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YOUTUBE AS E-BUSINESS PLATFORM: UNDERSTANDING THE IMPACT OF HIJAB TUTORIAL AMONG MUSLIM (HIJAB AND NON-HIJAB) FEMALE IN KLANG VALLEY, MALAYSIA

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Abstract: *As the world's largest video sharing channel, YouTube has changed people's way of entertainment, attention, and advertisement. Having discovered the powerful platform that influences the viewers as well as viewing and understanding on how it affects the viewing of growth patterns has become essential matters for researchers, advertisers, media companies, or anybody who is seeking for popularity. The researcher will be focusing on the e-business where the entrepreneur used YouTube to promote their product and services. The aim is to understand the impact of YouTube hijab tutorials among the Muslim (Hijab or Non-Hijab) Female. Qualitative research with in-depth interviews technique has been applied. A total of eight female ages range from 18 to 35 were involved in this study. Social Learning (SLT) theory was used as a guideline to collect the data. The study contributes to expanding the literature reviews on Islamic e-business.*

Keywords: Social Learning Theory (SLT), Muslim Female, Hijab and Non-Hijab, YouTube, and e-business.

1. Introduction

YouTube has improved since its launch in 2005 and is now one of the most popular videos sharing sites in the world. YouTube has more than one billion registered users, and billions of videos are viewed every day, creating billions of dollars of revenue for YouTube and its partners (Mansor, I., 2020). YouTube's popularity is attributable not only to its extensive array of videos, but also to its various content discovery tools, such as keyword-based search engines, related video suggestions, and video highlights on YouTube's homepage, channel subscription, and web page, forum, and social networking capabilities. By revealing videos to users, these video discovery mechanisms enable users to discover videos of their interests in the vast repository of videos and lead users to view videos (Appel, G. et al., 2020). The processes of video discovery are considered to be the origins of video views. Since viewing sources are critical factors in the success of videos, content creators and advertisers need to know their role in driving video views. For content creators and advertisers, a clearer understanding of how each view source affects the popularity of online videos would be useful in designing effective business-enhancing strategies. The need to understand how this viewing will persuade the viewers to buy their product and services will also be significant to them.

The purpose of this study is to understand the reasons why the Muslim (Hijab and Non-Hijab) Female in Malaysia change the way they wear their hijab to new styles of wearing hijab after watching the YouTube hijab tutorial.

The rationales for this study are:

1. To specifically understand the reasons why they decided to change their way of wearing the hijab, for example, from triangle bawal to stylish shawl.
2. To specifically understand the video's elements that influence their decisions.

The rationale for this study is very significant as it will help the marketers to identify the core causes that influence the Muslim Female to buy their product. At the same time, this information will allow marketers to improve their way of doing marketing via YouTube.

2. Literature Review

With the emergence of social media, marketing and promotional tactics have moved from mainstream commercial outlets, such as television, to social networks. Today, all major brands and organisations boast a broad fan base and followers on all major social networking sites (SNS) such as Facebook, Twitter, YouTube, Instagram and many other. Social networking channels are not only cost-effective but also improve the proximity between the manufacturer and the customer. Almost every big business company has a social presence every day. Both current and new companies are now actively using social networking platforms to advertise their product, services and receive valuable input from their customers. In reality, for business, interaction through the social network has almost become a de-facto norm for evaluating their customer service. It has now become popular to see small or home-based companies operating solely from their Facebook accounts (Singh, M. and Gobindbir, S., 2018).

For this study, the researcher will be focusing on YouTube. YouTube was launched in 2005 and has undergone significant improvements as the most popular video-sharing website. In 2006, YouTube first introduced a range of promotional ideas to businesses to use the site as an effective marketing method. With the acquisition of the website in October 2006, Google has taken a direct path towards transforming YouTube into a revenue-generating product (Gerhards, 2017), with a business model focused on ads. In the coming years, YouTube has increased the possibilities for companies to monetize generated video content (Gerhards, 2017; Google 2010; Kim, 2012). With these new possibilities, advertisers have begun to realise the promise of monetization through the platform.

