

5-2012

Mood and Advertising: A Follow-up Study to “The Power of Emotion”

Lisa Wiese
Lindenwood University

Follow this and additional works at: https://digitalcommons.lindenwood.edu/psych_journals



Part of the [Psychology Commons](#)

Recommended Citation

Wiese, Lisa (2012) "Mood and Advertising: A Follow-up Study to “The Power of Emotion”," *Undergraduate Psychology Research Methods Journal*: Vol. 1 : Iss. 14 , Article 3.

Available at: https://digitalcommons.lindenwood.edu/psych_journals/vol1/iss14/3

This Article is brought to you for free and open access by the Psychology, Sociology, and Public Health Department at Digital Commons@Lindenwood University. It has been accepted for inclusion in Undergraduate Psychology Research Methods Journal by an authorized editor of Digital Commons@Lindenwood University. For more information, please contact phuffman@lindenwood.edu.

Mood and Advertising: A Follow-up Study to "The Power of Emotion"Lisa Wiese²

Advertisements affect our lives even when we least expect it. We hear ads on the radio, read ads in magazines, and are even exposed to advertisements through billboards as we drive down the road. The effects on mood and advertisements began to be popularly researched in the early 1980s. This study conducting on mood and advertising was a follow up study to "The Power of Emotion" conducted by Wiese (2012). It was important to conduct more research into this topic to find statistical significance in support of the hypothesis. The present study used a positive group, a negative group, and a control group to rate pictures based on a manipulated mood. Participants were gathered using convenient sampling from the Lindenwood Participant Pool. Results showed that people in a positive mood rated subsequent advertisements more favorably than participants in a negative mood, therefore supporting the hypothesis that when people are exposed to a positive advertisement they will rate following advertisements more approvingly than people who initially view a negative advertisement.

Key words: *Advertising, advertisements, mood, manipulation, emotion.*

Advertisements are meant to be eye-catching in hopes that the campaign, service or product will be supported. Advertisements are in the daily lives of everyone through billboards, television commercials, and radio commercials, just to name a few. With daily contact, advertisements are bound to influence consumers. It is important to note that research on the subject of advertisements affecting mood has been conducted in numerous studies for numerous years. The present study was designed to test the hypothesis that when people are exposed to a positive advertisement they will rate following advertisements more approvingly than people who initially view a negative advertisement.

One study conducted by Sar, Xiaoli, and Myers (2010) had a sample size of 200 college students and used 10-min videos to attempt to stimulate a specific mood. After the film clips were shown, a questionnaire was distributed with "sad-happy" and "good-bad" rating scales.

² Lisa Wiese, Department of Psychology, Lindenwood University.
Correspondence regarding this article should be addressed to Lisa Wiese at
LCW919@lionmail.lindenwood.edu.

These researchers were able to support all of their hypotheses including their hypothesis that individuals in a positive mood will evaluate advertisements more positively than those in a negative mood when an ad is placed in a similar environment (Sar et al., 2010).

Aylesworth and MacKenzie (1998) found when a negative mood is induced by an ad then the person does not systematically process those ads as they do in a positive mood and they also found that mood did in fact influence attitudes towards assignments. Their study had a purpose similar to the study discussed in this paper, which included the importance of research involving mood and advertisements to advertising “practionioners” (Aylesworth & MacKenzie, 1998).

In addition to overall mood of an advertisement, research has been conducted into advertisements inducing mood with color. Lichtle (2007) was able to find a connection between the hue of the advertisement and the overall appreciation and attitude of the advertisement. Color is used to attract people and potentially influence them so it is interesting to find that there is little research conducted that investigates mood and color and the relationship with advertising.

There is one particular theory that can relate to the current study. The “affect-as-information” theory says that whenever someone looks a something they evaluate it with one question, “How do I feel about it?” which can lead to mood affecting evaluation of the advertisement (Pocheptsova & Novemsky, 2010). The article attempts to support that theory.

