The influence of social media video marketing on consumers purchase intentions: the role of video length

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THE INFLUENCE OF SOCIAL MEDIA VIDEO MARKETING ON CONSUMERS PURCHASE INTENTIONS : THE ROLE OF VIDEO LENGTH

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List of Abbreviations

Mrs.	Madam
OSN	Online Social Network
TRA	Theory of Reasoned Action
U&G Theory	Uses and Gratifications Theory
VIF	Variance Inflation Factor

Chaptre 1 : Introduction

1.1 Context

"If a photo is worth a thousand words, how many is the video worth?" (Madden Media, 2021). Actually, according to Dr. James McQuivey, one minute of video is equivalent to about 1.8 million words of content (Madden Media, 2021). This represents the foundation of video marketing, "a forward-looking marketing strategy that integrates the videos involved in the marketing campaign" (Foysal, 2021). Video marketing is the strategy of "using videos for promoting and telling people about your product or service" (Foysal, 2021). According to Laurent Vermot-Gauchy (2021), there are several advantages of this strategy. Indeed, the captivating content gets the attention of the user and is easy to remember thanks to its visual and audio aspects (Vermot-Gauchy, 2021). As a matter of fact, after hearing something, a customer will remember 10 percent of the information after three days (Foysal, 2021). Contrariwise, if this auditory information is linked with a relevant image, the same customer will retain 65 percent of the information after three days (Foysal, 2021). In reality, while a viewer retains 95 percent of a message when he watches it in a video, he only retains 10 percent of it when he reads it in a text (Insivia, 2016). In that way, video marketing convinces the consumer to take action while spreading the word quickly and promoting engagement (Vermot-Gauchy, 2021). Furthermore, videos help companies to connect with their audience, improve SEO and drive sales (Foysal, 2021). Indeed, consumers are 84 percent more likely to make a purchase after watching a video (Wyzowl, 2020).

By 2022, online videos will make up more than 88 percent of all consumer Internet traffic, a proportion that will have double in less than 5 years (Cisco Study, 2019) which is 15 times higher than it was in 2017 (McCue, 2020). Hence, it is undeniable that current companies that do not have a strategy related to video marketing will simply be invisible (Aivoni, 2019). Indeed, according to Megan O'Neill (2016), 84 percent of marketing professionals have produced or commissioned video content to promote their business, products or services in 2016, and it results that 76.5 percent of them feel that their actions have had a positive impact for their companies. Furthermore, studies show that a well-placed video content coupled with a good video marketing strategy can increase conversion rates by up to 80 percent (Affde, 2021). Videos have therefore now become essential, necessary and compulsory for the growth and proper development of businesses.

The global growth in the use of social networks is one of the main factors behind the success of video marketing, with videos on social medias generating 12 times more shares among viewers than text and image contents combined (Bynder, 2021). In the US, people spend on average 41.9 minutes on Youtube every day (Schomer, 2020) while 8 billion videos are viewed on Facebook every day in the world, a figure as large as the number of inhabitants on the planet (Pixmove, 2020). Furthermore, according to the latest studies, the demand for video continues to increase year after year (Pixmove, 2020). Indeed, 78 percent of Internet users regularly watch videos on social networks (Social Media Week, 2019) along with an average of more than 18 hours per week spent in front of videos, an overwhelming increase of 7.5 hours compared to 3 years ago (Wyzowl, 2020). Moreover, a consumer spends 88 percent more time on a page with videos (McCue, 2018) and 69 percent of Internet users prefer short videos to any other type of branded content (Wyzowl, 2020). Video marketing is therefore a very powerful and influential tool nowadays when considering that, according to O'Neil-Hart (2016), 6 out of 10 people would rather watch online video content than television.

As far as social media video marketing is concerned, TikTok and Instagram are now two of the most popular platforms for videos (Greywng, 2021) along with Facebook and Youtube. Indeed, 63 percent of marketers believe that Facebook is the social platform with the best impact when it comes

to publishing and promoting video content (O'Neill, 2016), while a post on Instagram in the form of a video receives twice more interaction than a simple photo post (Southern, 2019). Besides that, Youtube holds an undisputed leadership position in video by being the second largest search engine in the world after Google (Wagner, 2017). Moreover, it is known to be visited as a guide before the decision to buy as well as after, when the consumer is looking for tutorials to use the product or other information. According to Costa-Sanchez (2017), video multiply participation, affection towards the brand and re-dissemination of messages. These online videos have a great success thanks to the fact that they are easy, fast and easily shareable on social networks (Costa-Sanchez, 2017).

1.2 Research Motivations

1.2.1 Managerial Motivations

As it has already been stated in the context above, the use of video marketing is increasing year after year, bringing great added value to the company that uses it. The proof is that 86 percent of businesses use video as a marketing tool, which is a 41 percent increase over 2016 (Wyzowl, 2020). In that respect, 94 percent of video marketers said that videos have increased the user's understanding of the company's products or services and 78 percent of marketers said that videos have directly helped increase sales (Wyzowl, 2020). Moreover, 87 percent of these representatives stated that videos give a good return on investement and 43 percent stated that videos have reduced the number of support calls that their company have received (Wyzowl, 2020).

After having analyzed these statements, it is clear that video marketing is an important concept for professionals today. A question then arises as to the optimal length of the promoted videos. The present Master thesis could therefore serve managers and marketing professionals by offering more insights with regards to social media video marketing and the role of video length as it can affect and leverage their business (De Bernardi, 2020).

1.2.2 Academic Motivations

Beside its managerial purposes, the present Master thesis aims to bring more clarity to the topic of social media video marketing, and more specifically on the influence of video length on consumers purchase intentions. Indeed, video marketing is gaining more and more attention from scholars (Mulier et al., 2021) but according to Alamäki et al. (2019), and to the best of the knowledges within this thesis, the subject of video length in video marketing and its impact on consumer purchase intentions is surprisingly under-researched when considering its importance for marketers. Thereby, this Master thesis is intended to fill a knowledge gap by examining the effects of video length on the intentions to buy of the consumers, as well as its impact on the perceived informativeness, entertainment, emotional appeal, and advertising value.

1.2.3 Problem Statement

Based in the current context and the identified motivations, this thesis considers the following research question:

What role does the length of a video play when it comes to studying the influence of social media video marketing on consumers' purchase intentions?

In order to answer these interrogations, this study aims to develop a research model that will test the length of the video as well as its impact on the informativeness, entertainment, emotional appeal and advertising value as precursor of purchase intention.

1.3 Contributions

This research thesis has as its goal to study the influence of the length of a social media video on consumers purchase intentions. In investigating this phenomenon, this study will also assess the role of video length on perceived informativeness, entertainment, emotional appeal and advertising value. For this purpose, the present research aims to conduct an experiment which consists in presenting a long format video from Youtube and a short format video from TikTok that will be randomly distributed to the participants.

The present Master thesis may be of great interest for managers and marketing professionals (De Bernardi, 2020) and would help them having a better understanding in their actions in the digital marketing world.

1.4 Approach

This thesis contains six chapters. The first chapter lays the foundations of the problem by explaining the context in which we currently find ourselves regarding the subject studied. Afterwards, the second chapter will contain the literature review of the present thesis while the third one will explain the chosen research design. Then, the fourth chapter will present the results of the study and the fifth chapter will be used to interpret these findings. Finally, the last chapter will close this thesis with a general summary along with some managerial and theoretical implications as well as some the limitations and suggestions for future research.

Chaptre 2 : Literature Review

This second chapter provides an overview of previous studies on social media video marketing and introduces the research model as well as the hypotheses of this study (De Bernardi, 2020). More concretely, the first section will consider the concept of social media, its history and the types of social media that may be encountered. Then, the second section will analyse what video is, how it is used in video marketing and what type of content can be found in it. The advantages of video marketing will be analyzed as well. The following section will then study what previous studies have established regarding the impact of video marketing on consumers. Next, this thesis will aggregate how different scholars define the concept of purchase intention. On the fifth section, a theoretical framework will be developed. Finally, the ultimate subchapter of this literature review will formulate the hypotheses that are supported by previous studies and will draw the research model of this thesis.

2.1 What is Social Media ?

According to Kaplan and Haelein (2010), the term *social media* began to make sense in the 1950s when Bryce and Susan Abelson created Open Diary, a site that allowed online diary writers to meet and create a community. The trend then took its course in 1979 thanks to Tom Truscott and Jim Ellis who created Usenet, which allowed users from all over the world to post messages on the Internet (Kaplan & Haelein, 2010). Since then, it is thanks to the increasing accessibility of a faster and faster Internet access that the term *social media* was officially born and became what it is today, giving birth to giants such as MySpace in 2003 or Facebook in 2004 (Kaplan & Haelein, 2010). According to Kaplan and Haelein (2010, p.60), social media as we know them today can therefore be seen as a return to the roots of the Internet, as these media are created to "facilitate the exchange of information between users", which is the very reason for the creation of the World Wide Web. Kietzamn et al. (2011), on the other hand, hold a different speech by building on Boyd and Ellison (2008) and tracing the origin of social media in a much more recent way. Indeed, they consider that social media took shape in the 1990s and takes the example of the website "Sixdegrees" created in 1997 which allowed its users to create profiles and add their friends.

Kaplan and Haelein (2010, p.61) define social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web2.0, and that allow the creation of exchange of User Generated Content". Berthon et al. (2012) as well as Baumöl et al. (2016) follow exactly the same definition of Kaplan and Haelein, omitting the fact that social media allow the creation of User Generated Content exchange. Nevertheless, Baumöl et al. (2016, p.199) build on the statement of Musser and O'Reilly (2007) to add that social media "encourage user connection, participation, and collaboration, and the sharing of content" which is in agreement with the definition of Elefant (2011) who also adds to this the concept of information sharing. Kietzman et al. (2011, p.241) also remain on the same idea by stating that "social media employ mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, co-create, discuss, and modify user-generated content". For his part, Scott (2017) joins the latter definitions by defining social media as technologies that enable communication between users. He quotes that "social media provide the way people share ideas, content, thoughts and relationships online" (Scott, 2017, p.38). Furthermore, Scott (2017, p.38) states that "social media can take the form of text, audio, video, images, and communitions".

It turns out that, among all these authors, only Marchand et al. (2021, p.551) nuance this definition which seems to be adopted unanimously. Indeed, the latters have decided to combine the definition of Kaplan and Haelein (2010) with the one of Peters, Chen, Kaplan, Ognibeni, and Pauwels (2013) in order to define social media as "Internet-based communication systems that support the

creation and exchange of content among virtual ties". This definition is intended to include content created and shared by businesses and thus not limit social media to user-generated content (Marchand et al., 2021) because the actions that companies take on social media are "essential to the social media ecosystem" (Lamberton & Stephen, 2016, as cited in Marchand et al., 2021, p.551). Scott (2017, p.38), for his part, joins the quote that "social media provide the way people share ideas, content, thoughts and relationships online".

Kaplan and Haelein (2010) divide social media into six categories. The first category is defined as collaborative projects, which "enable the joint and simultaneous creation of content by many end-users" (Kaplan & Haelein, 2010, p.62). Blogs are defined as the second category, allowing the user to have his own personal web page while the content communities, the third category, enable users to share media content with each other. The type of media can vary from texts, photos and videos as for example on Youtube. The fourth category still according to Kaplan and Haelein (2010, p.63) is made up of the well-known social networks, which they define as being "applications that enable users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending e-mails and instant messages between each other". In this category, we can find popular social networks such as Facebook, Instagram or TikTok. The last two categories are the virtual game worlds and the virtual social worlds. The virtual game worlds are "platforms that replicate a three- dimensional environment in which users can appear in the form of personalized avatars and interact with each other as they would in real life" (Kaplan & Haelein, 2010, p.64) whereas the virtual social world "allows inhabitants to choose their behavior more freely and essentially live a virtual life similar to their real life" (Kaplan & Haelein, 2010, p.64).

For their part, Zhu and Chen (2015) created a typology based on two important attributes of social media, which are the nature of connections and the level of customization of messages (Zhu & Chen, 2015, p.336). The nature of connections concerns the distinction between profile-based connections, which are connections made because users are "interested in the user behind the profile", and content-based connections, which are connections made because users "like the contents a certain profile provides" (Zhu & Chen, 2015, p.336). The level of customization of messages, for its part, "describes the degree to which a service is customized to satisfy an individual's particular preferences" (Schmenner, 1986, as cited in Zhu & Chen, 2015, p.337). It can be of two types, which are the customized messages and the broadcast messages. While the first type is "customized and intended for a specific person or a small audience", the second type "contains messages that are broadcast and are intended for everyone who is interested" (Zhu & Chen, 2015, p.337). In this context, the authors have drawn four types of categories concerning social media. Indeed, the first type is named by Zhu and Chen (2015) as relationship, of which Facebook is part. This category is defined as platforms that are profile-based with customized messages which "allow users to connect, reconnect, communication and build relationship." (Zhu & Chen, 2015, p.337). The second category is called self-media which includes platforms that are profile-based with broadcast messages which "allow users to broadcast their updates and others to follow." (Zhu & Chen, 2015, p.337). Twitter is an example of this second category. Then, the third type of social media is called collaboration, and includes platforms such as Reddit that are content-based with customized messages which "allow users to collaboratively find answers, advice, help, and reach consensus." (Zhu & Chen, 2015, p.337). The fourth and last category are the creative outlets, such as Youtube, which are platforms that are content-based with broadcast messages which "allow users to share their interest, creativity, and hobbies with each other." (Zhu & Chen, 2015, p.337).

