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The Effects of Video Content Style and Duration on Adolescents' Attention, Recall Accuracy, and Purchase Intention

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Abstract

This research studies how different types of video content influence adolescents' attention, recall accuracy, and purchase intentions. The study focuses on three main formats: a short entertainment focused video, a short fact focused video, and a longer more informational focused video. Participants were placed into one of the three groups and were required to complete questions after watching the video. A total of 69 participants, aged 13–21, viewed one of the three videos, featuring the Ninja CRISPi Air Fryer, and then completed self-report measures of attention, recall accuracy (for the product colour, brand name, tagline, logo, and a product feature), and purchase intention. Results indicated that video type did not significantly affect self-reported attention, but the entertainment-focused video produced significantly lower recall accuracy and purchase intention than the two more information-dense formats, which did not differ meaningfully from each other. These findings suggest that incorporating factual, product-related content, even within a short-form video, may improve adolescents' recall and purchase intent without necessarily requiring a longer runtime.

Keywords: *Attention; Recall Accuracy; Purchase Intention; Adolescents; Content*

1. Introduction

1.1 Background Context

Adolescents today spend a significant amount of their time watching videos online, especially on platforms such as TikTok, Instagram, and YouTube (DeAngelis, 2024; Anderson & Jiang, 2018). Whether it's a quick, funny clip, or a longer, more informational video, social media content has become one of the main ways young people learn about new brands and products. Because of this, companies have shifted much of their advertising towards short-form and long-form videos, designed specifically to capture teenage attention. However, not all videos are created the same. Some focus heavily on entertainment, using humor, music, or fast editing to grab attention, while others provide more detailed explanations and facts about a product. One example of this is the Ninja CRISPi Air Fryer, a compact kitchen appliance that can be advertised through short, entertaining reels, or longer, more detailed reviews that explain its features and benefits. Different types of videos may influence adolescents in different ways: An entertaining short clip would probably grab attention quickly, but provide limited information, while a longer, fact driven video may give more explanation but risk losing viewer engagement. Brands such as Nike, Sephora, Coca-Cola, and Kia also use combinations of entertainment-focused and informational video strategies in their advertising campaigns. For example, Nike frequently uses emotionally driven storytelling and athlete-focused advertisements to create strong audience engagement, while Sephora combines product demonstrations with influencer-based content to provide detailed product information. Coca-Cola has traditionally used emotionally appealing campaigns centered around themes of happiness and connection, whereas automobile brands such as Kia often use informational advertisements highlighting product features, safety aspects, and technological advancements. The use of both entertaining and informative content styles allows these brands to strengthen engagement while simultaneously communicating product value. Since adolescence is a stage of ongoing cognitive development, it is important to understand how video length and content style affect attention, memory for details such as brand name and product features, and purchase intentions. This study aims to explore how entertainment-focused short videos, fact-focused short videos, and longer informational videos about the Ninja CRISPi Air Fryer influence adolescents' attention levels, recall accuracy, and intentions to purchase the product.

1.2 Attention and Content Duration

Attention is the taking possession by the mind, in clear and vivid form, of one out of what seem several simultaneously possible objects or train of thought (Paris Brain Institute, n.d.). It plays a significant role in processing ideas, learning, and decision making. (Stevens & Bavelier, 2011). During teenage years, attention is especially important because their cognitive control systems are still developing. This causes them to be more prone to distractions, including phone notifications, social media, and interactions with others.

Content duration refers to how long a piece of content lasts, for example a short video may only be a few seconds, while a long video may last several minutes. Difference in content lengths matters because it changes the way information is presented to the viewer and how long they are expected to stay focused (Mehring, n.d.). Short-form videos are often more effective at capturing attention quickly because they align with the fast-paced media consumption patterns commonly observed among adolescents (Guo et al., 2014). Consistent with this, exposure to TikTok-style short-form video consumption has been linked to measurable cognitive and social effects among adolescents, including a reduced capacity to sustain focus on longer or more detailed content (Kim, 2024).

For adolescents, content duration can have a significant impact on attention span and engagement levels because younger audiences often prefer fast-paced and visually stimulating content (Vaterlaus et al., 2021). Short-form videos are often more effective at capturing attention quickly because they match the fast-paced way many teenagers consume media. However, since they are so brief, they may not give enough information for viewers to develop a deeper understanding and remember the ideas being presented. In many cases, attention is captured, but not retained.

On the other hand, long videos require viewers to be engaged for a longer amount of time. This can be more difficult for adolescents, as their brains are typically designed to be slightly impatient and have lower attention spans, especially because of social media in modern times. Sustained attention may decline over time, especially when there are always distractions. However, if a long video is engaging enough, it can hold the viewers attention and cause them to think deeper and actually understand the information. This suggests that while longer videos are harder to watch, they can also be more beneficial when attention is sustained.

