EFFECTS OF EXECUTION STYLES AND PRESENTER ON AUDIENCE RESPONSES TO MULTIMEDIA PRESENTATIONS: A CASE STUDY OF UTILITY PATENT OF DAILY NECESSITIES ON YOUTUBE

EFFECTS OF EXECUTION STYLES AND PRESENTER ON AUDIENCE RESPONSES TO MULTIMEDIA PRESENTATIONS: A CASE STUDY OF UTILITY PATENT OF DAILY NECESSITIES ON YOUTUBE

Ou Shih Wei

This Independent Study Manuscript Presented to

The Graduate School of Bangkok University

in Partial Fulfillment

of the Requirements for the Degree

Master of Communication Arts in Global Communication

2025

This manuscript has been approved by
the Graduate School
Bangkok University

Title: Effects of Execution Styles and Presenter on Audience Responses to Multimedia Presentations: A Case Study of Utility Patent of Daily Necessities on YouTube

Author: Ou Shih Wei

Independent Study Committee :

Advisor Assoc. Prof. Dr. Ratanasuda Punnahitanond

Field Specialist Assoc. Prof. Dr. Pacharaporn Kesaprakorn

Ou, S. W. Master of Communication Arts, August 2025 Graduate School, Bangkok University.
Effects of Execution Styles and Presenter on Audience Responses to Multimedia Presentations: A Case Study of Utility Patent of Daily Necessities on YouTube (123 pp.)
Advisor: Assoc. Prof. Ratanasuda Punnahitanond, Ph.D.

ABSTRACT

This study explores how different execution styles and the use of a presenter affect audience responses to utility patent content on YouTube. It aims to identify effective multimedia strategies for enhancing public understanding and engagement with technical information. A 3 (execution styles: Straight Sell, Comparison, Slice of Life) × 2 (presenter: with vs. without) experimental design was applied, using six video clips showcasing the KAZbrella patent. Data were collected from 180 international participants across three generations using an online survey. Statistical analysis using Two-Way ANOVA revealed that execution styles significantly affected cognitive and affective responses, while presenter presence had a strong positive effect on all response types, including behavioral intention. No interaction effects were found. These findings suggest that using a credible presenter and appropriate message style independently improves audience comprehension, emotional connection, and willingness to engage with patented innovations. This has practical value for patent practitioners, educators, and policymakers aiming to make patent content more accessible.

Keywords: *Execution Style, Presenter, Audience Response, Patent, Youtube, Multimedia Communication, KAZbrella*

ACKNOWLEDGEMENT

I would like to sincerely thank my advisor, Associate Professor Dr. Ratanasuda Punnahitanond, for the continuous guidance and support throughout this research journey. From reviewing each chapter in detail to providing thoughtful suggestions on the direction of the study, your step-by-step guidance made it possible for me to complete this work with greater focus and clarity. I'm truly grateful for your time, patience, and encouragement.

I'm also thankful to my classmates, who have been a wonderful part of this experience. Despite coming from different backgrounds, everyone was open, generous, and willing to help. The exchanges we had—both inside and outside the classroom—enriched my understanding and made this learning process much more enjoyable.

A special thank you goes to my partner, who supported me behind the scenes while I was away from home. Your encouragement and emotional support helped me stay grounded, especially during challenging moments. I couldn't have done this without you.

This time in my life has been incredibly meaningful. I not only had the chance to explore a new academic field, but also met people from all walks of life and got to know Thailand's culture and everyday life in a deeper way. These experiences have not only broadened my horizons but also recharged my spirit as I move forward on my personal and professional journey.

Ou Shih Wei

TABLE OF CONTENTS

Page

TABLE OF CONTENTS (Continued)

Page

TABLE OF CONTENTS (Continued)

Page

LIST OF TABLES

Page

LIST OF FIGURES

Page

CHAPTER 1

INTRODUCTION

This research aims to examine the impact of execution styles and content presenter on the audience's responses to utility patent of daily necessities. This chapter compiles the background information of this study including rationale and problem statement, objectives of the study, research questions, significance of the study, scope of the study, and definitions of terms.

1.1 Rationale and Problem Statement

The patent system, one of the major components in global Intellectual Property (IP) field, serves as a cornerstone for technological innovation, granting inventors exclusive rights to their inventions for a limited period. This exclusivity is crucial for inventors to protect their innovations and recoup their investments in research and development.

In return for this exclusive right, the inventor is required to disclose the details of the invention to the public by publication of patents, thereby enriching the collective body of scientific and technical knowledge. The patent system aims to balance the interests of inventors and the public, fostering an environment that encourages creativity, technological advancement, and economic growth.

According to the World Intellectual Property Organization, there were over 3.4 million new patent publications worldwide in the year of 2021(World Intellectual Property Organization (WIPO), 2023), which means that on average, over 9,300 new ideas were disclosed every single day. However, due to the extensive use of technical

and legal terms (Xie & Miyazaki, 2013), complicated textual contents in patent specifications (Donald, K. E., Kabir & Donald, W. A. 2018), and coupled with language barriers, the general public often finds it difficult to understand. As a result, a large number of patents remain unnoticed after approval, missing opportunities for commercialization or practical application (Mazieri, Quoniam & Santos, 2016; Reymond & Quoniam, 2018).

Since patents are crucial for innovation and economic development, research in this area could significantly contribute to making patent information more accessible and comprehensible, thereby fostering a culture of innovation and intellectual property awareness. Moreover, by engaging the public's interest through multimedia presentations and social media rather than textual messages and traditional channel such as patent database, patents that might otherwise remain underutilized or unexplored could find practical and commercial avenues for development. Besides, if these potentially impactful patents can be disseminated through multimedia presentations and social media, patent databases could become powerful, continuously updated sources of audiovisual content.

The past studies collectively indicate a growing interest in using digital media and visual storytelling as innovative methods for disseminating information and research findings. They likely emphasize the importance of accessibility, engagement, and cultural sensitivity in global communication strategies, especially when dealing with complex, sensitive, or technical topics. However, there are two research gaps can be identified as follows.

Firstly, integration of execution styles and presenter: The past study highlighted the potential of social media in disseminating patent information,

but the contents were mainly in the traditional textual formats. Although the past study demonstrated the effectiveness of multimedia, particularly digital animation and short films, in disseminating complex information and enhancing audience understanding and empathy, there is limited research on the execution styles of these multimedia tools in the context of patented products. The integration of execution styles and presenter as a combined strategy for impacting audience's responses remains underexplored.

Secondly, audience responses to patented product: While past studies have shown the effectiveness of the video format and presenter in various contexts (Dai & Wang, 2023), there is a lack of focused research on how these attributes specifically affect audience's responses to patented products. This includes understanding how execution styles and content presenter can alter or enhance the audience's understanding, interest, and engagement with utility patents, which are often perceived as complex and inaccessible.

In addition, interaction effect of execution styles and content presenter have not been investigated in patent context. To fill this research gap, my study aims to explore how communication, particularly through execution styles and content presenter, can play a pivotal role in enhancing the audience's responses to utility patents. Accordingly, the problem statement for this study is "How can execution styles and content presenter be leveraged to improve audience's responses to utility patent of daily necessities? Answering this question will provide actionable insights for inventors, patent holders, patent agents, legal entities, IP authorities and policymakers on effective communication strategies.

1.2 Objectives of Study

This study would like to achieve the following three research objectives:

1) To examine the direct effect of execution styles on audience's responses to multimedia presentations of the utility patent of daily necessities on YouTube.

2) To examine the direct effect of presenter on audiences' responses to multimedia presentations of the utility patent of daily necessities on YouTube.

3) To examine the interaction effect of execution styles and presenter on audience's responses to multimedia presentations of the utility patent of daily necessities on YouTube.

1.3 Research Questions

This study would like to answer the following three research questions.

RQ#1: Do execution styles have a direct effect on the audience's responses to multimedia presentations of the utility patent of daily necessities on YouTube?

RQ#2: Does presenter have a direct effect on the audience's responses to multimedia presentations of the utility patent of daily necessities on YouTube?

RQ#3: Do execution styles and presenter have an interaction effect on the audience's responses to multimedia presentations of the utility patent of daily necessities on YouTube?

1.4 Significance of the Study

As for academic contributions, this study will contribute to existing literature in the fields of global communication, media studies, and intellectual property by examining the unexplored relationship among execution styles, content presenter,

and patent perception.

In terms of practical implications, the findings will provide actionable insights for stakeholders, including patent holders, legal experts, IP authorities and policymakers, on how to enhance the commercial viability of patents by effectively communicating their value and utility to a global audience.

As for social impact, by improving the understanding and perception of patents, the study could spur increased public engagement, inspire more innovation, and potentially lead to more patents being commercialized or practically applied through crowdfunding platforms.

In addition, many new inventions inherently possess topical interest. If these potentially impactful patents can be disseminated through proper communication tools, patent databases as new multimedia content sources could become powerful, continuously updated sources of audiovisual content. This development could revolutionize the way patent information is communicated and understood by the public, making it more accessible, engaging, and relevant.

As the study involves an international scope, the results may offer valuable cross-cultural insights on how patents are perceived globally, aiding in more effective international communication strategies for new technologies.

By investigating these areas, my study aims to break new ground in understanding how execution styles and content presenter can individually and/ or interactively influence the audiences' responses to utility patents in a globally connected world.

1.5 Scope of the Study

The study will focus on utility patent, with a particular emphasis on patent in English to represent a cross-section of global communication. It will select utility patent published within 10 years as the contents. In terms of technology field, the study will focus on utility patent related to daily necessities by using Class A (Human Necessities) of International Patent Classification (IPC) as searching criteria.

The study will conduct a survey using an online self-administered questionnaire with the international audiences aged between 18 and 60 years old and represent three generational cohorts: Generation X (1965–1980), Generation Y (1981–1996), and Generation Z (1997–2007).

This particular age range was selected for several reasons. First, individuals aged 18 and above are legally considered adults and are capable of providing informed consent for participation. Furthermore, people between the ages of 18 and 60 represent the most active users of digital platforms, particularly YouTube—the platform used in this study.

According to Sheikh (2025), YouTube remains the most widely used platform across adult age groups, with usage rates reaching 93% among those aged 18–29, 94% for ages 30–49, and 86% for ages 50–64. This widespread engagement supports the relevance of the selected sample, as these age groups are highly likely to encounter, consume, and respond to multimedia presentations of patent content online.

1.6 Definitions of Terms

This section provides definition of the important concepts of this study as followings:

1.6.1 Multimedia Presentation: A form of content delivery that uses a combination of different content format such as text, images, animations, audio, or video into a single interactive presentation.

1.6.2 Content Presenter: The individual or entity responsible for delivering content to an audience. This can include human presenters, such as speakers, hosts, or educators, as well as non-human presenters, such as AI avatars, animated characters, or automated systems.

1.6.3 Execution Styles: This term refers to different approaches to delivering a message to the audience. These styles are essential in crafting commercial messages that effectively communicate the intended message, resonate with the target audience, and achieve the communication objectives. This study applies 12 key execution styles proposed by Belch, G. E., & Belch, M. A. (2004), which include the followings:

1.6.3.1 Straight Sell or Factual Message: This style presents clear and direct information about the product, focusing on factual details that inform the audience about the product's features and benefits.

1.6.3.2 Scientific or Technical Evidence: Ads that use this style leverage scientific data or endorsements from professionals (e.g., doctors or scientists) to build credibility. This approach is effective in industries where trust and reliability are crucial, such as pharmaceuticals or technology.

1.6.3.3 Demonstration: This execution style shows the product in action, demonstrating its effectiveness or how it works. It is particularly powerful

in convincing the audience of the product's utility through visual proof.

1.6.3.4 Comparison: The product is directly compared to competitors, highlighting superior features or benefits. This style is often used in highly competitive markets to differentiate one product from another.

1.6.3.5 Testimonial: In testimonial ads, real customers or celebrities share their positive experiences with the product. This approach builds trust by relying on the social proof provided by others.

1.6.3.6 Slice of Life: This style presents a realistic scenario where the product solves a problem or improves a situation in everyday life. It often depicts typical users in relatable situations, making the ad more personal and engaging.

1.6.3.7 Animation: Utilizing animated characters or elements, this style is particularly effective in targeting younger audiences or simplifying complex ideas. Animation can make an ad more entertaining and memorable.

1.6.3.8 Personality Symbol: A character or mascot is created to represent the brand, often becoming synonymous with the product itself. This style helps in building brand identity and recognition.

1.6.3.9 Fantasy: This approach involves imaginative or surreal scenarios that evoke strong emotional responses. Fantasy ads often create an idealized world where the product plays a central role, appealing to aspirations and desires.

1.6.3.10 Dramatization: Dramatization involves creating a short, intense story or scenario where the product plays a key role in resolving a conflict or challenge. It engages viewers by building a narrative that highlights the product's benefits.

1.6.3.11 Humor: Humor is used to make the ad more engaging and memorable. While it can be a highly effective way to connect with the audience, it requires careful execution to ensure that the humor aligns with the brand's message and does not overshadow the product.

1.6.3.12 Combination: Many advertisements blend multiple execution styles to maximize impact. For instance, a slice-of-life ad might also incorporate humor or dramatization to enhance its appeal.

1.6.4 Audience Responses: This term refers to cognitive, affective, or behavioral responses exhibited by the audience. According to the Hierarchy of Effects Theory (Lavidge & Steiner, 1961), it encompasses six stages including awareness, knowledge, liking, preference, conviction and purchase.

1.6.4.1 Cognitive Responses: It includes awareness and knowledge of the patented product being presented.

1.6.4.2 Affective Responses: It includes liking and preference for the patented product being presented.

1.6.4.3 Behavioral Responses: It includes forwarding, sharing, commenting, and/ or purchase/ repurchase of the patented product being presented.

1.6.5 Crowdfunding: A way of raising money to finance projects and businesses. It enables fundraisers to collect money from a large number of people via online platforms. Crowdfunding is most often used by startup companies or growing businesses as a way of accessing alternative funds.

1.6.6 Intellectual Property (IP): A category of property that includes intangible creations of the human intellect, such as patents, copyrights, trademarks, and trade secrets.

1.6.7 International Patent Classification (IPC): A hierarchical system of language-independent symbols for the classification of patents and utility models according to the different areas of technology to which they pertain. It is used to organize and search patent documents from around the world.