I conducted a similar study last semester entitled “The Power of Emotion.” The same hypothesis was used. Wiese (2012) had a small sample of 46 undergraduate students from the Lindenwood Participant Pool (LPP, see Method Section) and 5 participants not involved in the LPP. Participants in the positive and negative groups were asked to look at and rate five pictures; the first picture in both groups was used in hopes of inducing a positive or negative

mood. A control group of 17 participants was used to rate the other four pictures in order to gauge what mood the pictures might accurately represent. As anticipated Wiese (2012) found that the first picture was rated positively by the positive group and negatively by the negative group. However, no statistical significance was found between the ratings of the rest of the pictures and the first mood-inducing pictures (for a complete description, see Wiese, 2012). My previous research and the current collected data are relevant to the world of advertising because the way in which a person views an ad is important when considering ad placement.

I chose to continue my previous research for several reasons. One reason for conducting another study was because I had a relative small sample size with only 17 participants in each group. Another reason is because no statistically significant effect of mood manipulation was found. The current study attempts to test the original hypothesis using a larger sample size, longer viewing of images to instill a specific mood, and less pictures so the participants to avoid any order effects.

Method

Participants

The participants in this study consisted of 53 college students: 23 men and 30 women. Most participants were gathered using convenient sampling from the Lindenwood Participant Pool (LPP) using sign-up sheets on the bulletin board outside of the LPP office. Each LPP participant was given extra credit from his or her participating class with the approval of the professor. Some participants were gathered through consent of professors and their students in general classes. These participants did not receive any material compensation, but they did receive my gratitude. My participants included 17 Freshman, 14 Sophomores, 12 Juniors, and 10 Seniors. There was a wide range of majors, but the most predominant ones were Business

Administration, Exercise Science, and Psychology. Based on the rating scale for questions four and five of the questionnaire, 71.7% of participants said they were either Happy or Very Happy and 73.6% said they were either in a Good mood or a Great mood (see Appendix A). Only 24 participants chose to write a reason for why they were in the mood they were in. Most reasons had a theme of being stressed from school, work, etc.

Materials

The materials used in this study consisted of two consent forms, a demographic questionnaire, a picture-evaluation sheet, a computer to display the pictures with PowerPoint, a feedback letter, and an extra credit slip for LPP participants. Each participant was given two consent forms to sign: one for his or her records and the other for my records (see Appendix B). The consent form ensured that the participant was willing to proceed with the study and that he or she was 18 years or older. The form also let the participant know that they could end the survey at any time without any repercussions and still receive their extra credit if they are a part of the LPP. The demographic questionnaire consisted of five questions about gender, major, class standing, current happiness, and current mood (see Appendix A). There were four pictures used in the study and they were displayed to the participant using the PowerPoint program on a computer (see Appendices D-H). The pictures were gathered from the World Wildlife Foundation website and a pilot study was conducted to ensure the ambiguity of the pictures. Animal pictures were chosen in order to be consistent. Each of the four pictures was evaluated using a picture-evaluation sheet created by myself (see Appendix C). Each section asked two questions for one picture. The stopwatch application on my phone was used to monitor how long each participant viewed each picture.

The participants were given a feedback letter providing them with further information about the study as well as my contact information if they were interested in the results. If the students were a part of the LPP, they were given an extra credit slip to take to the LPP office on the fourth floor of Young Hall. Rooms used to conduct the study consisted of the Psychology Study Labs on the first floor and classrooms in Young Hall. The Psychology Lab room that was used for this study consisted of two computers, six chairs, and two tables. The two computers were side-by-side at the front of the room near the door.

Procedure

The process began when students signed up for a specific time on the LPP sign-up sheets outside of the LPP office. Each participant was pleasantly greeted when they walked into the room and asked to sit in front of the computer. Each participant was pre-assigned to either the positive, negative, or neutral group depending on the order of the participants. For example, if four students participated one day, the first would be assigned to the positive group, the second to the negative group, the third to the neutral group, and the fourth to the positive group; the next time the study was conducted the cycle would start with the negative group and so on. There were 18 participants in the positive group, 18 in the negative group, and 17 in the neutral group. He or she was given a pen to borrow if they did not have one. Participants were first given the consent forms and told that one was for their records and the other was for mine. After each sheet had been signed the participants were given picture-evaluation sheet and given instructions. If the participant was in the positive or negative group, they were asked to look at the first picture for up to a minute (see Appendices D-E). Each participant was then shown the last three pictures and told to look at each one for however long they desired. The computer kept time; the pictures were set to disappear about 30 sec. If the participants were in the neutral group they

were shown the same three pictures viewed by the other two groups, however, they were not given a previous stimuli to the three pictures. Each participant in the neutral group was told to view the pictures for any amount of time they pleased. Each picture was also rated on the picture-evaluation scale after the picture was viewed.

