

YOUTUBE MARKETING:

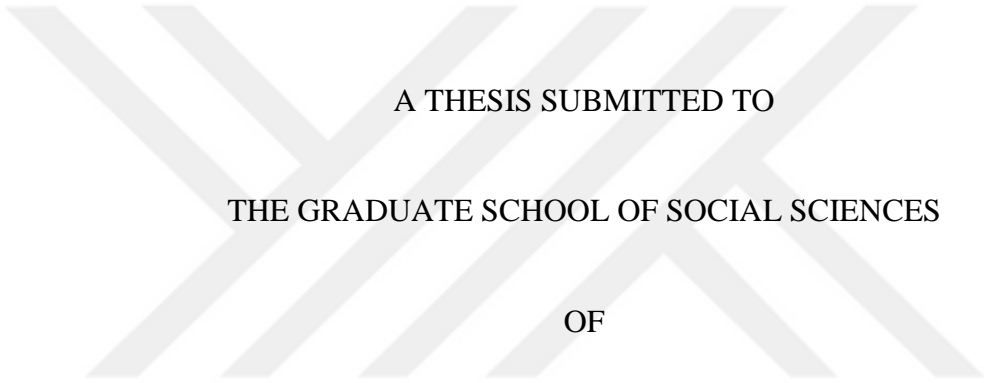
EXAMINING SPONSORSHIP EFFECT OF YOUTUBERS AND CONSUMERS'
WILLINGNESS TO BUY



ÖZGE GÖZEGİR

JUNE 2017

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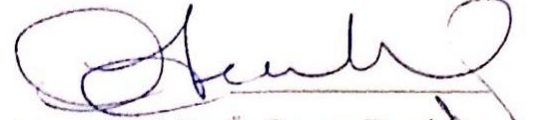
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ÖZGE GÖZEGİR

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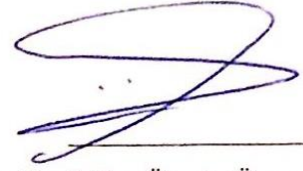
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ABSTRACT

YOUTUBE MARKETING: EXAMINING SPONSORSHIP EFFECT OF YOUTUBERS AND CONSUMERS' WILLINGNESS TO BUY

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Social media is an interactive platform that allows consumers to communicate with one other. While consumers interact with other end users, they inadvertently became marketing employees. These formations started to affect the end users' preferences and choices while purchasing products. Consequently, social media has become an important factor that affects consumer behavior. Companies have therefore started to use this area as an advertisement tool. In today's world, social media is a very important marketing tool and companies should understand how they can develop brand strategies through social media. However, companies are not yet proficient on this. They don't have sufficient knowledge and experience on this, and the factors that influence this effect. In this sense, there is a scarcity of literature about this topic.

The approach of using celebrity content creators for sponsorship is a new marketing strategy. This study examines explicit sponsorship, where the company directly contacts with the content creator to feature its products. By using the source credibility and attribution theory, this thesis analyzes the sponsorship effect in user-

generated content on a major social media platform, YouTube. In an experiment, since multiple measurements are made on the same subjects, the study used within-subject design. By showing two YouTube videos, the former of which is self-produced and the latter is associated with a brand, the research examines the impact of advertising on the consumers' attitudes and behavioral intentions.

By analyzing the survey results of 241 female respondents, this study compares the results between user-generated sponsored and unsponsored videos, as well as demonstrating which source credibility dimensions are affecting the consumers' purchase intention by considering the moderation effect of the consumers' buying behavior tendencies and the mediation effect of consumers' perceived value.

The results indicate that if a company wants to advertise their brand on YouTube, sponsorship will work. Sponsorship increases the source's perceived expertise, and decreases the endorser's trustworthiness. However, this doesn't reflect on the willingness to buy. The impact of a specific brand positively effects the consumers' willingness to buy, and their word of mouth. These results are important for marketers who are looking for ways to integrate their brands or are interested in giving advertisement on user-generated content and start a business with YouTubers.

Keywords: YouTube, YouTuber, User Generated Content, Content Creator, Sponsorship, Within Subject Design, Source Credibility

ÖZET

YOUTUBE İLE PAZARLAMA: YOUTUBER'LARIN SPONSORLUK ETKİSİNİN İNCELENMESİ VE TÜKETİCİLERİN SATIN ALMA NİYETLERİ

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Sosyal medya, tüketicilerin birbirleriyle iletişim kurmasını sağlayan bir platformdur. Tüketiciler diğer son kullanıcılarla etkileşim halindeyken, farkında olmadan pazarlama çalışanları haline gelmişlerdir. Bu oluşumlar, son kullanıcıların ürün satın alırken tercihlerini etkilemeye başlamıştır. Sonuç olarak, sosyal medya, tüketici davranışını etkileyen önemli bir faktör haline gelmiştir. Bu nedenle, şirketler bu alanı bir reklam aracı olarak kullanmaya başlamıştır. Günümüz dünyasında sosyal medya çok önemli bir pazarlama aracıdır ve şirketler sosyal medya aracılığı ile marka stratejilerini nasıl geliştirebileceklerini anlamalıdır. Bununla birlikte, şirketler bu konuda henüz yetkin değillerdir. Bunlar hakkında yeterli bilgi ve tecrübeye sahip değillerdir. Bu anlamda, literatürde bu konu hakkında yeterli bir araştırma yoktur.

Ünlü içerik yaratıcılarını sponsorluk için kullanma yaklaşımı yeni bir pazarlama stratejisidir. Bu çalışma, şirketin içerik yaratıcısı ile ürünlerini tanıtması için doğrudan irtibat kurduğu açık sponsorluğu incelemektedir. Kaynak güvenilirliği ve yükleme teorilerini kullanarak bu tez, kullanıcı tarafından üretilen

içeriğın sponsorluk etkisinin büyük bir sosyal medya platform olan YouTube üzerinde analiz etmektedir. Araştırma deneysel araştırma modellerinden denek içi dizaynını kullanarak ve biri sponsorlu, biri sponsorsuz olmak üzere iki videoyu katılımcılara göstererek videoya entegre edilmiş reklamın tüketiciler üzerindeki tutumu ve davranış niyetlerine olan etkisini incelemektedir.

Bu çalışma, 241 kadın katılımcının anket sonuçlarını analiz ederek kullanıcı tarafından üretilen sponsorlu ve sponsorsuz videolar arasındaki sonuçları karşılaştırmaktadır. Ayrıca kaynak güvenilirliği ile tüketicilerin satın alma niyeti ilişkisinde, tüketicilerin satın alma eğilimlerinin ılımlı etkisine ve tüketiciler tarafından algılanan değerin aracı etkisini de incelemektedir.

Sonuçlar, eğer bir şirketin kendi markasını YouTube'da tanıtmak isterse, sponsorluğun işe yarayacağını göstermektedir. Sponsorluk, kaynağın algılanan uzmanlığını arttırmakta ve güvenilirliğini azaltmaktadır. Bununla birlikte, bu satın alma isteğine yansımamaktadır. Belirli bir markanın etkisi, tüketicinin satın alma istekliliğini ve onların sözlü ifadelerini olumlu etkilemektedir.

Bu sonuçlar, markalarını entegre etmenin yollarını arayan veya kullanıcı tarafından oluşturulan içerikte reklam vermek ve YouTuber'lar ile bir işe başlamak isteyen pazarlamacılar için önemlidir.

Anahtar Kelimeler: YouTube, Youtuber, Kullanıcı Tarafından Oluşturulan İçerik, İçerik Yaratıcısı, Sponsorluk, Denek İçi Dizayn, Kaynak Güvenirliliği



To my family...

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LIST OF ABBREVIATIONS

ANOVA: Analysis of Variance

CPC: Company Produced Content

CS: Cognitive Stimulation

EAP: Exploratory Acquisition of Products

EBBT: Exploratory Buying Behavior Tendency

EIS: Exploratory Information Seeking

E-WOM: Electronic Word of Mouth

OSL: Optimum Stimulation Level

PGC: Producer Generated Content

SS: Sensory Stimulation

UGC: User Generated Content

WOM: Word of Mouth

CHAPTER 1:

INTRODUCTION

1.1 Introduction of the Main Concept and Aim of the Study

The new generation of information and communication technologies, which is the Internet, is changing the marketing rules by presenting new opportunities (Constantinides, 2014, p.40). Considering such developments around the Internet, consensus of defining the new marketing approaches has emerged (Constantinides, 2014, p.41) because “social media has changed the power structures in the marketplace” (Constantinides, 2014, p.40). Now, consumers are more powerful and sophisticated. It is more difficult to influence and persuade them (Constantinides, 2014, p.40). “In the changing marketing context, the role of the Internet and especially the developments around the Web 2.0 era as well the role the Social Media has become crucial” (Constantinides, 2014, p.41). To keep up with this era, marketers must be less dependent on the traditional mass marketing, they must understand the role of technology and must engage with the social media (Constantinides, 2014, p.41). As previously mentioned, social media is a very important marketing tool and because of this companies should set their brand strategies accordingly.

In today’s world, social media is widely used. Therefore, as a marketing strategy, companies started to introduce their new products to their consumers through social media. “Social media” is a broad term that consists of multiple platforms such as Facebook, Twitter, Instagram, etc. and as a multimedia-sharing site, YouTube is one of them. YouTube was founded in 2005 and it is a content community that allows people to “post, view, comment and link to videos on the

site” (Dehghani et al., 2016, p.165). “YouTube users are free to upload any user generated content onto the platform” (Wu, 2016, p.2).

Since social media is an interactive platform, which allows customers to communicate with each other and enables two-way communication, consumers are also involved in this business. While interacting with other end users, consumers inadvertently become marketing employees. In other words, the evolution of the user-generated content (UGC) formed a new group of people, which are called UGC creators. They are not personally known by the consumers, but they may influence a company or brand image through their own perception (Jonas, 2010, p.122). Users can now generate content, spread information and influence other customers. For example, a regular consumer, without any sponsorship, can express his or her thoughts and feelings about a specific brand’s product. In other words, introduce it to other people on their personal sites. As a reason of this, becoming a YouTuber, blogger, vlogger, etc. started to become a job. These formations started to affect the end user’s preferences and choices when purchasing a product. Therefore, social media has become an important factor that affects consumer behavior (Mangold and Faulds, 2009, p.358).

Marketers saw the advertisement opportunities in social media, especially with YouTubers, because people perceive the source of the UGC as more credible and objective. When companies realized the effect of a person who is not a celebrity, but has a high number of followers, they started to engage with these content creators to use YouTube as an advertisement tool. When companies realized the potential of these formations on end users, they started to look for ways to integrate their brands with content creators. With the rise of user generated content creators, companies started to do collaborated work with these independent sources such as producing a sponsored content for the brand. There are three types of sponsorships on YouTube. The first one is the explicit sponsorship, in which the sponsoring company makes payment to the YouTuber for him/her to advertise the brand or the product (Wu, 2016, p.3). The second sponsored activity is the affiliated links that are provided by the YouTuber. When customers make purchases through that link, the YouTuber earns a commission (Wu, 2016, p.3). The third sponsored

activity is the free product sampling. Companies send products to YouTubers hoping that they will show the products in their videos and generate product reviews (Wu, 2016, p.3).

In social media sites, such as YouTube, people began to see an independent source's self-produced content and at the same time, the same independent source's sponsored content. However, the effects of these videos on consumers are different. Indeed, this creates important opportunities for the brands and brands need to be aware of these opportunities. Therefore, brands need to understand how the same source's sponsored and unsponsored video will affect the consumer's buying behavior. Also, they need to develop strategies and even change them as needed for their different product lines. Right now, companies are only giving ads by engaging with content creators. They are interested in the effects of know-how, but not have sufficient knowledge and experience on this, and the factors that influence this effect. In this sense, there is a lack of literature about this topic. However, companies should understand how they can develop brand strategies by using social media. If companies understand this, they will develop even better strategies and know the effect of advertisements. This is an important subject, however, there is a scarcity of literature. Most of the previous studies have focused on to the social networking sites (Lu et al., 2014; Ryan and Jonas, 2010; Mir and Zaheer, 2012). Also, UGC is studied among researchers (Cheong and Morrison 2008, MacKinnon 2012, Mir and Rehman 2013). However, UGC sponsored by a brand in a major social media platform such as YouTube has not been studied. This study is the one of the first to investigate the sponsorship effect in user-generated content on YouTube.

The aim of this study is to outline which factors affect the viewer's willingness to purchase a product and to examine if a video's sponsorship effect change the viewers' opinion. By understanding the effect of same content creators sponsored and self-produced (unsponsored) videos on source credibility, consumers' perceived value, word of mouth, willingness to buy and exploratory buying behavior tendencies on YouTube, this study will contribute to the literature.

In an experiment, since multiple measurements are made on the same subjects, the study used within subject design. By showing two YouTube videos, the former being self-produced and the latter being collaborated with a brand, the effect of source credibility dimensions in terms of attractiveness, expertise, trustworthiness and the consumer's perceived value on the willingness to buy the products are investigated. In the study to eliminate the learning effect, the questionnaire was given to the respondents right after being repeatedly exposed to the videos. A total of 241 respondents answered the questions. Since the experiment is manipulated by selecting the specific sponsored video that is created for the AVON brand, the variables and results of the impacts for both videos are compared at the end. Since UGC that is sponsored by a brand in a major social media platform is not studied, this study fills this gap in the literature by comparing the differences between related means, and by merging variables to make the prediction about which factors affect the consumer's purchase intention. Furthermore, Mir and Rahman (2013) in their article suggested future studies to examine "the impact of advertising messages embedded in user generated YouTube content on consumer attitudes and behavioral intentions" (p. 650). This further proves that the topic of this study is a gap in the literature and it is an original one to study.

To evaluate the findings, the study used two software tools, SPSS and Smart PLS, to conduct four different analyses such as mean comparison, moderation, multi-group moderation and moderated mediation. Since this study has a within subject design where multiple measurements are made on to the same subjects, in SPSS software ANOVA is applied to test the differences between the related means (Fields, 2009, p.458). Also in SPSS, the study measures the moderating effect of the consumer buying behavior tendencies on willingness to buy for videos 1 and 2. Moreover, in the Smart PLS software tool, the study measures the effects of source credibility in terms of the attractiveness, expertise, trustworthiness and the consumers' perceived value on the willingness to buy for videos 1 and 2. Firstly, the study measures the moderating effect of video 1 and video 2 to investigate the impact differences, which is called multi-group moderation. Furthermore, this study measures the moderated mediation effect of consumers' perceived value.

In conclusion, the approach of using famous content creators for sponsorship is a new marketing strategy. Therefore, the companies' engagement with content creators to generate ads for their products is a new marketing method. It should be noted that this study does not examine the YouTube's own advertisements where the commercial agreement is between the YouTube and the company itself. What is examined in this paper is the explicit sponsorship where the company directly contacts with the YouTuber to feature the company's products in his or her video by passing YouTube. In other words, the commercial agreement is between the YouTuber and the sponsoring company. YouTube sponsorship can be seen in various channels such as beauty, fashion, food etc. However, this study will focus on Turkish beauty channels. Since viewers generally don't consider "YouTube videos as a source of advertisement, marketing on YouTube content can be far more effective than traditional marketing" (Wu, 2016, p.3).

1.2 Research Questions of the Study

The main research questions of this study are;

RQ1: Do user generated sponsored and unsponsored YouTube videos have the same effect on source credibility dimensions, viewers perceived value, WOM intentions and willingness to buy the products that are mentioned in the videos?

RQ2: Does user generated YouTube video being sponsored or non-sponsored influence the consumers buying behavior tendencies and their willingness to buy?

RQ3: Does user generated YouTube video being sponsored or non-sponsored affect the relationship between the source's perceived attractiveness, expertise, trustworthiness and consumer's willingness to buy?

1.3 Theoretical Foundations of the Study

With the assumptions of research questions and the study's aim to contribute to the existing literature, this study merges insight from attribution theory to make predictions about the consumer's information processing with source credibility. Generally, online reviews are posted by people that are unknown to the consumers, which makes it difficult for them to evaluate the source. Researchers have found out that a source's characteristics affect their credibility and influence a customer's perception and behaviors (Dou et al., 2012, 1555). Source credibility is a term that is used to imply a "communicator's positive characteristics that affect the receiver's acceptance of a message" (Ohanian, 1990, p.41). According to the marketing and advertising experts, the communicator's character has a significant effect on the persuasiveness of the message (Ohanian, 1990, p.39). The source credibility model concluded that expertness and trustworthiness are the two factors that are leading perceived credibility of the communicator, which emphasizes the concept of source credibility (Hovland et al., 1953). Information from a credible source can influence a respondent's beliefs, opinions, attitudes and behaviors (Erdogan, 1999, p.297). In contrast, "particularly in consumer research, attribution theory has been used to explain how people infer an endorser's motivation for recommending a product" (Folkes, 1988; Lee & Youn, 2009; Rifon, Choi, Trimble, & Li, 2004; Dou et al., 2012 p.1556). As attribution theory suggests, people generally associate the source's recommendation with external (product related) and internal (non-product related) reasons (Dou et al., 2012, p.1556). With the help of attribution theory, the study examines how a source's product review in user generated YouTube videos will affect the consumer's evaluation of the product in terms of willingness to buy. By utilizing the assumptions of the source credibility and attribution theory, the study investigates how the source's trustworthiness and expertise will influence the information evaluation of the consumers (Dou et al., 2012). In order to find out the influence of source's trustworthiness and expertise on the consumer's purchase intention, attribution theory is used (Dou et al., 2012). In this study, attribution theory explains the consumer's judgments about the communicator on social media. Therefore, the literature review is based on to the subjects that explain the aim and

research questions of the study, and the theoretical background is relied on to the source credibility and attribution theory.

1.4 Originality and Significance of the Study

As previously mentioned, YouTube is a content community that allows its users to upload, share and view videos, which is a huge source of UGC. This evolution formed new influencers, which that are called UGC creators. Since social media is an interactive platform that allows customers to communicate with each other, consumers are also in the business. While interacting with other end users, they inadvertently became marketing employees. They are not personally known by the consumers but they may influence a company or brand image through their own perception (Jonas, 2010, p.122). Therefore, content creators are an important subject that needs to be investigated and understood. Companies also need to understand these new developments. However, there is a lack of literature on this topic. According to the research on Google Scholar, there are only 118 articles shown when YouTuber advertisement is searched. Also, when a YouTuber's credibility is written to the search engine on Google Scholar, only 196 articles are shown. In the same way, when YouTube advertisement and YouTube credibility are written, about 401,000 and 38,400 results are listed, respectively. This means that there are plenty of studies on YouTube. However, the content creator, called YouTuber, is a niche area for researchers to study. Therefore, this study contributes to the practice by investigating advertisement techniques with user generated content creators on YouTube. While sponsorship is a common method for companies, the approach of using famous YouTubers for sponsorship is a new marketing strategy that companies need to be aware of. The theoretical contribution of this study to the literature by using the source credibility and attribution theory is to distinguish the level of persuasiveness of the information provided in sponsored and unsponsored video with the source's perceived credibility, as well as how a source's product review in user generated YouTube videos will affect the consumer's evaluation of the product in terms of willingness to buy.

Most research has focused on the UGC in written form, such as recommendations in blogs and reviews on forums (Hautz et al., 2014, p.2; Cheong and Morrison, 2008). However, UGC exists in both verbal and video forms. This study focuses on the latter form. Product reviews that are broadcasted on online platforms are the most popular user generated content (Bambauer-Sachse and Mangold, 2013, p.373). Because of this, marketers must be knowledgeable about the opportunities and risks that user generated content has on companies, and they carefully follow what consumers post (Bambauer-Sachse and Mangold, 2013, p.373). As quoted, the study focuses on UGC on YouTube; make up tutorials that contain information about the products. Viewers trust UGC more than producer generated content (PGC) (Cheong and Morrison, 2008, p.39) because YouTubers share both their positive and negative experiences about the products. Because of this, they are not perceived to have any commercial interest, which makes them seem unbiased (Mir and Rehman, 2013, p.638). However, this study focuses on the advertisement that YouTuber do in collaboration with a brand, and it is not known what will happen to the credibility of a YouTuber as they gain popularity and start to do collaborated work with brands. It is less understood how the sponsorship will influence the YouTuber's credibility from the consumer's point of view. Instead of aiming the attention at how YouTubers effect brands, this study focuses on to the effects that a YouTuber has when he or she publishes sponsored content on his or her channel, and does the consumer's perception change toward the product that is mentioned in the videos.

In order to contribute the existing literature, this study merges insight from attribution theory to make predictions about the consumer's information processing with source credibility. The potential contribution of this study to the literature by using the attribution theory is to discover the consumer's information processing about the source's trustworthiness in user generated content on YouTube by comparing the findings of sponsored and unsponsored videos.

