

**INFLUENCE OF USER- GENERATED VIDEO CONTENT
(UGVC) ON SOCIAL MEDIA ON CALEB UNIVERSITY
STUDENT'S ATTITUDE TO BRANDS (COCA-COLA).**

BY

OLUWOLE SOFIAT AJOKE

**BEING A RESEARCH SUBMITTED TO THE DEPARTMENT OF MASS
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COMMUNICATION.**

SUPERVISOR: MS. IFEDOLAPO ADEMOSU

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DECLARATION

I, OLUWOLE SOFIAT AJOKE, do hereby declare that this project is entirely my work and composition. The work embodied in this project has not been submitted in candidature for any degree and is not concurrently being submitted for any other degree. All reference made to works of other persons have been duly acknowledged.

Signature.....

Date.....

CERTIFICATION

This is to certify that this project titled, was carried out by OLUWOLE SOFIAT AJOKE in the department of Mass Communication, College of Social and Management Sciences, Caleb University, Lagos. The research work is considered adequate in partial of the requirement for the award of B.Sc.

.....
Ms Ifedolapo Ademosu
Project Supervisor

.....
Date

.....
Dr. Solomon A. Oyeleye, PhD
Head of Department

.....
Date

.....
Dr. Olumuyiwa Olamade
Dean of College

.....
Date

.....
External Supervisor

.....
Date

DEDICATION

I dedicate this project to ALMIGHTY ALLAH, my creator, and my source of wisdom, knowledge and understanding who deserve all my glory and my honour. I would also like to dedicate this work to my wonderful and loving parents (Mr. and Mrs. Oluwole) who have constantly encouraged and supported me all through the process. May the lord bestow upon you, many blessings and grants you everything your heart's desire.

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ABSTRACT

Social media is a product of the internet that exists as a virtual community that brings people together across the globe irrespective of race, religion, career, and distance, through many websites and applications (also called App). It provides an avenue for communication, collaboration and allotment of contents (Tuten, 2008). Social media users share their idea, stories, and engagements on the available social networking sites (SNS) which includes blogs, micro-blogs (e.g. Twitter), wikis (e.g. Wikipedia), Facebook and Myspace, Mobile Applications (e.g. Telegram, WhatsApp) and content-sharing platforms (YouTube, Instagram, Tik-Tok, Flickr), so as to be heard by others.

User generated content is more popular than the ads based on user-generated content. It has a higher click rates than that of regular adverts with about 50% marketing professionals interviewed claiming that customers created contents gives an organization a human face (<https://www.tintup.com/blog/user-generated-content-stats-study/>). Despite this increasing importance of user generated content, there is a gap in literature regarding the impact of user-generated video content on social media on consumers behaviour towards brands especially in Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The evolution of the Internet and information technology has immensely improved businesses worldwide. According to Clement (2020), there were about 4.57 billion active internet users as of July 2020, and this represents 59% of the global population. Moreover, there are 4.17 billion confidential mobile internet users, 3.96 billion social media users that are active worldwide, and 5.16 billion confidential mobile phone users. The internet has helped the world community overcome the limitations of time and space, develop value and has today become an important tool for business growth. It has completely changed the way of life of people and has found its way into their important daily life activities.

Social media is a product of the internet that exists as a virtual community that brings people together across the globe irrespective of race, religion, career, and distance, through many websites and applications (also called App). It provides an avenue for communication, collaboration and allotment of contents (Tuten, 2008). Social media users share their idea, stories, and engagements on the available social networking sites (SNS) which includes blogs, micro-blogs (e.g. Twitter), wikis (e.g. Wikipedia), Facebook and Myspace, Mobile Applications (e.g. Telegram, WhatsApp) and content-sharing platforms (YouTube, Instagram, Tik-Tok, Flickr), so as to be heard by others.

The use of social networking sites as a tool for marketing communication has grown very big. Goh, Heng, and Lin (2013) showed in their research that over 1.5 million companies create their companies' brand on social media for marketing purposes. Lipsman et al. (2012) also stated that virtually all the top 100 advertising companies have a profile page for their brands on Facebook and most of the top 100 companies also have their profiles on Facebook, Twitter, Instagram or on all of these. These brand profile pages are used to interact with customers and allow the consumers to follow on their brands. More so, companies use the

brands pages, to keep the consumers updated about their products, goods and/or services, as well as, leverage their voices for strategic marketing impact (Chu and Kim, 2011).

Also, some companies create and post digital adverts of their products on social medias. Images, banners and posters concerning news products are posted, most especially for new products, and relevant information such as the arrival date, nearest stores to get them, promotions and others information are provided. For example, YouTube is used by companies to guide consumers via video clips on how to use their products or details on the origin of products. Social media also provides brands operational benefits for retailers to perform service recovery, encourage mutually benefit relationships with customers, and address customers complaints as early as possible (Xiang and Gretzel, 2010, Blakley, 2013).

Among the many features social media provides for audiences, the ability to easily connect and interact with others is a major one. One of the ways this interaction happens is through the user-generated content (UGC). According to Corrigan (2013), UGC refers to media content created by members of the general public rather than by paid experts. As a result of the emergence of web 2.0 and several applications both on computers and mobile devices, users are allowed to generate online content in form of text, image, audio, and video. Any form of online content originally created by users, circulated and used by users are regarded as UGC. For example, video clips shared on content-sharing platforms, photographs or posts on blogs, and product reviews, comments or posts on social media platforms (Smith et al., 2012).

A UGC functions alike with the word of mouth, but is spread through an online medium. In other words, it is any comment or statement made by a potential or former customer about a company, product or service and made available to a large number of people over the internet (Hennig-Thurau, et al., 2004). User generated video content (UGVC) can be described as the use of video to inform, educate, advertise and/or describe a company,

product, business, or services. it can be embedded in blogs, discussion forums, and video content-sharing platforms such as YouTube.

Businesses and firms are creating their presence on the social media via their brands. Brands have been discovered to have enormous impact on consumer's choice (Oliveira and Sullivan, 2003). Consumers get connected and relate one way or the other via social media. Because of this relationship, they end up having the capacity to influence other people's choices, and if they use this influence to encourage people to buy their favourite brands, the company will feel the impact in their business earnings and continue to exist. Thus, social media marketing provides firms with opportunities or platforms to engage consumers, using new and unusual communication patterns (Kaplan and Heinlein, 2010; Kweskin, 2008).

Globally, social media is an important platform that helps to introduce, promote, carry out surveys and market products, and it has created a large gap that has made firms highly competitive. Therefore, this research purposes to investigate the impact of user-generated video content on social media on the attitudes of consumers towards brands.

1.2 Statement of the Problem

Consumers can participate in several online activities because of the technological development brought by the social network sites. This is because the social media platforms allow audiences all over the world to meet, mingle and connect officially or personally. Consumers can play games, chat, send and receive messages, video record, blog, and instant message. This encourages them to spend more time online. In addition, through the process of spending time online, social media users can engage other people by creating relevant content using text, pictures, sound and videos. Thus, today's social media consumers or social media audiences have become producers of information and created a new revolution called user generated content which co-exists with content developed by organizations.

User generated content is more popular than the ads based on user-generated content. It has a higher click rates than that of regular adverts with about 50% marketing professionals interviewed claiming that customers created contents gives an organization a human face (<https://www.tintup.com/blog/user-generated-content-stats-study/>). Despite this increasing importance of user generated content, there is a gap in literature regarding the impact of user-generated video content on social media on consumers behaviour towards brands especially in Nigeria.

1.3. Research Objectives

The study aims to ascertain the impact of user-generated video content of social media on the attitudes of consumers towards brands among students of Caleb University, Ikorodu, Lagos State, Nigeria.

