

Online product videos: just a toy?

Exploring the influence of online product presentation on purchase intention

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Summary

The absence of sensory attributes may prevent consumers from purchasing a product online (Park, Lennon, & Stoel, 2005). When buying online, consumers need to base their buying decision upon the information that is provided by the vendor. One way to replace this absence of sensory attributes is to create an attractive product presentation (Bhatti, Bouch, & Kuchinsky, 2000).

One of the developments in the presentation of products online is the shift from using product images to the use of product videos. Also, there are different ways to structure the textual product information. The main study focused on (1) the influence of the use of product videos compared to product images on consumer's purchase intention, and (2) the influence of the use of bullet points structured text compared to paragraph text on the online purchase intention. In literature, different factors have proven to be of influence on the online purchase intention of consumers. The influence of the visual and textual product presentation on these factors that can influence the online purchase intention were studied. A second, small study focused on the influence of a brand's online product presentation on the offline shopping behaviour.

Two experiments were conducted. The first experiment was an online questionnaire with different versions consisting of the two manipulations. This experiment had a 2 x 2 design and was conducted twice for two comparable toys with a total of 245 respondents. The second experiment was an explorative field experiment, and consisted of an observation of the in-store shopping behaviour after participants were introduced to the brand online, compared to a control group. Both groups consisted of 31 respondents.

The analysis of the main study showed clear evidence that customers are more aroused when product web pages contain product videos compared to product images. Customers perceive a product web page as easier to use when the web page contains product videos. Furthermore, indications of an influence of using product videos on the perceived risk, attitude towards the brand, and attitude towards the product were found. Only perceived usefulness, perceived product quality, and attitude towards the product were found as predictors of online purchase intention. For the use of bullet point structured text compared to paragraph text, no effects were found. Finally, the explorative field study showed no differences in the offline shopping behaviour of consumer that had an online experience with the brand.

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1. Introduction

Since the use of the internet for commercial purposes in the early 90s, online shopping has grown enormously. The number of consumers and web shops online are still growing (Mulpuru, 2010). One of the reasons for this growth is the increasing technical possibilities for the consumers and the vendors. An example is the growth of the use of product videos to present the product to the consumers online. Alongside the development of the visual product presentation, the textual product presentation can result in higher conversion rates and revenues (Kim & Lennon, 2008; Roggio, 2011). Besides the rapid developments, there are still barriers which influence the online shoppers' buying behaviour (Chen, 2012).

Where consumers can have a real in-store experience with the product for sensory attributes such as fabric hand and quality (McCorkle, 1990), online stores need to provide this information in a different manner due to the lack of sensory attributes. The absence of sensory attributes can cause a high perceived risk which may prevent consumers from purchasing a product online (Park et al. 2005). The emotional states, pleasure and arousal, can affect the purchase intention of consumers online (Adelaar, Chang, Lancendorfer, Lee, & Morimoto, 2003). Perceived ease of use and perceived usefulness, elements of the technology acceptance model (Davis, 1986), can also influence the online purchase intention (Pavlou, 2003; Venkatesh & Davis, 2000). Trust in the company is an important factor to determine the online purchase intention of consumers (Chen, 2012; Li, Kim, & Park, 2007). Furthermore, the perceived product quality influences the online purchase intention (Chen & Chen, 2012; Tsiotsou, 2006). Finally, the attitude towards the brand (Li, Daugherty & Biocca, 2002; Shah, Azziz, Jaffari, Waris, Ejaz, & Fatima et al., 2012) and the attitude towards the product (Kim & Lennon, 2008; Tabanne & Hamouda, 2013) have an influence on the intention to purchase online.

This study focuses on product page elements that can influence these variables, with a focus on online product page elements that can be provided by manufactures to the online stores: visual product presentation and textual product presentation. An experiment is conducted to research the effect of different visual and textual presentation modes on factors that influence the online purchase intention of consumers. An online presence of the brand and its products can influence offline consumer behavior. An introduction to a brand online can lead to a higher in-store purchase intention (Sullivan, 1999; Thorbjomsen, Supphellen, Nysveen, & Pedersen, 2002). Therefore, an explorative field experiment is conducted to research the possible effect of an online presence of the brand on in-store shopping behaviour.

2. Theory

The theory section discusses previous literature on the subject of online purchase intention. The variables influencing the online purchase intention relevant for the present study, and the visual and textual product presentations are discussed. Finally, literature on the influence of online presence of the brand on offline shopping behaviour is discussed.

2.1 Online purchase intention

Cheung, Zhu, Kwong, Chan, and Limayem (2003) studied the online consumer behaviour. They identified five major domain areas with factors affecting online purchase behaviour including consumer characteristics, environmental influences, product/service characteristics, medium characteristics, and online merchant characteristics. Broekhuizen (2006) studied channel purchase intention. A literature review was conducted with a similar distinction of domain areas of research. Broekhuizen (2006) identified product factors, retailer factors, consumer factors, channel factors, and situational factors. Environmental influences by Cheung et al. (2003) refer to the same aspects as Broekhuizen's (2006) situational factors. Channel factors, identified by Broekhuizen as a domain area is similar to the medium characteristics identified by Cheung et al. (2003).

The present study focuses on the influence of channel factors (web page content and structure) on the different consumer factors that can affect the online purchase intention of consumers.

2.1.1 Emotional response

Emotional and affective states have been studied as a starting point when buying online as well as an outcome while shopping online. The emotional and effective states (e.g. emotional/affective responses) and their influence on online purchase intention are relevant for this study. The most well-known theory of emotional state and response is created by Mehrabian and Russel (1974). The study showed that behaviour is a result of emotional responses. They presented pleasure, arousal and dominance as three independent factors that describe the emotional response. The factor dominance is excluded in most studies on emotional response in a shopping environment, due to a lack of empirical evidence (Russell & Pratt, 1980). Adelaar et al. (2003) adopted the construct of emotional states and found that it is positively related to a consumer's buying intention. Park et al. (2005) found a positive relationship between mood and purchase intention. The construct of mood is closely related to the emotional state construct, created by Mehrabian and Russel (1974).

2.1.2 Technology acceptance

The Technology Acceptance Model (TAM) by Davis (1986) indicated that behavioural intentions are significantly predicted by consumers' perceived usefulness and perceived ease of use (Zhu, Lee, & O'Neil, 2011). Since online shopping involves constant interaction with technology, it is justifiable to consider the variables of the TAM-model in predicting intentions to use internet technology for online transactions (Pavlou, 2003). Perceived usefulness (PU) is described by Davis (1986) as the

individual's perception that using a particular system would enhance or improve job performance. Perceived ease of use (PEOU) refers to the individual's perception that using a particular system would be free of cognitive effort. Pavlou (2003) adopted the hypothesis that perceived usefulness and perceived ease of use have a positive influence on the intention to transact (e.g. purchase intention). Monsuwe, Dellaert, and De Ruyter (2004) stated that ease of use and usefulness positively affected the purchase intention. However, they state that PEOU and PU have positive effects on a customer's attitude towards online purchasing, which in turn affects the purchase intention of the customer. According to Venkatesh and Davis (2000), perceived usefulness is a strong determinant of intention to use, followed by the perceived ease of use of online consumers.

2.1.3 Perceived risk

Perceived risk has a negative influence on purchase intention (Pavlou, 2003; Van der Heijden, Verhagen, & Creemers, 2003; Kim & Lennon, 2008). Pavlou, Lie, and Dimoka (2007, p. 11) described perceived risk as the consumers' "subjective belief of suffering a loss in pursuit of a desired outcome". Compared to traditional shopping, "e-commerce leads to greater information asymmetry and higher risks than the traditional shopping environment" (Zhou, Dai, & Zhang, 2007, p. 49). An important distinction in perceived risk for the present study is the difference between behavioural risk and environmental risk. Behavioural risk is about online retailers who have a chance to behave in a certain way "by taking advantage of the distance and impersonal nature of e-commerce" (Zhou et al., 2004, p. 50). Environmental risk includes elements as financial and privacy risk. The present study focuses on the behavioural risk elements of the perceived risk.

2.1.4 Trust in company

Chen (2012) used three retailer factors that can influence a customer's purchase intention. He measured a customer's overall trust using ability, benevolence, and integrity. Chen based these measurements on a trust-model that was introduced by Mayer, Davis, and Schoorman (1995). This model was adapted to an online environment by Gefen (2000). He concluded that a consumer's trust in online transactions was from the trust in ability, benevolence and integrity of the vendor, which determines the buying decision. Chen (2012) concluded that ability and benevolence had a positive influence on the online purchase intention. Li et al. (2007) studied the influence of the trust concept on the purchase intention for consumers on online web pages. Results showed a significant impact of trust on the online purchase intention.

2.1.5 Perceived product quality

Since consumers who buy online need to make a judgement based on the information that is provided on a web page, perceived product quality can influence the online purchase intention. If the consumers perceive higher product quality on a certain web page, they will perceive the web page as useful and therefore be willing to make the purchase (Ahn, Ryu & Han, 2004). A research by Chen and Chen (2010) stated that the perceived product quality positively affects the purchase intention. In 2006,

Tsiotsou studied the role of the perceived product quality of sport shoes on overall satisfaction and purchase intention. He concluded that perceived product quality had a significant effect on a consumer's purchase intention online.

2.1.6 Attitude towards the brand

The attitude towards the brand was described by Mitchell and Olson (1981, p. 318) as ‘an individual's internal evaluation of the brand’. Shah et al. (2012) studied the influence of attitude towards the brand on the purchase intention of consumers. The results showed that a more positive attitude towards the brand leads to a higher purchase intention. Li, Daugherty, and Biocca (2002) studied 3D advertising compared to traditional 2D advertising. They concluded that a compelling virtual experience contributes to a more positive attitude towards the brand, which indirectly influences the purchase intention. Wu and Lo (2009) found that consumers with a positive attitude towards the brand had a higher intention to buy extended products.

2.1.7 Attitude towards the product

The attitude towards the product refers to the internal evaluation that the individual has of the product (Petroshius & Crocker, 1989). Kim and Lennon (2008) studied the effects of visual and textual presentation formats. The study explored how different presentation formats influence consumer's attitude toward the products and the purchase intention in online shopping. The results showed a significant influence on attitude towards the product for picture size. Also, a direct impact of product movement and image size on apparel purchase intention was found, as well as attitude towards the product as a mediator. Tabanne and Hamouda (2013) studied the mediating role of attitude towards the product on online purchase intention when consumers were exposed to electronic word of mouth. The results of their study indicated that attitude towards the product is a mediating variable for purchase intention.

Based on the findings in literature on the factors that can influence the online purchase intention, the following model has been created. It contains the different variables that can affect the online purchase intention, that are relevant for the present study. To study the effect of different product presentation modes on the online purchase intention, the effect of these different modes on the variables included in the model are studied. The different product presentation modes are discussed in the next section. Furthermore, the developed hypotheses are presented.

