Click below to Subscribe: Parasocial Relationships, Interpersonal Trust and Authenticity with YouTube vloggers

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Declaration

This thesis is my own work and has not been previously submitted to this or any other third level institution.

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Abstract

With the rise of social media celebrities, particularly YouTube vloggers, this study sought to investigate channel viewers feelings of interpersonal trust (IPT) and tripartite authenticity (authentic living, self-alienation and accepting external influence) and how these affect parasocial relationships (PSR) with YouTube vloggers. Also, a comparison of those with and without a favourite vlogger was undertaken. A non-experimental fixed design online survey posted on multiple YouTube channels and social media sites was used to explore viewers attitudes. A total of 106 (N=106) responses were collected. Multiple linear regression analysis found that four main factors affected the strength of the parasocial relationship; having a favourite vlogger, feelings of self-alienation, low interpersonal trust and gender, accounting for 51% variance. Correlational analysis found that those who had a favourite vlogger reported higher levels of self-alienation. The implications of these findings as well as areas for future research were discussed.

1. Introduction

With the rise of social media and reality television, some refer to our time as the social era of celebrity (Escalas & Bettmann, 2016), but the meaning of celebrity is changing. Escalas and Bettmann described celebrities in the age of social media and reality television, as falling into multiple categories, traditional media – such as actors and sports personalities, reality celebrities living their lives on traditional media and social media celebrities who thrive on self-promotion of digital content. YouTube vloggers (video bloggers) are a rapidly growing category within social media celebrities (Chapple & Cownie, 2017). In a 2015 study commissioned by Google, four in 10 millennial YouTube subscribers said they felt that their favourite YouTube content creator understood them better than their own friends (O'Neil-Hart & Blumenstein, 2016). The rise in popularity of YouTube vloggers has been linked to younger audiences seeking "relatable" and "accessible personalities" to follow (Mintel, 2015). With 70% of millennials thinking that YouTube stars shape and change culture over traditional celebrities and 60% trusting their advice on what to buy (O'Neil-Hart & Blumenstein, 2016), the influence of these vloggers is far reaching.

A select few vloggers reach "internet superstar status" (Chapple & Cownie, 2017). Whilst much attention has been paid to these "Superstars" (Ferchaud, Grzeslo, Orme, & LaGroue, 2018), less attention has been paid to their viewers.

2. Literature Review

2.1 YouTube

YouTube is an interactive video sharing platform that was launched in 2005. It is the second most visited search engine behind Google (mushroomnetworks.com, 2013). YouTube overall, and even YouTube on mobile alone, reaches more 18-34 and 18-49-year-olds than any cable network in the U.S. YouTube has over a billion users, this constitutes almost one-third of all people on the Internet — and everyday people watch hundreds of millions of hours of video on YouTube and generate billions of views (YouTube.com, 2017). The top subscribed channel on YouTube has over 96 million subscribers. YouTube spans 88 countries and covers 76 languages, which account for 95% of the internet's population (YouTube.com, 2017).

According to research conducted by the Pew Research centre in 2015, 31% of American adults posted a video to a website in 2013 (up from 14% in 2009). With this rise in popularity of video sharing sites like YouTube there is an opportunity for regular users to accrue large numbers of followers. So much so that in 2015, three regular YouTube users, with large followings, were invited to interview then President of the Unites States of America Barack Obama (Shulman, 2015).

Users who view content on YouTube have the option to subscribe to their favourite channels to receive updates about new content and leave comments on the channels page. YouTube participants are called vloggers and the content that they create are referred to as vlogs (video blogs). YouTube Lifestyle vloggers are particularly salient online and comprise the largest group used for paid for endorsements (Chapple & Cownie, 2017). Lifestyle vloggers are described as individuals who create content "inspired by" their personal interests and daily lives (Evan, 2015).

Given YouTube's diverse content and large potential audience, it is an alluring platform for amateur created content and media companies alike (Xu, Park, Kim & Park, 2016). However, only 14% of all content on YouTube comes from Brands, with the remaining 86% being user generated content (YouTube Stats, 2017). User-

generated content refers to media content created or produced by the public rather than by paid professionals and generally disseminated through the Internet (Daugherty, Eastin, & Bright, 2008). User generated content is perceived as being more credible than brand generated content (Chapple & Cownie, 2017) as it is viewed as being experiential. User generated content is changing how we use and consume video (Cha, Kwak, Rodriguez, Ahn, & Moon, 2007). Online opinion and recommendations are viewed as highly effective and can be used to shape viewers perceptions of a brand, product or service. Gruen, Osmonbekov and Czaplewski (2006) found that online forums were perceived as being more credible, relevant and more likely to arouse empathy with consumers than brand driven forums.

"Celebrities are individuals who are known to many, but know far fewer, and are the object of considerable attention" (O'Guinn, 1991, p. 102).

2.2 Parasocial Interaction (PSI) and parasocial relationships (PSR)

Parasocial relationships were first defined by Horton and Wohl in 1956 as a "seeming face-to-face relationship between a spectator and performer" (p. 215). In other words, it is a one-sided relationship between a person and a media personality. Horton & Wohl (1956), further defined parasocial interaction as the "simulacrum of conversational give and take" (p. 215). Simply put it is the perception that a conversation is taking place on a TV screen by a performer and is directed at the viewer. In the context of YouTube, the media personality/performer is the YouTube video star and the TV screens are replaced by the computer or mobile phone screens, although not always. Over half of YouTube views originate from mobile devices (YouTube.com, 2017).

Previous studies have shown that the interaction between YouTube vloggers and viewers, through comments and in vlogs directly, can help with the formation of a positive relationship which can be viewed as a parasocial interaction (Ko & Wu, 2017). The continued watching of vlogs and vlogger interaction can lead to the formation of an apparent friendship from the viewers perspective. As PSI and PSR develop they can be maintained through more frequent interactions (Ko & Wu, 2017)

2.3 Media and mass communication

Whilst it was Horton and Wohl and the area of psychiatry that first described parasocial relationships, a large amount of early research was focused around media and mass communication (Giles, 2002). However, little research was carried out on Parasocial interactions until the advent of uses and gratifications theory (Giles, 2002). Uses and gratifications theory assumes that media consumption is purposive, goal-orientated and motivated and that people choose their content to satisfy their needs or desires (Rubin, 2009). Rubin also posits that uses and gratifications theory can give a perspective on how the 'audience' chooses their "channel, message selection, interpretation, response and impact" (Rubin, 2009, p. 147). PSI has been recognised as an important element of media use, and a significant notion to be investigated from a uses and gratifications perspective (Conway & Rubin, 1991). Uses and gratification theory highlights why people use media (Haridakis & Hanson, 2009). Previous research has shown that those who viewed videos on YouTube were information seeking (Haridakis & Hanson, 2009). Previous research has suggested that those who formed PSR's with soap opera stars were seeking to fill deficiencies in their social lives (McQuail, Blumler, & Brown, 1972; Giles, 2002).