The research aims to:

1. Examine if Caleb University students have come across any user-generated content for a brand on social media platforms.
2. Determine if user-generated content gave Caleb university students detailed information about the brands of their interest.
3. Evaluate whether user generated videos motivated Caleb University students to buy the products mentioned in the content.
4. Find out if the user generated videos have ever affected the feelings of Caleb university students on the brand.
5. Determine if user generated videos influenced audiences view on the credibility of the brand.

1.4 Research Questions

1. Have Caleb University students encountered user-generated content for brands on social media platforms?
2. Does user generated content give detailed information about brand of interest?
3. To what extent has user-generated videos motivated Caleb University students to purchase the products mentioned in the content?
4. Do the user generated videos affect Caleb University students' feelings about the brand?
5. What is the perception of Caleb University students on the credibility of the brand?

1.5 Scope of the Study

This study focus on the impact of user-generated video content on social media on consumers behaviour towards brands among students of Caleb University, Ikorodu, Lagos State.

1.6 Justification for the Study

This study relates to managing business organizations with specialties in brand promotions, showing them the importance and current influence level of user generated video content.

Additionally, the study will be beneficial to society as it will educate consumers on one factor that can affect their choices. This study will become reference materials for other researchers interested in carrying out research studies related to the present study.

1.7 Definition of Terms

- i. Attitude describes a way of thinking or feeling about something.
- ii. Brand is a type of product manufactured by a particular company under a particular name that makes it different from other products of the same type.

- iii. Consumers are people who buy products and services provided by the producers.
- iv. Consumer buying behaviour describes the process by which individuals search for, select, purchase, use and dispose goods and services, in satisfaction of their needs and wants.
- v. Social media refers to network of relationships and interactions among different users (groups or individuals).

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the concepts in the research topic, theories upon which this study is to be tested and also reviews literature relevant to this study. It aims to strengthen this study by extending knowledge. It is divided into three sections:

- Theoretical Framework
- Conceptual Framework
- Empirical Review of Related Studies.

2.2 Theoretical Framework

2.2.1 Stimulus – Organism – Response (S-O-R) Theory

The stimulus-organism-response(S-O-R) theory was formulated by Mehrabian and Russell (1974) to explain the relationship that exist between the human surroundings and corresponding behaviour. The study describes surroundings as a physical environment that drives human emotional states and reasoning, which results to behavioural responses (Donovan & Rossiter, 1982; Islam & Rahman, 2017). Furthermore, in the S-O-R theory, “stimuli” refers to the factors that exists within the human environment that can affect the human’s thinking, value processes, perceptive, and affective reactions, while “organisms” refers to the activities that happens within the human, such as the feeling, and physiological processes, which are internal factors, between the stimulus and the final response (Fiore & Kim, 2007, p. 426; Eroglu et al., 2001). The final word “response”, means the human’s final actions taken, which can be an approach or avoidance behaviours (Fiore & Kim 2007, p. 432). An approach action in this scenario means positive behaviours towards a particular thing. According to Mehrabian and Russell (1974), this theory suggests that humans can change their affection and perception, which forms their attitudes after they have been exposed to a

stimulus, and at the end, these affective and perceptive attitudes can result to behavioural change, which forms their response (i.e., going for or against the brand).

Over the years, researchers have used the SOR model to study the attitudes of user's online (Luqman et al., 2017; Zhang & Xu, 2016; Cao et al., 2018). Fang (2012) studied the factors affecting online shopping using the SOR model, and mentioned some online strategies sellers use to interact with buyers as the stimulus, and described the influence of trick and perceived analytics on buyer's intention. In the same vein, Eroglu et al., (2003) reported that in online shopping, the atmospheric cues (stimuli) of online commerce industry affects buyers mental and emotional well-being (organism), which then influence their buying behaviour outcome (responses). In another research by Kim and Lennon (2013), they further extended the SOR model to reflect website quality and reputation as the stimuli, based on the buyers and emotion understanding (organisms') that affect buying intention (response).

The SOR model has also been used in marketing, where Wu and Li (2018) described the marketing mix (that is product, price, place, and promotion) as the stimuli, which has effect on the consumer value (organism) and results to positive influence on consumers loyalty (response).

Xuesong, Minjuan & Usman (2019) advised for a collaborative learning of users. They applied SOR model in an online learning situation, where privacy concern is the "stimuli" that influences the psychological trait of users' knowledge hiding perceptions which is the organism, that affect collaborative online learning.

2.2.1.1 Significance of S-O-R Theory to the Study

According to Luqman et al., (2017), the social media has several technological features that are revealed to the users which affect the users' attitudes. Such features include insights or perception, exhaustion and techno-stress.

Therefore, this study proposes a basic model based on the S-O-R theory to evaluate the effect of user-generated video content of social media (stimulus) on the functional and emotional values of users (organism), which influences their attitudes towards brands (response). The model is shown in figure 1.

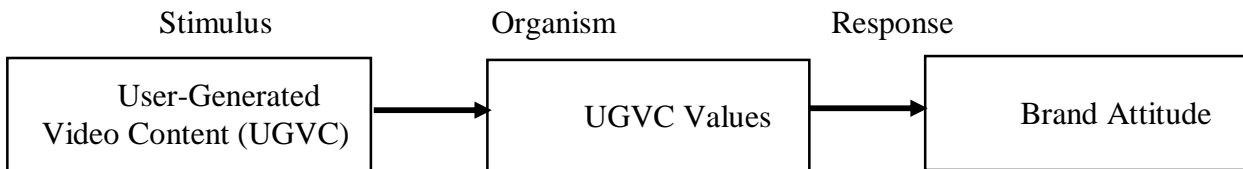


Figure 1. Model based on S-O-R theory (adapted from Eroglu, Machleit and Davis, 2001).

This study reveals that UGVC created by social media users are available online in form of videos as online environment stimuli that may influence social media users' functional and emotional values and at the end impacts their choice to absorb a particular brand (e.g., Facebook, Twitter, Instagram, and YouTube). Also, UGVC that provides functional factors (such as, accessibility, ease of use, quality, etc.), and emotional factors (such as, pleasure, excitement, satisfaction, contentment, etc.) can impact on social media users to respond positively. The response part reflects the outcome, including both psychological reactions like attitude and behavioural reaction (Bagozzi 1986). Psychological responses can be positive or negative, as behaviour can be positive (engaging with brand) or negative (avoiding brand).

2.2.1.1.1 Stimulus and User-Generated Video Content (UGVC)

A user generated content (UGC) is any material created and uploaded to the internet by a non-media user with the intention of influencing people's decision (Presi, Saridakis, & Hartmans, 2014). According to Manap and Adzharudin (2013), UGC is referred to as the electronic word-of-mouth (eWOM) that spreads through an online medium. The content

being shared may be text, audio, and/or video, which are basically shared on social media such as WhatsApp, Facebook, YouTube, Twitter and Instagram. It is pertinent to note that, when a user generated content is in form of a video clip, it is referred to as user generated video content (UGVC).

In this study, user generated video content is conceived as an external environmental factor that functions as a stimulus that influences users' emotional response to a brand or product. Yi-you (2004) study in China claims that no consumer wants to be the first person to use a product, especially if it is an expensive one, and/or from abroad. Hence, it is very important that social media users see that one or two people have been using the brand and can testify to the perceived significant it was meant to make.

2.2.1.1.2 Organism and UGVC Values

According to Feijoo et al (2009), user's participation in UGC has value creation procedure involving planning, production, distribution and consumption. According to Bonhomme et al., (2010), value is defined as the ability of something to meet up with a need. In the same vein, value is referred to as the general assessment of the usefulness of a product as a result of what is gotten from it and what it actually gave (Doyle, 2001). According to Winer and Lehmann (2004), it is called the consumer value, which means, how valuable the product is for the customer intended purpose (Payne, 2007).

