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SATISFACTION MEDIATES THE EFFECT OF CONTENT AND PERSONAL VALUE OF YOUTUBERS ON PURCHASING GAMES AND IN-GAME CONTENTS

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Satisfaction Mediates the Effect of Content and Personal Value of Youtubers on Purchasing Games and In-Game Contents

Youtuberların Kişisel ve İçeriksel Niteliklerinin, İzleyicileri Üzerinde Oluşturdukları Tatmin Aracılığıyla Satın Alma Niyetine Etkisi

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ABSTRACT

This Master of Art Thesis aims to explore the sources' (gamer vloggers on YouTube) personal values, vloggers' content values and user generated content's effects on viewer's satisfaction and intention to purchase; in the context of vloggers' attitudes, usefulness of content generated by vloggers' and viewers' intention to purchase resulting from satisfaction welding on social interaction in YouTube videos about gaming and e-sports.

The primary target of this research is to understand how the viewers respond the vloggers' content values as well as vloggers' personal attitudes through YouTube videos and viewers' social satisfaction affecting their intention to buy the related products. In this context, "Theory of Planned Behavior", "Theory of Reasoned Act" and "Uncertain Reduction Theory" is used, vloggers' content values examined in the meaning of entertainment, informativeness and irritation, vloggers' personal values examined in the meanings of social competency, authoritative knowledge and engagement knowledge, and viewers' satisfaction examined in the meanings of social exchange, recreation and information.

Keywords: Youtuber, e-sports, content marketing, influencer marketing, vlogger characteristics

ÖZET

Bu Yüksek Lisans Tezi, YouTube'da yayın yapmakta olan oyuncu vloggerların kişisel niteliklerini, vloggerlar tarafından üretilen içeriklerin niteliklerini ve izleyicinin bu içeriklerle etkileşime geçerek oluşturduğu davranışlarının, izleyicinin satın alma isteği ve niyeti üzerindeki etkilerini araştırmayı; vloggerların tutumları bağlamında, vloggerlar tarafından oluşturulan içeriğin kullanışlılığını ve izleyicilerin YouTube videolarında oyun oynama ve e-sporla ilgili sosyal etkileşimdeki memnuniyet kaynağından kaynaklanan satın alma niyetlerini araştırmayı amaçlamaktadır.

Bu araştırmanın temel hedefi, izleyicilerin YouTube içeriklerini izlerken vloggerın karakteristik niteliklerine yönelik nasıl bir yaklaşım sergilediklerini ve aynı zamanda da izleyicilerin satın alma niyetlerini etkileyen sosyal memnuniyetlerinin hangi etmenlerle oluştuğunu ölçümlenebilir değişkenler üzerinden analiz etmektir. Bu bağlamda, "Planlı Davranış Teorisi", "Gerekçeli Davranış Teorisi" ve "Belirsiz Azaltma Teorisi" üzerine inşa edilen modelde; vloggerların içerik nitelikleri, eğlence sağlama, bilgilendirme ve rahatsızlık verme kriterleri doğrultusunda sınıflandırılmıştır. Vloggerların kişisel nitelikleri ise sosyal yeterlilik, güvenilir kaynak olma yeterliliği ve deneyimsel bilgi yeterliliği sağlayıp sağlamamalarına göre sınıflandırılmıştır. Tüm bu kriterler doğrultusunda izleyicileri üzerinde oluşturacakları varsayılan bilgi edinme tatmini, sosyal takas tatmini ve boş zaman değerlendirme tatmini olarak modele yerleştirilerek, bu tatmin güdülerinin en nihayetinde izleyici üzerinde satın alma eylemine yönelik bir etkisi olup olmadığı incelenmiştir.

Anahtar Kelimeler: Youtuber, e-spor, içerik pazarlaması, etki (nüfuz) alanı pazarlaması, vlogger karakteristikleri

1. INTRODUCTION

Individuals who use videos as a channel for publishing their gaming sessions are usually considered as "gamer-video bloggers" (gamer-vloggers) and videos of them acknowledged as video blogs (vlogs). Themes of their vlogs comprehend their gaming actions, stretching from box-opening recordings to their challenge moments. This game masters, who upload their vlogs to their mass-known channels, has a direct impact on the public opinion of games. These channels regarded as more credible than any other online sources: such as online newspapers, internet radios, and online TVs (Johnson and Kaye, 2004).

Social media environment also supplies marketing professionals with a widening set of opportunities to enable them to reach their target consumer profile. With creative social media strategies can be implemented exerting the characteristics of social platforms, professionals able to tailor exclusive content complied with the needs of audience. For this reason, researchers must study social media platforms separately. "What is the differentiation point of platform's, exclusively for brands and marketing" question must be vital for all actions. YouTube exclusively allows individuals to create, upload and publish videos to be viewed and by interacted hundreds of millions, with its definitive motto "Broadcast Yourself" (Freeman & Chapman, 2007), for this reason, this study focalizes on YouTube vloggers.

Users on YouTube create vlogs and some of them already gathered a large subscriber count upwards to 100 million. Vloggers upload contents of games they play or their personal choices for their subscribers and anonymous viewers as well. That's why vloggers transformed to as "YouTube celebrities". The appearance of vlogger culture and the achievements of "YouTube celebrities" gave entertainment companies and game merchandises a marketing instrument to engage with players. One of the biggest firms of gaming industry launched a new walkthrough series for gamers via a game vlogger to reach his subscribers over 4.5 million (Lacy, 2013).

Regarding the studies about social media's impact on gaming industry is limited (Mike, 2014). This study aims to investigate the raising potential of gamer-vloggers as entertainment brands' envoys. The relationship between consumers (in thiss study, gamers) and vloggers, has a potency to influence consumer's (gamer)

perceptions on video entertainment even though it is considered as a one-way relationship. Consumers can also reach with ease and rapidly user-generated content, often includes game commentaries and game-related information via social media. Founded by prior studies, user-generated content owns substantial impact on consumers' choices on brands (Gruen, Osmonbekov, & Czaplewski, 2006), also on obtaining process for new consumers (Trusov, Bucklin & Pauwels, 2009).

User-generated content appraised as "credible and reliable" by Lim, Chung, & Weaver in 2012. Although "user-generated content has a potential ability to impress consumers on their buying behavior" (Blackshaw, 2006), studies generally focalized brand-generated content (e.g. Kim & Ko, 2012; Phan et al., 2011). Preceding studies investigated social media platforms in general (e.g., Facebook; Kim & Ko, 2012; Phan et al., 2011), but they do not analyze video content sites (e.g., YouTube) specifically within the context regarding gaming industry. For this reason, our study aims to examine this undiscovered area of video game marketing, as gaming professionals must mind the user-generated content's impact on video-sharing platforms and seek a way to associate themselves conveniently on this topic.

With the developing technology, one can be informed of video games at a very early age. Over the years, people has been playing video games due to their habit of playing game-marathons, both frequent and long periods. Video games, gaming stations, computers and other equipment usually high-priced. Plus, playing video games as "pirates" preventing these games from running at full efficiency and prevent updates as well as in-game perks. So, the gaming industry is growing and purchases are increasing. Additional gaming equipment, licensed products of games, in-game additional enhancements and unique in-game purchasing are also growing economic values.

1.1. BACKGROUND TO THE STUDY

This study aims to offer two main contributions to existing researches about information adoption. Firstly, by analyzing vloggers' content and personal values we expected to discover sources' impact on viewer's feelings and ideas. This research would offer great insights about vloggers' effects on viewers' satisfaction. Second aim was to combine viewers' satisfaction and social expectations to create a meaningful scale about viewers' intention to purchase after viewing a specific vlogger's content. Previous researches solely focused on character values of vlogger and the information generated by creator, fail to notice the created impact on viewer's intention to purchase.

This study also expected to create practical benefits for marketing professionals, YouTube viewers and YouTube game-vloggers. On the further side of the mentioned sources of theories, our research is expected to generate practical installations by flashing light on the vloggers' credibility under the circumstances of YouTube environment as well as reveal which value of vloggers' user-generated content are most likely to result in a positive impact on viewers' intention to purchase.

When researching about mentioned subjects, I created an organization chart as following: Reviewing the literature about social theories and content value credibility, analyzing the effect of personal and content values of gamer-vloggers, impact reflected on viewers' social needs and satisfaction and lastly the vloggers' influence capability on viewer's purchase intention. These theoretical infrastructures used to formulate a set of hypotheses in order the explore the influence of vloggers' attitude on viewers' satisfaction.

Afterwards, we created a hypothesized research model, an envisioned approach and applied measurement scales. Finally, the future stages of study and expected appendages of research will be discussed.

1.2. PURPOSE OF THE STUDY

The main intent of this study was to examine the impact of attitudes for UGC and the comprehended credibility of user-generated content on viewers' game-related intentions to purchase. There were two objectives for the actual research, established on this research purpose. The key objective of this study is to determine how the Game Vlogs manages the purchase intention. To find out whether content created by Game Vloggers who have knowledge about games satisfied their followers and the satisfaction they create manages the purchase intention.

With respect to previous researches of Hung, Li and Tse, 2011, the content platform is critical to influence perceived reliability, trust and personal joy, centralized information seeking and consumption behavior. Mir and Rehman (2013) also stated that vloggers' credibility on YouTube "will positively affect its attitude towards users" and ultimately affect the audience's future buying intentions. This is considered as one of the main factors of user-generated content (UGC) is perceived reliable, affecting and managing the experience behavior of the audience. The aim of the study was to examine social interactions related to content value, perceived reliability, user activities and parasites awaiting purchase intentions on UGC.

Expected results will be supporting a relationship with an individual bearing media value could be a positive influencer for gaming brand perceptions and for ultimately buying intentions of viewers. This is coherent with current relationship marketing literature, which suggests that longtime relations with consumers will be a prevailing strategy for marketing operations (Berry, 1995). Relationship marketing strategies using primarily within service industry, but "entertainment brands, specifically games, in contrast with other consumer goods, are not b daily" – as evidenced in another researches. In conclusion, developing relationships with vloggers' who creates valued content, expected to increase the probability of future intention to buy of viewers.

2. LITERATURE REVIEW

In this component of study, we review the literature about the following key elements, in order to create a meaningful scientific background for our study: Theories of study (theory of planned behavior, theory of reasoned act, theory of uncertain reduction act), vlogger's content value (entertainment value, informative value and irritation), vlogger's personal value (social compentency, authoritative knowledge, engagement knowledge), viewers satisfaction (satisfaction of social exchange, satisfaction of recreation, satisfaction of information), viewer's intention to purchase and importance of User Generated Content (vlogs&vloggers and game vloggers).

2.1. THEORIES OF THE STUDY

2.1.1. Theory of Planned Behavior

The "Theory of Planned Behavior" is the addition for "Theory of Reasoned Action" (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975) accomplished essentially according to the original model's boundaries in affair within behaviors over which people have deficient volitional control. Theory depicted in Figure 1 as a structure. Like in the original theory of justified action, a centrical factor of the theory of planned behavior is the intention to carry out the behavior of an individual. The intentions of capturing one's behavioral motivational factors; they show how much they want to force, how much they plan to fight.

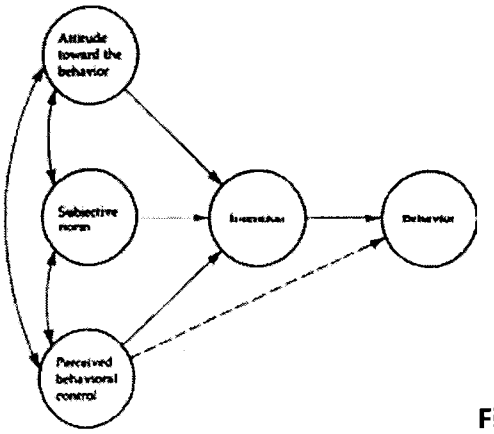

Figure 1. Theory of planned behavior

As a common statute, the stronger the intention to maintain a behavior, the more likely it is. It should be apparent, nevertheless, only if the behavior at issue is under optional control, i.e., if the person can decide at will to carry through the behavior or not (Ajzen, 1985).

While some behaviors may actually satisfy mentioned need, most people's performance depends on non-motivational factors, at least to some extent, such as the availability of chances and sources (Ajzen, 1985). Jointly, these factors represent the real control of people on behavior. One must be able to perform the behavior, when the extent that a person has the necessary opportunities, resources and aims.

2.1.2. Theory of Reasoned Action

Theory of reasoned action (TRA) proposes that "an individual's behavioral intention interconnected with personal attitude and social norms of performing this behavior" (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975). Positive attitudes have affirmative impacts on behavioral intention (Mosavi & Ghaedi, 2012).

Attitude also takes a major role in foretelling the consumers' behavior. Researchs suggested that respondents' purchase intention influenced by their attitude: more positive attitudes enhances the respondents' intention of purchase. (Belleau, Summers, Xu, and Pinel, 2007). YouTube users' attitude of UGC is important to understand, due to consumers' favorable demeanors towards to UGC will improve their intention to purchase of a specific content (Daugherty et al., 2008).

