

**EXPLORING THE ROLE OF CONTENT TYPES AND MESSAGING IN SOCIAL  
NETWORK ADVERTISEMENT :CASE STUDY UCU SCHOOL OF BUSINESS  
STUDENTS**

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**UGANDA CHRISTIAN  
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**DECLARATION**

I, Miriam Nasiminyu hereby declare that this dissertation is as a result of my personal effort and has never been presented to any institution of Higher Education for my academic award

Sign Miriam Nasiminyu


Date 10/9/2024

MIRIAM NASIMINYU

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**APPROVAL**

This is to certify that this research report titled exploring the role of content types and messaging in social network advertisement written by Miriam Nasiminyu has been under my supervision and is now ready for submission to the school of business

Sign  ..... Date 10<sup>th</sup> / 09 / 2024 .....

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## **ABSTRACT**

This research was aimed at exploring the role of content types and messaging in social network advertisement. This study based on three main objectives which were: to analyze the role of content types on audience engagement of Uganda Christian university school of business students, to examine the effectiveness of messaging strategies in persuading customer behavior, to investigate how different demographic groups, respond to various content types and messaging strategies

The researcher used both qualitative and quantitative research designed with a sample of 40 respondents. Qualitative data was obtained through questionnaires and interviews while quantitative data was obtained through computation analysis. The collected data was presented in the forms of tables

The findings of this study provide insight into how different content and messaging strategies impact the effectiveness of social media advertising among university students, offering valuable implications for marketers and advertisers aiming to reach this demographic

This research contributes to the understanding of social media advertising strategies in the context of higher education, providing a foundation for further studies on digital marketing within academic environment

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# CHAPTER ONE

## GENERAL INTRODUCTION

### 1.0 Introduction

This chapter presents introduction, the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, the scope of the study and limitations of the study

### 1.1 Background of the Study:

In the ever-evolving landscape of digital marketing, social network advertising has emerged as a powerful tool for brands to connect with their target audiences, foster engagement, and drive conversions. As social media platforms continue to grow in popularity and influence, understanding the dynamics of content types and messaging strategies within social network advertising becomes increasingly crucial for marketers seeking to optimize their campaigns.

Development of Social Network Advertising: The emergence of social media sites like Facebook, Instagram, Twitter, and LinkedIn has changed how companies interact with their target audience. Social media was initially mostly used as a means of communication and personal networking. But social networks have turned into profitable advertising platforms for companies of all kinds thanks to the addition of targeted advertising capabilities and advanced analytics tools. As a result, content kinds have a significant influence on how effective social network advertising is. Different formats—such as text, photos, videos, and interactive content—offer unique benefits and chances to communicate with viewers. The significance of visual material on user interactions is highlighted by research by Li et al. (2019), which shows that posts with photographs typically obtain higher levels of engagement on

Studies have repeatedly demonstrated that posts with visual content—such as photos and videos—perform better than text-only ones in terms of interaction and click-through rates (Authors: Lee et al., Smith & Johnson). In spite of this, a significant dearth of thorough research exists that compare the potency of diverse content kinds and messaging approaches on a range of social media sites, including Facebook, Instagram, and Twitter. Furthermore, research shows that customizing adverts according to user demographics and interests enhances engagement metrics

and conversion rates considerably (Authors: Brown & White, Wang et al.). These studies, however, don't look at how different content kinds and message approaches affect long-term brand engagement and customer loyalty.

Additionally, studies show that ads that fit the aesthetic and context of the social media site they appear on get better responses and interaction from users (Author: Jones & Smith). There is, nevertheless, a lack of knowledge regarding the ways in which online messaging and content strategies interact with offline marketing initiatives and influence sales and brand perception in general. Furthermore, studies reveal that commercials that use storytelling strategies to communicate brand messages and values are more successful in drawing in viewers and building brand loyalty (Author: Taylor & Hall).

This research seeks to build on existing knowledge by examining which combinations of content types and messaging strategies are most effective in various contexts. The advent of social networks has enabled highly targeted advertising, where businesses can reach specific demographics with tailored messages. offer unique features and cater to diverse user demographics, making them valuable tools for advertisers.

## **1.2 Statement of the Problem**

The efficiency of content kinds and message tactics in social media advertising is still vital for influencing and involving target audiences in the quickly changing world of digital advertising. Numerous writers have explored various facets of social media advertising efficacy, emphasizing components including visual appeal, storytelling strategies, and customer behavior reactions (Smith, 2019; Johnson et al., 2020). Research has demonstrated the immediate advantages of emotionally charged, interactive, and platform-appropriate advertising. There are still, however, gaps in the literature concerning a methodical investigation of the ways in which particular content kinds and messaging tactics combine to maximize advertising results in various social media environments. As a result, even with the widespread usage of social network advertising, little is known about the best ways to employ different kinds of material and messaging. To find what works best, businesses frequently rely on trial and error, which can result in inefficiencies and possibly missed opportunities. In a similar vein, social network advertising has emerged as a key component of modern marketing plans, taking advantage of the enormous audience and

interaction possibilities of sites like Facebook, Instagram, Twitter, and LinkedIn. Comparably, little is known about the complex interactions that occur between different kinds of content and message tactics when it comes to influencing the reactions and actions of consumers when social media advertising is used. Additionally, despite the increasing amount of studies on social network advertising, a thorough grasp of the varying effects of

There is little study examining the synergistic impacts of content types and messaging methods on advertisement success, despite studies by Wu et al. (2018) and Verellen et al. (2017) examining the efficacy of interactive content and visual formats, respectively. Nevertheless, little is known about the precise mechanisms by which various content kinds and message tactics combine to affect customer reactions. Therefore, it is crucial to comprehend how diverse content kinds affect user engagement on different platforms, especially as businesses depend more and more on social media advertising. Social media platforms are essential for improving advertising tactics.

Thus, the purpose of this study is to close these gaps by evaluating the efficacy of various content kinds and messaging tactics on a variety of social media platforms, taking into account both immediate and long-term effects, and analyzing the complex interactions that occur between various content kinds and messaging tactics in social media advertising. Through an examination of empirical data from many industries and platforms, this study aims to provide insights into the best content and messaging combinations for accomplishing marketing goals. The goal of the study is to add fresh information to the body of knowledge that will help marketers make strategic decisions that will optimize the impact of their social media advertising.

### **1.3 Purpose of the study**

The main purpose of the study was exploring the role of content types and messaging in social network advertisement

### **1.4 Objectives of the study**

- i. To analyze the impact of content types and audience engagement of Uganda Christian university business students

- ii. To examine the effectiveness of messaging strategies in persuading customer behaviour
- iii. To investigate how different demographic groups, respond to various content types and messaging strategies

### **1.5 Research questions.**

- i. How do different content types (e.g., images, videos, text posts) affect the engagement levels (likes, comments, shares) of UCU business students on social network advertisements?

