

# **THE WORLD IS YOUR PLAYGROUND:** DOES ESCAPISM MEDIATE THE RELATIONSHIP BETWEEN AUTONOMY AND KIDULT CONSUMPTION?

Word count: 10.639

**Elise Goeminne**

Student number: 01503435

Supervisor: Prof. Dr. Anneleen Van Kerckhove

Co-supervisor: Jolien Vandenbroele

Master's Dissertation submitted to obtain the degree of:

Master of Science in Business Economics: Marketing

Academic year: 2018 - 2019



# Confidentiality agreement

## **PERMISSION**

I declare that the content of this Master's Dissertation may be consulted and/or reproduced, provided that the source is referenced.

Student's name: Elise Goeminne



## Preface

This thesis constitutes the final part of my MSc degree programme in Business Economics, major Marketing, at Ghent University. Writing a master's dissertation is an intense process with multiple challenges and obstacles. However, I was always able to rely on the aid and encouragement of several different people, whom I would like to thank here.

First of all, I would like to thank my co-promotor, Jolien Vandenbroele, for giving me constructive feedback when needed. Additionally, I would like to thank my promotor, Prof. Dr. Anneleen Van Kerckhove, for making it possible for me to complete this thesis. Furthermore, I would like to thank my parents, who made it possible for me to take this education at Ghent University and who were always supportive during these past four years. I would also like to thank my boyfriend, Gilles, for lifting my spirits at times when it seemed impossible to finish this thesis. Next, I would like to thank my cousin, Adriaan, for proofreading my work. Lastly, I would like to thank all of the participants that completed the survey and thank my friends for distributing it. Without them, none of my research would have been possible.



# TABLE OF CONTENTS

1. Introduction.....	1
2. Literature review .....	3
2.1. The Compensatory Consumer Behaviour Model .....	3
2.1.1. Self-discrepancies .....	3
2.1.2. Self-discrepancies in the Compensatory Consumer Behaviour Model .....	4
2.1.3. Compensatory consumer behaviour coping strategies.....	5
2.2. The rise of the kidult.....	7
2.3. Autonomy .....	9
2.4. Escapism .....	10
3. Methodology .....	13
3.1. Design .....	13
3.2. Participants.....	13
3.3. Procedure .....	14
3.3.1. Manipulation .....	14
3.3.2. Measures .....	16
4. Results .....	17
4.1. Manipulation check, perceived autonomy and general feeling.....	17
4.2. Main effect .....	18
4.2.1. Covariates .....	20
4.3. Mediation by escapism motivation .....	23
5. Discussion .....	25
5.1. Conclusion .....	25
5.2. Limitations and directions for future research.....	25
6. Bibliography.....	29
7. Appendices .....	35
7.1. Pretest .....	35

7.2. Results apartment scenario.....	53
7.3. Main test .....	54
7.4. Internal consistency of intention and likability on category level.....	71

## LIST OF FIGURES AND TABLES

<b>Figure 1:</b> Schematic representation of the investigated hypotheses in the main test.....	13
<b>Table 1:</b> P-values Post-hoc Bonferroni test for manipulation check, perceived autonomy and general feeling in pretest (cooking class).....	15
<b>Table 2:</b> Descriptives manipulation check, perceived autonomy and general feeling in pretest (cooking class) .....	15
<b>Table 3:</b> P-values Post-hoc Bonferroni/Tamhane test for manipulation check, perceived autonomy and general feeling in main test (cooking class) .....	17
<b>Table 4:</b> Descriptives manipulation check, perceived autonomy and general feeling in main test (cooking class) .....	17
<b>Table 5:</b> Reliability check likability on activity level .....	18
<b>Table 6:</b> P-values and F-values main effect.....	19
<b>Table 7:</b> Descriptives intention and likability on activity level.....	19
<b>Table 8:</b> 95% confidence interval indirect effect of the mediator escapism motivation.....	24



# 1. Introduction

Antwerp. 30<sup>th</sup> June 2018. People are getting ready for the largest bouncy castle festival in Belgium. Note however, that this festival is only for adults; children are not allowed (KVDS, 2018). Bouncy castle festivals are booming all over the world; the world's biggest inflatable playground for adults, "The Beast", has a Guinness World Record length of 272 metres (Weekender, 2018). Meanwhile, Pokémon GO, another playful experience, has been smashing every record of any mobile game or app in terms of popularity (Dogtiev, 2018). The early adopters of this augmented-reality mobile game were the Millennials. In 2016, this generation was also responsible for the highest proportion of in-app purchases (44%). Generation X-ers came in second place with 33% (Perez, 2017). In her book 'The Kidult Handbook: From Blanket Forts to Capture the Flag, a Grownup's Guide to Playing Like a Kid', Nicole Booz (2018) seduces the reader to nourish his or her inner child by means of 160 activities. All of these illustrations are examples of kidult consumption.

Kidult is a combination of the words 'kid' and 'adult'. It is described by Bernardini (2014, p. 52) as "an adult who chases the standardized trends and desires of the youths; who suppresses the variety, the singularity and the distinctiveness of his own persona in favour of an extraordinarily universal youth culture; and who enjoys the same identical products, tangible or intangible, regardless of age and nationality". In the current literature, a number of authors postulate that the kidult tries to escape reality. For example, Kim, Kim, Kim & Song (2015, p. 518) claim that "these days, more and more adults tend to display some features of kidults to stay away from difficult reality and intense stress". As a second example, Bernardini (2014) mentions that an adult can pursue some kind of immaturity to escape from his obligations. However, no scientific research is available on the relationship between escapism and kidult consumption.

Therefore, this thesis will build on The Compensatory Consumer Behaviour Model (Mandel, Rucker, Levav, & Galinsky, 2016). This theory discusses how consumer behaviour is driven by self-discrepancies. Consumers cope with those self-discrepancies by means of compensation behaviour in five specific ways: symbolic self-completion, escapism, direct resolution, fluid compensation and dissociation. We propose that escapism and kidult consumption can be considered as a reaction to an experienced self-discrepancy in autonomy (i.e. lower perceived autonomy than neutral), while we do not expect this for a higher autonomy self-discrepancy (i.e. higher perceived autonomy than neutral). An individual feels autonomous if he has the feeling that he is the initiator of his own actions and

makes his own decisions (Kim, Chen, & Zhang, 2016). When an individual grows older, responsibilities are getting manifold. However, the individual may experience a lack of autonomy he associates with those growing responsibilities. We propose that as a means to go back to the time when responsibilities were not omnipresent in a person's life, the individual can have a higher intention towards and higher likability of kidult consumption, which will be caused by compensation behaviour in the form of escapism. Hence, we believe that a lack of autonomy can be linked to a higher kidult consumption. The majority of academic literature states that high autonomy has positive consequences. For example, according to the self-determination theory, autonomy is beneficial for a person's well-being (Ryan & Deci, 2000). However, the opposite can also be true, such that lower autonomy results in higher vitality<sup>1</sup> and higher self-regulation in the case of vice consumption (Chen & Sengupta, 2014). Nonetheless, examples in academic literature of high autonomy having negative consequences are rare.

The purpose of this study is to discover whether kidult consumption can be driven by a self-discrepancy in autonomy and how this relationship is influenced by escapism, which can be used as a coping mechanism to distract the individual from the experienced self-discrepancy. Therefore, the research question reads: Does escapism mediate the relationship between autonomy and kidult consumption? The kidult market is a very lucrative one and it keeps on growing (Hutchins, 2018). If this thesis could contribute to more insight into what stimulates kidult consumption, marketers would be able to focus on those stimuli in their marketing campaigns in order to convince the right consumer in the right way. On top of that, society could benefit from this research as well in the sense that if kidult consumption would be an effective means to deal with self-discrepancies in autonomy, overall wellbeing could increase.

This thesis starts with the elucidation of the Compensatory Consumer Behaviour Model. Subsequently, the three main aspects of the research question, namely the kidult, autonomy and escapism, are further clarified based on previously gathered insights in academic literature. Several hypotheses are established in the course of the literature review as well. Thereafter, the methodology of this research is discussed. The main components are the pretest, used to test the manipulation of autonomy, and the main test, used to test the underlying hypotheses. Moreover, four different covariates are investigated. To conclude, the results and limitations of the research are discussed and directions for future research are given.

---

<sup>1</sup> Ryan and Frederick (1997, p. 529) describe vitality as "a positive feeling of aliveness and energy".

## 2. Literature review

We will start by elucidating The Compensatory Consumer Behaviour Model. Subsequently, we will discuss the topic of this thesis under three headings: the kidult, autonomy and escapism.

### 2.1. The Compensatory Consumer Behaviour Model

#### 2.1.1. Self-discrepancies

According to the self-discrepancy theory of Higgins (1987), three different aspects of the self can be distinguished, namely the actual self, the ideal self and the ought self. First, the actual self consists of the collection of features that the individual possesses as believed by either the individual himself or as how the individual believes an outsider perceives it. Second, the ideal self represents the collection of features that either the individual aspires to possess or the individual believes an outsider aspires him to possess. Third, the ought self represents the collection of features that the individual should possess as believed by either the individual himself or as how the individual believes an outsider perceives it. While the ideal self is related to dreams and desires, the ought self is related to duty and moral responsibility. An example of the distinction between the ideal self and the ought self can be found in the situation where a woman aspires to be an acknowledged business woman, while others think that it is her duty to be a housewife.

A mismatch between any of the different aspects of the self, in combination with the two points of view, can form many different kinds of self-discrepancies. Higgins (1987) proposed four different types of self-discrepancies as the most recurring ones, which will be clarified in the following four paragraphs.

The first self-discrepancy is one in which there is a mismatch between one's actual features and one's ideal features seen from one's own point of view. When this self-discrepancy is experienced, the individual may feel mentally upset and may be exposed to dissatisfaction and resentment because of his aspirations that are not fulfilled (Higgins, 1987). For example, a person might experience a mismatch between his current job (e.g. real estate agent) and his desired job (e.g. to be a professional footballer). An example in academic literature can be found in a paper of Wicklund and Gollwitzer (1981). The authors defined a self-discrepancy in the situation in which a person experiences a mismatch between his desired number of job offers and his actual number of job offers, and hence feels less capable than anticipated.

The second self-discrepancy is one in which there is a mismatch between one's actual features from one's own point of view and one's ideal features from another person's point of view. Here, the individual is convinced that another person is disappointed in him and hence feels ashamed (Higgins, 1987). For example, an individual may barely be able to boil the proverbial egg, while others expect him to be an excellent cook. Fletcher, Simpson, Thomas and Giles (1999) identified, amongst others, warmth and trustworthiness as ideal partner attributes. Thus, when an individual perceives himself as untrustworthy and believes other people think an ideal partner should be trustworthy, a self-discrepancy could occur.

The third self-discrepancy is one in which there is a mismatch between one's actual features and one's ought features from one's own point of view. This self-discrepancy may make the individual feel guilty and weak (Higgins, 1987). For example, an individual may not be motivated to volunteer in any kind of organization, while he has the feeling that it is his duty to do something back for society. An example in academic literature can be found in a paper by Bak (2014). The author identified a self-discrepancy in the situation in which an individual feels guilty that he is not as polite and caring as he should be.

The fourth self-discrepancy is one in which there is a mismatch between one's actual features from one's own point of view and one's ought features from another person's point of view. When this occurs, the individual connects unfulfillment of one's duties with sanctions and thus will feel endangered (Higgins, 1987). For example, an unmotivated student can be making a poor effort at school, while his parents think it is his duty to graduate in order to have a job and be independent soon. An example in academic literature can be found in a paper by Bak (2014). The author identified a self-discrepancy in the situation in which an individual sees himself as very hardworking, while his colleague believes he should be making a much greater effort.

#### 2.1.2. Self-discrepancies in the Compensatory Consumer Behaviour Model

As already demonstrated in the introduction, The Compensatory Consumer Behaviour Model (Mandel, Rucker, Levav, & Galinsky, 2016) discusses how self-discrepancies drive consumer behaviour. The whole process starts with an incident that either causes an existing self-discrepancy to be more salient (e.g. thinking of a failure that happened recently) or produces another self-discrepancy (e.g. not getting hired for your dream job) (Mandel et al., 2016). The authors of The Compensatory Consumer Behaviour Model address these incidents as sources of a self-discrepancy. As a consequence, physiological, emotional and cognitive reactions may occur leading to a motivation to resolve or reduce the

experienced self-discrepancy (Carver & Scheier, 1990; Custers & Aarts, 2007; Sela & Shiv, 2009). The consumer will do so by means of compensation behaviour (Mandel et al., 2016). Compensation behaviour is described by Woodruffe (1997) as the use of Y to deal with the absence of X. To compensate for a self-discrepancy, both public consumption and private consumption can occur. Public consumption includes for example wearing an expensive watch that can be seen by others, while private consumption may for example include a book that you read at home (Kardes, Cronley, & Cline, 2015). Furthermore, Mandel et al. (2016) present five compensatory consumer behaviour coping strategies, which will be discussed in section 2.1.3.

