

Recollection Skills of Television Advertisement among Secondary School Students in Makurdi, Benue State, Nigeria

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Abstract: *Quite a reasonable number of practitioners and scholars in advertising and sales promotion hold the view that there is no more dynamic and fascinating a field to either practice or study. Media advertising seems to be the most visible part of a firm's promotional program. Our television screens are full of advertisements. Promotion, especially using advertisement, gulps large chunk of many companies budget. Unfortunately, most marketing managers that engage in product advertisement find it difficult determining the effect, impact or contributions of huge advertisement expenditure on the overall business growth and performance of their organizations. Going by the fact that purchase action can be initiated when the brain retrieves and releases product information acquired and stored during advertisement, we therefore postulate that the ability of an individual to take rigorous purchase decision based on advertisement exposure is dependent on his/her recollection and retention skills. This study, therefore, attempts to determine the recollection skills of television advertisement among secondary school students in Nigeria. Specifically the study seeks to find out if the length (in this case, duration) of a television advertisement has significant relationship with its recollection. The study equally attempts to ascertain if the repetition of a television advertisement has any direct relationship with its retention. Findings from the study show that the duration of a TV advert has significant relationship with its recollection and that repetition of TV adverts enhances their retention.*

Key words: *Advert message, memory, recollection skill, repetition, retention, television advertisement.*

I. Introduction

Virtually, every one in the contemporary world is influenced to some reasonable degrees by advertising and other forms of promotion. Organizations have learnt that the ability to communicate effectively with their target market is critical to the success of their businesses (Anna and Wirtz, 2004). Advertising and other forms of promotional efforts are used to sell products and services and to promote other causes. Consumers find it increasingly difficult to resist the efforts of marketers who are consciously searching for new ways to communicate with them. In the contemporary world, there are quite a good number of media outlets such as print, radio, cable and satellite, television and now the Internet, all competing for the attention of the consumer. There are observable evidences that marketers are even looking beyond the traditional media to find new and better ways to communicate with their customers (Bell and Luddington, 2006).

To fully appreciate the role advertising and promotion play in the 21st century business, we must recognize how an organization uses all the promotional techniques to interface with its target audience. Human brain is bombarded with many and diverse messages and information on a daily basis. When exposed to any form of product communications, especially product advertisements, the brain takes in millions of data, messages and information which it stores for future retrieval and action. Hundreds of product adverts pass through our media or channel communication namely – radio, television, newspapers, billboards, Internet, etc. People come in contact with these advert messages with or without paying serious attention to them initially, only to be influenced later in their product purchase decision and actions (Ramanathan and Menon, 2006).

Often the buying action is as a result of an individual being able to recollect a particular advert that he/she has been exposed to prior to taking decision. It therefore makes considerable sense that marketing managers and business promoters should know the impact and effect of their advertisement on their subjects – consumers. How do people acquire, store, process, and retrieve advert messages for solving product related problem through purchase decisions and actions. This, no doubt, is rooted on individual's recollection skill, that is, the ability to recall or bring to memory previously exposed (Advertisement) information. Advertising messages are meant to be understood so that they can be acted upon; however this is not usually the case. Consequent upon this therefore, the main questions are, how much of an advertisement message is retained in the memory of the audience and what quantity can be recalled for action to be taken?

OBJECTIVES OF THE STUDY

The overall objective of this study is to ascertain the recollection skills of television advertisements among secondary school students in Makurdi, Benue State. However, the paper aims at achieving the following specific objectives:

- To determine if the length (in this case duration) of a television advertisement has any relationship with its recollection.
- To determine if the repetition of television advertisements has significant relationship with its retention by the target audience.

RESEARCH QUESTIONS

Based on the objectives of the study, the following research questions were posed:

- Is there a significant relationship between the duration of a television advertisement and the recollection of the advertised message?
- Is there a significant relationship between the repetition of a television advertisement and the retention of the advertised message?