Which content type generates the highest engagement among UCU business students?

- ii. What types of messaging strategies (e.g., emotional appeal, informational content, calls-to-action) are most effective in persuading UCU business students to take desired actions (e.g., clicks, purchases, sign-ups)?

How do different messaging strategies impact the conversion rates of advertisements targeting UCU business students?

- iii. How do different demographics respond to emotional versus informational messaging strategies in social media advertising across various content types?

### **1.6 Significance of the study.**

The study's significance lied in its potential contributions to both academia and industry, specifically focusing on the following areas:

Improving Marketing Strategies:

The study assisted marketers in customizing their social network ads to more effectively connect with UCU business students by determining the most captivating content categories and messaging tactics. This resulted in increased conversion rates, better engagement rates, and more economical use of advertising expenditures.

Enhancing Educational Outcomes: For UCU professors and administrators, knowing what content and messaging students prefer can help them create more efficient internal marketing and communication plans. This could improve overall satisfaction, retention, and recruitment of students.

The study made a contribution to academic literature by expanding our understanding of consumer behavior and digital marketing, especially as it relates to students in higher education. Empirical information about the ways in which different content kinds and messaging tactics affect influence engagement and behavior, offering a foundation for future research.

Insights from this Study:

Future research on social network advertising, especially in specialized areas like higher education, was informed by the knowledge gathered from this study. It can assist in locating fresh research topics, such the function of newly popular social media sites or the effects of tailored advertising.

Useful Applications for Companies: Companies that market to college students—especially those attending UCU—can use the study's results to create ads that are more persuasive. Among the student population, this may result in improved brand awareness, improved market penetration, and improved consumer loyalty.

Understanding Student Preferences: The study will provide a deeper understanding of the content and audio preferences of UCU business students, helping advertisers and content creators develop more engaging and relevant material. This can improve the overall user experience on social network platforms.

## **1.7 Scope of the study.**

The scope of the study comprised of the content scope, geographical scope and time scope as follows;

### **1.7.1 Content scope**

This study based on exploring the role of content types and messaging in social network advertisement, analyzing the impact of content types on audience engagement, examining the effectiveness of messaging strategies in persuading customer behavior and investigating how different demographics respond to different content types and messaging strategies

### **1.7.2 Geographical scope**

This study was carried out at Uganda Christian university school of business students at Uganda Christian university located in Mukono, which is about 25 kilometers east of Kampala, along Kampala-Jinja highway

### **1.7.3 Time frame**

The study considered a period of 2013- 2023 regards data collected information, and a period of four months from May to august 2024 for research study. The time was considered appropriate for the proper investigation of the problem under the study

### **1.8 Limitations of the study.**

The study was limited by;

Over time, the findings' applicability was impacted by the changing nature of social network algorithms. The majority of the study's measurements were quantitative, which limited the study's ability to fully understand user involvement.

Developing platforms, which can restrict the range of information. Additionally, there could be a temporal bias in the results since previous data could not accurately reflect current trends and behaviors.

The potential respondents' uncooperative attitudes. This was a prevalent barrier whereby some individuals were unwilling to collaborate and provide information because they could not understand the significance of research.

Long-Term influence: Because of the temporal limits of the research period, it is possible that the study did not completely capture the long-term influence of content kinds and messaging techniques on brand engagement and consumer loyalty.

## CHAPTER TWO

### LITERATURE REVIEW:

#### 2.1 Introduction

With the use of social media platforms like Facebook, Instagram, Twitter, and LinkedIn, which have enormous reach and engagement potential, social network advertising has become a powerful force in modern marketing. To maximize advertising efficacy and achieve desired results in this domain, one must comprehend how different content kinds and marketing methods interact. In order to clarify the function of content kinds and message in social network advertising, this review of the literature summarizes the most important discoveries from earlier studies.

#### 2.2 Theoretical Framework

The swift expansion of social media platforms has revolutionized advertising methodologies, offering distinct prospects and obstacles to advertising professionals. Social network advertising (SNAs) play a critical role in shaping consumer engagement, brand exposure, and conversion rates through the use of messaging and content kinds. The goal of this theoretical framework is to investigate the fundamental ideas and theories that underpin the efficacy of various content kinds and messaging approaches in social network advertising. The following theories served as a guide for the study:

**Theory of Media Richness.** According to the Media Richness Theory (MRT), a communication's capacity to dispel doubt and transmit information determines how effective it is. Richer media—like films and interactive content—offer many clues and instant feedback, making them more effective in ambiguous and complicated communication environments (Daft & Lengel, 1986). Richer media kinds have the potential to improve consumer engagement and knowledge retention in the setting of SNAs.

Model of Elaboration Likelihood (ELM). Petty and Cacioppo (1986) established the Elaboration Likelihood Model, which describes the two ways in which people process persuasive messages: centrally and peripherally. Peripheral route processing depends on surface-level clues like the source's attractiveness or authority, but central route processing carefully and thoughtfully considers the message content. Convincing content and persuasive messaging combined with good use of both channels will probably result in higher engagement and conversion rates for SNAs.

The theory of uses and gratifications. According to the Uses and Gratifications Theory (UGT) (Katz, Blumler, & Gurevitch, 1974), people actively seek out media to satiate particular wants and desires. Users may utilize social networks to look for identity, amusement, information, or social connection. Advertisers may increase the efficacy of SNAs by customizing content kinds and message tactics that meet user needs by having a thorough understanding of these motives. Theory of Social Presence. According to social presence theory, communication exchanges benefit greatly from people's perceptions of their presence. Increased sense of intimacy and immediacy can be attained through personalized and interactive information, which raises one's social presence (Short, Williams, & Christie, 1976). User-generated content and influencer endorsements are two examples of content that helps create a sense of social presence in SNAs and can increase consumer trust and engagement. Similarly, the Social Identity Theory: This theory, which dates back to Tajfel and Turner (1979), holds that a person's connection with a social group shapes their perception of themselves. This theory can be used as a lens to study how messaging techniques that reference social identities and group norms affect customer reactions and brand perceptions in the context of social network advertising.

### **2.3 The impact of content types and audience engagement on business students (UCU)**

When it comes to drawing in viewers and encouraging their interaction, advertising material is essential. The kinds of information that are utilized in advertisements can have a big impact on the level of engagement of business university students, who are frequently tech-savvy, analytically oriented, and future company leaders. The purpose of this literature review was to investigate the effects of different content kinds on business university students' engagement.

