

ISTANBUL TECHNICAL UNIVERSITY ★ INSTITUTE OF SOCIAL SCIENCES

**THE EFFECTS OF DIFFERENT INFORMATION SOURCES ON CONSUMER
DECISIONS: A COMPARATIVE STUDY ON COMPANY AND YOUTUBER
GENERATED CONTENTS**

M.Sc. THESIS

Ecem Bilge DELİCİK

Department of Management

Management M.Sc. Programme

JUNE 2018

ISTANBUL TECHNICAL UNIVERSITY ★ INSTITUTE OF SOCIAL SCIENCES

**THE EFFECTS OF DIFFERENT INFORMATION SOURCES ON CONSUMER
DECISIONS: A COMPARATIVE STUDY ON COMPANY AND YOUTUBER
GENERATED CONTENTS**

M.Sc. THESIS

**Ecem Bilge DELİCİK
(403141035)**

Department of Management (M.Sc.)

Management Programme

Thesis Advisor: Assoc. Prof. Dr. Derya KARAKAŞ GÜLTEKİN

JUNE 2018

İSTANBUL TEKNİK ÜNİVERSİTESİ ★ SOSYAL BİLİMLER ENSTİTÜSÜ

**FARKLI BİLGİ KAYNAKLARININ TÜKETİCİ KARARLARINA ETKİSİ:
ŞİRKETLER VE YOUTUBERLAR TARAFINDAN OLUŞTURULAN
İÇERİKLER ÜZERİNE KARŞILAŞTIRMALI BİR ÇALIŞMA**

YÜKSEK LİSANS TEZİ

**Ecem Bilge DELİCİK
(403141035)**

İşletme Anabilim Dalı

İşletme Yüksek Lisans Programı

Tez Danışmanı: Doç. Dr. Derya KARAKAŞ GÜLTEKİN

HAZİRAN 2018

Ecem Bilge DELİCİK, a M.Sc. student of ITU Institute of Social Sciences student ID 403141035, successfully defended the thesis/dissertation entitled “THE EFFECTS OF DIFFERENT INFORMATION SOURCES ON CONSUMER DECISIONS: A COMPARATIVE STUDY ON COMPANY AND YOUTUBER GENERATED CONTENTS”, which she prepared after fulfilling the requirements specified in the associated legislations, before the jury whose signatures are below.

Thesis Advisor : **Assoc. Prof. Dr. Derya KARAKAŞ GÜLTEKİN**
Istanbul Technical University

Jury Members : **Assoc. Prof. Dr. Nihan YILDIRIM**
Istanbul Technical University

Assist. Prof. Ferimah YUSUFİ
Haliç University

Date of Submission : 4 May 2018
Date of Defense : 29 June 2018





To my family,



FOREWORD

Firstly, I would like to express my sincere gratitude to my advisor Assoc. Prof. Dr. Derya KARAKAŞ GÜLTEKİN of the Faculty of Management at Istanbul Technical University for her continuous support and patience. Her guidance helped me especially in the critical times of research and writing of this thesis. I am also appreciatively indebted to her solution-oriented comments and advices.

I would like to acknowledge Prof. Dr. Nobuyuki HANAKI of the GREDEG at University Nice Sophia Antipolis as Erasmus+ supervisor of this thesis. He welcomed me very kindly and provided great research opportunities to explore my area of interest. I am gratefully happy to meet him and to have a chance for working with him. I am also grateful to him for his valuable and honest comments on this thesis.

I am also hugely appreciative to Assoc. Prof. Dr. Zakaria BABUTSIDZE of the SKEMA Business School, especially for sharing his economy and statistic expertise so willingly. I am gratefully indebted to him for his quick, directive and instructive comments.

I would like to thank to my friends Uğur KADAM and Hakan AYAZ, who embraced this study, for their support.

Most importantly, I must express my gratitude to my husband Seçkin DELİCİK and to my sister Dr. Başak Yılın ÇOLAK for their patience, for their enormous confidence in me and for their limitless support on everything during this study.

I would like to thank to my mum and dad for their unbelievable support, belief and limitless encouragements. Finally, I would like to thank to my sister Gözem Naz ÇOLAK for her laughs.

May 2018

Ecem Bilge DELİCİK

TABLE OF CONTENTS

	<u>Page</u>
FOREWORD	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
SUMMARY	xv
ÖZET	xvii
1. INTRODUCTION	19
2. LITERATURE REVIEW	21
2.1 Increased Internet Usage	21
2.2 Increased Social Media Usage	21
2.2.1 Networking Platforms	22
2.2.2 Microblogging Platforms	22
2.2.3 Photo Sharing Platforms	22
2.2.4 Video Sharing Platforms	23
2.3 New Structure of Social Media	23
2.4 The Effects of Social Media on Human Behaviors	26
2.5 Previous Studies on YouTube	28
3. METHODOLOGY	31
3.1 Research Technique	32
3.2 Survey Development	32
3.2.1 Determining Questions	32
3.2.2 Product Selection	35
3.2.3 Video Selection	35
3.2.4 Survey Flow Design.....	36
3.3 Data Collection.....	36
3.4 Statistical Test	36
4. RESULTS AND DISCUSSIONS	39
4.1 Demographic Information	39
4.2 Normality Testing.....	42
4.3 Reliability of the Research	43
4.4 Evaluation of Participants' Responses Based on Attitudes and Questions	44
4.5 Regression Analysis	46
4.5.1 Intention to purchase the product.....	50
4.5.2 Willingness to pay for purchasing the product	52
4.4.2.1 Regression analysis for Youtuber generated videos	55
4.4.2.2 Regression analysis for Company generated videos.....	55
4.5.3 Intention to try the product.....	57
4.5.4 Intention to get more information about the product	58
5. CONCLUSION AND RESEARCH IMPLICATIONS	61
5.1 Limitations and Future Researches	63
REFERENCES	65
APPENDICES	71
Appendix A	71



LIST OF TABLES

	<u>Page</u>
Table 3.1: Demographic information	33
Table 3.2: Attitudes toward the videos	34
Table 3.3: Intentions /willingness of participants	35
Table 3.4: Dependent and independent variables.....	37
Table 4.1: Demographic information of participants	40
Table 4.2: The results of normal distribution analysis.....	42
Table 4.3: The reliability values of the question groups	43
Table 4.4: Attitudes of participants both for Company and Youtuber videos	45
Table 4.5: Means and standard deviation values of participants' intentions for both Youtuber and Company generated videos	46
Table 4.6: Results of regression analyses for consumer intentions – 1	49
Table 4.7: Results of regression analyses for consumer intentions – 2	50
Table 4.8: Results of regression analyses for willingness to pay – 1.....	53
Table 4.9: Results of regression analyses for willingness to pay – 2.....	54
Table 4.10: The comparison table for consumers' willingness to pay	56
Table 4.11: The comparison table of regression analyses for consumers' intentionsss	59



THE EFFECTS OF DIFFERENT INFORMATION SOURCES ON CONSUMER DECISIONS: A COMPARATIVE STUDY ON COMPANY AND YOUTUBER GENERATED CONTENTS

SUMMARY

An increasing number of people are spending more than two hours daily on social media. The ability of people to share and discuss about their thoughts and ideas, to share photos and videos with other users, has put a spotlight on social media. The appearance of electronic social media has altered customer experience as it has increased the speed of word of mouth, as well as that of business to customer interactions. Increased usage of social media and its new structure has led to change in people's attitudes and behavior.

The current research examines the effects of various online information sources (YouTuber vs company) on consumer decisions. 80% of consumers prefer watching video instead of reading. By some estimates, one minute of video content is the equivalent of 1.8 million words. As a consequence, video sharing platforms have become important platforms to manage consumer attitudes and their decisions. This research concentrates on the most popular video sharing platform, YouTube.

As part of the research effort, four characteristics of the video advertising have been identified (whether consumers assess the video being Memorable, Informative, Convincing and Trustworthy). Each of these characteristics can potentially affect intentions of consumers. For this study, an online randomized experiment was conducted. Research design revolved around four mostly unknown products and implied subjects seeing four out of eight carefully selected videos. The total of 120 usable responses were collected to measure of four abovementioned characteristics, as well as the consumer's intentions (likelihood) to purchase the product, to try the product, to get more information about the product and their willingness to pay.

Findings show that consumers find both YouTuber and Company generated videos are memorable, informative, convincing and trustworthy. Video sources generated by different sources has no significant influence on consumers' intentions while it has a significant effect on consumers' willingness to pay.



FARKLI BİLGİ KAYNAKLARININ TÜKETİCİ KARARLARINA ETKİSİ: ŞİRKETLER VE YOUTUBERLAR TARAFINDAN OLUŞTURULAN İÇERİKLER ÜZERİNE KARŞILAŞTIRMALI BİR ÇALIŞMA

ÖZET

Son yıllarda teknolojinin önemi giderek artmaktadır. Gelişen teknoloji ile birlikte, artan internet erişimi ve yeni iletişim kanalları, bireylerin yeni içerikler yaratmalarına, paylaşımlarına ve herhangi bir bilgiye saniyeler içerisinde ulaşmalarını sağlamıştır. Ek olarak, artan mobil teknolojiler ve sosyal medya kullanımı içerik yaratıcılar ve kullanıcılar arasındaki ilişkileri de etkilemiştir.

Artan sosyal medya kullanımı ile birlikte, iletişimin dijitalleşmesi, kişisel etkileşimlerin de doğasını değiştirir. Özellikle sosyal medyanın yeni yapısı, içerik oluşturucular ve tüketiciler arasındaki güç dengesini sıfırlar. Facebook ve YouTube gibi sosyal medya platformlarında, içerik oluşturma gücü yalnızca büyük medya kuruluşlarının kontrolünde olmadığından, geleneksel medya teknolojilerinden oldukça farklıdır. Sosyal medya, herhangi bir bireyin, içerik oluşturmaya ve bu içeriğin hiçbir kontrolden geçmeden küresel ölçekte paylaşılmasına izin verir.

Video paylaşım platformlarının kullanım yoğunluğu ve video içeriklerin etkisi göz önünde tutulduğunda, bu platformların tüketici tutum ve davranışlarını yönetmek için çok önemli bir role sahip oldukları görülmektedir. Mevcut çalışma, en popüler video paylaşım platformu olan YouTube'a odaklanmaktadır. Araştırmanın amacı, farklı bilgi kaynaklarının tüketici kararlarına etkisini anlamaktır. Bu bilgi kaynakları ise şirketler ve youtuberlar tarafından oluşturulan içeriklerdir.

Araştırma çabalarının bir parçası olarak, tüketicilerin video reklamlarına olan dört algısı (videonun hatırlanabilir, bilgilendirici, ikna edici ve güvenilir bulunması) belirlenmiştir. Bu algıların her biri tüketicilerin niyetleri üzerinde potansiyel olarak etkilidirler. Çalışma kapsamında incelenen tüketici kararları; ürünü satın alma eğilimi, ürünü deneme eğilimi, ürünle ilgili daha fazla bilgi alma eğilimi ve ürünü satın almak için ödeyecekleri tutardır.

Çalışma sonuçları, geçmiş çalışmaların aksine, kullanıcı kararlarının bilgi kaynağına bağlı olarak değişmediğini göstermektedir. Araştırılan bağımlı değişkenlerden deneme, satın alma ve daha fazla bilgi alma eğilimleri ile anlamlı ilişkisi bulunan bağımsız değişkenler kaynak çeşidine göre değişmemektedir. Öte yandan, satın alma istekliliği ise bilgi kaynağına göre değişmektedir. Sonuçlar, bireylerin satın alma niyeti için şirketler tarafından oluşturulan videoların güvenilir olması gerektiğini göstermektedir. Bunun aksine, Youtuberlar tarafından oluşturulan videolar için, güvenilir olma ile tüketici kararları arasında anlamlı bir ilişki yoktur. Youtuber kaynaklı video içeriklerinde, kullanıcılar yalnızca ikna edicilikten etkilenmektedir.



1. INTRODUCTION

Technology has come to play a very important role in societies. The communication channels, individual attitudes and behaviors are rapidly changing through digitized world. It has become possible to reach wide masses with commercialization of internet (world wide web) and improved infrastructure of internet providers. In addition, increased mobile technologies and social media usage influence the relation between content creators and users.

