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Persuasiveness of advertisements

How do certain emotions affect the persuasiveness of advertisements, and how does this affect the consumers intention to buy the product and to share the advertisements with others?

Bachelor's thesis in Marketing, innovation and management
Supervisor: Richard Glavee-Geo
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Faculty of Economics and Management

Forord

Denne bacheloren-oppgaven markerer slutten på tre lærerike studieår på markedsføring, innovasjon og ledelse ved NTNU Ålesund. Studietiden har vært innholdsrik og gøy, men til tider tung, og med mye arbeid. Tre år ved NTNU har bidratt til å utvikle oss og tilegne oss nyttig kunnskap for arbeidslivet videre.

Først og fremst vil vi rette en stor takk til vår veileder Richard Glavee-Geo for hans verdifulle veiledning og støtte gjennom hele prosessen. Richard sin kunnskap, ekspertise og engasjement har vært uvurderlig, og vi er meget takknemlige for tiden han har satt av til å veilede oss gjennom denne reisen. Han har gitt oss konstruktive tilbakemeldinger og hjulpet oss å styre oppgaven i riktig retning.

Vi vil også rette en takk til NTNU Ålesund for en fremragende utdanningsplattform der vi har fått muligheten til å utvikle vår kunnskap og kreativitet innenfor flere sentrale tema i markedsføring, innovasjon og ledelse. I tillegg vil vi også rette en takk til alle som har tatt seg tid til å svare på undersøkelsen vår.

Denne bachelor-oppgaven er et resultat av grundig datainnsamling, nøye analyser og drøfting av funn og resultater. Vi håper den kan være et verdifullt bidrag til det eksisterende kunnskapsgrunnlaget innenfor markedsføring- og reklamebransjen. Vi håper også den kan inspirere til videre forskning innenfor fagfeltet overtalelsesevne i reklamer.

Vi ønsker deg en givende og interessant lesing!

Med vennlig hilsen

Petter & Håvar

Preface

This bachelor thesis marks the end of three enlightening years of studying marketing, innovation, and management at NTNU Ålesund. Our time at university has been fulfilling and enjoyable, but at times challenging requiring a significant amount of work. Three years at NTNU have contributed to our personal growth and the acquisition of valuable knowledge for our future careers.

First and foremost, we would like to extend a big thank you to our supervisor, Richard Glavee-Geo, for his invaluable guidance and support throughout the entire process. Richard's expertise, knowledge and dedication have been priceless, and we are extremely grateful for the time he has devoted to guiding us on this journey. He has provided us with constructive feedback and helped steer the thesis in the right direction.

We would also like to express our gratitude to NTNU Ålesund for providing an outstanding educational platform where we have had the opportunity to develop our knowledge and creativity within various of key topics in marketing, innovation, and management.

Additionally, we would like to thank everyone who took the time to participate in our survey.

This bachelor thesis is the result of thorough data collection, accurate analysis and discussion of findings and results. We hope it can be a valuable contribution to the existing knowledge base in the marketing and advertising industry. Furthermore, we hope it an inspire further research in the field of persuasiveness in advertisements.

We wish you an inspiring and engaging read!

Best regards

Petter & Håvar

Abstract/summary

The purpose of our study is to find out how certain emotions affect the persuasiveness of advertisements, and how these emotions affect the consumers intention to buy the product and to share the advertisements with others. To answer the above research questions, we developed a research model and hypotheses to be tested. Our findings shows that not all emotions have the desired emotional impact. Also, persuasiveness significantly impact intention to share and intention to buy. While the intention to share significantly impact intention to buy. We contribute to the theory of emotional appeal and advertising persuasiveness. Our findings also contribute to Elaboration Likelihood Model (ELM)/ theory of persuasion. Not all emotions have the desired effect of persuasion. While some emotions can stimulate persuasion others cannot. This has practical implications for planning advertisements campaigns we will further discuss in this thesis.

Oppsummering

Hovedformålet med bacheloroppgaven er å finne ut hvordan enkelte følelser påvirker overtalelsesevne i reklamer, og hvordan disse følelsene påvirker forbrukernes kjøpsintensjoner for å kjøpe produktet, samt å dele reklame med andre. For å besvare denne problemstillingen utviklet vi en undersøkelsesmodell og et sett med hypoteser som vil bli testet. Funnene våre viser at ikke alle følelser har ønsket påvirkning på reklamer. I tillegg har overtalelsesevne signifikant innvirkning på å dele reklame og kjøpsintensjoner, og intensjonen om å dele reklamer har signifikant innvirkning på kjøpsintensjoner. Vi benytter teorien om emosjonell appell og overtalelsesevne i reklamer. Funnene våre bidrar også til Elaboration Likelihood model (ELM) teorien om overtalelse. Ikke alle følelser har den ønskede innvirkningen, mens noen følelser kan stimulere følelser og andre ikke. Dette har praktiske implikasjoner for planlegging av reklamekampanjer, som vi vil gå nærmere innpå senere i bachelor-oppgaven.

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1.0 Introduction

In today's highly competitive market, businesses are constantly seeking ways to engage with consumers and stand out from their competitors. One of the most important strategies for achieving this goal is through effective and successful marketing campaigns and advertisements (Brown, et al., 2015). However, with the increasing amount of information and noise in the digital space, it has become increasingly difficult to create campaigns that appeal to consumers and capture their attention and persuade them into buying their products.

To create a good and appealing advertisement or campaign can be challenging. However, there are some means of action that are more attractive for the consumer. By creating advertisements and campaigns that appeals to emotions they will connect with the consumer and create a relation to the brand. More and more studies show that emotions are more important in advertisement for the consumer, rather than explaining the functionality and technicalities.

It is extremely relevant to explore how advertisements that appeals to emotions affects the purchase behavior, because of how the consumer gets more aware of how marketing affects them. With the digitalization and easy internet access the consumer has increased their opportunity to investigate and compare products and services before they decide to buy. This has led to an increased focus on brand awareness and consumer experience and how it affects the purchase behavior.

Since the goal of every firm and business is to sell and offer their products or services, it is important the firm is aware of how they should attract consumers. By understanding how and which emotions and feelings are important in advertisement and how this persuade the consumer into buying products can be helpful for business to increase their sales. They can customize their marketing strategy based on emotions appeal more efficient to the consumers. Further on it can be useful to understand emotions affecting the persuasiveness of an advertisement to improve the customer's experience and give an insight into how the different

emotions affects their opinion of the product or services. This can help business by improving the customer experience and increase customer loyalty.

1.1 Research question and hypothesis model

We have developed our research question with the following formulation: *How do certain emotions affect the persuasiveness of advertisements, and how does this affect the consumers intention to buy the product and to share the advertisements with others?* To answer the above research questions, we developed a research model and hypotheses to be tested. Figure 1.1 shows our research model.

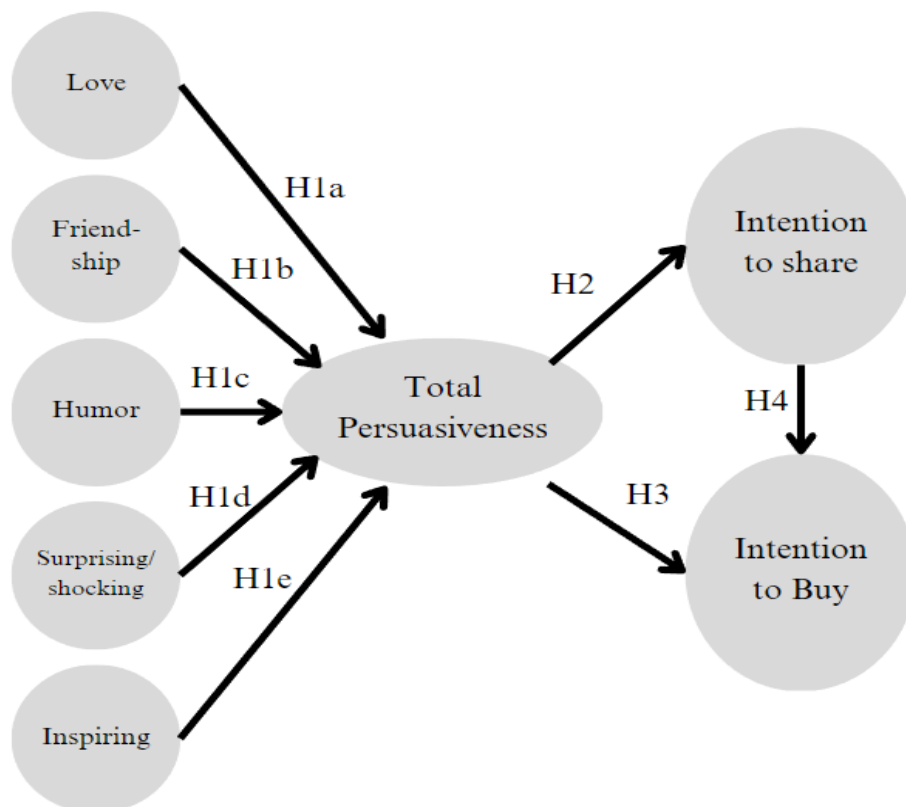


Figure 1.1 Research model

We developed a series of hypotheses to be tested. The following are the hypotheses:

H1: Advertisements eliciting various emotions has significant emotional effect on persuasiveness.

- H1a: Advertisements eliciting love has positive significant emotional effect on persuasiveness.

- H1b: Advertisements eliciting friendship has positive significant emotional effect on persuasiveness.
- H1c: Advertisements eliciting humor has positive significant emotional effect on persuasiveness.
- H1d: Advertisements eliciting surprising/shocking emotions has positive significant emotional effect on persuasiveness.
- H1e: Advertisements eliciting inspirational emotions has positive significant emotional effect on persuasiveness.

H2: Persuasive advertisements has significant effect on intention to share.

H3: Persuasive advertisements has significant effect on intention to buy.

H4: Intention to share viral advertisement has positive effect on intention to buy.

1.2 Delamination

Based on the given framework of the task we have decided to delineate the research. The survey for instance was just offered to Norwegian respondents. Also, the survey asked more question about sharing advertisements and where they share, this question was eliminated from the analysis. The reason for this was to include the most relevant questions to answer the research question and our hypothesis.

1.3 Structure

This bachelor thesis will investigate what has been mentioned. It will start off with presenting the research question and the hypothesis formulated to emphasize the research question. Then the bachelor will present relevant theory that will be used to discuss the research question. Furthermore, the bachelor will present what type of method were used and what type of data is used to analyses the result, as well as how the data was gathered. Additionally, the bachelor will present the analyses that were conducted and describe the most important findings. This will be presented as results from the analysis where our hypothesis will be rejected or kept. Then, the bachelor thesis will discuss the findings and results discovered in light of relevant theory. Finally, the bachelor thesis will present a conclusion where the research question will be answered.