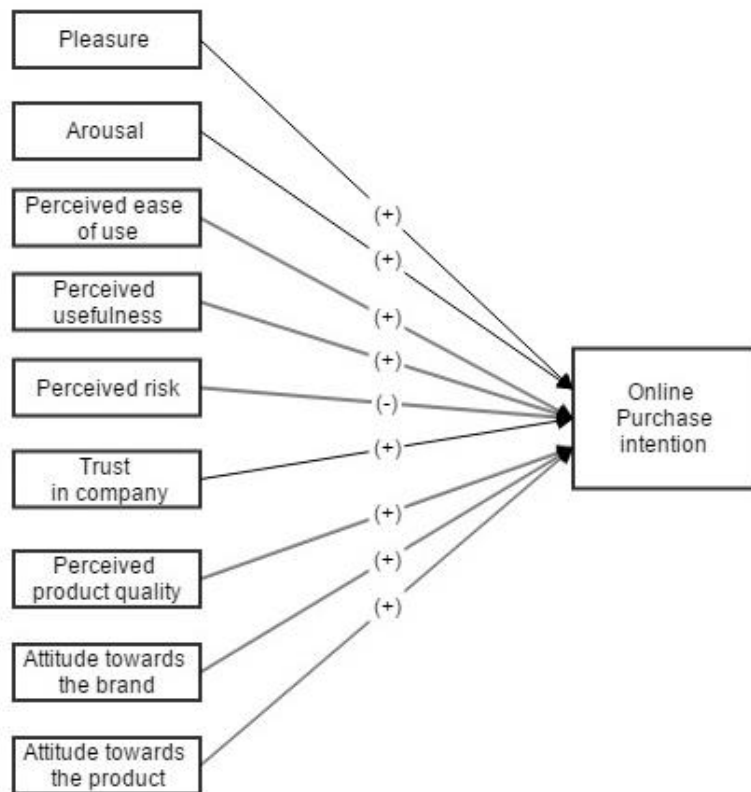


Figure 1. Model of the variables affecting the online purchase intention

2.2 Visual product presentation: Video vs. Images

The use of videos online is growing enormously (Mulpuru, 2010). With the rise of e-commerce and growing technological possibilities, there was a growing interest in the influence of adding visual product presentation to product pages. Nowadays, all e-commerce product pages contain visual product presentation in the form of product pictures. Therefore, it is interesting to research the impact of the shift from images to video content.

Bhatti et al. (200) state that aspects of visual product presentations make online shopping more pleasurable for a consumer. Because shopping online is more risky than shopping offline, a better visual product presentation can create a pleasurable shopping experience (Park et al, 2005). Park et al. (2005) also studied the effects of online product presentations by looking at the effects on people's mood. In their study, they compared product images in motion versus still product images. The research showed an effect for product movement on mood, a construct which contained elements of a consumer's pleasure and arousal. Adelaar et al. (2003) studied the effects of media formats on emotions and impulse buying intention. Based on a positive relationship between visual and textual intensity of media formats and emotional responses (Bezjian-Every, Calder, & Iacobucci, 1998), subjects who are exposed to a video stimulus will experience a more positive emotion than consumers

who are exposed to still image stimuli. They stated that this positive emotion will mediate the buying intention. Based on prior literature, the following hypotheses were developed:

H1a: Using a product video will lead to a more pleasurable feeling than using a product image.

H2a: Using a product video will lead to more arousal than using a product image.

Speer & Kallweit (2014) studies the possible influence of augmented reality on online shopping outcomes. They state that new presentation modes need to have enjoyment related elements in order to be accepted and perceived as easy to use and useful by users. In their study into the antecedents of online consumers' perceived usefulness of websites, Cheng and Zhenhui (2007) found that interactive multimedia technologies enable sellers to create a compelling visual product presentation, which in turn can enhance the perceived usefulness of a website. Wu (2014) studied consumers responses to online visual merchandising tools. Findings of the study indicate a mediating role of the perceived ease of use between visual web layout and the intention to use. Based on studies into the influence of visual web elements on the technology acceptance, the following hypotheses were developed:

H3a: Using a product will be perceived as easier to use than using a product image.

H4a: Using a product video be perceived as more useful than using a product image.

According to Bhatti et al. (2000), one way to reduce risk is to create an attractive visual product presentation. Park et al. (2005) state that since the online purchase of products is risky, there is a strong need to develop better visual product presentations to reduce perceived risk. The following hypothesis for perceived risk was developed:

H5a: Using a product video will lead to less perceived risk than using a product image.

Chang & Chen (2008) studied the effect of different environmental cues, such as the product page design, on the purchase intention and whether this intention is mediated by a consumer's trust. They found an influence of different online environment cues on the trust of a consumer. Algharabat & Abu-Elsamen (2013) studied the influence of three-dimensional product presentation on trust, attitude and enjoyment. One of their findings was that a well-designed 3D product presentation enhances a consumer's trust. Karimov et al. (2011) reviewed the literature into the influence of web design elements on consumer's initial trust. Karimov et al. (2011) concluded that web design elements can improve the initial trust of consumers towards the online seller. Based on this finding, they propose that e-retailers should consider using cues such as video streaming. The following hypothesis was developed:

H6a: Using a product video will lead to more trust in the company than using a product image.

Enhanced product presentations, such as product movement, can increase consumer's confidence in judging product quality (Park et. al, 2005). A study by Wang & Dai (2013) showed that a product presentation can positively influence a consumer's perceived product quality, which in turn can affect the willingness to buy. For product quality, the following hypothesis was developed:

H7a: Using a product video will lead to a higher perceived product quality than using a product image.

Li et al. (2002) studied the impact of 3D advertising compared to 2D advertising. Results showed that a compelling virtual experience contributes to a more positive attitude towards the brand. A study into the effects of visual and verbal presentation formats by Kim & Lennon (2008) showed that both presentation formats had effects on the attitude towards apparel products. They concluded that paying more attention to the visual product presentation of a product can lead to a more positive attitude towards the product. Algharabat & Abu-Elsamen (2013) also studied 3D product presentation and their influence on attitudes. They concluded that a well-designed 3D product presentation leads a more positive attitude, which was a construct containing brand and product attitude. Based on studies into the effect of 2D and 3D advertising on attitudes, the following hypotheses were developed for the effect of videos and images:

H8a: Using a product video will lead to a more positive attitude towards the brand than using a product image.

H9a: Using a product video will lead to a more positive attitude towards the product than using a product image.

According to Bhatti et al. (2000), an appealing product presentation leads to a higher purchase intention. The study into the influence of product picture size on the online purchase intention of consumers by Kim and Lennon (2008) showed that more exposure to visual information leads to a higher purchase intention. A study by Then and DeLong (1999) states that product movement provides descriptive visual information of the product. Therefore, it can influence the purchase decision. The more perceived descriptive visual information, the higher the purchase intention of the consumer. Swinyard (1993) studied a direct effect of an appealing visual display of products on consumers' intention to purchase products. Swinyard concluded that the more appealing the visual presentation, the higher the purchase intention. Based on the studies that found a direct influence of product presentation on the purchase intention, the following hypothesis was developed:

H10a: Using a product video will lead to a higher intention to purchase than using a product image.

2.3 Textual product presentation: structured vs. unstructured text

Detailed product descriptions are critical to positively influence consumer shopping experience in online shopping (Kim & Lennon, 2012). Another way to present textual information other than as a paragraph text, is the use of bullet points.

A major difference between bullet points and paragraph text information formats is the spatial proximity among text elements. The proximity compatibility principle (PCP) by Wickens and Andre (1990) describes how the compatibility of the task characteristics with the display proximity can affect task performance. Display proximity defines how close two display units lie together in the user's perceptual space. According to the PCP, a higher display proximity is better at supporting tasks since it can reduce users' effort in moving their eyes, heads or internal attention. Assuming that users prefer a screen design that allows them to conduct more efficient information search with less mental effort, Hong, Thong, and Tam (2004) tested the hypothesis that users will prefer a screen design with listed information compared to an array information format. Hong et al. (2004) concluded that organizing brands of grocery products in a list information format can better support users' online shopping performance. Furthermore, consumers online may perceive the web page as more easy to use and useful when the text is structured, since they are able to scan and locate information more quickly (Martin et al., 2005). Based on the findings in literature on the influence of structured text on website use, the following hypotheses were developed:

H3b: Using a bullet list will be perceived as easier to use than using a paragraph text.

H4b: Using a bullet list will be perceived as more useful than using a paragraph text.

Consumers may process more textual information when it is presented schematically rather than in paragraph form (Tegarden, 1999). Processing more textual information may result in less perceived risk due to less uncertainty about elements of the product. There is a difference between textual information presentation online and offline. People read online material differently than they read printed material. Therefore, providing online product information requires a presentation form that allows them to scan and quickly locate relevant information (Martin et al., 2005). Being able to quickly scan and locate the textual information by a schematic presentation, may therefore result in less perceived risk. The following hypothesis was developed:

H5b: Using a bullet list will lead to less perceived risk than using a paragraph text.

Karimov et al. (2011) studied the influence of web design elements on consumer's trust. They concluded that web design elements can improve the initial trust of consumers towards the online seller. Since the structure of the textual information on a web page is a web design element, it may influence a consumer's trust. Based on the findings of Karimov et al. (2011), the following hypothesis was developed:

H6b: Using a bullet list will lead to more trust in the company than using a paragraph text.

When consumers process more textual information when it is presented schematically rather than in paragraph form (Tegarden 1999), they may be able to evaluate the quality of the product better than in the case of less processed information. Blanco, Sarasa, and Sanclamente (2010) studied the effects of visual and textual information in online product presentations. The results of their study showed that a schematic display improves perceptions of quality. Being able to scan and quickly locate schematic information (Martin et al., 2005), may lead to a better chance to evaluate the quality of a product. Expecting that the evaluation of the quality of the product is more positive when information is presented schematically, the following hypothesis was developed:

H7b: Using a bullet list will lead to a higher perceived product quality than using a paragraph text.

Results of the study by Kim & Lennon (2008) indicate that environmental cues on a website, such as information structure, can influence consumer's attitudes. Kim & Lennon (2008) found verbal superiority for the influence of web design elements on the attitude towards the product. Results of a study by Ballantine (2005) showed that the perceived amount of information on a web page positively influences the attitude of the consumer. Since consumers may process more textual information when it is presented schematically rather than in paragraph form (Tegarden, 1999), providing information schematically may lead to more positive attitude towards the brand and the product. The following hypotheses were developed.

H8b: Using a bullet list will lead to a more positive attitude towards the brand than using a paragraph text.

H9b: Using a bullet list will lead to a more positive attitude towards the product than using a paragraph text.