The number of people using content hosting platforms has grown very rapidly in recent years and social media changes the way people interact and communicate with each other. Content creators join in social media easily thanks to its advantages (cost effectiveness, easy updatability and accessibility). Increased social media usage and its new structure transformed social media to an ideal channel for influencing individual decisions such as voting, trusting and purchasing (Allcott & Gentzkow, 2017). On the other hand, social media platforms have also opened a new channel to share user experiences by word of mouth. Accordingly, social media gives a chance to change balances between content creators and content consumers because content creation power is no more in the hand of large media organizations (Cretti, 2015; Kim & Drumwright, 2016).

The most common social media platforms are networking platforms (e.g. Facebook), microblogging platforms (e.g. Twitter), and photo and video sharing platforms (e.g. Instagram and YouTube respectively). People spent minimum two hours on the social media platforms daily (Allen, 2017). The video sharing platforms are the most popular and powerful platforms to engage people's attention (Dimitrova et al., 2002). This is the reason why this research focuses on the most common video platform, YouTube.

Now, over the one third of internet population occurs by YouTube users who generate billions of views on a daily basis (Youtube, 2017). Besides, this is not the only success achieved by YouTube according to many marketing specialists (CISCO, 2017).

YouTube is also the second most used search engine which is not originally a search engine (Youtube, 2017).

As a consequence, video sharing platforms have become important to manage consumer attitudes and behaviors. The purpose of this thesis is to understand the effects of various online information sources (Youtuber vs Company) on consumer attitudes and consumer intentions.

The thesis consists of the following sections. It starts with the review of the literature on the increased internet and social media usages, most common social media platforms, their new structures and effects on consumer behaviors. The thesis continues with the “methodology” section where the methods adopted to collect the data in this study are explained. The findings of the analyses are presented and evaluated in the “results and discussions” section. Accordingly, the effects of various information sources on consumer attitudes (informative, memorable, convincing and trustworthy) and intentions/willingness are discussed in the light of obtained results. As information sources, Youtuber and Company generated videos are used. Their effects on consumers’ intentions and willingness to pay are investigated on the basis of their decisions regarding purchasing, trying or getting more information about the product. Finally, the most significant findings are underlined in the “conclusion and research implications” part.

2. LITERATURE REVIEW

This section reviews the literature on the increased internet and social media usages. Most common social media platforms are introduced for a better understanding of their intended use and their increasing usage. Following, the new structure of social media and its effects on consumers is explained to clarify new communication nature.

2.1 Increased Internet Usage

Improved technologies, increased internet access and new communication channels provide great convenience to create, share and reach any piece of information in seconds. Different communication channels began to emerge starting with commercialization of internet in the 1990s. In short time, from the beginning of 2000s onwards, it became possible to reach wide masses via internet and social media. The late 2000s witnessed the widespread use of mobile technologies that started to change people's browsing, conversion and post consumption behaviors (Mimi, 2016).

Internet provides an opportunity to interact faster and cheaper than other areas (Close, 2012). Accordingly, while only 1.7 percent of the world population used internet in 1997, this rate reached 20 percent in 2007 and 51 percent in 2017 (Internet World Stats, 2018). Especially in the 21st century, the penetration of internet increases conspicuously with increasing mobile technology use.

As noted by Kemp (2018) from the Global Digital Report 2018, the worldwide internet user number was 4.021 billion as of January 2018 and it increases by 7% each year. As well, the numbers of worldwide social media and mobile phone users were 3.196 billion and 5.135 billion respectively. Worldwide social media users increase by 13% and mobile phone users increases by 4% each year.

2.2 Increased Social Media Usage

Social media has diverse and global contents, offering the opportunity to disseminate content to a very broad audience of users. The ability of people to share and discuss

about their thoughts and ideas, to share photos and videos with other users, has put a spotlight on social media.

People spent more than two hours daily on social media, which led to 21% growth only between 2016 and 2017 (Allen, 2017). The appearance of electronic social media has changed customer experience as it has increased the speed of word of mouth, as well as that of business to customer interactions. The most common social media platforms are networking, microblogging, photo and video sharing platforms.

2.2.1 Networking Platforms

Networking social media channels are used to communicate informally with others, find people, and share similar interests through websites and applications. Facebook, LinkedIn and Google+ are the most popular and common examples of networking platforms. Networking platforms allow users connecting directly one to another through groups, networks and locations. The global increase in social media usage since January 2017 has been 13% annually and Facebook still holds the majority market share with over 2 billion active users (Chaffey, 2018; Kemp, 2018). Five new Facebook profiles are created every second and 1.4 billion people on average log onto Facebook daily (Sedghi, 2014; Zephoria, 2018).

2.2.2 Microblogging Platforms

Microblogging platforms are social networking sites which let people to post very short entries. The most common of those are Twitter and Tumblr. These platforms allow users to follow other users, to send them direct messages, and to reply their posts publicly. Moreover, users create and share hashtags to tag their contents with related subjects. This may cause digital social movements. Even though such platforms are not the most popular social media platforms, their popularity has an increasing trend: Twitter, for example, had a monthly increase of 23 million active users over the past two years (Chaffey, 2018).

2.2.3 Photo Sharing Platforms

Users share digital photos with others either publicly or privately through these platforms. The most popular photo sharing platforms are Instagram, Snapchat and Pinterest. A recent study explained that visual social media platforms such as Instagram conform to the need of individuals for communicating thoughts and feelings

faster and more effectively than text-based ones like Twitter (Pittman & Reich, 2016). These platforms especially are preferred by young users. For instance, Instagram and Pinterest reach among age 18-34 by minimum rates of 60% and 40% respectively (Chaffey, 2018). On the other hand, users' preferences on social media allow to understand users' thoughts and feelings. A previous study shows that Instagram contains important clues about the effectiveness of political campaigns prior to elections in accordance with users' behaviors (Schmidbauer, Rösch, & Stieler, 2018).

2.2.4 Video Sharing Platforms

Video sharing platforms are the most popular ones because 80% of consumers prefer watching a video instead of reading (Oneill, 2015). As reported, the global video consumption will reach 82% of consumer internet traffic by 2021 and internet video traffic will grow fourfold from 2016 to 2021 (CISCO, 2017).

The most common video sharing platforms are YouTube, Vimeo, Periscope and Twitch. These platforms can be categorized according to their specialties. For example, Vimeo is a platform which especially professional users can upload, share and view videos. Additionally, Periscope and Twitch are live video streaming platforms and Twitch has become more specific one on game videos. On the other hand, YouTube is still the most popular video sharing platform without doubt (Youtube, 2017). It has a lot of video categories (e.g. e-learning, beauty and fashion, comedy, food, game etc.) on its own.

Over the one third of internet population is occurred by YouTube users (Youtube, 2017). On Youtube, one billion hours of video content is consumed each day and 5 hours of videos are uploaded each second (Chen, Chang, & Yeh, 2017; Youtube, 2017). Through this usage and popularity of YouTube, even YouTuber concept has emerged. Oxford Dictionaries from early 21st century define a YouTuber as 'a person who uploads, produces, or appears in videos on the video-sharing website YouTube,' (OXFORD, n.d.).

2.3 New Structure of Social Media

Digitization of communication changes the nature of inter-personal interactions (Babutsidze, Hanaki, & Zylbersztejn, 2018). Especially with electronic social media, the new nature of these interactions resets the balance of power between creators and

consumers. The structure of social media platforms such as Facebook and YouTube are dramatically different from traditional media technologies because content creation power is no more in the hand of large media organizations.

Before social media, traditional media was the only way to spread messages. Today, digitized communication allows everybody to focus their efforts on other individuals and build a community around their product, service or ideologies (Rodriguez, 2018).

People no longer get a lot of information from TV and no longer believe them without questioning. Instead of it, they do their research through social media platforms. A preliminary review explains that new structure of social media influence individuals' decision making process by creating more connections to receive information and opinions. People can easily reach anykind of information sources and social media platforms facilitate to have lots of information in seconds without waste of time and money. Thus, people can compare and understand what they really need to do in a few minutes (Power & Phillips-Wren, 2011; Rodriguez, 2018).

The category of traditional media is a rather large. People are likely exposed to many outlets every day. If they turn on the TV at home, listen to the radio in the car or read a magazine at the dentist, they are getting information through traditional media channels (Rodriguez, 2018).

Traditional content creators are sharing their contents in everywhere, doing their best to influence individuals with flashy advertisements and by using subjective placements. They are influencing individuals by sharing same contents repeat and repeatedly. They do not try to build trust with their product or service but only manipulate individuals' decisions (Rodriguez, 2018).

After early 2000s, people have met social media which offers the same content creation power to everyone. It changes the way of individuals' interaction, influence of traditional media and most importantly it removes all kind of barriers for word of mouth. Thanks to social media abilities, people start to search and learn any kind of information in seconds. Also, social media provides opportunities not only for reaching contents but also for creating contents.

With the changing nature of communication, the power of creating content has been overshadowed by everyone. This change of hands has led to the concept of the independent content creator. Independent content creators easily bypass entering

barriers and also started to make money by distributing their own contents directly through social media. Digital social media lets anybody to create a content and disseminate it widely with no significant third-party filtering, fact-checking or editorial judgment (Allcott & Gentzkow, 2017; Shapiro & Aneja, 2017).

Some studies prove that with social media platforms, independent content creators have become able to spread the contents and easily reach their followers. They started to make money on advertising with their creative content. According to previous researches, independent content creators earned almost \$ 6 billion in 2016 from their creative contents. In the United States, 1.8 million independent content creators used Youtube as YouTuber to earn money which is estimated as \$ 3.23 billion in 2016 (Shapiro & Aneja, 2017).

These studies explore that social media changes the nature of interaction through digitized world and provides the same content creation power in the hands of individuals. On the other hand, we actually see that the content creation power is only changed by hand, but the manipulative effect on individuals has not changed.

In this case, there are some reasons to think that fake news on social media has a growing importance. First, there is no barriers to entry in social media industry. Moreover, setting up websites and monetizing a web content are too easy through advertising platforms. Second, as discussed above, social media use has risen sharply. Accordingly, social media platforms are well-suited for fake news dissemination (Allcott & Gentzkow, 2017).

Moreover, localization of interactions on social networks could result in stable patterns in preference clustering (Babutsidze & Cowan, 2014). This is particularly concerning. People tend to believe the opinions of participants in online networks in which they have chosen to participate (Power & Phillips-Wren, 2011). For example, people in the United States are 15% more likely to believe ideologically aligned headlines, whether true or fake (Allcott & Gentzkow, 2017). Also, customizing headlines for each user is easier than ever by both tracking peoples' clicks and analyzing their membership preferences and likes (Kosinski, Stillwell, Kohli, Bachrach, & Graepel, 2012).

Digitization of communication has paved the way for customized content recommendations with artificial intelligence technologies. Recommender systems are designed to suggest the user the next content to consume, based on their preferences,

likes, histories or a variety of other factors (Park, Kim, Choi, & Kim, 2012). In a study of Cambridge University, an artificial intelligence which knows people better than their colleagues by analyzing only 10 likes on social media was created. Also, it knows people better than their friends by 70 likes and knows people better than their parents by only 150 likes on social media (Kosinski et al., 2012). Finally, the trained systems suggest the most interesting content for individuals in split seconds.

Recent research shows that the recommendation algorithms of popular social networks, such as Facebook and Youtube, are designed only to keep people online, even the content is not optimized for what is truthful or balanced (Lewis, 2018). These considerations (localization of interactions, recommendation algorithms, customized and baseless news) reveal that digitization of communication actually traps people in subjective echo chambers and changes their behavior (Bar-Gill & Gandal, 2017).

2.4 The Effects of Social Media on Human Behaviors

Increased usage of social media and its new structure has led to a change in people's attitudes and behaviors. Millions of people globally read newsfeeds and information via their digital networks (Warner-Søderholm et al., 2018). 62% of US adults get news on social media and 14% of US adults list social media as their most important news source (Gottfried & Shearer, 2016). Hence, it is important to understand how social media changes people's behavior such as what to believe, buy or who to vote for.

In a very recent study, trusting behavior is investigated depending on users' gender, age or amount of time spent on social media. The results suggest that women and younger users trust contents on social media the most. People who use social media more often, trust their network and online news more than others. The study also emphasizes that users' trusting behaviors vary depending on platforms (Warner-Søderholm et al., 2018).

