Young Adults and Video Streaming Service Usage

Factors that influence young adults' usage of video streaming services - Report 1

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Introduction

The paper will provide Netflix with recommendations on increasing viewership of their programming among their young adult audience (aged 18-24). The following research question will be focused on: **What influences young adults' usage of video streaming services?** The solution to this research question will generate insights to drive recommendations to Netflix.

First, this paper will provide background on the addressed client, its competitors, and the state of the video streaming industry. A literature review will facilitate the understanding of the predictors behind why young adults use video streaming services. Using these predictors, a research survey will be conducted among the target audience, and the results will be used to generate data-driven recommendations.

The Client

Netflix, Inc. (NFLX) is an online video streaming service offering customers select television shows and movies on-demand via a television set, computer, or any mobile device with an Internet connection (Netflix, n.d.a (b)). Entertainment programming can also be sent to consumers on a DVD (MarketLine, 2022b). However, the streaming portion of their business accounts for 99.4% of the company's revenue in their 2021 fiscal year, with only 0.6% going towards DVD services (MarketLine, 2022a). As opposed to traditional live television, Netflix allows its consumers to pause, rewind and fast-forward their programming (2022b).

Netflix contains programming for all audiences, with an individual kids section named *Just For Kids* launching in 2012 containing original programming for both kids and adults. Netflix began to create its original programming, containing TV shows, feature films, and documentaries (MarketLine, 2022a). Some of their programming has been received with critical acclaim from all over the world. Internationally, Netflix's most successful original programming was the first season of Squid Game (Netflix, n.d.a (a)). This series was streaming for over 1.65 billion hours during the first 28 days of release (Spangler, 2021). In the United States, the fourth season of Stranger Things was the most popular within the first 28 days of release, amassing 1.35 billion hours of streaming during that time frame (Netflix, n.d.a (a)).

Netflix has risen over traditional cable media in on-demand entertainment streaming due to effective marketing strategies and commitment to curating robust user experiences (MarketLine, 2022b). This rise began in 2007 when Netflix first allowed users to stream movies directly on personal computers rather than wait for a DVD to arrive to their homes (MarketLine, 2022a).

Netflix is a publicly-traded company in the stock market. Its highest share value was $691.69, set on November 17th, 2021(Macrotrends, n.d.a). It saw a revenue of $31.616B in 2022, and its Cost of Goods Sold value is $19.168B (Macrotrends, n.d.a).

The Competition

At-home video streaming services

Over the past decade, streaming services such as Hulu, Disney+, Amazon Prime Video, HBO Max, Paramount+, and Peacock have grounded their footing in the market by making their company's content exclusive to their streaming platforms. (Mintel, 2022). Streaming service consumers also tend to be drawn into whichever new show is popular, so competing streaming services also focus on creating more original content (Mintel, 2022).

Mintel found audiences of streaming services to be split into three different categories: "ad avoiders," "home viewers," and "platform hoppers" (Mintel, 2022, p.51). 33% of them are categorized as "platform hoppers," and this term is defined as an audience that subscribes to one streaming service platform at a time (Mintel, 2022, p.51). They are likely to subscribe to a streaming service for the purpose of one show, and then switch to another platform with another show they want to watch (Mintel, 2022).

During periods of an economic recession, it was found to be unlikely that families would cancel subscriptions to streaming services while cutting their spending, and that streaming will "remain a primary component of the home entertainment" (Mintel, 2022, p.19). However, it has been observed that families may reduce the amount of streaming services they are subscribed to if money becomes tight (Mintel, 2022).

This insight highlights the necessity of streaming services keeping their audiences entertained with fresh, original content. Without it, consumers will use the service less often and may discontinue their subscriptions.

Cable Companies

Cable companies frequently partner with telephone and Internet providers to create "triple-play" bundles that provide television, phone data and home Internet in one purchase package (Lee, 2006, p.62). Cable companies run this business model with other partners in an attempt to gain a monopoly in their respective industries (Lee, 2006). Ultimately, as more similar phone-data-Internet bundles reach the market, the fewer consumers are able to differentiate the quality of the competing products in the bundle (Lee, 2006). Around 2015, the trend of "cord cutting" became more prevalent, where consumers began canceling their cable packages (Snyman & Gilliard, 2018, p.118). The aforementioned bundles took a hit with the cord cutting, with carriers AT&T, Verizon, and CenturyLink experiencing declining voice subscribers (Snyman & Gilliard, 2018).

Snyman & Gilliard (2018) found that a principal reason why many have cut the cord is the increasing cost of cable services and the even larger cost of bundling with voice and Internet. In turn, consumers turned to streaming services to find a wider variety of programming available at more affordable prices (Snyman & Gilliard, 2018). Amid this shift, there is heavy competition from cable companies to provide on-demand entertainment experiences similar to streaming services (MarketLine, 2022b).

Movie Theaters

Upon the onset of the COVID-19 pandemic in 2020, the movie theater industry struggled as film production studios and movie theaters had to temporarily shut down. While theatrical

revenue was 43% of 2019's global entertainment revenue, it took only until 2020 for this figure to reduce to 15% (Adgate, 2021). Across all countries, the total box office revenue was $12 billion in 2020, a total that is down 72% over 2019's total (Motion Picture Association, 2020).

This reduction in the movie theater industry led many entertainment consumers to adopt streaming services quickly. As movie theaters began to open again, many movie releases were available on streaming services a week or less after the film's release, with Netflix being a frequent adopter of this strategy (Shaw, 2022). However, in November 2022, Amazon announced a commitment to spend $1B a year to produce movies for theaters. They will commit to releasing 12-15 movies annually, and they aim to release them in a standard theatrical release model, where movies will be exclusive to theaters for an extended period of time before being available on home entertainment services (Shaw, 2022).

This announcement follows a period where movie theater stockers are beginning to see economic recovery. In 2022 theater sales in the United States have increased by $2.26M compared to 2020 (Barnes Reports, 2023). This sales total is expected to increase by 6.80% in 2023, and employment in movie theaters is expected to increase by 3.1% in 2023 (Barnes Reports, 2023).

It seems likely that streaming services will shift their business strategy amid this increased interest in watching entertainment outside of the house and in movie theaters.

The Industry

Video streaming is expected to take up around 20% of the North American market share (Bhor, 2022), and the video streaming market size reached $59.14B at the end of 2022 (Contrive Datum Insights, 2023). As on-demand entertainment has become a consumer preference, there is

opportunity for streaming services to grow and expand their services through the decade (Mintel, 2022).

According to Mintel's 2022 video streaming report, consumer spending on video streaming services had doubled while spending on live tv services has decreased (Mintel, 2022, p.18). Smart devices such as phones and tablets are a significant part of the streaming industry - around 45% of video streaming service consumers have used these devices to access entertainment (Bhor, 2022).

Streaming services have also expanded beyond on-demand entertainment and are offering exclusive live television programs not available on traditional cable (Mintel, 2022). Last year in sports, Amazon Prime Video received exclusive streaming rights to streaming *Thursday Night Football* during the National Football League season (Mintel, 2022). Apple TV received streaming rights to streaming a select MLB game on *Friday Night Baseball* and Peacock received streaming rights to a select MLB game before the rest of the day's games begin on *MLB Sunday Leadoff* (Mintel, 2022).

Factors that influence the popularity of live video streaming on video streaming services are viewing content on mobile devices, less advertising, and the high production value of the broadcast (Contrive Datum Insights, 2023).

Literature Review

Uses and Gratifications Theory (UGT)

The Uses and Gratifications Theory (UGT) is a framework focusing on measuring "motives for using media" as well as their behaviors towards media (Steiner & Xu, 2018, p.83). In research related to video streaming, the UGT is used to measure the "perceived usefulness and ease of use" of the streaming service's interface and features (Camilleri & Falzon, 2020, p.217). The UGT assumed that media messaging is "goal-directed," audiences are "active" when being exposed to media, "social and psychological factors" are influential on an audience, media are in "competition…to gratify people's needs and wants," and media can influence how people may "rely on certain media channels" (Steiner & Xu, 2018, p.86). The UGT is also used to measure binge watching (Rahman & Arif, 2021), which will be discussed in this literature review along with its predictors.

Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) aims to evaluate and measure why "people accept or reject a technology" (Camilleri & Falzon, 2020, p. 220). Along with the Uses and Gratifications Theory, it has been used frequently when uncovering the reasoning behind why people use video streaming services (Camilleri & Falzon, 2020). The TAM is used when measuring cord cutters' motivations and how video streaming audiences perceive the advantages of streaming services over traditional cable (Tefertiller, 2020). The predictors that determine whether an individual is a cord cutter will be investigated in this literature review.

Perceived Value Theory (PVT)

Perceived Value Theory (PVT) can measure the "value of a product or service" and its positives and negatives with that value under consideration (Singh et al., 2021, p.2). PVT is

utilized in video streaming service research to measure a consumer's retention of a user's streaming service subscription and their commitment to viewing programming on the service (Guo, 2022). Since streaming services frequently provide personalized experiences to its users through algorithms, PVT is also important in measuring values for consumers with different entertainment preferences and differing personalities (Singh et al., 2021). Perceived Value will be taken into consideration in this literature review when determining the predictors of how consumers will react to different features and attributes of streaming services.

Binge Watching

Binge watching can be defined as the "practice of watching television content for a prolonged period, usually in a single sitting" (Menon, 2022, p.5). Although there had previously been methods of watching TV for long time intervals—such as on DVDs or videotapes—the accessibility of streaming services across multiple mediums drove the phenom of binge watching and changed the habits of how people watch entertainment (Menon, 2022).

With some forms of entertainment on streaming services being informative and educational in nature, some consumers go to streaming services to learn something new and digest new information (Hasan et al., 2018). Hasan finds different factors as to what types of informative entertainment can drive users to streaming services. Users may be more or less engaged with the two following lengths of entertainment: long-form, such as documentaries, and quick, short-form programs (Hasan et al., 2018). In addition, the amount of information density in programs can factor into a viewer's engagement level (Hasan et al., 2018).

There are several predictors related to social settings that can predict binge watching habits and therefore usage of streaming services. People who are outgoing can find more robust "social engagement" experiences if they are caught up and familiar with a variety of television

programs as a result of binge watching (Panda & Pandey, 2017, p.429). This outcome of binge watching can be seen as a positive factor of the habit (Panda & Pandey, 2017). By being up-to-date on television programs and movies through video streaming services, people can find a sense of community—either on social networks or with their friends—among those who have watched specific types of entertainment programming (Sung et al., 2018). Also, those who are not social creatures can pick up binge watching habits out of a desire to find a quiet respite (Panda & Pandey, 2017).

Another predictor of binge watching that roots to the rise of the Internet is one's self-control (Hasan et al., 2018). The definition of self-control in the context of binge watching derives from Excessive Use of Internet, which is defined as "obsessive activity that individuals have trouble placing appropriate limits on it and they exaggerate the value of the participation pleasure." (Hasan et al., 2018, p.221). Hasan et al. found in their study that a low level of self-control can lead to becoming "excessively engaged" to the content being shown on the streaming service (Hasan et al., 2018, p.223). Factors that can impact one's excessive internet use and binge watching can include escapism, which other researchers have studied within different digital mediums (Hasan et al., 2018).

Escapism and Stress

To contrast, there are negative predictors of binge watching found in the literature. Binge watching and video streaming services can seen as a solution for people to "escape boredom" through the large entertainment libraries found in the streaming services (Panda & Pandey, 2017, p.431). Large entertainment libraries were also found to be a factor when consumers are deciding what to binge watch on streaming services (Rahman & Arif, 2021).