Lurie and Mason (2007) studied the processing of information by decision makers. This decision making process has similarities with the decision making process of a consumer. Lurie and Mason (2007) stated that decision makers consider more product attributes when they view product information presented graphically, which helps them to make more efficient decisions. Being able to make a more efficient decision may lead to a higher purchase intention. Results of a study by Kim and Lennon (2000) showed that the perceived amount of textual information moderates the level of perceived risk associated with apparel shopping and subsequently increases purchase intentions. These results indicate that if there is a difference in perceived amount of information between structured and paragraph text, this could lead to a difference in the purchase intention. Based on the findings of the influence of text structure on decision making, the following hypothesis was developed:

H10b: Using a bullet list will lead to a higher intention to purchase than using a paragraph text.

2.4 Conceptual model

In the figure below, the conceptual model is presented. On the left side of the figure, the hypotheses of the expected influences of different visual and textual product presentation modes on the variables that can influence the online purchase intention are presented. The right side of the figure consist of the existing relationship between the different variables and purchase intention, based on literature (as presented in Figure 1).

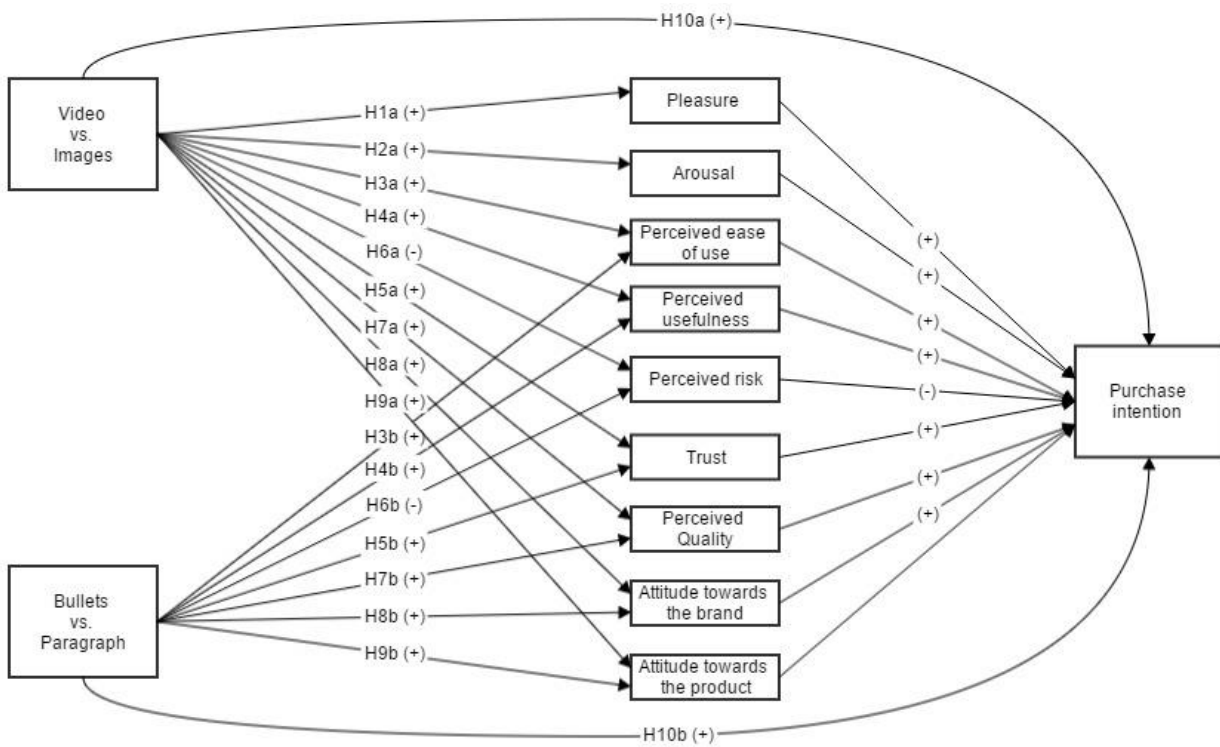


Figure 2. Conceptual model

2.5 Online presence and offline shopping behaviour

Besides the main study into the influence of online product presentation modes on the online purchase intention, the offline purchase behavior may also be affected by an online presence of the brand and a product. An online presence of the brand and its products can influence offline consumer behavior. Once introduced to the brand online, consumers have a higher intention to purchase the brand in-store, compared to consumers not introduced to the brand online (Sullivan, 1999; Thorbjomsen et al., 2002). Acquired knowledge and developed attitudes through the internet can influence in-store purchases (Sullivan, 1999; Kiang et al., 2000). According to Kannan (2001), a multi-channel orientation is needed because of the influence of online channels as well as traditional channels (e.g. stores) on the image of the entire organization. Pauwels et al. (2011) studied the influence of the introduction of a website on the offline purchase behavior. The results of their study showed that the introduction of a website had a positive influence on the offline purchase intention of customers. Based on the findings in literature, the following research question was developed:

Does an online presence of a brand lead to a different offline shopping behaviour?

The method of the explorative field experiment to answer this question can be found in section 3.5. In section 4.3, the results of the field experiment are presented.

3. Method

The main study employed a 2 x 2 between-subjects factorial design: visual information mode (product video vs. product images) by textual information mode (structured vs. paragraph text). This design is used for two different, but very similar products.

The explorative field experiment consisted of an in-store observation of the participants. An observation sheet was developed to score the participants on different activities in order to study if the online activity of the respondent had an effect on the in-store shopping behaviour.

3.1 Procedure

The two products were displayed separately in each condition. Four web pages were created to closely mimic the design of an actual web page. For the conditions with product video, one video is presented on the web page. For the conditions with product images, four screenshots of the product video are used as product images. This is based on a pre-test that tested the average amount of pictures presented on product pages of common web shops. For the conditions containing structured text, paragraph information was converted into bullet points using the exact same textual information. The webpages can be found in appendix A.

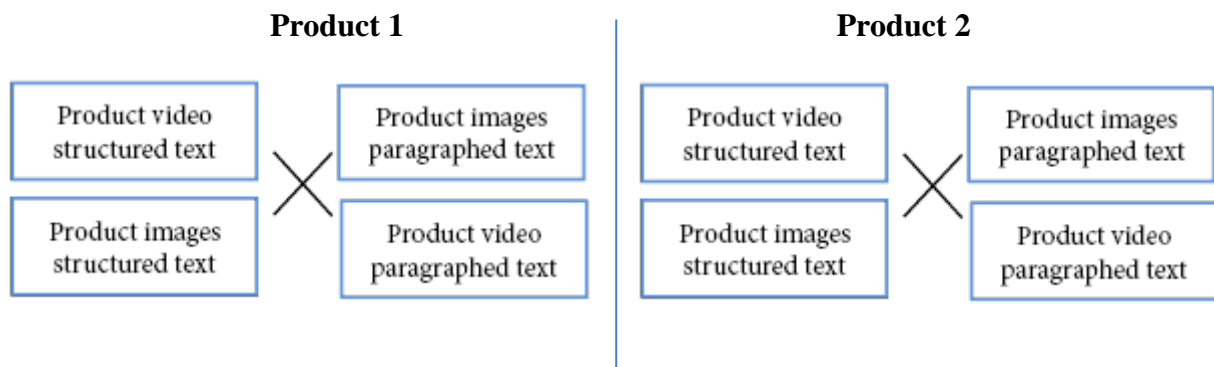


Figure 3. Experimental design. Conducted for two different products

The experiment was conducted online. The experiment was set up with Qualtrics, software to create and distribute questionnaires. Participants who chose to respond to the participation request were randomly assigned to one of the eight created questionnaires. First, they were asked to have a good look at a web page with the presentation of the product. Then, the participant was asked to answer a list of questions. Once they completed the whole questionnaire the participants were listed as a respondent and the data was collected. Data was collected within a time-frame of three weeks.

3.2. Instruments

A Dutch manufacturer of toys, SES Creative, showed interest in the study and provided their product videos and product texts to use for the experiment. Two products were chosen based on the same price- and age category.

3.2.1 Stimuli

The first product is called 'Ik leer knippen' (I learn to cut). This product is developed to be both fun and educational for children within the age of 2 to 6 years old. The products consist of a box of sheets and a scissors to cut the sheets. The second product is called 'Ik leer tellen' (I learn to count). Just as for the first product, this product is also developed to be both fun and educational for children within the age of 2 to 6 years old. The product consists of a box of laces, that can be used to create different numbers.

The textual information that is used for the web pages is text from the SES catalogue. The text is created by SES and aims to provide descriptive information of the product as well as elements that need to convince consumers to purchase the product. The paragraph text is converted into a bullet list structure, containing the exact same content except from the structure. The text for product 1 consist of 93 words, the text for product 2 consist of 84 words. The stimuli of the experiment can be found in appendix A.

The product videos used in the study are existing product videos of SES that they use in stores and online. The videos have the same music and same structure. The videos start with the logo of SES, followed by a moving picture of the box. Then, moving pictures of the content of the box are presented, followed by a short example of the use of the product. Finally, an idea of what the product should represent is showed. Both video last 19 seconds. The product images consist of four screenshots from the product videos. Images of the box, the content of the box, the use of the product, and what the product represents are presented. Images and videos used for the web pages that were presented to the respondents can be found in appendix A.

3.2.1 Measures

Existing constructs of the different dependant variables were used in the study. The items of the constructs were adapted to fit the scenario that was presented to the participants. The constructs and their sources are discussed below.

The elements of the emotional response, pleasure and arousal, is taken from Mehrabian and Russel (1974), among others executed by Holbrook and O'Shaughnessy (1984). The scale uses a 7-point differential scale. The scale was used in an empirical research. Like in many other studies, the element of dominance that was described by Mehrabian et al. (1974) as an emotional response was excluded study, due to the lack of empirical evidence.

Pavlou (2003) used a scale for measuring the perceived ease of use and usefulness of websites. The construct uses a 7-point Likert scale. Pavlou used the construct for two different experiments. The scale is adapted for the present study, since the study focuses on the use of one web page only, were the construct of Pavlou was developed for website use.

The construct of trust is taken from the same study by Pavlou (2003). It consists of a 3-item, 5-point Likert scale. The scale is adapted for the present study, whereas the construct of Pavlou was developed for the use of a website.

Shimp and Bearden (1982) were one of the first to study the construct perceived risk. Their scale created for the construct is used for different studies. The scale is adapted for the present study for the use of an online web page, and a 7-point Likert scale is used instead of a 9-point scale.

The perceived product quality scale used for the present study was created by Petroshtus and Monroe (1987). They used this scale in an offline setting, using the scale for an experiment for two different products. The construct uses a 7 – point semantic differential summated ratings scale and was adapted to an online setting for the present study.