Some researches focus on the general attitudes and behaviors towards social media and advertisements on social media. Attitudes, such as trustworthiness, economic utility and entertainment, have been found to have positive effects on purchase intentions and user engagements. Studies have aimed to understand the factors which have a direct influence on social media publicity acceptance. The findings explains

that customized contents are more acceptable than uniform contents (Akkaya, 2013; Cretti, 2015).

On the other side, after perceived excessive social media usage and its effects on users, fake news trend has accelerated. For example, the most popular fake stories are more widely shared than the most popular mainstream stories on Facebook (Silverman, 2016). Fake news is fabricated and promoted on social media to deceive people for ideological and/or financial gain. Scholars were speculated on the possibility of diffusing fake news which swayed the 2016 US presidential election (Allcott & Gentzkow, 2017). Also, a number of commentators suggested that Donald Trump could not have been elected president without the influence of fake news (Parkinson, 2016; Read, 2016).

It is notoriously hard to detect fake news and judge a content's veracity on social media (Tambuscio, Ruffo, Flammini, & Menczer, 2015). Many people who see fake news stories report that they believe them (Silverman & Singer-Vine, 2016). Usually, very common video contents are more reliable for users as it is less likely to create fake news in this format, this is why they have big effects on viewers' behaviors.

Video contents involve intensive information as compared to almost any other content types such as text, audio and images (Dimitrova et al., 2002; Hussain et al., 2018). Only one single minute of video content is equivalent of 1.8 million words according to digital marketing expert James McQuivey (Bowman, 2017). In this case, understanding the future of video contents on social media and their effects on people is very valuable for users and content creators.

The influence of video contents has an accelerating importance with new structure of social media and video content characteristics. For example, it is shown that the recommendation algorithm of YouTube was much more likely to push users in a pro-Trump direction while damaging Hillary Clinton in 2016 presidential election of US and directly affected the election results (Chaslot, 2016; Lewis, 2018). Considering the consequences of the digitization of communication, it is inevitable that various studies have been carried out on the effects of social media and especially the effects of video platforms on people. In this regard, the study focuses on video platforms and their effects on consumers.

2.5 Previous Studies on YouTube

Generally, previous studies on YouTube focus on consumers' motivation to use YouTube and the psychology behind its usage. They study about the effects of YouTube usage on consumers' behaviors and attitudes. Especially, trusting behaviors and brand awareness are the most researched topics. Each study has unique characteristics by different limitations.

Outstanding results of previous studies show that user generated contents are more reliable than company generated video contents. Besides, the user generated video contents have higher rates, comments and sharing ratios. These rates are the key indicators for viewers' motivation to engage with contents. Furthermore, these high level indicators allowed companies to track viewers attitudes more easily especially by using influencers (also called Youtubers) on YouTube (Hasan, Jha, & Liu, 2018; Khan, 2017; Westenberg, 2016).

Technical quality of videos was also considered. Surprisingly, some of the results disclose that videos with low quality are more reliable. Because people automatically think that poor quality videos are created by Youtubers. So, if the technical quality of videos is not good, it is more influential on consumer behaviors. (Hautz, Füller, Hutter, & Thürridl, 2014). When analyzed only Youtuber videos, sharing both positive and negative information in a content has positive effect on informativeness and reliability and it is more effective compared to sharing only positive information (Zang, 2014).

According to another research, although perceived credibility/reliability of the YouTube and attitude toward user generated contents are positively correlated to user generated videos, both Youtuber and Company generated ones have great influence on viewers' purchase decisions (Hansen, Lee, & Lee, 2014; Wan, 2015). 64% of consumers are influenced by video contents to make purchases. 66% of beauty product buyers are influenced by YouTube advertising in their purchases (Raksha, 2014; YouTube Insights, 2014).

In the light of these studies, the influence of YouTube advertising on purchase intentions and brand awareness have been studied more deeply. It is reported that minimum 62% of purchases have been influenced by special video types (review and trial videos) on YouTube (Raksha, 2014; YouTube Insights, 2014). Categorizing of Youtube video contents and/or categorizing motivations and feelings of viewers allow

to suggest suitable video contents to viewers. Thus, content creators and auto-recommend providers keep people online longer and manipulate them easily (Chen et al., 2017; Dehghani, Niaki, Ramezani, & Sali, 2016).

Besides these studies, it is investigated that personally customized advertisements affect consumer attitudes positively and YouTube advertising videos who have this feature are more effective on consumers (Dehghani et al., 2016; Zang, 2014).

To summarize, previous studies mostly consider the subjects from marketing aspects. They handle the subject based on product, needs and video types. There are some comparison studies for different sources or different content types of same source. Their methodologies are generally based on consumers' previous experiences or based on one product and one sector (such as make-up products and beauty sector). Additionally, some of them focus on specific age ranges or specific countries.

This thesis aims to contribute to the literature by addressing the following research questions:

1. What are the differential effects of the various online information sources (namely Youtuber vs Company) on individual consumer decisions?
2. Which perceptions of video contents (informative, memorable, convincing and trustworthy) are effective on individual consumer intentions/willingness?

Answering these questions will help to contribute toward understanding how digital means of communication alter individual behavior. The results of this study will reveal the effects of source and medium on information acceptance. The results will expand the awareness of society about pitfalls of information consumption on electronic social media. Insight from this research will improve general public's ability to critically evaluate information stream from digital media and take better actions. On the business side, the study will result in important managerial insight as the results could guide the optimization of the design of marketing campaigns in terms of information source.

Present study contributes to the literature in many ways. Using mostly unknown products eliminate the influence of viewers' need urgencies and their bias about the products. In other words, any kind of subjectivity is eliminated by using different products which suit everyone's needs instead of using single product. Also, the videos are shown to each participants to eliminate any bias about Youtuber and/or Company generated videos on YouTube. Moreover, randomizing video selection and video

display order provides that each participant saw the videos in a different combination and/or in a different order. Finally and most importantly, the study doesn't consider the subject from only marketing aspects. The study handles the subject for any kind of decision taken by consumers and also queries for willingness of consumers' decisions. Comparing the effects of consumers' decisions for chosen attitudes and intentions addition to willingness make the study unique.



3. METHODOLOGY

An increasing number of people are using social media as it is mentioned above. The motivation of people to share and discuss about their thoughts and ideas, to share photos and videos with other users has put a spotlight on social media. The appearance of electronic social media has altered customer experience as it has increased the speed of word of mouth, as well as that of business to customer interactions. Increased usage of social media and its new structure has led to a change in people's attitudes and behavior.

80% of consumers prefer watching video to reading (Oneill, 2015). By some estimates, one minute of video content is the equivalent of 1.8 million words. Therefore, video contents are potentially more effective communication tools than text contents on consumers (Bowman, 2017). As a consequence, video sharing platforms have become important to manage consumer attitudes. Accordingly, this research concentrates on the most popular video sharing platform, YouTube.

This study aims to analyze the effects of two kinds of online information sources (namely Youtuber vs Company) on consumer attitudes. The above-stated research questions of the study require collecting and generating quantitative data. Accordingly, to identify the effects on individual consumer attitudes, the study has identified four characteristics of video advertising to be focused on: whether consumers assess the video being Memorable, Informative, Convincing and Trustworthy. Each of these characteristics is assumed to affect consumer behavior through video-based contents (Akkaya, 2013; Hautz et al., 2014; Hussain et al., 2018; Khan, 2017; Zang, 2014).

In the following section, the research method of this study is introduced and variables are explained. As well, the research technique, survey development, determination of questions, product and video selections are detailed. The data obtained from the study is analyzed and interpreted according to the research hypotheses in the results and discussion section.

3.1 Research Technique

The method chosen to collect the data is a cross-sectional survey, administered through web. An online questionnaire was created on a research platform, Qualtrics. A web-based and mobile-friendly survey is the most effective and efficient way to reach respondents. Also, having an online survey eliminated geographical constraints.

Firstly, the online survey is launched within a link via e-mail. Additionally, the link was posted and promoted through the social media platforms, encouraging people to share it among their friends, families and any other types of groups who could have potential respondents for the questionnaire.

The applied research technique was definitely time-efficient compared with other research approaches. The interface of the research platform is totally user-friendly for gathering and analyzing of the data. Data was collected in a short period of time with no costs at all.

3.2 Survey Development

For this study, the online questionnaire was prepared in two languages, English and Turkish. The final version of the questionnaire appeared after the necessary work was done to determine the questions/expressions, the products and product related videos/video sources. The questionnaire which is used for data collection is given in appendices.

3.2.1 Determining Questions

The questionnaire consists of three parts. First part contains demographic questions. In the second and third parts, two Youtuber and two Company videos are shown to the participants as explained in the Survey Flow Design section (3.2.4.). Fifteen standard questions are asked after each video and the response scheme is constructed on five-point likert scale.

The demographic questions included in the first part are presented in Table 3.1.

Table 3.1 : Demographic information

D1: What is your age?
D2: What is your sex?
D3: What is your annual income?
D4: What is the highest degree or level of school you have completed?
D5: What is your marital status?
D6: Approximately how many hours do you spent on internet per day?
D7: Approximately how many hours do you spent on YouTube per day?
D8: Is there any Youtuber you follow on YouTube?
D9: Is there any Company account you follow on YouTube?
D10: What is your best motivation for using YouTube?

In the second part, there are twelve questions which are designed to measure consumer attitudes. The questions consist of four subgroups basically. These groups are designed to analyze the videos in terms of four aspects: “informative”, “memorable”, “convincing” and “trustworthy” (Geller, 2013; Greenwald, 2014; Hall, 2017; Nielsen, 2013; Suggett, 2017).

The main consumer attitudes are determined according to previous studies (Geller, 2013; Hall, 2017; Nielsen, 2013; Suggett, 2017). The chosen attitudes are the key ones which indicate that companies’ advertisements effective and powerful to convince people to act. In other words, those attitudes imply that videos have meaningful and inspirational contents for consumers (Greenwald, 2014).

Table 3.2 lists the impressions and attitudes of the participants toward the videos included in the second part of the questionnaire.

Table 3.2 : Attitudes toward the videos

INFORMATIVE
Q1: This video gives related information about product.
Q2: This video gives comparable information about product.
Q3: This video gives actual information about product.
MEMORABLE
Q4: This video is entertaining.
Q5: This video is surprising.
Q6: This video is captivating.
CONVINCING
Q7: This video evokes the sense of need.
Q8: This video is inspiring.
Q9: I feel an instant connection with this video.
TRUSTWORTHY
Q10: This video is reliable.
Q11: This video is realistic.
Q12: This video gives true information about product.

For a video to be evaluated as informative by viewers, it is expected to give related, comparable and actual information about the product. The video is evaluated as memorable if it is rated as an entertaining, surprising or captivating video by viewers. To understand to what extent the video is convincing to act, it is measured whether the video evokes the sense of need, inspires or causes a feeling of an instant connection with it. Finally, being reliable, being realistic and giving true information about the product are accepted to be indicators of being trustworthy.

In the third part of the questionnaire, three questions are asked to measure participants' aim to act: intention to purchase and/or to try the product and/or to get more information about the product. These questions are listed in Table 3.3. The first and second questions are Yes/No questions. The last question is designed to analyze how much the participants intend to pay in order to buy the products. It is an input question and the participants who do not want to buy the product are asked to enter "0" (zero). These three questions aim to measure the influence of videos on consumers' decisions. The results of this part are expected to clarify the participants' purpose about the product after watching the videos.

Table 3.3 : Intentions /willingness of participants

Q13: Would you like to try the product?
Q14: Would you like to get more information about product?
Q15: How much would you pay to buy the product?

The relation between attitudes and intentions/willingness of the participants are analyzed on the basis of the responses given to these questions. The last question is not only used for understanding the relationship but also to compare the effectiveness of video sources.

3.2.2 Product Selection

In the first step, seven unknown products are determined. Two of the seven products are owned by startup companies. Three of them belong to widely known brands and other two products belong to rarely known brands. The selected products are generally unknown products, despite the three of them belong to extremely known brands.

In the second step, the main products are chosen by using a pre-survey. 15 people participated to the pre-survey. There is only one question for each product to measure the products' popularity/awareness in the survey. According to the results, four widely unknown products are determined: Hyper Adapt (Nike), Model X (Tesla), Model Five (OnePlus), IQBuds (Nuheara). Thus, the products are a smart-shoe, an electrical car, a smartphone and an innovative earbud.