Whilst Parasocial Interaction is restricted to the duration of the media exposure event, Parasocial Relationships can continue past a single contact, like a friendship that exists between two people beyond their face-to-face communications (Giles, 2002). As a result, the first PSI event between a viewer and a persona can create a PSR, while this PSR in turn is able to influence future motivations and selection processes as well as PSI processes in subsequent media exposure events (Gleich, 1997).

While the internet differs from traditional PSI environments (TV, radio) in the circumstance that a direct two-way communication between an individual and the persona is technically possible, consumers brand interactions on these sites often more closely mirror one-way conversations (Labrecque, 2013).

2.4 Psychological Research

Much of the early PSI research was conducted around media and communication. Little consideration was given to the phenomenon by psychologists (Kirschner & Kirschner, 1997). Giles (2002) posits that PSI and social interactions have much in common. Once we have made a judgement about a media figure or "anthropomorphised" them (attributed human characteristics) we will respond to that figure as if it is in our own personal network. If this is true it might then be expected to identify similar psychological processes between parasocial relationships and face to face relationships.

A prominent characteristic of PSI is that despite missing feedback, channel viewers often feel addressed by the persona (Auter & Davis, 1991). PSI experiences are described as resembling interpersonal relationships, so much so that the individuals feel that they know and understand the persona in the same way they know and understand their close friends (Perse & Rubin, 1989). It has also been suggested that the voluntary nature and capacity to provide companionship can nurture these strong bonds (Auter & Davis, 1991).

2.5 Trust, Credibility and Authenticity

Trust has been described as the willingness to accept vulnerability or risk based on expectations regarding another person's behaviour (Borum, 2010) or the degree to which a perceiver believes a sender would tell the truth as he or she knows it (Lin, Spence, & Lachlan, 2016). Hovland and Weiss (1952) first suggested that source credibility was derived from two factors, expertise and trustworthiness. As a vlog is seen as a form of communication it is said that trust and credibility are one and the same. Trust and credibility have been found to be highly important to the success and continuation of relationships (Morgan & Hunt, 1994) meaning that these are important in maintaining the vlogger-viewer relationship. It has been suggested that online users may use number of followers to evaluate the credibility of a source (Lin et al., 2016). Previous research suggests that the perceived trustworthiness of a source may be based on aggregated feedback (Lin et al., 2016) like number of followers.

Authenticity is another factor that has been found to build and drive trust (Chapple & Cownie, 2017). Authenticity can be described as "being true to oneself and not others "and being open and honest about who you are. Morris and Anderson (2015) also found that authenticity was vitally important to the success of YouTube vloggers. Wood, Linley, Maltby, Baliousis and Joseph proposed a tripartite model of authenticity consisting of self-alienation, authentic living and accepting external influence (2008). They suggested that these three measures gave a better indication of person centred authenticity.

2.6 Celebrity/Social Influencers

Social media influencers (SMIs) can be described as middlemen between a brand and a consumer/viewer or a person with the ability to sway potential buyers of a product or service by promoting or recommending the items on social media (Fox, Nakhata, & Weible, 2018). They represent a new type of third-party endorser who shape audience attitudes through blogs, tweets, and the use of other social media platforms (Freburg, Graham, McGaughey, & Freberg, 2010). Brands have long known that persuasion does not only occur from the top down. The people we talk to every day, our friends, colleagues and neighbours, are important and persuasive sources of opinion and information about products, brands, and services (Thorson & Rodgers, 2006). Research has shown that personal contacts can be most effective in triggering changes in opinion and behaviour (Thorson & Rodgers, 2006). In this era of social influencers many consumers have adapted their search behaviour to find individuals with high online status.

2.7 Contribution of the current study

Past research often used the terms PSI and PSR interchangeably which may have affected progress in the field (Schramm & Hartmann, 2009). Since 1998 researchers have sought a clearer distinction between PSI and PSR (Schramm & Hartmann, 2009).

Previous research which focused on parasocial interactions/relationships in an online context has been limited. Most research has focused on known actors or celebrities

and social networking sites such as Facebook and Twitter (Escalas & Bettmann, 2016). Escalas & Bettmann (2016) also suggest that further research needs to be carried out on alternative types of celebrity that may exist including social media celebrities. Whilst some research has been carried out on YouTube it has typically focused on User Generated Content and purchase intent (Wang, 2015; Khan, 2017; Chapple & Cownie, 2017) or used single vloggers in the US, China or Korea. These studies have also been constrained, as they had small sample sizes (less than 200), limiting their generalizability to the wider population (Wang, 2015).

The current study aims to compare those with a favourite YouTube vlogger and those that do not have a favourite YouTube vlogger on levels of PSI, interpersonal trust and authenticity.

This study will contribute to the research on both YouTube and Parasocial Relationships by considering the effect that having a favourite YouTube vlogger has on interpersonal trust and tripartite authenticity or liking. It will also examine the impact that parasocial relationships has on interpersonal trust and authenticity or liking.

2.8 Research Questions

RQ1: Will those who score higher in Trust and Authenticity form stronger parasocial relationships with YouTube vloggers?

RQ2: Are there differences in the strength of the parasocial relationship, trust and authenticity, between those with a favourite vlogger and those without a favourite vlogger?

2.9 Hypotheses:

H1: Strong parasocial relationships will be related to higher levels of trust and authenticity

H2: There will be a positive relationship between interpersonal trust and those with a favourite vlogger

H3: There will be a positive relationship between authenticity and those with a favourite vlogger

H4: Those with a favourite vlogger will form stronger parasocial relationships.

H2: There will be a positive relationship between interpersonal trust and those with a favourite vlogger

3.   Methodology

3.1 Design

The purpose of this study is to investigate the relationship between those with a favourite vlogger and those without a favourite vlogger, passive and active users and the affect that this has on parasocial friendship, interpersonal trust and feelings of authenticity. Since the researcher did not manipulate the study participants in anyway a non-experimental fixed design online survey was chosen (Robson & McCartan, 2011). Robson and McCartan also point out that non-experimental fixed designs are routinely used to measure the relationship between variables. The survey used contained a self-administered online questionnaire which provided an efficient and cost-effective means of obtaining a large sample over a short time period (Robson & McCartan, 2011).

Independent variables

- Favourite vlogger/no favourite vlogger

Dependent variables

- parasocial relationships
- interpersonal trust
- authenticity

Background variables

- age
- gender
- educational background
- nationality
- country of residence
- YouTube usage

3.2 Participants

A total of 106 responses (N=106) were collected through a convenience/voluntary sampling method.

