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**The fight for customers' attention:
YouTube as an advertising platform**

Bachelors' Thesis

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ABSTRACT

The purpose of this research was to understand how to create successful video advertising on YouTube platform, as well as implement the key tools into practice. At first, advertising techniques were created for traditional media and explained by fundamental marketing theories. Due to the rapid growth of technologies, chronic advertising channels are switching broadcast direction to the Internet. Nowadays, significant advertising flow is held by Social Media, where YouTube keeps one of the highest positions. Previous studies cannot be rationally used in a new school of marketing thinking. That is why, the main objective of the research was to understand features of the platform and form the guide based on previous researchers.

The information for literature review was gathered from books, articles, newspapers, magazines and reports. For these studies, the combination of quantitative and qualitative research method was chosen. An online survey was utilized for quantitative data collection and included more than 730 participants. A qualitative method was implemented to measure the success of video advertising according to the formula with the use of combined data from YouTube Analytics and personal data from the questionnaire.

The author identified four keys taken as hypotheses and implemented the tools in practice with a video example. As a result, this thesis work can be used as an auxiliary material for creating an advertising campaign on YouTube.

GLOSSARY

Vloggers - a popular content-makers on YouTube platform.

Google Analytics – a group of automatically generated reports, which is available to any YouTube user and contains various metrics about the channel.

YouTube Analytics- a platform to monitor the performance of your channel and videos with up-to-date metrics and reports.

SERP-Search engine results pages are web pages served to users when they search for something online using a search engine, such as Google.

Infobox - a space for description under video, a consistently-formatted table which is present in articles with a common subject.

ROI – Return on investment (Gross Profit - Marketing Investment).

CTA – Call to action, commonly used on YouTube as subscribing tool.

DVR – A digital video recorder, it is an electronic device that records videos.

DSL – An abbreviation that stands for digital subscriber line. Connection of computer with Internet through a phone line.

FORWARD

"Knowing is not enough; we must apply. Willing is not enough; we must do", - Johann Wolfgang von Goethe (1749-1832).

Table of Contents

1 INTRODUCTION

1.1 Motivation for the research

The internet has quickly grown to be the fastest growing medium in history. More and more businesses are using different social media sites as marketing tools since that is where the consumers are talking, sharing and creating content. (Strauss & Frost 2012, 192, 345.) Social media has become an important platform for companies to connect with their target audience and create promotion campaigns. With the rise of digital platforms, the effectiveness of advertisements has become a significant area of study for marketers to determine the most efficient and appropriate medium of communication to place their publicity. Modern advertisers are not static – they are continuing to evolve and improve. They seek to comprehend secrets and new methods on how they can influence users. According to recent researches YouTube became one of the most- visited internet websites and it gives sufficient power for companies to use this platform for promotion.

1.2 Research questions and objectives

Drawing on literature review, this study investigates YouTube advertising success based on an implementation of such Advertising values as: Entertainment, Informativeness, Interactivity and Engagement. Four hypothesizes were chosen to examine the importance and effectiveness of these tools. For example: one of the most effective techniques to disseminate information is through video advertising. In order to satisfy the desire of our customer by viewing entertainment content, it offers a variety of sources, including the use of the largest video platform in the world like YouTube. Also, the usage of interactive elements in video advertising has a positive effect on the audience's loyalty and encourages users to interact with your advertising. Moreover, the immediacy of feedback refers to the options of the platform to give the

user an extra opportunity to be closer with brands, effect on video content and for companies reach reactions. To derive the formula for success, the study carried out a combination of qualitative and quantitative approach to the chosen methods of a quantitative online method and a qualitative data collection. The research question:

What makes YouTube advertising successful? And sub-question

- Which elements are key in creating a video for promoting a product or service?

1.3 Importance of the research

Firstly, this research can help to raise the effectiveness of YouTube advertising with a better understanding of a central idea, consumption desires or how to interpret the products or services being launched in this social media platform. Secondly, this study can contribute to existing research, but with a new perspective not explored before, and can fill the research gap on the topic and the theory. Thirdly, this research can orient with an implementation of theory into real YouTube advertising campaign.

2 LITERATURE REVIEW

2.1 Advertising in global meaning

'Advertising is the greatest art form of the 20th century.' - Herbert Marshall McLuhan

Advertising represents any paid form of nonpersonal presentation and promotion of ideas, goods, or services by an identified sponsor. (Kotler P, & Armstrong G. 2008, 426). In a primitive form, Winston F tells in his work that advertising has been used almost as long as Homo sapiens. However, in a recognizably modern form, it has been around for at least 2,500 years. Despite its venerable age it is still sprightly and growing. (1999, 1).

Radios at the bedside; letters on the doormat; billboards at bus stops; magazines at the hairdresser's; newspapers on the train; faxes at work; videos in hospitals; stickers in newsagents' and TV in the living room: at every point of the day we are bombarded with commercial messages. (Sean B. 2005, 12). Strong and constantly increasing competition forces companies to regularly draw the attention of potential consumers to their products or services. Due to Media Dynamics Inc. a study about media usage admits that a typical adult's daily media consumption has grown from 5.2 hours in 1945 to 9.8 hours (or 590 minutes). (Sheree J. 2014). Nowadays, it is impossible to catch attention without using the latest design and computer technologies for creating a

unique ad. Advertising technology have unstoppable developing processes and new methods and tools are emerging.

Here is a question: how many marketing messages do we see in a day? The study of Yanukovych (later quoted by the NY Times) showed that brand "exposure" can range from 3,000 to 20,000 depends on what include the understanding of ads. Those higher numbers include not only ads, but also logos every time you pass by a label in a grocery store, all the advertising in your mailbox whether you see them or not, the brand you wear, the condiments in your fringe, the cars on the highway, etc. (Sheree J. 2014). Moreover, Bogart explains the problem of advertising in example that such huge amount of advertising that individuals see on a daily basis makes it impossible to give significant attention to most of them, since there are too much information and the problem will only grow in the future (1985). Even if an individual advertisement is truly useful and contain information the customer needs, people have neither the time nor the mental resources to take the information and understand the sufficiency of it. (Journal of Advertising research, Ducoffe 1996).

The task of modern advertising strategies is to isolate from information flow that collapses daily to the consumers for increasing the perception of the specific advertising message. That is why, more and more interactive, high-tech advertising is being introduced, using modern printing and video making tools and it allows to create high-effective, impressive advertising of goods and services.

2.2 Marketing Mix

For years marketers have identified the components of the marketing mix as the four Ps: price (of the brand), product (including service, packaging, brand-name and design), place (distribution) and promotion (including advertising, public relations, personal selling, gifts, exhibitions, conferences and sales

promotion). The terms and conditions of the market are set by the costs, nature of competition, product category, regulations, time and space. The firm tries to make elements of the marketing mix work together to support the brand. (Sean B. 2005, 39). Advertising is the promotion part of the marketing mix which further includes place, price, and product and provides organizations and individuals with a cost-effective manner to create brand awareness by reaching a wide audience (George E.& Michael A., 2003, 46).

Selling a product or service requires a straight message into public and advertising as one of four key marketing areas let you control your message by creating website, renting outdoor billboard, purchasing print space, air time, etc.

2.3 Advertising Objectives

Good advertising depends on which side of the fence you are standing. The advertiser's definition is cost-effective, stimulating and positive communication of brand's virtues (Nigel M. & Annette P. 2001, 24)

Ask twenty -five people what advertising is, and you will probably get twenty -five different answers. Even advertising professionals differ in their definitions. (Jeanette S. 1994, 2).

The marketing process begins, continues and ends with customers. As a first step, marketers need to understand customers' needs and wants and the marketplace, within which they operate. (Armstrong, G & Kotler, P 2005, 7). Understanding of what to suggest to whom is one step of success but it is important to know not only what, why and how of advertising but when and where to advertise and to who(m) to direct the ad message. And that is not all of it. You should be wholly familiar with exactly what are the present and would-be-customers 'motivations- what makes them want or need the product or service.

(Jeanette S. 1994, 1). Although advertising is used mostly by business firms, a wide range of non-profit organizations to promote their causes to various target public (Kotler P. & Armstrong, G 2008, 426).

Advertising objective is a specific communication task to be accomplished with a specific target audience during a specific period of time. Advertising objectives can be classified by primary purpose - whether the aim is to inform, persuade or remind. (Kotler P. & Armstrong, G 2008, 426). As you can see in the table below:

Table 1.1 Major advertising decisions
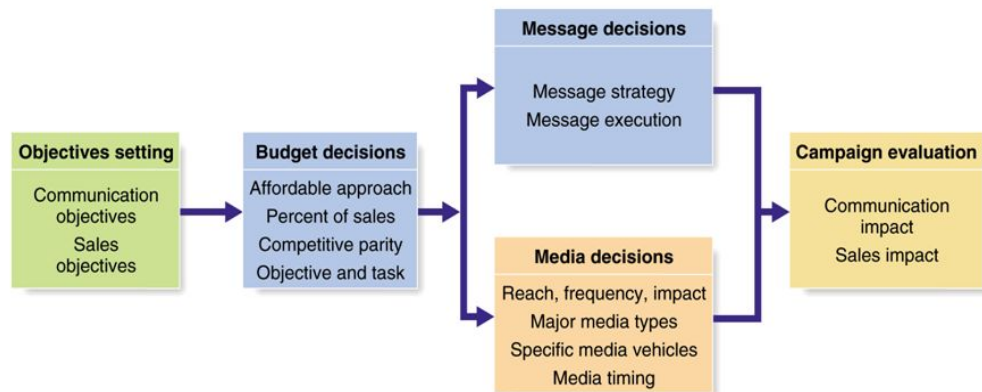
2.3.1 What makes advertising successful?

According to Martin P. Davis effective advertising becomes easier to achieve since attention focuses on the essential elements which underlying all successful campaigns. (1997, 1). A successful advertising campaign will tell the word about your products and services, also it not only attracts customers

attention but also create brand image and generate sales. (Queensland Government, 2016). At the same time, the creative specialists must recognize that the goal of advertising is to assist in selling the product or service and good advertising must communicate in a manner that helps the client achieve this goal. (George E. 2003, 274)

Table 1.2 Deciding your advertising objectives

- Right products - which people would buy if they knew about them
- Right people - to whom your product is of interest
- Right media - which reach these people effectively
- Right message - which conveys your product's benefits
- Right timing - when potential customers are likely to buy.
- Right budget - so you do not spend too much or too little
- Right distribution- with your goods available for purchase. (Martin P. Davis. 1997, 23)

2.4 The Past and Present: choosing media

At this point, your job is to assess each medium's effectiveness in relation to your purposes before you spend a penny. (Jeanette S. 1994, 67). For 75 years, choosing media to deliver advertising messages has been a fairly simple and straightforward process. Advertisers would work with their advertising agencies to develop messages for their brands. The last decade had been one of unprecedented change in media options and applications. (Thomas C, 2011, 458). The most suitable advertising option for your business will depend

on your target audience and what is the most cost- effective way to reach as many of them as possible, as many times as possible. (Queensland Government, 2016). To select media, the advertiser must decide on the reach and frequency needed to achieve advertising objectives. (Kotler P. & Armstrong G. 2008, 435) The advertising option chosen should also reflect the right environment for your product or service. (Queensland Government, 2016). The media planner must know the reach, frequency, and impact of reach of major media types. (Kotler P. & Armstrong G. 2008, 435).

Table 15.2	Profiles of Major Media Types	
Medium	**Advantages**	**Limitations**
Newspapers	Flexibility; timeliness; good local market coverage; broad acceptability; high believability	Short-life; poor reproduction quality; small pass-along audience
Television	Good mass-market coverage; low cost per exposure; combines sight, sound, and motion; appealing to the sense	High absolute costs; high clutter; fleeting exposure; less audience selectivity
Direct mail	High audience selectivity; flexibility; no ad competition within the same medium; allows personalization	Relatively high cost per exposure, "junk mail" image
Radio	Good local acceptance; high geographic and demographic selectivity; low cost	Audio only, fleeting exposure; low attention ("the half-heard" medium); fragmented audiences
Magazines	High geographic and demographic selectivity; credibility and prestige; high-quality reproduction; long life and good pass-along readership	Long ad purchase lead time; high cost; no guarantee of position
Outdoor	Flexibility; high repeat exposure; low cost; low message competition; good positional selectivity	Little audience selectivity; creative limitations
Internet	High selectivity; low cost; immediacy; interactive capabilities	Small, demographically skewed audience; relatively low impact; audience controls exposure

Table 1.2 Profile of Major Media Types

"Even as new technologies and formats create new ways for marketers to reach consumers, they are effecting the more traditional media. Television, radio, magazines, and newspapers are becoming more fragmented and

reaching smaller and more selective audiences." - Robert H. Ducoffe, Spring 1996.

2.5 TV

When you say the word advertising, average people think of television or radio advertising. It is easy to understand why. (Thomas C, 2011, 475). According to Neil Kokemuller, the main traditional broadcast media are television and radio as they are long used in advertising. Television offers creative opportunities, a dynamic message and reach wide audience circle. However, it is typically the most expensive medium to advertise through (2018). Television combines sight, sound, motion, and color so that it most closely parallels personal selling. (Jeanette S. 1994, 140).

The video elements of a commercial are what is seen on the TV screen. The visual portion generally dominates the commercial, so it must attract viewers' attention communicate an idea, message, and/or image. (George E. Blech 2003, 291).

The television presents two extraordinary opportunities to advertisers. First, the diversity of communication possibilities allows for outstanding creative expression of a brand's value. Second, once this expressive presentation of a brand is prepared, it can be disseminated to millions of consumers through various broadcast, cable, satellite and interactive means, often at a fraction of a penny per contact. (Thomas C. 2011, 475). Television advertising gives a product or service immediate authenticity and importance. (Jeanette S. 1994, 140). They are particularly useful if you need to demonstrate how your product or service works. Advertising is sold in units (e.g. 20, 30, 60 seconds). (Queensland Government, 2016).

However, a television commercial is not the powerhouse advertising medium it used to be. Once, you could throw TV ads on the schedule and know you were reaching millions of people. These days, it's a very different story. Here are the three major problems facing you if you choose to create TV advertising. (Apryl D. 2017)

The main problems:

- Ad-Skipping Technology - There are DVRs that fast-allow viewers to fast-forward through the ads. There are set-top boxes that skip ads altogether. (Apryl D. 2017)

- Reduction of screen size - Another interesting fact was suggested by Nielsen Co. with the study of New Media and the author confirms what it now becomes conventional wisdom: Smartphones are winning and traditional television is losing, considering demographic layer from 18 to 34 years old. Moreover, the audience for TV had grown every year since 1949. (Mathew I, 2015).

- Many Consumer Distractions- Even if you spend your free time on watching TV you know that commercial break takes several minutes, and smartphone, tablets, and other devises can fill your time. It creates customers' distractions and, nowadays, only 1 percent of households are actually watching TV adv. (Apryl D. 2017)

2.5.1 Internet TV

Internet television (or online television) is the digital distribution of television content, such as TV shows, via the public Internet (which also carries other types of data), as opposed to dedicated terrestrial television via an over-the-air aerial system, cable television, and/or satellite television systems. It is sometimes called web television, though this phrase is also used to describe

the genre of TV shows broadcast only online. (Waterman, D., Sherman, R., & Ji, S. W. 2013, 37)

At the beginning of this century, more than 50% of households in large European countries such as France, Italy, and the United Kingdom were still using the analog terrestrial television broadcasting platform and could choose from only five to eight channels, while the average viewers would prefer to watch at least 15 channels. The fast penetration of digital content delivery technologies like cable, satellite, digital terrestrial TV and, latterly, TV over DSL, changed all this. Internet television will be the next stage in television 's development, where viewers will be able to watch 'non-linear content', that is programmers and video clips they select themselves. This gives them access to the long tail of video content, for example through sites such as YouTube. (Anner & Jacques 2009, 124.)

2.6 Internet advertising

On October 27, 1994, Hot Wired (www.hotwired.com) brought paid advertising into the World Wide Web. (Jim S., 1997)

Berthon, Pitt, and Watson tell that the World Wide Web is the first truly new medium since television and gives a wide range of opportunities and challenges of advertising implementation, including the need for more systematic research (1996). To use the Internet as medium effectively, marketers need to understand how users perceive the Web as a source of advertising since perceptions of the media affect attitudes toward individual advertisements (Alwitt and Prabhaker, 1994).

Bush, Bush and Harris (1998) provide a first look at how advertisers perceive the Internet as a part of marketing communication. The result of this preliminary study show that Internet is an important yet uncertain medium (Hoffman, Kalsbeek & Novak, 1996). Companies and organizations are working to promote their products and services must consider Internet as full media space since it employs a variety of forms (George E. Blech, 2003, 500). The main objective of advertising is more or less to increase sales. Also, the goal of advertising is to increase brand awareness. Advertising is based on the simple economy of supply and demand. Advertisers aim to stimulate a consumer's needs by spreading thought advertising message and persuading about product or service and then satisfy that needs. (Andy S. 2012, 38).

Owing to fragmentation, customers have significantly more choice of media. The more choice consumers have, the easier it is for them to switch, hence the greater the importance of strong brands. (Anner & Jacques 2009, 128.) Due to Schlosser, Shavitt, and Kanfer affirm that Web advertising is perceived as less irritating and more acceptable in comparison with a traditional ad because online users have an overall control and they have a choice of what they want to access (Schlosser, Shavitt, and Kanfer 1999). In addition, Ducoffe and Eighmey agreed that this positive characteristic of Web promotion might increase Web advertising' effectiveness (1996; 1997).

As examples of Web advertising advantages Alex T. Jones, Anna M & Justin B. Print, substantiate of facts about the budget as radio and television advertising usually requires a large investment upfront for creation. In addition, online advertising carries a much lower risk, since it can be fully controlled, changed, retracted and modified at any time: the more targeted the advert, the more likely you are to generate qualified goals and higher returns. (2011, 17). Creating adverting campaign on the Internet is a cost- effective way of promotion. Also, it helps to attract new customers since a lot of them go to the web before final decision. (Queensland Government, 2016).

Online advertiseers are rapidly following the developing Internet trends. And, as consumers are increasingly spending more hours online, the Internet start

to eclipse hours spent watching television, the new media channels become increasingly important to any advertiser. (Andy S. 2012, 38) Social media sites, blogs and other websites can target your audience and keep your audience informed about companies' latest updates. (Queensland Government, 2016).

2.6.1 Social media

  Find me on Facebook. Follow me on Twitter. Check out my blog. Ten years ago, these phrases meant nothing, yet now they are part of everyday speak (Ian D. 2016, 153). Due to Alex T. Jones, Anna M & Justin B social sites allow users to create a virtual reality of their real-world social relationships, and also, facilitate the sharing of news and content. The author aims that users' focus is usually on immediate, sharing-based casual interactions between people and the choice of media can vary depending on wants and needs. (2011, 17). Communications media is a virtual infrastructure that allows social interaction and content to co-exist in real time and to share the same virtual space. (Stephen D. & Susan D. 2011, 345). Social media gives you the power to direct your business 's online life. Whether that life is long and happy depends on what channel you post and to and how you manage your profiles. (Ian D. 2016, 155).

The main consideration you should take into account:

- Target Market

- Public reach

- Instant communication

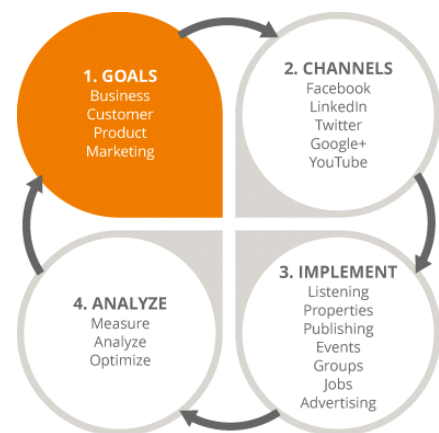- Ongoing nature (Ian D. 2016 , 157-158)

Table 1.3 Four stage SMM process

 Another interesting way of spreading your promotions is to create that kind of advertising which buzz the product or service itself through recommendations, sharing, and building brand personality by users. (Alex T. Jones, Anna M & Justin B., 2011, 17).

2.6.2 Users and Gratification theory

 Users and gratifications theory is a popular approach to understanding mass communication. The main focus moves from the consumer to the actual message by asking "what do people do with media?" as opposed to "what does media do to people?" (Katz, 1959).

Uses and gratifications (U&G) theory (sometimes called an "approach" rather than a theory) provides a functionalist explanation of why people use media and has been an active area of research within communications since the 1940s (e.g., see Ruggiero 2000 for a recent survey). The U&G literature is vast; McQuail (1983, pp. 82–3) gives a concise summarization that is often cited:
• "Information — keeping informed through social media channels about relevant events, society, and the world; searching for advice on practical matters as "how –to "questions; satisfying curiosity and general interest; learning, self-education; finding information to be confident about specific topic .

• Personal identity — finding reinforcement for personal values; finding models of behavior, identifying with valued others (in the media); gaining insight into one's self.
• Integration and social interaction — engagement through social empathy; identifying with others and gaining a sense of belonging; basic connection with

family, friends, and society; having a substitute for real-life companionship; feeling of synchronicity.

Entertainment — escaping, or being diverted, from problems; relaxing; getting intrinsic cultural or aesthetic enjoyment; filling time; emotional release; sexual arousal." (B.J. Calder et al. / Journal of Interactive Marketing 23 (2009) 321–331).

The basic theme of uses and gratifications is the idea people use the media to get specifically desired gratifications. The basic tenet of Uses and Gratifications is that people are not helpless victims of all-powerful media but use media to fulfill their various needs. (Barton, K. 2009). The five concepts that were created to explain consumption patterns are currently still in use:

- Cognitive needs—Acquiring information, knowledge, and understanding.
- Affective needs—Emotion, pleasure, feelings.
- Personal integrative needs—Credibility, stability, status.
- Social integrative needs—Family and friends.
- Tension release needs—Escape and diversion (Severin, W. J., and Tankard, J. W. 1997).

