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The Era of AI-Generated Video Production

Exploring Consumers' Attitudes

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Abstract

Background: This study explores consumer attitudes towards AI-generated videos using the ABC model of attitudes, which includes Affective, Behavioral, and Cognitive components. AI-generated videos represent a significant evolution in content creation, incorporating advanced technologies that evoke a range of emotional, behavioural, and cognitive responses from consumers. Understanding these responses is crucial as AI becomes increasingly integrated into media production.

Purpose: The purpose of this study is to explore consumers' attitudes towards AI-generated videos.

Methodology: Data was collected through semi-structured interviews with participants from diverse backgrounds and professions. A purposive sampling method was employed to select participants familiar with generative AI technology, ensuring a rich and diverse set of insights.

Findings: Findings reveal a spectrum of emotional responses, with negative emotions often tied to perceptions of artificiality and lack of authenticity, while positive emotions are driven by the novelty and potential of AI technology. Behavioural intentions varied, ranging from reluctance due to trust issues to openness influenced by perceived benefits and professional interests. Cognitive evaluations highlighted knowledge disparities and ethical concerns, with deeper understanding correlating with cautious optimism or scepticism.

Conclusion: The study contributes to the literature by providing a nuanced understanding of how affective, behavioural, and cognitive dimensions interact to shape overall consumer attitudes towards AI-generated videos. Practical implications suggest that companies and marketers should address trust and ethical concerns while enhancing the authenticity and transparency of AI-generated videos to foster positive consumer engagement.

Keywords: *AI, generate, video, (AIGV), generative, consumer, attitudes, ABC model, response, intention, feeling, emotion, behaviour, cognitive, affective, Artificial intelligence*

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1. Introduction

1.1 Background

Artificial Intelligence (AI) refers to the simulation of human intelligence in machines designed to think and learn like humans (IBM, n.d.). The foundational concepts of AI can be traced back to the mid-20th century, notably to pioneers like Alan Turing who explored the potential of machines to think autonomously (SAS, n.d.). Today, AI has progressed from simple algorithms performing basic tasks to sophisticated systems that drive cars, manage finances, and even diagnose diseases (SAS, n.d.).

AI's capabilities stem from areas such as machine learning, where computers learn from data without explicit programming, and deep learning, a subset inspired by the brain's structure known as artificial neural networks (LeCun, Bengio, and Hinton, 2015). This evolution allows AI not only to perform repetitive tasks but also to adapt to new scenarios and generate outputs based on learned data (LeCun, Bengio, and Hinton, 2015). The integration of AI into content creation represents a significant evolution in the field. Starting with simple text-based content, AI's role in content creation has rapidly expanded into more complex forms, including video production. For example, tools like Adobe's Sensei use AI to enhance video editing by automating cumbersome processes and creating more engaging content (Adobe, n.d.).

Generative AI has further pushed the boundaries by creating new content, including technologies like OpenAI's GPT for text and DALL-E for images. These advancements have set the stage for tools capable of generating realistic video content such as OpenAI’s Sora tool (Open AI, 2024; Roman, 2023). AI systems analyse existing videos to understand style and composition, and then generate new videos that mimic human-created content, influencing various sectors from entertainment to education (Roman, 2023). AI-generated videos represent a groundbreaking shift in content creation, leveraging advanced machine learning and neural networks to produce original videos from simple text prompts (Roman, 2023). These tools democratise video production, enabling users to generate professional-quality content without traditional filmmaking resources. The technology's ability to blend various creative styles has led

to viral phenomena, such as unique brand collaborations and celebrity deepfakes (Roman, 2023).

The acceptance and utilisation of AI-generated videos are influenced by consumer attitudes, which are lasting, general evaluations of people, objects, advertisements, or issues (Solomon, Bamossy, Askegaard, and Hogg, 2016). An attitude object is anything towards which one has an attitude. According to the ABC Model of Attitudes, attitudes consist of three components: Affective (emotions and feelings), Behavioral (behaviour and intentions), and Cognitive (thoughts and beliefs). These components are shaped by factors such as media portrayal, personal technology experiences, and societal norms (Solomon et al., 2016). Understanding these components is crucial for exploration on how consumers feel toward, interact with, and think about AI-generated videos (Solomon et al., 2016).

1.2 Problem Discussion

AI-generated videos have significant implications for consumer attitudes, particularly when viewed through the lens of the ABC model of attitudes, which includes Affective (emotions), Behavioral (actions), and Cognitive (beliefs) components (Solomon et al., 2016). While these videos offer innovative possibilities, they also raise concerns that affect each component of consumer attitudes.

AI-generated videos can evoke a range of negative emotions. For example, the hyper-realism of deep fake videos can create fear and anxiety about privacy violations and potential misuse, such as blackmail or cyberbullying (Jay, 2023). These emotions are not only immediate reactions but can also foster long-term distrust and discomfort towards AI technologies (Jay, 2023). Ma, Dai, and Dang (2023) emphasise the need for further research into how different negative emotions, such as shame and frustration, specifically influence attitudes towards AI-generated videos. The affective responses to these videos can vary widely among individuals and cultures, complicating the general acceptance and emotional appeal of such content. Additionally, the PBS Newshour segment highlights the potentially dangerous implications of AI tools creating extremely realistic videos, further contributing to the emotional unease among consumers (PBS, 2023).

The behavioural reactions to AI-generated videos are influenced by the perceived authenticity and intent behind the content. As AI-generated videos become more prevalent, consumers may become more sceptical and defensive, reducing their engagement and willingness to support AI-generated videos. Arango, Singaraju, and Niininen (2023) note that knowing content is synthetic can lead to perceptions of manipulative intent, potentially decreasing the effectiveness of emotional appeals in marketing and advertising. This scepticism can lead to reduced interaction with and trust in AI-generated videos, and influence consumer behaviour negatively. The rapid advancement of AI in video creation raises concerns about the authenticity of content and the potential for misuse, further influencing consumer behaviour (Roman, 2023).

The cognitive perceptions of AI-generated videos are shaped by beliefs about their authenticity and ethical implications (Solomon et al., 2016). As noted in the PBS Newshour segment, the potentially dangerous implications of AI tools that create extremely realistic videos include the erosion of trust in visual media (PBS, 2023). When consumers doubt the authenticity of what they see, it challenges their cognitive beliefs about the reliability of media, leading to broader scepticism towards AI technologies. Persson, Laaksoharju, and Koga (2021) highlight the importance of considering cultural differences and individual traits in shaping these cognitive perceptions, as different populations may interpret and react to AI-generated content in diverse ways.

Several limitations and areas for future research need addressing to better understand consumer attitudes towards AI-generated videos. Ma, Dai, and Dang (2023) call for more nuanced investigations into how specific negative emotions beyond fear, disgust, anger, and sadness influence attitudes. Adding to this, Persson, Laaksoharju, and Koga (2021) stress the need for methodological rigour and consideration of different AI types and cultural contexts to obtain more reliable data. Latikka, Bergdahl, Savela, and Oksanen (2023) stress the importance of cross-national studies to understand how cultural and technological environments influence AI acceptance. Furthermore, Wang, Zhou, Ma, Li, Ai, and Yang (2020) suggest incorporating more diverse stimuli and examining demographic factors, such as age and gender, that affect attitudes towards AI-generated content. Complementing these perspectives, Demmer,

Kuhnapfel, Fingerhut, and Pelowski (2023) recommend exploring emotional connections and perceived intentions behind AI-generated art to gain insights into how consumers emotionally engage with AI-generated videos.

1.3 Purpose

The purpose of this study is to explore consumers' attitudes towards AI-generated videos.

1.4 Research Question

What attitudes do consumers have towards videos generated by Artificial Intelligence?

2. Theoretical Framework

Constructed around the three components of the ABC model of attitudes (Affective, Behavioural, and Cognitive).