Spears and Singh (2004) used a 7-point Likert scale to research the attitude towards the brand. The construct was used to rate the evaluation of consumers on ads. The scale is adapted for the present study. Petroshtus and Crocker (1989) used attitude towards the product as a construct in their study, using a 9-point Likert. The scale is adapted to a 7-point scale for the present study, and needed adaption of the items to the specific scenario of the experiment.

Coyle and Thorson (2001) used a scale for purchase intention that is a combination of three items from Petruva and Lord (1994) and one from Kim and Biocca (1997). The scale consisted of a 5-point Likert scale.

3.2.2 Reliability analysis

Cronbach's Alpha was used to calculate the reliability of the constructs that measured the different variables in the main study. All the constructs of the variables scored .70 or higher. Table 1 shows the reliability scores for all the constructs (α) and the number of items in the construct (N) for the two experiments.

| Table 1 <i>Reliability Analysis of the variable construct for product 1 and 2 combined</i> | | |
|---|--------------------------|-----------|
| | Reliability (α) | Items (N) |
| Pleasure | 0.92 | 6 |
| Arousal | 0.77 | 6 |
| Perceived ease of use | 0.86 | 4 |
| Perceived usefulness | 0.91 | 4 |
| Trust | 0.91 | 3 |
| Perceived Risk | 0.79 | 4 |
| Product Quality | 0.90 | 4 |
| Attitude towards the brand | 0.94 | 4 |
| Attitude towards the product | 0.91 | 5 |
| Purchase intention | 0.88 | 4 |

3.3 Respondents

The targeted population for the main study consisted of all adults in the Netherlands. The general sample was composed of 245 participants. 95 male respondents (38.8%) and 150 female respondents (61.2%). The average age of the participants was 35 years old, with 18 as the youngest respondent and 67 as the oldest respondent. Most of the participants had a Vocational education (32.7%), followed by Professional education (28.6%) and University education. 42.9% of the total respondents knew the brand SES, while 57.1% states that they were not familiar with SES as a brand. Demographic statistics are presented in Table 2.

Table 2

Descriptive statistics per respondent group

| Group | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| N | 30 | 30 | 31 | 31 | 31 | 30 | 31 | 31 | 245 |
| Gender | | | | | | | | | |
| M | 40.0% | 33.3% | 25.8% | 41.9% | 45.2% | 43.3% | 38.8% | 42.0% | 38.8% |
| F | 60.0% | 66.7% | 74.2% | 59.1% | 54.8% | 56.7% | 61.2% | 58.0% | 61.2% |
| Age | 33.1 | 32.4 | 32.8 | 34.4 | 35.2 | 34.7 | 37.9 | 34.5 | 34.5 |
| Education | | | | | | | | | |
| Elementary | 3.3% | 0.0% | 3.2% | 3.2% | 0.0% | 0.0% | 0.0% | 0.0% | 1.2% |
| High school | 26.7% | 16.6% | 12.9% | 12.9% | 25.8% | 13.3% | 22.6% | 6.5% | 17.1% |
| Vocational | 30.0% | 30.0% | 38.7% | 32.3% | 25.8% | 36.7% | 25.8% | 41.9% | 32.7% |
| Professional | 26.7% | 36.7% | 32.3% | 25.8% | 24.0% | 20.0% | 22.6% | 35.5% | 28.6% |
| University | 10.0% | 16.7% | 9.7% | 19.4% | 16.1% | 30.0% | 22.6% | 12.9% | 17.1% |
| Other | 3.3% | 0.0% | 3.2% | 6.5% | 3.2% | 0.0% | 6.5% | 3.2% | 3.3% |
| Familiar with SES | | | | | | | | | |
| Yes | 53.3% | 50.0% | 45.2% | 25.8% | 32.3% | 40.0% | 54.8% | 41.9% | 42.9% |
| No | 46.7% | 50.0% | 54.8% | 74.2% | 67.7% | 60.0% | 45.2% | 58.1% | 57.1% |

Non-probability sample selection was used to gather the needed respondents. Participants were invited via different online channels such as Social Media, Forums, E-mail and Intranets to participate in the study.

A randomization check was performed in order to test the distribution of the different demographic data, as well as the familiarity with the product. These elements can be ruled out as intervening variables if they are randomly distributed among the different groups. To test if there is a significant difference in the distribution of the demographics and familiarity between the groups, a chi-square test was conducted for gender and familiarity. For age, an ANOVA-test was conducted to test for significant differences in means between the groups. No significant differences between the different groups and for the two manipulations were found for age, gender, education, and familiarity with the brand. Results of the randomization check are presented in Table 3.

Table 3

p-values for differences in distribution between groups

| Variable | Between versions |
|---------------------|------------------|
| Gender | p= .82 |
| Age | p= .69 |
| Education | p= .76 |
| Familiarity (brand) | p= .25 |

3.4 Data analysis

In this study, SPSS 20 is used as the software to analyze the data of the experiments. The different constructs were assembled to create the variables for the main study. The data collected with Qualtrics was exported to SPSS. Mean scores of the different grouped questions were computed in order to transform the data into the different constructs that are relevant for the present study.

Descriptive statistical analyses were performed on the data to obtain a clear understanding of the population. A reliability analysis was conducted to test the reliability of the different constructs by computing the Cronbach's Alpha. Randomization checks were performed to test the distribution of different demographics and familiarity within the different groups.

Parametric two-way ANOVA tests (general linear model, univariate) were conducted to analyze a main effect of the two independent variables on the different dependent variables and to look for a possible interaction effect. To test relations between the variables influencing the purchase intention based on literature for the main study, a regression analysis was executed.

3.5 Field experiment

To research if an online introduction to the brand SES had an influence on the shopping behavior of customers in a toy shop, a second experiment was conducted. The field experiment consisted of an in-store observation of the participant. Participants were observed for different activities in order to study if the online activity of the respondent had an effect on the in-store shopping behaviour.

An observation sheet was developed to observe two groups of participants: the experiment group that was asked to participate in the same experiment as the experiment of the main study and a control group. In the toy store, there was a wall with only products of SES. The complete observation sheet with all the element can be found in appendix C.

A total of 62 customers in the toy store participated in the experiment, divided in an experiment group (n=31) and a control group (n=31). The experiment group was asked to participate in an online experiment in the store. This experiment was the same experiment used for the main study. Once the

participants completed the experiment, in which they were presented with the brand SES and one of the products, their shopping behaviour was observed. For the control group, the shopping behaviour was observed. To study if an online presence of the brand affected the in-store shopping behaviour, three main aspects were observed: (1) If they visited the SES wall and if so, the time that participants visited the SES wall. (2) If the participant grabbed any SES products and if so, how many products. (3) If the participant bought any SES products and if so, how many products.

4. Results

Different statistical analyses were conducted to test the model of the factors that can influence the online purchase intention and to study if the developed hypothesis can be adopted. Finally, results of the field experiment are presented.

4.1 Model check

A regression analysis was conducted to test the relation between the variables used as the dependent factors for the product presentation manipulations and the online purchase intention. A multiple regression analysis was conducted to predict the purchase intention from all the variables. These variables statistically significantly predicted the purchase intention, $F(9, 235) = 55.878$, $p < .0005$, $R^2 = .682$. The variables perceived usefulness, perceived quality and attitude towards the product added significantly to the prediction, $p < .05$. The table below presents the relation between the variables and the purchase intention. The variables arousal, pleasure, ease of use, trust, perceived risk and attitude towards the brand did not add statistically to the prediction. The variable trust was nearly significant with a p-value of .06. The construct perceived ease of use showed a negative relation with the purchase intention. This predictor was nearly significant with a p-value of .061.

Table 4

Regression analysis for relationship between the variables and purchase intention

| | B | SE | B | p |
|--------------------------|------|-----|------|-----|
| Arousal | .08 | .05 | .07 | .12 |
| Pleasure | .04 | .04 | .05 | .35 |
| Perceived ease of use | -.08 | .04 | -.11 | .06 |
| Perceived usefulness | .11 | .04 | .17 | .01 |
| Trust | .08 | .04 | .11 | .06 |
| Perceived risk | .03 | .05 | .04 | .53 |
| Perceived quality | .20 | .05 | .26 | .00 |
| Attitude towards product | .26 | .04 | .34 | .00 |
| Attitude towards brand | .05 | .05 | .06 | .25 |

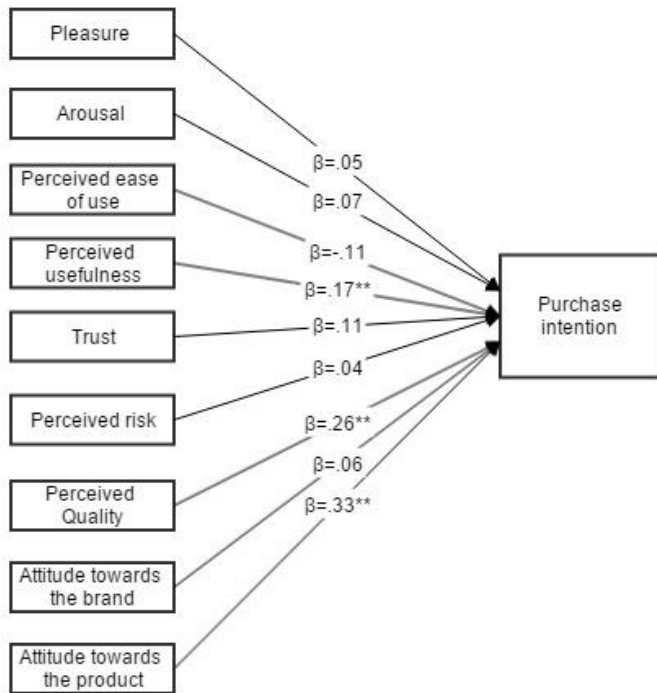


Figure 4. Predictors of the online purchase behaviour. **p<.01

4.2 Hypotheses tests

Two-way ANOVA tests were executed to look for significant differences in the means of the different dependent variables affecting the purchase intention for the two manipulations. The tests were first performed for product 1. Then, the same ANOVA tests were performed for product 2.

