

EFFECTS OF IN-FLIGHT AMBIENCE, SPACE AND STAFF
ON RELATIONSHIP QUALITY AND BEHAVIOURAL
INTENTIONS OF AIR PASSENGERS: THE MODERATOR
ROLE OF MINDFULNESS

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Dissertation submitted as partial requirement for the conferral of

Master of Science in Business Administration

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October 2015

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ANA FIALHO

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Acknowledgements

Firstly, I would like to thank my family for all the love, support and advice. Secondly, I must thank everyone that somehow contribute to this dissertation. Lastly, I would like to thank my supervisor, Sandra Loureiro, for always challenging me to do my best, for her constant availability and guidance.

Abstract

This research was developed to explore the moderator role of mindfulness on relationship quality and aircraft characteristics. The influence of in-flight ambience, space and staff on relationship quality was also analysed. Overall, the findings of this research indicated that the role of mindfulness seems to be more effective on trust and satisfaction. Also, staff that as far as we know is an element introduced in this study but not explored in past research, seems to be an important factor on regular airlines, whereas on low cost airlines the impact of ambience seem to be more significant. Additionally, mediating impacts of some variables were found. This research also provides implications, limitations and further research.

Keywords: marketing, airlines, relationship quality, mindfulness

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Resumo

Este estudo foi desenvolvido com o objectivo de explorar o papel moderador do *mindfulness* na relação de qualidade e características de aviões. A influência do ambiente do voo, o espaço e *staff* na relação de qualidade também foi analisada. De uma forma geral, os resultados deste estudo indicam que o papel do *mindfulness* parece ter mais influência na confiança e na satisfação. Além disso, o *staff* que até ao que sabemos é um elemento introduzido neste estudo pouco explorado em estudos existentes, parece ser um factor importante nas companhias aéreas regulares, enquanto o ambiente parece ser mais significativo nas companhias *low cost*. Adicionalmente, o efeito mediador de algumas variáveis também foi encontrado. Por fim, este estudo propõe implicações, limitações e sugestões para futuros estudos.

Keywords: marketing, companhias aéreas, relação de qualidade, mindfulness

JEL: M310 Marketing

JEL: M390 Marketing and Advertising: Other

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Introduction

There is still a lot to uncover and understand when it comes to the nowadays consumer and to that extent the study of concepts from Psychology in the marketing field has been utterly helpful. In recent years, the concepts of mindfulness and relationship quality have been gaining emphasis in the marketing field. The concept of relationship quality can be theorised as “a construct consisting of several components” (Rahmani-Nejad , Firoozbakh and Taghipoor , 2014), those components can be satisfaction, trust and commitment. As for the concept of mindfulness it can be described as “a state of conscious awareness characterized by active distinction drawing that leaves the individual open to novelty and sensitive to both context and perspective” (Langer, *Matters of mind: Mindfulness/mindless in perspective*, 1992). The application of these concepts in a marketing perspective is logical, since the relationship between brands and consumers is increasingly important as well as the growing consciousness of the consumers towards brands and products.

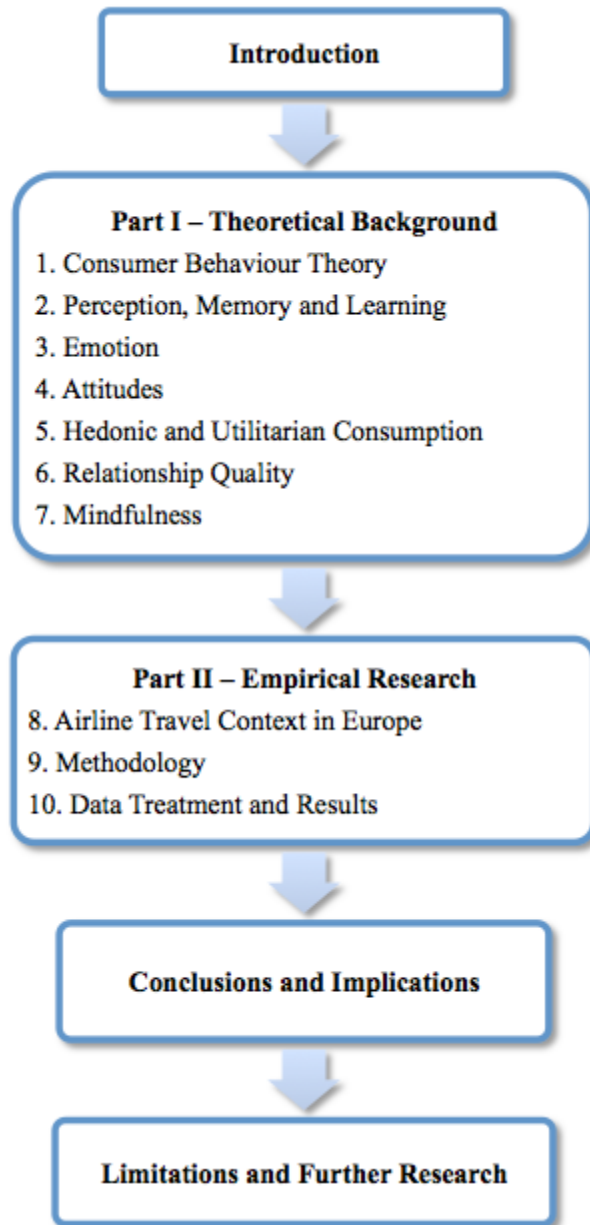
Still, there is a lack of research in terms of how these two concepts impact the consumer’s buying behaviour, mainly due to its novelty. The purpose of this dissertation is to try to contribute to better understand this issue. Hence, we defined two main goals:

- Explore the moderator role of mindfulness on relationship quality and aircraft characteristics.
- Analyse the influence of in-flight ambience, space and staff on relationship quality.

The context of this study is the airline sector, not only because there is gap in research but also because it is possible to understand that consumers (passengers) do not perceive the differences in the services offered between regular airline companies and low cost companies in Europe. The airline industry is tremendously competitive, with 3.5 billion passengers travelling every year it is key for airline companies to attract as many passengers as possible (International Air Transport Association, 2015).

Thus, the structure of this dissertation is composed by to two major parts. The first part regards the theoretical background, where a thorough analysis of theories, concepts and models is based on books and articles related to the concepts under study. The second part concerns the empirical part, mainly the methodology and data analysis, which centres on a qualitative research through the application of a questionnaire, the data treatment and findings. Finally, at the end of this dissertation there are the conclusions and limitations are presented (Figure 1).

Figure 1 - Structure of Dissertation



Source: Author's Elaboration

Part I - Theoretical Background

The first part of this dissertation is devoted to the theoretical foundation of consumer behaviour, that is, main theories, perception, memory, learning, emotional and cognitive behaviour, as well as relationship quality and the mindfulness conceptualization.

1. Consumer Behaviour Theory

1.1. Rational Choice Theory

The rational choice theory is based on the idea that all human action is essentially rational therefore decisions are only made after weighing the costs and benefits. According to George J. Stigler, the buying behaviour of the consumer pursues the minimum price. In order to achieve that minimum price the consumer gathers information about the product, however this action implies a cost.

Although some of the information, availability and price for instance, is easy to gather as well as free, as the search widens so does the cost. For example: travelling distance to check prices is both money and time consuming. Therefore the marginal cost of search concept, which is costs involved in searching information about a product tends to increase with the widening of the search itself. Another concept that goes hand in hand with the marginal cost of search is the marginal benefit of search. It regards the benefit generated by additional search effort for information. Usually the marginal benefit is large at first but it tends to decrease with the amount of search. For example, the consumer is less likely to gather valuable information after visiting 30 websites rather than 3 websites. Thus obtaining information is very beneficial to the consumer, however it implies costs. The optimal amount of information can be reached through the combination of the marginal cost of search with the marginal benefit of search. As concluded by George J. Stigler “Optimal search occurs where the marginal benefit equals the marginal cost.” (Stigler, 1961)

In most rational choice theories, consumers are motivated to buy by their wants and goals. However it is impossible for consumers to have all they want, due to time and money constraints for example, so they must make choices that balance their wants with the existing constraints in order to achieve certain goals. Rational choice theories defend that the consumer has to “anticipate the outcomes of alternative courses of action and calculate which will be the best for them” (Scott, 2000). Thus, the consumers’ choice is based on what is likely to be more satisfying to them.

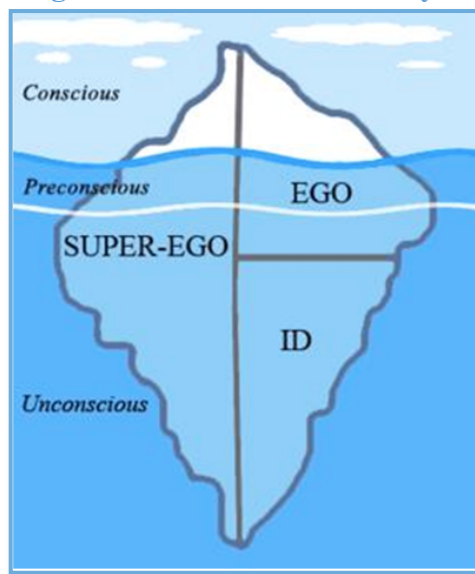
1.2. Psychoanalytic Theory

On the opposite side of the spectrum, the psychoanalytic theories use emotions as a base to understand human behaviour, leaving the rational dimension to a secondary role. There are numerous terminologies used, whether it is needs, motivations, wants or impulses, however the concept is the same the human action is a reaction to a certain stimulus, which can be internal or external.

Some theorists believe that the forces that shape human behaviour are mostly subconscious. Sigmund Freud is perhaps one of the first theorists to study the human subconscious and consider it a major part of the human behaviour.

The motivations behind human behaviour derive from the subconscious and the behaviour itself is a result of the interaction between the three systems he named *id*, *ego* and *superego* as seen in Figure 2 (Freud, 1994).

Figure 2 - Structure of the Psyche



Source: Freud (1994)

Freud developed the idea that the human psyche was structured into three systems, which are not physical parts of the brain. The *id* is the impulsive component of the human psyche and it responds instantaneously to instincts. It performs on the satisfaction principle, which means it seeks immediate gratification and the fulfilment of basic needs. In simpler terms, the *id* pursues the maximization of pleasure and the minimization of pain. The *superego* can be seen as the opposite of the *id*, it is a more moralistic component of the psyche. Its primary function is to suppress the *id*'s impulses by taking into consideration what is morally acceptable by society. However it barely takes reality into account when attempting to achieve moral perfection. The *superego* can have conscious and unconscious manifestations, in the former a person is aware of its own feelings and in the latter a

person isn't able to fully understand its own feelings. The final component of the psyche is the *ego*, which is considered the mediator between the *id* and the *superego*. It acts under the realistic principle by finding ways of satisfying *id*'s need without compromising the *superego*'s moral values. This conflict happens mostly at an unconscious level therefore the person isn't entirely aware of the causes behind certain behaviours.

These concepts have helped to understand the consumer by showing that its behaviour is much more complex, i.e., a person doesn't only buy a product just because of its function in fact the motivations behind it are so intricate that a consumer is hardly aware of the reasons that lead to the buying of the product. Taping into the consumer unconscious is believed to be the key to successfully pushing a product.

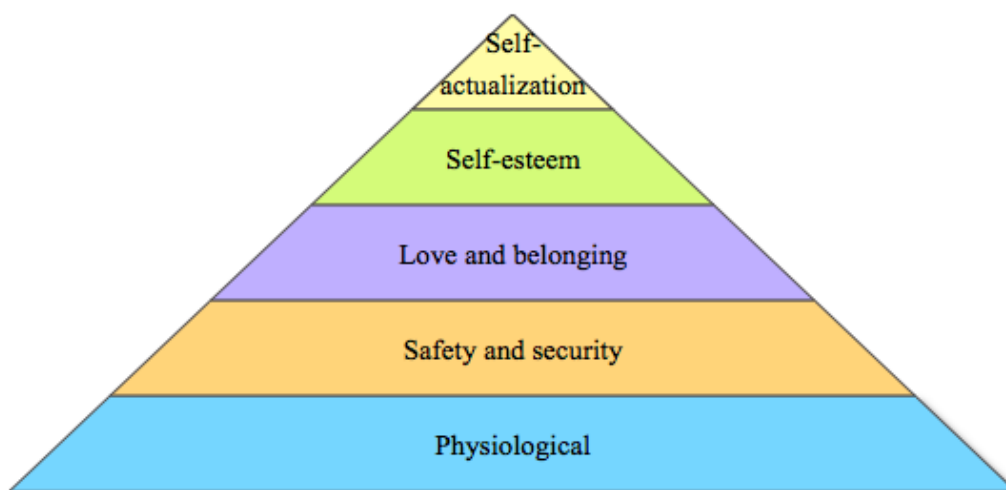
1.3. Maslow's Theory

Abraham Maslow developed the theory that behaviour stems from a group of needs that every individual has. The hypothesis that support this theory are the following:

- a. A person has different needs that have different levels of priority and therefore can be hierarchized;
- b. A person seeks to fulfil the need that is more important first;
- c. After fulfilling one need the person aims to fulfil the next need.

Needs can be organized in five different groups: physiological, safety/security, love/belonging, self-esteem and self-actualization. These groups are arranged according to their priority, as shown in Figure 3 where the degree of priority increases from top to bottom (Maslow, 1943).

Figure 3 - Maslow's Hierarchy of Needs



Source: Maslow (1943)

The physiological needs are considered by Maslow the most important ones since they are critical for human survival. These are needs such as food, water and sleep. An individual can only focus on the other levels of needs after satisfying these basic needs.

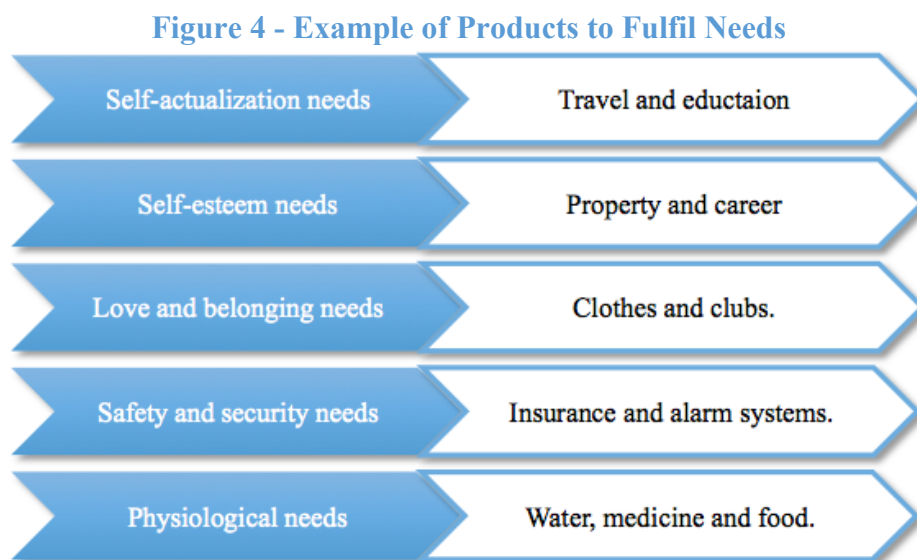
The safety and security needs concern physical, mental and emotional spheres, for example having a home, being employed and living in a safe environment. In a sense, like the physiological these are basic needs but as vital.

The love and belonging needs are related to feelings and relationships, thus they are linked to family, friendship and acceptance by others.

The self-esteem needs concern the individual's wish to be valued by others, it relates to confidence, having the respect of others and by others, consequently feeling good about yourself.

The self-actualization needs are the last level and where the individual tries to expand his knowledge and aims to surpass himself. These needs are for instance, creativity, lack of prejudice, problem solving and autonomy.

