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„Adolescents Along the Product Placement Continuum –

Advertising Literacy and its Effect on Attitudes towards Product Placement

Integration"

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Adolescents Along the Product Placement Continuum -

Advertising Literacy and its Effect on Attitudes towards Product Placement Integration

Introduction

Living in a rapidly changing digital world, advertising techniques and approaches are constantly evolving. In order to visualize this fast-paced trend, researchers came up with what is generally known as the Product Placement Continuum. It refers to the attempt to visualize this rapid growth and development of product placement from barely integrated products to ones that are completely woven into the narrative storylines. Taking a closer look at this phenomenon, a great academic gap in adolescents' attitudinal standpoints regarding this change and continuum in connection to their advertising literacy has been identified here at the University of Vienna.

Most importantly, adolescents today are on their way to becoming the most powerful and influential force in today's market place, marking this area of research as incredibly relevant and contemporary. As they are establishing their own branding and advertising preferences and buying behaviour (Barkley, 2017) it is highly crucial for academia and economy alike to keep up with these new developments when it comes to this uprising generation and their expectations towards brands and marketing. Putting this statement into numbers, studies have estimated the sole, direct purchase power in teenagers' hands to equal up to $44 billion dollars on average every year, most probably establishing young adults to be the most influential spending power by the time 2020 rolls around (Mintel, 2013). This leads to the belief that living up to this generation's expectations, liking and preferences is fruitful to a flourishing market structure in the future. Zarouali et.al. (2016) pointed out a possible research gap stating that, up to this date, very little information is available on how adolescents deal with new, sophisticated and developing forms of advertising. For example, this includes branded content/entertainment and the moderating effect advertising literacy as a tool potentially has on it. Since product placement is constantly evolving further, continuous culture-specific research is an important stepping stone.

Subsequently, the main research deficit this project aimed to overcome is academia's sparsely covered sector of adolescents' preferences and overall attitude when it comes to the product placement continuum in connection with their advertising literacy. While there is a wide array of research on children and adults alike, adolescents have failed to receive an equal amount of academic attention. While teenagers have already cognitively exceeded children by developing reflexive literacy skills and complex understanding of advertisement starts to emerge, their cognitive abilities are still in development (Rozendaal, Buijzen & Valkenburg, 2008). Therefore, they cannot be compared to those of a grown and cognitively-advanced adult. Further, studies commonly tend to substitute advertising literacy as a moderator by introducing the variable age into the model instead, since these variables have been shown to positively correlate with each other (Rozendaal, Buijzen & Valkenburg, 2008). However, it was also deemed important to research whether this is also the case for Austrian minors. Like before mentioned, it is crucial to take culture-specific factors into account as well. The majority of research conducted in the area is bound to the United States, and, therefore, not automatically transferable to Austria. Conducting further nationally-bound studies on the topic, therefore, is of utmost importance. These issues lead to the decision to focus this thesis on the following research interest:

This project's main research goal is to work out adolescents' preferences and overall (negative) attitude regarding product placements in connection to their advertising literacy as the potentially moderating variable. To be more concrete, however, this research will put emphasis on different levels of integration among product placements, since they are evolving incredibly fast (Barkley, 2017) in this marketplace. Therefore, they are relevant for future marketing and communication concepts. In order to answer the posed research question and test the preliminary hypothesis, a survey with Austrian students between the ages of 14-19 was carried out in the course of a field study conducted in Viennese upper secondary schools.

Literature Review & Theoretical Framework

Generally speaking, product placement is most commonly referred to as the "purposeful integration of commercial content into non-commercial settings and backgrounds" (Ginosar & Levi-Faur, 2010, p.467). This implementation is considered a common marketing practice in advertising, promotion and public relations on different media platforms (Panda, 2004; Cebrzynski, 2006). Product Placements of various kinds usually aim at influencing the specific target audience's brand choice, intentions, brand memory and attitudes. Since these placements are continuously being integrated into the entertainment content more and more, the border between pure advertisement in the form of product placement and solely entertainment content proceeds to blur further (Nairn & Fine, 2008).

A previous study has demonstrated that product placements indeed get processed differently cognitively than traditional above-the-line advertisement do, due to the consumer often times not completely understanding the commercial intent behind the technique (Solomon, 1992). Obermiller and Spangenberg (2000) came to a similar conclusion and established that consumers often tend to act vary when confronted with advertising in order to shield themselves from being manipulated in a subconscious manner. By having the consumers not realize the commercial intent behind a brand placement, marketers may just consider this a loophole and another opportunity for successful persuasion.

Adolescents as active participants

This assumption can be connected to the following statement by Solomon (1992): "Without conscious awareness, consumers may not generate counter arguments – in other words, consumers' defences against persuasion may be down" (p. 34). This quote can be connected to what researchers in the past thought to be true about adolescents' overall persuasion behaviour. They were assumed to be passive, developing young adults who function as non-reactive recipients. Their exposure to (below-the-line) advertising forms, such as product

placement, was suggested to directly influence their attitudes as they apparently possessed little to no conscious awareness (Moschis & Churchill, 1978). However, contradicting this outdated statement, in reality it does not mean that teenagers are defenceless against product placement at all. More recent studies have actually proven quite the opposite situation to be the case: Teenagers in Nelson and McLeod's research sample generally displayed a significantly high awareness concerning traditional product placements of all kinds, regardless of the nature of the brand in question (Nelson & McLeod, 2005). Advertising literacy is known to be the main tool used to achieve this level of awareness. As established, adolescents, therefore, are not solely passive victims of advertisements but are able to reflect critically on the content they are confronted with (Turner et al., 2017). Surveys concerning attitudes have generally pointed out that students are aware of product placements and consider them to be acceptable, except for when they appear to be inappropriate or excessive (Nelson & McLeod, 2005).

Another interesting finding was published by DeLorme and Reid (1999), stating that the older adult consumers get, the higher their level of dislike and caution towards overall brand placements develops. Here, a common phenomenon in research amongst children becomes visible. Up to now, researchers have mostly taken the demographic variable age into consideration when testing attitudes on product placement preferences. However, age itself might just be one of the variable contributing to advertising literacy. Therefore, it is important to test the moderating effect of advertising literacy as a whole on product placement preferences as well, rather than just considering it equal to age. Since this has not been sufficiently done before in this context, it can be considered a significant research gap that requires academic attention. Assuming that age predicts advertising literacy as contested by Malmelin (2010), combined with DeLorme and Reid's (1999) findings, the following hypothesis can be inferred:

H1: The higher the level of advertising literacy, the more likely adolescents are to project a negative attitude towards product placement.

Product Placement Continuum

Further, the general aim of this research paper is to emphasise differences in preferences concerning traditional or more integrated forms of product placement. Over the last decade product placement has evolved incredibly fast, resulting in branded products not just being placed on screen but actually integrated into the narrative, creating a stronger bond between the brand and its potential consumers. This technique is what the advertising industry refers to as branded content, meaning a merge between advertising and entertainment (Hudson & Hudson, 2006). As to the difference between these two terms, traditional, non-integrated product placement is often defined according to Balasubramanian (1994): "A paid product message aimed at influencing movie (or television) audiences via the planned and unobtrusive entry of a branded product into a movie" (p.34). Meanwhile branded content is most frequently defined as the technique of incorporating a product or brand into a specific situation-appropriate context (ANA, 2005).

After thorough analysis Hudson and Hudson (2006) have established that branded entertainment is just a reference to a newer and more visionary usage of traditional product placement. They illustrated further differences between the two terms with the help of a continuum that visualized the level of brand integration within the storyline of the different entertainment platforms each. On the one end the product is mentioned in the storyline but has no ties or connections to it, whatsoever: such placements have been proven to be less effective than more integrated types of placements amongst adults (Gupta & Lord, 1998). On the other side of the spectrum stands branded content, where the brand in question is engulfed into the storyline (Hudson & Hudson, 2006). Connecting these findings, the following hypothesis could be inferred:

H2: The more integrated the product is alongside the product placement continuum the more it is liked by adolescents.

The following model (as seen in *Figure* 1) again attempts to visualize the continuum by pointing out its polar opposites and key influences on effectiveness of placement.
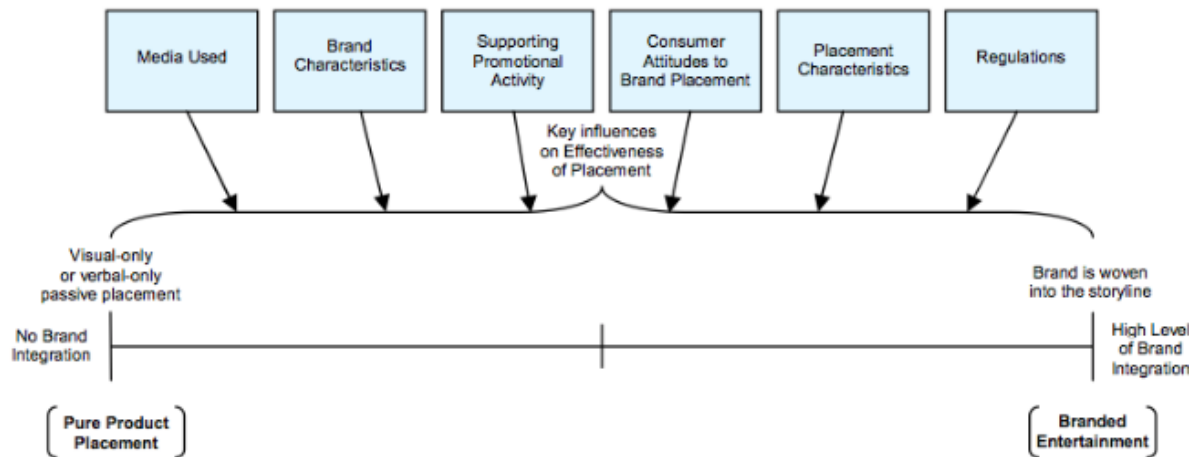