2.0 Theory

2.1 Emotional appeal and advertising persuasiveness

Emotional appeals have long been recognized as a powerful tool in advertising. Several researchers have explored the impact of various emotions on advertising persuasiveness and have found that different emotions can have different effects on consumers' attitudes and behaviors. For example, humor has been found to be an effective emotion in generating positive attitudes toward an advertisement and increasing the likelihood of sharing it (Sternthal & Craig, 1972). Similarly, love appeals have been found to be effective in enhancing the persuasive impact of advertisements, especially for products that are associated with emotional benefits (J. Hoch & Ha, 1986)

In contrast, emotions such as anger and fear can be effective in capturing consumers' attention but can also lead to negative attitudes and behaviors toward the advertised product (Funde & Yesha, 2014). For example, research has shown that fear appeals can lead to negative attitudes toward the advertised product (Witte, 2009).

Furthermore, studies have found that emotional appeals can be more effective in advertising than rational appeals, especially for low-involvement products and services, or products that do not have clear functional benefits (Funde & Yesha, 2014). This is because emotions can create a sense of personal relevance and involvement with the product, leading to more favorable attitudes and behaviors.

2.2 Word of mouth marketing

Word of mouth marketing is a powerful marketing tool that can significantly impact consumers' purchase decisions. Several studies have found that word of mouth communication is more influential than traditional marketing channels such as television ads or billboards. According to a study by McKinsey & Company, word-of-mouth is the primary factor behind 20-50% of all purchasing decisions (McKinsey & Company, 2010).

The power of word-of-mouth marketing lies in its ability to build trust and credibility with consumers. Consumers are more likely to trust recommendations from people they know rather than advertising from a brand. In a study conducted by Nielsen, 83% of consumers trust recommendations from friends and family over advertising (The Nielsen Company, 2015). Word of mouth marketing also provides social proof, which can influence consumers' attitudes towards a product. When consumers see that others are talking positively about a product, they are more likely to have a positive attitude towards it themselves.

Research has also found a positive relationship between word-of-mouth marketing and consumers' intention to purchase. In a study by Cheung and Thadani, they had an interesting finding that the more positive word-of-mouth communication about a product, the higher the likelihood that consumers will have a positive attitude towards the product and also the greater their intention to purchase it (Li, 2012). Furthermore, word-of-mouth marketing can also lead to higher levels of customer loyalty, as customers who receive positive recommendations are more likely to become repeat customers themselves.

2.3 ELM – model

The Elaboration Likelihood Model, or ELM is a theory of persuasion that can provide insights into the factors that make people share advertisements and how this affects consumers' buying intentions. According to ELM, there are two routes to persuasion: the central route and the peripheral route (Petty & Cacioppo, 1986). The central route involves a high level of cognitive processing for the consumer, while the peripheral route involves a lower level of cognitive processing.

When individuals process a message through the central route, they are more likely to be influenced by the message content itself, including the argument's strength and the quality of the evidence presented (Petty & Cacioppo, 1986). This means that if an advertisement is convincing and relevant to the individual, they may be more likely to share it with others and have a stronger intention to purchase the advertised product. Additionally, if the advertisement presents a compelling argument for the product, it may positively affect the consumer's attitudes towards the brand and increase their likelihood of making a purchase.

On the other hand, when individuals process a message through the peripheral route, they are more likely to be influenced by peripheral cues, such as the source of the message or the emotions elicited by the advertisement (Petty & Cacioppo, 1986). For example, an advertisement featuring a known person, or a celebrity spokesperson may be more likely to be shared and positively affect consumers' attitudes towards the brand, even if the content of the advertisement is not particularly persuasive.

Furthermore, research has shown that social influence can also play a significant role in the effectiveness of advertising (Goldsmith, 2006). When individuals see that others have shared or interacted positively with an advertisement, it may increase their own likelihood of sharing the advertisement and positively affect their intentions to purchase the product. This social influence can occur through both offline and online channels, such as word-of-mouth recommendations as mentioned earlier or social media sharing.

Overall, the ELM model provides a framework for understanding how persuasive messages are processed by individuals and how this affects their behavior, including their likelihood to share advertisements and their intentions to purchase the advertised product. By understanding the factors that influence individuals' processing routes, marketers can craft persuasive messages that are more likely to positively affect consumers' attitudes and behavior which we will discuss further in the discussion.

2.4 The affect transfer theory

The affect transfer theory suggests that emotions elicited by advertising messages can transfer to the brand being advertised, leading to more positive attitudes towards the brand and increased intentions to purchase (Liu, et al., 2010). This theory has important implications for understanding the factors that influence people's sharing of advertisements and their subsequent buying intentions.

Research has shown that positive emotions elicited by advertisements can transfer to the advertised brand, leading to increased positive attitudes towards the brand and intentions to purchase (Escalas & Bettman, 2005). For example, if an advertisement elicits positive emotions such as love or humor, individuals may associate these emotions with the advertised brand, leading to a more positive attitude towards the brand and increased intentions to purchase. Moreover, positive emotions are more likely to be shared on social media, leading to increased reach and exposure for the advertisement (Berger & Milkman, 2012).

Factors such as the content of the advertisement, the emotions it elicits, and the context in which it is presented can all influence the affect transfer process. For instance, advertisements that evoke strong positive emotions are more likely to transfer those emotions to the advertised brand and lead to increased buying intentions (Escalas & Bettman, 2005). Additionally, the context in which the advertisement is presented can influence the effectiveness of the affect transfer process. For example, if an advertisement is presented in a negative context, such as during a news story about a tragic event, the negative emotions elicited by the context may transfer to the advertised brand and reduce the effectiveness of the advertisement (Zhou & Soman, 2003).

In conclusion, the affect transfer theory provides a useful framework for understanding how emotions are transferred from advertisements to the advertised brand, and how this process can influence both sharing of advertisements and buying intentions. By understanding the factors that influence affect transfer, marketers can craft more effective advertising messages that are more likely to elicit positive emotions and increase buying intentions.

3.0 Method

The method in the bachelor thesis is essential to gather the correct and relevant data for the research question. The purpose of a research study is to answer a question and confirm or deny the hypothesis and assumption made. The information gathered about the reality is called empiricism (Jacobsen, 2022). This chapter of the bachelor thesis will present the research design, including choice of research method, data collection, as well as describing the selection and the methods for data analysis. The goal for this chapter is to give a clear and

precise explanation on how the research has been done to secure the validity and reliability of the research.

3.1 Research design

This bachelor thesis uses a quantitative method to gather data for the analysis. Quantitative data is most suitable when the aim of the study is to implement statistical analysis, and one can standardize the gathered data in form of numbers (Jacobsen, 2022). Since we are investigating people's intention to share advertisement, what factors that are more representative when sharing an advertisement and how this can affect the intentions to buy a product, it is better to have a quantitative research design. If we were to choose qualitative research, we would have needed to go more in depth with interviews and have the respondents answer more wide and openly. However, since we wanted specific and statistical results, we chose to use a quantitative approach.

To gather the quantitative data, we created a Google form with questions that would help us answer the research question. We shared the survey with friends and family on social media, messages, and asked people if they could help us answer.

To obtain a reliable representative result, our goal was to collect a minimum of 150 responses, which we achieved successfully. The survey remained open for approximately three weeks to allow respondents sufficient time to provide their answers when they had time. After reaching the desired number of 150 respondents we decided to close the survey. By collecting this number of responses, we aimed to ensure statistical validity and enhance the credibility of our findings.

3.2 Questionnaire and variables

The questionnaire was designed with a set of demographical variables to begin with. This is so we can easily divide into different groups based on demographics. (Jacobsen, 2022). The

demographical variables we choose to this questionnaire where *Gender, Age, Work situation, Level of education and Yearly income*. The variable *Age* were divided into age groups such as 0-18, 19-29, 30-39, 40-49, 50-59 and 60+. The reason for this division was to make it easier to compare other variables with age, and we put similar ages in to groups we can generalize it to see statistics and patterns in the different group.

Further on, we asked the respondents how often they share ads on social media, and what type of advertisements is most interest for the respondents. Then we created the label names INT1_LOVE, INT2_FRIEND, INT3_HUMOR, INT4_SURPRISING and INT5_INSPIRING, which is the respondent's intention to share an advertisement based on what emotions that are most present in the advertisement. We chose the emotions *Love, Friendship, Humor, Surprising and Inspiring*. For these variables we used a *Likert-scale*, this is a scale where you make the respondent answer on a scale how much they agree/disagree with the statement (Jacobsen, 2022). We used a scale from 1-7 to measure how much the respondents agreed with the different emotions. 1 represented strongly disagree and 7 represented strongly agree.

Then we also included a question on a possible reason why the respondent does not share ads. It is interesting to know why people will not share certain ads. This could be reasons such as "*They are boring*", "*Don't bother*", "*Don't like the product*", "*Not relevant for me*", "*#Afraid to share something inappropriate*", we also added the possibility to answer other, and fill in another reason for why the respondents does not share ads.

We also found it interesting to find out if the respondents often see interesting advertisements, and where they often see advertisements. For this we created the label names *SEE1, SEE2, SEE3, SEE4 and SEE5*. Which represent the different channels such as *TV, Radio, Social Media, News Paper/Magazines and Posters*.

To find out how the respondents share advertisement with others we included the variables “How do you share advertisement with others?”, this was to figure out if they used social media, word of mouth marketing or messages. We included the possibility to answer “*Other*” as well. If the respondent used social media, we were interested to find out which social media they used to share advertisement. We wanted to see if they used *Tiktok, Facebook, Snapchat, Instagram, Twitter or other*. This was to see what social media were most represented by our respondents.

In addition, we asked if the respondent share an advertisement for a product they want or a product they do not want. This was to figure out the intentions about the product compared to sharing.

We wanted to find out about the persuasiveness of the information provided in the advertisement. Therefore, we asked about how the message argument in the advertisement should be, and created the label names STR1, STR2, STR3 and STR4. We used the Likert scale here as well from 1 to 7 to measure the agreement of the different message argument. We asked how the respondent agreed the statement about how the message argument should be strong, convincing, powerful, and persuasive Also wanted to find out the persuasiveness of the advertisement based on a cognitive change. Then we added the variables THI1, THI2, THI3, THI4, which asked about how the advertisement make the respondent think about the product after seeing it (Reichert, 2001). We also wanted to find out the persuasiveness of the advertisement based on a cognitive change. Then we added the variables THI1, THI2, THI3, THI4, which asked about how the advertisement make the respondent think about the product after seeing it (Reichert, 2001).

At last, we wanted to see how the advertisements affects the intention to buy the product, and what impact advertisement has on deciding whether to buy or not. We added the variable INT_B1, INT_B2, INT_B3, INT_B4 and INT_B5. This was to figure whether you think of the advertisement before you buy a product, or if you think of the advertisement when you buy the product. Also, to see if when you buy products, have you seen advertisements for it or not (Agee & Martin, 2001).

3.3 Data analysis

After receiving all the answer, we needed to process the data inn IBM SPSS statistics, from here on called SPSS. We put in all the variables into SPSS and all the answers were put in. This is quite a big process because it is done manually. To ensure to get correct variables and labels, a codebook was created that explains all the variables and how they were measured. This simplified the process of inputting the data.