2.1.3. Uncertain Reduction Theory

User-Generated Content (UGC) viewers motivated to seek purchase information generally. For this reason, their intentions are easily visible in their interactions, such as online conversations, sharing UGC with their sphere of influence and liking. Uncertain Reduction Theory (URT) suggest that individuals sense hesitant in interpersonal relationships and this feeling makes them uncomfortable and

unpleasant, thereof they seem motivated to decrease mentioned feeling over interpersonal communication (Berger & Calabrese, 1975).

There are three strategies that individuals can use to decrease uncertainty or request knowledge about someone: passive, active and interactive. Firstly, passive strategy implies modest observation of targeted people in a condition in which the target interacts with and reacts to other people. Secondly, active strategy contains searching for data from third parties. Interactive strategy as the last strategy, requires an importunate, straight information exchange together with the target.

Subsequent researches extended the reach of these three strategies from face-to-face (FtF) communication to computer-mediated communication (CMC). According to these proposals, three strategies could be exerted to CMC as well, however, validity of them could be confined in CMC rims. For instance, passive and active strategies both require public settings to examine the target or ask questions from a third party (Tidwell & Walther, 2002). On the other hand, collect one vlogger's personal information from other vloggers is relatively difficult. Mostly used strategy on YouTube is interactive strategy.

Furthermore, URT suggested that "communication amount and liking are positively related; (b) communication amount and similarity are positively related" (Berger & Calabrese, 1975, p. 108). Active users constantly reveal their admiration to the vlogger via comments section, rating their contents, or recommending their videos. At the same time, users may define themselves sharing several similarities with vloggers, such as a passion for games and technology. As a result, UGC viewers may have more occupant activities owing to their taste and similarities.

the origin of irritation (Kim & Sundar, 2010).

2.2. PERSONAL VALUE

2.2.1. Social Competence

Social competence is described qua a skill to manage social engagements. In other words, social competence refers to getting along decently with others, being able to create and keep close relationships, and responding in an adaptive way in social ambience.

Social competence considered as a product of a broad scope of cognitive abilities, emotional activites, behavioral skills, personal and cultural values associated to interpersonal relationships and social awareness, in view of composition of social interactions. Social competence also hooked on developmental characteristics (i.e., expectations of social competence varied by age of a person), a certain social situation (i.e., an individual may be socially competent in one state but not in another one) and cultural characteristics (i.e., specific acts of social competence are bonded by cultural expectations), to further complicate the comprehension of this notion. In an effort to integrate these components,) Some researchers outlined social competence as "an individual's age-suitable knowledge and skills in order to function peacefully and creatively in a social environment" (Orpinas and Horne, 2006, p. 108).

2.2.2. Authoritative Knowledge

Authoritative knowledge described as "human capital source which a blogger could drive to the knowledge of the subject-area precisely (Chen & Hirschhim, 2004; Ponterotte, 2005)". Authoritatives usually fabricate and handle truth-based contents and attentively support them up with observable examples.

The atmosphere formed by online communities provides a field for individuals to emit personal opinions. Learning blogs of this kind usually used to educate, publish information, and raise awareness about a specific topic. Authoritative blogs utilize as a cognitive learning tool rather than as a proprietary space off viewers' sight (Yueh et al, 2013:239-240).

2.2.3. Engagement Knowledge

Engagement knowledge gathers social activity of sharing in a common area inside of the online community, differently than authoritative knowledge (Doyle et al, 2012: 840).

Engagement Knowledge takes its shape through involvement, acquired across experiences. Unlike fact authoritative knowledge which based generated contents, engagement knowledge is more experience based. (Doyle et al, 2012.)

2.3. SATISFACTION

2.3.1. Social Exchange Satisfaction

Among the various motives for visiting web sites is that of social need, which has been described as vital (MacAulay et al., 2007). The social benefits derived from maintaining interpersonal interconnectivity and gaining the approval of others are important values that motivate a consumer to take part in a virtual community (Dholakia et al., 2004). This study argues that similar values drive the popularity of blogging communities as well. This is consistent with what Nambisan and Nambisan (2008) called social experience as satisfaction with social exchange, which is defined as the degree of social and relational benefits blog readers realise through interactions with the vlogger and other viewers.

Although the recognition of vlog viewers' posted opinions on given subjects is likely to produce a degree of satisfaction (because it indicates that their opinions have at least been read and considered by their fellow readers), the greatest satisfaction normally comes from a widespread discussion of readers' opinions among participants. This discussion leads to readers' feelings of affinity with others who are actively involved in the same vlog. When vlog viewers intensify their participation in a vlog, thereby deriving greater emotional satisfaction from social exchanges through vlogging, they are more likely to possess a loyal attitude and become loyal vlog visitors.

2.3.2. Recreation Satisfaction

In addition to the aforementioned information and social exchange needs, some online readers may participate in vlogging to satisfy recreational needs. To reflect the recreation aspects experienced by readers, this study adopts the definitions of Chitturi et al. (2008) and Dholakia et al. (2004) in delineating recreational satisfaction as the extent to which a reader experiences fun and pleasure while participating in a blog. The perceived recreation inherent in a blog is likely to produce psychological enjoyment. When viewers' recreational or hedonic needs are met, they feel a sense of delight, which in turn increases their affinity for the blog

and the likelihood of revisiting the blog. In the online setting Li (2011) argued that online users are likely to use social network web sites if they find them enjoyable.

2.3.3. Information Satisfaction

Prior research has shown that online users are motivated by a quest for information. Dholakia et al. (2004) used the term "purposive value" to express this motivation, whereas Nambisan and Nambisan (2008) used "pragmatic experience" to rephrase this utilitarian concern. In this study vlog viewers' information satisfaction reflects the usefulness of the informational content available on a given vlog. The degree to which vlog viewers are satisfied (or whether their information needs have been met) is a measure of that vlog's ability to sustain itself. When a vlog convinces its viewers that it can serve their information purposes better than any other source, that vlog is more likely to attract viewers and become their favourite destination vlog. Koh and Kim (2003) argued that the information quality and content of a vlog are both conducive to community stimulation and member participation. Therefore viewer satisfaction with a vlog's informational content increases both attitudinal and behavioural loyalty.

2.4. PURCHASE INTENTION

Since Tauber (1972) asked, "Why do people shop?" shopping motivation has been one of the key concepts researched in the field of consumer behavior. Shopping motivation has been actively discussed for more than 30 years in leading academic journals (Wagner & Rudolph, 2010). Human motivation is the reason for a person's specific behavior (Kim & Hong, 2011). Motivation is the basis for a variety of activities from satisfying a basic need with eating or gaining emotional pleasure with enjoyment (Tauber, 1972). According to motivational theorists, human behavior is described as the result of a person's internal need states and external stimuli (Westbrook & Black, 1985). Motivation leads to behavior, which results in gratification or satisfaction (Kim & Hong, 2011). Academic literature has proposed and classified a wide range of motives (Cattell, 1957; Maslow, 1970; Muray, 1938). Westbrook and Black (1985) stated that the level of satisfaction achieved from the

motivated behavior is related to the strength of the relationship between the need state and behavior. Shopping motivation has a high level of relevance with retailers and is often used for market segmentation and the development of retail marketing strategies (Westbrook & Black, 1985).

Intentions previously defined as "an individual's motivation in the sense of the person's conscious attempt to show a behavior" (Eagly & Chaiken, 1993, p.168) and purchase intention represents "an individual's deliberate will to attempt to purchase a product" (Spears & Singh, 2004, p. 56).

The key relationship of online shopping is not only between purchaser and vendor, but fairly between the purchaser and mediated environment. Apparently, online customers enjoy control of completing the transaction, especially without a physical social interaction and in freedom. (Lilijander et al, 2015: 611). This approves that online users value the individual internet surfing through vlogs to receive hedonic/functional benefits, appraise alternative choices and personalized experiences. Vlog/influencer marketing usually occurs by dint of product suggestions. The power of suggestions on creating intention to purchase can be recognized as a hidden marketing communication instrument similar to a commercial that effect the consumers' aspect unfavorably. (Lilijander et al, 2015: 611).

It is known that vlog viewers respond to suggestions seems sponsored by a brand (Colliander and Erlandsson, 2015). However, previous research has shown that the reliability of the information positively affects the attitudes of consumers towards the product. Therefore, both vloggers and brands need to find out how viewers respond to marketing-oriented applications in their search about a product, against experience-based personal shares.

It is not a smooth process for the consumers to make their purchase decision, because of vast range of product genres, diversified brand names and puzzling market messages. Preceding studies found that there are many components, such as characteristics of products, personal characteristics of consumers, and peripheral characteristics that influence consumption behaviors (Kwan, 2006). According to Kwan, 2006; there are two important elements influencing consumer's purchase decision: Personal characteristics and peripheral characteristics. According to

results of Jalalkamali and Nikbin's (2010) studies; quality, prices, product brands, advertisement campaigns and messages, friends' and families' recommendations and past experiences of consumers directs the consumers' purchase decision in a complex business ambience.

Interpersonal influence takes a substantial part of consumers' purchasing decisions. Due to overestimated using effects, most cosmetic advertisements fail to carry credible information (Hung et al., 2011). Hence, consumers are more influenced by their friends' and families' aspects than by advertisements. Interpersonal influence on purchase decisions on account of online correspondence has rapidly grown as the Internet has become more accessible by the time. Internet provides an extensive selection of approaches for consumers to swap convictions. E-mail chains, social networking sites, vlogs, forums, online communities, chat rooms and review platforms are main channels for this social interaction of exchange of ideas (Goldsmith & Horowitz, 2006). To give and seek related information and share individual experiences, new media also can be used by consumers. Predominantly reviews of professionals, online comments can prominently influence purchase intentions of individuals (Zhu & Zhang, 2010).

Moreover, "market mavens" introduced by another studies: This term refers to consumers who believe that they are experts in shopping and specialization in a wide category of products in category of brands (Geissler and Edison, 2005). They are seen as technologically indulgent as also opinion leaders (Cheong & Morrison, 2008). It also stated that market mavens have a familiarity for communication issues of Internet-related fields. If so, with their constant behavior of posting review videos and assisting viewers when they making their purchase decision, vloggers could also be seen as "market mavens" (Geissler & Edison, 2005). Previous studies signified that consumers are influenced by other's online reviews, and they consider their opinions are comprehended to be the best reliable option for consumers to seek information about a spesific product or brand (Bae & Lee, 2011). For this reason, it is safe to postulate that vloggers, as market mavens, could be the influencers for their viewers' purchase intentions of future.

2.5. USER GENERATED CONTENT (UGC)

2.5.1. Vlogs And Vloggers

Vlogs, social channel insights, consumer review forms have definitive characteristics that differentiate themselves from other online/offline communication instruments (Fernando, 2007). It is an innovative approach for communication strategies to integrate user-generated content onto general marketing plans.

First of all, vlogs give information about the topics that subjectively take into. Others are sharing personal information about their daily lifestyle, offering personal design and comments. Vlogs can be adapted to "marketers' perspectives, rather than marketers' strategies (Lu and Hsiao, 2007)

A vlogger can allow everyone to influence and access their content. In particular, gamer-vloggers are not necessarily field experts, however, they can associate viewers with information bias on about particular subjects. The controversial topic on vlogger characteristics discusses whether any vlog content is as reliable as it can be trusted. This is also why content value researches is needed to examine the roles of vloggers. (Lu and Hsiao, 2007)

Digital participation has matured over time with content created by participants. One of the great concerns about digital engagement is the vloggers expertise to have control over the entire decision-making process. Vloggers -as authorities- incline to view end-users as customers instead of their information spreading sources. An authoritative or experience-based knowledge vlogger must continue to create original content sustainably in order to increase its credibility and continuously reinforce the efficiency of social interaction. (Lu and Hsiao, 2007)

2.5.2. Game Vloggers

Gamer vloggers may be given a major amount of reliability and dependability, appears as a specific type of vloggers. Viewers (can be definable as Subscribers), who spend a lot of their time on gaming activities and are keen on to learn newest skills from these vloggers, are immensely involved in watching live feeds, challenge videos and interact with these vloggers (Smith, Fischer, & Yongjian, 2012).

Online game tests, game&chat sessions, scenario reviews, walk-throughs and recommendations are created by users are acknowledged as user generated content (UGC). UGC has catched great affinities on all of other well-known websites; while Twitter, Facebook and YouTube indicate different sorts of social media channels and normally users visit these websites with distinct incentives (Smith, Fischer, & Yongjian, 2012).

At the same time, due to vloggers' activity and neutrality, opinions of vloggers can have huge impacts over their subscribers' buying decisions (Mir & Rehman, 2013). Preceding studies stated that online reviews are capable of efficient enough to ascend online hours of gamers by leaving comments positively (Bee & Lee, 2010). At that rate, YouTube's user-generated contents can be a vital fragment of the purchase decision continuum. YouTube supports and strengthens users exclusively by virtue of its distinctive features, which allows the users to be new opinion leaders and worldwide renowned individuals by uploading their creations (Burgess & Green, 2009).

Furthermore, YouTube provides a great floor for videos, comprehensive narrations and even special effects, by contrast with unlike other social channels that is confined to text based or static contents. YouTube is the optimal platform for indivuadals who are interested in showing and appraising their gaming skills and personal joy. Moreover, also a digitally developed ecosystem to interact with others by commenting and voting comments. The benefits, deficits, satisfactions or displeasures on a certain affair could be transmitted to millions. (Burgess & Green, 2009).