Most of the previous studies have focused on social networking sites (Lu et al., 2014; Ryan and Jonas, 2010; Mir and Zaheer, 2012). Also, UGC is studied among researchers (Cheong and Morrison 2008, MacKinnon 2012, Mir and

Rehman 2013). However, UGC that is sponsored by a brand in a major social media platform such as YouTube has not been studied. This study is one of the first to investigate the sponsorship effect in user-generated content on YouTube. By using within subject design and showing two YouTube videos, one being self-produced, and the other one being collaborated with a brand, the effect of source credibility dimensions in terms of attractiveness, expertise, trustworthiness and the consumer's perceived value on the willingness to buy the products that appeared in the videos are investigated. In summary, this study fills this gap in the literature by comparing differences between related means and by merging variables to make the prediction about which factors affecting consumers purchase intention.

The constructs that are used in the study are obtained from existing research to conduct four different analyses. As previously mentioned, the study compares the means of the variables between sponsored and unsponsored videos that are asked in the survey. Furthermore, the study measures the consumer's buying behavior tendencies to investigate its effect on one's willingness to purchase. In other words, moderating effect of consumers' buying behavior tendencies for sponsored and unsponsored video is analyzed. Moreover, the study measures the effect of source credibility dimensions in terms of attractiveness, expertise and trustworthiness on the willingness to buy the products that are mentioned in both user generated YouTube videos. In other words, the effect of multi group moderation is measured to investigate the impact differences among the sponsored and unsponsored video. On the other hand, the relationship between source credibility dimensions and willingness to buy also vary according to the perceived value that consumers have. Because of this reason to test the moderated mediation, the effect of the consumer's perceived value on the consumer's willingness to buy is measured for sponsored and unsponsored videos. The proposed analyses and research models that are explained has not taken place in any current literature together.

Moreover, this study focuses on the beauty content of YouTube, and the results are important to marketers who are looking for ways to integrate their brands or interested in giving advertisement on user generated content and start a business

with YouTubers. This study is significant for marketers, as it examines how consumers perceive user generated content for both videos.

1.5 Structure of the Thesis

Chapter Two starts with the literature review. Social media as a communication and advertising platform, factors effecting consumers decisions on social media and sponsorship effect in YouTube are explained. Furthermore, theoretical foundations of the study are discussed. Source credibility and attribution theory are explained. Also, hypotheses are developed based on to the prior researches.

Chapter Three introduces the methodology of the study. Research design, within subject design, stimuli, manipulation, procedure and participants, and data collection are explained. Besides, measures, in other words the scale dimensions are described. Reliability of the measures and data analysis are explained.

Chapter Four includes analysis and findings. Also, discussion of the obtained results and its contribution to the existing literature are examined.

Finally, Chapter Five concludes with the managerial implications, theoretical implications, limitations and suggestions for further research.

CHAPTER 2:

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

2.1 Social Media as a Communication and Advertising Platform

Before the Internet, people had limited sources to count on while making their purchase decisions. Some people relied on word of mouth, which is a limited number of opinions, while others relied on advertisements, which is biased information, since the message comes directly from the company (MacKinnon, 2012, p.14). So, people needed a larger platform before making a purchase decision. With the Internet and the development of the Web 2.0, which is a “collection of interactive, open source and user-controlled Internet applications” (Constantinides, 2014, p.42) end users started to share information and their experiences with each other through the Internet by providing product reviews (MacKinnon, 2012, p.14). Therefore, Web 2.0 encouraged end-users to interact with each other (MacKinnon, 2012, p.15) and as a reason of this Web 2.0 is considered as the “evolution of social media” (Kaplan and Haenlein, 2010, p.61). Web 2.0 provides platforms for participants to establish their UGC, which is a form of media content that is created by end users and made publicly available in any platform over the Internet (Kaplan and Haenlein, 2010, p.61). Most of the UGC available on the Internet is published without the assumption of profit (OECD, 2007, p.4). Social media permitted the establishment and interchange of UGC with the technological foundations of Web 2.0 (Kaplan and Haenlein, 2010, p.61). Therefore, social media is the combination of these two related concepts: Web 2.0 and UGC.

Companies and customers view Internet as an important advertising medium. Currently, advertising budgets channeled towards Internet advertising rather than traditional media (Jonas, 2010, p.121). Advertisements on the Internet

classified under two categories, which are company-produced content (CPC) and user-generated content. Company-produced content is created and managed by the company itself (Jonas, 2010, p.121). Examples of the CPC formats are banner advertisements, email marketing and company blogs. On the other hand, user-generated content is created, managed and owned by the users themselves that are not related to the company (Jonas, 2010, p.121). Examples of the UGC formats are third-party blog, forums, wikis and content sharing sites. It can be said that UGC is the electronic form of the word-of-mouth (WOM) communication (Jonas, 2010, p.121). Although UGC and e-WOM have some similarities, they are different from each other. For the UGC, content must be created and for the e-WOM, content must be conveyed (Hautz et al., 2014, p.2). WOM especially from friends, family and relatives are a trusted source of information because consumers trust recommendations of the people that they know (Jonas, 2010, p.121). However, the evolution of the UGC formed a new group of people, which they are called the UGC creators. They are not personally known by the consumers but they may influence a company or brand image through their own perception in a positive or negative way (Jonas, 2010, p.122). Social media becomes an important factor that affects consumer behavior along with “awareness, information acquisition, opinions, attitudes, purchase behavior, and post-purchase communication and evaluation” (Mangold and Faulds, 2009, p.358). Social media allows customers to communicate with each other. It enabled two-way communication as opposed to traditional media. Therefore, social media’s inimitableness is its communication power. Instead of talking with friends and relatives, now people can freely communicate quickly with thousands of people (Mangold and Faulds, 2009, p.359).

There are three sources on the Internet that influence the media. The first ones are the regular Internet users that produce user generated content such as product reviews. The second ones are the professional ‘media gatekeepers’ such as reporters and editors that prepare data for the third-party websites. And the third ones are the marketers that produce advertising campaign (Dou et al., 2012, 1555). Since content creators also retain copyright for their contributions, it might create a problem for companies if the creator has offensive content about the brand (Jonas, 2010, p.123). With the existence of UGC, companies can no longer express

themselves as an authority (Jonas, 2010, p.123). Companies have no control over customer-to-customer communication, which limits the company's control over the content that is discussed and the way that is distributed (Mangold and Faulds, 2009, p.359). The information about a firm's products and services are discussed among consumers through social media. Now consumers have the power to access the information and media consumption (Mangold and Faulds, 2009, p.359). The Internet has become the source of media, and marketers are looking for ways to integrate with social media as consumers have started to avoid traditional sources of advertising due to demands for immediate access to information (Mangold and Faulds, 2009, p.360). Customers are using social media platforms to search for information and to make decisions about the products they are willing to purchase (Mangold and Faulds, 2009, p.360). Information that is available in social media influences a consumer's consumption behavior. Customers perceive social media as a source of information that is trustworthy (Mangold and Faulds, 2009, p.360). To summarize, the usefulness of the technological foundations has decreased the effectiveness of traditional media.

In the past, traditional media imposed what the public should have to see or hear, in other words biased information. But with the UGC, this started to collapse (Jonas, 2010, p.123). Users can now generate content, spread information and influence other customers. Marketers saw the advertisement opportunities in social media, especially with the user generated YouTubers, because people perceive the source of the UGC as more credible and objective despite who created it. Viewers trust UGC more than PGC (Cheong and Morrison, 2008, p.39) because YouTubers share their both positive and negative experiences about the products. As a reason of this, they are not perceived to have any commercial interest, which makes them seem unbiased (Mir and Rehman, 2013, p.638). On the other hand, PGC mentions only the positive features of the products for their commercial interest (Cheong and Morrison, 2008, p.45) which creates skepticism (Mir and Rehman, 2013, p.639). As a reason of this, since UGC is considered more credible by consumers than PGC, companies started to engage with content creators to generate ads for their products, which is a type of explicit sponsorship.

“The very pleasure of the viral communication for the user is that it needs to feel ‘discovered’, ‘original’, ‘fresh’ – it needs to arrive with the serendipitous feel of the spontaneous and the authentic. This is very hard to manufacture – a viral video that turns out to be an ad is invariably a disappointing experience. On the other hand, a mainstream ad that looks like a viral has more chance of finding crossover YouTube success and enhancing brand awareness.” (Lister et al., 2009, p.201)

The study examines sponsorship effect of UGC on YouTube, which is a video sharing website. The study focuses on the two makeup tutorial videos that also include product reviews. Based on the information obtained from the sponsored and unsponsored videos, the effect of the variables that are discussed in the literature review is compared.

2.2 Factors Effecting Consumers Decisions on Social Media

2.2.1 Awareness of Advertisement

Ad awareness is a measure of awareness of any specific ad (Friedman and Sutherland, 2000, p.32). It is a proven recall of the advertisement. Ad awareness is a diagnostic measure, and the effect of the advertisement should be examined on its ability to change attitudes and behaviors of subjects (Friedman and Sutherland, 2000, p.34). Most researchers have assumed that being exposed to an advertisement will bring attitude and behavioral changes (Grube and Wallack, 1994, p.254). However, if an advertisement is not changing the attitudes or behaviors of subjects, then ad awareness becomes an important part of the diagnostic process. Because at this point, maybe people are not seeing the advertisement or maybe they are seeing it but not branding it correctly or maybe seeing and branding it but it is delivering the wrong message (Friedman and Sutherland, 2000, p.34). Also similarly, according to Klitzner et al. “to be exposed to an advertisement could mean that one has had the opportunity to see it, that one has actually looked at the ad, that one has extracted some content from the ad, or that one recognizes or remembers the

content of the ad” (p. 288). Therefore, the effect of being exposed to advertisement is mediated by attentional and memorial mechanisms. These mechanisms determine what the subject notices and the amount of information that is received from the ad respectively. Different type and amount of information will be received from advertisement for each subject because; the amount of attention paid by subjects to an ad and transferring that information from short-term to long-term memory is different (Klitzner et al., 1991, p. 288).

2.2.2 Consumers’ Perceived Value

Zeithaml (1988) in her article studied the consumers’ perception of price, quality, and value. Zeithaml (1988) used the means-end chain approach to understand the cognitive structure of how consumers hold information about a product and defined that “the simplest level is a product attribute; the most complex level is the value or payoff of the product to the consumer” (Zeithaml, 1998, p.5). In summary, consumers hold information about a product at the level of “simple products attributes to complex personal values” (Zeithaml, 1998, p.5).

Zeithaml (1988) in her study defined the quality of a product as “high or low depending on its relative excellence or superiority among products or services that are viewed as substitutes by the consumer” (p.5). There are attributes that indicate the quality of a product which are intrinsic and extrinsic cues. “Intrinsic cues involve the physical composition of the product. Extrinsic cues are product-related but not part of the physical product itself” (Zeithaml, 1998, p.6). For example, price and brand name are the extrinsic cues of the quality.

For consumers, intrinsic cues are more important when judging the quality of the product because they have a “higher predictive value than extrinsic cues” (Zeithaml, 1998, p.9). In contrast, extrinsic cues are used as a quality indicator when consumers have no sufficient information about the intrinsic cues (Zeithaml, 1998, p.9). Furthermore, price as an extrinsic cue, receives the most attention in the literature since it acts as a function for the quality (Zeithaml, 1998, p.8).

According to the consumers' perspective, "price is what is given up or sacrificed to obtain a product" (Zeithaml, 1988, p.10). There is a consensus that "price and quality are positively correlated" (Zeithaml, 1988, p.11) as some consumers count on price as a signal to quality. Higher prices lead to a perceived higher quality, and thereby increase purchase intention. On the other hand, since higher prices represent the higher amount of sacrifice, it will reduce the purchase intention (Dodds, Monroe and Grewal, 1991, p.308). In summary, consumers have different thoughts about the correlation between the price and quality variables.

Zeithaml (1988) in her study discussed the term value, and found out that value seems to be highly personal. Consumers perceive value in many ways and Zeithaml (1988) grouped the expressions of value into four definitions. Firstly, some respondents associate value with the low price. Secondly, other respondents think that "value is whatever I want in a product" (Zeithaml, 1988, p.13) which means that the most important thing is the benefit they get from the product. Moreover, some respondents perceive value when there is a balance between quality and price, which conceptualizes value as a tradeoff between the "give" component, with the price and the "get" component, with the quality by saying that "value is the quality I get for the price I pay" (Zeithaml, 1988, p.13). Finally, other respondents say that "value is what I get for what I give" (Zeithaml, 1988, p.13) which describes that they obtain value from the all "get" and "give" components. Since value represents a tradeoff between the give and get components, what is received and what is given changes among the consumers (Zeithaml, 1988, p.14). With this information, it can be concluded that for different consumers, the components of perceived value are differentially weighted (Sweeney and Soutar, 2001, p.204).

In summary, Zeithaml (1988) in her study defined perceived value as a "consumer's overall assessment of the utility of a product based on perceptions of what is received and what is given" (p.14). As previously mentioned, Zeithaml (1988) pointed out this explanation by comparing the product's 'give' and 'get' components. The generally accepted definition of value is "the ratio or trade-off between quality and price which is a value-for-money conceptualization" (Sweeney

and Soutar, 2001, p.204). The quality and price components have different effects on perceived value for money, but it is too simple and narrow to view value only as a tradeoff between quality and price (Sweeney and Soutar, 2001, p.204). As a result of this, a more advanced measure is needed to evaluate how consumers perceive value and Sweeney and Soutar (2001) attempted to develop this useful measure.

Sweeney and Soutar (2001) in their study aim to measure how consumers perceive value in a variety of purchasing situations to understand the consumer's decision process and choice behavior. Sweeney and Soutar (2001) used Sheth, Newman and Gross's (1991) study as a reference. Sheth, Newman and Gross (1991) in their study developed a theoretical framework for perceived value to explain "why consumers make the choices they do" (p.159). Sheth, Newman and Gross (1991) identified the consumption value dimensions that are influencing the consumer choice behavior. Sheth, Newman and Gross (1991) suggested five dimensions (social, emotional, functional, epistemic and conditional value) that are effecting the consumers perceived value in the decision of purchase level (buy or not buy), product level (one product type over other) and brand level (one brand over another) (p.159). Sheth, Newman and Gross (1991) stated that consumption value dimensions make "differential contributions in specific choice contexts" (p.163). Also, Sheth, Newman and Gross (1991) argued that consumption value dimensions are independent as they "relate additively and contribute incrementally to choice" (p.163). Therefore, the value dimensions may not be independent. As a result of this, Sweeney and Soutar (2001) in their study developed value dimensions that are interrelated.

Sheth, Newman and Gross's (1991) study provided a basis for Sweeney and Soutar (2001) to build a perceived value scale. Sheth, Newman and Gross (1991) stated that functional value derived from the attributes of reliability, durability and price. However, reliability and durability attributes are considered as features of the quality. Moreover, quality and price have separate effect on perceived value which quality has a positive and price has a negative influence (Dodds, Monroe and Grewal, 1991). Therefore, Sweeney and Soutar (2001) in their study pointed out

that price and quality are sub-factors of the functional value that contribute separately to the perceived value, and for that reason should be measured separately (p.206).

Sweeney and Soutar (2001) suggested four value dimensions; (emotional, social, functional (price/value for money) and functional (quality/performance) value) which are effecting the consumer's perceived value. Consequently, in Sweeney and Soutar's (2001) study, the emotional value defined as "the utility derived from the feelings or affective states that a product generates" (p.211), social value (enhancement of social self-concept) defined as "the utility derived from the product's ability to enhance social self-concept" (p.211), functional value (price/value for money) defined as "the utility derived from the product due to the reduction of its perceived short term and longer term costs" (p.211) and lastly functional value (performance/quality) defined as "the utility derived from the perceived quality and expected performance of the product" (p.211).

Thus, Sweeney and Soutar's (2001) scale illustrates the consumer's evaluation of the products, not just in terms of value for money and performance derived from the product (functional value) but also in terms of enjoyment that give pleasure (emotional value) and social approval that make feel acceptable (social value) (p.216). Eventually, Sweeney and Soutar's (2001) study showed that multiple value dimensions explained the consumer choice better.

2.2.3 Consumers' Buying Behavior Tendencies

Researchers studied on exploratory components that influence a consumer's buying behavior (Raju, 1980; Steenkamp and Baumgartner, 1992). Risk taking in making product choices, innovation in choosing new products, variety seeking in purchase behavior, browsing, window-shopping, curiosity in receiving information and communication about purchases are activities of exploratory components that lead consumers to make purchases (Baumgartner and Steenkamp, 1996, p.121). These activities mentioned above regulate the consumer's sensory and cognitive

stimulation. Consumers engage in these activities for their intrinsic value to satisfy their stimulation (Baumgartner and Steenkamp, 1996, p.121-122).

Baumgartner and Steenkamp (1996) in their study, proposed a two-factor conceptualization of exploratory consumer buying behavior, which distinguishes exploratory acquisition of products from exploratory information seeking to measure the individual differences (p.122).

“Exploratory acquisition of products (EAP) entails the potential for sensory stimulation in product purchase through risky and innovative product choices and varied and changing purchase experiences, while exploratory information seeking (EIS) satisfies consumers' cognitive stimulation needs through the acquisition of consumption relevant knowledge out of curiosity” (Baumgartner and Steenkamp, 1996, p.123).

Baumgartner and Steenkamp's (1996) approach has its roots from previous studies (Raju, 1980; Steenkamp and Baumgartner, 1992). Research has shown that people with higher optimum stimulation level (OSL) need to engage in exploratory behavior more than people with lower optimum stimulation level (Zuckerman, 1979). Therefore, OSL is specified as an antecedent of both EAP and EIS (Raju, 1980; Steenkamp and Baumgartner, 1992). So, in their study, Baumgartner and Steenkamp (1996) stated that OSL is significantly related with EAP and EIS and showed that OSL has a stronger effect on EAP than EIS (p.128).

As previously mentioned, Baumgartner and Steenkamp (1996) distinguishes EBBT into two dimensions, EAP and EIS, to differentiate individual differences as desire for sensory stimulation (SS) derived from risky, varied experiences and a need for cognitive stimulation (CS) derived from curiosity (p.128). In other words, Baumgartner and Steenkamp (1996) pointed out the distinction between the sensory stimulation and cognitive stimulation in product purchase (p.123). Baumgartner and Steenkamp (1996) stated that consumers acquire sensory stimulation from the exploratory acquisition of products while exploratory information seeking fulfills cognitive stimulation necessities (p.123). Furthermore, Baumgartner and

Steenkamp (1996) showed that SS related with EAP and CS related with EIS (p.129). Exploratory consumer behaviors that are examined in the Baumgartner and Steenkamp's (1996) are innovative behavior, variety-seeking behavior, curiosity motivated thinking and information seeking.

Innovative Behavior. Research has shown that the willingness to take risks is positively correlated to innovative behavior, which there is a positive correlation between OSL and innovative purchase behavior. Baumgartner and Steenkamp (1996) showed that innovative behavior is positively correlated with EAP than with EIS (p.130).

Variety-Seeking Behavior. Variety seeking behavior is related with the consumer's desire to make a purchase decision (Raju, 1980). Research supports that there is a positive correlation between OSL and variety seeking behavior (Steenkamp and Baumgartner, 1992). In addition, Baumgartner and Steenkamp (1996) showed that variety seeking behavior is more positively correlated with EAP than with EIS (p.131).

Curiosity Motivated Behavior. Curiosity motivated thinking is correlated with the cognitive activity. Research has shown that curiosity-based thinking satisfies a consumer's cognitive stimulation needs. Baumgartner and Steenkamp (1996) showed that curiosity-motivated thoughts are more positively correlated with EIS than with EAP (p.131).

Information Seeking. Research suggests that a consumer's information seeking may be dependent on to make better purchase or to learn more about the product (Steenkamp and Baumgartner, 1992). Baumgartner and Steenkamp (1996) in their study showed that information seeking is more positively correlated with EIS than with EAP (p.132).

In summary, the exploratory buying behavior tendency (EBBT) scale, which consists of two dimensions EAP and EIS, are studied by Baumgartner and Steenkamp (1996) to measure individual differences. The first dimension, EAP,

represents “a consumer's tendency to seek sensory stimulation in product purchase through risky and innovative product choices and varied and changing purchase and consumption experiences” (Baumgartner and Steenkamp, 1996, p.124). Buyers who are high on EAP appreciate taking risks in purchasing new items, are willing to evaluate new and original items, value assortment in making item decisions, and change their buying behavior with an attempt to accomplish exiting consumption experience (Baumgartner and Steenkamp, 1996, p.125). The second dimension, EIS, represents “a tendency to obtain cognitive stimulation through the acquisition of consumption-relevant knowledge out of curiosity” (Baumgartner and Steenkamp, 1996, p.125). Buyers who are high on EIS enjoy looking around and window-shopping, interested in advertisements and like to speak with different consumers about their purchases and consumption experiences (Baumgartner and Steenkamp, 1996, p.125).