The used self-discrepancy in the Compensatory Consumer Behaviour Model is the inconsistency between how someone views himself and how someone wants to perceive himself (Mandel et al., 2016), thus the first self-discrepancy in the previous list by Higgins (1987) of most recurring self-discrepancies. Furthermore, this self-discrepancy can arise in three different domains. The first domain is linked to one's self-concept (e.g. one's intelligence). The second domain is one in which the discrepancy is related to the way an individual compares himself to others (e.g. sense of power). Finally, the last domain is related to social groups (e.g. belongingness in a social group) (Mandel et al., 2016).

### 2.1.3. Compensatory consumer behaviour coping strategies

Mandel et al. (2016) distinguish five coping mechanisms that can be used to resolve or diminish the self-discrepancy. They chose to concentrate solely on the strategies that are linked to consumer behaviour, namely direct resolution, symbolic self-completion, dissociation, escapism and fluid compensation.

In direct resolution, the individual uses behaviour that helps him achieve his ideal self and thus eliminating the source of the self-discrepancy (Mandel et al., 2016). For example, one may feel not intelligent enough and may therefore subscribe for a brain training program (Kim & Gal, 2014).

When someone uses symbolic self-completion as a coping strategy, he behaves in a way that communicates his expertise in the domain of the self-discrepancy (Rucker & Galinsky, 2013). For example, an individual might desire to feel more intelligent and buy a remarkable frame for his diploma (Mandel et al., 2016). This mechanism can either generate a rise in total consumption or guide the

individual towards a series of alternatives in a category without altering total consumption. An example of the former can be found in a study related to vanity sizing. Vanity sizing is described as modifying measurement practises of clothes to facilitate individuals to suit a smaller size (Alexander, Connell, & Presley, 2005). It leads to a more positive judgement of clothes, since a positive idea is stimulated when consumers imagining themselves in a smaller size (Aydinoglu & Krishna, 2012). Hoegg, Scott, Morales and Dahl (2014) demonstrated that applying a larger size can lead to negative judgement of clothes, driven by a self-discrepancy in the individual's self-esteem. When larger sizes were applied, the authors identified an increase in total consumption caused by a motivation to compensate the experienced self-discrepancy. An example of the latter can be found in a study executed by Levav and Zhu (2009). First, participants walked through either a narrow or a wide aisle. By letting an individual walk through a narrow aisle, the impression was created that his personal space was confined. In that way, a self-discrepancy between the individual's actual and desired personal space was created. Next, the individual could choose three out of numerous candy bars. Participants in the narrow aisle were more likely to choose a higher variety of candy bars, as opposed to participants who walked through the wide aisle. The authors assign this observation to the tendency to symbolically compensate a loss of personal space by greater variety seeking. In a successive experiment in which the participants could take a random amount of candy bars, the authors demonstrated that the total quantity of taken candy bars did not grow when the self-discrepancy was experienced. Thus, the self-discrepancy changed consumption choices, without altering total consumption.

Dissociation is behaviour that leads to a split between the individual on the one hand and the service or product that is connected to the self-discrepancy on the other hand (White & Dahl, 2006). For example, these authors found that males were less likely to prefer a product related to a dissociative (i.e. female) reference group than a neutral one. Mandel et al. (2016) point out that dissociation is different from the two previous coping strategies in the way that dissociation involves avoiding consumption in the self-discrepancy domain, while direct resolution and symbolic self-completion raise consumption within the domain of the self-discrepancy.

Compensatory consumer behaviour that is aimed at distracting the individual from ruminating about the self-discrepancy is called escapism (Mandel et al., 2016). It should be emphasized that escapism is not used to resolve the self-discrepancy, but merely to diminish the salience of the self-discrepancy. For example, Troisi and Gabriel (2011) argue that typical comfort foods such as chicken soup are consumed in order to make loneliness less prominent. Escapism can be differentiated from symbolic self-completion by making the distinction between proactive and reactive compensatory behaviour.

Proactive compensatory behaviour, i.e. compensatory behaviour that is executed prior to an experienced self-discrepancy, is more likely to occur as symbolic self-completion in an attempt to keep a self-discrepancy from happening. In contrast, reactive compensatory behaviour, i.e. compensatory behaviour that is executed following an experienced self-discrepancy, can occur as both self-completion and escapism. Both mechanisms can be used to make the self-discrepancy less salient again, although via different actions (Kim & Rucker, 2012). Escapism as a coping strategy will be further discussed in section 2.4.

In fluid compensation, the individual stresses the self in a dissimilar domain than the domain of the self-discrepancy (Heine, Proulx, & Vohs, 2006). However, unlike when escapism is utilized, behaviour is still related to the self. For example, people who downgrade their own perceived attractiveness by comparing themselves to admired models are likely to take rational consumption choices to enhance their perceived intelligence (Sobol & Darke, 2014).

Nonetheless, the effectiveness of the compensatory consumer behaviour depends largely on what it provokes. More specifically, compensatory consumer behaviour could be inadequate when it brings the self-discrepancy back to the mind of the individual (Lisjak, Bonezzi, Kim, & Rucker, 2015). The authors demonstrate that when an individual employs symbolic self-completion as a coping strategy (e.g. purchasing a trivia board game when there is an experienced self-discrepancy in intelligence), the individual may ruminate about the self-discrepancy (e.g. the individual may realize he bought the trivia board game solely because he is not as smart as he wants), thereby reinforcing it. However, the authors also show that the self-discrepancy can be reduced when the compensatory consumer behaviour is approved by others (e.g. "You must be smart to own that trivia board game").

## 2.2. The rise of the kidult

Since the kidult is a relatively new phenomenon, there is only a small part of academic literature that focuses on this topic. Bernardini (2014) argues that being young is a choice of life nowadays, while it was rather a transitory phase earlier. In contemporary society, immature behaviour has often become a typical means of expressing one's self. Adolescence - seen as an enjoyable combination of the adult benefits without the adult obligations - starts sooner than puberty and may last forever for particular individuals (Samuelson, 2003). Pimentel (2013) attributes this phenomenon to the fact that expectations towards young adults concerning responsibility are seriously reduced nowadays. For example, while it used to be logical that an individual would provide for himself after graduation, many

young graduates now live with their parents for a few years before buying their own house. Furthermore, age boundaries are fading due to the combination of advertising, media and the market which has been steadily lowering the benchmarks of youth. As a consequence, children, adults and elderly adopt each other's habits (Epstein, 2004). Reflections of this trend are plentiful: adults playing video games are no longer an exception, wording in both the news and the politics has been simplified, adults wear similar clothes as teenagers and the market for cosmetic surgery keeps on growing (Bernardini, 2014). All these circumstances resulted in a postmodern adult postponing the life stages which characterize maturity and ignoring the related responsibilities, also known as 'the kidult' (Bernardini, 2014). Throughout time, the kidult has gotten several different names. For example, boomerang kid was launched by Okimoto and Stegall (1987), Postman (1994) proposed the term adult-children, Arnett (2000) used emerging adult, Tierney (2004) defined adulescents, Epstein (2004) described the kidult as individuals locked in a high school of the mind, Noxon (2006) introduced the term rejuvenile, Cross (2008) defined boy-men and Pimentel (2013) labelled the phenomenon as extended adolescence. Likewise, dr. Dan Kiley (1983) described the reality that individuals may be unable to grow up as the Peter Pan Syndrome.

However, one may wonder why the birth and the maintenance of the kidult is encouraged by marketers in our postmodern society. Bernardini (2014) distinguishes four reasons. First, while the needs of children and youngsters are endless, the demand for adult goods and services has been proven not to be infinite (Del Vecchio, 1997). A child, Bernardini (2014) argues, does not spontaneously restrict his greediness for new goods. Second, the adult was once a child. The memories of those 'good old days' will always be present in the mind of the adult. Therefore, the market can rely on the nostalgic aspect of certain goods and services (Bernardini, 2014). Especially in contemporary times with abundant uncertainties, the adult may find balance in the memory of past experiences (Cross, 2008). Third, the habits of young people have become universal (Walker, 1996). This results in an attractive target group for marketers, since those young people - either mentally or physically - tolerate the sale of comparable products in different buying or using situations (Bernardini, 2014). Lastly, the birth rate in the Western countries has decreased significantly after the baby boom years, causing the average age to increase substantially (Bernardini, 2014). Hence, the market for goods and services with purely children as a target group has shrunk. In conclusion, the kidult segment is a profitable, and therefore attractive one because of its economic resources and because of the fact that kidults form a sizeable part of the total population.



Indeed, the kidult market is growing rapidly. According to the NPD group (2017), the “£300 million ‘kidult’ toy market is growing three times faster than the overall toy sector”. Their research covered British adults of minimum 18 years old who bought toys for their own use. In 2016, one out of eleven toys that were sold were bought by an adult for their own use, which is a staggering expansion of 21% in one year. Half of these purchases were made by Millennials, while Generation X-ers were responsible for roughly one third of the purchases. The remaining 18% was represented by the Baby Boomers. Interestingly, more men bought toys for their own use than women. Another remarkable conclusion of their research is that childless adults were more likely to spend money on toys for themselves.

Nevertheless, profiling the kidult is not straightforward. Bernardini (2013) introduced several indicators of immaturity of which we will discuss the most important ones. To begin, the kidult’s actions are not driven by rational logic, but rather by blind forces in an attempt to pursue all his desires. Additionally, the kidult is known for his focus on the present and thus the absence of an investment in the future, partly as a result of an insecure feeling about the future. Furthermore, the kidult is rather narcissistic, individualistic, egocentric and does not seek independence. Lastly, the kidult questions the social phases that typically accompany the transition from a child to an adult. Indeed, as stated by Crawford (2009, p. 46), “They reject the certainties of marriage, child-raising, and home-ownership and they stay in the parental home too long.”

Nonetheless, no clear-cut definition of kidult consumption can be found in academic literature. Consequently, in this thesis we use a definition created by Vandebroele (2018) based on Bernadini (2014), which was obtained via internal information, namely “kidult consumption consists of kidult products or experiences that are targeted at adults, but are based on products or experiences that are traditionally targeted at children.”

### 2.3. Autonomy

An individual feels autonomous if he has the feeling that he is the initiator of his own actions and makes his own decisions (Kim, Chen, & Zhang, 2016). The majority of academic literature states that high autonomy has positive consequences. For example, according to the self-determination theory, autonomy is beneficial for a person’s well-being (Ryan & Deci, 2000). Besides, prior work has also shown that high perceived in-game autonomy can lead to higher game enjoyment (Ryan, Rigby, & Przybylski, 2006). Additionally, a perception of high autonomy is anticipated to diminish reactance

(Brehm, 1996). However, the opposite can also be true, such that lower autonomy results in higher vitality<sup>2</sup> and higher self-regulation in the case of vice consumption (Chen & Sengupta, 2014). This is the consumption of products that grant pleasure at the moment of use, but will induce guilt afterwards. Typical examples include an appetizing piece of pie that is at the same time unhealthy, or an excessively high-priced item of clothing that will cause a gap in one's budget. Additionally, autonomy may be experienced as stressful in risky environments (Lunardo & Saintives, 2017). Nevertheless, claims that high autonomy can have negative consequences are rather scarce in academic literature. As a consequence, we believe that one may perceive low autonomy as a self-discrepancy.

