

University of Twente

WHO IS MORE CREDIBLE? A BRANDED EXPERT OR A LIKEABLE INFLUENCER?

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The effect of appearance of a message source and similarity between the message source and the viewer on source credibility and attitude towards the brand in informational online marketing videos on social media.

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ABSTRACT

Online informational videos are a very popular way of advertising on social media for brands. However, social media users feel intruded by ads from brands on social media and seem to prefer content that is authentic and not directly related to promotion of a brand. Therefore, brands try to create videos that contain value for social media users. Within this research, an informational video about the Instagram features 'Stories', that links to a blog on the website of an online marketing agency, is used to examine the effectiveness of such videos. Source credibility of the message source plays a role in the persuasiveness of these videos. This research examines the difference in perceived source credibility between a message source that is clearly related to a brand and a more authentic message source, that is not clearly related to a brand. The appearance of the message sources in four different informational online marketing videos created for social media are manipulated in terms of clothing and gender, in order to find out which message source influences source credibility, attitude towards the video and attitude towards the brand more. Results of the study indicate that the effect of gender (of the message source and the viewer) and a branded or non-branded appearance of the message source on source credibility and attitude towards the brand are highly context dependent. The results also indicate that gender of the message source or gender of the viewer do not really influence source credibility when a gender-neutral topic such as Instagram Stories is discussed. Furthermore, the findings of this study show that source credibility has a positive effect on attitude towards the brand of the viewer. The outcomes of this study can help marketers and video designers and developers in deciding what type of message source they should use for their online informational marketing videos for social media, in order to improve source credibility, attitude towards the brand and purchase intention.

Keywords: source credibility, gender, clothing, similarity, expertise, likeability, trustworthiness, attitude towards the brand, purchase intention, online informational marketing videos, social media

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1. INTRODUCTION

Online advertising videos on social media are a very popular marketing tool for brands nowadays (Mc Coy, 2016; De Mers, 2015). However, a lot of marketeers are confronted with the fact that their branded content on social media is perceived as intrusive, out of place and not welcome (Fournier & Avery, 2011). In their article *The Uninvited Brand*, Fournier and Avery (2011) compare social media channels to a party, in which all of your friends are present and having a good time, chatting and interacting with each other. Imagine someone you don't know comes along during this party and starts interrupting the conversations you are having with your friends, constantly trying to promote his brand and persuading you to buy stuff. This seems intrusive, right? This is exactly why branded content on social media is not always wanted. Moreover, a lot of branded content on social media is perceived as unauthentic (Fournier & Avery, 2011). Many people use social media mainly to communicate with friends. 'Social media is made for people, not for brands' (Fournier & Avery, 2011). On the other hand, social media can be a great channel for building brand community. Strong brand communities can have a positive effect on the relationship between the brand and its customers, which in turn can have positive effects on brand trust, which has a positive effect on brand loyalty (Laroche, Habibi & Richard, 2013). Although a lot of research on marketing content on social media has been done, more research into how brands can develop informational marketing video content for social media that is perceived as authentic, not intrusive and that is appreciated by the users, is encouraged (Hsieh, Hsieh & Tang, 2012). Creating social media content that encourages interaction with consumers and gaining knowledge in how to do so, is seen as an important practice by many brand marketeers (Tuten & Solomon, 2013; Kim, Spiller & Hatchee, 2015). The current research is focusing specifically on informational online video advertisements on social media. More knowledge enables marketeers to create more authentic and more effective informational online videos.

The online informational video ads that this research is specifically examining, are created as a content marketing tool by The Online Group, an online marketing agency based in Amsterdam. The purpose of these videos is to attract people to read the blog articles on the website of the agency. Besides that, the videos are created to indirectly improve the attitude towards the brand. To paint the picture; in the videos examined within this research, an individual is shortly introducing the topic of the blog article the video is referring to (usually an explanation or instruction on trends, developments or tools within the online marketing sector). The message source within the informational online marketing videos used as stimuli material within this research is either a male or female individual from around 25 years old.

The individual that delivers this message plays an important role within these videos, because s/he is within the center of attention and has the task to explain the topic clearly, as well as attractive and persuasive. The video has to entertain the viewer and trigger the viewer to read the blog article the video is referring to. Therefore, the credibility of the message source is very important. Source credibility is the extent to which the message source delivers the message in a credible way, according to the viewer. A source that is perceived as highly credible is generally seen as more persuasive than a source with low credibility (Pornpitakpan, 2004). The message of the source and the credibility of the source are intertwined (Homburg, 2017). Therefore the source that delivers a message within an advertisement can influence the attitude of the receiver and has a great impact on the effectiveness of the advertisement (Chaiken, 1980; Heesacker et al., 1983). What type of source is most credible and likeable for a given message is broadly researched and discussed, but it seems to be context dependent. According to Ohanian (1990), there are three components of source credibility; *attractiveness*, *trustworthiness* and *expertise*.

Since brands and brand promoted content are not always appreciated on social media (Fournier & Avery, 2011), user-generated content (UGC) is increasing in popularity. UGC can be defined as content that is created or co-created by consumers, users of a product or fans of a

brand (Daugherty, Eastin & Bright, 2008; Homburg, 2017). Sponsored user-generated content is content that is created by real users, but (visibly or not) sponsored by the brand that is promoted within the content.

One type of sponsored-UGC is influencer marketing. 'Influencer marketing is essentially virtual word of mouth, and consumers are much more likely to positively perceive and react to a message that comes from a trusted friend or persona over a sponsored post that comes from a company' (Woods, 2016). This insight contributes to explanation of the current popularity of video-bloggers (vloggers). Vloggers are seen as influencers, because the viewer can relate to the vlogger and/or perceives the vlogger as attractive or likeable (Hung, Li & Tse, 2011; Wang, 2015). Vloggers are often perceived as more credible and authentic than brands, because viewers can often relate to vloggers and often have more similarities with vloggers than with brands. Influencers, such as vloggers, are often perceived as 'trusted advisors' (Brown & Hayes, 2008; Loeffler, 2016). People are simply more easily persuaded into attitude change by someone they like and feel similar to.

An attribute of a message source in an online informational video that could influence the judgement of similarity of the message source with the viewer is gender (Hsieh, Hsieh & Tang, 2012). This also ties in with the earlier mentioned finding that people base their judgement on whether they feel similar to, or like a message source (McGuire, 1985; Reid, Lancuba & Morrow, 1997; Desphande & Stayman, 1994; Flanagin & Metzger, 2003). The gender of the message source within the video, as well as the gender of the viewer, could influence the overall judgement of source credibility. Therefore, gender can be seen as an operationalization of similarity.

To manipulate the branded or non-branded condition within the experiment, different types of clothing are used. Earlier research has shown that clothing can influence the perception of a message source and can have a strong influence on perceived source credibility. Therefore, within this experiment, the message source will either wear a piece of clothing that is clearly branded. Within the non-branded condition though, the message source will wear a piece of clothing that is not directly related to the brand that the message source mentions within the video.

Clothing and gender of the message source are also used to manipulate similarity between the message source and the viewer of the online informational marketing video. Since earlier research indicates that people are more easily influenced by people they like or feel similar to. The theory behind this is more extensively described within the theoretical framework.

The current research is trying to gain more insights in the effect of branded content and non-branded content and gender of the message source and the viewer on source credibility and attitude. Is a message source that is clearly a representative of a brand perceived as more credible than a message source that is perceived as a 'non-branded' user or fan of a brand? And how does this influence attitude towards the brand? What type of source is more effective? By means of theoretical research and a field experiment, conducted under 300 students, the effect of gender and branded clothing and non-branded clothing on source credibility and attitude towards the brand is examined. The main question that this study is trying to answer is:

- What is the effect of gender of the viewer and the message source (male vs. female) and a branded vs. non-branded appearance of the message source in an informational online marketing video on the perceived credibility of the message source and the attitude towards the video and the attitude towards the brand?

2. THEORETICAL FRAMEWORK

In this chapter the theoretical substantiation of this research is discussed. First of all, some more insights will be given into what is already known about informational online marketing videos on social media. This is followed by an extensive explanation of the dependent and independent variables and the moderators, that are present within this research. Furthermore, the hypotheses formulated for the different constructs within the research are described.

2.1 Informational online marketing videos on social media

Informational online videos are often used for advertising purposes. These type of videos can positively influence purchase intention (Huang, Yu & Huang, 2010; Homburg, 2017). Informational (advertising) videos focus on 'providing meaningful facts to the consumer' (Cutler, Thomas & Rao, 2008), often in order to (besides educating the consumer) gain more brand awareness, a more positive brand attitude or to (indirectly) increase purchase intention of the viewer. *Informational* advertising is regularly combined with *transformational* advertising, which is defined as; 'advertising that attempts to move the consumer emotionally to a point of greater product acceptance' (Cutler, Thomas & Rao, 2008).

Informational online videos used for advertising purposes can be viewed as a part of content marketing. Content marketing is a marketing strategy suggesting that "brands give interesting and valuable information to their customers without asking for anything in return" (Van Waveren, 2015). Like mentioned in the introduction paragraph, brands are not always wanted within the 'social media party' (Fournier & Avery, 2011). This is why the focus in online marketing on social media has shifted more and more towards content marketing. Brands want to create content that is appreciated by the user on social media and that adds value to the life of the social media user. Research has shown that videos can increase learning performance and satisfaction (Zhang et al., 2006), therefore it could be a great tool to educate the target group and be seen as valuable content.

Content on social media channels is getting more visual and the popularity of videos on social media is rapidly growing. Furthermore, with the arrival of features such as 'stories' and social media channels such as Snapchat and Instagram, which enable users to share their everyday happenings through photos and short videos, a lot of content that social media users produce and view nowadays is video content (Walters, 2015). Therefore, it seems that video is a type of content that is very much appreciated by social media users. Thus, online marketers are very interested in videos as an online marketing instrument (Hsieh, Hsieh & Tang, 2012). The aim of this research is to gain more insights into what type of message source (branded/non-branded and male/female) is perceived as most suitable to deliver a message within an informational online advertising on social media.

2.2 Appearance of the message source

Within this study, appearance of the message source is manipulated by gender and clothing. Studies have shown that apparel can influence source credibility. A change in clothing can significantly impact inferences about the personality of the message source (Bell, 1991; Paek, 1986; Howlett et al., 2013). According to Damhorst (1990) 'dress is a systematic means of transmission of information about the wearer' (Howlett et al., 2013). Clothing is a powerful communication tool, because the impression a person transmits is highly dependable on the clothes the person wears (Howlett et al., 2013). Therefore, clothing has a huge influence on first impression. To date, not much research has focused on the role of branded clothing within informational online video advertisements. However, from previous studies we can derive some effects of clothing on source credibility.

O'Neal and Lapitsky (1991) found that when the source was appropriately dressed for the task addressed within an advertisement, the credibility of the source and the purchase-intention were rated significantly higher than for any other dress-by-situation manipulation. Many studies have assessed the relationship between clothing and authority and expertise (Johnson et al., 2008). Researchers have found that clothing of a message source can have a positive effect on perceived authority of the message source and that clothing can affect behavioral responses (Bushman, 1984; Bickman, 1974; Geffner & Gross, 1984). When a source in an advertisement wears clothing that suits the message of the advertisement, the source is perceived as more credible and the viewers are more likely to buy the product the advertisement promotes (O'Neal & Lapitsky, 1991; Howlett et al., 2013). Studies have shown that a doctor's coat (Brase & Richmond, 2004), a police uniform (Richard & Johnson, 2001) or a firefighter uniform (Bushman 1988) have a positive effect on perceived authority, in comparison to casual clothing. Bushman (1988), also found that 'a uniform is a certificate of legitimacy for females as well as males'. This suggests that both sexes can be influenced by both sexes in uniform. Furthermore, Brase & Richmond (2004) found that 'casual clothing decreases perceptions of authority, regardless of the gender'.

In a study by Reid et al. (1997), students with similar clothing as the experiments' participants (which were also students) were rated more positive than students with a different clothing style. Bell (1991) found that a formally dressed man received more positive judgements than a casually dressed man (Howlett et al., 2013).

This experiment will explore the effect of different appearances of message sources within online marketing videos on source credibility and attitude (towards the video and towards the brand). More specifically the effect of branded clothing and clothing that is not clearly related to the brand the video is referring to (non-branded clothing). Source credibility consists out of three components: *expertise*, *likeability* and *trustworthiness*. The effect of appearance will be tested on all these three components. Earlier research has shown that clothing can have a positive effect on source credibility and that this can positively affect brand attitude. However, this has not yet been researched in the same context as this current study. In this current research, the expectation is that branded clothing will positively influence the *expertise* component of the message source. Because branded clothing is expected to be perceived as a cue of *authority* or *expertise* of the message source by the viewer. At the same time, non-branded (casual) clothing is expected to influence the feeling of *similarity* of the viewer with the source, and might therefore positively influence *likeability*. This expectation is elaborated more extensively within paragraph 2.3. The effect of branded vs. non-branded (casual) clothing on *trustworthiness* of the message source will also be tested. Branded clothing could enhance perceived expertise, however an informational video coming from a commercial organization might also be perceived as less trustworthy, because it could be perceived as blunt advertising. Therefore, casual clothing could also increase perceived trustworthiness, because a source that is perceived as independent and not from an organization, could be perceived as more trustworthy. Based on these notations, the following hypotheses can be formulated:

H1: A message source who wears branded clothing within an informational online marketing video is perceived to be more credible than a message source who wears non-branded clothing.