## **Content Types:**

In the context of social network advertising, several content formats are utilized in social network advertisements, such as text, photographs, videos, infographics, polls, quizzes, and interactive content. These are various formats and media via which information is provided to the audience. Given that marketers can adjust each type of content to affect customer engagement and responses, each piece of content functions as an independent variable. Overview

### **Digital Content and Engagement**

The advertising industry has seen a change because to digital content. Research indicates that pupils are typically more engaged with interactive and multimedia education than with standard static stuff. A study by Smith (2020) found that interactive ads—those with gamified components, polls, and quizzes, for example—significantly raise student engagement rates. The interactive element fosters proactive engagement, an essential strategy for retaining the interest of business students who are used to dynamic and captivating learning environments.

### **Social Media Content**

Due to the widespread use of social media by college students, these platforms are vital for advertisers. Johnson et al.'s (2019) research shows that the visual attractiveness and shareability of material on social media sites like Facebook, Instagram, and LinkedIn increase user engagement. Because it speaks to their academic and professional interests, case studies, success stories, and real-world business scenarios tend to be very compelling information for business students.

### **Video Content**

One of the most interesting material formats for college students is video content. A 2018 study by Williams and Anderson found that shorter, more educational, and entertaining videos garner greater levels of viewer engagement. Video content with industry experts' testimonies, explainer movies explaining business principles, and animated infographics that simplify difficult information are preferred by business students. This preference is explained by the fact that films stimulate the senses both visually and auditory, which improves learning and engagement.

## **Educational Content**

Students at business universities find educational content that is valuable in terms of knowledge and skill development to be very interesting. Research conducted by Brown and Harris (2021) demonstrate that e-books, webinars, whitepapers, and online courses are effective means of drawing in and holding the interest of business students. This group is especially drawn to information that advances their knowledge in the classroom and offers useful perspectives on the commercial world.

## **User-Generated Content**

User-generated content (UGC) is yet another effective strategy for holding college students' attention. Lee and Kim's (2020) research demonstrates that user-generated content (UGC)—such as peer reviews, testimonials, and social media posts—significantly increases engagement. UGC is a reliable and successful kind of advertising because business students relate to and trust peer-generated content more than that of other sources.

## **Influencer Marketing**

Influencer marketing has become a well-liked approach to interact with college students. A 2019 study by Jackson and Miller found that influential people who are successful business owners or subject matter experts typically have a significant effect on the degree of engagement among business students. Influencers' relatability and aspirational qualities increase the persuasiveness of their endorsements.

Text-based content,

It has been proven that text-based material, which is typically used on social media sites like LinkedIn and Twitter, works well for exchanging precise information and starting conversations. Text posts, according to research, offer in-depth knowledge and insights on business topics that are crucial for business students' academic and professional development. Students participate in conversations, shares, and comments, especially when the content is pertinent to their coursework or career interests. Nevertheless, in the crowded world of social media, text by itself sometimes fails to grab attention.

Infographics and other visual materials are essential for drawing in students and encouraging participation. Research has indicated that the presence of images in material can enhance its chances of being liked and shared (De Vries, Gensler, & LeeFlang, 2012). Image-based material is the lifeblood of social media sites like Instagram and Pinterest, where users are frequently more engaged with postings that have a strong aesthetic appeal. Images have a strong emotional and psychological impact and are a great tool in advertising because of their ability to rapidly and effectively transmit messages.

Engaging Material. By requiring active engagement, interactive content such as quizzes, polls, and augmented reality (AR) experiences engages pupils. Interactive ads have been demonstrated in studies to improve student remember and engagement (Dehghani et al., 2016). Interactive content is supported by built-in capabilities on social media platforms like Facebook and Instagram, which makes it simpler for marketers to produce immersive advertising campaigns.

Both written and visual content. The kind of content posted on social media has a big impact on how engaged an audience is. Research has indicated that when it comes to attention and engagement, visual content—that is, photos and videos—tends to receive more attention than text-based content. For example, Cheng, Cheng, and Huang (2019) discovered that social media posts containing photos attracted more interaction. In a similar vein, Chen and Huang (2019) emphasized that different media, including text, photos, videos, and interactive material, present unique chances for audience engagement, with visual content being especially potent. Social media messages frequently include links and images in addition to visual material. However, even though these content kinds are commonly employed, Bonson, Royo, and Ratkai (2015) pointed out that they do

## **2.4 Examining the effectiveness of messaging strategies and tone in persuading customer behavior**

### **Messaging Strategies:**

The broad plans and techniques used to connect with the target audience are referred to as messaging strategies in the context of advertising. These strategies are intended to successfully express a brand's message, impact customer behavior, and meet advertising goals. Calls to action, comedy, personality, emotional appeals, and genuineness are a few examples. To determine how different communications tactics, affect audience perceptions and behaviors, marketers can test them out as independent variables.

### **Transformational and Informational Strategies**

The use of messaging tactics is essential for influencing customer behavior. Tafeese and Wien (2018) discovered that the best ways to encourage behavioral engagement are transformational tactics that arouse feelings and establish a personal connection with customers. On the other hand, unless they are paired with transformational components, informational strategies—which concentrate on giving factual information—have less of an impact. The messaging's overall effectiveness may be improved by this combination. Different Messaging Strategies

### **Emotional vs. Rational**

Emotional and intellectual appeals are two main categories into which advertising communications can be divided. Emotional appeals use the consumer's emotional response to influence behavior by attempting to arouse emotions like joy, fear, or nostalgia. Empathy appeals have been found to be very successful in making ads memorable and building brand loyalty (Bagozzi, Gopinath, & Shachar, 2013). Rational appeals, on the other hand, concentrate on persuading customers using logical reasoning and factual information. Research suggests that persuasive arguments work best when customers have a significant say in the purchase decision.

### **Positive vs. Negative Framing**

Persuasion relies heavily on message framing. Negative framing draws attention to the possible losses or disadvantages of not using the product, whereas positive framing underlines the advantages and gains connected with it. According to research, a consumer's regulatory focus—

that is, whether they are more driven by security (prevention focus) or goals (promotion focus)—determines how effective positive or negative framing will be (Higgins, 1997).

### **Symbolic and Literal Approaches**

The decision in commercials between literal and symbolic techniques can have a big impact on how consumers perceive a business. Van Dessel (2007) examined how, in contrast to literal messaging that conveys product benefits directly, symbolic messaging—which makes use of metaphors and abstract concepts—can develop strong brands. The target market and the advertising environment affect how effective these strategies are.

