



**‘We all know it, yet we ignore it’**

**The effect of child labour campaigns on the Dutch  
consumer buying behaviour:  
‘Does the campaign content matter?’**

(Harmonyfdn, 2015)

**A STUDY THAT INVESTIGATES TO WHAT EXTENT THERE IS A DIFFERENCE IN THE EFFECT OF  
CAMPAIGN CONTENT (RATIONAL VS. EMOTIONAL APPEALS) AND MOOD INDUCERS (MUSIC VS.  
VOICE-OVER VS. MUSIC & VOICE-OVER), USED IN CHILD LABOUR CAMPAIGNS, ON THE DUTCH  
CONSUMER BUYING BEHAVIOUR**

**MASTER THESIS**

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# ABSTRACT

## Background

Nowadays, the Dutch government often uses campaigns to create awareness and change attitude and behavior towards a problematic situation, for example a child labour campaign. But the effectiveness of the child labour campaigns on the Dutch consumer buying behavior is not evaluated yet, nor is there evidence what type of message (rational facts or emotional images) a child labour campaign should contain to be most effective.

## Objectives

Present research investigated to what extent there is a difference in the effect of rational (numeric facts) and emotional (images) appeals, strengthened by mood inducers (music, voice-over or both) used in child labour campaigns on the Dutch consumer buying behavior.

## Method and data

One used a 2 (Emotional vs. Rational appeals) X 3 (Music vs. Voice-over vs. Music and voice-over) between subjects design. Data were collected with an online survey of which the link was posted on several social media platforms. Respondents were randomly assigned to one of the six conditions. Several analyses were executed of which a univariate, multivariate and regression analyses.

## Results

In total, 295 respondents filled in the questionnaire of which 66.4% were female and 33.6% were male. Results from the univariate analysis indicated no interaction effects. However, it did showed a significant main effect for campaign content on mood, indicating that emotional appeals have more effect on a person's negative mood than rational appeals. Furthermore, results from the regression analyses indicated that credibility and persuasion knowledge were significant predictors of behavior changes which suggest that a behavior change can only be realized when a campaign is considered to be credible or when a person is not aware of the persuasive intent, which means that they should not be aware that they are being persuaded with guilt.

## Conclusion

This study suggests that there is no difference in the effect of rational and emotional appeals on the Dutch consumer buying behavior. In addition, mood inducers (music, voice-over, both) did not strengthened the effect of these appeals on the Dutch consumer buying behavior.

**Keywords:** Campaign effectiveness, child labour campaigns, rational appeals, emotional appeals, mood, mood inducers, effect of music, effect of spoken words, campaign goals, consumer buying behavior, unethical behavior, behavior change, compliance behavior

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## 1. INTRODUCTION

To date approximately 210 million children around the world are victims of child labour (ILO, 2014), which can be defined as ‘the exploitation of children under a certain age which is harmful’ (Nieuwenhuys, 1996). The absolute number of children working is the largest in Asia. However, the incidence of child labor seems to be the highest in Africa (ILO, 2014). Most prominent causes of child labour are bad working conditions and lack of legislation (Amstel, 2012). There are humanitarian reasons to protect children from child labor, such as the fear of political instability and compulsory education (Nardinelli, 1990). However, others argued that changes in the perceived roles of children and the increase in family income played a more decisive role (Nardinelli, 1990).

In 2012 the Dutch government introduced the “clean clothes” campaign (in Dutch: *schone kleren campagne*) and the “stop child labour” campaign (In Dutch: *stop kinderarbeid campagne*) in order to reduce the number of people working in bad conditions and the number of children who are victims of child labour. These campaigns consisted of multiple radio and television commercials. The overall goals of these campaigns were to create awareness by the Dutch consumers that these problems (still) exist. One of the most important goals of awareness is to create interest to a certain subject (Renes et al., 2011). This first step of creating awareness is crucial since awareness is prerequisite for change in the attitude of consumers (Rice & Atkin, 2012). Subsequently, a change in consumer’s attitude is necessary for a behavioral change (Rice & Atkin, 2012). By starting these campaigns, the Dutch government aimed to advice Dutch consumers how to shop in a good manner and to support employees in the factories (Amstel, 2013).

The effectiveness of the child labour campaigns on Dutch consumer buying behavior is not evaluated yet. However, numerous studies investigated the effectiveness of other governmental campaigns, which led to mixed results regarding their effectiveness. For example, Phillips’s study on the effectiveness of road safety campaigns showed a reduction of the number of accidents. In contrast, the results of the Dutch campaign against the so called ‘factory-farm’ chickens resulted in the opposite effect namely more sold factory-farm chickens instead of less (RTLnieuws, 2013). Next to that, research indicated that campaigns have less influence on attitude and even more less influence on behavioral changes (Atkin, 2001).

Although evidence exists that consumers are willing to make ethical purchases, Roberts (1996) and Simon (1995) both reported an ‘attitude-behavior’ gap. This attitude-behavior gap means that consumers report that they would boycott products of firms who have unethical behavior, but in reality they would still buy at these firms (Carrigan & Atalla, 2001).

In addition, there is little consensus about what type of message within these campaigns is the most effective (Phillips et al., 2010). For instance, campaigns can use facts and figures (rational appeal) but can also use emotions (emotional appeal) (Elliot, 1993). Next to that, mood states which can be caused by music or voice-over has an effect on behavior as well, but it all depends on its fit with the message (Morris & Boone, 1998; Shen & Chen, 2006; Alpert & Alpert, 1990). One can conclude that there is little evidence in the literature on which method is best for child labour campaigns (Phillip et al., 2010). These abovementioned insights are however important to develop campaigns which lead to optimal results. Therefore, this study aims to investigate to what extent there is a difference in the effect of a rational (statistics) and emotional appeal (images), strengthened by mood inducers (music or voice-overs) used in child labor campaigns on the Dutch consumer buying behavior.

## **2. LITERATURE FRAMEWORK**

In this chapter one will operationalize the variables that are being used in the conceptual model (see figure 1)

### **2.1 Campaign Goals: Awareness, Attitude and Behavior**

In the literature a campaign is defined as an attempt to inform or influence the behavior of a large audience with the use of mediated messages on multiple channels, which generally produce noncommercial benefits to the society (Rice & Atkin, 2012). The goal of campaigns is to create awareness by sending messages to their audience and by doing aim to change their audience's attitude and ultimately change their audience's behavior (Rice & Atkin, 2012). Creating awareness and arousing interest can be realized by sending informational messages (Rice & Atkin, 2012; Renes et al., 2011), which inform people what, who, when and where something should be done (Rice & Atkin, 2012). Via these informational messages attitude change of the audience can be realized. An attitude is a general evaluation, which someone has towards people, places or objects (Baumesiter & Finkel, 2010). Subsequently, an attitude (change) can influence a choice or even an action which lead us to the last purpose namely behavioral change with the use of the so called "persuasive messages" (Rice & Atkin, 2012). However an attitude (change) does not always result in a behavioral change as well. Especially when it comes to corporate social responsibility, where an attitude-behavioral gap has been discovered (Simon, 1995) (Figure 1).

### **2.2 The Attitude-Behavior Gap**

This attitude- behavior gap refers to the mechanism that consumers have socially responsible attitudes and they are interested in obtaining reliable information about the background of the products they want to purchase in order to make more "ethical consumptions" (Alexander & Nicholls, 2006). However in reality this social responsibility is not the most important criteria in their purchase decision (Boulstridge & Carrigan, 2000). One can conclude that a personal reason to make a purchase decision is more important rather than a societal. Results indicated that price, quality and convenience are the important factors whether a consumer makes a purchase (Boulstridge & Carrigan, 2000). The attitude- behavior gap was also reported by Robert (1996) and Rogers (1998) who found similar results with their research. With this study one is trying to understand how this attitude-behavior gap can be reduced with the use of different types of child labour campaigns.

## 2.3 Effectiveness of Campaigns

Although the purpose of a campaign is stated by its organization the responses of an audience can vary (Rice & Atkin, 2012). Some audience learn from a campaign with the information they receive, some audience change their attitude, beliefs and values whereas others change their behavior because that is recommended in the message (Rice & Atkin, 2012).

For this research one expects three effects of a campaign namely, 1) positive behavioral change, 2) negative behavioral change and 3) no change. A *positive behavioral change* is a successful campaign, which means awareness, attitude change and a decreasing attitude-behavioral gap. This effect has been seen in several investigations about the effectiveness of campaigns on behavior change. These studies however applied for campaigns for presidential elections, education, health and road safety (Lazarsfeld et al., 1948; Grodzińska-Jurczak et al., 2006; Stapleton, 2000; Tay, 1999; Phillips et al., 2011; Elvik & Vaa, 2004). Based on the results of these studies it can be concluded that campaigns indeed affect consumer behavior. However, the opposite effect, which is a *negative behavioral change*, is also possible, which can be defined as a campaign that increases awareness, changes attitude and decreases the attitude- behavioral gap, but the campaign stimulates the 'wrong' behavior. For instance, the Dutch campaign against the so called 'factory-farm' chickens. Instead of reducing the sale of the so called 'factory-farm' chickens the campaign led to more (RTL nieuws, 2013). In this case, people saw the anti-campaign for 'factory-farm' chickens and thought about other factors like cheap instead of the real message (RTL nieuws, 2013). Finally, there could also be *no change at all* due to no attitude and behavioral change. Whether or not a campaign is effective on behavior depends on the type of campaign and the content of a message (Elvik and Vaa, 2004).

Phillips et al. (2011) suggested that messages that are meant for a change in behavior should be very persuasive. But, up until now there is little consensus in the literature what type of message is the most persuasive one (Phillips et al., 2011). In general, persuasion is often tried rationally with a presentation of facts or figures, but research also showed that the effect can be larger if an emotional message is used (Elliot, 1993; Ulleberg & Vaa, 2009).

## 2.4 Rational and Emotional Appeals

An appeal is a persuasive statement which could lead to attitudinal effects on behavioral responses (Holmes & Crocker, 1987). Rational advertising refers to the traditional decision making process where the consumer is expected to make a logical and rational decision (Albers-Miller Marla Royne Stafford, 1999), based on strong powerful arguments such as product benefits (Kotler & Armstrong, 1994) or facts and figures (Phillips et al., 2011) that they receive.



An emotional appeal in an advertisement should make a consumer feel good about a product or service (Albers-Miller Marla Royne Stafford, 1999). People talk about feelings in form of anger, love and sympathy (Tellis & Ambler, 2007). Kotler and Armstrong (1994) suggest that emotional appeals can either be negative (fear, guilt and shame appeals) or positive (joy and humor) to motivate a purchase. Attempted to understand the effect of rational vs. emotional appeals in campaigns one will explain the rational vs. emotional framework in advertising first.

## **2.5 Effectiveness of Rational and Emotional Appeals in Ads**

The evidence about the effectiveness of the rational and emotional appeals is inconclusive.

In 1982 Aaker and Norris analyzed the level of information of TV commercials and they concluded that informational (rational) appeals are more effective than emotional appeals. This result was supported by Golden, Johnson (1983), Coulson (1989), Holbrook (1978), Stafford and Day (1995). All of these researchers found evidence that rational ads provide more information and are more liked and resulted more in purchase intentions than with emotional ads. Besides that factual content is more credible and result in more positive beliefs (Holbrook, 1978).

On the contrary, other researchers found that emotional commercials led to more positive responses compared to the informational commercials (Goldberg & Gorn, 1987). Research indicated that emotional ads lead to higher level of recall (Goldberg & Gorn, 1987). Furthermore, it is reported that emotional ads may be more effective and memorable because emotions strengthen the memory (Page & Thorson & Heide, 1990).

In sum, there are different conclusions whether rational appeals are more effective than emotional appeals and the other way around. However, the effectiveness of emotional appeals depends on the circumstances (Coulter & Moore, 1999) and it depends on the type of campaign whether an effect on behavior can be realized (Elvik & Vaa, 2004). One has argued that for this study emotional appeal is possibly more effective to change behavior than rational appeals. Therefore several types of emotional appeals will be discussed as well in the next paragraph.

## **2.6 Fear, Guilt and Shame Appeals**

Social marketing campaigns are used by many non for profit and government organizations in order to encourage certain behavior (Brader, 2006). Campaigns can be used to encourage behavior that is applied to individual's personal motivations (Brennen & Binney, 2010). But campaigns can be used as well to encourage behavior that will help save others like child labour campaigns. For this so called compliance behavior a different approach is needed namely the use of negative emotional appeals (Brennen & Binney, 2010), that create an emotional imbalance which lead to discomfort that could affect a desired behavior. Brennen and Binney (2010) investigated social marketing appeals which are 1) guilt and 2) shame.

## 2.7 Guilt and Shame

Guilt appeal is seen as an encouragement to help others that are not fortunate (Brennen & Binney, 2010). The study of Brennen and Binney (2010) showed results that guilt appeal in advertising make people feel worried, sorrow and empathic. Yet, this approach is only effective depending on circumstances like persuasive knowledge and ad credibility and inferences of manipulative intent (Coulter, Cotte & Moore, 1999). First, when a consumer has persuasion knowledge and experience with and exposure to a certain guilt appeal they are likely to change their reaction towards the advertising (Coulter, Cotte & Moore, 1999). Second, the moment that a consumer experiences the ad as credible, the chance that they will have a positive reaction to the advertisement, feel guilty and take action in the end will be more likely (Coulter, Cotte & Moore, 1999). But, when a consumer feels that the advertiser is using inappropriate tactics or they are trying to manipulate, they will have a negative reaction to the advertising resulting in an annoyed consumer instead of feeling guilty (Coulter, Cotte & Moore, 1999).

Shame appeal is defined as “an emotion that individuals experience when their socially unacceptable behavior becomes aware to other people who are significant to them” (Brennan & Binney, 2010). People only feel ashamed when they care what others think about them (Brennan & Binney, 2010). In the study of Brennan and Binney (2010) participants found guilt and shame appeals a message about moral consequences linked to a certain behavior. An example was given, such as killing a human being (Brennan & Binney, 2010). This study indicated that shame is related to guilt. One has to recognize that they are guilty in order to feel ashamed.

Most studies about shame were in relation to tax compliance (Braithwaite, 2002; Harvey and McCrohan's, 1988). The review of several tax compliance studies led to a conclusion that shame exists when someone felt guilty (Braithwaite, 2002). On the contrary, Abe (2004) found results that guilt and shame are experienced in a different way and that these emotions lead to different behaviors. One can conclude that there is not enough evidence how shame influence behavior (Brennen & Binney, 2010). Based on the above mentioned theory the following hypotheses have been formulated:

H1: Rational appeals have a more positive effect on arousing interest and rational thoughts than emotional appeals.

H2: Emotional appeals have more positive effect on emotions and behavior than rational appeals.

H3: Individuals who have persuasion knowledge are less likely to change behavior than individuals who do not know that they are being persuaded.

H4: Individuals who experience the campaign as credible are more likely to change their behavior than individuals who experience the campaign as not credible.

## **2.8 Mood Inducers**

Besides emotional and rational appeals, mood states have an effect on behavior as well according to psychological literature (Gardner, 1985). For this research one has defined mood as an “individual’s subjectively perceived affective state” (Gardner, 1985), for instance a cheerful or sad mood. Mood can be distinguished from emotions because it is more intense, attention-getting and it is also tied to a specific behavior (Clark & Isen, 1982). This is due to the fact that one may or may not be aware of their mood and its effect, whereas with emotions and its effect one is mostly aware of and this can interrupt ongoing behavior (Simon, 1967).

Furthermore, mood can be separated in positive (e.g., peacefulness, joy, cheeriness) and negative moods (e.g., guilt, shame, depression) (Gardner, 1985). It is known that behavior effects are more likely with a positive mood than with a negative mood because this last one is more complex (Gardner, 1985). At last, mood states are an important set of effective factors (Gardner & Van der steel 1984; West- brook 1980) and may influence consumers behavior in many contexts like advertisement exposure (Gardner, 1985). Although mood states could have an important effect on consumer behavior, there is research needed to measure such effects. A mood state is easily influenced by little things such as music (Clark & Isen, 1982). In the next paragraph one will explain the effectiveness of music and spoken words (voice-over) on mood.

### **2.8.1 MUSIC VS. VOICE-OVER**

Two important mood inducers which are often used in Dutch campaigns are music and voice-overs. Music is considered to be an effective tool to stimulate a mood (Gorn, 1990). Besides campaigns music is also used in stores or advertisements. According to Hecker (1984) music enriches the key message, stimulates a consumer and gives him/her certain energy. Listening to music is seen as a pleasant activity. Moreover, it creates a temporary mood that someone will consider to behave in the suggested way that is recommended in the communication (Dabbs & Janis, 1965).

Besides music, voice-overs are often used in campaigns and advertising as well. In this context a voice-over is defined as a story that one is telling during an advertisement or campaign in order to strengthen a purpose or goal. Unfortunately, no research has been conducted yet which supports the evidence that voice-overs actually strengthen a goal or purpose of a campaign.