H1a: A message source who wears branded clothing within an informational online marketing video is perceived to have more expertise than a message source who wears non-branded clothing.

H1b: A message source who wears non-branded clothing within an informational online marketing video is perceived to be more likeable than a message source who wears branded clothing.

H1c: A message source who wears branded clothing within an informational online marketing video is perceived as less trustworthy than a message source who wears non-branded clothing.

Based on the earlier studies described within this paragraph, it can be concluded that there are a lot of contradicting findings regarding the effect of clothing on source credibility and the three

different components of source credibility. The hypotheses that have been formulated for this current study, are based on expectations of the effects of clothing on source credibility and attitude towards the brand within the context of this research.

H2b: A message source who wears branded clothing within an informational online marketing video has a positive effect on attitude towards the video.

H2c: A message source who wears branded clothing within an informational online marketing video has a positive effect on attitude towards the brand.

2.3 Gender

Another factor that could influence source credibility is gender (Armstrong & McAdams, 2009), which has been a key variable for marketing analysis for a long time (Wolin & Korgaonkar, 2003). Whether the receiver of a message is persuaded into attitude change by the source of a message, is in several cases dependable on gender. According to Flanagin and Metzger (2003), gender can be seen as physical characteristics of a source, that influence persuasiveness directly, as well as a marker of similiarity or dissimiliarity with the viewer. Both can influence perception of a source's credibility. This means both the gender of the source and the gender of the receiver play a role here. According to Gass and Seiter (1989) and Carli (2001), men are in general perceived as more persuasive than women. At the same time, women are more influencable than men (Aronson, 1972; Eagly, 1978).

The effect of gender on source credibility and attitude change is broadly discussed within earlier studies, but results are conflicting. Since (like mentioned before) some researchers indicate that people are more likely to trust individuals that are similar to them (Deshpandé & Stayman, 1994), one might assume that people are more easily influenced by a source of the same sex. This is confirmed by Caballero et al. (1989), who found that males showed greater intentions to buy from male endorsers and females hold greater intentions to purchase from female endorsers. Other researchers also found that people are more easily persuaded by a source of the same sex (Bochner, 1994; White & Andsager, 1991). However, Gass and Seiter (2004), state the opposite in their book '*Persuasion, social influence and compliance gaining*'. They claim that people are more likely to be influenced by the opposite sex. However, they also state that this effect is stronger for males persuading females, than for females persuading males. Related to this, Carli (2001) found that males in particular resist influence by women more than females do. Carli also states that research on descriptive gender stereotypes indicates that women are perceived as less expert and, in general, are perceived to have less knowledge than men. An exception for this, is situations in which female expertise is favored (for example, products that are specifically for women) (Carli, 1999; Wood & Karten, 1986; Feldman-Summers, et al., 1980). Other studies also explored the difference between men and women in perceived expertise, in different contexts. In most contexts men were perceived as more expert than women (Brownlow & Zebrowitz, 1990; Carocci, 1988; Armstrong & McAdams, 2009; Flanagin & Metzger, 2009). For example, Armstrong and McAdams (2009) discovered that when reading blogs that were claimed to be written by an expert, but in which the gender of the writer was unknown, most respondents automatically assumed that the writer was a male. They also found that blogs that were written by men were perceived as more credible than blogs written by women. Furthermore, in a study by Rudman and Kilianski (2000), in which implicit attitudes towards authority were measured, men were linked to high-authority roles while women were linked to low-authority roles. The study by Rudman and Kilianski (2000), along with the claims of other scholars on this topic, suggest that men are generally perceived as more persuasive, expert and authoritarian than women.

As claimed by Ohanian (1990), attractiveness is also an important component of source credibility. Debevec and Kernan (1984) found that attractive female models generated more enhanced attitudes than attractive male models accross both genders, but particularly among males.

Why is gender important in the context of this research? In general the effect of gender on source credibility and attitude change seems to be highly dependable on the context and on

the gender of both the source of the message and the receiver of the message (Carli, 2001; Wolin, 2003; Harmon & Coney, 1982). Although most studies show that women are less influential than men, one cannot simply state that this will also be the case for other contexts (Carli, 2001). The findings of different scholars on the effect of gender on source credibility and attitude change are highly contradicting and controversy exists (Wolin, 2003). Therefore it is assumed that the effect of gender of the source on source credibility is highly context dependent. Within this research, the message source (either male or female) discusses a gender neutral subject (Instagram Stories). Not much research has been done about the effect of gender on source credibility regarding such a gender neutral topic. It is interesting to examine if the effects of different genders of message sources and message receivers are also applicable for such a gender neutral topic. Maybe this research will discover a completely different effect of gender on source credibility than earlier research did, because of the different context of this research.

Although we cannot yet say much about the effect of gender of both the source and the viewer in this context, some assumptions can be made based on earlier research. It is expected that within online informational video advertisements for an online marketing agency, men are perceived as more *expert* by both male and female viewers. Furthermore, the expectation is that the overall credibility of the source will be higher when the viewer is the same sex as the message source, compared to when the video is watched by the opposite sex. This expectation is based on earlier studies, claiming that *likeability* and *trustworthiness* are influenced by *similarity* and *attractiveness*. The following hypotheses about the effect of gender on source credibility can be formulated:

H3a: An online informational marketing video with a male message source will have a positive effect on expertise, when watched by both a male viewer or a female viewer.

H3b: An online informational marketing video with a male message source will have a more positive effect on likeability when watched by a female viewer than when watched by a male viewer.

H3c: An online informational marketing video with a male message source will have a more positive effect on trustworthiness when watched by a male viewer than when watched by a female viewer.

H4a: An online informational marketing video with a female message source will have a more positive effect on likeability when watched by male viewers than by female viewers.

H4b: An online informational marketing video with a female message source will have a more positive effect on trustworthiness when watched by female viewers than when watched by male viewers.

2.4 Source credibility

One of the variables that could influence the effectiveness of informational online marketing videos on social media that is examined within this study is source credibility. Like mentioned before, according to Ohanian (1990), there are three components of source credibility; *attractiveness*, *trustworthiness* and *expertise*. Several studies show that a source that is perceived as more expert (Anderson & Clevenger, 1961; Wilson & Sherrell, 1993), more trustworthy (Andreoli & Worchel, 1978) and/or more attractive, is more persuasive (Smink, 2013; McGuire, 1968; Sternthal, et al., 1978; Wilson & Sherrell, 1993). This corresponds with the components of *attractiveness* and *expertise* as determinants of source credibility. However Erdogan (1999), among other researchers, states that *attractiveness* is a component of *likeability*, along with *similarity* (McGuire, 1985; Cohen & Golden, 1972; O'Keefe, 1990). Attractiveness and similarity even seem to strengthen each other, as several studies have shown that increased similarity leads to increased attraction (Byrne & Nelson, 1965; Silverman, 1974; Flanagan & Metzger, 2003). Therefore, within this research, the source credibility component that Ohanian called *attractiveness* will be replaced by *likeability*, which consists out of *attractiveness* and *similarity*.

2.2.1 Expertise

Ohanian (1990) defines expertise as 'the knowledge that the communicator seems to possess to support the claims made in advertisements'. Silvera and Austad (2004) confirm this with their definition of expertise of an endorser. They state that 'expertise refers to the (product) knowledge of the endorser and thus to the validity of his/her claims regarding the product'. When the receiver of a message perceives that the source of a message possesses a given level of expertise, the validity of the message of the source is expected to be higher (Hovland et al., 1953). Perceived expertise of a source can also lead to attitude change. Wiener and Mowen (1986), among others, found that 'expert sources induce more immediate attitude change than do sources having less expertise'. It does not matter whether the message source actually is an expert, as long as the receiver of the message perceives the source as an expert, it can still lead to attitude change (Hovland et al., 1953; Ohanian 1990; Erdogan, 1999). Expertise of the source is related to authority. Authority does not imply expertise (Hammond & Miller, 1985), however expertise increases perceived authority. Therefore, when a message source is perceived as an expert on a certain topic, the authority of the message source increases.

2.2.2 Likeability

People are more likely to be influenced by people they like (Cialdini, 2001). When individuals process a message, they evaluate the source's likeability (Roskos-Ewoldsen et al., 2002). Likeability is defined by Erdogan (1999) as; 'affection for the source as a result of the source's physical appearance and behavior'. According to Perloff (2010), 'a likeable source brings positive feelings to the audience and these feelings can transfer to the message as well' (Wang, 2015). As mentioned before, important characteristics of source likeability are *attractiveness* of the source and *similarity* to the viewer. Similarity, or 'a supposed resemblance between the source and the receiver of the message' (Erdogan, 1999), says something about the extent to which the viewer feels similar or can relate to the message source. This is closely tied to *identification* (Cohen & Golden 1972), which is 'assumed to occur when information from an attractive source is accepted as a result of desire to identify with such endorsers' (Erdogan 1999). Attractiveness, in this case, means; the extent to which the viewer perceives the message source as (physically) attractive. Physically attractive sources are appreciated more than sources that are perceived as unattractive. Moreover, they have a positive influence on the products or brands they are associated with (Joseph, 1982). According to Erdogan (1999), there might be a relationship between attractiveness and expertise. He states that people who are perceived as good-looking are often assumed to be smarter.

2.2.3 Trustworthiness

Another important component of source credibility is trustworthiness (Ohanian, 1990; Friedman & Friedman, 1978). Trustworthiness refers to the believability of a message source (Erdogan, 1999) and is defined by Ohanian (1990) as "consumers' confidence in the source for providing information in an objective and honest manner" (Bannister & Nejad, 2007). As with likeability, similarity plays a role in trustworthiness, since people tend to have more trust in individuals who are similar to them (Deshpandé & Stayman, 1994). Smink (2013) found that trustworthiness significantly influences attitude towards the product, indicating that trustworthiness does have an effect on attitude.

2.5 Attitude towards the video

Attitude is 'the way one thinks, feels, and acts toward some aspect of his or her environment' (Hawkins et al., 2013). Theory regarding attitude towards the video for this research is mainly derived from research on relevant attitude towards advertising. Although the videos that are researched are informational videos, the videos are part of content marketing and are comparable to an advertising video.

The relationship between attitude towards an advertisement and attitude towards a brand has been extensively researched. Homer (1990) states that attitude towards an advertisement can influence thoughts about a brand. An online video that creates positive attitude increases positive product branding, while a video that creates negative attitude decreases product branding (Gunawan, 2015). People have a habit to act upon an attitude, so if we like or dislike something we often act in accordance to this attitude (Hawkins et al., 2013).

According to several researchers, consumer attitude towards an advertisement can be divided into three components: *cognitive*, *affective* and *behavioral* (Hawkins et al., 2013; Gunawan, 2015; Batra & Athola, 1991; Voss, et al., 2013; Kotler, 2000). These three components all influence the attitudinal response towards a branded product (Olney et al., 1991; Gunawan, 2015). *Cognitive* responses are described as the consumer's 'belief about an object' (Hawkins et al., 2013). This is the benefit that people believe they will get when using the object (Gunawan, 2015). *Affective* responses relate to the emotional reactions to an object. While *behavioral* responses to an object refer to the actions an individual takes after being exposed to the object. This behavioral response could be purchasing or recommending a product or a brand (Hawkins et al., 2013). Within the context of the videos used as experiment stimuli within this research, behavioral attitude is operationalized as the extent to which an individual would like, share or comment on the video on social media. The three components cognitive response, affective response and behavioral response, described within this paragraph are all together used to measure attitude towards the video within the experiment performed within this study.

2.6 Attitude towards the brand

Brand attitude refers to "the overall evaluation the consumer has towards a brand" (Paul & Yun-Chen, 2011; Fishbein & Azjen, 1980). Several studies state that brand attitude consists out of three components (Paul & Yun-Chen, 2011); *brand trust* (Delgado-Ballester, 2004), *brand affection* (Vakratsas & Ambler, 1999; Howard & Gengler, 2001) and *purchase intention* (Bennett & Rundle-Thiele, 2000). The three components described in this paragraph are used to measure attitude towards the brand within the experiment performed within this study. Purchase intention is within the context of this research operationalized as the extent to which an individual would read the blog that is promoted within the informational video or the extent to which an individual would recommend the brand to others.

According to the Dual Mediation Hypothesis (Mitchell & Olsen, 1981; Shimp, 1981), attitude towards an advertisement influences attitude towards the brand. More specifically, studies have stated that attitude towards the advertisement has a mediating role (MacKenzie et al., 1986). With this in mind, one could conclude that a positive attitude towards an online video advertisement, leads to a more positive attitude towards the brand.