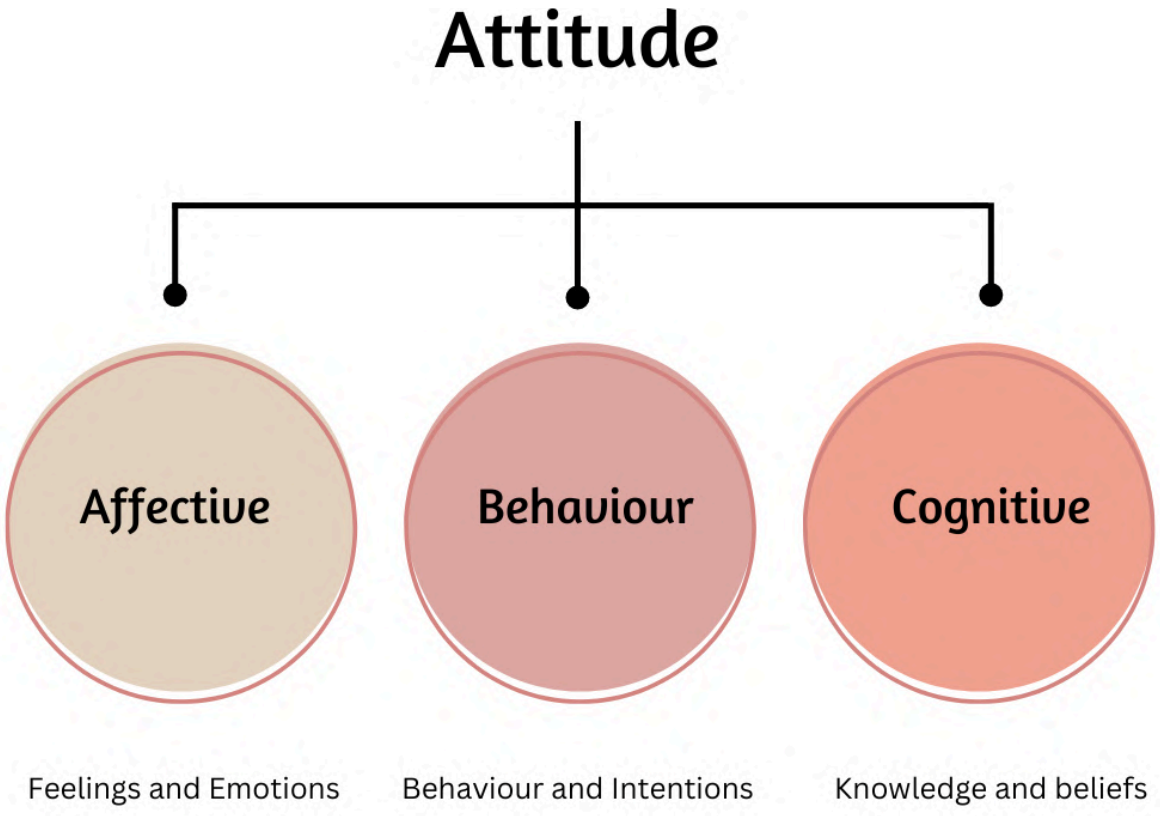

Figure 1: ABC Model of attitudes (Solomon et al., 2016)

2.1 Affective Component towards AI

The affective component pertains to the feelings or emotional reactions an individual has towards an object (Solomon et al., 2016). It encapsulates the emotional response triggered by or associated with a product, service or advertisement. This emotional response can range from positive to negative feelings and plays a crucial role in shaping consumer attitudes (Solomon et al., 2016). Recent studies delve into the intricate emotional interplay between humans and artificial intelligence (AI) in various contexts and scenarios.

In competitive scenarios where artificial intelligence challenges humans in completing tasks, Ma, Dai, and Deng (2023) reveal that AI's triumph over humans can evoke negative emotions such as fear, anger, disgust, and sadness, creating an undercurrent of adverse sentiments towards AI. This contrasts with findings from Persson, Laaksoharju, and Koga (2021), who observed that in Sweden, increased exposure to AI through movies or direct experience correlates with reduced anxiety and heightened curiosity and interest towards AI technologies, pinpointing that familiarity with AI mitigates negative emotions and fosters positive emotions towards AI (Persson, Laaksoharju, and Koga, 2021). Additionally, Latikka et al. (2023), report that while some Finnish adults find AI in art intriguing and modern, others find it strange and scary. This highlights a divide in how AI in art is perceived, influenced by its unfamiliarity and concerns about authenticity, which influences emotional responses towards AI-generated artistic content. These findings emphasise the role of relatedness and autonomy in shaping positive attitudes towards AI in art (Latikka et al., 2023).

Moreover, Wang, et al. (2020) find that different types of video content elicit varied emotional reactions; pet videos often evoke happiness, whereas gaming videos might incite surprise or fear, highlighting how content type directly influences emotional engagement. Furthermore, Demmer et al. (2023) observed that computer-generated art evokes specific emotional responses such as feelings related to ugly/beautiful, unpleasant/pleasant, and boring/interesting, demonstrating that AI-generated artworks can indeed engage humans emotionally. However, the study found that human-made art generally elicited stronger reactions across these emotional spectrums, challenging the perception that AI art lacks the capacity to evoke significant emotional responses (Demmer et al., 2023). This is further supported by Arango, Singaraju, and Niininen (2023), who note that consumers aware that videos are AI-generated tend to exhibit specific emotional responses, including reduced empathy, diminished feelings of guilt, and decreased perceived sadness, indicating an attenuation of emotional engagement with AI-generated videos due to a missing depth and authenticity that usually fosters stronger empathetic emotions among viewers (Arango, Singaraju, and Niininen, 2023).

2.2 Behavioural Component towards AI

The behavioural component, also known as the conative component, refers to the way an attitude influences how an individual behaves or intends to behave (Solomon et al., 2016). It encompasses the consumer's actions towards the product or service, including their predisposition to purchase or engage with it. This component is reflective of past experiences and the likelihood of future actions (Solomon et al., 2016). For example, a positive attitude towards a brand could lead to repeated purchases or brand loyalty, whereas a negative attitude could result in avoidance or seeking alternatives.

Tasgit, Baykal, Aydin, Yakopglu, and Coskuner (2023) discovered that employees who hold a positive intention towards artificial intelligence perceive it as a beneficial addition to their existing technological tools, correlating with improved task and contextual performance. Conversely, employees with a negative intention towards AI, often fearing dependency and loss of skills, tend to have decreased task and contextual performance while expressing heightened personal well-being and personal development concerns (Tasgit et al., 2023). Similarly, Pellas (2023) highlights the significant role of AI training in educational settings, showing that direct AI training, which involves training on how to use and understand AI, markedly influences students' intentions towards using AI and machine learning technologies. This finding indicates that effective training on AI can substantially improve attitudes and intentions towards AI, shaping how students plan to adopt AI technologies in their future educational practices.

Cao, Duan, Edwards, and Dwivedi (2021) extend these findings by exploring the factors influencing managerial attitudes and intentions towards AI. They discovered that traditional factors like peer influence, facilitating conditions (availability of necessary resources), and expectations about performance and effort do not significantly affect managers' intentions to adopt AI. Instead, concerns about personal well-being have a significant negative influence on attitudes and intentions, meaning worries about AI adversely affecting health or work-life balance discouraged positive attitudes and intentions towards AI. While fears related to skill loss and career stagnation specifically affect intentions, suggesting that concerns about becoming obsolete or not advancing

professionally due to AI can dissuade managers from embracing it. (Cao et al., 2021). They also found that perceived threats like security risks and job displacement strongly influence attitudes but do not directly shape intentions (Cao et al., 2021).

Yue and Li (2023) provide further insights into consumer behaviour and intentions towards AI products. They found that consumers with positive outcome expectations are more likely to use AI-dominant services, perceiving them as beneficial. However, those with negative expectations tend to avoid AI-dominant services due to perceived risks, showing a preference for AI-assisted services instead (Yue and Li, 2023).

In the legal domain, Xu, Wang, and Lin (2022) reveal that while "legal use" isn't a direct factor in consumer acceptance of AI lawyers, it indirectly influences perceived ease of use and usefulness, which then shape usage intentions. They found that consumers prefer AI that works alongside humans rather than replacing them (Xu, Wang, and Lin, 2022). Extended intelligence models that enhance human-AI collaboration can facilitate the normalised use of AI in legal work due to its efficiency and convenience. Despite their current stage of development, AI lawyers show significant market potential if designed with intuitive interfaces and certification to build trust (Xu, Wang, and Lin, 2022), as trust in AI greatly enhances AI-based service usage (Jang, 2023). Kshetri, Dwivedi, Davenport, and Panteli (2024) emphasise that accessibility and ease of usage promote widespread adoption of Generative AI (GAI) tools among marketers, especially in fields like personalization, content creation, and insight generation. They note that GAI’s trialability through free tools and lack of costly software is pivotal in this adoption (Kshetri et al., 2024).

2.3 Cognitive Component towards AI

The cognitive component involves the beliefs or knowledge an individual has about an object (Solomon et al., 2016). It is based on the information and facts the consumer holds regarding the product or service, including attributes, features, and benefits. This component is crucial for the rational evaluation of the pros and cons associated with the product or service. Consumers use this information to justify their feelings and potential behaviours towards a product (Solomon et al., 2016). For example, understanding the durability and efficiency of a product can lead to a positive attitude based on its perceived value.

Schwesig, Brich, Buder, Huff, and Said (2023) and Chen, Chan-Olmsted, Kim, and Sanabria (2022) both highlight the positive correlation between perceived and actual knowledge of AI and the inclination to adopt AI technologies. Schwesig et al. (2023) conducted an in-depth exploration into public perceptions and knowledge concerning artificial intelligence (AI) and its potential impact on the adoption of AI-based applications. Interestingly, their findings suggested that individuals' confidence in their understanding of the risks and opportunities associated with AI did not significantly influence their likelihood of adopting AI technologies (Schwesig et al., 2023). However, notably, those who perceived themselves as more knowledgeable about AI demonstrated a greater inclination to embrace AI applications. Highlighting that personal beliefs regarding one's proficiency in understanding AI may indeed play an important role in shaping attitudes towards the utilisation of AI (Schwesig et al., 2023). Moreover, the study discovered that both actual AI knowledge and confidence in AI knowledge were positively correlated with the willingness to use AI technologies (Schwesig et al., 2023). The study by Chen et al. (2022) found that occupations with higher exposure to AI exhibited more positive sentiments towards generative AI. Contrary to the common fear of technological displacement, those frequently interacting with AI appreciated its benefits more, likely due to a better understanding of its practical applications in their fields (Chen et al., 2022).

The research by Miyazaki, Murayama, Uchiba, An, and Kwak (2024) complements these findings by examining users' perceptions of generative AI by analysing an extensive dataset comprising 3 million Twitter posts. Their comprehensive

research delved deeply into how individuals from various occupational backgrounds interacted with and perceived generative AI (Miyazaki et al., 2024). Their investigation revealed a positive sentiment towards generative AI, particularly among those with higher exposure to AI technology. Both Miyazaki et al. (2024) and Persson, Laaksoharju, and Koga (2021) studies uncover significant concerns regarding AI adoption and its implications. Miyazaki et al. (2024) highlight negative sentiments expressed by illustrators, stemming from apprehensions about the potential unethical use of their work in AI applications. On the other hand, Persson, Laaksoharju, and Koga (2021) reveal a shared concern among Japanese and Swedish participants regarding job security due to automation with AI. This universal fear reflects the broader societal implications of AI-driven automation on employment opportunities (Persson, Laaksoharju, and Koga, 2021).