Today, YouTube offers various advertisement types, such as ad displays, skippable and non-skippable video advertisements (YouTube Help, 2018). As people prefer to ignore ad formats that remind consumers of conventional ads, such as on TV (McGoogan, 2016), the company was searching for other marketing formats. This method is not inherently done on YouTube by offering straightforward suggestions, for example, by directly telling the YouTube audience to purchase a specific product. Product promotion is also possible by expressing positive feelings about goods or brands, for example by testing and demonstrating a product, talking about its use in a positive way or by adding a link to the video description box.

Some see YouTube as a website full of amateurs wasting their time uploading poorly made videos, whereas others see YouTube as their chance at recognition (Cayari, C., 2011). Hence, the advertisers or entrepreneurs grab this opportunity to introduce and market their product through YouTube. As online social networking platform has become an effective medium for branding and advertising, the advertiser's attempts have been made to broadcast their product and services. Creating hijab tutorials videos in promoting their hijab is one of the activities. The use of YouTube among the advertisers to promote hijab via hijab tutorials is becoming so significant in current trends. Although, these trends already existed years ago, only recently, YouTube hijab tutorials becoming so popular and essential among advertisers. The selection of video's models also plays a vital role in promoting product and services. It seems that different brands or advertisers may use the same models to promote their product. Subjectively, these models could look like a convincing feature that could cause the audience to click on the purchase button.

Recent studies have also offered useful insights into the dynamics of product marketing and raised questions about the essential social and economic effect these influencers have had on their younger audiences in particular. As younger target audiences have grown up to use social networking sites daily, YouTubers can easily reach teens via social media content. They are also potential target markets when it comes to marketing goods on social media platforms such as YouTube (Carsten Schwemmer and Sandra Ziewiecki, 2018)

Several benefits of using YouTube are:

1. YouTube allows users to upload, view, rate, share, add playlists, report, comments on videos, and subscribe to different users.
2. It gives a broad range of user-generated and business digital content. Users share the content and are considered to be an indirect promotional strategy.

Social Learning Theory (SLT)

Bandura's Social Learning Theory (SLT) stresses the importance of studying and modelling the habits, attitudes and emotional reactions of others. Bandura (1977) points out that learning would be too laborious, not to mention dangerous if people were to rely solely on the results of their acts to inform them of what to do. Luckily, most human behaviour is learned through observation and modelling: through watching others, one provides an understanding of how new actions are conducted, and then this coded awareness serves as a guide for action. Social learning theory describes human behaviour in terms of continuous mutual interaction between cognitive, behavioural and environmental factors. Component growth underlying observational learning are (1) Attention, including modelled events (distinctiveness, affective valence, difficulty, prevalence, functional value) and observational characteristics (sensory ability, arousal level, perceptual collection, past reinforcement) (2) Recall, including symbolic coding, cognitive organisation, symbolic rehearsal, motor rehearsal and (3) Motivation. Since it involves attention, memory and motivation, the theory of social learning incorporates both cognitive and behavioural constructs. Bandura's theory strengthens the purely behavioural understanding of modelling given by Miller & Dollard (1941).

Theory's Principles (Bandura, 1977):

1. The highest degree of observational learning is accomplished by first arranging and rehearsing the modelled actions symbolically and then acting openly. Encoding modelled actions into words, marks, or pictures resulted in more excellent retention than merely observing.
2. Individuals are more likely to follow modelled behaviour if it results in outcomes that they trust.
3. Individuals are more likely to imitate modelled behaviour if the model is closer to the observer and has admired the position of the observer and the action has a practical meaning.

2.1 Problem Statement

Many YouTube studies have been performed, but research on YouTube has not yet been conducted with Hijab and Non-Hijab Female Muslim using the Social Learning Theory (SLT) in Malaysia.