3.3 Materials

Parasocial Relationship

Parasocial Relationship strenght was measured using the Parasocial index as developed by Ruben & Perse in 1987 for soap opera stars. A version of the PSI scale that has been modified for YouTube will be used (Wang, 2015). It is a 20-item scale that has been used in a wide number of studies and is free to use. It consists of five short Likert anchors, 1 = strongly agree to 5 = strongly disagree. A full copy of the scale is provided in Appendix A.

Interpersonal Trust

Interpersonal trust was measured using the interpersonal trust index as developed by JB Rotter (1967). It is a 25-item scale that measures a person's trust of parents, teachers, physicians, politicians, classmates, friends, etc. A high score shows trust for a great variety of social objects. It consists of five short Likert anchors, 1 = strongly agree to 5 = strongly disagree. A full copy of the scale is provided in Appendix B.

Authenticity

Authenticity was measured using the scale proposed by Wood, Linley, Maltby, Baliousis & Joseph (2008). The questionnaire consists of 12 items that are scored on a seven-point Likert scale. No modifications have been made. The scale has three sub scales. They are: Authentic Living, Accepting External Influence, and Self-Alienation. See Appendix C for a full copy of the scale.

Frequency of use

A modified version of the Facebook Intensity Scale proposed by Ellison, Steinfield, and Lampe (2007) was used to measure frequency of use. The scale consists of two items. The modified items can be found in Appendix D.

Preliminary data was collected in the form of a pilot study which included 12 participants recruited by convenience sampling. As well as completing the survey, respondents were asked to provide feedback on the survey. The results of the pilot study were used to make minor changes to the overall survey before it was released. The feedback received centred on the layout of the survey and the grouping of the questions. Multiple participants mentioned "feeling cheated" by the stated number of questions as they were higher than the actual number of questions as displayed by survey monkey. To make the number of questions to be answered reflect the true number to be answered the matrix style questions were placed on separate pages. To minimize the number of clicks for respondent's, other questions were grouped together. All demographic questions were grouped, and YouTube usage was grouped. Pilot study results were not included in the final results.

3.4 Procedure

An online questionnaire was created and hosted on Survey Monkey, an online survey creation website. A link to the survey monkey questionnaire was posted to the researcher's personal social media accounts (Facebook, Twitter, Instagram, LinkedIn and Reddit). The survey link and a short explanation of the study were posted on several YouTube channels of interest. An e-mail was also sent to vloggers of interest requesting help in recruiting participants by posting a link to the survey on their channel and mentioning it in one of their vlogs (Appendix E). The survey was left open for six weeks to allow time for adequate response rates.

When a participant clicked onto the Survey Monkey link they were taken to an information page, outlining the purpose of the research, privacy details and how the researcher may be contacted for questions or clarifications. An informed consent

question and a declaration that the participant was over 18 was also included. Participants were required to check a box to indicate their informed consent (Appendix F).

If participants indicated that they were under 18 years of age they were redirected to the end of the survey and thanked for their willingness to contribute to the study. They were informed that the survey was not intended for people under 18 years of age.

After acknowledging consent, participants were asked a set of demographic questions followed by the three questionnaires mentioned above and two questions on YouTube usage. The closing question was an open-ended question about the participants favourite vlogger. Finally, participants were presented with a debrief page which thanked them for their participation and provided contact information for the researcher, their supervisor and the Samaritans. A copy of the HSE Mental Health booklet was also included. Participants were required to actively submit their responses by selecting "Done".

3.5 Ethical Considerations

The main ethical concern with regards to this study was that it was administered online. Obtaining true valid consent without face to face interaction can be more difficult. In line with recommendations from the 2017 Ethical Guidelines for Internet-mediated Research from the British Psychological Society (BPS), a check box containing an explicit consent statement was placed at the beginning and end of the survey.

The above study was open only to those over 18 years of age. This was clearly stated at the beginning of the survey. Participants were required to confirm that they were over 18 years of age. As mentioned previously, the survey began with an informed consent question and an information segment reminding the respondent that they were free to withdraw at any point.

Ethical approval was granted from the Department of Technology and Psychology Ethics Committee (DTPEC) at IADT before participant recruitment and research began. A copy of the Ethics A form submitted, and formal approval can be found in appendix G.

4. Results

To test the proposed hypotheses, multiple linear regression was carried out with PSI score being the dependant variable and favourite vlogger, IPT, Age, Gender and Authenticity sub scales being the independent variables. Correlational analysis was carried out to test the strength and direction of the relationship between IPT, Authenticity and those with a favourite vlogger. Finally, an independent samples t-test was carried out to determine if there was a difference between those with and without a favourite vlogger and strength of PSR formed.

Of the total number of respondents (N=106), 29 (27.6%) were male and 64 (61%) were female. Twelve participants (11.4%) chose no gender. A total of 21 respondents recorded demographic data only, with no answers recorded for scale questions. Respondent ages ranged from 18-65 years (M=34.9, SD=10.6, SE=1.07). One respondent was removed from the data as they reported their age as 15. After removal of this participant the study size was N = 105. Most respondents reported that they were Irish and resident in Ireland, other nationalities and countries of residence can be found in figure 1 below.
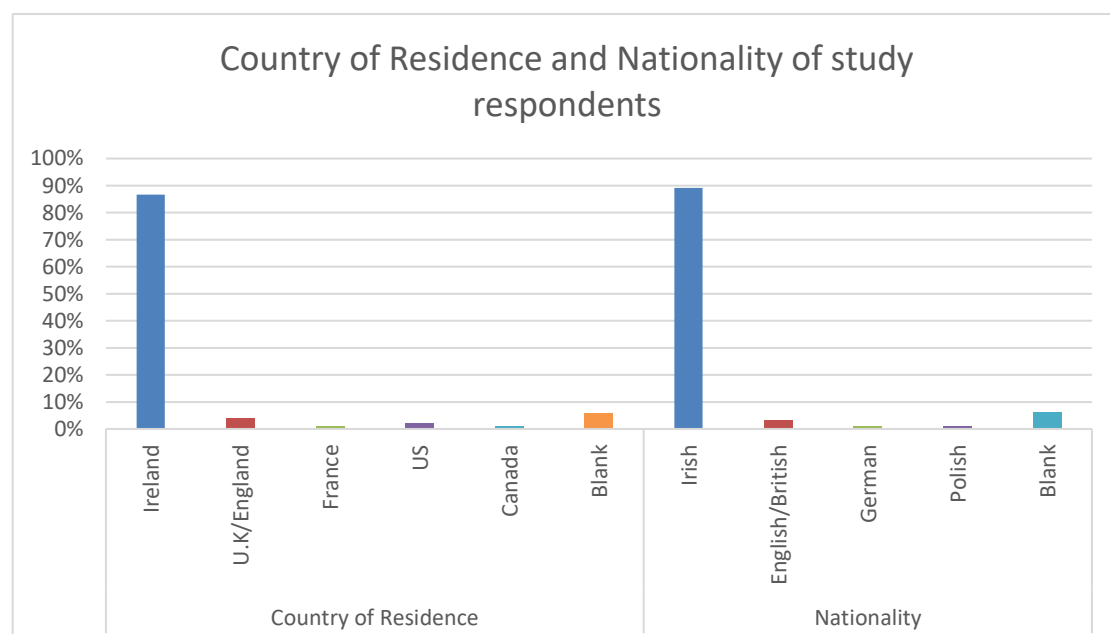
Figure 1: Nationality and country of residence of respondents