Overall, video duration can significantly alter the way adolescents process, retain, and pay attention to information because content length influences both cognitive engagement and information retention (Guo et al., 2014). Understanding these differences helps explain how teens engage with the content they watch and how it might shape what they remember or how they respond.

1.3 Recall, Video Length, and Content Style

Memory refers to the process through which information is encoded, stored, and later retrieved when needed (Atkinson & Shiffrin, 1968). Recall, an important aspect of memory, involves retrieving previously learned information after exposure to a stimulus. In digital marketing, recall is considered an important indicator of advertising effectiveness because consumers who remember product details such as logos, taglines, or features are more likely to recognize and engage with a brand later (Keller, 1993). As a result, marketers aim to create memorable video advertisements that improve information retention (Mayer, 2014).

In social media marketing, recall is important because platforms are highly saturated with digital content, making memorable advertisements more effective in strengthening brand awareness. Video advertisements often improve memory retention by combining visual, auditory, and emotional elements simultaneously (Mayer, 2014). Features such as music, storytelling, and influencer presentations can increase emotional engagement, while repeated exposure to video content can strengthen brand recognition (Keller, 1993). Consequently, marketers increasingly rely on engaging video content to improve recall and influence consumer behavior.

Video length plays an important role in influencing how consumers process and recall information in digital advertisements. Short-form videos are effective in capturing immediate attention through fast-paced visuals and music, but their limited duration may reduce deeper cognitive processing. As a result, adolescents may remember entertaining aspects of the content more easily than specific product details. In contrast, long-form videos provide more time for explanation and repetition, which can improve memory encoding and recall accuracy (Mayer, 2014). However, longer videos also require sustained attention, and viewers may lose focus if the content becomes less engaging.

Content style also influences recall and memory retention among viewers. Entertainment-focused videos often use humor, music, and emotional storytelling to increase engagement and memorability. However, viewers may remember the emotional experience more than factual product information. In contrast, fact-focused and informational videos emphasize product demonstrations and detailed explanations, which may encourage stronger cognitive processing and improve informational recall (Mayer, 2014).

Adolescents and young adults between the ages of 18–21 are continuously exposed to fast-paced digital content on platforms such as TikTok, Instagram, and YouTube. Constant exposure to highly stimulating videos may contribute to shorter attention spans and information overload, influencing how information is processed and remembered. As a result, individuals within this age group may remember visually engaging content more easily than detailed factual information. This pattern is consistent with experimental evidence that short-form video exposure degrades viewers' ability to retain and later act on previously encoded information, even after only brief interruptions (Chiossi et al., 2023). Consequently, content style and video duration play an important role in influencing recall among adolescents.

Recall plays an important role in influencing consumer behavior because products that are remembered are more likely to be considered during future purchasing decisions. Strong recall increases brand familiarity, which can contribute to greater trust in a brand over time. Research suggests that consumers are more likely to develop positive attitudes and purchase intentions toward brands they can easily recognize and remember (Keller, 1993). Consequently, effective video advertisements that strengthen recall may also increase adolescents' likelihood of considering the featured product in the future.

1.4 Purchase Intention and Consumer Behavior

Purchase intention refers to the likelihood that consumers will consider purchasing a product after exposure to advertisements or promotional content. In digital marketing, purchase intention is considered an important indicator of advertising effectiveness because it reflects how strongly consumers are influenced by marketing messages. Social media platforms such as TikTok, Instagram, and YouTube play a major role in shaping adolescents' purchasing behavior by continuously exposing them to branded content, influencer promotions, and product advertisements.

Attention and recall are closely connected to purchase intention because products that successfully capture attention and remain memorable are more likely to be considered during future purchasing decisions. Strong recall increases brand familiarity and trust, which can positively influence adolescents' attitudes toward products and brands (Keller, 1993). Consequently, advertisements that improve both engagement and memory retention may also increase the likelihood of future purchase consideration.

Video style and duration may also influence purchase intention differently. Entertainment-focused videos may increase emotional engagement and immediate interest through humor, music, and visually stimulating content, while fact-focused and informational videos may improve product understanding and perceived credibility. As a result, both short-form and long-form video content can shape adolescents' purchasing intentions by influencing how products are perceived, remembered, and evaluated.

2. Methodology

2.1 Research Design

This study used a between-subjects experimental design with three conditions defined by video type: an entertainment-focused short reel (Group 1), a moderate entertainment/high information reel (Group 2), and a low entertainment/detailed information video (Group 3). Participants were randomly assigned to view one of the three videos and then completed a single online survey measuring attention, recall accuracy, and purchase intention.

