An investigation of antecedents to social media engagement behaviours

by

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Abstract

It is becoming increasingly important for firms to encourage customer's voluntary contributions beyond the purchase transaction through customer engagement marketing efforts (Harmeling et al., 2017), particularly as these contributions, which are the behavioural dimension of customer engagement, called customer engagement behaviour (CEB), influence the customer-brand relationship. This thesis therefore seeks to **investigate the antecedents of social media engagement behaviours** with a focus on customer related antecedents.

More specifically, this research investigates the antecedents to the specific social media engagement behaviours *learning, sharing* and *endorsing*. The research identifies the motivational drivers that influence learning, sharing and endorsing, which, according to Van Doorn et al. (2010) are required for CEBs to occur. The research then determines if the identified motivational drivers mediate the relationship between the personality-related factors and learning, sharing and endorsing. The personality-related factors investigated include, personality traits and causality orientations - an individual's characteristic behavioural patterns (Teixeira et al., 2012). Similarly, the research also determines if the identified motivational drivers mediate the relationship between brand relationship commitment and learning, sharing and endorsing.

The research was undertaken using two stages of data collection and analysis which both utilised online questionnaires (N=146, and N=382, respectively). Using exploratory and confirmatory factor analysis, *pleasure, self-interest, rewards* and *venting negative feelings* were identified as the motivational drivers. Additionally, using path analysis, evidence was found of indirect relationships between the personality-related antecedents investigated and learning, sharing and endorsing through the motivational drivers identified. Among others, it was found that pleasure positively mediated the relationship between extraverted customers and sharing and endorsing in the social media environment. Evidence was also found of indirect relationships between

brand relationship commitment and the behaviours through pleasure and self-interest.

The findings of this research have therefore contributed to the theory around customer engagement, CEB, self-determination theory, trait theory and customer-brand relationship theory by demonstrating that specific antecedents work together with motivational drivers to influence learning, sharing and endorsing in the social media environment.

These findings also indicate to managers the types of initiatives which will be effective in driving specific behaviours in the social media environment. Furthermore, based on these findings suggestions were made to managers as to what types of responses to the specific behaviours demonstrated by customers would be useful in order to maintain the customer-brand relationship. To illustrate, it was found that self-interest mediates the relationship between customers who are highly committed to a relationship with the brand and *sharing* and *endorsing* in the social media environment. It is therefore suggested that managers provide badges, ratings or personal thanks to these customers to indicate that this behaviour is valued to ensure that customers continue taking part in these behaviours.

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Chapter 1 Introduction

1.1 Introduction

This thesis seeks to investigate the antecedents to social media engagement behaviours. This chapter therefore lays the foundation of the thesis by first providing a brief discussion of the research background, identifying the concepts of focus and the context within which they will be examined, as well as the importance of this study. The chapter will then continue by presenting the research aim and objectives, before briefly discussing the methodology used to address them. It will then conclude by presenting the structure of the thesis.

1.2 Research Background

The customer-brand relationship, like an interpersonal relationship is "a series of interactions in time" (Hinde, 1976, p. 2). It is therefore similar to an interpersonal relationship, influenced by interactions, the personalities of the relationship partners, and the social context within which the relationship exists (Hinde, 1995). The changing marketing environment has had a significant effect on how brands are created and experienced (Gensler et al., 2013) and consequently, the customer-brand relationship. Importantly for this study, this new marketing environment has made customer engagement central to the successful development and maintenance of the customer-brand relationship (Gambetti and Graffigna, 2010).

More specifically, these changes in the environment have affected the interactions between the customer and the brand. Through new media, the new environment has allowed customers to initiate conversation with brands (Prahalad and Ramaswamy, 2000), changed how customers interact with each other, including providing product reviews and company weaknesses (Pitt et al., 2002) and provided them access to vast, unbiased, accurate information (Labrecque et al., 2013). It is therefore now more important for brands to look beyond customers' repurchase behaviour to their brand-focused, non-

transactional behaviour called customer engagement behaviour (CEB) (Van Doorn et al., 2010). These CEBs, which are the behavioural dimension of the multi-dimensional concept, consumer engagement, now act as additional, non-transactional interactions in the customer-brand relationship and therefore affect its development. These CEBs are also very likely to become increasingly important in future (Verhoef, Reinartz and Krafft, 2010).

As a result of the importance of this customer engagement and CEB, there has been increasing academic interest including: defining customer engagement (Bowden, 2009; Brodie et al., 2011; Hollebeek, 2011b), defining CEB (Van Doorn et al., 2010; Harmeling et al., 2017), classifying types of CEB (Muntinga, Moorman and Smit, 2011; Hollebeek and Chen, 2014; Dessart, Veloutsou and Morgan-Thomas, 2016; Dolan et al., 2016) and the proposal of antecedents and consequences to these constructs (Van Doorn et al., 2010; Hollebeek, 2011b; Vivek, Beatty and Morgan, 2012a).

Despite the increasing number of studies on customer engagement and CEB there are still a number of gaps in the literature, and this research will add to the understanding of this phenomenon by filling a few of these gaps. It has been agreed that customer engagement is a context-dependent construct (Brodie et al., 2011; Hollebeek, 2011a; Hollebeek, Conduit and Brodie, 2016) which changes according to the conditions within which it is experienced (Mollen and Wilson, 2010). It is therefore necessary to establish the context within which this study will occur. For this study, CEBs will be examined in an online setting, because as suggested by Brodie et al. (2011) the dynamics of this particular setting and it's unique expressions of engagement should generate insights into the customer engagement concept. More specifically, the research will be conducted in the social media environment which has become a popular way for companies to connect with customers, provides opportunities to influence customer attitudes and behaviour with messages (Majid et al., 2019) and facilitates user generated content (Kaplan and Haenlein, 2010). These characteristics result in increasing evidence of CEBs in this specific context such as liking brand posts, and submitting brand reviews as demonstrated in Figure 1-1 where 3,400 UK based social media users

indicated how they engaged with brands on social networks in the third quarter of 2017.

Ways social media users engaged with brands on social networks in the United Kingdom (UK) in January 2014

Engagement	Share
Liked a post	21%
Liked a product/service	21%
Watched a video	20%
Competition	19%
Signed to a fan page	15%
Deal or special offer	11%
Brought a product/service	9%
Submitted a review	9%
Followed blog	9%
Customer services	9%

Share of respondents

Source
Harris Interactive
© Statista 2018

Additional Information:
United Kingdom; social media users

Figure 1-1: Ways social media users engaged with brand on social networks from Social Media & User ..., 2017)

Previous studies have also looked at CEBs in the social media environment but have focused on these behaviours in a company initiated online brand community (OBC) environment (Baldus, Voorhees and Calantone, 2015). A brand community is "a specialised, non-geographically bound community, based on a structured set of social relationships among admirers of a brand" (Muniz Jr and O'Guinn, 2001, p. 412). OBCs are one form of brand community which only exist in the virtual or online world (Ouwersloot and Odekerken-Schröder, 2008) where their members communicate with each other electronically (Sicilia and Palazón, 2008). Members of these communities are often devoted to the brand, its lifestyle, ethos and activities (Fournier and Lee, 2009) and make connections with each other that make the group unique to its members and exclude those who do not belong (Muniz Jr and O'Guinn, 2001; Cova and Pace, 2006). Brand communities are also characterised by shared

rituals and traditions that create and communicate the meaning of the brand and community to its members (McAlexander, Schouten and Koenig, 2002) and a sense of moral responsibility to the community (Cova and Pace, 2006). Therefore, this study will not focus on a community based environment which may shape the attitudes and behaviours of its participants but instead will provide an understanding of persons who take part in CEBs without the community influence.

The second gap this research will fill is developing an understanding of the antecedents to *specific* behaviours. Although some studies have identified antecedents to customer engagement (Marbach, Lages and Nunan, 2016; Ul Islam, Rahman and Hollebeek, 2017) and CEB (Jaakkola and Alexander, 2014; Baldus, Voorhees and Calantone, 2015), none of these studies have identified the antecedents to *specific types of CEB*. Both Ul Islam, Rahman and Hollebeek (2017) and Van Doorn et al. (2010) state that it is important to know what encourages specific OBC activities and types of CEBs respectively, particularly as differing antecedents may influence differing behaviours. The specific social media engagement behaviours being examined in this study are *learning, sharing* and *endorsing demonstrated in the figures that follow this paragraph. Learning* (Figure 1-2) is the act of seeking content or other resources from the engagement partner; *sharing* (Figure 1-3) is the act of providing content or other resources to the engagement partner and others; and *endorsing* can be defined as the act of sanctioning the engagement partner (Dessart, Veloutsou and Morgan-Thomas, 2016).

Figure 1-2: Example of learning behaviour on social networking site Facebook where the customer is seeking the answer to a question.

Figure 1-3: Example of sharing behaviour on the social networking site Twitter where customer is sharing content with others in their network using the brand's handle.

Figure 1-4: Examples of endorsing behaviours on both Facebook and Twitter. On Twitter the customer has left a message with photos sanctioning the brand to their network including their Twitter handle. On Facebook customers left positive reviews in this section of the brand's Facebook page

These behaviours which were identified and operationalized in brand communities in a social media environment by Dessart, Veloutsou and Morgan-Thomas (2016) have been chosen as the focus of this research because they were developed in a comparable context, take into consideration the varying levels of engagement and have completed, tested measures.

Moreover, as it pertains to understanding the antecedents to specific behaviour, this research focuses on customer related antecedents, filling other gaps in the literature. This focus has been chosen to meet the need to understand the customer who takes part in customer engagement which has been emphasised in the literature (Marbach, Lages and Nunan, 2016; Ul Islam,

Rahman and Hollebeek, 2017). More specifically, this research will focus on personality related antecedents, motivational antecedents and the customer's brand relationship commitment.

The personality related factors to be examined in this study are *personality traits* - which describe individual differences (Wiggins, 1979) and lead to consistencies in individuals' behaviours (Baumgartner, 2002; Woszczynski, Roth and Segars, 2002), and *causality orientations* – which are an individual's habitual characteristic behavioural patterns (Teixeira et al., 2012). Previous studies have explored the effect of personality traits on customer engagement but have not focused on the behavioural dimension of this phenomenon (Marbach, Lages and Nunan, 2016; Ul Islam, Rahman and Hollebeek, 2017), while no previous studies have examined causality orientations and customer engagement of CEB.

In comparison, the *motivational drivers* will be those antecedents which push customers to take part in the specific behaviours being examined as Van Doorn et al. (2010) specifically state that CEBs do not occur without motivational drivers. Although previous studies have identified antecedents to CEBs in an offline context (Jaakkola and Alexander, 2014), no previous studies have demonstrated the motivational drivers which impact learning, sharing and endorsing.

Finally, *brand relationship commitment*, a psychological state based on feelings of attachment to a brand (Beatty, Homer and Kahle, 1988; Sung and Campbell, 2009) where customers demonstrate a desire to do what is necessary to maintain their relationship with the brand (Moorman, Zaltman and Deshpande, 1992; Morgan and Hunt, 1994) will also be examined as an antecedent. Researchers agree that customer engagement is central to the customer-brand relationship (Gambetti and Graffigna, 2010) and part of the relationship marketing paradigm (Vivek, Beatty and Morgan, 2012a). It is therefore expected that relational constructs will impact customer engagement for established customers.

By focusing on these types of antecedents, the research will develop a better understanding of the customer who takes part in *learning, sharing* and *endorsing* in the social media environment. More specifically, the research will develop an understanding of what types of individuals (*personality traits, causality orientations*) take part in learning, sharing and endorsing in the social media environment and what drives them to act (*motivational drivers*) in that specific manner. Further, the research will also demonstrate how a prior commitment to the customer-brand relationship influences *learning, sharing* and *endorsing* in the social media environment.

The final major gap this research seeks to fill is a more thorough understanding of the antecedents examined. According to Van Doorn et al. (2010), a more detailed understanding of the antecedents of CEB would require more than identifying what they are but also determining how they interact or work together to impact CEB. This research therefore seeks to determine if the identified *motivational drivers* mediate the relationship between the personality related factors: *personality traits* and *causality orientations* and the behaviours of focus: *learning, sharing* and *endorsing*. Further, the research seeks to determine if the identified motivational drivers mediate the relationship between *brand relationship commitment* and the social media engagement behaviours: *learning, sharing* and *endorsing.*

1.3 Research Aims & Objectives

The overarching aim of this research is ***to investigate the antecedents to social media engagement behaviours.*** To meet this overall research aim, and address the research gaps previously discussed, the following research objectives have been set:

1. To identify and refine the motivational drivers which influence customers to take part in social media engagement behaviours (learning, sharing and endorsing)

2. To determine the role of motivational drivers in the relationship between the personality related factors (personality traits and

motivational orientations) and social media engagement behaviours (learning, sharing and endorsing)

3. To examine the role of motivational drivers in the relationship between brand relationship commitment and social media engagement behaviours (learning, sharing and endorsing)

1.4   Theoretical and Practical Value of Research

By meeting these research objectives, the research will achieve the research aim and fill the aforementioned gaps in the current academic understanding of customer engagement, more specifically CEBs. However, this research will not only expand the current academic understanding of CEBs, but add to several other streams of literature. That is, by developing a better understanding of the customer who takes part in the specific behaviours examined, the research will add to the five factor model of personality traits, causality orientations theory and the hierarchical model of intrinsic and extrinsic motivation streams of literature. This research will also add to the current understanding of the customer-brand relationship and the relationship between brand relationship commitment and the non-transactional behaviours that customers demonstrate in the social media environment.

The improved understanding of customer related antecedents to specific behaviours will also assist managers. Managers have been developing customer engagement initiatives in order to provide them access to customers' network assets and persuasion capital (Harmeling et al., 2017). Through a more thorough understanding of what types of customers are motivated by what types of drivers to take part in learning, sharing and endorsing in the social media environment, this research will provide managers with practical ideas for initiatives to generate behaviour which is of value to them.

1.5 Research Approach

This section outlines the approach that this research will take to address the overarching aim and objectives outlined previously. This research design is guided by the researcher's post-positivist philosophical stance, as it seeks to garner "a greater approximation of the truth" (Clark, 1998, p. 1246) of how the contextually dependent concept, CEB, will be impacted by varying antecedents. Based on this stance, the research utilises empirical methods (Clark, 1998) and develops a theory first, which will then be tested and verified by the researcher (Creswell, 2014). The framework of this research is first outlined in the initial conceptual framework chapter and then refined in the final conceptual framework development chapter. Utilising empirical methods also adds to the current literature on customer engagement and CEB which have been conceptually explored extensively in recent years (Bowden, 2009; Brodie et al., 2011; Hollebeek, 2011b; Vivek, Beatty and Morgan, 2012a; Hollebeek and Chen, 2014) while empirical research on these concepts is still in the early stages (Ul Islam, Rahman and Hollebeek, 2017). The research design is correlational, cross sectional and quantitative which allows for the researcher to investigate the relationship between two or more variables and facilitates the collection of data at one period of time (Ormrod and Leedy, 2015).

The research design utilised online questionnaires and included two data collection phases. The first data collection phase, allowed the researcher to begin addressing the first research objective, by identifying the motivational drivers which were most relevant to customers in the specific context. The second data collection phase then facilitated the confirmation of the findings of the first phase, and addressed research objectives 2 and 3. Each questionnaire relied on previously validated scales to measure individual variables which will be described in the methodology.

1.6   Structure of the thesis

This will be presented in two forms: first a simple diagram demonstrated in Figure 1-5 below, followed by a detailed explanation.

Chapter 1 :Introduction • Provides the rationale for research • Discusses the context and concepts of research • Presents research aims and objectives	Literature Review • Chapter 2: Presents a discussion of the customer-brand relationship • Chapter 3: Discusses the proposed & proven antecedents to CEB	Chapter 4: Initial Conceptual Framework Development • Discusses research gaps • Clarifies variables of focus
Chapter 5: Methodology • Discusses the philosophical stance of researcher • Presents research design • Discusses data collection, tools and analysis plan	**Chapter 6: Final Conceptual Framework Development** • Presents exploratory & confirmatory factor analysis • Finalises conceptual framework • Develops hypotheses for testing	**Results & Discussion** • Chapter 7: Presents results of testing the final conceptual framework • Chapter 8: Discusses findings of research through comparison to literature
Chapter 9: Conclusion • Key findings of study • Contributions to literature and marketing practice • Future Research & Limitations		

Figure 1-5: Structure of the thesis

As demonstrated in Figure 1-5 above, following this chapter, the remainder of the thesis is structured as follows:

Chapter 2: Customer-brand relationships: conceptualisation & measurement begins the review of the appropriate literature by discussing the customer-brand relationship. This chapter defines brand and relationships before discussing the customer-brand relationship: its similarity to interpersonal relationships, the environment within which it exists and the factors which influence its development and maintenance. In discussing the factors that influence the customer-brand relationship, the chapter introduces customer engagement and CEB, discussing the tenets of customer engagement, defining CEB and types of CEBs as classified by varying authors.

Chapter 3: Antecedents to customer engagement behaviour, is part two of the review of literature and focuses on the antecedents to CEB, discussing the proposed contextual and company related antecedents to these behaviours before focusing on the customer-related antecedents. This chapter delves into the customer-related antecedents, and focuses on the antecedents of interest to this study, the personality related factors (traits and causality orientations), brand relationship commitment, as well as the proposed motivational drivers which may impact learning, sharing and endorsing.

Chapter 4: Initial conceptual framework development, seeks to pull the literature together and present in detail the research gaps that this research seeks to fill before clarifying the variables to be tested in the study, and their proposed role in the initial conceptual framework of the study. Emphasised in this chapter is the need to complete the first research objective before finalising the conceptual framework that will guide how research objectives 2 and 3 are addressed.

Chapter 5: **Methodology**, introduces the research design of the study. The chapter begins with the philosophical stance of the researcher, before presenting the research design. The chapter continues by detailing the data collection, questionnaire design and the data analysis plan for the two data collection phases.

Chapter 6: Final conceptual framework development, presents the results obtained to address research objective. This chapter details the exploratory and confirmatory factor analysis conducted to address this research objective. The chapter then continues by developing the final conceptual framework and hypotheses based on these findings, and the current understanding of the literature.

Chapter 7: Results of testing the final conceptual framework, presents the results of testing the final conceptual framework and the related hypotheses. The chapter begins with the data examination, data preparation and model fit analysis required to ensure the multivariate analyses needed is possible. The chapter then continues by testing each of the hypotheses and examining the

proposed indirect relationships between the independent variables and dependent variables through the motivational drivers.

Chapter 8: Discussion of results, discusses the findings of both stages of the research in detail. This chapter highlights how this study has added to the current CEB literature, and presents reasons why the results presented in chapters 6 and 7 may have occurred based on the literature and the current understanding of the phenomenon investigated.

Chapter 9: Conclusion, presents a summary of the key findings of this study. The chapter also puts forward the contributions that this thesis has made to the literature and how these findings can impact marketing practice. Specifically, this chapter explains how a better understanding of the customer who takes part in social media engagement behaviours can influence the development of customer engagement marketing initiatives and how companies respond to customers. Finally, the chapter discusses the limitations of the study and suggests directions for future research.

Chapter 2 Customer-Brand Relationships: Conceptualisation & Measurement

2.1 Introduction

Brands have evolved over the years (Hatch and Schultz, 2009), changing significantly from their original purpose of identifying the owner or manufacturer of a product or service (Romaniuk, Sharp and Ehrenberg, 2007) to complex entities which are developed through careful planning by management and eventually exist in consumers' minds (de Chernatony, 1993). The complexity of brands has meant that they play a variety of roles for two of their stakeholders, the company and the customer. For the company the brand is a source of strategic direction (de Chernatony, 2009), legal protection (Brownlie, 1988) and allows the company to make a promise to the customer (Srivastava, 2011); while for the customer the brand simplifies their choices (Keller and Lehmann, 2006) and allows customers to communicate their values and personality to others (Escalas and Bettman, 2003). Despite these differing roles, brands also provide companies and customers the opportunity to form a relationship (Dall'Olmo Riley and De Chernatony, 2000).

This chapter will therefore explore the customer-brand relationship. It will first define brands, and discuss interpersonal relationships before comparing the customer-brand relationship to interpersonal relationships. It will then continue by discussing the factors which influence the successful development and maintenance of this relationship, focusing on customer engagement and the customer engagement behaviours (CEBs) which are important to the customer-brand relationship in the current marketing environment. The chapter will then focus on CEBs, defining them and discussing their various classifications before finally discussing how these behaviours can be measured.

2.2 Defining brand

During the late 18th century and the early 19th century, there were an increasing number of manufacturers and products available to consumers, so it became

necessary for manufacturers to identify what their offering was to the market through the use of a brand (George, 2006). During this period, a brand was therefore an indication of ownership (Broadbent and Cooper, 1987; de Chernatony and McWilliam, 1989) and its basic function was "to identify the source of the product/service" (Romaniuk, Sharp and Ehrenberg, 2007, p. 50). This identifying mark also allowed brand owners to make their products stand out from their competitors. Despite this simple primary function, brands have, according to de Chernatony (1993, p. 174), become "complex entities that are conceived in planning documents but ultimately reside in consumers' minds." This complexity has led to brands being discussed using different philosophies within the literature and each of these philosophies has corresponding definitions of brand and perspectives of its purpose.

The first philosophy, the product plus perspective, like the 18th century outlook on brand, sees brands as secondary to the product, playing the role of an identifier (Wood, 2000). Murphy's (1990) definition of brand for example, states that a brand is a particular supplier's product or service that is differentiated by its name and 'get-up' reflecting both a product plus and company focused perspective of brand. Similarly, Doyle (1989, p. 78) defined successful brands as "a name, symbol, design, or some combination, which identifies the 'product' of a particular organisation as having a sustainable advantage." The preceding definition of brand is similar to that of the American Marketing Association (AMA) definition of brand which has been criticised over the years for being product focused (de Chernatony and Riley, 1997; Wood, 2000), giving little indication of the strategic nature of brand (de Chernatony and McWilliam, 1989) and ignoring the role of the customer (de Chernatony and Riley, 1997). These criticisms could therefore be applied to this perspective of a brand.

On the other hand, the second and third perspectives which are collectively termed, the stakeholders' perspectives, define and examine brands from the point of view of its stakeholders: the company that owns them and the customers who use them. Although the company focused perspective of brands may have begun in the same manner as the product plus perspective,

the brand has come to play a number of roles for the company including a source of: strategic direction (de Chernatony, 2009), differentiation (Kay, 2006) competitive advantage (Keller and Lehmann, 2006) and legal protection (Brownlie, 1988), as well as being an intangible, financial asset (Hupp and Powaga, 2004) which allows the company to make a promise to the customer (Srivastava, 2011).

In contrast to the company focused and product plus perspectives previously discussed, some authors (Newman, 1957; Kim, 1990) take the customer's point of view and do not acknowledge the company's role in the development of a brand. Newman (1957) stated that a brand is a collection of everything that customers associate with it, while Blackston (1987, p. 101) adopted David Ogilvy's statement that "a brand is the consumer's idea of a product." Similarly, Kim (1990) purported that a brand is a mental translation that exists only in the mind of the consumer who beholds it. Each of these definitions therefore highlights how customers' thoughts and feelings about the brand influence what it is. Unlike the company's perspective of the brand, brands do not add value to customers' financial worth and revenue, but add value to their lives in more personal ways. Through brands, customers can express themselves (Langer, 1997) and communicate their values and personality to others (Escalas and Bettman, 2003). Further, based on past experience with the brand, customers can simplify their choices (Keller and Lehmann, 2006) and experience less risk when shopping (Nandan, 2005).

The final brand philosophy attempts to integrate the stakeholders' perspectives (Wood, 2000) and provide a more comprehensive view of brands and is thus called the holistic perspective of brand. This perspective is based on an integrated approach and the belief that branding is concerned with combining and managing the tangible and intangible values which are meaningful to customers and distinguish one company's brand from another (Murphy, 1988). Following this perspective, Wood (2000, p. 666) defines brand "as a mechanism for achieving competitive advantage for firms through differentiation (purpose). The attributes that differentiate a brand provide the customer with satisfaction and benefits for which they are willing to pay

(mechanism)." In a similar manner, de Chernatony and Dall'Olmo Riley (1997) present a holistic view of brand where they state that it is as a complex entity within which manufacturers instil personality traits and values which, if appropriately communicated to consumers, will create perceptions in their minds over time.

The holistic perspective successfully integrates the stakeholders' perspectives of brand, but it could be argued that another perspective of brand unites the company and the customer. Specifically, according to Dall'Olmo Riley and De Chernatony (2000) service and goods brands provide companies and customers with the opportunity to form a relationship. Through this relationship, called the customer-brand relationship, brands play a common role for both the customer and the company.

However, according to the interpersonal relationship theory a relationship occurs between at least two individuals (Hinde, 1995) and a brand is not an individual. How does the proposal by Dall'Olmo Riley and De Chernatony (2000) happen? Does the customer-brand relationship exist? The following section of the chapter will therefore address these questions by first discussing relationships, detailing what they are and discussing the commonalities between interpersonal relationship theory and social exchange theory perspectives of relationships.

2.3 Describing Relationships

According to the interpersonal relationship theory "a relationship involves a series of interactions in time" (Hinde, 1976, p. 2), where each interaction affects the progress and development of the relationship (Hinde, 1976). Interpersonal relationships occur between at least two individuals, over a period of time, and are influenced by dimensions of the interactions which shape them, the personalities of the relationship partners, and the social context within which the relationship exists (Hinde, 1995).

This perspective of relationships is similar to the stance presented in the social exchange theory where relationships are viewed as either a series of interdependent exchanges or the attachments which result from a series of

exchanges (Cropanzano and Mitchell, 2005). The social exchange theory in comparison to the theory on interpersonal relationships is a social psychology theory (Cook et al., 2013) which purports that exchanges between relationship partners are based on benefits and costs and for relationships to get underway and be maintained, it must be mutually beneficial to the parties involved (Jackson-Dwyer, 2000).

Despite the different standpoints through which these two theories view relationships, it is interesting that they both emphasise the importance of interdependence and interactions (Hinde, 1976) or interdependent exchanges (Cropanzano and Mitchell, 2005) to any relationship. These theories both purport that reciprocal interactions within a relationship involve participants displaying similar behaviour to each other alternately or simultaneously (Hinde, 1976), that is, that one action by a relationship partner leads to a response by the other relationship partner in a continuous process (Cropanzano and Mitchell, 2005) and each interaction affects the future development of the relationship (Hinde, 1976). The interpersonal relationship theory emphasises the importance of interactions to a successful relationship by outlining that the content, diversity, qualities, patterning and relative frequency of interactions within the relationship are dimensions which impact relationships and their development (Hinde, 1995).

Another aspect of relationships that these two perspectives agree on is that relationships occur within a social context (Jackson-Dwyer, 2000) and cannot be understood independent of that context (Hinde, 1995). From both perspectives the context within which any relationship exists is influential to its development. These two theoretical approaches also agree that commitment is influential to relationships. From the interpersonal theory perspective, Hinde (1995) discusses commitment as a dimension of relationships where each relationship partner's drive to continue the relationship impacts its development and maintenance. In contrast, although social exchange theory does not view commitment as a dimension of relationships, it does purport that over time relationships develop into mutual commitments. Finally, although interpersonal relationship theory does not

purport that relationships develop into commitments over time, it does agree that relationships change and evolve as they develop. According to the interpersonal relationship theory this ability to change over time is part of the dynamic nature of relationships (Foo, Douglas and Jack, 2008).

Having established what relationships are and some of the more important dimensions or factors which impact the creation, development and maintenance of interpersonal relationships namely: interdependence, interactions, and commitment, the chapter continues by focusing on how the customer-brand relationship compares to the interpersonal relationship.

2.4   Conceptualising the customer-brand relationship

In her seminal paper, Susan Fournier (1998) likens customer-brand relationships to interpersonal relationships. Through her comparison of the customer-brand relationship to the conditions outlined by Hinde (1995) as important to interpersonal relationships, she determined that the customer-brand relationship is consistent with the established understanding of relationships and is, therefore, legitimate. An overview of these arguments follows.

The importance of reciprocal interactions to a relationship has been established in both social exchange theory and the interpersonal relationship theory. According to Hinde (1976) participants in the relationship display similar behaviour to each other alternately or simultaneously. Fournier (1998) proposes that the customer-brand relationship is similar to that of an interpersonal relationship as the brand could act as a partner in the relationship, where the brand would display behaviour to the customer which would elicit a response from the customer. These interactions, as discussed in the social exchange theory, would create a continuous and self-reinforcing cycle (Cropanzano and Mitchell, 2005) or as described by Hinde (1976, p. 2) a "series of interactions in time."

The brand acting as a partner in a relationship has long been discussed in the literature as Blackston (1987) has previously stated that a brand relationship between company and customer is a logical step from the establishment of a brand personality. Brand personality according to Kapferer (2011) is the character that brands gradually develop encapsulating all attributes of the brand that are not specific to the product and other non-functional dimensions (Azoulay and Kapferer, 2003). Brand personality therefore brings the brand to life for customers, allowing them to relate to and build emotional linkages with the brand (Upshaw, 1995). The interaction between the brand's personality and the consumer's personality could then be likened to the interaction between persons (Blackston, 1987) and as discussed by Hinde (1995) these personalities would impact the relationship. However, as outlined by Fournier (1998), it would take more than the brand's personality for the relationship to be successful. For the customer-brand relationship to be successful, brands would need to become active and contributing partners in the relationship through the actions of the managers administering the brand (Fournier, 1998). Although Fournier (1998) suggests that the actions of managers would play the role of the brand's behaviour, customers often interact with other representatives of the brand such as customer-facing employees, so all interactions with the brand, its managers and other representatives could then be perceived by the customer as the brand's behaviour within the relationship.

In addition to demonstrating reciprocal interactions over a period of time, relationships are purposive, that is, the interactions between relationship partners must provide meaning to each of the participants (Foo, Douglas and Jack, 2008). The customer-brand relationship provides meaning to the customers who engage in them, through the meaning that the brand provides to their lives. Specifically, throughout the literature it has been purported, examined and proven that possessions and products are important to consumers because they: assist with identity development and maintenance (Kleine III, Kleine and Kernan, 1993), reinforce the sense of self by expressing personal values (Richins, 1994), as well as express personality and allow for

ego-involvement (Malhotra, 1988). However, it is also agreed that for this to be effective the product or possession must meet some criteria. The first criteria is that the product or possession must have a private or public meaning to the consumer (Richins, 1994). Secondly, the image or symbolic meaning of the product must be harmonious with the consumer's self-image (Kassarjian, 1971; Sirgy, 1982).

Brands meet both these criteria. First, Langer (1997) states that brands play an emotional role for consumers as they use them for self-expression, identify with them and form links to their past through brands. Secondly, O'Cass and Frost (2002) proves that the symbolic nature of brands allow individuals to project meaning at three levels: the individual level through self-concepts, the group level through shared social meanings, as well as the broad cultural level. Fournier (1998, p. 365) reinforces this in her study which demonstrates that brands are "powerful repositories of meaning" and that meaningful relationships with brands are based on the ego significance of the brands to the customer.

Although the meaning that the customer-brand relationship provides to the brand, and in turn the company, is not as personal, the various roles that brands play to the company such as a source of competitive advantage (Keller and Lehmann, 2006) and an intangible, financial asset (Hupp and Powaga, 2004), are all ways that the customer-brand relationship adds meaning to the company that owns the brand. The customer-brand relationship therefore also meets these criteria to be considered a relationship.

It is clear from the preceding discussion that the interactions between the customer and brand over time form the customer-brand relationship. Developing, describing, understanding and maintaining this specific relationship therefore requires an understanding of many aspects of it. According to Hinde (1995) a number of things must be explored to achieve this goal namely: the temporal, social and cultural situation within which the relationship exists, characteristics including commitment, satisfaction and trust of the participants as well as the interactions within that relationship. The

chapter will therefore continue by discussing the situation or environment within which the customer-brand relationship currently exists, before discussing the factors which influence its development and the types of interactions which impact the customer-brand relationship.

2.5 Customer-brand relationship environment

"No relationship can be considered independently from the social, cultural, and temporal situation in which it is embedded"(Hinde, 1995, p. 3), therefore an understanding of the customer-brand relationship requires that it be considered as part of the context within which it exists (Fournier, 1998).

In the traditional customer-brand relationship, customers largely played a passive role and received information from companies through one way communication (Winer, 2009; Hennig-Thurau et al., 2010; Kaplan and Haenlein, 2010) such as television and print advertising. There has, however, been a number of changes in the marketing environment within which companies and customers and thus the customer-brand relationship exist. The most impactful of these environmental changes is the rapidly advancing technology which has led to the advent and proliferation of the internet and information and communication technology (Lumpkin and Dess, 2004; Lee, Olson and Trimi, 2012).

These changes in technology have facilitated a media evolution (Meadows-Klue, 2008) as extensive new media have been created (Hennig-Thurau et al., 2010) which can facilitate several types of communication. The new media facilitates mass communication through websites and online newspapers, but it also facilitates person to person communication through email and text messaging, group communication through chat rooms, as well as virtual and online brand communities (Flanagin and Metzger, 2001). One particular group of new media is particularly important to this research – social media. Social media includes a number of channels which smooth interaction between individuals and companies (Berthon et al., 2012). These interactions may include: text, videos, pictures and networks (Berthon et al., 2012). This media

has become an increasingly popular way for companies to connect and cooperate with customers (MacKinnon et al., 2002) and also facilitates user generated content (Kaplan and Haenlein, 2010). The varying types of social media are described in Table 2-1.

Type of Social Media	Description	Communication Type
Blogs	Short for web logs these personal websites are usually date stamped commentaries or diaries often displayed in reverse chronological order (Berthon et al., 2012)	One to many
Collaborative projects	Allows many end-users to create content together such as wikis (Kaplan and Haenlein, 2010)	Many to many
Social Network Sites	Facilitates a shift from the individual to the collective (Berthon et al., 2012) as they enable users to create personal profiles and communicate with friends, colleagues or contacts (Ellison, 2007; Sledgianowski and Kulviwat, 2009; Kaplan and Haenlein, 2010; Wirtz, Schilke and Ullrich, 2010)	Many to many
Micro blogs	Social network sites that allow users to send and read very short messages (Berthon et al., 2012)	Many to many
Content Communities	Allow users to share media specific to a particular media type such as videos of which YouTube is an example (Kaplan and Haenlein, 2010)	One to many
Virtual Social and Game worlds	These forums create three dimensional environments where users interact with each other similar to real life, using virtual representations of themselves called personal avatars (Kaplan and Haenlein, 2009; Kaplan and Haenlein, 2010)	One to many

Table 2-1: Types of Social Media

The internet and the resulting new media have also empowered customers (Shankar and Malthouse, 2007; Hennig-Thurau et al., 2010), as customers now have access to vast, unbiased, accurate information (Labrecque et al., 2013) and technical expertise (Pitt et al., 2002). This access to information has increased the number of choices in customers' choice sets for evaluation (Tiu Wright et al., 2006), changed how customers search for information during the decision making process (Lumpkin and Dess, 2004; Rust and Espinoza, 2006) and changed how consumers evaluate the choices they have (Lumpkin and Dess, 2004). Further, new media has impacted how customers interact with each

other and they can now read each other's product reviews (Dabholkar and Sheng, 2012) and more readily communicate with each other and companies as they wish (Shankar and Malthouse, 2007).

The changes in technology have also dictated changes in the way business is conducted (Lumpkin and Dess, 2004). Technology has not only reduced the time and location barriers but allowed companies to collect, transfer and manage large amounts of information (Lee, Olson and Trimi, 2012), including information about customers and their needs (Rust and Espinoza, 2006). Moreover, the speed of the technological advancements has shortened the life span of competitive advantage and affected the length of the product life cycle (Lee, Olson and Trimi, 2012). Companies have therefore had to change their marketing practices (Rust and Espinoza, 2006; Varadarajan and Yadav, 2009), the way they interact with each other (Lumpkin and Dess, 2004), and the way they compete and succeed (Carbonara, 2005). In particular, companies now utilise several new media to engage in dialogue with customers and to customise their offerings (Shankar and Malthouse, 2007; Malthouse and Shankar, 2009). More specifically, companies use social media messages to promote brands, compete for customer attention and influence customer attitudes and behaviour (MacKinnon et al., 2002).

The changes in technology have changed the balance of power between the company and the customer (Pitt et al., 2002) and the way that brands are created and experienced (Gensler et al., 2013). Brand managers have lost their controlling role with brands and customers have gained a voice that is no longer easily ignored (Gensler et al., 2013), significantly affecting the customer-brand relationship.

2.6 Factors influencing customer-brand relationships

Having established the temporal and social environment within which the customer-brand relationship now exists, this section of the chapter will first briefly discuss the more traditional perspective of the factors which influence the development and maintenance of the customer-brand relationship

namely: trust (Blackston, 1987; Grönroos, 1994; Louis and Lombart, 2010), commitment (Morgan and Hunt, 1994) and satisfaction (Sung and Campbell, 2009). The section will then continue by discussing customer engagement, which more recently has been deemed key to the successful development and maintenance of the customer-brand relationship (Gambetti and Graffigna, 2010).

2.6.1 Trust, Commitment & Satisfaction

The relationship marketing paradigm is essential to the customer-brand relationship and "refers to all marketing activities directed toward establishing, developing, and maintaining successful relational exchanges" Morgan and Hunt (1994, p. 22), and although this concept was initially discussed within the business to business market, it has been expanded to embrace all relationships including the customer-brand relationship. Trust, commitment and satisfaction have each demonstrated significant roles in the relationship marketing paradigm. Some authors discuss these factors as not only essential to the development and maintenance of relationships but as factors which together form relationship quality (Dorsch, Swanson and Kelley, 1998).

As aptly stated by Louis and Lombart (2010) there would be no lasting and committed relationship between the customer and the brand without trust. Customers need to believe the brand will deliver on its promises (Dall'Olmo Riley and De Chernatony, 2000), demonstrate integrity and reliability (Morgan and Hunt, 1994), as well as demonstrate sincerity (Veloutsou, 2015). However, both trust and commitment are demonstrated by Morgan and Hunt (1994) as two key mediating constructs of relationship marketing. These two factors are instrumental to understanding the process through which relationships are developed and without these key mediating variables in relationship studies, understanding the relationships between antecedents and consequences of a relationship could be flawed (Morgan and Hunt, 1994).

Commitment in the relationship marketing paradigm is discussed as an "enduring desire to maintain a valued relationship" (Moorman, Zaltman and

Deshpande, 1992, p.316). This outlook on commitment corresponds with the interpersonal relationship perspective which discusses it as a psychological state that is based on feelings of attachment, and a long-term orientation towards a relationship (Rusbult and Buunk, 1993), encapsulating the efforts or actions that relationship partners make to ensure that the relationship continues indefinitely (Papista and Dimitriadis, 2012).

On the other hand, according to the investment model which was developed to understand commitment in interpersonal relationships (Sung and Campbell, 2009), trust is not the only factor which influences commitment. The investment model states that an individual's commitment to a relationship will increase according to their level of satisfaction with the relationship, a lack of alternatives to the relationship and if they have invested heavily in that relationship (Rusbult, 1983). When applied to the customer brand relationship, evidence is provided to support the assertions of this model, particularly the importance of higher levels of satisfaction to the level of commitment to the customer brand relationship (Sung and Campbell, 2009). This relationship emphasises the central role of satisfaction to the customer brand relationship.

2.6.2 Customer engagement

Although trust, commitment and satisfaction continue to be vital to the customer brand relationship, the current marketing environment has changed the focus of the factors which influence this relationship. Specifically, according to Gambetti and Graffigna (2010), customer engagement has become central to the successful development and maintenance of the customer brand relationship. In the current marketing environment, as previously discussed, changes in technology, particularly new media, have significantly affected how customers and companies interact, as customers can now: initiate conversation (Prahalad and Ramaswamy, 2000), provide product reviews (Pitt et al., 2002) and also have access to vast, accurate information (Labrecque et al., 2013) changing the interactions which are important to the success and development of the customer brand relationship. These changes have made it important for companies to look beyond customers' repurchase

behaviour and pay attention to their non-transactional behaviour (Van Doorn et al., 2010) or, as aptly said by Meadows-Klue (2008), marketers should be encouraged to replace the control they have lost with conversation, and replace interruption with engagement. Looking beyond purchase behaviour is not only important to companies but to scholars as well, who are encouraged by Vivek, Beatty and Morgan (2012a) to look 'beyond the purchase' and focus on the customer experiences that occur in this marketing environment by conducting research on customer engagement.

The role and importance of customer engagement to the customer brand relationship has been repeatedly discussed in the literature. Bowden (2009) states that customer engagement highlights the need for going beyond customer satisfaction to engaging customers at a relational level. In a similar manner, Vivek, Beatty and Morgan (2012b) emphasise the role of customer engagement to the customer brand relationship by identifying it as a *construct within the relationship marketing paradigm*. Moreover, through the explanation of how engagement occurs in marketing, Hollebeek (2011b) clearly demonstrates the importance of engagement to the customer brand relationship as she states that it occurs as a result of interactions between the engagement subject – the customer – and the engagement object – the brand – which noticeably matches Hinde's (1976) definition of an interpersonal relationship previously discussed.

As the importance of engagement has become apparent to practitioners and academics, there has been increasing discussion of the phenomenon within the marketing literature. This discussion of engagement has been varied with some authors discussing engagement (Calder, Malthouse and Maslowska, 2016), customer engagement (Vivek, Beatty and Morgan, 2012a), and customer brand engagement (Hollebeek, 2011a) and there has not been a consensus on the definition of the term (Maslowska, Malthouse and Collinger, 2016). Despite the lack of consensus of what customer engagement (CE) is, Brodie et al. (2011) seek to provide a rigorous theoretical discussion of CE, by comparing its tenets with those of service dominant logic and outlining the five fundamental propositions which. According to Brodie et al. (2011, p. 260) the

five fundamental propositions/tenets that provide the basis of understanding for customer engagement, and will be discussed in subsequently are encapsulated in the following which states that customer engagement is:

> *a psychological state that occurs by virtue of interactive, co-creative customer experiences with a focal agent/object in focal service relationships. It occurs under a specific set of context dependent conditions generating differing customer engagement levels; and exists as a dynamic, iterative process within service relationships that co-create value. Customer engagement plays a central role in a nomological network governing service relationships in which other relational concepts are antecedents and/or consequences in iterative customer engagement processes. It is a multi-dimensional concept subject to a context- and/or stakeholder-specific expression of relevant cognitive, emotional and/or behavioural dimensions.*

Several authors including Hollebeek (2011a), Brodie et al. (2011), Hollebeek, Conduit and Brodie (2016) agree that customer engagement is *context dependent* changing according to specific interactions with a focal object (Hollebeek, 2011a) and affected by the specific conditions and consumer experience (Mollen and Wilson, 2010). Hollebeek, Srivastava and Chen (2016) specifically state that customer engagement is contingent on the context-specific characteristics within which it is experienced. That is, customer engagement, its levels and intensity will vary across contexts such as online communities, social media or a specific offline environment, as the context influences customers' state of mind (Hollebeek, 2011b).

An additional tenet of customer engagement highlighted by this definition which is alluded to in the previous paragraph is that customer engagement has varying levels (Brodie et al., 2011; Hollebeek, 2011a; Malthouse et al., 2013). Indeed, Malthouse et al. (2013) propose a continuum which states that CE can range from very low levels to very high levels of intensity. These levels of intensity according to Hollebeek (2011a) vary based on the customer's level of investment in customer brand engagement interactions. Key to the customer's investment in interactions are immersion, passion and activation, where immersion is the brand related concentration a customer applies during brand

related activities; passion is the positive brand-related effect of the customer in brand related activities; and activation is the level of energy, time and effort that a customer devotes to brand related activities (Hollebeek, 2011a). Varying levels of CE will be influenced by customers' levels of immersion, passion and activation with the focal object.

The definition of customer engagement from Brodie et al. (2011) acknowledges that customer engagement plays a role in the customer-brand relationship, which was previously briefly discussed. However, this definition also highlights how other relationship related concepts could relate to customer engagement. More specifically, it acknowledges that the role of other relational constructs such as trust, commitment and satisfaction may be an antecedent or consequence of customer engagement depending on whether the customer is a new or existing one. For new customers, engagement can be viewed as the mechanism with which loyalty is formed (Bowden, 2009) and therefore, the other relational constructs may act as consequences of engagement. In contrast, existing customers have established levels of satisfaction, trust and commitment (relationship quality) with the brand and thus, these relational constructs may act as antecedents to customer engagement (Hollebeek, 2011b).

Finally, one of the tenets of customer engagement that is agreed upon by authors is that it is a *multidimensional construct* which requires a cognitive, emotional and behavioural investment from the consumer (Hollebeek, 2011a; Hollebeek, 2011b). Vivek, Beatty and Morgan (2012b) state in their model of customer engagement that the cognitive, affective and behavioural dimensions of the construct refer to the experiences, feelings and participation of all individuals within and outside the transaction situation. In comparison to Vivek, Beatty and Morgan (2012a) who highlight the importance of customer engagement outside of the transaction, Hollebeek (2011b) states that the transactions on which customer engagement are based must be direct brand interactions. The following section therefore focuses on these interactions which form the basis of customer engagement by discussing customer engagement behaviour.

2.7   Customer engagement behaviour

The important role of interactions to a relationship was previously highlighted by both the interpersonal relationship and social exchange theory. Indeed, Hinde (1976) states that it is important to discuss the interactions which occur in a relationship in order to understand it. There are several types of interactions which occur in the customer brand relationship. These interactions may be purchase related and therefore include: the customers' purchase of the brand's products/services where they may interact with employees who should represent the brand (de Chernatony, 1999), or the brand communicating with the customer about the products/services that can be purchased (Upshaw, 1995; Ghodeswar, 2008; da Silveira, Lages and Simões, 2013). However, these interactions may also be non-purchase related and may include: defending brands from attack (Raju, Unnava and Montgomery, 2009), providing online product reviews (Pitt et al., 2002) and creating brand-related videos or articles (Dolan et al., 2016).

As previously highlighted, in the current marketing environment non-purchase related interactions are increasingly important to the success of the customer brand relationship. These non-purchase related behaviours which act as interactions within the customer brand relationship, and represent the behavioural dimension of customer engagement will be the focus of this research. This section of the chapter will therefore define customer engagement behaviour (CEB) and discuss the classifications of CEBs as well as how these types of behaviour are currently empirically captured.

2.7.1 Defining customer engagement behaviour

CEB has been defined by Van Doorn et al. (2010, p. 254) "as a customer's behavioural manifestations that have a brand or firm focus beyond purchase, resulting from motivational drivers." Although this definition has often been repeated in the literature (Malthouse et al., 2016; Solem and Pedersen, 2016) there have also been criticisms of this approach to the customer engagement discussion as it is not representative of the rich, multi-dimensional scope of

engagement (Brodie et al., 2011) and is company focused rather than customer focused (Hollebeek, Glynn and Brodie, 2014).

Similar to Van Doorn et al. (2010), Harmeling et al. (2017, p. 316) present a behavioural perspective of CE which also indicates that the behaviours of interest are beyond the purchase transaction. Their definition states that CE is "a customer's voluntary resource contribution to a firm's marketing function, going beyond financial patronage." However, Groeger, Moroko and Hollebeek (2016) present another definition of CEB which extends the discussion to include non-paying consumers who they deem are left out of the Van Doorn et al. (2010) perspective. They therefore define non-paying CEBs as a "non-paying consumer's motivationally driven, positively valenced behavioural manifestations toward a product, brand or firm, which are predicated on consumption of free offerings" (Groeger, Moroko and Hollebeek, 2016, p. 192). Non-paying consumers, from this perspective, include individuals who express an interest but have not purchased, have an interest in the product category and are satisfied interacting with firms and customers in that network, did not purchase a product but use it or have been provided a free item for trial by the company (Groeger, Moroko and Hollebeek, 2016).

Despite these criticisms and the other definitions of CEB discussed, this research will adopt the perspective and definition of CEB by Van Doorn et al. (2010) where CEBs are said to be driven by motivations, occur outside of the purchase transaction and are focused on a brand or company. Further, this research will focus on a one-dimensional perspective of customer engagement as it seeks to better understand customers who take part in these behaviours. This decision is based on the fact that companies are encouraging non-transactional behaviour from customers and it is likely to be increasingly important in the future (Verhoef, Reinartz and Krafft, 2010). Moreover, this research will seek to better understand specific CEBs to assist companies as they seek to influence customers and receive the benefits of these behaviours.