3.2.3 Video Selection

The questionnaire consists of eight videos of the chosen products. Each product has one Company and one Youtuber video. In this part, the first limiter was the length of videos. To ensure that the entire survey takes maximum 20 minutes, the videos should take an average of 150 seconds. Also, the technical quality of videos, the clarity of language and the comprehensibility of videos should be similar to prevent the effects of technical differences on consumer attitudes and intentions.

After all videos are determined, the videos are edited. The unrelated parts to the products and prices are cleaned from videos. Eventually, four Company and four Youtuber videos of the product are added to the survey.

3.2.4 Survey Flow Design

The most critical part of this questionnaire is the survey flow design. Research design revolved around four widely unknown products and it was prepared in two languages.

Firstly, the survey was easily shared within one link for both language options with flow design. Secondly, any influence from the video order needed to be carefully eliminated to measure the effects of two sources (Youtuber vs Company) on consumer attitudes. Thirdly, the videos had to be chosen carefully to be sure that each participant sees only one video of one product.

To provide all the characteristics in the survey, Qualtrics research platform was used. The number of quadruple combinations of eight videos, which meet the above-mentioned requirements, was calculated as six. Then, six sub-blocks were created for each possible combination of the videos with the survey flow options. For each participant, one sub-block is shown randomly and evenly. Additionally, the videos in every sub-block are shown to the participants evenly and randomly.

According to the results obtained, it is certain that each participant saw the videos in a different combination and/or in a different order. It is also certain that any participant did not compare two videos (created by Company and Youtuber) of the same product.

3.3 Data Collection

The survey was launched on 17th January, 2017. It is spread on social media and via e-mails. More than 200 participants clicked on the survey link. It was observed that some of the participants left the survey incomplete. The total 128 responses were collected about the measurements of above-mentioned characteristics (attitudes and willingness/intentions). Participants who watched minimum 90 seconds of the videos are assumed to provide meaningful data. With all meaningful data conditions, only 120 of the total responses are usable to analyze.

3.4 Statistical Test

Firstly, reliability of the research is analyzed by using Cronbach's Alpha. Secondly, the responses are interpreted based on attitudes/questions by calculating means and standard deviations. This is made separately for Youtuber and Company sources.

Table 3.4 : Dependent and independent variables

Dependent Variables	Willingness to pay Intention to purchase the product Intention to try the product Intention to get more information about the product	
Independent Variables	Attitudes	being informative being convincing being memorable being trustworthy
	Categorical	age sex marital status education level annual income h/day on internet h/day on youtube best motivation to use youtube source video order product type
	Dummy	following youtuber following company

Following, the regression analyses are used to explain the relation between dependent and independent variables. Before statistical tests it is tested if the population is normally distributed. For all statistical tests, it is assumed that the distribution of sample means (across independent samples) is normal.

All variables used in the analysis are given in Table 3.4. The dependent variables of the current study are represented by questions 13, 14 and 15 that are stated above. The four dependent variables are intention to purchase the product, intention to try the product, intention to get more information about the product and willingness to pay. The independent variables include attitudes, categorical variables and dummies. Firstly, attitudes refer to the evaluations of video contents by viewers as informative, memorable, convincing and trustworthy. Secondly, categorical variables are determined as marital status, gender, education level, age, video order, product type, their motivation for using Youtube, time spent on YouTube and time spent on internet. Lastly, dummy variables are following Youtuber and following Company accounts on YouTube.



4. RESULTS AND DISCUSSIONS

In this section, demographic information of the sample, data analyzing methods and the results are explained. Necessary discussions on the results were also included. As explained above, 120 usable responses were analyzed with the statistical tests as explained above.

4.1 Demographic Information

Table 4.1 displays demographic characteristics of the participants that are included in the analysis.

Table 4.1 : Demographic information of participants

Number			%			Number			%		
Gender						Following Youtuber Account					
Male	61	51	Followers	59	49						
Female	59	49	Non-followers	61	51						
Marital Status						Following Company Account					
Single	71	59	Followers	30	25						
Married	46	38	Non-followers	90	75						
Cohabitation	3	3	Best Motivation for using Youtube								
Age						E-learning	30	25			
18-24	16	13	Following trends	19	16						
25-34	94	78	Listening to music	59	49						
35-44	7	6	Sharing videos	5	4						
55-64	3	3	Watching movie/TV	7	6						
Education Level						Annual Income					
License	60	50	<20.000	45	38						
Master	45	38	20.000-40.000	13	11						
PhD	6	5	40.000-70.000	36	30						
High school	8	7	70.000-100.000	16	13						
< High school	1	1	>100.000	10	8						
Daily Internet Usage (in hours)						Daily Youtube Usage (in hours)					
< 2	19	16	< 1	70	58						
2-4	36	30	1-2	36	30						
4-6	32	27	2-3	10	8						
> 6	33	28	> 3	4	3,33						

In what follows demographic features of the participants are summarized.

Sex

Men and women participants have an almost equal distribution. 49% of the participants are female (59 participants) and 51% are male (61 participants).

Age

It is found that 13% of participants are 18-24 years-old (16 participants), 6% are 35-44 years-old (seven participants) and three of them are 55-64 years old (3%). The majority of participants (78%) are aged between 25-34.

Marital status

It is seen that 38% of participants are single (46 participants), 3% of them are in cohabitation (three participants) and 59% of the participants are married (71 participants).

Country of residence

People participated to the survey from different countries. According to the data obtained, 7% (eight participants) of them are from France and 75% (90 participants) of them are from Turkey. The remaining 18% (22 participants) participated in the survey from other countries.

Education level

5% (six participants) of participants have got a PhD degree, 37% (45 participants) of them have got master degree, and 50% (60 participants) of them have got bachelors' degree. 7% (eight participants) of participants have got high school degree.

Annual income

The lower limit values in the specified income options are included in the range unlike upper limit values. Annual incomes of the participants are examined by three currencies: Turkish Lira (₺), Euro (€) and Dollar (\$). 78% of participants answered the question with the currency of Turkish Lira. 30 participants' annual incomes are less than 20.000₺ and eight participants' annual income are between 20.000-40.000₺. 32 participants have reported their annual income between 40,000-70,000₺ and the income level of 16 participants is between 70,000-100,000₺. Finally, it appears that eight participants earn an annual income more than 100,000₺.

17% of participants answered the question with the currency of Euro. Ten participants' annual incomes are less than 20.000€ and five participants' annual income are between 20.000-40.000€. Four participants have reported their annual income between 40,000-70,000€ and only one participant's annual income is more than 100,000€. Thirdly, 5% of all participants gave their answers with the currency of Dollar. Five participants' annual incomes are less than 20.000\$ and only one participant's income is more than 100,000\$ annually.

Time spent on Internet and YouTube

The participants' time spent on internet and YouTube are also examined. The lower limit values in the specified options are included in the range unlike upper limit values. According to the collected data, 27% of them (33 participants) spend minimum six hours per day on internet while 19 (16%) of them spend maximum two hours. Moreover, 30% of participants (36) spend between 2-4 hours and 27% of them (32 participants) spend between 4-6 hours daily on internet.

The results show that 59% of the participants (70) spent maximum one hour per day on YouTube. 30% of them (36 participants) spent from 1 to 2 hours daily on YouTube and 8% (10 participants) spent from 2 to 3 hours per day. It is also observed that 3% of the participants spend minimum 3 hours on YouTube daily.

Followers of Youtubers and/or Companies

According to the results obtained, some of the participants are followers of Youtuber and/or Company channels on YouTube. 23 of the total follow both Youtubers and Companies. 54 of the participants follow neither Youtubers nor Companies. On the other hand, it is observed that 25% of the participants follow minimum one Youtuber while 49% of the participants follow at least one Company account on YouTube.

The best motivation for using YouTube

In the survey, the participants' best motivation for using YouTube is examined. The motivations are determined as listening to music, e-learning, following trends, watching movie/TV and sharing videos (Youtube, n.d.). According to collected responses, 59 (49%) participants' best motivation to use YouTube is Listening to Music. Secondly, e-Learning is the best motivation of 30 (25%) participants. Following Trends is the best motivation of 19 (16%) participants. 12 (10%) of them use YouTube to watch movie/TV or to share videos.

4.2 Normality Testing

In statistics, normality tests are used to determine whether a data set is modeled for normal distribution. There are both graphical and statistical methods for evaluating normality. In the statistical tests, "skewness" and "kurtosis" values are used to test for normality. The analysis is made for each attitude separately. The results are given in Table 4.2.

Table 4.2 : The results of normal distribution analysis

	Informative	Memorable	Convincing	Trustworthy
Kurtosis	0,08	-0,58	-0,35	0,77
Skewness	-0,36	-0,22	-0,09	-0,45
Number of Observations	480	480	480	480
Confidence Level (95,0%)	0,06	0,09	0,09	0,07

If the skewness value is between -0.5 and 0.5, the data is assumed fairly symmetrical. Also, both skewness and kurtosis values are expected to close to zero for a normal distribution (GoodData Corporation, 2018; McNeese, 2016).

According to skewness values, it is seen that the data of being informative ($-0,5 < -0,36 < 0,50$), being memorable ($-0,5 < -0,22 < 0,50$), being convincing ($-0,5 < -0,09 < 0,50$) and being trustworthy ($-0,5 < -0,45 < 0,50$) are fairly symmetrical. On the other hand, it is also certain that the data of being memorable ($-0,58 < -0,50$) and being trustworthy ($0,77 > 0,50$) are not mesokurtic distributions.

The problem with these kurtosis values are the impact of sample size. In other words, if the sample size is made larger, a normal distributed data will be provided. To complete all statistical analysis, collected data is assumed to be normally distributed in the study.

4.3 Reliability of the Research

The Cronbach's Alpha is widely used to measure the internal consistency of a test or scale. This method is suitable to evaluate multiple Likert scale type data. The Cronbach's Alpha values are expressed as numbers between 0 and 1. The results obtained after the test of reliability are shown in Table 4.3.

Table 4.3 : The reliability values of the question groups

	Cronbach's Alpha	Number of Items
Informative	0,64	3
Memorable	0,86	3
Convincing	0,80	3
Trustworthy	0,86	3
Aim to act	0,86	3

There are different reports about the acceptable values of alpha, ranging from 0.60 to 0.95. Results higher than 0.7 are considered reliable and higher than 0.8 are considered highly reliable (Cívico, 2014). On the other hand, according to a previous research on consumer attitudes; if the Cronbach's alpha is $0.00 \leq \alpha < 0.40$, the scale is not reliable; if $0.40 \leq \alpha < 0.60$ the scale has low reliability; if $0.60 \leq \alpha < 0.80$, the scale is reliable

and if $0.80 \leq \alpha < 1.00$, the scale is highly reliable (Akkaya, 2013). In this study, the results are evaluated according to this reliability scale.

According to the results of the reliability test, Cronbach's alpha suggests that the questionnaire of Convincing (0,80), Memorable (0,86), Trustworthy (0,86) and Aim to Act (0,86) are highly reliable ($0.80 \leq \alpha < 1.00$). Also, the questionnaire of Informative (0,64) is less reliable than the others but it is still reliable ($0.60 \leq \alpha < 0.80$).

For citing of secondary references (In case the reference cites another reference), the secondary reference must be cited in brackets. In the references section, the reference tag is organized according to the secondary reference, the original reference must not be used as a tag. For example; In his e-mails, Smith argued that asynchronous line dancing would be the next Internet meme (as cited in Jones, 2010).

4.4 Evaluation of Participants' Responses Based on Attitudes and Questions

The second part of the survey is designed to measure consumer attitudes toward the videos: informative, memorable, convincing and trustworthy. The questions were prepared in 5-point likert scale. Responses were analyzed by arithmetic mean and standard deviation statistics. The analyses are applied for Company and Youtuber videos separately. The attitudes of the participants are presented in Table 4.4. "3" is the mean value for a 5-point likert scale. Attitude means more than 3 are close to be "highly agree" and less than 3 are close to be "highly disagree".