2.6. HYPOTHESIS

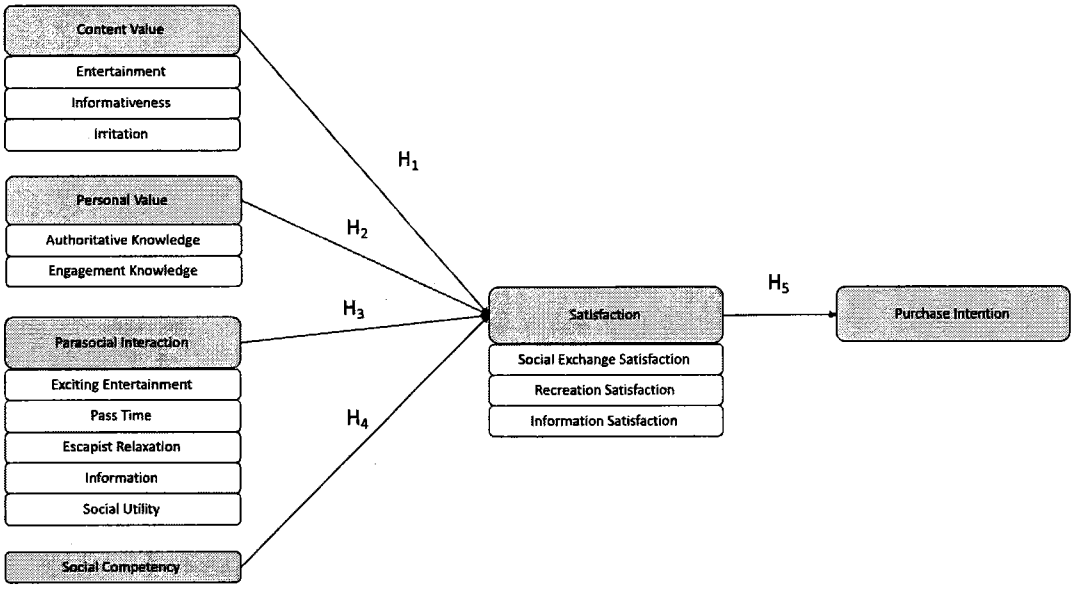

Figure 2. *Proposed Research Model*

Hypothesis

H1: There is a positive relationship of Content Value to Satisfaction

H2: There is a positive relationship of Vlogger Personal Value to Satisfaction

H3: There is a positive relationship of Parasocial Interaction to Satisfaction

H4: There is a positive relationship of Social Competency to Satisfaction

H5: There is a positive relationship of Satisfaction to Intention to Buy

3. METHODOLOGY

3.1. RESEARCH OBJECTIVE AND DESIGN

The main purpose of this study is to determine how the Game Vlogs manages the purchase intention. To find out whether content created by Game Vloggers who have knowledge about games satisfied their followers and the satisfaction they create manages the purchase intention.

3.2. SAMPLE SELECTION AND DATA COLLECTION

Data was collected in the Spring, 2019 from 300 undergraduate and graduate students at Istanbul Bilgi University with convenience sampling.

Based on previous related researches, "young adults use technological mediums such as blogs/vlogs heavily" (Huang et al.,2008; Lenhart and Fox, 2006). Therefore, respondents were chosen from the age between 18-40. Respondents were included in the study "only if they reported following any Game Vlogger." Respondents with missing data were dropped and during four-week period, 300 respondents completed the survey. After sorting and removing duplicate submissions, a net sample of 269 usable questionnaires remained for model testing.

3.3. THEORETICAL FRAMEWORK OF RESEARCH

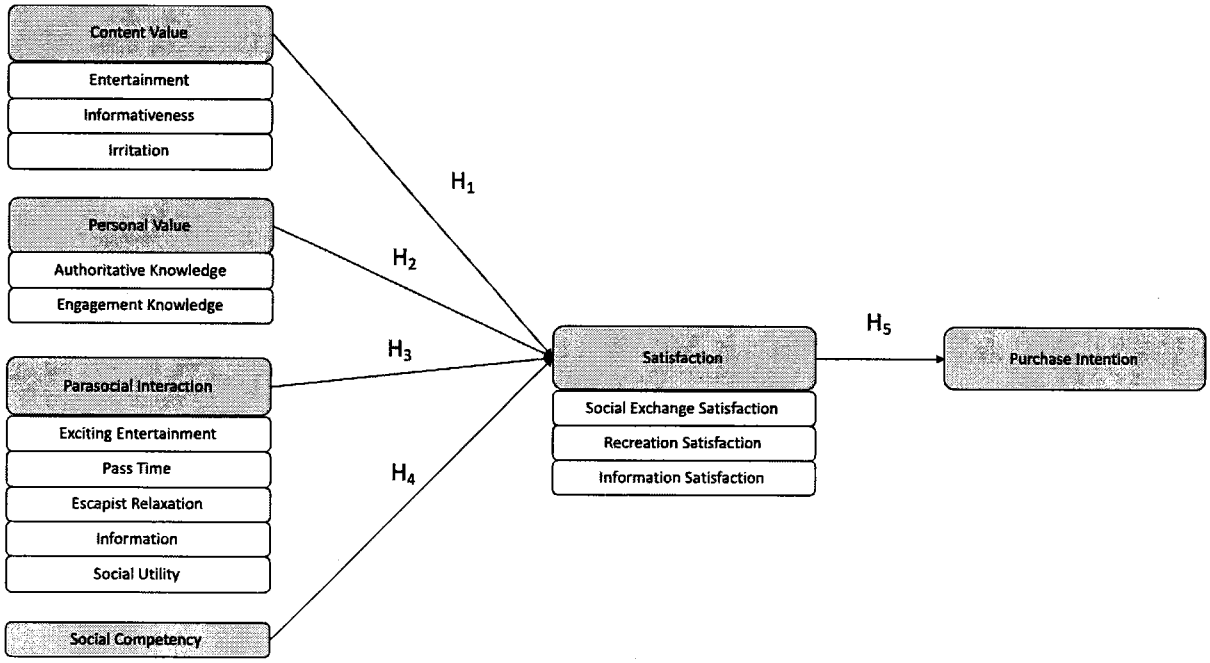

Figure 3. Proposed Research Model

Hypothesis

H_1: There is a positive relationship of Content Value to Satisfaction
H_2: There is a positive relationship of Vlogger Personal Value to Satisfaction
H_3: There is a positive relationship of Parasocial Interaction to Satisfaction
H_4: There is a positive relationship of Social Competency to Satisfaction
H_5: There is a positive relationship of Satisfaction to Intention to Buy

3.4. MEASUREMENT

All measures of both variables, were searched on the literature and adapted according to the objective of this research. Items that were demanded to be questioned, were translated into Turkish since the sample of this research were composed of Turkish people.

Priorly created and validated scales are used to measure the builds of this research. **Personal Value** measures were derived from Blogger characteristics literature adopted from Doyle et al. (2012), with two sub-dimensions: Engagement Knowledge and Authoritative Knowledge. **Para-social Interaction** has five sub dimensions and scale from a previous study about "soap operas" (Rubin and Perse, 1987), however it was adapted for Game Vloggers in this research.

Purchase Intention measured by one question, respondents answer the question of "I will definitely buy products recommended by Game Vloggers in the near future."

To run hypothesis testing, constructs will be measured using multiple items from the questionnaire. A 5-point Likert scale (ranging from 1 = Strongly Agree = 5 = Strongly Agree) will be used to measure all items. The scales used to measure the four constructs are summarized in Table 1.

Table 1. *Measurement of the Research Model*

Construct	Measurement	Reference
Satisfaction		
Social exchange	I am satisfied with how my comments on this vlog have influenced others	Hsu, 2013
	I am satisfied with the influence of my comments on the vlog itself	
	I am satisfied with the discussion and feedback on my comments on this vlog	
Recreation	I browse this vlog when I feel bored	
	Watching videos on this vlog is fun	
	While commenting on and watching this vlog I experience pleasure	
Information	I can find the information I want on this vlog	
	I can easily find information I want on this vlog	
	I can find a wealth of information I want on this vlog	

Content Value		
Entertainment	This vlog is entertaining	Ducoffee, 1996
	This vlog is enjoyable	
	This vlog is pleasing	
	This vlog is fun to use	
	This vlog is exciting	
Informativeness	This vlog is a good source of product information	
	This vlog supplies relevant product information	
	This vlog provides timely information	
	This vlog is a good source of up-to-date product information	
	This vlog makes product information immediately accessible	
	This vlog is a convenient source of product information	
	This vlog supplies complete product information	
Irritation	This vlog insuits peopie's intelligence	
	This vlog is annoying	
	This vlog is irritating	
	This vlog is deceptive	
	This vlog is confusing	
Social Competency		
	This vlogger having good interpersonal relations with audiences	Belt, 2002; Cheung &Tsang, 2005; Hochwarter, 2006.
	This vlogger is promptness and enthusiasm in communicating with or offering services to audiences	
	This vlogger is honest and sincere with audiences	
	Skilled at customer relationship management, such as talking to customers regularly.	
	This vlogger is skilled at solving problems quickly for audiences	
	This vlogger is willingness to share useful information with audiences	
Personal Value		
Authoritative Knowledge	Has a business on the topic area	Doyle, 2012
	Has one or more university degrees	
	Has specialized education in the topic area	
	Has won awards related to the area	
	Has written a book about the topic	
	Teaches courses on the topic	
	Works in the industry is involved in the topic in mainstream media	

Engagement Knowledge	Has wide-ranging experience	
	Has extensive experience in the area	
	Has resources that that others do not	
	Is heavily involved in the area	
	Is passionate about the topic	
	Is very critical in discussing the topic	
	Is very engaged in the topic field	
	Is interested in topic-area improvements	
	Spends a lot of time studying the topic	
	Knows about unusual aspects of the topic	
	Uses correct terminology	
Parasocial Interaction		
Exciting Entertainment	Because it's enjoyable	Rubin and Perse, 1987
	Because it entertains me	
	Because it's exciting	
	Because it's thrilling	
	Because it amuses me	
	Because I just like to watch	
Pass Time	Because it passes the time away, especially when I'm bored	
	Because it gives me something to occupy my time	
Escapist Relaxation	Because it allows me to unwind	
	So I can forget about work or other things	
	Because it's a pleasant rest	
	Because it relaxes me	
	So I can get away from what I'm doing	
Information	So I can learn about new places that people go	
	So I can learn to do things I haven't done before	
	Because it helps me learn things about others	
Social Utility	So I can talk with other people what's on	
	So I can be a member of a group chat and feel socially satisfied	
	So I can contact more people	

This research proposal aims to explore the user experience on Vlog Satisfaction, Content and Personal Value of the Vlogger and Intention to buy online games.

4. RESEARCH FINDINGS

4.1. DESCRIPTIVE STATISTICS FOR DEMOGRAPHIC VARIABLES

Descriptive statistics used for this questionnaire were age, gender, education levels, marital status and income levels of the respondents, respondent's Game Vlogger watching time and did they purchase any product after watching a Game Vlogger questions were asked.

Through a questionnaire survey, data of this study was collected. During a four-week period, 300 respondents completed our survey. A net sample of 269 usable questionnaires remained after sorting and removing duplicate submissions. The general demographics of the respondents can be seen on Table 2.

Table 2. *Demographic characteristics of survey respondents (n=269)*

		Number	**Percentage**
Gender	Female	98	36.4%
	Male	171	63.6%
Marital Status	Married	56	20.8 %
	Single	213	79.2%
Education	Primary School	2	0.7%
	Middle School	11	4.1%
	High School	29	10.8%
	University	138	51.3%
	Graduate	82	30.5%
	PhD	7	2.6%
Income	Less than 1500 TL	67	24.9%
	1501 TL - 2000 TL	60	22.3%
	2001 TL - 3000 TL	47	17.5%
	3001 TL – 4000 TL	40	14.9%
	4001 TL - 5000 TL	32	11.9%
	More than 5000 TL	23	8.6%

The sample comprised of 98 Female and 171 Male. Ages of the sample ranged between 18 to 38 with mean 24.37 standard deviation 4.35.

Table 3. Frequency of Game Buying Behavior

		Number	Percentage
Buying Behavior	Yes	137	50.9%
	No	132	49.1%

Table 4. Frequency of Game Vlogger Watching

		Number	Percentage
Game Vlogger Watching	Seldom	62	23.0%
	Sometimes	109	40.5%
	Often	43	16.0%
	Very often	32	11.9%
	Always	23	8.6%

According to the results 40.5% respondent sometimes watches Game Vloggers besides there are lots of respondent (36.5%) watches Game Vloggers very often. Data obtained from questionnaires analyzed through the IBM SPSS 23.0 statistical program.

4.2. FACTOR ANALYSIS

Factor Analysis is one of the multivariate statistical techniques, which is primarily used for data reduction and summarization (Malhotra, 2007). The factor analysis' aim is to determine the variables sets that are greatly interconnected, and this relation is considered in literature as factors (Hair et al. 2006). Factor analysis is followed up as common to analyze the "relationship between the judgmentally developed categories of content" and the "empirically derived constructs" (Gable, 1986, p.87) or to find out whether with distinct data sets, the identical constructs derived in the prior studied can be also derived. For this reason, within this research, factor analysis is performed to figure out how many "dissimilar dimensions the respondents perceive in the constructs" and whether they regard them as same as in the initial data with which the scale was developed and to also see "whether the derived constructs in this research support" the theoretically developed categories of contents' existence.