2.7.2 Classifying customer engagement behaviours

According to conceptual literature about CEBs, they can take a variety of forms including: blogging, providing customer ratings and other forms of word of mouth (WOM) communication (Van Doorn et al., 2010; Verhoef, Reinartz and Krafft, 2010; Vivek, Beatty and Morgan, 2012b), brand community involvement (Van Doorn et al., 2010; Vivek, Beatty and Morgan, 2012b) and customer co-creation in new product development (Van Doorn et al., 2010; Verhoef, Reinartz and Krafft, 2010).

However, as research has continued to develop around CEBs, so has the discussion around the classification or categorisation of CEBs; some of these classifications are quite broad, developing a basic understanding of the differences between types of behaviours. Indeed, Van Doorn et al. (2010) discuss these as the dimensions of CEB that are important to understand its nature. In contrast, other classifications go beyond the dimensions or broad classifications and develop a more detailed understanding of the types of behaviour and the numerous factors which affect them. The following sections of the chapter will first outline two dimensions of CEBs, before discussing the various considerations that other authors explored as they developed their various typologies, classifications and subsequent understanding of CEBs.

Dimensions of CEBs & Broad Classifications

The first dimension of CEBs is that of positive or negative valence. Hollebeek and Chen (2014) discuss brand engagement multi-dimensionally stating that positively valenced brand engagement includes favourable cognitive, emotional and *behavioural* brand related dynamics which occur during brand interaction. On the other hand, negatively valenced interactions involve customers' unfavourable thoughts, feelings and behaviours which are related to the brand with which they are interacting (Hollebeek and Chen, 2014). In a similar manner Van Doorn et al. (2010) discuss valenced behaviours as customer actions that may have positive or negative outcomes for the business based on their valence.

CEBs can also be distinguished based on their contextual nature, that is, within what context do they occur. Importantly for this research is distinguishing whether these behaviours occur in an offline or online environment. Some authors have therefore examined CEBs in an offline setting (Jaakkola and Alexander, 2014; Groeger, Moroko and Hollebeek, 2016) identifying types of behaviour which occur in this specific context while others have examined CEBs in an online setting (Mollen and Wilson, 2010; Dolan et al., 2016) identifying behaviours which occur in that context. Many of those who have examined customer engagement and CEBs in the online context have based their categorisation or naming of the phenomena on the new media which facilitate it including: online engagement (Mollen and Wilson, 2010), social media brand engagement (Dolan et al., 2016) and website engagement (Demangeot and Broderick, 2016), again reflecting the contextual nature of engagement and the need to clearly identify and distinguish the context within which the study occurs as it impacts the customer and thus the results of the study. Despite these numerous names, each of these types of customer engagement and CEB occur in the online environment and can therefore be classified as such.

Considerations when classifying CEBs

As authors seek to understand customer engagement and CEB, it becomes apparent that a number of factors influence the types of behaviours demonstrated by customers. First among these considerations is the tenet of customer engagement, previously discussed, which states that CE can have varying levels of intensity (Brodie et al., 2011; Hollebeek, 2011a; Malthouse et al., 2013). Based on this tenet, lower level engaged customers exhibit behaviours that require lower levels of activation as discussed by Hollebeek (2011b) and more highly engaged customers exhibit behaviours that require higher levels of activation and immersion. This understanding of the varying levels of intensity or engagement has therefore influenced many authors as they classify CEBs, in particular, Maslowska, Malthouse and Collinger (2016), Dolan et al. (2016), Dessart, Veloutsou and Morgan-Thomas (2016), Brodie et al. (2013) and Muntinga, Moorman and Smit (2011).

The second factor which affects the development of an understanding of the types of CEBs has already been discussed as a broad category of CEBs, that is, whether or not the behaviour is positively or negatively valenced. Both Dolan et al. (2016) and Maslowska, Malthouse and Collinger (2016) take this factor into consideration as they develop a typology of social media brand engagement and categories of brand dialogue behaviours respectively. The final considerations that are acknowledged as influencing types of CEBs are outlined by Maslowska, Malthouse and Collinger (2016) who attempts to develop a comprehensive view of CEBs which take into consideration those factors already discussed, as well as customer goals and the level of congruence between customer goals and brand relevance (Maslowska, Malthouse and Collinger, 2016).

2.7.3 Specific types of CEBs

Muntinga, Moorman and Smit (2011) have developed a typology for what they term consumer online brand related activities (COBRAs) where the user generated content of focus matches the CEB definition accepted by this research by being brand related and outside of the purchase transaction (Malthouse et al., 2016). The developed typology proposes three dimensions of activities or behaviours based on the customer's gradual involvement with brands on social media (Muntinga, Moorman and Smit, 2011). Their gradual involvement proposition is grounded in the previously discussed belief that there is a continuum from high to low brand related activity. The three proposed dimensions or behaviours are: *consuming* – the minimum level of activity where customers use the content provided; *contributing* – the mid-level of activity where customers interact with the brand and other customers; and *creating* – the highest level of activity where customers actively produce material for the brand (Muntinga, Moorman and Smit, 2011).

Although the Muntinga, Moorman and Smit (2011) typology was created in the online environment, this typology will be used as the basis of further discussion of specific types of CEBs in this chapter. These simple categories of CEB, despite their grounding in the online environment, allow for the

grouping of behaviours identified by other studies in both the online and offline setting as demonstrated in Figure 2-1 and the subsequent discussion.

Consuming behaviours

Learning (Dessart et al., 2016; Brodie et al., 2013)

Socialising (Brodie et al., 2013)

Consumption & Detachment (Dolan et al., 2016)

Observing positive or negative brand material (Maslowska et al. , 2016)

Contributing behaviours

Influencing (Jaakkola & Alexander, 2014)
• Sharing (Dessart et al., 2016; Brodie et al., 2013)
• Endorsing & Advocating (Dessart et al., 2016; Brodie et al., 2013)

Mobilising (Jaakkola & Alexander, 2014)

Positive & Negative Contribution (Dolan et al., 2016)

Positive & Negative Participation (Maslowska et al. , 2016)

Creating Behaviours

Co-developing (Maslowska et al. , 2016; Brodie et al., 2013; Jaakkola & Alexander, 2014)

Augmenting (Jaakkola & Alexander, 2014)

Market & Brand experience creating (Groeger et al., 2016)

Co-destruction (Dolan et al., 2016)

Non-brand related co-creating behaviours (Maslowska et al., 2016)

Figure 2-1: Specific types of CEBs identified throughout the literature and grouped according to the Muntinga et al. (2011) typology

Consuming CEBs

As previously stated, Muntinga, Moorman and Smit (2011) describe consuming behaviours as the lowest level of involvement where customers only use the content provided. These behaviours can be described as passive (Muntinga, Moorman and Smit, 2011), non-functional and can be positively or negatively valenced. Consuming behaviours can therefore take a number of forms including: learning behaviour (Brodie et al., 2013; Dessart, Veloutsou and Morgan-Thomas, 2016), positive consumption and detachment (Dolan et al., 2016) and good and bad observing (Maslowska, Malthouse and Collinger, 2016). These consuming behaviours allow customers to be exposed to positive and negative brand related stimuli – observing (Dolan et al., 2016; Maslowska, Malthouse and Collinger, 2016), to learn how to function within the community – socialising (Brodie et al., 2013), and to seek content and other resources from the engagement partner (Dessart, Veloutsou and Morgan-Thomas, 2016) or the community which can advise decision making - learning

(Brodie et al., 2013). It is, however, interesting to note that none of the authors who discuss offline behaviours have included any type of behaviour which matches consuming behaviours in the online environment.

Contributing CEBs

Contributing behaviours, on the other hand, the mid level of CEB, (Muntinga, Moorman and Smit, 2011) are those where the customer interacts with the brand and others within the online environment. In contrast to consuming behaviours, behaviours which match the definition of contributing behaviours have been discussed in both the offline and online environment. Of particular importance to the brand or company, contributing behaviours include influencing behaviours where customers use their time, experience and knowledge to affect others' knowledge, perceptions and perspectives about the focal firm (Jaakkola and Alexander, 2014). These influencing behaviours encompass types of behaviour outlined in other classifications of CEB including: customers contributing to knowledge of the online community (Brodie et al., 2013); providing content or other resources to the engagement partner and others – sharing (Dessart, Veloutsou and Morgan-Thomas, 2016); or the customer sanctioning the engagement partner (Dessart, Veloutsou and Morgan-Thomas, 2016) by recommending specific products or brands within the online community – endorsing/advocating (Brodie et al., 2013).

Contributing behaviours can also be positively or negatively valenced by simply responding positively or negatively to brand related stimuli or conversations (Dolan et al., 2016; Maslowska, Malthouse and Collinger, 2016) and may include the recruitment and organisation of networks of other stakeholders for action towards the focal firm such as a product boycott or donation of time – mobilising (Jaakkola and Alexander, 2014).

Creating CEBs

There was some debate as to what creating behaviours really are, that is, whether or not they occur when customers assist with creating a new product for the company (Brodie et al., 2013; Jaakkola and Alexander, 2014; Maslowska, Malthouse and Collinger, 2016), add to the company's current

offering (Jaakkola and Alexander, 2014) or create content for the social media environment (Muntinga, Moorman and Smit, 2011; Dolan et al., 2016). However, each of these types of behaviours involves customers actively assisting the brand. Specifically, market and brand creating behaviours involve customers assisting the brand through creating promotion (Groeger, Moroko and Hollebeek, 2016) or user generated content (Muntinga, Moorman and Smit, 2011; Dolan et al., 2016). Similarly, co-creation and co-developing behaviours involve customers helping the brand by providing ideas, knowledge and time to assist the firm with developing its service offering (Jaakkola and Alexander, 2014), helping the brand or company with product development (Brodie et al., 2013; Maslowska, Malthouse and Collinger, 2016). All of these behaviours could therefore be considered creating behaviours which are specific to the context within which they occur.

2.7.4 Learning, Sharing and Endorsing: the behaviours of focus

Despite the many classifications or types of CEBs previously discussed, this research will focus on learning, sharing and endorsing as discussed by Dessart, Veloutsou and Morgan-Thomas (2016). Dessart, Veloutsou and Morgan-Thomas (2016) seek to operationalize the three dimensions of CE: cognitive, affective and behavioural, through conducting both qualitative and quantitative research and determine that there are seven sub-dimensions. These sub-dimensions of consumer engagement are developed based on a review of the literature, qualitative data collected from consumers and a review by academic experts in the field which are demonstrated in the following diagram.

Cognitive	Affective	Behavioural
Attention • Cognitive availability and amount of time spent thinking about, and being attentive to, the engagement	**Enthusiasm** • Intrinsic level of excitement and interest regarding the engagement partner	**Sharing** • The act of providing content, information, experiences, ideas or other resources
Absorption • Level of consumer's concentration and immersion with an engagement partner	**Enjoyment** • Pleasure and happiness derived from interactions with the engagement partner	**Learning** • The act of seeking content, information, experiences, ideas or other resources
		Endorsing • The act of sanctioning, showing support, referring resources shared

Figure 2-2: Dimensions and sub-dimensions of consumer engagement adapted from Dessart et al. (2016)

Learning, sharing and endorsing have been chosen as the focus for this research for a number of reasons. First, in detailing what each dimension consists of, this study has identified specific types of behaviour rather than focusing on behaviour in general. Further, these specific behaviours take into consideration the varying levels of involvement of the customer. Learning is a consuming behaviour occurring at the minimum level of participation (Brodie et al., 2013; Dessart, Veloutsou and Morgan-Thomas, 2016) and sharing and endorsing represent contributing and influencing behaviours which occur when customers interact with the brand and others (Muntinga, Moorman and Smit, 2011). Additionally, the context of the study completed by Dessart, Veloutsou and Morgan-Thomas (2016) is comparable to the proposed context of this research as it examines customer engagement within the social media environment. Finally, these specific types of behaviour have established scales which have been rigorously tested. As will be discussed in the following section, there are no other scales which meet all of these criteria and are therefore appropriate for this study.

2.8   Measuring customer engagement & CEBs

Prior to 2012, studies on customer engagement were largely conceptual (So, King and Sparks, 2014). However, the number of empirical studies are increasing more recently with authors creating scales to measure customer brand engagement (Hollebeek, Glynn and Brodie, 2014), customer engagement with tourism brands (So, King and Sparks, 2014), customer brand engagement in social media (Solem and Pedersen, 2016), and consumer engagement (Dessart, Veloutsou and Morgan-Thomas, 2016). Each of these studies seeks to develop scales which reflect the multidimensional nature of customer engagement. To achieve this, So, King and Sparks (2014) base their scale on five dimensions of customer engagement which are founded in their review of the literature, namely: identification, attention, enthusiasm, absorption and interaction. These dimensions, in their opinion, reflect the behavioural and psychological nature of customer engagement (So, King and Sparks, 2014). Although this scale was developed in a social media context, it was created for use in the tourism sector and has since been used in other tourism related studies. It however does not address the needs of this research to measure specific types of behaviour in the social media environment as it does not detail types of behaviour in its dimensions.

In a similar manner, Hollebeek, Glynn and Brodie (2014) have developed their customer brand engagement scale within the social media environment. In contrast to So, King and Sparks (2014), the dimensions of customer brand engagement outlined by Hollebeek, Glynn and Brodie (2014), which were developed after exploratory qualitative research with consumers are identified as cognitive processing, affection and activation. Like the Hollebeek, Glynn and Brodie (2014) scale, Solem and Pedersen (2016) created a scale for the measurement of customer brand engagement in a social media context based on cognitive, emotional and physical dimensions. The dimensions outlined by these scales are more closely related to the cognitive, affective and behavioural dimensions from the accepted definition of customer engagement. However, activation in the Hollebeek, Glynn and Brodie (2014) scale is defined as "the consumer's level of energy, effort and time spent in a

particular consumer/brand interaction" (p. 154), while the physical dimension in the Solem and Pedersen (2016) scale is described as the energy, effort and time that the customer spends in a relationship with the brand. The activation and physical dimensions therefore provide a general examination of interactions or behaviour, which may occur in the social media environment, rather than addressing specific types of behaviour as required by this research.

In contrast to these three scales, the study by Dessart, Veloutsou and Morgan-Thomas (2016) discussed in the previous section of the chapter, better meets the needs of this research as they present tested measure for specific CEBs which occur in the social media environment which acknowledge the varying levels of involvement of the customer. Unlike previous studies, this research seeks to understand what leads to specific CEBs in the social media environment making the measures provided for learning, sharing and endorsing more appropriate than those scales which only look at behaviour in a general manner.

2.9   Summary

This chapter was the first of the review of the literature and sought to discuss the customer brand relationship. After establishing what the customer brand relationship was and how it compared to interpersonal relationships, the chapter discussed the factors which affect it, focusing specifically on customer engagement and the CEBs which occur within the relationship in the current marketing environment. The chapter discussed a number of elements which, according to Hinde (1995), must be explored to describe, understand and maintain relationships specifically: characteristics of the relationship such as commitment, satisfaction and trust of its participants, the temporal, social and cultural situation within which the relationship exists. The chapter also discussed customer engagement, a factor which has become essential to the customer-brand relationship (Gambetti and Graffigna, 2010) and its behavioural dimension which can also be deemed interactions which occur within that relationship.

However, this research seeks to understand how to influence the interactions which influence the customer brand relationship, specifically the customer engagement behaviours, by understanding the customers involved. As aptly stated by Hinde (1995) individuals behave differently and display differing parts of their personality in different relationships, and it is therefore necessary to understand these individuals before trying to influence them. The following chapter will therefore take this step, and discuss the antecedents to customer engagement behaviour, detailing which of these will be examined in this study.

Chapter 3 Antecedents to Customer Engagement Behaviour

3.1 Introduction

The previous chapter established what the customer-brand relationship is, the factors which influence its successful development and maintenance, the types of interactions that form the relationship and the social environment in which they currently exist. However, to understand relationships, it is also important to understand the participants. Hinde (1995) states that it is necessary to understand individual histories and personalities, emphasising the importance of understanding the relationship partners. This chapter will therefore look at this aspect by discussing the antecedents to CEBs.

Throughout the conceptual development of customer engagement and CEB, a number of antecedents have been proposed and demonstrated through empirical research. These antecedents have also been categorised throughout the literature. Specifically, antecedents have been grouped according to the relationship partner which they affect including firm based/firm related and customer based/customer related (Van Doorn et al., 2010; Groeger, Moroko and Hollebeek, 2016), as well as according to the situation within which the relationship exists such as context based (Van Doorn et al., 2010) and situational factors (Groeger, Moroko and Hollebeek, 2016). Interestingly, one group of antecedents proposed by Jaakkola and Alexander (2014), other stakeholder related, is more focused on the other parties who influence the relationship but may also be considered factors within the situation that the relationship exists.

This research will however discuss antecedents according to the categories: context related, company related and customer related. Context related antecedents, as previously discussed, include: macro-environmental factors such as natural events and the political and/or legal environment (Van Doorn et al., 2010), the actions of competitors in the market (Van Doorn et al., 2010) and support from other local external stakeholders (Jaakkola and Alexander, 2014). These antecedents are reminiscent of the social and temporal situation

that the customer-brand relationship is embedded within and much of that was discussed in chapter 2.

On the other hand, company related antecedents are concerned with the company and what they have to do to facilitate CEBs. Important to facilitating CEB is the need for the company to provide access to customers (Jaakkola and Alexander, 2014) including: customer events (Van Doorn et al., 2010), access to premises (Jaakkola and Alexander, 2014), or the development of online platforms by companies to support customers' actions such as chat forums (Van Doorn et al., 2010). Companies may also develop initiatives to motivate, empower and measure CEBs called customer engagement marketing (Harmeling et al., 2017), such as providing rewards to customers for referrals (Van Doorn et al., 2010) and other behaviours or free trials (Groeger, Moroko and Hollebeek, 2016). Finally, the company's brand and its characteristics, in particular brand reputation and brand equity (Van Doorn et al., 2010), are also influential company related antecedents.

Customer related antecedents for CEBs focus on understanding the customer and what influences him/her to take part in non-transactional interactions with the brand. These types of antecedents which may include relational constructs such as brand trust, brand commitment and customer satisfaction (Hollebeek, 2011b) and motivational drivers (Van Doorn et al., 2010) will be the focus of this research. This focus will allow for a better understanding of this relationship partner allowing managers to determine how best to engage customers, maintain valuable customer-brand relationships and benefit from the customer's voluntary contributions such as creativity and access to network assets (Harmeling et al., 2017). Customer related antecedents will therefore be more thoroughly discussed in the following sections.

3.2   Customer Related Antecedents

As previously mentioned, this category of antecedents will be the focus of this research and as such will be discussed in much more detail. More specifically, this section will discuss brand relationship commitment, which is a relational

construct in the customer-brand relationship, the personality related factors of personality traits and causality orientations, as well as motivational drivers which are the factors which this study will focus on.

3.2.1 Brand relationship commitment

From chapter 2 it is clear that, CE and CEB occur as a result of on-going interactions with a focal object (Hollebeek, 2011b), and are related to the relationship marketing paradigm (Vivek, Beatty and Morgan, 2012a) where other relational factors should precede customer engagement and arise as a consequence to engagement (Bowden, 2009; Mollen and Wilson, 2010). Researchers have therefore logically proposed relational factors as antecedents to customer engagement and CEB such as: involvement (Vivek, Beatty and Morgan, 2012a), interactivity (Hollebeek, 2011b), satisfaction, trust and commitment (Van Doorn et al., 2010) and relationship quality which was discussed by Hollebeek (2011b) as a higher order construct of trust, commitment and satisfaction.

However, only a few studies have empirically proven relationship related factors as antecedents. Jaakkola and Alexander (2014) determined that a positive customer relationship with the focal firm developed through dialogue and trust, plays an antecedent role for CEB. Similarly, they also determined that an attachment to the community is antecedent to CEB, emphasising the importance of a connection or a relationship as a foundation to CEB.

In contrast to previous empirical studies, this study will focus on the effect of brand relationship commitment on the online customer engagement behaviours to be examined. Brand relationship commitment, as previously discussed, is defined as a psychological state based on feelings of attachment *to a brand* (Beatty, Homer and Kahle, 1988; Sung and Campbell, 2009), which leads to participants' efforts to maintain the relationship (Moorman, Zaltman and Deshpande, 1992). Brand relationship commitment has been chosen as the relational concept of focus for this research rather than trust, or satisfaction as proposed by Van Doorn et al. (2010) or relationship quality proposed by Hollebeek (2011b). This choice was made because of the established

relationships between commitment, trust and satisfaction. That is, for brand relationship commitment to occur, customers must be satisfied with the brand and trust the brand (Story and Hess, 2006). Additionally, it is necessary for customers to have invested in the relationship (Sung and Choi, 2010) and perceive there to be a lack of viable alternatives (Sung and Campbell, 2009). Brand relationship commitment has therefore been chosen as the relational construct of focus for this research based on the perspective that brand relationship commitment does not occur without brand trust and customer satisfaction.

Measuring brand relationship commitment

Throughout the customer-brand relationship and relationship marketing literature, a number of scales have been developed to measure brand commitment. These scales were developed to be appropriate for varying situations or based on varying theoretical perspectives such as the business to business environment (Morgan and Hunt, 1994), the soft drinks industry (Beatty, Homer and Kahle, 1988), the retail sector (Wulf, Odekerken-Schröder and Iacobucci, 2001) and the investment model perspective (Sung and Campbell, 2009). Over the years, as researchers used these scales, they have adjusted and adapted them to be appropriate for the situation within which their research occurred or based on the theoretical perspective that they have drawn from. This section of the thesis will briefly discuss these measures and discuss why the measure developed by Morgan and Hunt (1994) has been chosen for this study.

As previously mentioned, brand commitment is often compared to loyalty (Beatty, Homer and Kahle, 1988). Therefore, studies which take this perspective of commitment use scales which include items that ask customers if they consider themselves loyal to the brand (Beatty, Homer and Kahle, 1988; Walsh, Page Winterich and Mittal, 2010) or if they feel loyal towards a store in the retail sector (Wulf, Odekerken-Schröder and Iacobucci, 2001). Scales which are based on this perspective are therefore not appropriate for this research because although commitment and loyalty are related they are not the same

(Tuškej, Golob and Podnar, 2013). Moreover, both scales ask customers about their behaviour, if they would continue to buy the product (Walsh, Page Winterich and Mittal, 2010) or go to the store (Wulf, Odekerken-Schröder and Iacobucci, 2001) in spite of difficulties. Although these items assess customers' attachment to the brand and the effort they are willing to expend to keep buying the brand or attending the store, they relate that attachment to specific purchase related behaviours.

On the other hand, studies which are based on the perspective that loyalty and commitment are not the same would be more appropriate for this study. Two scales were identified which agree with this perspective, one based on the investment model of commitment (Sung and Campbell, 2009) while the other was developed based on business to business relationships (Morgan and Hunt, 1994). Based on the investment model the items in the first scale are focused on the commitment to the relationship, the likelihood of ending the relationship and measuring the extent to which participants believe they are committed to the relationship. However, it also includes other elements of the investment model such as how attractive alternative partners would have to be before terminating the relationship making it inappropriate for this research.

In contrast, the adapted Morgan and Hunt (1994) scale which was chosen, despite its original focus on business to business relationships, is similar to the investment model scale but solely focuses on the relationship partner's commitment to the relationship. This perspective is preferable based on the focus of this research, that is, it corresponds with the perspective that commitment is influential to the customer-brand relationship and the tenet of customer engagement which states that it is part of the relationship marketing paradigm. Further, by focusing on the commitment to the customer-brand relationship, the three items of the scale focus on the feelings of the participant, specifically, if they feel committed, feel like the relationship is worth the effort to maintain and if they feel that they should maintain the relationship in the future. These items therefore correspond with the definition of brand relationship commitment which is focused on the psychological nature or the

concept and the importance of the maintenance of the relationship. Having discussed the customer-brand relationship factor of focus for this study, the following section will discuss personality, detailing the personality related factors which will be examined in this research namely: personality traits and causality orientations.

3.2.2 Personality related factors: Personality Traits

Van Doorn et al. (2010) purport that customer traits and characteristics will affect whether customers take part in CEB and the subsequent level of that CEB, because these factors can predictably influence customer decision making and behaviours. This proposition has been proven in previous studies which examined the effect of characteristics and demographic variables on specific CEBs namely, online co-creation and e-WOM communication. Yoo and Gretzel (2008) discovered that the demographic factors, gender and income level, affect the motivations of consumers to engage in e-WOM while Füller (2010) determined that consumers' personal characteristics associated with innovation and web-exploration affect their motives for taking part in online co-creation activities. Rather than demographic or innovation based characteristics, this research will focus on two complementary aspects of personality, traits and causality orientations, to determine their influence on CEBs in order to better understand the customer who takes part in these behaviours. In the following sections, the two elements of personality of focus for this research will therefore be discussed: explaining what they are and how they can provide a better understanding of individuals and their non-transactional behaviour.

Theoretical perspectives of personality

Personality study seeks to provide an account of individual differences and each individual's propensity to behave in particular ways (Wiggins, 1979). Over the years, there have been several theoretical approaches to the study of personality including the psychoanalytic approach, the social-cognitive approach and the trait approach.

The psychoanalytic perspective of personality is based on a number of assumptions. First among these assumptions is the belief that unconscious forces determine much of an individual's mental life including their thoughts, feelings and motivations (Westen, Gabbard and Ortigo, 2008). This perspective also purports that early life experiences and patterns shape interpersonal relationships, motives, strategies and defences in adult life (Westen, Gabbard and Ortigo, 2008). Finally this perspective believes that humans are social beings who, in order to achieve what they want, have to negotiate not only their own feelings but the needs and wants of others (Westen, Gabbard and Ortigo, 2008). Based on this perspective individual behaviour occurs as result of struggles among the needs, drivers and motives of the individual and therefore much of an individual's behaviour is determined by these unconscious forces (Dorsch, Swanson and Kelley, 1998).

As aptly stated by Cervone, Shadel and Jencius (2001) personality assessment must be guided by the theory of personality on which it is based. The forms of assessment, which are based on the psychoanalytic perspective of personality, therefore reflect its theoretical grounding. Projective tests such as the Rorschach inkblot test and the thematic appreciation test have been deemed closely linked to the assumptions of psychoanalytic theory of personality (Westen, Gabbard and Ortigo, 2008).

The social cognitive theoretical approach is critical of the psychoanalytic theory and its emphasis on unconscious forces and internal instincts (Pervin and John, 2001). The social cognitive theoretical perspective instead believes that an individual's behaviour is influenced by their environment, but as active agents within the environment individuals also choose how to behave (Pervin and John, 2001). This belief leads to persons and social environments being viewed as interacting systems (Cervone, Shadel and Jencius, 2001) although it should not be assumed that the impact of these systems is equal and simultaneous (Stajkovic and Luthans, 1998). This theoretical perspective also purports that individuals shape and influence each other within the social environment (Pervin and John, 2001).

From this perspective, personality is therefore viewed as a complex system of dynamic interacting social cognitive and affective processes (Cervone, Shadel and Jencius, 2001). To reflect this theoretical basis, personality assessment has to take into consideration the context of study, as the social environment is fundamental to social cognitive theory (Cervone, Shadel and Jencius, 2001). Researchers therefore cannot rely on universal measures and must often develop measures unique to the context of interest (Lent and Brown, 2006).

Trait theory in contrast to the other theoretical approaches, focuses on personality traits which are defined as personal characteristics that distinguish different individuals, *lead to consistencies in their behaviour* (Baumgartner, 2002; Woszczynski, Roth and Segars, 2002) and are consistent over time (McAdams, 1995; Woszczynski, Roth and Segars, 2002). Similar to the psychoanalytic theoretical approach, the trait perspective deems behaviour to be produced as a result of internal processes (Cervone, Shadel and Jencius, 2001). This perspective is criticised by social cognitive theorists because of its internal focus (Cervone, Shadel and Jencius, 2001), and its failure to discuss how traits are affected by changes in situations (Lapsley and Narvaez, 2004). Despite these criticisms, trait theory is often used within psychology and the social sciences to determine how groups of individuals with similar traits will behave (Barrick and Mount, 1991; Matzler et al., 2011; Park, Song and Teng, 2011; Graham and Gosling, 2013). Even with its aforementioned drawbacks the trait perspective, particularly the five factor model (FFM) which will be discussed in more detail in the following section, is deemed good for description of individuals and prediction of their behaviour (McAdams, 1992) and has therefore been accepted for this study.

Personality Traits

Personality traits, as defined in the previous section, are characteristics which distinguish one individual from another and lead to consistencies in their behaviour (Baumgartner, 2002; Woszczynski, Roth and Segars, 2002).

During the 1980's the five factor model (FFM) was deemed an achievement that many psychologists agreed with (Costa and McCrae, 1992) and could be

considered a unified trait theory which is good for description and prediction (McAdams, 1992). The five factor model (FFM) is a trait based theory which argues that there are five fundamental dimensional traits which describe individual differences (Baumgartner, 2002; Ross et al., 2009). The FFM is a descriptive (Steel, Schmidt and Shultz, 2008), comprehensive (Costa and McCrae, 1992; McAdams, 1992) "useful integrative framework" (Baumgartner, 2002, p. 287) that identifies neuroticism, extraversion, openness to experience, agreeableness and conscientiousness as the five major personality dimensions/traits which occur along a spectrum. These five dimensions/traits are described in Table 3-1.

Trait/Dimension	Definition/Explanation	Characteristics
Neuroticism	An individual's affinity to experience distress psychologically	embarrassment, anxiety, depression, anger
Extraversion	An individual's tendency to be active, sociable and experience positive emotions	warmth, joy, pleasure
Openness to Experience	An individual's tendency to appreciate adventure, art and be intellectually curious	sensitivity to art, imaginative
Agreeableness	An individual's tendency to be trusting in interpersonal interactions	trustworthy, sympathetic, cooperative
Conscientiousness	An individual's tendency to be hardworking and methodical	careful, thorough, diligent, careful

Table 3-1: FFM traits: adapted from Lahti et al, 2013, Costa & McCrae, 1992 & Barrick & Mount, 1991

There have, however, been some arguments against the FFM including the descriptors' inability to translate to non-English cultures and the model's inability to account for context and study of the whole person (McAdams, 1992). Despite these arguments, the FFM has been adopted for this study for a number of reasons. More specifically the FFM provides a simple framework for organising and comparing individuals before placing them into five general groups (McAdams, 1992) and is often used in social science study

(Barrick and Mount, 1991; Matzler et al., 2011). Further, this model has been found to lead to consistencies in individuals' behaviour (Baumgartner, 2002; Woszczynski, Roth and Segars, 2002).

Personality traits in the online environment

A number of studies have been conducted which have examined the relationship between specific personality traits and different behaviours and feelings (Barrick and Mount, 1991; Matzler et al., 2011). More importantly for this research, there have also been a number of studies which examined the effect of personality traits in several online situations similar to the focus of this study, and a few of these will be briefly discussed in this section.

As it pertains to individuals' social network behaviour, extraversion was found to be positively related to the size of an individual's social network and also positively affected their opinion-seeking and opinion leadership behaviour in this environment (Acar and Polonsky, 2007). On the other hand, opened to experience was found to be the personality trait of 62% of individuals who used the web for entertainment purposes (Tuten and Bosnjak, 2001).

In a similar manner, entertainment/pleasure has been found to be important to other personality traits in other online situations. Specifically, travellers who exhibited openness, agreeableness, conscientiousness and extraversion were more likely to be motivated by enjoyment/self-enhancement and altruistic motivations to take part in travel related consumer generated media (Yoo and Gretzel, 2011). Extraversion and agreeableness also proved to be strong predictors for playing online games (Park, Song and Teng, 2011), although individuals who are extraverted and conscientious are more likely to play the online game World of Warcraft for leadership purposes (Graham and Gosling, 2013). Interestingly, individuals who played World of Warcraft to socialise were rated highly on the agreeableness, neuroticism and openness traits (Park, Song and Teng, 2011) while travellers who demonstrated high levels of extraversion and openness were more likely to be motivated to vent when they generate travel related media (Yoo and Gretzel, 2011).

More importantly for this study, both Ul Islam, Rahman and Hollebeek (2017) and Marbach, Lages and Nunan (2016) conducted research on the effect of personality on customer engagement in an online brand community setting and an online CE respectively. In addition to utilising similar contexts, both studies also utilised the FFM as they examined personality traits while they sought to determine how these five traits were antecedents to online customer engagement. Like this body of research Marbach, Lages and Nunan (2016) supplemented the FFM. In this case, the FFM was supplemented with the need for activity, need for arousal as well as the need for learning and altruism in order to provide a more comprehensive and detailed look at customers (Marbach, Lages and Nunan, 2016). Despite their similarities, these studies used different methodological approaches. Marbach, Lages and Nunan (2016) conducted an exploratory study using twenty-eight in-depth interviews with members of varying Facebook brand communities, while Ul Islam, Rahman and Hollebeek (2017) conducted a quantitative study using questionnaires among students.

These studies produced some similar results: conscientiousness was found to be negatively related to online customer engagement, in contrast to extraversion, openness and agreeableness which were found to be positively related to (Marbach, Lages and Nunan, 2016; Ul Islam, Rahman and Hollebeek, 2017). There were also some conflicting results as Marbach, Lages and Nunan (2016) found no support for neuroticism as an antecedent to online customer engagement, while Ul Islam, Rahman and Hollebeek (2017) did. Further, Ul Islam, Rahman and Hollebeek (2017) produced evidence that extraversion has the strongest relationship with online customer engagement as compared to the other positively related FFM personality traits.

Based on these previous studies and what they have demonstrated about personality traits and online CE, this researcher will focus on the personality traits which are more likely to have a positive relationship with the behaviours of focus namely: extraversion, openness and agreeableness.

As it relates to the other elements of personality examined by Marbach, Lages and Nunan (2016), there was no support found for the need for arousal as antecedent to online customer engagement, although there was support found for the need for learning and activity. Based on this support and the literature examined, the subsequent research proposals stated that these three traits would be positively related to all dimensions of online customer engagement (Marbach, Lages and Nunan, 2016).

Measuring personality traits

Similar to the social cognitive theory of personality, and unlike the psychoanalytic theory of personality, the trait theory uses questionnaire statements or measures to assess personality. However, in contrast to the social cognitive theory of personality which requires measures to be developed for each unique situation, trait theory is assessed using universal measures (Lent and Brown, 2006). According to this theoretical perspective personality traits are personal characteristics (Baumgartner, 2002; Woszczynski, Roth and Segars, 2002) that are consistent over time (McAdams, 1995; Woszczynski, Roth and Segars, 2002). The assessment of these characteristics, specifically those outlined by the FFM, therefore seeks to provide an understanding of an individual's personality in relation to the five factors (Costa and McCrae, 1992).

Several personality questionnaires/inventories have been developed to assess personality traits based on the FFM. Self-report and observer inventories have been developed (Costa and McCrae, 1992) which allow individuals to assess themselves and others to assess how they see the person being assessed respectively. However, according to Briggs (1992) the approaches to assessing the FFM can be grouped into measures which use item phrases and those which use adjectives.

Measures which use adjectives such as the Goldberg's bi-polar and unipolar adjective inventories (Goldberg, 1992), use a lexical approach and present individuals completing the scales with a list of 10 single or bi-polar adjectives grouped under the factor name (John and Srivastava, 1999). Using adjectives

in personality assessment provides individuals with a representative list of terms which describe personality traits in a way that they can easily process (Briggs, 1992). However, the major disadvantage of using adjectives according to Briggs (1992, p. 258) is that they are "blunt, dull-edged instruments" which do not allow for context, motivation or shading.

Over the years, a number of personality inventories have been developed which use item phrases including the NEO-Personality Inventories (Costa and McCrae, 1992) and have been dubbed the best validated measures of their type (John and Srivastava, 1999), the Big Five Inventory (John and Srivastava, 1999) and the Donnellan et al. (2006) 20 item personality scale. These types of scales are often used, as a result of their major advantage over adjective based questionnaires which is the increased richness and specificity of the items presented to the participant (Briggs, 1992).

3.2.3 *Personality related factor: Causality orientations*

Despite their aforementioned advantages, traits are not considered enough to describe an individual, although no individual's description is complete without their traits (McAdams, 1995). McAdams (1995) more specifically states that individuals should be described using three separate but related levels of personality: level one – personality traits, level two - personal concerns and level three - life stories. Based on this perspective, personal concerns, the second level of personality, are often described using strategic motivations or developmental terms as they address the methods individuals use to achieve their goals (McAdams, 1995) as well as their personal strivings (Baumgartner, 2002) or their desires.

Despite his assertions that the three levels of personality provide a unified and purposeful, narrative account of an individual, McAdams (1995) cautions that each level of personality is conceptually and epistemologically independent and can therefore be viewed individually. Each level therefore requires its own measurement tools and inspires its own models (McAdams, 1995). That means that each level of personality can stand on its own as a way of understanding individuals and their behaviour and it is not necessary to look at all three levels

of an individual to understand phenomenon. As has been demonstrated in the previous section, several authors have examined individual differences using one level of personality (Tuten and Bosnjak, 2001; Acar and Polonsky, 2007) and sometimes two levels of personality (Yoo and Gretzel, 2011), determining how they individually or together impact specific behaviours.

This research will therefore partially reflect levels one and two of the McAdams (1995) perspective of personality by examining traits and personal concerns from a motivational stance, specifically examining customers from a motivational perspective by focusing on causality orientations which are the personality related element of motivation (Deci and Ryan, 1985). Motivation is what moves people to think, develop and, most importantly for this research, act (Deci and Ryan, 2008a). An understanding of motivation should therefore provide insight into what moves consumers to demonstrate any particular behaviour or action. Examining these two complementary elements of personality will therefore allow the researcher to not only understand the personality traits which impact CEBs, but also how an individual's general motivational stance guides behaviour.

However, as previously stated, it is not necessary to examine all three levels of personality to understand a phenomenon, and this research will therefore not examine personality at level three. Level three of personality, life stories are narrations that evolve over time that are concerned with the extent to which individuals have found "unity, purpose and meaning in life" (McAdams, 1995, p. 382). Examining this level of personality therefore requires the researcher to be familiar with language of stories and to see the stories gathered as ends rather than as a way to examine other ends. (McAdams, 1995). This level will therefore not be examined, as this research seeks to understand how personality impacts 'another end' that is how personality impacts CEBs in the online environment and understanding life stories will not assist with this understanding.

The following sections of the chapter will therefore discuss motivation and causality orientations in detail, presenting what they are and the theories on

which they are based namely: self-determination theory and the hierarchical model of intrinsic and extrinsic motivation.

Self-Determination Theory

Self-determination theory (SDT) is a macro-theory of human motivation (Deci and Ryan, 2008b; Niven and Markland, 2016) which focuses on issues including personality development, universal psychological needs, aspirations and life goals and the effect that social environments have on motivation (Deci and Ryan, 2008b). This comprehensive theory has five (5) sub theories namely: the cognitive evaluation theory (CET), organismic integration theory (OIT), basic psychological needs theory (BPNT), causality orientations theory (COT) and goal content theory (GCT). This section will focus only on three of the sub-theories OIT, CET and COT which are the basis of the hierarchical model of intrinsic and extrinsic motivation. By discussing these three sub-theories, a thorough understanding of the differing types of motivations and how different types of events impact motivation will be obtained. These sub-theories are therefore important to this research as they provide a strong foundation for understanding causality orientations and how they impact behaviour.

Fundamental to SDT is the distinction between the types of motivation, as Ryan and Deci (2000b, p. 69) sought to present "a more differentiated approach to motivation." The first distinction between types of motivation is that of intrinsic and extrinsic motivation. **Organismic integration theory (OIT)** provides further distinction among types of motivation by identifying four types of extrinsic motivation (La Guardia and Patrick, 2008; Hrbackova and Suchankova, 2016) which vary according to level of autonomy (Ryan and Deci, 2000a). These varying levels of autonomy occur because individuals can become fully committed to an activity despite being initially extrinsically motivated, through the processes of internalisation and integration (Engström and Elg, 2015). To clarify, internalisation is the process an individual goes through as they take in a regulation (Ryan and Deci, 2000a). In comparison,

the integration process entails an individual transforming a regulation into their own and it consequently emanating from their sense of self (Ryan and Deci, 2000b).

All types of motivation are often displayed on the self-determination continuum demonstrated in Figure 3-1. The continuum displays all types of motivation moving from the least autonomous form of motivation, amotivation, to the totally autonomous form of motivation, intrinsic motivation.
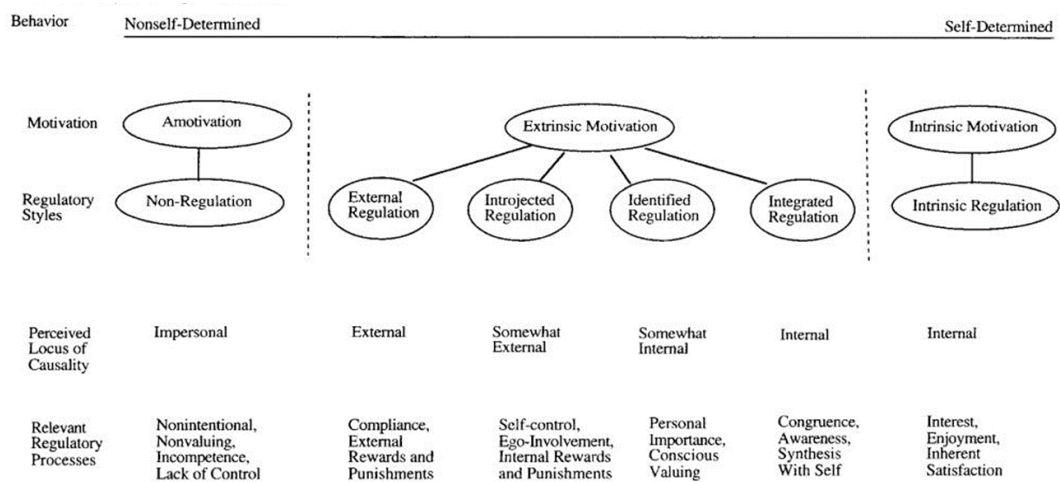
Figure 3-1: The self-determination continuum showing types of motivation, their regulatory styles, loci of causality and processes from -Ryan and Deci (2000a)

- *Amotivation* occurs when an individual lacks the intention or ability to act (Ryan and Deci, 2000a; La Guardia and Patrick, 2008)

- *Extrinsic motivation* occurs when an individual does an activity for an instrumental reason (Gagné and Forest, 2008) or to achieve a separable outcome (Butz and Stupnisky, 2016)

- *External regulation* occurs when an individual acts to comply with external rewards or avoid punishments (Engström and Elg, 2015). This is the least autonomous form of extrinsic motivation (Malhotra, 2004)

- *Introjected regulation* occurs when an individual acts in order to avoid feelings of anxiety or guilt or as a result of internal pressures to maintain self-esteem or feelings of worth (La Guardia and Patrick, 2008; Engström and Elg, 2015)

- *Identified regulation* occurs when an individual acts because they identify with the importance of the activity (Engström and Elg, 2015) or consciously values the behaviour and personally endorses it (Malhotra, 2004)

- *Integrated regulation* occurs when an individual acts because they have evaluated the behaviour and fully assimilated it into their own values and goals (La Guardia and Patrick, 2008; Engström and Elg, 2015). Integrated regulation, though very similar to intrinsic motivation, is still considered extrinsic because the activity is done to attain a separable outcome despite its absorption into the sense of self (Ryan and Deci, 2000a; Ryan and Deci, 2000b)

- *Intrinsic motivation* occurs when an individual does an activity for its own sake (Gagné and Forest, 2008) or the inherent satisfaction found in it (Butz and Stupnisky, 2016)

OIT also posits that initially, behaviours outside the self are largely prompted by other people in an individual's environment and thus, extrinsic motivation occurs as a result of the need to connect with others or to belong (Ryan and Deci, 2000b).

Cognitive evaluation theory (CET), another sub-theory of SDT, focuses on the factors which determine intrinsic motivation (Ryan and Patrick, 2009) as the aim of the theory is to specify the factors which explain the variability in humans' intrinsic motivation (Ryan and Deci, 2000b). In other words, CET seeks to interpret and predict the effect of external events on intrinsic motivation (Ryan, Mims and Koestner, 1983) by understanding the conditions which facilitate and diminish it (Ryan and Patrick, 2009). More specifically, it has been demonstrated that controlling events such as tangible rewards, imposed goals, deadlines, pressured evaluations and directives all diminish the effects of intrinsic motivation (Ryan and Deci, 2000b). In sharp contrast to this, informational events such as positive feedback facilitate intrinsic motivation (Deci, Koestner and Ryan, 1999). Similarly, opportunities for self-direction, choice and an acknowledgement of personal feelings were all found to enhance intrinsic motivation (Ryan and Deci, 2000b).

The **causality orientations theory (COT)**, the final sub-theory of SDT which will be discussed, covers the personality element of SDT. Deci and Ryan (1985) observed that persons within the same context would respond differently which indicates that there are differences which would account for variations in individuals' reactions and developed a theory to explain these individual differences.

Causality orientations are enduring and consistent elements of personality (Sadabadi, Babapour and Poursharifi, 2011) which address individuals' orientations toward the initiation and regulation of their own behaviour (Deci and Ryan, 1985; Deci and Ryan, 2008b), as well as how self-determined they are in general (Deci and Ryan, 2008b). In other words, causality orientations are characteristic motivational orientations or behavioural patterns which describe the way each individual will preferentially adapt to their social context (Teixeira et al., 2012).

Deci and Ryan (1985) have outlined three causality orientations: autonomy orientation, control orientation and impersonal orientation which each exist

within an individual to some extent. A general description of these three orientations and their behaviours are detailed in Table 3-2 which follows.

Orientation	General Description	Other characteristics or behaviours
Autonomy	Individuals initiate and regulate their own behaviour based on the choices they experience	• Often intrinsically motivated • Tend to interpret situations as opportunities for choice
Control	Individual organise their behaviour based on controls which occur within the environment or themselves	• Extrinsic rewards play a significant role • Tend to interpret situations as controlling
Impersonal	Individuals' behaviour is deemed beyond their control and thus cannot lead to their desired outcomes	• Often view themselves as incompetent • Tend to experience tasks as difficult

Table 3-2: Causality Orientations adapted from Deci and Ryan (1985)

Although, as previously mentioned, each of these orientations exists within every individual to some extent (Deci and Ryan, 2008b), COT suggests that the three personality based orientations guide how individuals interpret situations and events (Rose, Markland and Parfitt, 2001). These orientations therefore guide what aspect of the each situation individuals look for to regulate their behaviour whether it be an informational, controlling or impersonal aspect of the situation (Rose, Parfitt and Williams, 2005). Moreover, within situations where there are no external cues to regulate behaviour each individual's stronger causality orientation will have a pervasive influence on their behaviour (Hagger, Koch and Chatzisarantis, 2015).

Despite there being three types of causality orientation: autonomy, control and impersonal orientations, this study will only focus on two: autonomy and control. Impersonal orientation will not be examined as individuals who are generally guided by this orientation are described as confused and uncertain (Soenens et al., 2005), are usually overwhelmed by stressful situations and fear interpersonal contact (Deponte, 2004) which would make it highly unlikely that they would take part in the social media engagement behaviours. Because of the nature of these individuals if they did take part in the behaviour, it may

be to follow precedents as they lack control or intention to act (Deci and Ryan, 1985), and not because they had any perception of control over the situation or were seeking to achieve a goal. These factors therefore make them an unattractive audience for managers in the social media environment.

In contrast to impersonal orientation, autonomy orientation includes individuals who are often intrinsically motivated (Deci and Ryan, 1985), have confidence in their abilities (Koestner and Zuckerman, 1994) and can also initiate and maintain social relationships (Deponte, 2004). Control orientation on the other hand, is clearly defined by Deci and Ryan (1985) as individuals who are less self-determined and their actions are determined by pressures or controls from the environment or themselves. Individuals guided by control orientation have been proven to be forced to act in a particular fashion (Wong, 2000), have confidence in their abilities (Koestner and Zuckerman, 1994) yet worry about how others see them and allow the expectations of others to be their impetus to achieve goals (Deponte, 2004). Individuals guided by these orientations are more attractive to managers, as they have more control over their actions and confidence in their abilities.

Several tenets of the OIT, and COT of self-determination theory, previously discussed, are incorporated into the hierarchical model of intrinsic and extrinsic motivation (Vallerand and Ratelle, 2002), which will be discussed in the following section.

Hierarchical model of intrinsic and extrinsic motivation

The hierarchical model of intrinsic and extrinsic motivation provides "a framework for organising and understanding the mechanisms underlying intrinsic and extrinsic motivation" and integrates personality, determinants of motivation and social psychological knowledge which lead to a unique perspective not only on motivation but the resulting behaviours and other outcomes (Vallerand and Lalande, 2011, p. 45).