All these needs are easily applied in consumer behaviour, since the use of products and services satisfy them more and more. The following diagram (Figure 4) gives some examples of needs satisfied by certain products. (Karsaklian, 2004; Dubois, 2005)



Source: Author's Elaboration

1.4. Theories of Learning

Learning is a permanent change in an individual's behaviour and it is caused by experience. An individual doesn't only learn by direct experience, he can also obtain knowledge by observing other people and their experiences. Learning can be incidental, i.e., an individual can learn something without the having the intent to learn. The constant exposure to stimuli turns learning into a continuous and mutable process.

There are several theories about learning, on the two ends of the spectrum we have the behavioural theories and the cognitive theory.

The behavioural learning theories are based on the simple principle that learning is a response to external events. The learning process is composed of three elements: stimulus, individual and response, as the following figure shows (Figure 5).

Figure 5 - Learning Process

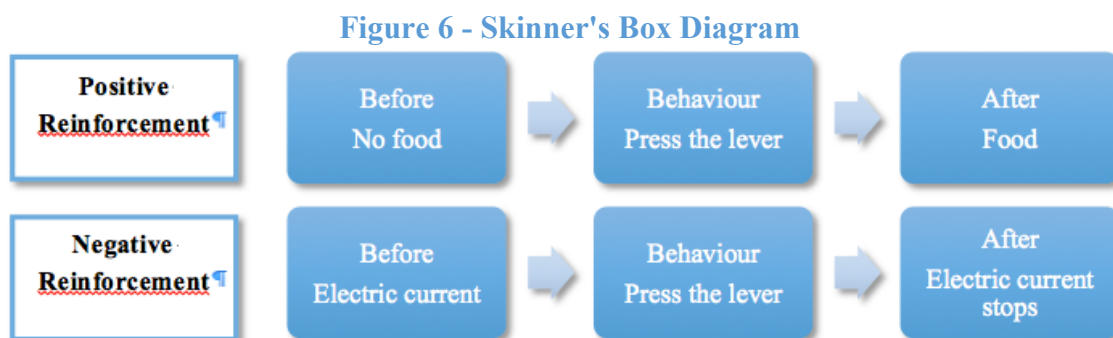


Source: Based on Karsaklian (2004)

From this perspective, two approaches arise: the classic conditioning and the instrumental conditioning. The classic conditioning occurs when a stimulus that has a certain response is associated with another stimulus that generates no response, in order to a new learned response. The well-known example for this process is based on the observations of Ivan Pavlov when using dogs in a research. Pavlov used a bell as neutral stimulus along with meat powder a stimulus that causes dogs to salivate. In this case, the meat powder is an unconditioned stimulus, since it could innately generate the response (salivation). However, with time the bell became a conditioned stimulus, it initially didn't cause salivation but the dogs started to associate this stimulus with the meat powder and consequently started to salivate just by hearing the bell. The salivation when associated with the bell became a conditioned response. The conditioned response is more likely to occur when the conditioned stimulus and the unconditioned stimulus are associated numerous times (Krugman, 1994).

The instrumental conditioning is based on the idea that an individual learns behaviours that have a positive outcome and avoids those that have negative outcomes. This process was demonstrated by B.F. Skinner who taught animals certain behaviours by using a reward system. In opposition to

classical conditioning, this approach tends to be more complex and the behaviour can be seen as a way to win a reward or avoid punishment. There are three methods that can be used in instrumental conditioning: firstly, positive reinforcement which intensifies a behaviour by using something an individual finds rewarding as a consequence of the behaviour; secondly, negative reinforcement which potentiates a behaviour by having as a result the cessation of an unpleasant experience; finally, punishment which is the opposite of a reinforcement, instead of seeking the increase of a response, it terminates responses that are considered undesirable. To better understand these methods, the Skinner box experience is a good example (Figure 6).

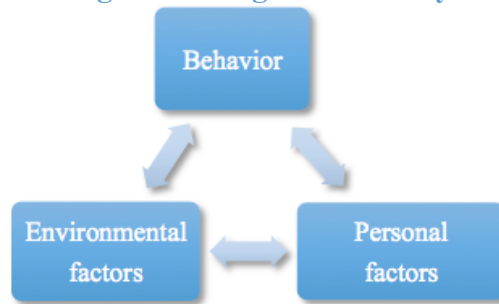


Source: Author's Elaboration

Skinner puts a rat in a box with no food, by moving around the rat involuntarily presses a lever that drops a pellet of food, after some time the rat understands that in order to have food it needs to press the lever so it starts to do it deliberately. The rat is positively reinforced in order to have a certain behaviour. In another experiment, Skinner puts a rat in a box and this time adds electric current to it. The rat feels discomfort and by moving around once again it presses a lever involuntarily which stops the electric current. The rat stops feeling discomfort and by repetition learns to intentionally press the lever in order to stop the current. This way the rat is negatively reinforced to act a certain way.

The cognitive theory, in opposition to the behavioural theories, highlights the importance of the mental processes that occur at an internal level thus making learning more complex. Therefore an individual doesn't develop an automatic response to stimuli, instead he foresees the consequences of a behaviour due to previous experiences. A behaviour results from personal factors and environmental factors, these three elements are interrelated to each other (Figure 7).

Figure 7 - Diagram of Cognitive Theory Elements



Source: Author's Elaboration

It is the interaction of these elements that causes learning. The personal factors, such as values and ideas are shaped by the environmental factors, such as friendship and family. At the same behaviour can affect the personal factors in the sense that it can change the way an individual thinks likewise a personal factors can influence the an individual's behaviour. In addition, environmental factors can alter and be altered by an individual's behaviour. Thus, for successful learning to occur an individual should have positive personal factors as well as a positive behaviour and a supportive environment. Finally, the cognitive learning declares that ultimately learning results from the constant evaluation of past and present experiences.

1.5 Social Theory

Devised by Albert Bandura, this theory encapsulates concepts of Skinner's instrumental theory. The main idea is that learning occurs by the observation of other people's behaviour, hence the social focus of this theory. The most flagrant example of this theory is the way learning occurs in children, which is by observing those around them and subsequently proceed to imitating them.

One of Bandura's well-known experiments was the Bobo Doll Experiment, the objective was for adults to interact with an inflatable toy in aggressive and non-aggressive ways to see if the children imitated those behaviours. The results showed that children tend to have aggressive behaviours when they witness adults being aggressive, likewise when the adult has a non-aggressive role the children tend to be less aggressive. Thus, confirming that children learn by observing and by imitating others (Grusec, 1992).

From his experiments, Bandura elaborated three modes of observation learning:

- a. Live Model – when a person performs a behaviour;
- b. Verbal Instruction Model – when a person describes a behaviour;
- c. Symbolic Model – when a real or fictional character demonstrates a behaviour through media sources (television, books, etc.).

Bandura also defended that learning didn't necessary mean that there would be a change in behaviour and that not all behaviours could be learned successfully through observation.

1.6. Table summary of Consumer Behaviour Theories

The following table recaps the consumer behaviour theories mentioned throughout the previous pages.

Table 1 - Summary of Consumer Behaviour Theories

Theory		Principle
Rational Choice		All human action is essentially rational therefore decisions are only made after weighing the costs and benefits.
Psychoanalytic		Human action is a reaction to a certain stimulus, which can be internal or external.
Maslow's Needs		Behaviour stems from the fulfilment of needs that every individual has.
Learning	Behavioural	Learning is a response to external events.
	Cognitive	An individual doesn't develop an automatic response to stimuli, instead he foresees the consequences of a behaviour due to previous experiences.
Social		Behaviours are learnt through social interaction, by observation and imitation.

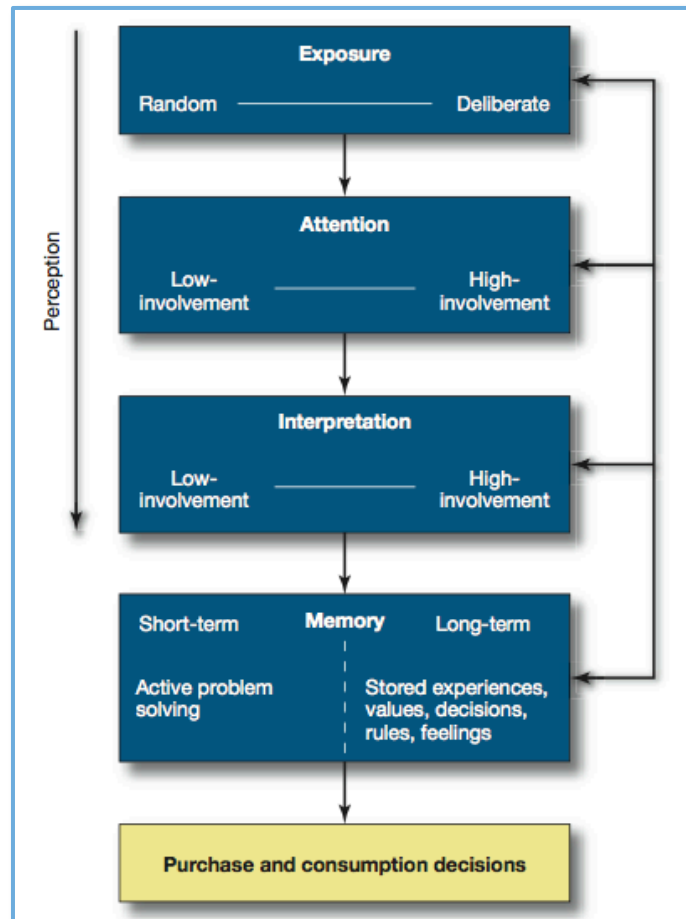
Source: Author's Elaboration

2. Perception, Memory and Learning

Perception is a dynamic process in which an individual gives meaning to a stimulus. However perception can be subjective, many times there is a discrepancy between the produced stimulus and the received stimulus and it is also selective, an individual is only exposed to a small group of stimuli since the brain disregards the rest.

The information processing model regards the steps that occur after the exposure to stimuli: exposure, attention, interpretation and memory (Figure 8). Perception is composed by the first three stages (Hawkins and Mothersbaugh, 2010).

Figure 8 - Information Processing Model



Source: Hawkins and Mothersbaugh (2010)

The first stage is exposure and it “occurs when a stimulus is placed within a person’s relevant environment and comes within range of their sensory receptor nerves.” (Hawkins and Mothersbaugh, 2010). As mentioned before, an individual will only be exposed to a few stimuli despite the numerous information available nowadays. However, most exposure to stimuli is deliberate, i.e., individuals seek information that they see as relevant to them and their goals. Only small fraction of the exposure to stimuli is somewhat random.

The second stage is attention and it “occurs when the stimulus activates one or more sensory receptor nerves, and the resulting sensations go to the brain for processing.” (Hawkins and Mothersbaugh, 2010). For example, stimuli such as colour and sound, activate sensory receptor nerves existent in the eyes and ears. Attention is influenced by three factors:

- a. Stimulus – physical characteristics of the stimulus, such as size, intensity, colour, movement and information quantity;
- b. Individual – characteristics that set apart one individual from another, for example, motivation and ability;

- c. Situational – characteristics of the environment, for instance clutter and program involvement.

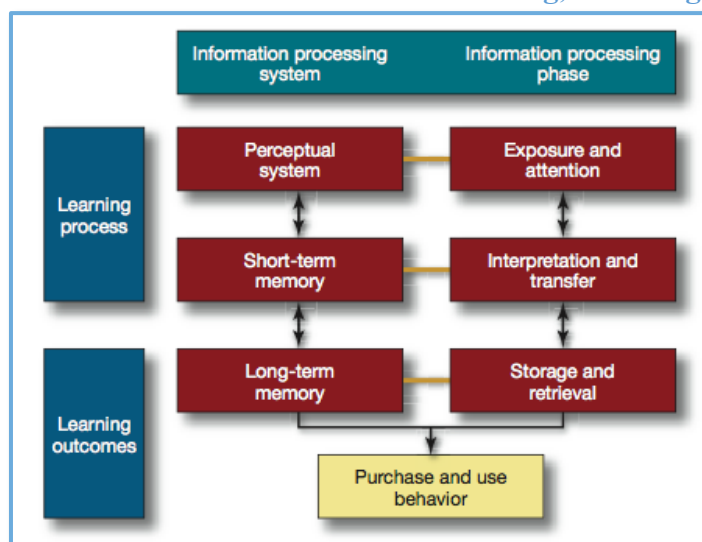
Hence, different individuals may have different levels of attention to the same stimulus and also the same individual may have different levels of attention toward the same stimulus at different times.

The third stage is interpretation and it is “the assignment of meaning to sensations.” (Hawkins and Mothersbaugh, 2010). In simpler terms is the how an individual comprehends information. There are two types of interpretation: cognitive, the stimuli are categorised into existing meaning categories and affective, the stimuli generate emotional responses. Interpretation is influenced by individual traits, learning and expectations.

Overall, individuals have different perceptions towards the same stimuli due to selective attention (focusing on relevant stimuli that relate to an individual’s needs rather than focusing on normal stimuli), selective distortion (interpreting stimuli so that they support the individual’s beliefs) and selective retention (retaining information from stimuli that have to do with the individual’s values).

Perception, learning and memory are extremely interrelated to each other and occur virtually at the same time. The different aspects of learning are managed by information processing systems. The information that comes from exposure and attention is processed by the perceptual system. When the information is stored temporarily, the short-term memory is used so that a part of that information gets interpreted and transferred to the long-term memory, where information is stored and retrieved in order to be used (Figure 9).

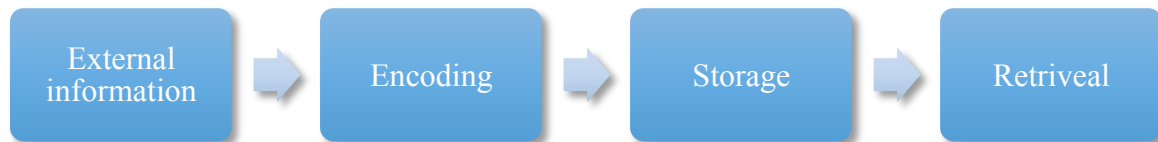
Figure 9 - Relation Between Information Processing, Learning and Memory



Source: Hawkins and Mothersbaugh (2010)

Memory is the process of acquisition and storage of information for future usage, it is also fundamental to the learning process. Memory can be condensed into three steps: encoding, storage and retrieval (Figure 10). First the external information enters the brain, then it is encoded so that it becomes comprehensible, after that it is stored and later it is retrieved when necessary (Solomon, 2008).

Figure 10 - Memory Process

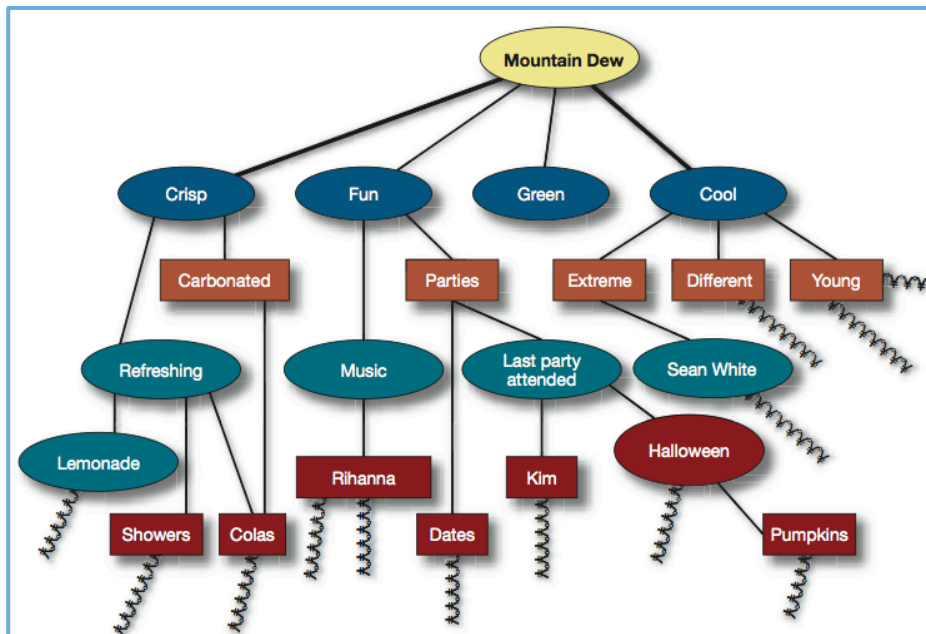


Source: Based on Solomon (2008)

Memory can be divided into three systems: sensory memory, short-term memory and long-term memory. Sensory memory receives information from sense organs and stores it from an extremely short period of time. Sometimes the information is retained for future processing, so its knowledge is transferred to the short-term memory. Short-term memory holds temporarily information that originates from the sensory memory or from the long-term memory, while it analyses and interprets it. It processes the current information but it has a limited capacity (Atkinson and Shiffrin, 1971). Long-term memory holds information for extended periods of time and receives information from the short-term memory. The type of information stored includes concepts, decisions and affective states (Atkinson and Shiffrin, 1968).