In order to figure out if the data is suitable to apply the factor analysis, sampling adequacy's measure is calculated at the beginning of every single factor test. Statistics that can present this adequacy are called Keiser- Meyer-Olkin (KMO) and Bartlett's test of sphericity. KMO displays that the data that is used in the analysis is a collection of variables that is homogeneous and that there are correlations between variables. The generally agreed lower limit for KMO is 0.50 (Hair et al., 2006, p.115). On the other hand, Bartlett's test provides the statistical significance of the inter-correlation between variable (Hair et al., 2006), and the generally agreed upper limit for the value of p in Social Sciences is 0.05. In addition, for checking the instrument reliability, Cronbach's alpha measurement is needed to be examined and it should be over 0.70 (Nunnally, 1978).

In this study, factor analysis is used primary to find out the structure of the interrelationships among the variables. Explatory factor analysis (EFA) using SPSS 24.0 is conducted including all items. For Content Value, Social Competency, Personal Value, Parasocial Interaction and Satisfaction constructs, factor analysis was applied separately and exhibited in the following sections.

4.2.1. Factor And Reliability Analysis For Satisfaction

The extent to which the data is useful and suitable for the factor analysis, Kaiser-Mayer-Olkin and Barlett test measures were obtained. The results (KMO=0.933, $\chi 2$ Bartlett test 2049.755, df=36, p=0.000) were adequate. Anti-image correlation diagonals are all exceeding 0.50, meaning all single items in the factor analysis are to be involved. We then employed "principal component analysis and varimax rotation" to the data sets. Factors with eigenvalues over one were retained (Hair et. al., 1998). As a result of the analysis three dimensions were found.

The results of EFA, items under each factor and factor loadings are given in Table 4. Minimum variance extracted around 60% range with each factor explaining at least 5% of total variance is advocated in social sciences (Hair et al 1998; Netemeyer, Bearden, and Sharma 2003).

Findings of three factors with explained total variance of 82.89% and factors explaining 26.02 % - 29.47% of total variance were satisfactory in this respect.

Factors were named as "Recreation Satisfaction", "Social Exchange Satisfaction" and "Information Satisfaction".

Table 5. Factor and Reliability Analysis of Satisfaction

Factor Name	Factor Item	Factor Loading	% Variance	Reliability
Recreation Satisfaction	RS1	0.803	29.47	0.886
	RS3	0.718		
	RS2	0.579		
Social Exchange Satisfaction	SS1	0.818	27.40	0.885
	SS2	0.721		
	SS3	0.698		
Information Satisfaction	IS3	0.815	26.02	0.887
	IS1	0.749		
	IS2	0.609		

To test the internal consistency of factors, Cronbach's coefficient alpha reliabilities were computed. Nunnally (1974) as cited in De Vellis, suggests a value of 0.70 as lower limit but it can decrease to 0.60, in addition there is a positive relation between alpha coefficient and the number of items (DeVellis 2003; Hair et al 1998). Reliabilities for "Recreation Satisfaction", "Social Exchange Satisfaction" and "Information Satisfaction" were above 0.70 (0.886, 0.885, 0.887 respectively).

4.2.2. Factor and Reliability Analysis for Content Value

The extent to which the data is useful and suitable for the factor analysis, Kaiser-Mayer-Olkin and Barlett test measures were obtained. The results (KMO=0.930, $\chi 2$ Bartlett test 3780.835 df=120, p=0.000) were adequate. Anti-image correlation diagonals are all exceeding 0.50, meaning all single items in the factor analysis are to be involved. We then employed principal component analysis and varimax rotation to the data sets. Factors with eigenvalues over one were retained (Hair et. al., 1998). As a result of the analysis, three dimensions were found.

Table 6. Factor and Reliability Analysis of Content Value

Factor Name	Factor Item	Factor Loading	% Variance	Reliability
Entertainment	ENT5	0.837	28.086	0.930
	ENT3	0.814		
	ENT1	0.797		
	ENT2	0.786		
	ENT4	0.729		
Irritation	IRR3	0.870	25.444	0.917
	IRR5	0.836		
	IRR4	0.830		
	IRR2	0.801		
	IRR1	0.772		
Informativeness	INF5	0.744	22.449	0.925
	INF7	0.739		
	INF3	0.726		
	INF1	0.647		
	INF6	0.622		
	INF2	0.573		

The results of EFA, items under each factor and factor loadings are given in Table 6.

Minimum variance extracted around 60% range with each factor explaining at least 5% of total variance is advocated in social sciences (Hair et al 1998; Netemeyer, Bearden, and Sharma 2003). Findings of three factors with explained total variance of 75.98% and factors explaining 22.45 % - 28.09% of total variance were satisfactory in this respect. Factors were named as "Entertainment", "Irritation" and "Informativeness".

To test the internal consistency of factors, Cronbach's coefficient alpha reliabilities were computed. Nunnally (1974) as cited in De Vellis, suggests a value of 0.70 as lower limit but it can decrease to 0.60, in addition there is a positive relation between alpha coefficient and the number of items (DeVellis 2003; Hair et al 1998)." Reliabilities for "Entertainment", "Irritation" and "Informativeness" were above 0.70 (0.930, 0.917, 0.925 respectively).

4.2.3. Factor And Reliability Analysis for Social Competency

The extent to which the data is useful and suitable for the factor analysis, Kaiser-Mayer-Olkin and Barlett test measures were obtained. The results (KMO=0.863, χ2Bartlett test 885.538, df=10, p=0.000) were adequate. Anti-image correlation diagonals are all exceeding 0.50, meaning all single items in the factor analysis are to be involved. No items were excluded.

Following these measurements, component analysis and varimax rotation was performed. Cronbach's alpha coefficient was determined, and it was estimated to be reliable. One dimension was found as a result of the analysis, and its total variance is 73.53%

Table 7. *Factor and Reliability Analysis of Social Competency*

Factor Name	Factor Item	Factor Loading	% Variance	Reliability
Social Competency	SC2	0.880	73.53	0.909
	SC3	0.879		
	SC1	0.852		
	SC4	0.849		
	SC5	0.826		

Reliabilities for Social Competency was 0.909 which is above 0.70.

4.2.4. Factor and Reliability Analysis for Personal Value

The extent to which the data is useful and suitable for the factor analysis, Kaiser-Mayer-Olkin and Barlett test measures were obtained. The results (KMO=0.961, χ2 Bartlett test 3347.847, df=120, p=0.000) were adequate. Anti-image correlation diagonals are all exceeding 0.50, meaning all single items in the factor analysis are to be involved. We then employed principal component analysis and varimax rotation to the data sets. Factors with eigenvalues over one were retained (Hair et. al., 1998). As a result of the analysis two dimensions were found.

The results of EFA, items under each factor and factor loadings are given in Table 8.

Minimum variance extracted around 60% range with each factor explaining at least 5% of total variance is advocated in social sciences (Hair et al 1998; Netemeyer,

Bearden, and Sharma 2003). Findings of two factors with explained total variance of 68.16% and factors explaining 27.93% - 40.23% of total variance were satisfactory in this respect. Factors were named as "Engagement Knowledge" and "Authoritative Knowledge".

Table 8. *Factor and Reliability Analysis of Personal Value*

Factor Name	Factor Item	Factor Loading	% Variance	Reliability
Engagement Knowledge	EK4	0.803	40.232	0.948
	EK11	0.764		
	EK3	0.749		
	EK5	0.748		
	EK10	0.743		
	EK7	0.732		
	EK2	0.704		
	EK8	0.701		
	EK1	0.695		
	EK9	0.658		
	EK6	0.617		
Authoritative Knowledge	AK5	0.816	27.928	0.900
	AK2	0.801		
	AK3	0.762		
	AK6	0.712		
	AK4	0.685		

To test the internal consistency of factors, Cronbach's coefficient alpha reliabilities were computed. Nunnally (1974) as cited in DeVellis (2003), suggests a value of 0.70 as lower limit but it can decrease to 0.60, in addition there is a positive relation between alpha coefficient and the number of items (DeVellis 2003; Hair et al 1998). Reliabilities for Engagement Knowledge and Authoritative Knowledge were above 0.70 (0.948 and 0.900 respectively).

4.2.5. Factor And Reliability Analysis for Parasocial Interaction

The extent to which the data is useful and suitable for the factor analysis, Kaiser-Mayer-Olkin and Barlett test measures were obtained. The results (KMO=0.959, $\chi 2$ Bartlett test 3654.919 df=120, p=0.000) were adequate. Anti-image correlation

diagonals are all exceeding 0.50, meaning all single items in the factor analysis are to be involved. We then employed principal component analysis and varimax rotation to the data sets. Factors with eigenvalues over one were retained (Hair et. al., 1998). As a result of the analysis five dimensions were found.

Table 9. *Factor and Reliability Analysis of Parasocial Interaction*

Factor Name	Factor Item	Factor Loading	% Variance	Reliability
Exciting Entertainment	EE1	0.748	26.074	0.929
	EE4	0.746		
	EE3	0.716		
	EE2	0.701		
	EE6	0.698		
	EE5	0.637		
Social Utility	SU1	0.777	16.230	0.875
	SU3	0.713		
	SU2	0.584		
Escapist Relaxation	ER2	0.785	13.532	0.851
	ER5	0.674		
	ER1	0.530		
Pass Time	PT1	0.715	12.675	0.840
	PT2	0.695		
Information	I1	0.717	11.889	0.833
	I3	0.536		

The results of EFA, items under each factor and factor loadings are given in Table 9.

Minimum variance extracted around 60% range with each factor explaining at least 5% of total variance is advocated in social sciences (Hair et al 1998; Netemeyer, Bearden, and Sharma 2003). Findings of five factors with explained total variance of 80.40% and factors explaining 11.89 % - 26.07% of total variance were satisfactory in this respect. Factors were named as "Exciting Entertainment", "Social Utility", "Escapist Relaxation", "Pass Time" and "Information".

To test the internal consistency of factors, Cronbach's coefficient alpha reliabilities were computed. Nunnally (1974) as cited in De Vellis, suggests a value of 0.70 as lower limit but it can decrease to 0.60, in addition there is a positive relation

between alpha coefficient and the number of items" (DeVellis 2003; Hair et al 1998). Reliabilities for "Exciting Entertainment", "Social Utility", "Escapist Relaxation", "Pass Time" and "Information" were above 0.70.

After the factor analysis, revised research model can be seen as below:

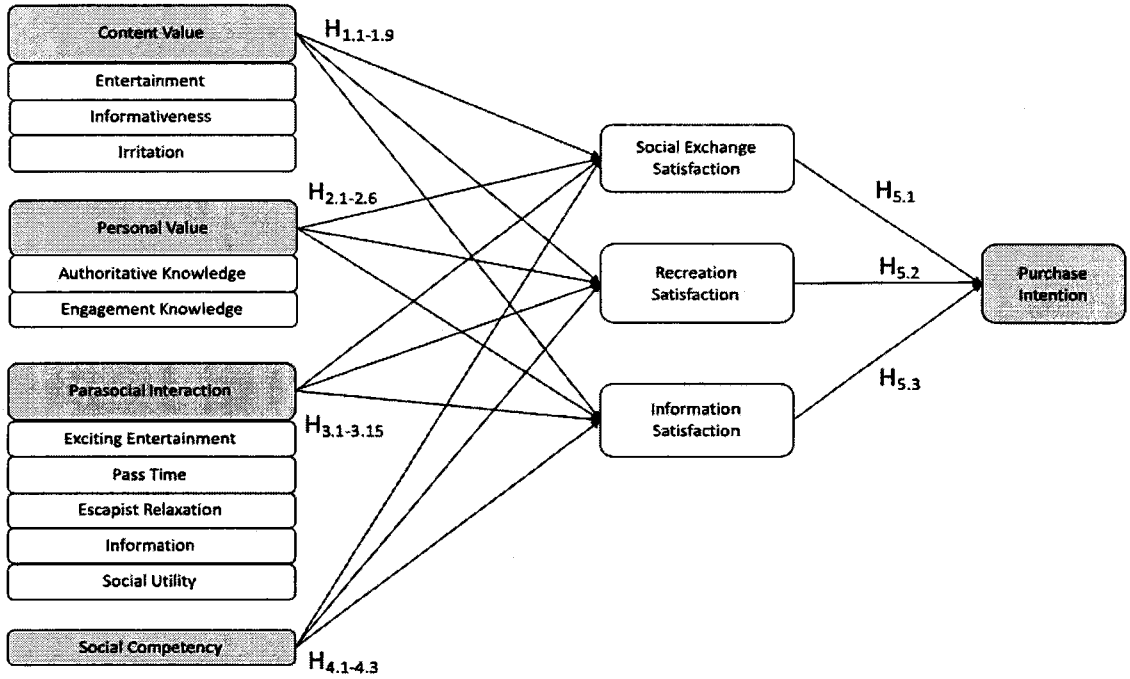

Figure 4. *Revised Research Model*

Revised Hypothesis

$H_{1.1}$: There is a positive relationship of Entertainment to Social Exchange Satisfaction

