda), of the topic, the purpose, and the basic terms of our master thesis. We also asked each interviewee to briefly introduce themselves, to tell us about their family and their children. This information is summarised in the previous chapter (see Table 6).

4.1.2.1 Family routines

Then, we asked about their family's daily routine and the answers were quite similar - job, driving the kids to extracurricular activities, homework and "free time" or some "family time". Free time for younger children usually involves toys, crafts, or cartoons, for older children it's often videogames and other digital media. Family time during the weekdays mostly involves sports, a movie or a TV show and dinnertime. Interestingly, two of the interviewees pointed out the use of social media and videogames and the accompanying "battle" between parents and children. Interviewee 3 (daughters aged 6, 9 and 11) stated:

"The eldest daughter (11 years old) is starting to discover Viber, Snapchat and similar and we have to fight battles on this front too".

During the weekends, the routine is different, interviewees 4 (son and daughter aged 8) and 9 (children aged 7 and 1) acknowledged that they are more active during the weekends and that they often go on a trip and do sports.

4.1.2.2 Digital media use, the effects of the COVID-19 pandemic and parental control

Thirdly, we asked them to compare their current daily routines to the times before COVID-19 pandemic. The answers varied - some believed it stayed the same, some attributed the changes to the children's growing up and some observed changes due to the pandemic. Interviewee 3 (daughters aged 6, 9 and 11) described the biggest changes - before COVID, he did not use a smartphone and his family did not watch television. However, during the pandemic, they started watching TV for evening news (Dnevnik) and the children were forced to use the computers for homeschooling. He pointed out that they wished their eldest daughter (11 years old) would be able to keep in touch with her peers and they allowed her to use the family iPad for Viber and Snapchat. Similarly, interviewee 7 (daughter, 8 and son, 6) thinks that compared to pre-pandemic times, their family watches cartoons more often.

These observations are in line with the previously discussed research (see Chapter 3.1.1.1), where Lobe et al. (2020) report that COVID-19 measures resulted in an increase in internet usage for schoolwork, socialisation, and entertainment among children.

Interviewee 6 (son, 24, daughter 21 and son, 14) is sure that compared to pre-COVID times, their family uses digital devices more. Similarly, she believes children now know how to use digital devices better and consequently use them more. "Before COVID, we were stricter about the time spent on computers, now we don't really have a choice" (about her son, 14). We talked mostly about the youngest son (14), who has his own smartphone and computer. He uses Instagram, YouTube, Snapchat and TikTok. He does not use other platforms, "at least not that I know about". When he wanted to create his Instagram account, he asked for permission. He plays a lot of games on the computer and searches the internet for information about cars, formulas and similar. Time spent on digital devices is subject to other obligations. The older the kids are, the less there are actual limitations. When they were younger, they did not have their own devices and were not allowed to use social platforms. The interviewee also explained that when the older children were the youngest son's age (they are now 21 and 24), they could not use the internet unlimitedly on their phones because it was not as cheap and now mobile data is basically free.

Interviewee 3 (daughters aged 6, 9 and 11) also referred to some interesting points about children's smartphone usage and the role of parents:

"The role of parents is to teach children how to use devices, such as phones, computers, the internet and so on, just as we teach them to ride the bike and walk up the stairs".

"My younger daughters (6 and 9) are not yet very interested in smartphones; they use it to check their school schedule and similar. For our eldest daughter (11), we wanted her to be able to keep in touch with her friends during the pandemic and according to her, all her friends already have smartphones, only she does not. We have a family tablet PC, and she has Snapchat and Viber on it. We must keep her in check since she could be potentially

addicted to social media. // If we let her, she would spend months and months on social media without doing anything else".

"In my opinion, most kids get smartphones and similar devices far too early. Those devices allow children to access the whole world without any supervision and on the other hand, the whole world has access to them. Children have no limit; they do not know when to stop and they get lots of information (from the internet) that needs to be explained to them. Some content or information is not appropriate for children, and they do not understand it".

We then delved further into the topic of digital media usage in the interviewee's families and the answers varied from almost no digital media usage for children to the digital media being a key part in their children's daily lives. We talked about the devices children use, parent control, restrictions and similar.

Interviewee 1 allows his daughters (6 and 9 years old) to use a smartphone or an iPad in the mornings and evenings for 30 minutes, this restriction does not apply for the eldest daughter (16 years old). Only the eldest daughter has a smartphone and the interviewee acknowledged that "it is hard to control the time spent on the phone or on the internet / social media, when the children have their own phones". Younger daughters (6 and 9 years old) mostly use the iPad for YouTube and are always supervised, the eldest daughter likes to use TikTok and Instagram on her phone.

Interviewee 2 (son, 14 and daughter, 11) believes digital devices and digital media play an important role in his family's daily routine. His children spent about 2 hours on the internet per day. They also use an app that locks YouTube, TikTok or similar after an hour of use. His son plays Fortnite, and they do not really limit the time. Similarly, to other interviewees, he also pointed out that the children constantly ask for more screen time.

Interviewee 3 (daughters aged 6, 9 and 11) also talked about the trust between parents and children when it comes to digital media usage. In their family, children will get a phone when they are able to strictly follow the rules (for example would not download a certain app) and when they know how to use the devices. Daughters all use digital devices under parental control and they mostly use the computer or tablet for schoolwork, Viber, or Snapchat. Lately, they have started to play some games, in the interviewees' opinion "unproductive games, games to spend the time". The two elder daughters (9 and 11) often use YouTube for music since the whole family is very music oriented. They all dislike the ads on YouTube and are always wishing they would quickly end. Time spent on such devices is also limited - children can only use the tablet or watch cartoons when finishing the school and home obligations and the maximum time spent is 30 minutes. For the eldest daughter (11) the time limit is usually not a problem:

"She sets the time herself on the oven's timer and when the time is up, she brings the device to me or my wife. However, we often need to physically take away the device, since she says, 'I'm just finishing this!'".

Interviewee 4 (son and daughter, 8) started off the topic after some thought with an interesting statement:

"We (parents) definitely spend too much time on our phones because of our jobs".

Contrastingly, they limit the use of digital media for their children quite strictly - they can use either a phone, smart tablet, or a computer for up to two hours every Sunday. They do, however, routinely watch cartoons during weekend mornings. They do not have their own phones, but they do have smart watches since the parents believe it is important, they can call them and vice versa. Both are allowed to use the family smart tablet (for the two hours on Sundays). "During the school holidays we had an agreement that they can use the tablet for as many minutes as they spend reading". When asked about the changes the COVID-19 pandemic brought, the interviewee answered that the children were given the parent's old computer for schoolwork only. For schoolwork, they also taught them how to use Google and they were explained how the internet works. The computers are still in the children's room but are locked and cannot be used. Both usually spend their time on digital devices for game playing and YouTube. They only play downloaded games, and the games can only be downloaded using a code, which the parents have. Regarding YouTube "I am very strict and do not allow them to watch influencers or similar, only music or sports". The interviewee further explained her daughter would like to watch make-up videos and if they are girly, without any nonsense, she is also allowed to watch this kind of content. Both, the daughter and the son (8), only use the internet supervised. If they watch YouTube in their room, the sound must be turned up. When asked to compare her stance towards children's digital media use now and before, the interviewee said:

"I think I've allowed more in the beginning because I did not feel like they are capable of changing the video I've played, for example".

Interviewee 5 (children aged 9 years, 7 years, 5 years and 5 months) explained that during the pandemic the two kids, who went to school (9 and 7), had to use the computers daily and they were allowed to play didactic games for 20-30 min approximately two times a week. Now the oldest son (9) is allowed to play games on the computer for 30 min two times a week and it is similar for the younger daughter (7). The younger son (5) is not yet interested. The oldest son (9) plays games that were provided by school during the pandemic - mathematics games, language and similar. However, the parents decided some of the games were not suitable for children and were aggressive. These games are not allowed. To access the internet, the kids use either the computer or their parents' phone and are always under supervision. Interestingly, the interviewee believes that after watching cartoons or using the internet, the children are more irritable, less prepared to focus on schoolwork or similar. The kids also use two main tactics to get more "screen time" - firstly, they try to extend the time by saying: "I'm just finishing this up, give me a few more minutes…" and secondly, they try to do chores in exchange for more time.

Interviewee 7 (daughter, 8 and son, 6) believes their stance towards digital media is quite strict. The kids are allowed to use the family's smart tablet for half an hour each day and they only use it for playing games. They are, however, not allowed to just download any game they want. We (parents) have an app that allows us to see what they play, for how much time and what they download. Before, we had a special email for their account but then had to confirm each download and that became annoying. Now we use this app, and it also beeps when they are trying to download anything. They play Sonic, Scary teacher, games with cars, basketball, etc. Daughter (8) likes to play games with drawing. While playing games, there are often advertisements for other games and "the kids complain about ads all the time". During COVID, when they were at home more, they were allowed to play more games and in the interviewee's opinion the kids now use digital devices more.

Interviewee 8 explained that her daughter (age 6) is already fluent in smartphone and smart tablet use but does not know how to use the computer. She needed help for schoolwork during COVID (signing into ZOOM and similar). The interviewee believes the content on YouTube and similar devices is not suitable for children but does allow them to use her tablet for games she deems appropriate and beneficial, such as learning games. The children spend up to 30 minutes on the tablet daily, but the time is not strictly limited. They also access YouTube through their smart television and the parents control the content. They always skip the advertisements and the kids, since they were little, complain about the number of ads. However, the eldest daughter (6) is often angry when we take away her phone.

"I am strict and say 'no, enough', but my husband can give in more easily".

Interviewee 9 explained that her daughter (7) does not use digital devices. She does watch cartoons and rarely uses her parents' phones for YouTube, where she usually watches rhythmic gymnastics. She does know how to navigate YouTube, e. g. change the video. The interviewee explained that she would allow the use of digital devices for schoolwork and similar, but otherwise believes her daughter is too young.

As discussed in chapters 2.2.2 and 3.2.4 parents play a crucial role in a child's development into a consumer. Children imitate their parents' behaviour early on and follow their rules. Rules set about digital media use thus strongly influences the children's relationship with digital media and their exposure to digital advertising.

We asked the interviewees to give an estimate for the time spent online or on digital devices for children aged 6, 10 and 15 and the answers varied from 1-2 hours for 6-year-old, up to 4 or 5 hours for 10- and 15-year-olds. Interviewee 6 (sons, 15 and 24, daughter, 21) said:

"I know of a 6-year-old girl, who spends all her afternoons with a smartphone and then there are two boys the same age, who don't use phones at all".

4.1.2.3 Children as consumers

We then asked about which factors influence their children's demand for products. Interviewee 1 (daughters 6, 9 and 16) believes advertisements are not an important factor and most interviewees point to peers as the most influential factor, and some have highlighted family as a factor.

Based on our literature review, parents, family, and peers are the most influential factors, while school, social media, television and similar also play a significant role (see chapter 2.2).

To understand how effective marketing to children is and how it affects the family's buying decisions at the time, we talked to interviewees about their children's role in family's buying decisions. Interviewee 1 doesn't involve children in weekly shopping habits and rarely gives in to their wishes. After further questions, we concluded that the children do, however, have some say. For example, when they go on vacation, they also visit places or do activities children wish for. Interviewee 2 (son, 14 and daughter, 11) talked about the retailer Hofer's latest advertising campaign "Po Hofer ceni". He said the whole family now sings the song and that now, they do not go shopping to a store, but they specifically go shopping in Hofer. However, he did not think that was only the children's influence. Similarly, interviewee 6 (sons, 15 and 24, daughter, 21) observed the Hofer campaign had the same influence. Interestingly, she explained: "I ask for their opinion, and I listen to arguments. I did decide wrong a few times, listening to them". Interviewee 3 (daughters aged 6, 9 and 11) offered an interesting point of view: "We (parents) give them the feeling that they are important, that they have influence, when in reality, they do not". He explained that the daughters often express their wishes before the parents go to the supermarket and they usually meet the demands if they are not too excessive. Further on, he also explained that for something he and his wife deem not needed, they allow them to spend their own money. In this way, they try to make them understand the value of money - if they spend it, they don't have it anymore. Interviewee 4 thinks her children (both 8) are promoters for the things they wish for. Regardless, this doesn't necessarily mean they would buy these products. Talking about vacations, she noted her children's wishes will always be regarded when choosing family vacation. Interviewee 7 (daughter, 8 and son, 6) said she compares the price to the amount of satisfaction the purchase would bring her children, but she only listens to their wishes up to a point. For example, when it comes to food, she buys healthy and when it comes to toys, she takes their wishes into consideration. Interviewee 8 (daughters 3 and 6) explained her children do not cooperate in family purchase decisions, but they do sometimes ask for toys they see on the TV. Interviewee 9 (daughter, 7 and son, 1) also shared her opinion: "I let my daughter decide about the products that are for her and after, I decide if her decision is right".

In chapter 2.1.3 we discussed the role of a child as a consumer and the interviewees' observations were in line with our literature review. Their children can act as initiators of a purchase, as influencers and the parents' citations mentioned above are examples of different

ways children influence their buying choices. For example, the quotation "I ask for their opinion, and I listen to arguments. I did decide wrong a few times, listening to them" is an example of a collegial influence, where parents consult with children about a purchase.

4.1.2.4 *Children and advertising*

Then, we asked the interviewees about advertising to children in general. Firstly, we asked if they believed the children were exposed to more advertisements compared to themselves when they were their age. The answers were unanimous, and all the interviewees agreed it was so. A few attributed this number of ads to digital devices before they were asked where the children encounter most ads. Then, the media also mentioned were television, billboards, print ads on buses, radio and similar. The most prominent was digital media.

When asked about the trends and changes in advertising, personalised advertising was often mentioned. Some interviewees also found the amount of personalisation concerning, some expressed annoyance. They also mentioned influencers and native advertising.

In chapter 1.4, where we discussed current trends in advertising, several more trends were discussed and apparently, parents do recognize some major trends, but at the same time, they lack knowledge of current emerging trends in digital media advertising.

The interviewees mostly see advertisements, targeting children, on television, during cartoons and similar children programmes. On digital devices, there aren't as many, because younger children mostly use their parents' devices. Parents describe those advertisements as playful, colourful, explicit, direct, happy, childish, colourful, funny, with cartoon characters, songs, etc.

We also asked the interviewees whether children ask for products or services they see on advertisements and the interviewees mostly believe that does not happen often. The most common cause for children asking for a product is usually peer pressure or just the fact that their friends, peers, have a certain product or use a certain service. Interviewee 3 (daughters aged 6, 9 and 11) talked about research, which highlighted that children were under the influence of advertising, but they are not aware of it. Furthermore, we asked the interviewees to describe a situation, where an ad influenced their children, and the answers were very interesting:

"They liked the sticker album Garfield (Spar). Of course, we had to buy it" (Interviewee 7, children aged 6 and 8).

"They repeatedly sung a song from the campaign 'Wash our hands'" (Interviewee 8, children aged 3 and 6).

"My daughter always repeats the ads she sees on television" (Interviewee 2, children aged 11 and 14).

"They like Oraketa better than Cedevita because of the Oraketa mascot and the daughter also likes to draw the mascot" (Interviewee 4, children aged 8).

"My daughter is currently obsessed with toy horses from the Schleich brand. She saw the ad on YouTube, where there is a girl playing with these horses. Sons want Lego, wherever they see them" (Interviewee 5, children aged 4 months and 5, 7, 9 years).

"My son always wanted toys from cartoons, and they always wanted to collect the stickers you get when shopping in a certain store" (Interviewee 6, children aged 15, 21 and 24).

We also asked parents to share their opinion on children's understanding of advertising. The assessment of age, when the children understand the persuasive intent of advertisement, differed between the interviewees. One believed their children started to understand the persuasive intent around the age of 12, one set the age at 8 and expressed that the age differs from child to child. Interviewee 4 said she thinks her children (age 8) do not yet understand the meaning and interviewee 5 (children aged 9 years, 7 years, 5 years and 5 months) is of the same opinion. Interviewee 9 said:

"I don't think she (daughter, 6) knows why there are oranges on the television. She knows they are not part of the cartoon, but she doesn't know why they are there".

The development of a child into a consumer (see Chapter 2.1.1) happens gradually, through several stages. As one interviewee has observed, at the age of 12, children can reason abstractly, think about the advertisements' content, and can understand the motives behind to the point of being cynical about advertising, which is in line with Jean Piaget's theory (see chapter 2.1.1.). At 8 years old, children start to perceive the world realistically and they start to grasp the persuasive intent behind advertisements.

4.1.2.5 Children and digital media advertising

To understand if parental knowledge of digital advertising is sufficient to explain it to their children, we asked them to describe and explain the types of advertisements they encounter online. A few of the interviewees worked in digital marketing or in close relation to it so they did not have a problem answering. On the other hand, interviewee 6 even said:

"I think my son (14) understands how the internet works better than I do and sometimes he explains stuff to me".

Interviewee 2 (daughter, 11 and son, 14) often uses YouTube but has the paid option with no advertisements. However, his children do not use that option and he believes he does not know how many advertisements they encounter when using YouTube. Also, in his opinion, TikTok is not that "terrible", because there are no "forced" ads. His children do not use Facebook or similar platforms, yet his son uses Discord and similar - again, he does not know how many advertisements there are on those sites/apps.

However, after some debate, we concluded that if the products are intended for children, he does not mind those advertisements.

"If the advertisement is for watercolours, which my kid would use, I find the advertisement absolutely acceptable".

Interviewee 1 (daughters 6, 9 and 16) believes the children don't come into much contact with advertising and if they do, it's on YouTube, video games, Viber, or Snapchat. When asked about the advertising through video games, he is not entirely sure where the ads are but knows sometimes the game offers an upgrade for payment. He has not actively discussed this type of advertising with his daughters but has asked them about it and their answer was that the ads are not interesting, and they cannot wait for the ads to end.

Most were able to describe the obvious video ads and banners but were quite surprised when asked about advergaming. We talked about some examples and interestingly, the interviewees weren't opposed to this type of marketing. Interviewee 5 (children aged 9 years, 7 years, 5 years and 5 months) highlighted an interesting aspect - she would allow her children to play such a game if it was about a product they already use, and she would disapprove if the game was about a product they don't use since she believes the children would then want the product. Interviewee 2 (daughter, 11 and son, 14) shared:

"With videogames I believe the marketing is quite aggressive, especially with those 'free' games, played on smartphones. Here, you get to a point where there is something you need to buy, or you need to watch an ad to play further. Yesterday, for example, me and my son (14) were playing a game, Plants vs. Zombies. There were again ads in the middle of the game and my son said he was wondering how much of his life he had already spent on watching these ads".

Interestingly, he also believes the new generations can be quite "obsessed" with videogames, even those aged around 30 years old. What is more, he pointed out that games have become the main platform for advertising to children and have displaced TV advertising in that sense. When asked about advergaming, he expressed his distaste for such marketing tactics:

"I don't think it is ethical to advertise to children, they are too susceptible".

The findings from the in-depth interviews reaffirm what a study by Lapierre & Choi (2021) found out (see Chapter 3.2.4) – that parents are generally familiar with different forms of online advertising but have difficulty identifying them. On the topic of advergaming, Lupiáñez-Villanueva et al. (2016) report that advergames are perceived as not particularly influential and generally don't worry parents too much and our interviewees confirmed this finding.

We also talked about the differences between traditional advertising and digital media advertising. The interviewees brought up some interesting points: digital advertising is more

personalised and thus more effective, it's more intrusive and at the same time subliminal. Interviewee 4 (son and daughter, 8) explained she believes digital advertising is concentrated on building awareness and engagement, not direct sales.

Lastly, we talked to the interviewees about the positive and the negative influences of digital advertising. We also asked where the children learn about the bad influences. Interviewee 1 (daughters 6, 9 and 16) thinks there is too much marketing overall and it badly influences critical thinking. He works in digital marketing and thus thinks his children get all the information needed at home. Interviewee 2 (daughter, 11 and son, 14) explained he sees the only solution against digital advertising in paid, premium options for some platforms offer, e. g. YouTube and Spotify. Interviewee 3 (daughters 6, 9 and 11) is an expert in this field - he often holds lectures about children in the digital world, the safety on the internet and similar. Interestingly, he said:

"I cannot imagine what kind of temptation children experience, when even we, parents, can't resist such advertisements".

Interviewee 4 (son and daughter, 8) said that by being exposed to the advertisements, the children get the responsibility of being engaged in family purchase decisions. As a negative, they can misinterpret the information or gain bad information. Speaking of downsides, Interviewee 5 (daughter, 11 and son, 14) thought the abuses in relation to advertising don't happen if she supervises the use. Interviewee 6 (children aged 14, 21 and 24) had a different opinion:

"I try to talk to my children, not prevent or prohibit it".

She also started the topic about influencers and how this is also a type of advertising. As a downside, she explained the fact that teenagers basically compete with the number of pictures they post is very concerning. In this way, they are promoting themselves and what is more, they are becoming an advertisement themselves. Interviewees pointed to different sources of information about the dangers of advertising for their children: school, peers, older brothers and sisters of peers and family. Interviewee 7 (son, 6 and daughter, 8) pointed out a positive outcome of advertising - the advertising of creative content, sports, or workshops for children. Interviewee 9 (daughter, 7 and son, 1) explicitly said that she does not see any positive aspects of digital advertising and as a negative, she thinks the children always want different products.

The Ofcom 2023 report records similar parental concerns (see chapter 3.1.2): sharing personal information online, exposure to inappropriate content, experiencing harm or detriment and reputational damage.

We asked the parents if they wished for more publicly available information about the dangers of digital media and digital media advertising. Most interviewees weren't sure if they would use such a platform, but they agree they would like it if it existed. Interviewee 4

(son and daughter, 8) pointed out there is a project by A1," Varni na spletu", trying to educate the parents and children about the dangers of the internet. Interviewee 5 (daughter, 11 and son, 14) also mentioned their children's school refers to a website safe.si, but she has never used it.

As a closing thought, one of the interviewees said: "I did not think things were so out of my control and I see this advertising is so far ahead of me".

4.2 Quantitative research

In the second part of our empirical research, we conducted an online survey. The purpose of the quantitative research was to gather data on parental views of advertising to children through digital media from a larger sample that would allow us to confirm or reject our hypotheses. Five research questions and eleven research hypotheses that are analysed and presented in the continuation were formed based on our literature review and the qualitative research.

4.2.1 Research questions and hypotheses

Q1: How do children behave as consumers?

A study by the European Commission on how the digital media affects children's behaviour (Lupiáñez-Villanueva et al., 2016) showed that children aren't particularly fond of online advertising, especially if it interferes with whatever they are doing online (for example playing games). However, ads can also be perceived as something positive by children, but mainly if they pop up at the right time, are entertaining and related to their interests. Children generally approve of gender-oriented differences between advertisements (Milanovič, 2005), like ads with "cute and funny animated figures" (Martinez, 2017) and enjoy routines, repetition, and familiarity (Panwar & Agnihotri, 2006, Vogrinc & Devetak, 2012, pp. 56-57). A study by CNA (2007) also showed that children, especially aged between 6-10, preferred advertisements that promoted products for children (e. g. toys, sweets, games).

H1: When encountering advertisements, children most often show interest in products that are meant for them (e. g. toys, games, and sweets).

Gunter & Furnham (1998, p. 9) and Šramova (2017) list parents, friends, school, experience, media and others as influencing factors on children's consumer socialisation. Parents generally don't perceive advertising as a very influential risk factor (CNA, 2007, Lupiáñez-Villanueva et al., 2016). In-depth interviews that we conducted in the first part of our empirical research reinforced these findings, as parents mostly perceived peers and family as two most influential factors when it comes to product or service preferences, not advertisements.

H2: Parents recognise traditional influence factors as most influential when it comes to product or service preferences: family, peers, and school.

Q2: Do parents believe that online advertising has an impact on their children's attitudes and values?

Advertisements can transform children's opinions and change their behaviour (McNeal, 1992 in Oljača, 2017, p. 33). The effects of advertising to children go beyond impacting their knowledge, relationships and values, as these effects can also be transferred to other people, their parents included (Gunter & Furnham, 1998, p. 102). However, CAN (2007) reports that in 2007, almost 70% of parents, included in the study on the impact of advertising on parents and children, did not recognise advertising as a factor that would have an unfavourable effect on their children. Jourová (2016) notes that parents generally don't perceive online marketing targeting children, as a major risk. Lupiáñez-Villanueva et al. (2016) report that notes from focus groups on the topic of online games and advergames did not show a high level of parental concern regarding possible influence of advergames on their children. In in-depth interviews, parents shared that their children don't often ask for something after seeing it in an ad, but rather when a peer has it. A lot of the participants assessed their children are annoyed by ads and gladly skip them or do something else when they are playing.

H3: Parents generally believe that digital media advertising has no significant impact on their children's attitudes and values.

Q3: What are the children's digital media consumption habits and how has the COVID-19 pandemic affected them?

McClain (2022) notes, based on interviews with parents, that the intensity of digital devices usage by children increased noticeably in April 2021, compared to March 2020 - the number of parents that declared their 11 years old or younger child to have used a tablet computer rose 13 percentage points from 2020 to 2021. 8% more parents said their child used a smartphone in 2021, compared to 2020, and 6% more parents said the same for a game console or a portable game device. Furthermore, the same study shows an increased level of parental concern regarding their children's screen time - the share of parents showing concern regarding their child spending too much time playing video games rose 20 percentage points from 2020 to 2021. The share of parents that were worried about their child spending too much time on a smartphone rose 14 percentage points. A study by eSafety Commissioner (2022) reports an increase in children's digital engagement in 2021, compared to 2016 - the share of children, aged 8-17, that have ever played single-player online games, increased by 36 percentage points, while the share increased by 43 percentage points for children that have ever engaged in multi-player online games. The share of children, included in the study, that have used the internet at least one time in the past year, rose from 78% in 2016 to 96% in 2021. In in-depth interviews, parents perceived digital media

consumption differently; some believed it stayed the same, some attributed the changes to the children's growing up and some observed changes due to the COVID-19 pandemic, however using digital devices for school was shared by all. Some parents shared that they added digital devices into their households during the pandemic.

H4: The COVID-19 pandemic led to increased usage of digital devices by children, compared to the pre-pandemic usage frequency.

eSafety Commissioner (2022), Ofcom (2022), Rideout & Robb (2020) and Unicef (2019) report on differences in the use of digital media between older and younger children. Studies show that the number of devices owned increases with age, together with the number of activities that children use digital devices for - video watching is quickly accompanied by using the internet to learn something new, doing schoolwork and socialising as children grow. eSafety Commissioner (2022) for example reports that 82% of older children, included in the study, visit a social networking site at least weekly, compared to 22% of children, aged 8-10. Ofcom (2022) evaluates the age 9-11 as critical for a minor owning a mobile phone, as the share of children owning one increases for 44 percentage points in this period. In in-depth interviews, parents shared that, for example, free time for younger children usually involves toys, crafts, or cartoons, while for older children it's often videogames and other digital media. While younger children usually use digital devices to watch cartoons, videos or play videogames, teens utilise it for socialising (Viber, Snapchat, TikTok, Instagram, etc.), listening to music, and education.

H5: Children's usage of different types of digital devices varies by age.

Q4: How knowledgeable are parents in online advertising?

Lupiáñez-Villanueva et al. (2016) note that parents are not actively involved in regulating their children's online activities and generally do not show a high level of concern about online advertising. Overall, parental risk perception is, besides experience, country differences and child's age, also linked to education/social status of the parent. As research by Lupiáñez-Villanueva et al. (2016) did not show obvious differences, there was some minor diversity among parents with higher and lower education (e. g. assessed effectiveness of protective measures online and risk perception). Some deviance, linked to the level of education, was also noted when researching the impact of TV advertising on parents. When researching the parental evaluation of the time allotted to commercials, the parents with higher education proved to be more determined that the quantity of commercials in audio-visual programmes was "too big" (CNA, 2007). The same study also showed that parents with lower levels of education were, for example, less aware of advertising power in terms of persuading them to buy a product that they previously had no desire of buying. A study by Unicef (2019) proposes that the level of parental internet mediation skills correlates with the parent's digital skills. As there were also no evident differences in concern between parents that professionally work in (digital) marketing or are experts in e. g. information

communications technology (ICT) and those that don't, that could be discerned from in-depth interviews, we hypothesise:

H6: The level of parental concern about advertising to children is not affected by the level of the parent's education.

A study by Lapierre & Choi (2021) showed that American parents are generally only familiar with different forms of online advertising and have difficulty identifying them. Lupiáñez-Villanueva et al. (2016) note that parents do not see social networks as being potentially harmful for their children if they and/or some other relative, a teacher, friend are also on the network (predominantly Facebook), as they believe to have influence on their children's activities this way. WHO, World Health Organization (2016) reports on a low level of parental concern and knowledge of different online marketing strategies for food, high in saturated fats, salt and/or free sugars (HFSS food). The report points out that parents generally think that children consume very little marketing of HFSS food and are oblivious to any HFSS food advertisements they might see. Overall, Unicef (2019) notes that parents have difficulty ensuring that their children's internet usage is being properly managed, as the technologies are more complex and evolve faster. We were able to learn from the in-depth interviews that the parents were somewhat educated about the latest advertising trends, they for example mentioned personalised advertising, influencers, and native advertising. Some of them expressed concern or annoyance about the amount of personalisation. However, we also noticed that the parents had some misconceptions about online advertising, for example that TikTok has no "forced ads", that there is no in-game advertising, when there was, that it's ok if their children see sponsored content on YouTube if it's promoting products their children would anyhow use, etc. Therefore, we hypothesise:

H7: There is a discrepancy between the parental self-perceived level of familiarity with different forms of online advertising and their actual level of advertising literacy.

Q5: How do parents contribute to protecting their children from the negative aspects of digital media?

Various research suggests that the parents who strictly limit their children's digital media usage tend to also use more parental control techniques: for example, Unicef (2019) recorded that the diversity of children's online activities is lower in countries with more restrictive parenting styles. Furthermore, Lobe et al. (2020) note that during the COVID-19 lockdown in spring 2020, active parental mediation practice and technical monitoring increased in the studied countries.

H8a: There is a negative correlation between the number of hours a child spends on digital media and the degree of parental control of a child's digital media usage.

H8b: There is a negative correlation between the number of digital devices a child uses and the degree of parental control of a child's digital media usage.

The older the child is and in more online activities he or she engages in, the more developed the child's digital skills are and the more online risks he or she encounters (Unicef, 2019). Hasebrink in Lobe et al. (2020) claims that increased time spent online should increase the likelihood of negative experiences - and opportunities, while other studies, mentioned in the research, also emphasise the connection with time spent online and risk experienced.

H9a: There is a positive correlation between the number of hours a child spends on digital media and the amount of negative experience with ads a child has.

H9b: There is a positive correlation between the number of digital devices a child uses and the amount of negative experience with digital media ads a child has.

4.2.2 Research instrument

A survey questionnaire is the most used research instrument for primary data collection in social science. The questionnaire consists of pre-prepared questions, which also have a predetermined form for answers (Bregar et al., 2005, p. 86). An online survey ranks among computer-assisted self-completion and requires the respondent to have access to the Internet (Bregar et al., 2005, p. 90).

Bregar et al (2005, p. 90) list the following features of an online survey:

− Speed. An online survey can be reached directly by the respondent and the answers are recorded and ready for analysis at the moment the respondent concludes the survey. An online survey therefore shortens the time between the start and the end of the survey process considerably.
− Fixed costs. Fixed costs are typical for this survey type, as they only include the preparation of an online survey. The fixed costs lower with each new unit added to the sample.
− Specific population. Only the respondents with access to the Internet can be included in online surveys. The higher the access of households to the Internet and the more intensive and varied the usage of computers, the smaller the gap between the population that can participate in an online survey and the population that can be reached with other survey types.
− Computer literacy. As the complexity of an online survey can be quite high, we may lose the Internet users that may not be qualified for such an environment. The respondents need to master the computer logic to fill in the answers and move between questions.
− Graphic and multimedia options. The options for designing an online survey in the form of adding in pictures, videos and audio are practically endless. Therefore, the Internet speed needs to be considered, as amounts of data can impact the page loading time significantly.
− Interactivity. Online surveys enable the use of more demanding navigation routes with arbitrary skips between questions. Additional links and pop-up windows can be used to

offer additional explanation for the respondents within the survey. Drop-down menus enable using longer lists and simplify the selection process.

Because online surveys are a survey type where respondents fill in the questions themselves, special attention needs to be dedicated to the survey design. The questions need to be simple and clear. We can offer multiple answers but should not exaggerate with the amount as it could discourage the respondent. Open questions are not recommended, as they require some effort and generally a low level of motivation to answer such questions can be expected from the respondents (Bregar et al., 2005, p. 91).

4.2.2.1 Structure of the questionnaire

We conducted an online survey via the 1ka portal, which is an open-source application that enables services for online surveys. The survey consisted of 28 questions and 100 variables. We divided the survey into 5 parts based on the topics the questions within the part covered, as seen in Table 7.

In the first part of the online questionnaire, we asked the respondents to mark whether they have children (question 1) and how old their child is (question 2) with the purpose of obtaining the data that would allow us to filter and select the appropriate units in the data analysis process later.

Table 7: Online survey parts and accompanying questions

Online survey part	Relevant survey questions
Filter questions	Q1, Q2
Childrens' consumer behaviour	Q3 - Q7
Digital media	Q8 - Q13
Parental online advertising literacy	Q14 - Q20
Parental online advertising protection	Q21, Q22
Socio-demographic characteristics	Q23 - Q28

Source: Own work.

In the second part, we focused on the parental view on their children's consumer behaviour. We firstly introduced the respondent to the topic of advertising to children through digital media with a set of statements that related to the topic of advertising to children through digital media (question 3). Respondents indicated their level of agreement on a 5-point Likert scale. Then, we asked the respondents to estimate how often their child wished for the listed products (question 4) to test hypothesis 1. The product categories were adapted from CNA,

2007, p. 124. Parents indicated the level of frequency on a 5-point Likert scale. With question 5, we investigated which factors most influence the child's demand for products. The factors were adapted from chapter 2.2.1. We asked the parents to rank the listed factors according to the degree of influence. The question was included in the online survey to test hypothesis 2. Then, we asked the respondents to rate how digital media advertisements affect their children (question 6). The types of advertising effects were adapted from CNA, 2007, p. 152. The respondents rated the degree of agreement with the listed statements related to the effects of advertising using a 5-point Likert scale. We concluded the second part of the survey by asking the parents what influence advertising has on their child's attitudes and values (question 7). The question was adapted from CNA, 2007, p. 153 and was intended to test hypothesis 3.