As stated above, when an individual grows older, responsibilities can get manifold. However, the individual may experience a lack of autonomy he associates with those growing responsibilities. We propose that as a means to go back to the time when responsibilities were not omnipresent in a person's life, the individual has a higher intention towards and likability of kidult consumption. Hence, we believe that a lack of autonomy can be linked to a higher kidult consumption, leading to the following hypotheses:

*H1a: A self-discrepancy in autonomy (i.e. lower perceived autonomy than neutral) leads to a higher intention towards kidult consumption, while we do not expect this for a higher autonomy self-discrepancy (i.e. higher perceived autonomy than neutral).*

*H1b: A self-discrepancy in autonomy (i.e. lower perceived autonomy than neutral) leads to a higher likability of kidult consumption, while we do not expect this for a higher autonomy self-discrepancy (i.e. higher perceived autonomy than neutral).*

## 2.4. Escapism

Based on the Compensatory Consumer Behaviour model, the above discussed self-discrepancy could lead to a compensatory consumer behaviour coping strategy such as escapism. In the current literature, a number of authors postulate that the kidult tries to escape reality. For example, Kim, Kim, Kim & Song (2015, p. 518) claim that "these days, more and more adults tend to display some features of kidults to stay away from difficult reality and intense stress". As a second example, Bernardini (2014) mentions that an adult can pursue some kind of immaturity to escape from his obligations. However, no scientific research is available on the question if there actually is a relationship between an escapism motivation and kidult consumption. Based on these postulations, we hypothesize that the relationship

---

<sup>2</sup> Ryan and Frederick (1997, p. 529) describe vitality as "a positive feeling of aliveness and energy".

between a self-discrepancy in autonomy and kidult consumption is mediated by an escapism motivation, i.e. one of the five coping strategies set out by Mandel et al. (2016):

*H2a: An escapism motivation mediates the relationship between a self-discrepancy in autonomy and intention towards kidult consumption.*

*H2b: An escapism motivation mediates the relationship between a self-discrepancy in autonomy and likability of kidult consumption.*

Research into the phenomenon of escapism has a rather recent history and is therefore limited. Vorderer (1996) identified escapism as the phenomenon of individuals increasingly trying to abandon reality in both an emotional and cognitive way as a result of an unsatisfactory state of affairs in the individual's life. It should be emphasized that escapism is not used to resolve the self-discrepancy, but merely to diminish the salience of the self-discrepancy (Mandel et al., 2016). Common techniques that are used to avoid ruminating about the self-discrepancy include distracting oneself by concentrating on shopping or food. The former technique is shown by the fact that escapism has been referred to as 'retail therapy' by Atalay and Meloy (2011). The latter technique has been illustrated by several authors. Heatherton and Baumeister (1991) demonstrated that binge eating can occur as an escape from an experienced self-discrepancy if one has the impression that one does not comply with societal norms. Similarly, typical comfort foods such as chicken soup are consumed in order to make loneliness less salient (Troisi & Gabriel, 2011). Additionally, Mandel and Smeesters (2008) showed that individuals with low self-esteem who were reminded of their mortality consume a higher amount of food in an attempt to escape from their self-awareness. Additionally, significantly more unhealthy food is consumed on Mondays in cities where the football team has lost on Sundays in the National Football League than in cities where the football team has won (Cornil & Chandon, 2013).

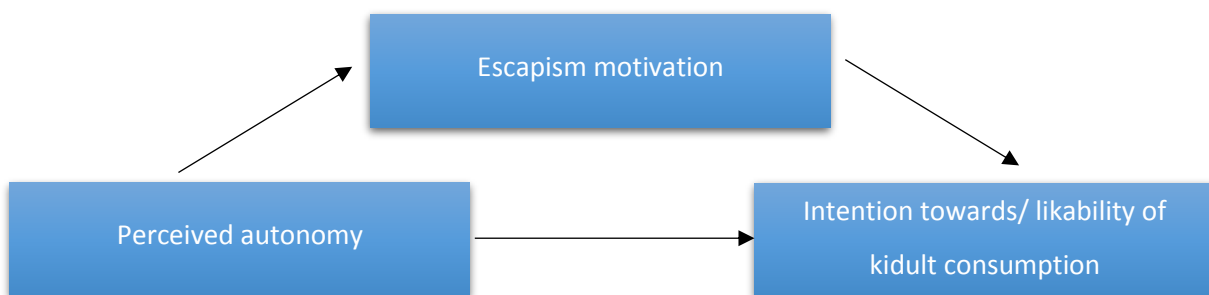
Three different types of escapism can be distinguished, namely social-psychological escapism, individual-psychological escapism and sociological escapism. First, social-psychological escapism occurs when there is a perceived shortage of social relationships (Henning & Vorderer, 2001). For example, an individual could have a higher intention towards watching television when he is dissatisfied with his social interactions (Perloff, Quarles, & Drutz, 1983). Second, in individual-psychological escapism, one tries to escape from a non-social element (Henning & Vorderer, 2001). For example, one could watch television simply because he does not have anything else to do (Kubey, 1986). Third, sociological escapism concerns a feeling of alienation (Henning & Vorderer, 2001). This feeling can be linked to for example external belief of control. When an individual has an external belief

of control, he has the impression that his existence is essentially determined by fate and everything that is out of his control (Krampen, 1981). However, empirical evidence is rather heterogeneous. Benner (1996) observed significant correlations between television watching time and external belief of control, whereas Henning and Vorderer (2001) did not find a significant effect of external belief of control on television watching time. Given the definition of autonomy earlier in this text, an individual who has the impression that his existence is essentially determined by fate and everything that is out of his control, i.e. who has an external belief of control (Krampen, 1981), will have the feeling that he is not the initiator of his own actions and does not make his own decisions, which will make him feel the opposite of autonomous. If we follow this reasoning, autonomy has already been linked indirectly to sociological escapism in previously published literature with opposing conclusions as a result. In this thesis, we will try to link autonomy and sociological escapism explicitly.

### 3. Methodology

#### 3.1. Design

This experiment has the objective to test the influence of lower perceived autonomy than neutral versus higher perceived autonomy than neutral on the intention towards kidult consumption and the likability of kidult consumption. To gain a better understanding of the mutual relationships, a one factor (perceived autonomy: high vs. neutral vs. low) between-subjects design will be conducted. The independent variable is the manipulation of perceived autonomy through a scenario. The intention towards and likability of kidult consumption are the dependent variables (H1a/H1b). Additionally, an escapism motivation will be explored as a mediating variable (H2a/H2b). A schematic visualization can be found in Figure 1.



**Figure 1:** Schematic representation of the investigated hypotheses in the main test

#### 3.2. Participants

The main test was filled in by 247 respondents. Ten participants were excluded because of their participation in the pretest. Another 43 participants were excluded because their results were incomplete. Finally, 12 participants were excluded for incorrectly answering the control question. In total, 182 respondents were left in the sample, of which 73 men and 109 women aged between 16 and 60 years old ( $M = 22.38$ ,  $SD = 5.39$ ). They were randomly assigned to either the high autonomy condition ( $N = 59$ ), the neutral condition ( $N = 63$ ) or the low autonomy condition ( $N = 60$ ). To optimize the number of people who were able to participate, the questionnaire was conducted in Dutch. The participants were invited via social media to fill in the survey and were incentivized by the chance of winning a cinema ticket. The questionnaire was online for nineteen days, namely from 17<sup>th</sup> March 2019 until 4<sup>th</sup> April 2019.

### 3.3. Procedure

#### 3.3.1. Manipulation

In order to find the most fitting scenario to manipulate autonomy, a pretest was conducted. The pretest was completed by 93 respondents. After excluding 24 respondents for not filling in the questionnaire completely and 8 respondents for incorrectly answering the control question, a sample of 61 respondents was left. The sample consisted of 17 men and 44 women aged between 17 and 69 years old ( $M = 35.34$ ,  $SD = 16.34$ ). The pretest was conducted in Dutch as well. The participants were invited to complete the questionnaire via social media. They had six days to do so, namely from 22<sup>nd</sup> January 2019 until 27<sup>th</sup> January 2019.

The first set of questions in the pretest (see appendix 7.1.) started with a scenario based on Lunardo and Saintives (2017). The respondents were asked to imagine themselves attending a cooking class. In the high autonomy condition ( $N = 20$ ), respondents were completely unrestrained. They could look up a recipe themselves and make as much changes as they wished. In the neutral condition ( $N = 19$ ), respondents could choose between three different recipes and were permitted to make minor changes. In the low autonomy condition ( $N = 22$ ), respondents were obligated to follow a certain recipe and were not allowed to make any changes. Since a between-subjects design was used, participants were randomly assigned to only one of the versions of the scenario. Next, perceived autonomy was assessed using a two-item measure taken from a paper by Bellezza, Gino and Keinan (2013). The following items were rated ( $\alpha = .95$ ): 1. The extent to which they could do what pleases them (1 = In this situation I have the feeling that I can never do what I want, 7 = In this situation I have the feeling that I always can do what I want) and 2. The extent to which they are in control of the decisions (1 = In this situation I have the feeling I have absolutely no control over the decisions, 7 = In this situation I have the feeling I have complete control over the decisions). Thereafter, they answered a general question about how they felt in the situation on a seven-point Likert scale (1 = In this situation I feel really bad, 7 = In this situation I feel really good). Subsequently, as a means of a manipulation check, respondents filled out a question existing of four items ( $\alpha = .93$ ) based on a paper of Chen and Sengupta (2014) (e.g. I believe I had a choice about which meal to prepare, 1 = Strongly disagree, 7 = Strongly agree). Finally, the respondents were asked to specify their age and gender and were thanked for being willing to participate.

A one-way ANOVA-test shows that perceived autonomy differs significantly depending on the imagined version of the scenario ( $F(2,58) = 121.03$ ,  $p < .001$ ). Likewise, general feeling differs

significantly depending on the condition ( $F(2,58) = 10.92, p < .001$ ), as does the manipulation check ( $F(2,58) = 87.72, p < .001$ ). Specifically, the manipulation check proved to be successful for all three versions of the cooking class condition (see table 1), with a higher mean for the high autonomy condition as opposed to the neutral and low autonomy condition and a higher mean in the neutral condition than in the low autonomy condition (see table 2). Additionally, significant differences exist in terms of perceived autonomy and general feeling between both the neutral condition and the low autonomy condition on the one hand and the high autonomy condition and the low autonomy condition on the other hand (see table 1). Results in terms of mean scores were as expected, with a lower mean perceived autonomy and general feeling in the low autonomy condition as opposed to both the high autonomy condition and the neutral condition (see table 2). However, no significant differences were found between the high autonomy condition and the neutral condition with regard to perceived autonomy and general feeling (see table 1). This could be due to a lack of differentiation in the described situations in the high autonomy condition and the neutral condition.

Variables	Conditions	High autonomy	Neutral	High autonomy
	Neutral	Neutral	Low autonomy	Low autonomy
Manipulation check		.002	< .001	< .001
Perceived autonomy		.114	< .001	< .001
General feeling		1.000	< .001	.001

**Table 1:** *P-values Post-hoc Bonferroni test for manipulation check, perceived autonomy and general feeling in pretest (cooking class)*

Variables	High autonomy		Neutral		Low autonomy	
	<i>M</i>	<i>(SD)</i>	<i>M</i>	<i>(SD)</i>	<i>M</i>	<i>(SD)</i>
Manipulation check	5.89	.70	4.78	1.13	2.14	.97
Perceived autonomy	5.90	.64	5.37	.68	2.43	.95
General feeling	5.15	1.31	5.26	1.15	3.68	1.21

**Table 2:** *Descriptives manipulation check, perceived autonomy and general feeling in pretest (cooking class)*

In the remainder of the pretest, the respondents were presented a second scenario in which they were asked to imagine themselves renting an apartment (see appendix 7.1.). Each respondent was presented one of the two different versions of the scenario, representing the low autonomy condition and the high autonomy condition. This apartment scenario was added in order to have a reserve option that could manipulate autonomy in case the first scenario proved to be unsuccessful. The results are discussed in appendix 7.2. Both scenarios proved to be successful manipulators of autonomy. Hence,

we chose to further work with the cooking class scenario in our main test, since it has three conditions while the apartment scenario only has two conditions.

### 3.3.2. Measures

The main test's (see appendix 7.3.) first question consisted of a check to see whether the respondent had participated in the pretest or not. Only respondents who had not already participated in the pretest were admitted to advance to the actual main test. After reading one of the three versions of the cooking class scenario for at least thirty seconds, the same manipulation check as in the pretest was implemented. Subsequently, perceived autonomy and general feeling were assessed using the same measures as described in the pretest. To mimic the investigated relationship, escapism was measured next employing a three-item scale previously used by O'Guinn and Faber (1989). The scale was compiled of the items "I often think of what might have been", "When I go to the cinema, I find it easy to lose myself in the film" and "I daydream a lot". All three items were measured on a seven-point Likert scale ranging from 1 = Strongly disagree to 7 = Strongly agree. Thereafter, six different activities were presented in a random order. These were based on internal information from Vandebroele (2018) who tested them with their fit in different categories, namely kidult experiences, kidult products and other enjoyable activities. A bouncy castle festival and a ball pit party were demonstrated to be good examples of kidult experiences, while mandala colouring and playing with Lego were seen as kidult products. Listening to music and reading a book were two other enjoyable activities that were used as control activities. Linking these activities to the literature study, the two kidult experiences are examples of public consumption, while the two kidult products and the two other enjoyable activities are examples of private consumption. Each activity was illustrated with a picture (see appendix 7.3.). The respondents were asked to which degree they would want to participate in the activity (1 = Definitely not, 7 = Definitely yes) in order to measure intention. Likability of the activity was assessed by means of a four-item seven-point Likert scale based on Batra and Stayman (1990) (e.g. I appreciate this activity, 1 = Strongly disagree, 7 = Strongly agree). Since all four items were asked for every activity, the items were randomized in order to avoid order effects. Next, four elements were assessed that would be examined as covariates afterwards. First, a question tried to determine the importance the individual assigned to feeling autonomous (1 = Not important at all, 7 = Very important). After that, respondents were asked to express their age, gender and if they have children. The decision to investigate these last three variables as covariates was based on the previously mentioned observations of NPD Group (2017) in section 2.2. Subsequently, respondents could give remarks in case they had trouble with certain questions of the survey. Finally, participants were thanked and were given the option to fill in their email address in order to have the opportunity to win the cinema ticket.