Table 4.4 : Attitudes of participants both for Company and Youtuber videos

Attitudes	Company		Youtuber	
	Mean	St. Dev.	Mean	St. Dev.
Informative	3,75	0,54	3,93	0,60
Q1	4,2	0,65	4,29	0,63
Q2	3,14	0,86	3,47	0,91
Q3	3,92	0,68	4,03	0,68
Memorable	3,27	0,71	3,19	0,83
Q4	3,28	0,82	3,05	0,91
Q5	3,14	0,83	3,26	0,94
Q6	3,40	0,80	3,27	0,94
Convincing	3,09	0,76	2,92	0,81
Q7	3,14	0,89	2,93	0,89
Q8	3,20	0,92	3,09	0,98
Q9	2,94	0,88	2,75	0,96
Trustworthy	3,70	0,65	3,52	0,69
Q10	3,51	0,76	3,29	0,84
Q11	3,84	0,67	3,65	0,76
Q12	3,75	0,69	3,63	0,68

The obtained results show that the means of the four attitudes are higher than 3 for Company videos. Then, it can be said that the Company videos are found informative, memorable, convincing and trustworthy in general. On the other hand, when the responses to each question were analyzed, it is found that the participants do not feel an instant connection with the Company videos (Q9 - 2,94).

The means of three attitudes, namely informative, memorable and trustworthy, are higher than 3 for the Youtuber videos. The participants find the videos of Youtubers informative, memorable and trustworthy. On the other hand, Youtuber videos are found not totally but almost convincing ($2,92 \pm 0,81$). When the responses to each question were analyzed, it is seen that the participants find Youtuber videos inspiring (Q8 - 3,09) although in a general way the “convincing” character is evaluated as weak ($2,92 \pm 0,81$).

In the third part of the survey, three questions are asked to measure consumer intentions: to purchase and/or to try the product and/or to get more information about the product. The amount participants decide to pay for the product (Q15) measures how much participants willing to buy the product. In the analysis, if a participant enters an amount to buy the product (Q15) or says “Yes” to try the product (Q13) or to get more information about the product (Q14), the results are assumed to be 1. Otherwise, the results are considered 0. In this case, “0,5” is the mean value. According to this assumption, responses were analyzed by arithmetic mean and standard deviation statistics. The analyses are applied for Company and Youtuber videos separately. The results are presented in Table 4.5.

Table 4.5 : Means and Standard Deviation values of participants’ intentions for both Youtuber and Company generated videos

Intention of Participants	Youtuber		Company	
	Mean	St. Dev.	Mean	St. Dev.
Q13: Intention to try the product	0,63	0,48	0,66	0,47
Q14: Intention to get more information about the product	0,50	0,50	0,55	0,50
Q15: Intention to purchase the product	0,56	0,49	0,61	0,49

According to the table, means more than 0,5 are close to intend “highly” and less than 0,5 are close to intend “lowly”. The results on the tables shows that all means are over 0,5.

To sum up, according to the results, participants found the videos informative, memorable and trustworthy whether they are Youtuber or Company generated. Only for the attitude “convincing”, Company generated videos are found convincing but the participants are indecisive for Youtuber generated ones. The participants tend to purchase, try and get more information after watching videos of both Youtubers and Companies. In this stage, it is not known yet if there is a significant difference between the two sources in terms of affecting consumer intentions and willingness.

4.5 Regression Analysis

The purpose of the regression analyses is to find out which attitudes or demographic factors have a relation with consumer intentions. Multiple linear and probit regressions

are especially appropriate to verify the impact of the four independent variables (being informative, memorable, convincing and trustworthy) on the dependent variables. The dependent variables are consumers' willingness to pay, intention to purchase the product, to try the product and to get more information about the product.

In addition to the four attitudes, categorical and dummy variables are also determined to test the relation with dependent variables. Categorical variables represent participants' marital status, gender, education level, age, video order, product type, their motivation for using Youtube, time spent on YouTube and time spent on internet. Dummy variables represent being a follower of minimum one Youtuber and/or Company account on YouTube.

Probit regression analyses are used for all intentions because the dependent variables are confined to [0;1]. Additionally, multiple linear regressions are used to analyze willingness to pay of participants.

At the beginning of the regression analyses, the source type (Youtuber/Company) is determined as another categorical variable to test if source type has a significant relation with the dependent variables. If this variable is significant, then the effects of the two different sources have been measured separately. Therefore, two regressions were carried out to determine the effect of the researched attitudes (being informative, memorable, convincing and trustworthy) on consumers' intentions to try, to get more information, to purchase and their willingness to pay toward two sources (Youtuber and Company generated videos). Otherwise, the regression analyses are applied for all sources together

Moreover, participants' willingness to pay is analyzed by using their annual incomes and their answers to Q15. However, as it is mentioned in section 4.1, the answers are in three currencies. Accordingly, responses for all currencies have been normalized by proportion of the amount paid (Q15) to participants' annual income. Besides, each product has a different price range which directly effects the amount participants paid. This is the reason why responses have been also normalized by proportion of the amount paid (Q15) to the real prices of each product. After this calculation, normalized values are used for regression analyses of participants' willingness to pay.

For the results of linear multiple regression analyses, Adjusted R^2 is interpreted. Adjusted R^2 is a statistical measure of how close the data is to the fitted regression

line. It is also known as the coefficient of determination, or the coefficient of multiple determination for multiple linear regression. For probit regression analyses, Pseudo R² values are interpreted to measure of how close the data is fitted the model. On the other hand, both Adjusted and Pseudo R² values do not reflect the extent to which any particular independent variable is associated with dependent variables.

The results of probit regression analyses are given in Table 4.6 and Table 4.7. The values on the tables are the marginal effects of variables for probit regressions. The results of multiple linear regression analyses are given in Table 4.8 and Table 4.9. The values on the tables represent the linear coefficients of the variables.



Table 4.6 : Results of regression analyses for consumer intentions – 1

marginal effects of variables			
Intention to ...	Purchase	Try	Get more information
Informative	0,02 (0,12)	0,06* (0,14)	0,01 (0,12)
Memorable	0,04 (0,11)	0,04 (0,12)	0,06* (0,11)
Convincing	0,14** (0,12)	0,15** (0,14)	0,15** (0,12)
Trustworthy	0,10** (0,13)	0,06* (0,14)	0,05 (0,13)
25-34 Age	0,07 (0,27)	0,10 (0,31)	-0,03 (0,26)
More than 34 Age	-0,29* (0,51)	-0,34** (0,55)	-0,33** (0,48)
Male Sex	0,15** (0,19)	0,09* (0,22)	0,13** (0,19)
Married Marital Status	0,12 (1,11)	0,35 (1,63)	0,21 (0,94)
Single Marital Status	0,24 (1,09)	0,31 (1,60)	0,23 (0,93)
License Education Level	0,00 (0,33)	-0,13 (0,41)	-0,06 (0,33)
Master & PhD Education Level	-0,05 (0,34)	-0,16* (0,42)	-0,14 (0,33)
Less than 20.000 Annual Income	-0,12 (0,32)	-0,07 (0,37)	-0,08 (0,30)
40.000-70.000 Annual Income	0,01 (0,32)	0,00 (0,36)	0,01 (0,36)
70.000-100.000 Annual Income	0,07 (0,38)	-0,05 (0,42)	-0,16 (0,31)
More than 100.000 Annual Income	-0,03 (0,46)	-0,07 (0,51)	-0,05 (0,44)
4-6 h/day on internet	-0,07 (0,21)	-0,02 (0,23)	0,02 (0,20)
Less than 2 h/day on internet	-0,07 (0,26)	-0,02 (0,30)	-0,17** (0,26)
More than 6 h/day on internet	-0,03 (0,21)	0,00 (0,23)	-0,09 (0,21)

Standard errors in parenthesis

*(P>|z|) <0,05; **(P>|z|) <0,01

Table 4.7 : Results of regression analyses for consumer intentions – 2

Intention to ...	marginal effects of variables		
	Purchase	Try	Get more information
More than 2 h/day on YouTube	0,12 (0,20)	-0,06 (0,29)	-0,10 (0,27)
Less than 1 h/day on YouTube	0,09 (0,27)	-0,04 (0,22)	0,02 (0,19)
Listening to music Best motivation	0,07 (0,25)	0,01 (0,29)	0,02 (0,25)
Sharing videos Best motivation	0,17 (0,43)	0,20* (0,57)	-0,04 (0,44)
Watching movie/TV Best motivation	0,01 (0,39)	-0,10 (0,43)	-0,02 (0,38)
E-learning Best motivation	0,06 (0,26)	0,02 (0,30)	0,12 (0,26)
Youtuber Source	0,00 (0,15)	0,02 (0,17)	0,01 (0,14)
Second video order	-0,02 (0,21)	-0,02 (0,23)	-0,08 (0,20)
Third video order	-0,00 (0,21)	0,01 (0,24)	-0,07 (0,20)
Fourth video order	-0,13** (0,20)	-0,11* (0,22)	-0,13** (0,20)
Nike Product	-0,04 (0,21)	-0,10* (0,23)	-0,10* (0,20)
OnePlus Product	-0,12* (0,20)	-0,23** (0,23)	-0,11* (0,20)
Tesla Product	0,04 (0,22)	0,05 (0,27)	0,15** (0,21)
Following Youtuber	0,06 (0,19)	0,07 (0,21)	0,05 (0,18)
Following Company	-0,10 (0,23)	-0,09 (0,26)	-0,01 (0,22)
Constant	-4,98** (1,26)	-5,57** (1,75)	-3,73** (1,13)
Pseudo R ²	0,39	0,49	0,37
Number of Observations	480	480	480

Standard errors in parenthesis

*(P>|z|) <0,05; **(P>|z|) <0,01

4.5.1 Intention to purchase the product

The summary of probit analysis for intention to purchase the product is given in Table 4.6 and Table 4.7 for Company and Youtuber generated videos together. By

interpreting these results, the following hypotheses have been tested. Null hypotheses are the same for all intentions and willingness to pay.

H₀: There is no significant difference between the effects of Youtuber and Company videos on consumers' intentions and/or willingness to pay.

H₁: There is a significant difference between the effects of Youtuber and Company videos on consumers' intention to purchase the product.

H₀' : There is no significant relationship between consumer attitudes (informative, memorable, convincing and trustworthy) and consumers' intentions and/or willingness to pay.

H₂: There is a significant relationship between consumer attitudes (informative, memorable, convincing and trustworthy) and consumers' purchase intention.

The interaction between explanatory variables (attitudes, categorical and dummy variables) and participants' intention to purchase is explained with 39% reliability (pseudo $R^2 = 0,39$). Accordingly, pseudo R^2 is acceptable and allow the pursuance of the work (Cretti, 2015).

Additionally, the p values of explanatory variables should be less than the significance level (0,05) to be significant. In this case, the results show that participants' intention to purchase does not depend on video source ($0,98 > 0,05$). According to the significance level of "source" variable, the null hypothesis is approved for purchasing intention. All data is analyzed together to determine the relationship between attitudes and consumers' purchase intention because there is no difference between the effects of Youtuber and Company videos on the intention to purchase.

The obtained results regarding the two sources show that being convincing ($0,00 < 0,05$) and being trustworthy ($0,00 < 0,05$) are significant. Moreover, being more than 34 years old ($0,02 < 0,05$) and being a male participant ($0,00 < 0,05$) are found as significant variables. Watching the video in the fourth order ($0,01 < 0,05$) and watching the video of Oneplus product ($0,02 < 0,05$) have also significant relation with the intention to purchase the product independently of source. Accordingly, H₂ is approved for only 2 attitudes: being convincing and being trustworthy. Being informative and being memorable characteristics do not seem enough to convince the consumers purchase the product.

4.5.2 Willingness to pay for purchasing the product

The summary of multiple linear regressions for willingness to pay is given on Table 4.8 and Table 4.9. Because the “source” variable is significant, the analyses are made for Company and Youtuber generated videos separately. By interpreting these results, the following hypotheses have been tested:

H3: There is a significant difference between the effects of Youtuber and Company videos on consumers’ willingness to pay.

H4: There is a positive linear relationship between consumer attitudes (informative, memorable, convincing and trustworthy) and consumers’ willingness to pay for Company videos.

H5: There is a positive linear relationship between consumer attitudes (informative, memorable, convincing and trustworthy) and consumers’ willingness to pay for Youtuber videos.