As defined by Starosta et al., escapism in video streaming services refers to “escape motivation,” which is defined as streaming service users watching television series to escape from the responsibilities in the “everyday world” (Starosta et al., 2021, p.5). In this escape from the everyday world, people hope to craft an environment where any type of distraction that will make them think negatively is not present and will not come to bother them (Sung et al., 2018). Escape motivation can also be applied to online gaming and listening to music (Sung et al., 2018).

A person’s stress levels can also influence escapism, particularly in a general Internet environment among a college-aged population (Velezmoro et al., 2010). While Velezmoro et al., (2010) looked into escapism on the Web, a person’s measured stress level could be a predictor of streaming service and binge watching usage due to the pursuit of finding an escape. In addition, it was found that a person's “perceived hopelessness” with their current mental state can lead one into a state of escapism (Velezmoro et al., 2010). This could translate into a predictor for binge watching and video streaming service usage.

Cord Cutting

As mentioned previously in this report, “cord cutting” can be defined as consumers canceling their cable television services for entertainment in favor of video streaming services (Snyman & Gilliard, 2018, p.118). Within several sources of literature, predictors can be found within the reasoning why consumers chose to prefer video streaming services over cable.

Based on this definition, there are many immediate attributes of video streaming services that traditional cable does not have. The “perceived advantage of streaming” that a potential cord-cutting consumer has is a factor that will determine how often that consumer will be using the streaming service for entertainment purposes (Tefertiller, 2020, p.1). Perceived advantages

can be defined by how much a consumer believes one concept or idea is better than the one previous to it (Tefertiller, 2020). In addition, streaming services are less known for forced advertising compared to cable television, and a habit of avoiding advertising was found to be a reason to adopt video streaming services in replacement of cable television (Tefertiller, 2020). Advertising avoidance was measured based on how much a viewer ignores or pays attention to advertising, and how much they liked or disliked viewing advertising (Tefertiller, 2020).

There are also psychological factors that influence one's decision to move on from cable television. How much a person perceives themselves as innovative and ahead of the curve with new technology can influence wanting to use video streaming services over older cable television (Singh et al., 2021). In addition, a person's sense for "exploration" can also determine cord-cutting habits (Kim et al., 2021, p.126). This sense of exploration can be facilitated through a video streaming service's ease of use and ease of ability to control which programming one can watch (Kim et al., 2021).

Particularly among a younger population, people can tend to feel rebellious towards the entertainment mediums that their parents grow up on, and adopt streaming services to go against what was normal in the past (Massad, 2018). People with this type of rebellious behavior tend to be "disruptors," have a "busy lifestyle," and live in urban areas (Massad, 2018, p.231). These rebels are also considered early adopters of new technology and products (Massad, 2018). Therefore, it is also important to consider one's population density of the town they live in, as it can influence whether or not their lifestyle could be fast-paced enough where streaming services could be the best option (Massad, 2018).

Taking income level into consideration is also critical to determine one's usage of video streaming services (Prince & Greenstein, 2016). Research has found that the adoption of

streaming services was more frequent “among low-income and younger households” (Prince & Greenstein, 2016, p.293).

Reasons to Value Streaming Services

Perceived value can be defined as “an evaluation of conflict between the cost and utility of the product” (Singh et al., 2021, p.4). Through understanding factors of perceived value, the predictors of watching video streaming services can be better understood. Perceived enjoyment, or the emotional values that allows a robust, enjoyable experience for a user, works in tandem with perceived value in measuring predictors (Singh et al., 2021). Researchers in the past have found that the higher a perceived enjoyment value is, the longer a user will engage with a streaming service (Singh et al., 2021).

Perceived risk, on the other hand, can be seen as a negative predictor of a person’s streaming service usage. The concept of “perceived risk” in context of streaming services involves factors such as “theft of personal information,” loss of monetary value, and risk of catching viruses (Singh et al., 2021, p.5).

When considering the interface and features of a video streaming service, several perceptive factors can drive streaming service usage. The reliability of a streaming service’s technology systems, as well as a user’s perceived controllability of the streaming service’s features can influence users to continue using and subscribing to streaming services (Guo, 2022).

Theoretical Framework

Based on the amount and variety of predictors found from the literature review, the Uses and Gratification Theory (UGT) will be used as the theoretical framework for this project.

The UGT has been used to measure binge watching in a variety of different methods, with predictors including Social Engagement (Panda & Pandey, 2017, p.429), Search for community (Sung et al., 2018), Social Acceptance (Sung et al., 2018), Escapism (Starosta et al., 2021; Panda & Pandey, 2017, p.429; Sung et al., 2018), and variety of shows available (Rahman & Arif, 2021)

Therefore, this study will utilize the Uses and Gratifications Theory when studying the factors that influence young adults' usage of video streaming services.

Proposed Predictors

Based on the literature review, the list of proposed predictors are as follows:

Perceived enjoyment of the streaming service
(Singh et al., 2021)

Perceived reliability of the streaming service's technological systems
(Guo, 2022)

Perceived controllability of the streaming service
(Guo, 2022)

Perceived risk using the streaming service
(Singh et al., 2021)

Perceived level of temptation
(Rahman & Arif, 2021)

Perceived population density
(Massad, 2018, p.231)

Rebellion against tradition
(Massad, 2018, p.231)

Early adopters of new trends
(Massad, 2018, p.231)

Sense of exploration
(Kim et al., 2021, p.126)

Income Level
(Prince & Greenstein, 2016)

Innovativeness
(Singh et al., 2021)

Desire to avoid advertising
(Tefertiller, 2020)

Perceived advantages of streaming
(Tefertiller, 2020)

Lack of self-control
(Hasan et al., 2018)

Level of stress
(Velezmoro et al., 2010)

Variety of shows available
(Rahman & Arif, 2021)

Sense of Hopelessness
(Velezmoro et al., 2010)

Social Engagement
(Panda & Pandey, 2017, p.429)

Social Acceptance
(Sung et al., 2018)

Search for community
(Sung et al., 2018)

Boredom - depends on context
(Panda & Pandey, 2017, p.429)
(Sung et al., 2018)

Preference for a Quiet Environment
(Panda & Pandey, 2017, p.429)

Desire To Learn New Information
(Hasan et al., 2018)

Escapism
(Starosta et al., 2021)
(Panda & Pandey, 2017, p.429)
(Sung et al., 2018)

Selected Proposed Predictors

1. **Demographics**
    a. *Income Level* (Prince & Greenstein, 2016) **- D1**
    b. *Population density* (Massad, 2018, p.231) **- D2**
2. **Streaming Service Knowledge**
    a. Perceived controllability of the streaming service (Guo, 2022) **- SS1**
    b. Perceived risk using the streaming service (Singh et al., 2021) **- SS2**
    c. *Variety of shows available* (Rahman & Arif, 2021) **- SS3**
3. **Binge Watching Indicators**
    a. Lack of self-control (Hasan et al., 2018) **- BW1**
    b. Social Engagement (Panda & Pandey, 2017, p.429) **- BW2**
    c. Social Acceptance (Sung et al., 2018) **- BW3**
    d. Search for community and belonging (Sung et al., 2018) **- BW4**
    e. Escapism (Starosta et al., 2021) (Panda & Pandey, 2017, p.429) (Sung et al., 2018) **- BW5**
4. **Cord Cutting Indicators**
    a. Desire to avoid advertising (Tefertiller, 2020) **- CC1**
    b. Early adopters of new trends (Massad, 2018, p.231) **- CC2**
    c. Rebellion against tradition (Massad, 2018, p.231) **- CC3**
    d. Desire To Learn New Information (Hasan et al., 2018) **- CC4**
    e. Perceived Innovativeness (Singh et al., 2021) **- CC5**
    f. Perceived sense of exploration (Kim et al., 2021, p.126) **-**

Multiple-Item Measure

The survey instrument used multiple-item measures for 13 of the 15 selected proposed predictors. One selected predictor — Demographics — simply requests respondents to enter their ZIP or postal code. This postal code determines whether a respondent lives in a rural, suburban or urban community. The other selected proposed predictor — Desire To Learn New Information (CC4) — was combined with Perceived Innovativeness (CC5).

The four categories of video streaming service usage indicators are as follows: 1) Demographics 2) Streaming Service Knowledge 3) Binge Watching Indicators 4) Cord Cutting Indicators.

1. **Demographics**

   Construct: Population Density — D1

   Definition: the number of people living per square kilometer in the district of the city

   Source: (Cramer & Kringlen, 2004)

Please enter your ZIP Code:

2. **Streaming Service Knowledge**

Construct: Perceived Quality of the Streaming Service — SS1

Definition: A consumer's perceived enjoyment of a streaming service's features.

Source: (Guo, 2022)

Original	After Adjustment	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Perceived controllability (Guo, 2022)	Netflix's user interface is easy to navigate.					
Perceived television content quality (Guo, 2022)	I enjoy the content quality of television shows available on Netflix.					
Perceived movie content quality (Guo, 2022)	I enjoy the content quality of movies available on Netflix.					

Construct: Perceived Risk of using the streaming service — SS2

Definition: The negative considerations a consumer considers before engaging with a streaming service.

Source: (Singh et al., 2021)

Original	After Adjustment	Strongly	Disagree	Neither	Agree	Strongly

		Disagree		Agree Nor Disagree		Agree
Risk of personal data fraud (Singh et al., 2021, p.3)	I feel comfortable sharing my demographic information with Netflix.					
Price-Based value theory (Singh et al., 2021, p.2)	I feel the subscription pricing options for Netlfix are fair.					
Price-Based value theory (Singh et al., 2021, p.2)	I am getting my money's worth from my subscription to Netflix.					

Construct: Variety of Entertainment Available — SS3

Definition: The different types of entertainment options available on a streaming service

Source: (Rahman & Arif, 2021)

Original	After Adjustment	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Wide range of shows available (Rahman & Arif, 2021, p.97)	Netflix offers a high quantity of television shows.					
Wide range of shows available (Rahman & Arif, 2021, p.97)	Netflix offers a high quantity of movies.					
Genres available (Rahman & Arif, 2021, p.98)	Netflix offers a wide range of television show genres					

Genres available (Rahman & Arif, 2021, p.98)	Netflix offers a wide range of movie genres					

3. **Binge Watching Indicators**

   Construct: Watching television entertainment due to a lack of self-control — BW1

   Definition: The tendency of a person being unable to stop themselves from watching entertainment on streaming services.

   Source: (Hasan et al., 2018)

Original	**After Adjustment**	**Doesn't Describe me at all**	**Doesn't really describe me**	**Can't really tell**	**Sometimes describes me**	**Definitely describes me**
I wish I had more self discipline (Hasan et al., 2018, p.224)	I find it hard to focus on anything else when watching video entertainment.					
I wish I had more self discipline (Hasan et al., 2018, p.224)	I find it hard to pause video entertainment when I begin watching.					
The tendency to continuously	When I experience a					

watch the next video available (Hasan et al., 2018, p.221)	cliffhanger at the end of a television episode, I immediately watch the next episode if it is available.					
Pleasure and fun sometimes keep me from getting work done (Hasan et al., 2018, p.224)	I put off completing daily tasks in order to watch video entertainment.					

Construct: Watching Television Entertainment For Social Engagement — BW2

Definition: The desire to binge-watch television in order to contribute to social conversation.