Overall the information is stored in a knowledge structure or schematic memory, where all the different pieces of information are connected to each other, forming a pattern of associations that are related to a specific concept (Figure 11).

Figure 11 - Example of a Schematic Memory



Source: Hawkins and Mothersbaugh (2010)

A schematic memory is extremely complex and can contain numerous associations as well as numerous concepts. Essentially, the concepts are stored in nodes that are connected to each other by associative links. Those nodes end up forming the meaning of a certain item. The associative links can be strong or weak, in fact without reinforcement some links may vanish. The activation of those nodes is influenced by the environment in which that memory was formed. The stronger links are more easily they are activated, therefore that information is more easily retrieved (Hawkins and Mothersbaugh, 2010).

The retrieval of information is a complex process, an individual is able to store plenty of information, and however some information is extremely difficult to access. There are many factors that influence an individual's ability to retrieve information, it may be physiological factors (e.g., age) or the environment in which the individual is exposed to the information, and whether the environment is positive the individual is more likely to remember the information. In addition, the accessibility can also be strengthened through the rehearsal, repetition and elaboration. The accessibility of a node increases with the increase of links, i.e., with the creation of numerous pathways retrieval becomes easier. Sometimes a memory suffers change, particularly when an individual has little recollection of about it, so the memory is constructed based on a series of inferences.

As mentioned earlier, memory is extremely important when it comes to learning. It is the memory process that allows the accumulation of experiences and knowledge. Nevertheless, it is also due to the memory process that sometimes individuals forget what they have learned. The act of forgetting

may be referred to as extinction (when learning is not reinforced) if the conditional learning approach is taken into account or referred to as retrieval failure (information is not accessible) if the cognitive learning is considered.

If the retrieval of information is more likely to successfully occur when the links between the nodes are stronger, the same is true for learning. In fact, the strength in learning is influenced by the following factors:

- a. Importance – it is the relevance of the information to be learned for the individual. Learning becomes more efficient, if the importance for the individual of learning a particular information is exceptionally high;
- b. Message involvement – when the individual is highly involved with the message itself and relates it to himself;
- c. Mood – a positive mood enables the individual to better receive information thus boosting learning;
- d. Reinforcement – increases the probability of repetition hence impacting learning;
- e. Repetition – allows the increment of accessibility of information since it reinforces the links between the nodes;
- f. Dual coding – when information is stored in different ways or codes, creating more pathways that allow the retrieval of information.

3. Emotion

Emotions are fundamental to the actions of individuals, since this complex state of feelings leads to changes, both physical and psychological, that affect behaviour and thought. An emotion is a “mental state of readiness that arises from cognitive appraisals of events or thoughts; has a phenomenological tone; is accompanied by physiological processes; is often expressed physically (e.g., in gestures, postures, facial features); and may result in specific actions to affirm or cope with the emotion, depending on its nature and meaning of the person having it.” (Bagozzi, Gopinath, and Nyer, 1999). Therefore, emotions are intrinsically connected to needs, motivation and personality.

Emotions can also be understood as a process, which is usually divided into two phases: the first occurs between the perception of stimuli and the physical response and the second is the actual physical response. In the first phase when faced with a stimulus the individual tries to comprehend that stimulus, that comprehension is extremely subjective, i.e., different people have different understandings of the same stimulus. It is safe to say that with this level of cognition, an emotion is

more than a direct response to stimuli. In fact cognitive theories state that the type of understanding an individual has of a stimulus determines the obtained emotion and that the individual's needs, values and goals are factors that affect the resulting emotion.

In opposition, the non-cognitive theories claim that there is no cognitive action in the first phase but rather a reflex-like reaction. Emotions are uncontrollable responses to certain stimuli, thus they are not related to the rational/cognitive processes of the human brain. In fact, any cognitive process that may occur is just an add-on to the non-cognitive process. However some academics recognise that in particular situations an emotion might be the result of a cognitive activity, i.e., a specific information will suffer an affective appraisal that will generate a specific response. Individuals have a "set of inbuilt affective appraisal mechanisms, which in more primitive species and in neonates are automatically attuned to particular stimuli, but which, as human beings learn and develop, can also take as input more complex stimuli, including complex 'judgments' or thoughts" (Robinson, 2004). Emotions may end or be modified when cognitive appraisals or reappraisals occur. Basically, it is the "affective appraisal that "evaluates" a situation in terms of a few simple categories and that sets off the physiological activity, action tendencies, and changes in facial expression that constitute the emotional response." (Robinson, 2004).

For several theorists, some emotions are cognitive while others are non-cognitive. The model proposed by Paul Ekman has two mechanisms: appraisal mechanism and the affect program. The appraisal mechanism acts when there is an immediate response to stimuli (internal or external) but there is no conscious awareness. Taking into account that the time between the stimulus and the response is short, the appraisal mechanism operates rather quickly and sometimes automatically, when it comes to detect certain stimuli (also called elicitors). There are many factors that impact the elicitors, therefore they tend to vary from individual to individual. Although, generally speaking, each emotion has similar elicitors. The affect program, relates to the emotion response in terms of physiological responses and stereotypical behaviours. In addition, it stores patterns for complex organized responses (Ekman and Davidson, 1994).

4. Attitudes

An attitude relates to the many aspects present in the individual's life, for example people and objects, i.e., a "person's attitude represents his evaluation of the entity in question" (Ajzen and Fishbein, 1977), this evaluation can be positive or negative. Attitudes are fundamental in order to understand the buying behaviour, since they can also concern an individual's evaluation of a product or brand.

Behind an attitude is always a motivation, therefore attitudes can be grouped according to their motivational basis:

- a. Instrumental function – the individual's attitude is based on a reward-punishment dynamic, since he seeks the maximization of satisfaction and the minimization of dissatisfaction. Thus it is an utilitarian function;
- b. Ego-defensive – the individual protects himself from its internal feelings and external factors that go against his values;
- c. Value-expressive – the individual expresses attitudes based on his values and the concept of himself;
- d. Knowledge – the individual seeks consistency in his life by giving meaning to the world around him.

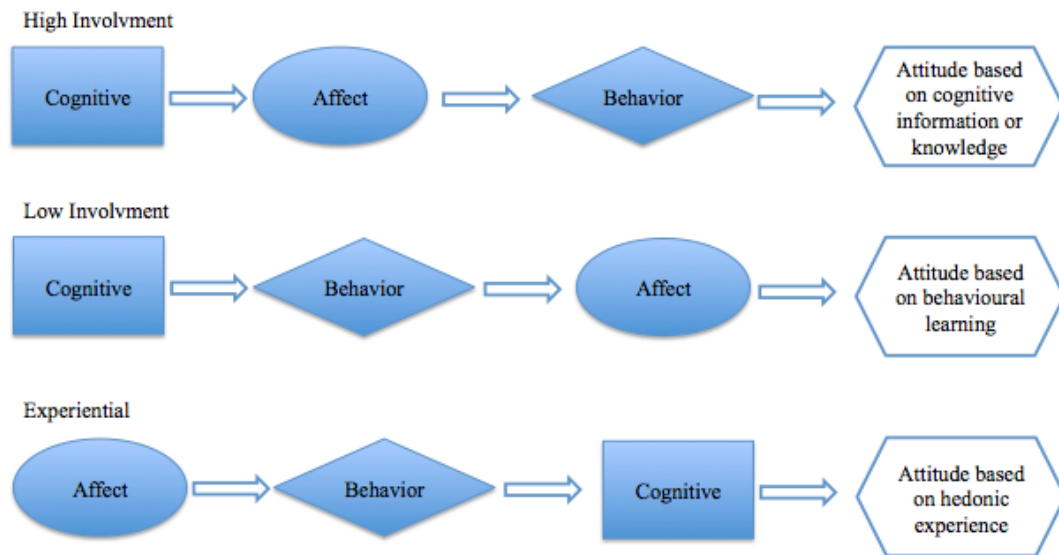
This functional approach allows the understanding of the reasons behind attitudes in a simpler manner, however the motivations behind those reasons might be more complex. An attitude may have more than one function, however in most cases one is dominant (Katz, 1960).

There are three components to an attitude: cognitive, affective and behavioural. Also known as the ABC Model, these components are inter-related and have different impacts on attitudes.

The cognitive component relates to the knowledge, beliefs and associations that an individual has towards a certain object. The affective component concerns the individual's emotions and feelings towards a specific object. The behavioural component is the individual's response towards a certain object. The more favourable is a component the more favourable the attitude will be.

The combinations of the components create different attitudes. The sequence of steps that result in an attitude, is called an hierarchy. The following figure12 shows the hierarchies of effects.

Figure 12 - Hierarchies of Effects



Source: Based on Solomon (2008)

The high involvement hierarchy starts with an individual gathering information and evaluating it, subsequently he forms a feeling about the object in question and finally engages in a specific behaviour. The individual is extremely involved in this process. The low involvement hierarchy also begins with the evaluation of information, unlike the high involvement hierarchy the behaviour precedes the establishment of a feeling. The experimental hierarchy initiates with the individual having a specific feeling towards an object, engaging in the behaviour and only after that evaluating information. In a consumer behaviour perspective, in the high involvement hierarchy the purchased is influenced by information whereas in the experimental hierarchy it is influenced by feelings.

As mentioned before the three components that form attitudes are inter-related to each other, in fact if one component suffers an alteration it originates change in the other components, this is called consistency. Attitudes can be extremely complex, thus in order to decode them Multiattribute Attitude Models have been elaborated by scholars. These models are usually based on the principle that the attitude of an individual towards an object is a result of his beliefs about the object's many attributes. One of the most well-known models is the Fishbein Model, which takes in consideration three elements of attitudes: relevant beliefs about the object during evaluation, object-attitudes linkage and evaluation of each of the important attributes. When combined, the three elements allow the measurement of the attitude towards an object by using the following equation (1).

$$\text{Equation (1) } A_O = \sum_i^N B_i a_i$$

where,

A_O = attitude towards object O

B_i = strength of belief i about O

a_i = evaluative aspect of B

N = number of beliefs about O

However, this model has some issues, for instance it doesn't take into consideration the need of someone else's cooperation in certain situations, an attitude doesn't derive a specific behaviour and also it doesn't consider impulsive behaviour.

Attitudes are formed through learning, thus there are based on experiences as well as influenced by social factors (e.g. family and friends), cultural factors and the overall environment that surrounds the individual.

Change is another phenomenon that might occur in attitudes, i.e., throughout time some attitudes suffer alterations. The cognitive-dissonance theory is based on the principle that when an individual is faced with incoherence between attitudes, he will change his behaviour in order to correct that dissonance. In the Cognitive Dissonance Experiment, it was concluded that the individuals after engaging in behaviours contrary to their opinions, had the tendency to change their opinions so that they became coherent with what they had done. Another interesting outcome was that the individuals that were under more pressure to engage a specific behaviour, had less tendency to change their opinions (Festinger and Carlsmith, 1959).

Overall, an individual is able to reduce dissonance in three manners:

- a. Changing attitudes in order to reach coherence;
- b. Acquiring new information that overshadows the dissonance;
- c. Reducing the importance of cognitions thus decreasing the meaning of dissonance.

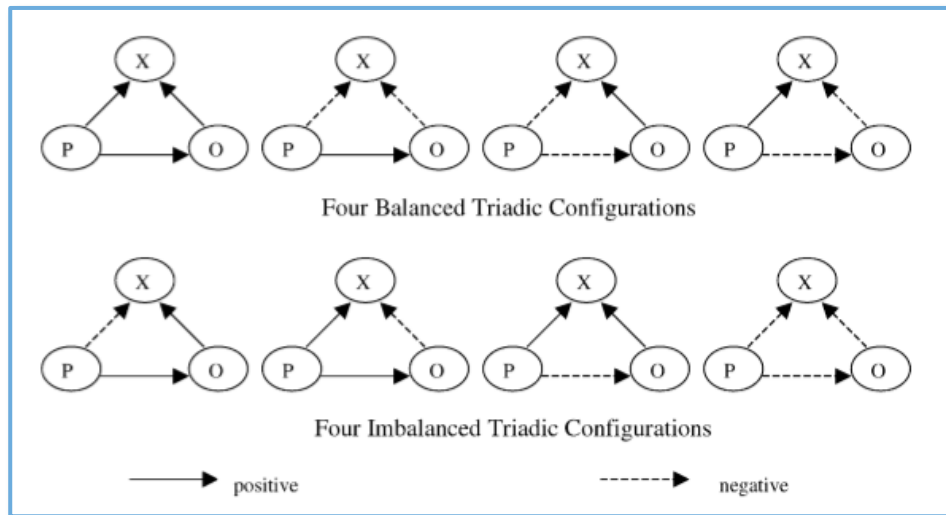
An alternative to the cognitive-dissonance theory is the self-perception theory, which states that individuals use their behaviour to understand their own feelings and motivations. In a way, it is as if the individual is an external observer who relies on exterior cues, such as behaviour cues, in order to comprehend his own motivations (Bem, 1967).

According to the social judgement theory, as individuals gather new information they categorize it in a pre-existent pattern, i.e., by using previous information as an anchor to catalogue new ones. It varies from individual to individual, which information is acceptable and which is not. Therefore, a change in attitude occurs after information is evaluated through a judgmental process. In order to do that, individuals form the latitude of acceptance for the acceptable information, the latitude of non-commitment for the information that is neither accepted nor rejected and the latitude of rejection for the information that is rejected. These latitudes can be influenced by the level of ego-involvement that an individual has. For instance, if the level of ego-involvement is high, the size of the individual's latitude of rejection will increase whereas the size of the other two latitudes will decrease. Since, the judgmental process is based on perception, distortions may occur. The assimilation and contrast effects occur during those distortions, the former arises when the individual perceives the information to be close to his position/opinion, as for the latter it happens when the information perceived is far from the individual's position/opinion.

Finally, the balance theory is based on the principle that individuals perceive cognitive elements as a system, which needs to be maintained in a balanced state. When the system is unbalanced the individual feels a need to re-establish balance. This theory has a strong social foundation, the basic system proposed is a triad, where two people and an object are the elements and their relations are the links (Heider, 1946).

The triad is also called a POX, where p is a focal person, o another person and x an object or a third person. The relation between those elements can be positive or negative. It is those relations that make the system balanced or unbalanced (Figure 13).

Figure 13 - Triad Configuration



Source: Hummon and Doreian (2003)

In the first triad (Figure 13 - top row), the relations (attitudes) from p towards o and x are positive as well as from o towards x. Thus, there is balanced in this system. The following three triads show balance as well, meaning that there is no tension among the elements. In the last triad (Figure 13 - bottom row), the relations are negative between all the elements, thus tension is created and the system becomes unbalanced. To re-establish balance at least one of the elements need to change their attitude (in this case from negative to positive) so that the triad acquires a balanced configuration. Overall, the balanced triads are considered stable, while the unbalanced are seen as unstable (Hummon and Doreian, 2003).

