INFLUENCE OF ADVERTISEMENT ON THE CHOICE AND USE OF PROCESSED FOODS, BEVERAGES AND DRINKS AMONG SECONDARY SCHOOL STUDENTS IN ZARIA

BY

NATALA, CECILIA
M.ED/EDUC/02740/08/09

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, HOME- ECONOMICS SECTION,
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

JUNE, 2011

DECLARATION

The researcher hereby declares that this Thesis titled Influence of Advertisement on the Choice and use of Processed Foods, Beverages and Drinks among Secondary School Students in Zaria, is original and a product of my research. All materials used have been dully acknowledged by way of references at the end of the thesis.

_____ _____

Natala Cecilia Date

CERTIFICATION

This Thesis title **THE INFLUENCE OF ADVERTISEMENT ON THE CHOICE AND USE OF PROCESSED FOODS, BEVERAGES AND DRINKS AMONG SECONDARY SCHOOL STUDENTS IN ZARIA**, written by Natala, Cecilia meets the regulations governing the award of degree of Masters of Education (Home-Economics) of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

_____ _____

Dr. (Mrs.) T.O. Ojo Date
Chairperson, Supervisory Committee

_____ _____

Dr. (Mrs.) S.L. Ajayi Date
Member, Supervisory Committee

_____ _____

Dr. M.M. Aliyu Date
H.O.D., Vocational and Technical Education

_____ _____

Prof. A.A. Joshua Date
Dean, School of Post Graduate Studies

ACKNOWLEDGEMENTS

First of all, the researcher gives thanks to God Almighty for life and the privilege to complete this work. Her sincere appreciation goes to her supervisors, Dr. (Mrs.) T.O. Ojo who was accommodating and very patient with her. She took her time to read this work and gave her constructive criticisms and suggestions, and Dr. (Mrs.) S.L. Ajayi whose contribution strengthened this research work. The researcher appreciates Dr. (Mrs.) A. Z. Mohammed, Dr. (Mrs.) P.E Onuigbo, Dr. (Mrs.) E. Adamu, Dr. (Mrs.) E. Ike, Dr. (Mrs.) Ahuwa, Hajiya M. Khaleel, Dr. D. Oni, Dr. A.A. Udoh, Prof. C. Bolaji, the Head of Department and all other lecturers in the Faculty of education who contributed in one way or the other to make this work what it is.

The researcher earnestly acknowledges her daddy in the Lord, Deacon (Prof.) J.F. Alamu who took time to fine tuned and edited this work several times. The Lord will surely honour you. The researcher thanks Bro. E. Oloye who typed and effected necessary corrections on this work, she is really grateful. She also appreciates the assistance and the good work of Mr. John, the statistician who assisted her in the analysis of the data.

She is equally grateful to her parents Mr. and Mrs. F.A. Babarinsa for their encouragement towards this work. To her wonderful husband, Dr. A.J. Natala, she says a big thank you for all the moral and financial support he gave to her for carrying out this work, the Lord will honour you. Finally, to Tijesunimi who has also been a source of encouragement to her and also her siblings Abosede Babarinsa, Mobolaji Babarinsa, Olubukola Babarinsa and Kayode Babarinsa for their prayers, God bless you all.

ABSTRACT

The study was carried out to examine the Influence of Advertisement on the Choice and Use of Processed Foods, Beverages and Drinks among Secondary School Students in Zaria. The general objective of the study was to examine the influence of Advertisement on the Choice and use of Processed Food, Beverages and Drinks among Secondary School Students in Zaria. The specific objective amongst others was to determine the relationship between the socio-economic characteristics of secondary school students in Zaria and the effect of advertisement on their choice of Processed Food, Beverages and Drinks. Four research questions and four null hypotheses were raised. The population of the study was 32,040, while the sample size was 701. Questionnaire was used to collect the data. Spear Man Rho was used to analyse the four hypotheses. The findings revealed that the students' socio-economic characteristics were significantly correlated to the students' choice of advertised processed foods, beverages and drinks. The null-hypothesis one was rejected. The result further indicated that students' perception and interpretation of advertisement was significantly correlated, therefore, null-hypothesis two was rejected. In addition, the result to null-hypothesis three revealed that students' perception and interpretation of advertisement was significantly correlated to their use of processed foods, beverages and drinks. Therefore, the null-hypothesis three was rejected. Null-hypothesis four revealed that students' perception and interpretation of advertisement is significantly correlated to their food habit. The null-hypothesis four was also rejected. In view of the findings, the researcher concluded that, the choice and use of processed foods, beverages and drinks among secondary school students in Zaria were significantly influenced by advertisement. Based on this, the researcher recommended amongst others that, parents and teachers should educate their children on the dangers of advertisement. Industries involved in deceptive advertisement should be made to pay for it or close down. Nutrition as a subject should be made compulsory for all students in secondary schools.

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION

CHAPTER TWO: REVIEW OF RELATED LITERATURE

. .

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF RESULTS

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

LIST OF TABLES

LIST OF APPENDICES

ABBREVIATIONS

P	=	Private Schools
S	=	State Schools
F	=	Federal Schools
APCON	=	Advertisement Practitioners Council of Nigeria
ICC	=	International Chambers of Commerce
NAFDAC	=	National Agency for Food and Drugs Administration
FDA	=	Food and Drug Administration
Kcal	=	Kilocalorie
KJ	=	Kilojoule
AAPN	=	Association of Advertising Practitioners of Nigeria

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

There are a wide range of products to consumers in the market place. The consumer's choice for any particular product is often based on the number of factors; such as his or her awareness of the products – a situation that is promoted by advertisement. Producers and sellers in an attempt to attract customers advertise their products. They view the business of selling products as a war to market their products with increased sales and profits as their victory. Advertisement is the weapon for fighting such a war. According to Baker and Baker (1992), advertisement is the key to tactical weapon. The right advert seen by the right people can change a company's position in the sales war almost overnight. That's why companies continue to spend more and more on advertisement. Yet advertisement is a battle in itself, a battle for recognition and response, and a clash of creative concepts and creative minds.

Dyer (1992) defined advertisement in its simple sense as, drawing attention to something, notifying or informing somebody of something. The primary function of advertisement is to introduce a wide range of consumer goods to the public and this supports the free market economy. In essence, advertisements are aimed at convincing consumers to purchase the advertised products. Consequently, anyone living and working in any modern society today is under the influence of advertisement. Every day and for most of our lives, we see and hear many advertisements. Even if one doesn't read newspaper or watch television one will still find it impossible to avoid some forms of publicity. It could even be displayed in the corner of the window (Dyer, 1992).

Thus, advertisement has taken a new importance, not only for the student of business or journalism who may one day become a practitioner, but also for the student of liberal arts or social sciences and every other person who will continue to be a consumer of goods and services (Bovee and Arens, 1982). Ruskin (2002) explained that over the years, advertisement has become more and more involved in the manipulation of special values and attitudes and less concerned with the communication of essential information about goods and services. He also explains further that current global trends in advertisement are to be bid for the minds, emotions and adoption of consumers. In other words, advertisement controls or directs the minds of consumers in making choices about the products advertised. Therefore, people's thoughts are shaped by what they see and hear.

Teenagers are especially vulnerable to such pressure, as they are more concerned about having what they want right now than about how it will affect them in the future (Plate and Eubanks, 1994). This may be attributed to the fact that adolescents often do not analyze or critique the intent of an advertisement, and actually believe that advertisement claims are true, thereby making the wrong choice of products. Of all the products advertised, processed foods tend to attract more attention. Processed foods are defined as foods that have primarily gone through the whole process from raw materials to final products (Ihekoronye and Ngoddy, 1985). They are usually designed to save consumers' time in the kitchen, reduce costs due to spoilage, and reduce costs using economies of scale. Processed foods require minimum preparation, typically just heating, and then packed for a long shell life with little lost of flavour and nutrients over time. They are produced specifically to preserve the oversupply of agricultural products available at the time of harvest in order to stabilize the food markets in developed countries ("Convenience Food", 2006).

Advertisement on foods are usually tempting. They claim to be nutritionally adequate and more so are inviting and appetizing (Glossan, Meek, Smock, 1997). Contrary to this, the most advertised products (foods, drinks and beverage) are hardly nutritionally adequate on their own as meal. Such products which include junk foods, pastries, and carbonated drinks have adverse effects on the health of children. According to Tarevene (2004), advertisement created misconceptions among children about the nutritional values of foods and how to maintain positive health. The importance of a good diet during the teenage years cannot be overemphasized. During this period, lifestyle is dictated by desire for independence and greater mobility, as well as by the information available.

However, this research work is concerned with the fact that the information available to the teenager may hamper his ability to make appropriate choices, especially in a situation where advertisement are known for the significant promotion of high fat, high calorie foods (Tarevene, 2004). This situation certainly encourages preference for junk food, contributing to poor eating habits and consequently leading to ill-health. It is in view of the above that this research was conducted to investigate the influence of advertisement on the choice and use of processed foods, drinks and beverages among secondary school students in Zaria.

1.2 **Statement of the Problem**

In the past, parents gave their children food they believed was best for them. It was the type of food they ate when they were young. Today, with the advent of technology, teenager's food habits are being influenced or changed because they are now exposed to all forms of advertisements. Processed foods, drinks and beverages which are the most advertised products have been brought into many homes, and many of these advertisement target children and youths (Ruskin, 2002). Besides, the lifestyle changes in developing

countries tend to follow trends in the developed countries. The negative health effect of food advertisement which include obesity, diabetes, cancers, hypertension and coronary heart diseases which has been observed in developed countries among the youths are important signals that developing countries cannot afford to ignore (Brown, *et al*., 2005).

A personal interaction with some parents showed that parents were really not happy about the food habits of their children. According to them, their children spent more time eating junk foods such as snacks and drinks instead of the more nutritive foods or meals being prepared for them at home. It was particularly observed that teenagers consumed a lot of indomie and cocacola. According to them, they preferred coca-cola among other soft drinks because they felt it sustained them for a longer time before they become hungry. This trend if left unchecked, will likely affect the nutritional status or food habit of any child. It is believed that this trend is most likely connected to the rate of advertisement these children are exposed to.

In addition, most of these advertisements are deceptive. This is because; they fail to provide adequate information required by the teenager to make appropriate decision, thereby misleading them into making wrong choices of the advertised foods or products. The questions are; do teenagers know about the unfortunate consequences of these processed foods, drinks and beverages? Are they aware of the health hazards these products can bring upon them? These are some of the questions this research want to answer in order to help parents, guardians, and children to be careful about advertised food which may be dangerous to the health of their children. The problem statement of this study is whether advertisement has influenced teenagers on the choice of foods, beverages and drinks.

1.3 Objective of the Study

The broad objective of this study is to examine the influence of advertisement on the choice and use of processed foods, beverages, and drinks among secondary school students in Zaria. The specific objectives are to:

1. determine the relationship between socio- economic characteristic of the secondary school students in Zaria and the effect of advertisement on their choices of processed foods, breverages and drinks.
2. assess the relationships between students' perception and interpretation of advertisement of processed food, beverages, and drinks on choices made by secondary school students in Zaria.
3. examine the relationship between perception and interpretation of processed foods, beverages and drinks on the choice and use of these products by secondary school students' in Zaria.
4. establish the relationship between advertisement and the food habits of secondary school student in Zaria.

1.4 Research Questions

1. What is the relationship between the socio- economic characteristic of the secondary school students in Zaria and the effect of advertisement on the choice of processed foods, beverages, and drinks by secondary school students in Zaria?
2. What is the relationship between students' perception and interpretation of processed foods, beverages, and drinks on the choices made by secondary school students in Zaria?

3. What is the relationship between students' perception and interpretation of processed foods, beverages, and drinks on the choice and use of these products by secondary school students in Zaria?
4. To what extent has advertisement affected the food habits of secondary school students in Zaria?

1.5 Research Null-Hypotheses

The following null-hypotheses were postulated for this study:

1. There is no significant relationship between the socio- economic characteristics of secondary school students in Zaria and the effect of advertisement on their choices of processed food, beverages and drinks.
2. There is no significant relationship between students' perception and interpretation of processed foods, beverages, and drinks on choices made.
3. There is no significant relationship between perception and interpretation of advertisement of advertisement of processed foods, beverages, and drinks and the choice and use of such products by secondary school students in Zaria.
4. There is no significant relationship between advertisement and the food habits of secondary school students in Zaria.

1.6 Significance of the Study

The findings of this study will help in assessing how far teenagers' life-style and food habits among secondary school students in Zaria are being affected by commercial messages. Parents will be able to advice their children appropriately on their eating habit to avoid processed foods, drinks and beverages that could be harmful to health. This will be achieved through seminars and published work from this research. The information will be extended to

the society since the family is the bed rock of any society. This will be achieved through parents who will also help to tell others.

The companies that provide these food products will also be aware of the impact of the advertisement on the products. This will help them to adjust to the type of media that has impact on teenagers to enable them use the advertising media more often. This will be achieved through reading of the published article from the research. In addition, the current information in this study will be useful to home-economics department as they impact the knowledge to students.

1.7 Assumption of the Study

The following assumptions were made that:

1. teenagers understand the importance of advertisement.
2. children and teenagers who drink more soft drinks and sweetened fruit beverages are not aware that these could lead to lower intakes of many nutrients or malnutrition.
3. teenagers actually take these advertised products.

1.8 Delimitation of the Study

The study was delimited to the influence of advertisement on the choice and use of processed foods, beverages and drinks among secondary school students in Zaria. It was further delimited to all secondary schools in Sabon-Gari Local Government Area, because Sabon-Gari Local Government Area predominantly, had many schools and also allowed for a wider representation of Federal, State and Private schools.

The subjects for this study focused on all secondary school students in the Sabon-Gari Local Government Area, this was because many of the students fall into the group of teenagers or adolescents which was the focus of this research. The means of advertisement was also narrowed down to television and radio being commonly used and accessible to students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of Related Literature was carried out under the following sub-headings:

2.1 The concept of advertisement
2.2 Brief history of advertisement in Nigeria
2.3 Advertisement agents and media
2.4 Restrictions in advertisement
2.5 Influence of advertisement on the choice of food
2.6 Processed foods
2.7 Beverages and Drinks
2.8 Empirical studies
2.9 Summary of reviewed literature

2.1 The Concept of Advertisement

The urge to advertise seems to be a part of human nature, evidenced since ancient times. At its inception, advertisement was merely an announcement; for example, entrepreneurs in ancient Egypt used criers to announce ship and cargo arrivals (Wirsing, 1983). The invention of printing however may be said to have ushered in modern advertisement. The largest groups of advertisers are the food marketers, followed by the drugs and oil products (Wirsing, 1983). As an academic discipline, the study of advertisement is fairly new and for that reason, no generally accepted definition has been worked out. Nevertheless, many authorities on the subject have defined advertisement in many ways to suit many purposes and circumstances. For instance, Haruna (1995) said, “the word advertisement is gotten from Latin word “adverto” which means “to turn toward”. This they said is exactly what advertisement does.

It has the ability to turn one's mind or even attention to any objects or purpose. The term so defies any working definition that, in 1932 according to (Advertisement, 2003), the advertisement magazine title Advertisement Age held a contest for the best definition of the term. One of the judges combined the best features of all the definitions offered and came out with the following definition: Advertisement is the printed, written, spoken or pictured representation of a person, product service, or movement, openly sponsored by the advertiser and at his expense, for the purpose of influencing sales, use, votes or endorsement. The Dyer, (1992) defined advertisement as the mass communication an advertiser pays for in order to convince a certain, segment of the public to adopt ideas or take actions of benefit to the advertiser. Advertisement according to (Advertising, 2003) has 2 meanings:

1. A public promotion of some products or service, and
2. The business of drawing public attention to goods and services.

Bovee and Arens (1982), and Baker and Baker (1992) gave a similar definition for advertisement. According to them, "It is a persuasive, non-personal communication paid for by a company or sponsor to be published, displayed, or broadcast with the purpose of promoting a product". This means that when one advertises, one pays to get message across to the market place through print, television, radio, or out door advertisement media. Amaechi (1991), said, the American Marketing defines advertisement as any paid form of non-personal presentation and promotion of ideas, goods and services by an identified sponsor. Amaechi went further to say that four English Economists—Bennett, Birmingham, Cave and Herbert also defined advertisement as a mass paid communication intended to influence consumers, to the benefit of the advertiser. According to Okigbo, (1990), Moemeke, a former president of the Association of Advertisement Practitioners in Nigeria

saw advertisement as "messages published in Newspapers, billboards, radio, television and cinema for products and services.