3.4 Validity and reliability

Validity and reliability are essential concepts in any research study. Validity refers to the extent to which a study accurately measures what it is intended to measure, while reliability refers to the consistency and stability of the measurement. In this section, we will discuss the validity and reliability of the method used in this bachelor thesis.

3.4.1 Validity

To ensure the validity of the data collected in this bachelor thesis, we used a quantitative research design, which is most suitable when implementing statistical analysis. This method allowed us to standardize the data gathered in the form of numbers, making it easier to generalize the results and draw statistical conclusions.

We also used a Likert scale to measure the agreement of the respondents with the different emotions and message arguments presented in the advertisements. This scale allowed us to quantify the level of agreement and accurately measure the respondents' intentions and opinions. To further ensure the validity of the data, we included demographical variables such as age, gender, work situation, level of education, and yearly income. These variables allowed us to divide the respondents into different groups based on demographics, making it easier to compare the results and draw conclusions.

Finally, we aimed to collect at least 150 answers to get a solid representative result. The survey was available for roughly 3 weeks, and we closed it after getting 150 answers. This sample size is large enough to ensure the validity of the data collected.

3.4.2 Reliability

To ensure the reliability of the data collected in this bachelor thesis, we used a standardized survey instrument that was designed to be clear and easy to understand. We also used a Likert

scale, which is a reliable method of measuring agreement and opinions. Furthermore, we made sure that the survey was available for the respondents for roughly the same amount of time to avoid any bias in the data. We also closed the survey after collecting a sufficient number of responses to ensure that the results were representative and reliable.

In addition, we used multiple items to measure each variable, which increases the reliability of the measurements. For example, we used different emotions and message arguments to measure the respondents' intentions and opinions.

Construct	Number of items	Reliability (Cronbach's alpha)
Persuasiveness	8	0,912
Intention to buy	5	0,802
Intention to share	5	0,840

Table 3.1 Construct and reliability values

It is important that the scales are reliable. One way to check this is by using Cronbach Alpha, this value is acceptable over 0.7, however above 0.8 is preferable (Pallant, 2016, p. 104). Here we can see that all the Cronbach Alpha is above 0.8 and makes the scales reliable for conducting analysis. The first one represents total persuasiveness, the second one represents total intention to buy and the third one represents total intention to share. Overall, the method used in this bachelor thesis is designed to ensure both the validity and reliability of the data collected.

3.5 Ethical considerations

To secure ethical consideration in our method, we chose to have an anonymous survey. This means that we did not receive any personal information about our respondents. This could be beneficial, so the respondents answered honestly and are not afraid to share their intentions.

To ensure the respondents what the data would be used for, they were informed before the survey about, the research and what we wanted to find out with their answers. We also ensured that there were no misleading or personal questions included in the survey. Personal questions can affect the respondent's privacy and make them not want to answer.

3.6 The reason for our method

We determined that utilizing a quantitative method was the most effective approach for our study. This method provided us the opportunity to systematically measure and analyze our findings, ensuring an accurate and objective evaluation of the data. Also, this gives us the opportunity to measure trends and relationship in the data in a reliable way. By employing a quantitative method, we can effectively generalize the findings and results of our study to a larger population. This approach allows us to draw broader conclusions that are representative of a wider group of individuals enhancing external validity and applicability of our research.

4.0 Analysis

This chapter will present the analysis we have conducted and the findings and interpretations with the aim to answer our hypothesis and the research question. The analysis has been done with the data we gathered in our research, where we have chosen the most relevant ones to help answer the hypothesis.

We have used different techniques for the analyses in SPSS to investigate the relationship between variables and identify significant differences between variables and groups. These analyses include correlations, regression, and t-test. The descriptive statistics is obtained from the Google forms we used to collect our data.

4.1 Descriptive statistics

Before conducting analysis, it is necessary to look at the descriptive statistics. This is important to look at, so we understand the basics data. Figure 4.1 shows the gender distribution.

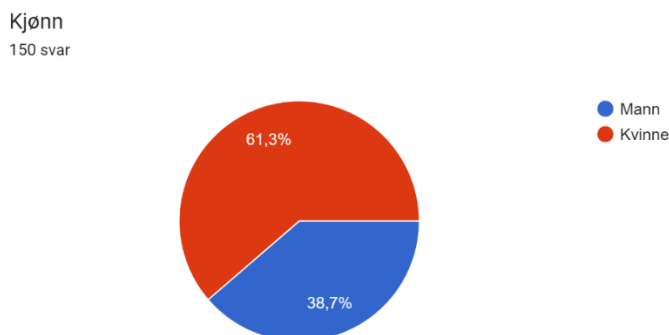


Figure 4.1 Gender

First, we look at the descriptive statistics between men and women. We can see that there is more women represented in our data with 61,3 percent, and 38,7% men. Figure 4.2 shows the distribution of age of the respondents in percentages.

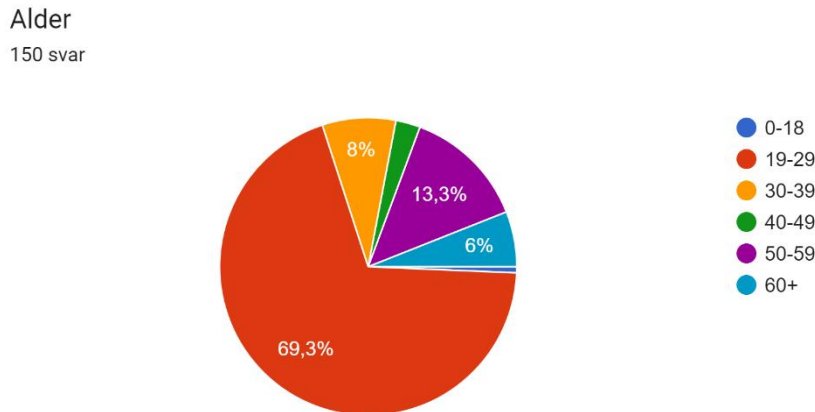


Figure 4.2 Age

We can also see that the most represented age group is 19-29. This is probably because we shared the survey with our friends, on social media.

I hvilken grad påvirker disse virkemidlene om hvorvidt du deler en reklame eller ikke. 1 er svært liten grad og 7 er svært høy grad

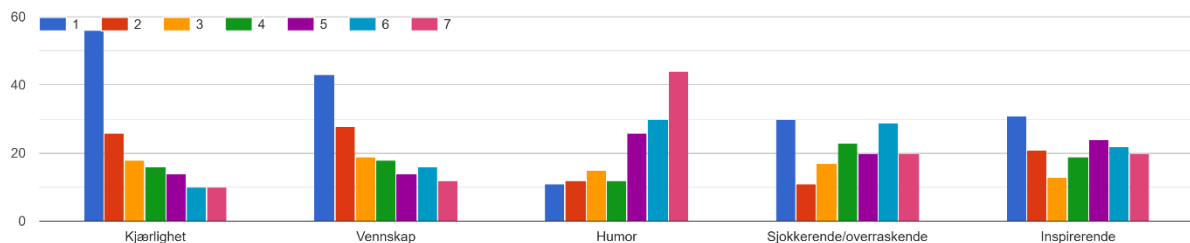


Figure 4.3 Intention to share based on emotions.

In this descriptive we can see what emotions are most represented in advertisement that is shared or not. Most people share based on humor. Love and friendship are the emotions that are least interesting based on sharing advertisement.

Beskriv din oppfatning av hvordan styrken til argumenter som blir presentert i virale reklamer bør være. 1 er svært uenig og 7 er svært enig

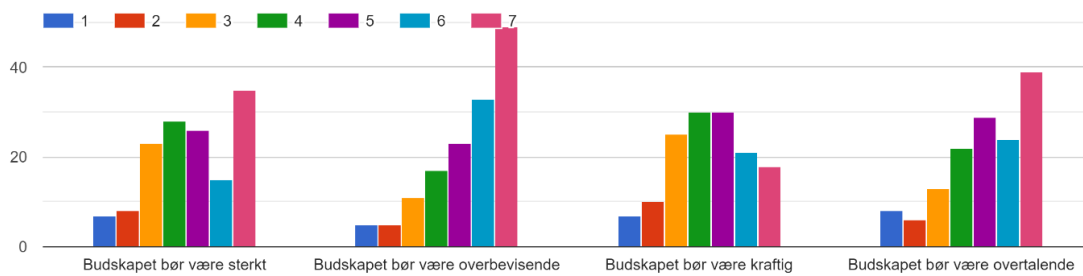


Figure 4.4 Persuasiveness of an advertisement

Here we can see what factors are the most important on persuasiveness in the advertisement, and we can see that people think the message argument should be convincing and persuasive, but also strong.

Beskriv hvordan virale reklamer får deg til å tenke om produktet som blir presentert. 1 er svært uenig og 7 er svært enig

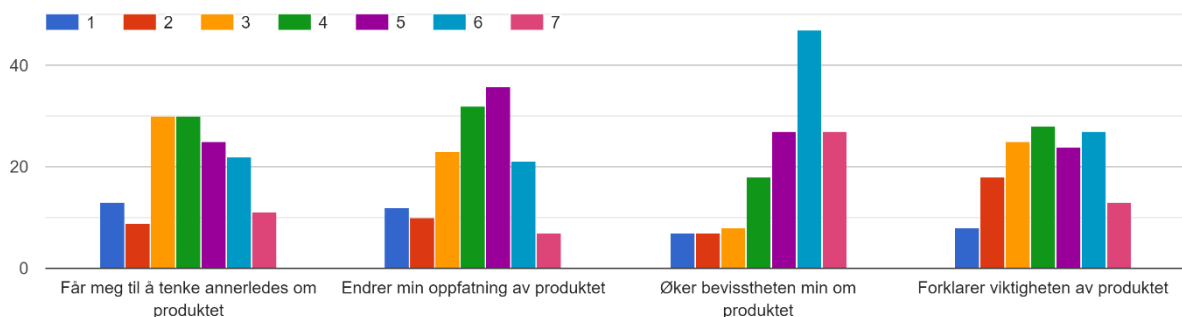


Figure 4.5 Cognitive persuasiveness of an advertisement.

This question asked about the cognitive persuasiveness and how the advertisement create awareness for the consumer. We can see that increasing of awareness is the question most respondents agree to. However, makes you think different about the product and explains the importance of the product is not quite as important factors.

Beskriv hvordan en viral reklame påvirker dine intensjoner til å kjøpe et produkt. 1 er svært uenig og 7 er svært enig

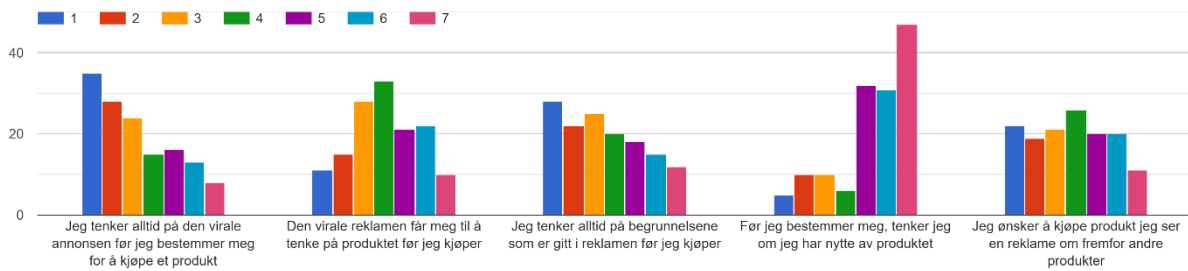


Figure 4.6 Intention to buy a product based on the viral advertisement.