Finally, **Table 1** describes the different categories of social media according to Gupta and Sahoo (2021, p.9). It is clear that these authors are very close to the ideas of Kaplan and Haelein (2010), but with the addition of more contemporary networks.

Table 1. The categories of social media according to Gupta and Sahoo (2021, p.9)

Type of social media	Description	Example
Anonymous social network	"Anonymously sharing of information and content on OSNs through mobile and web-based platform." (Gupta & Sahoo, 2021, p.9)	Ask.fm
Sharing economy network	Highlights "the ability and individual performance to rent or borrow goods rather than buying or owning them." (Gupta & Sahoo, 2021, p.9)	AirBnB
Interest-based network	Has the interest of bringing audience groups together by taking help of other social network services to share their product, travel details, food, and fashion. (Gupta & Sahoo, 2021, p.9)	Good read
Social shopping network	Allow users to "perform different transactions for buying and selling different products." (Gupta & Sahoo, 2021, p.9).	Amazon, Etsy
Blogging and publishing network	"A way to express users' thoughts, demonstrate their presence, and provide different contents to Internet users." (Gupta & Sahoo, 2021, p.9).	Tumblr
Consumer review network	"Platform to review products and services received by the customers, who purchased that product/service, in the form of a feedback on shopping websites and electronic commerce." (Gupta & Sahoo, 2021, p.9).	Trip Advisor
Book marking and curation network	"Has the facility to organise the content or the curator." (Gupta & Sahoo, 2021, p.9).	Pinterest
Discussion forum	Allows users to "discuss their queries and get answers from others." (Gupta & Sahoo, 2021, p.9).	Reddit
Social network	Allows to "build relation between people by eliminating geographical barriers while having interest professionally and personally." (Gupta & Sahoo, 2021, p.9).	Facebook, LinkedIn

Media sharing network	"Unable users to store, share, and post multimedia files with other users." (Gupta & Sahoo, 2021, p.9).	Instagram, Youtube

Source : Own research, based on literature

2.2 What is Video Marketing ?

According to Le Robert dictionary, a video is "an audiovisual technique for recording image and sound on a magnetic medium and reproducing this recording on a screen". Costa-Sanchez (2017, p.19) goes for a simpler definition by stating that "videos are a language that uses images (and usually sounds)". Schwenzow (2021, p.367), for his part, relies on the Berkeley Institute of Design (2012) definition of video and provides a more technical detail to the definition of Le Robert. Indeed, a video is defined here as "sequences of images, with typically 20 to 30 images (frames) per second (fps)". The same Institute even adds that the 20 frame per second threshold represents the limit at which humans perceive a sequence of images as fluid motion. In this context, video marketing can then be defined as marketing carried out through video on the Internet (Brock, 2021). According to Sedej (2019, p.40), businesses make use of this marketing tool in order to "evoke emotions and to appeal to the needs of their audiences". Mowat (2018) agrees with this affirmation by stating that video marketing engages the emotion of people. Finally, Scott (2017) describe the video marketing as a way for businesses to communicate directly with buyers.

According to Miller (2011), people watch videos in order to be informed, educated and entertained. These three premises are therefore considered as to be the goals of content in a video strategy (Costa-Sanchez, 2017). Toledano and Miguel (2015, as cited in Costa-Sanchez, 2017, p.19) are in the same mind as Miller (2011) and state that the content of a video should be "interesting, in the form of entertainment, information, training or utility for individuals' personal or professional lives". Finally, Del Pino and Galán (2010) add that the content of a video should be attractive in order to differentiate from competitors and gain the attention of the consumer.

Costa-Sanchez (2017) builds on Toole (2015) and explains that brands must provide content with 5 main characteristics. Given that videos in the context of video marketing are content produced by brands, they are no exception to the rule. The first characteristic that a video should have is to be searchable. Costa-Sanchez (2017, p.19) explains this by stating that "search engines reward websites that offer updated high-quality editorial content on a regular basis". By being searchable, a website will have a better positioning in web search engines. Secondly, a branded content should also be shareable in social media in order to improve the positioning of the brand in web search rankings. Third, the content should be supportive and inform the users about information that they were not aware about. Fourthly, the content of a brand should be specialist by being derived from a specific field of information. "The intersection between the knowledge of the sector and the users' interests and content need should be combined" (Costa-Sanchez, 2017, p.19). Finally, Costa-Sanchez (2017) explains that the last characteristic of a branded content is being sustainable, by publishing on a recurring basis pertinent and useful content.

Videos, when used in marketing, can be of many types. The **Table 2** below lists them and provides a brief description of each type.

Table 2. Types of video within video marketing

Type of video	Description	Sources
Advertising	Videos that intend to "popularize the brands, publicise the products, and impact customers" (Costa-Sanchez, 2017, p.20). In order to become viral, they can be "emotional, humorous, surprising or a combination of different elements" (Costa-Sanchez, 2017, p.20).	Costa-Sanchez (2017, p.20)
TV commercial	Advertising on television which can be in a form of narrative or be humorous with a "hook".	Brock (2021), Miller (2011)
Testimonial	Made along images of the product or service with rousing music or else a person from the company explaining the product and why it is worth buying.	Brock (2021), Miller (2011) & Costa-Sanchez (2017)
Power Point presentation	A presentation illustred with slides with someone talking on top.	Brock (2021)
Tutorials	Instructional video relating reffering the product or service and its functioning.	Brock (2021), Miller (2011) & Costa-Sanchez (2017)
Interviews	When a customer or company member is interviewed.	Brock (2021)
Footages of events	Videos of meetings, anniversaries, flash mobs, Christmas greetings, … of the company in order to promote the business.	Brock (2021) & Costa-Sanchez (2017)
Viral videos	Videos that are intended to be widely shared on social networks.	Brock (2021)
Vlog	This term is a condensation of the word "video" and "blog" and consists of a person from the company who "sits in front of a webcam or video camera and expoinds on the issue of the day" (Miller, 2011, p.33).	Brock (2021) & Miller (2011, p.33)
Expert presentations	Presentations made by a leader of a company or an expert of his industry.	Brock (2021) & Miller (2011)
Repurposed commercials	Advertising already run on the television that are distributed on other channels.	Miller (2011)
Product presentation and demonstration	Allows to show the product in a detailed way in order to make understand its functioning.	Miller (2011) & Costa-Sanchez (2017)
Informercial	Informational videos that claim to be trying to convey a certain type of information but are in fact a subtle way of implementing a product.	Miller (2011)
Company instructions	Serves to introduce the company to customers.	Miller (2011)
User or employee submission	Videos created and submited by employees and customers, "who have their own ways of showing the brand or company loyalty." (Miller, 2011, p.34)	Miller (2011)
Host videos	Videos that users see when accessing any landing pages in a website of a company and has the	Costa-Sanchez (2017)

	purpose of "strengthen users' interest and guide them towards what they are searching for." (Costa-Sanchez, 2017, p.20)	
Informative branded content	Videos offered by the brand to its users in order to become a source of reference information about a specific topic related to the industry of the company. The purpose is not about selling.	Costa-Sanchez (2017)
Corporate Social Responsability	"Videos of solidarity campaign in which the brand participates, videos of actions to care for the environment or help individuals with special needs". (Costa-Sanchez, 2017, p.20)	Costa-Sanchez (2017)
Unboxing videos	"Narrate how the package is received and opened, and explain the characteristics of the product and how it is put into operation." (Costa-Sanchez, 2017, p.20)	Costa-Sanchez (2017)

Source : Own research, based on literature

2.3 The Impact of Video Marketing on Consumers

Video marketing has many impacts on consumers, both at the cognitive and behavioral levels. **Table 3** below provides an overview of the main impacts.

Table 3. Impact of video marketing on consumers

Impacts on consumers	Elements	References
Cognitive Impact	- Videos are a really powerful tool thanks to a part of the brain called "fusiform facial territory". This small region of the brain allows humans to recognize faces and works in such a way that it gives more attention to contents providing an array of appearances as well as sounds, which are proven to transmit really rich data in the brain. - Watching a video trigger the parts of the brain which are responsible for the feelings and thus, the memory. The memorability is therefore increased.	Qu et al. (2017), Weinshenk (2011, 2013), Bhardwaj & Sharma (2020)
Purchase Intention	- "The viewing behaviour of online video advertisement was found to influence the viewers' response to make a purchase of the product" (Puwandi et al., 2020, p.386).	Alamäki et al. (2019), Puwandi et al. (2020), Sedej (2019)
Awareness	- Better brand awareness. - Better understanding of the product. - Creation of interest in the product.	Sedej (2019), Bhardwaj & Sharma (2019)
Persuasion	- Trigger non-prospective customers to become prospective customers. - Propel customers forward on their customer journey.	Alamäki et al. (2019), Costa-Sanchez (2017), Joshi (2016), Sedej (2019)

	- Creation of a "correlation between positive emotions, a stronger participation intention, and a better recall content" (Alamäki et al., 2019, p.768). - Increase in the engagement of customers. - Better opinion.	
Influence	- Increased average order value. - Increased number of buyers. - Increased trust in brands that use videos. - Greater involvement. - Greater focus on the company and its offerings. - Increased click through rate. - Increased transformation rate. - Increased percentage of people sharing the video content.	Bhardwaj & Sharma (2019)

Source : Own research, based on literature

Thanks to the impact on consumers, video marketing also provides many benefits to companies that use it. As previously stated, video marketing allows businesses to reach a wider audience (Qu et al., 2017), attracting more buyers and generating more sales (Bhardwaj & Sharma, 2019). In addition, videos would allow the businesses that use them to have lower customer care costs than their counterparts and to be seen as more trustworthy (Bhardwaj and Sharma, 2019). Finally, according to Brock (2021), videos allow brands to get a message across in a convincing and appealing way, and are opportunities for a brand to establish authority and create a relationship with its customer, making it stand out from the crowd.

2.4 What is Consumer Purchase Intention ?

According to Febriyantoro (2020) and SI Wu (2006), buying intention is the essential indicator of advertising effectiveness. The definition of consumers' purchase intentions varies among intellectuals (Liu et al., 2019) but it appears that all of them eventually come together. Fishbein and Ajzen (1975) defined this concept as being the possiblity of the active purchase behavior of consumers. Eagly and Chaiken (1993) provide quite a similar definition, by defining it as being a measure of the possibility of consumers to buy a certain product or service. Mullet and Karson (1985, as cited in Liu et al., 2020, p.2) also link the purchase intention with the purchase behavior by defining the purchase intention of consumers "as the subjective probability that consumers choose to purchase products, which can predict consumers' purchasing behaviors in certain conditions". Similarly, Wang and Yang (2008, as cited in Rezvani et al., 2012, p. 206) define the purchase intention as being "the decision to act or physiological action that shows an individual's behavior towards a product". Pavlou (2003, p.108) also get in line with the definitions above by giving a definition of the purchase intention on an online aspect, stating that it is considered "as the degree to which a consumer is willing to buy a product through an online store". The purchase intention of a consumer is therefore overall the likelyhood of consuming a product (Park, 2000) which is in correlation with demographic factors such as as age, gender, profession and eduction (Lu, 2007 ; Daneshvary & Schwer, 2000) and is determined by some aspects such as product features, perception of consumers and perception of country of origin (Gakobo & Jere, 2016).

2.5 Theoretical Background of the Research Model

Considering that the different theoretical concepts of the research question of this research thesis have been analyzed, explained, and defined according to existing researches and scientific articles, it is now time to lay the ground to the theoretical framework of this essay. This Master thesis considers two theories, namely the Theory of Reasoned Action (TRA) and the Uses and Gratifications (U&G) theory.

2.5.1 Theory of Reasoned Action (TRA)

The Theory of Reasoned Action is a model developed by Fishbein and Ajzen in 1975 (see **Figure 1**). This theory has in fact been used by numerous authors before in order to predict and understand a particular behavior (Fishbein & Ajzen, 1975). The main objective of the TRA is to "predict and explain individuals' motivational influences on behavior" (Lee et al., 2013, p.2). The model is very comprehensive in the sense that it takes into account internal factors, such as consumers perceptions of the object, as well as external factors, such as social influence, in order to understand what affects the intentions of consumers to perform a distinct conduct (Azjen & Fishbein, 1980, as cited in Lee et al., 2013).

Lee et al. (2013, p.2) explain that, according to the Theory of Reasoned Action, "an individual's behavior is guided by behavioral intention to perform a behavior in question". The notion of intention is central in the TRA (Azjen, 1991, p.181). According to Azjen (1991, p.181), "intentions are assumed to capture the motivational factors that influence a behavior". That is to say, they indicate the intensity of effort that people are willing to exert in order to perform a behavior (Azjen, 1991, p.181). This notion of intention in the execution of a conduct is clearly emphasized (Lee et al., 2013). Therefore, the Theory of Reasoned Action focuses on volitional behaviors (Azjen, 1991, p.181), that is, actions made "as a result of a decision or choice" (Cambridge Dictionary, n.d.).

