



**SOCIAL MEDIA ADVERTISING AND CONSUMER AD
AVOIDANCE: AN INTRUSIVE ADVERTISING
ONLINE-SURVEY OF GENERATION Z
Razak Mohammed MUSAH
Master of Arts Thesis
Eskişehir, 2019**

**SOCIAL MEDIA ADVERTISING AND CONSUMER AD AVOIDANCE: AN
INTRUSIVE ADVERTISING ONLINE-SURVEY OF GENERATION Z IN
ESKISEHIR, TURKEY**

Razak Mohammed MUSAH

MASTER OF ARTS THESIS

Department of Public Relations and Advertising


Supervisor: Prof. Dr. NECIP SERDAR SEVER

**Eskişehir
Anadolu University, Graduate School of Social Science
July, 2019**

20/08/2019

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the reference section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.



Razak Mohammed MUSAH

ÖZET

SOSYAL MEDYA REKLAMLARI VE TÜKETİCİLERİN REKLAMDAN KAÇINMA DAVRANIŞI: TÜRKİYE, ESKİŞEHİR EVRENİNDE Z KUŞAĞININ DAVETSİZ REKLAMLARA BAKIŞI ÜZERİNE YAPILAN BİR ÇEVİRİMİÇİ ANKET ÇALIŞMASI

Razak Mohammed MUSAH

Halkla İlişkiler ve Reklamcılık Bölümü

Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, Temmuz 2019

Danışman: Prof. Dr. Necip Serdar SEVER

Yapılan çalışmalar, rahatsızlık verici reklamların marka ve kuruluşların iletişim karmasında önemli bir yeri olduğunu göstermektedir. YouTube’da yayınlanan reklamlar da buna dahildir. Bununla birlikte, sosyal medyanın (YouTube) marka ve kuruluşlara reklam için çok iyi fırsatlar sunduğu da bir gerçektir. Sosyal medyanın reklamlarda giderek artan rolü, YouTube reklamlarının (oynatma öncesi, tüketici reklamı ve sabit reklamların) davetsizlik reklam olarak algılanma derecesini değerlendirmek isteyen bu araştırmanın temel kaynağı olmuştur. Ek olarak bu çalışma, davetsiz reklamların kullanıcıların bilişlerini nasıl etkilediğini ve davetsiz reklamları azaltan faktörleri de kapsamaktadır. Araştırmada, nicel araştırma yöntemlerinden olan kullanarak yarı deneysel deneysel tasarım uygulanmıştır. Araştırmada veriler birincil ve ikincil araştırma yöntemleri ile yöntemleri kullanılarak toplanmıştır. Sonuç olarak, bu çalışmada YouTube'un videodan önce gösterilen ve video esnasındaki gösterilen reklamların tüketiciler tarafından araya girici olarak algılandığını ve sabit reklamların daha az araya girici olarak algılandığı saptanmıştır. Çalışmada yer alan katılımcılar, YouTube'un video ortasında yayınlanan reklamları, YouTube'un video öncesi reklamlardan daha araya girici

olarak deęerlendirmişlerdir. Ayrıca, bilgilendirici ve mizah içeren reklamların araya giricilięi azalttığı saptanmıştır. Çalışmada, beklenmedik bir şekilde, bilgilendirici reklamlar eğlendirici reklamlardan daha çok araya giricilięini azalttığı gözlenmiştir. Son olarak, bu çalışmada, reklamın araya giricilięinin bilişsel olarak reklamdan kaçınmaya sebep olduęu tespit edilmiştir.

Anahtar Kelimeler: Davetsiz reklam, Araya Giricilik, Oynama Öncesi Youtube Video Reklamı, Oynama Esnası Youtube Video Reklamı, Bilgilendirici Reklam, Mizah İçeren/Eğlendirici Reklam, Tüketici Reklamdan Kaçınma Davranışı

ABSTRACT

SOCIAL MEDIA ADVERTISING AND CONSUMER AD AVOIDANCE: AN INTRUSIVE ADVERTISING ONLINE-SURVEY OF GENERATION Z IN ESKISEHIR, TURKEY

Razak Mohammed MUSAH

Department of Public Relations and Advertising

Anadolu University, Graduate School of Social Science, June 2019

Advisor: Prof. Dr. Necip Serdar SEVER

Research shows that there is a problem of ad intrusiveness even though, advertising plays an important role in the promotional mix for brands or organizations in Turkey. YouTube is no exception when it comes to ad intrusiveness. Notwithstanding, social media (YouTube) offer organizations very good opportunities for advertisement. This concern prompted this research, which sought to assess the extent to which YouTube ads (pre-roll, of consumer ad and still ads) are perceived as intrusive. Additionally, the study investigates how intrusiveness affects users' cognitions and mitigating factors of ad intrusiveness. The research made use of experimental design using quantitative data techniques. To establish the purpose of the research, data will be collected by primary and secondary methods with the key instruments of data collection being questionnaire. Consequently, the study found that YouTube pre-roll and mid-roll ads are perceived as intrusive by consumers, while still ads were less intrusive. Participants considered YouTube mid-roll ads as more intrusive than YouTube pre-roll ads. Also, informative and humor/entertaining ads were identified to reduce ad intrusiveness. Unexpectedly, the findings of the study showed that informative ads were better at addressing intrusiveness compared to entertaining ads. Finally, the study revealed that ad intrusiveness is a cause of cognitive ad avoidance.

Keywords: Intrusiveness, Informative Ad, Humor/Entertaining Ad, Consumer Advertising Avoidance Behavior.

FINAL APPROVAL FOR THESIS

This thesis titled “**Social media advertising and consumer ad avoidance: an intrusive advertising online-survey of generation z in Eskisehir, Turkey**” has been prepared and submitted by **Razak Mohammed MUSAH** in partial fulfillment of the requirements in “**Anadolu University Directive on Graduate Education and Examination**” for the Degree of Master of Arts in **Department of Public Relations and Advertising** has been examined and approved on 20/08/2019.

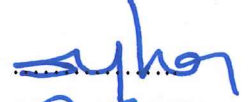
Committee Members

Signature

Member (Supervisor) : Prof. Dr. Necip Serdar SEVER



Member : Prof. Dr. R. Ayhan Yılmaz



Member : Assist. Prof. Dr. Özgür Kılınc



Prof.Dr. Bülent GÜNŞOY

Director

Graduate School of Social Sciences

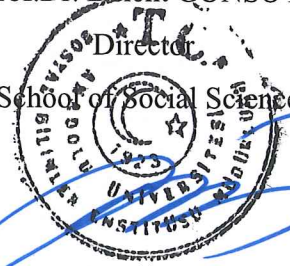


TABLE OF CONTENT

Page

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES	ii
ÖZET	iii
ABSTRACT.....	v
FINAL APPROVAL FOR THESIS.....	vi
TABLE OF CONTENT.....	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS AND ACRONYMS	xi
1. INTRODUCTION	1
1.1. Problem Statement.....	2
1.1.1. Purpose of Study	3
1.1.2. Significance of the Study	3
2. LITERATURE REVIEW	5
2.1. What is “Social Media”, “Generation Z” and “Consumer Ad Avoidance”	5
2.2. Brief History of Social Media.....	5
2.3. Types/classifications of social media.....	9
2.4. What It Means to Be Social	13
2.5. Consumer ad avoidance: its dimensions	14
2.6 Perceived intrusiveness (and Consequence)	18
2.7. Keys to effective use of social media	26
2.8. Antecedents of consumer ad avoidance.....	28
2.9. Addressing consumer ad avoidance.....	29
2.3. Native advertising as a remedy to ad avoidance.....	30
2.4. Generation Z.....	31
2.4.1. Characteristics.....	33
2.4.2. Lifestyle	33
2.4.3. Technology use	34
2.4.4. Generation Z learning.....	34
2.4.5. Generation Z and marketing.....	34
2.4.6. GZ communication rules:.....	35
2.5. Summary.....	36

2.6. Theoretical framework	37
2.6.1. Hypotheses	39
3.0. METHODOLOGY	41
3.1. Research Design	41
3.1.1. YouTube.....	41
3.1.2 Limitations of study	42
3.2. Sampling Design.....	42
3.3. Data collection method	44
3.4. Measures	45
3.5. Descriptive statistics.....	46
3.6. Correlations	47
3.7 Data analysis and presentation.	48
3.8. Coding procedure.....	48
3.9. Frequency of ad.....	49
4. FINDINGS	50
4.1. YouTube ads effect on intrusiveness	50
4.2. Mitigating factors of intrusiveness	52
4.3. Cognitive ad avoidance	53
5. DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION	56
5.1. Discussions and conclusions	56
5.1.1. YouTube ads effect on intrusiveness	57
5.1.2. Mitigating factors of intrusiveness.....	57
5.1.3. Cognitive ad avoidance	58
5.2. Recommendations	58
5.3. Study implications.....	59
5.4 Area for further study	60
REFERENCES.....	61
APPENDIX.....	71
Appendix 1: English questionnaire.....	71
Appendix 3: Some Descriptive Charts	76
CURRICULUM VITAE.....	Error! Bookmark not defined.

LIST OF TABLES

Table 1: Classification of Social Media by social presence/media richness and self-presentation/self-disclosure.....	12
Table 2: Some social media and user statistics	12
Table 3: Descriptive statistics and scale reliabilities of main variables.....	46
Table 4: Correlations latent variables and control variables.....	46
Table 5: T-test on pre-roll intrusiveness.....	50
Table 6: T-test on still ads intrusiveness.....	51
Table 7: T-test on mid-roll intrusiveness.....	52
Table 8: T-test on informativeness.....	52
Table 9: T-test on Humorous/entertaining.....	53
Table 10: T-test on pre-roll and mid-roll intrusiveness on cognitive ad avoidance	54

LIST OF FIGURES

Figure 1: Communication paradigm and the hybrid role of social media.....	8
Figure. 2: Precursors of behavioral avoidance on Facebook.....	15
Figure. 3: Precursors of affective avoidance on Facebook.....	16
Figure. 4: Antecedents of cognitive avoidance on Facebook.....	17
Figure 5: Sample research Model.....	20
Figure 6: Sample research Model.....	21
Figure 7: Initial Model of perceived intrusiveness of pop-up ads.....	24
Figure 8: Antecedents and consequence of perceived intrusiveness.....	24
Figure 9: Millennials vs GZs Characteristics.....	35
Figure 10: YouTube ad types, source.....	38
Figure 10.1: YouTube ad types (continued).....	38
Figure 11: Group dynamics in Eskisehir.....	43
Figure 11.1: Age Distribution in Eskisehir.....	43
Figure 12: Gender distribution.....	76
Figure 13: Educational Background.....	76
Figure 14: Pre-roll YouTube video ad cognitive avoidance.....	77
Figure 15: Mid-roll YouTube video ad cognitive avoidance.....	78

LIST OF ABBREVIATIONS AND ACRONYMS

WOM – Word of Mouth

Gen Z – Generation Z

IRC – Internet Relay Chat

UGC – User Generated Content

OECD – The Organization for Economic Co-operation and Development

QQ – Tencent QQ

SNS – Social Networking Sites

IAB – Interactive Advertising Bureau

CSO – Civil Society Organization

SPSS – Statistical Package for the Social Sciences

1. INTRODUCTION

Advertising, without doubt, plays an important role in the promotional mix for brands. It is one of the best ways of communicating with an organization or a brand's audience. Advertising plays a key role in informing customers about available brands on the market, the varieties, as well as how the brands or products can satisfy their needs or wants. Advertising is not only important for consumers but for corporations and the society as a whole (Management Study Guide, 2018). A 2018 study in the United States of America (USA) by Kantar Millward Brown shows that 71% of internet users admitted ads are more intrusive compared to three (3) years ago; 79% agreed "ads are appearing in more places now", while 74% said they see more ads currently unlike few years back (Benes, 2018).

Solis (2011) defines social media as "*any tool or service that uses the Internet to facilitate conversations*" (Ibid., p.21). Examples of social media include Facebook, Twitter, LinkedIn, Wikis, YouTube.

Social media has changed the traditional way of advertising and plays a significant role in the expansion of advertising in a cost-effective way. Social media has given small brands or organizations opportunities in advertising which until its advent, they could barely get. According to Baek and Morimoto (2012) social media has helped organizations move from mass advertising in the traditional sense to personalized advertising. This is because social media has advanced information-processing technology that permits advertisers to undertake personalized targeting.

Consumers are being bombarded with ads on regular basis especially on social media. This phenomenon is now a common place due to the excessive proliferation of brand adverts and media fragmentation (Gritten, 2007). This leads to organizations' messages being lost in the clutter of the "noise" and may even turn off consumers and as a result avoid ads. Aside from the traditional media, these adverts, whether solicited or unsolicited, get to consumers through various channels such as guerrilla media campaigns, sub-viral marketing online, brand installation, and consumer-generated media like blogs, podcasts, and online social networking sites (Schultz, 2006a).

Nevertheless, these massive and sometimes controversial adverts may lead to perceived ad intrusiveness in consumers leading to ad avoidance. Also, consumers are abandoning the traditional channels such as TV, radio, newspapers and magazines for online media. They are increasingly looking for control over their media consumption. They demand quick access to information whenever they need it (Rashtchy et al., 2007; Vollmer and Precourt, 2008). Consequently, social media is becoming their preferred channel for their information needs and to even make purchase decisions. (Lempert, 2006); Vollmer & Precourt, 2008).

Foux (2006) asserts that consumers are more likely to believe or trust social media as their source information on products and services compared to the corporation-sponsored communications conveyed through the traditional components of the promotion mix. However, research has shown that perceived ad intrusiveness as causing ad avoidance on social media is an issue (Speck & Elliot, 1997; Edwards et al., 2002; Li et al., 2002; Wang, 2009; Kelly *et al.*, 2010; Baek & Morimoto, 2012; Goodrich et al. 2011; Ferreira *et al.* 2017).

It is against this backdrop the study wants to assess the effects of (perceived) ad intrusiveness on social media, the antecedents of (perceived) ad intrusiveness on social media, the role of ad intrusiveness in ad avoidance on social media and the best ways to advertise on social media in order to address consumers perceived ad intrusiveness with focus on the city of Eskisehir, Turkey.

1.1. Problem Statement

Social media has expanded the frontiers of advertising and given it opportunities hitherto nonexistent. Baek and Morimoto (2012) suggest that social media has helped organization moved from mass advertising in the traditional sense to personalized advertising. However, there is a problem of ad intrusiveness by consumers on social media. Advertising intrusiveness is a leading cause of ad avoidance by consumers (Edwards et al. 2002; Li et al. 2002; Wang, 2009; Kelly *et al.* 2010; Baek & Morimoto, 2012; Goodrich et al. 2011; Ferreira *et al.* 2017). In addition, social media grant consumers their desire to have control over their media consumption and speedy access to information whenever they need it (Rashtchy et al., 2007; Vollmer and Precourt, 2008).

Consumers are turning to social media as a more credible source of information compared to the traditional media (Lempert, 2006; Vollmer & Precourt, 2008).

Rojas-Mendez et al. (2009) suggest that there is a problem of ad avoidance attitude among caused by ad intrusiveness among Turkish consumers in their study on “*Universal differences in advertising avoidance behavior: A cross-cultural study.*”

This has raised concerns among stakeholders as to how to address the ad intrusiveness experienced by consumers, and by extension its attendant effect like ad avoidance. Therefore, this study seeks to assess the antecedents of (perceived) ad intrusiveness on social media, effects of (perceived) ad intrusiveness on social media and the measures to advertise on social media in order to address consumer ad intrusiveness and its consequent effects. The study will focus solely on advertising on content communities as a form of social media.

1.1.2. Purpose of Study

The objective is to assess the antecedents of (perceived) ad intrusiveness on social media, effects of (perceived) ad intrusiveness on social media and the measures ad intrusiveness and its consequent effects with focus on Generation Z in Eskisehir, Turkey.

Aims/Objectives

The research will therefore aim at:

- Establishing the antecedents of (perceived) ad intrusiveness on social media.
- Finding the effects of (perceived) ad intrusiveness on social media.
- Finding the causes of ad avoidance on social media.
- Suggesting measures to advertise on social media in order to address consumers perceived ad intrusiveness.

1.1.3. Significance of the Study

The significance of the study includes:

- Help establish the antecedents of consumer ad intrusiveness on social media;

- Serve as a reference or an academic source to other researchers or students who would want to conduct further studies of the subject matter;
- Help organizations to better understand and target Generation Z, especially in Turkey, in their social media advertisement effort so as to tackle consumer ad intrusiveness and its consequent effects.
- Suggest ways brands or consumer ad intrusiveness and its consequent effects avoidance from consumers;
- Enhance communications/messages/adverts of advertising agencies/advertisers and communicators or stakeholders in advertising related themes or activities.



2. LITERATURE REVIEW

The study reviewed “social media” taking into consideration the idea Web 2.0, User Generated Content, what it means for organizations to be “social”, advertising and consumer ad avoidance, consumer ad intrusiveness and its consequent effects, antecedents ad intrusiveness, native advertising’s role in addressing consumer ad intrusiveness and its consequent effects, and suggested solutions to consumer ad intrusiveness and its consequent effects and Generation Z.

2.1. What is “Social Media”, “Generation Z” and “Consumer Ad Avoidance”

A conceptual or “dictionary” definition of “social media” and “ad intrusiveness” were given from appropriate sources.

The write-up gave an “operational” definition as applied to factors that show “Generation Z” and “ad intrusiveness” in the research area. Ads were expanded to include messages from brands or organizations that is paid for targeted at getting a consumer to take an action to patronize goods or services.

2.2. Brief History of Social Media

As of April 2018, of 4.02 billion internet users, 3.03 billion were considered active users of social media. Also, 91% of retail brands use at least two social media platforms, while, 81% of small and medium scale enterprises use social media channels in one way or the other. Also, internet users are estimated to have a 7.6 average of social media accounts. Between the second and third quarter of 2017 alone, social media grew by 121 million; averaging a new social media account every 15 seconds.

In a day, WhatsApp and Facebook Messenger is estimated to handle 60 billion messages. In 2016, \$40 billion dollars was expended on social network advertising while social networks earned an estimated \$8.3 billion from advertising. Interestingly, brands plan to increase their social media advertising budgets moving forward (Smith K. , 2018). All these facts exist with the total world population of 7.6 billion. Clearly, the numbers are likely to go up and brands or organizations must take advantage of this huge market and its opportunities as well as control the challenges. This will require the appropriate knowledge based on research.

Organizations that want to be successful have no option than to give social media adequate attention. Research has shown that, 96% of conversations online are unbranded. In other words, 96% of online users who talk about a brand do not follow that brand's owned profile (Windels, 2015). This means only 4% of your followers usually speak about your brand online. It is fair to say that social media, 3.03 billion active users, is now the biggest country in the world in terms of population.