In the third part of the empirical research, we investigated the parental view on their children's relationship with digital media. First, we looked into how the COVID-19 pandemic affected children's digital devices consumption habits. We asked the respondents to assess the time that their child currently spends using digital devices on a weekly basis (question 8) and repeated the question for the period before the pandemic (question 9) to test hypothesis 4. Question 8 was also used for the testing of hypothesis 8a and 9a. With question 10, we looked into how frequently children use different types of digital devices to test hypothesis 8b and 9b. The respondents rated the usage frequency using a 7-point Likert scale that was adapted from Pew Research Center, 2020. Then we asked the respondents to mark the purposes which their children use digital devices for (question 11) to test hypothesis 5. The listed purposes were adapted from the EU Kids Online 2020 research (Smahel et al., 2020). With question 12, we investigated parental worry regarding advertising to children through digital media on a 5-point Likert scale that was adopted from Pew Research Center, 2020. We used this question for testing of hypothesis 6.

We used questions 13 - 19 for testing hypothesis 7. First, we concluded the third part of the questionnaire by asking the respondents to assess their level of familiarity with the listed online advertising techniques, following the example of Lapierre & Choi, 2021 (question 13). The respondents assessed their level of familiarity with the listed online advertising techniques on a 5-point Likert scale. Then, we dedicated the entire fourth part of the questionnaire to investigating parental online advertising literacy. According to Lapierre & Choi (2021), we tested the level of parental familiarity with online advertising techniques. In this part, the respondents didn't self-assess as they did with question 13 but were asked to read descriptions of online advertising techniques and then select the technique described in the text from a drop-down list (question 14 - question 19). In each drop-down list, there was a correct advertising technique and three incorrect advertising techniques (out of three, two were actual and one invented, unreal). We also offered an 'I don't know' option.

In part five, we researched advertising protection. With question 20, we looked into the ways the parents monitor and/or limit their children's Internet use on a 5-point Likert scale (Pew Research Center, 2020). The parents were asked to choose the option 'I completely disagree'

if they never use the described method of parental control or 'I completely agree' if they always use the described method. This question was essential for testing of hypothesis 8a and 8b, alongside questions 8 and 10. We also asked the respondents to assess the frequency of their child having a negative experience with online ads they encountered in the last year (question 21). The question was adapted from the EU Kids Online 2020 research (Smahel et al., 2020) and was essential for testing of hypothesis 9a and 9b, alongside questions 8 and 10.

We concluded the questionnaire with a set of demographic questions. Question 24 was needed for testing of hypothesis 6, with which we investigated the link between the level of parental concern about advertising to children and the level of the parent's education.

Before activating the survey, we asked eight respondents to test the questionnaire and get back to us with any recommendations, unresolved questions, non-functionalities in the research instrument, etc. As there were no major concerns reported after the testing, we opened the online survey for the public. The survey was activated on 2. 6. 2022 and was active until 22. 8. 2022.

4.2.2.2 Sampling methods and sample description

The target population for the quantitative research were parents with children, aged 6 -14, as we decided to focus on children of school age. We decided on focusing on this age group because the third stage of the development of a child into a consumer (see chapter 2.1.1.) starts in early elementary school (5-8 years). In this stage, children start to differentiate real from imaginary, which creates a foundation for a more mature understanding of advertisements. In the fourth stage (8-12 years) emotional intelligence evolves significantly and children also become capable of critically evaluating information they receive. Furthermore, Rideout & Robb (2020) and eSafety Commissioner (2022) report that children, younger than 8, predominantly use digital media for entertainment (e. g. watching videos, gaming, etc.), while older children tend to use it also for socialising and doing school-related work. We were also interested in further researching this age group because of the COVID-19 influence on remote schoolwork, which forced school-aged children (in Slovenia, that age encompasses children between 6 and 14 years old) to use digital devices daily and for significantly longer amounts of time.

As the resources were limited, we chose the following three non-probability sampling techniques to observe the studies population:

− Purposive sampling. Based on knowing the population, we first sent out the emails with an invitation to participate in the online survey to parents we knew personally and estimated as typical representative units, i.e., parents with at least one child who attended primary school.

- Snowball sampling. We invited the chosen typical representative units to forward the online survey to other parents with children, aged 16 or less they might know.
- Units' self-selection. We also shared the link to the survey in various Facebook groups that unite parents and invited the group members to participate in the survey.

The survey was finished by 176 respondents, while 593 people clicked on the survey introduction (30% response rate). We only considered surveys that were filled out for children aged between 6 and 14. Consequently, there are 159 units in the analysis.

The survey was finished by 145 women and 14 men. Altogether, the women represent 91% of all respondents. Most respondents belong to the 31-40 age group (50%) and the 41-50 age group (43%). 3% of the respondents are in the 20-30 years age group, 3% belong to the 51-60 years group and none are in the 61+ years group. 2 respondents chose not to answer this question (1%).

Based on average values, an average respondent has 2 kids, has finished professional higher education and lives in an urban environment with less than 50.000 inhabitants. All socio-demographic characteristics of the sample can be found in Appendix 16.

4.2.3   Descriptive analysis

81% of all respondents believe digital advertising can target their children more effectively compared to traditional media advertising and similarly, over 72% of parents agree that children are affected by advertisements they encounter on digital media. At the same time, 70% of parents disagree with the assertion 'When children are browsing the internet, mainly advertisements targeting children are displayed'.

65% of respondents agree that children after the COVID-19 pandemic use digital media even more often compared to pre-pandemic times. Parents were asked about an average weekly time their children spend on digital devices and 38% of all parents choose 'Over 7 hours per week', which was the answer with the highest amount of time spent on digital devices per week. Furthermore, we asked parents to assess an average time spent on digital devices per week pre-pandemic and only 14% believe their children spent over 7 hours per week (Figure 13).

There are several devices children use to access the internet. Most used are smartphones by far, followed by television, computer, and tablet. 59% of respondents believe their children use their smartphones to access the internet at least once a day, while only 14% believe their children never use smartphones for internet access. There are many devices in at least monthly use (for internet access) - 80% of respondents' children use smartphones, 56% use computers or laptops, 38% use tablets, 14% use game consoles, 39% use the television, 13% use smartwatches and 2% use toys with internet access.

Figure 13: The number of hours children spend in front of the screens on a weekly basis
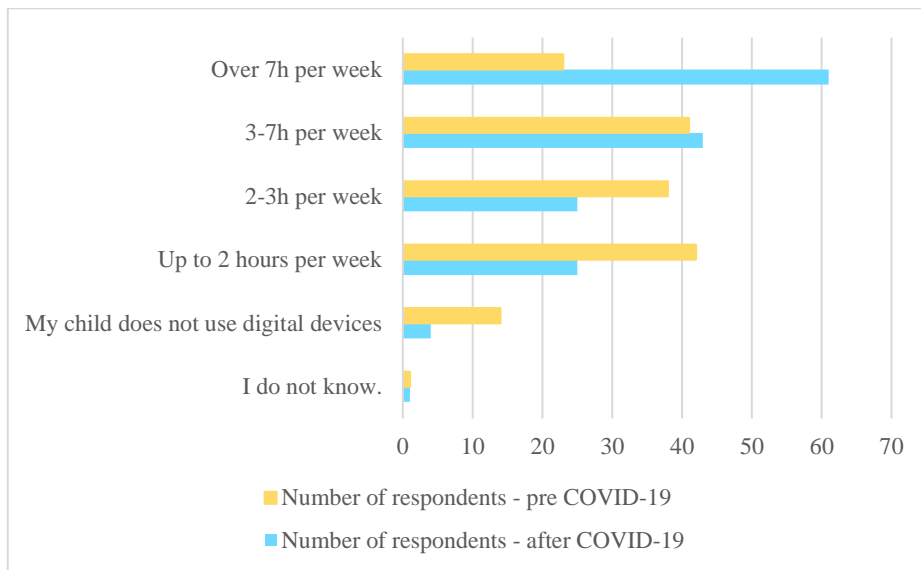
Source: Own work.

Children use digital devices for different purposes. 82% of parents answered that their children use digital devices for watching video content, 65% for listening to music, 66% for communicating with family and friends, 62% for schoolwork, 49% for playing offline games and 42% for online games, 43% for internet browsing and 26% for social media. Out of all respondents, 2% answered their children don't use digital devices and 3% answered with one of the following answers: watching cartoons, skype training, geocatch, streaming or programming courses (Figure 14).

Figure 14: The purposes children use digital devices for
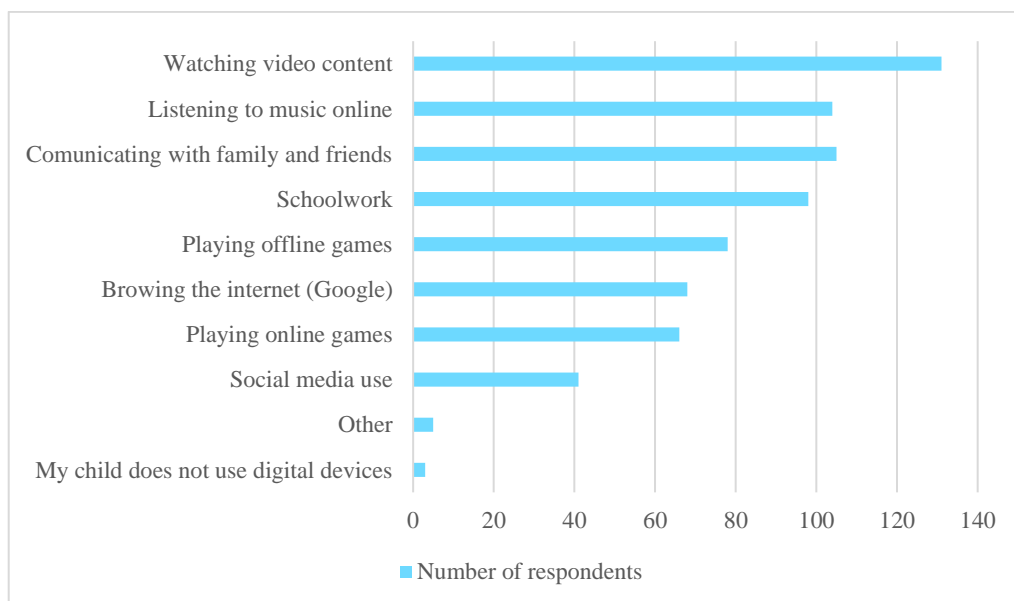
Source: Own work.

When asked about which products children most often ask for after encountering them in advertisements, there are several product groups that stand out. Most often asked for product groups are, daily or weekly, soft drinks, soda and sweets, food and children's products (toys, games, magazines, etc.). For children's products group, only 13% of respondents have answered that their children never ask for those products after they encounter them in advertisements (Figure 15).

Figure 15: The frequency of children asking for a product after they see it in an ad
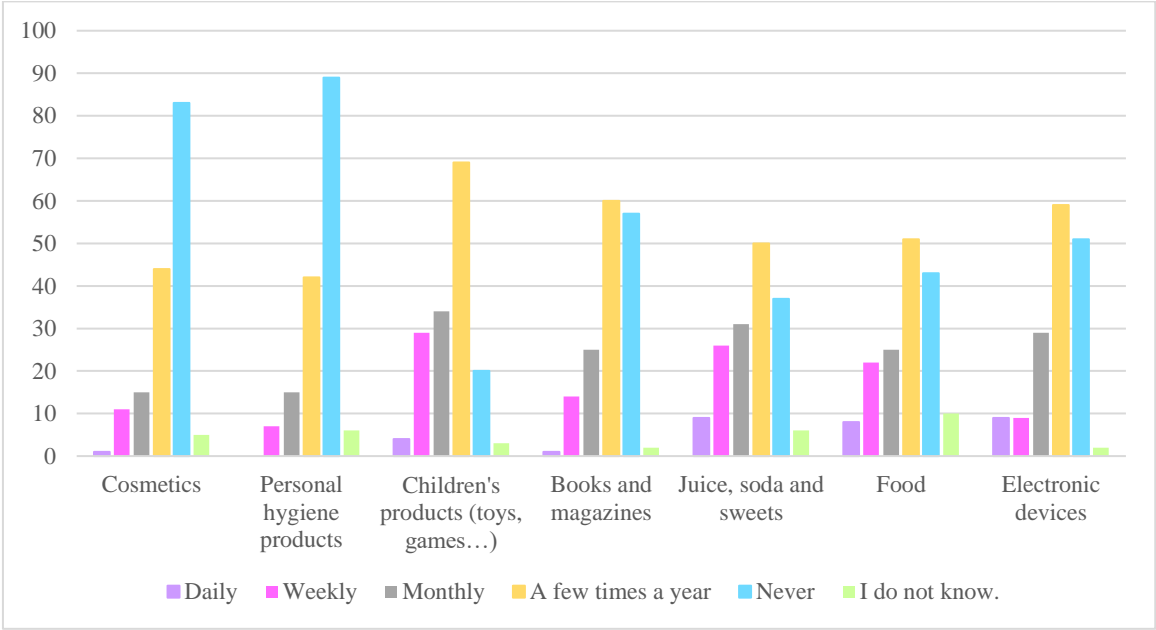
Source: Own work.

Parents were then asked to choose three factors which they consider having the greatest influence over a child's demand for products or services. 92% respondents chose peers, 58% chose digital media advertisements, 47% chose traditional advertisements, 38% chose family and 23% chose school (teachers, the school system, etc.). 3% also chose 'Other factors', which included TikTok influencers, cartoons and youth television series and outside play.

Over 80% of responding parents agree that their children are mostly attracted to ads with lots of movement, vibrant colours, and cheerful music.

Furthermore, we wanted to know how digital advertising influences children. We proposed six statements and parents were asked to indicate their agreement with each statement. Only 17% of parents disagreed with the first statement, 'Advertisements inform the child about new products'. Moreover, only 4% disagreed with the second statement, 'advertisements encourage consumerism in the child'. The third statement was 'Advertisements encourage aggression in the child', with 38% of parents agreeing at least to some extent and 26% disagreeing. The fourth, 'Advertisements have a negative impact on the importance of the education a child receives from parents and teachers', was agreed or disagreed with by about

the same number of parents - 34% agreed and 31% disagreed. The rest were undecided. The fifth, 'Advertisements change a child's taste', was agreed with by 61% of respondents, and the sixth, 'Advertisements change a child's hierarchy of values', was also agreed with by 61%.

50% of all the parents surveyed believe advertising has an adverse effect on children, while contrastingly 13% believe advertising has a beneficial effect on their children. 20% of parents think advertising has neither a favourable nor an unfavourable impact on children and 17% are not sure.

However, only 3% agree that they are sensitive about how companies handle personal information about their child's personal information that they obtain through digital media.

Interestingly, only 17% of respondents are very concerned about the fact their children encounter advertisements on digital devices. However, 50% are somewhat concerned, 16% are nor concerned nor not concerned, 15% are mostly not concerned and only 1% are not concerned at all. 1% of parents were unsure.

23% of respondents agreed that their children had at least one negative experience with advertisements on digital media and 23% did not know. Concerningly, 7% answered their children had negative experiences almost monthly.

Most commonly, parents limit their children's access to the internet by limiting the time of use (of digital devices) in advance. Over a half of the respondents also let their children only use digital devices under their supervision. See commonly used types of supervision techniques in Figure 16.

Figure 16: Usage frequency of parental supervision techniques

Source: Own work.

95
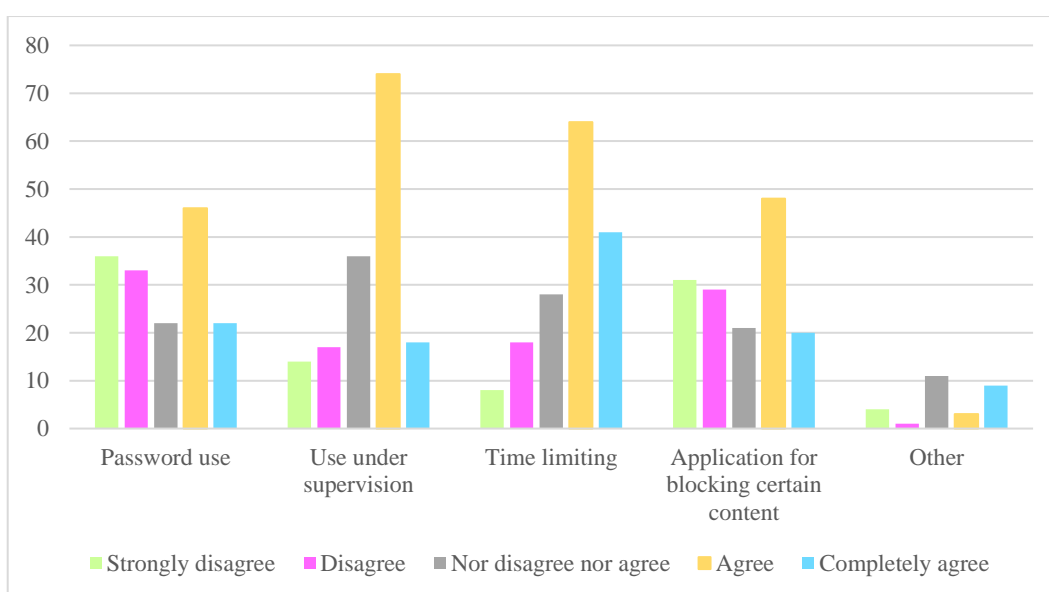
To better understand the responding parents' knowledge of digital media advertising, we first asked them to rate their familiarity with different advertising techniques - search engine advertising, online banner advertising, product placement, pop-up advertising, advergames, and affiliated links. Parents were asked to rate their knowledge of six techniques and for each technique less than 10% of parents said they were 'very familiar' with the technique. The technique with which most parents are familiar (they rated their knowledge as 'very good' or 'good') is, in their opinion, pop-up advertising. The technique that most parents were unfamiliar with was advergames.

Parents rated their self-perceived knowledge or their familiarity on a scale of 1 to 5, with 1 meaning 'not familiar at all' and 5 meaning 'very familiar' (Figure 17).

Figure 17: Parents' self-perceived knowledge of digital media advertising techniques
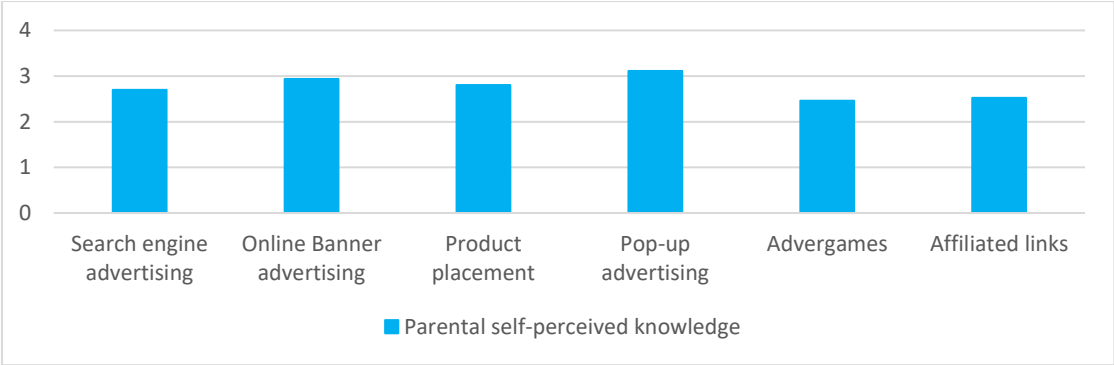
Source: Own work.

At the end, we tested how well parents actually know the different forms of digital media advertising by preparing a real-life example of several different forms of digital media advertising. We prepared examples of search engine advertising, online banner advertising, product placement, pop up advertising, advergame and affiliate marketing. An example of search engine advertising was correctly recognised as such by 80 (50%) respondents, out of 159, online banner advertising by 53 (33%), product placement by 73 (46%), pop up advertising 103 (65%), advergame by 53 (33%) and affiliate marketing by 60 (38%).

4.2.4   Statistical analysis

H1: When encountering advertisements, children most often show interest in products that are meant for them (e. g. toys, games, and sweets).

From descriptive statistics, we can tell that children do not show interest in different product groups with the same degree of frequency. Based on the frequency distributions, we can understand that it would make sense to divide the variables into three groups:

–   Group 1: Cosmetics, products for personal hygiene

- Group 2: Electronic devices, books, and magazines
- Group 3: Products for children, juices, fizzy drinks and sweets, food

When encountering advertisements, children mostly never show interest in products, arranged in Group 1 or they do it a few times per year. Children tend to show interest for products in Group 2 slightly more frequently, compared to Group 1, as lots of them express interest in these products monthly, when they encounter ads, promoting them. For products in Group 3, lots of children show interest on a monthly or even weekly basis.

As we are dealing with nominal variables, we examined the differences in interest frequency distributions between groups with a Chi-square test. For testing, we divided the research hypothesis into two sub-hypotheses:

H1a: When encountering advertisements, children show different amount of interest in products, arranged in products for children (Group 3), compared to electronic products, books and magazines (Group 2).

Based on the sample data, we reject the null hypothesis that there is no association between the amount of interest in products that are meant for them (Group 3) than products that are not directly meant for them (Group 2) ($X^2=404$, $p<0.001$). We can confirm that children do not show the same amount of interest in products that are meant for them (Group 3) than products that are not directly meant for them (Group 2). Based on descriptive analysis, we can confirm that they are more interested in products for children, juices, fizzy drinks, sweets and food, compared to electronic products, books and magazines.

H1b: When encountering advertisements, children show different amount of interest in products, arranged in Group 3, compared to products in Group 1.

Based on the sample data, we reject the null hypothesis that there is no association between the amount of interest in products that are meant for them (Group 3) than products that are not directly meant for them (Group 1) ($X^2 = 269.6$, $p = 0.002$). We can confirm that children do not show the same amount of interest in products that are meant for them (Group 3) than products that are not directly meant for them (Group 1). Based on descriptive analysis, we can confirm that they are more interested in products for children, juices, fizzy drinks, sweets and food, compared to cosmetics and products for personal hygiene.

H2: Parents recognise traditional influence factors as most influential when it comes to product or service preferences: family, peers and school.

From descriptive statistics, we can tell that parents recognize peers as the most influential factor when it comes to product or service preferences (93%), followed by digital media advertisements (59%) and "classic" advertisements, such as TV ads, billboards, etc. (47%). Therefore, we reject the hypothesis. Parents do not recognise traditional influence factors

(family, peers and school) as most influential when it comes to product or service preferences.

H3: Parents generally believe that digital media advertising has no significant impact on their children's attitudes and values.

To test hypothesis 3, we first did an exploratory factor analysis to see if any of the variables, included in question 6, were highly intercorrelated and could be grouped in one variable. As only 1 component had the Eigenvalue significantly over 1 and explains 50% of the variance, we could conclude that our 6 presented types of advertising effects were in fact measuring 1 underlying factor. Therefore, we proceeded with recoding the 6 variables into one new variable 'Odnos do oglasov' by calculating the average agreement level for each respondent across six variables. The mean value was found to be 3.56, indicating that the parents generally did lean towards agreeing that digital media advertisements affect their children.

We also ran a one-sample t-test to statistically examine whether the sample mean is significantly greater or less/equal than 3, which represents a neutral standpoint of the parent (neither agrees nor disagrees) on a 5-point Likert scale. Based on the sample data, we reject the null hypothesis that parents generally believe that digital media advertising has no significant impact on their children's attitudes and values (t = 10.45, p < 0.001). We can confirm that parents generally believe that digital media advertising has a significant impact on their children's attitudes and values.

H4: The COVID-19 pandemic led to increased usage of digital devices by children, compared to the pre-pandemic usage frequency.

From descriptive statistics, we can recognise a big increase in the shares of children, using digital devices for more than 7 hours weekly (38% during the pandemic, compared to 14% before the pandemic), which indicates that the COVID-19 pandemic did lead to increased usage of digital devices by children, compared to the pre-pandemic usage frequency.

To check the difference between the usage of digital devices before and during the pandemic statistically, we carried out the Pearson's Chi-square test. Respondents that chose options 'I don't know' or 'My child does not use digital devices' were excluded from the analysis. Based on the sample data, we reject the null hypothesis that the COVID-19 pandemic did not lead to increased usage of digital devices by children, compared to the pre-pandemic usage frequency (X^2 = 82.08, p < 0.001). We can confirm that the COVID-19 pandemic led to increased usage of digital devices by children, compared to the pre-pandemic usage frequency.

H5: Children's usage of digital devices varies by age.

To test whether age really does affect children's usage of digital devices, we first divided the respondent's ages into two groups: ages 6-9 were recoded into a new independent

variable '6' and ages 10-14 into a new variable '10'. We also merged and recoded the variables for measuring frequency of use:

- Variable 'Never' was recoded into '1'
- 'A couple of times per month' and 'less frequently' into '2'
- 'A couple of times per week' and 'once per week' into '3'
- 'A few times per day' and 'once per day' were recoded into a new variable, '4'

We then looked at descriptive statistics, which uncovered that most children never or very rarely use gaming consoles, smart watches and toys with an internet connection. Those devices were therefore excluded from further analysis. For other devices (smartphones, computers, tablets, regular TVs, and smart TVs), 5 Pearson's Chi-square tests were carried out to examine the association between age and each digital device that was included in question 10. The tests revealed that children's usage of digital devices varies by age for the following digital devices: smartphones ($X^2 = 60.81$, $p < 0.001$), computers ($X^2 = 42.46$, $p < 0.001$) and regular TVs ($X^2 = 8.14$, $p = 0.043$). However, according to the statistical analysis, this cannot be said for the following digital devices: tablets ($X^2 = 1.42$, $p = 0.699$) and smart TVs ($X^2 = 4.421$, $p = 0.219$). Since more sub-hypotheses were accepted than rejected, we consider the hypothesis to be confirmed.

H6: The level of parental concern about advertising to children is not affected by the level of the parent's education.

We used a one-way analysis of variance (ANOVA) to see if the level of parental concern about advertising to children (dependent variable) is really affected by the level of the parent's education (independent variable). Before running the test, we used the variables from question 24 to create a new construct 'Nivo_Izobrazbe':

- variables 'Primary school', 'Secondary vocational or technical education', 'General education (gimnazija)' and 'Professional higher education' were recoded into a new variable, named '1' (lower education),
- variable 'Undergraduate (bachelor's)' was renamed into '2' (diploma),
- variables 'Postgraduate (master's)' and 'Postgraduate (doctoral)' were recoded into a new variable, named '3' (higher education).

New groups were created based on descriptive statistics to balance the number of respondents in every one of them. Respondents preferred not to disclose the information on their level of education were excluded from the analysis. We explored the level of parental concern about advertising to children with question 12 in the online survey.

A one-way ANOVA test revealed that the null hypothesis cannot be rejected ($F_{2, 153} = 1.849$, $p=0.161$). We cannot claim that the level of parental concern about advertising to children is affected by the level of the parent's education. Therefore, the hypothesis is confirmed.

H7: There is a discrepancy between the parental self-perceived level of familiarity with different forms of online advertising and their actual level of advertising literacy.

We used the Pearson's correlation coefficient test, which is a common statistical method for measuring the strength and direction of the linear relationship between two variables, to see if there was an association between the parental self-perceived level of familiarity with different forms of online advertising and their actual level of advertising literacy. For this, we first calculated the mean of the respondents' self-assessed level of familiarity that was measured on a 5-point Likert scale. We also recoded the variables from questions 14-19 into a new construct, 'SCORE', by giving a respondent a point for each correctly selected technique and then calculating a mean value that represented the average number of correct answers.

The test showed that there was a semi-strong, positive correlation between the studied variables, which was statistically significant ($r = 0.512$, $p < 0.001$). We can conclude that parental self-perceived level of familiarity with different forms of online advertising is semi-strongly and positively correlated to their actual level of advertising literacy.

H8a: There is a negative correlation between the number of hours a child spends on digital media and the degree of parental control of a child's digital media usage.

We decided to also use the Pearson's correlation coefficient test for exploring the correlation between the number of hours a child spends on digital media and the degree of parental control of a child's digital media usage. Before running the test, the variables from question 20 were first recoded into a new construct called 'Nivo_Nadzora' by calculating the average value. We also recoded ordinal variables from question 7 into numeric variables to create a new construct 'ŠT_ur' (variable 'up to 2 hours per week' was recoded into '1', 'between 2 and 3 hours per week' into '2,5', 'between 3 and 7 hours per week' into 5, 'more than 7 hours per week' into 12, 'my child doesn't use any digital devices' into '0'). Respondents who chose the option 'I don't know' were excluded from the analysis.

The Pearson's correlation coefficient test showed that there was a weak, negative correlation between the studied variables, which was statistically significant ($r = -0.188$, $p < 0.018$). The hypothesis is thus confirmed.

H8b: There is a negative correlation between the number of digital devices a child uses and the degree of parental control of a child's digital media usage.

To analyse Hypothesis 8b, we first created a new construct, 'ŠT_naprav', by calculating the number of different devices a child uses (the respondent was given 0 points if he or she chose the option 'never' and 1 point for every other answer) from question 8. We already created the construct 'Nivo_Nadzora' when testing hypothesis 8a.

The Pearson's correlation coefficient test showed that there was a weak, negative correlation between the studied variables (r = -0.089) that was not statistically significant (p = 0.269). We therefore reject the hypothesis. We cannot claim that there is a statistically significant correlation between the number of digital devices a child uses and the degree of parental control of a child's digital media usage.

H9a: There is a positive correlation between the number of hours a child spends on digital media and the amount of negative experience with ads a child has.

To test hypothesis 9a, we calculated Pearson's correlation coefficient between variables 'ŠT_ur' and 'Negativne_izkušnje'. The latter was constructed by recoding the ordinal variables from question 21 into numeric variables (variable 'almost every month' was recoded into '12', 'sometimes' into '4', once into '1' and 'never' into 0). Respondents that chose the option 'I don't know' or 'I wish not to answer' were excluded from the analysis. We already created the construct 'ŠT_ur' when testing hypothesis 8a.

The Pearson's correlation coefficient test showed that there was a weak, positive correlation between the studied variables, which was statistically significant (r = 0.205, p = 0.024). The hypothesis is thus confirmed.

H9b: There is a positive correlation between the number of digital devices a child uses and the amount of negative experience with digital media ads a child has.

We used the Pearson's correlation coefficient test to see if there was an association between the number of digital devices a child uses (construct 'ŠT_naprav' was already created when testing hypothesis 8b) and the amount of negative experience with digital media ads a child has (construct 'Negativne_izkušnje' was created for testing hypothesis 9a).

The test showed that there was a weak, positive correlation between the studied variables (r = 0.025) that was not statistically significant (p = 0.789). We therefore reject the hypothesis. We can't claim that there is a statistically significant correlation between the number of digital devices a child uses and the amount of negative experience with digital media ads a child has.

Table 8 contains a synopsis of the research hypotheses that were either confirmed of rejected.

Table 8: A summary of the research hypothesis testing

	Hypothesis	**Confirmed**	**Rejected**
H1	When encountering advertisements, children most often show interest in products that are meant for them (e. g. toys, games, and sweets).	X	

(table continues)

Table 8: A summary of the research hypothesis testing (continued)

	Hypothesis	**Confirmed**	**Rejected**
H2	Parents recognise traditional influence factors as most influential when it comes to product or service preferences: family, peers, and school.		X
H3	Parents generally believe that digital media advertising has no significant impact on their children's attitudes and values.		X
H4	The COVID-19 pandemic led to increased usage of digital devices by children, compared to the pre-pandemic usage frequency.	X	
H5	Children's usage of digital devices varies by age.	X	
H6	H6: The level of parental concern about advertising to children is not affected by the level of the parent's education.	X	
H7	H7: There is a discrepancy between the parental self-perceived level of familiarity with different forms of online advertising and their actual level of advertising literacy.		X
H8a	There is a negative correlation between the number of hours a child spends on digital media and the degree of parental control of a child's digital media usage.	X	
H8b	There is a negative correlation between the number of digital devices a child uses and the degree of parental control of a child's digital media usage.		X
H9a	There is a positive correlation between the number of hours a child spends on digital media and the amount of negative experience with ads a child has.	X	
H9b	There is a positive correlation between the number of digital devices a child uses and the amount of negative experience with digital media ads a child has.		X

Source: Own work.

5   DISCUSSION

The primary research objective of this thesis was to gain a comprehensive understanding of parental perspectives on digital advertising aimed at children. We started our research with a literature review of the topics, relevant to advertising to children through digital media. Based on the comprehensive theoretical knowledge on the topic, we continued our research with 9 in-depth interviews with parents of underage children. Here, the aim was not to only further investigate parental attitudes and beliefs towards digital advertising targeting their children but also to collect data that would later help us ask relevant questions and offer relevant sets of answers in our online questionnaire. We concluded our research with a quantitative analysis. First, based on the literature and in-depth interviews, we formed five research questions and 9 hypotheses. Second, we executed an online survey with 28 questions and 100 variables. Out of 176 respondents that finished the survey, 159 units which met the conditions (parents of children, aged between 6 and 14) were included into the analysis.

Our first research question was: "How do children as consumers behave?". Our main goal was to understand which factors influence children's consumer behaviour and to what extent. Based on literature review and in-depth interviews, we can highlight the following factors: influence groups, emotional decision-making, influence of advertising and new advertising tools, branding, packaging and visual appeal of products and overall developmental changes.

Within the research question we focused on two aspects - do children most often show interest in products that are meant for them and do parents recognise traditional influence factors - family, peers and school as most influential when it comes to product or service preferences? It has proved as statistically significant that children do not show the same amount of interest in products that are meant for them than products that are not directly meant for them. We compared a group of products meant directly for children with two groups of products that were not. Our findings are in line with the study by CNA (2007) which showed that children preferred advertisements that promoted products for children. The findings also coincide with the interviewees' statements about instances when an ad has influenced their children, where advertisements meant for children were prominent.

In the survey, peers were considered the factor with the most influence, followed by digital media advertisements, traditional advertisements and then family and school. The findings were in contrast with the in-depth interviews' findings, where peers were similarly the most highlighted group, but advertisements were not perceived as a factor with a prominent influence by the parents.