2.7 Level of involvement and product knowledge of the viewer

The level of involvement with the subject matter is an important attribute in the way we process a message and change our attitudes after receiving a message. The level of involvement with the topic of issue could also influence source credibility (O'Keefe, 1990). Involvement refers to personal relevance; 'the extent to which the attitudinal issue under consideration is of personal importance' (Paek et al., 2011; Petty & Cacioppo, 1990) In other words; whether the viewer of a video is persuaded by the message source, also depends on the extent to which the message in the video is of personal relevance to the viewer. Biel and Bridgewater (1990) suggested that involvement and perceived relevance also play a role in ad-liking (Rimoldi, 2008), i.e. they influence the attitude of the viewer.

According to the Elaboration Likelihood Model (ELM) (Petty & Cacioppo, 1986), attitude change can happen via two routes; central and peripheral. Whether a persuasive message is processed central or peripheral, depends on the level of involvement of the recipient of a message. If involvement is high, i.e. the message is important to the viewer, the viewer is more likely to process the message more carefully and pay less attention to peripheral cues (Bitner & Obermiller, 1985; SanJosé-Cabuzedo, et al., 2009). Low involvement with the subject matter cause respondents to seek message-inherent heuristic cues (Eastin, 2001). Source credibility is

seen as a peripheral cue, rather than a central cue. Although SanJosé-Cabuzedo et al. (2009) claim that online message processing happens through a combination of central and peripheral routes. Van Waveren (2015) states that online videos on social media, specifically on Facebook, are mainly processed peripherally. It seems that people devote little thought in what they share and like on social media (Van Waveren, 2015). Which assumes that the source that communicates a message through an online informational marketing video on social media, is a very important determinant of attitude change. Therefore, it is expected that the perceived appearance of the message source and the context in which the message is delivered are both influenced by the level of involvement the viewer. It is expected that when the level of involvement of the viewer is low, the effect of appearance of the message source on source credibility and attitude towards the video and brand, is higher than when the viewer has a high level of involvement.

H5a: A high level of involvement has a negative effect on the effect of similarity between the message source and the viewer and appearance of the message source on attitude towards the video and attitude towards the brand.

H5b: A low level of involvement has a positive effect on the effect of similarity between the message source and the viewer and appearance of the message source on attitude towards the video and attitude towards the brand.

Another important factor influencing the extent to which one is involved with an informational advertisement is prior product knowledge. The prior knowledge a consumer has about a product or product category (or familiarity with a product or product category) influences the extent to which consumers search for (Punj & Staelin, 1983), recall (Johnson & Russo, 1984) and use (Park & Lessig, 1981) information in judgments about the quality of the product and in product choice (Rao & Monroe, 1988). According to Park and Lessig (1981) prior knowledge facilitates the acquisition of new information and besides that the use of existing information. Edell and Mitchell (1978) demonstrated that when consumers are highly familiar with the product discussed within, what they call, technical advertising, they address more cognitive responses. Besides that, Anderson and Jolson (1980) found that purchase intention increases after watching a technical ad, when consumers have considerable experience with the product. However, it has to be noted that their study involved print advertisements, instead of online video advertisements.

Alba and Hutchinson (1987) propose two components of product knowledge; *familiarity* and *expertise*. They define familiarity as "the number of product-related experiences accumulated by a consumer" and expertise as "the ability to perform product-related tasks successfully" (Rao & Monroe, 1988). Furthermore, other researchers divide product knowledge into three different categories; *product experience*, *subjective knowledge* and *objective knowledge* (Brucks, 1985; Park & Moon, 2003). Usually product experience is classified as product-use experience, product possession and information search experience (Bettman & Park, 1980; Johnson & Russo, 1984; Park & Lessig, 1981). Subjective product knowledge is operationalized as consumers' familiarity with a product, while objective knowledge relates to 'the schema stored in the long-term memory (Brucks, 1985). Park and Lessig (1981) discussed that subjective knowledge is a combination of knowledge and self-confidence. More specifically; subjective knowledge is based on the consumer's perception of what he/she knows about the product, despite of what the consumer actually knows about the product. It is likely that all three types of knowledge (subjective knowledge, objective knowledge and usage experience) influence the decision process differently and that they are positively correlated with one another (Raju, Lonial & Mangold, 2015).

Product experience and product knowledge can go hand in hand, but product experience does not necessarily imply product knowledge. Product knowledge can be present without personal experience and product experience can be present without product knowledge (Selnes, 1986). For example; you can use a car very often and have a lot of experience with driving a car, but that does not necessarily mean that you also have a lot of knowledge about this car and

about what you should do when it breaks down. Therefore, product experience and product knowledge should be measured separately.

H6a: A high level of product knowledge has a positive effect on the effect of similarity between the message source and the viewer and appearance of the message source on source credibility and attitude towards the brand and is therefore a moderator.

H6b: A low level of product knowledge has a negative effect on the effect of similarity between the message source and the viewer and appearance of the message source on source credibility and attitude towards the brand and is therefore a moderator.

3. METHODOLOGY

The hypotheses that are formulated in the theoretical framework are tested by means of an online survey experiment. Within this chapter the research design will be explained and the choices that have been made in order to come to this research design will be justified. Besides that, the four types of online informational videos that were used within the experiment, as well as the survey questions that were used are clarified. Furthermore, the measurement scales used to develop the survey are extensively described. Finally, the population of the research is also explained within this chapter.

3.1 Research design

In order to explore the effect of clothing (branded vs. non-branded) of the source and gender (male vs. female) of the source and the viewer in online informational advertising videos on source credibility, attitude towards the video and attitude towards the brand, a quantitative study is performed.

The dependent and independent variables that are measured within this research are presented in Figure 1.

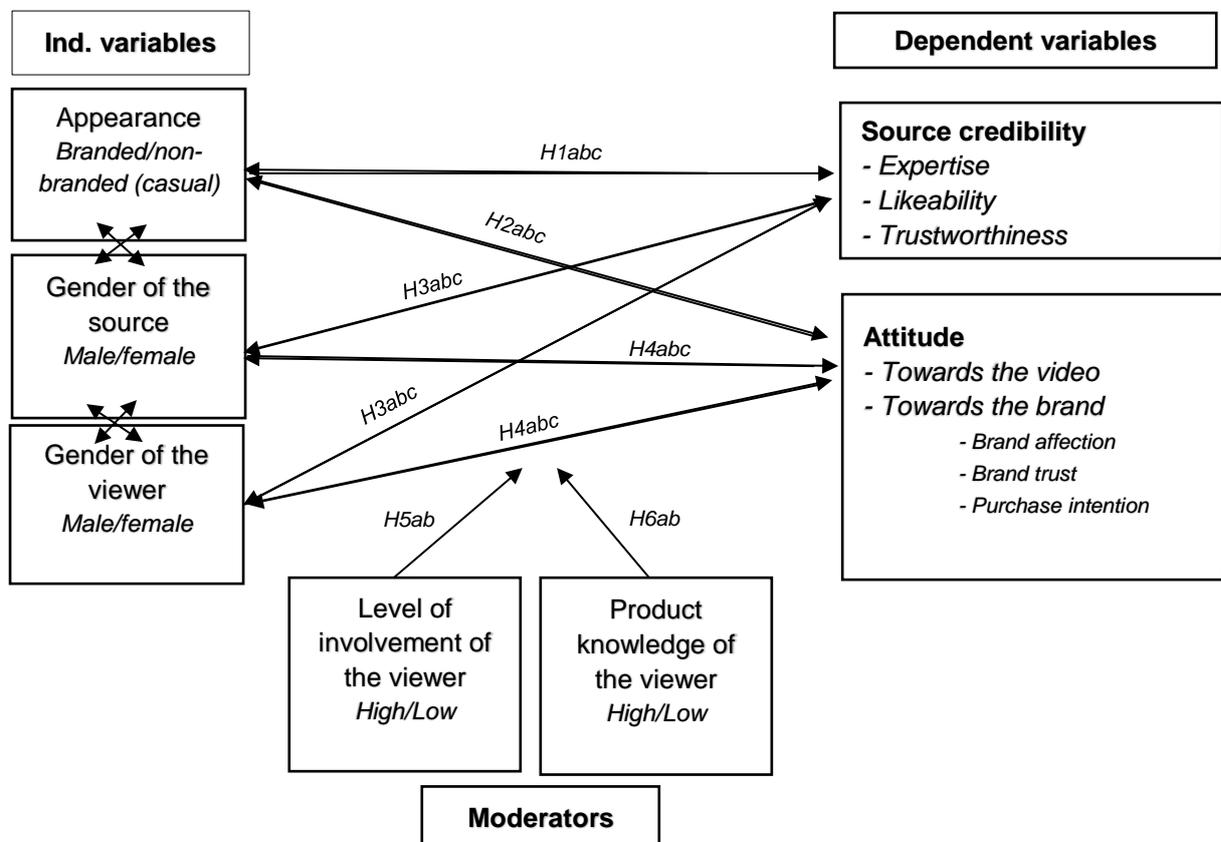


Figure 1. Research design

As demonstrated in Figure 1, the effect of the independent variables *appearance*, *gender of the source* and *gender of the viewer* on source credibility and attitude are measured. Appearance and gender of the source will be manipulated within the videos, while gender of the viewer will be measured within the survey. Furthermore, the effect of source credibility on attitude towards the brand will be measured. It is expected that level of involvement and product knowledge of the viewer serve as a moderator that influence both attitude towards the video as well as attitude towards the brand. The dependent variables will be measured through questions within the survey. A more extensive elaboration of the measurement scales that are used to develop the survey through which the dependent variables are measured, can be found in paragraph 3.5.

3.2 Procedure

The respondents are exposed to one of the four different videos, in which clothing and gender are manipulated. After watching the video, the respondents are interrogated through a survey about the perceived credibility of the source within the video, as well as their attitudes toward the video and the attitude towards the brand. The level of involvement with the video and product knowledge will also be measured, because these variables are considered as a moderator. The data for this research is collected through a survey created with online survey software Qualtrics. The data of this survey is processed and analyzed using data analytics software SPSS.

3.3 Stimuli material

In the informational online marketing videos used for the experiment, a message source either male or female, who is aged around 25 years and who portrays a junior marketeer or someone who has a lot of knowledge about online marketing, wearing either branded or non-branded (casual) clothing, explains to the viewer how companies can use the Instagram feature 'stories' as an effective marketing tool, referring to a blog article on the website of the brand. The four videos have (nearly) the same content, text and message, the only difference between the videos is the gender of the message source and the clothing the source is wearing in the video. The four videos are approximately thirty seconds long. However, the four videos are not exactly the same length. The content of the video consists out of an individual standing in front of a white wall, speaking about what is written within a blog that people can read on the website of The Online Group. The message source talks about the advantages of Instagram Stories, as well as why it is such a suitable tool for brands to gain brand awareness. At the end of each video, the message source will refer to the link to the blog on the website of the brand.

In order to make sure that no other situational- or background variables influence the viewer's perception of the video, the videos are recorded in front of an empty white wall. The videos that are used as experimental stimuli are depicted within table 1.