Many studies investigated how music affects attention, attitudes and product choice in advertising. Results indicated that the effect of music on for example brand attitude depends on its fit with the ad, brand or message (Morris & Boone, 1998; Shen & Chen, 2006; Strick, 2014).

However for this research it is important to know what music and the content of a message does to the consumer behavior and according to several researchers; congruent music can enhance purchase intentions or actual product choices (Alpert & Alpert, 1990; Alpert, Alpert, & Maltz, 2005; Gorn, 1982; Kellaris & Kent, 1991; North, Hargreaves, & McKendrick, 1999; Strick, 2014). Although there are many insights about the effect of music on persuasion, Strick (2014) suggested that there is little research on the quality of music to emotionally involve consumers in a story or in this case a campaign. One has reason to believe that not only music but voice-over as well has the power to emotionally involve consumers in a story. It would be highly interesting to know which one of the above mentioned mood inducers is the most effective one and which one is more appealing to either a rational or emotional appeal. Again to our knowledge this has not been investigated yet. There is however literature that shows the difference between sung lyrics and spoken lyrics. A synonym for lyrics is according to the dictionary "words". According to Thompson & Russo (2004) lyrics are less meaningful without musical context. There is enough evidence to suggest that messages by lyrics are more persuasive and more emotional in a musical context than when the lyrics are read as text (Galizio & Hendrick, 1972). In the study of Galizio and Hendrick (1972) four folk songs were presented of which each had or did not have a guitar accompaniment. The lyrics in the context of guitar accompaniment were more emotionally and persuasive perceived by respondents than the lyrics presented without guitar accompaniment. Based on this information one can conclude that with the use of music there is greater positive emotional arousal and greater persuasion than without music and only words.

## **2.9 Relation Music and Voice-over VS. Rational and Emotional Appeals**

What literature tells us is that the impact of mood on consumer behavior is well documented (Lan et al., 2010). As mentioned before, one of the mood inducers is music and this factor could be one of the most stimulating components in advertising. One is suggesting that music is the stimulating component of an emotional appeal. Although this has not been specifically investigated, Hecker (1984) did conclude that music influence emotions, especially music with song lyrics (Thompson & Russo, 2004). At the moment, there are no consistent results about music-related findings. For example, the presence of music enhances ad performance according to Hoyer et al. (1984), while music has no effect on ad performance according to Stewart and Furse (1986). The same inconsistencies were observed in across studies of sung versus voice-overs (Galazio & Hendrick, 1972). We do however know that music is effective when it fits the advertising message (Strick, 2014).

One concluded that a voice-over could be effective as well when it fits the advertising message mainly because both can be seen as sounds. For this research one has chosen to send out an emotional and rational message.

Previous research indicated that music can emotionally involve a consumer in a story (Strick, 2014). One has reason to believe that a voice-over can rationally involve a consumer in a story. However to our knowledge it has not been investigated yet to what extent mood inducers like music and voice-over strengthen these rational or emotional appeals in a campaign. This is however important to know in order to lead to optimal results with the use of campaigns. Based on the lack of literature and what is known in the literature we can only assume that music strengthen the emotional appeal in child labour campaigns and that spoken words will strengthen the rational appeal in child labour campaigns. This has been formulated in the subsequent hypothesis.

H5: Rational appeals featuring voice-over are more effective on behavior than rational appeals featuring music.

H6: Emotional appeals featuring music are more effective on behavior than rational appeals featuring music.

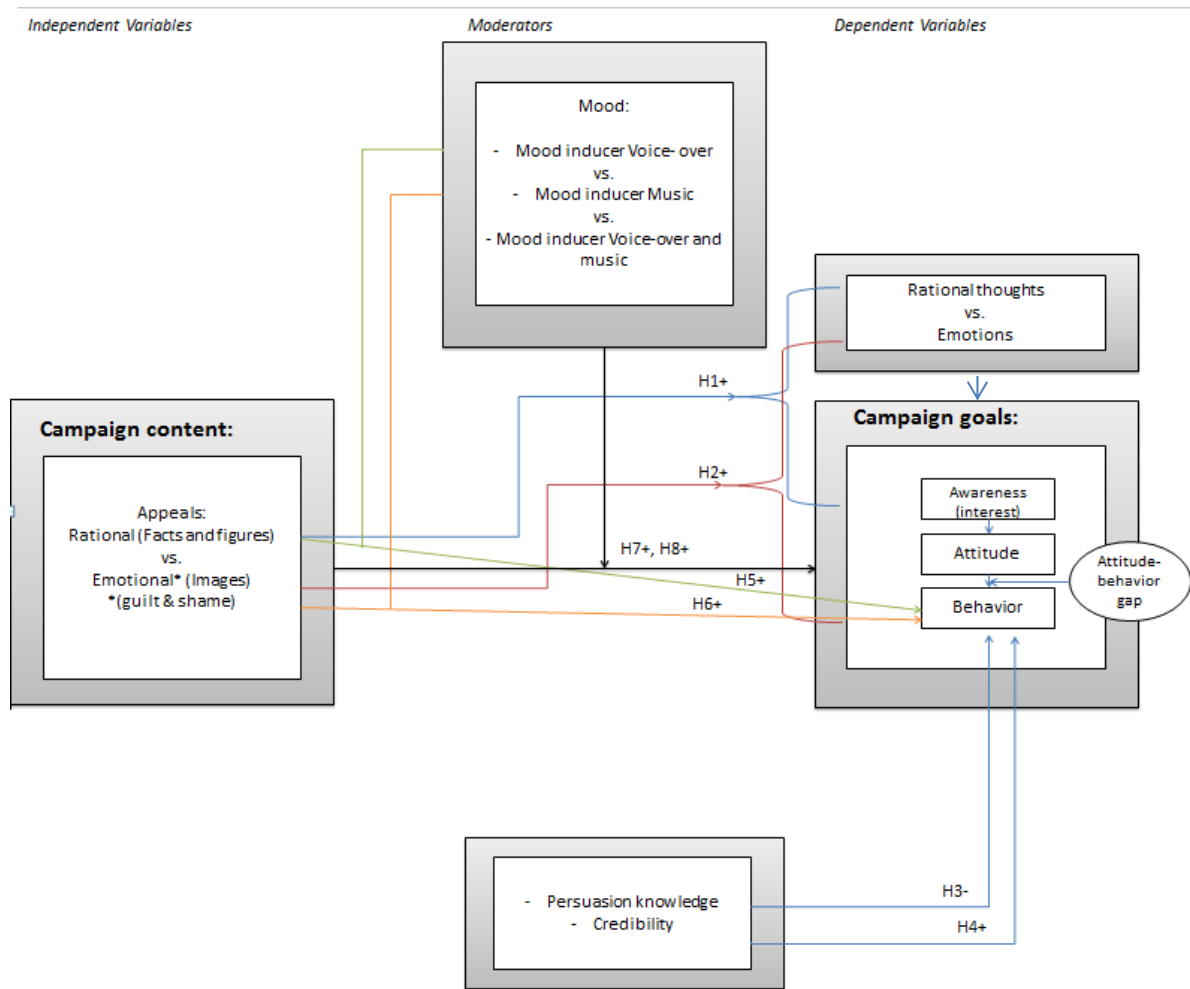
H7: Voice-over is more positively experienced in a rational campaign than in an emotional campaign.

H8: Music is more positively experienced in an emotional campaign than in a rational campaign.

## 2.10 Research model

The purpose of this research is to investigate the effect of campaign content (rational vs. emotional appeals) on campaign goals (awareness, attitude and behavior) and whether this effect is strengthened by mood inducers (music and voice-over). Figure 1 exhibits the research model that is based on the theoretical framework and it will guide this research and depicts the important variables of this research with campaign content as independent variables, mood (inducers), persuasive knowledge and credibility as moderators and emotions, rational thoughts and campaign goals as dependent variables. Every variable in the conceptual model has been measured with several items in the questionnaire (See chapter 3.5). With the use of an emotional (images) and rational (statistics, numeric and facts) campaign one has tried to manipulate participants emotions, rational thoughts, their awareness towards child labour, their attitude and most important their behavior. Moreover, in the conceptual model, the hypotheses are indicated with colored arrows. Every arrow means an expected effect or influence. The + stands for a positive effect and the – for a negative effect.

Figure 1: Conceptual model that will guide through the research.



Based on the theoretical framework one can conclude there is a gap in the literature about what type of campaign is the most persuasive one in order to change behavior. Several researchers vary in statements whether a campaign should contain either a rational or an emotional character. It is also not clear what the effect and the role is of music and voice-over in this specific type of campaign (child labour). Therefore the research question described in the introduction will be used namely: *To what extent is there a difference in the effect of rational (statistics, numeric, facts) and emotional (image) appeals strengthened by mood inducers (music or voice-over) used in child labour campaigns on the Dutch buying behavior?*

### 3. METHOD

In this chapter the research design, the randomization protocol, respondents, stimulus material, measures, procedure of the data collection and analyses will be described.

#### 3.1 Design

For this research we used a 2 (Emotional vs. Rational appeals) X 3 (Music vs. Voice-over vs. Music and voice-over) between subjects design. The reason we chose this design is because according to Phillips et al. (2010) there is little consensus about what type of campaign is the most effective one. Most campaigns about child labour contain images, texts, music and a voice-over. And therefore the question arises which of these elements would be the most effective one to change the Dutch consumer behavior. Which of these elements are indeed effective?

#### 3.2 Randomization protocol

Participants were randomly assigned to 1 of the 6 conditions which are 1) emotional appeals ft. music, 2) emotional appeal ft. voice-over, 3) emotional appeal ft. music and voice-over, 4) rational appeal ft. music, 5) rational appeal ft. voice-over and 6) rational appeal ft. music and voice-over.

#### 3.3 Respondents

The sample consisted out of 317 participants. Unfortunately, 23 of them did not hear any background sound in the video campaign. For this reason we decided to delete these 23 from the sample in order to prevent invalid data. The total N for this research is 295 (33.6% male and 66.4% female). The age varied from 18 to 66 with an average of 33 (S.D=12.87). Table 1 gives an overview of participants per condition. See appendix for complete review respondent characteristics.

*Table 1: Participants characteristics per condition*

Co variables:	Type of campaign	
	Rational factual (appeals)	Emotional images (appeals)
Music	Female: 34 Male: 19 Age (M=33.49, S.D=14.17)	Female: 33 Male: 18 Age (M=31.98, S.D=12.34)
Voice-over	Female: 25 Male: 12 Age (M=35.43, S.D=11.71)	Female: 31 Male: 11 Age (M=32.05, S.D=13.24)
Music & Voice-over	Female: 35 Male: 18 Age (M=30.98, S.D=11.70)	Female: 38 Male: 22 Age (M=33.44, S.D=13.88)

### 3.4 Stimulus material

The stimulus material contained a short video campaign (1 minute) which was developed by the researcher and a graphic designer. Of the six video campaigns, three had a rational character and the other three had an emotional character.

#### 3.4.1 Rational character

The three video campaigns with a rational character showed black sheets with statistical information and numeric facts about the current status of child labour all over the world. The facts were derived from anti-child labour organizations and are based on the truth.

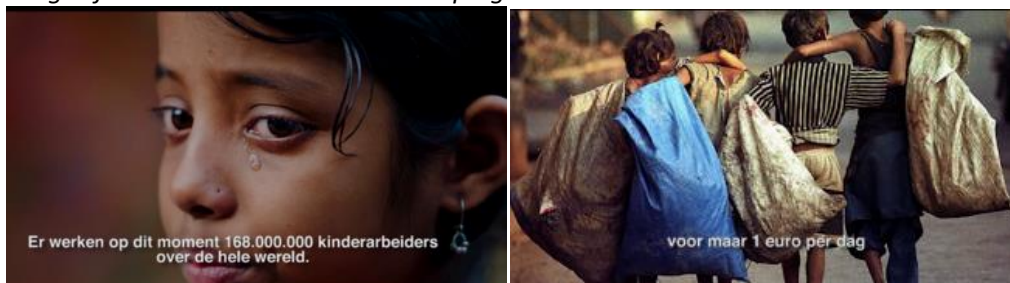
*Images from the rational video campaign*



#### 3.4.2 Emotional character

The three video campaigns with an emotional character showed emotional images of working children, in bad working circumstances, from every part of the world. Some images were sent to us by anti-child labour organizations. However, most of the images were derived from the Internet and others were made by the graphic designer and the researcher themselves. Some pictures showed short information about current child labour facts as well. The photo images were edited in such way they looked like moving images.

*Images from the emotional video campaign*





### 3.4.3 Content campaign

Besides black sheets with numeric information and images of working children, the video campaigns also contained music, a voice-over or music and voice-over.

### 3.4.4 Music

We chose the song of Michael Jackson "Earth song", because of its emotional character and because it suited the message of the campaign.

### 3.4.5 Voice-over

The text of the voice-over was written by the researcher. Also the voice-over contained information from anti-child labour organizations and some information was fictional. The voice-over talked about the current total number of child labour all of the world, where these children are working and what they are making, that we might have products they make, that these children are being exploited, starved and abused for only one euro a day, that the organization does not want money but understanding, and that we should not be an accomplice but that we should investigate where our products are from and that if we work together we can help these children. The voice-over was done by a professional who already did other commercials broadcasted on the television.

### 3.4.6 Pretested by 10 people

The video campaign was pre-tested by ten people whether it was experienced as emotional or rational. Every person received a piece of paper with rational or emotional on it and a paper with yes and no on it. They were asked to raise one of the papers with emotional or rational on it after seeing the campaign. Each emotional campaign was experienced as emotional (100%) and every rational campaign was experienced as rational (100%). Furthermore participants were asked as well whether the music suited the images, the message and the emotional character. For all categories every person answered with a 'yes' (100%).

## 3.5 Measures

A questionnaire was developed based on a review of the literature.

*Awareness* was measured with 2 items based on the study of Rice and Atkin (2012), i.e. "who does something, when and where is it done". Participants could indicate on a 5-point scale to what extent they were familiar with child labour (1=totally disagree, 7=totally agree) and one open question where participants could name brands of which they believe they use children in their production process.

*Interest in the campaign* was measured with a single item, i.e. "the campaign is interesting". Information about interest in the campaign was derived from the study of Renes et al (2011). Participants could indicate on a 7-point scale to what extent the campaign was interesting for them (1=totally disagree, 7=totally agree).

*Attitude* was measured with 3 items based on the study of Baumeister and Finkel (2010), i.e. 'The campaign is good. Participants could indicate on a 7-point Likert scale (1=totally disagree, 7=totally agree) what their attitude towards child labour campaigns was. The total score of 3 items gave a Cronbach alpha of .65.

*Behavior intention* was measured with 3 items (based on the study of Rice and Atkin, 2012; Boulstridge & Carrigan, 2000 and Simon, 1995), i.e. "would the availability of more information would influence your opinion?". Participants could indicate on a 7-point Likert scale (1=totally disagree, 7=totally agree) whether they buy products of which they knew that the organization used children in their production process and whether they would visit websites in order to know how they can shop in an ethical manner. The total score of 4 items gave a Cronbach alpha of .89.

*Behavior* was measured with 4 items. Participants could indicate on a 7-point Likert scale (1=totally not likely, 7=totally likely) how likely it would be that they would visit websites to see where their products are from and how to shop in an ethical manner. With the use of an open question participants could give up their friends to fill in the questionnaire as well in order to save some children from child labour. The last two questions were multiple-choice questions where participants could declare whether are open for visiting websites that show how we can stop child labour and whether they want to receive information about ethical brands and ethical purchases.

*Mood* was measured with 3 items derived from the study of Peterson and Sauber (1983), i.e. "currently I am in a good mood". Participants could indicate on a 7-point Likert scale (1=totally disagree, 7=totally agree) what their current mood was after seeing a child labour campaign. The 3 items gave a Cronbach alpha of .83.

*Rational appeals* were measured with 7 items based on the study of Puto and Wells (1984), i.e. "I learned something from this commercial that I didn't know before about (this brand). Participants could indicate on a 7-point Likert scale (1=totally disagree, 7=totally agree) how rational the child labour campaign was for them. The total score of 7 items gave a Cronbach alpha of .81

*Emotional (guilt) appeals* were measured with 11 items adapted from Cotte, Coulter and Moore (2005), Richins (1997) and Bozinoff and Ghingold (1983). To determine whether subjects perceived the campaign as emotional and that the campaign was intending to make them feel guilty, we embedded a 7-point Likert scale, " [The campaign] intended me to feel [happy, irritated, desperate, sad, guilty, irresponsible, accountable, ashamed, feel empathy for, concerned, scary] when viewing this child labour campaign" (1=totally disagree; 7=totally agree).

The total score of 11 items gave a Cronbach alpha of .81. After running factor analysis we can conclude that this 11 item scale has 3 dimensions; miserable mood, sad mood and guilt feeling. *Miserable mood* was measured with 5 items (Happy, irritated\*, desperate\*, miserable\* and feel empathy for\*) which gave a Cronbach alpha of .65, but if item 'feel empathy for' is deleted the Cronbach alpha becomes .79.