The last question in the descriptives asked about the intentions to buy the product after seeing a viral advertisement. We can see that some advertisement ha impact on whether the respondent wants to buy the product or not, however quite a few people don't make purchases based on advertisement.

4.2 Recoding variables

We computed the variables STR1, STR2, STR3, STR4 into one total_STR. The same was done with THI1, THI2, THI3 and THI4 into total_THI. Then for this thesis we are interested in finding the impact emotions has on total persuasiveness, so total_STR and total_THI were computed into TOTAL_PERSUASIVENESS. We also recoded all the emotions based on intention to share, INT_LOVE, INT2_FRIEND, INT3_HUMOR, INT α _SURPRISING and INT5_INSPIRING into TOTAL_INT_SHARE. Then we recoded all the variables measuring intention to buy INT_B1, INT_B2, INT_B3, INT_B4, INT_B5 into one TOTAL_INTBUY.

The recoding process is essential in our study as it enables us to measure participants collective intention to buy and share. This measurement is based on the overall level of persuasiveness found in the stimuli. By recoding the data, we can aggregate individual response to obtain a representative measure of participants combined intention. This approach provides valuable insights into the impact of persuasiveness on consumers decision-making process allowing for more accurate analysis and understanding of the results.

4.3 H1: Emotions have no effect on total persuasiveness in an advertisement.

4.3.1 Correlation

Correlation analysis is used to describe the strength and direction of the linear relationship between two variables (Pallant, 2016, p. 132). We want to see the strength and linear relationship between the emotion variables LOVE, FRIENDSHIP, HUMOR, SHOCKING, AND INSPIRING on our dependent variable TOTAL PERSUASIVENESS. Table 4.1 shows the correlation matrix between the variables.

		Correlations					
		PER_TOTAL TOTAL PERSUASIV NESS	INT1_LOVE Intention to share LOVE	INT2_FRIEND Intention to share FRIENDSHIP	INT3_HUMOR Intention to share HUMOR	INT4_SURPRI SING Intention to share SURPRISING	INT5_INSPIRI NG Intention to share INSPIRING
PER_TOTAL TOTAL PERSUASIVENESS	Pearson Correlation	1	,468**	,435**	,387**	,453**	,358**
	Sig. (2-tailed)		<,001	<,001	<,001	<,001	<,001
	N	136	136	136	136	136	136
INT1_LOVE Intention to share LOVE	Pearson Correlation	,468**	1	,813**	,353**	,382**	,411**
	Sig. (2-tailed)	<,001		<,001	<,001	<,001	<,001
	N	136	150	150	150	150	150
INT2_FRIEND Intention to share FRIENDSHIP	Pearson Correlation	,435**	,813**	1	,419**	,475**	,393**
	Sig. (2-tailed)	<,001	<,001		<,001	<,001	<,001
	N	136	150	150	150	150	150
INT3_HUMOR Intention to share HUMOR	Pearson Correlation	,387**	,353**	,419**	1	,654**	,558**
	Sig. (2-tailed)	<,001	<,001	<,001		<,001	<,001
	N	136	150	150	150	150	150
INT4_SURPRISING Intention to share SURPRISING	Pearson Correlation	,453**	,382**	,475**	,654**	1	,657**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001		<,001
	N	136	150	150	150	150	150
INT5_INSPiring Intention to share INSPIRING	Pearson Correlation	,358**	,411**	,393**	,558**	,657**	1
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	
	N	136	150	150	150	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.1 Correlation matrix

When we look at total persuasiveness, we can see that the N is 136 for each variable. The reason for this is that some of the respondents did not answer all the questions, and the analysis does not include missing values.

Then we need to determine is the direction of the relationship. To do so, we see if the Pearson correlation is negative or positive. For all the dependent variables we can see that there is a positive correlation between intention to share based on emotions and the total persuasiveness of an advertisement. When we are determining the strength of the relationship between emotions and persuasiveness, we look at the number in Pearson correlation. How we should consider if the value is high or not varies a lot between authors. However, Cohen (1988) suggest that 0.10 – 0.29 is considered as small, 0.30 – 0.49 is considered as medium and 0.50 – 1.0 is considered as large (Pallant, 2016). All the values of Pearsons r are between 0.358 and

0.468. Based on Cohens guidelines we can consider the strength of the relationship as medium.

We also need to consider the significance level, sig. (2-tailed). We are using a 95% confidence interval, which means that the p-value should be under 0.05 for it to be significant. As we can see the sig value is lower than 0.001 for all the independent variables. In this case we can say that the independent variables describing emotions is statistically significant with the dependent variable total persuasiveness.

4.3.2 Multiple Regression

Multiple regression analysis is several techniques used to investigate the relationships between one continuous dependent variable and one or more independent variables (Pallant, 2016). It is based on correlation but shows a more sophisticated exploration of the interrelationship among the variables (Pallant, 2016, p. 149). Table 4.2 shows the model summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,559 ^a	,312	,286	8,907

a. Predictors: (Constant), INT5_INSPIRING Intention to share INSPIRING, INT2_FRIEND Intention to share FRIENDSHIP, INT3_HUMOR Intention to share HUMOR, INT4_SURPRISING Intention to share SURPRISING, INT1_LOVE Intention to share LOVE

b. Dependent Variable: PER_TOTAL TOTAL PERSUASIVENESS

Table 4.2 model summary.

In the model summary we are interested in the R square value. This value tells us how much of the variance in the dependent variable is explained by the model (Pallant, 2016, p. 162). The value is 0.312, which means that the model explains 31,2 percent of the variance in total persuasiveness. Table 4.3 shows the ANOVA.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4686,020	5	937,204	11,814	<,001 ^b
	Residual	10312,619	130	79,328		
	Total	14998,640	135			

a. Dependent Variable: PER_TOTAL TOTAL PERSUASIVENESS

b. Predictors: (Constant), INT5_iNSPIRING Intention to share iNSPIRING, INT2_FRIEND Intention to share FRIENDSHIP, INT3_HUMOR Intention to share HUMOR, INT4_SURPRISING Intention to share SURPRISING, INT1_LOVE Intention to share LOVE

Table 4.3 ANOVA

To assess the statistical significance of the model we look at the significance level in the ANOVA test. The value here is $P < 0.001$, which means that with a confidence interval with 95% the model is statistically significant. Table 4.4 shows the regression results.

Model		Coefficients ^a												
		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	24,215	2,173		11,144	<,001	19,916	28,514						
	INT1_LOVE Intention to share LOVE	1,835	,690	,340	2,658	,009	,469	3,201	,468	,227	,193	,323	3,097	
	INT2_FRIEND Intention to share FRIENDSHIP	-,037	,692	-,007	-,054	,957	-1,407	1,332	,435	-,005	-,004	,301	3,318	
	INT3_HUMOR Intention to share HUMOR	,545	,541	,100	1,007	,316	-,526	1,615	,387	,088	,073	,532	1,879	
	INT4_SURPRISING Intention to share SURPRISING	1,361	,568	,269	2,396	,018	,237	2,485	,453	,206	,174	,420	2,383	
	INT5_iNSPIRING Intention to share iNSPIRING	-,060	,508	-,012	-,117	,907	-1,064	,945	,358	-,010	-,009	,510	1,960	

a. Dependent Variable: PER_TOTAL TOTAL PERSUASIVENESS

Table 4.4 Regression results (Persuasiveness as dependent variable)

Next, we want to know is which of the independent variables in the model that affect the dependent variable (Pallant, 2016). We first look at the standardized beta coefficients, we want to look at the standardized ones because these are converted to same scale, so it is possible to compare them (Pallant, 2016). They explain the strength and direction of how the independents variables are related to the dependent variable. As we can see they vary quite a bit. The variables friendship and inspiring are both negative. This means that when the value of the independent variable (friendship and inspiring) increases, the dependent variable persuasiveness will decrease. However, the t-values are all below 2 while the $p > 0.05$ so this means that the effect of friendship and inspiring are not significant. When we look at the others, they have a positive relation to the dependent variable. Which means if the independent variable (love) increases by one standard deviation, the dependent variable

persuasiveness will increase by 0,340, while humor effect will lead to increase by 0.100 (but this is not significant) and surprising will cause persuasives to increase by 0.269 (this effect is significant, $p < 0.05$).

We also need to look at the significance value for the independent variables. We want the p value to be less than 0,05, which it is for Love and surprising, with 0,009 and 0,018. This means that these two variables are statistically significant. The other variables have a higher p-value than 0,05, so they are not statistically significant.

We also need to look at the tolerance and VIF value to see if there is multicollinearity or not. The tolerance indicates how much of the variability of the independent variables is not explained by the other independent variables. This value should not be under 0,1 which is not for any of the variables. The tolerance value should not be over 10, which none are either. Because of this, we can conclude with no multicollinearity we can ensure that the regression analysis is reliable. Figure 4.7 shows the scatterplot.

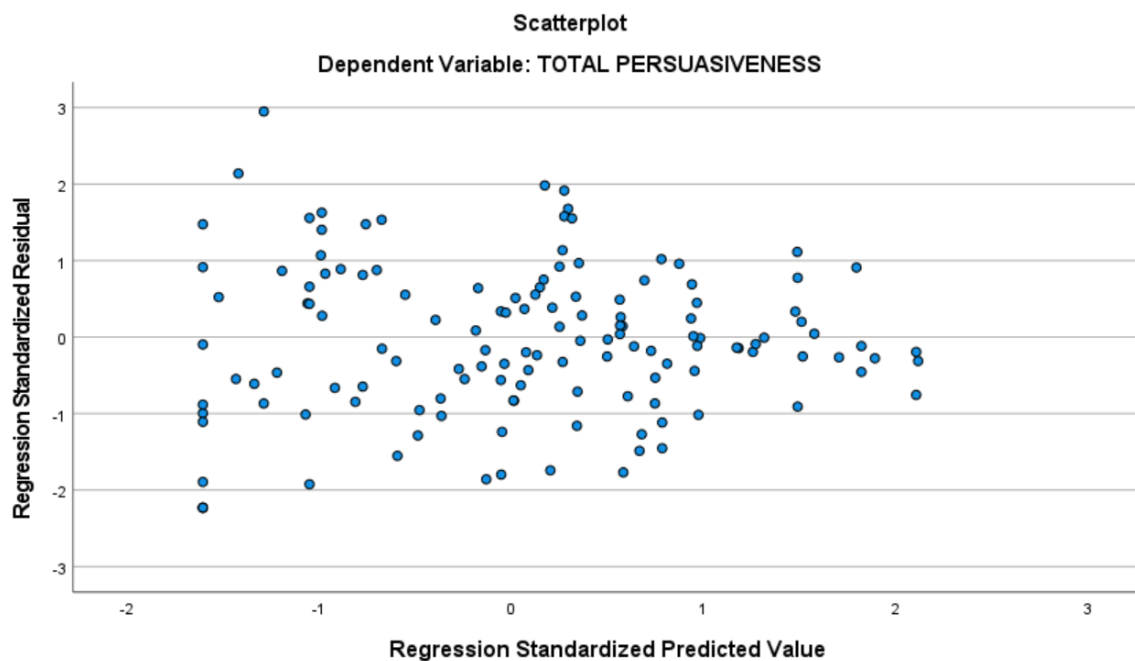


Figure 4.7 Scatterplot

In the scatterplot, there are quite a big spread between the residuals. This indicates that the model fits regression quite well. There are no patterns or specific trends in the scatterplot.