Table 5

Results of ANOVA analysis for product 1

| Variable | Video | | | | Images | | | | Difference | | | | | |
|------------------------------|-----------|------|---------|------|-----------|------|---------|------|------------|------|---------|------|------------------|-----|
| | Paragraph | | Bullets | | Paragraph | | Bullets | | Visual | | Textual | | Visual x Textual | |
| | M | SD | M | SD | M | SD | M | SD | F | P | F | P | F | P |
| Arousal | 4.46 | 0.74 | 4.29 | 0.83 | 3.99 | 0.64 | 4.16 | 0.84 | 4.74 | .03* | 0.00 | 1.00 | 1.45 | .23 |
| Pleasure | 4.57 | 1.01 | 4.74 | 1.26 | 4.19 | 0.84 | 4.55 | 1.11 | 2.11 | .15 | 2.17 | .17 | 0.21 | .65 |
| Perceived ease of use | 5.44 | 1.23 | 5.41 | 1.17 | 4.85 | 1.14 | 5.14 | 1.07 | 4.19 | .04* | 0.41 | .52 | 0.57 | .45 |
| Perceived Usefulness | 4.78 | 1.31 | 5.16 | 1.15 | 4.46 | 1.15 | 4.84 | 1.36 | 2.03 | .16 | 2.85 | .09 | 0.00 | .99 |
| Trust | 5.18 | 1.06 | 4.81 | 1.12 | 4.76 | 1.32 | 4.78 | 1.20 | 1.19 | .28 | 0.64 | .42 | 0.82 | .37 |
| Perceived risk | 4.89 | 1.17 | 4.67 | 0.97 | 4.66 | 0.88 | 4.58 | 0.95 | 0.75 | .39 | 0.65 | .42 | 0.15 | .70 |
| Perceived product quality | 4.86 | 1.18 | 4.87 | 0.98 | 4.68 | 1.15 | 4.78 | 1.11 | 0.45 | .51 | 0.10 | .76 | 0.05 | .82 |
| Attitude towards the brand | 5.26 | 1.23 | 5.24 | 1.07 | 4.75 | 1.33 | 4.83 | 1.50 | 3.80 | .05 | 0.02 | .90 | 0.05 | .83 |
| Attitude towards the product | 4.94 | 1.33 | 5.44 | 1.03 | 5.05 | 0.76 | 5.11 | 1.10 | 0.33 | .57 | 2.12 | .15 | 1.33 | .25 |
| Purchase intention | 3.03 | 0.97 | 3.39 | 0.76 | 2.92 | 0.85 | 3.11 | 0.79 | 1.66 | .20 | 3.18 | .08 | 0.28 | .60 |

Note. * $p = <.05$

Table 6

Results of ANOVA analysis for product 2

| Variable | Video | | | | Images | | | | Difference | | | | | |
|------------------------------|-----------|------|---------|------|-----------|------|---------|------|------------|------|---------|-----|------------------|-----|
| | Paragraph | | Bullets | | Paragraph | | Bullets | | Visual | | Textual | | Visual x Textual | |
| | M | SD | M | SD | M | SD | M | SD | F | P | F | P | F | P |
| Arousal | 4.32 | 0.74 | 4.53 | 0.66 | 4.04 | 0.69 | 4.27 | 0.89 | 4.19 | .04* | 2.61 | .11 | 0.05 | .94 |
| Pleasure | 3.83 | 0.65 | 4.07 | 0.63 | 3.74 | 0.53 | 3.84 | 0.84 | 1.96 | .16 | 1.84 | .18 | 0.36 | .55 |
| Perceived ease of use | 5.01 | 1.04 | 5.51 | 0.95 | 4.65 | 1.43 | 4.73 | 1.42 | 6.69 | .01* | 1.71 | .19 | 0.90 | .35 |
| Perceived Usefulness | 4.59 | 1.08 | 4.90 | 1.20 | 4.35 | 0.95 | 4.70 | 1.55 | 1.04 | .31 | 2.22 | .14 | 0.01 | .93 |
| Trust | 4.76 | 1.15 | 5.16 | 1.13 | 4.46 | 1.32 | 4.72 | 1.32 | 2.77 | .10 | 2.19 | .14 | 0.10 | .76 |
| Perceived risk | 5.02 | 0.88 | 5.11 | 0.81 | 4.68 | 1.01 | 4.64 | 1.32 | 4.72 | .03* | 0.02 | .89 | 0.15 | .70 |
| Perceived product quality | 4.64 | 1.16 | 5.05 | 0.78 | 4.61 | 1.01 | 4.68 | 1.47 | 0.92 | .34 | 1.40 | .24 | 0.70 | .40 |
| Attitude towards the brand | 4.96 | 1.01 | 5.48 | 0.86 | 4.86 | 0.88 | 4.78 | 1.23 | 4.81 | .03* | 1.42 | .24 | 2.75 | .10 |
| Attitude towards the product | 5.27 | 1.11 | 5.36 | 0.95 | 4.92 | 0.98 | 4.81 | 1.40 | 4.85 | .03* | 0.03 | .96 | 0.24 | .62 |
| Purchase intention | 3.03 | 0.86 | 3.31 | 0.72 | 3.08 | 0.70 | 2.96 | 1.11 | 0.92 | .34 | 0.24 | .63 | 1.62 | .21 |

Note. * $p = <.05$

4.2.1 Emotional response: pleasure & arousal

Product 1: Ik leer knippen

For the emotional state arousal, the results showed that respondents confronted with a product video were significantly more aroused than respondents confronted with product images ($p = .03$), but there was no difference between the product pages with bullets text and the text as a paragraph. ($p = 1.00$) Also, there was no statistically significant interaction found between the effects of the textual and visual presentation modes on arousal ($p = .23$)

For the emotional state pleasure, no main effects were found between video and images ($p = .15$) or between bullets and paragraph ($p = .17$), meaning that the respondents did not feel more pleasure when confronted with a product video or bullet text compared to product images or text as a paragraph. Also, no interaction effect was found for the independent variables on pleasure ($p = .65$)

Product 2: Ik leer tellen

Just as for product 1, a main effect for the use of a product video versus product images on arousal was found for product 2 ($p = .04$) and no difference was found between bullets text and text as a paragraph ($p = .11$). There was no indication of an interaction effect between the independent variables ($p = .94$).

Results for the effect on pleasure were similar for product 2 compared to product 1. No main effects were found between video and images ($p = .16$) and between bullet points and paragraph text ($p = .18$). Furthermore, no interaction effect between the different groups was found ($p = .55$)

4.2.2 Technology acceptance: Perceived ease of use & Usefulness

Product 1: Ik leer knippen

For the construct perceived ease of use, a significant difference was found between the means for respondents presented with video content compared to respondents presented with images. Respondents in the groups of the video content perceived the web page as more easy to use than respondents in the groups with the product images ($p = .04$).

Again, no significant differences were found between the groups with bullets points and paragraph text ($p = .52$) and no interaction effects were found between the two independent variables ($p = .45$)

For the second construct of the technology acceptance model, perceived usefulness, no significant differences were found between video and images ($p = .16$) and bullet points and paragraph text ($p = .09$). Also, no interaction effect was found between both manipulations ($p = .99$)

Product 2: Ik leer tellen

For product 2, a clear significant difference was found between the means of the visual variable manipulation. Respondents presented with the product video perceived the web page as more easy to use compared to the product images ($p = .01$).

Just as for product 1, there was no significant difference between the use of bullet points or a paragraph text ($p = .19$) and no interaction effect between both variables was found ($p = .34$).

The result for the construct perceived usefulness show similar statistics for product 2 compared to product 1. Video content versus images content ($p = .31$), bullet points versus paragraph text ($p = .14$) and the interaction ($p = .93$) showed no significant differences in means.

4.2.3 Perceived risk

Product 1: Ik leer knippen

Perceived risk showed no significant differences in the means of the different groups. No difference between product video and product images ($p = .39$), bullet points and paragraph text ($p = .42$) and no interaction effect between the independent variables ($p = .70$).

Product 2: Ik leer tellen

In contrast to the findings for product 1, the means for perceived risk for product 2 showed a significant difference. Respondents in the video content groups perceived the involved risk when purchasing the product lower than respondents in the product images groups ($p = .03$). This effect was not found for the textual presentation variable ($p = .89$). Furthermore, no significant interaction effect was found ($p = .70$).

4.2.4 Trust

The question if the respondent was familiar with the company seemed to be of great influence on the trust of the respondent in the company. An independent t-test showed a significant difference between the means for respondents that were familiar with the company before the experiment and respondents that were not familiar with the company. Respondents familiar with the company showed a significant higher trust in the company for product 1 ($p = .02$) and product 2 ($p = .01$). Since the randomization check showed no significant difference in the distribution of the respondents who were familiar with the brand between the groups, this variable was not used as a covariate variable in the analysis.

Product 1: Ik leer knippen

Respondents in the groups presented with the product video showed no significant higher trust in the company than respondents in the group with product images ($p = .28$).

The same as for the other construct described above, no significant difference was found between the means for the bullet points groups and the paragraph text groups. ($p = .42$). Also, no significant interaction effect was found ($p = .37$).

Product 2: Ik leer tellen

The visual presentation mode showed no difference in means for the trust in the company for the respondents with video content compared to respondents with product images ($p = .10$). Again, no significant difference was found for the textual information presentation mode ($p = .14$) and no interaction effect between both variables ($p = .76$).

4.2.5 Perceived product quality

Product 1: Ik leer knippen

For product 1, no significant differences were found for the perceived quality. The means of product quality for video content were not significantly higher than for images content ($p = .446$), no difference in means of bullet points versus paragraph text ($p = .76$), and no interaction effect between the independent variables ($p = .82$).

Product 2: Ik leer tellen

Just as for product 1, no significant main effects for the independent variables and no interaction effect was found for product 2. Respondents had no significant higher evaluation of the quality of the product when they were confronted with the product video, compared to the product images ($p = .38$). Also no significant difference was present between the use of bullet points and paragraph text ($p = .27$). Finally, no significant interaction effect between both independent variables ($p = .37$).

4.2.6 Attitude towards the brand & product

The results of an independent t-test showed that there was a significant difference between attitude towards the brand for respondents familiar with the company compared to respondents not familiar with the company. Respondents familiar with the company had a significant better attitude towards the brand than respondents who were not familiar with the company ($p = .03$). This difference was not significant for attitude towards the product ($p = .14$).

Product 1: Ik leer knippen

Although a clear difference in the means for video content compared to images content was found for attitude towards the brand with a two-way ANOVA test, this difference in means was not significant ($p = .05$). Also no significant difference was found between the means for video content versus images content ($p = .90$) and there was no interaction effect between the two independent variables ($p = .83$).

The construct attitude towards the product showed no differences between the experiment groups. There was no significant better attitude towards the product for respondents presented with the product video compared to respondents presented with the product images ($p = .57$). The same for the bullet points versus the paragraph text ($p = .15$). Finally, there were no interaction effects between the variables ($p = .25$).

Product 2: Ik leer tellen

The results of a two-way ANOVA test showed that there was a significant difference in the attitude towards the brand for respondents in the video content groups compared to respondents in the images content groups ($p = .03$). Respondents on the product video web page had a more positive attitude towards the brand than respondents on the web page with product images. For the information presentation manipulation, no significant difference was found ($p = .24$). Also, no significant interaction between the independent variables for the different groups was found ($p = .10$).