From the various definitions of advertisement given above, they can be summarized to be a dissemination of information about a specific good, service or idea from a sponsor who has paid for such communication and who has chosen the appropriate medium that will deliver the message effectively to his targeted audience.

Functions / Importance of Advertisement

Advertisement is also a persuasive communication because it tries to persuade the reader, the listener or viewer to take to the sponsor's own point of view and also to take some appropriate actions. It is not personal or face to face communication; rather, it is directed to a group of people. The group might be teenagers who enjoy rock music or men and women who watch soap opera or sporting events. (Bovee and Arens, 1982). Dyer (1992) stated that advertisement is said to have gone beyond introducing a wide range of goods to the public to manipulation of social values and attitudes and less concerned with the communication of essential information about goods and services. Haruna, (1995) however disagreed with this opinion, declaring that "advertisers are not the steel-minded manipulators of public taste" rather they are concerned about the quality of the advertisement they use in persuading the public.

Leet and Drigger (1983) stressed the importance of advertisement as providing consumers with information, promoting competition among producers and thus help create lower prices for consumers. According to him advertisement also helps to provide subsidies to other informational media such as television, radio, magazines and newspapers. Still talking about the importance of advertisement, Okigbo, (1990) noted that, there was no doubt

that advertisement has brought prosperity to different countries of the world through different means. He continued by saying that it has helped in speeding up the introduction of new inventions and has most importantly widened market for mass produced goods and services.

Furthermore, it has made consumers of industrial goods all over the world today to enjoy the choice of wide variety of goods and services. Leet and Drigger, (1983) also pin-pointed the negative aspects of advertisement; they said the negative aspects of advertisement hinge on its ability to produce informational confusion among consumers, so that their decision-making ability is impaired and they buy what they are told to buy. According to this view, firm advertise to create wants in the consumer rather than to satisfy consumer needs that already exist. Advertisement can also be used to keep potential competitors out of a market by making it expensive to get the consumer's attention. Small firms may find it impossible to spend millions just to become well enough for consumers to try their products (Leet and Drigger, 1983). Some of the objectives of advertisement as listed by (Advertising, 2003) include; stimulating demands for a product, service, or idea; long and short term increases in sales, market share, awareness, product information and image improvement.

Techniques Used by Advertisers

Advertising, (2003) identified the various techniques advertisers use to promote their products. According to (Advertising, 2003) advertisers use several recognizable techniques in order to better convince the public to buy a product. These include;

i. **Repetition**: - Some advertisers concentrate on making sure their product is widely recognized. To that end they simply attempt to make the name remembered through repetition.

ii. **Bandwagon**:- By implying that the product is widely used, advertisers hope to convince potential buyers to "get on the bandwagon"

iii. **Testimonials**:- Advertisers often attempt to promote the superior quality of their product through the testimony of ordinary users, experts, or both. "Three out of four dentists recommend…" This approach often involves an appeal to authority.

iv. **Appeal to Emotion**:- Various techniques relating to manipulating emotion are used to get people to buy a product. Apart from artistic expression intended to provoke an emotional reaction (which are usually for associative purposes, or to relax or excite the viewer), three common argumentative appeals to emotion in product advertisement are wishful thinking, appeal to flattery, and appeal to ridicule. Appeals to pity are often used by charitable organizations and appeals to fear are often used in public service messages and products, such as alarm systems or anti-bacterial sprays, which claim protection from an outside source. Finally, appeal to spite is often used in advertisement aimed at younger demographics.

v. **Guerilla Advertisement**:- This is advertisement by association. Done in such a way so the target audience does not know that they have been advertised to, but their impression of the product is increased (or decreased if that is the intent of the advertiser).

vi. **Subliminal Advertisement**:- It was feared that some advertisements would present hidden messages for example through brief flaked messages or the soundtrack that would have a hypnotic effect on viewers (must buy car). The notion that techniques of hypnosis are used by advertiser is now generally discredited, though subliminal

sexual messages are extremely common, ranging from car models with SX prefixes to suggestive positioning of objects in magazine adverts and billboards.

Ad News, (1998) also explained that advertisement is not in the message, but how the consumer interprets it. Therefore, advertisers must know the mind of the audience to communicate effectively. Also Alcohol Advertisement and Consumption by Youths and Adults, (2005) said advertisement works by creating, building, and reinforcing images. Alcohol image advertisement integrates ideas about alcohol products and drinking into "symbolic world" in which people live. The impact according to Alcohol Advertisement and Consumption by Youth and Adult, (2005) of these images on behaviour happens slowly and may not take effect for months or years after exposure.

The role-modeling aspect of advertisement is crucial to understanding how advertisements work. Children learn to behave by imitating attractive role models but rarely imitate what they see in the media immediately or directly. Rather, their attitudes are affected overtime by mass exposure, sensitizing them to situations that are beyond their experience. Images in the media are interpreted differently by each person, based on their personal ideas about the behaviour and their own perception of the characters (American Advertising, 2005).

Classification of Advertisement

Advertisement has been classified into the following categories as outlined by Ukpore, (1993). They are:

(i) Informative advertisement: This stresses the benefits of certain class or types of products rather than particularly brands of that product. The consumers are informed

about prices, products and their availability. The consumer is then left to check the information and use it in the way he or she wants.

(ii) Competitive advertisement: This may be referred to as persuasive, selective or propaganda advertisement. Competitive advertisement tends to persuade consumers generally to buy one brand rather than another.

(iii) Competitive advertisement: This type of advertisement names the competitor's brand when making comparison between something and the advertised brand. The advertisers cite the claimed benefits by indicating the strengths of their brand. Usually, they make use of a slogan e.g. the slogan for "omo washers even brighter and it shows".

(iv) Deceptive advertisement: Every buyer must recognize the fact that although the majority of advertisers are honest, some are dishonest. Deceptive adverts hurt both consumers and business. Consumers are cheated and business loses customers.

2.2 **Brief History of Advertisement in Nigeria**

Nigeria's first Newspaper, called "Iwe Iroyin" was first published in 1859 and it was until this landmark period was reached that modern advertisement came to Nigeria. In a sense, one can say that advertisement in its modern form in Nigeria, like all other disciplines, came through our colonial masters. But this is not to say that we did not have some form of traditional advertisement before the arrival of the colonialists. Ekwelie (1990) aptly observed; before the emergence of cities and that of the mass media as a coupling link among the people, villages and little neighborhoods had ways of advertising their wares. In some communities, children would sing recognizable ditties to announce availability of goods.

Advertisement in Nigeria is said to have begun naturally with one of the earliest forms of mass communication—town crying. This performed the universal communication function of disseminating information about available goods, services and ideas to the people. Town crying was also frequently employed to carry out advertisements or information about inter-tribal wars, disasters of some sort important ceremonies including marriages, births, deaths, products, services, ideas, personalities and bargains. The village squares and market places were the most appropriate forums to reach a larger audience. Hawking was another form of advertisement wares in the traditional Nigerian societies before the advert of the Whiteman. Hawkers advertised their wares by calling out the wares they had, and asking people to buy them by extolling the quality and quantity of such goods. They lured or charmed their prospective customers into buying their wares through singing melodious songs, accompanies with some sort of drama and demonstrations (Okigbo, 1990).

Okigbo (1990) also observed that in various villages, products, especially meat and games not meant for the market but which because of necessity must be advertised to draw attention to them, were often times fixed onto sticks and raised high to the notice of passersby to inform them of the availability of such items in the location. This type of display advertisement was equally used by palm wine tapers, palm oil and gari sellers as well as other sellers of various types of consumer goods (Okigbo, 1990). It can be concluded from the history of advertisement in Nigeria that the motives of these traditional agents of mass selling and mass dissemination of information were not different from those of their modern counterparts. Although these traditional communication agents existed as institutions of mass communication bound by some form of code of practice, little did their practitioners know that they were the harbingers of today's modern advertisement practices. Today, the mass

media has taken over the job of advertising goods, services and ideas, though traces of the traditional methods still persists.

2.3 Advertisement Agents and Media

The earliest advertisement agencies were decidedly foreign. By the 1920s, the leading advertisement houses in Nigeria were Keymer and Company Limited, Buntings Advertisement Services, and West African Publicity Limited (Omu, 1978). West African Publicity Limited led the way in establishing the first advertisement agency in (and indeed West- Africa) in 1928, through the inspiration of Lloyd who was its first general manager. West Africa Publicity Limited was a subsidiary of an European trading concern known as the United Africa Company, and was meant primarily to help the company market its goods by providing it with advertisement services. This agency dominated the Nigerian advertisement scene and produced many memorable advertisements and pioneered the use of neon signs in Nigerian advertisement until 1965 when its assets were transferred to Lintas London (Okigbo, 1990).

Over the years, there have been tremendous proliferations of advertisement agencies in this country. Today, there must be over two hundred “advertisement agencies” registered with the Registrar of Trade Names and many more on the drawing board. Out of these numbers, about 55 of them are members of the association of Advertisement Practitioners in Nigeria (AAPN), the professional body that regulates the professional practice of advertisement in Nigeria (Olu, 1994).

Advertisement Media

Advertisement media are means by which information about goods, ideas and services are sent to the interested receivers. When selecting a medium to carry out messages, advertisers must think of the kind of product they are selling and the kind of people who are most likely to buy it. They must figure out how to reach the largest possible number of these people at the lowest possible cost. The cost of reaching a thousand people is different in each medium (The new book on Knowledge, 1992). According to Ukpore, (1993) advertisement media is classified into three, namely; Broadcast media, Print media and Out door media.

Broadcast Media

The broadcast media include radio and television.

Radio: - This advertisement medium has a tremendous reach. Its adverts are flexible and timely because they can be adopted quickly. Radio advertisement may be heard by listeners who are driving, walking, or engaged in other activities. It can be operated by battery. Thus, radio adverts have a wide coverage. Radio advertisement according to Olu, (1994) is also divided into three categories; local, spot, and network. Local is used by most advertisers and focuses on local advertisers promoting local products and services. Spot advertisement is sold to national advertisers who buy airtime on individual stations. Network broadcast advertises products in different places that are connected at the same time. The strength of radio advertisement includes the following:

i. Radio can reach and influence a large audience quickly. There are more radios than there are households and people have them in cars and take portables with them on vacations and picnics. Radio has the broadcast reach of any of the media. Meaning it is heard by the widest range of people.

ii. Radio adverts are less expensive to produce and place than TV commercials and, like TV, radio is quite an effective media for promoting a variety of products.

iii. Radio stations have formats that appeal to specific market segments, making it easier to target groups of potential customers. Radio advertisement's weakness however include:

iv. Unlike print advertisement, once the commercial airs, it no longer exists to be referred to.

v. The creative options on radio are limited

vi. Lacks the advantage of visual image

vii. A large number of competing stations can make it difficult for the advertiser to choose among stations and most listeners are loyal to only one kind of stations

viii. Because radio reaches a very broad range of listeners, many will have no interest in your product.

ix. The sound of quality is difficult to control and some commercials may be only half-heard. Many people use radio for background music, so they don't pay attention to the messages.

x. The audience size and composition vary over the period of a day or weeks (Ukpore, 1993, and Olu, 1994)

Television: **-** When most people think of advertisement, they think of television commercials. Television is the most pervasive and persuasive modern medium for advertisement. It is the most dramatic of the media which combines sight, sound, and motion that gives advertisers many ways of catching customer's attention. Television advertisement

has grown faster than any of the other media and continues to grow and develop its influence and reach (Baker and Baker, 1992).

Haruna, (1995) stated that the audience in television advertisement may be considered a "captive" one in the sense that viewers are not likely to be doing anything else while washing a show; they may divert their attention to other activities if the programmes are dull and unexciting. Like radio, most television advertisement is classified as network, spot or local, except that the placements (commercial time) are orders of magnitude more expensive, especially on the networks. Most television advertisement is regional or national because nearly all of it consist of adverts for consumer products or nationally distributed products. Though television is by far the most powerful of the media in getting its messages across to a wide range of viewers, like all media, television has its strength and weakness (Baker and Baker, 1992, and Haruna, 1995). Its strengths are as follows:

i. Television can reach and influence a larger audience more quickly than any other media.
ii. It can persuasively demonstrate a variety of action—oriented products and processes.
iii. Unlike radio advertisement, which depend solely on hearing, and print advertisement, which relies on sight to deliver a message, television uses both sight and sound, making it a potentially more persuasive medium than either print or radio.
iv. Whereas large segment of the population do not read magazines or newspapers, and another segment rarely turns on a radio, almost everyone watches television on a daily basis
v. A wide range of creative options are available, allowing advertisers to create strong images and brand identification.

vi. A strong empathy with the television caters can be created, which causes people to quickly identify with a particular product.

The weakness of using television advertisement also includes the following:

i. It is very expensive, both to produce commercial spots and for media charges. The cost of television advertisement is prohibitive for many small businesses and organizations.

ii. It takes considerable time, money, and experience to produce and place effective television adverts.

iii. Unlike print media, once a television commercial airs, it is gone forever unless videotaped by a viewer along with a programme or movie.

iv. It requires a high level of frequency to reinforce a message (Baker and Baker, 1992, The new book of knowledge, 1992, Ukpore, 1993).

Prints

Print advertisement is the general term used for advertisement placed in magazines and newspapers. Effective print advertisement begins with an awareness of the strengths and weaknesses of both magazine and newspaper media.

Newspaper**: -** Newspapers carry news and good advertisement is a kind of news. Most newspapers reach an audience that is concentrated in one geographical area, a town, a city, or a country. Most advertisement are published, daily, weekly or monthly and advertisers usually pay according to the number of words and depending on the page the adverts will be placed. For instance, a front or back page advert is usually much more costly. An advertiser can also choose to place an advertisement in a special section of the newspaper, such as the sports section or the food section or in the classified pages, where advertisements of similar

kinds are grouped together (The new book of knowledge, 1992). Baker and Baker (1992) also said that, newspaper media are classified by the side of the paper (Standard or tabloid), the frequency of the paper (daily, biweekly, weekly), and publication reach (who gets the paper and where). The general strengths and weaknesses of the newspaper as given by Baker and Baker, 1992, Ukpore, 1993 and Haruna (1995) are as follows respectively;

Strength of newspaper advertisement

i. Newspapers can quickly influence large markets because newspapers adverts can be produced relatively quickly and published almost immediately.
ii. Newspapers are excellent local and city-specific media.
iii. Newspapers provide special interest sections that help-focus a message to specific target markets.
iv. Newspapers differ in a variety of adverts formats and sizes to accommodate budget limitations.

Weaknesses of newspaper advertisement

i. Newspaper advert have a short contact life span.
ii. Newspapers are a one-short affair and require frequent or multiple insertions for the adverts to get noticed by everyone. A reader, who misses the paper one day, will miss the advert.
iii. Newspaper offers an advertiser little control over the placement of adverts on a page. He can specify a location in a special interest section, but cannot usually specify position on the page and this can have a strong influence on the impact of advert.

iv. Common to all print advertisement, newspapers can relay only static events, so a dramatic television commercial of a new high-technology lawn mower chopping down giant weeds to clear land won't come alive as easily in print.

v. Limited print quality dictates the use of simple adverts and visuals.

Magazines: - Magazines cover a wide range of audience. There are general magazines that reach several million people with varied interests. According to Kleppner (1979) the secret for magazines if they be visible is "consistency and continuity". It's a slow building medium. The magazine as stated by Baker and Baker (1992) was a unifying means of communication and, serving as a slower version of the telegraph. They offer the advertiser a good way to reach a particular group of likely customers. For instance, an advertiser who is trying to sell washing machines would select a magazine for homemakers rather than one for hunters or boat owners. Also, an advertisement for fishing rods would be placed in a fishing magazine rather than in a general magazine or a newsmagazine (The new book of knowledge (1992).The strengths and weaknesses of magazines are stated below respectively:

The strengths of magazines advertisement

i. Magazines have the largest potentials life span of any of the advertisement media. In addition to staying around, magazines have a high pass-around or secondary readership in addition to the primary subscribers.

ii. Magazines are the most selective media for targeting specific demographic profiles. There are many general interest and specialty magazines that offer excellent opportunities for targeting advertisement to just about anyone.

iii. Most magazines provide high quality printing and support for special treatments such as metallic inks, foldouts, and even micro encapsulated fragrances.

iv. Magazines offer flexible advertisement formats (sizes and colours) and usually allow specific placement within a section of the magazine.

v. Magazines have high credibility and authority factor. Therefore, they are good for image advertisement and complex messages

The weaknesses of magazine advertisement

i. There is a long lead time before the advert is seen. It can take one to four months to get an advert into print after delivery of the art work.

ii. Media costs in well-read national magazines are expensive. A full-colour adverts cost more.

iii. The advert competition in popular magazine is high, making it difficult to stand out from the crowd.

iv. The frequency is relatively low, typically only once a month. This means that other media need to be used to reinforce the message if more frequency is desirable.

v. Like newspapers, magazines can relay only static events Baker and Baker (1992), and Ukpore, (1993) Kleppner (2002).