2.3 Sponsorship Effect on Willingness to Buy in Social Media Platform: YouTube

The new generation of information and communication technologies, which is the Internet, is changing the rules of marketing with its new opportunities (Constantinides, 2014, p.40). “Social media” is a broad term that consists of multiple platforms such as Facebook, Twitter, LinkedIn, Instagram, Pinterest etc. and as a multimedia-sharing site, YouTube is one of them. YouTube was founded in 2005 and it is a content community that allows people to “post, view, comment and link to videos on the site” (Dehghani et al., 2016, p.165). YouTube is the third most visited website worldwide. It has one billion visitors monthly that watch more than six billion hours of video. Also, users are “highly engaged in liking, sharing, and commenting on videos on YouTube as well as upload 100 h of new video every minute in this website” (Dehghani et al., 2016, p.165). In other words, “YouTube users are free to upload any user generated content onto the platform” (Wu, 2016, p.2). The popular videos on YouTube are vlogs, music videos, informational contents such as reviews and so on (Smith et al., 2012, p.104). The most frequent users of YouTube are of the young generation, that is between 18 and 34-year-old,

who watch YouTube videos more often than TV channels (Dehghani et al., 2016, p.165). Since viewers generally don't consider "YouTube videos as a source of advertisement, marketing on YouTube content can be far more effective than traditional marketing" (Wu, 2016, p.3).

Furthermore, YouTube's worldwide broadcast platform and the rise of the user generated content creators affects marketers while planning their advertisement strategy. They saw the marketing opportunities with YouTubers. There are three types of sponsorships on YouTube. The first one is the explicit sponsorship, in which the sponsoring company makes payment to YouTuber for him/her to advertise the brand or the product (Wu, 2016, p.3). The second sponsored activity is the affiliated links that is provided by the YouTuber. When customers make purchases through that link, the YouTuber earns a commission (Wu, 2016, p.3). The third sponsored activity is the free product sampling. Companies send products to YouTubers hoping that they will show the products in their videos and generate product reviews (Wu, 2016, p.3). So the marketing activity, in other words the sponsorship in YouTube is integrated into the YouTuber's content. It should be known that this study does not examine the YouTube's own advertisements where the commercial agreement is between the YouTube and the company itself. The marketing activity that is examined in this paper is the explicit sponsorship where the company directly contacts with the YouTube content creator to feature the company's products in its video by passing YouTube. In other words, the commercial agreement is between the YouTuber and the sponsoring company.

Product reviews that are broadcasted on online platforms are the most popular user generated content (Bambauer-Sachse and Mangold, 2013, p.373). Marketers are knowledgeable about the opportunities and risks that user generated content has on companies and they carefully follow what consumers post (Bambauer-Sachse and Mangold, 2013, p.373). On the other hand, since consumers pass product information to others, marketers must be aware that WOM is also an important factor for them that must not be ignored which effects consumers' purchase decisions. "WOM is a consumer-dominated channel of marketing communication where the sender is independent of the market" (Brown et al., 2007,

p.4). Because of this reason, consumers perceive WOM as more trustworthy, reliable and persuasive than traditional media (Brown et al., 2007, p.4; Cheung and Thadani, 2012, p.462). WOM has a great influence over the consumer's purchase decision (Brown et al., 2007, p.4). If the information is reliable and credible, consumers will be more involved in WOM. As consumers interchange knowledge with one another, WOM will influence other people as well (Brown et al., 2007, p.4).

With the development of the Internet and new media channels, e-WOM emerged as a substitute of traditional WOM (Cheung and Thadani, 2012, p.461). Consumers started to use the Web 2.0 tool, especially social media to communicate and share their opinions with each other as an effective marketing tool (Cheung and Thadani, 2012, p.461). As previously mentioned, WOM spreads out the information from one consumer to another through people or communication mediums (Brown et al., 2005, p.125). Sharing information with other people increased via the Internet particularly with social media (Mikalef et al, 2013, p.25). In other words, since on Internet consumers can post their opinions, comment and review the products, WOM communication is expanded with the Internet (Cheung and Thadani, 2012, p.462).

Consumers' WOM communications mainly center upon their satisfaction or dissatisfaction with the product that they have purchased (Brown et al., 2005, p.125). WOM can be positive or negative. As a matter of choice, marketers are interested in the positive WOM such as recommendations and this affects other consumers to be aware of that company or the product (Brown et al., 2005, p.125). Even if the relationship between satisfaction and WOM intention is skeptical, when the product satisfies the consumer's expectations, people will spread positive WOM (Brown et al., 2005, p.125).

Therefore, examining the consumer's attitude is important to find out what is affecting their behavior (Mir and Rehman, 2013, p.643), in other words their willingness to buy. Fishbein and Ajzen (1975) in their study defined attitude as a person's favorable or unfavorable feeling and evaluation regarding to a behavior. In

addition, Fishbein and Ajzen (1975) defined purchase intention as a consumer's intention towards purchasing a product. Since intentions predicts future outcome, the consumer's willingness to buy is a very effective predictor for the actual purchase (Mikalef et al, 2013, p.20,25).

2.4 Theoretical Foundations of the Study

With the assumptions of research questions and the aim of the study, in order to contribute the existing literature, this study merges insight from source credibility theory, and attribution theory to make predictions about the consumer's information processing. According to research, the communicator's character has a significant effect on the persuasiveness of the message (Ohanian, 1990, p.39) and it influences the customer's perception and behavior (Dou et al., 2012, 1555). The theoretical contribution of this study to the literature by using the source credibility theory is to distinguish the level of persuasiveness of the information that is provided in sponsored and unsponsored video with the source's perceived credibility. On the other hand, "particularly in consumer research, attribution theory has been used to explain how people infer an endorser's motivation for recommending a product" (Folkes, 1988; Lee & Youn, 2009; Rifon, Choi, Trimble, & Li, 2004; Dou et al., 2012 p.1556). As attribution theory suggests, people generally associate the source's recommendation with external (product related) and internal (non-product related) reasons (Dou et al., 2012, p.1556). With the help of attribution theory, the study examines how the source's product review in user generated YouTube videos will affect consumers' evaluation of the product in terms of willingness to buy. The theoretical contribution of this study to the literature by using the attribution theory is to discover the consumers' information processing about the source's trustworthiness in user generated content on YouTube by comparing the findings of sponsored and unsponsored videos. By combining the source credibility and attribution theory, the study investigates how the source's trustworthiness and expertise will influence the information evaluation of the consumers.

2.4.1 Source Credibility Theory

Generally, online reviews are posted by people that are unknown by consumers, which makes it difficult for them to evaluate the source. Researchers found out that a source's characteristics affect their credibility and influence a customer's perception and behaviors (Dou et al., 2012, 1555). Online environment has challenges for customers to process the content (Dou et al., 2012, 1555). To reduce the purchase risk, consumers rely on online sources that are credible, because consumers are skeptical towards the information that are produced by brands (Bambauer-Sachse and Mangold, 2013, p.373). But how do people evaluate the credibility of the sources?

Source credibility is a term that is used to imply a "communicator's positive characteristics that affect the receiver's acceptance of a message" (Ohanian, 1990, p.41). According to the marketing and advertising experts, the communicator's character has a significant effect on the persuasiveness of the message (Ohanian, 1990, p.39). Because of this reason, selecting an appropriate spokesperson for a product or service is a difficult and an important decision.

Source credibility theory defines persuasiveness of the information with the source's perceived credibility. In other words, source credibility theory determines the factors that influence the credibility of the source (Brown et al., 2007, p.6). The components of the source credibility rely on two general models: the source credibility model and the source attractiveness model (Ohanian, 1990, p.41).

The source credibility model developed from the study of Hovland and his associates in 1953. Hovland et al. (1953) analyzed the factors and concluded that expertness and trustworthiness are the two factors that are leading perceived credibility of the communicator, which emphasizes the concept of source credibility. Hovland et al. (1953) define expertise as "the extent to which a communicator is perceived to be a source of valid assertions", and trustworthiness as "the degree of confidence in the communicator's intent to communicate the assertions he considers most valid". Therefore, the effectiveness of a message

depends on endorser's perceived expertise and trustworthiness. Information from a credible source can influence respondent's beliefs, opinions, attitudes and behaviors (Erdogan, 1999, p.297).

On the other hand, the source attractiveness model has its origins from the social psychological research and is a part of the 'source valence' model of McGuire (1985). The attractiveness model argues that the effectiveness of message depends on source's familiarity, likability, similarity, and attractiveness to the respondent (Ohanian, 1990, p.41).

Ohanian (1990), in his study tried to find the answer of the following question: "Is an effective and credible spokesperson someone who is attractive, trustworthy, or an expert, or even a combination of all three traits? (p.39) Ohanian (1990) blends these two models that are discussed above for the source credibility theory, and developed a tri-component celebrity endorser credibility scale (Erdogan, 1999, 299) that is composed of 15 items to measure the perceived expertise, trustworthiness and attractiveness.

One of the most examined variable in persuasion studies is the source credibility variable (Bambauer-Sachse and Mangold 2013, p.374). In this study, the model's proposed dimensions are used to determine the credibility, in other words the believability, in a user generated content creator, which is called YouTuber. Trustworthiness as a person, expertise as a product application and review and attractiveness as physically will be measured.

Trustworthiness. Trustworthiness is one of the factors that determines the source credibility. "The trust paradigm in communication is the listener's degree of confidence in, and level of acceptance of, the speaker and the message" (Ohanian, 1990, p.41). Therefore, "trustworthiness refers to the honesty, integrity and believability of an endorser" (Erdogan, 1999, p.297). It depends on to the respondent's perception and trust in a spokesperson.

There are several studies that support the effect of trustworthiness on to the attitude change. For example, Miller and Baseheart (1969) studied the effect of source trustworthiness on communication persuasiveness and found out that the opinionated message was far more effective on attitude change when the communicator is perceived as highly trustworthy (Ohanian, 1990, p.41).

The YouTube platform allows its users to be transparent. Because of this reason, UGC is considered to be unbiased when it is compared with CPC (Mir and Rehman, 2013, p.642). The UGC on social media (i.e. YouTube) is based on a user's personal product experiences (Cheong and Morrison, 2008) and this explains why people perceive a YouTuber to be trustworthy and find WOM recommendations more credible (Jonas, 2010, p.124). All in all, celebrity trustworthiness is highly correlated with the audience's perceived similarity with the source; it's expertise and attractiveness (Ohanian, 1990, p.42).

Expertise. Expertise is another factor that determines the source credibility. "Expertise is defined as the extent to which a communicator is perceived to be a source of valid assertions. It refers to the knowledge, experience or skills possessed by an endorser" (Erdogan, 1999, p.298).

In this case, a YouTuber's area of specialization is the beauty products. As long as respondents consider the YouTuber as knowledgeable about the product, she is considered an expert. So, the thing that matters is how the respondents perceive the communicator (Erdogan, 1999, p.298).

Researchers studied the effect of source expertise on communication persuasiveness and found out that there is a positive relationship between source's perceived expertise and attitude change (Ohanian, 1990, p.42). In other words, a source that is more expert found to be more persuasive and create higher intention to purchase the product or the brand (Erdogan, 1999, p.298).

Attractiveness. Attractiveness is another factor that determines the source credibility. According to the advertising and communication research, physical

attractiveness is an important signal when judging another person (Ohanian, 1990, p.42). Joseph (1982) found out that an attractive communicator is liked more and has a positive influence on products that they are correlated with. In the end, Joseph's (1982) conclusion is consistent with others; there is a positive relationship between the communicator's attractiveness and attitude change (Ohanian, 1990, p.42).

Advertisers select celebrity endorsers according to their attractiveness because research has shown that an attractive spokesperson is more persuasive at changing beliefs and creating purchase intention than an unattractive spokesperson (Ergogan, 1999, 299).

2.4.2 Attribution Theory

“Attribution theory is not a single theory, but an evolution of theories that form a set of major developments in the area of causal attribution” (Mizerski, Golden and Kernan, 1979, p.123). Attribution theory can be split into three different paradigms such as “person perception (Heider, Jones and Davis, Kelley); self-perception (Bem, Kelley), and object perception (Kelley)” (Mizerski, Golden and Kernan, 1979, p.123). Fritz Heider (1958) is the first researcher that described the ‘attribution process’ in his book that is called “The Psychology of Interpersonal Relations” (Settle et al., 1971). Later, Kelley (1967) extended the attribution theory in social psychology and agreed that “the attribution is made on the basis of covariation. The effect is attributed to a causal condition that is present when the effect is observed and absent when the effect is absent” (Settle et al., 1971). So, Kelley assumed that the consumers’ will “attribute an effect to cause on the basis of covariation” (Settle et al., 1971). In summary, attribution theory (Jones and Davis 1965; Kelley 1973) identifies the process that consumers go through while appointing causes events and defines the question ‘why?’ that individuals likely to ask (Crowley and Hoyer, 1994, p.562).

Most of the research about attribution theory was carried out in social psychology. However, this theory is also applicable in consumer behavior (Settle

and Golden, 1974, p.181). The attribution theory in psychology has attracted the attention of consumer behavior researchers (Settle 1972; Settle and Golden 1974; Folkes, 1988, p.549). Consumer researchers used 'attributional approach' in the attitude and persuasion literature (Folkes, 1988, p.549). Including the source credibility, researchers investigated different type of subjects (e.g., Dholakia and Sternthal 1977; Folkes, 1988, p.549).

As previously mentioned, attribution theory can be separated into three different paradigms and all of them are involved with how consumers attribute 'property X to object Y' (Hansen and Scott, 1976, p.193).

"The three paradigms refer to the attribution of effects elicited by one of three types of causal "objects": an inanimate object such as a product, another person such as an advertiser or source of communication, and oneself. All three paradigms focus on how an individual attributes an effect (e.g., reaction to a product, the behavior of another person, one's own behavior) to the intrinsic or dispositional properties of the stimulus property (the product, the other person, oneself) or to variable conditions in the context or situation" (Hansen and Scott, 1976, p.193).

In the attribution theory, examination of the source credibility refers to the 'other person' attribution structure that figures how consumers attribute 'property X to person Y' (Hansen and Scott, 1976, p.193). So, how does consumers decide whether the expressed information is generated by the source's true opinion or for monetary gain? (Hansen and Scott, 1976, p.193) The 'other person' attribution example assumes that the consumers' process of judging the source's trustworthiness is an indicator for the source's true intention (Hansen and Scott, 1976, p.193).

Settle and Golden (1974) in their research studied the 'consumer's attributional information processing' (p.181) and the results they obtained were consistent with the attribution theory such that; the individual will ascribe an impact to a cause on the premise of covariance; and the level of sureness that the attribution

is right is an element of the consistency of the connection between the watched impact and the apparent cause (Settle and Golden, 1974, p.181).

In consumer behavior, understanding the individuals' perception of the 'cause and effect relationship' is the main concept (Folkes, 1988, p.548). According to the Folkes (1988) consumers purchase most of the products because they assume a casual relationship (p.548). "Particularly in consumer research, attribution theory has been used to explain how people infer an endorser's motivation for recommending a product" (Folkes, 1988; Dou et al., 2012, p.1556). For example when communicator recommends products to individuals, attribution researches in consumer behavior uncovers questions in persuasion with source credibility and clarifies the relationship between consumers' attitudes and behaviors (Folkes, 1988, p.548). Consumers assume reasons when a communicator recommends a product. Usually, consumers think that a communicator recommended the product because she likes it (intrinsic incentives) or because of the monetary gains (extrinsic incentives) (Folkes, 1988, p.550). If the information is attributed to the source's ambition to sell the product, the consumer's willingness to purchase the product that is mentioned in the advertisement is likely to decrease due to the doubtful representation of the features of the brand (Settle and Golden, 1974, p.181). In contrast, if the information is attributed to the actual features of the brand, the consumer's willingness to purchase the product that is mentioned in the advertisement is likely to increase due to the certain representation of the characteristics (Settle and Golden, 1974, p.181). To summarize, the message that is presented due to the monetary gains should be less persuasive than the one with correct and unbiased (Eagly, Wood and Chaiken, 1978, p.424).

According to the attribution theory, consumers act like 'naive scientists' while determining the causes of the events (Gotlieb and Sarel 1991, p.39). Consumers must decide why these assertions are made (Gotlieb and Sarel 1991, p.39). Does the source make an assertion about the product because they are true or because of situational factors such as monetary gains? (Gotlieb and Sarel 1991, p.39) If the claims are made because of the situational factors, attribution theory suggests that "the message is discounted (Kelly 1972) and loses effectiveness

(Mizerski, Golden, and Kernan 1979)” (Gotlieb and Sarel 1991, p.39). Attribution theory indicates that the consumers’ attribution to why the source adopts a specific point of view has an important effect on whether the individuals accept or reject the information that is provided (Gotlieb and Sarel, 1991, p.39). Kelley’s attribution theory (1967, 1973) suggests that consumers’ explanations about why the communicator supports that specific idea influence the message persuasiveness (Eagly, Wood and Chaiken, 1978, p.424). Therefore, the persuasiveness of the information is related with this casual analysis (Eagley and Chaiken 1975; Gotlieb and Sarel 1991, p.39).

There are several factors that affect the consumers’ attributions. Source’s perceived expertness and trustworthiness play an important role in the persuasive communication (Kelley 1967; Dholakia and Sternthal 1977; Settle et al., 1971). As it was mentioned before, source is perceived expert when the individuals identify the communicator as knowledgeable person and source is perceived trustworthy when the individuals believe that the communicator’s opinions are unbiased (Gotlieb and Sarel 1991, p.40). Attribution theory (Kelly 1967) suggests that the people who are exposed to the advertisement ‘act as naive scientists’ while determining whether the information is presented accurately or whether the source lacks credibility (Folkes 1988; Mizerski et al. 1979; Grewal et al. 1994, p.147).

Eagley, Wood, and Chaiken (1978) in their study stated that there are two type of bias that could influence the consumer’s casual attributions (Gotlieb and Sarel 1991, p.39). Firstly, consumers may think that the source might have a knowledge bias, which means that the knowledge of information that is provided by the source is not true (Gotlieb and Sarel 1991, p.39). Secondly, consumers may think that the source might have a reporting bias, which is the source’s unwillingness to communicate the actual information that represents the truth (Gotlieb and Sarel 1991, p.39). Eagley, Wood, and Chaiken’s (1978) research supported this framework and stated that the knowledge bias does not related with the source’s perceived expertise because being aware that of the source is expert or not doesn’t guide consumers to process the intention of the communicator (p.426). On the other hand, reporting bias closely related with the source’s perceived

trustworthiness because when the communicator does not express the message accurately, it will affect the quality of the communication which makes consumers to perceive the source untrustworthy (Eagly, Wood and Chaiken, 1978, p.426). When the consumers attribute reporting or knowledge bias to the communicator, the persuasiveness of the message decreases (Eagley, Wood, and Chaiken 1978; Grewal et al. 1994, p.147). Attribution theory suggests that when the credibility of the source is low, individuals will discount the argument from the information that is presented (Eagly and Chaiken 1975; Grewal et al. 1994, p.147).

Moreover, attribution theory suggests that individuals are “motivated to acquire an accurate perception of external reality” (Kelly 1972; Gotlieb and Sarel 1991 p.40). So, individuals might be motivated to process the relevant information about products which might increase their level of involvement (Gotlieb and Sarel 1991, p.40). Researches indicates that the when the information comes from highly credible sources, consumers perceive that communicator provides accurate approach to reality (Eagley, Wood, and Chaiken 1978; Gotlieb and Sarel 1991, p.40). Therefore, attribution theory could be applied to suggest that the highly credible sources might positively impact the level of involvement (Gotlieb and Sarel 1991, p.40). Also, Petty and Cacioppo (1986) in their study stated that the content of the message influences the level of involvement (Gotlieb and Sarel 1991, p.40). To summarize, the consumer’s attribution to the source affects their credibility and further the credibility of the communicator effect individuals purchase intention.

Folkes (1988) states that attribution theory investigates “how people make causal inferences, what sort of inferences they make, and what the consequences are” (Dou el al., 2012, p.1556). In this study, when a YouTube content creator explains her thoughts, opinions, beliefs and experiences about a product to the consumers that make the attribution, the source’s information, in other words the source’s message is the effect since something caused the source to state herself. For the validity of the message, consumers should make some judgment in order to identify the source’s intention (Settle et al., 1971). This study suggests that as a part of the content of the message, as well as a source of credibility might have a

positive effect on to the level of involvement which is the consumer's purchase intention (Gotlieb and Sarel 1991, p.40). Attribution theory and prior research guides this study to find the answers of the relevant research questions that includes the impact of source credibility on purchase intention toward the products that are mentioned in the user generated sponsored and unsponsored videos. To summarize, since part of this study investigates the relationship between source credibility dimensions and consumers' purchase intention, to investigate the consumer's information processing, attribution theory is used. As suggested by attribution theory, this study investigates the consumers' information processing with source credibility (Settle et al., 1971). With the help of attribution theory, the study examines how the source's product review in the user generated YouTube videos will affect the consumer's evaluation of the product in terms of willingness to buy. By combining the source credibility and attribution theory, the study investigates how the source's trustworthiness will influence the information evaluation of the consumers. To find out the influence of source's trustworthiness on consumers' purchase intention, attribution theory is used.