5. Hedonic and Utilitarian Consumption

There are countless aspects to the concept of consumption, which can be simply defined as the purchase of goods and services by individuals. So far, the theories and perspectives described relate to what drives the buying behaviour, which is a spectrum that goes from rational reasons to the emotional reasons and from conscious reasons to unconscious reasons, for instance. Despite the differences between these theories, most of them agree that when an individual buys a product or service he expects a certain outcome. Usually, consumers make goal trade-offs to establish the consumption experience, thus consumers' goals are important for the decision making. During a consumption episode the consumer may have conflicting goals, for example buying an expensive car that is beautiful or buying a car that uses less fuel but it is ugly, in most situations the decision making involves trade-offs. Generally, a product is bought either by their pleasure purpose or their instrumental purpose. Therefore, in this decision making the trade-offs are between utilitarian and hedonic goals. In some situations, consumers tend to balance goals (fulfilment of both goals), while

in others they tend to highlight one goal (fulfilment of one goal at the other goal's cost) (Jiang, Coulter and Ratneshwar, 2005).

The hedonic consumption relates to the emotions and senses, thus it can be subjective. It can be defined as “those facets of consumer behaviour that relate to the multisensory, fantasy and emotive aspects of one's experience with products.” (Hirschman and Holbrook, 1982). The utilitarian consumption has to do with the functional attributes of the product, which are mostly tangible and are task oriented. Hedonic goods are for example luxury cars, jewellery or music, whereas utilitarian goods are for example cleaning products, food or security systems. Although, consumers categorize products as being primarily hedonic or primarily utilitarian, most products have both hedonic and utilitarian dimensions, which are present in different degrees, for example a consumer that buys a mobile phone may base his decision both in hedonic (e.g. status) and utilitarian goals (e.g. battery duration), Nevertheless, the emotional reasons often overshadow functional reasons in consumers' decision making.

Studies show asymmetry in how consumers' trade-off the hedonic and utilitarian dimensions in acquisition and forfeiture choices. The hedonic dimension degree increases in forfeiture choices, i.e., when the consumer has ownership of a good he is more averse to losing an hedonic good than an utilitarian one. One of the reasons is the symbolic relationship between the consumer and the product, the relationship tends to be stronger with the hedonic goods since they relate to emotions. In acquisition choices, the utilitarian dimension degree increases due to the fact that consumers feel less guilty when acquiring utilitarian products rather than hedonic products (Dhar and Wertenbroch, 2000).

In terms of benefits, a hedonic product allows the consumer to get the benefits during the consumption of the product, whereas with an utilitarian product the consumer only gets the benefits after the consumption of the product. Thus, hedonic products offer instant benefits and utilitarian products offer delayed benefits.

6. Relationship Quality

Indisputably, having a relationship with the consumer is one of the pillars of success in business and marketing strives to understand this dynamic between company and consumer. Essentially, when it comes to consumer relationships the main goals are to attract, develop and retain. From a business facet a relationship is a connection between two or more parties, which is mutually beneficial, for example, from a financial standpoint. The term quality, again from a business perspective, means

meeting the needs and expectations of consumers. Quality plays a big role, when it comes to building relationships with customers (Mysen, Svensson and Högevold, 2012).

The concept of relationship quality can be theorised as “a construct consisting of several components” (Rahmani-Nejad , Firoozbakh and Taghipoor , 2014). Among those components, the triad constituted by satisfaction, trust and commitment can be highlighted, due to its importance.

Consumer satisfaction helps to maintain an enduring relationship thus driving profitability and enhancing the company’s competitive advantage over its competitors. Customer satisfaction can be defined as “Customers’ cognitive and affective evaluation based on the personal experience across all service episodes within the relationship” (Storbacka , Strandvik and Grönroos , 1994). In theory, the more satisfied the consumers are, the longer and stronger the relationship will be. The level of satisfaction varies from consumer to consumer, in fact each consumer has a zone of tolerance when it comes to the desired level of service. A more complete definition of consumer satisfaction is “the consumer’s fulfillment response. It is a judgment that a product/service feature, or the product or service itself, provided (or is providing) a pleasurable level of consumption-related fulfillment, including levels of under or over fulfillment.” (Oliver, 2010). It is the comparison of the consumer’s perspective/perceptions about a product with the products actual performance that determines satisfaction or dissatisfaction, i.e., the comparison between the costs and rewards of the consumption of the product.

There are many antecedents of satisfaction to take in consideration, which can be psychological or physical, however the most commonly used are consumer’s expectations and perceived product performance. They are both subjective and differ from consumer to consumer, since expectations are based on opinions as well as experiences and perceived performance is formed through judgments.

Regarding the effects of consumer satisfaction, both satisfaction and dissatisfaction have impact in the relationship between consumer and company. The main positive consequences are:

- a. Retention – consumer satisfaction is highly linked to consumer retention. If a consumer is satisfied, he is more likely to engage in a longer relationship with the company and its products. The outcomes are extremely beneficial since maintaining consumers is less costly than attracting new ones, the consumer becomes more profitable (increases the number of purchases) and spreads a positive opinion about the product, thus consumer retention is a revenue-producing asset for the company. Nevertheless, consumer satisfaction alone, doesn’t guarantee consumer retention;

- b. Loyalty - Consumer satisfaction may lead to loyal consumers. Usually, loyalty tends to make the consumers less price-sensitive, less likely to switch brands as well as more profitable. Nowadays, loyalty is a significant competitive advantage, nonetheless it is exceptionally difficult to achieve due to the large number of choices available in the market.

Negative consequences are also a possibility, for instance:

- a. Switching brands – The consumer simply swaps one product with another one (from a competitor) due to dissatisfaction issues and because he is convinced the other product will better fulfil his needs;
- b. Complaint behaviour – The consumer complains privately or publicly about the product, which can generate a negative reputation and drive other consumers away. However, complaints can also have a positive outcome by bringing to light problems and faults, allowing the companies to make improvements, ultimately increasing consumer satisfaction.
- c. Negative word of mouth – More and more consumer use other consumers opinions in their decision process, word of mouth has become an important tool for the modern day consumer. For the companies, it can be a double edge sword and it can make or break a company. When a consumer is tremendously dissatisfied with a product performance, he tends to spread negative opinions among other consumers, which can have a negative impact on the company and its products.

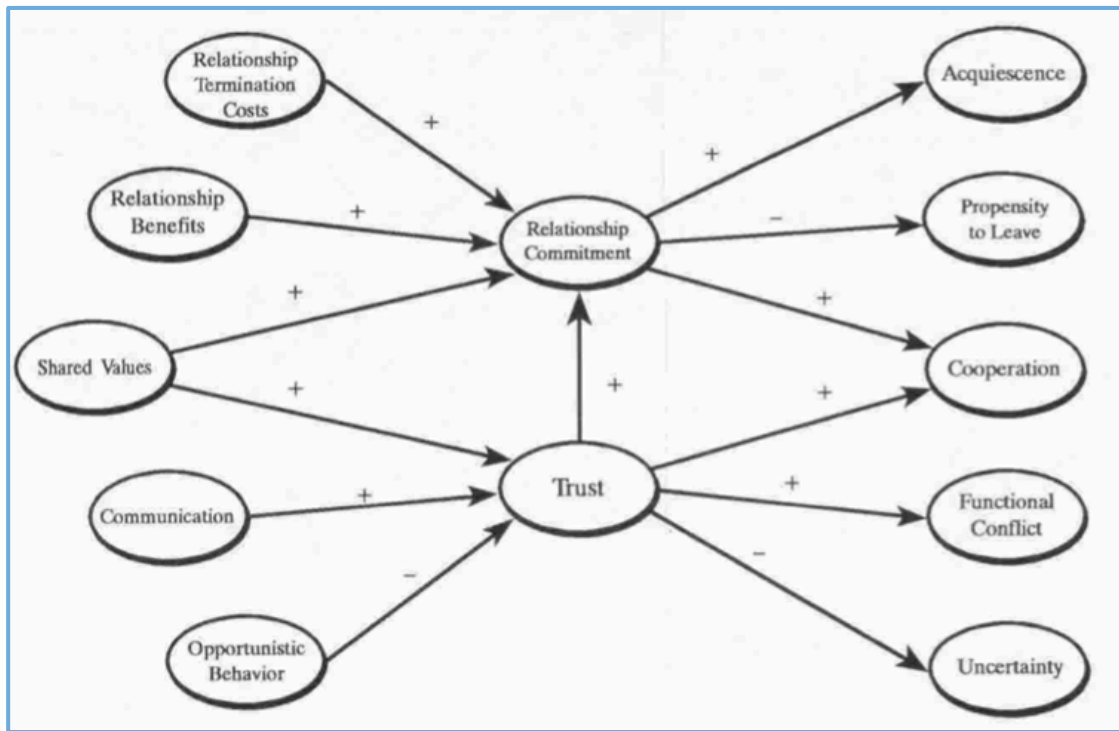
Commitment is another component of relationship quality, which regards the person's intent towards another and can be defined as “the parties' intentions to act and their attitude towards interacting with each other. High relationship value will affect commitment positively” (Storbacka , Strandvik and Grönroos , 1994). In addition, consumer commitment is key to understand repeat purchasing as well as loyalty. Consumer commitment can be perceived from three dimensions: affective commitment, temporal commitment and instrumental commitment. The affective commitment regards the intent of having an unwavering relationship throughout time, it is related with attitudes as well as emotions and the consumer's yearning to have an enduring relationship with a specific company; the temporal commitment concerns the reinforcement of the relationship's meaning and durability throughout time as well as consistency; the instrumental commitment relates to the creation of a self-interested stake, the consumer realizes the termination of the relationship involves costs so he chooses to stay in the relationship (Beatson, Coote and Rudd, 2006). Commitment is intrinsically linked to trust and the notion that it is challenging to get a better value/outcome elsewhere, thus is more advantageous to improve the relationship than switching. A high level of

commitment from the parties involved in the relationship leads to a synergetic relationship, where there is no opportunism but rather the cooperation and teamwork (Morgan and Hunt, 1994).

Finally, trust regards the prospect of positive results due to the actions of the other parties, it implies that the consumer's perception of risk is low and that the company has credibility, i.e., trust occurs "when one party has confidence in a exchange partner's reliability and integrity." (Morgan and Hunt, 1994). Suppose the consumer faces uncertainty in his decision, trust will help the consumer make a decision by acting as a psychological safety net. A company can generate trust among its consumers through rational and emotional bonds. Rational bonds relate to the actual skills, capabilities and dependability of the company, whereas emotional bonds regard the care and altruism of the company. Usually trust involves two dimensions: honesty and benevolence, thus it has a strong emotional facet. Also, trust is linked to commitment and helps to achieve consumer loyalty.

The commitment-trust theory of relationship marketing states that both trust and commitment are imperative for the success of a relationship, moreover "they produce outcomes that promote efficiency, productivity, and effectiveness. In short, commitment and trust lead directly to cooperative behaviours that are conducive to relationship marketing success." (Morgan and Hunt, 1994). The KMV (Key Mediating Variable) shows commitment and trust as mediating variables between antecedents and outcomes of a relational exchange (Figure 14). In this model the antecedents relationship termination costs, relationship benefits, shared values, communications and opportunistic behaviour, are linked to the outcomes acquiescence, propensity to leave, cooperation, functional conflict and uncertainty.

Figure 14 - KMV Model



Source: Morgan and Hunt (1994)

The antecedents originate commitment and trust in a relationship, in its turn trust acts as a catalyst for commitment, finally the combinations of these two dimensions generate the outcomes. Hence, the link between commitment and trust shows that these dimensions are critical for establishing, developing and maintaining a successful relationship between company and consumer. Also, companies ought to engage in activities that support reinforce this link, such as offering resources that surpass the existing alternatives, setting high standards and associate with parties that also have high standards, communicating valuable information and avoid opportunistic behaviours.

Relationship quality results from the interchange between the company and its consumers, it can be interpreted as accumulated value in terms of products and services. Since acquiring new consumers is somewhat five times more expensive than maintaining existing consumers, from a company's standpoint it is more profitable to invest in long-term relationships (Athanasopoulou, 2006).

7. Mindfulness

The concept of mindfulness has been the focus of research over the last decades, particularly in the psychology field, however it has been largely overlooked by consumer researchers that only recently have started to study it. Mindfulness can be defined as "a state of conscious awareness characterized by active distinction drawing that leaves the individual open to novelty and sensitive to both context

and perspective” (Langer, *Matters of mind: Mindfulness/mindless in perspective*, 1992). Instead of being automatic and in a mindless state, the individual experiences a state of mental awareness where he processes information more thoroughly and is aware of aspects of the mind itself, also is the individual’s ability to notice and deal with what is new. The whole individual is engaged in the process. Typically individuals are used to act accordingly to past experiences and behaviours rather than using the present, thus actions become routines and perspective become pre-set. Mindfulness is usually disturbed by repetition and single exposure. The repetition of an action or a task becomes automatized and the individual becomes unaware of his actions, thus leading to mindlessness. Single exposure occurs when the individual is exposed to information but doesn’t processes it consciously so that information is stored under one perspective disregarding the alternatives, hence leading to mindlessness.

There are four main features of mindfulness:

- a. Greater sensitivity to one’s environment;
- b. More openness to new information;
- c. Creation of new categories for structuring perception;
- d. Enhanced awareness of multiple perspectives in problem solving (Langer and Moldoveanu, 2000).

Mindfulness can be learned and trained, so the individual can be taught to keep the mind actively present and involved in the moment.

Consumer behaviour and decision-making can be highly influenced by a consumer’s mindfulness since consumers that display a higher level of mindfulness tend to be more observant of a product’s features. These observations are directly related to how the consumer evaluates a product, service or company, particularly the ones that are novelties. In addition to easily accepting new products, mindful consumers actively process new information, unlike consumers that are less mindful. By being open to all kinds of information and more importantly by processing that information meticulously, mindful consumers tend to make conscious choices rather than impulsive ones. They are also more likely to understand the benefits of having a long-lasting relationship with a company and its products, thus they have more propensity to invest in that relationship (Ndubisi, 2014).

A mindful consumer is more knowledgeable and makes lucid choices, thus when he acquires a product he is confident that his expectations will be fulfilled and that his money will be well spent. Since relationship quality’s components (consumer satisfaction, commitment and trust) are greatly influenced by the individual’s perceptions and information processing, hence it is reasonable to

assume that mindfulness has an impact in relationship quality. By allowing the consumer to actively process information and be more aware of his surroundings, mindfulness transforms the consumer's perceptions and insights, which in their turn influence relationship quality and its components.

Part II – Empirical Research

The second part of this dissertation is dedicated to the empirical research. Here it is presented the description of the methodology appropriated to achieve the main objectives and contribute to give insights to the advance in knowledge on relationship marketing and travel issues. The second part also expose the data collection procedure, data treatment and above all the results, which in turn lead to draw the conclusions and implication.

8. Airline Travel Context in Europe

Over the last decade, there has been a shift in the business models of airline companies due to the proliferation of low cost airlines that currently control 25 percent of the worldwide market. The reduction of costs is the core of low cost airlines, therefore most business decisions are made with that aim. This allows these airlines to charge less than regular airlines, which been proven extremely popular among consumers (International Air Transport Association, 2015).

Figure 15 - Regular and Low Cost Airlines in Europe



Source: Author's Elaboration

The reduction of costs can be achieved either by eliminating or by charging for services and also by making alterations to the operation. Usually, low cost airlines sell most of their tickets online, which reduces the structure of the operation (no agency commissions, less employees, less onsite locations) and directly impacts the price of the ticket. In addition, almost every service from the checked baggage to the in-flight food is an extra only available through the payment of a fee. The airplane has many seats as possible, also the flights are direct and use mostly secondary airports and off-peak

hours. There are several other services that are eliminated or altered in low cost airlines, some impact the consumer directly while other have an indirect impact (Table 2).