$H_{1.2}$: There is a positive relationship of Informativeness to Social Exchange Satisfaction

$H_{1.3}$: There is a positive relationship of Irritation to Social Exchange Satisfaction

$H_{1.4}$: There is a positive relationship of Entertainment to Recreation Satisfaction

$H_{1.5}$: There is a positive relationship of Informativeness to Recreation Satisfaction

$H_{1.6}$: There is a positive relationship of Irritation to Recreation Satisfaction

$H_{1.7}$: There is a positive relationship of Entertainment to Information Satisfaction

$H_{1.8}$: There is a positive relationship of Informativeness to Information Satisfaction

$H_{1.9}$: There is a positive relationship of Irritation to Information Satisfaction

$H_{2.1}$: There is a positive relationship of Vlogger Authoritative Knowledge to Social Exchange Satisfaction

$H_{2.2}$: There is a positive relationship of Vlogger Authoritative Knowledge to Recreation Satisfaction

$H_{2.3}$: There is a positive relationship of Vlogger Authoritative Knowledge to Information Satisfaction

$H_{2.4}$: There is a positive relationship of Vlogger Engagement Knowledge to Social Exchange Satisfaction

$H_{2.5}$: There is a positive relationship of Vlogger Engagement Knowledge to Recreation Satisfaction

$H_{2.6}$: There is a positive relationship of Vlogger Engagement Knowledge to Information Satisfaction

$H_{3.1}$: There is a positive relationship of Exciting Entertainment to Social Exchange Satisfaction

$H_{3.2}$: There is a positive relationship of Pass Time to Social Exchange Satisfaction

$H_{3.3}$: There is a positive relationship of Escapist Relaxation to Social Exchange Satisfaction

$H_{3.4}$: There is a positive relationship of Information to Social Exchange Satisfaction

$H_{3.5}$: There is a positive relationship of Social Utility to Social Exchange Satisfaction"

$H_{3.6}$: There is a positive relationship of Exciting Entertainment to Recreation Satisfaction

$H_{3.7}$: There is a positive relationship of Pass Time to Recreation Satisfaction

$H_{3.8}$: There is a positive relationship of Escapist Relaxation to Recreation Satisfaction

$H_{3.9}$: There is a positive relationship of Information to Recreation Satisfaction

$H_{3.10}$: There is a positive relationship of Social Utility to Recreation Satisfaction

$H_{3.11}$: There is a positive relationship of Exciting Entertainment to Information Satisfaction

$H_{3.12}$: There is a positive relationship of Pass Time to Information Satisfaction

$H_{3.13}$: There is a positive relationship of Escapist Relaxation to Information Satisfaction

$H_{3.14}$: There is a positive relationship of Information to Information Satisfaction

$H_{3.15}$: There is a positive relationship of Social Utility to Information Satisfaction

$H_{4.1}$: There is a positive relationship of Social Competency to Social Exchange Satisfaction

$H_{4.2}$: There is a positive relationship of Social Competency to Recreation Satisfaction

$H_{4.3}$: There is a positive relationship of Social Competency to Information Satisfaction

$H_{5.1}$: There is a positive relationship of Social Exchange Satisfaction to Purchase Intention

$H_{5.2}$: There is a positive relationship of Recreation Satisfaction to Purchase Intention

$H_{5.3}$: There is a positive relationship of Information Satisfaction to Purchase Intention

4.3. REGRESSION ANALYSIS

Regression analysis is defined as a reliable method followed in statistics for identifying the relationship between independent variables and dependent variables. By regression analysis, which variables have an impact on the research topic of interest and also the degree of that impact can be observed. Independent variables are the factors that the researcher aimed to investigate and therefore formed hypotheses about their interrelation, or relation with the dependent variable. Dependent variable on the other hand, can be defined as a main factor that is tried to be examined. If a relationship between two or more independent variables and one dependent variable, multiple regression analysis is followed, whereas simple regression analysis is followed when the relationship between two variables is needed to be investigated.

4.3.1. Multiple Linear Regression Analysis of Social Exchange Satisfaction

In order to find the relationship between Content Value factors (Entertainment, Informativeness and Irritation), Personal Value factors (Authoritative Knowledge

and Engagement Knowledge), Parasocial Interaction factors (Exciting Entertainment, Pass Time, Escapist Relaxation, Information and Social Utility), Social Competency with Social Exchange Satisfaction Multiple Linear Regression Analyses was performed.

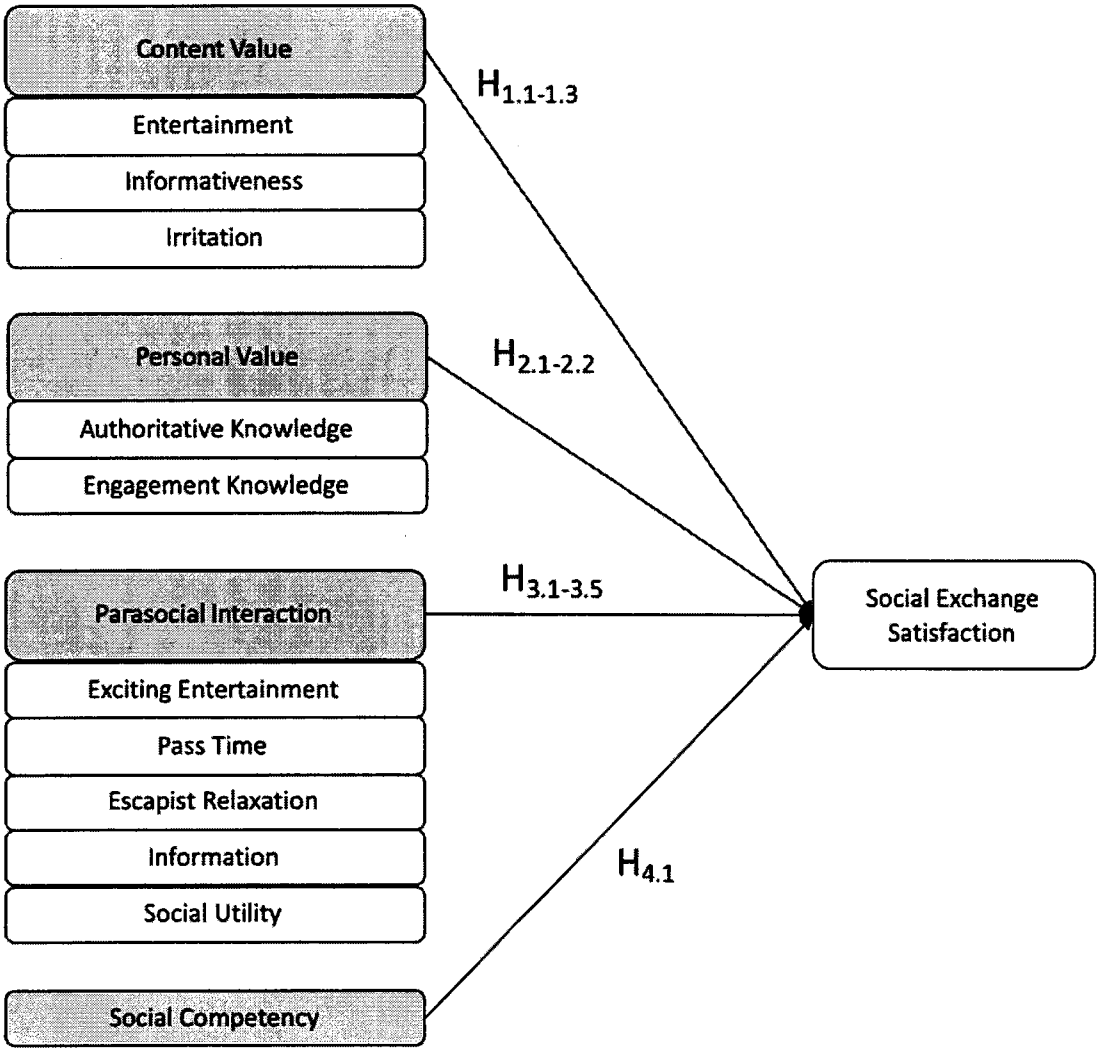

Figure 5. *Hypotheses for Social Exchange Satisfaction*

As reflected in Table 10.; Informativeness, Irritation, Entertainment and Information have contribution on Social Exchange Satisfaction. The overall explanatory power of model was 71.8% (R=0.827; R^2=0.684; F=142.874, p=0.000).

Table 10. Multiple Linear Regression of Hypotheses Social Exchange Satisfaction

Dependent Variable : Social Exchange Satisfaction			
Independent Variables :	**Beta**	**t-value**	**p-value**
Informativeness	0.186	2.309	0.022
Irritation	0.345	8.036	0.000
Entertainment	0.301	4.072	0.000
Information	0.145	2.735	0.007

As it can be seen from Table 10, interaction with Social Exchange Satisfaction is seen as very similar for Irritation (β=0.345, p= 0,000) and Entertainment (β=0.301, p= 0,000). Then interaction with Social Exchange Satisfaction is seen as very similar and low for Informativeness (β=0.186, p= 0,022) and Information (β=0.145, p= 0,007).

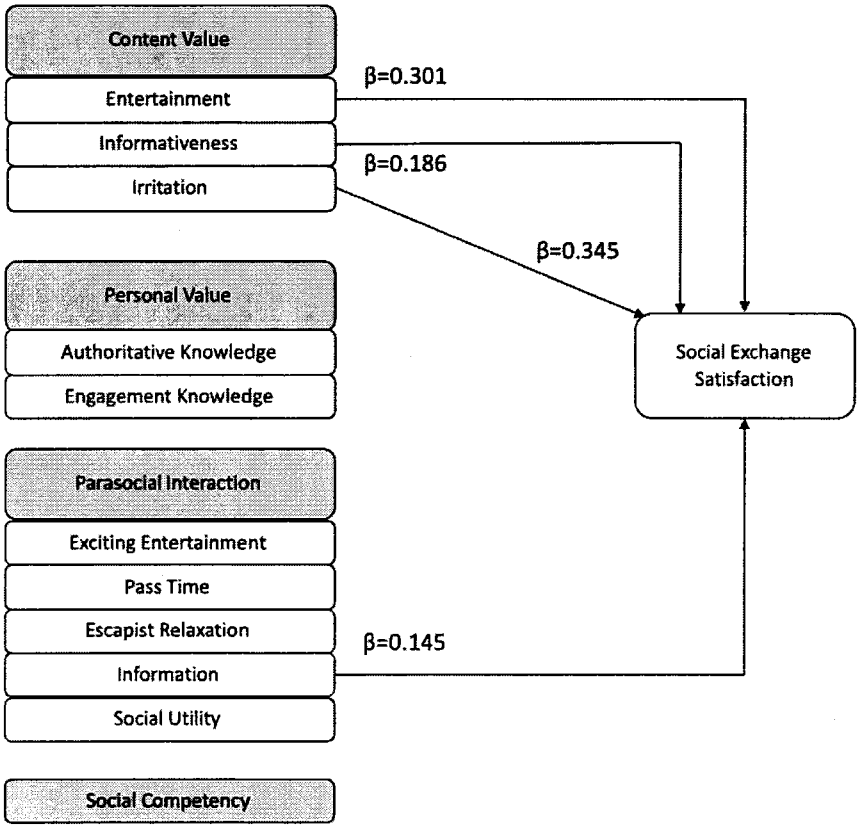

Figure 6. *Multiple Linear Regression Results of Hypotheses for Social Exchange Satisfaction*

4.3.2. Muliple Linear Regression Analysis of Recreation Satisfaction

In order to find the relationship between Content Value factors (Entertainment, Informativeness and Irritation), Personal Value factors (Authoritative Knowledge and Engagement Knowledge), Parasocial Interaction factors (Exciting Entertainment, Pass Time, Escapist Relaxation, Information and Social Utility), Social Competency with Recreation Satisfaction Multiple Linear Regression Analyses was performed.