2.2 Participants

Participants were recruited through convenience sampling. A total of 69 respondents completed the survey (Group 1: n = 41; Group 2: n = 15; Group 3: n = 13), all of whom provided a completed consent response prior to participation. The sample included 47 female and 22 male participants, with ages spanning three bands: 13–15 (n = 23), 16–17 (n = 28), and 18–21 (n = 18). Although the study aimed for an intended target of approximately 15–19-year-old adolescents, the achieved sample was smaller than the planned N ≈ 120 and included a substantial proportion of participants outside this target range; this deviation is discussed further in the Limitations section.

2.3 Materials and Measures

The stimulus materials were three videos advertising the Ninja CRISPi Air Fryer, constructed to vary systematically in entertainment value and informational content. The entertainment-focused video (15–30 s) relied on fast-paced editing, music, and humor with minimal product detail. The moderate entertainment/high information video and the low entertainment/detailed information video (60–90 s) provided progressively more explanation of the product's features and benefits. Manipulation-check items confirmed that perceived video duration and agreement that the video "focused more on fun than facts" varied as intended across conditions.

Attention was measured with five 5-point Likert items (1 = Strongly Disagree to 5 = Strongly Agree), with two negatively worded items reverse-scored before averaging into a composite (range 1–5). Recall accuracy was measured with five open-ended/multiple-choice items asking participants to identify the product colour, brand name, tagline, a product feature, and the logo shown in the video, each scored 0 (incorrect) or 1 (correct) and summed into a composite (range 0–5). Purchase intention was measured with five 5-point Likert items, with one negatively worded item reverse-scored before averaging into a composite (range 1–5). A composite Total Score (range 0–100) was also computed by rescaling each subscale to a common 0–100 metric and averaging across the three constructs. Four additional single-item manipulation checks assessed participants' perceptions of the video's entertainment value, factual detail, duration, and fun-versus-facts framing.

2.4 Procedure

Data were collected via three separate Google Forms, one per condition, which were merged into a single dataset for analysis. After providing consent, participants were randomly directed to view one of the three stimulus videos and then completed the attention, recall accuracy, purchase intention, and manipulation-check items in a single sitting. No participants were excluded for missing data, as all 69 submitted responses contained a completed consent item.

3. Results

Three raw Google Forms response files were merged into a single dataset, one per experimental condition (Group 1: entertainment-focused reel, n = 41; Group 2: moderate entertainment/high information reel, n = 15; Group 3: low entertainment/detailed information video, n = 13; total N = 69). All 69 rows contained a completed consent response and were retained; no cases were removed for missing data.

3.1 Composite variables were constructed as follows:

Recall accuracy: Five open-ended/multiple-choice items asked participants to recall the product colour, brand name, tagline, a product feature, and the logo shown. Because the exact stimulus video was not available for independent verification, a scoring key was inferred from the modal (most frequent) response across all 69 participants for each item, on the assumption that the correct answer would be the most commonly and consistently reported detail: colour = black/grey shades; brand = any response containing "ninja"; tagline = any response containing "crisp" (covering "Crispi," "Crisp it," misspellings); logo = "Option 2"; and product feature = any substantive, concrete answer (non-answers such as "idk," "no idea," or blank responses were scored as incorrect). Each item was scored 0 (incorrect/no answer) or 1 (correct), and the five item scores were summed into a Recall Accuracy score (possible range 0–5). This is a researcher-coded approximation rather than a verified answer key; it should be checked against the actual stimulus videos before being reported as a final measure in the paper.

Purchase intention: Five 5-point Likert items measured purchase-related attitudes. The negatively worded item ("I do not intend to buy this product") was reverse-scored before averaging. The Purchase Intention score is the mean of the five recoded items (possible range 1–5).

3.2 Sample Characteristics

Table 1

Sample Composition by Video-Type Condition

Group	n	Female	Male	Age 13–15	Age 16–17	Age 18–21
1: Entertainment-focused	41	30	11	12	20	9
2: Moderate entertainment/high information	15	9	6	6	4	5
3: Low entertainment/detailed information	13	8	5	5	4	4
Total	69	47	22	23	28	18

Note. Gender and age distributions did not differ significantly across groups, $\chi^2(2, N = 69) = 1.20$, $p = .550$ for gender. A formal test of age distribution was not run due to small expected cell counts, but the pattern was broadly similar across groups.