Park and Woo (2022) and Shin (2021) both highlight the importance of cognitive factors in shaping user attitudes towards AI. Both studies emphasise that positive cognitive evaluations are crucial for fostering positive attitudes towards AI. Park and Woo (2022) discuss how personality traits such as openness to experience and innovativeness in information technology influence these evaluations, enabling individuals to see AI's potential for functionality and social interaction more positively. Furthermore, their study found that these cognitive evaluations are crucial for individuals to justify their feelings and potential behaviours towards AI. For instance, if a consumer believes that an AI system is both effective in its functionality and capable of facilitating social interactions, this knowledge can lead to a positive attitude based on the perceived value of the AI system (Park and Woo, 2022).

Similarly, Shin (2021) explores how explainability and user trust in AI systems, influenced by factors like interpretability and understandability, lead to positive user perceptions. Both studies (Park and Woo, 2022; Shin, 2021) converge on the idea that positive perceptions—whether influenced by personality traits or system characteristics—are essential for justifying user feelings and behaviours towards AI. Shin (2021) further elaborated that when users trust AI systems, they find the content valuable and convenient, which enhances their satisfaction. This satisfaction, in turn, fosters further trust and encourages continued use. Trust reassures users about the

transparent use of their data, leading to positive perceptions and increased satisfaction. Thus, trust is fundamental in the relationship between algorithms and users, promoting AI acceptance and supporting the development of human-centred AI (Shin, 2021). Similarly, Miyazaki et al. (2024) found that the significant role of casual engagement with generative AI, such as interacting with ChatGPT for leisure, in eliciting positive reactions from users (Miyazaki et al., 2024).

Adding a cross-cultural perspective, Persson, Laaksoharju, and Koga (2021) conduct a comprehensive study on attitudes towards AI in Japanese and Swedish populations, aiming to explore potential cultural differences or similarities. They discover that individuals expressing a desire for closer, more intimate relationships with AI tend to exhibit less negative attitudes towards it (Persson, Laaksoharju, and Koga, 2021; Shin, 2021; Miyazaki et al., 2024), regardless of their cultural background Persson, Laaksoharju, and Koga (2021). Similar to the study conducted by Shin (2021), they found that familiarity with AI is consistently linked to reduced negativity in both Japanese and Swedish samples, suggesting that increased exposure and understanding of AI technology can mitigate concerns and foster more positive attitudes towards its adoption (Shin, 2021; Persson, Laaksoharju, and Koga, 2021).

3. Methodology

3.1 Research Strategy

The research strategy initiated with the identification of the broader topic of generative AI as a developing field within digital content creation. Within this expansive area, the specific subject of AI-generated videos was selected due to its innovative impact and the increasing integration of AI technologies in media production (Roman, 2023). This selection was driven by the desire to explore the attitudes towards new emerging video generative AI. This was accomplished by conducting a systematic search of keywords and phrases related to AI and similar AI terms (AI-generated videos, Generative AI, etc.) across academic research databases (see Appendix 1). The search revealed a robust body of literature centred around the development and applications of AI in content creation. However, it also uncovered a significant gap: the scarcity of research focusing specifically on consumer attitudes towards AI-generated videos. Thus, leading to a more focused research on consumers' attitudes towards AI-generated videos. As a result, the final research question was formulated to specifically address: "What attitudes do consumers have towards videos generated by Artificial Intelligence?". This question aims to uncover the complex interplay of affective, behaviours, and cognitive aspects that consumers exhibit towards AI-generated videos, offering insights that are vital for both academic research and practical application.

Qualitative research, characterised by its exploratory nature, prioritises depth through interviews, focus groups, and observations to capture the nuanced complexities of feelings, behaviours, and beliefs (Bell, Bryman, and Harley, 2019). This approach is particularly effective in generating detailed insights into emerging social phenomena, allowing for the inductive emergence of theories (Bell, Bryman, and Harley, 2019). Rooted in interpretivism, it recognizes the subjective nature of reality as shaped by individual and social contexts (Bell, Bryman, and Harley, 2019). Given its ability to intricately explore the dynamics of emotions, intentions, and beliefs towards AI-generated videos, this qualitative approach was selected to provide a rich, contextual understanding and to "see through the eyes of the people being studied" (Bell, Bryman,

and Harley, 2019, p. 366), crucial for examining new phenomena like AI-generated videos (Bell, Bryman, and Harley, 2019).

3.2 Data Collection Method

As this research seeks rich and detailed answers reflecting on consumers' attitudes towards AI-generated videos, individual interviews have been chosen as the data collection method (Bell, Bryman, and Harley, 2019). Semi-structured interviews were employed to reveal primary data based on the ABC model of attitudes towards AI-generated videos. This approach is particularly advantageous over structured interviews because it allows the researcher to deviate from the predetermined order of questions and ask follow-up questions that may uncover unforeseen yet valuable insights (Bell, Bryman, and Harley, 2019;Galletta and Cross, 2013).

To reduce potential bias inherent in qualitative methods, themes were carefully defined in advance, and interview guides were meticulously prepared. This ensures transparency throughout the interviews and facilitates systematic analysis of the data collected from each participant (Bell, Bryman, and Harley, 2019). By using an interview guide with predefined themes, researchers can effectively minimise bias and ensure systematic analysis, thereby enhancing the richness of data and encouraging participants to share their experiences and perspectives in their own words.

Moreover, semi-structured interviews are particularly effective for this study as it enables the collection of rich, detailed, and nuanced data while also allowing flexibility to uncover unexpected themes and insights. This approach thoroughly ensures a comprehensive understanding of consumers' attitudes towards AI-generated videos (Bell, Bryman, and Harley, 2019).

3.3 Operationalization

Concept	Sub-concept	Operational Definition	Items	References
ABC Model of Attitudes	Affective Component	The emotional response individuals have towards AIGV.	Negative Emotions	Solomon et al., 2016; Ma, Dai, Deng, 2023; Latikka et al., 2023; Arango, Singaraju, and Niininen, 2023; Wang et al., 2020;
			Positive Emotions	Solomon et al., 2016; Persson, Laaksoharju, and Koga, 2021; Latikka et al., 2023; Demmer et al., 2023; Wang et al., 2020
			Content-specific Emotions	Solomon et al., 2016; Wang et al., 2020; Arango, Singaraju, and Niininen, 2023
	Behavioural Component	Consumers' behaviour or intention towards AIGV.	Intention	Tasgit et al., 2023; Cao et al., 2023;Yue and Li, 2023; Xu, Wang, and Lin, 2022;
			Adoption	Cao et al., 2021; Yue and Li, 2023; Kshetri et al., 2024; Pellas (2023)
			Usage	Yue and Li, 2023; Xu, Wang, and Lin, 2022; Kshetri et al., 2024
	Cognitive Component	Beliefs or knowledge an individual has towards AIGV	Perception	Miyazaki et al. (2024); Schwesig et al. (2023) Chen et al. (2022)
			Knowledge	Solomon et al., 2016; Schwesig et al. (2023) Park and Woo (2022)
			Belief	Solomon et al., 2016; Persson, Laaksoharju, and Koga (2021); Chen et al. (2022)

Table 1: Operationalization

3.4 Sampling - Selection of Interview Participants

In order to capture deep and nuanced information on the attitudes towards AI-generated videos, the strategy of selecting interview participants is based on generic purposive sampling. While this type of sampling is not representative of any population, nor does it offer generalizable findings, it provides the possibility of getting rich and diverse data and reflecting upon personal insights (Bell, Bryman, and Harley, 2019).

In generic purposive sampling, key characteristics or attributes of the interviewees are pre-identified that are deemed essential for providing in-depth insights into the phenomenon under investigation (Bell, Bryman, and Harley, 2019). An indispensable criterion for choosing interview participants is that they must have some familiarity with generative AI technology. This ensures that participants can provide informed opinions and experiences related to the subject matter. The second criterion for selecting participants is that they ideally represent different disciplines and industries alongside age and gender (Bell, Bryman, and Harley, 2019). These pre-set requirements allow the researchers to grasp a broader picture of the attitudes towards AI-generated videos that might be relevant to several disciplines, making the study more cross-industrial (Bell, Bryman, and Harley, 2019). By intentionally selecting participants who meet these criteria, researchers can ensure that the collected data are relevant and valuable, facilitating a comprehensive exploration and understanding of the research subject and answering the research question (Bell, Bryman, and Harley, 2019).

The selection of interviewees, therefore, encompasses university students and practising professionals from the field of computer science/IT alongside representatives of more creative professions such as graphic design (see Table 2). These fields involve the utilisation of artificial intelligence. These fields are chosen because generative AI is widely used in both to create content, optimise workflows, and develop innovative tools, providing valuable insights into AI's influence on consumers' attitudes (Bell, Bryman, and Harley, 2019).