*Sad mood* was measured with 3 items (concerned, scared and sad) which gave a Cronbach alpha of .74 and *guilt feeling* (guilty, responsible & accountable) were measured with 3 items which gave a Cronbach alpha of .79.

*Emotional shame appeal* was measured with 4 items adapted from Rolland and De Fruyt (2003) and Mehrabian and Russell (1974). To determine whether subjects perceived the campaign as emotional and that the campaign was to make them feel ashamed, we embedded a 7-point Likert scale, " [The campaign] made me [confused, ashamed, guilty, humiliated]" (1=totally disagree; 7=totally agree). The total score of 4 items gave a Cronbach alpha of .86.

*The music experience* was measured with 3 items. Participants could indicate on a 7-point Likert scale (1=totally disagree, 7=totally agree) what their opinion was about the music they heard in the child labour campaign. The total score of 3 items gave a Cronbach alpha .72.

*The voice-over experience* was measured with 5 items. However running a factor analyses on the items one has found two components namely a positive experience of the voice-over (4 items) and a negative experience of the voice-over (1 item). Participants could indicate on a 7-point Likert scale (1=totally disagree, 7=totally agree) what their opinion was about the voice-over they heard in the child labour campaign. The total score of 4 items of a positive experience of a voice-over gave a Cronbach alpha of .76. Although item rc16.4 was deleted it was interesting for this research and therefore we have chosen to adapt the answer of this item in the analyses.

*Manipulation check music, voice-over and music & voice-over* were measured with 1 item. Participants could indicate whether they heard 1) music, 2) voice-over, 3) music and voice over, 4) nothing in the background of the video campaign.

*Manipulation check rational appeals* were measured with 2 items. Participants could indicate on a 7-point Likert scale (1=totally disagree, 7=totally agree) whether they thought the campaign was rational and giving facts. The total score of 2 items gave a Cronbach alpha .57.

*Manipulation check emotional appeals* were measured with 2 items. Participants could indicate on a 7-point Likert scale (1=totally disagree, 7=totally agree) whether the campaign had an effect on their feelings and did something to them. The total score of 2 items gave a Cronbach alpha of .78.

\*negative item

## **3.6 Procedure data collection**

### **3.6.1 Online survey**

Data of this research was collected by reaching out to people via several social media channels, Facebook, Instagram and LinkedIn, on May 12<sup>th</sup> 2015 (see appendix 2 for the message and link that was posted). The link was shared by 25 people who have a Facebook network of minimal 300 friends. In addition, participants were asked in the questionnaire for email addresses of friends and family of whom might fill in this survey as well. These people were emailed whether they wanted to participate (see appendix 3 for email). Next to that, the researcher asked people if they wanted to participate, in order to reach the 300 respondents. Every participant was randomly assigned to one of the six surveys.

### **3.6.2 Questionnaire**

In the beginning of the Qualtrics questionnaire respondents got to see a short video. Afterwards, participants were asked to fill in the questionnaire, which contained 10 matrix questions, 10 multiple questions and 5 open questions. The matrix questions varied from two to eleven. Besides that, eleven questions were to collect personal characteristics. Not every question was mandatory (see Appendix 1 for complete survey).

### **3.6.3 Three reminders; one after a week, one after two weeks and one after three weeks**

To realize a high response, a reminder was sent on May 18<sup>th</sup>, June 1<sup>st</sup> and June 3<sup>th</sup> 2015. In this message, respondents who already participated were thanked, and respondents who did not fill in the form, were friendly asked to do so (see appendix 4 for the reminder message).

### **3.6.4 Several organizations were approached through email and social media**

We also reached out to several organizations and institutions, who wanted to remain anonymous.

## **3.7 Analysis**

### **3.7.1 SPSS 20 and online survey tool Qualtrics**

For the analyses of the data the statistical processing software SPSS 20 was used. With this program a univariate, multivariate, factorial between group's analysis of variance (ANOVA) and regression analysis was executed. These techniques are often used when there are single or multiple dependent variables that are being predicted by one or more independent variables (Karina, 2011), which is the case in this research.

### 3.7.2 Explanation of the scales used in the results

We used tables with means, main and interactions effects in the results. Although it is already described in paragraph 3.5 (Measures) we have chosen to summarize how many items were used to measure the dependent variables and with what scale. Besides that also an explanation is given what the number of the scales means.

*Table 2: Explanation of the used scales*

Variables	Items	Scale	Explanation
Awareness	2	5 point	1= Negative awareness (i.e. not aware of child labour) 7= Positive awareness (i.e. aware of child labour)
Interest	1	7 point	1= Not an interesting campaign 7= interesting campaign
Attitude	3	7 point	1=Negative attitude towards the campaign 7= Positive attitude towards the campaign
Behavior intention	3	7 point	1= Negative behavior intention (i.e. buying products produced by children) 7=Positive behavior intention (i.e. not buying products produced by children)
Behavior	4	7 point	1=Negative behavior (i.e.. behavior that does not diminish child labour) 7=Positive behavior (i.e. behavior that does diminish child labour)
Emotional (guilt)	11	7 point	1= Negative emotions (i.e. guilt) 7=Positive emotions (i.e. happy)
Emotional (shame)	4	7 point	1= Negative emotions (i.e. shame) 7=Positive emotions (i.e. happy)
Rational thoughts	7	7 point	1=Negative rational thoughts about the campaign (i.e. campaign not informative) 7= Positive rational thoughts about the campaign (i.e. campaign informative)
Mood	3	7 point	1= Negative mood (i.e. sad) 7= Positive mood (i.e. cheerful)
Music experience	3	7 point	1=Negative music experience (i.e. distractive music) 7=Positive music experience (i.e. suitable music)
Voice-over experience	5	7 point	1=Negative Voice-over experience (i.e. inconvenient voice-over) 7=Positive Voice-over experience (i.e. pleasurable voice-over)

## 4. RESULTS

### 4.1 Manipulation check

At first, the extent to which a participant experienced the campaign as either rational or emotional was tested with a univariate analyses with rational manipulation check ("I think this campaign is rational", "I think the campaign give facts") and item emotional manipulation ("The campaign has an effect on my feelings", "The campaign does something to me") as dependent variables and campaign content (rational and emotional appeals) and mood inducers (music, voice-over, music & voice-over) as fixed factors.

Second, to test whether participants actually heard the manipulation (campaign sound) we had to execute a univariate analyses with the question 'what did you hear on the background of the campaign?' as dependent variable and mood inducers (music vs. voice-over vs. music & voice-over) as fixed factor.

#### 4.1.1 Rational manipulation

The univariate analyses revealed no statistically significant main effect for campaign content rational vs. emotional appeals,  $F(1, 289) = .06, p = .80 > .05$ , as well as no statistically significant main effect for mood inducers Music, Voice-over, Music & Voice-over,  $F(2, 289) = .65, p = .52 > .05$ .

Also no statistically significant interaction was found that indicated that the effect of campaign content (rational and emotional appeals) on rational manipulation depends on the mood inducers (music, voice-over and music & voice-over),  $F(2, 289) = .01, p = .99 > .05$ .

We can conclude, based on these findings, that participants did not experience the rational campaign as rational. Unfortunately, the rational appeal in the video campaign did not worked the way we intended to do. Nevertheless, we decided to proceed with the analyses, but we will discuss this matter in the discussion.

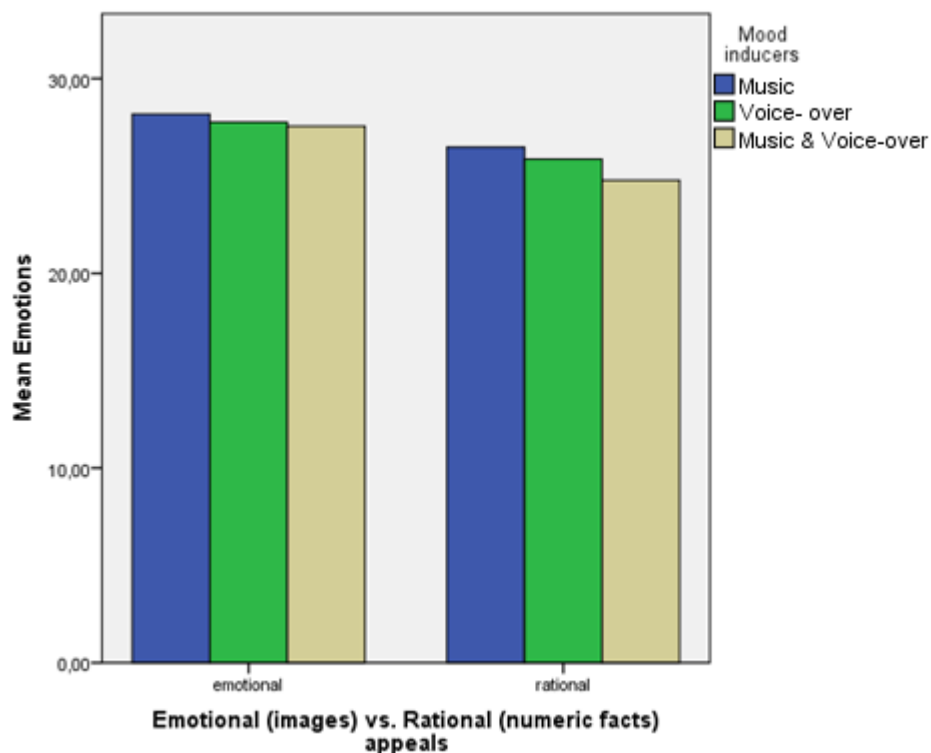
#### 4.1.2 Emotional manipulation

The univariate analyses revealed a statistically significant main effect for campaign content rational vs. emotional appeals,  $F(1, 289) = 6.55, p = .01 < .05$ , such that participants who were exposed to the emotional (appeals) campaign had a more positive effect on feelings than participants who were exposed to the rational (appeals) campaign (see Figure 2). However, no statistically significant main effect for mood inducers Music, Voice-over, Music & Voice-over,  $F(2, 289) = .75, p = .48 > .05$  was revealed.

At last, no statistically significant interaction was found that indicated that the effect of campaign content (rational and emotional appeals) on emotional manipulation depends on the mood inducers (music, voice-over and music & voice-over),  $F(2, 289) = .18, p = .84 > .05$ .

With the emotional (appeals) campaign we wanted to stimulate participant's emotions. Because we did find a main effect that indicated that participants who were exposed to the emotional (appeals) campaign had a more positive effect on feelings than participants who were exposed to the rational (appeals) campaign, we can conclude that the emotional (appeals) campaign worked the way we intended it to do, which means that this manipulation succeeded.

*Figure 2: Mean of campaign content (Emotional vs. Rational) and Mood inducers (Music, Voice-over and Music & voice-over) on emotions.*



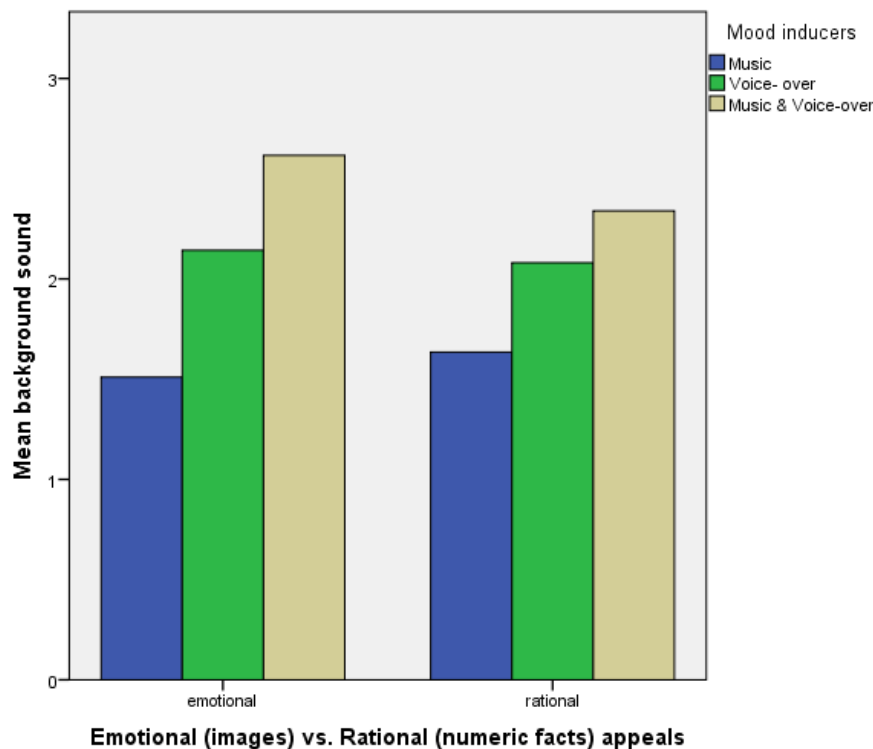
#### 4.1.3 Mood inducers manipulation (sound)

Participants were asked to indicate what they heard on the background of the video campaign. We wanted to test whether they heard the background sound they were exposed to. Most participants indicated the right background sound. The univariate analyses revealed no statistically significant main effect for campaign content rational vs. emotional appeals,  $F(1, 289) = .64, p = .42 > .05$ . The results revealed a statistically significant main effect for mood inducers (music vs. voice-over vs. music & voice-over)  $F(2, 289) = 38.93, p = .00 < .05$ , such that participants who were exposed to music and voice-over at the same time indicated more often a correct answer that they did hear music and a voice-over compared to participants who only heard music or a voice-over (see Figure 3).

Moreover, no statistically significant interaction was found that indicated that the effect of campaign content (rational and emotional appeals) on emotional manipulation depends on the mood inducers (music, voice-over and music & voice-over),  $F(2, 289) = 1.91, p = .15 > .05$ .

This result suggest that participants exposed to music and voice-over were more aware of the background sound than the once who only heard music or only heard a voice-over.

*Figure 3: Mean of campaign content (Emotional vs. Rational) and Mood inducers (Music, Voice-over, Music & Voice-over) on background sound.*



## 4.2 Main and Interaction effects

In order to test the hypothesis Univariate and Multivariate analyses were executed to see whether our first main effect (Rational and Emotional appeal campaigns) and our second main effect (Music, Voice-over and Music & Voice-over campaigns) lead to differential effects on the dependent variables of the conceptual model which are awareness, attitude, behavioral intention, behavior, mood, mood inducer music, mood inducer voice-over, emotions (guilt and shame) and rational thoughts. Two items were used as fixed factor namely rational vs. emotional and music vs. voice-over vs. music and voice-over. Table 3 show these results followed by Table 4 which gives an overview of the mean scores of the independent variables by the campaign content and mood inducers.