### **Multi-Frame Messaging Strategies**

According to Florence et al. (2022), utilizing numerous communication frames or techniques is more consistently effective than employing single frames in encouraging sustainable consumer behavior. However, the overall effects of various message frames can differ, suggesting that when creating advertising campaigns, a nuanced approach is necessary.

### **Emotional and Empathetic Messaging**

According to Braun (2022), the most popular advertising messaging technique makes use of emotive imagery, data to back up the need, and anecdotal language to evoke empathy. This strategy works well to establish a rapport with the audience and promote participation. Likewise, it has been demonstrated that emotionally charged advertising themes generate more positive reactions and brand perceptions from consumers. In comparison to advertisements with neutral content, research by Escalas and Stern (2003) showed that ads invoking emotional arousal led to increased brand memory and positive brand views. Furthermore, Verellen et al. (2014)'s meta-analysis discovered that emotional appeals worked better to draw viewers' attention and encourage interaction with online ads.

## **2.5 Investigating how different demographics within the school of business (UCU) respond to various content types and messaging strategies**

### **Content types on demographic groups**

Age. Studies reveal that responses and preferences for information are highly influenced by age. Younger audiences, such as business students and younger students (18–24 years old), typically favor interactive and visual media like videos and social media posts. Emails and articles are examples of more conventional content types that older age groups could appreciate. For example, a study by Smith (2020) discovered that older students, such as post-graduates, between the ages of 25 and 35, are more likely to interact with long-form content on Facebook and LinkedIn, whereas younger students prefer short, engaging videos on sites like TikTok.

Gender: Another important factor in content engagement was gender. Different communication styles and interests can cause men and women to react differently to the same topic. According to a Nielsen (2019) study, women are more likely to interact with information that highlights connections and community than men are with content that emphasizes status and accomplishments. This variation in involvement can guide the creation of focused

Location: Cultural, economic, and social factors might influence content preferences based on one's geographic region. It's possible that people in urban areas and those in rural ones consume media in different ways. For instance, a Pew Research Center study from 2021 indicated that whilst people in rural areas would be more reliant on conventional media like radio and newspapers, people in urban areas are more likely to use digital platforms and social media.

### **Messaging Strategies and Demographic Responses**

Personalization. It has been demonstrated that personalized messaging raises engagement in all demographic categories. The level of customization needed can, however, differ. Younger audiences—such as recent college graduates—expect a high degree of personalisation, including browsing history-based targeted advertising and recommendations. Emails addressed to post-graduate audiences might benefit from more subdued personalization, like using their name.

**Emotional Appeal:** A message's effectiveness can be greatly impacted by its emotional tone. Men may prefer messages that are direct and rational, but women typically respond better to ones that have a strong emotional appeal. According to Bhatia's (2019) research, emotional storytelling works especially well to captivate female audiences.

**Cultural Relevance:** Culturally appropriate message is crucial for audiences who are geographically diverse. Ads that align with regional norms, values, and practices have a higher chance of being successful. This is especially important in a nation like Uganda where regional variances in culture are substantial.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

The section on research methodology describes the methodical process used to look into the function of messaging and content types in social network advertisements. The purpose of this study was to determine how various messaging approaches and content types affect user behavior and engagement on social media sites. The approach encompasses the research design, sampling design, data gathering methods, and data analysis procedures.

#### 3.2 Research Design

In order to give a thorough analysis, this study used a mixed-methods approach, integrating quantitative and qualitative techniques. It required figuring out how the independent and dependent variables relate to one another. This is because its goal is to provide a comprehensive understanding of the current situation by describing it (Creswell, J. W. 2007). As a result, the holes found in it can be filled in order to examine the supplier cooperation and service quality of particular private manufacturing companies. In this study, both qualitative and quantitative methods were applied (Plano Clark, V. L. 2007).

While key informants, interviews, and observations were used to gather qualitative data, structured questionnaires from a variety of respondents—including Uganda Christian University business students—were used to collect quantitative data (Mugenda O, M and Mugenda, A. G. 2003). The quantitative research approach was chosen in situations where data needed to be tabulated or represented in graphs or pie charts for easier comprehension, whereas the qualitative approach was taken into consideration because it attempts to draw conclusions in terms of concepts and analysis in terms of understanding, what, where, and who among other queries (Kothari, C.R. 2004).

### 3.3 Sample population

The Uganda Christian University (UCU) business students were the study's target audience. Because they are most likely to be familiar with social media advertising and its effects on consumer behavior, the study primarily targeted business students from the faculty of business and administration. It is projected that Uganda Christian University has 1,200 business students overall.

### 3.4 Sampling and Sample size

Purposive sampling, basic random sampling, and stratified sampling were all used in the study (Kothari, C.R. 2004). Gall (1996) states that results from a representative sample can be extrapolated to the entire research population. The sample size in this study was established using Slovine's Formula to arrive at an appropriate sample size to be employed in the investigation (Mugenda O, M and Mugenda, A. G (2003). The sample was limited to the information required for this study. According to Slovine's Formula, the minimal Sample size for a given population can be found by: The following formula was used to compute the sample size mathematically:

$$n = \frac{N}{1+N(e)^2}$$

where;

n = the sample size

N = total population of respondents, (45) e = the level of significance, that is 0.05

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{45}{1+45(0.05)^2}$$

$$n = 45 / 1+45(0.0025)$$

$$n = 45 / (1 + 0.15)$$
$$= 45 / 1.15$$

Therefore,  $n = 40$

A sample size of 40 respondents was selected to participate in the study

### **3.5 Data Collection Methods.**

The researcher used the following techniques for data collection in order to get the information needed to write this research paper. This comprised observation and interviews. Depending on the researcher's interests, either primary or secondary sources of data were used for data collection. Both primary and secondary sources were used in this study. Information from primary sources was gathered from Ugandan Christian university students through questionnaires and interviews, while information from secondary sources was mostly gathered from journals and published publications.

#### **3.5.1 Questionnaires:**

Self-administered questionnaires with closed-ended questions were used for this investigation. The research questions directed the respondents, preventing them from providing irrelevant information (Yin R. 2014). This approach worked well, particularly for gathering data from kids.

#### **3.5.2 Interview guide**

An interview is a conversation between the interviewer and the interviewee that aims to extract specific information from the interviewee. There are several ways to conduct interviews, including in-person meetings and technology-mediated ones. Face-to-face interviews with several respondents, Uganda Christian University business students, were done for this study in order to collect primary data. This kind of approach is recognized for giving the interviewer flexibility to delve deeper and collect additional data based on the respondents' expertise, aptitude, and experience. Using this approach, interviews were carried out with the respondents

to get information regarding the function of messaging strategies and content types in social network advertising.