Figure 1: Product Placement Continuum (Hudson & Hudson, 2006, p.495)

Context & Consumer Socialisation

However, the majority of those studies mentioned above were conducted in the frame of US research and are, therefore, very location- and culture-bound and cannot directly be applied to an Austrian context. This, unfortunately, also includes the Hudson & Hudson (2006) studies concerning their well-established continuum. One of the very few cross-studies, however, has shown that US citizens are usually more open towards product placements than Austrians and other Europeans (Gould, Gupta & Grabner-Krauter, 2000), for example. Nevertheless, this statement has never been elaborated further. There is a huge gap in academics when it comes to analysing product placement development as a global, cross-national and culture specific issue in Austria

Going back to a more general focus, the consumer socialization theory further underlines adolescents' ability to actively deal with product placement. John's (1999) theory

of consumer socialization constitutes an approach about the ways in which children learn consumer skills, which consists of three phases. Around 11 to 13 years of age, young adolescents reach the third and final stage, also known as the reflective phase. This stage is characterized by an entirely more sophisticated information processing, where social skills are developed even further. Adolescents' knowledge on commercial messages, such as advertising, becomes more elaborate and they start to be able to distinguish between different forms and reflect on their value on their own situation (John, 1999). Nairn and Dew (2007) were the first to link this staged development to advertising literacy in a consumer context.

Advertising Literacy

Advertisement and media literacy on the other hand are, in fact, crucial factors contributing to this development amongst young consumers. In general, media literacy can be defined and referred to according to Dieter Baacke (1997) who established that it is an asset of skills in order to successfully make use of and also deal with different kinds of media and communication strategies. Advertising literacy, however, is considered a subcategory of media literacy and goes even deeper into detail, while requiring a more elaborated set of skills. It can be described, from the consumer point of view, as a part of the individual's "personal, practical abilities in order to understand commercial messages and media phenomena and reflect upon them accordingly" (p.131) after getting in touch with commercial content (Malmelin, 2010). Taking these definitions and its consequences into account, developing advertisement and media literacies at an early point in life is one of the most important strategies to avoid negative backlash from media consumption (Turner et.al, 2017). The following categories were identified as contributing to the level of advertising research and will further be used to measure advertising literacy in the course of this project: "recognition of advertising, understanding selling intentions, recognition of advertising's source, perception of intended audience, understanding that the goal of persuasion,

understanding persuasive tactic, understanding of advertising's bias, scepticism toward advertising, disliking of advertising, retrieval of advertising literacy and application" (Rozendaal, Opree & Buijzen, 2016, p.74-75).

Connected to the idea of adolescents reflecting on the advertising they are confronted with, the theory of consumer behaviour by Calfee and Ford (1988) comes into focus. Here, it is to be assumed that consumers, adolescents in this case, usually do not put a sufficient level of trust into advertised content unless they are given a specific reason to do so, such as when presented with a brand of high emotional value. Overall, consumers like to keep their distance in order to minimize the negative effects advertising may have, as a well-acclaimed research project by Akerlof (1970) testified.

Uses and Gratification Approach / Avoidance Strategies

As mentioned before, many young consumers are considering product placement to be manipulative at times (DeLorme & Reid, 1999). However, a potential reason to give in to the trust could be entertainment, since consumers can actively choose content they enjoy and appreciate. According to the Uses and Gratification approach mass media constitutes a resource which audiences draw from in order to satisfy various needs (Blumler & Katz, 1994), as the need for entertainment, for instance. Also, product placement woven into entertainment is considered harder to identify. In order to identify product placement as such in a more complicated frame, advertising literacy is of high relevance (Obermiller & Spangenberg, 2000).

However, in the case of no potential needs being fulfilled, Fransen, Verlegh and Smit's (2014) study on consumer behaviour contested that consumers have several strategies in order to work around having to put their trust and attention towards advertising messages. Namely: avoidance, contesting and empowerment (Fransen et al., 2014). Follow-up studies have shown that adolescents usually make the most use of the avoidance strategy in order to shield

themselves from advertisement (Zarouali et.al, 2016; AdLit SBO, 2016). Physical avoidance strategies, such as changing the channel or distracting oneself with other content is ruled out here, since product placement is actually integrated into the content one is keen to watch and therefore, cannot be physically avoided (Li & Huang, 2016). Cognitive avoidance, however, refers to not paying attention to specific advertisements, as for instance product placement, and focusing on other pieces of content. Brand costumers usually engage in what is called "selective exposure" or "selective attention". This simply goes back to the tendency to avoid or pay less attention to marketing and advertising attempts that are likely to contain persuasive messages (Freedman & Sears 1965). Again, Leon Festinger's (1957) theory of cognitive dissonance may be mentioned here.

Moving on from avoidance strategies to life in a digital age, advertising strategies are constantly changing, with advertising literacy evolving alongside of it (De Jans, Hudders & Cauberghe, 2016). A study about teenager's cognition, attitude and judgement towards new advertising, such as product placement examined the level of cognitive, moral and affective advertising literacy among teenagers. In the course of the project it was shown that advertising literacy influences the way in which teenagers' cope with advertising, in terms of the three resistance strategies. It was found that both a high level of cognitive, affective and moral advertising literacy leads to an increase in advertising avoidance. Nevertheless, adolescents need to adapt to the changes in the digital age in order to maintain an appropriate level of advertising literacy. (De Jans, Hudders & Cauberghe, 2016).

Cognitive Development

Further, there is plenty of research on children and adults' behaviour, preferences, and motivation regarding branded entertainment, however, teenagers have hardly ever received elaborate scholastic focus. This might go back to them being considered as a less vulnerable target - therefore, not a priority for academic considerations - and their apparent similarities to

adult-processing. (Sandberg, Gidlöf & Holmberg, 2011) However, while young adults aged 13 to 17 have already exceeded children by developing reflexive literacy skills and complex understanding of advertisement starts to emerge, their cognitive abilities are still developing and cannot be considered equal to those of a grown adult (Rozendaal et.al, 2008). Uribe and Fuentes-García (2015) pointed out how teens aged 12-15 years of age were significantly more successful in terms of cognitive brand awareness toward product placement than their 7 to 9-year-old counterparts.

This goes back to Piaget's cognitive development theory (1936). Once children turn into adolescents they slowly reach the formal operational stage of processing, where they acquire more adult-like thought patterns and, thus, become more capable of complex thinking and processing (John, 1999) However, in comparison to grown adults, a psychological study on adolescents revealed how they still experience weaknesses in cognitive processing (Pechmann et al., 2005). Therefore, elaborate studies about product placement preferences of adults cannot be used to make new, direct inferences about adolescent preferences. Instead, the insights here ought to be taken as a guideline for new studies that focus on adolescents.

Hypothesis and Research Question

Ultimately, the following hypothesis could be inferred after a thorough literature review and are ought to be tested in the course of this research project.

H1: The higher the level of advertising literacy, the more likely adolescents are to project a negative attitude towards product placement.

H2: The more integrated the product is alongside the product placement continuum the more it is liked by adolescents.

In the course of the literature review advertising literacy as a moderating factor has been identified as a huge gap in product placement research amongst adolescents and no

appropriate literature attempting to answer the following question could be found. Therefore, the following research question was constituted:

RQ1: What effect does advertising literacy have on Austrian adolescents' attitude predicting product placement integration preferences?

Methodology

After reviewing the current state of art in this research area, a paper survey approach was chosen for the empirical part of this project, whereas the participants were additionally asked to rank different visual stimuli presented to them. Afterwards, a quantitative analysis on SPSS was executed to further describe the results. This research technique has already been proven to be successful in several studies regarding minors' media practices and habits conducted by Rozendaal et.al, who have already published leading articles in the field.

Procedure

Before collecting any data, the adolescents were informed about their right to consent and to withdraw from the project at any given time. Afterwards, the letters of consent (see Abstract A) were shared and only after obtaining the participants' signature, data collection was started.

Primarily, a standardized questionnaire was utilized, consisting of 35 single choice options featuring additional open-ended questions to gain even more detailed insights (see Appendix B). The open ended questions were analysed through a brief quantitative content analysis, in order to filter out the most frequently written down phrases used to define key terms such as advertising literacy, advertisement and product placement itself. The multiple choice questions were each taken from pre-tested sets generated by youth literacy researchers Rozendaal et.al (2016). Three questions were taken out of the original questionnaire after the first round of pre-tests by twelve adolescents, as they were repetitive and caused confusion in terms of wording. The pre-tests were conducted in the course of the after school care club of

one of the school's data was collected at and offered a variety of adolescents aged 14 to 18. The questionnaire itself was calculated to take up between 15-20 minutes.

After filling in the socio-demographic details and answering the open ended questions on page 1, the participants were given a brief definition of the two terms "advertisement" and "product placement" as defined by German researcher Bente (1990) in order to bring them all to the same level of knowledge when answering questions about it afterwards.

Subsequent, the students were also presented with the three different product placement stimuli and asked to rank them from best to worst.