Social Media is defined as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content” (Kaplan & Haenlein, 2010, p. 61). This definition is in tandem with that of Solis stated in the introduction above. Solis mentions the ‘internet’ which can be understood to mean Web 2.0 and ‘conversations’ which refers to ‘User Generated Content’.

The history of social media takes root in the late 1950s, maybe in the 1960, when what may be considered as social networking site was first created by Bruce and Susan Abelson called “Open Diary,”. This platform ‘brought together online diary writers into one community’. About 20 years later in 1979, Tom Truscott and Jim Ellis, graduate students of Duke University, first created a global conversation system that permitted Internet users to post public messages: the ‘Usenet’ (Kaplan & Haenlein, 2010).

According to Sajithra and Patil (2013), Tom Truscott and Jim Ellis “improvised the Email concept to share categorized messages. Users could read and post messages to one or more categories. These groups were known as newsgroups.” (p. 70). The ‘Open Diary’ initially referred to as “weblog” and shorten to “blog” when one of the bloggers jokingly wrote “we blog” instead of blog. Blogs evolved from Open Diary.

With the aim of improving online face-to-face like experience, the Internet Relay Chat (IRC) was created by Jarkko Oikarinen in August 1988. The IRC was created for “group chatting in discussion forums, this also allowed one-to-one communication via private message as well as chat and data transfers.” (p.70). The IRC was still in use as of 2009 serving over five hundred (500,000) users. The IRC was used to report during media blackout during the Gulf War and in 1991 during Soviet coup d'état attempt.

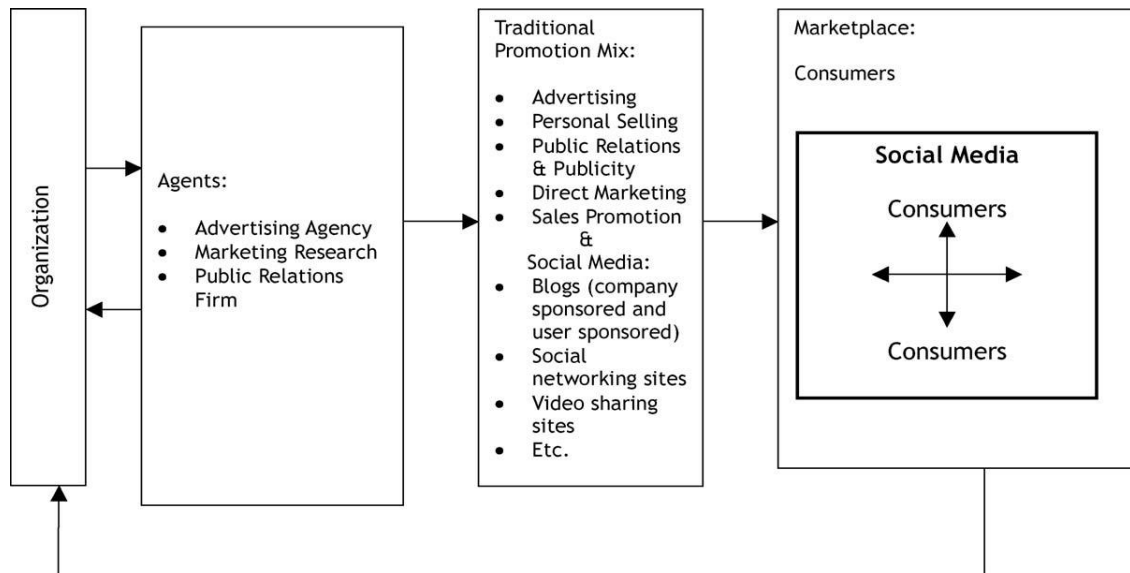
1991 onwards saw personal websites, discussion groups and chat groups spreading even though internet access to the public was limited. However, this changed when private internet service providers commenced operations in the United States in the 1994-1995, giving access to millions. In 1995, Randy Conrads created a social networking site called “Classmates.com” to help users find friends and acquaintances from throughout their lives and education. (Sajithra & Patil, 2013). This ushered in wikis, podcasts and blogs.

The improvement in internet speed and its popularity paved the way for social media sites such Myspace (2003) and Facebook (2004) to be established among others. This led to the term “social media” being coined, its rapid growth and popularity today (Haenlein & Kaplan, 2010). There are new forms of social media which been added to the list since then.

The types of social media were subsequently discussed extensively to provide a clear understanding of each category and its appropriate examples. It must be noted that social media is not a substitute for the traditional channels (conduits) of advertising to consumers. Instead, social media goes hand-in-hand with the traditional channels like TV, radio and newspapers. An organization’s choice of a medium or media are influenced by their target audience, shelf life of the message being sent, and the channel(s)’ appropriateness.

Kaplan & Haenlein, (2010) posit that every definition of social media must have two key elements, “Web 2.0 and “User Generated Content”. It is only fair for this paper to define what Web 2.0 and User Generated Content means. This is to provide a clear understanding of what is considered social media and what it is not. The Figure 1 below shows the hybrid role social media plays in the promotional mix. It illustrates how social media enables dialogue between organizations and their audience. Here, the issue of one-way communication is easily address because the audience readily get the opportunity of feedback after the have received a message.

Figure 1: The communication paradigm and the hybrid role of social media



Source: Mangold and Faulds (2009) in “Social media: The new hybrid element of the promotion mix”

2.2.1. Web 2.0

The term was first used or came to prominence in 2004 by Dale Dougherty of the US publishing company at the company’s Web 2.0 conference. The term has been defined in many ways. Rob Brown captures this well. Therefore, I will quote him here: “It can be described simply as the version of the web that is open to ordinary users and where they can add their content. It refers to the sites and spaces on the internet where users can put words, pictures, sounds and video. It is a very simple idea in theory. In practice, it signifies the transfer of control of the internet, and ultimately the central platform for communication, from the few to the many. It is the democratization of the internet.” (Brown, 2009, p.1-2).

2.2.2. User-Generated Content (UGC)

As the name suggests, it includes all media content created by end-users on social media platforms or publicly, instead of the content from corporate bodies. UGC include audio like podcast and music, video like YouTube, text like wikis, blogs, and graphics (images and pictures) like Flickr. There are three requirements for any content to be considered UGC. First of all, it needs to be published on a publicly accessible website or

on a social networking site accessible to a particular set of people. Secondly, it needs to demonstrate a reasonable creative effort; and thirdly, it needs to be created independently of professional periods and practices. (OECD, 2007)

Sajithra and Patil (2013) suggest ten (10) components of social media, namely: 1) Social Networking 2) Microblogs 3) Blogs 4) RSS Feeds 5) Widgets 6) Linking and posting 7) Content Rating 8) Bookmarking sites 9) Audio podcasting 10) Video podcasting.

2.3. Types/classifications of social media

This paper explained the six (6) classifications of social media as suggested by (Kaplan & Haenlein, 2009) and the OECD (2007). The six categories according to Kaplan and Haenlein (2009) are collaborative projects, blogs, content communities, social networking sites, virtual game worlds, and virtual social worlds.

2.3.1. Collaborative projects

Collaborative projects are platforms that give the avenue for huge number of users to jointly create content at the same time. In other words, it is a collaborative end-users content creation platform. The main principle here is the idea that there is strength in numbers and potential to minimize mistakes (in the case of wikis). Here a distinction must be made between “Wikis and other text-based collaboration formats”, which is a website that permits users to add, remove, and then edit and change mostly text content collectively, and Group-Based Aggregation and social bookmarking, which allows group-collection of links to internet articles or media content and then rate them.

Collaborative projects perhaps are the best representation of UGC democratization. Notable examples include free online encyclopedia Wikipedia, Writely (by Google), Writeboard and social bookmarking website Digg and Del.icio.us. (Kaplan & Haenlein, 2009; OECD, 2007).

2.3.2. Blogs

As pointed out earlier the word “blog” is a contraction of “weblog”. A blog is defined as “a type of webpage usually displaying date-stamped entries in reverse

chronological order” (Gill, 2004; OECD, 2006b). Blogs have a title, mostly have a date stamp and usually allow comments and are the earliest form of social media as indicated earlier. They are updated at a frequent interval and may comprise of text, images, audio, video, or a blend. Although blogs are usually run by an individual, many organizations use it to share and/or deliver information to their stakeholders. Examples include Wordpress, Blogger, Nucleus CMS and Movable type. It is said that there are over 200 million blogs in existence.

2.3.3. Content communities

Content communities allow the sharing of online multimedia content among users. There are various forms, comprising audio/music (Podcast like iTunes, FeedBurner, Sound Cloud, and @Podder) text (e.g., BookCrossing, where over 1,891,000 memberships from over 130 countries share books), pictures (e.g., Instagram, Picasa, Flickr, GigaPan), videos (e.g. Vimeo, YouTube), and presentations (e.g., Slideshare, VoiceThread, 50+ Web Tools). Content communities do not require users to create a personal profile page, with some instances where basic information such as the date of initial membership and the number of media content shared.

2.3.4. Social networking sites (SNS)

SNS allow members to connect to friends and colleagues, to send emails and instant messages among themselves, to blog, to meet new people and to post personal profiles with information about them. The personal profiles can comprise of photos, video files, images, audio, and blogs. Examples of SNS include, Facebook, which is the largest, MySpace, WhatsApp, QQ, WeChat, Q-Zone, Tumblr, Instagram, Twitter among others. SNS are particularly popular among young internet users. Not surprisingly, SNS is also popular among organizations who use it to support the creation of brand communities (Muniz & O’Guinn, 2001) or for marketing research in the context of netnography (Kozinets, 2002).

2.3.5. Virtual game worlds

Virtual worlds comprise of an online game-like platforms that duplicate a 3D environment in which users subscribe. Users can appear in the form of personalized

avatars and engage with each other as they would in real life. Kaplan & Haenlein (2009) suggest that Virtual game worlds are the epitome display of social media because they offer the highest level of social presence and media richness compared to collaborative projects, blogs, content communities, and social networking sites (SNS). In addition, Virtual game worlds are in two categories; it first requires users to abide by the stringent guidelines in relation to a massively multiplayer online role-playing game (MMORPG). Examples of this include Microsoft's X-Box, World of Warcraft, Sony's EverQuest and Sony's Play Station. They serve as channels for in-game advertising (product placement). The second categories of virtual worlds are explained below.

2.3.6. Virtual social worlds

This second form of virtual game worlds, called virtual social worlds enables users to select their behavior more freely and practically live a virtual life similar to everything done in real life. Unlike the virtual game worlds, there are no rules restricting how users interact between themselves, except the basic ones like the physical laws of nature. Examples of virtual social worlds include Active Worlds, Entropia Universe Second Life, and Dotsoul Cyberpark which allows users to build objects with the opportunity to have an associated intellectual property right.

Table 1, as shown, explains the level social presence or media richness and self-disclosure of each of the six types of social media as to whether each is low, medium or high. For example, content communities, as a type of social media, has a medium level of media richness but low level of self-disclosure.

Table 1: Classification of Social Media by social presence/media richness and self-presentation/self-disclosure

		Social presence/Media richness		
		Low	Medium	High
Self-presentation/Self-disclosure	High	Blogs	Social networking sites e.g. Facebook	Virtual social worlds e.g. Second Life.
	Low	Collaborative projects e.g. Wikipedia	Content communities e.g. YouTube	Virtual game worlds e.g. World of Warcraft

(Credit: Kaplan and Haenlein, 2009)

Table 2: Some social media and user statistics (by April 2018)

<i>Social media</i>	<i>User number</i>	<i>Social media</i>	<i>User number</i>
Facebook	2.072 billion	4Chan	27.7 million
YouTube	1.5 billion	MySpace	15 million
WhatsApp:	900 million	LinkedIn	500 million
Weibo	600 million	Instagram	800 million
WeChat	1.12 billion	Google+	111 million
Twitter	330 million	Flickr	90 million
Snapchat	178 million	Airbnb	150 million
Reddit	234 million	BookCrossing	1.9 million
Pinterest	200 million	Periscope	10 million

Source: Brandwatch, 2018 (Table. 2)

Table 2 shows some popular social media platforms and respective number of users as at April 2018.

2.4. What It Means to Be Social

Companies need to learn and understand how they can be social to get the buy-in of consumers regarding their ads or messages on social media. They need to know the “*dos and don'ts*” of what being social is and what it is not. Being “social” is appropriate to build relationships on social media similar to real life. This paper seeks to identify appropriate ways companies can be social in the adverts (for the purpose of this study includes messages with the same objectives as the adverts) in order to effectively build relationship with social media publics. Kaplan and Haenlein (2009) discussed this very well in the piece “Users of the world, unite! The challenges and opportunities of Social Media” in five points.

First is being active. Since companies are the ones who want to build relationships with the public, they need to take the lead and be active. The public will not take an organization who is not active on social media yet wants an effective relationship serious. Being effective means a company sharing and interacting with audience, maintaining habit fresh updates (content) always and engaging with your customers in conversations.

Second is be interesting. In real life, nobody wants to build a relationship with a boring person and so is on social media. Companies need to listen to their customers and know what they want to hear; what they would want to talk about and what they may find interesting, enjoyable and valuable. Subsequently, produce a content that fulfills those wants.

Thirdly, be humble. Just like how organizations need to understand every traditional medium before using it, so is social. Organizations must be humble enough to first learn about a social media of choice’s history and basic rules because there were users there before you joined. There is a need to partake only after you have enough understanding.

Fourthly, be unprofessional even though it may unreasonable. Yes, social media is not the corporate world where formality and technicalities are like the holy grail of building relationships. You need to go down to the level of your customers and that includes being unprofessional. There is the need to eschew putting out over-professional content. Remember your mostly engaging your customers, not your shareholders.

Lastly, be honest. As with every good relationship, honesty is a hallmark. Organizations must endeavor to be honest in all their content offering even when in crisis. Customers are likely to forgive when an organization is honest. They may never forgive the organization if they later find realized a company is dishonest (Kaplan & Haenlein, 2009).

2.5. Consumer ad avoidance: its dimensions

For this paper, ads are expanded to include any messages from brands or organizations targeted at getting a consumer to take an action to patronize goods or services. Speck and Elliott (1997) define “**advertising avoidance**” as a media user’s significant reduction of their exposure to advertising content. Consumers prior negative experience can serve as an antecedent in encouraging ad avoidance. Prior to the explosion of social media and internet, it was also defined as the avoidance of television ads by zipping, zapping, flipping, flicking, and grazing by consumers (Abernethy, 1991; Bellamy & Walker, 1996; Cronin & Menelly, 1992; Kaplan, 1985; Kneale, 1988; Yorke & Philip, 1985; and Pedrick et al. 1970).

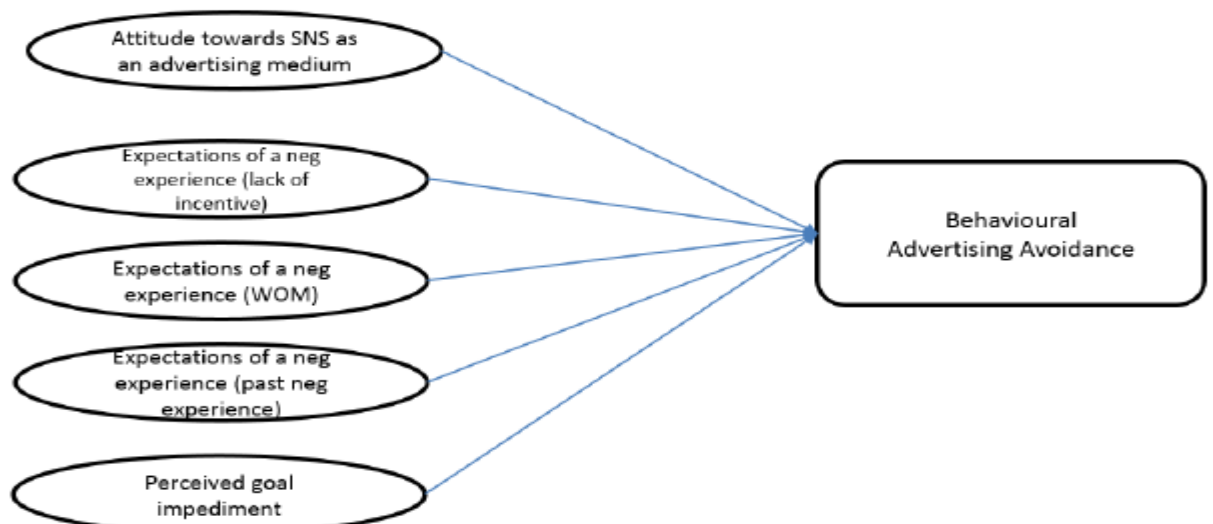
Kelly (2014) points out advertising avoidance is mostly measured as one construct, however, there are three dimensions. Speck and Elliott (1997) in their study on ad avoidance in conventional media identified these three dimensions or types as – cognitive ad avoidance, affective ad avoidance and behavioral ad avoidance. This paper briefly discusses the three dimensions or types of advertising avoidance behavior below;

2.5.1. Behavioral advertising avoidance

Behavioral avoidance refers to “consumer avoidance actions other than lack of attention” (Cho & Cheon, 2004, p.91). Behavioral advertising avoidance relates consumer engaging in a form of behavioral action to avoid advertising. Examples of social media include scrolling down to skip advertisements or closing video advertising. There seems to be a role played by mechanical avoidance in behavioral avoidance on social media with the influx of ad blocking applications making it easier to block ads (Kelly L. M., 2014). With the online environment in mind, let us look at Speck and Elliott (1997) suggested difference between mechanical avoidance and behavioral avoidance.

Furthermore, behavioral avoidance involves consumers scrolling over ads without paying attention to their content whereas mechanical avoidance involves the use of ad blocking softwares like Adblock, AdBlock Plus among others. These ad blocking applications automatically block most advertisements on the host device when a website is visited. The usage of this ad blocking applications further suggests that customers avoid ads on purpose. Clearly, this is of concern to advertisers because it removes any chance of exposure of their adverts to consumers. Figure 2 below shows antecedents of behavioral ad avoidance. These include perceived goal impediment among others.

Figure 2: Precursors of Behavioral avoidance on Facebook.