3. Method

Qualitative research was applied, and in-depth interviews techniques were used to collect the data. For this study, Social Learning Theory (SLT) had been applied to understand further on the impact of YouTube hijab tutorials among Muslim (Hijab and Non-Hijab) Female. The interview questions were based on the three key constructs from SLT – 1) Attention, 2) Memory, 3) Motivation. This study is considered as a preliminary stage to understand the impact of YouTube hijab tutorial among the Muslim (Hijab and Non-Hijab) Female in Malaysia.

Three key constructs involved in understanding the impact of YouTube hijab tutorial as e-business platform (Bandura, 1972) are as follows:

1. Attention – Observers must take care of modelled actions to understand. Experimental studies (Postman et al., 1961) have shown that knowledge of what is being learned and reinforcement mechanisms significantly improve learning outcomes. Attention is influenced by the characteristics of the investigator (e.g., perceptual ability, learning ability, stimulation, past performance) and the features of the action or occurrence (e.g., significance, novelty, affective valence and functional value). In this way, social influences contribute to attention – the reputation of various models affects the effectiveness and practical importance of observation and therefore modulates attention.
2. Recall – Observers must be able to recall the characteristics of the behaviour to replicate the observed behaviour. Again, this phase is affected by observer characteristics (cognitive capacity, cognitive rehearsal) and event characteristics (complexity). Bandura defines cognitive retention mechanisms as visual and auditory, where auditory representations of templates are used in more complex scenarios.
3. Motivation – The decision to replicate (or refrain from reproducing) the observed behaviour depends on the observer's motives and expectations, including the potential effects and internal standards. Bandura's definition of motivation is also fundamentally focused on environmental factors. Therefore, social factors because of motivational factors are motivated by the functional importance of different behaviours in each given context.

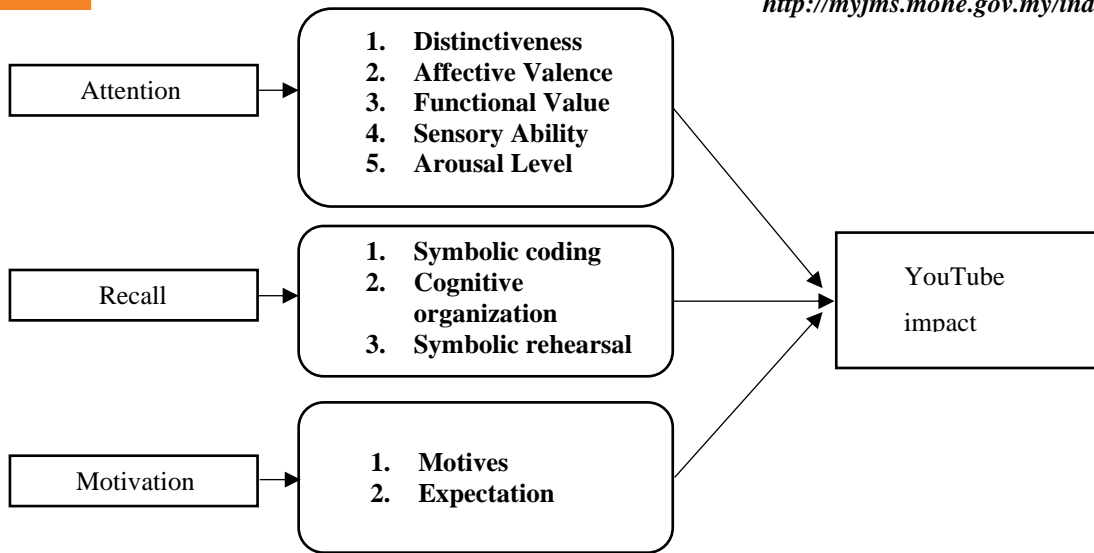


Figure 1: Social Learning Theory (SLT) with three key constructs (Bandura, 1977)

3.1 Materials

The researcher decided to use non-probability convenience sampling and purposive (Hijab and Non-Hijab) Muslim Female to collect data. Informants were among young and adults' females' age range from 18 to 35 years old.