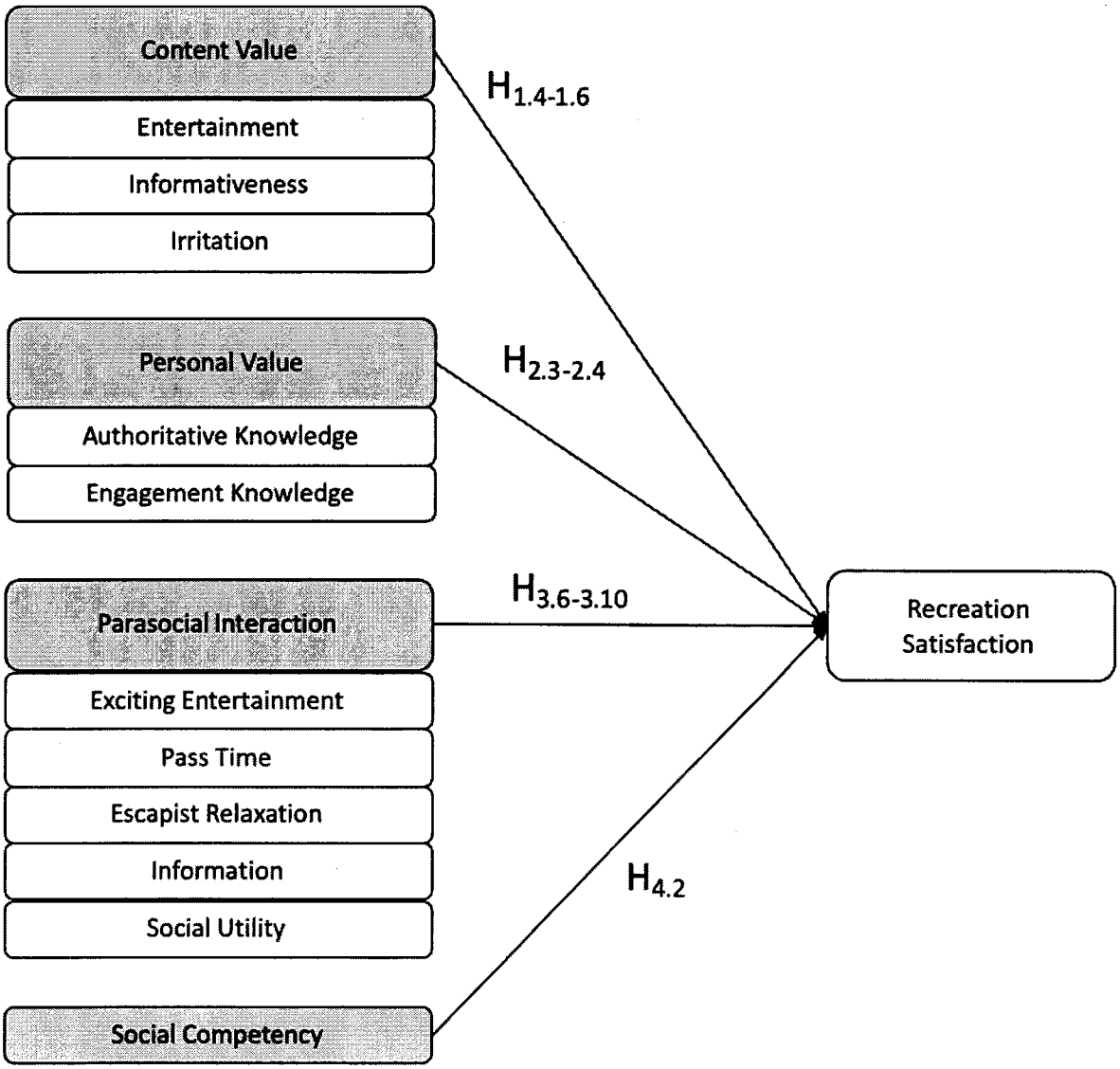

Figure 7. *Hypotheses for Recreation Satisfaction*

As reflected in Table 11.; Informativeness, Exciting Entertainment, Irritation, Entertainment, Authoritative Knowledge, Engagement Knowledge and Pass Time

have contribution on Recreation Satisfaction. The overall explanatory power of model was 71.8% (R=0.847; R^2=0.718; F=95.0001, p=0.000).

Table 11. *Multiple Linear Regression of Hypotheses Recreation Satisfaction*

Dependent Variable: Recreation Satisfaction			
Independent Variables:	**Beta**	**t-value**	**p-value**
Informativeness	0.159	2.054	0.041
Exciting Entertainment	0.160	2.150	0.032
Irritation	0.240	5.659	0.000
Entertainment	0.285	3.738	0.000
Authoritative Knowledge	-0.221	-3.852	0.000
Engagement Knowledge	0.211	3.083	0.002
Pass Time	0.127	2.357	0.019

As it can be seen from Table 11, interaction with Recreation Satisfaction is seen as very similar for Irritation (β=0.240, p= 0,000), Entertainment (β=0.285, p= 0,000), Authoritative Knowledge (β=-0.211, p= 0,000), Engagement Knowledge (β=0.211, p= 0,002). Then interaction with Recreation Satisfaction is seen as very similar and low for Pass Time (β=0.127, p= 0,019), Informativeness (β=0.159, p= 0,041) and Exciting Entertainment (β=0.160, p= 0,032).

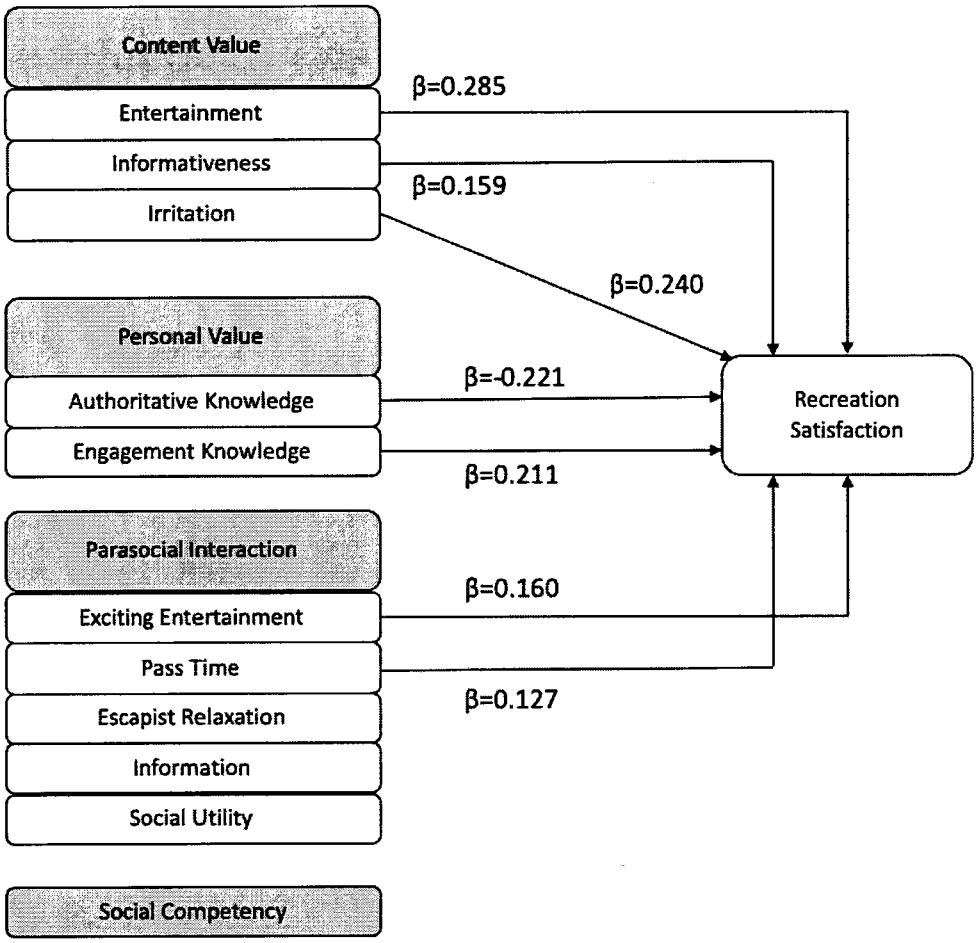

Figure 8. *Multiple Linear Regression Results of Hypotheses for Recreation Satisfaction*

4.3.3. Multiple Linear Regression Analysis Of Information Satisfaction

To find the relationship between Content Value factors (Entertainment, Informativeness and Irritation), Personal Value factors (Authoritative Knowledge and Engagement Knowledge), Parasocial Interaction factors (Exciting Entertainment, Pass Time, Escapist Relaxation, Information and Social Utility), Social Competency with Information Satisfaction Multiple Linear Regression Analyses was performed.

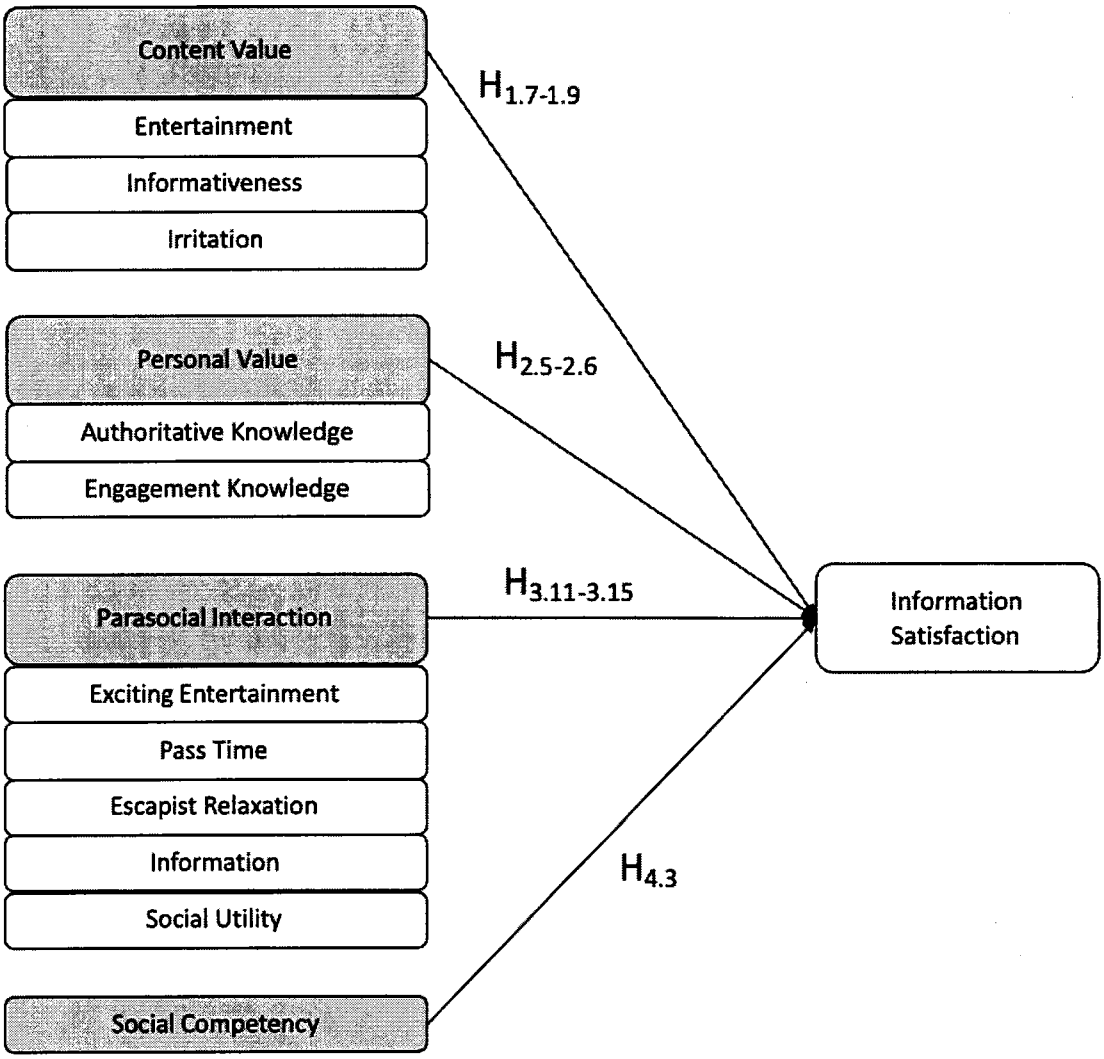

Figure 9. *Hypotheses for Information Satisfaction*

As reflected in Table 12.; Informativeness, Exciting Entertainment, Irritation, have contribution on Information Satisfaction. The overall explanatory power of model was 71.8% (R=0.805; R^2=0.648; F=162.516, p=0.000).

Table 12. *Multiple Linear Regression of Hypotheses Information Satisfaction*

Dependent Variable: Information Satisfaction			
Independent Variables:	**Beta**	**t-value**	**p-value**
Informativeness	0.415	6.263	0.000
Exciting Entertainment	0.330	5.542	0.000
Irritation	0.162	3.596	0.000

As it can be seen from Table 12, interaction with Information Satisfaction Irritation

(β=0.162, p= 0,000, Informativeness (β=0.415, p= 0,000) and Exciting Entertainment (β=0.330, p= 0,000).

