Video tutorial as electronic word-of-mouth and centennials' purchase intention

El videotutorial como boca en boca electrónico y la intención de compra en los centennials

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Abstract

In the dynamic digital marketing world, electronic word-of-mouth (eWOM) as a form of communication has caught the attention of marketing specialists, who use it to leverage their brands and reach a very important segment: centennials. Video tutorials have become a form of eWOM because they introduce and recommend products. This format has been little studied, even though it is widely consumed by centennials for information and learning purposes. The objective of this paper was to analyze the relationship between video tutorial credibility and centennials' purchase intention. To this end, a review of previous studies on eWOM was taken as the starting point. It included its main dimensions or characteristics, its most popular forms, the determinants of its credibility, and its effect on purchase intention. The study followed a non-experimental, quantitative, cross-sectional, and correlational design. It also employed the analytical–synthetic method. The survey technique was used for data collection by means of an online self-administered Likert-scale questionnaire. The results of the study showed that there is a low to moderate positive relationship between each of the determinants of eWOM credibility and centennials' purchase intention. Companies could recognize highly credible video tutorials with valuable information on customer satisfaction regarding their products, identifying problems, needs and desires of their consumers.

Keywords: eWOM, digital marketing, videotutorial, centennial purchase intention, credibility.

JEL classification: L82, M300, M31

Highlights

- Purchase intent is related to the credibility of the eWOM issuer.
- The video tutorial is a marketing tool that impacts the purchase intention of Generation Z.
- Affinity toward the creator of the video tutorial is related to purchase intent.
- Motivation of the eWOM sender is related to purchase intent.
- It is helpful to identify video tutorial creators credible to centennials.

Resumen

En el dinámico entorno del marketing digital, el boca en boca electrónico (eWOM), como forma de comunicación, ha llamado la atención de los especialistas en mercadotecnia, quienes buscan la manera de usarlo a favor de sus marcas e impactar a un segmento muy importante: los *centennials*. El formato de contenido tipo videotutorial deviene en una forma de boca en boca electrónico, porque en él se introducen y recomiendan productos. Este formato ha sido poco estudiado y es un contenido muy consumido por los *centennials* a través del cual pueden informarse y aprender. El objetivo del presente estudio fue analizar la relación entre la credibilidad del eWOM tipo videotutorial y la intención de compra de los *centennials*. Para ello, se tomó como punto de partida una revisión de investigaciones anteriores sobre eWOM, sus dimensiones o características fundamentales, los tipos más conocidos, los determinantes de su credibilidad y su efecto en la intención de compra. La investigación siguió un diseño no experimental, con enfoque cuantitativo, transeccional y un alcance de nivel correlacional, siguiendo el método analítico-sintético. Además, se empleó la técnica de la encuesta, aplicando como instrumento de recolección de datos un cuestionario autoadministrado vía online, con preguntas tipo escala de Likert. Los resultados del estudio mostraron que existe una relación positiva de baja a moderada entre cada uno de los factores determinantes de la credibilidad del eWOM tipo videotutorial y la intención de compra de los *centennials*. Las empresas podrían reconocer videotutoriales de alta credibilidad con valiosa información sobre la satisfacción del cliente con respecto a sus productos, identificando problemas, necesidades y deseos de sus consumidores.

Palabras clave: eWOM, marketing digital, videotutorial, intención de compra de *centennials*, credibilidad.

Clasificación JEL: L82, M300, M31

Highlights

- La intención de compra se relaciona con la credibilidad del emisor del eWOM.
- El videotutorial es un instrumento de *marketing* que impacta en la intención de compra de la generación Z.
- La afinidad hacia el creador del videotutorial se relaciona con la intención de compra.
- La motivación del emisor del eWOM tiene relación con la intención de compra.
- Es de gran utilidad identificar creadores de videotutoriales creíbles por los *centennials*.

1. INTRODUCTION

Electronic word-of-mouth (eWOM), also known as online word-of-mouth or user-generated content (Çadırcı et al., 2022), is defined by Hennig-Thurau et al. (2004) as "any positive or negative statement made by potential, actual, or former customers about a product or company, which is made available to a multitude of people and institutions via the Internet" (p.39). In other words, one of the ways consumers learn about a product and decide whether to purchase it is eWOM (Luo et al., 2019). Previous studies have concluded that consumers generally trust information shared by other consumers more than information from the official sites of the brands themselves (Dabholkar & Sheng, 2012; Dellarocas et al., 2007). Different types of eWOM and their influence on consumer purchase intention and decision have been studied (Taw et al., 2022). Online ratings, either by score or by stars; reviews on e-commerce sites; external blogs; YouTube channels; and other social networks are the most extensively investigated types of user-generated content (Rentería-García et al., 2020; Prantl & Mičík, 2019). However, there is a variable that moderates this behavior: consumers' generation. Herrando et al. (2019) state that, unlike Generations X and Y, Generation Z places their trust in e-commerce sites, based on user-generated content, rather than brand-generated content.