With research question 2, we looked into the topic of online advertising effects on children's attitudes and values by listing different types of possible effects and asking the parents to rate how digital media advertisements affect their children on a 5-point Likert scale. Our research findings turned out to be in contrast with the literature (CNA, 2007, Jourová, 2016;

Lupiáñez-Villanueva et al., 2016), suggesting that parents are generally not very concerned about the effects of online advertising on their children. A t-test showed that parents generally do believe that digital media advertising has a significant impact on their children's attitudes and values. From in-depth interviews, we were also able to understand that parents notice that online ads can sometimes force their children to do something, for example one parent shared that "you get to a point where there is something you need to buy, or you need to watch an ad to play further". One parent also shared that he doesn't think advertising to children is ethical, as they are too susceptible to the effects of advertising.

However, we could notice that parents sometimes misjudge the power of online ads, and/or not pay lots of attention to them. For example, one interviewee stated that "TikTok is not that 'terrible', because there are no 'forced' ads" and "If the advertisement is for watercolours, which my kid would use, I find the advertisement absolutely acceptable". Another parent shared that he didn't exactly know "where the ads are in video games", but that he previously touched on the subject with his daughters, and they told him that the ads are not interesting, and they cannot wait for them to end.

As we started writing this thesis during the COVID-19 pandemic, when most of the social activities, including working, learning, and interacting moved online, we were also interested in exploring what are the children's digital media consumption habits and how has the COVID-19 pandemic affected them (research question 3). As the literature suggests that the usage increased not only because of the remote education, but also socialisation and entertainment, which alarmed the parents, we touched on the subject in the in-depth interviews. Generally, parents experienced the effects of COVID-19 differently. Starting with daily family routines, some parents reported minimal alterations, while others attributed the changes to the children's growing up and some observed changes due to the pandemic. The answers also varied with digital media consumption - from almost no digital media usage for children to the digital media playing a central role in their children's daily lives. Usage of digital devices for schoolwork, especially laptops, was common to all interviewees. The pandemic led to an increased average number of digital devices per household. For example, one interviewee shared that the computer, placed in his children's room during COVID, remained there even after school was no longer held online and his children are now allowed to use them for entertainment when the parents give permission. Another pointed out that because of the pandemic, children are better skilled in utilising digital media and therefore use it more. We asked the respondents to indicate their children's usage frequency after the pandemic (summer 2022) and before the pandemic in the online survey. With the results, we were able to also statistically confirm the hypothesis that the COVID-19 pandemic led to increased usage of digital devices by children, compared to the pre-pandemic usage frequency with a Pearson's Chi-square test.

On the topic of children's digital media consumption habits, we were also interested in exploring if children's usage of digital devices varies by age. We first started with a literature review, which reports on differences in the use of digital media between older and younger

children (eSafety Commissioner, 2022, Ofcom, 2022, Rideout & Robb, 2020, Unicef, 2019). The insights from the theory also matched the findings we obtained through in-depth interviews. One parent for example shared that his eldest daughter was "starting to discover Viber, Snapchat and similar", suggesting that she added these platforms to those already used by her siblings or she has also used them herself in the past, which increases her total time using digital devices. This revelation was later also reinforced with the interviewee sharing that his younger daughters did not yet show lots of interest in smartphones, while the eldest used smartphones for socialising with her peers during COVID. Another parent said that his younger daughter has a limited time for using digital devices, while these restrictions do not apply to the older one. We also learned from the interviews that digital media is generally less interesting to younger children compared to older ones.

We further examined the above-described findings with the help of Chi-square test. The tests revealed that children's usage of digital media varies by age for the following digital devices: smartphones, computers and regular TVs, but not for tablets and smart TVs. As more sub-hypotheses were accepted that rejected, we also confirmed the hypothesis that children's usage of digital media varies by age.

As parents serve as gatekeepers for their children's experiences with digital media, we also delved into the topic of parental online advertising literacy (research question 4). According to our literature review, parents are generally only familiar with different forms of online advertising and have difficulty identifying them. With the results of in-depth interviews, we were able to draw a parallel with these findings, since when the interviewees were asked to describe and explain the types of advertisements they encounter online, they mostly mentioned video ads and banners, but were quite surprised when asked about advergaming. What is more, we learned that the parents weren't opposed to this type of marketing. One interviewee shared an interesting aspect that she would allow her children to play such a game if it was about a product they already use, and she would disapprove if the game was about a product they don't use since she believes the children would then want the product. These findings were also in line with the existing literature, as Lapierre & Choi (2021) pointed out that as a result of inefficient knowledge on the topic, parental literacy is compromised when it comes to online advertising, with advergames and product integration being distinctly less familiar tactics. For instance, Lupiáñez-Villanueva et al. (2016) discovered that advergames are perceived as not particularly influential and generally don't worry parents too much. Based on the research, they are much more alarmed by in-app purchases, as they can trigger spending money. In the in-depth interviews, one parent also shared that, in his opinion, TikTok is not that "terrible", because there are no "forced" ads. To find out how literate in online advertising parents are, we broached the subject also in our online survey by first asking the respondents to self-assess their level of familiarity with different forms of digital advertising techniques on a 5-point Likert scale. We found out that for each of the listed techniques - search engine advertising, online banner advertising, product placement, pop-up advertising, advergames, and affiliated links - less than 10% of

respondents stated they were 'very familiar' with the technique. Congruent with above mentioned literature, the data from questions 14-19 in the online survey showed that parents are most familiar with pop-up advertising and least familiar with advergames. We also statistically examined whether there is a discrepancy between the parental self-perceived level of familiarity with different forms of online advertising and their actual level of advertising literacy with a Pearson's correlation coefficient test, which showed that there was a semi-strong, positive and statistically significant correlation between the studied variables, which led to rejecting hypothesis 7.

In the context of parental online advertising literacy, we furthermore looked into the link between the level of parental concern about advertising to children and the level of the parent's education. The research review (Lupiáñez-Villanueva et al., 2016; CNA, 2007; Unicef, 2019) didn't show obvious differences in the level of parental concern about advertising to children and based on their education, there is some minor diversity among parents to be noted, for example assessed effectiveness of protective measures online, risk perception (Lupiáñez-Villanueva et al., 2016), perceiving the quantity of commercials in audio-visual programmes on TV as "too big" (CNA, 2007) or the level of internet mediation skills parents with different education levels have (Unicef, 2019). As we didn't put much emphasis on the interviewee's level of education in in-depth interviews, we weren't able to unravel the link between the level of parental concern about advertising to children. We also didn't notice major differences in concern between parents that professionally work in (digital) marketing or are experts in e. g. information communications technology (ICT) and those that don't because all of them, with one exception, use digital media on a daily basis also for work. Therefore, we decided to ask the respondents to rate their level of concern regarding their children being in contact with digital ads on a 5-point Likert scale and statistically examine the hypothesis that the level of parental concern about advertising to children is not affected by the level of the parent's education with an ANOVA. The test revealed that the null hypothesis cannot be rejected. Therefore, we confirmed the hypothesis.

In the final part of the empirical research, we looked into how parents can contribute to shielding their children from online advertising (research question 5). As the literature suggests that the parents who strictly limit their children's digital media usage tend to also use more parental control techniques (Unicef, 2019, Lobe et al., 2020), we started out by inspecting what that looks like in reality by asking the parents about it in the in-depth interviews. One parent shared that parental supervision becomes a challenging task once the children get their own devices. A few interviewees mentioned that they practise a predetermined limited time for using digital devices, but it's a challenge to keep up with it, as children constantly ask them for access and try to expand the allowed time, especially the older ones. We were able to read between the lines that the parents "lost their battle" in trying to very strictly limit their children's contact with digital media during COVID-19, as children of school age used digital devices for learning and are now not trying to bring the usage back to pre-pandemic levels, but rather mitigate the consumption by pre-determining

the times when it's allowed to use digital devices or subjecting the time, spent on digital devices, to other obligations. Data, obtained with the online survey, showed that in 2022, parents most often used a pre-defined time in which the child is allowed to use digital devices for controlling their children's digital media consumption, followed by only allowing them to use digital devices under their supervision.

To further investigate the topic in a way that would show more tangible conclusions, we continued with testing whether parental control is connected to a) the number of hours a child spends on digital media and b) the number of digital devices a child uses statistically with two Pearson's correlation coefficient test. The first showed that there was a weak, negative correlation between variables 'ŠT_ur' and 'Nivo_Nadzora', which led to confirming the hypothesis that there is a negative correlation between the number of hours a child spends on digital media and the degree of parental control of a child's digital media usage. The second revealed that there was a weak, negative correlation between variables ŠT_naprav' and 'Nivo_Nadzora' that was not statistically significant. In other words, we can claim that the more hours a child is allowed to spend on digital media, the less restrictions the child's parents use to limit his or her consumption (protecting the devices with a secret password, letting the child use digital media only under the supervision of an adult, pre-defining the time the time a child is spend on digital devices, equipping digital devices with which the child will be in contact with applications for blocking or filtering certain content and/or other). But we cannot say that the same applies to the number of digital devices a child uses and the degree of parental control of a child's digital media usage, as the more digital devices a child uses doesn't necessarily mean that the less restrictions the child's parents use to limit his or hers consumption of digital media.

Furthermore, we discovered that the literature notes that parents in general do not show a high level of concern about online advertising and believe the children to be either able to actively avoid online ads or they perceive advertisement as an unavoidable part of digital media (Lupiáñez-Villanueva et al., 2016). These insights matched the findings from our in-depth interviews, where we found out that some parents don't actively try to prevent digital ads reaching their children. For example, one parent pays to have the ad-free version of YouTube for himself but doesn't provide that option to his children who often use that platform. He also doesn't find ads on TikTok very hazardous because the platform has no "forced ads" that e. g. YouTube and Instagram have. He did acknowledge that digital media can quite heavily advertise to children, especially with advergames that a lot of young people enjoy playing, but interestingly didn't try to actively prevent the ads reaching their children. He shared that he and his son played a game together and that his son wondered how much of his life he had already spent on watching the ads that interrupt his online games but didn't mention any techniques of how he tries to shield his son from ads as a parent. Later on, he also mentioned that he doesn't really mind ads if they promote products that are meant for children, e. g. watercolours. Generally, a few of the parents mentioned that they never discussed online ads with their children but that they see the children don't like them and

can't wait to be over. Some try to limit their children's contact with inappropriate content on YouTube by allowing them to only watch certain types of videos, e. g. rhythmic gymnastics, sports, music. One parent shared that she doesn't allow her children to watch influencers on YouTube.

With Pearson's correlation coefficient tests, we were able to statistically explore how parents can contribute to protecting their children from having negative experiences with ads they encounter through digital media. First, we were interested in finding out whether there is a positive correlation between the number of hours a child spends on digital media and the amount of negative experiences with ads a child has. The Pearson's correlation coefficient test showed that there was a weak, positive correlation between the studied variables, which was statistically significant, which led to confirming the hypothesis. However, the same did not apply to the number of digital devices a child uses, as the Pearson's correlation coefficient test showed that there was a weak, positive correlation between the studied variables that was not statistically significant, which ultimately led to the conclusion that parents can contribute to shielding their children from negative experiences with digital ads by limiting their time, spent on digital media, but not by downsizing the number of digital devices they use.

5.1   Research limitations and implications for future research

Our empirical research was a mixed-method approach as we combined in-depth interviews and online survey. Our aim with a mixed-method approach was to mitigate limitations which arise from a specific method.

While participant selection for the first part of the empirical research, in-depth interviews, was conducted carefully, it is important to acknowledge the presence of certain limitations. In-depth interviews have potential for bias, arising mainly from the researcher's presence and influence during an interview and from the topic discussed. Similarly, data analysis relies on the interpretation and objectivity of the research (Boyce & Neale, 2006). Furthermore, the process of conducting in-depth interviews is time-consuming, making it possible to include only a relatively small sample size. As a result, the findings from in-depth interviews may not be easily generalised to the broader population (Adams & Cox, 2008). Due to a small sample size and the consequent lack of generalizability, in-depth interviews are usually not used as a standalone research method (Rutledge & Hogg, 2020).

Since we began with our empirical research during the COVID-19 pandemic, we conducted the in-depth interviews using ZOOM and similar video communication platforms. By using video communication platforms, we were able to maintain the interactive and personal nature of in-depth interviews, while at the same time, we were not able to pick up as many non-verbal cues in comparison to in-person interviews.

Our online survey was distributed to the participants through email and social media platforms. Online surveys offer several benefits - objectivity of the researcher, time and cost effectiveness, the potential for a large sample size, easy access, etc (Malhotra, 2009, pp. 191). However, it is important to acknowledge the limitations associated with online surveys. The sample control is very limited and online surveys often rely on voluntary participation, leading to self-selection bias. Those, who choose not to participate, might have given different answers to those, who have participated in the survey. What is more, sample control also refers to the limited control of respondents' surroundings and conditions during an online survey. Furthermore, questions need to be predefined and as easy to understand as possible, limiting the depth of exploration, which in-depth interviews allow for. Respondents may also provide incomplete or inaccurate responses when misunderstanding questions, rushing through the survey and similar. Since the researcher is not present, online surveys also lack non-verbal cues in-depth interviews provide. Online surveys also rely on participants' internet access and can be susceptible to technical issues (Malhotra, 2009, pp. 191-197).

Our research only included Slovenian parents and in our online survey, the women represented 91% of all respondents. With both our methods, non-probability sampling limits the potential for generalisability. Thus, for future research, we would suggest a larger audience and both genders represented in the sample group.

We believe a focus group where parents could complement each other would be a would be another appropriate method for researching the topic. Comparison between generations of parents could also offer valuable insights.

We highly recommend that further empirical research would involve children directly, with appropriate supervision and interpretation. Lastly, investing the topic of children and persuasion that we didn't get the chance to explore empirically would offer a valuable understanding of what promotional content that children encounter in the digital environment effects them as consumers most.

6   CONCLUSION

Today, the use of digital marketing strategies is increasing with the integration of online technologies into business as well as personal lives, and the ever-changing environment pushes the marketers to come up with new techniques, technologies, and concepts for them to be able to reach their marketing objectives in a new digital and connected world.

As technology and the internet play a significant role in our lives, it is important for parents, educators, regulators, and policymakers, as well as advertisers and companies that operate digital media platforms to understand the basic concepts of advertising to children through digital media. With children being more and more active as consumers and as influencers in

family decisions, there are many new products on the market, aimed at children and parents and therefore advertising to children is more prominent than ever.

The aim of this master's thesis was to gain a comprehensive understanding of parental perspectives of digital advertising aimed at children. Through an extensive review of the existing literature on the investigated topic, analysis of nine in-depth interviews and finally statistical analysis of data that was obtained through an online survey that was executed on a representative sample of 159 parents, we have reached the following conclusions: children show more interest in products meant for them (toys, games, juices, fizzy drinks and sweets, food) compared to those not directly targeted at them (cosmetics, products for personal hygiene, electronic devices, books, and magazines). Parents consider peers the most influential group when it comes to product preferences, followed by digital media advertisements. They generally believe that digital media advertising has an impact on their children's attitudes and values, especially that it changes their personal values hierarchy and encouraging consumerism in them. Parents often consider it unethical, but do not actively try to prevent ads to influence their children. Parents seem to misjudge the power of online ads, and/or do not pay lots of attention to them, which could be attributed to the lack of knowledge on the topic. The pandemic of COVID-19 led to increased usage of digital devices by children, especially the school-aged, compared to the pre-pandemic usage frequency. Children's usage of digital devices varies by age. Digital media is generally less interesting to younger children compared to older ones, who, apart from entertainment, also use it for schoolwork, education, and socialising. The level of parental concern about advertising to children is not affected by the level of the parent's education. There is no discrepancy between the parental self-perceived level of familiarity with different forms of online advertising and their actual level of advertising literacy. Parents are most familiar with pop-up and search engine advertising and least familiar with advergaming, online banner advertising and affiliate marketing. Children that spend more time on digital media generally face fewer restrictions from their parents, but the same does not apply to the number of different devices children are allowed to use. Therefore, we can conclude that it is better to regulate children's consumption of digital media with implementing supervision techniques, such as supervising the children's usage of digital media, limiting the time allowed to be spent on digital devices and protecting the devices with passwords, and not by limiting the number of different digital devices a child is permitted to use. The more time a child spends on digital media, the more negative experiences with ads he or she has, but the same does not apply to the number of different devices children use. This implies that parents can effectively protect their children from negative experiences with digital ads by limiting their time, spent on digital media, but not by downsizing the number of digital devices they are allowed to use.

We advocate that a better knowledge and understanding of the topic that was discussed in this master's thesis can significantly benefit parents, educators, policymakers, and other critical stakeholders. It would enable them to recognize and grasp digital advertising

practices better, thereby empowering them to safeguard children from potential harm, both through proactive preventive measures and curative actions. We recognise ethics and regulation as another vital safety net, as they can contribute to ensuring that advertising to children is responsible, transparent, and respectful of their rights and well-being. While pursuing commercial interests, advertisers should prioritise ethical considerations and should always keep in mind children's best interests.

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APPENDICES

Appendix 1: Povzetek (A summary in Slovene language)

Digitalni mediji so pomemben del našega življenja, saj nas spremljajo pri večini naših vsakodnevnih opravil. Z njimi so od zgodnjega otroštva v stiku tudi otroci, ki se digitalne naprave naučijo upravljati že kot malčki. Z naraščanjem uporabe digitalnih medijev se je v zadnjih letih razvilo tudi digitalno oglaševanje, ki tempu napredka sledi stalnim razvojem novih tehnik, orodij in strategij. Spremembo v smeri digitalizacije je spodbudila tudi pandemija COVID-19, med katero so države pospešeno vlagale v razvoj rešitev za oddaljeno učenje. Šolanje od doma je pomenilo, da so otroci na digitalnih napravah med tednom v povprečju preživeli sedem ur na dan, pri čemer so starši skoraj čez noč prevzeli pomembno vlogo upravljalcev otrokovih izkušenj z digitalnimi mediji. Čeprav danes uživamo v naprednih tehnologijah in imamo boljši dostop do informacij, so starši v letu 2020 ocenjevali, da je vzgoja danes zahtevnejša kot pred dvajsetimi leti. Izvor težav so med drugim pripisali tehnologiji in družbenim omrežjem.

Cilj magistrske naloge je raziskati starševski pogled na oglaševanje otrokom prek digitalnih medijev. Naloga je sestavljena iz dveh delov – teoretičnega in praktičnega. V prvem se osredotočava na pregled aktualne obstoječe literature, in sicer: koncept oglaševanja kot komunikacijskega procesa, premik oglaševanja od tradicionalnega k digitalnemu, digitalno oglaševanje v hitro spreminjajočem-se digitalnem okolju, razvoj otrok v potrošnike ter oglaševanje otrokom prek digitalnih medijev.

Drugi, empirični, del naloge je sestavljen iz dveh delov. Prvi del predstavlja kvalitativna raziskava v obliki poglobljenih intervjujev z devetimi starši, s katero sva želeli izpopolniti razumevanje obravnavane tematike. Pri tem sva preučevali vlogo digitalnih medijev v družinskih rutinah in kako je nanje vplivala pandemija COVID-19, katere prijeme starši uporabljajo za nadzor otrokove uporabe digitalnih medijev ter kako se otroci vedejo v vlogi potrošnikov. Zanimali so naju tudi pogledi staršev na oglaševanje otrokom, predvsem preko digitalnih medijev. Sledi kvantitativna raziskava, ki sva jo izvedli v obliki spletne ankete. Pridobljene podatke sva uporabili za preizkušanje devetih raziskovalnih domnev, pri čemer sva si pomagali s programom SPSS. Ugotovili sva, da otroci ob stiku z oglasi najbolj pogosto izkažejo zanimanje za izdelke, ki jim namenjeni, na primer igrače in sladkarije. Starši kot faktor z največjim vplivom na potrošniške preference njihovih otrok prepoznavajo vrstnike, ki jim sledijo digitalni oglasi in »klasični oglasi«, na primer oglasni panoji in oglasi na televiziji. Starši verjamejo tudi, da ima oglaševanje prek digitalnih medijev pomemben vpliv na stališča in vrednote njihovih otrok. Rezultati ankete so potrdili, da se uporaba različnih digitalnih naprav razlikuje glede na starost otrok in da so otroci med pandemijo COVID-19 več uporabljali digitalne naprave kot pred pandemijo. Ugotovili sva tudi, da je starševska samozaznava stopnje poznavanja spletnega oglaševanja skladna z njihovo dejansko oglaševalsko pismenostjo ter da stopnja zaskrbljenosti starša glede oglaševanja otrokom ni povezana z njegovo stopnjo izobrazbe. Rezultati ankete so potrdili, da več ur, ko otrok preživi na digitalnih medijih, manjšo stopnjo nadzora nad njegovo uporabo le-teh ima njegov

starš in da obstaja pozitivna korelacija med številom ur, ki jih otrok preživi na digitalnih medijih ter količino negativnih izkušenj z oglasi, ki jih ta otrok ima.

Najina raziskava ima nekaj specifičnih omejitev. Ker sva poglobljene intervjuje izvedli v obdobju socialne distance med pandemijo COVID-19, sva pogovore izvedli prek platforme za video konference in spletna srečanja Zoom. Pri tem sva uspeli vzpostaviti dokaj oseben stik s sogovorcem, nisva pa mogli opazovati neverbalnih znakov intervjuvancev, ki bi jih sicer lahko beležili med izvedbo intervjujev. Vzorec, na podlagi katerih sva izvedli statistične analize, je bil majhen, ženske pa so predstavljale 91% vseh respondentov. Majhen vzorec lahko vpliva na zanesljivost in veljavnost rezultatov, potrebna pa je tudi previdnost pri njihovi generalizaciji. V prihodnosti je zato priporočljiva izvedba podobne raziskave na večjem neverjetnostnem vzorcu, ki zajema uravnoteženo število moških in žensk. Dobrodošla bi bila tudi izvedba fokusne skupine, v kateri bi starši lahko dopolnjevali drug drugega. Zanimivo bi bilo empirično raziskati temo prepričevanja (angl. persuasion) otrok v digitalnem okolju.

Razumevanje teme, ki jo obravnavava v magistrski nalogi, lahko koristi staršem, pedagogom, odločevalcem in drugim ključnim deležnikom. Boljše poznavanje praks oglaševanja otrokom prek digitalnih medijev bi otroke pomagalo ščititi pred škodo, ki jo te oglasi lahko povzročijo. Etično držo oglaševalcev ter regulacijo področja oglaševanja otrokom prek digitalnih medijev prepoznavava kot pomembni varovalki, ki lahko bistveno prispevata k odgovornemu in preglednemu oglaševanju, ki na eni strani spoštuje otrokove pravice in si prizadeva za njihovo blaginjo na drugi. Verjameva, da bi oglaševalci med zasledovanjem komercialnih interesov morali posebno pozornost nameniti etičnim vidikom in vedno imeti v mislih najboljše interese otrok.

Appendix 2: A snapshot of children's media use in 2020 by age

5-15 year olds
61% have their own tablet, and 55% their own smartphone

To go online - 70% use a tablet, 69% a laptop, and 65% a smartphone

56% watch live broadcast TV, and 91% watch video-on-demand content*

71% play games online

55% use social media apps/sites
65% use messaging apps/sites
97% use video-sharing platforms (VSP)
45% use live streaming apps/sites

5-7 year olds
57% have their own tablet, and 14% their own smartphone

To go online - 77% use a tablet, 51% a laptop, and 40% a smartphone

48% watch live broadcast TV, and 88% watch video-on-demand content*

50% play games online

30% use social media apps/sites
33% use messaging apps/sites
96% use video-sharing platforms (VSP)
33% use live streaming apps/sites

8-11 year olds
66% have their own tablet, and 49% their own smartphone

To go online - 76% use a tablet, 72% a laptop, and 62% a smartphone

58% watch live broadcast TV, and 91% watch video-on-demand content*

78% play games online

44% use social media apps/sites
64% use messaging apps/sites
96% use video-sharing platforms (VSP)
39% use live streaming apps/sites

40% are aware of ad placements in search engines
(8-11s who go online and use search engines)

27% have seen worrying or nasty content online
(8-11s who go online)

12-15 year olds
59% have their own tablet, and 91% their own smartphone

To go online - 87% use a smartphone, 80% a laptop, and 60% a tablet

61% watch live broadcast TV, and 92% watch video-on-demand content*

80% play games online

87% use social media apps/sites
91% use messaging apps/sites
99% use video-sharing platforms (VSP)
60% use live streaming apps/sites

65% are aware of potential vlogger endorsements
(12-15s who go online)

49% are aware of ad placements in search engines
(12-15s who go online and use search engines)

31% have seen worrying or nasty content online
(12-15s who go online)

* Video-on-demand content includes subscription services such as Netflix, broadcast catch-up services such as BBC iPlayer, recorded TV, websites like Vimeo and YouTube, blu-rays/DVDs, and renting online such as from Google Play Store

Source: Ofcom (2021).

3

Appendix 3: A snapshot of children's media use in 2020 by age (Part 1)

Media use by age: a snapshot

3-4
17% have their own mobile phone

To go online: **39%** use a mobile phone, **78%** use a tablet and **10%** use a laptop

89% use video sharing platforms
32% use live streaming apps/sites
50% use messaging sites/apps
21% use social media and **24%** have their own social media profile

18% play games online

81% watch TV or films on any type of device other than a TV set (**85%** on a TV set)

47% watch live TV vs **72%** who watch SVoD[1]

5-7
28% have their own mobile phone

To go online: **50%** use a mobile phone, **83%** use a tablet and **27%** use a laptop

93% use video sharing platforms
39% use live streaming apps/sites
59% use messaging sites/apps
33% use social media and **33%** have their own social media profile

38% play games online

74% watch TV or films on any type of device other than a TV set (**88%** on a TV set)

48% watch live TV vs **77%** who watch SVoD[1]

8-11
60% have their own mobile phone

To go online: **71%** use a mobile phone, **79%** use a tablet and **55%** use a laptop

95% use video sharing platforms
54% use live streaming apps/sites
84% use messaging sites/apps
64% use social media and **60%** have their own social media profile

69% play games online

79% watch TV or films on any type of device other than a TV set (**90%** on a TV set)

51% watch live TV vs **76%** who watch SVoD[1]

32% have seen something worrying or nasty online 📶

32% were able to correctly identify sponsored search results 🔍

Source: Ofcom (2022).

Appendix 4: A snapshot of children's media use in 2020 by age (Part 2)

12-15

97% have their own mobile phone

To go online: **94%** use a mobile phone, **54%** use a tablet and **63%** use a laptop

98% use video sharing platforms
73% use live streaming apps/sites
97% use messaging sites/apps
91% use social media and **89%** have their own social media profile

76% play games online

87% watch TV or films on any type of device other than a TV set (**84%** on a TV set)

44% watch live TV vs **82%** who watch SVoD[1]

37% have seen something worrying or nasty online

11% picked only reliable indicators that a social media post was genuine;
83% picked at least one unreliable indicator

64% were able to correctly spot a fake profile
38% were able to correctly identify sponsored search results
39% were able to correctly identify sponsored content posted by an influencer

16-17

100% have their own mobile phone

To go online: **98%** use a mobile phone, **50%** use a tablet and **63%** use a laptop

98% use video sharing platforms
79% use live streaming apps/sites
99% use messaging sites/apps
97% use social media and **94%** have their own social media profile

73% play games online

85% watch TV or films on any type of device other than a TV set (**82%** on a TV set)

44% watch live TV vs **79%** who watch SVoD[1]

42% have seen something worrying or nasty online

13% picked only reliable indicators that a social media post was genuine;
81% picked at least one unreliable indicator

65% were able to correctly spot a fake profile
44% were able to correctly identify sponsored search results
48% were able to correctly identify sponsored content posted by an influencer

Source: Ofcom (2022).

Appendix 5: In-depth interview guide

Kot sva že omenili, je tema najine magistrske naloge »starševski pogled na oglaševanje otrokom prek digitalnih medijev«. To je precej kompleksna tema, zato bi začeli zelo na začetku, z razlago ključnih pojmov, če se strinjate:

- **Digitalne naprave** so pametni telefoni, računalniki, tablični računalniki (v tej raziskavi izključujemo TV, ker ga uvrščamo med analogne, bolj tradicionalne medije)

- **Digitalni marketing** je oglaševanje izdelkov preko digitalnih (elektronskih) medijev. Od tradicionalnega marketinga se razlikuje v tem, da vključuje uporabo kanalov, ki omogočajo analizo kampanj, z namenom razumevanja, kaj deluje in kaj ne.

- **Digitalne platforme** so Facebook, Google, Instagram, YouTube, LinkedIn, Amazon, ipd. Do njih dostopamo preko spletnih brskalnikov ali aplikacij.

- **Digitalni mediji** so Google oglaševanje, Facebook oglaševanje, E-poštni marketing, spletne strani, ipd.

1. **Mi lahko v nekaj kratkih stavkih predstavite vašo družino? Koliko vas je, v katerem delu Slovenije živite, koliko so stari otroci in kateri razred v šoli obiskujejo, itd.**

2. **Bi rekli, da vaš družinski vsakdanjik poteka v nekem ustaljenem ritmu, predvidljivi rutini?**

   - Lahko na kratko opišete tipični dan?
   - Se je vaša rutina kaj spremenila, če jo primerjate s časom pred Covidom? Kako?
   - Kaj pa digitalni mediji – če se zavestno osredotočimo na to – kakšno vlogo igrajo v družinskem vsakdanjiku?

3. **Lahko opišete vašo »domačo politiko« glede uporabe digitalnih medijev?**

   - Ali vaši otroci uporabljajo digitalne medije? Predvsem internet, socialna omrežja in podobno?
   - S katerimi napravami dostopajo do spleta? (Ali imajo svoj telefon? Uporabljajo skupni računalnik, tablico?)
   - Koliko (časovno)? Koliko časa na dan se vam zdi, da otroci, stari 6 let, 10 let in 15 let na splošno v povprečju preživijo pred digitalnimi mediji?
   - Na katerih straneh se zadržujejo oz. do katerih vsebin največkrat dostopajo?
   - Ali otrokom omejujete dostop do digitalnih medijev? (Časovno, pod nadzorom, do nekaterih stvari…)
   - Imate v vašem gospodinjstvu omejen čas konzumiranja digitalnih vsebin? Se ta čas podaljšuje z otrokovo starostjo? Na podlagi česa določate čas?

- Bi rekli, da se je vaš odnos do otrok in digitalnih medijev z leti spreminjal? Na kakšen način? Lahko primerjate svojo držo s tisto »idealno« iz časa prek otroki oz. ko ste imeli npr. samo 1 otroka?
- Kaj pa aktualne spremembe - opazite kakšne spremembe (npr. frekvenca stika otrok z digitalnimi mediji) glede na čas pred Covidom?
- Bi rekli, da ste v času socialne distance, ko smo bili več doma, digitalnim medijem kot starš posvetili več pozornosti (v smislu novih »vzgojnih strategij«)?

4. **Se vam zdi, da so današnji otroci izpostavljeni več oglasom, kot ste bili vi v njihovih letih?**

- Na kakšen način? (št. Medijev prek katerih jih lahko dosežejo oglasi, količina oglasov, frekvenca prikazovanja, več znamk na tržišču...)
- Katere so tiste ključne stvari, ki so se po vašem mnenju pri oglaševanju v teh letih spremenile?
- Opažate, da se je način oglaševanja, ki doseže otoke spreminjal tudi med vašimi otroci (starejši : mlajši)?
- Bi znali izpostaviti kakšen trend v oglaševanju?

5. **Ali vaši otroci sodelujejo pri nakupnih odločitvah družine? Kako poteka ta proces so-odločanja?**

- Se vam zdi, da sprašujejo po izdelkih, ki jih vidijo v oglasih? Kako pogosto? Opažate, da jih k temu spodbudijo kakšni posebni dejavniki (npr. da imajo eno igračo njihovi prijatelji, da se oglašuje zelo močna kampanja, ki jo zelo pogosto vidijo...)?
- Kaj vse po vašem mnenju vpliva na otrokovo povpraševanje po izdelkih ali storitvah? Npr. influenčne skupine, oglasi..., itd.
- Lahko opišete kakšno situacijo, ko je oglas (ali oglaševalska kampanja) vplival na vašega otroka? Kako so se izrazili vplivi? Npr. ponavljanje pesmi iz oglasa.

6. **Kje se vam zdi, da v vsakdanjem življenju srečate največ oglasov? V smislu prostora in medijev (npr. jumbo plakati na poti v službo, video oglasi, ko zvečer gledam YouTube, televizijski oglasi, revije...)**

- Kaj pa vaši otroci? Se vam zdi, da so kakšne razlike? Katere?

7. **Kako dobro se vam zdi, da vaši otroci razumejo oglase? Kdaj so jih začeli razumeti, kdaj so jih začeli opažati, do njih spreminjati mnenje v smislu percepcije?**

- Lahko delite kakšen primer, ko je otrok po vašem mnenju zelo dobro razumel oglas ali pa primer, ko ga ni?
- Se vam zdi, da otroci znajo prepoznati prepričevalno noto v oglasih? Pri kateri starosti se po vašem mnenju zgodi največja sprememba glede razumevanja namena

oglasa? Torej, kdaj otroci dojamejo, da oglas ni le zabaven, ne podaja le informacij, itd. ampak jih poskuša prepričati v nakup?

- Na kakšen način se kažejo razlike v razumevanju glede na starost otrok v vaši družini? Torej spremembe v razumevanju oglasov, ki so vezane na odraščanje otroka.

8. **Kaj pa glede vsebin, ki se oglašujejo otrokom?**

- Kako bi s tremi besedami opisali oglase, za katere menite, da so namenjeni otrok?
- Kaj v oglasu po vašem mnenju najbolj pritegne otroke? Ste morda opazili, da otroški oglasi vsebujejo elemente, ki so jim skupni?
- Znate priklicati nekaj izdelkov, ki ste jih v zadnjem času opazili v oglasih, namenjenih otrokom?