Stimuli

The three different stimulus video clips all include cases of product placement, however, they cater different levels of integration on their respective platforms. In order to evaluate the level of integration, a quantitative category system was utilized (as seen in Appendix C) after consulting the literature on the topic first, while strongly leaning upon the product placement integration theory by Hudson and Hudson (2006). The following categories were taken into account: name dropping, relevance for plot, screen-time and placement (front, middle or back). Finally, three different spots featuring product placement of the contemporary shoe brand "Converse" were chosen, as it is equally well known and suitable to be shown to an audience of minors.

Firstly, a sequence from season 9, episode 9 of the US sitcom "The Big Bang Theory" was chosen (Reynolds et.al, 2015). It features low-integration product placement, as the brand name is neither mentioned, nor is the product integrated into the plot line. Further, the shoes are placed in the very background with very limited screen-time. Secondly, a GAIKA music video '3D' was selected as part of a cooperation with Converse (Essential Homme, 2017), featuring medium level integration of product placement, as the name of the shoes is not mentioned and only mildly integrated into the narrative, while the screen-time is relatively

high and the shoes are placed at the front for the majority of the clip. Lastly, a sequence from the Hollywood production "I, Robot" has been selected (Mark et.al., 2004), featuring the highest level of product integration, as the brand name Converse is spoken out loud and the shoe is directly being integrated into the dialogue, with a high level of screen-time and the shoe being placed at the front.

All three spots measure to approximately the same length and were compiled into one 2.5 minutes' video compilation. In order to cancel out potential primary and recency effects, the order in which the spots were shown were alternated for every sample group. The different stimuli were each pre-tested with a crowd of 12 adolescents.

The students were all presented the stimuli in the classroom language German, as it fit in with the scholastic meta-language. However, the stimuli were chosen to be international forms of product placements that offered both a German, as well as an English version, in case the questionnaire will be used in another context in the future.

Sample

As for the sample, the study at hand was conducted in the environment of five upper secondary schools in Vienna, Austria over the course of the months March - May 2019. The field work was set up in public Austrian schools and, therefore, succeed in reaching a relatively high number of adolescents taking part in this field study. In order to reach different socio-economic and social groups of participants, the study took place in one vocational training school, two grammar schools and two technical colleges, gathering a wide array of different types of participants and individual skills. The participants selected were all adolescents aged between 14 and 19 based on the notion of convenience. The sample, therefore, is not representative, as the students were primarily picked on their availability and willingness to participate. Overall, the sample encompasses 139 Austrian individuals. However, after clearing the data only 121 participants remained, as 18 had to be removed due

to either missing chunks of data, copying from the respective neighbour, unserious replies or withdrawn consent.

Ethical Considerations

Working with minors in a research context always bears a level of ethical controversy and issues. Ethical limitations are set between the relationship of adolescents, researchers, state, parents, teachers, headmasters and schools (Morrow, 2009). In order to prevent complications concerning the work with the adolescents this research paper aligned itself along the ERIC working research suggestions, as the study participants are all considered minors. Further, all of the research processes was conducted in complete anonymity and under strict confidentiality in order to ensure the participants' safety.

The general guidelines this project worked with are defined according to the Young Lives organization (Morrow, 2009) and therefore, all determine that minors in social science studies ought to be treated as individuals fully conscious and aware of their position and surroundings and should be informed from the very start of the research process about the overall value and importance of the academic discourse they are about to take part in.

Measurements

Integration Preference. The dependent variable of adolescents' preference when it comes to the level of integration was measured on an ordinal scale. The participants were, therefore, asked to rank the different stimulus on a 3-point scale ranging from most to least preferred.

Advertising Literacy. The latent moderator variable of advertising literacy plays a crucial role in the course of this project. Advertising is an increasingly important and impactful part of everyday life in today's society. "In order to be able to interpret these messages and visual representations, consumers need advertising literacy skills – the ability to recognize, evaluate and understand advertisements and other commercial messages" (Malmelin, 2016, p.24). As

advertising literacy itself is not directly observable it was split up into different indicators and measured by a scale commonly known as the Rozendaal et.al (2016) youth advertising literacy scale. In the course of the 21 item questionnaire, the following six indicators and dimensions were measured and later computed to make up the overall variable of advertising literacy. The dimensions were identified as the following: authenticity, spot recognition, persuasion, intention, need for cognition and judgement. These categories were adapted from Rozendaal et. al's pre-existing measurements (2016). The participants' answers were measured on a 5-point Likert scale.

Negative Attitude. The independent and equally latent variable, namely attitude/liking, was measured through a 11 item scale modified by Bush et.al (1999). It measures the participants' opinion, liking and attitude towards the product placement and advertisement overall on a 5 point Likert scale.

Socio-demographics. Subsequently, the researcher controlled for manifest socio-demographic data, such as age, gender and German proficiency. This data was simply collected at the top page of the questionnaire along with the participants' names, which were anonymized during the research process.

Results

Socio-demographics

Overall, data from 139 participants was collected over the course of a twelve-week long research process. After cleaning the dataset from outliers and missing values, the data of 121 authentic participants remained. Here, the apportionment between male and female was fairly frequent, as 51,2% of the participants indicated themselves to be male, with the remaining

48,8% stating that they were female. None of the participants indicted themselves to belong to a third gender, which is why this option will be disregarded in the course of this paper.

In terms of age, the division can be considered more infrequent. 5% of the sample was made up from adolescents aged 14, 19.8% of the participants were aged 15. The majority, however, is constituted by 16-year-old participants, as they make up 35.5% of the entire sample. The 17-year old participants, therefore, make up around 18.2% of the sample, while the 18-year old boys and girls were counting as approximately 19% of the sample. Lastly, the greatest minority of the overall sample are the 19 year old participants, who just about make up 2.5% of the sample.

Further, 100% of all of the students indicated for their German skills to be at least at an C1 level, which entitles all of them to participating in this study.

Advertising Literacy

In regard to the open-ended questions posed at the beginning of the questionnaire, the participants were prompted to define the term "Medienkompetenz/Werbekompetenz" in their own words, given that they had heard it before. Out of the 121 participants only 69 (57.3%) actually came up with an actual definition for the term, as the remaining participants either did not fill in a definition or noted down that they had either never heard of the term before or did not know how to define it. Surprisingly, the most frequently used string of keywords can be translated to "knowing your way around the media" (German: "mit Medien auskennen"), named by 27 participants (22.31%). Further, the second most frequently used keyword, written down by 14 participants (11.58%), was the word "skills" (German="Fähigkeit") in order to describe advertising literacy. Lastly, the third most frequently keyword phrase was "handling the media" (German="mit Medien umgehen können"), named by 8 people (9.92%).

Further, 24 participants (19.83%) additionally pointed out that the term in question was "important" for their everyday life (German="wichtig").

As for the core term advertisement (German="Werbung") 109 participants (90.08%) managed to give their own definition. Primarily, the most frequently used definition was to "promote a product" (German="Produkt bewerben") given by 57 adolescents (47.1%), closely followed by "introducing a product" (German="ein Produkt vorstellen"), named by 29 of the participants (23.97%). Lastly, 11 participants (9.09%) defined advertisement by saying it aims to "convince people to buy something" (German="von Kauf überzeugen").

Lastly, the definitions for product placement were surprisingly similar to those of advertisement itself. Overall, 72 participants (59.5%) came up with a definition. As with the foregoing term, "promoting a product" (German="Produkt bewerben") was the most popular statement given by 44 people (36.36%). Secondly, 17 people (14.05%) defined the term by saying it revolves around "showing a product in either a movie or a TV show" (German="Produkt in Film/TV Show zeigen"). Lastly, 11 participants (9.09%) defined product placement by saying it is the exact "same thing as advertisement" itself (German="das selbe/gleiche wie Werbung").

Regarding the adolescents' overall statistically calculated advertising literacy, computing by combining all relevant variables, the following results could be detected. On a scale from 1 to 5, 5 being the highest and socially most desirable score, the average mean advertising literacy measures up to 3.98 (SD=.51). The median, in contrast, was calculated as 3.96 with a mode of 3.89. Overall, the range reached from 2.53 to 4.94.

Further, as suggested by Rozendaal et.al (2016) the general category of advertising literacy was divided into several subcategories, determined after the execution of a dimension reduction factor analysis. The following categories have been chosen: First, the variable "authenticity" was computed through the combination of several variables relating to the

credibility of product placement itself, with a mean of 4.17 (SD=.76). Most importantly, the participants scored the second highest mean in the dataset here. Further, the variable "judgement" was computed, enquiring the participants' personal opinion on product placement. Here, the overall mean was 3.43 (SD=.95). Next, a category for "need of cognition" was computed, as also suggested by Vanwesenbeeck, Ponnet, and Walrave (2016) in previous product placement related articles. Overall, a total mean of 3.96 could be measured (SD=.75). Further, two categories named "purchase persuasion" (M= 4.06, SD= .85) and overall "intentions" (M=4.59, SD= .55) were created, where the adolescents knowledge on advertisements intentions and overall goals were tested. The participants showed the highest and most expertise skills in the latter category. Lastly, there is also a category for "recognition" (M=3.65, SD=.86), where the participants were asked to judge whether the stimuli would rank as product placement or not and, therefore, tested in their ability to recognize product placement.

Negative Attitude

Regarding the adolescents' negative attitude, a multi-variable was computed by combining five of the preference-related indicators, again after conducting a dimension reduction factor analysis.

After a first descriptive analysis, the overall mean measured 3.34 on a scale from 1 to 5, with 1 nearing a very positive and 5 being a rather negative attitude towards product placements overall (SD=.55). The median was measured as 3.4, with an overall mode of 3.2. Overall, the negative attitude ranged from 1.6 to 4.6 as a maximum.