Source: (Panda & Pandey, 2017), (Sun et al., 2018)

Original	**After Adjustment**	**Doesn't describe me at all**	**Doesn't really describe me**	**Can't really tell**	**Sometimes describes me**	**Definitely describes me**
Development of social identity through media (Panda & Pandey, 2017, p.3), Desire to take part in conversations (Sung et al., 2018, p.414)	I watch video entertainment programs my friends are familiar with in order to understand the program during conversation.					
Social value and the enrichment of one's image (Panda & Pandey, 2017, p.3)	If one or more of my friends begin watching a new television show, I will aslo begin watching in order to					

	understand the show during conversation.					
Development of social identity through media (Panda & Pandey, 2017, p.3), Desire to take part in conversations (Sung et al., 2018, p.414)	If one or more of my friends watch a new movie, I will also watch it in order to understand the movie during conversation.					
Social norms and perceived enjoyment (Panda & Pandey, 2017, p.5)	If watching certain video entertainment programming is required to partake in online fourum discussions, I will watch the programming before partaking in conversation on those forums.					

Construct: Watching television entertainment for social acceptance — BW3

Definition: The frequency to which a person watches specific television entertainment to be accepted in specific social circles

Source: (Sung et al., 2018)

Original	**After Adjustment**	**Doesn't describe me at all**	**Doesn't really describe me**	**Can't really tell**	**Sometimes describes me**	**Definitely describes me**

Desire for social interaction (Sung et al., 2018, p.412)	I watch specific entertainment programs I know are popular so I can "break the ice" with others.					
Chase for status enhancement (Sung et al., 2018, p.414)	I feel as if I need to watch certain video entertainment programs so I can easily become friends with others.					
Talking about television shows with friends (Sung et al., 2018, p.422)	I feel as if I need to watch certain video entertainment programs so I can be accepted by my friends who also watch them.					
Desire to take part in conversations (Sung et al., 2018, p.414)	I try and keep up with video entertainment programs my friends watch in order not to feel left out.					

Construct: Watching television entertainment to find a sense of belonging — BW4

Definition: The tendency of a person to look to find similarities betweent themselves and entertainment programming

Source: (Sung et al., 2018)

Original	After Adjustment	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I lost myself in the story while watching this program (Sung et al., 2018, p.413)	I prefer to watch video entertainment that resembles my personal life.					
I lost myself in the story while watching this program (Sung et al., 2018, p.413)	I prefer to watch video entertainment with characters I can relate to.					
Immersion while binge watching (Sung et al., 2018, p.409)	I often feel the same emotions that characters do in video games.					
Immersion while binge watching (Sung et al., 2018, p.409)	I sometimes imagine myself in the setting of a video entertainment program while watching.					

Construct: Watching television entertainment to avoid reality — BW5

Defintion: The degree in which a person acts to cope with adverse realities

Source: (Starosta et al., 2021)

Original	After Adjustment	Doesn't describe me at all	Doesn't really describe	Can't really tell	Sometimes describes me	Definitely describes me

			me			
Motivation to deal with loneliness (Starosta et al., 2021, p.4)	I watch video entertainment to make myself feel less lonely.					
Binge watching to reduce the amount of contact with other people (Starosta et al., 2021, p.9)	I watch video entertainment in order to isolate myself from others.					
Enablement to escape from problems through watching entertainment (Starosta et al., 2021, p.2)	Viewing video entertainment makes me forget about my worries.					
Not being able to watch television entertainment exacerbates depression symptoms (Starosta et al., 2021, p.8)	If I feel hopeless over something, watching television helps numb the feeling temporarily.					

4. Cord Cutting Indicators

Construct: Desire to avoid advertising — CC1

Definition: A person's unwillingness to watch commercials while watching television entertainment

Source: (Tefertiller, 2020)

Original	**After Adjustment**	**Strongly Disagree**	**Disagree**	**Neither Agree Nor**	**Agree**	**Strongly Agree**

				Disagree		
Consumers are choosing to frequently ignore television ads (Tefertiller, 2020, p.2)	When a commercial break begins while watching TV, I mute my television.					
Engagement in other activities during commercial breaks (Tefertiller, 2020, p.2)	When a commercial comes on during a commercial break. I change the channel I am watching.					
Consumers are choosing to frequently ignore television ads (Tefertiller, 2020, p.2), Engagement in other activities during commercial breaks (Tefertiller, 2020, p.2)	I do not pay attention to commercials on television.					
Development of commercial overload (Tefertiller, 2020, p.2) **RF**	I get impatient during commercial breaks.					

Construct: Early adopter of new trends — CC2

Definition: A person who is in a group of the first to use or adopt new innovations

Source: (Massad, 2018)

Original	After Adjustment	Strongly Disagree	Disagree	Neither Agree Nor	Agree	Strongly Agree

				Disagree		
Early adopters are the first 13.5% of adopters of new technology (Massad, 2018, p.220)	If a new product of my interest comes out, I want to be one of the first to buy it.					
Early adopters tend to be more risk-averse (Massad, 2018, p.220)	If a product is labeled as "new", I will purchase it without much thought.					
Early adopters tend to be status-seeking (Massad, 2018, p.220)	I tend to have my hands on new products before my friends do.					
High willingles to use a new innovation early (Massad, 2018, p.222)	I would wait in a long line if it meant being able to buy a product of my interest on its launch day.					

Construct: Desire to Rebel Against Tradition — CC3

Definition: The desire of a person to prefer new methods of living live over traditional guidelines

Source: (Massad, 2018)

Original	After Adjustment	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Young cord cutters are "disruptors"	Not all old traditions should					

with “little respect for tradition” (Massad, 2018, p.231)	be followed verbatim in today’s world.					
Young cord cutters are rebels who are not loyal to traditional conventions (Massad, 2018, p.231)	It is important to be open to new ideas that challenge older societal norms.					
Adverse feelings towards traditional cable television (Massad, 2018, p. 221)	Some old innovations should be remembered, but not utilized in today’s society.					
The deviation of younger, tech-savvy consumers from older traditionalists (Massad, 2018, p.222)	I beleive the way my elders lived their lives would not be suitable for today’s world.					

Construct: Perceived sense of innovativeness — CC5

Definition: The way in which a person believes they can learn new things

Source: (Singh et al., 2021)

Original	**After Adjustment**	**Strongly Disagree**	**Disagree**	**Neither Agree Or Disagree**	**Agree**	**Strongly Agree**
Coming up with unique ideas that are different than other ideas (Singh et al., 2021, p.4)	I enjoy coming up with original solutions to problems.					

One's readiness to quickly adapt (Singh et al., 2021, p.4)	I would consider myself a "fast learner."					
One's positive attitude towards using new technology (Singh, et al., 2021, p.4)	If I need to learn about something new, I know where to find relevant information.					
Effort expectancy is positively related to personal innovativeness (Singh et al., 2021, p.12)	I am good at reading and following instructions.					

Construct: Perceived sense of exploration — CC6

Definition: The way a person perceives their desire to explore new boundaries

Source: (Kim et al., 2021)

Original	**After Adjustment**	**Strongly Disagree**	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
The desire to have control over what programs one watches on television (Kim et al., 2021, p. 136)	I like to take the road "off the beaten path"					
Cord cutters who are explorative tend to consumer newer television content (Kim et al., 2021, p. 128)	I like traveling to vacation destinations I have not yet been to.					

Low levels of exploration is correlated with cord-cutter behaviors (Kim et al., 2021, p. 139)	I like to explore new places in my neighborhood.					

Survey

R = Variables were reverse-coded on SPSS

Q1

	Agree	**Disagree**
This survey is being conducted for a graduate research project at Boston University. It will ask for your input regarding various topics. The findings will only be reported for this class. Your submission will be anonymous, and we will not collect your personal information. The survey will take about ___ to complete. Clicking on the "agree" button indicates that ● You have read the above information ● You voluntarily agree to participate ● You are at least 18 years of age. Your time is much appreciated. Thank you!		

Q2

The first set of questions will ask about your opinion regarding tradition. For the following statements, please indicate how much you agree or disagree

	Strongly Disagree	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
Not all old traditions should be followed verbatim in today's world. **CC3 R**					

It is important to be open to new ideas that challenge older societal norms. **CC3**					
Some old innovations should be remembered, but not utilized in today's society. **CC3**					
I believe the way my elders lived their lives would not be suitable for today's world. **CC3 R**					

Q3

The next set of questions will ask about your general behavior. For the following statements, please indicate how much you agree or disagree.

	Strongly Disagree	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
I enjoy coming up with original solutions to problems **CC5**					
I would consider myself a "fast learner." **CC5**					
If I need to learn about something new, I know where to find relevant information. **CC5**					

I am good at reading and following instructions. **CC5**					
I like to take the road "off the beaten path." **CC6**					
I like traveling to vacation destinations I have not yet been to. **CC6 R**					
I like to explore new places in my neighborhood. **CC6 R**					

Q4

This next set of questions are about you. For the following statements, please indicate how much you agree or disagree.

	Strongly Disagree	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
When a commercial break begins while watching TV, I mute my television. **CC1**					
When a commercial comes on during a commercial break, I change the channel I am watching. **CC1**					
I do not pay attention to commercials on television. **CC1**					

I get impatient during commercial breaks. **CC1**					

Q5

This second set of questions will ask for your opinion on purchasing new products. For the following statements, please indicate how much you agree or disagree.

	Strongly Disagree	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
If a new product of my interest comes out, I want to be one of the first to buy it. **CC2**					
If a product is labeled as "new", I will purchase it without much thought. **CC2**					
I tend to have my hands on new products before my friends do. **CC2**					
I would wait in a long line if it meant being able to buy a product of my interest on its launch day. **CC2**					

Q6

This set of questions will ask about your behavior when watching video entertainment.

Video entertainment can be defined as television shows, movies, or online videos watched on any medium in any setting.

For the following statements, please indicate the degree in which each statement describes you.

	Doesn't describe me at all	**Doesn't really describe me**	**Can't really tell**	**Sometimes describes me**	**Definitely describes me**
I find it hard to focus on anything else when watching video entertainment. **BW1**					
I find it hard to pause video entertainment when I begin watching. **BW1**					
When I experience a cliffhanger at the end of a television episode, I immediately watch the next episode if it is available**. BW1**					
I put off completing daily taks in order t watch video entertainment. **BW1**					
I watch video entertainment programs my friends are familiar with in order to understand the program during conversation. **BW2**					
If one or more of my friends begin watching a new television show, I will also begin watching in order to					

understand the show during conversations. **BW2**					
If one or more of my friends watch a new movie, I will also watch it in order to understand the movie during conversation. **BW2**					
If watching certain video entertainment programming is required to partake in online forum discussions, I will watch the programming before partaking in conversation on the forum. **BW2**					

Q7

This set of questions will ask about the influences of video entertainment.

Video entertainment can be defined as television shows, movies, or online videos watched on any medium in any setting.

For the following statements, please indicate the degree in which each statement describes you.

	Doesn't describe me at all	**Doesn't really describe me**	**Can't really tell**	**Sometimes describes me**	**Definitely describes me**
I watch specific video entertainment programs I know are popular so I can "break the ice" with others. **BW3**					
I feel as if I need to watch certain video entertainment programs I can					

easily become friends with others. **BW3**					
I feel as if I need to watch certain video entertainment programs so I can be accepted by my friends who also watch them. **BW3**					
I try and keep up with video entertainment programs my friends watch in order to <u>not</u> feel left out. **BW3**					
I watch video entertainment to make myself feel less lonely. **BW5**					
I watch video entertainment in order to isolate myself from others. **BW5**					
Viewing video entertainment makes me forget about my worries. **BW5**					
If I feel hopeless over something, watching television helps numb the feeling temporarily. **BW5**					

Q8

This set of questions will ask about your feelings about video entertainment.