2.4 Restrictions in Advertisement

Government usually sets rules or policy to regulate and/or restrict food advertisement to children. In the U.S., there are currently few restrictions or standards for food advertisement and marketing aimed at children. Strong policies exist however, in other countries. Denmark, Norway, Sweden, and Finland do not permit commercial sponsorship of children's programmes Consumers International (2002). Sweden and Norway do not permit any television advertisement to be specifically directed to children under 12 and no advertisements are allowed during children's programming. Australia does not allow adverts

during programming for preschoolers, and the Flemish region of Belgium disallows any advertisement in the five minutes immediately preceding and following children's programmes Consumers International (2002). In some parts of Nigeria, advertisement of alcoholic drink is prohibited.

According to Food and Drink, (2004), the International Chamber of Commerce (ICC) has also drawn up a frame-work for Responsible Food and Beverage Communications, prepared by representatives from leading International Companies and advertisement associations from a wide range of countries. A large portion of ICC frame work is devoted to marketing to children, "the most educable segment of the consumer population", as the ICC puts it—but also one of the most potentially lucrative target markets for manufacturers. Among the recommendations in the frame work document are that, food and beverage adverts should not be encourage or condone excess consumption; that portion sizes should be appropriate to the setting portrayed; that all nutritional and health benefit claims for food and beverage products should have a sound scientific basis and that scientific terms should not be used to falsely ascribe scientific validity to advertisement claims. On the issue of advertisement directly to children, the frame work document recommends that personalities including cartoon characters should not be used in a manner that obscures the distinction between programme or editorial content and commercial promotion (Food and Drink, 2004).

Advertisement should not exploit the inexperience nature of children and young people, the framework suggests, adding that advertisers should also avoid suggestions that "possession or use of product alone will give the child or young person physical, social or psychological advantage over other children or young people of the same age, or that non-possession of the product would have the opposite effect". The American Academy of

Pediatrics Committee on communication (1994) suggested that televised food advertisement aimed at children be completely eliminated because children are unprepared to make appropriate food choices and do not understand the relationships of food choices to health maintenance and disease prevention.

Advertisement should neither include any direct appeal to children to persuade their parents to buy a particular advertised product for them, nor should they undermine the role of parents and other adults responsible for a child's welfare in guiding diet and life style choices. Furthermore, the document suggested that food and beverage advertisement should not undermine the promotion of healthy style, and that food products not intended to be substitutes for meals should not be presented as such (Food and Drink, 2004). This is in line with Coon and Tucker (2002), who said there are several studies that show have shown link between the number of hours of television watched and the number of children's requests to their parents for specific food items.

In Nigeria, the advertisement practitioners long ago recognized the need for the establishment of a statutory body to regulate and control the practice of advertisement in all its aspects and ramifications by ensuring strict adherence to codes and ethics of the profession. To this end, several attempts were made by concerned practitioners to get the authorities to enact the appropriate laws. In spite of initial hitches and disappointments, their dream eventually came true with the promulgation of the APCON (Advertisement Practitioners Council of Nigeria) Decree in 1988 by the Federal Military Government. The main aim of the decree is to establish a common set of principles to guide the professional conduct of all advertisement practitioners. Some of these principles include:

1. Advertisements must not use visual illustrations that offend public taste and decency. In particular, no obscene exposure will be allowed in any advertisement.
2. The depiction of violence against people, products or other objects must be avoided especially in advertisements directed at children and mentally handicapped people who may not be able to distinguish the media world from the real world.
3. No advertisement for alcoholic beverages will be allowed in children's programmes.

Children, sport men and women will not be used as models in advertisement alcoholic drinks (APCON, 1995).

2.5 Influence of Advertisement on the Choice of Food

The eating pattern of individuals, especially children and teenagers have changed significantly over the past two decades, this according to Kort and Story (1994), has been attributed to the influence advertisement company has on the choice of food of an individual. The advertisement company can be a very competitive industry due to the high demands of creative and fresh ideas, so that a product can hopefully catch the attention of people. As a result of this, the techniques used to create brand awareness and desire to particular products are getting more sophisticated and appealing than ever, consequently, reaching more people including children and teenagers. (The influence of advertising and marketing to children's food choice and diet 2008).

It has been recently reported by the guardian that billions of pounds are being spend everyday by the junk food companies on persuading individuals, especially children to consume their products. The problem with this is that, many children are easily affected by the these advertisements, because they are naïve and gullible, they do not think about how bad or what side effect can be caused by these junk foods.

Therefore, they are easily lured into the invisible traps of advertisement (Advertising junk food of children, 2010). Advertisers are not concerned about the good of the society, but on how much profit they can make. This, they achieve by trying to influence children to eat as much of their food or product as possible. These children are subsequently lured into the habit of eating unhealthily, which is a factor in the obesity problem (fast food advertisement, 2010).

Television plays a direct role in affecting individual's choices of food. Many child-oriented advertisements is via television because, it is believed that television has been the most advertising media that captures the attention of people. Robert, 2010, states that, unhealthy food advertisement rate, increases by 78%, during children programmes in comparison with other television shows. This statement emphasizes the fact that, children are the main target of companies' commercial via television. Moreover, a study in America found that during, Saturday morning, when children were most likely to be watching, one food commercial was shown every eight (8) minutes (Robert, 2010). In another study, Boizekowski and Robinson (2001) carried out a study of 2 – 6 year old and found that children who watched advertisement during a popular cartoon were more likely to prefer products shown in the advertisement than children who watched cartoon without advertisement.

After analyzing a number of studies, the American Psychological Association also concluded that children younger than 7 or 8 years old do not always have the critical thinking skills to understand the persuasive intent of television commercials (The American Psychological Association (2004). Nevertheless, the ways of advertisement also has effect on the choice of food of individuals. This is because, most of the commercials show famous

people such as celebrities, and football players consuming their goods and this can encourage children to do so. Therefore, children because easily motivated to consume these products as they are not likely to differentiate between advertisements and other television programmes and they can not understand that, commercial aim, is to sell a product and not to inform or tell about it. In addition, most of the products advertised on television are considered as high fat and high sugar foods contributing to the epidemic of children obesity among children and later into adult hold (Richard, 2010).

Influence of Advertisement on Children

Food and drinks manufacturers are coming under increasing pressure to review their policies on advertisement to children amid fears that increasing levels of promotional activity are contributing to an obesity epidemic. Food companies target and exploit young children to get them hooked on sugary, salty foods like break fast cereals and soft drinks, knowing fully well that those taste habits are continued in adulthood, generating a lifetime of revenues at the expense of consumers' health (Kotz and Story, 1994) . Kunkel (2001) also maintained that children see an average of 40,000 television adverts a year, and that, the majority of adverts targeted at children sell candy, cereal, and fast food. Another influence advertisement has on children is that, children, especially in the United States, spend more time watching television than they spent on any other single daily activity except sleeping, (Kotz and Story, 1994).

Power, (1996), also said the average adolescent spent more time watching television each year than attending school. While absolute consensus has yet to be reached on the impact of advertisement on children and adolescents, many experts agree that televising has a unique capacity to influence children both cognitively and behaviorally (Power, 1996).

Children Now (1998) also pointed out that, health experts believe that constant promotion of high-calorie food is contributing to the epidemic of childhood obesity in the United States by encouraging preferences for junk foods and contributing to poor eaten habits. Natural figures have shown that 25% of children and adolescents were overweight and that 50% had a chance of becoming overweight during their life times, all as a result of promotion of junk foods. In addition, Byrd-Bredbenner, Grasso (2000) said, television advertisement created misperceptions among children about the nutritional values of foods and how to maintain positive health.

2.6 **Processed Foods**

The ability to extend the period of availability of foods and food combinations in preserved forms that retain their nutritive value and palatability has improved man's health, added variety to his diet and reduced the time for food preparation. This is known as processing. This technology of processing has greatly expanded the farm produce, market and the increased need for processed foods has resulted from the rising standard of living, an expanding urbanization and increase in population. (Oduoza, 1981). Preserving food has always been a central agricultural challenge. Today, food with a long shelf life is the cornerstone of the food industry, providing most of the avenue and profit (Convenience food, 2006).

Ihekoronye and Ngoddy (1985) defined processed foods as foods that have primarily gone through the whole process from raw materials to final product. They also upheld that, the equipment used enables the required changes to be made with little waste of materials and energy as possible. In other words, the desired products are required to be maximized and the undesired products minimized. In their definitions, (Olusanya, Eyisi, Anfani-Joe,

Ogunyide & Egbuchuiam, 1990) stated that, processed foods are foods that have been preserved and kept for long period under a conducive atmosphere for use in the near future. They further stated that the sole aim is to prevent spoilage, prolong its shelf-life as well as avoiding wastage when they are in season.

Convenience Food, (2006) viewed processed foods as foods which are designed to save consumers time in the kitchen, reduce cost due to spoilage, and reduce costs using economies of scale. These foods require minimum preparation, typically just heating, and are packaged for a long shelf life with little loss of flavour and nutrients overtime. They were developed specifically to preserve the oversupply of agricultural products available at the time of harvest in order to stabilize the food markets in developed countries. It is being used by many people. Studies have shown that by 1965, 27-30 percent of U.S. households had significantly incorporated processed foods in to their diets. By 1990, processed foods in the U.S. and U.K. comprised a large portion of the average diet.

In the U.S., several studies indicated that many families' diets consisted entirely of processed foods and fast foods. By the 21 century, nearly every U.S. household used processed foods in one form or the other Convenience Food, (2006). Some of the processed foods that would be used in this research work included: milk and milk products (ice cream, yoghurt) butter, margarine, food additives, ketch up (tomato puree), biscuits, chocolates, sweets, chewing gums, noodles (indomie).

Processed Milk

Milk is often described as nature's most perfect single food. It is the natural food of the new born mammal for which it provides the sole source of nourishment during the period directly after birth. It was defined as a secretion of the mammary glands of animals which

suckle their young. (Ihekoronye and Ngoddy (1985). It is one of the most nutritious items of food for all age groups. It can be served in a variety of ways with minimum preparation. It contains protein of high quality; it is palatable, easily digestible and cheap compared to other sources of protein. However, because of its highly perishable nature, milk has to be processed in order to avoid spoilage. When this is done, processed milk has to advertise to convince people that it is still good and safe. In the developing world, like Nigeria, such advertisement has influenced a great number of people to buy and consume processed milk like peak milk.

It is therefore, ideal for the sick. It contains sufficient qualities of most nutrients (though it is poor in iron) and the composition depends on the source. The proteins (Caseinogen and Lactalbumin) contain all the essential amino acids in the right proportions for building up tissues. The fat is in an emulsified form so that it can be easily digested, and the minerals too are in readily absorbed forms (Oke and Ojofeitimi, 1987).Another form of processed milk is yoghurt

Yoghurt: Yoghurt is a fermented milk product that originated centuries ago by allowing milk to soar at a room temperature, probably, in the temperature range of 40^0C-50^0C. The milk is treated with a culture of bacteria for some hours (about 6-8 hours). It ferments; the lactose is then converted to lactic acid and finally, clots to form yoghurt. It is a valuable product, as nutritious as the original milk and better for those who are intolerant to lactose Ngoddy (1985), Ihekoronye, Oke and Ojofehitimi (1987) (Brownsell, Griffith, & Jones, (1989). Yoghurt is now in most developing countries, but the use of advertisement has made it to become known and is now a popular drink among children and adolescents who are educated. Similarly, milk can be processed into another form called ice cream.

Ice-cream: Ice cream is one of the world's most popular frozen desserts made of milk, cream, sugar and flavour. Ice-cream probably originated from China around 2000BC. It was first made in Italy in the17thcentury and appeared in the United States in the early 18th century. Early production methods consisted of placing the ingredients in a metal container, surrounded by a freezing mixture of ice and course salt, and mixing them until smooth. In Nigeria, ice cream has become most popular among youths. This is probably because of the way it is presented during advertisement. Some youths even see ice cream as a status symbol, because only respectable people are seen taking ice cream. This is the impact or influence of advertisement. (Thirst for Nutrition, 2005)

Margarine and Butter

Margarine and butter are two other products of milk. Butter is a solidified milk fat, especially from cow's milk, used principally as a food item. In the manufacture of butter, the cream is skimmed (that is, the fat is removed from whole milk and the residue dried) from the milk or separated mechanically. After pasteurization, it is then churned, and the butter coagulates. The crude butter is then crude (or kneaded) and is washed with water to remove as much of the milk curd and other non-fatty components of the cream as possible. Sometimes butter colour and vitamins A are added. Salt may also be added to improve the flavours and keeping qualities. Lactic butter, which is preferred in some countries, is made by first ripening or souring the cream with a bacteria culture to increase the flavours. Sales of butter have decreased with the increasing popularity of margarine and low-fat spreads (Ihekoronye and Ngoddy, 1985), Convenience Food, 2006). This is because of the influence of advertisement on margarine.

Margarine

Margarine is a food product originally called oleomargarine, rich in fats and oils and widely used as a substitute for butter. Margarine was developed in 1869 by a French chemist Mege-Mouries who used beef fat as a starting material. It was introduced into the United States in 1874. Since that time, progress in refining, deodorizing, and hardening of oils by hydrogenation, and the availability of butter emulsifiers have brought about changes in the ingredients and techniques used to manufacture margarine. About 80% of the fats and oils used to make margarine in the United States come from soybeans. The rest of the fats and oils come chiefly from corn or cotton seed. Some amount of animal fats and oils from peanuts and saffon seeds are also used. Margarine, itself almost white in colour, is mixed with yellow vegetable dye to look like butter. Standards of the United States food and Drug Administration (FDA) require that margarine contain 80% oil and fats together, with a water-based ingredient and allowed additives. The water based ingredient is usually raw or processed milk, which gives margarine a butter-like flavour.

In Nigeria, the ingredients use includes vegetable oils, and fat, water, salt, milk, emulsifiers, preservatives, vitamins (ADE, Nacin, folic acid, B6, B12), flavour and colourant (beta-carotene). Below is the breakdown of the vitamins per 100g in blue band.

Vitamin A - 000mg

B6- 2mg

B12- mg

D- 5mg

E- 5mg

Folic acid - 0.2mg

Niacin - 18mg

(Source; Uniliver Nigeria Plc).

In Nigeria, it is very common to see Blue band margarine being eaten with bread and shown in the television set that it is not only palatable, but also widely accepted that two of margarine's ingredients –poly-unsaturated oils and vitamin make it nutritionally superior. However, recent research has indicated that Trans fats, produced when polyunsaturated oils are hydrogenated, may have adverse health effects as well (Alais and Linden (1999). However, advertisement never mentions this adverse effect. Thus, most consumers are happy to consume margarine because of the positive side presented by advertisement.

Nutritional Implication of Fats and Oil

Fats are naturally occurring organic compounds, chemically, esters of thrice molecules of fatty acid with glycerol; they are known as triacylglycerols or triglycerides. Fats and oils are oily, greasy, or waxy substances, lighter than, and insoluble in water. The distinction between fats and oils is that fats are solid at room temperature, whereas oils are liquid, only solidifying at lower temperatures. Fats are important in the diet as a source of energy, yielding 9Kcal (37KJ) per gram (6.035oz). In developed countries 40% or more of the total energy intake may come from fat. This is higher than is considered desirable for healthy, high intakes of fat are associated with obesity, gall bladder and heart diseases, and some forms of cancer. Nutritional guidelines therefore recommend that fat should provide no more than 30% of energy intake. In less developed countries, fats may provide less than 15% of energy; at this level of intake it is difficult to eat enough food to meet energy requirements.