In contrast to product 1, the experiment for product 2 showed a significant difference in the means of the attitude towards the product for the independent variable visual presentation mode. Respondent had a more positive attitude towards the products for the product video web page than for the product images web page. ($p = .04$). For the other independent variable information presentation mode, no significant difference in means was found ($p = .94$). Finally, no interaction effect was present between the two independent variables ($p = .72$).

4.2.7 Purchase intention

Product 1: Ik leer knippen

A significant direct effect of the independent variables manipulations was not found. There was no significant difference between the means for video content versus images content ($p = .20$). Respondents presented with bullet points had no significant different purchase intention than respondents presented with a paragraph as the textual presentation mode ($p = .078$). Finally, the results showed no interaction effect between the visual and textual presentation modes for the different groups ($p = .60$).

Product 2: Ik leer tellen

Just as for product 1, no significant differences were found for the independent variables manipulations on the direct purchase intention. There was no significant difference between the means for video content versus images content ($p = .34$). Respondents presented with the textual product information with bullet points had no significant different purchase intention than respondents presented with a paragraph as the textual presentation mode ($p = .63$). Finally, the results showed no interaction effect between the visual and textual presentation modes for the different groups ($p = .21$).

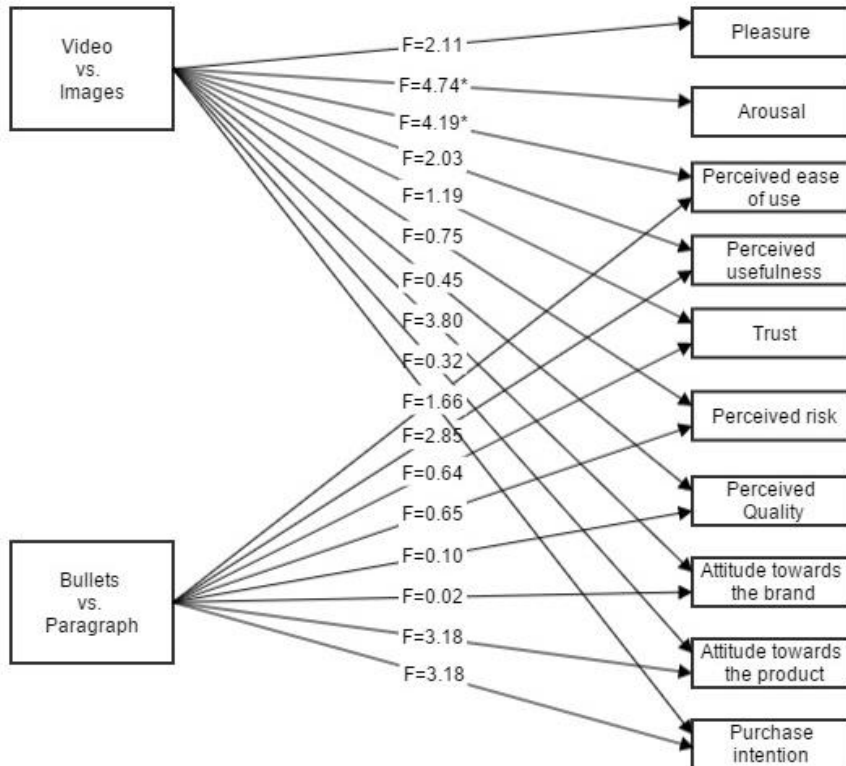


Figure 5. Results of analysis for Product 1. * $p < .05$

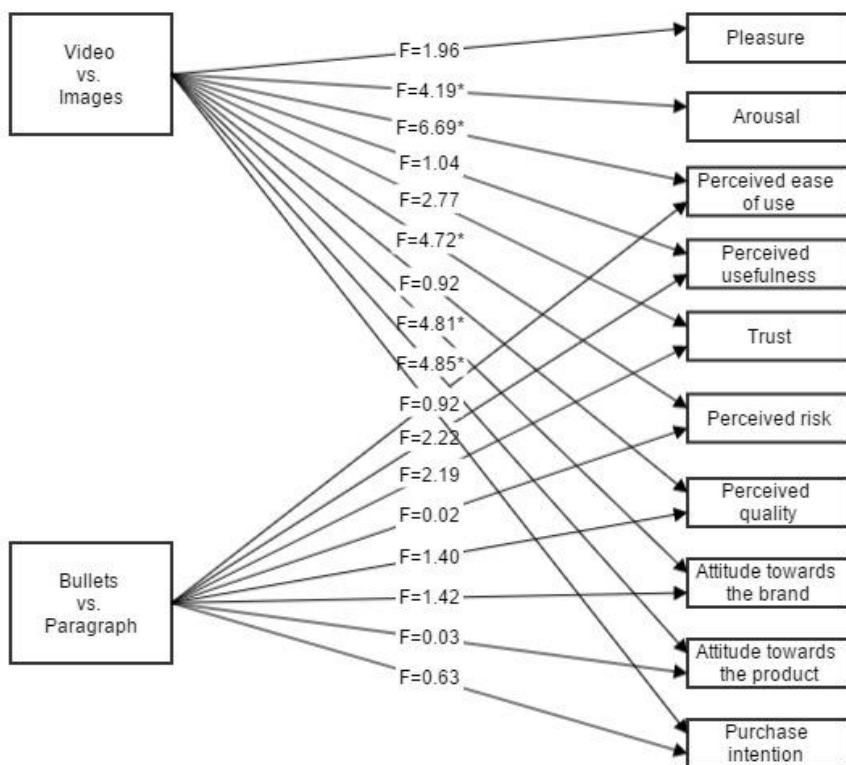


Figure 6. Results of analysis for Product 2. * $p < .05$

4.3 Field experiment

To answer the research question developed to study the influence of an online brand presence on the offline purchase intention, chi-square tests and independent t-test were conducted. The test were conducted to search for significant differences between the experiment group and the control group.

4.3.1 SES wall visits

A chi-square test was conducted to analyze if there was a difference in the number of consumers that visited the SES Wall in the store between the experiment group and the control group. Then, an independent t-test was conducted to compare the means for the time consumers spent at the wall. No significant difference was found between both groups for the number of SES wall visits. Also, the total time spent at the SES wall showed no significant difference between the groups.

4.3.2. SES products in hand

To research if consumers introduced to SES online had a tendency to touch or grab SES products more than the control group, a chi-square test was conducted. Then, an independent t-test was conducted to compare the means for the number of products consumers had in their hands. Results showed no significant differences for the times participants grabbed SES products between the experiment group and the control group. Moreover, no significant difference was found between the experiment group and the control group for the number of SES products grabbed.

Table 7

Results of the analysis of the SES wall visits and SES products grabbed

| | Experiment group | Control group |
|----------------------------|------------------|---------------|
| N | 31 | 31 |
| Visit SES Wall | | |
| Yes | 64.5% | 54.8% |
| No | 35.5% | 45.2% |
| p | .44 | |
| Time at Wall | | |
| Mean | 01:58.71 | 01:53.23 |
| T | .14 | |
| p | .89 | |
| Grabbed SES products | | |
| Yes | 51.6% | 41.9% |
| No | 48.4% | 58.1% |
| p | .45 | |
| Number of products grabbed | | |
| Mean | 0.90 | 1.00 |
| T | -.29 | |
| p | .74 | |

4.3.2 Offline purchase intention

To research if the online experience with the brand SES had an influence on the buying behavior of the consumers, a chi-square test was conducted to look for a difference in the means for buying a product between the groups. A t-test was conducted for the number of SES products bought. Results showed no significant effect for the experiment group compared to the control group for the number of participants that bought SES products. Moreover, no significant difference was found between the experiment group and the control group for the number of SES products bought.

Table 8

Results of the analysis of the offline purchase behaviour

| | Experiment group | Control group |
|---------------------------|------------------|---------------|
| N | 31 | 31 |
| Bought SES products | | |
| Yes | 6.5% | 9.7% |
| No | 93.5% | 92.3% |
| p | .64 | |
| Number of products bought | | |
| Mean | .07 | .10 |
| T | -.46 | |
| p | .65 | |

5. Discussion

The study explored the influence of the use of product videos on webpages on different variables affecting the online purchase intention of consumers. Furthermore, the influence of the use of a different product information presentation, structured with bullet points instead of a paragraph text, was studied.

No difference were found for the use of bullet points or product information as a paragraph on any of the factors influencing the online purchase intention. The findings did not support the hypotheses. This is in contrast with findings in literature, since a positive influence of the use of bullet points compared to a paragraph text on the variables affecting the purchase intention was expected. A higher perceived product quality was predicted through a higher perceived information quality for structured text (Blanco et al., 2010). Less perceived risk was expected for the use of bullet points based on the findings of Tegarden (1999), who stated that consumers process more textual information when it is presented schematically and the findings of Kim and Lennon (2000), who stated that the perceived amount of textual information moderates the level of perceived risk. Based on the theory on reading textual information online (Martin et al., 2005), using bullet structured text was expected to be perceived as more easy to use compared to paragraph text.

A possible explanation for the absence of significant effects for the textual presentation modes could be the dual coding theory, first proposed by Paivio (1971). This approach explains that visual information processing evoked by visual stimuli are superior to textual stimuli (Kim & Lennon, 2008). Respondents may have focused more on the visual attributes on the product page than on the textual attributes. This aspect was not tested in the present study. However, prior studies into the influence of visual and textual advertisement show evidence of a superiority of visual stimuli. Mitchell and Olson (1981) found that visual advertisement was more effective in creating positive attitudes and in communicating attributes of the product compared to verbal oriented advertisement. A possible solution to find a possible superiority of visual web elements over textual elements is to use eye-tracking technology. With this technology, it is possible to study which aspects of a web page are getting the most attention by the users. This data can provide insight into which web elements had an influence on the attitudes and behaviour of the user.

In contrast to the findings for the influence of the different textual presentation modes, the use of video showed to be of influence of some of the variables predicting the purchase intention. Results show that consumers are more aroused when they are exposed to product videos. This is in line with findings in literature. Park et al. (2005) found a significant impact of moving objects on a product page on people's mood. Bezjian-Every et al. (1998) adopted the hypothesis that subjects who are exposed to a video stimulus will feel a more positive emotion than people who are exposed to still image stimuli.

In contrast to arousal, the product videos did not lead to more pleasurable feelings among customers. This is in contrast to the findings in literature, since pleasure is an element of mood and emotional response, which have proven to be affected by the use of video. It is also in contrast with the findings of Bhatti et al. (2000) and Park et al. (2005), who state that an attractive visual product presentation leads to a pleasurable shopping experience. A possible explanation of the absence of a significant difference between the use of video or image material is the type of videos that are used. Where the present study used short videos that were created by using moving images, prior studies into emotional response used video material that was more in contrast to the image material (Park et al., 2005; Adelaar et al., 2003).