Video entertainment can be defined as television shows, movies, or online videos watched in any medium in any setting.

For the following statements, please indicate how much you agree or disagree.

	Strongly Disagree	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
I prefer to watch video entertainment that resembles my personal life. **BW4**					
I prefer to watch video entertainment with characters I can relate to. **BW4**					
I often feel the same emotions that characters do in video entertainment. **BW4**					
I sometimes imagine myself in the setting of a video entertainment program while watching. **BW4**					

Q9

Which *one* of the following video streaming services have you used the most in the last week? Please select your choice below:

Netflix	
Hulu	
HBO Max	
Disney+	
YouTube Premium	

Amazon Prime Video	
Apple TV+	
Peacock	
Paramount+	
Tubi	
Other service (Please specify) _____	

Q9_[selected streaming service]

Based on your selection of ***Netflix*** as your most-used streaming service, please specify how much you agree or disagree with each of the following statements:

[Users will be presented with this questionnaire for each streaming service selected. If **Netflix** is not selected, it will be replaced with the proper streaming services for each question.]

	Strongly Disagree	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
Netflix offers a high quantity of television shows. **SS3**					
Netflix offers a high quantity of movies. **SS3**					

I enjoy the content quality of television shows available on Netflix. **SS1**					
I enjoy the content quality of movies available on Netflix. **SS1**					
Netflix offers a wide range of television show genres. **SS3**					
Netflix offers a wide range of movie genres. **SS3**					
Netflix's user interface is easy to navigate. **SS1**					
I feel comfortable sharing demographic information with Netflix. **SS2**					
I feel the subscription pricing options for Netflix are fair. **SS2**					
I am getting my money's worth from my subscription to Netflix. **SS2**					

Q10

Approximately how many hours and minutes did you spend watching <u>each of the following</u> the past week?

Please type your response in the standard hours and minutes format, "X:XX". For example, one hour and thirty minutes would be written as "1:30," ten hours would be written as "10:00" and 45 minutes would be written as "0:45".

Netflix	
Hulu	
HBO Max	
Disney+	
YouTube Premium	
Amazon Prime Video	
Apple TV+	
Peacock	
Paramount+	
Tubi	
Other service (Please specify) _____	

Q11

If you were to *use* a streaming service tomorrow, how likely would you use the following:

	Very Unlikely	**Unlikely**	**Neither Unlikely or Likely**	**Likely**	**Very Likely**
Netflix					
Hulu					
HBO Max					

Disney+					
YouTube Premium					
Amazon Prime Video					
Apple TV+					
Peacock					
Paramount+					
Tubi					
Other service (Please specify) _____					

Q12

If you were to ***pay*** for a new streaming service tomorrow, how likely would you be to pay for following:

	Very Unlikely	**Unlikely**	**Neither Unlikely or Likely**	**Likely**	**Very Likely**
Netflix					
Hulu					
HBO Max					
Disney+					

YouTube Premium					
Amazon Prime Video					
Apple TV+					
Peacock					
Paramount+					
Tubi					
Other service (Please specify) _____					

Q13

Age
How old are you? _____

Q14

Gender				
What is your gender?	Male	Female	Non-binary / third gender	Prefer not to say

Q15

Education							
Are you in university/ college?	Yes	No					
If yes, what term best describes your class level?	Freshman	Sophomore	Junior	Senior	5th Year or greater	Graduate Student	
If no, which of the following describes your highest education level?	Less than high school degree	High school graduate, diploma, or the equivalent (for example GED)	Associates degree	Bachelor's degree	Masters Degree	Doctorate Degree	Other ___

Q16

Location	
Please enter your ZIP Code.	

Development of Survey Instrument

The measures mentioned above were used to form the survey. Questions that attempted to measure constructs related to general behavior were placed in the beginning of the survey and were not framed around video streaming services. In the beginning screen before a respondent consents to filling out the survey, the topic of video streaming services is not mentioned. Instead, the survey is simply framed as a "graduate research project" at Boston University. Respondents were also assured that their responses are anonymous and their personal information would not be shared.

The following sections of the survey are as follows:

Section 1: General Behaviors

In this section of the survey, respondents are asked on their opinions regarding tradition, sense of innovativeness, sense of exploration, desire to avoid advertising, and early-adoption indicators. A five-point Likert Scale ranging from Strongly Disagree to Strongly Agree is used for all construct measures

Questions about sense of innovativeness and sense of exploration are on one page together, and the questionnaire states that these questions are about "your general behavior". Questions about a desire to avoid advertising are on one page together, and the questionnaire states that these questions are "about you". Questions about early adoption trends are framed to match the construct definition of product purchasing, and the questionnaire states that these questions are about behavior when "purchasing products". Questions about opinions regarding tradition are explicitly stated in the questionnaire that they are questions about a respondent's opinions regarding tradition in order to prevent confusion.

The order for all questions under each construct was randomized through Qualtrics, and there are no more than 7 questions on each page of questions in this section.

Section 2: Behaviors when watching video entertainment

This set of questions asks about a person's behaviors when watching video entertainment. As stated in each question in this section, video entertainment can be defined as "television shows, movies, or online videos watched on any medium in any setting." This definition is given so all respondents understand what is meant by the term through its use in several questions in this section. All constructs in this section are measured using 5-Point Likert scales, and use either a Strongly Disagree-Strongly Agree scale or a Doesn't Describe me at all-Definitely Describes Me scale. These different scales aimed to help the respondent better understand the question they were being asked.

Questions about the influences of video entertainment that measure a lack of self control and a desire for social engagement are together one block, and are measured using a Doesn't Describe Me At All-Definitely Describes Me scale. Questions about watching video entertainment for social acceptance and watching video entertainment to avoid reality were on the next block of questions, with the Likert scale using a Doesn't Describe Me At All-Definitely Describes Me scale. Lastly, questions about watching video entertainment to find a sense of belonging are on their own block of questions, with the Likert scale using a Strongly Disagree-Strongly Agree Scale.

The order for all questions under each construct was randomized through Qualtrics, and there are no more than 7 questions on each page of questions in this section.

Section 3: Brand-Specific Questions

This section asks survey participants about which of the following streaming services they have used in the last week. Respondents are given the option to choose from one of the streaming services provided, or list a streaming service of their choice that is not listed. The provided streaming services are Netflix, Hulu, HBO Max, Disney+, YouTube Premium, Amazon Prime Video, Apple TV+, Peacock, Paramount+, and Tubi.

Depending on the streaming service the respondent chooses or provides, the next block of questions will ask questions based on the usage of this selected streaming service. To ensure the respondent remembers the streaming service they selected, the name of the service is provided in the prompt on the question block, and the name of the service is in all of the different questions. These questions measure the perceived quality of a streaming service, perceived risk of using the streaming service, and the variety of entertainment available.

The order for all questions under each construct was randomized through Qualtrics, and there are a total of 10 questions measuring the mentioned constructs.

Section 4: Dependent Variable Questions

These questions measure the frequency in which the respondent uses different kinds of streaming services. The first block asks the respondent to input the amount of time the respondent has used 10 different streaming services: Netflix, Hulu, HBO Max, Disney+, YouTube Premium, Amazon Prime Video, Apple TV+, Peacock, Paramount+, and Tubi. Respondents were able to input time by using the "X:XX" format. For example, 1:00 would be 1 hour, 0:30 would be 30 minutes, and 1:30 would be one hour and thirty minutes. Respondents were also able to input a streaming service of their choice, which allowed respondents that chose a non-provided streaming service in the previous section to input their hours for their most-used service.

The next question block uses a Five-Point Likert scale to ask how likely respondents were to use a streaming service tomorrow. The Likert scale ranged from Very Unlikely to Very Likely. The 10 streaming services mentioned above and the "other" option were provided. The following question block would use the same scale, but ask how likely respondents would be to pay for a streaming service tomorrow. In order to ensure respondents understood the difference between the two questions, the words "use" and "pay" were underlined in each question's body text.

Section 5: Demographics

The last few questions allow the respondent to self-disclose their age, highest-completed education, college status, and ZIP code. The question asking for ZIP code is used to determine whether a respondent lives in a rural, suburban, or urban community under the Demographics construct, stating that one's geographic location could influence streaming service usage (Massad, 2018, p.231).

Data Collection

This survey was first distributed on a personalized basis through researcher's personal network of Boston University students and high school friends from New Jersey. Most respondents of this survey were sourced through survey exchange Facebook groups.

A total of 172 responses were collected for this survey. 32 responses were incomplete and had to be removed from the sample. 9 responses completed the survey much more quickly than others, and 3 responses appeared to select the same responses on the Five-Point Likert scale for the majority of questions. These 12 total responses were also removed from the survey, leaving a sample of 130 valid responses for analysis.

Analysis of Measures

To analyze the measures, a five-phase research design was used. Phase 1 is to propose item grouping. Phase 2 is to screen the measures. Phase 2 is to test groupings for construct validity. Phase 4 is to test groupings for reliability. Phase 5 is to compute estimates for the construct score.

Each step allowed for proper analysis of the measures for different types of descriptive and frequency analysis methods, ensuring that each measure that remains can be interpreted effectively.

Phase 1 - Propose Item Groupings

This step is used to hypothesize which measures will capture the same construct. The measures that attempt to capture the same construct have already been determined in the Multiple-Item Measures section. However, the below factor groupings will be used throughout the next *steps* in order to estimate construct scores and remove red flags in measures.

Desire To Rebel Against Tradition: CC3_1, CC3_2, CC3_3, CC3_4

Desire to Avoid Advertising: CC1_1, CC1_2, CC1_3, CC1_4

Perceived Quality of the Streaming Service: CC1_1, CC1_2, CC1_3

Variety of Entertainment Available CC2_1, CC2_2, CC2_3

Phase 2 - Initial Screening

In this step, the survey data of 130 respondents are analyzed to ensure the data is suitable for analysis. Below are the steps taken during this screening process:

Step A: Check Frequency:

A frequency analysis was run on all constructs in order to detect any outliers, constants, or response trends that may indicate a respondent was not taking the survey seriously. If a respondent answered the same measure on the Five-Point Likert scale throughout the survey, the measure was removed. If the respondent's answers differ compared to others, it would be an outlier.

By observing the skewness levels of all of the measures, it can be determined which responses have measures that contain outliers or constants. Upon observing the skewness levels, there were some constructs where a high amount of questions contained a heavy amount of negative skewness (the values are much less than -1). These measures will have to be removed. The measures that were removed during this step were "I sometimes imagine myself in the setting of a video entertainment program while watching" and "I find it hard to pause video entertainment when I begin watching." Any value that is on the borderline of being heavily skewed will be red flagged if applicable for the next steps in data analysis. Please reference Appendix A to view skewness and frequency tables.

Step B: Reverse Coding:

In order to determine which variables need to be reverse coded, the wording of each questions was compared with the construct's definition that the question and measure fell under. A total of four questions were reverse coded: "Not all old traditions should be followed verbatim in today's world," "I believe the way my elders lived their lives would not be suitable for today's world," "I like traveling to vacation destinations I have not yet been to," and "I like to explore new places in my neighborhood."

Step C: Qualitative Assessment of Overlap Of Meaning

There are several assumptions about measures and questions that need to be met in order to ensure that a question is accurately measuring what it is intended to measure, and that a question is being understood in the way the researcher meant for it to be understood. Each question, measure and construct was reviewed while asking the following question about each measure:

a. *A respondent would be able to correctly interpret this measure*
b. *A respondent would be able to recall the necessary information to accurately answer the questions in this measure*
c. *Each question in the measure aligns with the measure's definition,*

After self-analyzing each measure, there were some questions that did not seem to align with the measure's definition. These questions were "I get impatient during commercial breaks," "I watch video entertainment in order to isolate myself from others," "I get impatient during commercial breaks," and "Not all old traditions should be followed verbatim in today's world." These questions were given a red flag for later steps in data analysis.