## 4. Results

### 4.1. Manipulation check, perceived autonomy and general feeling

The four items used for the manipulation check were merged into one variable by calculating the mean. The variable displayed a high internal consistency ( $\alpha = .95$ ). Likewise, the two items measuring perceived autonomy were merged ( $\alpha = .93$ ).

A one-way ANOVA-test shows that the manipulation check was successful ( $F(2,179) = 191.03, p < .001$ ). Likewise, perceived autonomy differs significantly depending on the condition ( $F(2,179) = 101.11, p < .001$ ), as does general feeling ( $F(2,179) = 33.84, p < .001$ ). More specifically, the manipulation check, perceived autonomy and general feeling proved to be significantly different in all three versions of the scenario (see table 3). Results in terms of mean scores of all three variables were as expected, with a higher mean for the high autonomy condition as opposed to the neutral and low autonomy condition and a higher mean in the neutral condition than in the low autonomy condition (see table 4). Hence, the scenario in which perceived autonomy was high gave the respondents the best general feeling. Based on this observation, we might assume that the respondents in general strive for high autonomy, which would confirm that in the low autonomy scenario, self-discrepancies in autonomy would be experienced. This assumption can also be supported by the self-determination theory (Ryan & Deci, 2000), which demonstrates that the need for autonomy is universal, regardless of elements such as culture or age.

Variables	Conditions	High autonomy	Neutral	High autonomy
		Neutral	Low autonomy	Low autonomy
Manipulation check		< .001	< .001	< .001
Perceived autonomy		< .001	< .001	< .001
General feeling		.033	< .001	< .001

**Table 3:** *P-values Post-hoc Bonferroni/Tamhane test for manipulation check, perceived autonomy and general feeling in main test (cooking class)*

Variables	Conditions	High autonomy		Neutral		Low autonomy	
		M	(SD)	M	(SD)	M	(SD)
		Manipulation check	6.03	1.08	4.73	1.47	1.88
Perceived autonomy	5.58	.95	4.63	1.02	2.84	1.21	
General feeling	5.49	1.17	4.97	1.06	3.83	1.15	

**Table 4:** *Descriptives manipulation check, perceived autonomy and general feeling in main test (cooking class)*

## 4.2. Main effect

First of all, Cronbach's alpha was calculated for the remaining constructs. The first observation is that the internal consistency of the construct escapism is somewhat low ( $\alpha = .53$ ). This could be caused due to the fact that the scale was possibly outdated or that the items were not translated into Dutch correctly. Nevertheless, since the items have been proven successful in the work of O'Guinn and Faber (1989) where the internal consistency was .78, we decided to proceed with the construct. However, the results should be carefully interpreted. Next, the four items measuring likability were merged per activity. Internal consistency was high in all cases (see table 5), which means that those items could be used jointly. Lastly, the internal consistency of both intention and likability was investigated on category level (see appendix 7.4.). Since internal consistency of intention towards kidult products and intention towards the control activities was too low, we will discuss intention on activity level. Although internal consistency of the likability construct was high for every category, this construct will be discussed on activity level as well in order to have a consistent discussion of intention and likability.

	$\alpha$
Likability	
Bouncy castle festival	.96
Ball pit party	.96
Mandala colouring	.97
Lego	.96
Reading a book	.95
Listening to music	.94

**Table 5:** Reliability check likability on activity level

To test the main effect, i.e. the influence of perceived autonomy on intention towards and likability of kidult consumption, twelve one-way ANOVA-tests were executed. The results can be found in table 6 and 7. Likability of the activity Lego had a p-value of .049. However, the post-hoc Bonferroni test did not show any significant differences. Thus, no significant differences were found for intention towards or likability of any activity, although significant effects of perceived autonomy on intention towards and likability of the two kidult experiences, i.e. bouncy castle festival and ball pit party, and the two kidult products, i.e. Lego and mandala colouring, were expected. To conclude, the results show that the intention towards and likability of the kidult experiences and the kidult products do not differ significantly depending on perceived autonomy, which rejects both H1a and H1b.

Significance measures		P-value main effect	F-value main effect
Dependent variables			
Intention			
	Bouncy castle festival	.888	$F(2,179) = .12$
	Ball pit party	.683	$F(2,179) = .38$
	Lego	.266	$F(2,179) = 1.33$
	Mandala colouring	.384	$F(2,179) = .96$
	Reading a book	.183	$F(2,179) = 1.71$
	Listening to music	.745	$F(2,179) = .30$
Likability			
	Bouncy castle festival	.922	$F(2,179) = .08$
	Ball pit party	.601	$F(2,179) = .51$
	Lego	.049	$F(2,179) = 3.06$
	Mandala colouring	.229	$F(2,179) = 1.49$
	Reading a book	.103	$F(2,179) = 2.30$
	Listening to music	.542	$F(2,179) = .61$

**Table 6:** P-values and F-values main effect

Variables	Conditions	High autonomy		Neutral		Low autonomy	
		M	(SD)	M	(SD)	M	(SD)
Intention							
	Bouncy castle festival	5.39	1.65	5.25	1.64	5.37	1.69
	Ball pit party	4.75	1.72	4.92	1.67	5.02	1.75
	Lego	4.07	1.71	3.59	1.62	3.95	1.77
	Mandala colouring	3.59	1.63	3.98	1.66	3.67	1.69
	Reading a book	4.69	1.76	4.19	1.83	4.70	1.67
	Listening to music	6.25	.96	6.11	1.06	6.17	1.08
Likability							
	Bouncy castle festival	5.53	1.36	5.45	1.34	5.44	1.39
	Ball pit party	4.89	1.47	5.01	1.39	5.14	1.29
	Lego	4.43	1.56	3.82	1.45	4.34	1.43
	Mandala colouring	3.85	1.59	4.25	1.48	3.83	1.56
	Reading a book	4.82	1.58	4.34	1.71	4.89	1.31
	Listening to music	6.25	.85	6.08	.96	6.19	.77

**Table 7:** Descriptives intention and likability on activity level

#### 4.2.1. Covariates

Since we expected age, gender, whether the respondent had children of himself and the importance of autonomy to be possible covariates, we decided to run twelve one-way ANCOVA-tests in which we controlled simultaneously for these four variables. In the tests, the autonomy condition was used as the independent variable and intention towards or likability of each activity was used as the dependent variable.

##### *Intention towards bouncy castle festival*

Two covariates predict the intention towards the bouncy castle festival significantly, namely age ( $F(1,175) = 4.03, p = .046$ ) and gender ( $F(1,175) = 5.89, p = .016$ ). The higher the age, the lower the intention towards the bouncy castle festival ( $B = -.06$ ). Additionally, men have a significantly lower intention towards the bouncy castle festival than women ( $B = -.59$ ). However, the model including these covariates was still not significant ( $F(2,175) = .02, p = .982$ ).

##### *Likability of bouncy castle festival*

One covariate predicts the likability of the bouncy castle festival significantly, namely gender ( $F(1,175) = 4.39, p = .038$ ). Men have a significantly lower likability of the bouncy castle festival than women ( $B = -.43$ ). However, the model including this covariate was still not significant ( $F(2,175) = .05, p = .956$ ).

##### *Intention towards ball pit party*

Two covariates predict the intention towards the ball pit party significantly, namely age ( $F(1,175) = 5.32, p = .022$ ) and the importance of autonomy ( $F(1,175) = 8.20, p = .005$ ). The higher the age, the lower the intention towards the ball pit party ( $B = -.06$ ). Additionally, the higher the importance of autonomy, the higher the intention towards the ball pit party ( $B = .43$ ). However, the model including these covariates was still not significant ( $F(2,175) = .72, p = .490$ ).

##### *Likability of ball pit party*

One covariate predicts the likability of the ball pit party significantly, namely the importance of autonomy ( $F(1,175) = 11.58, p = .001$ ). The higher the importance of autonomy, the higher the likability of the ball pit party ( $B = .41$ ). However, the model including this covariate was still not significant ( $F(2,175) = .90, p = .408$ ).

#### *Intention towards colouring a mandala*

Two covariates predict the intention towards colouring a mandala significantly, namely age ( $F(1,175) = 9.07, p = .003$ ) and gender ( $F(1,175) = 64.55, p < .001$ ). The higher the age, the higher the intention towards colouring a mandala ( $B = .07$ ). Additionally, men have a significantly lower intention towards colouring a mandala than women ( $B = -1.75$ ). However, the model including these covariates was still not significant ( $F(2,175) = .90, p = .408$ ).

#### *Likability of colouring a mandala*

Three covariates predict the likability of colouring a mandala significantly, namely age ( $F(1,175) = 8.33, p = .004$ ), the importance of autonomy ( $F(1,175) = 4.01, p = .047$ ) and gender ( $F(1,175) = 54.59, p < .001$ ). The higher the age, the higher the likability of colouring a mandala ( $B = .07$ ). Additionally, the higher the importance of autonomy, the higher the likability of colouring a mandala ( $B = .25$ ). Also, men have a significantly lower likability of colouring a mandala than women ( $B = -1.52$ ). However, the model including these covariates was still not significant ( $F(2,175) = 1.38, p = .255$ ).

#### *Intention towards playing with Lego*

One covariate predicts the intention towards playing with Lego significantly, namely gender ( $F(1,175) = 5.65, p = .019$ ). Men have a significantly higher intention towards playing with Lego than women ( $B = .61$ ). However, the model including this covariate was still not significant ( $F(2,175) = 1.47, p = .234$ ).

#### *Likability of playing with Lego*

None of the covariates predicts the likability of playing with Lego significantly.

#### *Intention towards reading a book*

Two covariates predict the intention towards reading a book significantly, namely age ( $F(1,175) = 7.88, p = .006$ ) and gender ( $F(1,175) = 10.22, p = .002$ ). The higher the age, the higher the intention towards reading a book ( $B = .08$ ). Additionally, men have a significantly lower intention towards reading a book than women ( $B = -.83$ ). However, the model including these covariates was still not significant ( $F(2,175) = 2.28, p = .105$ ).

#### *Likability of reading a book*

Two covariates predict the likability of reading a book significantly, namely age ( $F(1,175) = 5.88, p = .016$ ) and gender ( $F(1,175) = 12.36, p = .001$ ). The higher the age, the higher the likability of reading a book ( $B = .06$ ). Additionally, men have a significantly lower likability of reading a book than women ( $B = -.81$ ). However, the model including these covariates was still not significant ( $F(2,175) = 2.86, p = .060$ ).

#### *Intention towards listening to music*

None of the covariates predicts the intention towards listening to music significantly.

#### *Likability of listening to music*

One covariate predicts the likability of listening to music significantly, namely the importance of autonomy ( $F(1,175) = 4.36, p = .038$ ). The higher the importance of autonomy, the higher the likability of listening to music ( $B = .17$ ). However, the model including this covariate was still not significant ( $F(2,175) = .80, p = .451$ ).

#### *Conclusion*

The variable that indicated the fact if the respondent had children of himself was not able to predict intention towards or likability of any of the activities significantly. This could be due to the fact that the group that has children is underrepresented, since only 7 out of the 182 respondents indicated that they do. The other three covariates, namely age, gender and the importance of autonomy, were significant predictors of intention towards and likability of several activities. However, even when the covariates were included in the model, the model was still not significant.

### 4.3. Mediation by escapism motivation

A direct effect is intuitively expected when a mediation effect is considered. Nonetheless, Shrout & Bolger (2002) demonstrated that a direct effect is not an indispensable requirement. Hence, although no significant direct effect was found, we searched for an indirect effect by means of a mediation analysis.

We used bias-corrected bootstrapping to generate a 95% confidence interval around the indirect effect of escapism motivation, where mediation occurs if the confidence interval does not contain zero (Hayes & Scharkow, 2013) to test the expected underlying process. Two dummy variables were created in which the neutral condition served as the baseline and hence was given a value of zero. In the first dummy variable, the high autonomy condition was given a value of one, reflecting a higher autonomy self-discrepancy. In the second dummy variable, the low autonomy condition was given a value of one, reflecting a self-discrepancy in autonomy. Twenty-four mediation analyses were executed with each one of the dummy variables as the independent variable, the other dummy variable as the covariate, escapism motivation as the mediator and the intention towards or the likability of an activity as the dependent variable.

As seen in table 8, the analyses (10,000 bootstrap samples; bias-corrected confidence intervals estimated and reported) did not reveal any significant indirect effect on any of the kidult experiences or the kidult products. We did not expect any significant indirect effect on any of the control activities. All of them were indeed not significant, except for the intention towards and likability of reading a book in the high autonomy condition versus the neutral condition. However, this is negligible since no other significant indirect effects were found of the low autonomy condition versus the neutral condition on reading a book or of both the high and the low autonomy condition versus the neutral condition on listening to music. Thus, the results show that there is no significant indirect effect of the mediator escapism motivation on the relationship between perceived autonomy and intention towards and likability of kidult experiences and kidult products, which rejects both H2a and H2b.