Key to the hierarchical model of intrinsic and extrinsic motivation are two tenets, three levels of generality of motivation and the importance of the multi-dimensional nature of motivation (Vallerand and Ratelle, 2002). As

mentioned, this model seeks to organise the elements associated with motivation, and it proposes a vertical organisation of these elements representing the three levels of generality within each individual: the global, contextual and situational levels (Vallerand and Ratelle, 2002; Vallerand and Lalande, 2011).

The global level of motivation, which this research focuses on, refers to the motivational orientations of each individual. Motivational orientations, previously discussed as *causality orientations* in the self-determination theory (Deci and Ryan, 1985) are characteristic behavioural patterns which describe the way each individual will preferentially adapt to their social context (Teixeira et al., 2012). That is, motivational orientations, according to this theory, are what will guide an individual's motivations across situations and yield general consequences or behaviour (Vallerand and Ratelle, 2002) making them particularly important to this research because they govern how individuals generally interact or function within the environment (Vallerand and Ratelle, 2002). This level of generality is therefore the most stable over time (Vallerand and Ratelle, 2002) and is considered the trait level of motivation (Vallerand and Lalande, 2011) as it refers to an individual's personality or broad disposition to act typically in a particular way (Vallerand and Lalande, 2011).

The contextual level of motivation, the second level of generality, is not as stable because at this level individuals are influenced by contextual factors in specific spheres of their life (Vallerand and Ratelle, 2002). For instance, an individual may have developed an intrinsic based behaviour in the context of leisure but an extrinsic based behaviour in a work based context (Vallerand and Lalande, 2011). The situational and final level of generality is the most specific and focuses on why individuals are taking part in a specific activity at a specific time (Vallerand and Ratelle, 2002; Vallerand and Lalande, 2011).

This vertical organisation of the three levels of generality demonstrated in Figure 3-2 below also influences the impact that the levels have on each other. According to Vallerand and Lalande (2011) there are top down and bottom up

effects on the model governed by the proximity principle. Each level therefore influences the other two, but is most impactful on the level next to it. In other words, from a top down perspective, the global level of motivation influences both the contextual and the situational level but is most impactful on the contextual level (Vallerand and Lalande, 2011). Alternately from the bottom up perspective, the situational level most impacts the contextual level of motivation although it can impact the global level of motivation (Vallerand and Lalande, 2011).
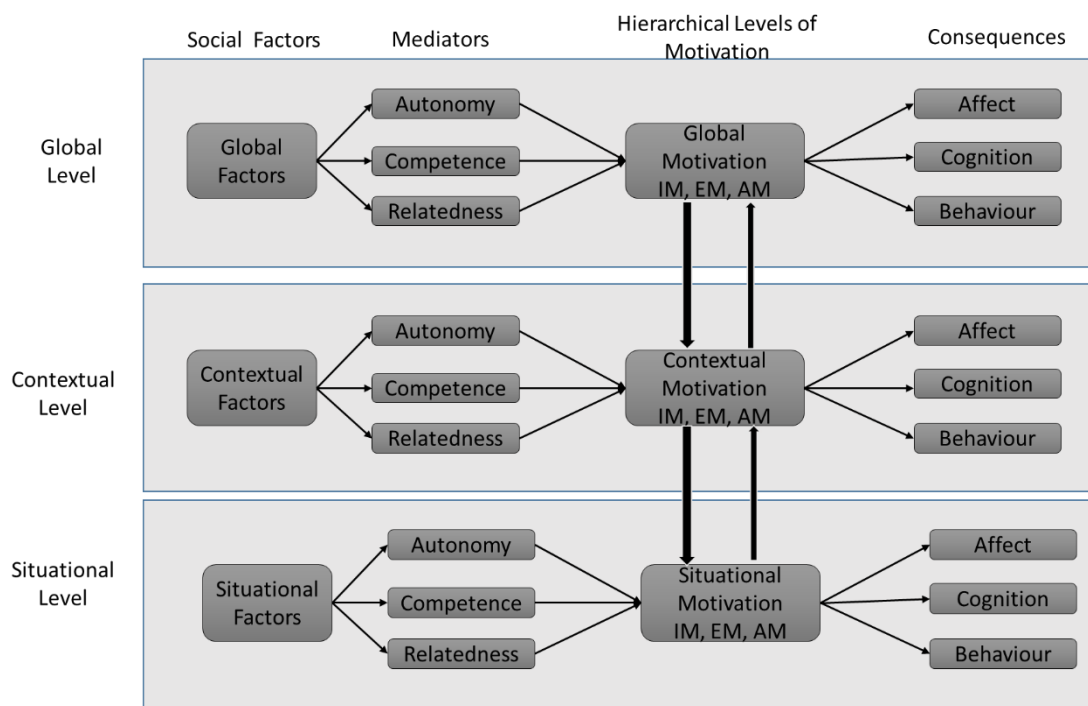
Figure 3-2: The Hierarchical Model of Intrinsic and Extrinsic Motivation from Vallerand and Ratelle (2002)

Of importance to the hierarchical model of intrinsic and extrinsic motivation is a thorough understanding of the various types of motivation which corresponds with self-determination theory of motivation based on Ryan and Deci (2000b, p. 69) who sought to present "a more differentiated approach to motivation." The types of motivation outlined by self-determination theory and demonstrated in Figure 3-1 have therefore been adopted by the hierarchical model of intrinsic and extrinsic motivation.

As noted by Vallerand (2000), the hierarchical model of extrinsic and intrinsic motivation also proposes that at each level of generality an individual will demonstrate different types of motivations shown in the diagram as intrinsic (IM), extrinsic (EM) or amotivated (AM). In contrast to Deci and Ryan (1985) who only outlined three types of causality orientations, the hierarchical model of intrinsic and extrinsic motivation discusses motivational orientations or the global level of motivation using the regulatory styles or types of motivation outlined in the OIT sub theory of SDT. The motivational orientations can therefore be described as amotivational, external, introjected, identified, integrated and intrinsic.

Based on this theory, the global level of motivation will stably influence customers' behaviour at a personality level, addressing how customers will achieve their goals or behave generally. An examination of motivational orientations and how the impact they have on CEBs would therefore provide an understanding of what types of motivation at a global level, move customers to take part in CEBs online.

Comparing Causality Orientations and Motivational Orientations

It is clear from the preceding discussion that causality orientations of COT and motivational orientations of the hierarchical model of intrinsic and extrinsic motivation seek to understand motivation at the personality level. Despite this common goal, they both discuss and distinguish the types of these differently. As explained by Cadwallader et al. (2010), the hierarchical model of intrinsic and extrinsic motivation looks at causality orientations in a more detailed way. The relationship between these types of causality orientations or motivational orientations is simple, and the detail provided by the hierarchical model of extrinsic and intrinsic model and its measure make it easier to understand the type of causality orientation that may be guiding an individual's behaviour.

Autonomy orientation describes those individuals who are highly self-determined and regulate their own behaviour (Deci and Ryan, 1985). Individuals who are guided by this orientation would therefore be guided by the more self-determined types of motivational orientations including

intrinsic motivation (Deci and Ryan, 1985) and integrated motivation which is the most self-determined form of extrinsic motivation and very similar to intrinsic motivation (Ryan and Deci, 2000b; Ryan and Deci, 2000a). Moreover, this type of motivational regulation is often combined with intrinsic motivation as a single form of motivation (White, 2015). In a similar vein, identified regulation has also been combined with intrinsic motivation to create an autonomous orientation scale (Gillet et al., 2013). Identified regulation, although not as self-determined as integrated regulation is deemed somewhat internal (Ryan and Deci, 2000a) and occurs when individuals value or endorse the activity (Malhotra, 2004) they are involved in.

Similarly, control orientation describes individuals who are driven by pressures and/or controls from themselves or the environment (Deci and Ryan, 1985). This matches the definitions of introjected regulation, where individuals act as a result of internal pressures to maintain feelings of self-worth (Engström and Elg, 2015), and external regulation, where individuals act to comply with external rewards or avoid punishments (Engström and Elg, 2015). These two types of motivational orientations can therefore be combined to understand control orientation as was previously done by Gillet, who combined these two items from the measure of global motivation to form a control orientation index. Finally, impersonal orientation describes individuals who are guided by amotivated motivational orientation. They view themselves as incompetent (Deci and Ryan, 1985) and therefore lack the intention or ability to act (Ryan and Deci, 2000a; La Guardia and Patrick, 2008).

It is therefore clear that although the SDT perspective only discussed three types of causality orientations, that these three types of causality orientations match the more detailed motivational orientations outlined by the hierarchical model of intrinsic and extrinsic motivation.

Measuring Causality Orientations

There are currently two ways to measure causality orientations: the general causality orientations scale developed by Deci and Ryan (1985) and the global

motivation scale developed by Sharp et al. (2003). These scales will be briefly described here.

The general causality orientations scale (GCOS) was developed to measure the individual differences in causality orientations specifically: autonomy, control and impersonal orientations (Koestner and Zuckerman, 1994). The original scale includes 12 vignettes which present the participant with different situations (Deponte, 2004), while the extended version which was later developed, includes 17 vignettes. The situations presented in the vignettes describe various social or achievement situations (Wong, 2000) such as being offered a new job or failing an examination (Wong, 2000; Deponte, 2004). The responses to each situation present three options/items to participants which reflect the three types of orientation (Soenens et al., 2005). Participants then indicate the extent to which each response is characteristic of them (Deci and Ryan, 1985).

As previously discussed, the hierarchical model of intrinsic and extrinsic motivation uses the types of motivation outlined by the OIT as the basis of its understanding of the various causality orientations or motivational orientations. The global motivation scale (GMS) reflects this by assessing the causality orientations in a more detailed manner (Cadwallader et al., 2010). Specifically, the scale assesses participants' general or global motivation and whether it is intrinsic, integrated, identified, introjected, external or amotivated (Gillet et al., 2013).

3.2.4 Motivational Drivers

It was clear from chapter 2 that customer engagement is motivationally driven (Hollebeek, 2011b; Hollebeek, Srivastava and Chen, 2016). The importance of motivations and motivational drivers to customer engagement and CEB is further reiterated in the definitions of non-paying CEB and CEB which both indicate that these behaviours are motivationally driven. (Van Doorn et al., 2010; Groeger, Moroko and Hollebeek, 2016). However, in the review of the literature, there have been few studies which empirically proved customers' motivation for CEB (Jaakkola and Alexander, 2014; Baldus, Voorhees and

Calantone, 2015). In contrast, the drivers for participation in e-WOM, OBCs and online co-creation in new product development (co-cre.), which have been discussed as forms of CEBs, have all been explored within the marketing literature by a number of researchers.

To develop a complete list of proposed motivational drivers for **social media engagement behaviour,** the focus of this research, this researcher has reviewed the aforementioned literature. The following sections of the chapter will therefore discuss each of the proposed motivational drivers demonstrated in Table 3-3 which have been identified, defined and discussed within the various streams of literature.

Proposed motivational drivers	Definition/Description	e-WOM	Co-Cre.	OBC	CEB
Rewards	monetary rewards such as financial compensation based on effort made (Fuller, 2010)		x		
Instrumental value	derived when customers accomplish tasks (Dholakia et al., 2004).		x	x	x
Pleasure	customers join communities for their own entertainment and enjoyment purposes (Wang and Fesenmaier, 2004)		x	x	x
Social enhancement	customers seek positive recognition or attention from others (Hennig-Thurau et al., 2004, Dellarocas and Narayan, 2006) such as recognition or gaining status (O'Hern and Rindfleisch, 2010)	x	x	x	
Social integration	customers benefit from social benefits derived from creating and the maintenance of contact with other people such as social support and friendship (Dholakia et al., 2004)	x	x	x	x
Helping the company	This usually occurs as a result of a customer's satisfaction with the company's offering and their desire to help the company (Hennig-Thurau et al., 2004)	x	x		
Concern for others	Customers often share their experiences with others to help them with the purchase decision or warn them (Yoo and Gretzel, 2008)	x	x		
Venting negative feelings	sharing negative consumption experiences helps customers to	x			

Proposed motivational drivers	Definition/Description	e-WOM	Co-Cre.	OBC	CEB
	reduce their discontent. (Hennig-Thuraru et al., 2004)				

Table 3-3: Proposed motivational drivers, definitions and their source literature

Rewards

Financial rewards such as special offers, prize draws (Hoyer et al., 2010) and compensation which reflects the level of the customer's effort (Füller, 2010) have been found to encourage customers to take part in co-creation. Similarly, utilitarian rewards, including deals, incentives and merchandise have been found to be motivations for OBC engagement (Baldus, Voorhees and Calantone, 2015). Interestingly, rewards were also discussed as a customer engagement marketing initiative by Harmeling et al. (2017) in the company related antecedents. This motivational driver, although influential to customers, is controlled by the company/brand who offers customers rewards in hopes of them taking part in behaviours which would benefit the company/brand.

Instrumental Value

Instrumental value, which is defined as generating ideas, completing tasks and solving problems, is a key driver for participation in virtual communities (Dholakia, Bagozzi and Pearo, 2004). This motivational driver which was only discussed in the online co-creation literature is realised by customers who are motivated to share their ideas (Füller, 2010) through the customer's ability to use their knowledge and skills in new product development (Nuttavuthisit, 2010). Individuals may therefore take part in social media engagement behaviours if it provides them an opportunity to share ideas and knowledge to help the brand.

Pleasure

Many consumers take part in non-transactional behaviours for the fun of it (Wasko and Faraj, 2000; Nuttavuthisit, 2010; O'Hern and Rindfleisch, 2010).

OBCs provide opportunities for customers to reap hedonic value from activities such as workshops, contests and events which entertain them (Madupu and Cooley, 2010; Baldus, Voorhees and Calantone, 2015) while online co-creation provides opportunities to reap the psychological benefit of enjoyment as they co-create value (Nuttavuthisit, 2010). As it concerns e-WOM, previous studies have indicated that hedonic or enjoyment benefits are particularly important as they are positively related to providing e-WOM and participation in online travel communities (Wang and Fesenmaier, 2004; Yoo and Gretzel, 2008). Further, entertaining content was found to be the most influential content type as liking, commenting and sharing increased when entertaining content is posted on brand Facebook pages (Cvijikj and Michahelles, 2013).

Social Enhancement

In reviewing research on motivational drivers from CEBs, both self-enhancement and social enhancement were discussed where self-enhancement is seen as receiving positive recognition from others (Hennig-Thurau et al., 2004) and social enhancement is discussed as gaining social status, acceptance and approval from others (Dholakia, Bagozzi and Pearo, 2004). Similarly, validation which was discussed as a community member's feeling that other community members will affirm the importance of their ideas, interests and opinions, was also found to be important to OBC engagement (Baldus, Voorhees and Calantone, 2015). As a result of the similarities in these definitions which all highlight the importance of being viewed positively by others, this section will discuss each of these factors using one term, social enhancement.

Individuals who seek social esteem and status can gain this from taking part in co-production activities (Etgar, 2008), acceptance and advancement within an OBC (Dholakia, Bagozzi and Pearo, 2004; Dellarocas, Gao and Narayan, 2010), as well as the status and recognition that they may receive on contributing to co-creation activities (Hoyer et al., 2010; O'Hern and Rindfleisch, 2010) and taking part in e-WOM (Hennig-Thurau et al., 2004).

Customers may therefore take part in CEBs because they anticipate a feeling of pride or validation through the assignation of a title or other forms of recognition within their social group for their contribution.

Social Integration

Many activities online do not occur with customers in isolation but rather in some form of online community or other social setting such as a social network which allows for interaction and the development of relationships among their members (Wang and Fesenmaier, 2004). These groups often consist of like-minded persons who are motivated to join and participate because they not only enjoy interacting with other like-minded persons (Etgar, 2008) through a variety of means, but they also gain social support as friendships develop over time (Madupu and Cooley, 2010). Individuals are therefore motivated by the opportunity to have discussions with individuals similar to themselves about topics including the brand of focus for the OBC (Baldus, Voorhees and Calantone, 2015). Simply put, "maintaining interpersonal connectivity" allows a group member to reap the social benefits of friendship, intimacy and social support as members of the group (Dholakia, Bagozzi and Pearo, 2004, p. 244) and may therefore be influential to social media engagement behaviours.

Helping the company & Concern for others

In the analysis of motives for co-creation and e-WOM, a sense of altruism was identified as a driver for customers who take part in these activities as they participated in order to benefit not only other customers, but the company as well (Hennig-Thurau et al., 2004; Hoyer et al., 2010; Nuttavuthisit, 2010). However, many researchers discuss this altruistic behaviour as two factors: one focused on providing help and support to the company (Hennig-Thurau et al., 2004; Nuttavuthisit, 2010; Baldus, Voorhees and Calantone, 2015) while the other factor is focused on providing help and support to other customers (Yoo and Gretzel, 2008; Baldus, Voorhees and Calantone, 2015), a stance this research will adopt.

Helping the company often occurs when customers who have had satisfactory or exceptional consumption experiences with a company or brand, often

including courteous employees (Sundaram, Mitra and Webster, 1998). These customers are driven to take part in positive WOM in an effort to give the company something back in exchange (Hennig-Thurau et al., 2004). In a similar manner, helping the company was also discussed when customers took part in online co-creation to help the company improve its products (Nuttavuthisit, 2010) or to influence the company's development (Baldus, Voorhees and Calantone, 2015), which sounds similar to instrumental previously discussed.

Concern for others, on the other hand, was discussed by Baldus, Voorhees and Calantone (2015) as occurring when customers were motivated to take part in OBCs in order to help other community members. Similarly Yoo and Gretzel (2008) discussed customers who are motivated to take part in e-WOM to share positive experiences with others as well as to warn others of negative experiences and/or out of concern for other customers. Either or both of these factors could therefore influence customers to take part in social media engagement behaviours.

Venting Negative Feelings

All of the motivational drivers discussed up until this point focused on what drove customers to take part in positively valenced CEBs rather than negatively valenced CEBs. However, venting negative feelings through posting negative comments online, as discussed by Hennig-Thurau et al. (2004), is focused on motivations for negatively valenced behaviours. These negatively valenced forms of CEB allows customers the opportunity to ease their frustration with negative consumption experiences (Sundaram, Mitra and Webster, 1998) facilitating them warning others (Yoo and Gretzel, 2008) and allowing them to "reduce the discontent associated with negative emotions" (Hennig-Thurau et al., 2004, p. 44).

Summary of customer related motivational drivers

None of these proposed motivational drivers has been examined in relation to their influence on social media engagement behaviours that this research will focus on: learning, sharing and endorsing. However, the importance of

motivational drivers to CEBs has been emphasised within the literature, and it is therefore important to identify which of the proposed list of drivers may influence the behaviours of focus.

3.3 Summary

It is clear from both chapters 2 and 3 that the customer-brand relationship plays an important role for both the company and the customer. The importance of customer engagement and CEBs to the development and maintenance of customer-brand relationships in the current marketing environment has also been emphasised. More specifically, it has been discussed that companies are encouraging CEBs through customer engagement marketing as they seek to benefit from valuable customer-brand relationships, and the customer's voluntary contributions such as creativity and access to network assets (Harmeling et al., 2017). In order to influence CEBs, it is first necessary to understand the forms of behaviour which may occur and which of these may be important to the customer and company.

However, although previous studies have examined behaviour as a dimension of CE, those studies did not investigate specific types of CEBs which may be important to the customer and company. In contrast, this study will focus on specific behaviours in the social media environment. Specifically, this study will focus on learning, sharing and endorsing behaviours because they acknowledge the varying levels of engagement. These behaviours are also important to the customer and company. In particular, sharing and endorsing behaviours are forms of contributing and influencing behaviours, which may prove beneficial to the company and others. As previously discussed, influencing behaviours are those where customers use their knowledge to affect the knowledge and perceptions of others about the focal brand (Jaakkola and Alexander, 2014).

Secondly, in order to influence these specific behaviours in the social media environment, it is also necessary to understand the customer who takes part in these CEBs. Chapter 3 therefore discussed the various customer related antecedents which may be influential to these behaviours including: brand

relationship commitment, personality traits, causality orientations and motivational drivers. Although previous studies have examined personality traits and online customer engagement, the influence of these factors on specific behaviours has not been studied. Similarly, the motivational drivers which are best suited to the context of this research have not been identified. This research therefore seeks to gain a better understanding of the customer who is involved in learning, sharing and endorsing in the social media environment by exploring these elements of research, among others, which have yet to be examined.

The following chapter will therefore organise all that has been discussed to this point: identifying the gaps in the literature, highlighting and clarifying the variables to be examined, explaining why these variables are important to the understanding of CEBs and discussing the expected relationships between the variables of focus. Chapter 4 will also present the research aim and objectives of the study and provide the initial conceptual framework which will guide the research as it seeks to meet its outlined aim.

Chapter 4 Initial Conceptual Framework Development

4.1 Introduction

The previous chapters discussed the literature surrounding the customer-brand relationship, customer engagement and CEBs. It is clear from these chapters that as a result of the change in the marketing environment, CEBs have become increasingly important to the successful maintenance of the customer-brand relationship. The importance of customer engagement and specifically the behavioural dimension of this phenomenon has been pointed out to be important to managers (Meadows-Klue, 2008) and researchers (Vivek, Beatty and Morgan, 2012a). More specifically, looking beyond the purchase transaction would allow researchers to focus on customers' experiences with the brand in the current marketing environment (Vivek, Beatty and Morgan, 2012a) which affect the customer-brand relationship and also allow managers to nurture and maintain current customer relationships (Van Doorn et al., 2010). This research seeks to add to this body of research by developing the current understanding of the customer related factors which influence these behaviours. In particular, this research takes this focus because relationships are influenced not only by interdependent interactions but the environment within which they exist and the personalities of the participants (Hinde, 1995). The preceding chapter therefore sought to discuss the proposed and demonstrated customer-related antecedents to customer engagement and CEBs which will be examined in this research.

In this chapter the gaps in the literature which this study will address will be identified, before briefly presenting the research aim and objectives that will guide the research. The chapter will also clearly present the initial conceptual framework of the study: clarifying the variables that will be examined, the roles that each of these variables will play in the framework and finally presenting a visual representation of the framework.

4.2 Identifying the research gaps

4.2.1 Social media context

Chapters 2 and 3 made it clear that while several antecedents to customer engagement and CEBs have been proposed, only a few have been empirically proven. The list of customer-related antecedents identified in existing literature includes: motivational drivers (Van Doorn et al., 2010) and brand trust, brand commitment and customer satisfaction (Hollebeek, 2011b) among others. However, Jaakkola and Alexander (2014) asserted that a positive brand relationship is a customer related antecedent to offline engagement behaviour. Similarly, Ul Islam, Rahman and Hollebeek (2017) and Marbach, Lages and Nunan (2016) provided evidence that some personality traits are customer related antecedents to online customer engagement. The context dependent nature of CEBs makes it necessary to also discuss the context within which these antecedents were identified. The antecedents identified by Jaakkola and Alexander (2014) were identified in an offline context while those antecedents studied in an online context were examined in company initiated OBC or virtual customer environments (Baldus, Voorhees and Calantone, 2015; Verhagen et al., 2015; Ul Islam, Rahman and Hollebeek, 2017) and in one case a Facebook brand community (Marbach, Lages and Nunan, 2016). There is therefore a gap in the literature to explore the customer related antecedents to CEBs in a social media context which is not community specific, which this research will seek to fill.

4.2.2 Antecedents to specific behaviours

The second gap in the literature this research seeks to address is an understanding of the antecedents to *specific* behaviours. Several researchers have attempted to classify and identify the varying types of CEBs (Brodie et al., 2013; Jaakkola and Alexander, 2014; Dessart, Veloutsou and Morgan-Thomas, 2016; Groeger, Moroko and Hollebeek, 2016; Maslowska, Malthouse and Collinger, 2016), however, no studies have examined the antecedents to the types of behaviours identified by these researchers. Although it could be argued that the study conducted by Jaakkola and Alexander (2014) identified

both types of CEBs and the antecedents to those CEBs, it was not made clear from their discussion if all of the antecedents identified influenced each of the behaviours identified or if some antecedents only applied to particular types of behaviour. There are therefore gaps in the literature to identify the antecedents to specific CEBs in the outlined context and to understand how the identified antecedents impact each specific type of CEB. Understanding the effect that specific antecedents may have on specific behaviours is of particular importance, as each behaviour may be differently affected by varying antecedents. For instance, customers who take part in blogging (creating behaviour) may be influenced by the rewards/gifts they receive from brands to review, while customers who take part in sharing (contributing behaviour) may not be influenced by rewards but rather by the pleasure that they get from the activity. The importance of this understanding was discussed by both Ul Islam, Rahman and Hollebeek (2017) and Van Doorn et al. (2010) who state that there is a need to understand the effect that antecedents have on specific OBC activities and types of CEBs respectively. As discussed in chapters 2 and 3, this research will fill this gap by focusing on the personality related antecedents of traits and causality orientations, brand relationship commitment and motivational drivers.

Personality related antecedents

As discussed in chapter 3, Van Doorn et al. (2010) purport that customer traits and characteristics would affect if and how much individuals took part in CEBs. Further both Ul Islam, Rahman and Hollebeek (2017) and Marbach, Lages and Nunan (2016) demonstrate that some of the five factor model personality traits do have a relationship with online customer engagement. More specifically these studies indicate that conscientiousness is negatively related to online customer engagement while extraversion, openness and agreeableness are positively related to online customer engagement. Marbach, Lages and Nunan (2016) therefore propose that extraversion, openness and agreeableness will be positively related to all dimensions of online customer engagement. Despite this proposal, there have been no studies which examined the relationship of these personality traits with only the behavioural

dimension of customer engagement, or more specifically, the relationship that these personality traits would have with specific CEBs.

Similarly, although there have been several studies which have examined the relationship between causality orientations and behaviour in the academic and work arenas (Koestner and Zuckerman, 1994; Wong, 2000; Cadwallader et al., 2010), no studies have examined the relationship between causality orientations and customer engagement, CEB or specific types of CEB. An understanding of the relationship between causality orientations and CEB would allow researchers to further explain the causes and reasons for person-specific behaviour in this social media environment and therefore examine elements of personality which are not addressed by the five factor model (FFM) (Olesen et al., 2010).

Customer-brand relationship related antecedents

CEB, as a dimension of customer engagement, is a construct within the relationship marketing paradigm and it has been proposed that relationship related concepts such as commitment and trust should be antecedent to and a consequence of it (Bowden, 2009; Mollen and Wilson, 2010). Only one empirical study has established that relationships are antecedent to CEBs (Jaakkola and Alexander, 2014). However, this study states that positive relationships, dialogue and trust with the focal firm have an impact on CEBs (Jaakkola and Alexander, 2014). This result is based on in-depth interviews rather than the examination of the effect of specific relationship related factors such as commitment and satisfaction on CEBs. Similarly, Baldus, Voorhees and Calantone (2015) indicated from their study that brand passion, which they define as the affection that OBC members have for the brand, was a motivation for customers to engage with OBCs; while Dessart, Veloutsou and Morgan-Thomas (2016) used brand commitment as a tool to test the nomological validity of the engagement scales they developed, based on the assumption that customer engagement would strengthen customers' relationships with the brand. That study therefore tested if increased brand commitment was a consequence of all dimensions of customer engagement

(Dessart, Veloutsou and Morgan-Thomas, 2016). There is, therefore, a gap in the literature to determine if brand relationship commitment is antecedent to specific CEBs. This knowledge would allow researchers and managers to understand the effect of an established level of commitment on specific behaviours that are of benefit to the company.

Motivational driver antecedents

According to definitions of customer engagement behaviour presented by both Van Doorn et al. (2010) and Groeger, Moroko and Hollebeek (2016) CEBs occur as a result of motivational drivers. However, none of the previous literature has identified the motivational drivers which impact specific types of CEBs. As demonstrated in the literature review, several motivational drivers have been identified for e-WOM, online co-creation and OBC involvement which are all deemed forms of CEBs, but the motivational drivers which impact the specific behaviours being examined in this study, learning, sharing and endorsing, have not been established.

4.2.3 Relationships between antecedents

Finally, all of the studies which were previously discussed examined the direct relationship which the antecedents had with customer engagement or CEB (Jaakkola and Alexander, 2014; Marbach, Lages and Nunan, 2016; Ul Islam, Rahman and Hollebeek, 2017) but none of these studies sought to determine if the antecedents had any relationships with each other which would then impact the behaviours or customer engagement which was being examined. This gap in the research requires that a study examines if there is any relationship between the identified antecedents and CEB. The need for this understanding was also discussed by Ul Islam, Rahman and Hollebeek (2017) who specifically state that personality does not impact customer engagement on its own and it would be necessary for future research to examine other antecedents with personality factors to determine how they jointly influence customer engagement. Indeed, this research will focus on determining if a particular group of antecedents play an intervening role in the relationships between other antecedents and the behaviours of focus.

4.3 Restatement of Research Aims & Objectives

This research therefore seeks to fill the gaps in the literature which have been identified. Specifically, this research will examine *specific types of online customer engagement behaviours*, namely the engagement behaviours of learning, sharing and endorsing in a social media setting which is not related to an OBC. The research will also determine what motivational drivers influence the specific behaviours of focus. Finally, this research will determine the relationship between the personality-related antecedents: traits, causality orientations, brand relationship commitment and the motivational drivers identified with learning, sharing and endorsing.

The aim of this research is therefore ***to investigate the antecedents to social media engagement behaviours*** by achieving the following research objectives which seek to:

1. Identify and refine the motivational drivers which influence customers to take part in social media engagement behaviours (learning, sharing and endorsing)

2. Determine the role of motivational drivers in the relationship between the personality-related factors (personality traits and motivational orientations) and social media engagement behaviours (learning, sharing and endorsing)

3. Examine the role of motivational drivers in the relationship between brand relationship commitment and social media engagement behaviours (learning, sharing and endorsing)

4.4 Initial Conceptual Framework Development

The preceding discussion clearly indicates that this research seeks to investigate the antecedents to social media engagement behaviours by understanding how the personality related factors, namely traits and causality orientations, brand relationship commitment, and motivational drivers, may influence each other as they influence the behaviours of focus. This section of the chapter will first indicate exactly what variables will be examined, and the

proposed relationships between variables before presenting the initial conceptual framework diagram.

4.4.1 Clarification of variables

Independent variables or predictor variables are those variables which cause an effect which can be observed (Easterby-Smith, Thorpe and Jackson, 2015) while dependent variables are affected by other variables (Sarantakos, 2013). On the other hand, mediators, also called intervening variables, are mechanisms through which independent variables influence dependent variables (Hayes, 2018). Evidence of mediators therefore indicates an indirect relationship between the independent and dependent variables (Hayes, 2018) being examined. At this stage of the study the proposed variables include seven independent variables, three dependent variables and eight mediators presented in Table 4-1 which will be discussed in more detail in the following sections.

Type of Variable	Related Concept/Model	Variables
Independent variables	Personality Traits	Extraversion
		Openness to Experience
		Agreeableness
	Causality Orientations	Autonomy Orientation including: intrinsic, integrated and identified motivational orientations
		Controlled Orientation including: introjected and external orientations
	Customer-brand relationship factor	Brand relationship commitment
Mediators	Motivational Drivers	Rewards
		Instrumental value
		Pleasure
		Social enhancement
		Social integration
		Helping the company
		Concern for others
		Venting negative feelings
Dependent Variables	Social Media Engagement Behaviours	Sharing
		Learning
		Endorsing

Table 4-1: List of variables to be examined in this study

Independent variables

As demonstrated in Table 4-1, the independent variables to be examined include the personality related variables: traits and causality orientations. The independent variables also include the only relationship marketing factor to be examined – brand relationship commitment. Each of these will be briefly discussed in the following sections.

Personality traits

Personality traits are important to this research because they describe individual differences (Wiggins, 1979), are comparable (McAdams, 1995) and lead to consistencies in individuals' behaviours (Baumgartner, 2002; Woszczynski, Roth and Segars, 2002). These personality traits will be examined using the FFM which, as previously discussed, states that five fundamental dimensional traits namely neuroticism, extraversion, openness to experience, agreeableness and conscientiousness, describe individual differences (Baumgartner, 2002; Ross et al., 2009). However, as discussed in chapter 3, based on previous findings (Marbach, Lages and Nunan, 2016; Ul Islam, Rahman and Hollebeek, 2017) this research will focus on those traits which are more likely to have positive relationships with learning, sharing and endorsing: extraversion, openness to experience and agreeableness.

Causality Orientations

According to McAdams (1995) however, although an individual cannot be accurately described without knowing their traits, their traits are not enough to provide a comprehensive description of an individual. This study therefore seeks to further the understanding of how personality influences the social media engagement behaviours of learning, sharing and endorsing by examining autonomy and control causality orientations. Causality orientations have been described in the self-determination theory as characteristic behavioural patterns that describe the way that an individual will habitually adapt to their social context (Teixeira et al., 2012). They were further described by the hierarchical model of intrinsic and extrinsic motivation to be the most stable form of motivation (Vallerand and Ratelle,

2002) referring to an individual's personality or broad disposition to generally act in an intrinsic, extrinsic or amotivated way (Vallerand and Lalande, 2011). In this study, these causality orientations complement traits and seek to understand how individuals generally interpret situations and events (Rose, Markland and Parfitt, 2001) and how this interpretation will guide their behaviour in the social media environment.

As discussed in chapter 3, while there are three types of causality orientation, this study will only focus on two: autonomy and control. From the perspective of the SDT, autonomy orientation includes individuals who are generally guided by intrinsic motivation. However, integrated motivation has often been combined with intrinsic motivation to form one variable (White, 2015) because integrated regulation is the most self-determined form of extrinsic motivation (Ryan and Deci, 2000a) as demonstrated in Fig 3-1. For this research, it is therefore expected that intrinsic motivational orientation and integrated motivational orientation will combine to form autonomy orientation. In a similar manner, intrinsic motivation and identified regulation are discussed as displaying higher levels of self-determination (Guay, Mageau and Vallerand, 2003). Further, according to organismic integration theory (OIT), identified regulation is somewhat internal in its locus of causality and individuals who are driven by this type of motivation act because they value or personally endorse the behaviour (Malhotra, 2004). Although at this stage in the study it is uncertain where this particular type of motivational orientation will fall in the analysis, it is highly likely that it will also be grouped with intrinsic and integrated motivational orientation. Although this will require confirmation, based on the understanding of the different types of motivation and motivational orientations, as well past studies, the variable has been so defined in the initial conceptual framework demonstrated in Figure 4-1.

Brand Relationship Commitment

Brand commitment and/or the relationship with the brand have been emphasised as important to customer engagement by several researchers (Van Doorn et al., 2010; Hollebeek, 2011b; Jaakkola and Alexander, 2014; Leckie,

Nyadzayo and Johnson, 2016). The early literature emphasises the mediating role that brand commitment plays in the customer-brand relationship which does not occur without brand trust (Morgan and Hunt, 1994) and satisfaction with the brand (Sung and Campbell, 2009).

Discussed within the literature as the belief by a relationship partner that the relationship is one which requires maximum effort to maintain (Morgan and Hunt, 1994), brand relationship commitment within this study is proposed to be antecedent to learning, sharing and endorsing. This proposal is based on the perspective that customers with an established relationship with the brand will be expected to take part in behaviours that would benefit and maintain the relationship.

Dependent Variables

The dependent variables of interest for this study are the specific social media engagement behaviours: learning, sharing and endorsing. These behaviours were outlined in the study by Dessart, Veloutsou and Morgan-Thomas (2016) which sought to operationalise customer engagement at each of its dimensions: cognitive, emotional and behavioural and have been chosen as the focus of this research, because they take into consideration the varying levels of involvement of the customer. Learning is a consuming behaviour occurring at the minimum level of participation (Brodie et al., 2013; Dessart, Veloutsou and Morgan-Thomas, 2016) and sharing and endorsing represent contributing and influencing behaviours which occur when customers interact with the brand and others (Muntinga, Moorman and Smit, 2011). These specific behaviours were also chosen because they correspond with behaviours outlined by other researchers, have completed scales which were rigorously tested and are specifically online behaviours which occur not only in an online brand community environment but within the social media environment that will be the context of this research.

Mediating variables

The final group of variables to be discussed are those which are proposed to mediate the relationship between the outlined independent variables:

extraversion, openness, agreeableness, autonomy orientation, control orientation and brand relationship commitment, and the outlined dependent variables: learning, sharing and endorsing. These variables are the motivational drivers.

<u>Motivational Drivers</u>

In defining CEB, Van Doorn et al. (2010) specifically states that these behaviours occur as a result of motivational drivers, implying that without motivational drivers the behaviours of interest for this study would not occur. However, as previously discussed, the literature has not identified the motivational drivers which influence the specific behaviours being examined by this study. Identifying and refining the motivational drivers which influence learning, sharing and endorsing is therefore the first research objective outlined. To achieve this objective, a list of proposed motivational drivers has been developed based on the examination of the literature surrounding customer engagement, CEB, e-WOM, online co-creation in new product development and OBC which are listed and defined in Table 4-2.

Drivers	Definition/Description
Instrumental value	derived when customers accomplish tasks (Dholakia et al., 2004)
Rewards	includes monetary rewards such as financial compensation based on effort made (Fuller, 2010)
Venting negative feelings	sharing negative consumption experiences can help customers to reduce discontent (Hennig-Thuraru et al., 2004)
Pleasure	customers join communities for their own entertainment and enjoyment purposes (Wang and Fesenmaier, 2004)
Social-enhancement	customers seek positive recognition or attention from others (Hennig-Thurau et al., 2004, Dellarocas and Narayan, 2006) such as recognition or gaining status (O'Hern and Rindfleisch, 2010)
Social integration	customers benefit from social benefits derived from creating and the maintenance of contact with other people such as social support and friendship (Dholakia et al., 2004)
Concern for others	customers often share their experiences with others to help them with the purchase decision or warn them (Yoo and Gretzel, 2008)

Drivers	Definition/Description
Helping the company	usually occurs as a result of a customer's satisfaction with the company's offering and their desire to help the company (Hennig-Thurau et al., 2004)

Table 4-2: Proposed motivational drivers and their definitions

It is therefore important that the first research objective be completed before the development of the final conceptual framework and the resulting hypotheses which will form the basis of the remainder of the study and guide the data collection necessary to address research objectives 2 and 3.

The proposed relationship between the personality related factors and motivational drivers

It is expected that motivational drivers will play a mediating role between personality and learning, sharing and endorsing. This assertion is based on the understanding developed from the personality and motivational literature.

In proposing a grand theory of motivation by Reeve (2016), outlined a motivation mediation model where personal and environmental antecedents are mediated by the motivational state, which in turn jointly influence consequences, such as behaviour. It is therefore expected that the proposed motivational drivers will mediate the relationship between the personal factors being examined: personality traits, causality orientations, and the specific social media engagement behaviours: learning, sharing and endorsing.

More specifically, this perspective on the mediating role of motivational drivers in the relationship between personality traits and online behaviours corresponds with previous studies discussed in the literature. That is, extraversion and agreeableness were strong motivation predictors for playing online games (Park, Song and Teng, 2011), agreeableness is a predictor of motivations for individuals who post comments on online news (Wu and Atkin, 2016) and extraversion, conscientiousness, neuroticism and openness were mediated by computer-mediated communication motivation as they

influenced an individual's attitude towards Facebook (Chua and Chua, 2017). Based on the aforementioned perspective, the initial conceptual framework presents personality traits as antecedents which will be mediated by motivational drivers before influencing the social media engagement behaviours: learning, sharing and endorsing.

In a similar manner, causality orientations as a personality-related factor are also personal antecedents which, according to the mediated motivation model, should be mediated by motivational states to impact behaviour. This perspective was demonstrated from a self-determination theory perspective when causality orientations influence patients' motivation to take part in treatment during the first 6 weeks (behaviour). The initial conceptual framework therefore presents causality orientations as antecedents which will be mediated by the proposed motivational drivers to impact learning, sharing and endorsing in the social media environment.

<u>The proposed relationship between brand relationship commitment and motivational drivers</u>

Similar to personality, brand relationship commitment is a personal factor. Up to this point in the thesis it has been discussed as a customer related factor which, according to the conceptual customer engagement literature, should be an antecedent to customer engagement and CEB as a key relationship marketing related concept (Mollen and Wilson, 2010). Specifically, brand relationship commitment is an individual's desire to maintain a valued relationship (Moorman, Zaltman and Deshpande, 1992). This personal factor is therefore expected to act similarly to the personality-related factors in the relationship between itself and the outlined dependent variables. That is, the personal factor, brand relationship commitment, is expected to influence the identified motivational drivers, which will in turn influence the social media engagement behaviours: learning, sharing and endorsing.

4.4.2 Initial Conceptual Framework

From the preceding discussion, it has become clear which variables will be examined and the proposed relationships between these variables. The

following figure therefore visually demonstrates the initial conceptual framework to be tested in this research. This framework will be revised and/or finalised on the completion of research objective 1, whereby the motivational drivers of the behaviours of focus will be identified and refined.
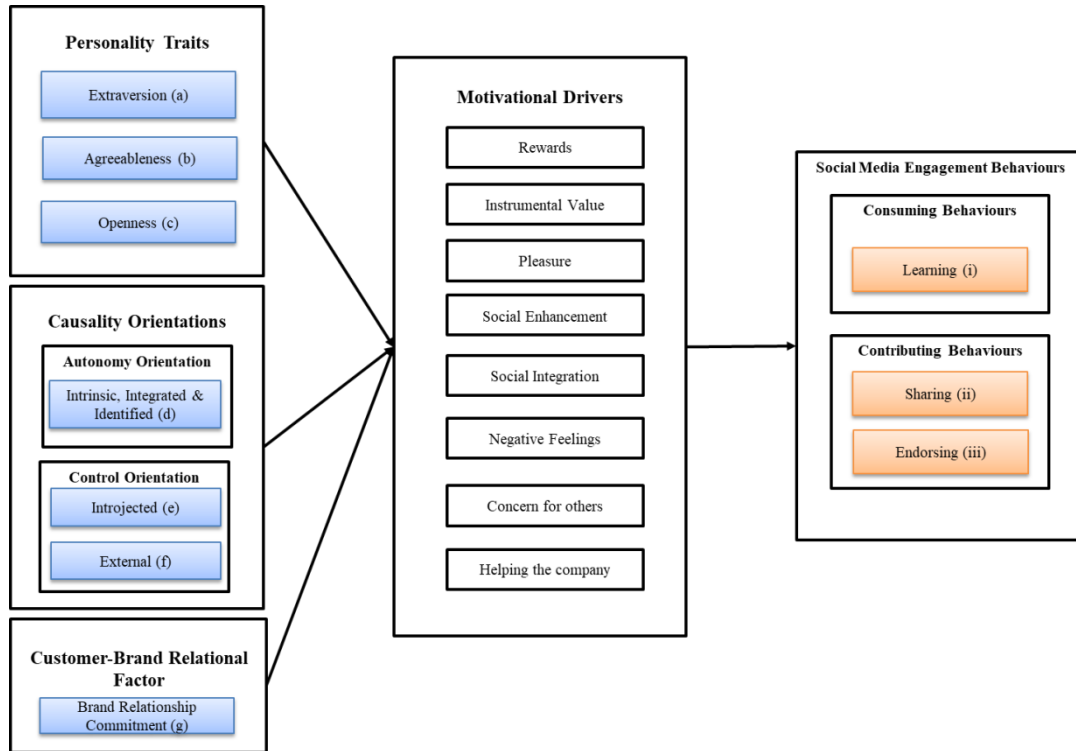
Figure 4-1: Initial Conceptual Framework Diagram

The independent variables previously outlined – traits, causality orientations and brand relationship commitment – are demonstrated in the blue boxes on the left of Figure 4-1. The dependent variables are demonstrated in the orange boxes on the right of the diagram based on what type of social media engagement behaviour they are. The arrows from the independent variables to the motivational drivers which occupy the middle of the diagram and from the motivational drivers to the dependent variables illustrate the proposed mediating role of the motivational drivers. The motivational drivers are also placed between the independent and dependent variables to demonstrate their intervening role in the proposed indirect relationships.

4.5 Summary

This chapter of the thesis sought to first present the gaps in the literature which were identified. It then explained how those gaps would be filled by outlining the aim and objectives of this research. It is now clear that this study seeks to investigate the antecedents to social media engagement behaviours. To achieve this aim, the research will first identify the motivational drivers which influence the specific social media engagement behaviours: learning, sharing and endorsing. The study will determine if the identified motivational drivers play a mediating role between the independent variables: personality traits, causality orientations and brand relationship commitment, and the dependent variables: learning, sharing and endorsing. This chapter has also emphasised the importance of completing research objective 1 before providing a final conceptual framework to achieve objectives 2 and 3.

This chapter finally presented the initial conceptual framework in a visual format. Having presented this basis for the research, the following chapter will detail how data collection and analysis will be conducted to achieve the outlined aim and objectives based on the philosophical stance of the researcher.

Chapter 5 Methodology

5.1 Introduction

As stated earlier, the overall aim of this research is to investigate the antecedents to social media engagement behaviours. More specifically, this research seeks to understand the customers who take part in social media engagement behaviour by identifying and refining the motivational drivers which influence the specific social media engagement behaviours: learning, sharing and endorsing. The research then seeks to determine the role those motivational drivers will play in two relationships: the relationship between the personality related variables – personality traits, causality orientations and the social media engagement behaviours learning, sharing and endorsing; and the relationship between brand relationship commitment and learning, sharing and endorsing.

This chapter will detail how this study sought to address this aim and the research objectives previously outlined, based on the philosophical assumptions of the researcher. The chapter will therefore begin with an explanation of the researcher's philosophical assumptions before presenting the research design and detailing the data collection, sampling process, tools used for data collection and tools used for analysis. The chapter will then address the ethical considerations of the study before concluding.

5.2 Philosophical Assumptions

This section of the chapter seeks to clarify the philosophical position of the researcher. According to Easterby-Smith, Thorpe and Jackson (2015) this is important for a number of reasons. Clarity of the researcher's philosophical stance allows the researcher to not only understand their assumptions about investigating the world but also allows the researcher to create, determine and evaluate effective research designs beyond their current experience (Easterby-Smith, Thorpe and Jackson, 2015). Through these advantages, clarity of stance

leads to an increase in the quality and creativity of research developed by the researcher (Easterby-Smith, Thorpe and Jackson, 2015).

The philosophical stance of the researcher, which is also referred to as a paradigm therefore guides the researcher's actions as it pertains to scientific inquiry (Guba, 1990), shaping their research design and methods decisions (Creswell, 2014). Each paradigm is characterised through the researcher's basic assumptions as it pertains to ontology, epistemology and methodology (Guba, 1990). The nature of these assumptions and the basic questions they address are presented in Table 5-1.

	Description	Questions Addressed
Ontology	Researcher's philosophical assumptions about the nature of knowable/reality	What is the nature of reality? What is the nature of the knowable? How are things really?
Epistemology	Researcher's assumptions about ways of questioning or finding out about the knowable/reality	What is the relationship between the researcher and the knowable/reality? How do we know what we know?
Methodology	Combination of ways/techniques used by the researcher to questions/discover answers in research situations	How should the researcher approach gathering knowledge?

Table 5-1 - Detailing philosophical assumptions: adapted from Easterby-Smith, 2015 & Sarantakos, 2013

These elements are "set in a hierarchical and deterministic order" (Guba, 1990, p. 28), that is, the researcher perceives ontology as their foundation and these beliefs will guide epistemological and methodological stances in turn.

Over the years there continues to be a debate over the philosophy of researchers (Creswell, 2014) including which philosophies should guide consumer research (Heath, 1992). The debate stems from the many ways that the basic ontological, epistemological and methodological questions can be answered (Guba, 1990). At the two extremes of this debate are two philosophical stances: positivism/realism and constructivism/interpretivism

(Sarantakos, 2013). The following sections will briefly discuss the positivism versus interpretivism debate before presenting the post-positive perspective. More importantly, the forthcoming section will detail why this research takes a post-positivist stance.

5.2.1 The Debate

The positivist or realist perspective is based on the ontological belief that reality is governed by universal or infallible, immutable laws and researchers therefore believe that they should practice an objective epistemology (Guba, 1990); that is, they should be detached from the research process (Marsden and Littler, 1996). These beliefs in turn lead to an "empirical experimentalism" methodological stance where the research questions or hypotheses are posed and then empirically tested under controlled conditions to determine if they are true or false (Guba, 1990).

In complete contrast, the constructivist or interpretivist point of view is based on the ontological belief that there are multiple realities which are constructed by the perceiver (Heath, 1992). Thus, the researcher is part of the research process and that reality (Easterby-Smith, Thorpe and Jackson, 2015) as they influence the phenomena being investigated (Heath, 1992). Interpretivists therefore prefer qualitative methods of research (Heath, 1992), gathering rich data from small numbers of participants (Easterby-Smith, Thorpe and Jackson, 2015) which makes any conclusions made, bound to the context and theory confirmation, impossible (Heath, 1992).