However, Hartman (1973) claims some school of thoughts portray value in three dimensions—intrinsic, extrinsic and systemic. Whereas, Sheth et al. (1991) portrayed value in five dimensions; functional, social, emotional, epistemic and conditional. Several other researchers criticized that the definitions and descriptions are biased. They also argued that value is a multidimensional construct consisting of functional as well as emotional dimensions. It claims that emotional values encourage the attitude and behaviour of consumers (Lee et al., 2001).

These definitions shows value as a multidimensional paradigm. Lee et al. (2011) defined value in two dimensions as functional and emotional. Functional value is the brand or product benefits that enhance satisfaction level users both in practical use and expectations (Doyle and Stern, 2006; Bonhomme et al., 2010). For example, according to Thompkins and Rogerson (2012), low cost, quality, ease of accessibility, ease of use and availability are major factors to providing functional value to users.

Bonhomme et al., (2010) described emotional value as the positive feelings a user has about the brand and product which encourages the user to buy. It describes the pleasure derived during the consumption of such product. For example, the pleasure gotten from watching campaigns on YouTube.

In this study, the UGVC values is identified as the organism that shows the affective and cognitive states and processes that mediate the relationship between the UGVC and attitude to brand. If a user's UGVC values is high, they can be presumed to be highly aware of different brand features and attached great importance to these areas with reflections on their purchasing attitudes, thus, resulting to a positive emotional response. Therefore, when social media users perceives and derives pleasure in the delivery of a UGVC, they will be motivated to develop positive attitudes towards the product or brand.

2.2.1.1.3 Response and Brand Attitude

Mitchell and Olson (1981) defined brand attitude as the consumers' positive or negative behaviour towards a brand. It is said to be the personal appreciation and emotional value of a brand. Dodds et al., (1991) reported that brand attitude has both a positive (+) impact on the quality of products or services and purchase intention. Furthermore, Haugtvedt and Petty (1992) described it as a major factor that helps in making decisions, which is a primary means in competition. Experiences leads to preference which is the outcome of a

brand that has developed a positive direction overtime (Low and Lamb Jr, 2000). Pagla and Brennan (2014) stated that this development of brand attitude is influenced by age, and as a result, younger people have higher buying intention for brands or products that have positive emotional values. Therefore, brand attitude offers a lot of benefits, such as gaining more new customers, reduced advertising cost and increased market permeability and distinction.

In the context of this study, brand attitude also know as users behaviour towards brand/product is conceived as the results the interaction between user generated video content and its values. It is either positive or negative. According to Mir and Rehman (2013), content generated by other users in regards to brands and products are very trusted by potential customers, because they see the uses do not have any commercial benefits. Therefore, this builds their confidence about the brands and assist in making purchase intentions (Bae & Lee, 2011).

2.3 Conceptual Review

2.3.1 Brand Attitude

According to Lin (2017), attitude can be defined as an emotional reaction to measure and evaluate others, which may be positive or negative. It also means the tendency of behaviour. Solomon (2009) defined brand attitude as the permanent evaluation of products, people, advertisement or issues. In other words, brand attitude is the total assessment of the brand by consumers. After successful evaluation of a brand, that is when a consumer can judge whether the brand or product is of benefit to them or not. If the individual's report is not good, such will result to a bad brand attitude and the possibility of reducing the use of the brand will decline. On the other hand, if an individual's report is good, the outcome of the brand will be positive and the possibility of increasing the use of the brand and even introducing them to others will increase (Kotler and Keller, 2008).

In Bruhn et al. (2003) study, brand attitude is the overall assessment of the brand consisting of the brand awareness, brand image and features and benefits of such brand. Mitchell and Olson (2006) reported that one of the reasons for interest in brand attitude is that attitude is stable and can be used to predict customers behaviors over time. Furthermore, Belch and Belch (2003) are of the opinion that attitudes are very important to marketers because it give them an overall assessment of the brand/product by the customers, which also creates a buying intention among them (Sicilia, Ruiz and Reynolds, 2006).

According to Guiltinan et al., (1997), they identified three stages involved in attitude towards brands by consumers, which are, cognition, emotion and behaviour. Moreover, Assael (2004) claims some researchers measured consumer attitudes using three components. He further described attitude as comprising brand belief, evaluation and buying intention. Brand belief is the believe that a product has some features. Brand evaluation is the degree of consumer's preference for a particular product while the buying intention is the tendency of purchasing such product. In summary, the study used the cognition-emotion-behaviour model to define the brand attitude, which includes three dimensions: brand trust, brand emotion and buying intention.

2.3.2 User Generated Video Content (UGVC)

User generated content (UGC) has been discussed in several literatures recently, as a result of the great attention given to social media. There have been several definitions of UGC by authors in the academic field, however, there is yet to be a generally accepted definition in the theoretical circle. That notwithstanding, the definition given by the Organization for Economic Co-operation and Development (OECD, 2006) is one of the most often used definition of UGC. The definition was described with three features. Firstly, it is placed on the internet. secondly, it has some element of innovation in it. Thirdly, it originates from the

people's practice rather than from a professional practice. From this definition, researchers have overtime, improved upon it.

According to Ostman (2012), UGC has been described by content created by amateurs, with some elements of innovation and shared with others through the social media. Also, UGC is any content created by social media users (Li and Chua, 2014). In the same vein, Dennhardt (2014) also described UGC as a new storytelling marketing tool to tell others about a brand and build a trusted relationship with buyers. Qian and Pan (2012) are of the opinion that the most important part of the definition of UGC is the "self-generation of content". Also, Jalilvand et al., (2011) defined UGC as the process of sharing information and ideas about a brand to other by consumers.

UGC is also known as electronic word of mouth (eWOM), which involved the concept of sharing information via electronic communication mediums. It may be a set of words, pictures, video, a part of audio, and sharing of files. According to Godes and Mayzlin (2004), it is a form of persuasive information created by the consumer, which is seen as highly reliable and honest and has a large influence on consumers, to aid their choice and buying behaviour and intentions (Zhang and Tran, 2009).

According to Jefferson and Tanton (2013), videos may be for the purpose of education or entertainment which includes case studies, tutorials, presentations, testimonies or vlogs about a product or service.

User generated video content is the video content generated by a consumer in form of a presentation, testimonies or tutorials about a product or service, to inform others about the product. Adeliestudios.com, (2015) stated that about 64% of buyers are likely to purchase a product after seeing a video about the product. In the same vein, marketingcharts.com (2012) reported that a minimum of two minutes is spent by 3 out of 5 consumers seeing a video clip about a product they have intentions of buying in order to get detailed information about the

product or service (Bullock, 2016). According to Jarboe (2015), social media platforms have become a part of people's everyday lives, video contents are constantly uploaded to the internet, evident in data generated by Facebook in 2015, consisting of 8 billion video uploads in a day.

2.3.2.1 User's Motivations for creating UGVC

The concept of UGC is a very complex one as well as the reason for its creation as it is also a complex psycho-social mechanism. UGVC is beyond the scope of this study because it is part of UGC and shares the same complex mechanism. However, it is expedient to describe the reasons behind the creation of contents by users in order to understand its influence.

Several researches have been conducted on the motivations behind the creation of UGC (Smith, 2009; de Valck et al., 2010; and Christodoulides et al., 2012). Besides, Christodoulides et al., 2012 showed four major reasons:

The first reason is the empowerment or freedom to share information with others that social media provides which motivates users to create video contents. Eastin et al. (2008) and Berthon et al. (2008) notes that users believe and feel the internet is a powerful tool they can use to share their views about brands, product or services, things, e.t.c.