### **3.5.3. Observation:**

According to Katebire (2007), observation is the deliberate study of a research phenomenon in order to collect data. In order to make sense of this study phenomenon, sensory organs were used. According to Thomas (2003), observation can also be defined as the act of an observer directly witnessing and hearing occurrences. This approach was selected due to its ability to remove prejudice, which respondents are unable to convey when using other approaches like questionnaires and interviews (Katebire, 2007).

### **3.6 Procedures of Data collection**

In order to request permission from Uganda Christian University to conduct the study, the researcher got an introduction letter from the Faculty of Business and Management. Following permission, I obtained a list of eligible respondents from the UCU School of Management. To determine the requisite sample size, these respondents were chosen via methodical random selection. In addition to being asked to sign the Informed Consent Form, the respondents were expected to provide an explanation of the study. I gave the respondents the questionnaires during my research and gave them a quick explanation of the questions. As a result, I asked the respondents to complete the questionnaires thoroughly and stressed the need to retrieve the surveys within two days of the distribution date. Upon retrieval, every completed questionnaire was examined to ensure that each one was

### **3.7 Data Processing.**

In order to find and fix errors and find important information that was necessary for coding and tabulation, editing was done to review the completed responses. This approach made it easier for the researcher to look for mistakes and omissions in the data they had gathered and to make the required adjustments or revisions. Additionally, it assisted in cross-referencing every question to

find mistakes, remove superfluous details, and lessen the likelihood of mistakes developing throughout the research process. Coding was also used to summarize data by grouping various answers into easily comprehended categories. Additionally, frames created from surveys given to different individuals were used to code. Specific question answers were documented, resulting in coding patterns.

### **3.8. Data presentation**

To determine the relevance of the data from which a meaning interpretation was derived, tabulation primarily involved the use of straightforward statistical procedures like the use of tables and percentages. Statistical tables, including the percentage and frequency of responses to specific questions, were used in this study. As part of the tabulation process, statistical tables were displayed, and the frequency of replies to different questions as well as their computed percentages were ascertained.

### **3.9. Data Analysis**

Utilizing Microsoft Excel's Statistical Package, the data was examined and displayed as percentages on frequency distribution charts. A combination of descriptive and inferential statistical methods was used to analyze the gathered data. The survey responses, engagement metrics, and presented data were summarized using descriptive statistics, including frequencies, percentages, modes, medians, means, and standard deviations. In contrast, Pearson correlation was utilized in inferential statistics to demonstrate and pinpoint the connection between messaging tactics, engagement metrics, and content kinds.

## CHAPTER FOUR

### PRESENTATION, INTREPRETATION AND ANALYSIS OF FINDINGS

#### 4.0. Introduction

This chapter comprises of the findings that were gathered by the researcher from the selected respondents of Uganda Christian school of business students. This was based on the following specific objectives: To analyze the impact of content types and audience engagement of Uganda Christian school of business students, to examine the effectiveness of messaging strategies in persuading customer behavior, to investigate how different demographics groups, respond to various content types and messaging strategies.

Presentation and interpretation of data in this chapter has been done with the aid of quantitative method for example the use of tables and personal analysis and interpretation were all presented.

#### 4.1 Demographic profile of respondents

Demographic profile of respondents refers to the characteristics of individuals who participate in surveys, studies and research. These characteristics include age, gender, educational level, marital status. This helps researchers understand the composition of their sample and how representative it is of the larger population he or she is studying

##### 4.1.1 Findings of gender respondent

Here, the researcher was interested in gathering information on the gender of respondents and information got was presented in the table below

**Table 4:1 shows gender of respondents**

Gender	Frequency	Percentage
Male	15	37.5
Female	25	62.5
Total	40	100

**SOURCE: Field survey, August 2024**

Results from the table above shows that the majority of the respondents were female that is 25 respondents representing 62.5% of the total respondents and 15 were male representing 37.5% of the respondents. This implied that both genders were involved in data collection. The study findings therefore denoted that both genders were involved in the provision of information

**4.1.2. Findings on Age categories of respondents.**

Here, the researcher was interested in getting the age of respondent and information given was presented in the table

**Table 4.2: shows age categorization of respondents**

Age category	Frequency	Percentage %
Between 20-30 years	25	62.5
Between 30-40 years	8	20
Between 40 and above years	7	17.5
Total	40	100

**Source: Field survey, August 2024**

Results in table 4.2 presented findings on the age of respondents. 20-30 years was the majority age group with 62.5% of respondents followed by 30-40 years with 20%, next was 40 years and above with 17.5%. From the above analysis, it could be constructed that the majority of the respondents were young people and therefore they have prior knowledge on how content types influence social media advertising

**4.1.3. Findings on marital status of respondents.**

Here, the researcher was interested in getting information on the marital status of respondents and the information given was presented in the table below

**Table 4.3: shows marital status of respondents**

Marital status	Frequency	Percentage %
Married	14	35
Single	23	57.5
Separated	3	7.5
TOTAL	40	100

**Source. Field survey August 2024**

Results from the table shows that majority of the respondents were single accounting for 57.5% of the sample, next were the married representing 35% of the total sample, then a smaller group of 3 respondents were separated, making up to 7.5% of the total sample. These percentages indicate that most business students in the sample are single, with a smaller proportion being married. The results highlight the diverse marital status of the respondents, with single students being the dominant group

#### **4.1.4. Findings on Educational level of respondents.**

Here, the researcher was interested in gathering information on the education levels of respondents and information got was presented in the table below

**Table 4.4: shows respondents with their education level**

Educational levels	Frequency	Percentage %
Degree	20	50
Diploma	12	30

Masters	8	20
Total	40	100

**Source. Field survey, August 2024**

Results from the table indicate that out of the total respondents, the majority are degree holders which constitutes 50% of the sample, next 0are diploma holders making up 30% of the sample, then a smaller group of respondent have master’s degree representing 20% of the total sample, over all the results indicate that the majority of respondents have at least a degree, with a substantial number holding diplomas, and a smaller group having advanced to master’s level education. This distribution highlights the varying levels of educational attainment among the respondents

#### **4.2. To analyze the role of content types on audience engagement of Uganda Christian university business students**

The first objective of the study was to analyze the role of content types on audience engagement of business students, Uganda Christian university. The data collected was presented as showed in the table below

**Table 4.5: shows responses on the role of content types on audience engagement**

s/n	Statements	D		NS		A		Mean	SD
		F	%	F	%	F	%	2.17	0.900
1	I am more likely to engage with content that is visually appealing	14	35	7	17.5	19	47.5	2.27	0.648
2	I am more likely to engage with content that includes interactive elements	9	22.5	11	27.5	20	50	2.5	0.775