After the participants had observed and rated the pictures, they were debriefed and given information about the study. The participants were given my feedback letter and told to contact me if they had any further questions about the study. If they were a part of the LPP they were then given an extra credit slip and asked to fill it out before they left. Participants were also asked to sign my List of Participants sheet for the LPP records. Before each participant left the room they were shown gratitude and appreciation and wished a nice day.

Results

The study was designed to test the hypothesis that people who are exposed to a positive advertisement will rate following advertisements more approvingly than people who initially view a negative advertisement. As intended, the positive picture ($M=4.72$, $SD=.46$) was rated more favorably than the negative picture ($M=1.28$, $SD=.58$), according to the results of an independent t-test, $t(34) = 19.84$, $p<.001$. Also as intended, the positive picture ($M=4.56$, $SD=.62$) evoked a happier feeling than the negative picture ($M=1.22$, $SD=.43$). An independent t-test also shows the significance, $t(34) = 18.86$, $p<.001$. A one-way analysis of variance (ANOVA) compared overall ratings for the three groups: positive ($M= 8.56$, $SD= 2.33$, neutral ($M= 7.53$, $SD= 2.53$), and negative ($M=6.28$, $SD= 1.274$). The results revealed a significant main effect of the group, $F(2,50) = 5.27$, $p=.008$. Another one-way ANOVA compared the overall feelings for the three groups: positive ($M= 8.61$, $SD= 2.45$), neutral ($M= 7.35$, $SD=$

2.50), and negative ($M= 6.89$, $SD= 1.71$) revealed a significant main effect of group, $F(2,50) = 2.83$, $p=.069$.

Discussion

There are several reasons as to why the current study was able to support the hypothesis. One reason could be the changes made from the previous study (Wiese, 2012). Participants were asked to look at the first picture for 30 seconds, which could potentially mean that this did evoke a specific mood as I had planned. The use of different pictures could have also played a part. I found that a picture used in the previous study was much too sad and skewed the results. It is also possible that using fewer pictures (three instead of four) had an influence on any possible order effects that took place before. However, I do not think the sample size had anything to do with the results as I previously presumed. Due to time constraints once again, I only had two more participants than the previous study.

I noticed several things about the participants. I had several students not understand the directions even though the directions were given exactly the same as the previous study. Having to repeat the directions in a different manner to only certain participants could have potentially increased error. I am unsure of a way to get around this error, but an idea would be to type up the directions and let the participant read over it as many times as they wish until they understand.

If this study were to be replicated I recommend finding stronger emotion-inducing pictures. Another idea is that instead of leaving the first picture on the screen for 30 seconds, find strong emotionally positive or negative pictures and flash them on the screen. It is also important to have a computer program that will allow the study to be conducted without error.

In conclusion, people who are exposed to a positive advertisement did rate subsequent advertisements more approvingly than people who initially view a negative advertisement so the hypothesis was supported. It was important to conduct this study again in order to find more information on the topic of mood and advertising. More studies using videos like that of Sar, Xiaoli, and Myers (2010) should be conducted to see if the results are significantly stronger. Advertising will forever be a part of everyday life. The more that is known about the effects of advertising on mood, the more properly advertisements will be placed, which will in turn produce an increase in awareness and product sales.