Table 2 - Differences Between Regular and Low Cost Airlines

Regular Airlines	Low Cost Airlines
Normal seat density	Higher seat density
Lower utilization of the airplane (slower turnarounds)	Higher utilization of the airplane (faster turnaround)
Direct flights and connecting flights (transfers)	Direct flights
Primary airports (expensive fees)	Secondary airports (cheaper fees)
Private lounges and onsite customer service	Simple ground facilities
Tickets mainly sold through agencies (more taxes)	Tickets sold online
Various aircrafts	Standardised aircrafts (cheaper maintenance)
High crew costs	Lower crew costs
In-flight catering	No in-flight catering
Entertainment aboard	No amenities
Various passenger classes	One passenger class
No baggage fees	Baggage fees
No seat reservation fees	Seat reservation fees

Source: Author's Elaboration

Nowadays, the gap between regular and low cost airlines has been greatly reduced, since regular airlines are emulating low cost companies in order to match their level of competitiveness and consequently attracting more consumers. In fact, what was a simple decision based on pricing, has now become more complex, consumers have to take into account more than the ticket prices when choosing a regular or a low cost airline. For instance, British Airways used to have a free checked baggage policy but currently applies a fee to the checked baggage. Another example, is TAP which stopped offering free magazines and newspapers on board, now the passenger is only allowed to get one magazine and one newspaper from the TAP stand in the airport. The way most regular airlines deal with these cuts is by applying them to the lower passenger classes, such as economic and discount, i.e., for the executive classes more services are available. (International Air Transport Association, 2015)

There is no doubt that low cost airlines have a huge competitive advantage due to their business model, however regular airlines are bridging that gap rapidly. This means that the consumer has to weigh more factors when buying an airline ticket, it is not just about the pricing but about the whole flight experience. (International Air Transport Association, 2015)

9. Methodology

Overall, the conducted research was composed of three parts: firstly, the in-depth theoretical background that led to the finding of a gap (how mindfulness act as a moderator on relationship quality constructs in air travel context and how in-flight characterises influence on relationship quality); secondly, contact was made with managers of the Lisbon airport in order to get more information about in-flight and check-in characteristics; finally, a questionnaire was developed and executed. Throughout this chapter the objectives of the research, conceptual model and hypotheses, data collection and data treatment are discussed.

9.1. Objectives of the Research

We developed this research in order to go further in understanding the role of mindfulness in relationship quality and also analyse the effects of several in-flight characteristics on relationship quality and behavioural intentions.

Accordingly, the main objectives of this research are:

- Explore the moderator role of mindfulness on relationship quality and aircraft characteristics.
- Analyse the influence of in-flight ambience, space and staff on relationship quality.

To achieve the mentioned objectives, firstly an in-depth theoretical background was conducted that ultimately lead to the finding of a gap: mindfulness issues are not properly treated into the context of airline travelling and also how main characteristics of in-flight affect relationship quality; secondly the managers of the Lisbon airport were contacted to help develop the main characteristics of in-flight (e.g. air, temperature, noise, staff, among others); thirdly, a questionnaire was designed based on the findings of the theoretical background and the information collected from the airport managers in order to gather the perceptions of passengers that travel in Europe.

9.2. Moderator Role of Mindfulness on Relationship Quality and In-flight Characteristics

Mindfulness is characterised as an individual's level of self-awareness, i.e., it concerns the way an individual perceives what surrounds him and how they adapt to different situations based on those perceptions. In addition, Mindfulness is composed of four dimensions: greater sensitivity to one's environment; more openness to new information; creation of new categories for structuring

perception; and enhanced awareness of multiple perspectives in problem solving (Langer and Moldoveanu, 2000; Ndubisi, 2014).

It is believed that consumers that possess a higher level of mindfulness are actively involved in their decision making by being exceedingly aware of relevant information regarding the marketplace, such as trends, major players or product features. Moreover, mindful consumers are more likely to grasp market opportunities than less mindful consumers, since they will actively seek information in order to make a reasoned decision. So, if highly mindful consumers are more aware of what surrounds them, it is safe to say that they are also more sensitive to a company's marketing efforts. Some of the qualities linked to mindful consumers are observing capacities, greater awareness, greater empathy towards others, self-consciousness, self-control and concentration abilities. Consequently, we can assume that highly mindful consumers will demonstrate greater relationship quality as well as relationship outcomes.

Relationship quality is perceived as "a construct consisting of several components" (Rahmani-Nejad, Firoozbakh and Taghipoor , 2014). In other words, it encapsulates the intangible value existent in the interchange between consumers and companies, also it relates to the consumers' expectations towards companies and ultimately their fulfilment. Relationship quality can be composed of several dimensions, however for this research the dimensions taken into account were satisfaction, trust and commitment. Due to the nature of mindful consumers, information processing, better interpersonal abilities and greater tendency towards partnerships they have a higher inclination to build a quality relation with companies. Mindful consumers make pondered decisions, so when they buy a product they are almost certain their expectations will be fulfilled, consequently their level of satisfaction towards the product will be high. When the mindful consumer constantly associates satisfaction with a particular product, he tends to see the company that provides that product as trustworthy and reliable enough to invest in a relationship, where the mindful consumer is committed to have a long-lasting relationship with the company. It seems mindfulness has a domino effect on relationship quality, where its dimensions are linked and a result of each other.

Another factor that is important is how the consumers perceive the characteristics of the product or service. In the context of this research, it seems how passenger perceive the in-flight characteristics, such as air, layout, check-in and others, will directly impact relationship quality. As mentioned above, mindful passengers will demonstrate greater awareness towards in-flight characteristics, therefore it is important for airlines to understand what characteristics have a bigger impact on relationship quality in order to meet the passengers' expectations (Ndubisi, 2014).

9.3. Conceptual Model and Hypotheses

Overall, mindful consumers have a level of consciousness that surpasses less mindful consumers. That trait allows them to perceive information more thoroughly and make informed decisions. Also their openness of mind makes them more prone to engage in reliable relationships. As result, dimensions such as satisfaction, commitment and trust seem to be directly impacted by the consumer's level of mindfulness (Langer,1992; Ndubisi, 2014). Thus the hypotheses defined for this research are as follows:

- H1: High and low mindful consumers will demonstrate different satisfaction toward airline companies.
- H2: High and low mindful consumers will demonstrate different commitment toward airline companies.
- H3: High and low mindful consumers will demonstrate different trust toward airline companies.

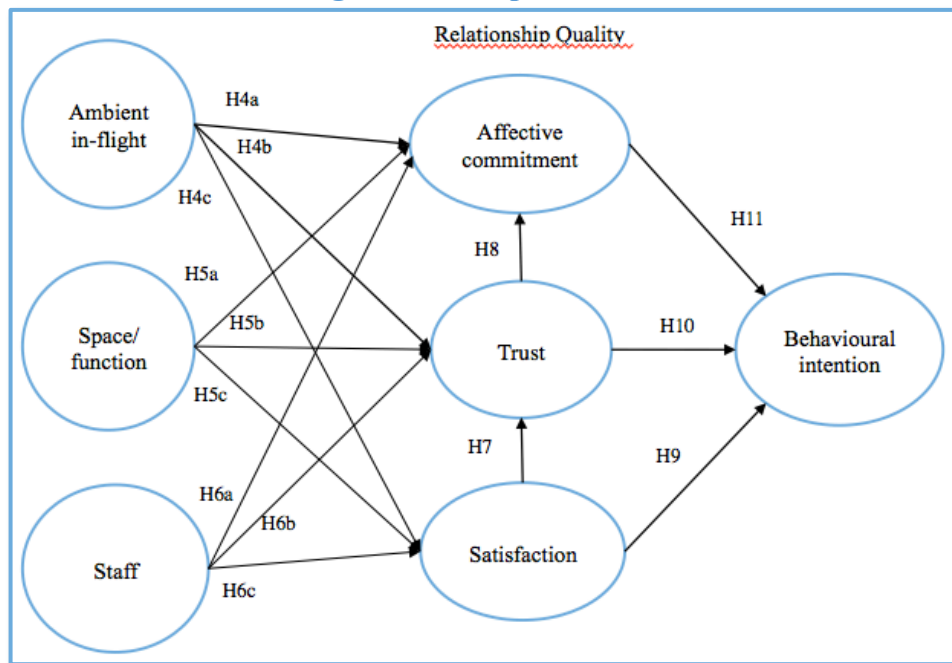
The information or cues perceived by consumers can have many sources, however the characteristics of the product/service are extremely relevant in decision-making. In the same line of thought, ambience cues and the overall atmosphere also have an effect on consumers and their perceptions. If those cues are attractive and pleasant, the message sent to the consumer is positive rather than negative. In the airline sector, physical ambience cues enclose characteristics such as air quality, temperature, odour, noise and food; social ambience cues relate to the staff; functional ambience cues concern layout and equipment/amenities; and service ambience cues relate to the flight scheduling, check-in process and paying services. It seems all of the cues mentioned contribute for the passengers' perceptions and behaviours towards the airlines in a positive way (Han, 2013). Moreover, Curras-Perez and Sanchez-Garcia (2015) tested the flow relationships satisfaction ->trust and trust-> commitment into the context of low cost companies. Thus, the following hypotheses were defined:

- H4: Ambient in-flight has a positive impact on relationship quality, that is, affective commitment (H4a), trust (H4b) and satisfaction (H4c).
- H5: Space/function has a positive impact on relationship quality, that is, affective commitment (H5a), trust (H5b) and satisfaction (H5c).
- H6: Staff has a positive impact on relationship quality, that is, affective commitment (H6a), trust (H6b) and satisfaction (H6c)
- H7: Passenger satisfaction has a positive impact on trust

- H8: Passenger trust has a positive impact on affective commitment
- H9: Passenger satisfaction has a positive impact on behavioural intentions
- H10: Passenger trust has a positive impact on behavioural intentions
- H11: Passenger affective commitment has a positive impact on behavioural intentions

The proposed model for this research (Figure 16) shows the decision-making process of air passengers and theorises the impact of ambience cues on relationship quality and ultimately on behavioural intention.

Figure 16 - Proposed Model



Source: Author's Elaboration

9.4. Questionnaire

To collect the data for testing the research hypotheses, a questionnaire was designed based on the literature. The questionnaire had two versions, it was written in Portuguese and in English, since the aim of the questionnaire was to gather information from both Portuguese and non-Portuguese speakers. Back translation was employed to assure that the sentences describe the same idea. (Questionnaire in annex)

The questionnaire was composed of four groups of questions (constructs):

- Socio-demographic – questions related to age, gender, nationality, among others;
- Servicescape – questions concerning physical, social and functional aspects of the in-flight services as well as questions concerning other service aspects such as the check-in process;

- Relationship Quality – questions related to the dimensions of satisfaction, commitment and trust;
- Mindfulness – questions concerning four dimensions of mindfulness: novelty producing, novelty seeking, engagement and flexibility.

The constructs were measured by using a 5 point Likert scale, the following table shows each construct and the sources they were based on (Table 3).

Table 3 - Questionnaire's constructs

Construct	Source – adapted from
Air Quality Temperature Odour Noise	(Bitner, 1992; d’Astous, 2000; Han and Ryu, 2009; Kim and Moon, 2009; Ryu and Jang, 2007)
Layout Equipment & Amenities Staff	(Bitner, 1992; d’Astous, 2000; Han and Ryu, 2009; Ryu and Jang, 2007)
Food Check-in Process Flight Scheduling Paying Services	Based on previous contact with airport managers.
Affective Commitment and Commitment (overall)	(Johnson, Herrmann and Huber, 2006)
Satisfaction	(Oliver and Swan, 1989; Loureiro and Miranda, 2008)
Trust	(Loureiro and Miranda, 2008)
Behavioural intentions and Behavioural Loyalty	(Maxham and Netemeyer, 2002) and (Ndubisi, 2014)

Source: Author’s Elaboration

9.5. Sample and Data Collection Procedure

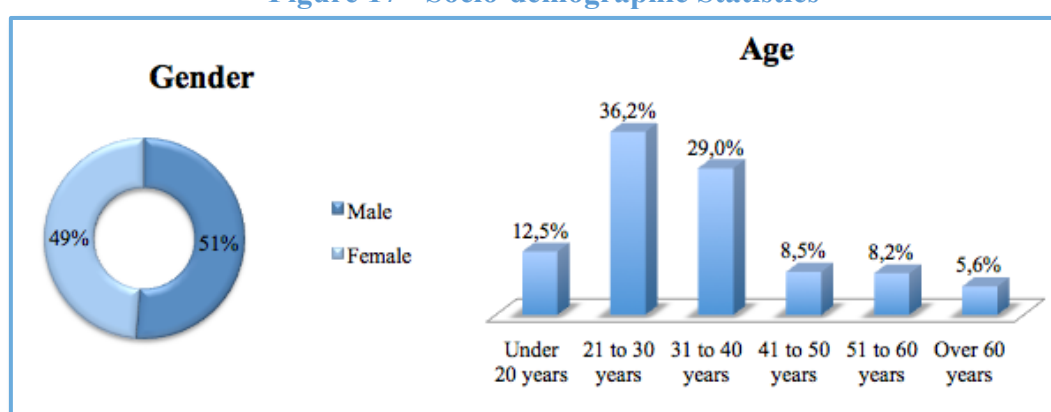
Concerning the sample, the main objective was to get a convenience but representative sample with both Portuguese and non-Portuguese passengers, which allow us to get information about their perceptions towards their air travel experience through Europe (not outside Europe), in both low cost and regular companies. The questionnaires were collect in the Lisbon airport and its surrounding

areas. In order to achieve the diversity mentioned, the schedule was created so that the data was gathered in different days of the week and at different hours of the day.

As mentioned, the questionnaire was first written in English, then translated to Portuguese and back translation was used to assure that the sentences in both languages express the same idea. Before launching the questionnaire a pilot test was conducted near 10 passengers to assure that the sentences were well written and well understood; only a few changes were made after that.

This survey was carried out during October in 2015. From 350 questionnaires distributed, it was possible to have 304, after removing unfeasible/incomplete responses. Therefore, 304 forms were fit for analysis (128 from those who use mainly low cost companies and 179 from those who use regular companies).

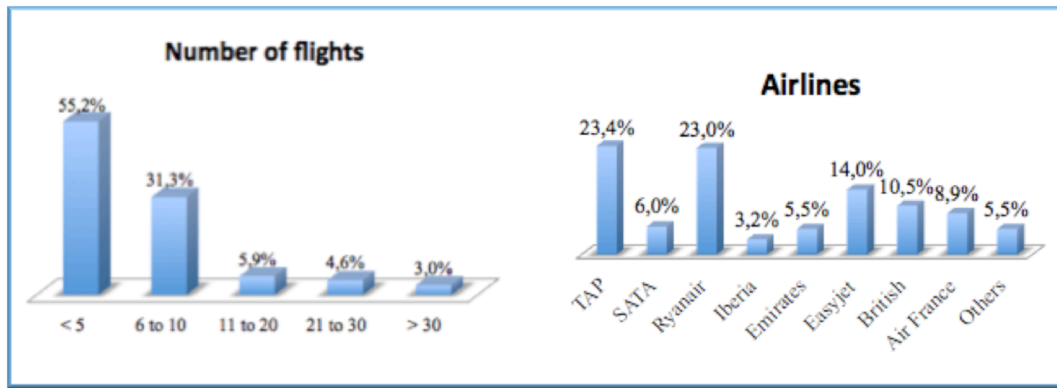
Figure 17 - Socio-demographic Statistics



Source: Author's Elaboration

Regarding the sample (Figure 17), 51% of the individuals were male and 49% were female, thus in terms of gender the sample used was more or less balanced. As for the age groups, 36.2% was between 21 and 30 years old and 29% was between 31 and 40 years old, these two groups accounted for the majority of the sample. In the remaining age groups, 12.5% was under 20 years old, 8.5% was between 41 to 50 years old, 8.2% was between 51 and 60 years old and finally 5.6% was over 60 years old. Concerning the nationality, the majority of the participants were Portuguese (80%) and as for other nationalities the top 3 were German (5.6%), French (4.3%) and Spanish (3.3%).