1.6.8 Patent: A set of exclusive rights granted to an inventor for a limited period, usually 20 years, in exchange for the public disclosure of the invention.

1.6.9 Patent Database: An organized collection of patent documents that are accessible for public viewing. These databases often include various search functionalities to help users locate specific patents or patent-related information.

1.6.10 Patent Specification: The written document that accompanies a patent application. It describes the details of the invention and the manner and process of making and using it, in full, clear, concise, and exact terms.

1.6.11 Publication of Patent: The act of making the details of a patent application publicly available including the patent specification. This is usually done after a certain period following the filing of the patent application and serves to inform the public about new inventions.

1.6.12 Utility Patent: A utility patent covers the creation of a new or improved product, process, or machine. A utility patent, also known as a "patent for invention," is often perceived as complex and involves many technical and legal terms.

1.6.13 World Intellectual Property Organization (WIPO): A specialized agency of the United Nations that aims to promote and protect intellectual property rights worldwide.

CHAPTER 2

LITERATURE REVIEW

This chapter provides a comprehensive overview of relevant literature, existing research and theories related to the study. Based on the results of literature review, research hypotheses, and conceptual framework are proposed in this chapter.

2.1 Review of Related Literature and Previous Studies

2.1.1 Content Presentation via Social Media

Social media platforms have become instrumental in enhancing commercialization performance by enabling effective content dissemination and fostering networking capabilities.

Ganjeh, Khani and Tabriz (2019) proposed that social media usage positively impacts commercialization performance and highlights the significant mediating role of networking capability. Their study demonstrated how social media tools facilitate better business relationships, enhancing commercialization performance through improved networking capabilities in knowledge-based firms in Science and Technology Parks.

Shahbaznezhad, Dolan and Rashidirad (2021) conducted a study to understand how social media and platform influence user engagement behavior. They analyzed 1,038 social media posts, along with 1,336,741 likes and 95,996 comments from Facebook and Instagram. The study found that the effectiveness of social media content on user engagement is moderated by content context, with different types of content (rational, emotional and transactional) affecting engagement

levels differently on these platforms. This research contributes to understanding user engagement and experiences with social media.

Dai and Wang (2023) conducted a study analyzing the impact of infotainment elements in online videos on various dimensions of audience attention, including breadth, depth, engagement, and validity. Utilizing regression analysis, the research found that both highly positive and negative emotions significantly influence audience attention. Additionally, factors such as storytelling, featuring prominent characters, soft news topics, and sensational headlines positively affect audience engagement. The study also noted that time fragmentation has both positive and negative effects on attention, while diverse presentation methods, the number of labels, and content from authoritative media positively influence audience attention. Conversely, an increased number of topics was found to negatively impact attention.

Feng and colleagues (2023) emphasized the importance of personalized digital content presentation in shaping consumer behavior, showing that tailored approaches yield higher levels of audience engagement and satisfaction.

2.1.2 Content Presentation and Patent

Maravilhas (2016) presented a comprehensive model for the creation of an information system aimed at enhancing the accessibility and visualization of scientific and technical data contained in patent documents. This model leverages the capabilities of official industrial property websites, supplemented by the resources available through university libraries and information services. The primary objective is to facilitate university research centers, especially those in Science, Technology, and Medicine (STM), in accessing and utilizing patent information effectively. The approach integrates social media networking tools such as RSS feeds, blogs,

wikis, and newsletters, not only to disseminate information but also to maintain and improve the system continuously.

Maravilhas' strategic use of these tools is aimed at fostering creativity and innovation within academic research institutions. By providing a streamlined access to patent information, the model seeks to spur the development of new products and processes, thereby enhancing the overall rate of innovation in these institutions. Moreover, the model is cost-efficient, making it a viable option for academic settings.

2.1.3 Content Presentation and the Use of Presenter

The term "presenter" refers to the individual or entity responsible for delivering content to an audience. This can include human presenters, such as speakers, hosts, or educators, as well as non-human presenters, such as AI avatars, animated characters, or automated systems.

McGarry and Hendrick (1974) investigated the impact of communicator credibility on persuasion, focusing on variables such as vested interest, the position advocated, and the social similarity between the speaker and the audience. Results indicated that attributions of credibility were influenced by the speaker's vested interest, the position advocated, and social similarity. The study suggests that high ego involvement in the topic moderated the relationship between credibility and persuasion, with the content of the speech being the primary determinant of persuasion outcomes. These findings challenged the traditional view that higher credibility always enhances persuasion and highlight the need for further research on the role of communicator credibility in different contexts.

Abou Zeid (2002) examined how various factors affect the success of TV presenters, based on opinions from viewers of different demographics. Using the uses

and gratifications theory and source credibility model, the study finds that personal characteristics, program production elements, and alignment of views between presenters and audiences significantly impact success.

Eisend (2009) highlighted that while humor positively affects attention and attitudes toward the advertisement, presenter attributes remain a decisive factor in forming trust and long-term audience connections.

2.1.4 Content Presentation and Execution Styles

Execution is the way a communication message is presented. It is important for an advertisement to have a meaningful appeal to communicate to consumers, the manner in which the advertisement is executed is also important (Belch, G. E., & Belch, M. A., 2004). Recent scholars in the field of communication have identified and categorized specific execution styles for advertising, as outlined in Table 2.1.

Table 2.1: Execution Styles Classified by Various Scholars

Belch, G. E., & Belch, M. A. (2004)	Wells, Moriarty & Burnett (2006)	Ouwersloot & Duncan (2008)	O'Guinn and colleagues (2014)
-Straight sell or factual -Scientific or technical -Demonstration -Comparison	-Straightforward -Demonstration -Comparison -Problem solution -Humor	-News announcement -Testimonial -Authoritative -Demonstration -Slice of life	-Slogans and jingles -Reason-why -Hard-sell -Comparison -Testimonials

(Continued)

Table 2.1 (Continued): Execution Styles Classified by Various Scholars

Belch, G. E., & Belch, M. A. (2004)	Wells, Moriarty & Burnett (2006)	Ouwersloot & Duncan (2008)	O'Guinn and colleagues (2014)
-Testimonial -Slice of life -Animation -Personality symbol -Fantasy -Dramatization -Humor -Combinations	-Slice of life Spokesperson -Teasers -Shockvertising	-Slice of life -Inherent drama -Fantasy -Animation/ cartoons	-Demonstrations -Advertorials -Infomercials -Feel-good ads -Humor -Sexual appeal -Fear-appeal -Anxiety -Transformational -Slice-of-life -Product placements -Fantasy -Image ads

Source: University of Pretoria. (n.d.). *Chapter 3: Creative message strategy.* Retrieved from https://repository.up.ac.za/bitstream/handle/2263/25084/03chapter3.pdf?sequence=4.

According to Table 2.1, several scholars, including Belch, G. E., & Belch, M. A. (2004, pp. 275–282), Wells, et al. (2006, pp. 344–345), Ouwersloot and Duncan (2008,p p. 178–181): O'Guinn, et al. (2014, p. 341), concur on several common execution styles. These include straightforward execution, testimonials, demonstrations, slice of life, dramatizations, fantasy, animation, and comparisons. Belch and Belch's classification has been selected as the foundation for this study. Each of these execution styles is discussed in the following sections.

1) Straight forward Factual Message: This style presents clear and direct information about the product, focusing on factual details that inform the audience about the product's features and benefits. It's commonly used in advertisements where the goal is to provide specific information without embellishments.

2) Scientific Evidence: Ads that use this style leverage scientific data or endorsements from professionals (e.g., doctors or scientists) to build credibility. This approach is effective in industries where trust and reliability are crucial, such as pharmaceuticals or technology.

3) Demonstration: This execution style shows the product in action, demonstrating its effectiveness or how it works. It is particularly powerful in convincing the audience of the product's utility through visual proof.

4) Comparison: The product is directly compared to competitors, highlighting superior features or benefits. This style is often used in highly competitive markets to differentiate one product from another.

5) Testimonial: In testimonial ads, real customers or celebrities share their positive experiences with the product. This approach builds trust by relying on the social proof provided by others.

6) Slice–of–Life: This style presents a realistic scenario where the product solves a problem or improves a situation in everyday life. It often depicts typical users in relatable situations, making the ad more personal and engaging.

7) Animation: Utilizing animated characters or elements, this style is particularly effective in targeting younger audiences or simplifying complex ideas. Animation can make an ad more entertaining and memorable.

8) Personality Symbol: A character or mascot is created to represent the brand, often becoming synonymous with the product itself. This style helps in building brand identity and recognition.

9) Fantasy: This approach involves imaginative or surreal scenarios that evoke strong emotional responses. Fantasy ads often create an idealized world where the product plays a central role, appealing to aspirations and desires.

10) Dramatization: Dramatization involves creating a short, intense story or scenario where the product plays a key role in resolving a conflict or challenge. It engages viewers by building a narrative that highlights the product's benefits.

11) Humor: Humor is used to make the ad more engaging and memorable. While it can be a highly effective way to connect with the audience, it requires careful execution to ensure that the humor aligns with the brand's message and does not overshadow the product.

12) Combination: Many advertisements blend multiple execution styles to maximize impact. For instance, a slice-of-life ad might also incorporate humor or dramatization to enhance its appeal.

These execution styles are crucial in shaping how the audience perceives an advertisement and, ultimately, how they respond to the product being advertised.

Selecting the appropriate execution style depends on the product, target audience, and the desired outcome of the campaign.

2.1.5 Audiences' Responses to Content Presentation via Social Media

Feng and colleagues (2023) investigated the influence of rhetorical devices on audience responses in online video presentations through an augmented elaboration likelihood model. The research highlights that narrative and numerical evidence significantly impact audience attention, emotional engagement, and cognitive processing. The study finds that narratives are particularly effective in generating strong affective responses and reducing negative cognitive responses and counterarguments, especially under low involvement conditions.

Additionally, the study discusses how the combination of narrative and numerical evidence can enhance persuasive effectiveness compared to using either form alone. The findings suggest practical implications for designing persuasive content in online media to optimize audience engagement and response.

Halvadia and Menon (2021) finds that existing trends like social media marketing and content marketing significantly impact consumer buying behavior, while emerging trends such as visual search and interactive marketing are gaining attraction. The findings suggest that businesses should adapt to these digital marketing trends to effectively engage consumers and influence their purchasing decisions.

2.1.5.1 Audiences' Reponses to Use of Presenter

McOmish (1996) investigated the role of similarity as an important characteristic of presenters in advertising. It delved into the VisCAP Model, which outlines how four key factors—Visibility, Credibility, Attraction, and Power—affect a presenter's effectiveness in advertising. The study emphasized that similarity

between the presenter and the target audience can significantly influence the audience's perception and overall effectiveness of the advertisement, enhancing persuasion and engagement.

In terms of gender, Veletsianos and colleagues (2018) found that videos featuring male presenters tended to show greater neutrality in comments, whereas those with female presenters experienced significantly more positive and negative polarity. The findings suggest that not only the video format but also the presenter's gender significantly impact the sentiment of audiences' replies, not just the initial comments directed toward the video.

Todd and Melancon (2018) explored source credibility and consumer motivation in live-streaming contexts, highlighting significant gender differences in perceptions of broadcasters. Using an online survey of 998 respondents, the research finds that viewers tend to perceive credibility differently based on the gender of the broadcaster, influencing their motivation to engage with content.

2.1.5.2 Audiences' Responses to Execution Styles

Yoo, Kim and Stout (2004) investigated how animated banner ads influence different stages of the hierarchy of effects model compared to static ads. Findings show that animated ads attract more attention, generate higher recall, more favorable attitudes toward the ad, and lead to greater click-through intentions. However, the study found limited support for the traditional hierarchy model (Cognitive, Affective and Behavioral) in the online banner environment.

Eisend (2009) examined 369 correlations to evaluate humor's impact on advertising. The findings reveal that humor enhances attention, positive affect, and ad attitudes but does not significantly influence positive or negative cognitions

toward the advertiser. Additionally, humor decreases source credibility but positively affects brand attitudes and purchase intentions. The study suggests that the influence of humor has remained stable over time, with funniness showing a linear relationship with brand attitudes.

Terblanche–Smit, Van Huyssteen & Du Preez (2015) explored how different fear-based advertising execution styles impact attitudes, susceptibility, efficacy, and behavioral intent. The research involved 450 participants and examined three specific execution styles: slice–of–life, factual, and testimonial. The findings indicate that these styles lead to varying levels of fear and behavioral outcomes, with certain styles being more effective for specific audience groups in promoting protective behaviors.

Kivinen (2014) examined how cultural characteristics influence advertising execution styles in China and South Korea, particularly within mobile messaging apps. The study reveals that cultural values significantly impact the effectiveness and preferences for different advertising styles, even among culturally similar countries. The research highlights the importance of tailoring advertising strategies to cultural nuances, especially in the context of emerging digital platforms.

2.2 Review of Related Theories

This section reviews two related theories – the Source Credibility Theory and the Hierarchy of Effects Theory.

2.2.1 Source Credibility Theory

Source Credibility Theory was significantly developed and expanded by Carl Hovland and his colleagues at Yale University during the 1950s.

(Hovland & Weiss, 1951). This theory posits that the effectiveness of a persuasive message is significantly influenced by the audience's perception of the communicator's credibility. Source credibility is primarily determined by two main attributes: expertise and trustworthiness. Expertise refers to the audience's perception of the communicator's knowledge and skill level regarding the subject matter, while trustworthiness is related to the audience's belief in the communicator's honesty and integrity.

The theory suggests that communicators perceived as highly credible are more likely to persuade their audience compared to those perceived as less credible. This is because audiences are more inclined to accept messages from sources they deem knowledgeable and trustworthy, assuming that such sources are more likely to provide accurate and reliable information.

Furthermore, Source Credibility Theory highlights the dynamic nature of credibility, acknowledging that it can change over time and be influenced by various factors, including the context of the communication, the medium through which the message is delivered, and the audience's pre-existing attitudes and beliefs. As such, understanding and effectively managing source credibility is crucial for communicators seeking to maximize the impact of their persuasive efforts.