Uses and Gratifications Theory is still based on Katz's first analysis, people still use media for many different purposes — but the Uses and Gratifications approach is still extremely valid as technology moves the universe into an electronic information age.

Table 1.4 U&G theory: Katz, Gurevitch and Haas, 1973
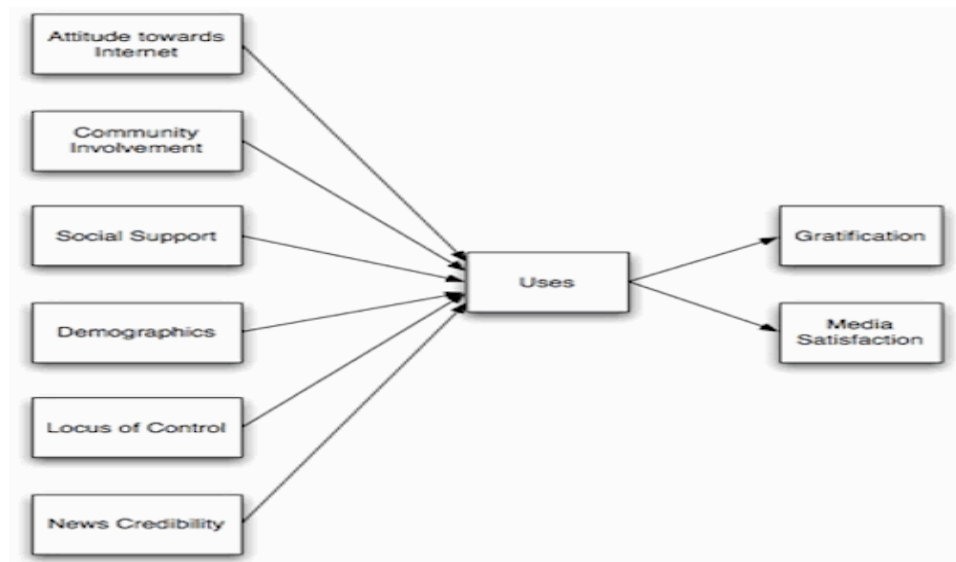
The theory also holds that audiences are responsible for choosing media to meet their needs. The approach suggests that people use the media to fulfill specific gratifications. This theory would then imply that the media compete against other information sources for viewers' gratification. (Katz, E., Blumler, J. G., & Gurevitch, M. 1974).

2.7 YouTube

"Our mission is to give everyone a voice and show them the world ". - YouTube, 2017

Chad Hurley can be proud of what he has achieved in recent years. With his former PayPal colleagues, he founded YouTube three years ago. Since then, the site has been acquired by Google to become the most visited online video site on the Web by far. Time magazine did not get the wrong when it named YouTube the best invention of 2006. (Anner & Jacques 2009, 330.) YouTube gives an opportunity to big and small businesses promote their videos to people who might be interested in them, also trough YouTube Analytics is possible to get your target customers by demographics, topics or interests, etc. The

system of payment works the same as Google AdWords Pay-Per Click: Advertisers pay each time someone views their video. It is possible to choose where and which format your ad will appear. (YouTube 2017)

YouTube statistics show:

- YouTube users – 1,300,000,000.

- 300 hours of video are uploaded to YouTube every minute.

- Almost 5 billion videos are watched on YouTube every single day.

- 30 million visitors per day. (YouTube 2017)

The additional magic of YouTube is its brand attributes: YouTube has built itself as the reference pioneer site for Internet video in many countries and is perceived by its users to be the most innovative site of its kind (Anner & Jacques 2009, 128). Clearly, YouTube has enjoyed a very large network externality momentum. Coming out in mid - 2005, it already entered the list of the hundred- most- visited sites by early 2006, and became the fifth - most - popular site on the Web by July 2007 . (Anner & Jacques 2009, 333.)

Freedom of Expression

We believe people should be able to speak freely, share opinions, foster open dialogue, and that creative freedom leads to new voices, formats and possibilities.

Freedom of Opportunity

We believe everyone should have a chance to be discovered, build a business and succeed on their own terms, and that people—not gatekeepers—decide what's popular.

Freedom of Information

We believe everyone should have easy, open access to information and that video is a powerful force for education, building understanding, and documenting world events, big and small.

Freedom to Belong

We believe everyone should be able to find communities of support, break down barriers, transcend borders and come together around shared interests and passions.

Figure 1.5 YouTube values based on four essential freedoms that define who we are. YouTube 2017

2.7.1 YouTube: what do we watch?

YouTube is where the world chooses to watch a video. YouTube is also a platform where thousands of brands come to connect with their audiences. (YouTube, 2017). Besides being the largest video resource online, YouTube is also the second-largest search engine (right behind its parent company, Google). (Google, 2017) Like Google, YouTube uses ranking factors to determine which videos end up at the top of each search results page (SERP). YouTube looks at your video's number of views, how long users watch it and how many positive ratings and comments it has.

YouTube's search engine results are easy to find: YouTube platform suggests users to click on "popular". Here you can get the most searching results for last days.

So, what do we usually **search**?

1. Music (236 Million)
2. Minecraft (44.3 Million) Video Games
3. Movies (17 Million)
4. Drake (12.2 Million) Play station
5. Beyonce (13 Million) music album
6. Frozen (11.7 Million)
7. Happy (58.7 Million) Pharrel Williams Music. (Google Trends, 2017 - English)

However, Google trends words are updated every 24 hours GoogleTrends.com , YouTube trends are updated every second on their main site YouTube.com

Follow these steps to find out the most searched keywords on YouTube -
1   Go to the Google Trends page.
2   Choose your location in the country section.

3   Now type any keyword in the search box above related to which you want trending YouTube search terms.

4   You'll get the result for the keyword and related terms.

5   Now filter the result on the basis of duration (do not use duration less than 1 day), location and in the search platform section, choose YouTube search *[check screenshot]*

6   Find all the trending keywords as well as related keywords.

Unlike Google, there is a difference in what do we search from what do we really watch. The list of the most popular types of video people **watch**:

1. Product Reviews

This form of video content helps to understand the features, catch useful information and check out the reaction on "try on " , for example , clothes from online shops . Watching product reviews is a new version of shopping today – you don't have to leave your room.

During a product review, content creators, usually YouTubers who have qualified their channel as unpacking, feature a newly released product. Towards the end of the video, they can put it to the test and share their insights with their viewers. (Buy Views Review, 2016).

2. How-to Videos

Video with the main idea of showing "how -to "use or implement the product. For example, it can be starting on "how to clean coffee machine" to "applying face mask ". More and more people are using YouTube to answer some on "how do you do it" moments. According to Google, searches for "how-to" videos grow 70% each year. (2017).

3. Vlogs

Video blogs or "vlogs" give us a sneak peek at what goes on and how live our favorite YouTubers.

Vlogs usually include snippets of their day and put them all together in one video episode. It also can include a review on products, collaboration with Brenda and other Vloggers, events, trips etc. Vlogs usually last anywhere from 7 minutes up to 40 minutes – depending on whether it's a daily or weekly vlog. The general time for video is 10 min as with that video format it is possible to put more additional skippable adv. (True View In -Stream, more information next chapter) . YouTube .com gives an example of Joey Graceffa is a known gaming-turned-lifestyle YouTuber who makes daily and weekly vlogs. His vlogs receive thousands of views per episode, commonly reached mark is over 2.8 million views – making him one of the most-watched

Guy on YouTube. (YouTube, 2017).

4. Gaming Videos

YouTube statistics shows that almost 95% of gamers turn to online videos for educational and entertainment purposes. With such a wide gaming commu-nity, it's no wonder gaming videos are one of the most highly searched and viewed types of content on YouTube. (YouTube 2017)

As an example of gaming industry on YouTube, DiePie is a YouTuber that needs no introduction at gaming world, just see for yourself how he manages to ring in 33 million views just by playing the mobile game Flappy Bird. (Google Statistics, 2017).
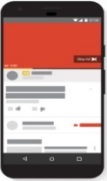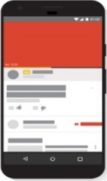
2.7.2 Types of advertising on YouTube

Viewers typically come to YouTube to be entertained, learn, and join an inter-active community. They also provide the eyeballs required to help creators, advertisers, and YouTube make money. (YouTube, 2017). YouTube offers a different types of advertising implementation. Here you can see all types of advertising formats on YouTube for laptop. Types of video ads on YouTube:

Ad format *(ad is red)*	Considerations	You get paid when...
Display ads Size: 300x250 or 300x60 pixels	• The ad shows up next to your video but it is a lower paying ad format than a Skippable ad. • Appears only on desktop and laptop computers. Views from mobile devices will not count as a monetizable view.	• ...a viewer sees the ad or if the ad is clicked on. This depends on the advertiser's selection.
Overlay ads Size: 480x70 pixels	• Appears across the bottom 20% of the video window so try to avoid placing important visuals in this part of the frame. • Currently appears only on desktop and laptop computers. Views from mobile devices, TVs, or game consoles will not count as a monetizable view. • Viewer can dismiss the ad at any time.	• ...a viewer clicks on the overlay to expand and view the full ad.
Skippable video ads Size: Full screen	• Currently the most common ad format; viewers can skip the ad after viewing it for 5 seconds. • Can be inserted before, during, or after the video. • Currently the only ad format that allows you to potentially monetize views from any viewing device.	• ...a viewer watches 30 seconds or to the end of the video ad (whichever comes first).
Non-skippable video ads and long, non-skippable video ads	• Viewers see an ad before your video plays. • Viewers must watch the entire 15+ second ad which may deter viewers who don't know the value of your videos. • Can be inserted before, during, or after the video.	• ...a viewer watches the ad.
Midroll ads Size: Full screen	• Currently available for videos over 10 minutes: ads are spaced within the video, like TV commercials. Viewers must watch ads before continuing through the video. • You can insert ad breaks at natural pauses between scenes for the best viewing experience. • Currently appears only on desktop and laptop computers and mobile devices. • Views from TVs or game consoles will not count as a monetizable view. • You can add them manually or automatically. See the section below.	• Depends on the type of ad: • ...if the midroll is a skippable ad then user must watch 30 seconds of the ad or the entire ad, whichever is shorter. • ...if it's a CPM-based ad, then a user must watch the entire ad regardless of length.
Bumper ads Size: Full screen	• A lightweight, non-skippable video ad up to 6 seconds long. • Optimized for viewing on mobile. • Viewers must watch entire ad before your video can be viewed.	• ...a viewer watches the ad.
Native mobile ads Size: On mobile in video description	• A display ad that appear below a video's metadata. • Only available on mobile.	• Depends on how the ad format is purchased... • If the ad format is bought on a CPM (cost-per-mille) basis, you will earn revenue based on the load of the impression. • If the ad format is bought on a CPC (cost-per-click) basis, you will earn revenue based on when the viewer clicks on the ad (not when the ad is displayed on a page).

1.6 Advertising formats on YouTube for laptop

With AdWords for video, you can use YouTube-specific ad formats. These ad formats and interactive elements give you a variety of methods to encourage viewers to engage further with your content. YouTube works hard to show the right ad to the right viewer at the right time. Ads are matched to specific audiences. When a video is matched to a viewer and the viewer watches the ad that counts as a monetized playback -that is, we show an ad and share the revenue with you. (YouTube, 2017)

TrueView In-Stream	• This ad immediately immerses viewers in your content. After 5 seconds, they can keep watching or skip it. • You pay when a viewer watches 30 seconds (or the whole duration, if shorter) or interacts with your ad. • Use this format when you want your video ad to appear before, during, or after other videos on YouTube.
TrueView Discovery	• This ad appears next to related YouTube videos, on YouTube search results, or on the YouTube desktop and mobile homepage. • You pay when a viewer clicks your ad and begins watching your video. • Use this format to reach people in moments of discovery, when they're searching or browsing videos.
Bumper Ads	• This ad is 6 seconds or shorter and plays before, during, or after another video. Viewers cannot skip the ad. • You pay per CPM (each time your ad is shown 1,000 times). • Use this format when you'd like to reach viewers broadly with a short, memorable message.

1.7 Types of video advertising on YouTube for phone and tablet

-        Non-skippable video ads

Non-skippable video ads can be inserted before, during, or after the main video and must be watched before the video selected can be viewed. When just starting to build your audience, you may want to consider skipping this option and making your video easily accessible. (YouTube, 2017)

- Skippable video ads

  Skippable ads can be inserted before, during or after the main video. After a few seconds, users can click on the "skip ad" button to start watching your video. (YouTube, 2017)

2.7.3 YouTube vs. TV advertising

  Unfortunately, traditional TV ads from channels are still stuck in the one-device era, big black screens at home or office, and may not be the best investment of your marketing dollars, for a few reasons. (Betsy McLeod, 2017). Google released a study that YouTube advertising was a better source of consistent ROI than TV ads. In 56 independent investigations, they found that 8 in 10 studies found YouTube had a greater ROI. (Think with Google, 2017).

- Budget - A lot less than TV ads. With an understanding of traditional media as TV ad buying. Moreover, TV advertising as airtime does not give 100 percent guarantee of success. In contrast, with YouTube ads, there is no minimum investment, and you have more chances to get out of it what you put in. (Betsy McLeod , 2017)

- Tracking - for it Google offer the platform YouTube Ads where it is possible to track your results, as well as analyze your target audience and engage with your audience. (Think with Google, 2017)

- Targeting - it is also one of the advantages of YouTube platform which gives you an access to personal data (age, gender, and region) and engagement data (likes/dislikes, comments, shares) to control and analyze results of advertising campaign. Moreover, the targeting options are just more data-driven. For example, there are wide of option on how you can target YouTube ads by: demografical groups ; Interests ; Video re marketing – also you can serve ads to people who have already visited your website; Placements ; Topics ; Keywords .(YouTube , 2017) .

Matt Brittin, Google's top-ranking European executive, is set to unveil a report analyzing ad campaigns across eight countries that show in 80% of cases YouTube ads were far more effective than TV ads in driving sales. (Mark S, 2016). However, it does not mean to switch off TV forever, Betsy McLeod recommends supplementing your TV ads with complimentary digital ones, to create one big picture that viewers can tie together. (2017) Google recommends shifting at least 24% of your TV budget to YouTube for maximum success. (2016)
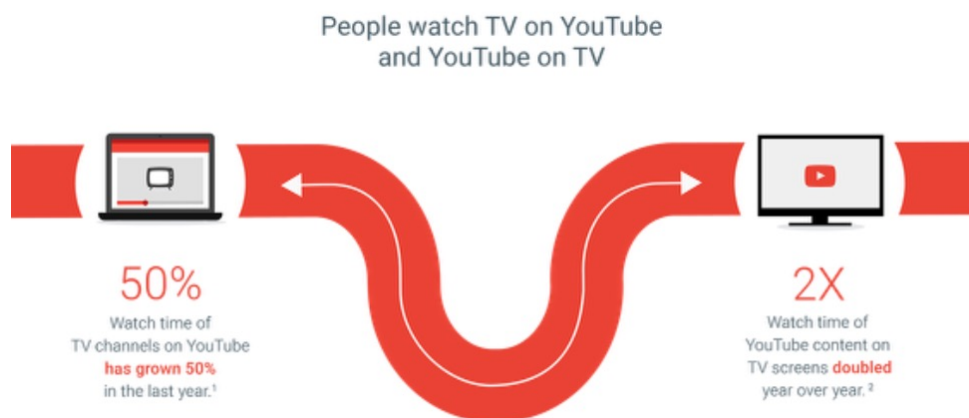

1.8 YouTube & TV

The role of TV in the future of entertainment is shifting. Despite the fact that TV is still a successful way to deliver mass reach, media space needs to adapt to a new rule of marketing. The media mix is not fully optimized due to the novelty of platforms. As Google EMEA President Matt Brittin said on stage at AdWeek Europe, 2016: "This is an 'and' game, not an 'or' game but audiences are watching more video than ever before, and any screen will do." – (Google, 2016).

2.8 Advertising Value: How to create successful YouTube advertising

"There is no single formula for a perfect video ad, but here are a few recommendations pulled from our experience with some successful creators to help you deliver maximum impact."- YouTube, 2017
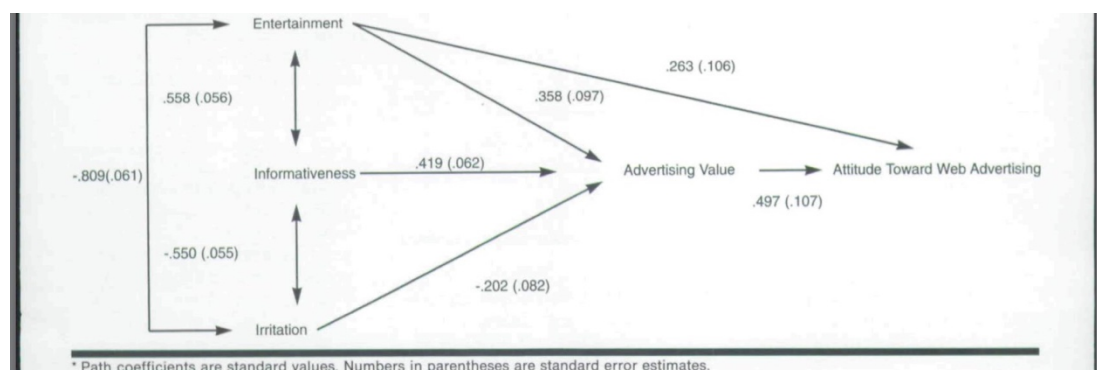
1.9 Advertising value model ; Ducoffe ,1996.

Standardized regression weights

This model is based on the theory of media Uses and Gratifications (McQuail, 1983 book: 6th edition, 2010), which argues that media users expose themselves selectively to media based on their needs and gratification-seeking motives, and thus satisfy their utilitarian and/or hedonic needs. Accordingly, Ducoffe F. (1996) proposed Informativeness and Entertainment as antecedents of Advertising Value and proposed a positive association between Advertising Value and Attitude toward web advertising. Also, Irritation is a part of Advertising Value Model and it proposed a negative effect towards web advertising. In my thesis work, I concentrated only on positive aspects of advertising value. That is why, I chose Entertainment and Informativeness as aspects of advertising which can be attributed to traditional types of media and Internet media - YouTube. During later studies, Credibility was included in the model as a fourth element of Advertising Value. (Brackett & Carr, 2001; book McQuail, 2010). The theory is created with combined studies of Ducoffe (1996) and literature review. The graph is presented the use for YouTube advertising.
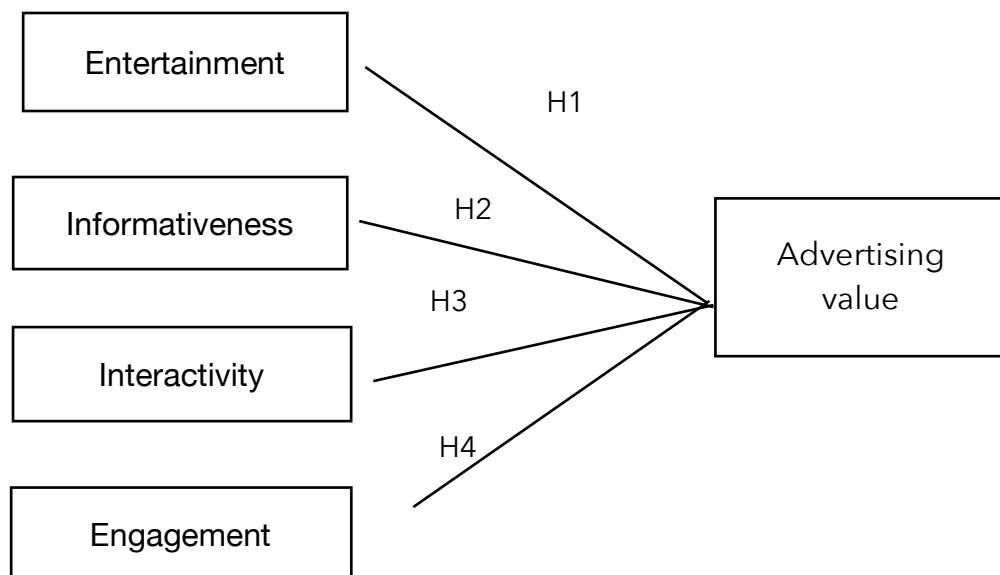
2.8.1 Entertainment

Advertising represents a substantial proportion of all media content. Hence, consumers are more likely to reach a positive evaluation of an ad when they need it entertaining (Ducoffe F, 1995). According to uses and gratifications theory, the entertainment value of advertising content lies on its ability to fulfill consumer needs for escapism, diversion, aesthetic enjoyment or emotional release (McQuail, 1983, Journal of Advertising research 1996 Ducoffe). Entertainment reflects whether an ad is perceived to be pleasant or likable. Previous studies of Mitchell and Olson showed that entertaining advertising can fulfill audience needs for escapism, diversion, aesthetic enjoyment, or emotional release. The authors aimed it has a positive impact on consumers' attitudes toward the advertising and correspondent brands (1981).

Advertising entertainment represents the likability of an advertisement, as well as the pleasure and enjoyment consumers, derive from the advertisement (Zhou Bao 2002). Advertisements are likely to be utilized to fulfill consumers' hedonic needs (Rodgers Thorson 2000), thus developing likability, and creating pleasure and enjoyment (Pollay Mittai 1993). Such a process is regarded as a means of entertainment (Zhou Bao 2002). The ability of an advertisement to entertain is identified as one of the main factors that can affect the effectiveness of advertising in establishing an emotional link between a brand message and consumers (Wang Sun 2010) (Van -Tien Dao, 2014).

Due to Korgaonkar and Wolin social escapism motivation refers to consumers' motives of using the Web as a relaxant to relieve day-to-day boredom and stress (1999). Also, Webster, Trevino, and Ryan agree that the high vividness of Web advertising, hence, can attenuate users' fatigue and bring them the sense of enjoyment (1993).