Figure 18 - Flights and Airlines Statistics



Source: Author's Elaboration

From the implemented questionnaire, we were also able gather information about the sample's habits, particularly the airline most frequently used and the number of times that airline was used over the last 3 years (Figure 18). The data gathered indicated that TAP (23.4%) and Ryanair (23%) were the airlines most mentioned in the answers. The remaining airlines were Easyjet (14%), British Airways (10%), Air France (8.9%), SATA (6%), Emirates (5%), Iberia (3.2%) and others (5%). As for the frequency of usage over the last 3 years, 55.2% flown less than 5 times, 31.3% flown between 6 and 10 times, 5.9% flown between 11 and 20 times, 4.6% flown between 21 and 30 times and 3.0% flown over 30 times.

10. Data Treatment and Results

Before splitting the data, for each construct we conducted exploratory factorial analysis with principal components (analysing communalities, KMO, rotated matrix - Varimax rotation). Each construct, as expected, reveals to be unidimensional.

In order to analyse and treat the data gathered, two software were employed: SPSS and SMARTPLS. Regarding SPSS, descriptive statistics were conducted for the constructs, particularly mean and standard deviation, AVE (average variance extracted), reliability tests and finally independent-samples t-test. Concerning SMARTPLS, PLS (Partial Least Squares) was used as a tool to tested the proposed model.

10.1. Descriptive Statistics

As mentioned above, the mean and standard deviation of the constructs were calculated. Since the constructs were measured by using a 5 point scale, we considered the mean punctuation of 3 (neither disagree or agree). Regarding the ambience cues physical constructs (Table 4), we can see that the constructs with the higher mean are SS1, SS13, SS19 and SS28 (between 3.9 and 4.0), overall the

answers gathered show that the items of these constructs have the same weight in the passengers' perceptions. The exception is the item SS35 that has the lowest mean is SS35 (0.84), which show that the passengers don't find the airplane's mechanical noise that relevant. Regarding the standard deviations, most of them are lower than 1, with the exception of SS9, SS11, SS21, SS29 and SS37 thus showing a higher variation of answers. Regarding the value of alpha of Cronbach the value of air quality is low due to the item SS20. Therefore, this item was eliminated for further statistics.

Table 4 - Descriptive Statistics: In-flight Characteristics

Ambience Cues - Physical	Code	Item	Mean	Standard Deviation
Air Quality	SS1	The air quality in the plane is appropriate.	3.9	0.89
	SS20	It is easier to breathe in this plane compared to other planes.	2.9	0.99
	SS28	The air in this plane is dust-free.	3.9	0.94
	Cronbach's Alpha			0.532
Temperature	SS13	The temperature during the flight is comfortable.	3.9	0.94
	SS33	The level of moisture/humidity in this plane is fine.	3.7	0.85
	SS36	It is not very cold/hot in this plane.	3.6	0.93
	SS37	It is not too dry in this plane.	3.3	1.07
	Cronbach's Alpha			0.731
Odour	SS9	The flight odour is not strange/unfamiliar.	3.9	1.10
	SS19	The odour during the flight is acceptable.	4.0	0.80
	SS38	The odour on this flight is fine.	3.8	0.86
	Cronbach's Alpha			0.656
Noise	SS29	The noise level of the plane is acceptable	3.6	3.8
	SS35	The aircraft noise during the flight is not too loud/bothersome.	0.84	0.82
	Cronbach's Alpha		*	
Food	SS11	In this flight there is only drinks and snacks offered.	2.5	1.38
	SS21	There is no in-flight food available in this flight.	2.6	1.58
	Cronbach's Alpha		*	

* With only two items the Cronbach's Alpha isn't relevant.

Source: Author's Elaboration

In terms of ambience cues social constructs (Table 5), we can see that all items are more or less relevant, being the highest mean for the item SS10 (4.2) and that there is a low variation of answers since the standard deviations are low.

Table 5 - Descriptive Statistics: Social

Ambience Cues – Social	Code	Item	Mean	Standard Deviation
	SS8	The staff was knowledgeable and helpful in this flight.	3.7	0.92
	SS10	The staff was courteous and professional in this flight.	4.2	0.78
Staff	SS18	There was enough staff in this flight.	4.0	0.84
	SS25	The staff demonstrated interest and enthusiasm in this flight.	3.5	0.90
	Cronbach's Alpha			0.778

Source: Author's Elaboration

As for ambience cues functional constructs (Table 6), the highest mean is from the item SS31 (3.8) and the lowest is from the item SS24 (2.1). Overall the constructs have the lowest means of all the ambience cues constructs but show mostly standard deviations above 1, this means that most of the passenger didn't agree with the statements concerning layout and Equipment/amenities constructs.

Table 6 - Descriptive Statistics: Functional

Ambience Cues - Functional	Code	Item	Mean	Standard Deviation
	SS5	This flight is a single passenger class.	2.7	1.57
	SS7	The seat and tray for eating and reading were comfortable.	3.1	0.99
Layout	SS17	The seating layout in this plane was comfortably arranged.	3.5	1.08
	SS23	There is no class differentiation in this flight.	2.4	1.50
	SS26	Overall, the layout in this plane made it easy for me to move around.	3.4	0.95
	Cronbach's Alpha			0.584
	SS24	There was a variety of in-flight entertainment.	2.1	1.17
	SS27	The electronic/electrical amenities in this plane were generally of high quality	2.6	1.03
Equipment & Amenities	SS30	Basic amenities for in-flight entertainment were well equipped in this plane (e.g., magazines in seat pocket, newspapers, TV screen).	2.8	1.24
	SS31	The electrical devices equipped in my seating area (e.g., air-conditioning nozzle, reading light, call button, power ports) functioned well.	3.8	0.97
	Cronbach's Alpha			0.776

Source: Author's Elaboration

In what concerns to alpha de Cronbach, the value for layout is almost 0.6. Considering the elimination of SS5 and SS23 the internal consistency is higher and so we did not consider this two items in further statistics. In table 7, Flight Scheduling has a very low internal consistency and was not considered for further statistics.

Regarding the ambience cues service constructs (Table 7), the highest means are from SS4 and SS16 (4.3), both from the check-in process construct, showing that most passengers agree with the statements. The lowest mean is from the item SS12 (1.9). Overall, the standard deviations are well above 1, especially in the paying services construct, showing more variation in the answers given.

Table 7 - Descriptive Statistics: Service

Ambience Cues - Service	Code	Item	Mean	Standard Deviation
Check-in Process	SS4	The check-in process is simplified by being available online.	4.3	0.96
	SS16	The online check-in before arriving in the airport is useful.	4.3	1.05
	Cronbach's Alpha		*	
Flight Scheduling	SS2	There are several options in terms of flight scheduling.	3.5	0.87
	SS3	The flight schedule is mostly convenient.	3.3	1.00
	SS6	The destination of this flight is a secondary airport.	2.2	1.35
	SS22	The flight availability is high.	3.4	1.05
	Cronbach's Alpha			0.308
Paying services	SS12	The seats are not reserved in this flight.	1.9	1.31
	SS14	The payment of a fee is required in order to check in baggage.	2.6	1.78
	SS15	The extra services are available in this flight upon the payment of fees.	3.4	1.45
	SS32	Overall the reservation of seats requires the payment of a fee in this flight.	2.5	1.54
	SS34	This flight applies a checked baggage fee.	2.7	1.75
Cronbach's Alpha			0.824	

* With only two items the Cronbach's Alpha isn't relevant.

Source: Author's Elaboration

Relatively to relationship quality (Table 8), the means are higher in the behavioural loyalty and the behavioural intention dimensions, where the item I1 have the highest mean (4.1.), this means the passengers agree with the statements of these dimensions. The lowest mean and showing less agreement from the passengers is item AC1 (2.5). Overall, the commitment and affective

commitment show the lowest means. The item with the lowest standard deviation is I1, the same one with the highest mean.

Table 8 - Descriptive Statistics: Relationship Quality

Relationship Quality	Code	Item	Mean	Standard Deviation
Commitment	C1	I am committed to the relationship with this airline.	2.7	1.20
	C2	I intend to maintain the relationship with the airline indefinitely.	3.3	1.11
	C3	I put maximum effort to maintain the relationship with the airline.	2.9	1.03
	C4	I am interested in a long-term relationship with the airline.	3.3	0.98
	C5	I am committed to maintaining a good relationship with the airline.	3.4	1.01
Affective Commitment	AC1	I feel emotionally attached to this airline.	2.5	1.22
	AC2	This airline has a great deal of personal meaning for me.	2.8	1.29
	AC3	I feel a strong sense of identification with this airline.	3.1	1.10
Satisfaction	S1	Overall, I am satisfied with my experience when using this airline.	3.9	0.92
	S2	Overall, compared to other airlines, I am satisfied with this airline.	3.6	0.95
	S3	My decision to use this airline is a wise one.	3.6	0.98
Trust	T1	What the airline promise (in the website and media) is fulfilled.	3.5	1.14
	T2	I trust on this airline.	3.6	1.08
	T3	Here (airline) exists a real concern to my well-being.	3.1	1.16
Behavioural Loyalty	BL1	I say positive things about this airline.	3.8	1.08
	BL2	I continuously travel with this airline.	3.4	1.20
	BL3	I encourage friends and relatives to travel with this airline.	3.6	1.07
	BL4	I really like travel with this airline.	3.5	1.02
	BL5	I try to use this airline every time I need to travel.	3.5	1.11
Behavioural Intentions	I1	I am willing to use this airline again in the future.	4.1	0.87
	I2	I plan to use this airline when I travel in the future.	4.0	0.95
	I3	I will encourage other people to use this airline.	3.6	1.10
	I4	If someone wants to take a flight, I will suggest he/she uses this airline.	3.5	1.30

Source: Author's Elaboration

In terms of mindfulness (Table 9), the highest means belong to the construct novelty seeking, with means above 4.0 and also with low standard deviation values. Most items are above 3.0 with the exception of M2 (2.4), displaying the disagreement of the passengers towards this statement.

Table 9 - Descriptive Statistics: Mindfulness

Mindfulness	Code	Item	Mean	Standard Deviation
Novelty Producing	M2	I generate few novel ideas.	2.4	1.01
	M6	I make many novel contributions.	3.4	0.13
	M10	I am very creative.	3.3	0.99
	M14	I try to think of new ways of doing things.	3.6	0.95
	M18	I find it easy to create new and effective ideas.	3.4	1.01
	M21	I am not an original thinker.	3.7	1.08
Novelty Seeking	M1	I like to investigate things.	4.1	0.83
	M5	I do not actively seek to learn new things.	4.2	1.08
	M9	I avoid thought provoking conversations.	3.5	1.30
	M13	I am very curious.	4.1	0.84
	M17	I like to be challenged intellectually.	4.2	0.80
	M20	I like to figure out how things work.	4.2	0.90
Engagement	M4	I “get involved” in almost everything I do.	3.9	1.03
	M8	I seldom notice what other people are up to.	3.5	1.01
	M12	I attend to the “big picture”.	3.7	0.73
	M15	I am rarely aware of changes.	3.7	1.13
	M19	I am rarely alert to new developments.	3.8	1.08
Flexibility	M3	I am always open to new ways of doing things.	3.9	0.86
	M7	I stay with the old tried and true ways of doing things.	3.7	1.00
	M11	I can behave in many different ways for a given situation.	3.7	0.83
	M16	I have an open mind about everything, even things that challenge my core beliefs.	3.5	0.97

Source: Author’s Elaboration

10.2. Moderate effects-t test

The sample was divided in two groups: high mindful passengers and low mindful passengers in order to see if there was a difference between them regarding the constructs mentioned above. Therefore, the median score was calculated. Following Ndubisi (2014), respondents whose scores were below the median were grouped as low mindful passengers and those who scored above the median were categorized as high mindful (or simply “mindful”) passengers. The same process was employed with each of four dimensions of mindfulness: novelty producing, novelty seeking, engagement and flexibility.

The following results regard the independent-samples t-test done to the constructs of the ambience cues by comparing them to the 21 items of mindfulness (Table 10). The constructs odour, noise, food and check-in process shows $p < 0.05$ thus there is difference in the means, which indicates there is a difference between high mindful passengers and low mindful passengers.

Table 10 - Independent-samples t-test: Ambience Cues and Mindfulness

	Independent Samples Test								
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Equal variances assumed								Lower	Upper
Air	0.953	0.330	-1.158	302	0.248	-0.089	0.077	-0.241	0.062
Temperature	0.022	0.882	-0.230	302	0.819	-0.018	0.081	-0.179	0.141
Odour	2.860	0.092	-2.881	302	0.004	-0.233	0.081	-0.393	-0.074
Noise	1.666	0.198	-2.606	302	0.010	-0.228	0.087	-0.400	-0.055
Food	1.147	0.285	6.853	302	0.000	0.715	0.104	0.509	0.920
Staff	9.675	0.002	-1.513	302	0.131	-0.115	0.076	-0.265	0.034
Layout	4.922	0.027	0.186	302	0.852	0.016	0.087	-0.156	0.189
Equipment	2.532	0.113	0.459	302	0.647	0.045	0.098	-0.148	0.239
Check in	6.815	0.009	-3.352	302	0.001	-0.343	0.102	-0.544	-0.141
Flight	0.280	0.597	1.480	302	0.140	0.104	0.070	-0.034	0.244
Paying	27.994	0.000	1.151	302	0.250	0.159	0.138	-0.113	0.432

Source: Author’s Elaboration

An in-depth analysis was conducted to each construct this time regarding each mindfulness dimension (Table 11). The two groups show differences in the certain constructs when analysed along with each dimension: for novelty producing the constructs that have a difference in means are

air, temperature, odour, noise, food, staff, layout, equipment & amenities and check-in process; for novelty seeking are noise, food, equipment & amenities, check-in process and paying services; for engagement are odour, noise, food and equipment & amenities; and for flexibility are odour, noise, food, check-in process and flight scheduling. The novelty producing dimension is by far the one where the groups showed differences in more constructs.

Table 11 - Independent-samples t-test: Ambience Cues and Mindfulness Dimensions

Mindfulness Dimensions	$\rho < 0.05$	$\rho > 0.05$
Novelty Producing	Air, Temperature, Odour, Noise, Food, Staff, Layout, Equipment & Amenities and Check-in Process	Flight Scheduling and Paying Services
Novelty Seeking	Noise, Food, Equipment & Amenities, Check-in Process and Paying Services	Air, Temperature, Odour, Staff, Layout and Flight Scheduling
Engagement	Odour, Noise, Food and Equipment & Amenities	Air, Temperature, Staff, Layout, Check-in Process, Flight Scheduling and Paying Services
Flexibility	Odour, Noise, Food, Check-in Process and Flight Scheduling	Air, Temperature, Staff, Layout, Equipment & Amenities and Paying Services

Source: Author's Elaboration

The following results regard the independent-samples t-test of relationship quality's constructs and mindfulness' as a whole. In terms of relationship quality (Table 12) the constructs with a $\rho < 0.05$ were trust and satisfaction, thus there is a difference in means.

Table 12 - Independent-samples t-test: Relationship Quality and Mindfulness

	Independent Samples Test								
	Levene's Test for Equality of Variances				t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Equal variances assumed							Lower	Upper	
Trust	4.939	0.027	-2.592	302	0.010	-0.288	0.111	-0.507	-0.069
Commitment	1.394	0.239	1.282	302	0.201	0.133	0.104	-0.071	0.339
Affective Commitment	0.031	0.860	-1.399	302	0.163	-0.168	0.120	-0.406	0.068
Satisfaction	1.156	0.283	-2.891	302	0.004	-0.262	0.090	-0.441	-0.083
Behavioural Loyalty	5.539	0.019	-1.844	302	0.066	-0.182	0.098	-0.376	0.012
Behavioural Intention	7.787	0.006	-1.528	302	0.128	-0.137	0.090	-0.315	0.039

Source: Author's Elaboration

For the constructs that had $\rho > 0.05$ a more precise analysis was conducted, regarding each item (Table 13). All constructs demonstrated a difference in means in certain items, with the exception of the construct behavioural intention where all the items had no difference in means.