Five interviews have been chosen to ensure a manageable yet sufficiently diverse set of perspectives, providing depth and richness to the data collected. Conducting a specific number of five interviews strikes a balance between obtaining detailed, individual insights and managing the volume of data for in-depth analysis

(Bell, Bryman, and Harley, 2019). These interviews are conducted online, allowing for one-on-one interactions that create a comfortable environment for participants to share their thoughts and feelings openly. The online format also provides logistical advantages, making it easier to schedule interviews with participants from diverse locations, thereby enhancing the diversity and richness of the data collected (Bell, Bryman, and Harley, 2019).

Participant	Gender	Age
Participant 1	Female	21
Participant 2	Male	40
Participant 3	Male	25
Participant 4	Female	31
Participant 5	Male	26

Table 2. Interview Participants

3.5 Interview Guide

Before delving into conducting the interviews, an interview guide was created. The interview guide defines the affective, behavioural and cognitive components as main themes that are further defined by items as illustrated in the Operationalization table (See Table 1). The interviews cover all items within the themes that are elucidated by questions (see Table 3). In addition, it is important to note that not all the questions have to be asked, the interviewer has the freedom to select between them and tailor the interview to the interviewee and his/her background and experiences. The questions will be asked after the interviewee had been shown the supporting video material.

The three videos were chosen because they illustrate diverse applications of AI, enhancing understanding of consumer attitudes towards AI-generated videos. Each video, such as the UnderArmour Ad, transformation of a caterpillar into a butterfly, and a woman walking in Tokyo, offer unique contexts and visual stimuli that are likely to provoke varied affective, behavioural, and cognitive responses. This is essential for researching consumers' attitudes towards AI-generated videos. The chosen videos are intentionally under 1 minute in order to avoid overwhelming the interviewees with content. Each video highlights different aspects of AI's capabilities and provides different context compared to another (see Appendix 2).

Themes	Questions	Probing questions
Emotions	How did you feel while watching AI-generated videos? Did your emotions change throughout the viewing of AI-generated videos? What specific emotions did you experience when watching videos created by AI? How did the AI-generated videos connect with your feelings?	Can you describe any particular feelings that emerged while watching the different AI-generated videos? Were there specific points or features in the AI-generated videos that triggered these emotions? How would you compare the intensity of your emotions in AI-generated videos to those in human-created videos? Did the nature of the AI-generated videos (e.g., style or presentation) influence your emotional reactions? How? Did you feel that AI connected with your feelings? How did that influence your emotions towards the Videos?
Behaviour and Intentions	What types of AI-generated videos are you interested in? Do you plan to watch more AI-generated videos in the future? Would you consider creating your own AI-generated videos? Have you considered using AI-generated videos regularly? What role could AI-generated videos play in your daily life? How do you currently use or watch AI-generated videos? What tasks could you see yourself using AI-generated videos for?	What makes these types appealing to you? What factors might change your intention to watch more or fewer of them? What kind of videos would you create, and why? What challenges might stop you from adopting AI videos consistently? How would they enhance your current habits or work? What types of AI-generated videos do you find yourself watching most often? What kinds of content are best suited for AI videos?
Cognitive	What is your opinion about the characteristics and qualities of AI-generated videos? How knowledgeable do you feel about the risks and opportunities associated with AI-generated videos? How has your exposure to AI technology in your personal or professional life shaped your views on AI-generated videos? What ethical issues do you believe are associated with the use of AI-generated videos? What factors would most influence your decision to adopt AI-generated videos in the future?	Can you provide examples of the benefits and drawbacks you perceive in AI-generated videos? How does your confidence in this knowledge influence your intention to use AI-generated videos? Can you describe any specific experiences that significantly influenced your perception? How do these ethical considerations influence your attitude towards using AI-generated videos? Can you identify any specific developments or changes that would increase your willingness to use AI-generated videos?

Table 3. Interview themes and questions

3.6 Pilot Interview

To ensure the relevancy of the research, a pilot interview was carried out with two participants, focusing on improving the interview guide and refine the clarity and structure of the interview questions (Majid, Othman, Mohamed, Lim, Yusof, 2017). Furthermore, the pilot interview fostered the selection of the AI-generated video materials used as supportive content (see Appendix 2). Based on the feedback gathered from the pilot interview participants, adjustments were made to enhance question clarity and better align them with the underlying theoretical concepts.

Additionally, the pilot session provided valuable insights into the optimal duration for the interviews, which is approximately one hour. It also led to a strategic adjustment in the presentation of the video materials; showing the videos consecutively proved more effective in prompting participants to reflect on AI-generated videos as a whole, rather than focusing on the specifics of individual videos. This adjustment aims to foster broader discussions and more generalised feedback on the use of AI in video production.

3.7 Execution of Interviews

To get versatile insights and deep data into the phenomena of attitudes towards AI generated video content, the sampling size is stipulated to consist of at least 5 interviews. The interviews were conducted online on a one-to-one basis, ensuring a comfortable and private environment for participants to share their thoughts and feelings openly (Bell, Bryman, and Harley, 2019). The online format not only facilitated scheduling with participants from diverse locations but also enhanced the diversity and richness of the data. Interviewees were selected through professional networks based on their experience and expertise within the research topic and were recruited directly via emails and phone calls. Participants were chosen for their familiarity with generative AI technology, ensuring they could provide informed opinions and experiences related to the subject matter.

Each interview began with a brief introduction of the research team and the interview framework, alongside a brief overview of the main subject of the study (see Appendix 3). Following this introduction, three AI-generated videos were shown to the

participants to provide context and evoke emotions and thoughts regarding AI-generated videos (see Appendix 2). This video elicitation served as a catalyst for conversation, helping participants articulate their experiences and attitudes towards similar content (Guillemin and Harris, 2014). The videos could be replayed upon request, allowing participants to have supporting material to lean on and to aid in expressing their attitudes more clearly.

During the interviews, which lasted between 45-60 minutes, the researcher employed a semi-structured format to explore themes covered by the interview guide. This format allowed for flexibility, enabling the interviewer to divert from pre-set questions and ask follow-up questions that could reveal unforeseen yet valuable insights (Bell, Bryman, and Harley, 2019). All interviews were conducted in English to maintain consistency and ease of communication. The interviews were audio recorded, allowing the interviewer to focus fully on the conversation without the need to take notes simultaneously. This method ensured the interviewer could engage deeply in the discussion, avoiding the potential for discomfort or confusion that might arise from multitasking (Bell, Bryman, and Harley, 2019). The interview concluded with a debriefing (see Appendix 3) thanking the participants for their contribution as well as providing them with more information regarding the research (Bell, Bryman, and Harley, 2019).

A total of five interviews were conducted, determining that this number was sufficient as the authors thought that they had collected comprehensive and useful material from the participants. This allowed the authors to manage the volume of data effectively for in-depth analysis while ensuring a diverse set of perspectives. The decision to conduct five interviews was based on the point of data saturation, where no new significant insights were emerging from additional interviews (Bell, Bryman, and Harley, 2019).

3.8 Data Analysis and Coding Process

Following the collection of interview data, the audio recordings were transcribed verbatim, forming the primary textual data for analysis. The initial coding stage involved identifying open codes from the transcripts. This step serves as a fundamental phase where preliminary themes are recognized as researchers delve into the nuances of the data (Bell, Bryman, and Harley, 2019). The authors found that the responses to the questions often overlapped with different components. For example, a question intended to capture feelings for the affective component was sometimes answered with thoughts pertaining to the cognitive component. To ensure efficient analysis, the inputs were coded to fall under the most relevant component. The coded material was specifically aligned with the main items of each component, as outlined in the operationalization table (see Table 1).

As insights deepened through iterative analysis, these open codes were further organised into categories during the second level of coding. This stage involved comparing and grouping the open codes to form categories, revealing underlying patterns and relationships among the categories (Bell, Bryman, and Harley, 2019). The main themes (components) were then analysed based on theoretical frameworks, ensuring that each component's items were thoroughly examined.

Subsequently, the relationships among these categories were explored to establish interconnected concepts, paving the way for the development of a conceptual model (Bell, Bryman, and Harley, 2019). This analytical process, inspired by the grounded theory and thematic analysis, aimed to construct a conceptual model that reflects the complexities of the empirical data (Bell, Bryman, and Harley, 2019). By systematically categorising and examining the data, the authors ensured that all aspects of the participants' responses were comprehensively analysed, thus providing a robust foundation for understanding consumer attitudes towards AI-generated videos (Bell, Bryman, and Harley, 2019). Ultimately, the synthesis between data and theory guides the development of the conceptual framework, expressed through the language employed by the participants (Galletta and Cross, 2013).

3.9 Trustworthiness in Qualitative Research

Trustworthiness in qualitative research demands systematic approaches to ensure robust, reliable findings that contribute to a deeper understanding of the study's topic. It encapsulates credibility, transferability, dependability and confirmability that reflect on validity and reliability both from external and internal aspects (Bell, Bryman, and Harley, 2019).

Credibility concerns the extent to which the findings of the research accurately reflect the experiences and perspectives of the participants. First, a literature review was conducted to develop a comprehensive understanding of attitude towards AIGV, aiding in the formulation of interview questions and interpretation of data. Transferability refers to the extent to which the findings of the study can be applied to other contexts or populations (Bell, Bryman, and Harley, 2019). Therefore, generic purposive sampling was employed to ensure diversity among participants, representing a range of backgrounds and perspectives relevant to the research subject. Dependability concerns the stability and consistency of the research findings over time and under different conditions. In this study the clear and transparent documentation of the research process, including detailed descriptions of data collection and analysis procedures was applied to facilitate the future replication of the study by other researchers (Bell, Bryman, and Harley, 2019).