Independent variables		95% confidence interval indirect effect of the mediator escapism motivation	
		High autonomy vs neutral	Low autonomy vs neutral
Dependent variables			
Intention			
Bouncy castle festival		[-.09, .16]	[-.06, .09]
Ball pit party		[-.03, .24]	[-.04, .14]
Lego		[-.01, .25]	[-.03, .15]
Mandala colouring		[-.02, .26]	[-.04, .16]
Reading a book		[.04, .39]	[-.05, .28]
Listening to music		[-.02, .20]	[-.02, .12]
Likability			
Bouncy castle festival		[-.06, .18]	[-.04, .08]
Ball pit party		[-.06, .15]	[-.04, .09]
Lego		[-.01, .24]	[-.03, .14]
Mandala colouring		[-.03, .24]	[-.03, .18]
Reading a book		[.04, .37]	[-.05, .26]
Listening to music		[-.01, .23]	[-.02, .14]

**Table 8:** 95% confidence interval indirect effect of the mediator escapism motivation



## 5. Discussion

### 5.1. Conclusion

This study sought to verify if a self-discrepancy in autonomy could have an effect on consumption choices. More specifically, if a self-discrepancy in autonomy could lead to both higher intention towards and higher likability of kidult consumption, whereby the latter implied both kidult experiences and kidult products. Based on Vandenbroele (2018), a bouncy castle festival and a ball pit party were used as kidult experiences, while mandala colouring and Lego were used as kidult products. Besides, two other enjoyable activities, namely reading a book and listening to music, were used as control activities. Additionally, the study intended to provide an explanation for this relationship by investigating the possible mediation by escapism motivation. By doing this, the Compensatory Consumer Behaviour Model (Mandel et al., 2016) was integrated in this study. Thus, we strived to provide an answer to the research question: ‘Does escapism mediate the relationship between autonomy and kidult consumption?’

Contrary to what was expected based on the literature review, this study did not show either a significant direct effect of a self-discrepancy in autonomy on kidult consumption, a significant indirect effect by the mediator escapism motivation or both. Possible reasons for these insignificant effects are explored in the next section by means of the limitations of the current study. Future research will be necessary to get additional insights into the drivers of kidult consumption. Nevertheless, this thesis can still serve as a foundation for future research, such that it does not mean that none of these relationships exist solely because this thesis did not succeed in proving their existence.

### 5.2. Limitations and directions for future research

Although no significant effect of a self-discrepancy in autonomy on both intention towards and likability of kidult consumption and no indirect effect of this relationship by the mediator escapism motivation was found, this topic still has the potential to give the academic world more insights into the drivers of kidult consumption. In order to aid future research into this subject matter, we will provide a set of directions here. To formulate these directions, we took into account the limitations of the present study as well.

The first, and most obvious, limitation is the fact that this research did not succeed in measuring the construct escapism correctly. The used three-item seven-point Likert scale was based on O’Guinn and

Faber (1989). Although Cronbach's alpha was .78 in their research, it was too low in this study ( $\alpha = .53$ ). This could be due to the fact that this scale was possibly outdated or wrongly translated into Dutch. Hence, we propose future researchers to employ the scale originally employed by Yee (2006), in which Cronbach's alpha was over .70. Subsequently, the three items belonging to this scale have been utilized by Li, Liao, and Khoo (2011) as well to measure the construct escapism ( $\alpha = .79$ ). The scale included the items "I play to escape from the real world", "I often play to avoid thinking about some of my real-life problems or worries" and "I play to relax." Although this scale is rather a practical one instead of a theoretical one, it seems like a good alternative since very few scales of escapism can be found in the current academic literature.

Furthermore, although autonomy was manipulated effectively according to the manipulation check, there might be a complication. Despite the fact that respondents indicated they felt either autonomous, not autonomous or neutral in the specific situation of the scenario, we might think they differentiated the experienced feelings in the scenario and the remainder of the questionnaire entirely. We could assume this based on the fact that several respondents indicated in the remark section that they thought most questions did not show much coherence. This could have had the implication that they did not take that feeling along in the remainder of the questionnaire and hence did not experience the exact state that they were manipulated into in the beginning of the questionnaire when answering the additional questions. Therefore, future research could aim at manipulating autonomy in a real-life situation. One way to do this could be the use of a questionnaire to execute the study, but instead of first manipulating the respondents by letting them read a scenario, the manipulation could happen beforehand. One alternative could be to perform the cooking class scenario that was used in the current study in real-life. However, although this would be a good option, the practical execution would be rather hard since a lot of infrastructure would be needed to design a cooking class. Therefore, a second alternative could be to give the respondent the task to create a small painting. In the low autonomy condition, they would be obligated to paint in the exact way the researcher requires them. In the high autonomy condition, they would be entirely free to follow their imagination. In the neutral condition, several clues and guidelines could be given which could be used as an inspiration, but which are not binding. This manipulation could be strengthened by continuing to give the respondents in the low autonomy condition the feeling they cannot decide anything. For example, when they attempt to sit in a certain chair to fill in the questionnaire, the researcher could oblige them to sit in another chair. Nevertheless, the painting manipulation should be pretested in order to have the confirmation that autonomy is manipulated in the presupposed way.

Although we wanted to analyse the activities on category level, they were eventually interpreted on activity level due to an insufficient Cronbach's alpha. Merging the two kidult experiences would have been possible for both intention and likability. Nonetheless, the merge of the two kidult products and the control activities for the intention variable was not possible because of the low internal consistency. Likewise, combining the two kidult experiences and two kidult products into one category, namely kidult consumption, was not possible for the intention variable. This is another limitation of the current study since more generalization would have been possible if the category level would have been utilized. Future research should investigate the further segmentation of the different categories and their most recurrent and recognizable activities in order to take conclusions on category level and thus be able to generalize results.

When observing the mean values of the intention towards and the likability of the activities in table 7, it is remarkable that these are rather high to very high in all three conditions. We might think that this could be due to the fact that the activities could be seen as enjoyable, independently of the state of mind an individual is in. A possible explanation for this could be the youthfulness of the respondents, considering that 91.2% of the respondents was 25 years old or younger. In general, a younger person has a higher tendency to seek and enjoy the delights and happiness of one's own life (Oliver & Raney, 2011). Thus, future research should aim at including more age categories. This would raise external validity as well.

Another limitation of the current study is that the geographical scope is limited to Belgium. The moment an adolescent becomes an adult is not only defined by biology but also by culture (Arnett, 2003). Hence, the moment an individual would consume kidult experiences or products as a means to go back to his childhood could have a cultural influence. Furthermore, cross-cultural differences exist as well in associations that are made with autonomy. It has been demonstrated that having the autonomy to make one's own choices is more highly valued in individualistic cultures, such as those in Western-Europe, than in collectivistic cultures, such as those in Asia (Iyengar & Lepper, 1999; Markus & Kitayama, 1991; Schwartz, 2000). Hence, it could be interesting for future research to investigate the topic of this thesis in other cultures as well.

On the one hand, the fact that this study had a between-subjects design can form another limitation. Namely, since each respondent was assigned to only one condition, the individual variability might have had an influence on the results. Due to the fact that every individual is different, the results might

have been different in the case that certain respondents were assigned to another condition than the one they were assigned to. On the other hand, a between-subjects design has advantages over a within-subject design as well. For example, a respondent could become bored when answering the questions in different conditions and hence be less concentrated (Charness, Gneezy, & Kuhn, 2012).

Additionally, another interesting path would be the exploration of another coping strategy set out in the Compensatory Consumer Behaviour Model as a mediator of the assumed relationship between a self-discrepancy in autonomy and kidult consumption. To our knowledge, none of the remaining four coping strategies has already been linked to either autonomy or kidult consumption in the existing literature. However, we think that symbolic self-completion would be a good alternative to investigate as a possible mediator. When someone uses symbolic self-completion as a coping strategy, he behaves in a way that communicates his expertise in the domain of the self-discrepancy (Rucker & Galinsky, 2013). Thus, it could be possible that the individual aims at proving he is autonomous in other aspects than the domain of the experienced self-discrepancy in autonomy. This could be manifested in the activities he performs during his leisure time, namely kidult consumption. Furthermore, when we base ourselves on section 2.1.3., an additional element could be considered. While escapism can only occur as reactive compensatory behaviour, symbolic self-completion can occur as either proactive or reactive compensatory behaviour. This would have the implication that the kidult consumption could occur either before or after the experienced self-discrepancy, which would open other options to discover regarding this subject.

Lastly, an interesting theory that could complement the subject of this study is the reactance theory (Brehm, 1996). According to this theory, one may perceive a threat to his freedom, thus feel less autonomous, and react by displaying behaviour intended to reaffirm one's autonomy. For example, when one is told that a certain alternative is excluded, one may react by valuing that alternative as more appealing (Worchel & Brehm, 1971). In the case of this thesis, an adult may be told to stop behaving immaturely and stop consuming children's products or experiences. As a reaction, the individual might show a higher intention towards and likability of kidult consumption. Future research could hence examine more closely a possible link between kidult consumption and the reactance theory.

## 6. Bibliography

- Alexander, M., Connell, J. L., & Presley, A. B. (2005). Clothing fit preferences of young female adult consumers. *International Journal of Clothing Science and Technology*, 17(1), 52–64.
- ALL GROWN UP? From games & puzzles to action figures and building sets, adults are spending more money on toys...for themselves. (2017, April 10). Retrieved May 3, 2019, from NPD Group: <https://www.npdgroup.co.uk/wps/portal/npd/uk/news/press-releases/all-grown-up-from-games-puzzles-to-action-figures-and-building-sets-adults-are-spending-more-money-on-toys-for-themselves/>
- Arnett, J. J. (2000). Emerging Adulthood: A Theory of Development From the Late Teens Through the Twenties. *American Psychologist*, 55(5), 469-480.
- Arnett, J. J. (2003). Conceptions of the transition to adulthood among emerging adults in American ethnic groups. *New directions for child and adolescent development*, 2003(100), 63-76.
- Atalay, A. S., & Meloy, M. G. (2011). Retail therapy: A strategic effort to improve mood. *Psychology & Marketing*, 28(6), 638-659.
- Aydinoglu, N., & Krishna, A. (2012). Imagining thin: Why vanity sizing works. *Journal of Consumer Psychology*, 22(4), 565–572.
- Bak, W. (2014). Self-standards and self-discrepancies. A structural model of self-knowledge. *Current Psychology*, 33(2), 155-173.
- Batra, R., & Stayman, D. M. (1990). The Role of Mood in Advertising Effectiveness. *Journal of Consumer Research*, 17(2), 203-214.
- Bellezza, S., Gino, F., & Keinan, A. (2013). The Red Sneakers Effect: Inferring Status and Competence from Signals of Nonconformity. 41(1), 35-54.
- Benner, S. (1996). *Persoenlichkeit und Fernsehen. Eine Studie ueber persoenlichkeitsspezifischen Medienund insbesondere Fernsehkonsum unter besonderer Beruecksichtigung der "Vielseher."*(Unpublished master's thesis, University of Cologne, Cologne, Germany).
- Bernardini, J. (2013). *Adulti di carta. La rappresentazione sociale dell'età adulta sulla stampa*. Milan: FrancoAngeli.
- Bernardini, J. (2014). The Infantilization of the Postmodern Adult and the Figure of Kidult. *Postmodern Openings*, 5(2), 39-55.

- Booz, N. (2018). *The Kidult Handbook: From Blanket Forts to Capture the Flag, a Grownup's Guide to Playing Like a Kid*. New York: Adams Media.
- Brehm, J. W. (1996). *A theory of psychological reactance*. Oxford, England: Academic Press.
- Carver, C. S., & Scheier, M. F. (1990). Origins and Functions of Positive and Negative Affect: A Control-Process View. *Psychological Review*, *97*(1), 19-35.
- Charness, G., Gneezy, U., & Kuhn, M. A. (2012). Experimental methods: Between-subject and within-subject design. *Journal of Economic Behavior & Organization*, *81*(1), 1-8.
- Chen, F., & Sengupta, J. (2014). Forced to Be Bad: The Positive Impact of Low-Autonomy Vice Consumption on Consumer Vitality. *Journal of Consumer Research*, *41*(4), 1089–1107.
- Cornil, Y., & Chandon, P. (2013). From fan to fat? Vicarious losing increases unhealthy eating, but self-affirmation is an effective remedy. *Psychological Science*, *24*(10), 1936-1946.
- Crawford, K. (2009). Adult responsibility in insecure times. *Soundings*, *41*(41), 45-55.
- Cross, G. (2008). *Men to boys. The making of modern immaturity*. New York: Columbia University Press.
- Custers, R., & Aarts, H. (2007). In search of the nonconscious sources of goal pursuit: Accessibility and positive affective valence of the goal state. *Journal of Experimental Social Psychology*, *43*(2), 312-218.
- Del Vecchio, G. (1997). *Creating ever-cool: a marketer's guide to a kid's heart*. Los Angeles: Pelican Publishing.
- Dogtiev, A. (2018, May 4). *Business of Apps*. Retrieved January 8, 2019, from <http://www.businessofapps.com/data/pokemon-go-statistics/>
- Epstein, J. (2004, March 15). *Weekly Standard*. Retrieved January 19, 2019, from <https://www.weeklystandard.com/joseph-epstein/the-perpetual-adolescent>
- Fletcher, G. J., Simpson, J. A., Thomas, G., & Giles, L. (1999). Ideals in intimate relationships. *Journal of personality and social psychology*, *76*(1), 72-89.
- Hayes, A. F., & Scharkow, M. (2013). The relative trustworthiness of inferential tests of the indirect effect in statistical mediation analysis: Does method really matter? *Psychological science*, *24*(10), 1918-1927.
- Heatherton, T. F., & Baumeister, R. F. (1991). Binge eating as escape from self-awareness. *Psychological bulletin*, *110*(1), 86-108.