Fat is also important for the absorption of fat-soluble vitamins A, D, E and K as well as β-carotene. Much of the flavour of food is contained in the fat. (Olusanya et al (1990)). Unsaturated fats (those containing mainly unsaturated fatty acids), by contrast, tend to reduce the concentration of cholesterol in the blood stream and hence reduce the risk of atherosclerosis and heart diseases. Furthermore, the long chain polysaturated fatty acids (found especially in fish oils) have beneficial effects in reducing the tendency of the blood to clot undesirably, and hence reduce the risk of thrombosis. The reduction in total fact intake that is considered desirable on health grounds (from 40% of energy to 30%) should be entirely at the expense of saturated fats, coming down from the present average of 17% of energy to only 10%. Monounsaturated fats should provide about 12% of energy and polyunsaturated about 6%, as at present (Alais and Linden, 1999, "Convenience Food," 2006).

Chocolate

Chocolate is a type of preparation made from the fruits of the cacao tree (cocoa bean) and used as flavouring and as an ingredient of various kinds of confectionary and drinks. It is not known for certain how long Native Americans had cultivated cocoa bean (although residues of cocoa have been discovered on pots dating back to C.600/BC), but chocolate was first prepared for a European by the AZtecs of South America, who made a hot chocolate drink from the cocoa beans for the Spanish adventurer Hernan Cortes in 1519. He introduced it to Europe on his return to Spain in 1528. It gradually spread through Europe as a beverage, but it was not until 1847 that the first "chocolate for eating" was produced by Fry and Sons of Bristol. The first milk chocolate, prepared by adding powdered milk to the pressed cocoa bean, was produced in Switzerland in 1875.

Nutritionally, chocolate is mainly an energy source, with only small amount of nutrients: a 50g (2oz) bar provides 265Kcal, which is 10% of average man's daily energy requirement and 14% of a woman's. About half of this is provided as fat, with most of the remaining being sugar—50g of plain chocolate provides a negligible 5g of protein, and milk chocolate little more (8g). Of the 15g of fat in a bar, 62% is saturated, 33% mono-unsaturated, and 5% polyunsaturated. However, chocolate is a moderate source of iron: a 50g bar of plain chocolate provides about 8% of the Reference Nutrient Intake (RNI) of iron for a woman and 14 % of the RNI for a man. Milk chocolate provides about two thirds as much as iron as plain chocolate (Alais and Linden, 1999).

Food Additives

Food additives are natural and synthetic compounds added to food to supply nutrients, to enhance colour, flavour, or texture, and to prevent or delay spoilage. Alais and Linden (1999) also defined additives as any substance which is not a normal constituent of the foodstuffs, and are usually added to food in small amounts. Alais and Linden further explained that additives are classified with a conventional number which has to be displayed on the labels of foodstuffs. The following according to them is still being used:

1. Colouring matter
2. Preservatives
3. Antioxidants
4. Emulsifiers, stabilizers, thickeners, gelling agents
5. Anti-caking agents
6. Texturizing agents, improvers, bleaching agents
7. Flavourings.

Since ancient times, table salt has been a preservative for fish, ham, and bacon, and sugar has been used to preserve jelly, fruit, jams, and fruit preservers. At present more than 2500 food additives of all kinds are known. Other preservative compounds used today include benzoic acid (C_6H_5COOH), sodium benzoate (C_6H_5COONa), and Calcium propionate ($(C_2H_5COO)_2Ca$). Nutrients such as minerals and vitamins are added to foods to increase their nutritional value or to restore vitamins or minerals lost during processing. Vitamin D is added to Milk, Vitamin C to orange drink, and vitamin A to margarine. Vitamin C is also used as an anti oxidant for fresh fruit and frozen fish. Colouring agents, natural and synthetic flavourings, and flavour enhancers such as monosodium glutamate are added to make food more appealing. More than 1750 natural and synthetic artificial flavourings are known.

Food additives have been used for thousands of years. The salt and other chemicals used in curing are additives, and before the advent of curing and mechanical refrigeration, chemical additives were the only means of preservation available. Additives were not limited to use as preservatives, however, people in ancient Rome added certain chemicals to wine and cooked vegetables to improve the colour of these foods. Other examples of additives that have been used since ancient times include yeast and baking powder used as leavening in baked goods. In the 20^{th} century, advance in the knowledge of chemistry have greatly expanded the number of additives that are used in foods. Such recent additions to the rank of food additives include artificial sweeteners, such as aspartame and saccharin; fat replacements such as simplesse and olestra; and colours used in beverages, ice cream, cereals and other foods (Ihekoronye and Ngodely, 1985).

The development of new chemical additives has also played an enormous role in the growth of processed foods. Additives that help ensure the quality of processed foods include anti-caking agents, such calcium silicate and magnesium stearate, to prevent lumps in dry mixes. Humectants, such as glycerol, propylene glycol, and sorbitol, to help retain moisture in breads and cakes; emulsifiers, such as egg yolk, lecithin, and monoglycerides, which bind oils and water to improve the uniformity and smoothness of foods; and stabilizers and thickeners, such as guar gum, carrageenan, and gelatin.(Ibid). As the use of additives has grown, so has public concern about the type and amount of these additives and their potential to cause cancer or other illnesses in human beings. Some studies have suggested that saccharin, nitrites, and other additives may cause cancer, but these results remain controversial. At the same time, some additives may actually provide a health benefit. For example, the vitamins used to fortify foods such as bread and milk are additives.

Beverages

Beverages are foods that are distinguished by two principal characteristics from other foods. First, they are liquids or are consumed in the liquid state but the relative lack of actual food value differentiates them from others like milk and milk products. Second, they are either consumed for their thirst quenching properties or for their stimulating effects. The essential component of any beverage is the water that it contains; other components such as stimulants, colouring and flavuoring ingredients may perform some useful functions but they are not essential to the proper physiological functioning of the body (Ihekoronye and Ngoddy (1985).In spite of this, advertisement has help to promote the consumption of beverages. Olusanya et al (1990) classified beverages into two groups: Alcoholic and non-alcoholic

beverages. However, Ihekoronye and Ngoddy further classified the non-alcoholic beverages into carbonated and non-carbonated.

Alcoholic Beverages

The basis of all alcoholic drink, ethanol or similar alcohol, is a very simple substance containing only carbon, hydrogen, and oxygen. It acts in two quite distinct ways in the body. On the one hand, it is a food which is broken down in the body to give energy; on the other hand, it is a drug which affects the central nervous system. As a source of calories, alcohol has a higher caloric value than either carbohydrate or protein and as it can be absorbed by the body without prior digestion this energy is rapidly made available to the body. As a drug the effect of alcohol on the body varies from mild stimulation, when a small amount is consumed, to loss of co-ordination and even death when large amount are taken (Ihekornye and Ngoddy (1985) in most cases when alcoholic beverages are advertised nothing is said about its effects on consumers co-ordination.

Reasons why people drink

According to Getchell, Pippin, & Varnes (1987), there were many reasons why people chose to drink and not drink alcohol. Some people do not drink alcohol because they do not like the taste of alcohol. Others did not drink alcohol because of religious belief or social customs. People who watched their weight sometimes did not drink because it was fattening. Some people did not feel the need for alcohol, or simply like their natural self better than the person they become when they use a drug.

On the other hand, people may drink alcohol together to share friendship and good wishes or to mark happy events. Alcohol in small amount increases the flow of digestive juices, thus improving the appetite. Because of this, many people enjoy having wine with

their meals. Some people use alcohol to escape bad times and feelings. Some people may feel that they need to drink to deal with stress or to appear happy. Social pressure may encourage people to drink. In his own view, Emsley (1996) pointed out that the most frequent indicated circumstances for the consumption of alcoholic beverages were social gatherings and family celebrations. Advertisement showed drinkers as glamorous and successful. When television and movie actors used beer bottles, wine glasses, and drink on the screen, alcohol got free advertisement and by this, one is being influenced to drink alcohol.

Effects of Advertisement on Alcohol

There is a controversy around the negative effects of alcohol advertisement on the drinking attitudes and behaviours of young people. The industry argues that advertisement encourages drinkers to choose new brands but does not make them drink more and that brand marketing is not targeted at teenagers. Despite the intent of the industry, research shows that alcohol advertisement does influence young people. It pre-programmes them to drink, attract new drinkers, invites drinkers to drink more and makes it hard for those who have problems to stop (AcNielsen, 1998). In today's society, media has become a powerful influence on our lives. Advertisers of alcohol use the power and influence of media to convey a positive message for their products. Alcohol advertisements glamorize drinking and play directly into needs of teenagers by promising fun, popularity, relaxation and escape. It is important that parents help their children understand what advertisement tells us and more importantly what it does not.

Various researchers have estimated that a typical adolescent encounters over 2,000 beer, wine, and liquor adverts in newspapers, magazines, television, radio and billboard each year. Much of the exposure to television commercials takes the form of beer advertisement

on sports programming, where there is an average of two commercial per hour. In contrast, during prime-time fictional programming only about one alcohol advertisement appears every four hours. While there is substantial variability in how much viewers attend to these adverts, it is clear that young people view alcohol adverts (Grube, Madden, Friese (1996)). There have been many studies and researches on alcohol advertisement's effects on children and adolescents and on the linkage between advertisement and consumption. Among the studies were the 1984 Atkin and Block study, which found that positive attitudes towards drinking and/or alcohol were moderately associated with exposure to advertisement. Adolescents who were heavily exposed to advertisement were more likely to feel that drinkers have positive characteristics, such as being attractive, athletic or successful. They were also more likely to drink and drink heavily.

Another study done in 1988 showed that young drinkers had high levels of exposure to alcohol advertisements, and were more accurate at identifying beer brands, and also had more positive opinions about alcohol advertisements than nondrinkers. This relationship was maintained even when factors such as peer influence and gender were controlled. The researchers in their own view concluded that there was evidence that alcohol advertisement caused children to become more predisposed toward drinking (Grube, Madden and Friese, 1996). One study showed that alcohol appeared in two third of all programmes and had an average rate of 8.1 drinking references per hour. An equally high number of drinking references were in music videos. Over 11.5 alcohol advertisements appear each hour during sports programmes, nearly all of it for beer (Slater, Rouner, Murphy, Beauvais, Vanleuven, Rodrigues 1996 and Robinson, Chen, & Killen, 1998).

Non-alcoholic Beverages

Non-alcoholic beverages are liquid for drinking, which are artificially prepared and of an agreeable flavour. They do not contain alcohol. It is also grouped into carbonated and non-carbonated (Food and Drink, 2004).

Non-carbonated beverage

Non-carbonated beverages are beverages that are not combined with or impregnated with carbon dioxide ("Food and Drink", 2004). Non-carbonated beverages include the most popular hot beverages (tea, coffee and cocoa) water and fruit juices. The three most popular hot beverages according to Oke and Ojofeitimi (1987) had little food value, therefore, food stuffs such as milk, cream and sugar, should be added to give flavour, stimulation of appetite, relaxation and satisfaction and most of all to add to its food value.

Tea

Tea remains the most consumed drink in the world. After water, well ahead of coffee, beer, wine and carbonated soft drinks. Tea is a common, name for a family of mostly woody flowering plants, for certain species of the camellia genus with the family, and for the beverage made from the leaves of the *Camellis sinensis* plant. Three family, which contains about 520 species placed in 28 genera, is distributed through tropical and sub-tropical areas, but most species occur in eastern Asia and South America. The three kinds of beverage tea, *camellia sinensis*, differ in the way they are processed. The leaves of black tea, made by every tea growing nation, are partly dried and their juices squeezed from them before they are fermented and dried. Oolong tea leaves are sorted into grades on the basis of size only, the smallest being used in tea bags. The tea is extracted when boiling water is poured over

the leaves. It contains caffeine (a stimulant) and tannin Oke and Ojofehitimi (1987), Kindesley (2003).

Coffee

Coffee is the common name for any of a genus of green plant trees of the madder family, and also for their seeds (beans) and for the beverage made from them. Of the 40 species of the genus, only three are commercially important. Arabica or Arabian, robusta or Congo, and Liberian. The shrub or small trees 4.6 to6m (15 to 20ft) high at maturity, bears shiny green, oval leaves that persist for three to five years and white, fragrant flowers that bloom for only a few days. The coffee species are indigenous to Africa and adjacent Islands, but have been introduced elsewhere. Today coffee grows well as on islands of Java, Sumatra, and Papua New Guinea, and in the Caribbean, Africa, Arabia, India and South and Central America. The Americans, where arabiaca coffee is grown, produce approximately two thirds of the world's supply. Coffee contains less caffeine and tannin than tea. The longer the coffee is allowed to brew, the more substances are extracted. Hence, coffee boiled for a long time tend to develop a characteristic bitter flavour (Oke and Ojofeitimi, 1987 and Thirst for Nutrition, 2005).

Cocoa

Cocoa like tea and coffee is also a common name for a powder derived from the fruit seeds of cacao tree and for the beverage prepared by mixing the powder with milk. When cocoa is prepared, most of the cocoa butter is removed in the manufacturing process. After the fat is separated and the residue is ground, small percentages of various substances maybe added, such as starch to prevent caking, or potassium bicarbonate to neutralize the natural acids and astringents and make the cocoa easy to dissolve in liquids. Cocoa has a high food

value, containing as much as 20 percentage protein, 40% carbohydrate, and 40% fat. It is also mildly stimulating because of the presence of theobromine, an alkaloid that is closely related to caffeine.

The processing of the cacao seeds, better known as cocoa beans, is complex. The fruit harvest is cured or fermented in a pulpy state for three to nine days, during which the heat kills the seeds and turns them brown. The enzymes activated by fermentation impart the substances that will give beans their characteristic chocolate flavour later during roasting. The beans are then dried in the sun and cleaned in special machines before they are roasted to bring out the chocolate flavour. They are then shelled in a crushing machine and ground into chocolate. During the grinding, the fat melts, producing a sticky liquid called chocolate liquor, which is used to make chocolate candy or is filtered to remove the fat and then cooled and ground to produce cocoa powder. Cocoa-based beverages: Milo, Ovaltine, Bournvita and Vitalo are few of the cocoa-based beverages in commercial production (Ihekoronye and Ngoddy, 1985 and Thirst for Nutrition, 2005).

Fruit Juices

Every major fruit of the tropics is a potential source of a fruit beverage manufacture. They may go under a variety of name-fruit drinks, breakfast drinks, nectars, treats, juices-and may include such items as tea, coffee, Milo, Ovaltine, and Bournvita: Whatever the name, they are generally mixtures of water with fruit juice, sugar, various colouring or flavouring ingredients, or pulverized extracts or leaves. The technology of production of most fruit juices is the same but the equipment may vary depending upon properties of the different fruits and vegetables. In the production of most juices types, clarification, juice deaeration, pasteurization, concentration, essence add-back, canning or bottling, and freezing if the juice

is to be marketed in this form. The processes in the production of tea, coffee or cocoa-based beverages are, however, different from the ones used in fruit juice manufacture. (Ihekoronye and Ngodd,y 1985).

Caffeine

Caffeine is an alkaloid ($C_8H_{10}O_2N_4$) found in coffee, tea, cacao, and some other plants. It is also present in most cola beverages. It is probably the most frequently ingested. Caffeine was discovered in coffee in 1820. In 1838 it was established that theine, discovered in tea in 1827, is identical to caffeine. The drug increases the blood pressure, stimulates the central nervous system, promotes urine formation, and stimulates the action of heart and lungs. Caffeine is used in treating migraine because it constricts the dilated blood vessels that are believed to be involved in the causation of migraine. It also increases the potency of analgesics such as aspirin, and it can somewhat relieve asthma attacks by widening the bronchial airways. Caffeine is produced commercially chiefly as a by-product in making caffeine-free coffee.

Carbonated Beverages

Carbonated beverages are beverages that are combined with or impregnated with carbon dioxide (Food and Drink, 2004). The carbonated beverages include lime or lemon or combination of the two.

Soft drinks

Soft drinks are usually referred to as cold beverage. Soft drink is a generic term applied to beverages that do not contain alcohol. They are most often thought of as carbonated, though effervescence is not a requisite (Tyler, 1995).

Encarta Encyclopedia (2003) defined soft drink as any still or carbonated non alcoholic beverage served cold. It is also a drink that contains no alcohol. The word is opposed to a "hard drink" which does contain alcohol. In general, the term is used only for cold beverages, that is, hot chocolates tea, and coffee are not considered as a soft drink. The term was originated to distinguish the flavoured drinks from liquor, or spirits. Soft drinks were recommended as a substitute in the effort to change the hard-drinking habits of early Americans. Indeed, health concerns of modern consumers have led to new categories of soft drinks emphasizing low-caloric and sodium content, no caffeine, and all natural ingredients (Food and Drink, 2004).