3.1.1 Samples

A total of eight informants (Table 1 – based on data-saturated) were involved, and their age range was between 18 to 35 years old. The interview questions were divided into two parts: Part 1: Informant demographic information: age and gender and Part 11: Interview questions based on the SLT key constructs that contributed to the impact of YouTube hijab tutorial among Muslim (Hijab and Non-Hijab) Female.

Table 1: Informants Information

Informant No.	Description	Age
1	Hijab	18
2	Non-Hijab	35
3	Non-Hijab	25
4	Hijab	32
5	Hijab	28
6	Non-Hijab	21
7	Non-Hijab	19

3.1.2 Site

Research has been performed in public locations, such as cafeteria, colleges, and shopping malls because it is easy to reach and convenient.

3.1.3 Procedures

Before the informants join the study, they will be briefed by the researcher regarding the goals of the study. After they have understood about it, they will be given a consent form upon their agreement to participate.

3.3 Data Analysis

Data were analysed based on manual coding and thematic based on the verbatim transcripts of in-depth interviews. The researcher analysed as follows:

Coding and Thematic Steps

Read the transcripts – make notes and repeat reading the transcripts again

Labelling relevant information – words and sentences – the coding process.

Decide which codes are the most and create categories by bringing several codes together.

Label the categories and decide which are the most relevant and how they are connected.

3.3.1 Validity and Reliability

The researcher decided to conduct two times of pre-testing in six months to seek for consistency of the phenomenon. This pre-testing involved only one informant. Besides, the researcher was also seeking the peer's views for alternative explanations to what appear to be the research results.

4. Results and Discussion

Results

Dialogues

1st Key Construct: Attention

1. Distinctiveness

Refers to the uniqueness and quality of the product in YouTube videos

Informant 1: (...Smile) *Only two YouTube hijab tutorial video that I've watched, their videos portray such a high and good quality of shawls, and you can sense it (I mean the quality).*

Informant 4: (...Smile) *I watched almost all YouTube hijab tutorial video, and I searched for the most convenient way to wear hijab and look good.*

Informant 8: (...Smile) *I am new to hijab, and I watched YouTube hijab tutorial videos that provide tutorials that comfortable to wear the hijab.*

Informant 2: (...Small laugh) *I love to watch YouTube hijab tutorial videos, each of this video provide a different way to wear hijab, I like that.*

Informant 3: (...Smile) *YouTube hijab videos always come out with a variety of style, that you cannot imagine at all, and that's why their video looks so uniqueness from one to another.*

2. Affective valence

Refers to a core component of all emotional experience.

Informant 6: (...Mmm) *While watching the YouTube hijab tutorial video, I am a bit emotional as I said to myself, I want to look as beautiful as the model in the videos, and suddenly, I have this wondering/flash moment about how beautiful I am (...laugh). Sorry.*

Informant 7: (...Smile) *Watching the hijab tutorial videos, somehow give me this feeling of calm and peace, not all hijab videos I have experienced such feeling.*

Informant 5: (...Smile) *I enjoyed every moment when I watched the hijab tutorial. I think it indirectly provides me confidence about myself.*

Informant 3: (...Thinking) *Well, to be frank with you, I do not have the feeling thing or moment about the videos until you recommended me to watch these videos, and I never watched it before. Yet, I wonder if I wear the hijab, do I look as pretty as the model? That kind of feeling came spontaneously, not sure why? (...laugh).*

Informant 2: (...Mmm) *Pretty obvious right, the model applying a very thick makeup, of course, they look gorgeous, yeah, I want to look like them. I can, right? (...Smile)*

3. Functional Value

Refers to the value of what an offer does, the solution an offer provides to the customer

Informant 2: (...Smile) *These videos, I think it gives me the pleasure to learn more style of wearing the hijab.*

Informant 1: (...Smile) *I love to wear bawal, but watching these videos give me an idea of how I can restyle my bawal shawl to a new dimension of style.*

Informant 4: (...Smile) *I am not good wearing long shawls, but somehow these videos provide me with lots of ideas on how to wear hijab in so many styles.*