Table 3: Main and interaction effects

	Main effect Appeals			Main effect Mood inducers			Interaction		
	F	(df)	P	F	(df)	P	F	(df)	P
Rational manipulation	0.06	(1, 289)	0.80	0.65	(2, 289)	0.53	0.01	(2, 289)	0.99
Emotional manipulation	6.55	(1, 289)	0.01*	0.75	(2, 289)	0.48	0.18	(2, 289)	0.84
Mood inducers manipulation	0.64	(1, 289)	0.42	38.93	(2, 289)	0.00*	1.91	(2, 289)	0.15
Awareness	0.23	(1, 289)	0.63	0.18	(2, 289)	0.84	0.84	(2, 289)	0.35
Interest	1.58	(1, 288)	0.21	0.16	(2, 288)	0.47	0.63	(2, 288)	0.74
Attitude	0.00	(1, 287)	0.97	0.95	(2, 287)	0.39	0.88	(2, 287)	0.42
Behavior intention	1.42	(1, 289)	0.23	1.40	(2, 186)	0.25	1.67	(2, 186)	0.19
Behavior	0.92	(1, 186)	0.34	0.68	(2, 289)	0.51	0.94	(2, 289)	0.39
Emotions (guilt)	0.53	(1, 289)	0.47	0.15	(2, 289)	0.86	1.67	(2, 289)	0.93
Emotions (shame)	0.02	(1, 289)	0.89	0.57	(2, 289)	0.57	0.94	(2, 289)	0.98
Rational	0.83	(1, 289)	0.36	0.51	(2, 289)	0.60	0.07	(2, 289)	0.43
Mood	3.67	(1, 289)	0.05*	0.40	(2, 289)	0.67	0.73	(2, 289)	0.48
Music experience	2.79	(1, 236)	0.10	12.57	(2, 236)	0.00*	0.28	(2, 236)	0.76
Voice-over experience	1.61	(1, 225)	0.21	5.46	(2, 225)	0.01*	0.54	(2, 225)	0.58

\*is <than significance level 0.05

Table 4: Table with means of dependent variables by campaign content (Emotional and Rational appeals) and mood inducers (Music, Voice-over and Music and Voice-over)

	Emotional appeals				Rational appeals			
	Music M (S.D)	Voice-over M (S.D)	Music & Voice-over M (S.D)	Total	Music M (S.D)	Voice-over M (S.D)	Music & Voice-over M (S.D)	Total
Rational manipulation	5.14 (1.52)	5.10 (1.44)	5.08 (1.32)	5.11 (1.41)	5.19 (1.37)	5.07 (1.56)	5.10 (1.19)	5.12 (1.36)
Emotional manipulation	4.88 (1.56)	4.73 (1.54)	4.73 (1.48)	4.78 (1.52)	4.77 (1.51)	4.48 (1.36)	4.48 (1.58)	4.58 (1.50)
Mood inducers	1.51 (0.88)	2.14 (0.35)	2.62 (0.78)	2.12 (0.87)	1.63 (0.86)	2.08 (0.43)	2.34 (0.88)	2.01 (0.83)
manipulation								
Awareness	1.37 (0.46)	1.37 (0.34)	1.41 (0.46))	1.39 (0.43)	1.47 (0.56)	1.42 (0.51)	1.34 (0.53)	1.41 (0.53)
Interest	5.48 (1.53)	5.57 (1.45)	5.45 (1.32)	5.49 (1.42)	5.37 (1.61)	5.43 (1.28)	5.06 (1.47)	5.27 (1.48)
Attitude	5.81 (1.29)	5.61 (1.58)	5.69 (1.24)	5.71 (1.36)	5.79 (1.22)	5.86 (1.13)	5.49 (1.28)	3.90 (3.68)
Behavior intention	3.76 (1.50)	3.17 (1.62)	3.37 (1.47)	3.44 (1.53)	3.15 (1.38)	3.05 (1.45)	3.48 (1.40)	3.25 (1.41)
Behavior	1.99 (0.45)	1.97 (0.45)	2.06 (0.44)	2.01 (0.44)	2.17 (0.46)	2.00 (0.52)	2.04 (0.41)	2.08 (0.46)
Emotions (guilt)	4.25 (0.95)	4.22 (1.09)	4.22 (0.96)	4.23 (0.99)	4.36 (0.93)	4.33 (0.91)	4.25 (0.88)	4.31 (0.90)
Emotions (shame)	4.75 (1.37)	4.91 (1.24)	4.75 (1.37)	4.80 (1.33)	4.79 (1.40)	4.96 (1.18)	4.73 (1.21)	4.81 (1.27)
Rational	4.50 (1.17)	4.45 (1.12)	4.18 (1.25)	4.36 (1.19)	4.27 (0.85)	4.21 (1.05)	4.29 (0.99)	4.26 (0.95)
Mood	4.73 (1.55)	4.55 (1.49)	4.73 (1.33)	4.75 (1.45)	4.91 (1.45)	5.17 (1.61)	5.06 (1.16)	5.04 (1.39)
Music experience	4.49 (1.54)	3.56 (1.56)	4.57 (1.41)	4.30 (1.41)	4.54 (1.70)	3.91 (1.40)	4.03 (1.48)	4.19 (1.48)
Voice-over experience	5.65 (1.37)	5.55 (1.34)	5.51 (2.34)	5.56 (1.37)	5.30 (1.50)	5.17 (1.31)	4.95 (1.46)	5.14 (1.44)
* is <than significance level 0.05								

#### 4.2.1 Conclusion to the tables

Table 3 gives an overview of all main and interaction effects of this research. The first three dependent variables were already mentioned in the previous paragraphs. Therefore we will focus on the others. Unfortunately we did not find many significant main and no interaction effects. However we did find one interesting significant value which indicates a main effect of the dependent variable mood. Looking at table 4, we see that the mean of rational appeals in combination with mood inducers is higher than emotional appeals in combination with mood inducers, which explains the main effect. In the next paragraph we will discuss this result broader. We have chosen not to describe the mood inducers, for it is quite obvious that participants who were exposed to music were more positive about the music experience than the participants who did not hear any music. The same counts for participants who were exposed to a voice-over. These participants had an obvious positive experience with the voice-over than the participants who did not hear a voice-over.

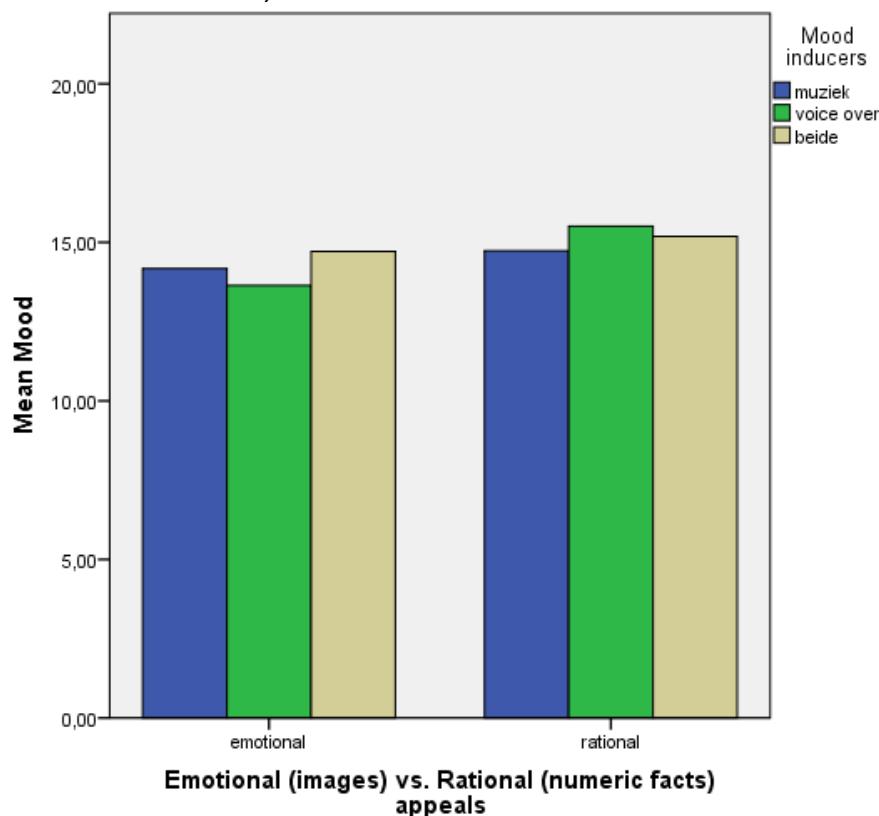
### 4.2.2 Mood

A factorial between groups' analyses of variance (ANOVA) was used to investigate the effect of campaign content (rational and emotional appeals) and mood inducers (music, voice-over, music & voice-over) on mood.

The ANOVA revealed a statistically significant main effect for campaign content rational vs. emotional appeals,  $F(1, 289) = 3.67, p = .05$ , such that participants who were exposed to the emotional (appeals) campaign had a more negative mood than participants who were exposed to the rational (appeals) campaign (Figure 4). On the contrary, no statistically significant main effect was found for mood inducers Music, Voice-over, Music & Voice-over,  $F(2, 289) = .40, p = .67 > .05$ .

Moreover, no statistically significant interaction was found that indicated that the effect of campaign content (rational and emotional appeals) on mood depends on the mood inducers (music, voice-over and music & voice-over),  $F(2, 289) = .73, p = .48 > .05$ .

Figure 4: Mean of campaign content (Emotional vs. Rational) and Mood inducers (Music, Voice-over and Music & voice-over) on mood



### 4.3 Difference in behavior based on guilt and credibility

This next paragraph describes whether the statements of Coulter, Cotte & Moore (1999) are being supported by the results of this study. The statements are: 1) 'Individuals who know that they are being persuaded with guilt are less likely to change behavior than individuals who don't know that they are being persuaded' and 2) 'Individuals who experience the campaign as credible are more likely to change behavior than individuals who experience the campaign as not credible'. In order to find evidence for the above mentioned statements we ran regression analyses in order to see whether guilt and credibility are predictors of the two items that measured behavior intention namely "I would not buy products that are made by children", "I would discourage others to stop buying products from a brand that use children in their production process" and the two items that measured behavior namely "Likeability to visit websites for information how to shop ethically" and "Open to visit websites how to diminish child labour".

#### 4.3.1 Prediction of behavior intention "I would not buy products that are made by children"

While running the regression analyses with the constructs as predictors and behavior intention item "I would not buy products that are made by children" as the response variable the following results came out.  $F=7.82$ ,  $df=2$  and the  $P\text{-value}=0.00$  which is  $<0.05$ . With the regression analyses enough evidence have been found to assume that one of the predictors actually predict the behavior intention item "I would not buy products that are made by children". The results of table 5 show that the two constructs credibility ( $\beta=0.21$ ,  $t\text{-value } 2.99$ ,  $s.$ ) and guilt ( $\beta=0.13$ ,  $t\text{-value } 2.32$ ,  $s.$ ) are significant. These items are linearly associated with behavior intention item "I would not buy products that are made by children", which means that they are assumed to predict this behavior intention item. The correlation  $R^2=0.23$ , means that in 23% of the variation in the value predicts behavioral intention with credibility and guilt.

*Table 5: Prediction of behavior intention "I would not buy products that are made by children"*

Constructs	$\beta$	$t$	$P (\alpha=0,05)$
Credibility	0.21	2.99	0.00 ( $\alpha<0,05$ )*
Guilt	0.13	2.32	0.02 ( $\alpha<0,05$ )*
$R^2=0.23$ $F=7.82$ $df=2$ $p=0.00$			

#### 4.3.2 Prediction of behavior intention “I would discourage others to stop buying products from a brand that use children in their production process”

While running the regression analyses with the constructs as predictors and behavior intention item “I would discourage others to stop buying products from a brand that use children in their production process” as the response variable the following results came out.  $F=5.23$ ,  $df=2$  and the P-value  $=0.01$  which is  $<0.05$ . With the regression analyses there has been found enough evidence to assume that one of the predictors actually predict the behavior intention item “I would discourage others to stop buying products from a brand that use children in their production process”. The results of table 6 show that guilt has a greater p-value than 0.05. For this construct no linear trend for behavior intention item “I would discourage others to stop buying products from a brand that use children in their production process” has been verified. The construct credibility however ( $\beta=0.21$ , t-value 2.76, s.) is significant. This item is linear associated with behavior intention item “I would discourage others to stop buying products from a brand that use children in their production process”, which means that it predicts this behavior intention item. The correlation  $R^2=0.19$ , means that in 19% of the variation in the value predicts Y with X.

Table 6: Prediction of behavior intention “I would discourage others to stop buying products from a brand that use children in their production process”

Constructs	B	t	P ( $\alpha=0,05$ )
Credibility	0.21	2.76	0.01 ( $\alpha<0,05$ )*
Guilt	0.08	1.44	0.15 ( $\alpha>0,05$ )
$R^2=0.19$ $F=5.23$ $df=2$ $P=0.01$			

#### 4.3.3 Prediction of behavior “Likelihood to visit websites for information how to shop ethically”

While running the regression analyses with the constructs as predictors and behavior item “Likelihood to visit websites for information how to shop ethically” as the response variable the following results came out.  $F=3.47$ ,  $df=2$  and the P-value  $=0.03$  which is  $<0.05$ . With the regression analyses there has been found enough evidence to assume that one of the predictors actually predict the behavior intention item “Likelihood to visit websites for information how to shop ethically”. The results of table 7 show that credibility has a greater p-value than 0.05. For this construct no linear trend for behavior item “Likelihood to visit websites for information how to shop ethically” has been verified. The other construct guilt however ( $\beta=0.16$ , t-value 2.60, s.) is significant. This item is linear associated with behavior intention item “Likelihood to visit websites for information how to shop ethically”, which means that it is assumed to predict this behavior intention item. The correlation  $R^2=0.15$ , means that in 15% of the variation in the value predicts Y with X.

*Table 7: Prediction of behavior “Likelihood to visit websites for information how to shop ethically”*

Constructs	B	t	P ( $\alpha=0,05$ )
Credibility	0.01	0.17	0.86 ( $\alpha>0,05$ )
Guilt	0.16	2.60	0.01 ( $\alpha<0,05$ )*
$R^2=0.15$ $F=3.47$ $df=2$ $P=0.03$			

#### 4.3.4 Prediction of behavior “Open to visit websites how to diminish child labour”

While running the regression analyses with the constructs as predictors and behavior item “Open to visit websites how to diminish child labour” as the response variable the following results came out.  $F=4.24$ ,  $df=2$  and the P-value  $=0.02$  which is  $<0.05$ . With the regression analyses there has been found enough evidence to assume that one of the predictors actually predict the behavior intention item “Open to visit websites how to diminish child labour”. The results of table 8 show that credibility has a greater p-value than 0.05. For this construct no linear trend for behavior item “Open to visit websites how to diminish child labour” has been verified. The other construct guilt in the contrary ( $\beta=-0.04$ , t-value 2.11, s.) is significant. These items are linear associated with behavior intention item “Open to visit websites how to diminish child labour”, which means that they are assumed to predict this behavior intention item. The correlation  $R^2=0.17$ , means that in 17% of the variation in the value predicts Y with X.

*Table 8: Prediction of behavior “Open to visit websites how to diminish child labour”*

Constructs	B	t	P ( $\alpha=0,05$ )
Credibility	-0.34	1.82	0.07 ( $\alpha>0,05$ )
Guilt	-0.04	2.11	0.04 ( $\alpha<0,05$ )*
$R^2=0.17$ $F=4.24$ $df=2$ $P=0.02$			

#### 4.4 Hypothesis

Hypothesis	Supported/Not supported
H1: Rational appeals have a more positive effect on arousing interest and rational thoughts than emotional appeals.	Not supported
H2: Emotional appeals have more positive effect on emotions and behavior than rational appeals.	Not supported
H3: Individuals who has persuasion knowledge are less likely to change behavior than individuals who do not know that they are being persuaded	Supported
H4: Individuals who experience the campaign as credible are more likely to change their behavior than individuals who experience the campaign as not credible.	Supported
H5: Rational appeals featuring voice-over are more effective on behavior than rational appeals featuring music.	Not supported
H6: Emotional appeals featuring music are more effective on behavior than rational appeals featuring music.	Not supported
H7: Voice-over is more positively experienced in a rational campaign than in an emotional campaign.	Not supported
H8: Music is more positively experienced in an emotional campaign than in a rational campaign.	Not supported



## **5. DISCUSSION**

In this chapter we will discuss the goals and practical implication, main findings, limitations, suggestions for further research and a conclusion.

### **5.1 Goal and practical implication**

The goal of this research is to investigate the difference between campaign content (rational vs. emotional) and mood inducers (music vs. voice-over) in a child labour campaign on the Dutch consumer buying behavior. This study gives a possible contribution to the literature about child labour campaigns thanks to the focus on the combination of campaign content (emotional images vs. rational facts) and mood inducers (music vs. voice-over). Current research is inconclusive about the effectiveness of campaigns (Lazerfield et al., 1948; Stapleton, 2000; Elvik & Vaa, 2004). Besides that there is no insight yet which elements a campaign should contain in order to be most effective (Phillips et al., 2010). Moreover the literature lacks information about the effectiveness of child labour campaigns in particular. This research shows whether campaign content and mood inducers have a different effect on campaign goals such as awareness, attitude and behavior. This analysis can be useful for campaign makers what the best method is to encourage behavior that will help save others. The results can also serve as insight how to develop campaigns which lead to optimal results.

### **5.2 Main findings**

This study shows few significant differences between the used conditions. Only two hypotheses are supported. The main results will be discussed in this paragraph.

#### **5.2.1 Manipulation checks**

As mentioned before we used two different types of campaigns namely a rational and emotional. The emotional (appeals) campaign was used to influence participant's emotions. Based on the results we can conclude that this manipulation worked the way we intended it to do. This also counts for the mood inducers (music and voice-over). Most participants indicated the right background sound of the condition they were assigned to. With the rational (appeals) campaign we wanted to stimulate participant's rational thinking, however this campaign was not experienced as rational at all. Basically, this manipulation did not succeed and it could explain why we did not find evidence that supported the hypothesis about rational appeals and thinking. With this knowledge all results are carefully concluded and interpreted.

### 5.2.2 Mood

An important factor that affects behavior is mood (Gardner, 1985). For this reason we tested participant's mood state after they had seen the video campaign. Results of this study shows a significant main effect for campaign content on mood, which means that participants who were exposed to the emotional (appeals) campaign had a more negative mood than participants who were exposed to the rational (appeals) campaign.

We can now discuss the validity of this result. Because according to Fisher (1998) state moods and emotions are transient phenomena which make them difficult to measure. For this reason we used existing scales of Richins (1997), Mehrabian and Russel (1974) and Pieterse and Sauber (1983) and we placed them in the first section of the questionnaire so that the time period between seeing the video and answering us about their current mood state would be very small.