Table 1. *Experimental stimulus; branded vs non-branded videos*

<p><i>Video 1 – Non-branded; Instagram Stories</i> Male message source Non-branded clothing</p>	<p><i>Video 3 – Branded; Instagram Stories</i> Male message source Branded clothing</p>
<p><i>Video 2 – Non-branded; Instagram Stories</i> Female message source Non-branded clothing</p>	<p><i>Video 3 – Branded; Instagram Stories</i> Female message source Branded clothing</p>

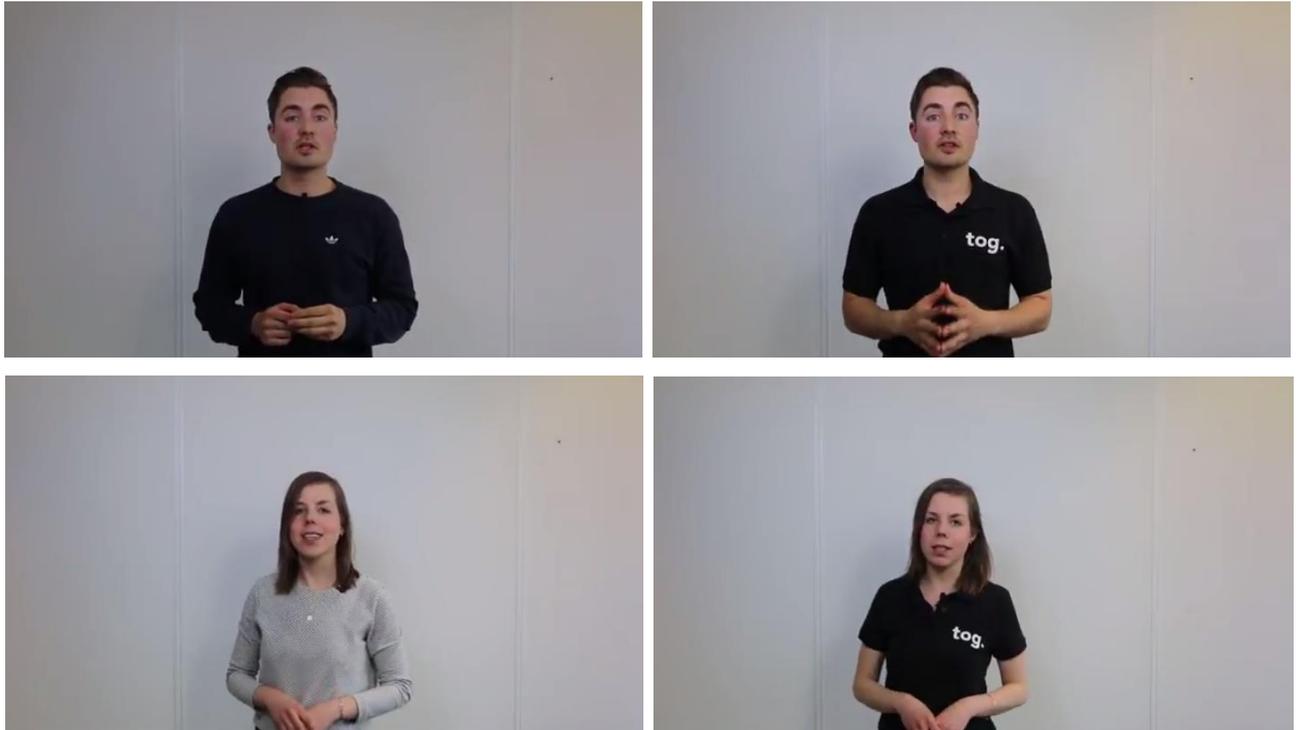


Figure 2. The message sources as they were presented within the video's that were used as stimuli material. On the left the message sources with non-branded appearance. On the right the message sources with a branded appearance. The two videos depicted above present the male message source used within the videos, while the two videos below present the female message source.

3.4 Pre-test

A pre-test was performed in order to examine the quality of the stimuli material used for the experiment. This was examined by means of an online survey, in which participants are randomly shown one of the informational video advertisements that were created as stimuli material. After watching this video, the respondents were asked several (5-point bipolar and Likert scale) questions regarding the video and the message source in the video. For instance, the respondents were interrogated about the quality and the credibility of the video. The respondents were also asked whether the video was understandable, clear and whether the person and the clothing the person was wearing in the video were a good fit with the rest of the video.

Furthermore, the participants were asked whether they perceived the clothing the message source was wearing as casual/non-casual and as branded/non-branded. Besides that, two open questions were added, in which respondents were free to give their opinion on the video and what could be improved. By means of this survey, the quality and credibility of the videos in general was tested, as well as the credibility of the source and whether the clothing worn by the sources were perceived as branded and non-branded. Furthermore, the pre-test assessed the quality of the video, the comprehensibility of the video and the spoken text within the video, whether the source was a good fit with the message in the video and whether the link to the blog that appears within the video is clear enough. A more extended view on the questions asked within the pretest can be found in appendix I. A side note to the pre-test is that the population of this pre-test was quite small ($N = 36$). Which means that there were only 9 respondents per video. However, for a pre-test this should be enough, because no relationships between variables are researched.

The pre-test did not reveal any large problems with the stimuli videos. Although some respondents indicated that the source in the video was talking too fast. Besides that, two respondents noted that they did not see the link to the blog and 33.3% of the respondents

indicated that the link was not displayed long enough. Therefore, some small changes were made to the videos, in order to make the link visible longer. The link was made visible twice as long as in the pretest. First the link was only visible for 0,03 seconds, after the adjustments the link was visible for 0,06 seconds.

On average, the clothing with the logo of The Online Group, was perceived as business clothing ($m = 3.96$) within the videos in which the male or female source was wearing branded clothing. At the same time, the clothing that was used for the non-branded videos was perceived as casual ($m = 1.89$). Although the branded clothing was not obviously perceived as formal, the non-branded clothing was perceived as less formal than the branded clothing, in the videos with the female source (m non-branded = 2.00, m branded = 3.25). The non-branded clothing was also perceived as less formal than the branded clothing in the videos with the male source (m non-branded = 2.10, m branded = 2.11), however this difference is so small that it is negligible.

Table 2. Pre-test results clothing of the message source

Appearance of the message source	Branded		Non-branded	
	<i>M</i>	<i>Sd</i>	<i>M</i>	<i>Sd</i>
<i>Business clothing/casual clothing</i>	3.96	.994	1.89	.664
<i>Formal/informal clothing</i>	2.68	1.170	2.05	.555

Regarding the quality of the video, all the videos were perceived as realistic ($m = 3.78$), credible ($m = 3.78$) and good ($m = 3.17$). Most of the videos were perceived as professional ($m = 3.03$) and commercial ($m = 3.22$), however both videos with a female source were perceived as more unprofessional than professional ($m = 2,83$) and the video with a female source in non-branded clothing was perceived as not commercial ($m = 2.67$). Also, the videos with non-branded clothing were perceived as less commercial ($m = 3.15$) than the videos with branded clothing ($m = 3.46$). Although the pre-test does reveal that the videos are appropriate as stimuli material for this research, it should be noted that conclusions should be drawn carefully, due to the small sample size. However, it is expected that the videos are appropriate enough as stimuli material and that the limitations within the videos that the pre-test revealed, do not influence the results of the experiment that much. The most important results of the pre-test are presented in the table below.

Table 3. The mean results of the pre-test questions. For the first five questions a 5-point Likert scale was used, for the other questions the 5-point Likert scale that was used ranged from strongly disagree to strongly agree.

	Female /branded		Female /non-branded		Male /branded		Male /non-branded	
	<i>M</i>	<i>Sd</i>	<i>M</i>	<i>Sd</i>	<i>M</i>	<i>Sd</i>	<i>M</i>	<i>Sd</i>
<i>I perceive this video as unprofessional/professional</i>	2.88	.83	2.78	1.09	3.11	.78	3.30	1.25
<i>I perceive this video as unrealistic/realistic</i>	3.88	.35	3.78	.83	3.89	.78	3.60	.84
<i>I perceive this video as not credible/credible</i>	3.88	.35	3.78	.67	3.78	1.09	3.70	1.34
<i>I perceive this video as bad/good</i>	2.75	.89	2.89	.93	3.56	.88	3.40	.97
<i>I perceive this video as not commercial/commercial</i>	3.25	1.17	2.67	1.50	3.67	1.12	3.30	1.16
<i>The spoken language in this video is clear</i>	4.00	.93	3.78	.67	4.11	1.78	3.50	1.05

<i>The spoken language in this video is easy to understand</i>	3.50	1.07	3.56	1.13	3.89	.93	3.50	1.43
<i>I understand what this video is about</i>	4.00	.54	3.67	1.32	4.22	.67	3.50	1.27
<i>The speaker within this video is talking too fast</i>	2.75	.71	2.67	.71	3.00	1.32	3.00	.94
<i>The visualization in this video is clear</i>	4.13	.64	3.67	.71	4.00	.50	3.20	.92
<i>The quality of the visualization in this video high</i>	3.38	.74	2.78	1.20	3.33	1.12	2.80	1.03
<i>The speaker within this video is clearly pictured within the visualization</i>	4.00	.93	4.56	.53	4.22	.41	4.30	.82
<i>This person fits well with the content of the video</i>	3.63	.52	3.67	.71	3.44	.73	3.60	.84
<i>The clothing this person is wearing fits the content of the video</i>	3.13	.99	2.78	.67	3.67	.87	3.20	.92
<i>This person delivers the message in a credible way</i>	3.63	.74	3.89	.33	3.78	1.20	3.50	.97
<i>The choice for this person as a speaker within this video is logical</i>	3.25	.89	3.44	.73	3.33	1.00	3.30	1.16

3.5 Measurement scales

In order to collect the quantitative data for this research, a survey was developed. The survey measures the constructs of the research. The questions and scales that are formulated for this survey are based on combinations of measurement scales developed by other researchers. All measurement scales are translated into Dutch for this survey. A direct oblimin factor analysis was used in order to determine whether the statements used in the survey actually measured the constructs source credibility, level of involvement, product knowledge, attitude towards the video and attitude towards the brand, were actually measuring what they are intended to measure (appendix II). The factor analysis shows that the components that were used to form the constructs are valid.

3.5.1. Source credibility scales

The construct of source credibility is divided in three different constructs; *expertise*, *likeability* and *trustworthiness*. The scales to measure *expertise* are a combination of scales earlier used by Ohanian (1990), Kamins et al. (1990), Till and Busler (1998), McCroskey (1966) and McCroskey and Teven (1999), used to measure perceived expertise and authority. *Expertise* was measured by seven items with a 7-point bipolar for the following scales: *Inexperienced/Experienced*, *Uninformed/Informed*, *Incompetent/Competent*, *Not expert/Expert*, *Unqualified/Qualified*, *Unintelligent/Intelligent*, *Unprofessional/Professional*. *Authority* was measured with seven 7-point Likert scale questions ranging from *totally disagree/totally agree*, for questions such as: *'The speaker is a reliable source for the topic discussed'* and *'I perceive the speaker as an expert regarding the topic discussed'*. Together these scales for expertise and authority form the scale of *expertise* ($\alpha = .94$) that was used within this experiment.

Likeability is measured by a combination of scales from Ohanian (1990), Till and Busler (1998), Kamins et al. (1990), Kahle and Homer (1985) and Parmar and Patel (2015), while *attractiveness* is measured using separate scales, composed by Ohanian (1990), Till and Busler (1998) and Silvera and Austad (2004). The questions to measure *likeability* consist out of six 7-point bipolar scale items: *Unfamiliar/Familiar*, *Not similar/Similar*, *Not suitable/Suitable*,

Inappropriate/Appropriate, Unlogical/Logical, Someone I cannot identify with/Someone I can identify with. While attractiveness was measured by four 7-point bipolar scales: *Unattractive/Attractive, Ugly/Beautiful, Plain/Elegant, Unpleasant/Pleasant.* These two scales form the construct *likeability* ($\alpha = .93$).

Trustworthiness is measured by a combination of scales formed by Ohanian (1990), Kahle and Homer (1985), McCroskey and Teven (1999), Kamins et. al (1990), Till and Busler (1998) and Priester and Petty (2003). These scales together lead to four item 7-point bipolar scale: *Untrustworthy/Trustworthy, Dishonest/ Honest, Insincere/ Sincere, Unreliable/ Reliable.* This scale is used to measure *trustworthiness* ($\alpha = .91$).

Table 4. Reliability analysis of the construct source credibility

Construct	M	Sd	N of items	Cronbach's alpha (α)
Source credibility				.842
<i>Expertise</i>	4.53	.74	14	.943
<i>Likeability</i>	4.60	.82	10	.932
<i>Trustworthiness</i>	5.02	.95	4	.912

3.5.2 Level of involvement of the viewer and (prior) product knowledge scales

The moderating variable *level of involvement of the viewer* is measured by scales based on the Personal Involvement Theory (Zaichkowsky, 1994). This is done by nine 7-point bipolar scale questions regarding the topic discussed within the video: *Unimportant/Important, Boring/Interesting, Irrelevant/Relevant, Not exciting/Exciting, Not meaning a lot to me/Meaning a lot to me, Unappealing/Appealing, Not fascinating/Fascinating, Worthless/Valuable, Not needed/Needed.*

However, the behavioral involvement is measured by self-developed scales. This scale consists out of three 7-point Likert scale questions ranging from *totally disagree/totally agree*, such as *'I am very much interested in the topic'* and *'I would like to know more about this topic'*.

Table 5. Reliability analysis of the construct level of involvement of the viewer

Construct	M	Sd	N of items	Cronbach's alpha (α)
Level of involvement				.971
<i>Personal involvement</i>	3.60	1.37	9	.965
<i>Behavioral involvement</i>	3.41	1.64	3	.930

The variable of (prior) *product knowledge*, was divided into two constructs; *subjective knowledge, product experience* and *product category involvement*. Subjective knowledge is measured by a scale based on Smith and Park's (1992) scale to measure product class knowledge. This is a three item 7-point Likert scale ranging from *totally disagree/agree*. With questions such as *'I use Instagram Stories often'* and *'I am an Instagram Stories expert'*. Product experience is measured by *usage frequency*, developed by Zaichkowsky (1985), however this scale was deleted after a reliability analysis. The scales that measure product category involvement are based on scales developed by Yoo and Donthu (2001).

Table 6. Reliability analysis of the construct product knowledge

Construct	M	Sd	N of items	Cronbach's alpha (α)
Product knowledge/experience				.892
<i>Subjective knowledge</i>	3.56	1.63	3	.834
<i>Product category involvement</i>	3.22	1.72	3	.859

3.5.3 Attitude towards the video scales

To measure the attitude towards the video, the constructs were divided in multiple different constructs. The *attitude towards the video* was measured by different scales, developed by Goldberg and Hartwick (1990) and Hornikx and Hof (2008), that were used in their experiments to measure attitude towards advertisements. According to Hawkins and Mothersbaugh (2013), consumer attitudes can be divided in three components: *cognitive*, *affective* and *behavioral*. Therefore, the survey measured these three types of attitudes. *Affective* attitudes are measured with scales created by Howard and Gengler (2001), while the *cognitive* and *behavioral* attitude scales are self-developed.