Lastly, confirmability refers to the objectivity and neutrality of the research findings, indicating that they are not unduly influenced by the researcher's biases or preferences. To enhance confirmability, researchers engaged in reflexive practices, continuously reflecting on their assumptions, values, and perspectives throughout the research process. Furthermore, quoting from interview participants as verbatim citations improve confirmability, credibility and transparency in data collection (Bell, Bryman, and Harley, 2019).

3.10 Ethical Issues

Ethical considerations in research are essential to ensure the well-being and respect of participants (Morgan, 1998). Key principles include avoiding harm, respecting participants' dignity, obtaining informed consent, ensuring privacy, and maintaining transparency. These principles aim to protect participants from risks like emotional distress or privacy invasion and uphold ethical standards in data collection, analysis, and reporting. Adhering to these ethical guidelines is crucial for the credibility and integrity of any research project (Bell, Bryman, and Harley, 2019).

In conducting this study on consumer attitudes towards AI-generated videos, ethical considerations were meticulously addressed to ensure the well-being and rights of participants. Foremost, the potential for harm was carefully considered. While the study focused on exploring attitudes and perceptions rather than manipulating or influencing views, discussing AI-generated videos might evoke varied emotional responses, particularly concerning artificiality and authenticity. To mitigate this, participants were informed of their right to withdraw from the study at any point without any penalties, and the interview questions were designed to avoid distressing or leading prompts (Laryeafio and Ogbewe, 2023).

Regarding informed consent, participants were thoroughly briefed prior to the interviews, detailing the study's purpose, the nature of their participation, and their rights, including the ability to withdraw at any time. This information was reiterated in a briefing before the actual interview commenced to ensure comprehension and voluntary participation (Hassan, 2024).

Moreover, the purposive sampling method used entails that interview participants are not entirely strangers to each other. This pre-existing relationship might affect the interview process, potentially making interviewees feel obligated to meet the interviewer’s expectations (Bell, Bryman, and Harley, 2019). Furthermore, interviewers might have preconceived notions regarding the subjects. These risks were mitigated by clear communication of the interview framework, emphasising that both interviewers and interviewees should act in an objective and professional manner. Additionally,

verbatim transcriptions were used to promote impartial understanding, ensuring the authenticity of participants' responses (Bell, Bryman, and Harley, 2019).

In terms of privacy, the study involved collecting personal opinions, which were treated as sensitive information (Laryeafio and Ogbewe, 2023). To protect participants' privacy, their identities were anonymized during data analysis and reporting. Interviews were conducted in private settings to maintain confidentiality, and the recordings were destroyed after transcribing to further ensure privacy. Data was securely stored and accessible only to the research team (Laryeafio and Ogbewe, 2023). Furthermore, the study did not involve any form of deception; participants were fully aware of the study's aims and methods, ensuring transparency throughout the research process (Hassan, 2024). By addressing these ethical considerations comprehensively, the study adhered to high ethical standards, safeguarding the participants' well-being and rights while contributing valuable insights into the research.

3.11 Societal Considerations

Societal issues are fundamental challenges or dilemmas within a community that demand proactive attention due to the harm they might cause to individuals and groups. These issues encompass widespread problems that significantly affect the welfare, harmony, and fair treatment of community members (Rubington and Weinberg, 2010).

AI algorithms, which learn from existing data, may unintentionally perpetuate biases present in the data. For instance, if the training data used to develop an AI model contains biassed representations of certain groups or demographics, the generated visual content may reflect and reinforce these biases (Barocas and Selbst, 2016; Noble, 2018). This can lead to harmful stereotyping, discrimination, or misrepresentation of certain individuals or communities in the visual content disseminated to consumers. Furthermore, pervasive AI-generated visual content in media, advertising, user-generated content, and other forms of communication could shape societal perceptions and norms based on biassed representations. This may negatively influence social cohesion, diversity, inclusion, and general sense-making (Benjamin, 2019).

The knowledge generated from this study has the potential to influence society positively and negatively. On the positive side, understanding consumer attitudes

towards AI-generated videos can lead to the development of more inclusive and representative AI technologies. This can help create videos that better reflect society's diversity, promote positive social norms, and reduce the spread of stereotypes and discrimination. Additionally, insights from research can inform policymakers, educators, and industry leaders on best practices for using AI in media, fostering a more ethical and socially responsible approach to AI development (Floridi, Cowls, Beltrametti, Chatila, Chazerand, Dignum, Luetge, Madelin, Pagallo, Rossi, Schafer, Valcke, and Vayena, 2018).

Conversely, if the findings of this study were to end up in the hands of a "villain" (human or machine), the knowledge could be exploited to manipulate public opinion or perpetuate harmful biases. For example, AI-generated videos could be used in disinformation campaigns to spread false narratives or deepen societal divisions (DiResta, 2019). Such misuse of AI technology could erode trust in digital media, increase polarisation, and even incite violence or discrimination against certain groups (Helbing, Frey, Gigerenzer, Hafen, Hagner, Hofstetter, van den Hoven, Zicari, and Zwitter, 2017).

Addressing these societal issues requires careful consideration in the development and application of AI algorithms for generating visual content. Ongoing monitoring, transparency, and accountability in how AI-generated videos is produced and used are essential to reduce the perpetuation of biases and promote fair and accurate representations in visual media (Whittaker, Crawford, Dobbe, Fried, Kaziunas, Mathur, West, Richardson, Schultz, Schwartz, and Meyers West, 2018).

4. Empirical Investigation

4.1 Emotions and Feelings towards AI Generated Videos

Participants exhibited various negative emotions towards AI-generated videos, often rooted in perceptions of artificiality and lack of authenticity. Participant 4 expressed a sense of hopelessness and disappointment, frequently noticing unnatural patterns, such as in facial expressions, which she felt lacked the human touch. She stated, "Looking at the effects in videos by AI.... like the facial expressions, they always have a distinct, unnatural pattern. It makes me feel hopeless viewing such videos" Similarly, Participant 2 found AI-generated videos somewhat exaggerated and missing critical elements, making it difficult for him to connect emotionally, noting, "Even though it gives me the feeling of motivation, I feel they may be somewhat exaggerated in their presentation."

Participants also expressed concerns about trust and transparency. Participant 1 highlighted the challenge of trusting AI-generated videos for specific or important information, preferring human-created content for its perceived authenticity. She said, "If I am searching for something specific or important, it will be hard to trust AI-generated videos. I would rather trust a video that has a human creator referenced than one made by AI." Participant 5 emphasised the necessity of double-checking AI-generated information and expressed apprehension about privacy and ethical implications, stating, "It's essential to double-check the information. While AI gathers a vast amount of data, its accuracy is not guaranteed. Trusting AI without verification can be full of risks"

Despite the negative emotions, several participants expressed positive emotions towards AI-generated videos, often driven by the novelty and potential of the technology. Participant 5 viewed AI-generated videos as an exciting step into the future, appreciating the blend of AI and human collaboration in the first video, which he found motivational. “I felt that the first video was more motivational, with the music playing a significant role in boosting my self-belief. I think the combination of both human work and AI triggered such emotions.” he explained. Participant 3 felt excited and hyped by the first video's dynamic visuals and athleticism, believing it demonstrated AI's

capability to evoke and amplify emotions effectively, stating, "The first video made me feel excited and hyped, showcasing athleticism and strength."

Participant 1 was amazed by the detail and realism in AI-generated videos, which surpassed her expectations. She found the first video especially exciting and engaging due to its professional quality and the compelling combination of music and visuals, likening it to a high-quality TV advertisement. "Honestly, they were better than I expected. This is the first time I watched an AI-generated video, and I didn't know they were this good at creating such videos," she noted. These positive responses highlight the potential for AI-generated videos to engage and inspire viewers, particularly when it successfully integrates human elements and creativity.

Participants' emotional responses varied significantly depending on the specific content of the AI-generated videos. Participant 4 experienced a mix of excitement and disappointment with the first video, finding the storyline intriguing but the fake-looking effects detracted from the experience. "The first video got me excited and intrigued, but the artificial effects were a letdown. The other videos were cool, and the technology is impressive, but overall the effects looking fake were disappointing." she elaborated. Similarly, Participant 2 found the first video motivating and inspiring, particularly appreciating the boxer's determination and progress, but felt the second video lacked coherence.

Participant 3 was particularly impressed by the visual impact of the first video, where scenes like rocks breaking and reassembling heightened his excitement and emotional engagement. "The scene in the first video where the rocks surrounding Joshua broke apart and gathered again got me feeling particularly excited and hyped. It was a standout moment for me," he described. Participant 1 noted different emotional influences from each video: "The first video triggered excited feelings and made me feel like I wanted to work out. The second video didn't evoke any specific feelings, just felt like a video that's there to kill time. The third video was full of life and energy, with colours that made me feel peaceful." These content-specific feelings highlight how different aspects of AI-generated videos can evoke a range of emotions, depending on the quality, realism, and engagement of the content.

4.2 Behaviour and Intentions towards AI Generated Videos

Participants exhibited varying intentions regarding their future engagement with AI-generated videos, influenced by their emotional responses and perceptions of the technology. Participant 4 expressed a strong reluctance to engage with AI-generated videos, particularly due to a perceived lack of transparency and trust. She stated, "I find it difficult to trust videos generated by AI. If AI was just a tool to assist with content creation, like improving a background, that would be acceptable. But the concern is, AI pulls from enormous databases, and the source is unknown.” This lack of trust has led her to avoid brands that use AI extensively, indicating a negative intention towards AI-generated videos.