Moreover, because participants were confronted with actual facts in the rational condition, we did not expect that the emotional (appeals) campaign would have more effect on mood than the rational (appeals) campaign. We thought this effect would be equal. But we could have argued that mood and emotions are not unrelated. For example a negative emotion may go off into a spread bad mood while the cause or object of the feeling becomes less meaningful (Fisher, 1998). However, going back to the literature mood can be distinguished from emotions because of its high intensity. One is mostly not aware of their mood whereas with emotions one is mostly aware (Simon, 1967).

At last, we can discuss the definition of the concept negative mood. What does it mean? With negative mood we mean for example a bad mood, not happy, uncomfortable, guilty, shameful or depressed. We can carefully suggest that in the future one should use emotional appeals in a campaign if the goal is to create negative mood states. However in order to change someone's behavior we should discuss whether this effect is realistic, because according to literature an effect on behavior is more likely with a positive mood than with a negative mood (Hardner, 1985). On the other hand, it would be difficult, immoral and unethical to create a positive mood with a child labour campaign. Especially when you tell the viewers that children are dying. We can carefully conclude that because we created negative mood with the video campaign this could be an explanation why we did not find significant values that suggest a possible behavior change with the use of the different video campaigns.

### 5.2.3 Ad credibility and persuasive knowledge predicts behavioral changes

The results of this study show that credibility and persuasion knowledge are significant predictors of behavior changes. Behavior changes was measured with four questions namely; 1) 'I would not buy products that are made by children', 2) 'I would discourage others to stop buying products from a brand that use children in their production process', 3) 'Likelihood to visit websites for information how to shop ethically' and 4) 'Open to visit websites how to diminish child labour'. Data indicates that credibility is the predictor of question 1 and 2 and guilt is a predictor of question 1, 3 and 4. For this reason we support hypothesis 3 and 4 described below.

H3: Individuals who has persuasion knowledge are less likely to change behavior than individuals who do not know that they are being persuaded
H4: Individuals who experience the campaign as credible are more likely to change their behavior than individuals who experience the campaign as not credible.

These results are in line with current literature. It is suggested that guilt appeal is the best tool to encourage people to help others (Brennen & Binney, 2010). Brennen and Binney (2010) concluded that emotional (guilt) appeals in advertising make people feel worried, sorrow or emphatic, but this depends on circumstances like persuasive knowledge and ad credibility. When a consumer has persuasion knowledge and experience with and exposure to a guilt appeal, they are likely to change their reaction towards the advertising and when a consumer experiences the ad as credible the chance that he/she will take action in the end is more likely (Coulter, Cotte & Moore, 1999). In this research we used guilt appeals as well and we wanted to test whether persuasive knowledge and ad credibility could be predictors of behavior changes. Based on the results we can conclude that credibility and persuasion knowledge are significant predictors of behavior changes, which means that individuals who know that they are being persuaded with guilt are less likely to change behavior than individuals who do not know they are being persuaded with guilt and individuals who experience the campaign as credible are more likely to change behavior than individuals that experience the campaign as not credible.

### 5.2.4 Attitude-behavior gap

Looking at changing an attitude and behavior, previous literature differs in opinion about the best method. Because of the literature we knew that campaigns have less influence on attitude and even less on behavioral changes (Atkin, 2001), so we knew it would be a difficult task to change behavior with the use of a campaign.

Especially with the so called attitude-behavior gap which was confirmed in this research as well. Although a majority of the participants (N=207) answered that they are open for visiting websites how to diminish child labour, a large number of participants did not give permission to receive an email (which presented an overview of websites they can visit) (N=85). This confirmed the reported attitude-behavior gap of Simon (1999), Robert (1996) and Rogers (1998).

## **5.3 Limitations**

A few factors limited our research and will be described in the next paragraph.

### **5.3.1 Failed rational manipulation**

With the video campaign we wanted to support, encourage and manipulate participants to feel either rational or emotional. Unfortunately, the rational video campaign was not experienced as rational. For this reason we had to carefully conclude the results. The failed rational manipulation could also be the explanation of a low number of significant values. This limitation could be the reason why many hypotheses have not been supported and it could also be an important reason why we did not find any significant differences between the various effects of the two conditioned (rational vs. emotional) campaigns on the independent variables. All in all, a lot of other useful information was gathered with the use of a large questionnaire and the stimulus material was in form of a campaign of which the material was derived from existing campaigns that was actually used by nonprofit anti-child labour organizations.

### **5.3.2 Rational vs Emotional appeals, Text vs Images, Black screen vs Colored screen**

Because we used numeric, statistical facts in the rational appeals condition and images in the emotional appeals condition we can discuss whether it is rational vs. emotional or text vs. images. At first we could reject the concept text. We defined rational appeals as numeric and statistical facts. However, we could not just expose viewers to only numbers or percentages and we therefore added the numeric and statistical information in one sentence per sheet. So we believe that text is in this case too broad.

Furthermore, because we used a black screen in the rational condition and images with several colors in the emotional condition we can discuss whether it should not be a black screen vs colored screen. These concepts could have impact on our unconsciousness. However this would be a different study and does not fit into the scope of our research. We did use a black screen, but we combined it with a sentence that has a rational character. We also used images that contained colored as well as black and white pictures, with an emotional character. All in all, it is not the correct comparison or word choice. It is not about the color of the illustration, but the content of the illustration.

### **5.3.3 No controlled setting with an online survey**

Another limitation could be the method instrument. For this research an online survey was used in order to reach more respondents. The disadvantage of this method is that the exposure to campaign content (rational and emotional) and mood inducers (music, voice-over, music & voice over) could not be controlled. This could mean that respondents did not see the video campaign, or that they saw the video campaign for a few seconds. Also external variables (crying children, loud television or radio, screaming partner) could have impact on the mood of participants and in the end impact on the behavior. Besides that, not everybody has a computer with audio. For this reason it was also difficult to control whether participants actually heard anything on the background. Therefore we asked participants to indicate what they heard on the background which gave us leverage to remove data (N=23) from participants who did not hear any background sound.

All in all, this method was used so that participants could see the campaign and fill in the form in their own home, at their own time so that they could feel safe and not rushed. This would also prevent social desirable answers.

### **5.3.4 Underrepresentation respondents who have trouble making a living**

According to our data, respondents who have a low income and having trouble making a living are underrepresented. This could lead to a misrepresentation of a part of the Dutch consumers.

### **5.3.5 Missing values**

Results indicated a missing value rate of 24 %. This could be due to the long length of the video-campaign. This long length could be the reason that respondents started the questionnaire without watching the complete video-campaign. Fortunately, we tested whether respondents saw and hear the right video-campaign. The ones that did not answer correctly were removed in order to maintain valid data. Besides the missing value rate of 24% our total respondents (N= 295) is high compared to other studies. So we can carefully conclude that the results are representative and generalizable for a part of the Dutch consumers.

## **5.4 Suggestions for further research**

Based on the results and the limitations we created suggestions for further research.

At first, it is suggested that if scholars want to reproduce this research in the future, one should make sure that the rational campaign is actually experienced as rational in order to collect correct data. We advise that a rational experienced campaign can be created with a preceding investigation on how consumers define rational and what a message should contain according to them in order to experience it as rational.

Second, for further research we suggest a controlled setting. For example, respondents should be invited to participate in a room with computers. If they agree, every participant will be appointed to a computer that includes a headphone where they can watch and hear the video campaign and fill in the form quietly. With this method everyone will see and hear the video campaign and the results would be more valid. Besides that, if participants have questions, it could be answered right away by the supervisor.

Also, it is very difficult to measure behavior with an online questionnaire. For this reason we suggest for further research to measure behavior with the use of observations. With this method we would have actual evidence of someone's behavior. These observations should be done in the field, where consumers make actual purchases. Although this method would take a lot of effort, time and money it would be the most effective one to measure actual behavior.

Besides observations we suggest a different experimental design namely a within subject pre-experiment design XOX. During the pre-test participants should be asked questions about their child labour awareness, attitude and behavior intention (i.e. which brands use children in their production process?). Then the participants should be exposed to an intervention in form of a child labour video campaign with brands guilty of using children in their production process. After watching the video campaign participants should all receive 50 euros with the following message: 'The one that buys the most products with these 50 euros will win 500 euros'. A week later a post-test should take place where participants are asked about their current child labour awareness, attitude and purchases last week with their own money and with the 50 euros. This method will give clear results whether or not the video campaign has impact on the participant's awareness, attitude and behavior.

Furthermore, we suggest for further research to focus on respondents who have trouble making a living every month. Unfortunately this group is underrepresented in our study which could be due to the fact that this group does not have internet at home or they simply do not have the time to fill in an online form. However, the child labour knowledge of consumers who have trouble making a living is important because we believe that this group purchases at cheap brands. And even though most brands are guilty of child labour, media commotions tells us that cheap brands are a little bit guiltier of child labour. If we want to decrease or even diminish child labour with a campaign it is necessary to reach out to the right group and advise them how to shop in a good manner.

The main question for further research should be 'Who is the correct target group of child labour campaigns'. This question is simply a definition of the target group which is an important step in creating a marketing strategy according to Kotler (1994). Based on this information, a strategy can be developed that finds answers as to where and how we can reach this target group.

All in all we advise, before doing any further research, to define the target group of child labour campaigns in order to prevent underrepresentation of a (possible) key group.

At last, the length of the video campaign could be shorter. We suggest two options for further research. In the first option we advise another campaign method for example a flyer or a billboard poster as 'manipulation material'. In the second option we suggest a shorter video campaign. It would be better to have a video that is shorter than 30 seconds because of the level of attention (Teixeira, 2014).

## 5.5 Conclusion

This study aimed to investigate the extent that there is a difference in the effect of a rational and emotional appeal, strengthened by music, voice-over or both, used in child labour campaigns on Dutch buying behavior. We expected three outcomes namely a positive, a negative and no behavior change. Based on the results we can conclude that there is no difference in the effect of rational and emotional appeals, in a child labour campaign, on Dutch buying behavior. Also no evidence was found that mood inducers (music, voice-over, both) strengthen the effect of rational or emotional appeals on buying behavior.

We did find evidence that emotional appeals create a more negative mood than rational appeals. For example, a person becomes easier sad when he/she is exposed to emotional images than with rational statistical, numeric facts.

Furthermore, we can conclude that credibility and persuasion knowledge are significant predictors of behavior changes. This means that individuals who know that they are being persuaded with guilt are less likely to change behavior than individuals who do not know they are being persuaded with guilt and individuals who experience the campaign as credible are more likely to change behavior than individuals that experience the campaign as not credible.

At last, a majority of the participants answered that they were open for visiting websites on how to diminish child labour. However, a large number of participants did not give permission to receive an email (which presented an overview of websites they can visit with information how to diminish child labour). We can conclude an attitude-behavior gap has been found as well in this study.

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## APPENDIX

### 1. Online survey

#### Doel van het onderzoek

Het doel van het onderzoek is het verzamelen van zoveel mogelijk meningen over kinderarbeid campagnes voor mijn afstudeeropdracht aan de Universiteit Twente.

#### Waarom bent u gevraagd om deel te nemen?

U bent gevraagd om deel te nemen aan dit onderzoek, omdat u in Nederland woont en ouder bent dan 18 jaar.

#### Wat houdt dit onderzoek in?

Het onderzoek wordt uitgevoerd door middel van een online vragenlijst dat begint met een kort filmpje. Aan de hand van dit filmpje krijgt u vragen over uw mening naar kinderarbeid campagnes. Het onderzoek duurt ongeveer 15 minuten.

#### Is het verplicht om deel te nemen?

U hoeft niet verplicht deel te nemen en u kunt op elk moment stoppen.

#### Krijg ik iets voor mijn deelname?

U kunt kans maken op 50 Euro, als u de vragenlijst zoveel mogelijk laat invullen door anderen. Hiervoor wordt uw naam en emailadres gevraagd. Uw emailadres wordt alleen gebruikt als u de prijs heeft gewonnen.

#### Zal uw participatie aan het onderzoek anoniem worden verwerkt?

Ja, tijdens het onderzoek en na het publiceren wordt anonimiteit van uw gegevens gegarandeerd. Achteraf uw gegevens bekijken is niet mogelijk.

#### Wat zijn mogelijke deelname risico's?

U wordt gevraagd een filmpje te bekijken met beelden of informatie over kinderarbeid. Deze kunnen als vervelend worden ervaren.

Voor overige vragen betreft het onderzoek, kunt u altijd contact opnemen met Suman Jodha (s.s.jodha@student.utwente.nl )

Door te klikken op de 'Ik ga akkoord knop' stemt u in dat:

- U de informatie hierboven gelezen en begrepen heeft.
- U vrijwillig akkoord gaat met de deelname en dat uw antwoorden gebruikt mogen worden voor het onderzoeksdoel.
- U in Nederland woont en ouder bent dan 18 jaar.

Als u liever niet deelneemt aan dit onderzoek, klikt u dan alstublieft op de ' Ik ga niet akkoord knop'.

☐ Ik ga akkoord

☐ Ik ga niet akkoord



Welkom,

In het kader van mijn afstudeerscriptie voor de Master Marketing Communication Science aan de Universiteit Twente voer ik een onderzoek uit naar kinderarbeid campagnes.

Allereerst krijgt u een kinderarbeid campagne te zien. Aan de hand daarvan zult u vragen krijgen. Het beantwoorden van de vragenlijst duurt ongeveer 15 minuten. Er zijn geen goede of foute antwoorden. Alles wat u invult wordt vertrouwelijk behandeld en anoniem verwerkt. Indien u wilt kunt u aan het einde uw naam en email noteren om kans te maken op een leuke prijs. Degene die deze vragenlijst het meest laat invullen door anderen wint 50 Euro.

Voor eventuele vragen kunt u altijd mailen naar [s.s.jodha@student.utwente.nl](mailto:s.s.jodha@student.utwente.nl)

Alvast bedankt voor uw medewerking.

Met vriendelijke groet,

Suman Jodha

***Onder de 18 jaar? Vraag dan even toestemming aan je ouders om deel te nemen aan dit onderzoek.***

**Vergeet niet uw geluid aan te doen. Wij raden u aan om gebruik te maken van oordopjes of een koptelefoon. Klik op de link hieronder om de kinderarbeid campagne te bekijken. Vink daarna het rondje aan om aan te geven dat u de campagne heeft gezien.**

☐ 5: <https://www.youtube.com/watch?v=9ahbPvo3qm0>

**U heeft zojuist een korte kinderarbeid campagne bekeken. Wat heeft u op de achtergrond gehoord?**

- ☐ Muziek
- ☐ Gesproken tekst
- ☐ Zowel muziek als gesproken tekst
- ☐ Niets



**Hoe bekend bent u met kinderarbeid?**

- ☐ Helemaal niet bekend
- ☐ Beetje bekend
- ☐ Matig bekend
- ☐ Erg bekend
- ☐ Zeer bekend

**Welke merken gebruiken volgens u kinderen in hun productieproces?****In hoeverre bent u het eens met de volgende stellingen:**

	Helemaal mee oneens	Oneens	Beetje oneens	Niet oneens/niet eens	Beetje eens	Eens	Helemaal mee eens
Ik ben nu in een goede bui.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel mij nu vrolijk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel mij nu niet op mijn gemak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**De volgende stellingen gaan over de kinderarbeid campagne die u zojuist heeft bekeken. Geef aan in hoeverre u het eens bent met de stellingen.**

	Helemaal mee oneens	Oneens	Beetje oneens	Niet oneens/niet eens	Beetje eens	Eens	Helemaal mee eens
Deze campagne is goed .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze campagne is interessant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze campagne is gepast.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze campagne is makkelijk te begrijpen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Casus: Stelt u nou eens voor dat u net een kinderarbeid campagne heeft gezien en u bent erachter gekomen dat uw favoriete merk X zijn of haar producten laat maken door kinderen. Wat zou u doen?**

	Helemaal mee oneens	Oneens	Beetje oneens	Niet oneens/niet eens	Beetje eens	Eens	Helemaal mee eens
De producten absoluut niet meer kopen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andere afraden deze producten nog te kopen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gewoon de producten blijven kopen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Met de uitkomsten van dit onderzoek zouden wij graag het aantal kinderarbeiders over de hele wereld willen verminderen. Hoe waarschijnlijk is het dat u een website zou bezoeken om na te gaan waar u producten vandaan komen en om na te gaan hoe u ethisch inkopen kan doen?**

- ☐ Helemaal niet waarschijnlijk
- ☐ Niet waarschijnlijk
- ☐ Beetje niet waarschijnlijk
- ☐ Neutraal
- ☐ Beetje waarschijnlijk
- ☐ Waarschijnlijk
- ☐ Erg waarschijnlijk

**Heeft u in de zojuist bekeken kinderarbeid campagne foto's van kinderen gezien?**

- ☐ Ja
- ☐ Nee

**Geef aan in hoeverre u het eens bent met de volgende stellingen over de campagne die u zojuist heeft gezien.**

	Helemaal mee oneens	Oneens	Beetje oneens	Niet oneens/Niet eens	Beetje eens	Eens	Helemaal mee eens
Ik heb iets van de campagne geleerd.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne heeft mij geleerd hoe ik producten moet kopen die niet door kinderen geproduceerd zijn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne was erg informatief.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne heeft mij feiten laten zien over kinderarbeid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben nu op de hoogte van kinderarbeid over de wereld.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Na het zien van de campagne heb ik minder vertrouwen in mijn tot nu toe gekochte producten bij een bepaald merk.