2.2.2 Hierarchy of Effects Theory

The Hierarchy of Effects Theory, first proposed by Robert J. Lavidge and Gary A. Steiner in their 1961 paper titled "A Model for Predictive Measurements of Advertising Effectiveness," is a significant concept in marketing and advertising, which outlines the stages a consumer or audience member goes through in the process of purchasing a product or adopting a new behavior (Lavidge & Steiner, 1961).

The theory typically includes the following stages, though variations exist depending on the model:

Stage 1: Awareness: The consumer becomes aware of the product or brand. This is the initial exposure stage where recognition of the product or brand is developed.

Stage 2: Knowledge: The consumer learns about the brand or product. This involves understanding what the product is and what it offers.

Stage 3: Liking: The consumer develops a favorable attitude towards the product or brand. This stage is about creating a positive emotional response.

Stage 4: Preference: The consumer starts to prefer the product over other similar products. This involves distinguishing the product from its competitors.

Stage 5: Conviction: The consumer develops a belief or conviction that the product is the right choice for them. This is a more cognitive stage, involving a mental agreement or commitment.

Stage 6: Purchase: The final stage where the consumer actually buys the product. This is the action stage of the process.

Lavidge and Steiner (1961) further categorized the above six stages into three principal phases of behavior:

a) Cognitive Phase: This initial phase, often referred to as the "thinking" stage, involves the consumer's awareness and the acquisition of knowledge about the product. It is characterized by a rational evaluation, where the consumer assesses the merits and demerits, along with the specifications of the product.

b) Affective Phase: Known as the "feeling" stage, during this phase, consumers begin to form emotional attachments to the product, which may range

from strong positive to negative sentiments. This emotional engagement signifies the development of a personal preference towards the product.

c) Behavioral or Conative Phase: Representing the "action" stage, this phase culminates the process where, after careful consideration of the product's advantages and disadvantages, and establishing a personal liking, the consumer proceeds to make the purchase.

The Hierarchy of Effects Theory can be applied to understand how audiences move from initial exposure to patent content to a deeper understanding and potential responses. It can help in mapping out the journey of audience engagement with patent content, from initial exposure to eventual perception formation or behavior change.

2.3 Research Hypotheses

Based on the above literature review, this study proposes to test three research hypotheses and nine sub-hypotheses as follows:

HP#1: The execution styles in presenting utility patent via YouTube have a direct effect on audiences' responses.

HP#1.1: The execution styles in presenting utility patent via YouTube have a direct effect on audiences' cognitive responses.

HP#1.2: The execution styles in presenting utility patent via YouTube have a direct effect on audiences' affective responses.

HP#1.3: The execution styles in presenting utility patent via YouTube have a direct effect on audiences' behavioral responses.

HP#2: The use of presenter in presenting utility patent via YouTube has a direct effect on audiences' responses.

HP#2.1: The use of presenter in presenting utility patent via YouTube has a direct effect on audiences' cognitive responses.

HP#2.2: The use of presenter in presenting utility patent via YouTube has a direct effect on audiences' affective responses.

HP#2.3: The use of presenter in presenting utility patent via YouTube has a direct effect on audiences' behavioral responses.

HP#3: The execution styles and the use of presenter in presenting utility patent via YouTube have an interaction effect on audiences' responses.

HP#3.1: The execution styles and the use of presenter in presenting utility patent via YouTube have an interaction effect on audiences' cognitive responses.

HP#3.2: The execution styles and the use of presenter in presenting utility patent via YouTube have an interaction effect on audiences' affective responses.

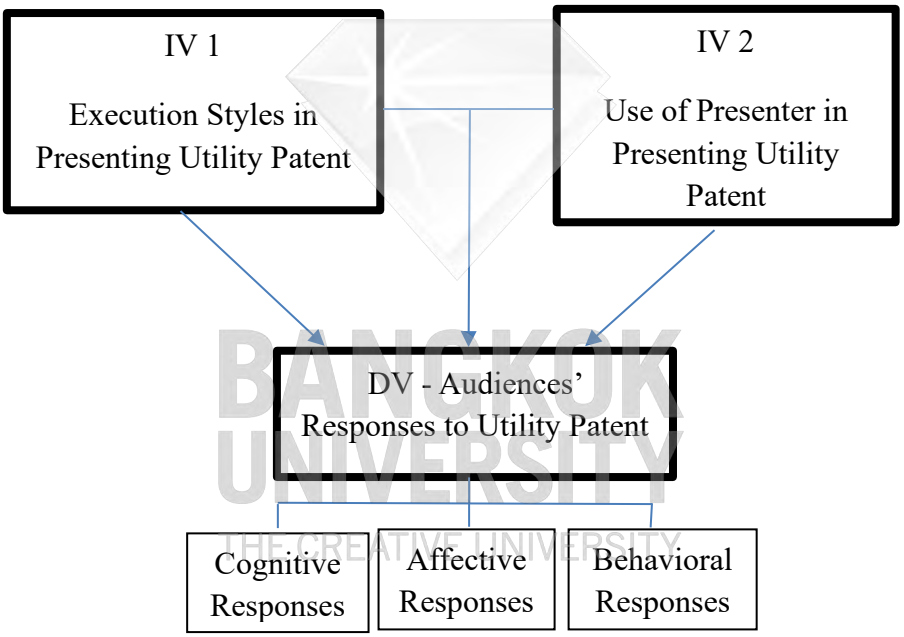
HP#3.3: The execution styles and the use of presenter in presenting utility patent via YouTube have an interaction effect on audiences' behavioral responses.

2.4 Conceptual Framework

The conceptual framework as shown in Figure 2.1 presents the direct and interaction effects of two independent variables -- the execution styles, and the use of a presenter in presenting utility patents on YouTube -- on the dependent variable, which is the audiences' responses to the utility patents. These responses are further categorized into three types based on the Hierarchy of Effects Theory by

Lavidge and Steiner (1961) – 1) cognitive responses which are awareness and knowledge of the utility patents, 2) affective responses which involve liking and preference for the utility patents, and 3) behavioral responses which include sharing, forwarding, commenting, reviewing, purchasing or repurchasing the utility patents.

Figure 2.1: Conceptual Framework



CHAPTER 3

METHODOLOGY

This chapter outlines the research methodology used to investigate the impact of execution styles and presenter on audience responses to the utility patent of daily necessities. Details of the research design, population and sample selection, research instrument, instrument pretest, data collection procedure, and data analysis methods were described in this chapter.

3.1 Research Design

This study employs a survey to explore the impact of execution styles and presenter on audience responses to the utility patent of daily necessities. The research utilizes a structured questionnaire as the primary data collection method. The theoretical foundation of this research is based on the Hierarchy of Effects Theory, which categorizes audience responses into cognitive, affective, and behavioral phases. The study measures the above-mentioned three phases of audience responses after the respondents' exposure to different execution styles of patent contents, and different uses of presenter for patent contents.

The survey method is particularly suitable for this research due to its ability to provide objective, measurable, and statistically analyzable data. By employing statistical techniques, this approach enables the assessment of relationships, patterns, and trends in audience responses. Furthermore, it facilitates the generalization of findings to a broader population, which is essential in understanding the widespread impact of execution styles and presenter on audience responses to a utility patent.

In terms of selection of target patent, the KAZbrella patent, United States Patent No. 9,993,053 (2018), was selected as the focus of this study for the following reasons:

1) Patent Classification: The KAZbrella patent falls under the category of daily necessities (Class A: Human Necessities) in the International Patent Classification (IPC). Unlike patents in more complex fields such as digital technology, semiconductors, or biomedical sciences, the content of this patent is more easily understood by the general public. This accessibility makes it an ideal subject for evaluating audience responses across cognitive, affective, and behavioral dimensions.

2) International Patent Application: The KAZbrella patent was filed through the Patent Cooperation Treaty (PCT), and it has already been granted patents in multiple regions, including the United States, Japan, the European Union, China, the United Kingdom, and Hong Kong. This indicates a high level of innovation and global commercialization potential, making it an appropriate subject for research in the field of global communication. The international scope of the patent underscores its relevance and the significance of studying audience responses to it across different regions and cultures.

3) Public Crowdfunding: The KAZbrella product has been featured on public crowdfunding platforms. This aspect provides a unique opportunity to assess behavioral responses such as willingness to support or purchase, as it offers real-world data on consumer interest and engagement with the product.

4) Availability of Promotional Videos: There are a few promotional videos available online related to the KAZbrella. Specifically, there are both types of videos

available: those with a presenter and those without. This availability makes the KAZbrella patent particularly suitable for this study, as it allows for a comparison of different execution styles and their impact on audience responses.

5) Innovative and Practical Product: The KAZbrella is not only innovative but also highly practical, addressing common issues faced by users of traditional umbrellas. Its unique design and utility make it a relevant and interesting subject for participants, likely enhancing their engagement with the study.

These factors combined make the KAZbrella patent an optimal choice for investigating the impact of execution styles and presenter on audience responses.

3.2 Population and Sample Selection

The target population for this study includes individuals aged 18 to 60, representing a broad cross-section of potential consumers of daily necessities. This age restriction is set to ensure that the respondents have reached the age of majority, which is typically associated with a higher level of cognitive maturity and legal independence. Adults are more likely to have the necessary experience and understanding to provide informed and meaningful responses regarding patent contents, especially considering the technical and complex nature of such information. As noted by Sherriff (2024), patent texts are “notoriously difficult to read,” requiring domain-specific knowledge, structural understanding, and experiential cues for effective comprehension.

Furthermore, focusing on adults aligns with ethical research practices, as it eliminates the need for parental consent required for surveying minors. This simplifies

the research process and adheres to standard ethical guidelines for conducting surveys.

The sampling method to be used in this study is a mix of stratified sampling and convenience sampling. This involves dividing the target population into different subgroups or strata, and then conveniently selecting samples from each stratum. This approach ensures that the sample is representative of the entire population, allowing for more accurate and generalizable findings. The stratification will be based on generation. Samples of this study include representatives of three generations (Gen Z (Born during 1997–2007); Gen Y (Born during 1981–1996); and Gen X (Born during 1965–1980).

The sample size for this study was determined based on the requirements of a two–factor experimental design, with Execution Style (Straight Sell, Comparison, and Slice–of–Life) and Presenter (With Presenter versus Without Presenter) as independent variables, resulting in three stimuli sub-groups. To detect a medium effect size ($f = 0.25$) with a significance level (α) of 0.05 and statistical power ($1-\beta$) of 0.80, each stimuli sub-group requires approximately 50 participants. Thus, the minimum sample size is 150 participants.

To account for potential non-response or invalid responses, a 20% increase was applied, resulting in a recommended total of 180 participants. These participants were equally distributed across the three stimuli sub-groups, with each sub–group consisting of 60 participants. This allocation ensures balanced representation for both independent variables and provides sufficient statistical power to analyze both main effects and interaction effects using the Two–Way Analysis of Variance (Two–Way ANOVA).

To prevent confounding effects of generation on the examined dependent variable, samples of three stimuli sub–groups must include an equal number of representatives from all three generations as described in Table 3.1.

Table 3.1: Sample Size Allocation Based on Stratum of Generation

Stimuli Sub–Groups	Generation			Sub–Total
	Gen Z (1997–2007)	Gen Y (1981–1996)	Gen X (1965–1980)	
Set A	20	20	20	60
Set B	20	20	20	60
Set C	20	20	20	60
			Total	180

3.3 Research Instrument

The primary research instrument is composed of different sets of stimuli (Kazbrella patent) and a structured questionnaire designed to measure the direct effect of execution styles in patent presentation, the direct effect of use of presenter in patent presentation (presenter versus non-presenter), and the interaction effect of both on their responses in terms of cognitive, affective, and behavioral phases.

In terms of stimulus, video presentations of KAZbrella in three different execution styles with or without presenter were arranged. The stimuli are designed to examine how different execution styles and the presence or absence of a presenter influence audience responses to the KAZbrella patent. Each set employs a unique execution style and includes two scenarios: one with a presenter and one without.

Each participant was assigned to view one set of the arranged execution styles in two scenarios (presenter versus non–presenter) as follows:

Set A: Execution Style: Straight sell, focusing on factual information delivery.

Scenarios:

1) Without Presenter: “Introducing KAZbrella Compact” (0:26) https://www.youtube.com/watch?v=V7o8yc8vQ_Q – A concise video presenting technical specifications with product demonstrations.

2) With Presenter: “KAZbrella - Under the Canopy” (3:15) https://www.youtube.com/watch?v=XeiDwgOa_eg – A video featuring the inventor explaining the product with a focus on key features.

Set A focuses on a direct, fact-driven presentation style. The videos prioritize technical details and product utility, with minimal emotional or narrative elements. The inclusion of both scenarios (with and without a presenter) allows the study to assess how presenter involvement affects audience comprehension and engagement.

Set B: Execution Style: Comparison, highlighting the differences between KAZbrella and traditional umbrellas.

Scenarios:

1) Without Presenter: “Kazbrella” (1:08) https://www.youtube.com/watch?v=-cxteAdtssg – A video comparing the reverse-folding design of KAZbrella with conventional umbrellas.

2) With Presenter: “KAZbrella Kickstarter Campaign” (4:08) https://www.youtube.com/watch?v=VmvoU9cRzn4&t=2s – The inventor demonstrates the product in various scenarios, emphasizing its unique features and practical benefits.

Set B adopts a comparative approach to showcase the product advantages. This execution style emphasizes practical use cases and comparative insights, with and without the personal engagement of a presenter.

Set C: Execution Style: Slice-of-life, showcasing the product in relatable, everyday contexts.

Scenarios:

1) Without Presenter: “KAZbrella - The Umbrella Reinvented” (0:57) https://www.youtube.com/watch?v=yoC2DZa8Qp8 – A video portraying the KAZbrella in the daily situation, focusing solely on visuals.

2) With Presenter: “KAZbrella | Reverse Open Drip-Proof Umbrella” (0:56) https://www.youtube.com/watch?v=A7trvrJ13Oc – A reviewer demonstrates the product in daily scenarios, narrating its practical advantages.

Set C uses a slice–of–life style to present the KAZbrella in familiar, real-world contexts. This approach aims to evoke emotional resonance and practicality, with scenarios comparing the effects of having a presenter versus relying solely on visuals. Table 3.2 provides details of video clips based on three execution styles and use or no use of presenter.