The second reason, self-concept or presentation, is the ability to express and promote oneself on the social media. This encourages users to create contents expressing themselves and exhibit their ingenuity, this, attracting people to themselves (Eastin et al., 2007). Social media users love to be seen different from others in their belief, social status, talents, and opinions in a creative way about brands, products or an organization (Chen and Marcus, 2012).

Co-creation is the third motivation for UGVC. It is the ability to collaborate with others to create value. Organizations gives individuals the opportunity to be part of brand

ownership while the organization controls the product development and brand content. This helps organizations to create networks by engaging with consumers (Harwood and Gary 2010, Mühlbacher et al. 2009).

The last motivation is the social media community and participation. The social media networks, brand communities and video-sharing platforms; like YouTube allow users to share information and opinions, and allows people seek identification and interpersonal relationships using the internet and computer communications with others of similar interests. These online communities present the same social ties between members as those presented in off-line social communities; therefore, UGA creators may feel socially motivated by their role within a certain community (Lange 2007; Paolillo 2008; Xu, Dale et al. 2008).

2.3.3 Relationship between User Generated Video Content on Social Media and Brand Attitude

In this era of consumer freedom, consumers trust the information they get from familiar sources of information and communication channel because social media has improved with the internet. Thereby, UGVC is consumers important source and tool for accessing brand information.

Qian and Pan (2012) analyzed sharing audio and video contents and found consumers' entertainment satisfaction of UGC to positively affects consumers' brand attitude. Heijden (2001) claims perceived entertainment encourages users intention to use a product more than perceived usefulness does, and that a high level of perceived entertainment affects the usage attitude and website willingness positively.

Usefulness of UGC means that interaction of community provides a lot of useful information to the customer. Consequently, Stafford and Gonier (2004) supports that customers' use special sites to get information about a brand or product, to save time and

energy, to solve problems, and to achieve set goals. People in the online community are usually informed from the experience of other people, whenever they find it difficult to personally observe the usefulness of a brand or product. Dellarocas (2003) states that people rely on UGC provided feedback and evaluation information.

Bagozzi and Dholakia (2002) claims that social media users in the virtual community trusts and accepts similar online groups reviews. This online community supports emotions, distributes and receives information, communicate ideas, and synchronous communication; while meeting consumers' social needs is very important to the brand community. Moreover, Cheong and Morrison (2008), found video very good for interpersonal communication and for user's word-of-mouth in their study of Blog and YouTube. Likewise, people familiar with the brand community are usually emotionally involved, loyal and supportive to the brand (McAlexander et al., 2002).

However, Mangold and Faulds (2009) explains how consumer-to-consumer conversations affect the marketplace, stating that UGC has a different strategy for consumer communication; and that UGC on social media distinguishes control firms practice levels from that of traditional media. As a result, it's either UGC supports that a brand positively or negatively impacts the attitude of it's consumers. Thus, it was recommended by Bruhn *et al* (2012) that social media based UGC must be used for traditional or firm generated content because they affect brand's success.

2.3.4 Historical background of the Study Platform

According to Caleb University Website (<https://calebuniversity.edu.ng/about/>), Caleb university is a private university located in Imota, Lagos, Nigeria, founded by Prince Oladega Adebogun, approved through the National Universities Commission (NUC), by the Federal Ministry of Education on May 17, 2007. Caleb University, a faith-based University, was

established to be a centre of excellence and to create opportunities for a respectable, relevant, and an highly qualitative university education producing able and integrity nurtured future leaders to impacting positively on their environments and globally. It's mission to create an institution that is unique and allows academic innovation, tradition excellence in teaching, research, community service, and skills-based training.

The University moved from where it started at Magodo, Lagos with two Colleges; College of Pure and Applied Sciences with 4 Departments and 11 Degree Programmes, College of Social and Management Sciences with 5 Departments and 5 Degree Programmes; to the 110-hectare permanent site at Imota in November 2009. Whereby, the colleges started full academic programme admitting its first set of students, a total; 83 male and 58 female students, Monday, January 21, 2007.

Presently, there are 16 undergraduate degree programmes and one postgraduate degree programmes duly accredited by the National Universities Commission (NUC) and relevant professional bodies across four Colleges: College of Pure and Applied Sciences (COPAS), College of Social and Management Sciences (COSOMAS), College of Environmental Sciences and Management (COLENSMA), and College of Postgraduate Studies (COPOS).

Caleb University has nature's gifts of flora and fauna making it a serene campus with a picturesque topography ideal setting for study and reflection away from the Lagos megacity crowd, attention on learning and character, continuous academic calendar; emphasis, rules and regulations for students and staff, competent and motivated workforce put on the Federal University Salary Scale since January 2011; the Chaplaincy Leadership Academy, decent staff and students dressing in either formal, informal and sports dress code assigned for some days of the week, building character, and French education.

The University annual Foundation Day is celebrated every first week of January to commemorate the university beginning at Magodo, Lagos January 7, 2008, with its first

Foundation Day Lecture, by Professor Julius Okojie, the Executive Secretary of the National Universities Commission (NUC), on January 21, 2009. The University Administration are; The Board of Trustees, with **Dr. C.O. Kolade**, *CON*, as the Chairman; the Governing Council, with Professor Fola Tayo, *MFR*, as the Pro-Chancellor and Chairman of Council; and the University Management represented by the Vice-Chancellor, **Professor Ayodeji O. Olukoju**, *FNAL*, the Acting Registrar, Mrs. Folake Okor, and the Acting Bursar, **Mr. Adesina Abubakre**.

2.4 Empirical Review of Related Studies

The research conducted by Kim (2014) concentrated on the power of consumers, examining the influence of brand-related user-generated content on consumer response through Facebook. The model used was adapted from SOR model and data were collected from 533 individuals via an online self-administered survey, mock Facebook fan page was developed and a questionnaire that measure the emotional, cognitive and behavioural responses. The structural equation model (SEM) tests the proposed hypothesis and found that both emotional and cognitive responses significantly influenced behavioral responses. Therefore, brand-related UGC were stimulated by behavioural responses such as information passed, future-buying intention, impulse buying and brand engagement.

Julia et al., (2014) conducted a research focused on user-generated videos (UGV) in their work titled “Let users generate your video ads? The impact of video source and quality on consumers’ perception and intended behaviours”. They performed an experimental study to explore the influence of UGVs versus agency-generated videos (AGVs) on spectators’ perceived source credibility and their intention to visit tourist attractions, as well as the effect of video quality on spectators. The findings of the research revealed that low technical quality UGVs have stronger positive influence on the source’s credibility and on consumers’ intended

behaviour. Also, the findings showed that UGVs are rated than AGVs whether the videos are of either low or high quality.

Jihad et al., (2020) studied “the effect of UGC quality on brand engagement: the mediating role of functional and emotional values”, to derive how UGC quality affects online customers’ brand engagement in a non-Western culture. An online survey was used to collect data from 242 respondents and was analyzed using partial least squares-structural equation modeling (PLS-SEM). Their finding showed that content and quality of UGC have a significant influence on customers’ brand engagement. In the Asian environment.

Brajim and Romanov (2016) conducted a study on consumer-generated advertising on YouTube. It is a quantitative study to examine the effects of endorser credibility and coupon proneness on brands, with focus on four branding results, which are brand awareness, brand attitude, brand trust and brand loyalty. A survey tool was used on 500 respondents and data collected was analyzed using multiple regression analysis. The authors found endorser expertise, coupon proneness, and trustworthiness to be significant and to positively affect brand awareness, brand trust, brand attitude, and brand loyalty.