Informant 5: (...Smile) *I love to wear instant hijab, the syria type. I watched a lot of hijab videos before, but these videos make me rethink again to try something else, probably long shawls or wide shawls.*

Informant 8: (...Smile) *I am a fan of long shawls, thanks to you, I think I want to change my style wearing the hijab, perhaps bawal or instant bawal or syria.*

4. Sensory Ability

Refers to the ability to focus

Informant 3: (...Smile) *When I watched these videos, I am only concentrated on the model (...laugh)*

Informant 1: (...Smile) *I am focusing on the model and shawl, concentrate on hijab tutorial, how she demonstrated it...hey/ pretty easy yeah. I like it.*

Informant 6: (...Smile) *For all the videos, I would say that I am only focusing on her (the model) and how she demonstrated the hijab. She did a fantastic job.*

Informant 7: (...Laugh) *Yeah, only focus on the model, hijab and her dress (lovely).*

Informant 5: (...Smile) *Well, obviously focus on the model, then the shawl and the rest of the things in the videos.*

5. Arousal Level

Refers to the excitement.

Informant 1: (...Smile) *Well, I seldom watch YouTube hijab tutorial videos, but yeah thank you, you actually give me an idea how to try new styles, thanks.*

Informant 7: (...Smile) *Hi these videos give me goosebumps (...laugh) not sure why? I have to rethink to wear hijab. Probably next year (...shy).*

Informant 4: (...Smile) *All videos provide different styles wearing the hijab, instant bawal, Syria, dual loops and instant with inner, this is interesting. Do you know where I can buy them?*

Informant 6: (...Smile) *I am planning to wear hijab next year after Hari Raya. Maybe I have to rethink my plan again. These videos give me a lot of ideas on how to wear hijab. Interesting.*

Informant 2: (...Smile) *My mom encourages me to wear hijab, but I do not know how and where to start, now I know. Thanks. I am thrilled to try it out.*

2nd Key Construct: Recall

1. Symbolic Coding

Refers to a setting, acting and colour.

Informant 6: (...Smile) *These videos provided different approach in the video setting. Although all videos focus on hijab tutorials, the model, colours, and backgrounds were different.*

Informant 2: (...Smile) *I love the pattern shawls, it is stunning. Hi, the arrangement of music and the hijab tutorial, incredibly excellent.*

Informant 1: (...Smile) *I enjoyed all the videos because each video their settings were not the same. Good.*

Informant 7: (...Mmm) *These videos give an idea of what shawl to wear and with what kind of clothes. Pattern shawls suited with plain blouse or shirts as for plain shawls served with pattern blouse.*

Informant 3: (...Smile) *I love the way they designed these videos; I am talking about the setting for each video, complete with music and a few actions and humour. Well done.*

For this subkey construct, after watching all videos, the researcher asked the informant, one thing that they can recall in each video. All informants provide almost the same answers - the model clothes and its colours, the shawls' colours, the setting, actions by the models, music and background colour of the videos.

2. Cognitive organization

Refers to judgment and decisions.

Informant 8: (...Smile) *I think I wanted to try these new styles.*

Informant 2: (...Smile) *Ok, I decided to wear hijab this year, (...laugh), I want to look beautiful just like the models in the videos.*

Informant 3: (...Smile) *Mmm, I am still thinking to wear hijab this year or next year, perhaps I need to get more opinions from others. So, I will make the right decision for myself, and this is a big transformation tho. (...Serious)*

Informant 7: (...Smile) *I already decided to wear hijab maybe next week or next month, who knows, InshaAllah.*

Informant 1: (...Smile) *Well, I guess I will try new styles next week. First, I need to do some shopping, maybe go for instant bawal or the two hijab loops.*

3. Symbolic rehearsal

Refer to imitation and practices

Informant 1: (...Smile) *Yeah, I will try precisely how the models demonstrated the hijab, and see how it looks on me.*

Informant 2: (...Smile) *I am looking forward to trying it out, hope it is not hard to do it.*