9. **Kaj pa oglaševalski vidik digitalnih medijev?**

- Kje po vašem mnenju otrok prek digitalnih medijev lahko sreča oglase? Bi lahko našteli nekaj različnih tipov oglasov, ki bi jih otroci lahko srečali na digitalnih medijih?
- Na splošno - kako se po vašem mediju, oglasi na digitalnih medijih razlikujejo od tradicionalnih? Kakšne učinke imajo po vašem mnenju oglasi, ki jih otroci srečajo na digitalnih medijih?
- Ali je otrok že kdaj izrazil željo po nakupu izdelka, ki ga je videl na spletu? Npr. da je videl oglas oglaševalca Mimovrste in je želel, da se izdelek naroči prek njihove spletne trgovine.
- Ali je otrok zaradi spletnih oglasov že kdaj spraševal po izdelkih, ki so neprimerni oz. netipični za njihovo starost (npr. tehnologija, avtomobili, oblačila, itd.)?
- Ste že kdaj aktivno/načrtno razmišljali o tem, koliko oglasom so otroci izpostavljeni predvsem na spletu? Koliko oglasnih vsebin ocenjujete, da vidite, če npr. nekaj minut pregleduje Facebookov 'zid'?
- Če bi morali poiskati nekaj pozitivnih in nekaj negativnih plati otroške uporabe digitalnih medijev v povezavi z digitalnim oglaševanjem, katere bi bile?

10. **Ali bi rekli, da spremljate digitalne trende in se aktivno trudite zaščititi otroka pred novimi kanali in tehnikami za trženje?**

- Ali vaš otrok ve, kaj so npr. piškotki, da se jim izogne, ko obiskuje spletne strani? Kje mislite, da otroci prejmejo informacije o slabih plateh oglaševanja? Npr. prek prijateljev, v šoli, prek družinskih članov, na spletu…?
- Ali bi želeli več javno dostopnih informacij o tem, kako zaščititi otroke pred pastmi oglaševanja prek digitalnih medijev? Katere informacije o tem bi se vam zdele relevantne (npr. kanali, oblike trženja itd.) in kje bi jih iskali (spletna stran, novičnik, itd.)?

Appendix 6: In-depth interview transcript 1

Male, 40-50 years old, 3 daughters, aged 16, 9 and 6 , living in the suburbs, working in digital merketing.

Time and place of the interview: ZOOM, November 23th, 2021

Mi lahko za začetek v nekaj kratkih stavkih predstavite vašo družino? Koliko vas je, v katerem delu Slovenije živite, koliko so stari otroci in kateri razred v šoli obiskujejo, itd.

Živimo v Šenčurju pri Kranju, v družini pa nas je pet; jaz in žena ter tri hčerke. Najstarejša je stara 16 in obiskuje 2. letnik gimnazije, srednja je stara 9 in hodi v četrti razred, najmlajša pa je stara 6 in hodi v prvi razred.

Mi lahko na kratko opišete tipični dan, kako poteka?

Gremo v službo, poberemo otroke in jih vozimo po aktivnostih, ko pridejo domov naredijo naloge in se učijo, potem pa so "frej".

Se je vaša rutina kaj spremenila, če jo primerjate s časom pred Covidom? Kako?

V bistvu je rutina ostala enaka. Samo otroci so starejši in imajo več aktivnosti. *Smeh.*

Kaj pa digitalni mediji, kakšno vlogo igrajo v družinskem vsakdanjiku?

Čim manjši. Z ženo jim sicer dovoliva dostop do digitalnih medijev, ampak pod najino kontrolo. Predvidoma zvečer in zjutraj 30 minut. Za mlajši dve gre tukaj predvsem za YouTube. Starejša uporablja internet, predvsem se zadržuje na TikToku in Instagramu.

S katerimi napravami pa dostopajo do spleta?

Starejša s svojim telefonom, mlajši dve ali na najinem telefonu ali pa na skupni tablici.

Omenili ste, da jim dostop do digitalnih naprav dovolite zjutraj in zvečer po 30min. Velja za vse tri enako?

Pri mlajših ja, starejše ne omejujem več. Od kdaj? (po premoru) Nekje od srednje šole naprej. Težje je, ko imajo svoj telefon. Telefon je dobila kakšno leto dve pred srednjo šolo, pred tem je imela telefon samo za klicati. Najmlajša nima telefona, srednja (9let) ima telefon samo za klicat. Pa tudi še kar nekaj časa ne bo dobila "smartphona".

Koliko časa na dan se vam zdi, da otroci, stari 6 let, 10 let in 15 let na splošno v povprečju preživijo pred digitalnimi mediji?

Predvidevam, da na splošno kar dalj časa kot moji otroci, ne vem pa, če si upam oceniti.

Se ta čas uporabe digitalnih naprav podaljšuje z otrokovo starostjo v vaši družini? Na podlagi česa določate čas?

Se podaljša. Ampak naenkrat. Starejša hčera jih uporablja več, se je pa to na hitro zgodilo. Nimam pravila za določanje časa pri njej. Ampak starejši, kot so, več socializacije potrebujejo in posledično več iščejo telefon. Načeloma sedaj bolj izhajam iz tega da rečem: "A nisi malo preveč na telefonu?". Čisto subjektivno.

Bi rekli, da se je vaš odnos do otrok in digitalnih medijev z leti spreminjal? Je imela starejša hčerka, ko je bila stara npr. 6 let, drugačna pravila glede uporabe in dostopa do spleta, kot jih ima zdaj najmlajša hčerka?

Niti ne. Mislim da ostaja enako. Mislim, da so (digitalni mediji, naprave) lahko koristni v smislu, da razumejo kako priti do informacij, ampak me je digitalnih medijev strah, ker se vsebina določa po algoritmih in ne predstavlja realnosti.

Z vsebino verjetno mislite vsebino oglasov? Je torej ta vsebina prilagojena tudi mlajšima hčerkama, ko uporabljata vaš telefon ali skupno tablico?

Ja oglasi in vse kar se prikazuje. Mi imamo intervale – ne smejo nič, pa jim je 'čisto kul'. Recimo med korono, ko sva morala za službo delati, pa sva več dovolila, potem pa enkrat ugotoviš, da se je čisto razpaslo in vse "skenslaš". Včasih sva recimo YouTuba več dovolila, potem pa sem gledal Social dilemma in sem rekel ne, ne, ne. Tega me je strah, če imajo preveč dostopa, ker potem na svet ne gledajo kritično in na vse informacije. Pojavi se confirmation bias – te stvari, ki so ti všeč, se več prikazujejo.

Mlajši dve dekleti uporabljata skupno tablico. Se tam pojavljajo vsebine, ki so namenjene direktno njima?

Je, ja. Načeloma do vsega dostopata prek mojega profila, tako da jaz imam kup risank, ko odprem YouTube. Vseeno pa se tudi njima potem prikazuje moja vsebina.

Ali je katera od hčerk zaradi spletnih oglasov že kdaj spraševala po izdelkih, ki so neprimerni oz. netipični za njihovo starost?

To pa mislim, da niti ne.

Omenili ste, da starejša hčerka uporablja Instagram. Najverjetneje sledi kakšnemu 'influencerju'. Se je kdaj zgodilo, da je zaradi t.i. influencerjev želela kakšen izdelek?

Ja, kar sledi kakšnim. Načeloma pa ne sprašuje po kakšnih takšnih izdelkih. Velikokrat vpraša recimo: "O, glej tole je pa kul, a misliš, da je res? ". Ni tipična najstnica, make up ni glaven, je športnica in to ji je glavna stvar.

Ali opazite kakšne spremembe oziroma razlike v uporabi digitalnih naprav pred in po Covidu?

Ko smo bili zaradi epidemije zaprti in je bilo nujno socialno distanciranje, je starejša hčerka večkrat posegala po digitalnih medijih. Tudi pri mlajših smo bili mogoče malo bolj popustljivi, ampak ne bistveno.

Kaj pa zdaj, se je vse vrnilo v iste stare tire?

Približno isto, zadnjič ko smo bili v karanteni, so bile več. Načeloma pa dovolim, da preveč uporabljata, ker sem jaz precej strog glede tega. Se mi zdi, da niso recimo kreativne, če so na tablici.

Kaj pa recimo, če bi poiskali navodila za risanje na spletu?

Ja, to jima dovolim, tudi čez dan. Dejansko potem tudi samo to pogledata in rišeta.

Ste v tem času, ko so otroci več dostopali do digitalnih medijev, posvetili več časa za razlago in vzgojo vezano na uporabo medijev?

Niti ne, mislim, da nismo nič kaj posebej.

Če na oglaševanje zdaj pogledava bolj na splošno – bi rekli, da so današnji otroci izpostavljeni več oglasom, kot ste bili vi v njihovih letih?

Sigurno! Več je kanalov, marketing je bolj razvit in bolj subtilen, kup je novih strategij. Sigurno so otroci bolj podvrženi vsemu skupaj, kot smo bili mi.

Katere so tiste ključne stvari, ki so se po vašem mnenju pri oglaševanju v teh letih spremenile?

Kanali so drugi. So bolj osebni. Bolj prefinjen je pristop do uporabnika. Predvsem se je pa količina toliko povečala, da se nam zdi to že normalno in nismo presenečeni nad količino oglasov, ki jih dnevno srečujemo.

Koliko menite, da srečate oglasov, če npr. nekaj minut pregledujete Facebookov 'zid'?

Nisem nikoli razmišljal o tem, ker sem mnenja da so POVSOD. Praktično vse, kar vidiš, je oglas, tako da jih res srečaš ogromno.

Kje se vam zdi, da v vsakdanjem življenju srečate največ oglasov?

Mislim, da tako jaz, kot moji otroci, največ oglasov srečamo na spletu, na radiu.

Če se malce vrneva... se je način oglaševanja, ki doseže otoke spreminjal tudi med vašimi otroci (starejši : mlajši)?

Ta del niti ne. Je zakonsko bolj omejen, zato se oglaševanje za otroke na tak način bistveno ne spreminja. Edino kanali so novi in tako se razvija.

Kljub temu, da je oglaševanje otrokom zakonsko omejeno, ga vseeno srečamo. Se vam zdi, da sprašujejo po izdelkih, ki jih vidijo v oglasih?

Ja, kdaj pa kdaj povprašajo po njih, morda nekajkrat na leto. Ni to ravno pogosto. Se pa to zgodi takrat, ko vidijo tak izdelek, ki jim je pisan na kožo. Po njihovem mnenju. *Smeh.*

Kaj vse po vašem mnenju vpliva na otrokovo povpraševanje po izdelkih ali storitvah?

Pri naših bi nekako rekel, da oglasi ne vplivajo preveč. Je pa tudi res, da nisem nikoli podpiral potrošništva in ne dobijo stvari, ki si jih v trenutku zaželijo. Stvari dobijo za rojstne dneve. Kdaj res izjemoma kakšno malenkost tudi vmes. Tudi tukaj se bolj odločava kaj misliva, da bi jima bilo OK in ne toliko, kaj so one videle, da jim je všeč. Če bi sledila njihovim željam, bi nakupovali le 'šaro', s katero se enkrat igrajo, potem pa zavržejo.

Se kdaj zgodi, da sledita njihovim željam? Morda za kakšne druge izdelke, ne nujno igrače?

Niti ne hodimo skupaj v trgovino, to vedno opraviva jaz in žena. Ne dajeva niti neke možnosti, za kakšno banalno stvar kdaj upoštevava. Recimo, ko smo na počitnicah – vedno kaj upoštevamo, kaj si one želijo delat.

Pravite, da oglasi na vaše otroke načeloma ne vplivajo preveč. Kako dobro pa menite, da vaši otroci razumejo oglase, v smislu namena oglasa?

Starejša ja, mlajši dve ne. Mlajši bi bili tako 'o glej, kako dobro!'

Lahko delite kakšen primer, ko je otrok po vašem mnenju zelo dobro razumel oglas ali pa primer, ko ga ni?

Nimam res nobenega primera.

Na kakšen način se kažejo razlike v razumevanju glede na starost otrok v vaši družini? (oziroma spremembe v razumevanju oglasov, ki pridejo z odraščanjem)

Hmm, pri 12-13 letih, še to z razlago. Ne sami od sebe, recimo sem zraven kaj komentiral, 'glej, to ti hočejo prodat'.

Lahko opišete kakšno situacijo, ko je oglas (ali oglaševalska kampanja) vplival na vašega otroka? Recimo, da je katera risala kakšen lik iz oglasa, ponavljala slogan, pela pesem ...

Uff, zdajle se pa res ne spomnim nobenega primera.

Sva se že nekako dotaknila vsebine teh oglasov. Kako bi s tremi besedami opisali oglase, za katere menite, da so namenjeni otrokom?

Otročji, eksplicitni, veseli.

Kaj v oglasu po vašem mnenju najbolj pritegne otroke?

Oglasi, ki prikazujejo neko igranje in so povezani s tem kar je njim domače.

Znate priklicati nekaj izdelkov, ki ste jih v zadnjem času opazili v oglasih, namenjenih otrokom?

Lego, Igrače za razgrajače.

Kje pa ste opazili te oglase?

Na televiziji. Na spletu mislim, da nisem nič kaj takšnega videl.

Če se sedaj osredotočiva na digitalne medije, kje po vašem mnenju otrok prek digitalnih medijev lahko sreča oglase?

Res povsod.

Kakšni pa so ti različni tipi oglasov, ki jih otroci na digitalnih medijih srečajo?

Tega je pa malo morje, delam v digitalnem marketingu. Recimo na YouTube vidijo te videe, tam sploh ne vem točno, kakšni se jim vrtijo, po mojem so prilagojeni vsem nam, mogoče bolj meni, ker je moj profil.

Na splošno - kako se po vašem mnenju oglasi na digitalnih medijih razlikujejo od tradicionalnih?

Mislim, da je glavna razlika to, da so bolj invazivni, ne moreš se jim izogniti, kot plakatu na cesti.

Ali je katera od hčerk že kdaj izrazila željo po nakupu izdelka, ki ga je videla na spletu?

Ja, sigurno se je kdaj že tudi to zgodilo, nimam pa zdajle v glavi kakšnega primera.

Pa bi morda želeli več javno dostopnih informacij o tem, kako zaščititi otroke pred pastmi oglaševanja prek digitalnih medijev?

Niti ne, delam v digitalnem marketingu, zato zadeve kar dobro razumem.

Kje pa mislite, da otroci dobijo informacije o slabih plateh oglaševanja?

Doma, ko se o tem pogovarjamo.

Če bi morali poiskati nekaj pozitivnih in nekaj negativnih plati otroške uporabe digitalnih medijev v povezavi z digitalnim oglaševanjem, katere bi bile?

Na splošno je marketinga preveč, ni več možnosti za kritično razmišljanje. Bolj je pomembno zdaj, kaj je bolj spretno marketinško izvedeno. Smo čisto preveč potrošniško naravnana družba.

Male, 40-50 years old, 1 son and 1 daughter, aged 14 and 11, living in the city, working as a graphic designer.

Time and place of the interview: ZOOM, September 30th, 2021

Kot sva s kolegico Ajdo že omenili, je tema najine magistrske naloge »starševski pogled na oglaševanje otrokom prek digitalnih medijev«. To je precej kompleksna tema, zato bi začela zelo na začetku, z osnovami, če se strinjaš. Mi lahko v nekaj kratkih stavkih predstaviš vašo družino? Koliko vas je, v katerem delu Slovenije živite, koliko so stari otroci in kateri razred hodijo, itd.?

Smo štiričlanska družina, živimo v Domžalah. Otroka sta stara 14 (sin) in 11 (hčerka).

Bi rekel, da vaš družinski vsakdanjik poteka v nekem ustaljenem ritmu, predvidljivi rutini?

Ja, zadnje čase sploh. Jaz hodim v službo, žena dela od doma, otroka hodita v šolo, popoldne imamo pa raznorazne interesne dejavnosti. Zvečer smo doma, vsak na svojem koncu - televizija, zdaj vedno bolj igrice, sploh za sina, ki je starejši (on nasploh veliko časa preživi za igricami). Mlajša hčerka pa zaenkrat še ustvarja, oblikuje raznorazne dekoracije iz fimo mase. Včasih pa smo tudi samo skupaj in pogledamo kakšen film, saj ena stvar, ki jo delamo skupaj. Ni tako, da bi ličkali koruzo in se igrali družabne igre - to je bolj rezervirano za dopust.

Predvidevam, da se je vaša rutina precej spremenila tudi zaradi Covida?

Absolutno. Spremembe pa se dogajajo tudi zaradi let, ker otroka odraščata.

Če se zavestno osredotočimo na digitalne medije - kakšna je njihova vloga v družinskem vsakdanu vaše družine?

Jaz mislim, da kar velika. Je pa odvisno, kako se zorganiziraš - jaz kot odrasel pazim, da se jim malo izognem, da ne konzumiram vsebin vsepovprek. Recimo YouTube: da ne gledam več reklam, si plačujem YouTube. Otroci tega ne morejo, ker nimajo zakupljene te opcije. Iskreno niti ne vem, koliko sta izpostavljena oglasom na YouTubu. TikTok zame ni tako grozen, nima teh "prisiljenih" reklam. Na Facebooku in podobnih platformah nista, ne vem pa kako je z oglasi na raznim omrežjih, kjer jaz nimam svojega računa, onadva pa jih uporabljata - sploh sin npr. veliko uporablja Discord in take zadeve. Pri igricah pa mislim, da je oglaševanje kar agresivno, sploh na "zastonjskih" igricah, ki se igrajo na telefonu - tukaj prideš do določene stopnje, potem pa moraš nekaj kupit ali pa gledat reklamo, če hočeš naprej igrat. Ravno včeraj sva s sinom igrala eno igrico, Plants vs. Zombies in so bile vmes spet reklame in je sin sam od sebe rekel, da se sprašuje, koliko življenja je že zapravil z gledanjem reklam. Bi pa jaz na tej točki moral verjetno reči tudi, da naj pomisli koliko

življenja je že zapravil z gledanjem igric, pa nisem - te so "de facto" največji porabnik časa otroke, v zadnjem času pa po mojem tudi za odrasle. In pa pomemben vir zabave. Jaz mislim, da sem še generacija, ki se je tej "obsesiji" z igricami še izognila, slišim pa, da so fantje, stari okrog 30, kar zasvojeni z njimi. Pri igricah je res dvorezen meč, ker ne veš, ali se bodo tvoji otroci uspeli izviti iz njihovega primeža oz. se jih naveličali ali pa jih bodo zasvojili. V mojih časih so bile to znamke z velikimi proračuni, npr. CocaCola in McDonald's, ki so lahko intenzivno oglaševale po televiziji. Kot starš temu s svojim zgledom nisi mogel konkurirati v smislu, da bi uspešno opozarjal: "hej, to ni dobra hrana zate". Zdaj se mi zdi, da je podobno z igricami, ki so pač zamenjale TV v smislu, da so glavni kanal za oglaševanje otrokom. Po mojem mnenju se otrokom res največ oglašuje prek igric in preko YouTuba.

Kaj pa praviš na Argetino Junior platformo? Sem ti poslala povezavo [https://www.argeta.com/argeta-junior/]. V URL-ju so po nesreči pustili napisano ciljno skupino 25-45, tako da je to oglas, ki bi ga ti verjetno videl na Googlu. Kako se ti zdi? Bi to platformo recimo predstavil svojim otrokom, če bi videl oglas?

Videti je ok. Moji otroki so že malo prestari za tole mogoče. (*med klikanjem se je kmalu že pojavil oglas za registracijo*). Aha, vidim, da se moraš že registrirati. Sicer tole res ni več primerno za moje otroke, bi jima pa verjetno dal za igrat te igrice, če bi bila mlajša.

Se ti ta platforma zdi kaj sporna?

Ja, malo imam težave že samo s tem, da se sploh blagovne znamke oglašujejo otrokom. Lahko bi rečeš, da sem starokopiten, pa saj tudi moji otroci jejo Junior pašteto, ker je na njej narisana račka, ampak meni se to zdi manipulacija, ki ni ok.

Bi jima pa vseeno omogočil igranje teh igric, da si npr. malo popestrite nedeljsko popoldne?

Ja, ker itak že vidijo to račko na pašteti, tako da bi še bolj z veseljem potem igrala. Saj narejeno in izvedeno je ok, ampak cela filozofija za takšnimi platformami mi pa ni ok - oglašujte staršem, ne oglašujte pa direktno otrokom. otroci so enostavno preveč sugestibilni, da bi jih lahko direktno targetiral. Ne razumem niti te potrebe, da je sploh potrebno oglaševati direktno otrokom. Ne zdi se mi etično.

Pa misliš, da bi oglaševanje lahko vseeno pomenilo kaj pozitivnega za otroke?

Po premisleku. Mogoče, če ampak če se za oglaševanjem ne skriva prodaja, ampak npr. ozaveščam, da je pitje alkohola škodljivo za zdravje ali pa da jih spodbujam k sajenju dreves.

Kaj pa na primer oglaševanje izleta na korita Soče otrokom - je to po tvojem mnenju ok ali ne?

V redu, ja. Neke stvari, ki niso povezane z nekim izdelkom, ki niso namenjeni direktno otrokom. Če gre za oglaševanje temper, s katerimi bo otrok slikal, bi je oglaševanje otroku absolutno sprejemljivo.

Zakaj se ti zdi, da bi morali tempere oglaševati direktno otrokom?

Zato, ker vidim tu potencial za umetniško izražanje otroka.

Torej se ti zdi v redu, da oglasi spodbujajo otroka k preferiranju ene blagovne znamke v primerjavi z drugo?

Ne, blagovna znamka nima veze. Gre za to, da če ti otroku oglašuješ nekaj, kar spodbuja njegovo ustvarjalnost, se mi to ne zdi tako sporno kot če mu "vsiljuješ" nek izdelek, ki mi ne bo bistveno izboljšal življenja, npr. neke brezvezne plastične igračke. Ali pa konec koncev tudi pašteto - vsi vemo, da to ni kaj preveč zdrava hrana.

Ok, popolnoma razumljivo. Pojdiva še malo nazaj - če prav razumem tvoji otroci prek digitalnih naprav največkrat dostopajo do interneta, prek tega pa potem pridejo do spletnih strani z igricami?

Ne, v bistvu se vse dogaja kar znotraj igric, ki se prenesejo na napravo, znotraj igrice so pa potem oglasi, običajno za neke druge igrice. Ampak to igrane vzame res veliko časa, ker so vmes še oglasi, ki jih moraš čakati zato, da greš potem lahko naprej v igrici.

Koliko časa bi ocenil, da potem tvoji otroci v povprečju dnevno preživijo na digitalnih napravah?

Mislim, da okoli dve uri na dan. To je precej konservativna ocena, verjetno je to nekaj, kar si jaz želim, pa se bojim, da je v resnici več. *Po razmisleku.* Pa saj načeloma imamo v bistvu nastavljene aplikacije, ki merijo "screen time". Glavno platforme (YouTube in TikTok) imata omejeno na po 1 uro na dan - po tem času se jima aplikacija zaklene in me morata prositi, da jima odklenem, če želita še gledat. To imamo na pametnih telefonih - sin tako ali tako največ igra Fortnite, tako da nad tem nimam takšne vrste nadzora.

So v Fortnitu tudi kakšni oglasi?

Ne vem, ravno razmišljam. (*Vstane in gre vprašat sina v drug prostor).* Preverjeno s sinom - ni reklam.

Kako pa videoigra deluje?

Sin jo igra na PlayStation-u, kupiš jo v trgovini. Tukaj ni oglaševanja v igrici, imajo druge načine služenja, npr. s skin-i, to so različni izgledi karakterjev v igri, in pass-i, da lahko napreduješ v naslednji nivo. To na primer otroci, ki igrajo Fortnite kupujejo, če jim daš

denar. Fortnite mi je iz nekega marketinškega vidika spet zanimiv "nateg", ker z nakupom izgleda karakterja v bistvu ničesar ne spremeniš - v mojih časih si lahko kupil npr. posebne moči, opremo itd. Pri Fortnitu pa tega ni, ker ti skin-i ne dajo nobene dodatne moči, vedno si prepuščen samo svoji iznajdljivosti in znanju. Res mi je zanimivo, kako veliko denarja se lahko zapravi na ta način. Vse novodobne igrice so zasnovane tako, da se nikoli zares ne končajo. Cilj ustvarjalcev je, da jih kontinuirano igraš. Sploh ne razumem tega mehanizma v ozadju - otroci si želijo imeti različne skin-e, torej določen izgled, ampak zaradi tega niso v igranju nič boljši.

Kako pa otrok dobi informacijo, da so na voljo novi skin-i?

Imajo in-game obvestila, torej v igrici.

Torej je igrica veš čas povezana z internetom?

Absolutno, te igrice niso kot včasih, ko si kupil CD in je bilo to to. Današnjih igric sploh ne moreš igrat, če nisi povezan z internetom, ker igraš proti drugim igralcem, ki so hkrati povezani. In tudi stalne posodobitve so, vloženega je res veliko dela in denarja.

Torej si ti vprašal sina, če v igrici dobiva oglase, in je rekel, da jih ni, zdaj sva pa midva ugotovila, da so, ker dobiva obvestila o novih skinih?

Ja, ampak to ni takšne vrste oglaševanje, kot ga druge v igricah vidiš, ne prekine ti na primer igrice. Je pa normalno in-game oglaševanje, v obliki novosti, ki so v igrici.

In kako se ti to zdi kot staršu?

To dojemam kot del igrice, ne vidim to kot oglaševanje. Oglaševanje razumem kot nekaj, kar ni v sklopu neke igre, npr. ko igraš eno igrico, hkrati pa ti oglašujejo drugo.

Če obvestilo spodbudi otroka, da gre v spletno trgovino kupiti nov skin, potem to ni oglas?

Po premisleku. Hm, zanimivo vprašanje. Ja, v bistvu je oglas, oglašujejo.

Prej si omenil, da imata otroka omejen čas za TikTok, in sicer 1 uro na dan. Pa res preživita toliko časa na tej platformi?

Ja, in še več bi bila, če bi jima dovolil.

Bi rekel, da se je tvoj odnos do digitalnih medijev ali kar na splošno naprav in njihove povezave z otroki z leti spreminjal?

Ne, ne bi rekel, da so se moja stališča do tega spremenila, ker imam še vedno rahlo odklonilen odnos do vsega. Nikoli nisem aktivno spodbujal, da bi bila otroka npr. na računalniku ali telefonu. Ko se je zgodilo, smo nekako vsi naravno začutili, da je bil ta

trenutek neizogiben. Enkrat postane jasno, da otrok potrebuje telefon, iz kakršnegakoli razloga že. pri nas se je zgodilo spontano, ko smo ugotovili, da potrebujemo sredstvo za komunikacijo in usklajevanje. Potem ima pa itak že toliko sošolcev telefon, da se že vprašaš ali je to, da odlašaš z nakupom samo tvoja kaprica in ali je zares koristna otroku. Na primer naša soseda, ki ima 3 otroke, vztraja, da lahko dobijo telefon šele ob dopolnjenem 14. letu. To je zame precej riskantno in ne vem, kakšne posledice bo imelo na otroke. Tak odnos bi znal povzročati probleme kasneje, npr. da bo takrat "visela" ves čas na telefonu, ker bo to nekaj novega. Mogoče je boljše pustiti otroku, da se že malo manjši nauči rokovati s telefonom. Mi otroka mi lahko opozarjamo, da naj ga npr. uporablja samo 1 uro in ju na tak način sproti izobražujemo. Pri štirinajstih pa otrok že misli s svojo glavo in ga je že skoraj nemogoče kontrolirati.

Misliš, da tak način ne bi spodbudil otroka, da v letih brez telefona razvije koristne aktivnosti in navade, ki niso povezane z digitalnimi napravami?

Ne, ker vidim, da je prevelika droga in otroci ves čas samo čakajo na priložnost, da dobijo telefon v roke.

Kako pogosto pa tvoja otroka skušata podaljšati omejeni čas, ki ga imata za digitalne naprave? Sklepate kakšne dogovore, kompromise glede tega?

To je stalno pogajanje, ne moreš doseči dogovora. Digitalne naprave so res neverjetna droga, ki se ji res ne moreš izogniti - cigarete in alkohol lažje "odstraniš". Na žalost pa otroka res ne moreš pustiti brez telefona, ker je to nekaj, kar imajo vsi sošolci in se o tem tuki stalno pogovarjajo med sabo. Te telefončki so tak center dogajanja.

Imata otroka zakupljeno opcijo mobilnih podatkov?

Ne, načeloma ne, si pa želita, sploh starejši sin. Ravno pred kratkim smo že bili na tem, da mu jih omogočimo, potem je pa na žalost izgubil telefon. Sem se pa temu načrtno izogibal kar nekaj časa - tako sem omejil "visenje" na telefonu samo na čas, ko je doma.

Te je opozoril, da imajo sošolci že vsi podatke?

Absolutno.

Ti je pomembno, da se tvoj otrok ne bi počutil izločenega?

Ne, nimam težav s tem, da bi se počutil malo prikrajšanega. Se mi zdi, da sem tukaj uspel kot starš, v smislu: imaš telefon, ni treba, da imaš še podatke. Tako sem mu dal vedeti, da mi ni potrebno izpolniti čisto vsake njegove želje.

Kaj pa te je spodbudilo, da bi pa zdaj jo izpolnil?

Ker mi je bilo dovolj pregovarjanja, ker na koncu "teženje" ni bilo samo od njega, ampak je začela pritiskati tudi partnerka.

Se ti zdi, da so otroci bolj izpostavljeni oglasom kot si bil ti v njihovih letih?

Absolutno. Kot prvo sem bil jaz večinoma izpostavljen samo televizijskim oglasom - in mi definitivno nismo gledali toliko televizije kot otroci danes preživijo na telefonu. Te TV oglasu so bili tudi čisto drugačni kot te, ki se prikazujejo danes. *Po premisleku.* Telefon je bolj intimna naprava. Razen, če ne greš načrtno preveriti, ti ne veš kaj tvoj otrok dela na telefonu. Televizija je pač "laufala". Tudi, če sem jaz imel TV v sobi in starši niso direktno videli kaj jaz gledam, ni bilo nič posebnega. Na telefonu pa res ne veš kaj otroci gledajo in kako gledajo. Ta razlika v možnosti starševskega nadzora je res velika. Če bi hotel imeti nadzor nad tem kaj moji otroci gledajo, bi bil res tiran. Če hočem biti "kul" do njiju in jima ne gledam dobesedno čez ramo res ne vem, kaj gledata in čemu sta izpostavljena.

Pa ju o tem kdaj povprašaš?

Niti ne, saj vem kako je. Včasih malo "pojambrata", ampak se večinoma ne ubadata kaj preč z oglasi. Ko sva kdaj z mlajšo hčerko gledala YouTube vem, da se na oglase ni nič odzvala, jih je samo ignorirala - nekako se mi zdi, da otroci sprejemajo oglase kot sestavni del izkušnje. Ne vem pa ali je to dobro ali slabo. Res še ne vemo kakšni bodo učinki izpostavljenosti otrok digitalnim medijem na dolgi rok. Sam menim, da se moram sprijaznit s tem, da sem kot starš iz druge generacije in da so bili današnji otroci rojeni v popolnoma drugačnem svetu kot jaz - moj pogled na svet je zastarel. Možnost je tudi, da oglasi sploh niso tako velik problem, kot se zdi meni.

Kako pogosto pa opaziš, da te otroka prosita za stvari, ki sta jih videla v kateri kolih oglasih?

Po premisleku. V bistvu me ne. Ali je pa to tako zamaskirano, da jaz tega ne prepoznam. Bolj se mi zdi, da zanimanje za izdelke pride od sošolcev ali pa preko filmčkov na YouTubu. Mlajša je na primer trenutno obsedena s sluzjo (*angl. slime*), ampak v bistvu res ne vem od kje je dobila prvo informacijo o tem. Ampak dvomim, da je vir zanimanja za sluz reklama. Skratka, mlajša hčerka je preden smo je sluz delala tudi sama po receptih iz YouTuba. Se mi zdi, da tam najde res veliko navdiha za svoje projekte. Sicer potem kdaj tudi "zabluzi" in gleda kaj res neprimernega, na primer spolne vsebine. Spremljala je tudi transspolno punčko, ki si je želela biti fant - takšne vsebine se mi na primer ne zdijo primerne za otroke, da bi jih raziskovali sami brez starševskega nadzora. To se mi zdi isto, kot bi naletela na seks.

Ste se že kdaj pogovarjali o pornografiji?

Hčerka je že prišla do teh vsebin, ampak ne vem, kako. Na YouTubu je polno takih bizarnih, subliminalnih risank in otroci to potem gledajo. Ko sem jo vprašal kaj gleda sem videl, da ve, da nekaj ni čisto v redu. Otroci imajo občutek kdaj je vse po pravilih in kdaj je nekaj

"off". Takrat na primer nismo napihnili stvari, samo prosil sem jo, naj gleda kaj drugega. Od takrat pa niti nisem več preverjal. Živim v dobri veri, da ji tisto, kar gleda, pomaga pri njenem ustvarjanju. *Po premisleku*. Definitivno ne moreš kontrolirati vsega, kar tvoji otroci na internetu gledajo, razen, če namestiš neke avtomatske blokade oglasov in potem mašina nadzoruje kaj otrok gleda.

Se pa v to temo še nikoli nisi zelo poglobil?

Ne, zaenkrat se mi še ni zdelo potrebno. Nikoli še nisem opazil, da bi otroka gledala absolutno neprimerne vsebine. Če bi dostopal do čisto neprimernih vsebin bi pa definitivno odreagiral. Vem pa, da otroci dobivajo tudi neprimerne oglase prek t. i. face recognition sistemov - to zgodbo sem zadnjič zasledil na TikTok-u. To je na primer tema o kateri bi bilo zanimivo oz. potrebno še več raziskati. Torej, ali se uporablja facial recognition za targetiranje oglasov.

Pa si se o tej zgodbi na primer govoril s partnerko?

Ja, sva se.

Ampak se s te nista kaj dosti naprej ukvarjala?

Ne, ni naju posebej prizadelo. Ker jaz nimam te izkušnje v življenju. Ne vem niti, če je zgodba resnična

Ti pade na pamet kakšna situacija, ko je tvoj otrok zaradi oglasa ali kampanje preferiral neko blagovno znamko? Tudi npr. ponavljal pesmi iz oglasa ipd.

Ja, to je definicija moje hčerke. Ampak ponavlja bolj oglase, ki jih vidi po televiziji, ne po internetu.

Potem se ti zdi, da tvoji otroci na splošno razumejo oglase in koncept oglaševanja?