In addition, it was found that not all respondents entered their ZIP Code in the final question for the survey. This could be for several reasons: one being that they did not want to disclose their location, and secondly, being that this survey was not distributed to only Americans, so the definition of "ZIP Code" may have been misinterpreted. Therefore, this question was taken out of the final survey.

Step D: Pearson Correlation Analysis

Correlation analysis was conducted on each construct in order to check the Pearson correlation value. If a value was negative, there was likely an error with reverse coding, which would be corrected.

The main part of this step was to see if there were any Pearson correlations that were relatively small compared to other highly-valued Pearson correlations. If a Pearson correlation had a value well below 0.5 and there were several other Pearson correlation values in the construct not valued that low, that measure would be red flagged for the next two phases of data analysis. Please reference Appendix B for correlation tables.

Under the construct "Desire To Avoid Advertising," the measure "I do not pay attention to commercials on television" was found to have much smaller Pearson correlations than the other measures. Thus, this question was red flagged and the construct would be used in the next steps of data analysis.

Under the construct "Desire to Rebel Against Tradition," the question "it is important to be open to new ideas that challenge older societal norms" had Person correlation value significantly lower than other correlation values found under the construct. Thus, the question was red flagged and the construct would be used in the next step of data analysis.

Phase 3 - Test Groupings for Construct Validity

In this step of data analysis, a set of groupings based on the completed above steps will be proposed to complete a factor analysis under varimax rotation. With a sample size of 130, four factor groups will be used for testing based on red flags raised in the previous steps:

Desire To Rebel Against Tradition: CC3_1, CC3_2, CC3_3, CC3_4

Desire to Avoid Advertising: CC1_1, CC1_2, CC1_3, CC1_4

Perceived Quality of the Streaming Service: CC1_1, CC1_2, CC1_3

Variety of Entertainment Available CC2_1, CC2_2, CC2_3

Desire to Rebel Against Tradition will be tested against Desire to Avoid Advertising, and Variety of Entertainment Available will be tested against Perceived Quality of the Streaming Service

First Grouping – SS1_1, SS1_2, SS1_3 / SS2_1, SS2_2, SS2_3

A component factor analysis was ran between the two groupings above. These groupings above both pertain to indicators that may make a consumer prefer once streaming service or another. In addition, SS2_1, "I feel comfortable sharing demographic information with Netflix" received a red flag upon potential confusion on what was meant by "demographic," as found in Pearson correlation analysis.

Table 1: Component Factors Analysis for SS1 and SS2

Correlations

		SS1_1	SS1_2	SS1_3
SS1_1	Pearson Correlation	1	.492**	.195*
	Sig. (2-tailed)		<.001	.037
	N	115	115	115
SS1_2	Pearson Correlation	.492**	1	.138
	Sig. (2-tailed)	<.001		.142
	N	115	115	115
SS1_3	Pearson Correlation	.195*	.138	1
	Sig. (2-tailed)	.037	.142	
	N	115	115	115

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

*. Correlation is significant at the 0.05 level (2-tailed).

According to the factor analysis table for SS1, SS1_3 has a Pearson correlation at $\alpha = .195$, which is not acceptable when compared to other measures in the construct. Therefore, the measure will likely be removed.

Correlations

		SS2_1	SS2_2	SS2_3
SS2_1	Pearson Correlation	1	.325**	.298**
	Sig. (2-tailed)		<.001	.001
	N	115	115	114
SS2_2	Pearson Correlation	.325**	1	.716**
	Sig. (2-tailed)	<.001		<.001
	N	115	115	114
SS2_3	Pearson Correlation	.298**	.716**	1
	Sig. (2-tailed)	.001	<.001	
	N	114	114	114

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

According to the factor analysis table for SS2, SS2_1 contains Pearson correlation values with SS2_2 at α = .325 and with SS2_3 at α = .298. These values are lower compared to how other measures correlate, with SS2_2 and SS2_3 correlating at α = .716. Therefore, SS2_1 will likely be removed.

Below are the revised component factor analysis tables, with Pearson correlation values remaining more consistent with the measures removed.

Table 2 Revised Component Factor Analysis between SS1 and SS2

Correlations

		Q9_3_Combined_Temp	Q9_4_Combined_Temp
SS1_1	Pearson Correlation	1	.492**
	Sig. (2-tailed)		<.001
	N	115	115
SS1_2	Pearson Correlation	.492**	1
	Sig. (2-tailed)	<.001	
	N	115	115

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

Correlations

		SS2_2	SS2_3
SS2_2	Pearson Correlation	1	.716**
	Sig. (2-tailed)		<.001
	N	115	114
SS2_3	Pearson Correlation	.716**	1
	Sig. (2-tailed)	<.001	
	N	114	114

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

In addition, a rotated component matrix was examined in the component factor analysis, with component values for the new list of values under each construct found below:

Table 3: Revised Rotated Component Matrix between SS1 and SS2 with removed measures

Rotated Component Matrix[a]

	Component	
	1	2
Q9_3_Combined_Temp	.249	.809
Q9_4_Combined_Temp	.034	.891
Q9_9_Combined_Temp	.934	.069
Q9_10_Combined_Temp	.891	.219

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]

a. Rotation converged in 3 iterations.

Second Grouping – CC1_1. CC1_2. CC1_3 CC1_4 / CC3_1 CC3_2, CC3_3, CC3_4

A component factor analysis was ran between the two groupings above. These groupings above both pertain to the cord cutting indicator, and CC1_4 "I get impatient during commercial breaks" and "Not all old traditions should be followed verbatim in today's world." have raised red flags due to concerns about the question not lining up with the definition of its construct, Desire to Avoid Advertising.

Table 3: Component Factor Analysis table between CC1 and CC3

Correlations

		CC1_1	CC1_2	CC1_3	CC1_4
CC1_1	Pearson Correlation	1	.376**	.194*	.334**
	Sig. (2-tailed)		<.001	.027	<.001
	N	130	130	130	128
CC1_2	Pearson Correlation	.376**	1	.158	.333**
	Sig. (2-tailed)	<.001		.072	<.001
	N	130	130	130	128
CC1_3	Pearson Correlation	.194*	.158	1	.309**
	Sig. (2-tailed)	.027	.072		<.001
	N	130	130	130	128
CC1_4	Pearson Correlation	.334**	.333**	.309**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	128	128	128	128

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

*. Correlation is significant at the 0.05 level (2-tailed).

According to the factor analysis table for CC1, all Pearson correlation values appear to be low, with all values falling under the threshold to be considered acceptable. Given the low Pearson correlation values of red flagged CC1_4, with the lowest being with CC1_3 at $\alpha = .309$, CC1_4 will be removed from the construct. However, since all other Pearson correlation values appear to be reliable, reliability analysis will be conducted for the remainder of measures.

Correlations

		CC3_1	CC3_2	CC3_3	CC3_4
CC3_1	Pearson Correlation	1	.359**	.357**	.107
	Sig. (2-tailed)		<.001	<.001	.226
	N	130	130	130	130
CC3_2	Pearson Correlation	.359**	1	.386**	.280**
	Sig. (2-tailed)	<.001		<.001	.001
	N	130	130	130	130
CC3_3	Pearson Correlation	.357**	.386**	1	.298**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	130	130	130	130
CC3_4	Pearson Correlation	.107	.280**	.298**	1
	Sig. (2-tailed)	.226	.001	<.001	
	N	130	130	130	130

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

According to the factor analysis table for CC3, all Pearson correlation values appear to be low, with all values falling under the threshold to be considered acceptable. Given the low Pearson correlation values of red flagged CC3_1, with the lowest being with CC3_4 at $\alpha = .107$, CC3_1 will be removed from the construct. However, since all other Pearson correlation appear to be reliable, reliability analysis will be conducted for the remainder of measures.

Below are the revised component factor analysis tables, with Pearson correlation values remaining more consistent with the measures removed.

Table 4: Revised Component Factor Analysis between CC1 and CC3

Correlations				
		CC1_1	CC1_2	CC1_3
CC1_1	Pearson Correlation	1	.376**	.194*
	Sig. (2-tailed)		0	0.027
CC1_2	Pearson Correlation	.376**	1	0.158
	Sig. (2-tailed)	0		0.072
CC1_3	Pearson Correlation	.194*	0.158	1
	Sig. (2-tailed)	0.027	0.072	
** Correlation is significant at the 0.01 level (2-tailed).				
* Correlation is significant at the 0.05 level (2-tailed).				
c Listwise N=130				
		CC3_2	CC3_3	CC3_4
CC3_2	Pearson Correlation	1	.386**	.280**
	Sig. (2-tailed)		0	0.001
CC3_3	Pearson Correlation	.386**	1	.298**
	Sig. (2-tailed)	0		0.001
CC3_4	Pearson Correlation	.280**	.298**	1
	Sig. (2-tailed)	0.001	0.001	

In addition, a rotated component matrix was examined in the component factor analysis, with component values for the new list of values under each construct found below:

Table 5: Rotated Component Matrix between CC1 and CC3 with removed measures

Rotated Component Matrix[a]

	Component	
	1	2
CC3_2	.758	.006
CC3_3	.722	-.162
CC3_4	.666	-.018
CC1_1	-.106	.776
CC1_2	-.201	.742
CC1_3	.414	.581

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]

a. Rotation converged in 3 iterations.

Phase 4 - Test Groupings for Reliability

First Set of Groupings – CC3_1, CC3_2, CC3_3 / CC1_2, CC1_3, CC1_4

A reliability analysis was conducted for each construct using the remaining measures. Cronbach's Alpha values for each construct will be evaluated, as well as the change in the

Cronbach's Alpha value is a measure is deleted. Cronbach's Alpha will be able to determine how related the remaining measures are within their construct.

Table 6: Reliability Analysis for remaining CC3 measures

Reliability Statistics

Cronbach's Alpha	N of Items
.633	3

The Cronbach's Alpha value for remaining CC3 measures is .633, which is questionable. Removing measures from this construct would not increase the Cronbach's Alpha value, according to the table below.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CC3_1	8.10	2.215	.430	.557
CC3_2	7.97	1.875	.453	.519
CC3_3	8.47	1.801	.452	.523

Table 7: Reliability Analysis for remaining CC1 measures

Reliability Statistics

Cronbach's Alpha	N of Items
.513	3

The Cronbach's Alpha value for remaining CC1 measures is .513, which is unacceptable. Removing measures from this construct would not increase the Cronbach's Alpha value, according to the table below.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CC1_2	7.36	2.626	.301	.470
CC1_3	6.63	3.289	.272	.498
CC1_4	6.73	2.562	.424	.246

Second Set of Groupings – , Q9_4_Combined_Temp, Q9_7_Combine

Table 8: Reliability Analysis for SS1 measures

Reliability Statistics

Cronbach's Alpha	N of Items
.538	3

The Cronbach's Alpha value for SS1 measures is .538 which is poor. If SS1_3 is removed, the Cronbach's Alpha will increase to .659, which is questionable. This confirms the previous step that this measure will have to be removed.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SS1_1_Combined	7.7478	1.524	.464	.241
SS1_2_Combined	7.9826	1.544	.415	.325
SS1_3_Combined	7.6435	2.126	.192	.659

Table 9: Reliability Analysis for SS2 measures

The Cronbach's Alpha value for SS2 measures is .708 which is acceptable. If SS2_1 is removed, the Cronbach's Alpha will increase to .833. which is good. This confirms the previous step that this measure will have to be removed.