Shuqair et al., (2016) in their research titled “the influence of UGC on attitude towards brand and purchase intentions- a case of Bahrain” investigated if consumer purchasing intention are affected by UGC, and the elements causing the influence and attitude concerning a brand. A self-administered research survey was used on 170 respondents. The findings revealed that in Bahrain, individuals are significantly influenced by UGC and they perceived UGC as more trustworthy and thus, enhanced their attitude towards brand. UGC increases consumers trusts and gives them stronger sense of confident towards the brand. UGC factors that were found to have high impact on consumers buying intentions and experience towards a brand includes reviews quality, quantity, source credibility, impact of negative reviews and clarity. The findings also revealed that geographical location, personal knowledge and

number of followers on social media of reviewers does not affect customers attitude and purchasing intentions towards a brand.

Mira et al. (2020) experimentally studied “UGC presenting brands on social media increases young adults’ purchasing intention”, revealing that UGC did not trigger persuasion knowledge and a negative effect, however, UGC resulted into higher purchase intention. The study used a persuasion knowledge model on a total number of 293 respondents. Despite the manipulation of the post towards respondent’s attention, the findings revealed that participants’ heightened attention decreased their negative affective reaction towards the advertisement post compared to the brand post.

2.5 Summary of Literature Review

This research work basically seeks to explain the influence of user generated video content (UGVC) on social media has on consumers attitudes towards the brand. It further emphasizes on the importance of UGVC in yielding patronage and its effect on consumer feelings about the brand, perception about the credibility of the brand, and to reveal their buying behaviour.

2.6 Gaps in Knowledge

Several research studies have been conducted on the influence of user generated content (UGC) on social media on attitudes. UGC in these studies refers to text, audio, and video contents, which is a wider coverage, and in which case, the effect of each elements of UGC cannot be measured. Thus, this study will enable advertising companies, organizations and institutions to know the impact of video content generated (as one of the elements of UGC) by users on the other user’s attitudes towards their products or brands and buying behaviour.

Furthermore, it will add to the body of knowledge and can serve as a guideline to other researchers that may want to carry out further research on the study.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is described as the method of obtaining and analyzing data. It also describes the study population, sample size and technique, research instrument, sources of data and procedure for collecting data, method of data analysis and validity and reliability of data (Noheli, 2011).

3.2 Research Design

According to Asika (2012), research design is the structuring of investigation aimed at identifying variables and their relationships to one another. The design is mainly for obtaining data the researcher tests for hypothesis, and for answering research questions.

In this study, the quantitative method will be used for collecting data that could be generalized and compare results; exploring relationships between variables. This method is objective and more structured as required by the study when compared with qualitative method that deals majorly with understanding opinions, reasons, and less objective.

Quantitative methods is used in population sample to quantify the data and generalize results while qualitative method is majorly concerned about gaining an understanding of the underlying reasons and motivations for actions and establish how people interpret their experiences and the world around them (Stuart and Nicola, 2011). It is a very good methodology that reduces the time and effort researchers invests in describing and analyzing research data (Bryman, 2001, p.20). According to Addo and Eboh (2014), quantitative method involves the use of numerical table, graphs and figures to summarize data to aid understanding. Hence, for the purpose of this study, quantitative data research methods are more suitable.

3.3 Study of the Population

The population comprises of students of Caleb University, Imota, Ikorodu, Lagos State, Nigeria. The total population of students in Caleb University is four thousand two hundred (4200) (Student Affairs Office). Caleb university students was used for the study because of the following characteristics:

- i. They are conversant and savvy in the use of social media
- ii. They are young and energetic
- iii. They have access to mobile phones
- iv. They are versatile in handling electronic devices, and services

3.4 Sample Size and Sampling Technique

Sample size, a direct count of individual samples or observations in any statistical setting, measures individual samples and observations from an experiment or survey. Zamboni (2018) describes sample size is a subset of subject selection with features or responses useful in representing the main population.

According to Asika (2012), sampling technique is the procedure of giving every subject in a population an equal chance of appearing in the selection. The sampling technique that will be used in the selection of the respondents is the Random sampling.

The sampling size is calculated as follows:

$$n = \frac{N}{(1+Ne^2)}$$

Where n= corrected sample size

N= population size of Caleb university students (i.e., 4200)

E= margin of error (mostly 5% = 0.05)

$$\text{Therefore, } n = \frac{4200}{(1+4200 \times (0.05)^2)}$$

$$N = \frac{4200}{(1+10.5)} = \frac{4200}{11.5}$$

$$N = 365$$

Thus, the sample size for this research study is 365 students.

3.5 Research Instrument

This study uses a questionnaire, as its research instrument, consisting of questions or prompts for collecting information from a respondent. It consists appropriate instructions on how questions are to be answered and in what order. A questionnaire performs four major functions-allows for data collection, give interview a structure to follow, provides a standard means of writing down answers and help in data processing (Sreejesh et al., 2014).

In this study, the questionnaire is divided into two segments – Section A for demographics data and Section B for research questions data.

3.6 Sources of Data and Data Collection Method

Data sources can be categorized into two, namely; primary and secondary data. The primary data will be used for this study. Primary data is used because:

- It provides first-hand information collected by an investigator.
- It is collected for the first time.
- It is original and more reliable.

The study collects data distributing online and hardcopy questionnaires (open-ended questions). Respondents are expected to tick the answers provided in the options. The answers obtained from the respondents will be analyzed, calculated, arranged in tables and the findings will eventually be summarized.

3.7 Method of Data Analysis

The data analysis technique for this research work will involve a simple statistical analysis technique. It involves the use of percentages, tables, and frequencies. The figures obtained from the respondents and the total number of questionnaires issued will be added in the columns of the table in a presentable manner. The Statistical Package for Social Science (SPSS) 26.0 will also be used to analyze the data.

3.8 Validity and Reliability of Measurement

According to Bolarinwa (2015), validity is defined as the measurement of what it is supposed to be measure. It describes how well the collected data covers the actual area of investigation (Ghauri and Gronhaug, 2005). Kinchin et al., (2018) reported that checking for validity is important in order to ascertain the expected outcome of a study.

For the instrument to be validated, the instrument will go through face construct and content validation with the study supervisor. According to Bolarinwa (2015), face validity or construct occurs when the instrument for data collection developed is checked by a person (and or researcher) who is an expertise on the research topic, who is sure that the questionnaire measures the feature of interest. It ensures that research instrument's appearance in terms of viability, readability, style and formatting accuracy, and the clarity of the language used (Taherdoost, 2016).

The instrument will be submitted to the supervisor to check the construct and content of the questions, if they are aligned with the objectives of the study and grammatically correct.

Reliability is meant for estimating and evaluating the stability of measures, internal consistency of measurement instruments, and reliability of instrument scores (Tolu and Moji, 2019). The Cronbach alpha (α) will be used to test the reliability through the estimation of internal consistency in the responses of the respondents.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 INTRODUCTION

This chapter presents the data with the analysis and discussion. In this chapter, detailed analysis of the data collected during the research is presented in suitable form, so as to aid understanding of the data and results arrived at. The first section presents and analyzes the demographic data obtained from the respondents using simple percentage for the analysis of the questionnaire. The second section scrutinizes responses that relate to the subject matter. The total number of questionnaires administered and received was three hundred and sixty-five (365).

4.2 DATA PRESENTATION AND ANALYSIS

In order to allow easy understanding, the data is presented in tables and using frequency percentages.

4.2.1 Demographic Data of the Respondents

Evidence given on table 4.1 shows that 117 (32.1%) of the respondents are within the age group 14 to 20 years, 229 (62.7%) are within the age group of 21 to 27 years, 16 (4.4%) are within the age group of 28 to 35 years while 3 (0.8%) of the respondents are of age 35 years and above.

On respondent's marital status, 355 (97.3%) respondents are single while 10 (2.7%) are married.