Ja. Tudi sam ju veliko opozarjam v smislu: "ej, a vesta, da so to reklame", pa ko gledamo neke fantazijske filme ju opomnim, da je to le pravljica in zdaj že kar dobro razumeta. Predvidevam, da je podobno z oglasi

Je kakšna sprememba, če primerjaš kako otroka razumeta oglase zdaj in kako sta jih razumela, ko sta bila mlajša?

Sploh hčerka že od vedno res rada poje pesmice iz oglasov in jih tudi veliko zna na pamet.

Kaj pa ko izdelek iz oglasa, ki jima je bil všeč, vidita v trgovini?

Ja, sploh hčerka je bila kot mlajša navdušena, ko je izdelek iz oglasa videla v trgovini, tako da deluje. Potem so pa itak tako dobri oglasi, ki jih še jaz sam pojem, npr. "Po Hofer ceni" -

zdaj gremo na primer še veliko rajši v Hofer. Od te kampanje naprej smo mogoče bolj ozavestili, da ne gremo po nakupih v trgovino, ampak specifično v Hofer.

Pa se ti zdi, da tvoji otroci znajo prepoznati prepričevalno noto v oglasih? Ali ste samo ozavestili, da je nekaj oglas?

Verjetno ne. Če mi je to uspelo, mi je verjetno uspelo čisto slučajno, nikoli ju nisem posebej direktno opozarjal na to, da ju oglasi skušajo prepričati v nakup. Bolj posredno, na primer da sem ju vprašal, če neko stvar, ki sta jo videla v oglasu in jima je bila všeč, zares potrebujeta. Ne pa v stilu "glej, to je reklama, oni te hočejo prepričat".

Kaj pa po tvojem mnenju v oglasu najbolj pritegne otroke? Bi lahko prepoznal elemente, ki jim skupni?

Glasba, pa najsi gre za oglas, ki ga vrtijo na televiziji ali npr. na YouTubu.

Se ti je že kdaj zgodilo, da je otrok zaradi spletnih oglasov vprašal za izdelek, ki ni primeren ali netipičen za njegovo starost?

Ne, nimam še take izkušnje.

Kakšna trenirka določene blagovne znamke, telefon, itd.?

Ne. Če že, so vir takšnih želja vrstniki. Pri otrocih ima med vrstniški vpliv definitivno največjo težo, vpliv. Moje dva npr. imata telefon in igrata igrice, ker vrstci pač imajo telefon in igrajo igrice.

Bi si želel več javno dostopnih informacij o tem, kako zaščititi otroke pred pastmi oglaševanja, sploh ko pride do digitalnih medijev?

Ja, seveda. Takšne platforme bi si jaz še zase želel, kaj šele za moje otroke. Ampak trenutno vidim, da je v digitalnem okolju edini ukrep, ki ga lahko narediš proti oglaševanju to, da plačuješ stvari, postaneš nek premium member. YouTube in Spotify npr. nudita to opcijo. Saj poznaš to foro: čim je nek izdelek ali storitev zastonj, si ti plačilno sredstvo. Plačuješ z informacijami o sebi. Je pa res, da potem skupaj z Netflixom, Apple Cloudom in podobnimi storitvami vse skupaj nanese kar veliko na mesec. Ampak, da gre vse v smeri premium članstev. Tudi se mi zdi, da je tak poslovni model tako dober, da si bodo vsi proizvajalci in konec koncev celotna družba na neki točki želeli delovati tako. Da bomo najemali avtomobile, domove, in plačevali za to, da nam ne bodo oglaševali.

So tvoji otroci na socialnih omrežjih?

Po premisleku. Ne. Facebook ne, Twitter ne… aha, TikTok imata.

Ima vsak svoj profil?

Ja. Če bi bilo po moje jima še ne bi dovolil tega, ampak s partnerko tu nista usklajena.

Mogoče veš kako TikTok deluje-imaš lahko prijatelje, tako kot npr. na Facebooku?

Ne, lahko se pa naročiš na kanale, torej spremljaš določene ljudi. Na TiTok-u ne spremljaš prijateljev, ampak naključne ljudi, ki so ti zanimivi. Želita si imeti Instagram, ampak do tja pa še nismo prišli., ker se jaz ne strinjam s tem. Zadnjič si je mlajša hčerka naredila Pinterest, kar me ne moti, ker je platforma namenjena ustvarjanju. Pinterest je tudi precej prečiščen, kar pomeni, da gor ni neprimernih vsebin. Včasih si lahko tam dobil vse od "soft" pornografije naprej, zdaj pa so vse take stvari ukinili. Zdaj ni npr. nobene golote, še umetniške ne. Zato se mi Pinterest zdi precej varen za otroke.

Omenil si Instagram - se otroci ne zanimajo več za Facebook?

Po premisleku. Zanimivo, Facebook za otroke pravzaprav ne obstaja. TikTok je zanje glavna stvar. Vem pa tudi, da obstajajo razni Discordi in podobne platforme. To tudi jaz ne vem točno, kaj je. To so tudi neka komunikacijska omrežja, za katera ne vem točno, kako delujejo.

Bi jih imel tvoj sin?

Ja. V bistvu jih že ima. Discord deluje tako, da nekdo postavi svoj server, kolikor jaz razumem je to nek virtualen "hub" nečesa, kjer se ljudje lahko pogovarjajo o določenih temah, stvareh. Kot nek Reddit, Forchain, nekaj v tem stilu. Moj sin je npr. del skupnosti, ki se pogovarja o Fortnite-u.

Slučajno veš, s kom je tvoj sin v stiku na Discordu?

Absolutno ne.

Tvoja otroka že tekoče govorita angleško?

Ja.

Ne da bi ju ti kaj posebej spodbujal, npr. se pogovarjal z njima ali ju vpisal na tečaj?

Sama sta se naučila prek igric in podobno. To je tudi zanimiva zgodba, ker je partnerko že pred leti skrbela računalniška izobrazba najinih otrok. Sem ji rekel, da bo znanje že prišlo samo od sebe. In potem se je res zgodila karantena, ko sta morala biti več na računalnikih. Takrat sta se učila res eksponentno - računalništva in angleščine hkrati. Verjetno je z angleščino poznalo, ker sta jo imela že v vrtcu in šoli in sta jo že imela "v ušesu". Ampak napredek v znanju je bil res opazen med karanteno, ko sta več "visela" na digitalnih napravah.

Kaj pa pomeni "viseti na napravah med največjo karanteno"?

Onadva sta morala biti na računalniku za šolo, kar je zneslo 4-5 ur na dan. In ker sta bila če itak na računalniku za šolo, je bil zraven pač še YouTube.

Kako to misliš "zraven"?

Ja tako - ko delaš za šolo in ti vmes zmanjka dela, pač gledaš YouTube. Vmes so bili odmori ali pa so imeli nek odmerjen čas, da rešijo določeno nalogo. Potem sta se res navadila računalnika in sta po opravljenem šolskem delu potem še nekaj časa gledala YouTube. Se mi zdi, da sta bolj prišla v stik z računalnikom in jima je res postalo "second nature". Do karantene so bili računalniki naprave, ki so jih pač uporabljali starši. Med karanteno pa je računalnik postal tudi njuno orodje za delo in sta se naučila z njim rokovati.

Ste med karanteno imeli vsak svoj računalnik?

Ja.

Ste takrat kakšnega namensko dokupili?

Doma smo že imeli tri računalnike za zasebno uporabo. Enega za moje delo od doma, ker sem grafični oblikovalec, enega, ki je bil namenjen gledanju npr. filmov, ki jih preneseš iz interneta, pa še enega je imela partnerka za delo. Jaz sem imel tudi služben prenosnik. Na začetku karantene smo dobili še en podarjen računalnik na katerem je potem delal sin. Tukaj imamo srečo, ker sem jaz iz "foha" in imamo teh naprav dovolj.

Če se na kratko vrneva k temi javno dostopnih informacij o pasteh uporabe digitalnih medijev - kje bi iskal takšne informacije?

Pri teh stvareh je tako - dokler ne rabiš, ne iščeš. Zato tudi ne vem, da bi nanje sploh odreagiral, če bi me srečale. Poznam se dovolj, da nisem prepričan, da bi rekel "ja, jaz pa to rabim", če bi prišel v stiku s priložnostjo za učenje o pasteh interneta. Ker se mi zdi, da je na voljo že toliko vsebin na to temo, da sem se jih že nekako navadil spregledati. Pri meni je tako: dokler me nekaj res ne zanima, toliko časa takšnih informacij ne grem iskat.

Tvoja začetna reakcija je bila, da bi absolutno želel več takšnih informacij?

Ja, bi jih. V smislu, da so dostopne, ko in če jih bom potreboval.

Te bo ta pogovor spodbudil k iskanju več informacij o oglaševanju otrokom prek digitalnih medijev oz. boš na to vsaj bolj pozoren?

Verjetno bom…je pa vse spet v interesu. Trenutno se mi ne zdi, da takšne informacije zares potrebujem.

Se ti je tekom intervjuja utrnila še kakšna zanimiva misel? Si kot starš prišel do kakšnih zaključkov, novih spoznanj?

V bistvu so vse to stvari, ki jih že vem. Kot starš se pač pri nekaterih stvareh počutim precej nemočnega. Ko živiš te stvari v praksi, je to drugače od teorije, ideala. Ko imaš enkrat otroke je pri vseh stvareh podobno. Če gledaš od daleč vedno veš kaj bi kdo moral narediti, da bi bilo pravilno, optimalno. Ko pa si sam v neki situaciji pa ugotoviš, da imajo stvari vedno več strani, nians. Če še nimaš otrok bi npr. hitro rekel "otrok nima kaj imeti telefona do 15. leta". Ko pa dejansko imaš otroke ugotoviš, da je pri npr. 11. letih čisto primerno, da tvoj otrok dobi svoj prvi telefon in da to ni tako grozno, kakor si si predstavljal. In tukaj spet pridem do dileme, ki sem jo že prej omenil - ali jaz več ne razumem tega sveta in je moj pristop do tega zastarel? To je ena izmed največjih osebnih dilem, ki jih imam. Svet je šel naprej, jaz ga mogoče več ne razumem, moji otroci pa ga. Ker vem, da se je meni podobno dogajalo, ko sem bil mlajši. Takrat me moji starši niso razumeli. Ko sem jaz videl potencial in priložnosti v stvareh, ki jih starejši od mene niso razumeli. Največji izziv starša je odločitev kaj bo zaviral in kaj spodbujal.

Appendix 8: In-depth interview transcript 3

Male, 40-50 years old, 3 daughters, aged 11, 9 and 6, living in the city, Ph.D in Sociology, working in the field of Sociology and ICT.

Time and place of the interview: ZOOM, November 26th, 2021

Kot sva s kolegico Ajdo že omenili v vabilu na intervju, je tema najine magistrske naloge »starševski pogled na oglaševanje otrokom prek digitalnih medijev«. To je precej kompleksna tema, zato bi začela zelo na začetku, z osnovami, če se strinjate. Najprej bi vas prosila, da v nekaj stavkih predstavite vas in vašo družino. Koliko vas je, v katerem delu Slovenije živite, koliko so stari otroci in kateri razred hodijo, itd.?

Zaposlen sem v znanstveno-raziskovalnem središču v Kopru. Sem sociolog na inštitutu za družboslovne študije. Inštitut sem v glavnem ukvarja z migracijami, pa tudi z otroki, tako da sem tam malo "outsider", ker posegam še po temah, kot so informacijsko-komunikacijske tehnologije in kako te vplivajo na družbo ter naše vsakdanje življenje. Sicer imam doktorat iz tega področja. Trenutno delam na Univerzi na Primorskem, kjer sem zaposlen polovico pedagoško, polovico raziskovalno. Drugače imam tri hčerke. Najmlajša ima 6 let (1. razred), potem 9(4. razred) in 11 (hodi v 6. razred). In ženo, seveda. Živimo v Izoli, v stanovanju.

Za začetek nekaj lahkega. Če bi rekli, da posplošeno vaše življenje poteka v nekem ustaljenem ritmu, predvidljivi rutini. Kakšna bi ta bila? Kakšen je vaš tipičen družinski vsakdanjik?

Zjutraj je treba zbudit otroke, kar je težko, ker radi spijo. Potem ne glede na to kako hitro se zbudijo, je na koncu stiska s časom. Žena gre po navadi že prej v službo, tako da jih jaz uredim, pospremim do šole. Kljub temu, da bi starejši hčerki lahko že hodili sami nočeta, ker imamo teh 10 minut za pogovor o raznih stvareh. mogoče prej ni časa ali pa ni pravi trenutek. Potem grem delat tudi jaz. Med 14. in 15. uro pride domov najstarejša hči, potem žena, potem še jaz, in ob 15h prideta še najmlajši hčerki. Potem naredijo kaj za šolo, starejša gre dvakrat na teden v Koper na atletiko, po navadi jo peljem tja jaz in tam na stadionu poskrbim še malo za svojo rekreacijo. Zvečer se po navadi začnemo umirjati. Ko so daljši dnevi, gremo še ven, otroci s svojimi prijatelji, midva z ženo pa na kakšen sprehod ali pa gremo vsi skupaj in se ukvarjamo s kakšnim športom. Za šolo skrbijo same, ker smatramo, da so dovolj stare, da skrbijo za svoje obveznosti. Seveda spremljamo kaj počnejo. Ob sobotah imajo recimo vse ženske v naši družini skavte. Se pa tudi dosti igrajo med sabo, sploh mlajši dve hčerki. Starejša že malo odkriva Viber, Snapchat in podobne zadeve, tako da imamo tudi bitke s tem.

Ko že govoriva o digitalnih medijih - kakšno vlogo imajo digitalne naprave v vašem družinskem vsakdanjiku? Iz pogovora že lahko razberem, da ste kot družina precej aktivni, vem pa tudi za bitke za t. i. "screen time", ki jih imajo starši z otroki in tako dalje.

Do korone teh zadev pri nas ni bilo. Jaz nisem imel niti pametnega telefona, kupil sem si ga šele lani januarja. Do korone tudi televizije sploh nismo gledali. Takrat pa so nas zanimala poročila in počasi smo se spet navadili, da pogledamo vsaj Dnevnik. Tudi starejša hčerka ga rada pogleda, kar mi je po svoje všeč, ker spoznava tudi politično življenje, širšo družbo in tako naprej. Pozna vse ključne akterje v politik. S korono pa se je začelo to kot pri dosti družinah to, da smo otroke začeli potiskati pred zaslone, prej smo jih pa vlekli stran. Tudi naši otroci so imeli šolanje na daljavo, tako da so spoznali te zadeve. Ne pravim, da so moji otroci prej živeli v okolju popolnoma brez tehnologije, vendar ta zagotovo ni bila toliko prisotna, kot je zdaj. Smatram, da se s tem otroci morajo naučit živet, ker bo to del njihovega vsakdana. Vloga staršev je, da otroke naučimo uporabljat naprave, med katere spadajo telefoni, računalniki, internet, in tako naprej. Tako, kot jih naučimo uporabljat kolo in hodit po stopnicah. Precej spremljamo kaj počnejo. Mlajših dveh hčerk te stvari še ne zanimajo kaj dosti, pogledata recimo urnik in to je to. Pri starejši pa smo želeli, da med korono ohrani stik z vrstniki, ki imajo že vsi pametne telefone, razen ona ga še nima, po njenih besedah. *Smeh*. Imamo družinsko tablico in na njej ima te zadeve gor, Snapchat in Viber. Jo moramo malo brzdat, ker je potencialni odvisnih. Vloga staršev je, da te stvari prepoznamo in delujemo v smeri, ki je dobra za otroka. Včasih ji moramo tablico kar fizično odvzet. Ni pa to zdaj, da bi visela ure in ure na tablici. Ko vidimo, da ni opravila ostalih stvari, ki bi jih morala, potem ji vzamemo. Ker jo zelo moti, vleče. Če bi ji pustili, bi se v socialnih omrežjih lahko zgubljala mesece in mesece, brez da bi kaj drugega počela. Dostikrat tudi sprašuje po pametnem telefonu. Bila so obdobja, ko je bilo zares hudo. Jaz sem bil tudi edini v razredu, ki nisem imel motorja, starši mi ga niso hoteli kupiti, pa sem ravno tako preživel. Na koncu sem bil tudi hvaležen, da ga nisem dobil, ker bi se verjetno z njim kje "razsul". Si pa vedno vzameva z ženo čas in ji pojasniva, zakaj ji ne kupiva telefona. Naštejeva vse razloge in se pogovorimo. Po takih pogovorih se stvari malo umirijo, razume, se zaveda. Zadnjič pa je bil tipičen primer, ko je prišla iz šole domov in je učiteljica rekla, da lahko tisti, ki imajo telefone, vzamejo s sabo, da bodo poslušali glasbo in fotografirali izlet v Koper. Potem je bila spet slaba volja, žalost. Posodil sem ji svoj iPod za glasbo, za fotografiranje sem ji pa rekel, da jo bodo lahko slikali tudi drugi. Večina otrok po mojem mnenju dobi vse to prezgodaj. To so računalniki, ki otroki omogočajo dostop do celega sveta brez nadzora, in po drugi je tudi on potem dostopen celemu svetu. Otroci kot prvo nimajo meje, torej ne vejo kdaj dati to napravo stran od sebe, in po drugi strani tudi informacije, ki jih dobivajo - včasih potrebujejo nekoga, da jim razloži. Ker so neprimerne, niso dorasli določenim vsebinam, in tako naprej. Ni vse tako slabo, tehnologijo imajo seveda tudi prednosti, na primer iskanje informacij in podobne stvari. Za enkrat se z ženo strinjava, da to ni za enajstletnega otroka.

Kako sta pa z ženo pristopila k digitalnim napravam med epidemijo? Sta imela "strateški posvet", naredila načrt, ali se je vse razvilo nekako organsko?

Midva sva se že dosti prej pogovarjala o telefonih in tem. Ona tudi uči v šoli in vidi kaj to počne otrokom, po drugi strani se tudi jaz precej ukvarjam s tem. Imava dva pogoja: ko bo hčerka znala te stvari uporabljati in ko ji bomo lahko zaupali, se pravi da če se dogovorimo,

da določenih aplikacij ne bo uporabljala, jih res ne bo ali da ne bo nalagala določenih informacij na splet. Da se ne bo pogovarjala s tujci in podobno. Na začetku šolanja od doma sva bila malo več zraven, potem sva pa videla, da med učnimi urami tako ali tako nima časa brskat po drugih spletnih straneh. Kar se tega tiče je bilo varno okolje in ni bilo skušnjav. Naložili smo ji tudi Viber, in potem je prišla situacija, ko so se pripravljali v šoli na slovenski kulturni praznik. Otroci so se posneli doma in si prek YouTuba lahko ogledali končni posnetek. Sošolec od starejše hčerke je naredil screenshot nje, in dal na Viber skupino od razreda. Hčerka je takoj prišla do naju z ženo in nama pokazala, ji ni bilo všeč. Bila je vidno pretresena nad dejstvom, da je nekdo naložil njeno sliko brez soglasja. Tako vidiva, da ji že lahko bolj zaupava in počasi popuščamo, je ne nadziramo več toliko.

Se pravi najstarejša hčerka naprave uporablja v precej kontroliranem okolju: računalnik za šolsko delo, potem ima pa še Viber in Snapchat. Kaj pa YouTube in spletne igrice?

V zadnjem času je odkrila ene par igric, ki jih igrajo s sošolci. Nič produktivnega, take za izgubljat čas. Nekaj se voziš, ni strategij in streljanja. Glede YouTuba: glasba je v naši družini precej prisotna, igramo instrumente, pojemo in tako naprej. Jaz karkoli delam, delam z glasbo, ki jo poslušam tudi prek YouTuba. Starejši hčerki si tudi že pogosto nastavita glasbo ali z mano gledata kakšne videoposnetke. Ampak je vse precej glasbeno usmerjeno. Nastavita na tablici ali pa računalniku.

Kaj pa oglasi na YouTubu? Imate mogoče zakupljeno Premium opcijo brez oglasov?

Ne. Smo vsi nejevoljni, ko se pojavijo, ker so precej moteči. Moje osebno mnenje je, da te tak oglas bolj odbije od nakupa določenega produkta kot premami. Razen, če deluje na nezavedni ravni.

Kaj pa je njun komentar? Sta že kdaj odreagirali na oglase?

Ne, pač počakamo da lahko preskočimo in vmes se jezimo, kdaj bo.

Kako z ženo določata čas konzumiranja digitalnih vsebin?

Ko stvari opravi, sploh najstarejša, potem ima na voljo. Največ časa ji pa damo npr. pol ure. Kdaj tudi vse tri pogledajo kakšno risanko. V času korone so tudi precej spremljale Pižamo, ki je pripovedoval pravljice.

Na kateri platformi so bili ti posnetki dostopni?

Na njegovem Facebook profilu, v živo. To je bil kar tak ritual med tednom in smo dostikrat vsi skupaj poslušali. Skratka, ima omejen čas za digitalne naprave in si tudi sama nastavi uro na pečici, da jo štopa. Ko ura zapiska, prinese in je stvar rešena. Ji je pa treba dostikrat tablico tudi fizično odvzet, ker je "samo še to, samo še temu odgovorim, samo še to pošljem".

Je najmlajša že imela šolo na daljavo?

Ne, zaenkrat še nič.

So med korono poleg Pižame in Dnevnika spremljale še kaj?

Ne, edino risanke na YouTubu zvečer. Npr. Horseland (Grivje), to so takrat zelo spremljale. Pa kakšno Pikapolono. Tudi v tujih jezikih, ker ni bilo v slovenščini kaj dosti na voljo.

Torej nimajo kaj dosti stika z oglasi?

Jaz bi rekel, da ne. Razen to, kar je na YouTubu, pri igricah in Viberju, ko se pojavljajo. Pa v Snapchatu.

Govoriva o spletnih igricah?

Ja.

Kje se pa pojavljajo oglasi?

Spodaj, al kaj jaz vem. Ali pa na začetku, ko so igrica odpre, se pojavi kakšen oglas. Ali ti ponudijo za doplačilo, da se ti nekaj odklene.

Se si to tudi kaj skupaj pogledali?

Ne. Samo včasih sem jo vprašal za reklame, pa je rekla, da je ne zanimajo, so ji brezveze, in da komaj čaka da izginejo.

Torej se ni še zgodilo, da bi vaši otroci spraševali po izdelkih, ki bi jih zaznali v reklamah?

Ne. Večjo težo imajo vrstniška priporočila. Če prijatelji kaj odkrijejo, si kupijo in hvalijo to zadevo.

Kako se vam pa zdi, da vaši otroci razumejo oglase? Tudi če primerjate najstarejšo in najmlajšo hči. Se vam zdi, da bi starejša pokazala kaj več interesa?

Starejša je že bolj pod vplivom vrstnikov. Srednja ima svoja načela, ki pogosto niso v črednem nagonu, ampak čisto nekaj po svoje. Ni toliko dovzetna. Tudi, če drugi nosijo kakšne znamke nje to ne zanima. Ima neke stvari, ki so jih všeč, in ne odstopa.

Na primer?

Že stil oblačenja. Ona bi bila najraje cel dan v trenirki oz. pižami. Recimo jeansa sploh ne mara nosit. Starejša pa zelo, ima raztrgane kavbojke in tako naprej. Starejša tudi recimo nosi nogavice, ki so do členkov na nogi, srednja pa dokolenke. Je čisto nekaj svojega. *Smeh.* Najmlajša pa še ni "kontaminirana" s tem in se ne obremenjuje kaj dosti.

Še malo o nakupnih odločitvah - ali vaši otroci sodelujejo pri nakupnih odločitvah družine? Recimo hrana, družinske počitnice, avto in igrače.

Če začneva s hrano - načeloma tudi vemo, kaj jim je všeč, včasih pa pridejo povedat kaj naj prinesemo ko se kdo odpravlja v trgovino. Niso pa "tečne" glede tega. Razen tamala, ona našteva kaj si želi v nedogled, tudi če ji za vsako stvar rečeš "ne". Vsako stvar primer, ker si želi, da bi se nekaj kupilo. Iz Hoferja imajo recimo zelo rade žemlje z makom in to jim je dovolj. Če jim to prineseš, je že polepšan dan. *Smeh.* Niso dosti potrošniško naravnane. Starejša je začela malo bolj gradit svojo identiteto in je postala malo bolj izbirčna. Ima tudi svoj denar. Zadnjič si je želela majico od Nase in sem jo peljal v trgovino. Če vidiš, da imajo kakšne stvari ogromno, potem pač rečeš ne, in se lahko vržejo na trepalnice. Ne pustimo, da si kupuje vse kar si želi. Ne trošimo za neumnosti dosti. Pa ne zato, ker bi bili varčni ali šparovni, ampak ker se nam zdi brezveze. Letos pozimi smo kupili nov avto. Smo se pogovarjali, je bil to družinski projekt, ampak one nimajo niti znanja o tem. So bile udeležene v dogodek, smo skupaj pričakovali, se pogovarjali, ampak niso imele kaj dosti izbire pri odločanju kakšen tip avtomobila in barva se bo vzelo. Sva jim rekla, da sva se midva odločila za belo barvo, potem pa sva jih vprašala, kaj mislijo, če je v redu ali ni. V tem smislu. Tudi ko kaj drugega kupujemo večjega je podobno. Skupaj živimo, dihamo, se pogovarjamo. Jim dajemo občutek, da so pomembne, imajo vpliv, čeprav ga dejansko nimajo.

Hlače, igrače, pa imajo besedo, če prav razumem?

Ja. Čeprav tudi obleke in igrače poseževa z ženo vmes, če kaj že imajo. Vsake toliko časa si lahko kaj kupijo iz svojega denarja, ki ga prihranijo npr. od rojstnega dneva. Tipičen primer od lani: Lego kock imajo ogromno in so si zaželele od Lego Friends neko večja stvar, vsaka svojo. Nama z ženo se je zdelo brezveze, ker imajo že toliko drugih Lego stvari, zato sva jim rekla, da vzamejo svoj denar in grejo kupit. One nimajo še predstave kaj pomeni zaslužit 30€ in jih potem zapravit, vendar jim skušava privzgojiti, da če porabiš denar, ga potem nimaš več. Tudi seme se spomnim, da se imel boljši odnos do stvari, ki sem jih kupil z denarjem od poletnega dela. To se mi zdi pomembno, da se jim privzgoji, dopove.

Kako se vam pa zdi, da so današnji otroci izpostavljeni oglasom? Na primer če primerjate sebe v teh letih in njih?

Jaz se spomnim oglasov po televiziji, še zdaj postanem nostalgičen, če jih vidim. Recimo Miki Muster, ki je risal oglase. mogoče mi živimo na nek način, ki ni dosti prisoten v družbi. televizije ne gledamo kaj dosti, če jo že gledamo, imamo navadno anteno, nimamo kabelske. Hčerkam sem enkrat povedal, da ko smo doma gledali TV, smo se šli igrico ugotavljanja za katero stvar je reklama. In zdaj tudi one prav tekmujejo katera bo prva ugotovila. Na ta način zagotovo poznajo reklame in vedo za kaj se gre, izpostavljene so pa nekako v istem deležu, kot sem bil jaz. Mi smo malo več gledali televizijo, interneta še ni bilo takrat, one so tudi malo po internetu izpostavljene…količinsko gledano se mi zdi, da smo tam-tam, ker je zdaj več oglasov po TV-ju kot je bilo takrat. Mi smo tudi več poslušali radio in je bilo tudi tam

več oglasov. Jaz sem bral revije, predvsem glasbene. Tam ni bilo toliko oglasov, razen za plošče ali inštrumente.

Opazite kakšne produkcijske ali vizualne razlike? Ali pa spremembe v percepciji? Ali otroci danes drugače gledajo na to?

Po premisleku. Reklame se meni zdijo neka odvečna vsebina in me prej spravijo v slabo voljo, kot navdušijo za nekaj. Ampak kot sem rekel - ko vidim kakšno staro reklamo se mi prav zavrtijo nazaj neka čustva, se spomniš kako je bilo takrat, neka nostalgija. Zdaj me pa motijo. Tudi tisti na YouTubu, ki te zmotijo ko gledaš nek film. Za otroke ne vem točno, kako dojemajo. Ko recimo vidijo reklamo za Hofer, kjer sicer dosti nakupujemo, ne rečejo: "glej, to pa smo videli tam". Ni bilo še primera, ko bi rekli: "glej, to smo pa videli po televiziji". Žena rada pogleda reklame, ki pridejo v nabiralnik in jih mogoče opozorimo, če je kaj takega. Zadnjič so na primer prodajali hoodyje od Harry Potterja v Hoferju, starejša hči je že prebrala veliko knjig in tega in si je ravno poleti želela tako majico. Pač jih opozoriva če je kaj takega, ker one ne gledajo teh stvari, jih ne zanima. Kar se tega tiče še niso tako kontaminirane se mi zdi. Tudi niso izrazile: "to sem videla tam in to si želim".

Kje pa po vašem mnenju prek digitalnih medijev sreča oglase?

To kar sva prej rekla; YouTube, na Viberju, igricah… neka raziskava je bila narejena na ravni Evropske unije, se mi zdi da leta 2016. So ugotavljali, da otroci so pod vplivom oglaševanja, vendar se tega ne zavedajo. Pri svojih otrocih tega ne opažam, ampak mogoče kot pravim niso "heavy userji" teh naprav in je mogoče malo drugačno pri njih. V tej raziskavi vem da so ugotavljali tudi, da razna doplačila v spletnih igricah, ki ti omogočajo, da se ti nekaj odklene, vplivajo na nadaljnje potrošniško obnašanje otrok. Se mi zdi, da otroci predstavljajo zelo pomembno demografsko skupino za oglaševalce. Ker so otroci verjetno bolj dovzetni kot starši, pa tudi veliko jim pomeni ta identiteta, ki se gradi na določenih znamkah. In vplivajo potem tudi na starše, da jim stvari kupujejo. To se mi zdi pomemben vidik, sploh pri najstnikih. *Po premisleku.* O tem mi je težko govoriti, ker nikoli nisem bil zelo dovzeten za reklame. Mogoče sem bolj kot moja srednja hčerka, sem šel od "main steama" raje stran.

Imate že kakšen načrt za naprej, ko bodo vaši otroci več na digitalnih napravah? Vas ne skrbi, da bodo na eni točki začeli npr. preferirati določene blagovne znamke? Kako bi k temu pristopali?

Oba z ženo ne delava nekih načrtov kako bomo to uvedli. Pričakujem, da gre tudi s tem neka spontana pot, tako kot se otroci s tvojo pomočjo naučijo hodit po stopnicah. Čeprav mislim, in dostikrat, ko imam kakšna predavanja za starše v zvezi s temi tehnologijami, jim rečem, da bi morali otroci imeti en predmet, kjer bi jih naučili uporabljati te naprave. Ne samo v smislu programov in kako se naredi dobro geslo, ampak celotno izkušnjo upravljanja s to napravo. Od tega kako se pogovarjaš prijazno, v zvezi z zasebnostjo, kakšne pasti te čakajo tam itd. Kot za kolesarski izpit. Starši prehitro dajo telefon v roke otrokom, ti pa še niso

sposobni zaznavati nevarnosti. Na predavanjih pogosto rečem, da naj si predstavljajo, da gredo žalostni iz šole in jih neznanec začne pogovarjati zakaj so žalostni. Seveda vsi odgovorijo, da se ne bi pogovarjali z njim. Potem pa takšno situacijo prenesem na Viber, ko te nek neznanec vpraša zakaj si objavil npr. žalostno balado. Takrat pa vsi odgovorijo "ja, zakaj pa ne". Oni ne ločijo digitalnega in fizičnega sveta. Stvari so postale prepletene. Če nekomu naredim škodo z maščevalno pornografijo se bo to poznalo tudi v fizičnem svetu. Ampak za otroke sta to dva ločena svetova, oni še ne ločujejo.

Je tema vaših predavanj varnosti na spletu?

Predavam o med vrstniškem nasilju, starši, otroci in internet, na primer kako vpeljati otroka v digitalni svet in na kaj biti pozoren, koliko časa naj otroci preživijo na napravah…tukaj se mi zdi, da ni nekega recepta. Vsak pozna svojega otroka in ve kje ga je treba ustavit. Zakaj otrok sploh rabi neko pametno napravo? Dosti je tudi staršev, ki dajejo otrokom telefone, zato da jih oni nadzorujejo. Da so starši bolj mirni, ker lahko v vsakem trenutku vejo kje je otrok in ga pokličejo. Midva z ženo niti e-asistenta nimava, ker želiva, da nama otroci sami povejo ocene, izostanke itd. Jaz ne rabim, da vem kaj se je dogajalo še preden pride domov- tako ne gradimo nobenega zaupanja. Če ne zgradim zaupanja z otrokom na takšnih vsakdanjih stvareh, mu ne morem zaupati tudi, da mu dam tako napravo in da bo z njo delal tako kot smo se dogovorili. Ta digitalizacija nam "kao" olajšuje stvari, ampak nam jih ne. V bistvu jih še bolj komplicira, spreminja odnose, zaznavanja, itd.

Kakšne stvari pa izpostavljate? Ena izmed teh je spletno nasilje, kot sem ujela.

Ja. Še spletno novačenje, dosti je tudi maščevalne pornografije oz. sextinga…Jaz razumem, da se vzorci osvajanja, druženja, prve romance, spreminjajo. Mi ne moremo živeti in funkcionirati tako kot naši otroci, ker se preprosto tudi družba spreminja. Če pogledamo strukturo povprečnega dijaka ali srednješolca: zjutraj recimo začne šolo okoli osmih, potem je cel dan v šoli, potem ima treninge vsak drugi dan, glasbeno šolo itd. In kdaj sploh ima čas za druženje s prijatelji in zbliževanje s kakšno drugo osebo? Nima. Edino ponoči, ko gre spat potegne telefon ven in takrat se začne njihovo družabno življenje, ki se je prej odvijalo na igriščih in tako. Potem tudi za intimne odnose ni več časa in si začnejo pošiljati take fotografije. Sploh fantje, ki se radi pohvalimo že po naravi, pošljejo fotografijo punce najboljšemu prijatelju in stvar steče naprej. Mimogrede se razvije maščevalna pornografija in podobne zadeve. Potem so tudi psihološke stiske, ko se nekdo začne pogovarjati s tabo, ko si na dnu. Na koncu ti pove, da si mu všeč in da želi golo sliko. Je bil tudi dokumentarec na to teme, Ujete v medmrežju.