Moreover, as people's feeling of enjoyment can be associated with advertisements it is a very important tool in gaining their attention; it is essential that such messages should be brief, clear and funny. (Mohammed Zedan Yehia Salem, 2016).   Indeed, these attributes can contribute significantly to making consumers more familiar with the advertised product or brand as well as getting them involved in a more profound manner. (Haghirian P, Madlberger M. 2005).

escape from daily basis
relax
get intrinsic cultural or
aesthetic enjoyment
fill time
emotional release

Hypothesis 1: H1: The perceived Advertising Value on YouTube is positively affected by its perceived Entertainment.
The perceived Entertainment of the YouTube ad is positively affected by its perceived Advertising Value

Theories admit that entertainment is an essential part of creating successful video advertising. The main courses which provide up to date information considering content creation on YouTube suggest useful tips on how to create attractive and enjoyable video ad. Here are some keys:

• Tell your story.
  While Bumper ads are great for quick messages, you can use TrueView ads for longer narratives. Find a story that's right for your business (YouTube-

create business on YouTube, 2017). Changing a message from simple prose to a conversation will give the story life. (Nielsen, 2012)

  Besides, Will Burns founder and CEO of Ideasicle (www.ideasicle.com) write on Forbes that: "his criteria is not purely based on "creativity," but that is an important component. It's based on creativity *and* strategy. Because a creative film without a strategy is not advertising, it's just entertainment". (Forbes, 2016). He suggests a great example: https://youtu.be/G1fl-eddUEY with additional comments about storytelling: "The entire story is a pure joy as we see the dad's mental transformation with the wonderful back and forth between the memory of his astronaut lift-off and his actual Audi lift-off."

• Rhythm provides beat for the message

Viewers create an opinion based on their own emotional background. There are many factors affecting the attitude towards particular band. One of those factors is what music is accompanied: jazz, swing or classical music etc. (Vanessa Apaolaza-Ibáñez, Mark Zander, Patrick Hartmann, 2010).

The study 2015 conducted by Nielsen further examined the memorability of ads. Their research showed that popular songs perform best at evoking emotions, a key ingredient to an ad's stickiness, but for information-heavy commercials, a generic, unobtrusive melody improves message recall. (Plataforma SINC, 2011)

Oliver Johnson suggests choosing the music that will speak to your audience: consider demographics layer when choosing music for your video. What kind of music does your target market listen to? Are they a part of (hip-hop, indie rock, or electronic dance music, for example)? In contrast, it is better to look for music that is broadly appealing; as you do not want to alienate your audience with anything too genre-specific. (2017)

• Color as a tool

 Colors play a major part in our sensory experience and visual perception of the world. Neil Davidson on his article tells: "Color psychology has the capacity

to drive our emotions, influence our mood, and even accelerate our heart-beat. This is why having a good understanding of the psychology of color in post-production provides powerful creative control helping you achieve better results from your videos and evoke the desired associations and reactions in your viewers". (2015)

Luckily, over 60 years of color film and video production some useful generalizations have emerged and formed systems of film conventions and expectations. From indigo-blue night scenes to fiery-orange romantic beach scenes. According to some researcher it was agreed that specific topics can be recognized by the colors. For example:

• Horror films simply contains blue tones.

• Apocalyptic thrillers should have a washed-out grey-beige tone

• Augmented reality should look and feel green tone (Neil Davidson, 2015)

• Make the first 5 seconds count. Capture viewers' attention early so they continue watching (YouTube – create a business on YouTube, 2017)

  When someone enjoys a video, they'll often watch it to the end. The measurement of how much of a video someone watches on YouTube is called audience retention. The audience retention report in YouTube Analytics not only helps you see how much of your videos viewers watch but also when they drop off. (YouTube 2017)

• Audience-Appropriate Humor – Tickling America's funny bone is a proven winning tactic for making an ad memorable. (Nielsen, 2012).

In addition to previous studies, researchers found out that entertainment which consists of fun and joy elements will lead to positive feelings or emotions influences on consumer attitudes (Hoffman & Novak, 1996). Indeed, due to Tri Dinh Le and Bao-Tran Ho Nguyen: "Life is not a bed of roses". Nowadays, many people daily face with stressful situations and Entertainment that built on many foundations such as a sense of humor, sympathy or love could

become a certain contribution to consumers to help them relieve their stressful life (Tri Dinh Le and Bao-Tran Ho Nguyen, 2014). In addition, Ozaki (2005) defined the consumers pleasant and amusement perception could be generated through the use of media. Entertainment could be delivered in the forms of commercial messages that lead to positive feelings from consumers whereby overall of consumers' attitudes will be influenced by entertaining advertisement (Shavitt Lowrey, and Haefner, 1998). (Lee Lean Hua, 2015).

The director of French Google branding Publié par Arnaud Monnier shared with Emarketing(emarketing.fr) the results of research video clips of YouTube. As Publié A. highlighted one of the main reasons for the popularity of video is humor. Monier cited as an example the advertising of the air carrier Air New Zealand (https://youtu.be/qOw44VFNk8Y), the air freshener PooPourri (https://youtu.be/ZKLnhuzh9uY) (Emarketing, 2016).

If you're not funny, don't make a jokey video.
"Many videos go viral due to a smart, well-timed joke, so it's tempting to come up with a funny concept for your ad or at least try to inject some humor into it". –tells Doug C. on his blog post. "That can be a smart strategy-or a disastrous one. "If funny comes naturally to you as a storyteller, then tell a funny story," Lisagor advises. "If it doesn't, then forcing it is a huge mistake." (Doug C, 2014).

• Nielsen suggests building an Emotional Connection – and by his words: "The brain identifies an emotional experience as important enough to remember, which in turn resonates with the audience". (Nielsen 2012).

YouTube clips can be produced and broadcast for a lower cost than slick TV commercials. Connecting with viewers in right way -by making them laugh,

and the video can generate instant brand awareness and many new customers. (Doug C, 2014).
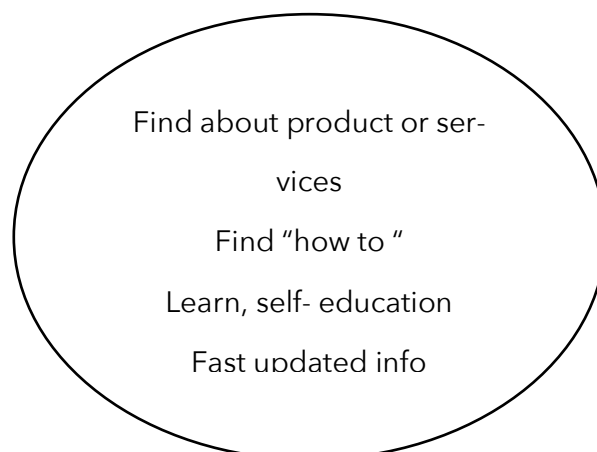
2.8.2 Informativeness

Marketing theorists (Ducoffe, Robert F) generally agree that the primary function of advertising is to convey information about products and services to allow consumers to make the best possible purchase decisions. If an ad provides useful, timely and relevant information consumers are more likely to perceive the ad as valuable. Specifically, Informativeness refers to the ability of ads to send the information to the targeted consumers (1996).

According to Rotzoll and Christians (1989), the main legitimizing function of advertisement in its informational role both in terms of the media outlet and whether it is a good source of product information but also whether the advertisement supplies relevant product information. Consumers reported in Bauer and Greyser (1968) study that advertisings ability to supply information is the primary reason for approving of it while other research showed that the advertisers' ability to provide an accurate picture of products is at the core of consumer beliefs of benefits (Andrews, 1989). According to Ducoffe (1996), the way that consumers evaluate the experience of processing advertising can be seen as an added source of advertising value. The Internet has already been suggested to become the primary source of information for consumers and as such, the information delivered should encompass qualities such as accuracy, timeless and usefulness (Siau & Shen, 2003).

According to Rodgers and Thorson's (2000) research, consumers may purposefully seek out online advertisements to obtain information required to achieve their utilitarian needs, thus enabling them to deal with specific problems or complete specific tasks. In transitional economies, the combination of limited brand knowledge and the relatively recent increase in product availability has enhanced the demand for product information (Petrovici 8c Paliwoda 2007).

Under such situation, Web advertising as an information source is particularly helpful to users with information motivation. Information motivation means that consumers use the Web mainly for their self-education and information needs (Korgaonkar, Pradeep K. and Lori D. Wolin, 1999, 54) First of all, the high vividness about Web ads can easily attract users' attention, and, consequently, decrease their fatigue in discerning the useful information from others on a computer screen (Wefbster,J.,L. K. Trevino, and L. Ryan ,1993, 230) . Furthermore, Web advertising can give up to date information very easily and flexibly, moreover, it can provide in-time information to users (Ducoffe 1996). Furthermore, consensus exists with regard to the ability of advertising to inform consumers of product alternatives so that purchases yielding the greatest possible satisfaction can be made. In contrast, Rotzoll, Haefner, and Sandage argue that advertising's informational role is its chief legitimizing function (1989).

Find about product or services

Find "how to "

Learn, self- education

Fast updated info

Hypothesis 2: H2: The perceived Advertising Value on YouTube is positively affected by its perceived Informativeness .

- Leave useful information on the description (Infobox)

The description field is incredibly useful for helping viewers find, learn about, and decide if they'd like to watch your videos. You can think about the description as two parts -- what viewers see before they click "Show more" and what they see after. Your additional comments can tell important features and help to describe your video. It is necessary to add other key information about your channel, product or service, what is the goal and objectives of a company, and even links to social networks and website. (YouTube creators, 2017).

- How to use

Based on theory Video Marketing Statistics (2016) Survey by Matt Byrom: The State of Video Marketing 2016, 98 percent of viewers say they prefer to watch general video to learn more about product or service, and 74 percent of users prefer to check exactly "how-to" videos before buying the product. (Wyzowl, 2016).

- Product Demonstrations : Try creating marketing videos that would show consumers how to select one of your products based on their unique needs, or a video demonstrating how to use your product. Also, consider producing an explainer video - while these tend to be more ad-oriented, they're still a valuable video asset to consider. (Larry Kim, 2018) Due to the research of 2016 by Matt Byrom, where both text and video are available on the same web page, 69% of users would prefer to watch a video to learn about a product or service. A staggering 98% of users say they've watched an explainer video to learn more about a product or service. (Wyzowl, 2016).

- Customer Help: YouTube is a great platform to suggest how-to video solutions for common customer problems. For example, a section of

Q&A can be created with small videos giving the answers on current issues. (Larry Kim, 2018).

• Educational Videos

Think tutorials, learning videos, and how-to sessions demonstrating your industry knowledge. After all, you are the expert at what you do, so showcase your expertise.
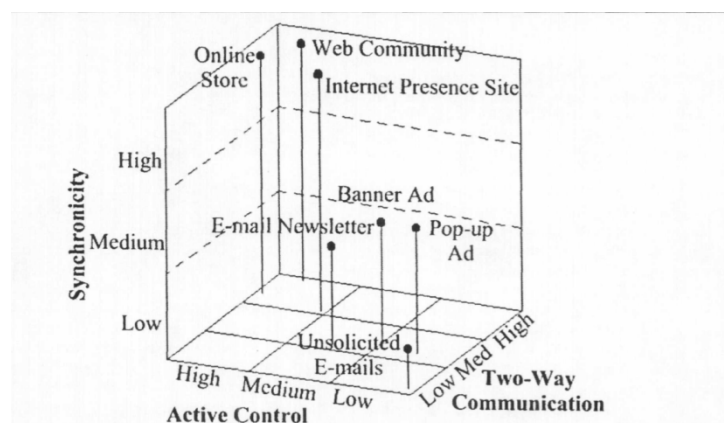
2.8.3 Interactivity

Interactivity has been defined in many ways. For example, Blattberg and Deighton (1991) define interactivity as the facility for persons and organizations to communicate directly through media. Deighton (1996) considers interactivity has two primary features: the ability to address a person and to gather and remember the response of that person. Steuer (1992, p. 84) suggests that interactivity is the space where users can participate and interact in real time. On closer examination, these different definitions can be classified by whether they focus on user-machine interaction, user-user interaction, or user-message interaction (Cho and Leckenby 1997) (Yuping Liu; L J Shrum, 2002).

Interactivity significantly strengthens the core gratification theory notion of an active user because it has been defined as "the degree to which participants in the communication process have control over and can exchange roles in their mutual discourse" (Williams, Rice, & Rogers, 1988, p. 10). To be interactive a computer system must be responsive to users' actions. (Yuping Liu; L J Shrum, 2002).

In studying interactive media, Liu Y. (2001) identifies a four-dimensional structure of the interactivity: active control, two-way communication, freedom of choice, and felt synchronicity.   Active control is characterized by voluntary and instrumental action that directly influences the controller's experience. The Internet features a network of linked contents (Hoffman and Novak 1996). In controlling such a nonlinear structure, users are able to customize the infor- mation flow and jump from one location in the network to another. In contrast, the linearity of a medium such as television makes it possible for a person to watch television without taking any action except to switch channels once in a while. (Yuping Liu; L J Shrum, 2002).

Traditional media are somewhat effective in transmitting company messages to consumers but can hardly pass on messages in the other direction, from consumer to companies (Hoffman and Novak 1996). To gather information from consumers, a company must rely on other tools. The Internet changes this old way of marketing communication and makes instant feedback possi- ble. (Yuping Liu; L J Shrum, 2002).

Synchronicity refers to the angle where users' input into a communication and the received response from the communication. Traditional media provide few channels for audience input. Even when they do (e.g., through readers' letters or telephone calls), the time elapsed between sending the input and receiving a response is usually quite long. In contrast, the Internet is able to make the communication much more synchronized.

1.10 Comparison of popular Online Marketing tools on Interactivity

Adding interactive elements can create opportunities for viewers to engage with your brand on a deeper level, beyond watching and enjoying your video ad. Making your video ads interactive can also help you tailor your ads to better achieve specific advertising goals, such as driving app installs, product purchases, or visits to your website. (YouTube, 2017)

 Unlike most traditional media where consumers rely on what sources say with minimal control, users may constantly and voluntarily take action, for example, by clicking hyperlinks in a Web ad due to its nonlinear structure, which directly influences their experience. Users can enjoy a better interactive experience by having freedom in choice what to watch / search/ interact. Finally, the Internet makes it possible for users to feel synchronicity in communicating with companies' representatives by eliminating barriers of physical and time distance as in the traditional interpersonal communication. (Yuping Liu & L. J. Shrum , 2003)

Interactivity can enhance user satisfaction through active control. Controllability, or the feeling of being in control, has been considered a desirable psychological state. The feeling of being in control has been found to lead to increased self-efficacy beliefs (Gist and Mitchell 1992: Tafarodi, Milne, and Smith 1999 less stress (Amirkhan 1998), and higher satisfaction (Judge, Bono, and Locke 2000).

Active control

Two-way communication

Freedom of choice

Feel synchronicity
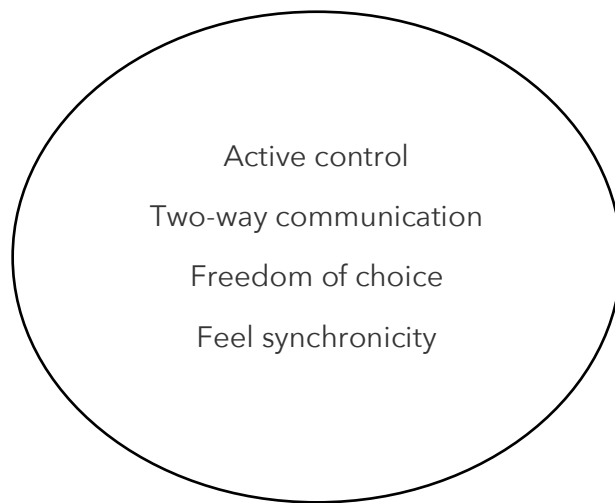
Hypothesis 3: H3: The perceived Advertising Value on YouTube is positively affected by its perceived Interactivity .

With the implementation of theory background about Interactivity as a key element for advertising on the web , YouTube and other resources suggest some tips for creating and sharing video advertising:

• Drive interactions. Improve brand awareness and engagement through interactive elements.

(YouTube 2017).

Video ads are forms of interactive media advertisements that display short advertisement messages to consumers who visit various websites. Videos may appear automatically when a consumer visits a particular site, or consumers may have the option to view videos at their disposal. Many product manufacturers utilize video advertisements to build brand recognition of the products consumers use every day. (Cherries S, 2018).

- Provide clear next steps. Direct your viewers to take a specific action, such as subscribe to your channel.

  The simplest way to begin increasing your subscriber count is to start asking for it in your videos. Never assume that your viewer can read your mind. In your videos, give your audience a compelling call to action and ask them to click the "Subscribe" button right above your video. Here's a simple three-part formula for creating a compelling call to action in your video that makes subscribing to your channel.

  - Tell them what to do.
  - Tell them how to do it.
  - Tell them why to do it. (James Wedmore, 2012).

- Give viewers time to act. Include an end screen and a strong verbal call to action in the last 5-10 seconds. (YouTube , 2017)

Kaylynn Chong claims that asking your followers to share or reply it is an excellent way to get information on how many people are listening, keeping tabs on your content, and interested in what your content. With the videos are circling the interwebs, if you can ask a customer to take his / her time to share some feedback, then you know they are engaged. (Kaylynn Chong , 2016).

  The main point of call-to-action marketing is asking you to perform and do offered actions. Using verbs for discovering, finding, or exploring can help draw visitors with intrigue and nudge them towards the action you want them to take.(Kaylynn Chong , 2016).
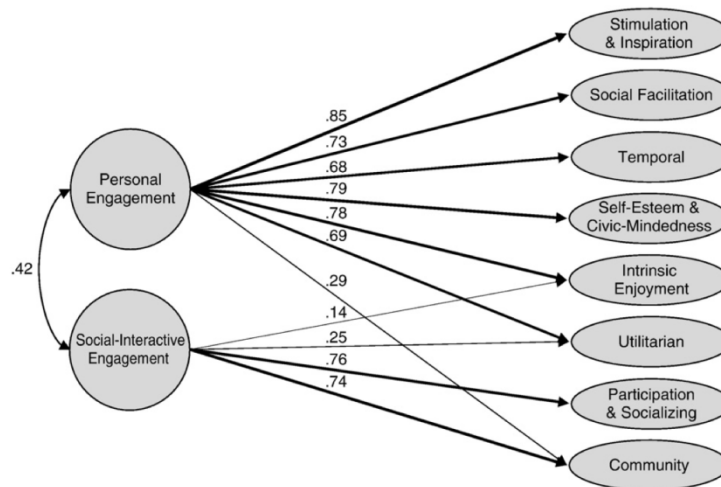
2.8.4 Engagement

The most general conclusion is that when consumers are highly "engaged" with a media vehicle they can be more responsive to advertising (e.g., Aaker and Brown 1972; Bronner and Neijens 2006; Coulter, 1998; Cunningham, Hall, and Young 2006; DePelsmacker, Geuens, and Anckaert 2002; Feltham and Arnold 1994; Gallagher, Foster, and Parsons 2001; Nicovich, 2005; Wang, 2006).

We define an experience as a consumer's beliefs about how a site fits into his/her life. For example, content can be engaging because users have a utilitarian experience with it. That is, they believe that the site provides information to help them make important decisions and accomplish something in their lives. Other content can be engaging because it provides users with an intrinsically enjoyable experience, an option to escape from the pressures of daily life. (B.J. Calder et al. / Journal of Interactive Marketing 23 (2009) 321–331)

There are several theoretical explanations for why engagement should affect reactions to advertising including affect transfer (e.g., Broniarczyk and Alba 1991, p. 215) and categorization theory (Cohen and Basu 1987). Dahlén (2005) does a literature review of media context effects and summarizes three

possible theoretical rationales for why context should affect reactions to ads. (B.J. Calder et al. / Journal of Interactive Marketing 23 (2009) 321–331) .


1.11 Second -order factor structure

One factor, Personal Engagement, is manifested in experiences that are very similar to those that people have with newspapers and magazines. For example, people have social experiences with both print and online content by bringing up an article they read; just as reading a newspaper at the breakfast table can be habitual, so can reading a website. (B.J. Calder et al. / Journal of Interactive Marketing 23 (2009) 321–331). YouTube as a platform can be compared with watching TV as a habitual form of behavior - since turn on TV after working day become daily basis. Nowadays, watching YouTube gives mental relieve to fill the time and it is a part of Personal Engagement.

 The second factor, Social-Interactive Engagement, is weighted more to experiences that are unique to the web, such as participating in discussions and socializing with others through a site. These experiences give Social- Interactive Engagement its dominant social character. This finding gives empirical support and specificity to the idea that the Internet is a different kind of medium. (B.J. Calder et al. / Journal of Interactive Marketing 23 (2009) 321–331). However , for the concrete research my understanding of engagement is more concentrated on Social - Interactive engagement, since YouTube platform

make a unique opportunity to be connected and be a part of social network through sending feedback (see Figure 1.5 YouTube values based on four essential freedoms that define who we are. YouTube 2017, Freedom to Belong).

Likes / dislikes

Comments

Participating in discussions

discussions

Shares
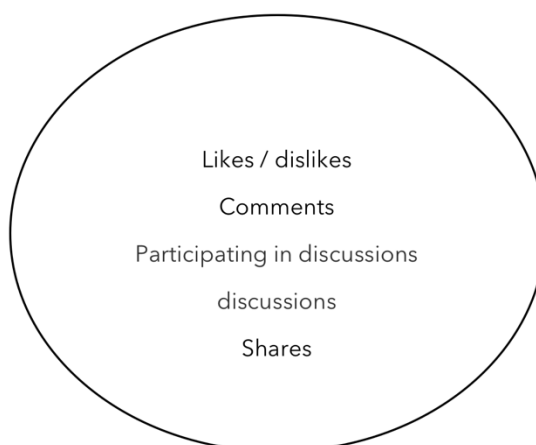
Hypothesis 4: H4: The perceived Advertising Value on YouTube is positively affected by its perceived Engagement .