Table 4.8 : Results of regression analyses for willingness to pay – 1

Willingness to pay	linear coefficients		
	General	Youtuber	Company
Informative	0,00 (0,00)	0,00 (0,00)	0,00 (0,00)
Memorable	0,00 (0,00)	0,00 (0,00)	0,00 (0,00)
Convincing	0,01** (0,00)	0,01** (0,00)	0,00 (0,00)
Trustworthy	0,00 (0,00)	0,00 (0,00)	0,01** (0,00)
25-34 Age	0,00 (0,01)	0,01 (0,01)	0,00 (0,00)
More than 34 Age	0,00 (0,01)	0,00 (0,02)	0,00 (0,01)
Male Sex	0,01* (0,00)	0,01* (0,01)	0,00 (0,00)
Married Marital Status	-0,01 (0,01)	0,00 (0,02)	-0,02 (0,01)
Single Marital Status	-0,01 (0,01)	0,00 (0,02)	-0,01 (0,01)
License Education Level	0,00 (0,01)	0,00 (0,01)	0,00 (0,01)
Master & PhD Education Level	-0,01 (0,01)	0,00 (0,01)	-0,01 (0,01)
Less than 20.000 Annual Income	0,02** (0,01)	0,02* (0,01)	0,01* (0,01)
40.000-70.000 Annual Income	0,00 (0,01)	0,00 (0,01)	-0,01 (0,01)
70.000-100.000 Annual Income	-0,01 (0,01)	0,01 (0,01)	-0,01 (0,01)
More than 100.000 Annual Income	-0,01 (0,01)	0,01 (0,02)	-0,01 (0,01)
4-6 h/day on internet	-0,01 (0,00)	0,01 (0,01)	0,01 (0,00)
Less than 2 h/day on internet	-0,01* (0,01)	0,02* (0,01)	-0,01* (0,00)
More than 6 h/day on internet	-0,01 (0,00)	0,01 (0,01)	0,00 (0,00)

Standard errors in parenthesis

*(P>|t|) <0,05; **(P>|t|) <0,01

Table 4.9 : Results of regression analyses for willingness to pay – 2

Willingness to pay	linear coefficients		
	General	Youtuber	Company
More than 2 h/day on YouTube	0,01 (0,01)	0,01 (0,01)	0,00 (0,00)
Less than 1 h/day on YouTube	0,01 (0,00)	0,01 (0,01)	0,00 (0,00)
Listening to music Best motivation	0,01 (0,01)	0,01 (0,01)	0,00 (0,01)
Sharing videos Best motivation	0,00 (0,01)	0,00 (0,02)	0,00 (0,01)
Watching movie/TV Best motivation	0,00 (0,01)	0,00 (0,01)	0,00 (0,01)
E-learning Best motivation	0,01 (0,01)	0,01 (0,01)	0,00 (0,00)
Youtuber Source	0,01* (0,00)	-	-
Second video order	0,00 (0,00)	0,00 (0,01)	0,00 (0,00)
Third video order	0,00 (0,00)	0,01 (0,01)	0,00 (0,00)
Fourth video order	0,00 (0,00)	0,00 (0,01)	0,00 (0,00)
Nike Product	0,00 (0,00)	0,00 (0,01)	0,00 (0,00)
OnePlus Product	0,01* (0,00)	0,01 (0,01)	0,01** (0,00)
Tesla Product	0,01** (0,00)	0,03** (0,01)	0,01 (0,00)
Following Youtuber	0,00 (0,00)	0,00 (0,01)	0,00 (0,00)
Following Company	0,00 (0,00)	0,00 (0,01)	0,00 (0,00)
Constant	-0,04* (0,02)	0,04 (0,03)	-0,02 (0,01)
Adjusted R ²	0,22	0,21	0,21
Number of Observations	480	240	240

Standard errors in parenthesis

*(P>|t|) <0,05; **(P>|t|) <0,01

For the general data, the interaction between explanatory variables (attitudes, dummy and categorical variables) and participants' willingness to pay is explained with 22% reliability (adjusted R² = 0,22). Accordingly, adjusted R² is acceptable and allow the

pursuance of the work (Cretti, 2015). There is a reasonably strong and linear correlation between some of the explanatory variables and willingness to pay.

The significance level (0,05) and p value comparisons show that there is a significant difference between the effects of Youtuber and Company videos on consumers' willingness to pay ($0,01 < 0,05$). Accordingly, the analyses are made separately for two sources (Youtuber and Company). In this instance, H3 is approved for willingness to pay.

4.4.2.1 Regression analysis for Youtuber generated videos

The interaction between explanatory variables (attitudes, dummy and categorical variables) and participants' willingness to pay is explained with 21% reliability (adjusted $R^2 = 0,21$) for Youtuber videos. Adjusted R^2 is acceptable and allow the pursuance of the work (Cretti, 2015). Also, there is a reasonably strong and linear correlation between some of the explanatory variables and willingness to pay for Youtuber generated videos.

According to the significance level (0,05), only being convincing ($0,01 < 0,05$) is correlated to participants' willingness to pay as an attitude. For the categorical variables; being male ($0,04 < 0,05$), having less than 20.000 unit annually ($0,03 < 0,05$) and watching the video of Tesla ($0,00 < 0,05$) have significant relation with willingness to pay. In this case, H5 is approved only for being convincing and for categorical variables mentioned above.

4.4.2.2 Regression analysis for Company generated videos

The interaction between explanatory variables (attitudes, dummy and categorical variables) and participants' willingness to pay is also explained with 21% reliability (adjusted $R^2 = 0,21$). Adjusted R^2 is acceptable and allow the pursuance of the work (Cretti, 2015). Also, there is a reasonably strong and linear correlation between some of the explanatory variables and willingness to pay for Company videos.

According to the significance level (0,05), only being trustworthy ($0,01 < 0,05$) is correlated to participants' willingness to pay as an attitude. For the categorical variables; having less than 20.000 unit annually ($0,04 < 0,05$), spending maximum 2 hours on internet daily ($0,03 < 0,05$) and watching the video of OnePlus ($0,01 < 0,05$)

have significant relation with willingness to pay. In this case, H4 is approved only for being trustworthy and for categorical variables mentioned above.

Table 4.10 : The comparison table for consumers' willingness to pay

	Company	Youtuber
Willingness to pay	Trustworthy <i>Less than 2h/day on internet</i> <i>Less than 20.000 ₺/€//\$</i> <i>Video of OnePlus</i>	Convincing <i>Less than 2h/day on internet</i> <i>Less than 20.000 ₺/€//\$</i> <i>Male</i> <i>Video of Tesla</i>

To summarize, although source isn't found significant for intention to purchase, there is a significant relation between source and willingness to pay. This shows that, even participants make their decisions to purchase independently of source, the amount they paid changes based on video source.

Additionally, the comparison of Youtuber and Company videos for consumers' willingness to pay is given on Table 4.10. It is seen that only the annual income (less than 20.000 ₺/€//\$) is significant for both Youtuber and Company generated videos. Moreover, while being convincing has an effect on consumers' willingness to pay significantly for Youtuber videos, being trustworthy has a significant effect on consumers' willingness to pay for Company videos.

Specially, if the product is a car and the viewer is a male, Youtubers have an effect on consumers' willingness to pay significantly. If the product is a smartphone, Company generated contents has a significant effect on consumers' willingness. These results show that, the willingness to pay change based on product and the source type could be more effective depend on the product type. In this study, it is not known the reason of these kinds of differences.

According to obtained results, there isn't enough evidence to explain why being convincing or being male aren't meaningful for Company videos and why being trustworthy or spending maximum two hours daily on internet aren't meaningful for Youtuber videos.

4.5.3 Intention to try the product

The summary of probit analysis for intention to try is given on Table 4.6 and Table 4.7 for Company and Youtuber generated videos together. By interpreting these results, the following hypotheses have been tested.

H₆: There is a significant difference between the effects of Youtuber and Company videos on consumers' intention to try the product.

H₇: There is a significant relationship between consumer attitudes (informative, memorable, convincing and trustworthy) and consumers' trying intention.

The interaction between explanatory variables (attitudes, categorical and dummy variables) and participants' intention to purchase is explained with 49% reliability (pseudo $R^2 = 0,49$). Accordingly, pseudo R^2 is acceptable and allow the pursuance of the work (Cretti, 2015).

Additionally, the p values of explanatory variables should be less than the significance level (0,05) to be significant. In this case, the results show that participants' intention to try has no change depend on video source ($0,47 > 0,05$). According to the significance level of "source" variable, the null hypothesis is approved for trying intention. All data is analyzed together to determine the relationship the attitudes and consumers' trying intention as there is no difference between the effects of Youtuber and Company videos on intention to try the product.

The obtained results of two sources show that being informative ($0,02 < 0,05$) being convincing ($0,00 < 0,05$) and being trustworthy ($0,03 < 0,05$) are significant. Moreover, being more than 34 years old ($0,00 < 0,05$) and being a male participant ($0,02 < 0,05$) are found as significant variables. Also, having more than license degree ($0,02 < 0,05$) and/or having the best motivation to share videos on YouTube ($0,02 < 0,05$) have reasonably strong correlation with consumers' trying intention.

Watching the video in the fourth order ($0,01 < 0,05$) and watching the video of Oneplus ($0,00 < 0,05$) or Nike ($0,03 < 0,05$) have also significant relation with intention to try the product independently of source. Accordingly, H₇ is approved for only 3 attitudes: being informative, being convincing and being trustworthy. Being memorable character doesn't seem enough to make the consumers try the product.

4.5.4 Intention to get more information about the product

The summary of the probit regression for intention to get more information about the product are given on Table 4.6 and Table 4.7 for Company and Youtuber generated videos together. By interpreting these results, the following hypotheses have been tested.

H₈: There is a significant difference between the effects of Youtuber and Company videos on consumers' intention to get more information about the product.

H₉: There is a significant relationship between consumer attitudes (informative, memorable, convincing and trustworthy) and consumers' intention to get more information about the product.

The interaction between explanatory variables (attitudes, categorical and dummy variables) and participants' intention to get more information about the product is explained with 37% reliability (pseudo $R^2 = 0,37$). This value is also acceptable and allow the pursuance of the work (Cretti, 2015).

The significance level (0,05) and p value comparisons show that, participants' intention to get more information has no change depend on video source ($0,80 > 0,05$). According to the significance level of "source" variable, the null hypothesis is approved for this intention. Due to the fact that there is no difference between the effects of Youtuber and Company videos on the intention, all data is analyzed together to determine the relationship the attitudes and the intention.

According to the results, there is a reasonably strong correlation between some of the explanatory variables and intention to get more information. The obtained results of two sources show that being memorable ($0,02 < 0,05$) and being convincing ($0,00 < 0,05$) are significant attitudes.

Moreover, being more than 34 years old ($0,00 < 0,05$) and being a male participant ($0,00 < 0,05$) are found significant by participants. Also, spending maximum 2 hours daily on internet ($0,01 < 0,05$) or watching the video in the fourth order ($0,01 < 0,05$) have reasonably strong correlation with consumers' intention to get more information.

On the other hand, watching the video of Oneplus, Nike or Tesla have also significant relation with intention to get more information about the product. However, all

products are found significant, actually this shows that the product type has no effect on this intention.

In this case, it can be said that, as soon as the video is convincing and memorable, the consumers are willing to get more information about the product. On the other hand, trustworthiness and informativeness don't have the same impact.

Table 4.11 : The comparison table of regression analyses for consumers' intentions

to purchase	to try	to get more information
Convincing Trustworthy <i>More than 34 Age</i> <i>Male Sex</i> <i>Fourth video order</i> <i>OnePlus Product</i>	Convincing Trustworthy Informative <i>More than 34 Age</i> <i>Male Sex</i> <i>Fourth video order</i> <i>OnePlus & Nike Product</i> <i>Master & PhD Education</i> <i>Level</i> <i>Sharing videos Best</i> <i>motivation</i>	Convincing Memorable <i>More than 34 Age</i> <i>Male Sex</i> <i>Fourth video order</i> <i>Less than 2 h/day on internet</i>

The comparison of consumers' intentions is given on Table 4.11.

To summarize, being convincing is significantly affecting consumers' any kind of intention for both Company and Youtuber videos. Additionally, being memorable has a significant effect on only consumers' intention to get more information. While being trustworthy is significant for both intentions to try and to purchase, it is not a significant variable for intention to get more information. On the other hand, there isn't enough evidence to explain why being memorable isn't meaningful for intention to try and/or intention to purchase or why being trustworthy isn't meaningful for intention to get more information. It is seen that, being informative is significant only for the intention to try the product but it is not significant for intention to get more information and/or to purchase.