Reliability Statistics

Cronbach's Alpha	N of Items
.708	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SS2_1_Combined	7.0088	3.849	.335	.833
SS2_2_Combined	6.8947	2.945	.652	.459
SS2_3_Combined	6.7456	2.793	.622	.488

Phase 5 - Compute Estimates of the Construct Score

At this step, each measure that has remained in the following grouping are computed to create a mean score. These scores serves as an estimate on how well the variables in the construct were understood by the respondents.

Revision To The Survey Instrument

After completion of the data analysis, revision were made to the survey, deleting measures that did not pass all five steps of the data analysis.

The deleted measures are as follows: “I get impatient during commercial breaks,” “Not all old traditions should be followed verbatim in today’s world,” “I sometimes imagine myself in the setting of a video entertainment program while watching,” “I find it hard to pause video entertainment when I begin watching,” “Netflix’s user interface is easy to navigate,” “I feel comfortable sharing demographic information with Netflix,” and “Please enter your ZIP Code.

Q1

	Agree	**Disagree**
This survey is being conducted for a graduate research project at Boston University. It will ask for your input regarding various topics. The findings will only be reported for this class. Your submission will be anonymous, and we will not collect your personal information. The survey will take about ___ to complete. Clicking on the “agree” button indicates that ● You have read the above information ● You voluntarily agree to participate ● You are at least 18 years of age. Your time is much appreciated. Thank you!		

Q2

The first set of questions will ask about your opinion regarding tradition. For the following statements, please indicate how much you agree or disagree

	Strongly Disagree	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
It is important to be open to new ideas that challenge older societal norms. **CC3**					
Some old innovations should be remembered, but not utilized in today's society. **CC3**					
I believe the way my elders lived their lives would not be suitable for today's world. **CC3 R**					

Q3

The next set of questions will ask about your general behavior. For the following statements, please indicate how much you agree or disagree.

	Strongly Disagree	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
I enjoy coming up with original solutions to problems **CC5**					

I would consider myself a "fast learner." **CC5**					
If I need to learn about something new, I know where to find relevant information. **CC5**					
I am good at reading and following instructions. **CC5**					
I like to take the road "off the beaten path." **CC6**					
I like traveling to vacation destinations I have not yet been to. **CC6 R**					
I like to explore new places in my neighborhood. **CC6 R**					

Q4

This next set of questions are about you. For the following statements, please indicate how much you agree or disagree.

	Strongly Disagree	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
When a commercial break begins while watching TV, I mute my television. **CC1**					

When a commercial comes on during a commercial break, I change the channel I am watching. **CC1**					
I do not pay attention to commercials on television. **CC1**					

Q5

This second set of questions will ask for your opinion on purchasing new products. For the following statements, please indicate how much you agree or disagree.

	Strongly Disagree	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
If a new product of my interest comes out, I want to be one of the first to buy it. **CC2**					
If a product is labeled as "new", I will purchase it without much thought. **CC2**					
I tend to have my hands on new products before my friends do. **CC2**					
I would wait in a long line if it meant being able to buy a product of my interest on its launch day. **CC2**					

Q6

This set of questions will ask about your behavior when watching video entertainment.

Video entertainment can be defined as television shows, movies, or online videos watched on any medium in any setting.

For the following statements, please indicate the degree in which each statement describes you.

	Doesn't describe me at all	**Doesn't really describe me**	**Can't really tell**	**Sometimes describes me**	**Definitely describes me**
I find it hard to focus on anything else when watching video entertainment. **BW1**					
When I experience a cliffhanger at the end of a television episode, I immediately watch the next episode if it is available**. BW1**					
I put off completing daily taks in order t watch video entertainment. **BW1**					
I watch video entertainment programs my friends are familiar with in order to understand the program during conversation. **BW2**					
If one or more of my friends begin watching a new television show, I will also begin watching in order to					

understand the show during conversations. **BW2**					
If one or more of my friends watch a new movie, I will also watch it in order to understand the movie during conversation. **BW2**					
If watching certain video entertainment programming is required to partake in online forum discussions, I will watch the programming before partaking in conversation on the forum. **BW2**					

Q7

This set of questions will ask about the influences of video entertainment.

Video entertainment can be defined as television shows, movies, or online videos watched on any medium in any setting.

For the following statements, please indicate the degree in which each statement describes you.

	Doesn't describe me at all	**Doesn't really describe me**	**Can't really tell**	**Sometimes describes me**	**Definitely describes me**
I watch specific video entertainment programs I know are popular so I can "break the ice" with others. **BW3**					
I feel as if I need to watch certain video entertainment programs I can					

easily become friends with others. **BW3**					
I feel as if I need to watch certain video entertainment programs so I can be accepted by my friends who also watch them. **BW3**					
I try and keep up with video entertainment programs my friends watch in order to <u>not</u> feel left out. **BW3**					
I watch video entertainment to make myself feel less lonely. **BW5**					
I watch video entertainment in order to isolate myself from others. **BW5**					
Viewing video entertainment makes me forget about my worries. **BW5**					
If I feel hopeless over something, watching television helps numb the feeling temporarily. **BW5**					

Q8

This set of questions will ask about your feelings about video entertainment.

Video entertainment can be defined as television shows, movies, or online videos watched in any medium in any setting.

For the following statements, please indicate how much you agree or disagree.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I prefer to watch video entertainment that resembles my personal life. **BW4**					
I prefer to watch video entertainment with characters I can relate to. **BW4**					
I often feel the same emotions that characters do in video entertainment. **BW4**					

Q9

Which *one* of the following video streaming services have you used the most in the last week? Please select your choice below:

Netflix	
Hulu	
HBO Max	
Disney+	
YouTube Premium	
Amazon Prime Video	
Apple TV+	
Peacock	

Paramount+	
Tubi	
Other service (Please specify) _____	

Q9_[selected streaming service]

Based on your selection of ***Netflix*** as your most-used streaming service, please specify how much you agree or disagree with each of the following statements:

[Users will be presented with this questionnaire for each streaming service selected. If **Netflix** is not selected, it will be replaced with the proper streaming services for each question.]

	Strongly Disagree	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
Netflix offers a high quantity of television shows. **SS3**					
Netflix offers a high quantity of movies. **SS3**					
I enjoy the content quality of television shows available on Netflix. **SS1**					
I enjoy the content quality of movies available on Netflix. **SS1**					

Netflix offers a wide range of television show genres. **SS3**					
Netflix offers a wide range of movie genres. **SS3**					
Netflix's user interface is easy to navigate. **SS1**					
I feel the subscription pricing options for Netflix are fair. **SS2**					
I am getting my money's worth from my subscription to Netflix. **SS2**					

Q10

Approximately how many hours and minutes did you spend watching each of the following the past week?

Please type your response in the standard hours and minutes format, "X:XX". For example, one hour and thirty minutes would be written as "1:30," ten hours would be written as "10:00" and 45 minutes would be written as "0:45".

Netflix	
Hulu	
HBO Max	
Disney+	
YouTube Premium	

Amazon Prime Video	
Apple TV+	
Peacock	
Paramount+	
Tubi	
Other service (Please specify) _____	

Q11

If you were to *use* a streaming service tomorrow, how likely would you use the following:

	Very Unlikely	**Unlikely**	**Neither Unlikely or Likely**	**Likely**	**Very Likely**
Netflix					
Hulu					
HBO Max					
Disney+					
YouTube Premium					
Amazon Prime Video					
Apple TV+					
Peacock					

Paramount+					
Tubi					
Other service (Please specify) _____					

Q12

If you were to ***pay*** for a new streaming service tomorrow, how likely would you be to pay for following:

	Very Unlikely	**Unlikely**	**Neither Unlikely or Likely**	**Likely**	**Very Likely**
Netflix					
Hulu					
HBO Max					
Disney+					
YouTube Premium					
Amazon Prime Video					
Apple TV+					
Peacock					
Paramount+					

Tubi					
Other service (Please specify) _____					

Q13

Age
How old are you? _____

Q14

Gender				
What is your gender?	Male	Female	Non-binary / third gender	Prefer not to say

Q15

Education		
Are you in university/ college?	Yes	No

If yes, what term best describes your class level?	Freshman	Sophomore	Junior	Senior	5th Year or greater	Graduate Student	
If no, which of the following describes your highest education level?	Less than high school degree	High school graduate, diploma, or the equivalent (for example GED)	Associates degree	Bachelor's degree	Masters Degree	Doctorate Degree	Other ___

Conclusion

As stated in the background research, video streaming services are an increasing popular medium for consuming entertainment. Seemingly, every young adult has used at least one streaming service to consume television shows or movies.

Given this abundance of video streaming service consumers, this study aimed to identify the most effective psychoanalytical indicators that drive young adults to use video streaming services. By using the revised version of the survey used in this experiment, Netflix can obtain critical insights on their audiences amid high competition in the video streaming industry.

It would also be of value for Netflix to reach not only a larger sample size in their outreach, but narrow their sample size to the country or region where insights are needed. According to the ZIP Code question of this survey, respondents answered the survey from several different countries such as Canada, Australia, New Zealand, United Kingdom, The Philippines, and more. While receiving insights on a macro scale can be intriguing, focusing on specific regions allows for advertising and marketing efforts to be focused to each regions audiences.

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Appendix

Appendix A: Frequency Tables

Skewness Tables

		CC3_1	CC3_2	CC3_3	CC3_4	CC5_1	CC5_2	CC5_3	CC5_4
N	Valid	130	130	130	130	130	130	130	130
	Missing	0	0	0	0	0	0	0	0
Skewness		-1.414	-1.747	-1.033	-.783	-.537	-.662	-.818	-.922
Std. Error of Skewness		.212	.212	.212	.212	.212	.212	.212	.212

		CC6_1	CC6_2	CC6_3	CC1_1	CC1_2	CC1_3	CC1_4
N	Valid	130	129	129	130	130	130	128
	Missing	0	1	1	0	0	0	2
Skewness		.004	-1.472	-.522	.329	-.030	-.405	-.641
Std. Error of Skewness		.212	.213	.213	.212	.212	.212	.214

		CC2_1	CC2_2	CC2_3	CC2_4
N	Valid	130	130	130	130
	Missing	0	0	0	0
Skewness		.832	.912	.726	.929
Std. Error of Skewness		.212	.212	.212	.212

		BW1_1	BW1_2	BW1_3	BW1_4	BW2_1	BW2_2	BW2_3	BW2_4
N	Valid	130	130	130	129	130	130	129	130
	Missing	0	0	0	1	0	0	1	0
Skewness		-.016	-.022	-1.039	-.303	-.053	.076	-.216	-.171
Std. Error of Skewness		.212	.212	.212	.213	.212	.212	.213	.212

		BW3_1	BW3_2	BW3_3	BW3_4	BW4_1	BW4_2	BW4_3	BW4_4
N	Valid	129	129	129	129	129	129	129	129
	Missing	1	1	1	1	1	1	1	1
Skewness		.518	1.033	.932	.740	-.134	-.426	-.437	-.592
Std. Error of Skewness		.213	.213	.213	.213	.213	.213	.213	.213

		BW5_1	BW5_2	BW5_3	BW5_4
N	Valid	129	129	129	129
	Missing	1	1	1	1
Skewness		-.309	.195	-.991	-.698
Std. Error of Skewness		.213	.213	.213	.213