Integration Preferences

Table 1

Descriptive Analysis of Stimulus 1 (I, Robot)

		N	%	Valid %	Cumulative %
Valid	Ranked as #1	85	70,2	70,2	70,2
	Ranked as #2	32	26,4	26,4	96,7
	Ranked as #3	4	3,3	3,3	100,0
	Total	121	100,0	100,0	

Stimuli 1, titled "I, Robot" could not only be described as the most integrated, but also as, statistically speaking, the most liked product placement clip. Out of the 121 participants, a sheer number of 85 identified stimuli 1 as their preferred product placement out of the given options, rounding up to an overall allotment of 70.2% (see Table 1). Further, 26.4% nominated the spot as the second best option and a vast minority of 3.3% identified it to be their least preferred kind of product placement.

Table 2

Descriptive Analysis of Stimulus 2 (Musikvideo)

		N	%	Valid %	Cumulative %
Valid	Ranked as #1	31	25,6	25,6	25,6
	Ranked as #2	73	60,3	60,3	86,0
	Ranked as #3	17	14,0	14,0	100,0
	Total	121	100,0	100,0	

Stimuli 2, titled "Musikvideo", was most frequently ranked to be the second best choice of product placement by 73 (60.3%) of the questioned participants. However, a surprising number of 25.6% also voted the spot to be the most successful in their eyes. Lastly, it was deemed the least likable by 14% of the participants (see Table 2).

Table 3

Descriptive Analysis of Stimulus 3 (The Big Bang Theory)

		N	%	Valid %	Cumulative %
Valid	Ranked as #1	6	5,0	5,0	5,0
	Ranked as #2	15	12,4	12,4	17,4
	Ranked as #3	100	82,6	82,6	100,0
	Total	121	100,0	100,0	

Overall, this leaves stimuli 3, named "The Big Bang Theory", to be the least successful according to the participants. An overall frequency of 100 adolescents' voted for it to be their least preferred case of product placement, rounding up to 82.6%. Contrary to this statement, 12.6% voted for it to be the second best option. Lastly, only a vast minority of 5% voted it to be the best product placement in their personal opinion (see Table 3).

Overall, the adolescents ranked the three different product placements in the following order, ranging from most to least preferred t: "I, Robot", "Musikvideo" and "The Big Bang Theory".
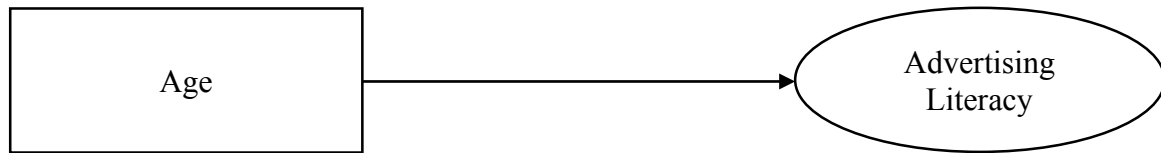
Regression

Figure 2: Simple Regression Model Age Predicting Advertising Literacy

Firstly, a simple regression analysis was conducted (as seen in *Figure* 2) in order to investigate the potential relationship between the socio-demographic variable age and the variable advertising literacy.

The results suggested that the model explained an underwhelming amount of 0.4% of the overall variance and was not statistically significant in any way (R^2=.004; $F(1,119)$=.43; p=.51). Therefore, it can be assumed that the participants' age does in no way predict their advertising literacy, as expected beforehand.
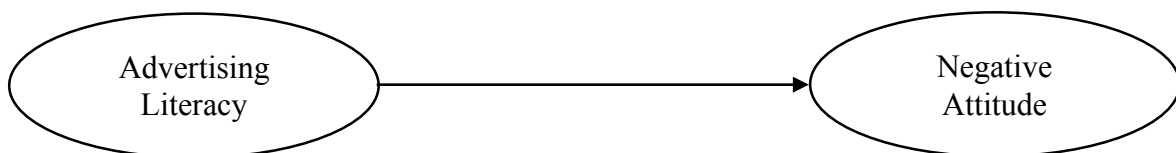

Figure 3: Simple Regression Model Advertising Literacy Predicting Negative Attitude

Table 4

Linear Regression of Advertising Literacy Predicting Negative Attitude

	B	SE	t	Sig.	95% CI	
					Lower	Upper
Literacy***	.56	.09	6.49	.000	.39	.72

*p ≤ .05, **p ≤ .01, ***p ≤ .001

Another simple linear regression analysis was carried out on SPSS Statistics (as visualized in

Figure 3) in order to investigate the potential relationship between advertising literacy and

negative attitude towards product placement. The results of the regression analysis suggested

that the predictor explained 26.1% of the overall variance (R^2=.261; $F(1,119)$=42.1. p<.001).

A strong positive relationship between the predictor and the dependent variable could be

observed, which can be further emphasised by having a look at the Pearson's correlation

coefficient of .51. As presented in Table 4, the simple linear regression showcased that

advertising literacy predicts negative attitude among the participants on a positive and

statistically significant level (β=.56. p<.001). Further, it was shown that the data met the

assumptions of homogeneity of variance and also linearity while the residuals were

approximately normally distributed.

Table 5

Linear Regression of Literacy Components Predicting Negative Attitude

Literacy Components	B	SE	t	Sig.	95% CI	
					Lower	Upper
Authenticity***	.36	.06	6.11	.000	.24	.47
Judgement***	.25	.05	5.29	.000	.16	.35
NFC **	.17	.06	.86	.010	-.07	.18
Recognition*	.12	.06	2.12	.036	.01	.24
Intentions***	.3	.09	3.35	.001	-.04	.29
Persuasion***	.21	.06	3.74	.000	.10	.32

*p ≤ .05, **p ≤ .01, ***p ≤ .001

In addition, another simple regression analysis was conducted in order to investigate which ones out of the prior identified six components of advertising literacy predicts the negative attitude among the adolescents the most in terms of its beta coefficient and significance (see Table 5).

For the variable authenticity the results showed that there was an overall model variance of 23.8% (R^2=.238; $F(1,119)$=37.2; p<.000). According to the results, it can be assumed that authenticity positively predicts the negative attitude towards product placement on a positive level (β=.36; p<.000), while being highly statistically significant. It also offers the highest beta coefficient out of the six components.

Next up, judgement showcased an overall model variance of 19% (R^2=.19; $F(1,119)$=27.94; p<.000). After analysing the coefficients, it can be suggested that judgement does in fact predict negative attitude in a statistically significant and positive way, as well (β=.25; p<.000).

Additionally, the predictor need for cognition was analysed. Here, the overall model just explained approximately 5.4% of the overall variance (R^2=.054; $F(1,119)$=6.78; p<.01),

showing a decrease from the before mentioned components. According to the statistically

significant coefficients, the level of NFC also positively predicts the level of a negative

attitude towards product placement, albeit the effect can considered rather weak (β=.17;

p<.01).

Additionally, the predictor recognition was further analysed as well. The overall

variance was measured as 2.8% and, therefore, is even smaller than NFC measured

beforehand (R^2=.028; F(1,119)=4.5; p<.036). Again, the coefficient determines a positive and

statistically significant relationship between recognition and negative attitude, albeit less

significant as those predictors mentioned before (β=.12; p<.008).

The independent variable intentions also resulted in a significant overall model,

summarizing 8.6% of the overall variance (R^2=.086; F(1,119)=11.23; p<.001). According to

the coefficients, again, the higher the level of intentions the higher the negative attitude

measured (β=.3; p<.001)

Lastly, the predictor persuasion was further analysed, resulting in an overall variance

explained of 10.5% (R^2=.105; F(1,119)=14.02; p<.000). Again, the beta coefficient suggested

that persuasion predicts negative attitude in a positive and statistically significant way (β=.21;

p<.000).

Overall, all measured components of advertising literacy showcased a statistically

significant and positive regression effect on the dependent variable of negative attitude. Most

importantly, authenticity resulted in the highest positive beta coefficient, shortly followed by

intentions and judgement.

For all of those regression analysis conducted above the output data did meet the

threshold of homogeneity of the variance, as well as the requirements of approximate normal
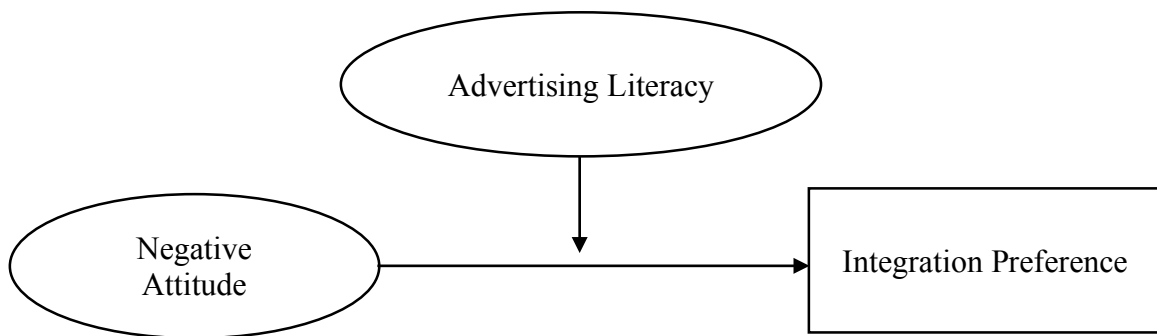
distribution.