Table 13 - Independent-samples t-test: Relationship Quality Items and Mindfulness

Construct	$\rho < 0.05$	$\rho > 0.05$
Commitment	C1 and C3	C2, C4 and C5
Affective Commitment	AC1	AC2 and AC3
Behavioural Loyalty	BL2 and BL4	BL1, BL3 and BL5
Behavioural Intention	-	I1, I2, I3 and I4

Source: Author's Elaboration

The same test was applied to each relationship quality construct along with each mindfulness dimension. Regarding novelty production (Table 14), there is a difference in means of the constructs trust, affective commitment, satisfaction and behavioural loyalty since $\rho < 0.05$.

Table 14 - Independent-samples t-test: Relationship Quality and Novelty Producing

	Independent Samples Test								
	Levene's Test for Equality of Variances			t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Equal variances assumed							Lower	Upper	
Trust	4.008	0.046	-4.334	302	0.000	-0.475	0.109	-0.691	-0.259
Commitment	9.138	0.003	-.350	302	0.726	-0.036	0.105	-0.243	0.170
Affective Commitment	17.520	0.000	-3.665	302	0.000	-0.436	0.119	-0.671	-0.202
Satisfaction	0.831	0.363	-2.913	302	0.004	-0.266	0.091	-0.446	-0.086
Behavioural Loyalty	3.360	0.068	-2.762	302	0.006	-0.272	0.098	-0.467	-0.078
Behavioural Intention	8.125	0.005	-.573	302	0.567	-0.052	0.091	-0.231	0.127

Source: Author's Elaboration

The t-test was conducted again for the items of the constructs that had a $\rho > 0.05$ (Table 15), where most of the items still had no difference in means, i.e., there was no difference between the two groups.

Table 15 - Independent-samples t-test: Relationship Quality Items and Novelty Producing

Construct	$\rho < 0.05$	$\rho > 0.05$
Commitment	C2	C1, C3, C4 and C5
Behavioural Intention	I1 and I4	I2 and I3

Source: Author's Elaboration

In terms of novelty seeking (Table 15), there is a difference in means of the constructs trust, satisfaction, behavioural loyalty and behavioural intention because they have a $\rho < 0.05$. Thus there is a difference between high and low mindful passengers when it comes to these constructs.

Table 16 - Independent-samples t-test: Relationship Quality and Novelty Seeking

Independent Samples Test									
	Levene's Test for Equality of Variances				t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Trust	22.120	0.000	-2.835	302	0.005	-0.314	0.110	-0.532	-0.096
Commitment	1.948	0.164	-1.141	302	0.255	-0.119	0.104	-0.324	0.086
Affective Commitment	0.096	0.757	1.181	302	0.239	0.142	0.120	-0.095	0.380
Satisfaction	9.926	0.002	-4.521	302	0.000	-0.403	0.089	-0.578	-0.227
Behavioural Loyalty	11.979	0.001	-4.058	302	0.000	-0.393	0.096	-0.583	-0.202
Behavioural Intention	2.427	0.120	-5.354	302	0.000	-0.463	0.086	-0.634	-0.293

Source: Author's Elaboration

The constructs that had a $\rho > 0.05$ were re-tested (Table 15), where the items C4, C5 and AC2 had a difference in means.

Table 17 - Independent-samples t-test: Relationship Quality Items and Novelty Seeking

Construct	$\rho < 0.05$	$\rho > 0.05$
Commitment	C4 and C5	C1, C2 and C3
Affective Commitment	AC2	AC1 and AC3

Source: Author's Elaboration

As for engagement (Table 18), the constructs that had a $\rho < 0.05$ and consequently a difference in means were trust, satisfaction and behavioural loyalty.

Table 18 - Independent-samples t-test: Relationship Quality and Engagement

	Independent Samples Test								
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Equal variances assumed								Lower	Upper
Trust	0.370	0.544	-2.406	246	0.017	-0.297	0.123	-0.540	-0.053
Commitment	10.276	0.002	-1.189	246	0.236	-0.140	0.117	-0.371	0.091
Affective Commitment	0.031	0.860	-1.073	246	0.284	-0.141	0.132	-0.402	0.118
Satisfaction	0.836	0.361	-2.393	246	0.017	-0.255	0.106	-0.465	-0.045
Behavioural Loyalty	0.926	0.337	-2.461	246	0.015	-0.281	0.114	-0.506	-0.056
Behavioural Intention	23.173	0.000	-0.774	246	0.440	-0.083	0.107	-0.295	0.128

Source: Author's Elaboration

The result of the testing of the items demonstrated that most of them had a $\rho > 0.05$, with the exception of C5 and AC3. It is also noticed that all the items of behavioural intention had no difference in means.

Table 19 - Independent-samples t-test: Relationship Quality Items and Engagement

Construct	$\rho < 0.05$	$\rho > 0.05$
Commitment	C5	C1, C2, C3 and C4
Affective Commitment	AC3	AC1 and AC2
Behavioural Intention	-	I1, I2, I3 and I4

Source: Author's Elaboration

Finally, concerning flexibility (Table 20), it is interesting to see that only the commitment construct had a $\rho < 0.05$.

Table 20 - Independent-samples t-test: Relationship Quality and Flexibility

Independent Samples Test									
Equal variances assumed	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Trust	4.975	0.027	-1.792	263	0.074	-0.199	0.111	-0.418	0.019
Commitment	0.043	0.836	2.071	263	0.039	0.231	0.111	0.011	0.452
Affective Commitment	5.775	0.017	-1.449	263	0.148	-0.188	0.130	-0.444	0.067
Satisfaction	10.715	0.001	-0.908	263	0.365	-0.090	0.099	-0.285	0.105
Behavioural Loyalty	1.053	0.306	-1.202	263	0.230	-0.131	0.109	-0.345	0.083
Behavioural Intention	4.630	0.032	-1.259	263	0.209	-0.129	0.102	-0.331	0.072

Source: Author's Elaboration

When the items were tested individually some had a $\rho < 0.05$, however the trust construct still had all the items with no difference in means.

Table 21 - Independent-samples t-test: Relationship Quality Items and Flexibility

Construct	$\rho < 0.05$	$\rho > 0.05$
Trust	-	T1, T2 and T3
Affective Commitment	AC1	AC2 and AC3
Satisfaction	S2 and S3	S1
Behavioural Loyalty	BL2 and BL4	BL1, BL3 and BL5
Behavioural Intention	I4	I1, I2 and I3

Source: Author's Elaboration

In this vein, taking into consideration the overall results, H1 ($\rho = 0.004$) is supported as well as H3 ($\rho = 0.010$), therefore it seems there is a difference between high and low mindful consumers when it comes to satisfaction and trust. On the contrary, H2 is not supported ($\rho = 0.201$) so apparently there is no difference between high and low consumers in terms of commitment.

10.3. Structural statistics

10.3.1 Measurement results

A PLS (Partial Least Squares) model should be analysed and interpreted in two stages (Chin, 1998). First, the measurement model or the adequacy of the measures is assessed by evaluating the reliability of the individual measures, the convergent validity and the discriminant validity of the constructs. Then, the structural model is evaluated.

In order to evaluate the adequacy of the measures at the first-order construct level, item reliability is assessed by examining the loadings of the measures on their corresponding construct. Item loadings of scales measuring reflective constructs are above 0.707, which indicates that over 50% of the variance in the observed variable is explained (Table 22)

All composite reliability values are above 0.8 (even for air quality) and so all constructs are reliable. The measures demonstrate convergent validity as the average variance of manifest variables extracted by constructs (average variance extracted [AVE]) is above 0.5, indicating that most of the variance of each indicator is explained by its own construct.

At the second-order construct level, we have the parameter estimates of indicator weight and multicollinearity of indicators. A significance level of at least 0.001 suggests that an indicator is relevant to the construction of the formative index (Ambient in-flight and Space/function), and thus demonstrates a sufficient level of validity.

The degree of multicollinearity among the formative indicators should be assessed by variance inflation factor (VIF) (Fornell and Bookstein, 1982). The results in Table 22 did not seem to pose a multicollinearity problem.

Table 22 - Measurement Results

Construct	Mean	Item loading range -reflective measure	AVE	Composite reliability
Air quality	3.9	(0.786-0.842)	0.663	0.798
Temperature	3.8	(0.915-0.933)	0.854	0.922
Odour	3.9	(0.917-0.922)	0.845	0.916
Noise	3.7	(0.926-0.932)	0.863	0.927
Layout	3.4	(0.771-0.892)	0.696	0.820
Equipment	2.9	(0.769-0.819)	0.635	0.839
Staff	4.0	(0.753-0.914)	0.721	0.885
Satisfaction	3.7	(0.799-0.873)	0.712	0.881
Trust	3.4	(0.824-0.920)	0.754	0.902
Affective commitment	2.8	(0.824-0.920)	0.712	0.881
Behavioural intentions	3.6	(0.824-0.920)	0.753	0.924
Second order formative	First-order construct	Weight	t-students	VIF
Ambient in-flight	Air quality	0.213***	7.857	2.621
	Temperature	0.315***	16.755	2.421
	Odour	0.318***	15.586	3.066
	Noise	0.298***	15.218	2.724
Space/function	Layout	0.535***	9.284	2.027
	Equipment	0.586***	10.972	1.360

p<0.001

Sources: Author's Elaboration

Regarding discriminant validity, the square root of AVE is greater than the correlation between the construct and other constructs in the model (Table 23) (Fornell and Larcker, 1981).

Table 23 - Discriminant Validity

	1	2	3	4	5	6	7	8	9	10	11
AVE ^{1/2}	0.814	0.867	0.871	0.797	0.834	0.929	0.919	0.844	0.849	0.924	0.868
1. Air quality	1.000										
2. Behavioural	0.381	1.000									
3. Commitment	0.323	0.702	1.000								
4. Equipment	0.347	0.348	0.421	1.000							
5. Layout	0.501	0.404	0.511	0.561	1.000						
6. Noise	0.677	0.483	0.324	0.326	0.426	1.000					
7. Odour	0.762	0.489	0.371	0.305	0.515	0.757	1.000				
8. Satisfaction	0.455	0.704	0.514	0.352	0.508	0.489	0.599	1.000			
9. Staff	0.660	0.574	0.367	0.448	0.587	0.664	0.789	0.635	1.000		
10. Temperature	0.542	0.586	0.449	0.314	0.601	0.648	0.682	0.597	0.705	1.000	
11. Trust	0.459	0.769	0.683	0.424	0.599	0.478	0.521	0.765	0.532	0.587	1.000

Correlation between first- and second-order constructs				
	Air quality	Temperature	Odour	Noise
Ambient in-flight	0.828	0.841	0.922	0.888
	Layout	Equipment		
Space/function	0.869	0.896		

Source: Author's Elaboration

10.3.2 Structural Results

In this study a non-parametric approach, known as Bootstrap (500 re-sampling), was used to estimate the precision of the PLS estimates and support the hypotheses (Chin, 1998). All path coefficients are found to be significant at the 0.001, 0.01 or 0.05 levels, except hypotheses H4, H6 and H10 (Table 24). Hypotheses H4 and H6 are partially supported. The results show that trust does not have a positive and significant direct effect on behavioural intentions.

Table 24 - Structural Results

Path	Standardized coefficient direct effect Full sample n=304	Test results	Standardized coefficient direct effect Low cost Airlines n=128	Standardized coefficient direct effect Regular Airlines n=176	Multi-group analysis t-test
Ambient in-flight -> A. commitment	0.067ns	H4a not supported	-0.088 ns	0.166 ns	-0.939 ns
Ambient in-flight -> Trust	0.230**	H4b supported	0.162 ns	0.283**	-0.816 ns
Ambient in-flight -> Satisfaction	0.284**	H4c supported	0.414**	0.078 ns	1.707 significant at p <0.10
Space/function -> A. commitment	0.238**	H5a supported	0.190*	0.278*	0.010 ns
Space/function -> Trust	0.271**	H5b supported	0.243**	0.317**	-0.630 ns
Space/function -> Satisfaction	0.151*	H5c supported	0.123 ns	0.230**	-0.726 ns
Staff -> A. commitment	-0.133 ns	H6a not supported	0.030 ns	-0.235**	0.998 ns
Staff -> Trust	-0.208*	H6b supported	-0.117 ns	-0.291*	0.915 ns
Staff -> Satisfaction	0.316**	H6c supported	0.211 ns	0.480 ***	-1.636 Significant at p<0.10
Satisfaction -> Trust	0.623***	H7 supported	0.633***	0.607***	0.188 ns
Trust -> A. commitment	0.578***	H8 supported	0.654***	0.528 ***	0.967 ns
Satisfaction -> Behavioural	0.527***	H9 supported	0.479***	0.560 ***	-0.816 ns
Trust -> Behavioural	0.134 ns	H10 not supported	0.163 ns	0.096 ns	0.363 ns
A. commitment -> Behavioural	0.340**	H11 supported	0.336**	0.362***	-0.166 ns
R ² A commitment	0.500		0.547	0.489	
R ² Trust	0.657		0.675	0.662	
R ² Satisfaction	0.451		0.456	0.508	
R ² Behavioural	0.764		0.764	0.771	
Q ² A commitment	0.362		0.415	0.325	
Q ² Trust	0.493		0.486	0.518	
Q ² Satisfaction	0.313		0.328	0.331	
Q ² Behavioural	0.565		0.558	0.566	
GoF	0.79		0.73	0.73	

*p<0.05; **p<0.01; ***p<0.001; ns-not significant

Source: Author's Elaboration

As models yielding significant bootstrap statistics can still be invalid in a predictive sense, measures of predictive validity (such as R² and Q²) for focal endogenous constructs should be employed. All values of Q² (chi-squared of the Stone Geisser criterion) are positive, so the relations in the model have predictive relevance. The model also demonstrated a good level of predictive power (R²) as the

modelled constructs explained 76.4% of the variance in behavioural intentions. In fact, the good value of GoF (0.79) proposed by Tenenhaus, Vinzi, Chatelin, and Lauro (2005) and the good level of predictive power (R^2) reveal a good overall fit of the structural model (Table 24).

Finally, the differences between the two samples (low cost and regular airlines) were compared using a parametric analysis through a t test. This test uses the path coefficients and the standard errors by PLS software (Chin, 2015). The multi-group analysis t-test results (Table 24) shows that there are two significant differences associated to the paths: Ambient in-flight -> Satisfaction and Staff -> Satisfaction).

Conclusions and Implications

At the beginning of this research, two main goals were defined: firstly, to explore the moderator role of mindfulness on relationship quality and aircraft characteristics and secondly, to analyse the influence of in-flight ambience, space and staff on relationship quality. At this stage, we may say that those goals were achieved due to the methodology employed. Therefore, survey technique revealed to be appropriated to this research, as well as the sampling process and data treatment.

A convenience sampling took into consideration different age, gender, professions and those who use frequently low cost or regular companies was also quite appropriate to analyse data in order to achieve the goals of this research, that is:

- Explore the moderator role of mindfulness on relationship quality and aircraft characteristics.
- Analyse the influence of in-flight ambience, space and staff on relationship quality.