The Theory of Reasoned Action is composed of four concepts which are *attitude towards act or behavior, subjective norm, behavioral intention and behavior* (De Bernardi, 2020). First of all, the attitude towards act or behavior is defined as being "the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question" (Azjen, 1991, p.188). Secondly, the subjective norm is described as being "the perceived social pressure to perform or not perform the behavior" (Azjen, 1991, p.188). The third notion, which is the behavioral intention, refers to "a person's intentions to perform various behaviors" (Fishbein & Azjen, 1975, p.12). The behavior, the fourth and final concept of the theory, refers to "observable acts of the subject" (Fishbein & Azjen, 1975, p.13). As illustrated in **Figure 1**, the behavioral intention is influenced by the attitude towards the behavior and the subjective norm (Fishbein & Azjen, 1975, as cited in Lee et al., 2013). Generally, "the more favorable the attitude and subjective norm with respect to a behavior, the stronger should be an individual's intention to perform the behavior under consideration" (Azjen, 1991, p.188).

Given the fact that this thesis studies the influence of social media video marketing on consumers' purchase intentions, the research model will focus on the behavioral intentions instead of the performance of this behavior (De Bernardi, 2020). This thesis expects the TRA to provide effective explanations regarding its subject. Indeed, given the fact that the TRA explains the volitional behaviors of people, the theory will allow this thesis to examine the voluntary behavior of consumers towards the act of purchase (Lee et al., 2013). However, subjective norms will not influence behavioral intentions if a person is "not influenced by their peers' thoughts and beliefs" (Miller, 2002, as cited in De Bernardi, 2020, p.24). For these reasons, the attitude towards the behavior and the behavioral

intention, which is within the scope of this thesis the purchase intention, will be the two components of the TRA that will be incorporated in the research model of this Master thesis (De Bernardi, 2020).

Figure 1. Theory of Reasoned Action (TRA)
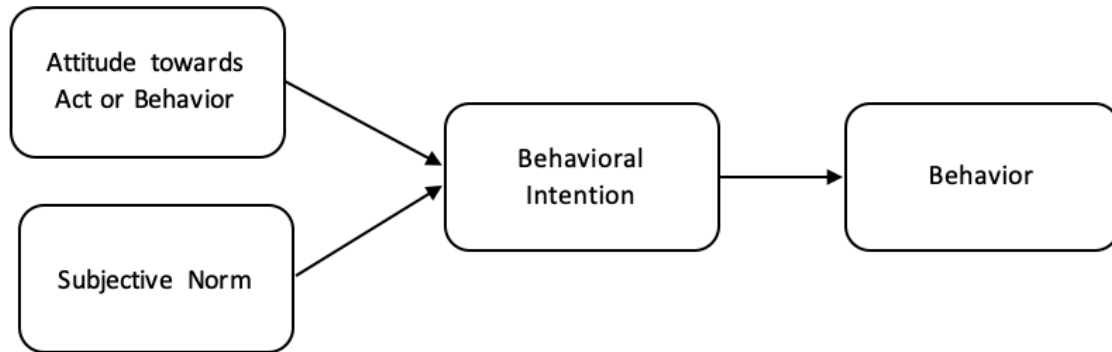
Source: Adapted from Fishbein and Ajzen (1975)

2.5.2   Uses and Gratifications (U&G) Theory

As previously stated, the present Master thesis also acknowledges the Uses and Gratifications (U&G) theory within its theoretical framework. This theory is a framework that is frequently used in research aimed at analyzing the motivation of media use (Buzeta et al., 2020). According to the U&G theory, "people actively seek out particular media and content for specific uses and to achieve particular gratifications (or results)" (Buzeta et al., 2020, p.80). The media use in this framework is therefore "selective and motivated by rational self-awareness of the individual's own needs and an expectation that those needs will be satisfied by particular types of media and content" (Katz et al., 1974, as cited in Ruggiero, 2000, p.18). Interest in this theory originally appeared in the 1940s while different scholars conducted researches about mass communication (Katz et al., 1974), but it was then further developed in the 1970s, notably by authors Katz, Gurevitch and Haas in 1973 (Ruggiero, 2000).

Katz, Gurevitch and Haas (1973) developed "a comprehensive list of social and psychological needs said to be satisfied by exposure to mass media" (Ruggiero, 2000, p.6). In this list, the cognitive and affective needs, the personal and social integration needs and the need to release tensions are found. McQuail then determined in 1983 four types of motivations in using media, namely *Entertainment*, *Integration* and *Social interaction*, *Personal identity* and *Information* (Buzeta et al., 2020). On these grounds, Muntinga et al. (2011) added two additional motivations, namely *Remuneration* and *Empowerement*, in order to adapt the U&G theory to the growing use of social media (Buzeta et al., 2020).

In the context of this study, the research model will particularly focus on three components of the uses and gratifications theory. The first one is the affective need, which relates to the emotional experience (Katz, Haas & Gurevitch, 1973). The second component is the entertainment motivation, which "covers several media gratifications that are related to escaping or being diverted from problems or routine; emotional release or relief; relaxation; cultural or aesthetic enjoyment; passing time; and sexual arousal" (Muntinga et al., 2011, p.19). The third and last component of the U&G theory that will appear in the reseach model is the notion of information motivation, which can be defined as the "individuals' understanding of relevant events and conditions in the world around" (Muntinga et al., 2011; Park et al., 2009, as cited in Buzeta et al., 2020, p.81).

2.6 Research Model and Hypotheses Development

2.6.1 Attitude towards Social Media Video

As mentionned in the Theoretical Background, the attitude towards the behavior is a component of the TRA that influences the behavioral intention. As a matter of fact, several studies have actually proven that the attitude towards a behavior has a significant impact on the intention to perform this conduct (Bagozzi et al. 2000; Bock et al. 2005; Davis, Bagozzi, and Warshaw 1989; Hsu and Lin 2008; Ryan and Bonfield 1980, as cited in Lee et al., 2013).

As a reminder, this attitude towards a behavior refers to " the degree to which an individual has a favorable or unfavorable evaluation or appraisal of the behavior in question" (Azjen, 1991, p.188). In the context of this thesis, this concept refers to the degree to which consumers have a favorable or unfavorable attitude regarding videos used for marketing purposes on social media (De Bernardi, 2020). As in the study of Aslam et al. (2021), this thesis considers attitude towards an object rather than a behavior. According to Park and Han (2018, p.5252), the attitude towards an ad is defined as "the positive or negative evaluation of the advertisement by the user, whether the user who approached the video as likes or dislikes the ad itself". This research therefore foresees that the more consumers have a positive attitude towards videos, the more their purchase intentions will be positively impacted.

> **H1.** When consumers' attitudes towards social media video are favorable, their purchase intentions are positively affected.

2.6.2 The Length of the Video

Singh and Cole claimed in 1993 that longer videos in a television setting resulted in better consumer learning, a more favorable attitude and more positive purchase intentions than shorter videos. Indeed, Singh and Cole (1993) stated that a 30 seconds video is optimal for the consumer compared to a 15 seconds video. However, 29 years later, and in the context of social media, this trend may have changed. Actually, Wasserman (2020) states that this length of 30 seconds for a video is now too long for consumers online and is likely to irritate them. Moreover, Jones (2016) finds that 15 seconds videos are the ones that trigger the higher level of brand recall. Consumers are less and less tolerant of long videos ("Why you should be", 2017, as cited in Raditya et al. 2020) and they are even becoming more and more frowned upon (Herhold, 2018, as cited in Raditya et al. 2020). Goodrich et al. (2015) adds, however, that consumers are still annoyed by videos that are too short. Hegner et al. (2015, p.71) also states that when a video is too short, it limits the viewers' elaboration of it and the message that it contains might be less processed.

Given the fact that Ducoffe (1996) argued that a person's attitude towards an advertisement is affected by the value of his or her irritation towards it, and that Raditya et al. (2020) declared that this same attitude influences the intention towards the advertisement, this thesis predicts that a video that is too short will have a negative impact on consumers' attitudes towards a video and on purchase intention. Furthermore, this thesis also predicts that the shorter a video is, the less the effect of informativeness, emotional appeal, entertainment and advertising value will be present. For the purposes of this thesis and in view of the videos that will be used in the study, a "short" video will be considered to be one that is 15 seconds or less.

H2. The shorter the video, the less the effect of informativeness, emotional appeal, entertainment and advertising value will be present.

H3. The shorter the video, the less favorable the consumers' attitudes towards it will be.

H4. The shorter the video, the less favorable the consumers' purchase intentions will be.

2.6.3 The Informativeness of the Video

The informativeness is referred by Altuna and Konuk (2009, as cited in Aslam et al., 2021, p.52) as the capacity "to provide updated, easily accessible, accurate and timely information". In the same manner, Fung and Lee (1999, as cited in Aslam et al., 2021, p.53) define the term informativeness as "adequate and accurate availability of information". According to Murillo et al. (2016), when an ad is seen as providing useful and relevant information, consumers tend to perceive it as valuable. Furthermore, an informative video advertisement will see its overall rating positively affected (Styśko-Kunkowska and Borecka, 2010), and helps to develop a positive attitude towards advertising on the part of consumers (Goodrich, Schiller, and Galletta, 2015). For these reasons, this thesis predicts that informativeness will have a positive influence on consumers' attitudes towards a video.

H5a. Informativeness has a positive influence on consumers' attitudes towards a video.

2.6.4 The Entertainment of the Video

Ünal, Ercis, and Keser (2011) defines the notion of entertainment as the expression of consumers' sense of pleasure related to messages. This notion of entertainment is an important factor of mobile advertising (Ünal, Ercis, and Keser, 2011). Ducoffe (1996, as cited in Puwandi, Tiara, and Brasali, 2020, p.377) acknowledges that "entertainment triggers consumers positive sentiment when they are experiencing advertisement". It is proven that advertising videos with the notion of entertainment generate positive attitudes towards the advertisement (Tsang, Ho, and Liang, 2004; Aslam, Batool, and Ul Haq, 2016; as cited in Aslam et al., 2021). Moreover, Puwandi, Tiara, and Brasali (2020) identified the entertainment as a positive antecedent of consumer attitude. Therefore, this thesis foresees that entertainment will have a favorable impact on consumers' attitudes towards a video.

H5b. Entertainment has a favorable impact on consumers' attitudes towards a video.

2.6.5 The Emotional Appeal of the Video

There are two types of strategies regarding an advertising message : the rational strategies and the emotional strategies (Golan and Zaidner 2008 ; Laskey, Day, and Crask 1989 ; Liu and Stout, 1987 ; Wells, 1980, as cited Aslam et al., 2021). While the rational strategies is associated with informational aspects, i.e. cognition or logic and tend to provide information related to the product (Wu and Wang, 2011), the emotional strategies "triggers consumer emotion by using emotional content such as horror,

sadness, or love" (Lee and Hong, 2016, Alhabash et al., 2013, as cited in Aslam et al., 2021, p.53). Emotions are crucial components to effective advertising (Xie et al. 2004). Moreover, Lee and Hong (2016) state that the emotional appeal has a positive impact on consumers' attitude in social media advertising. Hegner, Kusse and Pruyn (2016) even consider that emotional appeal as an antecedent of consumer attitude towards online video advertisements. Accordingly, this thesis predicts the emotional appeal to have a positive impact on consumers' attitude towards a video.

> **H5c.** Emotional appeal has a positive impact on consumers' attitudes towards a video.

2.6.6 The Advertising Value of the Video

Advertising value measures the effectiveness of an advertisement and refers to the perceived value of an ad (Ducoffe, 1995 ; 1996, as cited in Aslam et al., 2021). According to Jain, Rakesh, and Chaturvedi (2018, as cited in Aslam et al., 2021, p.53), "advertising value is the subjective evaluation of the relative worth of ads and the cognitive antecedent of consumer attitude". Taylor, Lewin and Strutton (2011, as cited in Aslam et al., 2021, p.54) state that the advertising value is "a key determinant of creating positive customer attitude and purchase intention". Moreover, the study of Murillo, Merina and Núñez (2016) as well as the study of Shareef et al. (2019) prove that advertising value has a positive impact on consumer attitude towards a social media advertisement. For these reasons, this thesis predicts that the advertising value will have a positive impact on consumers' attitudes towards a video.

> **H5d.** Advertising value has a positive influence on consumers' attitudes towards a video.

2.7 Research Model

The research model of this study takes up the variables and hypotheseses discussed in the previous point and is illustrated in **Figure 2**. The indepedent variables of this model is the video length. The informativeness, entertainment, emotional appeal and advertising value of the video then play a first mediation role. These variables attempt to explain the relationship between video length and attitude towards video. Subsequently, the attitude towards social media videos is also considered here as a mediating variable between the length, the informativeness, the entertainment, the emotional appeal, the advertising value of videos and purchase intention. However, since the proper test to study the effect of mediation will not be conducted in this thesis, the direct effect of length will also be studied on attitude. Finally, the purchase intention is the dependent variable of this study, which will be tested and measure in the scope of this thesis (De Bernardi, 2020).