4.4 H2: Persuasive advertisements has significant effect on intention to share.

4.4.1 Correlation

Table 4.5 shows the correlation matrix.

		PER_TOTAL TOTAL PERSUASIVEN ESS	Total_INT_SHA RE
Pearson Correlation	PER_TOTAL TOTAL PERSUASIVENESS	1,000	,540
	Total_INT_SHARE	,540	1,000
Sig. (1-tailed)	PER_TOTAL TOTAL PERSUASIVENESS	.	<,001
	Total_INT_SHARE	,000	.
N	PER_TOTAL TOTAL PERSUASIVENESS	136	136
	Total_INT_SHARE	136	150

Table 4.5 Correlation Matrix

The relationship between intention to share an advertisement and total persuasiveness was investigating by conducting a simple regression test. There was a large positive correlation between the two variables, with a Pearson's $r = 0,540$ by using Cohens (1988) guidelines (Pallant, 2016). The p-value = 0,001 which is under the confidence level of 0,05 which indicates that the two variables total persuasiveness and intentions to share are statistically significance. Table 4.6 Shows the model summary of the second regression analysis.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,540 ^a	,292	,286	8,905

a. Predictors: (Constant), Total_INT_SHARE
b. Dependent Variable: PER_TOTAL TOTAL PERSUASIVENESS

Table 4.6 Model summary (regression 2)

In the model summary the R square is 0,292. This indicates that variance of the total persuasiveness can be explained 29,2% of the model. Table 4.7 shows the ANOVA of regression number 2.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4373,134	1	4373,134	55,150	<,001 ^b
	Residual	10625,505	134	79,295		
	Total	14998,640	135			

a. Dependent Variable: PER_TOTAL TOTAL PERSUASIVENESS

b. Predictors: (Constant), Total_INT_SHARE

Table 4.7 ANOVA (regression 2)

The significance level in the ANOVA is 0,001, which is lower than 0,05. This means that the model is statistically significant with a confidence level of 95%. Table 4.8 shows the results of regression number 2.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error				Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	23,667	1,988		11,903	<,001	19,734	27,600		
	Total_INT_SHARE	,721	,097	,540	7,426	<,001	,529	,913	1,000	1,000

a. Dependent Variable: PER_TOTAL TOTAL PERSUASIVENESS

Table 4.8 Regression results (regression 2)

By looking at the standardized Beta Coefficient the value is 0,540. This indicates that how often you share an advertisement will increase by 0,540 if the total persuasiveness increases. The p-value is lower than 0,05, $p=0.001$, so there is a statistical significance between the variables. The tolerance value of 1,000 is above 0,1 and the VIF value is 1, which should be under 10. This indicates that there is no multicollinearity between the variables and the regression model is reliable. Figure 4.9 shows the scatterplot.

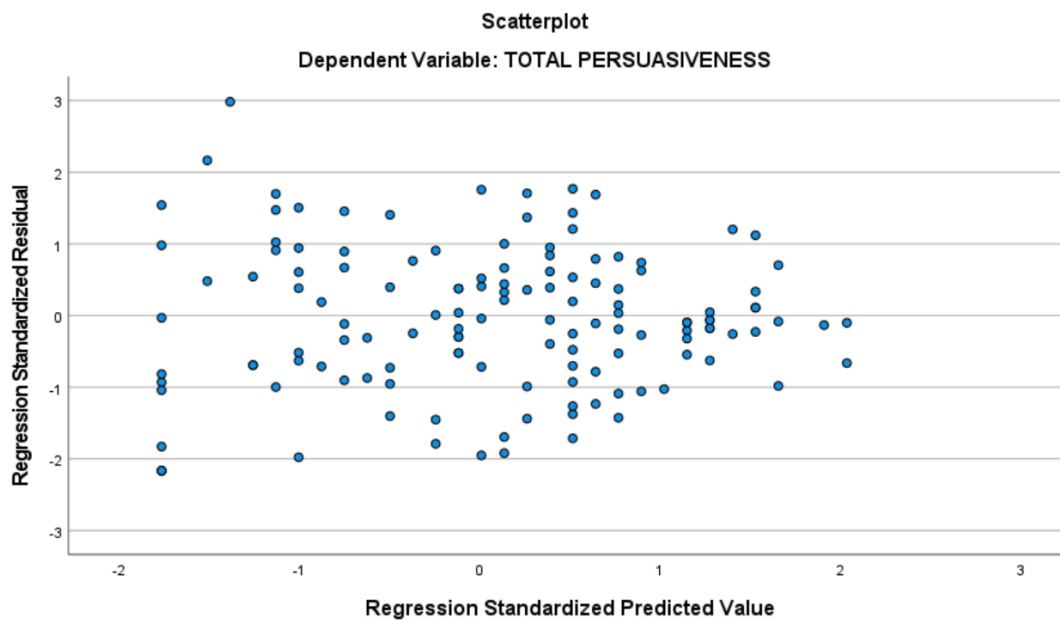


Figure 4.8 Scatterplot

In the scatterplot, there are quite a big spread between the residuals here as well. This indicates that the model fits regression quite well and there are no patterns or specific trends in the scatterplot.

4.5 H3: Persuasive advertisements has significant effect on intention to buy.

4.5.1 Correlation

Table 4.9 shows the correlations matrix.

Correlations			
		TOTAL_INTBUY Y STR_TOTAL	PER_TOTAL TOTAL PERSUASIVENESS
Pearson Correlation	TOTAL_INTBUY STR_TOTAL	1,000	,570
	PER_TOTAL TOTAL PERSUASIVENESS	,570	1,000
Sig. (1-tailed)	TOTAL_INTBUY STR_TOTAL	.	<,001
	PER_TOTAL TOTAL PERSUASIVENESS	,000	.
N	TOTAL_INTBUY STR_TOTAL	139	134
	PER_TOTAL TOTAL PERSUASIVENESS	134	136

Table 4.9 Correlation matrix

The relationship between the total persuasiveness and intention was investigated using a correlations test. Pearsons R = 0.570 which is above Cohens (1988) guidelines for a large positive correlation between persuasiveness and intention to buy. P-value = 0.001 which is under 0,05, that indicates that the two variables are statistically significant.

5.5.2 Regression

To test the H3 hypothesis we run a third regression with intention to buy as the dependent variable and persuasiveness as the only independent variable. Table 4.10 shows the model summary of the regression analysis.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,570 ^a	,325	,319	5,611

a. Predictors: (Constant), PER_TOTAL TOTAL PERSUASIVENESS
b. Dependent Variable: TOTAL_INTBUY STR_TOTAL

Table 4.10 Model summary (regression 3)

The R square is 0,325, which indicates that the model explains 35,5% of the variances in total persuasiveness based on the independent variable intention to buy. Table 4.11 shows the ANOVA.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1996,444	1	1996,444	63,419	<,001 ^b
	Residual	4155,420	132	31,480		
	Total	6151,864	133			

a. Dependent Variable: TOTAL_INTBUY STR_TOTAL
b. Predictors: (Constant), PER_TOTAL TOTAL PERSUASIVENESS

Table 4.11 ANOVA

The sig value in the ANOVA test is 0,001, this indicates that the two variables are statistically significant. The result of the third regression is shown in Table 4.12.

		Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	6,102	1,789		3,411	<,001	2,564	9,640		
	PER_TOTAL TOTAL PERSUASIVENESS	,368	,046	,570	7,964	<,001	,276	,459	1,000	1,000

a. Dependent Variable: TOTAL_INTBUY STR_TOTAL

Table 4.12 Regression results (regression 3)

By looking at the standardized Beta coefficient is 0,570. This indicates that intention to buy will increase by 0,570 if the value of the dependent variable increases. The p-value is lower than 0,05, so there is at statistical significance between the variables. The tolerance value is 1, and not under 0,1, as well as the VIF value is not over 10. This indicates that there is no multicollinearity between the variables, and the regression model is reliable. Figure 4.9 shows the scatterplot.

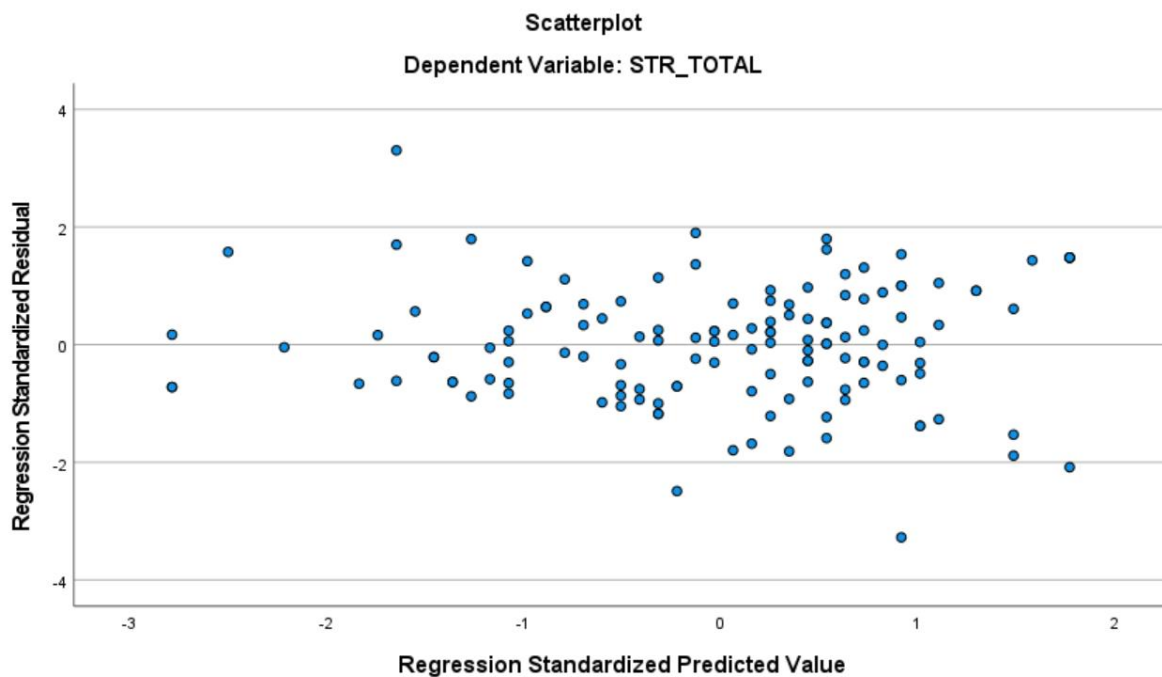


Figure 4.9 Scatterplot

The scatterplot here are also quite spread out, the same as H1 and H2. Which as mentioned indicates that the model fits regression quite well and there are no patterns or specific trends in the scatterplot.

4.6 H4: Intention to share viral advertisement has positive effect on intention to buy.

4.6.1 Correlation

Table 4.13 shows the correlation matrix.

Correlations

		TOTAL_INTBUY STR_TOTAL	Total_INT_SHARE
Pearson Correlation	TOTAL_INTBUY STR_TOTAL	1,000	,300
	Total_INT_SHARE	,300	1,000
Sig. (1-tailed)	TOTAL_INTBUY STR_TOTAL	.	<,001
	Total_INT_SHARE	,000	.
N	TOTAL_INTBUY STR_TOTAL	139	139
	Total_INT_SHARE	139	150

Table 4.13 Correlation matrix

To answer the fourth hypothesis a simple regression was conducted. The correlation between the variables total intention to share and total intention to buy is medium positive with the value of 0,330 by Cohens (1988) guidelines. In addition, the two variables are statistical significant with a p-value = 0,001 which is under the confidence level of 0,05. Table 4.14 shows the model summary.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,300 ^a	,090	,084	6,511

a. Predictors: (Constant), Total_INT_SHARE
b. Dependent Variable: TOTAL_INTBUY STR_TOTAL

Table 4.14 Model summary

The R square value is 0,090, this indicates that the model explains 9% of the variances on the intention to share, based on the intention to buy. Table 4.15 show the ANOVA.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	575,680	1	575,680	13,580	<,001 ^b
	Residual	5807,457	137	42,390		
	Total	6383,137	138			

a. Dependent Variable: TOTAL_INTBUY STR_TOTAL

b. Predictors: (Constant), Total_INT_SHARE

Table 4.15 ANOVA

The sig value in the ANOVA test is 0,001 one, this shows that the two variables are statistically significant. Table 4.16 results of the fourth regression analysis.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	14,920	1,438		10,376	<,001	12,077	17,764		
	Total_INT_SHARE	,259	,070	,300	3,685	<,001	,120	,398	1,000	1,000

a. Dependent Variable: TOTAL_INTBUY STR_TOTAL

Table 4.16 Regression results (regression 4)

The Standardized Beta Coefficient is 0,300, this tells us that the intention to share advertisement will increase by 0,300 if the value of total intention to buy increases. The p-value=0,001 which under the confidence level at 95%, and there are a statistically significance between the variables. The tolerance is 1,000 which is over 0.1. The VIF value is also 1 and under 10. This indicates that there is no multicollinearity, and the regression model is reliable. Figure 4.11 shows the scatterplot.

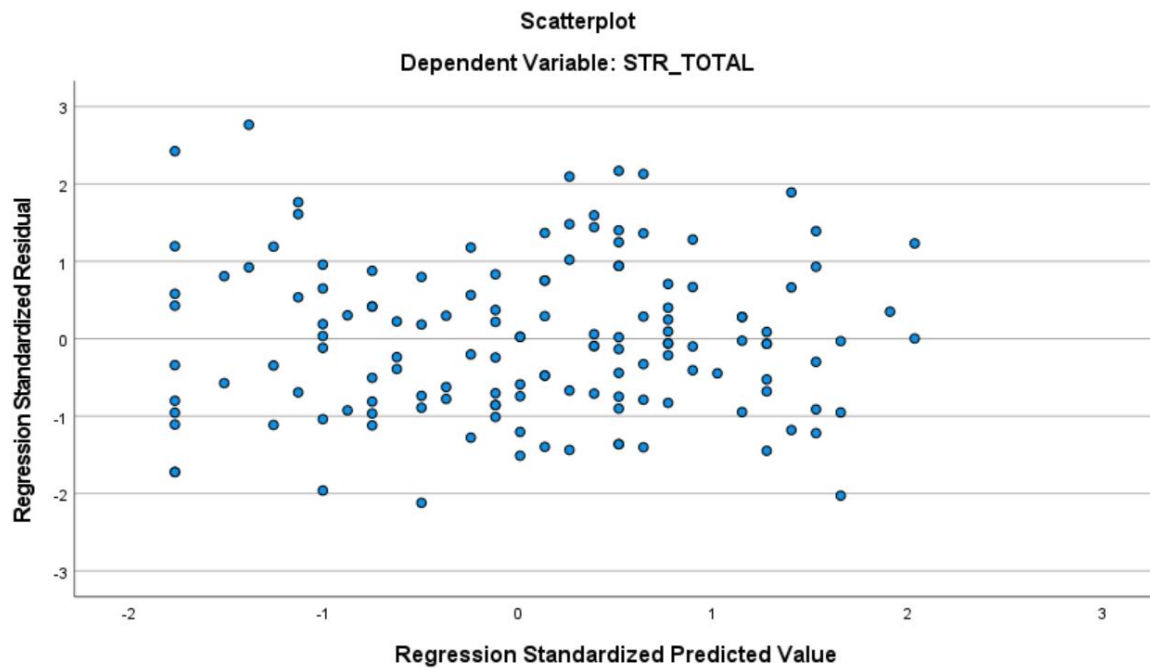


Figure 4.10 Scatterplot

In the fourth hypothesis, the scatterplot is quite spread as the other hypothesis. Which as mentioned indicates that the model fits regression quite well and there are no patterns or specific trends in the scatterplot.

4.7 Results

To whether the hypothesis should be discarded or not, we need to consider all the findings in the analysis. Here we will present the most important findings and see if can reject the hypothesis or not.

H1: Advertisements eliciting various emotions has significant emotional effect on persuasiveness.

- H1a: Advertisements eliciting love has positive significant emotional effect on persuasiveness. (Supported)
- H1b: Advertisements eliciting friendship has positive significant emotional effect on persuasiveness. (Not supported)

- H1c: Advertisements eliciting humor has positive significant emotional effect on persuasiveness. (Not supported)
- H1d: Advertisements eliciting surprising/shocking emotions has positive significant emotional effect on persuasiveness. (Supported)
- H1e: Advertisements eliciting inspirational emotions has positive significant emotional effect on persuasiveness. (Not supported)

The results show that advertisements eliciting various emotions has significant emotional effect on persuasiveness. However, not all emotions have significant impact. We found that advertisements eliciting love as positive significant emotional effect on persuasiveness.

In addition, advertisements eliciting surprising/shocking emotions has positive significant emotional effect on persuasiveness. However, our data and analysis show that advertisements eliciting friendship, humor and inspirational emotions do not have positive significant emotional effect on persuasiveness.

H2: Persuasive advertisements has significant effect on intention to share.

Based on the statistical analyses conducted, the results can support the hypothesis that persuasiveness has significant effect on the intention to share advertisements. The correlation between the variables is large and positive, this means that the more persuasive an advertisement is the more likely it is for people to share. Also, the results show a statistically significance in the correlation between the variables. The standardized beta coefficient shows that the more persuasive an advertisement is the more likely people are the share it. The tolerance and VIF value show that the regression model is reliable.

H3: Persuasive advertisements has significant effect on intention to buy.

Based on the statistical analyses conducted for the third hypothesis there is evidence that the hypothesis can be supported. The correlation between the variables was both strong and

statistically significant. The R square in the regression showed that the model can be explained by 35,5% of the variance in persuasiveness and the intention to buy. With a p-value < 0,05 that indicated that the two variables are statistically significant. Also, the Beta coefficient showed that the more persuasive an advertisement is the more likely people are to buy the product. The tolerance and VIF value stated that there is no multicollinearity in the regression, which makes it reliable. The hypothesis is supported, and the analyses show a significant positive relationship between persuasiveness in advertisements and the intention to buy.

H4: Intention to share viral advertisement has positive effect on intention to buy.

The fourth hypothesis investigated the intention to share advertisement had effect on the intention to buy the product. The correlation test showed a medium positive correlation between the two variables. In addition, the variables are statistically significant with a p value < 0,005. The regression tells us that the variables are statically significant. The Beta Coefficient tells us that people are more likely to buy the product of advertisements they share. Based on this, the hypothesis is supported, and the analyses show that the intention to share an advertisement has positive significant effect on the intention to buy. Table 4.17 shows the summary of all findings.

Hypothesis	Effect	Findings
H1a	Advertisements eliciting love has positive significant emotional effect on persuasiveness.	Supported
H1b	Advertisements eliciting friendship has positive significant emotional effect on persuasiveness.	Not supported
H1c	Advertisements eliciting humor has positive significant emotional effect on persuasiveness.	Not supported
H1d	Advertisements eliciting surprising/shocking emotions has positive significant emotional effect on persuasiveness.	Supported
H1e	Advertisements eliciting inspirational emotions has positive significant emotional effect on persuasiveness.	Not supported
H2	Persuasive advertisements has significant effect on intention to share.	Supported
H3	Persuasive advertisements has significant effect on intention to buy.	Supported
H4	Intention to share viral advertisement has positive effect on intention to buy.	Supported

Table 4.17 Summary of the findings

5.0 Discussion

5.1 Theoretical Framework and Consumer Behavior

Throughout this thesis we've presented theories that offer insights into what factors drives human - or more specifically, consumer behavior. Firstly, the theory on emotional appeal and persuasiveness suggest that emotional appeals have a significant impact on advertising persuasiveness. The theory on word of mouth marketing shed light on how consumers sharing of advertisements affects buying intentions. The Elaboration Likelihood model (ELM) is a theory of persuasion that proposes two different routes to persuasion: The peripheral route and the central route. When processing a message through the peripheral route, consumers are more likely to be influenced by the content of the message itself, for example the strength and quality of the message. On the other hand, messages processed through the peripheral route, are more likely to be influenced by peripheral clues, such as the emotions elicited by advertisements or the source of the message.

One can argue that most of results of the conducted study are consistent with the presented theoretical framework, as the study provides empirical evidence that emotions, persuasiveness and intention to buy and share products are correlated. In the next section we'll further discuss each hypothesis in light of the presented theoretical framework.

Regarding hypothesis 1, the findings from the study of advertisements eliciting various emotions have a significant emotional effect on persuasiveness on consumers. These findings are aligned with previous studies, which showed emotional appeals to be more persuasive than rational appeal in advertising. Also, interesting findings from regression analysis were that love and surprise/shocking had a significant positive effect, whereas humor, friendship, and inspirational emotions had no significant effect. These results suggest that different emotional appeals have different influence on persuasiveness. Therefore, it is important for advertisers to carefully select emotional appeal based on what their desired outcome is.

In terms of hypothesis 2, the results indicate that persuasiveness has a significant effect on the intention to share advertisements. Further, we'll take into account that emotional appeal is considered important in persuasiveness. Given this consideration, this result is aligned with

previous studies showing a positive relationship between persuasiveness and intention to share advertisements. The study also indicates that highly persuasive advertisements have a greater likelihood of being shared. This is very much aligned with the ELM-model that suggests that people are more likely to be persuaded by advertisements that require them to think deeply about the message in it.

In hypothesis 3, the findings suggest that persuasiveness of an advertisement has a positive significant effect on intention to buy the product. This is also aligned with the ELM-theory, where peripheral cues, such as emotional appeals are used to influence advertising. In light of these results, the level of persuasiveness and emotional appeal in advertisement can be utilized to increase potential customers' purchase intentions.

Regarding hypothesis 4, the findings of the study support the theory of word-of-mouth marketing, which highlights the role of interpersonal communication in shaping consumer behavior. The positive relationship between the intention to share an advertisement and the intention to buy is consistent with the idea that word of mouth marketing can significantly impact consumer decision-making.

5.2 Contributions to Theory

We sought out to contribute to the theoretical understanding of emotions and their impact on advertising persuasiveness. The theoretical models were tested in the form of a questionnaire and analysis of the responses. Through our empirical investigation, we found that emotions are complex and that different emotions have varying effects on persuasiveness of advertisements. For example, our study revealed that advertisements eliciting love and surprise/shock have a significant impact on persuasiveness. This means that different advertisements will elicit different emotions in consumers. Furthermore, our study revealed that persuasiveness' impact on intention to share and intention to buy was supported. Additionally, it revealed that intention to share had significant impact on intention to buy, thereby suggesting that encouraging sharing of an advertisement can lead to a greater chance of purchase. These findings add to the theory of emotional appeal and advertising persuasiveness. Additionally, our findings contribute to the ELM theory of persuasion. Although not all emotions have the desired effect of persuasion, some emotions can stimulate

the desired effect. These results have practical implications, which will be discussed in the next section.

5.3 Implications to Management

Drawing upon the results from the study, there are several measures that marketers could use to create more effective marketing campaigns. First of all, they should plan and formulate campaigns that elicit the correct set of emotions based on their desired outcome. For example, if the goal is to increase purchase intent, one might choose emotional appeals that elicit love or surprise/shock. Furthermore, as some emotions do have a significant effect on persuasiveness, it could be best to run a pilot test to gauge the effectiveness before running it to the masses. For instance, one could run tests to small target groups and adjust the emotional appeal based on the responses. Secondly, the impact of interpersonal communication on consumer behavior should be taken into account, as the study showed a positive relationship between intention to share and intention to buy. In that case, word-of-mouth marketing is an effective way of increasing purchase intent, and advertisers should consider creative ways to encourage their target group to share campaigns.

5.4 Methodological Criticism

To further improve the accuracy of the study there are several things we could've done. For example, the questionnaire design could've included more relevant questions, especially to further determine the answers in hypothesis 3 and 4. In addition, most of the respondents were friends and family. To get a more accurate representation of the population, we could've systematically sent out the questionnaire to predetermined people to get a more diversified sample. The sample size itself is also a potential issue, whereas 150 respondents is considered enough, we had some respondents that didn't answer all the questions. With a bigger sample size, we would've had a higher number of respondents on each question.

Furthermore, we used a quantitative research method to gather information. By using qualitative research in addition to quantitative, following up challenges we encountered, we could've gotten a better understanding of why, for example, humor was considered significantly negative effect on persuasiveness.

6.0 Conclusion

In conclusion, this bachelor thesis investigated the impact of emotions on the persuasiveness of advertisements and how this influences consumers' intention to buy the product and share the advertisement with others. The results showed that advertisements eliciting various emotions have a significant emotional effect on persuasiveness, and not all emotions have the same impact. Specifically, love and surprising/shocking emotions have a positive effect on persuasiveness, while friendship, humor, and inspirational emotions have a negative effect. The persuasiveness of advertisements has a significant effect on the intention to share and the intention to buy, and the intention to share an advertisement has a positive effect on the intention to buy. These findings are consistent with the presented theoretical framework and offer insights into what factors drive human behavior and consumer behavior.

The results of this study provide valuable information for advertisers to carefully select emotional appeal based on their desired outcome. It also suggests that the content of the message itself and peripheral clues, such as the emotions elicited by advertisements or the source of the message, play a role in consumer behavior. Understanding how emotions affect the persuasiveness of advertisements can help people in marketing to create more effective advertisements that increase the likelihood of the intended outcome. However, there are still areas that could be explored further, such as the impact of cultural differences and personal characteristics on the emotional appeals used in advertisements. Overall, this study contributes to the field of marketing by providing empirical evidence that emotions, persuasiveness, and intention to buy and share products are correlated, and that different emotional appeals have different influences on persuasiveness.

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8.0 Appendix

8.1 Reliability analysis Total persuasiveness

Case Processing Summary

		N	%
Cases	Valid	136	90,7
	Excluded ^a	14	9,3
	Total	150	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,912	,913	8

Item Statistics

	Mean	Std. Deviation	N
STR1 The message argument should be strong	4,68	1,772	136
STR2 The message argument should be convincing	5,42	1,649	136
STR3 The message argument should be powerful	4,43	1,659	136
STR4 The message argument should be persuasive	5,04	1,753	136
THI1 Viral ads makes me think different of the product	4,15	1,668	136
THI2 Viral ads changes my opinion of the product	4,18	1,558	136
THI3 Viral ads help me increase my awariness of the product	5,15	1,622	136
THI4 Viral ads are good for explaining the importance of the product	4,26	1,700	136

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	,567	,390	,813	,423	2,082	,013	8

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
37,30	111,101	10,540	8

8.2 Reliability analysis total intention to buy

Case Processing Summary

		N	%
Cases	Valid	139	92,7
	Excluded ^a	11	7,3
	Total	150	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,802	,800	5

Item Statistics

	Mean	Std. Deviation	N
INT_B1 I always think of the viral ad before i decide to buy	3,14	1,883	139
INT_B2 The viral ad makes me think of the product before i decide to buy	4,02	1,670	139
INT_B3 I always think of the reasons given in the ad before buying the product	3,50	1,928	139
INT_B4 Before i buy, i think wether i might benfit from the product	5,38	1,734	139
INT_B5 I wish to buy products i see ads for, rather than product i dont see ads for	3,77	1,878	139

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	,445	,136	,661	,525	4,852	,035	5

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
19,81	46,255	6,801	5

8.3 Reliability total intention to share based on emotions

Case Processing Summary

		N	%
Cases	Valid	150	100,0
	Excluded ^a	0	,0
	Total	150	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,840	,840	5

Item Statistics

	Mean	Std. Deviation	N
INT1_LOVE Intention to share LOVE	2,83	1,954	150
INT2_FRIEND Intention to share FRIENDSHIP	3,18	2,017	150
INT3_HUMOR Intention to share HUMOR	4,97	1,942	150
INT4_SURPRISING Intention to share SURPRISING	4,06	2,083	150
INT5_INSPIRING Intention to share INSPIRING	3,87	2,113	150

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	,512	,353	,813	,461	2,306	,022	5

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18,91	62,335	7,895	5

8.4 Correlation H1:

Descriptive Statistics

	Mean	Std. Deviation	N
PER_TOTAL TOTAL PERSUASIVENESS	37,30	10,540	136
INT1_LOVE Intention to share LOVE	2,83	1,954	150
INT2_FRIEND Intention to share FRIENDSHIP	3,18	2,017	150
INT3_HUMOR Intention to share HUMOR	4,97	1,942	150
INT4_SURPRISING Intention to share SURPRISING	4,06	2,083	150
INT5_iNSPIRING Intention to share iNSPIRING	3,87	2,113	150

8.5 Regression H1

Descriptive Statistics

	Mean	Std. Deviation	N
PER_TOTAL TOTAL PERSUASIVENESS	37,30	10,540	136
INT1_LOVE Intention to share LOVE	2,83	1,954	150
INT2_FRIEND Intention to share FRIENDSHIP	3,18	2,017	150
INT3_HUMOR Intention to share HUMOR	4,97	1,942	150
INT4_SURPRISING Intention to share SURPRISING	4,06	2,083	150
INT5_iNSPIRING Intention to share iNSPIRING	3,87	2,113	150

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	INT5_INSPIRING Intention to share INSPIRING, INT2_FRIEND Intention to share FRIENDSHIP, INT3_HUMOR Intention to share HUMOR, INT4_SURPRISING Intention to share SURPRISING, INT1_LOVE Intention to share LOVE ^b		Enter

a. Dependent Variable: PER_TOTAL TOTAL PERSUASIVENESS

b. All requested variables entered.

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	(Constant)	Variance Proportions				
					INT1_LOVE Intention to share LOVE	INT2_FRIEND Intention to share FRIENDSHIP	INT3_HUMOR Intention to share HUMOR	INT4_SURPRISING Intention to share SURPRISING	INT5_INSPIRING Intention to share INSPIRING
1	1	5,394	1,000	,00	,00	,00	,00	,00	,00
	2	,290	4,312	,04	,14	,08	,02	,02	,03
	3	,133	6,366	,49	,00	,00	,01	,07	,28
	4	,085	7,989	,11	,11	,11	,05	,34	,48
	5	,051	10,309	,32	,20	,21	,80	,10	,03
	6	,047	10,660	,04	,55	,60	,12	,46	,17

a. Dependent Variable: PER_TOTAL TOTAL PERSUASIVENESS

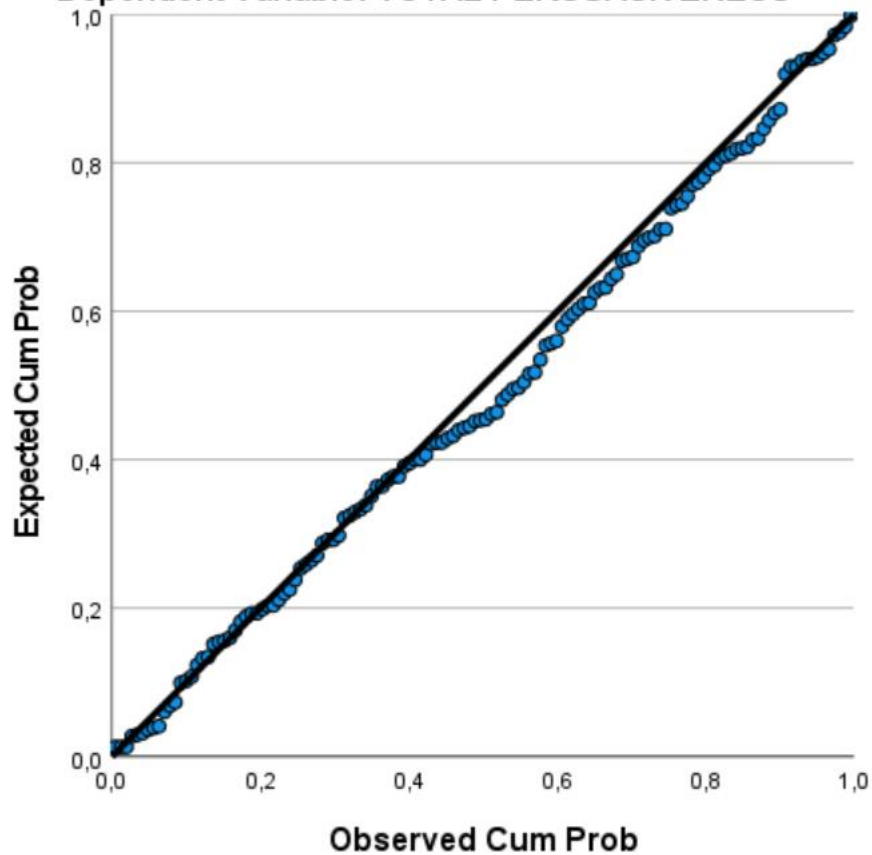
Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	27,86	49,79	37,30	5,892	150
Residual	-19,859	26,272	-,411	8,727	136
Std. Predicted Value	-1,603	2,119	,000	1,000	150
Std. Residual	-2,230	2,950	-,046	,980	136

a. Dependent Variable: PER_TOTAL TOTAL PERSUASIVENESS

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: TOTAL PERSUASIVENESS



8.6 Regression H2

Descriptive Statistics

	Mean	Std. Deviation	N
PER_TOTAL TOTAL PERSUASIVENESS	37,30	10,540	136
Total_INT_SHARE	18,91	7,895	150

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Total_INT_SHARE ^b	.	Enter

a. Dependent Variable: PER_TOTAL TOTAL PERSUASIVENESS

b. All requested variables entered.