Effects of Advertisement on Carbonated Drinks (Soft Drinks)

The current trend towards increased soft drink consumption is a concern. Soft drinks provide a lot of calories from sugar; however, they lack essential nutrients (e.g., protein, calcium, vitamin D) that growing children and adolescents need as the building block for healthy bones. Carbonated drinks (soft drinks) are very popular beverages among adolescents. When workouts last more than 60 to 90 minutes or when several games occur in a short period of time, energy and electrolyte need to be replaced, either through sport drinks or diluted 100% fruit juice. Plain, cool water is the fluid of choice in most situations. Foods and fluids consumed after performance are excellent sources of carbohydrates and electrolytes (such as sodium and potassium) and replenish the body, (Thirst for Nutrition, 2005).

Soft drink industry or manufacturers are adamantly denying the scientific merit of new research linking high fructose corn syrup with rising rates of obesity and diabetes. They argued that the problem is simply that people eat too many calories, and not that people are

drinking soft drinks (Prevention Institute, 2004). The truth about soft drinks is that soft drinks directly and inarguably cause obesity and diabetes, among other problems. They are products that cause illness and suffering, and yet they are sold without label warnings, and without any financial responsibility on the part of the soft drink manufacturers to repay the medical expenses incurred by the consumers who suffer the consequences of long term soft drink consumption (Prevention Institute, 2004).

At the very least, they should be banned from all advertisement and from being placed in schools or hospitals; better still, the National Agency for Food and Drugs Administration (NAFDAC) should require a large warning be placed in all soft drink cans or bottles, stating, "This product has been shown to promote obesity and diabetes." Without a doubt, finding ways to limit the consumption of soft drinks would save our nation billions of naira in future health care cost (Prevention Institute, 2004).

2.7 **Empirical Studies**

Enigheno (1990) carried out a study on the influence of advertisement on the consumers' consumption of primary needs between rural and urban consumers in Edo state. Enigheno used a sample size of 25 out of 100 consumers. The data were analysed using frequencies, percentages and chi-square tests. The results showed that advertisement had significant difference between urban and rural consumers. The study also indicated that advertisement had tremendous influence on the consumer.

Although, Enigheno (1990) study focused on the influence of advertisement on the consumer consumption of primary needs, the present study investigated the role of advertisement on the choice and use of processed foods, beverages, and drinks among

consumers who are in the secondary school. However, some of the instrument used in Enigheno study will be used for this present study.

In a similar study, Boizekowski, and Robinson (2001) conducted a study with 2-6 years old children on the effect of advertisement on products preferred by children. A sample size of 300 from the population of 10,250 children were used. Descriptive statistics, Pearson Product Movement Correlation were used to analyse the data. They found out that children who watched advertisement during a popular cartoon were more likely to prefer products shown in the advertisement than children who watched the cartoon without advertisement. The present study focused on the effect of advertisement on the choice of food among secondary school students in Zaria. Some of the tools used by Boizekowsk and Robinson will be used for thus study.

Kotz, Story (1994) carried out an assessment of food advertisement during Saturday morning programmes. It was observed that 52.5 hours of viewing netted 564 food adverts, comprising more than half of all advertisements. They found out that, on average, 11of 19 commercials per hour were for foods, exposing children to an average of one food commercial every five minutes They also revealed that of all the advertisement, 246 (43.6%) fell into fats, oils, and sweet groups, promoting foods such as candy, soft drinks, chocolate syrup or powder, cakes, cookies and pastries. Fast foods restaurant also comprised of 11% of total advertisement. It was concluded that, there were advertisements for fruits or vegetable.

Although, both studies (Kotz, Story's) and this present study focused on the effect of advertisement, they however differed on the background of the subject used for the study. Kotz and Story study focused on children and only television as the only medium for

advertisement. This present study focused on secondary school students who are adolescents and also other media through which advertisement is carried out.

In yet another study, Frary, Johnson, and Wang (2004) conducted a research comprising of children and adolescents. Their aim was to compare the nutritive values of some common beverages and soft drinks consumed by adolescents and children. They used a sample size of 188 out of 940 of adolescents and children. The result showed that children and adolescent who drinker more soft drinks and sweetened fruit beverages had lower in-take of many nutrients, such as calcium, foliate and iron. They also found that these sweetened beverages often times displace the intake of dairy products. While Frary *et al* (2004) study compared the nutritive values of some common beverages and soft drinks consumed by adolescents and children, this present study looked at the impact of advertisement on the various choices made by adolescents and children in consuming beverages, soft drinks and other foods.

Obisaw, Brakohiapa and Lokko (2003) also carried out a research on the influence of advertisement on the choice of food. Their target were youths and children in Ghana. Two hundred teenagers comprising of 100 males and 100 females were used. A structured questionnaire was used to collect the data. The result showed that most of the teenagers (97%) were interested in advertisements and familiar with a wide range of foods and drinks. They concluded that teenagers believed what they saw and heard from food commercial messages, served as a potential danger to their health and nutritional well-being. The present study is similar with that of Obisaw, Brakohiapa and Lokko and therefore, some of the tools used were used in this research.

Donkin, Neale and Tilston (1993) also carried out a survey with the purpose of finding out children's favourite food purchase requests. The population of the study was 340 children. Two null-hypothesis were formulated which were tested using t-test statistical method. The instrument used to collect data was questionnaire. They found that, cereals, biscuits, fruits, sweets, drinks, and meat products were children's favourite food purchased requests, and that television watching was associated with higher sugar consumption.

In 1998, Lewis and Hill conducted a study designed to find out the most advertised products on children's television. They sampled 260 children out of a population of 800. Questionnaire was used for data collection. Mean, standard deviation, percentage and chi-square were used for data analysis. The result of the study revealed that food was the most advertised product on children's television and that confectionary, cereals and savoury snacks were the most advertised. According to Lewis and Hills, 60% of food advertisements to children were for convenience foods, 6% for fast foods outlets, and the remainder for cereals and confectionery. The above study had some similarities with the present study, since they all focused on the effect of media advertisement, particularly (television) on children. Therefore, some of the instruments used for the above study were used in the present research.

2.8 **Summary of the Review Literature**

A review was made in this chapter of literature and research studies that are related to this study. The literature revealed that "Iwe Iroyin" was the first published Nigerian's first newspaper in 1859 involved in advertising products. Traditionally advertisement was in the form of town crying, hawking whereby hawkers call out their products and ask people to buy them by extolling the quality and quality of their products. Today, advertisement has gone

beyond this, because, there are various ways through which products are brought to the knowledge of individual. In some countries, especially the developed countries, policies are set to regulate food advertisement. In Nigeria, many attempts were made by concerned practitioners to get the authorities to enact appropriate laws. The dream finally came with the promulgation of Advertisement Practitioners Council of Nigeria (APCON), Decree No. 55 in 1988 by the Federal Military Government.

The literature also highlighted the effect of advertisement on the choice of food. One of the effects of advertisement especially to the children in that, children's food habits are being affected by constant advertisement of such food products that are nutritionally inadequate. It also reviewed literature on processed foods, beverages and drinks. Empirical studies were also reviewed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presented research design and methodology under the following sub-headings:-

3.1 Research Design

A survey research method was used for this study. Survey research method according to Orah (2007) focused on people, their belief, attitudes, behaviours and also helps the researcher to systematically document current opinions and information on research work. Afolabi (1994) also emphasized that survey research method saves time and money, as well as ensure efficiency. It involved gathering a sample data about a target population. From the sample, a generalization is made about the population. The method was chosen so that the variables will not be manipulated.

3.2 Population for the Study

The population for this study comprised of all secondary school students in 49 secondary schools in Sabon-Gari Local Government of Kaduna State, totaling thirty-two thousand and forty, (32,040). The schools were either privately government, or publicly owned. The public schools were those owned by the Kaduna state government. The private

ones, on the other hand were public parastatals such as the Demonstration Secondary School, A.B.U., while the corporate ones include Zaria Academy. Finally, there are those owned by individuals like God's Time Comprehensive School. The details of these schools are shown in Appendix I while the summary is presented in Table 3.1

Table 3.1 **Population for the Study**

S/No	Zones	Number of Schools	Ownership	Population
1	A	10	P = 9 S = 1 Fed = Nil	7,676
2	B	9	P = 7 S = 1 Fed = 1	6,576
3	C	9	P = 7 S = 2 Fed = Nil	4,565
4	D	7	P = 7 S = Nil Fed = Nil	2,578
5	E	14	P = 9 S = 5 Fed = Nil	10,645
	Total	49		32,040

Source: Inspectorate Division of Education Zaria (2007)

Key

P = Private School
S = State School
Fed = Federal school

3.3 Sample Size and Sampling Procedure

The population of the 49 schools in Sabon-Gari Local Government as shown in the appendix I was zoned into five school for easy selection. Ten percent (10%) of the total population of students in each school was used for the study. This was based on the recommendation of Krejcie and Morgan (1970) for sample size. In order to ensure that

Sabon Gari LGA is well represented, stratified sampling technique was used to divide the LGA in to 5 zones of A, B, C, D and E. Pieces of papers were used, whereby names of schools in each zone were written and a student was asked to pick, and systematic sampling was used. Students were picked from each selected schools by asking them to pick a number either odd or even. Those with the odd numbers constituted the sample of the study. Table 3.2 showed the sample size selected from each of the five (5) schools.

In order to avoid bias, random sampling was used to select one (1) school from each zone, making a total of five (5) schools. For every respondent to be given an equal chance and also to avoid being biases, the researcher adopted a simple sampling technique.

Table 3.2 Sample Size of Students for the Study

S/No	Schools	Population	Sample Selected
1	Life-Line Academy	345	35
2	Great-Hall Mark	521	52
3	Demonstration Secondary School A.B.U.,	2,300	230
4	Chidit Barracts	2,764	276
5	Federal Government Girls College Zaria	1,084	108
	Total	7014	701

3.4 Instrument for Data Collection

The instrument for gathering data in this study was questionnaire and this was designed by the researcher. The self designed questionnaire was based on the objectives of the study, the research questions and the null-hypotheses. The sections were grouped into four. Section A, contained the bio-data, section B, had questions on socio-economic characteristics of secondary school students in Zaria, section C had questions, on perception

of advertisement while section D also had questions on the effects of advertisement on students.

The questionnaire was concerned with relevant information on what problems the researcher wanted to investigate on perception and effects of advertisement on students. A 4 point scale of Likert formats of strongly agreed = 4 points, Agreed = 3 point, Disagreed = 2 points and Strongly disagreed = 1 point was used to answer sections C and D while section B were open ended questions where students were asked to choose from alternatives.

3.4.1 **Validity of Instrument**

In order to validate the instrument in relation to the objectives and research questions raised in chapter one (1), the researcher generated number of questions and gave them to her supervisors and one other expert for corrections. Based on their input, the final draft of the questionnaire was produced.

3.4.2 **Pilot Study**

In order to determine the reliability of the instrument for data collection, a pilot study was carried out in Therbow Secondary School Zaria to determine the suitability of the instrument and the reliability. A total number of twenty (20) copies of the questionnaire were administered to students. The descriptive statistics of mean, standard deviation and percentages were used to analysed the data collected and all the ambigious items were detected and corrected. The data collected was subjected to statistical test to get the reliability coefficient.

3.4.3 **Reliability of the Instrument**

The data collected from the pilot study were subjected to statistical analysis using the Statistical Package for Social Science (SPSS). The reliability coefficient was used to

determine the reliability of the instrument, and its suitability for the study. The procedure also enabled the establishment of internal consistency of the instrument. The reliability coefficient obtained from the test was 0.847 using Croubach alpha. According to Anastasi (1980), the closer the reliability instrument coefficient is to one (1), the more reliable the instruments. Thus, the obtained reliability coefficient for the instrument (0.847) is approximately one (1). This implies that the instrument is internally consistent and can be considered valid for this study and other studies of this nature.

3.5 Procedure for Data Collection

The researcher personally administered the questionnaire, with the help of two (2) trained research assistants to the respondents. A period of two days was given to the students to complete the questionnaire, after which the researcher went to collect the questionnaire. On the whole, the exercise lasted for two weeks.

3.6 Procedure for Data Analysis

Different statistical techniques were used for the analysis, they included descriptive statistics such as mean, median, standard deviation, frequency distribution and percentages. All these were used to summarize and describe the bio-data and to answer the four research questions generated in chapter one . Spear- Man Rho Correlation was also used to test the four null-hypotheses. The four null-hypotheses were tested at P = 0.05 level of significance. Decisions were also based on this (0.05) probability level of significance. The classification of Strongly Agree (SA) and Agree (A) were taken as Agree (A) while Disagree (D) and Strongly Disagree (SD) were also taken as Disagree (D) for the purpose of data analysis for this study.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presented the statistical analysis and interpretations of the data collected from the students for the study. The first part of the chapter dealt with an analysis of the demographic characteristics of the students, presented in tables of frequencies and percentages respectively. In the other sub-sections, the main variables (socio-economic characteristics of the students, their perception and interpretation of the concept of advertisement and its effect on the choice of processed products) were analysed along the research questions of the study. The null-hypotheses were tested and discussions of the findings from the data were presented in the last two sections of the chapter respectively.

4.1 Demographic Characteristics of the Respondents

A total of 701 students were administered questionnaire, but only 473 of the questionnaire were retrieved. Their demographic characteristics selected included in this study were: gender, age, school, class, and the persons responsible for their care. These variables are tabulated in frequencies and percentages.

Table 4.1 **Sex of the Student**

Sex of Students	Frequency	Percentage (%)
Male	261	55.2
Female	212	44.8
Total	473	100.0

Table 4.1 showed the classification of the students by sex. The male as indicated in the Table, were 261 or 55.2%, while the female were 212 or 44.8% of the total number of students involved in the study. Though the male students were more than the female students,

the ratio of male to female in the table was almost proportional especially when considered against the background; gender would not be a major factor in the study.

The ages of the students were categorized into three groups because of the expected concentration of the ages within the school age of 12 and 18 years. In Table 4.2 the students are classified along their respective age groups in frequencies and percentages.

Table 4.2 **Age of the Students**

Age Range (on Years)	**Frequency**	**Percentage (%)**
Below 14	81	17.1
14 – 15	163	34.5
Above 15	226	48.4
Total	473	100.0

The classification in the Table indicated that 226 or 48.4% of the students were more than 15 years of age. Students who were between the 14 and 15 years age bracket were 163 or 34.5% of the total number of students involved in the study. But 81 or 17.1% of the students were below 14 years. This means that most (48.4%) of the students could be expected to understand the concept of advertisement and thus the subject matter of this investigation.

The students were sampled from the different classes in the respective schools as indicated in Table 4.3. The Table showed the frequencies and percentages for each of the classes where the students were selected and their levels (classes) in the school. Though effort was made at selecting equal proportions of the students from the different classes but as observed in the Table 4.3, the students from the first year in the senior secondary school were relatively more in the study.

Table 4.3 **Level of Students**

Level of Students	Frequency	Percentage (%)
JSS I	54	11.4
JSS II	90	19.0
JSS III	95	20.1
SSS I	100	21.1
SSS II	74	15.6
SSS III	60	12.7
Total	473	100.0

From the Table 4.3, 95 or 20.1% of the students were in the third year of the junior secondary school, while 90 or 19.0% of the students were in the second year of the junior secondary. Also 54 or 11.4% of the students were in the first year of the junior secondary school. At the senior level, 74 or 15.6% of the students were in the second year and 60 or 12.7% were in the third year of the secondary school. Thus, all the classes at the junior and senior levels of the secondary schools were represented in the study.

The persons responsible for the care of the students are classified in Table 4.4 in frequencies and percentages.

Table 4.4 **Persons Responsible for taking care of the Students**

Persons Responsible for the Care of Students	Frequency	Percentage (%)
Mother Only	26	5.5
Father Only	35	7.4
Parents	384	81.2
Guardian	28	5.9
Total	473	100.0

Table 4.4 revealed that most of the students (81.2%) were catered for by their parents in their respective homes. Though 26 or 5.5% of them were taken care of by their mothers alone and 35 or 7.4% of them by father alone, but these were relatively few. Only 28 or 5.9% of the total number of students were cared for by their guardians. The importance of these variables is that, they could form a major factor in the disposition of the students towards advertised product depending on the orientation of the care given by persons responsible for such care.

4.2 Analysis of the Socio-Economic Characteristics of the Students

The first objective of this study is to describe the socio-economic characteristics of students in Zaria. The first research question raised to guide in the investigation of this objective is;

1. What are the socio-economic characteristics of secondary school students in Zaria.

A number of variables were considered in this perspective. These included the type of work or occupation of the students' parents or guardians; the students' source or access to information on advertisements; allowances given to students; the rate at which such allowances were given to the students; the amount given and the products on which such money was spent. Each of these variables were presented in frequencies and percentages individually because of the different options attached to each of them. However, their cumulative effect was used as the main variable for the socio-economic characteristics of the students in relation to the influence of advertisement on their choices of processed foods, beverages and drinks in their respective schools.

