
“There is no more room on my bookshelf”

*BookTube viewing in relation to the book buying behaviour and
reading habits of its viewers*

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Abstract

With the rise of Web 2.0 and online electronic word-of-mouth (eWOM), it became clear that people who are being exposed to large quantities of these online person-to-person eWOM messages have a higher purchase intention and buying behaviour, thus they are more likely to purchase consumer products after viewing such messages. The aim of this study is to investigate BookTube, which is a subset of the YouTube community and which consists of eWOM videos in which *BookTubers* talk about books and reading. BookTube is still a rather unexplored part of social scientific research, hence why this study aims to explore the relationship between watching BookTube videos on YouTube and the book buying behaviour and reading habits of its viewers. In addition, the book buying behaviour and reading habits of both BookTube viewers and non-BookTube viewers are also compared and explored in more detail by means of an online survey (N = 1264). Results show that there is a positive relationship between watching BookTube videos and the book buying behaviour and reading habits of the viewers and that viewers thus buy and read more books when watching more BookTube videos. Furthermore, viewers buy significantly more books if their motivation to watch BookTube videos is to gain information about new books on the market. On the other hand, viewers buy significantly fewer books if their motivation to watch BookTube videos is to be entertained or to acquire a feeling of community. Lastly, results show that people who watch BookTube videos buy and read significantly more books compared to people who do not watch BookTube videos. It can thus be said that there is a clear relationship between watching BookTube videos and the book buying behaviour and reading habits of its viewers, as well as between the book buying behaviour and reading habits of BookTube viewers and non-BookTube viewers. BookTube viewers thus feel the need to own and read an extensive number of books if they watch a lot of BookTube videos which means that watching BookTube videos plays a significant role in the book buying behaviour and reading habits of its viewers.

Keywords: BookTube, eWOM, buying behaviour, reading habits, influencer marketing

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1. Introduction

Social media, defined by Kaplan and Haenlein (2010) as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content” (p. 61), have changed the way that consumers are exposed to new products and services. Whether people go on Instagram or Twitter or watch a video on YouTube, it is inevitable that they will be exposed to marketing campaigns and consumer items. The relationship between the buying behaviour or consumption behaviour, and the use of social media, has already been widely studied by many scholars (Lee, 2018; Pelixo, 2018; Thourmrungraje, 2014). However, this research will go even deeper into this phenomenon by exploring a small subset of the YouTube community.

Hennig-Thurau, Gwinner, Walsh, and Gremler (2004) define eWOM as “any positive or negative statement made by potential, actual, or former customers about a product or company, which is made available to a multitude of people and institutions via the internet (p.39). Social media is an ideal tool for electronic word-of-mouth (eWOM), because consumers can easily create and share brand-related information to their network of family, friends, and followers (Chu & Kim, 2011). Especially during these digital times, it is important to know the relationship between social media and eWOM in order to get a better understanding of the impact of social media and eWOM on the buying behaviour of the users. While much research has already been done on eWOM (Black & Kelley, 2009; Cheong, Lee, & Thadani, 2009; Kim, Mattila, & Baloglu, 2011; Vermeulen & Seegers, 2009). this research will further explore eWOM in the context of YouTube.

YouTube is an online video platform that was founded in 2005 and it allows its users to post, comment, view, and link to videos on the site (Dehghani, Niaki, Ramezani, & Sali, 2016). On YouTube, an average of 400 hours of video are uploaded every minute (Smith, 2019). A large part of those videos feature products that people can buy, such as beauty products, games, or books. Such commercial videos can be in the form of, for example, video reviews that often impact the consumers' purchase decisions (Korfiatis, Barriocanal-Garcia, & Sanchez, 2012). Since the rise of eWOM, people do not have to reach out to friends, family, or marketer-generated sources to acquire information. They can simply go online to interact with each other and share product-related information (King, Racherla, & Bush, 2014). In this research, the relationship between watching BookTube videos on YouTube and the book buying behaviour and reading habits of its viewers will be explored.

BookTube is a community of content creators on YouTube of people who make book related videos in which they discuss everything that is related to books and reading (Perkins, 2017). Similar to game and beauty videos, BookTube is a subset of the YouTube community. Originally, the videos that these *BookTubers* posted were mostly book reviews, however, many new video topics have been introduced recently; for example, *book hauls*, in which the BookTuber shows the books that he or she

has recently bought; *reading wrap ups* in which the BookTuber talks about the books that he or she has recently read; or a *bookshelf tour* in which the BookTuber gives a virtual tour of his or her bookshelf. The most popular genre that is discussed on BookTube is Young Adult (YA) (Hughes, 2017), which is a genre that focuses on children between 12 and 18 years old. However, YA books are also very popular amongst older BookTubers.

Studying the relationship between watching BookTube videos and the book buying behaviour and reading habits of its viewers is a logical choice, because these videos can be considered as eWOM, since nearly every video is associated with specific books or book related items that the BookTuber shares his or her positive or negative statements about (Hennig-Thurau et al., 2004). A popular BookTuber, Emma Giordano from the BookTube channel Emmmabooks, argues that being part of BookTube community makes you want to purchase more books, since people all want the book collections the size of their favourite BookTuber (Ehret, Boegel, & Manuel-Nekouei, 2018). The subscribers and followers of these big influencers often see them as examples and they therefore want to have what they have. Companies have realised this as well and have now started to use these BookTubers as tools in their advertising campaigns: the companies pay the influencer to talk about or show a specific product in their content in the hope that it influences the viewers to purchase the product (Wojdunski & Golan, 2016).

In addition, Emma Giordano from Emmmabooks discusses the participatory pressures of BookTube, meaning that people tied to the community, who thus create videos themselves or only watch videos, can feel pressured to buy a lot of books in order to really become part of the community (Ehret et al, 2018). This is something that I personally relate to as well, since I have a BookTube channel called Basically Britt, which means that I am very invested in the community. With this research, I want to find out whether this statement can be backed up by research and whether people who thus watch BookTube videos buy more books, compared to people who do not watch BookTube videos.

It is important that more research is done on BookTube, because the community mainly consists of videos with eWOM messages and since eWOM is currently a very important topic in social scientific research, BookTube should not be left out. We need to find out how BookTube viewing relates to the book buying behaviour and reading habits of its viewers by exploring this topic in more detail. Studying the relationship between watching these videos and the book buying behaviour and reading habits of its viewers is a relevant topic to study, because it will partly fill a research gap that has appeared in research about BookTube, since most research on BookTube focuses on how publishing houses and sponsors work together with BookTubers (Kroupová, 2018) instead of focusing on the book buying behaviour and reading habits of its viewers. In addition, studying eWOM for books should not be neglected, since the revenue of the book publishing industry in the USA has not declined between 2008 and 2017 (Statista, 2018), thus, the book publishing industry is still a relevant topic to study. Finally, since reading for pleasure is proven to be beneficial for writing ability (OECD,

2003), text comprehension and grammar (Cox & Guthrie, 2001), and breadth of vocabulary (Angelos & McGriff, 2002), it is of social interest to study BookTube, since BookTube is a platform that encourages reading for pleasure, especially amongst a younger audience.

Primarily, this research focuses on the relationship between watching BookTube videos and the book buying behaviour and reading habits of its viewers, however, in order to gain a deeper understanding of the book buying behaviour and reading habits of readers, the people who watch BookTube videos will also be compared to people who do not watch these videos and who are thus solely exposed to new books via other means.

1.1 Research questions

Considering the framework above, BookTube remains a vastly unstudied part of social scientific research and this research will partly fill these research gaps. Since the little research that has been done on BookTube only focused on a variety of topics, such as the motivations for watching BookTube videos (Camargo & Chiareto, 2016), sponsored BookTube videos (Nelson, 2006), and favourite book genres of the viewers (Hughes, 2017) the objectives of this research therefore led to the following research question and sub questions:

To what extent does watching BookTube videos relate to the book buying behaviour and the reading habits of its viewers?

- What is the difference in the relationship of the book buying behaviour and the reading habits between people who do watch BookTube videos and people who do not?
- To what extent are viewers likely to purchase a book that a BookTuber talks positively about in one of their videos?

By means of an online survey, the aim of this research is to answer these research questions and to get a better understanding of the book buying behaviour and reading habits of people who do and people who do not watch BookTube videos. First of all, the important concepts that are associated with this research will be thoroughly explored in order to understand the context in full. After that, an outline of the methodological design of this research will be provided, followed by the detailed results of the statistical analyses performed in SPSS. Finally, the results of the survey will be discussed in detail followed by the concluding chapter that will acknowledge any limitations of this research and will provide the reader with suggestions for future research.

2. Theoretical framework

In this chapter, an insight will be given into what research has previously been done on the relationship between online media and the buying behaviour of the users. First of all, various basic concepts that are of importance to this research will be discussed, including consumer's (book) buying behaviour, Web 2.0, user-generated content (UGC), and eWOM. Afterwards, attention will be given to sponsored videos on YouTube, advertising effectiveness, and previous research that has been done on BookTube. This chapter also introduces the various hypotheses that will be tested in this research.

2.1 Book buying behaviour in recent years

In the last decades, there have been significant changes in the publishing industry. Due to new digital technologies, new forms of books are now coexisting with the traditional books and these electronic books (ebooks) resulted in big changes in consumer behaviour, reading, communicating, and writing cultures (Banou, 2017). In addition, due to advances in technology and the rise of social media, the publishing industry has been forced to alter their marketing strategies and to face these new challenges and opportunities. These developments have brought forth very favourable changes, since social media is now a place where new reading communities are built and where books are often promoted (Banou, 2017). BookTube is a prime example of such an online community of readers.

As mentioned, the Internet and digital technology have rapidly developed in recent years and as a result, the traditional way of reading has changed. Ever since the release of the Amazon Kindle and Apple's iBooks, the global ebook revenue has increased from \$1.42 billion in 2009 to a staggering \$15.87 billion in 2016 (Statista, 2017). However, due to the increasing popularity of the ebooks, some researchers argue that the physical book industry should be concerned about the decreasing demand for physical books (Li, Li, & Gu, 2019). However, as mentioned by Banou (2017), the sales of physical books have actually increased in 2016, thus the popularity of physical books is thriving again. The popularity of ebooks, however, does strongly depend on the demographics of the readers. Gray and Howard (2017) argue that teens strongly prefer to read physical books over ebooks, because they are disinterested, and sometimes unaware, of the advantages that ebooks are able to provide them. One participant in a study by Li et al. (2019) also argued that even though the YA ebook collection is growing, teens still want to read physical books.

Studies have shown that the apparent growth in the popularity of YA ebooks may have been driven by adult readers instead of by teens. Springen (2012) argues that a survey has shown that two-thirds of YA ebook purchases are made by adults between the ages of 18 and 44. Of course, it was difficult to determine whether these books were purchased as a gift or whether they were reading these books themselves. The researcher argues that adults might feel embarrassed for reading YA books, hence why they purchase them as ebooks instead of as physical books (Springen, 2012).

2.2 Motivations for watching YouTube videos

YouTube is a popular platform on the Internet that is able to provide its viewers with informational and entertaining video content (Klobas, McGill, Moghavvemi, & Paramanathan, 2018). Since it has been reported that a large part of the population who watch online YouTube videos watch these videos several times a week or more than once a day, it is clear that YouTube is becoming part of the everyday lives of many viewers (Lagger, Lux, & Margues, 2012). The motivation to use traditional, as well as online social media platforms, is directed by the need for the users' gratification (Ruggiero, 2000) which is part of the uses and gratifications theory that aims to understand why people seek out specific media to satisfy their needs. The uses and gratifications theory can thus be helpful in understanding why people decide to seek out specific YouTube videos to watch. In the case of YouTube, there are three needs for gratification that stand out: the need for information gratification that is associated with informational content (Haridakis & Hanson, 2009), which can be linked to the cognitive need for gratification (West & Turner, 2010); the need for hedonic gratification through entertainment content (Haridakis & Hanson, 2009), which can be linked to the hedonic need for gratification (West & Turner, 2010); and finally, social gratification through social connections that are related to the content (Haridakis & Hanson, 2009), which can be linked to the social integrative need for gratification (West & Turner, 2010). West and Turner (2010) also report a fourth important need, namely tension release, which means that users watch online videos to escape and divert real life. An example of the need for information gratification is that consumers consciously look for reviews online to decide whether or not they should purchase a specific product. The Benchmarking Company (2016), for example, stated that 88% of cosmetics consumers spend time online to find out about certain beauty products before deciding on actually purchasing them. Since people often search for information online before deciding on purchasing a product, it can thus be expected that people whose motivation to watch BookTube videos is primarily to gratify the need for information seeking are more likely to purchase a book after watching a BookTube video.

H1: Viewer's need for information is positively related to book purchasing.

2.3 Web 2.0 and user-generated content

After the dot-com bubble burst in 2001, the web encountered a turning point and a lot of new developments were introduced. Tim O'Reilly, in collaboration with MediaLive International, began identifying this new important development of the web as Web 2.0 (O'Reilly, 2007). He argued that this turning point for the web brought forth many positive consequences. The change from Web 1.0 to Web 2.0 has affected not only the way people make decisions, communicate, learn, and socialise, but also their buying behaviour was impacted, since consumers now have unlimited choice and access to information and knowledge they were previously unknown to (Constantinides & Fountain, 2008). Another factor, and positive consequence, that differentiates Web 2.0 from Web 1.0 is that the latter

embraces and accepts the power of collective intelligence (O'Reilly, 2007). Collective intelligence, first introduced by Pierre Lévy in 1994, defines the term as pooling intelligence and memory, sharing knowledge, and enhancing people's image of one another (Lévy, 1997). Thus, Web 2.0 can be seen as a platform on which the users are the ones who collectively consume, create, and spread original content and therefore facilitate the flow of knowledge and ideas.

Due to Web 2.0, businesses have been presented with new challenges but also with new opportunities for staying and getting in touch with possible new markets, determining the opinions and needs of their customers and communicating with them in a personalised way (Constantinides & Fountain, 2008). In addition, Web 2.0 has given people the opportunity to create their own content by establishing a so-called *blog*. These blogs have already been around since 1999 (Williams & Jacobs, 2004), however, with the rise of Web 2.0, the new web allowed its users to not only provide their own data and services, but also to remix the data from others (O'Reilly, 2007). Blogging, as part of Web 2.0, can therefore be seen as one of the earliest examples of user-generated content.

User-generated content (UGC) refers to content in the media that is created by the public rather than by professionals who get paid for it (Daugherty, Eastin, & Bright, 2008). Examples of UGC are videos, pictures, tweets, and blog posts that are created by users promoting a specific brand rather than the brand promoting itself (Gallegos, 2016), and these posts can be either branded or unbranded (Poch & Martin, 2015). Thus, the videos that BookTubers create that contain (sponsored) content about specific books or other consumer items are considered a form of UGC. Since the rise of Web 2.0 and UGC, the ordinary consumer has therefore been given the potential to influence a mass audience and to communicate with them. Some notable examples of websites that allow for the creation and consumption of UGC include Facebook, Wikipedia, YouTube, Twitter, and Blogger (Daugherty et al., 2008).