The results also show that if the participant is a male and/or more than 34 years old, the effect of video to convince the participant for an intention is more than other participants. On the other hand, regardless of the characteristics of the participants, displaying videos in the fourth order is significantly correlated to all intentions.

Moreover, the results of “willingness to pay” show that the amount participants paid isn't related to video order significantly. In this study, there isn't enough evidence to explain why video order has no relation with willingness to pay unlike the intentions.

When the regression results are analyzed in general, it is seen that consumers decide the amount they pay based on the video source but they don't tend to get more information, to try products and to buy products depending on the source type. Also, if source is effective on a dependent variable, the regression results of each source show significant differences. In other words, different explanatory variables are effective on consumers' decisions based on source. For instance, participants would like to trust to company generated videos for deciding how much they pay but they would like to be convinced by Youtuber generated videos.

According to results, product type is always effective on consumers' decisions to tend and/or to pay. On the other hand, the product type varies according to the decision taken. For example, smart-phone and smart-shoe videos (Nike & OnePlus) are effective on participants' willingness to try the product. Then, this may show that, the participants have the curiosity about the innovative products. Besides, the study couldn't explain the reason of decision changes based on product types. There isn't also enough evidence to understand why the video of OnePlus has no significant relationship with willingness to pay for Youtuber videos unlike rest of all.

5. CONCLUSION AND RESEARCH IMPLICATIONS

This research extends our understanding of the different information sources and individual consumer decisions on YouTube from an engagement lens. The research also clarifies the correlation between perceptions of video contents and consumers' decisions (intentions/willingness).

Findings of the study can touch several audiences. This research is useful in guiding practitioners as well as researchers and individuals in having better social media strategies where YouTube is an element of the overall marketing campaign.

A major contribution of this study is about understanding the relationship between perception of video contents and consumers' decisions (intentions and willingness). How users are motivated to make decisions in benefit of Companies has been a consistent theoretical and practical challenge in recent years especially for Companies. In other insight, how users can be sure that they make their decisions detachedly has been a key question for individuals and society in recent years.

Unlike previous studies in understanding the effects of social media on consumers' decisions, the present study shows that their final judgements about to purchase the product, to try the product and to get more information about the product do not change as a function of the information source. On the other hand, the willingness to pay is changing up to the source. This must be the reason for the marketers to provide free products to Youtubers and hire them for the promotional videos. Probably the final judgement, which is the buying action, is related to spending power of individuals. This question can feed another project to clarify the topic of final judgement.

The results show that Company generated videos have to be trustworthy for individuals' willingness. Moreover, being trustworthy is not a significant variable for Youtuber generated videos. This makes us think that consumers trust the YouTuber in a natural way. Consumers' bias on Companies or bias for traditional advertising videos may be the reason of this result. When the video is Youtuber generated, individuals' willingness is only influenced by convincing contents. This brings us to

the point that Companies can influence individuals' willingness by using Youtubers and eliminating trust barriers. Also, using a Youtuber can be supportive for convincing people to be willing because Youtubers are also individuals of society. Therefore, people can feel an instant connection with them and be convinced easily. However, in case companies exploit the use of Youtubers to manipulate consumers, individuals can also lose their trust on Youtubers. This is a danger that could downgrade Youtube as a source of information in the eyes of consumers.

As it is mentioned in the results and discussion section, convincing videos have influence on all intentions. Additionally, two of the measurements of convincing character are evoking the sense of need and being inspiring in this study. According to the results, after watching videos, consumers start to feel that they have a need and they are inspired. This may be the reason why consumers tend to get more information, to try and also tend to purchase, even if they don't need the product. In this case, people should question their needs independently of their artificial-feelings generated by videos to be a conscious consumer.

From another insight, this study provides a better understanding of social media engagement for Companies. Practitioners can also benefit by understanding the exact attitudes that encourage intentions. Understanding of these perceptions could provide further insight into how consumers can be motivated for intentions or which perceptions are inevitable to convince people. Therefore, for Companies, it is crucial to understand the factors which influence individuals' decisions.

In this insight, Companies should focus on creating trustworthy videos to convince consumers to try and to purchase their products. Also, giving actual, compared and related information about products is crucial for consumers' intention to try. Additionally, if Companies want to give more information about their products or ideas, it is seen that they should create entertaining, captivating and surprising video contents to influence viewers' decisions.

Finally, display sequence of videos has significant influence on consumers' decisions. In the light of the results, Companies have more chance to influence consumers' decisions in the way they want if the products or ideas are shown at last. In other respect, this may also be the reason of why marketers or salespeople always keep the real offer till the end. It is known that consumers have a limit to say "no" in a given

time. In other words, they know that consumers will give up and say “yes” to their offer at the end. Thus, showing the real offer in the last video is the same strategy and it is an effective one to manipulate consumers’ decisions. In this case, consumers may consider to make their decisions not immediately. In other saying, consumers should be sure that they don’t make the decision just because they are under pressure.

5.1 Limitations and Future Researches

This study has provided valuable engagement-related insights into understanding user intentions and willingness. Despite many contributions, this study is not without limitations. Firstly, since the user perceptions of video contents vary on different social media sites, this research can serve as a guide for individuals, organizations, and businesses that have a YouTube presence.

Secondly, due to the way the survey link is distributed, current sample is not representative. Therefore, the current sample may impact the generalizability of its findings. However, it is notable that the participants were most relevant to this study because they comprise active social media users. Besides, although this is the best application for present study, given a better sample the analysis could be re-run.

Thirdly, according to the results of reliability tests for attitude “informative” is not highly reliable. Additionally, when we look at the normality tests, the results show that we need to make some improvements. Also, it is known that reliability and normality are affected directly by sample size. In this context, the analysis could be redone with a larger sample.

Future researches can build upon this research to examine other kind of intentions (like voting, helping etc.) on YouTube and other social media sites. Personality or cultural characteristics may also impact individuals’ decisions. It would be interesting to probe how these characteristics affect individuals’ decisions. In addition to attitudes and intentions, some other statistical analysis could be applied. Especially factor analysis would provide a better understanding of this kind research studies.

Finally, it would be also interesting to compare different influences of different type of contents (like text, audio and picture) on individuals’ decisions. Accordingly, the effectiveness of these content types on attitudes could be investigated.



REFERENCES

- Akkaya, D. T. (2013). *Sosyal Medya Reklamlarında Tüketici Algularının Tutum, Davranış ve Satın Alma Niyeti Üzerine Etkisi*. Trakya University.
- Allcott, H., & Gentzkow, M. (2017). Social Media and Fake News in the 2016 Election. *Journal of Economic Perspectives*, 31(2), 211–236. <https://doi.org/10.1257/jep.31.2.211>
- Allen, R. (2017). Annual growth in social media 2017 stats. Retrieved December 9, 2017, from <https://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/attachment/annual-growth-in-social-media-2017-stats/>
- Babutsidze, Z., & Cowan, R. (2014). Showing or telling? Local interaction and organization of behavior. *Journal of Economic Interaction and Coordination*, 9(2), 151–181. <https://doi.org/10.1007/s11403-013-0117-x>
- Babutsidze, Hanaki, & Zylbersztejn. (2018). Digitization of Communication: Effects on Cooperation Incentives. In preparation.
- Bar-Gill, S., & Gandal, N. (2017). Who gets trapped in online echo chambers? MIT Sloan Management Review.
- Bowman, M. (2017). Video Marketing: The Future of Content Marketing. Retrieved February 1, 2018, from <https://www.forbes.com/sites/forbesagencycouncil/2017/02/03/video-marketing-the-future-of-content-marketing/#16a4f4f16b53>
- Chaffey, D. (2018). Global Social Media Research. Retrieved March 28, 2018, from <https://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/>
- Chaslot, G. (2016). YouTube's A.I. Was Divisive in the US Presidential Election. Retrieved March 12, 2018, from <https://medium.com/the-graph/youtubes-ai-is-neutral-towards-clicks-but-is-biased-towards-people-and-ideas-3a2f643dea9a>
- Chen, Y. L., Chang, C. L., & Yeh, C. S. (2017). Emotion classification of YouTube videos. *Decision Support Systems*, 101, 40–50. <https://doi.org/10.1016/j.dss.2017.05.014>
- CISCO. (2017). Cisco Visual Networking Index: Forecast and Methodology, 2016–

2021. Retrieved December 9, 2017, from https://www.cisco.com/c/en/us/solutions/collateral/service-provider/visual-networking-index-vni/complete-white-paper-c11-481360.html#_Toc484813971
- Cívico, M. R. (2014). Consumer Behavior on Social Media: A Study About Consumer Behaviour Toward Fashion Brands on Social Media., 79.
- Close, A. G. (The U. of T. at A. (Ed.). (2012). *Online Consumer Behavior: Theory and Research in social Media, advertising and E-Tail*. Austin: Routledge.
- Cretti, C. (2015). *Consumers ' Attitude Towards Social Media Advertising an Empirical Study*.
- Dehghani, M., Niaki, M. K., Ramezani, I., & Sali, R. (2016). Evaluating the influence of YouTube advertising for attraction of young customers. *Computers in Human Behavior*, 59, 165–172. <https://doi.org/10.1016/j.chb.2016.01.037>
- Dimitrova, N., Zhang, H.-J., Shahraray, B., Sezan, I., Huang, T., & Zakhor, A. (2002). Applications of Analysis and Retrieval. *Multimedia, IEEE*, 9(3), 42–55. <https://doi.org/10.1109/MMUL.2002.1022858>
- Geller, L. (2013). How to Make your advertising Memorable. Retrieved December 1, 2017, from <https://www.forbes.com/sites/loisgeller/2013/01/23/how-to-make-your-advertising-memorable/#12410ebd517f>
- GoodData Corporation. (2018). Normality Testing “Skewness and Kurtosis.” Retrieved July 1, 2018, from <https://help.gooddata.com/display/doc/Normality+Testing+-+Skewness+and+Kurtosis>
- Gottfried, J., & Shearer, E. (2016). News Use Across Social Media Platforms 2016. Retrieved February 16, 2018, from <http://www.journalism.org/2016/05/26/news-use-across-social-media-platforms-2016/>
- Greenwald, M. (2014). Secrets of Seven of the Most Effective Ad Campaigns. Retrieved November 15, 2017, from <https://www.forbes.com/sites/michellegreenwald/2014/07/10/secrets-of-7-of-the-most-effective-ad-campaigns/#4a055241320c>
- Hall, S. (2017). Five Things You Need to Know About Informative Advertising. Retrieved December 4, 2017, from <http://www.copypress.com/blog/5-things-need-know-informative-advertising/>
- Hansen, S. S., Lee, J. K., & Lee, S.-Y. (2014). Consumer-generated Ads on Youtube: Impacts of Source Credibility and Need for Cognition on Attitudes, Interactive Behaviors and eWOM. *Journal of Electronic Commerce Research*, 15(3).
- Hasan, M. R., Jha, A. K., & Liu, Y. (2018). Excessive use of online video streaming services: Impact of recommender system use, psychological factors, and motives. *Computers in Human Behavior*, 80, 220–228.