Moderation Analysis

Figure 4: Moderation Analysis Model

Table 6

Advertising Literacy Simple Moderation

Predictor	β	*p*	95% CI	
Integration*	1.01	.028	.1114	1.9161
Advertising Literacy***	1.28	.0001	.634	1.9186
Integration x Literacy*	-.28	.0234	-.5241	-.0388

*p ≤ .05, **p ≤ .01, ***p ≤ .001

In this particular part of the analysis, the moderating effect of advertising literacy on the function of negative attitude predicting integration level preferences was tested, as visualized in *Figure* 4. The model presented here explained 29.3% of the overall variance (R^2=.2934; $F(3,117)$=16.19; p<.001). The primary findings, as presented in Table 6, revealed that the conditional effect of negative attitude on integration level preferences was in fact positive and statistically significant (b=1.01; SE=.46; p<.05; confidence interval CI=[-1.9161, -.1114]), using 10,000 bootstrap samples. Most importantly, a higher level of advertising literacy was

statistically more likely to moderate negative attitude predicting integration preferences, as the interaction effect suggests (b=-.2494; SE=.13; p<.05; confidence interval Cl=[-.5241, -.0388]). Therefore, a moderating effect of advertising literacy on attitude predicting preferences can be assumed. To explain the overall nature of this moderation analysis better, the conditional effects were further tested by making use of the Johnson-Neyman technique (Johnson & Neyman, 1936). As can be observed in the *Figure* 4 given in Appendix E, the 95% bootstrapped confidence interval for the conditional effect of advertising litercy was entirely either above or below zero when the advertising literacy was greater than 4.6186 on a scale from 1(low advertising literacy) to 5 (high advertising literacy). Confirming these assumptions, it can be suggested that when the participants' advertising literacy is particulary high it moderates the relationship between literacy and preference. However, only 10.74% of all participants were able to reach this particular level of advertising literacy or above in the dataset.

Table 7

Judgement Simple Moderation

Predictor	β	*p*	95% CI	
Integration**	.73	.0014	.2893	1.790
Judgement***	.84	.0000	.634	1.2097
Integration x Judgement**	-.23	.0014	-.5241	-.0915

*p ≤ .05, **p ≤ .01, ***p ≤ .001

There was also a moderation analysis conducted for the different sub-categories of the variable advertising literacy, to get an even deeper insight into the matter. Firstly, the variable

judgement was tested in another PROCESS moderation model, which explained 26% of the

overall variance, showcasing a decrease from the originally used variable of advertising

literacy (R^2=.2601; F(3,117)=13.71; p<.001). Most importantly, the results (as presented in

Table 7) showed that negative attitude statistically predicts integration preferences in a

positive manner. Therefore, the higher the negative attitude the participants displayed, the

higher the tendency to prefer a the stimuli with a higher integration as well (b=.73; SE=.23;

p<.01; confidence interval Cl=[.2693, 1.179]), again using 10,000 bootstrap samples.

However, a significant negative interaction effect between integration and judgement could be

observed in addition (b=-.2325; SE=.07; p<.01; confidence interval Cl=[-.3735,-.0915]),

using the same number of bootstrapped samples. As observed, the bootstrapped confidence

intervals for the conditional effect of the variable judgement were entirely below or above

zero when judgement is either lower than 2.37 or greater than 4.21 as defined through the

Johnson-Neyman significance regions (see *Figure* 5 in Appendix E). It is suggested that

judgement's moderation effect is in fact statistically significant and positive when the level of

judgement is lower than 2.37 and negative if it reaches the threshold of 4.21.

Table 8

Recognition Simple Moderation

Predictor	β	*p*	95% CI	
Integration***	1.3	.0002	.6249	1.9645
Recognition***	1.12	.0001	.5652	1.6825
Integration x Spot Recognition***	-.37	.0004	-.5715	-.1710

*p ≤ .05, **p ≤ .01, ***p ≤ .001

Another variable that has been tested in the course of the moderation analysis was the variable recognition. The overall variance is smaller than the ones of the foregoing analysis, only explaining approximately 14% of the overall model (R^2=.1437; $F(3,117)$=6.55; p<.001). As seen in Table 8, the higher the negative attitude the participants displayed, the higher the tendency to prefer a the stimuli with a higher integration was observed (b=1.29; SE=.34; p<.001; confidence interval Cl=[.6249;.19645]) using 10,000 bootstrap samples. A statistically significant and negative interaction effect between integration and spot recognition could be observed in addition (b=-.37; SE=.1; p<.001; confidence interval Cl=[-.5715,-.1710), again using the same number of bootstrapped samples. Overall, the moderating variable has a significantly negative moderation effect on the negative attitude predicting integration preferences (b=-.38; SE=.16; p<.05; confidence interval Cl=[-6915,-.0656). In this case, the Johnson-Neyman significance test suggests that spot recognition has a positive effect until it reaches the recognition value of 2.99. However, it has a negative effect if the spot recognition reaches the threshold of 4.2 or higher (as seen in *Figure 6* in Appendix E). The other components of the variable advertising literacy turned out to have no statistically significant interaction effect on negative attitude prediction integration preferences.

Discussion

Fortunately for the discussion, the socio-demographic data of the participants is spread out evenly, allowing to make assumptions about the hypothesis at hand. As mentioned before the ratio between male and female study participants ended up being 49% (f) to 51% (m). However, the sample was not evenly spread out in terms of age. This could possibly be explained by the fact that the sample was constructed by convenience, rather than actual randomization. It was logistically more challenging to get the permission to conduct a study with students in either the 12th (AHS) or the 13rd (HTL, BHS) form, as the students were busy preparing for their school leaving written exams in May. As the study was conducted in May,

this turned out to be an obstacle in terms of access to this particular age group. Further, there is a relatively little amount of 14 years old participants, going back to the fact that the data collection was collected in grade 9 at the lowest, meaning that at the end of the school year, the majority of the students had already turned 15.

Sticking with the variable of age, the simple regression analysis showcases that age does in fact not predict the direct level of advertisement literacy observed among young adolescents. This definitely came as a surprise, as it is common practise among researchers of communication and education alike to substitute advertisement literacy with age, as they are expected to correlate with each other (DeLorme & Reid, 1999). For instance, as before mentioned, a study conducted by Rozendaal, Buijzen and Valkenburg (2008) confirmed this statement, as they found age to positively predict the rise of advertising literacy. A possible reason for this contradiction is the fact that the data was partially collected in five different schools with different media literacy backgrounds. Due to scheduling reasons it was impossible to work with every age group at every school, which might have caused the statistical insignificance in the sample. However, Rozendaal et.al.'s (2008) research project was conducted more than ten years ago, so the circumstances and relationship between the two variables might have changed as rapidly as media literacy itself. Nevertheless, continuative research and re-evaluation is required to further comment on this relationship.

Fast forward to the statistical results, the average level of advertising literacy was surprisingly high. If the results were to be converted into grades resembling the numeric system used in Austrian schools, not a single participant would have scored lower than 50% (= "Nicht Genügend") and, therefore, failed an advertising literacy test. 19.8% out of all participants would have even scored a "Sehr Gut" in a school context, meaning their results reached the threshold of either 90% or more, projecting an excellent level of advertising literacy. This ties in with before mentioned study by Nelson & McLeod (2005), further

confirming how adolescents nowadays have a relatively high understanding and awareness of product placements and advertising literacy in general. Turner's et al. (2017) statement about young people being able to reflect critically through their literacy gets emphasised further by these results. Interestingly enough, the component of critically reflecting on an advertisement's intentions was also the participants' strongest ability, as already suggested by Turner et.al (2017). This, again, might go back to their developed sense of understanding of advertisement in general (Nelson & McLeod, 2005). The weakest ability out of the six distinguishable advertising literacy characteristics turned out to be judgement, referring to the adolescents' ability to judge advertisement as something negative or potentially threatening. This might just go back to the nature of the uses and gratification approach, as advertising still offers resources the audiences can utilize to satisfy various needs. Therefore, this might be the reason why the participants did not display a high level of judgement towards advertising, overall (Blumler & Katz, 1994). This study emphasised the notion of Austrian adolescents as active participants of the advertising-customer discourse all over again.

However, the open questions pointed towards an entirely different perspective regarding the participants' advertising literacy. While the participants, overall, displayed a relatively high level of advertising literacy when it came to the practical multiple choice questions, their ability to freely define key terms was definitely lacking, as many participants could not even define or differentiate between the most important key terms. Therefore, it can be assumed that the practical knowledge is definitely higher and more developed than the theoretical knowledge on abstract terms such as "advertising literacy", "advertisement" and "product placement". A possible reason for this being that advertising literacy is developed unconsciously, while the definition and knowledge regarding those terms needs to be learned or taught (Swertz, 2016). Luckily enough, this is also something the Austrian government seems to have taken upon itself, as the Bundesministerium für Bildung has launched a trial

project titled "School 4.0" in order to teach minors about abstract concepts such as media literacy, advertisement and digitalization (BMB, 2017). Educationalist such as Swertz (2016) argued that this is an important step towards helping students further develop their skills and that media literacy as an actual school subject is a vision that will most likely become reality in the upcoming decades. Clearly, the results of this paper support this idea, as there already is fundamental knowledge available, that needs to be built upon further.

Moving along with the aspect of advertising literacy among adolescents the quantitative analysis resulted in advertising literacy having an entirely positive impact on the level of negative attitude towards product placement of any kind. Overall, this means that the higher and more advanced Austrian adolescents' advertising literacy the higher also their dislike towards product placements will be. This could be brought back to one of Fransen's et. al. (2015) avoidance strategies, namely contestation. By festering a negative, contesting attitude towards advertising, product placement in this particular case, adolescents seem to successfully distance themselves from the media content as they seem to be hyperaware of what is going on around them. It can be assumed that adolescents with a high advertising literacy are more likely to do this, as already predicted by De Jans, Hudders and Cauberghe (2016). However, more academic research needs to be conducted before making any more definite assumptions here.