A large majority of respondents were educated to bachelor's degree level (44.8%), full educational details are shown in figure 2 below. Twenty-nine (27.6%) respondents indicated that they had a favourite vlogger, whilst 69 (65.7%) indicated that they did not, 7 did not record a response. The Cronbach alpha for each of the scales used in this study can be found in table 1 below.
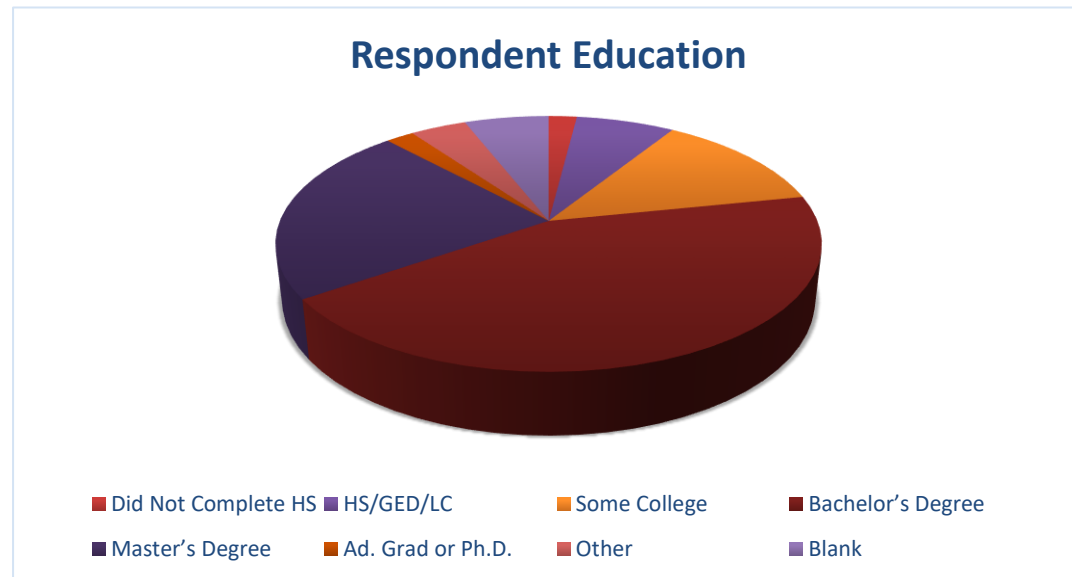
Figure 2: Educational level of respondents

Table 1: Cronbach Alpha calculated for each of the four scales used

Scale	Cronbach Alpha	Original Cronbach alpha
Parasocial Index	0.9	0.76
IPT	0.64	0.69
Authentic Living	0.62	0.78
Accepting External Influence	0.74	0.78
Self-Alienation	0.89	0.85

H1: Strong parasocial relationships will be related to higher levels of trust and authenticity

Multiple linear regression analysis was carried out to determine the effect of Interpersonal Trust (IPT) and Authenticity on parasocial relationship strength. This was a statistically significant model ($F_{(7,70)}$ = 12.36, $p < .001$) indicating these results were unlikely to have arisen by chance. The adjusted R^2 indicated that 51% of the variance in PSR can be explained by variances in the seven predictor variables. The analysis suggested that four factors influenced the model's prediction, favourite vlogger (β = -.53), self-alienation (β = .43), interpersonal trust (β = -.34), and gender (β = .19). All four factors were shown to be statistically significant predictors of parasocial relationships (favourite vlogger (t = -6.17, $p < .001$), Self-alienation (t = 3.41, $p < .001$), interpersonal trust (t = -2.43, $p = 0.02$), and gender (t = 2.21, $p = 0.03$)). Authentic living (t = -1.13, $p = .26$), accepting external influence (t = 1.30, $p = 0.2$), and age (t = -1.82, $p = 0.074$) were shown not to be a statistically significant predictor of parasocial relationships.

H2: Positive relationship between interpersonal trust and those with a favourite vlogger.

Correlational analysis found there was a very weak negative, non-statistically significant relationship between Interpersonal trust and having a favourite vlogger (r (96) = -.14, $p = .19$). Suggesting that high levels of interpersonal trust was not related to having a favourite vlogger. This result will be discussed further in the discussion section.

H3: Positive relationship between Authenticity and those with a favourite vlogger.

When broken down into its sub-scales this study found that there was a statistically significant difference between those with a favourite vlogger and those without a favourite vlogger on self-alienation, t (68) = 2.01, $p = .05$). Those with a favourite vlogger had a higher mean self-alienation score of 15.18 (SD = 4.35) compared to the mean of no favourite vlogger score of 12.5 (SD = 5.52). No

statistical significance was found between those with a favourite vlogger and those without for Authentic living (*t* (68) = .206, *p* = .84) or Accepting External Influence (*t* (68) = 1.23, *p* = .22).

H4: Those with a favourite vlogger will form stronger PSR's

This study found that there was a statistically significant difference between those with a favourite vlogger and those without a favourite vlogger on parasocial relationship strength, *t* (82) = 26.15, *p* < .001). Those with a favourite vlogger had a higher mean parasocial index score of 3.3964 (*SD* = .73) compared to the mean of no favourite vlogger score of 2.33 (*SD* = .76).

5. Discussion

The purpose of the present study was to explore the relationship between parasocial relationships, interpersonal trust and tripartite authenticity with YouTube viewers who had and did not have a favourite vlogger. H1 investigated the relationship between the strength of the parasocial relationship formed and levels of interpersonal trust and authenticity. Results suggest that strong parasocial relationships were related to more distrust (lower IPT scores), feelings of self-alienation and gender. These results are consistent with findings from Baek, Bae and Jang (2013) who also found a negative relationship between interpersonal trust and parasocial relationships. Authentic living and accepting external influence were not found to be significant predictors of parasocial relationships.

H2 explores the relationship between having a favourite vlogger and levels of interpersonal trust. Analysis suggests that having a favourite vlogger and feelings of interpersonal trust were not strongly correlated. A very weak negative relationship was found suggesting that those who have a favourite vlogger display more distrust. Baek et al (2013) found a negative correlation between parasocial relationships and interpersonal trust suggesting that as PSR increased interpersonal trust decreased. Baek et al also found that those who relied on SNS parasocial relationships were more likely to report higher levels of loneliness and distrust.