Informant 4: (...Smile) *Well, I use to wear just 'sarung' hijab tho (...mmm), maybe why not to try new styles once a while. Perhaps it will look good on me, InshaAllah.*

Informant 7: (...Smile) *I will try it out. First, different shawls – plain and patterns, see which one suits me the most.*

Informant 8: (...Smile) *I will try the new styles, perhaps it is not as easy as it looks, practice makes perfect.*

3rd Key Construct: Motivation

1. Motives

Refers to reasons to change

Informant 2: (...Smile) *Ok, I want to change because I think it is about time for me to wear the hijab. I am always getting support from family and friends that encourage me to wear hijab. InshaAllah soon.*

Informant 5: (...Smile) *Wearing the hijab is a must for all ladies, Muslim to be exact. Why not I try the new styles, no harm to try new techniques as long as long, your hijab covers the front part of your body.*

Informant 4: (...Smile) *Pretty scared to see those ladies who wear hijab, what I meant, too stylish and not even cover the front part of your body. For me, the reasons to change, I can accept and adopt the new styles and maybe I can maintain it, InshaAllah.*

Informant 7: (...Mmm) *It about time for me to change, I mean, wearing the hijab, I have to do it as soon as possible. No one is forcing me to do so. I guess these videos, and you somehow boost my confidence to wear hijab, thank you.*

Informant 8: (...Smile) *Yeah, why not just try new styles, so I look pretty (...laugh).*

2. Expectation

Refers to anticipating or looking forward to.

Informant 8: (...Smile) *Definitely, I would like to see my husband reaction when I try new styles (...laugh)*

Informant 2: (...Smile) *I can wait to see my mom and dad reactions, but most importantly, my close friends and my fiancé.*

Informant 3: (...Smile) *I hope that my family and friends happy to see me wearing the hijab. And also, to get their endless support.*

Informant 1: (...Laugh) *This is very challenging for me, because use to the same style for all these years, hopefully, the styles will get many thumbs up from families and friends.*

Informant 6: (...Smile) *I hope that my family and friends will give good feedback and support me all the way.*

5. Discussion

Key Construct: Attention

1. Distinctiveness – The informants agreed that all four videos have their unique selling propositions (USP). That is why the content of the videos is approachable.
2. Affective valence – The informants agreed that they experience emotional moments; for example, they feel confidence, envy and happy.
3. Functional value – The informants agreed that all four videos meet their needs and want, for example, comfortable to wear, look elegant even though wearing instant hijab and it does not look cheap.
4. Sensory ability – The informants agreed that they could fully focus because the model conducted the tutorial very persuasively.
5. Arousal level – The informants agreed that they were very excited to try the new style based on all four videos.

Key Construct: Recall

1. Symbolic coding – All informant agreed that all four videos were very well arranged and organized, the model's acting (demonstrated hijab tutorials like an expert) and background colour - white and camera positions (angle) is suitable.
2. Cognitive organization – All informants immediately responded to all four videos positively and straightaway decided to try it (new style) out. They gave good reviews about the videos.
3. Symbolic rehearsal – All informants agreed that they would try to imitate and practice to wear new hijab styles.

Key Construct: Motivation

1. Motives - The informants agreed that all four videos provide motivations such as they are looking for quick and pin-less hijab styles. At the same time, they want to look elegant, sophisticated, and beautiful. As such, they have the intention of a change.
2. Expectation – The informants hoped that the changes will provide positive feedback from friends, spouse, family. Also, when they apply the new style, it will maintain the excitement of wearing the hijab.

Study Rationale: Point 1

To specifically understand the reasons why they decided to change their way of wearing the hijab, for example, from triangle bawal to stylish shawl.

The informants agreed:

- They wanted to change their current style to new style because they want to change, but somehow, they could not find a purpose to change.
- Nobody cares or pays attention to the way they look, and even the spouse does not motivate them to change.
- They were afraid to change because they might humiliate themselves. Some of the informants mentioned that they have low self-esteem.
- The researcher plays the role to motivate them to change, meaning the researcher and the videos somehow boost their confidence to change.
- They were always thinking about changing the style, but they do not have the nerve to change.