Kaj pa vas kot starša srbi osebno? Kaj je vaš trenutni fokus? Vas kaj skrbi?

Ne bom rekel, da me ravno skrbi, ampak se mi še ne zdi pravi čas, da pridejo v stik z določenimi informacijami, na primer s spolnostjo. S starejšo hčerko smo se že pogovorili in ji razložili te stvari. Čeprav težko verjamem, ampak vedno dopuščam možnost da bi se povezala s kakšnim neznancem in se bi začelo dogajat kaj v smislu sekstinga in podobno.

Čeprav so vse tri hčerke precej občutljive glede njihovih fotografij, ki so objavljene na internetu. Nekajkrat sem jih tudi načrtno poklical, ko so starši od njihovih prijateljev, sošolk na Facebooku objavljali slike otrok, ko so bili mlajši. Takrat ej bilo to simpatično, vsak starš se pač rad pohvali s svojim otrokom, pozabljamo pa da je naša dolžnost, tudi zakonska, da ščitimo njihovo zasebnost. Ko so hčerke videle te fotografije, so se smejale in niso mogle verjeti, da so to res one, njihove prijateljice. Potem so mi pa tudi rekle, da ne želijo, da bi jaz kdaj kaj takšnega naredil. Tudi takšne fotografije iz preteklosti lahko postanejo vir nasilja. Lahko malo pretiravam, ampak dostikrat se tudi iz takih stvari razvije nasilje.

Torej vas bolj skrbi nasilje, v predavanjih pa ne omenjate recimo personaliziranega oglaševanja?

To slej ko prej se bo zgodilo, ker smo vsi v teh mehurčkih in dobivamo oglase. In ne samo oglase, ampak tudi informacije na podlagi naših preferenc in prijateljev, kar je mogoče še bolj zaskrbljujoče. To po mojem je neizogibno. Razen da plačuješ, pa še to ne veš, ali si res kupil to kar misliš, da si. Jaz ne verjamem, da je to res. Če se že moram izraziti kaj me bolj skrbi, me bolj skrbijo personalizrane informacije kot personalizirano oglaševanje. Ker to že vidimo pri koroni. Ljudje imamo na voljo ogromno informacij, nimamo pa znanja interpretirat teh informacij.

Koliko pa se vam zdi, da vidite oglasov, če scrollate po Facebooku 5 minut?

Vidim, da jih je vedno več. In včasih tudi se mi zdi, da ko razmišljam o kakšni stvari, dobim za to oglas. Ne vem ali je to naključje ali je že kakšna tako napredna tehnologija. odkar imam pametni telefon, to je tudi ta internet stvari, ko se naprave pogovarjajo med sabo. Naši telefoni se pogovarjajo tudi z napravami ljudi v naši bližini. Če se z nekom drugim lahko tudi jaz dobim oglas od tega, kar je on brskal ali nakupoval. Te stvari mi niso všeč, za enkrat pa me še ne skrbijo, ker nisem dovzeten. Zna pa se razviti v kakšno neprijetno stvar v rpihodnosti.

Niste še nikoli kliknili na oglas na Facebooku ali na Googlu?

Na Facebooku kliknem, če je kaj na "Suggested " povezano z znanostjo ali glasbo. Če vidim, da mi je res blizu. Se zavedam, da bom potem sprožil algoritme ki me bodo še bolj zasuvali in še bolj razkril svoje interese, ampak me premami, pač kliknem. Nisem imun.

Kaj pa otroci s tem v zvezi?

Vsi se težko upremo, že tehnologija je tako narejena, da nas vleče. Cilj vsake aplikacije je, da čim več časa preživiš na njej. Že zakaj je rdeče opozorilo, da imaš sporočilo ali zgrešen klic? ker smo ljudje pozorni na rdečo barvo. vse je tako zasnovano, da nas vleče. In jaz si ne predstavljam kakšno skušnjavo mora doživljati otrok, če se že odrasli težko upiramo. Meni dostikrat. Za otroke je to velika skušnjava, vse skače miga, sploh za najmlajše. Vse je barvasto, lepo narisano, privlačno. Se že pozna, da so vse večje težave z odvisnostmi in

ljudje postanejo agresivni, če se jim enka naprava odvzame, ampak se mi zdi, da proizvajalcev to ne skrbi toliko. Mislim, da so stvari malo skrenile in vse postajo precej resno. prehitro je šlo…

Se vam zdi, da lahko oglasi bolje nagovorijo otroke danes kot so jih npr. v vaših letih?

Sigurno. Tudi bolj agresivni so, bolj prefinjeni. Mi smo bili izpostavljeni oglasom, ko si gledal televizijo. Si ob 19h gledal risanko, mogoče še kak mladinski film prej, in je bilo končano. Zdaj pa so naprave, ki so v bistvu naše proteze, ki jih nosimo vsepovsod ob vsakem času in si vedno izpostavljen. Zase lahko rečem, da smo še imeli neko svobodo, se izogibat oglasom, zdaj pa to ni več mogoče.

Female, 30-40 years old, 1 son and 1 daughter, aged 8, living in the suburbs, working in digital marketing.

Time and place of the interview: Ljubljana, October 14th, 2021

Tema najine magistrske naloge je »starševski pogled na oglaševanje otrokom prek digitalnih medijev«. To je precej kompleksna tema, zato bi začeli zelo na začetku, z osnovami, če se strinjate.

Mi lahko v nekaj kratkih stavkih predstavite vašo družino? Koliko vas je, v katerem delu Slovenije živite, koliko so stari otroci in kateri razred v šoli obiskujejo, itd.

Smo štiričlanska družina – starša, sin in hčerka, 8-letna dvojčka. Živimo v hiši v okolici Ljubljane, smo zelo aktivni, redno doma. Zelo radi imamo športe v naravi, nasploh veliko hodimo v naravo.

Bi rekli, da vaš družinski vsakdanjik poteka v nekem ustaljenem ritmu, predvidljivi rutini? Lahko na kratko opišete tipični dan?

Med tednom je pri nas kar ustaljena rutina – po službi pridemo domov, pripravimo za naslednji šolski, službeni dan, se malo podružimo, pogledamo Exatlon (*z nasmeškom*) in je dneva konec. Med vikendi pa smo zelo aktivni, vedno kam gremo, kakšen izlet.

Se je vaša rutina kaj spremenila, če jo primerjate s časom pred Covidom? Kako?

Ja, zdaj smo še več zunaj, bolj aktivni. Med korono smo se navadili, da smo veliko zunaj, v naravi in to nam je ostalo.

Kaj pa digitalni mediji – če se zavestno osredotočimo na to – kakšno vlogo igrajo v družinskem vsakdanjiku?

Po premisleku. Midva (starša) sva definitivno preveč na telefonih, ker imava takšno službo. Otrokoma dostop do medijev kar precej omejujeva, je pa mogoče kar rutina, da med vikendi zjutraj gledata risanke.

Kako pa omejujete dostop?

Dovoljeno jima je dostopati do medijev (tablica, telefon, računalnik) za 2 uri vsako nedeljo.

Katere naprave pa imata?

Telefona nimata, imata pametno uro za klice, ker se mi zdi pomembno, da ju lahko v teh časih pokličem in da imata tudi onadva možnost, da me pokličeta. Imata tudi dostop do dveh

'družinskih' tablic, torej za 2 uri ob nedeljah. Smo pa poleti npr. imeli dogovor, da lahko tablico uporabljata toliko minut, kot tisti dan bereta. To je bila izjema med počitnicami.

Med Covidom sta dobila tudi računalnika, ker sta jih rabila za šolo. Dobila sta najina (starša) stara računalnika, ne novih in uporabljala sta ju izključno za šolo. Med korono sva ju tako tudi naučila uporabljati Google, da sta lahko samostojno poiskala tudi kakšno informacijo za šolo.

Ali računalnike še vedno uporabljata?

Ne, imata jih sicer še vedno v sobi, a sta zaklenjena in ne moreta dostopat do interneta.

Koliko časa na dan se vam zdi, da otroci, stari 6 let, 10 let in 15 let na splošno v povprečju preživijo pred digitalnimi mediji?

Če izključimo TV in upoštevamo samo telefon, tablice in računalnike, bi rekla, da 6-letniki na teh napravah preživijo cca 1h na dan, 10-letniki 2-3h na dan, 15-letniki pa 5 ur ali več. Iskreno težko ocenim, se mi zdi, da je to med otroci precej različno. Poznam otroke, ki so po cele dneve na telefonih, tablicah in jih primerjam z mojima, ki imata zelo omejen dostop.

Na katerih straneh se zadržujejo oz. do katerih vsebin največkrat dostopajo?

Največkrat igrajo igrice.

Na spletu?

Ne, naložene. Nalagata jih lahko le s kodo, ki jo imava jaz in mož. Igrata tudi igrice na PS, na spletu pa je aktualen predvsem YouTube. Tudi tukaj sem precej stroga, ker ne dovolim, da gledata kakšne te bedarije in influencerje, jima pa dovolim poslušat glasbo in gledat kakšne športne posnetke.

Kaj pa si še želita gledat?

Hčerka bi gleda kakšne make-up posnetke. Če so kakšni dekliški, brez kakšnih "afnanj", ji dovolim. Včasih probata tudi kaj, kar ne bi smela, kakšne influencerje, ampak to hitro prekinemo.

Torej sta na spletu ves čas pod nadzorom?

Včasih tudi sama, v svoji sobi, ampak mora biti takrat tako na glas, da slišim.

Bi rekli, da se je vaš odnos do otrok in digitalnih medijev z leti spreminjal?

Mislim, da sem na začetku dovolila več, ker nisem imela občutka, da znata tudi sama npr. zamenjat video, ki sem ga dala na predvajanje.

Kaj pa aktualne spremembe - opazite kakšne spremembe (npr. frekvenca stika otrok z digitalnimi mediji) glede na čas pred Covidom?

Ne, ni vplivalo.

Bi rekli, da ste v času socialne distance, ko smo bili več doma, digitalnim medijem kot starš posvetili več pozornosti (v smislu novih "vzgojnih strategij")?

Ja, zagotovo sta dobila več razlage, sploh npr. internet in brskanje po spletu – Google za šolo, kot sem rekla.

Ali so današnji otroci izpostavljeni več oglasom, kot ste bili vi v njihovih letih?

Definitivno.

Na kakšen način, kje?

Ja, preko spleta, ogromno je novih načinov oglaševanja, tudi takšnih, ki niso zares oglasi, npr. vlogi. Vlogi, ki vključujejo znamke ali produkte, so v resnici oglasi, otroci pa jih res radi gledajo.

Katere so tiste ključne stvari, ki so se po vašem mnenju pri oglaševanju v teh letih spremenile?

Točno to, oglas ni več samo oglas.

To je res bolj nov pristop. Bi znali izpostaviti še kakšen trend v oglaševanju?

Ja, definitivno je oglaševanje skozi zabavno vsebino trend. Potem pa še influencerji (negativno!), nekateri so res grozni, konec koncev kažejo takšne vrednote, ki si jih pri svojih otrocih res ne želim.

Ali vaši otroci sodelujejo pri nakupnih odločitvah družine? Kako poteka ta proces so-odločanja?

Ja, zagotovo sta spodbujevalca za artikle, namenjene njima. Ne vodi pa to njuno spodbujanje nujno v nakup. Kakšno potovanje pa je skupna odločitev – izbira lokacije.

Če bi si torej vidva (starša) nekam želela, pa otroka ne, bi šli?

Ne, družinsko potovanje je za vse, tukaj bi upoštevala njuno mnenje. Saj bova šla pa kdaj sama.

Se vam zdi, da sprašujejo po izdelkih, ki jih vidijo v oglasih? Jih k temu spodbudijo kakšni posebni dejavniki?

Občasno. Zelo všeč jima je lik Oraketa in potem si želita Oraketo namesto Cedevite. Tukaj jima prepustim odločitev, ker gre za praktično isti izdelek.

Kaj vse po vašem mnenju vpliva na otrokovo povpraševanje po izdelkih ali storitvah?

Sošolci zagotovo, sovrstniki. Mislim, da je to glavno.

Lahko opišete kakšno situacijo, ko je oglas (ali oglaševalska kampanja) vplival na vašega otroka? Kako so se izrazili vplivi – npr. so peli kakšno glasbo iz oglasa, jim je bil všeč kakšen lik...

Po premisleku. Enkrat sta si nujno želela nek projektor za risanje iz reklame (po televiziji). Potem Oraketa, kot sem prej rekla, ki jo imata zdaj raje kot Cedevito, hčerka tudi rada riše te like. Pela sta pesem "Po Hofer ceni".

Kje se vam zdi, da v vsakdanjem življenju srečate največ oglasov?

Na internetu, na telefonu.

Kaj pa vaši otroci? Se vam zdi, da so kakšne razlike?

Na TV-ju, med gledanjem Exatlona. Na spletu niti ne, ker ne dostopata veliko.

Kako dobro se vam zdi, da vaši otroci razumejo oglase? Kdaj so jih začeli razumeti, kdaj so jih začeli opažati, do njih spreminjati mnenje v smislu percepcije?

Mislim, da ne razumeta, da ju nekdo prepričuje v nakup in verjameta temu, kar povejo v reklamah. Zdaj jima tudi razlagam, da ni vse res in tako.

Lahko delite kakšen primer, ko je otrok po vašem mnenju zelo dobro razumel oglas ali pa primer, ko ga ni?

Ne, mislim, da ni bilo nobenega posebnega primera.

Se vam zdi, da otroci znajo prepoznati prepričevalno noto v oglasih? Pri kateri starosti se po vašem mnenju zgodi največja sprememba glede razumevanja namena oglasa?

Pri 7-ih, 8-ih letih verjetno.

Kaj pa glede vsebine, ki je oglaševana otrokom, kako bi s tremi besedami opisali oglase, za katere menite, da so namenjeni otrok?

Pisani, zabavni, nastopajo liki (Lino, Oraketa), niso tako direktno prodajni, bolj se poskušajo otrokom približat z vsebino kot s produktom.

Kaj v oglasu po vašem mnenju najbolj pritegne otroke?

Liki, zgodba, ki jo predstavljajo.

Znate priklicati nekaj izdelkov, ki ste jih v zadnjem času opazili v oglasih, namenjenih otrokom?

Lino, Oraketa, Jimmy čokolada. Zdajle jih res nimam v glavi.

Kje po vašem mnenju otrok prek digitalnih medijev lahko sreča oglase?

In-game oglasi, YouTube.

Primer advergaming.

Kakšne take igre še nista igrala, je pa to zagotovo način, ki otroke pritegne.

Na splošno - kako se po vašem mediju, oglasi na digitalnih medijih razlikujejo od tradicionalnih?

Digitalni so bolj prikriti, subliminalno: vlogi, influencerji. Mislim, da so bolj za "awareness" ali "engagement" in se za samo prodajo.

Ali je otrok že kdaj izrazil željo po nakupu izdelka, ki ga je videl na spletu?

Ja, sin si je želel avto na daljinca. Ampak to ni bilo preko oglasa, gledal je na YouTubu dirke s temi avtomobilčki. Čisto domače, ne kot oglas.

Ali je otrok zaradi spletnih oglasov že kdaj spraševal po izdelkih, ki so neprimerni oz. netipični za njihovo starost?

Ne, to se še ni zgodilo.

Kakšne učinke imajo po vašem mnenju oglasi, ki jih otroci srečajo na digitalnih medijih?

Na njiju nimajo bistvenega vpliva, ker ne gledata tega. Za ostale ne vem.

Ste že kdaj aktivno/načrtno razmišljali o tem, koliko oglasom so otroci izpostavljeni predvsem na spletu? Koliko menite, če npr. 5 minut pregleduje Facebookov "zid"?

Vse na Facebooku je oglas. Verjetno okrog 100.

Ali bi rekli, da spremljate digitalne trende in se aktivno trudite zaščititi otroka pred novimi kanali in tehnikami za trženje?

Da, delam v digitalnem marketingu.

Ali bi želeli več javno dostopnih informacij o tem, kako zaščititi otroke pred pastmi oglaševanja prek digitalnih medijev?

Ja, že obstajajo – projekt A1, "Varni na spletu".

Kje mislite, da otroci dobijo informacije o slabih plateh oglaševanja?

Starši, babica jim večkrat kaj pove in tudi spremlja te 'pasti'. V šoli mislim, da ne, tudi med seboj (s sovrstniki) verjetno ne.

Če bi morali poiskati nekaj pozitivnih in nekaj negativnih plati otroške uporabe digitalnih medijev v povezavi z digitalnim oglaševanjem, katere bi bile?

Pozitivno je to, da dobijo neko odgovornost, da se z dobljenimi informacijami vključijo v družinsko odločanje. Po eni strani je to tudi negativno, v vsakem primeru pa je v takšnem oglaševanju več negativnega, ker se ne zavedajo, kaj je oglas, ker dobijo lažne informacije...

Appendix 10: In-depth interview transcript 5

Female, 40-50 years old, 3 sons and 1 daughter, aged 9, 7, 5 and 4 months, living in the countryside, working in IT (customer support).

Time and place of the interview: ZOOM, October 14th, 2021

1. **Kot sva s kolegico Ajdo že omenili, je tema najine magistrske naloge »starševski pogled na oglaševanje otrokom prek digitalnih medijev«. To je precej kompleksna tema, zato bi začela zelo na začetku, z osnovami, če se strinjaš. Mi lahko v nekaj kratkih stavkih predstaviš vašo družino? Koliko vas je, v katerem delu Slovenije živite, koliko so stari otroci in kateri razred hodijo, itd.?**

Z možem imava 4 otroke. Najstarejši sin zdaj hodi v 4. razred, drugorojenka je 2. razred, tretji je predšolski. Najmlajši sin je star 4 mesece. Živimo na podeželju, v hiši z vrtom in travnikom. Na vasi. Mož je programer, jaz pa sem delala v uporabniški podpori in izobraževanju strank v IT podjetju.

Mi lahko opišeš vaš družinski vsakdanjik? Bi lahko rekla, da imate neko predvidljivo, ustaljeno rutino?

Ja, zjutraj približno ob 6h vstanem in najprej uredim sebe. Potem pričnem zbujati otroke, to zahteva precej časa in energije. Potem nekaj pojejo in se uredijo za šolo. Zdaj, ko sem na porodniški, jih peš pospremim do šole oz. vrtca, ki jo imamo v bližini. Otroci se vrnejo domov med 15. in 16. uro. Najprej preverimo in naredimo domače naloge. Potem pa odvisno od dneva - če imajo kakšne obšolske dejavnosti se jih zapelje tja, drugače pa so popoldnevi namenjeni predvsem šolskemu delu, risanju, sestavljanju kock. Včasih gremo med tednom zvečer tudi k maši. Okoli 19. ure imamo večerjo, potem pa večerno rutino: pospravljanje igrač, urejanje za spanje, pravljica. Tudi to zahteva veliko časa in energije. *Smeh.* Zdaj sem že več kot eno leto doma, najprej delo od doma, zdaj pa porodniška. Me skrbi, da se ne bom preveč razkomotila. *Smeh.*

Ko že govoriva o rutinah, skoraj ne moreva mimo Covida. Kako se je vaša družinska rutina spremenila zaradi tega?

Bolj poudarjamo umivanje rok in preden gredo otroci skozi vrata smo na seznam dodali: "imaš masko?". Stike smo omejili na najnujnejše, ožji prijatelji in družina. V trgovino smo tudi prej hodili povprečno enkrat na teden, ob koncu tedna. Več izolacije kot prej, zagotovo.

Zdaj, ko smo vsi več doma, so tudi digitalni mediji prevzeli novo, drugačno vlogo. Kakšno težo imajo digitalne naprave v vašem vsakdanjiku? Kako si se kot starš "spopadala" z njimi?

Že prej so otroci imeli zelo omejen dostop do računalnikov in televizije. Telefonov in tablic še nimajo svojih. Med šolanjem na daljavo sta bila oma šoloobvezna otroka seveda pred

računalnikom tisti čas, ki ga je šola zahtevala, dvakrat na teden smo jim omogočili tudi, da sta igrala bolj didaktične igrice za 20 min ali maksimalno 30 min. Zdaj pa jim z možen odobriva računalnik za nujno šolsko delo ali če se kateri od starejših otrok spomni, da bi preveril vremensko napoved, da bi si prilagodil oblačila za naslednji dan. Najstarejši sin ima dvakrat na teden po pol ure igric, mlajša tudi podobno. Tretji še ne kaže interesa. Tako da se nam v času Covida uporaba digitalnih naprav ni kaj dosti povečala, razen časa, ki sta ga otroka porabila za šolsko delo.

Potem lahko rečeva, da za dostop do spleta uporabljajo računalnik in občasno tvoj telefon?

Ja. Ampak ob mojem nadzoru, samostojno ne.

Torej veš na katerih straneh se tvoji otroci zadržujejo?

Da.

Se je tvoj odnos do digitalnih medijev, naprav in njihove povezave z otroki kaj spremenil v času Covida? Si mogoče bolj odprta, tolerantna?

Ne. Mogoče zdaj iščem več informacij prek telefona, ne prek računalnika, ker je bolj priročno. Na splošno pa se mi ne zdi, da bi več uporabljali digitalne naprave ali bi jim bila kaj bolj naklonjena.

Aha. Kje se mi zdi, da so se digitalne naprave v zadnjem času kar "zalezle" v družinski vsakdanjik in so tudi starši precej popustili.

Pri nas ne, ker sem opazila, da otroci postanejo čisto "trapasti". Vidim že pri risankah - če jih gledajo 1 uro že vidim vedenjske spremembe. Enako velja za telefon. So bolj razdražljivi in več se kregajo med sabo. Tudi če preidejo od ekrana k drugi (analogni) aktivnosti so zelo nenaklonjeni delu, aktivnosti.

Kaj pa omejitve časa, ki ga lahko preživijo za zasloni. Se kaj pogajajo, kregajo s tabo? Uporabljajo kakšne taktike, da bi te malo "prinesli okoli", podaljšali čas na digitalnih napravah?

To pa itak. Prva taktika je "samo še to, samo še to", druga je da otrok naredi kaj prostovoljno in se ti zdi že sumljivo oz. naredi nekaj v zameno za čas za zaslonom. Npr. "bom naredil to in to, lahko potem še 15 minut igram igrico?". Najstarejši sin si je npr. sam izbral sredo in soboto za dneve, ko bo igral igrice oz. smo precenili, da so te dnevi najboljši, ker ima najmanj obveznosti v šoli in po njej. Čeprav potem že v ponedeljek prosi, če lahko igra igrice, bi dodal še en dan v urnik. Pač takšne pogajalske "fore" - jaz tebi, ti meni.

Kakšne igrice pa igra?

Ne znam točno povedati, igra pa vse prek povezav, ki so jih dobili med šolanjem na daljavo. Takšne bolj didaktične, matematične, jezikovne igrice. Čeprav sva z možem opazila, da tudi v šolskem naboru nekatere niso bile primerne, tako da smo se potem dogovorili katere iz seznama lahko igra in katerih ne.

Katere pa so se vama zdele neprimerne?

Link, ki ga je posredovala šola pelje do neke platforme prek katere lahko izbiraš tematska področja (jeziki, matematika, ipd.). Nekatere so bile pa tudi nasilne, npr. streljanje z lokom in če koga zadaneš, ga razkosa. Takšnim igricam nekako nisva naklonjena. Trenutno največkrat igra eno pri kateri dirka z motokrosom čez poligon.

Je platforma v slovenščini?

Ne vem.

Kaj pa hčerka?

LKČ: Najraje ima igrice, pri katerih sestavljaš like ali pa kakšne besedne v angleščini. In pa digitalne pobarvanke. Ona niti ni toliko aktivna kot starejši. Sin je že toliko star, da je že "firbčen" in vse preklika. *Smeh.*

Sta otroka v dnevni sobi, ko igrata igrice?

Ja, na stacionarnem računalniku in ob prisotnosti staršev.

Ker sva z Ajdo študentki trženja tudi ne moreva mimo vprašanja o tem, kako (in če) otroci sodelujejo pri nakupnih odločitvah v družini. Kako in ob katerih priložnostih jih z možem vključujeta v proces odločanja? Kakšno težo imajo pri odločitvah in za katere stvari jih sploh upoštevata?

Za enkrat še niso izbirčni glede oblačil, tako da to zanje kupujem sama. Za ostale nakupe jih z možem načeloma ne vključujeva, razen če imajo glede hrane kakšno majhno željo, npr. doughnut krofe. Glede igrač: od naju jih dobijo za rojstni dan in za Miklavža. Vedno imajo možnost narediti seznam želja za igrače, ki bi jih radi imeli.

Iz kje pa največkrat izvira inspiracija za stvari, ki jih želijo imeti? Omenila si, da hčerka kdaj želi obleke, ki so primerne za starejša dekleta, sin hoče kocke…

Za igrače definitivno iz reklamnih blokov, ki jih vidijo na televiziji med gledanjem risank. Fanta zelo rada prelistata Lego kataloge, ki jih dobimo na dom in vključujejo čisto vse komplete, ki so trenutno na tržišču. Glede oblek pa se hčerka najbolj zgleduje po starejši sestrični, ki hodi v 7. razred, in jo ima hčerka zelo rada. Takšne želje so tudi omejene na obdobja, ko sta več skupaj.

Bi znala opisati kakšno situacijo, ko je oglas ali oglaševalska kampanja zelo vplivala na katerega od tvojih otrok? In kako se je vpliv izrazil?

Kocke definitivno morajo biti Lego blagovna znamka. Hčerka je pa trenutno obsedena s konjički, ki morajo obvezno biti znamke Schleich. To te preference je pa prišla prek digitalnih medijev, saj ji dovolim uporabljati YouTube na mojem telefonu medtem ko ji pletem kitke. Prek YouTuba sva potem enkrat prišli do Schleich konjev, in sicer ima ena punčka iz Amerike svoj kanal na to temo. Pri hčerki torej YouTube, sinova pa kjerkoli vidita Lego - v trgovini, TV reklama, katalog…na splošno so pa vsi navdušeni nad Müllerjevim katalogom igrač, ki pride decembra.

Pojejo kakšne pesmice ali poznajo like iz oglasov? Preferirajo kakšno posebno hrano?

Če slišijo reklamo, ki je bolj spevna in promovira stvari, ki so za otroke, so kar navdušeni. Pred leti se spomnim, da je bila reklama za dvobarvni puding Paula. Pesmico so veliko peli in parkrat sem jim morala kupiti puding. Trenutno so "mahnjeni" na Cedevito, ker sem jim poleti dovolila, da jo poskusijo. Zdaj so navdušeni tudi, ko vidijo reklamo in prosijo: "Cedevita, Cedevita, Cedevita!". Pa še reklame za Kinder sladkarije, ampak ni zelo izrazito.

Bi rekla, da so otroci bolj izpostavljeni oglasom kot si bila ti v njihovih letih in na kakšen način? Količina oglasov, kanali, prek katerih jih oglasi dosežejo?

Definitivno. Čeprav se mi zdi, da sem jaz gledala več televizije kot jo gledajo oni, ker sem bila pri noni v varstvu in je ona imela cel dan prižgane italijanske reklame, ker je Italijanka. Se mi zdi, da današnjim otrokom gledanje televizije bolj "pere možgane" kot je imela vpliv na nas, zato imajo vse skupaj bolj omejeno. Dobra so zdaj ta orodja, ki ti omogočajo, da preskočiš oglase, npr. ogled za nazaj. Po navadi to z možem v bližini to narediva, da otroci na vidijo reklam. Tudi, ko so radijski oglasi, po navadi stišava. Ko sem bila jaz majhna je bilo tudi količinsko manj reklam. Precej si zapomnijo tudi oglase, ki jih vidijo ob cesti, sploh če plakat sovpada z reklamo, ki jo vidijo po televiziji. Potem jim naredi "klik" in si npr. zapojejo pesmico iz oglasa. Sicer jim, kot sem že rekla, ne dovolim gledati kaj dosti reklam in oglaševanju niso kaj dosti podvrženi, bi pa bili čisto "napumpani", če bi jim dovolila.

Kako dobro se ti pa zdi, da otroci razumejo oglase, ki jih vidijo?

Mlajša dva otroka imata sploh percepcijo, da so stvari iz oglasov nekaj, kar raste na drevesih in pač greš in vzameš. Najstarejši sin pa že razume, da rabiš določeno količino denarja, če hočeš nekaj kupiti. Zelo "zapnejo" tudi v trgovini, ker so igrače precej strateško nastavljene, in potem imamo sredi trgovine: "Mami, mami, mami!". In tudi, če v trgovini vidijo stvar iz reklame.

Se ti potem zdi, da bi tvoj najstarejši sin že znal prepoznati prepričevalno noto v oglasih? Kdaj namerno opozorita otroke na to ali samo stišata glasnosti in rečeta nekaj v smislu "oglasi so kar nekaj"?

Ja, sploh mlajša hčerka večkrat vpraša, zakaj tata stiša, ko so reklame. Pa je potem že večkrat razložil, da je to zato, ker ti hočejo prodati nekaj, česar na primer sploh ne potrebuješ ali pa nekaj takega, kar ni primerno. Je pa res, da ko so reklame za otroke, ta filter odleti in si želijo imeti vse, kar vidijo.

Kaj pa bi rekla, da v oglasih najbolj pritegne otroke? Kako prepoznajo, da so oglasi posebej zanje? Ker si izpostavila: "...sploh, če je otroški oglas.".

Najbolj vplivni so oglasi, ki so za igrače, ne toliko za hrano. Ne bi znala povedati, kaj je tisto, kar jih pritegne. Ampak se mi zdi, da je vseeno, če je reklama za tiste igrače, ki jih zanimajo ali pa sploh ne - vse so jim "uau". Vse, kar spada pod kategorijo "igra", padejo not.

Kje bi rekla, da tvoj otrok lahko sreča oglase prek digitalnih medijev? Mogoče tudi, če jih omejuješ in nadzoruješ?

TV imamo prek računalnika, zato lahko rečeva, da oglase srečajo na računalniku. Na telefonu imam blokirane oglase. *Po premisleku.* Oziroma nimam. Če se zgodi, da pride vmes oglas, ko gledajo na YouTubu, ga preskočim ali vzamem telefon. Ker jih tudi ne pustim po navadi samih, zato to lahko naredim.

Si mogoče že kdaj opazila, da otroci dobijo posebej otroški oglas, ko imajo v rokah tvoj telefon?

Ne.

Kaj pa so po tvojem mnenju glavne razlike med oglasi, ki otroka dosežejo prek tradicionalnih medijev in tistimi, ki jih vidijo na digitalnih medijih? Med tradicionalne uvrščamo tudi TV.

Mislim, da so otroci bolj dovzetni za ekrane, kot so tablice in pametni telefoni, v primerjavi s televizijo. Ne vem ali je to zato, ker je to nekaj, kar držijo v rokah in jim je tudi fizično bližje. Moji otroci bi že kar sami vzeli telefon in "šarili" po njem, tudi, če vejo, da ne smejo in niti ne znajo kaj dosti operirati z njim. Današnje generacije se mi zdijo že na splošno precej drugačne in bolj dovzetne za te stvari, zato ne vem točno, kako bi odgovorila na to vprašanje.

Kaj pa praviš na Argetino Junior platformo? Sem ti poslala povezavo [https://www.argeta.com/argeta-junior/]. **To bi oglas, ki bi ga mogoče videla na Googlu. Kako se ti zdi? Bi to platformo recimo predstavila svojim otrokom, če bi videla oglas? Bi sploh kliknila na tak oglas?**

Po premisleku. To je tista pašteta? Najverjetneje ne bi kliknila, ker to ni izdelek, ki ga konzumiramo. Če bi pa recimo oglas bil za eno stvar, ki jo kupujemo, recimo sadni jogurt Ego, pa mogoče bi kliknila.

Kakšen se ti zdi pa cel koncept? Zakaj misliš, da bi Argeta sploh naredila takšno platformo? Kakšna se ti zdi izvedba?

Po premisleku. To se mi zdi pač marketinška fora. Investiramo nekaj več časa in denarja v to in verjetno bo potem otrok naslednjič, ko bo šel s starši v trgovino, vztrajal: "kupi mi to pašteto, to sem tam videl, to sem tam delal, to sem tam klikal". Verjetno bi otrok, ki bi bil v stiku s to platformo, raje izbral Argetino pašteto kot katero drugo. Zame je to marketinška fora za pridobivanje malih potrošnikov.

Omenila si sadni jogurt - če bi bila enaka situacija za Ego, ki ga vaša družina preferira in vam je bolj domač. Sicer je Argetina platforma precej didaktična, podobna igricam, ki jih je tvoj sin dobil prek šole. Torej, če bi dobila isto stvar od Egota - bi jo dala otrokom za igrat? Recimo z nekim izobraževalnim dobrim namenom.

Najprej bi sama preklikala in pogledala, kaj se skriva zadaj. Za izdelek, ki ga konzumiramo, pa verjetno da bi, ker mi tega potem ne bi bilo problem kupiti v trgovini, platforma zadaj gor ali dol. Za nekaj, kar ne kupujemo oz. uporabljamo, pa mislim da ne.

Bi rekla, da spremljaš digitalne trende? Se z možem aktivno trudita zaščititi otroke pred novimi tržnimi kanali in oglaševalskimi tehnikami? Se na primer načrtno informirata na to temo?

Da bi šla načrtno prebrati mnenja, ocene, to ne. Že itak pa nas v šoli opozarjajo učitelji, da naj omejimo otrokom čas pred ekrani ter nas usmerjajo na spletno stran safe.si. Sicer nisem šla še nikoli gor, priznam. Nekako sva oba zaradi službe dosti v stiku s tem, torej digitalnimi napravami in digitalnim svetom. Predvsem uporabljava zdravo pamet. Samoumevno nama je, da otroka ne bova pustila dve uri na dan pred bodisi televizijo bodisi računalnikom. Recimo najstarejši sin ima ob četrtkih dve uri računalništva in ko je prosil, če lahko popoldan še malo doma igra igrice, sem rekla, da ne sme, ker je za danes imel dovolj ekrana. Z možem sva nekako že samodejno usklajena glede tega, nobene ne reče: "pa daj pusti ga, en daj naj tamle igra kakor mu paše". Ni nihanja, imava isto valovno dolžino.