The scale to measure *attitude towards the video* consists out of six 7-point bipolar scales: *Unprofessional/Professional*, *Boring/Fascinating*, *Not fun/Fun*, *Unoriginal/Original*, *Unattractive/Attractive*, *Not interesting/ Interesting*. *Affective attitude towards the video* is measured by four 7-point bipolar items: *Bad/Good*, *Undesirable/Desirable*, *Unpleasant/Pleasant*, *Not excited/Excited*. *Behavioral attitude towards the video* is measured by six 7-point Likert scale questions ranging from *totally disagree/totally agree*, with questions such as '*I would watch this video more often*' and '*I would share this video with others*'.

Table 7. Reliability analysis of the construct attitude towards the video

Construct	M	Sd	N of items	Cronbach's alpha (α)
Attitude towards the video				.959
<i>Cognitive attitude</i>	3.72	1.13	6	.911
<i>Affective attitude</i>	4.19	.98	4	.905
<i>Behavioral attitude</i>	2.45	2.45	6	.948

3.5.4 Attitude towards the brand scales

As described by Wu and Wang (2011), brand attitude is divided in three components; *brand trust* (Delgado-Ballester, 2004), *brand affection* (Vakratsas & Ambler, 1999; Howard & Gengler, 2001) and *purchase intention* (Bennett & Rundle-Thiele, 2000). The scales to measure *brand trust* are a combination of scales by Becker-Olsen (2003) and Delgado-Ballester (2004). This scale consists out of five 7-point Likert scale questions ranging from *totally disagree/totally agree*, with statements such as '*this organization: delivers reliable services*' and '*this organization: cares about its customers*'. *Brand affection* is measured by means of scales used earlier by Howard and Gengler (2001). These are four 7-point bipolar scales: *Bad/Good*, *Inappropriate/Appropriate*, *Unpleasant/Pleasant*, *Not excited/Excited*. While the scales to measure *purchase intention* are a combination of self-developed scales, complemented with scales developed by Spears and Singh (2004), Gefen and Straub (2004) and Gunawan (2015). These are four 7-point Likert scale items ranging from *totally disagree/totally agree*, with statements such as '*I would read the blog that is referred to within this video*' and '*I would recommend this organization to others*'. Furthermore, the *general attitude towards the brand* construct is a combination of measurement scales defined by MacKenzie and Lutz (1989), Becker-Olsen (2003) and Den Heijer (2013). This scale consists out of six 7-point bipolar scale questions about the organization that is mentioned within the video: *Bad/Good*, *Disapproving/Approving*, *Unpleasant/Pleasant*, *Negative/Positive*, *Unreliable/Reliable*, *Not expert/Expert*.

Table 8. Reliability analysis of the construct attitude towards the video

Construct	M	Sd	N of items	Cronbach's alpha (α)
Attitude towards the brand				.958
<i>General attitude towards the brand</i>	4.49	.99	6	.944
<i>Brand affection</i>	4.32	1.04	4	.932
<i>Brand trust</i>	3.99	.91	5	.873
<i>Purchase intention</i>	3.37	1.39	4	.875

3.6 Participants

The population of respondents for this experiment consists out of 300 participants, who are Dutch students (18-25 years). This population is chosen because it is a large target group, which is convenient for a quantitative experiment. A population of this proportion is needed in order to make the results of this study valid and applicable to a larger population. The population of Dutch students between 18 and 25 years is appropriate for this study, because this group is presumed to understand the subject the informational online marketing videos which are used as experimental stimuli are about. Besides that, the population is broadly represented on Facebook and other online social networks and is therefore presumed to have some affinity and basic knowledge about branded online (video)content on such channels, which they are requested to analyze within this experiment. Therefore, this population is presumed to be more suited for this experiment than other population groups that could have been used for this research.

The respondents for the experiment are recruited mainly online, through social networks such as Facebook, LinkedIn, Twitter and Instagram, but also through e-mail and face-to-face. As mentioned before, the population is broadly represented on Facebook and other online social networks and are therefore assumed to be easy to reach out to through these networks. To validate that the respondents are actually students, aged between 18 and 25 years, a few control questions are added to the survey that is constructed for this experiment. While more than 300 students started the experiment, only actually 197 finished it. The background information of the population for this experiment is depicted in the table below (table 9).

Table 9. Background statistics of the population (per condition)

	Female /non-branded	Female /branded	Male /non-branded	Male /branded	Total
Total	50	51	47	49	197
Gender					
<i>Male</i>	18	18	19	29	84
<i>Female</i>	32	33	28	20	113
Age					
<i>17-20</i>	7	12	7	5	31
<i>21-24</i>	34	35	27	33	129
<i>25-30</i>	12	8	6	5	31

It has to be noted that the number of male and female respondents is not even, with 84 male respondents and 113 female respondents. Besides that, the videos that the participants had to view during the experiment, were also not evenly divided among the participants. However, the different genders per condition still provide us with enough insides to draw some conclusions from the research.

4 RESULTS

4.1 Test of normality

First of all, a test of normality was performed to examine whether the data of the experiment is normally distributed or not. The results of this test (table 10) show that the data is not normally distributed. This means that the results of the Multivariate Analysis and the Moderation Analysis should be considered carefully when conclusions are drawn.

Table 10. Test of normality of the variables used within the research

TESTS OF NORMALITY						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<i>Trustworthiness</i>	.111	198	.000	.953	198	.000
<i>Likeability</i>	.088	198	.001	.972	198	.001
<i>Expertise</i>	.077	198	.007	.974	198	.001
<i>Product knowledge</i>	.150	198	.000	.911	198	.000
<i>Level of involvement</i>	.104	198	.000	.961	198	.000
<i>Attitude towards video</i>	.092	198	.000	.976	198	.002
<i>Brand attitude</i>	.082	198	.002	.975	198	.001
<i>Brand affection</i>	.166	198	.000	.947	198	.000
<i>Brand trust</i>	.190	198	.000	.937	198	.000
<i>Purchase intention</i>	.130	198	.000	.943	198	.000

a. Lilliefors Significance Correction

The fact that the data of this research is not normally distributed, influences which types of statistical tests were used in order to analyze the data. To get the most reliable results possible with this data, tests were chosen that are generally used to deal with not normally distributed data. For example, a Mann-Whitney U test was used to explore differences in means, while a Multivariate Analysis of Variance (Wilk's Lamda) was used to test interaction effects. The exact statistical tests that were used to analyze the data and answer the different hypotheses will be elaborated more extensively within the following paragraphs, in which the statistical analysis are described more extensively.

4.2 The effects of independent variables

The first statistical test is used to gain insights into the effects of the independent variables on the dependent variables. In other words, the test was used to determine the differences in source credibility and attitude between the four different message sources within the videos that the respondents were randomly assigned to. Table 11 and table 12 give an overview of the means.

Table 11 shows that in most cases, the video with the male source wearing branded clothing got rated the highest on the majority of the constructs, in terms of source credibility and attitude towards the brand. However, it is remarkable that purchase intention got rated the highest for the video with a male source with non-branded clothing.

Table 11. Mean table of scales x gender of the message source x gender of the viewer x appearance of message source

Gender of the source	Branded Video								Non-Branded Video							
	Male				Female				Male				Female			
Gender of the viewer	Male		Female		Male		Female		Male		Female		Male		Female	
	M	Sd	M	Sd	M	Sd	M	Sd	M	Sd	M	Sd	M	Sd	M	Sd
<i>Expertise</i>	4.71	.50	4.83	.67	4.58	.52	4.57	.75	4.47	.46	4.33	.90	4.55	.46	4.28	.75
<i>Likeability</i>	4.77	.71	4.79	.65	4.58	.91	4.53	.76	4.55	.50	4.56	1.02	4.73	.71	4.57	.76
<i>Trustworthiness</i>	5.19	1.02	5.21	.78	5.16	1.03	5.16	.95	4.77	.61	4.90	1.13	5.14	.60	4.96	.87
<i>Brand affection</i>	4.61	.88	4.67	.99	4.06	.94	4.44	.88	4.23	.82	4.16	1.11	4.42	1.22	4.11	1.17
<i>Brand trust</i>	4.14	.79	4.30	.71	3.94	.67	4.19	.67	4.03	.64	3.74	1.32	4.03	.88	3.74	1.02
<i>Purchase intention</i>	3.65	1.50	4.00	1.19	3.04	1.22	3.33	1.40	3.51	1.40	3.09	1.56	3.51	1.34	3.05	1.25

Table 12. Mean table of independent variables x dependent variables

Gender of the source	Branded Video								Non-Branded Video							
	Male				Female				Male				Female			
Gender of the viewer	Male		Female		Male		Female		Male		Female		Male		Female	
	M	Sd	M	Sd	M	Sd	M	Sd	M	Sd	M	Sd	M	Sd	M	Sd
<i>Source credibility</i>	4.80	.64	4.88	.59	4.68	.69	4.64	.68	4.66	.42	4.51	.94	4.74	.45	4.52	.71
<i>Attitude towards video</i>	3.69	1.14	3.61	.98	3.11	.98	3.25	.93	3.67	1.04	2.96	.96	3.59	1.03	3.20	1.16
<i>Attitude towards brand</i>	4.30	.91	4.51	.73	3.90	.70	4.19	.79	4.12	.78	3.85	1.14	4.14	1.06	3.85	1.01

A Multivariate Analysis of Variance (Wilks' Lambda) was performed to determine if there was a significant main effect of the independent variables on the dependent variables. The results of this test are displayed in table 13 and table 14.

Table 13. Results of Multivariate Analysis of Variance (Wilks' Lambda)

Multivariate Tests (Wilks' Lambda)		
Effect	F	p
<i>Appearance of the message source: branded/non-branded</i>	.708	.549
<i>Gender of the message source: male/female</i>	2.322	.077
<i>Gender of the viewer: male/female</i>	2.648	.050

This analysis showed no evidence for a significant effect of any of the independent variables on the dependent variables. However, the effect of gender of the viewer on the dependent variables is close to significant ($F(1) = 2.65, p = .05$).

Table 14. Results of Multivariate Analysis of Variance interaction effect (Wilks' Lambda)

Multivariate Tests (Wilks' Lambda)		
Effect	F	p
<i>Appearance message source*Gender message source</i>	1.242	.296
<i>Gender message source*Gender viewer</i>	.955	.415
<i>Appearance message source*Gender viewer</i>	1.532	.208
<i>Appearance message source*Gender message source*Gender viewer</i>	.100	.960

The Multivariate Analysis of Variance (Wilks' Lambda) also showed no significant effects between the independent variables and the dependent variables. Different interactions were tested.

Table 15. Results of Multivariate Test independent variables x components of dependent variables

Test of Between-Subjects Effect				
Independent variables	Dependent variables	df	F	p
Gender of message source	<i>Expertise</i>	1	.887	.348
	<i>Likeability</i>	1	.354	.553
	<i>Trustworthiness</i>	1	.458	.499
	<i>Brand affection</i>	1	1.179	.279
	<i>Brand trust</i>	1	.353	.553
	<i>Purchase intention</i>	1	2.743	.099
Appearance of message source	<i>Expertise</i>	1	7.687	.006
	<i>Likeability</i>	1	.335	.563
	<i>Trustworthiness</i>	1	3.269	.072
	<i>Brand affection</i>	1	2.108	.148
	<i>Brand trust</i>	1	3.976	.048
	<i>Purchase intention</i>	1	1.175	.280
Gender of the viewer	<i>Expertise</i>	1	.562	.454
	<i>Likeability</i>	1	.178	.674
	<i>Trustworthiness</i>	1	.004	.952
	<i>Brand affection</i>	1	.016	.898
	<i>Brand trust</i>	1	.137	.712
	<i>Purchase intention</i>	1	.105	.746

Multivariate Tests were performed in order to investigate whether there were any main effects of the independent variables on the dependent variables. These tests found a significant main effect between appearance of the message and brand trust ($F(1) = 3.98, p < 0.05$). Furthermore, a significant main effect was found for appearance of the message source on expertise ($F(1) = 7.69, p < .05$). These two observations are remarkable, because the Multivariate Analysis (Wilk's Lambda), showed no signs of an effect of appearance of the message source on any of the dependent variables. This means that we need to be cautious when drawing conclusions regarding these main effects.