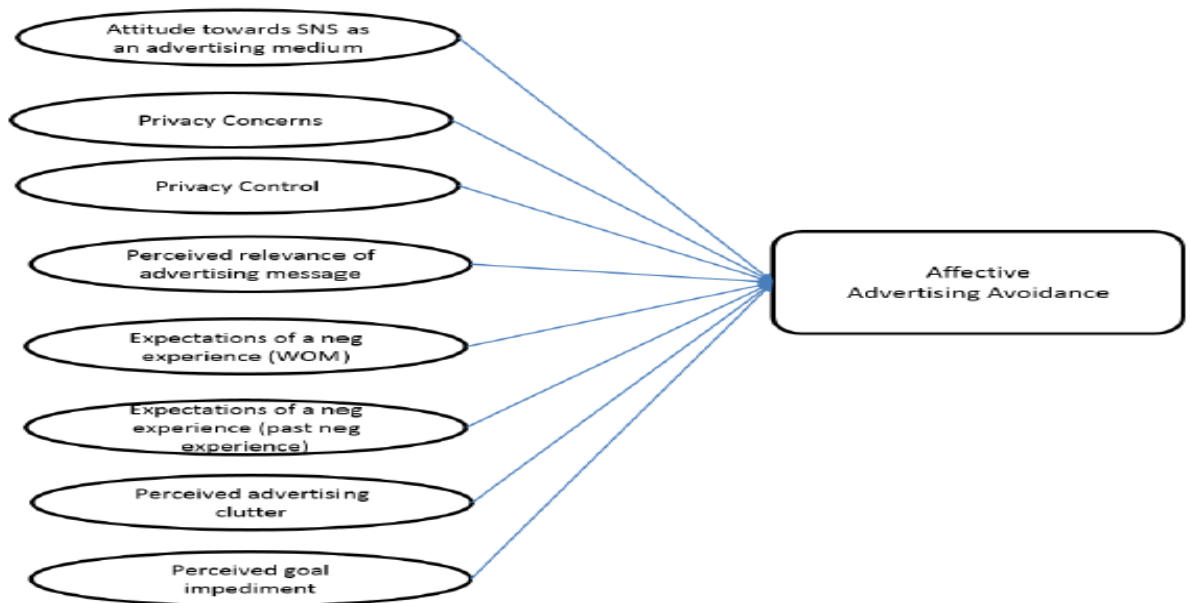
Source: Kelly (2014)

2.5.2. Affective advertising avoidance

Affective advertising avoidance refers to the negative feeling a consumer have for an advert which encourage them to avoid it (Alwitt & Prabhaker, 1994; Cho & Cheon, 2004). These negative feelings may be developed because of an unfavorable word-of-mouth about an advertising from friends on social media (Fredrickson, 2001), and if consumers perceive the adverts to be cluttered (Ha & McCann, 2008). “Perceive ad clutter” refers to consumers believe that the quantity of ads in a conduit is excessive (Speck & Elliot, 1998). They include banner ads, pop-up ads, advertorials, text links, and the like, that are seen on a website interface.

Also, consumers exhibit negative feelings to personalized advertising when they perceive their privacy is being threatened, leading to affective advertising avoidance (Baek & Morimoto, 2012). Another likely cause of affective advertising avoidance is a consumer perceiving a social media advert as not credible (Kelly, et al., 2010) and consumers desire to control the personal information they share due to privacy concerns. As shown below, Figure 3, indicates antecedents to affective as avoidance on SNS. These factors precede the ad avoidance behavior. These include privacy control, privacy concerns, perceived advertising clutter and the like.

Figure 3: Precursors of Affective avoidance on Facebook.



Source: Kelly, 2014

2.5.3. Cognitive advertising avoidance

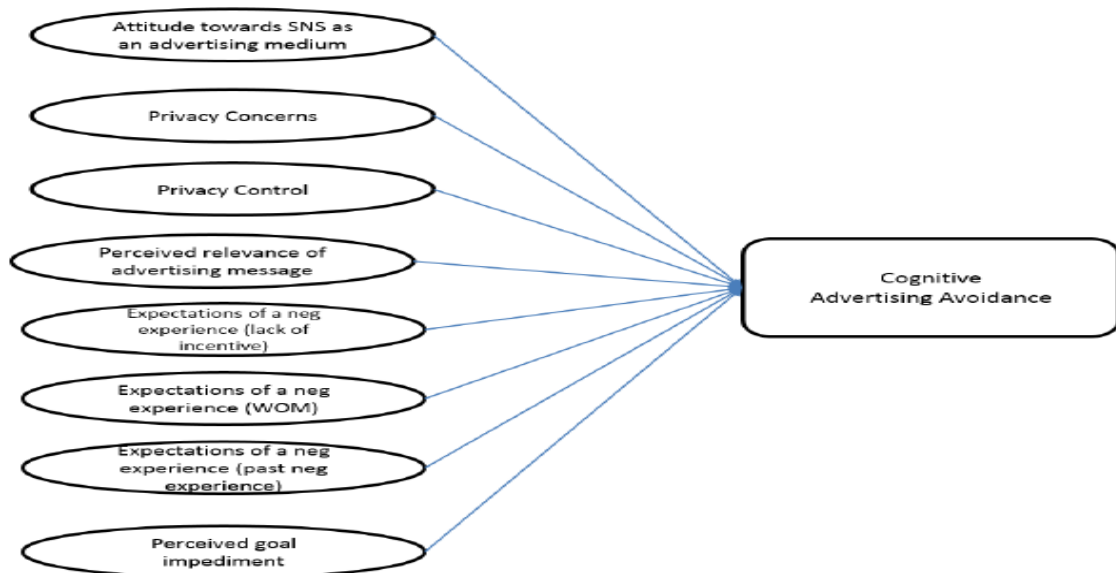
According to Bellman et al., (2010), cognitive advertising avoidance is the commonest. Guardia (2010) refers to cognitive advertising avoidance as “*an automatic process that involves the visual screening of stimuli embedded within the ad and does not require any conscious decision or behavioral action by the consumer*” (Ibid., p.7). Here, consumers avoid adverts even when they are still being exposed to it. It is akin to the selective retention or attention theory in the psychology and communication discipline. Individuals tend to be receptive to information or messages that support pre-existing

beliefs and opinions but consciously avoids the ones contrary. It includes “intentional attempts at thought suppression” in order to avoid ad (Williams & Moulds, 2007, p.1142).

Cronin & Menelly (1992) assert that consumers do not avoid ads only because of the general poor attitude towards advertising but also, because consumers see those advertising to be intrusive. Consequently, consumers tend to even avoid forms of advertising instead of removing the ads they considered intrusive. Banner blindness is an example of cognitive ad avoidance. Consumers tend to avoid looking at advertising banner online (Hervet et al., 2011).

Research shows that due to the predictability nature of banner adds positions online, consumers have learned to avoid them by not looking at those sections with the expected ads (Barreto, 2013). Hadija, et al. (2012) suggest that this influence social networking sites like Facebook, to introduce ads in ‘Facebookers’ news feed. They posit advertising messages are now interfering with content on ‘Facebookers’ timeline or their friends’ news feed. Figure 4 below shows antecedents of cognitive ad avoidance on Facebook. This include privacy concerns, perceived goal impediment among others.

Figure 4: Antecedents of Cognitive avoidance on Facebook.



Source: Kelly (2014)

2.6 Perceived intrusiveness (and Consequence)

There is considerable literature which shows perceived intrusiveness is a leading driver of consumer ad avoidance as a result of the irritative nature and interference of navigation efforts of the consumer. Also, these studies posit advertising as intrusive (Alwitt & Prabhaker, 1992; Mittal, 1994; Speck & Elliott, 1997; Edwards et al., 2002; Li et al., 2002; Li & Stoller, 2007). In doing this, a theory borrowed from the field of psychology, called *Psychological Reactance (Reactance Theory)*, has been employed to examine intrusiveness among consumers (Clee & Wicklund, 1980; Lee et al., 2002; Morimoto & Chang, 2006; Morimoto & Macias, 2009). According to Clee and Wicklund (1980) as cited by Goodrich et al. (2011) the theory “has been used to explain potentially freedom-threatening events, caused by the combination of 1) consumer expectations of freedom, and 2) some threat which infringes upon that freedom” (p.3). Li & Stoller (2007) suggest that perceived intrusiveness is a chief worry for advertisers. Therefore, a comprehensive understanding of perceive intrusiveness can help organizations or marketers assuage its effects on content, hence make advertising more effective on social media.

The internet is the anvil by which social media is used and without it, there will probably be no social media. Numerous studies suggest that internet ads are deemed to be more intrusive than the traditional media ads (Li et al., 2002; Cho & Cheon 2004). This is because the internet is deemed more goal-oriented platform (Korgaonkar & Wolin, 1999; Cho and Cheon 2004), and “the interactive element of the Web requires significant consumer involvement” (Goodrich et al. 2011). Above all, the average internet user, whether “content communities” user or others, wants quick and easy access to valuable information devoid of any goal impediment (Korgaonkar & Wolin, 1999). This suggest that any goal-impediment encountered by the user is treated “negatively”. As such, consumers or users tend to use any means at their disposal to circumvent or evade these ads whether mechanically, cognitively among others.

Intrusiveness is one reason consumers may find a content to be irritating and hence avoid it (Wang et al., 2009). Prior studies suggest feeling of intrusiveness can cause a consumer or prospect to have a negative feeling towards the, with a potential effect on attitude and brand perception (MacKenzie & Lutz, 1989; Alwitt & Prabhaker, 1994; Lee

et al., 2002; Cho & Cheon, 2004). Consequently, this can cause advertising avoidance (Speck & Elliott, 1997). Also, other studies have established antecedents which makes consumers attach negative feelings to ad or content (Alwitt & Prabhaker, 1994; Lee et al., 2002; Cho & Cheon, 2004). The types of content and level of stimulation account for irritation in consumers (Lee et al., 2002). Consumers do not dislike content, but how (tactics) marketers deploys it to them (Ducoffe, 1996; Sandage & Leckenby, 1980). Content that leads to irritation among consumers include content that are excessively embellished, belittles, and/or makes unclear declarations (Bauer & Greyser, 1968). Also, some content maybe overly long, extremely small, unduly loud or too big, hence provoke negative feelings from consumers (Aaker & Bruzzone, 1985; Bauer & Greyser, 1968).

Ha (1996) defined intrusiveness as "*the degree to which advertisements in a media vehicle interrupt the flow of an editorial unit*" (Ibid., p. 77). Here, an online user's goal for visiting a website or platform is impeded advertising message, and sometimes diverted or distracted. A user's perceived intrusiveness is can be particularly acute when the time frame to achieve a goal is limited, but advertisements interfere. Additionally, Chang & Morimoto (2006) defines perceived intrusiveness as "the degree to which an unwanted marketing communication interferes with an individual's cognitive process and tasks, as well as the interference with media contents including offensive materials." (p.2). It is therefore important to examine the circumstance under which consumers may consider an advert as intrusive and it can be address. Also, intrusiveness is explained as "advertisement's ability to interrupt the users so much that their train of thought is disrupted (McCoy et al., 2008, p.676).

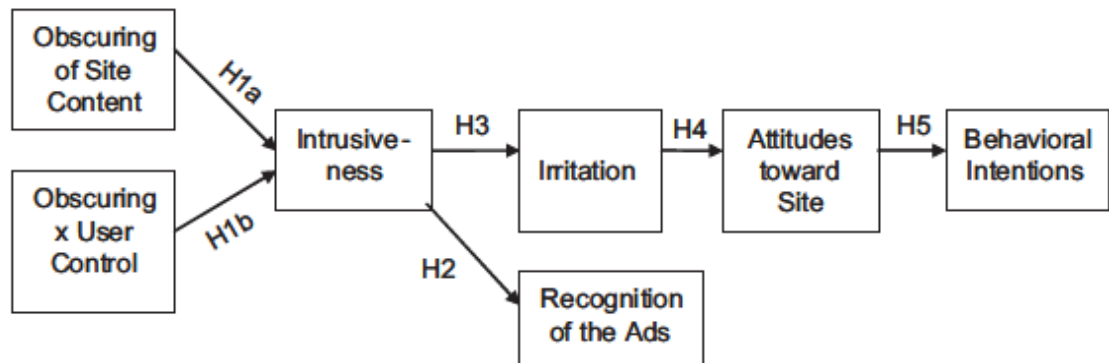
A customer's perceived intrusiveness can elicit negative feelings and attitudes toward a brand's content, and in turn possibly affect brand or organization's perceptions and attitudes (MacKenzie & Lutz, 1989) and eventually lead to ad avoidance (Abernethy, 1991; Krugman & Keith, 1991; Clancey, 1994; Speck & Elliott 1997). A research projected that there will be less intrusiveness in new media due to interactivity (Rust & Sajeev, 1996) however, a host of studies have proven otherwise (Reed, 1999; Truong & Simmons, 2010; Goodrich et al., 2011) because ads, like pop-up, are "relegating users to passive viewers of forced messages, similar to traditional television commercials" (Li et al., 2002 p.37). On-line audience are more goal oriented or directed, thus any ad deemed

to interrupt or impedes this goal is considered more intrusive with its attended effects compared to the traditional media (Li et al., 2002; Goodrich et al., 2011).

Extant literature shows that the following are the aspects of perceive intrusiveness; interference with one's privacy (Burke & Sipior, 1995; Teeter & Loving, 2001), cognitive process and/or task performance (Li et al., 2002), and/or media content (Ha, 1996). This clearly shows the impediment of perceived intrusiveness on content when it comes to content marketing. Intrusiveness entails contents interrupting the physical time and space as well as the consumer's primary aim of consuming a content. One area to look in the study of intrusiveness can be the growing attention span deficit of internet consumers/users. The attention span of millennials are 12 seconds and even worse for Generation Z with 8 seconds (Patel, 2017). Intrusiveness can be seen from various angles according to the extant literature. The Figure 5 shown below displays the research model on intrusiveness and its relation to irritation by McCoy et al. (2008).

Figure 5: Research Model on intrusiveness and its relation to irritation

Online Ad Intrusiveness

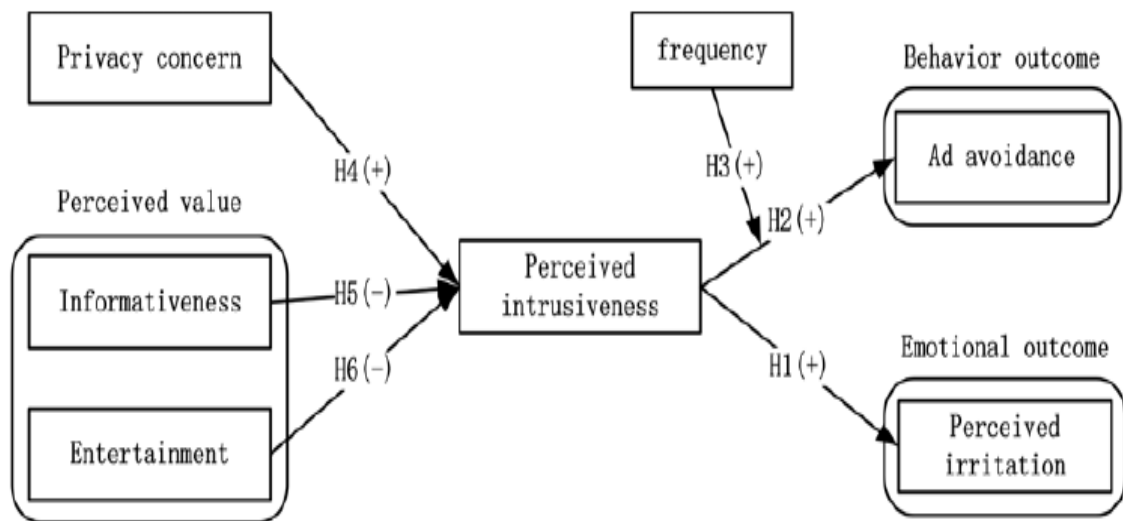


McCoy et al. (2008)

In mobile advertising, for instance, ad intrusiveness is considered as a major setback to its advancement. Research suggest that one of the foremost causes of advertising irritation (Aaker & Bruzzone, 1985) and avoidance (Speck & Elliott, 1997) is intrusiveness. Furthermore, ad intrusiveness has become a key construct in understanding the phenomenon of consumer ad avoidance (Edwards et al., 2002). Unlike intrusiveness

that indicates the user's perception of interruption or goal impediment, irritation is an emotional feedback which elicits negative affective feelings resulting from ad content, placement and its implementation. These feelings include impatience and annoyance (Aaker & Bruzzone, 1985; Morimoto & Chang, 2006; Edwards et. al, 2002). Eventhough there is a clear distinguish between ad intrusiveness and irritaion, extant studies recognize the two constructs as highly associated. In fact, other studies cited above have clearly demonstrated that ad intrusiveness can lead ad irritation and ad avoidance. Li et al. (2002b) established that there is a significant relationship between ad intusiveness, ad irritation and ad avoidance, even though, ad irritation is a stronger predicator to ad avoidance compared to ad intrusiveness. Wang et. al (2009) describe irritation as “a state of response that is less negative than offensive but stronger than dislike” (p.747). Studies have proved that advertising irritaion can elicit negative feelings and eventually lead to ad avoidance too. Ads that cause irritation among consumers iclude ads that belittle consumers, excessively hyperbole content, and ambiguous statements (Bauer & Greyser, 1968). The brief expatiation on advertising irritation was to show how it differs from advertising intrusiveness. Figure 6 shows the research model develop by Wang et al., (2009) to interrogate the perceived ad value, ad intrusiveness and its outcomes.

Figure 6: Research Model



Wang et al., 2009

Pop-ups, interstitials, banner ads, spam are ad setups that are considered to be intrusive by consumers (Edwards et al., 2002; Li et al., 2002; McCoy et al., 2008; Morimoto & Macias, 2009). This shows that advertising formats are a determinant factor in making a consumer perceive ad intrusiveness. Some ad formats are regarded as more intrusive than others. On this, McCoy et al. (2008) assert that banner ads are less intrusive compared to pop-ups because banner ads are less likely to obscure the content on the website. Interstitials are deployed to forcefully interrupt the smoothness with which user's access internet sites (McCoy et al., 2008; McCoy & Fernandez, 2011).

Intrusive can be used to explain the reason the same consumers find some online ads as irritating and others as not. Ads are set be intrusive when consumers deem them as poorly made, loud, lengthy or big and as ad clutter (Aaker & Bruzzone, 1985; (Bauer & Greyser, 1968; Smith, 2011). Again, Bauer & Greyser (1968) suggest consumers can sense overstimulation when exposed to several ads in a little time or even seeing the same ad too often.

Ultimately, advertisers and marketers must focus on what a consumer feels is an intrusive advertising. As advertising in itself may not be intrusive but may depend on how it is deployed. The extent to which an ad impedes a consumer's goal (intrusion) of accessing a medium is related to his or her feedback. Edwards et al. (2002) posit that intrusiveness is different from the emotional or behavioral consequences that it may cause. Irritation and ad avoidance can be the consequences ad of intrusiveness (Wang et al., 2009).

2.6.1. Antecedents of intrusiveness

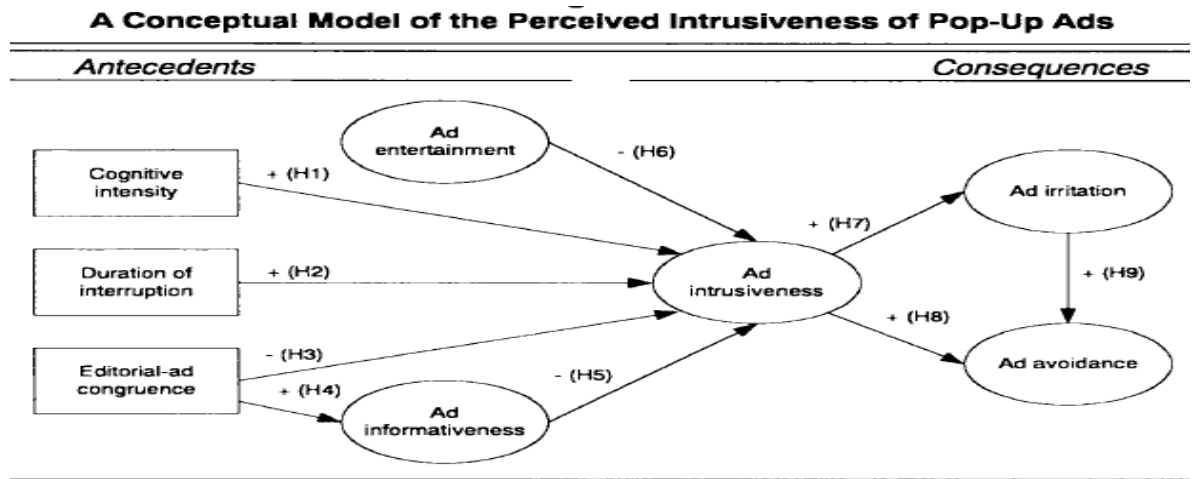
Goodrich et. al (2011) identified three main antecedents to intrusiveness as *“the length of the pre-roll ad, amount of information in the content, and amount of humor in that content.”* Moreover, an earlier study on the antecedents and consequences of the perceived intrusiveness of pop-up ads, Edwards et al. (2002), recognized four antecedents of ads that elicit perception of intrusiveness as: “duration of the ad interruption, “congruence with editorial content with the current task”, cognitive intensity at the moment the ad pops up and perceived (informational and entertainment) value. Other studies suggest ad incongruence is a precursor to intrusiveness (Edwards et. al, 2002;

Hernandez et. al, 2004). Antecedents are factors that occurs prior to a consumer experiencing or perceiving intrusiveness of advertising. There is considerable amount of literature on these precursors of intrusiveness. This study provides some details on the aforementioned.

Existing literature shows that intrusiveness has been studied from many perspectives. The level of intrusion runs through the interference of private life (Nelson & Teeter, 2001), to cognitive process and task execution (Ha, 1996; Li et al., 2002) and content of the media “message” (Ha, 1996). The degree to which an ad can be regarded as intrusive or otherwise by a user can even depend on prior knowledge. Sheehan and Hoy (1999) submit that consumers consider ads not to be intrusive when solicited or have prior notice from an advertiser. Likewise, Hernandez et al. (2004) indicate consumers perceive unsolicited and incongruent ads as intrusive and even elicit irritation. This is understandable as these unsolicited and incongruent ads impede the consumer’s current goal. The antecedents point to the preceding determinants that indicate how an audience responds when ads impede their goals while on social media or the internet at a specific time.

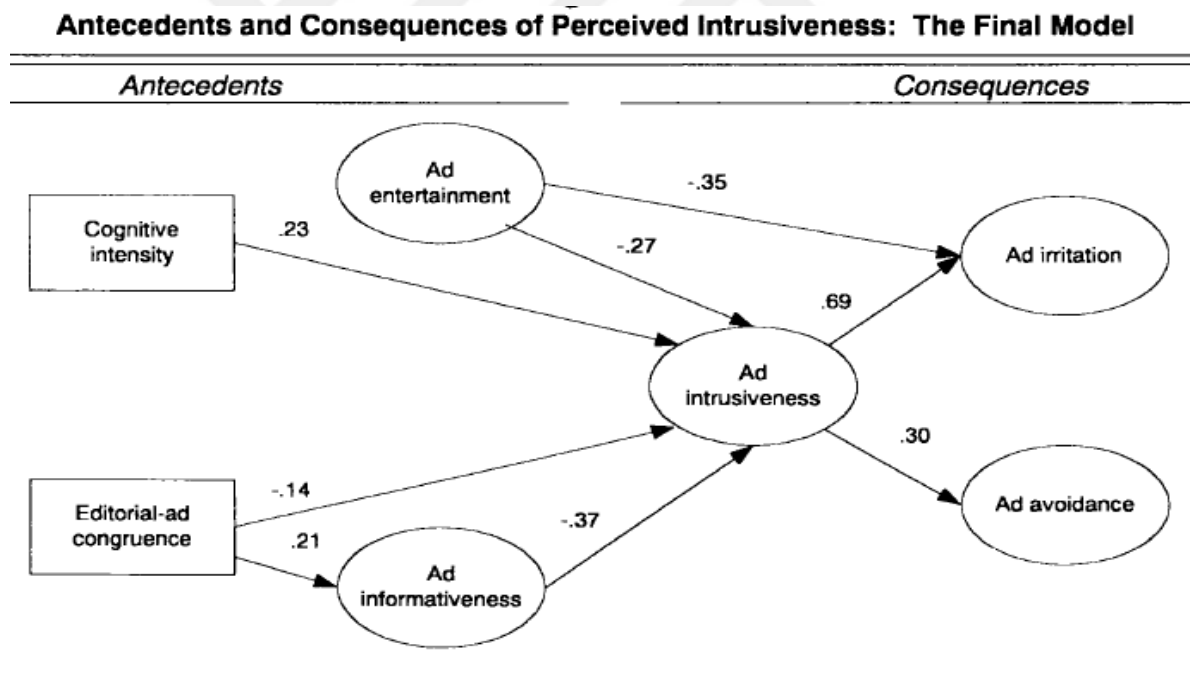
Edwards et al. (2002) identify (1) *cognitive intensity of ad*, (2) *editorial-ad congruence*, (3) *duration of interruption*, (4) *entertainment value of the ad*, and (5) *ad’s informativeness* as antecedents to advertising intrusiveness in their study of the antecedents and consequences of perceived intrusiveness of pop-ups ads. The Figure 7 is how Edwards et al. (2002) captured it. The Figure 7 and Figure 8 illustrate how factors such as cognitive intensity of ad, editorial-ad congruence, duration of interruption leads to ad intrusiveness and its consequences like irritation and ad avoidance.

Figure 7: Initial Model of perceived intrusiveness of pop-up ads



Source: Edwards et al. (2002).

Figure 8: Antecedents and consequence of perceived intrusiveness.



Source: Edwards et al. (2002).

However, the study assessed only ads on social media, specifically YouTube; and based on the evaluation of other studies above, the research selected antecedents to intrusiveness that can be measured via the research method: content analysis. Accordingly, the research focuses on (1) “the length of the pre-roll ad”, (2) “information

value in the content” and (3) “*the humor value in the content as antecedents to ad intrusiveness*”. **These three (3) antecedents to perceived intrusiveness are discussed briefly below:**

The length of the ad: Users reaction to ad length of ads, including *pre-roll ad*, varies depending on the context. The length of the original video (content) can influence the reaction of the user to the length of the ad. A conclusive recommended duration for video ad depends on its objective, and even the medium. Obviously, the duration for a video ad targeted at brand recall likely is not the same as one targeted at brand association or awareness as well as persuasion and influence purchase intentions. Goodrich et al. (2011) posit Hulu, an online TV and movies streaming platform, allows three 30-second ads and a single 5-second ad for a 22-minute program, while a 5-second pre-roll ad for a 41 second clip.

There is little work available on social media (online) video ad length and effects on audience. Notwithstanding, a research of the Interactive Advertising Bureau (IAB, 2008) points that when it comes to brand association and awareness, a 15-second ad seems to be as effective as a 30-second ad, whereas 30-second ads (mostly voluntary) are optimal for persuasion and communicating emotions. 5-second emotional ads performed poorly in independently conveying messages. As such IAB recommends a 7-second and 10-second ad for online use IAB (2008).

Quantity of Information value: This speaks to the ads that are informative. Edward et al., (2002) assert that entertaining and informative ads are less intrusive. The audience perceived these kinds of ads as less intrusive.

Entertainment/humor value in the content: Previous researches have demonstrated that audiences have positive perception towards entertaining ads (Biel & Bridgewater, 1990; Alwitt & Prabhaker, 1992; Ducoffe, 1996; Edward et al., 2002). This indicates that audience perceive ads they deem entertaining as less intrusive. Humor in ad can easily get the buy-in of the consumer. The strength of humor in ad can make it more memorable or otherwise, hence effective or non-effective depending on context. Cline and Kellaris (2007) posit that ads tend to be more memorable when the ads’ humor is strong and fits into the context of the message.

2.7. Keys to effective use of social media

The study reviewed literature on how companies can be effective in using social media to their advantage while avoiding ad avoidance. It is true that when the consumers like you, they are likely to patronize your products and what you say. In addition to being social, there are others effective keys to using social media successfully. Social media is changing, and companies must always adapt to its fast nature to be successful. Kaplan and Haenlein (2009) discuss five ways of using social media in their paper “Users of the world, unite! The challenges and opportunities of Social Media.”

The first key is to *choose wisely*. There are a lot of social media platforms out there and an organization cannot be on all of them. The fact the one needs to “be active”, as discussed before under being social, to be successful shows that an organization cannot be on every social media platform. Choose a social media platform based on its appropriateness to your target audience and the message you desire to communicate. For instance, if your target audience are picture lovers, pictures sharing platforms like Flickr and Instagram will suit them. There is no need to add YouTube and other platforms they are likely not to visit. Again, special situations will require special platforms. Do not fall for popular a platform is because even with the most popular platforms like Facebook and WhatsApp also have places in the world, they are either less known or not known at all.

The second key is “*pick the application or make your own*”. You must either join an existing social media platform and benefit from its user base or create your own. It is said that there is no need of reinventing the wheel. However, there are instances where all the available platforms do not satisfy your needs. In that instance, you can create your own. There is a case of a Ghanaian Civil Society Organization (CSO), called Penplusbytes, launched a content community platform, <http://penplusbytes.ning.com/>, allow journalists to blog and share content among themselves. Since they could not get the right platform at that time, they made their own.

The third key is to “*ensure activity alignment*”. Ensure there are uniformity and coherence in the messages you put across if you are using multiple social media platforms. Make sure there is no ambiguity or contradiction in your messages or adverts, otherwise the essence of your communication will be lost. Big brands like Coco-cola, Toyota,

Samsung, Lenovo, Ethiopian airlines, Nike among others are good at using multiple social media platforms while ensuring there is an alignment in their activities.

The fourth is “*media plan integration*”. Mangold and Faulds, (2009) corroborate this advice stating that social media is “a hybrid element of the promotion mix because in a traditional sense it enables companies to talk to their customers, while in a nontraditional sense it enables customers to talk directly to one another.” (p.1). Both traditional and non-traditional media must be integrated into the delivery of content offering.

The last but not the least is “*access for all*”. Companies need to give encourage their employees to access the social media platforms and monitor to be sure they do so. Kaplan and Haenlein (2009) suggest that social media management can be permanently assigned to one employee (s) with the others treated as rare participants.

Furthermore, Mangold and Faulds (2009) maintain even though social media has given consumer so much power of content and interaction among themselves speedily. It has also made it impossible for companies to control these conversations. However, companies can shape the conversation by setting the agenda for consumers.

1. “***Provide network platforms***” that will together consumers since they have similar interests and desires. Examples are Baby-Zone.com, Michiganmoms.com, and Kentuckianamoms.com which is an online community created to serve new mothers.

2. “***Use blogs and other social media tools to engage customers.***”

3. “***Use both traditional and Internet-based promotional tools to engage customers***” as suggested by Mangold and Faulds, (2009) above.

4. “***Provide information***” about your brand so that consumers with enough can talk about it.

5. “***Be outrageous***” sometimes in your content offering.

6. “***Provide exclusivity***” to make your consumers feel special.

7. *“Design products with talking points and consumers’ desired self-images in mind”*, *“products and services should be designed with talking points in mind, to stimulate word-of-mouth and social-media-based conversations”* (Ibid., p.363).

8. *“Support causes that are important to consumers.”* Customers share with others things they are emotionally connected to. Therefore, organizations can take advantage of this by support programs, activities or causes that customers are emotionally connected to.

9. *“Utilize the power of stories.”* Stories can be memorable and the more memorable they easier they can be repeated (Mangold and Faulds, 2009).

2.8. Antecedents of consumer ad avoidance

The study reviewed works that discuss the causes and possible solutions to the problem of consumer ad avoidance on social media. Already, native advertising has been suggested as a useful vehicle in addressing ad avoidance. Cho & Cheon (2004) identifies three antecedents or precursors – “perceived ad clutter”, “prior negative experience”, and “perceived goal impediment”- that triggers ad avoidance among social media or internet users. Communication theory suggests that anything that interferes with successful communication is considered as noise.

2.8.1. Perceived ad clutter

Perceived ad clutter refers to consumers believe that the number of ads in a medium is excessive (Speck & Elliot, 1998). Numerous studies show a close association between the number of ads on a medium or channel and the perceived ad clutter as a precursor to ad avoidance (James & Kover, 1992; Ha 1996; Speck & Elliot 1997; Guardia, 2010; Nelson-Field, et al., 2013). Examples of perceived ad clutter may include the sum of advertorials, pop-up ads, text links, banner ads, and the like, that are seen on a website interface at a time. Consumers get irritated with excessive number of ads available on a website at a time. This leads to the perceived as clutter. Initially, consumers tend to develop an unfavorable attitude towards ad and later ad avoidance (Cho & Cheon, 2004).

2.8.2. Prior negative experience

Another trigger of consumer ad avoidance is prior negative experience. The tendency of consumer ad avoidance increases as the prior negative experience also increases (Cho & Cheon, 2004). It is established in consumer behavior that consumers prior knowledge is a determinant in their purchase decisions and the rate of information processing (Bettman & Park, 1980; Russo & Johnson, 1980). This applies to internet or social media ads too. Under prior negative experience, consumers tend to be displeased and see no use of these ads, therefore do not even access them. Consequently, consumers may even avoid using such social media platforms just to avoid ads due to prior negative experience (Benway, 1999; Cho & Cheon, 2004). Petty, et al. (1983) submit that format and content of ads can trigger negative reactions from online consumers.

2.8.3. Perceived goal impediment

Perceived goal impediment by consumers of an advertisement can trigger ad avoidance on social media. Consumers tend to use social media (internet) with goals in mind, hence may consider social media ads as intrusive and engage in avoidance (Li et al., 2002; Speck & Elliott 1997). Krugman (1983) suggests that consumers may develop negative attitudes and engage in ad avoidance when they perceive ads to interrupt their aim of using social media platforms. Cho & Cheon (2004) suggest that communication research has identified a legitimate relationship between perceived goal impediment and ad avoidance. Also, there are occasions where adverts impede consumers desire to easily and speedily navigate through a social media webpage. This leads to perceived goal impediment and subsequently ad avoidance.

2.9. Addressing consumer ad avoidance

Many solutions have been proffered for consumer ad avoidance. Addressing the problem of ad avoidance is of much concern to advertisers and social media or website owners as well.

Firstly, Cho & Cheon (2004) submit that online (including social media) advertisers should strive to “identify interactive communication nuisances to reduce their interfering effects on consumer goals.” (p.94). Research has revealed that unexpected ads

like pop-ups can interrupt or intrusive the consumer goal or browsing leading to ad avoidance. To this end, advertisers and advertising agencies should endeavor to deploy less intrusive and unanticipated advertising formats on the social media (internet), like text-links displayed with keyword search results, sponsorships, opt-in ads among others.

Secondly, advertisers and advertising agencies “delivering highly targeted, customized, and context-congruent advertising messages through consumer profiling and systematic behavioral tracking may reduce perceived goal impediment and thus lessen consumer avoidance of ad messages.” (p.94). This speaks to the appropriateness of the timing, message, a comprehensive understanding of consumers and the overall strategy of marketers.

Thirdly, reduced clutter can address ad avoidance. There is the need to display a reasonable amount of ad at a time online to control ad avoidance.

Fourthly, internet marketers should build trust and brand loyalty between themselves and online consumers. This can be done by customer satisfaction and creating incentives to engender consumers to access or click online ads. Guardia (2010) intimate there is the need to get commanding insight into the triggers of ad avoidance to address it. He advocates for internet or social media ads to be simple and clear.

2.3. Native advertising as a remedy to ad avoidance

The term “native advertising” has been difficult to get to have a universally accepted definition since it was coined in 2012. It was birthed as a response to addressed ad avoidance and dislike for online ads and the need to better incorporate online advertising into contents (Hajszan, 2016). The notable attempt to define the term is by the Interactive Advertising Bureau (IAB) which defines it as “[...] paid ads that are so cohesive with the page content, assimilated into the design, and consistent with the platform behavior that the viewer simply feels that they belong.” (IAB, 2013, p. 3). "Native advertising" is basically paid advertising where a brand's content is disseminated to audience as a camouflaged normal news or content. Native advertising doesn't interfere with the user's experience and offers helpful information in a format similar to the other usual content on the website.

The IAB identifies six types of ads considered native advertising, namely: In-Feed Units, Paid Search Units, Recommendation Widgets, Promoted Listings, In-Ad (IAB Standard) with Native Element Units, and Custom/ “Can’t Be Contained”. I will not delve into explaining what each of the six means since that is not the focus of this paper.

Native advertising has been considered as a means to overcome ad avoidance because advertisers envisioned such ads could be detected by ad blockers. Nevertheless, Rodnitzky (2016) observes that strict regulations and consistent enhancements in ad blocking applications or software being treated as any other ads online by these ad blocking apps. Therefore, although the power of native advertising to overcome limited, Hajsan (2016) notes that it can help address ad avoidance, even if it is small extent. He further asserts that research shows consumers react to native advertising more positively compared to the traditional display ones as they are less intrusive and distractive.

Interestingly, consumers even appreciate native advertising as “*personalized advertisement has the possibility to hit the target just at the right spot.*” He concludes that “*if done right, native advertising can be a very powerful tool to approach ad skeptics by providing an uninterrupted and valuable online experience in which ads are appreciated*” (Hajsan, 2016).

Clearly, native advertising, if done right, addresses advertising intrusiveness. This is as a result of the seamless way the ad message or content blends with the editorial content that consumers can hardly detect the difference. According to Grady College (as cited by Sass, 2015), consumers are unable to distinguish between native advertising and editorial content. Most of the respondents could not even identify native advertising as paid content. Interestingly, in one of the study experiments, only 18.3% identified the ads as paid content. In the same vain, 60% of the respondents failed to make any connections between the advertiser labels (disclosures) and the editorial content, even though it was obvious.

2.4. Generation Z

There seem to be varied definition for the age range of Generation Z (GZ). There is even hardly a consensus on those considered to be Generation Z (GZ) and those who are not. Likewise, there are diverse names attributed to this generation after millennials.

As reported by Dimock (2019), Pew Research Centre, in 2018, pegged the last birth year for Millennials at 1996. This means that anyone born after 1996, i.e starting from 1997, is a Generation Z. They explain those born between 1981 and 1996, with ages of 23 to 38 in 2019, falls within the Millennial generation. That means the oldest among the Generation Z turns 22 this year (2019). Also, Howe and Strauss (1992) defines Generation Z (Gen Z) as the population born between 1991 and 2010, while Grail Research (2010) and Tari (2011) refer to those born after 1995. Elmore (2010) posits that of all the generations, Gen Z are the most overburdened. He contends that Gen Z who grew up with the Internet and have “so much to offer, but they need direction [from] mentors who engage them in a relevant way, channel their energy, and provide them with the challenges they need” (Ibid., p. 18).

This Generation are known to be main and heavy users of social media. Others call generation Z as “*post-millennials*”, “*iGeneration*” and Homelanders. However, these names have given way to Generation z (Gen-Z) over the years and it is now a commonplace. Generation Z has even found its way into the Merriam-Webster, Oxford to and the Urban Dictionaries as the generation that follows millennials (Dimock, 2019).

In the USA, Generation Z is said to be the most ethnically and racially diversified generation. Their parents are educated more than any other generation but has higher school dropout rates than millennials (Fry & Parker, 2018).

Törőcsik et al. (2014) suggest three factors which can define generations more precisely than age, but these factors are also related to age; therefore, they are connected to shared experiences:

“perceived membership: The self-perception of members, which starts with adolescence and becomes complete in adulthood;

– common beliefs and behavior: Attitudes towards family, career, private life, politics, religion etc. and behavior (decisions concerning job, marriage, children, health, crime, sex, drugs etc.), which characterize the generation;

– *common place/situation in history: The turning points of historical trends and significant events which affect the generation during the important years, such as adolescence or young adulthood.*” (Ibid., p. 25).

2.4.1. Characteristics

- Parents are Gen Xers
- GZ are technologically savvy. They are much into technology to the extent that they cannot do without smart phones, iPods, SMS, Facebook.
- GZs want prompt satisfaction when it comes to information. They usually defer to Google if they do not know something. Again, they have issues with intricate problem solving
- They are social media influencers. This is as a result of the increase in self-publishing platform like Tumblr, Facebook, Blogger, and the like.).
- Apart from celebrities, GZs trust their friends and family’s WOM more than advertisements.
- GZs have a lower life expectancy compared to their parents.

2.4.2. Lifestyle

According to Elmore (2014) Generation Zs:

- They like to be frugal.
- prefer shopping via the internet most of the time with exception of online games.
- has an attention span of 8 seconds. This show that GZ have an attention span lower that a goldfish which has 9 seconds.
- prefers interacting via images, emoticons and symbols.
- worry about the economy and global ecosystem challenges like global warming and green gas emission.

Seemiller and Grace (2017) says these about Gen-Z:

- Embrace diversity: More tolerant, respectful, and responsible.
- They are generous with all they have, regardless of how personal it is.

Seemiller & Grace (2017) identify Technology Characteristics of Generation Zs as:

- Report spending almost every waking hour online
- Like to communicate regularly in bits and pieces rather than engage in a longer conversation.

2.4.3. Technology use

Seemiller and Grace (2017) states that Gen Zers patronize certain technologies either very little or shun them all together. For instance, GZs are not so much into using email and to some extent Facebook, Twitter, blogs and Instagram. However, they have a huge taste for other technologies. They practically do everything with their smartphones, which include tv, GPS, internet, extensive text messaging, love YouTube, and social gaming. Additionally, they are much into commenting on pages, pictures, and timelines.

2.4.4. Generation Z learning

Generations Zers are given to instant gratification. For them, there is the need for consistent and instant feedback. They *“like to contribute their knowledge and opinions online and can seek out own learning*. To this end, they use *their network of relationships as a source learning. Learning from the internet is preferred over print materials like books”* (Seemiller & Grace, 2014, p.10).

2.4.5. Generation Z and marketing

GZs defer to referrals from social media sites and to visit a website after having knowledge of a product or brand. Again, WOM is as relevant among GZs as the other generation. Therefore, WOM has not lost its importance among GZs. Humor appeals to GZs. (Seemiller & Grace, 2014). Hence marketers/advertisers need to consider these in their campaigns. The Figure 9 shows some of the different features GZs and millennials.

Figure 9: Millennials vs GZs Characteristics.

Millennials	Generation Z
More liberal	More conservative
More optimistic	More realistic
Service-oriented	Social change-oriented
Diversity is the norm	Diversity is the norm
Confident	Confident
“Me” Generation	“We” Generation
Tech savvy	Tech reliant
Facebook to connect	You Tube to connect
Pre-scheduled learning	On demand/just in time learning
Wanna learn something? Google it	Wanna learn something? You Tube it

Source: Seemiller and Grace (2014).

To effectively reach GZs, advertisers must engage in posting live updates from events. Other ways to employ reaching them efficiently include promotions, creating easy access for them, strategic timing of ads, creating reactive websites, reach them early enough, responsive in feedback. For example, an advertiser should not let tweets hang. Also, GZs must to be appealed to directly with benefits of a product or brand. Coupon codes and discounts, promotional prizes and contests appeal to them. They yearn to always to abreast of time when it comes to social media style. Advertisers must eschew conjecture when dealing with GZs; they must make sure they have and know the right metrics before attempting to reach them (Seemiller and Grace, 2014)..

2.4.6. GZ communication rules:

- GZs are in a grimmer economic state than their parents. Thus; they and their problems addressed swiftly;
- Not only do they like to share their possessions but also the information they receive freely;
- they are very analytical, reevaluate, query and criticize everything;

- they are very logical and practical. Hence, neither do they fancy extravagance nor easily join the bandwagon, but for brands they are loyal to which they make no compromises. It can be said that they are non-conformists.
- GZs place value on the experiences and fun, particularly those dear to them
- they can be self-centered too, deny problems and possess traits of rebellion;
- when it comes to media, they are very fastidious about their choice probably due to their analytical nature. Also, they like to use the Internet.

2.5. Summary

Social media, without doubt, is here to stay and if advertisers, communication practitioners and marketers are to leverage on the opportunities it offers, they need to master it. There is the need to integrate social media into the promotional mix; since social media is considered to be the hybrid of the promotional mix. We know what social media is; it is neither Web 2.0 nor User Generated Content, even though there is a relationship among them. There are six classifications of Social media, namely: collaborative projects (e.g. Wikipedia, delicious), blogs (e.g. blogger, Wordpress), content communities (e.g. YouTube, Slideshare), social networking sites (e.g. Facebook, MySapce), virtual game worlds (e.g. World of Warcraft, EverQuest) and virtual social worlds (e.g. Second Life).

Being “social” in relation to social media requires companies to be active, interesting, humble, unprofessional and honest. Keys to the effective use of social media by advertiser, communication practitioners, organizations and marketers include choose wisely, pick the application or make your own, ensure activity alignment, media plan integration, access for all, providing network platforms, use blogs and other social media tools to engage customers, provide information, be outrageous, provide exclusivity, design products with talking points and consumers desired self-images in mind, support causes that are important to consumers, and utilize the power of stories.

The study identified three types of consumer ad avoidance according to extant literature: - behavioral advertising avoidance, affective advertising avoidance and cognitive advertising avoidance. These ad avoidances are triggered by “perceived ad clutter”, “prior negative experience” and “perceived goal impediment”.

On ad intrusiveness, prior researches show (1) cognitive intensity of ad, (2) editorial-ad congruence, (3) duration of interruption/*the length of the pre-roll ad*, (4) entertainment (including humor) value of the ad, and (5) ad's informativeness, as antecedents to ad intrusiveness (Edwards et al., 2002).

Prior studies again identified ad intrusiveness as a cause of ad irritation and ad avoidance.

Native advertising, finding and addressing interactive communication “noises” to control their meddling of consumer aims, disseminating appropriately targeted, contextualized, and tailor-made ad messages to audience via consumer profiling and structured behavioral tracking, reducing clutter of ads and building trust and brand loyalty among online consumers were identified as ways to address consumer ad avoidance.

2.6. Theoretical framework

This study focused on the perception of intrusiveness of users towards YouTube ads, how it can be addressed and cognitive ad avoidance. Regular YouTube users or viewers within the generation group were used to achieve the objectives of this research, as prior research shows generation Zers heavy users or like using YouTube Seemiller and Grace (2014). Regular users of YouTube are those who use YouTube daily or three times in a week (every other day). YouTube ads comes in 3 specs; (1) video (2) images and or (3) texts.

The study considered pre-roll video ads since it is a regular fixture of YouTube ad formats. YouTube pre-roll video ads usually are either skippable or non-skippable by viewers. The non-skippable pre-roll ads must be viewed 15-20 seconds, depending on industry standards, before a viewer can skip it and watch the original video, while the skippable ads allow the viewer to skip the ads after 5 seconds. In all, and in line with YouTube channels observed by this study overtime, it is safe to say there are about 6 YouTube ads formats and 3 spec types. These are illustrated in the Figure 10 and Figure 10.1. The ad formats are in red.

Figure 10: YouTube ad types, source: support.google.com/youtube (2019)

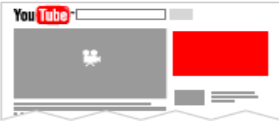
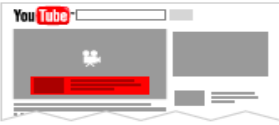

Ad format	Placement	Platform	Specs
Display ads 	Appears to the right of the feature video and above the video suggestions list. For larger players, this ad may appear below the player.	Desktop	300x250 or 300x60
Overlay ads 	Semi-transparent overlay ads that appear on the lower 20% portion of your video.	Desktop	468x60 or 728x90 image ads or text
Skippable video ads 	<p>Skippable video ads allow viewers to skip ads after 5 seconds, if they choose. Inserted before, during, or after the main video.</p> <p>If you turn on this option, you may see a combination of skippable and bumper ads play back to back.</p>	Desktop, mobile devices, TV, and game consoles	Plays in video player.

Figure 10.1: YouTube ad types (continued), source: support.google.com/youtube (2019)

Non-skippable video ads 	<p>Non-skippable video ads must be watched before your video can be viewed.</p> <p>These ads can appear before, during, or after the main video.</p>	Desktop and mobile devices	<p>Plays in video player.</p> <p>15 or 20 seconds in length, depending on regional standards.</p>
Bumper ads 	<p>Non-skippable video ads of up to 6 seconds that must be watched before your video can be viewed.</p> <p>If you turn on this option, you may see a combination of skippable and bumper ads play back to back.</p>	Desktop and mobile devices	Plays in video player, up to 6 seconds long
Sponsored cards 	<p>Sponsored cards display content that may be relevant to your video, such as products featured in the video.</p> <p>Viewers will see a teaser for the card for a few seconds. They can also click the icon in the top right corner of the video to browse the cards.</p>	Desktop and mobile devices	Card sizes vary

2.6.1. Hypotheses

Based on the prior studies on intrusiveness and its effects reviewed above, this study hypothesize that Pre-roll ads will be perceived as intrusive. Li et al., (2002) and Cho and Cheon (2004) in their studies suggest that ads which interrupts flow of user's goal is deemed more intrusive in relation to other media. This is because of the higher goal orientation associated with the internet unlike the traditional media.

2.6.1.1. YouTube ads effect on intrusiveness (H1a, H1b, H1c, H1d, and H1e)

H1a: Pre-roll YouTube video ads will be perceived as intrusive.

The preference TV ads by advertisers and its positive effects when it comes to brand recall can be said with a level of certainty. Smith et al. (2016) has identified unassisted ad recall to be heavily dependent on the length of TV ads. However, viewers cannot be said to react the same to TV ads and social media ads like on YouTube. Consumers have more control on social media (internet) compared to traditional media. Indeed, consumers are looking for control over their media consumption (Rashtchy et al., 2007; Vollmer and Precourt, 2008). Therefore, Pre-roll ads that does not give users immediate control over video ads from 5 to 15 seconds would be expected to be intrusive.

H1b: YouTube still ads will cause low perception of intrusiveness.

H1c: YouTube still (image/text) ads will have lesser perception of intrusiveness than mid-roll ads.

H1d: YouTube still (image/text) ads will have lesser perception of intrusiveness than pre-roll ads.

H1e: Mid-roll YouTube ads will be more intrusive than pre-roll YouTube ads.

A look at the formats of YouTube still ads show that the ads rarely interferes directly with the original or feature video viewers intend to watch. These ads either appears at the right side of the feature video or below for bigger players. Also, there are translucent overlay YouTube still ads (image/text) that appears below the 20% portion of the viewer's feature video. The specs of these ads are usually 468x60 or 728x90. Since there is less impediment to viewers goal, this suggest that YouTube still ads will have a

negative relationship with ad intrusiveness or will lead to lesser perception of ad intrusiveness.

2.6.1.2. Mitigating factors of intrusiveness (H2a and H2b)

H2a: Informative YouTube ads will have a negative influence on perception of ad intrusiveness.

H2b: Humorous/Entertaining YouTube ads will lead to less perception of intrusiveness.

Several studies have shown that the more valuable an ad is, the less intrusive is it (Edwards et al. 2002; Li et al. 2002; Wang et al. 2009; Goodrich 20011; Rejon-Guardia & Martinez-Lopez, 2014). Users regard humor/entertainment and informativeness as of value and vice versa. Thus, users are less likely to perceive intrusiveness when video ads are humorous and/or informative.

2.6.1.3. Cognitive ad avoidance (H3a, H3b, H3c and H3d)

H3a: YouTube pre-roll and mid-roll ads perception of intrusiveness will lead to cognitive ad avoidance.

H3b: Mid-roll ads will lead to higher cognitive ad avoidance than pre-roll ads.

H3c: Higher ad frequency will lead to higher ad intrusiveness.

H3d: Higher level of intrusiveness will result in higher cognitive ad avoidance.

These hypotheses were developed based of an observation YouTube ad by this study over a period. Pre-roll, mid-roll, and still ads are a common feature of YouTube ads.

3.0. METHODOLOGY

This chapter outlines the methods used in conducting the study. It also explains the population, sample and sampling procedure, data collection technique, units of analysis, measures, and coding scheme.

3.1. Research Design

Quantitative data was collected in order to achieve the objective of the research. Shadish et al. (2002) stipulate that the suitable method to employ to examine specific effects of manipulated variables is an experimental method of research. Again, experiments are appropriate for studying causal relationships (Shadish et al., 2002). An online survey was the primary data collection tool, instead of offline because of the tech-savvy nature of the target population. Also, it affords the researcher access to collect data from a large number of participants and analyze same with less difficulty (Carter & Emerson, 2012).

Respondents were informed the purpose of the study was to assess ad intrusiveness on YouTube (social media) and how to address consumer ad intrusiveness and its consequent effects. More specifically, this was based on their general perception about pre-roll and mid-roll YouTube ads. Some terms in the questionnaire were further explained to few respondents who sought clarifications. The findings and conclusions of the research were based on the data collected from participants and extant literature on the subject matter. Google forms was used to make the survey and administered online.

3.1.1. YouTube

Seemiller and Grace (2017) posit that Generation Zers love YouTube. Thus, it is appropriate to select YouTube as the focus of study. There have been numerous studies on ad intrusiveness in mobile advertising (Wang et al., 2009), pop-up ads (Edward et al., 2002), banner ads, and online video in general (Goodrich et al., 2011). However, to the best of the knowledge of this study, no research has been undertaken on YouTube videos yet regarding ad intrusiveness.

Generally, YouTube users cannot control the kind of ads they can and cannot see. Nonetheless, YouTube attempts to streamline ads in relation to users' viewing *history*,

gender, geographic location, age, interests, whether you have signed in or not, among others. What users can do is go to their Google account settings and personalize ads. Here, users can select what topics of ads they want and do not want to see. This study focused on users who have not subscribed to have access to limited ads.

3.1.2 Limitations of study

Although, this research provides insight into intrusiveness of YouTube ads, it had some limitations. They include;

- This study did not test irritation and behavioral ad avoidance' relationship with intrusiveness even though several studies prior did so.
- The study was based on only a sample size drawn from a population of tertiary students from three universities in Eskisehir.
- Due to the unique features of YouTube ads and YouTube's ad policy, this research outcomes even though can be generalized, must be done with caution. This is because other channels may have different and unique ad styles, features and ad policy.

3.2. Sampling Design

Both probability (simple random sampling, SRS) and non-probability (convenience sampling) were used. SRS was employed to give all generation Zers within the sampling frame an equal opportunity of being selected (Ghauri & Gronhaug, 2005). The respondents are homogenous in their YouTube (social media) consumption or usage. This sampling techniques also ensured fairness because each subject selected was independent of the other. SRS is also representative of the population. For this study, only participants within the Generation Z age group, and are concurrently tertiary students could participate.

Eskisehir was chosen for the study because of its youthful population and the availability of Generation Zers. Also, Eskisehir boasts of three (3) large universities; Anadolu University, Eskisehir Technical University and Osmangazi University with about 60,000, thus affectionately known as the "student city." The population dynamics of Eskisehir well suits the sample frame for this study.

The Turkish Statistical Institute, as stated by City Population (2018), estimates the population of Eskisehir to be 860,620 as of the end of 2017. Below are the two figures (1.0, 1.1) representing population figures of Eskisehir according to City Population (City Population , 2018). Figure 11 and Figure 11.1 below show the age distribution of the population in Eskisehir which is fairly youthful.

Figure 11: Group dynamics in Eskisehir. Source: City Population (E=estimate)

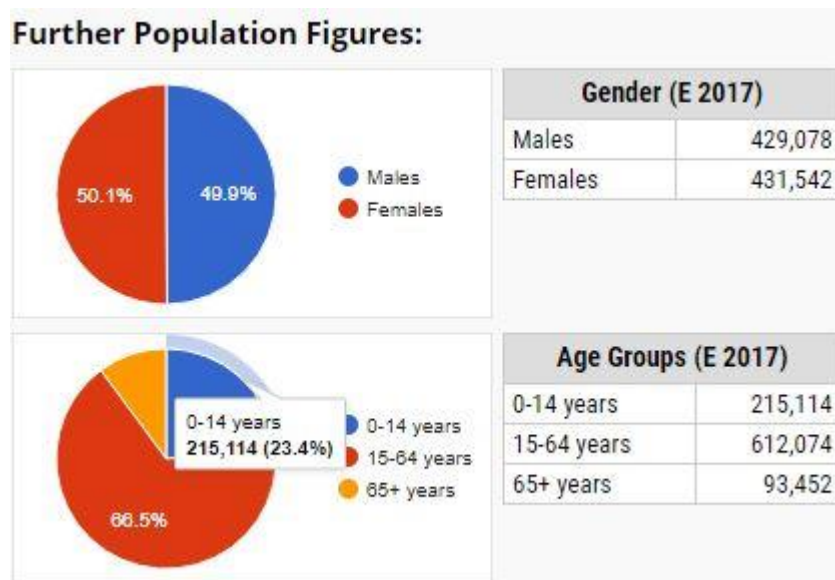
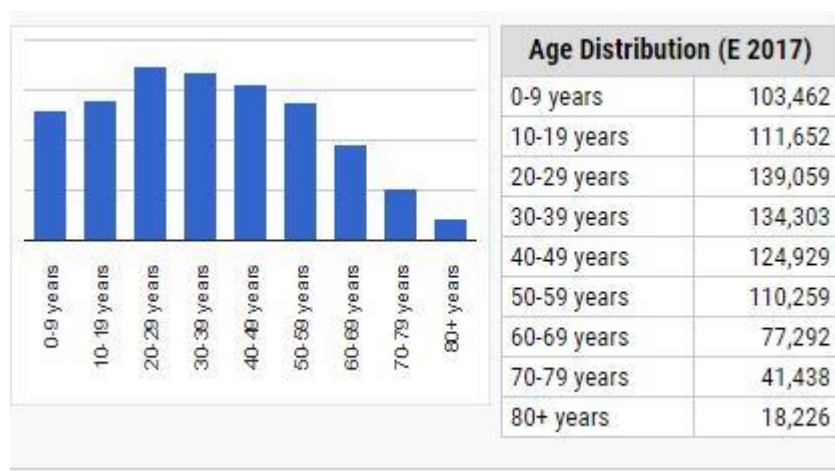


Figure 11.1: Age Distribution in Eskisehir. Source: City Population (E=Estimate)



The study narrowed down the sampling frame to only the three universities in Eskisehir. The student population is a fair representation of Gen Zers for this research.

Furthermore, an initial one hundred and fifty-nine (159) response were received from respondents after the execution of the online survey. But 9 responses were excluded.

3.3. Data collection method

Respondents were recruited via offline and mostly online using e-mails and more of social media platforms like WhatsApp, Facebook, and LinkedIn. For the online recruitment, respondents were privately contacted through the above conduits, based on their displayed profile information which fits the requirements, to solicit their participation.

To test the hypotheses empirically, the study undertook an online survey on advertising intrusiveness on YouTube. Eskisehir is known as “student city” because of its huge student population in the three universities compared to its overall population. This influenced the decision to focus on Gen Zers as a significant number of the student population will be gen Z. To realize the aim of the study, previous YouTube usage and YouTube ad receipt was required. To this end, a manipulation check question: “*have/do you “receive”/see YouTube adverts while watching videos as a user/viewer?*” was inserted in the questionnaire. This question, positioned at the start of the questionnaire, was right after two bio-data questions to take out those who do not receive or see ads. Respondents who responded “no” to the manipulative question were not included in the analysis.

All the Gen Z participants were between the ages of 17-25. The dataset of the research comprised 85 males (56.7%), and 65 females (43.3%). Therefore, in all, 150 tertiary students participated in the study. Out of this, 52 were pursuing masters representing 34.7%, 67 were degree students representing 44.7% and 31 students were pursuing associate degree representing 20.7%. Meanwhile, of the 159 response to the survey, 9 participants said they did not receive or see YouTube ads. Therefore, the study analyzed a final dataset of 150 who said they do receive YouTube ads. This means 94.34% of participants saw YouTube ads, while 5.66% did not. This sample size is acceptable for experimental research (Walker, 2014).

Consequently, the remaining valid 150 respondents were used for the analyses to achieve the aim of the study.

3.4. Measures and scales

The questionnaire was developed using validated scales from prior and extant literature. Majority of the constructs were measured with previously validated and reliable (Coefficient alpha, $\alpha = .90$) 7-point Likert scale developed by Edwards et al., (2002). The seven categories of responses range from (1) “*strongly disagree*” to (7) “*strongly agree*” and 4 as the ‘*mean*’. The intrusiveness measure comprised of 7 items in a grid format, namely (not in any particular order): disturbing, distracting, interfering, forced, intrusive, invasive, and obtrusive. Questions 5 to 9 were based on the 7-point Likert validated scale developed by Le et al. (2002). Subsequently, the question: ‘*When the ad was shown, I thought it was ...*’ was put to the respondents.

Moreover, the study measured the frequency of YouTube ads with a 5-point Likert scale ranging from (1) “*almost none*” to (5) “*several per day*”. An already validated 4-point Likert scale used by Li et al. (2002) was employed to measure cognitive ad avoidance. On cognitive ad avoidance, consumers time spent viewing ads were measured with (1) “*viewed almost nothing*”, (2) “*viewed more than half of ads*”, (3) “*viewed more than half of ads*” and (4) “*viewed from the beginning to the end of ads*”. This was to evaluate the relationship between intrusiveness and ad avoidance (cognitive). The research did not however, test behavioral ad avoidance. Accordingly, less viewing time (1 and 2) shows higher levels of ad avoidance, while much viewing time suggest lower levels of cognitive ad avoidance.

Both primary and secondary data were collected using:

- Questionnaire, interviews were used in gathering primary data. This helped in soliciting in-depth knowledge for the study.
- The Internet, journals, articles, and the like were used in collecting secondary data. This helped the study use authored works of others in the subject area at relevant aspects of the research.
- The data were collected within a period of approximately 4 weeks.

3.5. Descriptive statistics

To present the overall data in a meaningful way and make it easy to understand, a summary is presented. This makes it easy to interpret and compare variables and respondents' nuanced scores on these variables. It gives a snapshot of the data. Therefore, the table below displays key elements of descriptive statistics such as minimum and maximum, mean, standard deviation as well as the Cronbach' alpha of the variables. As outlined in the table below, the Cronbach α values of .91 to .97 are well above the recommended level of .70 (Rivard & Huff, 1988). Furthermore, a Cronbach's alpha value greater than or equal to .70 is the recommended value for a unidimensional scale (Pallant, 2007b). Table 3 illustrates key descriptive statistics including minimum and maximum, Cronbach's alpha and standard deviation of all discussed variables.

Table 3: Descriptive statistics and scale reliabilities of main variables

	N	Minimum	Maximum	Cronbach' alpha	Mean	Std. Deviation
Sex	150	1.00	2.00		1.43	.50
Education	150	1.00	3.00		2.14	.73
Pre-roll intrusiveness	150	3.29	7.00	.91	5.92	1.03
Still ad intrusiveness	150	1.00	7.00	.95	3.64	1.81
Informativeness	150	1.00	7.00	.97	3.29	1.80
Humor/Entertainment	150	1.00	7.00	.97	3.50	1.90
Mid-roll intrusiveness	150	3.86	7.00	.96	6.14	.93
Ad frequency	150	1.00	5.00		4.25	1.19
Cognitive ad avoidance	150	1.00	4.00		3.24	.70
Valid N (listwise)	150					

Note 1: Cronbach $\alpha < 0,60$ = unreliable; Cronbach α between 0,60 – 0,80 = moderately reliable and Cronbach $\alpha > 0,80$ = reliable.

3.6. Correlations

A Pearson product-moment correlation was done to check the relationship between the main variables. This provides understanding into how the main variables are correlated to the other. Also, it sheds light on importance of variables role in the study. As shown below, Table 4 shows the complete list of correlation between key variables. Notwithstanding, the correlation of the main variable are discussed. Pre-roll intrusiveness was more positively related to mid-roll intrusiveness ($r = 0.53, p < .001$), than to still ad intrusiveness which has a low positive relation ($r = 0.26, p < .001$). This shows that viewers perceive intrusiveness more in pre-roll ads and mid-roll ads than still ads. Also, there was a significantly positive relationship between pre-roll ad avoidance and mid-roll ad avoidance ($r = 0.56, p < .001$).

Table 4: Correlations latent variables and control variables

	1	2	3	4	5	6	7
1.Pre-roll intrusiveness	1						
2.Still ad intrusiveness	.26(**)	1					
3. Informativeness	.32(**)	.56(**)	1				
4. Entertainment	.27(**)	.59(**)	.74(**)	1			
5.Mid-roll intrusiveness	.53(**)	.24(**)	.28(**)	.28(**)	1		
6.Pre-roll avoidance behavior	.16	.34(**)	.18(*)	.20(*)	.14	1	
7.Mid-roll avoidance behavior	.22(**)	.27(**)	.13	.14	.26(**)	.56(**)	1

Note: * $p < 0.05$, ** $p < 0.01$, (2 tailed)

3.7 Data analysis and presentation.

Editing, coding and entry were done and presented in tables and figures with their corresponding interpretations using both descriptive and inferential statistics. The research also made use of the SPSS (Statistical Package for the Social Sciences) 15.0 application in the analysis.

The data collected online using Google Documents were analyzed with SPSS Statistics application. Even though the data from Google Documents can be uploaded into SPSS, there are certain requirements to be met. Otherwise, the software cannot recognize the data if uploaded into it. Firstly, the document with the raw data was downloaded in excel “xlsx” format as the excel format “xls” which SPSS can read was not available. Secondly, the data was cleaned and coded to the recognizability of SPSS. Respondents in the dataset ($n = 9$) who did not receive or see YouTube ads were removed. Before the document with cleaned data was uploaded into the software for further analysis, it was then converted to xls format which SPSS recognizes. Afterwards, descriptive analyses and inferential statistics were performed to help achieve the aim of the study. One sample t-tests and independent sample t-tests were run for the inferential statistics.

Likert scale data can be subjected to interval data analysis. However, the Likert-form items with similar questions is summed up together into one composite variable or score. Accordingly, the mean becomes most suitable measure of central tendency. Also, the use of mean and standard deviations for scale description is accepted if a series of Likert-form questions are involved. Here, a sequence of similar Likert-type questions is combined to measure one attitude or a personality trait (University of St Andrews, n.d.). This research fits into this format, hence the choice the inferential statistics above.

3.8. Coding procedure

The collected data was converted into excel format. This was to make it easier to upload it into SPSS for analysis to be undertaken. However, before the upload, the data in excel format was cleaned to make it compatible with the SPSS application. Coding was done in SPSS (Statistical Package for the Social Sciences) software.

3.9. Frequency of ad

How often consumers see YouTube ads was tested with question, “*How frequently do you see adverts on YouTube as a user/viewer?*”. This was to help establish whether there was a correlation between ad frequency and the perception of intrusiveness on the part of the consumer or viewer.



4. FINDINGS

This chapter sums up the analysis of the data collected in three sub-categories. These are ad intrusiveness (pre-roll, mid-roll and still ads), mitigating factors of intrusiveness (informativeness and entertainment/humor) and cognitive ad avoidance. All the nine hypotheses and sub-hypotheses were tested. Each test used for all the hypotheses are outlined, and whether these hypotheses are accepted or rejected.

4.1. YouTube ads effect on intrusiveness (H1a, H1b, H1c, and H1d)

To test whether the hypothesis '*H1a: pre-roll YouTube video ads will be perceived as intrusive by viewers*', a one sample t-test was carried out. A one sample t-test was chosen because it is a statistical test which shows how statistically different the sample mean is different from the hypothesized or known population mean. Consequently, a one-sample t-test was conducted to establish whether consumers perceive pre-roll YouTube ads as more intrusive than the sample mean of four. This sample mean of four represents the average or neutral position between the participants responses because the minimum response was *one* and maximum *seven*. Therefore, to accept this hypothesis, the score must be higher than four. Also, a t-test is performed on a dependent variable that is continuous. Respondents perceived YouTube pre-ads as intrusive. Hence, hypothesis *H1a* is accepted and the null hypothesis rejected. This is shown in the Table 5 below:

Table 5: *T-test on pre-roll intrusiveness*

Variable	N	M	T	Df	P
Pre-roll intrusiveness	150	5.92	22.82	149	.00

*P<0.05

Afterward, the same t-test was conducted to test the second hypothesis '*H1b: YouTube still ads will cause low perception of intrusiveness*'. Consumers perceived still YouTube ads as not intrusive or has low level of intrusiveness. Therefore, hypothesis *H1b* is supported and we reject the null hypothesis. This is shown the Table 8 below:

Table 6: *T-test on still ads intrusiveness*

Variable	N	M	T	Df	P
Still ad intrusiveness	150	3.64	-2.46	149	.15

* $P < 0.05$

Then, the third hypothesis '*H1c: YouTube still (image/text) ads will have lesser perception of intrusiveness than mid-roll ads*' tested using the independent samples t-test. The independent samples t-test compares the means of two variables, which is still ads and mid-roll ads in this case. Just like one-sample t-test, independent samples t-test are acceptable to be conducted when a dependent variable is measured in a continues way. Additionally, a homogeneity of variance tested and satisfied with Levene's $F(148) = .19$, $p = 0.66$. There is a significant difference between consumers perception of intrusiveness regarding still ad and mid-roll ads. Viewers who saw stills ads experienced lesser levels of intrusiveness, i.e. $M = 3.64$, $SD = 1.81$, compared to consumers who saw mid-roll ads ($M = 6.14$, $SD = .93$); $t(150) = 22.12$, $p = .00$. Mid-roll ad intrusiveness has a high mean than still ad intrusiveness Therefore, this hypothesis, H1c, is accepted.

Subsequently, the fourth hypothesis '*H1d: YouTube still (image/text) ads will have lesser perception of intrusiveness than pre-roll ads*' tested using the independent samples t-test. The independent samples t-test compares the means of two variables, which is still ads and mid-roll ads in this case. As stated earlier, independent samples t-test are acceptable to be conducted when a dependent variable is measured in a continuous way. Moreover, a homogeneity of variance tested and satisfied with Levene's $F(148) = .19$, $p = 0.66$. There is a significant difference between consumers perception of intrusiveness regarding still ad and mid-roll ads. Viewers who saw still ads experienced lesser levels of intrusiveness, i.e. $M = 3.64$, $SD = 1.81$, compared to consumers who saw pre-roll ads ($M = 5.92$, $SD = 1.30$); $t(150) = 22.82$, $p = .00$. Pre-roll ad intrusiveness has a high mean than still ad intrusiveness. Hence, this hypothesis, H1d, is accepted.

A one sample t-test was conducted to examine the level of intrusiveness of mid-roll YouTube video ads in order to test the fifth hypothesis: '*H1e: Mid-roll YouTube video ads will be more intrusive than pre-roll YouTube ads.*' Afterwards, an independent samples t-test to compare the means of two variables was undertaken. Homogeneity of

variance is tested and accepted with Levene's $F(148) = .15, p = .70$. There is a significant difference between consumers perception of intrusiveness of mid-roll video ads and pre-roll video ads. Viewers who saw mid-roll video ads experienced slightly higher levels of intrusiveness, i.e. $M = 6.14, SD = .93$, compared to consumers who saw pre-roll ads ($M = 5.92, SD = 1.30$); $t(150) = 22.82, p = .00$. Mid-roll video ads intrusiveness has a high mean than pre-roll video intrusiveness. Hence, this hypothesis, H1d, is accepted. The result is of the t-test on mid-roll YouTube videos is illustrated in Table 7 below:

Table 7: T-test on mid-roll intrusiveness

Variable	N	M	T	Df	P
Mid-roll intrusiveness	150	6.14	28.12	149	.00

* $P < 0.05$

4.2. Mitigating factors of intrusiveness (H2a and H2b)

To test the sixth hypothesis: '*H2a: The informativeness of YouTube ads will have a negative influence on perception of ad intrusiveness.*', a one-sample t-test was conducted to establish whether informativeness YouTube ads will lead to lesser intrusiveness than the sample mean of four. This sample mean of four represents the average or neutral position between the participants responses because minimum response was one and maximum seven. Therefore, to accept this hypothesis, the score must be higher than four. Also, a t-test is performed on a dependent variable that is continuous. Informative video ads intrusiveness has a lower mean than pre-roll video intrusiveness. Informative video ads intrusiveness has a lower mean than YouTube ad intrusiveness (pre-roll ads = 5.92, mid-roll = 6.14 and still ads = 3.64). Hence, this hypothesis, H2a, is supported. This is shown in the Table 8 below:

Table 8: T-test on informativeness

Variable	N	M	T	Df	P
Pre-roll intrusiveness	150	3.29	-4.86	149	.00

* $P < 0.05$

To test the seventh hypothesis: ‘*H2b: Humorous/entertainment YouTube ads will lead to less perception of intrusiveness*’, a one samples t-test was carried out. In other words, humorous/entertaining YouTube ads will lead to a lesser perception of intrusiveness. This sample mean of four represents the average or neutral position between the participants responses because minimum response was one and maximum seven. Therefore, to accept this hypothesis, the score must be higher than four. Also, a t-test is performed on a dependent variable that is continuous. Humorous/entertaining video ads intrusiveness has a lower mean than YouTube video intrusiveness (pre-roll ads = 5.92, mid-roll = 6.14 and still ads = 3.64). Informative video ads intrusiveness has a lower mean than pre-roll video intrusiveness. Hence, this hypothesis, H2b, is supported. This is shown in the Table 9 below:

Table 9: T-test on Humorous/entertaining

<i>Variable</i>	<i>N</i>	<i>M</i>	<i>T</i>	<i>Df</i>	<i>P</i>
Humorous/entertaining	150	3.50	-3.23	149	.002

*P<0.05

Informative video ads intrusiveness has a lower mean than pre-roll video intrusiveness. Hence, this hypothesis, H2b, is supported.