5.2.2 Post-Positivism

Despite this argument these are not the only paradigms which govern researchers' actions. Post-positivism, pragmatism, and transformative paradigms, among others, have also been discussed in the literature (Creswell, 2014), presenting varying answers to the fundamental philosophical questions. Indeed, the reasons for the development of many of these differing paradigms are the failings of the more traditional positivist perspective (Clark, 1998) including the belief that researchers cannot be certain when investigating human behaviour and actions (Clark, 1998; Creswell, 2014) and

therefore, the development of infallible rules is impossible. Other arguments against the positivist paradigm specifically within the marketing arena include the fact that its objectivity assumes that consumers are passive or reactive rather than active participants ignoring consumer decision making and the consumer's internal viewpoint, and their subsequent effect on behaviour and outcomes (Marsden and Littler, 1996).

The post-positivist paradigm, although similar to positivism, has some differences which seek to address the weaknesses of the positivist paradigm (Clark, 1998). Post-positivists similar to positivists hold the ontological belief that reality is external, but in contrast they also believe that reality cannot be fully comprehended or perceived (Guba, 1990). Epistemologically post-positivists have a *modified objective* perspective (Guba, 1990), that does not see the researcher as wholly detached (Clark, 1998) although detachment is ideal (Guba, 1990). Methodologically, post-positivists also utilise empirical methods and techniques (Clark, 1998) which test and verify a theory previously outlined by the researcher (Creswell, 2014). However, post-positivist research can also include qualitative methods of research, which is contradictory to positivism (Guba, 1990).

Through research based on a post-positivist philosophical stance, researchers seek "a greater approximation of the truth" (Clark, 1998, p. 1246) as their findings are deemed contextually related and therefore not applicable in all situations but probable in similar situations (Clark, 1998). According to Creswell (2014) the post-positivist researcher begins with a theory, collects data, and seeks to determine what influences or causes certain outcomes. This is the philosophical stance of this researcher as it is the best reflection of their view of reality. This philosophical stance is also appropriate for the phenomena being examined.

5.3 Research Design

Based on the previous discussion of the philosophical stance of the researcher and the aim of this research to investigate the antecedents to social media engagement behaviours, a correlational, cross-sectional quantitative research

design was adopted which utilised surveys as the method of data collection. This research design was chosen not only because it corresponded to the philosophical stance of the researcher but also because correlational designs facilitate the investigation of relationships between two or more variables (Ormrod and Leedy, 2015), while cross-sectional research facilitates the collection of data at one time rather than over a longer period of time (Ormrod and Leedy, 2015). According to Leckie, Nyadzayo and Johnson (2016) the collection of data only at one point in time is a limitation because the research then only provides a brief look at social media engagement behaviour at that time. This is, however, appropriate for this study as it seeks to understand a contextually dependent phenomenon.

Surveys, also called questionnaires, were chosen as the data collection method because survey research allows generalisations to be made about the characteristics and behaviour of a population based on a sample (Creswell, 2014), which is also suited to the aim of this research. Furthermore, self-administered surveys allow respondents to be honest due to their anonymous nature and to report what they believe about their feelings and behaviour as these may not easily be observed by a researcher (Nardi, 2003), increasing the likelihood of collecting accurate data.

More specifically, an online questionnaire is particularly suited to this research as it seeks to investigate online behaviour and, as will be discussed in the 'Sample' sections of this chapter, the ideal respondents should be active in the online context specifically, social media. This corresponds with the assertions made by Sue and Ritter (2012) who state that online questionnaires should be used when the target group has access to the internet and the technology required for the use of digital surveys, and Ormrod and Leedy (2015) who state that digital questionnaires are effective. Finally, the decision to utilise online surveys was influenced by their potential for quick and economical means of data collection (Sue and Ritter, 2012).

The decision to utilise this research design was also influenced by the current research in the area of interest: CE, CEB and social media brand engagement

behaviour. Empirical research to develop appropriate scales, to test a number of the conceptual frameworks previously proposed and to truly understand the phenomena are only recently being completed as researchers delve into investigation (Hollebeek, Glynn and Brodie, 2014; Baldus, Voorhees and Calantone, 2015; Dessart, Veloutsou and Morgan-Thomas, 2016; Marbach, Lages and Nunan, 2016; Ul Islam, Rahman and Hollebeek, 2017). This research therefore sought to utilise a quantitative research design that would allow for an understanding of the phenomena, that would be a *good approximation of the truth* which is very likely to guide the understanding of customers' behaviour in similar situations (Clark, 1998), meeting the aim of the research to deepen the understanding of that behaviour and matching the post-positivist paradigm which allows for the customer's influence on reality.

The research design chosen included two data collection phases. The first phase allowed the researcher to take the first step in addressing the first research objective. More specifically, this first phase allowed the researcher to determine which motivational drivers of the proposed list are most relevant to customers in the context of this research through exploratory factor analysis. The second phase of data collection was then completed to allow the researcher to confirm the findings of the first phase through confirmatory factor analysis using a different sample as recommended by Hair et al. (2014). The second phase of data collection also allowed the researcher to address the research objectives 2 and 3 through path analysis. A snapshot of this research design illustrating the two data collection phases, the tools used, data collection process, sampling methods and the data analysis conducted at each of the data collection phases is demonstrated in Figure 5-1.

Data collection phase one	Data collection phase two
Aim: To refine the motivational drivers relevant for the context of this research and to identify the composition of these drivers	**Aim:** To confirm the composition of the motivational drivers via different sample and address research objectives 2 &3
Tool : Online questionnaire	Tool: Online questionnaire
Collection Process: Advertising on researcher's personal social media & through online influencers	Collection Process: Using Qualtrics survey administration division invitation sent to UK wide database
Sampling Method: Convenience & Snowball sampling	Sampling Method: Quota sampling
Sample: 146 participants, 28% male: 72% female	Sample: 382 participants, 37% male: 63% female
Analysis: Exploratory factor analysis	Analysis: Confirmatory factor analysis & Path analysis

Figure 5-1: Research Design - illustrating the data collection phases, tools, data collection process, sampling and analysis plan at each stage

The remaining sections of this chapter will therefore discuss what is demonstrated in Figure 5-1 in more detail. It will first detail the questionnaire development and pre-testing, before presenting the data collection process, population and sample, and the data analysis plan for the first data collection phase before discussing the same topics for phase two of the research. Finally, the chapter will address the ethical assurances necessary for the completion of the study.

5.4   Data Collection Phase One

The objective of the first phase of data collection was to reduce the proposed list of motivational drivers: rewards, instrumental value, pleasure, social enhancement, social integration, venting negative feelings, concern for others and helping the company, to a list of motivational drivers which would more accurately reflect those drivers that would influence the behaviours of focus. The proposed list of motivational drivers previously detailed has been generated through a review of several streams of literature including: e-WOM,

online co-creation, OBC involvement and CEB. However, none of these motivational drivers have been identified as appropriate for customers within the specific context being examined in this research or for customers who take part in the specific behaviours being examined. It was therefore necessary to reduce the proposed motivational drivers to a smaller number of variables which accurately reflect motivational drivers that influence learning, sharing and endorsing. The reduction of the number of variables also allowed the researcher to simplify the subsequent analysis (Hair et al., 2014), and by identifying interrelationships, determine the composition of the identified motivational drivers.

To achieve this, an online questionnaire was developed, distributed and the data collected and analysed. Each of these steps will be discussed in the following sections.

5.4.1 Questionnaire Design

The primary objective of this stage of the questionnaire development, as previously discussed was to identify and refine the motivational drivers for the specific social media engagement behaviours of focus. The questionnaire developed demonstrated in Appendix 1, was divided into a number of sections to adequately achieve this aim: Introduction & Qualifying Questions, Section A: Motivations for social media engagement behaviour, Section B: Social media engagement behaviour and Section C: Participant Description. The following sections will discuss each of these sections in detail.

Introduction & Qualifying Questions

The introductory section thanked participants for their interest, explained the aims of the questionnaire, assured participants that their participation would be anonymous and covered under the Data Protection Act of 1998 in accordance with the University of Strathclyde's guidelines and provided details on how individuals could participate in the prize draw.

The qualifying questions were used to ensure that individuals met the requirements of the ideal participant which will be discussed in section 5.4.3.

Each of these questions was a multiple choice question, where participants needed to highlight the answer that was appropriate. Negative answers to any of these questions resulted in participants being moved to the end of the survey and receiving a message which thanked them for their interest but indicated that they did not meet the criteria for the questionnaire. These questions were:

- Are you 18 or older?
- Please indicate which of the following Social Media Sites you are a member of: Facebook, Twitter, Instagram, Pinterest or None
- Do you follow, interact or view any brands on any of the social media sites you are a member of?

At the end of this section, if participants had completed all qualifying questions and could continue they were then asked to indicate which of the social media sites they are a member of and which one they use to interact with brands.

Section A: Motivational drivers for social media engagement behaviour

Within this section, participants were asked to think about their interaction with one brand on the social media site they indicated in the introductory section that they used to interact with brands. Each participant was then asked to indicate their level of agreement with the statements provided using a seven (7) point Likert scale where 1 was strongly agree and 7 was strongly disagree.

The statements provided were developed by first reviewing the literature around the related areas including: CE, CEB, e-WOM, online co-creation in new product development and OBC involvement to develop a list of possible motivations for social media brand engagement behaviour. The proposed motivational drivers therefore included: rewards, instrumental value, pleasure, social enhancement, social integration, venting negative feelings, concern for others and helping the company.

In developing the proposed list of motivational drivers, items for the measurement of each motivation were developed and adapted through the

examination of previous scales developed by Dholakia, Bagozzi and Pearo (2004); Hennig-Thurau et al. (2004); Füller (2010); Baldus, Voorhees and Calantone (2015) as demonstrated in Appendix 3. Often the items developed by different researchers were comparable, as they were based on the same term. For example, the items used by Dholakia, Bagozzi and Pearo (2004) and Baldus, Voorhees and Calantone (2015) both used the words entertain or entertaining when measuring pleasure. However, many of the items utilised in previous studies excluding Baldus, Voorhees and Calantone (2015) were not specific to an online context similar to that within which this study would be conducted. It was therefore necessary for the researcher to adapt the items generated to match the appropriate context when necessary.

The final list of statements utilised in this section of the questionnaire to measure motivational drivers for the social media engagement behaviours being examined are detailed in Table 5-2: Final list of items for measurement for the proposed motivational drivers.

It is important to note, that all of the items presented in Table 5-2 were not presented to participants in groups. Instead, the randomise function available on the Qualtrics software was utilised as this would randomly select the order that the items would be presented to each participant. Through the use of the randomise function the researcher would avoid order bias, and participants would not be presented with similar items consecutively.

Motivational Drivers	Generated Items	Source
Rewards	I participate on the brand's social media page because of the incentives I receive	Hennig-Thurau et al., 2004
	If it weren't for the rewards, I wouldn't participate on the brand's social media page	Baldus et al, 2015
	I participate on the brand's social media page because I expect to receive appropriate rewards for my support	Fuller, 2010
Instrumental Value	I participate on the brand's social media page because I have ideas I want to introduce to the brand	Fuller, 2010
	I write posts on the brand's social media page because I like to know that my comments and suggestions can influence the brand and its products or services	Baldus et al, 2015

Motivational Drivers	Generated Items	Source
	I am motivated to participate on the brand's social media page because I can help the brand its products	Baldus et al, 2015
Venting negative feelings	I post negative comments on the brand's social media page because the company harmed me, and now I want to harm the company	Hennig-Thurau et al., 2004
	I post negative comments to the brand's social media page to help me shake off frustrations about bad buys	Hennig-Thurau et al., 2004
	I write negative posts on the brand's social media page because I like to get anger off my chest	Hennig-Thurau et al., 2004
Social-enhancement	I feel good about myself when other customers and/or the brand positively acknowledge (like, share, favourite) my contributions to the social media page	Baldus et al, 2015
	My posts to the brand's social media page show others of my network that I am a knowledgeable customer	Hennig-Thurau et al., 2004
	Receiving affirmation of the value of my contributions to the social media page, makes me want to participate more on the brand's social media page	Baldus et al, 2015
	When others respond positively to my contributions on the brand's social media page, I feel better about myself	Hennig-Thurau et al., 2004
Concern for others	I like participating on the brand's social media page because I can use my experiences to help other people make good decisions	Baldus et al, 2015
	I post negative comments on the brand's social media page because I want to save others from having negative experiences similar to my own	Hennig-Thurau et al., 2004
	I really like helping others with their questions on the brand's social media page	Baldus et al, 2015
	I post positive comments to the brand's social media page because I want to help others have positive experiences	Hennig-Thurau et al., 2004
	Through participating on the brand's social media page I can provide others with information	Baldus et al, 2015
Helping the company	I participate on the brand's social media page because I am so satisfied with the company and its products or services that I want to help the company be successful	Hennig-Thurau et al., 2004
	I am motivated to post comments to the brand's social media page because in my own opinion, good companies should be supported	Hennig-Thurau et al., 2004
	I hope to help the company be successful through my participation on their social media page	Based on definition from Hennig-Thurau et al., 2004
Social Integration	I am motivated to participate on the brand's social media page because I meet people this way	Hennig-Thurau et al., 2004
	I enjoy conversing with people similar to myself on the brand's social media page	Baldus et al, 2015
	I participate on the brand's social media page to maintain contact with other customers who have similar interests	Baldus et al, 2015
	I look forward to discussing my opinions about the brand with others who share the same interests as me	Baldus et al, 2015

Motivational Drivers	Generated Items	Source
Pleasure	I like participating on the brand's social media page because it is entertaining	Baldus et al, 2015
	Having fun is my main reason for participating on this brand's social media page	Baldus et al, 2015
	I participate on this brand's social media page because I think it is fun	Baldus et al, 2015
	I find participating on this brand's social media page to be very entertaining	Baldus et al, 2015

Table 5-2: Final list of items for measurement for the proposed motivational drivers

Section B: Types of social media engagement behaviour

This section of the questionnaire sought to determine the specific social engagement behaviours customers took part in with the brand they were thinking of on the specific social media site they indicated.

Thus, this section of the questionnaire, like the preceding section, asked participants to think about their interaction with one brand on their chosen social media site. Each participant was then asked to indicate their level of agreement with the statements provided using a 7 point Likert scale where 1 was strongly agree and 7 was strongly disagree.

The social media engagement behaviours: learning, sharing and endorsing were then measured using the subscales developed by Dessart, Veloutsou and Morgan-Thomas (2016). Moreover, all statements were randomised using the questionnaire software so that all related statements were not displayed consecutively. That is, no participant should have seen all of the statements associated with sharing for example, in consecutive order but in a random manner with the items from learning and endorsing.

Section C: Participant Profile & Conclusion

The penultimate section of the questionnaire sought to acquire information about the participants by asking simple multiple choice questions related to their demographic profile specifically:

- age
- highest level of education achieved

- gender

To appropriately answer these questions, participants only had to choose the option provided that best fit their situation.

Finally, to conclude the questionnaire participants were asked to indicate their willingness to be included in the prize draw for the £50 Amazon voucher which was offered as an incentive by providing an email address to contact them if they won.

5.4.2 Pre-testing the Phase One Questionnaire

To ensure that the developed questionnaire was appropriate and discover any possible errors, weaknesses or ambiguities to be corrected before data collection (Sarantakos, 2013), a pilot study was conducted. Twelve (12) individuals who met the sampling criteria, were invited to a 'questionnaire session' in a computer laboratory at the University of Strathclyde. Individuals were contacted through personal communication including face-to-face conversations, phone calls and direct messaging on social media and invited to the session, and offered refreshments in return for their time and effort.

At the session, individuals were provided with note paper and pens so they could take note of questions they did not understand or any other issues they encountered while they completed the questionnaire. As each participant concluded the questionnaire, the researcher conversed with them to receive their feedback and discuss their notes and experience completing the questionnaire. Although this session sought primarily to assess if the wording of the questions and instructions were easily understood as well as to determine if there were any changes required for the layout order of the questionnaire, individuals were also asked to review the flyer being developed to advertise the questionnaire.

To achieve this secondary goal, while partaking of the refreshments provided, individuals were asked to have a look at two posters that were proposed to be used for advertising and choose the poster they preferred. Furthermore, during this time, individuals were encouraged to chat with each other, and the

researcher took note of any problems that had not come up in the individual conversations but participants were reminded of as they spoke to each other in a more relaxed environment.

As a result of this session a number of changes were made to the questionnaire. As it relates to the presentation of the questionnaire, because of the vast number of the statements in Section A, participants could not always see the Likert scale displayed at the beginning of the statements. Therefore, the number of times the Likert Scale was displayed was increased and Section A was split into smaller chunks so that participants were not bored, and could be reminded of the scale they were using to indicate their answers.

It was also noted that individuals who indicated they were only members of one Social Media Site, did not need to be asked again what site they used for interaction with brands. This was therefore fixed using a skip function, which allowed individuals who only chose one Social Media Site in the Introduction and Qualifying Section to move straight to Section A without having to choose the Social Media Site for interaction unnecessarily.

As previously mentioned, participants in the pre-testing session were also presented with two posters of the same design but with alternate wording, to determine which one better appealed to the proposed sample. Their choice of wording was the poster chosen to be displayed on Facebook and Twitter demonstrated in Appendix 2.

5.4.3 Population & Sample

The general description of the population that this research seeks to understand are those individuals globally who have access to the internet, are engaged on social media and interact with brands. According to the Internet usage worldwide dossier by Statista (2017) there are approximately 3.5 billion internet users worldwide of which 3.0 billion are active social media users. In the UK alone there were 42 million active social media users representing 64% of the population in January 2017 ("Social media usage …", 2017). It was therefore prudent for the researcher to only access a sample of these individuals.

Sampling Method

There are a variety of sampling methods available to any researcher; however, it was not "practical, cost or time efficient" for the researcher to utilise a probability sampling method (Nardi, 2003, p.106) so two non-probability sampling methods were chosen: convenience sampling and snowball sampling. Convenience sampling allows participants to decide if they will take part in the survey (Sue and Ritter, 2012), while snowball sampling allows the researcher to choose respondents and request that those respondents recommend others to participate in the survey (Sarantakos, 2013). With convenience sampling participants are therefore simply in the right place at the right time and decide if they will take part in this research, while snowball sampling would allow the researcher access to the social networks of others. These sampling methods were also chosen because they were time and cost effective methods for the researcher.

As will be discussed in detail in the collection process, this questionnaire was advertised and a link provided on the researcher's Facebook and Twitter pages. Despite its convenience and lack of cost, the reliance on the researcher's social network and the chosen sampling methods introduced bias at this stage of the research. By utilising the researcher's social network, it is very likely that the individuals would have similar outlooks on the phenomenon, as they may share opinions, attitudes and a similar level of education as is evident from the sample description provided in Table 5-3: General description of the participants of data collection phase one . This bias, however, did not make these individuals inappropriate for this research as they are all active users of social media and social networking sites, as is evidenced by the fact that they were contacted or advertised to on social networking sites. Further, the questionnaire was structured in such a way, as discussed earlier, to exclude persons who did not meet the appropriate characteristics needed for participants.

Additionally, by sharing the questionnaire to their own social networks, and utilising influencers on social network sites, the group of persons to whom the

questionnaire then became available was expanded to include persons that would normally not be available to the researcher, reducing the effect of this limitation.

Sample Size

As it relates to the size of the sample for the pilot study, Hair et al. (2014) state that for exploratory factor analysis to be completed, the general rule is that there should be a ratio of 5:1 where for each variable there are at least five observations. The sample size for the pilot study which examined 28 variables examined across 8 potential motivational drivers would have required a minimum of 140 participants using that rule of thumb. Therefore, by collecting responses from 146 participants this criterion was met. Table 5-3 provides the breakdown of the 146 participants who completed the questionnaire and met the characteristic requirements previously discussed.

Characteristics	Percentage of Participants
Gender	
Male	28%
Female	72%
Age	
18 – 25	40%
26 – 34	47%
35 – 54	1%
55 – 64	1%
Highest level of Education	
School	5%
College	7%
Undergraduate degree	40%
Postgraduate degree	48%

Table 5-3: General description of the participants of data collection phase one

5.4.4 Data Collection Process

The developed questionnaire provided in Appendix 1, was distributed online using the Qualtrics questionnaire software via the researcher's Facebook and Twitter pages as well as two online influencers.

In August 2016 the questionnaire was launched using the researcher's Facebook page. The initial post to generate participants included: a flyer demonstrated in Appendix 2, accompanied by a message asking for help rather than participation and a link to the online questionnaire. The opportunity to win one Amazon voucher worth £50 was also offered as an incentive for participation. The questionnaire remained live for 14 days, and there were three reminders posted to the Facebook page. Each reminder posted included the flyer and the link to the questionnaire. However, the message which accompanied each reminder was slightly different, the first reminder posted two days after launch clarified the types of brands that participants could discuss when answering the questionnaire. This was in response to a number of questions posted as comments on the original Facebook post, which sought clarity on the types of brands that participants should be interacting with online. The second message stated that there were a few days left, to add a sense of urgency and hopefully increase the number of responses. The final reminder simply stated that it was the final day to take part in this survey, and have an opportunity to win the £50 Amazon voucher. Of note, throughout this period the original post was shared 22 times, while one reminder was shared 13 times by the researcher's social network.

The process of data collection was very similarly completed on the researcher's personal Twitter page, with a launch post which was pinned to the researcher's profile. The initial post included: the flyer demonstrated in Appendix 2, a link to the online questionnaire and a simple message asking for help and offering the opportunity to win the £50 Amazon voucher. There were two reminders posted to Twitter specifically which corresponded with the same on Facebook that is: only a few days left and final day reminders. In contrast to Facebook, the researcher utilised two online influencers on Twitter,

who advertised the questionnaire on their Twitter pages and encouraged their followers to participate. Similar to Facebook, the initial post was also retweeted by members of the researcher's social network.

This method of distribution was particularly suited to the needs of the research as it ensured that participants were engaged on social media and had access to the technology required as discussed by Sue and Ritter (2012) and Ormrod and Leedy (2015). Furthermore, it was an economical means of distribution for the researcher that utilised extrapolation methods to increase response rates and reduce nonresponse bias.

5.4.5 Data Analysis Plan

As previously mentioned, the primary goal of the pilot study was to identify and refine the motivational drivers for social media engagement behaviour based on an original list of eight (8) proposed motivational drivers. According to Hair et al. (2014), exploratory factor analysis is a tool which allows researchers to define sets of variables that are highly interrelated from a large number of variables. This process therefore allows researchers to achieve goals such as summarising patterns of correlations, testing theories which seek to understand underlying processes or reducing large numbers of variables to a smaller number of factors (Tabachnick and Fidell, 2013) with a minimum loss of information (Hair et al., 2014). This form of analysis was therefore deemed appropriate for the first step in achieving the research objective.

More specifically for this research, exploratory factor analysis will allow the researcher to determine the number of variables which make up each construct (Churchill Jr, 1979) and reduce large numbers of variables into a more representative and practical set (Gerbing and Anderson, 1988). These advantages are achieved as the analysis provides the tools for understanding interrelationships, that is, identifying variables that are highly related to each other and creating sets called factors (Hair et al., 2014). The exploratory factor analysis was conducted using the statistical software, SPSS.

5.5 Data Collection Phase Two

The second stage of the data collection was completed in order to confirm the findings of the exploratory factor analysis. This dataset was also used to test the final conceptual framework and hypotheses developed to guide the research which sought to address research objectives 2 and 3. The final conceptual framework and hypotheses, however, require the completion of research objective 1 to be completed. These elements of the research will therefore be presented in the following chapter after the list of motivational drivers has been summarised, reduced and confirmed using a new sample.

5.5.1 Questionnaire Design

The developed questionnaire demonstrated in Appendix 4, is similarly structured to that of the first data collection phase and includes the following sections: Introduction & Qualifying Questions, Section A – Types of social media engagement behaviour, Section B – Brand relationship commitment, Section C – Motivational drivers for social media engagement behaviour, Section D – Personality and Section E – Participant Description. Each of these questionnaire sections will be discussed in the following sections of the chapter to clarify the scales used to examine the relevant constructs, the types of questions asked of participants and the general layout and structure of the questionnaire.

Introduction & Qualifying questions

Similar to the first questionnaire, the introductory section thanked participants for their interest, explained the aims of the questionnaire, assured participants that their participation would be anonymous and covered under the Data Protection Act of 1998 in accordance with the University of Strathclyde's guidelines.

The qualifying questions section, on the other hand, was expanded to ensure the study focused on particular types of organisations/brands. Negative answers to any of the first three qualifying questions resulted in participants being moved to the end of the survey, to the thank you message. These

questions which were multiple choice, allowing participants to choose the most appropriate answer included:

- Are you at least 18 years old?
- Are you a member of one or more of the social media sites: Facebook, Twitter or Instagram?
- Do you interact [share, comment or recommend] with any organisations/brands on any of the social media sites you are a member of?

Participants were then asked to think of the organisation/brand that they interact with most often on the social media sites that they are a member of and name it before the final qualifying question: what type of organisation/brand is the company/brand that they chose. In response to this question, participants were presented with the following options:

- A product based organisation [manufacturer of electronics, clothing, books food or similar]
- A service based organisation [restaurant, hotel, fast food, spa services, airlines or similar]
- A not-for-profit organisation [charity, foundation, professional or trade organisation or similar]
- A retailer [an organisation selling a variety of products in retail stores such as department, fashion or grocery store or similar]

If participants indicated that the brand they chose was a not-for-profit organisation they were then thanked and moved to the end of the questionnaire because they did not meet the criteria. Specifically, customers who interacted with not-for-profit organisations were deemed inappropriate for this study, as these individuals may also be influenced by their commitment to the cause and not only the brand. Their commitment to the cause rather than the brand may distort the findings of the study.

To conclude this section of the questionnaire, if participants completed all qualifying questions and could continue they were then asked to indicate

which of the social media sites they are a member of they use to interact with the named brand.

Section A: Types of social media engagement behaviour

The instructions provided to participants for this section of the questionnaire asked them to think of their previous interactions with their named brand on the social media site which they use to interact with it. With the brand and social media site in mind, they were then asked to indicate their level of agreement with the statements provided, demonstrated in Table 5-4 using a 7 point Likert scale where 1 was strongly agree and 7 was strongly disagree.

Factor	Variables	Source
Learning	I ask (EF) questions	Dessart, Veloutsou and Morgan-Thomas, 2016
	I seek ideas or information from (EF)	
	I seek help from (EF)	
Sharing	I share my ideas with the (EF)	
	I share interesting content with (EF)	
	I help (EF	
Endorsing	I promote (EF)	
	I try to get others interested in (EF)	
	I actively defend (EF) from its critics	
	I say positive things about (EF) to other people	

Table 5-4: Social media engagement behaviours and their items for measurement

Like the first questionnaire, the measurement scales developed by Dessart, Veloutsou and Morgan-Thomas (2016) were utilised to determine how much participants take part in the social media engagement behaviours of focus: learning, sharing and endorsing. Similar to the pilot study, all statements were randomised using the Qualtrics software to ensure that similar statements were not often sequentially displayed.

Section B: Brand relationship commitment

Similar to Section A, the instructions of Section B asked participants to think of their previous interactions with the brand of focus on the social media site used for interaction. This section, however, sought to determine participants'

level of commitment to a relationship with a brand, and thus utilised the 3 item adapted scale developed by Morgan and Hunt (1994) and demonstrated in Table 5-5. Participants were then asked to indicate their level of agreement with the statements associated with this scale using a 7 point Likert scale where 1 was strongly agree and 7 was strongly disagree.

Factor	Variables	Source
Brand Relationship Commitment	The relationship that I have with (EF) is something I am very committed to	Morgan and Hunt, 1994
	The relationship that I have with (EF) is something I intend to maintain indefinitely	
	The relationship that I have with (EF) deserves my maximum effort to maintain	

Table 5-5: Items for measurement of brand relationship commitment

Section C: Motivational drivers of social media brand engagement behaviours

Section C sought to measure participants' motivational drivers for participation in social media brand engagement behaviour. Based on the exploratory factor analysis conducted in the pilot study, at this stage of the research there was an updated list of factors including altruism, pleasure, social-enhancement, negative feelings and rewards. The variables used to measure each of these factors are detailed in Table 5-6.

Factor	Variables	Source
Helping	I like participating on the brand's social media page because I can use my experiences to help other people make good decisions	Baldus et al, 2015
	I really like helping others with their questions on the brand's social media page	Baldus et al, 2015
	I post positive comments to the brand's social media page because I want to help others have positive experiences	Hennig-Thurau et al.,2004
	Through participating on the brand's social media page I can provide others with information	Baldus et al, 2015
	I write posts on the brand's social media page because I like to know that my comments and suggestions can influence the brand and its products or services	Baldus et al, 2015
Pleasure	I like participating on the brand's social media page because it is entertaining	Baldus et al, 2015
	Having fun is my main reason for participating on this brand's social media page	Baldus et al, 2015
	I participate on this brand's social media page because I think it is fun	Baldus et al, 2015
Social-enhancement	I feel good about myself when other customers and/or the brand positively acknowledge (like, share, favourite) my contributions to the social media page	Baldus et al, 2015
	My posts to the brand's social media page show others of my network that I am a knowledgeable customer	Hennig-Thurau et al.,2004
	Receiving affirmation of the value of my contributions to the social media page, makes me want to participate more on the brand's social media page	Baldus et al, 2015
	When others respond positively to my contributions on the brand's social media page, I feel better about myself	Hennig-Thurau et al.,2004
Negative Feelings	I post negative comments on the brand's social media page because the company harmed me, and now I want to harm the company	Hennig-Thurau et al.,2004
	I post negative comments to the brand's social media page to help me shake off frustrations about bad buys	Hennig-Thurau et al.,2004
	I write negative posts on the brand's social media page because I like to get anger off my chest	Hennig-Thurau et al.,2004
Rewards	I participate on the brand's social media page because of the incentives I receive	Hennig-Thurau et al.,2004

	If it weren't for the rewards, I wouldn't participate on the brand's social media page	Baldus et al, 2015
	I participate on the brand's social media page because I expect to receive appropriate rewards for my support	Fuller, 2010

Table 5-6: Motivational drivers and their items for measurement after the exploratory factor analysis

Each of these statements was then assessed using 7 point Likert scales where 1 was strongly agree and 7 was strongly disagree, where participants indicated their level of agreement with each statement. Similar to the previous sections of the questionnaire, these statements were randomised, so each participant was presented with statements in a differing order from each other.

Section D: Personality

Unlike Sections A through C, Section D utilised a 5 point Likert scale where 1 was strongly agree and 5 was strongly disagree to measure personality traits using the 20 item Big Five personality trait scales developed by Donnellan et al. (2006) and demonstrated in Table 5-7. A 5 point Likert scale rather than a 7 point Likert scale was utilised in this case because this is the type of scale more often utilised for measuring personality traits in previous studies. As discussed in the literature review, this scale is a short scale for the measurement of personality traits and short scales have been said to have a negative effect on research as "long instruments tend to have better psychometric properties than short instruments" (Gosling, Rentfrow and Swann Jr, 2003, p. 505).

Despite this concern, this specific research seeks to measure a number of constructs, and completing long questionnaires can be irritating for participants and cause them to respond carelessly (Donnellan et al., 2006), negatively affecting the data collected. It was therefore decided to utilise a shorter scale, which has been proven to provide comparable results to the longer tool which is often utilised to measure personality traits.

Factor	Variables	Source
Extraversion	I am the life of the party	Donnellan et al. (2006)
	I don't talk a lot	
	I talk to a lot of different people at parties	
	I keep in the background	
Agreeableness	I sympathise with others' feelings	
	I am not interested in other people's problems	
	I feel others' emotions	
	I am not really interested in others	
Openness	I have a vivid imagination	
	I am not interested in abstract ideas	Donnellan et al. (2006)
	I have difficulty understanding abstract ideas	
	I do not have a good imagination	
Neuroticisim	I have frequent mood swings	
	I am relaxed most of the time	
	I get upset easily	
	I seldom feel blue	
Conscientiousness	I get chores done right away	
	I often forget to put things back in their proper place	
	I like order	
	I make a mess of things	

Table 5-7: Personality traits and their items for measurement

Section D also measured the causality orientations element of the personality related factors using a 7 point Likert scale where 1 was strongly agree and 7 was strongly disagree. This was completed using the Global Motivation Scale developed by Sharp et al. (2003) to assess this construct and demonstrated in Table 5-8. Finally, similar to Sections A to C, all statements for both scales were randomised.

Causality Orientation	Factor	Variables	Source
Autonomy Orientation	Intrinsic Motivational Orientation	In general, I do things because I like making interesting discoveries	Sharp et al. (2003)
		In general, I do things for the pleasure of acquiring new knowledge	
		In general, I do things for the pleasant sensations I feel whilst I am doing them	

Causality Orientation	Factor	Variables	Source
	Integrated Motivational Orientation	In general, I do things because by doing them I am living in line with my deepest principles	
		In general, I do things because by doing them I am fully expressing my deepest values	Sharp et al. (2003)
		In general, I do things because they reflect what I value most in life	
	Identified Motivational Orientation	In general, I do things in order to help myself become the person I aim to be	
		In general, I do things because I choose them as means to attain my objectives	
		In general, I do things because I choose them in order to attain what I desire	
Control Orientation	Introjected Motivational Orientation	In general, I do things because otherwise I would feel guilty for not doing them	
		In general, I do things because I would beat myself up for not doing them	
		In general, I do things because I would feel bad if I do not do them	
	External Motivational Orientation	In general, I do things because I want to be viewed more positively by certain people	
		In general, I do things in order to show others what I am capable of	
		In general, I do things in order to attain prestige	
Impersonal Orientation	Amotivated Motivational Orientation	In general, I do things although it doesn't make a difference whether I do them or not	
		In general, I do things even though I not have a good reason for doing them	
		In general, I do things even though I believe they are not worth the trouble	

Table 5-8: Causality orientations and their items for measurement

Section E: Participant profile

The final section of the questionnaire, 'Participant Description' sought to acquire knowledge of the participant including their: general social media profile, purchase behaviour with the chosen brand and demographic profile. To assess their general social media behaviour, the following questions were asked, which were based on the Facebook Intensity Scale developed by Ellison, Steinfield and Lampe (2007):

- In the past week, on average, approximately how much time per day have you spent on their chosen social media site
- If Facebook was their chosen social media site, they were asked how many friends they have on Facebook
- If Twitter or Instagram was their chosen media, they were asked how many followers they have
- If Twitter or Instagram was their chosen media, they were also asked how many people they follow

On the other hand, previous purchase behaviour with the identified brand was assessed by asking participants how frequently over the last 12 months had they purchased from the chosen brand.

Finally, similar to the exploratory research, the demographic profile of the participant was assessed by determining: age, highest level of education and gender. In this section of the questionnaire, all questions were simple multiple choice questions where the participant could simply highlight the box which best answered the question presented before.

5.5.2 *Pre-testing the Phase Two Questionnaire*

In comparison to the first phase of data collection, pre-testing of the final questionnaire was completed by emailing a link to a pilot version of the questionnaire to 15 individuals personally known to the researcher. Similar to the first phase of data collection, this pre-testing was completed to ensure that the questionnaire was appropriate and to highlight any possible errors, weaknesses or ambiguities to be corrected (Sarantakos, 2013). To ensure that this was achieved, each individual was asked to: make a note of any instructions, questions or statements that they found confusing, were not understood or contained grammatical or spelling errors. They were then to email the researcher to indicate what problems they had. Alternatively, if individuals preferred a face to face conversation, the researcher visited them to determine what issues they encountered.

After this pilot study however, no errors were found by participants and no changes were made to the questionnaire. Interestingly, due to the change in

data collection process for the second phase, a second pilot study or soft launch was completed by Qualtrics and this is discussed in more detail in the section 5.5.4 which soon follows.

5.5.3 Population & Sample

The general description of the population that this research seeks to understand did not significantly change. The population for this stage of the data collection are those individuals within the UK who have access to the internet, are engaged on social media and interact with brands not including not-for-profit organisations.

Sampling method

Similar to the pilot study, the sampling method utilised was guided by the need for practicality, as well as being time and cost efficient. However, at this stage of the research, time was an overwhelming factor and this significantly narrowed the options for the sampling method to be utilised. A non-probability sampling method, quota sampling, was therefore utilised through volunteer opt-in panels. Quota sampling based on age groups was utilised as this method has been deemed effective, does not negatively affect the sample's quality and can be completed in a short period of time (Sarantakos, 2013). This was achieved through volunteer opt-in panels by the online survey administration division of Qualtrics who sent invitations to the Qualtrics UK nationwide database of adults via email. Through the use of this company, results were obtained, reviewed and completed within 7 days, meeting the time needs of the researcher at a practical cost.

Sample Size

Both Hair et al. (2014) and Tabachnick and Fidell (2013) indicate that the sample size required for confirmatory factor analysis varies according to the results of the exploratory factor analysis previously conducted and could range from 100 to more than 500 participants. However, the minimum sample size of 100 is appropriate where there are 5 or less factors, each with three variables and high communalities, and a sample size of 500 or more was

required when there are more than 7 factors, where factors have less than 3 variables and the communalities are lower than 0.45 (Hair et al., 2014).

The results of the exploratory factor analysis conducted in this research were: five factors where each factor had three or more variables each and all communalities were higher than 0.5 although five variables had communalities ranging from 0.516 – 0.592. Under these circumstances the minimum sample size could be 150 (Hair et al., 2014). However the researcher determined that a larger sample size would be beneficial as it would more adequately reflect the size of the population, and larger sample sizes are more often stable and more likely to be replicable (Hair et al., 2014).

On completion of collection and removal of inappropriate data, such as participants who did not name a brand of focus, or used a brand that did not fit into the categories provided, as well as several participants who were repeatedly outliers on several variables the sample size was 382. The description of these participants is demonstrated in Table 5-9 below.

Characteristics	Percentage of Participants
Gender	
Male	37%
Female	63%
Age	
18 - 25	23%
26 – 34	27%
35 – 54	21%
55 – 64	20%
65 and older	9%
Highest level of Education	
School	23%
College	38%
Undergraduate degree	28%
Postgraduate degree	11%

Table 5-9: General description of the participants of the second data collection phase

5.5.4 Data Collection Process

Similar to the pilot study, the main study was distributed online. However, rather than advertising the questionnaire using a flyer on personal and influential social media pages, the main study was distributed using the online survey administration division of Qualtrics. For a fee, the survey administration division of Qualtrics sent invitations to their United Kingdom nationwide database of adults who are over 18 years old requesting them to take part in the survey.

This method of data collection included a number of benefits; not only did it ensure that participants had access to the technology and internet as required (Sue and Ritter, 2012) but the researcher was assigned a project manager who managed the process and ensured that invitations were sent and acknowledged by participants. This meant that, despite the increased cost to the researcher, data collection was much quicker than that of the first stage of data collection. The required number of responses were collected within four days which matches the assertion by Sue and Ritter (2012) that online surveys

can ensure quick data collection. Finally, this method of data collection was also advantageous because Qualtrics replaced inappropriate responses at no additional cost to the researcher, ensuring that the required sample was achieved. Finally, using Qualtrics also allowed for a sample that was more reflective of the UK population by requesting the quota sampling discussed in the previous section.

In June 2017, a soft launch was conducted by Qualtrics to collect a sample of data, for review before the full launch. After review of the 40 responses collected on soft launch by the researcher to determine if the data collected was appropriate and if there were any issues with the questionnaire, the full launch occurred. On full launch, the necessary number of responses were obtained two days later and made available to the researcher to be reviewed. During this review process, the researcher identified participants who provided the same answer throughout the entire questionnaire or identified questionable brands as their brand of focus. This list of inappropriate respondents was submitted to Qualtrics, who removed the responses from the data and collected replacement responses by the following day.

5.5.5 Data Analysis Plan

As previously indicated, it is first necessary to confirm the findings of the exploratory factor analysis which at this stage, had been completed. Confirmatory factor analysis is therefore completed to allow the researcher to confirm or reject the preconceived theory and indicate if that theory reflects reality (Hair et al., 2014). With confirmatory factor analysis the researcher could therefore determine if the 5 factors identified as motivational drivers to learning, sharing and endorsing by the exploratory factor analysis accurately reflect reality and if this theory should be accepted or rejected.

On conclusion of the confirmatory factor analysis and completion of research objective 1, a final conceptual model and hypotheses were outlined to test research objectives 2 and 3.

To complete the testing required for research objectives 2 and 3, a path analysis was used to determine if the personality-related variables: personality traits

and causality orientations are mediated by motivational drivers as they influence the social media engagement behaviours of learning, sharing and endorsing. The path analysis also simultaneously allowed the researcher to determine if motivational drivers also mediate the relationship between brand relationship commitment and learning, sharing and endorsing.

This technique was chosen as it allows users to test the effect that intervening or mediating variables such as motivation have on relationships (Tabachnick and Fidell, 2013) through the use of path diagrams which allow researchers to draw all of the proposed relationships that can then be translated into the equations necessary to conduct analysis (Tabachnick and Fidell, 2013). Path analysis was therefore conducted using the AMOS software package of SPSS.

The indirect relationships were specifically examined using the 95 per cent bootstrapping confidence interval method. This method of analysis was chosen over other traditional methods such as the causal steps approach which has been deemed low in statistical power and Type I error rates (MacKinnon et al., 2002) and the Sobel test or product of coefficients method which is reliant on normal distribution that is only evident in large samples (Preacher and Hayes, 2008). The bootstrapping confidence interval method is therefore preferred because it does not impose the assumption of normality on the sample, (Preacher and Hayes, 2008), and is deemed more statistically powerful than traditional methods (MacKinnon, Lockwood and Williams, 2004).

A more detailed understanding of the supported indirect relationships was also gleaned through the use of the Hayes process macro in SPSS. This computational tool also facilitates path analysis based mediation analysis using the bootstrapping confidence interval method but can also calculate the effect size of the indirect relationship. According to Kelley and Preacher (2012, p. 140) an effect size is "a parameter with a purpose, which is to quantify some phenomenon that addresses a question of interest." Effect sizes provide an understanding of the phenomenon being examined independent of sample size (Fritz, Morris and Richler, 2012) and provide information about the strength of the relationship (Berben, Sereika and Engberg, 2012). Therefore,

the effect sizes that will be reported in this research quantify the indirect effect of the independent variable on the dependent variable through the mediating variable. This understanding of the relationship, the completely standardised measure of the indirect effect, is facilitated through the Hayes process macro in SPSS as it does not operate in the same way that structural equation modelling software such as AMOS does (Hayes, 2018).

The reported effect sizes should thus provide a basis for discussion and/or interpretation of the importance of the results obtained from the study (Kelley and Preacher, 2012). It is therefore important to understand that "the larger an effect size the bigger impact the experimental variable is having" (Fritz, Morris and Richler, 2012, p. 14); that is, an effect size of 0.0159 or 1.59% is expected to have less impact than an effect size of 0.1784 or 17.84%. Moreover, the significance of an effect is dependent on what is being studied (Thompson, 2002). Hence, effect sizes allow for comparison within one study (Fritz, Morris and Richler, 2012) but can also be interpreted based on a comparison to other related studies or research rather than rigid benchmarks (Thompson, 2002).

5.6 Ethical Assurances

Conducting ethical research demands increased attention and as such researchers must ensure that they are aware of and address any ethical concerns at all stages of the research process (Creswell, 2014). These ethical concerns, discussed by Easterby-Smith, Thorpe and Jackson (2015) as the principles of ethical research, focus on protecting the interests of research participants and protecting the reliability of the research community. This section of the chapter will therefore discuss the ethical concerns of import to this research and how these were addressed during research.

First, it is important for researchers to have their plans reviewed by an institutional review board who should review the proposed study and accompanying documentation to determine if the study conforms with the principles of ethics (Creswell, 2014). Ethical clearance for this study was obtained by the ethical committee of the Department of Marketing, University of Strathclyde, prior to the initiation of both stages of the research. During the

process of ethical clearance, the researcher was required to provide: the data collection instrument, an ethical approval form which detailed how any ethical concerns would be addressed, the rationale and justification for the study, a clear description of the participants to be investigated and how participants would be recruited, as well as any consent forms or additional information that would be given to participants to ensure that the researcher met the ethical standards of the institution.

As it relates to protecting the interests of research participants, the principles of research ethics which are applicable to this research are: ensuring that participants provide informed consent before participating in the study, their privacy is protected, their contributions are anonymously provided and that all research data remains confidential (Easterby-Smith, Thorpe and Jackson, 2015). For this study, these specific ethical concerns were addressed through the provision of an introductory statement to the online questionnaire. This introductory statement clearly detailed the aims of the research that participants would take part in on consent, how the data collected would be used and stored, and assured participants that their participation was anonymous. The University of Strathclyde is registered with the Information Commissioner's Office who implements the Data Protection Act 1998, and participants were also informed in that introductory section that any personal data provided would be guided by this Act.

This introductory statement also addressed the ethical principles associated with protecting the research community, as it avoided deception about the study, declared the affiliations of the researcher, and informed participants how the data collected would be used in order to avoid any misleading information about research findings.

5.7 Summary

This chapter outlined how the data collection and analysis was conducted to achieve the research aim and objectives, based on the researcher's philosophical assumptions. It is now clear that the researcher has taken a post-positivist philosophical stance and based on this perspective sought to

determine what influences learning, sharing and endorsing in the social media environment.

To address the research aim and objectives based on this philosophical stance, a correlational, cross-sectional quantitative research design was developed and implemented. This research design included two stages of data collection. The first stage of data collection was focused on research objective 1 and allowed the researcher to identify and refine the motivational drivers which were relevant to customers within the context of this research. The second stage of data collection, on the other hand, allowed the researcher to confirm the findings of the first stage using a different sample as recommended by Hair et al. (2014) and also address research objectives 2 and 3.

At each stage of data collection an online questionnaire was utilised to gather the required data. This chapter discussed the design of each questionnaire. Specifically, the chapter presented the scales used in each questionnaire and how they were presented to participants. It is also clear from this chapter that the data collection process, sampling methods and data analysis plan were different at each stage of data collection. The first stage of data collection utilised convenience and snowball sampling methods through advertising and an incentive on the researcher's Facebook and Twitter pages, as well as online influencers, to attract participants. The data collected would then be analysed using exploratory factor analysis to determine the motivational drivers which were most appropriate in the specific context of this study.

In contrast, the second stage of data collection utilised the survey administration division of Qualtrics who offered their database of individuals at a fee to the researcher, to attract participants. Additionally, quota sampling and confirmatory factor analysis were used to determine if the findings at the end of stage one were accurate. This stage of data collection also utilised a path analysis to determine if the personality-related variables – personality traits and causality orientations – were mediated by motivational drivers as they influenced the behaviours of focus in the social media environment, addressing research objective 2. Finally, the path analysis simultaneously

allowed the researcher to address research objective 3 and determine if the motivational drivers identified mediated the relationship between brand relationship commitment and learning, sharing and endorsing in the social media environment.

The following chapter will present the results obtained to address research objective 1, detailing the exploratory and confirmatory factor analysis completed at the two stages of data collection. The chapter will then use these results to develop the final conceptual framework and hypotheses which will be tested to address research objectives 2 and 3.

Chapter 6 Final Conceptual Framework Development

6.1 Introduction

This chapter presents the results obtained to address research objective 1: to identify and refine the motivational drivers that influence customers to take part in social media engagement behaviours, namely, learning, sharing and endorsing. To achieve this goal, as discussed in the methodology, it was necessary to complete both exploratory and confirmatory factor analysis and these two types of analysis were completed using different datasets. The exploratory factor analysis was completed with the data collected in data collection phase 1, while the confirmatory factor analysis was completed with the data collected in data collection phase 2.

The chapter will therefore start by presenting the data examination and process followed to complete the exploratory factor analysis. As outlined by Hair et al. (2014), this is an essential, initial step in any analysis because it allows the researcher to identify outliers, missing data and ensure that multivariate data analysis such as those proposed for this study are appropriate using the data collected. Next, the chapter will follow a similar pattern with the confirmatory factor analysis. That is, the examination of the data associated with the motivational drivers of the second data set will be briefly presented before the process followed and the confirmatory factor analysis completed will be discussed. At the conclusion of these two analyses, the motivational drivers which influence customers to take part in the social media engagement behaviours of learning, sharing and endorsing will be identified and refined, addressing research objective 1.

The chapter will then conclude by developing the final conceptual framework and hypotheses, which will guide the data collection and analysis which seek to address research objectives 2 and 3 to be tested in phase two of the research. The final conceptual framework and hypotheses developed will therefore be based on the findings of research objective 1 and the literature associated with the other variables to be examined.