RESEARCH HYPOTHESES

To further guide the study, two research hypotheses in Null form have been formulated sequel to the objectives of the study and the research questions as follows:

- The duration of a television advertisement has no significant relationship with the recollection of the advertised message.
- The repetition of a television advertisement has no significant relationship with the retention of the advertised message.

II. Literature Review

Hawkins (2001) in Alabar (2007) states that the field of consumer behaviour studies individuals, groups or organizations and the process they use to select, secure, use, and dispose of products, services, experiences, or ideas to satisfy needs and the impacts that these processes have on the consumer and society. Kotler (2003) opines that the models of buyer behaviour basically consist of three sections, a set of stimuli from the external environment and from the activities of marketers, a black box representing the consumer and a set of response outcomes. He further sums it up when he states that marketing and environmental stimuli enter the buyer's consciousness which invariably, through the decision making processes lead to certain purchase actions. The marketers' task is to understand what happens in the buyer's consciousness between the arrival of outside stimuli and purchase decisions. A consumer's buying behaviour is influenced by cultural, social, personal and psychological factors (Kotler and Keller, 2006).

Sound understanding of consumer behaviour no doubt, is essential to the long run success of any marketing program. It is seen as the cornerstone of the marketing concept, an important orientation or philosophy of many marketing managers (Loudon and Della-Bitta, 1993). The behaviour of the consumer should be of interest to every marketer. The need to know the consumer better results in companies building data bases containing customers demographics, lifestyles as well as their extent of responsiveness to marketing programmes. A thorough understanding of whom and what kind of persons the consumers are, what they buy and what kind of influence determine their behaviour is absolutely necessary. Deep knowledge of consumer behaviour is therefore essential for effective marketing strategy. To do this therefore, we shall briefly examine those core variables that directly affect recollection namely: learning, memory and retention.

Learning

Kotler (2003), states that learning involves changes in an individual's behaviour arising from experience. According to him, most human behaviour is learned, and this learning results in relatively permanent changes in behaviour. Loudon and Della-Bitta (1993) submit that four principal elements seem to be fundamental to the vast majority of situations. These are: motive, cues, response and reinforcement. According to them, motive arouses individuals, thereby increasing their readiness to respond. This arousal function is essential since it activates the energy needed to engage in learning activity. Any success at achieving the motivating goal or avoiding some unpleasant situation tends to reduce arousal. Such activity will have a greater tendency to reoccur. For this reason, marketing managers strive to have their brand or its name available when relevant consumer motives are aroused for the fact that it is expected that consumers will learn a connection between the product and the motive (Bothma, Brijball and Bunk, 2002).

In the same vein, cue may be viewed as a weak stimulus not strong enough to arouse consumers but capable of providing direction to motivated activity. The shopping environment is full of cues, such as promotions and product colours which consumers can use to choose between various responses options in a

learning situation. However, response, which may be viewed as a mental or physical activity the consumer makes in reaction to a stimulus situation in a particular situation, is learned over time through experience in facing that situation. The occurrence of a response is not always observable; therefore our inability to observe responses does not in any way mean that learning is not taking place. Finally, reinforcement is anything that follows a response or increases the tendency for the response to reoccur in a similar situation. Because reinforced behaviour tends to be repeated, consumers can learn to develop successful means of responding to their needs or changing. Mogaba (2006) is of the view that much learning is intentional, that is, it is acquired as a result of a careful search for information. However, a great deal of learning is incidental without much effort, as in the case of advertisement induced learning.

Memory

Memory is an organism's ability to store, retain and recall information and experiences. Traditional studies of memory began in the fields of psychology, including techniques of artificially enhancing memory. During the late, nineteenth and early twentieth century, scientists have put memory within the paradigm of cognitive psychology. It has now become one of the principle pillars of a branch of science called cognitive neuroscience, an interdisciplinary link between cognitive psychology and neuroscience (Tseng, 2007; Keller, 2003; Mayer, 2007 and Doyle, 2008).