H3 explores the relationship between authenticity and those with a favourite vlogger. Those who reported that they had a favourite vlogger scored higher on self-alienation ("I don't know who I really am inside.", "I feel out of touch with the 'real me'."). Literature suggests that those who form strong parasocial relationships are seeking a source of alternative companionship resulting from deficiencies in their offline social lives (McQuail, Blumler, & Brown (1972); Rosengren & Windahl, 1972). Authentic living and accepting external influence were not correlated with strong parasocial relationship formation.

H4 investigated whether those with a favourite vlogger formed stronger parasocial relationships. The findings suggest that having a favourite vlogger affects the strength of the parasocial relationship in a positive direction. This is consistent

with previous research that found that those who subscribed to channels formed stronger parasocial relationships (Escalas & Bettmann, 2016; Chapple & Cownie, 2017).

5.1 Implications

The implications of these findings stem from the small amount literature focused on the viewer and their feelings of interpersonal trust and authenticity. This research adds to the small but growing literature on YouTube and specifically attributes about the viewer (Wang, 2015; Escalas & Bettmann, 2016; Ko & Wu, 2017; Chapple & Cownie, 2017).

5.2 Strengths and Limitations

One of the strengths of this research is that to the best of the researcher's knowledge this is the first study in an Irish context. Many of the previous studies on parasocial relationships have focused on the US (Wang, 2015; Khan, 2017), Korea (Lin, Spence, & Lachlan, 2016) and China (Ko & Wu, 2015). This study is also one of a small but growing number of studies that has focused on the viewer rather than the vlogger/celebrity (Escalas & Bettmann, 2016), the vlog content or other factors collectively called parasocial attributes (perceived realism and authenticity of the vlogger; Ferchaud, Grzeslo, Orme, & LeGroue, 2018).

Although a valid sampling method was used, the overall sample size of the study was small (N=105), as has been the case with many studies focusing on parasocial relationships and YouTube (Wang, 2015; Khan, 2017; Chapple & Cownie, 2017). A significant limitation of this research was that the pool of vloggers reported upon was large, 27 individual vloggers with no overlap, making it difficult to compare viewers across different channels and genre's.

5.3 Direction for future research

Future studies could consider looking at the effect of social media celebrity influence across multiple social media platforms and even cross over into other media such as reality television or mainstream media (soaps etc.). Do those who

engage on multiple platforms promote stronger relationships. Another area that could be considered is the possession of a verification 'tick' on the social media channels of the celebrity. Another facet that could be explored is to engage with and recruit channel frequent interactors. Mini ethnographic or longitudinal studies to investigate the formation and growth of parasocial interactions/relationships could also be pursued. Measuring viewer traits at the beginning of the relationship with a newly emerging channel and charting the formation and evolution of the relationship would also be an interesting area to research. Finally, longitudinal studies involving children who are growing up with YouTube video consumption is another potential area of interest.

5.4 Conclusion

Despite several limitations identified in this research, the results of this study are still novel and demonstrate that those with a favourite vlogger form stronger parasocial relationships supporting previous research. This research also demonstrates that those who are low on interpersonal trust and report feelings of self-alienation seem to form stronger parasocial relationships perhaps compensating for offline social deficiencies. Additional research is required to develop further knowledge of how interpersonal trust and parasocial relationships are developed and fostered online.

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YouTube Stats 2017 https://www.youtube.com/yt/about/press/

7. Appendices

Appendix A

Parasocial Index Scale as modified by Wang, 2015

Please choose one of the following statements.

▢ I have not turned 18 yet.

▢ I am 18 or older

Please choose the answer that best describes you.

1. What is your age? _____

2. What is your Gender?

▢ Male

▢ Female

▢ Other _____

3. What nationality/(ies) are you?

4. What country do you currently live in?

5. What is the highest level of education you completed?

▢ Did Not Complete High School/Secondary School

▢ High School/GED/Leaving Certificate

▢ Some College

▢ Bachelor's Degree

▢ Master's Degree

▢ Advanced Graduate work or Ph.D.

▢ Other

YouTube Specific questions:

Do you have a favourite You Tube vlogger?

☐ Yes

☐ No

Who is your favourite vlogger? _____

On a scale of 1-5, where 1=Never and 5=Always, please rate your favourite vlogger on the following.

F. My favourite vlogger makes me feel comfortable, as if I am with a friend.

G. I see my favourite vlogger as a natural, down-to-earth person.

H. I look forward to watching my favourite vlogger on next video.

I. If my favourite vlogger appeared on another online video, I would watch it.

J. My favourite vlogger seems to understand the kinds of things I want to know.

K. If I saw a story about my favourite vlogger in a newspaper or magazine, I would read it.

L. I miss seeing my favourite vlogger when he or she is ill or on vacation.

M. I would like to meet my favourite vlogger in person.

N. I feel sorry for my favourite vlogger when he or she makes a mistake.

O. I find my favourite vlogger to be attractive.

Appendix B

Interpersonal Trust Scale – JB Rotter

Indicate the degree to which you agree or disagree with each statement by the following scale:

1 = strongly agree 2 = mildly agree 3 = agree and disagree equally
4 = mildly disagree 5 = strongly disagree

1. Hypocrisy is on the increase in our society.

2. One is better off being cautious when dealing with strangers until they have provided evidence that they are trustworthy.

3. This country has a dark future unless we can attract better people into politics.

4. Fear and social disgrace or punishment rather than conscience prevents most people from breaking the law.

5. An honor system in which teachers would not be present during exams would probably result in increased cheating.

6. Parents usually can be relied on to keep their promises.

7. The United Nations will never be an effective force in keeping world peace.

8. The judiciary is a place where we can all get unbiased treatment.

9. Most people would be horrified if they knew how much of the news that the public hears and sees is distorted.

10. It is safe to believe that in spite of what people say most people are primarily interested in their own welfare.

11. Even though we have reports in newspapers, radio, TV, and the Internet, it is hard to get objective accounts of public events.

12. The future seems very promising.

13. If we really knew what was going on in international politics, the public would have reason to be more frightened than they now seem to be.

14. Most elected officials are really sincere in their campaign promises.

15. Many major national sports contests are fixed in one way or another.

16. Most experts can be relied upon to tell the truth about the limits of their knowledge.

17. Most parents can be relied upon to carry out their threats of punishments.

18. Most people can be counted on to do what they say they will do.

19. In these competitive times one has to be alert or someone is likely to take advantage of you.

20. Most idealists are sincere and usually practice what they preach.

21. Most salesmen are honest in describing their products.

22. Most students in school would not cheat even if they were sure they could get away with it.

23. Most repairmen will not overcharge, even if they think you are ignorant of their specialty.

24. A large share of accident claims filed against insurance companies are phony.

25. Most people answer public opinion polls honestly.

Appendix C

Authenticity Questionnaire – Wood, Linley, Maltby, Baliousis, & Joseph

Scoring Instructions

All items are presented on a 1 (does not describe me at all) to 7 (describes me very well) scale. Total Items 1, 8, 9, and 11 for Authentic Living; Items 3, 4, 5, and 6 for Accepting External Influence; and Items 2, 7, 10, and 12 for Self-Alienation.