Table 2

Means and Standard Deviations for Attention, Recall Accuracy, Purchase Intention, and Total Score by Video Type

Group	n	Attention M (SD)	Recall Accuracy M (SD)	Purchase Intention M (SD)	Total Score M (SD)
1: Entertainment-focused	41	3.39 (0.77)	3.34 (1.26)	2.85 (0.66)	57.60 (14.02)
2:Moderate entertainment/high information	15	3.63 (0.49)	3.93 (0.96)	3.25 (0.56)	66.89 (10.25)
3: Low entertainment/detailed information	13	3.14 (0.61)	4.38 (0.65)	3.32 (0.60)	66.41 (9.57)

Note. Attention and Purchase Intention were scored on a 1–5 scale; Recall Accuracy was scored on a 0–5 scale; Total Score is a 0–100 composite averaging the three rescaled subscales.

Descriptively, Group 1 (entertainment-focused) reported the lowest mean scores on Recall Accuracy, Purchase Intention, and the combined Total Score, while Groups 2 and 3 (the two more information-dense conditions) scored similarly to one another and higher than Group 1 on these measures. Attention showed a less consistent pattern, with Group 2 numerically highest and Group 3 numerically lowest.

Four single-item checks assessed whether participants perceived the three stimulus videos as intended. Kruskal-Wallis tests (used because these were single ordinal items) showed no significant group difference in perceived entertainment value, $H(2) = 0.41$, $p = .814$, but significant group differences in perceived level of factual detail, $H(2) = 19.49$, $p < .001$; in agreement that the video "focused more on fun than facts," $H(2) = 6.90$, $p = .032$; and in ratings of video duration, $H(2) = 28.65$, $p < .001$.

Table 3

Manipulation-Check Ratings by Video Type

Item	Group 1 M (SD)	Group 2 M (SD)	Group 3 M (SD)	H(2)	p
Perceived entertainment value	3.12 (1.00)	3.13 (0.92)	3.31 (0.85)	0.41	.814
Perceived factual detail	3.37 (1.11)	2.40 (1.12)	1.77 (0.83)	19.49	< .001
"Focused on fun over facts"	3.05 (1.20)	2.47 (1.19)	2.15 (0.80)	6.90	.032
Perceived duration	2.44 (0.84)	3.60 (0.74)	3.85 (0.69)	28.65	< .001

Note. All items were rated on 1–5 scales. Group 1 = entertainment-focused; Group 2 = moderate entertainment/high information; Group 3 = low entertainment/detailed information.

The duration check and the "fun over facts" check behaved as expected: perceived duration rose monotonically from Group 1 to Group 3 (consistent with the actual 15–30 s vs. 60–90 s stimulus lengths), and agreement that the video emphasized fun over facts was highest in Group 1 and lowest in Group 3, with Group 1 differing significantly from Group 3 (Games-Howell $p = .012$). Perceived entertainment value did not differ across groups, suggesting the three stimuli may not have varied in entertainment value as much as the experimental design intended, or that adolescent viewers experienced all three video formats as comparably entertaining regardless of information density.

The perceived-factual-detail item produced a pattern opposite to what the experimental design would predict: Group 1 (entertainment-focused) reported the highest perceived detail, and Group 3 (detailed information) the lowest, Games-Howell $p < .001$ for Group 1 vs. Group 3. This item was exported by the survey platform as a pre-scored numeric value rather than a text label, so the mapping between number and response option (e.g., whether 1 corresponded to "Strongly Agree" or "Strongly Disagree") could not be independently verified from the exported file, unlike the Likert items used to build the Attention and Purchase Intention composites. This reversal should therefore be checked against the original Google Form answer key before being reported as a substantive finding — it may simply reflect an inverted response scale for this one item rather than a genuine perceptual reversal.

Prior to conducting group comparisons, normality (Shapiro-Wilk) and homogeneity of variance (Levene's test) were examined for each dependent variable.

Table 4

Shapiro-Wilk Normality and Levene's Homogeneity-of-Variance Tests by Dependent Variable

Variable	Shapiro-Wilk p Group 1	Shapiro-Wilk p Group 2	Shapiro-Wilk p Group 3	Levene's p
Attention	.911	.296	.520	.232
Recall Accuracy	.001	.032	.003	.027
Purchase Intention	.343	.109	.541	.640
Total Score	.552	.125	.716	.151

Note. A Shapiro-Wilk $p < .05$ indicates a significant departure from normality within that group; a Levene's $p < .05$ indicates unequal variances across groups.