YouTube is a unique combination of video access, sharing, and community creates an unmatched opportunity for audience engagement. Sight, sound, and motion can elicit emotional involvement with content that you don't get with other forms of media. It is possible to facilitate discovery of and engagement (shares, comments, and likes) with your video ads by promoting them via YouTube advertising and hosting them on a YouTube curated profile page. (YouTube, 2017) Video creators can learn about their viewers YouTube Analytics (see 2.7.3 YouTube vs. TV advertising- targeting). This data can be used to drive larger and deeper viewership among a target audience. (Google Partners help, 2017).

• Welcoming comments

As for every social platform, engagement as a tool of communication is the most important thing to pay attention to. For example, what is the impact of

having thousands of Twitter followers if no one ever retweets you? Indeed, it is the same thing with YouTube: just having views is one thing, but comments can show if you are connecting with your viewers or not. (Strong Coffee team, 2018).

YouTube - Google support suggests scrolling down the video's page to find comments section. Also, it is important to remember that all comments on YouTube are public and anyone can reply to a comment that you post. (YouTube - Google support, 2017). Consumers are more likely to reply directly under video rather than use other social Medias to share their opinion. It is possible to increase the level of Engagement by welcoming these comments during video advertising as well as responding to the comments. (Amy B, 2015).

- Control negative comments

Gideon Shalwick (Video Advertising on YouTube) says that when you have very negative people commenting on a video (sometimes called "trolls"), there's no one-size-fits-all answer.
The author aims when the negative commenters do have a valid point, it is better for the business to respond to them in a clever, non-egotistical way. This can solve the problem or misunderstanding between viewer - company and show customers that the company does respond to criticism and have a valid comeback, which can be valuable for the brand. But truly Dane G suggests deleting or block all filthy comments. (Dane G, 2014).

The comments-to-views ratio is a great way to track your engagement. There is no perfect formula to count or get the clear answer but according to some studies of Google (2017) if your video has 1000 views and five comments, you have a 20:1 ratio. It gives an idea that video is engaging, it is also important to keep in mind that not all comments should be only positive or negative. Over time, it is better to try to lower that ratio. So, maybe you aim for a 10:1 ratio, or in general: 10 comments on a video to 1000 views. (Strong coffee team, 2018).

- Likes / dislikes

The number of times that users indicated that they liked / disliked a video by giving it a positive / negative rating. (Developers. Google, 2017). Simple, it is an option to share your reaction and stay unknown.

Although it may not be obvious why viewers like or dislike a particular group of videos, the percentage of likes is one way to check the pulse. If one type of content gets a higher percentage of dislikes than others, consider whether it covers a controversial topic or diverges from the usual topics featured on the channel. (YouTube creators, 2017).

- Shares

The combination of video watching, sharing, and commenting within YouTube creates an opportunity for audience to engage. If a viewer finds your video attractive for several reasons, they have the option to share it with others. Thus, it can help significantly expand the reach of your video. (Amy B, 2015)

Video ads can help you to connect with potential customers in a unique and memorable way. You can personally write a comment, share or make video reaction. (Google Partners help, 2017)

The research of 2016 made by Matt Byrom with group Wyzowl declares at their annual research from 2016 report that 76% of users say they would share a branded video with their friends if it was entertaining. (Wyzowl, 2016). Also, according to this research, 65% of users say they'd share a video if it was informative. Only 3% of consumers say they would never share a branded video under any circumstances. In other words, make a great video and 97%

of consumers would happily share it with their friends and social networks (2016).

In "Likes and dislikes" section, likes must be exceeding dislikes, meaning that the audience is interested in the content. The number of comments under videos should be stable, which indicates that the audience is engaged and supports the blogger. Engagement rate (ER) summarizes the activity of the subscribers. It can be calculated for a single video by using the following formula:

$$ER\ for\ a\ video = \frac{Likes + \ Comments}{Views}$$

The clearest ratio for measuring success can be made with "like "data. In addition to comment ration, when it comes to Likes on your video is likes: views = 4%, that's 4 Likes for every 100 views. As a result, if you are not reaching these averages, then your videos are not doing as well as expected. Commonly, Viewers, especially your subscribers, will take the time to like your content if they find it informative and entertaining. Therefore, if your Like count remains low, it means you need to try a different approach. (Mark R Robertson, 2014).

Moving forward to comments vs views part: the best ratio for measuring success is a comment: views = 0.5%. For instance, for a video with 1000 views, a good measure of success would be 5 comments. It is the useful ratio for YouTubers to guide and to see how their subscribers or viewers are engaging with the videos. (Mark R Robertson, 2014).

2.9 Advertising Value

Advertising Value is similarly viewed as a narrower construct than advertising attitudes, a cognitive assessment of the extent to which advertising gives

consumer what they want. Advertising Value evokes both positive and negative emotions that are understood to be antecedent influences on overall attitudes. Figure 1.12 demonstrates Mean responses to selected items taken from Journal of Advertising research, September-October 1996. Advertising Values are collected from previous studies of R. Ducoffe 1995 and demonstrates that Advertising Value is a general index collected from each Item and it reflects central idea of the thesis work based on Advertising Value Scale Items (1996).

According to previous studies, Advertising Value was created as depended variable and included general feature from each of hypothesis. For example, Advertising Value model from Ducoffe 1996 included such characteristics from Informativeness as Useful and it was asked at the questions with basic standing of Informativeness. For this work, Advertising Value questions were based on general understanding of each hypothesis and asked on the survey as well.

Advertising on the World Wide Web	Means	Scale reliability*
Informativeness scale	**2.85**	.82
*is a good source of product information	2.85	
*supplies relevant product information	2.94	
*provides timely information	2.58	
is a good source of up-to-date product information	2.34	
makes product information immediately accessible	2.49	
is a convenient source of product information	2.81	
supplies complete product information	3.83	
Entertainment scale	**3.37**	.85
*is entertaining	3.13	
*is enjoyable	3.43	
*is pleasing	3.63	
is fun to use	3.23	
is exciting	3.36	
Irritation scale	**4.63**	.78
*insults people's intelligence	5.17	
*is annoying	4.67	
*is irritating	4.55	
is deceptive	4.30	
is confusing	4.28	
Advertising value scale	**2.95**	.84
*is useful	2.70	
*is valuable	3.00	
*is important	3.19	
Other items		
will help people to become better consumers	3.65	
helps people make wise purchase decisions	3.79	
will help companies become more profitable	2.66	
will have negative effects on society	5.26	
will have positive effects on the economy	3.09	

* Denotes items employed in Ducoffe's (1995) original scales. Scale reliabilities based on these items.

1.12-Mean response to selected items, n=318.

3 METHODOLOGY

3.1 Research approach

The purpose of this study was to understand how to create successful advertising video on YouTube with using selected advertising characteristics. According to Ducoffe F. (1996) research of advertising value model, Entertainment and Informativeness aspects of advertising were chosen for implication from traditional media channel TV to YouTube. Other characteristics as Interactivity and Engagement were taken due to the usage of adressable media technologies and fast connection with viewers. There is no previous research of implementation advertising value model into YouTube because of the novelty of the platform and the methodologies of its use for commercial purposes. However, advertising value model was used for other platforms of advertising:

Study	Advertising format	Survey/sample	Method	Predictors of Advertising Value	Signif. Betas	Direct effect on Attitude toward Advertising	Fit indices
Ducoffe (1996)	Banner ads	Intercept survey in Manhattan business districts n=318 age=32avg, 71% male	Path analysis	Informativeness Entertainment Irritation	0.419 0.358 - 0.202		0.914 (AGFI)
Brackett & Carr (2001)	Banner ads	Paper survey n = 421 University students, 53% male	General factorial Anal. of Variance	Informativeness Entertainment Irritation Credibility	Significant Significant Significant Significant	Significant Significant not sig. Significant	0.556 0.488 (Adj R²)
Lin & Hung (2009)	Sponsored search links	Online/paper survey n = 711 37.6% older than 25; 53% male	PLS	Informativeness Entertainment Irritation Credibility	0.186 0.122 - 0.155 0.408	not sig. 0.196 - 0.212 0.18	0.684 (R²)
Sun et al. (2010)	Banner ads	Laboratory experiment n = 134 university students, 35% male	PLS	Informativeness Entertainment Irritation	0.232 0.288 - 0.264		0.99 (AGFI)
Logan et al. (2012)	Facebook ads	Online survey n = 259 female university students	SEM	Informativeness Entertainment Irritation	0.52 0.41 -	0.40 -0.13	0.99 (AGFI)
Logan (2013)	Online streaming TV advertising	Professional online survey n = 377 young adults (18-34), 55% male	SEM	Informativeness Entertainment Irritation	0.34 0.61 -	0.51 -	0.82 (R²)
Xu et al. (2009)	Location based advertising (Opt-in SMS)	Laboratory experiment n = 82 university students, 50% male	PLS	Informativeness Entertainment Irritation	0.324 0.442 - 0.153		0.627 (R²)
Haghirian et al. (2008)	Opt-in SMS in mobile phones	Paper survey n = 164 Austrian university students, 49% male	PLS	Informativeness Entertainment Irritation	0.354 0.400 not sig.	0.263 not sig. not sig.	n.a.
		Paper survey n = 170 Japanese university students, 71% male	PLS	Informativeness Entertainment Irritation	0.250 0.409 - 0.242	0.368 not sig. not sig.	n.a.
Liu et al. (2012)	Opt-in SMS in mobile phones	Paper survey n = 164 Austrian university students, 49% male	SEM	Infotainment Irritation Credibility	0.126 not sig. 0.122		0.94 (CFI)
		Paper survey n = 170 Japanese university students, 71% male	SEM	Infotainment Irritation Credibility	0.112 - 0.085 0.116		0.94 (CFI)
Van-Tien Dao et al. (2014)	Facebook ads	Online survey n = not reported for FB model Vietnamese university students	PLS	Informativeness Entertainment Credibility	0.267 0.184 0.130		0.207 (R²)

1.13 Previous applications of Advertising value model

Similar researches of Google and 3rd party 2013-2016 were made. They contain a meta-analysis of 56 case studies across eight countries, mainly focus group of U.K., France, and Germany shows that advertising on YouTube delivered a higher Return on Investment (ROI) than TV in nearly 80% of cases. "The research was carried out with a range of partners including BrandScience, MarketingScan and MarketShare",-YouTube (2017) and used a variety of methodologies and meta-analysis to understand the correlation between media exposure and offline sales. The purpose of meta-analysis was to combine findings from separate but largely similar studies (in terms of subjects, hypotheses, phenomena, etc.) for combining, comparing, selecting or seeking out common elements, relevant results, cumulative properties. The table 2. Showed the previous application of Advertising Value model researchers starting from Ducoffe (1996) Banner ads to study of Facebook ads made by Van - Tien Den et al. 2014.

 The chosen methods for my studies were quantitative online method and qualitative data.

The quantitative online method was based on sharing online questionnaire with clickable video advertising. Participants were chosen by a group of random people from 13 -above to understand the general effect of adv on YouTube, as well as the connection of attitude to advertising on YouTube for different age group, regions, their occupational status and generations in total.

 The qualitative data study was based on feedback from advertising video (comments, shares, likes / dislikes) created for this research. Total views on the video were also considered as important data for understanding the success of the audience and their preference for content. Combination of feedback, views and online question data provides a level of engagement on YouTube as one of the hypothesis of this research.

3.2 An implementation of Research method

Combination of qualitative and quantitative research method was chosen for collecting information wider: quantitative online method helped to cover a large number of participants (about 730) and prove the hypothesis with the additional information above collected literature. Qualitative data showed results of success from video advertising according to formula as well as compare data from YouTube and questionnaire data collection.

 The first step was to create a survey with questions based on literature review. Each of question has a background from previous studies and it helped to provide useful information. Next step was to collect data from the questionnaire and combine it with YouTube analytics. Also, the data from YouTube was implemented into the formula from the literature review (see 2.8.4 Engagement). Final part was to analyze the research and collected data for making a conclusion based on decisive result.

3.3 Quantitative online method

An empirical study was conducted to collect the primary data using a questionnaire as a tool in order to test the hypothesis. The questionnaire was made on platform questback.com as it provides useful tools and appropriate implementation of questions. The type of questions is Likert scale survey. Before posting final version and spreading links / sending e-mails the survey was proven by coordinator Ruey Komulainen, as well as a responsible teacher for

the quantitative approach- Simo Määttä. Also, the questionnaire was tested during the week by different students for better understanding of questions' structure. After getting feedback from students some questions have been modified. The survey contains additional questions about gender, nationality, age and status/ occupation of participants. This data was collected for creating groups connected by the same evidence. Also, personal information gives better understanding of how to compose the answers. Later, the questionnaire helped to find which key elements are more important and relevant to use for present groups.

  The process of creating survey took approximately two days as it was a new program for me to use and before starting I had some techniques problems with implementation of the questions on the way of how I see it. Usually, surveys are boring and do not create willing to participate. That is why, I tried to create interactive, easy to go through, a short and engaging survey to involve as more participants as possible from different backgrounds and places. During those days I also sent unfinished versions of a questionnaire to students for testing. The final version was published after described steps. The platform questback.com allows you to open a questionnaire on different electronic devices and it provides a printed version as well.

DESKTOP	SMARTPHONE	TABLET	PRINT PREVIEW

The background was drawn for the survey to accomplish overall view. It can fit all devices and changed according to screen size. The language for the survey was chosen English (only) as in my point of view it generalizes participants and keeps it international.

An introduction information tells about means of the survey, what is the goal and security of personal data. If the questionnaire was sent directly to a person by e-mail, there is no need to write e-mail address. This part appears for

Video advertising on YouTube

This questionnaire was made for a graduation thesis research on the topic : The fight for customers attention - YouTube as advertising platform . The survey contains 19 questions, sorted into 4 main hepothesises : Entertainment , Informativeness , Interactivity and Engagement . All questions are connected with video advertising on YouTube platform only .The answers are graded from strongly agree to strongly disagree . Any information obtained in connection with this study that can be identified with you will remain confidential .

Please enter your e-mail address:

people who get the survey through the public link and it was made to avoid several answers from the same participants.

All questions except the last one is mandatory since without all data the picture from collected information would be unclear. First four questions are made for getting personal data which later can be used for the qualitative data collection. Here you can see the final version of all questions:

• The questions are made with Single Select Horizontal settings. For the question about "age" these frames were chosen due to YouTube settings: for YouTube analytics the program separate age group by the same principle. The same settings were implemented for the survey for easier comparing in Qualitative Data stage of research method.

• The question is made by Question type: Single Select Drop-Down. This type was chosen for easier data collection since the main goal of this point is to understand from which countries people joined the survey (keep multi-nationality) and avoid one country participation (mono-nationality). However, since the thesis is written for Finnish university by Russian student, the decision was to add the most likely answers: Finland, Russia, Germany, France, and Spain. Also, the point of other is possible.

- The question of "Education/ Profession "was added since final video with an implementation of four hypotheses is made for Erasmus + program. The "Student" group is the closest one to the topics of the program, however, is it not excluded other statuses that could be connected with Erasmus +. For example: teachers, parents of students etc. Moreover, the option "Other" is also possible, as Drop-Down type of question does not allow of add all types of Occupation.

* Entertainment

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I find advertising attractive and fun	☐	☐	☐	☐	☐
I like to see storyline in an advertising	☐	☐	☐	☐	☐
I enjoy advertising	☐	☐	☐	☐	☐
For me, colors are important in an advertising	☐	☐	☐	☐	☐
For me, music should fit to an advertising	☐	☐	☐	☐	☐

H1: Entertainment

Each question has a background from literature review:

I find advertising attractive and fun

- The structure of the question was taken from research of Factors Affecting Attitudes, Intentions, and Behaviors towards SMS Advertising in Palestine of Mohammed Zedan Yehia Salem, January 2016. This study was made on

SD	MV	Item
		Entertainment
1.26	3.31	I feel that receiving SMS advertisements is enjoyable and entertaining.
1.31	3.38	I feel that receiving SMS advertisements is pleasant.
1.27	3.91	SMS advertising is usually attractive and fun
1.25	3.41	SMS advertising makes me satisfied
0.67	3.50	**Total average**

the basis of Ducoffe 1996. Moreover, McQuail, 1983 confirms the importance of creating attractive and fun advertising. Also, Hoffman & Novak,

1996, Shavitt Lowrey, and Haefner, 1998 tell about content - appropriate humor. Their studies agree about the importance of making advertising fun.

I like to see a storyline in an advertising

- The question is based on the literature review about entertainment tools from YouTube- create a business on YouTube, 2017, and Nielsen, 2012, Wang Sun 2010, Van- Tien Dao 2014 confirm that storyline is an essential part of success for advertising.

I enjoy advertising

- The part of the enjoyment was taken from studies of Mitchell and Olson 1981, Zhou Bao 2002 and Ducoffe 1996. Moreover, Mohammed Zedan Yehia Salem, 2016 agrees that enjoyment is a tool to interact customers' attention. The part on enjoyment was taken for describing Entertainment and the question was a part of Advertising value.

For me, colors are important in advertising

- The question is based on the theory of colors Neil Davidson, 2015 which confirms each color causes specific background. (See point Color as a tool)

For me, music should fit a video advertising

- Creating beat for video advertising Vanessa Apaolaza-Ibáñez, Mark Zander, Patrick Hartmann, 2010, Plataforma SINC, 2011, Oliver Johnson 2017 (See point: Rhythm provides beat for the message)

H2: Informativeness

Advertising provides information I need

- The structure of the question was taken from research on Factors Affecting Attitudes, Intentions, and Behaviors towards SMS Advertising in Palestine of Mohammed Zedan Yehia Salem, January 2016. This study was made on the basis of Ducoffe 1996. Also, Rotzoll and Christians (1989) confirm the

		Informativeness
1.15	3.85	I feel that SMS advertising is a good source for timely information
1.22	3.18	SMS advertisements provide the information I need
1.29	3.22	I feel the SMS advertising is helpful
1.09	3.30	Information in SMS advertising is easy to understand
1.19	3.12	SMS advertising always can help me keep up-to date about products

essential need of appropriate information about product or service and according to Rodgers and Thorson's (2000) customers are seeking for information for their utilitarian needs.

Information in an advertising is easy to understand

- The structure of the question is taken from *Mohammed Zedan Yehia Salem, January 2016.* In addition, Wefbster, J., L. K. Trevino, and L. Ryan ,1993 proves vivid information is a significant part of good advertising.

Advertising tells me features I am looking for

- Due to Rotzoll and Christians (1989) advertising need to provide relevant product information, also Bauer and Greyser (1968) add that advertising should provide an accurate picture of products and create an idea why you need it.

I find advertising useful

- According to Korgaonkar, Pradeep K. and Lori D. Wolin, 1999, web advertising is an information source, helpful for users with information motivation. Moreover, Ducoffe 1996 tells on his research about possibly of up-to-date Information what makes it convenient for users. Describing of Informativeness as Useful was taken for Advertising value dependent variable.

H3: Interactivity

I check the website of an advertiser after a video adv

* Interactivity	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I check website of advertiser after video ad	☐	☐	☐	☐	☐
When I visit advertisers' website I check video about product or service	☐	☐	☐	☐	☐
I subscribe on channel after " call to action " - subscribe on my channel	☐	☐	☐	☐	☐
I use interactive tools on a video as clickable links, buttons etc.	☐	☐	☐	☐	☐

- Kaylynn Chong (2016) tells about innerwebs to check additional information about product or services, if you can ask a customer to take his / her time to share some feedback, then you know they are engaged. This feature of interconnection can be provided through interactive elements.

When I visit advertisers' website I check video about product or service

- According to Hoffman and Novak (1996), the research confirms the use of linked content provide broad interactivity actions. Also , Yuping Liu & L. J. Shrum (2003) studies prove the importance of interaction connection with

us eras and one of the tools is voluntarily action taking , for example, clicking hyperlinks in a Web ad due to its nonlinear structure.

I subscribe on a channel after "call to action "- subscribe on my channel

- James Wedmore (2012) describes "call to action "element as essential part of YouTube. Interactive features which is needed to be used. Also, YouTube (2017) suggest creating a strong

Verbal call to action in the last 5-10 seconds.

I use the interactive tool on a video as clickable links, buttons etc.

- The research of Yuping Liu; L J Shrum (2002) shows the system as YouTube (e.g.) must provide users' actions. Also, YouTube (2017) agree with the usage of interactive tools the company can achieve specific advertising goals, such as driving app installs, product purchases, or visits your website. Interactivity was not used before for exploratory research studies on Advertising Value model, that is why, overall idea of interactivity meaning as "interactive links and bottoms "was taken.

H4: Engagement

If I find advertising interesting I click "like" button under video

- Developers. Google (2017) gives information that like rating depends on carousel factors. However, it is a useful tool to find success of an advertising. Engagement was not used before for exploratory research studies on Advertising Value model, that is why, overall idea of hypothesis meaning as "likes and dislikes" was taken due to these bottoms are the simplest and basic form of engagement within a platform.

If I don't like advertising I click "dislike" button under video

- The question was separated from the first one as some people are not willing to snow bad reaction. YouTube creators (2017) explain it by a simple feedback structure. If dislikes are more than like it is a bell to find out the problem and change content.

I feel to comment video advertising

- Google (2017) provides research the comments-to-views ratio and confirms it is a great way to track your engagement. Also, Amy B (2015) tells that consumers are more likely to directly respond to YouTube ads using YouTube's comment section. This tool allows connecting with viewers directly.

I share the link on my costal Media if I really enjoy a video advertising

- Google Partners help (2017) suggest using sharing option as a possibility to spread camping as well as engage with viewers. The research of 2016 made by Matt Byrom with group Wyzowl declares at their annual research from 2016 report that 76% of users say they would share a branded video with their friends if it was entertaining. The questionnaire also contains the question to check how many people are willing to share a video clip.