When taking a look at the overall components of advertising literacy, the variable authenticity seems to be the most impactful and significant when positively predicting negative attitude towards brand placements. The same observations could be made for the remaining variables, as they all positively predicted the level of negative attitude. Interestingly enough all of the components making up the variable advertising literacy turned out to be significant, even though need for cognition usually is not a variable that gets associated with advertising literacy. This is also ties in with what Vanwesenbeeck, Ponnet,

and Walrave (2016) had already contested, as they assumed NFC to be a crucial part of advertising literacy that ought to be included in more studies. All things considered Hypothesis 1 can, therefore, be verified as of now, as the statistical tests turned out to be highly significant.

Most importantly, descriptive analysis resulted in the high-integration stimuli being the most appreciated and preferred product placement among the participants of the survey. The stimulus featuring a highly integrated shoe brand was chosen to be the most successful by almost ¾ (70.2%) of the entire sample. This can be referred back to what Gupta & Lord (1998) have constituted more than two decades ago, stating that highly integrated product placements are typically more liked among adults and, according to this study, among adolescents as well. The sample here supports the assumption that this is also the case for adolescents in Austria and is not just limited to people aged 18 and older as suggested by the researchers mentioned above. Unsurprisingly enough, the stimuli that featured no ties to the storyline and, therefore, no integration was rated as the least appealing to the audience. Hudson & Hudson (2006) offer a possible explanation for this phenomenon, as they point out that the higher the integration of a product into the actual placement, the higher the entertainment value usually is. As entertainment is one of the most relevant features of the uses and gratification approach (Blumler & Katz), it is plausible that product placement that offers less entertainment content will also be less liked overall, as it does satisfy any kind of need. Taking these assumptions into consideration, Hypothesis 2 can, therefore, be verified as of now, as the statistical tests have proven the product placement with the highest integration characteristics as the most liked and valued.

Additionally, the results clearly showed that advertising literacy has a statistically significant moderating effect on negative attitudes predicting integration preferences. Most importantly, this answers the research question, however, there are certain prerequisites for

this assumption. In order for the advertising literacy to have a significant moderating effect, the level of literacy has to be exceptionally high, as low or moderate literacy shows no impact on the relationship whatsoever. A possible explanation for this is offered in a study (Zarouali et.al 2016), constituting that the higher the media literacy, the more critically aware people are of their skills and, therefore, use them more intently. Through this intent usage, a significant moderating effect may arise. This could lead to the assumption that adolescents with an exceptionally high advertising literacy subconsciously moderate the relationship between the predictor and dependent variable through critical reflexion. As for the literacy components judgement and recognition the same circumstances apply for a moderating effect to occur. However, additionally there is also a positive effect if the level of judgement/recognition is particularly low. Unfortunately, there is no theoretical framework that could potentially explain this phenomenon and needs to be further researched in upcoming projects.

Overall, the research question can be answered in the following way: Advertising literacy has a moderating effect on the relationship given the circumstances that its level is considered very high and in certain circumstances, relatively low. The direction and strength of the effect strongly depends on the variable itself.

Limitations and Delimitations

Naturally, working with minors always bears limitations and ethical considerations that need to be talked about and taken as the highest priority. Conducting a research project with humans as subjects is always accompanied with certain limitations and delimitations, especially when it concerns minors under the age of 18. The preparation process had to take into account the very high number of legal and ethical concerns: A definite limitation that occurred during the research process was that one of the consenting parties, namely the head-teacher, withdrew his consent due to issues with the SGA, making use of his right, which

clearly hindered the research process a dataset of 26 students could not be used for the final report.

Furthermore, since this project is very dependent on minor and state permission, there is no representative sample of the population used for the survey. The sample chosen for this project is one of convenience of five different schools in Vienna and, again, unfortunately, does not cover the standards of a representative study, which definitely poses as a major limitation.

Additionally, confounding variables could not be excluded completely for the creation of the stimuli. Therefore, other characteristics than the level of integration might have influenced the participants' choices when it came to their preferences.

Conclusion

Overall, this research projects aimed to answer questions regarding adolescents and their attitudes and preferences towards product placement along the product placement continuum in a very culture- and country-specific context. After conducting a survey with over 120 Austrian students, it can, for now, be assumed that advertising literacy plays a crucial role in adolescents' product placement integration preferences. The results showed that the higher the advertising literacy, the higher the negative attitude towards product placement in general, while high-integration types of product placement typically seemed to be more liked than products further down the continuum. Most importantly, advertising literacy also showed a clear moderating effect on other relationships, again, pointing out its incredible impact.

Unfortunately, there are still areas this paper could not cover due to either time, economic or logistical reasons. Therefore, it is highly crucial that there will be future studies that meet the criteria of representativeness to further disclose information on advertising literacy and product placements among adolescents. Most importantly, studies need to be conducted in order to find out just why the moderating effect only seems to occur once the

moderator reaches a certain threshold and also, get entire schools involved rather than just particular classes.

To conclude, advertising literacy plays a huge part in adolescents' preferences and overall attitude regarding product placement, but needs to be strengthened further to give Austria's teenagers a crucial tool to deal with digitalization

Abstract

Living in a rapidly changing digital world, advertising techniques and approaches are constantly evolving. This project's main research interest was to work out adolescents' preferences and attitude towards different levels of product placement integration. Further, the role of advertising literacy as the moderating variable was observed. The study focused on various forms of product placement of the contemporary brand Converse, ranging from traditional low-integration to narrative high-integration product placements in the media. In order to test the hypothesis, a quantitative paper survey approach followed by an SPSS analysis was chosen. The research sample encompassed Austrian adolescents aged 14 to 19 and was collected in Viennese schools. The results pointed out that Austrian adolescents clearly prefer high integration placements over the traditional low-integration approach. Ultimately, the data further verified the hypothesis that advertising literacy itself, as well as its components, positively predicts negative attitude towards product placement. Lastly, it could be shown that advertising literacy does in fact have a moderating effect on the relationship between negative attitude and integration preference.

Keywords: #product placement, #branded entertainment, #advertising literacy, #adolescents;

Abstract (deutsch)

In Zeiten der rapiden Digitalisierung verändert sich die Welt der Werbung auch angemessen weiter und bringen immer wieder neue Techniken, Trends und Stile auf den Markt. Das Ziel dieses Forschungsprojektes war es, die Präferenzen, als auch die allgemeine Einstellung der österreichischen Jugendlichen zu Produktplatzierungen verschiedener Integrationsstufen zu erforschen. Daher fokussierte sich dieses Projekt auf verschiedene Arten der Produktplatzierung, angefangen bei traditioneller Platzierung mit niedrigem Integrationslevel bis hin zu heute gängigen Branded Entertainment mit hohem Integrationslevel. Des weiteren wurde die Rolle der Werbekompetenz als Moderator-Variable in der oben angeführten Beziehung untersucht. Zur Datengewinnung wurde ein Papier-Fragebogen gewählt, gefolgt von der quantitativen Auswertung der gesammelten Daten. Dafür wurden Informationen von über 120 österreichischen Jugendlichen zwischen 14 und 19 Jahren erhoben. Dadurch konnte festgestellt werden, dass Produktplatzierungen mit hohem Integrationslevel tatsächlich den wenig integrierten vorgezogen wurden. Außerdem konnte weitgehend verifiziert werden, dass ein hohes Level an Werbekompetenz positive auf negative Einstellung zu Produktplatzierungen wirkt. Ein hohes Level an Werbekompetenz konnte außerdem als Moderator zwischen negativen Einstellungen gegenüber Produktplatzierung und Integration festgeschrieben werden.

Schlagworte: #Produktplatzierung, #Werbekompetenz, #Werbeforschung;

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Appendix A

Consent Forms

Einverständniserklärung

universität wien

Name: _____
(Nachname, Vorname)

Geburtsdatum... _____
(Tag, Monat, Jahr)

Ich erkläre, dass ich die Probandeninformation zur Studie:

„Along the Product Placement Continuum"

und diese Einverständniserklärung zur Studienteilnahme erhalten habe.

- ✓ Ich wurde für mich ausreichend mündlich oder schriftlich über die wissenschaftliche Untersuchung informiert.

- ✓ Ich erkläre mich bereit, dass im Rahmen der Studie Daten über mich gesammelt und anonymisiert aufgezeichnet werden. Es wird gewährleistet, dass meine personenbezogenen Daten nicht an Dritte weitergegeben werden. Bei der Veröffentlichung in einer wissenschaftlichen Zeitung wird aus den Daten nicht hervorgehen, wer an dieser Untersuchung teilgenommen hat. Meine persönlichen Daten unterliegen dem Datenschutzgesetz.

- ✓ Ich weiß, dass ich jederzeit meine Einverständniserklärung, ohne Angabe von Gründen, widerrufen kann, ohne dass dies für mich nachteilige Folgen hat.

- ✓ Mit der vorstehend geschilderten Vorgehensweise bin ich einverstanden und bestätige dies mit meiner Unterschrift.

_____   _____
(Ort, Datum)   (Unterschrift)

Verpflichtungserklärung zum Datenschutz bei Durchführung einer wissenschaftlichen Erhebung an Wiener Schulen

Name des Ansuchenden

Isabella Schneider, BA
....

Titel der wissenschaftlichen Erhebung

Adolescents along the Product Placement Continuum
....