		UT_nflx	UT_hulu	UT_hbom	UT_disn	UT_yout	UT_amzn	UT_appl	UT_pcok	UT_prmt	UT_tubi
N	Valid	128	125	127	124	124	125	125	124	125	125
	Missing	2	5	3	6	6	5	5	6	5	5
Skewness		-1.386	.402	.301	-.163	.474	-.330	.974	1.466	1.266	1.835
Std. Error of Skewness		.214	.217	.215	.217	.217	.217	.217	.217	.217	.217

		PT_nflx	PT_hulu	PT_hbom	PT_disn	PT_yout	PT_amzn	PT_appl	PT_pcok	PT_prmt	PT_tubi
N	Valid	127	125	126	126	125	124	125	125	125	125
	Missing	3	5	4	4	5	6	5	5	5	5
Skewness		-.764	.374	.069	-.365	.607	-.051	.902	1.560	1.331	1.862
Std. Error of Skewness		.215	.217	.216	.216	.217	.217	.217	.217	.217	.217

		SS1_1_Combined	SS1_2_Combined	SS1_3_Combined	SS2_1_Combined	SS2_2_Combined	SS2_3_Combined
N	Valid	115	114	115	115	115	114
	Missing	15	16	15	15	15	16
Skewness		-.823	-.885	-.990	-.536	-.504	-.656
Std. Error of Skewness		.226	.226	.226	.226	.226	.226

		SS3_1_Combined	SS3_2_Combined	SS3_3_Combined	SS3_4_Combined
N	Valid	115	115	115	115
	Missing	15	15	15	15
Skewness		-.982	-.544	-1.383	-.488
Std. Error of Skewness		.226	.226	.226	.226

Frequency Tables

CC1_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	16.2	16.2	16.2
	Disagree	46	35.4	35.4	51.5
	Neither Agree Nor Disagree	26	20.0	20.0	71.5
	Agree	27	20.8	20.8	92.3
	Strongly Agree	10	7.7	7.7	100.0
	Total	130	100.0	100.0	

CC1_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	9.2	9.2	9.2
	Disagree	39	30.0	30.0	39.2
	Neither Agree Nor Disagree	26	20.0	20.0	59.2
	Agree	41	31.5	31.5	90.8
	Strongly Agree	12	9.2	9.2	100.0
	Total	130	100.0	100.0	

CC1_3_R

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	17	13.1	13.1	13.1
	Neither Agree Nor Disagree	28	21.5	21.5	34.6
	Agree	57	43.8	43.8	78.5
	Strongly Agree	28	21.5	21.5	100.0
	Total	130	100.0	100.0	

CC1_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.1	3.1	3.1
	Disagree	19	14.6	14.8	18.0
	Neither Agree Nor Disagree	22	16.9	17.2	35.2
	Agree	58	44.6	45.3	80.5
	Strongly Agree	25	19.2	19.5	100.0
	Total	128	98.5	100.0	
Missing	System	2	1.5		
Total		130	100.0		

CC2_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	41	31.5	31.5	31.5
	Disagree	51	39.2	39.2	70.8
	Neither Agree Nor Disagree	20	15.4	15.4	86.2
	Agree	14	10.8	10.8	96.9
	Strongly Agree	4	3.1	3.1	100.0
	Total	130	100.0	100.0	

CC2_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	50	38.5	38.5	38.5
	Disagree	51	39.2	39.2	77.7
	Neither Agree Nor Disagree	18	13.8	13.8	91.5
	Agree	10	7.7	7.7	99.2
	Strongly Agree	1	.8	.8	100.0
	Total	130	100.0	100.0	

CC2_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	27.7	27.7	27.7
	Disagree	56	43.1	43.1	70.8
	Neither Agree Nor Disagree	24	18.5	18.5	89.2
	Agree	12	9.2	9.2	98.5
	Strongly Agree	2	1.5	1.5	100.0
	Total	130	100.0	100.0	

CC2_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	60	46.2	46.2	46.2
	Disagree	34	26.2	26.2	72.3
	Neither Agree Nor Disagree	14	10.8	10.8	83.1
	Agree	18	13.8	13.8	96.9
	Strongly Agree	4	3.1	3.1	100.0
	Total	130	100.0	100.0	

CC3_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.5	1.5	1.5
	Disagree	2	1.5	1.5	3.1
	Neither Agree Nor Disagree	9	6.9	6.9	10.0
	Agree	76	58.5	58.5	68.5
	Strongly Agree	41	31.5	31.5	100.0
	Total	130	100.0	100.0	

CC3_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.3	2.3	2.3
	Disagree	4	3.1	3.1	5.4
	Neither Agree Nor Disagree	6	4.6	4.6	10.0
	Agree	55	42.3	42.3	52.3
	Strongly Agree	62	47.7	47.7	100.0
	Total	130	100.0	100.0	

CC3_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.3	2.3	2.3
	Disagree	11	8.5	8.5	10.8
	Neither Agree Nor Disagree	18	13.8	13.8	24.6
	Agree	75	57.7	57.7	82.3
	Strongly Agree	23	17.7	17.7	100.0
	Total	130	100.0	100.0	

CC3_4_R

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.5	1.5	1.5
	Disagree	11	8.5	8.5	10.0
	Neither Agree Nor Disagree	24	18.5	18.5	28.5
	Agree	67	51.5	51.5	80.0
	Strongly Agree	26	20.0	20.0	100.0
	Total	130	100.0	100.0	

CC5_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	5.4	5.4	5.4
	Neither Agree Nor Disagree	25	19.2	19.2	24.6
	Agree	73	56.2	56.2	80.8
	Strongly Agree	25	19.2	19.2	100.0
	Total	130	100.0	100.0	

CC5_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	16	12.3	12.3	12.3
	Neither Agree Nor Disagree	18	13.8	13.8	26.2
	Agree	60	46.2	46.2	72.3
	Strongly Agree	36	27.7	27.7	100.0
	Total	130	100.0	100.0	

CC5_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	4.6	4.6	4.6
	Neither Agree Nor Disagree	13	10.0	10.0	14.6
	Agree	81	62.3	62.3	76.9
	Strongly Agree	30	23.1	23.1	100.0
	Total	130	100.0	100.0	

CC5_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	11	8.5	8.5	8.5
	Neither Agree Nor Disagree	11	8.5	8.5	16.9
	Agree	75	57.7	57.7	74.6
	Strongly Agree	33	25.4	25.4	100.0
	Total	130	100.0	100.0	

CC6_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.8	.8	.8
	Disagree	23	17.7	17.7	18.5
	Neither Agree Nor Disagree	51	39.2	39.2	57.7
	Agree	44	33.8	33.8	91.5
	Strongly Agree	11	8.5	8.5	100.0
	Total	130	100.0	100.0	

CC6_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.8	.8	.8
	Disagree	4	3.1	3.1	3.9
	Neither Agree Nor Disagree	7	5.4	5.4	9.3
	Agree	55	42.3	42.6	51.9
	Strongly Agree	62	47.7	48.1	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

CC6_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	15	11.5	11.6	11.6
	Neither Agree Nor Disagree	24	18.5	18.6	30.2
	Agree	60	46.2	46.5	76.7
	Strongly Agree	30	23.1	23.3	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

BW1_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	17	13.1	13.1	13.1
	Doesn't really describe me	42	32.3	32.3	45.4
	Can't really tell	16	12.3	12.3	57.7
	Sometimes describes me	45	34.6	34.6	92.3
	Definitely describes me	10	7.7	7.7	100.0
	Total	130	100.0	100.0	

BW1_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	14	10.8	10.8	10.8
	Doesn't really describe me	43	33.1	33.1	43.8
	Can't really tell	16	12.3	12.3	56.2
	Sometimes describes me	45	34.6	34.6	90.8
	Definitely describes me	12	9.2	9.2	100.0
	Total	130	100.0	100.0	

BW1_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't really describe me	10	7.7	7.7	7.7
	Can't really tell	10	7.7	7.7	15.4
	Sometimes describes me	59	45.4	45.4	60.8
	Definitely describes me	51	39.2	39.2	100.0
	Total	130	100.0	100.0	

BW1_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	13	10.0	10.1	10.1
	Doesn't really describe me	34	26.2	26.4	36.4
	Can't really tell	15	11.5	11.6	48.1
	Sometimes describes me	54	41.5	41.9	89.9
	Definitely describes me	13	10.0	10.1	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

BW2_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	14	10.8	10.8	10.8
	Doesn't really describe me	42	32.3	32.3	43.1
	Can't really tell	19	14.6	14.6	57.7
	Sometimes describes me	46	35.4	35.4	93.1
	Definitely describes me	9	6.9	6.9	100.0
	Total	130	100.0	100.0	

BW2_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	14	10.8	10.8	10.8
	Doesn't really describe me	48	36.9	36.9	47.7
	Can't really tell	18	13.8	13.8	61.5
	Sometimes describes me	43	33.1	33.1	94.6
	Definitely describes me	7	5.4	5.4	100.0
	Total	130	100.0	100.0	

BW2_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	12	9.2	9.3	9.3
	Doesn't really describe me	36	27.7	27.9	37.2
	Can't really tell	22	16.9	17.1	54.3
	Sometimes describes me	50	38.5	38.8	93.0
	Definitely describes me	9	6.9	7.0	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

BW2_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	21	16.2	16.2	16.2
	Doesn't really describe me	27	20.8	20.8	36.9
	Can't really tell	34	26.2	26.2	63.1
	Sometimes describes me	40	30.8	30.8	93.8
	Definitely describes me	8	6.2	6.2	100.0
	Total	130	100.0	100.0	

BW3_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	43	33.1	33.3	33.3
	Doesn't really describe me	38	29.2	29.5	62.8
	Can't really tell	16	12.3	12.4	75.2
	Sometimes describes me	27	20.8	20.9	96.1
	Definitely describes me	5	3.8	3.9	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

BW3_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	45	34.6	34.9	34.9
	Doesn't really describe me	52	40.0	40.3	75.2
	Can't really tell	15	11.5	11.6	86.8
	Sometimes describes me	12	9.2	9.3	96.1
	Definitely describes me	5	3.8	3.9	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

BW3_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	59	45.4	45.7	45.7
	Doesn't really describe me	37	28.5	28.7	74.4
	Can't really tell	13	10.0	10.1	84.5
	Sometimes describes me	18	13.8	14.0	98.4
	Definitely describes me	2	1.5	1.6	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

BW3_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	43	33.1	33.3	33.3
	Doesn't really describe me	43	33.1	33.3	66.7
	Can't really tell	18	13.8	14.0	80.6
	Sometimes describes me	18	13.8	14.0	94.6
	Definitely describes me	7	5.4	5.4	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

BW4_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	7.7	7.8	7.8
	Disagree	33	25.4	25.6	33.3
	Neither agree nor disagree	48	36.9	37.2	70.5
	Agree	34	26.2	26.4	96.9
	Strongly Agree	4	3.1	3.1	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

BW4_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.5	1.6	1.6
	Disagree	12	9.2	9.3	10.9
	Neither agree nor disagree	39	30.0	30.2	41.1
	Agree	56	43.1	43.4	84.5
	Strongly Agree	20	15.4	15.5	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

BW4_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.5	1.6	1.6
	Disagree	18	13.8	14.0	15.5
	Neither agree nor disagree	37	28.5	28.7	44.2
	Agree	59	45.4	45.7	89.9
	Strongly Agree	13	10.0	10.1	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

BW4_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	7.7	7.8	7.8
	Disagree	22	16.9	17.1	24.8
	Neither agree nor disagree	21	16.2	16.3	41.1
	Agree	58	44.6	45.0	86.0
	Strongly Agree	18	13.8	14.0	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