I check comments under video advertising as I want to know what others think

- The part of theory B.J. Calder et al. / Journal of Interactive Marketing 23 (2009) shows Social -Interactive Engagement with a need of a community

of users to participate with others and socialize on the site. YouTube offers the option to fill the need of participation and socializing by checking comments (see 1.11 Second -order factor structure)

I participate in discussions by commenting under a video

- B.J. Calder et al. / Journal of Interactive Marketing 23 (2009) suggest the theory of using Social-Interactive Engagement as a tool to connect with users. The web gives unique experiences, such as participating in discussions and socializing with others through a site.

The last question suggests checking out the video advertising and share your reaction by choosing from the five-step graphical presentation of a face corresponding to alternatives ranging from "very unsatisfied" to "very satisfied".
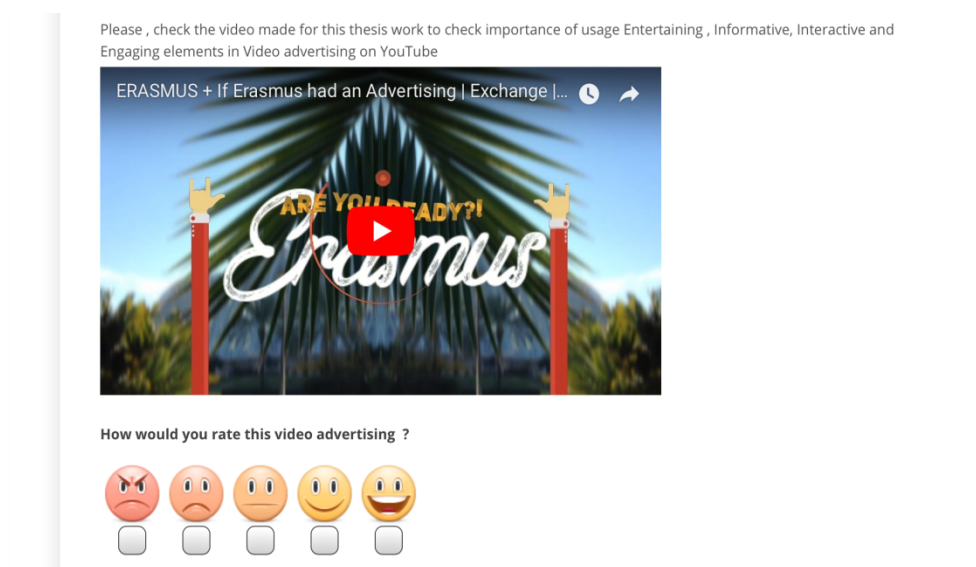
Table 1 presents summarized question items and sources supported each hypothesis.

Table 1- Summarized question items and sources supported each hypothesis.

Hypothesis	Questions	Reference
H1: The perceived Advertising Value on YouTube is positively affected by its perceived Entertainment.	Q1 Attractive and fun Q2 Storytelling Q4 Colors Q5 Music	Mohammed Zedan Yehia Salem, January 2016; Ducoffe ,1996; McQuail, 1983; Hoffman & Novak, 1996, Shavitt Lowrey, and Haefner, 1998. YouTube, 2017; Nielsen, 2012 ;Wang Sun 2010; Van- Tien Dao 2014. Neil Davidson, 2015. VanessaApaolaza-Ibáñez, Mark Zander; Patrick Hartmann, 2010; Plataforma SINC, 2011; Oliver Johnson 2017
H2: The perceived Advertising Value on YouTube is positively affected by its perceived Informativeness.	Q1 Information I need Q2 Easy to understand Q3 Tells features I am looking for	Ducoffe, 1996; Rotzoll and Christians (1989); Mohammed Zedan Yehia Salem, January 2016. *Mohammed Zedan Yehia Salem, January 2016.* In addition, Wefbster, J.,L. K. Trevino, and L. Ryan ,1993 Ducoffe, 1996; Rotzoll and Christians (1989); Bauer and Greyser (1968).
H3: The perceived Advertising Value on YouTube is positively affected by its perceived Interactivity.	Q1 Check a Website of advertiser Q2 Check video on an advertiser´s Website Q3 Call to action	Kaylynn Chong (2016). According to Hoffman and Novak (1996);Yuping Liu & L. J. Shrum (2003). James Wedmore (2012); YouTube,2017.
H4: The perceived Advertising Value on YouTube is positively affected by its perceived Engagement.	Q1Feel to comment	Amy B (2015); YouTube,2017; Google 2017.

	Q2 Share link	Google Partners help (2017); Matt Byrom,2016; YouTube,2017.
	Q3 Check comments	
		B.J. Calder et al. / Journal of Interactive Marketing 23 (2009); YouTube,2017.
	Q4 Participation in discussion	
		B.J. Calder et al. / Journal of Interactive Marketing 23 (2009); YouTube,2017.
Advertising Value on YouTube: Entertainment, Informativeness, Interactivity and Engagement.	Q1 Enjoy	Mitchell and Olson 1981; Zhou Bao 2002; Ducoffe 1996; Mohammed Zedan Yehia Salem, 2016.
	Q2 Useful	Ducoffe, 1996; Korgaonkar, Pradeep K. and Lori D. Wolin, 1999.
	Q3 Interactive tools	
	Q4 Like button	Yuping Liu; L J Shrum (2002); YouTube ,2017.
	Q5 Dislike button	Google,2017; YouTube,2017.
		Google,2017; YouTube2017.
Advertising Value (1996)	Is Useful	Ducoffe ,1995-1996; Mitchell and Olson,1981; Shimp,1981;MacKenzie and Lutz,1989;Petty and Cacioppo,1981;Bauer and Greyser,1968;Becker , Martino and Towners,1979;Aaker and Brown , 1972;Cannon1982.
	Is Valuable	
	Is Important	

3.4 Distribution

The questionnaire was distributed to respondents who were randomly selected from the population by e-mail and clickable link. The survey was published on 3 April 2018 and daily distributed by e-mail, private messages on social media as Facebook, Instagram, and VK. The post was made and shared by friends to their profile pages which helped with spreading survey for different groups. Also, I asked for bulk e-mail sending in KAMK university's e-mail addresses. For getting higher response rate the poster was made. The information about the survey was published in groups about universities in KAMK, IBS and HNU. The questionnaire got a high reply rate with 730 answers for two weeks of publication.

4 FINDINGS: QUANTATIVE DATA COLLECTION

The survey questions can be found in Appendix 1. The list of Figures, Tables and Charts are listed in Appendix 2. Frequency tables can be found in Appendix 3 in the same order as they were asked in the questionnaire.

4.1 Results from the survey

The questionnaire was developed in order to investigate factors affecting attitudes and catching attention from customers' point of view. The population of entire group under study was everyone who is under 13 years old, living in the westernmost part of Eurasia-Europe, and using YouTube in daily basis. The sample is a subset of the population that should represent the entire group. For this research, a random sample of 729 users was selected from different types of social media and direct e-mailing.

4.2 Personal Data: Frequency table

According to the results, Table 2(Appendix 1) presents personal data collected from the survey. More in-depth analysis of personal data is presented with Qualitative data research (see 5. Qualitative data collection). The variable – Gender clearly shows that the percentage of female (629 participants) is much higher than the percentage of males (83 participants) who joined the questionnaire17 Participants did not indicate their gender (Chart 1). The largest age groups are 13-17 years (306 participants) and 18-24 years (385 participants)(Chart 2). Most of them have Education/Occupation status of "Still at School" (303 participants) and "Student" (325 participants) (Chart 3). Furthermore, the representatives from Russia aim almost a half of answers (316 participants), other big groups are presented from Germany (173 participants) and people who chose "Other" (134 participants) (Chart 4).

4.3 Analysis Cronbach Alpha

In addition, the research was tested by Cronbach Alpha to measure the ques-
tionnaire reliability of each section and the total average**.** Cronbach's alpha is
a statistic, generally used for measuring an internal consistency or reliability.
Cronbach's alpha is the most common measure of internal consistency which
is called "reliability". It is commonly used with Likert scale questionnaire to de-
termine if the scale is reliable. For determining Cronbach's Alpha, the data
from the survey was setup in SPSS IBM Statistics. Each question was tested
on Item –Total Statistics to get "Cronbach's Alpha if item deleted" reliability.
Table 4 presents the result of the analysis.

Table 4 – Item-Total Statistics

Question	Item-To-tal Cor-relation	Cronbach's Alpha if item deleted	Question	Item-Total Correlation	Cronbach's Alpha if item deleted
En Qu1	0,585	0,824	Inter Qu2	0,527	0,825
En Qu2	0,299	0,836	Inter Qu3	0,424	0,830
En Qu3-AV	0,602	0,823	Inter Qu4-AV	,318	0,836
En Q4	0,283	0,836	Eng Qu1-AV	0,500	0,826
En Qu5	0,199	0,839	Eng Qu2-AV	0,154	0,845
Inform Qu1	0,526	0,826	Eng Qu3	0,468	0,829
Inform Qu2	0,176	0,829	Eng Qu4	0,433	0,830
Inform Qu3	0,495	0,827	Eng Qu5	0,382	0,833
Inform Qu4-AV	0,579	0,824	Eng Qu6	0,449	0,829
Inter Qu1	0,600	0,822	Video Qu1	0,330	0,834

En-Entertainment; Inform-Informativeness;Inter-Interactivity ;Eng- Engagement ;AV-
Advertising Value

This column shows the value that Cronbach's Alpha would be if that particular item was deleted. The removal of any question, except En Qu5 and Eng Qu2, would result in a lower of total Cronbach's Alpha. Also, "Corrected Item-Total Correlation" value was low (0,199 for En Qu5 and 0,154 for Eng Qu 12). Removal of these questions would lead to a small improvement in Cronbach's Alpha. That is why, these items will be kept for further analysis.

According to the theory, (Lee Cronbach, 1951), Cronbach Alpha should be more than 0, 70 coefficient and the survey has 0,833 which means that they are significant and highly reliable coefficients. Table 4 shows the reliability of four hypotheses based on the questions as well as total Alpha coefficient.

4.4 Coefficient of variation

The data was checked on Mean Values and Standard deviation by PSPPire Data Editor. Standard deviation is a number used to tell how measurements for a question are spread out from the mean (average). If the SD is very close to the MV then SD is low. If SD is spread out from the MV Then SD is high. For getting approximate answer is it needed to find CV (Coefficient of variation) =Standard deviation / Mean. As a rule, a CV>=1 indicates a relatively high variation, while CV<1 can be considered as low. According to the task, the Coefficient of Variation might expect be lower than 1 (close to 0) and SD is spread from MV. Table 6 demonstrates that Entertainment Mean values (MV) group is equal to 3.76 and the standard deviation (SD) value is equal to 0.81. CV= 0, 22 is considered to be low-variance.

Table 6 – Mean and Standard Deviation Entertainment

Item	MV	SD
Entertainment		
I find advertising attractive and fun	2,91	0,83
I like to see a storyline in an advertising	3,75	0,89
For me, colors are important in an advertising	4,08	0,76
For me, music should fit to an advertising	4,31	0,74
Total	**3,76**	**0,81**

Also, Informativeness MV group is equal to 3.25 and the SD is equal to 0.85.CV= 0, 26 is considered as low- variance. Table 7 presents Mean and Standard Deviation of Informativeness group questions.

Table 7- Mean and Standard Deviation Informativeness

Item	MV	SD
Informativeness		
Advertising provides information I need	3,01	0,94
Information in an advertising is easy to understand	3,79	0,72
Advertising tells me features I am looking for	2,95	0,90
Total	**3,25**	**0,85**

Moreover, Interactivity makes a positive effect towards Advertising Value as the MV is equal to 2.42 and the SD is 0.98. CV=0,4. Table 8 shows mean and Standard Deviation of Interactivity.

Table 8 - Mean and Standard Deviation Interactivity

Item	MV	SD
Interactivity		
I check website of advertiser after video ad	2,34	0,99
When I visit advertisers' website I check video about product or service	2,77	1,11
I subscribe to a channel after" call to action"- subscribe to my channel	2,16	0,86
Total	2,42	**0,98**

Finally, Engagement also shows a positive effect as the MV is equal to 2.47 and SD is 1.02. CV=0, 41. Table 9 presents Mean and Standard Deviation of Engagement question group.

Table 9- Mean and Standard Deviation Engagement

Item	MV	SD
Engagement		
I feel to comment video advertising	2.05	0.82
I share the link on my social Media if I really enjoy a video advertising	2.41	1.21
I check comments under video advertising as I want to know what others think	3.32	1.13
I participate in discussions by commenting under a video	2.08	0.94
Total	2,47	**1,02**

Table 10 demonstrates Advertising Value Model question of Dependent variable. It gives a positive effect as the MV is equal to 2.95 and SD is 1,03. CV=0,35.

Table 10- Mean and Standard Deviation of Advertising Value

Item: Advertising Value	MV	SD
I enjoy advertising	2,65	0,88
I find advertising useful	3,16	0,90
I use interactive tools on a video as clickable links, buttons etc.	3,08	1,06
If I find advertising interesting I click "like" button under video	3.32	1.16
If I don't like advertising I click "dislike" button under video	2.55	1.13
Total	**2,95**	**1,03**

Overall, total of chosen four hypotheses are positive towards Advertising Value, as the MV is equal to 2.99 and the SD is equal to 0.93. CV= 0, 31. Also,

the total video rating question based on main topics has a high MV and it is equal 3.89 and SD is 0.82. CV=0, 21.

4.5 PLS Algorithm

The hypothesized model was tested using the Partial Least Squares (PLS) method of structural equation modeling, which is suitable for exploratory re-search and is not subject to the normality assumption of covariance-based SEM. Estimation was carried out using SmartPLS version 3.0. Traditional com-mon factor-based SEM seeks to explain the covariance matrix, including co-variance among the indicators. (G. David Garson, 2016). Partial least spare is simplest form of regression model which analyses the relationship between dependent variable Y and set of predictor variables X's. The multiple liner re-gression model has been used in a number of ways as well as for previous researchers of Advertising Value model implementation (see 3.1Research ap-proach -1.12 previous applications of advertising value model). That is why, this method has been chosen to understand and test interconnection (correla-tion) between four hypothesizes.

The consistent PLS (PLSc) algorithm performs a correction of reflective con-structs' correlation to make result consistent with a factor- model. It is needed to be done to find Coefficient of determination, t-values. R² value –Coefficient of determination is the fraction of the dispersion of a random variable of the dependent variable, explained by the considered dependence model, that is, the explanatory variables. More precisely, this is a unit minus the fraction of unexplained variance.

$$R^2 = 1 - \frac{V(y|x)}{V(y)} = 1 - \frac{\sigma^2}{\sigma_y^2},$$ where $V(y|x) = \sigma^2$ _Variance of the dependent variable from x factor.

The data was made with path analysis and Maximum Iterations was chosen 1000. An algorithm to handle the missing data was chosen: Casewise Deletion. Other setting was not changed for providing factor-model. Figure 1 provides hypothesized model estimation for the full sample. Advertising Value on YouTube indicates that the hypothesized predictors explain 61% of the variability of the dependent variable has been accounted (R^2 value –Coefficient of determination). Standardized regression weights (Standardized coefficients) are 0,389; 0,169; 0,272; 0,205.
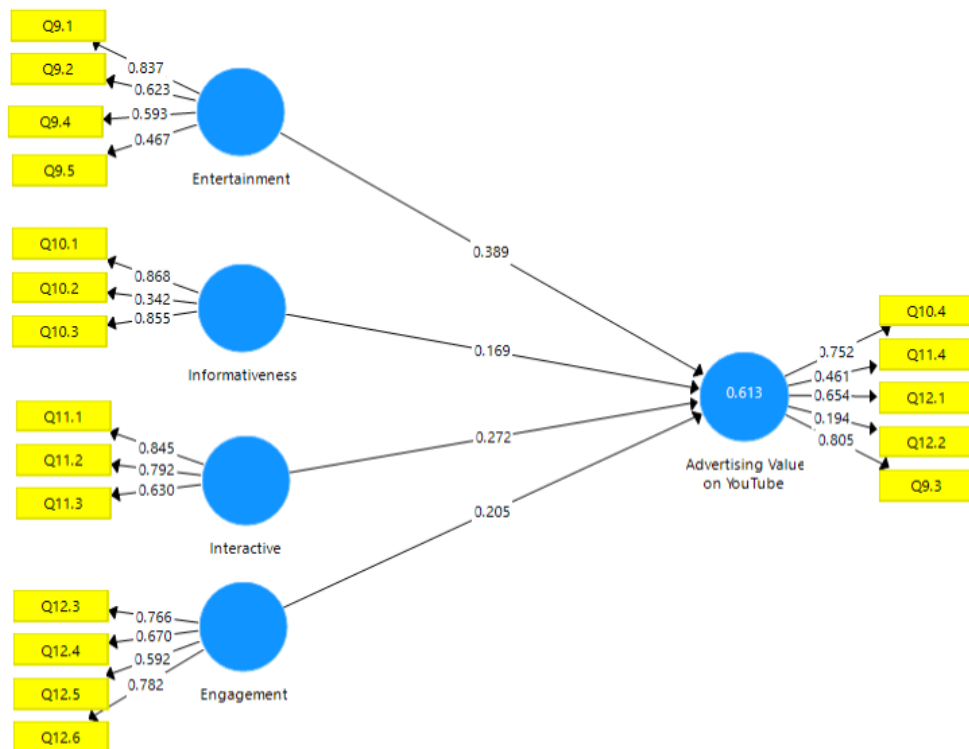
Figure 1- Estimated path coefficients for full sample.

At the report generated by PLS program it is possible to check Path Coefficients to analyze generated Algorithm. However, to understand is the connection statistically significant or not it is needed to provide PLS Bootstrapping to indicate t-values. Bootstrapping is a nonparametric procedure that allows

testing the statistical significance of various PLS-SEM results such path coefficients, Cronbach's alpha, HTMT, and R² values (Efron and Tibshirani, 1986; Davison and Hinkley, 1997). For making analysis subsamples was changed from 500 to 1000. Other Settings were left the same.

After PLS Bootstrapping it is possible to check the report. Table 11 shows T-statistics result instead of regression weights. According to the studies, T-Statistics is an indicator to measure the significance of hypothesis and the number above +1,96 (Ronald Fisher, 1970) is significant and at the point of 95 percent confidence.

Table 11 - T-Statistics

	T – Statistics
Entertainment > AV	13,159
Informativeness >AV	5,375
Interactivity >AV	8,919
Engagement > AV	7,048

Confidence interval percentage: 95%

N=729

4.6 Discriminant Validity

Table 12 presents a Discriminant Validity. This test is used to determine if two measures that should not be correlated are actually not related. The report gives an option to check Quality Criteria by Fornell-Larcker Criterion (D.F. Larcker ,1981). The off-diagonal gives the correlation of the constructs and the diagonal presents spuare root of AVE (the average variance extracted). The

criteria is that spuare root must be greater than any inter-corner correlation. Also, All AVE values are well above 0, 50 which indicates good convergent validity (D.F, Larcker, 1981).

Table 12- Discriminant Validity

	Advertising Val...	Engagement	Entertainment	Informativeness	Interactive
Advertising Val...	0.615				
Engagement	0.519	0.707			
Entertainment	0.638	0.307	0.644		
Informativeness	0.546	0.349	0.451	0.731	
Interactive	0.612	0.499	0.403	0.476	0.761

5 QUALITATIVE DATA COLLECTION

Advertising video was made for Qualitative data collection and uploaded on YouTube. The online research method was used for data analysis. The main purpose of the video was to test four hypotheses with implementation of tips from the literature review. According to data collected from YouTube Analytics, in total video was watched more than 450 times. The views from the question-naire were not counted by YouTube system.

5.1 Personal data: Frequency table

According to the results, Table 2 presents personal data collected by YouTube Analytics. Qualitative researcher is used to get a deep understanding of how viewers act within the social media as YouTube. The variable –Gender shows that the percentage of female (315 viewers) is much higher than the percentage of males (135 viewers) who watched the video. The problem of YouTube Analytic data is inaccuracy since data is collected from personal ac-counts of each viewer. For example, as a rule, a lot of users who is under 18 years old do not choose their real age group since age group 13-18 cannot watch age limited content. Figure 2 shows the diagram based on collected data.
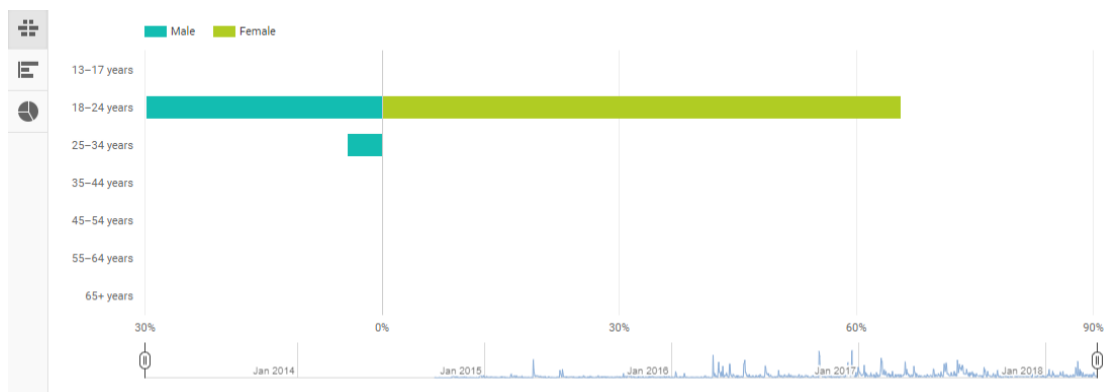
Figure 2 – Male/Female, age group YouTube video

The largest age groups are 18-24 years (414 viewers). The video was the most popular in Russia (189 viewers), Finland (63 viewers) and representatives from Germany watched 54 times. Figure 3 shows top geographies of watch time.
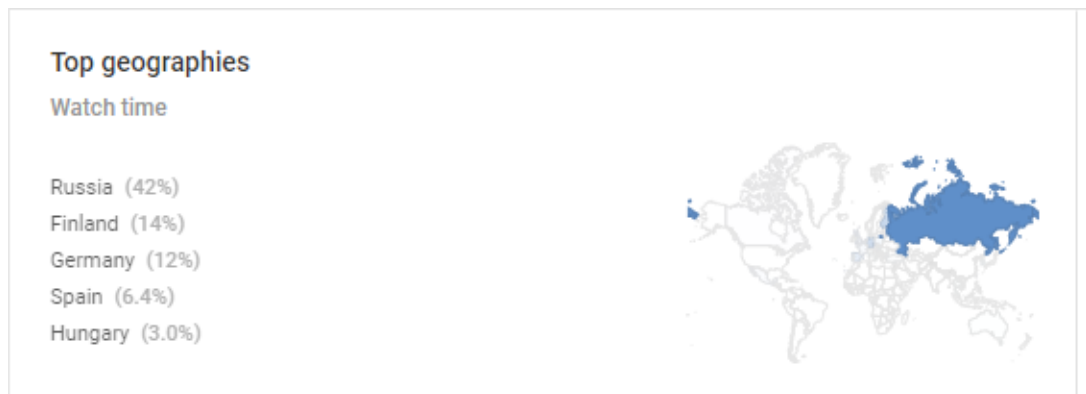
Figure 3 – Top geographies of watch time

Qualitative research was made to reveal the target audience's range. Personal data from the questionnaire and video views was collected to guide and support the construction of hypothesis. According to the Frequency tables, the common user portrait for this video type is Female, within 18-24 age group, from East or West Part of Europe.