On the respondent's educational level, 12 (3.3%) are in 100 level, 107 (29.3%) are in 200 level, 167 (45.8%) are in 300 level, 55 (15.1%) are in 400 level, 19 (5.2%) are in MSc degree level while 5 (4.4%) are in MPhil/PhD. Degree level.

On respondents' gender, 240 (65.8%) are female while 125 (34.2%) are male.

On the analysis of the departments of respondents, 13 (3.6%) are in Accounting, 1 (0.3%) is in Architecture, 4 (1.1%) are in Biochemistry, 83 (22.7%) are in Business Administration, 70 (19.2%) are in Computer Science, 7 (1.9%) are in Criminology, 1 (0.3%) respondent each is in Economics, Guidance and Counseling Education, Psychology, and Risk Management and Insurance.

Table 4.1: Demographic data of respondents

	Frequency (F)	Percentage (%)
Age		
14 - 20 years	117	32.1
21 - 27 years	229	62.7
28 - 35 years	16	4.4
Above 35 years	3	0.8
MARITAL STATUS		
Single	355	97.3
Married	10	2.7
LEVEL		
100 Level	12	3.3
200 Level	107	29.3
300 Level	167	45.8
400 Level	55	15.1
MSc	19	5.2
MPhil. / PhD.	5	4.4

GENDER		
Female	240	65.8
Male	125	34.2
DEPARTMENT		
Accounting	13	3.6
Architecture	1	0.3
Biochemistry	4	1.1
Business Administration	83	22.7
Computer Science	70	19.2
Criminology	7	1.9
Economics	1	0.3
Guidance and Counseling Education	1	0.3
International Relations	34	9.3
Mass Communication	148	40.5
Microbiology	2	0.5
Risk Management and Insurance	1	0.3
TOTAL	365	100

Source: Field work, 2021.

4.2.2. Analysis of Research Questions

Research Question 1: Awareness on user-generated content for brands on social media platforms

Table 4.2: Frequency distribution of social media accounts respondents have.

Social Media Accounts	Frequency (F)	Percentage (%)
Facebook only	46	12.6
Facebook and Instagram	5	1.4
Facebook, Instagram and WhatsApp	1	0.3
Facebook, Twitter, Instagram and LinkedIn	3	0.8
Facebook, Twitter, Instagram, LinkedIn, Snapchat and Pinterest	1	0.3
Facebook, Twitter, Instagram and Tok-tok	1	0.3
Facebook, Twitter, Instagram, and WhatsApp	1	0.3
Instagram only	118	32.3
Instagram, Snap Chat, and LinkedIn	1	0.3
LinkedIn only	1	0.3
Twitter only	163	44.7
Twitter and Instagram	9	2.5
Twitter, Instagram, Snapchat and Tik-tok	1	0.3
Twitter and LinkedIn	1	0.3
WhatsApp only	2	0.5
TOTAL	354	100%

Source: Field work, 2021.

Table 4.2 shows the descriptive analysis of respondents' responses on the social media platforms respondents have account with. 46 (12.6%) respondents have account with Facebook only, 5 (1.4%) have account with Facebook and Instagram, 1 (0.3%) each have account with Facebook, Instagram and WhatsApp; Facebook, Twitter, Instagram, LinkedIn, Snapchat and Pinterest; Facebook, Twitter, Instagram and Tok-tok; Facebook, Twitter, Instagram, and WhatsApp; Instagram, LinkedIn, and Snap Chat; LinkedIn only; Twitter, Instagram, Snapchat and Tik-tok; and Twitter and LinkedIn, 3 (0.8%) have account with Facebook, Twitter, Instagram and LinkedIn, 118 (32.3%) have account with Instagram only, 163 (44.7%) have account with Twitter only, 9 (2.5%) have account with Twitter and Instagram, while 2 (0.5%) have account with WhatsApp only.

Table 4.3: Frequency distribution on respondents' frequency of checking social media accounts

	Frequency (F)	Percentage (%)
3 – 4 times a week	9	2.5
Many times, a day	92	25.2
Once in a day	220	60.3
Once in a week	36	9.9
Whenever need arises	8	2.2
Total	365	100%

Source: Field work, 2021.

On how frequent respondents check their social media accounts, table 4.3 shows the respondents responses. 9 (2.5%) check their social media account (s) between 3 to 4 times a week, 92 (25.2%) check many times a day, 220 (60.3%) check once in a day, 36 (9.9%) check once in a week while 8 (2.2%) checks whenever the need arises.

Table 4.4: Frequency distribution on respondents' knowledge on user-generated video

	Frequency (F)	Percentage (%)
Yes	345	94.5
No	20	5.5
Total	365	100%

Source: Field work, 2021.

Table 4.4 shows respondent's response to the question "do you know what a user-generated video is?". 345 (94.5%) respondents said yes while 20 (5.5%) respondents said no.

Table 4.5: Frequency distribution on the frequency of respondent's sight of user generated videos on social media.

	Frequency (F)	Percentage (%)
Yes	301	82.5
No	50	13.7
Not Sure	14	3.8
Total	365	100%

Source: Field work, 2021.

Table 4.5 shows respondent's response to the question "Have you seen user-generated videos for any brands on social media?". 301 (82.5%) respondents said yes, 50 (13.7%) respondents said no while 14 (3.8%) respondents said they are not sure.

Table 4.6: Frequency distribution on respondents' description of user-generated video

	Frequency (F)	Percentage (%)
A video advertisement to push a brand made by the user of the brand	307	84.1
I don't know	13	3.6
No reply	45	12.3
Total	365	100%

Source: Field work, 2021.

Table 4.6 shows respondent's response to the question "describe what a user generated video is?". 307 (84.1%) respondents portrayed it as a video advertisement for pushing a brand made by its user, 13 (3.6%) wrote that they do not know about it while 45 (12.3%) didn't reply to the question.

Table 4.7: Frequency distribution on the brand respondents have sighted their user-generated video

	Frequency (F)	Percentage (%)
Coca Cola	239	65.5
Pepsi	107	29.3
Seasonings	10	2.7
Toothpaste	1	0.3
Others	8	2.2
Total	365	100%

Source: Field work, 2021.

Table 4.7 shows respondent’s response to the question “which brand(s) have you seen a user-generated video for?”. 239 (65.5%) respondents named Coca Cola brand, 107 (29.3%) Pepsi brand, 10 (2.7%) seasonings, 1 (0.3%) toothpaste brand while 8 (2.2%) chose others.

Decision rule:

From the analysis above, it can be deduced that all respondents have at least one social media account and larger percentage check their account once in a day. Also, majority of the respondents are aware of what user-generated video is, and have seen it for brands such as Seasonings, Coca Cola, Pepsi, etc. on social media. Larger percentage of the respondents further described user generated video as video advertisement to push a brand made by the user of the brand. Therefore, based on all these evidences, it can be concluded that there is high level of awareness on user generated content for brands on social media platforms.

Research Question 2: Do the user generated content give detailed information about the brand of interest?

Table 4.8: Frequency distribution of respondent’s response on if they get enough information about brands from user-generated videos

	Frequency (F)	Percentage (%)
Yes	320	87.7
No	30	8.2
Not Sure	15	4.1
Total	365	100%

Source: Field work, 2021.

Table 4.8 shows respondent’s response to the question “Do you get enough information about the product or brand of interest when you watched the user-generated video?”. 320

(87.7%) respondents said yes, 30 (8.2%) respondents said no while 15 (4.1%) respondents said they are not sure.

Table 4.9: Frequency distribution on the kind of information respondents get from user-generated videos

	Frequency (F)	Percentage (%)
Product quality	120	32.9
Product price	213	58.6
Product benefits	26	7.1
Manufacturers	5	1.4
Total	364	99.7%

Source: Field work, 2021.