Table 4.5 **Students' Parents Occupation**

Parents Occupation	Frequency	Percentage (%)
Self – Employed	58	12.3
Private Sector	13	2.7
Civil Servant	345	72.9
Farmers	14	3.0
Others	43	9.1
Total	473	100

Table 4.5 revealed that 345 (72.9%) of the parents or guardians were civil servants, while 58 or 12.3% had parents or guardians who were self-employed. Students from parents who were in private sectors were 13 or 2.7% of the total respondents, while students who were from parents who were mainly farmers were 14 or 3.0% of the total number of students involved in the study. From these classifications, it could be said that the parents represented the broad spectrum of occupation in Zaria.

Students' source or access to information was also assessed in relation to the socio-economic characteristics. Table 4.6 presented the students by sources of information through which advertisement message is available to them.

Table 4.6 **Sources of Information to the Students**

Source of Information	Frequency	Percentage (%)
Television	82	17.3
Radio	18	3.8
Both (Television and Radio)	373	78.9
Total	473	100.0

Table 4.6 revealed that advertisement information on processed foods, beverages and drinks were available to 373 or 78.9% of the students through the Television and Radio

media. Though 82 or 17.3% of the students were of the opinion that such information was made available to them through Television and 18 or 3.8% said they got such information through Radio set but these were in the minority.

The frequency of advertisements seen or heard by the students is important in this study. Since the frequency could influence their disposition towards the choice of processed food, beverages and drinks. In Table 4.7 the students were classified by whether they saw or hear of advertisements on processed foods, beverages and drinks and whether they were given allowances or not.

Table 4.7 **Students' Response to Information on Advertisements on Processed Foods and Allowances**

Opinion of the Students on Advertisement and Allowances	**Yes**		**No**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Do you see/hear a lot of advertisement on processed foods, beverages and drinks	409	86.5	64	13.5
Do you receive spending money	421	89.0	52	11.0

Table 4.7 showed that 409 or 86.5% of the students were of the opinion that they saw or hear a lot of advertisement on processed foods, beverages and drinks in the information media available to them. Only 64 or 13.5% of the students said they did not see or hear a lot about processed foods, beverages and drinks. The Table 4.7 also indicated that 421 or 89.0% of the students usually got some allowances from their parents or guardians which were expected to be spent by the students on their personal needs.

Other variables assessed in relation to the socio-economic characteristics were the frequency at which such money or allowances were given to the students, the amount of

money given and the purpose on which such money was spent. Table 4.8 gave the frequency at which the money was given to the respective students.

Table 4.8 **Frequency of Allowances by the Students**

How often did students receive allowances	Frequency	Percentage
Daily	25	5.3
Weekly	226	47.8
Monthly	89	18.8
Every Term	90	19.0
Others	16	3.4
No response	27	5.7
Total	473	100.0

Table 4.8 showed that 226 or 47.8 of the students received monetary allowances on a daily basis, while 89 or 18.8% of the students received such allowances on a weekly basis. Students who received such allowances on termly basis were 16 or 3.4% of the total respondents, while 27 received such allowances with no specified period. But 25 or 5.3% of the students refused to answer the question.

The type of processed food products, beverages and drinks on which the money was spent were tabulated in frequencies and percentages in Table 4.10.

Table 4.9 **Types of Processed Foods, Beverages and Drinks on which Students Spend their Money**

Processed foods, beverages and drinks	Frequency	Percentage
Indomie	33	7.0
Snacks	44	9.3
Blue Band	172	36.4
Soft-Drinks	03	0.6
Chewing Gum/Sweet	39	8.2
Alcohol	13	2.7
Others	21	4.4
Not Stated	148	31.3
Total	473	100.0

As indicated in the Table 4.9, snacks was the one single processed food items that were recorded or rated highest by the students. These accounted for 172 or 36.4% of the students who spent their pocket money on snacks. The next single food item was indomie in which 44 or 9.3% of the students said, they spent their money on. 21 or 4.4% of the students said, they spent such money on alcoholic drinks. Very few of the students spent their allowances on blue-band and chewing gum / sweet rating 3 or 0.6% and 13 or 2.7% respectively. Others that is, 148 or 31.3% did not specify what they spent their allowances or money on from this analysis. It was observed that most students (60%) got between ₦50 and ₦150 daily as their pocket money. The indications from the analysis of these socio-economic characteristics of the students was that, most of them could be said to have money to spend on some processed foods, beverages and drinks and also these happened to come from a more comfortable home.

4.3 Analysis of the Students' Perception and Interpretation of Advertisement

The second objective of this study was aimed at assessing the perception of students and their interpretation of advertisement in relation to processed foods, beverages and drinks. Tables 4.11 to 4.14 indicated the questionnaire items and the opinions of students on the choice and use of processed foods, beverages and drinks. In the course of the analysis, their responses were categorized into two options of agreement and disagreement. This provided a better understanding and interpretation of the data.

Research Question Two:-

How do secondary school students perceive and interpret advertisement.

The answer to this question is presented in Table 4.10 with the question 12, 13 & 14.

Table 4.10: **Students' perception and interpretation of advertisement**

Question 13	**What is the purpose of advertisement?**	**SA**	**A**	**D**	**SD**	**TA**	**TD**	**%A**	**%D**	**TR**
1	Create awareness of new or available products.	1024	426	20	65	1450	85	94.5	5.5	1535
2	Means of displaying products to attract customers	784	423	68	102	1207	136	89.9	10.1	1343
3	Inform the public about goods and services	700	543	32	101	1243	133	90.3	9.7	1376
4	Source of entertainment	316	444	190	151	760	341	69.0	31	1101
5	Assist in choosing quality or best items	520	459	128	126	979	254	79.4	20.6	1233
6	Means of selling products	588	423	94	138	1011	232	81.3	18.7	1243

Question 14	**What do you feel about advertisement**	**SA**	**A**	**D**	**SD**	**TA**	**TD**	**%A**	**%D**	**TR**
7	It is a waste of time, because they give misleading information	140	135	270	258	275	528	34.2	65.8	803
8	Source of entertainment	260	549	154	148	809	302	72.8	27.2	1111
9	Gives information on new products	1148	387	34	40	1535	74	95.4	4.6	1609

Question 15	**What do you enjoy in advertisement**	**SA**	**A**	**D**	**SD**	**TA**	**TD**	**%A**	**%D**	**TR**
11	Music used in advertisement	576	429	116	128	1005	244	60.6	39.4	1249
12	Features famous stars	360	543	118	143	903	1021	57.3	42.7	1924
13	Amusement and fun display	408	498	136	137	906	276	56.6	43.4	1182
14	Featuring beautiful women and handsome men	292	276	208	204	568	412	34.9	65.1	980
15	It keeps me up to date	464	420	198	154	884	352	46.5	53.5	1236

Key

SA = Strongly agreed (x4)
A = Agreed (x3)
D = Disagreed (x2)
SD = Strongly disagreed (x1)
TA = Total agreed
TD = Total Disagreed
TR = Total Responses

$TA + TD = TR$

$\frac{TA}{TR} \times \frac{100}{1} = A\%$

$\frac{TD}{TR} \times \frac{100}{1} = D\%$

From the Table 4.10 item one in question 12 dealt with item awareness of new or available products. Strongly agreed scored 1024, agreed scored 426. On the other hand disagreed had 20, while strongly disagreed also had 65. On the whole 1535 agreed representing 94.5% of the total respondents, as against 85 who disagreed.

Item two, dealt with the fact that, advertisement is a means of displaying products to attract customers. Strongly agreed scored 784, agreed scored 423, disagreed scored 68 and strongly agreed scored 102. The total score agreement is 1207 representing 89.9% of the respondents. This was against the total score of disagree which is 136 or 10.1%

Item three, strongly agreed was 700 scores, agreed 543 scores, 32 scores went for disagreed and 101 also went for strongly disagreed. On the whole, 90.3% of the respondents agreed that advertisement actually inform the public about goods and services. Only 9.7% disagreed with this statement.

In item four, some 316 students strongly agreed that advertisement is a source of entertainment, 444 of the students agreed, 190 disagreed, while 151 of them strongly disagreed with the fact that advertisement was a source of entertainment. The total number of students who agreed were 760 while those who disagreed were 341.

Strongly agreed in item 5 scored 520, agreed scores 459, disagreed scored 128 while strongly disagreed scored 128 while strongly disagreed scored 126. On the whole 979 students agreed while 254 of the students disagreed with the statement.

Item six is of the view that advertisement is a means of selling products. Strongly agreed scored 588, agreed scored 423, disagreed scored 94 while strongly disagreed scored 138. The total number of students who agreed were 1011 representing 81.3% of the students; while those who disagreed were 232 or 20.6%.

Question 13 seeks to find out what students feel about advertisement. In item 7, 34.2% of the students agreed with the statement while 65.8% of the students disagreed. In the opinion of the students in item 8, strongly agreed scored 260, agreed scored 549. Students who disagreed scored 154 and strongly disagreed scored 148. On the whole, 72.8% of the students agreed while 27.2% of the students disagreed. The feelings of the students about advertisement gave information on new products. This is because 95.4% of the students agreed to the statement while 4.6% of the students disagreed.

Question 14 seeks to find out what the students enjoy in advertisement. Item 11, strongly agreed scored 576, agreed scored 429, disagreed scored 116 and strongly disagreed scored 128. All in all, 1005 agreed representing 80.5% of the students, affirming that music was what they enjoined most in advertisement. Item 12, agreed scored 903 representing 46.9%, disagreed scored 1021 representing 53.1% of the students.

From the opinions of the students in item 13, strongly agreed scored 408, agreed scored 498, disagreed scored 136 and strongly disagreed scored 137. Total number of students who agreed were 906 with the percentage 76.6%, while those who disagreed was 276 with the percentage of 23.4. In item 14, 58.0% of the students agreed with the statement, while 42.0% did not agreed with the statement. Also in item 15, students who agreed had 884 scores or 71.5%, while students who disagreed had 352 scores or 28.5%. These observations answered the second research question of the study which sought to find out how secondary students perceived and interpreted advertisement. From the views of the students, it was observed that, the students were aware of the intent of the advertisement and understood advertisement well.

4.4 **Effect of Advertisement on the Students**

The third objective of the study is the examination of the effects of advertisement on the choice and use of processed foods, beverages and drinks among secondary school students in Zaria. The research question raised to guide the investigation of this objective is:

What is the effect of advertisement on the choice and use of processed foods, beverages and drinks among secondary school students? The effect of advertisement on the students was divided into sub-sections which included the feeling generated, its impact on the behavioural disposition as it relate to the urge and frequency of buying such products and the placement of such products as alternative to conventional foods and drinks by the students. The opinions of the students on the feeling advertisement invoked in them was scored on the four-points scale in Table 4.11.

Table 4.11 **Effect of advertisement on the feeling of the students**

Question 16a	**How has advertisement influenced you**	**SA**	**A**	**D**	**SD**	**TA**	**TD**	**%A**	**%D**	**TR**
1	Encourages me to buy the advertised goods	460	495	136	125	955	261	78.5	21.5	1216
2	It urges me to keep up with what is fashionable	384	366	198	156	750	354	67.9	32.1	1104
3	It induces my appetite	256	369	232	163	625	395	61.3	38.7	1020
4	It gives me information on goods that are currently available	1028	327	54	80	1355	134	91.0	9.0	1489

Question 16a in Table 4.11 showed the opinions of the students on how advertisement had influenced them. In item one, 460 and 495 strongly agreed and agreed respectively accounting for 78.5% of the students. Students who did not agree with this opinion were 136 and 125 disagreed and strongly disagreed respectively representing 21.5% of the students. In item two, strongly agreed scored 384, agreed scored 366, added up to 750 students who agreed representing 67.9% while disagreed scored 198 strongly disagreed scored 156 which made up the total of 354 students who disagreed that is, 32.1% of the students.

From the expressed views of the students in item three, 61.3% of the students agreed that advertisement induced their appetite, while 38.7% of the students did not agree with the statement. Item four strongly agreed scored 1028, agreed scored 327. On the other hand, disagreed scored 54 while strongly disagreed scored 80. On the whole 1355 agreed, representing 91.0% of the total students, while those who disagreed were 134 or 9.0% of the total.

Question 16b	**Items**	**SA**	**A**	**D**	**SD**	**TA**	**TD**	**% A**	**% D**	**TR**
1	Alcoholic drinks	324	477	160	153	801	313	71.9	28.1	1114
2	Snacks	260	399	196	177	659	373	63.9	36.1	1032
3	Ice-cream	404	519	116	141	923	257	78.2	21.8	1180
4	Margarine	204	387	188	202	591	390	60.2	39.8	981
5	Indomie	464	318	128	187	782	315	71.3	28.7	1097

In item one of question 16b, 71.9% of the students said they have been influenced by advertisement to buy alcoholic drinks, while 28.1% of the students did not agree. The views expressed by the students in item two showed that strongly agreed had 260, agreed had 399, disagreed 196 and strongly disagreed also had 177. Total number of students who agreed were 659 accounting for 63.9%, while total number of students who were 373 accounting for 36.1%.

Item three, strongly agreed scored 404, agreed scored 519, 116 scores went for disagreed, while 141 also went for strongly agreed. On the whole 78.2% of the students said they had been influenced by media advertisement to buy ice-cream, while 21.8% of the students did not agree to the statement. Item four, indicated that 60.2% of the students agreed to the statement, while 39.8% of the students did not agree with the statement. Also, 71.3% of the students agreed with the statement in item five while 28.7% did not agree with the statement.

Table 4.12: **Effect of advertisement on the rate at which the students bought some of the products**

	Items	**Daily**		**Weekly**		**Occasional**		**Never**	
		Freq	Per.	Freq	Per.	Freq	Per.	Freq	Per.
1	Snacks	183	38.7	76	16.1	30	6.3	184	38.9
2	Ice-cream	63	13.3	73	15.4	40	8.5	297	62.8
3	Drink	79	16.7	61	12.9	45	9.5	288	60.9
4	Soft drinks	44	9.3	16	3.4	25	5.5	387	81.8
5	Margarine	48	10.1	40	8.5	43	9.1	342	72.3
6	Indomie?	56	11.8	58	12.3	44	9.3	315	66.6

Table 4.12 attempted to find out the rate at which students bought some of the products advertised. In the first item, 38.7% of the students consumed snacks daily, 16.1%

consumed snacks weekly, 6.3% consumed snacks occasionally, while 38.9% of the students said they never consumed snacks. Item two presented that 13.3% of the students were influenced by advertisement to take ice-cream daily, 15.4% take ice-cream weekly, 8.5% take ice-cream occasionally, while 62.8% said they were not influenced by advertisement to take ice-cream.

Item three gave that 16.7% were influenced by advertisement to take beer as a drink on daily basis, 12.9% of them occasionally take it while 60.9% of them are never influenced by advertisement to toke beer as a drink. In item four, 9.3% of the students were influenced by advertisement to take soft drinks daily, 3.4% on weekly basis, 5.5% took it occasionally and 811.8% of the students were never influenced to take soft drinks.

Item five daily consumption of margarine as a result of advertisement was 10.1%. Weekly consumption was 8.5%, occasionally consumption was 9.1% and those never influenced to consume margarine were 72.3%. In the last item, item six, 11.8% of the students were influenced by advertisement to buy indomie weekly, 9.3% were influenced to buy indomie, while 66.6% of them were never influenced by advertisement to buy indomie. It was observed from the Table 4.12, that apart from the daily purchase of snacks by the students, other products mentioned in the table did not seem to have attracted the students as an influence from advertisement.

The assessment of the effect was extended to the determination of whether it, has led to the students replacing such advertised products with their normal conventional foods in the home. In Table 4.13, the opinions of the students on the advertised products replacement of their regular meal were scored on a 4 point scale.