For many companies and brands, members of Generation Z (also known as centennials or Gen-Zers) are the target of their marketing strategies and actions. For this reason, it is vital to understand their behavior and establish communication with them—in their own language and environment—to turn them into customers and win their loyalty. According to McGorry & McGorry (2017), centennials are those individuals born between 1997 and 2015, approximately. They have some common characteristics that make it possible to group them into a generation. For example, Centennials grew up with smartphones in their hands; not only do they use them for entertainment purposes, but in schools they are encouraged to use them as study tools. Therefore, they are constantly connected and have never been able to not 'google' some topic (Villanti et al., 2017).

McGorry and McGorry (2017) and Cristancho-Triana et al. (2022) state that centennials use social networks mainly to entertain themselves and communicate with their friends. When it comes to informing themselves about new products, there is a marked preference for platforms where user-created videos are shared, such as YouTube, Instagram, Snapchat, and more recently Tik Tok. Wood (2013) states that members of this generation, as consumers, are characterized by four main trends: 1.- They are not surprised by innovation or obsolescence; they are always connected and expecting new versions of products. 2.- They consume convenience goods and prefer to buy products that are easy to use and in channels that facilitate their acquisition, without attaching much importance to buying in person. 3.- They do not incur in unnecessary expenses and take care of their personal finances; they prefer a good quality/price balance and are brand-sensitive but not very brand-loyal. 4.- They are likely to be a strong market for products and services that cater to escapism, such as entertainment (e.g., movies, music, video games), sports, dining out, and fostering social 'tribes' (networks of friends that take the place of distant family).

Video tutorial is one of the content formats that these individuals usually consult to get information and learn about their areas of interest. This format becomes a type of eWOM because it contains opinions and recommendations of brands and products. Video tutorial as eWOM has not been sufficiently explored, so it is the object of this study that analyzes the relationship between video

tutorial credibility from consumers' point of view and centennials' purchase intention. Therefore, the following research question is addressed:

How are the determinants of video tutorial credibility and centennials' purchase intention related?

This question is relevant today because it pays special attention to a type of user-generated content that is being increasingly used to induce or encourage the purchase of products and brands among centennials. From this question stems the objective of the present study, which is to analyze the relationship between the factors that determine video tutorial source credibility and centennials' purchase intention.

This study followed an analytical–synthetic method with a non-experimental design, a quantitative and cross-sectional approach, and a correlational scope. The paper is divided into six main sections. Section 1 describes the problem to be addressed and the objectives of the study. Section 2 outlines the theories, conceptual models, variables, among other components that have preceded this study. Section 3 explains in detail the method and strategy followed so that the present study can be replicated. Section 4 presents the results achieved. Section 5 discusses the results, interprets the values obtained, and compares them with those of previous studies. Finally, Section 6 draws the conclusions of the study.

2. THEORETICAL FRAMEWORK

eWOM

The concept of electronic word-of-mouth (eWOM) is an extension of the traditional word-of-mouth (WOM) in which communication takes place publicly on the internet and not necessarily between individuals with interpersonal relationships (Gupta & Harris, 2010; Hennig-Thurau et al., 2004). The main differences between eWOM and WOM lie in the extent and speed at which messages are disseminated and the ease with which information is disseminated and accessed at any time (Cheung & Thadani, 2012). One of the most reliable ways in which consumers learn about a brand or company to decide whether to buy a product is eWOM (Chevalier & Mayzlin, 2006; Luo et al., 2019) because this content format is used by consumers to share their complaints, recommendations, and experiences about products and services (Tobón Perilla, 2020).

A considerable number of studies have been conducted on the impact of eWOM on management, marketing, and advertising. Some of those studies have analyzed the influence of eWOM on consumer response, considering different dimensions or characteristics, such as valence or polarity. In other words, they evaluate whether the review is favorable or unfavorable (Lee et al., 2009; Lee & Youn, 2009); the volume or amount of eWOM available (Li & Wang, 2013); the extremity of eWOM (Lee et al., 2009); the temporal contiguity (Chen & Lurie, 2013); the type of product, that is, whether it is an experiential good, a consumer good, or a service (Kotler & Armstrong, 2012; Tsao & Hsieh, 2015); and the credibility of the source that shares the eWOM (Lis, 2013; Tsao & Hsieh, 2015).