5.2 Online research method

Engagement as a part of hypothesis was checked with Qualitative method as well. Figure 5 demonstrates total Engagement with: likes /dislikes, comments, shares and subscribers. Figure 4 demonstrates total numbers of engagement for this video.

Likes	Dislikes	Comments	Shares	Videos in playlists	Subscribers
21	0	3	20	0	1
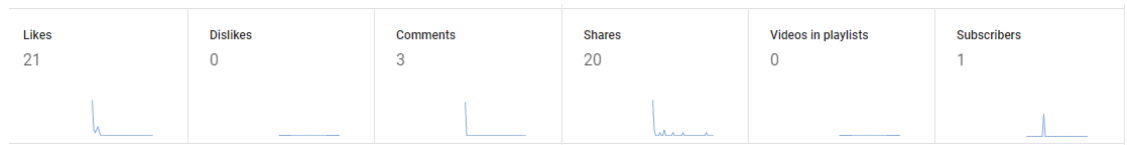
Figure 4 – Engagement: likes /dislikes, comments, shares and subscribers

Likes: 21

Dislikes: 0

Comments: 3

Shares: 20

Subscribers: 1

Due to Mark R Robertson, (2014), for measuring Engagement level of video, it is possible to use the formula (see 2.8.4 Engagement).

Total Engagement rate is 0.05 (High)

Like rate is 4.6% (High)

Comment rate is 0.6% (High)

Figure 5 shows the comments which were given under video on YouTube. Total number of comments is eight since two of comments have discussion part. Overall, the comments have positive reviews which means users liked the video and had a will to share their opinion.

The result based on Engagement measuring showed high indicators and positive effect. That is why, the video can be considered as successful project.

I really like it! Great work :) The video is short enough to get attention from viewers, but it's pretty rich content and I believe the message you try to send is successfully caught. Good luck with your thesis.

Kim Thoa Vu • 1 month ago

👍 2 👎 💬 1 ♥

VIEW REPLY

hey good job :) Really like it

Patrick Doodt • 1 month ago

👍 1 👎 💬 4 ♥

VIEW 4 REPLIES

Thanks for briefly sharing your experience at Erasmus, such a great opportunity for those who wanna both travel the world and study in an international atmosphere ❤️

Dasha Nazarova • 1 month ago

👍 1 👎 💬 ♥

Figure 5- Comments under video advertising

6 RESULTS AND FINDINGS

To sum up, the result of Quantitative research can be displayed on Table 13. Overall, the hypothesized model shows very good fit to the YouTube survey data. The proposed elements showed a general correlation and interoperability.

Table 13 –Summary of results

Study	Advertising format	Survey	Method	Indicators of Advertising Values	Significant Betas	Direct positive effect on attitude towards Advertising	Fit indices
2018	YouTube advertising	n=729 Young adults (13-24) 11,4% male	PLS	Entertainment Informativeness Interaction Engagement	0,389 0,169 0,272 0,205	Significant Significant Significant Significant	0,613 (R^2)

Table 14 demonstrates summarized findings based on the literature review and the research. The table includes hypotheses, the keys, and model conclusion with the level of significance. The elements showed significant correlation and the hypotheses are statistically significant. The keys show asked elements on the survey. However, Informativeness had a limited support due to t-Statistics low significance of the hypothesis in comparison with other hypotheses.

Table 14 –Summary of hypotheses Quantitative research

Hypothesis	The keys	Model conclusion
Entertainment	✓ Attractive and fun ✓ Storyline ✓ Color ✓ Music	Supported in all samples.
Informativeness	✓ Info I need ✓ Easy to understand ✓ Tell features I am looking for	Limited support
Interactivity	✓ Check website ✓ Check video ✓ Call to action	Supported in all samples
Engagement	✓ Feel to comment ✓ Share ✓ Check comments ✓ Participate in discussion	Supported in all samples
Advertising Value	✓ Enjoyment ✓ Useful ✓ Interactive elements ✓ Likes ✓ Dislikes	Supported in all samples

To sum up the results from qualitative reserach, the table 15 was formed. It showes the finding based on literature review and research framework. Since the video was made based on keys from literature review about Erasmus plus program, the result reflets the indicator on a topic for interational students.

Table 15 -Summary of Hypothesis Qualitative reserach

Element	Tools	Model conclusion
Entetrainment	✓ Attractive and fun ✓ Appropriate humor ✓ Storyline ✓ Emotional connection ✓ Colors ✓ Music	Supported
Informativeness	✓ Info I need ✓ Easy to understand	Supported
Interactivity	✓ Call to action ✓ Links in infobox ✓ Interactive buttoms	Supported
Engagement	✓ Likes ✓ Shares ✓ Comments ✓ Discussion	Supported

By comparing Quantitative and Qualitative research method, it shows that some elements were proven by survey questions and some were tested by the video. The Qualitative research helped to demonstrate in practice how the elements can be used and identified other keys from literature review. Moreover, the elements are connected with literature review and have support between each other. It proves that the right keys were used for implementation on Advertising Value Model on YouTube.

7 DISCUSSION AND LIMITATIONS

The research aims were to find by which elements video advertising on YouTube are affected. According to summarized result from quantitative and qualitative research, Entertainment showed support in all samples. Storyline gives the strategical way of sending a message through Adv video. Appropriate music gives the right beat and translates the mood of a storyline. Colors are also given power to control emotions level of users and help to transfer message clearly. Humor is an essential part of an entertainment and it can build emotional connection as well. In general, YouTube is used for entertaining and it is the strong point to concentrate on video making for YouTube.

Informativeness gave Limited support: Advertising on YouTube has a low level of information credibility. That is why, the recommendation of this hypothesis is to use convincing resources (e.g. make a video in a professional level, a participation of famous person can increase the level of trust), promote a product/ service on different social media to increase the brand awareness.

Interactivity was supported in all samples: Interactivity is a unique option of YouTube where users have self-move control by hyperlinks as well and different bottoms." Subscribe" and "Bell" bottoms let you stay notified about a new content. "Icon "bottom gives additional information or links during your watching time without interruption.

Engagement gave supported in all samples: As for every social platform, engagement as a tool for communication is the most important thing to pay attention to. By welcoming comment, a company can create strong interest and Social-Interactive engagement. Likes and Dislikes give a quick review on up to date picture about your advertising video. If a viewer finds your video attractive for several reasons, they have the option to share it with others. That is why, it is necessary to create reason and wellness to share.

In general, the results from Quantitative and Qualitative research can be compared and the main criteria are formulated. According to frequency tables from both researchers, average YouTube user is a male or female 13-34-year-old who is using YouTube for entertainment. Interactive tools help to provide fast two-way communication between a YouTube channel and a user with like/dislike, comment and share engagement elements.

Two limitations of the current study were notified. First, in contrast to what Ducoffe found regarding web advertising in general, in terms of Advertising Value on YouTube, perceived Informativeness have only limited support. Based on researchers, it can be explained by low credibility rate as, for example, the implementation of TV commercial requires the use of high budget and only large corporation can allow to spend significant amount of money to book air-time. In contrast, a small business can pay for ad-skipping commercial or collaborate with Vloggers providing fake information about features of a product or service. (Example: casino, sport betting bureau). The users do not trust untested resources and non-famous Vloggers. Second, YouTube advertising is not entertaining enough, means that a lot of users are irritated by watching commercials. Form my experience, while research I have talked with daily YouTube users to find out more in-depth information about their opinion about Advertising on YouTube. After small interviews I found out that a lot of people even do not want to continue watching video if there is non-skippable ad before or in the middle of a video. For future improvement, I would suggest changing the rules of Advertising technologies that Adv can be seen only at the beginning of the video. Additionally, I think non-skippable advertisement gives negative effect and decrease the total watching time on YouTube. For companies, my recommendation would be to use only ad-skippable type of adv to get a higher percentage of views as well as increase the watching time of an advertising. Overall, the results from Quantitative and Qualitative analysis agree with each other which means proper selection was made to identity key tools for successful video making.

8 CONCLUSION AND FUTURE RECCOMENDATIONS

In conclusion, literature review, quantitate and qualitative data collection proved four hypotheses: Entertainment, Informativeness, Interactivity, and Engagement. This research contributes to the understanding of what are key elements in creating successful video advertising on YouTube. As a result, all four hypotheses were significantly important in creating adverting on the platform.

The perceived Advertising Value on YouTube is positively affected by its perceived Entertainment. It has a positive effect on video advertising on YouTube by making it enjoyable, entertaining, pleasant, usually attractive and fun. This will not only lead to consumer satisfaction but viewers' loyalty also. Entertainment had the strongest effect on Advertising Value on YouTube, with statistically significant effects in every sample. Furthermore, Entertainment is a basic concept element of the platform and implementation of it into advertising gives the power to control viewers. The strong support of H1: Hypothesis 1 was proved by Quantitative and Qualitative analysis.

The perceived Advertising Value on YouTube is positively affected by its perceived Informativeness. H2: Hypothesis 2 had a statistically significant effect on every sample. However, according to the result from PLS statistics, Informativeness had the lowest effect on Advertising Value. YouTube as a platform is a good source for timely information, it provides the information that the consumers' needs. In addition, it can help consumers keep up-to-date about products or services. Notwithstanding, some users do not have enough level of credibility to trust the information given in an advertising video. The hypothesis of Credibility can be suggested for future research that could be done on this field.

The perceived Advertising Value on YouTube advertising is positively affected by its perceived Interactivity. It had the second strongest effect on Advertising Value on YouTube, with statistically significant effects in every sample. Interactivity allows users to have more active control on YouTube and gives two-way communication. Also, it is a possibility to be synchronic and have freedom of choice.H3: Hypothesis 3 was implemented first time to Advertising Value Model and it has the high rate of credibility. Also, it has a high probability of intercalation into future studies about advertising in Social Media as Instagram and Facebook.

The perceived Advertising Value on YouTube is positively affected by its perceived Engagement. It had also the same level of effect on Advertising Value on YouTube, with statistically significant effects in every sample. H4. Hypothesis 4 was checked with Qualitative and Quantitative research method and gave assertive results. Engagement creates interaction between customer and company/viewer and YouTuber through pressing like/dislike button, commenting and sharing a video on his/her social media. Engagement element can be suggested for future research as a key element in advertising in Social Media as Twitter and Instagram.

According to the literature review and some keys which were found during the research, the guide table 16 was formed with the main key tools to provide more clear steps on what companies should pay attention to. The table includes hypotheses and the keys for providing clear steps in creating video advertising for YouTube.

Table 16- Key recommendations

Hypothesis	The keys
Entertainment	✓ Tell the story ✓ Find appropriate music ✓ Color as a tool ✓ 5 sec count ✓ Humor ✓ Build an emotional connection
Informativeness	✓ Add information about your company to the description (Infobox) ✓ How to use videos ✓ Product demonstration ✓ Customer help ✓ Educational video
Interactivity	✓ Provide clear next steps ✓ Use call-to-action ✓ Give users time to act ✓ Use Interactive tools on a video as: clickable links, bottoms etc.
Engagement	✓ Welcome users to comment, engage ✓ Control negative comments ✓ Use like as indicator of success of your video adv ✓ Use dislikes as indicator ✓ Create wellness of users to share

Finally, from my point of view, Advertising on YouTube is still a "Wild animal" since in many cases it is difficult to predict the result. It can be compared to aimless shooting with the hope that you accidentally get hit. Advertising has appeared on a new platform with the possibility of different formats and therefore should carry a modern concept of giving and receiving adv messages. Sometimes, it is literally not possible to provide through researcher for each change on YouTube. As sure as the universal law of expediency says:" In order to build something new, the old one is needed to be destroyed..." However, studying the over part concept of video advertising making helps to create a strong background to build letter-day model and guide companies to invest money expediently for obtaining the desired result.   In general, it was my main goal of the research: detailed studying the structure, system, and rules how advertising worked in the part, splitting model variables (Ducoffe, 1996), creating renewed model in combination with past and present for YouTube, implementing selected hypothesizes into video advertising and posting it on YouTube. In total, the results exceeded expectations and I would say the work can contribute to future researchers and serve as a basis for further studies.

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10 APPENDIX

APPENDIX 1 – Questionnaire in English

APPENDIX 2 – List of Figures, tables and charts

APPENDIX 3 –Frequency tables and charts

10.1 APPENDIX 1: Questionnaire in English

Video advertising on YouTube

This questionnaire was made for a graduation thesis research on the topic: The fight for customers' attention - YouTube as advertising platform. The survey contains 19 questions, sorted into 4 main hypotheses: Entertainment, Informativeness, Interactivity and Engagement. All questions are connected with video advertising on YouTube platform only .The answers are graded from strongly agree to strongly disagree. Any information obtained in connection with this study that can be identified with you will remain confidential.

1) * Gender

◌ Male ◌ Female ◌ Other

2) * Age

◌ 13-17 ◌ 18-24 ◌ 25-34 ◌ 35-44 ◌ 45-54 ◌ 55 above

4) From which country are you from?

◌ Finland

◌ Russia

◌ Germany

◌ France

◌ Spain

○ Other

8) * Education / Profession

○ Still at school

○ Student

○ Graduate

○ Seeking for a job

○ Employed

○ Other

9) * Entertainment

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I find advertising attractive and fun	○	○	○	○	○
I like to see storyline in an advertising	○	○	○	○	○
I enjoy advertising	○	○	○	○	○
For me, colors are important in an advertising	○	○	○	○	○
For me, music should fit to an advertising	○	○	○	○	○

10) * Informativeness

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Advertising provides information I need	○	○	○	○	○
Information in an advertising is easy to understand	○	○	○	○	○
Advertising tells me features I am looking for	○	○	○	○	○
I find advertising useful	○	○	○	○	○

11) * Interactivity

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I check website of advertiser after video ad	○	○	○	○	○

	Strongly disagree	Dis-a-gree	Neu-tral	Agree	Strongly agree
When I visit advertisers' website I check video about product or service	○	○	○	○	○
I subscribe to a channel after " call to action " - subscribe to my channel	○	○	○	○	○
I use interactive tools on a video as clickable links, buttons etc.	○	○	○	○	○

12) * Engagement

	Strongly disagree	Dis-a-gree	Neu-tral	Agree	Strongly agree
If I find advertising interesting I click " like " on button under video	○	○	○	○	○
If I don't like video advertising for some reasons I click " dislike " button under video	○	○	○	○	○
I feel to comment video advertising	○	○	○	○	○
I share the link on my social media if I really enjoy a video advertising	○	○	○	○	○
I check comments under video advertising as I want to know what others think	○	○	○	○	○
I participate in discussion by commenting under video	○	○	○	○	○

Please, check the video made for this thesis work to check importance of usage Entertaining, Informative, Interactive and Engaging elements in Video advertising on YouTube.

13) How would you rate this video advertising?

○   ○   ○   ○   ○

100 % completed

10.2 APPENDIX 2: List of Figures and tables

Figures:

Figure 1 - Estimated path coefficients for full sample

Figure 2- Male/Female, age group YouTube video

Figure 3 - Top geographies of watch time

Figure 4 - Engagement: likes /dislikes, comments, shares and subscribers

Figure 5- Comments under video advertising

Tables:

Table 1 - Summarized question items and sources supported each hypothesis.

Table 2 – Frequency table Quantitate Data collection

Table 3 – Frequency table Qualitative data collection

Table 4 - Item-Total Statistics

Table 5 - Cronbach alpha

Table 6 - Mean and Standard deviation (SD) values for Entertainment

Table 7 - Mean and Standard deviation (SD) values for Informativeness

Table 8 - Mean and Standard deviation (SD) values for Interactivity

Table 9 - Mean and Standard deviation (SD) values for Engagement

Table 10- Mean and Standard deviation (SD) values for Video question

Table 11 - Mean, Standard Deviation and T-Statistics

Table 12 - Discriminant Validity

Table 13 –Summary on hypothesis

10.3 APPENDIX 3: Frequency tables and charts

Table 2

Variable	Interval	Frequency	Percentage
Gender	Male	83	11,4
	Female	629	86,3
	Other	17	2,3
Age	13-17	306	42
	18-24	385	52,8
	25-34	30	4,1
	35-44	0	0
	45-54	4	0,5
	55-above	4	0,5
Country	Finland	48	6,6
	Russia	316	43,4
	Germany	173	23,7
	France	39	5,3
	Spain	19	2,6
	Other	134	18,4
Education / Profession	Still at School	303	41,6
	Student	325	44,6

	Graduate	28	3,8
	Seeking for a job	13	1,8
	Employed	52	7,1
	Other	7	1

Table 3

Variable	Interval	Frequency	Percentage
Gender	Male	135	30
	Female	315	70
Age	13-17	0	0
	18-24	414	92
	25-34	36	8
	35-44	0	0
	45-54	0	0
	55-above	0	0
Country	Finland	63	14
	Russia	189	42
	Germany	54	12
	Hungary	13	3
	Spain	28	6
	Other	94	21