Figure 2. Conceptual Research Model.
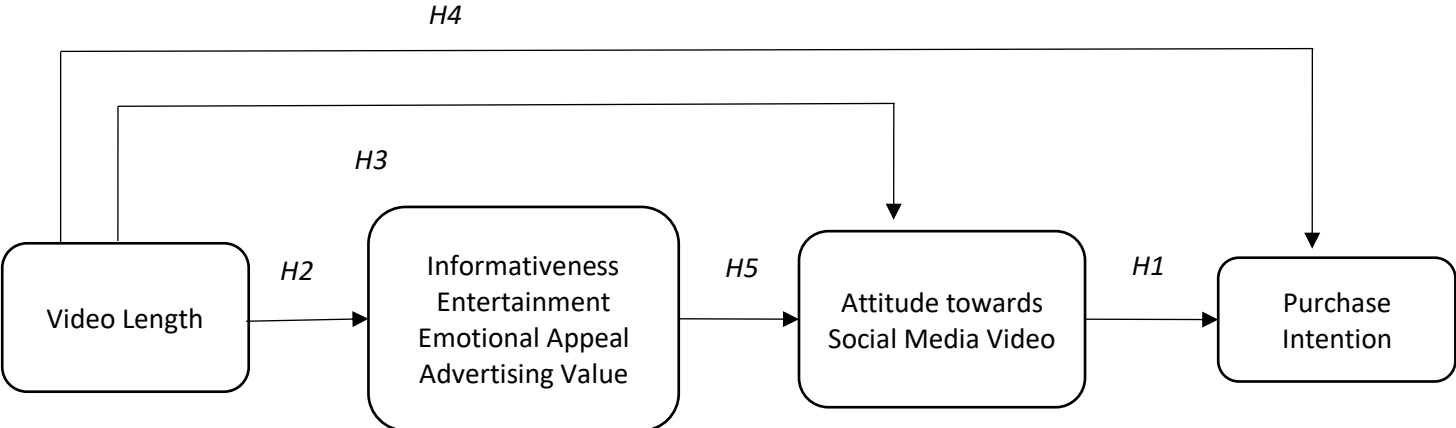
Source: Own research, based on literature

As mentioned earlier, here are the hypotheses of this study :

H1. When consumers' attitudes towards social media video are favorable, their purchase intentions are positively affected.

H2. The shorter the video, the lower its effect on informativeness, emotional appeal, entertainment and advertising value will be.

H3. The shorter the video, the less favorable the consumers' attitudes towards it will be.

H4. The shorter the video, the less favorable the consumers' purchase intentions will be.

H5a. Informativeness has a positive influence on consumers' attitudes towards a video.

H5b. Entertainment has a favorable impact on consumers' attitudes towards a video.

H5c. Emotional appeal has a positive impact on consumers' attitudes towards a video.

H5d. Advertising value has a positive influence on consumers' attitudes towards a video.

Chapter 3 : Research Design

This third chapter is devoted to the development of the research design used in order to conduct the research of this thesis. The first section will be dedicated to the elaboration of the methodology of this study. Afterwards, the second section of this chapter will present the sample in detail while the third section will be devoted to the description and explanation of the research instruments. Finally, the last section will detail the measures used in order to conducted the quantitative study.

3.1 Methodology

A research design is a plan that specifies the set of procedures to conduct in order to obtain the information needed to solve marketing research problems (Malhotra, Nunan & Birks, 2017). The type of research design used in this study is a conclusive design. A conclusive research design aims to "describe specific phenomena, to test specific hypotheses and to examine specific relationships" (Malhotra, Nunan & Birks, 2017, p.72), which is what this thesis attempts to do. The conclusive design includes, as a sub-category, the causal research. A causal research is "used to obtain evidence of cause-and-effect (causal) relationships" (Malhotra, Nunan & Birks, 2017, p.79). This type of design is particularly appropriated when determining the nature of the relationship between the causal variables and the effect to be predicted (Malhotra, Nunan & Birks, 2017). In other words, a causal research is used to explain the impact of one or several independant variables on one or several dependant variables (De Bernardi, 2020). The objective of this present study is to, first of all, acquire evidences that the length of a social media video affects consurmers' attitudes towards it and their purchase intentions. In a second stage, this research aims to analyze the effect the video length on the perceived informativeness, entertainment, emotional appeal and advertising value on the video. This research design is therefore ideally suited for this thesis. In this context, the data obtained in the framework of this research will therefore be subjected to a quantitative analysis. Such a type of examination is a research technique that seeks to "quantify data and, typically, apply some form of measurement and statistical analysis" (Malhotra, Nunan & Birks, 2017, p.150).

3.2 Sample

No respondent requirements were needed for the present study. As such, it was targeted to people of all ages and genders. Because of the short time frame in which this study had to be carried out, the convenience sampling technique was chosen. A convenience sampling is "a non-probability sampling technique that attempts to obtain a sample of convenient elements" (Malhotra, Nunan & Birks, 2017, p.420). This method allows access to accessible, easily measured and cooperative sampling units (Malhotra, Nunan & Birks, 2017). Moreover, it is the cheapest and least time consuming sampling technique to implement (Malhotra, Nunan & Birks, 2017). Therefore, this technique was perfect for this study.

Data collection took place over 36 days in total, with the vast majority of responses acquired during the first 18 days. At the end of this period, 150 people completely answered this questionnaire, but only the answers of 105 people were taken into account, the other 45 being invalid because these people answered the first question incorrectly. Of the 105 participants (N = 105), 53 participants were confronted with the Youtube video and 52 with the TikTok video. The great majority of the participants were women (74%), as it can be seen in **Table 4** below. Moreover, the vast majority of respondents (53%) are workers. The next largest portion of responses (44%) came from people with a bachelor's

degree. Most of the participants (54%) use social media from 1 hour to less than 3 hours per day. Finally, 38% of the repondents are between 18 and 34 years old and 22% of them are in the 25-34 age group, the other age groups being clearly less represented.

Table 4. Participants characteristics

Characteristic	Globally		Youtube		TikTok	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frenquency	Percentage (%)
Gender						
Woman	78	74%	38	72%	40	77%
Man	27	26%	15	28%	12	23%
Age group						
Under 18	5	5%	2	4%	3	6%
18-24	40	38%	18	34%	22	42%
25-34	23	22%	11	21%	12	23%
35-44	6	6%	2	4%	4	8%
45-54	11	10%	6	11%	5	10%
55 and more	20	19%	14	26%	6	12%
Occupation						
Student	39	37%	20	38%	19	37%
Worker	55	53%	25	47%	30	58%
Unemployed	5	5%	4	8%	1	2%
Retired	6	6%	4	8%	2	4%
Education						
Primary	5	5%	1	2%	4	8%
High School	30	29%	16	30%	14	27%
Bachelor	46	44%	24	45%	22	42%
Master	22	21%	10	19%	12	23%
Doctorate	2	2%	2	4%	0	0%
Social media frequency						
Less than 1h	10	10%	6	11%	4	8%
1h-3h	57	54%	26	49%	31	60%
3h-5h	29	28%	17	32%	12	23%
More than 5h	9	9%	4	8%	4	10%
Social media used						
Facebook	85	27%	44	28%	41	26%
Instagram	79	25%	39	25%	40	25%
TikTok	42	13%	21	13%	21	13%
Youtube	71	22%	34	22%	37	23%
Twitter	17	5%	10	6%	7	4%
Other	22	7%	8	5%	14	9%

Source : Own analyses

3.3 Research Instrument

In order to carry out the research and collect the necessary data in a proper way, a questionnaire was made. A questionnaire is "a structured technique for data collection consisting of a series of questions, written or verbal, that a participant answers" (Malhotra, Nunan & Birks, 2017, p.374). This survey was created from the online survey tool provided by Qualtrics. Before the latter could be administered, it had to be pilot-tested in order to identify and eliminate potential problems (Malhotra, Nunan & Birks, 2017). To this end, the questionnaire was first distributed to six people of different ages and genders to ensure that it was understandable. As a result, two questions were grammatically adapted for a better understood.

After being tested and validated, the questionnaire was shared online for participants to complete. The first place it was shared was the social network Facebook. This network was chosen in order to reach a maximum of people of all ages and educations. The questionnaire was then shared on LinkedIn to increase its reach. The online survey technique provides several advantages, since online surveys are known to be fast, to have a very low cost and to have a good response quality (Malhotra, Nunan & Birks, 2017). The type of data collection used in this study was also structured, meaning that the present questionnaire was formal and presented questions in a prearranged order (Malhotra, Nunan & Birks, 2017).

The questionnaire, which consists of ten parts, begins with an introductory text for the participants. The purpose of this text was to introduce the goal of the questionnaire to the participants, explain how the questionnaire was going to be conducted, and also had a few words of explanation about the Duolingo brand, which was essential for the proper understanding of the videos that followed. Afterwards, the respondents were informed that the questionnaire would take no more than five minutes and that it was completely anonymous. They were then thanked for their participation.

Secondly, the experimentation carried out in the framework of this Master thesis aims to show a video coming from the social network TikTok[1] to a group of participants and a video coming from Youtube[2] to another group in order to study the different reactions and opinions. The video from TikTok having 15 seconds of content and the video from Youtube having 2 minutes and 7 seconds, the goal here is to show two videos with radically different durations in order to best test the model presented in chapter two. The videos used in this context are two pieces of content created by the brand Duolingo, which is a free platform for language learning (Duolingo, c'est quoi?, 2020). These two videos belong to the "advertising" and "viral videos" categories within video marketing and use humor as a springboard. Indeed, the video from TikTok has been viewed 25 million times while the Youtube video has a total of more than 5 million 700 thousand views. Whithin the questionnaire, participants therefore faced one of the two videos described above. These two videos were implemented directly into the questionnaire, which made them easier to watch since participants did not have to leave the survey to watch them. These videos being in English, French subtitles were added in order to carry out the experimentation, since it will be done with French speakers.

Thirdly, participants were asked which video they had watched in order to properly analyze their responses for the rest of the questionnaire. Here, the questionnaire asked participants to choose the correct answer that described what was happening in the video they had just watched. Next, respondents were asked a series of questions regarding the variables under study, i.e., informativeness, entertainment value, emotional appeal, advertising value, attitude toward the video,

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[1] https://www.tiktok.com/@duolingo/video/7030838886578359558?is_copy_url=1&is_from_webapp=v1

[2] https://www.youtube.com/watch?v=8wc83qX6oNM

and purchase intention. Questions about participant demographics were asked last to make room for the most important questions first. In this part of the questionnaire, questions regarding respondents' gender, age, education level, current occupation, and social media habits were asked. The entire questionnaire can be found in Appendix 1.

Since the minimum number of responses required was not reached when the questionnaire was first distributed, the questionnaire had to be re-distributed a second time via the already exploited social networks. However, a problem occurred during the data collection. Indeed, it was found that out of 110 responses obtained, 70 corresponded to the Youtube video and 40 to the TikTok video. After an analysis of these answers, it was observed that out of the 70 people who answered that they had seen the Youtube video, 36 of them had, in fact, saw the TikTok video and therefore answered in an incorrect way. These people either did not understand the meaning of the answer or simply did not watch the entire video. To address this issue and to make it clearer, details have been added to the first question of the questionnaire, when respondents are asked which video they watched. In addition, a validation button was added after each of the videos in order to be sure that the respondents has seen the video they claim. The buttons "I have seen video A" under the TikTok video and "I have seen video B" under the Youtube video have therefore been implemented. From then on, the invalid answers were deleted and the questionnaire continued to be distributed via Messenger. Indeed, the last people were reached directly personally.

3.4 Measures

In order to measure the relationships between the research variables in this thesis, all questions in this questionnaire are fixed-response alternative questions "that require the participant to select from a predetermined set of responses" (Malhotra, Nunan & Birks, 2017, p.269) and they are all closed-ended as well. Only the question referring to the social networks used by the participants allows for multiple responses. With the exception of the condition question and the participant demographics questions, all constructs of the conceptual research design were measured using a Likert scale. A Likert scale is a measurement scale "that requires participants to indicate a degree of agreement or disagreement with each of a series of statements related to the stimulus object" (Malhotra, Nunan & Birks, 2017, p.349). In the case of this study, the Likert scale consisted of five response categories, ranging from "strongly disagree" to "strongly agree".

In order to measure the informativeness and the entertainment variable, three items for the informativeness variable and three items for the entertainment variable were taken and adapted from the study by Aslam et al. (2021), which was itself inspired by Ducoffe (1996). Regarding the emotional appeal variable, the first question being "After watching the video, I had intense feelings" was taken and adapted from Aslam et al. (2021), who in turn adapted from previous study by Davis (1983). The other two items to study this variable were adapted from Aslam et al. (2021), who was itself inspired by Escalas and Stern (2003). For the variable relating to advertising value, three items have been adapted from Ducoffe (1995). Next, the variable attitude toward video was measured using four items, adapted from Aslam et al. (2021). These items originally came from a study conducted by Nwagwu and Famiyesin (2016). Finally, the purchase intention variable was measured through three questions, also adapted from the study of Aslam et al. (2021). The latter had himself adapted these questions based on the study by Jain, Rakesh, and Chaturvedi (2018). The complete table with all the measurement elements can be found in the **Table 5** below.