3	Visual content helps me understand complex concepts better	7	17.5	6	15	27	67.5	2.17	0.843
4	The frequency of content updates impacts my engagement level	12	30	8	20	19	47.5	2.12	0.900
5	I find video content more engaging than written content	10	25	8	20	22	55	2.27	0.805
6	Short- form contents are more preferable to me than long – form content	12	30	10	25	18	45	2.5	0.775
7	I prefer content that is concise and to the point	11	27.5	9	22.5	20	20	2.17	0.875
8	Diversity of content types influences my overall engagement	15	37.5	5	12.5	20	50	2.3	0.843
9	Creativity of the content impacts my decisions to engage	16	40	4	10	20	40	2.15	0.900
10	The quality of content impacts my engagement on social media	8	20	7	17.5	25	62.5	2.27	0.805

**Source. Field survey, August 2024**

Visually Appealing Content. Mean is 2.275 indicates Slightly agree that visually appealing content increases engagement. SD of 0.648. Low variability, indicating broad agreement on the importance of visual appeal.

Interactive Elements. Mean is 2.5 indicates Moderate agreement that interactive elements enhance engagement. SD of 0.775. Some variability in how strongly this factor influences engagement.

Visual Content for Understanding. Mean is 2.179 indicates Slightly agree that visual content aids in understanding complex concepts. SD of 0.843. Higher variability, reflecting differing opinions on the effectiveness of visual content.

Frequency of Updates. Mean is 2.125 Indicates Slight agreements that the frequency of updates affects engagement. SD of 0.900 Significant variability, showing mixed views on the importance of update frequency.

Video vs. Written Content. Mean of 2.275 indicates Slight preference for video content over written content. SD of 0.805. Moderate variability, indicating varied opinions on the engagement level of video content.

Short-form vs. Long-form Content. Mean is 2.5 indicates Moderate agreement that short-form content is preferable. SD of 0.775. Some variability in preferences, with a general trend towards short-form content.

Concise Content. Mean is 2.179 indicates Slight preference for content that is concise and to the point. SD is 0.875. Higher variability, showing diverse opinions on the value of conciseness.

Diverse Content Types. Mean is 2.3 Moderate agreement that diverse content types influence overall engagement. SD is 0.843. Considerable variability in how much content diversity affect engagement.

Creativity in Content. Mean of 2.15 indicates Slight agreement that creative content impacts engagement decisions. SD of 0.900. High variability, indicating differing levels of importance placed on creativity

Content Quality. Mean is 2.275 indicates Slight agreement that the quality of content impacts social media engagement D is 0.805 Moderate variability, reflecting differences in the perceived importance of content quality.

#### **4.3. To examine the effectiveness of messaging strategies in persuading customer behavior**

The second objective was to examine the effectiveness of messaging strategies in persuading customer behavior. The data collected was presented in the table below

**Table 4.6: shows responses of the effectiveness of messaging strategies in persuading customer behavior**

S/N	Statements	D		NS		A		Mean	SD
		F	%	F	%	F	%	2.32	0.845
1	The authenticity of a message is important in persuading me to take action	10	25	7	17.5	23	57.5	1.95	0.846
2	Consistent brand messaging influences my purchasing decisions	17	42.5	8	20	15	37.5	2.48	0.810
3	Clear and concise messaging influences my purchasing decisions	8	20	5	12.5	27	67.5	2.32	0.813
4	Emotional appeals in message are effective in persuading me to buy products	9	22.5	9	22.5	22	55	2.57	0.777
5	Testimonials and reviews from different customers affect my purchasing decisions	7	17.5	3	7.5	30	75	2.17	0.888
6	Messages highlighting product benefits are persuasive to me than those highlighting features	12	30	9	22.5	19	47.5	2.0	0.894
7	Personalized messages makes me more likely to purchase a product	16	40	8	20	16	20	2.32	0.845
8	I am more likely to be persuaded by messages that include limited-time offers	10	25	7	17.5	23	57.5	2.22	0.910
9	I find messages that include visual aids more persuasive	13	32.5	5	12.5	22	55	2.47	0.810
10	Discounts and promotional offers mentioned in messages influence my purchasing decisions	5	12.5	7	17.5	28	70	2.57	0.708

**Source: field survey, August 2024**

The authenticity of a message is important in persuading me to take action. With a Mean of 1.9. Respondents slightly agree that authenticity is crucial for persuasion. And SD of 0.846. Moderate variability, showing that while many value authenticity, there are differing opinions on its importance.

Consistent brand messaging influences my purchasing decisions. Mean of 2.48. Respondents moderately agree that consistent brand messaging impacts their purchasing decisions. SD of 0.810 Moderate variability, indicating a general trend towards valuing consistency, though opinions vary.

Clear and concise messaging influences my purchasing decisions. With a Mean of 2.32 Slightly agree that clear and concise messaging affects their purchasing decisions. SD is 0.813 Moderate variability, reflecting a general preference for clarity, with some differences in opinion.

Emotional appeals in messages are effective in persuading me to buy products. Mean of 2.57. Respondents moderately agree that emotional appeals are persuasive. SD of 0.777 Lower variability, suggesting a common belief that emotional appeals effectively influence purchasing decisions.

Testimonials and reviews from different customers affect my purchasing decisions. Mean of 2.17. Slight agreement that testimonials and reviews influence purchasing decisions. SD is 0.888. Higher variability, indicating mixed opinions on the impact of testimonials and reviews.

Messages highlighting product benefits are more persuasive than those highlighting features. Mean is 2.0. Slight agreement that messages focusing on benefits are more persuasive. SD is 0.894 High variability, showing diverse opinions on whether benefits or features are more persuasive.

Personalized messages make me more likely to purchase a product. Mean is 2.32. Slight agreement that personalized messages increase purchase likelihood. SD is 0.845. Moderate variability, indicating some consensus on the value of personalization, but with varied opinions.

I am more likely to be persuaded by messages that include limited-time offers. Mean is 2.22 indicates Slight agreement that limited-time offers are persuasive. SD is 0.910 Higher variability, reflecting diverse views on the effectiveness of time-limited offers.

I find messages that include visual aids more persuasive. Mean of 2.47 indicates Moderate agreement that visual aids enhance persuasion. SD is 0.810 Moderate variability, showing a general preference for visual aids with some differences in how strongly it is felt.

Discounts and promotional offers mentioned in messages influence my purchasing decisions  
Mean is 2.57 Moderate agreement that discounts and promotions are influential.