In contrast, Participant 5 showed a more positive outlook, driven by excitement about the future potential of AI. He mentioned being open to watching more AI-generated videos and seeing the technology as an integral part of future content creation. "AI opens up new possibilities for creativity and innovation. Just like past technological advancements, it will create new opportunities even as it changes the landscape. AI is all about opening up new doors for creativity and innovation. Just like all those cool tech upgrades in the past, it's gonna shake things up while also giving us fresh chances to shine." he explained. Similarly, Participant 3 expressed a willingness to watch more AI-generated videos, particularly those showcasing impressive visuals and creative concepts, indicating a positive intention to explore AI-generated videos further.

The adoption of AI-generated videos among participants varied, often influenced by their professional backgrounds and personal interests. Participant 1 expressed scepticism towards AI-generated videos, additionally, she acknowledged the high quality and detail of AI-generated videos and expressed openness to engaging with such content if it met her needs. "Knowing it was AI-made made me look at it with high attention to details, trying to spot mistakes. But I realised that it was very well created," she noted, indicating a cautious but possible adoption of AI-generated videos.

Participant 2 expressed curiosity and interest in learning more about AI-generated videos, seeing it as an opportunity to understand AI's capabilities better. He mentioned, "At this point I engage more since it is something unnatural and a new thing. I am curious to learn more. It has become an interest in a way that I would like to

see how much AI knows its capability and how accurate an AI could be." This curiosity indicates a potential for higher adoption of AI-generated videos as he seeks to explore its applications further.

Usage patterns of AI-generated videos among participants also varied, reflecting their professional needs and personal interests. Participant 4 mentioned using AI tools like image generation tools but with significant reservations about their creative capabilities. "I've used tools like image generators such as DALL-E for specific tasks. The image generator is like playing a game, you keep messing around with it until you are happy with the response and you then decide whether you want to use that image or not. It's entertaining and interesting, but looking at it from an artist's perspective, it's rather useless," she remarked, indicating limited and cautious usage primarily for specific tasks rather than creative endeavours.

Participant 3 showed more openness to using AI-generated videos, particularly for creative projects. He stated, "I do think AI-generated videos could be useful regularly, especially for creative projects," highlighting the potential for integrating AI into his professional work. Participant 2 also expressed practical usage of AI in his work, noting that AI tools have made his job easier by speeding up tasks such as meeting preparations and idea generation. "I've used it quite a bit for my work, but I always make sure to go over the information it gives me again." he mentioned, indicating a balanced approach to using AI where it complements but does not replace human oversight.

4.3 Knowledge and Beliefs towards AI Generated Videos

Participants' perceptions of AI-generated videos varied, influenced by their professional backgrounds and personal experiences. Participant 4 perceived AI-generated videos as lacking the emotional depth and authenticity found in human-created works. She expressed concern over the missing "human touch" and the artificial quality of AI visuals, particularly noting, "Content created by humans succeeds better in delivering emotions and moments that we can learn from. AI still lacks the human experience to deliver the same feelings and messages."

Conversely, Participant 5 viewed AI-generated videos more positively, perceiving it as a significant step forward in technology. He appreciated the blend of AI and human creativity, particularly in the first video, and compared the current AI revolution to the industrial revolution, suggesting that AI will create new opportunities and enhance interactivity in content creation. Participant 1 found AI-generated videos to be unexpectedly high in quality and detail, which positively changed her perception of what AI could achieve in content creation.

Participants demonstrated varying levels of knowledge about AI and its applications in content creation. Participant 4 showcased a deep understanding of AI's capabilities and limitations, particularly in the realm of digital art. She mentioned using tools like DALL-E but highlighted the limitations of AI in replicating the nuanced vision and emotions of human-created art. "I've used tools like image generators such as DALL-E for specific tasks. The image generator is like playing a game, you keep messing around with it until you are happy with the response and you then decide whether you want to use that image or not. It’s entertaining and interesting, but looking at it from an artist's perspective, it's rather useless” She noted.

Participant 5 displayed a broad understanding of AI's potential, recognizing its limitless improvement as long as humans continue to feed it information. He emphasised the importance of human oversight in ensuring accuracy and understanding, particularly in tasks like creating images and videos. "AI can be useful for numerous tasks, but it cannot replicate the creativity and emotional depth of human artists. We need to set up strict guidelines to protect jobs and make sure the creative industries stay genuine.” he explained. Participant 1 acknowledged AI's potential to save time and

effort in content creation but remained cautious about fully trusting AI-generated videos, especially in critical fields like pharmacy.

Participants' beliefs about AI-generated videos ranged from cautious optimism to scepticism, influenced by ethical considerations and the potential influence on their respective fields. Participant 4 expressed significant concern about the ethical implications of AI, particularly the potential job losses for creators and artists, and the unregulated nature of AI content creation. She emphasised the need for human control and oversight to ensure quality and accuracy in AI-generated work. "We need to carefully regulate AI to prevent job losses for creators and artists. AI can't replicate the human experience necessary to convey authentic messages.” she stated.

While participant 5 held a more optimistic belief in the potential of AI, seeing it as a tool that could both build and destroy, depending on its use. He stressed the importance of responsible and ethical use of AI, noting, "AI is like a double-edged sword, it can be used for building and sometimes to destroy. It all falls to how it is monitored and used." Similarly, Participant 3 believed that AI-generated videos are becoming increasingly realistic and sophisticated, recognizing both the benefits and potential risks associated with the technology. He mentioned, "AI-generated videos are becoming increasingly realistic and sophisticated. Benefits include enhanced creativity and realistic visuals, which make the content very engaging. Drawbacks involve trust issues and potential misuse, such as creating deceptive content."

5. Analysis

5.1 Affective Component

5.1.1 Negative Emotions stemming from Artificiality and Trust Issues

Participants expressed significant negative emotions towards AI-generated videos, predominantly due to perceptions of artificiality and lack of authenticity. For instance, Participant 4 articulated a sense of hopelessness and disappointment when noticing unnatural patterns in AI-generated facial expressions. This reaction is consistent with Ma, Dai, Deng (2023), who found that AI's perceived lack of human touch could evoke negative emotions such as fear and sadness. Similarly, Participant 1 expressed difficulty in trusting AI-generated videos, preferring human-created videos for their perceived authenticity. This aligns with Latikka et al. (2023), who noted that concerns about the authenticity of AI in art could lead to negative emotional responses. These examples underscore the theoretical assertion that artificiality and trust issues are significant drivers of negative emotions towards AI.

Additionally, Participant 2 mentioned that AI-generated videos felt exaggerated and lacked critical elements, making emotional connection difficult. This resonates with the findings of Arango, Singaraju, and Niininen (2023), who observed that AI-generated videos often result in reduced empathy and diminished emotional engagement due to a perceived lack of depth and authenticity. Similarly, Participant 5 highlighted the need to double-check AI-generated information and expressed concerns about privacy and ethical implications, reinforcing the need for trust and authenticity in AI content.

5.1.2 Positive Emotions driven by Novelty and Potential of AI Technology

Conversely, several participants highlighted positive emotions driven by the novelty and potential of AI technology. Participant 5 found AI-generated videos motivational, particularly appreciating the blend of AI and human collaboration in the first video. This positive reaction reflects the findings of Persson, Laaksoharju, and Koga (2021), who noted that familiarity and exposure to AI could reduce anxiety and foster curiosity and interest. Additionally, Participant 1 expressed amazement at the

detail and realism in AI-generated videos, which exceeded her expectations and made her feel excited. This response echoes Wang et al. (2020), who found that high-quality AI-generated videos, like pet videos, could evoke happiness and engagement. These positive emotional responses illustrate the potential of AI to inspire and engage viewers, particularly when the content is of high quality and integrates human elements.

5.1.3 Content-Specific Emotional Reactions based on Quality and Realism

The emotional responses to AI-generated videos were also highly content-specific, varying significantly based on the quality, realism, and engagement of the content. Participant 3 felt excited by the dynamic visuals and athleticism in the first video but was less impressed by the second video, finding it lacking in coherence. This aligns with Wang et al. (2020), who highlighted that different types of video content could elicit varied emotional reactions. Participant 4 experienced a mix of excitement and disappointment with the first video, finding the storyline intriguing but the effects disappointingly fake. This mixed reaction is consistent with Demmer et al. (2023), who noted that while AI-generated art could evoke specific emotional responses, it often lacked the depth and authenticity needed to elicit strong reactions. These varied responses highlight the critical role of content type and quality in shaping emotional engagement with AI-generated videos.

Participant 3's reaction to the first video, where he was particularly excited by the dynamic visuals such as rocks breaking and reassembling, underscores the potential of AI to create engaging and emotionally charged content when done well. This supports Demmer et al.'s (2023) findings that AI-generated art can indeed engage humans emotionally, though often less intensely than human-made art. Similarly, Participant 1's differing emotional influence from each video highlights the importance of specific content in evoking emotional responses, resonating with Latikka et al. (2023) and Wang et al. (2020) on how content quality and realism influence emotional engagement.

5.2 Behavioural Component

5.2.1 Future Engagement and Intentions towards AI-Generated Videos

Participants exhibited varying intentions regarding their future engagement with AI-generated videos, influenced by their emotional responses and perceptions of the technology. For example, Participant 4 expressed a strong reluctance to engage with AI-generated videos due to a lack of transparency and trust. This aligns with Cao et al. (2021), who found that concerns about personal well-being and trust issues significantly negatively influence attitudes and intentions towards AI. Participant 4's avoidance of brands that use AI extensively indicates a negative intention towards AI-generated videos, consistent with the theoretical notion that negative attitudes can lead to avoidance or seeking alternatives.