1. Gender
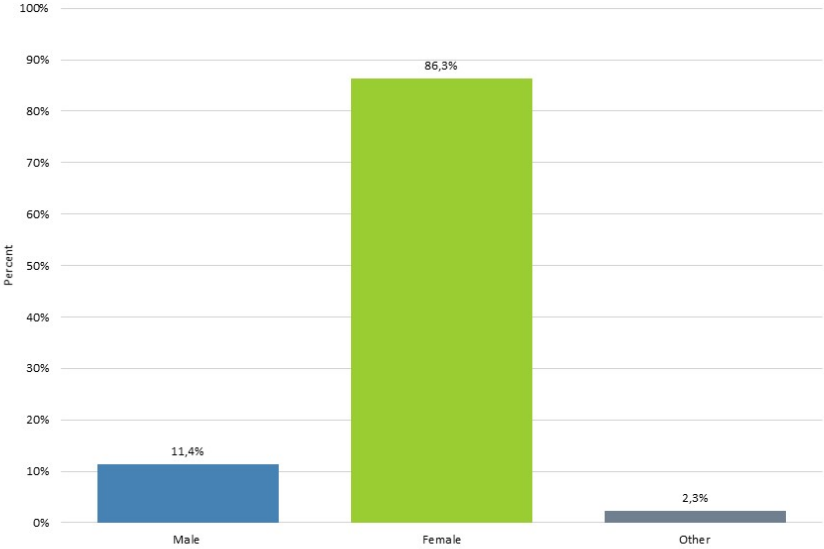
Charts:

2. Age
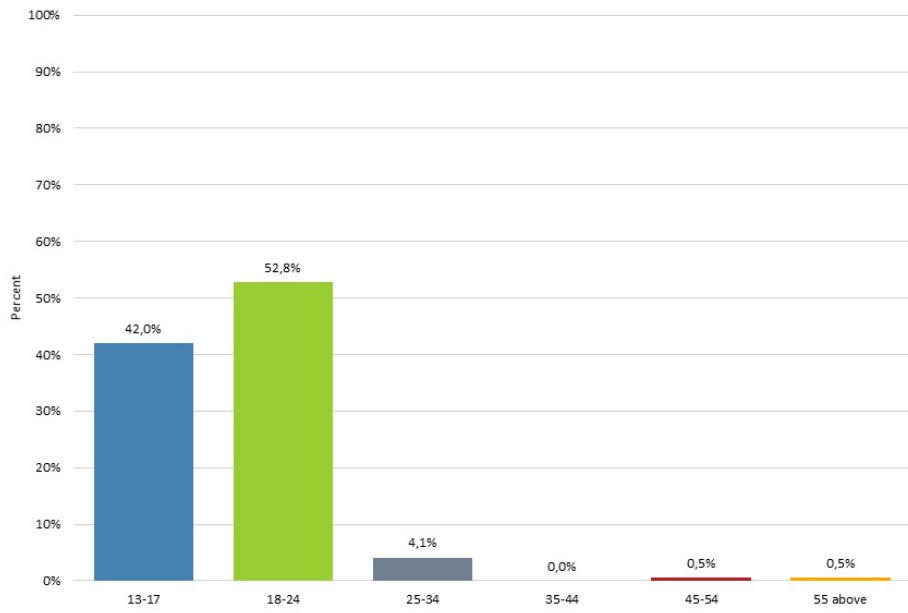
3. From which coutry are you from ?
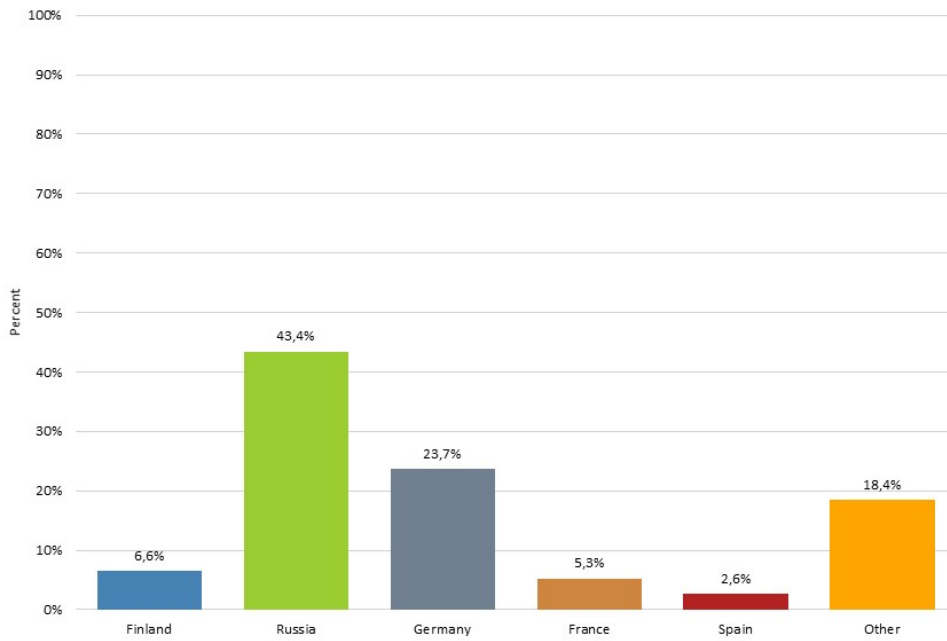
4. Education / Profession
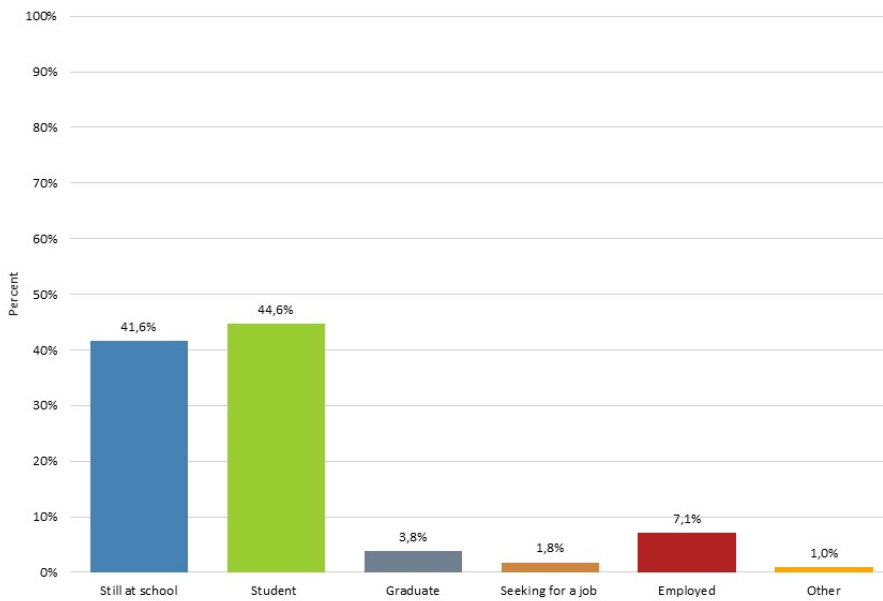
5. Entertainment
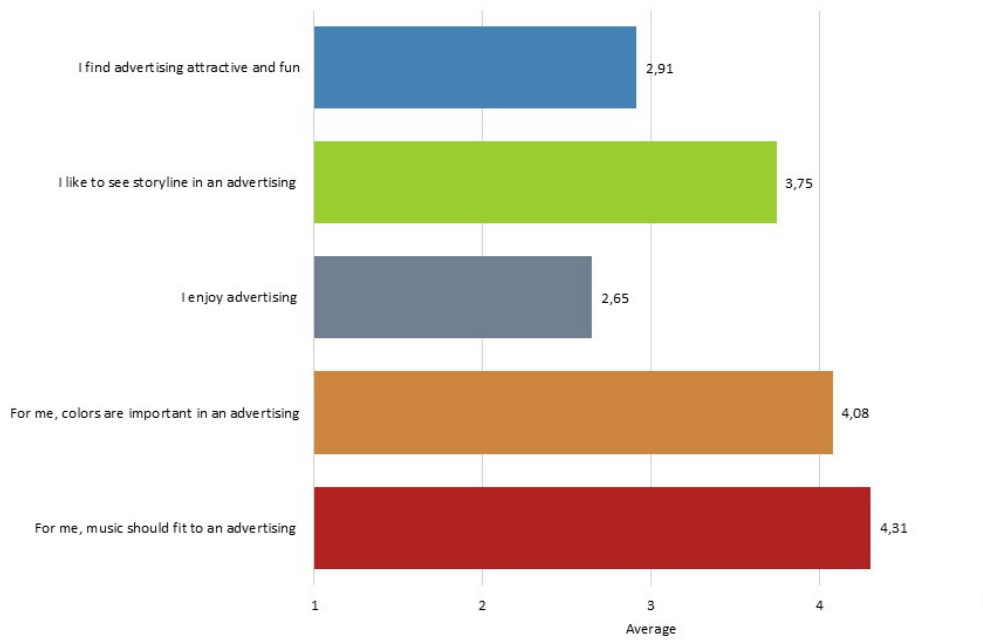
6. I find advertising attractive and fun
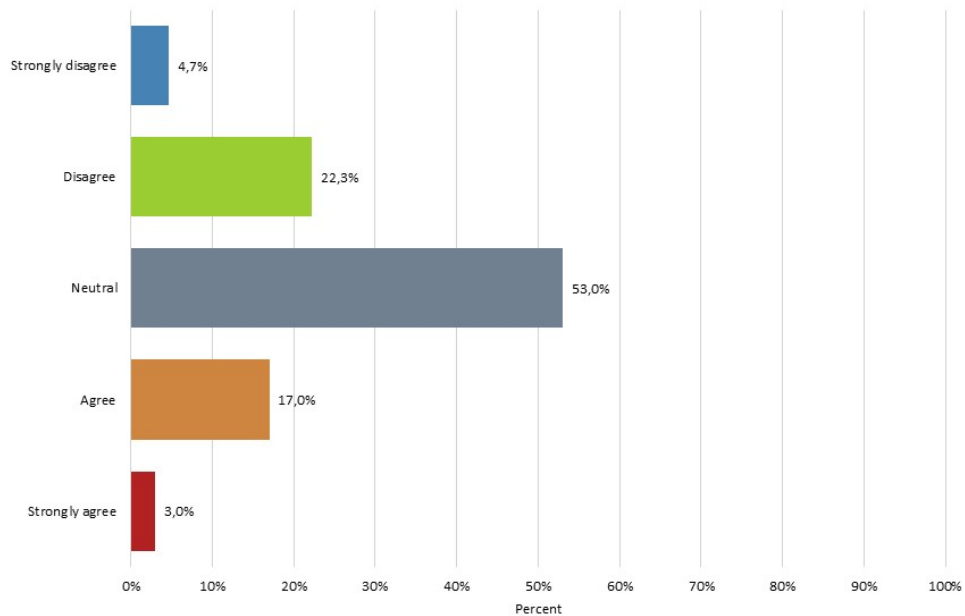
7. I like to see storyline in an advertising

Strongly disagree — 1,9%

Disagree — 7,4%

Neutral — 21,4%

Agree — 52,5%

Strongly agree — 16,8%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Percent

8. I enjoy advertising

Strongly disagree — 9,8%

Disagree — 30,9%

Neutral — 46,3%

Agree — 10,9%

Strongly agree — 2,2%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Percent
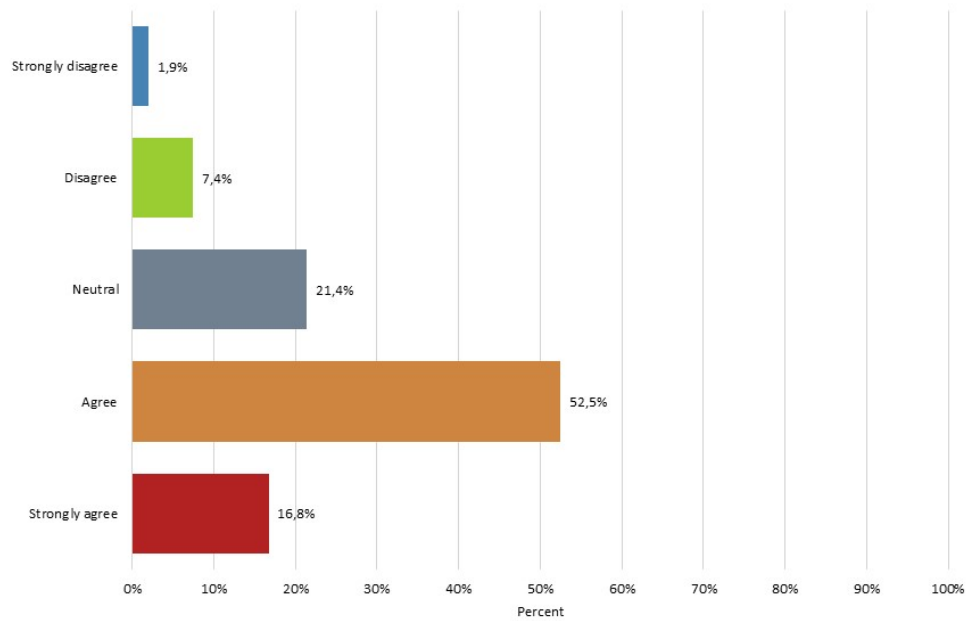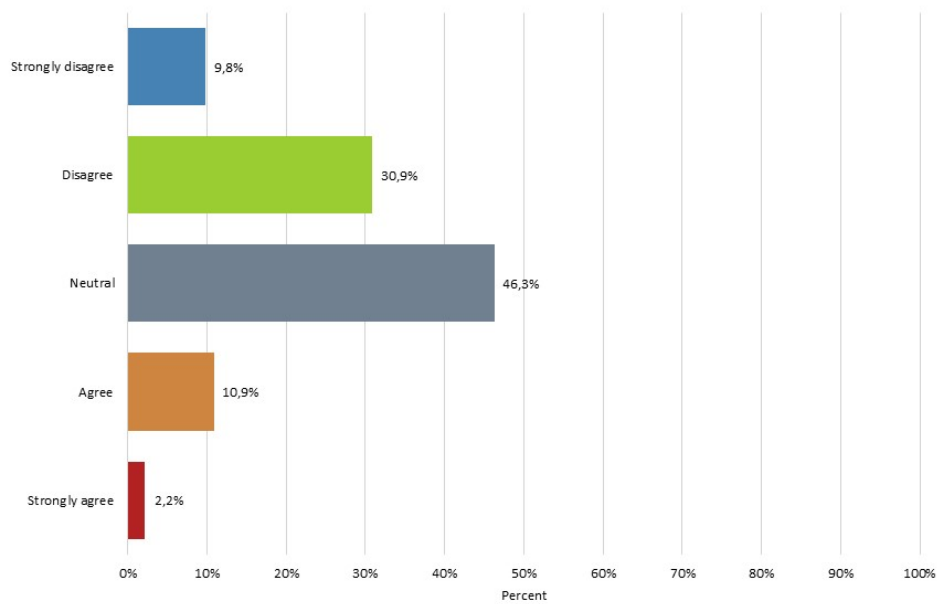
9. For me, colors are important in an advertising
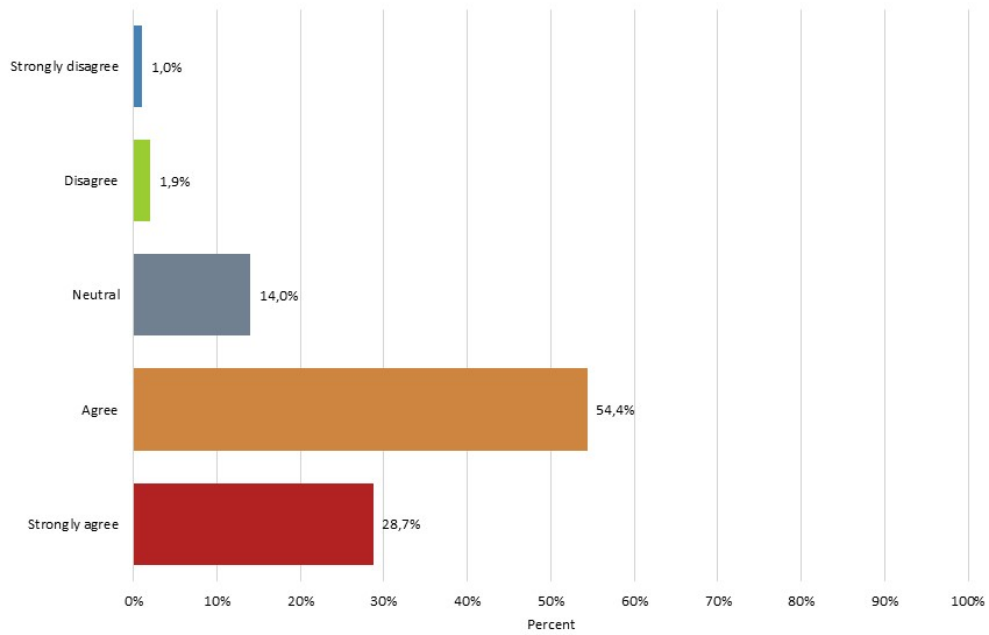
10. For me, music should fit to an advertising
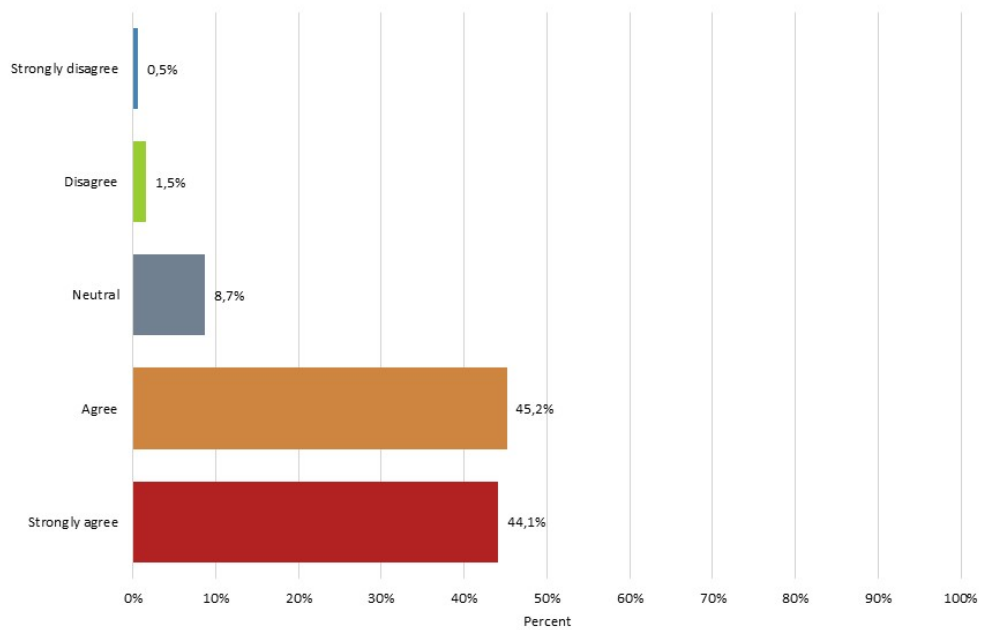
11. Informativeness
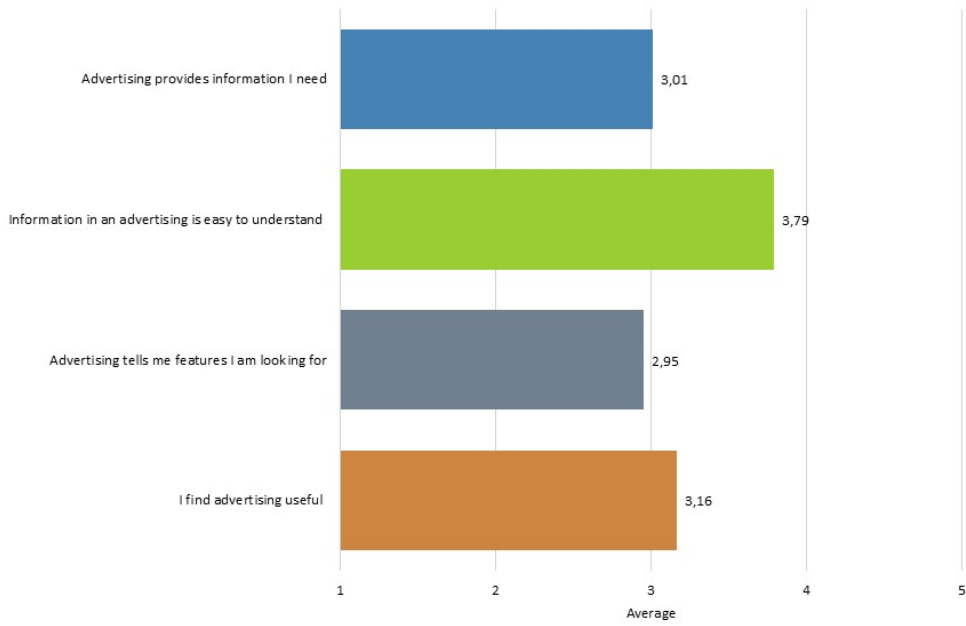
12. Advertising provides information I need
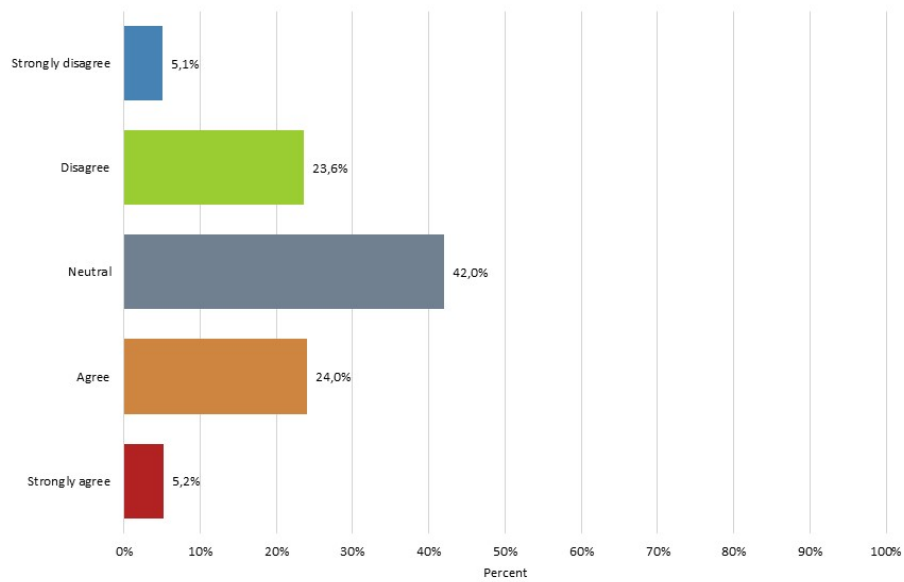
13. Information in an advertising is easy to understand

Strongly disagree	0,7%
Disagree	4,4%
Neutral	21,3%
Agree	62,9%
Strongly agree	10,7%

Percent

14. Advertising tells me features I am looking for

Strongly disagree	4,1%
Disagree	27,7%
Neutral	40,1%
Agree	25,3%
Strongly agree	2,7%

Percent
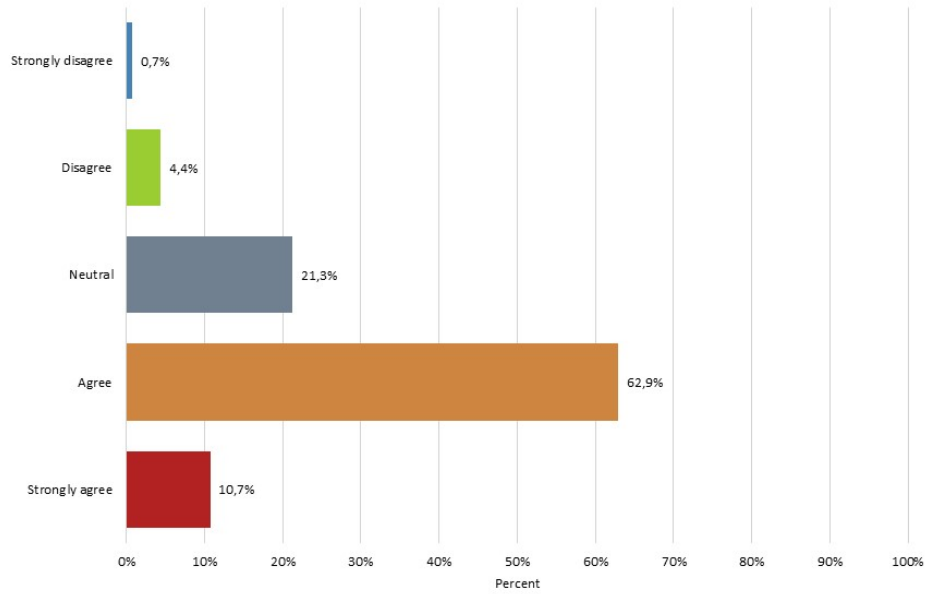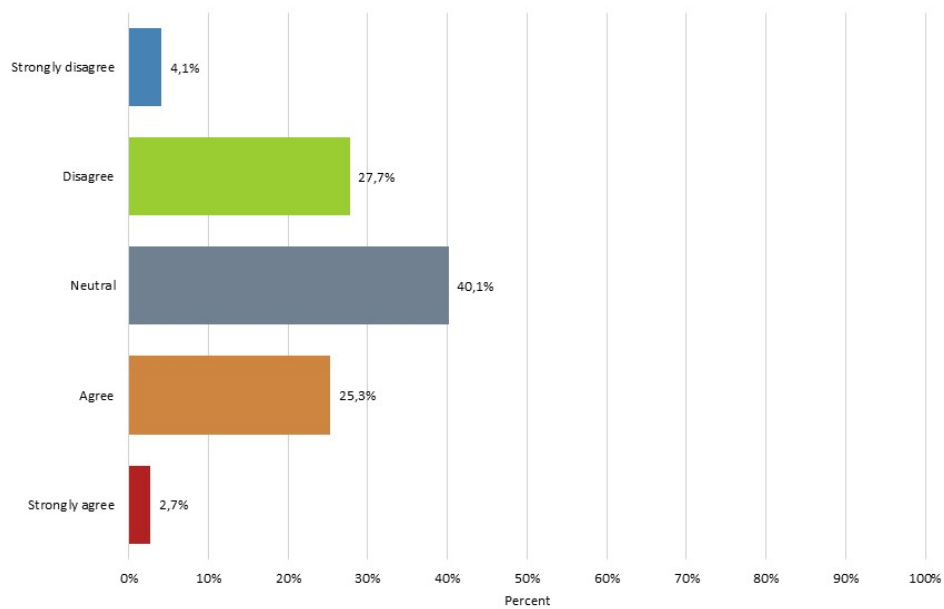
15. I find advertising useful