Recall Accuracy departed significantly from normality in all three groups (all ps < .05) and showed unequal variances across groups, Levene's F = 3.86, p = .027 — expected given it is a bounded, coarse 0–5 count variable with ceiling effects in Groups 2 and 3. Because of this, and because of the unequal and small group sizes (especially Groups 2 and 3), results are reported using both Welch's ANOVA (which does not assume equal variances) and the non-parametric Kruskal-Wallis test as a robustness check, alongside the classic one-way ANOVA for completeness. Where the three tests agree, this is noted; where they diverge, the more conservative/robust result is emphasized.

Table 5

One-Way ANOVA, Welch's ANOVA, and Kruskal-Wallis Results Comparing Video Types on Attention, Recall Accuracy, Purchase Intention, and Total Score

Variable	Classic ANOVA F(2, 66)	p	η^2p	Welch's F	p	Kruskal-Wallis H(2)	p
Attention	1.73	.185	.050	2.66 (2, 30.05)	.086	3.47	.177
Recall Accuracy	4.92	.010	.130	7.50 (2, 32.75)	.002	8.09	.018
Purchase Intention	3.97	.024	.107	4.05 (2, 27.53)	.029	7.24	.027
Total Score	4.33	.017	.116	4.83 (2, 30.77)	.015	8.07	.018

Note. η^2p = partial eta-squared (classic ANOVA); conventional benchmarks: .01 = small, .06 = medium, .14 = large (Cohen, 1988). Welch's F is reported with its corrected degrees of freedom in parentheses.

RQ1 (Attention). Video type was not significantly associated with self-reported attention, Welch's F(2, 30.05) = 2.66, p = .086, η^2p = .050, and this null result was confirmed by the Kruskal-Wallis test, H(2) = 3.47, p = .177. Descriptively, attention was numerically highest in the moderate entertainment/high information group (M = 3.63) and lowest in the low entertainment/detailed information group (M = 3.14), but the difference did not reach conventional significance thresholds, and the associated effect size was small. Adolescents in this sample did not report reliably different levels of attentional engagement as a function of the entertainment-to-information balance of the video they watched.

RQ2 (Recall). Video type was significantly associated with recall accuracy, F(2, 66) = 4.92, p = .010, η^2p = .130 (a large effect), corroborated by Welch's F(2, 32.75) = 7.50, p = .002, and the Kruskal-Wallis test, H(2) = 8.09, p = .018. Recall accuracy was lowest in the entertainment-focused group (M = 3.34, SD = 1.26) and highest in the low entertainment/detailed information group (M = 4.38, SD = 0.65), with the moderate group falling in between (M = 3.93, SD = 0.96).

RQ3 (Purchase Intention). Video type was also significantly associated with purchase intention, F(2, 66) = 3.97, p = .024, η^2p = .107 (a medium-to-large effect), corroborated by Welch's F(2, 27.53) = 4.05, p = .029, and the Kruskal-Wallis test, H(2) = 7.24, p = .027. Purchase intention was lowest in the entertainment-focused group (M = 2.85, SD = 0.66) and higher in both the moderate (M = 3.25, SD = 0.56) and low-entertainment/detailed (M = 3.32, SD = 0.60) groups.

Combined Total Score. The overall composite also differed significantly by group, F(2, 66) = 4.33, p = .017, η^2p = .116, Welch's F(2, 30.77) = 4.83, p = .015, Kruskal-Wallis H(2) = 8.07, p = .018. The entertainment-focused group scored lowest overall (M = 57.60, SD = 14.02), while the moderate (M = 66.89, SD = 10.25) and low-entertainment/detailed (M = 66.41, SD = 9.57) groups scored similarly to each other and substantially higher than Group 1.

Table 6

Games-Howell Post Hoc Pairwise Comparisons

Variable	Comparison	Mean Diff.	Hedges' g	p
Recall Accuracy	G1 vs. G2	−0.59	−0.49	.164
	G1 vs. G3	−1.04	−0.90	.001
	G2 vs. G3	−0.45	−0.53	.322
Purchase Intention	G1 vs. G2	−0.40	−0.62	.078
	G1 vs. G3	−0.47	−0.72	.064
	G2 vs. G3	−0.07	−0.12	.947
Total Score	G1 vs. G2	−9.29	−0.70	.028
	G1 vs. G3	−8.81	−0.66	.041
	G2 vs. G3	0.48	0.05	.991

Note. G1 = entertainment-focused; G2 = moderate entertainment/high information; G3 = low entertainment/detailed information. Hedges' g benchmarks: 0.2 = small, 0.5 = medium, 0.8 = large (Cohen, 1988).