Table 3.2: Comparison of YouTube Videos Promoting KAZbrella Patent

Set	Name of the video clip	Length	Main execution style	Presenter	Link
Set A	Introducing KAZbrella Compact	0:26	Straight sell or factual	No	https://www.youtube.com/watch?v=V7o8yc8vQ_Q
	KAZbrella - Under the Canopy	3:15		Yes (Inventor)	https://www.youtube.com/watch?v=XeiDwgOa_eg
Set B	Kazbrella	1:08	Comparison	No	https://www.youtube.com/watch?v=-cxteAdtssg
	KAZbrella Kickstarter Campaign	4:08		Yes (Inventor)	https://www.youtube.com/watch?v=VmvoU9cRzn4&t=2s
Set C	KAZbrella - The Umbrella Reinvented	0:57	Slice of life	No	https://www.youtube.com/watch?v=yoC2DZa8Qp8
	KAZbrella | Reverse Open Drip-Proof Umbrella	0:56		YES (Reviewer)	https://www.youtube.com/watch?v=A7trvrJ13Oc

The questionnaire was composed of 8 sections as below:

Section 1: Background Data: This section uses multiple choice questions capturing the characteristics of the respondents in terms of generation, gender, educational background, familiarity with patents, and prior knowledge about KAZbrella.

Section 2: Exposure to KAZbrella patent contents: Participants were asked to report which set of stimuli they viewed in this section (Set A, B or C). There are three sets of stimuli as shown in Table 3.3.

Table 3.3: Details of Patent Content for Each Set of Stimuli

Stimuli	Description of Patent Contents
Set A	Scenario 1: Straight sell with presenter Scenario 2: Straight sell without presenter
Set B	Scenario 1: Comparison with presenter Scenario 2: Comparison without presenter
Set C	Scenario 1: Slice of life with presenter Scenario 2: Slice of life without presenter

Section 3 & 6: Cognitive Responses: This part measures participant's understanding and knowledge about the patent, was measured by four statements adapted from Smith and Swinyard (1982). Participants were asked to indicate whether they agree or disagree with the following four statements, based on the 5–point Likert scales (1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly Agree).

(1) "I clearly understand the advantages of the KAZbrella design."

(2) "The KAZbrella patent content is easy to follow and comprehend."

(3) "The design and functionality of the KAZbrella are effectively communicated in the video."

(4) "The information provided about the KAZbrella increases my knowledge of innovative patents."

Section 4 & 7: Affective Responses: participant's feelings towards the patent, was measured by four statements adapted from Watson, Clark and Tellegen (1988). Participants were asked to indicate whether they agree or disagree with the following

four statements, based on the 5-point Likert scales (1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly Agree).

(1) "The KAZbrella product evokes my positive feelings of innovation and creativity."

(2) "I feel excited about the idea of using KAZbrella product."

(3)"Watching the video makes me feel confident in the utility of the KAZbrella."

(4) "The presentation of the KAZbrella makes me feel it is a solution to common umbrella problems."

Section 5 & 8: Behavioral Responses: participant's likelihood of engaging in actions related to the patent, was measured by four statements adapted from Ajzen (1991). Participants were asked to indicate whether they agree or disagree with the following four statements, based on the 5–point Likert scales (1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly Agree).

(1) "I would consider purchasing KAZbrella if it becomes available."

(2) "I am likely to recommend KAZbrella product(s) to others."

(3) "I would follow KAZbrella on social media or other platforms to stay updated."

(4) "I am willing to support the KAZbrella project on a crowdfunding platform."

3.4 Instrument Pretest

Before the main data collection, the questionnaire undergone a pretest with a small group of 34 participants who are the good representative of the target population. The pretest aims to ensure the clarity, reliability, and validity of the questions. Feedback from the pretest was used to refine the questionnaire, ensuring it effectively captures the intended responses.

Reliability was assessed using Cronbach's alpha to ensure internal consistency across the cognitive, affective, and behavioral response scales. The results indicated high reliability for all variables:

Table 3.4: Summary of Pretest Results

	No Presenter	With Presenter
Cognitive Responses	α = 0.847	α = 0.906
Affective Responses	α = 0.763	α = 0.767
Behavioral Responses	α = 0.849	α = 0.831

All values exceeded the commonly accepted threshold of 0.7, indicating that the questionnaire demonstrated good reliability and could be used for further data collection.

3.5 Data Collection Procedure

Firstly, a self-administered questionnaire was developed by the major investigator to cover all variables in the conceptual framework. The supervisor of this study reviewed the validity of its content. After the questionnaire was approved, it was then pretested by 34 participants to identify whether any questionnaire items result in confusion or misinterpretation of the content, and to check reliability of the measurement. Results of this pretest were used to refine the questionnaire.

Next step is actual data collection. The questionnaire was created by Google Forms and then sent directly to the samples through email, Facebook, Line, Instagram, and the paid survey platform (Prolific). Participants were exposed to their assigned patent execution styles and use of presenter via a hyperlink contained in the questionnaire and then complete the questionnaire.

Finally, the collected data were processed and analyzed by using the Statistical Program for Social Sciences (SPSS) to test the proposed hypotheses.

3.6 Data Analysis

The collected data were analyzed using statistical methods to determine the impact of execution styles and use of presenter on audience responses.
The following steps will be undertaken:

Descriptive Statistics in terms of frequency and percentage were used to describe the demographic characteristics of the respondents. Mean and standard deviation of two independent variables (exposure to execution styles in patent presentation, and exposure to use of presenter in patent presentation), and all three dependent variables (cognitive, affective, and behavioral responses) were presented.

Inferential Statistics in terms of Two–Way ANOVA was used to examine the direct effect and interaction effect of execution styles and use of presenter on participants' responses.

The results were analyzed to ascertain whether execution styles and use of presenter significantly influence audience responses, and whether the interaction effect of these variables exists. These findings provide insights regarding the effectiveness of different communication strategies for presenting patent information to the public.

3.7 Validity and Reliability

Firstly, a pretest will be conducted with 34 participants who represent the target population to ensure the validity and reliability of the research instruments before the main data collection.

Secondly, the questionnaire items are adapted from established scales used in previous research (Smith & Swinyard, 1982; Watson et al., 1988; Ajzen, 1991), ensuring that they accurately measure cognitive, affective, and behavioral responses.

Moreover, Cronbach's alpha will be calculated for each construct to ensure reliability, with a threshold of 0.70 or higher considered acceptable (Nunnally, 1978).

CHAPTER 4

FINDINGS

This chapter presents data analysis results regarding descriptive statistics of survey respondents and the examined variables based on the conceptual framework, together with results of hypothesis testing.

4.1 Results of Descriptive Statistics on Survey Respondents

The online survey was conducted between March 3 and March 24, 2025. More than 180 respondents answered the questionnaires; however, after filtering invalid questionnaires, 180 valid questionnaires were analyzed by SPSS in this study. Table 4.1 shows frequency and percentage of respondents based on their demographic characteristics.

In terms of generation, the 180 respondents participated in this study are equally distributed across three generational cohorts: Gen X (n = 60, 33.3%), Gen Y (n = 60, 33.3%), and Gen Z (n = 60, 33.3%). It should be noted that the generational distribution was controlled to ensure equal representation across the three generational cohorts, as specified in the research design in Chapter 3.

Gender distribution included slightly more female (n = 95, 52.8%) than male (n = 80, 44.4%), while a very small number of them prefer not to disclose gender (n = 3, 1.7%), and identify as other (n = 2, 1.1%).

In terms of education, most of the samples earned bachelor's degree (n = 64, 35.6%), or master's degree (n = 58, 32.2%), followed by high school (n = 24, 13.3%),

some college (n = 24, 13.3%), and doctorate (n = 10, 5.6%). No respondents reported "other" educational qualifications.

Table 4.1: Frequency and Percentage of Samples' Demographic Characteristics

Demographic Characteristics	Frequency	Percentage
Generation		
Gen X	60	33.3
Gen Y	60	33.3
Gen Z	60	33.3
Total	180	100
Gender		
Male	80	44.4
Female	95	52.8
Other	2	1.1
Prefer not to say	3	1.7
Total	180	100
Education		
High school	24	13.3
Some college	24	13.3
Bachelor's Degree	64	35.6
Master's Degree	58	32.2
Doctoral Degree	10	5.6
Other	0	0
Total	180	100

Table 4.2 presents respondents' interest in and familiarity with patents, and prior knowledge of the product. Regarding familiarity with the patents, majority of the respondents are moderately familiar (n = 82, 45.6%), followed by slightly familiar (n = 48, 26.7%), very familiar (n = 26, 14.4%), reported no familiarity (n = 16, 8.9%), and very few of them are extremely familiar (n = 8, 4.4%).

Concerning interest in patents, most of respondents are very interested (n = 63, 35.0%), followed by moderately interested (n = 49, 27.2%), slightly interested (n = 38, 21.1%), extremely interested (n = 24, 13.3%), and very few of them were not at all interested (n = 6, 3.3%).

In terms of prior knowledge of the KAZbrella product, majority of the respondents indicated no prior knowledge (n = 154, 85.6%) while a small number of them reported prior knowledge (n = 26, 14.4%).

Table 4.2: Frequency and Percentage of Respondents' Background with the Patents and the KAZbrella Product

Background with the Patents and the KAZbrella Product	Frequency	Percentage
Familiarity With Patents		
Not at all	16	8.9
Slightly	48	26.7
Moderately	82	45.6
Very	26	14.4
Extremely	8	4.4
Total	180	100

(Continued)

Table 4.2 (Continued): Frequency and Percentage of Respondents' Background with the Patents and the KAZbrella Product

Background with the Patents and the KAZbrella Product	Frequency	Percentage
Interest in Patents		
Not at all	6	3.3
Slightly	38	21.1
Moderately	49	27.2
Very	63	35
Extremely	24	13.3
Total	180	100
Prior Knowledge of KAZbrella		
Yes	26	14.4
No	154	85.6
Total	180	100

4.2 Results of Descriptive Statistics on the Examined Variables

This section reports descriptive statistics on three different kinds of audiences' responses -- cognitive, affective, and behavioral responses -- as described in the following sub-sections:

4.2.1 Results of Descriptive Statistics on Cognitive Responses

In terms of cognitive responses, among all combinations, the highest mean was observed for cognitive response in the "Comparison" style with a presenter ($\bar{X}$ = 4.54, SD = 0.58008), followed closely by the "Straight Sell" style with a presenter ($\bar{X}$ = 4.38, SD = 0.61668), the "Slice of Life" style with a presenter

($\bar{X}$ = 4.37, S.D. = 0.70784), the "Straight Sell" style without a presenter ($\bar{X}$ = 4.11, S.D. = 0.60079), the "Comparison" style without a presenter ($\bar{X}$ = 4.07, S.D. = 0.69786). The lowest mean for cognitive responses was found in the "Slice of Life" style without a presenter ($\bar{X}$ = 3.72, S.D. = 0.91988). Table 4.3 shows the descriptive statistics for average cognitive responses across different execution styles and presenter conditions.

Table 4.3: Descriptive Statistics on Cognitive Response

Execution Style	Presence of Presenter	Mean	S.D.	N
Straight Sell	No	4.1083	0.60079	60
	Yes	4.3750	0.61668	60
	Total	4.2417	0.60283	120
Comparison	No	4.0667	0.69786	60
	Yes	4.5375	0.58008	60
	Total	4.3021	0.6813	120
Slice of Life	No	3.7208	0.91988	60
	Yes	4.3708	0.70784	60
	Total	4.0468	0.88758	120
Total	No	3.9663	0.77305	180
	Yes	4.4278	0.68333	180
	Total	4.1965	0.74482	360

4.2.2 Results of Descriptive Statistics on Affective Responses

In terms of affective responses, among all combinations, the “Comparison” style with a presenter yielded the highest mean affective response ($\bar{X}$ = 4.375, S.D. = 0.6485), suggesting that this format is most effective in eliciting emotional engagement, followed closely by the “Straight Sell” style with a presenter ($\bar{X}$ = 4.27, S.D. = 0.7944), the “Slice of Life” style with a presenter ($\bar{X}$ = 4.11, S.D. = 0.71658), the “Comparison” style without a presenter ($\bar{X}$ = 4.01, S.D. = 0.56827), the “Straight Sell” style without a presenter ($\bar{X}$ = 3.90, S.D. = 0.82107). The lowest mean for affective responses was found in the “Slice of Life” style without a presenter ($\bar{X}$ = 3.78, S.D. = 0.87265). A similar trend is observable across other execution styles, where the presence of a presenter consistently enhanced affective responses. Table 4.4 illustrates the descriptive statistics for average affective responses across varying execution styles and presenter conditions.

Table 4.4: Descriptive Statistics on Affective Response

Execution Style	Presence of Presenter	Mean	S.D.	N
Straight Sell	No	3.9	0.82107	60
	Yes	4.2667	0.7944	60
	Total	4.0833	0.82524	120
Comparison	No	4.0125	0.56827	60
	Yes	4.375	0.6485	60
	Total	4.1938	0.63383	120

(Continued)

Table 4.4 (Continued): Descriptive Statistics on Affective Response

Execution Style	Presence of Presenter	Mean	S.D.	N
Slice of Life	No	3.7792	0.87265	60
	Yes	4.1083	0.71658	60
	Total	3.9437	0.81185	120
Total	No	3.8972	0.76108	180
	Yes	4.25	0.72659	180
	Total	4.0736	0.76673	360

4.2.3 Results of Descriptive Statistics on Behavioral Responses

As for behavioral responses, the highest behavioral response was recorded for the “Straight Sell” style with a presenter ($\bar{X}$ = 3.8458, S.D. = 0.88189), followed closely by the “Comparison” style with a presenter ($\bar{X}$ = 3.83, S.D. = 0.79), the “Slice of Life” style with a presenter ($\bar{X}$ = 3.65, S.D. = 0.80), the “Straight Sell” style without a presenter ($\bar{X}$ = 3.60, S.D. = 1.02), the “Comparison” style without a presenter ($\bar{X}$ = 3.54, S.D. = 0.74). The lowest mean for behavioral responses was found in the “Slice of Life” style without a presenter ($\bar{X}$ = 3.28, S.D. = 0.89). Across all styles, the presence of a presenter consistently yielded higher mean scores. Table 4.5 illustrates the descriptive statistics for average behavioral responses across varying execution styles and presenter conditions.