From information processing perspective there are three main stages in the formation and retrieval of memory, thus:

- Encoding or registration (received, processing and combining of received information)
- Storage (creation of a permanent record of the encoded information)
- Retrieval, recall or recollection (calling back the stored information in response to some cue for use in a process or activity).

Memory capacity can be increased through a process called chunking. A good example in recalling an eleven-digit telephone number is when a person chunks the digits into three groups. First, the network code such as (0803) for mtn, then three digit chunks such as (338) and lastly a four digit chunk (6083). This method of recollecting telephone numbers is far more effective than attempting to remember a string of 11 digits, because we are able to chunk the information into meaningful groups of numbers. Individuals can possess either short term memory or long term memory (Moguluwa and Iruka, 2011). The ability to look at an item, and remember what it looked like within a second of observation or memorization is a good example of sensory memory.

Short term memory is believed to rely mostly on an acoustic code for storing information, and to a lesser extent a visual code. Some persons have been reported to be able to remember large amounts of information quickly and be able to recall information in seconds (Hawkins, Best and Coney, 2001; Bothma, Brijball and Brink, 2004; Ramanathan and Menon, 2006). The story in sensory and short term memory generally has a strictly limited capacity and duration which means that information is available only for a certain period of time, but is not retained indefinitely. By way of contrast, long term memory can store much larger quantities of information for potentially unlimited duration (Cathy and Verhage, 1990; Harris and Reynolds, 2003; Dewith, Nguyen and Marshal, 2008). One of the research publications of American Journal of Geriatric Psychiatry in 2006 found that people can improve cognitive function and brain efficiency can be improved through;

- Paired associate learning – when one learns to associate one specific word with another.
- Free recall – during this task, a subject would be asked to study a list of words and then sometime later they will be asked to recall or write down as many words that they can remember.
- Recognition – Respondents are asked to remember a list of words or pictures, after which point they are asked to identify the previously presented words or pictures from among a list of alternatives that were not presented in the original list.

Retention

Retention refers to the ability to retain facts and figures in memory. Selective retention is the process when people more accurately remember messages that are closer to their interests, values and beliefs, than those that are in contrast thereby, narrowing the informational flow. For instance, a consumer might remember only the positive health benefits of a product they enjoy. Kotler (2003) contends that people will forget much that they learn but will tend to retain information that supports their attitudes and beliefs. Selective retention explains why marketers use drama and repetition in sending messages to their target audience.

It has been stated earlier that people have different perceptions of the same situation. For instance, certain product from certain countries may be interpreted as superior by some people and inferior by other people at the same time. A rise in price of a product may be an indication of high quality particularly when the buyer cannot otherwise judge quality while other consumers may associate it with changes in production and

marketing cost, etc. These differences in perception of the same situation may be caused by such perceptual factors as selective exposure, selective comprehension and selective retention (Pride and Ferrell, 1980).

Selective exposure: This is the phenomenon by which our eyes and mind notice only information that interests us. This is because every person is exposed to many stimuli in a day such as adverts in the radio, newspapers, and magazines: the presence of sales people visiting our homes and offices, and friends talking of certain products at certain stores but out of the lot only few of these information exposed are selected and made use of by the individual concerned while the rest are either forgotten or neglected for the moment (Lowengart, 2002).

Selective attention: Selective attention results in greater awareness of supportive information and avoidance of contradictory information. For instance, when exposed to a product and its message expressing the positive and side effects of the object in question, the tendency is that most people will give more concentration on the gains to be derived from the object and less on the negative side (Manning, Sprott and Miyazaki, 2003).

Selective comprehension: Selective comprehension according to Paulinus (2000) involves interpreting discrepant information so that it is consistent with beliefs and attitudes. For instance, many cigarette smokers may be aware that cigarette smoking causes lung cancer but few will believe the link and as such will find excuses why they should continue to smoke. The same goes to alcohol drinking among the heavy drinkers and its side effects and their defensive mechanisms and drug addicts on the effects and their reasons for the abuse.