The reasons and motivations for audiences to seek and be exposed to specific UGC or other media content vary greatly. As argued by Eastin and Daugherty (2005), audiences seek UGC according to their internal motivations, and these motivations represent sources that are designed to meet consumer needs. In addition, these sources result in attitude formation which ultimately influences behaviour (O'Keefe, 2002). Another form of exposure to UGC is by incidental exposure, which means that people are exposed to specific UGC when they did not necessarily look for it. Thus, it is exposure that is brief and unintentional (Ferraro, Bettman, & Chartrand, 2008). This incidental exposure can actually result in a change of consumer attitudes, since it can impact the image that a person has on a specific brand that they have been exposed to (Ferraro et al., 2008).

In addition to consuming UGC, the motivations for creating UGC vary greatly as well (Daugherty et al., 2008). Some of the main attitudes that form the motivations for creating UGC are the ego-defensive function, which recognises that people seek to minimise any self-doubts that they might have. In addition, people create UGC, because it drives them to spend time with others online and it creates a sense of community (Daugherty et al., 2008). These motivations are examples of

intrinsic and extrinsic motivations for creating UGC (Poch & Martin, 2015). When the creation of UGC is intrinsically motivated, it receives no apparent reward and is solely created because it is enjoyable (Ryan & Deci, 2000). Extrinsic motivation, on the other hand, refers to doing something because it is rewarded either with positive feedback or economic incentives (Poch & Martin, 2015).

2.4 EWOM

Traditional word of mouth (WOM) can be defined as “informal, person-to-person communication between a perceived non-commercial communicator and a receiver regarding a brand, a product, an organisation, or a service” (Harrison-Walker, 2001, p. 63). Thus, WOM is a form of spoken communication which is focused on transmitting information to others. However, since the rise of Web 2.0, WOM has developed into electronic word of mouth (eWOM). As mentioned in the introduction, electronic word-of-mouth are positive or negative statements about products or organisations that are created by online users and which are made available to others online through the Internet (Hennig-Thurau et al., 2004). Instead of these messages being created by professional brands and organisations, they are created by non-experts or reference groups and they are disseminated in online platforms. In the realm of consumer behaviour research, eWOM is seen as an influential factor when it comes to brand recognition (Lee, Rodgers, & Kima, 2009), product preference (Vermeulen & Seegers, 2009), and purchase behaviours (Dellarocas, Zhang, & Awad, 2007). Previous studies on consumer behaviour have also concluded that reference groups are able to influence the purchasing behaviour of consumers (Bearden & Etzel, 1982; Engel, Blackwell, & Miniard, 1993). Recommendations from such groups play an important role in the decisions that consumers make regarding the purchase of new products or services, especially when these products or services are new and/or expensive (Hsu, Chuan-Chuan Lin, & Chiang, 2013).

Advertisements are often seen as a form of formal communication, whereas recommendations from bloggers and other online content creators constitute a channel of informal communication. This informal and non-commercial communication is often considered a credible source of information for consumers (Mangold & Faulds, 2009) and research has shown that such recommendations lead to higher purchase intentions amongst the online social network of peers (Wang, Yu, & Wei, 2012).

In addition to eWOM being an informal and credible source of information, another aspect related to eWOM that influences the purchase behaviours of people is the number of followers of the person online. Consumers who are exposed to positive eWOM messages from people with a large number of followers end up showing a significantly higher buying intention (Jin & Phua, 2014). Previous studies suggest that people want to conform to the expectations of others, thus, they adjust their behaviour by observing and mimicking the behaviour of others (Zhu & He, 2002). In addition, consumers can be highly influenced by the weight of popular opinion (Rindfleisch & Inman, 1998). In the case of BookTube it can therefore be expected that viewers look up to and are influenced by

dedicated BookTubers who have a substantial number of followers and views, since they can be considered as a credible source of information.

2.4.1 YouTube as eWOM

Even though not much research has been done on BookTube, an extensive amount of research has been done on YouTube as eWOM and the buying behaviour of YouTube viewers and social media users. Due to the development of social media, consumers have been increasingly exposed to large amounts of eWOM information and they have intentionally, as well as unintentionally, been affected by that content in regards to their purchase decisions (Erkan & Evans, 2016). Pelixo (2018) came to the conclusion that expectations that are created by watching online eWOM videos on YouTube relate to the purchase decision after viewing such videos. In addition, in his research he argued that out of 346 people, 194 admit to occasionally purchasing a product after watching a video review on YouTube. Furthermore, TABS Analytics (2017) as mentioned in Lee (2018), reported that YouTube is seen as the number one important social media platform for helping consumers make decisions about what cosmetics to buy. It is plausible to assume that this can also be applied to books, since readers would want to know what books they might enjoy. A reason for this is that consumers perceive UGC to be more useful and credible than producer-generated content, thus, content created by the brands themselves, because consumers do not think that UGC results in any commercial gains for the user (Purnawirawan, De Pelsmacker, & Dens, 2012).

Research has shown that consumers trust eWOM more if it comes from a close friend or relative (Bansal & Voyer, 2000; Sweeney, Soutar, & Mazzarol, 2008), however, in online communities, consumers do sometimes trust eWOM, even though the messages come from people with whom they do not have strong ties. These findings show that trust can also be based on the concept of rapport. Rapport can be seen as the level of similarity between the readers and senders of eWOM (Fan & Miao, 2012). Rapport is a bond that a person feels towards someone with whom they share tastes, preferences, and lifestyles (Smith, Menon, & Sivakumar, 2005). Even though people might not have strong personal ties with someone, this feeling of rapport can still occur. Finally, Varma Citrin, Sprott, Silverman, and Stem (2000) studied whether higher levels of internet usage resulted in a higher level of electronic commerce and they found a significant positive relationship between the two. It can therefore be expected that people who watch more BookTube videos tend to buy significantly more books than people who watch fewer to no videos. However, the opposite causal direction can also occur; namely that people who buy more books are the ones that tend to be more drawn to watching BookTube videos. But this research will only look at a possible relationship between watching BookTube videos and buying books, not at a causal relationship which explores the influence of one on the other.

H2: BookTube viewing is positively related to book buying.

2.4.2 Source credibility

As mentioned earlier, recommendations from bloggers and other online content creators are considered a credible source of information (Mangold & Faulds, 2009) and it is proven that source credibility is a major factor in establishing the communication effectiveness of messages (Hovland & Weiss, 1951). After the rise of advertising research, source credibility also proved useful in establishing the effectiveness of advertisements. The source credibility is of vital importance when advertisers want to achieve the highest possible financial benefits. They try to achieve this by using certain types of people in their advertisements that are similar to the target audience or that are endorsed by the audiences (Wiener & Mowen, 1986) to ensure that the audiences find the people in the advertisements more credible. BookTube is a great example of this, since publishers sometimes use BookTubers to market their newest book releases and since BookTube viewers are greatly interested in books and reading, the target audience will find the BookTubers a credible source of information.

H3: The level of perceived credibility of the BookTuber is positively related to book purchasing.

Source credibility has two sub-dimensions, namely expertness (or competence), which describes the extent to which consumer generated advertising (CGA) are perceived to be “a source of valid assertions” (Hovland, Janis, & Kelley, 1953, p.21) and trustworthiness, which relates to the “consumer’s confidence in the source for providing information in an objective and honest manner” (Ohanian, 1991, p. 47). The rich body of literature that can be found in the domain of source credibility research has demonstrated that sources that can be perceived as highly credible produce more attitude change in comparison to sources with low credibility (Petty & Wegener, 1998). In this research, both the expertness and the trustworthiness of BookTube videos will be measured in order to see whether these concepts relate to the book buying behaviour of its viewers. Many researchers argue that, in the eyes of the consumers, consumer generated advertising (CGA), thus messages and posts that contain sponsored products, actually appear to be more trustworthy and credible than advertisements created by companies (Chatterjee, 2011; Jonas, 2010; Lawrence, Fournier, & Brunel, 2013).

The concept of source credibility can be applied in the context of sponsored content, as well as non-sponsored content. For the sake of this research, source credibility will be used to measure effectiveness of non-sponsored eWOM messages.

2.4.3 Consumer socialisation

Socialisation can be considered as a bundle of processes by which people from different cultural backgrounds and communities achieve the need for a peaceful existence as a group and it

encompasses the norms and rules of a society that people learn throughout their lives (Maccoby, 2007). Marketing literature has extended this concept of socialisation as 'consumer socialisation'. The consumer socialisation theory, firstly introduced by Ward (1974), predicts that communication that occurs amongst consumers has an impact on the affective, cognitive, and behavioural attitudes. Thus, it describes how consumers are involved in learning processes that shape their ideas and attitudes about being a consumer in society. The consumer socialisation theory represents two theoretical perspectives for predicting and understanding consumer-to-consumer communication: the cognitive development model and the social learning theory (Moschis & Churchill, 1978). The cognitive development model, first introduced by Jean Piaget (1964), focuses on viewing learning as a psychological process of adjustment to one's environment. The cognitive development model also suggests that socialisation is a process which allows knowledge to be gradually acquired and shaped by people the more mature they get (Moschis & Churchill, 1978). The social learning theory, on the other hand, emphasises the socialisation agents, or peers, who transmit attitudes, norms, motivations, and behaviours to learners. Thus, it is about the learning that happens in a social context by means of imitation, observation, and reinforcement (Mishra, Mahaswarappa, Maity, & Samu, 2018).

Parents are considered to be the first socialisation agents, however, during the adolescent period of someone's life, peers become more important. Adolescents find the approval of peers more important than the approval from parents when it comes to, for example, brands and fashion choices (Lachance, Beaudoin, & Robitaille, 2003). This explains why people connect to peers online, since peers seek approval from each other. In addition, people consider the information they gather from peers to be trustworthy since it comes from people with whom they can relate. The fact that people often communicate with people who are similar is related to the concept of homophily.

Homophily was first introduced by McCroskey, Richmond and Daly (1975) and it refers to the similarity of the source and the receiver of a message. It is argued that contact between people who are similar occurs more often than amongst dissimilar people (McPherson, Smith-Loving, & Cook, 2001). McCroskey et al. (1975) based their measures of perceived homophily on the principle of interpersonal communication: the more the source and the receiver are similar, the more influence the interpersonal communication has. In the case of BookTube it can be expected that both the BookTuber and the viewer are similar in that they share a great interest for books and reading. It is also apparent in my YouTube channel that mostly peers watch my videos, since over 52% of the viewers are between 18 and 24 years old, which is similar to my age. This is equivalent to what Camargo and Chiareto (2016) discovered; namely that in Brazil the largest population who watches BookTube videos is also between 18 and 24 years old.

These previous findings are a sign of interpersonal peer communication, which can be defined as "encouragement or approval of certain behaviours and intentions through either spoken or unspoken messages that peers send to each other" (Lueg & Finney, 2007, p. 27). It has been proven that peer communication has a significant impact on attitude towards advertising (Bush, Smith, & Martin, 1999)

and that it is positively related to materialistic values and the motivations for consumption (Churchill & Moschis, 1979). Interpersonal peer communication can be divided into spoken and non-spoken messages. Spoken messages refer to ‘reinforcement’ and non-spoken messages refer to ‘modelling or observational behaviour’ (Lueg & Finney, 2007). Spoken interpersonal communication is also known as WOM, and in the case of YouTube, as eWOM. This interpersonal peer communication that occurs online can be a factor of peer influence, since people are influenced by the eWOM, as well as the non-spoken messages that they are exposed to online. It has been proven that WOM has a significant influence on the attitude and behaviour of consumers (Brown & Reingen, 1987) and WOM is deemed more effective than mass media advertising. Since eWOM takes place online, in an environment where people may be somewhat unknown to each other, it allows them to be more truthful when sharing their opinions. This is related to the concept of the online disinhibition effect, which was introduced by Suler (2004). Suler (2004) argues that people feel less restrained and are able to express themselves more openly in the online world, hence why they are more likely to speak the truth.

Since previous findings suggest that peers are influenced by each other in terms of consumer behaviour and materialistic value, it can be expected that there is a relationship between people who watch a lot of BookTube videos and the number of books they buy, since eWOM and homophily are of importance in this situation. This is in line with both H2 and H3. In addition, people believe that those who are similar to them have similar needs and therefore indulge in greater eWOM behaviour (Prendergast, Ko, & Yuen, 2011).

2.4.4 EWOM scepticism

In some situations, consumers may not be fully convinced by the eWOM messages that they are exposed to. This scepticism towards eWOM can be explained as a certain disbelief towards the claims that are made in advertisements. One of the possible reasons for this scepticism is due to a socialisation process as well as earlier purchasing experiences (Weitzl, 2017). A more specific example of a reason for eWOM scepticism is the many cases of online astroturfing (Forrest & Cao, 2010; Malbon, 2013). Astroturfing is when fake grassroots organisations are sponsored by large corporations to support claims in their favour or to challenge any arguments against them (Cho, Martens, Kim, & Rodrigue, 2011). Due to these cases of astroturfing, internet users have realised that there is a possibility of being deceived by eWOM (Zhang, Ko, & Carpenter, 2016). However, it is possible for consumers to differ with regards to eWOM scepticism; some consumers may have a different level of scepticism towards a specific eWOM message and they may thus perceive that same eWOM message differently, and then react to it differently as well (Friestad & Wright, 1994). These different levels of eWOM scepticism that people experience can be explained by the individual’s personality type as well as the product type that they are exposed to (Ford, Smith, & Swasy, 1990). Since BookTube videos are a prime example of eWOM, it is possible for viewers to experience a certain degree of scepticism as well. This may especially be the case when BookTube videos contain a

sponsored product that is thus paid for by a brand or publisher. For my research, I want to explore whether BookTube viewers feel this form of eWOM scepticism when watching BookTube videos in which the BookTuber is sponsored and thus paid to talk about a specific book or brand.

2.5 Sponsored videos on YouTube

Ever since the rise of Web 2.0 and UGC, businesses have taken advantage of the new developments which now allow them to personally communicate with the customers as well as determine the opinions and needs of the customers. A large part of eWOM is sponsored UGC, also known as user generated advertising (UGA); thus, brands pay content creators to create a specific kind of post, photo, or video containing or promoting one of their products. Using online content creators, or even celebrities, to endorse a product is becoming a popular strategy amongst advertisers because of the significant influence on consumers' brand loyalty and awareness (Miller & Lacznia, 2011). In 2006, over 2 billion dollars was spent on celebrity advertisements in the United States (White, Goddard, & Wilbur, 2009). Companies invest in online content creators and celebrities in order to improve their brand trustworthiness and recognition and to create positive attitudes towards the brand (McCracken, 1989). This UGA allows companies to advertise their products to a global, yet niche audience. It is therefore not uncommon to come across videos on BookTube that feature, for example, a specific book that was sponsored by a publisher. BookTubers allow publishers to advertise their books in ways that was previously not common to the publishing industry, namely by using social media.