1. Verpflichtung:

Ich verpflichte mich,

.) den Datenschutz gemäß § 46 Datenschutzgesetz zu wahren;
.) dass meine wissenschaftliche Erhebung keine personenbezogenen Ergebnisse zum Ziel hat;
.) dass ich nur Daten verwende, welche öffentlich zugänglich sind oder nur indirekt personenbezogen sind;
.) für die Ermittlung und Verwendung von personenbezogenen Daten die Zustimmung iSd § 4 Z. 14 DSG des Betroffenen und allenfalls seines Erziehungsberechtigten einholen werde.

2. Erläuterung:

Mir ist bekannt,

.) dass es untersagt ist, personenbezogene Daten zu veröffentlichen oder an andere Personen oder Stellen zu übermitteln;
.) unzulässigerweise ermittelte personenbezogene Daten nicht verwendet werden dürfen und unverzüglich zu löschen sind;
.) dass sämtliche datenschutzrechtliche Verpflichtungen auch nach Beendigung meiner wissenschaftlichen Tätigkeit fortbestehen;
.) dass Verstöße gegen die datenschutzrechtlichen Verpflichtungen auch strafrechtliche Konsequenzen nach sich ziehen können.

3. Zustimmung zur verbindlichen Übermittlung eines digitalen Ansichtsexemplars:

Ich stimme zu,

.) dass ich dem Stadtschulrat für Wien ein digitales Exemplar der fertiggestellten wissenschaftlichen Arbeit an office@ssr-wien.gv.at zukommen lassen werde.

20. März 2019
Ort, Datum   Unterschrift: _____

SR-SSR-06/2017   DVR 0064 131

Appendix B

Questionnaire

Umfrage zu Produktplatzierungen

Universität Wien

Vielen Dank für deine Teilnahme. Alle hier gesammelten Daten verbleiben anonym. Es gibt keine richtigen oder falschen Antworten.

Name:
Alter:
Geschlecht:
Nationalität:
Muttersprache:

a) Bitte beschreibe die folgenden Begriffe kurz in eigenen Worten:

Werbung: _____

_____

Produktplatzierung: _____

_____

Medienkompetenz: _____

b) Bitte lies die folgenden Aussagen gewissenhaft durch und kreuze an, wie sehr du mit ihnen übereinstimmst.

	Stimme zu	Stimme eher zu	Neutral	Stimme eher nicht zu	Stimme nicht zu
Produktplatzierungen/Werbung sind lustig anzusehen					
Wenn ich in einem Film ein neues Produkt sehe, möchte ich es oftmals danach gerne kaufen.					
Produktplatzierung/Werbung hilft Menschen dabei, die besten Produkte auszuwählen					
Die meisten Produktplatzierungen/Werbung sind nervig					
Ich finde, in Filmen sollte es weniger Werbung geben					
Produktplatzierung/Werbung in Filmen geht mir auf die Nerven					
Werbungen entsprechen immer der Wahrheit					
Ich schenke Produktplatzierung/Werbung keine Aufmerksamkeit					
Ich sehe im Fernsehen gerne neue Produkte					
Produktplatzierungen/Werbung sind mir egal					
Eine Welt ohne Produktplatzierungen/Werbung wäre mir lieber					

	Stimme zu	Stimme eher zu	Neutral	Stimme eher nicht zu	Stimme nicht zu
Werbung ist dafür da, mich vom Kauf eines Produktes zu überzeugen					
Werbung ist dafür da, meine Eltern vom Kauf eines Produktes zu überzeugen					

Werbung versucht mich dazu zu bringen, mein Taschengeld für die beworbenen Produkte auszugeben					
Werbung versucht, mich vom beworbenen Produkt zu überzeugen					
Werbung versucht, mich positiv über ein Produkt denken zu lassen					

c) Bitte beantworte die folgenden Fragen in eigenen Worten

Wer bezahlt für Produktplatzierungen?

_____

_____

Werbung verspricht oft kostenlose Produktproben. Was könnte hierfür der Grund sein?

_____

_____

Werbung ist oftmals lustig. Was könnte hierfür der Grund sein?

_____

_____

d) Bitte lies die folgenden Aussagen gewissenhaft durch und kreuze an, wie sehr du mit ihnen übereinstimmst.

	Stimme zu	Stimme eher zu	Neutral	Stimme eher nicht zu	Stimme nicht zu
Werbespots sagen die Wahrheit					
In Werbespots wird nicht gelogen					
Werbespots entsprechen meistens der Realität					
Werbespots sind wahrheitsgetreu					
Ich kann glauben, was ich in einem Fernsehspot sehe oder höre					
Werbespots sind oftmals langweilig					
Werbespots finde ich blöd					
Werbespots sind irritierend					
Werbespots sind informativ					

	Stimme zu	Stimme eher zu	Neutral	Stimme eher nicht zu	Stimme nicht zu
Ich denke gerne über Problemlösungen nach					
Ich mag Situationen, in denen ich durch mein Denken etwas erreichen kann					
Ich ziehe komplexe Probleme einfachen vor					

Wenn ich mir vornehme, ein Problem zu lösen, tu ich dies dann auch				
Ich habe Schwierigkeiten damit, etwas aus der Sichtweise einer anderen Person zu sehen				
Ich versuche immer, alle Standpunkte in Betracht zu ziehen				
Ich denke, dass es immer zwei Seiten gibt und versuche beide in Betracht zu ziehen				

Schaue dir die folgenden drei (3) Clips auf dem Beamer gut an!

e) Bitte bewerte die gesehenen 3 Videoclips

	Stimme zu	Stimme eher zu	Neutral	Stimme eher nicht zu	Stimme nicht zu
Bei Spot 1 (Musikvideo) handelt es sich um Werbung					
Bei Spot 2 (The Big Bang Theory) handelt es sich um Werbung					
Bei Spot 3 (I, Robot) handelt es sich um Werbung					

f) Welche Produkplatzierung der Converse hat dir am besten gefallen? Bitte bringe die 3 gesehenen Videoclips in die richtige Reihenfolge (1 = hat mir am besten gefallen, 3 = hat mir am wenigsten gefallen)

1._____

2._____

3._____

Appendix C

Categories for Stimuli - Level of Integration

	Big Bang Theory	Musikvideo	I, Robot
Name dropping	-	-	x
Relevance for plot	-	x	x
Screen time	least	middle ground	most
placement	back	front	front

Appendix D

Quantitative Content Analaysis

	Definition "Werbekompetenz"	Frequency
#1	mit Werbung/Medien/Werbeprodukten auskennen	27
#2	ist wichtig, braucht man im täglichen Leben	24
#3	Fähigkeiten zum Fertigwerden mit Werbung besitzen; Werbefähigkeiten; Fähigkeit zu wissen, dass man der Werbung nicht vertrauen darf	14
#4	wird benötigt zum Umgang mit der Werbung; das Umgehen mit der Werbung;	8

	Definition "Werbung"	Frequency
#1	ein Produkt bewerben; werben für ein Produkt, Promotion von einem Produkt;	57
#2	etwas vorstellen; ein Produkt vorstellen; Information über ein neues Produkt verbreiten;	29
#3	will von etwas überzeugen; vom Kauf eines Produktes überzeugen; Überredungskunst;	11

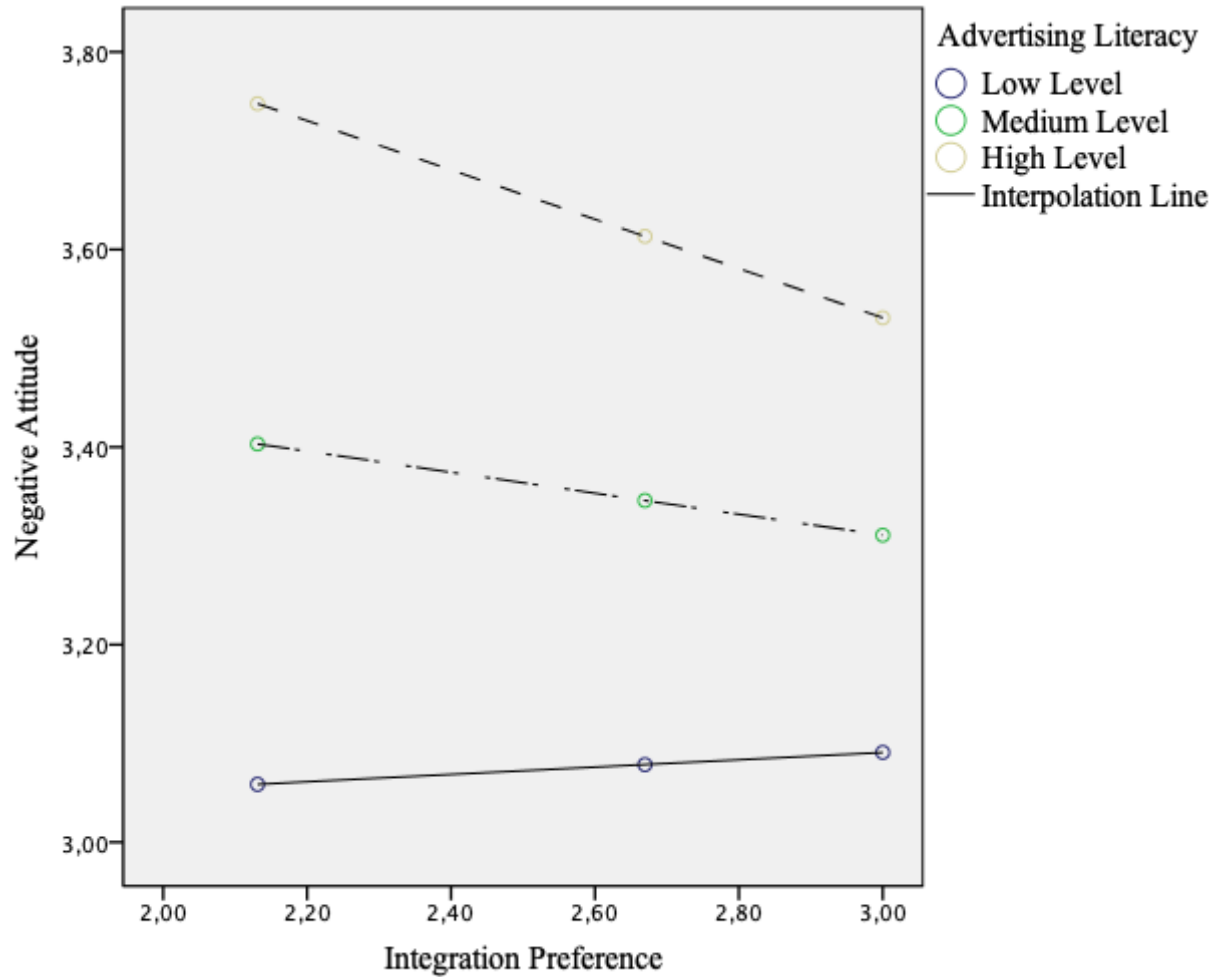|	Definition "Produktplatzierung"	Frequency
#1	ein Produkt bewerben; werben für ein Produkt, Promotion von einem Produkt;	44
#2	etwas in einem Film oder Serie zeigen; Produkt steht im Hintergrund; etwas wird in den Medien versteckt;	17
#3	das selbe/gleiche wie Werbung	11