Table 5. Measurement Items

Variable	Author	Code	Items
Informativeness	Adapated from Ducoffe (1996), as cited in Aslam et al. (2021)	I1	This video is a good source of information about the product.
		I2	This video provides relevant information about the product.
		I3	This video provides useful information.
Entertainment	Adapated from Ducoffe (1996), as cited in Aslam et al. (2021)	E1	This video is pleasing.
		E2	This video is entertaining.
		E3	This video is enjoyable.
Emotional Appeal	Adapted from Davis (1983); Escalas and Stern (2003), as cited in Aslam et al. (2021)	EA1	After watching the video, I had intense feelings.
		EA2	I was emotionally attracted to the key message of the video.
		EA3	The emotional aspect of the video made me appreciate the video.
Advertising Value	Adapted from Ducoffe (1995)	AV1	This video is valuable.
		AV2	This video is useful.
		AV3	This video is important.
Attitude towards social media video	Adapted from Nwagwu and Famiyesin (2016), as cited in Aslam et al. (2021)	ATV1	I think this video is good.
		ATV2	I have a positive attitude towards this video.
		ATV3	I think receiving this video is pleasant.
		ATV4	I enjoyed receiving and watching this video.

Purchase Intention	Adapted from Jain, Rakesh, and Chaturvedi (2018), as cited in Aslam et al. (2021)	PI1	I will give the product I find in this video a chance.
		PI2	I expect to purchase the product featured in this video in the near future.
		PI3	I intend to purchase the product that is the subject of this video.

Source : Own research

Chapter 4 : Results

This fourth chapter is dedicated to the analysis of the results from the quantitative study. In order to analyze the data collected and to test the hypotheses studied in this thesis, the SPSS software will be used. Therefore, a preliminary check of the measuring instruments will first be carried out. The data will be then subjected to a descriptive analysis followed by a correlation analysis to determine which variables are correlated together. Afterwards, a T-test and a regression analysis will be carried out in order to test the hypotheses within this thesis.

4.1 Data Cleansing

First of all, the data had to be cleaned properly in Microsoft Excel. For this purpose, the invalid data had to be deleted first. As previously stated, 45 of the 150 complete responses received had to be eliminated because they were considered invalid due to the fact that the participants answered the first question incorrectly. In addition, another 150 responses were not included because the questionnaire was abandoned, usually after the first question. The different questions within each variable were also renamed according to their own code, as presented in **Table 5**. In addition, some information not essential to the analysis of the data, such as the date on which the questionnaire was administered, the language used or even the geographical coordinates of the participants, was removed to allow for greater clarity during the analysis by SPSS (Hasenfratz, 2020).

4.2 Normality of Measuring Instruments

After performing the data cleansing, the next step is to check the normality of the measuring instruments. For this purpose, a skewness and Kurtosis analysis was performed. The values of this test must be between -2 and 2 in order to be considered acceptable to assume a normal distribution of the variables (George and Mallery, 2019, as cited by Xhignesse, 2021). As shown in **Table 6**, the variables used in this study fall well within this range and thus meet the normality condition.

Table 6. Skewness and Kurtosis analyses

Variable	Skewness	Kurtosis
Informativeness	-.092	-1.259
Entertainment	-.438	-.784
Emotional Appeal	.353	-.740
Advertising Value	.111	-.869
Attitude Towards Social Media Video	-.217	-.782
Purchase Intention	.452	-.598

Source : Own analyses

4.3 Reliability of Measuring Instruments

Once the normality of the measuring instruments is assured, it is necessary to evaluate the reliability of the measurement items for each variable coming from the literature. For this purpose, Cronbach's Alpha will be used as appropriate. The results can be found below in **Table 7**.

Table 7. Reliability of measuring instruments

Variable	Item Code	Mean	Standard Deviation	Cronbach Alpha
Informativeness	I1	3.04	1.386	.936
	I2	2.79	1.405	
	I3	2.79	1.392	
Entertainment	E1	3.46	1.248	.932
	E2	3.40	1.349	
	E3	3.39	1.221	
Emotional Appeal	EA1	1.91	1.048	.832
	EA2	2.50	1.324	
	EA3	2.71	1.246	
Advertising Value	AV1	2.68	1.282	.894
	AV2	2.91	1.272	
	AV3	2.32	1.189	
Attitude towards social media video	ATV1	3.08	1.321	.928
	ATV2	3.33	1.214	
	ATV3	3.12	1.207	
	ATV4	3.07	1.154	
Purchase Intention	PI1	2.90	1.376	.870
	PI2	2.10	1.148	
	PI3	1.99	1.148	

Source : Own analyses

From **Table 7** above, it can be concluded that all items for all variables are reliable. Indeed, the items of the *Informativeness* variable obtain a value of 0.936 in the Cronbach's Alpha test, the items of the *Entertainment* variable obtain a value of 0.932, those of the *Emotional Appeal* obtain 0.832 followed by the items of the *Advertising Value* which obtain a Cronbach's Alpha of 0.894 Finally, the measurement instruments from the literature for the *Attitude towards social media video* obtain a value of 0.928 in the Cronbach's Alpha test while the variables for the *Purchase Intention* obtain a value of 0.870. All of these values, without exception, exceed the minimum required threshold of 0.70 as advised by Nunnaly (1978). They are therefore all reliable. These results are confirmed on the inter-element correlation matrices of each variable which can be found in Appendix 2 through Appendix 7. Indeed, on each of these matrices, it can be seen that all the correlation coefficients held by each

element are higher than the value of 0.4. This is a proof of the reliability of each element (Piedmont, 2014). All elements can therefore be kept for further analysis (Hasenfratz, 2020).

4.4 Validity of Measuring Instruments

In order to measure the validity of the measuring instruments, an analysis of the correlation of each item with the total score of the related dimension was performed (Hasenfratz, 2020). This analysis, which can be found in Appendix 8, shows that all items are valid and measure what they are supposed to measure (The Institute for Statistics Education, s.d.). Indeed, the p-value of each item, when correlated to the total score of the related instrument, is below 0.05. This proves that the correlations are statistically significant. Moreover, the value of the correlation coefficient between each item and the total instrument score is greater than the critical value of $r \approx 0.192$ for a degree of freedom of 105-2 at the 5% significance level (Hasenfratz, 2020). Therefore, it can be concluded that each measuring instrument is valid in this study.

4.5 Descriptive Statistics

Generally speaking, when total averages are considered, the variables of entertainment (M = 3.42, SD = 1.20) and attitude towards the video (M = 3.15, SD = 1.11) are those that are seen most positively by the population. They are followed by the variables of informativeness (M = 2.87, SD = 1.31), advertising value (M = 2.64, SD = 1.13), emotional appeal (M = 2.38, SD = 1.05) and finally, purchase intention (M = 2.33, SD = 1.09). The **Table 8** below presents the descriptive statistics of each variable according to each video.

Table 8. Descriptive statistics depending on the videos

Variable	Youtube Video		TikTok Video		Total	
	Mean	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**
Informativeness	3.86	.78	1.87	.94	2.87	1.31
Entertainment	3.81	1.06	3.01	1.20	3.42	1.20
Emotional Appeal	2.70	1.09	2.04	.90	2.38	1.05
Advertising Value	3.17	1.04	2.10	.96	2.64	1.13
Attitutde Towards Social Media Video	3.48	1.09	2.81	1.04	3.15	2.33
Purchase intention	2.65	1.09	2.00	1.00	2.33	1.09

Source : Own analyses

With regards to the Youtube video, it can be seen in **Table 8** that the average of the informativeness (M = 3.86, SD = .78) and entertainment (M = 3.81, SD = 1.06) variables are well above the neutrality point of the scale. The same is true for the average of the advertising value (M = 3.17, SD = 1.04) and attitude towards the video (M = 3.48, SD = 1.09) variables, even if these variables are slightly less well scored than the first two mentioned above, especially concerning the advertising value. Emotional appeal (M = 2.70, SD = 1.09) and purchase intention (M = 2.65, SD = 1.09) are, for their part, below the neutral level of the scale.

Regarding the responses to the TikTok video, the scores are not as positive as for the first video. Indeed, only one variable, the entertainment (M = 3.01, SD = 1.20), is barely above half the scale. The attitude towards video (M = 2.81, SD = 1.04) is slightly below the neutrality point of the scale. All other variables are below this neutrality point, especially the informativeness (M = 1.87, SD = .94), emotional appeal (M = 2.04, SD = .90), advertising value (M = 2.10, SD = .96) and purchase intention variables (M = 2.00, SD = 1.00). All scores for these variables are at a lower level than the lowest levels for the Youtube video.

4.6 Correlation Analysis

The correlations between the variables of the model studied in this thesis are presented in **Table 9**. Since a binary variable cannot be found within a correlation, video length does not appear in this analysis.

Table 9. Correlation matrix of variables used in the research

		1	2	3	4	5	6
1.Informativeness	Pearson Correlation	1.000					
	Sig. (2-tailed)						
2.Entertainment	Pearson Correlation	.488**	1.000				
	Sig. (2-tailed)	<.001					
3.Emotional Appeal	Pearson Correlation	.530**	.725**	1.000			
	Sig. (2-tailed)	<.001	<.001				
4.Advertising Value	Pearson Correlation	.746**	.580**	.669**	1.000		
	Sig. (2-tailed)	<.001	<.001	<.001			
5.Attitude Towards Social Media Video	Pearson Correlation	.558**	.797**	.799**	.779**	1.000	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001		
6.Purchase Intention	Pearson Correlation	.516**	.465**	.639**	.694**	.693**	1.000
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	

*The correlation is significant at the 0.05 level (2-tailed).
**The correlation is significant at the 0.01 level (2-tailed).
Source : Own analyses

The first hypothesis stated in this thesis predicts that consumers' purchase intention is positively affected when their attitude towards video becomes more favorable. As it can be seen from **Table 9**, the Pearson correlation between these two variables is positive and significant (r = .693, p = <.001), making them effectively correlated, which supports hypothesis 1.

The hypotheses 5a to 5d predict that informativeness (r = .558, p = <.001), entertainment (r = .797, p = <.001), emotional appeal (r = .799, p = <.001), and advertising value (r = .779, p = <.001), when positive, positively influence the attitude towards the video. As depicted in **Table 9**, these four variables are each positively correlated with the attitude towards the video, and this correlation is significant. All these variables are therefore well correlated positively with the attitude towards video and the hypotheses are supported.

4.7 T-Test

An Independent Samples T-test was undertaken in order to compare the informativeness, the entertainment, the emotional appeal, as well as the advertising value, the attitude towards the video and the purchase intention between the sample that watched the Youtube video and the sample that watched the TikTok video. **Table 10** below shows the results of this analysis.

Table 10. Independent Samples T-test of Informativeness, Entertainment, Emotional Appeal, Advertising Value, Attitude Towards Social Media Video and Purchase Intention

Variable	T-test for equality of means		
	t	Sig. (2-tailed)	Mean difference
Informativeness	-11.819	<.001	-1.98
Entertainment	-3.615	<.001	-.80
Emotional Appeal	-3.382	.001	-.66
Advertising Value	-5.486	<.001	-1.07
Attitutde Towards Social Media Video	-3.195	.002	-.67
Purchase Intention	-3.216	.002	-.65

Source: Own analyses

From the T-test analysis, it can be observed that each variable has a p-value lower than 5%. Therefore, the null hypothesis can be rejected for all the variables. This indicates that the means of each variable concerning the Youtube video and the TikTok video are significantly different and that showing one video or the other significantly affects the results.

It is clear that each variable is better rated for the Youtube video than for the TikTok video. Indeed, the variable where the difference is clearly the most marked is informativeness. This variable has a difference of almost two units between the Youtube video (M = 3.86, SD = .78) and the TikTok one (M = 1.87, SD = .94). The second variable with the biggest gap between the videos is the advertising value, which has a difference of 1.07 units between the Youtube video (M = 3.17, SD = 1.09) and the TikTok video (M = 2.10, SD = .96). This one is followed by the entertainment variable, which has a difference of .80 between participants who saw the Youtube media (M = 3.81, SD = 1.06) and those who saw the TikTok media (M = 3.01, SD = 1.20).

The differences between the videos for the latter variables are also marked, but in a weaker way than for the variables listed above. Indeed, attitude towards the video is assigned a difference of .67 between the Youtube video (M = 3.48, SD = 1.09) and the TikTok video (M = 2.81, SD = 1.04). The emotional appeal, for its part, is marked by a difference of .66 between the Youtube video (M = 2.70, SD = 1.09) and the TikTok one (M = 2.04, SD = .90). Finally, the variable with the smallest difference is the purchase intention. This variable has a difference of .65 between the Youtube (M = 2.60, SD = 1.09)

and TikTok media (*M* = 2.00, *SD* = 1.00). All in all, it can be concluded that H2, H3 and H4 are well supported.

4.8 Regression Analyses

4.8.1 Regression Analysis between Informativeness, Entertainment, Emotional Appeal, Advertising Value and Atttitude Towards Social Media Video

In order to test the relationships between the variables in the model, a multiple linear regression was first performed between the first level of mediation, i.e., informativeness, emotional appeal, entertainment, and advertising value, and the mediating variable, which is the attitude towards the video.

First of all, it is necessary to check if the conditions for applying the regression are respected. Thanks to the diagrams presented in appendices 9 to 14, the conditions of the regression, which are normality, homogeneity of variances and linearity, are respected. Moreover, all the VIFs are below 10, which proves that there is no multi-collinearity problem.

A significant regression equation was found for F (4 ;100) = 108.786 with p = <.001. The R Square appears on **Table 11** with a value of .813. This means that a change in the predictors is responsible for 81.3% of the changes in the attitude towards video. This suggests that other variables need to be taken into account in the model (Hasenfratz, 2020). However, the correlation between the predictor variables and attitude towards video is still positive (r = .902) (Hasenfratz, 2020). Secondly, the p-value on **Table 12** has a value of <.001. This figure being less than 0.05, the null hypothesis is rejected, which means that the model presented here is good.