Potem se ti tudi zdi, da ne bi rabila več informacij na to temo? Bi si mogoče želela več up-to-date podatkov? Kaj te na primer ustavi, da ne obiščeš strani safe.si, ki si jo omenila? Se ti zdi, da o temi že dovolj veš oz. se ti ne zdi dovolj zanimivo? Te mogoče skrbi, da ni dovolj napredno?

Po premisleku. Zdi se mi, da za enkrat dovolj dobro "hendlava" stvari, da se mi ni treba posluževati takšnih spletnih strani. Je pa res, da me stvari, ki so bile predstavljene v dokumentarcu Izgubljeni v medmrežju. Sicer starejša otroka še nista v tem, so pa zbudile pozornost spletne pasti, sicer ne oglaševanje, ampak glede zlorab, ki se pojavijo, ko otroci enkrat začnejo samostojno komunicirati preko računalnika ali telefona. Tam me malo skrbi. Tam še nismo, kadar bomo, se bom pa verjetno poslužila kakšne take spletne strani oziroma se poslužila nekega svetovalca. Ker tukaj je pa le toliko širine, da ne moreš vsega vedeti.

Kar se pa tiče oglasov imajo pa že itak precej omejen dostop in so vedno pod nadzorom, zato zaenkrat res ne vidiva potrebe, da bi obiskala neko tako stran.

Te lahko še vprašam kako si se počutila, ko je hčerka med pletenjem kitk na YouTubu prišla do Schleich konjičkov? Zdaj po njih stalno sprašuje in moraš kupovati točno to znamko. Ti je to v redu ali si se mogoče počutila pretentano, ker je tvoja hčerka kljub tvoji prisotnosti prišla do take promocijske stvari, čeprav ni bil oglas?

V bistvu ne, ker vem, da je to nekaj, kar ima res rada in tudi večino svojega prostega časa porabi za igro s konjički. *Smeh*. In ker je to res kvalitetna igrača, skoraj neuničljiva, kot Lego kocke, mi ni problem kupiti. Saj konec koncev jo tudi sama spodbujam, ker lahko gleda te filmčke vsakič, ko ji delam frizuro. In tudi ta punčka iz YouTuba mi je všeč, ker je enkrat prodala svoj iPod za to, da si je lahko kupila še 10 novih konjičkov, ker jih mama ni hotela kupiti. To se mi po eni strani zdi dobro sporočilo, ker je morala eno stvar žrtvovati, da je imela lahko več konjičkov.

Misliš, da bi bilo to z iPodom lahko zrežirano? Mogoče ravno za starše, da bi rekli: "o, pa je res dobro sporočilo!"? Si pomislila na to?

Ne, nisem pomislila, dokler mi ti nisi rekla. Zdi se mi čisto verjetno, zakaj pa ne. Danes karkoli vidiš na videu ali na fotografiji ne moreš več jemati za verodostojno, ker veš za načine, kako se dajo stvari prirediti ali pogoljufat. Se mi pa ta punčka še zmeraj zdi čisto v redu.

Appendix 11: In-depth interview transcript 6

Female, 50-60 years old, 2 sons and 1 daughter, aged 24, 21 and 15, living in the countryside, working in finance and economics.

Time and place of the interview: Javor, November 16th, 2021

Tema najine magistrske naloge je »starševski pogled na oglaševanje otrokom prek digitalnih medijev«. To je precej kompleksna tema, zato bi začeli zelo na začetku, z osnovami, če se strinjate.

1. **Mi lahko v nekaj kratkih stavkih predstavite vašo družino? Koliko vas je, v katerem delu Slovenije živite, koliko so stari otroci in kateri razred v šoli obiskujejo, itd.**

Živimo na obrobju Ljubljane, izven mesta, kar precej na samem. Živimo skupaj s staro mamo, dva starša in trije otroci. Najmlajši je star 14, starejša pa 21 in 24.

Bi rekli, da vaš družinski vsakdanjik poteka v nekem ustaljenem ritmu, predvidljivi rutini? Lahko na kratko opišete tipični dan?

Služba, delo po hiši in okrog hiše, konec dneva. *Smeh*. Pri nas je vedno delo, ves čas smo v pogonu.

Se je vaša rutina kaj spremenila, če jo primerjate s časom pred Covidom? Kako?

Načeloma ne, mogoče to, da zdaj več kupujemo po spletu.

Se vam zdi, da poleg spletnih nakupov na splošno več uporabljate digitalne medije?

Ja, definitivno, tudi delo od doma je vezano na računalnik. Otroci so imeli šolo na daljavo, kar je pomenilo, da so bili ves čas na računalnikih.

Koliko in kako torej posamezni družinski člani uporabljajo digitalne medije?

Vsi uporabljamo telefone in računalnike, vsi so dovolj stari, da ne omejujemo posebej dostopa.

Če se osredotočiva na najmlajšega sina – do katerih vsebin na spletu dostopa?

Instagram ima, veliko se pogovarja prek Snapchata in TikTok veliko gleda. Ostalo, kolikor vem, nima. Potem uporablja računalnik za šolo, igranje igric, YouTube. Vem, da rad išče kaj o avtomobilizmu, formuli in podobno.

Koliko časa na dan se vam zdi, da otroci, stari 6 let, 10 let in 15 let na splošno v povprečju preživijo pred digitalnimi mediji?

Sin tam nekje 2 do 3 ure na dan, ostali pa res težko ocenim. 6-letniki recimo do ene ure na dan, 10 letniki do dve, 15 letniki po mojem 3-5 ur.

Na podlagi česa pa doma določate čas, ki ga otroci lahko preživijo na telefonu ali na računalniku?

Na podlagi drugih obveznosti. V prostem času lahko igra igrice. Starost niti ni tako zelo vplivala, zdaj pač manj težim. Ko so bili mlajši, niso imeli naprav, niso smeli uporabljat socialnih omrežij, itd. Je vprašal, ko je želel naložit Instagram, kar se mi je zdelo super. Kar se tiče nekega časovnega omejevanja, pa smo zelo okvirno omejevali.

Bi rekli, da se je vaš odnos do otrok in njihove uporabe digitalnih medijev z leti spreminjal? Lahko primerjate med starejšimi in mlajšimi otroci?

Zagotovo se je spreminjal. Zdaj je vse bolj dostopno, tudi recimo paketi (*vezano na prenos podatkov na telefonih)* so poceni in ne nadzorujemo porabe. Ko sta starejša otroka začela uporabljat telefone, jima ja recimo tudi paket omejil prenos podatkov na recimo 1 giga, mlajši pa je lahko zdaj neomejeno za isto ceno ali pa celo ceneje.

Kaj pa aktualne spremembe - opazite kakšne spremembe (npr. frekvenca stika otrok z digitalnimi mediji) glede na čas pred Covidom?

Po koroni so verjetno še več na spletu, na splošno so se otroci precej 'usposobili' in logično potem več uporabljajo.

Bi rekli, da ste v času socialne distance, ko smo bili več doma, digitalnim medijem kot starš posvetili več pozornosti (v smislu novih »vzgojnih strategij«)?

Ne. Prej smo bolj komplicirali v smislu koliko so na računalnikih, zdaj pač nimamo izbire.

Ali so današnji otroci izpostavljeni več oglasom, kot ste bili vi v njihovih letih?

'Valda!'

Na kakšen način, kje?

Ko odpreš internet, si takoj bombardiran, jumbo plakati, prodaja prek telefona...Otroci zdaj odraščajo s tem.

Katere so tiste ključne stvari, ki so se po vašem mnenju pri oglaševanju v teh letih spremenile?

Hmm.. Reklame so bile včasih na začetku in na koncu, zdaj so ves čas tudi vmes (med filmi, ipd.). Ko se voziš po mestu, so povsod reklame – plakati in podobno, celi avtobusi po polepljeni. Potem pa to zasledovanje na spletu, 'piškotki'. Poleti sem kupila električni skiro, zdaj vsakič, ko odprem računalnik, nekje kaže reklamo za skiro.

Torej je ključna sprememba več oglaševanja na spletu? Bi lahko rekli, da je to glaven trend?

Zagotovo. Personalizirano oglaševanje, recimo to, da greš v restavracijo in te pet minut za tem vpraša, ali boš ocenil restavracijo. Meni je to grozno.

Ali vaši otroci sodelujejo pri nakupnih odločitvah družine? Kako poteka ta proces so-odločanja?

Ja, vprašam za mnenje, poslušam argumente. Sem se tudi že 'zafrknila', ko sem jih poslušala.

Se vam zdi, da vaši otroci sprašujejo po izdelkih, ki jih vidijo v oglasih?

Ja, seveda. Hčerka hitro najde kakšna oblačila, ki se prikazujejo kot reklame na Instagramu in podobno.

Kaj vse po vašem mnenju vpliva na otrokovo povpraševanje po izdelkih ali storitvah?

Sovrstniki, domači.

Kaj pa kakšen oglas?

Ja, vsi smo peli 'po Hofer ceni'. *Smeh.*

Kako pa bi to lahko vplivalo na nakup?

Mogoče bi zato raje šli v Hofer, kot v kakšno drugo trgovino.

Lahko opišete kakšno situacijo, ko je oglas (ali oglaševalska kampanja) vplival na vašega otroka? Kako so se izrazili vplivi – npr. so peli kakšno glasbo iz oglasa, jim je bil všeč kakšen lik...

Ko sta bila starejša otroka mlajša so bile na televiziji oglaševane neke punčke s krili, hčerka je želela točno tisto, nujno. Sin je vedno hotel igrače iz risank. Pa recimo zbiranje nalepk v trgovini, da potem kupiš kakšno igračo.

Kje se vam zdi, da v vsakdanjem življenju srečate največ oglasov?

Na ekranu in na cesti.

Kaj pa vaši otroci? Se vam zdi, da so kakšne razlike?

Mislim, da kar isto.

Kako dobro se vam zdi, da vaši otroci razumejo oglase? Kdaj so jih začeli razumeti, kdaj so jih začeli opažati, do njih spreminjati mnenje v smislu percepcije?

Vsi so že dovolj stari, da razumejo, kaj oglas hoče od njih. Mislim, da je največja prelomnica tam nekje pri osmih letih.

Lahko delite kakšen primer, ko je otrok po vašem mnenju zelo dobro razumel oglas ali pa primer, ko ga ni?

Ja, ko je bil starejši sin star tam nekje 3 leta, je hotel igračo s televizije, ki je v oglasu plesala, skakala. Ko jo je dobil, pa seveda ni bila živa in je bil razočaran.

Se vam zdi, da otroci znajo prepoznati prepričevalno noto v oglasih?

Mislim, da to razumejo kasneje, nekje pri 8-10 let. Tam nekje pri 6 letih razumejo, da je to reklama in ne recimo film.

Na kakšen način se kažejo razlike v razumevanju glede na starost otrok v vaši družini?

Zelo različno, kakšen je razumel prej, kakšen kasneje.

Kaj pa glede vsebine, ki je oglaševana otrokom, kako bi s tremi besedami opisali oglase, za katere menite, da so namenjeni otrok?

Igrače, živi liki, ljubko.

Kaj v oglasu po vašem mnenju najbolj pritegne otroke?

Liki. Oglasi so takšni, da pritegnejo otroke, da jih otroci razumejo. Veliko cvilijo. *Smeh.*

Kje po vašem mnenju otrok prek digitalnih medijev lahko sreča oglase?

Vsepovsod, oglasi kar sami na telefon letijo.

Bi lahko našteli nekaj različnih tipov oglasov, ki bi jih otroci lahko srečali na digitalnih medijih?

Filmčki, recimo tale 'po Hofer ceni', napisi, nagradne igre... Zdaj je tale Poli oglas z Dončičem, veliko uporabljajo znane osebe in influencerje.

Na splošno - kako se po vašem mediju, oglasi na digitalnih medijih razlikujejo od tradicionalnih?

Bolj vsiljivi, ne moreš naprej, dokler se oglas ne konča.

Ali je otrok že kdaj izrazil željo po nakupu izdelka, ki ga je videl na spletu?

Ja.

Je kdaj kateri zaradi spletnih oglasov spraševal po izdelkih, ki so neprimerni oz. netipični za njihovo starost?

Ne. Sigurno se z dostopnostjo sreča z vsebinami, ki niso primerne ali pa ni potrebe, da bi se srečal z njimi.

Kakšne učinke imajo po vašem mnenju oglasi, ki jih otroci srečajo na digitalnih medijih?

Večja prepoznavnost izdelkov, prepričevanje v nakup, učinkovitejši nakupi, večja možnost razočaranja...

Ste že kdaj aktivno/načrtno razmišljali o tem, koliko oglasom so otroci izpostavljeni predvsem na spletu? Koliko menite, če npr. 5 minut pregleduje Facebookov 'zid'?

Definitivno vsaj 10.

Ali bi rekli, da spremljate digitalne trende in se aktivno trudite zaščititi otroka pred novimi kanali in tehnikami za trženje?

Jaz se skušam z njimi pogovarjat, ne preprečevat. Naj gledajo, kar hočejo, jih pa opozarjam.

Kaj pa recimo cookiji, mislite, da mlajši sin ve kaj o njih?

Hm, verjetno ne prav veliko, definitivno pa prej on meni kaj razloži, kot jaz njemu.

Ali bi želeli več javno dostopnih informacij o tem, kako zaščititi otroke pred pastmi oglaševanja prek digitalnih medijev?

Ja, bi bilo fino. Tisti starši, ki niso vešči spleta, bi prej rabili kakšno knjigo.

Kje mislite, da otroci dobijo informacije o slabih plateh oglaševanja?

Šola, oddaje na televiziji in na drugih medijih.

Če bi morali poiskati nekaj pozitivnih in nekaj negativnih plati otroške uporabe digitalnih medijev v povezavi z digitalnim oglaševanjem, katere bi bile?

Sporno je recimo objavljanje milijon fotografij. Grozno se mi zdi, da smo prišli do tega, da najstnice tekmujejo med seboj, katera bo objavila več fotografij. Konec koncev tudi to, da starši slikajo in objavljajo svoje dojenčke... No, to niso reklame, so bolj reklame same sebe.

Negativne plati bi bile: manj igre zunaj, težje preprečiš, kot starš, da pridejo negativne informacije in vsebine do otrok, poraba časa. Pozitivne bi bile, da je dostopnih veliko podatkov, da so otroci lahko tako bolj razgledani, lahko se recimo učijo jezike, lahko se pogovarjajo med seboj.

Zaključna misel?

Trendi bodo šli naprej, otroke je treba učit o medijih. Nisem imela občutka, da mi mogoče stvari uhajajo izpod nadzora, pa vidim, da je tole oglaševanje že daleč pred mano.

Appendix 12: In-depth interview transcript 7

Female, 30-40 years old, 1 son and 1 daughter, aged 6 and 8, living in the city, working in accounting and finance.

Time and place of the interview: ZOOM, October 18th, 2021

1. **Mi lahko v nekaj kratkih stavkih predstavite vašo družino? Koliko vas je, v katerem delu Slovenije živite, koliko so stari otroci in kateri razred v šoli obiskujejo, itd.**

Našo družino predstavlja pet članov. Dva otroka, dva starša in en kuža. Živimo v središču Ljubljane. Otroka obiskujeta 1. in 3. razred osnovne šole.

Bi rekli, da vaš družinski vsakdanjik poteka v nekem ustaljenem ritmu, predvidljivi rutini?

Ja.

Super, mi lahko na kratko opišete vašo rutino?

Po jutranji rutini vstajanja, oblačenja, umivanja zob in zajtrkovanj, gremo v šolo in službo. Ko se vrnemo domov se pogovorimo kako je bilo v šoli, pregledamo kaj so tisti dan delali in naredimo morebitne domače naloge. Nato je čas za igro, igranje igric,.... Zvečer pogledamo kakšno risanko in gremo spat.

Se je vaša rutina kaj spremenila, če jo primerjate s časom pred Covidom? Kako?

Zjutraj ne, mogoče popoldne pogledamo kakšno risanko več.

Omenili ste, da popoldne lahko igrata igrice. Kakšno vlogo igrajo v vaši rutini igrajo digitalni mediji?

Otroka lahko vsak dan igrata pol ure igric, tudi pred korono sta jih lahko.

Če vzameva za digitalne naprave mobilne telefone, tablice, računalnike in podobno, katere od teh uporabljata?

Samo tablične računalnike.

Kaj pa počneta, ko jih uporabljata? Dostopata do spleta, socialnih omrežij, itd.?

Uporabljata le Google Play, da lahko naložita kakšno igrico, drugih medijev ne poznata.

Lahko sama izbereta, katere igre bosta naložila ali to kakorkoli nadzorujete?

Imava aplikacijo v ozadju, nadzor nad otroci. Vidiš vse – kaj igra, koliko časa igra, kaj nalaga. Drugače nalagata sama, ampak vseeno malo 'uč vrževa'. Na začetku smo imeli

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poseben mail odprt, z letnico otrok pa potem zahteva starševski nadzor, vsakič je treba potrdit. Ker je to kar nadležno, smo obema odprli prave maile in imava zdaj to aplikacijo v ozadju, ki tudi vse skupaj ugasne po pol ure uporabe. Tudi zapiska, ko kaj naložita.

Mi lahko naštejete nekaj teh iger?

Sonic, Scary teacher, veliko avtov, košarko, tenis, hčerka ima veliko za risat...

Se pri teh naloženih igrah pojavljajo kakšni oglasi?

Ja, ves čas jamrata, da se pojavljajo. To so oglasi za drugo igrico.

So te igre plačljive ali ne plačljive?

Ne vem, ne plačljive. Do zdaj še ni bilo nobene takšne.

Vaša otroka torej dnevno lahko pol ure uporabljata tablični računalnik. Koliko časa na dan se vam zdi, da otroci, stari 6 let, 10 let in 15 let na splošno v povprečju preživijo pred telefoni, tablicami in računalniki?

Stari 6 let zagotovo več, uro do dve, 10 let pa... kolikor jim starši pustijo – 4 ure. 15 letniki verjetno enako, saj potem je enako.

Na podlagi česa določate čas, ki ga lahko preživita prej digitalnimi napravami?

Zaenkrat imamo določeno pol ure dnevno. Že od začetka, ko sta dobila tablico je tako, brez nekih posebnih pogojev. Imata pa eno skupaj.

Bi lahko rekli, da so kakšne razlike med otrokoma? Npr., ko je bila starejša toliko stara kot mlajši, je digitalne naprave uporabljala enako, kot on sedaj?

Zaenkrat še ne opazim nekih razlik, sta še premajhna. Verjetno pa bodo kakšne razlike, ko bosta odraščala.

Kaj pa aktualne spremembe - opazite kakšne spremembe (npr. frekvenca stika otrok z digitalnimi mediji) glede na čas pred Covidom?

Pri nas ne, ker sta še majhna.

Na splošno bi rekli, da otroci zdaj več uporabljajo digitalne naprave?

Ja, ker smo bli ves čas doma.

Kaj pa hčerka, ki je tudi lani že hodila v šolo in se je morala šolati od doma?

Pri nas so imeli zoom, recimo pol ure na dan, ostalo so delali v zvezkih. Dobili so navodila, ki smo jih natisnili in so delali v zvezkih. Tako da šola niti ni vplivala na to, da bi bila več na računalniku.

Bi rekli, da ste v času socialne distance, ko smo bili več doma, digitalnim medijem kot starš posvetili več pozornosti (v smislu novih »vzgojnih strategij«)?

Ko smo bili ves čas doma, sta lahko malo več igrala igric. Ne vem pa, če bi lahko rekla, da smo se dodatno posvetili digitalnim napravam v smislu vzgoje.

Če na zadevo pogledamo malo širše – menite, da so današnji otroci izpostavljeni več oglasom, kot ste bili vi v njihovih letih?

Definitivno.

Na kakšen način?

Naša otroka niti nista, ker ne uporabljata drugih medijev kot tablice za igranje igric. Predstavljam pa si, da je danes tega več kot v naših časih, saj so povsod reklame, ki skačejo okrog kot oglasna sporočila.

Kaj pa izven digitalnih naprav, torej vezano na oglaševanje na splošno? Sta tudi vaša otroka izpostavljena več oglasom, kot vi v njihovih letih?

Ja zagotovo, predvsem recimo na tablici, televiziji. Jaz nisem imela tablice, ko sem bila toliko stara.

Katere so tiste ključne stvari, ki so se po vašem mnenju pri oglaševanju v teh letih spremenile?

Več jih je in bolj imajo usmerjeno ciljno oglaševanje. Vsak dobi reklamo, ki naj bi ga zanimala.

Opažate, da se je način oglaševanja, ki doseže otoke spreminjal tudi med vašimi otroci (starejši : mlajši)?

Pri nas ne.

Kje se vam zdi, da v vsakdanjem življenju srečate največ oglasov?

Na Facebooku, Instagramu in Gmailu.

Kaj pa vaši otroci?

Otroci še nimajo teh medijev, oni največ oglasov srečajo na Tvju.

Kateri je po vašem mnenju ključen trend v oglaševanju?

Bolj ciljno usmerjeno oglaševanje.

Cilj takšnega personaliziranega oglaševanje je torej, da vsak vidi oglase, ki ga zanimajo. Ali to velja tudi za otroke in kako?

Ja, recimo hčerka ima rada igre, povezane s šolo. Če bi dobila takšne oglase, bi si zagotovo naložila. Dobi potem takšne oglase? Mislim, da dobi kar vse, mešano.

Če otroci torej vidijo oglase, ki so seveda namenjeni njim – ali to vpliva na njihovo povpraševanje po izdelkih?

Včasih sprašujejo po izdelkih, ki jih vidijo na tvju, jih imajo prijatelji,... Mislim, da so, vsaj pri tako starih otrocih, kot so moji, glaven vpliv prijatelji. Kar imajo oni, želita tudi onadva.

Lahko opišete kakšno situacijo, ko je oglas (ali oglaševalska kampanja) vplival na vašega otroka?

Najbolj sta si zapomnila oglaševanje Garfield albuma z nalepkami iz Špara. Itak smo ga mogli kupit. *Smeh.*

Ali ustrežete njihovim željam?

Predvsem je to odvisno od cene, od tega, kako zadovoljna bosta, če to dobita. Če so nalepke za v album brezplačne in vem, da bosta uživala, ko jih bosta lepila v album, grem pač v tisto trgovino, kjer dobim nalepke.

Kaj pa za kakšne bolj ' osnovne' izdelke? Npr. Katero pijačo želita, katere kosmiče za zajtrk, konec koncev katere igrače?

Pri hrani ni, pač tisto kar je zdravo. Pri igračah čisto odvisno, seveda upoštevamo želje.

Kaj pa pri večjih odločitvah – recimo počitniška destinacija, nov avto...Ali vaši otroci sodelujejo pri nakupnih odločitvah družine?

Zaenkrat še ne. Jih na počitnicah vprašamo, kaj bi rada počela.

Če se malce vrneva nazaj - kako dobro se vam zdi, da vaši otroci razumejo oglase? Kdaj so jih začeli razumeti, kdaj so jih začeli opažati...

Razumejo to kar vidijo, ne globljega pomena kakšne reklame. Opažati sta jih začela pri vstopu v šolo oz. Zadnje leto vrtca.

Lahko delite kakšen primer, ko je otrok po vašem mnenju zelo dobro razumel oglas ali pa primer, ko ga ni?

Reklama za Dedoles nogavice jima je zelo simpatična, le da onadva pojeta Dedoles, ker miši plešejo.

Se vam zdi, da otroci znajo prepoznati prepričevalno noto v oglasih, torej, da jih oglas skuša prepričati v nakup? Pri kateri starosti se po vašem mnenju zgodi največja sprememba glede razumevanja namena oglasa?

Naša dva tega še ne dojemata tako. Pri katerih letih bosta, težko ocenim.

So med hčerko in mlajšim sinom kakšne razlike v razumevanju oglasov?

Ni tako velike razlike med njima, da bi razumela bistveno drugače.

Kaj pa glede vsebine, ki je oglaševana otrokom, kako bi s tremi besedami opisali oglase, za katere menite, da so namenjeni otrok?

Otroški glasovi in pesmi, barviti, razigrani/ navihani.

Kaj pa po vašem mnenju najbolj pritegne otroke?

Barve, povezanost z risankami, ki jih gledata. Torej nastopajo junaki iz risank, to jima je všeč.

Znate priklicati kakšen izdelek, ki ste jih v zadnjem času opazili v oglasih, namenjenih otrokom?

Neki pisani unicorni v velikih jajcih.

Če se vrneva k digitalnim medijem, kje po vašem mnenju otrok prek digitalnih medijev lahko sreča oglase? Recimo vaša otroka, ko bosta digitalne naprave več uporabljala?

Google mail, Facebook, TikTok, Instagram,...

Bi lahko našteli nekaj različnih tipov oglasov, ki bi jih otroci lahko srečali na digitalnih medijih?

To je težko, ker res uporabljata samo za igrice. Video, delček igrice se vrti.

Na splošno - kako se po vašem mediju, oglasi na digitalnih medijih razlikujejo od tradicionalnih?

Bolj so usmerjeni na točno določene skupine, vsak vidi druge oglase.

Ali je otrok že kdaj izrazil željo po nakupu izdelka, ki ga je videl na spletu?

Na srečo še ne.

Kakšne učinke imajo po vašem mnenju oglasi, ki jih otroci srečajo na digitalnih medijih?

Negativni učinki, predvsem zaradi nepravilnega razumevanja. Ne razumejo torej, da je cilj oglasa prodaja, ne znajo kritično ocenit oglasa.

Ste že kdaj aktivno razmišljali o tem, koliko oglasom so otroci izpostavljeni na spletu?

Nismo, zaenkrat še nimata dostopa do teh medijev.

Koliko menite, če npr. nekaj minut pregleduje Facebookov 'zid'?

Ah, saj tam so sami oglasi, nič drugega.

Ali bi rekli, da spremljate digitalne trende in se aktivno trudite zaščititi otroka pred novimi kanali in tehnikami za trženje?

Ne spremljamo, zaenkrat še ne. Se mi ne zdi potrebno, dokler ne bosta več časa preživela na spletu in ga več uporabljala.

Ali bi želeli več javno dostopnih informacij o tem, kako zaščititi otroke pred pastmi oglaševanja prek digitalnih medijev? Katere informacije o tem bi se vam zdele relevantne?

Definitivno. Predvsem kako nastaviti nastavitve, da se lahko katera neprimerna vsebina zaščiti pred uporabo.

Kje pa mislite, da otroci dobijo informacije o slabih plateh oglaševanja?

Po premisleku. Šola, starejši bratje in sestre sošolcev.

Kaj pa doma? Od vas?

Ja, takrat ko kaj hočeta imet. Ko bosta uporabljala internet, se bomo pa tudi o tem pogovarjali.

Da nekako zaokrožimo tale pogovor - če bi morali poiskati nekaj pozitivnih in nekaj negativnih plati otroške uporabe digitalnih medijev v povezavi z digitalnim oglaševanjem, katere bi bile?

Pozitivno v smislu oglaševanje bi bilo zagotovo oglaševanje kakšnih vsebin, ki so namenjene ustvarjalnim sposobnostim otrok, gibanju, razne delavnice, ki jih otrok lahko obišče... Torej online delavnice in podobno. Negativne pa vsebine z igračami, ki jih je vedno itak preveč.

Appendix 13: In-depth interview transcript 8

Female, 30-40 years old, 2 daughters, aged 6 and 3, living in the city, working as a nurse.

Time and place of the interview: November 8th, 2021

1. **Kot sva s kolegico Ajdo že omenili, je tema najine magistrske naloge »starševski pogled na oglaševanje otrokom prek digitalnih medijev«. To je precej kompleksna tema, zato bi začeli zelo na začetku, z osnovami, če se strinjaš. Mi lahko v nekaj kratkih stavkih predstaviš vašo družino? Koliko vas je, v katerem delu Slovenije živite, koliko so stari otroci in kateri razred hodijo, itd.?**

Imam dve hčerki, prva obiskuje drugi razred, stara bo 7 let in obiskuje eno od osnovnih šol v centru Ljubljane. Mlajša hčerka je stara 3 leta in pol in hodi v vrtec v bližini šole, ki jo obiskuje njena starejša sestra. Živimo v hiši, ki si jo delimo z moževo družino (oče, mama in mlajša sestra, ki še študira).

Bi rekla, da vaš družinski vsakdanjik poteka v nekem ustaljenem ritmu, predvidljivi rutini?

Seveda. Zjutraj vstanemo, se zrihtamo za šolo, vrtec, službo; okoli treh otroke poberem, naredimo domače naloge, potem imamo popoldanske interesne dejavnosti; zvečer imamo kakšno risanko, kakšno branja, ker mora starejša hči zdaj brati; potem gremo pa okoli devetih, pol desetih spat.

Ali se je vaša družinska rutina kaj spremenila, če jo primerjaš s časom pred Covidom? To skorajda moramo omeniti, ane.

Jah, hm. Mislim, pred Covidom in zdaj trenutno se ni. Pred Covidom in pa med Covidom se pa je. Pač, med Covidom smo imeli čist drugačen ritem, ker so bili otroci skos doma, ni bilo interesnih dejavnosti in tako naprej.

Okej...če se čisto zavestno mogoče osredotočiva na digitalne medije: kakšno vlogo imajo trenutno, pa med Covidom? In ti kot starš, če čisto objektivno primerjaš te 3 faze – ali imajo kakšno večjo težo, vlogo?

Če imajo težo na koga – na mene, na otroke, na našo družino...?

V bistvu vse, veliko različnih variant sem že slišala. Kaj bi ti rekla, kaj se je dogajalo s tem?

Zdej tko. Jaz sem bila vpletena v sam Covid, sem delala na Covidnem oddelku 7 mesecev in sem se izogibala tem digitalnim medijem; zato, ker so bili pre napihnjeni, ker sem si ustvarila neko svoje mnenje, svoj pogled in tko naprej. Kar se pa mojih otrok tiče: bil je

pritisk, ker mamice ni bilo doma. Drugače pa niti ne no. Ta Covid so sprejeli tko, kot ga je bilo treba.

Kaj pa potem digitalni mediji? Verjetno je bil potem tvoj mož z njima dost sam in Maša je bila ravno prvi razred…nekateri starši so mi omenili, da zdaj po vsem tem njihovi otroci veliko bolj obvladajo računalnik, telefon…?

Tko bom rekla: naša računalnika še ne obvlada, tablico, telefon in te touch stvari pa obvlada v nulo. Samega računalnika pa recimo nisva mogla pustit, da se ona sama prijavi na Zoom, ker to pač ni znala, niti z miško, tipkovnico ne zna neki operirat.

Okej, potem pa dejva te touch stvarce. Ker z Ajdo naju zanima ravno ta družinski vsakdanjik – kakšna vloga je katerihkoli napravic. A veš, da so na primer, sploh med Covidom, nekako prevzele vlogo varuške, izhoda v sili, ko imaš nekaj za opraviti.

Zdej tko. Mi teh igric nimamo, se pa pri nas veliko uporablja televizija oz. YouTube, in sicer risanke. S to dobo starševstva sem ugotovila, d aje na YouTubu en kup enga »sranja«, mi temu rečemo packarije, ko gleda neka ustvarjanja, neke sluze, neke ne vem kaj. To se trudim, da probam čim bolj omejit, pa raje dam take »zdrave risanke«, kaj poučnega. Sem pa glih zdej, jaz sem si tablico glih pred kratkim spet kupila (tamale so takoj navalile na tablico), na Google Play našla en kup tudi poučnih igric, da niso kr ene igrice brez veze. Recimo starejša hči je trenirala cel vikend matematiko, je seštevala in podobno, mlajša povezuje barve, sestavljanje sestavlja…ampak pri nas tega ni ful velik, ker nimam dveh tablic za vsakega otroka eno. Ampak max pol ure, da sta dnevno na tablici.

Okej, no, to je super podatek. V redu, se pravi uporabljata digitalne medije, ampak večinoma samo platformo YouTube?

Tako je.

Koliko časa bi potem rekla, da tvoji otroci preživijo na digitalnih napravah?

Uro, uro in pol pa nad. Med tednom.

Zjutraj pa nič ne "konzumirate" digitalnih vsebin?

Čisto odvisno, ampak načeloma ne.

Ali imate v vaši družini točno določen čas konzumiranja digitalnih vsebin?

Ne, nimamo.

Če pa primerjaš starejšo in mlajšo hčerko - ali se ta čas, ko sta lahko na digitalnih napravah, podaljšuje s starostjo otroka?

Starejša je več, definitivno. Zakaj? Prvič, ker je čisto drugačen otrok po karakterju, zna si pa tudi sama "naštimat" - na pametni televiziji mi gledamo YouTube in si ga prižge. Mlajša se tudi več sam zaigra in je digitalne vsebine niti ne pritegnejo toliko.

Kako pa z možem omejujeta dostop do raznih spletnih strani, vsebin?

Niti ni posebej potrebno, ker dostopata do njih samo preko pametnega televizorja, ki pa je v skupni dnevni sobi in imava vedno pregled nad dogajanjem.

Oglase pa pustita, ali imate zakupljeno opcijo YouTube brez oglasov?

Jih že kar sama preskoči, obvlada to funkcijo.

Je že kdaj komentirala oglase, kako se ji zdijo, ste se že kdaj pogovarjali o tem?

Nikoli nismo posebej omenjali oglasov, ker nikoli nisem zasledila kakšne neprimerne vsebine, so bili oglasi "brezveze". Že od majhnega pa starejša hčerka reče "mami, spet te oglasi".

Kakšen pa bi rekla, da je tvoj odnos do digitalnih medijev? Mi smo vseeno generacija, ki je odraščala večinoma samo s televizijo.

Ja, definitivno so nas zasvojili, se moram kar kontrolirati, da stvari odložim. Mene niti ne zanima toliko YouTube, kot me "povleče" Instagram. Tam pa cele dneve scrollam "gore, dole". Najprej pogledam kaj je novega, potem grem pa na Homepage, kjer mi predlaga stvari, ki bi bile zame zanimive.

Kako pogosto pa tvoji otroci poskušajo prekoračiti meje za uporabo digitalnih naprav, ki jih z možem določita? Kakšne so pa "pogajalske" tehnike?