For respondents that chose yes on table 4.8, table 4.9 shows their responses to the question “what kind of information did you get inside?”. 120 (32.9%) respondents chose information on product quality, 213 (58.6%) chose information on product price, 26 (7.1%) chose information on product benefits while 5 (1.4%) chose information on manufacturers.

Table 4.10: Frequency distribution of respondents on comparison of user-generated videos and company’s advert.

	Frequency (F)	Percentage (%)
Yes	352	96.4
No	7	1.9
Total	359	98.3

Source: Field work, 2021.

Table 4.10 shows respondent’s response to the question “was the information the same as what you would get from the company’s produced video advert?”. 352 (96.4%) respondents said yes, while 7 (1.9%) respondents said no.

Table 4.11: Frequency distribution of respondents on the difference between user-generated videos and company’s advert

	Frequency (F)	Percentage (%)
Possibly product effect rate is slower in real life than that shown in the video	1	0.3
It was a skin product and when I used it, it had no effect compared to that shown in the advert, I got reactions and stretch marks	1	0.3
Total	2	0.6

Source: Field work, 2021.

Table 4.11 shows respondent’s response to the question “If no to question 14, what was different?”. 1 (0.3%) respondent said possibly the product effect rate is slower in real life than that shown in the video and 1 (0.3%) respondent said it was a skin product that was bought and used, but there was no effect as shown the advert, the respondent got reactions and stretch marks.

Decision rule:

From the analysis above, it can be deduced that the larger percentage of respondents get enough information about the product price, quality, and benefits of interest when they watch the user generated video. Also, the information they got was the same as what is obtainable

from the company's video advert, therefore it can be concluded that the user generated content gives detailed information about the brand of interest of respondents.

Research Question 3: What factors motivated you to purchase the product mentioned in the content?

Table 4.12: Frequency distribution on the factors that motivated respondents to purchase products.

S/N	Statement	Very Poor	Poor	Fair	Good	Very Good	Excellent
16	Interactivity of the video	1 (0.3%)	11 (3.0%)	139 (38.1%)	154 (42.2%)	49 (13.4%)	11 (3.0%)
17	Accuracy of the information contained	1 (0.3%)	11 (3.0%)	45 (12.3%)	147 (40.3%)	128 (35.1%)	33 (9.0%)
18	Relevance of the information	2 (0.5%)	5 (1.4%)	25 (6.8%)	93 (25.5%)	160 (43.8%)	80 (21.9%)
19	Easier to follow instructions	1 (0.3%)	5 (1.4%)	16 (4.4%)	81 (22.2%)	155 (42.5%)	107 (29.3%)
20	Results obtained as shown in the video	1 (0.3%)	1 (0.3%)	17 (4.7%)	67 (18.4%)	151 (41.4%)	128 (35.1%)
21	Graphical content in a readable and understandable way	0 (0.0%)	0 (0.0%)	17 (4.7%)	71 (19.5%)	138 (37.8%)	139 (38.1%)
22	The fact that it was done by a consumer and relatable.	1 (0.3%)	1 (0.3%)	17 (4.7%)	78 (21.4%)	146 (40.0%)	122 (33.4%)

Source: Field work, 2021.

Table 4.12 shows respondent's responses from question 16 to 22 to answer research question 3 – "what factors motivated you to purchase the product mentioned in the content?"

On the interactivity of the video, 1 (0.3%) respondent rated it to be very poor, 11 (3.0%) rated it to be poor, 139 (38.1%) rated it fair, 154 (42.2%) rated it as good, 49 (13.4%) rated it very good while 11 (3.0%) rated it as excellent.

On accuracy of information contained, 1 (0.3%) respondent rated it as very poor, 11 (3.0%) rated it to be poor, 45 (12.3%) rated it fair, 147 (40.3%) rated it as good, 128 (35.1%) rated it very good while 33 (9.0%) rated it as excellent.

On the relevance of the information, 2 (0.5%) respondents rated it to be very poor, 5 (1.4%) rated it as poor, 25 (6.8%) rated it fair, 93 (25.5%) rated it as good, 160 (43.8%) rated it very good while 80 (21.9%) rated it as excellent.

On the ease of following instructions, 1 (0.3%) respondent rated it to be very poor, 5 (1.4%) rated it to be poor, 16 (4.4%) rated it fair, 81 (22.2%) rated it as good, 155 (42.5%) rated it very good while 107 (29.3%) rated it as excellent.

On the result obtained as shown in the video, 1 (0.3%) respondent rated it to be very poor, 1 (0.3%) rated it to be poor, 17 (4.7%) rated it fair, 67 (18.4%) rated it as good, 115 (41.4%) rated as very good while 128 (35.1%) rated it excellent.

On graphical content in a readable and understandable way, 17 (4.7%) rated it fair, 71 (19.5%) rated it as good, 138 (37.8%) rated it very good while 139 (38.1%) rated it as excellent.

On the fact that it was done by a consumer and relatable, 1 (0.3%) respondent rated it to be very poor, 1 (0.3%) rated it to be poor, 17 (4.7%) rated it fair, 78 (21.4%) rated it as good, 146 (40.0%) rated it very good while 122 (33.4%) rated it as excellent.

Decision rule:

From the analysis above, it can be deduced that the percentage of respondents that rated the user-generated videos to be good, very good and excellent are higher than others, therefore

it can be concluded that interactivity of the video, accuracy and relevance of the information contained, simple instructions to follow, results obtained as shown in the video, graphical content readability and understandability and the fact that it was done by a consumer are the factors that motivated respondents to purchase the product mentioned in the content.

Research Question 4: Do the user generated videos affect Caleb University students’ feelings about the brand?

Table 4.13: Frequency distribution of respondent’s reaction

	Frequency (F)	Percentage (%)
Surprised	39	10.7
Excited	136	37.3
Happy	133	36.4
Thankful	51	14.0
Skeptical	6	1.6
Total	365	100%

Source: Field work, 2021.

Table 4.13 shows respondent’s response to the question “how did you feel when you saw the user generated video about the brand of your choice?”. 39 (10.7%) respondents felt surprised, 136 (37.3%) felt excited, 133 (36.4%) felt happy, 51 (14.0%) felt thankful, while 6 (1.6%) respondents felt skeptical.

Table 4.14: Frequency distribution of respondent’s feelings

	Frequency (F)	Percentage (%)
Glad I did not waste money on looking for a physical store	8	2.2
It was time well spent	180	49.3
I know the product better	87	23.8
I can trust the brand	84	23.0
I could relate to the brand because of the person who did it.	2	0.5
I like that it was done by a consumer	2	0.5
It felt honest because it was not from the company	2	0.5
Total	365	100

Source: Field work, 2021.

Table 4.14 shows respondent’s response to the question “After watching the video, how did you feel (you can select more than one option)?”. 8 (2.2%) respondents felt glad that they did not waste money looking for a physical store, 180 (49.3%) felt it was time well spent, 87 (23.8%) felt they now know the product better, 84 (23.0%) felt they could trust the brand, while 2 (0.5%) each felt they could relate to the band because of the person who did it, they like that it was done by a consumer and they felt honest because it was not from the company.

Decision rule:

From the analysis above, it can be deduced larger percentage of respondent’s feelings were affected by the user-generated videos as they felt excited, happy and thankful, knowing

fully well that they have spent their time well for watching the videos, they now know the product better and can trust the brand.

Research Question 5: Perception on the credibility of the brand

Table 4.15: Frequency distribution of respondent’s perception on brand quality

Quality	Frequency	Frequency %
Agree	184	50.5
Disagree	12	3.3
Neutral	169	46.3
Total	365	100

Source: Field work, 2021.