Finally, in **Table 13**, the predicted score for each participant for the attitude towards the video with regards to the informativeness is $.325 - .091(informativeness)$ with a p-value greater than 0.05 (p = .102). This means that there is no significant relationship between informativeness and attitude towards video. In other words, this indicates that when controlling for emotional appeal, entertainment and advertising value, informativeness does not have a significant influence on video attitude. H5a is therefore refuted.

However, a significant link is present between emotional appeal (p = .001), entertainment (p = <.001), advertising value (p = <.001) and attitude towards video. Indeed, for every one unit increase in the entertainment variable, attitude toward video increases by 0.384 units. The predicted score for each participant for the attitude towards the video here is equal to $.325 + .384(entertainement)$. Similarly, for every one unit increase in the emotional appeal variable, attitude toward video increases by 0.257 units. The predicted score for each participant for the attitude towards the video for this variable is equal to $.325 + .257(emotional\ appeal)$. Finally, for every one unit increase in the advertising value variable, the attitude towards video increases by 0.441 units. The predicted score for each participant for the attitude towards the video is thus equal to $.325 + .441(advertising\ value)$. Hypotheses H5b, H5c and H5d are therefore well supported.

Table 11. Summary of the model between Informativeness, Entertainment, Emotional Appeal, Advertising Value and Attitude Towards Social Media Video

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.902	.813	.806	.49017

Source : Own analyses

Table 12. Anova table between Informativeness, Entertainment, Emotional Appeal, Advertising Value and Attitude Towards Social Media Video

	Sum of Squares	df	Mean Square	F	Sig.
Regression	104.549	4	26.137	108.786	<.001
Residual	24.026	100	.240		
Total	128.575	104			

Source : Own analyses

Table 13. Coefficients table between Informativeness, Entertainment, Emotional Appeal, Advertising Value and Attitude Towards Social Media Video

	Unstanderdized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	.325	.153	2.129	.036
Informativeness	-.091	.055	-1.651	.102
Entertainment	.384	.059	6.468	<.001
Emotional Appeal	.257	.077	3.241	.001
Advertising Value	.441	.076	5.832	<.001

Source : Own analyses

4.8.2 Regression Analysis between Attitude Towards Social Media Video and Purchase Intention

Afterwards, a simple linear regression was performed between attitude towards video and purchase intention to close the analyses. First of all, the appendices 15, 16 and 17 allow to verify the conditions of the regression quoted above. The VIF is, moreover, below 10. The conditions of the regression are thus well respected here.

A significant regression equation was found for $F_{(1;103)} = 95.249$ with $p = <.001$. The R Square appears on **Table 14** with a value of .480. This means that a change in the attitude is responsible for 48% of the changes in the purchase intention. This strongly predicts that other variables need to be taken into account in order to study the purchase intention. However, the correlation between the attitude towards the video and the purchase intention is still positive ($r = .693$) (Hasenfratz, 2020). Secondly, the p-value on **Table 15** has a value of <.001. This figure being less than 0.05, the null hypothesis is rejected, which means that the model here is good.

Ultimately, **Table 16** presents a p-value of lower than 0.05. This means that there is a significant relationship between attitude towards video and purchase intention. In a more detail, for every one

unit increase in the attitude towards the video, the purchase intention increases by 0.682 units. The predicted score for each participant for the purchase intention here is equal to $.181 + .682(attitude\ towards\ the\ video)$. H1 is therefore well supported.

Table 14. Summary of the model between Attitude Towards Social Media Video and Purchase Intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.693	.480	.475	.792638

Source : Own analyses

Table 15. Anova table between Attitude Towards Social Media Video and Purchase Intention

	Sum of Squares	df	Mean Square	F	Sig.
Regression	59.842	1	59.842	95.249	<.001
Residual	64.712	103	.628		
Total	124.554	104			

Source : Own analyses

Table 16. Coefficients table between Attitude Towards Social Media Video and Purchase Intention

	Unstanderdized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	.181	.233	.776	.439
ATV	.682	.070	9.760	<.001

Source : Own analyses

4.9 Summary of Hypotheses Testing

In order to bring this analytical chapter together, **Table 17** below shows each hypothesis proposed at the beginning of this thesis and summarizes the result obtained at the end of this analysis.

Table 17. Hypotheses testing results

Hypotheses	Results
H1. When consumers' attitudes towards social media video are favorable, their purchase intentions are positively affected.	Supported
H2. The shorter the video, the less the effect of informativeness, emotional appeal, entertainment and advertising value will be present.	Supported
H3. The shorter the video, the less favorable the consumers' attitudes towards it will be.	Supported
H4. The shorter the video, the less favorable the consumers' purchase intentions will be.	Supported
H5a. Informativeness has a positive influence on consumers' attitudes towards a video.	Not supported
H5b. Entertainment has a favorable impact on consumers' attitudes towards a video.	Supported
H5c. Emotional appeal has a positive impact on consumers' attitudes towards a video.	Supported
H5d. Advertising value has a positive influence on consumers' attitudes towards a video.	Supported

Source : Own analyses

Chapter 5 : Discussion

This fifth chapter is dedicated to an examination of the findings from the preceding chapter. As previously indicated, the data analysis confirmed practically all of the predictions proposed in the theoretical research. The findings will therefore be described and linked to previous researches, where possible, in this chapter.

5.1 Attitude Towards Social Media Video and Purchase Intention

Thanks to the Theory of Reasoned Actions, the attitude towards social media video has been included in this research model. This thesis used this variable in order to propose an initial hypothesis. According to this assertion, having a positive attitude regarding social media video led to a positive purchasing intention. The discoveries of Chapter 4 confirm indeed that these two parameters have a positive association. H1 is therefore well supported. As a result, when customers have a positive attitude towards a social media video marketing a product or service, their purchase intentions for that product or service improve.

This outcome is consistent with the Theory of Reasoned Actions instigated by Fishbein and Ajzen (1975) and developed in this present thesis. Moreover, this finding is also in line with the Technology Acceptance Model (Davis, 1989) and the Theory of Planned Behavior conceived by Ajzen in 1991 (De Bernardi, 2020). In these three theories, the attitude towards a particular behavior is a major determinant of the intention to engage in this one (De Bernardi, 2020). According to Azjen (1991), the more favorable the attitude regarding a behavior, the stronger the intention to perform it, as predicted by the first hypothesis of this thesis.

The result found in this thesis is also consistent with other studies, such as the one of Davis, Bagozzi and Warshaw (1989), which shows that a positive attitude regarding the use of computer technologies leads to a stronger intention to use these technologies (Lee et al., 2013). Lee et al. (2013) also confirmed the positive impact of attitude on intentions to pass a long online video ad. The research of Puwandi et al. (2020) confirmed this hypothesis as well in the context of online video advertisement, stating that a positive behavior towards the advertisement leads to a more favorable purchase intention. Finally, it is also in line with the research of Aslam et al. (2021), which proves that a favorable attitude towards an ad leads to a positive purchase intention. In conclusion, the empirical finding that a more favorable attitude towards social media video leads to a stronger intention to purchase is consistent with past research (De Bernardi, 2020).

5.2 Video Length, Informativeness, Entertainment, Emotional Appeal and Advertising Value

The second hypothesis of this thesis stated that the shorter a video is, the less the effect of informativeness, emotional appeal, entertainment and advertising value will be present. The analyses performed in the previous chapter proved that this hypothesis can be well supported. Indeed, the Youtube video received a higher score than the TikTok video on each of these variables. In a more detailed manner, The T-test analysis showed that the 2-minute video was perceived as much more informative than the 15-second one. This is, in fact, the variable where the greatest difference in score can be seen. A "long" video therefore seems much more informative than a "short" video.

The advertising value variable is the second variable where the biggest difference between the two videos is found. As a result, people would give more advertising value to a longer video than to a shorter one. Then, the analyses also showed that participants considered a longer video more entertaining than one that was a few seconds long. Finally, there is a distinction, though smaller, in terms of emotional appeal. Indeed, the effect of emotional appeal seems to be more important for the Youtube video than the TikTok video. Therefore, a long video seems to have more emotional appeal than a short video.

To the best of the knowledge within this thesis, no serious study has investigated the impact of the length of a video on the effect of informativeness, entertainment, emotional appeal or advertising value. Therefore, the results in this thesis cannot be compared with previous literatures. Coursaris et al. (2021) has nevertheless studied the influence of the length of a mobile advertisement's text message on entertainment and informativeness. Their study found out that longer text messages have a significant and positive impact on these two variables. This could therefore give a favorable lead to the observations made within this thesis.

5.3 Video Length, Attitude Towards Social Media Video and Purchase Intention

Hypothesis 3 suggested that the shorter a video is, the less favorable the consumers' attitudes towards it will be. This hypothesis was supported by the analyses performed in this thesis. Indeed, it appeared from the T-test analysis that the Youtube video seemed to provoke more favorable attitudes than the TikTok video. Therefore, a video called "short" elicits less favorable attitudes than a video called "long".

Meanwhile, the fourth hypothesis cited in this paper proposed that the shorter a video is, the lower the purchase intention towards the promoted product or service will be. The analyses carried out in the framework of this thesis have indeed approved this hypothesis. As a matter of fact, the purchase intention is stronger after watching the Youtube video than the TikTok one. Therefore, purchase intention is indeed more favorable towards long video than short video in this study.

To the best of the knowledge within this thesis, only two serious and achieved studies has been developed around the length of the video and its direct effect on the attitude towards it as well as on the purchase intention of the product or service promoted by the video. The first study, developed by Singh and Cole in 1993, compared the effect of a 15-second and 30-second informational commercials and a 15-second and 30-second emotional advertisements on attitude towards advertising and purchase intention. They found that a longer informational video leads to a lower attitude towards it and a lower purchase intention than a 15-second informational video. On the contrary, a 30-second emotional video provokes a better attitude towards advertising and a higher purchase intention than a 15-second emotional video. Since this study compares two specific types of videos, it is complicated to adapt the results of this thesis to them. The second research, developed by Parker and Han (2018), did not analyze any difference in behavioral advertising effects whether the video was long or short. This study suggests that further research is needed in this area.

In order to have a theoretical support to try to compare a little more the results of the research of this thesis, the results found in the analyses are confronted with research studying the indirect effect of the length of the video on these two variables. In this vein, the results presented in the thesis seems in contradiction with previous studies. Indeed, according to Ducoffe (1996), the irritation value of an advertisement influence a consumer's attitude towards it. This has an impact on the intention of the consumer towards the advertisement (Raditya et al., 2020). The researches of Raditya et al. (2020) and

Jeon et al. (2019) found that the longer a video is, the more it creates irritation among the audience and, hence, a less favorable attitude towards it as well as a less favorable purchase intention. Following this logic, the results analyzed in this thesis would therefore contradict the literature.

5.4 Informativeness, Entertainment, Emotional Appeal, Advertising Value and Attitude Towards Social Media Video

Hypotheses 5a, 5b, 5c and 5d suggested that informativeness, entertainment, emotional appeal and advertising value all have a positive influence on the attitude towards social media video. The analyses within this thesis has demonstrated that hypotheses 5b, 5c, and 5d are well supported. Therefore, entertainment (H5b), emotional appeal (H5c), and advertising value (H5d) do have a positive influence on attitudes towards video within the context of this dissertation. However, hypothesis 5a was not supported in this analysis. This hypothesis focused on informativeness, claiming that this variable had a positive impact on attitude towards video. Correlation analysis in Chapter 4 initially showed that these two parameters varied in the same direction. A positive correlation does not, however, imply a causal effect. It is determined from the regression analysis that there is no causal relationship between informativeness and attitude towards the video, when entertainment, emotional appeal and advertising value are controlled.

This results are partially in line with the literature. Indeed, the researches of Lee and Lee (2008, as cited in Lee et al., 2013), Tsang, Ho, and Liang (2004) and Puwandi, Tiara, and Brasali (2020) also found that the entertainment have a favorable influence on attitudes of people towards online video advertisements. Lee and Hong (2016) and Hegner, Kusse and Pruyn (2016) analyzed, for their parts, a positive influence of the emotional appeal towards the attitude. Furthermore, Murillo, Merina and Núñez (2016) and Shareef et al. (2019) claimed that advertising value has a positive impact on consumer attitude towards a social media advertisement. Aslam et al. (2021) additionally discovered that entertainment, emotional appeal and advertising value have a positive impact on customers attitude for full-length and skippable advertisements. Afterwards, Puwandi et al. (2020) also analyzed a positive influence of entertainment on the attitude towards the advertisement. These findings are consistent with other studies regarding online video advertising, such as the one of Brackett and Carr (2001) on Internet advertising, the one of Ducoffe (1996) on attitude towards web advertising or the studies of Aslam, Batool and Ul Haq (2016) and Tsang, Ho and Liang (2004) on mobile advertising (Aslam et al., 2021). The results found in this thesis regarding the impact of entertainment, emotional appeal, and advertising value on consumers' attitudes toward video are hence well in line with previous research.