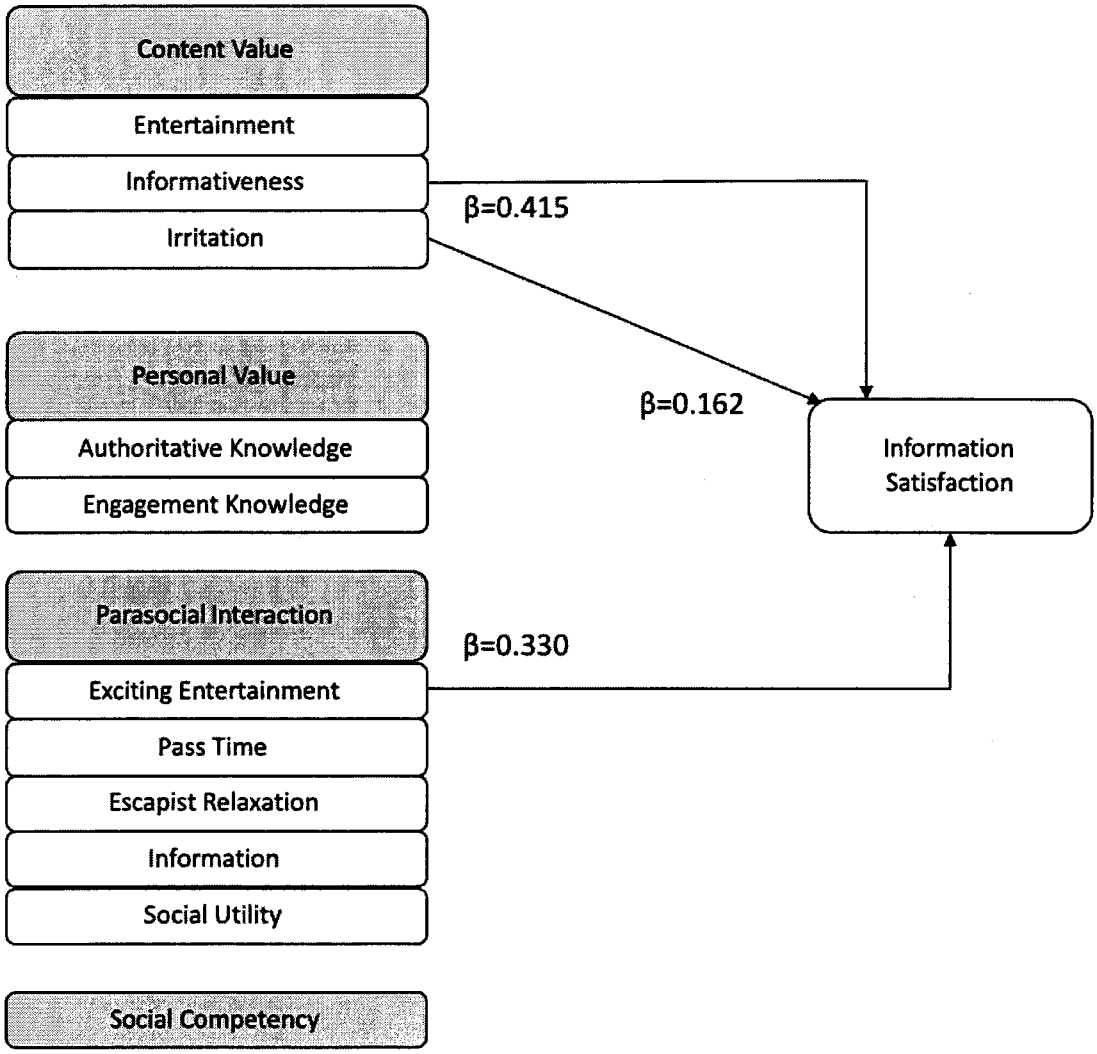

Figure 10. *Multiple Linear Regression Results of Hypotheses for Information Satisfaction*

4.3.4. Multiple Linear Regression Analysis of Purchase Intention

In order to find the relationship between Satisfaction factors (Social Exchange Satisfaction, Recreation Satisfaction and Information Satisfaction) with Purchase Intention Multiple Linear Regression Analyses was performed.

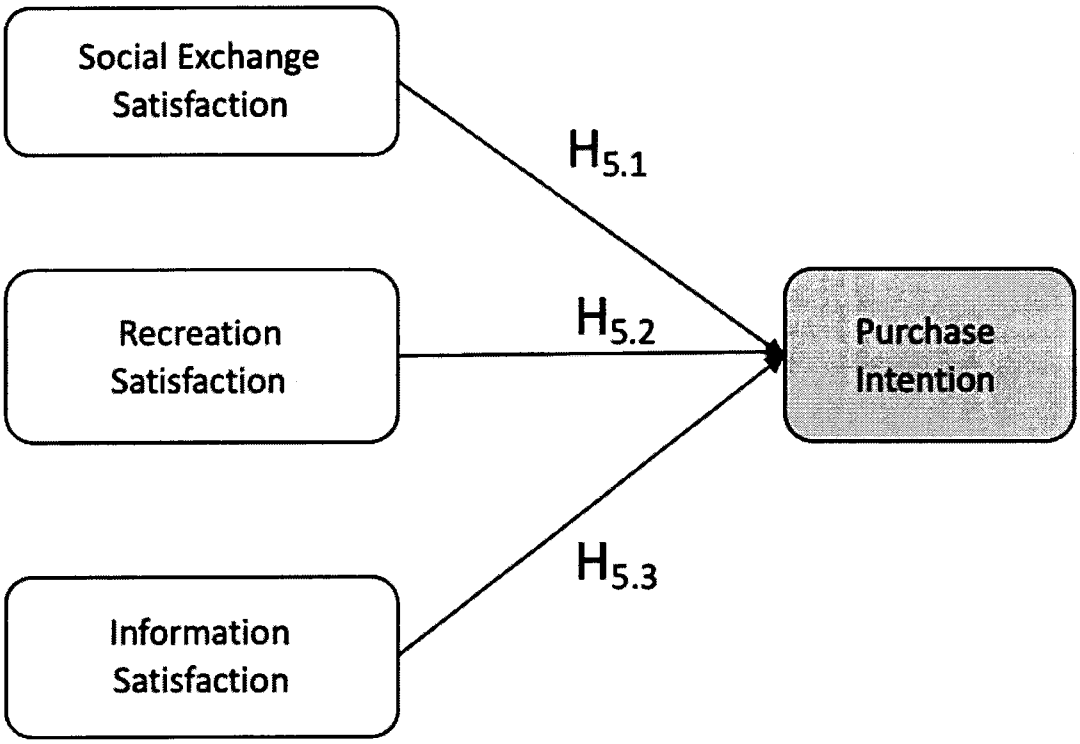

Figure 11. *Hypotheses for Purchase Intention*

As reflected in Table 13.; Recreation Satisfaction, Information Satisfaction and Social Exchange Satisfaction have contribution on Purchase Intention. The overall explanatory power of model was 47.9% (R=0.692; R^2=0.479; F=81.157, p=0.000).

Table 13. *Multiple Linear Regression of Hypotheses Purchase Intention*

Dependent Variable : Purchase Intention			
Independent Variables :	**Beta**	**t-value**	**p-value**
Recreation Satisfaction	0.230	2.522	0.012
Information Satisfaction	0.288	3.518	0.001
Social Exchange Satisfaction	0.224	2.817	0.005

As it can be seen from Table 13, interaction with Purchase Intention, Recreation Satisfaction (β=0.230, p= 0,012, Information Satisfaction (β=0.288, p= 0,001) and Social Exchange Satisfaction (β=0.224, p= 0,005).

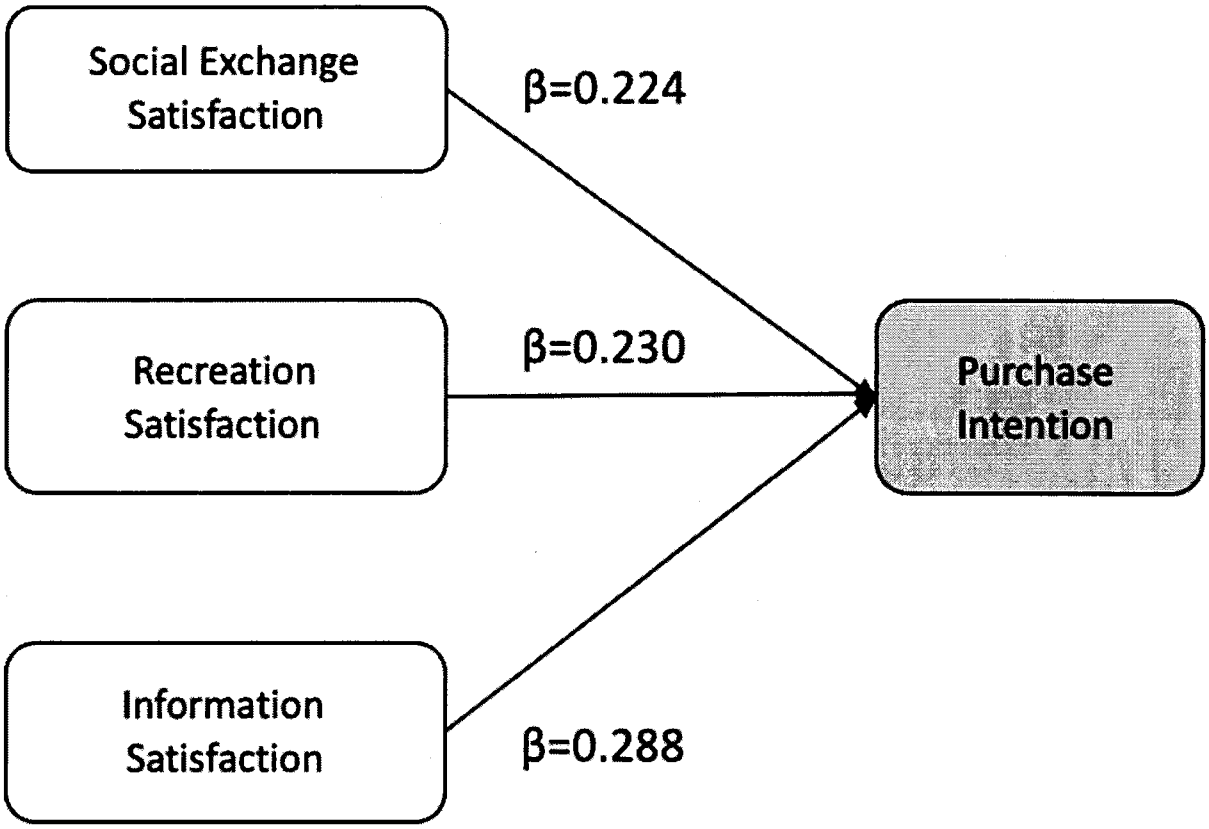

Figure 12. *Multiple Linear Regression Results of Hypotheses for Purchase Intention*

Summary of Hypotheses Results

As a result of various analyses mentioned, accepted and rejected hypotheses can be read from the below Table 14.

Table 14. *Summary of Hypotheses Results*

Hypotheses	Results
$H_{1.1}$: There is a positive relationship between Entertainment and Social Exchange Satisfaction	Accepted
$H_{1.2}$: There is a positive relationship between Informativeness and Social Exchange Satisfaction	Accepted

$H_{1.3}$: There is a positive relationship between Irritation and Social Exchange Satisfaction	Accepted
$H_{1.4}$: There is a positive relationship between Entertainment and Recreation Satisfaction	Accepted
$H_{1.5}$: There is a positive relationship between Informativeness and Recreation Satisfaction	Accepted
$H_{1.6}$: There is a positive relationship between Irritation and Recreation Satisfaction	Accepted
$H_{1.7}$: There is a positive relationship between Entertainment and Information Satisfaction	Rejected
$H_{1.8}$: There is a positive relationship between Informativeness and Information Satisfaction	Accepted
$H_{1.9}$: There is a positive relationship between Irritation and Information Satisfaction	Accepted
$H_{2.1}$: There is a positive relationship between Vlogger Authoritative Knowledge and Social Exchange Satisfaction	Rejected
$H_{2.2}$: There is a positive relationship between Vlogger Authoritative Knowledge and Recreation Satisfaction	Accepted
$H_{2.3}$: There is a positive relationship between Vlogger Authoritative Knowledge and Information Satisfaction	Rejected
$H_{2.4}$: There is a positive relationship between Vlogger Engagement Knowledge and Social Exchange Satisfaction	Rejected
$H_{2.5}$: There is a positive relationship between Vlogger Engagement Knowledge and Recreation Satisfaction	Accepted

$H_{2.6}$: There is a positive relationship between Vlogger Engagement Knowledge and Information Satisfaction	Rejected
$H_{3.1}$: There is a positive relationship between Exciting Entertainment and Social Exchange Satisfaction	Rejected
$H_{3.2}$: There is a positive relationship between Pass Time and Social Exchange Satisfaction	Rejected
$H_{3.3}$: There is a positive relationship between Escapist Relaxation and Social Exchange Satisfaction	Rejected
$H_{3.4}$: There is a positive relationship between Information and Social Exchange Satisfaction	Accepted
$H_{3.5}$: There is a positive relationship between Social Utility and Social Exchange Satisfaction	Rejected
$H_{3.6}$: There is a positive relationship between Exciting Entertainment and Recreation Satisfaction	Accepted
$H_{3.7}$: There is a positive relationship between Pass Time and Recreation Satisfaction	Accepted
$H_{3.8}$: There is a positive relationship between Escapist Relaxation and Recreation Satisfaction	Rejected
$H_{3.9}$: There is a positive relationship between Information and Recreation Satisfaction	Rejected
$H_{3.10}$: There is a positive relationship between Social Utility and Recreation Satisfaction	Rejected
$H_{3.11}$: There is a positive relationship between Exciting Entertainment and Information Satisfaction	Accepted
$H_{3.12}$: There is a positive relationship between Pass Time and Information Satisfaction	Rejected
$H_{3.13}$: There is a positive relationship between Escapist Relaxation and Information Satisfaction	Rejected