Selective distortion: Selective distortion is the name given to the tendency of people to twist information into personal meanings. People tend to interpret information in a way that will be consonant rather than dissonant with their preconceptions because of their tendency of screening out or modifying ideas, messages and information that conflict with previously learned attitude and beliefs. A good example is the case when one hears or sees an advert of a product or the brand that he does not like, he can distort the information to conform with his previous views or beliefs about the product or brand; how good the product, brand and the message is not withstanding.

Selective retention: It is not possible for an individual to remember all the information received or exposed in life. He tries to retain and remember the ones that are useful to his beliefs and attitudes to life while forgetting the rest only to revisit them (if possible) when necessary or re-exposed to them. A customer, exposed to store with products, prices, store's image, benefits and other features, on leaving the premises, will only remember those things that he considers useful and supportive to his beliefs and feelings while forgetting others that do not. Thus, people remember only what they want to remember and forget the rest (Rosa, 2004; Keller, 2003). The concept of perception is that perceptual judgements involve inferences and are not mere descriptions of what is observed, heard, seen, touched, felt, etc. It is also selective in that we can observe only a small part of what is totally perceptible. What is selected depends not only on the intensity, novelty and complexity of the stimuli (as in advertisement) but also on what is of interest.

Evaluation Of Advertising Programme

Often advertisers do make an effort to measure the effectiveness of their advertisements. The effectiveness could be tested before the advertisement is presented to the public, while it is being presented or after it has completed its run. The sales – result test attempts to measure the sales volume stemming directly from the advertisement or other advertisements being tested. Most other types of tests are indirect measurements of advertising effectiveness; one is readership, recognition or recall tests. They involve showing all or part of a previously run advertisement to determine whether it was read or seen, what parts of it were remembered and whether the respondents know the sponsor.

Copy testing is what is used to measure advertising effectiveness. It is used to describe all tests and measurements. Some other tests that have been devised for copy testing purposes are divided into pretests and post tests. Lackenby (1978) in Omokpo (1989) states that, the purpose of pretesting is to ascertain the potential effectiveness of each of the alternatives. These are taken into consideration before committing large sums of money to advertising. Post tests are conducted after the advertising has been run and their purpose is to determine the effectiveness of the advertising effort as it has been designed.

The recall test which is of interest to us here is otherwise referred to as the Gallup – Robinson impact (Omokpo, 1989). In the test, the respondent is asked to describe at least one feature to determine whether the advertisement was read or seen. Through a series of questions, the investigator attempts to determine the impact an advertisement had on the respondents. The logic is that people only act on what they recall.

III. Research Method

The procedure for this study entails research design, population of the study, sample size determination, sampling technique, instrument for data collection, sources of data and technique for data analysis.

The study employed a survey research design. The population of the study was made up of all secondary school students in Makurdi Local Government Area of Benue State, Nigeria. It is a finite population. There are 21 secondary schools in Makurdi metropolis with a combined student enrollment or population of 11,897 as at August 2011 (Benue State Teaching Service Board, Makurdi).

The sample size for this study was determined using Yamane's (1967) sample size determination formula for a known population as quoted in Eboh (2009) thus:

$$n = \frac{N}{1 + N(e^2)}$$

Where

n = sample size
N = population size
e = level of tolerable error (0.05)
I = constant

Applying this formula to the students' population of 11,897, the sample size of 387 was obtained.

With the total population number of 11,897 students and statistically determined sample size of 387 respondents, the researchers applied stratified sampling techniques. To achieve a representative coverage of the study area the researchers went to all the 21 schools and randomly selected those sampled taking cognizance of the numerical strength of each school in proportion to the total population. This was done with the permission of the school authorities.