All the other variables showed no evidence of any significant main effects. It was assumed that appearance of the message source would have an influence on *expertise*, *likeability* and *trustworthiness* as well as on *source credibility* in general, *attitude towards the video* and *attitude towards the brand*, but the Multivariate Analysis gives no proof for these assumptions. However, to explore the differences between the components of source credibility and attitude, based on appearance of the message source, even more, a Mann-Whitney U test was used. This non-parametric assumption was used for these tests, because the data of these

variables and scales is not normally distributed. The Mann-Whitney U test found evidence to accept H1a, which states that perceived expertise is higher for the videos in which the message source wears branded clothing ($m = 4.6$, $sd = .63$), than for the source that wears non-branded clothing ($m = 4.38$, $sd = .69$) ($Z = -2.9$, $p = .004$). This finding could correspond with the results of the Multivariate Tests, which showed a main effect of appearance of the message source on expertise.

Another significant difference was found between trustworthiness and a branded or non-branded message source. Perceived trustworthiness was significantly higher for the message source wearing branded clothing ($m = 5.18$, $sd = .93$), than for the message source wearing non-branded clothing ($m = 4.93$, $sd = .85$) ($Z = -2.06$, $p = .04$). This is evidence that H1c could be rejected, because this hypothesis stated that trustworthiness would be significantly lower for the message source wearing branded clothing.

There is no evidence to state that likeability was significantly higher for the branded source ($m = 4.66$, $sd = .75$) than for the non-branded source ($m = 4.60$, $sd = .77$) ($Z = -1.13$, $p = .26$). Therefore, it could be argued that H1b could also be accepted, however there is no clear evidence that likeability is significantly lower for a non-branded message source than for a branded message source. Therefore, there is no proof that H1b could be accepted.

The effect of appearance of the message source was also tested for source credibility, attitude towards the video and attitude towards the brand. However, these tests show no significant interactions between these variables and therefore H2abc cannot be accepted.

Table 16. Interaction effect independent variables x components of dependent variables

Test of Between-Subjects Effect				
Independent variables	Dependent variables	df	F	p
Gender of message source*Appearance of message source	<i>Expertise</i>	1	1.149	.285
	<i>Likeability</i>	1	2.078	.151
	<i>Trustworthiness</i>	1	.910	.341
	<i>Brand affection</i>	1	2.455	.119
	<i>Brand trust</i>	1	.362	.548
	<i>Purchase intention</i>	1	2.409	.122
Gender of message source*Gender of viewer	<i>Expertise</i>	1	.472	.493
	<i>Likeability</i>	1	.251	.617
	<i>Trustworthiness</i>	1	.362	.548
	<i>Brand affection</i>	1	.016	.898
	<i>Brand trust</i>	1	.034	.854
	<i>Purchase intention</i>	1	.019	.891
Appearance of message source*Gender of the viewer	<i>Expertise</i>	1	1.817	.179
	<i>Likeability</i>	1	.072	.789
	<i>Trustworthiness</i>	1	.015	.902
	<i>Brand affection</i>	1	1.919	.168
	<i>Brand trust</i>	1	3.798	.053
	<i>Purchase intention</i>	1	3.617	.059
Gender of message source*Appearance of message source*Gender of the viewer	<i>Expertise</i>	1	.000	.984
	<i>Likeability</i>	1	.050	.824
	<i>Trustworthiness</i>	1	.310	.578
	<i>Brand affection</i>	1	.852	.357
	<i>Brand trust</i>	1	.027	.869
	<i>Purchase intention</i>	1	.000	.985

Another part of the data analysis was to determine the differences between source credibility and attitude, based on gender. The results of the Multivariate Analysis show no significant differences between gender of the source, gender of the viewer and the different components of source credibility. Therefore, H3abc and H4ab also have to be rejected.

The data of this experiment also enables us to look at the effect of source credibility on attitude towards the brand. A non-parametric correlation test in the form of the Spearman's rho is used to explore the effect of source credibility on attitude towards the video and attitude towards the brand. This test found a positive relationship between attitude towards the video and attitude towards the brand ($R_s = .83$, $p < .05$) and between source credibility and attitude towards the brand ($R_s = .63$, $p < .05$). Furthermore, the results demonstrate a significant positive relationship between a high perceived source credibility and attitude towards the brand ($R_s = .55$, $p < .05$) and a significant negative relationship between a low perceived source credibility and attitude towards the brand ($R_s = -.55$, $p < .05$).

4.3 Moderation analysis

In order to test the assumption that the effect of gender of the message source, appearance of the message source and gender of the viewer on source credibility, attitude towards the video and attitude towards the brand are moderated by level of involvement and product knowledge of the viewer, moderation analysis were performed. In order to do so, a median split was conducted, followed by a non-parametric correlation analysis.

4.3.1 Moderation analysis level of involvement

The moderation analysis shows that there is no evidence that level of involvement significantly influences the effect of gender of the message source on source credibility ($t = -.14$, $p > .05$), attitude towards the video ($t = -.58$, $p > .05$) and attitude towards the brand ($t = .67$, $p > .05$). Also, no evidence was found for a significant influence of appearance of the message source on the effect of the independent variables on the dependent variables. However, the moderation analysis did find a significant influence for level of involvement on the effect of gender of the viewer on attitude towards the video ($t = -2.94$, $p < .05$) and attitude towards the brand ($t = -2.89$, $p < .05$). Therefore, the results of this experiment show no evidence to accept H5ab.

4.3.2 Moderation analysis product knowledge

The moderation analysis shows no evidence for significant influence of product knowledge on the effect of gender of the message source on any of the dependent variables. However, the analysis did find a significant influence of product knowledge on the effect between gender of the viewer and attitude towards the brand ($t = -2.02$, $p < .05$). No moderation effect was found for product knowledge on gender of the viewer and source credibility ($t = -0.14$, $p > .05$) and attitude towards the video ($t = -1.36$, $p > .05$). For appearance of the message source no moderation effect of product knowledge on any of the dependent variables was found. Because not all effects of independent variables on dependent variables are influenced by product knowledge according to the results of this experiment, we cannot accept H6ab.

5 DISCUSSION

5.1 Main findings

First of all, this study tried to examine the effect of gender and clothing of the message source (branded/non-branded) on source credibility and attitude towards the brand. Prior to the experiment it was assumed that both gender of the message source and clothing of the message source would have an influence on both source credibility and attitude towards the brand. Although the mean score in this experiment for both source credibility and attitude towards the brand are higher for a male message source, than for a female message source, we found no statistical evidence that this difference is significant. Therefore, we cannot state that a male message source leads to a higher level of source credibility or a more positive attitude towards the brand. Besides that, the results of this study also do not show a significant difference between the type of clothing that the message source wears (branded or non-branded) and source credibility. However, the Multivariate Analysis of Variance did show a significant effect of appearance of the message source on expertise. Besides that, based on the results of the Mann-Whitney U test we can state that perceived expertise and perceived trustworthiness are higher for a message source wearing branded clothing than for a message source wearing non-branded clothing. This corresponds with findings from previous studies that clothing can influence inferences about the message source (O'Neal & Lapitsky, 1991; Bell, 1991; Paek, 1986). However, the Multivariate Analysis showed no statistical evidence for a significant interaction between appearance of the message source and source credibility, so these results are contradicting. The current study did not find clear evidence for the assumption that appearance of the message source influences attitude towards the brand. The Multivariate Tests did show a main effect of appearance of the message source on brand trust. However, the Analysis of Multivariate did not show any evidence of main effects of appearance of the message source on attitude towards the brand. Therefore, these results are contradicting and we have to be careful with drawing conclusions. However, we could carefully assume that branded clothing of the message source has a positive effect on the credibility of the message source in terms of trust. Because the results of this study show significant results for appearance on expertise and trustworthiness of the message source and on brand trust. From this, one could conclude that within the context of this research, viewers trust branded content more than non-branded content. The current study did not find any significant influences of appearance of the message source on any of the other constructs of brand attitude; brand affection and purchase intention.

Although this study among others shows that source credibility is constructed and influenced by expertise, likeability and trustworthiness (Ohanian, 1990) and that source credibility could be influenced by appearance of the message source (Smink, 2013; McGuire, 1968; Sternthal, et al., 1978; Wilson & Sherrell, 1993), there are also other (external) variables that could influence source credibility within this research. Source credibility could for example also be influenced by the perceived persuasiveness of the message source, the body language, tone of voice, choice of words and articulation of the message source. Therefore, we cannot simply assume that source credibility is only influenced by the appearance of the message source. What other factors influence source credibility within the context of this current research could be examined in future research.

Prior to the experiment, the assumption was made that gender of the viewer as well as gender of the message source would influence source credibility and/or attitude towards the brand. However, the results of this experiment show significant statistical evidence for neither of these assumptions. Therefore, we cannot state that gender of the viewer and gender of the message source influence source credibility or attitude towards the brand within the context of this study. The findings within this context are in contradiction with findings of Armstrong and McAdams (2009), Flanagin and Metzger (2003), Wolin (2003) and other scholars, who state that gender of the message source does have an influence on source credibility or attitude towards

the brand (Bellizzi & Milner, 1991; Debevec & Iyer, 1986; Peirce & McBride, 1999). Furthermore, the findings of this study that there is no significant difference between gender of the viewer, gender of the message source and source credibility and attitude towards the brand contradict with findings of researchers who stated that similarity plays a role in the influence of gender on source credibility (Brann & Himes, 2010; Brock, 1965). Within this research no evidence was found to support the matching hypothesis (Berschied & Walster, 1978; Byrne & Nelson, 1965; Silverman, 1974; Flanagin & Metzger, 2003) nor the selectivity hypothesis (Wolin, 2003). There is no evidence to state that there is a difference in the way males and females processed the information within the stimuli used for the experiment.

The main reason for the contradicting results regarding gender of the viewer and gender of the message source can probably be explained by a claim of Wolin (2003). He stated that the effects of gender on source credibility and attitude change are highly dependent on context. Within the context of this research gender is probably not that important, because the topic the message source is talking about is gender neutral, so the message of the source is neither strengthened nor weakened by the gender of the message source or gender of the viewer.

This experiment also shows that when source credibility increases, attitude towards the brand increases as well. The higher the source credibility, the more positive the attitude towards the brand. This corresponds with the findings of Hamron and Coney (1982) and Smink (2013). It has to be noted though, that according to Harmon and Coney (1982) the effect of source credibility on attitude and behavioral intention is situation dependent. Therefore, this finding is not generalizable for larger populations. It could be that a different experiment conveys completely different results on this subject.

Prior to the research it was assumed that level of involvement of the viewer and product knowledge of the viewer would serve as a moderator between source credibility and attitude towards the video and attitude towards the brand. However, the results of this study show no support for this assumption. The results do show that level of involvement influences source credibility positively, which supports the findings of O'Keefe (1990). However, no moderation effect was found. Therefore, we cannot state that the effect of appearance of the message source, gender of the message source and gender of the viewer on the separate dependent variables is influenced by level of involvement of the viewer.

There is no evidence that the level of product knowledge of the viewer has an effect on source credibility and attitude towards the brand. Although Anderson and Jolson (1980) and Rao and Monroe (1988) stated differently. Based on the results of this current study we can also not support the statement that a low level of product knowledge increases source credibility.

Since the results of this study found a significant positive relationship between attitude towards the video and attitude towards the brand, we can support the Dual Mediation Hypothesis (Mitchell & Olsen, 1981; Shimp, 1981), which states that attitude towards an advertising (in this case the video) influences attitude towards the brand.

Overall, the research does not clearly show that both gender and appearance of the message can influence source credibility and attitude towards the brand. However, the research does show little evidence to assume that expertise of the message source is more important than similarity between the message source and the viewer, within the context of this research. Furthermore, the research confirms that appearance of the message source does influence source credibility and attitude.

According to the results of this experiment, the gender of the viewer does not seem to have an influence on both source credibility and attitude towards the brand. The assumption is that the fact that gender of the viewer and gender of the message source both do not seem to influence source credibility and attitude towards the brand that much, is because the topic that is discussed within the video is a gender-neutral topic. The lack of effects between the independent and dependent variables within this research could also be related to the claims of Warnick (2004). He argues that within an online context, author functions and credibility of the source are less important than before. Nowadays anybody can be a source and therefore the effect of source credibility is weakening, especially within an online context. Therefore, there is no gender that suits the message more than the other gender.

It should be noted that the results of source credibility and attitude towards the brand within the videos that were used as stimuli in this experiment, may not solely be dependent on the variables that were researched within this study. Although this research shows that a positive attitude towards the video has a positive influence on attitude towards the brand, it is not sure whether a negative attitude towards the video still leads to a positive attitude towards the video. Besides that, attitude towards the brand could also be dependent on other factors than source credibility and attitude towards the video.

5.2 Limitations and suggestions for future research

Unfortunately, the current research has some limitations. First of all, the results of this study are not generalizable to the population, because the sample consists out of students, (mainly) aged between 18 and 25. If the experiment would be duplicated with people from another age group, the results could be completely different. It could be assumed that older people might have less experience with and knowledge about Instagram Stories and might therefore respond differently to the experiment. Besides that, the message sources within the videos in this experiment were young marketeers, whose ages were comparable with the age of most of the respondents. Therefore, the effect of source credibility could be very different if an older or younger message source would be used, or if an older or younger sample group is used. Since the sample for this research consisted out of university students, the education level of the respondents could also play a role in the way participants respond to the questions within the experiment. A sample with a lower education level might lead to different results.

The clothing that the message sources were wearing in the non-branded context were different. The male message source was wearing a completely black pullover, while the female message source was wearing a white/black horizontally striped pullover. This could have affected perceived expertise, likeability and trustworthiness and therefore influence perceived source credibility. In order to gain even better results, the experiment could be duplicated in the future, but without any differences in clothing between the male and female message source in the non-branded context. The two sources would wear exactly the same outfit, just like in the current branded condition.

The videos that were used as stimuli material within the experiment, did not include a lot of visual content. More visual content within the video could lead to a more positive attitude towards the video and towards the brand and might even influence source credibility. The same can be said about the background and setting within the video and other locational and editorial features within the video. But also technical features within the video, such as camera angle, camera distance, perspective, lighting, shadow etc. A suggestion that follows from these assumptions, is that future research can be done, in which the same message source is placed within different settings, (for example) different camera angles or supported by different visual content within the video, to examine the effect of these variables on source credibility, attitude towards the video and attitude towards the brand.

Previous studies have found that the most popular videos within social media channels, in terms of shares and engagement, are videos that are entertaining and/or speak to the viewers emotions. Therefore, it could be researched in the future what the effect of a more entertaining video or a video that focuses more on playing with the viewer emotions, is on source credibility and attitude towards the brand.

Warnick (2004) suggests that more effort should be put into the design, structure and usefulness of information and how these influence credibility, rather than focusing on the source of the message (Homburg, 2017). This statement enforces the suggestion to research other factors in videos that could influence source credibility and attitude towards the brand within the context of this research, as well as in other contexts.

The effect of the video on attitude towards the brand is probably also dependent on the context in which the video is watched. Within this experiment the participants were asked to view the video as part of the experiment, while in real life the participants are more likely to encounter the video on social media. Their reaction towards this video could depend on their intention. According to Yang (2004) this is something called motivation to access the internet (or in this

case social media). Some social media visitors might encounter the video while searching specifically for particular information (for example about Instagram Stories). Their motivation is information seeking (or cognitive motivation). Others might encounter the video while they visit social media for entertainment (affective motivation) (Yang, 2004). Both types of motivation could result in a different perspective on the video. It is imaginable that someone who has cognitive motivation could respond completely different to an online informational video on social media than an individual that visits the social media channel with affective motivation. The effect of this difference in motivation on attitude towards the video and attitude towards the brand is also something that could be explored within future research.

5.3 Conclusion

This research gives marketeers, brand managers, community managers and social media managers more insights into what type of message source they should use within their online informational marketing videos for social media.

Although one should be careful with drawing conclusions from this study, since the results are not generalizable and mainly context dependent, the results of the study do present some interesting findings.

The results show that expertise of the message source has more effect on source credibility and attitude towards a product or brand than similarity between the message source and the viewer. Furthermore, the findings show that source credibility in online informational marketing video does have a substantial influence on attitude towards the brand. Therefore marketeers, brand managers, community managers and social media managers should consider very carefully their message source in such videos and should not underestimate the consequences of the choice of a message source.

Within the online marketing a lot of gender neutral topics are discussed. The results of this study give some evidence that gender of the message source is not really important when the topic is gender neutral. Other factors such as appearance (similarity, likeability, clothing), expertise, trustworthiness, likeability and overall credibility of the message source seem to be much more important than gender.

Finally, the research provides evidence for the Dual Mediation Hypothesis (Mitchell & Olsen, 1981; Shimp, 1981). Meaning that when attitude towards the product becomes more positive, attitude towards the brand becomes more positive as well.

The major finding of this research that effects of source credibility on attitude and behavioral attitude are highly context dependent, are in line with the earlier findings of Harmon and Coney (1982). Therefore, this study confirms the findings of their study.

Overall it can be stated that source credibility and attitude towards the product or brand are important factors to keep in mind when an online informational marketing video is produced with the idea to create a more positive attitude towards the brand and influence purchase behavior. When marketers want to influence purchase behavior or create a more positive attitude towards the brand by means of an online informational marketing video on social media, they should use a highly credible message source, who suits the message of the video very well.

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APPENDIX I

SURVEY QUESTIONS (Dutch)

Part 1 – Prior product knowledge

1.1 Perceived product knowledge

1. In hoeverre ben je het eens met onderstaande stellingen betreffende Instagram Stories? (Smith & Park, 1992)

- Ik maak vaak gebruik van Instagram Stories
Helemaal mee oneens – Helemaal mee eens
- Ik ben een Instagram Stories expert
Helemaal mee oneens – Helemaal mee eens
- Ik maak geen gebruik van Instagram Stories
Helemaal mee oneens – Helemaal mee eens

1.2 Product experience

2. Hoe vaak maak jij gemiddeld gebruik van Instagram Stories? (Zowel het zelf plaatsen van Stories als het bekijken van Stories van anderen) (Zaichkowsky, 1985)

- *Meer dan één keer per dag*
- *Eén keer per dag*
- *Een paar keer per week*
- *Eén keer per week*
- *Eén keer per maand*
- *Minder dan één keer per maand*

3. Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende Instagram Stories. (Yoo & Donthu, 2001)

- Ik heb het gevoel dat ik veel weet over Instagram Stories
Helemaal mee oneens – Helemaal mee eens
- Als een vriend mij om advies zou vragen over Instagram Stories, zou ik hem goed kunnen adviseren
Helemaal mee oneens – Helemaal mee eens
- Als ik Instagram Stories vandaag zou gebruiken, zou ik van tevoren weinig informatie hoeven op te zoeken
Helemaal mee oneens – Helemaal mee eens

Part 2 – Source credibility

Onderstaande vragen gaan over de spreker die je in deze video zag.

2.2 Attractiveness

3. Ik vind de persoon in deze video:

- Onaantrekkelijk - Aantrekkelijk (Ohanian 1990)
- Lelijk - Mooi (Ohanian 1990)
- Vlak – Elegant (Ohanian 1990)
- Onaangenaam – Aangenaam (Till & Busler, 1998; Silvera & Austad, 2004)

2.3 Likeability

4. De persoon in deze video voelt voor mij als:

- Niet vertrouwd – Vertrouwd (Kahle & Homer, 1985)
- Niet soortgelijk – Soortgelijk (Kahle & Homer, 1985) iemand die op mij lijkt
- Ongeschikt – Geschikt (Ohanian, 1990; Till & Busler, 1998)
- Ongepast – Gepast (Till & Busler, 1998) gepaste keuze
- Onlogisch – Logisch (Parmar & Patel, 2015) logische keuze
- Iemand waarmee ik mij niet kan identificeren – Iemand waarmee ik mij kan identificeren (Kamins et. al 1990)

2.4 Trustworthiness

5. De persoon in deze video komt op mij over als:

- Onbetrouwbaar – Betrouwbaar (Ohanian 1990; Kahle & Homer, 1985; McCroskey & Teven, 1999)
- Oneerlijk – Eerlijk (Ohanian 1990; Kamins et. al 1990; McCroskey & Teven, 1999)
- Onoprecht – Oprecht (Ohanian, 1990; Til & Busler, 1998)
- Ongeloofwaardig – Geloofwaardig (Priester & Petty, 2003)

2.5 Expertise

6. Ik zie de persoon in de video als:

- Onervaren – Ervaren (Ohanian, 1990)
- Slecht geïnformeerd – Goed geïnformeerd (Ohanian, 1990)
- Onbekwaam – Bekwaam (Ohanian, 1990; Kamins et. al, 1990)
- Ondeskundig – Deskundig
- Ongeschoold – Geschoold (Ohanian, 1990; Till & Busler, 1998)
- Onintelligent – Intelligent (McCroskey & Teven, 1999)
- Onprofessioneel – Professioneel (Till & Busler, 1998)

2.6 Authority

7. Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende de spreker in de video (McCroskey, 1966):

- Ik respecteer de mening van de spreker
Helemaal mee oneens – Helemaal mee eens
- De spreker is een betrouwbare bron voor het onderwerp waarover hij/zij spreekt
Helemaal mee oneens – Helemaal mee eens
- Ik heb vertrouwen in de spreker
Helemaal mee oneens – Helemaal mee eens

- De spreker heeft voldoende kennis over het onderwerp
Helemaal mee oneens – Helemaal mee eens
- De spreker heeft een hoge status in de maatschappij
Helemaal mee oneens – Helemaal mee eens
- Ik beschouw deze spreker als een expert op dit onderwerp
Helemaal mee oneens – Helemaal mee eens
- De mening van de spreker over dit onderwerp is van grote waarde voor mij
Helemaal mee oneens – Helemaal mee eens
- Er zijn weinig mensen die bekwaam zijn om over dit onderwerp te praten
- Een van de weinige die bekwaam is
Helemaal mee oneens – Helemaal mee eens
- De spreker heeft veel ervaring met dit onderwerp
Helemaal mee oneens – Helemaal mee eens

Part 3 – Level of involvement of the viewer

Onderstaande vragen gaan over het onderwerp dat in de video besproken wordt.

3.1 Personal involvement with the topic:

8. Het onderwerp dat in deze video behandeld wordt is voor mij (Zaichkowsky, 1994)

- Onbelangrijk – Belangrijk
- Saai – Interessant
- Irrelevant – Relevant
- Niet opwindend – Opwindend
- Niet van grote betekenis – Van grote betekenis
- Niet aansprekend – Aansprekend
- Niet fascinerend – Fascinerend
- Waardeloos – Waardevol
- Onnodig – Nodig

3.2 Behavior towards the topic

9. Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende het onderwerp dat in de video besproken wordt:

- Ik ben zeer geïnteresseerd in het onderwerp
Helemaal mee oneens – Helemaal mee eens
- Ik heb een hoge betrokkenheid bij dit onderwerp
Helemaal mee oneens – Helemaal mee eens
- Ik zou meer te weten willen komen over dit onderwerp
Helemaal mee oneens – Helemaal mee eens

Part 4 – Attitude towards the video

Onderstaande vragen gaan over de video in het algemeen.

4.1 General attitude towards the video

10. Ik vind de video:

- Onprofessioneel – Professioneel (Goldberg & Hartwick, 1990)
- Saai – Boeiend (Goldberg & Hartwick, 1990)
- Niet leuk – Leuk (Hornikx & Hof, 2008)
- Onorigineel – Origineel (Hornikx & Hof, 2008)
- Onaantrekkelijk – Aantrekkelijk (Hornikx & Hof, 2008)

- Oninteressant – Interessant (Hornikx & Hof, 2008)

4.2 Emotion (Howard & Gengler, 2001)

11. Mijn gevoel bij deze video is:

- Slecht – Goed
- Ongewenst – Gewenst
- Onprettig – Prettig
- Niet verheugd – Verheugd

4.3 Behavioral

12. In hoeverre ben je het eens met onderstaande stellingen, betreffende deze video?

- Ik zou deze video vaker kijken
Helemaal mee oneens – Helemaal mee eens
- Ik zou deze video aan anderen laten zien
Helemaal mee oneens – Helemaal mee eens
- Ik zou deze video delen met anderen
Helemaal mee oneens – Helemaal mee eens

4.4 Content of the video

13. In hoeverre ben je het eens met de volgende stellingen, betreffende de inhoud van deze video?

- Het taalgebruik in de video is duidelijk
Helemaal mee oneens – Helemaal mee eens
- De gesproken tekst in de video is makkelijk te begrijpen
Helemaal mee oneens – Helemaal mee eens
- Ik begrijp waar de video over gaat (Planken, van Meurs & Radlinska, 2010)
Helemaal mee oneens – Helemaal mee eens
- De video bevat teveel gesproken tekst
Helemaal mee oneens – Helemaal mee eens
- De video bevat te weinig afbeeldingen
Helemaal mee oneens – Helemaal mee eens

Part 5 – Attitude towards the brand

Onderstaande vragen gaan over de organisatie die benoemd wordt in de video (The Online Group).

5.1 General attitude towards the brand

Mijn algemene indruk van de organisatie is (Den Heijer, 2013):

- Slecht – Goed (MacKenzie & Lutz, 1989)
- Afkeurend – Goedkeurend
- Onprettig – Prettig (MacKenzie & Lutz, 1989)
- Negatief – Positief
- Onbetrouwbaar – Betrouwbaar (Becker-Olsen, 2003)
- Ondeskundig – Deskundig (Becker-Olsen, 2003)

5.2 Brand affection

Mijn gevoel bij deze organisatie is (Howard & Gengler, 2001):

- Slecht – Goed
- Ongewenst – Gewenst
- Onprettig – Prettig
- Niet verheugd – Verheugd

5.3 Brand trust

In hoeverre ben je het (op basis van de video) eens met onderstaande stellingen?

Deze organisatie:

- Is een leider in haar industrie
Helemaal mee oneens – Helemaal mee eens
- Levert betrouwbare diensten (Delgado-Ballester, 2004)
Helemaal mee oneens – Helemaal mee eens
- Levert diensten van hoge kwaliteit (Delgado-Ballester, 2004)
Helemaal mee oneens – Helemaal mee eens
- Geeft om haar klanten
Helemaal mee oneens – Helemaal mee eens
- Handelt in het beste belang van haar klanten (Delgado-Ballester, 2004)
Helemaal mee oneens – Helemaal mee eens

5.4 Purchase intention

In hoeverre ben je het eens met onderstaande stellingen?

- Ik zou de blog waar in deze video naar wordt verwezen zeker lezen (Spears & Singh, 2004)
Helemaal mee oneens – Helemaal mee eens
- Het is waarschijnlijk dat ik deze blog zal lezen (Spears & Singh, 2004; Gefen & Straub, 2004)
Helemaal mee oneens – Helemaal mee eens
- Ik zou dit bedrijf aan andere mensen aanraden (Gunawan, 2015)
Helemaal mee oneens – Helemaal mee eens
- Als ik meer informatie over het besproken onderwerp zou willen, zou ik de website waar naar verwezen wordt raadplegen, in plaats van andere websites
Helemaal mee oneens – Helemaal mee eens

Part 6 – Control questions

6.1 Gender of the viewer (1 item, multiple choice – 2 choices)

Mijn geslacht:

- Man
- Vrouw

6.2 Age of the viewer (1 item, open question)

Mijn leeftijd:

6.3 Gender of the message source

1. De spreker die in de video te zien was is een

- Man
- Vrouw

6.4 Appearance of the message source

2. De spreker die in de video te zien was droeg

- Kleding met het logo van tog. (The Online Group)
- Casual kleding

APPENDIX II

FACTOR ANALYSIS

CONSTRUCT	COMPONENT		
	1	2	3
Source credibility			
Likeability			
<i>Ik vind de persoon in deze video: - Onaantrekkelijk:Aantrekkelijk</i>	.695		
<i>Ik vind de persoon in deze video: - Lelijk:Mooi</i>	.657		
<i>Ik vind de persoon in deze video: - Vlak:Elegant</i>	.758		
<i>Ik vind de persoon in deze video: - Onaangenaam:Aangenaam</i>	.770		
<i>De persoon in deze video voelt voor mij als: - Niet vertrouwd:Vertrouwd</i>	.783		
<i>De persoon in deze video voelt voor mij als: - Niet soortgelijk:Soortgelijk</i>	.728		
<i>De persoon in deze video voelt voor mij als: - Ongeschikt:Geschikt</i>	.765		
<i>De persoon in deze video voelt voor mij als: - Ongepast:Gepast</i>	.664		
<i>De persoon in deze video voelt voor mij als: - Onlogisch:Logisch</i>	.729		
<i>De persoon in deze video voelt voor mij als: - Iemand waarmee ik mij niet kan identificeren:Iemand waarmee ik mij kan identificeren</i>	.704		
Trustworthiness			
<i>De persoon in deze video komt op mij over als: - Onbetrouwbaar:Betrouwbaar</i>		.871	
<i>De persoon in deze video komt op mij over als: - Oneerlijk:Eerlijk</i>		.914	
<i>De persoon in deze video komt op mij over als: - Onoprecht:Oprecht</i>		.911	
<i>De persoon in deze video komt op mij over als: - Ongeloofwaardig:Geloofwaardig</i>		.867	
Expertise			
<i>Ik zie de persoon in deze video als: - Onervaren:Ervaren</i>			.728
<i>Ik zie de persoon in deze video als: - Slecht geïnformeerd:Goed geïnformeerd</i>			.786
<i>Ik zie de persoon in deze video als: - Onbekwaam:Bekwaam</i>			.806
<i>Ik zie de persoon in deze video als: - Ondeskundig:Deskundig</i>			.856
<i>Ik zie de persoon in deze video als: - Ongeschoold:Geschoold</i>			.705
<i>Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende de spreker in deze video: - De spreker is een betrouwbare bron voor het onderwerp waarover gesproken wordt</i>			.503
<i>Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende de spreker in deze video: - Ik heb vertrouwen in de spreker</i>			.705
<i>Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende de spreker in deze video: - De spreker heeft voldoende kennis over het onderwerp</i>			.767
<i>Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende de spreker in deze video: - De spreker heeft een hoge status in de maatschappij</i>			.706
<i>Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende de spreker in deze video: - Ik beschouw deze spreker als een expert op het gebied van dit onderwerp</i>			.524

Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende de spreker in deze video: - De mening van de spreker over dit onderwerp is voor mij van grote waarde	.630
Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende de spreker in deze video: - De mening van de spreker over dit onderwerp is voor mij van grote waarde	.541
Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende de spreker in deze video: - Er zijn weinig mensen die bekwaam zijn om over dit onderwerp te praten	.593
Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende de spreker in deze video: - De spreker heeft veel ervaring met dit onderwerp	.607

Table A. Factor analysis construct source credibility
Principical Component Analysis - Direct Oblimin

CONSTRUCT	COMPONENT		
	1	2	3
Level of involvement			
Personal involvement			
Het onderwerp dat in deze video behandeld wordt is voor mij: - Onbelangrijk:Belangrijk	.911		
Het onderwerp dat in deze video behandeld wordt is voor mij: - Saai:Interessant	.900		
Het onderwerp dat in deze video behandeld wordt is voor mij: - Irrelevant:Relevant	.912		
Het onderwerp dat in deze video behandeld wordt is voor mij: - Niet opwindend:Opwindend	.909		
Het onderwerp dat in deze video behandeld wordt is voor mij: - Niet van grote betekenis:Van grote betekenis	.919		
Het onderwerp dat in deze video behandeld wordt is voor mij: - Niet aansprekend:Aansprekend	.906		
Het onderwerp dat in deze video behandeld wordt is voor mij: - Niet fascinerend:Fascinerend	.845		
Het onderwerp dat in deze video behandeld wordt is voor mij: - Waardeloos:Waardevol	.825		
Het onderwerp dat in deze video behandeld wordt is voor mij: - Onnodig:Nodig	.833		
Behavioral involvement			
Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende het onderwerp dat in deze video besproken wordt (Instagram Stories): - Ik ben zeer geïnteresseerd in het onderwerp	.942		
Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende het onderwerp dat in deze video besproken wordt (Instagram Stories): - Ik heb een hoge betrokkenheid bij dit onderwerp	.955		
Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende het onderwerp dat in deze video besproken wordt (Instagram Stories): - Ik zou meer te weten willen komen over dit onderwerp	.913		

Table B. Factor analysis construct level of involvement
Principical Component Analysis - Direct Oblimin

CONSTRUCT	COMPONENT		
	1	2	3
(Prior) Product knowledge			
Perceived product knowledge			
<i>In hoeverre ben je het eens met onderstaande stellingen betreffende Instagram Stories? - Ik maak vaak gebruik van Instagram Stories</i>	.912		
<i>In hoeverre ben je het eens met onderstaande stellingen betreffende Instagram Stories? - Ik ben een Instagram Stories expert</i>	.873		
<i>In hoeverre ben je het eens met onderstaande stellingen betreffende Instagram Stories? - Ik ben niet geïnteresseerd in Instagram Stories</i>	.828		
Product experience			
<i>Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende Instagram Stories. - Ik heb het gevoel dat ik veel weet over Instagram Stories</i>	.906		
<i>Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende Instagram Stories. - Als een vriend mij om advies zou vragen over Instagram Stories, zou ik hem goed kunnen adviseren</i>	.936		
<i>Geef aan in hoeverre je het eens bent met onderstaande stellingen, betreffende Instagram Stories. - Als ik Instagram Stories vandaag zou gebruiken, zou ik van tevoren weinig informatie hoeven op te zoeken</i>	.746		

Table C. Factor analysis construct (prior) product knowledge
Principal Component Analysis - Direct Oblimin

CONSTRUCT	COMPONENT		
	1	2	3
Attitude towards the video			
General attitude towards the video			
<i>Ik vind deze video: - Onprofessioneel:Professioneel</i>	.735		
<i>Ik vind deze video: - Saai:Boeiend</i>	.891		
<i>Ik vind deze video: - Niet leuk:Leuk</i>	.887		
<i>Ik vind deze video: - Onorigineel:Origineel</i>	.782		
<i>Ik vind deze video: - Onaantrekkelijk:Aantrekkelijk</i>	.886		
<i>Ik vind deze video: - Oninteressant:Interessant</i>	.809		
Emotional attitude			
<i>Mijn gevoel bij deze video is: - Slecht:Goed</i>	.910		
<i>Mijn gevoel bij deze video is: - Ongewenst:Gewenst</i>	.886		
<i>Mijn gevoel bij deze video is: - Onprettig:Prettig</i>	.916		
<i>Mijn gevoel bij deze video is: - Niet verheugd:Verheugd</i>	.832		
Behavioral attitude			
<i>In hoeverre ben je het eens met onderstaande stellingen, betreffende deze video? - Ik zou deze video vaker willen kijken</i>	.924		
<i>In hoeverre ben je het eens met onderstaande stellingen, betreffende deze video? - Ik zou deze video aan anderen laten zien</i>	.921		
<i>In hoeverre ben je het eens met onderstaande stellingen, betreffende deze video? - Ik zou deze video met anderen delen</i>	.920		

<i>In hoeverre ben je het eens met onderstaande stellingen, betreffende deze video in jouw Facebook tijdlijn? - Ik zou deze video liken</i>	.924
<i>In hoeverre ben je het eens met onderstaande stellingen, betreffende deze video in jouw Facebook tijdlijn? - Ik zou deze video delen op mijn eigen tijdlijn</i>	.924
<i>In hoeverre ben je het eens met onderstaande stellingen, betreffende deze video in jouw Facebook tijdlijn? - Ik zou een reactie plaatsen bij deze video</i>	.903

Table D. Factor analysis construct attitude towards the video
Principical Component Analysis - Direct Oblimin

CONSTRUCT	COMPONENT			
	1	2	3	4
Attitude towards the brand				
General attitude towards the brand				
<i>Mijn algemene indruk van de organisatie is: - Slecht:Goed</i>	.895			
<i>Mijn algemene indruk van de organisatie is: - Afkeurend:Goedkeurend</i>	.896			
<i>Mijn algemene indruk van de organisatie is: - Onprettig:Prettig</i>	.897			
<i>Mijn algemene indruk van de organisatie is: - Negatief:Positief</i>	.919			
<i>Mijn algemene indruk van de organisatie is: - Onbetrouwbaar:Betrouwbaar</i>	.851			
<i>Mijn algemene indruk van de organisatie is: - Ondeskundig:Deskundig</i>	.849			
Brand affection				
<i>Mijn gevoel bij deze organisatie is: - Slecht:Goed</i>	.924			
<i>Mijn gevoel bij deze organisatie is: - Ongewenst:Gewenst</i>	.914			
<i>Mijn gevoel bij deze organisatie is: - Onprettig:Prettig</i>	.923			
<i>Mijn gevoel bij deze organisatie is: - Niet verheugd:Verheugd</i>	.890			
Brand trust				
<i>In hoeverre ben je het (op basis van deze video) eens met onderstaande stellingen, betreffende de organisatie die in deze video benoemd wordt?</i> <i>Deze organisatie: - Is een leider in haar industrie</i>			.723	
<i>In hoeverre ben je het (op basis van deze video) eens met onderstaande stellingen, betreffende de organisatie die in deze video benoemd wordt?</i> <i>Deze organisatie: - Levert betrouwbare diensten</i>			.855	
<i>In hoeverre ben je het (op basis van deze video) eens met onderstaande stellingen, betreffende de organisatie die in deze video benoemd wordt?</i> <i>Deze organisatie: - Levert diensten van hoge kwaliteit</i>			.869	
<i>In hoeverre ben je het (op basis van deze video) eens met onderstaande stellingen, betreffende de organisatie die in deze video benoemd wordt?</i> <i>Deze organisatie: - Geeft om haar klanten</i>			.825	

<i>In</i>	.816
<i>hoeverre ben je het (op basis van deze video) eens met onderstaande stellingen, betreffende de organisatie die in deze video benoemd wordt?</i>	
<i>Deze organisatie: - Handelt in het beste belang van haar klanten</i>	
Purchase intention	
<i>In</i>	.939
<i>hoeverre ben je het eens met onderstaande stellingen? - Ik zou de blog waar in deze video naar verwezen wordt lezen</i>	
<i>In</i>	.926
<i>hoeverre ben je het eens met onderstaande stellingen? - Het is waarschijnlijk dat ik deze blog zou lezen</i>	
<i>In</i>	.904
<i>hoeverre ben je het eens met onderstaande stellingen? - Ik zou deze organisatie aanraden bij anderen</i>	
<i>In</i>	.634
<i>hoeverre ben je het eens met onderstaande stellingen? - Als ik meer informatie over het besproken onderwerp zou willen, zou ik de website waar naar verwezen wordt raadplegen, in plaats van andere websites</i>	

Table E. Factor analysis construct attitude towards the brand
 Principical Component Analysis - Direct Oblimin