Video tutorial as a form of eWOM

The most popular eWOM formats are online ratings, either by score or by stars; reviews on e-commerce sites; external blogs; YouTube channels; and other social networks (Rentería-García et al., 2020; Nuriman Izudin et al., 2020). Reviews are the most widely studied form of eWOM; in addition, they have become an indispensable source of information for consumer decision-making (Tobón Perilla, 2020; Kim et al., 2018).

This study addresses the relationship between the factors that determine video tutorial sender credibility and centennials' purchase intention. Video tutorial is a form of communication in video format through which information is shared with the community. Its most common expression is "how to…". It is considered a type of eWOM because it contains opinions and recommendations of products and brands.

Purchase intention

According to Ramos Ortiz (2014), purchase intention is the likelihood of buying a product or a brand; therefore, it is not a certain event, but a probability. Purchase intention has been measured in previous studies as a construct, using a Likert scale to answer the following question: How likely are you to buy this product in the future? (Tsao & Hsieh, 2015; Wang et al., 2012). For the purposes of this study, an adaptation of the construct by Ramos Ortiz (2014) was employed. It considers: 1). Likelihood of buying the product of this brand 2). Willingness to consider buying the product of this brand. 3). Probability that the purchase decision will change according to the product's market price. 4). Desire to buy the product of this brand.

eWOM sender credibility

This study focuses on analyzing the relationship between eWOM sender credibility and centennials' purchase intention. Credibility should not be considered an intrinsic characteristic of an object, person, or piece of information, but rather the perception of a quality (Lis, 2013; Tseng & Fogg, 1999). Lis (2013) developed a reference framework where she defined in detail the factors that determine eWOM credibility from the user's perspective. To this end, she relied on three main models. The first model is the sender credibility theory by Hovland et al. (1953), in which credibility is defined as a function of the expertise and trustworthiness of the sender. The second model is the sender attractiveness theory by McGuire (1985), which suggest that credibility depends on how much affinity the receiver feels towards the sender (social homophily). Lastly, the third model is the dual process theory by Deutsch and Gerard (1955), which contributes eWOM ratings as a determining factor. To this framework by Lis (2013), one fundamental factor of eWOM credibility was added in this study: sender motive.

Different motives have been identified that lead an individual to create an eWOM piece. Jiang (2018), for example, mentions selling, authentic affection towards the product, strengthening one's own image, helping, sharing, and receiving monetary benefits (e.g., commissions, sponsorships). The instrument developed and validated in that study was also adapted to be part of the instrument used in the present study.

Research hypotheses

Taking into account the theoretical models mentioned above, the hypotheses on the relationship between the main credibility factors and centennials' purchase intention are proposed.

The first factor to be considered according to the credibility model by Hovland et al. (1953) is sender expertise. Lis (2013) cites various studies that define sender expertise as the perception that a person possesses knowledge, skills, or experience and, therefore, the information they provide is accurate and true. Her study, conducted in the context of an online forum, confirmed the hypothesis that the higher the level of expertise of the sender, the more credible their online recommendations will be. It is also known that opinion leaders, authority figures, and celebrities influence consumer decisions (Djafarova & Rushworth, 2017; Jiang, 2018; Jin & Phua, 2014; Shan, 2016; Tobon & García-Madariaga, 2021). This leads us to the first hypothesis:

H1: There is a significant relationship between video tutorial sender perceived expertise and centennials' purchase intention.

The model by Hovland et al. (1953) includes sender perceived trustworthiness as another determinant of credibility. Sender trustworthiness is defined as the extent to which the consumer perceives that the sender is honest and, therefore, the opinion issued in the eWOM is sincere, accurate, and objective (Lis, 2013; Hovland & Weiss, 1951). It can then be assumed that sender trustworthiness plays an important role in eWOM credibility. In other words, a highly objective and sincere sender will appear more credible because the receiver will have no reason to question the truthfulness and validity of the message conveyed (Huang & Chen, 2006). This leads to the second hypothesis:

H2: There is a positive significant relationship between video tutorial sender perceived trustworthiness and centennials' purchase intention.