Table 4.5: Descriptive Statistics on Behavioral Response

Execution Style	Presence of Presenter	Mean	S.D.	N
Straight Sell	No	3.5958	1.02002	60
	Yes	3.8458	0.88189	60
	Total	3.7208	0.95771	120
Comparison	No	3.5375	0.73765	60
	Yes	3.8292	0.79657	60
	Total	3.6833	0.77834	120
Slice of Life	No	3.2792	0.89164	60
	Yes	3.6458	0.80818	60
	Total	3.4625	0.85761	120
Total	No	3.4812	0.89123	180
	Yes	3.7736	0.83008	180
	Total	3.6285	0.88274	360

Table 4.6 shows results of descriptive characteristics on the examined variables, and the reliability of their measurement. As written in chapter 3, the scales with Cronbach's Alpha coefficient (higher than 0.7) were tested to determine whether the measurement scales are reliable and to what extent the items are related. Based on the Reliability Analysis, it was found that all scales have the Cronbach's Alpha coefficients over 0.7 and can be considered appropriate (George & Mallery, 2003). As a result, it proves that the scales are reliable and can be used in the next steps.

The analysis results indicate that, “Cognitive Responses – With Presenter” has the highest mean ($\bar{X}$ = 4.43, S.D. = 0.64), followed by “Affective Responses –

With Presenter" ($\bar{X}$ = 4.25, S.D. = 0.73), "Cognitive Responses – No Presenter" ($\bar{X}$ = 3.97, S.D. = 0.77), "Affective Responses – No Presenter" ($\bar{X}$ = 3.90, S.D. = 0.77), "Behavioral Responses – With Presenter" ($\bar{X}$ = 3.77, S.D. = 0.83), and "Behavioral Responses – No Presenter" ($\bar{X}$ = 3.48, S.D. = 0.91), respectively.

Table 4.6: Descriptive Statistics and Reliability Test of the Examined Variables

Variables	N	Mean	S.D.	No. of Items	Cronbach's Alpha
Cognitive Responses to video of KAZbrella patent contents on YouTube					
Cognitive Responses – No Presenter	180	3.97	0.77	4	0.835
Cognitive Responses – With Presenter	180	4.43	0.64	4	0.866
Affective Responses to video of KAZbrella patent contents on YouTube					
Affective Responses – No Presenter	180	3.90	0.77	4	0.867
Affective Responses – With Presenter	180	4.25	0.73	4	0.888
Behavioral Responses to video of KAZbrella patent contents on YouTube					
Behavioral Responses – No Presenter	180	3.48	0.91	4	0.861
Behavioral Responses – With Presenter	180	3.77	0.83	4	0.855

4.3 Results of Hypothesis Testing

Three separate the Two–Way ANOVA tests were conducted to examine the main effects of execution style (IV1) and presenter (IV2), as well as their interaction, on cognitive, affective, and behavioral responses (DVs).

4.3.1 Testing Results of Research Hypothesis #1.1, #2.1, and #3.1

Results of the Two-Way ANOVA (see Table 4.7) reveal a statistically significant main effect for execution style ($p < .05$), indicating that different execution styles elicited varying levels of cognitive response. Therefore, HP#1.1 (The execution styles in presenting the utility patent via YouTube have a direct effect on audiences' cognitive responses.) is supported.

Additionally, a statistically significant main effect was observed for the presence of a presenter ($p < .001$), confirming that presenter inclusion substantially enhanced cognitive engagement. Hence, HP#2.1 (The use of a presenter in presenting the utility patent via YouTube has a direct effect on audiences' cognitive responses.) is also supported.

However, the interaction effect between execution style and presenter was not statistically significant ($p > .05$), suggesting that the influence of execution style on cognitive responses did not depend on presenter presence. Therefore, HP#3.1 (there is an interaction effect between execution style and presenter on audiences' cognitive responses) is not supported.

Table 4.7: Results of Two-Way ANOVA on Cognitive Response

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	25.765	5	5.153	10.521	<.001	0.129
Intercept	6339.9	1	6339.9	12943.6	<.001	0.973
Execution Style	4.307	2	2.153	4.396	**0.013**	0.024
Presenter	19.252	1	19.252	39.304	**<0.001**	0.1
Execution Style * Presenter	2.207	2	1.104	2.253	**0.107**	0.013
Error	173.393	354	0.49			
Total	6539.06	360				
Corrected Total	199.158	359				

4.3.2 Testing Results of Research Hypothesis #1.2, #2.2 and #3.2

Results of the Two–Way ANOVA (see Table 4.8) reveal a statistically significant main effect for execution style ($p < .05$), and for presenter ($p < .001$). These results indicate that both execution style and the inclusion of a presenter significantly influence viewers' emotional responses. Therefore, HP#1.2 (The execution styles in presenting the utility patent via YouTube have a direct

effect on audiences' affective responses.) and HP#2.2 (the use of a presenter in presenting the utility patent via YouTube has a direct effect on audiences' affective responses.) are both supported.

However, the interaction effect between execution style and presenter was not significant ($p > .05$), suggesting their effects operate independently. Hence, HP#3.2 (there is an interaction effect between execution style and presenter on audiences' affective responses) is not supported.

Table 4.8: Results of Two–Way ANOVA on Affective Response

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	14.993	5	2.999	5.414	<0.001	0.071
Intercept	5973.951	1	5973.951	10786.591	<0.001	0.968
Execution Style	3.767	2	1.884	3.401	**0.034**	0.019
Presenter	11.201	1	11.201	20.224	**<0.001**	0.054
Execution Style * Presenter	0.025	2	0.013	0.023	**0.977**	0.0
Error	196.056	354	0.554			
Total	6185.0	360				
Corrected Total	211.049	359				

4.3.3 Testing Results of Research Hypothesis #1.3, #2.3 and #3.3

Results of the Two–Way ANOVA (see Table 4.9) reveal that the main effect of execution style did not reach statistical significance ($p > .05$), indicating that differences among execution styles did not significantly influence participants' behavioral intentions. Therefore, HP#1.3 (the execution styles in presenting the utility patent via YouTube have a direct effect on audiences' behavioral responses.) is not supported.

However, a significant main effect was found for the presence of a presenter ($p < .01$), suggesting that videos featuring a presenter elicited significantly stronger behavioral responses than those without. Hence, HP#2.3 (The use of a presenter in presenting the utility patent via YouTube has a direct effect on audiences' behavioral responses) is supported.

Again, the interaction effect between execution style and presenter was not significant ($p > .05$), implying that the impact of execution style on behavioral responses was not dependent on the presence of a presenter. Therefore, HP#3.3 (there is an interaction effect between execution style and presenter on audiences' behavioral responses.) is not supported.

Table 4.9: Results of Two–Way ANOVA on Behavioral Response

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	11.663	5	2.333	3.08	.010	0.042
Intercept	4739.692	1	4739.692	6258.716	<.001	0.946
Execution Style	3.986	2	1.993	2.632	**0.073**	0.015
Presenter	7.584	1	7.584	10.014	**0.002**	0.028
Execution Style * Presenter	0.094	2	0.047	0.062	**0.940**	0.0
Error	268.082	354	0.757			
Total	5019.438	360				
Corrected Total	279.746	359				

4.3.4 Summary of Hypothesis Testing

As for HP#1: The execution styles in presenting utility patent via YouTube have a direct effect on audiences' responses, this hypothesis is partially supported. The findings revealed statistically significant effects of execution style on both cognitive and affective responses (HP#1.1 and HP#1.2), indicating that how a message is executed influences viewers' understanding and emotional engagement. However, the effect on behavioral responses was not statistically significant (HP#1.3), suggesting that execution style alone may not be sufficient to drive behavioral responses.

As for HP#2: The use of presenter in presenting utility patent via YouTube has a direct effect on audiences' responses, this hypothesis is fully supported. Across all three dimensions -- cognitive (HP#2.1), affective (HP#2.2), and behavioral (HP#2.3) -- the presence of a presenter significantly enhanced audience responses.

As for HP#3: The execution styles and the use of presenter in presenting utility patent via YouTube have an interaction effect on audiences' responses, this hypothesis is not supported. The interaction effects were not statistically significant for any of the three dimensions of the dependent variable (HP#3.1, HP#3.2 and HP#3.3), indicating that execution style and presenter presence influenced responses independently rather than synergistically. The results of hypothesis testing were summarized in Table 4.10.

Table 4.10: Results of Hypothesis Testing

Hypothesis	Description	Result
HP#1	The execution styles in presenting utility patent via YouTube have a direct effect on audiences' responses.	Partially supported
HP#1.1	The execution styles in presenting the utility patent via YouTube have a direct effect on audiences' cognitive responses.	Supported
HP#1.2	The execution styles in presenting the utility patent via YouTube have a direct effect on audiences' affective responses.	Supported

(Continued)

Table 4.10 (Continued): Results of Hypothesis Testing

Hypothesis	Description	Result
HP#1.3	The execution styles in presenting the utility patent via YouTube have a direct effect on audiences' behavioral responses.	Not Supported
HP#2	The use of presenter in presenting utility patent via YouTube has a direct effect on audiences' responses.	Fully supported
HP#2.1	The use of a presenter in presenting the utility patent via YouTube has a direct effect on audiences' cognitive responses.	Supported
HP#2.2	The use of a presenter in presenting the utility patent via YouTube has a direct effect on audiences' affective responses.	Supported
HP#2.3	The use of a presenter in presenting the utility patent via YouTube has a direct effect on audiences' behavioral responses.	Supported
HP#3	The execution styles and the use of presenter in presenting utility patent via YouTube have an interaction effect on audiences' responses.	Not supported
HP#3.1	There is an interaction effect between execution style and presenter on audiences' cognitive responses.	Not Supported
HP#3.2	There is an interaction effect between execution style and presenter on audiences' affective responses.	Not Supported

(Continued)

Table 4.10 (Continued): Results of Hypothesis Testing

Hypothesis	Description	Result
HP#3.3	There is an interaction effect between execution style and presenter on audiences' behavioral responses.	Not Supported

CHAPTER 5

DISCUSSION

This chapter provides a comprehensive discussion of the research findings, including interpretations in relation to prior studies, relevant theories, and the researcher's expectations. In addition, it outlines the key limitations of the study and offers recommendations for future research as well as practical applications of the findings.

5.1 Summary of Key Findings

A total of 180 valid responses were collected, with equal representation from three generational cohorts: Gen X, Gen Y, and Gen Z (each comprising 33.3% of the sample). The gender distribution showed a slightly higher proportion of female respondents (52.8%) compared to male respondents (44.4%). In terms of education, most respondents held a bachelor's (35.6%) or master's degree (32.2%). Regarding patent-related background, 45.6% of respondents reported moderate familiarity with patents, and 35% expressed high interest in learning about patents. Only 14.4% of respondents had prior knowledge of the KAZbrella product.

As for the core variables of this study, the mean scores and standard deviations indicate that videos with a presenter consistently resulted in higher audience responses across all dimensions. The highest mean was observed in "Cognitive Responses – With Presenter" ($\bar{X} = 4.43$, SD = 0.64). In contrast, the lowest mean was associated with "Behavioral Responses – No Presenter" ($\bar{X} = 3.48$, S.D. = 0.91), highlighting the positive influence of presenter inclusion

in multimedia presentations of utility patents.

The purpose of this study was to investigate the effects of different execution styles and the presence of a presenter in presenting a utility patent via YouTube on audiences' cognitive, affective, and behavioral responses. The study was structured around three primary hypotheses: (1) that execution styles would directly affect audience responses, (2) that the presence of a presenter would influence audience responses, and (3) that an interaction between execution style and presenter would jointly impact audience responses.

Two independent variables were examined: exposure to execution style (including Straight Sell, Comparison, and Slice of Life) and exposure to presenter presence (with or without presenter). The dependent variables—cognitive, affective, and behavioral responses—were measured using multi-item Likert scales, each validated through internal consistency testing.

Data were collected from 180 valid participants and analyzed using the Statistical Package for the Social Sciences (SPSS). The analysis included descriptive statistics, reliability testing using Cronbach's alpha, and two–way ANOVA to evaluate main and interaction effects. The reliability coefficients for all scales exceeded the threshold of 0.8, indicating acceptable internal consistency.

Results from the two–way ANOVA revealed that exposure to execution style had a statistically significant effect on both cognitive and affective responses but did not significantly influence behavioral responses. In contrast, the exposure to content with presenter showed a significant effect across all three dimensions—demonstrating its consistent influence on enhancing message comprehension, emotional engagement, and behavioral intention. No significant interaction effects were observed between

exposure to execution style and exposure to content with presenter for any of the dependent variables, suggesting their effects were independent.

In summary, Hypothesis 1 (execution style effects) was partially supported, Hypothesis 2 (presenter effects) was fully supported, and Hypothesis 3 (interaction effects) was not supported. These findings confirm that both message structure and source characteristics independently shape audience responses to patent–related multimedia content. Further discussion of the implications of these results and recommendations for future studies are presented in the following chapter.

5.2 Discussion

5.2.1 Discussions Based on Past Studies

The findings of this study offer empirical support for past research regarding both execution styles and the use of presenters in multimedia content. Prior studies have highlighted that different execution styles can shape user engagement and perception, particularly in digital environments. For instance, Shahbaznezhad and colleagues (2021) demonstrated that the type of content and its context significantly affects user engagement behavior on social media platforms. Similarly, Dai and Wang (2023) identified that elements such as storytelling and character presence increase attention and engagement in online video formats.

Regarding the role of presenters, the study's findings are consistent with prior research emphasizing presenter characteristics as a critical factor in audience responses. Abou Zeid (2002), through the lens of the Uses and Gratifications Theory and source credibility model, found that audience perceptions of presenters' personal traits, and alignment of perspectives significantly influence communication

effectiveness. Similarly, Eisend (2009) noted that while humorous content can attract attention and create favorable ad attitudes, it is ultimately the presenter's credibility and persona that build trust and foster long-term audience relationships. The current study reaffirms these insights, as videos with a presenter significantly outperformed non-presenter versions in all three outcome dimensions -- cognitive, affective, and behavioral -- indicating that human presence strengthens the audience's sense of clarity, connection, and confidence in the message.