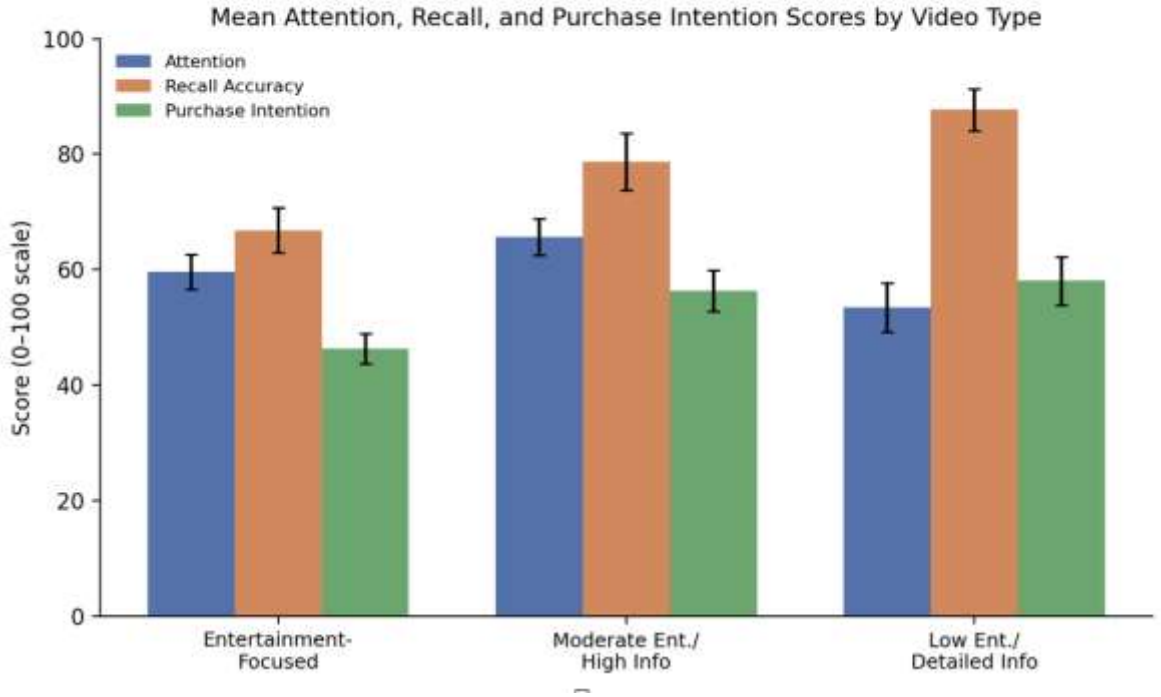


Figure 1: Mean Attention, Recall Accuracy, and Purchase Intention Scores (Rescaled to 0–100) by Video Type

Note. Error bars represent ± 1 standard error of the mean. Each subscale is rescaled to a common 0–100 metric for visual comparability.

Because the omnibus Recall Accuracy effect was the strongest of the three primary outcomes, the five individual recall items were examined separately to identify which specific details drove the group difference.

Table 7

Percentage of Participants Correctly Recalling Each Product Detail, by Video Type

Group	Colour	Brand Name	Tagline	Logo	Feature (any concrete answer)
1: Entertainment-focused	85.4%	61.0%	29.3%	61.0%	97.6%
2: Moderate entertainment/high information	66.7%	73.3%	73.3%	80.0%	100.0%
3: Low entertainment/detailed information	84.6%	100.0%	69.2%	84.6%	100.0%

The clearest gap between conditions was in tagline recall: only 29.3% of the entertainment-focused group correctly reproduced the tagline, compared with 73.3% and 69.2% in the moderate and low-entertainment/detailed groups, respectively — more than double the accuracy rate. Brand name recall showed a similar, smaller gradient (61.0%, 73.3%, 100.0%), and logo recognition followed the same pattern (61.0%, 80.0%, 84.6%). Colour recall and the open-ended feature question did not differentiate the groups meaningfully (all groups near ceiling on the feature item). This pattern suggests that the entertainment-focused format was specifically less effective at embedding verbal/brand-message details (tagline, brand name) than the two more information-dense formats, rather than impairing recall uniformly across all content types.

To explore whether the three outcome measures moved together at the individual level (beyond the group-level comparisons above), Pearson correlations were computed across all 69 participants, collapsing across conditions.

Table 8

Pearson Correlations Among Attention, Recall Accuracy, Purchase Intention, and Total Score (N = 69)

Variable	1	2	3	4
1. Attention	—			
2. Recall Accuracy	.15	—		
3. Purchase Intention	.26*	.21	—	
4. Total Score	.64**	.75**	.66**	—

Note. *p < .05. **p < .001. Total Score correlates strongly with all three subscales by construction; the more informative correlations are among the three individual subscales themselves.