Table 4.13: **Opinions of students on replacement of regular meal with advertised products**

	Items	SA	A	D	SD	TA	TD	%A	%D	TR
1	Snacks	24	66	36	371	314	407	43.6	56.4	721
2	Soft drinks	124	60	36	404	184	440	29.5	70.5	624
3	Alcoholic drinks	148	48	36	402	196	438	30.9	69.1	634
4	Margarine and bread	900	75	44	201	975	245	79.9	20.1	1220
5	Indomie	576	147	64	248	723	312	69.9	30.1	1035

The expressed opinions of the students on the item one on the Table 4.13, revealed that strongly agreed scored 24, agreed 66, disagreed 36, strongly disagreed 371. On the whole 314 students agreed representing 43.6%, while students who disagreed were 407 representing 56.4%. In Item two, strongly agreed had 124, agreed had 60, and disagreed had 36, while strongly disagreed had 440. On the whole, 29.5% of the students agreed with the statement that they could replace their regular meals with soft drinks. The percentage of the students who disagreed was 70.5%.

In item three, 196 representing 30.9% of the students agreed that, their regular meals could be replaced with alcoholic drinks. On the other hand, 438 representing 69.1% of the students did not agree to this. Item four had, 900 and 75 strongly agreed and agreed respectively, representing 79.9% of students who agreed. Students who did not agree were relatively few with 44 disagreed while 201 strongly disagreed representing 20.1% of the students. Also in item five, total agreed had 723 or 69.9%, while total disagreed had 312 or 30.1% of the students. From the Table 4.13, it was observed that most (70.5%) of the students did not agree that they could replace their regular meals with the advertised products. The only exception in the table was margarine and bread which the students said they could replace their regular meal with.

4.5 Testing of Null Hypotheses

The null hypotheses raised to give statistical validation to the solutions proffered from the research question of the study were statistically tested in this section. The null-hypotheses were as follows:

Null-Hypothesis 1: *There is no significant relationship between the socio-economic characteristics of the secondary school students in Zaria and the effect of advertisement on their choices of these products*.

The effects of advertisement on the choice of food products were assessed in Tables 4.11, 4.12 and 4.13 respectively. In the test of this null-hypothesis, the scores on these tables were summed up and correlated with the scores of the students' socio-economic characteristics to determine the relationship between the two variables.

The Spearman Rho correlation procedure was used for the test because of the non-quantitative nature of the measurement of the socio-economic characteristics measured in section 4.2 of this chapter. The result of the test is summarized in Table 4.14.

Table 4.14 **Correlation between students' socio-economic characteristics and choice of advertised food**

Variables	Mean	SD	S.E	r	DF	p	r-Critical
Socio-economics characteristics	15.50	4.143	.19050	-.089	471	0.053	0.088
Choice of food	52.14	10.649	.4896				

The result as indicated in Table 4.14 revealed that the students' socio-economic characteristics were negatively correlated with the students' choice of advertised processed foods, beverages and drinks. The observed correlation coefficient (-0.089) is lower than the critical value of 0.088 and the observed significant level in the test is 0.053 (P = 0.05). This

means that the null hypothesis that there is no significant relationship between the socio-economic characteristics of the secondary school students and the effects of advertisement of processed foods, beverages and drinks on their choice of such products in Zaria was be rejected. In another words there is relationship between socio-economic characteristics of secondary school students in Zaria and the effect of advertisement on their choice of products.

Null-Hypothesis II: *There is no significant relationship between students' perception and interpretation of advertisement of processed foods, beverages and drinks and the effect it has on choices made.*

The perception and the interpretation of advertisement of products was assessed in t able 4.10 while the choice of processed foods, beverages and drinks were assessed in Tables 4.11 to 4.13. In this null-hypothesis the two variables were subjected to a correlation procedure to determine their relationship. The result of the test is presented in Table 4.15.

Table 4.15 **Correlation between students' perception and interpretation of advertisement and its effects on their choice of advertised foods.**

Variables	Mean	SD	S.E	r	DF	p	r-Critical
Perception	15.49	4.143	0.1905	0.653	471	0.000	0.088
Effects	52.14	10.649	0.4896				

Students' perception and interpretation of advertisement is positively and significantly correlated as indicated in the table. The observed correlation coefficient 0.653 is higher than the critical value of 0.088 at the same degree of freedom. The observed level of significance in the test is 0.000 ($P < 0.05$). This means that the null-hypothesis which stated that there is no significant relationship between students' perception and interpretation of advertisement of processed foods, beverages and drinks and the effect it has on their choice

of such products was rejected. From the table, there is a linear relationship between the students' perception of processed foods, beverages and drinks advertisement and their choice of such products.

Null-Hypothesis III: *there is no significant relationship between perception and interpretation of advertisement of processed food, beverages and drinks and the choice and use of such products by students.*

The use of food was assessed by the frequency of buying such products by the students. In table 4.12, the frequencies at which the different processed foods, beverages and drinks were bought by the students were examined. In the test of this null-hypothesis, the scores of the students on the perceptions and interpretations of advertisement of the processed foods, beverages and drinks are tested with the correlation procedure as indicated in Table 4.16.

Table 4.16 **Correlation between students' perception and interpretation of advertisement and their use of advertised foods**

Variables	Mean	SD	S.E	r	DF	p	r-Critical
Effect of Advertisement	15.49	4.143	0.1905	0.235	471	0.000	0.088
Use of foods	1.88	0.482	0.0222				

The result of the test indicated that student's perception and interception of advertisement was significantly correlated with their use of such food products. This is indicated with 0.235 observed correlation coefficient and an observed significant level of 0.000 ($P < 0.05$) in the table. Therefore, the null hypothesis which stated that there is no significant relationship between the perception and interpretations of advertisement of processed foods and the use of such food products by students was be rejected. The result in

the table indicates that students' use of advertisement of processed foods, beverages and drinks could affect their choice and use of food.

Null-Hypothesis IV: *There is no significant relationship between advertisement and the food habit of secondary school students in Zaria.*

The students' food habit was examined in Table 4.13. It was investigated whether the effect had resulted into change of food habits of the students. The two variables perception and interpretation of advertisement and food habits were tested with the correlation procedure as summarized in Table 4.17.

Table 4.17 **Correlation between students' perception and interpretation of advertisement and their food habit**

Variables	Mean	SD	S.E	R	DF	p	r-Critical
Advertisement	15.49	4.143	0.1905	0.131	471	0.004	0.088
Food habit	24.55	4.549	0.315				

The result in the Table 4.17, indicated that students' perception and interpretation of advertisement is positively correlated with their food habit. The observed level of significance for the correlation between the two variables as indicated in the table is 0.004 ($P < 0.05$). This means that the null hypothesis that there is no significant relationship between the students' perception and interpretation of processed foods, beverages and drinks and their food habit was rejected. The result of this test implies that students understanding of processed foods beverages and drinks advertisement could significantly affect their food habits.

4.6 Discussion

Based on the analysis of the data collected, the following are the findings. The first observation is that students' socio-economic variables could be a major determinant in their

interpretation of advertisement as well as the effect of such advertisement in students' choice of food. This was the result of the first null-hypothesis which said "there is no significant difference between the socio-economic characteristics of secondary school students in Zaria and the effect on advertisement".

The result showed that socio-economic variables could be a major determinant as well as effect of such advertisement in students' choice of food. The test showed that a significant correlation was observed between students socio-economic variables and their choice of processed food.

Next, is the assessment of how secondary school students perceived advertisement in their choice of food. As observed in null-hypothesis two, students' perception of advertisement and their choice of food that are advertised was positively significant. This is because, the null-hypothesis that said "there is no significant relationship between advertisement and the choice of processed food, beverages and drinks was rejected. By implication, there is significant relationship. Another evidence to show that students perceive advertisement as a means of creating awareness of new products was the fact that more than 96% of the students perceived advertisement in this light. Furthermore, there were students who perceived advertisement as a means of displaying products in order to attract customers. This is in line with Leet and Drigger (1983) where advertisement was seen as a source of providing customers with information and promoting competition among products.

Though, it was observed that most (72%) students were aware that advertisement aimed at creating awareness of the public about particular products, the students were of the opinion that advertisement of products helped the individual in their choice of what to buy

and not to buy. The students did not believe that advertisement was misleading or a waste of time.

Another issue that was investigated was the effect of advertisement and food habit of secondary school students. It was observed that most students were motivated by advertisement to buy and consume processed foods as their habit. This was seen in Table 4.11 where 78% of the students said advertisement influenced them to buy processed food like indomie and ice-cream.

It was further observed that many students were motivated by advertisement to buy and consume processed foods instead of the normal food they used to eat. A good example is in Table 4.13 where 44% of the students said they had replaced their regular meals with snacks. About 70% of the students also said because of what they saw advertised in information media, they had replaced their regular meals with indomie.

The general observation from this study is that, the influence of advertisement on secondary school students in Zaria was not only on their choices of processed foods, beverages and drink only, but on their food habit. This is because a good number of students 70% said they have replaced their regular meals with snacks and indomie because of what they saw and heard through media advertisement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The influence of advertisement on the choice and use of processed foods, beverages and drinks among secondary schools in Zaria was investigated in this study. The specific objectives of the study were to:

i. identify the socio-economic characteristics of secondary school students in Zaria.
ii. investigate how secondary school students perceive and interpret advertisement.
iii. examine the effect of advertisement on the choice and use of processed foods, beverages and drinks among secondary school students.
iv. determine the relationship between advertisement and food habit of secondary school student in Zaria.

The study covered all the six classes of the Junior and Senior Secondary schools. Based on the study, four research questions and four null hypotheses were raised. A total number of four hundred and seventy – three students were used for this study. Self designed questionnaires were used to collect, data. The data collected were analysed using frequencies and percentages. The four null hypotheses postulated were tested at 0.05 percent level of significance. The statistical techniques used for analysis was a four-point Likert Scale and Spearman Rho procedure for non-parametric correlation. The findings revealed the following:

The first Null Hypothesis which stated that there is no significant relationship between the socio economic characteristics of the secondary school students in Zaria and the effect of advertisement on their choices of these products. The Spearman Rho correlation

procedure was used in the test of the null-hypothesis. The result revealed that the two variables were negatively and significantly correlated. The null hypothesis was rejected. The second null hypothesis, tested for significant relationship between students' perception of advertisement of processed foods, beverages and drinks and the effect it has on their choices of such products. The Spearman Rho correlation product was used for the test. The two variables were positively and significantly correlated. The third null hypothesis tested the relationship between advertisement and the interpretations and the choice and use of such food products by secondary school students'. The Spearman Rho correlation product was used and the two variables found to be significantly related. The null hypothesis was rejected. The fourth null hypothesis tested the relationship between advertisement and the food habit of secondary school students in Zaria. The Spearman Rho correlation product was also used for the test. The two variables were found to be significantly related and so the null hypothesis was therefore rejected. Some of the major findings observed in the study are as follows:

i. Secondary school students involved in this study were significantly influenced by advertisement of processed foods, beverages and drinks in their choice of such products in Zaria.
ii. The secondary school students involved in this study generally did not know that advertisement of processed foods, beverages and drinks influenced their choice of such product.
iii. The socio-economic characteristics of the secondary school students in this study significantly influenced their choice of the advertised processed foods, beverages and drinks.

iv. Students' understanding of advertisement of processed foods, beverages and drinks could significantly affect their use of such products.

v. Students' understanding of advertisement of processed foods, beverages and drinks could significantly affect their food habit.

5.2 Conclusion

Based on the results of this study, it was concluded that the choice and use of processed foods, beverages and drinks among secondary school students were significantly influenced by the type of advertisement they are exposed to. The implication of this result is that, what secondary school students saw and heard from food commercial messages will serve as a potential danger to their health and nutritional well-being as well as their food habit. In addition, advertisement aimed at children or teenagers should be completely stopped because these children or teenagers usually are unprepared to make appropriate food choices and most of the time do not understand the relationship of food choices to health maintenance and disease prevention.

5.3 Recommendations

Based on the findings in this study, the researcher recommended the followings:

i. That there is a need for parents to educate their children on the advertisements they are exposed to, in the various information media in their respective homes.

ii. Teachers should also help in educating the school children or students on the danger of relying solely on information from advertisements on some food products since in most cases, such advertisements do not give the adverse implication of such products when consumed beyond limit.

iii. Firms and Industries especially those involved in the advertisement of food products should be made to pay a fine especially if what they are advertising is false.

iv. Nutrition as a subject should be made compulsory for all students in secondary school. This will help them to be aware of what food products should be eaten and the ones to be avoided.

5.4 Limitation of the Study

One major limitation was the problem of getting all the students together especially the Junior Secondary School level III (JSS 3) and the Senior Secondary, level III School (SSS 3) where students who were writing Junior and Senior Secondary School examination respectively as at the time the data were collected. Another limitation was the fact that the researcher actually had no control over the choices of options the students made. This was seen by the inconsistency observed in their responses.

5.5 Suggestions for Further Study

Based on the findings of this study, the researcher suggests that, a further research study should be carried out in the following area.

i. Influence of advertisement on the choice and use of processed foods, beverages and drinks among students in the higher institutions, such as Polytechnic, Federal College of Education (FCE) and Universities in the country.

ii. Influence of advertisement of soft-drink consumption among secondary school students in Zaria.

REFERENCES

Ad News (1998) *Microsoft Encarta Encyclopedia 1998*. Retrieved November 28, 1998.

Advertising (2003) *The Columbia Electronic Online Encyclopedia 2003*. Retrieved June 5, 2003 from www.cc.columbia.edu/cu/cup/

Advertising Junk Food to Children (2010) Microsoft Encarta online 2010. Retrieved October 25, 2010 from http://www.oppapers.com/essays/advertising.junk.food.to.children.

Advertising Practitioners Council of Nigeria (2nd Ed) (1995) CAP7, *Laws of the Federal of Nigeria, 1990*, with the amendments, Journal of Advertisement Practitioners Council of Nigeria 2(2)8; P70-73.

Afolabi, M. (1994) *Introduction to Research Methods for Proposals*, *Projects and Thesis*. Zaria Alpha Publishing Company. PP47, 53.

Alais, C., and Linden, G. (1999) *Food Biochemistry*. Maryland, Gaithersbury. PP. 141, 147, 204 – 209.

Alcohol Advertisement and Consumption by Youth & Adults (2005) *The Columbia Electronic Encyclopedia 2005*. Retrieved July 20, 2005.

Amaechi, K.O.N. (1991) *Role of Advertisement in Nigeria's Economic Growth*. Business Times, April 20, P.3.

American Advertising (2005) Wikipedia Encyclopedia 2005. Retrieved November 11, 2005 from http://historymatters.gmu.edu/mse/Ads/amadv.html

Anastasi, A. (1980) *Context of Physiological Testing*. New York. McGraw-Hill PP. 103-110.

Baker, K. and Baker, S. (1992) *How to Promote Publicize, and Advertise Your Growing Business*. John Wiley and Sons, Inc. London, PP. 30-31, 52-53, 60-61, 68-70, 78-79.

Boizekowski, D. and Robinsonl, T. (2001) The 30 second effect: *An Experiment Revealing the Impact of Television Commercials on Food Preferences of Pre-Schoolers*. Journal of the American Dietetic Association, Vol. 3, 42-46, 101.

Bovee, C. and Arens W. (1982) *Contemporary Advertisement*. Homewood, Richard D. Irwin Inc. PP.6, 7, 9, 22.

Britannica Encyclopedia (2003).

Brown, J.E. Isaacs, J.S. Krinke, U.B. Murtaugh, M.A. Sharbaugh, C. Stang, J. Wooldridge, N.H. (2005). Nutrition. U.S.A: Thomson Wadsworth. PP. 281-375.

Brownsell, V.L. Griffith, C.J. and Jones, E. (1989) *Applied Science for Food Studies*. PP. 179-182. New York: Longman Scientific and Technical.

Byrd-Bredbenner, C. and Grasso, D. (2000) *Commercials during 1992 and 1998*. Journal of Health 70, PP. 61-62.

Consumers International, (2002) Wikipedia Online Encyclopedia (2002), Retrieved May, 22, 2002 from http://www.consumersinternational.org/campaings/tvads /index.html

Convenience Food (2006) Wikipedia Encyclopedia 2006. Retrieved May, 6, 2006 from http://en.wikipedia.org/wiki/conveniencefood.

Coon, K.A. and Tucker, K.L. (2002) *Television and Children's Consumption Patterns*. Miner va Pediatrics. PP. 54, 423-436.

Dyer, G. (1992) *Advertisement as Communication*. London, Methuem and Co. Limited. PP. 1, 2, 15, 16, 92.

Ekwelie, S.A., (1990) *Mass Media and Nutritional Development*, Nigeria, Fourth Dimension Publishers. PP. 215.