The respondents were divided into two groups based on gender – male and female, while 194 male students and 193 female students respectively were sampled, corresponding to the total number of 387 (being the sample size). Three instruments for data collection namely questionnaire, face to face interview and personal observation were used.

Respondents were shown two television advertisements. The advertisements were withdrawn for a period of 10 – 15 minutes after which it was repeated. The respondents were asked to recall the features of the adverts consequent upon which their levels of recollection were recorded for analysis. The two television advertisements currently running on national television namely: the Chicken Bone Test for Dabur Herbal Toothpaste, and the Spelling Competition/Champion for Indomie Noodles were used for the study.

SOURCES OF DATA

The study made use of both primary and secondary sources of information generation. The primary data were collected using questionnaire and personal observation of the participants/respondents. However, secondary data were sourced and gathered from the Benue State Teaching Service Board Makurdi, academic journals and the Internet. The study used simple percentages and tables in presenting the data obtained from the field while Chi-square (χ^2) was used in testing the hypotheses for further analysis of the information generated from the field.

PRESENTATION OF DATA AND ANALYSIS OF RESULTS

Data collected from the field were subjected to statistical treatment. First, they were organized in tabular form with their percentages worked out, as shown in tables 1 to 3 below. Secondly the data was statistically interpreted after which the relevant parts were extracted for testing the study's hypotheses.

Table 1: Questionnaires Distributed and Returned

Sex of Respondents	Total No. of Questionnaire Distributed	Returned	Not Returned
Male	194	186	8
Female	193	184	9
Total	387	370	17

Out of the 194 questionnaires distributed to male students, only 186 were properly filled and returned while out of the 193 questionnaires sent out to the female students only 184 were properly filled and returned. This brings the total number of questionnaire properly filled and returned to 370 (representing 95.61% response rate) which

was used in the analysis, as against 17 questionnaires (representing 4.39) that were not returned, hence not used for the analysis.

Table 2: Responses on recall of features of the chicken bone test TV advertisement

Gender	All main features recalled	Not all features recalled	Total
Male	Number	164	186
	Percentage	88.17	100.00
Female	Number	122	184
	Percentage	66.30	100.00

Source: Computed from primary data by the researchers

Table 2 above shows that 164 male (boys) or (male students) representing 88.17% were able to recall all the main features of the chicken bone test advertisement, as against 22 boys representing 11.83% that were unable to recall all main features of the advertisement. Again, out of the total of 184 female students (girls) 122 female students or 66.30% were able to recall all main features of the chicken bone test advertisement, as against 62 female student or 33.70% that were unable to recall all main features of the advertisement.

Table 3: Responses on the recall of features of the spelling competition advertisement

Gender	All main features recalled	Not all features recalled	Total
Male (Boys)	Number	117	186
	Percentage	62.9	100.00
Female (Girls)	Number	160	184
	Percentage	86.96	100.00

Source: Computed from primary data by the researchers

The above table shows that 117 male students or 62.9% were able to recall all main features of the spelling competition advertisement while 69 male students or 37.1% could not recall all the main features of the advertisement. Correspondingly, 160 female students or 86.96% were able to recall all the main features of the spelling competition advertisement while 24 female students representing 13.04% were unable to do so.

TEST OF HYPOTHESES

The research hypotheses formulated earlier in Null form to guide this study are hereby restated in both Null and Alternative forms as follows:

Hypothesis 1

Ho₁ The duration of a television advertisement has no significant relationship with the recollection of the advertised message.

HA₁ The duration of a television advertisement has significant relationship with the recollection of the advertised message.

Decision rule

If the calculated value is greater (i.e. significant) than the critical value obtained from the table, we reject the Null hypothesis and accept the alternative hypothesis. The converse is equally true, that is, if the calculated value is less than the critical value we do not reject the Null hypothesis, rather the alternative hypothesis.