6.2 Exploratory Factor Analysis

6.2.1 Data examination

This section of the chapter, as previously mentioned, will briefly discuss the univariate analysis conducted. According to Hair et al. (2014) this step allows the researcher to ensure that the data collected is appropriate for multivariate analyses. At the data examination stage of phase one, exploratory research, a number of statistics were examined to ensure that each of the scales utilised in the questionnaire met the assumptions necessary to conduct further statistical analysis including: the mean, standard deviation (std. deviation), skewness (skew), kurtosis (kurt) as well as the internal consistency of each scale. The internal consistency was tested by calculating Cronbach's alpha, and comparing the scores attained with those of accepted standards. These results are presented in Table 6-1: Univariate analysis – Data collection phase one of research study.

Scale	Item	Mean	Std. Deviation	Skew.	Kurt.	Cronbach Alpha
Concern for others	Concern for others 1	3.42	1.61	0.59	-0.31	0.721
	Concern for others 2	4.42	1.81	-0.15	-1.24	
	Concern for others 3	3.97	1.62	0.76	-0.74	
	Concern for others 4	3.23	1.52	0.78	-0.01	
	Concern for others 5	2.99	1.24	0.91	1.19	
Helping the Company	Helping the company 1	3.16	1.47	0.75	0.33	0.789
	Helping the company 2	2.79	1.49	1.04	0.51	
	Helping the company 3	3.40	1.48	0.68	0.04	
Instrumental value	Instrumental value 1	4.57	1.67	-0.28	-0.97	0.738
	Instrumental value 2	3.36	1.49	0.61	-0.28	
	Instrumental value 3	3.50	1.51	0.53	-0.27	
Negative Feelings	Negative Feelings 1	5.96	1.30	-1.37	1.19	0.813
	Negative Feelings 2	5.45	1.41	-0.94	0.23	
	Negative Feelings 3	5.62	1.34	-0.89	-0.19	
Pleasure	Pleasure 1	2.98	1.38	0.94	0.68	0.857
	Pleasure 2	3.68	1.62	0.17	-0.72	
	Pleasure 3	3.52	1.68	0.52	-0.59	
Rewards	Rewards 1	3.58	1.90	0.36	-1.21	0.791
	Rewards 2	4.95	1.72	-0.69	-0.61	
	Rewards 3	4.54	1.78	-0.25	-1.10	
Social Enhancement	Social enhancement 1	3.18	1.60	0.77	0.01	0.746
	Social enhancement 2	4.16	1.53	0.06	-0.47	
	Social enhancement 3	3.67	1.54	0.55	-0.27	
	Social enhancement 4	3.77	1.54	0.40	-0.46	

Scale	Item	Mean	Std. Deviation	Skew.	Kurt.	Cronbach Alpha
Social Integration	Social integration 1	5.06	1.67	-0.58	-0.75	0.836
	Social integration 2	3.98	1.61	0.20	-0.61	
	Social integration 3	4.59	1.65	-0.38	-0.73	
	Social integration 4	3.75	1.65	0.41	-0.50	

Table 6-1: Univariate analysis – Data collection phase one of research study

At the conclusion of this univariate analysis, the scales used to measure the motivational drivers being examined at this stage of the study all met the assumptions necessary to facilitate further analysis. As can be seen in Table 6-1 above, as it relates to skewness and kurtosis, often, positive skewness which indicates that the scores are clustered on the agree side (left side) of scores was reported. Similarly, negative kurtosis, which indicates a flat distribution with many scores in the extremes, was also evident for several variables. Although these two results are known to negatively affect analysis, Tabachnick and Fidell (2013) note that large samples of 100 or more are less affected by positive skewness. However, the authors state that with large samples of 200 or more, the effect of negative kurtosis, which is an underestimation of variance, disappears (Tabachnick and Fidell, 2013). Although negative kurtosis may be a concern, factor analysis is to be conducted with this sample and factor analysis starts with tests to ensure that it can be accurately completed. As will be discussed in the following section, the data passes these tests and as such, the effect of negative kurtosis does not influence the data. As it relates to internal consistency, as demonstrated in Table 6-1, the lowest Cronbach alpha for these scales was 0.721. This corresponds with Hair et al. (2014) standards which state that the lower limit of acceptable Cronbach's alpha scores is 0.6.

6.2.2 Results of the exploratory factor analysis process

In the methodology chapter it was discussed that to address research objective 1, both exploratory and confirmatory factor analysis would be required as this would allow the researcher to reduce large numbers of variables to a smaller

number of factors (Tabachnick and Fidell, 2013) with a minimum loss of information, and then validate these findings (Hair et al., 2014). More specifically, the exploratory factor analysis would allow the researcher to reduce the proposed motivational drivers to a smaller number of factors or drivers, which would reflect why customers take part in CEBs and also indicate any interrelationships among the proposed variables. The confirmatory factor analysis would then validate or confirm the findings of the exploratory factor analysis. This section of the chapter will therefore address the results of the first step in this process, the exploratory factor analysis.

The exploratory factor analysis was completed using SPSS 24 and using the process outlined by Hair et al. (2014) which includes a series of steps namely: ensuring that the data set is statistically and conceptually appropriate for data analysis and finally, deriving factors and assessing the overall fit of the solution.

At the first step in the process therefore, the researcher needed to ensure that the conceptual and statistical assumptions necessary to complete this type of analysis were met. The conceptual assumptions were assessed through the data examination process previously discussed, where it was ensured that all collected data met the necessary characteristic criteria.

It was then necessary to ensure that the data met the statistical assumptions, that is, that the variables being examined were intercorrelated enough to create a smaller number of factors (Hair et al., 2014) as required. There are a number of ways to determine if the required statistical assumptions have been met such as a visual inspection of the correlation matrix and the use of the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (Tabachnick and Fidell, 2013). The Bartlett test of sphericity is also a method of determining if factor analysis is appropriate, as this test examines the correlation matrix for correlations among the variables (Hair et al., 2014).

 Each of these tests was conducted. A visual inspection of the initial correlation matrix revealed several coefficients greater than 0.3 which meets the requirements outlined Tabachnick and Fidell (2013). The KMO index result

(0.856) was 'meritous' according to Tabachnick and Fidell (2013), who state that a score higher than 0.6 is a good indicator that factor analysis is appropriate. Additionally, the Bartlett test of sphericity score was 0.000 which is less than 0.05, and according to Hair et al. (2014) indicates that there are enough correlations among the variables. Based on these results, it is clear that the statistical assumptions were met and factor analysis is deemed appropriate.

On determining that exploratory factor analysis was appropriate, it was then necessary to derive the factors and assess the overall fit. It was therefore determined that total variance would be analysed using the principal components method, as this method is suited to data reduction (Hair et al., 2014) which is what this stage of the research sought to achieve. Latent root criterion was used to determine the number of factors to retain. Percentage of variance accounted for was closely monitored throughout the analysis in an attempt to ensure that the researcher identified the number of factors that would account for a significant portion of the total variance represented by the original 28 variables and using this criterion, six factors were initially identified. These factors would then need to be interpreted, which requires the selection of a rotational method, interpreting the rotated factor matrix, factor model respecification and validation of the factor matrix (Hair et al., 2014).

The varimax rotational method was selected, which is an orthogonal factor rotation method used to simplify the factor matrix (Hair et al., 2014). This rotational method was chosen as it has been previously deemed successful and provides a clear separation of the factors (Hair et al., 2014). On completion of the varimax rotational method, using latent root criterion, six factors were retained and the initial rotated component matrix and communalities table was obtained. A visual inspection of the rotated component matrix was then completed to assess the factor loadings of each variable. Factor loadings represent the correlation between the variable and its factor (Hair et al., 2014). This assessment was completed using the guidelines provided by Hair et al. (2014) who affirm that for the sample size obtained (146) that significant factor loadings should be 0.5. It would also be necessary to assess the communalities

which allows researchers to identify variables which do not fit well in the factor solution by providing the amount of variance each variable accounts for within the solution (Hair et al., 2014).

On visual inspection of the rotated component matrix and the communalities table, it was evident that there were a number of problematic variables, that is, variables which significantly loaded (higher than 0.5) on more than one factor and variables with low communalities. It was therefore necessary to go through the model respecification process in order to obtain a rotated component matrix that contained no problematic variables. To complete this process, problematic variables were systematically and sequentially deleted based on low communality and the number of cross loadings, as well as how often they were problematic throughout the process.

To complete this process, 10 problematic variables were consecutively deleted before obtaining the required factor solution: first, 'helping the company 2' was deleted as this variable demonstrated the lowest communality with all other variables and cross loaded across 3 factors. 'Social integration 3' was determined to be next for deletion as it demonstrated the lowest communality, was cross loading on 3 factors, and had been problematic in step 1. 'Social integration 2' was then deleted as at this stage in the process it had the lowest communality with other variables, was cross loading on 3 factors and had previously cross loaded on many factors in steps 1 and 2. Next, 'helping the company 3' was deleted because it demonstrated the lowest communality with other variables, cross loaded on 3 factors and had been previously problematic by cross loading on several factors. 'Social integration 4' was the fifth variable deleted as it was cross loading on 3 factors, and had previously cross loaded on several factors during the previous steps of the process. The next factor to be deleted was 'helping the company 1' as it demonstrated the lowest communality of all of the variables which were cross loading at this stage and it had cross loaded during several previous steps of the process. 'Social integration' was then deleted because of its low communality, cross loading on 3 factors and cross loading throughout the entire process. At this point in the process, the number of extracted factors changed to 5.

'Instrumental value 1 and 3' were deleted at steps 8 and 9 respectively. 'Instrumental value 1' was deleted as a result of cross loading in several stages of the process including this one and 'instrumental value 3' was deleted as a result of having the lowest communality with other variables and previously cross loading through the process. The final variable to be deleted was 'concern for others 2' which not only cross loaded on 2 factors at this stage but had previously cross loaded during steps 1 – 6, 8 and 9 of the model respecifying process. The final rotated component matrix obtained on completion of this process is demonstrated in Table 6-2 below.

	Component				
	Helping	Pleasure	Social Enhancement	Venting negative feelings	Rewards
Concern for others 4	0.774				
Concern for others 5	0.769				
Concern for others 3	0.731				
Instrumental value 2	0.659				
Concern for others 1	0.643				
Pleasure 2		0.875			
Pleasure 3		0.861			
Pleasure 1		0.828			
Social enhancement 1			0.728		
Social enhancement 3			0.725		
Social enhancement 4			0.679		
Social enhancement 2			0.622		
Negative feelings 3				0.870	
Negative feelings 1				0.827	
Negative feelings 4				0.808	
Rewards 1					0.857
Rewards 3					0.806
Rewards 2					0.802

Table 6-2: Final rotated component matrix of the exploratory factor analysis – motivational drivers

The final stage of the exploratory factor analysis was to label the identified factors. This was completed based on the variables included in each factor demonstrated in Table 6-2. The first factor in Table 6-2 now included one variable for the original factor of *instrumental value* which read: "I write posts on the brand's social media page because I like to know that my comments

and suggestions can influence the brand and its products or services," indicating participation to help or influence the brand/company. The remaining four variables were all formerly measures of the *concern for others* factor, which was discussed as a motivational driver to help other customers make purchase decisions or warn them. As the commonality here was helping others, whether it is the brand/company or other customers, this factor was labelled *helping*. Factors two, three, four and five were consistent with the original motivational drivers presented and could therefore be labelled appropriately and respectively as *pleasure, social enhancement, venting negative feelings and rewards*.

The final stage of factor analysis is validation of the results, that is, determining if the results are generalizable. This is most directly achieved by conducting confirmatory factor analysis on a new sample or a split sample of the original data (Hair et al., 2014). The following section of this chapter will therefore present the results of this analysis, which was conducted using a new sample.

6.3   Confirmatory Factor Analysis

6.3.1 Data examination

In order to provide confirmatory evidence for the factor structure originally found by the exploratory factor analysis previously discussed, a confirmatory factor analysis was performed on the scales for the motivational drivers. As suggested by Hair et al. (2014) and discussed in section 5.5.5 of the methodology chapter, this analysis was conducted using a new sample. It was therefore important to complete data examination of the variables of focus to determine if they meet the assumptions necessary to complete the confirmatory analysis, which will be discussed in the following section of the chapter. The mean, standard deviation (std. deviation), skewness (skew.), kurtosis (kurt.) as well as the internal consistency of each scale was therefore calculated. The internal consistency was tested by calculating Cronbach's

alpha and comparing the scores attained with those of accepted standards. The results of this univariate analysis are presented in Table 6-3: Univariate analysis – Data collection phase two of research study.

Factor	Item	Mean	Std. Deviation	Skew.	Kurt.	Cronbach Alpha
Helping	Helping 1	2.90	1.26	1.03	1.67	0.848
	Helping 2	3.26	1.45	0.57	0.06	
	Helping 3	2.84	1.31	1.09	1.56	
	Helping 4	2.79	1.17	0.95	1.68	
	Helping 5	2.99	1.34	0.82	0.78	
Social Enhancement	Social Enhancement 1	2.85	1.25	0.92	1.42	0.852
	Social Enhancement 2	3.18	1.34	0.75	0.71	
	Social Enhancement 3	3.25	1.34	0.67	0.76	
	Social Enhancement 4	3.07	1.31	0.54	0.54	
Negative Feelings	Negative Feelings 1	5.82	1.57	-1.30	0.68	0.886
	Negative Feelings 2	5.58	1.61	-0.99	-0.15	
	Negative Feelings 3	5.61	1.69	-1.08	0.08	
Pleasure	Pleasure 1	2.89	1.20	0.58	0.65	0.826
	Pleasure 2	3.27	1.41	0.40	-0.23	
	Pleasure 3	3.03	1.30	0.75	0.61	
Rewards	Rewards 1	4.05	1.88	0.13	-1.18	0.845
	Rewards 2	4.90	1.79	-0.49	-0.86	
	Rewards 3	4.21	1.79	0.05	-1.10	

Table 6-3: Univariate analysis – Data collection phase two of research study

At the conclusion of this univariate analysis, the scales used to measure the motivational drivers being examined at this stage of the study all met the assumptions necessary to facilitate further analysis. As can be seen in Table 6-3, as it relates to skewness and kurtosis, positive skewness occurred often, and to a lesser extent, negative kurtosis was also evident. These figures should be zero to indicate the normality of variables, and the further away the results are from zero the more they can negatively affect analysis. However, Tabachnick and Fidell (2013) note that with large samples of 200 or more, significant skewness and negative kurtosis do not make a marked difference

to further analysis. All of the Cronbach's alpha scores obtained with this dataset are significantly higher than the lower limit of acceptable Cronbach's alpha scores of 0.6. outlined by Hair et al. (2014). It was therefore acceptable to continue to use these variables in further statistical analysis.

6.3.2 Results of the confirmatory factor analysis process

To complete the confirmatory analysis, the factor structure determined by the exploratory factor analysis was input into the AMOS 25 programme and was tested to determine if the proposed structure matched the actual data. Hence, a measurement model with all latent constructs, that is, the motivational drivers identified in the exploratory analysis: *helping, pleasure, social enhancement, venting negative feelings* and *rewards* and their relevant variables/indicators (items) was created. These factors were then estimated and correlated with each other alongside their corresponding variables/indicators (items) and resultant latent to indicator paths.

It was then necessary to determine the validity of the measurement model by assessing construct validity, that is, ensuring that the items used for measurement reflected the factor they were meant to measure (Hair et al., 2014). There are several methods to assess construct validity such as ensuring that factor loadings are 0.7 or higher preferably although 0.5 is acceptable to determine convergent validity(Hair et al., 2014). Construct validity can also be assessed by ensuring that each factor is "truly distinct" from all other factors through discriminant validity (Hair et al., 2014). On completing these two examinations it was clear that convergent validity was achieved as the lowest factor loading was 0.69, which means that all standardised loading estimates met the preferable marker outlined by Hair et al. (2014). However, as it relates to discriminant validity, the correlation between *helping* and *social enhancement* was problematic at 0.92, while none of the other correlations were problematic. Hair et al. (2014, p. 619) argue that correlations "as high as 0.9 can still produce significant differences in fit between two models." Despite this, Hair et al. (2014) still caution that it is necessary to assess the model fit of

the original model and another model where all items are made indicators of one latent construct for comparison to determine which of the two models better represents reality. Table 6-4 therefore provides the model fit statistics of the original model.

Goodness-of-fit Statistics	Guidelines	Obtained
Chi-square		
Chi-square		**313.241**
Degrees of freedom		**125**
Absolute fit measures		
Goodness-of-fit index (GFI)	above 0.90	**0.917**
Root mean square error of approximation (RMSEA)	value < 0.07	**0.063**
Normed chi-square	3 or less	**2.506**
Incremental fit indices		
Comparative fit index (CFI)	above 0.92	**0.949**
Parsimony fit indices		
Adjusted goodness-of-fit index (AGFI)	less than GFI	**0.887**

Table 6-4: Model fit statistics and appropriate guidelines for original model

The model fit statistics presented in Table 6-4 indicate an acceptable model fit for the original model where social enhancement and helping were separate latent constructs. To conduct the test mentioned earlier where the items were made indicators of a latent factor, the correlation between these two factors was fixed to 1.00, to determine if there was a significant difference in the model fit obtained. This modified competing model was therefore specified and estimated and model fit assessed, and the results are demonstrated in Table 6-5 which follows.

Goodness-of-fit Statistics	Guidelines	Obtained
Chi-square		
Chi-square		**315.364**
Degrees of freedom		**126.00**
Absolute fit measures		
Goodness-of-fit index (GFI)	above 0.90	**0.917**
Root mean square error of approximation (RMSEA)	value < 0.07	**0.063**
Normed chi-square	3 or less	**2.503**
Incremental fit indices		
Comparative fit index (CFI)	above 0.92	**0.949**
Parsimony fit indices		
Adjusted goodness-of-fit index (AGFI)	less than GFI	**0.887**

Table 6-5: Model fit statistics and appropriate guidelines for modified competing model

According to Hair et al. (2014) if the model fits are significantly different this would indicate that the items represent two individual constructs. However, as is evident from Table 6-5 the model fit statistics are very similar to that of the original model; hence, this new model was preferred for the study.

Due to this modification, the original items under social enhancement and helping were aggregated as a single latent factor labelled *self-interest*. This label was chosen because the variables that measure this factor are associated with helping others and the brand/company (helping), as well as receiving recognition and positive attention from others (social enhancement). This implies that customers' helpful actions are not driven by the inherent satisfaction they obtain from performing them but in the interest of the customer or in the interest of improving how others perceive them. This corresponds with Miller's (1999) discussion of self-interest which states that this motive encourages individuals to take part in activities which allow them to maximise positive emotions such as pride.

As a result of this new factor, *self-interest*, construct validity was again assessed by investigating convergent and discriminant validity. The model factor loadings were therefore assessed to determine if they were strong and significant and the lowest factor loading was 0.70 which matches the rule of

thumb outlined by Hair et al. (2014). Similarly, the correlations between factors were examined and none proved problematic. To complete the examination of convergent validity, item reliability, construct reliability (CR) and average variance extracted (AVE) were all assessed and these results are presented in Table 6-6.

Construct	Item	Factor Loading	Item reliability >0.4	CR >0.6	AVE >0.5
Self-Interest	I like participating on the brand's social media page because I can use my experiences to help other people make good decisions	0.78	0.61	0.93	0.58
	I really like helping others with their questions on the brand's social media page	0.79	0.62		
	I post positive comments to the brand's social media page because I want to help others have positive experiences	0.70	0.49		
	Through participating on the brand's social media page I can provide others with information	0.70	0.49		
	I write posts on the brand's social media page because I like to know that my comments and suggestions can influence the brand and its products or services	0.75	0.56		
	I feel good about myself when other customers and/or the brand positively acknowledge (like, share, favourite) my contributions to the social media page	0.81	0.66		
	My posts to the brand's social media page show others of my network that I am a knowledgeable customer	0.80	0.64		
	Receiving affirmation of the value of my contributions to the social media page, makes me want to participate more on the brand's social media page	0.74	0.55		
	When others respond positively to my contributions on the brand's social media page, I feel better about myself	0.79	0.62		
Pleasure	I like participating on the brand's social media page because it is entertaining	0.82	0.67	0.83	0.62
	Having fun is my main reason for participating on this brand's social media page	0.75	0.56		
	I participate on this brand's social media page because I think it is fun	0.80	0.64		

Construct	Item	Factor Loading	Item reliability >0.4	CR >0.6	AVE >0.5
Negative Feelings	I post negative comments on the brand's social media page because the company harmed me, and now I want to harm the company	0.85	0.72	0.89	0.72
	I post negative comments to the brand's social media page to help me shake off frustrations about bad buys	0.83	0.69		
	I write negative posts on the brand's social media page because I like to get anger off my chest	0.87	0.76		
Rewards	I participate on the brand's social media page because of the incentives I receive	0.82	0.67	0.85	0.66
	If it weren't for the rewards, I wouldn't participate on the brand's social media page	0.70	0.49		
	I participate on the brand's social media page because I expect to receive appropriate rewards for my support	0.90	0.81		

Table 6-6: Examining convergent validity: item reliability, construct reliability and average variance extracted

As demonstrated in Table 6-6, all scores obtained met or exceeded the rules of thumb outlined by Hair et al. (2014) where factor loadings should preferably be 0.7 or higher, item reliability scores should be more than 0.4, CR should be at least 0.6 and AVEs should obtain a score higher than 0.5. Moreover, discriminant validity was examined by comparing the AVE scores calculated with the square of the correlations estimates of the latent factors. All AVEs were higher and as such demonstrated that all factors were sufficiently distinct from each other (Hair et al., 2014). Based on this analysis, the motivational drivers which influence the specific social media engagement behaviours of learning, sharing and endorsing are: *self-interest, pleasure, venting negative feelings and rewards*.

As discussed in chapter 5, it was first necessary to determine the motivational drivers which were most appropriate within the context of this study before completing the development of the conceptual framework and hypotheses, which will guide the analysis in phase two of this study. The following

sections of this chapter will therefore present the development of this final conceptual model and the hypotheses.

6.4 Final Conceptual Framework & Hypotheses Development

This section of the chapter, similar to the 'Initial Conceptual Framework Development' chapter will first briefly discuss the variables which will be examined in the conceptual framework. Next, it will develop the hypotheses to be tested to address research objectives 2 and 3. Finally, a visual representation of the final conceptual model will be presented.

6.4.1 Clarification of Variables

The independent variables previously outlined remain the same and this study will therefore examine the following:

- personality traits: extraversion, agreeableness and openness to experience
- causality orientations: autonomy and control
- customer brand relationship factor: brand relationship commitment.

Similarly, the dependent variables have not changed and as such, this study will examine the social media engagement behaviours: learning, sharing and endorsing. After the exploratory and confirmatory analysis previously discussed, the final list of motivational drivers to be examined in this study are: *self-interest, pleasure, venting negative feelings* and *rewards*.

6.4.2 Hypotheses Development

This section of the chapter will detail and justify the hypotheses this research will test to address research objectives 2 and 3. Research objective 2 seeks to determine the role of the motivational drivers: self-interest, pleasure, venting negative feelings and rewards in the relationship between the personality related factors, traits and causality orientations, and the social media engagement behaviours: learning, sharing and endorsing. Similarly, research objective 3 seeks to determine the role of the identified motivational drivers in

the relationship between brand relationship commitment and learning, sharing and endorsing in the social media environment.

Conceptualising pleasure as a mediator in the relationship between the personality related factors and the social media engagement behaviours

As discussed in chapter 4, the relationships between the personality-related factors, motivational drivers and behaviours of focus in this research are expected to follow the motivation mediation model. That is, personal and environmental antecedents will be mediated by motivational states to influence behaviours (Reeve, 2016).

More specifically to the relationships being examined in this section, the personality traits of extraversion, agreeableness and openness are expected to influence learning, sharing and endorsing in the social media environment but pleasure as a motivational driver will be required to jointly work with each trait to influence each specific behaviour.

These relationships are anticipated because the personality traits of extraversion, agreeableness and openness have been previously shown to influence all dimensions of online customer engagement including behaviour (Marbach, Lages and Nunan, 2016; Ul Islam, Rahman and Hollebeek, 2017). Further, the motivational driver, pleasure, which describes customers taking part in an activity for the fun of it, was found to be highly influential to customers when liking, commenting and sharing content on Facebook as demonstrated by Cvijikj and Michahelles (2013), showing the influence of the motivational driver on CEBs in the social media environment.

Additionally, Yoo and Gretzel (2011) in their study which examined personality and motivations to take part in consumer generated media for travel related content, determine that the personality traits of extraversion, agreeableness and openness are more likely to be motivated by pleasure, altruism and social enhancement to take part in the examined behaviour. Similar to Cvijikj and Michahelles (2013), they also determine that pleasure was one of two motivations. The other was altruism, which was most influential to travel related consumer generated media. These findings

demonstrate that personality traits and motivation can jointly influence travel related consumer generated media.

It is therefore expected that the personality traits of extraversion, agreeableness and openness will be positively mediated by pleasure to influence the social media engagement behaviours of focus. The associated hypothesis is therefore:

H1: Pleasure will positively mediate the relationship between the personality traits: (a) extraversion, (b) agreeableness, (c) openness and social media engagement behaviours: (i) learning, (ii) sharing and (iii) endorsing

In a similar manner, causality orientations as a personality related factor will influence how individuals generally function or act within an environment (Vallerand and Ratelle, 2002) demonstrating the relationship between causality orientations and behaviour. More specifically to the relationships being examined in this research, individuals who are guided by autonomy orientation are largely intrinsically motivated and therefore take part in behaviours because of the inherent pleasure in the activity (Deci and Ryan, 1985), which matches the description of the motivational driver, pleasure. Pleasure has also been deemed to be one of the most influential motivators in the online context (Yoo and Gretzel, 2011; Cvijikj and Michahelles, 2013). It is therefore expected that pleasure will be required to mediate the relationship between customers guided by autonomy orientation and learning, sharing and endorsing in the social media environment.

In contrast, individuals driven by control orientation respond to external or internal pressures in order to act (Deci and Ryan, 1985) and therefore will not respond to pleasure in the same manner as customers guided by autonomy orientation. It is therefore anticipated that pleasure will only play a mediating role between customers who are guided by autonomy orientation and learning, sharing and endorsing. The associated hypothesis is therefore:

H2: Pleasure will positively mediate the relationship between those customers generally guided by d) autonomy orientation and social media engagement behaviours: (i) learning, (ii) sharing and (iii) endorsing.

Conceptualising self-interest as a mediator in the relationship between the personality related factors and the social media engagement behaviours

As previously discussed, it is anticipated that there will be a relationship between the personality traits of extraversion, agreeableness and openness and the social media engagement behaviours: learning, sharing and endorsing, based on the findings of Marbach, Lages and Nunan (2016) and Ul Islam, Rahman and Hollebeek (2017), as well as the understanding that personality traits lead to consistencies in behaviour (Baumgartner, 2002; Woszczynski, Roth and Segars, 2002).

As related to the specific relationships being examined, self-interest has been shown to be a motivational driver for the behaviours of learning, sharing and endorsing in the social media environment. This motivational driver is an amalgamation of two types of motivational drivers, namely helping and social enhancement. Helping was described as taking part in CEBs in order to help others with their experiences or to help the brand of focus. Social enhancement, on the other hand, described individuals who took part in CEBs in order to receive positive recognition from others (Hennig-Thurau et al., 2004). The combination of these factors implies that customers enjoy providing help to the brand and to other customers but also wish to be viewed positively by others and the brand when they contribute.

As previously mentioned, Yoo and Gretzel (2011) determined that customers who are high on extraversion, agreeableness and openness to experience personality traits were found to be very motivated by altruism motives which are described as helping others as well as social enhancement. These findings prove that these personality traits and motivations can jointly influence customers taking part in travel related consumer generated media. It is therefore expected that extraversion, agreeableness and openness will also be mediated by the combination of these factors in their relationship with learning, sharing and endorsing. The associated hypothesis is therefore:

H3: Self-Interest will positively mediate the relationship between the personality traits: (a) extraversion, (b) agreeableness and (c) openness and social media engagement behaviours: (i) learning, (ii) sharing and (iii) endorsing

In a similar manner, both autonomy and control orientation are expected to be positively mediated by self-interest, although for differing reasons. Individuals guided by autonomy orientation, as previously discussed are confident in their abilities (Koestner and Zuckerman, 1994), able to maintain social relationships (Deponte, 2004) and are often driven to act because they enjoy or value the behaviour (Deci and Ryan, 1985). It is therefore expected that these individuals will be influenced by the *helping* element of self-interest, as it would be associated with maintaining social relationships and providing help to others, which may be a valued activity. Moreover, receiving praise or acknowledgement for their actions, the social enhancement element of *self-interest*, could also be viewed as positive feedback which, according to the cognitive evaluation theory (CET), facilitates intrinsic motivation (Deci, Koestner and Ryan, 1999).

In contrast, individuals who are governed by control autonomy are often concerned with how they are viewed by others (Deponte, 2004). In particular, those individuals of control orientation who are guided by introjected motivational orientation are driven by internal pressures to maintain feelings of self-worth (Engström and Elg, 2015). In a similar manner, individuals who are guided by external motivational orientation often act as a result of the need to connect with others (Ryan and Deci, 2000b). This need to be viewed well by others and to connect with others may make the motivational driver self-interest impactful to their behaviour. It is therefore expected that customers who are guided by autonomy and control orientation will take part in learning, sharing and endorsing in the social media environment if self-interest is present to work with the causality orientations to drive the customers to act in these particular ways. The associated hypothesis is therefore:

H4: *Self-Interest will positively mediate the relationship between customers generally guided by (d) autonomy orientation and control orientation specifically: (e) introjected and (f) external motivational orientations and social media engagement behaviours: (i) learning, (ii) sharing and (iii) endorsing*

Conceptualising rewards as a mediator in the relationship between causality orientations and the social media engagement behaviours

Consistent with the arguments discussed previously, it is expected that personal and environmental antecedents will be mediated by motivational drivers, which will then influence behaviours. It is therefore expected that customers generally guided by control orientation will take part in learning, sharing and endorsing behaviours in the social media environment, if rewards are also there to act as a motivational driver and mediator in the relationship.

Discussed as a customer engagement marketing initiative by Harmeling et al. (2017), financial rewards are viewed in the online co-creation literature as influential to customers' participation in online co-creation activities (Füller, 2010; Hoyer et al., 2010). These financial rewards could include deals, incentives and merchandise (Baldus, Voorhees and Calantone, 2015) and prize draws and special offers (Füller, 2010). These rewards are therefore expected to be influential to customers guided by control orientation.

Customers generally guided by control orientation by definition are driven by pressures or controls from the environment or themselves (Deci and Ryan, 1985) and therefore act in order to receive external rewards or avoid external punishments (Engström and Elg, 2015). Those driven by introjected motivational orientation specifically act in order to avoid feelings of anxiety or maintain their self-esteem (La Guardia and Patrick, 2008). Customers guided by control orientation are therefore expected to take part in sharing, learning and endorsing in the social media environment if financial rewards such as those described are present to act as a mediator and motivational driver in the relationships.

On the other hand, although customers guided by autonomy orientation are expected to take part in learning, sharing and endorsing in the social media

environment, it is not expected that this will occur when rewards act as a motivational driver. Controlling events such as tangible rewards, pressured evaluations and deadlines have been proven to have a negative effect on intrinsic motivation (Deci, Koestner and Ryan, 1999) which is characteristic of autonomy orientation (Deci and Ryan, 1985). Thus, this type of motivational driver is not expected to mediate the relationship between autonomy orientation and the behaviours of focus. The associated hypothesis is therefore:

H5: *Rewards will positively mediate the relationship between customers generally guided by control orientation specifically: (e) introjected and (f) external motivational orientations and social media engagement behaviours: (i) learning, (ii) sharing and (iii) endorsing*

Conceptualising venting negative feelings as a mediator in the relationship between the personality related factors and the social media behaviours

In contrast to all of the other motivational drivers identified as influential to learning, sharing and endorsing, venting negative feelings is expected to influence customers to take part in negatively valenced CEBs. Despite its negative focus, this motivational driver is still expected to mediate the relationship between personality related factors and the social media engagement behaviours: learning, sharing and endorsing. It is clear from the preceding discussion that the personality traits of extraversion, agreeableness and openness to experience, as well as the causality orientations are expected to have relationships with learning, sharing and endorsing in the social media environment. There have also been some demonstration of relationships between these traits and online customer engagement – the multi-dimensional construct (Marbach, Lages and Nunan, 2016; Ul Islam, Rahman and Hollebeek, 2017).

The motivational driver venting negative feelings often occurs as a result of a negative experience with the brand (Sundaram, Mitra and Webster, 1998) and allows customers to reduce their negative emotions by providing an outlet (Hennig-Thurau et al., 2004) or allows customers to warn others of bad experiences (Yoo and Gretzel, 2008). It is important to note that it is therefore

expected that individuals who are motivated by venting negative feelings will have a negative relationship with endorsing behaviours, as this type of CEB, also called advocating behaviours (Brodie et al., 2013), involves customers providing support to or sanctioning the brand to others within the network (Dessart, Veloutsou and Morgan-Thomas, 2016). It is not expected that individuals would want to provide support to the brand in response to a negative experience.

Extraverted customers are prone to experiencing positive emotions including warmth, joy and pleasure (Costa and McCrae, 1992), and are therefore less likely to experience negative emotions in reaction to a negative experience than the other personality traits. Based on this, it is not expected that extraverted customers will take part in learning, sharing and endorsing in the social media environment as a result of venting negative feelings.

On the other hand, customers who are agreeable in nature, concerned with interpersonal interactions (Trapnell and Wiggins, 1990), seen as cooperative, and altruistic (Lahti et al., 2013) may be driven to vent negative feelings to warn others with whom they have relationships of bad experiences with the brand. In a similar manner, customers who are open to experience are emotionally and artistically sensitive (Lahti et al., 2013) and may thus be more likely to vent their feelings associated with a bad brand experience as a result of that sensitivity. The latter is supported by Yoo and Gretzel (2011) who state that travellers who demonstrate high levels of openness are more likely to vent when generating travel related media, showing that these two antecedents can work jointly to influence this behaviour.

It is therefore expected that customers with the personality traits agreeableness and openness will take part in learning and sharing in the social media environment when negative feelings are present to act as a mediator and motivational driver in these relationships. In contrast, when negative feelings are present to act as a motivational driver and mediator to agreeable and/or open customers, it is expected that there will be a negative relationship with endorsing behaviours. The associated hypothesis therefore states:

H6: Venting negative feelings will positively mediate the relationship between the personality traits: (b) agreeableness and (c) openness and social media engagement behaviours: (i) learning, (ii) sharing and negatively mediate the relationship between these variables and (iii) endorsing

As it relates to causality orientations, venting negative feelings is expected to mediate the relationship between control orientation and the social media engagement behaviours of focus. This expectation is founded in the understanding of customers who are guided by control orientation. These customers, as previously mentioned, want to connect with others (Ryan and Deci, 2000b), worry about how others see them (Deponte, 2004) and feel forced to act in a particular way (Wong, 2000). These characteristics would make them particularly susceptible to being motivated by the negative feelings which occur as a result of a bad experience. These individuals may vent their feelings to ensure that others see them appropriately despite the experience, as well as to seek commiseration from others to reduce their anxiety.

It is therefore expected that venting negative feelings would work jointly with control orientation to influence these customers to take part in learning and sharing in the social media environment. It is also expected that customers who are generally guided by control orientation will be negatively influenced to take part in endorsing behaviours when venting negative feelings is present to act as a mediator and motivational driver in the relationship. The associated hypothesis is therefore:

H7: Venting negative feelings will positively mediate the relationship between customers generally guided by control orientation specifically: (e) introjected and (f) external motivational orientations and social media engagement behaviours: (i) learning, (ii) sharing and negatively mediate the relationship between these variables and (iii) endorsing

Conceptualising pleasure and self-interest as mediators in the relationship between brand relationship commitment and the social media engagement behaviours

Like the personality related factors, brand relationship commitment is a personal factor which is defined by Morgan and Hunt (1994) and Moorman, Zaltman and Deshpande (1992) as a lasting desire to maintain a relationship which is valued by the relationship partner and to therefore engage in the efforts necessary to achieve this. As a relational factor and based on its definition, brand relationship commitment is expected to be an antecedent to the social media engagement behaviours: learning, sharing and endorsing. That is, if customers who are highly committed to a relationship with the brand view the social media engagement behaviours as efforts which are needed to maintain that valuable relationship then they will demonstrate them.

This assertion corresponds with the findings of Burmann and Zeplin (2005) who state that brand commitment influences customers to make an extra effort towards the brand. Their study demonstrates that brand commitment is a key driver to employees taking part in what they term citizenship behaviours such as helping, enthusiasm, endorsement and advancement, among others. Similarly, the findings of Morgan and Hunt (1994) affirm that individuals committed to a relationship are more likely to cooperate with the relationship partner, less likely to leave the relationship and more likely to comply with requests of the relationship partner.

It is also expected that as a personal factor, brand relationship commitment will be mediated by motivational drivers to influence the behaviours of focus. The findings of the previously discussed studies (Morgan and Hunt, 1994; Burmann and Zeplin, 2005) also indicate that these customers are more likely to be influenced by positive experiences and feelings, as well as opportunities to help the relationship partner and others. This influence would occur as a result of their belief that taking part in behaviours would benefit the relationship they are desirous to maintain. This understanding therefore leads the researcher to hypothesise that pleasure, that is, taking part in activities

because they are fun, will mediate the relationship between customers who are highly committed to a relationship with the brand and learning, sharing and endorsing behaviours in the social media environment.

This assertion is also supported by the literature previously discussed which states that pleasure and entertainment are the most influential motivations in the online environment (Yoo and Gretzel, 2011; Cvijikj and Michahelles, 2013). In a similar manner, it is hypothesised that customers who are highly committed to a relationship with the brand will be motivated by helping the brand similar to employees who are committed to the brand. They are willing to be helpful to internal and external customers and willing to take responsibility for tasks outside their remit (Burmann and Zeplin, 2005). These two factors – brand relationship commitment and pleasure – will then jointly influence these customers to take part in the social media engagement behaviours: learning, sharing and endorsing. Additionally, the customer's commitment to a relationship with the brand may also inspire pride in their ability to provide help to others or the brand, while contributing in the social media environment. Customers who are highly committed to a relationship with the brand are, consequently, expected to be influenced by self-interest, a combination of helping and receiving value when helping, to take part in learning, sharing and endorsing in the social media environment.

On the other hand, the other motivational drivers, venting negative feelings and rewards are not hypothesised to be influential to individuals who are highly committed to a relationship with the brand. Based on the understanding of the investment model of relationships, Sung and Choi (2010) proved that customers are likely to stay with a brand even if they are dissatisfied with the brand at the time because of the resources already invested in the relationship. It is therefore not expected that venting negative feelings would mediate the relationship between customers committed to a relationship with the brand and the behaviours of focus. In a similar manner, rewards are not expected to be a driver required by customers who are already committed to a relationship with the brand as their psychological attachment to the brand (Sung and Campbell, 2009) and efforts to maintain the

relationship (Moorman, Zaltman and Deshpande, 1992) will not require additional tangible rewards to make them act. Much like the effect of controlling events on intrinsic motivation proven in CET, these rewards may negatively influence their inclination to make an effort for the brand based on their feelings.

The associated hypotheses are therefore:

> **H8:** *Pleasure will positively mediate the relationship between brand relationship commitment and social media engagement behaviours: (i) learning, (ii) sharing and (iii) endorsing*

> **H9:** *Self-interest will positively mediate the relationship between brand relationship commitment and social media engagement behaviours: (i) learning, (ii) sharing and (iii) endorsing*

6.4.3 The Final Conceptual Framework

The previous sections of this chapter have identified what variables will be examined in the study, and detailed the hypotheses which explain the expected relationships between these variables. Figure 6-1**Error! Reference source not found.** therefore demonstrates the variables and hypotheses previously discussed in a visual manner. This final conceptual framework will guide the testing of the previously outlined hypotheses as the research seeks to address research objectives 2 and 3.
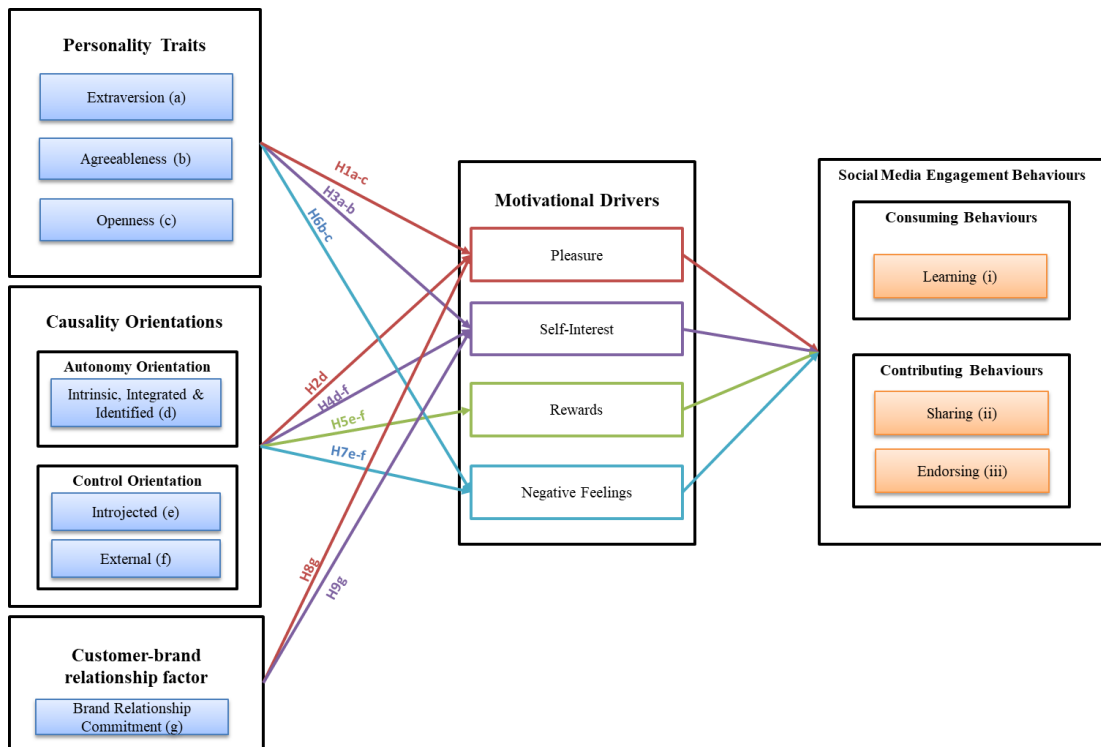
Figure 6-1: The final conceptual framework with hypotheses

Similar to the initial conceptual framework, the independent variables are on the left in blue boxes while the dependent variables are in orange boxes on the right. The major change in this diagram is the inclusion of the final motivational drivers: *pleasure, self-interest, rewards, venting negative feelings*. These motivational drivers occupy the middle of the diagram to demonstrate their intervening role between the independent and dependent variables and each one has an individual colour. Like the initial conceptual framework, the arrows go from the independent variables to the motivational drivers and then to the dependent variables which represents the belief that these motivational drivers are mediators in the relationship between the independent variables and the dependent variables. These arrows have also been coloured to match the motivational driver colours chosen to more easily illustrate and identify the hypotheses that have been proposed of indirect relationships through each motivational driver.

6.5 Summary

This chapter has presented the results of the exploratory factor analysis conducted to address research question one of this thesis. The chapter has therefore identified and refined the motivational drivers which influence customers to take part in the social media engagement behaviours: learning, sharing and endorsing. These motivational drivers are *self-interest, pleasure, rewards* and *venting negative feelings*.

Based on these results, the chapter has finalised the development of the conceptual framework, initially discussed in chapter 4, which is demonstrated in Figure 6-1. This conceptual framework will now guide the data collection of phase two of the research, which seeks to address research objectives 2 and 3. The chapter has also presented the hypotheses that will be tested in phase two of the research. The following chapter will present the results of this phase of the research, and test the hypotheses developed in this chapter.

Chapter 7 Results of Testing the Final Conceptual Framework

7.1 Introduction

This chapter presents the results of testing the final conceptual framework and hypotheses developed in the preceding chapter and presented in Figure 6-1. It therefore presents the analysis conducted to address research objectives 2 and 3.

First, data examination will be presented. Data examination, as previously mentioned, ensures that the data collected is appropriate for the analysis to be conducted (Hair et al., 2014). Next, the chapter will present the exploratory factor analysis conducted as a form of data preparation for further analysis. This will then be followed by the presentation of the model fit discussion required for the path analysis. Finally, the chapter will present the results obtained when testing the hypotheses in the same order in which they were developed.

7.2 Data examination

This section will briefly discuss the univariate analysis conducted. According to Hair et al. (2014) this step allows the researcher to ensure that the data collected is appropriate for multivariate analyses, which will be utilised at this stage of the research to address each of the research objectives and test the final conceptual framework. The mean, standard deviation (std. deviation), skewness (skew) and kurtosis (kurt) as well as the Cronbach's alpha of the scales utilised were all calculated and the scores obtained compared with those of accepted standards. The results are shown in Table 7-1: Univariate analysis – Data collection phase two of research study.

Classification	Factor	Item	Mean	Std. Deviation	Skew	Kurt	Cronbach Alpha
Social Media Engagement Behaviours	Learning	Learning 1	3.29	1.65	0.56	-0.50	0.67
		Learning 2	2.66	1.33	1.07	0.92	
		Learning 3	3.39	1.61	0.43	-0.61	
	Sharing	Sharing 1	3.38	1.68	0.47	-0.62	0.78
		Sharing 2	3.19	1.65	0.66	-0.36	
		Sharing 3	4.07	1.65	0.03	-0.82	
	Endorsing	Endorsing 1	2.77	1.44	0.98	0.77	0.83
		Endorsing 2	2.91	1.47	0.74	0.21	
		Endorsing 3	3.48	1.59	0.32	-0.45	
		Endorsing 4	2.20	1.22	1.55	3.16	
Brand Relationship Commitment	Brand Relationship Commitment	Brand Relationship Commitment 1	2.88	1.33	0.62	0.24	0.87
		Brand Relationship Commitment 2	2.59	1.23	0.73	0.50	
		Brand Relationship Commitment 3	3.30	1.56	0.43	-0.33	
Personality Traits	Extraversion	Extraversion 1	3.29	1.15	-0.02	-0.98	0.82
		Extraversion 2	2.74	1.23	0.12	-1.14	
		Extraversion 3	2.79	1.21	0.40	-0.87	
		Extraversion 4	3.20	1.14	-0.21	-0.87	
	Agreeableness	Agreeableness 1	1.77	0.81	1.09	1.30	0.74
		Agreeableness 2	2.18	1.05	0.72	-0.26	
		Agreeableness 3	1.98	0.86	0.96	1.10	
		Agreeableness 4	2.15	1.07	0.80	-0.09	
	Openness	Openness 1	2.20	1.02	0.73	0.02	0.72
		Openness 2	2.59	1.04	0.28	-0.46	
		Openness 3	2.57	1.06	0.25	-0.57	
		Openness 4	2.17	1.09	0.78	-0.17	
Causality Orientations	External Motivational Orientation	External Motivational Orientation 1	3.42	1.47	0.60	-0.15	0.76
		External Motivational Orientation 2	3.06	1.33	0.78	0.55	

Classification	Factor	Item	Mean	Std. Deviation	Skew	Kurt	Cronbach Alpha
		External Motivational Orientation 3	4.00	1.54	0.22	-0.58	
	Introjected Motivational Orientation	Introjected Motivational Orientation 1	3.40	1.41	0.47	-0.15	
		Introjected Motivational Orientation 2	3.47	1.50	0.53	-0.32	0.80
		Introjected Motivational Orientation 3	3.24	1.34	0.60	0.11	
	Identified Motivational Orientation	Identified Motivational Orientation 1	2.51	1.07	0.71	1.38	
		Identified Motivational Orientation 2	2.79	1.10	0.66	0.88	0.72
		Identified Motivational Orientation 3	2.67	1.10	0.71	1.23	
	Integrated Motivational Orientation	Integrated Motivational Orientation 1	2.87	1.12	0.42	0.25	
		Integrated Motivational Orientation 2	2.80	1.13	0.48	0.43	0.76
		Integrated Motivational Orientation 3	2.58	1.04	0.52	0.39	
	Intrinsic Motivational Orientation	Intrinsic Motivational Orientation 1	2.41	0.93	0.27	-0.33	
		Intrinsic Motivational Orientation 2	2.30	0.93	0.48	0.33	0.69
		Intrinsic Motivational Orientation 3	2.61	1.00	0.32	-0.09	
Motivational Drivers	Self-Interest	Helping 1	2.90	1.26	1.03	1.67	
		Helping 2	3.26	1.45	0.57	0.06	
		Helping 3	2.84	1.31	1.09	1.56	
		Helping 4	2.79	1.17	0.95	1.68	
		Helping 5	2.99	1.34	0.82	0.78	
		Social Enhancement 1	2.85	1.25	0.92	1.42	0.91
		Social Enhancement 2	3.18	1.34	0.75	0.71	
		Social Enhancement 3	3.25	1.34	0.67	0.76	
		Social Enhancement 4	3.07	1.31	0.54	0.54	

Classification	Factor	Item	Mean	Std. Deviation	Skew	Kurt	Cronbach Alpha
	Negative Feelings	Negative Feelings 1	5.82	1.57	-1.30	0.68	0.89
		Negative Feelings 2	5.58	1.61	-0.99	-0.15	
		Negative Feelings 3	5.61	1.69	-1.08	0.08	
	Pleasure	Pleasure 1	2.89	1.20	0.58	0.65	0.83
		Pleasure 2	3.27	1.41	0.40	-0.23	
		Pleasure 3	3.03	1.30	0.75	0.61	
	Rewards	Rewards 1	4.05	1.88	0.13	-1.18	0.85
		Rewards 2	4.90	1.79	-0.49	-0.86	
		Rewards 3	4.21	1.79	0.05	-1.10	

Table 7-1: Univariate analysis – Data collection phase two of research study

On completing the univariate analysis shown in Table 7-1, the scales used to measure the social media engagement behaviours, brand commitment, personality traits, causality orientations and motivational drivers all met the assumptions necessary to conduct further analysis. As it relates to skewness and kurtosis, many of the variables reported positive skewness which indicates that the scores are clustered on the agree side (left side) of scores, and a few of the variables including sharing 1, endorsing 3, and pleasure 2, reported negative kurtosis which indicates a flat distribution with many scores in the extremes. Although, as discussed in the previous chapter, these two results are known to negatively affect analysis, the bootstrapping confidence interval method of analysis which is used to address research objectives 2 and 3 does not assume normality of the sampling distribution (Preacher and Hayes, 2008) when testing indirect relationships and as such will not be affected by these results.