16. Interactivity

17. I check website of advertiser after video ad

18. When I visit advertisers' website I check video about product or service

19. I subscribe to a channel after " call to action " - subscribe to my channel

Strongly disagree — 21,6%
Disagree — 48,6%
Neutral — 22,7%
Agree — 6,5%
Strongly agree — 0,7%

Percent

20. I use interactive tools on a video as clickable links, buttons etc.

Strongly disagree — 7,4%
Disagree — 25,5%
Neutral — 23,9%
Agree — 38,3%
Strongly agree — 4,8%

Percent

21. Engagement

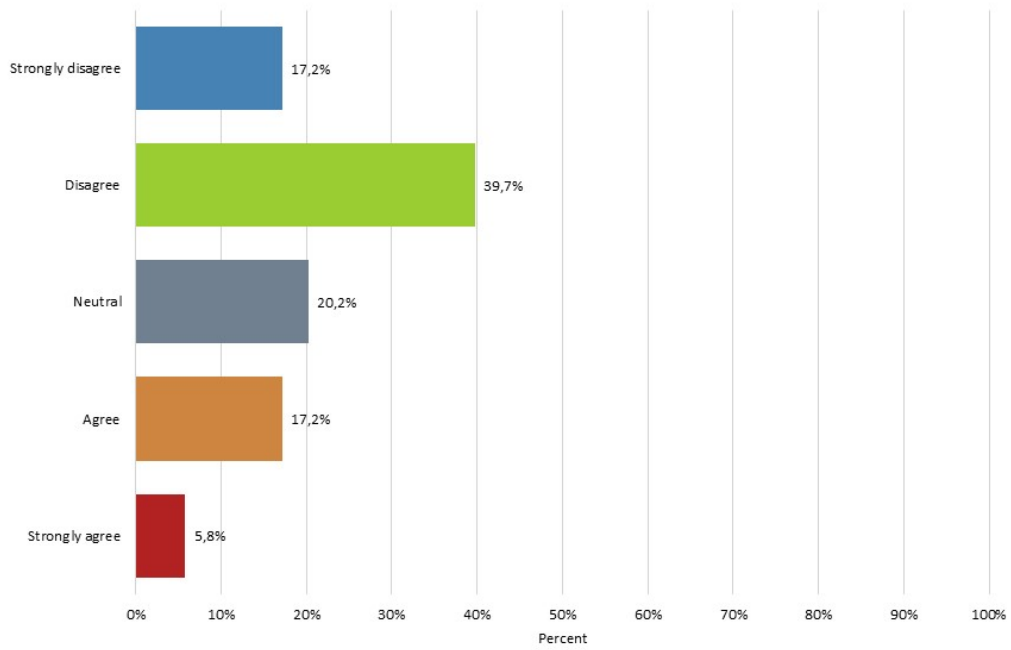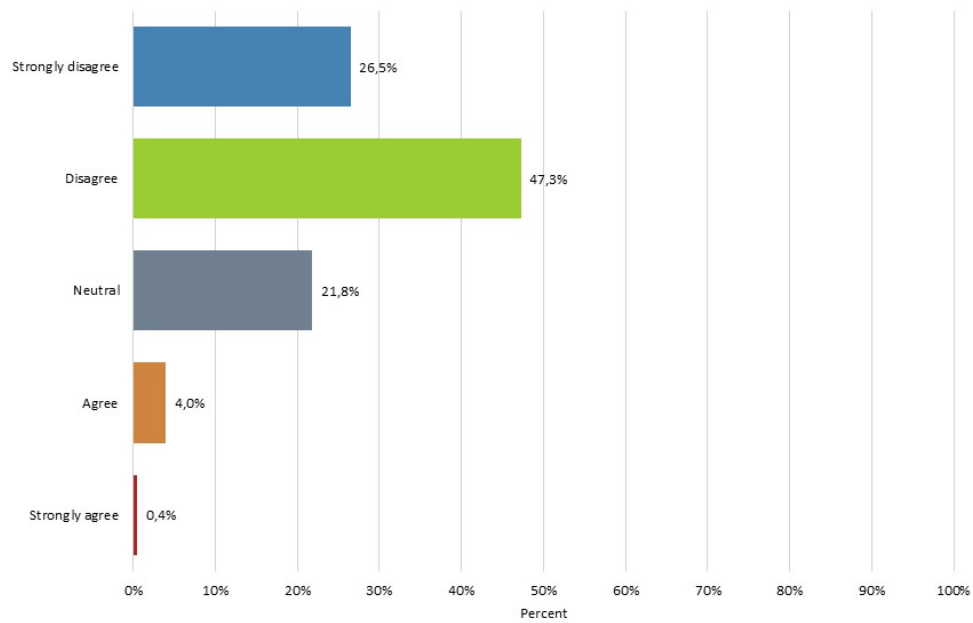| Statement	Average
If I find advertising interesting I click " like " on button under video	3,32
If I don't like video advertising for some reasons I click " dislike " button under video	2,55
I feel to comment video advertising	2,05
I share the link on my social media if I really enjoy a video advertising	2,41
I check comments under video advertising as I want to know what others think	3,32
I participate in discussion by commenting under video	2,08

Average

22. If I find advertising interesting I click " like " on button under video

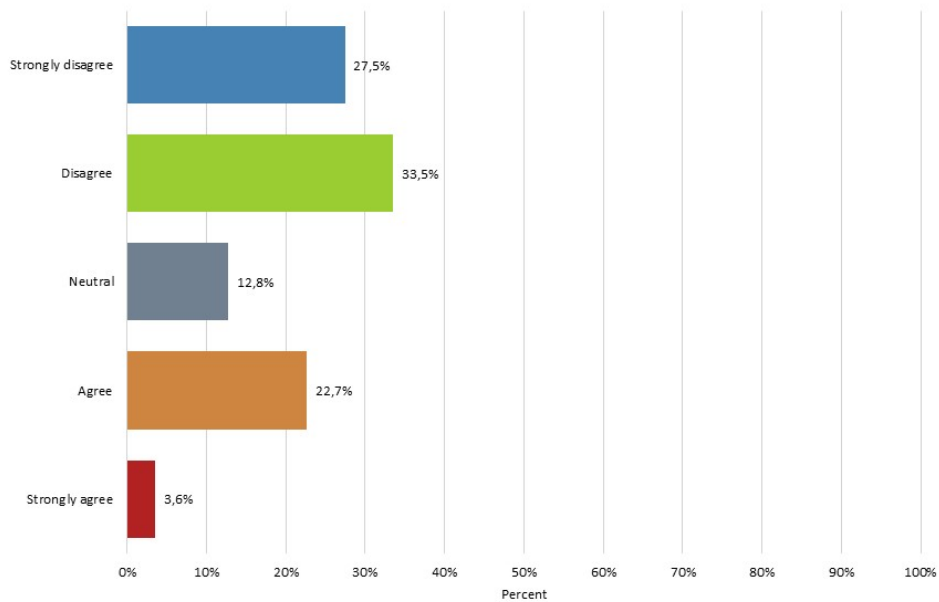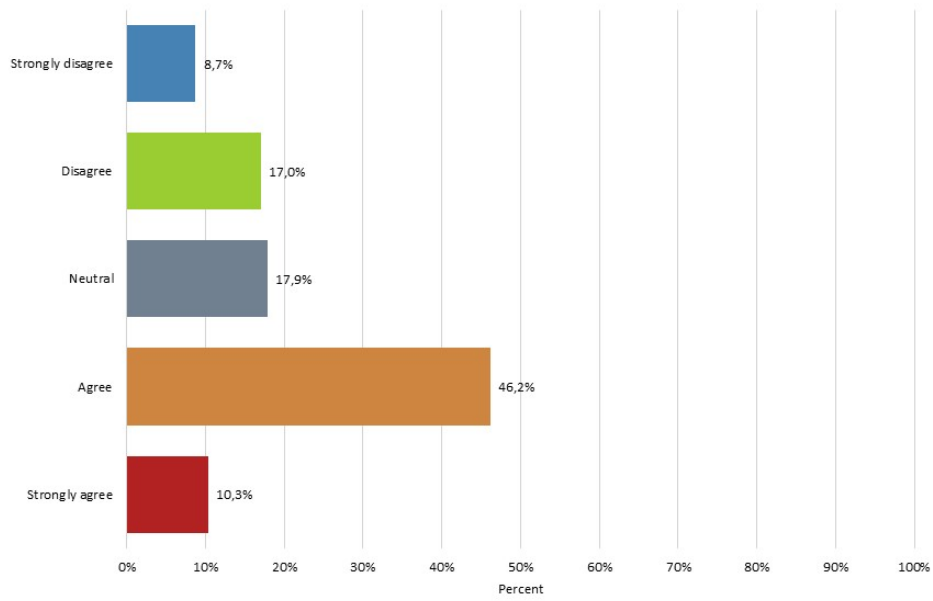| Response	Percent
Strongly disagree	8,7%
Disagree	18,3%
Neutral	17,6%
Agree	43,1%
Strongly agree	12,4%

Percent
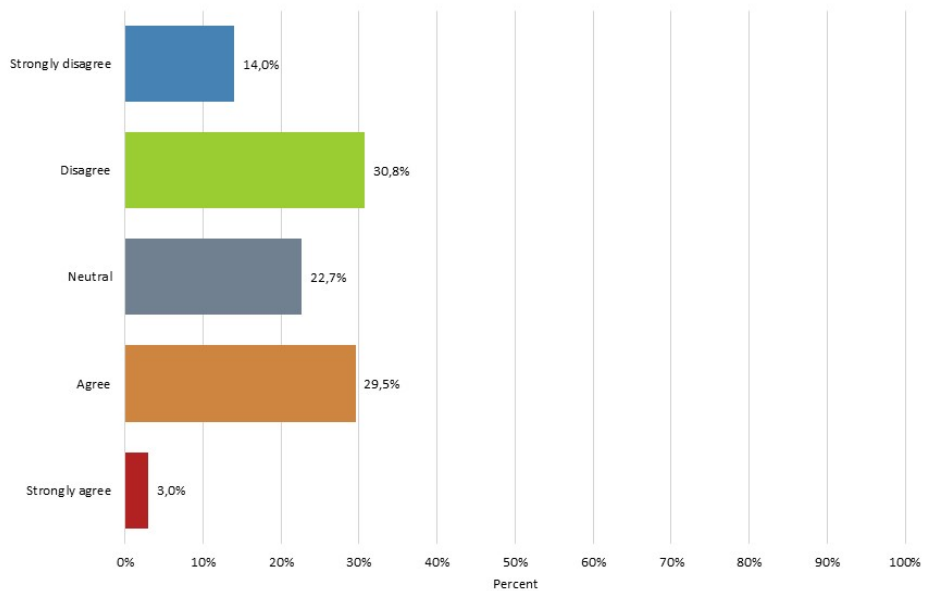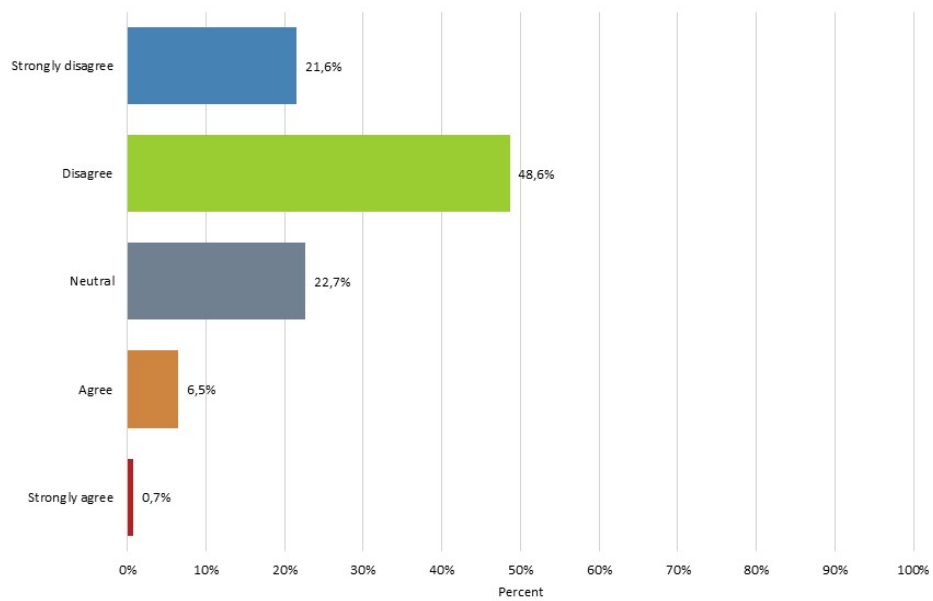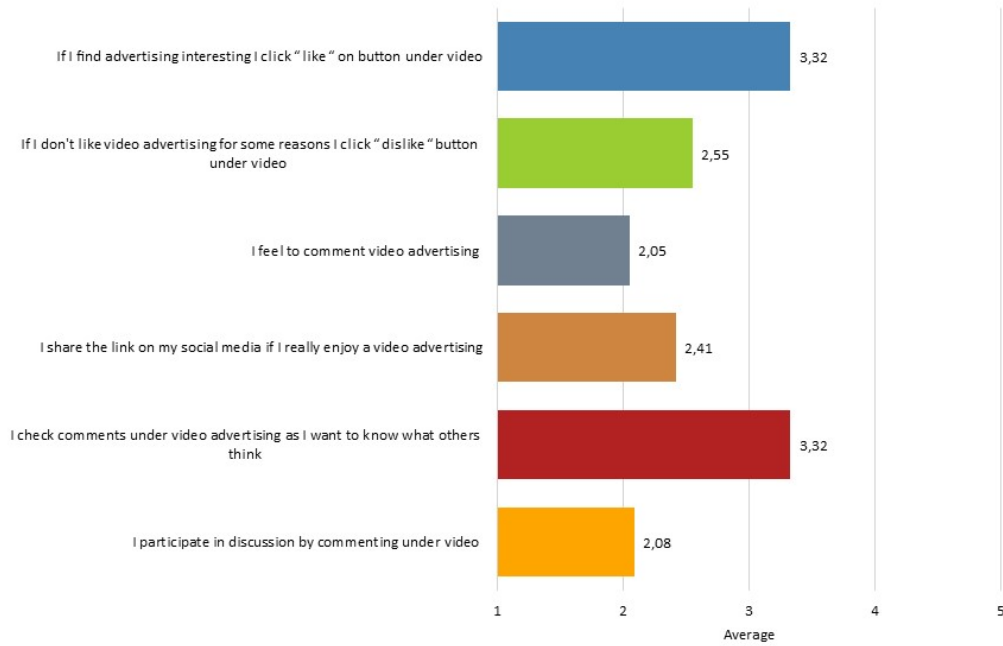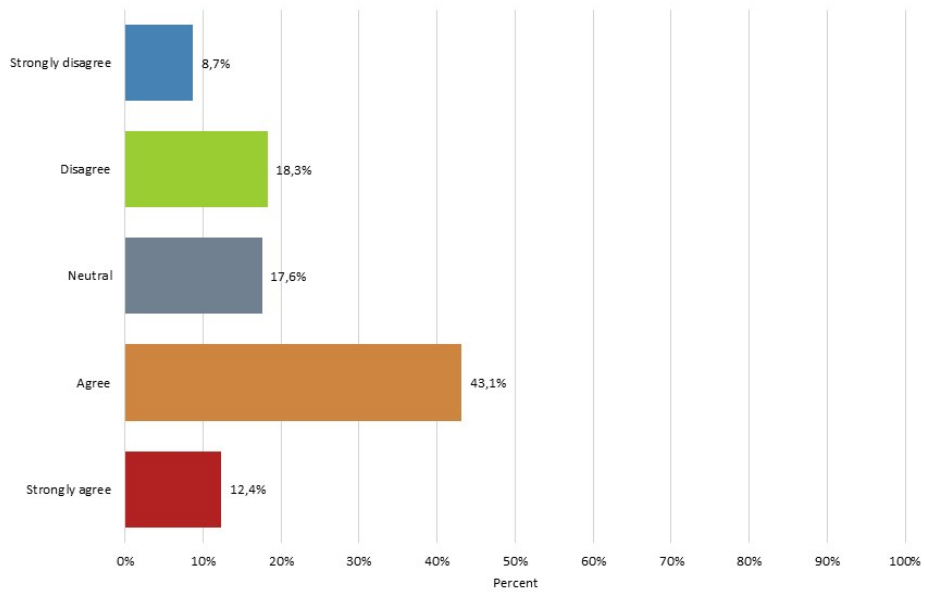
23. If I don't like video advertising for some reasons I click " dislike " button under video

24. I feel to comment video advertising

Strongly disagree — 26,5%
Disagree — 47,3%
Neutral — 21,8%
Agree — 4,0%
Strongly agree — 0,4%

Percent

25. I share the link on my social media if I really enjoy a video advertising

Strongly disagree — 27,5%
Disagree — 33,5%
Neutral — 12,8%
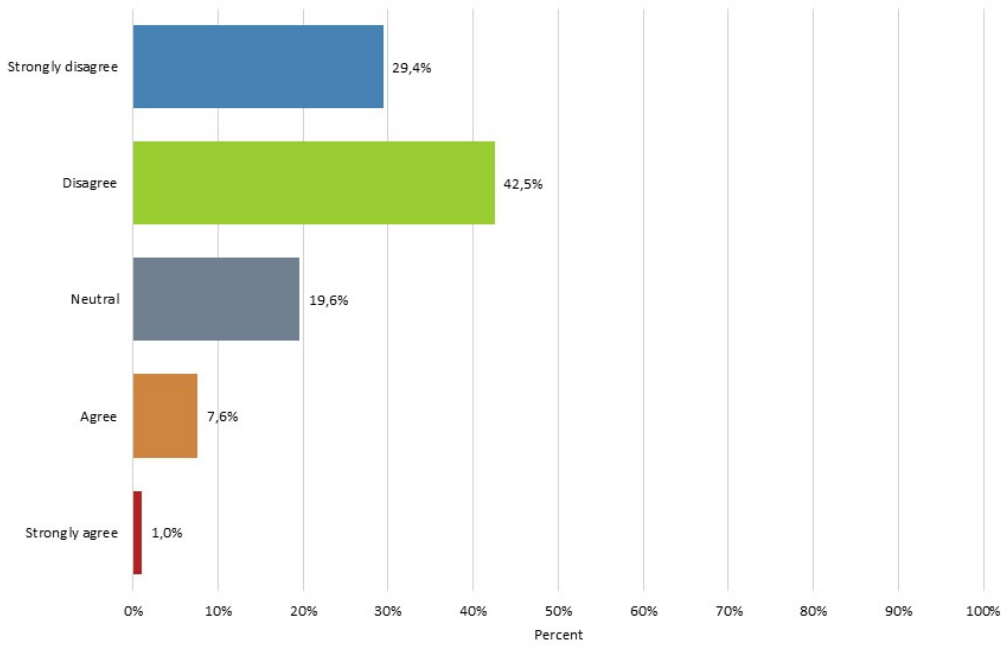Agree — 22,7%
Strongly agree — 3,6%

Percent

26. I check comments under video advertising as I want to know what others think
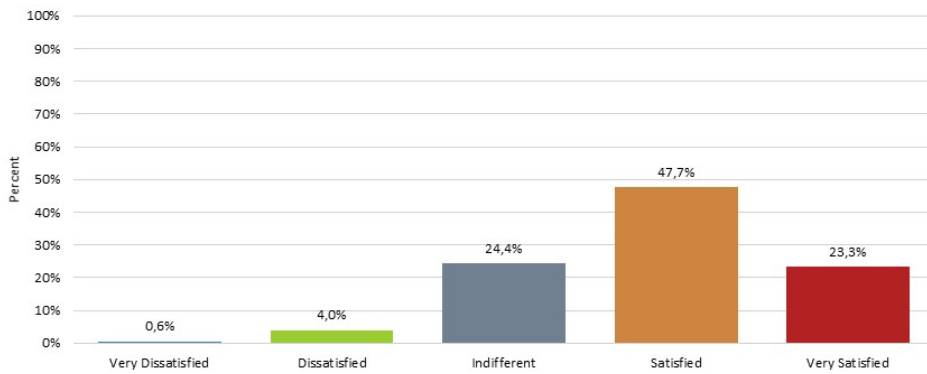

Percent

27. I participate in discussion by commenting under video

28. How would you rate this video advertising ?

Please , check the video made for this thesis work to check importance of usage Entertaining , Informative, Interactive and Engaging elements in Video advertising on YouTube

Question	N	Mean	Standard deviation	Median
How would you rate this video advertising ?	704	3.89	0.82	4.00

29-32