In contrast, Participant 5 demonstrated a positive outlook, driven by excitement about AI's future potential. He likened the advent of AI to the industrial revolution, showing openness to watching more AI-generated videos and viewing AI as integral to future content creation. This positive intention aligns with Tasgit et al. (2023), who found that positive intentions towards AI are correlated with the perception of AI as a beneficial tool. Similarly, Participant 3 expressed willingness to watch more AI-generated videos, particularly those with impressive visuals and creative concepts, indicating a positive intention to explore AI-generated videos further.

5.2.2 Adoption influenced by Professional Backgrounds and Personal Interests

The adoption of AI-generated videos among participants varied, often influenced by their professional backgrounds and personal interests. Despite participant 1's initial scepticism, she acknowledged the high quality and detail of AI-generated videos and expressed openness to engaging with such content if it met her needs. This cautious but possible adoption reflects Yue and Li's (2023) findings that positive outcome expectations can lead to increased use of AI services. Participant 1's readiness to engage with AI-generated videos if it proves useful and well-made illustrates how quality and perceived usefulness can drive adoption.

Participant 2 expressed curiosity and interest in learning more about AI-generated videos, viewing it as an opportunity to understand AI's capabilities better. This aligns with Pellas (2023), who highlighted the role of direct AI training in influencing positive attitudes and intentions towards AI. Participant 2's curiosity and desire to learn more about AI suggest that exposure and education about AI's capabilities can facilitate higher adoption rates.

5.2.3 Varied Usage Patterns based on Professional Needs and Personal Interests

Usage patterns of AI-generated videos among participants varied, reflecting their professional needs and personal interests. Participant 4 mentioned using AI tools like DALL-E with reservations about their creative capabilities. Her limited and cautious usage primarily for specific tasks rather than creative endeavours aligns with the theoretical notion that concerns about AI's creative limitations can restrict its use (Cao et al., 2021).

Conversely, Participant 3 showed more openness to using AI-generated videos, particularly for creative projects. He highlighted the potential for integrating AI into his professional work, which aligns with Xu, Wang, and Lin (2022) findings that perceived ease of use and usefulness significantly shape usage intentions. Participant 2 also noted practical usage of AI in his work, mentioning that AI tools have made his job easier by speeding up tasks such as meeting preparations and idea generation. This reflects Kshetri et al.'s (2024) emphasis on the accessibility and ease of usage promoting the widespread adoption of AI tools among professionals.

5.3 Cognitive Component

5.3.1 Perceptions influenced by Professional Backgrounds and Personal Experiences

Participants' perceptions of AI-generated videos varied, influenced by their professional backgrounds and personal experiences. Participant 4 perceived AI-generated videos as lacking the emotional depth and authenticity found in human-created works. This perception aligns with the findings of Miyazaki et al. (2024), who noted negative sentiments among illustrators due to concerns about the unethical use of their work in AI applications. Participant 4's concern over the "missing human touch" reflects a broader scepticism about AI's ability to replicate the nuanced vision and emotions inherent in human art.

Conversely, Participant 5 viewed AI-generated videos more positively, appreciating the blend of AI and human creativity. He compared the current AI revolution to the industrial revolution, suggesting that AI will create new opportunities and enhance interactivity in content creation. This positive perception is consistent with Chen et al.'s (2022) findings that individuals with higher exposure to AI tend to appreciate its benefits more due to a better understanding of its practical applications. Similarly, Participant 1 was impressed by the high quality and detail of AI-generated videos, which positively changed her perception of AI's capabilities in content creation.

5.3.2 Varying Levels of Knowledge and Application of AI

Participants demonstrated varying levels of knowledge about AI and its applications in content creation. Participant 4 showcased a deep understanding of AI's capabilities and limitations, particularly in digital art. She mentioned using tools like DALL-E but highlighted their limitations in replicating the nuanced vision and emotions of human-created art. His knowledge reflects Schwesig et al. 's (2023) findings that perceived and actual knowledge of AI correlate with a greater inclination to adopt AI technologies. However, Participant 4's cautious approach indicates that confidence in AI knowledge does not necessarily translate to positive attitudes or behaviours towards AI-generated videos.

Participant 5 displayed a broad understanding of AI's potential, recognizing its ability to improve continuously with human input. He emphasised the importance of human oversight in ensuring accuracy and understanding, particularly in tasks like translations and coding. This aligns with Shin (2021), who highlighted the importance of explainability and human factors in influencing user trust and attitudes towards AI. Similarly, Participant 1 acknowledged AI's potential to save time and effort in content creation but remained cautious about fully trusting AI-generated videos, especially in critical fields like pharmacy.

5.3.3 Beliefs and Ethical Considerations Regarding AI-Generated Videos

Participants' beliefs about AI-generated videos ranged from cautious optimism to scepticism, influenced by ethical considerations and the potential influence on their respective fields. Participant 4 expressed significant concern about the ethical implications of AI, particularly the potential job losses for creators and artists, and the unregulated nature of AI content creation. This scepticism aligns with the concerns highlighted by Persson, Laaksoharju, and Koga (2021) regarding job security due to automation with AI. Participant 4 emphasised the need for human control and oversight to ensure quality and accuracy in AI-generated work, reflecting the broader concerns about the ethical use of AI.

Conversely, Participant 5 held a more optimistic belief in AI's potential, viewing it as a tool that could both build and destroy, depending on its use. He stressed the importance of responsible and ethical use of AI, echoing the sentiments of Yue and Li (2023), who found that positive outcome expectations lead to greater use of AI-dominant services. Similarly, Participant 3 recognized both the benefits and potential risks associated with AI-generated videos, noting their increasing realism and sophistication. This balanced view reflects Park and Woo's (2022) findings that cognitive evaluations, influenced by personality traits like openness to experience, shape positive attitudes towards AI based on perceived benefits and capabilities.

5.4 Conceptual Model

Based on the analysis, the model illustrating the relationship between affective, behaviours, and cognitive components in the context of AI-generated videos can be conceptualised as a dynamic feedback loop system (Galletta and Cross, 2013). Affective factors, which are emotional responses ranging from scepticism and distrust to excitement and curiosity, influence behaviours, including intentions to engage with or avoid AI-generated videos and actual usage patterns. These behaviours, in turn, interact with cognitive factors such as knowledge, perceptions, and ethical considerations about AI. Positive evaluations, whether affective or cognitive, often lead to greater adoption and creative integration of AI, while negative perceptions and distrust result in cautious or limited use. Furthermore, behaviours and experiences with AI-generated videos can reinforce or alter both affective and cognitive perceptions over time, creating a continuous cycle of interaction and adjustment. This model highlights the interdependent nature of affective, behaviour, and cognitive components, demonstrating how each influences and is influenced by the others in shaping consumers' overall engagement with AI-generated videos.