4.3. Cognitive ad avoidance (H3a, H3b, H3c, and H3d)

Furthermore, a one sample t-test was conducted to examine the hypothesis which assumed, ‘*H3a: YouTube pre-roll and mid-roll ads’ perception of intrusiveness will lead to cognitive ad avoidance*’. This test examined whether consumers perceive YouTube ad intrusiveness leads to cognitive ad avoidance. This sample mean of 2 represents the average or neutral position between the participants responses because minimum response was one and maximum four. So, to accept this hypothesis, the score must be higher than 2. Also, a t-test is performed on a dependent variable that is continuous. Respondents perceived YouTube pre-ads as intrusive. Hence, hypothesis *H3a* is accepted and the null hypothesis rejected. This is shown in the Table 10 below:

Table 10: T-test on pre-roll and mid-roll intrusiveness on cognitive ad avoidance

Variable	N	M	T	Df	P
Cognitive ad avoidance	150	3.24	21.87	149	.000

*P<0.05

The hypothesis, *H3b*, which assumes that ‘*mid-roll ads will lead to higher cognitive ad avoidance than pre-roll ads*’ was tested using the independent samples t-test. The independent samples t-test compares the means of two variables. Moreover, a homogeneity of variance is tested and accepted with Levene’s $F(148) = .09, p = .771$. There is a slight difference between consumers cognitive ad avoidance occasioned by mid-roll YouTube video as perception of intrusiveness and pre-roll YouTube video ads. Viewers who saw mid-roll YouTube video ads experienced somewhat higher levels of cognitive ad avoidance, i.e. $M = 3.35, SD = .76$, as compared to viewers who saw pre-roll YouTube video ads ($M = 3.13, SD = .81$); $t(150) = 16.96, p = .000$. Cognitive ad avoidance of mid-roll YouTube ads had a higher mean than that of pre-roll YouTube video ads. Hence, this hypothesis, *H3b*, is accepted.

Moreover, the hypothesis, *H3c*, that assumes that ‘*Higher ad frequency will lead to higher ad intrusiveness*’ was tested using an independent samples t-test. The independent samples t-test compares the means of two variables. Additionally, a homogeneity of variance is tested and satisfied with Levene’s $F(148) = 2.12, p = .148$. There is no significant difference between ad frequency and YouTube video ad perception of intrusiveness. This suggest higher YouTube ad frequency, i.e. $M = 3.35, SD = .76$, will lead to higher levels intrusiveness of YouTube video ads ($M = 6.03, SD = .86$); $t(150) = 29.02, p = .000$. Higher levels of ad frequency translate into higher levels of intrusiveness. Thus, hypothesis *H3c* is accepted and the null hypothesis rejected.

Also, the hypothesis ‘*H3d: Higher level of intrusiveness will result in higher cognitive ad avoidance*’ was tested using an independent samples t-test. The independent samples t-test compares the means of two variables. In addition, a homogeneity of variance is tested and satisfied with Levene’s $F(148) = 2.18, p = .403$. There is no significant difference between intrusiveness and YouTube video ad cognitive ad perception. This shows higher YouTube ad intrusiveness levels, i.e. $M = 6.03, SD = .86$,

will result in higher levels cognitive ad avoidance behavior ($M = 3.24$, $SD = .70$); $t(148) = .02$, $p = .000$. Higher levels of ad frequency translate into higher levels of intrusiveness. Thus, hypothesis $H3d$ is accepted and the null hypothesis rejected.



5. DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION

This chapter includes the summaries of the following; results and recommendations to the research findings; and leaves room for an area that demands further research, the implications of the study and the limitations of this study.

5.1. Discussions and conclusions

The study examined advertising intrusiveness of YouTube ads, the role of informativeness and entertainment of YouTube ads can address intrusiveness. Also, it includes the effect of intrusiveness on cognitive ad avoidance. The importance of YouTube advertisements to marketers and advertisers cannot be overstated. YouTube has become a major medium of advertising for advertisers, especially national and multinational corporations. In addition, YouTube provides strategic targeting to clients so they can easily reach their target audience. This saves marketers the trouble of targeting Gen Z via the traditional media outline only. The literature demonstrates that online video consumers are being exposed to online video ads more than ever (Li & Lo, 2015).

Expectedly, YouTube's importance to advertisers will only grow especially regarding reaching Generation Z with their ads. To put YouTube's importance as a conduit to marketers into perspective, brief statistics are provided. Firstly, 27.1% of digital video ad budget is spent on YouTube. Of the 51% of advertisers or marketers who advertise on YouTube, 62% intend to increase their YouTube video ad budget in the next year. Also, consumers favor YouTube ads over the standard in-stream ads, and 90% of them say YouTube creates a better viewing environment. YouTube advertisement is also known to increase brand recall and brand awareness. Moreover, marketers see YouTube as the leading digital marketing platform (Go-Globe, 2019). In addition, YouTube has over a 1.9 billion active users (YouTube, 2019).

Considering the plans of marketers to increase budget for YouTube advertising, this research wanted to give further insights into YouTube ad intrusiveness, its effects and how marketers can address the issue more effectively.

5.1.1. YouTube ads effect on intrusiveness

Based on the findings of this research, it can be concluded that consumers perceive YouTube video (pre-roll and mid-roll) ads as intrusive. However, YouTube still ads were not considered intrusive enough. The hypotheses H1a, H1b, H1c, H1d and H1e are supported. Also, they are supported by extant literature. They concluded that pre-roll YouTube video ads, like mid-roll YouTube ads were intrusive, while YouTube still ads elicited low levels of perception of intrusiveness. Still YouTube ads were the least intrusive than both pre-roll and mid-roll YouTube video ads. However, mid-roll YouTube video ads were found to be more intrusive than pre-roll YouTube video ads. Mid-roll ads interrupt consumers in midway of a video content usually when they are already immersed (Krishnan & Sitaraman, 2013) and are highly into the video. Thus, the interruption of that flow of 'events' in the video content elicits intrusiveness from the consumers.

According to Maljaars (2016), mid-roll in-stream video ads are more intrusive compared to pre-roll in-stream video ads. Numerous studies suggest that online ads are perceived to be more intrusive than the traditional media ads (Li et al., 2002; Cho & Cheon 2004). This is because the internet is deemed a more goal-oriented platform (Korgaonkar & Wolin, 1999; Cho and Cheon 2004), and "*the interactive element of the Web requires significant consumer involvement*" (Goodrich et al., 2011, p.4). Therefore, when this goal orientation is easily impeded with ads, it can lead to intrusiveness. Consumers are easily interrupted by YouTube video ads which elicit higher levels intrusiveness.

5.1.2. Mitigating factors of intrusiveness

The study established that consumers perceive informative YouTube ads as less intrusive. Interestingly, the research finding shows that informativeness was slightly better in addressing intrusiveness than entertainment/humor ads. Several studies have shown that the more valuable an ad is, the less intrusive it is (Edwards et al. 2002; Li et al. 2002; Wang et al. 2009; Goodrich 2011; Rejon-Guardia & Martinez-Lopez, 2014). Users regard informativeness as valuable. Thus, users are less likely to perceive

intrusiveness when video ads are humorous and/or informative. This can open a new avenue for native advertising.

Furthermore, the study concluded that humor/entertainment ads are less intrusive. Edward et al., (2002) assert that entertaining and informative ads are less intrusive. The audience perceived these kinds of ads as less intrusive. Prior research demonstrates that audience have positive perception towards entertaining ads, thus there is less perception of intrusiveness (Biel & Bridgewater, 1990; Alwitt & Prabhaker, 1992; Ducoffe, 1996; Edward et al., 2002). This indicates that audience perceive ads they deem entertaining as less intrusive. Humor in an ad can easily get the buy-in of the consumer. The strength of humor in an ad can make it more memorable or otherwise, hence effective or non-effective depending on context. Cline and Kellaris (2007) posit that ads tend to be more memorable when its humor is strong and fits into the context of the message.

5.1.3. Cognitive ad avoidance

Another significant conclusion is that YouTube pre-roll and mid-roll ads perception of intrusiveness led to cognitive ad avoidance. Cognitive ad avoidance is a consequent effect of intrusiveness (Li et al., 2002). Cognitive ad avoidance is the commonest among ad avoidance behavior (Bellman, et al., 2010). It includes “intentional attempts at thought suppression” in order to avoid ad (Williams & Moulds, 2007, p.1142). Cronin & Menelly (1992) assert that consumers do not avoid ads only because of the general poor attitude towards advertising, but consumers see those advertising to be intrusive. Consequently, consumers tend to even avoid other forms of advertising instead of removing the ads they consider intrusive. Banner blindness is an example of cognitive ad avoidance. Consumers tend to avoid looking at advertising banner online (Hervet et al., 2011).

Moreover, the research found out that Higher ad frequency led to higher ad intrusiveness.

5.2. Recommendations

In relation to the subject matter outlined and discussed throughout this study, some important recommendations for marketers or advertising practitioners to be effective are suggested below:

- Using non-intrusive ad formats: practitioners need to create ads with non-intrusive formats to get the buy-in of consumers. Organizations, such as IAB and Nielsen Company and the like, offer useful content on the appropriate ad formats to help address intrusiveness among consumers.
- Deploying informative ad: informative ad (e.g. native advertising) are known to be of value to consumers. Hence, they accept it with less intrusiveness. Informative ad eliciting less intrusiveness is corroborated by several studies (Edwards et al., 2002; Wang et al., 2009; Goodrich et al., 2011; Rejon-Guardia & Martinez-Lopez, 2013). Clearly, native advertising, if done right, addresses advertising intrusiveness. This is as a result of the seamless way the ad message or content blends with the editorial content that consumers can hardly detect the difference. In fact, consumers are unable to distinguish between native advertising and editorial content Grady College (as cited by Sass, 2015). Hajszan (2016) posits that consumers react to native advertising more positively as compared to the traditionally displayed ones as they are less intrusive and distractive.
- Deploying entertaining ads to consumers: prior research has demonstrated that entertaining ads elicit lesser intrusiveness (Biel & Bridgewater, 1990; Alwitt & Prabhaker, 1992; Ducoffe, 1996; Edward et al., 2002). This indicates that audience perceive ads they deem entertaining as less intrusive. Humor in ad can easily get the buy-in of the consumer. The strength of humor in ad can make it more memorable or otherwise, hence effective or non-effective depending on context. Clilne and Kellaris (2007) posit that ads tend to be more memorable when its humor is strong and fits into the context of the message.
- Development of ads based on consumers' behavior: ads need to be contextualized to suit consumers' navigational habits. This helps offer consumers relevant content based on their interests and preference.

5.3. Study implications

There are theoretical implications of this study to advertisers and practitioners. Generation Z are not enthused about mid-roll YouTube video ads. Therefore, practitioners must find innovative ways to reach them. Practitioners can target Gen Z with in-stream video; however, they must take into consideration the content and duration of the ads. This is because the study shows that Gen Z perceive mid-roll ads as most intrusive. Again,

practitioners must now create informative and entertaining ads to get the buy-in of Gen Z.

5.4 Recommendation for further studies

Regarding an area for further study, it would be interesting to gain insights into advertising irritation on YouTube and its relation to intrusiveness and ad avoidance behavior. This will demonstrate how different or otherwise ad intrusiveness and its relations to ad irritation and ad avoidance is on YouTube is compared to other media. Again, ad intrusiveness and ad irritation on other social media platforms and their consequences can be explored.

In addition, advertising intrusiveness of millennials on YouTube can be examined or ad intrusiveness of Gen Z on YouTube can be assessed in a different cultural setting as to ascertain whether YouTube ad intrusiveness among Gen Z are different among different cultures or otherwise. Furthermore, practitioners should consider post-roll ad stream as a way of reaching Gen Z.

REFERENCES

- Aaker, D. A., & Bruzzone, D. E. (1985). "Causes of Irritation in Advertising,". *Journal of Marketing*, 49, 47-57.
- Abernethy, A. M. (1991). Physical and mechanical avoidance of television commercials: an exploratory study of zipping, zapping and leaving. . *Proceedings presented at the proceedings of the American academy of advertising.*, (pp. 233-241.).
- Alwitt, L. F., & Prabhaker, P. R. (1992). "Functional and Belief Dimensions to Attitudes toward Television Advertisement". *Journal of Advertising Research*, 32(5), 30-42.
- Baek , T. H., & Morimoto, M. (2012). STAY AWAY FROM ME Examining the Determinants of Consumer Avoidance of Personalized Advertising. *The Journal of Advertising*, 59–76.
- Baek, T. H., & Morimoto, M. (2012). Stay away from me: Examining the determinants of consumer avoidance of personalized advertising. *Journal of Advertising*, 41(1), 59-76.
- Barreto, A. M. (2013). Do users look at banner ads on Facebook?. *Journal of Research into Interactive Marketing*, 7, 119-139.
- Bellamy, R. V., & Walker, J. R. (1996). *Television and the remote control: Grazing on a vast wasteland*. NY: The Guilford Press. wasteland. NY: The Guilford Press.

- Benses, R. (2018, April, 10). *www.emarketer.com*. Retrieved from Emarketer:
<https://www.emarketer.com/content/people-believe-ads-are-becoming-more-intrusive>
- Biel, A. L., & Bridgewater, A. C. (1990). Attributes of Likeable Television Commercials. *Journal of Advertising Research*, 30(3), 38-44.
- Carter, L. K., & Emerson, T. L. (2012). In-class vs. online experiments: Is there a difference? *The Journal of Economic Education*, 1, 4-18.
doi:10.1080/00220485.2011.636699
- City Population . (2018, 02 16). Retrieved from <https://www.citypopulation.de>:
<https://www.citypopulation.de/php/turkey-admin.php?adm1id=TR412>
- Clancey, M. (1994). "The Television Audience Examined," *Journal. ofAdvertising Research*, 39 (5), 27-37.
- Cline, H., & Kellaris, J. J. (2007). The Influence of Humor Strength and Ad Humor - Message Relatedness on Ad Memorability: A Dual Process Model. *Journal of Advertising*, 36(1), 55-67.
- Cronin, J. J., & Menelly, N. E. (1992). Discrimination vs. Avoidance: “Zipping” of television commercials. *Journal of Advertising*, 21(2), 1–7.
- Cronin, J., & Menelly, N. (1992). Discrimination vs. Avoidance: «Zipping» of Television Commercials,,,. *Journal of Advertising.*, 21(2), 1–7.
- Dimock, M. (2019, 01 17). *pewresearch*. Retrieved 02 27, 2019, from
<https://www.pewresearch.org>: <https://www.pewresearch.org/fact-tank/2019/01/17/where-millennials-end-and-generation-z-begins/>

- Ducoffe, Robert H. . (1996). "Advertising Value and Advertising on the Web,". *Journal of Advertising Research*, 36(5), 21-35.
- Edwards, S. M., Li, h., & Lee, J. H. (2002). "Forced Exposure and Psychological Reactance: Antecedents and Consequences of the Perceived Intrusiveness of Pop-Up Ads,". *Journal of Advertising*, 31(3), 83-95.
- Elmore, T. (2010). *Generation iY: Our last chance to save their future*. Atlanta, GA: Poet Gardener.
- Elmore, T. (2014, August 15). *Puffington Post*. Retrieved January 25, 2019, from www.huffingtonpost.com: https://www.huffingtonpost.com/tim-elmore/contrasting-generation-y-_b_5679434.html
- Elmore, T. (2019, 02 18). *Gen Z vs. Millennials: The Differences Between These Generations*. Retrieved from growingleaders.com: <https://growingleaders.com/blog/generation-z-differs-generation-y/>
- Foux, G. (2006, May 8). Consumer-generated media: Get your customers involved. *Brand Strategy*, 38—39.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218.
- Fry , R., & Parker, K. (2018, 11 15). *Early Benchmarks Show 'Post-Millennials' on Track to Be Most Diverse, Best-Educated Generation Yet*. Retrieved 03 02, 2019, from www.pewsocialtrends.org:

<https://www.pewsocialtrends.org/2018/11/15/early-benchmarks-show-post-millennials-on-track-to-be-most-diverse-best-educated-generation-yet/>

GHAURI , P., & GRONHAUG, K. (2005). *Research Methods in Business Studies*. Harlow: FT/Prenticw Hall.

Go-Globe. (2019, 03 28). *The State of Youtube Advertising – Statistics and Trends [Infographic] - GO-Globe Hong Kong*. Retrieved from Go-Globe: <https://www.go-globe.hk/blog/youtube-advertising/>

Goodrich, K., Schiller, S., & Galletta, D. (2011). Intrusiveness of Online Video Advertising and its Effects of Marketing Outcomes. *Thirty Second International Conference on Information Systems* , (pp. 1-10). Shanghai.

Grail Research – A Division of Integreon. (2011). www.grailresearch.com. Retrieved 01 24, 2019, from www.grailresearch.com: www.grailresearch.com/pdf/ContenPodsPdf/Consumers_of_Tomorrow_Insights_and_Observations_About_Generation_Z.pdf

Gritten, A. (2007). Forum-Media Proliferation and. *International Journal*, 49(1), 15-23.

Guardia, F. R. (2010). *A generalization of advertising avoidance model on social network*. Granada: Universidad de Granada.

Ha, L., & McCann, K. (2008). An Integrated model of advertising clutter in offline and online media. *International Journal of Advertising*, 27 (4), 569-592.