Taken together, the current findings reinforce prior literature suggesting that while execution styles influence how information is structured and processed, the presenter's presence and perceived credibility are instrumental in sustaining attention, evoking emotional resonance, and driving behavioral intention, especially when communicating unfamiliar or technical content such as utility patents.

5.2.2 Discussions Based on Relevant Theories

5.2.2.1 HP#1: The direct effect of execution styles on audience responses

The first hypothesis proposed that execution styles (Straight Sell, Comparison, Slice of Life) would directly affect audience responses across cognitive, affective, and behavioral dimensions.

This assumption is grounded in the Hierarchy of Effects Theory (Lavidge & Steiner, 1961), which suggests that consumers move through a sequential process from cognition (awareness and knowledge), to affect (feelings and preferences), and then to behavior (action or intention). In this model, the structure and clarity of a message—which are manipulated through different execution styles—

are critical to enhancing the audience's cognitive processing and emotional engagement with the content.

The empirical findings from this study partially supported HP#1: Execution styles significantly influenced cognitive and affective responses. However, they did not significantly affect behavioral responses.

This result implies that execution styles can indeed help audiences understand and emotionally connect with technical content such as patents, especially when styles such as “Comparison” and “Straight Sell” are used. However, simply understanding or liking the content is not sufficient to generate behavioral intention (e.g., sharing or purchase), suggesting that other psychological or contextual factors (e.g., motivation, trust, social norms) might mediate or moderate the relationship between message style and behavior.

The findings align with the theoretical expectation that informative and rational message structures are effective at early stages of persuasion (cognition and affect), but further interventions may be needed to move audiences to action.

5.2.2.2 HP#2: The direct effect of presenter on audience responses

The second hypothesis asserted that the presence of a presenter (vs. no presenter) would have a direct impact on all three types of audience responses.

This hypothesis draws on Source Credibility Theory (Hovland & Weiss, 1951), which indicates that message effectiveness is strongly influenced by the source’s credibility—defined through expertise and trustworthiness. Presenters, especially those who are perceived as knowledgeable and authentic, can help increase attention, comprehension, and persuasion.

The findings fully supported HP#2. The presence of a presenter significantly enhanced cognitive responses, affective responses, and behavioral responses.

This suggests that in contexts where the message is technical or unfamiliar (e.g., utility patents), audiences rely on the presenter not only to understand the content (cognitive response) and connect emotionally (affective response), but also to develop intention to act (behavioral response). The presenter serves as more than just an information conduit—they function as a comprehensive communication catalyst who reduces psychological distance, builds trust, and motivates engagement. This finding supports the theoretical assumption that a credible, relatable source enhances message effectiveness across all levels of audience response, from comprehension to action.

5.2.2.3 HP#3: The interaction effect of execution style and presenter on audience responses

The third hypothesis anticipated an interaction effect between execution style and presenter, suggesting that certain styles might be more or less effective depending on whether a presenter is used.

This assumption suggests that structural message factors (execution styles) and source–related factors (presenter) could reinforce or weaken each other, potentially leading to amplified or diminished outcomes in audience responses.

However, the study found no significant interaction effect between execution style and presenter on any of the audience response variables. This means that the presence of a presenter did not significantly enhance or diminish the effects of any particular execution style.

Theoretically, this suggests that execution style and presenter function independently in influencing the audience. While both are effective, their mechanisms may not necessarily converge. For example, an emotionally resonant style like “Slice of Life” may appeal through realism, while a presenter enhances understanding through explanation—but these pathways do not amplify each other when combined.

In practical terms, this indicates that each variable can be strategically adjusted based on communication goals. If the objective is comprehension, factual styles and a knowledgeable presenter work well independently. If the goal is affective or behavioral engagement, selecting either a strong presenter or a resonant message structure may suffice—but combining both does not guarantee synergy.

5.2.2 Discussions Based on Researcher’s Expectations

The findings largely aligned with the researcher’s initial assumptions. It was expected that both execution style and presenter presence would significantly impact all audience response types. While presenter presence met this expectation, the non-significant effect of execution style on behavioral responses was unanticipated.

A closer examination of the three execution styles revealed notable differences in effectiveness. Among the three styles, the Slice of Life execution consistently yielded the lowest mean scores across cognitive, affective, and behavioral responses—regardless of presenter presence. This suggests that while slice–of–life narratives may aim to foster relatability through realistic scenarios, their impact may be diluted when applied to technical or unfamiliar innovations such as utility patents. In contrast, Comparison and Straight Sell formats, which emphasize clarity, contrast, and factual explanation, appear more aligned with audiences’ informational needs when evaluating functional innovations.

Another unexpected result was the lack of significant interaction between execution style and presenter presence. It was initially hypothesized that certain execution styles might benefit more from the inclusion of a presenter—for instance, that a presenter might enhance the emotional appeal of slice-of-life storytelling or add credibility to a comparison style. However, the analysis showed that the effects of the two independent variables operated independently, rather than synergistically. This finding suggests that execution style and presenter function as parallel but non–reinforcing mechanisms. In other words, while both contribute to audience responses, the presence of one does not significantly enhance or moderate the impact of the other.

These insights point to the importance of strategic message pairing. Practitioners should not assume that combining a persuasive execution style with a credible presenter will automatically generate a compounded effect. Instead, careful consideration should be given to the specific communicative objective (e.g., informing vs. persuading) and content nature (e.g., emotional narrative vs. factual demonstration) when designing multimedia content for innovation communication.

5.3 Limitations

Despite its contributions, the study has several limitations that warrant consideration. First, the study focused exclusively on one product—the KAZbrella utility patent. While this case was selected for its clarity and relevance, the findings may not generalize to other product categories or more technically complex patents.

Second, behavioral responses were measured through self-reported intentions rather than actual behaviors, which may be subject to social desirability or response biases. Although intentions are a widely accepted proxy in communication research, they are not always indicative of real–world action.

Third, there were slight inconsistencies in video production quality and length across the stimuli. These uncontrolled variations, though minimized, may have subtly influenced the participants' perceptions and responses.

Finally, the study did not account for individual–level moderators, such as prior interest in technology, product involvement, or media consumption habits, which may have influenced the effectiveness of different execution styles or presenter formats.

These limitations suggest important directions for future studies aiming to further refine and contextualize the effects observed in this research.

5.4 Recommendations for Further Application

This section provides recommendations for three different sectors including communication scholars and researchers, governmental offices and policy makers, and marketing communication practitioners.

5.4.1 Recommendations for Communication Scholars and Researchers

This study contributes to the growing body of literature on media effects and digital persuasion by offering empirical evidence on the separate and combined roles of execution style and presenter. Researchers are encouraged to further investigate mediating variables (e.g., perceived clarity, emotional arousal) and moderating factors (e.g., cultural orientation, prior product familiarity) to enrich theoretical models of

message effectiveness, particularly in the context of technical or innovation-driven content.

Qualitative research method such as depth-interview or focus group should be conducted to give explanation on the effects of audiences' exposure to executional styles and exposure to content with or without presenter on various kinds of their responses.

5.4.2 Recommendations for Governmental Offices and Policymakers

To promote public understanding of intellectual property and stimulate innovation adoption, public sector agencies may consider using presenter-led explanatory videos when communicating utility patents or invention-related content. Given the positive impact of presenter presence on all audience response dimensions, using credible and relatable spokespersons may enhance policy visibility, public trust, and citizen engagement with emerging technologies.

5.4.3 Recommendations for Marketing Communication Practitioners

Patent agents, marketers, educators, and media producers should prioritize presenter-based communication formats, especially when promoting unfamiliar products or innovations. While execution style matters, the inclusion of a credible human presenter significantly improves cognitive, emotional, and behavioral responses. Furthermore, matching content type with the most effective execution strategy (e.g., using comparison for functional demonstration) can enhance message efficiency.

5.5 Recommendations for Future Research

Building upon the current findings, several avenues for future research are suggested to deepen and broaden the understanding of communication effectiveness in the context of patent–related video content.

First, future studies may consider adopting behavioral tracking methods to move beyond self–reported intentions. By incorporating real behavioral metrics—such as click-through rates, viewing duration, or follow-up engagement—researchers can better assess whether exposure to specific execution styles or presenter types translates into actual behavioral outcomes.

Moreover, extending this research across different cultural or linguistic settings would provide valuable cross-cultural insights. Cultural norms, media habits, and information processing preferences may significantly shape how audiences respond to variations in execution style and presenter characteristics. Comparative studies could uncover nuanced differences that are critical for designing globally effective communication strategies.

Future inquiries may also explore the influence of presenter attributes in greater detail. Factors such as gender, communication tone, expertise level, or even the presence of humor or empathy could all play roles in enhancing or diminishing message credibility and emotional appeal. These characteristics may moderate the persuasive effect of a presenter in ways that warrant further empirical attention.

Lastly, with the rapid development of artificial intelligence in media production, future research could explore the role of AI–generated video presenters in innovation communication. Synthetic avatars, automated narration, and personalized AI-driven formats are becoming increasingly accessible and may

serve as scalable alternatives to human presenters. Investigating how audiences perceive and respond to AI–generated communicators -- particularly in terms of trust, clarity, and engagement -- could offer important implications for the design of cost-effective and adaptive content strategies in the field of global communication for innovation. As such, the integration of AI technologies into communication strategies deserves increased scholarly attention as the field evolves."

BIBLIOGRAPHY

Abou Zeid, D. (2002). *Factors influencing the success of television presenters.* Thesis, The American University in Cairo. AUC Knowledge Fountain. Retrieved from https://fount.aucegypt.edu/retro_etds/1585.

Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes, 50*(2), 179–211. Retrieved from https://doi.org/10.1016/0749-5978(91)90020-T.

Belch, G. E., & Belch, M. A. (2004). *Advertising and promotion: An integrated marketing communications perspective* (6th ed.). New York: McGraw-Hill/Irwin.

Dai, X., & Wang, J. (2023). Effect of online video infotainment on audience attention. *Humanities and Social Sciences Communications, 10*(1), 421. Retrieved from https://doi.org/10.1057/s41599-023-01921-6.

Donald, K. E., Kabir, K. M., & Donald, W. A. (2018). Tips for reading patents: A concise introduction for scientists. *Expert Opinion on Therapeutic Patents, 28*(4), 277–280. Retrieved from https://doi.org/10.1080/13543776.2018.1438409.

Eisend, M. (2009). A meta-analysis of humor in advertising. *Journal of the Academy of Marketing Science, 37*(2), 191–203. Retrieved from https://link.springer.com/article/10.1007/s11747-008-0096-y.

Feng, G. C., Luo, Y., Yu, Z., & Wen, J. (2023). Effects of rhetorical devices on audience responses with online videos: An augmented elaboration likelihood model. *PloS One, 18*(3), e0282663. Retrieved from https://doi.org/10.1371/journal.pone.0282663.

Ganjeh, Y. M., Khani, N., & Tabriz, A. A. (2019). Social media usage and commercialization performance: role of networking capability. *Journal of Science & Technology Policy Management, 10*(5), 1174–1195. Retrieved from https://doi.org/10.1108/jstpm-10-2018-0102.

George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference. 11.0 update* (4th ed.). Boston, Mass.: Allyn & Bacon.

Halvadia, N. B., & Menon, S. (2021). A study on the impact of existing and emerging trends in digital marketing on consumer buying behavior. *SKIPS Anveshan, 2*(1). Retrieved from https://doi.org/10.53031/skips.2.1.2021.04.

Hovland, C. I., & Weiss, W. (1951). The influence of source credibility on communication effectiveness. *Public Opinion Quarterly, 15*(4), 635–650. Retrieved from https://doi.org/10.1086/266350.

Kivinen, S. (2014). Advertising execution styles as a reflection of culture: Cross-cultural analysis of messaging app advertising preferences in South Korea and China. Dissertation. Umeå University. Sweden. Retrieved from https://urn.kb.se/resolve?urn=urn:nbn:se:umu:diva-93330.

Lavidge, R. J., & Steiner, G. (1961). A model for predictive measurements of advertising effectiveness. *Journal of Marketing, 25*(6), 59–62. Retrieved from https://doi.org/10.1177/002224296102500611.

Maravilhas, S. (2016). Patent information visualization: the use of social media for its selective dissemination and to leverage innovation. *Universal Access in the Information Society, 16*(4), 913–919. Retrieved from https://doi.org/10.1007/s10209-016-0478-8.

Mazieri, M. R., Quoniam, L., & Santos, A. M. (2016). Innovation from the patent information: Proposition model Open Source Patent Information Extraction (Crawler). *Journal of Management & Technology, 16*(1), 76–112. Retrieved from https://doi.org/10.20397/2177-6652/2016.v16i1.734.

McGarry, J., & Hendrick, C. (1974). Communicator credibility and persuasian. *Memory & Cognition, 2*(1), 82–86. Retrieved from https://doi.org/10.3758/bf03197496.

McOmish M. (1996). *Similarity as a presenter characteristic in advertising: An empirical study of the VisCAP Model of presenter selection.* Thesis, Central Queensland University. Retrieved from https://doi.org/10.25946/20174237.v1.

Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). New York: McGraw–Hill.

O'Guinn, T., Allen, C., Semenik, R., & Scheinbaum, A. C. (2014). Advertising and integrated brand promotion. Cengage Learning.

Ouwersloot, H., & Duncan, T. (2008). *Integrated marketing communications.* New York: McGraw–Hill.

Reymond, D., & Quoniam, L. (2018). Patent documents in STEM and PhD education: Open source tools and some examples to open discussion. Proceedings of Conference Global Engineering Education 2018 IEEE, Santa Cruz de Tenerife, Spain, 4–9. Retrieved from https://doi.org/10.1109/EDUCON.2018.8363100.

Shahbaznezhad, H., Dolan, R., & Rashidirad, M. (2021). The role of social media content format and platform in users' engagement behavior. *Journal of Interactive Marketing, 53*, 47–65. Retrieved from https://doi.org/10.1016/j.intmar.2020.05.001.

Sheikh, M. (2025). *Social media demographics to inform your strategy.* Retrieved from https://sproutsocial.com/insights/new-social-media-demographics/.