Table 4.15 shows respondent’s responses on their perception on brand quality. On the statement, the video made me believe the brand is of good quality, 184 (50.5%) respondents agree, 12 (3.3%) disagree, while 169 (46.3%) respondents were neutral.

Table 4.16: Frequency distribution of respondent’s perception on brand believability

Believability	Frequency	Frequency %
Agree	302	82.8
Disagree	9	2.4
Neutral	54	14.8
Total	365	100

Source: Field work, 2021.

Table 4.16 shows respondent's responses on their perception on brand believability. On the statement, the video made me believe the brand will deliver as promised, 302 (82.8%) respondents agree, 9 (2.4%) disagree, while 54 (14.8%) respondents were neutral.

Table 4.17: Frequency distribution of respondent's perception on brand benefits

Benefits	Frequency	Frequency %
Agree	319	87.4
Disagree	5	1.3
Neutral	41	11.2
Total	365	100

Source: Field work, 2021.

Table 4.17 shows respondent's responses on their perception on brand benefits. On the statement, the video made me believe the brand is greatly beneficial, 319 (87.4%) respondents agree, 5 (1.3%) disagree, while 41 (11.2%) respondents were neutral.

Table 4.18: Frequency distribution of respondent's perception on brand trust

Trust	Frequency	Frequency %
Agree	327	89.6
Disagree	8	2.2
Neutral	30	8.2
Total	365	100

Source: Field work, 2021.

Table 4.18 shows respondent's responses on their perception on brand trust. On the statement, the video made me feel many people trust the brand, 319 (87.4%) respondents agree, 5 (1.3%) disagree, while 41 (11.2%) respondents were neutral.

Decision rule:

From the analysis above, it can be deduced that larger percentage of respondents who agreed and strongly agree with the statements are more than those who were either neutral, disagree, or strongly disagree, thus, the respondents have a good perception on the credibility of the brand.

4. 3 DISCUSSION OF FINDINGS**Awareness on user-generated content for brands on social media platforms**

According to data retrieved from analysis, 32.3% have account with Instagram only, 44.7% have account with Twitter only, 12.6% respondents have account with Facebook only, and 60.3% check their social media account at least once in a day. In addition, 94.5% knows what user generated video is all about and 82.5% have seen such videos on social media. This data reveals that most respondents are aware of user-generated content for brands on social media platforms.

A social media platform is an online service that people use to communication with each other via messages, pictures, audio, and videos. Today, social media platforms have so many videos - for instance, according to Jarboe (2015), Facebook was able to harvest about 8 billion videos views per day in the year 2015. In addition, Trimble (2015) reported that video posted online are fast becoming a means for people to share and entertain themselves, thus, for businesses that failed to make use of social media, they are doing that at the detriment of their business.

Does the user generated content give detailed information about the brand of interest?

Majority (87.7%) of the respondents get enough information about the product or brand of interest, and 58.6% get detailed information about the product price while 32.9% get information about the product quality after they have watched user-generated video.

According to Lessard (2017), consumers want short, easy to understand and informative content due to small time available and skepticism, thus, videos send a message that they are created by real people and allows for presentation of interactive features that makes it easy to differentiate brand from the crowded market. In addition, according to uses and gratification the theory views the audience as active because they use the media and its content to achieve and satisfy their personal needs (Cornan et al, 2006). The data shows most respondents to receive detailed information on their brand of interest from the user generated content.

What factors motivated you to purchase the product mentioned in the content?

58.6% respondents were motivated by the interactivity of the video, 84.4% by the accuracy of the information, 91.2% by relevance of the information, 94% by the easy-to-follow instruction, 94.9% by results obtained as shown in the video, 95.4% were motivated by the graphical content both in readable and understandable way, and 94.8% by the fact that the video was done by a consumer and relatable. This is in agreement with the studies of Hui-Fei and Chi-Hua (2017). Therefore, this data reveals that most respondents were motivated to purchase the product mentioned in the content by the factors highlighted.

Do the user generated videos affect Caleb University students' feelings about the brand?

Majority (87.7%) of the respondents feel excited, happy, and thankful after they saw the user generated videos about the brand of their choice. This is consistent with the study conducted by Brakus, et al. (2009) where they conceptualized different explanations of brand experience stating that subjective internal responses, such as sensations and feeling, are from the tangible aspects of the brand stimuli in form of logo, packaging, etc. Romaniuk and Nicholls (2006) also stated that brands and the role of brand communication as tools for brand equity building with the aim to develop thoughts, feelings, perceptions, images and experiences that become linked to the brand in the mind of consumers.

Therefore, the UGV affect the respondent's feelings making them to be excited and happy about the brands

What is the perception of Caleb University students on the credibility of the brand?

Majority of the respondents have a good perception on the credibility of the brand. This is in line with Dennhardt (2014) report, which indicated that the message source and its perceived credibility does impact the decision making to purchase a product or brand. In the same vein, the findings of this study are consistent with the study conducted by Mackinnon (2012). Recent studies have shown that consumers rate the credibility of brand-related UGC and UGVs significantly more highly than that of marketers and commercial sources (Ertimur and Gilly 2012).

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CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1 Summary of Findings

As earlier stated, the study sought to find out the influence of user-generated video content (UGVC) on social media on Caleb University student's attitude to brands. It found out majority of the respondents were influenced by user generated video content which makes them feel happy, excited and thankful towards brands.

The objectives include to ascertain if Caleb University students have encountered user-generated content for brands on social media platforms, determine if user-generated content gave Caleb university students detailed information about the brands of their interest, evaluate whether user generated videos motivated Caleb University students to buy the products mentioned in the content, ascertain if user generated videos affected Caleb university students' feelings about the brand and determine if user generated videos influenced audiences view on the credibility of the brand. The study tries to establish the relationship that exists between user generated video content on social media and attitude of students towards the brands and also to ascertain if UGVC is a driving force on peoples buying choice. The Stimuli-Organism- Response (SOR) theory was used where the UGVC created by social media users are available online in form of videos is online environment stimuli that may influence social media users' functional and emotional values and at the end impacts their choice to absorb a particular brand

The research method for this study is survey and the research instrument for data collection is questionnaire. The result of these questionnaires was carefully analyzed and presented and important information's are extracted from the respondent's view. From the data analysis, the outcome is positive.

The online survey questionnaires are distributed among three hundred and sixty-five (365) students of Caleb University, the findings states that larger percentage make use of social media platforms, were motivated by UGVC and had great feelings and perception on the credibility of brands.

5.2 Conclusion

This study has helped to prove the power of user generated video content via social media, how effective it is, how captivating, informative and educative to target audience. It is also proven or demonstrated that user generated video content excites and enforces the mind to purchase a new product or create awareness of certain advances of a good or product. A person should be able to describe television advertisement as a method of creating awareness of a service, idea, and/or product whether existing, new or repackaged products.

The research data analysis result shows that user generated video content is very important in attitude and buying choice towards brands. It can be applied to a certain brand or product with creative and dramatic video contents by the product users. User generated video content has succeeded in educating, enforcing and influencing the attitudes of users, most especially in Caleb University, Imota, Lagos State, Nigeria. In other words, it concludes that user generated video content is a driving force on social media platforms, highly effective in its capacity to advertise products and services, provide detailed information to new consumers, and create positive attitude towards the brand or product.

5.3 Recommendations

From the findings of this research work, the recommendations include:

- i. Consumers of a products or brand should ensure user-generated video contents are made available to others for products that meets their needs,
- ii. Brands should provide an avenue to promote user-generated contents that increases their customer base traffic

5.4 Areas for Further Research

Further studies can be carried out to investigate if user-generated video content increases the customer base of the company or brand and how brands handle the originator of the video content.

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