Social homophily, or similarity between sender and receiver, is an essential component in McGuire's (1985) source attractiveness model. It refers to the receiver's perceived affinity towards the sender. Following Lis (2013), social homophily can be classified according to the attributes in which the receiver identifies with the sender (e.g., age, gender, education, occupation) or according to social attributes (e.g., values, ideas, preferences). In their study on traditional WOM, Gilly et al. (1998) state that a high level of social homophily between sender and receiver gives the sender greater influence on the receiver. In the same study, the authors found that demographic factors such as gender or socioeconomic status are less important in the perception of social homophily than other perceived attributes such as values or preferences. It can then be assumed that social homophily is also significantly related to eWOM source credibility. Therefore, the third hypothesis is as follows:

H3: There is a positive significant relationship between perceived social homophily and centennials' purchase intention.

The dual process theory states that the information provided is not the only factor taken into account to give credibility to the sender, but there are normative influences that appear when the receiver has access to the opinions of other people (Deutsch & Gerard, 1955; Kaplan & Miller, 1987). Including

this factor means that the opinion of a group tends to receive greater credibility than that of an individual (Asch, 1955). In the context of video tutorial, these normative influences would be the ratings given by other users, which can indicate how useful, truthful, or positive the information provided in the eWOM is and lend greater credibility to its issuer. The 'likes', comments, and followers can be taken as rating elements. It can then be inferred that the eWOM with the highest ratings will be perceived as the most trustworthy. Hence, the fourth hypothesis is as follows:

H4: There is a positive significant relationship between video tutorial ratings and centennials' purchase intention.

Consumers trust information shared by other consumers more than information provided by the brands themselves (Dabholkar & Sheng, 2012; Dellarocas et al., 2007; Tsao & Hsieh, 2015). The motive or interest of the sender has also been investigated in connection with influencer marketing, since it has become a resource widely used by brands to persuade potential customers and improve brand recognition, corporate image, and sales. Consumers may think that the sender, influencer, or celebrity has one of the following motives for creating a content: to promote a product (selling motive); to share information about a product they use and love (affection motive); to interact with their audience, share experiences with them, and entertain them (sharing motive); to enhance their own public image (image motive); to help others get the best out of the product (helping motive); or to benefit financially from their collaboration with the brand (money motive) (Jiang, 2018). Using the sender motive construct adapted from Jiang's (2018) instrument, the following hypotheses are formulated:

H5a): There is a significant relationship between the sender selling motive and centennials' purchase intention.

H5b): There is a significant relationship between the sender affection motive and centennials' purchase intention.

H5c): There is a significant relationship between the sender sharing motive and centennials' purchase intention.

H5d): There is a significant relationship between the sender image motive and centennials' purchase intention.

H5e): There is a significant relationship between the sender helping motive and centennials' purchase intention.

H5f): There is a significant relationship between the sender money motive and centennials' purchase intention.
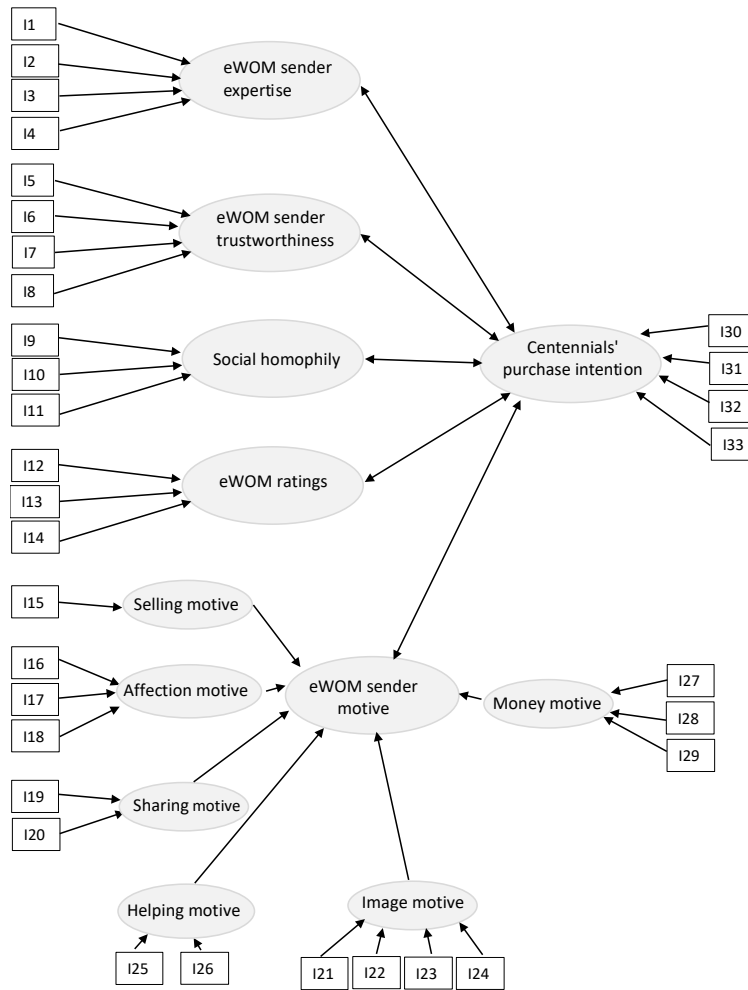
3. METHODOLOGY