Hajszan, C. (2016, October 13). *Brandba.se*. Retrieved 04 05, 2018, from <http://www.brandba.se>: <http://www.brandba.se/blog/2016/10/13/is-native-advertising-the-answer-to-increasing-ad-avoidance>

- Hernandez, M. D., Chapa, S., Minor, M. S., & Barranzuela, F. (2004). Hispanic Attitudes Toward Advergaming,. *Journal of Interactive Advertising*, 5(1), 74-83.
doi:10.1080/15252019.2004.10722095
- Interactive Advertising Bureau. (2013). *"The Native Advertising Playbook"* [online].
N/A: Advertising Bureau Interactive;. Retrieved 11 20, 2018, from
<http://www.iab.com/guidelines/native-advertising/>
- Kaplan, A. M., & Haenlein, M. (2009). Users of the world, unite! The challenges and opportunities of Social Media. *Elsevier*, 53, 59—68.
- Kaplan, B. M. (1985). Zapping - the real issue in communication. *Journal of advertising research*, 9-12.
- Kelly, L. M. (2014). *An exploration of advertising engagement, advertising avoidance and privacy concerns on social networking sites*. Queensland: Queensland University of Technology.
- Kelly, L., Kerr , G., & Drennan , J. (2010). Avoidance of Advertising in Social Networking Sites. *Journal of Interactive Advertising*, 10(2), 16-27.
doi:10.1080/15252019.2010.10722167
- Kneale, D. (1988). "Zapping of TV Ads Appears Pervasive Study Details Viewing Habits to the Second," . *The Wall Street Journal*, 20.
- Kozinets, R. V. (2002). The field behind the screen: Using netnography for marketing research in online communities. *Journal of Marketing Research*, 39(1), 61—72.
- Krishnan, S. S., & Sitaraman, R. K. (2013). Understanding the effectiveness of video ads: A measurement study. *Proceedings of the 2013 conference on Internet*

- measurement conference* (pp. 149-162). Vancouver: ACM. Retrieved 02 13, 2019, from <http://dx.doi.org/10.1145/2504730.2504748>
- Krugman, D. M., & Keith, J. F. (1991). "Differences in the Consumption of Traditional Broadcast and VCR Movie Rental,". *Journal of Broadcasting & Electronic Media*, 35 (Spring), 213-232.
- Lempert, P. (2006). Caught in the Web. *Progressive Grocer*, 85(12), p. 18.
- Li, H., & Lo, H. (2015). Do you recognize its brand? The effectiveness of online in-stream video advertisements. *Journal of Advertising*, 44(3), 208-218.
doi:10.1080/00913367.2014.956376
- Li, H., & Stoller, B. (2007). Parameters of mobile advertising: A field experiment. *International Journal of Mobile Marketing*, 2(1), 4-11.
- Maljaars, S. (2016). *Advertising in video-on demand services, intrusive and irritating?* Rotterdam: Erasmus University Rotterdam.
- Management Study Guide. (2018). <https://www.managementstudyguide.com>. Retrieved from Management Study Guide (MSG):
<https://www.managementstudyguide.com/objectives-importance-of-advertising.htm>
- McCoy, S., Everard, A., Polak, P., & Galletta, D. F. (2008). An Experimental Study of Antecedents and Consequences of Online Ad Intrusiveness,. *Intl. Journal of Human-Computer Interaction*, 24(7), 672-699.
doi:10.1080/10447310802335664

- Mittal, B. (1994). "Public Assessment of TV Advertising: Faint Praise and Harsh Criticism". *Journal of Advertising Research*, 34(1), 35-53.
- Morimoto , M., & Chang, S. (2006). Consumers' Attitudes Toward Unsolicited Commercial E-mail and Postal Direct Mail Marketing Methods. *Journal of Interactive*, 7(1), 1-11. doi:10.1080/15252019.2006.10722121
- Morimoto, M., & Macias, W. (2009). A conceptual framework for unsolicited commercial email: Perceived intrusiveness and privacy concerns. *Journal of Internet Commerce*, 8(3-4), 137–160.
- Muniz, A. M., & O'Guinn, T. C. (2001). Brand community. *Journal of Consumer Research*, 27(4), 412—432.
- Nelson, H. L., & Teeter, D. L. (2001). *Law of mass communications: Freedom and control of print and broadcast media (10th ed.)*. New York: Foundation Press.
- OECD. (2007). *Participative web and user-created content: Web 2.0, wikis, and social networking*. Paris : Organisation for Economic Co-operation and Development.
- Pallant, J. J. (2007b). *Checking the reliability of a scale*. In Pallant (Ed.), *SPSS survival manual. A step by step guide to data analysis using IBM SPSS*. New York: NY: Mc-Graw Hill.
- Patel, D. (2017, 11 27). *forbes*. Retrieved from www.forbes.com:
<https://www.forbes.com/sites/deeppatel/2017/11/27/5-differences-between-marketing-to-millennials-vs-gen-z/#1adcf6fd2c9f>
- Pedrick, J. H., Sankaralingam, A., & Zufryden, , F. S. (1970). Zapping and its impact on brand purchase behavior. *Journal of Advertising Research*, 33, 58-66.

- Rashtchy, F., Kessler, A. M., Bieber, P. J., Shindler, N. H., & Tzeng, J. C. (2007). *The user revolution: The new advertising ecosystem and the rise of the Internet as a mass medium*. Minneapolis : MN: Piper Jaffray Investment Research.
- Reed, M. (1999). "Going Beyond the Banner Ad," . *Marketing*, 25-26.
- Rejon-Guardia, F., & Martinez-Lopez, J. (2013). Online advertising intrusiveness and consumers' avoidance behavior. *Progress in IS Handbook of Strategic e-Business Management*, 565-586.
- Rivard, S., & Huff, S. (1988, 05). Factors of success for end user computing. *Communications of the ACM*, 31(5), 552-561.
doi:<https://doi.org/10.1145/42411.42418>
- Rojas-Méndez, J. I., Davies, G., & Madran, C. (2009). Universal differences in advertising avoidance behavior: A cross-cultural study. *Journal of Business Research*, 62 , 947–954.
- Rust, R. T., & Sajeew, V. (1996). "Rising from the Ashes of Advertising," . *Journal of Business Research*, 37(31), 173-191.
- Sajithra , K., & Patil, R. (2013). Social Media – History and Components. *IOSR Journal of Business and Management (IOSR-JBM)*, 7(1), 69-74. Retrieved from <http://www.iosrjournals.org/iosr-jbm/papers/Vol7-issue1/I0716974.pdf>
- Schultz , D. E. (2006a). IMC Is Do or Die in New Pull. *Marketing News*, 40(13), 7.
- Seemiller, C., & Grace, M. (2017). *Move over Millennials, Generation Z is Here!* Beloit, Wisconsin. Retrieved 02 12, 2019, from

<http://advising.arizona.edu/sites/default/files/Move%20over%20Millennials%20Generation%20Z%20is%20Here-UPAC.pdf>

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.

Sheehan, K. B., & Hoy, M. G. (1999). Flaming, complaining, abstaining: How online users respond to privacy concerns. *Journal of Advertising*, 28(3), 37–51.

Smith, K. (2018, April 02). *brandwatch*. Retrieved 05 02, 2018, from brandwatch.com: <https://www.brandwatch.com/blog/96-amazing-social-media-statistics-and-facts/>

Smith, K. T. (2011). Digital marketing strategies that Millennials find appealing, motivating, or just annoying. *Journal of Strategic Marketing*, 19(6), 489–499.

Solis, B. (2011). *Engage! The Complete Guide for Brands and Businesses to Build, Cultivate, and Measure Success in the New Web*. United States: John Wiley & Sons, Inc.

Speck, P. S., & Elliott, M. T. (1997). Predictors of Advertising Avoidance in Print and Broadcast Media. *Journal of Advertising*, [e-journal], 26(3), 61–76.

Strauss, W., & Howe, N. (1992). *Generations: The History of America's Future, 1584 to 2069*. New York: Harper Perennial.

Tari, A. (2011). *Z generation: Clinical psychological phenomena and social psychological aspects in the information age*. Budapest: Tericum.

Törőcsik, M., Szűcs, K., & Kehl, D. (2014). *How Generations Think: Research on Generation Z (Unpublished doctoral dissertation)*. Pécs: University of Pécs.

- Truong, Y., & Simmons, G. (2010). Perceived intrusiveness in digital advertising: strategic marketing implications. *Journal of Strategic Marketing*, 18(3), 239–256.
- University of St Andrews. (n.d). *Analysing Likert Scale/Type Data, Ordinal Logistic Regression Example in R*. Scotland: University of St Andrews;. Retrieved 5 9, 2019, from <https://www.st-andrews.ac.uk/media/capod/students/mathssupport/Likert.pdf>
- Vollmer, C., & Precourt, G. (2008). *Always on: Advertising, marketing, and media in an era of consumer control*. New York: McGraw-Hill.
- Wang, T., Oh, L.-b., & Kanliang, W. (2009). Antecedents and Consequences of Mobile Advertising Intrusiveness. *The 9th International Conference on Electronic Business*, (pp. 746-753). Macau.
- Windels, J. (2015, September 21). *Brandwatch*. Retrieved from www.brandwatch.com: <https://www.brandwatch.com/blog/marketing-dark-matter-social-media-and-the-number-96/>
- Yorke, D. A., & Philip, K. J. (1985). "Channel Flickers and Video Speeders," . *Journal of Advertising Research*, 21-25.
- YouTube. (2019). *YouTube for Press*. Retrieved from youtube.com: <https://www.youtube.com/intl/en-GB/yt/about/press/>

APPENDIX

Appendix 1: English questionnaire

SOCIAL MEDIA ADVERTISING AND CONSUMER AD AVOIDANCE: AN INTRUSIVE ADVERTISING ONLINE-SURVEY OF GENERATION Z

This questionnaire is meant to ask for your input towards gathering data for a research project on the perception of ad intrusiveness on YouTube. This project is in partial fulfillment of the requirement for the award of an MA degree in Public Relations and Advertising. The confidentiality of the given response is highly assured. I am grateful for your time and effort.

Razak M. Musah

MA Public Relations and Advertising (Candidate)

Anadolu University, Eskisehir-Turkey.

Email: razakmaame@gmail.com

1. Sex

Female

Male

2. Age (write a figure)

3. Educational background

a. Associate Degree

b. Undergraduate

c. Masters

Manipulation check

4. Do you “receive”/see YouTube adverts while watching videos as a user/viewer? *

a. Yes

b. No

(For questions 5 to 9: Select from 1 (being Strongly Disagree) to 7 (being Strongly Agree) the option which appropriately describes your answer). 7-point Likert scale

5. I think pre-roll YouTube video ads (adverts that automatically play directly before the original video you are watching) are...

Strongly Disagree = 1 2 3 4 5 6 Strongly Agree = 7

Distracting

Disturbing

Forced

Interfering

Intrusive

Invasive

Obtrusive

6. I think YouTube still (image/text) adverts are...

Strongly Disagree = 1 2 3 4 5 6 Strongly Agree = 7

Distracting

Disturbing

Forced

Interfering

Intrusive

Invasive

Obtrusive

7. I think pre-roll YouTube adverts that are informative are...

Strongly Disagree = 1 2 3 4 5 6 Strongly Agree = 7

Distracting

Disturbing

Forced

Interfering

Intrusive

Invasive

Obtrusive

8. I think humorous/entertaining pre-roll YouTube adverts are...

Strongly Disagree = 1 2 3 4 5 6 Strongly Agree = 7

Distracting

Disturbing

Forced

Interfering

Intrusive

Invasive

Obtrusive

9. I think YouTube video adverts that appear in the course (in between and after pre-roll) of the videos I am watching are...

Strongly Disagree = 1 2 3 4 5 6 Strongly Agree = 7

Distracting

Disturbing

Forced

Interfering

Intrusive

Invasive

Obtrusive

Select from 1 (being Almost None) to 5 (being Several Per Day) the option which appropriately describes your answer.

10. How frequently do you see adverts on YouTube as a user/viewer? *

a. 1 = Almost None

b. 2

c. 3

d. 4

e. 5 = Several Per Day

11. When I see pre-roll (adverts that automatically play directly before the original video you are watching) adverts on YouTube, I...

a. view almost nothing

b. view less than half of it

c. view more than half of it

d. view from the beginning to the end

12. When I see mid-roll YouTube video adverts videos, I...

a. view almost nothing

b. view less than half of it

c. view more than half of it

d. view from the beginning to the end

Appendix 2: Google Forms link

<https://docs.google.com/forms/d/e/1FAIpQLSdeS9MhvdTZg991iLsN2IAh6jQ8tUWLMtYLE4mRNsXgBZxrpQ/viewform>



Appendix 3: Some Descriptive Charts

Figure 12: Gender distribution

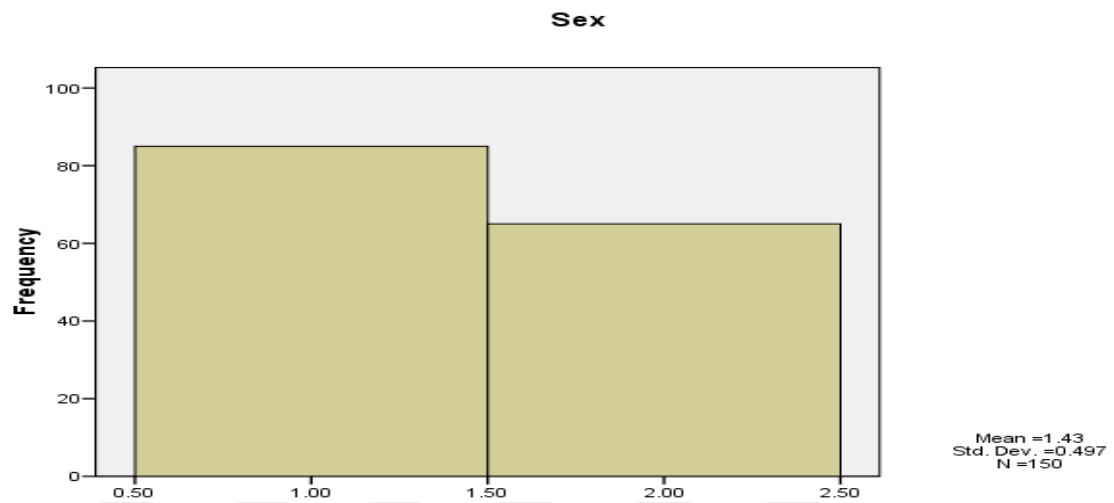


Figure 13: Educational Background

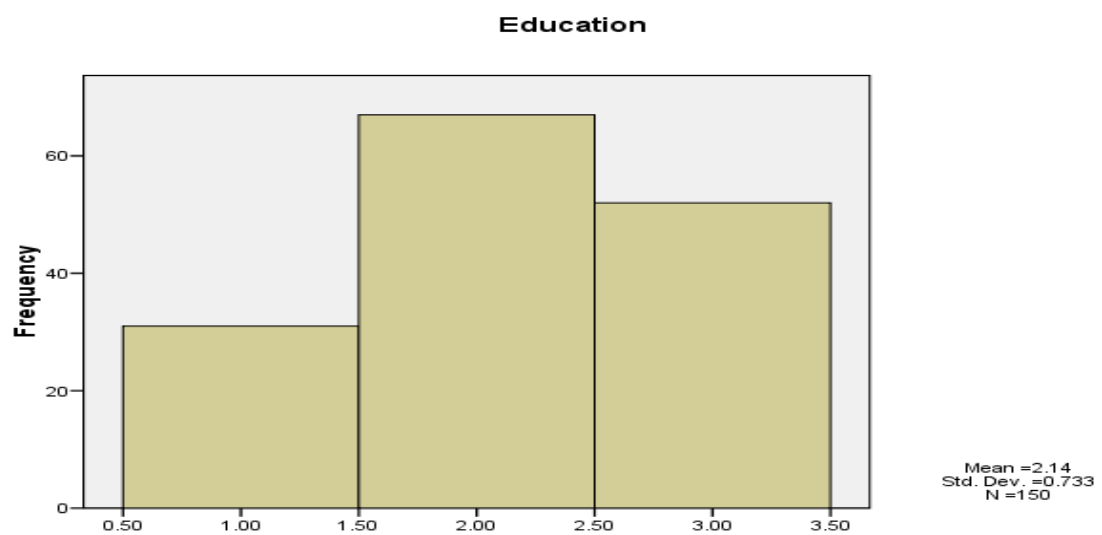


Figure 14: Pre-roll YouTube video ad cognitive avoidance
PreRollAd_Reaction

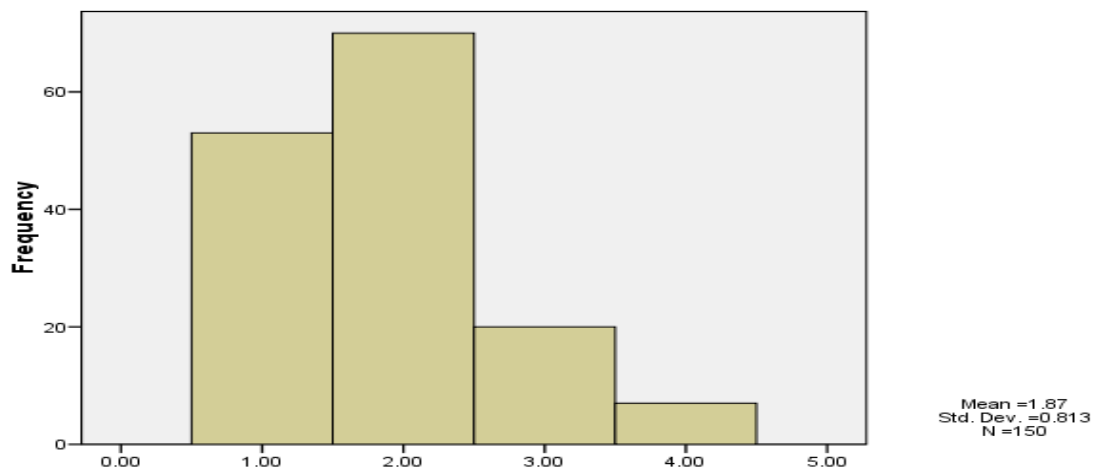
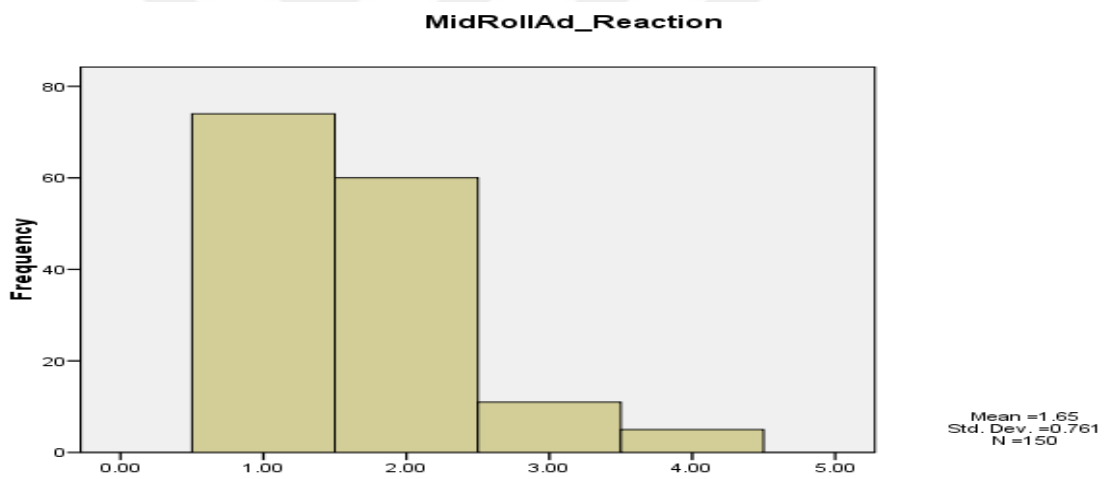


Figure 15: Mid-roll YouTube video ad cognitive avoidance
MidRollAd_Reaction



CURRICULUM VITAE

Razak Mohammed Musah

Department of Public Relations and Advertising – Master's

Education

Undergraduate	2013	University of Ghana, at African University College of Communications (B.A Communication Studies), Accra-Ghana.
High School	2009	Winneba Senior High School

Work Experience

Project Associate, **Penplusbytes** - October 2014 to September 2016

National Service Personnel, **Sissala West District Mutual Health Scheme**, September 2013- August 2014

Personal Information

Date of Birth and Place: 25.12.1990, Accra-Ghana. Gender: Male Foreign Language: English and Turkish