However, the analysis of Aslam et al. (2021) found that informativeness has a significant influence on consumers attitude when the advertisement format can be skipped. Goodrich, Schiller, and Galletta (2015) also found that the informativeness is a precursor of a positive attitude towards video advertising. These significant results are comparable to the findings of Yang et al. (2017) and Chungviwatanant and Chungviwatanant (2017) regarding online video advertising on Youtube (Aslam et al., 2021). The study of Aslam et al. (2021) also took into account the entertainment, emotional appeal and advertising value variables, while the analyses of Yand et al. (2017) and Chungviwatanant and Chungviwatanant (2017) only took into consideration the entertainment variable in addition to the informativeness. These results are therefore in contradiction with the results found during the analyses in this thesis, which state that the informativeness does not affect signifcantly consumers attitude towards the video when entertainment, emotional appeal and advertising value are taken into account. However, Aslam et al. (2021) found no significant impact of informativeness on attitude in the case of full-length advertisements, which would therefore be more in line with the results of this thesis.

Chapter 6 : Conclusion

6.1 Summary

Video marketing on social media has become increasingly popular in recent years. Whether on Youtube, TikTok, Instagram, Facebook, or even Pinterest, almost no social media escapes this trend anymore. The key reasons for this are mostly because video content captures the attention of the audience and is also easy to remember (Vermot-Gauchy, 2021). Thanks to this, video marketing would increase user conversion, engagement and purchase intention. Faced with this growing phenomenon, it seemed extremely interesting to look into this subject in more depth. To this end, this thesis aimed to analyze the influence of social media video marketing on consumers' purchase intentions by considering the role of video length.

A review of the literature was first performed in order to analyze the extent of knowledge already recognized on this subject. Hence, the paucity of literature regarding the effect of video length on consumers' attitudes was quickly raised. The Theory of Reasoned Actions and the Uses and Gratifications Theory were then used in order to create the research model. This model was designed to test video length, informativeness, entertainment, emotional appeal and advertising value, as well as attitude towards social media video and purchase intention.

In order to get to the heart of the study, a quantitative study was then carried out. To do so, an online questionnaire was shared on social media and was intended for people of all genders, ages and social backgrounds. This questionnaire consisted of presenting a long-form video from Youtube and a short-form video from TikTok randomly to participants. Each variable of the model was then examined according to the video seen. A total of 105 valid responses were received and used for further analysis.

After a detailed study of the survey results, it was discovered that a longer video seems to have more impact on informativeness, entertainment, emotional appeal and advertising value. In a similar way, a long video apparently leads to a more favorable attitude towards it as well as a stronger purchase intention towards the promoted product or service than a short video. Afterwards, entertainment, emotional appeal and advertising value are all variables that have a positive impact on the attitude towards the video. However, informativeness, when studied with the previous variables, does not seem to have a significant relationship with attitude. It has finally been studied that the attitude towards social media video positively affects purchase intention.

6.2 Managerial Implications

This Master thesis aimed to investigate the influence of social media video marketing on consumers' purchase intentions, considering the role of the video length, in a context where the use of videos has become essential for any business. The results showed that the role of length, emotional appeal, entertainment and advertising value seemed to be decisive on the attitude that users had towards the video as well as on their purchase intentions. As a result, this thesis could assist managers in perfecting their marketing strategy by creating effective videos for their target audience.

First of all, based on the findings presented here, if the goal of the managers is to positively influence the attitudes of the consumers regarding the video broadcasted on social media and, from there, positively influence their purchase intentions towards the promoted product or service, then they should turn to long format videos. In other words, they should turn to videos that are longer than

15 seconds. In a similar vein, if the purpose is to inform, entertain, emotionally appeal and make advertising more valuable to consumers, then the video should also be created in a long format. Finally, in order to maximize the chances of creating a video that elicits a favorable attitude from the audience, managers should focus on setting a fun, emotional, and commercially valuable tone.

However, while the longer advertisings seem to outperform the 15-second commercials, shorter commercials may still be a worthwhile investment (Singh & Cole, 1993). For example, a 15-second video would generate 59% more brand name recall than a 30-second video (Singh & Cole, 1993). Additionally, Singh and Cole (1993) claim that at increasing levels of recurrence, shorter informative advertisings are seen as less bothersome than their long type counterparts. Therefore, the format of a video will depend on the goal of the managers.

6.3 Theoretical Implications

In addition to assisting with managerial objectives, the present Master thesis has also revealed results with an important contribution at the theoretical level. Indeed, it was noticed at the beginning of this research that the subject of video marketing was still little studied at the academic level. Even more noteworthy was the paucity of research on the effect of the length of an advertising video on consumers' purchase intentions. To overcome this problem, this thesis has developed its own empirical model (De Bernardi, 2020) integrating the Theory of Reasoned Actions as well as the Uses and Gratifications Theory.

This research is therefore one of the few studies to examine the effect of video length on consumers' attitudes and purchase intentions. Moreover, to the best of the knowlege within this thesis, this study is one of the first to measure such an effect using videos from social media, especially Youtube and TikTok. In addition, this would also be the first research to look at the effect of video length on informativeness, emotional appeal, entertainment and advertising value. Indeed, as mentioned in the previous chapter, this thesis is not aware of any previous study linking video length variables with informativeness, entertainment, emotional appeal and advertising value parameters. As a result, this Master thesis filled a knowledge gap by examining the effects of video length on purchase intentions, as well as its impact on informativeness, entertainment, emotional appeal, and advertising value.

6.4 Limitations and Future Research

This contribution of this research must be viewed in the context of a number of limitations (Singh & Cole, 1993), which could highlight futur studies opportunities. First of all, the type of video studied in this thesis was exclusively humorous advertisements. It would therefore be interesting to conduct this type of research taking into account other types of marketing videos in order to verify that the results found in this thesis are applicable to any type of marketing video. In addition, participants were confronted with a very short 15-second video or a rather long 2-minute video. It would therefore also be interesting to analyze intermediate video lengths such as 30 or 60 second videos. Moreover, the effect of mediation was not studied in this thesis. A study using the PROCESS macro to investigate the real mediation effect of informativeness, emotional appeal, entertainment and advertising value on the one hand, and attitude on the other hand, would then be necessary.

Secondly, this study was conducted using a convenience sample. As a result, the respondents were overwhelmingly Belgian, the sample was composed of 77% women, and not all age groups were as well represented as the 18-24 age group. Indeed, this age group represented 38% of respondents,

compared, for example, to the 45-54 age group, which was represented at 6%. This sampling method allows for convenient and rapid data collection at low cost, but it is not recommended for causal research (Malhotra, Nunan & Birks, 2017). In order to overcome the inequalities in this sample, future studies should be conducted with simple random sampling, where each element has an equal probability of selection (Malhotra, Nunan & Birks, 2017). In addition, due to time constraints, the responses of only 105 people were taken into account in order to conduct this study, which is about 50 people per video. Other studies would benefit from larger sample sizes.

Furthermore, the cognitive processing capacity of the audience may alter the effectiveness of the 15-second video (Singh & Cole, 1993). Some age groups, i.e. the very young or the very old, may indeed struggle to absorb such messages because a video of 15 seconds provide few opportunities for cognitive processing (Singh & Cole, 1993). However, it would be interesting to add the age variable in a future research on the subject in order to see how age groups are differently impacted by the effect of the length of a video on their purchase intentions.

Finally, it would also be interesting for a future study to look at the effects of videos on different platforms. Indeed, the purpose of this research was to analyze the role of video length on the impact that video has on consumer purchase intentions. To this end, a video from Youtube and a video from TikTok were used, since these two platforms offer radically different video lengths. However, these two platforms were only used to sample the videos and present them to the participants to only measure the effect of their length. Therefore, whether the video came from Youtube or TikTok was not studied. The influence of the social media on which the video is broadcast would therefore be an interesting topic for future research.

Appendices

A.1 Questionnaire

Cher participant,

Dans le cadre de mon mémoire de fin d'étude à HEC Liège, je réalise une étude portant sur le marketing vidéo effectué sur les réseaux sociaux et sur l'influence de celui-ci sur les intentions d'achat des consommateurs. Le marketing vidéo fait référence à l'utilisation de vidéos afin de promouvoir une marque.

A cette fin, je me permets de solliciter votre aide par le biais d'un questionnaire. Lors de celui-ci, vous serez d'abord amené à visionner une vidéo réalisée par la marque Duolingo, qui est une plateforme pour apprendre les langues. Ensuite, quelques questions vous seront posées.

Ce sondage ne prendra pas plus de 5 minutes et est totalement anonyme.

Sachez qu'il n'y a aucune mauvaise ou bonne réponse. Il est cependant essentiel de lire attentivement les questions et d'y répondre de manière honnête.

Je vous remercie d'avance pour votre participation.

Céline Morreale

Veuillez visionner **entièrement** la vidéo suivante <u>et</u> cocher la case ci-dessous.

○ J'ai vu la vidéo A

Veuillez visionner **entièrement** la vidéo suivante <u>et</u> cocher la case ci-dessous.

○ J'ai vu la vidéo B

Q1 Quelle est la réponse correcte?

○ J'ai visionné une vidéo avec un oiseau glissant contre une vitre sur une musique dramatique (faisant référence à Google Traduction)

○ J'ai visionné une vidéo humoristique d'une dame qui présente Duolingo Push. Sur cette vidéo, un oiseau suit les gens afin de leur rappeler d'apprendre des langues

Q2 Cette vidéo est une bonne source d'informations sur le produit.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord

Q3 Cette vidéo fournit des informations pertinentes sur le produit.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord

Q4 Cette vidéo fournit des informations utiles sur le produit.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord

Q5 Cette vidéo est agréable.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord

Q6 Cette vidéo est divertissante.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord

Q7 Cette vidéo est plaisante.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord

Q8 Après avoir vu la vidéo, j'ai éprouvé des sentiments intenses.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord |

Q9 J'ai été émotionnellement attiré(e) par le message clé de la vidéo.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord

Q10 L'aspect émotionnel de la vidéo m'a fait apprécier la vidéo.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord

Q11 Cette vidéo a de la valeur.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord

Q12 Cette vidéo est utile.

- ○ Pas du tout d'accord
- ○ Plutôt en désaccord
- ○ Ni d'accord, ni en désaccord
- ○ Plutôt d'accord
- ○ Tout à fait d'accord

Q13 Cette vidéo est importante.

- ○ Pas du tout d'accord
- ○ Plutôt en désaccord
- ○ Ni d'accord, ni en désaccord
- ○ Plutôt d'accord
- ○ Tout à fait d'accord

Start of Block: Attitude à l'égard de la vidéo

Q14 Je pense que cette vidéo est une bonne vidéo.

- ○ Pas du tout d'accord
- ○ Plutôt en désaccord
- ○ Ni d'accord, ni en désaccord
- ○ Plutôt d'accord
- ○ Tout à fait d'accord

Q15 J'ai une attitude positive à l'égard de cette vidéo.

- ○ Pas du tout d'accord
- ○ Plutôt en désaccord
- ○ Ni d'accord, ni en désaccord
- ○ Plutôt d'accord
- ○ Tout à fait d'accord

Q16 J'estime que recevoir cette vidéo est agréable.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord

Q17 J'ai aimé recevoir et regarder cette vidéo.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord

Q18 Je donnerai une chance au produit que je trouve dans cette vidéo.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord

Q19 Je m'attends à acheter le produit qui fait l'objet de cette vidéo dans un avenir proche.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord

Q20 J'ai l'intention d'acheter le produit qui fait l'objet de cette vidéo.

○ Pas du tout d'accord

○ Plutôt en désaccord

○ Ni d'accord, ni en désaccord

○ Plutôt d'accord

○ Tout à fait d'accord

Q21 Etes-vous un(e)...?

○ Homme

○ Femme

○ Autre

Q22 Dans quelle tranche d'âge vous trouvez-vous?

○ Moins de 18 ans

○ 18-24 ans

○ 25-34 ans

○ 35-44 ans

○ 45-54 ans

○ 55 ans et plus

Q23 Quel est le plus haut diplôme que vous avez obtenu?

○ Diplôme d'enseignement primaire

○ Diplôme d'enseignement secondaire

○ Bachelier

○ Master

○ Doctorat

Q24 Quelle est votre occupation?

○ Etudiant

○ Travailleur

○ Sans emploi

○ Retraité

Q25 A quelle fréquence par jour êtes-vous sur les réseaux sociaux?

○ Moins d'une heure

○ D'une heure à moins de trois heures

○ De trois à cinq heures

○ Plus de cinq heures

Q26 Quels réseaux sociaux utilisez-vous?