Using YouTube as a marketing tool is an example of native marketing, since this marketing strategy focuses on seamlessly incorporating an advertisement in the video content, which is different from traditional commercials where it is obvious that the consumer is exposed to an advertisement (Wu, 2016). Native marketing, or YouTube endorsement marketing, can be categorised into three forms: (1) a direct sponsorship where the YouTuber partners with the brand and is paid by that brand to create a video featuring a specific product or service, (2) affiliate links where the YouTuber receives a small commission when the audience purchases a product or service through a link, or using a coupon, that is provided by the YouTuber, and (3) free product sampling where brands send the YouTubers a product for free in the hope that it will be featured in one of the videos (Wu, 2016). For the sake of this research, the only category that will be focused on is the first one; a direct sponsorship.

2.5.1 Influencer marketing

Using BookTubers to advertise books is an example of influencer marketing. Influencers are people who have a substantial number of followers on social media platforms such as YouTube and Instagram (Perloff, 2014). In the BookTube community, some of the biggest BookTubers are Christine Riccio from the BookTube channel PolandbananasBOOKS, with over 400.000 subscribers, and Sasha Alsberg from the BookTube channel Abookutopia, with over 370.000 subscribers. The subscribers and

followers of these big influencers often see them as examples, since these YouTubers also started out as ‘just’ average people creating content online. Much attention is therefore given to their personality, which many viewers strive to achieve as well (Westenberg, 2016). This is exactly in line with what I previously mentioned in the introduction about Emma Giordano from the BookTube channel Emmmabooks, stating that being part of the BookTube community makes the viewer want to purchase more books because people want to have a book collection the size of their favourite BookTuber or influencer (Ehret et al., 2018). Buying and owning a lot of books is also something that is encouraged in the BookTube community, since BookTubers often post videos in which they show their latest book purchases, which means that purchasing a lot of books is becoming a normalised practice. Purchasing books after watching BookTube videos is also made incredibly easy for the viewers, since BookTubers often post (affiliate) links in the description box of their videos in which the viewers are instantly directed to a website where they can purchase the books that were mentioned in the video. Most often, these links are affiliate links to the popular website The Book Depository, which stocks over 20 million books and ships books worldwide with free shipping (The Book Depository, 2019). Nakamura (2013) also argued that “the tight integration of readerly community with commerce is an absolute given, an indispensable feature of reading in the digital age” (p. 239), thus the online reading community is tightly ingrained in the economy. With these findings I can hypothesise the following:

H4: There is a relationship between watching BookTube videos and reading physical books instead of ebooks or audiobooks.

Thus, companies have started to use these BookTubers as advertising tools: the companies pay the influencer to talk about or show a specific product in their content. The amount of impact these BookTubers have on the sales of books can be illustrated with the following example about two YA books that were both published in 2012; *Enchanted* by Alethea Kontis and *The Selection* by Kiera Cass. Both books have similar covers, premises of the story, and they were both reviewed by the trusted book review website Kirkus. On Kirkus, *Enchanted* received an extensive amount of positive reviews and it even was on the “Best of 2012” Young Adult list, whereas *The Selection* received much less favourable reviews. However, *The Selection* managed to sell a staggering amount of over 360,000 copies until 2017, whereas *Enchanted* only sold just over seven thousand (Hein, 2017). Of course, a reason for this difference could be a possible difference in the marketing budgets for both books, but one clear difference in the marketing strategy was that *The Selection* was focused much more on engaging with the online YA communities. The marketing campaign for *The Selection* even included an official trailer on YouTube, which now has over one million views. In addition, searching for “The Selection book review” on YouTube results in thousands of videos including a video by popular BookTuber Christine from PolandbananasBOOKS, which has over 241 thousand views. This proves

that BookTubers have an incredibly broad reach online, and also suggests that they have a big influence on which books become popular (Hein, 2017).

Given the strong rules from the Federal Trade Commission (FTC) in the United States regarding sponsored content nowadays, content creators have to disclose that the video or post that they are sharing features a sponsored product. In addition, in the UK YouTubers also have to signify a sponsored video or post by using the tags #spon (sponsored) or #ad (advertisement) in the title and description of the video (Sweney, 2014). However, sometimes it is still unclear whether a video or post features such a sponsored product and Wu (2016) argues that, after close examination, YouTube marketing is extremely effective and trending but it urgently needs more transparency. Sometimes consumers are not aware of the fact they are exposed to sponsored content, and they can thus be persuaded into purchasing products that they may otherwise have avoided (Boerman, Willemsen, & Van Der Aa, 2017). Although content creators are paid to promote a certain product, consumers do seem to have more trust in the motives of the content creator, since they attach their name to a specific brand or product, thus, the content creator is motivated by a genuine liking for the brand or product, rather than for the financial benefits (Atkin & Block, 1983).

However, the Persuasion Knowledge Model (Friestad & Wright, 1994) which is able to measure people's knowledge about the tactics and goals of persuasion agents and companies, as well as how people use this knowledge to cope with such attempts to persuasion, is useful when viewers are aware of the fact that they are exposed to a sponsored video or other sponsored content. This model has proven to be useful in various studies about, for example, word-of-mouth (Hamilton, Vohs, & McGill, 2014), brand placement (Matthes, Schemer, & Wirth, 2007), and numerous types of online marketing and advertising (Boerman et al., 2017; Tutaj & van Reijmersdal, 2012). It is believed that persuasion knowledge is a process that develops throughout life, thus the older someone gets the higher their persuasion knowledge becomes, but some researchers assume that adults are able to rightfully distinguish advertising from non-commercial content as well as understanding the tactics that the advertiser intends to use (Boerman, Reijmersdal, Rozendaal, & Dima, 2018). I can therefore hypothesise that older BookTube viewers have a higher persuasion knowledge than younger BookTube viewers and that the level of persuasion knowledge increases the older someone becomes.

H5: Older BookTube viewers have a higher persuasion knowledge than younger BookTube viewers.

However, these assumptions about persuasion knowledge are challenged by sponsored content, which is seen as a covert marketing tactic. Since covert marketing deals more with advertising that is done in an entertaining and purposeful way in order to resemble the content and thus blur the lines between commercial and non-commercial content, it is more difficult to distinguish advertising (Boerman et al., 2018). However, in my research I will solely be asking about persuasion knowledge in a context

where BookTube viewers are aware of the fact that they are watching a sponsored video, thus they know that they are being exposed to advertising. Boerman et al., (2018) have therefore developed a reliable scale to measure consumers' persuasion knowledge of sponsored content. In their newly created scales they measure various contexts of sponsored content, such as "the recognition of sponsored content" (p. 679), the "understanding of the selling and persuasive intent of sponsored content" (p. 679), and "the self-reflective awareness of the effectiveness of sponsored content" (p. 680). Some of these scales will be used in this research as well.

2.6 Advertising effectiveness

When publishers and brands decide to advertise online they aim for advertising effectiveness. Some aspects of advertising effectiveness are brand attitude, purchase intention and source credibility. The attitude towards advertising in general have a strong influence on the overall advertising effectiveness. Studies on the attitudes towards advertising have proven that a positive attitude towards advertising in general resulted in people recalling these advertisements more than those who had a negative attitude towards advertising (Donthu, Cherian, & Bhargava, 1993). In addition, the results of a study by James and Kover (1992) suggest that people who feel advertising is not in any form manipulative and people who feel that advertising is a good way to learn about new services or products are more involved in the advertisements and spend more time looking at them.

The efforts that are made by publishers and other book related companies in creating marketing campaigns, and possibly using BookTube influencers in the process, are aimed at persuading people to construct a positive attitude towards the brand and towards the product that they wish to advertise (Wojdunski & Golan, 2016). This *brand attitude* is referred to as "a relatively enduring, unidimensional summary evaluation of a brand that presumable energises behaviour" (Spears & Singh, 2004, p.55). Thus, brand attitudes are able to influence people's behaviour. By sponsoring BookTubers and promoting books on BookTube publishers want to create a positive attitude towards the brand and increase the purchase intentions of the viewers.

Another aspect of advertising effectiveness is *purchase intention*, defined by Spears and Singh (2004) as "an individual's conscious plan to make an effort to purchase a brand" (p.56). The intention to purchase products can be influenced by various aspects. Mehta (2000) concluded that the purchase intention of people who feel that advertising has an informational and truthful value is positively influenced by those factors. With these findings, I can hypothesis that BookTube viewers who have a positive attitude towards sponsored BookTube videos are more likely to purchase a book after watching such a video.

H6: The attitude towards sponsored BookTube videos is positively related to purchasing books.

For the sake of this research, purchase intention will be used to measure effectiveness of eWOM messages. Brand attitude will not be measured, since this research focuses not exclusively on one specific brand, but on the perception of sponsored and non-sponsored BookTube videos in general.

2.7 Research on BookTube

As mentioned earlier, watching BookTube videos in relation to the book buying behaviour and reading habits of its viewers is still a rather unexplored part of social scientific research, however, some research has been done on various aspects of BookTube. Camargo and Chiareto (2016) performed a survey which intended to explore the motivations for watching BookTube channels as well as the effects it had on the reading habits of the viewers. It became clear that viewers find it of great importance that they can personally relate to the BookTuber and that they value the opinions of BookTubers that are similar to them. As a result, Camargo and Chiareto (2016) argue that BookTube viewers are more likely to buy a new book after watching BookTube videos if they personally relate to the BookTuber who addresses the book. This is related to the concept of rapport that was introduced by Fan and Miao (2012), which means that the viewers trust the BookTubers who are similar to them and with whom they can personally relate.

Since BookTube viewers can watch several hours of BookTube videos, these videos are also of great interest to publishers, since their goal is to promote and sell as many books as possible. Through BookTube, publishers are able to reach new audiences, create new readers and spread information about their books by allowing influential communicators or *influencers* to talk about the books (Nelson, 2006). Therefore, it is not uncommon to see BookTube videos that contain sponsored content, since these videos reach thousands of new possible customers. In addition, it is financially beneficial for the BookTuber, since they get paid to promote these books and products. This is exactly in line with what I want to explore further in this research; namely how BookTube viewers perceive sponsored content and whether it relates to their book buying behaviour in any way.

Hughes (2017) came to the conclusion that the most popular genre that is discussed on BookTube is young adult, or YA, and that over 80% of the books that are mentioned by big BookTubers are published by one of the Big Five (Penguin Random House, HarperCollins, Simon & Schuster, Hachette, and MacMillan). The reason for this is because these BookTubers tend to collaborate with publishers, thus, publishers send out their new books to all these BookTubers at the same time. In addition, after interviewing various BookTubers, Hughes (2017) argued that BookTubers have an influence on what books become popular as well as on the sales of particular books. For my research, I want to find out whether this is still relevant and whether there might be similarities in the type of book genres that BookTube viewers read as well as the books they have recently purchased because of BookTube. I can hypothesise that the young adult genre will be one of the most popular genres amongst BookTuber viewers.

H7: Young adult will be more popular amongst BookTube viewers compared to people who do not watch BookTube videos.

Garcés Estrada, Avitia Rodríguez, and Ramírez Hernández (2018) did an exploratory research on BookTube viewers in Mexico and concluded that the majority of the BookTube viewers are female and that females are more likely to be influenced by BookTubers to read a specific book. In addition, they found that people who watch BookTube videos tend to be influenced by these videos, because they feel like they have a connection with the BookTuber, since they are interested in the same books. Again, this can be connected to the concept of rapport (Fan & Miao, 2012). For my research, I want to explore whether this connection also plays a role for international BookTube viewers, since the research by Garcés Estrada et al. (2018) only focused on Mexican people, whereas my research will focus more on international people who predominantly watch BookTube videos spoken in English.

It is clear that the majority of BookTubers are women (Albrecht, 2017) and this finding is a mirrored image of the offline book world, since women are considered more likely to be devoted readers (Ballard, 2018) as well as avid buyers of books (Abrams, 2015; Anderson, 2009). In addition, significantly more women than men work in the book industry (Clark & Phillips, 2014), hence why it is not surprising to see that the majority of BookTubers are female.

2.8 Concluding

In conclusion, the previously mentioned theories provide a framework that will help answer the research question of what the relationship is between watching BookTube videos and the book buying behaviour and reading habits of its viewers. Since much research has previously been done on the relationship between using social media and the buying behaviour of its users it is expected that this study will result in a positive relationship between the variables. However, since this research focuses on a part of social media, namely BookTube, that has not been studied extensively before, it is the question whether the previous findings will also apply to BookTube.

This research will mainly focus on whether certain aspects of BookTube videos, such as the motivation for watching BookTube videos, advertising effectiveness and sponsored videos, source credibility, and eWOM scepticism, change the relationship between watching videos and the book buying behaviour and reading habits of its viewers. In addition, different demographics will also be taken into account to explore whether this affects the relationship. Finally, people who do watch BookTube videos will be compared to people who do not watch these videos, in order to explore the differences in the book buying behaviour and reading habits between these two groups

The conceptual framework below gives an overview of the concepts that will be studied and the hypotheses that will be tested. The following chapter of this research will explain the methodology that was used in this study.

2.8.1 Conceptual framework

The conceptual framework shown in Figure 1 presents the theoretical concepts and hypothesis in one overarching framework that maps out the required steps that must be taken to explore the BookTube phenomenon in more detail. The single lines represent the variables that will be tested for correlations. This research features no causal tests, hence why all variables will be tested for correlations instead of causal relationship.

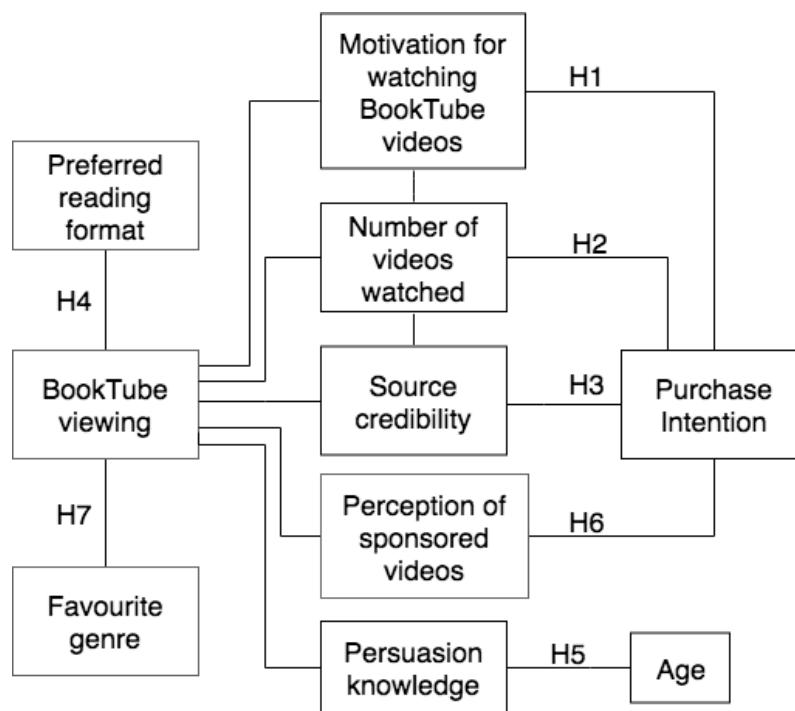


Figure 1 – Conceptual framework for exploring the relationship between watching BookTube videos and the book buying behaviour and reading habits of its viewers

3. Methodology

3.1 Research design

This study aims to explore the relationship between watching BookTube videos on YouTube and the book buying behaviour and reading habits of its viewers. In addition, BookTube viewers as well as people who do not watch BookTube videos are also compared in terms of their book buying behaviour and reading habits to see whether there are differences in these relationships and whether BookTube thus plays a role in the book buying behaviour and reading habits of people.

In order to answer the research question, this research is conducted by means of an online survey using Qualtrics. The research tests whether different aspects related to watching BookTube videos result in a difference in the relationship to the book buying behaviour and reading habits of the viewers. Such aspects, or the independent variables, include the demographics of the viewers, as well as their perception of sponsored videos and their knowledge about persuasion techniques of brands, their scepticism towards eWOM, the source credibility of the BookTubers, and their motivations for watching BookTube videos. The book buying behaviour and reading habits are characterised by the number of books someone has purchased and read in the last two months, as well as the favourite genres, their preferred reading format, and the places that the respondents usually buy the books.

Since an online survey is used to gather the necessary data to explore this topic, this research uses a quantitative research method. Quantitative methods are able to explain phenomena by collecting data that is numerical and that is afterwards analysed using methods based in mathematics (Muijs, 2010). The advantages of an online survey are that it is a fast and efficient way to gather responses and data and it also allows for a wide geographic reach (Sue & Ritter, 2012), which means that people from around the world are able to participate in this research. This is exactly what was necessary for this research, since hardly any research that has previously been done on BookTube focused on a worldwide audience, whereas the participants in this research currently reside in 68 different countries. Therefore, conducting an online survey was necessary to use in order to fill this research gap and to explore the topic on an international level.

3.2 Sampling

3.2.1 Population

For this research, the population is people of any age who have an interest in reading and buying books. Since the initial aim of this research was to explore the relationship between people who watch BookTube videos and their book buying behaviour and reading habits, BookTube viewers were of particular interest. However, also people who enjoy reading and buying books but who do not watch BookTube videos were asked to participate in order to compare these two groups of people and

to see whether there is a difference in the book buying behaviour and reading habits between people who do watch BookTube videos and people who do not. In addition, no exceptions were made regarding age, gender, sexuality or nationality, which means that everyone was able to participate in this research.

3.2.2 Sampling method

The respondents in this online survey were gathered through the use of various online media. First of all, YouTube was used to distribute the survey amongst people who watch BookTube videos. A message was posted on the BookTube channel Basically Britt that contained a link to the survey. In addition, Twitter and Instagram were also used to distribute the survey amongst people who predominantly watch BookTube videos. A tweet containing the link to the survey was posted on the Twitter account @BrittAlsemgeest and the tweet was shared over 150 times, which means that the tweet was exposed to over 8000 people. The reason that these social media accounts were used to gather responses was because these accounts were able to provide for a relevant sample of BookTube viewers, since many BookTube viewers follow these accounts. The social desirability bias was avoided by clearly stating that the survey was anonymous, thus participants were encouraged to answer as truthfully as possible.

In order to also gather responses from people who do not watch BookTube videos, the survey was shared in online book clubs and book communities on Facebook, such as *the Facebook Book Club*, *the Free Book Club*, and *The Nerdy Book Club*, as well as on the website Goodreads, which is a website that allows its users to track their reading and create an online bookshelf of books that the users still want to read or books they have already read. Finally, everyone who was exposed to the link to the survey was encouraged to share that link on their own social media channels as well.

There were also some eligibility criteria for the participants. First of all, the inclusion criteria, which are certain characteristics that potential respondents should have in order to participate in the survey (Sue & Ritter, 2012). Since the channels on which the survey was shared all targeted avid readers, the characteristics were that the respondents should be (avid) readers and buyers of books. As mentioned earlier, no exceptions were made regarding age, gender, sexuality, or nationality. The excluding criteria, which are the characteristics that rule out potential respondents to participate in a survey (Sue & Ritter, 2012), were the language barrier, since the survey was created in English, as well as the fact that possible respondents had to have an account to one of the social media sites that were previously mentioned, since the survey was only distributed through social media.

The sampling method that was used to gather respondents is a form of nonprobability sampling. Even though it is advised to avoid the use of nonprobability sampling for most statistical tests (Sue & Ritter, 2012), for an online or mobile survey it is often impractical to use probability sampling. Another reason that impacted the decision to use nonprobability sampling was that nonprobability sampling is relatively cheaper than probability sampling and it can often be used more

quickly (Etikan, Musa, & Alkassim, 2016). Homogeneous purposive sampling was used to gather the respondents, since homogeneous sampling focuses on people who share similar characteristics and traits (Etikan et al. 2016). In the case of this research, these similar traits were that the possible respondents all enjoy reading and buying books. An advantage of homogeneous purposive sampling is that it saves a lot of time and it is possible to easily target a very niche audience. However, a disadvantage is that it can be difficult to generalise the results to the entire population.

3.2.3 Sample

In total, 1432 people participated in this survey, however, from this total number of participants, only 1264 completed the survey all the way to the end, resulting in a completion rate of 88.3%. All of the 1264 participants were eligible to participate in the survey, however, not all answers were suitable to analyse since some open answered questions were not filled in correctly. Of the total number of participants, 1210 people indicated to be female (95,7%), 44 people indicated to be male (3.5%), 7 people indicated that they identify with a different gender (0.6%), for example, non-binary or transgender, and 3 people preferred not to share their gender (0.2%). It is clear that there is a great gender imbalance in the sample. A possible reason for this is that reading books is currently more popular amongst females compared to males (Albrecht, 2017). In addition, of the 13,000 people who are subscribed to the BookTube channel Basically Britt, 96% are female as well, thus it is not surprising to see that the majority of the respondents indicated to be female.

Respondents were between the age of 11 and 77, with a mean age of 26.69 ($SD = 10.14$). As can be concluded from the sample, the majority of the participants were between 17 and 28 years old (68.6%), which is likely due to the fact that the survey was distributed through social media channels that are popular amongst teens and young adults. For example, Instagram is most popular amongst teens between 13 and 17 followed by young adults between 18 and 29 (West, 2019), and the majority of the BookTube viewers of the BookTube channel Basically Britt, with over 13,000 followers, are in the age range of 18 to 24. Therefore, it was not surprising to see that the majority of the participants were under the age of 30.

The respondents were located in 68 different countries. Of the total number of respondents, 435 currently reside in The United States of America (34.4%), which was by far the largest number, followed by The United Kingdom, in which 197 people currently reside (15.6%), and The Netherlands, with 132 respondents (10.4%). Regarding the highest educational level that was attained by the respondents, the majority of the people attained a Bachelor's degree at either university or a university of applied science (38.5%). Another large group have attained a secondary or high school education (32.2%), followed by a Master's degree at either university or a university of applied science (11.4%) and secondary vocational education (11.3%). Finally, 40 respondents indicated to have attained a different educational level (3.2%), followed by a MBA or PhD degree (2.1%), and primary school (1.3%).

Of the total number of participants, 1076 indicated that they have heard of the term 'BookTube' before (85.1%), however, 87 of these people indicated that even though they know about BookTube, they not watch BookTube videos. A total number of 989 respondents do watch BookTube videos (78.2%).

3.3 Operationalisation and measurements

3.3.1 Motivations for watching BookTube videos

The motivations for watching BookTube videos were measured using a scale based on the uses and gratifications model including five needs (West & Turner, 2010). On a seven-point Likert scale (Likert, 1932), the participants were asked to indicate their motivations on a scale from 'strongly disagree' to 'strongly agree'. Only four out of the five needs were used to measure the motivations, since one need - personal integrative - did not match the overall research objective of this study and was thus not relevant to include in this survey. Of the 30 items that were used in the research by Sjöblom and Hamari (2017), nine were used for this research, since these items managed to measure all of the four needs that were of importance to this research. In addition, some items did not match the research objectives, such as 'I like when other users take my comments into account' and 'members of the community have shared important events together'. For each need, various statements were presented that measured the motivations. The affective need was measured with the items 'I find BookTube videos enjoyable' and 'I find BookTube videos entertaining'. These items were firstly introduced by Venkatesh (2000) (Cronbach's $\alpha = .92$). The cognitive need was measured with the items 'I want to be informed about new books I would not otherwise have found' and 'I want to find out which books I should read next'. These items were firstly introduced by van der Heijden (2004) (Cronbach's $\alpha = .93$). The social integrative need was measured with the items 'watching BookTube videos makes me feel less lonely' and 'it is important for me to be part of the BookTube community'. These items were firstly introduced by Smock, Ellison, Lampe, and Wohn (2011) (Cronbach's $\alpha = .90$) and Chavis, Lee, and Acosta (2008) (Cronbach's $\alpha = .89$). Finally, the tension release need was measured using the items 'watching BookTube videos helps me to forget about school, work, or other things', 'watching BookTube videos is a habit', and 'watching BookTube videos helps me to relax'. These items were firstly introduced by Smock et al. (2011) (Cronbach's $\alpha = .92$).

A factor analysis was performed on this nine-item seven-point Likert scale that measured the motivations for watching BookTube videos. All nine items were entered into the factor analysis using the Principle Component Extraction with Varimax rotation that was based on Eigenvalues higher than 1.00, $KMO = 0.82$, $X^2 (N = 989, 36) = 3612.99$, $p = < .001$. The resultant model explained 71.2% of the variance in the motivations for watching BookTube videos. The factor loadings of the individual items onto the three factors found are presented in Table 1. The following factors were found:

Entertaining. The first factor included four items that were all related to the entertainment purposes of BookTube videos, thus the viewers find the videos enjoyable, entertaining, relaxing, and habitual ($M = 5.77$, $SD = 0.93$). A reliability analysis was conducted to examine whether the scale was reliable. This new factor proved to be reliable (Cronbach's $\alpha = .78$). However, the reliability test indicated that the reliability could be improved to Cronbach's $\alpha = .80$ by deleting the item 'watching BookTube videos is a habit', but since the reliability was already high, it was decided to not delete this item.

Community. The second factor that was found included three items that were linked to the feeling of being part of a community when watching BookTube videos. Thus, people watch BookTube videos because it makes them feel less lonely, because they find it important to be part of the BookTube community, and because it helps them to forget about school, work, or other things ($M = 5.02$, $SD = 1.30$). This new factor proved to be reliable as well (Cronbach's $\alpha = .76$). This reliability was the optimal reliability that could have been obtained with this scale, thus, all three items were kept.

Informative. Finally, the third factor included two items that were both related to the informative values of watching BookTube videos, for example, because viewers find out which books they should read next as well as being informed about new books they otherwise would not have found ($M = 6.12$, $SD = 0.95$). This new factor also proved to be reliable (Cronbach's $\alpha = .72$). Deleting an item would not have been possible, since the factor only included two items.

Table 1: Factor and reliability analysis for *BookTube* motivations (N=989).

Items	Entertaining	Community	Informative
I find BookTube videos enjoyable	.856		
I find BookTube videos entertaining	.839		
Watching BookTube videos helps me to relax	.657	.464	
Watching BookTube videos is a habit	.603	.436	
Watching BookTube videos makes me feel less lonely		.833	
It is important for me to be part of the BookTube community		.746	
Watching BookTube videos helps me to forget about school, work, or other things	.300	.734	
I want to find out which books I should read next			.840
I want to be informed about new books I would not otherwise have found			.836
<i>R</i> ²	45.10%	14.25%	11.82%
Cronbach's α	.78	.76	.72

Note: factor loadings <.30 are suppressed. Factor loadings presented in bold indicate which items belong to which factor.

3.3.2 Viewing habits

Besides the motivations to watch BookTube videos, the BookTube videos the respondents watched most often was measured on a five-point Likert scale ranging from *never* to *very often* including the items 'book haul', 'book unhaul', 'bookshelf tour', 'reading wrap up', TBR (to be read)', 'book review', 'book tag', and 'reading vlog'. The option to answer *I don't know these videos* was also added to ensure that all possible answers were included. The videos that were watched most often were 'reading vlogs', with a mean of 4.31 (*SD* = 1.09) and 'reading wrap ups', with a mean of 4.17 (*SD* = 1.02).

3.3.3 Source credibility

Source credibility was measured using the items based on Ohanian's (1990) ideas about source credibility. As mentioned in the theoretical framework, source credibility has two sub-dimensions: trustworthiness and expertness. Source trustworthiness was measured by answering the

following statements on a five-point Likert scale ranging from ‘strongly disagree’ to ‘strongly agree’. The participants stated how much they agreed with the following statements: ‘The BookTuber is...’ (1) honest, (2) dependable, (3) reliable, (4) sincere, (5) trustworthy. The second variable that was measured was expertness. Again, by using five statements derived from Ohanian’s (1990) research, the participants stated how much they agreed with the following statements: ‘The BookTuber is...’ (1) an expert, (2) experienced, (3) knowledgeable, (4) qualified, (5) skilled. Finally, the third variable that was measured was how much the BookTube viewer relates to their favourite BookTuber. This was measured by the following two statements: (1) I identify myself with the BookTuber, and (2) the BookTuber shares my interests. These final two statements were created by me.

A factor analysis using the Principle Component Extraction with Varimax rotation that was based on Eigenvalues higher than 1.00, $KMO = 0.82$, $X^2 (N = 989, 66) = 5374.77$, $p = < .001$ showed that three new factors were found. The resultant model explained 66.6% of the variance in opinions of the source credibility of the BookTubers. The factor loadings of the individual items onto the three factors found are presented in Table 2. The factor analysis showed that all five items for expertness were loaded into one component. This is the same as in Ohanian’s (1990) scale. This new factor was named *Expertness* ($M = 4.14$, $SD = 0.67$) and proved to be highly reliable (Cronbach’s $\alpha = .87$). Deleting an item would not have resulted in a higher reliability, thus no items were deleted.

The factor analysis also showed that all five items for trustworthiness were loaded into one component, which again is the same as in Ohanian’s (1990) scale. This new factor was named *Trustworthiness* ($M = 4.63$, $SD = 0.49$) and proved to be highly reliable as well (Cronbach’s $\alpha = .84$). Deleting an item would not have resulted in a higher reliable, thus no items were deleted.

Finally, the third factor that was found related to the level that the viewers can relate to the BookTubers, which included the items ‘I identify myself with the BookTuber’ and ‘the BookTuber shared my interests’. This new factor was named *Relatable* ($M = 4.02$, $SD = 0.72$) and proved to be slightly reliable (Cronbach’s $\alpha = .66$). Deleting an item would not have been possible, since the factor only included two items. Thus, the reliability could not have been improved.

Table 2: Factor and reliability analysis for *Source Credibility* (N=989).

<u>Items</u>	<u>Expertness</u>	<u>Trustworthiness</u>	<u>Relatable</u>
The BookTuber is experienced	.818		
The BookTuber is qualified	.813		
The BookTuber is an expert	.778		
The BookTuber is skilled	.758		
The BookTuber is knowledgeable	.755	.303	
The BookTuber is trustworthy		.791	
The BookTuber is reliable		.787	
The BookTuber is sincere		.782	
The BookTuber is honest		.732	
The BookTuber is dependable		.697	
The BookTuber shares my interests			.848
I identify myself with the BookTuber			.834
<i>R</i> ²	42.83%	13.70%	10.12%
Cronbach's α	.87	.84	.66

Note: factor loadings <.30 are suppressed. Factor loadings presented in bold indicate which items belong to which factor.

All twelve items were also measured for reliability together and they proved to be highly reliable (Cronbach's $\alpha = .87$), thus a variable with all twelve items was also created which thus encompassed all measures of source credibility ($M = 4.32$, $SD = 0.48$). This variable is useful if source credibility in general is to be used for tests.

3.3.4 Purchase intention

Purchase intention was measured on a seven-point semantic differential scale that was developed by Spears and Singh (2004). The scale ranged from 'extremely unlikely' to 'extremely likely' and concerned the question 'If a BookTuber talks positively about a book, how likely are you to buy it?' ($M = 5.39$, $SD = 1.18$).

3.3.5 Sponsored videos

The perceptions and opinions about sponsored videos on BookTube were measured on a seven-point Likert scale ranging from ‘strongly disagree’ to ‘strongly agree’. This scale measured the persuasion knowledge, the eWOM scepticism and the opinions of BookTube viewers on the transparency of sponsored videos and it consisted of nine items in total.

Persuasion knowledge

Persuasion knowledge was measured on a seven-point Likert scale ranging from ‘strongly disagree’ to ‘strongly agree’. The statements that were used to measure persuasion knowledge were all derived from a study by Boerman et al. (2018) in which their main aim was to create a suitable scale for measuring persuasion intention. The researchers created nine components of persuasion knowledge, however, since the survey in this research also measured a variety of other things, including all nine would have resulted in the survey being too long. Thus, three out of the nine components that were most suitable for this research were used to measure persuasion knowledge.

The first component that was used was regarding the “understanding of the selling and persuasive intent of the sponsored content” (Boerman et al., 2018, p.683) (Cronbach’s $\alpha = .89$). For this component, the participants were asked to indicate the degree to which they agree with the following two statements: ‘publishers/brands sponsor videos to encourage people to buy the book/brand’, and ‘publishers/brands sponsor videos to make people think positively about the book/brand’. These are two of the original six statements and they were altered in order to fit the research purposes of this research.

The second component regarded the “understanding of persuasive tactics in sponsored content” (Boerman et al., 2018, p.683) (Cronbach’s $\alpha = .76$). For this component, the participants were asked to indicate the degree to which they agree with the statement ‘publishers/brands try to influence me by placing the book/brand in a context that I like’. This was one of the original five statements and this statement was also altered in order to fit the research purposes of this research.

Finally, the last component that was used to measure persuasion knowledge was the component regarding the “self-reflective awareness of the effectiveness of sponsored content” (Boerman et al., 2018, p.683) (Cronbach’s $\alpha = .89$). The statement that was used to measure this was ‘seeing a book/brand in a sponsored BookTube video influence me’. This was one of the original five statements and this statement was also altered to fit the research purposes.

A factor analysis was performed on this seven-point Likert scale that measured the level of agreement with statements about sponsored BookTube videos. All nine items (including the items for eWOM scepticism and transparency of sponsored videos that will be mentioned further on) were entered into the factor analysis using the Principle Component Extraction with Varimax rotation that was based on Eigenvalues higher than 1.00, $KMO = 0.67$, $X^2 (N = 875, 36) = 1777.34$, $p = < .001$. The resultant model explained 63.3% of the variance in the level of agreement about statements on

sponsored BookTube videos. The factor loadings of the individual items onto the three factors found are presented in Table 3. It was expected that the four items that were used to measure persuasion knowledge would be grouped in one factor, however, the item ‘seeing a book/brand in a sponsored BookTube video influence me’, was grouped in another factor. This will be explained in the next section.

The first factor, *Persuasion Knowledge*, consisted of three of the four items that were previously linked to persuasion knowledge, namely ‘publishers/brands sponsor videos to encourage people to buy the book/brand’, ‘publishers/brands sponsor videos to make people think positively about the book/brand’, and ‘publishers/brands try to influence me by placing the book/brand in a context that I like’ ($M = 5.74$, $SD = 1.01$). This new factor proved to be reliable (Cronbach’s $\alpha = .77$) and deleting an item would not have resulted in a higher reliability.

EWOM scepticism

EWOM scepticism was also measured on this seven-point Likert scale ranging from ‘strongly disagree’ to ‘strongly agree’. The participants were asked to which degree they agree with the following two statements: ‘I can depend on getting the truth in most sponsored BookTube videos’ and ‘I believe sponsored BookTube videos are informative’. These statements were based on statements that were firstly introduced by Obermiller and Spangenberg (1998) (Cronbach’s $\alpha = .85$) and they were altered to fit the research purposes of this research.

After performing the factor analysis on this scale, the second factor that was found included the items ‘I can depend on getting the truth in most sponsored BookTube videos’, ‘I believe sponsored BookTube videos are informative’, and, ‘seeing a book/brand in a sponsored BookTube video influences me’ ($M = 4.22$, $SD = 1.14$). As previously mentioned, it was expected that this last item would have been grouped in the first factor, however, it makes sense that it was grouped in this one, since it relates to the self-reflective nature of the items. Thus, this new factor was called *EWOM Scepticism*. In this variable, higher values mean that the viewer has less scepticism towards eWOM. This new factor proved to be reliable (Cronbach’s $\alpha = .73$) and deleting an item would only have resulted in a minimal positive change in the reliability, but since the reliability was already high, it was chosen not to delete this item.

Transparency of sponsored videos

Finally, the participants were asked to indicate the degree to which they agree with the following three statements about the transparency of sponsored videos: ‘the BookTuber should clearly state/say that the video is sponsored’, ‘the BookTuber should clearly state/say that the opinions are their own’, and ‘the BookTuber should not make too many sponsored videos’. These three statements were designed by me.

After performing the factor analysis, the third factor that was found included the following three items: ‘the BookTuber should clearly state/say that the video is sponsored’, ‘the BookTuber should clearly state/say that the opinions are their own’, and ‘the BookTuber should not make too many sponsored videos’ ($M = 6.46$, $SD = 0.81$). This new factor proved to have a very low reliability (Cronbach’s $\alpha = .46$). However, the reliability could have been improved to Cronbach’s $\alpha = .62$ if the item ‘the BookTuber should not make too many sponsored videos’ was deleted, thus it was chosen to delete this item from the factor.

Table 3: Factor and reliability analysis for *Sponsored Videos* (N=875).

Items	Persuasion Knowledge	EWOM Scepticism	Transparency
Publishers/brands sponsor videos to make people think positively about the book/brand	.857		
Publishers/brands sponsor videos to encourage people to buy the book/brand	.806		
Publishers/brands try to influence me by placing the book/brand in a context that I like	.785		
I believe sponsored BookTube videos are informative		.865	
I can depend on getting the truth in most sponsored BookTube videos		.829	
Seeing a book/brand in a sponsored BookTube video influences me		.675	
The BookTuber should clearly state/say that the opinions are their own			.828
The BookTuber should clearly state/say that the video is sponsored			.817
The BookTuber should not make too many sponsored videos		-.324	.472
<i>R</i> ²	27.22%	21.08%	15.04%
Cronbach’s α	.77	.73	.62

Note: factor loadings <.30 are suppressed. Factor loadings presented in bold indicate which items belong to which factor.

3.3.6 Book buying behaviour and reading habits

Both the book buying behaviour and the reading habits were measured using the questions “approximately how many books have you bought in the last 2 months?” and “approximately how many books have you read in the last 2 months?”. It is decided to use an open question format, because using, for example, an answer scale that ranged from ‘several times a day’ to ‘several times a year’ would probably have resulted in an overestimation of the self-reported answers of the respondents, which means that it would not have been reliable. It is argued that vague answer options present an additional challenge for estimating behaviour (De Vreese & Neijens, 2016). In addition, an open-ended question format was used to obtain a ratio level of measurement. More detailed questions regarding the book buying behaviour were ‘where do you mostly get your books from?’ after which the participants could select up to two of the following answers: ‘bookstore’, ‘second hand bookstore’, ‘library’, ‘online web shop’, ‘online download’, ‘friends and family’, or ‘other’. In addition, another question focused on other places where the participants find information about which new books to read/buy. This question allowed them to select up to three of the following answers: ‘Goodreads’, ‘blogs’, ‘Instagram’, ‘Twitter’, ‘Facebook’, ‘newspapers/magazines’, ‘recommendations from friends and family’, ‘in bookstores’, and ‘other’. Since people who watch BookTube videos already find information about new books on YouTube itself, the option to select ‘YouTube’ was excluded from this question, however, people who do not watch BookTube videos were exposed to the same question that did include the option to answer ‘YouTube’, since they may not specifically watch BookTube videos, but may have other ways on YouTube to find information about which new books to read and buy.

Exploring the reading habits of the participants was also measured by means of more detailed questions such as ‘what genres do you read most?’ and ‘what book format do you read most often?’. The question about the genres that the participants read most often was a multiple-choice question which allowed the participants to select up to three out of the 15 genres. These 15 genres were derived from the website Goodreads, which, as previously mentioned, is one of the biggest online book websites that allows its users to track their reading and create online bookshelves. A 16th answer category was added that allowed the participants to type a genre that was not mentioned in the list. The question about the book format that the participants read most often allowed them pick one of the three options: ‘physical book’, ‘Ebook’, or ‘audiobook’, since these are the three main book formats that are currently available.

Since this research compares people who do watch BookTube videos versus people who do not watch these videos, it was necessary to compute the variable of how many books people have read in the last two months and combine the data of these two groups together into one new variable. This action was also necessary for the variable of how many books people have bought in the last two months. After computing the variable of how many books people have read in the last two months, this variable appeared to have a high kurtosis of 14.43. Even though a high kurtosis can result in an

underestimate of the variance, it is not seen as a serious problem, since this risk can be reduced when the sample size is larger than 200 cases (Tabachnick, Fidell, & Ullman, 2007). Since the sample size for this question was 1259, it was not a problem to leave the variable like this. However, for the sake of research it was important to try to minimise the kurtosis, thus it was decided to transform the variable and apply a square root transformation to the variable. This change proved to be successful, since the kurtosis was decreased to 1.42.

A problem of a high kurtosis, as well as a high skewness, also occurred at the computed variable of how many books people have bought in the last two months, since the skewness was 4.76 and the kurtosis was 46.03. Again, it was decided to transform this variable and apply a log transformation in order to try to minimise the skewness and kurtosis. This transformation proved to be successful as well, with a new skewness of .1 and a new kurtosis of 0.17. However, this transformation resulted in the sample size decreasing from 1258 to 1142, since many cases now ended up with a negative value. In order to solve this problem, the new variable was transformed again. During the transformation, a value of 1 was added to all the cases, which resulted in there being no more negative cases and thus, the entire sample of 1258 for this question could be used for further analysis.

3.4 Data collection and analysis

As mentioned earlier, the survey was distributed amongst the participants via various social media channels. The three biggest social media channels that drove participants to the survey were YouTube, on which 468 participants (37%) encountered the survey, Twitter, which gathered 426 participants (33.7%), and Facebook, with 221 participants (17.5%). The remaining participants encountered the survey via other online platforms or via friends and family. It is clear that YouTube and Twitter were the main platforms that drove the participants to the survey and this is not surprising, since it is about BookTube, thus it was expected that YouTube would be a main source. Furthermore, since it was shared over 150 times on Twitter it is also not surprising to see the extensive number of participants that encountered the survey via Twitter. The survey was conducted from April 17th 2019 to April 18th 2019, since enough respondents were already gathered within the first 12 hours.

3.4.1 Data analysis

The data for this research was collected by means of an online survey using Qualtrics and was later analysed using the SPSS Statistics software. First of all, the data was thoroughly cleaned and incomplete answers were deleted from the data set. Afterwards, a number of factor analyses were conducted in order to see whether certain items could be reduced to factors. Next, the reliability of these new factors was tested as well in order to ensure that the new scales were reliable.

In order to test the hypotheses, multiple statistical tests were used: multiple hierarchical regression analyses, ANOVAs, independent samples T-tests and Chi Square tests.

3.5 Validity and reliability

In order to ensure a high level of validity, meaning that this research measures what it intended to measure (Matthews & Ross, 2014), the concepts that were of importance to this research were thoroughly explored, defined, and operationalised. Thus, the conceptualisations in this research were based on previous research that had been done in similar fields, such as eWOM and buying behaviour. One possible threat to the validity of this research is the fact that the sample may be slightly biased to the characteristics of my own viewers in relation to the general BookTube viewing population, since this survey was distributed through online channels which were mainly followed by my viewers. However, since the link to the survey was shared many times, the survey was exposed to more viewers outside of my own followers.

The reliability of this research depended on the measurement scales that were used to measure the data. As mentioned before, all measurement scales were tested for their reliability to ensure that the reliability was high enough for further analyses. A good reliability would ensure that when a different researcher was to carry out this research, the findings would be similar (Matthews & Ross, 2014). One aspect of this research that could have influenced the reliability is the issue of the social desirability bias. Even though in the survey much emphasis was put on the anonymity of the survey, it cannot be ruled out that no participant felt the need to answer the questions in such a way that it would have a favourable outcome.

Finally, an ethical concern could be that the viewers of my BookTube videos may have felt pressured to participate in this survey, however, it was conveyed that participating in this survey was a completely voluntary act.

4. Results

In this chapter, the results that were derived from the data analyses performed in SPSS will be described and presented in detail. All the tests were analysed with a confidence level of 95% ($p < .05$). The results will be presented in the same order in which the hypotheses were stated in the theoretical framework of this study and each hypothesis will be discussed in detail and will be either accepted or rejected.

4.1 Book buying behaviour of BookTube viewers

The first three hypotheses all relate to the book buying behaviour, thus the number of books that are purchased, of BookTube viewers and were thus able to be tested by a single hierarchical regression analysis with five independent variables: *motivation for information*, *motivation for community*, *motivation for entertainment*, *number of videos watched*, and *source credibility*.

4.1.1 Motivations for watching BookTube videos in relation to book purchasing

The first hypothesis of this study assumes that BookTube viewers' need for information is positively related to book purchasing (H1). It was chosen to use a hierarchical regression analysis in order to test this hypothesis, because it then not only allowed to test the *motivation* variable, but it was also able to show whether *age*, *gender*, and *education*, as well as the *motivations for entertainment* and *community* add predictive value. As mentioned, one hierarchical regression analysis was used to test the first three hypotheses of this study. The following two hypotheses will be explained further on.

First of all, the variables to test the first hypothesis were checked for the assumptions of normality by analysing the skewness and the kurtosis by means of checking the descriptives for each continuous variable. Both the skewness and kurtosis of the variable for the number of books that were bought by BookTube viewers in the last two months were high; respectively 2.88 and 12.58, thus it was decided to transform this variable by adding 1 to all the values and applying a natural log. After that, the skewness and kurtosis decreased to respectively -.18 and -.10. Both the variables *motivation for community* and *motivation for entertainment* were normally distributed, however, the variable for *motivation for information* had a slightly high kurtosis of 5.15, but since this test included 952 cases, the risk for the underestimate of the variance that a high kurtosis can cause was reduced (Tabachnick et al., 2007) and it was thus decided to continue using this variable without transforming it.

The control variables *age*, *gender*, and *education* were entered in the first block and the variables for *motivation for information*, *entertainment*, and *community*, as well as the variables for the *number of videos watched* and *source credibility* were entered in the second block. For beta coefficients and values for the explained variance of the regression analysis, see Table 1.

Model 1

The regression model 1 of the number of books bought by BookTube viewers as the dependent variable and *age*, *gender*, and *education* as the independent variables proved to be significant, $F(3, 948) = 10.94, p < .001, R^2 = .03$. When the demographic for age, gender, and education were used as single predictors for the book buying behaviour, 3% of the variance was explained. The first regression model is thus useful for predicting the number of books bought by BookTube viewers, but the predictive power is low: 3 percent of the difference in the number of books bought can be predicted based on age, gender, and education ($R^2 = 0.03$). Age, $b^* = .11, t = 3.07, p = .002, (SE = .01)$, gender, $b^* = .06, t = 2.00, p = .046, (SE = .11)$, and education, $b^* = .11, t = 3.03, p = .003, (SE = .08)$ have a significant weak positive correlation with the book buying behaviour of BookTube viewers. Every year of increase in age leads to an increase of 2.0% in the number of books someone buys. On average, females buy 25.9% more books than men, and lastly, for every increase in educational level, the number of books bought by BookTube viewers tends to increase with 8.3%. For all of these effects, it is assumed that the other independent variables remain constant. The coefficients in this model are also interpreted in percentage increases, since the dependent variable was log transformed.

Model 2

The second regression model, in which the independent variables for *motivation for information*, *entertainment*, and *community*, as well as the variables for *number of videos watched* and *source credibility* were added resulted in a significant change in explained variance, $F(5, 943) = 7.17, p < .001, \Delta R^2 = .04$. This model also explains only a small part of the variance in the books bought by BookTube viewers, namely 6.1%, which is low. However, the result is statistically significant. The motivations for entertainment and community have no significant predictive value. Motivation for information does have a significant result, $b^* = .09, t = 2.68, p = .007, (SE = .04)$, which means that the motivation for information has a statistically significant weak positive correlation with the book buying behaviour of BookTube viewers. For each additional point on the motivation for information scale, which goes from 1 (strongly disagree) to 7 (strongly agree), the number of books bought by BookTube viewers increases with 10.5%. With these findings, H1 can be accepted, however, the motivation for information is a weak positive predictor for the book buying behaviour of BookTube viewers.

4.1.2 BookTube viewing in relation to book buying behaviour

The second hypothesis of this study assumes that BookTube viewing is positively related to book purchasing (H2), thus the more BookTube videos people watch, the more books they purchase. First of all, the variables were checked for normality. As previously mentioned, the variable for book purchasing had already been transformed in order for it to be normally distributed. The variable that

showed the number of videos BookTube viewers had watched in the past four weeks proved to have a high skewness and kurtosis of respectively 4.40 and 25.42, thus it was also decided to transform this variable by adding 1 to each value and by applying a natural log. After the transformation, the skewness and kurtosis decreased to respectively -.14 and .27. The hierarchical regression that was previously mentioned was also used to test this hypothesis. For beta coefficients and values for the explained variance of the regression analysis, see Table 1.

As previously mentioned, model 1, with the independent variables of *age*, *gender*, and *education*, proved to result in a significant change. For more information about model 1, please refer back to H1. In model 2, with the additional independent variables, the number of videos that were watched by BookTube viewers in the past four weeks proves to have a significant predictive value for the book buying behaviour of the viewers. Videos watched, $b^* = .15$, $t = 4.19$, $p < .001$, ($SE = .03$), which means that it has a significant weak positive correlation with the book buying behaviour of BookTube viewers. By performing a median split, a distinction was made between light viewers and heavy viewers, with a median of 30. A *t*-test showed that heavy viewers who watch more than 30 videos every 4 weeks buy significantly more books every two months ($M = 10.39$, $SD = 12.02$) than light viewers do ($M = 7.96$, $SD = 8.56$), $t(866.165) = -3.65$, $p < .001$. With these findings, H2 can be accepted, thus the more videos viewers watch, the more books they buy.

Additionally, to explore the topic of the book buying behaviour even further, an independent samples *t*-test was performed to explore the difference in the number of books that BookTube viewers and non-BookTube viewers purchase over the span of two months. A *t*-test showed that BookTube viewers purchase significantly more books ($M = 1.90$, $SD = .93$) than people who do not watch BookTube videos ($M = 1.68$, $SD = .96$), $t(1256) = -3.48$, $p = .001$. Since the original variable for the number of books that were purchased in the last two months was transformed by adding 1 to all the values and applying a natural log, the following values are from the original variable to get a better understanding of the true means. BookTube viewers ($M = 9.15$, $SD = 10.46$) and non-BookTube viewers ($M = 7.79$, $SD = 13.60$).

4.1.3 Source credibility

The third hypothesis of this study assumes that the level of perceived credibility of the BookTuber is positively related to book purchasing (H3), thus the more credible a viewer perceives BookTubers to be, the more books the BookTube viewer tends to purchase. Again, the first hierarchical regression analysis was used to test this hypothesis. As previously mentioned, model 1, with the independent variables of *age*, *gender*, and *education*, proved to result in a significant change. For more information about model 1, please refer back to H1. In model 2, with the additional independent variables, the source credibility of the BookTubers proves to have a significant predictive value for the book buying behaviour of the viewers. Source credibility, $b^* = .10$, $t = 2.63$, $p = .009$, ($SE = .07$), which means that it has a significant weak positive correlation with the book buying behaviour

of BookTube viewers. For each additional point on the source credibility scale, which goes from 1 (strongly disagree) to 5 (strongly agree), the number of books bought by BookTube viewers increases with 20.9%. With these findings, H3 can be accepted, however, the source credibility is a weak predictor for the book buying behaviour of BookTube viewers.

In order to explore the source credibility of the BookTubers in more detail it was decided to also test all the factors for source credibility (*expertness*, *trustworthiness*, and *relatable*) separately. The trustworthiness of the BookTuber does have a statistically significant predictive value for book purchasing, $b^* = .08$, $t = 2.02$, $p = .044$, ($SE = .07$). However, the other variables for source credibility, namely *expertness* and *relatable*, are found not to be significant predictors for the book buying behaviour of BookTube viewers.

Table 1 – Regression model for predicting book purchasing ($N = 952$)

Predictor	Model 1 b^*	Model 2 b^*
Age	.11**	.11**
Education	.11**	.11**
Gender	.06*	.06
Source credibility		.10**
Videos watched		.15***
Information motivation		.09**
Entertainment motivation		-.10
Community motivation		-.01
R^2	.03	.07
F	10.94	8.72
ΔR^2		.04
ΔF		7.17***
p	<.001	<.001

Table 1. Standardised beta coefficients and R^2 of the hierarchical regression analysis.

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

4.2 Book format

The fourth hypothesis assumes that there is a relationship between watching BookTube videos and reading physical books instead of ebooks or audiobooks (H4), thus the more BookTube videos a viewer watches, the more likely they are to read physical books instead of ebooks or audiobooks. A Chi-square test was used to compare the two groups (people who watch BookTube videos and people who do not watch BookTube videos) in relation to their preferred reading format.

The Chi-square test revealed that watching BookTube videos is related to the preferred reading format. $\chi^2 (N = 1264, 2) = 29.79, p < .001$. Of the people who watch BookTube videos, 82.3% prefer to read physical books, compared to 60.7% of people who do not watch BookTube videos. Thus, H4 can be accepted. In addition, ebooks are more popular amongst people who do not watch BookTube videos, since 34.9% of these people primarily read ebooks, compared to 12% of people who do watch BookTube videos. Finally, audiobooks as a preferred reading format are similar between both groups, with 5.7% of BookTube viewers and 4.4% of people who do not watch BookTube videos.

In addition, results show that teens and young adults (people to the age of 35) significantly read more physical books than older people do (people older than 35). A Chi-square test namely revealed that being a teen or a young adult is related to predominantly reading physical books $\chi^2 (N = 1259, 2) = 56.69, p < 0.001$. The results show that of the teens and young adults, 80.8% read physical books, compared to only 57.6% of the older people.

4.3 Sponsored BookTube videos

The following two hypotheses concern the perception of sponsored videos and they focus on the persuasion knowledge of the viewers and the attitudes of the viewers towards these videos.

4.3.1 Persuasion knowledge

The fifth hypothesis assumes that older BookTube viewers have a higher persuasion knowledge than younger BookTube viewers (H5). A multiple hierarchical regression analysis was used with the control variables *gender* and *education*. Thus, *gender* and *education* were entered in block 1 and *age* was entered in block 2. Before performing the regression analysis, the variables were tested for the assumption of normality. Both models in the hierarchical regression analysis proved not to be significant, thus age is no indicator for persuasion knowledge and H5 has to be rejected. For beta coefficients and values for the explained variance of the regression analysis, see Table 2.

Table 2 – Regression model for persuasion knowledge ($N = 871$)

	Model 1	Model 2
Predictor	b^*	b^*
Education	.06	.04
Gender	.05	.05
Age		.06
R^2	.01	.01
F	2.60	2.52
ΔR^2		.00
ΔF		2.36
p	.075	.125

Table 2. Standardised beta coefficients and R^2 of the hierarchical regression analysis.

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

4.3.2 Attitude towards sponsored BookTube videos

The sixth hypothesis assumes that the attitude towards sponsored BookTube videos is positively related to purchasing books (H6). For this study, the attitude towards sponsored BookTube videos was tested using the variable for the *eWOM Scepticism* of the viewers, since this variable focuses on the self-reflective nature of watching sponsored videos. Thus, viewers argue whether they can depend on getting the truth in sponsored BookTube videos, whether they think sponsored BookTube videos are informative, and whether they think that they are influenced by these sponsored BookTube videos.

Before performing the simple regression analysis, the variables were tested for the assumption of normality. A simple regression analysis with the *eWOM Scepticism* score as the criterion and the number of *books bought by BookTube viewers* as the predictor was conducted. The model was not found to be significant, $F(1, 868) = .05$, $p = .833$, $R^2 = .00$. The level of eWOM scepticism thus has no significant influence on the book buying behaviour ($r^* = 0.01$, $p = .833$). For beta coefficients and values for the explained variance of the regression analysis, see Table 3. With these findings, H6 must be rejected.

Table 3 – Regression model for predicting book purchasing ($N = 866$)

Model 1	
Predictor	b^*
eWOM scepticism	.01
R^2	.00
F	.05
p	.833

Table 3. Standardised beta coefficients and R^2 of the regression analysis.

Note: $*p < .05$, $**p < .01$, $***p < .001$

4.4 Book genres

The seventh hypothesis assumes that the genre Young Adult will be more popular amongst BookTube viewers compared to people who do not watch BookTube videos (H7). A Chi-square test was used to compare the two groups (people who watch BookTube videos and people who do not watch BookTube videos) in relation to considering YA to be one of their favourite book genres.

The Chi-square test revealed that watching BookTube videos is related to the likelihood of considering YA as a favourite book genre. $\chi^2 (N = 1264, 1) = 117.71, p < .001$. Of the people who watch BookTube videos, 67.2% consider YA to be one of their favourite book genres, whereas of the people who do not watch BookTube videos, only 30.9% consider YA to be a favourite. Thus, H7 can be accepted. A possible reason that could explain this result is the average age of the people who do and do not watch BookTube videos. In this study, the average age of people who watch BookTube videos is 23.7 ($SD = 6.32$), whereas the average age of people who do not watch BookTube videos is 37.4 ($SD = 13.54$). Therefore, it is not surprising to see that YA is more popular amongst BookTube viewers, since this genre is targeted more to younger people. For an overview of the other genres, please see Table 4.

Other genres that also prove to be more popular amongst people who watch BookTube videos are the following four: Fantasy, $\chi^2 (N = 1264, 1) = 117.19, p < .001$. Of the people who watch BookTube videos, 70.3% consider Fantasy to be one of their favourite book genres, whereas of the people who do not watch BookTube videos, only 34.5% consider Fantasy to be a favourite. Science Fiction, $\chi^2 (N = 1264, 1) = 8.73, p = .003$. Of the people who watch BookTube videos, 18% consider Science Fiction to be one of their favourite book genres, whereas of the people who do not watch BookTube videos, 10.5% consider Science Fiction to be a favourite. Adult, $\chi^2 (N = 1264, 1) = 6.82, p = .009$. Of the people who watch BookTube videos, 18.3% consider Adult to be one of their favourite book genres, whereas of the people who do not watch BookTube videos, 11.6% consider Adult to be a favourite. Graphic Novels/Manga, $\chi^2 (N = 1264, 1) = 12.89, p < .001$. Of the people who watch BookTube videos, 9.6% consider Graphic Novels/Manga to be one of their favourite book genres,

whereas of the people who do not watch BookTube videos, only 2.9% consider Graphic Novels/Manga to be a favourite.

The following six genres prove to be more popular amongst people who do not watch BookTube videos: Self Help, $\chi^2 (N = 1264, 1) = 12.26, p < .001$. Of the people who watch BookTube videos, 1.5% consider Self Help to be one of their favourite book genres, whereas of the people who do not watch BookTube videos, 5.1% consider Self Help to be a favourite. Non-Fiction, $\chi^2 (N = 1264, 1) = 37.29, p < .001$. Of the people who watch BookTube videos, only 8.8% consider Non-Fiction to be one of their favourite book genres, whereas of the people who do not watch BookTube videos, 22.2% consider Non-Fiction to be a favourite. Horror, $\chi^2 (N = 1264, 1) = 8.53, p = .003$. Of the people who watch BookTube videos, 3.5% consider Horror to be one of their favourite book genres, whereas of the people who do not watch BookTube videos, 7.6% consider Horror to be a favourite. Thriller, $\chi^2 (N = 1264, 1) = 86.83, p < .001$. Of the people who watch BookTube videos, only 15.3% consider Thriller to be one of their favourite book genres, whereas of the people who do not watch BookTube videos, 41.1% consider Thriller to be a favourite. Historical Fiction, $\chi^2 (N = 1264, 1) = 46.70, p < .001$. Of the people who watch BookTube videos, 12.8% consider Historical Fiction to be one of their favourite book genres, whereas of the people who do not watch BookTube videos, 30.2% consider Historical Fiction to be a favourite. Finally, Romance, $\chi^2 (N = 1264, 1) = 11.42, p = .001$. Of the people who watch BookTube videos, 12.6% consider Romance to be one of their favourite book genres, whereas of the people who do not watch BookTube videos, 20.7% consider Romance to be a favourite.

Table 4 - Chi-square test for favourite book genres ($N = 1264$)

	BookTube Viewer	Non-BookTube viewer	<i>p</i>
Young Adult	67.2%	30.9%	<.001
Fantasy	70.3%	34.5%	<.001
Science Fiction	18%	10.5%	.003
Adult	18.3%	11.6%	.009
Graphic Novels / Manga	9.6%	2.9%	<.001
Self Help	1.5%	5.1%	<.001
Non-Fiction	8.8%	22.2%	<.001
Horror	3.5%	7.6%	.003
Thriller	15.3%	41.1%	<.001
Historical Fiction	12.8%	30.2%	<.001
Romance	12.6%	20.7%	.001

Note: values presented in bold indicate which group had the highest percentage.

4.5 Exploratory analyses

The following section contains a variety of tests that are done to explore the BookTube phenomenon and the book buying behaviour and reading habits of both BookTube viewers and non-BookTube viewers in more detail. These tests are of great importance, since hardly any social scientific research has been done on BookTube. The following results will therefore fill part of this research gap.

4.5.1 BookTube viewers vs. non-BookTube viewers

One of the aims of this study is to answer the sub-question “what is the relationship of the book buying behaviour and the reading habits between people who do watch BookTube videos and people who do not?”, thus comparing the number of books that people who do watch BookTube videos and people who do not watch BookTube videos purchase and read in the span of two months. However, since BookTube is still a rather unexplored part of social scientific research, no hypotheses were derived from past research. Therefore, some exploratory tests were performed to compare both the book buying behaviour and reading habits between these two groups. As mentioned earlier, BookTube viewers purchase significantly more books than non-BookTube viewers, however, further tests can be done to also test the difference in the number of books they read.

Firstly, an independent samples t-test was performed to explore the difference in the number of books that BookTube viewers and non-BookTube viewers read over the span of two months. A *t*-test showed that BookTube viewers read significantly more books ($M = 3.30$, $SD = 1.25$) than people who do not watch BookTube videos ($M = 2.51$, $SD = 1.11$), $t(478.845) = -10.06$, $p < .001$. Again, the following values are from the original variable: BookTube viewers ($M = 12.43$, $SD = 9.82$) and non-BookTube viewers ($M = 7.55$, $SD = 7.08$).

Secondly, A Chi-square test revealed that watching BookTube videos is related to buying books in a bookstore $\chi^2(N = 1264, 1) = 6.05$, $p = 0.014$. Of the people who watch BookTube videos, 60.3% most often buy books in a bookstore, compared to 52% of people who do not watch BookTube videos.

In conclusion, these results answer the sub-question of what the relationship is of the book buying behaviour and reading habits between people who do watch BookTube videos and people who do not watch these videos, namely that BookTube viewers both purchase and read more books than non-BookTube viewers do, and that BookTube viewers are also more likely to purchase their books in a bookstore.

4.5.2 Likelihood of purchasing books

The second sub-question is “to what extent are viewers likely to purchase a book that a BookTuber talks positively about in one of their videos?”. By analysing the data it became clear that on a scale from 1 (extremely unlikely) to 7 (extremely likely) the mean answer to this question was

5.38, which means that BookTube viewers are between slightly likely and moderately likely to purchase a book after a BookTuber talks positively about it. Interesting is, is that after seeing a book being featured in a sponsored video, the mean answer to this question, which was made up of the same scale from 1 (extremely unlikely) to 7 (extremely likely), was 3.79. This means that BookTube viewers were slightly unlikely to not unlikely nor likely to purchase a book after watching a sponsored video. By performing a paired samples t-test, it became clear that there was a statistically significant difference in the scores for how likely BookTube viewers are to purchase a book after a BookTuber talks positively about it ($M = 5.38$, $SD = 1.19$) and for how likely BookTube viewers are to purchase a book after seeing it being featured in a sponsored video ($M = 3.79$, $SD = 1.37$); $t(874) = 31.461$, $p < .001$. BookTube viewers are thus more likely to purchase a book after watching a regular BookTube video than after watching a sponsored BookTube video.

4.5.3 Popular books on BookTube

When the respondents were asked to state the most recent book they purchased because of BookTube, there were a number of books that stood out from the rest, namely *The Priory of the Orange Tree* by Samantha Shannon and *Daisy Jones & The Six* by Taylor Jenkins Reid. These books were bought by BookTube viewers respectively 44 and 43 times. Both of these books were released in 2019 and are thus still new releases. In addition, it is clear that many BookTubers talk about these books, since the search results of ‘The Priory of the Orange Tree’ and ‘Daisy Jones & The Six’ result in hundreds of videos on YouTube. Thus, it is clear that BookTube viewers may be influenced by the many times that these books are discussed by BookTubers.

4.5.4 Reading habits of BookTube viewers

Finally, a hierarchical regression analysis was performed to explore whether there is a relationship between the number of BookTube videos that a viewer watches and the number of books that a viewer reads. First of all, the variable was checked for the assumptions of normality by analysing the skewness and the kurtosis by means of checking the descriptives for the continuous variable *books read*. Both the skewness and kurtosis of the variable for the number of books that were read by BookTube viewers in the last two months were high; respectively 2.59 and 14.80, thus it was decided to transform this variable by adding 1 to all the values and applying a natural log. After that, the skewness and kurtosis decreased to respectively -.16 and .26. The control variables *age*, *gender*, and *education* were entered in the first block and the variable *books read* was entered in the second block. For beta coefficients and values for the explained variance of the regression analysis, see Table 5.

Model 1

The regression model 1 of the number of books read by BookTube viewers as the dependent variable and *age*, *gender*, and *education* as the independent variables proved to be significant, $F(3, 949) = 4.64, p = .003, R^2 = .01$. When the demographic for age, gender, and education are used as single predictors for the books that are read by BookTube viewers, 1.4% of the variance is explained. The first regression model is thus useful for predicting the number of books read by BookTube viewers, but the predictive power is low: 1.4 percent of the difference in the number of books bought can be predicted based on age, gender, and education ($R^2 = 0.01$). Age, $b^* = .07, t = 2.02, p = .044, (SE = .00)$ and gender, $b^* = .09, t = 2.63, p = .009, (SE = .08)$ have a significant weak positive correlation with the number of books read by BookTube viewers. Education does not have a significant correlation with the number of books read by BookTube viewers. Every year of increase in age leads to an increase of 0.7% in the number of books someone reads. On average, females read 24.2% more books than men.

Model 2

The second regression model, in which the independent variable *videos watched* was added resulted in a significant change in explained variance, $F(1, 948) = 75.18, p < .001, \Delta R^2 = .07$. This model also explains a small part of the variance in the books read by BookTube viewers, namely 8.7%, which is low. However, the result is statistically significant. The number of videos watched has a significant result, $b^* = .27, t = 8.67, p < .000, (SE = .02)$, which means that the number of BookTube videos watched has a statistically significant weak positive correlation with the number of books read by BookTube viewers.

Table 5 – Regression model for predicting book reading (N = 989)

Predictor	Model 1 <i>b</i> *	Model 2 <i>b</i> *
Age	.07*	.07*
Education	.04	.04
Gender	.09**	.07*
Videos watched		.27***
R^2	.01	.09
F	4.64	22.55
ΔR^2		.07
ΔF		75.18***
p	.003	<.001

Table 5. Standardised beta coefficients and R^2 of the hierarchical regression analysis.

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

The following chapter will discuss these results in more detail and will answer the research question of this research.

5. Conclusion & Discussion

Based on the analyses of the online survey and literature, the following chapter will provide a discussion of the results, as well as address any limitations of this research and suggestions for future research.

5.1 Main findings

The objective of this study is to answer the research question “to what extent does watching BookTube videos relate to the book buying behaviour and the reading habits of its viewers?”. Results show that watching BookTube videos has a significant positive relationship with the number of books a viewer purchases and reads, thus the more BookTube videos a viewer watches, the more books they purchase and read. In addition, the motivation for information is positively related to book buying, whereas the entertainment and community motivations are not.

5.2 Theoretical implications

The following section of this research addresses each accepted and rejected hypothesis in order of appearance in the theoretical framework and will thus answer the research question of “to what extent does watching BookTube videos relate to the book buying behaviour and the reading habits of its viewers?” in more detail.

5.2.1 Book buying behaviour of BookTube viewers

The hypothesis that assumes that BookTube viewers’ need for information is positively related to book purchasing (H1) is accepted, thus it can be said that viewers whose motivation it is to watch BookTube videos in order to gain information about new books on the market buy significantly more books than when their motivation to watch BookTube videos is either to be entertained or to acquire a feeling of community. This relationship between the need for information and the purchasing of products is what The Benchmarking Company (2016) also argued, since they concluded that 88% of cosmetic users spend time online before deciding to purchase a specific product. This time spent online is used to find out information about said cosmetic products. It is interesting to note that this thus also accounts for books and that readers who spend time online to find out information about new books eventually purchase more books. However, as mentioned in the results section of this study, acquiring information as a motivation to watch BookTube videos is not the only aspect that is related to purchasing books; the age and educational level of BookTube viewers is also related to purchasing books.

The second hypothesis that assumes that BookTube viewing is positively related to book buying (H2) is accepted as well, thus it can be concluded that the more BookTube videos a viewer watches, the more books they purchase. This can be linked back to Pelixo’s (2018) study about

eWOM in which he argues that expectations that are created by watching eWOM videos are related to purchase decisions after watching these videos, thus the more BookTube videos someone watches, the more of these expectations are presented that thus influence the purchase decisions of the viewers. In addition, this result is related to a study by Varma Citrin et al. (2000) in which they came to the conclusion that higher levels of internet usage result in a higher level of electronic commerce. It can thus be concluded that internet usage is related to the purchase behaviour of its users. In this study, however, watching BookTube videos was not necessarily related to a higher level of electronic commerce, since it became clear that people who watch BookTube videos tend to buy more books from a bookstore, compared to people who do not watch BookTube videos. This conclusion can be linked with the fact that it is argued that people who watch BookTube videos want to be surrounded by physical books, since being part of the BookTube community makes the viewers want to purchase and own a lot of books (Ehret et al., 2018), thus it is not surprising to see that BookTube viewers want to be surrounded by physical books when purchasing books. It can therefore be argued that people who do not watch BookTube videos do not have the urge to be surrounded by physical books as much as BookTube viewers do.

The third hypothesis argues that the level of perceived credibility of the BookTuber is positively related to book purchasing (H3) and this hypothesis is also accepted. Thus, there is a relationship between the perceived credibility of the BookTuber and the likeliness that the viewer will purchase a book after watching a video. The perceived source credibility is of great importance in order to achieve a high level of communication effectiveness, as was argued by Hovland and Weiss (1951). Thus, it can be said that BookTubers who are perceived as being a credible source of information have the ability to create more effective messages which have a positive effect on the book buying behaviour of the viewers.

Next, the hypothesis that assumes that there is a relationship between watching BookTube videos and reading physical books instead of ebooks or audiobooks (H4) is accepted as well, thus it is proven that people who watch BookTube videos are more likely to read physical books instead of ebooks and audiobooks. A reason for this is that the BookTubers that the viewers like to watch are seen as big influencers and as examples. As argued by Westenberg, (2016), much attention is given to the personalities of these big influencers and the viewers are striving to be like them. It is thus clear that viewers want to be similar to them, because these BookTubers often have big bookshelves full of physical books, and as mentioned, BookTube viewers purchase more physical books compared to people who do not watch BookTube videos.

5.2.2 Sponsored BookTube videos

The fifth hypothesis, that assumes that older BookTube viewers have a higher persuasion knowledge than younger BookTube viewers (H5) is rejected. Thus, the older someone gets is not an indicator for the persuasion knowledge of that person. As was mentioned by Boerman et al. (2018),

persuasion knowledge is a learning process that develops throughout the course of a lifetime, however, this does not prove to be true in the case of BookTube viewers. This is an interesting finding, since it was expected to be true, however, a possible reason for this could be that BookTube viewers may think that publishers genuinely want to share their newest books and stories with the rest of the world instead of only trying to make money by sponsoring BookTubers.

The hypothesis that assumes that the attitude towards sponsored BookTube videos is positively related to purchasing books (H6) is also rejected. The outcomes of these tests prove not to be significant, thus the self-reflective attitude towards sponsored videos are not related to purchasing books. Surprisingly, Mehta (2000) argued that the purchase intention of people who feel that advertising is a truthful and informational source of information is positively influenced by these factors, however, this study concludes that BookTube viewers perceiving sponsored videos as being truthful or informational is not positively related to their purchase intention. Since these results contradict each other, it is important that further research is done to clarify this contradiction and explore it in more detail. A possible reason for this could be that BookTube viewers generally have a negative attitude towards sponsored videos, even though they might find the information to be truthful or informational. Even though the BookTuber may specifically say that it is their own opinion about the books that they are sharing in a sponsored video, the viewers may still prefer to buy books that BookTubers talk about at their own will. This can be linked to the results that show that viewers are less likely to purchase a book that was mentioned in a sponsored video.

5.2.3 Book genres

The final hypothesis, that assumes that the genre Young Adult will be more popular amongst BookTube viewers compared to people who do not watch BookTube videos (H7) is accepted. Therefore, it can be argued that YA is in fact more popular amongst BookTube viewers compared to people who do not watch BookTube videos, as was also argued by Hughes (2017). As mentioned in the results, it is not surprising that YA is more popular amongst BookTube viewers, since the participants who watch BookTube videos have a lower mean age than people who do not watch BookTube videos do and the YA genre is targeted more towards younger people. However, Springen (2012) argued that adults might feel embarrassed for reading YA books, which means that this could have been a reason that in this survey older people may not have stated YA to be one of their favourite genres. Even though the survey explicitly stated that it was completely anonymous, these things can still occur. A suggestion for future research is to make sure that the mean age of people who watch BookTube videos and people who do not watch BookTube videos is similar, which means that the comparison between these two groups in terms of their favourite genre will not be influenced by their age, but solely their reading tastes.

5.3 Exploratory analyses

The following section of this research will provide implications for the exploratory analyses that were performed in order to fill the research gap in research about BookTube.

5.3.1 *BookTube viewers vs. non-BookTube viewers*

In order to answer the sub-question question “what is the relationship of the book buying behaviour and the reading habits between people who do watch BookTube videos and people who do not?”, some comparative tests were performed and the results show that BookTube viewers purchase and read more books compared to people who do not watch BookTube videos. This is an important realisation, since it can thus be argued that watching BookTube videos is positively related to both purchasing and reading books, and that the exposure to eWOM messages is related to purchase decisions, as mentioned in Jin and Phua, (2014).

5.3.2 *Likelihood of purchasing books*

The results show that BookTube viewers are more likely to purchase a book after watching a regular video compared to watching a sponsored video in which the book that is featured is sponsored by a publisher or brand. Therefore, it can be concluded that BookTube viewers are more sceptical towards the information that is being given in sponsored videos and that they are less likely to purchase a book after watching a sponsored video compared to regular BookTube videos. The reason for this result can be linked to what is argued by Camargo and Ciarreto (2016), since they say that BookTube viewers are more likely to purchase a new book after watching a BookTube video if they relate to the BookTuber on a personal level and if they value their opinion. Thus, sponsored videos might affect the credibility of the BookTuber, since viewers may not value their opinion as much when they are being paid by a brand or publisher to talk about a specific book, however, future research must look into this further.

5.3.3 *Popular books on BookTube*

As mentioned in the theoretical framework, BookTubers have the ability to influence which books become popular in the BookTube community (Hein, 2017; Hughes, 2017). This also becomes clear when reviewing the results, since there are two books that are recently purchased significantly more than other books, namely *Daisy Jones & The Six* by Taylor Jenkins Reid and *The Priory of the Orange Tree* by Samantha Shannon. Both of these books are recent releases from 2019 and apparently, they are talked about a lot on BookTube, since 44 people recently bought *The Priory of the Orange Tree* and 43 people recently bought *Daisy Jones & The Six* after being exposed to these books on BookTube. Thus, it can be argued that there is a relationship between the books that are talked about a lot by BookTubers and books that become popular in the BookTube community, however, no statistical tests were able to prove this claim, thus it is advised that future research must look into this

claim further in order to scientifically prove or disprove the fact that BookTubers are able to make books more popular.

5.3.4 Reading habits of BookTube viewers

Finally, the number of books that are read by BookTube viewers in relation to the number of BookTube videos that are watched by them show a significant positive correlation, which means that the more BookTube videos someone watches, the more books they read. This result was to be expected, since it is necessary to purchase books before reading them, however, another possible outcome could have been that BookTube viewers do purchase a lot of books, but end up not reading as many books as they purchase, which again can be linked to the theory that BookTube viewers want to have the book collection the size of their favourite BookTuber (Ehret et al., 2018), even though they may not read all of the books that they purchase.

5.4 Conclusion

The results of the hypotheses show that many expected outcomes proved to be true, namely that watching BookTube videos, the need for information, and the perceived level of credibility of the BookTuber are positively related to book purchasing. In addition, physical books and the YA genre are more popular amongst BookTube viewers compared to people who do not watch BookTube videos. However, both hypotheses concerning sponsored BookTube videos proved not to be true. Thus, older BookTube viewers do not have a higher persuasion knowledge than younger viewers do and the attitude towards sponsored videos is not positively related to book purchasing.

The exploratory analyses proved that BookTube viewers do read and purchase significantly more books compared to people who do not watch BookTube videos. It thus became clear that reading and owning a lot of books is important to BookTuber viewers and that many BookTube viewers like to purchase books that are often mentioned on BookTube. In addition, since BookTube viewing is also positively related to reading books, it is no surprise that BookTube viewers purchase more books than non-BookTube viewers do, since BookTube viewers have to acquire books first, before they can read them. Finally, it became clear that viewers are less likely to purchase a book that was mentioned in a sponsored video.

5.5 Societal implications

The findings of this research are not only important for filling the research gap that has appeared in research about BookTube, but the results are also useful for BookTubers, BookTube viewers, and publishing companies. For example, it became clear that there is positive relationship between watching BookTube videos and buying books, thus both BookTubers and publishing companies can use these results to strengthen their economic successes by adding (affiliate) links to the descriptions of BookTube videos that directly refer the BookTube viewer to a specific website to

purchase a book that was mentioned in the video. For BookTubers it is especially important to include these affiliate links in the descriptions of videos that are not sponsored, because viewers are more likely to purchase a book after a BookTuber talks positively about it in a video that is not sponsored, compared to when a video is sponsored. These affiliate links make it easier for the viewer to find the specific book that the BookTuber is talking about and the BookTuber also earns a small commission when viewers buy the book through the affiliate link that links to a specific website. However, BookTube viewers should know that these links are added in the description to encourage the viewer to purchase the books and to spend their money via the affiliate link.

In addition, after analysing the results it is important for publishing houses to always consider advertising their newest books by sponsoring BookTubers, since it became clear that there is a relationship between watching BookTube videos and the book buying behaviour of the viewers, as well as the popularity of various books.

Finally, since the persuasion knowledge of BookTube viewers does not increase with age, publishing houses should not be afraid to use persuasion techniques in sponsored videos, since both younger and older BookTube viewers will still be influenced by these techniques. However, since it became clear that viewers are less likely to purchase a book that was featured in a sponsored video, it is important to keep these techniques to a minimum in order to ensure a high source credibility. As mentioned, BookTube viewers are more likely to purchase a book that is featured in a video by a BookTuber that is perceived as a credible source of information, thus it is important for both publishing houses and BookTubers to ensure that the video appears as credible as possible. In addition, if it is the goal of a BookTuber to encourage viewers to purchase a book, it is smarter for them to talk about a book in a normal video instead of in a sponsored video.

5.6 Limitations

This research does have some limitations that need to be addressed. First of all, a methodological limitation of this research is the difference in the sample size of men and women who participated in the survey. In the total survey, only 44 men participated, compared to 1210 women, which is respectively 3.5% and 95.7%. This severely uneven distribution between men and women could have influenced the results of this research. Therefore, future research must pay attention to this uneven distribution. This difference does, however, point to the fact that reading is more popular amongst women, which Ballard (2018) also argued, thus it does not come as a big surprise. However, future research about book buying behaviour and reading habits should try to minimise this difference in the distribution between men and women in order to get a more accurate representation of the book buying behaviour and reading habits for each gender.

Secondly, another methodological limitation of this research is that certain scales to measure phenomena were shortened in order to keep the survey at a reasonable length, since long surveys often discourage participants to complete the entire survey (Guin, Baker, Mechling & Rule, 2012). A scale

that was substantially shortened was the scale to measure persuasion knowledge, of which only three out of the original nine components were used (Boerman et al., 2018). Each of these components consisted of a variety of items that were used to measure the phenomena. In this research, only one or two items of each component were used in the final survey. Another scale that was shortened was the scale to measure eWOM scepticism, of which only two out of the original nine items were used (Obermiller & Spangenberg, 1998). Even though the scale proved to be reliable, it is recommended to use all the items that were introduced by the researchers. However, for the sake of this research, that was not a feasible solution.

Thirdly, a methodological limitation that should be noted is the fact that some items in Likert scales were invented by the researcher, thus no social scientific research was available to defend the choice of these items. Unfortunately, this meant that some of the items were not considered to be a highly reliable scale. Furthermore, some questions in the survey ended up not being used for tests, which means that the survey could have been shortened which would have resulted in a higher completion rate. However, for this research it is not a big problem, since the sample size is large. In addition, since some questions proved to be unnecessary, other more important questions could have been added to the survey.

Finally, the social desirability bias is a relevant issue, since many of the participants watch my BookTube videos and may thus be influenced by the social desirability bias, meaning that they could have answered the questions in the survey in such a way that the answers would have been favourable to others. As mentioned, the social desirability bias was avoided as much as possible by providing a clear explanation of the anonymity of the survey.

5.7 Suggestions for future research and strengths

The outcomes of this study introduce many possibilities that future research on BookTube can use and build on. First of all, this study focused on how likely BookTube viewers are to buy a book after seeing a (sponsored) BookTube video, however, this question focused solely on the whole video. It will be interesting for future research to also take into the account the number of subscribers, likes, dislikes, and comments that a video receives and whether this influences how likely BookTube viewers are to purchase a book after watching a video, since Jin and Phua (2014) argue that consumers who are exposed to positive eWOM messages from online content creators with a large number of followers are shown to have a higher buying intention. This can be tested by, for example, an experiment in which different groups are exposed to different (sponsored) videos that have a different number of subscribers, likes, dislikes, and comments. This way, a more detailed insight will be given into the reasons why BookTube viewers might be likely to purchase a book after watching a (sponsored) BookTube video.

Secondly, future research can focus on the income of the participants, since the amount of money that people are free to spend on books might change the number of books that people purchase

on a regular basis. It will be interesting to explore whether people who have a higher income also spend more money on books.

A notable strength of this research is the large sample that was gathered, since a total of 1264 participants completed the survey. A large sample size is always a desirable attribute in social scientific research, since it allows the study to be generalised more easily (Matthews & Ross, 2014).

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Appendix: Survey

Dear participant,

Welcome and thank you for clicking the link to this survey! My name is Britt, I'm 23 years old and I'm a Dutch student in the Media & Creative Industries Master's programme at the Erasmus University of Rotterdam.

This survey is part of my Master's thesis about BookTube and the book buying behaviour of its viewers. Never heard of BookTube? No worries! You can still fill in this survey. It will take about 5-10 minutes to fill in the survey and you will be asked a few questions about your book buying behaviour and your reading habits. Filling in this survey will help me a lot, so thank you in advance!

Please note that your participation in this survey is completely voluntary and you can quit at any time. The findings of this survey will be used solely for the purpose of my Master's thesis and participating in this survey is completely anonymous, thus, your personal information will be kept strictly confidential.

- ☐ I understand the above and wish to continue with the survey

1. With which gender do you identify the most?

- ☐ Male
- ☐ Female
- ☐ Other,

- ☐ Prefer not to share

2. What is your age?

3. In which country do you currently reside?

(Dropdown menu)

4. What is the highest educational level you have attained?

- ☐ None
- ☐ Primary school
- ☐ Secondary school/high school
- ☐ Secondary vocational education (practical education/MBO)
- ☐ Bachelor's degree (University degree or degree from University of Applied Science/HBO)
- ☐ Master's degree (University degree or degree from University of Applied Science/HBO)
- ☐ MBA degree, PhD degree, or other postgraduate training
- ☐ Other,

5. Have you ever heard of the term 'BookTube'?

- ☐ Yes
- ☐ No

6. Approximately how many BookTube videos have you watched in the past 4 weeks?

- ☐ Approximately,

- ☐ I don't want BookTube videos

Questions for BookTube viewers

In the following section, you'll be asked some questions about your BookTube viewing behaviour.

7. Approximately how many BookTubers are you subscribed to?

8. Please indicate your motivations for watching BookTube videos.

a. I find BookTube videos enjoyable.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

b. I find BookTube videos entertaining.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

c. I want to be informed about new books I would otherwise not have found.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

d. I want to find out which books I should read next.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

e. Watching BookTube videos makes me feel less lonely.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

f. It's important for me to be part of the BookTube community.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

g. Watching BookTube videos helps me to forget about school, work, or other things.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

h. Watching BookTube videos is a habit.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

i. Watching BookTube videos helps me to relax.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

9. Please indicate how often you watch the following BookTube videos.

a. Book haul

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very often
- ☐ I don't know these videos

b. Book unhaul

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very often
- ☐ I don't know these videos

c. Bookshelf tour

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very often
- ☐ I don't know these videos

d. Reading wrap up

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very often
- ☐ I don't know these videos

e. TBR (to be read)

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very often
- ☐ I don't know these videos

f. Book review

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very often
- ☐ I don't know these videos

g. Book tag

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very often
- ☐ I don't know these videos

h. Reading vlog

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very often
- ☐ I don't know these videos

10. Who is your favourite BookTuber?

11. Think about the videos of your favourite BookTuber. Please indicate to what extent you agree/disagree with the statements below.

a. I identify myself with the BookTuber.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

b. The BookTuber shares my interests.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

c. The BookTuber is honest.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

d. The BookTuber is dependable.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

e. The BookTuber is reliable.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

f. The BookTuber is sincere.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

f. The BookTuber is trustworthy.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

g. The BookTuber is an expert.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

h. The BookTuber is experienced.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

i. The BookTuber is knowledgeable.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

j. The BookTuber is qualified.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

k. The BookTuber is skilled.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

12. If a BookTuber talks positively about a book, how likely are you to buy it?

- ☐ Extremely unlikely
- ☐ Moderately unlikely
- ☐ Slightly unlikely
- ☐ Neither unlikely nor likely
- ☐ Slightly likely
- ☐ Moderately likely
- ☐ Extremely likely

13. Have you ever bought a book because of BookTube?

- ☐ Yes, if so, please indicate the last book you bought (if you remember)

- ☐ No
- ☐ I can't remember

14. Have you ever seen a sponsored video on BookTuber?

- ☐ Yes
- ☐ No
- ☐ I can't remember
- ☐ I don't know

Questions about sponsored videos

In the following section, you'll be asked some questions about sponsored videos on BookTube. These are videos in which a book or product is sponsored by a publisher or brand and the BookTuber gets paid to talk about it.

Please indicate the extent to which you agree with the following statements about sponsored videos on BookTube.

a. Publishers/brands sponsor videos to encourage people to buy the book/brand.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

b. Publishers/brands sponsor videos to make people think positively about the book/brand.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

c. Publishers/brands try to influence me by placing the book/brand in a context that I like.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

d. Seeing a book/brand in a sponsored BookTube videos influences me.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

e. I can depend on getting the truth in most sponsored BookTube videos.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

f. I believe sponsored BookTube videos are informative.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

g. The BookTuber should clearly state/say that the video is sponsored.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

h. The BookTuber should clearly state/say that the opinions are their own.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

i. The BookTuber should not make too many sponsored videos.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

How likely is it that you will buy a book that was sponsored by the publisher/author and that is featured in a sponsored video?

- ☐ Extremely unlikely
- ☐ Moderately unlikely
- ☐ Slightly unlikely
- ☐ Neither unlikely nor likely
- ☐ Slightly likely
- ☐ Moderately likely
- ☐ Extremely likely

Book buying/reading habits – BookTube viewers

In the following section, you'll be asked some questions about your book buying behaviour and reading habits.

How many books have you read in the last 2 months?

What genres do you read most? Select up to 3.

- Fantasy
- Science Fiction
- Young Adult
- New Adult
- Adult
- Romance
- Historical Fiction
- Contemporary
- Classics
- Thriller
- Horror
- Middle Grade
- Graphic Novels/Manga
- Nonfiction
- Self Help
- Other,

How many books have you bought in the last 2 months?

What book format do you read most often?

- Physical book
- Ebook
- Audiobook

Where do you mostly get your books from? Select up to 2.

- Bookstore
- Secondhand bookstore
- Library
- Online webshop
- Friends & Family
- Other,

What are other places where you find information about which new books to read/buy? Select up to 3.

- Goodreads
- Blogs
- Instagram
- Twitter
- Facebook
- Newspaper/magazines
- Recommendations from friends & family
- In bookstores
- Other,

Book buying/reading habits – Non-BookTube viewers

In the following section, you'll be asked some questions about your book buying behaviour and reading habits.

How many books have you read in the last 2 months?

What genres do you read most? Select up to 3.

- Fantasy
- Science Fiction
- Young Adult
- New Adult
- Adult
- Romance
- Historical Fiction
- Contemporary
- Classics
- Thriller
- Horror
- Middle Grade
- Graphic Novels/Manga
- Nonfiction
- Self Help
- Other,

How many books have you bought in the last 2 months?

What book format do you read most often?

- Physical book
- Ebook
- Audiobook

Where do you mostly get your books from? Select up to 2.

- Bookstore
- Secondhand bookstore
- Library
- Online webshop
- Friends & Family
- Other,

What are other places where you find information about which new books to read/buy? Select up to 3.

- YouTube
- Goodreads
- Blogs
- Instagram
- Twitter
- Facebook
- Newspaper/magazines
- Recommendations from friends & family
- In bookstores
- Other,

End question

How did you encounter this survey?

- YouTube
- Twitter
- Instagram
- Facebook
- Book Forum
- Other,

Thank you very much for participating in this survey.