Attention and Purchase Intention were weakly-to-moderately positively correlated ($r = .26$, $p = .028$), suggesting that adolescents who reported paying closer attention also reported somewhat higher purchase interest. Attention and Recall Accuracy were not significantly correlated ($r = .15$, $p = .213$), and Recall Accuracy and Purchase Intention were also not significantly correlated ($r = .21$, $p = .086$). This pattern indicates that recalling brand details and feeling attentive/persuaded are relatively distinct processes in this sample — a video type that boosts recall (the information-dense formats) does not automatically also boost moment-to-moment attentional engagement, and vice versa.

A few additional checks were run to explore whether demographic or prior-experience factors, rather than video type alone, might account for the pattern of results.

Brand familiarity: Participants who reported already being familiar with the brand ($n = 33$) did not differ significantly in purchase intention from those unfamiliar with it ($n = 36$), Welch's $t = 1.13$, $p = .264$ ($M = 3.12$ vs. 2.94), suggesting the group differences reported above are unlikely to be explained by pre-existing brand familiarity.

Gender: The distribution of gender across the three video-type groups did not differ significantly, $\chi^2(2, N = 69) = 1.20$, $p = .550$, indicating random assignment was reasonably balanced with respect to gender.

Screen time: Average daily screen time (ordinal, four categories) was not significantly correlated with Attention scores, Spearman's $r = .08$, $p = .524$, suggesting habitual screen-time levels did not meaningfully explain differences in self-reported attention in this sample.

Age: Age bands (13–15, 16–17, 18–21) were distributed somewhat unevenly across groups (see Table 1) but in a pattern that did not suggest systematic confounding of any single group with a particular age band. Given the

small cell sizes, a formal age × group interaction test was not conducted; this should be revisited if a larger sample is collected.

3.3 Summary of Findings by Research Question

RQ1 (Attention). Video type did not significantly affect self-reported attention levels in this sample, though the moderate entertainment/high information format was descriptively associated with the highest attention and the low entertainment/detailed format with the lowest.

RQ2 (Recall). Video type significantly affected recall accuracy, with the entertainment-focused format producing the weakest recall — particularly for the brand's tagline and, to a lesser degree, brand name and logo — and the low entertainment/detailed information format producing the strongest recall overall.

RQ3 (Purchase Intention). Video type significantly affected purchase intention, again with the entertainment-focused format associated with the lowest intentions to purchase and the two more information-dense formats associated with higher and statistically similar levels of purchase intention.

Across all three outcomes and the combined Total Score, the consistent pattern was a distinction between the entertainment-focused format (lower recall, lower purchase intention, lower total engagement) and the two more information-dense formats (moderate and low-entertainment), which performed similarly to each other. This suggests that, in this sample, adding factual/informational content — even in a still-short 15–30 second reel — was associated with the largest gains in recall and purchase intention, with comparatively little additional benefit from extending duration further to 60–90 seconds.

3.4 Limitations

2. Age range deviation: Nearly 60% of participants fell outside the intended 15–19-year target range (33.3% were 13–15 and 26.1% were 18–21), which may affect how well these findings generalize specifically to the adolescent population described in the research aims.

3. Recall scoring key: The Recall Accuracy score was built using a researcher-inferred answer key (based on the most common response given), not a verified ground truth from the actual stimulus videos. This is a reasonable approximation but should be replaced with the true, verified correct answers (colour, brand, tagline, feature, logo as actually shown in each video) before the recall results are finalized for submission.

4. Manipulation-check scale direction: The numeric coding direction for the four single-item manipulation checks (entertainment, detail, duration, fun-vs-facts) could not be independently verified from the exported spreadsheet, unlike the text-labeled Likert items used for the Attention and Purchase Intention composites. The unexpected reversal on the “perceived detail” item should be checked against the original Google Form before being interpreted substantively.

5. Self-report measures: Attention, recall, and purchase intention were all measured via self-report immediately after viewing; no behavioral or delayed-recall measures were used, which is a common limitation in short-form media research but worth noting when discussing generalizability to real-world purchasing behavior.

6. Multiple comparisons: Post hoc pairwise tests used the Games-Howell correction, which is appropriate for unequal variances/sample sizes, but with only 13–41 participants per group, some meaningful-looking pairwise differences (e.g., Purchase Intention, Group 1 vs. Group 2/3) did not reach the conventional $p < .05$ threshold and should be described as suggestive rather than confirmed until replicated with a larger sample.