☐ ☐ ☐ ☐ ☐ ☐ ☐

**Geef aan in hoeverre u het eens bent met de volgende stellingen over de campagne die u zojuist heeft gezien.**

	Helemaal mee oneens	Oneens	Beetje oneens	Niet oneens/Niet eens	Beetje eens	Eens	Helemaal mee eens
Ik voel mij gelukkig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel mij geïrriteerd.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel mij wanhopig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel mij somber.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel mij schuldig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel mij verantwoordelijk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel mij aansprakelijk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne maakt mij bezorgd.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik kan mij inleven in het probleem van kinderarbeid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne maakt mij angstig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne maakt mij verdrietig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Geef aan in hoeverre u het eens bent met de volgende stellingen over de campagne die u zojuist heeft gezien.**

	Helemaal mee oneens	Oneens	Beetje oneens	Niet oneens/Niet eens	Beetje eens	Eens	Helemaal mee eens
De campagne maakt mij verward.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne laat mij schuldig voelen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik schaam mij na het zien van de campagne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne geeft mij een vernederend gevoel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**In hoeverre bent u het eens met de volgende stellingen?**

	Helemaal mee oneens	Oneens	Beetje oneens	Niet oneens/Niet eens	Beetje eens	Eens	Helemaal mee eens
Ik vind de campagne geloofwaardig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind de campagne betrouwbaar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind de campagne rationeel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind de campagne informatief.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne geeft feiten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne heeft effect op mijn gevoelens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne is stimulerend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne doet mij iets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne is meeslepend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne is zielig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De campagne is positief.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**In hoeverre bent u het eens met de volgende stellingen?**

	Helemaal mee oneens	Oneens	Beetje oneens	Niet oneens/Niet eens	Beetje eens	Eens	Helemaal mee eens
In de campagne word ik door middel van schuldgevoel overtuigd om mijn koopgedrag te veranderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind de campagne te manipulatief.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**In de campagne heeft u wellicht een gesproken tekst gehoord. Wat is uw mening hierover?**

	Helemaal mee oneens	Oneens	Beetje oneens	Niet oneens/niet eens	Beetje eens	Eens	Helemaal mee eens
Dankzij de gesproken tekst heb ik iets geleerd wat ik nog niet wist over kinderarbeid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De gesproken tekst haalt mij extra over om aandachtig te luisteren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De gesproken tekst zal mij uiteindelijk overtuigen om iets te doen aan kinderarbeid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De gesproken tekst vond ik niet prettig in combinatie met de geschreven tekst.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De gesproken tekst vond ik prettig omdat ik niet altijd de tekst op het scherm kon lezen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**In de campagne heeft u wellicht muziek gehoord. Wat is uw mening hierover?**

	Helemaal mee oneens	Oneens	Beetje oneens	Niet oneens/niet eens	Beetje eens	Eens	Helemaal mee eens
De muziek was toepasselijk voor de campagne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De muziek ondersteunde de reclame.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De muziek leidde af.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Wat is uw geboortjaar? (vb. 1989)**

**Wat is uw geslacht?**

- ☐ Man
- ☐ Vrouw

**Wat is uw geboorteland?**

- ☐ Nederland
- ☐ Suriname
- ☐ Nederlandse Antillen
- ☐ Aruba
- ☐ Turkije
- ☐ Marokko
- ☐ Anders

**Wat is het geboorteland van uw moeder?**

- ☐ Nederland
- ☐ Suriname
- ☐ Nederlandse Antillen
- ☐ Aruba
- ☐ Turkije
- ☐ Marokko
- ☐ Anders

**Wat is het geboorteland van uw vader?**

- ☐ Nederland
- ☐ Suriname
- ☐ Nederlandse Antillen
- ☐ Aruba
- ☐ Turkije
- ☐ Marokko
- ☐ Anders

**Wat is uw hoogst voltooide opleiding? (een opleiding afgerond met diploma of voldoende getuigschrift)**

- ☐ Geen opleiding (lager onderwijs niet afgemaakt)
- ☐ Lager onderwijs (basisschool, speciaal basisonderwijs)
- ☐ Lager of voorbereidend beroepsonderwijs (zoals Ambachtsschool, Huishoudschool, LTS, LEAO, LHNO, VMBO)
- ☐ Middelbaar algemeen voortgezet onderwijs (zoals MAVO, (M)ULO, MBO-kort, VMBO-t)
- ☐ Middelbaar beroepsonderwijs en beroepsbegeleidend onderwijs (zoals vakopleidingen bakker of kapper, MBO-lang, MTS, UTS, MEAO, BOL, BBL, INAS)
- ☐ Hoger algemeen en voorbereidend wetenschappelijk onderwijs (zoals HAVO, VWO, Atheneum, Gymnasium, HBS, MMS)
- ☐ Hoger beroepsonderwijs (zoals kweekschool, HBO, HTS, HEAO, HBO-V, kandidaats wetenschappelijk onderwijs)
- ☐ Wetenschappelijk onderwijs (universiteit)
- ☐ Anders

**Heeft u de afgelopen 12 maanden moeite gehad om van het inkomen van uw huishouden rond te komen?**

- ☐ Nee, geen enkele moeite
- ☐ Nee, geen moeite, maar ik moet wel opletten op mijn uitgaven
- ☐ Ja, enige moeite
- ☐ Ja, grote moeite

**Heb jij familieleden en vrienden die deze vragenlijst ook graag zouden willen invullen? Stuur hen dan deze vragenlijst om zo het aantal kinderarbeiders over de wereld te verminderen.**

Email 1	<input type="text"/>
Email 2	<input type="text"/>
Email 3	<input type="text"/>
Email 4	<input type="text"/>
Email 5	<input type="text"/>
Email 6	<input type="text"/>
Email 7	<input type="text"/>
Email 8	<input type="text"/>
Email 9	<input type="text"/>
Email 10	<input type="text"/>

**Om kans te maken op de prijs van 50 euro kunt u hieronder uw gegevens noteren.**


Naam	<input type="text"/>
Email	<input type="text"/>

**Heeft u deze vragenlijst van iemand gekregen?**


- ☐ Ja  
☐ Nee

Onderzoeksvoltooiing  
0%  100%

>>



**Display This Question:**  
If Heeft u deze vragenlijst van iemand gekregen? **Ja** Is **Selected** [Edit](#)




Van wie heeft u deze vragenlijst gekregen?


Naam	<input type="text"/>
Email	<input type="text"/>

Er zijn diverse websites beschikbaar waar er advies wordt gegeven hoe wij kinderarbeid tegen kunnen gaan. Staat u er open voor om deze websites te bezoeken?

- ☐ Ja
- ☐ Nee



**Display This Question:**  
If Er zijn diverse websites beschikbaar waar er advies wordt gegeven hoe wij kinderarbeid tegen kun... **Ja**  
Is **Selected** [Edit](#)



Geeft u hierbij toestemming dat wij uw email eenmalig mogen gebruiken om u deze websites toe te sturen.

- ☐ Ja
- ☐ Nee



## 2. Message on social media (LinkedIn, Instagram, Facebook)

VRAGENLIJST INVULLEN OP PC OF LAPTOP! NIET MOBIEL!

Lieve allemaal,

[https://jfe.qualtrics.com/form/SV\\_8jq8UNXCfvAMCI7](https://jfe.qualtrics.com/form/SV_8jq8UNXCfvAMCI7)

Het is weer zover! Jullie hulp is dringend nodig. Voor mijn afstudeeronderzoek ben ik op zoek naar 300 respondenten die hun mening willen geven over kinderarbeid campagnes door middel van een online vragenlijst. Het duurt maximaal 15 minuten. Heb jij altijd al je stem willen geven over kinderarbeid dan is dit nu je kans. Positief of negatief, ik verzamel ze allemaal! Mijn dank is erg groot. Sharing is caring maar dit keer voor een mooie prijs. Degene die de vragenlijst door de meeste mensen laat invullen krijgt 50 euro cash! Easy money making! Alvast bedankt!

Ps. Het is aan te raden om de vragenlijst op een computer, laptop of tablet in te vullen!



### 3. Email Online survey

Hallo allemaal!

Momenteel ben ik aan het afstuderen en ik ben dringend op zoek naar respondenten voor mijn afstudeeronderzoek. Ik zou graag uw mening willen horen over kinderarbeid campagnes. Mijn online vragenlijst kunt u alleen op een laptop, pc of desktop invullen. Het duurt maximaal 15 minuten. Hebt u altijd al uw stem willen geven over kinderarbeid dan is dit nu uw kans. Positief of negatief, ik verzamel ze allemaal!

[https://utwentebbs.eu.qualtrics.com/SE/?SID=SV\\_8jq8UNXCfvAMCI7](https://utwentebbs.eu.qualtrics.com/SE/?SID=SV_8jq8UNXCfvAMCI7)

Sharing is caring, maar dit keer voor een mooie prijs. Degene die de vragenlijst door de meeste mensen laat invullen, maakt kans op 50 Euro.  
Mijn dank is zeer groot!

Groet,

Suman

Hi!

Een van je vrienden heeft meegewerkt aan een kort onderzoekje naar kinderarbeid campagnes. Nu hebben ze jouw email doorgegeven om ook mee te doen. Ik heb jouw hulp nodig! Heb je minder dan 15 min tijd, vul dan nu mijn online vragenlijst op een laptop of pc (vragenlijst werkt niet op een mobiel) in en laat je stem horen wat jij van kinderarbeid vind! Je kan 50 euro winnen als je het door andere ook laat invullen!

[https://utwentebbs.eu.qualtrics.com/SE/?SID=SV\\_8jq8UNXCfvAMCI7](https://utwentebbs.eu.qualtrics.com/SE/?SID=SV_8jq8UNXCfvAMCI7)

Alvast bedankt!

Groet,  
Suman

#### 4. Reminder social media message (LinkedIn, Instagram, Facebook)

VRAGENLIJST INVULLEN OP PC OF LAPTOP! NIET MOBIEL!

Lieve allemaal,

[https://jfe.qualtrics.com/form/SV\\_8jq8UNXCfvAMCI7](https://jfe.qualtrics.com/form/SV_8jq8UNXCfvAMCI7)

Ik ben nog op zoek naar 215 respondenten die hun mening willen geven over kinderarbeid campagnes door middel van een online vragenlijst. Ben jij 18+ en heb jij altijd al je stem willen geven over kinderarbeid dan is dit nu je kans. Positief of negatief, ik verzamel ze allemaal! Mijn dank is erg groot. Sharing is caring maar dit keer voor een mooie prijs. Degene die de vragenlijst door de meeste mensen laat invullen krijgt 50 euro cash! Easy money making! Alvast bedankt!

[jfe.qualtrics.com](https://jfe.qualtrics.com)

JFE.QUALTRICS.COM

#### 5. Characteristics of the respondents

Characteristics	Frequency	Percent
Gender:		
Male	99	33.6
Female	196	66.4
Age		
18- 30	171	58.1
31-40	35	10.8
41-50	31	10.6
51-60	31	10.5
61-70	11	4.5
Birth country:		
Netherlands	203	68.8
Surinam	51	17.3
Dutch Antilles	18	6.1
Aruba	1	0.3
Turkey	1	0.3
Morocco	2	0.7
Other	19	6.4
Birth country mother		
Netherlands	120	40.7
Surinam	103	34.9
Dutch Antilles	19	6.4
Aruba	2	0.7
Turkey	5	1.7
Morocco	3	1.0
Other ..	43	14.6

Birth country father		
<b>Netherlands</b>	<b>122</b>	<b>41.4</b>
<b>Surinam</b>	<b>97</b>	<b>32.9</b>
<b>Dutch Antilles</b>	<b>22</b>	<b>7.5</b>
<b>Aruba</b>	<b>3</b>	<b>1.0</b>
<b>Turkey</b>	<b>6</b>	<b>2.0</b>
<b>Morocco</b>	<b>3</b>	<b>1.0</b>
<b>Other..</b>	<b>42</b>	<b>14.2</b>

Highest level of education:		
<b>Primary school</b>	<b>4</b>	<b>1.4</b>
<b>Primary education</b>	<b>7</b>	<b>2.4</b>
<b>(LTS, LEAO, LHNO, VMBO)</b>	<b>35</b>	<b>11.9</b>
<b>General secondary education</b>	<b>58</b>	<b>19.7</b>
<b>(MAVO, MULO, MBO-short, VMBO-t)</b>	<b>46</b>	<b>15.6</b>
<b>Secondary school</b>	<b>82</b>	<b>27.8</b>
<b>(MTS, UTS, MEAO, BOL, BBL, INAS)</b>	<b>62</b>	<b>21.0</b>
<b>Pre-university education</b>	<b>1</b>	<b>8.3</b>
<b>(HAVO, VWO, Atheneum, Gymnasium)</b>		
<b>Higher vocational education</b>		
<b>University</b>		
<b>Other</b>		

In the last 12 months, did you have any trouble to make an end every month?		
<b>No, no trouble</b>	<b>109</b>	<b>36.9</b>
<b>No, no trouble, but I do have to watch out what I am spending</b>	<b>103</b>	<b>34.9</b>
<b>Yes, some trouble</b>	<b>60</b>	<b>20.3</b>
<b>Yes, big trouble</b>	<b>23</b>	<b>7.8</b>

## 6. Broad description of the ANOVA'S

### Awareness

A factorial between groups' analyses of variance (ANOVA) was used to investigate the effect of campaign content (rational and emotional appeals) and mood inducers (music, voice-over, music & voice-over) on awareness.

The ANOVA revealed no statistically significant main effect for campaign content rational vs. emotional appeals,  $F(1, 312) = .05, p = .83 > .05$ , as well as no statistically significant main effect for mood inducers Music, Voice-over, Music & Voice-over,  $F(2, 312) = 1.39, p > .05$ .

Furthermore, no statistically significant interaction was found that indicated that the effect of campaign content (rational and emotional appeals) on awareness depends on the mood inducers (music, voice-over and music & voice-over),  $F(2, 312) = 1.39, p = .68 > .05$

## Behavioral intention

A factorial between groups' analyses of variance (ANOVA) was used to investigate the effect of campaign content (rational and emotional appeals) and mood inducers (music, voice-over, music & voice-over) on behavioral intention.

The ANOVA revealed no statistically significant main effect for campaign content rational vs. emotional appeals,  $F(1, 312) = 1.42, p = .23 > .05$ , as well as no statistically significant main effect for mood inducers Music, Voice-over, Music & Voice-over,  $F(2, 312) = 1.42, p = .24 > .05$ .

Furthermore, no statistically significant interaction was found that indicated that the effect of campaign content (rational and emotional appeals) on behavioral intention depends on the mood inducers (music, voice-over and music & voice-over),  $F(2, 312) = 1.45, p = .24 > .05$ .

## Behavior

A factorial between groups' analyses of variance (ANOVA) was used to investigate the effect of campaign content (rational and emotional appeals) and mood inducers (music, voice-over, music & voice-over) on behavioral.

The ANOVA revealed no statistically significant main effect for campaign content rational vs. emotional appeals,  $F(1, 201) = 1.62, p = .21 > .05$ , as well as no statistically significant main effect for mood inducers Music, Voice-over, Music & Voice-over,  $F(2, 201) = .22, p = .80 > .05$ .

Furthermore, no statistically significant interaction was found that indicated that the effect of campaign content (rational and emotional appeals) on behavioral depends on the mood inducers (music, voice-over and music & voice-over),  $F(2, 201) = .84, p = .43 > .05$ .

## Emotions (guilt)

A factorial between groups' analyses of variance (ANOVA) was used to investigate the effect of campaign content (rational and emotional appeals) and mood inducers (music, voice-over, music & voice-over) on emotions (guilt).

The ANOVA revealed no statistically significant main effect for campaign content rational vs. emotional appeals,  $F(1, 312) = 1.37, p = .24 > .05$ , as well as no statistically significant main effect for mood inducers Music, Voice-over, Music & Voice-over,  $F(2, 312) = .20, p = .82 > .05$ .

Furthermore, no statistically significant interaction was found that indicated that the effect of campaign content (rational and emotional appeals) on emotions (guilt) depend on the mood inducers (music, voice-over and music & voice-over),  $F(2, 312) = .43, p = .65 > .05$ .

## Emotions (shame)

A factorial between groups' analyses of variance (ANOVA) was used to investigate the effect of campaign content (rational and emotional appeals) and mood inducers (music, voice-over, music & voice-over) on emotions (shame).