$H_{3.14}$: There is a positive relationship between Information and Information Satisfaction	Rejected
$H_{3.15}$: There is a positive relationship between Social Utility and Information Satisfaction	Rejected
$H_{4.1}$: There is a positive relationship between Social Competency and Social Exchange Satisfaction	Rejected
$H_{4.2}$: There is a positive relationship between Social Competency and Recreation Satisfaction	Rejected
$H_{4.3}$: There is a positive relationship between Social Competency and Information Satisfaction	Rejected
$H_{5.1}$: There is a positive relationship between Social Exchange Satisfaction and Purchase Intention	Accepted
$H_{5.2}$: There is a positive relationship between Recreation Satisfaction and Purchase Intention	Accepted
$H_{5.3}$: There is a positive relationship between Information Satisfaction and Purchase Intention	Accepted

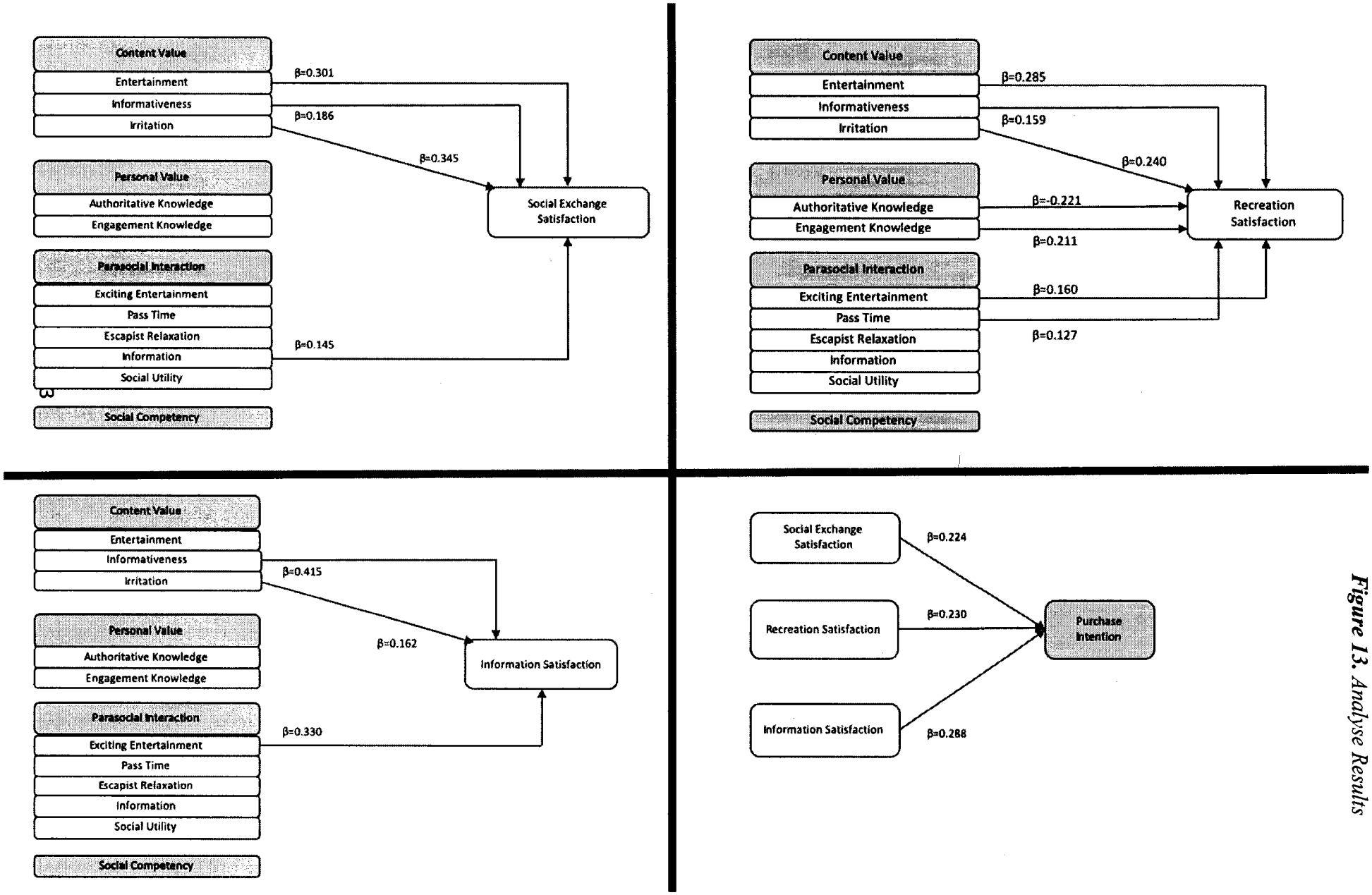

Figure 13. Analyse Results

5. CONCLUSIONS

Through the questionnaire survey data of this study was collected during a four-week period and 300 respondents, a net sample of 269 usable questionnaires remained after sorting and removing duplicate submissions. The sample comprised of 98 Female and 171 Male. Ages of the sample ranged between 18 to 38 with mean 24.37 standard deviation 4.35. According to the results 40.5% respondent sometimes watches Game Vloggers besides there are lots of respondent (36.5%) watches Game Vloggers very often.

For Content Value, Social Competency, Personal Value, Parasocial Interaction and Satisfaction constructs, factor analysis was applied separately and exhibited in the related sections.

Results of the study that may be valuable for marketing professionals can be summarized as following:

1. Personal and content values' of YouTubers on their audience has a direct effect on viewers' purchasing decision, since a positive correlation between their values and intention to purchase can be seen on results.
2. YouTube viewers, specifically gamer-related content consumers paying attention to general social envoirenment of YouTuber's channel also.
3. For a marketing professional, creating a love-mark or an emotional connection with their consumers described as a vital action. In order to create meaningful emotions, brands can focus on long-term partnerships with YouTube content creators, since these creators are also being taken into consideration as opinion leaders.
4. YouTube is not also a challenging area for content creators but also an infinite source for discovering creative ideas. Whence, professionals aiming to conduct professionaly designed projects on YouTube should handle carefully their personal values, content values and their social competency effect.

As findings from **Factor and Reliability Analysis for Satisfaction**, three factors

with explained total variance of 82.89% and factors explaining 26.02 % - 29.47% of total variance were satisfactory in this respect. Factors were named as "Recreation Satisfaction", "Social Exchange Satisfaction" and "Information Satisfaction". Reliabilities for "Recreation Satisfaction", "Social Exchange Satisfaction" and "Information Satisfaction" were above 0.70 (0.886, 0.885, 0.887 respectively).

As findings from **Factor and Reliability Analysis for Content Value**, three factors with explained total variance of 75.98% and factors explaining 22.45 % - 28.09% of total variance were satisfactory in this respect. Factors were named as "Entertainment", "Irritation" and "Informativeness".

As a finding from **Factor and Reliability Analysis for Social Competency,** one dimension was found as a result of the analysis, and its total variance is 73.53%.

As findings from **Factor and Reliability Analysis for Personal Value,** two factors with explained total variance of 68.16% and factors explaining 27.93% - 40.23% of total variance were satisfactory in this respect. Factors were named as "Engagement Knowledge" and "Authoritative Knowledge". Reliabilities for "Engagement Knowledge" and "Authoritative Knowledge" were above 0.70 (0.948 and 0.900 respectively).

As findings from **Factor and Reliability Analysis for Parasocial Interaction,** five factors with explained total variance of 80.40% and factors explaining 11.89 % - 26.07% of total variance were satisfactory in this respect. Factors were named as "Exciting Entertainment", "Social Utility", "Escapist Relaxation", "Pass Time" and "Information". Reliabilities for "Exciting Entertainment", "Social Utility", "Escapist Relaxation", "Pass Time" and "Information" were above 0.70.

In order to find the relationship between Content Value factors (Entertainment, Informativeness and Irritation), Personal Value factors (Authoritative Knowledge and Engagement Knowledge), Parasocial Interaction factors (Exciting Entertainment, Pass Time, Escapist Relaxation, Information and Social Utility), **Social Competency with Social Exchange Satisfaction Multiple Linear**

Regression Analyses was performed. Interaction with Social Exchange Satisfaction is seen as very similar for Irritation and Entertainment. Then interaction with Social Exchange Satisfaction is seen as very similar and low for Informativeness and Information.

As a result of **Multiple Linear Regression Analysis of Recreation Satisfaction**, interaction with Recreation Satisfaction is seen as very similar for Irritation, Entertainment, Authoritative Knowledge, Engagement Knowledge. Then interaction with Recreation Satisfaction is seen as very similar and low for Pass Time, Informativeness and Exciting Entertainment.

As a result of **Multiple Linear Regression Analysis of Information**, it is seen that Satisfaction Informativeness, Exciting Entertainment, Irritation have contribution on Information Satisfaction.

Lastly, in order to find the relationship between Satisfaction factors (Social Exchange Satisfaction, Recreation Satisfaction and Information Satisfaction) with Purchase Intention, **Multiple Linear Regression Analysis** was performed.

As a final and clear result of all analyses and study itself, there is a contribution observed, sourcing from Recreation Satisfaction, Information Satisfaction and Social Exchange Satisfaction on Purchase Intention. The overall explanatory power of model was 47.9% ($R=0.692$; $R2=0.479$; $F=81.157$, $p=0.000$).

6. LIMITATIONS AND FUTURE RESEARCH

Although it is clear that the satisfaction caused by the personal and contextual qualities of vloggers creates a desire to buy, the researcher strongly feels that the current study should be replicated by using a larger sample size ($n > 500$), because the power of the study will be increased significantly.

This study can also be applied on some other high-valued such as cosmetic, automotive accessories, scaled models, adult toys (movie & comic related designs), gaming consoles and electrical household supplies with the same model and hypotheses in the future.

Future research would be more preferred and meaningful to measure actual purchase behavior instead of purchase intention. For the present study, we did not make any comparisons between YouTube vlog subscribers and non-subscribers. The results could be interesting and profound if future studies can shed light on the differences between these two groups of people.

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8. APPENDIX

The effect of Game Vloggers on Purchase Intentions

This survey is carried out within the framework of a scientific research, and the purpose of the study is to examine the impact of game vloggers on purchase intention. Video bloggers (Vloggers) are the people who produce their own videos/contents and share these in the internet or other applications.

1. Are you following any game vlogger?

Yes No

2. Who is the Game Vlogger you followed most?

3. Answer the following questions considering the the Game Vlogger you mentioned above.

1 = Totally disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree 5 = Totally agree.

Please answer completely with your consent.

This vlogger having good interpersonal relations with audiences

This vlogger is promptness and enthusiasm in communicating with or offering services to audiences

This vlogger is honest and sincere with audiences

This vlogger is skilled at solving problems quickly for audiences

This vlogger is willingness to share useful information with audiences

This vlogger has a business on the topic area

This vlogger has one or more university degrees

This vlogger has specialized education in the topic area

This vlogger has won awards related to the area

This vlogger has written a book about the topic

This vlogger works in the industry

This vlogger is involved in the topic in mainstream media

This vlogger has wideranging experience

This vlogger as extensive experience in the area

This vlogger has resources that others do not

This vlogger is heavily involved in the area

This vlogger is passionate about the topic

This vlogger is very critical in discussing the topic

This vlogger is very engaged in the topic field

This vlogger is interested in topic area improvements

This vlogger spends a lot of time studying the topic

This vlogger knows about unusual aspects of the topic

This vlogger uses correct terminology

3. Answer the following questions considering your favorite Game Vlogger you mentioned above.

1 = Totally disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree 5 = Totally agree.

I watch "Game Vloggers" because ...

It's enjoyable

It entertains me

It's exciting

It's thrilling

It amuses me

I just like to watch

It passes the time away, especially when I'm bored

It gives me something to occupy my time

It allows me to unwind

I can forget about work or other things

It's a pleasant rest

It relaxes me

I can get away from what I'm doing

I can learn about new places that people go

I can learn to do things I haven't done before

It helps me learn things about others

I can talk with other people what's on

I can be a member of a group chat and feel socially satisfied

I can contact more people

5. Answer the following questions considering the channel of your favorite Game Vlogger you
mentioned above.

1 = Totally disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree 5= Totally agree.

This vlog is entertaining

This vlog is enjoyable

This vlog is pleasing

This vlog is fun to use

This vlog is exciting

This vlog is a good source of product information

This vlog supplies relevant product information

This vlog provides timely information

This vlog is a good source of up-to-date product information

This vlog makes product information immediately accessible

This vlog is a convenient source of product information

This vlog supplies complete product information

This vlog insult people's intelligence

This vlog is annoying

This vlog is irritating

This vlog is deceptive

This vlog is confusing

I am satisfied with how my comments on this vlog have influenced others

I am satisfied with the influence of my comments on the vlog itself

I am satisfied with the discussion and feedback on my comments on this vlog

I browse this vlog when I feel bored

Watching videos on this vlog is fun

While commenting on and watching this vlog I experience pleasure

I can find the information I want on this vlog

I can easily find information I want on this vlog

I can find a wealth of information I want on this vlog

6. How often do you watch Game Vloggers? *

Never

Seldom

Sometimes

Often

Very often

Always

7. Have you ever buy some products after watching a Game Vlog?

Yes No

8. Gender

Female Male Other

9. Education Level

Primary School

Middle School

High School

Bachelor's Degree

Master

PhD

10. Marital Status

Married Single

11. Income Level

Less than $200

$201 - $400

$401 - $600

$601 - $800

$801- $1000

More than $1000

12. Your Age