2.5 Hypothesis Development

2.5.1 Awareness of Advertisement

Ad awareness is a diagnostic measure, and the effect of the advertisement should be examined on its ability to change attitudes and behaviors of subjects (Friedman and Sutherland, 2000, p.34). Most researchers have assumed that being exposed to an advertisement will bring attitude and behavioral changes (Grube and Wallack, 1994, p.254). These mechanisms determine what the subject notices and the amount of information that is received from the ad respectively. Different type and amount of information will be received from advertisement for each subject because; the amount of attention paid by subjects to an ad is different (Klitzner et al., 1991, p. 288).

This study begins with investigating the awareness of advertisement in UGC on YouTube. It is important to know if viewers recognize the video that they are watching is a sponsored one or not. The second video, which has a sponsored content, is selected on purpose to create a manipulation. After showing two videos one after another, hundred percent of the subjects had the opportunity to see and recognize the ad. To check the manipulation, which is the respondents' awareness of the advertisement and to compare the results for video 1 and video 2, following hypothesis is developed:

H1: There is significant difference between the awareness of the advertisement in video 1 and video 2.

2.5.2 Source Credibility

Generally, online reviews are posted by people that are unknown by consumers, which makes it difficult for them to evaluate the source. Researchers found out that a source's characteristics affect their credibility and influence a customer's perception and behaviors (Dou et al., 2012, 1555). Source credibility is a term that is used to imply a "communicator's positive characteristics that affect the receiver's acceptance of a message" (Ohanian, 1990, p.41). According to the marketing and advertising experts, the communicator's character has a significant effect on the persuasiveness of the message (Ohanian, 1990, p.39). There are several studies that support the effect of trustworthiness on to the attitude change. For example, Miller and Baseheart (1969) studied the effect of source trustworthiness on communication persuasiveness and found out that the opinionated message was far more effective on attitude change when the communicator is perceived as highly trustworthy (Ohanian, 1990, p.41). Furthermore, researchers studied the effect of source expertise on communication persuasiveness and found out that there is a positive relationship between source's perceived expertise and attitude change (Ohanian, 1990, p.42). In other words, a source that is more expert found to be more persuasive and create higher intention to purchase the product or the brand (Erdogan, 1999, p.298). Moreover, Joseph

(1982) found out that an attractive communicator is liked more and has a positive influence on products that they are correlated with. In the end, Joseph's (1982) conclusion is consistent with others; there is a positive relationship between the communicator's attractiveness and attitude change (Ohanian, 1990, p.42).

Consequently, the study examines all three dimensions of the source credibility in the questionnaire. Different forms of user-generated videos are compared. One of the user-generated video is published without the assumption of profit. In contrast, the other user-generated video is produced for the commercial interest and published as a sponsored content. However, it is important to state that same person produced both videos. The Youtuber's different content is selected on purpose to compare how people evaluate the source that reviews the products and to find out if the sponsorship of the video has an effect on source credibility dimensions in terms of attractiveness, expertise and trustworthiness. Based on to the source credibility literature review that is discussed above, following hypotheses are developed:

H2: There is a significant difference between the source's perceived attractiveness in video 1 and video 2.

H3: There is a significant difference between the source's perceived expertise in video 1 and video 2.

H4: There is a significant difference between the source's perceived trustworthiness in video 1 and video 2.

2.5.2.1 Source Credibility's Effect on Willingness to Buy

Ohanian (1991) in his study found out that dimensions of the source credibility is significantly correlated with the purchase intention. In addition, this study also investigates how the relationship between source credibility dimensions in terms of attractiveness, expertise, trustworthiness and the consumers' willingness

to buy differ from sponsored and unsponsored videos. In other words, this study wants to compare the multi group moderating effect of video 1 and video 2 on the willingness to purchase. Therefore, the following hypotheses are developed:

H5: The impact of attractiveness on the willingness to buy will be significantly different between video 1 and video 2.

H6: The impact of expertise on the willingness to buy will be significantly different between video 1 and video 2.

H7: The impact of trustworthiness on willingness to buy will be significantly different between video 1 and video 2.

2.5.3 Consumers' Perceived Value

Zeithaml (1988) in her study discussed the term value, and found out that value seems to be highly personal. Consumers perceive value in many ways. Since value represents a tradeoff between the give and get components, what is received and what is given changes among the consumers (Zeithaml, 1988, p.14). With this information, it can be concluded that for different consumers, the components of perceived value are differentially weighted (Sweeney and Soutar, 2001, p.204). Sweeney and Soutar (2001) in their study aim to measure how consumers perceive value in a variety of purchasing situations to understand the consumer's decision process and choice behavior. Sheth, Newman and Gross (1991) in their study developed a theoretical framework for perceived value to explain "why consumers make the choices they do" (p.159). Sheth, Newman and Gross (1991) identified the consumption value dimensions that are influencing the consumer choice behavior. Sheth, Newman and Gross (1991) stated that consumption value dimensions make "differential contributions in specific choice contexts" (p.163). Sheth, Newman and Gross's (1991) study provided a basis for Sweeney and Soutar (2001) to build a perceived value scale. Thus, Sweeney and Soutar's (2001) scale illustrates the consumer's evaluation of the products, not just in terms of value for money and

performance derived from the product (functional value) but also in terms of enjoyment that give pleasure (emotional value) and social approval that make feel acceptable (social value) (p.216).

Zeithaml (1988) in his study defined the perceived value as the “consumer's overall assessment of the utility of a product based on perceptions of what is received and what is given” (p.14). In this study, Sweeney and Soutar’s (2001) perceived value scale is used to measure the respondents perceived value toward the products that are mentioned in the user generated YouTube videos in pre-purchase situations. Based on to the literature review, in order to compare the effect of consumers perceived value in video 1 and video 2, the following hypothesis is developed:

H8: There is a significant difference between the consumer’s perceived value in video 1 and video 2.

2.5.3.1 Source Credibility’s Effect on Willingness to Buy Through Consumer’s Perceived Value

Dodds, Monroe and Grewal (1991) in their study stated that “the perception of value in turn directly influences willingness to buy” (p. 308). Also, Sweeney and Soutar (2001) in their research found out that the correlation between the consumption values and purchase attitude were significantly and positively related. In addition, this study also investigates if the relationship between source credibility in terms of attractiveness, expertise, trustworthiness and willingness to buy is mediated by the consumer’s perceived value and does this effect differs between video 1 and video 2. In other words, the study wants to compare the median effect of the consumer’s perceived value in video 1 and video 2. Therefore, following hypotheses are developed:

H9: The indirect effect of attractiveness on the willingness to buy through the consumer's perceived value will be significantly different between video 1 and video 2.

H10: The indirect effect of expertise on the willingness to buy through the consumer's perceived value will be significantly different between video 1 and video 2.

H11: The indirect effect of the trustworthiness on the willingness to buy through consumer's perceived value will be significantly different between video 1 and video 2.

2.5.4 Word of Mouth Intentions

WOM spreads out the information from one consumer to another through people (Brown et al., 2005, p.125) and it has a great influence over the consumer's purchase decision (Brown et al., 2007, p.4). If the information is reliable and credible, consumers will be more involved in WOM. As consumers interchange knowledge with one another, WOM will influence other people as well (Brown et al., 2007, p.4).

Since being aware of the product is enough for WOM activity, after being exposed to the videos that are shown in the experiment, it is expected that respondents will be aware and familiar with the product and brand (Mikalef et al, 2013, p.25). In this study, the respondents' WOM intentions are measured to examine if user generated YouTube videos influence the respondents to share product or brand information with their friends and relatives. Therefore, the following hypothesis is developed:

H12: There is a significant difference between the consumer's word of mouth intention between video 1 and video 2.

2.5.5 Willingness to Buy

Fishbein and Ajzen (1975) defined purchase intention as a consumer's intention towards purchasing a product. Therefore, this study suggests that purchase intention is the consumer's willingness to buy the products that are shown in the user generated YouTube videos. Since intentions predicts future outcome, the consumer's willingness to buy is a very effective predictor for the actual purchase (Mikalef et al, 2013, p.20,25). Consumer willingness to purchase products are formed under some assumptions, and to find out if the video being sponsored by a brand has an effect on the respondents' willingness to buy, the following hypothesis is developed:

H13: There is a significant difference between the consumer's willingness to buy the products that are mentioned in video 1 and video 2.

2.5.6 Consumers' Buying Behavior Tendencies

Baumgartner and Steenkamp (1996) in their study conceptualized consumers buying behavior tendencies into two factors; EAP and EIS, to identify individual differences. Therefore, people who are high on EAP will enjoy taking risk of buying unfamiliar products and having a value variety in making product choices and changing their buying behavior. In contrast, people who are high on EIS will be more information seeking and enjoy browsing. Since, EAP and EIS display different consumer behaviors, it is emphasized that EIS does not have a direct experience with a product through purchase while EAP does. So, viewers who are high on EAP will be more willing to buy the products than the viewers who are high on EIS.

To summarize, based on to the literature review, EAP and EIS display different consumer behaviors. Therefore, to compare the consumers buying behavior tendencies, following hypothesis is developed:

H14: There is a significant difference between the respondents with EAP tendency and EIS tendency.

2.5.6.1 Source Credibility's Interaction Effect with Consumers' Buying Behavior Tendencies on Willingness to Buy

In addition, this study also investigates how the respondents' individual differences affect their willingness to buy the products that are mentioned in the user generated YouTube videos. In other words, this study wants to discover if individual differences have a moderating effect on the willingness to make a purchase. Therefore, the following hypotheses are developed to measure if EAP and EIS will affect the relationship between source credibility and the consumer's willingness to buy in videos 1 and 2.

H15: The effect of source credibility on the willingness to buy will be significantly different for the viewers with EAP tendency in video 1.

H16: The effect of source credibility on the willingness to buy will be significantly different for viewers with EIS tendency in video 1.

H17: The effect of source credibility on the willingness to buy will be significantly different for the viewers with EAP tendency in video 2.

H18: The effect of source credibility on the willingness to buy will be significantly different for viewers with EIS tendency in video 1.

CHAPTER 3:

METHODOLOGY

3.1 Research Design

In social media sites such as YouTube, people began to see independent source's self-produced content and at the same time, the same independent source's sponsored content. Indeed, this creates important opportunities for the brands and they must be aware of these opportunities. Companies need to understand how the same source's sponsored and unsponsored video will affect consumer buying behavior tendencies, and accordingly they need to develop strategies and change them as needed. To investigate the effects of these videos on consumers, an experimental study is designed.

The experimental method emerged in educational psychology (Ross and Morrison, 2004, p.1021). In the experiment, the experimenter holds all the conditions constant, except the independent variable to see the effects of changes (Ross and Morrison, 2004, p.1021). This standardization in experiments provide high internal validity, in other words provides control over the experiment (Ross and Morrison, 2004, p.1021). There are four main approaches in the experimental studies, which are called true experiments, repeated measures, quasi-experimental designs and time series design (Ross and Morrison, 2004, p.1022). In true experiments, to eliminate any error, subjects are randomly assigned to treatments. Then, two or more groups, with the same environmental conditions, were being subjected to different treatments (Ross and Morrison, 2004, p.1022). Also in repeated measures, the same conditions are applicable, whereas all subjects are exposed to all treatments (Ross and Morrison, 2004, p.1022). Moreover, quasi-experimental designs use pre-testing or analysis to set up groups for the

equivalence, since it does not assign subjects randomly to treatments (Ross and Morrison, 2004, p.1023). Furthermore, the time series design is a type of quasi-experiment, which involves repeated measurements of a group (Ross and Morrison, 2004, p.1023).

In this study, the experiments analyze the differences between the same content creator's sponsored and unsponsored videos to understand its effects on the same respondents. Since multiple measurements are made on the same subjects and same people take part in all stages of the experiment, the study used within subject design. In the study, two user-generated videos are shown to the respondents. The former being self-produced and latter being collaborated with a brand. A survey is given to the viewers right after being subjected to the videos. A total of 241 respondents answered the questions for both videos. However, in order to ensure that the viewers are not aware which video is sponsored, and which isn't, the sponsorship is not mentioned on the survey. Since this is an experimental study, for the manipulation check, it is important to know if the viewers recognize the video that they are watching is sponsored or not.

The study investigated the effects of source credibility dimensions in terms of attractiveness, expertise, trustworthiness and the consumer's perceived value on the willingness to buy the products shown. Since the experiment is manipulated by selecting the specific sponsored video that is created for the AVON brand, the variables and the results of the impacts that are tested for both videos are compared at the end.

The study used two software tools to conduct four different analyses such as mean comparison, moderation, multi-group moderation and moderated mediation. Since this study has a within subject design that multiple measurements are made on to the same subjects, in SPSS software repeated measures ANOVA is applied to test the differences between the related means (Fields, 2009, p.458). Also in SPSS, the study measures the moderating effect of the consumer buying behavior tendencies on the willingness to buy from videos 1 and 2. Moreover, by using the Smart PLS software tool, the study measures the effects of source credibility

dimensions in terms of attractiveness, expertise, trustworthiness and the consumers' perceived value on willingness to buy for videos 1 and 2. Firstly, the study measures the moderating effect of videos 1 and 2 to investigate the impact differences, which is called multi group moderation. Furthermore, this study measures the moderated mediation effect of consumers' perceived value.

3.2 Within Subject Design

In an experiment, within subject design refers that same respondents are present in all levels of the experiment. These levels may refer to the different treatments, different measurements for the same treatment or repetition of the same effect over time for each subject. Moreover, within subject designs are also mentioned as repeated measures designs (Seltman, 2015 p.339).

The main advantage of using within subject design in an experiment is that it requires fewer respondents than between subject design (Hall, 1998) since multiple measurements are made on the same subjects. On the other hand, the main disadvantage for researchers not to use within subject design in their experiment is the concern of confounding (Seltman, 2015 p.340). The confounding problem is of dire concern. For example, respondents taking part in one condition may have their performance in other conditions affected, which is called the carryover effect (Hall, 1998). The carryover effect can be handled with putting a period of time between each condition to 'wash out' the effects of the previous one. Also, the learning effect is a part of the dilemma, and it can be handled with by using counterbalance. Likewise, the carryover effect can be dealt with counterbalance (Seltman, 2015 p.340-341).

In the study to eliminate the learning effect, the questionnaire was given to the respondents right after being repeatedly exposed to the videos (Cameron, 1994). By this way, respondents were not aware that the experiment examines the sponsorship effect on videos, which also eliminates biased reply.

3.2.1 Stimuli

In the experimental design, to measure the variables, the subjects are exposed to a stimulus. Therefore, the stimuli of this study are the two beauty related Turkish videos that are found on YouTube. Beauty channels on YouTube are previewed to select the videos that display make up tutorials and contain information about the products. The videos were selected from Duygu Özaslan's channel, as she has the highest number of subscribers and sponsored beauty videos. The two videos display similar content, which are makeup tutorials. However, one of the videos is sponsored by AVON, a beauty company, while the other one is a self-produced, unsponsored video.

While selecting the stimulus for the experiment, a potential confounding variable, in other words source of error that might exist in the videos are also analyzed. To avoid confounding, same content creator's two similar makeup videos with similar lengths are selected. The selected videos do not contain any different statement. The same kinds of cosmetic materials are shown in both videos, most notably the beauty products. All of the participating respondents were exposed to the videos in the same sequence. (Dholakia and Sternthal, 1977, p.226) Both makeup videos have a blurred background. Only the endorser's visage and products that she used in the videos were shown. While the respondents were watching the videos, nothing can distract their attention, which also eliminates the potential source of error (Seltman, 2015).

3.2.2 Manipulation

Before conducting the experiment, the respondents were informed that they are going to watch two beauty related videos and reply to the questionnaire. Originally, the self-produced video was 08:03 minutes long¹ and the sponsored video was 08:13 minutes long². (see Appendix A) Nevertheless, in order to not lose the attention of the respondents, the videos were edited and shortened to 04:29

¹ <https://www.youtube.com/watch?v=izFoQvue4PI>

² <https://www.youtube.com/watch?v=9CGgnDsNo1A>

minutes and 05:01 minutes respectively. In the title of the sponsored video, to state that the video is a collaboration with a brand, the YouTuber writes 'Ad' to make her disclaimer. However, while showing these two user-generated YouTube videos to the respondents, the titles of the videos are not going to be shown.

For the purposes of this study, by selecting this specific sponsored video that is created for the AVON brand, we manipulated the participants because in the experiment, the first thing that is to be measure is the participant's recognition, awareness toward the advertisement.

3.3 Procedure and Participants

Before being exposed to the experiment, the participants were informed that they are going to watch two makeup tutorials and then answer the questions that are asked in the survey (Cameron, 1994). After the instructions, the participants were asked to direct their attention to the screen where the videos were displayed (Cameron, 1994). Since the experiment is planned as within subject design, all participants were exposed to both user-generated YouTube videos. However, one of the video is sponsored by AVON, and the other one is self-produced. Video 1 (unsponsored) and video 2 (sponsored) were watched respectively. When the videos had ended, the survey was given to the participants to complete the questions by referring to the videos that they watched. The survey has separate columns for both videos for respondents to answer the questions. (see Appendix B)

For the purpose of this study, judgmental sampling technique is used to choose the best participants that will fit for the experiment. Since beauty content is discussed in the videos, with this non-random sampling technique, the experiment was exclusive to females. The data was collected throughout the provinces of Izmir, such as Balçova, Narlıdere, Urla, Alsancak, Karşıyaka, Işıkkent and Buca to obtain balanced data regarding to the different demographics of the participants. A total of 241 females participated in this study. Since the experiment planned as within subject design, all participants were exposed to both videos.

Table 1

Demographic Characteristics of the Sample

		Frequency	Percent
Age	Under 20	26	10.8
	20-29	145	60.2
	30-39	53	22
	40-50	17	7.1
Marital Status	Single	130	53.9
	Married	98	40.7
	Divorced / Separated	13	5.4
Education	Primary School	1	0.4
	Secondary School	52	21.6
	High School	69	28.6
	Bachelor's Degree	104	43.2
	Master's Degree	15	6.2
Income	0-1500	73	30.3
	1501-5000	155	64.3
	5001-10000	13	5.4
Wear Makeup	Never	5	2.1
	Rarely	26	10.8
	Sometimes	59	24.5
	Frequently	151	62.7
Buy Makeup	Never	5	2.1
	Rarely	32	13.3
	Sometimes	74	30.7
	Frequently	130	53.9
Watch Makeup Tutorials on YouTube	Yes	135	56
	No	106	44
Know Duygu Özaslan	Yes	67	27.8
	No	174	72.2

From the resulting sample, it can be stated that 10.8% (n=26) of the respondents were under 20 years of age, 60.2% (n=145) were between ages 20-29, 22% (n=53) were between the age of 30-39, and 7.1% (n=17) were between 40-50.

53.9% (n=130) of the respondents indicated their marital status as single, 40.7% (n=98) as married and 5.4% (n=13) as divorced/separated.

0.4% (n=1) of the sample had a primary school, 21.6% (n=52) had a secondary school, 28.6% (n=69) had a high school education. 43.2% (n=104) were university graduates, 6.2% (n=15) had a master's degree, while 0% (n=0) had PhD degrees.

30.3% (n=73) of the respondents reported their income level as 0-1500 TL per month. 64.3% (n=155) were in the 1500-5000 TL income range while 5.4% (n=13) were in the range of 5000-10000 TL and 0% (n=0) of the respondents had more than 10000 TL as their monthly income.

In addition, 2.1% (n=5) of the sample never wore makeup. 10.8% (n=26) rarely, 24.5% (n=59) sometimes and 62.7% (n=151) frequently wear makeup.

Moreover, 2.1% (n=5) of the respondents never purchase makeup. 13.3% (n=32) rarely, 30.7% (n=74) sometimes and 53.9% (n=130) frequently purchase makeup.

Furthermore, 56% (n=135) of the sample watched makeup tutorials on YouTube. In contrast, 44% (n=106) of the sample never watched makeup tutorials on YouTube before.

Additionally, 27% (n=67) of the respondents have heard of Duygu Özaslan, and have watched one of her videos. On the other hand, 72.2% (n=174) of the respondents have never heard of Duygu Özaslan or watched one of her videos before.

3.4 Data Collection

To have control over displaying the user generated YouTube videos, large groups of people were gathered together to collect data. Since the survey consists of 21 items, for the reliability of the experiment, a minimum 210 ($21 \times 10 = 210$) respondents must participate to get a valid result for the study (Schreiber et al., 2006). Therefore, the experiment was conducted through mass demonstration as it is easier to collect that amount of data. In contrast, this experiment can also be conducted through Facebook by posting links of the YouTube videos and survey questions. However, by this way, the respondents have a chance to watch the videos again before making the survey. So, to avoid this, data is collected through the first option. Since the experiment conducted in Turkey, and the videos are selected among Turkish beauty content creators, the survey questions are translated into Turkish.

3.5 Scales Utilized in the Questionnaire

Measures of the variables are gathered from the related literature. All variables are measured through validated scales obtained from the literature. Overall, there were a total of 64 items in the survey that measures advertisement awareness, endorsement credibility, consumers' perceived value, WOM intentions, willingness to buy and exploratory buying behavior tendencies. However, there is an item reduction in the questionnaire. Item reduction was done in the direction of the study (Ross and Morrison, 2004). 21 out of 64 items were adapted to survey.

Table 2

Sources of the Variables

VARIABLES	NUMBER OF ITEMS ADAPTED	SOURCE
Awareness of the Advertisement	2 out of 3	Grube and Wallack (1994)
Endorser Credibility:		Ohanian (1990)
<i>Attractiveness</i>	2 out of 5	
<i>Expertise</i>	3 out of 5	
<i>Trustworthiness</i>	3 out of 5	
Consumer Percieved Value:		Sweeney and Soutar (2001)
<i>Functional Value (Performance/Quality)</i>	1 out of 6	
<i>Emotional Value</i>	1 out of 5	
<i>Functional Value (Price/Value for Money)</i>	1 out of 4	
<i>Social Value</i>	1 out of 4	
WOM Intentions	1 out of 2	Brown, Barry, Dacin and Gunst (2005)
Willingness to Buy	1 out of 5	Dodds, Monroe, and Grewal (1991)
Explatory Consumer Buying Behavior:		Baumgarmer and Steenkamp (1996)
<i>Explatory Acquisition of Products (EAP)</i>	2 out of 10	
<i>Explatory Information Seeking (EIS)</i>	3 out of 10	

3.5.1 Awareness of Advertisement Scale

Awareness of advertisement scale was measured by showing the two YouTube videos to the respondents and asked whether they had recognized the sponsorship effect in the videos. An experimental design is used to predict the level of awareness of the sponsored video. In order to avoid the learning effect, the titles of the videos are not shown to the respondents. Subjects continue to conduct the survey whether or not the sponsored video recognition was correct.

Grube and Wallack (1994) in their study, in order to measure the awareness of beer advertisement on TV, developed a scale. This scale consists of 3 items: Had not seen the advertisement, had seen the advertisement but could not name the brand and had seen the advertisement and named the correct brand. Since this article is published in the American Journal of Public Health, which is a highly reputable journal, it is assumed that this scale is reliable. Furthermore, in the study, to investigate the respondents' awareness toward the sponsored YouTube video, the modified version of Grube and Wallack's (1994) scale is used. In the study, there were item reductions and two items were asked to the respondents: I did not recognize if there was a sponsorship on the video, and I recognized sponsored video and name the correct brand. Since they are asked as binary questions, individuals respond the question as: 1=yes, 2=no.

Advertisement awareness is an important scale in the study to investigate the respondents' attitude toward the consumer generated unsponsored and sponsored videos in terms of their purchase intentions of the products that is mentioned in the videos.

3.5.2 Source Credibility Scale

Since Aristotle's time, people have tried to identify the determinant characteristics of a spokesperson's effectiveness (Ohanian, 1990, p.39). Their attempt was to measure the source credibility. Each researcher has developed scales

that consist of different set of dimensions. However, there was no consistent measurement approach for source credibility (Ohanian, 1990, p.39). Ohanian (1990) tested a large pool of items for the reliability and validity of the measure and developed a tri-component celebrity endorser credibility scale (Erdogan, 1999, 299) that is composed of 15 items to measure the perceived expertise, trustworthiness and attractiveness. The trustworthiness dimension consists of 5 items: dependable, honest, reliable, sincere and trustworthy. The expertise dimension consists of 5 items: expert, experienced, knowledgeable, qualified and skilled. The attractiveness dimension consists of 5 items: attractive, classy, beautiful, elegant and sexy. The resulting scale illustrates high reliability and validity and it is published in a reputable journal that is called Journal of Advertising.

Since, UGC creators, in other words Youtubers that have high number of subscribers are seen as YouTube endorsers and celebrities; in the study, to investigate Youtuber's credibility, the Ohanian's (1990) scale is used. In the study, there were item reductions. Two items were asked from the attractiveness dimension, three items were asked from expertise dimension and three items were asked from trustworthiness dimension. A total of eight items were asked to the respondents: I think she is attractive, I think she is beautiful, I would consider her an expert in makeup, she is knowledgeable about make up, I would consider her qualified in giving advice about make up, I think she is honest, I think she is sincere, I think she is trustworthy. Also, the 5-point Likert scale is used: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree.

As previously mentioned, two user generated YouTube videos are shown to the respondents. However, one of the video is manipulated by selecting video that has a sponsored content for the brand. Ohanian (1990) at the end of his study suggested that "in experimental studies of source credibility, the scale can be used to assess the effectiveness of the experimental manipulation" (p.49). And this scale examines the respondents perceived persuasiveness by a YouTuber and their intention to purchase the product that is mentioned in both videos. Also, source credibility is an important scale in the study to investigate the consumer's perceived

value about the products that are mentioned in the videos and to figure out if the awareness of advertisement in the video affects the credibility of the source.

3.5.3 Consumers' Perceived Value Scale

Marketing managers were interested in what was influencing the consumer's perceived value. Sweeney and Soutar (2001), according to their research found out that there was "no well-accepted value measure, even in the retail environment in which customers evaluate products before purchase" (p.203). Because of this reason, the consumer perceived value scale developed by using previous research studies such as Sheth, Newman and Gross (1991). The scale that is developed, called PERVAL, which consists of 19 items, is used to evaluate the consumer's value perception towards branded goods. In other words, this scale applied in a retail purchase decision to measure which values drive purchase behavior. There are four dimensions of value that is measured in this scale: emotional, social, quality/performance and price/value for money. To evaluate the reliability and validity of this scale, exploratory and confirmatory analyses are done in a pre-purchase and post-purchase situation, and all four dimensions were found significant. Also, since this article is published in highly reputable journal that is called Journal of Retailing, it is assumed that this scale is reliable and valid.

Sweeney and Soutar's (2001) perceived value scale is used to measure the viewers perceived value toward the products that are mentioned in the user generated YouTube videos in a pre-purchase situation. In the study, there were item reductions. 1 item is selected from each dimension. In total, four items were asked to the respondents: the product has consistent quality, the product would give me pleasure, the product offers value for money and the product would give its owner social approval. Also, the 5-point Likert scale is used: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree.

3.5.4 Consumers' Word of Mouth Intention Scale

The information that is transferred from one individual to another via a communication medium is the basic idea behind the WOM. There are two kinds of WOM: positive and negative, and marketers are generally interested in positive WOM, such as recommending a product to others. Brown et al. (2005) studied positive WOM in a more comprehensive way such as WOM intentions and WOM behaviors.

In the study, after being exposed to YouTube videos, to measure if respondents are going to mention these products to their relatives or close friends, Brown et al. (2005) WOM intentions scale is used. Since this article is published in highly reputable journal that is called Journal of the Academy of Marketing Science it is assumed that this scale is reliable and valid. WOM intentions scale consists of 2 items however in the study there were item reduction. 1 item was asked to the respondents from the WOM intentions scale: If a friend were shopping for a cosmetic product, how likely is it that you would recommend the product? Also, 5-point Likert scale is used: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree.

3.5.5 Willingness to Buy Scale

A consumer's purchase intention is an important concept in marketing (Morrison, 1979, p.65), which also indicates the effectiveness of an advertisement. In the study, the respondents' willingness to buy the products mentioned in the user-generated YouTube videos were measured with the Dodds, Monroe, and Grewal's (1991) scale. Since this article is published in the reputable Journal of Marketing Research, it is assumed that this scale is reliable and valid. The willingness to buy scale consists of 5 items, however in the study there was an item reduction. 1 item was asked to the respondents from the willingness to buy scale: Probably I would consider buying the product. Also, the 5-point Likert scale is used: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree.

3.5.6 Exploratory Buying Behavior Tendency Scale

Baumgartner and Steenkamp (1996) in their study proposed a two-factor conceptualization of exploratory consumer buying behavior tendency. This consists of the exploratory acquisition of products and the exploratory information seeking. The EBBT scale consists of 20 items, of which the first 10 are EAP items and other 10 are EIS items. Study showed that scale has a 'good psychometric properties'. Also, the study supported the nomological validity of the scale. Since this article is published in the highly reputable Journal of Research in Marketing, it is assumed that this scale is reliable.

In this study, Baumgartner and Steenkamp's (1996) scale is used to identify the individual differences in buying behaviors. In the study, there were item reductions. 2 items were asked from the EAP dimension and 3 items were asked from the EIS dimension. In total, 5 items were asked to the respondents: I would rather stick with a brand I usually buy, than try something I am not very sure of, I enjoy taking chances in buying unfamiliar brands just to get some variety in my purchases, I like to go window shopping and find out about the latest styles, I get very bored listening to others about their purchases and I often read advertisements just out of curiosity. Also, the 5-point Likert scale is used: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree.

3.6 Reliability of the Measures

Composite reliability of each model's constructs are analyzed in Smart PLS. Even if all the measurement scales were acquired from the previous studies, each construct's scales were tested to make sure that the level of internal consistency is adequate. For convenience of the analysis, the composite reliability of each construct must exceed 0.7. Since the willingness to buy construct is measured by 1 question, the composite reliability resulted as 1.0. However, the constructs such as attractiveness (0.8966), expertise (0.9448), trustworthiness (0.9560) and perceived value (0.7656) had a composite reliability above 0.7, (see

Table 8) which is convenient for this analysis. So, the results indicated that the items that are used to measure the constructs were considered highly reliable.

Table 3

Composite Reliability

Constructs	Number of Items	Composite Reliability
Attractiveness	2	0.8966
Expertise	3	0.9448
Trustworthiness	3	0.9560
Percieved Value	4	0.7656
Willingness to Buy	1	1.0000

3.7 Data Analysis

To evaluate the findings, SPSS and Smart PLS software tools are used. Altogether, there are four different analyses such as mean comparison, moderation, multi group moderation and moderated mediation are conducted to measure the different aspects of each analysis.

3.7.1 Repeated Measures ANOVA

Analysis of variance (ANOVA) is used as a statistical approach to within subject or repeated measures design in SPSS. As previously mentioned, when the same people take part in all stages of the experiment, it is called within subject deigns or repeated measures design (Fields, 2009, p.458). In within subject deigns, multiple measurements are made on the same subjects. Since the same respondents contribute different means for all conditions that are tested in an experiment, the repeated measures ANOVA are applied to test the differences between the related means (Fields, 2009, p.458).

In ANOVA, the impact of the experiment appears within participant variance (Fields, 2009, p.463). However, since the same manipulation is done to the same people that took part in an experiment, within participant variance is consistent of two things, which are the impact of the manipulation and the respondents' individual differences (Fields, 2009, p.463). So, anything that cannot be explained by the manipulation is called an error that is due to the outside factors that are out of our control, which is not connected to the experiment's manipulation (Fields, 2009, p.463). In this study, ANOVA is used for comparing the means of the effects between video 1 and video 2 to find out if there are any statistically significant differences. Also, ANOVA is used for the moderation analysis to measure if consumers with EAP and EIS tendencies affect the relationship between source credibility and the consumer willingness to buy in a sponsored and unsponsored video. As Fields (2009) stated in his textbook, Hayes' process tool is installed and used to do a moderation analysis in SPSS.

3.7.2 Multi Group Moderation and Moderated Mediation Check

Smart PLS is a software tool for partial least square that provides bootstrapping results for each selected group ("PLS Multigroup Analysis", n.d.). Smart PLS outcome results are used to carry out a multi-group analysis to test significant differences between groups. The analysis is conducted by "running the PLS path modelling algorithm, as well as the bootstrapping procedure on both groups" (Kummer, 2014) to make a comparison. If the p-value is smaller than 0.05, the result is significant at the 95% confidence interval level ("PLS Multigroup Analysis", n.d.). In the study, Smart PLS is used for the multi-group analysis to investigate if there are any differences between direct impact and mediated impact between source credibility dimensions and willingness to buy. In other words, the study measures the effects of source credibility dimensions in terms of attractiveness, expertise, trustworthiness and the consumers' perceived value on willingness to buy from video 1 and video 2. Firstly, the study measures the moderating effect of video 1 and video 2 to investigate the impact differences, which is called multi group moderation. Furthermore, this study measures the

moderated mediation effect of consumers' perceived value. These additional analyses are done to show that even if there are no significant differences between variable means, there might be differences in terms of variables impact. In summary, Smart PLS is used for testing the variable differences between video 1 and video 2, to find out if there are any statistically significant differences. To test the statistical difference between videos 1 and 2, t-statistic is calculated with the formula that is shown below:

$$t = \frac{Path_{sample_1} - Path_{sample_2}}{\left[\sqrt{\frac{(m-1)^2}{(m+n-2)} * S.E.^2_{sample1} + \frac{(n-1)^2}{(m+n-2)} * S.E.^2_{sample2}} \right] * \left[\sqrt{\frac{1}{m} + \frac{1}{n}} \right]}$$

Since Smart PLS software allows reliability testing, it is used to calculate the composite reliability of the variables.

CHAPTER 4:

ANALYSIS AND FINDINGS

4.1 Findings

By conducting the experiment that has a within subject design, this study tries to prove that there are significant differences between the repeated measures in videos 1 and 2. Based on to the variables that are discussed in the literature review, these hypotheses are developed to compare the effects of variables in videos 1 and 2, and the findings are as follows.

4.1.1 Manipulation Checks

Two YouTube videos are shown to the respondents. Both videos are user-generated, however the second video is selected to intentionally create manipulation. The second user-generated video is sponsored by a company, where the content is created to intentionally promote the specific brand. Since this study has an experimental design, it is important to know if viewers recognize the video they are watching is sponsored or not. To check the manipulation, which is the respondents' awareness of the advertisement and to compare the results for videos 1 and 2, two binary questions are asked in the survey. ANOVA was conducted to determine whether advertisement awareness in video 1 differed significantly from video 2. For the first and second question, the results showed that awareness of the advertisement was statistically significant $F(1,240)=63.541, p=.000$. So, there is statistically significant relationship between the advertisement awareness in video 1 and video 2. Therefore, the findings suggest that the manipulation in the experiment is successful enough to generalize the results.

4.1.2 Results of the Repeated Measures ANOVA for Hypotheses Testing

Repeated measures ANOVA was conducted to compare the effect of the source's perceived attractiveness, the source's perceived expertise, the source's perceived trustworthiness, the consumers perceived value, the consumers' word of mouth intention and the consumers' willingness to buy the products in videos 1 and 2. Also, the consumers' buying behavior tendencies; EAP and EIS are compared to differentiate the individual differences.

4.1.2.1 Source Credibility – Perceived Attractiveness

ANOVA results indicated that the source's perceived attractiveness was not statistically significant $F(1,240)=0.816, p=.367$ (see Table 4), which fails to reject the null hypothesis and the alternative hypothesis #2 is not supported. Therefore, there is no statistically significant relationship between the source's perceived attractiveness in videos 1 and 2.

Table 4

Tests of Within-Subjects Contrasts on Perceived Attractiveness

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Attractiveness	.203	1	.203	.816	.367
Error (Attractiveness)	59.797	240	.249		

4.1.2.2 Source Credibility – Perceived Expertise

ANOVA results indicated that the source's perceived expertise was statistically significant $F(1,240)=4.979, p=.027$ (see Table 5), which rejects the null hypothesis and supports the alternative hypothesis #3. So, there is statistically significant relationship between the source's perceived expertise in video 1 and

video 2. Moreover, the source's perceived expertise resulted higher in video 2 ($M=3.5436$) than in video 1 ($M=3.4716$) (see Table 6).

Table 5

Tests of Within-Subjects Contrasts on Perceived Expertise

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Expertise	1.247	1	1.247	4.979	.027
Error (Expertise)	60.087	240	.250		

Table 6

Descriptive Statistics of Perceived Expertise

	Mean	Std. Deviation	N
Expertise video 1	3.4716	.90638	241
Expertise video 2	3.5436	.88666	241

4.1.2.3 Source Credibility – Perceived Trustworthiness

ANOVA results indicated that the source's perceived trustworthiness was statistically significant $F(1,240)=9.816$, $p=.002$ (see Table 7), which rejects the null hypothesis and supports the alternative hypothesis #4. So, there is a statistically significant relationship between the source's perceived trustworthiness in video 1 and video 2. Furthermore, the source's perceived trustworthiness resulted higher in video 1 ($M=3.6044$) than in video 2 ($M=3.4869$) (see Table 8).

Table 7

Tests of Within-Subjects Contrasts on Perceived Trustworthiness

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Trustworthiness	3.331	1	3.331	9.816	.002
Error (Trustworthiness)	81.447	240	.339		

Table 8

Descriptive Statistics of Perceived Trustworthiness

	Mean	Std. Deviation	N
Trustworthiness video 1	3.6044	.76576	241
Trustworthiness video 2	3.4869	.88083	241

4.1.2.4 Consumers' Perceived Value

ANOVA results indicated that the consumers' perceived value was not statistically significant $F(1,240)=1.199, p=.275$ (see Table 9), which fails to reject the null hypothesis and the alternative hypothesis #8 is not supported. So, there is no statistically significant relationship between the consumers' perceived value in video 1 and video 2.

Table 9

Tests of Within-Subjects Contrasts on Consumers' Perceived Value

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Perceived Value	.502	1	.502	1.199	.275
Error (Perceived Value)	100.498	240	.419		

4.1.2.5 Consumers' Word of Mouth Intention

ANOVA results indicated that the consumers' word of mouth intention was statistically significant $F(1,240)=12.397, p=.001$ (see Table 10), which rejects the null hypothesis and supports the alternative hypothesis #12. So, there is statistically significant relationship between the consumers' word of mouth intention in video 1 and video 2. Moreover, the consumers' word of mouth intention resulted higher in video 2 ($M=3.38$) than in video 1 ($M=3.10$) (see Table 11).

Table 10

Tests of Within-Subjects Contrasts on Consumers' Word of Mouth Intention

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
WOM	18.075	1	18.075	12.397	.001
Error (WOM)	349.925	240	1.458		

Table 11

Descriptive Statistics of Consumers' Word of Mouth Intention

	Mean	Std. Deviation	N
WOM video 1	3.10	1.034	241
WOM video 2	3.38	1.174	241

4.1.2.6 Consumers' Willingness to Buy

ANOVA results indicated that the consumers' willingness to buy was statistically significant $F(1,240)=17.871, p=.000$ (see Table 12), which rejects the null hypothesis and supports the alternative hypothesis #13 So, there is a statistically significant relationship between the consumers' willingness to buy the

products in video 1 and video 2. Furthermore, the consumers' willingness to buy the products resulted higher in video 2 ($M=3.3278$) than in video 1 ($M=3.0083$) (see Table 13).

Table 12

Tests of Within-Subjects Contrasts on Consumers' Willingness to Buy

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Willingness to Buy	24.602	1	24.602	17.871	.000
Error (Willingness to Buy)	330.398	240	1.377		

Table 13

Descriptive Statistics of Consumers' Willingness to Buy

	Mean	Std. Deviation	N
Willingness to Buy video 1	3.0083	1.06455	241
Willingness to Buy video 2	3.3278	1.17811	241

4.1.2.7 Consumers' Buying Behavior Tendency

ANOVA results indicated that the consumers' buying behavior tendencies were statistically significant $F(1,240)=11.730, p=.001$ (see Table 14), which rejects the null hypothesis and supports the alternative hypothesis #14. So, there is a statistically significant relationship between the respondents with EAP tendency and respondents with EIS tendency. Moreover, buying behavior resulted higher in respondents with EAP tendency ($M=3.0187$) than respondents with EIS tendency ($M=2.8202$) (see Table 15).

Table 14

Tests of Within-Subjects Contrasts on Consumers' Buying Behavior Tendency

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Consumer Buying BehaviourTendency	9.494	1	9.494	11.730	.001
Error (Consumer Buying Behaviour Tendency)	194.256	240	.809		

Table 15

Descriptive Statistics of Consumers' Buying Behavior Tendency

	Mean	Std. Deviation	N
EAP Mean	3.0187	.60782	241
EIS Mean	2.8202	.68983	241

4.1.3 Results of the Moderation Analysis for Hypotheses Testing

Moderation analysis was conducted to measure if EAP and EIS affected the relation between source credibility and consumers' willingness to buy in video 1 and video 2.

4.1.3.1 Exploratory Acquisition of Products

ANOVA results indicated that in video 1, the source credibility has a significant interaction effect with EAP on the willingness to buy $F(1,237)=6.5938$, $p=.0108$ (see Table 16), which supports hypothesis #15. So, there is a significant moderation. Viewers with EAP tendencies enhance the effect of source credibility on the willingness to buy in video 1.

ANOVA results indicated that in video 2, source credibility did not have a significant interaction effect with EAP on the willingness to buy $F(1,237)=0.3003$, $p=.5842$ (see Table 16), which does not supports hypothesis #17. So, there is no significant moderation. EAP does not have a significant effect with source credibility on the willingness to buy in video 2.

Table 16

Test of Moderation Effect on EAP for Video 1 and Video 2

	F	df1	df2	p
EAP video 1	6.5938	1.0000	237.0000	.0108
EAP video 2	.3003	1.0000	237.0000	.5842

4.1.3.2 Exploratory Information Seeking

ANOVA results indicated that in video 1, the source credibility did not have a significant interaction effect with EIS on the willingness to buy $F(1,237)=0.4287$, $p=.5132$ (see Table 17), which does not support alternative hypothesis #16. So, there is no significant moderation. EIS does not have a significant interaction effect with source credibility on willingness to buy in video 1.

ANOVA results indicated that in video 2, the source credibility did not have a significant effect with EIS on the willingness to buy $F(1,237)=0.3691$, $p=.5441$ (see Table 17), which does not support hypothesis #18. So, there is no significant moderation. EIS does not have a significant interaction effect with source credibility on the willingness to buy in video 2.

Table 17

Test of Moderation Effect on EIS for Video 1 and Video 2

	F	df1	df2	p
EIS video 1	.4287	1.0000	237.0000	.5132
EIS video 2	.3691	1.0000	237.0000	.5441

4.1.4 Results of the Multi Group Moderation and Moderated Mediation for Hypotheses Testing

Multi-group moderation analysis in Smart PLS was conducted to measure if the effect between source credibility dimensions, in terms of attractiveness, expertise, trustworthiness and willingness to buy is significantly different between video 1 and video 2. In other words, this study wants to know which video has the strongest effect on the relationship between source credibility dimensions and the willingness to buy.

In addition to the multi-group moderation analysis that is mentioned above, also moderated mediation analysis in Smart PLS was conducted to measure if the relationship between source credibility dimensions in terms of attractiveness, expertise, trustworthiness and willingness to buy is mediated by the consumer's perceived value and does this effect differ between videos 1 and 2. In other words, the study wants to know if the median effect is different between videos 1 and 2, by measuring the influence of moderation effect of videos 1 and 2 on to the relationship between source credibility dimensions and willingness to buy.

4.1.4.1 The Relationship Between Attractiveness and Willingness to Buy

In Smart PLS, multi-group moderation analysis was conducted to measure if the impact of attractiveness on willingness to buy is significantly different between videos 1 and 2. To test the statistical difference between videos 1 and 2, t-statistic is

calculated. T-statistic for the difference between the path coefficient effect of attractiveness in videos 1 and 2 is calculated as 13.826, which is significant at the two tailed 95% confidence level (p-value =0.000) that supports hypothesis #5. In summary, it can be said that with 95% confidence, the effect between attractiveness and willingness to buy is significantly different between videos 1 and 2, such that the effect from video 1 ($M=0.2156$) is much stronger than for video 2 ($M=0.1316$).

In order to test the moderated mediation in Smart PLS, first mediation analysis is conducted to measure if the consumer perceived value mediates the relationship between attractiveness and willingness to buy. (see Figure 1)

Figure 1
Mediation Effect of Consumers' Perceived Value on Relationship Between Attractiveness and Willingness to Buy

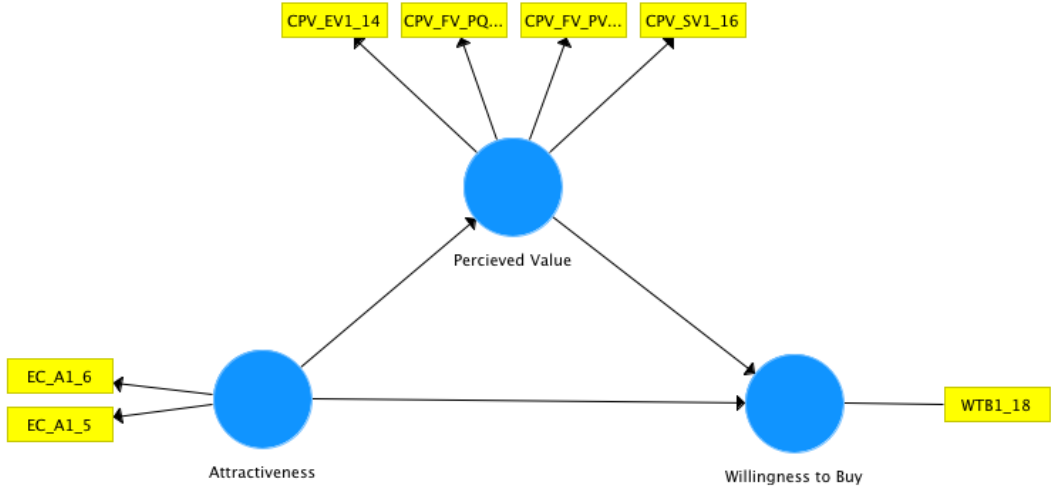


Table 18

Total Effects of Mean, STDEV, T-Values, P-Values on Relationship Between Attractiveness and Willingness to Buy for V1 and V2

		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Video 1	attractiveness -> percieved value	0.4316	0.4392	0.067	6.4394	0.0000
	attractiveness -> willingness to buy	0.3823	0.3844	0.0575	6.6492	0.0000
	percieved value -> willingness to buy	0.3796	0.3881	0.063	6.0225	0.0000
Video 2	attractiveness -> percieved value	0.3134	0.3138	0.0901	3.4772	0.0006
	attractiveness -> willingness to buy	0.3191	0.3213	0.0634	5.0362	0.0000
	percieved value -> willingness to buy	0.6098	0.6132	0.051	11.9648	0.0000

Since the values of the total effects are above 1.96, as it can be seen in Tables 18, it is significant at the 95% confidence level, which shows that there is a significant mediation effect for both videos. However, it is important to note that there is a partial mediation since (attractiveness → willingness to buy) path for videos 1 and 2 is also statistically significant.

Moreover, to test if the moderated mediation effect was statistically different between videos 1 and 2, the t-statistic is calculated. T-statistic for the difference between the total effects of attractiveness in video 1 and video 2 is calculated as 11.538, which is significant at the two tailed 95% confidence level (p-value =0.000) that supports hypothesis #9. So, there is a significant moderated mediation. In summary, the total effect including the indirect effect from attractiveness to willingness to buy, including the effect through consumers perceived value is statistically different for videos 1 and 2, and the effect of video 1 (M= 0.3875) is stronger than video 2 (M= 0.3227).

4.1.4.2 The Relationship Between Expertise and Willingness to Buy

In Smart PLS, multi-group moderation analysis was conducted to measure if the impact of expertise on willingness to buy is significantly different between videos 1 and 2. In order to test the statistical difference between videos 1 and 2, t-statistic is calculated. The T-statistic for the difference between the path coefficient effect of expertise in video 1 and video 2 is calculated as 27.924, which is significant at the two tailed 95% confidence level (p-value =0.000) that supports hypothesis #6. In summary, it can be said that with 95% confidence, the effect between expertise and willingness to buy is significantly different for videos 1 and 2, such that the effect from video 1 ($M=0.2922$) is much stronger than for video 2 ($M=0.1208$).

In order to test the moderated mediation in Smart PLS, first mediation analysis is conducted to measure if consumer perceived value mediates the relationship between expertise and willingness to buy. (see Figure 2)

Figure 2

Mediation Effect of Consumers' Perceived Value on Relationship Between Expertise and Willingness to Buy

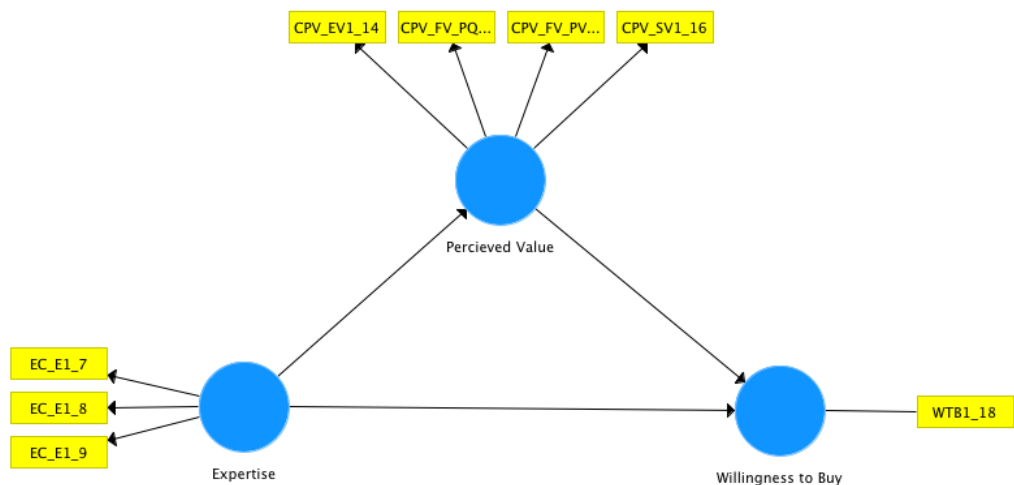


Table 19

Total Effects of Mean, STDEV, T-Values, P-Values on Relationship Between Expertise and Willingness to Buy for V1 and V2

		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Video 1	expertise -> percieved value	0.4856	0.4925	0.0620	7.8348	0.0000
	expertise -> willingness to buy	0.4454	0.4458	0.0573	7.7794	0.0000
	percieved value -> willingness to buy	0.3103	0.3151	0.0675	4.5988	0.0000
Video 2	expertise -> percieved value	0.2103	0.2200	0.1070	1.9649	0.0500
	expertise -> willingness to buy	0.2460	0.2538	0.0583	4.2197	0.0000
	percieved value -> willingness to buy	0.6204	0.6231	0.0464	13.3602	0.0000

Since the values of the total effects are above 1.96, as it can be seen in Table 19, it is significant at the 95% confidence level, which shows that there is a significant mediation effect for both videos. However, it is important to note that there is a partial mediation since the (expertise → willingness to buy) path for videos 1 and 2 are also statistically significant.

Moreover, to test if the moderated mediation effect was statistically different between video 1 and video 2, the t-statistic is calculated. The T-statistic for the difference between the total effects of expertise in video 1 and video 2 is calculated as 37.218, which is significant at the two tailed 95% confidence level (p-value =0.000) that supports hypothesis #10. So, there is a significant moderated mediation. In summary, the total effect including the indirect effect from expertise to willingness to buy including the effect through the consumer's perceived value is statistically different from videos 1 and 2 and the effect of video 1 (M= 0.4461) is stronger than video 2 (M= 0.2484).

4.1.4.3 The Relationship Between Trustworthiness and Willingness to Buy

In Smart PLS, a multi-group moderation analysis was conducted to measure if the impact of trustworthiness on the willingness to buy is significantly different between videos 1 and 2. In order to test the statistical difference between videos 1 and 2, the t-statistic is calculated. The T-statistic for the difference between the path coefficient effect of trustworthiness in videos 1 and 2 is calculated as 15.702, which is significant at the two tailed 95% confidence level (p-value =0.000) which supports hypothesis #7. In summary, it can be said that with the 95% confidence, the effect between trustworthiness and willingness to buy is significantly different for video 1 and video 2 such that the effect from video 1 ($M=0.2204$) is much stronger than for video 2 ($M=0.1134$).

In order to test the moderated mediation in Smart PLS, first mediation analysis is conducted to measure if the consumer perceived value mediates the relationship between trustworthiness and willingness to buy. (see Figure 3)

Figure 3

Mediation Effect of Consumers' Perceived Value on Relationship Between Trustworthiness and Willingness to Buy

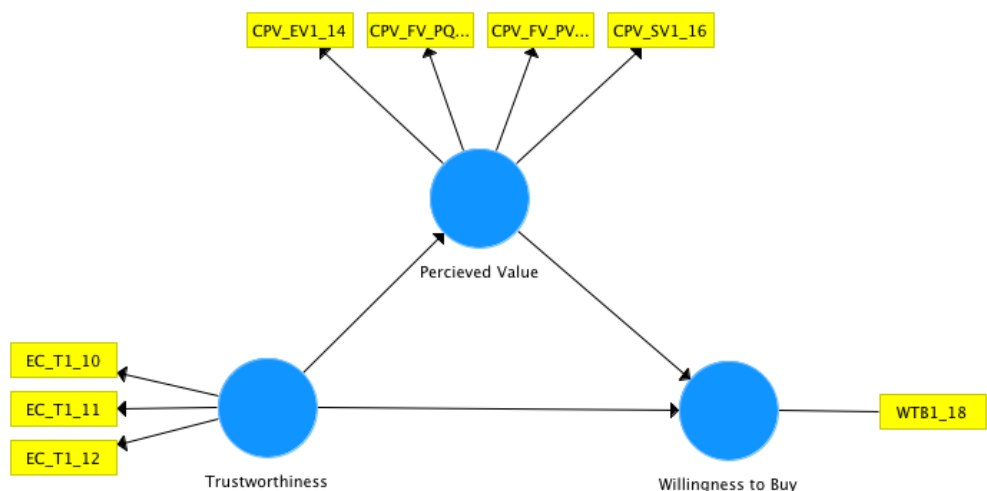


Table 20

Total Effects of Mean, STDEV, T-Values, P-Values on Relationship Between Trustworthiness and Willingness to Buy for V1 and V2

		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Video 1	percieved value -> willingness to buy	0.3776	0.3837	0.0605	6.2364	0.0000
	trustworthiness -> percieved value	0.4583	0.4607	0.0745	6.1561	0.0000
	trustworthiness -> willingness to buy	0.4004	0.3995	0.0621	6.4436	0.0000
Video 2	percieved value -> willingness to buy	0.5835	0.5833	0.0668	8.7398	0.0000
	trustworthiness -> percieved value	0.5742	0.5745	0.0578	9.9271	0.0000
	trustworthiness -> willingness to buy	0.4477	0.4478	0.0557	8.0347	0.0000

Since the values of the total effects are above 1.96, as it can be seen in Tables 20, it is significant at the 95% confidence level, which shows that there is a significant mediation effect for both videos. However, it is important to note that there is a partial mediation since the (trustworthiness → willingness to buy) path for video 1 and video 2 is also statistically significant.

Moreover, to test if the moderated mediation effect was statistically different between videos 1 and 2, the t-statistic is calculated. The t-statistic for the difference between the total effects of trustworthiness in video 1 and video 2 is calculated as 8.949, which is significant at the two tailed 95% confidence level (p-value =0.000) that supports hypothesis #11. Therefore, there is a significant moderated mediation. Therefore, the total effect, including the indirect effect from trustworthiness to willingness to buy including the effect through consumers perceived value is statistically different for video 1 and video 2 and this time the effect of video 2 (M= 0.4496) is stronger than video 1 (M= 0.4002).

Table 21

Summary of Hypotheses Tests

	Hypothesized Parameter	Results	Supported / Not Supported
H1	There is significant difference between the awareness of the advertisement in video 1 and video 2.	Significant	Supported
H2	There is significant difference between the source's perceived attractiveness in video 1 and video 2.	Non significant	Not supported
H3	There is significant difference between the source's perceived expertise in video 1 and video 2.	Significant	Supported
H4	There is significant difference between the source's perceived trustworthiness in video 1 and video 2.	Significant	Supported
H5	The impact of attractiveness on willingness to buy will be significantly different for video 1 and video 2.	Significant	Supported
H6	The impact of expertise on willingness to buy will be significantly different for video 1 and video 2.	Significant	Supported
H7	The impact of trustworthiness on willingness to buy will be significantly different for video 1 and video 2.	Significant	Supported
H8	There is significant difference between the consumers perceived value in video 1 and video 2.	Non significant	Not supported

H9	The indirect effect of attractiveness on willingness to buy through consumers perceived value will be significantly different for video 1 and video 2.	Significant	Supported
H10	The indirect effect of expertise on willingness to buy through consumers perceived value will be significantly different for video 1 and video 2.	Significant	Supported
H11	The indirect effect of trustworthiness on willingness to buy through consumers perceived value will be significantly different for video 1 and video 2.	Significant	Supported
H12	There is significant difference between the consumers' word of mouth intention in video 1 and video 2.	Significant	Supported
H13	There is significant difference between the consumers' willingness to buy the products that are mentioned in video 1 and video 2.	Significant	Supported
H14	There is significant difference between the respondents with EAP tendency and EIS tendency.	Significant	Supported
H15	The effect of source credibility on willingness to buy will be significantly different for the viewers with EAP tendency in video 1.	Significant	Supported
H16	The effect of source credibility on willingness to buy will be significantly different for viewers with EIS tendency in video 1.	Non significant	Not supported
H17	The effect of source credibility on willingness to buy will be significantly different for the viewers with EAP tendency in video 2.	Non significant	Not supported
H18	The effect of source credibility on willingness to buy will be significantly different for viewers with EIS tendency in video 1.	Non significant	Not supported

4.2 Discussion of the Results

This study compares six sets of relationships between the video 1 and video 2. The study focuses on to the effect of source credibility dimensions such as the source's perceived attractiveness, expertise and trustworthiness. Furthermore, the study focuses on to the effect of consumers' perceived values, word of mouth intentions and willingness to buy. In addition, study compares consumers' buying behavior tendencies. To begin with, the first relationship compares the sources perceived attractiveness in video 1 and video 2. The second relationship compares the sources perceived expertise in video 1 and video 2. The third relationship compares the sources perceived trustworthiness in video 1 and video 2. The fourth relationship compares the consumers perceived value in video 1 and video 2. The fifth relationship compares the consumers' word of mouth intentions in video 1 and video 2. The sixth relationship compares the consumers' willingness to buy in video 1 and video 2. Finally, the seventh relationship compares the consumers EAP and EIS tendencies to differentiate the individual differences.

Furthermore, this study focuses on to the consumers' buying behavior tendencies to measure if EAP and EIS respectively have a moderating effect on the consumers' willingness to buy in video 1 and video 2. In addition to the 7 sets relationships that are mentioned above, individual differences consist of four sets of relationships. The first set of relationships specifies the source credibility's interaction effect with EAP on the willingness to buy in video 1. The second set of relationships identifies the source credibility's interaction effect with EIS on the willingness to buy in video 1. The third set of relationships analyzes the source credibility's interaction effect with EAP on the willingness to buy in video 2. Finally, the fourth set of relationships specifies the source credibility's interaction effect with EIS on the willingness to buy in video 2.

Moreover, the study focuses on to the direct effect of the source credibility dimensions in terms of attractiveness, expertise, trustworthiness on the willingness to buy, and focuses on to the indirect effect of the source credibility dimensions on the willingness to buy through the consumers' perceived value to measure if the

effect is significantly different between video 1 and video 2. In addition to the total of 11 sets of relationships that are discussed above, direct and indirect effects of the source credibility dimensions on the willingness to buy consists of six sets of relationships. The first set of relationships compares the impact of attractiveness on the willingness to buy between video 1 and video 2. The second set of relationships compares the impact of expertise on the willingness to buy between video 1 and video 2. The third set of relationships compares the impact of trustworthiness on the willingness to buy between video 1 and video 2. The fourth set of relationships compares the indirect effect of attractiveness on the willingness to buy through consumers' perceived value between video 1 and video 2. The fifth set of relationships compares the indirect effect of expertise on the willingness to buy through the consumers' perceived value between video 1 and video 2. The sixth set of relationships compares the indirect effect of trustworthiness on the willingness to buy through consumers' perceived value between video 1 and video 2. In summary, a total of 17 sets of relationships are discussed in this study.

4.2.1 Discussion of the of the Repeated Measures ANOVA Results

To measure the differences between variable means, this study compares the effect of the source's perceived attractiveness, the source's perceived expertise, the source's perceived trustworthiness, the consumer's perceived value, the consumer's word of mouth intention and the consumer's willingness to buy the products in videos 1 and 2. Also, the consumers' buying behavior tendencies; EAP and EIS are compared to differentiate the individual differences.

4.2.1.1 Source Credibility - Perceived Attractiveness

Advertisers select endorsers according to their attractiveness. As research has shown that an attractive spokesperson is more persuasive in changing beliefs and creating purchase intention, rather than unattractive spokesperson (Erdogan, 1999, 299). In other words, attractive communicators have a positive influence on

the products that they are associated with. Therefore, in the study, an endorser's attractiveness is physically measured. A source's perceived attractiveness in video 1 and video 2 are compared and found that it was statistically insignificant. The null hypothesis is not rejected, and hypothesis #2 is not supported. Therefore, there is no significant difference between the source's perceived attractiveness in video 1 and video 2. Videos sponsored by a brand do not have any effect on the source's perceived attractiveness. There is no semantic difference between video 1 and video 2. The source's, in other words the endorser's attractiveness and beauty do not generate any difference among the videos. In conclusion, even if physically attractive endorsers are considered more favorable (Amos et al., 2008, p.215), since in this study the same YouTuber's sponsored and unsponsored videos are compared, the findings show that the video's sponsorship effect doesn't create an impact on the source's perceived attractiveness.

4.2.1.2 Source Credibility - Perceived Expertise

Hovland et al. (1953) defined expertise as "the extent to which a communicator is perceived to be a source of valid assertions". Expertise refers to the "knowledge, experience or skills possessed by an endorser" (Erdogan, 1999, p.298). As long as the respondents consider the endorser as knowledgeable about the product, she is considered an expert (Erdogan, 1999, p.298). Therefore, the source's perceived expertise in video 1 and video 2 are compared and found out that it was statistically significant. The null hypothesis is rejected and hypothesis #3 is supported. So, there is a significant difference between the source's perceived expertise in video 1 and video 2. Since the effectiveness of a message depends on the endorser's perceived expertise, there is a semantic difference between video 1 and video 2. Also, when the means of the videos are compared, it is detected that the source's perceived expertise rated higher in video 2 than in video 1. The video's sponsorship effect created an impact on the sources perceived expertise. With the influence of ad and brand, the endorser is considered more experienced and knowledgeable about makeup and considered more qualified in giving advice about makeup in sponsored video. So, the thing that matters is how the respondents

perceive the communicator. Consequently, the consumers' perception about the ad and brand in video 2 effected the source's perceived expertise. Since perceived expertise is higher in video 2, the respondent perceives the source more expert than video 1.

In conclusion, even if it's hard for consumers to evaluate the communicator's perceived expertise on an online platform, people think that content creators make products reviews because they have the experience to examine the products (Dou et al., 2012, p.1557). In the same way, consumers think that the communicator of the video that is sponsored by a company should be knowledgeable about the product (Dou et al., 2012, p.1557), which is consistent with the study's empirical finding.

4.2.1.3 Source Credibility - Perceived Trustworthiness

“The trust paradigm in communication is the listener's degree of confidence in, and level of acceptance of, the speaker and the message” (Ohanian, 1990, p.41). Therefore, trustworthiness refers to the “honesty, integrity and believability of an endorser” (Erdogan, 1999, p.297). It depends on to the respondent's perception and trust in a spokesperson. Therefore, the source's perceived trustworthiness in video 1 and video 2 are compared and found out that it was statistically significant. The null hypothesis is rejected and hypothesis #4 is supported. So, there is significant difference between the source's perceived trustworthiness in video 1 and video 2. Since effectiveness of the message depends on endorser's perceived trustworthiness, there is semantic difference between video 1 and video 2. Also, when the means of the videos are compared, it is detected that the source's perceived trustworthiness rated higher in video 1 than in video 2. Therefore, the endorser is considered more about honest, sincere and trustworthiness in video 1. This makes sense, as video 1 is unsponsored and there is no specific brand, it is seen as reliable by the respondents. In the source's perceived expertise, there was the positive influence of an ad and a brand. A consumers' perception about an ad and a brand effected the source's perceived expertise positively. However, in the

source's perceived trustworthiness there is no influence of ad and brand at all. Because unsponsored video rated higher, consumers' perception about ad and brand didn't effected source's perceived trustworthiness. Since perceived trustworthiness is higher in video 1, respondents perceive the source as more reliable than in video 2. In conclusion, the communicator's perceived trustworthiness depends on to the consumers' attribution to the source's intentions (Hautz et al., 2014, p.3). Consumers know that the company's intention is to persuade people to purchase their product (Hautz et al., 2014, p.3). Therefore, the findings showed that consumer generated content that includes the communicator's own experiences and perceptions are perceived more trustworthy by viewers (Hautz et al., 2014, p.3).

4.2.1.4 Consumers' Perceived Value

Zeithaml (1988) in her study discussed the term value, and found that the value seems to be highly personal. Consumers perceive value in many ways. Since value represents a tradeoff between give and get components, what is received and what is given changes among the consumers (Zeithaml, 1988, p.14). Therefore, for different consumers, the components of perceived value are differentially weighed (Sweeney and Soutar, 2001, p.204). Therefore, the consumers perceived value in videos 1 and 2 are compared and found out that it was statistically insignificant. The null hypothesis has failed to be rejected and hypothesis #8 is not supported. Therefore, there is no significant difference between the consumer's perceived value in video 1 and video 2. Videos, whether sponsored by a brand or not, does not have any effect on consumer's perceived value. There is no semantic difference between video 1 and video 2. The respondent's perceived values in terms of price, quality, emotional and social do not generate any difference among the videos. The video being sponsored or not doesn't create an impact on consumers' perceived value. Sponsorship does not affect the product's value for money, consistent quality, owner's social approval and pleasure.

4.2.1.5 Consumers' WOM Intentions

The information that is transferred from one individual to another via a communication medium is the basic idea behind the WOM. There are two kinds of WOM, positive and negative and marketers are generally interested in the positive WOM, such as recommendations (Brown et al., 2005, p.125). WOM has an important impact on a consumer's decision-making process particularly when consumers search for product information (Cheong and Morrison, 2008, p.39). The power of WOM is strong when consumers consider buying new products that they don't have any personal experience (Cheong and Morrison, 2008, p.39). Since, consumers share product focused information with other individuals, WOM became a major component for marketers (Cheong and Morrison, 2008, p.39). A consumer's WOM intentions in videos 1 and 2 are compared and found that it was statistically significant. The null hypothesis is rejected and hypothesis #12 is supported. So, there is significant difference between the consumer's WOM intentions in videos 1 and 2. In other words, there is semantic difference between video 1 and video 2. Also, when the means of the videos are compared, it is detected that consumers WOM intentions are rated higher in video 2 than in video 1. The video that is sponsored by a brand influenced the consumers' WOM intentions. Moreover, the ad which is embedded into the video, strengthened consumers' WOM intentions. With the influence of ad and brand, consumer considered to recommend the product that is mentioned in the sponsored video. Consequently, the consumers' perception about ad and brand in video 2 affected their WOM intentions. Since the consumer's WOM intentions is higher in video 2, the respondents' intended WOM to recommend the products that are mentioned in video 2 more than in video 1.

4.2.1.6 Consumers' Willingness to Buy

Examining the consumers' attitude is important to find out what is affecting their behavioral intentions (Mir and Rehman, 2013, p.643), in other words, their willingness to buy. Purchase intention is defined as consumer's intention toward a

product (Fishbein and Ajzen, 1975). Therefore, the consumers' willingness to buy the products that are mentioned in videos 1 and 2 are compared and it was found out that it was statistically significant. The null hypothesis is rejected and hypothesis #13 is supported. So, there is a significant difference between the source's perceived expertise in the two videos. In other words, there is a semantic difference between them. Also, when the means of the videos are compared, it is determined that consumers' willingness to buy is rated higher in video 2 than in video 1. Consumers are more willing to buy the product mentioned in the video that is sponsored by a brand. To summarize, the ad that is embedded into the video affected the consumers' willingness to buy. With the influence of an ad and a brand, the respondents considered buying the product that is mentioned in the sponsored video. Consequently, the consumers' perception about the ad and brand in video 2 affected their willingness to buy in a positive way. Clearly, it can be said that the focus on the brand positively strengthened the respondents' purchase intention. Since the consumers' willingness to buy is higher in video 2, respondents considered purchasing the products that are mentioned in video 2 more than in video 1.

4.2.1.7 Consumers' Buying Behavior Tendency

Researchers studied on the exploratory components that influences consumers' buying behavior (Raju, 1980; Steenkamp and Baumgartner, 1992). Risk taking in making product choices, innovating in choosing new products, variety seeking in purchase behavior, browsing, window-shopping, curiosity in receiving information and communication about purchases are activities of exploratory components that leads consumers to purchase (Baumgartner and Steenkamp, 1996, p.121). Baumgartner and Steenkamp (1996) in their study conceptualize consumers buying behavior tendencies into two factors; exploratory acquisition of products and exploratory information seeking, to identify and distinguishes individual differences. Briefly, consumers with EAP tendency are risk takers that prefer new product choices in their unstable buying experience. On the other hand, consumers with EIS tendency are curiosity motivated and

communicate about purchase to obtain information. (Baumgartner and Steenkamp, 1996, p.123) Therefore, the consumers' buying behavior tendencies are compared and found out that it was statistically significant. The null hypothesis is rejected and hypothesis #14 is supported. Therefore, there is significant difference between the respondents with EAP tendency and respondents with EIS tendency. In other words, there is a semantic difference between the respondents with EAP and EIS tendency. Also, when the means of the tendencies are compared, it is shown that the buying behavior rated higher in respondents with EAP tendency than respondents with EIS tendency, which satisfies the explanation. In summary, EAP and EIS display different consumer behaviors and the main difference between the two dimensions is that respondents with EAP tendency have a direct experience with a product through purchase while respondents with EIS tendency does not.

4.2.2 Discussion of the Moderation Analysis Results

This study also measures if individual differences have a moderating effect on the willingness to make a purchase. It is important to know if the relationship between the source credibility, and willingness to buy changes according to the individual differences that consumers have. Therefore, the moderation analysis was conducted to measure if EAP and EIS affect the relationship between source credibility, and the consumer's willingness to buy in videos 1 and 2.

4.2.2.1 Exploratory Acquisition of Products

The first dimension of consumer buying behavior tendency is the exploratory acquisition of products. Respondents who have EAP tendency will enjoy taking the risk of buying unfamiliar products, and will enjoy trying innovative products. In addition, because they prefer a value variety in their product choices, they tend to change their buying behavior (Baumgartner and Steenkamp, 1996, p.124-125). For video 1, the moderation effect of EAP on relationships between source credibility and the willingness to buy is measured and found to be

statistically significant. The source credibility has a significant interaction effect with EAP on the willingness to buy in video 1. There is significant moderation, and hypothesis #15 is supported. Therefore, for video 1, the effect of source credibility on willingness to buy differs for viewers with EAP tendency. Source credibility influences the willingness to buy, and being EAP has an interaction effect. Generally, consumers who have EAP tendency would not rather stick with a brand that they usually buy. They are not afraid of giving a try to various brands on the shelf to try something different. They enjoy taking chances in buying unfamiliar brands to try something new and to get variety in their purchases. Therefore, viewers who have EAP tendency are more willing to buy the products that are mentioned in video 1. So, viewers with EAP tendency enhance the effect of source credibility on the willingness to buy in video 1 which strengthens the relationship. People with EAP tendency who are innovatively motivated and variety seeking moderate the relationship between source credibility and willingness to buy.

On the other hand, when the moderation effect of EAP for video 2 is measured, it is found out that the source credibility did not have a significant interaction effect with EAP on the willingness to buy. There is no significant moderation and hypothesis #17 is not supported. Therefore, for video 2, the effect of source credibility on the willingness to buy is not differs for viewers with EAP tendency. Again, source credibility influences the willingness to buy, however being EAP does not have an interactive effect at this time. Therefore, video 2's sponsorship effect did not create a moderation effect. The influence of an ad and a brand, since viewers with EAP tendency do not consider themselves as a brand loyal customer, didn't create an impact on the willingness to buy. In other words, respondents are not taking any risk with video 2, since there is an obvious familiar brand embedded into a sponsored video. Consequently, the consumers' perception about the ad and brand in video 2 affected their willingness to buy negatively. For example, in video 1, when there is no influence of the ad and brand, respondents are more willing to buy the products since they will try out something different. This makes sense, since video 1 is unsponsored and there isn't a specific brand, it is seen riskier by respondents. Moreover, since there is a moderation effect in video

1, respondents with EAP tendency are more willing to buy the products that are mentioned in unsponsored video than sponsored video.

4.2.2.2 Exploratory Information Seeking

The second dimension of the consumer buying behavior tendency is the exploratory information seeking. Respondents who have EIS tendency are information seekers that enjoy browsing and communicating with others to obtain information purchase experience. Also, it is emphasized that EIS does not have a direct experience with a product through purchasing, whereas EAP does. For video 1 and video 2, the moderation effect of EIS on the relationship between source credibility and willingness to buy is measured and shows that it was statistically insignificant. Source credibility did not have a significant interaction effect with EIS on willingness to buy. There is no significant moderation and hypotheses 16 & 18 are not supported. The video being sponsored by a brand or not did not create a moderation effect. Generally, consumers who have EIS tendency are likely to read advertisements for curiosity to find out the latest trends, enjoy listening others about their purchases and like browsing even when they don't intend to purchase anything. As presented earlier, EAP and EIS display different consumer behaviors and the main difference between the two dimensions are that EIS do not have a direct experience with a product through purchase when it is compared with EAP. This result came out as it was expected even if hypotheses are not supported. Therefore, the effect of source credibility on willingness to buy is not differs for viewers with EIS tendency. Source credibility influences the willingness to buy, however being EIS does not have an interaction effect. People with EIS tendency who are motivated by curiosity and information seeking does not moderate the relationship between source credibility and the willingness to buy. In summary, individual differences effect the respondents' willingness to buy the products that are mentioned in the user generated YouTube videos.

4.2.3 Discussion of the Multi Group Moderation and Moderated Mediation Results

This study utilized the multi-group moderation and moderated mediation analysis to investigate if there is any difference between direct impact, and mediated impact between source credibility dimensions and the willingness to buy. This additional analysis is done to show that even if there is no significant difference between variable means, there might be differences in terms of variables impact.

4.2.3.1 The Relationship Between Attractiveness and Willingness to Buy

Ohanian (1991) in his study found that source credibility is significantly correlated with the purchase intention. Therefore, viewers that perceive sources as attractive, experienced and trustworthy are more willing to purchase the product. With the evidence that source credibility has a positive effect on purchase intention, in this study, the impact of attractiveness on willingness to buy is measured to compare the effect of video 1 and video 2. Eventually, it is shown that the effect of attractiveness on the willingness to buy is significantly different for video 1 and video 2, such that the effect from video 1 is much stronger than video 2 which supports hypothesis #5. In terms of the source's perceived attractiveness, when the means of video 1 and video 2 are compared, it shows that there is no difference between the videos. However, when the impact of attractiveness on the willingness to buy is compared for video 1 and video 2 it is seen that there is a difference between videos, and the effect of video 1 is much stronger. Even if there is no significant difference between variable means in terms of attractiveness that is discussed before, it is shown that there is significant effect of attractiveness on the willingness to buy. The direct relationship between attractiveness and willingness to buy is significantly different between video 1 and video 2. In terms of purchase intention, the impact of attractiveness on willingness to buy is much stronger in video 1.

Dodds, Monroe and Grewal (1991) in their study stated that “the perception of value in turn directly influences the willingness to buy” (p. 308). Also, Sweeney and Soutar (2001) in their research found out that the correlation between the consumption values and purchase attitude were significantly and positively correlated. Therefore, it can be concluded that the viewers’ perceived value in terms of price, quality, emotional and social positively influence their purchase intentions. In other words, the respondents’ perceived value has a positive effect on willingness to buy. For the attractiveness and willingness to buy relationship, this study’s measurements are conducted to identify if the consumer perceived value mediates the relationship between attractiveness and the willingness to buy, and it is found out that there is a partial mediation since the (attractiveness → willingness to buy) path for video 1 and video 2 is statistically significant. Therefore, the relationship between attractiveness and willingness to buy also varies according to the perceived value that consumers have. Since consumer perceived value has a mediating effect on the willingness to purchase, the impact of video 1 and video 2 is compared and shows that there is a significant moderated mediation. In other words, when consumer perceived value is put as a mediation variable, again it is seen that there is a statistical difference between video 1 and video 2. In summary, the total effect, including the indirect effect from attractiveness to willingness to buy and the effect through consumers perceived value, is statistically different for video 1 and video 2. The effect of video 1 is stronger than video 2, which supports hypothesis #9. In the mediated relationship, when the consumer’s perceived value is put as a mediator to the relationship between attractiveness and willingness to buy, it is shown that the impact of attractiveness on the willingness to purchase through consumer perceived value is statistically different for video 1 and video 2 such that the relationship is much stronger in video 1. To summarize, when the influences of video 1 and video 2 are compared for the direct and indirect effect of the impact of attractiveness on willingness to buy, it is shown that the effect of video 1 is stronger for both conditions.

4.2.3.2 The Relationship Between Expertise and Willingness to Buy

Since there is evidence that source credibility has a positive effect on purchase intention (Ohanian, 1991), this study also compares the effect of expertise on the willingness to make a purchase in videos 1 & 2. Eventually, it is shown that the effect of expertise on willingness to buy is significantly different for video 1 and video 2, such that the effect from video 1 is much stronger than video 2 which supports hypothesis #6. In terms of the source's perceived expertise, when the means of video 1 and video 2 are compared, it is seen that with the influence of the ad and brand, consumers perceive the source as more authoritative in video 2 which is sponsored. However, when the impact of expertise on the willingness to buy is compared for video 1 and video 2 it is seen that there is a difference between videos and the effect of video 1 is much stronger. Even if there is a significant difference between the variable means in terms of expertise in video 1 and video 2, and the source's perceived expertise rated higher in video 2 which is the sponsored video, it is shown that in the relationship between expertise and willingness to buy, there is a significant difference between video 1 and video 2, however video 1 has a greater impact than video 2. In other words, the direct relationship between expertise and willingness to buy is significantly different between videos 1 and 2. In terms of purchase intention, the impact of expertise on willingness to buy is much stronger in video 1.

Since there is evidence that the respondents' perceived value have a positive effect on willingness to buy (Dodds, Monroe and Grewal, 1991; Sweeney and Soutar, 2001), for the expertise and willingness to buy relationship, in this study also measurements are conducted to identify if consumer perceived value mediates the relationship between expertise and willingness to buy and it is found out that there is a partial mediation since the (expertise → willingness to buy) path for video 1 and video 2 is also statistically significant. Therefore, the relationship between expertise and willingness to buy also varies according to the perceived value that consumers have. Since consumer perceived value has a mediating effect on willingness to purchase, the impact of video 1 and video 2 is compared and shows that there is a significant moderated mediation. In other words, when the

consumer perceived value is put as a mediation variable, again it is seen that there is a statistical difference between video 1 and video 2. In summary, the total effect of including the indirect effect from expertise to the willingness to buy including the effect through consumers perceived value is statistically different for video 1 and video 2 and the effect of video 1 is stronger than video 2 which supports hypothesis #10. In the mediated relationship, when the consumer perceived value is put as a mediator to the relationship between expertise and the willingness to buy it is seen that the impact of expertise on the willingness to purchase through consumer perceived value is statistically different for video 1 and video 2 such that the relationship is much stronger in video 1. In summary, when the influences of video 1 and video 2 are compared for the direct and indirect effect of the impact of expertise on willingness to buy, it is shown that the effect of video 1 is stronger for both conditions.

4.2.3.3 The Relationship Between Trustworthiness and Willingness to Buy

Finally, in this study, the impact of trustworthiness on the willingness to buy is measured to compare the effect of video 1 and video 2. Eventually, it is shown out that the effect of trustworthiness on the willingness to buy is significantly different for video 1 and video 2, such that the effect from video 1 is much stronger than video 2 which supports hypothesis #7. In terms of the source's perceived trustworthiness, when the means of video 1 and video 2 is compared since there isn't any specific brand and there is no influence of ad, it is seen more reliable by respondents, and consumers perceive the source more trustworthy in video 1 which is unsponsored. Also, when the impact of trustworthiness on the willingness to buy is compared for video 1 and video 2 it is seen that there is difference between videos and the effect of video 1 is much stronger. Therefore, this time the results of the difference between variable means in terms of trustworthiness in video 1 and video 2 and the effect of trustworthiness on willingness to buy rated higher in video 1, which is sponsored. The relationship between trustworthiness and willingness to buy is stronger in video 1 due to the manipulation of the ad. Therefore, the direct relationship between trustworthiness

and the willingness to buy is significantly different between video 1 and video 2 and in terms of purchase intention, the impact of trustworthiness on willingness to buy is much stronger in video 1.

For the trustworthiness and willingness to buy relationship, this study also uses measures to identify if the consumer perceived value mediates the relationship between trustworthiness and willingness to buy. It is found out that there is a partial mediation since (trustworthiness → willingness to buy) path for video 1 and video 2 is also statistically significant. Therefore, the relationship between trustworthiness and willingness to buy also varies according to the perceived value that consumers have. Since consumer perceived value has a mediating effect on willingness to purchase, the impact of video 1 and video 2 is compared and shows that there is a significant moderated mediation. In other words, when the consumer perceived value is put as a mediation variable, again it is seen that there is a statistical difference between video 1 and video 2. In summary, the total effect of including the indirect effect from trustworthiness to the willingness to buy, including the effect through consumers perceived value is statistically different for video 1 and video 2. However, this time, the effect of video 2 is stronger than video 1 which also supports hypothesis #11. In the mediated relationship, when the consumer perceived value is put as a mediator to the relationship between trustworthiness and the willingness to buy, it is seen that the impact of trustworthiness on the willingness to purchase through consumer perceived value is statistically different for video 1 and video 2 such that the relationship is much stronger in video 2. This time, trustworthiness increases the consumer perceived value, which is why video 2 stands out in the mediated relationship. In other words, mediation strengthens the trustworthiness because trustworthiness increases consumer perceived value and consumer perceived value increases willingness to purchase, which creates difference in video 2. Since trustworthiness increases the perceived value in video 2, the sponsorship effect created an impact. When we look to the direct effect, video 1's impact is greater. However, in terms of value since trustworthiness increased the mediated consumer perceived value in terms of price, quality, emotional and social, brand and advertisement effect in video 2 provides a positive result. In summary, when the influences of video 1 and video 2 are

compared for the direct and indirect effect of the impact of trustworthiness on willingness to buy, it is seen that the effect of video 1 is stronger for the direct effect and video 2 is stronger for the indirect effect of the impact of trustworthiness on willingness to buy.



CHAPTER 5:

CONCLUSION

YouTube, as a platform, continues to grow and marketers are looking for ways to integrate their brands with famous YouTubers to influence the potential target audience. If a company wants to advertise their brand in YouTube, becoming a sponsor to the video will work. Results showed that sponsorship increases the source's perceived expertise. Even if sponsorship decreases the endorser's trustworthiness, the impact of a specific brand positively effects the consumers' willingness to buy, and word of mouth intention. Moreover, results showed that, people with EAP and EIS tendencies display different consumer behaviors. Even if for the respondents with EIS tendencies, sponsorship does not create any impact on purchase intention, for the people with EAP tendencies, only unsponsored videos influence their willingness to buy in a positive way. Furthermore, when all the source credibility dimensions are reviewed, results showed that in the unsponsored video, the impact of attractiveness, expertise and trustworthiness have a greater effect on the willingness to buy. In summary, different analyses are conducted to test the different aspects of the study. At the end, it is found out that the video's sponsorship changes the viewers' opinions for different variables.

5.1 Managerial Implications

The Internet is changing the rules of marketing by presenting new opportunities (Constantinides, 2014, p.40). With the Internet and the development of Web 2.0, end users started to share information and their experiences with one other through social media platforms. Marketers must be informed about the new marketing channels that are developing around social media, especially with content sharing websites such as YouTube. While sponsorship is a common method for

companies, the approach of using famous YouTube content creators for sponsorship is a new marketing strategy. People perceive UGC source as more credible and objective despite of who created it. Therefore, the companies' engagement with content creators to generate ads for their products is a new marketing method. YouTube content creators, in other words YouTubers, become famous due to their high subscriber counts. Nowadays, YouTubers are considered as celebrities that have considerable influence on consumers rather than brands that exist online. When YouTubers are used as an advertising tool, even if viewers do not willingly buy the products that are mentioned in the video, since YouTuber talks positively about the sponsored brand and the product, this will affect the viewer's perception about the brand. As a reason of this, brand managers have the opportunity to reach to YouTuber's subscribers that interested in the related content. Since subscribers are generally loyal to the content creator, if a YouTuber informs his or her viewers about a brand or product, the outcome will be satisfactory as it can be seen in empirical findings.

On YouTube, when an ad and sponsorship is used as a marketing strategy, where the sponsoring company pays the YouTuber for her/him to advertise the brand or the product, companies should note that when the sponsored and unsponsored videos are compared, sponsored videos have a positive effect. The video's sponsorship effect created an impact on the source's perceived expertise. With the influence of an ad and brand, the endorser is considered more experienced and knowledgeable about makeup and consider more qualified in giving advice about makeup in sponsored videos. However, in terms of the source's perceived trustworthiness, a sponsored video has a negative impact. The endorser is considered more honest, sincere and trustworthy in an unsponsored video, which makes sense as there isn't a specific brand, it is viewed as more reliable by respondents. Nevertheless, sponsored videos influence the respondents' word of mouth intentions and willingness to buy positively which means that the ad is working. An ad that is embedded into the sponsored video strengthened the consumers WOM intentions and willingness to buy. With the influence of an ad and brand, consumers considered to recommend and purchase the product that is mentioned in the sponsored video. Clearly, it can be said that, focus on particular

brand positively strengthened the respondents WOM and purchase intention, which what is desired from the marketer's side.

To summarize, if a company wants to advertise their brand in YouTube, becoming a sponsor to the video that is related with their products content will work. Sponsorship increases the source's perceived expertise, decreases endorsers trustworthiness, however this doesn't reflect on the willingness to buy. The impact of a specific brand positively effects the consumers' willingness to buy, and word of mouth intention become stronger when it is compared with the video that doesn't contains any sponsorship. In short it can be concluded that sponsorship is working.

In contrast, it is important for marketers to note that people with EAP and EIS tendencies display different consumer behaviors. The main difference between the two dimensions are that respondents with an EAP tendency have a direct experience with a product through purchase, whereas respondents with EIS tendencies do not. Therefore, the influence of an ad and brand in sponsored and unsponsored videos differ among individuals. For example, unsponsored videos have a positive impact on the purchase intention for the respondents with EAP tendencies, as they enjoy taking risk of buying unfamiliar products. In contrast, sponsored videos have a negative impact on the purchase intention for the respondents with EAP tendencies. Because there is an obvious familiar brand, respondents are not taking any risks in sponsored video. Moreover, for the respondents with EIS tendencies who are information seekers that enjoy browsing and communicating with others to obtain information purchase experience, videos being sponsored or not do not create any impact on purchase intention. Since people with EIS tendencies do not associate themselves with the purchase experience, videos being sponsored or not do not affect them. In summation, according to the consumers buying behavior tendencies, marketers must be aware that for the people with EAP tendencies, only unsponsored videos influence their willingness to buy in a positive way.

Furthermore, marketers need to consider the impact of the source credibility dimensions in terms of attractiveness, expertise and trustworthiness on the

willingness to buy. Since there is evidence that source credibility has a positive effect on purchase intention (Ohanian, 1991), when all the source credibility dimensions are reviewed it is found out that the impact of attractiveness, expertise and trustworthiness on willingness to buy is significantly different between sponsored and unsponsored videos. In unsponsored videos, all three dimensions have a greater effect on the willingness to buy. In other words, the effect from unsponsored video is much stronger than sponsored video. Moreover, marketers should also take into consideration the impact of source credibility dimensions in terms of attractiveness, expertise and trustworthiness on willingness to purchase through consumer perceived value. Since there is evidence that respondents perceived value has a positive effect on willingness to buy (Dodds, Monroe and Grewal, 1991; Sweeney and Soutar, 2001), first the mediation interpretation and then comparisons of the videos for each dimension are done. It is determined that there is a partial mediation and consumer's perceived value mediates all the source credibility dimensions. So, the relationship between source credibility dimensions and willingness to buy also vary according to the perceived value that consumers have. The total effect, including the indirect effect from attractiveness, expertise and trustworthiness to willingness to buy including the effect through consumers perceived value is statistically different for sponsored and unsponsored video. For the attractiveness and expertise dimensions the effect from unsponsored video is much more stronger than the sponsored video. However, this time for the trustworthiness dimension, the effect of the sponsored video is much stronger than unsponsored videos. Clearly, it can be said that trustworthiness increases the consumer perceived value, which is why sponsored videos stand out in the mediated relationship. The source's perceived trustworthiness increased the consumers' perceived value in terms of price, quality, emotional, social, and consumers' perceived value increased their willingness to buy which provides a positive result for marketers in terms purchase intention. In summary, source credibility and the consumers' perceived value are important issues that marketers must take into consideration.

These results are important for marketers who are looking ways to integrate their brands or interested in giving advertisement on user-generated content and

start a business with YouTubers. The study's findings are significant for marketers, as it examines how consumers perceive user generated content for both sponsored and unsponsored videos. Marketers must take into consideration the results that are found out in this study if they are consider a designing advertisement strategy in the YouTube platform. Marketers should be aware that the result of the YouTube marketing in the beauty content that is discussed in this study is successful. In other words, ads and sponsorship on YouTube channels is working. If a company wants to advertise their brand on YouTube, by directly contacting with YouTube content creator to feature the brand's products in its video is a successful marketing activity. Therefore, opportunities with YouTubers are inevitable as advertising messages are embedded in user generated content impact consumers' behavioral intentions.

5.2 Theoretical Implications

This study integrates attribution theory to make predictions about consumer's information processing with source credibility. Generally, online reviews are posted by people that are unknown by consumers, which makes it difficult for them to evaluate the source. Research shows that a source's characteristics affect their credibility and influence a customer's perception and behavior (Dou et al., 2012, 1555). According to the marketing and advertising experts, the communicator's character has a significant effect on the persuasiveness of the message (Ohanian, 1990, p.39). The theoretical contribution of this study to the literature by using the source credibility theory is to distinguish the level of persuasiveness of the information that is provided in sponsored and unsponsored video with the source's perceived credibility.

In contrast, attribution theory is used to analyze how consumers associate the communicator's purpose for recommending a product (Folkes, 1988; Lee & Youn, 2009; Rifon, Choi, Trimble, & Li, 2004; Dou el al., 2012 p.1556). As attribution theory suggests, people generally associate the source's recommendation with external (product related) and internal (non-product related) reasons (Dou el al., 2012, p.1556). If a consumer sees a positive opinion about a product in any

platform, he or she might think that explanation was made by the source because of the products positive features (Dou et al., 2012, p.1556). In other words, consumers might think the source reviewed the product because of its external reasons (Dou et al., 2012, p.1556). However, the source might have internal reasons, such as receiving payments for her review (Dou et al., 2012, p. 1556). Therefore, the recommendation may have nothing to do with the performance of the product (Folkes, 1988; Dou et al., 2012, p. 1556). The consumers' attribution of the source's intention while recommending the product to the internal reasons may create skepticism towards the communicator (Dou et al., 2012, p. 1556). Research has found out that the attribution to financial gain decreases the source's credibility in terms of its believability and trustworthiness (Dou et al., 2012, p. 1556) which is consistent with this study's empirical findings. With the help of attribution theory, the study examines how source's product review in user generated YouTube videos will affect consumers' evaluation of the product in terms of willingness to buy. The theoretical contribution of this study to the literature by using the attribution theory is to discover the consumers' information processing about the source's trustworthiness in user generated content on YouTube by comparing the findings of sponsored and unsponsored videos. By combining the source credibility and attribution theory, the study investigates how the source's trustworthiness and expertise will influence the information evaluation of the consumers. So, to find out the influence of source's trustworthiness and expertise on consumers' purchase intention, attribution theory is used. In this study, attribution theory explains consumers' judgments about communicator in social media platform.

5.3 Limitations and Recommendation for Further Research

As with every research, this study also had its limitations. The first limitation was the age range of the sample. The most frequent users of YouTube are millennials, also known as Generation Y (Dehghani et al., 2016, p.165). 80% of millennials are comprise of Gen C, which describes people "who care deeply about creation, curation, connection, and community" ("Introducing Gen C: The YouTube Generation", n.d.), as YouTube's main audience. However, the study's

sample did not completely capture the ideal demographics. Therefore, future studies should consider the age range before conducting the experiment.

Another limitation was the respondents' level of engagement with YouTube. In the study, 56% (n=135) of the sample watched makeup tutorials on YouTube. On the other hand, 44% (n=106) of the sample never watched makeup tutorials on YouTube before. Therefore, watching YouTube must be the qualification that is needed for consideration before conducting the experiment in future studies.

The selected sponsored video, in other words the manipulated video is another limitation in this study. If respondents were familiar with Duygu Özaslan and know her videos, the respondents' answers would have been biased for the advertisement awareness questions and for the questions about the source's perceived attractiveness, expertise and trustworthiness. In the study, 27% (n=67) of the respondents had heard of Duygu Özaslan and watched one of her videos. In contrast, 72.2% (n=174) of the respondents never heard of Duygu Özaslan and watched one of her videos before. Therefore, future studies should filter the respondents that are familiar with the selected videos, in other words stimuli, that are being manipulated.

This study focused on to the Turkish beauty channels of YouTube and the findings are based on to the Turkish people that live in the Izmir region, which is limited. It is suggested for further research to conduct the same study in all across Turkey to find out the Turkish people's perception. Moreover, the selected videos that are shown to the respondents is another limitation. Even if there are foreign YouTubers that broadcast videos in English, since this experiment is done in Turkey, Turkish YouTubers that broadcast Turkish videos are selected. However, the same study can be conducted to other countries and languages to observe the individual differences and to compare the similarities.

Additionally, excluding males from the experiment may be viewed as a limitation but as makeup is targeted mainly towards females, males are excluded.

The beauty category on YouTube is limited with female participants, however there are plenty of other content creators. Future studies should choose a different category that targets both genders. Also, since this study is limited to only one platform (YouTube) and content (beauty), further studies can engage other social media platforms in their research.

The change that can be implemented in further research is to change the experiments design from within subjects to between subjects. In this study, the experiment has a within subjects design where the same respondents were present in all levels of the experiment. In the study, the sample was a mix of respondents that watch makeup tutorials on YouTube and vice versa. However, it is suggested for future research to conduct the same experiment with between subjects design by selecting the half of the respondents that watches makeup tutorials on YouTube, and the other half that does not watches makeup tutorials on YouTube to compare the perception of the two opposite groups. In summary, to compare the differences between videos among different samples, any future study should implement the same procedure with between subjects to examine the changes.

5.4 Conclusion

Despite these limitations, the results that are provided are valuable to differentiate the findings of sponsored and unsponsored videos. The study begins with investigating the advertisement awareness in UGC on YouTube. After showing two videos consecutively, 100% of the subjects had the opportunity to see and recognize the ad. 95 respondents out of 241 (39.4%) recognized the ad in the sponsored video. Since 77 respondents out of 95 (81.1%) watched makeup tutorials on YouTube before, the recognition of the ad depends on to the demographics of the target audience. Even if the overall respondents couldn't be able to recognize the sponsorship of the video, it can be assumed that the subjects who were able to recognize the advertisement were likely to have watched beauty related videos before on YouTube.

From the marketer's side, it is important to note how consumers perceive the sponsored user generated content on YouTube. People observe YouTube as an alternative source for information. Instead of aiming attention at how YouTubers affect brands, this study focused on to the effects that YouTubers has when she publishes sponsored content for a specific brand. The credibility of a YouTuber is influenced as they gain popularity and start to do collaborated work with brands.

From the consumers' point of view, sponsorship influences YouTubers credibility, as the means of the attractiveness, expertise and trustworthiness are compared between sponsored and unsponsored video, it is observed that consumers perceive the source more trustworthy in unsponsored videos but more expert in sponsored videos. Simultaneously, attractiveness of the source does not change due to the sponsorship.

From the YouTuber's side, these findings are also important while deciding to feature which company's products in their video. The advantage that YouTubers obtain is their relationship with their subscribers. Because of this reason, YouTubers influence their viewers more than makeup companies, since their subscribers consider them as their friends. As a reason of this, the risk of losing the viewer's perceived expertise and trustworthiness because of partnering with brands to advertise the product is something that need to be considered.

After all, research questions are answered and the study's objective is achieved. The results are as follows. For the first research question, the study tested how people evaluate the source that reviews the products, their perceived values, WOM intentions and behavioral intentions and how this assessment impacted their perception. When the means are compared, it is determined that source attractiveness and the consumer's perceived values do not vary across sponsored and unsponsored videos. On the other hand, even if the consumers perceive the source as more trustworthy in unsponsored video, the consumers perceive the source as more expert, intent WOM activity and willing to buy the products that are mentioned in the sponsored video. Therefore, user generated sponsored and unsponsored YouTube videos do not have the same effect on source credibility

dimensions, viewers perceived value, WOM intentions and willingness to buy the products that are mentioned in the videos. Moreover, for the second research question, the study investigated how the respondents' willingness to buy depends on the exploratory buying behavior tendency that consumers have. It is determined that consumers' with EAP tendencies who enjoys taking the risk of buying unfamiliar products are more willing to buy the products that are mentioned in the unsponsored video. Therefore, consumers' buying behavior tendencies influence their purchase intention and unsponsored video influences it. Furthermore, the third and final research question, the study investigated how the respondents' willingness to buy depends on the source credibility dimensions and value that consumers perceive for sponsored and unsponsored video. It is seen that the source credibility dimensions, in terms of attractiveness, expertise, trustworthiness have a significant effect on the willingness to buy, and the effect is much stronger in the unsponsored video. On the other hand, the relationship between source credibility dimensions and the willingness to buy also varies according to the perceived value that consumers have. The results showed that there is a partial mediation, only because of the mediation effect of perceived value, this time the consumers perceive the source trustworthy in the sponsored video. Therefore, sponsored and unsponsored videos differently affect the relationship. To summarize, different analyses are conducted to test the different aspects of the study. At the end, it is found out that the video's sponsorship changes the viewers' opinions for different variables.

In conclusion, YouTube, as a platform, continues to grow and marketers are looking for ways to integrate their brands with famous YouTubers that have a high subscriber count to influence the potential target audience. Since the YouTuber's interaction with their subscribers are continuous, this platform can be considered as simple and easy marketing activity. Nowadays, YouTube is seen as a revenue generating platform for companies and YouTubers as well. Companies enter social media for the profit, whereas YouTubers generates additional earning from the companies that they are integrated with. Because of this, social media, especially YouTube, should continue to be empirically investigated for the sake of marketers, YouTubers and consumers.

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APPENDIX A



Günlük Makyajım | Mart 2016



Soğuk Tonlarda Şık Akşam Makyajı | ad

APPENDIX B

ANKETTEKİ SPONSORLU VİDEO TANIMI: BİR MARKA TARAFINDAN ÜRÜN VEYA ÜRÜNLERİN SATIŞ AMAÇLI TANITILDIĞI VEYA DESTEKLENDİĞİNİ DÜŞÜNDÜĞÜNÜZ VİDEODUR

1. EVET; 2. HAYIR

	VIDEO 1		VIDEO 2	
	1	2	1	2
Videoda sponsorluk olup olmadığının farkına varmadım				
Videonun sponsorlu olduğunun farkına vardım ve bir marka bilgisi varsa onu isimlendirdim				

1. KESİNLİKLE KATILMIYORUM; 2. KATILMIYORUM; 3. KARARSIZIM; 4. KATILYORUM; 5. KESİNLİKLE KATILYORUM

	VIDEO 1					VIDEO 2				
	1	2	3	4	5	1	2	3	4	5
Videodaki kızın ilgi çekici olduğunu düşünüyorum										
Videodaki kızın iyi görümlü olduğunu düşünüyorum										
Videodaki kızın makyaj konusunda tecrübeli olduğunu düşünüyorum										
Videodaki kızın makyaj konusunda bilgili olduğunu düşünüyorum										
Videodaki kızın makyaj konusunda tavsiye verecek kadar yetenekli olduğunu düşünüyorum										
Videodaki kızın söylediklerinde dürüst olduğunu düşünüyorum										
Videodaki kızın söylediklerinde samimi olduğunu düşünüyorum										
Videodaki kızın söylediklerinde güvenilir olduğunu düşünüyorum										
Videoda gösterilen ürün uygun bir kaliteye sahiptir										
Videoda gösterilen ürünü kullanmak bana keyif verecektir										
Videoda gösterilen ürün paranın karşılığını sunmaktadır										
Bu ürün sahibine sosyal onaylanma verecektir										

1. KESİNLİKLE KATILMIYORUM; 2. KATILMIYORUM; 3. KARARSIZIM;
4. KATILYORUM; 5. KESİNLİKLE KATILIYORUM

	VIDEO 1					VIDEO 2				
	1	2	3	4	5	1	2	3	4	5
Bir arkadaşım kozmetik alışverişine çıksaydı videoda gösterilen ürünü alması için tavsiye etmeyi düşünürüm										
Videoda gösterilen ürünü satın almayı düşünüyorum										

	1	2	3	4	5
Emin olmadığım bir markayı denemek yerine daha önceden denediğim bir markanın ürünü satın almayı tercih ederim					
Sırf çeşitlilik elde etmek için bilinmedik markaları satın alma riskine girmeyi severim					
Vitrinlere bakmayı ve en son stiller hakkında bilgi edinmeyi severim					
İnsanların satın aldıklarını dinlerken çok sıkılırım					
Genellikle sadece meraktan reklamları okurum					

Yaşınız:

- a) 20'nin altında
- b) 20-29
- c) 30-39
- d) 40-50

Ne sıklıkta makyaj yaparsınız?

- a) Hiçbir zaman
- b) Nadiren
- c) Bazen
- d) Çoğunlukla

Medeni durumunuz:

- a) Bekar
- b) Evli
- c) Boşanmış/ayrılı vs...

Ne sıklıkta makyaj malzemesi alırsınız?

- a) Hiçbir zaman
- b) Nadiren
- c) Bazen
- d) Çoğunlukla

Eğitim durumunuz:

- a) İlkokul
- b) Ortaokul
- c) Lise
- d) Üniversite
- e) Lisansüstü
- f) Doktora

Daha önce hiç makyajla ilgili youtube videosu izlediniz mi?

- a) Evet
- b) Hayır

Aylık gelir durumunuz:

- a) 0 - 1.500
- b) 1.500 - 5.000
- c) 5.000 - 10.000
- d) 10.000'den fazla

Daha önce Duygu Özasan'ın ismini hiç duymuş veya Youtube videolarından birini hiç izlemiş miydiniz?

- a) Evet
- b) Hayır