The ANOVA revealed no statistically significant main effect for campaign content rational vs. emotional appeals,  $F(1, 312) = .06, p = .81 > .05$ , as well as no statistically significant main effect for mood inducers Music, Voice-over, Music & Voice-over,  $F(2, 312) = 1.06, p = .35 > .05$ .

Furthermore, no statistically significant interaction was found that indicated that the effect of campaign content (rational and emotional appeals) on emotions (shame) depend on the mood inducers (music, voice-over and music & voice-over),  $F(2, 312) = .11, p = .90 > .05$

## Rational thoughts

A factorial between groups' analyses of variance (ANOVA) was used to investigate the effect of campaign content (rational and emotional appeals) and mood inducers (music, voice-over, music & voice-over) on rational thoughts.

The ANOVA revealed no statistically significant main effect for campaign content rational vs. emotional appeals,  $F(1, 312) = 1.05, p = .31 > .05$ . However while executing a multivariate analyses on every individual item that measured rational thoughts we found a significant interaction that indicated that the effect of campaign content (rational and emotional) on 'The campaign thought me how to buy products that are not produced by children' depends on mood inducers (music, voice-over, music & voice over),  $F(1, 312) = 3.53, p = 0.06$ .

Besides that, no statistically significant main effect for mood inducers Music, Voice-over, Music & Voice-over,  $F(2, 312) = .49, p = .62 > .05$  was found either. However while executing a multivariate analyses again on every individual item that measured rational thoughts again we found yet another somewhat significant interaction on which we can carefully conclude that the effect of campaign content (rational and emotional) on 'The campaign was very informative' depends on mood inducers (music, voice-over, music & voice over),  $F(2, 312) = 2.69, p = 0.07$ .

Furthermore, no statistically significant interaction was found that indicated that the effect of campaign content (rational and emotional appeals) on rational (thoughts) depend on the mood inducers (music, voice-over and music & voice-over),  $F(2, 312) = 1.06, p = .35 > .05$

## Mood

A factorial between groups' analyses of variance (ANOVA) was used to investigate the effect of campaign content (rational and emotional appeals) and mood inducers (music, voice-over, music & voice-over) on mood.

The ANOVA revealed a statistically significant main effect for campaign content rational vs.

emotional appeals,  $F(1, 312) = 3.72, p = .05$ . On the contrary, no statistically significant main effect was found for mood inducers Music, Voice-over, Music & Voice-over,  $F(2, 312) = .36, p = .70 > .05$ .

Furthermore, no statistically significant interaction was found that indicated that the effect of campaign content (rational and emotional appeals) on mood depend on the mood inducers (music, voice-over and music & voice-over),  $F(2, 312) = .67, p = .51 > .05$

### **Mood inducer music**

A factorial between groups' analyses of variance (ANOVA) was used to investigate the effect of campaign content (rational and emotional appeals) and mood inducers (music, voice-over, music & voice-over) on mood inducer music.

The ANOVA revealed a statistically significant main effect for campaign content rational vs. emotional appeals,  $F(1, 251) = 3.99, p = .05$ , as well as a statistically significant main effect for mood inducers Music, Voice-over, Music & Voice-over,  $F(2, 251) = 17.51, p = .00 < .05$ .

Furthermore, no statistically significant interaction was found that indicated that the effect of campaign content (rational and emotional appeals) on mood inducer music depends on the mood inducers (music, voice-over and music & voice-over),  $F(2, 251) = .37, p = .69 > .05$ .

### **Mood inducer voice-over**

A factorial between groups' analyses of variance (ANOVA) was used to investigate the effect of campaign content (rational and emotional appeals) and mood inducers (music, voice-over, music & voice-over) on mood inducer voice-over.

The ANOVA revealed no statistically significant main effect for campaign content rational vs. emotional appeals,  $F(1, 243) = 1.00, p = .32$ . However while executing a multivariate analyses on every individual item that measured mood inducer voice over we found a somewhat significant interaction that indicated that the effect of campaign content (rational and emotional) on 'The voice over makes me want to listen very carefully' depends on mood inducers (music, voice-over, music & voice over),  $F(1, 243) = 3.70, p = 0.06$ .

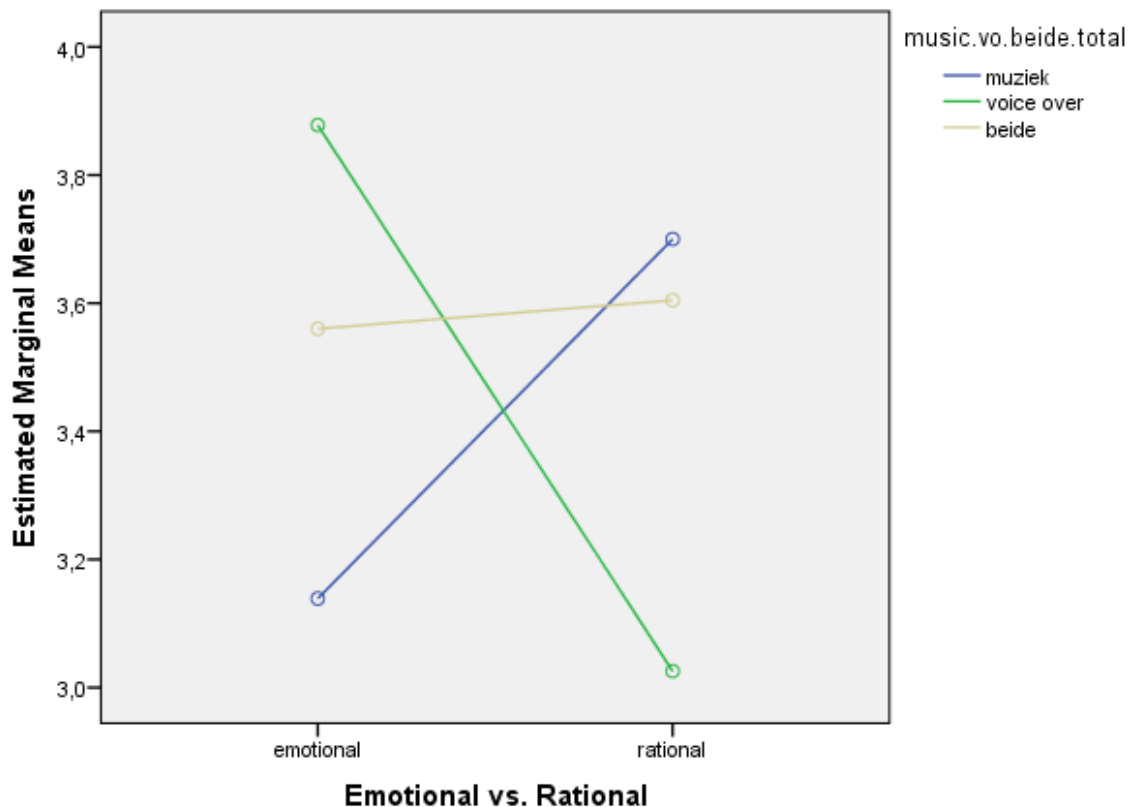
On the other hand a statistically significant main effect was found for mood inducers Music, Voice-over, Music & Voice-over,  $F(2, 243) = 5.35, p = .01 < .05$ .

Furthermore, no statistically significant interaction was found that indicated that the effect of campaign content (rational and emotional appeals) on mood inducer voice-over depend on the mood inducers (music, voice-over and music & voice-over),  $F(2, 243) = .85, p = .043 > .05$ . But again, while executing a multivariate analyses on every individual item that measured mood inducer voice-over we found a significant interaction that indicated that the effect of campaign content (rational and emotional) on 'I liked the voice-over, because I could not always read the text on the screen'

depends on mood inducers (music, voice-over, music & voice over),  $F(2, 243) = 4.72$ ,  $p = 0.01 < 0.05$ .

The nature of this interaction is illustrated in Figure 3.

**Estimated Marginal Means of 'I liked the voice-over, because I could not always read the text on the screen'**



*Figure 3: The effects of campaign content and mood inducers on mood inducer voice-over item 'I liked the voice-over, because I could not always read the text on the screen'.*

## 7. T-tests

### Difference between emotional appeals and rational appeals

Looking at the results of table 2 there are only five significant differences between emotional and rational appeals. It was suggested that emotional appeals were more effective on behavior than



rational appeals. There were no significant differences however, which means that there is enough evidence to conclude that hypothesis 1 can be rejected. In other words there is no difference in effect on behavior between emotional appeals and rational appeals.

/Furthermore looking at the second hypothesis emotional appeals are more effective on emotions than rational appeals there are no significant differences when emotional and rational appeals are combined with music and voice-over. But when emotional and rational appeals are combined with music we see a significant difference participants that feel dreary, concerned and happy. Results show us that participants who have seen the rational campaign featuring music are more dreary ( $t(1.61) = 4.96, p=0.04$ ) than the ones who have seen the emotional campaign ( $t(1.77) = 4.29, p=0.04$ ). And the ones who have seen the rational campaign featuring voice-over are more happy ( $t(1.51) = 4.59, p=0.03$ ) than the participants who have seen the emotional campaign featuring voice-over. On the other hand participants who have seen the emotion campaign featuring music are more concerned ( $t(1.39) = 5.06, p=0.05$ ) than the ones who have seen the rational campaign combines with music. There are not many significant differences to conclude that emotional appeals are more effective on emotions than rational appeals. The significant differences that we expected for the emotional campaign was applied for the participants who have seen the rational campaign and for that reason one has rejected hypothesis 2 as well.

Hypothesis three suggested that rational appeals are more effective on rational thoughts than emotional appeals. There are only two significant differences between participants who have seen the emotional appeals campaign featuring music and participants who have seen the rational appeals campaign featuring music. The results indicated that emotional appeals campaign featuring music taught participants more how to buy products that are not made by children ( $t(1.82) = 3.73, p=0.05$ ) than the rational appeals campaign featuring music ( $t(1.69) = 3.06, p=0.05$ ). Next to that results showed us that the emotional appeals campaign featuring music gave more facts ( $t(0.78) = 5.84, p=0.02$ ) than the rational appeals campaign ( $t(1.37) = 5.33, p=0.05$ ). Based on this data we have enough evidence to conclude that hypothesis three can be rejected because in overall there were only two significant differences which did not confirmed our hypothesis.

*Table 2: Difference between emotional appeals and music vs. rational appeals and music*

Construct	M (S.D) Emotional appeals and Music	M (S.D) Rational appeals and Music	T	df	P (2- tailed)
<i>Behavior:</i>					
- Likeability to visit websites for information	4.22 (1.90)	4.57 (1.94)	-0.96	103	0.34
- Will not buy products at a brand that use children in their production process	3.71 (1.66)	3.17(1.54)	1.72	103	0.09
- Would discourage others from buying products from a brand that use children in their production process.					

- Permission to receive an email about how to shop ethically.	3.55 (1.77)	3.20 (1.69)	1.02	103	0.31
<i>Rational appeals</i>	1.60 (0.49)	1.74 (0.44)	-1.46	99	0.15
- I learned from the campaign					
- The campaign learned me how to buy products that are not made by children					
- The campaign was very informative					
- The campaign gave me facts					
- I am now aware of the child labour problems over the world					
- I can compare child labour produced product to non child labour produced products.	4.65 (1.71)	5.00 (1.32)	-1.18	94	0.24
- After seeing this campaign I have less confidence in the brand from who I buy products from.	3.73 (1.82)	3.06 (1.69)	1.96	103	0.05*
	4.92 (1.52)	5.26 (1.17)	-1.28	103	0.20
<i>Emotional guilt appeals</i>	5.84 (0.78)	5.33 (1.37)	2.35	85	0.02*
- I feel happy	4.82 (1.57)	4.37 (1.56)	1.48	103	0.14
- I feel annoyed					
- I feel desperate					0.15
- I feel dreary					
- I feel guilty	3.43 (1.89)	2.93 (1.70)	1.44	103	
- I feel responsible					
- I feel liable					
- I feel concerned					
- I can image the problem of child labour					
- I feel scared	3.92 (1.83)	4.19 (1.63)	-0.78	103	0.44
- I feel sad					
<i>Emotional shame appeals</i>					
- The campaign confuses me					
- The campaign make me feel guilty					
- I feel ashamed after seeing this campaign	4.20 (1.71)	4.26 (1.62)	-0.19	103	0.85
- I campaign gives me a humiliating feeling	4.37 (1.72)	4.72 (1.53)	-1.10	103	0.27
-	4.90 (1.72)	5.26 (1.53)	-1.12	103	0.26
	4.29 (1.77)	4.96 (1.61)	-2.03	103	0.04*
	4.27 (1.77)	4.37 (1.75)	-0.28	103	0.78
	4.12 (1.85)	3.92 (1.70)	0.55	103	0.58

	4.49 (1.70)	4.26 (1.76)	0.68	103	0.50
	5.06 (1.39)	4.46 (1.66)	2.00	102	0.05*
	2.78 (1.36)	3.05 (1.58)	-0.94	103	0.35
	4.59 (1.48)	4.68 (1.77)	-0.30	103	0.76
	4.65 (1.83)	4.59 (1.78)	0.15	103	0.88
	5.06 (1.54)	4.92 (1.44)	0.56	103	0.65
	4.35 (1.67)	4.52 (1.63)	-0.51	103	0.61
	4.61 (1.80)	4.92 (1.60)	-0.96	103	0.34
	5.00 (1.50)	4.94 (1.64)	0.18	103	0.86
*Means that there is a significant difference					

*Table 3: Difference between emotional appeal and voice-over vs. rational appeals and voice*

Construct	M (S.D) Emotional appeals and voice-over	M (S.D) Rational appeals and voice-over	T	df	P (2- tailed)
<i>Behavior:</i>					
- Likeability to visit websites for information	4.50 (1.75)	4.43 (1.80)	0.20	97	0.84
- Will not buy products at a brand that use children in their production process	3.34 (1.79)	2.94 (1.48)	1.21	97	0.23
- Would discourage others from buying products from a brand that use children in their production process.	3.32 (1.73)	3.12 (1.49)	0.61	97	0.54
- Permission to receive an email about how to shop ethically.					
<i>Rational appeals</i>					
- I learned from the campaign	1.66 (0.48)	1.65 (0.48)	0.07	97	0.94

- The campaign learned me how to buy products that are not made by children					
- The campaign was very informative					
- The campaign gave me facts					
- I am now aware of the child labour problems over the world					
- I can compare child labour produced product to non child labour produced products.	4.88 (1.27)	4.94 (1.33)	-0.22	97	0.82
- After seeing this campaign I have less confidence in the brand from who I buy products from.	3.54 (1.63)	3.02 (1.59)	1.61	97	0.11
	4.72 (1.39)	4.80 (1.35)	-0.28	97	0.78
<i>Emotional guilt appeals</i>	5.38 (1.40)	5.06 (1.48)	1.10	97	0.27
- I feel happy	4.56 (1.64)	4.35 (1.47)	0.68	97	0.50
- I feel annoyed					
- I feel desperate					
- I feel dreary					
- I feel guilty	3.38 (1.69)	3.02 (1.55)	1.10	97	0.27
- I feel responsible					
- I feel liable					
- I feel concerned					
- I can image the problem of child labour					
- I feel scared	3.58 (1.65)	4.02 (1.56)	-1.36	97	0.18
- I feel sad					
<i>Emotional shame appeals</i>					
- The campaign confuses me					
- The campaign make me feel guilty					
- I feel ashamed after seeing this campaign	3.86 (1.81)	4.59 (1.51)	-2.18	97	0.03*
- I campaign gives me a humiliating feeling	4.56 (1.67)	4.63 (1.42)	-0.23	95	0.82
	4.86 (1.65)	5.28 (1.46)	-1.36	97	0.18
	4.36 (1.79)	4.94 (1.43)	-1.78	93	0.08
	4.10 (1.70)	4.31 (1.47)	-0.64	97	0.52
	3.98 (1.68)	3.86 (1.44)	0.39	97	0.70
	4.26 (1.72)	4.16 (1.45)	0.30	95	0.76
	4.70 (1.55)	4.49 (1.54)	0.68	97	0.50
	2.78 (1.28)	2.77 (1.23)	0.02	97	0.99
	4.52 (1.66)	4.71 (1.46)	-0.62	97	0.54

	4.76 (1.66)	4.39 (1.59)	1.14	97	0.26
	5.20 (1.40)	5.08 (1.48)	0.41	97	0.68
	4.60 (1.70)	4.63 (1.63)	-0.10	97	0.92
	4.72 (1.64)	5.06 (1.31)	-1.14	93	0.26
	5.30 (1.33)	5.40 (1.22)	-0.42	97	0.68
*Means that there is a significant difference					

*Table 4: Difference between emotional appeals and music and voice-over vs. rational appeals and music and voice-over*