☐ Facebook

☐ Instagram

☐ Tik Tok

☐ Youtube

☐ Twitter

☐ Autre

End of Block: Données démographiques

A2. Inter-item correlation matrix – Informativeness

	I1	I2	I3
I1	1.000		
I2	.863	1.000	
I3	.797	.833	1,000

Source : Own analyses

A3. Inter-item correlation matrix - Entertainment

	E1	E2	E3
E1	1.000		
E2	.798	1,000	
E3	.847	.827	1.000

Source : Own analyses

A4. Inter-item correlation matrix – Emotional Appeal

	EA1	EA2	EA3
EA1	1.000		
EA2	.648	1.000	
EA3	.526	.700	1.000

Source : Own analyses

A5. Inter-item correlation matrix – Advertising Value

	AV1	AV2	AV3
AV1	1.000		
AV2	.726	1.000	
AV3	.707	.788	1.000

Source : Own analyses

A6. Inter-item correlation matrix – Attitude towards Social Media Video

	ATV1	ATV2	ATV3	ATV4
ATV1	1.000			
ATV2	.805	1.000		
ATV3	.736	.702	1.000	.795
ATV4	.728	.766	.795	1.000

Source : Own analyses

A7. Inter-item correlation matrix – Purchase Intention

|	PI1	PI2	PI3
PI1	1.000		
PI2	.663	1.000	
PI3	.645	.804	1.000

Source : Own analyses

A8. Correlation Matrix for the Validity of Instrument Measures

Items	Pearson Correlation/Sig. (2-tailed)	Total score of the instrument
I1	Pearson Correlation	.941
	Sig. (2-tailed)	<.001
I2	Pearson Correlation	.954
	Sig. (2-tailed)	<.001
I3	Pearson Correlation	.930
	Sig. (2-tailed)	<.001
E1	Pearson Correlation	.937
	Sig. (2-tailed)	<.001

|		
E2	Pearson Correlation	.935
	Sig. (2-tailed)	<.001
E3	Pearson Correlation	.946
	Sig. (2-tailed)	<.001
EA1	Pearson Correlation	.815
	Sig. (2-tailed)	<.001
EA2	Pearson Correlation	.915
	Sig. (2-tailed)	<.001
EA3	Pearson Correlation	.866
	Sig. (2-tailed)	<.001
AV1	Pearson Correlation	.895
	Sig. (2-tailed)	<.001
AV2	Pearson Correlation	.923
	Sig. (2-tailed)	<.001
AV3	Pearson Correlation	.910
	Sig. (2-tailed)	<.001
ATV1	Pearson Correlation	.905
	Sig. (2-tailed)	<.001
ATV2	Pearson Correlation	.920
	Sig. (2-tailed)	<.001
ATV3	Pearson Correlation	.907
	Sig. (2-tailed)	<.001
ATV4	Pearson Correlation	.900
	Sig. (2-tailed)	<.001
PI1	Pearson Correlation	.876
	Sig. (2-tailed)	<.001
PI2	Pearson Correlation	.909
	Sig. (2-tailed)	<.001
PI3	Pearson Correlation	.901
	Sig. (2-tailed)	<.001

Source : Own analyses

A9 Gaussian plot of the standardized residuals of the simple regression between Informativeness, Entertainment, Emotional Appeal, Advertising Value and the Attitude Towards Social Media Video
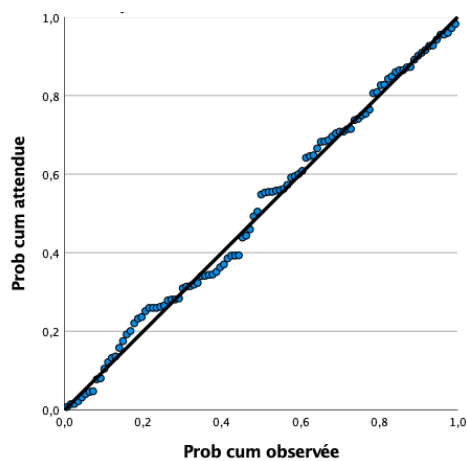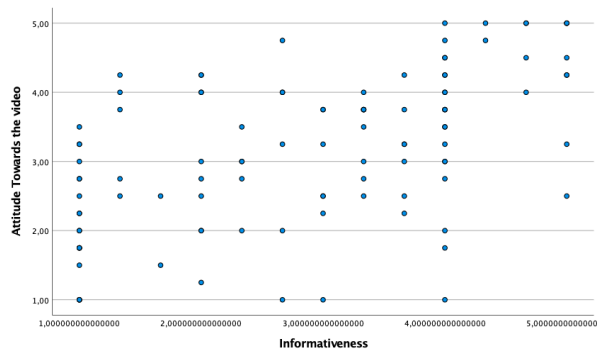

Source : Own analyses

A10. Scatterplot of standardized residuals from the simple regression between Informativeness, Entertainment, Emotional Appeal, Advertising Value and the Attitude Towards Social Media Video
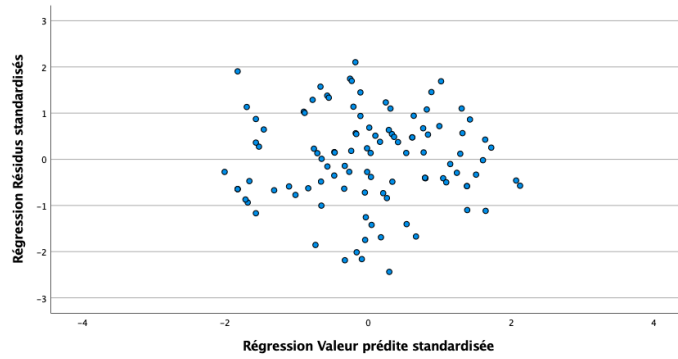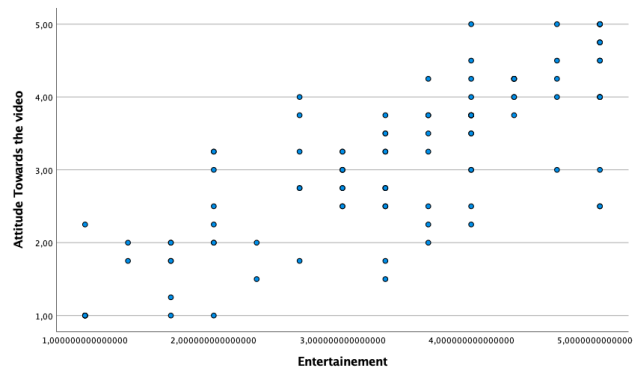

Source : Own analyses

A11. Scatter plot between Informativeness and Attitude Towards Social Media Video
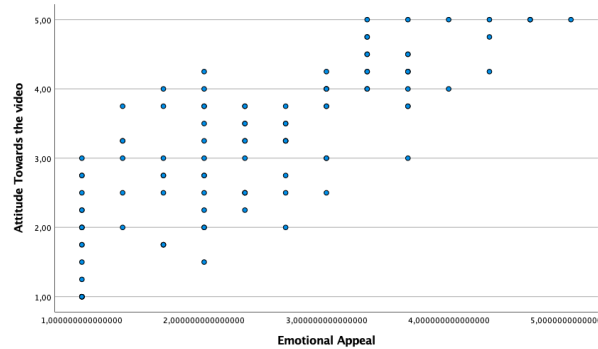

Source : Own analyses

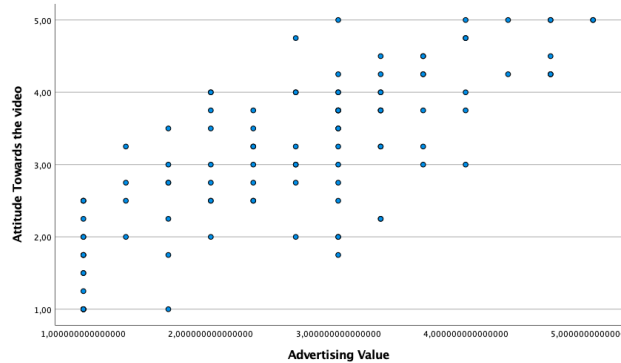A12. Scatter plot between Entertainment and Attitude Towards Social Media Video

Source : Own analyses

A13. Scatter plot between Emotional Appeal and Attitude Towards Social Media Video
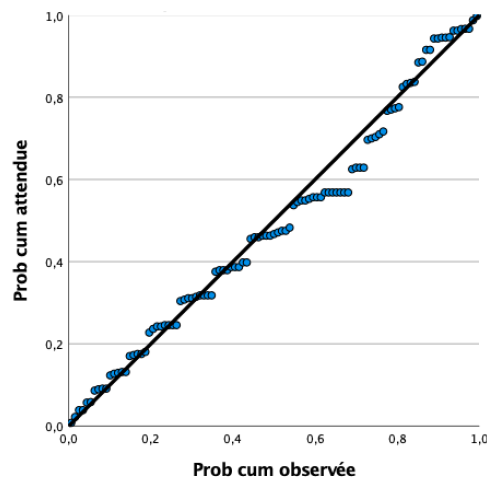

Source : Own analyses

## A14. Scatter plot between Advertising Value and Attitude Towards Social Media Video

Source : Own analyses

A15. Gaussian plot of the standardized residuals of the simple regression between the Attitude Towards Social Media Video and the Purchase Intention
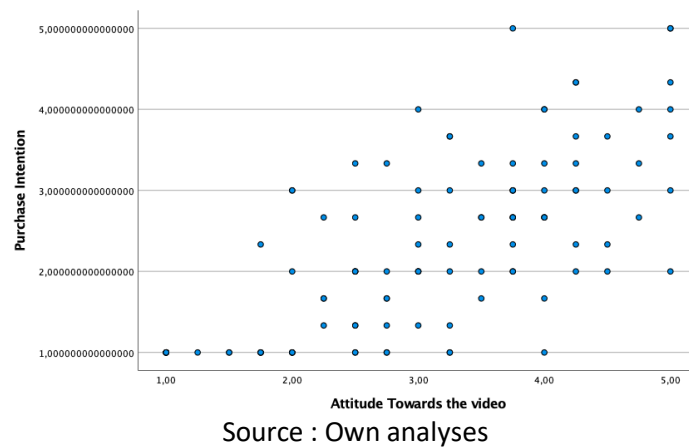

Source : Own analyses

A16. Scatterplot of standardized residuals from the simple regression between the Attitude Towards Social Media Video and the Purchase Intention

Source : Own analyses
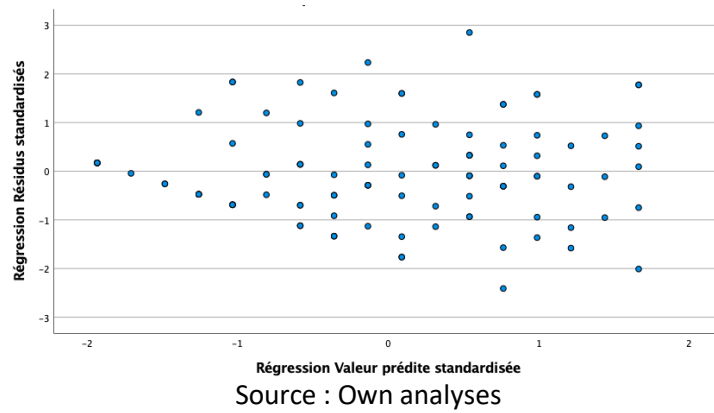
A17. Scatter plot between Attitude Towards Social Media Video and Purchase Intention

Source : Own analyses

List of Ressource Persons

This paper could not have been completed without the contribution of several resource persons. First of all, the biggest contribution came from the help of Mrs. Laurence Dessart, professor of marketing at HEC Liège. Mrs. Dessart guided me throughout my thesis in a variety of ways. First of all, she strongly assisted me when the subject of this thesis had to be finalized. She then guided me and gave me ideas on an interesting study and experimentation to carry out. Indeed, the idea of an experimentation between a Youtube video and a TikTok video comes mainly from her. Then, Mrs. Dessart always took the time to answer my questions and to help me solve my problems, as, for example, when I found myself facing participants who answered the questionnaire incorrectly. It is thanks to her help that I was able to solve this problem and continue my research.

Secondly, Mrs. Hélène Morsomme is also to be taken into account in this list thanks to her help concerning the development of my model and my statistical analysis. Ms. Morsomme is a doctoral student at the Louvain Institute of Data Analysis and Modeling in economics and statistics. When I was faced with reflections concerning my research model and certain results of my statistical analysis, she was able to be available very quickly and answer my questions in a more than efficient manner.

Third, Miss Elsa de Bernardi also provided me with many resources while writing this thesis. Elsa is a marketing graduate from HEC Liège and now holds the position of Junior Data Analyst at Sopra Steria. Thanks to her knowledge in marketing and to the fact that she did her Master thesis extremely well, Elsa was able to advise and guide me on several questions I had while writing my thesis.

Finally, the last resource person who helped me during the writing of this thesis and whom I would like to highlight is Mrs. Catherine Constant, brand manager for the group Shiseido EMEA. Through one call in particular, Mrs. Constant was able to share her opinions and expertise with me, which allowed for some reflection on the continuation of my study.

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EXECUTIVE SUMMARY

Video marketing is a practice increasingly used in recent years, especially on social media, which allows to capture the attention of the audience in a foolproof way. Understanding the role that the length of a video has on the attitudes of that same audience as well as on their purchase intentions has therefore become a key challenge for any business. Through a literature review and an experiment with 105 participants, this study aims to highlight and compare the effect of a 15-second video from TikTok and a 2-minute video from Youtube on consumers' purchase intentions. In addition, the effect of the two videos is also studied on the parameters of perceived informativeness, emotional appeal, entertainment and advertising value. For this purpose, a model using the Theory of Reasoned Action as well as the Uses and Gratifications theory has been created. First of all, this study revealed that a longer video has more impact on informativeness, entertainment, emotional appeal and advertising value. Similarly, a 2-minute video also leads to a more favorable attitude towards it as well as a stronger purchase intention towards the promoted product or service. Finally, this research found that entertainment, emotional appeal, and advertising value were variables that had a positive impact on attitude towards video, but informativeness had no significant relationship with it in the context of this study. This thesis then concludes with a discussion of its theoretical and managerial implications, as well as the enumeration of its limitations in order to provide guidance for future research.

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