Study Rationale: Point 2

To specifically understand the video’s elements that influence their decisions.

The informants agreed:

- The models play the role in influencing them. Not only that, other small details such as the models’ outfits, shape/figure, body language, facial expression (smiling face), their acting and explanations make them all look professional.
- The video's settings – camera's positions (its angle), the smooth zoom in and out, and the concept of slow-motion on the specific scene)
- The video's background is in white and the music played in the videos.
- The way the model demonstrates the hijab tutorials is very convincing and promising (convincing – satisfying; promising – encouraging)

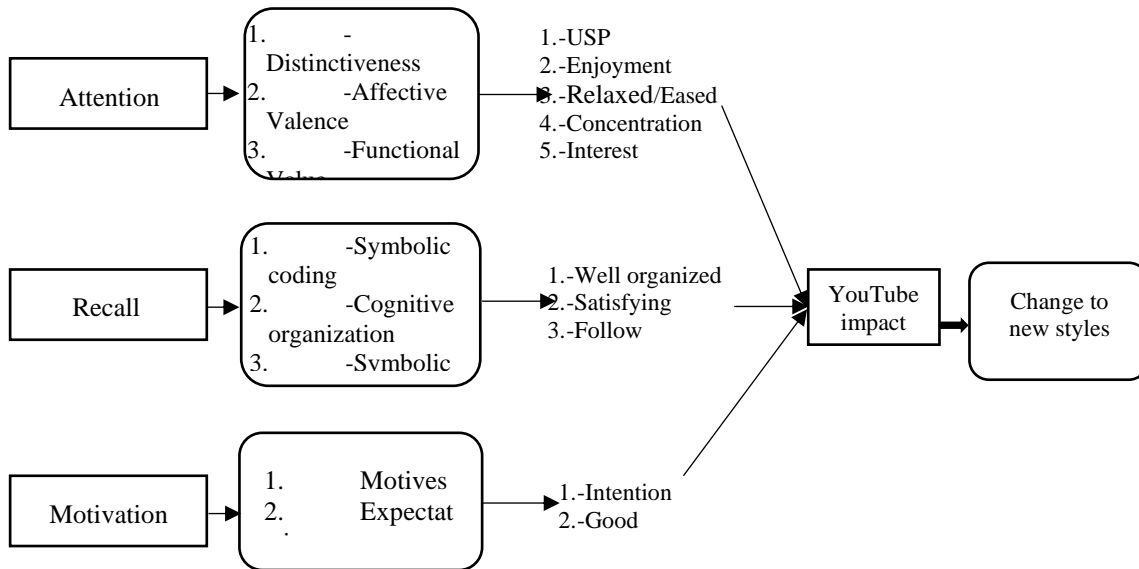


Figure 2: Social Learning Theory (SLT) with three key constructs with themes

This research is quite challenging because it is not easy to ask a person to participate. Some of the informants had trouble understanding why the researcher had to stop the interview sessions because it took more time than the researcher had anticipated. Moreover, they were disturbed by their families, husbands and/or children, and they are always in a rush. Overall, the researcher was pleased with the findings.

6. Conclusion

Not only is YouTube famous for its personal use, but it is also renowned for its business channel. Most of the videos that have been uploaded affect their way of setting or making them. In YouTube videos, promotion of products through referral links and oral ads are widespread. Advertisement and product marketing are valuable financial tools for YouTubers including advertisers and entrepreneurs. Simple videos like hijab tutorial can create awareness and interest among the young female users who have grown up to use social media platform regularly and female adults who watched YouTube videos for entertainment purposes. However, in the sense of new opportunities, the challenges of a digitalised world must also be recognised. The trend for product marketing on YouTube and other platforms is likely to increase further. Therefore, more entrepreneurs have opted to use YouTube as their business site, allowing users not only to watch but also to rate, post, comment and even subscribe to the channel. A broad range of user-generated and business digital content is also supported. As users post content, they have then carried out an indirect promotional or marketing activity.

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