This study is circumscribed in the positivist paradigm because it proposes that the study of existing knowledge, at a given time, leads to the formulation of new hypotheses, where some variables are

interrelated. The quantitative measurement of those hypotheses allows them to be confirmed or rejected in the research process. A correlation or cause–effect relationship is sought, where researchers must maintain a neutral attitude towards the phenomena (González Morales, 2017, p.128). The model proposed for the study relates each of the eWOM determining factors to the purchase intention (see Fig. 1).

Figure 1. Research model
Figura 1. Modelo de la investigación
Source: Authors' own work, 2022.

This study followed an analytical–synthetic method with a non-experimental design, a quantitative and cross-sectional approach, and a correlational scope. In addition, it focused on the members of Generation Z. The general population of the study consisted of all the centennials in Ecuador; however, it was then limited to adults. A non-probability convenience sampling technique was employed. Similarly, the research technique implemented was the asynchronous survey. The measurement instrument used to this end was a structured questionnaire distributed online, consisting of statements that had to be rated on a five-point Likert scale ranging from "Totally disagree" (1) to "Totally agree" (5). The items to measure each variable were an adaptation of instruments from previous studies (see Appendix 1). Respondents were invited to participate by

means of a link to an online form hosted on the Google Forms platform, shared organically through social networks, WhatsApp, and Email. The instrument was administered between January 9, 2022, and February 15, 2022, obtaining 597 responses from different individuals.

The questionnaire included two discriminatory questions: Over the last three months, do you remember watching one or more video tutorials on YouTube or another social network? In the last video tutorial you watched, do you remember any product or service being mentioned or recommended? If any participant answered negatively to either of these two questions, the questionnaire was terminated and discarded. Thus, 171 records were deleted, leaving 426 valid records. Of these 426 records, 8 were found to be from participants under 18 years of age; therefore, they were also excluded, resulting in a valid sample of 418 records.

4.   RESULTS

An analysis of the demographic data of the sample showed that, of the total valid records (418), 136 individuals were between 18 and 21 years of age (32.54%) and 282, between 22 and 35 years of age (67.46%). In terms of gender, there were 214 women (51.20%) and 204 men (48.80%). To the question about the level of studies completed, participants responded as follows: 2 (0.48%) said that they had only completed primary education; 232 (55.50%), secondary education; 168 (40.19%), undergraduate studies (higher level); and 16 (3.83%), postgraduate studies (fourth level). Regarding occupation, 43 participants (82.06%) said that they were students; 23 (5.50%), freelancers; 34 (8.13%), employees; 8 (1.91%), entrepreneurs; and 10 (2.39%) checked the option "Other".

The Kolmogorov–Smirnov normality test was performed (see Table 1), with a confidence level of 95%. As a result, the assumption of normality was rejected because, in all cases, the significance level was lower than 5% (Hernández Sampieri et al., 2014).

Table 1. Normality test
Tabla 1. Prueba de normalidad

	Kolmogorov–Smirnova		
	Statistic	gl	Sig.
Expertise_Sender	0.263	418	<.001
Trustworthiness_Sender	0.234	418	<.001
Homophily_Sender	0.268	418	<.001
Ratings_Sender	0.267	418	<.001
Motive_Selling	0.219	418	<.001
Motive_Afecttion	0.264	418	<.001
Motive_Helping	0.232	418	<.001
Motive_Sharing	0.231	418	<.001
Motive_Image	0.172	418	<.001
Motive_Money	0.238	418	<.001

Source: Authors' own work, 2022. Results obtained from the SPSS statistical program.
Lilliefors significance correction.