Table 4: Responses on the duration of a TV advertisement in relation to recollection

Description	Agreement	Disagreement	Row total
Male	166	20	186
Female	163	21	184
Column Total	329	41	370

Source: Computed from primary data by the researchers

We use table 4 above in calculating expected frequencies (EF) as follows:

$$EF = \frac{\text{Row total} \times \text{column total}}{\text{Grand total}}$$

$$EF_1 = \frac{186 \times 329}{370} = 165.38$$

$$EF_2 = \frac{186 \times 41}{370} = 20.61$$

$$EF_3 = \frac{184 \times 329}{370} = 163.61$$

$$EF_4 = \frac{184 \times 41}{370} = 20.38$$

Table 5: Contingency table for hypothesis one

Items	Observed (O)	Expected (E)	(O - E)	(O - E) ²	$\frac{(O - E)^2}{E}$
<i>Ef₁</i>	166	165.38	1.38	1.90	0.01
<i>Ef₂</i>	20	20.61	-.61	0.372	0.6
<i>Ef₃</i>	163	163.61	-.61	0.372	0.6
<i>Ef₄</i>	21	20.38	1.38	1.90	1.37
Total		369.98	1.54	4.54	2.94
					4.45

To test hypothesis one, the following Chi square (χ^2) formula was used.

$$\chi^2 = \frac{\sum(O - E)^2}{E}$$

Where : χ^2 = chi square

O = observed or actual frequency

E = expected or mean frequency

\sum = summation sign

Degree of freedom (*df*) = (r - 1) (c - 1) where r = number of rows and c = number of columns. The hypotheses were tested at 95% confidence level and 0.05 level of significance.

Decision

From table 5 above the calculated Chi-square (χ^2) = 4.45. The χ^2 table with *df* = 1 at 0.05 level of significance is 3.84. This implies that the χ^2 calculated value of 4.45 is greater than χ^2 critical value of 3.84. We reject the Null hypothesis and accept the alternative hypothesis which states that the length (or duration) of a TV advertisement has significant relationship with the recollection of the advertised message.

Testing hypothesis two

Ho₂: The repetition of a TV advertisement has no significant relationship with the retention of the advertised message.

HA₂: The repetition of a TV advertisement has significant relationship with the retention of the advertised message.

Table 6: Responses to the repetition of TV advertisement in relation to its retention

Description	Agreement	Disagreement	Row total
Male	119	67	186
Female	168	16	184
Total	387	83	370

Source: Computed from primary data by the researchers

To test hypothesis two, we resort to table 6 above to calculate expected frequencies (*EF*), using the formula.

$$EF = \frac{\text{Row total} \times \text{column total}}{\text{Grand total}}$$

$$EF_1 = \frac{186 \times 387}{370} = 194.54$$

$$EF_2 = \frac{186 \times 83}{370} = 41.72$$

$$EF_3 = \frac{184 \times 387}{370} = 163.61$$

$$EF_4 = \frac{184 \times 83}{370} = 41.72$$

Table 7: Contingency Table for Hypothesis Two

Items	Observed (O)	Expected (E)	O – E	(O – E) ²	$\frac{(O - E)^2}{E}$
E_{f1}	119	194.54	-75.54	5706.29	29.33
E_{f2}	67	41.72	25.28	639.07	15.3
E_{f3}	168	163.61	5.61	311.97	1.90
E_{f4}	16	41.27	-25.27	638.57	15.47
		441.14	69.92	4888.80	11.08
Total					73.08

Decision

From table 7 above, the calculated Chi-square (χ^2) is 73.08. The Chi-square (χ^2) table with $df = 1$ at 0.05 level of significance is 3.841. Since the calculated χ^2 value of 73.08 is greater than the critical χ^2 value of 3.841, we reject the Null hypothesis and accept the alternative hypothesis which states that the repetition of a TV advertisement has significant relationship with the retention of the advertised message.