- Heine, S. J., Proulx, T., & Vohs, K. D. (2006). The Meaning Maintenance Model: On the Coherence of Social Motivations. *Personality and Social Psychology Review*, 10(2), 88-110.
- Henning, B., & Vorderer, P. (2001). Psychological Escapism: Predicting the Amount of Television Viewing by Need for Cognition. *Journal of Communication*, 51(1), 100-120.
- Higgins, E. T. (1987). Self-Discrepancy: A Theory Relating Self and Affect. *Psychological Review*, 94(3), 319-340.
- Hoegg, J., Scott, M. L., Morales, A. C., & Dahl, D. W. (2014). The flip side of vanity sizing: How consumers respond to and compensate for larger than expected clothing sizes. *Journal of Consumer Psychology*, 24(1), 70-78.
- Hutchins, R. (2018, April 17). *Toynews*. Retrieved January 8, 2019, from <https://www.toynews-online.biz/marketing/kidults-market-continues-to-grow-as-adults-spend-383m-on-toys-for-themselves-in-2018-says-npd>
- Iyengar, S. S., & Lepper, M. R. (1999). Rethinking the Value of Choice: A Cultural Perspective on Intrinsic Motivation. *Journal of Personality and Social Psychology*, 76(3), 349-366.
- Kardes, F., Cronley, M., & Cline, T. (2015). *Consumer Behavior* (2nd ed.). Canada: Cengage Learning.
- Kiley, D. (1983). *The Peter Pan Syndrome: Men Who Have Never Grown Up*. New York: Avon Books.
- Kim, J. H., Kim, Y. M., Kim, M. G., & Song, E. J. (2015). Kidult Contents Development using Mobile Augmented Reality. *Indian Journal of Science and Technology*, 8(9), 518-525.
- Kim, S., & Gal, D. (2014). From Compensatory Consumption to Adaptive Consumption: The Role of Self-Acceptance in Resolving Self-Deficits. *Journal of Consumer Research*, 41(2), 526-542.
- Kim, S., & Rucker, D. D. (2012). Bracing for the psychological storm: Proactive versus reactive compensatory consumption. *Journal of Consumer Research*, 39(4), 815-830.
- Kim, S., Chen, R. P., & Zhang, K. (2016). Anthropomorphized Helpers Undermine Autonomy and Enjoyment in Computer Games. *Journal of Consumer Research*, 43(2), 282-302.
- Krampen, G. (1981). *IPC-Fragebogen zu Kontrollueberzeugungen*. Goettingen, Germany: Hogrefe.
- Kubey, R. W. (1986). Television use in everyday life: Coping with unstructured time. *Journal of Communication*, 36(3), 108-121.

- KVDS. (2018, March 18). *Springkastelenfestival voor volwassenen komt terug en het wordt nog beter*. Retrieved January 8, 2019, from HLN: <https://www.hln.be/nieuws/binnenland/springkastelenfestival-voor-volwassenen-komt-terug-en-het-wordt-nog-beter~af13cd5a/>
- Levav, J., & Zhu, R. (2009). Seeking Freedom through Variety. *Journal of Consumer Research*, 36(4), 600-610.
- Li, D., Liao, A., & Khoo, A. (2011). Examining the influence of actual-ideal self-discrepancies, depression, and escapism, on pathological gaming among massively multiplayer online adolescent gamers. *Cyberpsychology, Behavior, and Social Networking*, 14(9), 535-539.
- Lisjak, M., Bonezzi, A., Kim, S., & Rucker, D. D. (2015). Perils of Compensatory Consumption: Within-Domain Compensation Undermines Subsequent Self-Regulation. *Journal of Consumer Research*, 41(5), 1186-1203.
- Lunardo, R., & Saintives, C. (2017). The Risk of Autonomy: a Dual-Process Model of How Autonomy Makes the Experience Pleasurable Depending on Risk Perception. *ACR North American Advances*, 45, 758-761.
- Mandel, N., & Smeesters, D. (2008). The Sweet Escape: Effects of Mortality Salience on Consumption Quantities for High- and Low-Self-Esteem Consumers. *Journal of Consumer Research*, 35(2), 309-323.
- Mandel, N., Rucker, D. D., Levav, J., & Galinsky, A. D. (2016). The Compensatory Consumer Behavior Model: How self-discrepancies drive consumer behavior. *Journal of Consumer Psychology*, 27(1), 133-146.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological review*, 98(2), 224-253.
- Noxon, C. (2006). *Rejuvenile: Kickball, cartoons, cupcakes, and the reinvention of the American grownup*. New York: Crown.
- O'Guinn, T. C., & Faber, R. J. (1989). Compulsive Buying: A Phenomenological Exploration. *Journal of Consumer Research*, 16(2), 147-157.
- Okimoto, J. D., & Stegall, P. J. (1987). *Boomerang kids: how to live with adult children who return home*. Boston: Brown.



- Oliver, M. B., & Raney, A. A. (2011). Entertainment as pleasurable and meaningful: Identifying hedonic and eudaimonic motivations for entertainment consumption. *Journal of Communication, 61*(5), 984-1004.
- Perez, S. (2017). *Techcrunch*. Retrieved January 8, 2019, from <https://techcrunch.com/2016/07/29/pokemon-gos-paying-user-base-has-reached-a-plateau/?ncid=rss&guccounter=1>
- Perloff, R. M., Quarles, R. C., & Drutz, M. (1983). Loneliness, depression and the uses of television. *Journalism Quarterly, 60*(2), 352-356.
- Pimentel, D. (2013). The Widening Maturity Gap: Trying Juveniles as Adults in an Era of Extended Adolescence. *Texas Tech Law Review, 46*(1), 1-31.
- Postman, N. (1994). *The disappearance of childhood*. New York: Vintage Books.
- Rucker, D. D., & Galinsky, A. D. (2013). Compensatory consumption. In R. Belk, & A. Ruvio (Eds.). *The Routledge Companion to Identity and Consumption, 207-215*.
- Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist, 55*(1), 68-78.
- Ryan, R. M., & Frederick, C. (1997). On Energy, Personality, and Health: Subjective Vitality as a Dynamic Reflection of Well-Being. *Journal of Personality, 65*(3), 529-565.
- Ryan, R. M., Rigby, C. S., & Przybylski, A. (2006). The Motivational Pull of Video Games: A Self-Determination Theory Approach. *Motivation and emotion, 30*(4), 344-360.
- Samuelson, R. J. (2003, November 2). *Adventures in agelessness*. Retrieved January 19, 2019, from <https://www.newsweek.com/adventures-agelessness-133675>
- Schwartz, B. (2000). Self-Determination: The Tyranny of Freedom. *American Psychologist, 55*(1), 79-88.
- Sela, A., & Shiv, B. (2009). Unraveling Priming: When Does the Same Prime Activate a Goal versus a Trait? *Journal of Consumer Research, 36*(3), 418-433.
- Shrout, P. E., & Bolger, N. (2002). Mediation in experimental and nonexperimental studies: New procedures and recommendations. *Psychological Methods, 7*(4), 422-445.
- Sobol, K., & Darke, P. R. (2014). "I'd like to be that attractive, but at least I'm smart": How exposure to ideal advertising models motivates improved decision-making. *Journal of Consumer Psychology, 24*(4), 533-540.

- Tierney, J. (2004, December 26). *in a word; adultescent*. Retrieved January 22, 2019, from <https://www.nytimes.com/2004/12/26/weekinreview/adultescent.html>
- Troisi, J. D., & Gabriel, S. (2011). Chicken Soup Really Is Good for the Soul: "Comfort Food" Fulfills the Need to Belong. *Psychological Science, 22*(6), 747-753.
- Vorderer, P. (1996). Rezeptionsmotivation: Warum nutzen Rezipienten mediale Unterhaltungsangebote? *Publizistik, 41*(3), 310-326.
- Walker, C. (1996). Can TV save the planet? *American Demographics, 18*(1), 42-47.
- Weekender*. (2018, October 30). Retrieved January 8, 2019, from <https://weekender.com.sg/w/do/the-beast-bouncy-castle-for-adults-singapore/>
- White, K., & Dahl, D. W. (2006). To Be or Not Be? The Influence of Dissociative Reference Groups on Consumer Preferences. *Journal of Consumer Psychology, 16*(4), 404-414.
- Wicklund, R. A., & Gollwitzer, P. M. (1981). Symbolic self-completion, attempted influence, and self-deprecation. *Basic and applied social psychology, 2*(2), 89-114.
- Woodruffe, H. R. (1997). Compensatory consumption: why women go shopping when they're fed up and other stories. *Marketing Intelligence & Planning, 15*(7), 325-334.
- Worchel, S., & Brehm, J. W. (1971). Direct and implied social restoration of freedom. *Journal of Personality and Social Psychology, 18*(3), 294-304.
- Yee, N. (2006). Motivations for play in online games. *CyberPsychology & behavior, 9*(6), 772-775.

## 7. Appendices

### 7.1. Pretest

---

#### Start of Block: Inleiding

Beste respondent,

Eerst en vooral hartelijk bedankt om de tijd te nemen om deze korte enquête in te vullen. In deze enquête zal u 2 korte scenario's lezen en er enkel vragen over beantwoorden. In totaal duurt dit ongeveer 5 minuutjes.

Met vriendelijke groeten,

Elise Goeminne

Studente master Toegepast Economische Wetenschappen - Marketing

Universiteit Gent

#### End of Block: Inleiding

---

#### Start of Block: Scenario: hoog - kookles

Stel jezelf voor dat je jezelf hebt ingeschreven voor kooklessen. Tijdens jouw eerste les ben je volledig vrij om te kiezen welk gerecht je wil maken. Je mag zelf een recept opzoeken. De lesgever geeft ook aan dat je tijdens de les mag afwijken van het recept en zelf het recept mag aanpassen.

Hoe zou jij jezelf **voelen in deze situatie**?

---

In deze situatie heb ik het gevoel dat...

- ik nooit kan doen wat ik wil (1)
  - ik niet kan doen wat ik wil (2)
  - ik eerder niet kan doen wat ik wil (3)
  - neutraal (4)
  - ik eerder kan doen wat ik wil (5)
  - ik kan doen wat ik wil (6)
  - ik altijd kan doen wat ik wil (7)
- 

In deze situatie heb ik het gevoel dat...

- ik helemaal geen controle heb over de beslissingen (1)
  - ik geen controle heb over de beslissingen (2)
  - ik eerder geen controle heb over de beslissingen (3)
  - neutraal (4)
  - ik eerder controle heb over de beslissingen (5)
  - ik controle heb over de beslissingen (6)
  - ik volledige controle heb over de beslissingen (7)
-

In deze situatie voel ik mij...

- zeer slecht (1)
- matig slecht (2)
- eerder slecht (3)
- noch goed, noch slecht (4)
- eerder goed (5)
- matig goed (6)
- zeer goed (7)

**End of Block: Scenario: hoog - kookles**

---

**Start of Block: Scenario: neutraal - kookles**

Stel jezelf voor dat je jezelf hebt ingeschreven voor kooklessen. Tijdens jouw eerste les stelt de lesgever drie gerechten voor waaruit je mag kiezen. De lesgever geeft je het recept. De lesgever geeft ook aan dat je dit recept mag interpreteren zoals je wil en je mag dan ook hier een daar een kleine aanpassing doen.

Hoe zou jij jezelf **voelen in deze situatie?**

-----

In deze situatie heb ik het gevoel dat...

- ik nooit kan doen wat ik wil (1)
  - ik niet kan doen wat ik wil (2)
  - ik eerder niet kan doen wat ik wil (3)
  - neutraal (4)
  - ik eerder kan doen wat ik wil (5)
  - ik kan doen wat ik wil (6)
  - ik altijd kan doen wat ik wil (7)
- 

In deze situatie heb ik het gevoel dat...