1. "I think it is better to be yourself, than to be popular."

2. "I don't know how I really feel inside."

3. "I am strongly influenced by the opinions of others."

4. "I usually do what other people tell me to do."

5. "I always feel I need to do what others expect me to do."

6. "Other people influence me greatly."

7. "I feel as if I don't know myself very well."

8. "I always stand by what I believe in."

9. "I am true to myself in most situations."

10. "I feel out of touch with the 'real me.'"

11. "I live in accordance with my values and beliefs."

12. "I feel alienated from myself."

Appendix D

Facebook Intensity scale – Ellison, modified for YouTube

In the past week, on average, approximately how many minutes per day have you spent on YouTube channels that you are subscribed too?

      0 = less than 10, 1 = 10–30, 2 = 31–60, 3 = 1–2 hours, 4 = 2–3 hours, 5 = more than 3 hours

In the past week, on average, approximately how many minutes per day have you spent on YouTube channels that you Do Not subscribe too?

      0 = less than 10, 1 = 10–30, 2 = 31–60, 3 = 1–2 hours, 4 = 2–3 hours, 5 = more than 3 hours

Appendix E

E-mail sent to vloggers requesting that they participate in research.

Hi [Vlogger Name],

My name is Francheska Elliott and I am a Masters student of Cyberpsychology at Dun Laoghaire Institute of Art, Design and Technology (IADT) in Ireland. I would like to ask you to consider participating in a research study on YouTube and the factors that make lifestyle vloggers successful. I am researching a topic known as Parasocial Friendship.

Before you decide whether you wish to participate in this research there are a few things that will be useful for you to know. Please read the information attached carefully and discuss it with others if you wish. If you have any questions or concerns you can contact me to discuss. You can contact me at (N00162901@student.iadt.ie) or my supervisor Liam Challenor (liam.challenor@dcu.ie).
If you are willing to participate in this research I would request that you mention the study in one of your Vlogs and post a link to the survey beneath the vlog post.

Many thanks for your consideration and please don't hesitate to contact me with any questions you may have.

Francheska
MSc candidate Cyberpsychology

Information provided to vloggers upon first contact.

Purpose of the Research

The purpose of this research is to investigate the type and strength of relationship viewer's form with YouTube lifestyle vloggers.

Do I have to take part?

No, you are free to decide whether you wish to take part or not. If you do decide to take part, you will be asked to confirm in writing that you are consenting to take part in the study. You are free to withdraw from this study at any time and without giving reasons up until final results are submitted. After this, due to the anonymised nature of the data it will not be possible to remove your specific data.

If I take part, what do I have to do?

If you choose to take part in this study, you will be asked to do the following:

1. Confirm in writing that you consent to talking part in this study.
2. Confirm that you are over 18 years of age by checking a declaration.
3. Post a link to the study survey on your YouTube channel page and mention the study in one of your vlogs.
4. The study survey will consist of the following.
   An anonymous online survey that will include:
   - background demographic information,
   - questions on frequency of YouTube usage and whether you subscribe to a channel,
   - a set of rating scales on the level of trust and authenticity you perceive a vlogger as having
   - a set of rating scales that measures the strength of the relationship you have formed with the vlogger

The total estimated time for completion of the questionnaire is 15 minutes and no questions are compulsory.

What are the benefits (if any) of taking part?

The benefit of taking part in this study is the contribution that you will be making to the understanding of this field of research.

What are the disadvantages and risks (if any) of taking part?

There are no known disadvantages or risks of taking part in this study

How will the information be used?

The information that is provided will be used to perform statistical analysis to determine if there is a correlation between online relationships and how a viewer perceives a YouTube vlogger. All information will be presented as an average and at no time will it be identifiable.

Who will have access to the information?

Due to the anonymous nature of the questionnaires no information can be traced back to you.

In addition, the following steps will be taken to safeguard all information:

- The data will be stored securely on an encrypted and password protected computer.
- The data will be retained for no more than five years, after which it will be securely disposed of.
- The researcher and their supervisor will be the only people that have access to your data. No other persons will be permitted access.

What will happen to the results of the study?

This research is being conducted as part of the Master of Science in Cyberpsychology at Dun Laoghaire Institute of Art, Design and Technology. The results of this research will be available to IADT students and staff through the college library. Only the researcher and their supervisor will have access to data not included in the final report.

Who has reviewed the study?

This study has been approved by the Department of Technology and Psychology Ethics Committee (DTPEC) at IADT.

What if there is a problem?

If you have a concern about any aspect of this study, you may wish to speak to the researcher who will do their best to answer your questions. You should contact Francheska Elliott (N00162901@student.iadt.ie) or her supervisor Liam Challenor (liam.challenor@dcu.ie).

Contact for further information

If any part of this research study is unclear, please do not hesitate to seek clarification from the researcher or their supervisor. If additional questions or concerns arise later, you can contact the researcher via the below information.

Researcher**:** Francheska Elliott

Email: N00162901@student.iadt.ie

IADT Supervisor: Liam Challenor

Email: liam.challenor@dcu.ie

Thank you for taking the time to read this information sheet and considering participation in this research study.

Date

Message posted on multiple YouTube channels
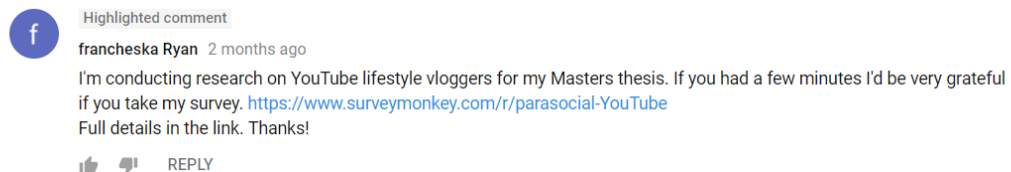
Figure E1: Example of message left on multiple YouTube channels and social media outlets recruiting participants.

Appendix F

Survey Monkey Welcome and Information page

Welcome!

You are being invited to consider taking part in this research study on Parasocial Relationships with YouTube lifestyle vloggers. This project is being undertaken by Francheska Elliott, a master's student at IADT. Before you decide whether you wish to take part, it is important for you to understand why this research is being done and what it will involve. Please take time to read this information carefully and discuss it with friends and relatives if you wish.

Do I have to take part?

You are free to decide whether you wish to take part or not. If you do decide to take part, you will be asked to mark a check box before and after taking the survey. You are free to withdraw from this study at any time and without giving reasons.

If I take part, what do I have to do?