As it relates to the Cronbach's alpha scores, the results obtained for all factors were deemed internally consistent by achieving minimum scores of 0.69 which corresponds with Hair et al. (2014) who state that the lower limit of acceptable Cronbach's alpha scores is 0.6.

7.3   Preparing data for further analysis

Exploratory factor analysis is a form of analysis which allows the researcher to analyse the interrelationships between variables, determining if some variables are highly related and could therefore be viewed as a factor (Hair et al., 2014). Through this analysis researchers can also calculate factor scores based on the new set of variables which can be used in further statistical analysis (Hair et al., 2014). This analysis was therefore conducted at this stage of the research analysis as a form of data preparation to ensure the expected relationships occurred between variables, and to create the factor scores necessary for the mediation analysis which was to be completed.

In particular, this step was important to ensure the causality orientations performed as expected. As previously discussed, Deci and Ryan (1985) proposed three types of causality orientations: autonomy, control and impersonal orientation. Autonomy and control orientation are being examined in this study. However, the hierarchical model of intrinsic and extrinsic motivation looks at causality orientations in a more detailed way: intrinsic, integrated, identified, introjected, external and amotivated motivational orientations. Further, as discussed in chapter 5, the global motivation scale which was developed to measure the types of motivational orientation outlined by the hierarchical model of intrinsic and extrinsic motivation was used in this study. As discussed in the initial conceptual framework chapter it was expected that intrinsic, integrated and identified motivational orientations would combine to make up autonomy orientation, while introjected and external motivation which are anticipated to be control orientation would be expected to be separate factors.

7.4   Results of exploratory factor analysis

Like before, it was first necessary to ensure that the conceptual and statistical assumptions necessary to complete this type of analysis were met. The conceptual assumptions were already addressed through the univariate analysis previously discussed. It was therefore necessary to determine whether the statistical assumptions were met. This was completed by a visual

inspection of the correlation matrix and the use of the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (Tabachnick and Fidell, 2013). A visual assessment of the correlation matrix demonstrated coefficients greater than 0.3 and a KMO index result of 0.891 was obtained which, according to Tabachnick and Fidell (2013), meet the requirements for factor analysis. The Bartlett test of sphericity was also conducted and a score of 0.000 was obtained. Given that it was less than 0.05, according to Hair et al. (2014), this indicates that there are enough correlations among the variables for factor analysis. The statistical assumptions were therefore met and factor analysis was appropriate.

The next step was to derive factors and assess the overall fit. To achieve this, the total variance was analysed using the principal components method and latent root criterion was used to determine the number of factors to retain. The percentage of variance accounted for was monitored throughout the analysis to ensure that the researcher identified the number of factors that would account for a significant portion of the total variance represented by the original 18 variables. Using this criterion, four factors were initially identified. To accurately interpret these factors, a rotational method was chosen and the rotated factor matrix interpreted before model respecification and validation of the factor matrix was completed, following the steps outline by Hair et al. (2014).

The varimax rotational method was selected which is an orthogonal factor rotation method used to simplify the factor matrix (Hair et al., 2014). On completion of the varimax rotational method, using latent root criterion, the number of factors to be retained were four and the initial rotated component matrix and communalities table was obtained. On visually inspecting the rotated component matrix and communalities table variables which demonstrated non-significant loadings (less than 0.5) on more than one factor were evident. This made it necessary to go through the respecification process in order to obtain a rotated component matrix with no problematic variables. Problematic variables were therefore deleted systematically and sequentially based on cross loadings and low communality. Interestingly, the first and only factor to be deleted was identified motivational orientation 3 which was cross

loading and had a low communality. The final rotated component matrix on completion of this process is demonstrated in Table 7-2.

	Component			
	Autonomy Orientation	Introjected Motivational Orientation	External Motivational Orientation	Amotivated Motivational Orientation
Intrinsic Motivational Orientation 1	0.771			
Intrinsic Motivational Orientation 2	0.761			
Integrated Motivational Orientation 3	0.741			
Integrated Motivational Orientation 1	0.715			
Integrated Motivational Orientation 2	0.688			
Identified Motivational Orientation 1	0.651			
Intrinsic Motivational Orientation 3	0.581			
Identified Motivational Orientation 2	0.445			
Introjected Motivational Orientation 3		0.830		
Introjected Motivational Orientation 1		0.808		
Introjected Motivational Orientation 2		0.755		
External Motivational Orientation 3			0.768	
External Motivational Orientation 2			0.711	
External Motivational Orientation 1			0.690	
Amotivated Motivational Orientation 1				0.792
Amotivated Motivational Orientation 2				0.778
Amotivated Motivational Orientation 3				0.743

Table 7-2: Final rotated component matrix for the exploratory factor analysis - causality orientations

The final stage of the exploratory factor analysis was to label the identified factors and the labels chosen correspond with the causality orientations that were the focus of this analysis. From this analysis it is clear that these factors match what was initially proposed by the theory for autonomy orientation

including intrinsic, integrated and identified motivational orientations and control orientation including introjected and external motivational orientations, although these two would not be combined. The first factor in Table 7-2 was therefore labelled autonomy orientation while factors 2, 3 and 4 retained their original names: introjected motivational orientation, external motivational orientation and amotivated motivational orientation. The factor scores were then calculated for these factors to be used for further analysis.

As it pertains to the other scales utilised in the study, factor scores were calculated for all other factors so that the multivariate analysis was conducted using all factor scores.

7.5 Model fit analysis

As discussed previously, research objectives 2 and 3 were tested simultaneously using a path analysis based on the final conceptual framework diagram previously presented in Figure 6-1. In order to test this conceptual model where the personality traits (extraversion, agreeableness and openness), the two causality orientations (autonomy and control), brand relationship commitment indirectly influence the social media engagement behaviours (learning, sharing and endorsing) through four motivational drivers (self-interest, pleasure, rewards and venting negative feelings) according to the proposed hypotheses, an observed path analysis was performed using AMOS.

This path analysis technique allowed for the simultaneous estimation and assessment of all paths depicting direct effects of independent variables on proposed mediators and proposed mediators on dependent variables, as well as specific indirect effects. Before testing these paths, it was necessary to first examine the overall model fit of the entire path analysis. This step is necessary as according to Hair et al. (2014) to determine if the proposed structure matches reality. The overall fit of the model should be assessed through the examination of chi-square, degrees of freedom as well as at least one absolute fit index and incremental fit index (Hair et al., 2014). The suggested results as well as one parsimony fit index are therefore presented in Table 7-3.

Goodness-of-fit Statistics	Guidelines	Obtained
Chi-square		
Chi-square		**21.488**
Degrees of freedom		**14**
Absolute fit measures		
Goodness-of-fit index (GFI)	above 0.90	**0.993**
Root mean square error of approximation (RMSEA)	value < 0.07	**.037**
Normed chi-square	3 or less	**1.535**
Incremental fit indices		
Comparative fit index (CFI)	above 0.90	**0.995**
Parsimony fit indices		
Adjusted goodness-of-fit index (AGFI)	less than GFI	**0.937**

Table 7-3: Model fit statistics for path analysis model and associated guidelines

As is demonstrated in Table 7-3, the results obtained, when compared to the guidelines outlined by Hair et al. (2014), suggest that the overall model fit is adequate to fit the data. This indicates that the model is a good representation of reality. Next, it was then necessary to test the hypotheses associated with each research objective and determine the effect sizes of the supported indirect relationships and these results will be presented in the following sub-sections according to the appropriate research objective.

7.6 Examining the relationship between the personality related factors, motivational drivers and social media engagement behaviours

The second research objective sought to determine if the motivational drivers (self-interest, pleasure, venting negative feelings and rewards) mediate the relationship between the personality related factors (personality traits and causality orientations) and the social media engagement behaviours (learning, sharing and endorsing).

In order to test the conceptual model presented in chapter 6, where the independent variables, personality related factors and brand relationship

commitment, were indirectly related to the dependent variables of learning, sharing and endorsing through the proposed motivational drivers, this model was analysed using the Hayes process computational tool of SPSS. This specific tool was chosen because it facilitates the 95 per cent bootstrapping confidence interval method of analysis, and provides the detail of effect sizes required for this research.

However, it is important to note that although this tool allows researchers to test the mediators acting in parallel, that is, the independent/antecedent variable is modelled as influencing the dependent variable through two or more mediator variables with the condition that the mediators do not influence each other (Hayes, 2018), which is required for this research. Unfortunately, the Hayes' process tool can only test the indirect relationships with one independent and one dependent variable at a time (Hayes, 2018). The researcher therefore recreated the relationships outlined by the final conceptual framework to appropriately test each hypothesis.

The specific mediation hypotheses to be tested were:

H1: Pleasure will positively mediate the relationship between the personality traits: (a) extraversion, (b) agreeableness, (c) openness and social media engagement behaviours: (i) learning, (ii) sharing and (iii) endorsing

H2: Pleasure will positively mediate the relationship between those customers generally guided by d) autonomy orientation and social media engagement behaviours: (i) learning, (ii) sharing and (iii) endorsing

H3: Self-Interest will positively mediate the relationship between the personality traits: (a) extraversion, (b) agreeableness and (c) openness and social media engagement behaviours: (i) learning, (ii) sharing and (iii) endorsing

H4: Self-Interest will positively mediate the relationship between customers generally guided by (d) autonomy orientation and control orientation specifically: (e) introjected and (f) external motivational orientations and social media engagement behaviours: (i) learning, (ii) sharing and (iii) endorsing

H5: Rewards will positively mediate the relationship between customers generally guided by control orientation specifically: (e) introjected and (f) external motivational orientations and social media engagement behaviours: (i) learning, (ii) sharing and (iii) endorsing

H6: Venting negative feelings will positively mediate the relationship between the personality traits: (b) agreeableness and (c) openness and social media engagement behaviours: (i) learning, (ii) sharing and negatively mediate the relationship between these variables and (iii) endorsing

H7: Venting negative feelings will positively mediate the relationship between customers generally guided by control orientation specifically: (e) introjected and (f) external motivational orientations and social media engagement behaviours: (i) learning, (ii) sharing and negatively mediate the relationship between these variables and (iii) endorsing

The results of these tests and the related hypothesis testing will be discussed in the following sub-sections of this chapter.

7.6.1 Testing pleasure as a mediator in the relationship between the personality related factors: personality traits and causality orientations and learning, sharing and endorsing

An indirect effect is deemed significant using the 95 per cent bootstrapping confidence interval method when zero is not included when comparing the lower and upper limit of the confidence intervals. The results of this analysis are presented in Table 7-4. This table includes the lower and upper limit of the confidence intervals which are used to determine if each hypothesis was supported or not supported. Specifically, the indirect effect is deemed statistically significant when the range between the lower limit confidence interval and upper limit confidence interval does not include zero (Devonish, 2016). That is, the indirect effect is deemed statistically significant when both the lower and upper confidence intervals are negative or both the lower and upper confidence intervals are positive. The table therefore also indicates whether or not the hypothesis being tested has been deemed significant based on those results, as well as the effect size of the significant relationships.

Hypothesis	Lower limit confidence interval (LLCI)	Upper limit confidence interval (ULCI)	Decision	Effect Size
H1a(i): pleasure will positively mediate the relationship between extraversion and learning	-0.0094	0.0202	not supported	
H1a(ii): pleasure will positively mediate the relationship between extraversion and sharing	0.0048	0.0540	supported	0.0277
H1a(iii): pleasure will positively mediate the relationship between extraversion and endorsing	0.0048	0.0541	supported	0.0288
H1b(i): pleasure will positively mediate the relationship between agreeableness and learning	-0.0177	0.0059	not supported	
H1b(ii): pleasure will positively mediate the relationship between agreeableness and sharing	-0.0493	0.0012	not supported	
H1b(iii): pleasure will positively mediate the relationship between agreeableness and endorsing	-0.0492	0.0013	not supported	
H1c(i): pleasure will positively mediate the relationship between openness and learning	-0.0076	0.0077	not supported	
H1c(ii): pleasure will positively mediate the relationship between openness and sharing	-0.0289	0.0237	not supported	
H1c(iii): pleasure will positively mediate the relationship between openness and endorsing	-0.0290	0.0237	not supported	
H2d(i): pleasure will positively mediate the relationship between customers generally guided by autonomy orientation and learning	-0.0083	0.0203	not supported	
H2d(ii): pleasure will positively mediate the relationship between customers generally guided by autonomy orientation and sharing	0.0026	0.0616	supported	0.0269
H2d(iii): pleasure will positively mediate the relationship between customers generally guided by autonomy orientation and endorsing	0.0034	0.0574	supported	0.0280

Table 7-4: Results of hypothesis testing for hypotheses 1 & 2 - pleasure as mediator

Based on the results in Table 7-4: H1a(i), H1b, H1c and H2d(i) are not supported while H1a(ii), H1a(iii), H2d(ii) and H2d(iii) are supported. Support

has therefore been found to indicate that extraversion has a significant indirect effect on the contributing behaviours sharing and endorsing through pleasure and the effect size of these two relationships are 0.0277 and 0.0288 respectively. As stated earlier, the effect sizes reported in this research quantify the indirect effect of the independent variable on the dependent variable through the mediating variable. In this case, the effect size of extraversion on sharing through pleasure is 0.0277.

More specifically, the results of this study indicate that extraversion positively influences pleasure which in turn positively influences sharing and endorsing behaviours in the social media environment. In a similar manner, autonomy causality orientation positively influences pleasure which in turn positively influences the contributing behaviours of sharing and endorsing. The effect size of the indirect relationship between autonomy orientation and sharing through pleasure is 0.0269. In comparison, the effect size of the indirect relationship between autonomy orientation and endorsing through pleasure is 0.0280.

7.6.2 Testing self-interest as a mediator in the relationship between the personality related factors: personality traits and causality orientations and learning, sharing and endorsing

The results of the hypotheses testing of self-interest as a mediator in the relationship between the personality related factors: personality traits and causality orientations, and learning, sharing and endorsing are demonstrated in Table 7-5.

Hypothesis	Lower limit confidence interval (LLCI)	Upper limit confidence interval (ULCI)	Decision	Effect Size
H3a(i): self-interest will positively mediate the relationship between extraversion and learning	-0.0265	0.0729	not supported	
H3a(ii): self-interest will positively mediate the relationship between extraversion and sharing	-0.0230	0.0637	not supported	

Hypothesis	Lower limit confidence interval (LLCI)	Upper limit confidence interval (ULCI)	Decision	Effect Size
H3a(iii): self-interest will positively mediate the relationship between extraversion and endorsing	-0.0182	0.0542	not supported	
H3b(i): self-interest will positively mediate the relationship between agreeableness and learning	-0.0124	0.0910	not supported	
H3b(ii): self-interest will positively mediate the relationship between agreeableness and sharing	-0.0124	0.0779	not supported	
H3b(iii): self-interest will positively mediate the relationship between agreeableness and endorsing	-0.0095	0.0634	not supported	
H3c(i): self-interest will positively mediate the relationship between openness and learning	-0.0530	0.0445	not supported	
H3c(ii): self-interest will positively mediate the relationship between openness and sharing	-0.0452	0.0378	not supported	
H3c(iii): self-interest will positively mediate the relationship between openness and endorsing	-0.0374	0.0325	not supported	
H4d(i): self-interest will positively mediate the relationship between customers generally guided by autonomy orientation and learning	0.0334	0.1428	supported	0.0837
H4d(ii): self-interest will positively mediate the relationship between customers generally guided by autonomy orientation and sharing	0.0269	0.1293	supported	0.0730
H4d(iii): self-interest will positively mediate the relationship between customers generally guided by autonomy orientation and endorsing	0.0206	0.1071	supported	0.0598
H4e(i): self-interest will positively mediate the relationship between customers generally guided by introjected motivational orientation and learning	-0.0641	0.0299	not supported	
H4e(ii): self-interest will positively mediate the relationship between customers generally guided by introjected motivational orientation and sharing	-0.0519	0.0237	not supported	
H4e(iii): self-interest will positively mediate the relationship between customers generally guided by introjected motivational orientation and endorsing	-0.041	0.0178	not supported	

Hypothesis	Lower limit confidence interval (LLCI)	Upper limit confidence interval (ULCI)	Decision	Effect Size
H4f(i): self-interest will positively mediate the relationship between customers generally guided by external motivational orientation and learning	0.0369	0.1471	supported	0.0902
H4f(ii): self-interest will positively mediate the relationship between customers generally guided by external motivational orientation and sharing	0.0255	0.1210	supported	0.0687
H4f(iii): self-interest will positively mediate the relationship between customers generally guided by external motivational orientation and endorsing	0.0169	0.0984	supported	0.0535

Table 7-5: Results of hypothesis testing for hypotheses 3 & 4 - self-interest as mediator

It is evident from Table 7-5 that no support was found for H3a, H3b, H3c and H4e. On the other hand, support was found for H4d and H4f. Therefore, autonomy orientation has a significant indirect effect on learning, sharing and endorsing behaviours through self-interest in the social media environment. The effect sizes of these relationships are: 0.0837, 0.00730 and 0.0598 for learning, sharing and endorsing respectively. Additionally, control orientation, specifically external motivational orientation, has an indirect effect on the social media engagement behaviours examined through self-interest. The effect sizes of these indirect relationships are: 0.0902, 0.0687 and 0.0535 for learning, sharing and endorsing respectively.

According to the analysis, autonomy orientation positively influences self-interest which in turn positively influences learning, sharing and endorsing. Similarly, external motivational orientation positively influences self-interest which in turn positively influences learning, sharing and endorsing.

7.6.3 Testing rewards as a mediator in the relationship between the personality related factors: personality traits and causality orientations and learning, sharing and endorsing

The results obtained through the Hayes' process tool which tested if there is an indirect relationship between control orientation and learning, sharing and endorsing through rewards are demonstrated in Table 7-6.

Hypothesis	Lower limit confidence interval (LLCI)	Upper limit confidence interval (ULCI)	Decision	Effect Size
H5e(i): rewards will positively mediate the relationship between customers generally guided by introjected motivational orientation and learning	0.0039	0.0441	supported	0.0211
H5e(ii): rewards will positively mediate the relationship between customers generally guided by introjected motivational orientation and sharing	0.0019	0.0381	supported	0.0159
H5e(iii): rewards will positively mediate the relationship between customers generally guided by introjected motivational orientation and endorsing	-0.0088	0.0175	not supported	
H5f(i): rewards will positively mediate the relationship between customers generally guided by external motivational orientation and learning	0.0143	0.0705	supported	0.0393
H5f(ii): rewards will positively mediate the relationship between customers generally guided by external motivational orientation and sharing	0.0056	0.0600	supported	0.0289
H5f(iii): rewards will positively mediate the relationship between customers generally guided by external motivational orientation and endorsing	-0.0163	0.0296	not supported	

Table 7-6: Results of hypothesis testing for hypothesis 5 - rewards as mediator

Based on the results demonstrated in Table 7-6, H5e(iii) and H5f(iii) were not supported, while H5e(i), H5e(ii), H5f(i) and H5f(iii) were supported. More specifically, there has been support found that indicates that control

orientation, including introjected and external motivational orientation, has a significant indirect effect on learning and sharing in the social media environment. The effect size of the indirect relationship between introjected motivational orientation and learning through rewards is 0.0211. While the effect size of the indirect relationship between introjected motivational orientation and sharing through rewards is 0.0159. As it relates to external motivational orientation the effect sizes of its indirect relationships with learning and sharing through rewards are 0.0393 and 0.0289 respectively. Based on this analysis it is also clear that control orientation, namely introjected and external motivational orientation, positively influence rewards which in turn, positively influence learning and sharing in the social media environment.

7.6.4 Testing venting negative feeling as a mediator in the relationship between the personality related factors: personality traits and causality orientations and learning, sharing and endorsing

Table 7-7 presents the results of testing venting negative feelings as a mediator in the relationship between the personality related factors: traits and causality orientations and the social media engagement behaviours of focus for this study.

Hypothesis	Lower limit confidence interval (LLCI)	Upper limit confidence interval (ULCI)	Decision	Effect Size
H6b(i): venting negative feelings will positively mediate the relationship between agreeableness and learning	-0.0812	-0.0252	supported	-0.0517
H6b(ii): venting negative feelings will positively mediate the relationship between agreeableness and sharing	-0.0486	-0.0085	supported	-0.0256
H6b(iii): venting negative feelings will negatively mediate the relationship between agreeableness and endorsing	0.0049	0.0418	supported	0.0208
H6c(i): venting negative feelings will positively mediate the relationship between openness and learning	-0.0591	-0.0036	supported	-0.0305

Hypothesis	Lower limit confidence interval (LLCI)	Upper limit confidence interval (ULCI)	Decision	Effect Size
H6c(ii): venting negative feelings will positively mediate the relationship between openness and sharing	-0.0336	-0.0017	supported	-0.0151
H6c(iii): venting negative feelings will negatively mediate the relationship between openness and endorsing	0.0008	0.0291	supported	0.0123
H7e(i): venting negative feelings will positively mediate the relationship between customers generally guided by introjected motivational orientation and learning	0.0090	0.568	supported	0.0315
H7e(ii): venting negative feelings will positively mediate the relationship between customers generally guided by introjected motivational orientation and sharing	0.0039	0.0348	supported	0.0170
H7e(iii): venting negative feelings will negatively mediate the relationship between customers generally guided by introjected motivational orientation and endorsing	-0.0268	-0.0009	supported	-0.0109
H7f(i): venting negative feelings will positively mediate the relationship between customers generally guided by external motivational orientation and learning	0.0029	0.0541	supported	0.0278
H7f(ii): venting negative feelings will positively mediate the relationship between customers generally guided by external motivational orientation and sharing	0.0017	0.0289	supported	0.0141
H7f(iii): venting negative feelings will negatively mediate the relationship between customers generally guided by external motivational orientation and endorsing	0.004	0.0545	supported	0.0277

Table 7-7: Results of hypothesis testing for hypothesis 6 & 7 - venting negative feelings as mediator

It is evident from Table 7-7 that all proposed hypotheses have been supported. This therefore indicates that the personality traits: agreeableness and openness have significant indirect relationships with learning, sharing and endorsing through venting negative feelings. The effect size for the indirect relationship

between agreeableness and learning through negative feelings is - 0.0517, while the effect size of the indirect relationship between agreeableness and sharing through negative feelings is -0.0256. The effect size of the indirect relationship between agreeableness and endorsing through negative feelings is 0.0208. Similarly, the effect sizes for the indirect relationships between openness and learning, sharing and endorsing through negative feelings are: -0.0305, -0.0151 and 0.0123 respectively.

More specifically, both agreeableness and openness negatively influence venting negative feelings which in turn positively influences learning and sharing. However, as expected both agreeableness and openness negatively influence venting negative feelings which in turn negatively influence endorsing behaviours in the social media environment.

Similar to the personality traits examined, control orientation, both introjected and external motivational orientations, has significant indirect relationships with learning, sharing and endorsing through negative feelings. However, in contrast to the personality traits, control orientation positively influences venting negative feelings which in turn positively influences learning and sharing behaviours in the social media environment. On the other hand, control orientation positively influences venting negative feelings which in turn negatively influences endorsing behaviours in the social media environment. As it relates to the effect sizes, the indirect relationship between introjected motivational orientation and learning, sharing and endorsing through negative feelings are: 0.0315, 0.0170 and 0.0109 respectively. Finally, the effect sizes of the indirect relationship between external motivational orientation and learning, sharing and endorsing through negative feelings are: 0.0278, 0.0141 and 0.0277 respectively.

7.7 Examining the relationships between brand relationship commitment, motivational drivers and social media engagement behaviours

The third research objective sought to determine if the motivational drivers (self-interest and pleasure) mediate the relationship between brand relationship commitment and the social media engagement behaviours (learning, sharing and endorsing). As previously discussed, this objective was analysed with the second research objective using the Hayes process computational tool of SPSS and the 95 per cent confidence interval bootstrapping technique.

The specific hypotheses to be tested are:

H8: Pleasure will positively mediate the relationship between brand relationship commitment and social media engagement behaviours: (i) learning, (ii) sharing and (iii) endorsing

H9: Self-interest will positively mediate the relationship between brand relationship commitment and social media engagement behaviours: (i) learning, (ii) sharing and (iii) endorsing

7.7.1 Testing pleasure and self-interest as mediators in the relationship between brand relationship commitment and learning, sharing and endorsing

Table 7-8 presents the results of the tests to determine if the relationship between brand relationship commitment and learning, sharing and endorsing is mediated by pleasure and self-interest.

Hypothesis	Lower limit confidence interval (LLCI)	Upper limit confidence interval (ULCI)	Decision	Effect Size
H8g(i): pleasure will positively mediate the relationship between brand relationship commitment and learning	-0.0197	0.3150	not supported	

Hypothesis	Lower limit confidence interval (LLCI)	Upper limit confidence interval (ULCI)	Decision	Effect Size
H8g(ii): pleasure will positively mediate the relationship between brand relationship commitment and sharing	0.0184	0.0914	supported	0.0532
H8g(iii): pleasure will positively mediate the relationship between brand relationship commitment and endorsing	0.0186	0.0982	supported	0.0553
H9g(i): self-interest will positively mediate the relationship between brand relationship commitment and learning	0.1342	0.2794	supported	0.2048
H9g(ii): self-interest will positively mediate the relationship between brand relationship commitment and sharing	0.1194	0.2387	supported	0.1784
H9g(iii): self-interest will positively mediate the relationship between brand relationship commitment and endorsing	0.0939	0.2051	supported	0.1462

Table 7-8: Results of hypothesis testing for hypotheses 8 & 9 - pleasure and self-interest as mediator

It is clear from Table 7-8 that there was no support found for H8g(i) while support was found for H8g(ii), H8g(iii) and H9g. That is, there is an indirect relationship between brand relationship commitment and the contributing behaviours: sharing and endorsing through pleasure. The effect sizes of these indirect relationships are 0.0532 and 0.0553 respectively. There is also an indirect relationship between brand relationship commitment and learning, sharing and endorsing through self-interest. The effect sizes of these indirect relationships are 0.2048, 0.1784 and 0.1462 respectively.

More specifically, brand relationship commitment has a positive influence on pleasure which in turn has a positive influence on sharing and endorsing. Similarly, brand relationship commitment has a positive influence on self-interest which in turn has a positive influence on learning, sharing and endorsing in the social media environment.

7.8   Summary of Results

The major results of this study can be summarised in the following statements. Pleasure mediates the relationship between the personality-related factors: extraversion, autonomy orientation, and the contributing behaviours: sharing and endorsing. Pleasure also mediates the relationship between brand relationship commitment and the contributing behaviours: sharing and endorsing.

Self-interest on the other hand does not play a mediating role in the relationship between any of the personality traits examined and the social media engagement behaviours. In contrast, self-interest mediates the relationship between the causality orientations: autonomy orientation, control orientation, particularly external motivational orientation, and learning, sharing and endorsing in the social media environment. In a similar manner, self-interest mediates the relationship between brand relationship commitment and learning, sharing and endorsing in the social media environment. Notably, the effect sizes of the indirect relationships through self-interest are significantly higher than that of all other motivational drivers ranging from values of 0.0532 to 0.2048. The only other mediator which comes close is negative feelings but only for the indirect relationship between agreeableness and learning through negative feelings where the effect size is 0.0517.

Unsurprisingly, there is an indirect relationship between control orientation, both introjected and external motivational orientation, and learning and sharing through rewards. There is, however, no indirect relationship with control orientation and endorsing through rewards.

Finally, venting negative feelings mediates the relationships between the personality related factors: agreeableness, openness, control orientation including both introjected and external motivational orientation, and learning, sharing and endorsing in the social media environment.

In presenting this analysis and results, the 9 hypotheses previously outlined in Chapter 6: Final Conceptual Framework Development, were also tested.

These tests allowed the researcher to determine which of the proposed hypotheses would be accepted and which would be rejected. Table 7-9 below provides a snapshot of the hypotheses tested and the results based on the analysis.

Hypothesis	Decision
H1a(i): pleasure will positively mediate the relationship between extraversion and learning	rejected
H1a(ii): pleasure will positively mediate the relationship between extraversion and sharing	accepted
H1a(iii): pleasure will positively mediate the relationship between extraversion and endorsing	accepted
H1b(i): pleasure will positively mediate the relationship between agreeableness and learning	rejected
H1b(ii): pleasure will positively mediate the relationship between agreeableness and sharing	rejected
H1b(iii): pleasure will positively mediate the relationship between agreeableness and endorsing	rejected
H1c(i): pleasure will positively mediate the relationship between openness and learning	rejected
H1c(ii): pleasure will positively mediate the relationship between openness and sharing	rejected
H1c(iii): pleasure will positively mediate the relationship between openness and endorsing	rejected
H2d(i): pleasure will positively mediate the relationship between customers generally guided by autonomy orientation and learning	rejected
H2d(ii): pleasure will positively mediate the relationship between customers generally guided by autonomy orientation and sharing	accepted
H2d(iii): pleasure will positively mediate the relationship between customers generally guided by autonomy orientation and endorsing	accepted
H3a(i): self-interest will positively mediate the relationship between extraversion and learning	rejected
H3a(ii): self-interest will positively mediate the relationship between extraversion and sharing	rejected
H3a(iii): self-interest will positively mediate the relationship between extraversion and endorsing	rejected
H3b(i): self-interest will positively mediate the relationship between agreeableness and learning	rejected
H3b(ii): self-interest will positively mediate the relationship between agreeableness and sharing	rejected
H3b(iii): self-interest will positively mediate the relationship between agreeableness and endorsing	rejected
H3c(i): self-interest will positively mediate the relationship between openness and learning	rejected
H3c(ii): self-interest will positively mediate the relationship between openness and sharing	rejected
H3c(iii): self-interest will positively mediate the relationship between openness and endorsing	rejected
H4d(i): self-interest will positively mediate the relationship between customers generally guided by autonomy orientation and learning	accepted
H4d(ii): self-interest will positively mediate the relationship between customers generally guided by autonomy orientation and sharing	accepted

Hypothesis	Decision
H4d(iii): self-interest will positively mediate the relationship between customers generally guided by autonomy orientation and endorsing	accepted
H4e(i): self-interest will positively mediate the relationship between customers generally guided by introjected motivational orientation and learning	rejected
H4e(ii): self-interest will positively mediate the relationship between customers generally guided by introjected motivational orientation and sharing	rejected
H4e(iii): self-interest will positively mediate the relationship between customers generally guided by introjected motivational orientation and endorsing	rejected
H4f(i): self-interest will positively mediate the relationship between customers generally guided by external motivational orientation and learning	accepted
H4f(ii): self-interest will positively mediate the relationship between customers generally guided by external motivational orientation and sharing	accepted
H4f(iii): self-interest will positively mediate the relationship between customers generally guided by external motivational orientation and endorsing	accepted
H5e(i): rewards will positively mediate the relationship between customers generally guided by introjected motivational orientation and learning	accepted
H5e(ii): rewards will positively mediate the relationship between customers generally guided by introjected motivational orientation and sharing	accepted
H5e(iii): rewards will positively mediate the relationship between customers generally guided by introjected motivational orientation and endorsing	rejected
H5f(i): rewards will positively mediate the relationship between customers generally guided by external motivational orientation and learning	accepted
H5f(ii): rewards will positively mediate the relationship between customers generally guided by external motivational orientation and sharing	accepted
H5f(iii): rewards will positively mediate the relationship between customers generally guided by external motivational orientation and endorsing	rejected
H6b(i): venting negative feelings will positively mediate the relationship between agreeableness and learning	accepted
H6b(ii): venting negative feelings will positively mediate the relationship between agreeableness and sharing	accepted
H6b(iii): venting negative feelings will negatively mediate the relationship between agreeableness and endorsing	accepted
H6c(i): venting negative feelings will positively mediate the relationship between openness and learning	accepted
H6c(ii): venting negative feelings will positively mediate the relationship between openness and sharing	accepted
H6c(iii): venting negative feelings will negatively mediate the relationship between openness and endorsing	accepted
H7e(i): venting negative feelings will positively mediate the relationship between customers generally guided by introjected motivational orientation and learning	accepted
H7e(ii): venting negative feelings will positively mediate the relationship between customers generally guided by introjected motivational orientation and sharing	accepted
H7e(iii): venting negative feelings will negatively mediate the relationship between customers generally guided by introjected motivational orientation and endorsing	accepted

Hypothesis	Decision
H7f(i): venting negative feelings will positively mediate the relationship between customers generally guided by external motivational orientation and learning	accepted
H7f(ii): venting negative feelings will positively mediate the relationship between customers generally guided by external motivational orientation and sharing	accepted
H7f(iii): venting negative feelings will negatively mediate the relationship between customers generally guided by external motivational orientation and endorsing	accepted
H8g(i): pleasure will positively mediate the relationship between brand relationship commitment and learning	rejected
H8g(ii): pleasure will positively mediate the relationship between brand relationship commitment and sharing	accepted
H8g(iii): pleasure will positively mediate the relationship between brand relationship commitment and endorsing	accepted
H9g(i): self-interest will positively mediate the relationship between brand relationship commitment and learning	accepted
H9g(ii): self-interest will positively mediate the relationship between brand relationship commitment and sharing	accepted
H9g(iii): self-interest will positively mediate the relationship between brand relationship commitment and endorsing	accepted

Table 7-9: Summary of hypotheses testing

As demonstrated in Table 7-9 and previously discussed, a number of the proposed hypotheses have been accepted based on this analysis. This hypotheses testing therefore provides insight into the understanding of the antecedents to the specific social media engagement behaviours: learning, sharing and endorsing. The following chapter will thus discuss these results, explaining what the results may mean and why they may have occurred.

Chapter 8 Discussion of Results

8.1 Introduction

This research sought to investigate the antecedents to social media engagement behaviours. The three research objectives are to:

1. Identify and refine the motivational drivers which influence customers to take part in social media engagement behaviours (learning, sharing and endorsing)
2. Determine the role of motivational drivers in the relationship between personality (personality traits and motivational orientations) and social media engagement behaviours (learning, sharing and endorsing)
3. Examine the role of motivational drivers in the relationship between brand relationship commitment and social media engagement behaviours (learning, sharing and endorsing)

Chapters 6 & 7 of this thesis presented the results obtained as this research sought to address its aims and objectives. This chapter will therefore discuss those results in detail: discussing the findings of each research objective in turn, explaining what was discovered, why these results may have occurred as well as how this corresponds with or adds to the current literature around this phenomenon.

8.2 Research Objective One

The first research objective sought to identify and refine the motivational drivers which influence customers to take part in the social media engagement behaviours: learning, sharing and endorsing. As presented in Chapter 6, after exploratory and confirmatory factor analysis the motivational drivers which influence learning, sharing and endorsing in the social media environment are: *self-interest, pleasure, rewards* and *venting negative feelings*. The following sections of this chapter will discuss each of these motivational drivers.

8.2.1 Self-interest

One of the major findings of this research is that self-interest is an antecedent to the social media engagement behaviours: learning, sharing and endorsing. This motivational driver was not included in the proposed list of motivational drivers which were discussed in the literature review. Instead, self-interest is a combination of variables which was originally discussed as concern for others, instrumental value and social enhancement. Concern for others was discussed as a motivational driver that motivated customers to take part in e-WOM to share positive or negative experiences with other customers to help or warn them (Yoo and Gretzel, 2008). Instrumental value was described as when customers are motivated to show their ideas (Füller, 2010) and use their abilities to help with new product development (Nuttavuthisit, 2010). Finally, social enhancement was described as the motivational driver which pushed customers to act in order to receive positive recognition, esteem or status from their actions (Hennig-Thurau et al., 2004; Etgar, 2008). Self-interest, as a motivational driver, therefore includes variables which are concerned with helping other customers, helping the brand and receiving recognition based on these actions.

This combination of factors matches the definition of self-interest provided by Miller (1999) who states that self-interest encourages individuals to act in a manner that allows them to maximise positive emotions such as pride. This stance is also supported by the arguments that acts or behaviour motivated by external or internal rewards cannot be considered wholly altruistic (Badhwar, 1993) and egoistic or self-interested motives and altruistic motives can be found within the same person (Batson, 2014).

Self-interest therefore acts as a motivational driver to the specific CEBs: learning, sharing and endorsing in the social media environment. This reveals that customers are motivated to take part in these behaviours because they want to be helpful to other customers and the brand, but not for purely altruistic reasons. Customers who are motivated by self-interest also appreciate the recognition and positive image they receive in response to their

help within their social circle and feel good about themselves when they provide help, maximising positive emotions.

This particular motivational driver may be influential to customers in the social media environment because of the nature of the environment. Social networking sites enable individuals to create personal profiles and communicate with their social network (Kaplan and Haenlein, 2010) focusing on the collective rather than the individual (Berthon et al., 2012). Self-interest may therefore be influential to individuals as it allows them to present a helpful and positive image of themselves to others within their community as well as allowing them to receive validation from others within the community in return.

8.2.2 Pleasure

Pleasure was identified as a motivational driver to the specific behaviours: learning, sharing and endorsing. This motivational driver, is focused on the fun or hedonic value that customers receive when taking part in non-transactional behaviours (Wasko and Faraj, 2000; Nuttavuthisit, 2010; O'Hern and Rindfleisch, 2010). This finding corresponds with Cvijikj and Michahelles (2013) who found that when entertaining content is posted on Facebook, that liking, commenting and sharing is increased. Further, according to Wang and Fesenmaier (2004) customers are pleasure seeking individuals who engage in activities which provide them with fun and entertainment and therefore use the internet as a form of stimulation. It could therefore be argued that learning, sharing and endorsing behaviours in the social media environment stimulate some customers and provide them with good feelings.

8.2.3 Rewards

Financial rewards such as discounts, special offers and money were also identified as a motivational driver to the social media engagement behaviours: learning, sharing and endorsing. This form of motivational driver was also discussed by Harmeling et al. (2017) as a customer engagement marketing initiative, because it is something that companies can do to encourage customers to take part in customer engagement behaviours. This finding may

therefore prove useful to managers as they determine how best to encourage customers to take part in learning, sharing and endorsing behaviours in the social media environment. This finding corresponds with Baldus, Voorhees and Calantone (2015) who identified utilitarian rewards including deals, incentives and merchandise as an engagement dimension in the online brand community (OBC). Similarly, the finding corresponds with the online co-creation literature specifically, Hoyer et al. (2010) and Füller (2010) who also discuss financial rewards and compensation as motivations to encourage customers to participate. However, it would be useful to understand what types of customers respond positively to this motivational driver before it is used by managers. This will be further discussed in the analysis on research objective 2.

8.2.4 Venting Negative Feelings

This was the only motivational driver which was proposed and subsequently identified as influential to customers taking part in negatively valenced CEBs. Venting negative feelings provides customers with the opportunity to ease their frustration with negative consumption experiences (Sundaram, Mitra and Webster, 1998) and "reduce the discontent associated with negative emotions" (Hennig-Thurau et al., 2004, p. 44). This finding therefore corresponds with the perspectives of the WOM and e-WOM literature which focused on this type of motivational driver. This motivational driver may be influential to these behaviours in the social media environment as it allows individuals to vent their frustration with members of their social network, receiving sympathy or other responses which allow them to reduce their discontent or feel better about themselves.

8.2.5 Unsupported motivational drivers

In addressing the research objective, only four motivational drivers were identified to be influential to the specific behaviours being examined. This also meant that a number of motivational drivers which were originally proposed were not found to be influential. The drivers: helping the company, instrumental value and social integration, which will be briefly discussed in

the following section, have not been found to be motivational drivers to the behaviours: learning, sharing and endorsing.

Helping the company & Instrumental value

Helping the company occurs when customers who had satisfactory or exceptional consumption experiences, are driven to take part in positive WOM (Sundaram, Mitra and Webster, 1998) in an effort to give back to the company in exchange (Hennig-Thurau et al., 2004). It was also described in the online co-creation literature as occurring when customers took part in order to help the company improve its products (Nuttavuthisit, 2010). Instrumental value, on the other hand, was previously discussed as the value that customers receive when they show their ideas (Füller, 2010) and their ability to use their skills (Nuttavuthisit, 2010) in the online co-creation environment. It is therefore surprising that neither of these factors was found to be a motivational driver for the CEBs being discussed.

The exclusion of these motivational drivers could be contextually related as the social media environment investigated does not provide an environment similar to that of the online co-creation environment. The online co-creation environment such as virtual customer environments, are specifically developed environments created by companies to involve customers in a dialogue to encourage new product development (Schultze et al., 2007).

However, this would not explain why positive experiences would not encourage customers to want to help the company by sharing positive experiences or endorsing the brand in the social media environment.

The objective of exploratory factor analysis is to reduce or summarise the number of variables while also retaining the nature of the original list of variables (Hair et al., 2014). It is therefore the author's belief that helping the company and instrumental value which were found to be closely related throughout the exploratory factor analysis were not excluded but integrated with concern for others based on the interrelationships identified. Notably, one variable of instrumental value is now incorporated in the motivational driver self-interest.

Social Integration

Unexpectedly, social integration was not identified as a motivational driver to the social media engagement behaviours: learning, sharing and endorsing. This motivational driver was previously outlined as influential to customers participating in the OBC environment (Etgar, 2008; Madupu and Cooley, 2010; Baldus, Voorhees and Calantone, 2015), which consists of like-minded persons who share passion for a brand who communicate electronically (Sicilia and Palazón, 2008).

The exclusion of this motivational driver is unexpected as the social media environment facilitates communication between individuals and companies (Berthon et al., 2012) and allows customers to easily communicate with each other, as well as friends, colleagues and family (Wirtz, Schilke and Ullrich, 2010). However its exclusion could be the result of the lack of brand community. Although Habibi, Laroche and Richard (2014) and Zaglia (2013) have proven that social networking sites can facilitate OBCs, this research is not based in an online social setting where participants share a passion for a brand and are like-minded. The social media environment investigated included the customer's social network which included their friends, colleagues and family but these individuals may all be from varying spheres of the customer's life and although they may have the customer in common, they may share little else.

8.3 Research Objective Two

This research objective sought to determine the role of the identified motivational drivers (self-interest, pleasure, rewards and venting negative feelings) in the relationship between the personality related factors (personality traits and causality orientations) and social media engagement behaviours (learning, sharing and endorsing). Chapter 7 presented the results for this analysis and the following sections will discuss what has been accepted by this research, why these findings may have occurred and how it adds to the current understanding of the CEB phenomenon.

8.3.1 Pleasure as a mediator in the relationship between the personality related factors: personality traits and causality orientations and learning, sharing and endorsing

As discussed in the previous section of this chapter, pleasure was identified as a motivational driver to the specific behaviours: learning, sharing and endorsing. This motivational driver was proposed to mediate the relationship between the personality traits: extraversion, agreeableness, openness and the social media engagement behaviours: learning, sharing and endorsing. Moreover, pleasure was also proposed to mediate the relationship between those customers generally guided by autonomy orientation and the social media engagement behaviours: learning, sharing and endorsing. As demonstrated in Figure 8-1, based on the results presented in Chapter 7, some of these relationships were accepted, while others were rejected.
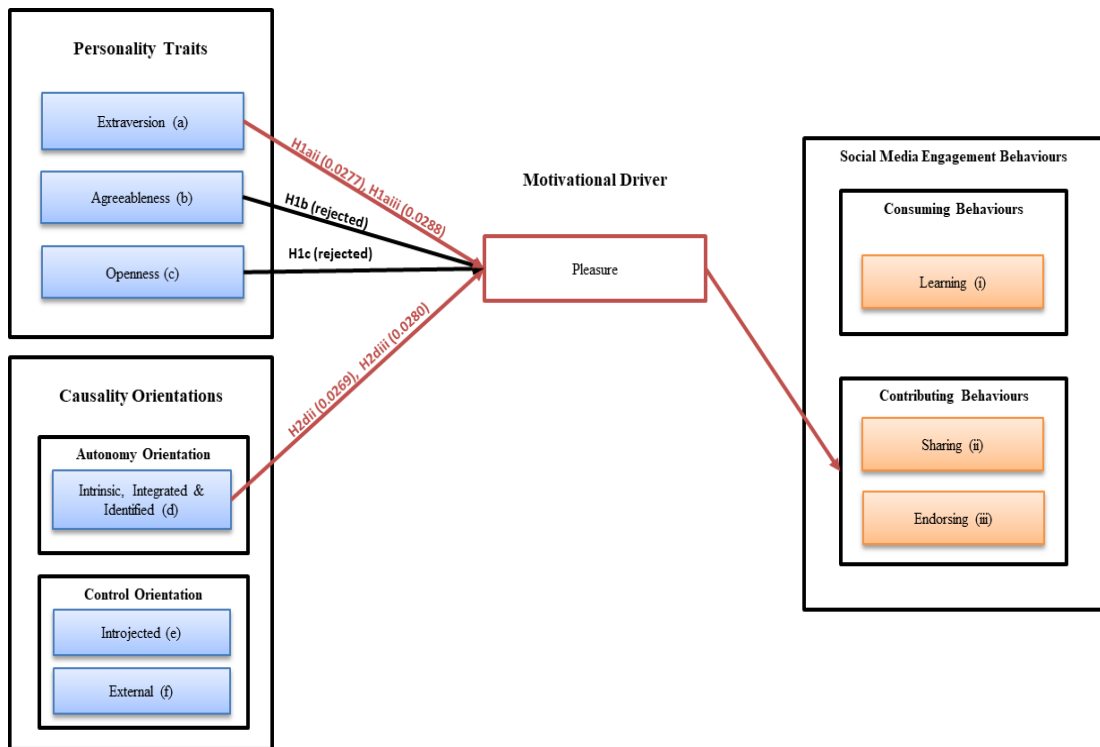
Figure 8-1: Accepted & rejected relationships established from testing pleasure as a mediator between the personality related factors and learning, sharing and endorsing

This section of the chapter will therefore first discuss those relationships which were accepted and the possible reasons why. The section will then discuss the possible reasons why some of the proposed indirect relationships were rejected.

Accepted indirect relationships (H1a(ii), H1a(iii), H2d(ii) & H2d(iii))

Pleasure, the motivational driver which is focused on the fun or hedonic value that customers receive when taking part in non-transactional behaviours (Wasko and Faraj, 2000; Nuttavuthisit, 2010; O'Hern and Rindfleisch, 2010) was found to play a mediating role in the relationships between extraversion and the contributing behaviours: sharing and endorsing and, autonomy orientation and the social media engagement behaviours of sharing and endorsing as was seen in Table 7-4.