Consumers exposed to a product web page perceive the web page as easier to use when a video is presented. These differences were not found for the second element of technology acceptance model, the perceived usefulness. These findings are in contrast with findings in literature, since the presentation of the product with a video was expected to be perceived as more useful (Cheng & Zhenhui, 2007). This absence of a difference between the use of video and images may be caused by the type of video material that is used, just as for arousal. Compared to the still images, the product videos did not provide any extra information that could be perceived as useful in order to develop a certain attitude. Using product videos that provide extra information compared to the still images, such as spoken word or the product in use, may lead to different results for the perceived usefulness.

The perceived risk of consumers presented with a product video showed no differences for product 1. However, the results for product 2 showed a significant higher mean on perceived risk for product video, compared to the use of product images. Although we cannot clearly state that the use of product videos reduces the perceived risk of a consumer, an indication of an influence is present. This conclusion is strengthened by the results of both products combined, where a significant influence of the use of videos on the perceived risk was present. These findings are in line with literature, since an evidence of the influence of the use of video and attractive product presentations on perceived risk was found (Bhatti et al., 2000; Park et al., 2005).

Trust in the company did not seem to be affected by the use of product video. This is in contrast to the findings of Karimov et al. (2011). The familiarity with the company proved to be of influence on the trust in the company, corresponding with findings in literature (Geven, 2000). Although there was no difference in distribution of the familiarity with the company between the different respondent groups, this may indicate that the trust in the company is predicted by other elements than product presentation modes. Geven (2000) found that trust in the company is primarily effected by people's disposition to trust.

Different visual presentation modes did not influence the perceived quality in the present study. Literature on perceived quality discussed the difference in judging the product quality for different

presentation modes (Park et al., 2005). Where a more positive evaluation of the product quality was expected, results indicate that the judgement does not necessarily have to be more positive when using video material compared to the use of images. However, the evaluation of the product quality may be predicted by the quality of the visual material. For the present study, both product videos can be described as 'low in quality' when compared to average product videos on the web. There is an absence of spoken word, the length of the videos is short, and the video material consist of moving images instead of real camera actions. Presenting product videos of a higher quality may therefore results in a more positive judgement of the product quality compared to presenting product images.

The attitude towards the brand and the product showed a difference only for one product. This means that, just as for perceived risk, there is a difference in the results for the two different products. The products were chosen based on their similarities. The products have the same price, the same purpose, and are made for the same target group. Moreover, the visual and textual material shows no differences in structure, length, or content between the used products. No scientific explanation can be given for the differences found for the perceived risk and attitudes for the different products. The influence of the use of video on the perceived risk and attitudes of consumers for one of the products, may indicate that consumers find this video better than the other video, despite the similarities. To search for a difference in the judgement of both videos, a pre-test could have been conducted. When the results of this pre-test showed a difference in the overall judgement of the videos, this may be an explanation for the differences that were found in the present study.

No direct effect was found for the use of product videos on the online purchase intention. Results of the regression analysis showed that three elements of the variables that were chosen in the model were good predictors for the purchase intention, namely perceived usefulness, perceived quality, and attitude towards the product. Trust in the company was nearly significant related to the online purchase intention. For one of the products, the use of video had a significant influence on the attitude towards the product, which in turn had a significant positive relationship with the purchase intention. Therefore, an indication of an influence is present for the use of product videos on product pages on the online purchase intention, mediated by the attitude towards the product.

For the study into the influence of an online presence of the company on the offline shopping behaviour, no differences in the shopping behaviour between the experiment group and the control group were found. Participants exposed to the brand and one of the products online did not visit the SES wall longer than the control group. Consumers presented with the brand online did not grab more products from the SES shelves compared to the control group. Finally, the experiment group did not buy SES products more often than the control group. Although these findings do not correspond with findings in literature (Pauwels et al., 2011; Sullivan,1999), the explorative field experiment has the potential to study the effects of an online presence of a company on offline, in-store shopping

behaviour of consumers. This field study could provide interesting, additional outcomes to the main study, where only the online purchase intention is studied. Since a multi-channel orientation is critical for the success of a company because of the growing technological possibilities (Kannan (2001), further research into the effects of online products presentations on offline shopping behaviour is needed.

5.2 Limitations

One of the limitations of the main study is the product that is used for the experiment. Since the company SES showed interest in the study and offered their product videos to use, toys for children were used as the product in the experiment. The judgment about the brand and the product and the different variables such as arousal, are made by people who will not use the product themselves. Instead, a scenario was presented in which the participant was looking for a gift for a child within the age that the product is made for. This means that for arousal, the end user is not the person that is aroused by the product video, where in other studies the arousal is measured for products that the participants could buy for themselves.

Another limitation of the main study is type of product video that is used. The videos lasted 19 seconds, there was no spoken word present and most of the video elements consisted of moving images. Because of the use of two very similar product videos it was possible to compare both experiments. However, many product videos online take longer, have spoken word, and consist of real camera actions. It is possible that the evaluation of these type of videos will show different results compared to the present study.

The lack of significant differences for the explorative field study may be a result of the small group of respondents that was used for this experiment (n=31). The same experiment as the main study was used for the experiment group that counted as the online introduction to the brand. However, the respondents may not have experienced this as an online presentation on a product page of the brand, since they were aware that they were participating in an experiment. The questionnaire that the respondents filled in after the presentation of the web page might have contributed to being less of a realistic scenario. Moreover, the online introduction took place in the actual store, which does not correspond with normal everyday online shopping.

5.3 Future Research

Since the main study provided some interesting findings for the influence of the visual product presentation on attitudes and behavior towards the brand and the product, future research that makes these outcomes more generalizable is recommended. When experiments with the use of different product videos and different product types provide the same results, it will allow to draw more general conclusions on the influence of the use of product videos on attitudes and behaviors.

One of the new technologies that may be of great influence on the way we shop online in the future, is the future reality glasses Oculus Rift. Marketers are speculation about how brands start to innovate around the shopping experience. With the Oculus Rift it might be possible in the future to 'walk through' the store from behind your computer as if you are really present in the store. Also, it might be possible that you can 'try on' clothes for example as if you are really trying it on in a dressing room. Once this technology is available for the shopping audience, it will be interesting to research the effects of this virtual reality experiences and its possible effect on the purchase intention compared to online shopping as we know it now.

Due to the limitations of the present study for the in-store experiment as described in the limitations section, more research into the effects of an online experience with the brand on the offline shopping behavior is recommended. A same type of experiment, but with a larger sample and an online experience that is closer to a normal, everyday online experience may provide interesting outcomes in the field of multi-channel marketing.

5.4 Conclusion

- Customers are more aroused when product web pages contain product videos compared to product images.
- Customers perceive a product web page as easier to use when the web page contains product videos, compared to product images.
- The use of product videos show an indication of a higher purchase intention through a better attitude towards the product.
- An influence of using product videos compared to product images on the perceived risk, attitude towards the brand, and attitude towards the products was present for only one product. These results show an indication of a present influence of product videos, but no evidence was found.
- Presenting the product description as a structured text with the use of bullet points compared to a paragraph text has no direct influence on the purchase intention or an indirect influence via the variables affecting the purchase intention.
- An online presence of the company does not influence the shopping behavior offline.

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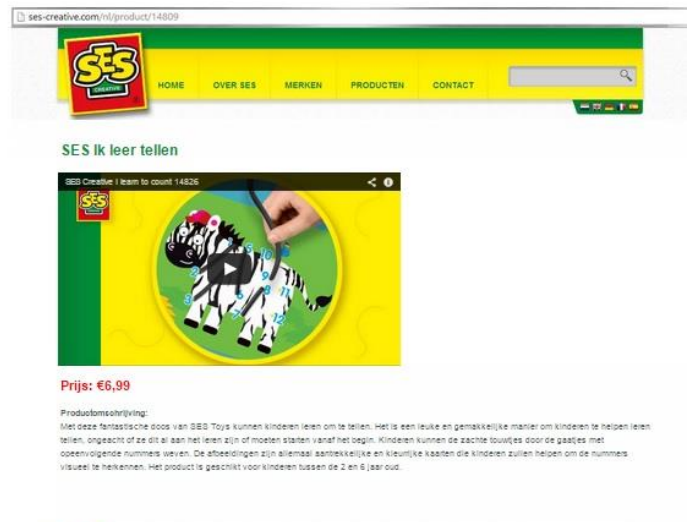
Appendix

A. Stimuli used for the experiment

Hieronder ziet u een fictieve productpagina. Bekijk alle informatie op de pagina zorgvuldig. Bekijk ook het filmpje door op de play button te klikken. Klik na het bekijken van de pagina op volgende onderaan de pagina om naar de vragen te gaan.



Hieronder ziet u een fictieve productpagina. Bekijk alle informatie op de pagina zorgvuldig. Bekijk ook het filmpje door op de play button te klikken. Klik na het bekijken van de pagina op volgende onderaan de pagina om naar de vragen te gaan.



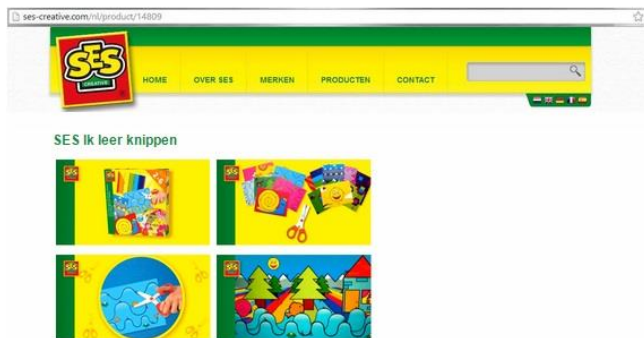
Hieronder ziet u een fictieve productpagina. Bekijk alle informatie op de pagina zorgvuldig. Klik na het bekijken van de pagina op volgende onderaan de pagina om naar de vragen te gaan.



Hieronder ziet u een fictieve productpagina. Bekijk alle informatie op de pagina zorgvuldig. Klik na het bekijken van de pagina op volgende onderaan de pagina om naar de vragen te gaan.



Hieronder ziet u een fictieve productpagina. Bekijk alle informatie op de pagina zorgvuldig. Klik na het bekijken van de pagina op volgende onderaan de pagina om naar de vragen te gaan.



Prijs: €6,99

Productomschrijving:

Met deze mooie set van SES Toys leert je kind hoe je een schaar moet gebruiken. Deze SES set helpt de fine motoriek van je kind te ontwikkelen, door de 16 leuke platen uit te knippen met de veilige SES schaar. Het is een veilige manier om met scharen te leren omgaan en de set bevat 16 opdrachten met een verschillende moeilijkheidsgraad. Op deze manier kan het kind zijn vaardigheden opbouwen. De doos bevat 16 afbeeldingen met lijntjes die geknipt moeten worden. Het product is geschikt voor kinderen tussen 2 en 6 jaar.