If you choose to take part in this study you will be asked to do the following:

1.   Check a consent box to signify your willingness to take part in the study

2.   Confirm that you are over 18 years of age by checking a declaration.

3.   Complete an anonymous online survey that will include:

 - background information

 - questions on frequency of YouTube usage

 - a set of rating scales on the level of trust and authenticity

 - a set of rating scales that measures the strength of the relationship formed with the vlogger

The total estimated time for completion of the questionnaire is **13** minutes and no questions are compulsory.

What are the benefits (if any) of taking part?

The benefit of taking part in this study is the contribution that you will be making to

the understanding of this field of research.

What are the disadvantages and risks (if any) of taking part?

There are no known disadvantages or risks.

How will information about me be used?

The information that you provide will be used to perform statistical analysis to determine if there is a correlation between online relationships and how a viewer perceives a YouTube vlogger. All information will be presented as an average and at no time will it be identifiable.

Who will have access to information about me?

Due to the anonymous nature of the questionnaires no information can be traced back to you. In addition, the data will be stored securely on an encrypted and password protected computer. The data will be retained for no more than five years, after which it will be securely disposed of. The researcher and their supervisor will be the only people that have access to your data. No other persons will be permitted access.

What will happen to the results of the study?

This research is being conducted as part of the MSc. in Cyberpsychology at Dun Laoghaire Institute of Art, Design and Technology. The results of this research will be available to IADT students and staff through the college library. Only the researcher and their supervisor will have access to data not included in the final report.

Who has reviewed the study?

This study has been approved by the Department of Technology and Psychology Ethics Committee (DTPEC) at IADT.

What if there is a problem?

If you have a concern about any aspect of this study, you may wish to speak to the researcher who will do their best to answer your questions. You should contact Francheska Elliott (N00162901@student.iadt.ie) or her supervisor Liam Challenor (liam.challenor@dcu.ie).

Thank you.

1. I confirm that I have read and understood the information sheet and have had the opportunity to ask questions.

2. I agree to take part in this study. I understand that my participation is voluntary and that I am free to withdraw at any time, without consequences.

3. I understand that data collected from me during this study is anonymous.

4. I confirm that I am 18 years or older.

☐ Yes

☐ No

Figure F1: Informed Consent check box at beginning of Survey Monkey survey

Thank you for taking part in this research study.

The study in which you just participated was designed to investigate the online relationship between YouTube vloggers and their subscribers/viewers. It was designed to understand the strength of this relationship and how that might impact how the viewer perceives the vlogger and how much they trust them.

If you have questions about this study please contact me at the following e-mail address: N00162901@student.iadt.ie. Alternatively, you may contact my supervisor, Liam Challenor at IADT, at liam.challenor@dcu.ie.

We thank you sincerely for contributing and assure you that your data is confidential and anonymous, and if published the data will not be in any way identifiable as yours.

If you have been affected by the content of this study in any way, the organisations below may be of assistance:

The Samaritans Ireland
http://www.samaritans.org/
· 116 123 (ROI)

The Samaritans UK
· 116 123 (UK)

The Samaritans USA
· 1 (800) 273-TALK

The information in this Booklet may also be of help.

Please ensure that you press the Done button to submit your answers.

Thank you.

OK

Figure F2: Debrief information and additional check to submit results

Appendix G

Ethics A application as submitted

DEPARTMENT OF TECHNOLOGY AND PSYCHOLOGY

ETHICAL APPROVAL FORM A

Title of project: Click below to subscribe: Parasocial Relationships, Interpersonal

Trust and Authenticity with YouTube lifestyle vloggers

Name of researcher   Francheska Elliott

Email contact   N00162901@student.iadt.ie

Name of supervisor   Liam Challenor

		Yes	No	N/A
1	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	X		
2	Will you tell participants that their participation is voluntary?	X		
3	Will you obtain written consent for participation (through a signed or 'ticked' consent form)?	X		
4	If the research is observational, will you ask participants for their consent to being observed?			X
5	Will you tell participants that they may withdraw from the research at any time and for any reason?	X		
6	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	X		

7	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	X		
8	Will you debrief participants at the end of their participation (i.e., give them a brief explanation of the study)?	X		
9	If your study involves people between 16 and 18 years, will you ensure that <u>passive</u> consent is obtained from parents/guardians, with active consent obtained from both the child and their school/organisation?			X
10	If your study involves people under 16 years, will you ensure that <u>active</u> consent is obtained from parents/guardians <u>and</u> that a parent/guardian or their nominee (such as a teacher) will be present throughout the data collection period?			X
11*	Does your study involve an external agency (e.g. for recruitment)?			X
12	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort?		X	
13	Does your project involve work with animals?		X	
14	Do you plan to give individual feedback to participants regarding their scores on any task or scale?		X	
15	Does your study examine any sensitive topics (such as, but not limited to, religion, sexuality, alcohol, crime, drugs, mental health, physical health)		X	
16	Is your study designed to change the mental state of participants in any negative way (such as inducing aggression, frustration, etc.)		X	
17	Will your project involve deliberately misleading participants in any way?		X	

18	Do participants fall into any of the following special groups?	People with learning or communication difficulties		X	
		Patients (either inpatient or outpatient)		X	
		People in custody		X	

If you have ticked **No** to any of questions 1 to 11, or **Yes** to any of questions 12 to 18 you should refer to the PSI Code of Professional Ethics and BPS Guidelines and consult with your supervisor without delay. You will need to fill in Ethical Approval Form B and submit it to the Department of Technology and Psychology Ethics Committee (DTPEC) in place of this form.

There is an obligation on the researcher to bring to the attention of the DTPEC any issues with ethical implications not clearly covered by the above checklist.

I consider that this project has **no** significant ethical implications to be brought before the DTPEC. I have read and understood the specific guidelines for completion of Ethics Application Forms. I am familiar with the PSI Code of Professional Ethics and BPS Guidelines (and have discussed them with my supervisor).

Signed _____ Print Name _____ Date _____

Applicant

I have discussed this project with my student, and I agree that it has no significant ethical implications to be brought before the DTPEC.

Signed _____ Print Name _____ Date _____

Supervisor

* If you are dealing with an external agency, you must submit a letter from that agency with the form A. The letter must provide contact details and must show that they have agreed for you to carry out your research in their organization. You must not begin any research until ethical approval has been given.

Ethics feedback

Grainne Kirwan
Thu 01/06/2017 13:09

To: Francheska Elliott;

Dear Francheska

The Department ethics committee has reviewed your Ethics A form, and approved it at their recent meeting.

Please note that you may not proceed with data collection until a supervisor is allocated in September.