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Total_INT_SHARE
1	1	1,923	1,000	,04	,04
	2	,077	5,008	,96	,96

a. Dependent Variable: PER_TOTAL TOTAL PERSUASIVENESS

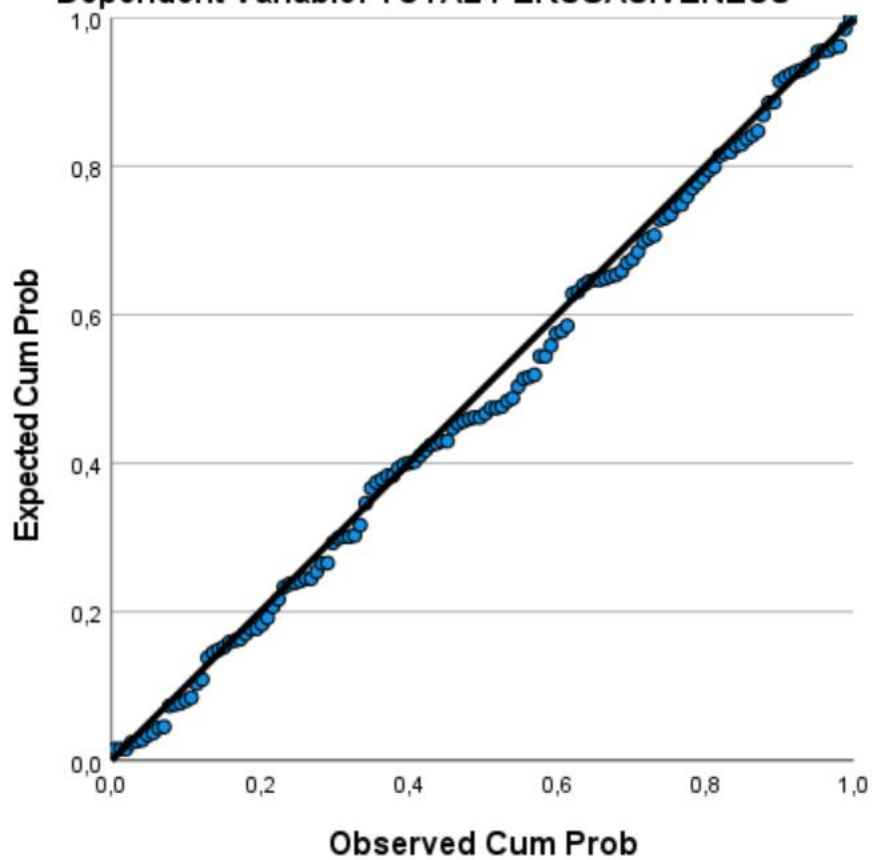
Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	27,27	48,90	37,30	5,692	150
Residual	-19,272	26,566	-,391	8,872	136
Std. Predicted Value	-1,762	2,038	,000	1,000	150
Std. Residual	-2,164	2,983	-,044	,996	136

a. Dependent Variable: PER_TOTAL TOTAL PERSUASIVENESS

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: TOTAL PERSUASIVENESS



8.7 Regression H3:

Descriptive Statistics

	Mean	Std. Deviation	N
TOTAL_INTBUY STR_TOTAL	19,81	6,801	139
PER_TOTAL TOTAL PERSUASIVENESS	37,30	10,540	136

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	PER_TOTAL TOTAL PERSUASIVENESS ^b	.	Enter

a. Dependent Variable: TOTAL_INTBUY
STR_TOTAL

b. All requested variables entered.

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	PER_TOTAL TOTAL PERSUASIVENESS
1	1	1,963	1,000	,02	,02
	2	,037	7,242	,98	,98

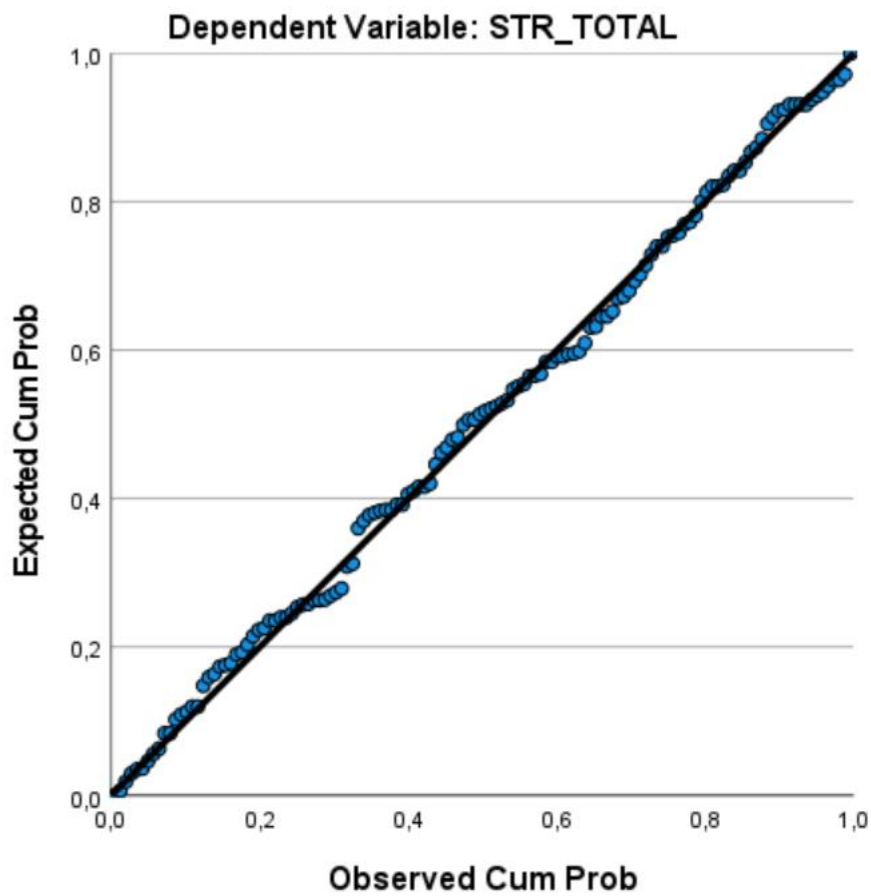
a. Dependent Variable: TOTAL_INTBUY STR_TOTAL

Casewise Diagnostics^a

Case Number	Std. Residual	TOTAL_INTBUY Y STR_TOTAL	Predicted Value	Residual
91	-3,275	5	23,38	-18,378
129	3,306	32	13,45	18,547

a. Dependent Variable: TOTAL_INTBUY STR_TOTAL

Normal P-P Plot of Regression Standardized Residual



8.8 Regression H4

Descriptive Statistics

	Mean	Std. Deviation	N
TOTAL_INTBUY STR_TOTAL	19,81	6,801	139
Total_INT_SHARE	18,91	7,895	150

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Total_INT_SHARE ^b	.	Enter

a. Dependent Variable: TOTAL_INTBUY
STR_TOTAL

b. All requested variables entered.

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Total_INT_SHARE
1	1	1,923	1,000	,04	,04
	2	,077	5,008	,96	,96

a. Dependent Variable: TOTAL_INTBUY STR_TOTAL

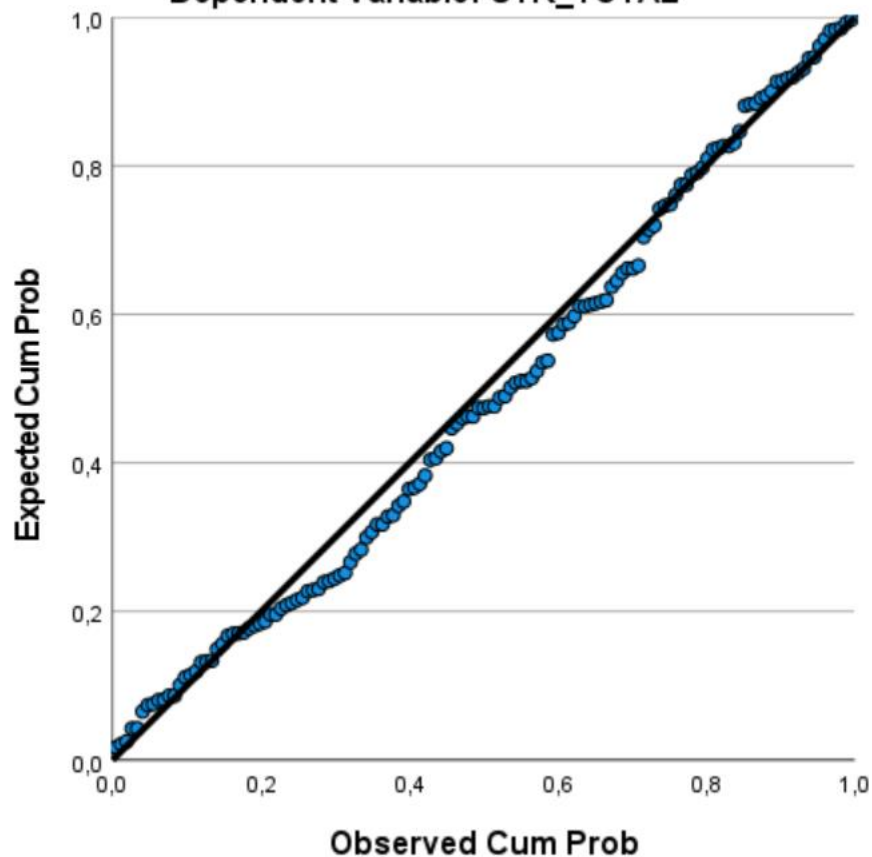
Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	16,21	23,97	19,81	2,042	150
Residual	-13,801	18,010	-,112	6,487	139
Std. Predicted Value	-1,762	2,038	,000	1,000	150
Std. Residual	-2,120	2,766	-,017	,996	139

a. Dependent Variable: TOTAL_INTBUY STR_TOTAL

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: STR_TOTAL





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