Sherriff, G. (2024). How to read a patent: Survey and strategies. *Journal of Patent Reading & Comprehension, 34*(1), 22–35. Retrieved from https://open.clemson.edu/jptrca/vol34/iss1/3/.

Smith, R. E., & Swinyard, W. R. (1982). Information response models: An integrated approach. *Journal of Marketing, 46*(1), 81–93. Retrieved from https://doi.org/10.2307/1251162.

Terblanche–Smit, M., Van Huyssteen, L., & Du Preez, R. (2015). Advertising Execution Styles Matter- a Fear-Based experiment on attitude, susceptibility, efficacy and behaviour. Developments in Marketing Science: Proceedings of the Academy of Marketing Science (pp. 116–126). Retrieved from https://doi.org/10.1007/978-3-319-24184-5_31.

Todd, P. R., & Melancon, J. (2018). Gender and live–-streaming: Source credibility and motivation. *Journal of Research in Interactive Marketing, 12*(1), 79–93. Retrieved from https://www.researchgate.net/publication/321917471_Gender_and_live-streaming_source_credibility_and_motivation.

University of Pretoria. (n.d.). *Chapter 3: Creative message strategy.* Retrieved from https://repository.up.ac.za/bitstream/handle/2263/25084/03chapter3.pdf?sequence=4.

Veletsianos, G., Kimmons, R., Larsen, R., Dousay, T. A., & Lowenthal, P. R. (2018). Public comment sentiment on educational videos: Understanding the effects of presenter gender, video format, threading, and moderation on YouTube TED talk comments. *PLoS ONE, 13*. Retrieved from https://doi.org/10.1371/journal.pone.0197331.

Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and Validation of Brief Measures of Positive and Negative Affect: The PANAS Scales. *Journal of Personality and Social Psychology, 54*(6), 1063–1070. Retrieved from https://doi.org/10.1037/0022-3514.54.6.1063.

Wells, W. D., Moriarty, S., & Burnett, J. (2006). Advertising principles and practice (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall

World Intellectual Property Organization (WIPO) (2023). World Intellectual Property Indicators 2023. Geneva: WIPO. Retrieved from https://www.wipo.int/edocs/pubdocs/en/wipo-pub-941-2023-en-world-intellectual-property-indicators-2023.pdf.

Xie, Z., & Miyazaki, K. (2013). Evaluating the effectiveness of keyword search strategy for patent identification. *World Patent Information, 35*(1), 20–30. Retrieved from https://doi.org/10.1016/j.wpi.2012.10.005.

Yoo, C. Y., Kim, K., & Stout, P. A. (2004). Assessing the effects of animation in online banner advertising. *Journal of Interactive Advertising, 4*(2), 49–60. Retrieved from https://doi.org/10.1080/15252019.2004.10722087.

APPENDIX

APPENDIX A

Questionnaire – Set A

Questionnaire – Set A

Introduction:

I am a graduate student under the Master of Communication Arts program in Global Communication (MCA–GA) at Bangkok University and am conducting an independent study as part of my degree requirement. I would like to request for your kindness to participate in my research by completing the following questionnaire. This study aims to investigate the relationship between execution styles and use of presenter in multimedia presentations of utility patent and audience responses.

The following questionnaire contains **8 sections with 30 questions**. You will be asked to watch the assigned **Video Set A** containing **two scenarios (one scenario without presenter versus another one with presenter)**. It will take you approximately 10 - 15 minutes of your time to complete it.

Under no circumstances, you are obliged to truthfully answer any of the questions. However, in doing so will greatly assist me in completing my Master's degree and ensuring the quality of my survey. The data collected will remain confidential and used solely for academic purposes. Thank you very much for taking your time in assisting me with this research.

Section 1: Background Data

Instruction: Please select only one answer that best represents yourself.

1. **Year that you were born**:
    - 1965–1980
    - 1981–1996
    - 1997–2007
2. **Gender**:
    - Male
    - Female
    - Other
    - Prefer not to say
3. **Education Level**:
    - High school or equivalent
    - Some college
    - Bachelor's degree
    - Master's degree
    - Doctorate
    - Other (please specify)
4. **Familiarity with Patents**:

4.1 How familiar are you with the concept of patents?

- Not at all familiar
- Slightly familiar
- Moderately familiar

- Very familiar
- Extremely familiar

4.2 How interested are you in learning about new patents and inventions?

- Not at all interested
- Slightly interested
- Moderately interested
- Very interested
- Extremely interested

5. **Prior Knowledge about KAZbrella**:

Before participating in this study, had you heard about the KAZbrella patent or product?

- Yes
- No

Section 2: Exposure to KAZbrella patent contents – Set A

Instruction: Please select only one answer based on your assigned set of videos.

6. Which video set are you assigned to watch as part of this study? (The answer can be found in the title of this questionnaire.)

    - Set A
    - Set B
    - Set C

Video Presentation: There are 2 video presentations in each video set. In order to be able to take this survey, please watch the assigned videos BEFORE proceeding to the following sections.

Watch Video of Scenario 1 (Without Presenter) by clicking the link below before Answering Section 3–5.

Link of the Video: https://www.youtube.com/watch?v=V7o8yc8vQ_Q

Section 3: Cognitive Responses for Content without Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your understanding and knowledge about the KAZbrella patent after reviewing the first video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
7. I clearly understand the advantages of the KAZbrella design.					
8. The KAZbrella patent content is easy to follow and comprehend.					
9. The design and functionality of the KAZbrella are effectively communicated in the video.					
10. The information provided about the KAZbrella increases my knowledge of innovative patents.					

Section 4: Affective Responses for Content without Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your feelings and attitudes towards the KAZbrella patent after reviewing the first video. Select the only one answer based on the 5–point scale:
1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
11. The KAZbrella product evokes my positive feelings of innovation and creativity.					
12. I feel excited about the idea of using KAZbrella product.					
13. Watching the video makes me feel confident in the utility of the KAZbrella.					
14. The presentation of the KAZbrella makes me feel it is a solution to common umbrella problems.					

Section 5: Behavioral Responses for Content without Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your likelihood of engaging in actions related to the KAZbrella patent after reviewing the first video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
15. I would consider purchasing KAZbrella if it becomes available.					
16. I am likely to recommend the KAZbrella product(s) to others.					
17. I would follow KAZbrella on social media or other platforms to stay updated.					
18. I am willing to support the KAZbrella project on a crowdfunding platform.					

Watch Video of Scenario 2 (With Presenter) by clicking the link below before answering section 6–8.

Link of the Video: https://www.youtube.com/watch?v=XeiDwgOa_eg

Section 6: Cognitive Responses for Content with Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your understanding and knowledge about the KAZbrella patent after reviewing the second video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
19. I clearly understand the advantages of the KAZbrella design.					
20. The KAZbrella patent content is easy to follow and comprehend.					
21. The design and functionality of the KAZbrella are effectively communicated in the video.					
22. The information provided about the KAZbrella increases my knowledge of innovative patents.					

Section 7: Affective Responses for Content with Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your feelings and attitudes towards the KAZbrella patent after reviewing the second video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
23. The KAZbrella product evokes my positive feelings of innovation and creativity.					
24. I feel excited about the idea of using KAZbrella product.					
25. Watching the video makes me feel confident in the utility of the KAZbrella.					
26. The presentation of the KAZbrella makes me feel it is a solution to common umbrella problems.					

Section 8: Behavioral Responses for Content with Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your likelihood of engaging in actions related to the KAZbrella patent after reviewing the second video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
27. I would consider purchasing KAZbrella if it becomes available.					
28. I am likely to recommend the KAZbrella product(s) to others.					
29. I would follow KAZbrella on social media or other platforms to stay updated.					
30. I am willing to support the KAZbrella project on a crowdfunding platform.					

Thank you very much for participating in this survey

APPENDIX B

Questionnaire – Set B

Questionnaire – Set B

Introduction:

I am a graduate student under the Master of Communication Arts program in Global Communication (MCA–GA) at Bangkok University and am conducting an independent study as part of my degree requirement. I would like to request for your kindness to participate in my research by completing the following questionnaire. This study aims to investigate the relationship between execution styles and use of presenter in multimedia presentations of utility patent and audience responses.

The following questionnaire contains **8 sections with 30 questions**. You will be asked to watch the assigned **Video Set B** containing **two scenarios (one scenario without presenter versus another one with presenter)**. It will take you approximately 10 - 15 minutes of your time to complete it.

Under no circumstances, you are obliged to truthfully answer any of the questions. However, in doing so will greatly assist me in completing my Master's degree and ensuring the quality of my survey. The data collected will remain confidential and used solely for academic purposes. Thank you very much for taking your time in assisting me with this research.

Section 1: Background Data

Instruction: Please select only one answer that best represents yourself.

1. **Year that you were born**:
    - 1965–1980
    - 1981–1996
    - 1997–2007
2. **Gender**:
    - Male
    - Female
    - Other
    - Prefer not to say
3. **Education Level**:
    - High school or equivalent
    - Some college
    - Bachelor's degree
    - Master's degree
    - Doctorate
    - Other (please specify)
4. **Familiarity with Patents**:

4.1 How familiar are you with the concept of patents?

- Not at all familiar
- Slightly familiar

- Moderately familiar
- Very familiar
- Extremely familiar

4.2 How interested are you in learning about new patents and inventions?

- Not at all interested
- Slightly interested
- Moderately interested
- Very interested
- Extremely interested

5. **Prior Knowledge about KAZbrella**:

   Before participating in this study, had you heard about the KAZbrella patent or product?

- Yes
- No

Section 2: Exposure to KAZbrella patent contents – Set B

Instruction: Please select only one answer based on your assigned set of videos.

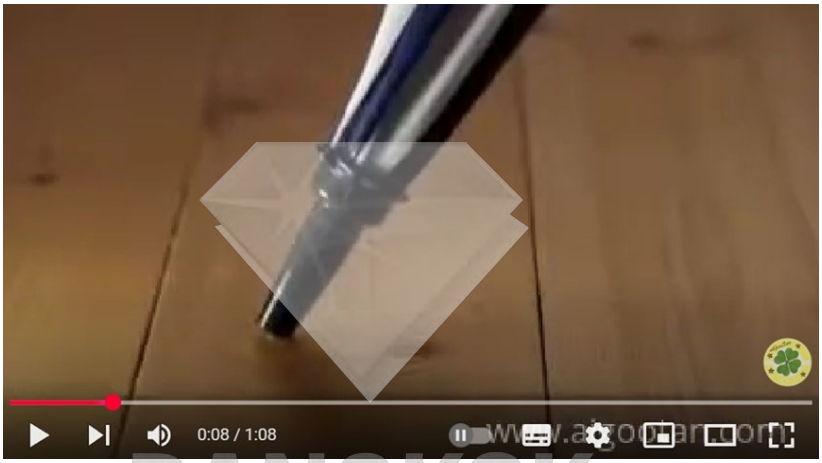
6. Which video set are you assigned to watch as part of this study? (The answer can be found in the title of this questionnaire.)

    - Set A
    - Set B
    - Set C

Video Presentation: There are 2 video presentations in each video set. In order to be able to take this survey, please watch the assigned videos BEFORE proceeding to the following sections.

Watch Video of Scenario 1 (Without Presenter) by clicking the link below before Answering Section 3–5.

Link of the Video: https://www.youtube.com/watch?v=-cxteAdtssg



Section 3: Cognitive Responses for Content without Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your understanding and knowledge about the KAZbrella patent after reviewing the first video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
7. I clearly understand the advantages of the KAZbrella design.					
8. The KAZbrella patent content is easy to follow and comprehend.					
9. The design and functionality of the KAZbrella are effectively communicated in the video.					
10. The information provided about the KAZbrella increases my knowledge of innovative patents.					

Section 4: Affective Responses for Content without Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your feelings and attitudes towards the KAZbrella patent after reviewing the first video. Select the only one answer based on the 5–point scale:
1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
11. The KAZbrella product evokes my positive feelings of innovation and creativity.					
12. I feel excited about the idea of using KAZbrella product.					
13. Watching the video makes me feel confident in the utility of the KAZbrella.					
14. The presentation of the KAZbrella makes me feel it is a solution to common umbrella problems.					

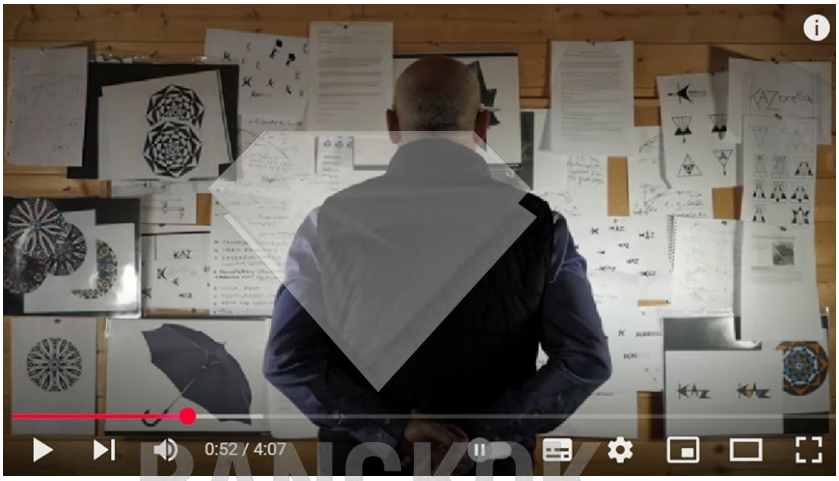
Section 5: Behavioral Responses for Content without Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your likelihood of engaging in actions related to the KAZbrella patent after reviewing the first video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
15. I would consider purchasing KAZbrella if it becomes available.					
16. I am likely to recommend the KAZbrella product(s) to others.					
17. I would follow KAZbrella on social media or other platforms to stay updated.					
18. I am willing to support the KAZbrella project on a crowdfunding platform.					

Watch Video of Scenario 2 (With Presenter) by clicking the link below before answering section 6–8.

Link of the Video: https://www.youtube.com/watch?v=VmvoU9cRzn4&t=2s



Section 6: Cognitive Responses for Content with Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your understanding and knowledge about the KAZbrella patent after reviewing the second video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
19. I clearly understand the advantages of the KAZbrella design.					
20. The KAZbrella patent content is easy to follow and comprehend.					
21. The design and functionality of the KAZbrella are effectively communicated in the video.					
22. The information provided about the KAZbrella increases my knowledge of innovative patents.					