Best wishes

Grainne

Dr. Gráinne Kirwan CPsychol

Lecturer in Psychology and Programme Co-Chair MSc in Cyberpsychology
Co-Chair of the 22nd Annual Cyberpsychology, Cybertherapy, & Social Networking Conference
Chair of the Special Interest Group in Media, Art, & Cyberpsychology (SIGMAC) of the Psychological Society of Ireland
Guest Editor of the Psychology of Cybercrime special issue of Cyberpsychology, Behavior, & Social Networking Journal

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Figure G1: Ethical Approval confirmation e-mail from IADT ethics committee

Appendix H

SPSS Outputs

Table H1 & H2: Parasocial Index Scale case processing summary and Cronbach Alpha

Case Processing Summary

		N	%
Cases	Valid	74	70.5
	Excluded[a]	31	29.5
	Total	105	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.900	10

Table H3 & H4: Interpersonal Trust Scale case processing summary and Cronbach Alpha

Case Processing Summary

		N	%
Cases	Valid	69	65.7
	Excluded[a]	36	34.3
	Total	105	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.641	25

Table H5 & H6: Authentic Living case processing summary and Cronbach Alpha

Case Processing Summary

		N	%
Cases	Valid	67	63.8
	Excluded[a]	38	36.2
	Total	105	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.627	4

Table H7 & H8: Accepting External Influence case processing summary and Cronbach Alpha

Case Processing Summary

		N	%
Cases	Valid	68	64.8
	Excluded[a]	37	35.2
	Total	105	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.741	4

Table H9 & H10: Self-Alienation case processing summary and Cronbach Alpha

Case Processing Summary

		N	%
Cases	Valid	67	63.8
	Excluded[a]	38	36.2
	Total	105	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.889	4

Multiple Linear Regression Analysis

Table H11: Multiple Linear Regression analysis model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.744[a]	.553	.508	.63217

a.   Predictors: (Constant), Gender, Accepting external influence - items 3,4,5,6, Age, Do you have a favourite vlogger?, Interpersonal trust scale total, Self-Alienation - items 2,7,10,12, Authentic living total - items 1,8,9,11

Table H12: Multiple Linear Regression ANOVA analysis

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.580	7	4.940	12.361	.000[b]
	Residual	27.975	70	.400		
	Total	62.555	77			

a. Dependent Variable: Avg PSI score

b.   Predictors: (Constant), Gender, Accepting external influence - items 3,4,5,6, Age, Do you have a favourite vlogger?, Interpersonal trust scale total, Self-Alienation - items 2,7,10,12, Authentic living total - items 1,8,9,11

Table H13: Multiple Linear Regression analysis coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.467	.396		11.269	.000
	Do you have a favourite vlogger?	-.993	.161	-.527	-6.170	.000
	Interpersonal trust scale total	-.014	.006	-.338	-2.432	.018
	Authentic living total - items 1,8,9,11	-.015	.013	-.161	-1.127	.264
	Accepting external influence - items 3,4,5,6	.021	.016	.144	1.303	.197
	Self-Alienation - items 2,7,10,12	.056	.016	.427	3.412	.001
	Age	-.013	.007	-.153	-1.816	.074
	Gender	.363	.164	.193	2.211	.030

a. Dependent Variable: Avg PSI score

Independent Samples t-test

Table H14: Independent samples t-test Group Statistics

Group Statistics

	Do you have a favourite vlogger?	N	Mean	Std. Deviation	Std. Error Mean
Avg PSI score	Yes	28	3.3964	.72953	.13787
	No	56	2.3310	.75700	.10116

Table H15: Independent samples t-test analysis results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Avg PSI score	Equal variances assumed	0.172	0.679	6.154	82	0.000	1.06548	0.17314	0.72104	1.40991
	Equal variances not assumed			6.231	55.938	0.000	1.06548	0.17100	0.72292	1.40804

Correlational Analysis

Table H16: Correlation analysis between Authentic Living and having a favourite vlogger descriptive statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Authentic living total - items 1,8,9,11	15.1143	11.55531	105
Do you have a favourite vlogger?	1.7041	.45880	98

Table H17: Correlational analysis between Authentic Living and having a favourite vlogger results

Correlations

		Authentic living total - items 1,8,9,11	Do you have a favourite vlogger?
Authentic living total - items 1,8,9,11	Pearson Correlation	1	-.067
	Sig. (2-tailed)		.512
	N	105	98
Do you have a favourite vlogger?	Pearson Correlation	-.067	1
	Sig. (2-tailed)	.512	
	N	98	98

Table H17: Correlational analysis between Accepting External Influence and having a favourite vlogger descriptive statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Do you have a favourite vlogger?	1.7041	.45880	98
Accepting external influence - items 3,4,5,6	6.4286	6.73946	105

Table H18: Correlational analysis between Accepting External Influence and having a favourite vlogger results

Correlations

		Do you have a favourite vlogger?	Accepting external influence - items 3,4,5,6
Do you have a favourite vlogger?	Pearson Correlation	1	-.137
	Sig. (2-tailed)		.177
	N	98	98
Accepting external influence - items 3,4,5,6	Pearson Correlation	-.137	1
	Sig. (2-tailed)	.177	
	N	98	105

Table H19: Correlational analysis between Self-Alienation and having a favourite vlogger descriptive statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Do you have a favourite vlogger?	1.7041	.45880	98
Self-Alienation - items 2,7,10,12	8.8952	7.65346	105

Table H20: Correlational analysis between Self-Alienation and having a favourite vlogger

Correlations

		Do you have a favourite vlogger?	Self-Alienation - items 2,7,10,12
Do you have a favourite vlogger?	Pearson Correlation	1	-.172
	Sig. (2-tailed)		.090
	N	98	98
Self-Alienation - items 2,7,10,12	Pearson Correlation	-.172	1
	Sig. (2-tailed)	.090	
	N	98	105

Table H21: Correlational analysis between Interpersonal Trust and having a favourite vlogger descriptive statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Do you have a favourite vlogger?	1.7041	.45880	98
Interpersonal trust scale total	44.4571	30.48393	105

Table H22: Correlational analysis between Interpersonal Trust and having a favourite vlogger.

Correlations

		Do you have a favourite vlogger?	Interpersonal trust scale total
Do you have a favourite vlogger?	Pearson Correlation	1	-.135
	Sig. (2-tailed)		.185
	N	98	98
Interpersonal trust scale total	Pearson Correlation	-.135	1
	Sig. (2-tailed)	.185	
	N	98	105

Table H23: Correlational analysis between Parasocial Index average and having a favourite vlogger descriptive statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Do you have a favourite vlogger?	1.7041	.45880	98
Avg PSI score	2.6861	.89898	84

Table H24: Correlational analysis between Parasocial Index average and having a favourite vlogger

Correlations

		Do you have a favourite vlogger?	Avg PSI score
Do you have a favourite vlogger?	Pearson Correlation	1	-.562[**]
	Sig. (2-tailed)		.000
	N	98	84
Avg PSI score	Pearson Correlation	-.562[**]	1
	Sig. (2-tailed)	.000	
	N	84	84

**. Correlation is significant at the 0.01 level (2-tailed).