To assess convergent validity, a factor analysis was carried out with the items that make up each of the dimensions (see Table 2). This analysis included the Kaiser–Meyer–Olkin (KMO) test and Bartlett's sphericity test. In all cases, the KMO values were higher than 0.5 and the significance values were lower than 0.01. The factor loading for all components was greater than 0.5 and the average factor loading for each dimension was higher than 0.7, thus fulfilling the convergent validity criterion (Hair et al., 2010).

Table 2. Convergent validity analysis. KMO, Bartlett's sphericity, and factor loading tests
Tabla 2. Análisis de validez convergente. Pruebas de KMO y esfericidad de Bartlett y carga factorial

Dimension	Questions	KMO measure of sampling adequacy	Significance of Bartlett's sphericity test	Principal component factor loadings	Average
Expertise	I1.	0.847	sig.<.001	0.830	0.892
	I2.			0.918	
	I3.			0.909	
	I4.			0.912	
Trustworthiness	I5.	0.84	sig.<.001	0.850	0.877
	I6.			0.891	
	I7.			0.900	
	I8.			0.866	
Social homophily	I9.	0.721	sig.<.001	0.848	0.881
	I10.			0.898	
	I11.			0.898	
Ratings	I12.	0.741	sig.<.001	0.913	0.900
	I13.			0.902	
	I14.			0.886	
Selling motive	I15.				
Affection motive	I16.	0.754	sig.<.001	0.913	0.918
	I17.			0.927	
	I18			0.914	
Sharing motive	I19.	0.5	sig.<.001	0.932	0.932
	I20.			0.932	
Image motive	I21.	0.783	sig.<.001	0.832	0.852
	I22.			0.874	
	I23.			0.808	
	I24.			0.895	
Helping motive	I25.	0.5	sig.<.001	0.931	0.931
	I26.			0.931	
Money motive	I27.	0.741	sig.<.001	0.898	0.906
	I28.			0.923	
	I29			0.897	
Purchase intention	I30	0.821	sig.<.001	0.886	0.862
	I31			0.908	
	I32			0.804	
	I33			0.849	

Source: Authors' own work, 2022. Data obtained from the SPSS statistical program.

The discriminant validity was demonstrated by calculating the HTMT ratio for each pair of constructs (see Table 3). HTMT values <0.85 were obtained in all cases (Henseler et al., 2015).

Table 3 Discriminant validity. HTMT 0.85 ratios

Tabla 3. Validez Discriminante. Matriz de Ratios HTMT 0.85

	Expertise	Trustworthiness	Homophily	Ratings	Selling motive	Affection motive	Sharing motive	Image motive	Helping motive	Money motive	Purchase intention
Expertise		0.77	0.65	0.63	0.37	0.62	0.58	0.49	0.60	0.39	0.45
Trustworthiness			0.74	0.66	0.54	0.68	0.64	0.49	0.61	0.36	0.51
Homophily				0.60	0.35	0.64	0.57	0.50	0.63	0.43	0.58
Ratings					0.31	0.60	0.59	0.55	0.63	0.44	0.48
Selling motive						0.40	0.36	0.52	0.34	0.50	0.35
Affection motive							0.73	0.56	0.67	0.43	0.59
Sharing motive								0.59	0.70	0.43	0.54
Image motive									0.61	0.67	0.52
Helping motive										0.46	0.54
Money motive											0.48
Purchase intention											

Source: Authors' own work, 2022. Data obtained from the SPSS statistical program.

The hypothesis testing took into account that the assumption of normality was rejected and that the variables whose relationship was to be analyzed are of an ordinal type and of five levels in all cases. Consequently, the statistic of choice for the hypothesis testing was Kendall's Tau-b coefficient (Hernández Sampieri et al., 2014) (see Table 4).

Table 4. Hypothesis testing

Tabla 4. Pruebas de hipótesis.

Research model hypothesis	Statistic Kendall's Tau-b	Significance level p (bilateral)	Correlation strength	Testing
H1. Expertise_Sender ↔ Purchase intention	0.361**	<0.001	Low correlation	Hypothesis is supported
H2. Trustworthiness_Sender ↔ Purchase intention	0.417**	<0.001	Moderate correlation	Hypothesis is supported
H3. Social_homophily ↔ Purchase intention	0.480**	<0.001	Moderate correlation	Hypothesis is supported
H4. Ratings_eWOM ↔ Purchase intention	0.381**	<0.001	Low correlation	Hypothesis is supported
H5a. Motive_Selling ↔ Purchase intention	0.304**	<0.001	Low correlation	Hypothesis is supported
H5b. Motive_Affection ↔ Purchase intention	0.508**	<0.001	Moderate correlation	Hypothesis is supported
H5c. Motive_Sharing ↔ Purchase intention	0.477**	<0.001	Moderate correlation	Hypothesis is supported
H5d. Motive_Image ↔ Purchase intention	0.399**	<0.001	Low correlation	Hypothesis is supported
H5e. Motive_Helping ↔ Purchase intention	0.470**	<0.001	Moderate correlation	Hypothesis is supported
H5f. Motive_Money ↔ Purchase intention	0.381**	<0.001	Low correlation	Hypothesis is supported