Section 7: Affective Responses for Content with Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your feelings and attitudes towards the KAZbrella patent after reviewing the second video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
23. The KAZbrella product evokes my positive feelings of innovation and creativity.					
24. I feel excited about the idea of using KAZbrella product.					
25. Watching the video makes me feel confident in the utility of the KAZbrella.					
26. The presentation of the KAZbrella makes me feel it is a solution to common umbrella problems.					

Section 8: Behavioral Responses for Content with Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your likelihood of engaging in actions related to the KAZbrella patent after reviewing the second video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
27. I would consider purchasing KAZbrella if it becomes available.					
28. I am likely to recommend the KAZbrella product(s) to others.					
29. I would follow KAZbrella on social media or other platforms to stay updated.					
30. I am willing to support the KAZbrella project on a crowdfunding platform.					

Thank you very much for participating in this survey

APPENDIX C

Questionnaire – Set C

Questionnaire – Set C

Introduction:

I am a graduate student under the Master of Communication Arts program in Global Communication (MCA–GA) at Bangkok University and am conducting an independent study as part of my degree requirement. I would like to request for your kindness to participate in my research by completing the following questionnaire. This study aims to investigate the relationship between execution styles and use of presenter in multimedia presentations of utility patent and audience responses.

The following questionnaire contains **8 sections with 30 questions**. You will be asked to watch the assigned **Video Set C** containing **two scenarios (one scenario without presenter versus another one with presenter)**. It will take you approximately 10–15 minutes of your time to complete it.

Under no circumstances, you are obliged to truthfully answer any of the questions. However, in doing so will greatly assist me in completing my Master's degree and ensuring the quality of my survey. The data collected will remain confidential and used solely for academic purposes. Thank you very much for taking your time in assisting me with this research.

Section 1: Background Data

Instruction: Please select only one answer that best represents yourself.

1. **Year that you were born**:
    - 1965–1980
    - 1981–1996
    - 1997–2007
2. **Gender**:
    - Male
    - Female
    - Other
    - Prefer not to say
3. **Education Level**:
    - High school or equivalent
    - Some college
    - Bachelor's degree
    - Master's degree
    - Doctorate
    - Other (please specify)
4. **Familiarity with Patents**:

4.1 How familiar are you with the concept of patents?

- Not at all familiar
- Slightly familiar
- Moderately familiar

- Very familiar
- Extremely familiar

4.2 How interested are you in learning about new patents and inventions?

- Not at all interested
- Slightly interested
- Moderately interested
- Very interested
- Extremely interested

5. **Prior Knowledge about KAZbrella**:

Before participating in this study, had you heard about the KAZbrella patent or product?

- Yes
- No

Section 2: Exposure to KAZbrella patent contents – Set C

Instruction: Please select only one answer based on your assigned set of videos.

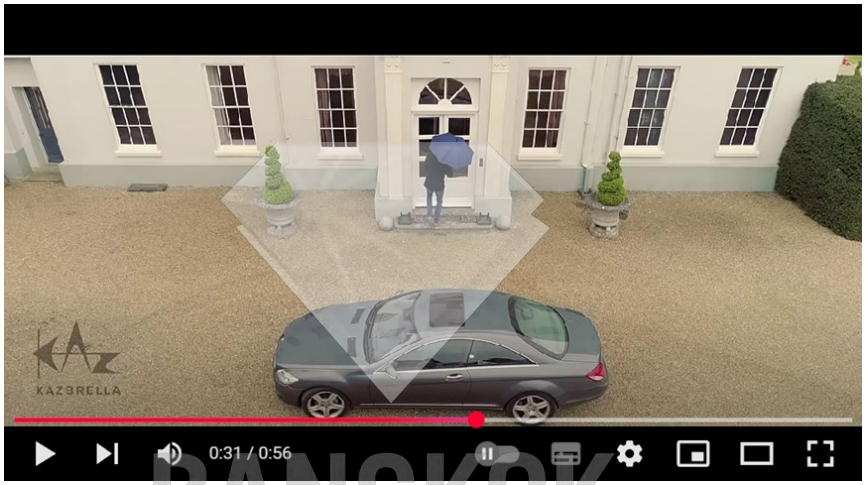
6. Which video set are you assigned to watch as part of this study? (The answer can be found in the title of this questionnaire.)

    - Set A
    - Set B
    - Set C

Video Presentation: There are 2 video presentations in each video set. In order to be able to take this survey, please watch the assigned videos BEFORE proceeding to the following sections.

Watch Video of Scenario 1 (Without Presenter) by clicking the link below before Answering Section 3–5.

Link of the Video: https://www.youtube.com/watch?v=yoC2DZa8Qp8



Section 3: Cognitive Responses for Content without Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your understanding and knowledge about the KAZbrella patent after reviewing the first video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
7. I clearly understand the advantages of the KAZbrella design.					
8. The KAZbrella patent content is easy to follow and comprehend.					
9. The design and functionality of the KAZbrella are effectively communicated in the video.					
10. The information provided about the KAZbrella increases my knowledge of innovative patents.					

Section 4: Affective Responses for Content without Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your feelings and attitudes towards the KAZbrella patent after reviewing the first video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
11. The KAZbrella product evokes my positive feelings of innovation and creativity.					
12. I feel excited about the idea of using KAZbrella product.					
13. Watching the video makes me feel confident in the utility of the KAZbrella.					
14. The presentation of the KAZbrella makes me feel it is a solution to common umbrella problems.					

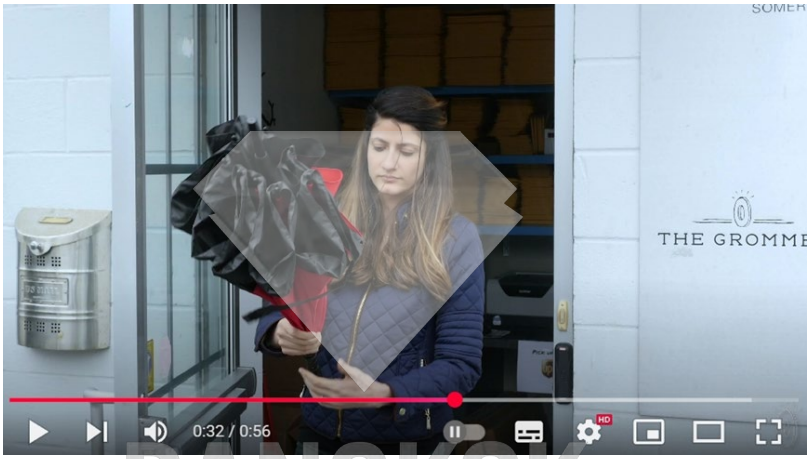
Section 5: Behavioral Responses for Content without Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your likelihood of engaging in actions related to the KAZbrella patent after reviewing the first video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
15. I would consider purchasing KAZbrella if it becomes available.					
16. I am likely to recommend the KAZbrella product(s) to others.					
17. I would follow KAZbrella on social media or other platforms to stay updated.					
18. I am willing to support the KAZbrella project on a crowdfunding platform.					

Watch Video of Scenario 2 (With Presenter) by clicking the link below before answering section 6–8.

Link of the Video: https://www.youtube.com/watch?v=A7trvrJ13Oc



Section 6: Cognitive Responses for Content with Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your understanding and knowledge about the KAZbrella patent after reviewing the second video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
19. I clearly understand the advantages of the KAZbrella design.					
20. The KAZbrella patent content is easy to follow and comprehend.					
21. The design and functionality of the KAZbrella are effectively communicated in the video.					
22. The information provided about the KAZbrella increases my knowledge of innovative patents.					

Section 7: Affective Responses for Content with Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your feelings and attitudes towards the KAZbrella patent after reviewing the second video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
23. The KAZbrella product evokes my positive feelings of innovation and creativity.					
24. I feel excited about the idea of using KAZbrella product.					
25. Watching the video makes me feel confident in the utility of the KAZbrella.					
26. The presentation of the KAZbrella makes me feel it is a solution to common umbrella problems.					

Section 8: Behavioral Responses for Content with Presenter

Instruction: Please indicate your level of agreement or disagreement for the following statements regarding your likelihood of engaging in actions related to the KAZbrella patent after reviewing the second video. Select the only one answer based on the 5–point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Statements	Level of Agreement/ Disagreement				
	1	2	3	4	5
27. I would consider purchasing KAZbrella if it becomes available.					
28. I am likely to recommend the KAZbrella product(s) to others.					
29. I would follow KAZbrella on social media or other platforms to stay updated.					
30. I am willing to support the KAZbrella project on a crowdfunding platform.					

Thank you very much for participating in this survey

APPENDIX D

Codebook

1. Background Data (Demographics)

Variable Name	Question/ Description	Type	Values/ Scoring
Year_Born	Year that you were born	Nominal	1 = Gen X, 2 = Gen Y, 3 = Gen Z
Gender	Gender	Nominal	1 = Male, 2 = Female, 3 = Other, 4 = Prefer not to say
Education	Education Level	Nominal	1 = High school, 2 = Some college, 3 = Bachelor's, 4 = Master's, 5 = Doctorate, 6 = Other
Familiarity_Patent	How familiar are you with the concept of patents?	Scale	1 = Not at all, 2 = Slightly, 3 = Moderately, 4 = Very, 5 = Extremely

Variable Name	Question/ Description	Type	Values/ Scoring
Interest_Patent	How interested are you in learning about new patents and inventions?	Scale	1 = Not at all, 2 = Slightly, 3 = Moderately, 4 = Very, 5 = Extremely
Prior_Knowledge_ KAZbrella	Before participating in this study, had you heard about KAZbrella?	Nominal	1 = Yes, 2 = No

2. Independent Variables (IVs)

Variable Name	Question/ Description	Type	Values/ Scoring
Execution Style (IV1)	Assigned video execution style	Nominal	1 = Straight Sell, 2 = Comparison, 3 = Slice of Life
Presenter (IV2)	Presence of a presenter in the video	Nominal	1 = No Presenter, 2 = With Presenter

3. Dependent Variables (DVs) – Audience Responses

Each response variable is measured for both **Scenario 1 (Without Presenter)** and **Scenario 2 (With Presenter)**.

3.1.1 Cognitive Responses – No Presenter (DV1_NP)

Variable Name	Question (Measured on a 5–Point Likert Scale)	Type	Scoring
Cog_1_NoPresenter	I clearly understand the advantages of the KAZbrella design.	Scale	1–5
Cog_2_NoPresenter	The KAZbrella patent content is easy to follow and comprehend.	Scale	1–5
Cog_3_NoPresenter	The design and functionality of the KAZbrella are effectively communicated in the video.	Scale	1–5
Cog_4_NoPresenter	The information provided about the KAZbrella increases my knowledge of innovative patents.	Scale	1–5
Cognitive_Mean_ NoPresenter	**(Computed Score)** Average of the four cognitive response items with no presenter.	Scale	(Cog1NP+ Cog2NP+ Cog3NP+ Cog4NP)/4

3.1.2 Cognitive Responses – With Presenter (DV1_WP)

Variable Name	Question (Measured on a 5–Point Likert Scale)	Type	Scoring
Cog_1_WithPresenter	I clearly understand the advantages of the KAZbrella design.	Scale	1–5
Cog_2_WithPresenter	The KAZbrella patent content is easy to follow and comprehend.	Scale	1–5
Cog_3_WithPresenter	The design and functionality of the KAZbrella are effectively communicated in the video.	Scale	1–5
Cog_4_WithPresenter	The information provided about the KAZbrella increases my knowledge of innovative patents.	Scale	1–5
Cognitive_Mean_ WithPresenter	**(Computed Score)** Average of the four cognitive response items with presenter.	Scale	(Cog1WP+ Cog2WP+ Cog3WP+ Cog4WP)/4

3.2.1 Affective Responses – No Presenter (DV2_NP)

Variable Name	Question (Measured on a 5-Point Likert Scale)	Type	Scoring
Aff_1_NoPresenter	The KAZbrella product evokes my positive feelings of innovation and creativity.	Scale	1–5
Aff_2_NoPresenter	I feel excited about the idea of using KAZbrella product.	Scale	1–5
Aff_3_NoPresenter	Watching the video makes me feel confident in the utility of the KAZbrella.	Scale	1–5
Aff_4_NoPresenter	The presentation of the KAZbrella makes me feel it is a solution to common umbrella problems.	Scale	1–5
Affective_Mean_ NoPresenter	**(Computed Score)** Average of the four affective response items with no presenter.	Scale	(Aff1NP+ Aff2NP+ Aff3NP+ Aff4NP)/4

3.2.2 Affective Responses – With Presenter (DV2_WP)

Variable Name	Question (Measured on a 5–Point Likert Scale)	Type	Scoring
Aff_1_WithPresenter	The KAZbrella product evokes my positive feelings of innovation and creativity.	Scale	1–5
Aff_2_WithPresenter	I feel excited about the idea of using KAZbrella product.	Scale	1–5
Aff_3_WithPresenter	Watching the video makes me feel confident in the utility of the KAZbrella.	Scale	1–5
Aff_4_WithPresenter	The presentation of the KAZbrella makes me feel it is a solution to common umbrella problems.	Scale	1–5
Affective_Mean_ WithPresenter	**(Computed Score)** Average of the four affective response items with presenter.	Scale	(Aff1WP+ Aff2WP+ Aff3WP+ Aff4WP)/4

BIODATA

Name: Ou Shih Wei

Nationality: Taiwan (R.O.C)

Date of Birth: June 14, 1984

Contact Number: (+66) 0808626654

Email: ocy245@gmail.com

Education:

2023–2025: Master Degree of Communication Arts in Global Communication (International Program), Bangkok University, Thailand

2006–2008: MBA in Intellectual Property, National Chengchi University, Taiwan

2002–2006: Bachelor of Science, Department of Life Science, National Yang-Ming University, Taiwan

Work Experience:

2015–Present: Senior Manager/ Patent Attorney,

Medigen Biotechnology Corp., Taiwan

2012–Present: Co–founder, Amazing Image Co., Ltd.,

Taiwan

2010–2012: Project Manager/ Patent Attorney,

PHYCOS International Co., Ltd., Taipei,

Taiwan