According to the relationships proven, extraverted customers are more likely to experience pleasure and are then in turn, more likely to take part in sharing and endorsing behaviours in the social media environment. In a similar

manner, customers generally guided by autonomy orientation are more likely to experience pleasure and are consequently more likely to take part in the social media engagement behaviours: sharing and endorsing. The findings of this research therefore indicate that extraverted customers and customers who are generally guided by an autonomy orientation are more likely to take part in these contributing and influencing behaviours when fun and entertainment are present in the social media environment to push them to act.

Pleasure being a motivational driver for these particular type of customers is unsurprising as extraverted customers are prone to experiencing positive emotions such as pleasure and joy (Costa and McCrae, 1992). Moreover, individuals generally guided by autonomy orientation tend to be driven by intrinsic motivation (Deci and Ryan, 1985) and therefore take part in activities because of the inherent satisfaction they experience from that activity (Butz and Stupnisky, 2016). It is therefore logical for these types of customers to experience pleasure which can then act as a motivational driver for them to take part in specific activities.

It is, however, interesting that this motivational driver only mediates the relationship between the personality related factors: extraversion and autonomy orientation and the *contributing and influencing* behaviours: sharing and endorsing. Contributing behaviours, according to Muntinga, Moorman and Smit (2011) are the mid-level of activity where customers interact with the brand and others within the online environment. Sharing and endorsing, according to this research, have not only been classified as contributing behaviours, but also as influencing behaviours which have been defined by Jaakkola and Alexander (2014) as those behaviours where customers use their resources to affect others' knowledge and perceptions of the focal firm. Based on this finding, it is believed that extraverted customers and those customers often guided by autonomy orientation find pleasure in these specific contributing and influencing behaviours, which allow them to shape others in the community by sharing their knowledge and experience through sharing, as well as sanctioning the brand through endorsing (Dessart, Veloutsou and Morgan-Thomas, 2016). It is also proposed that extraverted customers are

motivated by pleasure, they take part in sharing and endorsing behaviours because extraverts also tend to be active and sociable (Costa and McCrae, 1992). These behaviours allow them to share experiences with others and maintain social relationships with others in their social network. In a similar manner, individuals generally guided by autonomy orientation were previously proved to confidently develop and maintain social relationships (Deponte, 2004) and may therefore view these behaviours in a similar manner to extraverted customers.

This finding is particularly important for managers because, as discussed by Harmeling et al. (2017), these customers provide the company with value including network assets and persuasion capital. It means that these types of customers may expose the brand to a network of individuals to whom the company many not have had easy access. Additionally, these individuals may also be deemed more trustworthy than the company itself and may therefore be more influential within that network.

Furthermore, these findings add to those of Cvijikj and Michahelles (2013) who found that pleasure was highly influential to customers when liking, commenting and sharing content on Facebook, by providing a description of the customers who are likely to be influenced to take part in these behaviours in the social media environment. Further, their study was focused on Facebook (Cvijikj and Michahelles, 2013) while the participants of this current study interacted with brands on several social networking sites, therefore proving the importance of this motivational driver in more than one social networking site. These findings also correspond with the findings of Yoo and Gretzel (2011) who found that extraverted customers were more likely to be motivated by pleasure to take part in consumer generated media for travel related content. However, this research also adds an understanding of the causality orientations which guide customers' actions and that will also be motivated by pleasure to take part in sharing and endorsing in the social media environment. Further, this research indicates that pleasure is an influential motivational driver for these customers in a differing context.

The effect size of these indirect relationships, that is, size of the effect of extraversion on the contributing behaviours of sharing and endorsing through pleasure were all very similar, ranging from 0.0269 to 0.0288 which may appear to be small. It must, however, be noted that small effect sizes can have substantial practical consequences (Gignac and Szodorai, 2016). Further, as previously mentioned, the significance of an effect is dependent on what is being studied and could be compared to others within the same study (Fritz, Morris and Richler, 2012) as well as compared to other related studies or research rather than rigid benchmarks (Thompson, 2002). To the author's knowledge there have been no other studies which have examined the indirect relationships between the personality related factors: traits and causality orientation, and the social media engagement behaviours: learning, sharing and endorsing. There is therefore no basis for comparison to other studies. Nonetheless, when comparing the results for pleasure as a mediator to the other mediators tested in this study, these effect sizes are comparable to the effect sizes obtained from rewards and negative feelings which ranged from 0.0109 to 0.0517. Indeed, the effect sizes obtained for the indirect relationships through pleasure fall in the middle of that range.

Rejected indirect relationships (H1a(i), H1b, H1c, H2d(i))

Of note, the personality traits of agreeableness and openness were not found to be mediated by pleasure to drive customers to take part in any of the social media engagement behaviours examined in Table 7-4. Although agreeable customers are known to be friendly and cooperative, while open customers are known to be imaginative and curious (Ul Islam, Rahman and Hollebeek, 2017), these types of individuals were not found to be motivated by pleasure. Agreeable individuals are concerned with interpersonal behaviour and trusting, open individuals are sensitive to art and imaginative (Costa and McCrae, 1992). It is therefore surprising that individuals with these traits are not motivated by pleasure in the social media environment to take part in these specific behaviours.

Although unexpected, the lack of these indirect relationships may be explained. The focus of agreeable individuals on interpersonal relationships may make them wary of sharing and endorsing brands with those with whom they share a relationship. That is, individuals who are trusting and concerned with relationships may not deem these activities as adding any value to their relationships or may be cautious as they believe that the individuals in their social network may not deem this behaviour appropriate. This may correspond with the findings of Marder et al. (2016) who found that individuals may personally like a political party but are unlikely to 'like' that party on Facebook because of the impression this would portray to those in their social network. In contrast, the reason that open individuals may not be driven to learn, share or endorse in the social media environment by pleasure may be because these activities do not provide them the pleasure that they may derive from other activities they are passionate about like art or travel.

The findings of this research concerning agreeableness and openness specifically contradict the findings of Yoo and Gretzel (2011) who state that these personality traits are more likely to be motivated by pleasure to take part in consumer generated media for travel related content. This contradiction may be as a result of the contextual nature of customer engagement. Their study focused on customer generated media specific to travel related content (Yoo and Gretzel, 2011) which is a different context from the social media environment examined in this research. More specifically, the pleasure that agreeable and open customers may experience to motivate them to take part in customer generated media specific to travel related content may be derived from the pleasure in their travel or the pleasure of creating the media particularly for open customers who are known to be artistic and imaginative (Costa and McCrae, 1992).

The lack of an indirect relationship between the personality-related factors, extraversion and autonomy orientation, and the social media engagement behaviour, learning, may have occurred for a number of reasons. First, these types of customers may not find seeking content from the brand a pleasurable activity, and so do not engage in it for fun reasons. Secondly, these customers

may not require pleasurable content or pleasure to motivate them to take part in learning behaviours.

8.3.2 Self-interest as a mediator in the relationship between the personality related factors: personality traits and causality orientations and the social media engagement behaviours: learning, sharing and endorsing

Self-interest, as discussed, was found to be one of the motivational drivers which influences learning, sharing and endorsing in the social media environment. It was then proposed later in Chapter 6, that there would be several indirect relationships between the personality-related factors of focus for this research and the social media engagement behaviours of learning, sharing and endorsing through self-interest. This section of the chapter will therefore discuss the results presented in Chapter 7 and demonstrated in Figure 8-2.
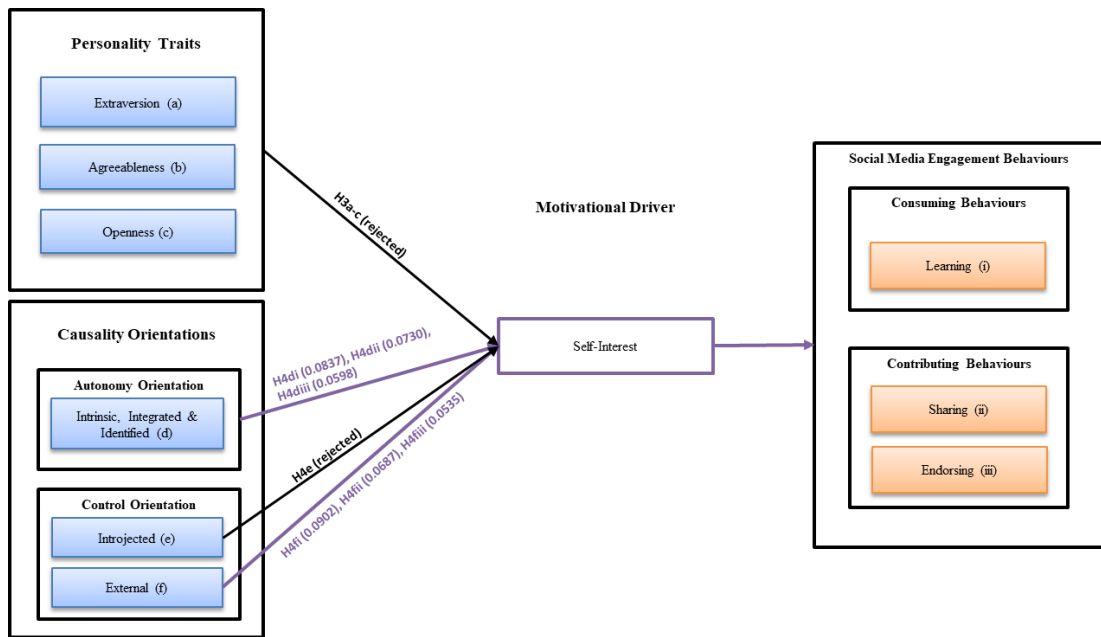
Figure 8-2: Accepted & rejected relationships established from testing self-interest as a mediator between the personality related factors and learning, sharing and endorsing

Accepted indirect relationships (H4d, H4f)

The motivational driver, self-interest, is a combination of variables which indicates that customers are driven to act by the opportunity to help the brand and others when they can be viewed positively as a result of that behaviour. Based on the results presented in Table 7-5 self-interest mediates the relationships between autonomy and control orientation, specifically external motivational orientation, and learning, sharing and endorsing. This research indicates that customers who are generally guided by an autonomy orientation are more likely to experience self-interest as a motivational driver and when they do, these customers are then more likely to take part in learning, sharing and endorsing in the social media environment. Similarly, customers who are generally guided by control orientation, specifically external motivational orientation, are more likely to experience self-interest as a motivational driver and when they do, those customers are then more likely to take part in the social media engagement behaviours: learning, sharing and endorsing.

Customers who are generally guided by autonomy orientation have been previously proven to confidently initiate and maintain social relationships (Deponte, 2004), be confident in their abilities (Koestner and Zuckerman, 1994) and are often driven to specific behaviours because they enjoy or value them (Deci and Ryan, 1985). These customers are therefore likely to be motivated by self-interest because it allows them to confidently demonstrate their abilities as they help others and the brand with which they may have established relationships, in the social media environment. Further, the acknowledgement that they receive in return could be viewed as positive feedback which was demonstrated in the cognitive evaluative theory (CET) to facilitate intrinsic motivation (Deci, Koestner and Ryan, 1999), which these individuals are generally guided by (Deci and Ryan, 1985). This corresponds with the findings of Deci, Koestner and Ryan (1999) who determined that although tangible rewards have a negative effect on intrinsic motivation, unexpected rewards which suggest appreciation for a task and positive feedback both have a positive impact on intrinsic motivation. It is therefore understandable that customers who are generally guided by autonomy orientation would be motivated by self-interest to take part in learning, sharing and endorsing behaviours.

On the other hand, customers guided by control orientation, particularly external motivational orientation, are those who are less self-determined and their actions are determined by pressures or controls from the environment (Deci and Ryan, 1985). These individuals have confidence in their abilities (Koestner and Zuckerman, 1994) but allow the expectations of others to be their impetus to achieve goals (Deponte, 2004). It is therefore believed that these customers are motivated by self-interest, not because they enjoy providing help to others, but because they feel forced to take part in helping behaviours in the social media environment. The acknowledgement of their contribution and the resulting status that they receive in response to helping others may also be motivational to these customers because it proves to them that the activity is deemed important to others, which may provide an impetus for them to act. This corresponds with the findings by Wong (2000) who

proved that students who are guided by control orientation take part in academic activities not because they value the activities but because others deem those specific activities important.

It is noteworthy that the effect sizes of the indirect relationships through self-interest are larger than those of the other proposed mediators. The effect sizes of the indirect relationships between personality related factors and the social media engagement behaviours of focus through pleasure, venting negative feelings and rewards range from 0.0109 to 0.0517. In contrast, the indirect relationships between the personality related factors and the social media engagement behaviours of learning, sharing and endorsing range from 0.0535 to 0.0902. Self-interest producing larger effect sizes in these indirect relationships could be as a result of the nature of the social media environment. As discussed, social networking sites have facilitated a shift from the individual to the collective (Berthon et al., 2012), as individuals use their profiles to communicate with their community or network of family, friends and colleagues (Kaplan and Haenlein, 2010). Social networking sites are therefore platforms which provide users with opportunities for self-presentation to their varying audiences within an individual's social network (Marder, Joinson and Shankar, 2012). Self-interest may be of particular importance in this environment because it allows customers to be viewed positively by others within that network, proving they are knowledgeable and helpful to others and to brands within the community. This motivational driver facilitates them not only feeling good about themselves and the help they provide to others, but also allowing them to make a positive presentation of themselves on the social networking site, and receive acknowledgement in return.

It is also interesting to note that in both cases the effect size of the indirect relationship was largest for the social media engagement behaviour, learning, but smallest for endorsing behaviours. To illustrate, the effect size of the indirect relationship between autonomy orientation and learning through self-interest was 0.0837. The effect size of the indirect relationship between autonomy orientation and endorsing through self-interest was 0.0598. On the

other hand, the effect sizes of the indirect relationship between external motivational orientation and learning and endorsing through self-interest was 0.0902 and 0.0535 respectively. Learning behaviours are those where customers seek content from the engagement partner including information, ideas and experiences (Dessart, Veloutsou and Morgan-Thomas, 2016). The effect size of this indirect relationship being larger than those of sharing and endorsing could be because these individuals want to remain informed about what is happening with the brand, so that they can continue to help others and the brand.

The effect size of self-interest being larger in comparison to other motivational drivers is particularly noteworthy as many previous studies have indicated that pleasure and/or entertaining content was found to be the most influential or a highly influential motivational driver for activities online (Wang and Fesenmaier, 2004; Yoo and Gretzel, 2008; Cvijikj and Michahelles, 2013). This research therefore contradicts their findings by indicating that self-interest may have a more influential impact on customers with particular personality-related factors as it relates to these specific social media engagement behaviours. This contradiction could be as a result of the context as previously discussed or the nature of the social media environment and how important it is to these customers to present the right image of themselves to others.

Rejected indirect relationships (H3a & H4e)

In contrast, it was unexpected that customers who are generally guided by introjected motivational orientation which is also a form of control orientation did not have an indirect relationship with learning, sharing and endorsing through self-interest. Customers who are generally guided by introjected motivational orientation by definition are guided to act in order to avoid feelings of anxiety and guilt as a result of internal pressures, as they seek to maintain feelings of self-worth (La Guardia and Patrick, 2008; Engström and Elg, 2015).

Although self-interest on the surface seems to meet the needs of these customers by providing them opportunities to receive acknowledgement and

status among their peers, this indirect relationship may not exist because self-interest also requires you to provide help to the brand and others in order to receive the resulting praise. That is, if these types of customers perceive that their provision of help to others or a brand may not be viewed favourably this may then cause them some level of anxiety. More specifically, these types of customers may not believe that the advice or help they provide may be deemed helpful or they may be worried about how what they suggest may be viewed by their community or social network. As discussed by Marder, Joinson and Shankar (2012) individuals are presenting themselves to several audiences simultaneously in the social media environment which makes it increasingly difficult for some individuals to determine what information is appropriate for all of these audiences. Consequently, it may be the case that providing help to others and the brand in exchange for acknowledgment does not motivate customers generally guided by introjected motivational orientation as they may perceive this situation as stressful or anxiety-inducing rather than as an opportunity to improve their own feelings of self-worth.

8.3.3 *Rewards as a mediator in the relationship between the personality related factors: personality traits and causality orientations, and the social media engagement behaviours: learning, sharing and endorsing*

Rewards in this research focused on financial rewards including money, deals, coupons and the like and as discussed in Chapter 6, they were proven to be influential to the social media engagement behaviours: learning, sharing and endorsing. This section will discuss the indirect relationships which were proposed in Chapter 6 and subsequently accepted or rejected in Chapter 7. The result is demonstrated in Figure 8-3.
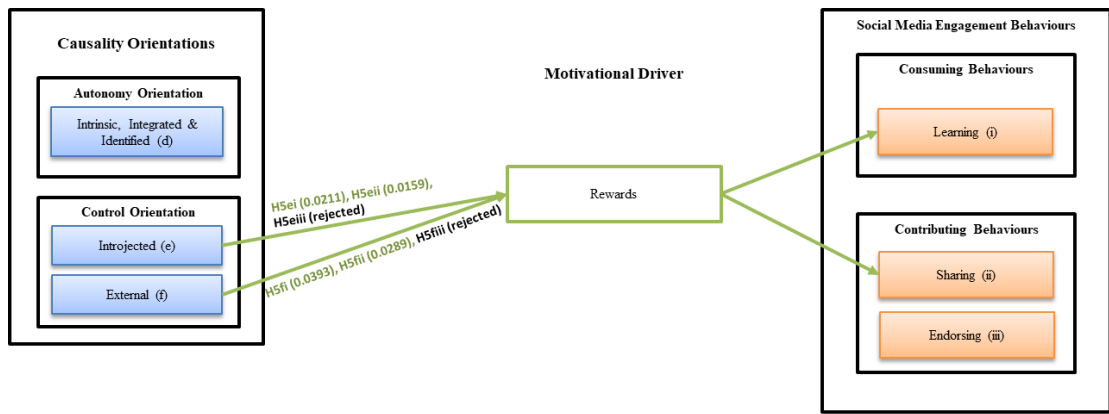
Figure 8-3: Accepted & rejected relationships established from testing rewards as a mediator between the personality related factors and learning, sharing and endorsing

Accepted indirect relationships (H5ei-ii, H5fi-ii)

As expected, this motivational driver was found to mediate the relationship between the control orientation including both introjected and external motivational orientation, and the social media engagement behaviours: learning and sharing. Customers who are driven by control orientation are forced to act in a particular way (Wong, 2000), are less self-determined and are guided to act by pressures or controls from the environment or themselves (Deci and Ryan, 1985). It is therefore not surprising that financial rewards would act as a motivational driver for these types of customers.

This finding is particularly important to managers, because rewards can also be viewed as a form of customer engagement marketing initiative which companies use to incentivise customers to take part in CEBs (Harmeling et al., 2017). It is therefore important to note which types of social media engagement behaviours this form of motivational driver or initiative would be effective for. It is also important to note what types of customers will be driven to act as a result of this type of incentive. This research has provided support that customers who are generally guided by control orientation are more likely to be motivated by financial rewards and then are more likely to take part in learning and sharing behaviours in the social media environment.

It is interesting that this type of motivational driver only plays a mediating role in the indirect relationships with the behaviours learning and sharing. This could be as a result of the instructions that are often provided when offering these incentives, such as sharing posts in order to receive an opportunity to win or answering a specific question correctly in order to receive an opportunity to win a competition or coupon or the like. These particular instructions may then lead to learning and sharing behaviours to allow these customers the opportunity to win some type of financial reward.

As it relates to the effect sizes of the proven indirect relationships, it is not surprising that the indirect relationship between external motivational orientation and the social media engagement behaviours of learning and sharing through self-interest produce larger effects than that of the indirect relationship between introjected motivational orientation and the social media engagement behaviours of learning and sharing through self-interest. Individuals who are guided by external motivational orientation are characterised by being motivated by external rewards (Engström and Elg, 2015).

Similar to the previously discussed results, the effect size of the relationship to learning through self-interest is larger in both cases with effect sizes of 0.0393 and 0.0211 for external motivational orientation and introjected motivational orientation respectively. Further, as compared to the effect sizes obtained for the proven indirect relationships through pleasure and venting negative feelings, these effect sizes fall within the range with the sizes obtained by external motivational orientation falling on the higher end of the range of effect sizes.

Rejected indirect relationships (H5eiii & H5fiii)

It is really not surprising that rewards only mediate the relationship between control orientation and learning and sharing behaviours. As previously mentioned, the instructions of these types of incentives usually require customers to take part in learning or sharing behaviours to receive the opportunity to win a financial reward. Endorsing behaviours, on the other

hand, include the customer providing support to the brand (Dessart, Veloutsou and Morgan-Thomas, 2016), that is, making recommendations to persons of their social network that they trust the brand. Being offered a financial reward to sanction the brand to others in your social network may negatively impact the credibility of the endorsing behaviours. Specifically, individuals in the social network may not believe the endorsement if it has been prompted as a result of a financial reward affecting the credibility of the individual within their social network. Further this is often not included in the instructions provided by companies as they try to incentivise CEBs in the social media environment.

8.3.4 Venting negative feelings as a mediator in the relationship between the personality related factors: personality traits and causality orientations, and the social media engagement behaviours: learning, sharing and endorsing

In Chapter 6, venting negative feelings was found to be influential to the social media engagement behaviours: learning, sharing and endorsing. This motivational driver was then proposed to mediate the relationship between a number of the personality related factors which were examined in this research. Interestingly, as demonstrated in Figure 8-4, all of the proposed relationships were proven and as such, the following section will address why this may have occurred.
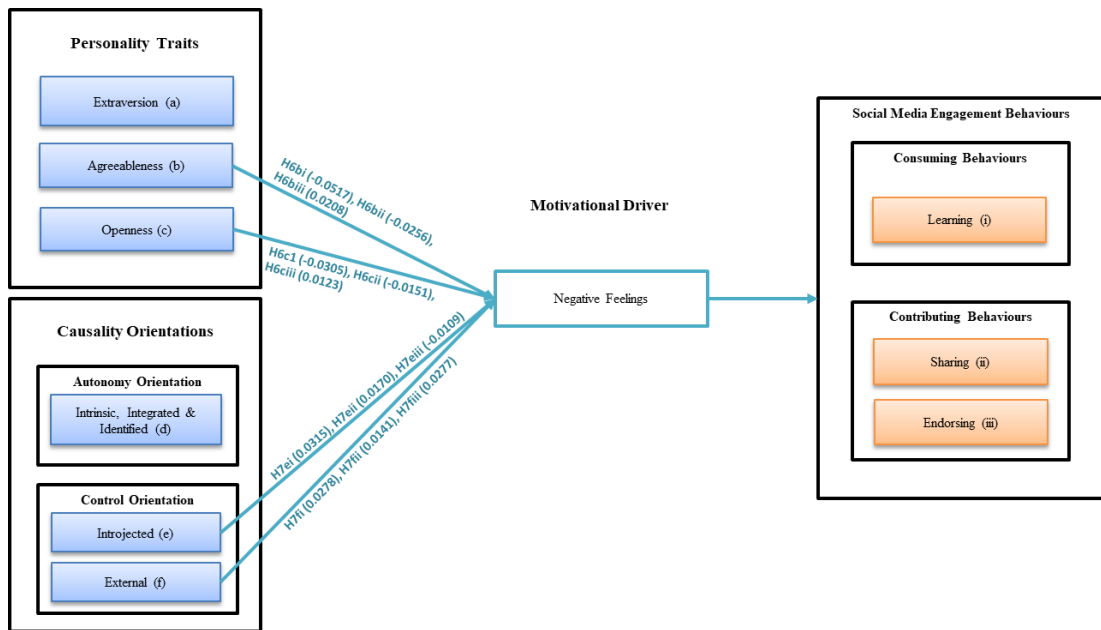
Figure 8-4: Accepted relationships established from testing venting negative feelings as a mediator between the personality related factors and learning, sharing and endorsing

Accepted indirect relationships (H6b-c, H7e-f)

Based on the findings of this research outlined in Table 7-7, customers who are highly agreeable and open are less likely to experience negative feelings, but when they do they are then likely to take part in learning and sharing behaviours in the social media environment. When these customers experience negative feelings it is also highly unlikely that they will take part in endorsing behaviours. In contrast, customers who are generally guided by control motivation, both introjected and external motivational orientations, are more likely to experience negative feelings and when they do they are more likely to take part in learning and sharing behaviours in the social media environment. Similar to agreeable and open customers, when these customers experience negative feelings they are also less likely to take part in endorsing behaviours.

These indirect relationships are thought-provoking, if only because this is the only motivational driver examined which is based on a negative experience with the brand (Sundaram, Mitra and Webster, 1998) and therefore expected

to produce negatively valenced CEBs. These findings are therefore important to managers as this indicates to them what types of customers will respond to negative experiences and feelings in the social media environment as well as what types of behaviours those particular types of customers will engage in within the social media environment. This is important to managers because these experiences and the responses on social media, like positively valenced CEBs, can influence how the company is seen by the social network of the customer.

It is therefore interesting to note that agreeable and open customers are less likely to experience negative feelings. This could be because of the nature of these customers as agreeable customers are usually cooperative, trusting and interested in interpersonal relationships (Costa and McCrae, 1992), while open customers are deemed to be emotionally and artistically sensitive (Lahti et al., 2013). In response to negative experiences, these customers are then more likely to take part in learning and sharing behaviours.

These behaviours may occur because agreeable customers who are concerned with interpersonal relationships can, through sharing their experience and knowledge, warn others of bad experiences with the brand. For open customers, in comparison to agreeable customers, negative experiences and feelings may push them to take part in sharing behaviours because of their sensitive and artistic nature which may encourage them to express their feelings in a fashion which allows them creativity and/or to receive commiseration from others.

Based on the research findings, agreeable and open customers are more likely to take part in learning behaviours, which had the highest effect size of the three behaviours, to seek resources such as information, ideas from the company (Dessart, Veloutsou and Morgan-Thomas, 2016). The resources they are looking for may not only allow them to vent how they feel about the brand but to get some form of service recovery or information from the brand to determine how to prevent that type of experience happening in future.

Conversely, according to the research findings, customers who are generally guided by control orientation are more likely to experience negative feelings. These customers, who are guided by control orientation have been proven to worry about how others see them (Deponte, 2004), be forced to act (Wong, 2000) in order to reduce feelings of anxiety (Engström and Elg, 2015), or are forced to act in response to internal and external pressures (Deci and Ryan, 1985). Based on this understanding, these individuals will therefore be more sensitive to negative experiences and feelings as the experiences may create feelings of anxiety or poor self-worth which will then push the individuals to act to reduce those negative feelings. They could, however, blame the negative experience on the brand or employee and feel forced to take part in learning and sharing behaviours in response to that experience.

Similar to the personality traits previously discussed, learning behaviours are the ones that these customers are more likely to take part in in response to these negative feelings, seeking something from the brand to make them feel better. In this case, they may also be seeking resources to alleviate their anxiety. Customers generally guided by control orientation may also take part in sharing behaviours when negative feelings act as a push to act because sharing the experience with others may allow them to recover their feelings of self-worth from their social network as others sympathise publicly with their situation.

It is not surprising that all of these types of customers are less likely to take part in endorsing behaviours in the social media environment after negative experiences which invoke negative feelings. As previously stated, endorsing behaviours include customers providing support to the brand (Dessart, Veloutsou and Morgan-Thomas, 2016), that is, saying to others in their social network that the brand is good or trustworthy. After a bad experience, customers are not likely to tell others that the brand is good, because they are upset, disappointed and frustrated with their experience and the brand.

8.4 Research Objective Three

Research objective 3 sought to determine the role of the identified motivational drivers (self-interest, pleasure, rewards and venting negative feelings) in the relationship between brand relationship commitment and the social media engagement behaviours (learning, sharing and endorsing). In Chapter 6 however, it was proposed that only self-interest and pleasure would mediate the relationship between brand relationship commitment and learning, sharing and endorsing. Chapter 7 presented the results for this analysis and the following sections will discuss what has been accepted by this research, why these findings may have occurred, and how it adds to the current understanding of the CEB phenomenon.

8.4.1 Pleasure as a mediator in the relationship between brand relationship commitment and the social media engagement behaviours: learning, sharing and endorsing

As demonstrated in Table 7-8 this research has proven that pleasure mediates the relationship between brand relationship commitment and the contributing behaviours: sharing and endorsing. These proven indirect relationships and the rejected indirect relationships, demonstrated in Figure 8-5, will be discussed in the following sections.
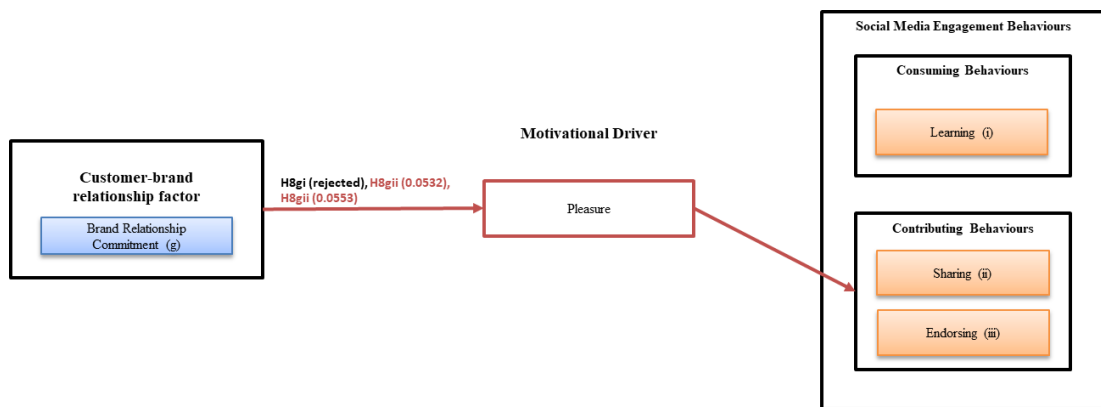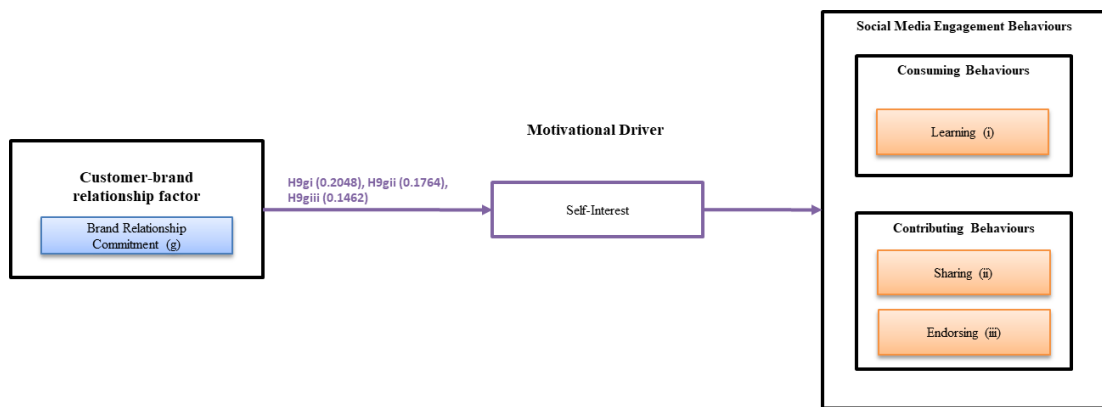
Figure 8-5: Accepted & rejected relationships established from testing pleasure as a mediator between brand relationship commitment and learning, sharing and endorsing

Accepted indirect relationships (H8gii-iii)

Similar to the indirect relationships proven in research objective 2, brand relationship commitment only has an indirect relationship with the contributing and influencing behaviours of sharing and endorsing through pleasure. According to this research, customers who are highly committed to a relationship with the brand are more likely to experience pleasure, and when they do they are then more likely to take part in sharing and endorsing behaviours in the social media environment.

Customers who are highly committed to a relationship with the brand are psychologically attached to it (Sung and Campbell, 2009) and willing to make maximum efforts to maintain that relationship with the brand (Moorman, Zaltman and Deshpande, 1992; Morgan and Hunt, 1994). It is therefore not surprising that these individuals would experience pleasure in the social media environment, especially if that pleasure occurs when taking part in activities which would allow them to maintain their relationship with the brand, such as sharing and endorsing that brand with others. Sharing and endorsing behaviours have been classified as influencing and contributing behaviours where customers use their knowledge and experiences to affect

how others view the firm of focus (Jaakkola and Alexander, 2014). Taking part in these activities would therefore allow customers to help the brand by influencing others which matches the assertion by Burmann and Zeplin (2005) who state that employees committed to the brand are willing to take part in behaviours outside their remit.

Unaccepted indirect relationships (H8gi)

In contrast, the expected indirect relationship between brand relationship commitment and learning behaviours through pleasure was rejected. This finding is consistent with those discussed before of the proven relationships between the personality related factors of extraversion, autonomy orientation and learning through pleasure. Similar to those findings, the lack of an indirect relationship between brand relationship commitment and learning through pleasure may be because these customers to do not find pleasure in seeking content from the brand. However, it is also likely that these customers who are highly committed to a relationship with a brand do not require pleasure to motivate them to seek content including information and ideas from the brand, as learning about the brand is something they would do without an additional push.

8.4.2 Self-interest as a mediator in the relationship between brand relationship commitment and the social media engagement behaviours: learning, sharing and endorsing

Similar to pleasure, self-interest was found to mediate the relationship between brand relationship commitment and the behaviours sharing and endorsing. It was, however, also found to mediate the relationship between brand relationship commitment and learning, as demonstrated in Figure 8-6. Why these relationships may have been proven will be discussed in the following section.

Figure 8-6: Accepted relationships established from testing self-interest as a mediator between brand relationship commitment and learning, sharing and endorsing

Accepted indirect relationships (H9g)

According to the findings of this research, brand relationship commitment has been proven to have an indirect relationship with learning, sharing and endorsing through self-interest. This research specifically indicates that customers who are highly committed to a relationship with the brand are more likely to experience self-interest and are then more likely to take part in learning, sharing and endorsing behaviours in the social media environment. Self-interest, as discussed, is a combination of variables which indicate that customers are motivated to act to help others in the community, help the brand and to receive positive acknowledgement of their contribution within the community. On the other hand, customers who are highly committed to a relationship with the brand have a psychological attachment to the brand (Beatty, Homer and Kahle, 1988; Sung and Campbell, 2009) and are dedicated to doing what is necessary to maintaining the relationship which they value (Moorman, Zaltman and Deshpande, 1992).

It is therefore not surprising that customers who are highly committed to a relationship with the brand would demonstrate a positive relationship with self-interest as this motivational driver allows these customers to help the

brand with which they are in a committed relationship, as well as other customers or potential customers. Further, this motivational driver allows them to feel good about themselves or to receive acknowledgement when they do this. It is also not surprising that this motivational driver would then drive these customers to take part in learning, sharing and endorsing behaviours in the social media environment. Each of these behaviours could be viewed as actions or efforts that these customers take part in in order to maintain their relationship with the brand, or citizenship behaviours which people in a committed relationship tend to exhibit. That is, learning allows committed customers to remain educated about the brand in order to help the brand and others. In a similar manner the contributing and influencing behaviours: sharing and endorsing allow customers to shape how others experience and feel about the brand that they feel committed to a relationship with.

Consistent with previous findings, the effect sizes of each of the proven indirect relationships between brand relationship commitment and learning, sharing and endorsing through self-interest are larger than those of the indirect relationship between brand relationship commitment and sharing and endorsing through pleasure. Based on this research, the effect sizes of the indirect relationships between brand relationship commitment and learning, sharing and endorsing are: 0.2048, 0.1784 and 0.1462 respectively. Again consistent with previous findings, the effect size of learning is the largest of the three proven. This may be as a result of customers who are highly committed to a relationship with the brand wanting to remain informed about the brand and what it is doing as they seek content including information and ideas from the brand. The significance of sharing and endorsing behaviours may be based on the influential nature of these behaviours which allow customers who are highly committed to a relationship with the brand to provide the brand with information or ideas as well as to tell others about their experiences and knowledge of the brand. Finally, the effect size of endorsing behaviours may be the smallest of the three because of how this behaviour may be viewed by the multiple audiences that the customer is presenting themselves to within the community. Despite this, it is very important to note

that these are the largest effect sizes of the research and therefore can be considered three of the more significant proven indirect relationships in comparison to all other findings of the research.

8.5   Summary

This chapter presented a detailed discussion of the results presented in the preceding chapter. Specifically, this chapter sought to discuss why the accepted and rejected relationships may have occurred based on the understanding of the context of the social media environment, as well as the understanding of the variables being examined including: extraversion, agreeableness, openness to experience, autonomy orientation, control orientation, brand relationship commitment, learning, sharing and endorsing. Through this discussion, the understanding of the significant findings of this research has been developed, facilitating meeting the aim of this research: to investigate the antecedents to social media engagement behaviours.

To illustrate, in the preceding chapter, the motivational drivers to the specific social media engagement behaviours: learning, sharing and endorsing, were identified as self-interest, pleasure, rewards and venting negative feelings, but in this chapter why these factors are influential to these behaviours was elaborated on. In particular, it was discussed that self-interest, as a combination of helping the brand and helping other customers in order to feel good about yourself or receive acknowledgement from others, corresponds with the perspective that individuals can be motivated to help others but not for wholly altruistic reasons (Badhwar, 1993). It was later discussed that this motivational driver may be particularly important to customers as a result of customers presenting themselves to several different audiences with varying expectations within the social media environment (Marder, Joinson and Shankar, 2012).

Of significant importance for this research was its examination of the role of the identified motivational drivers in the relationships between personality related factors and the social media engagement behaviours of focus, and

between brand relationship commitment and the social media engagement behaviours: learning, sharing and endorsing. These findings demonstrated in Figure 8-7, confirm that antecedents influence each other before impacting on specific behaviours, partially matching the assertion by Ul Islam, Rahman and Hollebeek (2017) who state that personality does not impact CE on its own, and therefore other antecedents along with personality factors may influence CE.
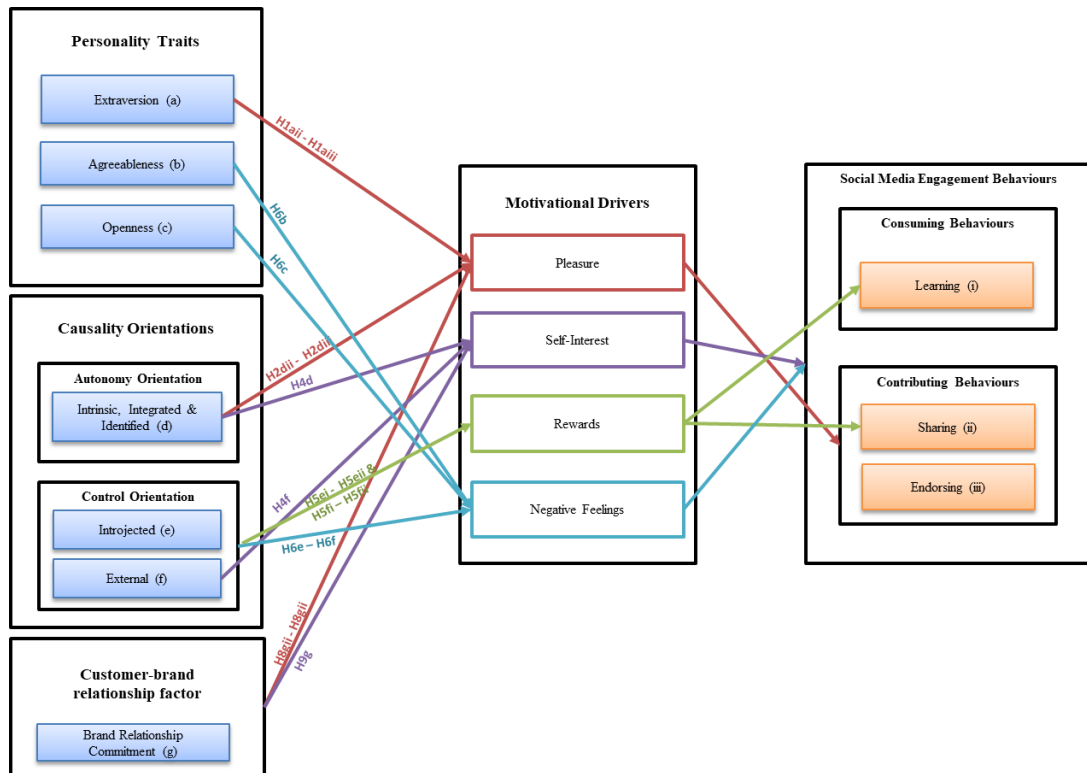

Figure 8-7: Accepted relationships demonstrated by this research

In a similar manner, by determining which specific antecedents impact each type of behaviour examined in this research, the study confirmed the assertion by Van Doorn et al. (2010) that differing antecedents may impact specific behaviours. Specifically, this study has identified which motivational drivers mediate the relationships between personality traits, causality orientations, brand relationship commitment and the social media engagement behaviours: learning, sharing and endorsing, providing a much better understanding of the types of customers who engage in these specific behaviours and what

specific motivational drivers push them to act in these ways. Moreover, this discussion has proposed reasons for the proven relationships such as extraverted customers being prone to experiencing positive feelings (Costa and McCrae, 1992), explaining why these customers are more likely to be motivated by pleasure in the social media environment which pushes them to influence others by taking part in the behaviours of sharing and endorsing. This discussion also proposes that these customers, when motivated by pleasure, take part in sharing and learning behaviours because extraverts also tend to be active and sociable (Costa and McCrae, 1992) and these behaviours allow them to share experiences with others and maintain social relationships with others in their social network.

The following and final chapter of the thesis will present the key findings of this research, its limitations, contributions to literature and marketing practice and avenues for future research.

Chapter 9 Conclusion

9.1 Introduction

This chapter concludes the thesis by highlighting its key contributions. The chapter will therefore begin with a summary of the key findings of this body of research. It will then continue by discussing how these findings contribute to the current CEB and personality literature, and its implications for managerial practice. The chapter will then present the limitations of the study, specifically discussing what was done to mitigate the effects of these limitations. Finally, the chapter will conclude with suggestions for future research directions.

9.2 Main conclusions

As discussed in the introductory chapter and reiterated throughout the thesis, the aim of this research was *to investigate the antecedents to social media engagement behaviours*. To address this aim, the research sought to address three research objectives:

1. Identify and refine the motivational drivers which influence customers to take part in social media engagement behaviours (learning, sharing and endorsing)

2. Determine the role of motivational drivers in the relationship between the personality related factors (personality traits and motivational orientations) and social media engagement behaviours (learning, sharing and endorsing)

3. Examine the role of motivational drivers in the relationship between brand relationship commitment and social media engagement behaviours (learning, sharing and endorsing)

This section of the conclusion will briefly discuss the key findings of this research in order of the aforementioned research objectives.

9.2.1 Research Objective 1

The first research objective sought to determine what the motivational drivers are for the specific social media engagement behaviours: learning, sharing and endorsing. Through both exploratory and confirmatory factor analysis, this research has identified four motivational drivers which impact these behaviours namely: *self-interest, pleasure, rewards and venting negative feelings*.

Key to these findings was the motivational driver, *self-interest*. As previously discussed, this motivational driver, which is a combination of items which represent helping the brand, helping others and receiving acknowledgement of the help provided publicly, may be particularly important in the social media environment because of the nature of the environment. Specifically, in presenting themselves to multiple audiences in the social media environment, customers are motivated not purely by altruistic motives, but by motives which allow them to provide and receive value and validation to and from others.

9.2.2 Research Objective 2

The second research objective sought to determine the role of the identified motivational drivers in the relationship between the personality-related factors: traits and causality orientations and the social media engagement behaviours: learning, sharing and endorsing. It was proposed and shown that in several cases the motivational drivers play a mediating role between the personality-related factors and learning, sharing and endorsing.

Key to these findings was the discovery that *pleasure* only mediates the relationship between two personality-related factors (extraversion and autonomy orientation) and the contributing and influencing behaviours: sharing and endorsing. These findings highlight the impact that *pleasure* has on behaviours which are important to the brand because they allow the customers who are driven to act in response to *pleasure* to influence others through their knowledge and experience with the brand. In a similar manner *rewards* only mediates the relationship between customers guided by control

orientation and two social media engagement behaviours: learning and sharing.

Venting negative feelings was found to mediate several relationships between personality-related factors, specifically, agreeableness, openness and control orientation and each of the behaviours: learning, sharing and endorsing. However, of particular note within these findings about *venting negative feelings*, is the effect size of learning which is close to double the effect size of the behaviours sharing and endorsing. This finding is of particular importance as customers are more likely to respond to negative brand experiences by seeking resources. This therefore stresses the importance of providing a response to negative experiences and *venting negative feelings* which result from them. Another key finding of these results is how many differing personality related factors are pushed to act as a result of these *negative feelings*.

Finally, *self-interest* was proved to mediate the relationship between two causality orientations (autonomy orientation and external motivational orientation) and the behaviours: learning, sharing and endorsing. Of particular significance in these indirect relationships is the effect size of these proven relationships. The effect sizes for the indirect relationships between the supported personality related factors and each of the behaviours through *self-interest*, ranged from 0.0535 to 0.0902 which is larger than the effect sizes of the other indirect relationships. These findings highlight the importance of *self-interest* as a motivational driver in the social media environment.

9.2.3 Research Objective 3

The third research objective sought to determine the role that the identified motivational drivers play in the relationship between brand relationship commitment and the social media engagement behaviours: learning, sharing and endorsing. It was proposed and evidence was supplied to show that both *pleasure* and *self-interest* play a mediating role in some of these relationships.

More specifically, *pleasure* was found to mediate the relationship between brand relationship commitment and the contributing and influencing behaviours: sharing and endorsing. This finding is similar to that previously

discussed concerning *pleasure* as a mediator, where this motivational driver is influential to behaviours which are particularly important to the brand.

One of the more significant findings of the research included the indirect relationships between brand relationship commitment and learning, sharing and endorsing through *self-interest* which demonstrated the largest effect sizes of any of the identified relationships ranging from 0.1462 to 0.2048. This again emphasises the importance of *self-interest* as a motivator in the social media environment. It also highlights the importance of providing acknowledgement to customers in the social media environment, as this may allow customers who are highly committed to a relationship with the brand to continue to take part in these specific social media engagement behaviours.

9.3   Theoretical Contribution

As discussed in chapter 4, this research sought to achieve its aim and objectives by filling a number of gaps in the current literature. Specifically, this research first sought to understand the antecedents to *specific* behaviours in a social media environment namely, learning, sharing and endorsing which were *not community specific*.

In developing an understanding of the antecedents to specific behaviours in the social media environment this research sought to address four additional gaps in the literature. That is, this research sought to determine if a relationship existed between the personality traits: extraversion, agreeableness and openness to experience, and learning, sharing and endorsing in the social media environment. An understanding of the relationship between personality traits and only the behavioural dimension of customer engagement was not previously addressed in the literature. In a similar manner, there have been no previous studies which examined the impact of causality orientations within the customer engagement literature, and this research sought to understand the relationship between the causality orientations, autonomy and control, and the social media engagement behaviours: learning, sharing and endorsing. The third gap that was examined in this research was determining if brand relationship commitment, a

relational factor, was an antecedent to the specific behaviours being examined. The final group of antecedents to be addressed by this research was motivational drivers. No previous literature had identified the motivational drivers which would be effective within this specific context and to the behaviours of focus and this research sought to fill this gap.

Finally, the research also sought to determine if there were relationships between the antecedents of these specific behaviours which would then *act together* to impact the behaviours examined.

The research has therefore added to the academic understanding of customer engagement focusing on CEB by addressing these gaps. This study has first confirmed the definitions of CEB which state that they occur as a result of motivational drivers (Van Doorn et al., 2010; Groeger, Moroko and Hollebeek, 2016) by identifying the motivational drivers which specifically impact learning, sharing and endorsing in the social media environment. As previously mentioned, the study has identified: *self-interest, pleasure, rewards* and *venting negative feelings* as the motivational drivers which impact these behaviours.

Notably, *self-interest* being identified as an antecedent to CEBs is new to the literature and as a result, a major contribution of this study to the understanding of the motivational drivers which influence customers to take part in social media engagement behaviours. None of the previous literature reviewed, which proposed or studied the antecedents to customer engagement, CEB, e-WOM, co-creation and OBC discussed this antecedent. Instead, social enhancement and altruism were discussed as separate constructs where individuals take part in CEBs such as e-WOM (Hennig-Thurau et al., 2004; Yoo and Gretzel, 2008) and co-creation (Hoyer et al., 2010) to benefit others Nuttavuthisit (2010). In a similar manner, previous studies discussed individuals gaining social enhancement through recognition from others in co-creation activities (Hoyer et al., 2010; O'Hern and Rindfleisch, 2010), taking part in e-WOM (Hennig-Thurau et al., 2004) and being accepted in an online brand community (Dellarocas and Narayan, 2006). However, this

study provides empirical evidence that these two constructs cannot be separated in this specific context, which indicates that some customers may be motivated by the opportunity to help others and the brand but only if it positively affects how they feel about themselves and how they are viewed within their social network.