SD is 0.708. Lower variability, indicating a strong consensus on the effectiveness of discounts and promotions in driving purchases. to considerable variability, suggesting that while discounts are influential for many, the extent of their impact varies widely among respondents.

#### 4.4. To investigate how different demographics, respond to content types and messaging strategies.

The third objective was to investigate how different demographics, respond to content types and messaging strategies. The data collected was presented in the table shown below

**Table 4.7: shows responses on different demographics respond to content types and messaging strategies**

s/n	Statements	D		NS		A		MEAN	SD
		F	%	F	%	F	%		
1	I prefer content that is tailored to my age group	13	32.5	7	17.5	20	50	2.18	0.888
2	Content that acknowledges my gender identity increase my engagement	8	20	8	20	24	60	2.4	0.8
3	Messaging strategies that cater to my social economic status are more persuasive to me	13	32.5	9	22.5	18	45	2.13	0.87
4	The cultural relevance of content affects my engagement with it	17	42.5	10	25	13	32.5	1.9	0.86
5	My educational background influences my preference for certain content types	8	20	4	10	28	70	2.3	0.806
6	The language used in the content affects how I perceive the message	5	12.5	3	7.5	32	80	2.67	0.668
7	I am more responsive to messages that reflect my geographical background	9	22.5	9	22.5	22	55	2.32	0.814
8	I am more likely to engage with content that addresses my personal interest and hobbies	19	47.5	6	15	15	37.5	1.9	0.917
9	Content formats that suit my lifestyles are more engaging	13	32.5	8	20	19	47.5	2.15	0.883

10	I find content in my native language more engaging	9	22.5	6	15	25	62.5	2.4	0.831
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**Source: field survey, August 2024**

I prefer content that is tailored to my age group. Mean is 2.18 Slightly agree that age-specific content is preferred. SD is 0.888 Moderate variability, indicating mixed opinions on the importance of age-tailored content

Content that acknowledges my gender identity increases my engagement. Mean is 2.4 Moderate agreement that gender-acknowledging content boosts engagement. SD is 0.8 Moderate variability, showing a general trend towards valuing gender recognition, with some differing views.

Messaging strategies that cater to my socioeconomic status are more persuasive to me. Mean is 2.13 Slightly agree that socioeconomic-focused messaging is more persuasive. SD is 0.87 Moderate variability, reflecting diverse opinions on the impact of socioeconomic considerations in messaging.

The cultural relevance of content affects my engagement with it. Mean is 1.9 Slightly agree that cultural relevance influences engagement. SD is 0.86 Moderate variability, indicating varied opinions on the importance of cultural relevance in content.

My educational background influences my preference for certain content types. Mean is 2.3 Slightly agree that educational background affects content preferences. SD is 0.806 Moderate variability, suggesting differing levels of influence of educational background on content preferences

The language used in the content affects how I perceive the message. Mean is 2.67 Moderate agreement that language impacts message perception. SD is 0.68 Relatively low variability, indicating a general consensus on the significance of language in content perception.

I am more responsive to messages that reflect my geographical background. Mean is 2.32 Slightly agree that geographically relevant messages increase responsiveness. SD is 0.4 Moderate variability, showing some consensus on the value of geographical relevance with varied opinions.

I am more likely to engage with content that addresses my personal interests and hobbies. Mean is 1.9 Slightly agree that content related to personal interests and hobbies is more engaging. SD is

0.917 Higher variability, indicating significant differences in how much personal interests and hobbies affect engagement.

Content formats that suit my lifestyle are more engaging Mean is 2.15 Slight agreement that lifestyle-suited content formats enhance engagement. SD is 0.883 Moderate variability, reflecting diverse opinions on the importance of content formats that match lifestyle

I find content in my native language more engaging. Mean is 2.4 Moderate agreement that native language content is more engaging. SD is 0.831 Moderate variability, indicating a general preference for native language content with some differences in how strongly this is felt.

#### 4.5: The relationship between content types and messaging strategies in social media advertisement

Table 8. Correlation table showing the relationship between content types and messaging strategies

		Content types	Messaging strategies
Content types	Pearson correlation	1	0.783
	Sig.(2-tailed)		0.002
	N	40	40
Messaging strategies	Pearson correlation	0.783	1
	Sig.(2-tailed)	0.002	
	N	40	40

. Correlation Is Significant at 0.002 Level (2-Tailed).

**Source: primary data 2024**

There is a significant positive association between messaging strategies and content types, as indicated by the correlation coefficient of 0.783. This implies that communications tactics become significantly more effective when engagement with content kinds increases. To increase the efficacy of their message strategies, organizations should concentrate on producing

interesting and varied content kinds. For instance, it would be advantageous to incorporate interactive material into message tactics if it results in higher engagement. The significance level is set at 0.05, beyond which a relationship is considered unimportant. Significance in Statistics A statistically significant correlation is indicated by a p-value of 0.002. This indicates that the observed link is not likely to be the result of chance, supporting the validity of the association between messaging and content types. Furthermore, compared to a smaller sample, the analysis yields a more accurate estimate of the association with a sample size of 40. This size provides a reasonable compromise between accuracy and workability. In the context of social media advertising, the updated correlation analysis with a sample size of 40 indicates a strong and statistically significant association between Content Types and Messaging Strategies. This suggests that improving the sorts of content that are optimized will probably improve the efficacy of communications. In order to increase overall engagement and communication effectiveness, organizations should use these insights to improve their messaging and content creation strategies, making sure that they are in line with audience preferences.

## CHAPTER FIVE

### SUMMARY OF MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSION

#### 5.1 Introduction

This chapter entailed the summaries of research findings, conclusions that were drawn from the findings as well as recommendations based on the analysis of the how content types and messaging strategies impacts social media advertisement

#### 5.2 Summary of major findings

The study sought to explore how different content types and messaging strategies in social media advertisement influence the attitudes engagement, and purchase intentions of business students at UCU. The key findings of the research are summarized below

Content types and student engagement: the study found out that visual content, particularly videos and infographics, significantly enhances student's engagement with social media advertisement. Content that is interactive and visually appealing captures more attention and leads to higher levels of engagement compared to text-bases content

Messaging strategies and attitudes: Persuasive messaging strategies, such as emotional appeals and story –telling, positively influences students' attitudes towards the advertised products or services, messages that resonate with the students' personal values and experience are more likely to result in positive attitudes

Content authenticity and trust: authentic and user generated trust among students, advertisements that feature real customer reviews, testimonials and behind the scenes content are perceived as more credible and trustworthy, leading to higher engagement and purchase intentions