<https://doi.org/10.1016/j.chb.2017.11.020>

- Hautz, J., Füller, J., Hutter, K., & Thürridl, C. (2014). Let users generate your video ads? The impact of video source and quality on consumers' perceptions and intended behaviors. *Journal of Interactive Marketing*, 28(1), 1–15. <https://doi.org/10.1016/j.intmar.2013.06.003>
- Hussain, S., Guangju, W., Jafar, R. M. S., Ilyas, Z., Mustafa, G., & Jianzhou, Y. (2018). Consumers' online information adoption behavior: Motives and antecedents of electronic word of mouth communications. *Computers in Human Behavior*, 80, 22–32. <https://doi.org/10.1016/j.chb.2017.09.019>
- Internet World Stats. (2018). Internet Growth Statistics. Retrieved December 9, 2017, from <http://www.internetworldstats.com/emarketing.htm>
- Kemp, S. (2018). DIGITAL IN 2018: WORLD'S INTERNET USERS PASS THE 4 BILLION MARK. Retrieved March 14, 2018, from <https://wearesocial.com/uk/blog/2018/01/global-digital-report-2018>
- Khan, M. L. (2017). Social Media Engagement: What motivates user participation and consumption on Youtube? *Computers in Human Behavior*, 66, 236–247.
- Kim, E., & Drumwright, M. (2016). Engaging consumers and building relationships in social media: How social relatedness influences intrinsic vs. extrinsic consumer motivation. *Computers in Human Behavior*, 63, 970–979. <https://doi.org/10.1016/j.chb.2016.06.025>
- Kosinski, M., Stillwell, D., Kohli, P., Bachrach, Y., & Graepel, T. (2012). Personality and Website Choice. *WebSci*, 0–3.
- Lewis, P. (2018). “Fiction is outperforming reality”: how YouTube's algorithm distorts truth. Retrieved February 13, 2018, from https://www.theguardian.com/technology/2018/feb/02/how-youtubes-algorithm-distorts-truth?CMP=tw_t_a-technology_b-gdntech
- McNeese, B. (2016). Are the Skewness and Kurtosis Useful Statistics? Retrieved July 1, 2018, from <https://www.spcforexcel.com/knowledge/basic-statistics/are-skewness-and-kurtosis-useful-statistics#kurtosis>
- Nielsen. (2013). Under the Influence: Consumer Trust in Advertising. Retrieved December 1, 2017, from <http://www.nielsen.com/us/en/insights/news/2013/under-the-influence-consumer-trust-in-advertising.html>
- Oneill, M. (2015). The 2015 Video Marketing Cheat Sheet. Retrieved February 2, 2018, from <https://animoto.com/blog/business/video-marketing-cheat-sheet-infographic/>
- OXFORD. (n.d.). Definition of YouTuber. Retrieved December 11, 2017, from <https://en.oxforddictionaries.com/definition/youtuber>

- Park, D. H., Kim, H. K., Choi, I. Y., & Kim, J. K. (2012). A literature review and classification of recommender systems research. *Expert Systems with Applications*, 39(11), 10059–10072. <https://doi.org/10.1016/j.eswa.2012.02.038>
- Parkinson, H. J. (2016). Click and elect: how fake news helped Donald Trump win a real election.
- Pittman, M., & Reich, B. (2016). Social media and loneliness: Why an Instagram picture may be worth more than a thousand Twitter words. *Computers in Human Behavior*, 62, 155–167. <https://doi.org/10.1016/j.chb.2016.03.084>
- Power, D. J., & Phillips-Wren, G. (2011). Impact of Social Media and Web 2.0 on Decision-Making. *Decision System*.
- Raksha, J. (2014). YouTube Video Influence 64% Of Consumers To Make Purchases. Retrieved March 20, 2018, from <https://dazeinfo.com/2014/08/11/youtube-video-influence-64-consumers-make-purchases/>
- Read, M. (2016). Donald Trump Won Because of Facebook.
- Rodriguez, V. (2018). Social Media vs. Traditional Media “Marketing, Make the Transition to the Digital.” Retrieved July 2, 2018, from <https://uhurunetwork.com/social-media-vs-traditional-media/>
- Schmidbauer, H., Rösch, A., & Stieler, F. (2018). The 2016 US presidential election and media on Instagram: Who was in the lead? *Computers in Human Behavior*, 81, 148–160. <https://doi.org/10.1016/j.chb.2017.11.021>
- Sedghi, A. (2014). Facebook: 10 Years of Social Networking, In numbers. Retrieved March 29, 2018, from <https://www.theguardian.com/news/datablog/2014/feb/04/facebook-in-numbers-statistics>
- Shapiro, R., & Aneja, S. (2017). *Unlocking the Gates: America’s New Creative Economy*.
- Silverman, C. (2016). This Analysis Shows How Viral Fake Election News Stories Outperformed Real News On Facebook.
- Silverman, C., & Singer-Vine, J. (2016). Most Americans Who See Fake News Believe It, New Survey Says. Retrieved April 2, 2018, from https://www.buzzfeed.com/craigsilverman/fake-news-survey?utm_term=.ms5xnP3gKX#.plN134PX9j
- Suggett, P. (2017). 13 Ways Advertisers Persuade You to Buy. Retrieved December 1, 2017, from <https://www.thebalance.com/10-ways-advertisers-persuade-you-to-buy-4084767>
- Tambuscio, M., Ruffo, G., Flammini, A., & Menczer, F. (2015). Fact-checking Effect on Viral Hoaxes: A Model of Misinformation Spread in Social Networks.

International World Wide Web Conference Committee (IW3C2), 977–982.
<https://doi.org/10.1145/2740908.2742572>

- ThinkwithGoogle. (2014). *YouTube Insights*. Retrieved from http://think.storage.googleapis.com/docs/youtube-insights-stats-data-trends-vol5_research-studies.pdf
- Wan, C. (2015). Do people purchase what they viewed from youtube? The influence of attitude and perceived credibility of user-generated content on purchase intention, 1–12.
- Warner-Søderholm, G., Bertsch, A., Sawe, E., Lee, D., Wolfe, T., Meyer, J., ... Fatilua, U. N. (2018). Who trusts social media? *Computers in Human Behavior*, 81, 303–315. <https://doi.org/10.1016/j.chb.2017.12.026>
- Westenberg, W. (2016). *No Influence of Youtubers on Teenagers*. University of Twente.
- Youtube. (n.d.). Lesson: YouTube Categories. Retrieved December 10, 2017, from <https://creatoracademy.youtube.com/page/lesson/overview-categories#strategies-zippy-link-1>
- Youtube. (2017). Youtube in Numbers. Retrieved December 10, 2017, from <https://www.youtube.com/intl/en-GB/yt/about/press/>
- Zang, D. (2014). *The impact of two-sided messaging on brand attitude: An attribution theory approach*. Iowa State University.
- Zephoria. (2018). The Top 20 Valuable Facebook Statistics. Retrieved March 25, 2018, from <https://zephoria.com/top-15-valuable-facebook-statistics/>



APPENDICES

Appendix A: Survey

Start of Block: Language Choice

Q1 Which language do you prefer to answer the survey?

Anketi hangi dilde yanıtlamak istersiniz?

Türkçe

English

End of Block: Language Choice

Start of Block: Demografik Sorular

DS-1 Cinsiyetiniz

Erkek

Kadın

DS-2 Yaşınız

18 altı

18 - 24

25 - 34

35 - 44

45 - 54

55 - 64

65 +

DS-11 Hangi ÷lkede yaşıyorsunuz?

- Türkiye
- Dięer

DS-3 Medeni Haliniz

- Bekar
- Evli
- Beraber Yaşam
- Boşanmış
- Dul

DS-4 En son tamamladığınız okul seviyesi nedir?

- Liseden az
- Lise
- Lisans
- Yüksek Lisans
- Doktora

DS-5 Yıllık Net Gelir Aralığınız (₺)

- 20.000'den az
- 20.000 - 40.000
- 40.000 - 70.000
- 70.000-100.000
- 100.000'den fazla

DS-6 İnternette, günlük olarak ortalama kaç saat geçirmektesiniz?

- 2 saatten az (1)
- 2-4 (2)
- 4-6 (3)
- 6 saatten fazla (4)

DS-7 Youtube 'ta, günlük olarak ortalama kaç saat geçirmektesiniz?

- 1 saatten az (1)
- 1-2 (2)
- 2-3 (3)
- 3 saatten fazla (4)

DS-8 Youtube üzerinde takip ettiğiniz herhangi bir Youtuber var mıdır?

- Evet (1)
- Hayır (2)

DS-9 Youtube üzerinde takip ettiğiniz herhangi bir Firma var mıdır?

- Evet (1)
- Hayır (2)

DS-10 Youtube kullanmaktaki en büyük motivasyonunuz nedir?

- Müzik dinlemek (2)
- Video paylaşmak (3)
- Film/TV izlemek (4)
- e-öğrenme (6)
- Trendleri takip etmek (5)

End of Block: Demografik Sorular

Start of Block: Nike-Company (8)

Lütfen videoyu izleyin ve aşağıdaki soruları cevaplayın.

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
Bu video, ürünle ilgili bilgi verir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu video, ürünle ilgili karşılaştırılabilir bilgiler verir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu video, ürünle ilgili güncel bilgiler verir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu video, eğlencelidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu video, şaşırtıcıdır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu video, ilgi çekicidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu video, ihtiyaç algısı uyandırmaktadır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu video, ilham vericidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu videoda, kendimden bir şeyler bulurum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu video, güvenilirdir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu video, gerçekçidir/akla yatkındır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu video, ürünle ilgili doğru bilgiler verir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NC-2 Bu ürünü denemek ister misiniz?

Evet

Hayır

NC-3 Bu ürün hakkında daha fazla bilgi almak ister misiniz?

Evet

Hayır

NC-4 Bu ürünü satın almak için Kaç Türk Lirası ödersiniz?
Ürünü satın almak istemiyorsanız, soruya "0" yanıtını veriniz.

End of Block: Nike-C (₺)

Start of Block: Demographic Questions

DQ-1 What is your sex?

Male

Female

DQ-2 What is your age?

Under 18

18 - 24

25 - 34

35 - 44

45 - 54

55 - 64

65 +

DQ-12 What is your country of residence?

French

Other EU

Other

DQ-3 What is your marital status?

- Single
- Married
- Cohabitation
- Divorced
- Widowed

DQ-4 What is the highest degree or level of school you have completed?

- Less than high school
- High school graduate
- Bachelor's Degree / License
- Master
- PhD

DQ-5 Which of the following currencies do you use more frequently?

- Euro
- Dollar

DQ-6 What is your annual income?

Please answer the question in the currency you specify before.

- Less than 20.000
- 20.000 - 40.000
- 40.000 - 70.000
- 70.000-100.000
- More than 100.000

DQ-7 Approximately how many hours do you spent on Internet per day?

- Less than 2 hours
- 2-4
- 4-6
- More than 6 hours

DQ-8 Approximately how many hours do you spent on Youtube per day?

- Less than 1 hours
- 1-2
- 2-3
- More than 3 hours

DQ-9 Is there any YouTuber you follow on YouTube?

- Yes
- No

DQ-10 Is there any Company account you follow on YouTube?

- Yes
- No

DQ-11 What is your best motivation for using YouTube?

- Listening to music
- Sharing videos
- Watching movie/TV
- e-learning
- Following trends

End of Block: Demographic Questions
Start of Block: Oneplus-Youtuber

OY-0 Please watch the video and answer the following questions

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
This video gives related information about product.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This video gives comparable information about product.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This video gives actual information about product.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This video is entertaining.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This video is surprising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This video is captivating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This video evokes the sense of need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This video is inspiring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel an instant connection with this video.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This video is reliable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This video is realistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This video gives true information about product.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OY-2 Would you like to try the product?

Yes

No

OY-3 Would you like to get more information about the product?

Yes

No

OY-4 How much would you pay to buy the product?

If you don't want to buy the product, input "0".

Please answer the question in the currency you specified earlier.

(Input)





CURRICULUM VITAE

Name Surname : **Ecem Bilge ÇOLAK**
Place and Date of Birth : **ISTANBUL, 15.01.1990**
E-Mail : ecembilgecolak@gmail.com

EDUCATION:

02/2015 – ongoing **Master of Business Administration – MBA**
Istanbul Technical University, Istanbul, Turkey
Currently in exchange year ERASMUS+ at ISEM
Higher Institute of Economics and Management, Nice,
France

09/2008 – 07/2013 **Chemical Engineering**
Istanbul Technical University, Istanbul, Turkey

PROFESSIONAL EXPERIENCE:

01/2016 – 09/2016 **Account Manager**
SESTEK (Speech Enabled Software Technologies),
Istanbul, Turkey

- Developing new business areas
- Identifying new sales opportunities within existing accounts to remain a client-account manager relationship by up-selling and cross-selling

04/2015 – 01/2016 **Jr. Account Manager**
SESTEK (Speech Enabled Software Technologies),
Istanbul, Turkey

- Planning and managing all sales activities (around 25 account)
- Managing and leading all presales projects in Europe and USA
- Coordinating marketing and presales documentation for all products

10/2012 – 07/2013 **Chemical Research Engineer**
TUBITAK, Istanbul, Turkey
Synthesis of Polyurethanes and kinetic parameters
Presented at **World Polymer Congress 2012** Virginia
Tech, USA