Beyond identifying the motivational drivers which act as antecedents to learning, sharing and endorsing, this research has also confirmed that the personality related factors (extraversion, agreeableness, openness, autonomy orientation and control orientation) as well as the relationship marketing factor, brand relationship commitment, all also act as antecedents to the social media engagement behaviours: learning, sharing and endorsing. Although previous literature identified extraversion, agreeableness and openness as antecedents to customer engagement (Marbach, Lages and Nunan, 2016; Ul Islam, Rahman and Hollebeek, 2017), the literature had not proven their effect on specific CEBs which would have added to the understanding of the relationships between traits and specific behaviours. This understanding not only develops the theoretical insight into specific CEBs and the impact of traits on these, but also adds to the theory surrounding personality traits, specifically the five factor model and their impact on behaviours in specific contexts.

As it relates to causality orientations, although relationships have been examined between these personality-related factors and behaviour in work and academic contexts (Koestner and Zuckerman, 1994; Wong, 2000; Cadwallader et al., 2010), this concept has not been previously studied in a consumer engagement or social media environment context. This research therefore adds to the self-determination theory, specifically the causality orientations sub theory, as well as the global level of motivation within the hierarchical model of intrinsic and extrinsic motivation by developing an understanding of how causality orientations/motivational orientations affect specific non-transactional behaviours in this context.

Similarly, Jaakkola and Alexander (2014) demonstrated that relationships are an antecedent to CEBs, but did not clarify what relationship related factors would impact CEBs. This research, on the other hand, has confirmed that brand relationship commitment, a relationship marketing construct, is antecedent to the social media engagement behaviours: learning, sharing and endorsing. This finding also confirms the assertion by Hollebeek (2011b), Mollen and Wilson (2010) and Bowden (2009) that relationship related concepts should be antecedent to customer engagement. This finding proves that customers who are committed to a relationship with the brand will take part in behaviours which ensure that the relationship continues indefinitely (Papista and Dimitriadis, 2012). These findings add to the literature which seeks to understand the customer-brand relationship within the new marketing environment. This research offers some insight to researchers who seek to determine how the traditional influential factors to the customer-brand relationship such as commitment are related to the increasingly important influential factors such as customer engagement and CEBs, as well as how these factors influence the customer-brand relationship.

More significantly, this research has added to the understanding of the antecedents to specific social media engagement behaviours by determining if the identified antecedents have relationships with each other and then impact specific behaviours. As discussed in chapters 7 and 8, this research confirms that the identified motivational drivers (self-interest, pleasure, rewards and venting negative feelings) act as mediators in several relationships between the personality-related factors (extraversion, agreeableness, openness, autonomy orientation, control orientation) and the social media engagement behaviours (learning, sharing and endorsing). Additionally, the research also determines that *pleasure* and *self-interest* act as mediators in several relationships between brand relationship commitment and learning, sharing and endorsing. This partially fills the gap discussed by Ul Islam, Rahman and Hollebeek (2017) who stated that personality traits do not impact customer engagement on their own and it would be necessary for research to examine other factors with traits to determine how they influence customer

engagement. This research only partially fills this gap as it focused on the behavioural aspect of customer engagement rather than all aspects of the multi-dimensional construct. However, the research goes beyond the gap identified by Ul Islam, Rahman and Hollebeek (2017) by also discussing causality orientations and brand relationship commitment and their relationships with other antecedents to the specific behaviours.

Furthermore, this research adds to the literature by identifying how the particular antecedents impact specific behaviours, an area which was said to be important to understand by both Ul Islam, Rahman and Hollebeek (2017) and Van Doorn et al. (2010). This addition to the literature is particularly important because as has been proven, all antecedents do not have an impact on each of the behaviours, but some antecedents have relationships with specific behaviours. To illustrate, extraversion has an indirect relationship with sharing and endorsing through pleasure, but this factor does not impact learning behaviours. This level of understanding therefore provides other researchers with a more in depth understanding of the customer who takes part in CEBs, specifically who they are and why they participate in specific behaviours in the social media environment.

9.4 Contribution to marketing practice

In the previous section of this chapter the contributions of this research to the academic literature have been outlined. This section, in comparison, will discuss the practical implications of the key findings of this research, seeking to outline how this study could assist brands, their managers and other employees as they represent the brand in the social media environment.

Customer engagement marketing which was defined by Harmeling et al. (2017, p. 316) as "a firm's deliberate effort to motivate, empower, and measure a customer's voluntary contribution to the firm's marketing functions beyond the core economic transaction" is becoming increasingly important to firms. These initiatives are becoming important because they allow firms to benefit from the customer's voluntary contribution in a number of ways including

access to customer's network assets, creativity and persuasion capital (Harmeling et al., 2017). This is also important to companies because of, as previously stated, the increasing importance and prevalence of these non-transactional interactions which impact the development and maintenance of the customer-brand relationship in the current marketing environment. Therefore, by developing a better understanding of the customer who takes part in specific types of behaviours in the social media environment this research provides managers and brands a better picture of the customer who takes part in CEBs and what motivational drivers push these individuals to act in particular ways. This understanding will consequently allow them to develop more effective customer engagement marketing initiatives and ensure that the non-transactional interactions which impact the customer-brand relationship are positive.

Of particular importance to managers, this research has identified the motivational drivers which push customers to take part in learning, sharing and endorsing in the social media environment. Moreover, the research has indicated what types of customers are more likely to be influenced by certain motivational drivers and then pushed to act in specific ways within that context. This section will therefore discuss what managers could do to influence the consuming and contributing behaviours examined.

9.4.1 Consuming behaviour: Learning

Financial rewards have been demonstrated by this study to influence customers who are control oriented to take part in *learning* within the social media environment. This would therefore indicate to managers that they could offer financial rewards such as deals, incentives and merchandise to customers to encourage them to take part in this type of behaviour.

This research also provides value to managers because an understanding of what types of customers are taking part in specific behaviours as a result of motivational drivers allows managers to develop better responses to customers in the social media environment. That is, knowing what types of customers are more likely to take part in specific behaviours for a number of

reasons would allow brands to respond and interact with these customers in a more appropriate way.

The results associated with venting negative feelings are an excellent example. Several types of customers are likely to be motivated by venting negative feelings and be pushed to take part in *learning* in the social media environment. Agreeable, open and control oriented customers are all likely to take part in *learning* behaviours when pushed to after a negative experience which invokes a need to vent negative feelings. Of note, even though agreeable and open customers are less likely to experience negative feelings, when they do, they act.

These results emphasise the importance of addressing or responding to customers who seek resources from the brand (*learning*) in the social media environment. As previously mentioned, the effect sizes of the indirect relationship with these customers and learning through venting negative feelings is much larger than that of sharing behaviours. Responding to customers who are seeking content such as ideas, information and the like from the brand is also important for managers to address because these customers may be highly committed to a relationship with the brand and wanting to stay informed or help others with the brand.

Managers may therefore want to ensure that they have staff available to respond to queries from customers even if during set hours. Having brand representatives respond personally to customers' questions as much as possible may ensure their continued commitment to the customer-brand relationship and act as additional interaction which will have a positive impact on the development of that relationship. This may also suggest to managers that it is important to create frequently asked questions sections on websites and social media pages to attempt to address these needs when staff is unavailable.

Finally, the importance of the motivational driver, self-interest, to customers who take part in *learning* behaviours and are also highly committed to a relationship with the brand, guided by autonomy orientation or those

customers guided by external motivational orientation should indicate to managers the importance of providing positive feedback, validation or acknowledgement in the social media environment. This is particularly important as the relationship between the confirmed antecedents through self-interest consistently demonstrated higher effect sizes than other behaviours. Managers may therefore seek to provide positive feedback to customers who are seeking resources and asking questions in a variety of forms including badges or star ratings that indicate the usefulness of the queries. They may also consider more personal responses which would indicate to the customer that the behaviour is valued by the company and valuable to others in the social media environment.

9.4.2 Contributing behaviours: Sharing & Endorsing

Based on this research, it is clear that pleasure in the social media environment is very likely to motivate several types of customers to take part in the contributing and influential behaviours: *sharing and endorsing*. It means that providing fun activities or pleasurable content for customers will be influential to many customers, specifically those who are social, prone to positive emotions (extraverted), guided by intrinsic motivation, often act for the fun of it and confident in their abilities (autonomy orientation) and those who are highly committed to a relationship with the brand (brand relationship commitment). As stated, these specific behaviours are important to firms/brands because these customers then share their knowledge and other experiences with others in their social network (*sharing*) or recommend the brand to others, sanctioning it publicly (*endorsing*). These types of customers are therefore valuable to the company, providing persuasion capital and access to network assets to the company which according to the model by Harmeling et al. (2017) may lead to revenue benefits and cost savings for the firm.

In a similar manner, financial rewards have been demonstrated by this study to influence customers who are control oriented to take part in *sharing* behaviours in the social media environment. This finding indicates to

managers that deals, incentives and merchandise as well as other financial rewards may prove effective for those customers who require an incentive to act. In contrast, the lack of an indirect relationship between control orientation and endorsing through rewards emphasises to managers that this form of customer engagement initiative is only effective for learning and sharing behaviours within the social media environment and that companies/brands should not offer rewards to customers in order to be publicly endorsed.

As previously discussed, by understanding what types of customers take part in specific behaviours as a result of motivational drivers, managers can develop better responses to customers in the social media environment. In particular, this research has demonstrated that several types of customers are likely to be motivated by venting negative feelings and be pushed to take part in *sharing* in the social media environment. More specifically, agreeable, open and control oriented customers are all likely to take part in *sharing* behaviours when pushed to after a negative experience.

These results emphasise to managers the importance of responding to negative comments about the brand that are shared in the social media environment, which may negatively affect the brand because these comments, experiences and knowledge may be shared with the customer's network influencing how others view the brand. It is therefore suggested that managers ensure that negative comments, which are shared in the social media environment, are responded to in a timely manner. Having brand representatives respond personally to these comments, offering alternative solutions, reassurance or explanations, would allow the customer affected by the negative experience to be calmed and also demonstrate to that customer's network that the brand is committed to providing good service, and happy customers.

Similar to the learning behaviours previously discussed, the motivational driver self-interest was also demonstrated to be influential to customers who take part in *sharing and endorsing* behaviours and who are also highly committed to a relationship with the brand, guided by autonomy orientation

or those customers guided by external motivational orientation. As previously discussed, it may therefore be necessary for managers to find ways of providing positive feedback to customers who take part in these behaviours as customers who take part for this reason require acknowledgement of the value they have provided. Managers should therefore provide thanks for endorsing the brand, ratings of the usefulness of information shared, badges based on the number of times good/accurate information has been shared with others or some other personal responses to customers who share and endorse the brand publicly. These forms of positive feedback will encourage these customers to take part in the behaviour in the future. Moreover providing positive feedback to customers in the social media environment, will also act as another interaction in the customer-brand relationship which could positively influence its development.

9.5   Limitations of the research

The key findings and contributions of this study have been outlined in the previous sections of this chapter. However, like all research, this study has limitations which will be discussed in this section.

This study examined specific types of behaviour at what were considered by Muntinga, Moorman and Smit (2011) to be the lowest and mid-level of engagement, consuming and contributing behaviours, but failed to explore behaviours at the highest level of engagement – creating behaviours. It would be useful to understand the antecedents to these types of behaviours as these provide additional value to the brand. Although this information would have been useful, at the time of the research there were no existing measures, which would have allowed this type of behaviour to be investigated.

As it relates to methodological limitations, this study utilised a cross-sectional correlational design, which meant that data was collected at one period of time. According to Leckie, Nyadzayo and Johnson (2016) is a limitation because the research only provides a view of the phenomenon of interest at that period of time. Despite this limitation, this research examined social

media engagement behaviours which are contextually dependent and as such this type of data collection is appropriate for the study.

As it pertains to methodological limitations, the questionnaires utilised at both stages of the study could have been affected by nonresponse bias and common method bias. Nonresponse bias occurs where the participants in a study may be significantly different from non-participants (Armstrong and Overton, 1977) and is often protected against by trying to increase the response rate (Lambert and Harrington, 1990). Increasing the response rate can be achieved through the extrapolation method, where the researcher provides reminders or prodding to encourage participants who may require this type of stimulus to push them to take part in the questionnaire or sending the questionnaire to selected subsamples of the population at the same time (Armstrong and Overton, 1977). Although the nonresponse bias was not estimated to determine their effect on the study, these two types of extrapolation method were employed in the first phase of data collection, while only additional reminders were sent in data collection phase two. The research therefore attempted to mitigate the effects of nonresponse bias by increasing the response rate.

On the other hand, common method variance or method bias is often a methodological concern among marketing researchers in particular, and business researchers in general (Malhotra, Schaller and Patil, 2017). This systematic variance can occur when the same participant is used to measure both the independent and dependent variables (Jakobsen and Jensen, 2015), creating a third variable which may inflate or deflate the relationships between these variables (Malhotra, Schaller and Patil, 2017). This systematic variance may also occur between a latent construct and its measures, as a result of ambiguous item wording, the proximity of similar items and constructs within the questionnaire and the use of only positively worded items within a scale (Podsakoff, MacKenzie and Podsakoff, 2012).

Common method variance can then be avoided through a number of questionnaire design-related measures including: balancing positively and

negatively worded items, improving scale items to avoid misunderstandings and ambiguity, providing examples where necessary to clarify constructs, separation of similar items and proximal separation of independent and dependent variables (Podsakoff, MacKenzie and Podsakoff, 2012). To minimise the impact of common method bias however, many of these techniques were used within the questionnaire design at both stages of data collection. More specifically, items were randomised using the Qualtrics software to reduce the likelihood of similar items appearing to participants as a group, separating the independent and dependent variables within the questionnaires, clarifying items such as rewards with examples as demonstrated in Appendix 1 and Appendix 2 and pre-testing questionnaires to reduce items being misunderstood.

Common method variance can also be addressed using statistical techniques and one of the techniques most often employed is the Harman's Single-Factor Test (Tehseen, Ramayah and Sajilan, 2017) which is completed using a principal component analysis form of exploratory factor analysis to determine if the variance in the data is largely attributable to one factor (Chang, Witteloostuijn and Eden, 2010). However, it is recommended that this test be used as a last resort as it can be unreliable especially in situations with numerous constructs being examined (Malhotra, Schaller and Patil, 2017) as was the case for this study.

Another methodological limitation of this study was the use of two non-probability sampling methods for the first phase of data collection based on the researcher's social network. That is, the researcher created a poster and post that was placed on their personal Facebook and Twitter accounts to gather participants for the first questionnaire. By using this method, bias was introduced as it is likely that the participants may have similar outlooks on the phenomenon, and may share opinions, attitudes and a relationship with the researcher. However, by using the social networking sites of the researcher, the participants were more likely to meet the criteria required for participation, mitigating the effect of bias. The effect of this limitation was further mitigated by others sharing the questionnaire within their own social

networks, and the use of influencers on the social networking sites who made the questionnaire available to their own social networks. This would then mean that the effect of a relationship and likelihood of similar opinions with the researcher would be lessened.

A further methodological limitation of this research was the use of the short scale developed by Donnellan et al. (2006) for the measurement of personality traits. According to Gosling, Rentfrow and Swann Jr (2003) longer scales usually have better psychometric properties than shorter scales which would make them more effective. However, when developing the questionnaire, the researcher was concerned about the length of time and number of scales that would be required for participants to complete and long questionnaires can be irritating for participants and cause them to respond carelessly (Donnellan et al., 2006). Subsequent to the development of the questionnaire, the proposed method of data collection was changed to using Qualtrics survey administration division and this limitation may have been avoided as these individuals were offered a monetary incentive to complete the questionnaire.

Finally, another limitation of the findings of this research was the inability to compare the effect sizes obtained with similar studies. According to Thompson (2002) the interpretation of effect sizes should be completed within the context of research which was previously completed in the same area rather than using rigid benchmarks. The lack of prior research in the same context meant that the comparison and interpretation of the effect sizes could only be completed within this study.

9.6   Future research

This research first identifies the motivational drivers which impact the specific social media engagement behaviours: learning, sharing and endorsing. Moreover, to achieve research objective two, the research confirmed a number of indirect relationships between personality-related factors (traits and causality orientations) and the social media engagement behaviours (learning, sharing and endorsing) through the identified motivational drivers (pleasure, self-interest, rewards and venting negative feelings). Finally, in achieving

research objective 3, the research also substantiated indirect relationships between brand relationship commitment and the social media engagement behaviours (learning, sharing and endorsing) though two identified motivational drivers (pleasure and self-interest).

It is therefore suggested that future research investigates the direct relationships between the identified motivational drivers and the specific social media engagement behaviours examined particularly in light of the effect sizes demonstrated in the indirect relationships confirmed in this research. This suggestion is also made as an investigation of direct relationships was outside the scope of this research, which sought to understand the relationships between antecedents to specific behaviours in the social media environment. It is also suggested to determine if these motivational drivers (pleasure, self-interest, rewards and venting negative feelings) are also important to other types of specific CEBs in differing contexts. Moreover, future research should more thoroughly examine the unique motivational driver identified in this study, self-interest. Specifically, it is suggested that researchers determine how important this driver is to not only customer engagement but also its impact on other specific CEBs in the social media environment. It is clear from the larger effect sizes demonstrated in this study that self-interest plays a substantial mediating role in the relationships examined. It is therefore important to understand how this motivational driver impacts customers and their varying CEBs specifically in the online environment.

This study was conducted using quantitative methods, which means that although it has developed an understanding of the motivational drivers and indirect relationships demonstrated, the reasons behind these results could be clearer. It is therefore suggested that a more in depth understanding of these relationships and motivational drivers is undertaken through qualitative methods which would allow other researchers to determine if the proposed reasons for these relationships are accurate. Additionally, both qualitative and quantitative research that clarifies how these relationships and interactions affect customers' perception of the brand as well as further development of

the customer-brand relationship is suggested as it would provide insight to both academics and managers. In a similar manner, it is also advised that a more comprehensive understanding through qualitative methods be obtained for the rejected indirect relationships of this study. In particular, it would be beneficial to understand why individuals guided by introjected motivational orientation were not motivated by self-interest to impact the behaviours of focus.

Despite confirming indirect relationships and providing a quantitative measure of these relationships, as mentioned in the preceding section, this research was the first which looked at the relationships between antecedents and there was therefore no basis for comparison for the effect sizes of the significant relationships. It is therefore suggested that future research complete a similar study to determine the relationships between antecedents where effect sizes are calculated so that these findings could be better interpreted.

Future research could also examine specific creating behaviours such as market and brand experience creation as outlined by Groeger, Moroko and Hollebeek (2016). This research focused on specific consuming (learning) and contributing behaviours (sharing and endorsing) which are deemed the lowest and mid-level of engagement respectively. To add to the understanding of antecedents and their impact on specific types of CEBs, further research could therefore determine what antecedents are influential to specific creating behaviours in the social media environment. Additional research could also explore the relationships between the antecedents identified in this study and specific creating behaviours chosen for analysis.

Finally, this research focused on the mediating effect of the motivational drivers between customer related antecedents and the behaviours of focus. However, Van Doorn et al. (2010) in their conceptual paper on CEBs proposed that the antecedents they outlined could be antecedents, moderators or both. It would therefore be important to examine differing types of relationships such as moderation between antecedents to specific CEBs, whether they are

learning, sharing, endorsing or others. More specifically, future research could explore whether antecedents such as level of involvement and customer participation (Vivek, Beatty and Morgan, 2012a) and customer characteristics such as gender play a moderating role in the relationships between antecedents or the relationships between antecedents and specific CEBs. An exploration of these types of relationships would develop a more detailed understanding of what leads to the non-transactional behaviours that continue to and increasingly impact the customer-brand relationship.

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Appendices

Appendix 1: Questionnaire developed for the first phase of data collection

Introduction and Qualifier Questions

Introduction

Thank you for taking part in my academic research by completing this short questionnaire. As part of my PhD research, I hope to gain some insight into your motivations for interacting with organisation/brands *[e.g. clothing, charities, food, restaurants, hotels, other services etc.]* on social media sites through this questionnaire. The data will therefore assist as I explore online customer engagement behaviour and be used as I develop my thesis. Your participation is therefore invaluable to me and hugely appreciated!

The questionnaire should only take 8-10 minutes to complete. Please read all instructions carefully, and be honest as you respond :)

Further, please be assured that your participation in this study will be ***anonymous*** and any personal information that you may provide will be kept confidential. The University of Strathclyde is registered with the Information Commissioner's Office who implements the Data Protection Act 1998. All personal data on participants will be processed in accordance with the provisions of the Data Protection Act 1998.

One lucky participant will be randomly selected to win an Amazon gift card valued at £50. Participation in the prize draw will be

entirely voluntary.

 Thank you again! Happy Clicking!

PS. Should you have any concerns about this questionnaire, please feel free to contact my supervisor, Professor Alan Wilson, at alan.wilson@strath.ac.uk

Qualifier Questions

Are you at least 18 years old?

    ○   Yes

    ○   No

Are you member of one or more of the social media sites: Facebook, Twitter, Instagram or Pinterest?

    ○   Yes

    ○   No

Do you follow, interact or view any organisations/brands on any of the social media sites you are a member of?

    ○   Yes

    ○   No

Think of the organisation/brand that you interact with most often on the social media sites you are a member of.

Which of these social media sites do you use to interact with that organisation/brand most often? **[choose only one option]**

- o Facebook

- o Twitter

- o Instagram

- o Pinterest

Section A: Motivation al Drivers for Social Media Engagement Behaviour

This section of the questionnaire will examine your motivations for interacting with organisations/brands on social media sites. Please read the instructions carefully, and respond honestly.

Think about your previous interactions on Facebook/Twitter/Instagram/Pinterest, with the organisation/brand you interact with most.

Please indicate your level of agreement with each of the following statements using the scale provided.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I participate on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because of the incentives *[e.g. discounts, special offers, money]* I receive	○	○	○	○	○	○	○
This organisation/brand's Facebook/Twitter/Instagram/Pinterest page is my critical connection for new and important information about the organisation/brand and its products or services.	○	○	○	○	○	○	○
I post negative comments on the organisation/brand's Facebook/Twitter/Instagram/Pinterest	○	○	○	○	○	○	○

page because the company harmed me, and now I want to harm the company

I participate on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because I have ideas I want to introduce to the organisation/brand

○ ○ ○ ○ ○ ○ ○

I am motivated to participate on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because I am dissatisfied with their existing products or services and want to help them to satisfy my needs

○ ○ ○ ○ ○ ○ ○

I feel good about myself when others positively acknowledge my contributions to the Facebook/Twitter/Instagram/Pinterest page

○ ○ ○ ○ ○ ○ ○

I like participating on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because I can use my experiences to help other people make good decisions

○ ○ ○ ○ ○ ○ ○

I participate on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because I am so satisfied with the company and its products or services that I want to help the company be successful

○   ○   ○   ○   ○   ○   ○

I am motivated to participate on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because I meet people this way

○   ○   ○   ○   ○   ○   ○

I like participating on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because it is entertaining

○   ○   ○   ○   ○   ○   ○

Again, think about your previous interactions on Facebook/Twitter/Instagram/Pinterest with the organisation/brand you interact with most.

Please indicate your level of agreement with each of the following statements using the scale provided.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
If it weren't for the rewards *[e.g. discounts, special offers or money]*, I wouldn't participate on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page	○	○	○	○	○	○	○
I turn to this organisation/brand's Facebook/Twitter/Instagram/Pinterest page to receive answers to my questions about the organisation/brand and its products or services	○	○	○	○	○	○	○
I write negative posts on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page to take vengeance upon the company	○	○	○	○	○	○	○

I write posts on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because I like to know that my comments and suggestions can influence the organisation/brand and its products or services

○　　　　○　　　　○　　　　○　　　　○　　　　○　　　　○

I post comments on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page to make them aware that my needs are not being met by the products or services they currently have available

○　　　　○　　　　○　　　　○　　　　○　　　　○　　　　○

My posts to the organisation/brand's Facebook/Twitter/Instagram/Pinterest page show others of my network that I am a knowledgeable customer

○　　　　○　　　　○　　　　○　　　　○　　　　○　　　　○

I post negative comments on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because I want to save others from having negative experiences similar to my own

○   ○   ○   ○   ○   ○   ○

I am motivated to post comments to the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because in my own opinion, good companies should be supported

○   ○   ○   ○   ○   ○   ○

I enjoy conversing with people similar to myself on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page

○   ○   ○   ○   ○   ○   ○

Having fun is my main reason for participating on this organisation/brand's Facebook/Twitter/Instagram/Pinterest page

○   ○   ○   ○   ○   ○   ○

Similar to the questions before, think about your previous interactions on Facebook/Twitter/Instagram/Pinterest with the organisation/brand you interact with most.

Indicate your level of agreement with each of the following statements using the scale provided.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I participate on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because I expect to receive appropriate rewards *[e.g. discounts, special offers or money]* for my support	○	○	○	○	○	○	○
This organisation/brand's Facebook/Twitter/Instagram/Pinterest page keeps me on the leading edge of information about the organisation/brand	○	○	○	○	○	○	○
I am motivated to participate on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because I can help the organisation/brand and its products	○	○	○	○	○	○	○

I post negative comments to the organisation/brand's Facebook/Twitter/Instagram/Pinterest page to help me shake off frustrations about bad buys

○   ○   ○   ○   ○   ○   ○

I participate on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because I want them to develop solutions that match my specific needs

○   ○   ○   ○   ○   ○   ○

Receiving affirmation of the value of my contributions to the Facebook/Twitter/Instagram/Pinterest page, makes me want to participate more on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page

○   ○   ○   ○   ○   ○   ○

I really like helping others with their questions on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page

○   ○   ○   ○   ○   ○   ○

I hope to help the company be successful through my participation in on their Facebook/Twitter/Instagram/Pinterest page

○   ○   ○   ○   ○   ○   ○

I participate on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page to maintain contact with other customers who have similar interests

○   ○   ○   ○   ○   ○   ○

I participate on this organisation/brand's Facebook/Twitter/Instagram/Pinterest page because I think it is fun

○   ○   ○   ○   ○   ○   ○

Like the previous questions, think about your previous interactions on Facebook/Twitter/Instagram/Pinterest with the organisation/brand you interact with most.

Indicate your level of agreement with the statements which follow using the scale provided.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
The organisation/brand's Facebook/Twitter/Instagram/Pinterest page is the best way to stay informed about new developments with this organisation/brand	○	○	○	○	○	○	○
I write negative posts on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because I like to get anger off my chest	○	○	○	○	○	○	○
When others respond positively to my contributions on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page, I feel better about myself	○	○	○	○	○	○	○

I post positive comments to the organisation/brand's Facebook/Twitter/Instagram/Pinterest page because I want to help others have positive experiences

   ○   ○   ○   ○   ○   ○   ○

Through participating on the organisation/brand's Facebook/Twitter/Instagram/Pinterest page I can provide others with information

   ○   ○   ○   ○   ○   ○   ○

I look forward to discussing my opinions about the organisation/brand with others who share the same interests as me

   ○   ○   ○   ○   ○   ○   ○

I find participating on this organisation/brand's Facebook/Twitter/Instagram/Pinterest page to be very entertaining

   ○   ○   ○   ○   ○   ○   ○

Section B: Types of Social Media Engagement Behaviour

This section of the questionnaire seeks to understand the type of interactions that you take part in with the organisation/brand on their Facebook/Twitter/Instagram/Pinterest page

Think about your previous interactions on Facebook/Twitter/Instagram/Pinterest with the organisation/brand you interact with most.

Please indicate your level of agreement with each of the following statements using the scale provided.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I share my ideas with others on the Facebook/Twitter/Instagram/Pinterest page	○	○	○	○	○	○	○
I ask the organisation/brand and its community questions on the Facebook/Twitter/Instagram/Pinterest page	○	○	○	○	○	○	○
I promote the organisation/brand	○	○	○	○	○	○	○
I share interesting content with the organisation/brand and its community	○	○	○	○	○	○	○

I try to get others interested in the organisation/brand

○   ○   ○   ○   ○   ○   ○

I seek ideas or information from the organisation/brand and its community on their Facebook/Twitter/Instagram/Pinterest page

○   ○   ○   ○   ○   ○   ○

I actively defend the organisation/brand from its critics

○   ○   ○   ○   ○   ○   ○

I help the organisation/brand

○   ○   ○   ○   ○   ○   ○

I seek help from the organisation/brand and its community on their Facebook/Twitter/Instagram/Pinterest page

○   ○   ○   ○   ○   ○   ○

I say positive things about the organisation/brand to other people

○   ○   ○   ○   ○   ○   ○

Section C: About the participant

In this, the final section of the questionnaire, I just want to find out a little bit more about you.

How old are you?

- 18-25

- 26-34

- 35-54

- 55-64

- 65-74

- 75 or over

What is the highest level of education you have attained?

- School Level

- College

- Undergraduate Degree

- Postgraduate Degree

What is your gender?

- Male

- Female

If you are interested in being a part of the *prize draw*, please enter your email address below. **[Please note that the email address will not be used for any other reason but to contact the winner of the prize draw].**

_____

Appendix 2: Flyer used to attract participants in the first phase of data collection

Do you follow, view or interact with brands on Social Media?

If so, you're perfect for my study

And you can win a £50 Amazon Voucher, **VISIT**

https://strathbusiness.qualtrics.com/SE/?SID=SV_0lBHDFd7zSaDUnr

and take part in the survey

I am a PhD student at the University of Strathclyde who wants to understand what motivates you to interact with the brands you do.

Thanks for your help!

Your participation will be *anonymous*. Any personal information that you may provide will be kept confidential. You must be 18 or over to take part.

Appendix 3: Developed list of variables for measuring motivational drivers

Drivers	Definition/Description	Measurement Items				Proposed Generated Items
		Baldus et al, 2015	**Fuller, 2010**	**Hennig-Thurau et al., 2004**	**Dholakia et al., 2004**	
Rewards	includes monetary rewards such as financial compensation (Fuller, 2010) and other incentives such as discounts, special offers and the like	I am motivated to participate in this brand community because I can earn money	Because I hope to get a monetary compensation according to the effort that I made	I write comments on virtual platforms because of the incentives I receive		I participate on the brand's social media page because of the incentives I receive
		If it weren't for the money, I wouldn't participate in this brand community	Because I want to get paid for it	... because I receive a reward for the writing		If it weren't for the rewards, I wouldn't participate on the brand's social media page
		Receiving more money makes me want to participate more in this brand community	Because I expect an appropriate reward for my support in return			I participate on the brand's social media page because I expect to receive appropriate rewards for my support
Informational value	value that customers obtain when receiving, seeking or gaining information (Fuller, 2010, Dholakia et al., 2004). The extent to which participants feel that the SM page allows them to stay informed (adapted from Baldus et al, 2015)	This brand community is my critical connection for new and important information about the brand and its products	To improve my skills		To get information	This brand's social media page is my critical connection for new and important information about the brand and it's products or services.
		When I want up-to-date information about this brand, I	To test my capabilities		To learn how to do things	I turn to this brand's social media page to receive answers to my questions about the

Drivers	Definition/Description	Measurement Items				Proposed Generated Items
		Baldus et al, 2015	**Fuller, 2010**	**Hennig-Thurau et al., 2004**	**Dholakia et al., 2004**	
		look to this brand community				brand and its products or services
		This community keeps me on the leading edge of information about the brand			To provide others with information	This brand's social media page keeps me on the leading edge of information about the brand
		This community is the best way to stay informed about new developments with this brand			To contribute to a pool of information	The brand's social media page is the best way to stay informed about new developments with this brand
Negative feelings	sharing negative consumption experiences can hep customers to reduce discontent. (Hennig-Thurau et al., 2004)			…the company harmed me, and now I want to harm the company		I post negative comments on the brand's social media page because the company harmed me, and now I want to harm the company
				… I want to take vengeance upon the company		I post negative comments to the brand's social media page to help me shake off frustrations about bad buys

Drivers	Definition/Description	Measurement Items				Proposed Generated Items
		Baldus et al, 2015	Fuller, 2010	Hennig-Thurau et al., 2004	Dholakia et al., 2004	
				… my contributions help me to shake off frustrations about bad buys		I write negative posts on the brand's social media page because I like to get anger off my chest
				…I like to get anger off my chest		
Social-enhancement	customers seek positive recognition or attention from others (Hennig-Thurau et al., 2004, Dellarocas and Narayan, 2006) such as gaining status (O'Hern and Rindfleisch, 2010)	Receiving more affirmation of the value of my comments, makes me want to participate more in the brand community		… I feel good when I can tell others about my buying successes	To impress	I feel good about myself when other customers and/or the brand positively acknowledge (like, share, favourite) my contributions to the social media page
		I feel good about myself when other community members share my ideas		…I can tell others about a great experience	To feel important	My posts to the brand's social media page show others of my network that I am a knowledgeable customer
		I appreciate when others agree with the ideas I express in this brand community		… my contributions show others I am a clever customer		Receiving affirmation of the value of my contributions to the social media page, makes me want to participate more on the brand's social media page

Drivers	Definition/Description	Measurement Items				Proposed Generated Items
		Baldus et al, 2015	Fuller, 2010	Hennig-Thurau et al., 2004	Dholakia et al., 2004	
		When others support my ideas and opinion in this brand community, I feel better about myself				When other customers and/or the brand respond positively to my contributions on the brand's social media page, I feel better about myself
Concern for others	Customers often share their experiences with others to help them with the purchase decision or warn them (Yoo and Gretzel, 2008)	I like participating in the brand community because I can use my experience to help other people		… I want to warn others of bad products		I like participating on the brand's social media page because I can use my experiences to help other people make good decisions
		I like to share my experience and knowledge with others in this brand community to help them be more educated about the brand		… I want to save others from having the same negative experiences as me		I post negative comments on the brand's social media page because I want to save others from having negative experiences similar to my own
		I really like helping other community members with their questions		… I want to help others with my own positive experiences		I really like helping others with their questions on the brand's social media page

Drivers	Definition/Description	Measurement Items				Proposed Generated Items
		Baldus et al, 2015	**Fuller, 2010**	**Hennig-Thurau et al., 2004**	**Dholakia et al., 2004**	
		I feel good when I can help answer other community member's questions		… I want to give others the opportunity to buy the right product		I post positive comments to the brand's social media page because I want to help others have positive experiences
						Through participating on the brand's social media page I can provide others with information
Helping the company	This usually occurs as a result of a customer's satisfaction with the company's offering and their desire to help the company (Hennig-Thurau et al., 2004)			… I am so satisfied with a company and its product that I want to help the company be successful		I participate on the brand's social media page because I am so satisfied with the company and its products or services that I want to help the company be successful
				… in my own opinion, good companies should be supported		I am motivated to post comments to the brand's social media page because in my own opinion, good companies should be supported
						I hope to help the company be successful through my participation in on

Drivers	Definition/Description	Measurement Items				Proposed Generated Items
		Baldus et al, 2015	Fuller, 2010	Hennig-Thurau et al., 2004	Dholakia et al., 2004	
						their social media page
Social Integration	customers benefit from social benefits derived from creating and the maintenance of contact with other people such as social support and friendship (Dholakia et al., 2004)	I look forward to discussing my opinions about the brand with others who share the same interest as me		… I believe a chat among like-mided people is a nice thing	To have something to do with others	I am motivated to participate on the brand's social media page because I meet people this way
		I enjoy conversing with people similar to myself in this brand community		… it is fun to communicate this way with other people in the community	To stay in touch	I enjoy conversing with people similar to myself on the brand's social media page
		I look to this brand community when I want to discuss a topic with people who have similar interests		… I meet nice people this way		I participate on the brand's social media page to maintain contact with other customers who have similar interests
		Having conversations with people in this brand community who share the same views about this brand is important to me				I look forward to discussing my opinions about the brand with others who share the same interests as me

Drivers	Definition/Description	Measurement Items				Proposed Generated Items
		Baldus et al, 2015	**Fuller, 2010**	**Hennig-Thurau et al., 2004**	**Dholakia et al., 2004**	
Pleasure	customers join communities for their own entertainment and enjoyment purposes (Wang and Fesenmaier, 2004)	I like participating in this brand community because it is entertaining	just because I am curious	… this way I can express my job about a good buy	To be entertained	I like participating on the brand's social media page because it is entertaining
		Having fun is my main reason for participating in this brand community			To play	Having fun is my main reason for participating on this brand's social media page
		I participate in this brand community because I think it is fun			To relax	I participate on this brand's social media page because I think it is fun
		I find participating in this brand community to be very entertaining			To pass the time away when bored	I find participating on this brand's social media page to be very entertaining

Appendix 4: Questionnaire developed for the second phase of data collection

Introduction

Thank you for taking part in my academic research by completing this short questionnaire. As part of my PhD research, I hope to gain some insight into your motivations for interacting with organisations/brands *[e.g. clothing, electronics, restaurants, hotels, retailers etc.]* on social media sites through this questionnaire. The data will therefore assist me as I explore online customer engagement behaviour and be used as I develop my thesis. Your participation is therefore invaluable to me and hugely appreciated!

The questionnaire should only take 10 - 12 minutes to complete. Please read all instructions carefully. Everyone is different and there are no right or wrong answers, I am interested in your opinion, so please answer honestly.

Please be assured that your participation in this study will be ***anonymous*** and any personal information that you may provide will be kept confidential. The University of Strathclyde is registered with the Information Commissioner's Office who implements the Data

Protection Act 1998. All personal data on participants will be processed in accordance with the provisions of the Data Protection Act 1998.

Thank you again! Happy Clicking :)

PS. Should you have any concerns about this questionnaire, please feel free to contact my supervisor, Professor Alan Wilson, at alan.wilson@strath.ac.uk

Qualifying Questions

Are you at least 18 years old?

- ○ Yes
- ○ No

How old are you?

- ○ 18-25
- ○ 26-34
- ○ 35-54
- ○ 55-64
- ○ 65 or over

Are you member of one or more of the social media sites: Facebook, Twitter or Instagram?

- ○ Yes
- ○ No

Do you interact **[share or comment or recommend]** with any organisations/brands on any of the social media sites you are a member of?

- ○ Yes

- ○ No

The Brand of Focus - Id, type and relationship

Think of the organisation/brand that you interact with most often on the social media sites you are a member of. **Please note this should only be ONE organisation/brand. It should NOT be a social media organisation/brand such as Facebook or Twitter.**

What is the name of that organisation/brand?

What type of organisation/brand is *chosen brand*? **[choose the answer that best fits]**

- A product based organisation **[manufacturer of electronics, clothing, books, food or similar]**
- A service based organisation **[restaurant, hotel, fast food, spa services, airlines, or similar]**
- A not-for-profit organisation **[charity, foundation, professional or trade organisation,or similar]**
- A retailer **[an organisation selling a variety of products in retail stores such as a department, fashion or grocery store or similar]**

Which of these social media sites do you use to interact with chosen brand most often? **[choose only one option]**

- ○ Facebook

- ○ Twitter

- ○ Instagram

Section A: Types of Social Media Engagement Behaviours

This section of the questionnaire seeks to understand what you do online, specifically with *chosen brand* on their Facebook/Twitter/Instagram page

Think about your previous interactions on Facebook/Twitter/Instagram with *chosen brand*.

Please indicate your level of agreement with each of the following statements using the scale provided.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I share my ideas with others on chosen brand's Facebook/Twitter/Instagram page	○	○	○	○	○	○	○
I ask chosen brand and its community questions on the Facebook/Twitter/Instagram page	○	○	○	○	○	○	○
I promote chosen brand to others	○	○	○	○	○	○	○
I share interesting content with chosen brand and its community	○	○	○	○	○	○	○
I try to get others interested in chosen brand	○	○	○	○	○	○	○
I seek ideas or information from chosen brand and its community on their Facebook/Twitter/Instagram page	○	○	○	○	○	○	○

I actively defend chosen brand from its critics	○	○	○	○	○	○	○
I help chosen brand on its Facebook/Twitter/Instagram page	○	○	○	○	○	○	○
I seek help from chosen brand and its community on their Facebook/Twitter/Instagram page	○	○	○	○	○	○	○
I say positive things about the chosen brand to other people	○	○	○	○	○	○	○
Select agree for this option chosen brand.	○	○	○	○	○	○	○

Section B: Relationship with the brand

This section of the questionnaire seeks to understand how you feel about chosen brand in general.

Please indicate your level of agreement with each of the following statements using the scale provided.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
The relationship that I have with chosen brand is something I am very committed to	○	○	○	○	○	○	○
The relationship that I have with chosen brand is something I intend to maintain indefinitely	○	○	○	○	○	○	○
The relationship that I have with chosen brand deserves my maximum effort to maintain	○	○	○	○	○	○	○

Section C: Motivational Drivers for social media engagement behaviours

This section of the questionnaire seeks to understand why you interact with *chosen brand* on *Facebook/Twitter/Instagram*.

Please indicate your level of agreement with each of the following statements using the scale provided.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I participate on chosen brand's Facebook/Twitter/Instagram page because of the incentives *[e.g. discounts, special offers, money]* that I receive.	○	○	○	○	○	○	○
If it weren't for the rewards *[e.g. discounts, special offers, money]*, I wouldn't participate on chosen brand's Facebook/Twitter/Instagram page.	○	○	○	○	○	○	○
I participate on chosen brand's Facebook/Twitter/Instagram page because I expect to receive appropriate rewards *[e.g. discounts, special offers, money]* for my support	○	○	○	○	○	○	○
I participate on chosen brand's Facebook/Twitter/Instagram page because I like to know that my comments	○	○	○	○	○	○	○

and suggestions can influence the brand and its products and services

I post negative comments on chosen brand's Facebook/Twitter/Instagram page because the company harmed me, and now I want to harm the company

○ ○ ○ ○ ○ ○ ○

I post negative comments to chosen brand's Facebook/Twitter/Instagram page to help me shake off frustrations about bad buys

○ ○ ○ ○ ○ ○ ○

I write negative comments on chosen brand's Facebook/Twitter/Instagram page because I like to get anger off my chest

○ ○ ○ ○ ○ ○ ○

I feel good about myself when other customers and/or chosen brand positively acknowledge (like, share, favourite) my contributions to the Facebook/Twitter/Instagram page

○ ○ ○ ○ ○ ○ ○

My posts to chosen brand's Facebook/Twitter/Instagram page show others in my network that I am a knowledgeable customer

○ ○ ○ ○ ○ ○ ○

Receiving affirmation of the value of my contributions to the

○ ○ ○ ○ ○ ○ ○

Facebook/Twitter/Instagram page makes me want to participate more on chosen brand's Facebook/Twitter/Instagram page

When others respond positively to my contributions on chosen brand's Facebook/Twitter/Instagram page, I feel better about myself

○ ○ ○ ○ ○ ○ ○

I like participating on chosen brand's Facebook/Twitter/Instagram page because I can use my experiences to help other people make good decisions

○ ○ ○ ○ ○ ○ ○

I really like helping others with their questions on chosen brand's Facebook/Twitter/Instagram page

○ ○ ○ ○ ○ ○ ○

I post positive comments to chosen brand's Facebook/Twitter/Instagram page because I want to help others have positive experiences

○ ○ ○ ○ ○ ○ ○

I like participating on chosen brand's Facebook/Twitter/Instagram because it is entertaining

○ ○ ○ ○ ○ ○ ○

Having fun is my main reason for participating on chosen brand's Facebook/Twitter/Instagram page

○ ○ ○ ○ ○ ○ ○

Section D: Personality – Motivational Orientations and Personality Traits

This section of the questionnaire seeks to understand more about you and therefore asks about how you see yourself and why you do things.

Please indicate your level of agreement with each of the following statements using the scale provided.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
In general, I do things in order to help myself become the person I aim to be	○	○	○	○	○	○	○
In general, I do things because I like making interesting discoveries	○	○	○	○	○	○	○
In general, I do things because I want to be viewed more positively by certain people	○	○	○	○	○	○	○
In general, I do things because I choose them as a means to attain my objectives	○	○	○	○	○	○	○
In general, I do things for the pleasure of acquiring new knowledge	○	○	○	○	○	○	○

In general, I do things because otherwise I would feel guilty for not doing them

○　　　　○　　　　○　　　　　○　　　　　○　　　　　○　　　　　○

In general, I do things because by doing them I am living in line with my deepest principles

○　　　　○　　　　○　　　　　○　　　　　○　　　　　○　　　　　○

In general, I do things although it doesn't make a difference whether I do them or not

○　　　　○　　　　○　　　　　○　　　　　○　　　　　○　　　　　○

In general, I do things for the pleasant sensations I feel whilst I am doing them

○　　　　○　　　　○　　　　　○　　　　　○　　　　　○　　　　　○

In general, I do things in order to show others what I am capable of

○　　　　○　　　　○　　　　　○　　　　　○　　　　　○　　　　　○

In general, I do things because I choose to in order to attain what I desire

○　　　　○　　　　○　　　　　○　　　　　○　　　　　○　　　　　○

In general, I do things because I would beat myself up for not doing them

○　　　　○　　　　○　　　　　○　　　　　○　　　　　○　　　　　○

In general, I do things even though I do not have a good reason for doing them

○　　　　○　　　　○　　　　　○　　　　　○　　　　　○　　　　　○

In general, I do things in order to attain prestige

○　　　　○　　　　○　　　　　○　　　　　○　　　　　○　　　　　○

In general, I do things even though I believe they are not worth the trouble

○　　　　○　　　　○　　　　　○　　　　　○　　　　　○　　　　　○

In general, I do things because I would feel bad if I do not do them

○　　　　○　　　　○　　　　　○　　　　　○　　　　　○　　　　　○

In general, I do things because by doing them I am fully expressing my deepest values

○　　　　○　　　　○　　　　　○　　　　　○　　　　　○　　　　　○

In general, I do things because they reflect what I value most in life

○　　　　○　　　　○　　　　　○　　　　　○　　　　　○　　　　　○

Please indicate using the scale provided how well each of these statements describes you.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I am the life of the party	○	○	○	○	○
I sympathise with others' feelings	○	○	○	○	○
I get chores done right away	○	○	○	○	○
I have frequent mood swings	○	○	○	○	○
I have a vivid imagination	○	○	○	○	○
I don't talk a lot	○	○	○	○	○
I am not interested in other people's problems	○	○	○	○	○
I often forget to put things back in their proper place	○	○	○	○	○
I am relaxed most of the time	○	○	○	○	○
I am not interested in abstract ideas	○	○	○	○	○

I talk to a lot of different people at parties   ○   ○   ○   ○   ○

I feel others' emotions   ○   ○   ○   ○   ○

I like order   ○   ○   ○   ○   ○

I get upset easily   ○   ○   ○   ○   ○

I have difficulty understanding abstract ideas   ○   ○   ○   ○   ○

I keep in the background   ○   ○   ○   ○   ○

I am not really interested in others   ○   ○   ○   ○   ○

I make a mess of things   ○   ○   ○   ○   ○

I seldom feel blue   ○   ○   ○   ○   ○

I do not have a good imagination   ○   ○   ○   ○   ○

Section E - About the participant

In this, the final section of the questionnaire, I just want to find out a little bit more about you.

In the past week, on average, approximately how much **time per day** have you spent on *Facebook/Twitter/Instagram*?

- o less than 10 minutes
- o 10 - 30 minutes
- o 31 - 60 minutes
- o 1 - 2 hours
- o 2 - 3 hours
- o more than 3 hours

About how many total Facebook friends do you have? **[This question was only seen by participants who chose Facebook]**

- ○ 10 or less
- ○ 11 - 50
- ○ 51 - 100
- ○ 101 - 150
- ○ 151 - 200
- ○ 201 - 250
- ○ 251 - 300
- ○ 301 - 400
- ○ more than 400

About how many total Twitter/Instagram followers do you have? **[This question was only seen by participants who chose Twitter or Instagram]**

- 10 or less
- 11 - 50
- 51 - 100
- 101 - 150
- 151 - 200
- 201 - 250
- 251 - 300
- 301 - 400
- more than 400

About how many total people do you follow on Twitter/Instagram? **[This question was only seen by participants who chose Twitter or Instagram]**

- ○ 10 or less
- ○ 11 - 50
- ○ 51 - 100
- ○ 101 - 150
- ○ 151 - 200
- ○ 201 - 250
- ○ 251 - 300
- ○ 301 - 400
- ○ more than 400

How frequently over the last 12 months have you purchased from *chosen brand*?

- ○ 0 times
- ○ 1 - 5 times
- ○ 6 - 10 times
- ○ 11 - 20 times
- ○ more than 20 times

What is the highest level of education you have attained?

- ○ School Level
- ○ College
- ○ Undergraduate Degree
- ○ Postgraduate Degree

What is your gender?

- ○ Male

- ○ Female