References

- Aylesworth, A. B. & MacKenzie, S. B. (1998). Context is key: The effect of program-induced mood on thoughts about the ad. *Journal of Advertising*, 27(2), 17-31.
- Lichtlé, M. C. (2007). The effect of an advertisement's colour on emotions evoked by an ad and attitude towards the ad. *International Journal of Advertising*, 25(1), 37-62
- Pocheptsova, A. & Novemsky, N. (2010). When do incidental mood effects last? Lay beliefs versus actual effects. *Journal of Consumer Research*, 36(6), 992-1001.
- Sar, S., Xiaoli, N., & Myers, J.R. (2010). The effects of mood and advertising context on ad memory and evaluations: The case of a competitive and a non-competitive ad context. *Journal of Current Issues & Research in Advertising*, 32(2), 1-9.
- Wiese, L. C. (2012, February). *The power of emotion*. Paper presented at the meeting of Great Plains Students' Psychology Convention, Northwest Missouri State University.

Appendix A

QUESTIONNAIRE

SUBJECT ID NUMBER: _____ (Assigned by Researcher)

Please circle your choice for each of the following:

1) Are you: MALE FEMALE

2) What is your major? _____

3) Class standing:

Freshman Sophomore Junior Senior

4) On a scale of 1 to 5, please rate how happy you are feeling at this moment:

Not Very Happy ☹ Neutral Very happy ☺

1 2 3 4 5

5) How would you describe the current mood you are in? Please rate on the following scale and feel free to add details pertaining to your mood if you wish. (E.g., "I am in a great mood because I am finished with my classes for the day." Or, "I am stressed and in a bad mood because I have a lot of homework.")

Awful Mood |-----|-----|-----|-----|-----| Great Mood

Neutral Mood

Comments:

Appendix B

Informed Consent Form

I, _____ (print name), understand that I will be taking part in a research project that requires me to state my current mood and rate advertisements based on how much I like them. I understand that I should be able to complete this project within 5-10 minutes. I am aware that I am free to skip any questions in the unlikely event that I feel uncomfortable answering any of the items on any of the surveys. I am also aware that my participation in this study is strictly voluntary and that I may choose to withdraw from the study at any time without any penalty or prejudice. I should not incur any penalty or prejudice because I cannot complete the study. I understand that the information obtained from my responses will be analyzed only as part of aggregate data and that all identifying information will be absent from the data in order to ensure anonymity. I am also aware that my responses will be kept confidential and that data obtained from this study will only be available for research and educational purposes. I understand that any questions I may have regarding this study shall be answered by the researcher(s) involved to my satisfaction. Finally, I verify that I am at least 18 years of age and am legally able to give consent or that I am under the age of 18 but have on file with the LPP office, a completed parental consent form that allows me to give consent as a minor.

_____ Date: _____

(Signature of participant)

_____ Date: _____

(Signature of researcher obtaining consent)

Student Researcher Name and Number:

Lisa Wiese

(314)-974-6586

Lcw919@lionmail.lindenwood.edu

Supervisor:

Dr. Michiko Nohara-LeClair

Course Instructor

(636)-949-4371

mnohara-leclair@lindenwood.edu

Appendix C

PICTURE 1

How positive or negative would you rate this picture?

Very Negative Positive	Negative	Neutral	Positive	Very
1	2	3	4	5

How does this picture make you feel?

Very Sad	Sad	Neutral	Happy	Very Happy
1	2	3	4	5

PICTURE 2

How positive or negative would you rate this picture?

Very Negative Positive	Negative	Neutral	Positive	Very
1	2	3	4	5

How does this picture make you feel?

Very Sad	Sad	Neutral	Happy	Very Happy
1	2	3	4	5

PICTURE 3

How positive or negative would you rate this picture?

Very Negative Positive	Negative	Neutral	Positive	Very
1	2	3	4	5

How does this picture make you feel?

Very Sad	Sad	Neutral	Happy	Very Happy
1	2	3	4	5

PICTURE 4

How positive or negative would you rate this picture?

Very Negative Positive	Negative	Neutral	Positive	Very
1	2	3	4	5

How does this picture make you feel?

Very Sad	Sad	Neutral	Happy	Very Happy
1	2	3	4	5

Appendix D

Positive Stimulus



WHO'S AWESOME?
YOU'RE AWESOME

Appendix E

Negative Stimulus



Appendix F

Picture 1



Appendix G

Picture 2



Appendix H

Picture 3