Source: Authors' own work, 2022. Data obtained from the SPSS statistical program

** Correlation is significant at the 0.01 level (bilateral).

According to this test, all the hypotheses are supported because all the video tutorial credibility factors had a significant positive correlation with centennials' purchase intention.

5. DISCUSSION

Analyzing the informational factors that determine source credibility, it is worth highlighting sender trustworthiness, which presented a moderate correlation with purchase intention ($\underline{T}$ = 0.417 p<0.001). This means that there is a relationship between the intention of purchasing the recommended products and the sender perceived trustworthiness among centennials, which confirms the model proposed by Hovland et al. (1953) and the findings of Lis (2013).

Social homophily also had a moderate positive correlation with purchase intention ($\underline{T}$ = 0.480 p<0.001). This indicates that centennials' intention of purchasing products recommended in a video tutorial is higher when they have greater affinity towards the sender or feel that the sender is like them. This result contrasts with that obtained by Lis (2013); however, her study was carried out in a forum, where establishing degrees of affinity with the source is difficult because the predominant communication format is text, unlike video tutorial, which is an audiovisual content.

Video tutorial sender motive was also related to centennials' purchase intention. The motives with the greatest correlation strength were authentic love for the product or brand (motive_affection $\underline{T}$ = 0.508 p<0.001), desire to share (motive_sharing $\underline{T}$ = 0.477 p<0.001), and desire to help others (motive_helping $\underline{T}$ = 0.470 p<0.001). This is consistent with the results of Jiang (2018), who found that these factors reduce consumer resistance to being persuaded.

Source motive for enhancing their own image had a low positive correlation with centennials' purchase intention (motive_image $\underline{T}$ = 0.399 p<0.001). This is in line with the findings of Jiang (2018), who found that image motive increases resistance to content persuasion. Similarly, sender motive for obtaining economic benefits from collaborating with brands yielded a low positive correlation with centennials' purchase intention (motive_money $\underline{T}$ = 0.381 p<0.001). This means that, even knowing that the recommendation is sponsored, centennials might still intend to purchase the products recommended.

6. CONCLUSIONS

As a theoretical contribution to the field of eWOM, the model proposed in this study brings together and further develops the models that had been previously used to investigate source credibility (Jiang, 2018; Lis, 2013; Hovland et al., 1953; McGuire, 1985).

According to the findings, all video tutorial credibility factors that were examined in this paper had a positive correlation (whether low or moderate) with centennials' purchase intention. Those factors that were found to have a moderate positive correlation were sender trustworthiness, social homophily, affection motive, sharing motive, and helping motive. Those that were found to have a low positive correlation were sender expertise, eWOM ratings, selling motive, image motive, and money motive.

Such positive correlation between video tutorial credibility factors and centennials' purchase intention suggests that more credible content may be produced to achieve the marketing and business goals aimed at this generation. Thus, in order to influence centennials' purchase intention, marketing experts and influencers could create contents that this generation sees as having been created for them by someone like them and whose motives are a genuine product endorsement and the enjoyment of sharing with and helping others. Additionally, companies may use this information to monitor the market; recognize highly reliable video tutorials; obtain useful information on customers' satisfaction with their products; identify consumers' problems, needs, and desires; and make improvements to their products.

Finally, future research could design experimental studies to provide more control over the variables and the reference video tutorial. Importantly, it is recommended to be cautious when extrapolating the results to different populations and types of user-generated content.

CONFLICT OF INTEREST

The authors declare that they have no financial, professional or personal conflicts of interest that could inappropriately influence the results obtained or the interpretations proposed.

CONTRIBUTION OF AUTHORS

For the development of this project, all authors have made a significant contribution, as specified below:

Naebislandys Falcón Sánchez: conceptualization, data curation, research, writing the original draft.

Priscilla Rossana Paredes Floril: formal analysis, research, methodology, validation.