Construct	M (S.D) Emotional appeals and music and voice-over	M (S.D) Rational appeals and Music and voice-over	T	df	P (2- tailed)
<i>Behavior:</i>					
- Likeability to visit websites for information	4.39 (1.64)	4.19 (1.62)	0.67	112	0.50
- Will not buy products at a brand that use children in their production process	3.26 (1.64)	3.45 (1.49)	-0.65	112	0.52
- Would discourage others to stop buying products from a brand that use children in their production process.					
- Permission to receive an email about how to shop ethically.	3.41 (1.75)	3.51 (1.59)	-0.32	112	0.75
<i>Rational appeals</i>					
- I learned from the campaign	1.65 (0.48)	1.64 (0.48)	0.09	111	0.93
- The campaign learned me how to buy products that are not made by children					
- The campaign was very informative					
- The campaign gave me facts					
- I am now aware of the child labour problems over the world					

- I can compare child labour produced product to non child labour produced products.	4.57 (1.70)	4.69 (1.52)	-0.35	112	0.73
- After seeing this campaign I have less confidence in the brand from who I buy products from.	3.41 (1.73)	3.53 (1.67)	-0.37	112	0.71
	4.51 (1.61)	4.83 (1.30)	-1.18	111	0.25
<i>Emotional guilt appeals</i>	5.25 (1.48)	5.36 (1.21)	-0.44	112	0.66
- I feel happy	4.15 (1.78)	4.30 (1.61)	-0.48	112	0.63
- I feel annoyed					
- I feel desperate					
- I feel dreary					
- I feel guilty	2.98 (1.81))	3.25 (1.60)	-0.81	112	0.42
- I feel responsible					
- I feel liable					
- I feel concerned					
- I can image the problem of child labour					
- I feel scared	3.67 (1.63)	3.90 (1.63)	-0.76	112	0.45
- I feel sad					
<i>Emotional shame appeals</i>					
- The campaign confuses me					
- The campaign make me feel guilty					
- I feel ashamed after seeing this campaign	4.25 (1.54)	4.08 (1.58)	0.58	112	0.56
- I campaign gives me a humiliating feeling	4.44 (1.76)	4.34 (1.66)	0.32	112	0.75
	4.77 (1.65)	4.75 (1.54)	0.05	112	0.96
	4.52 (1.70)	4.53 (1.53)	-0.12	112	0.99
	3.92 (1.68)	4.02 (1.54)	-0.33	112	0.74
	3.87 (1.59)	3.85 (1.34)	0.07	112	0.94
	4.44 (1.73)	4.47 (1.56)	-0.09	112	0.93
	4.69 (1.39)	4.64 (1.51)	0.17	112	0.86
	2.62 (1.38)	2.66 (1.34)	-0.15	112	0.88
	4.54 (1.51)	4.74 (1.44)	-0.70	112	0.48
	4.64 (1.57)	4.72 (1.67)	-0.26	112	0.80
	4.89 (1.66)	4.83 (1.54)	0.18	112	0.86

	4.33 (1.72)	4.21 (1.50)	0.40	112	0.69
	4.79 (1.59)	4.83 (1,48)	-0.15	112	0.88
	5.15 (1.48)	5.04 (1.48)	0.40	112	0.69
*Means that there is a significant difference					

### Difference in behavior based on manipulation, persuasion and credibility

This next paragraph describes whether the statements of Coulter, Cotte & Moore (1999) are supported with the results of this research. Hypothesis 4 suggested that individuals who know that they are being persuaded with guilt are less likely to change behavior than individuals who don't know that they are being persuaded. Looking at table 5 we see three significant differences between these two groups. First, the data show us that participants who did not know they were being persuaded were more likely to visit websites for information ( $t(1.72)=4.68$ ,  $p=0.01$ ). Second, participants who did not know they were being persuaded gave more permission to receive an email about how to shop ethically ( $t(0.43)=1.77$ ,  $p=0.00$ ). To discourage others to stop buying products from a brand that use children in their production process there was no significant difference. Table 5 shows a remarkable score namely individuals who know that they are being persuaded with guilt are more willing not to buy products at a brand that use children in their production process ( $t(1.69)=3.55$ ,  $p=0.02$ ) compared to individuals who do not know that they were persuaded with guilt. Based on table 5 one can conclude that there is enough evidence to support hypothesis 4. In sum, individuals who know that they are being persuaded with guilt are less like to change behavior than individuals who don't know they are being persuaded in a campaign.

*Table 5: Difference between individuals who know they were persuaded with guilt and individuals who did not know they were persuaded with guilt*

Construct	M (S.D) Individuals who know they were persuaded with guilt	M (S.D) Individuals who did not know they were persuaded with guilt	T	df	P (2- tailed)
<i>Behavior:</i>					
- Likeability to visit websites for information	4,09 (1,89)	4.68 (1.72)	-2.64	260	0.01*

<ul style="list-style-type: none"> <li>- Will not buy products at a brand that use children in their production process</li> <li>- Would discourage others to stop buying products from a brand that use children in their production process.</li> <li>- Permission to receive an email about how to shop ethically.</li> </ul>	3.55 (1.69)	3.07 (1.54)	2.36	259	0.02*
	3.52 (1.73)	3.19 (1.62)	1.61	260	0.11
	1.58 (0.49)	1.77 (0.42)	-3.34	258	0.00*
*Means that there is a significant difference					

Next to that one has developed hypothesis 5 that suggest that individuals who experience the campaign as credible are more likely to change behavior than individuals who experience the campaign as not credible. Looking at the results of table 6 there are two significant differences. Participants that experienced the campaign as credible were more likely to stop buying products form brand that use children in their production process ( $t(1.91)=3.92$ ,  $p=0.03$ ) and they would also discourage others to stop buying products from a brand that use children in their production process ( $t(2.02)=4.00$ ,  $p=0.03$ ). Based on these results one can conclude that hypothesis 5 is supported which means that individuals who experience the campaign as credible are more likely to change behavior than individuals who experience the campaign as not credible.

*Table 6: Difference between individuals who experienced the campaign as credible and individuals who experienced the campaign as not credible.*

Construct	M (S.D) Individuals who experienced the campaign as credible	M (S.D) Individuals who experienced the campaign as not credible	T	df	P (2- tailed)
<i>Behavior:</i>					
<ul style="list-style-type: none"> <li>- Likeability to visit websites for information</li> </ul>	4.12 (1.92)	4.44 (1.77)	-0.85	285	0.40
<ul style="list-style-type: none"> <li>- Will not buy products at a brand that use children in their production process</li> </ul>	3.92 (1.91)	3.18 (1.58)	2.20	285	0.03*



<ul style="list-style-type: none"> <li>- Would discourage others to stop buying products from a brand that use children in their production process.</li> <li>- Permission to receive an email about how to shop ethically.</li> </ul>	4.00 (2.02)	3.22 (1.64)	2.22	285	0.03*
	1.60 (0.50)	1.68 (0.47)	-0.85	282	0.40
*Means that there is a significant difference					

At last hypothesis 6 ‘Individuals who feel manipulated by the campaign are more likely to change behavior than individuals who do not feel manipulated’ is not supported based on the results of table 7. The data only shows one significant difference which does not support the hypothesis. According to the data there is a remarkable score that indicates that individuals who felt that the campaign was manipulative were giving more permission to receive an email from the researcher with information how to shop ethically compared to individuals who felt that the campaign was not manipulative. Of the other three means two of them was higher in the group of individuals who felt that the campaign was not manipulate. However one can conclude that hypothesis 6 can be rejected and that the scores of the two groups are almost equal on the behavior of Dutch citizens.

*Table 7: Difference between individuals who felt that the campaign was manipulative and individuals who felt that the campaign was not manipulative*

Construct	M (S.D) Individuals who felt that the campaign was manipulative	M (S.D) Individuals who felt that the campaign was not manipulative	T	df	P (2- tailed)
<i>Behavior:</i>					
<ul style="list-style-type: none"> <li>- Likeability to visit websites for information</li> </ul>	4.48 (1.75)	4.08 (1.90)	1.52	253	0.13
<ul style="list-style-type: none"> <li>- Will not buy products at a brand that use children in their production process</li> </ul>	3.25 (1.59)	3.60 (1.86)	-1.33	91.6	0.19
<ul style="list-style-type: none"> <li>- Would discourage others to stop buying products from a brand that</li> </ul>					

use children in their production process. - Permission to receive an email about how to shop ethically.	3.31 (1.68)	3.55 (1.87)	-0.94	253	0.35
	1.69 (0.46)	1.54 (0.50)	2.02	94.8	0.05*
*Means that there is a significant difference					

### Difference in experience of the voice-over in an emotional and rational campaign

Hypothesis 7 describes that a voice-over is more positively experienced by an individual in a rational campaign than in an emotional campaign. There is only one significant difference between these groups namely “I liked the voice-over because I could not always read the text on the screen” whereas the emotional appeals group has a higher mean ( $t(1.49)=3.88$ ,  $p=0.02$ ). The other means of the rational group is higher at almost every item expect “I did not like the voice-over in combination with the written text” where the mean of emotional appeals is higher than the rational appeals ( $t(1.42)=5.12$ ,  $p=0.41$ ). All in all we can conclude that there is enough evidence to conclude that a voice-over is more positively experienced in an rational appeals setting than in an emotional appeals setting which means we do not reject hypothesis 7.

*Table 8: Difference emotional appeals and voice-over vs. rational appeals and voice-over*

Construct	M (S.D) Emotional appeals and voice-over	M (S.D) Rational appeals and Voice-over	T	df	P (2- tailed)
<i>Voice-over</i>					
- Thanks to the voice-over I learned something about child labour that I did not know.	4.05 (1.53)	4.19 (1.73)	-0.40	82	0.69
- The voice-over is persuading me to listen carefully					
- The voice-over will eventually persuade me to do something about child labour	4.83 (1.43)	4.83 (1.59)	0.00	82	1.00
- I did not like the voice-over in combination with the written text.					
- I liked the voice-over because I could not always read the text on the screen.	3.74 (1.45)	3.76 (1.56)	-0.05	81	0.96

	4.98 (1.50)	5.32 (1.52)	-1.04	80	0.30
	3.88 (1.49)	3.12 (1.55)	2.28	81	0.02*
*Means that there is a significant difference					

*Table 9: Difference emotional appeals, music and voice-over vs. rational appeals, music and voice-over*

Construct	M (S.D) Emotional appeals and Music and voice-over	M (S.D) Rational appeals and Music and voice-over	T	df	P (2- tailed)
<i>Voice-over</i>					
- Thanks to the voice-over I learned something about child labour that I did not know.	3.92 (1.69)	4.28 (1.61)	-1.04	91	0.30
- The voice-over was persuading me to listen carefully					
- The voice-over will eventually persuade me to do something about child labour	4.70 (1.43)	5.23 (1.11)	-1.98	91	0.05
- I did not like the voice-over in combination with the written text.	3.68 (1.42)	3.86 (1.44)	-0.61	91	0.54
- I liked the voice-over because I could not always read the text on the screen.					
	5.12 (1.42)	4.86 (1.60)	0.83	91	0.41
	3.56 (1.58)	3.60 (1.33)	-0.15	91	0.88
*Means that there is a significant difference					

### **Difference in experience of music in an emotional and rational campaign**

In order to support hypothesis 8 which is "Music is more positively experienced by an individual in an emotional campaign than in an rational campaign" the results of emotional appeals and music vs. rational appeals and music has been compared as well. Only one significant difference was found in table 11. Participants who had seen the emotional appeals, music and voice-over campaign found

the music to be significantly more supported ( $t(1.21)=5.45$ ) than participants who had seen the rational appeals, music and voice-over campaign. Looking at the other means of the items that were used to measure music one can suggest that the mean of the participants who had seen the emotional campaign were higher than the ones who had seen the rational campaign. For this reason also hypothesis 8 will not be rejected and one can conclude that music is more positively experienced by an individual in an emotional campaign than in an rational campaign.

*Table 10: Difference emotional appeals and music over vs. rational appeals and music*

Construct	M (S.D) Emotional appeals and Music	M (S.D) Rational appeals and music	T	df	P (2- tailed)
<i>Music</i>					
- The music was appropriate for the campaign	5.53 (1.49)	5.16 (1.55)	1.17	86	0.24
- The music supported the campaign					
- The music was distractive	5.56 (1.42)	5.20 (1.66)	1.09	86	0.28
	5.32 (1.71)	4.87 (1.96)	1.16	87	0.25
*Means that there is a significant difference					

*Table 11: Difference emotional appeals, music and voice-over vs. rational appeals, music and voice-over*

Construct	M (S.D) Emotional appeals and Music and voice-over	M (S.D) Rational appeals and music and voice-over	T	df	P (2- tailed)
<i>Music</i>					
- The music was appropriate for the campaign	5.31 (1.31)	4.79 (1.49)	1.77	90	0.08
- The music supported the campaign					
- The music was distractive	5.45 (1.21)	4.62 (1.62)	2.73	89	0.01*
	5.06 (1.72)	5.33 (1.32)	-0.85	89	0.40
*Means that there is a significant difference					

## Difference in effect on behavior between emotional appeals with music or a voice-over

It is expected that emotional appeals featuring music is more effective on behavioral change than emotional appeals featuring voice-over. According to the results of this study (table 12) there are no significant differences between the above mentioned conditions. The means of the different items are somewhat close to each other. Some of the means of the emotional appeals and music condition are a little higher, but there is enough evidence to conclude that emotional appeals featuring music and emotional appeals featuring voice-over is equally effective and therefore hypothesis 9 can be rejected.

*Table 12: Difference emotional appeals and music vs. emotional appeals and voice-over*

Construct	M (S.D) Emotional appeals and Music	M (S.D) Emotional appeals and Voice-over	T	df	P (2- tailed)
<i>Behavior:</i>					
- Likeability to visit websites for information	4.22 (1.90)	4.50 (1.75)	-0.78	99	0.44
- Will not buy products at a brand that use children in their production process	3.70 (1.66)	3.34 (1.79)	1.06	99	0.29
- Would discourage others from buying products from a brand that use children in their production process.					
- Permission to receive an email about how to shop ethically.	3.55 (1.77)	3.32 (1.73)	0.66	99	0.51
	1.60 (0.48)	1.66 (0.48)	-0.62	98	0.54
*Means that there is a significant difference					

### **Difference in effect on behavior between rational appeals with voice-over or rational appeals with music**

The last hypothesis suggest that rational appeals featuring voice-over is more effective on behavioral change than rational appeals featuring music. According to table 13 there are no significant differences between a rational appeals ft. voice-over campaign and a rational appeals ft. music campaign. Even though the means of the rational appeals and music group is always higher than the

ration appeals and voice-over group, one can conclude that hypothesis 10 can be rejected and that both groups are equally effective on the behavior of Dutch consumers.

*Table 13: Difference rational appeals, music vs. emotional appeals and voice-over*

Construct	M (S.D) Rational appeals and Music	M (S.D) Rational appeals and voice-over	T	df	P (2- tailed)
<i>Behavior:</i>					
- Likeability to visit websites for information	4.57 (1.94)	4.43 (1.80)	0.39	101	0.69
- Will not buy products at a brand that use children in their production process	3.17 (1.54)	2.94 (1.48)	0.77	101	0.45
- Would discourage others from buying products from a brand that use children in their production process.					
- Permission to receive an email about how to shop ethically.	3.20 (1.69)	3.12 (1.49)	0.26	101	0.80
	1.73 (1.65)	1.65 (0.48)	0.90	100	0.37
*Means that there is a significant difference					

## 8. Main effects and interaction effects Education and Salary

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	atttude	689,153 <sup>a</sup>	4	172,288	,744	,563
	BuyingBehavior	21,776 <sup>b</sup>	4	5,444	,595	,666
	Mood	43,411 <sup>c</sup>	4	10,853	,630	,641
	Rational	728,423 <sup>d</sup>	4	182,106	5,523	,000
	EmoGuilt	312,893 <sup>e</sup>	4	78,223	1,243	,294
	EmoShame	227,254 <sup>f</sup>	4	56,814	2,009	,095
Intercept	atttude	24681,036	1	24681,036	106,615	,000
	BuyingBehavior	5636,105	1	5636,105	616,319	,000
	Mood	2961,662	1	2961,662	171,978	,000
	Rational	13740,348	1	13740,348	416,710	,000
	EmoGuilt	32727,703	1	32727,703	519,887	,000
	EmoShame	3656,253	1	3656,253	129,260	,000
salaryhighlow	atttude	221,839	1	221,839	,958	,329
	BuyingBehavior	1,806	1	1,806	,198	,657
	Mood	8,714	1	8,714	,506	,478
	Rational	126,396	1	126,396	3,833	,052
	EmoGuilt	187,706	1	187,706	2,982	,086
	EmoShame	97,053	1	97,053	3,431	,065

salaryhighlow * educationhighlow	atttude	88,414	1	88,414	,382	,537
	BuyingBehavior	4,811	1	4,811	,526	,469
	Mood	26,095	1	26,095	1,515	,220
	Rational	14,433	1	14,433	,438	,509
	EmoGuilt	46,046	1	46,046	,731	,393
	EmoShame	,064	1	,064	,002	,962