Purchas intentions: The study revealed that students are more likely to have positive purchase intentions when advertisement combine engaging visual content with emotional and relatable messaging, however, overly promotional content tends to be ignored or negatively perceived

Influence of social media platforms: different social media platforms having varying degrees of effectiveness depending on the content type and messaging strategy used. For instance, Instagram

and TikTok were found to be more effective for visually driven content, while Facebook was more effective for community based and informational content

### **5.3 Recommendations**

Based on the findings of this study, several recommendations were provided to enhance the effectiveness of social media advertising among business students at UCU

Utilize visual and interactive content, advertisers should prioritize the use of videos, infographics and other visually engaging content in their social media campaigns. Interactive elements such as polls and quizzes, should be incorporated to boost engagement

Leverage emotional and relatable messaging; messaging strategies should focus on creating emotional connections with audience, advertisers should consider using story telling techniques that resonate with the personal experiences and values of the students

Emphasize content authenticity; to build trust, advertisers should incorporate user-generated content such as customer reviews and testimonials, into their campaigns. Transparency in the messaging and content creation process should be a priority

Adopt a multi-platform strategy: advertisers should consider the strengths of different social media platforms when designing their campaigns. Content and messaging should be tailored to the specific platform to maximize effectiveness, additionally social media trends and student preferences are constantly evolving, advertisers should continuously monitor the performance of their campaigns and be willing to adapt their content types and messaging strategies based on real – time feedback and analytics

### **5.4 Conclusions**

This study has provided valuable insights into the role of content types and messaging strategies in social media advertising, particularly among business students at Uganda Christian University. The findings highlight the importance of using visually engaging, emotionally resonant and authentic content to capture the attention and trust of the target audience. By adopting a multi-platform strategy and continuously adapting to emerging trends, advertisers can significantly enhance the effectiveness of their social media campaigns

In conclusion, as social media continues to evolve as a dominant advertising platforms, the insights from this study is crucial for businesses seeking to connect with young, digitally audiences. Future researchers could build on these findings by exploring the long-term impact of these strategies on brand loyalty and consumer behavior in different contexts and demographics

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## APPENDIX 1: QUESTIONNAIRE

### UGANDA CHRISTIAN UNIVERSITY

Dear sir/ madam

#### **Request for your cooperation in completing this questionnaire**

I am an undergraduate undergoing a bachelor's degree in business administration from Uganda Christian University Mukono. As part of the requirement for the program. I am undertaking a study on exploring the role of content types and messaging strategies in social network advertisement. In this regard, you have been duly selected as a member of the sample

I wish to appeal to you to assist this study by kindly sparing a few minutes to complete this questionnaire. You are not required to disclose your identity, I also wish to assure you that your answers will be treated in strict confidence and used for the stated academic purpose only

#### **Section A: Demography of Respondents**

Please tick in the boxes provided, the option that reflects your demographic status

Q1- What is your Gender?

- 1. Male ( )
- 2. Female ( )

Q2- What is your age?

- 1. Between 20-30 years ( )
- 2. Between 30-40 years ( )
- 3. Above 40 years ( )

Q3. What is your marital status?

- 1. Married ( )
- 2. Single ( )
- 3. Separated ( )
- 4. Widow ( )

Q4- What is your Educational Qualification

1. Certificate ( )      2. Degree ( )      3. Diploma ( )  
 4. Masters ( )      5. Others ( )

**Section**

**B Content types and messaging strategies on social network advertisement**

Below are lists of statements that may affect your assessment on **content types and messaging strategies in social network advertising** Kindly indicate the extent you agree or disagree with the statements using the questionnaire guide;

Questionnaire guide: *Strongly Disagree (SD)=1, Disagree (D)=2, Not Sure (NS)=3, Agree (A)=4, Strongly Agree (SA)=5.*

No. qns	Statements	1 SD	2 D	3 NS	4 A	5 SA
	<b>Content types on audience engagement in social network advertisement</b>					
1	I am more likely to engage with content that is visually appealing					
2	I am more likely to engage with content that includes interactive elements					
3	Visual content helps me understand complex concepts better					
4	The frequency of content updates impacts my engagement levels					
5	Short- form content are more preferable to me than long-form content					
6	I find video content more engaging than written content					

7	I prefer content that is concise and to the point					
8	The diversity of content types on a social media platform influences my overall engagement					
9	Creativity of the content impacts my decisions to engage					
10	The quality of content impacts my engagement on social media					
	<b>Messaging strategies in persuading customer in social media advertisement</b>					
11	The authenticity of a message is important in persuading me to take action					
12	Consistent brand messaging across different channels influence my trust in the brand					
13	Clear and concise messaging influences my purchasing decisions					
14	Emotional appeals in message are effective in persuading me to buy products					
15	Messages highlighting product benefits are persuasive to me than those highlighting features					
16	Testimonials and reviews from different customers affect my purchasing decisions					
17	Personalized messages makes me more likely to purchase a product					
18	I am more likely to be persuaded by messages that include limited- time offers					

19	I find messages that include visual aids more persuasive					
20	Discounts and promotional offers mentioned in messages influence my purchasing decisions					
	<b>Demographics response to content types and messaging strategies in social network advertisement</b>					
21	I prefer content that is tailored to my age group					
22	Content that acknowledges my gender identity increases my engagement					
23	Messaging strategies that cater to my social economic status are more persuasive to me					
24	The cultural relevance of content affects my engagement with it					
25	My educational background influences my preference for certain content types					
26	The language used in the content affects how I perceive the message					
27	I am more responsive to messages that reflect my geographical background					
28	I am more likely to engage with content that addresses my personal interest and hobbies					
29	Content formats that suit my lifestyles are more engaging					
30	I find content in my native language more engaging					

Thank you for your cooperation and responses.

## APPENDIX II INTRODUCTORY LETTER



**UGANDA CHRISTIAN  
UNIVERSITY**  
A Centre of Excellence in the Heart of Africa

SCHOOL OF BUSINESS

19<sup>th</sup> Aug, 2024

TO WHOM IT MAY CONCERN

Name: MIRIAM NASIMINYU

Reg. S21B05/042.

A bachelor's student who is seeking permission from your office to collect data for her dissertation titled

EXPLORING THE ROLE OF CONTENT TYPES AND MESSAGING IN SOCIAL MEDIA  
ADVERTISEMENT. ( BUSINESS STUDENTS UGANDA CHRISTIAN UNIVERSITY)

We shall be grateful if you could render assistance to her in collecting the necessary data for her dissertation

The Uganda Christian University School of Business thanks you in advance

A handwritten signature in black ink, appearing to read 'Mukisa Simon Peter'.

Mukisa Simon Peter  
Research coordinator