Appendix E

Scatterplots Moderation Analysis

Figure 4: Advertising Literacy Moderating Negative Attitude Predicting Integration
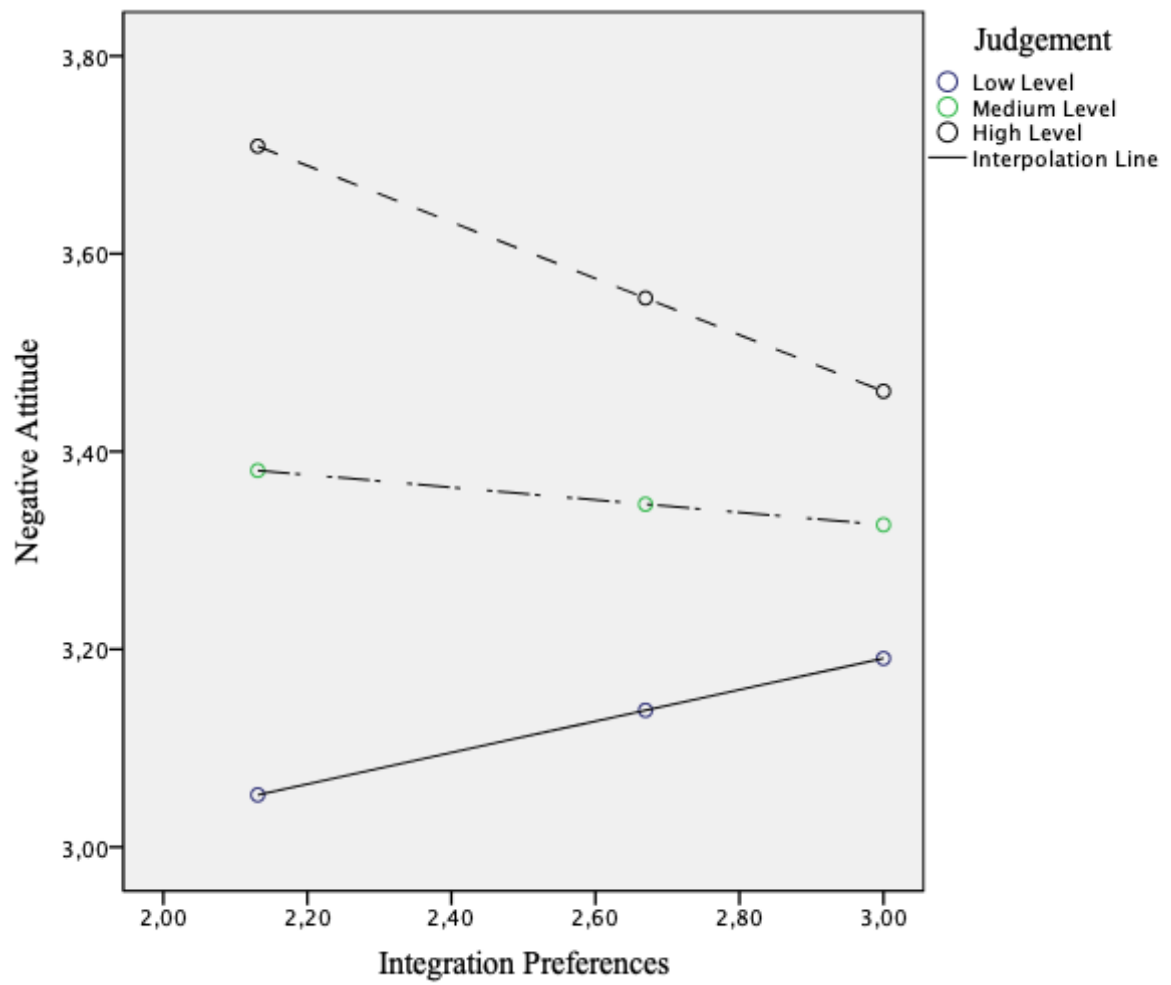
Preferences

Figure 5: Judgement Moderating Negative Attitude Predicting Integration Preferences
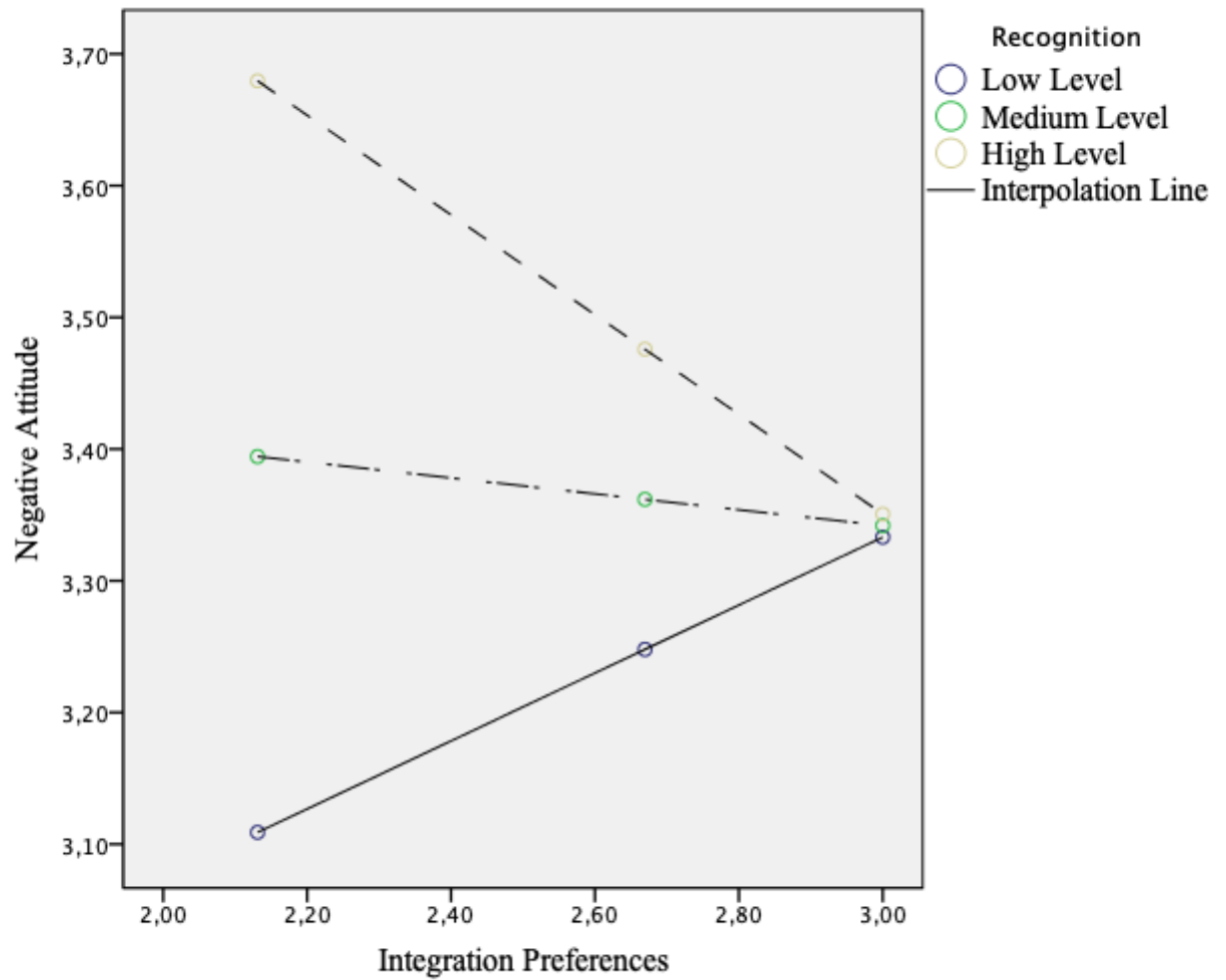
Figure 6: Recognition Moderating Negative Attitude Predicting Integration Preferences