- ik helemaal geen controle heb over de beslissingen (1)
  - ik geen controle heb over de beslissingen (2)
  - ik eerder geen controle heb over de beslissingen (3)
  - neutraal (4)
  - ik eerder controle heb over de beslissingen (5)
  - ik controle heb over de beslissingen (6)
  - ik volledige controle heb over de beslissingen (7)
-

In deze situatie voel ik mij...

- zeer slecht (1)
- matig slecht (2)
- eerder slecht (3)
- noch goed, noch slecht (4)
- eerder goed (5)
- matig goed (6)
- zeer goed (7)

**End of Block: Scenario: neutraal - kookles**

---

**Start of Block: Scenario: laag - kookles**

Stel jezelf voor dat je jezelf hebt ingeschreven voor kooklessen. Tijdens jouw eerste les wordt er jou opgedragen welk gerecht je moet maken. Je mag dus niet zelf kiezen welk gerecht je wil bereiden. De lesgever geeft je een recept en vraagt je uitdrukkelijk om het exact op te volgen en zelf niets aan te passen.

Hoe zou jij jezelf **voelen in deze situatie?**

-----

In deze situatie heb ik het gevoel dat...

- ik nooit kan doen wat ik wil (1)
  - ik niet kan doen wat ik wil (2)
  - ik eerder niet kan doen wat ik wil (3)
  - neutraal (4)
  - ik eerder kan doen wat ik wil (5)
  - ik kan doen wat ik wil (6)
  - ik altijd kan doen wat ik wil (7)
- 

In deze situatie heb ik het gevoel dat...

- ik helemaal geen controle heb over de beslissingen (1)
  - ik geen controle heb over de beslissingen (2)
  - ik eerder geen controle heb over de beslissingen (3)
  - neutraal (4)
  - ik eerder controle heb over de beslissingen (5)
  - ik controle heb over de beslissingen (6)
  - ik volledige controle heb over de beslissingen (7)
-



In deze situatie voel ik mij...

- zeer slecht (1)
- matig slecht (2)
- eerder slecht (3)
- noch goed, noch slecht (4)
- eerder goed (5)
- matig goed (6)
- zeer goed (7)

**End of Block: Scenario: laag - kookles**

---

**Start of Block: Manipulatiecheck kookles**

In welke mate gaat u akkoord of niet akkoord met volgende stellingen?

---

Ik geloof dat ik een keuze had over welk gerecht ik zou bereiden.

- Helemaal niet akkoord (1)
  - Niet akkoord (2)
  - Eerder niet akkoord (3)
  - Noch akkoord, noch niet akkoord (4)
  - Eerder akkoord (5)
  - Akkoord (6)
  - Helemaal akkoord (7)
- 

Ik heb het gevoel dat het mijn eigen keuze was welk gerecht ik zou bereiden.

- Helemaal niet akkoord (1)
  - Niet akkoord (2)
  - Eerder niet akkoord (3)
  - Noch akkoord, noch niet akkoord (4)
  - Eerder akkoord (5)
  - Akkoord (6)
  - Helemaal akkoord (7)
-

Ik heb het gevoel dat ik **geen** controle had over welk gerecht ik zou bereiden.

- Helemaal niet akkoord (1)
  - Niet akkoord (2)
  - Eerder niet akkoord (3)
  - Noch akkoord, noch niet akkoord (4)
  - Eerder akkoord (5)
  - Akkoord (6)
  - Helemaal akkoord (7)
- 

Duid hier 'noch akkoord, noch niet akkoord' aan.

- Helemaal niet akkoord (1)
  - Niet akkoord (2)
  - Eerder niet akkoord (3)
  - Noch akkoord, noch niet akkoord (4)
  - Eerder akkoord (5)
  - Akkoord (6)
  - Helemaal akkoord (7)
-

Ik heb dat bepaalde gerecht bereid omdat dat opgelegd werd aan mij.

- Helemaal niet akkoord (1)
- Niet akkoord (2)
- Eerder niet akkoord (3)
- Noch akkoord, noch niet akkoord (4)
- Eerder akkoord (5)
- Akkoord (6)
- Helemaal akkoord (7)

**End of Block: Manipulatiecheck kookles**

---

**Start of Block: Scenario: hoog/neutraal - appartement**

Je bent aan het verhuizen naar een appartement dat je zal huren. In het contract staat dat je jouw gas- en elektriciteitsleverancier alsook jouw TV- en internetprovider zelf mag kiezen. Daarnaast mag je ook huisdieren houden en het appartement schilderen in een kleur naar keuze.

Hoe zou jij jezelf voelen in deze situatie?

---

In deze situatie heb ik het gevoel dat...

- ik nooit kan doen wat ik wil (1)
  - ik niet kan doen wat ik wil (2)
  - ik eerder niet kan doen wat ik wil (3)
  - neutraal (4)
  - ik eerder kan doen wat ik wil (5)
  - ik kan doen wat ik wil (6)
  - ik altijd kan doen wat ik wil (7)
- 

In deze situatie heb ik het gevoel dat...

- ik helemaal geen controle heb over de beslissingen (1)
  - ik geen controle heb over de beslissingen (2)
  - ik eerder geen controle heb over de beslissingen (3)
  - neutraal (4)
  - ik eerder controle heb over de beslissingen (5)
  - ik controle heb over de beslissingen (6)
  - ik volledige controle heb over de beslissingen (7)
-

In deze situatie voel ik mij...

- zeer slecht (1)
- matig slecht (2)
- eerder slecht (3)
- noch goed, noch slecht (4)
- eerder goed (5)
- matig goed (6)
- zeer goed (7)

**End of Block: Scenario: hoog/neutral - appartement**

---

**Start of Block: Scenario: laag - appartement**

Je bent aan het verhuizen naar een appartement dat je zal huren. In het contract staat dat je jouw gas- en elektriciteitsleverancier alsook jouw TV- en internetprovider niet zelf mag kiezen. Daarnaast mag je ook geen huisdieren houden en het appartement niet zelf schilderen.

Hoe zou jij jezelf voelen in deze situatie?

-----

In deze situatie heb ik het gevoel dat...

- ik nooit kan doen wat ik wil (1)
  - ik niet kan doen wat ik wil (2)
  - ik eerder niet kan doen wat ik wil (3)
  - neutraal (4)
  - ik eerder kan doen wat ik wil (5)
  - ik kan doen wat ik wil (6)
  - ik altijd kan doen wat ik wil (7)
- 

In deze situatie heb ik het gevoel dat...

- ik helemaal geen controle heb over de beslissingen (1)
  - ik geen controle heb over de beslissingen (2)
  - ik eerder geen controle heb over de beslissingen (3)
  - neutraal (4)
  - ik eerder controle heb over de beslissingen (5)
  - ik controle heb over de beslissingen (6)
  - ik volledige controle heb over de beslissingen (7)
-

In deze situatie voel ik mij...

- zeer slecht (1)
- matig slecht (2)
- eerder slecht (3)
- noch goed, noch slecht (4)
- eerder goed (5)
- matig goed (6)
- zeer goed (7)

**End of Block: Scenario: laag - appartement**

---

**Start of Block: Manipulatiecheck appartement**

In welke mate gaat u akkoord of niet akkoord met volgende stellingen?

---



Ik geloof dat ik een keuze had over de providers, of ik een huisdier wil houden en het kleur van mijn appartement.

- Helemaal niet akkoord (1)
  - Niet akkoord (2)
  - Eerder niet akkoord (3)
  - Noch akkoord, noch niet akkoord (4)
  - Eerder akkoord (5)
  - Akkoord (6)
  - Helemaal akkoord (7)
- 

Ik heb het gevoel dat de providers, of ik een huisdier wil houden en het kleur van mijn appartement mijn eigen keuze zijn.

- Helemaal niet akkoord (1)
- Niet akkoord (2)
- Eerder niet akkoord (3)
- Noch akkoord, noch niet akkoord (4)
- Eerder akkoord (5)
- Akkoord (6)
- Helemaal akkoord (7)

---

Ik heb het gevoel dat ik **geen** controle had over de providers, of ik een huisdier wil houden en het kleur van mijn appartement.

- Helemaal niet akkoord (1)
  - Niet akkoord (2)
  - Eerder niet akkoord (3)
  - Noch akkoord, noch niet akkoord (4)
  - Eerder akkoord (5)
  - Akkoord (6)
  - Helemaal akkoord (7)
-

Ik heb de providers, of ik een huisdier wil houden en het kleur van mijn appartement gekozen omdat dat opgelegd werd aan mij.

- Helemaal niet akkoord (1)
- Niet akkoord (2)
- Eerder niet akkoord (3)
- Noch akkoord, noch niet akkoord (4)
- Eerder akkoord (5)
- Akkoord (6)
- Helemaal akkoord (7)

End of Block: Manipulatiecheck appartement

---

Start of Block: Varia

Wat is uw geslacht?

- Man (1)
- Vrouw (2)

---

Wat is uw leeftijd?

---

End of Block: Varia

---

*Bedankt voor uw deelname aan dit onderzoek. Uw antwoorden werden goed geregistreerd.*

*Wanneer u in de toekomst nog wenst deel te nemen aan online onderzoek van de vakgroep Marketing van de Universiteit Gent of wilt deelnemen aan studies in het consumentenlab, dan kan u zich*

registreren voor het **onderzoekspanel**. U zal dan regelmatig uitgenodigd worden om aan onderzoek van de vakgroep Marketing deel te nemen. Deelname aan studies in het consumentenlab levert u 5 tot 8 EUR op. Bij deelname aan online onderzoek maakt u kans op leuke prijzen, zoals bons van FNAC, Bol.com & Kinopolis.

Geïnteresseerd? Klik dan op onderstaande link om u te registreren:

<http://www.cb.ugent.be/nl/formulier.htm>

Nogmaals hartelijk bedankt voor uw deelname aan dit onderzoek.

Met vriendelijke groeten,

Elise Goeminne

Studente master Toegepaste Economische Wetenschappen, Universiteit Gent.

([elise.goeminne@UGent.be](mailto:elise.goeminne@UGent.be))

## 7.2. Results apartment scenario

In the second part of the pretest, the participants were asked to imagine themselves renting an apartment. Depending on the condition, they could make decisions themselves about whether or not to keep pets, about which providers to use and about the colour of the apartment. This scenario only had two conditions, namely high autonomy ( $N = 29$ ) and low autonomy ( $N = 32$ ). After reading one of the two versions of the scenario, the participants were asked the same questions as the questions asked after they read the cooking class scenario, with slight adaptations to the apartment scenario. The two items representing perceived autonomy showed a high internal consistency ( $\alpha = .98$ ). The four items used as a manipulation check displayed a high internal consistency as well ( $\alpha = .93$ ).

Independent samples t-tests reveal that perceived autonomy ( $t(59) = 12.78, p < .001$ ), general feeling ( $t(59) = 11.11, p < .001$ ) and the items used as a manipulation check ( $t(59) = 12.73, p < .001$ ) were all significantly different in the high autonomy condition as opposed to the low autonomy condition. Further, results in terms of mean scores were as expected with higher mean scores of all three variables in the high autonomy condition than in the low autonomy condition (see table 9).

Variables	Conditions	High autonomy		Low autonomy	
		<i>M</i>	<i>(SD)</i>	<i>M</i>	<i>(SD)</i>
Manipulation check		5.94	.92	2.31	1.26
Perceived autonomy		5.78	.85	2.28	1.23
General feeling		5.97	1.12	2.59	1.24

**Table 9:** *Descriptives manipulation check, perceived autonomy and general feeling in pretest (apartment)*

### 7.3. Main test

---

#### Start of Block: Inleiding

Beste respondent,

Eerst en vooral hartelijk bedankt om de tijd te nemen om deze enquête in te vullen! In deze enquête zal u eerst een scenario lezen waarover u enkele vragen kunt beantwoorden. Daarna worden enkele activiteiten voorgesteld waarover u opnieuw enkele kleine vraagjes zal krijgen. Indien u wil kans maken op het CINEMATICKET, kan u op het einde uw e-mailadres achterlaten. In totaal duurt dit ongeveer 6 minuutjes. Anonimiteit wordt gegarandeerd!

Elise Goeminne

Studente Master Toegepaste Economische Wetenschappen – Marketing

Universiteit Gent

#### End of Block: Inleiding

---

#### Start of Block: Pre-test?

Heeft u mijn pre-test reeds ingevuld?

Ja (1)

Nee (2)

#### End of Block: Pre-test?

---

#### Start of Block: Einde pre-test

Helaas, de pre-test en deze hoofdtest mogen niet ingevuld worden door dezelfde persoon. Toch bedankt voor de moeite!

#### End of Block: Einde pre-test

---

#### Start of Block: Scenario\_hoog

Lees het volgende scenario aandachtig gedurende minimaal een halve minuut.