Hieronder ziet u een fictieve productpagina. Bekijk alle informatie op de pagina zorgvuldig. Klik na het bekijken van de pagina op volgende onderaan de pagina om naar de vragen te gaan.



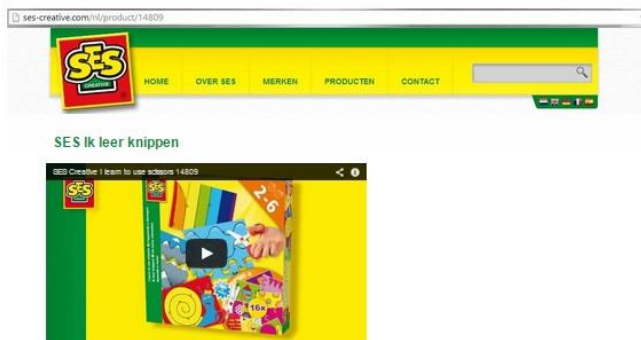
Prijs: €6,99

Productomschrijving:

- Leert je kind hoe hij/zij een schaar moet gebruiken met deze mooie set van SES Toys
- De set helpt de fine motoriek van je kind te ontwikkelen
- Knip 16 leuke platen uit met de veilige SES schaar
- Een veilige manier om met scharen te leren omgaan
- De set bevat opdrachten met een verschillende moeilijkheidsgraad zodat het kind zijn vaardigheden op kan bouwen
- Doos bevat 16 afbeeldingen met lijntjes die geknipt moeten worden
- Het product is geschikt voor kinderen tussen 2 en 6 jaar



Hieronder ziet u een fictieve productpagina. Bekijk alle informatie op de pagina zorgvuldig. Bekijk ook het filmpje door op de play button te klikken. Klik na het bekijken van de pagina op volgende onderaan de pagina om naar de vragen te gaan.



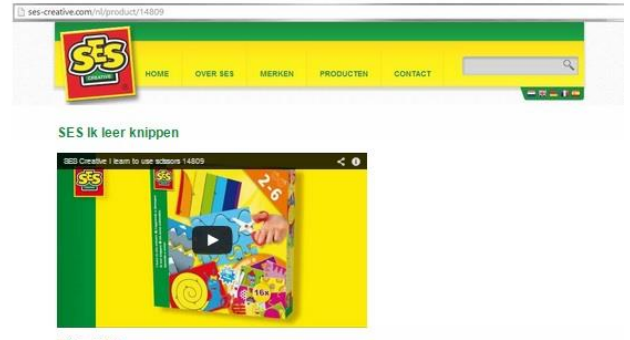
Prijs: €6,99

Productomschrijving:

Met deze mooie set van SES Toys leert je kind hoe je een schaar moet gebruiken. Deze SES set helpt de fine motoriek van je kind te ontwikkelen, door de 16 leuke platen uit te knippen met de veilige SES schaar. Het is een veilige manier om met scharen te leren omgaan en de set bevat 16 opdrachten met een verschillende moeilijkheidsgraad. Op deze manier kan het kind zijn vaardigheden opbouwen. De doos bevat 16 afbeeldingen met lijntjes die geknipt moeten worden. Het product is geschikt voor kinderen tussen 2 en 6 jaar.



Hieronder ziet u een fictieve productpagina. Bekijk alle informatie op de pagina zorgvuldig. Bekijk ook het filmpje door op de play knop te drukken. Klik na het bekijken van de pagina op volgende onderaan de pagina om naar de vragen te gaan.



Prijs: €6,99

Productomschrijving:

- Leert je kind hoe hij/zij een schaar moet gebruiken met deze mooie set van SES Toys
- De set helpt de fine motoriek van je kind te ontwikkelen
- Knip 16 leuke platen uit met de veilige SES Schaar
- Een veilige manier om met scharen te leren omgaan
- De set bevat opdrachten met een verschillende moeilijkheidsgraad zodat het kind zijn vaardigheden op kan bouwen
- Doos bevat 16 afbeeldingen met lijntjes die geknipt moeten worden
- Het product is geschikt voor kinderen tussen 2 en 6 jaar



B. Questionnaire

Beste deelnemer, Als potentiële klant wordt u gevraagd om een fictieve webpagina te bekijken en daarna een aantal vragen te beantwoorden. SCENARIO: u bent op zoek naar een cadeau voor een kind in de leeftijd van 2 t/m 6 jaar. De vragenlijst zal ongeveer 5 minuten duren. Tijdens de vragenlijst kunt u onderaan zien hoever u bent. De resultaten van het experiment zullen volledig anoniem blijven. Alvast bedankt voor het deelnemen! Jop Wieffer -----

Wat is uw geslacht?

- Man
- Vrouw

Wat is uw leeftijd?

.....

Wat is uw hoogst behaalde diploma?

- Basisonderwijs
- VMBO
- HAVO
- VWO
- MBO
- HBO
- WO
- Anders, namelijk: _____

Bent u bekend met het merk SES Creative?

- Ja
- Nee

Op de volgende pagina krijgt u een fictieve productpagina te zien. Klik op volgende.

Vul het antwoord in dat uw gevoel het beste omschrijft na het zien van de webpagina

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Ontspannen:Gestimuleerd | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kalm:Opgewonden | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sloom:Uitzinnig | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Futloos:Zenuwachtig | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Slaperig:Energiek | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Niet geprikkelde:Geprikkelde | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ongelukkig:Gelukkig | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Geergerd:Verheugd | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ontevreden:Tevreden | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Treurig:Aangenaam | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wanhopig-Hoopvol | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Verveeld:Ontspannen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Omschrijf in hoeverre u het eens bent met de volgende stellingen over de webpagina. Denkt u hierbij aan het scenario dat u op zoek bent naar een cadeau voor een kind in de leeftijd van 2 t/m 6 jaar.

| | Volledig oneens 1 | 2 | 3 | neutraal 4 | 5 | 6 | Volledig eens 7 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| De informatie op deze webpagina is duidelijk en begrijpelijk | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Het bekijken en lezen van informatie op deze webpagina vereist weinig mentale inspanning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Deze webpagina zou gemakkelijk te gebruiken zijn voor online shoppen. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik vind het gemakkelijk om de juiste informatie op deze webpagina te vinden | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Omschrijf in hoeverre u het eens bent met de volgende stellingen over de webpagina. Denkt u hierbij aan het scenario dat u op zoek bent naar een cadeau voor een kind in de leeftijd van 2 t/m 6 jaar.

| | Volledig oneens 1 | 2 | 3 | neutraal 4 | 5 | 6 | Volledig eens 7 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Over het algemeen denk ik dat deze webpagina bruikbaar is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Deze webpagina is waardevol voor mij | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| De inhoud van deze webpagina is bruikbaar voor mij | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Deze webpagina is functioneel | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Omschrijf in hoeverre u het eens bent met de volgende stellingen, van volledig oneens tot volledig eens

| | Volledig oneens 1 | 2 | 3 | neutraal 4 | 5 | 6 | Volledig eens 7 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Kijkend naar de webpagina vind ik het merk SES Creative betrouwbaar | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kijkend naar de webpagina is SES Creative een merk dat beloftes en verplichtingen nakomt | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kijkend naar de webpagina vertrouw ik het merk SES Creative omdat ze het beste met mij voor hebben | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Hoe zeker bent u ervan dat het product naar behoren zal werken?

- Helemaalaal niet zeker 1
- 2
- 3
- 4
- 5
- 6
- Heel erg zeker 7

Hoeveel risico vindt u dat er is wanneer u dit product zou kopen?

- Zeer klein risico 1
- 2
- 3
- 4
- 5
- 6
- zeer groot risico 7

Denkt u dat dit product net zo goed functioneert als vergelijkbaar speelgoed in de markt?

- Zal niet even goed functioneren 1
- 2
- 3
- Zal even goed functioneren 4
- 5
- 6
- Zal beter functioneren 7

Hoeveel vertrouwen heeft u er in dat het product zal functioneren zoals het wordt afgebeeld en omschreven?

- Helemaal geen vertrouwen 1
- 2
- 3
- 4
- 5
- 6
- Zeer veel vertrouwen 7

Vult u alstublieft de volgende stellingen in over de kwaliteit van het product dat u zag op de webpagina

| | Ze er laag 1 | 2 | 3 | 4 | 5 | 6 | Ze er hoog 7 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| De waarschijnlijkheid dat het product betrouwbaar is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| De kwaliteit van het vakwerk van dit product lijkt | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| De waarschijnlijkheid dat dit product lang goed zal blijven werken | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Het product getoond op de webpagina lijkt van een:

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Ze er lage kwaliteit:Ze er hoge kwaliteit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Omschrijf uw mening over het merk op de webpagina die u gezien heeft

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Onaantrekkelijk:Aantrekkelijk | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Slecht:Goed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Onplezierig:Plezierig | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Slechtgezind:Goedgezind | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Onsympathiek:Sympathiek | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Omschrijf uw mening over het product op de webpagina die u gezien heeft. Denkt u hierbij aan het scenario dat u op zoek bent naar een cadeau voor een kind in de leeftijd van 2 t/m 6 jaar.

| | Volledig oneens | Oneens | Enigzins oneens | Neutraal | Enigzins eens | Eens | Volledig eens |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Als het kind het product zal gebruiken zal hij/zij het waarschijnlijk leuk vinden | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Andere kinderen in de leeftijd van 2 t/m 6 jaar zullen het product waarschijnlijk leuk vinden | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik verwacht dat de meeste mensen die dit product gebruiken tevreden zullen zijn | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Ik zou dit product omschrijven als:

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Zeer onaantrekkelijk:Heel aantrekkelijk | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Beantwoord de volgende stellingen die het best uw gevoel over het product omschrijven. Stelt u zich hierbij het scenario voor dat u op zoek bent naar een cadeau voor een kind in de leeftijd van 2 t/m 6 jaar

| | Zeker niet | Waarschijnlijk niet | Misschien | Waarschijnlijk wel | Zeker wel |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Het is waarschijnlijk dat ik dit product zal kopen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik zal dit product de volgende keer kopen wanneer ik speelgoed als cadeau nodig heb | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik zou het product willen uitproberen als ik de kans had | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik zou dit product aanraden als mij om advies werd gevraagd | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

C. Observation sheet

Answer the following questions for all participants in the first stage of the experiment.

- What is the total time the respondent was present in the store?*(in minutes)
- Did the respondent visit the SES wall in the store?
- If question 2 did occur, what was the total time that the respondent was located at the wall?
- Did the respondent grab a SES product from the wall?
- If question 4 did occur, how many products?
- Did the respondent buy products at the store?
- If question 6 did occur, how many products in total?
- If the respondent did buy products, were any of those SES products?
- If question 8 did occur, how many SES products?

*: from the moment the respondent finished the questionnaire to the moment he/she left the store in nothing was bought, or to the moment he/she arrived at the checkout if product were bought