4. Discussion

The findings of the present study revealed that videos which are heavily focused on entertainment, tend to produce lower attention levels when compared to videos that contain informative content. This finding is supported by evidence in existing literature. For instance, a study by Alruwaili (2025) surveyed 745 social media users and examined the relationships between short and long form videos and the outcomes that reflect in adolescents. The study found that both frequency and duration of short form video use, as well as scrolling, were significantly linked to negative cognitive issues. In addition, scrolling consistently predicted difficulty in attention, memory disruption, and cognitive fatigue. Additionally, according to a study done by Xie et al. (2023), they studied online information videos and looked at whether adding entertainment focused elements affected viewers' attention. They identified several characteristics of infotainment, including storytelling, news topics, celebrities, emotional content, headlines, etc. They then analyzed how these characteristics related to audience attention. The study found that content that was more entertainment focused, was able to draw viewers in, however not keep them attentive and they weren’t able to remember much from what they were viewing.

The study also revealed that videos which were more entertainment focused, had a lower recall accuracy, while videos which were more high in detail and less entertainment focused, had stronger recall accuracy. According to a study done by Yang and Dongqi (2025), it found that when viewers perceived a video to be useful or practical, they were more attentive to the content, which helped them understand it better and remember more of the information presented. This suggests that videos focused more on informational and useful details, rather than entertainment, can allow for greater attention and better recall. In addition, a study done by Petrova (2026), compared students who watched the same information in short clips with students who watched it in one continuous longer video. The study found that the people who watched the short clips scored lower on memory tests both immediately, and the next day, and they also forgot more information over time. Brain scans revealed that the short videos caused more activity relating to rapidly shifting attention, while the continuous video produced stronger results related to the brains' attention, comprehension and memory.

Additionally, the study revealed that the entertainment focused format associated with the lowest intentions to purchase and the information focused format associated with higher and statistically similar levels of purchase intentions. According to a study done by Yang, Chaiyasoonthorn, and Chaveesuk (2024), characteristics of livestreaming, including factors related to the product and livestream environment, positively influenced consumers' purchase intentions. It also found that trust and impulsiveness positively influenced purchase intentions. Content that provides consumers with useful, product related information can help create the conditions that lead to stronger purchase intentions. However, entertainment itself doesn't necessarily provide customers with the confidence and information to make a purchasing decision. Another study done by Sokolova, Vessal, and Perez (2025), found that information quality increases affection towards influencers, and along with entertainment, helps explain purchase intention. Additionally, it found that people who valued information more, showed higher purchase intentions. This supports the idea that information focused content can encourage purchasing. Similarly, Huang and Yu (2024) found that deeper forms of online consumer engagement were shaped by the interaction between personality and the way consumers processed social content, suggesting that information-dense formats may foster the kind of sustained engagement that translates into purchasing behavior. However, disclosure and literacy research cautions that this relationship is not always straightforward: Lin et al. (2026) found that, among adolescents, greater conceptual understanding of persuasive intent did not reliably reduce purchase intention, and in some cases was associated with higher intentions to buy, while a more critical, evaluative stance toward advertising was the factor most consistently linked to lower purchase intention. This suggests that simply providing more product information may not be sufficient on its own; adolescents' critical evaluation of that information may play an equally important role in shaping their purchase decisions.

5. Conclusion

This topic is significant because social media content is a big part of how teenagers see information and advertisements today. Different types of videos can affect and influence how much attention people pay, what they recall from it, and whether they are interested in buying the product or not. By comparing entertaining short videos, fact focused short videos, and longer informational videos, the research helps provide insight on which type of content is the most effective when trying to reach adolescents.

These findings could be useful, specifically for businesses and people who create advertisements on social media. Since the results show that entertaining videos get attention but do not lead to as much recall or interest in buying the product, companies may need to include more useful information in their videos. On the other hand, since information focused videos lead to better recall and stronger purchase intentions, businesses may want to focus more on describing and clearly explaining their products. Overall, the study could help advertisers understand how to create content that not only catches adolescents' attention, but also help them remember and understand what they're seeing.

5.1 Future recommendations:

1. Increase the sample size: Future research should include a larger and more evenly distributed number of participants in each group. A larger group would make results more statistically significant, and make the results more reliable.
2. Use a more specific age range: Future studies should focus more on the age group that was intended, where in this case it was adolescents ages 15-19. This would make the findings more representative of the age group the research was studying.

3. Improve recall measurement: Future research should use a verified answer key based directly on the information shown in each video. Researchers could also include a delayed recall test to see whether the participants remember the information later on, after more time has passed.
4. Include behavioral measures: Future studies could measure actual behavior, in addition to self reported purchase intentions and attention. For example, researchers could do this by tracking participants, whether they click on a product, search for it, or actually purchase it. This could provide a better understanding of how different video styles could influence peoples' behavior in the real world and purchasing decisions.

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