Stel uzelf voor dat u uzelf hebt ingeschreven voor kooklessen. Tijdens uw eerste les bent u volledig vrij om te kiezen welk gerecht u wil maken. U mag zelf een recept opzoeken. De lesgever geeft ook aan dat u tijdens de les mag afwijken van het recept en zelf het recept mag aanpassen.

#### End of Block: Scenario\_hoog

---

#### Start of Block: Scenario\_neutraal

---

Lees het volgende scenario aandachtig gedurende minimaal een halve minuut.

Stel uzelf voor dat u uzelf hebt ingeschreven voor kooklessen. Tijdens uw eerste les stelt de lesgever drie gerechten voor waaruit u mag kiezen. De lesgever geeft u het recept. De lesgever geeft ook aan dat u dit recept mag interpreteren zoals u wil en u mag dan ook hier en daar een kleine aanpassing doen.

End of Block: Scenario\_neutraal

---

Start of Block: Scenario\_laag

Lees het volgende scenario aandachtig gedurende minimaal een halve minuut.

Stel uzelf voor dat u uzelf hebt ingeschreven voor kooklessen. Tijdens uw eerste les wordt er u opgedragen welk gerecht u moet maken. U mag dus niet zelf kiezen welk gerecht u wil bereiden. De lesgever geeft u een recept en vraagt u uitdrukkelijk om het exact op te volgen en zelf niets aan te passen.

End of Block: Scenario\_laag

---

Start of Block: Manipulatiecheck

Geef aan in welke mate u akkoord of niet akkoord gaat met de volgende stellingen.

---

Ik geloof dat ik een keuze had over welk gerecht ik zou bereiden.

- Helemaal niet akkoord (1)
  - Niet akkoord (2)
  - Eerder niet akkoord (3)
  - Noch akkoord, noch niet akkoord (4)
  - Eerder akkoord (5)
  - Akkoord (6)
  - Helemaal akkoord (7)
-

Ik heb het gevoel dat het mijn eigen keuze was welk gerecht ik zou bereiden.

- Helemaal niet akkoord (1)
  - Niet akkoord (2)
  - Eerder niet akkoord (3)
  - Noch akkoord, noch niet akkoord (4)
  - Eerder akkoord (5)
  - Akkoord (6)
  - Helemaal akkoord (7)
- 

Ik heb het gevoel dat ik **geen** controle had over welk gerecht ik zou bereiden.

- Helemaal niet akkoord (1)
  - Niet akkoord (2)
  - Eerder niet akkoord (3)
  - Noch akkoord, noch niet akkoord (4)
  - Eerder akkoord (5)
  - Akkoord (6)
  - Helemaal akkoord (7)
-



Duid hier 'noch akkoord, noch niet akkoord' aan.

- Helemaal niet akkoord (1)
  - Niet akkoord (2)
  - Eerder niet akkoord (3)
  - Noch akkoord, noch niet akkoord (4)
  - Eerder akkoord (5)
  - Akkoord (6)
  - Helemaal akkoord (7)
- 

Ik heb dat bepaalde gerecht bereid omdat dat opgelegd werd aan mij.

- Helemaal niet akkoord (1)
- Niet akkoord (2)
- Eerder niet akkoord (3)
- Noch akkoord, noch niet akkoord (4)
- Eerder akkoord (5)
- Akkoord (6)
- Helemaal akkoord (7)

End of Block: Manipulatiecheck

---

Start of Block: Gevoel

In het scenario dat ik daarnet las, had ik het gevoel dat...

- ik nooit kan doen wat ik wil (1)
  - ik niet kan doen wat ik wil (2)
  - ik eerder niet kan doen wat ik wil (3)
  - neutraal (4)
  - ik eerder kan doen wat ik wil (5)
  - ik kan doen wat ik wil (6)
  - ik altijd kan doen wat ik wil (7)
- 

In het scenario dat ik daarnet las, had ik het gevoel dat...

- ik helemaal geen controle heb over de beslissingen (1)
  - ik geen controle heb over de beslissingen (2)
  - ik eerder geen controle heb over de beslissingen (3)
  - neutraal (4)
  - ik eerder controle heb over de beslissingen (5)
  - ik controle heb over de beslissingen (6)
  - ik volledige controle heb over de beslissingen (7)
-

In het scenario dat ik daarnet las, voel ik mij...

- zeer slecht (1)
- matig slecht (2)
- eerder slecht (3)
- noch goed, noch slecht (4)
- eerder goed (5)
- matig goed (6)
- zeer goed (7)

End of Block: Gevoel

---

Start of Block: Escapisme



Geef aan in welke mate u akkoord of niet akkoord gaat met de volgende stellingen.

	Helemaal niet akkoord (1)	Niet akkoord (2)	Eerder niet akkoord (3)	Noch akkoord, noch niet akkoord (4)	Eerder akkoord (5)	Akkoord (6)	Helemaal akkoord (7)
Ik dagdroom vaak (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanneer ik naar een film kijk, verlies ik mij er gemakkelijk in (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik denk vaak aan wat had kunnen gebeuren (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Escapisme

---

Start of Block: Intermezzo

Nu worden er 6 verschillende activiteiten getoond met telkens enkele kleine vraagjes.

End of Block: Intermezzo

---

Start of Block: Springkastelenfestival



Springkastelenfestival

---

Zou u willen deelnemen aan bovenstaande activiteit?

- Zeker en vast niet (1)
  - Nee (2)
  - Eerder niet (3)
  - Misschien (4)
  - Eerder wel (5)
  - Ja (6)
  - Zeker en vast wel (7)
- 



Geef aan in welke mate u akkoord of niet akkoord gaat met de volgende stellingen.

	Helemaal niet akkoord (1)	Niet akkoord (2)	Eerder niet akkoord (3)	Noch akkoord, noch niet akkoord (4)	Eerder akkoord (5)	Akkoord (6)	Helemaal akkoord (7)
Ik vind deze activiteit leuk (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik apprecieer deze activiteit (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik sta gunstig tegenover deze activiteit (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze activiteit is aantrekkelijk (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Springkastelenfestival

Start of Block: Ballenbadfeestje



Ballenbadfeestje

Zou u willen deelnemen aan bovenstaande activiteit?

- Zeker en vast niet (1)
  - Nee (2)
  - Eerder niet (3)
  - Misschien (4)
  - Eerder wel (5)
  - Ja (6)
  - Zeker en vast wel (7)
- 



Geef aan in welke mate u akkoord of niet akkoord gaat met de volgende stellingen.

	Helemaal niet akkoord (1)	Niet akkoord (2)	Eerder niet akkoord (3)	Noch akkoord, noch niet akkoord (4)	Eerder akkoord (5)	Akkoord (6)	Helemaal akkoord (7)
Ik vind deze activiteit leuk (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik apprecieer deze activiteit (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik sta gunstig tegenover deze activiteit (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze activiteit is aantrekkelijk (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ballenbadfeestje

---

Start of Block: Boek



Een boek lezen

---

Zou u willen deelnemen aan bovenstaande activiteit?

- Zeker en vast niet (1)
  - Nee (2)
  - Eerder niet (3)
  - Misschien (4)
  - Eerder wel (5)
  - Ja (6)
  - Zeker en vast wel (7)
-



Geef aan in welke mate u akkoord of niet akkoord gaat met de volgende stellingen.

	Helemaal niet akkoord (1)	Niet akkoord (2)	Eerder niet akkoord (3)	Noch akkoord, noch niet akkoord (4)	Eerder akkoord (5)	Akkoord (6)	Helemaal akkoord (7)
Ik vind deze activiteit leuk (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik apprecieer deze activiteit (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik sta gunstig tegenover deze activiteit (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze activiteit is aantrekkelijk (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Boek

---

Start of Block: Muziek



Muziek luisteren

---



Zou u willen deelnemen aan bovenstaande activiteit?

- Zeker en vast niet (1)
  - Nee (2)
  - Eerder niet (3)
  - Misschien (4)
  - Eerder wel (5)
  - Ja (6)
  - Zeker en vast wel (7)
- 



Geef aan in welke mate u akkoord of niet akkoord gaat met de volgende stellingen.

	Helemaal niet akkoord (1)	Niet akkoord (2)	Eerder niet akkoord (3)	Noch akkoord, noch niet akkoord (4)	Eerder akkoord (5)	Akkoord (6)	Helemaal akkoord (7)
Ik vind deze activiteit leuk (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik apprecieer deze activiteit (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik sta gunstig tegenover deze activiteit (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze activiteit is aantrekkelijk (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Muziek

---

Start of Block: Lego



Met lego spelen

---

Zou u willen deelnemen aan bovenstaande activiteit?

- Zeker en vast niet (1)
  - Nee (2)
  - Eerder niet (3)
  - Misschien (4)
  - Eerder wel (5)
  - Ja (6)
  - Zeker en vast wel (7)
- 



Geef aan in welke mate u akkoord of niet akkoord gaat met de volgende stellingen.

	Helemaal niet akkoord (1)	Niet akkoord (2)	Eerder niet akkoord (3)	Noch akkoord, noch niet akkoord (4)	Eerder akkoord (5)	Akkoord (6)	Helemaal akkoord (7)
Ik vind deze activiteit leuk (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik apprecieer deze activiteit (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik sta gunstig tegenover deze activiteit (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze activiteit is aantrekkelijk (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Lego

Start of Block: Mandala



Een mandala inkleuren

Zou u willen deelnemen aan bovenstaande activiteit?

- Zeker en vast niet (1)
- Nee (2)
- Eerder niet (3)
- Misschien (4)
- Eerder wel (5)
- Ja (6)
- Zeker en vast wel (7)



Geef aan in welke mate u akkoord of niet akkoord gaat met de volgende stellingen.

	Helemaal niet akkoord (1)	Niet akkoord (2)	Eerder niet akkoord (3)	Noch akkoord, noch niet akkoord (4)	Eerder akkoord (5)	Akkoord (6)	Helemaal akkoord (7)
Ik vind deze activiteit leuk (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik apprecieer deze activiteit (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik sta gunstig tegenover deze activiteit (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze activiteit is aantrekkelijk (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Mandala

**Start of Block: Importance of autonomy**

Hoe belangrijk vindt u het om uzelf autonoom te voelen?

- Helemaal niet belangrijk (1)
- Niet belangrijk (2)
- Eerder niet belangrijk (3)
- Neutraal (4)
- Eerder wel belangrijk (5)
- Wel belangrijk (6)
- Helemaal wel belangrijk (7)

**End of Block: Importance of autonomy**

---

**Start of Block: Varia**

Wat is uw geslacht?

- Man (1)
  - Vrouw (2)
- 

Wat is uw leeftijd?

---

Heeft u reeds kinderen?

- Ja (1)
- Nee (2)

**End of Block: Varia**

---

**Start of Block: Opmerkingen**

Heeft u nog opmerkingen bij deze enquête?

---

End of Block: Opmerkingen

---

Start of Block: E-mailadres

Indien u kans wil maken op een cinematicket, kan u hieronder uw e-mailadres opgeven. Uw e-mailadres zal voor geen enkel andere reden gebruikt worden dan het kiezen van een winnaar. Vergeet hierna zeker niet op het PIJLTJE te klikken.

---

End of Block: E-mailadres

---

*Bedankt voor uw deelname aan dit onderzoek. Uw antwoorden werden goed geregistreerd.*

*Wanneer u in de toekomst nog wenst deel te nemen aan online onderzoek van de vakgroep Marketing van de Universiteit Gent of wilt deelnemen aan studies in het consumentenlab, dan kan u zich registreren voor het **onderzoekspanel**. U zal dan regelmatig uitgenodigd worden om aan onderzoek van de vakgroep Marketing deel te nemen. Deelname aan studies in het consumentenlab levert u 5 tot 8 EUR op. Bij deelname aan online onderzoek maakt u kans op leuke prijzen, zoals bons van FNAC, Bol.com & Kinopolis.*

*Geïnteresseerd? Klik dan op onderstaande link om u te registreren:*

*<http://www.cb.ugent.be/nl/formulier.htm>*

*Nogmaals hartelijk bedankt voor uw deelname aan dit onderzoek.*

*Met vriendelijke groeten,*

*Elise Goeminne*

*Studente master Toegepaste Economische Wetenschappen, Universiteit Gent.*

*([elise.goeminne@UGent.be](mailto:elise.goeminne@UGent.be))*

#### 7.4. Internal consistency of intention and likability on category level

The intention measures were merged per category of activities. The internal consistency was too low in all cases, except for kidult experiences. Next, the likability measures were merged per category of activities. Cronbach's alpha was high for all categories (see table 10). However, to discuss the results in a consistent way, both intention and likability were investigated on activity level.

<b>Variables</b>	<b><math>\alpha</math></b>
Intention	
Kidult experiences	.73
Kidult products	.16
Kidult experiences and products	.44
Control activities	.06
Likability	
Kidult experiences	.93
Kidult products	.87
Kidult experiences and products	.87
Control activities	.85

**Table 10:** *Reliability checks intention likability on category level*