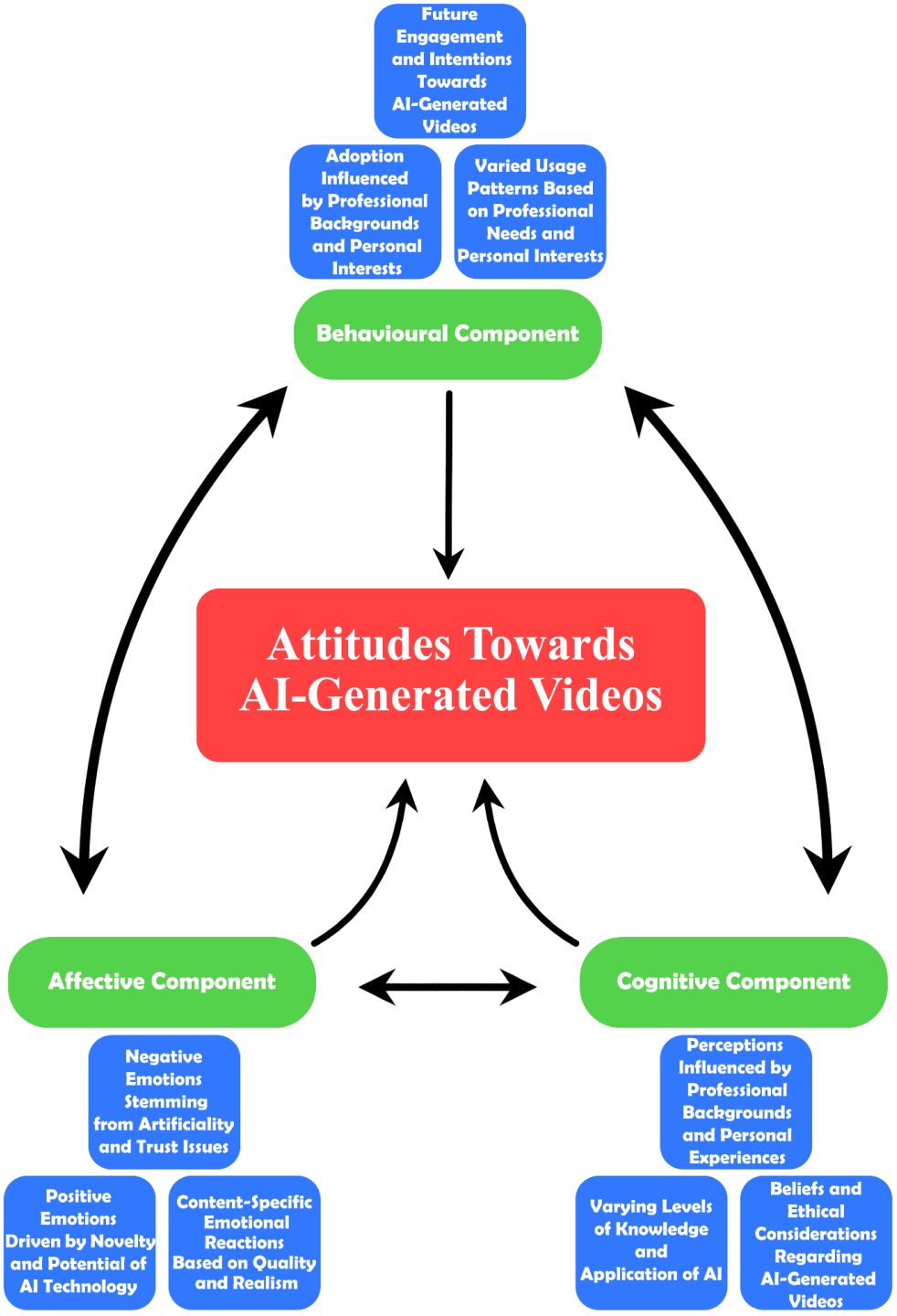

Figure 2: ABC Model of attitudes towards AI-Generated Videos

6. Conclusion

The purpose of this study was to explore consumers' attitudes towards AI-generated videos. The findings reveal that these attitudes are complex and influenced by a combination of emotional responses, behavioural intentions, and cognitive evaluations. Firstly, Negative emotions, such as hopelessness and disappointment, evoked from perceptions of artificiality and lack of authenticity. Positive emotions arose from the novelty and potential of AI technology, with some participants expressing excitement at the high quality of AI-generated videos. Furthermore, behavioural intentions varied, from reluctance to enthusiastic openness, influenced by trust in AI and perceived benefits. Professional backgrounds and personal interests also shaped adoption patterns. And finally, participants' knowledge and beliefs about AI significantly influenced their attitudes, blending cautious optimism with ethical concerns, particularly regarding job impacts. Overall, addressing both affective and cognitive concerns is crucial for fostering positive attitudes towards AI-generated videos. In conclusion, understanding these attitudes helps marketers align their efforts with consumer expectations and ethical standards, promoting the integrated and accepted use of AI in content creation.

7. Contributions

7.1 Theoretical Contributions

This study makes significant theoretical contributions by utilising the ABC model to understand consumer attitudes towards AI-generated videos, highlighting the interaction of affective, behavioural, and cognitive dimensions. Firstly, the study shows that emotional responses are crucial in shaping consumer attitudes. Participants experienced a range of emotions, from distrust to excitement. These findings emphasise the key role of affective responses in attitude formation. Secondly, by examining behavioural intentions and adoption patterns, the study highlights the importance of trust and perceived benefits in consumers' willingness to engage with AI-generated videos. Variations based on professional backgrounds and interests provide insight into factors affecting acceptance. Thirdly, the study highlights the role of knowledge and beliefs in shaping attitudes. A positive correlation between perceived AI knowledge and willingness to adopt AI technologies, along with considerations of ethical risks, adds depth to our understanding of cognitive evaluations influencing attitudes. Overall, the study demonstrates the interconnectedness of affective, behavioural, and cognitive dimensions in shaping attitudes towards AI-generated videos. This holistic view calls for a comprehensive approach to understanding consumer attitudes, providing a robust framework for future research on consumer attitudes towards emerging AI technologies.

7.2 Practical Contributions

The findings of this study offer valuable practical contributions for various stakeholders, including companies, marketers, consumers, and professionals. Companies developing AI-generated videos can benefit by addressing emotional and cognitive concerns of consumers, ensuring videos feel genuine and transparent, which enhances viewer experience and builds trust. Marketers can leverage insights into consumer responses to tailor their strategies, highlighting benefits and addressing risks to enhance engagement and acceptance. Educating consumers about AI's capabilities can reduce scepticism and foster positive perceptions. Consumers gain from understanding AI technologies, guiding their interactions with AI applications in line with their values. Professionals in creative fields can integrate AI tools to boost efficiency and creativity while advocating for ethical AI practices. This balanced approach supports sustainable and ethical business practices and contributes to the responsible development of AI.

8. Reflections

Reflecting on the research journey, the authors initially aimed to explore visual content broadly but refined their focus to AI-generated videos for a more nuanced investigation. This adjustment allowed a deeper exploration of consumer attitudes and the role of AI in video content creation and consumption. Furthermore, focus groups were initially considered but individual interviews were chosen to allow participants to express themselves more freely. Future research could benefit from including focus groups to capture diverse perspectives and interactive dynamics. In summary, this academic pursuit of AI has been both humbling and empowering. It challenged the authors to engage in critical inquiry, adapt to rapid technological advancements, and contemplate the broader implications of their work. They eagerly anticipate the evolving landscape of AI and remain committed to contributing to its ongoing development and societal integration.

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10. Appendix

Appendix 1. Table of search terms

Database	Search term	Filters	Results
OneSearch	artificial intelligence AND attitude AND marketing	Articles, English	720
OneSearch	generative AI AND content AND visual	Articles, English	194
OneSearch	content AND AI	Articles, English	115 842
OneSearch	content AND attitude	Articles, English	152 393
OneSearch	AI AND attitude	Articles, English, Peer-reviewed, 2000-2024	6 730
Google Scholar	Generative AI AND Attitude	Review articles, Since 2020	3 070

Appendix 2. Chosen Material (AI generated Videos)

Video 1: UnderArmour AI-Generated Advertisement

The Under Armour advertisement featuring Anthony Joshua is a short commercial promoted as the first AI-powered sports ad. It showcases a montage of the British boxer training, using a combination of CGI and existing footage with AI-generated elements. The visuals are presented in high-contrast black and white, creating a gritty and intense atmosphere.

"Fight or fade – the choice defines us. When the bell rings, destiny is not just made, it's seized. In an innovative collaboration with Anthony Joshua we used the power of AI to encapsulate AJ's mindset as he approaches his upcoming fight." URL: Anthony Joshua – Forever is made now

Video 2: Timelapse of caterpillar's metamorphosis into a butterfly generated by Sora.

This video, published on OpenAI's Instagram page, showcases the AI-generated transformation of a caterpillar into a butterfly. The video is created by Sora, OpenAI's text-to-video model, based on a prompt for a stop-motion time-lapse of this metamorphosis process. It demonstrates the capabilities of AI in creating detailed and dynamic visual content from simple text descriptions, allowing for an educational and visually appealing representation of natural processes. This type of content highlights the advances in AI technology, specifically in how it can be used to generate educational and engaging visual media.

"Well that's one way to do it. This video was generated by our text-to-video model, Sora, without modification.

Prompt: "A stop motion Timelapse of a caterpillar's metamorphosis into a butterfly""

URL:

https://www.instagram.com/reel/C360VDGrgWA/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==

Video 3: A model walking in an urban environment surrounded by other people.

This video, also published on OpenAI's instagram, features a stylish woman walking down a neon-lit street in Tokyo. She walks confidently towards the camera by wearing a black leather jacket, a long red dress, black boots, and complemented by sunglasses and red lipstick. The street's damp surface reflects these neon lights, enhancing the visual appeal with a mirror-like effect. In the background other pedestrians are walking, contributing to the lively atmosphere of the urban environment at night. This video ends by focusing on the face of the woman.

Prompt: "A stylish woman walks down a Tokyo street filled with warm glowing neon and animated city signage. She wears a black leather jacket, a long red dress, and black boots, and carries a black purse. She wears sunglasses and red lipstick. She walks confidently and casually. The street is damp and reflective, creating a mirror effect of the colourful lights. Many pedestrians walk about."

URL:

https://www.instagram.com/reel/C32wUqSLsy9/?igsh=MWxuZjMwbnI0c2JueQ%3D%3D

Appendix 3. Briefing and Debriefing manuscript

Briefing:

Thank you for joining us today. My name is _____, and I am part of the research team working on a Bachelor's thesis at Linnaeus University. We are grateful for your willingness to participate and share your insights, which are crucial to our study on AI.

I'll ask you to watch three short videos. The total viewing time is less than two minutes. After viewing the videos, I will ask you questions.

Remember, you can watch the videos at any point during our session, and you can view them as many times as you need to feel comfortable with your responses.

We expect the entire session to take around an hour, but please feel free to take more time if necessary. I want to remind you that your participation is completely voluntary. You are free to leave the interview at any time if you choose to do so.

All responses will be kept confidential. We will anonymize the data collected today to ensure your privacy is protected. Your feedback will only be used for research purposes.

Do you have any questions before we start, or is there anything else you'd like to know about today's session?

Debriefing:

Thank you very much for participating in this interview. Your insights and experiences are invaluable to our research on attitudes towards AI-generated videos. Your contribution will help us understand the variety of ways consumers perceive and interact with AI-generated videos across different platforms. We assure you that all the information you share during the interview will be treated with the utmost confidentiality and used solely for academic purposes and this designated research. If you have any further questions about the study and/or wish to know more about our findings, please do not hesitate to reach out. Your participation is greatly appreciated, and we are excited about the impact your input will have on advancing our understanding of AI-Generated videos creation and consumer engagement.

Appendix 4. Using DALL-E to create an enhanced and detailed image based on the LNU logo. *(Granted permission from Linnaeus University's Communications Department)*

Prompt: Attached the following image and instructed "*Make it the most advanced and detailed you can*":

Response: