

What Influences YouTube Viewers' Job Engagement? The Role of Vlog Content Characteristics, Vlogger Characteristics, and Educational Value

Minhee Son¹, Moon-Yong Kim²

¹Associate Professor, Dept. of Business Administration, Dongguk University-WISE Campus, Gyeongju, Korea

²Professor, College of Business, Hankuk University of Foreign Studies, Seoul, Korea
E-mail: ¹mhson@dongguk.ac.kr, ²moonyong@hufs.ac.kr

Abstract

YouTube has become a popular platform for vlogs. Among various forms of vlogs, office worker vlogs, in which a person engaged in a specific job shows his/her work environment and daily routine, are gaining popularity. Thus, focusing on office worker vlogs, the present research investigates the effects of office worker vlogs' characteristics (i.e., vlog content characteristics, vlogger characteristics) on the YouTube viewers' educational value of the vlog and their job engagement. Specifically, this research examines whether (1) vlog content characteristics (i.e., usefulness, accessibility, and vividness) and (2) vlogger characteristics (i.e., job similarity, credibility, and expertise) influence the YouTube viewers' educational value of the vlog. Moreover, this research examines how the YouTube viewers' educational value of the vlog affects their job engagement. With a sample of YouTube viewers of office worker vlogs ($N = 215$), structural equation modelling was implemented to investigate the relationships in the proposed model. The results indicate that (1) perceived usefulness of the office worker vlog is positively associated with the educational value of the vlog; (2) perceived accessibility of the office worker vlog is positively associated with the educational value of the vlog, albeit marginally significant; (3) perceived vividness of the office worker vlog is positively associated with the educational value of the vlog; (4) perceived job similarity to the office worker vlogger is positively associated with the educational value of the vlog; (5) perceived credibility of the office worker vlogger is positively associated with the educational value of the vlog; (6) perceived expertise of the office worker vlogger is positively associated with the educational value of the vlog; and (7) the educational value of the office worker vlog is positively associated with the YouTube viewers' job engagement. The findings provide important implications for the production and use of office worker vlog contents.

Keywords: Vlog Content, Vlogger Characteristics, Educational Value, Job Engagement

1. Introduction

Social networks are witnessing a rapid growth of video blog (hereafter referred to as vlog). Vlogs, either

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Corresponding Author: moonyong@hufs.ac.kr (Moon-Yong Kim)

Tel: +82-2-2173-3157

Professor, College of Business, Hankuk University of Foreign Studies, Seoul, Korea

created by the companies or by professional or amateur users (vloggers), are videos shared on social media platforms and enable companies reach new markets and increase brand preference and knowledge [1]. In particular, YouTube has become a popular platform for vlogs [2]. Many YouTube users create vlogs that have amassed a large following [3]. Vloggers create, record, upload, and share videos about their personal life and products (brands) or services [3, 4]. Vlog studies have examined several topics such as audiences' watching and sharing motives, audiences' attitudes and behavior, vloggers' characteristics, parasocial interactions, vlogs' effect on brand quality, brand preference, and purchase intentions, and vlogging motives [2]. Although vlogs have been around for quite some time, the increasing interest in vlogs is quite recent and their influence on individuals' attitude and behavior is relatively unexplored compared to other social media tools such as blogs [4]. In the current research, we primarily focus on office worker vlogs among a variety of forms of vlogs. Office worker vlogs, in which a person engaged in a specific job shows his/her work environment and daily routine through videos, are gaining popularity. Office worker vlogs can vividly show the appearance of vloggers at work, so viewers can indirectly experience work life. That is, office worker vlogs enable YouTube viewers to obtain various information and knowledge about other people's work lives and duties.

Considering that YouTube viewers can indirectly experience the job through office worker vlogs, therefore, this research aims to investigate the effects of office worker vlogs' characteristics (i.e., vlog content characteristics, vlogger characteristics) on YouTube viewers' educational value of the vlog and their job engagement. Specifically, this research examines whether (1) vlog content characteristics (i.e., usefulness, accessibility, and vividness) and (2) vlogger characteristics (i.e., job similarity, credibility, and expertise) impact the YouTube viewers' educational value of the vlog. Moreover, this research examines how the YouTube viewers' educational value of the vlog affects their job engagement.

2. Theoretical Background and Hypotheses Development

2.1 Office Worker Vlog

The development and innovation of social media is increasing rapidly in line with technological advances in the digital world. YouTube is one of the largest platforms on the Internet [5] in terms of information, entertainment, and learning [6]. Vlogging is one of the dominant forms of content on YouTube, and vloggers can discuss their various personal views related to politics, socio-culture, and various trivial things that happen in their daily lives [7]. The phenomenon of vlogs has begun to spread the phenomenon of people making vlogs has resulted in a global flow of information [8]. For example, health vlogs have also emerged as various organizations and individuals produce vlogs containing health-related materials for patient support. Researchers found that these health vlogs can impact patients' psychological health [9], promote health education for youth and young adults [10], and improve health information literacy [11].

An office worker's vlog is a type of vlog that captures one's daily life at the work site by filming the work life as a content. Recently, for publicity in companies, an in-house employee related to a job in the workplace shared a vlog of an office worker, introducing various activities and duties within the company. Vloggers express themselves by sharing videos of their private lives with viewers, and furthermore, help them build their careers by conveying information or knowledge and skills to viewers. For example, through these vlogs, software developers share a rich view of their technical work and their personal lives. These vlogs present the challenges and achievements of their work. Likewise, outside of technical work, software developers provide a personal glimpse into various careers in the software development industry. These vlogs provide a transparent, broader perspective of what it means to be a developer. This gives the audience an indirect experience with the developer without having to do so [12]. A vlog provides viewers with indirect experiences and a sense of

connection to other people through the “daily life” of non-professional creators. An office worker vlog plays a role as an indirect (workplace/duty/job) experience in that it enables one to obtain various information and knowledge about other people's work lives and duties. Office worker vlog is similar to online word-of-mouth (eWOM) in that it allows viewers to obtain various information and knowledge about other people's work life and duties without directly experiencing it by sharing video content of their daily life at the workplace. Vlogs, these user-generated videos, can be considered examples of audio-visual eWOM, which consists of individuals' sharing of information, knowledge, opinions, and experiences through digital media [13]. Since the vlog is a sort of eWOM, we will look into studies dealing with the relationship between eWOM characteristics and viewer's responses and derive a research model for the relationships between the characteristics of office worker vlogs and viewers' job engagement through educational value. Specifically, based on previous studies, this research empirically demonstrates the structural relationships between the characteristics of office worker vlog content (usefulness, accessibility, and vividness) and vlogger characteristics (job similarity, credibility, and expertise) that lead to job engagement through educational value.

2.2 Vlog Content Characteristics and Educational Value

In the experiential economy, educational value refers to the experiencer's perception that the experience has made the subject more knowledgeable [14]. In this study, educational value refers to viewers' perception that they have learned something (information or knowledge) related to their job through watching office worker vlogs. Information usefulness refers to new information that is informative by providing supporting thoughts to individuals' perceptions in enhancing their performance [15-17]. If people perceive information as useful, they will tend to engage with the information [18]. Previous research considered information usefulness being the main predictor of information adoption [19] and purchase intention [16, 18-20]. Several studies also have investigated the relationship between eWOM usefulness and purchase intention [21-23]. Viewers will recognize office worker vlogs as useful if they can obtain helpful knowledge or information in handling their work through watching office workers' vlogs. Thus, the more viewers perceive the usefulness of the office worker vlog, the more they will think of its educational value. Accordingly,

H1. Perceived usefulness of the office worker vlog is positively associated with the educational value of the vlog.

Information accessibility refers to the degree to which viewers can easily search for the vlog contents of the job they want to know, conveniently select and view the desired contents, and the contents are easy for viewers to understand. The availability of this media-rich job information increases the opportunities for learning about occupational, training, and employment options [24]. When information on social media satisfied the need of the social media users, it is considered as information task-fit. In other words, the degree of informativeness, resourcefulness, and helpfulness of information influence consumers' assessment of the usefulness of the information and their adoption of the information [25, 26]. Thus, the more viewers perceive the accessibility of the office worker vlog, the more they will think of its educational value. Accordingly,

H2. Perceived accessibility of the office worker vlog is positively associated with the educational value of the vlog.

Vividness of online reviews refers to the ability of information to attract the reader's attention and stimulate

their imagination [27]. Vividness of the office worker vlog can be an informational attribute that provides similar effects to consumers directly experiencing workplace/duty/job through specific information such as details of text information and richness of multimedia information. The vividness of online reviews has gradually become one of the standards for consumers to assess the quality of information [28]. Compared with plain information, vivid information is often impressive and more likely to affect decision makers [29]. It seems that specific descriptions and images capture consumers' interest more easily than text and positively affect their perceived credibility of information [30]. It was found that vividness, an informational attribute of SNS, has a significant effect on the usefulness of WOM [31]. In addition, it was found that vividness, an attribute of eWOM, had a significant effect on trust [32]. Accordingly,

H3. Perceived vividness of the office worker vlog is positively associated with the educational value of the vlog.

2.3 Vlogger Characteristics and Educational Value

Job similarity to the office worker vlogger refers to the degree to which the job of the office worker vlogger is similar to the job of the viewer. Homophily is the degree to which two communicators perceive themselves as similar in terms of opinions, values, lifestyle, social status, and the like [33] (i.e., the consumers' perceived similarity to the vlogger). When the degree of homophily is higher between the sender and the receiver in a communication encounter, they tend to pay more attention to each other and influence reciprocally [34]. The content created by homophilous ties affects consumers' perception of the usefulness and quality of user-generated product information [35]. The perceived similarity between the source and the receiver also significantly affects inter-personal relationships, connections, and interactions [3, 36, 37]. Communication sources perceived as similar by their audiences are highly influential because consumers prefer to engage with individuals with whom they have something in common [38]. Influencers' similarity influences consumer intention to seek opinions about beauty products [2] and trust in the content posted [39]. Drawing on these studies, we argue that viewers are likely to highly perceive the educational value of the content provided by similar sources because it fits their interests, expectations, and preferences. Accordingly,

H4. Perceived job similarity to the office worker vlogger is positively associated with the educational value of the vlog.

Source credibility is defined as information readers' perception of the trustworthiness of information sources [40]. A credible source of eWOM communication is determined by how believable, knowledgeable, and trustworthy a communicator is viewed [41]. As a result, source credibility indicates that the message will be perceived as believable, knowledgeable, and trustworthy by the receiver [42]. Source trustworthiness is considered an important predictor of the persuasiveness of eWOM communications [43]. If the received information is perceived as credible, the receiver will have more confidence to use it for the purchase decision [19]. Information provided by highly credible sources is seen as valuable, and it is also the initial factor in the individual persuasion process [18]. Credibility of information determines how much the receiver of this information learns from and adopts the received information [44]. Accordingly,

H5. Perceived credibility of the office worker vlogger is positively associated with the educational value of the vlog.

Consumers perceive a source as an expert if the source possesses knowledge, skills, or expertise in a specific domain [45]. Source credibility theory suggests that individuals accept the information provided by experts without critically assessing the quality of their arguments [46]. Prior research suggests that source expertise acts as a critical determinant of social influence in communications; receivers are more likely to seek and rely on experts, knowledgeable and experienced sources of information [47]. Drawing on source credibility theory [46], the content provided by an expert source is more persuasive because it is believed to provide information that is more relevant, accurate, useful, and credible [48]. A social media video from an expert source can be perceived as useful, believable, and diagnostic, and it helps consumers evaluate products and services' expected quality and performance [35, 49]. Prior research on WOM and celebrity endorsement suggests that source expertise significantly affects purchase intention and actual behavior [33, 50, 51]. Viewers will highly evaluate the educational value of office worker vlogs if they recognize that the office worker vlogger can provide correct answers or accurate judgments on topics or issues. Accordingly,

H6. Perceived expertise of the office worker vlogger is positively associated with the educational value of the vlog.

2.4 Educational Value and Job Engagement

Job/work engagement is a positive, fulfilling, and work-related state of mind characterized by vigor, dedication, and absorption [52]. Employee/job/work engagement is conceptualized as an overarching construct comprising physical, cognitive, and emotional energies and manifested as a state of devoting all the energies towards work to make a difference [53]. Employees' job engagement can serve as a crucial driver of organizational performance and sustainable success [54]. Engaged employees are expected to successfully perform their tasks and often go beyond the call of their duties [55]. Furthermore, job engagement is directly linked to work-related well-being [56]. As jobs have an internal motivational aspect, the interaction between a person and their job is an important factor that can influence the decision over whether to put one's energy into a job or to demonstrate job engagement [55]. The Person–Job (P–J) fit indicates the degree of congruence between personal and job characteristics and can be divided into the Demand–Ability (D–A) fit, and the Need-to-Supply (N–S) fit. Demand–Ability fit is a type of fit, in which employees' knowledge, skills, and abilities are commensurate with what the job requires. The Need-to-Supply form of P–J fit occurs when employees' needs, desires, or preferences are met by the jobs that they perform [57]. This type of fit, often labeled Needs–Supplies or Supplies–Values fit, has been the emphasis of various theories of adjustment, well-being, and satisfaction [58]. If viewers gain the necessary knowledge, skills, and abilities to perform their job through watching office worker vlogs, their D-A fit will increase, and consequently, their job engagement will increase. Accordingly,

H7. Educational value of the office worker vlog is positively associated with the YouTube viewers' job engagement.

In summary, all the hypothesized relationships (H1-H7) were developed as described above, and our research model is illustrated in Figure 1.

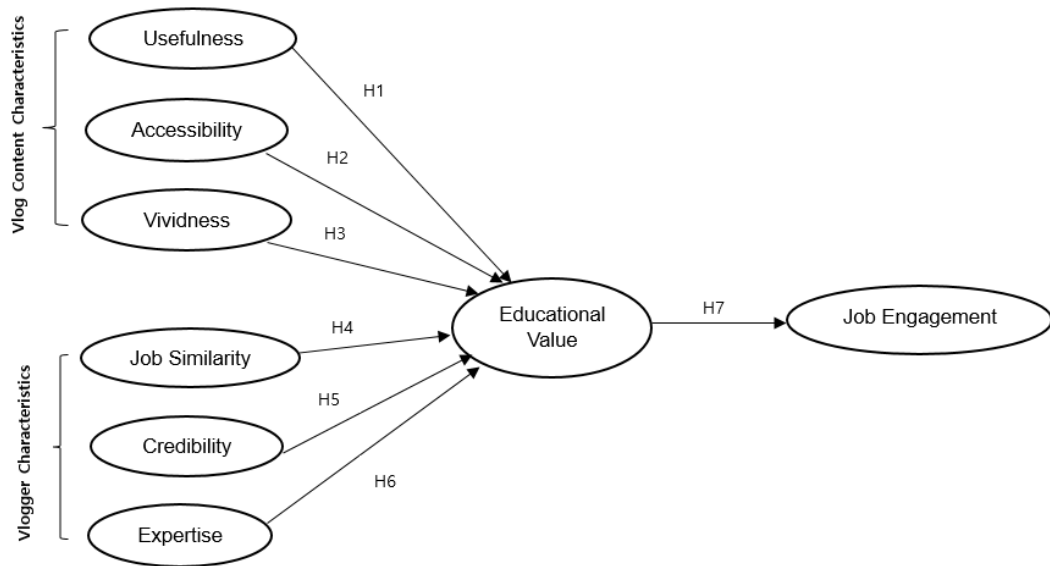


Figure 1. Research model

3. Method

3.1 Data Collection

An online survey was conducted on a sample of YouTube viewers of office worker vlogs. All the survey respondents were office workers. The final sample ($N = 215$) was composed of 112 females (52.1%) and 103 males (47.9%) who ranged in age from 19 to 49 years (mean = 32.56, $SD = 6.69$). The age profile was as follows: 19 to 29 years = 40.5%; 30 to 39 years = 40.9%, and 40 to 49 years = 18.6%. The majority of the respondents had a college or university degree (80.4%), and 7.9% of the respondents had a high school education, and 11.6% had a postgraduate degree. Regarding the average monthly income, 6.5% of the respondents reported income of less than \$2,000; 30.7% fell within an income range of \$2,000 to \$2,999; 33.5% were in the \$3,000 to \$3,999 range; 12.6% were in the \$4,000 to \$4,999 range; 7.9% were in the \$5,000 to \$5,999 range; 7.4% were in the \$6,000 to \$9,999 range; and 1.4% reported income of more than \$10,000.

3.2 Measures

This research used a five-point Likert scale, with 1 to 5 corresponding to strong disagreement to strong agreement, to measure the questionnaire items (see Table 1). Specifically, perceived usefulness of the office worker vlog was measured using a three-item scale [21]. Perceived accessibility of the office worker vlog was measured using three items [24]. Perceived vividness of the office worker vlog was measured with three items [27]. Perceived job similarity to the office worker vlogger was measured using three items [35]. Perceived credibility of the office worker vlogger was measured with three items [41]. Perceived expertise of the office worker vlogger was measured using a three-item scale [35]. Educational value of the office worker vlog was measured using three items [14]. YouTube viewers' job engagement was measured with six items [55].

3.3 Data Analysis

This research used structural equation model (SEM) to investigate the proposed model (see Figure 1). Overall, this research used SPSS and AMOS to examine the measurement model and test the hypotheses in the structural model. As Anderson and Gerbing [59] suggested, the data analysis was conducted to determine whether all indicator variables appropriately reflect their underlying constructs, and whether the measurement model has acceptable fit to the data. The path analysis was then used to test the predicted relationships among the latent constructs (structural model) and determine whether the model provides acceptable fit to the data.

4. Results

4.1 Measurement Model

Prior to testing the hypotheses, this research examined the reliabilities and validities of measurement items used for the eight constructs (i.e., perceived usefulness, perceived accessibility, perceived vividness, perceived job similarity, perceived credibility, perceived expertise, educational value, and job engagement). The results of the measurement model are presented in Table 1. The goodness-of-fit statistics indicated an adequate fit of the measurement model ($\chi^2/\text{d.f.} = 456.894/296 = 1.544$ ($p = .000$); SRMR = .0546; TLI = .940; CFI = .950; RMSEA = .050). Reliabilities were assessed by internal consistency (Cronbach's α) as well as composite reliability (CR) measures. The Cronbach's alphas and the CRs exceeded a cut-off value of 0.7 for the eight constructs, supporting the reliability of the measurement items used for each construct. Convergent validities were assessed by standardized loading estimates and average variance extracted (AVE). The results reveal that the standardized factor loadings for all constructs exceeded the threshold of 0.5; and AVEs exceeded 0.5, supporting the convergent validity for each construct. The square root of AVE for each construct was greater than the correlations between the construct and other constructs included in the model (see Table 2), verifying the discriminant validity of the eight constructs. In addition, nomological validity was assessed based on the correlation matrix of the eight constructs. The results showed that these constructs were positively related to one another, corresponding to the discussions this research presented earlier.

To detect multicollinearity, we first examined the correlation matrix of the exogenous latent constructs. As shown in Table 2, there is no problem of multicollinearity in the present study, given that a correlation coefficient of 0.9 and above indicates multicollinearity between exogenous latent constructs. To address the issue of common method bias, we adopted Harman's single-factor test. The results showed that the first component constitutes 36.471%, which is less than 50%, indicating this study does not have a serious problem of common method bias.

4.2 Hypotheses Testing: Structural Model

Running the structural model shows adequate overall fit fulfilling the usual fit criteria recommended in literature: $\chi^2/\text{d.f.} = 500.334/301 = 1.662$ ($p = .000$); SRMR = .0608; TLI = .927; CFI = .938; RMSEA = .056. As shown in Table 3, the results of hypothesis testing indicate that the effect of perceived usefulness of the office worker vlog on the educational value of the vlog is statistically significant ($\beta = .173$, $p = .048$), which supports H1. The effect of perceived accessibility of the office worker vlog on the educational value of the vlog is marginally significant ($\beta = .152$, $p = .059$), which partially supports H2. Perceived vividness of the office worker vlog is positively associated with the educational value of the vlog ($\beta = .235$, $p = .015$), supporting H3. Perceived job similarity to the office worker vlogger is positively associated with the

educational value of the vlog ($\beta = .201$, $p = .008$), supporting H4. Perceived credibility of the office worker vlogger is positively associated with the educational value of the vlog ($\beta = .192$, $p = .022$), which supports H5. Perceived expertise of the office worker vlogger is positively associated with the educational value of the vlog ($\beta = .220$, $p = .046$), which supports H6. The educational value of the office worker vlog is positively associated with the YouTube viewers' job engagement ($\beta = .779$, $p < .001$), supporting H7. In summary, the findings support H1, H3, H4, H5, H6, and H7, while H2 is partially supported.

Table 1. Measurement model

Construct	Measurement items	Standardized factor loading	CR	AVE
Usefulness (Cronbach's $\alpha = .866$)	Watching office worker vlogs is useful for solving problems in case of problem situations.	.808	.868	.687
	Watching office worker vlogs is useful for my work life.	.869		
	Watching office worker vlogs is helpful for work life.	.808		
Accessibility (Cronbach's $\alpha = .750$)	Anyone can easily select and watch the office worker vlogs they want to see.	.725	.751	.501
	Office workers' vlog contents are designed to be easy for viewers to understand.	.735		
	You can easily search office workers' vlog contents of the job you want to know about.	.662		
Vividness (Cronbach's $\alpha = .789$)	Office worker vlogs feel like the process of performing other people's jobs is being broadcast live.	.710	.788	.554
	Office worker vlogs show the jobs realistically.	.715		
	Office worker vlogs show the jobs in detail.	.805		
Job similarity (Cronbach's $\alpha = .834$)	There is a similarity between the work experience of an office worker vlogger and my work experience.	.797	.838	.634
	There is a similarity between the skills required by the office worker vlogger I watch and the skills required for my job.	.857		
	The work responsibilities of the office worker vlogger I watch is similar to mine.	.729		
Credibility (Cronbach's $\alpha = .798$)	I don't think the office worker vlogger I watch will lie.	.791	.812	.593
	I think the office worker vlogger I watch would be a moral person.	.854		
	The office worker vlogger I watch has a reliable way of handling work.	.652		
Expertise (Cronbach's $\alpha = .853$)	The office worker vlogger has expertise in the job.	.842	.854	.661
	The office worker vlogger has excellent job skills.	.808		
	The office worker vlogger is knowledgeable about the job.	.788		
Educational value (Cronbach's $\alpha = .778$)	Watching office worker vlogs was an opportunity to have a new experience.	.695	.788	.555
	I felt like I was at the workplace while watching office worker vlogs.	.732		
	I was able to indirectly experience a new job through watching office worker vlogs.	.803		
Job engagement (Cronbach's $\alpha = .918$)	I gained positive energy and vitality when working in the workplace through watching office worker vlogs.	.795	.919	.654
	I have been able to do it to the end even if there are difficulties in my work through watching office worker vlogs.	.801		
	I came to think that what I do makes me energetic through	.773		

watching office worker vlogs.	
I forgot everything other than work when I was working through watching office worker vlogs.	.742
I became deeply immersed in what I do through watching office worker vlogs.	.869
I became enthusiastic when I worked through watching office worker vlogs.	.866

Notes: CR = Composite Reliability; AVE = Average Variance Extracted.

Table 2. Means, standard deviations, and correlation matrix

Construct	Mean	SD	1	2	3	4	5	6	7	8
1. Usefulness	3.01	.87	.829							
2. Accessibility	3.70	.62	.248***	.708						
3. Vividness	3.17	.79	.528***	.334***	.744					
4. Job similarity	2.96	.81	.429***	.272***	.425***	.796				
5. Credibility	3.15	.73	.404***	.276***	.362***	.372***	.770			
6. Expertise	3.30	.71	.504***	.436***	.482***	.439***	.562***	.813		
7. Educational value	3.50	.73	.444***	.462***	.458***	.420***	.411***	.593***	.745	
8. Job engagement	2.98	.84	.542***	.273***	.526***	.508***	.555***	.486***	.534***	.809

Notes: *** p < .001; the diagonal line represents the square roots of AVE, and the other elements are the correlation coefficient between constructs.

Table 3. Results of hypothesis testing

Paths	Path coefficient	Standardized path coefficient (β)	SE	t-value	p
Usefulness → Educational value	.149	.173	.075	1.980	.048
Accessibility → Educational value	.189	.152	.100	1.887	.059
Vividness → Educational value	.240	.235	.099	2.423	.015
Job similarity → Educational value	.188	.201	.071	2.667	.008
Credibility → Educational value	.181	.192	.079	2.288	.022
Expertise → Educational value	.226	.220	.113	1.993	.046
Educational value → Job engagement	.813	.779	.091	8.933	<.001

5. Conclusion

In the present research, we investigate the effects of office worker vlogs' characteristics (i.e., vlog content characteristics, vlogger characteristics) on the YouTube viewers' perceived educational value of the vlog and their job engagement. That is, we examine whether (1) vlog content characteristics (i.e., usefulness, accessibility, and vividness) and (2) vlogger characteristics (i.e., job similarity, credibility, and expertise) affect the YouTube viewers' educational value of the vlog. Moreover, we examine how the YouTube viewers' educational value of the vlog influences their job engagement. Specifically, we propose that (1) vlog contents characteristics (i.e., perceived usefulness, perceived accessibility, and perceived vividness) are positively associated with the educational value of the vlog (H1, H2, and H3); (2) vlogger characteristics (i.e., perceived job similarity, perceived credibility, and perceived expertise) are positively associated with the educational value of the vlog (H4, H5, and H6); and (3) the educational value of the vlog is positively associated with the YouTube viewers' job engagement (H7).

With a sample of YouTube viewers of office worker vlogs, structural equation modelling was implemented to investigate the relationships in the proposed model. The results indicate that (1) perceived usefulness of the office worker vlog is positively associated with the educational value of the vlog; (2) perceived accessibility of the office worker vlog is positively associated with the educational value of the vlog, albeit marginally significant; (3) perceived vividness of the office worker vlog is positively associated with the educational value of the vlog; (4) perceived job similarity to the office worker vlogger is positively associated with the educational value of the vlog; (5) perceived credibility of the office worker vlogger is positively associated with the educational value of the vlog; (6) perceived expertise of the office worker vlogger is positively associated with the educational value of the vlog; and (7) the educational value of the office worker vlog is positively associated with the YouTube viewers' job engagement. The research findings provide important implications for the production and use of office worker vlog contents.

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