Emsley, J. (1996) *The Consumer's Good Chemical Guide*. Microsoft Encarta Online 1996. Retrieved April 6, 1996 from En.wikipedia.org/wikisoftdrinks

Fast Food Advertisement (2010) Microsoft Encarta online. 2010, Retrieved November 18, 2010 from http://www.oppapers.com/essays/fastfood.advertisements/483170.

Food and Drink (2004) Britannica Online Encyclopedia 2004. Retrieved November 11, 2004. Retrieved November, 11, 2004 from <http://www.foodanddrink.europe.com>

Frary, C.D. Johnson, R.K. Wang, M.Q. (2004) *Children and Adolescents Choices of Foods and Beverages*. Journal of Adolescent Health. 34(1): PP. 56-63.

Getchell, B. Pippin, R. and Varnes, J. (1987) *Health*. Houghton, Mifflin Company. PP. 364 – 365, 371 – 374.

Glossan, L.R. Meek, J.P. Smoek, L.G. (1997) *Creative Living,* U.S.A, Glencoe/McGraw-Hill. PP. 321-326.

Grube, J.W. Madden, P.A & Friese, B. (1996) *The Effects of Television Alcohol Advertising on Adolescent Drinking.* Poster Presented at the Annual Meeting of the Research Society on Alcoholism, Washington, June, 1996.

Haruna, A.A., (1995). *An Evaluation of Advertisement Media in Nigeria* (Print and Television). Unpublished M.Sc. Thesis. Ahmadu Bello University, Zaria. PP. 14-15, 60.

Ihekoronye, A.I. and Ngoddy, P.O (1985), *Integrated Food Science and Technology for the Tropics,* Ibadan: MacMillan Education Limited. (pp. 149, 312 – 317, 343, 349, 355).

Inspectorate Division of Education (2007).

Kindersley, D. (2003), Microsoft Encarta Encyclopedia.

Kleppner, O. (1997) *Advertising Procedure 7th Edition*. Engle Wood Cliffs. P.22.

Kortz, F. and Story, M., (1994) *Food Advertisements during Children's Saturday Morning Television Programming*, Journal of American Dietetic Association, 94, P.1296 – 1300.

Krejcie, V. and Morgan, D.W. (1970) *Determining Sample Size for Research Activities*, Educational and Psychological Measurement, P. 608.

Lect D.R. and Driggers J. (1983), *Economic Decisions for Consumers,* New York: Glencoe/McGraw-Hill. PP.126-132.

Obisaw, C.O. Brakohiapa, L. and Lokko, P. (2003) *The Influence of Advertisement on the Choice of Food*. Journal of Asian Regional Association for Home Economics, 10(1).

Oduoza, F.C. (1981) *Chemical Analysis of some Processed Foods*. Unpublished M.Sc., Thesis. Ahmadu Bello University, Zaria. PP.1-2.

Oke, O.L. and Ojofeitimi, E.O. (1987) *Nutrition for Nurses,* London and New York, Churchill Livingstone. PP. 96 – 99.

Okigbo, C. (1990) *Advertisement and Public Relations.* Nsukka University of Nigeria. PP. 191-195.

Olu, F. (1994) *Advertisement in Nigeria*. Journal of Association of Advertising Practitioners of Nigeria. PP. 3(1): 5-6, 22-23.

Olusanya, J.O. Eyisi, O. Anfani Joe, M.E. Ogunyide, L.O. and Egbuchulam, B. (1990) *Foods and Nutrition for Senior Secondary Schools 1 – 3.* Ibadan: University Press Plc. P.90.

Omu, F. (1978) *Press and Politics in Nigeria*. Ibadan History Series. PP. 3, 99.

Online, www.bedairyfoundation.com(2005)

Orah, J.O. (2007) Teachers rating of Constraints to the Teaching of business Education in Colleges of Education in North Central Zone of Nigeria. Unpublished M.Sc. Thesis, Nnamdi Azikiwe University, Oka, Nigeria.

Plate, J.K. & Eubanks, E. (1994) *Today's Teens.* New York, Glencoe/McGraw-Hill. PP. 216 – 217.

Prevention Institute (2004) *Restricting Television Advertisement.* Retrieved May 6, 2004 from www.preventioninstitute.org.

Richard, P.A. (2010) *Advertising Junk Food to Children*. Microsoft Encarta Online 2010. Retrieved October 25, 2010 from http://www.oppapers.com/essays/advertising.junk-food-to-children

Robert, A.B. (2010) *Advertising Junk Food to Children*. Microsoft Encarta Online 2010. Retrieved October 25, 2010 from http://www.oppapers.com/essays/advertising.junk.food.to.children

Robinson, T.N. Chen, H.L. & Killen, J.D. (1998) *Television and Music Video: Exposure and Risk of Adolescent Alcohol Use*, Journal of Pediatrics 102(5): P. 54.

Ruskin, G. (2002) *WHO, Conference on Health Marketing and Youth*. Treviso, Ital, April 17th 2002.

Slater, M.D., Rouner, D., Murphy, K., Beauvais, F., Van Leuven, J., & Rodrigues, M.D., (1996) *Male Adolescents' Reactions to TV Beer Advertisements: The Effects of Sports Content and Programming Context Journal of Studies in Alcohol,* 57(4): PP. 425 – 433.

Taverne, D. (2004) *Organic Food*. Wikipedia Encyclopedia. Retrieved June 5, 2004.

The American Academy of Pediatrics Committee on Communication (2004). *The Commercialization of Children's Television*. Journal of Pediatrics 89, 343-344.

The Influence of Advertising and Marketing to Children's Food Choice and Diet, (2008), Microsoft Encarta online 2008. Retrieved July 21, 2008 from http://www.oppapers.com/essays/influence.advertising.marketing.chns.food.choices

The New Book of Knowledge (Encyclopedia) (1992). Grolier Incorporated. PP. 27-34.

Thirst for Nutrition (2005) *Add Value to Your Choices*, Retrieved July, 12, 2005 from www.bedairyfoundation.com

Tyler, S. (1995) *The Food Lover's Companion* (2nd Ed.) Barron's Educational Services, Inc. PP.36-40.

Ukpore, B.A. (1993) *Fundamentals of Consumer Education*. Nigeria, Jodus Publishing Enterprise. PP. 55-57, 61, 64-67.

Wirsing, W. (1983) *Principles of Advertisement.* New York, Pitman Publishing Corporation. P.4.

QUESTIONNAIRE FOR SECONDARY SCHOOL STUDENTS

Dear respondent,

This questionnaire is designed to investigate the influence of advertisement on the choice and use of processed foods, beverages and drinks among selected secondary school students in Zaria. The study is purely for research purpose. You are therefore requested to please answer the questions below to the best of your knowledge by ticking the options that best reveals your opinion among the options provided. It is hoped that the result of the findings will help improve the diet of the adolescents in the society. Be assured that any information given will be treated as confidential.

Thanks.

Appendix I

Population of Students in the Designated Schools

S/No	School	Ownership (Fed, State or Private)	Gender	Population	Location
01	D.S.S.	Federal Govt.	Male and Female	2300	Samaru
02	Therbow, Zaria	Private	Male and Female	710	PZ
03	Buks International	Private	Male and Female	303	Kwangila
04	Dagama's Legacy	Private	Male and Female	1033	Paladan
05	FGGC	Federal Govt.	Female	1084	Paladan
06	St Joseph Seminary, Zaria	Private	Male and Female	300	Paladan
07	God's Time	Private	Male and Female	533	Samaru
08	Knowledge is Power	Private	Male and Female	411	Samaru
09	Vital Years	Private	Male and Female	100	Samaru
10	Shalom Sec. School	Private	Male and Female	150	Samaru
11	Rich International School	Private	Male and Female	233	Kwangila
12	Model Learning Centre	Private	Male and Female	100	Samaru
13	Model Sec. School	Private	Male and Female	946	Zango
14	Unity Sec. School	Private	Male and Female	300	Zango
15	Aunty Grace Sec. School	Private	Male and Female	109	Hanwa
16	Ibrahim Bello Mem Sec. School	Private	Male and Female	100	Layin zomo
17	The Foundation Sec. Sch	Private	Male and FEmale	116	Samaru
18	Inter-Chapel College	Private	Male and Female	122	Zango
19	Great Hall-Mark	Private	Male and Female	521	GRA
20	Premier Sec. School	Private	Male and Female	175	GRA
21	Williams School	Private	Male and Female	300	Railway QTR
22	Comprehensive College	Private	Male and Female	500	Railway QTR
23	Legacy College	Private	Male and Female	950	MTD
24	Reneisance Sec. Sch	Private	Male and Female	172	Railway QTR
25	Abuhurereh College	Private	Male and Female	384	GRA
26	Progress Sec. Sch.	Private	Male and Female	180	Deport
27	Royal College	Private	Male and Female	630	CAP Rd
28	Victory Sec. School	Private	Male and Female	421	Cementry Rd
29	Triumph Comprehensive	Private	Male and Female	265	S/Gari
30	Top Spring School	Private	Male and Female	86	CAP Rd
31	Cadas Int. School	Private	Male and Female	70	Benin Street
32	Life-Line Academy	Private	Male and Female	345	Samaru
33	Unique College	Private	Male and Female	169	S/Gari
34	First Bapt. High School	Private	Male and Female	450	Benin Street
35	Goodwill Inter School	Private	Male and Female	500	Nupe Rd S/G
36	Beneficial Sch of Comm.	Private	Male and Female	300	Stadium Str

37	Diamond Academy	Private	Male and Female	366	Aggrey Rd
38	C.T.C. Sec School	Private	Male and Female	150	Behd Ind. S/G
39	GGSS Chindit Barracks	Government	Male and Female	2764	S/Gari
40	GGSS D/Bauchi	Government	Male and Female	2566	S/GAri
41	GSS Muchia	Government	Male and Female	1665	S/Gari
42	Govt Commercial College	Government	Male and Female	759	Muchia
43	GJSS Sakadadi	Government	Male and Female	200	Sakadadi
44	GSS Bassawa	Government	Male and Female	1745	Bassawa
45	GSS Kwangila	Government	Male and Female	906	Kwangila
46	GSS Jama'a	Government	Male and Female	984	Kwangila
47	GGSS Seminary Jnr	Government	Male and Female	1500	Samaru
48	GSS Bomo	Government	Male and Female	2122	Bomo
49	I.T.N.	Private	Male and Female	946	Zango

Appendix II

S/No	Zones	Number of Schools	Ownership	Population
1	A	10	P = 9 S = 1 Fed = Nil	7,676
2	B	9	P = 7 S = 1 Fed = 1	6,576
3	C	9	P = 7 S = 2 Fed = Nil	4,565
4	D	7	P = 7 S = Nil Fed = Nil	2,578
5	E	14	P = 9 S = 5 Fed = Nil	10,645
Total		49		32,040

Key

Zone A = All Schools in Samaru
Zone B = All Schools in Paladan, bassawa, Hanwa
Zone C = All Schools in Kwangila, MTD, GRA
Zone D = All Schools in Railway Quarters, PZ, Cap Road
Zone E = All Schools in Sabon Gari, Sakadadi

Appendix III

Department of Voc. & Tech. Education
Faculty of Education
Ahmadu Bello University,
Zaria.

Dear respondent,

Letter of Introduction

I am a post graduate student of the above name institution currently on research study titled Influence of Advertisement on the Choice and Use of Processed Foods, Beverages and Drinks among Secondary School Students in Zaria.

You are requested to help complete the attached questionnaire.

Yours faithfully,

Natala Cecilia

Appendix IV

QUESTIONNAIRE FOR SECODNARY SCHOOL STUDENTS

SECTION A: PERSONAL DATA

Please tick (✓) the most applicable to you.

1.	Gender:	a. Male	[ ]
		b. Female	[ ]
2.	Age:	a. 12 – 13	[ ]
		b. 14 – 15	[ ]
		c. 16 – 18	[ ]
3.	School:	a. Life-Line Academy	[ ]
		b. Chindit Barracks	[ ]
		c. Great-Hall Mark	[ ]
		d. F.G.G.C. Zaria.	[ ]
		e. D.S.S/ABU Zaria	[ ]
4.	Class:	a. J.S.S. 1	[ ]
		b. J.S.S. 2	[ ]
		c. J.S.S. 3	[ ]
		d. S.S.S 1	[ ]
		e. S.S.S. 2	[ ]
		f. S.S.S 3	[ ]
5.	Who is responsible for your care?		
		a. Mother Only	[ ]
		b. Father Only	[ ]
		c. Parents Only	[ ]
		d. Guardians	[ ]

SECTION B: SOCIO-ECONOMIC CHARACTERISTICS OF SECONDARY SCHOOL STUDENTS

6. What work do your parents/guardians?
   a. Self-Employed [ ]
   b. Private Sector [ ]
   c. Civil Servant [ ]
   d. Farmers [ ]
   e. Others (Specify) [ ]

7. Which of these sets do you have access to?
   a. Television [ ]
   b. Radio [ ]
   c. Television & Radio [ ]

8. Do you see or listen to a lot of advertisements on processed foods, beverages and drinks?
   a. Yes [ ]
   b. No [ ]

9. Do you get pocket money from your parent?
   a. Yes [ ]
   b. No [ ]

10. If you receive spending or pocket money, how often do you receive?
   a. Daily [ ]
   b. Weekly [ ]
   c. Monthly [ ]
   d. Every Term [ ]
   e. Others Please (specify) [ ]

11. How much do you get as your pocket money?
   a. ₦50 – ₦150 [ ]
   b. ₦200 – ₦300 [ ]
   c. ₦400 – ₦600 [ ]
   d. ₦700 – ₦900 [ ]
   e. ₦1000 and above [ ]

12. On what do you spend the money given to you?
   a. Indomie [ ]
   b. Snacks [ ]
   c. Blue Band [ ]
   d. Soft Drinks [ ]
   e. Chewing Gum & Sweets [ ]
   f. Alcohol [ ]
   g. Others (specify) [ ]

SECTION C:

PLEASE SHOW YOUR LEVEL OF AGREEMENT TO THE FOLLOWING STATEMENT BY TICKING THE ONE THAT IS APPROPRIATE TO YOU.

S/No	SECTION B: PERCEPTION AND INTERPRETATION OF ADVERTS	Strongly Agree	Agree	Disagree	Strongly Disagree
Q13	What do you think is the purpose of commercial advertisement?				
a	Create awareness of new or available products				
b	Means of displaying products to attract customers				
c	Inform the public about goods and services				
d	Source of entertainment				
f	Assist in choosing quality or best items				
g	Means of selling products				
Q14	What do you feel about advertisement?				
a	It is a waste of time because they give misleading information				
b	Source of entertainment				
c	Gives information on new products available in the market				
d	Others please (specify)				
Q15	What do you enjoy in advertisement?				
a	Music used in advertisement				
b	Feature of famous stars				
c	Amusement and fun display				
d	Featuring of beautiful women and handsome men				
e	It makes me up to date with advertisement				

	SECTION D: EFFECTS OF ADVERTISEMENT ON STUDENTS				
Q16	In what way has advertisement influenced your lifestyle?				
a	Encourages me to buy the advertised goods				
b	It urges me to keep up with what is fashionable				
c	It induces my appetite				
d	It gives me information on goods that are currently available				
Q17	I have been influenced by media advertisement to buy				
a	alcoholic drinks				
b	I have been influenced by media advertisement to buy snacks				
c	I have been influenced by media advertisement to buy ice cream				
d	I have been influenced by media advertisement to buy soft drinks				
e	I have been influenced by media advertisement to buy margarine				
f	I have been influenced by media advertisement to buy indomie				
Q18a	How frequent do you buy snacks?				
i	Daily				
ii	Weekly				
iii	Occasionally				
iv	Never				
Q18b	How frequent do you buy ice cream				
i	Daily				
ii	Weekly				
iii	Occasionally				
Iv	Never				

Q18c	How often do you buy alcoholic drink?				
i	Daily				
ii	Weekly				
iii	Occasionally				
Iv	Never				
Q18d	How often do you buy soft drinks?				
i	Daily				
ii	Weekly				
iii	Occasionally				
Iv	Never				
Q18e	How often do you buy margarine?				
i	Daily				
ii	Weekly				
iii	Occasionally				
Iv	Never				
Q18f	How often do you buy indomie?				
i	Daily				
ii	Weekly				
iii	Occasionally				
Iv	Never				
Q19a	We can replace snacks with our regular meals				
b	We can replace soft drinks with our regular meals				
c	We can replace ice cream with our regular meals				
d	We can replace alcoholic drinks with our regular meals				
e	We can replace margarine and bread with our regular meals				
f	We can replace indomie with our regular meals				