BW5_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	20	15.4	15.5	15.5
	Doesn't really describe me	27	20.8	20.9	36.4
	Can't really tell	15	11.5	11.6	48.1
	Sometimes describes me	50	38.5	38.8	86.8
	Definitely describes me	17	13.1	13.2	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

BW5_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	29	22.3	22.5	22.5
	Doesn't really describe me	36	27.7	27.9	50.4
	Can't really tell	26	20.0	20.2	70.5
	Sometimes describes me	31	23.8	24.0	94.6
	Definitely describes me	7	5.4	5.4	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

BW5_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	8	6.2	6.2	6.2
	Doesn't really describe me	14	10.8	10.9	17.1
	Can't really tell	14	10.8	10.9	27.9
	Sometimes describes me	67	51.5	51.9	79.8
	Definitely describes me	26	20.0	20.2	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

BW5_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't describe me at all	13	10.0	10.1	10.1
	Doesn't really describe me	16	12.3	12.4	22.5
	Can't really tell	24	18.5	18.6	41.1
	Sometimes describes me	59	45.4	45.7	86.8
	Definitely describes me	17	13.1	13.2	100.0
	Total	129	99.2	100.0	
Missing	System	1	.8		
Total		130	100.0		

SS1_1_Combined

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	.8	.9	.9
	2.00	14	10.8	12.2	13.0
	3.00	13	10.0	11.3	24.3
	4.00	57	43.8	49.6	73.9
	5.00	30	23.1	26.1	100.0
	Total	115	88.5	100.0	
Missing	System	15	11.5		
Total		130	100.0		

SS1_2_Combined

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	.8	.9	.9
	2.00	11	8.5	9.6	10.5
	3.00	17	13.1	14.9	25.4
	4.00	68	52.3	59.6	85.1
	5.00	17	13.1	14.9	100.0
	Total	114	87.7	100.0	
Missing	System	16	12.3		
Total		130	100.0		

SS1_3_Combined

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	.8	.9	.9
	2.00	4	3.1	3.5	4.3
	3.00	14	10.8	12.2	16.5
	4.00	66	50.8	57.4	73.9
	5.00	30	23.1	26.1	100.0
	Total	115	88.5	100.0	
Missing	System	15	11.5		
Total		130	100.0		

SS2_1_Combined

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	5.4	6.1	6.1
	2.00	17	13.1	14.8	20.9
	3.00	33	25.4	28.7	49.6
	4.00	48	36.9	41.7	91.3
	5.00	10	7.7	8.7	100.0
	Total	115	88.5	100.0	
Missing	System	15	11.5		
Total		130	100.0		

SS2_2_Combined

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	3.1	3.5	3.5
	2.00	20	15.4	17.4	20.9
	3.00	26	20.0	22.6	43.5
	4.00	52	40.0	45.2	88.7
	5.00	13	10.0	11.3	100.0
	Total	115	88.5	100.0	
Missing	System	15	11.5		
Total		130	100.0		

SS2_3_Combined

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	3.8	4.4	4.4
	2.00	18	13.8	15.8	20.2
	3.00	18	13.8	15.8	36.0
	4.00	52	40.0	45.6	81.6
	5.00	21	16.2	18.4	100.0
	Total	114	87.7	100.0	
Missing	System	16	12.3		
Total		130	100.0		

SS3_1_Combined

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	2.3	2.6	2.6
	2.00	12	9.2	10.4	13.0
	3.00	14	10.8	12.2	25.2
	4.00	63	48.5	54.8	80.0
	5.00	23	17.7	20.0	100.0
	Total	115	88.5	100.0	
Missing	System	15	11.5		
Total		130	100.0		

SS3_2_Combined

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	.8	.9	.9
	2.00	19	14.6	16.5	17.4
	3.00	22	16.9	19.1	36.5
	4.00	59	45.4	51.3	87.8
	5.00	14	10.8	12.2	100.0
	Total	115	88.5	100.0	
Missing	System	15	11.5		
Total		130	100.0		

SS3_3_Combined

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	2.3	2.6	2.6
	2.00	4	3.1	3.5	6.1
	3.00	13	10.0	11.3	17.4
	4.00	72	55.4	62.6	80.0
	5.00	23	17.7	20.0	100.0
	Total	115	88.5	100.0	
Missing	System	15	11.5		
Total		130	100.0		

Appendix B: Correlation Tables

Correlations

		CC1_1	CC1_2	CC1_3	CC1_4
CC1_1	Pearson Correlation	1	.376**	.194*	.334**
	Sig. (2-tailed)		<.001	.027	<.001
	N	130	130	130	128
CC1_2	Pearson Correlation	.376**	1	.158	.333**
	Sig. (2-tailed)	<.001		.072	<.001
	N	130	130	130	128
CC1_3	Pearson Correlation	.194*	.158	1	.309**
	Sig. (2-tailed)	.027	.072		<.001
	N	130	130	130	128
CC1_4	Pearson Correlation	.334**	.333**	.309**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	128	128	128	128

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

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

		CC2_1	CC2_2	CC2_3	CC2_4
CC2_1	Pearson Correlation	1	.585**	.649**	.615**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	130	130	130	130
CC2_2	Pearson Correlation	.585**	1	.544**	.468**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	130	130	130	130
CC2_3	Pearson Correlation	.649**	.544**	1	.598**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	130	130	130	130
CC2_4	Pearson Correlation	.615**	.468**	.598**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	130	130	130	130

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

Correlations

		CC3_1	CC3_2	CC3_3	CC3_4
CC3_1	Pearson Correlation	1	.359**	.357**	.107
	Sig. (2-tailed)		<.001	<.001	.226
	N	130	130	130	130
CC3_2	Pearson Correlation	.359**	1	.386**	.280**
	Sig. (2-tailed)	<.001		<.001	.001
	N	130	130	130	130
CC3_3	Pearson Correlation	.357**	.386**	1	.298**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	130	130	130	130
CC3_4	Pearson Correlation	.107	.280**	.298**	1
	Sig. (2-tailed)	.226	.001	<.001	
	N	130	130	130	130

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

Correlations

		CC5_1	CC5_2	CC5_3	CC5_4
CC5_1	Pearson Correlation	1	.334**	.343**	.219*
	Sig. (2-tailed)		<.001	<.001	.012
	N	130	130	130	130
CC5_2	Pearson Correlation	.334**	1	.323**	.425**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	130	130	130	130
CC5_3	Pearson Correlation	.343**	.323**	1	.496**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	130	130	130	130
CC5_4	Pearson Correlation	.219*	.425**	.496**	1
	Sig. (2-tailed)	.012	<.001	<.001	
	N	130	130	130	130

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

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

		CC6_1	CC6_2	CC6_3
CC6_1	Pearson Correlation	1	.015	.049
	Sig. (2-tailed)		.867	.578
	N	130	129	129
CC6_2	Pearson Correlation	.015	1	.314**
	Sig. (2-tailed)	.867		<.001
	N	129	129	129
CC6_3	Pearson Correlation	.049	.314**	1
	Sig. (2-tailed)	.578	<.001	
	N	129	129	129

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

Correlations

		BW1_1	BW1_2	BW1_3	BW1_4
BW1_1	Pearson Correlation	.341**	1	-.192*	.364**
	Sig. (2-tailed)	<.001		.028	<.001
	N	130	130	130	129
BW1_2	Pearson Correlation	.023	-.192*	1	-.222*
	Sig. (2-tailed)	.791	.028		.011
	N	130	130	130	129
BW1_3	Pearson Correlation	1	.341**	.023	.204*
	Sig. (2-tailed)		<.001	.791	.021
	N	130	130	130	129
BW1_4	Pearson Correlation	.204*	.364**	-.222*	1
	Sig. (2-tailed)	.021	<.001	.011	
	N	129	129	129	129

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

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

		BW2_1	BW2_2	BW2_3	BW2_4
BW2_1	Pearson Correlation	1	.666**	.615**	.218*
	Sig. (2-tailed)		<.001	<.001	.013
	N	130	130	129	130
BW2_2	Pearson Correlation	.666**	1	.675**	.272**
	Sig. (2-tailed)	<.001		<.001	.002
	N	130	130	129	130
BW2_3	Pearson Correlation	.615**	.675**	1	.234**
	Sig. (2-tailed)	<.001	<.001		.008
	N	129	129	129	129
BW2_4	Pearson Correlation	.218*	.272**	.234**	1
	Sig. (2-tailed)	.013	.002	.008	
	N	130	130	129	130

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

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

		BW3_1	BW3_2	BW3_3	BW3_4
BW3_1	Pearson Correlation	1	.708**	.521**	.624**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	129	129	129	129
BW3_2	Pearson Correlation	.708**	1	.600**	.690**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	129	129	129	129
BW3_3	Pearson Correlation	.521**	.600**	1	.642**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	129	129	129	129
BW3_4	Pearson Correlation	.624**	.690**	.642**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	129	129	129	129

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

Correlations

		BW4_1	BW4_2	BW4_3	BW4_4
BW4_1	Pearson Correlation	1	.288**	.363**	.121
	Sig. (2-tailed)		<.001	<.001	.173
	N	129	129	129	129
BW4_2	Pearson Correlation	.288**	1	.263**	.102
	Sig. (2-tailed)	<.001		.003	.250
	N	129	129	129	129
BW4_3	Pearson Correlation	.363**	.263**	1	.353**
	Sig. (2-tailed)	<.001	.003		<.001
	N	129	129	129	129
BW4_4	Pearson Correlation	.121	.102	.353**	1
	Sig. (2-tailed)	.173	.250	<.001	
	N	129	129	129	129

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

Correlations

		BW5_1	BW5_2	BW5_3	BW5_4
BW5_1	Pearson Correlation	1	.364**	.490**	.452**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	129	129	129	129
BW5_2	Pearson Correlation	.364**	1	.380**	.335**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	129	129	129	129
BW5_3	Pearson Correlation	.490**	.380**	1	.545**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	129	129	129	129
BW5_4	Pearson Correlation	.452**	.335**	.545**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	129	129	129	129

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

Correlations

		SS1_1	SS1_2	SS1_3
SS1_1	Pearson Correlation	1	.492**	.195*
	Sig. (2-tailed)		<.001	.037
	N	115	115	115
SS1_2	Pearson Correlation	.492**	1	.138
	Sig. (2-tailed)	<.001		.142
	N	115	115	115
SS1_3	Pearson Correlation	.195*	.138	1
	Sig. (2-tailed)	.037	.142	
	N	115	115	115

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

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations for the following variables below are **combined across brands.**

Correlations

		SS2_1	SS2_2	SS2_3
SS2_1	Pearson Correlation	1	.325**	.298**
	Sig. (2-tailed)		<.001	.001
	N	115	115	114
SS2_2	Pearson Correlation	.325**	1	.716**
	Sig. (2-tailed)	<.001		<.001
	N	115	115	114
SS2_3	Pearson Correlation	.298**	.716**	1
	Sig. (2-tailed)	.001	<.001	
	N	114	114	114

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

Correlations

		SS3_1	SS3_2	SS3_3	SS3_4
SS3_1	Pearson Correlation	1	.510**	.526**	.265**
	Sig. (2-tailed)		<.001	<.001	.004
	N	115	115	115	114
SS3_2	Pearson Correlation	.510**	1	.485**	.560**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	115	115	115	114
SS3_3	Pearson Correlation	.526**	.485**	1	.613**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	115	115	115	114
SS3_4	Pearson Correlation	.265**	.560**	.613**	1
	Sig. (2-tailed)	.004	<.001	<.001	
	N	114	114	114	114

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