IV. Discussion of results

Data analyses above reveal that 166 male respondents agreed that the length (in this case duration) of a TV advertisement copy has significant relationship with its recollection while only 20 male respondents disagreed. Similarly 163 female respondents agreed that the duration of a TV advertisement has significant relationship with its recollection while only 21 female respondents stated in the contrary. What this implies is that longer duration TV adverts are more difficult to recall than shorter ones. Marketing managers, therefore shall strive to show shorter duration TV adverts to enable viewers recall them with ease. It is only when an advertisement is recalled that it can be acted upon. This agrees with the “list length effect” that performance for serial recall decreases as the length of the list or sequence increases (Mayer, 2007; Keller, 2006; Doyle, 2008). Findings also reveal that 119 male respondents or 63% of them agreed that the repetition of a TV advertisement has significant relationship with its retention. Only 67 male respondents or 37% of them disagreed with this view. In the same manner, 168 female respondents or 91% of them agreed that repetition of a TV advertisement has significant relationship with its retention as against the 16 female respondents or 9% that stated in the contrary.

Further analysis also reveals that all those who were able to recall all the main features of the two TV advertisements used in the study attributed their successes to the fact that they watched the two adverts several times hence they were familiar with the features. This corroborates the reason why marketers repeat and dramatise their TV advertisements because constant replay or repetition could create special attention for likeness (Kotler, 2003; Agbadudu, 2005; Doyle, 2008). Interestingly, findings reveal that while male students were better at recalling features of the chicken bone test, female respondents were far better at recalling features of the spelling competition which advertises Indomie. In one of the questions, more female students answered that they like Indomie while more male respondents stated that they like chicken meat. This again supports assertion that people selectively remember messages that are closer to their interests (Kotler, 2003; Armstrong, 2005; Onah and Thomas, 2004).

Also data analysis reveals that respondents (both male and female) attributed their success to the fact that they were able to recall the main features of the two adverts by dividing the adverts into parts and recalling them one part after the other. This supports the fact that memory capacity can be increased through a process called chunking. The respondents were able to chunk the TV adverts into parts so as to recall them easily. It is therefore safe to infer that chunking is a recollection skill used by secondary school students in Makurdi metropolis.

V. Conclusion

Based on the analyses and findings of this study, it was empirically feasible to conclude that the duration of a TV advertisement has significant relationship with the recollection of the advertised message. Respondents who were unable to recall the main features claimed that the duration (length) of the advertisement was too long for them to recall. Findings also suggest that the repetition of a TV advertisement has significant relationship with the retention of the advertised message. Most respondents who were unable to recall the features of the advertisement attributed their failure to the fact that they had not watched the advertisement often enough for them to recall the features. Repetition of a TV advert facilitates its retention and hence recollection. Based on the above analyses discussions and findings, we can conclusively say that target audience can act upon an advertisement, if and only if they can considerably retain and recall it at will.

Recommendations

Based on the findings of this study, the researchers deem it pertinent to make the following recommendations that will assist marketers in planning and evaluating their advertisements.

1. Marketing managers should always ensure that their advertisement copies are not unduly lengthy or prolonged. It has been shown that shorter adverts are easier to retain in memory and recalled when necessary than longer ones.
2. Where budget permits, it is advisable to repeat an advertisement as many times as possible. This helps the target audience to get familiar with the adverts and can recall them with ease when taking their buying decision.
3. It is advisable to dramatise television advertisements. This helps the viewers to recall its features easily. It has been found that respondents were able to recall the main features because of the dramatic effects.
4. It has been revealed that chunking enhances memory capacity. Therefore, to take advantage of this skill, marketers should plan their advert copies in such a way that they can be easily broken down into parts or sessions so as to be easy for the viewers to commit it to memory.
5. Marketing managers should through their knowledge of consumer behaviour, try to first identify the specific interest of their target audience before committing huge sums to advertisements in any medium. There will always be selective retention by viewers. Marketers should therefore target audiences that are likely to have interest in their products. This helps to reduce adverts cost and some wastages.

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