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APPENDICES

Appendix 1. Operationalization of variables
Anexo 1. Operacionalización de variables

Objective	Variable	Dimension	Sub dimension	Definition	Items	Cronbach's α
Analyze the relationship between the credibility of video tutorials as eWOM and centennials' purchase intention in Ecuador	Independent variable: Credibility of video tutorials (as eWOM)	Sender expertise	Sender expertise	The extent to which a person is perceived as possessing extensive knowledge, skills, or expertise in a subject, and thus the information they provide is considered reliable and true (Lis, 2013; Ohanian, 1991).	1. I believe that the creator of the video tutorial is an expert on the matter. 2. I believe that the creator of the video tutorial possesses knowledge on the matter. 3. I believe that the creator of the video tutorial is highly qualified on the matter. 4. I believe that the creator of the video tutorial demonstrates skills and competence on the matter.	0.915
		Sender trustwor-thiness	Sender trustwor-thiness	The extent to which the consumer believes that the sender of the information is honest, and thus the opinion given in the video tutorial is sincere, accurate, and impartial (Lis, 2013; Ohanian, 1991).	5. I believe that the video tutorial comes from a trustworthy source. 6. I believe that the creator of the video tutorial has an honest opinion about the product. 7. I believe that the creator of the video tutorial has an accurate opinion about the product. 8. I believe that the creator of the video tutorial has an impartial opinion about the product.	0.900
		Social homo-phily	Social homo-phily	Affinity between the sender and the receiver, which depends on social and demographic characteristics such as age, gender, values, ideas, and interests (Lis, 2013; McCroskey et al., 1974; McCroskey & Young, 1981).	9. I have an affinity with the creator of the video tutorial. 10. I have similar preferences regarding the subject matter addressed in the video tutorial. 11. I share the ideas of the creator of the video tutorial.	0.853
		eWOM ratings	eWOM ratings	User ratings that may reflect how useful, helpful, or positive the information is (Cheung et al., 2009; Lis, 2013).	12. Based on the number of likes, I believe that the video tutorial has been helpful for other people. 13. Based on the number of followers, I believe that the video tutorial is a trustworthy	0.883

			source of information for other people. 14. Based on the comments, I can say that the video tutorial has benefited other people.	
	Selling motive	Perception that the sender has created the eWOM because of a selling motive (Jiang, 2018).	15. I feel that the creator of the video tutorial is trying to sell a product.	
	Affection motive	Perception that the sender has created the eWOM because of his/her genuine love for a product (Jiang, 2018).	16. I feel that the creator of the video tutorial recommends products that he/she considers are good. 17. I feel that the creator of the video tutorial loves the products he/she recommends. 18. I believe that the creator of the video tutorial is happy with the product he/she is talking about.	0.907
Sender motive	Sharing motive	Perception that the sender has created the eWOM to interact with his/her audience, share experiences, and entertain them (Jiang, 2018).	19. I believe that the creator of the video tutorial wants to share his/her opinion about the product. 20. I believe that the creator of the video tutorial wants to share his/her knowledge and experiences with others.	0.847
	Image motive	Perception that the sender has created the eWOM to improve his/her own image (Jiang, 2018).	21. I believe that the creator of the video tutorial is trying to get more followers. 22. I believe that the creator of the video tutorial is trying to get more likes. 23. I believe that the creator of the video tutorial wants others to share his/her content. 24. I believe that the creator of the video tutorial is trying to position himself/herself as an expert on social media.	0.875
	Helping motive	Perception that the sender has created the eWOM to help others (Jiang, 2018).	25. I feel that the creator of the video tutorial wants to provide useful information to others. 26. I feel that the creator of the video tutorial wants to help others make better purchasing decisions.	0.846
	Money motive	Perception that the sender has created the eWOM to benefit financially from	27. I believe that the creator of the video tutorial recommends products because he/she is sponsored by a brand.	0.891

			his/her collaboration with a brand (Jiang, 2018).	28. I believe that the creator of the video tutorial is paid to recommend the products. 29. I believe that the creator of the video tutorial wants to collaborate with brands so they will sponsor him/her.	
Dependent variable: Purchase intention	Purchase intention	Purchase intention	It is the likelihood that a brand or product will be purchased; it is not a guaranteed occurrence but rather an intention (Ramos Ortiz, 2014).	30. I am likely to purchase the product recommended in the video tutorial. 31. I am likely to consider buying the product recommended in the video tutorial. 32. My purchase intention might change depending on how much the product is. 33. I want to purchase the product recommended in the video tutorial.	0.883

Source: Authors' own work. The Cronbach's alpha coefficients were estimated using SPSS.