Zelo pogosto. Trenutno imamo s starejšo kar velike probleme, ima grozne izpade jeze, trme in bog ne daj, da ji kaj vzameš. Jaz sem striktna in rečem: "ne, konec" in vzamem, skrijem, mož se pa hitreje zmehča. Potem sem opazila, da že takoj po prihodu domov prižge televizijo, zato sem začela skrivati daljinci upravljalnik. Do najinih tablic in telefonov pa itak nima dostopa oz. se ve, da je to moje in ne more kar vzeti.

Se poslužuje tudi tega, da bi ti "v zameno" za dodaten čas na digitalnih napravah naredila kakšno uslugo, bila bolj ubogljiva, ipd.?

Ona se prav nič kaj dosti ne pogaja. Jo pa poskušam jaz peljati v smeri "ko boš naredila to in to, boš lahko gledala npr. risanko".

Ali se ti zdi, da so današnji otroci bolj izpostavljeni oglasom kot smo bili mi v njihovih letih? Na kakšen način?

Ja. Povsod so vrinjeni oglasi, hkrati pa tudi na splošno preživijo več časa za ekrani kot smo mi.

Misliš, da res? Se mi zdi, da smo mi gledali kar veliko televizije.

Jaz ga niti nisem toliko. Z mojih bratom sva bila kar precej zunaj, na ulicah. Mogoče vikend Živ Žav in podobne programe, da sva zjutraj kaj pogledala, drugače pa niti ne. Bilo je tudi drugače, mi smo imeli samo eno televizijo v spalnici od staršev. Zdaj se mi zdi, da je povsod "nekaj za prijet", sploh tu, pri starših od moža, kjer trenutno živimo. Če nimam jaz televizije, jo ima tast, teta, itd. Vsaka je za svojim računalnikom.

Bi z vidika starša dveh majhnih otrok mogoče znala izpostaviti kakšno ključno stvar, ki se je spremenila v načinu oglaševanja?

Ne vem, ker ne gledam teh oglasov.

Že to, da imamo več naprav, prek katerih nam lahko oglašujemo, do tega, da so ti oglasi personalizirani?

Ja, to itak.

Če se pomakneva. še malo na trženjski vidik me zanima še ali tvoji otroci kaj sodelujejo pri nakupnih odločitvah družine? Npr., če se odločate za nakup novega televizorja ali neke večje stvari?

Ne, ne sodelujeta.

Kako pogosto pa vprašata po izdelkih, ki jih vidita v oglasih?

Ne pogosto, razen za igrače, ko vidita oglase med risankami. Takrat mi takoj poveta: "Mami, to bi mela".

Pa bi rekla, da ju spodbudijo kakšni posebni dejavniki k temu, da si nečesa zaželita?

Ja, vidijo v oglasu in si zaželijo stvar. Ampak jaz ne reagiram.

Lahko opišeš kakšen primer, ko sta pa zelo vztrajali, da si želita neke igrače?

Ne, nikoli. Ker ju z možem tudi fizično ne voziva v centre igrač in hipermarkete. Držimo se Hoferja, ki ima zelo omejen nabor izdelkov...če gresta že z nama, si po navadi zaželita kakšno sladkarijo, en pa igrače. In tudi nikoli nisem posebej forsirala "igrač pa ne", ampak enostavno ne gremo mimo tiste police.

Ali sta že kdaj prišli domov in si takrat opazila, da si nečesa želita, ker je stvar imel njun prijatelj?

Starejša je že, sploh to kar se oglašuje in ima potem še nekdo iz šole, npr. L. O. L igrače. Mlajša pa ne.

Ali se lahko spomniš kakšne situacije, ko je oglas ali pa celo cela kampanja vplivala na tvojega otroka? In kako so se te vplivi izrazili? Primer bi bil, da sta ponavljali pesmice iz oglasa ali pa risali like, ki so v oglasu nastopali.

Po premisleku. O, ja. Kampanja Umijmo si roke. Niti nisem jaz spodbujala, starejša je oglas sama zasledila na POP TV-ju. Potem sem pa jaz malo pobrskala po spletu za katero pesmico gre, ker mi je bila zanimiva in potem smo jo začeli uporabljati. Kakšnih drugih "jinglov" iz oglasov pa nikoli nista ponavljali.

Kje bi pa rekla, da hčerki srečata največ oglasov? A bi to bilo ko gledata klasični TV program, na YouTubu, na poti v šolo, vrtec, v reviji, trgovini…?

Jaz mislim, da YouTube niti ne toliko, ker jih preskočita in so itak vezani na najin račun (oglašujejo tisto, kar midva z možem "googlava"). Za njiju je pa definitivno najpomembnejši vir oglasov klasični TV, ko med npr. Živ Žavom predvajajo reklame za npr. Baby Center.

Kako dobro pa se ti zdi, da razumeta te oglase, ki so jima namenjeni?

Ja, razumeta kaj to je in kaj bi imeli.

Kaj pa če pri razumevanju oglasov primerjaš starejšo in mlajšo hčerko - so kakšne razlike?

Ja, mlajše to sploh ne pritegne. Starejša bi pa imela en kup stvari. In tudi, če ji kdaj uresničiš kakšno željo, npr. Barbiko, nova igrača ni kaj dosti časa aktualna. Tako da teh igrač "tja v tri dni" mi niti ne kupujemo, jima rajši kupim kakšen Kinder jajček ali pa jajček, ki ni nujno Kinder.

Ali se spomniš kakšnega primera, ko kateri od tvojih otrok ni dobro razumel oglasa?

Po premisleku. Ne…

Kaj pa prepričevalna nota v oglasih? Mlajša hčerka verjetno še ni zadosti stara, starejša pa bi znala do oglasov imeti že drugačen odnos. Jim še popolnoma zaupa?

Ja, še kar zaupa.

Sta ji vidva z možem kdaj namignila, da jo oglasi skušajo prepričati v nakup, ste se o tem kdaj že pogovarjali?

Ne, ker nikoli ne "zapne" zelo za kakšno stvar. Tudi, če vidi reklamo in reke "to bi mela", ji odgovorim npr.: "piši Božičku, če bo to, kar si želiš našel oz. če bo presodil, da ti bo res všeč dobiš od njega za darilo. drugače ne". Enkrat je bila pa zelo pridna in sva jo nagradila z

obiskom oddelka igrač v Baby Centru, da bi porabila svoj denar, ki ga je prihranila (takrat je bila starejša hči stara 5 let).. Na koncu se niti sama ni mogla odločiti kaj bi imela, midva pa sva jo usmerjala, če se nama kakšna igrača ni zdela smiselna. Iz Baby Centra smo odšli kar z eno brezvezno stvarjo, ki je sploh ni potrebovala. Tako, da mislim, da otroci sploh niso toliko zainteresirani za same igrače, kot imajo "velike oči", v smislu "mela bi".

Kaj pa glede vsebin - bi lahko naštela kakšne elemente, ki v oglasih pritegnejo tvoji hčerki? Npr. da ponavljata pesmi iz oglasov ali pa da na kakšen tip oglasov izrazito odreagirata.

Načeloma niti ne, razen če so oglasi od Dexy Co ali Baby Centra, potem hočeta te igrače. Hrana in ostalo ju ne zanima.

Kje po tvojem mnenju lahko otrok sreča oglase med uporabo digitalnih naprav?

Po premisleku. Moji dve samo na YouTubu. V pred prazničnem času si jaz včasih pomagam še s kakšnim katalogom, da in lahko izbereta kaj bi imeli in jaz lahko v miru presodim, če so stvari, ki sta si jih zaželeli, smiselne.

Te lahko prosim še za tvoje mnenje glede tega kako se oglasi, ki jih srečamo na digitalnih medijih razlikujejo od "tradicionalnih" oglasov? Lahko govoriš tudi zase, ne samo za tvoje otroke.

Ja, ne vem kako se razlikujejo. *Premislek.* Tisto, kar klikaš, tisto dobiš, tisto si potem stalno "ven meče".

Pa te to moti?

Pa, moti mojo denarnico, mene ne. *Premislek.* No, malo je že vsiljivo. Tudi na Instagramu sem ugotovila, da so zdaj že stalno reklame. Ampak včasih mi je pa všeč, da dobim oglas, ki je povezan s tem kar sem iskala in brskala. Jaz nikoli ne kupujem na prvo žogo, tudi za otroke.

Bi rekla, da so ti takšni personalizirani oglasi potem boljši od tistih generičnih na televiziji?

Ja, absolutno.

Bi rekla, da ti spremljaš trende v zvezi z oglaševanjem otrokom? Kakšni bi rekla, da so trenutno? Si mogoče v medijih že zasledila kakšno zgodbo v zvezi s tem?

Ja, malo spremljam. V bistvu za zdaj temu še nisem posvečala veliko pozornosti, ker digitalnih naprav še ne uporabljata samostojno in sta res omejeni samo na YouTube.

Appendix 14: In-depth interview transcript 9

Female, 30-40 years old, 1 son and 1 daughter, aged 1 and 7, living in the suburbs, working in marketing and management.

Time and place of the interview: Ljubljana, October 5th, 2021

Kot sva že omenili, je tema najine magistrske naloge »starševski pogled na oglaševanje otrokom prek digitalnih medijev«. To je precej kompleksna tema, zato bi začeli zelo na začetku, z osnovami, če se strinjate.

1. **Mi lahko v nekaj kratkih stavkih predstavite vašo družino? Koliko vas je, v katerem delu Slovenije živite, koliko so stari otroci in kateri razred v šoli obiskujejo, itd.**

Živimo v okolici Ljubljane, dva starša, dva otroka. Hčerka je stara 6 let in hodi v prvi razred, sin eno leto.

Bi rekli, da vaš družinski vsakdanjik poteka v nekem ustaljenem ritmu, predvidljivi rutini?

Ja, služba, pol hitimo nekaj pojest, pa na trening ali kam drugam... Ves čas nekam hitimo. Vikendi so bolj umirjeni, gremo večkrat kam na izlet.

Se je vaša rutina kaj spremenila, če jo primerjate s časom pred Covidom? Kako?

Niti ne, takrat sem bila itak na porodniški in je bilo malo drugače.

Kaj pa digitalni mediji – če se zavestno osredotočimo na to – kakšno vlogo igrajo v družinskem vsakdanjiku?

Ne uporabljata jih (otroka).

Lahko poveste kaj več glede uporabe digitalnih medijev? So čisto prepovedani?

Mislim, da pri šestih let res ni potrebno, da uporablja telefon, računalnik in podobno. Ji ne dovolim, da bi recimo vzela telefon in začela brskat, ni pa zdaj prepovedana uporaba.

Takrat, ko pa uporabi te naprave, katere so?

Če že, mogoče kdaj telefon.

Kaj pa najraje počne na telefonu?

Gleda slike ali pa YouTube, gleda ritmično gimnastiko.

Če bi opredelila časovno, koliko časa je na telefonu?

Načeloma res ni, to je res izjema. Doma ga nikoli ne vzame, si pa, če ga recimo dobi pri babi, zna sama prižgati YouTube.

Koliko časa na dan se vam zdi, da otroci, stari 6 let, 10 let in 15 let na splošno v povprečju preživijo pred digitalnimi mediji?

6-letniki verjetno v povprečju eno uro. Poznam punčko, ki je bolj kot ne celo popoldne na telefonu, sigurno vsaj 4 ure na dan. Hčerka in njen bratranec recimo, oba stara 6, nista nič. Bi ji pustila, da je na internetu, če dela kaj 'koristnega'. Recimo išče kaj za šolo ali kaj podobnega.

Se čas uporabe digitalnih medijev podaljšuje z otrokovo starostjo?

Ja, zagotovo bo lahko več na spletu, ko bo starejša, saj to je normalno.

Kaj pa aktualne spremembe - opazite kakšne spremembe (npr. frekvenca stika otrok z digitalnimi mediji) glede na čas pred Covidom?

Pri nas ne, ker je bila lani še v vrtcu. Šolarji pa so lani morali uporabljati računalnike, tako da zagotovo več.

Ali, da so današnji otroci izpostavljeni več oglasom, kot ste bili vi v njihovih letih?

Ja, itak.

Na kakšen način? (št. Medijev prek katerih jih lahko dosežejo oglasi, količina oglasov, frekvenca prikazovanja, več znamk na tržišču...)

Ne vem, saj so povsod. Med risankami, ko kam gremo, recimo te panoji ob cesti...

Katere so tiste ključne stvari, ki so se po vašem mnenju pri oglaševanju v teh letih spremenile?

Internet, oglaševanje na spletu. Recimo na Facebooku, Instagramu. Pa prikazuje se tako, personalizirano. Na splošno je pač več oglasov.

Bi znali izpostaviti kakšen trend v oglaševanju?

Personalizirani oglasi, to sledenje prek cookiejev. Mogoče te influencerji.

Ali vaši otroci sodelujejo pri nakupnih odločitvah družine? Kako poteka ta proces so-odločanja?

Če je kakšna stvar samo za njo, ji pustim, da se sama odloči. Potem pa presodim, če je prava odločitev. *Smeh.*
Kaj vse po vašem mnenju vpliva na otrokovo povpraševanje po izdelkih ali storitvah?

Predvsem sošolke, drugo pa se mi zdi, da ne tako zelo.

Kaj pa oglasi?

Da bi potem prav želela kakšen izdelek niti ne, mogoče kakšna reklama na televiziji. Bolj oglasi vplivajo na to, da zna vse slogane in ponavlja recimo 'Lidl, preprosto več za vas'. *Smeh.*

Kje se vam zdi, da v vsakdanjem življenju srečate največ oglasov? V smislu prostora in medijev?

Na telefonu, ko brskam po Facebooku in podobno.

Kaj pa vaši otroci?

Na televiziji, ko gleda risanke.

Kako dobro se vam zdi, da vaši otroci razumejo oglase?

Po premisleku. Mislim, da ne razume zares. Sigurno ne ve, zakaj so recimo pomaranče na televiziji. Verjetno ve, da ni to del recimo risanke, filma, ampak je to nekaj drugega.

Kaj pa glede vsebine, ki je oglaševana otrokom, kako bi s tremi besedami opisali oglase, za katere menite, da so namenjeni otrok?

Direktni, predstavljajo artikle, kričeči, pisani...

So ti elementi torej vsem skupni? Bi izpostavili še kakšnega?

Mogoče tudi to, da vedno igrajo otroci.

Kaj v oglasu po vašem mnenju najbolj pritegne otroke?

Produkt sam, mislim, da otroci najbolj opazijo, kar se dejansko prodaja.

Kje po vašem mnenju otrok prek digitalnih medijev lahko sreča oglase?

Na YouTubu, vmes se prižgejo reklame.

Bi lahko našteli nekaj različnih tipov oglasov, ki bi jih otroci lahko srečali na digitalnih medijih?

Bannerji, oglasi v videoigrah, videi.

Na splošno - kako se po vašem mediju, oglasi na digitalnih medijih razlikujejo od tradicionalnih?

Krajši oglasi, bolj vsiljivi in drugačni pristopi. *Kakšni?* Predvsem ta personalizacija, vse je narejeno tako, da kupcu najbolj ustreza.

Ali je otrok že kdaj izrazil željo po nakupu izdelka, ki ga je videl na spletu?

Na spletu ne, na TV-ju pa, enkrat je želela nekega kužka na baterije.

Kakšne učinke imajo po vašem mnenju oglasi, ki jih otroci srečajo na digitalnih medijih?

Ne vem, mislim da predvsem vplivajo na malo starejše otroke, ki že uporabljajo telefone in socialna omrežja.

Koliko oglasov menite, da otrok sreča, če npr. pet minut pregleduje Facebookov 'zid'?

Mogoče 5?

Ali bi rekli, da spremljate digitalne trende in se aktivno trudite zaščititi otroka pred novimi kanali in tehnikami za trženje?

Ne, zaenkrat ne.

Ali bi želeli več javno dostopnih informacij o tem, kako zaščititi otroke pred pastmi oglaševanja prek digitalnih medijev?

Ne, ne zdi se mi potrebno.

Kje mislite, da otroci dobijo informacije o slabih plateh oglaševanja?

Od staršev, v šoli.

Če bi morali poiskati nekaj pozitivnih in nekaj negativnih plati otroške uporabe digitalnih medijev v povezavi z digitalnim oglaševanjem, katere bi bile?

Pozitivnih niti ni, negativno pa je predvsem to, da potem ves čas hočeš/hočejo stvari.

Appendix 15: Online questionnaire in Slovene language

Spoštovani! Sva Ajda Kuhar in Lucija Žohar, podiplomski študentki Ekonomske fakultete Univerze v Ljubljani. Pod mentorstvom prof. dr. Vesne Žabkar izvajava raziskovalno delo v okviru magistrske naloge z naslovom: "Starševski pogled na oglaševanje otrokom prek digitalnih medijev".

Najina raziskava se osredotoča na starše osnovnošolskih otrok, starih od 6 do 14 let. Ko v anketi omenjamo digitalne naprave, imamo v mislih elektronske naprave z opcijo dostopa do spleta, zato 'klasično' televizijo (brez opcije dostopa do spleta) tu izključujemo. Plačani digitalni mediji so denimo Google oglaševanje, Facebook oglaševanje, e-poštni marketing, oglaševanje v iskalnem omrežju, itd.

Vprašalnik je popolnoma anonimen. Ni pravilnih in napačnih odgovorov, prosiva pa vas za iskrenost. Izpolnjevanje vprašalnika vam bo vzelo približno 10 min.

Za morebitna vprašanja sva dosegljivi na e-naslovih: ajda.1402@gmail.com in lucija.zohar@gmail.com.

Za sodelovanje se vam že vnaprej iskreno zahvaljujeva!

---

1. **Ali imate otroke?**

Da

Ne

Ne želim odgovoriti

Koliko je star vaš otrok? *(Prosimo, vnesite vrednost s številko. Ker se najina raziskava osredotoča na osnovnošolske otroke, stare med 6 in 14 let, vas prosiva, da, v kolikor imate več otrok, v anketi odgovarjate le za enega izmed njih, ki sodi v to starostno skupino).*

_____ let.

V nadaljevanju so zapisane različne trditve. Prosimo, preberite posamezno trditev in ocenite, v kolikšni meri se z njo strinjate.

1 - Sploh se ne strinjam, 2 - Se ne strinjam, 3 - Niti se ne strinjam niti se strinjam, 4 - Se strinjam, 5 - Popolnoma se strinjam, 6 - Ne vem

Otrokom se na spletu prikazujejo predvsem oglasi, ki so namenjeni otrokom.

Oglasi, s katerimi moj otrok pride v stik prek digitalnih medijev, nanj nimajo posebnega vpliva.

Oglaševalci lahko mojega otroka prek digitalnih medijev bolj učinkovito ciljajo, v primerjavi s tradicionalnimi mediji.

Mojega otroka najbolj pritegnejo oglasi z veliko gibanja, živahnimi barvami in veselo glasbo.

Občutljiv/a sem glede tega, kako podjetja ravnajo z osebnimi informacijami o mojem otroku, ki jih pridobijo prek digitalnih medijev.

Moj otrok danes več uporablja digitalne naprave, kot jih je pred pandemijo COVID-19.

Kako pogosto si vaš otrok želi naštete izdelke po tem, ko jih sreča v oglasih (televizija, pametni telefon, radio...)? Prosimo, označite.

1 – Nikoli, 2 – Nekajkrat letno, 3 – Mesečno, 4 – Tedensko, 5 – Dnevno, 5 – Ne vem

Kozmetika (parfumi, kreme, šminke, itd.)

Izdelki za osebno higieno

Otroški izdelki (igrače, igre, otroške revije, ipd.)

Knjige in revije

Sokovi, gazirane pijače in sladkarije

Živilski izdelki

Elektronske naprave

Kateri od spodaj naštetih dejavnikov vplivajo na otrokovo povpraševanje po izdelkih (npr. nakup igrače) oz. storitvah (npr. obisk kinopredstave)? Označite tri, za katere menite, da imajo največji vpliv. *(Možnih je več odgovorov).*

Družina

Vrstniki

Šola (učitelji, vzgojitelji, učni sistem...)

'Klasični' oglasi (televizijski, v oglasnih katalogih, jumbo plakati, ipd.)

Oglasi na digitalnih medijih

Drugo:

Ali po vašem mnenju oglasi, s katerimi vaš otrok pride v stik preko digitalnih medijev, nanj vplivajo na katerega od spodaj naštetih načinov? Prosimo, označite v kolikšni meri se strinjate s spodnjimi trditvami.

1 - Sploh se ne strinjam, 2 - Se ne strinjam, 3 - Niti se ne strinjam niti se strinjam, 4 - Se strinjam, 5 - Popolnoma se strinjam, 6 - Ne vem

Oglasi otroka informirajo o novih izdelkih.

Oglasi v otroku spodbujajo potrošništvo.

Oglasi spodbujajo otrokovo agresivnost.

Oglasi negativno vplivajo na pomembnost izobrazbe, ki jo otrok prejema s strani staršev in učiteljev.

Oglasi spreminjajo otrokov okus.

Oglasi spreminjajo otrokovo hierarhijo vrednot.

Kakšen vpliv ima po vašem mnenju oglaševanje na stališča in vrednote vašega otroka? *(Oglaševanje se pojavlja v različnih oblikah, ki lahko skušajo vplivati na mnenja otrok. Primer takšnega oglaševanja so npr. publikacije šol, ministrstev ipd., ki promovirajo zdravo prehrano, zdrav življenjski slog in podobno. Oglaševanje mladi srečajo tudi npr. v obliki 'influencerjev', ki promovirajo svoja stališča, izdelke in storitve, ki jih uporabljajo. Ugoden vpliv pomeni, da se otroci zaradi oglaševanja poslužujejo npr. bolj zdravega načina življenja, razmišljajo o globalnih težavah, itd. Neugoden vpliv pomeni, da zaradi oglaševanja slepo sledijo prebranemu/videnemu/slišanemu, se ne odločajo na podlagi večih informacij, razvijejo pozitiven odnos do npr. nezdravih življenjskih navad in podobno).*

Večinoma ugoden vpliv

Večinoma neugoden vpliv.

Nima vpliva.

Ne vem.

Koliko časa vaš otrok tedensko preživi na digitalnih napravah? Prosimo, označite.

Do 2h na teden.

2-3h na teden.

Od 3h do 7h na teden.

Več kot 7h na teden.

Ne vem.

Moj otrok ne uporablja digitalnih naprav.

Koliko časa je vaš otrok tedensko preživel na digitalnih napravah pred pandemijo COVID-19? Prosimo, označite.

Do 2h na teden.

2-3h na teden.

Od 3h do 7h na teden.

Več kot 7h na teden.

Ne vem.

Moj otrok pred pandemijo ni uporabljal digitalnih naprav.

Kako pogosto naštete naprave otrok uporablja za dostopanje do spleta? Prosimo, označite.

1 – Nekajkrat dnevno, 2 – Enkrat dnevno, 3 – Nekajkrat tedensko, 4 – Enkrat tedensko, 5 – Nekajkrat mesečno, 6 – Manj pogosto, 7 - Nikoli

Pametni ali mobilni telefon

Namizni ali prenosni računalnik

Tablični računalnik

Igralna konzola

Televizor (brez funkcije za dostop do spleta)

Pametni televizor (s funkcijo za dostop do spleta)

Pametna ura

Igrača s povezavo do interneta

Za katere namene vaš otrok uporablja digitalne naprave? Prosimo, označite. *(Možnih je več odgovorov).*

Gledanje video vsebin.

Poslušanje glasbe na spletu.

Komuniciranje z družinskimi člani in prijatelji.

Uporaba družbenih omrežij.

Igranje igric na spletu.

Igranje igric brez povezave s spletom.

Brskanje po spletu (uporaba Google brskalnika).

Šolsko delo.

Drugo:

Kako zaskrbljeni ste glede dejstva, da so otroci na digitalnih napravah v stiku z oglasi? Prosimo, označite.

Zelo zaskrbljen/a.

Nekoliko zaskrbljen/a.

Niti-niti.

Ne preveč zaskrbljen/a.

Sploh nisem zaskrbljen/a.

Ne vem.

Kako dobro ste seznanjeni s spodaj naštetimi tehnikami spletnega oglaševanja? Prosimo, označite. (*Za zelo dobro stopnjo seznanjenosti s posamezno tehniko spletnega oglaševanja smatramo, da bi tehniko oglaševanja znali podrobno razložiti ter razlago podkrepiti s primeri iz prakse*).

1 – Sploh nisem seznanjen/a, 2 – Nisem dobro sem seznanjen/a, 3 – Niti-niti, 4 – Dobro sem seznanjen/a, 5 – Zelo dobro sem seznanjen/a

Oglaševanje v iskalnem omrežju (angl. search engine advertising)

Prikazno oglaševanje (angl. online banner advertising)

Umeščanje izdelkov (angl. product placement)

Oglaševanje v pojavnem oknu (angl. pop-up advertising)

Oglasna igra (angl. advergames)

Partnerske povezave (angl. affiliated links)

V nadaljevanju bomo opisali 6 tehnik spletnega oglaševanja. Prosimo, preberite opise tehnik spletnega oglaševanja in nato iz spustnega seznama izberite tehniko, ki jo opisuje besedilo.

Klemen si želi izvedeti več o pravilih igranja tenisa, zato v Google iskalnik vtipka iskalno geslo 'tenis'. Večje število oglasov za športne znamke, ki so povezane z iskalnim oglasom, se pojavi v stranski vrsti. (*Prosimo, da iz seznama izberite tehniko spletnega oglaševanja, ki jo opisuje besedilo*).

Domorodno oglaševanje (angl. native advertising)

Oglaševanje v iskalnem omrežju (angl. search engine advertising)

Prikazno oglaševanje (angl. display advertising)

Dinamično oglaševanje (angl. dynamic advertising)

Ne vem.

Katja brska po priljubljeni spletni strani, da bi si prebrala več o glasbeniku, ki ji je zares všeč. Medtem ko bere, se ji prikaže oglas za film, ki bo kmalu v kinu. Na oglasu

je prikazana krajša scena iz filma. *(Prosimo, da iz seznama izberite tehniko spletnega oglaševanja, ki jo opisuje besedilo).*

Namigovalno oglaševanje (angl. hint advertising)

Slikovno oglaševanje (angl. image advertising)

Gverilski marketing (angl. guerrilla marketing)

Prikazno oglaševanje (angl. online banner advertising)

Ne vem.

V posnetku, ki ga je na platformi YouTube objavil priljubljen ustvarjalec video vsebin, je pogosto prikazana določena znamka brezalkoholnih pijač, večkrat pa je v ospredju tudi logotip blagovne znamke. Blagovna znamka je plačala za brezalkoholno pijačo, ki jo ustvarjalec pije v videu. *(Prosimo, da iz seznama izberite tehniko spletnega oglaševanja, ki jo opisuje besedilo).*

Umeščanje izdelkov (angl. product placement)

Prikazno oglaševanje (angl. display advertising)

Hibridno oglaševanje (angl. hybrid advertising)

Subtilno oglaševanje (angl. subtle advertising)

Ne vem.

Ko Mojca skuša poiskati več informacij o njenih najljubših kosmičih, se ji na zaslonu prikaže okence z oglasom za priljubljeno znamko sadnih sokov. Mojca ima sicer možnost, da oglas ročno zapre potem, ko ga vidi, vendar se ji je oglas prikazal avtomatsko, ko je dostopala do spletne strani. *(Prosimo, da iz seznama izberite tehniko spletnega oglaševanja, ki jo opisuje besedilo).*

Partnersko oglaševanje (angl. affiliate advertising)

Pogovorno oglaševanje (angl. chat advertising)

Tekstovno oglaševanje (angl. text advertising)

Oglaševanje v pojavnem oknu (angl. pop-up advertising)

Ne vem.

Za promocijo najnovejšega izdelka v liniji je znamka razvila igro, ki jo uporabnik lahko igra na spletni strani blagovne znamke. Elementi igre, ki jo uporabnik lahko igra, so povezani z novim izdelkom in blagovno znamko. V igri mora uporabnik naloviti čim več logotipov blagovne znamke. *(Prosimo, da iz seznama izberite tehniko spletnega oglaševanja, ki jo opisuje besedilo).*

Nagradna igra (angl. prize game)

Oglasna igra (angl. advergame)

Večpredstavnostno oglaševanje (angl. multimedia advertising)

Igralno oglaševanje (angl. game advertising)

Ne vem.

Video na platformi YouTube prikazuje osebo, ki se igra z zanimivo igračo. Oseba v videu predstavi tudi povezavo, prek katerega gledalci lahko kupijo to igračo. Po tem, ko gledalec klikne na povezavo in/ali prek povezave kupi izdelek, bo izdelovalec igrače plačal osebi, ki je igračo predstavila v videu, določeno provizijo.

Partnerske povezave (angl. affiliate marketing)

Viralni marketing (angl. viral marketing)

Prikazno oglaševanje (angl. display advertising)

Vzajemno oglaševanje (angl. mutual advertising)

Ne vem.

Na kakšne načine spremljate in/ali omejujete uporabo interneta pri svojih otrocih? *(Na lestvici strinjanja 'sploh se ne strinjam' pomeni, da se vrste omejevanja/spremljanja uporabe nikoli ne poslužujete, 'se ne strinjam' pomeni, da zelo redko, 'se strinjam' pomeni, da ta način uporabljate večino časa in 'popolnoma se strinjam' pomeni, da se tega načina vedno poslužujete).*

1 - Sploh se ne strinjam, 2 - Se ne strinjam, 3 - Niti se ne strinjam niti se strinjam, 4 - Se strinjam, 5 - Popolnoma se strinjam, 6 - Ne vem

Digitalne naprave so zaščitene z geslom, ki ga otrok ne ve.

Otrok lahko digitalne naprave uporablja le pod mojim nadzorom.

Otrok ima vnaprej določen čas, ki ga lahko preživi na digitalnih napravah (npr. 1 ura na dan).

Na napravah, s katerimi je otrok v stiku, je nameščena aplikacija za blokiranje oz. filtriranje določenih vsebin.

Drugo:

Je imel vaš otrok v preteklem letu slabo izkušnjo z oglasi, ki jih je srečal na digitalnih medijih (npr. srečanje z neprimernimi oglasi, preveč oglasov, zavajanja s strani oglaševalca, itd.)?

Da, skoraj vsak mesec.

Da, nekajkrat.

Da, enkrat.

Ne.

Ne vem.

Ne želim odgovoriti.

Prosimo, označite vaš spol.

Moški

Ženska

Kateri starostni skupini pripadate?

Do 19 let

20-30 let

31-40 let

41-50 let

51-60 let

61 let in več

Ne želim odgovoriti.

Kakšna je vaša najvišja dokončana izobrazba?

Osnovna šola

Srednja ali poklicna šola

Gimnazija

Višja/visoka šola

Diploma

Magisterij

Specializacija/doktorat

Ne želim odgovoriti.

Koliko otrok je v vaši družini?

1 otrok

2 otroka

3 otroci

4 otroci

5 otrok in več

Ne želim odgovoriti.

V kakšnem okolju živite?

Podeželje

Predmestje

Urbano območje, manj od 50.000 prebivalcev

Urbano območje, od 50.000 do 100.000 prebivalcev

Urbano območje, več kot 100.000 prebivalcev

V kateri regiji prebivate?

Pomurska regija

Podravska regija

Koroška regija

Savinjska regija

Zasavska regija

Spodnjeposavska regija

Jugovzhodna Slovenija

Osrednjeslovenska regija

Gorenjska regija

Notranjsko - kraška regija

Goriška regija

Obalno - kraška regija

Odgovorili ste na vsa vprašanja v tej anketi. Najlepša se vam zahvaljujeva za sodelovanje.

Appendix 16: Socio-demographic characteristics of the sample

Table 1: Socio-demographic profile of the sample by gender

Gender	Frequency	Valid percent	Cumulative
Male	14	9%	9%
Female	145	91%	100%
Total	159	100%	/

Source: Own work.

Table 2: Socio-demographic profile of the sample by age group

Age group	Frequency	Percent	Cumulative
Up to 19 years	0	0%	0%
20-30 years	4	3%	3%
31-40 years	80	50%	53%
41-50 years	69	43%	96%
51-60 years	4	3%	99%
61 years and over	0	0%	99%
Prefer not to say	2	1%	100%
Total	159	100%	/

Source: Own work.

Table 3: Socio-demographic profile of the sample by highest completed level of education

Level of education	Frequency	Percent	Cumulative
Primary school	0	0%	0%
Secondary vocational or technical education	28	18%	18%
General education (gymnasium)	9	6%	23%

(table continues)

Table 3: Socio-demographic profile of the sample by highest completed level of education (continued)

Level of education	Frequency	Percent	Cumulative
Professional higher education	27	17%	40%
Undergraduate (bachelor's)	58	36%	77%
Postgraduate (master's)	25	16%	92%
Postgraduate (doctoral)	10	6%	99%
Prefer not to say	2	1%	100%
Total	159	100%	/

Source: Own work.

Table 4: Socio-demographic profile of the sample by the number of children in the family

Number of children in the family	Frequency	Percent	Cumulative
1	29	18%	18%
2	93	58%	77%
3	24	15%	92%
4	9	6%	97%
5 or more	3	2%	99%
Prefer not to say	1	1%	100%
Total	159	100%	/

Source: Own work.

Table 5: Socio-demographic profile of the sample by residential environment

Residential environment	Frequency	Percent	Cumulative
Countryside	60	38%	38%
The suburbs	25	16%	53%

Residential environment	Frequency	Percent	Cumulative
Urban area with less that 50.000 inhabitants	29	18%	72%

Table 5: Socio-demographic profile of the sample by residential environment (continued)

Residential environment	Frequency	Percent	Cumulative
Urban area with between 50.000 and 100.000 inhabitants	8	5%	77%
Urban area with more than 100.000 inhabitants	37	23%	100%
Total	159	100%	/

Source: Own work.

Table 6: Socio-demographic profile of the sample by statistical region

Statistical region	Frequency	Percent	Cumulative
Pomurska	5	3%	3%
Podravska	6	4%	7%
Koroška	3	2%	9%
Savinjska regija	9	6%	14%
Zasavska regija	4	3%	17%
Posavska	9	6%	23%
Jugovzhodna Slovenija	8	5%	28%
Osrednjeslovenska regija	78	49%	77%
Gorenjska	15	9%	86%
Notranjsko - kraška	5	3%	89%
Goriška regija	10	6%	96%
Obalno - kraška regija	7	4%	100%
Total	159	100%	/