Regarding the role of mindfulness as moderator, consumers that display a higher level of mindfulness, tend to be more sensitive to their surroundings, they take into account more information than low mindful consumers, and actually they actively seek information and have a critical eye towards everything (Langer, 1992). From the findings of this research, it seems there are in fact differences between high and low mindful passengers, concerning the in-flight characteristics, particularly the physical ones such as odour and noise. In addition, it seems the ambience in-flight has a positive impact on trust, particularly for passengers that use regular airlines this is possibly due to the fact that passengers see regular airlines as trustworthy and reliable. However, it seems that ambience in-flight has a greater effect on satisfaction when low-cost airlines are concern, this is most likely because passengers have lower expectations towards low cost airlines, and thus it is easier to surpass those expectations. (Oliver, 2010)

Also, it seems that in regular airlines the staff has greatly positive impact on satisfaction rather than in low cost airlines. The reason for this, may be the fact that regular airlines have more staff available and invests a lot more on their training, in addition they usually have stricter rules on how the staff conducts themselves and how they treat passengers. Therefore, it is only natural that the passengers feel that the staff of the regular airlines are more attentive, approachable, welcoming and helpful than the staff of low cost airlines. Plus, when the passengers have such positive perceptions about the staff, it is easier for the staff and subsequently the airline itself to build a relationship with the passengers, i.e., it facilitates the development of committed relationships between passengers and airlines.

As stated by researchers, a high mindful consumer is more likely to invest in a quality relation with a company due to his qualities (Ndubisi, 2014). Our research showed that when passengers were asked if they were committed to maintaining a good relationship with the airline, the passengers that displayed a higher level of mindfulness were the ones that agreed more with this statement. It seems mindfulness can have a positive impact on commitment. This is probably due to the fact that high mindful passengers are more aware of their surroundings, have better perception of what is the valuable outcome of a relationship and make reasoned decisions. A high mindful consumer is the type consumer that chose this based on the information he gathered and previous experiences, so when he engages in a relationship with the airline, he is certain that it will be beneficial for both parts and also he has the tendency to be in partnerships. Consequently, when a high mindful passenger builds a relationship of quality with an airline, his level of commitment is high.

One of the outcomes of mindfulness on relationship quality is loyalty. If a high mindful consumer tends to be more committed in having a good relationship, this implies that he continues to for instance buy that company's products instead of the products of the competition (Ndubisi, 2014). This is in accordance with our results, it seems high mindful passengers are more likely to continuously travel with this airline they are committed to mainly because they enjoy traveling with this airline. After investing in a quality relation with the airline and after embarking in what in his eyes is a partnership, a high mindful passenger will continuously be a consumer of that airline, particularly if what he feels he is investing in the relationship has a return. If the airline fails to carry on with the relationship and fails to respond to the passenger's needs, loyalty will be in jeopardy.

Usually, consumers that are extremely involved with companies and their products, not only have a positive opinion about it but also express positive feedback to other consumers. When we asked the passenger if they would suggest use a low-cost airline to someone, the high mindful passengers agreed with this statement. When high mindful passengers feel they have an extremely positive relationship with an airline and see his expectations fulfilled, his perceptions about the airline will ultimately be positive. If we add to that a high level of involvement, the passenger is more likely to become an advocate for the airline thus suggesting the airline to other consumers and spreading a positive feedback about the airline.

In what concerns to the proposed model, first we may say that ambient in-flight and space/function may be consider as a second order constructs. The first comprises four dimensions dealing with the standard features of ambient inside the flights: air quality, temperature, noise and odour. The second congregates layout and equipment.

From the three characteristics of flight considered in the model (ambient in-flight, space/function and staff), ambient in flights does not have a significant effect on commitment for both low cost and regular companies. However, revealed to have a significant effect on trust for regular companies and an important effect on satisfaction for low cost companies. The reasons for this may be, once again, linked with the passengers' level of expectations. The passengers' perceptions about regular airlines are usually that they are reliable and dependable when it comes to its ambient characteristics, which is may be linked to price, i.e., when passenger buy tickets for higher prices they expect a certain level of quality. In other words, passengers trust that airline will offer a high value for the price paid for the ticket. As for the low cost airlines, passengers' commonly associate low prices to low value, so their expectations regarding low cost ambient characteristics are low, which means those expectations may be easily topped. It may occur that when buying a low cost ticket passengers don't expect much, but change their perceptions after the flying experience if their expectations are surpassed and as a result their satisfaction will be positively affected (Oliver, 2010).

Space/function is another characteristic analysed in the model. Overall, space/function is important to enhance commitment and trust but seems not to be significant on increase the satisfaction of passengers who use low cost companies. Low cost airlines are known for the expense cuts which allows them to implement lower price tickets, among those cuts are the ones related to layout and on-board entertainment. Typically, there is a higher seat density than in regular airlines, which means the seats are less comfortable and the space between them is smaller. In addition, there are no amenities, such as magazines, newspapers or television. Therefore, space/function doesn't really add in a positive way to the flight experience of passengers in low cost airlines and consequently doesn't significantly increase satisfaction.

As far as we know, staff is an elements introduced in this study but not explored in past research. Nevertheless, the empathy developed between in-flight staff and passengers and the number of staff elements, as we expected, revealed to be important to explore the effect on relationship quality. In this research it is clear that passengers using regular companies consider staff a fundamental element to enhance affective commitment, trust and satisfaction. On the other hand, passengers who use low cost companies are not content with the number and the less lose relationship with the staff. This result is probably due to fact that regular airlines still invest a lot in the training of their staff as well as defining guidelines that the staff needs to follow when dealing with the passengers. In regular airlines, there is a concern about the passengers and the social aspect of the service, unlike the low cost airlines. Regular airlines make an effort in having a large staff available on board and also there is an effort that the staff is friendly, knowledgeable and extremely helpful, so that every passenger has a pleasant experience. Again, the cuts made by low cost airlines may be involved in this result,

i.e., everything from the training, to the guidelines and number of staff are cut. Regarding the training, low cost airlines stick to the essentials and there are little guidelines for the staff to follow when dealing with the passengers. In addition, a number of staff available on board is reduce to the minimum possible, so that the expense of salaries is lower. This adds up to passengers being discontent and dissatisfied with the staff of low cost airlines (International Air Transport Association, 2015).

As stated by Morgan and Hunt, trust occurs “when one party has confidence in an exchange partner’s reliability and integrity.” (Morgan and Hunt, 1994). According to our research, it seems the level of satisfaction that passengers demonstrate towards low cost airlines, has a positive impact on trust. Probably, because by being satisfied with the airline with time passengers start to see that airline as being more reliable. Consequently, it seems that trust has a positive effect on affective commitment, meaning passenger start to feel emotionally attached to the airline.

Lastly, it seems that passengers don’t perceive the difference between regular and low cost airlines in short-course flights. The duration of the flights is only one hour or two so even the worst conditions (e.g. layout and seating) doesn’t seem that bad for passengers.

Theoretical and Managerial Implications

As far as it is possible to know, this research is the first attempt to explore the role of mindfulness as moderator into the context of airline travel (Ndubisi, 2014). The findings from this research, contribute to the existent body of research: firstly, a model where the effects of in-flight characteristics on relationship quality was elaborated, which enclosed characteristics not taken into account in previous research (e.g. staff and check-in process) and that was tested in this research showing some validity; secondly, we were able to gather insights about the influence of in-flight characteristics on relationship quality and behavioural intentions; thirdly, this research improves the literature on the physical environment, airlines and passenger behaviour.

The findings of this research may also be applicable in the airline context. Concerning managerial implications, this research may be helpful in order for airlines to improve their service, for instance:

- Provide a pleasant flight experience by guaranteeing that the ambience cues are adequate and pleasant for the passengers so that they have a positive image of the airline;
- Enhance aircraft systems/aircraft instruments in order to deliver proper service in terms of physical and functional aspects;
- Base their segmentation on mindfulness so that the marketing efforts are better suited to each type of passenger;

- Carefully define the information and cues accessible to passengers, constantly update that information/cues in order to capture the markets conditions and trends;
- Engage with passengers in order to gather feedback and involve them on the development of product/service, particularly mindful consumers that tend to be aware of needs and are extremely innovative;
- Finally, continuously innovate when it comes to the service provided.

Limitations and Further Research

As in any study, this research has some limitations. However, limitations can be seen as guidelines for future research. First, due to time constraints, the sample used was only composed of 304 individuals, on further research a larger sample ought to be used.

Second, the data collection was limited to the airport of Lisbon, the research can be expanded to airports from other capitals of Europe. The passengers' evaluations of ambience cues may differ in long course flights, it would be important to research the validity of that statement since in this research only short course flights in Europe were taken into account. Also, collect more data in order to congregate passengers that travel for other continents in order to understand the main interest, commitment and satisfaction for long course travels. Eventually even a cross-cultural study considering potentially the moderator effect of national culture issues

Third, another, relevant direction is to introduce the moderator mindfulness in the structure equations. The present research was conducted in airline travel context, ultimately it can be applied to other contexts and industries.

Moreover, we may also suggest other aspects to improve the measure of the characterises of flights to be analysed in future research, that is other physical environment factors (e.g., décor, symbols, lighting) may also be important in an in-flight service-consumption situation. Therefore, testing the impact of other atmospheric attributes (or uncovering what atmospheric attributes the market rewards).

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Annex

Questionnaire in English

Questionnaire for Master Thesis at ISCTE-IUL

We have drawn up this questionnaire in such a way that it will take only 7 minutes to answer it. All information given to us will be treated confidentially and anonymously, analysed statistically with the rest of surveys in a global way. Please, answer all the questions marking with an X your opinion. There are no correct answers, we would only like to know your opinion. Thank you for your collaboration!

Which is the airline that you frequently travel in Europe? _____

How many times you travelled in such airline within the last 3 years? _____

Please think about that airline. Place your grade of agreement or disagreement in each of the following statements about the airline experience (1- completely disagree to 5- completely agree)	1	2	3	4	5
SS1 The air quality in the plane is appropriate.					
SS2 There are several options in terms of flight scheduling.					
SS3 The flight schedule is mostly convenient.					
SS4 The check-in process is simplified by being available online.					
SS5 This flight is a single passenger class.					
SS6 The destination of this flight is a secondary airport.					
SS7 The seat and tray for eating and reading were comfortable.					
SS8 The staff was knowledgeable and helpful in this flight.					
SS9 The flight odour is not strange/unfamiliar.					
SS10 The staff was courteous and professional in this flight.					
SS11 In this flight there is only drinks and snacks offered.					
SS12 The seats are not reserved in this flight.					
SS13 The temperature during the flight is comfortable.					
SS14 The payment of a fee is required in order to check in baggage.					
SS15 The extra services are available in this flight upon the payment of fees.					
SS16 The online check-in before arriving in the airport is useful.					
SS17 The seating layout in this plane was comfortably arranged.					
SS18 There was enough staff in this flight.					
SS19 The odour during the flight is acceptable.					
SS20 It is easier to breathe in this plane compared to other planes.					
SS21 There is no in-flight food available in this flight.					
SS22 The flight availability is high.					
SS23 There is no class differentiation in this flight.					
SS24 There was a variety of in-flight entertainment.					
SS25 The staff demonstrated interest and enthusiasm in this flight.					
SS26 Overall, the layout in this plane made it easy for me to move around.					
SS27 The electronic/electrical amenities in this plane were generally of high quality					
SS28 The air in this plane is dust-free.					
SS29 The noise level of the plane is acceptable					
SS30 Basic amenities for in-flight entertainment were well equipped in this plane (e.g., magazines in seat pocket, newspapers, TV screen).					
SS31 The electrical devices equipped in my seating area (e.g., air-conditioning nozzle, reading light, call button, power ports) functioned well.					
SS32 Overall the reservation of seats requires the payment of a fee in this flight.					
SS33 The level of moisture/humidity in this plane is fine.					
SS34 This flight applies a checked baggage fee.					
SS35 The aircraft noise during the flight is not too loud/bothersome.					
SS36 It is not very cold/hot in this plane.					
SS37 It is not too dry in this plane.					
SS38 The odour on this flight is fine.					

Place your grade of agreement or disagreement in each of the following statements regarding your relationship with the airline (1- completely disagree to 5- completely agree)		1	2	3	4	5
C1	I am committed to the relationship with this airline.					
S2	Overall, compared to other airlines, I am satisfied with this airline.					
C4	I am interested in a long-term relationship with the airline.					
I1	I am willing to use this airline again in the future.					
BL3	I encourage friends and relatives to travel with this airline.					
C3	I put maximum effort to maintain the relationship with the airline.					
BL5	I try to use this airline every time I need to travel.					
AC3	I feel a strong sense of identification with this airline.					
I2	I plan to use this airline when I travel in the future.					
C5	I am committed to maintaining a good relationship with the airline.					
S1	Overall, I am satisfied with my experience when using this airline.					
BL1	I say positive things about this airline.					
C2	I intend to maintain the relationship with the airline indefinitely.					
AC2	This airline has a great deal of personal meaning for me.					
BL4	I really like travel with this airline.					
I3	I will encourage other people to use this airline.					
T1	What the airline promise (in the website and media) is fulfilled.					
BL2	I continuously travel with this airline.					
AC1	I feel emotionally attached to this airline.					
T2	I trust on this airline.					
T3	Here (airline) exists a real concern to my well-being.					
S3	My decision to use this airline is a wise one.					
I4	If someone wants to take a flight, I will suggest he/she uses this airline.					

Place your grade of agreement or disagreement in each of the following statements. (1- completely disagree to 5- completely agree)		1	2	3	4	5
M1	I like to investigate things.					
M2	I generate few novel ideas.					
M3	I am always open to new ways of doing things.					
M4	I “get involved” in almost everything I do.					
M5	I do not actively seek to learn new things.					
M6	I make many novel contributions.					
M7	I stay with the old tried and true ways of doing things.					
M8	I seldom notice what other people are up to.					
M9	I avoid thought provoking conversations.					
M10	I am very creative.					
M11	I can behave in many different ways for a given situation.					
M12	I attend to the “big picture”.					
M13	I am very curious.					
M14	I try to think of new ways of doing things.					
M15	I am rarely aware of changes.					
M16	I have an open mind about everything, even things that challenge my core beliefs.					
M17	I like to be challenged intellectually.					
M18	I find it easy to create new and effective ideas.					
M19	I am rarely alert to new developments.					
M20	I like to figure out how things work.					
M21	I am not an original thinker.					

Gender: Male Female

Age: Under 20 years 31 to 40 years 51 to 60 years
 21 to 30 years 41 to 50 years More than 60 years

Nationality: _____

Profession: _____

Questionnaire in Portuguese

Questionnaire for Master Thesis at ISCTE-IUL

Este questionário foi feito de forma a demorar apenas 7 minutos a responder. Toda a informação será tratada de forma confidencial e anónima, analisada estatisticamente com os restantes questionários de forma global. Por favor, preencha todas as questões marcando com um X a sua resposta. Não existem respostas corretas ou erradas, apenas queremos a saber a sua opinião. Muito obrigado pela sua colaboração!

Qual a companhia aérea que usa mais frequentemente na Europa? _____

Nos últimos 3 anos quantas vezes viajou nessa companhia aérea? _____

Pensa na nessa companhia aérea. Coloque o seu grau de concordância ou discordância em cada uma das seguintes frases no que diz respeito à sua experiência com essa companhia aérea. (1- discordo completamente to 5- concordo completamente)		1	2	3	4	5
SS1	A qualidade do ar neste avião foi apropriada.					
SS2	Existem inúmeras opções em termos de horários dos voos.					
SS3	Os horários dos voos são muito convenientes.					
SS4	O processo de check-in é facilitado por ser feito online.					
SS5	Este voo apenas tem uma classe de passageiros.					
SS6	O destino deste voo foi um aeroporto secundário.					
SS7	O banco e o tabuleiro para comer e ler eram confortáveis.					
SS8	A tripulação demonstrou conhecimentos e disponibilidade para ajudar durante o voo.					
SS9	O odor neste voo não era estranho nem anormal.					
SS10	A tripulação foi bem educada e profissional neste voo.					
SS11	Neste voo apenas foram servidas bebidas e snacks.					
SS12	Neste voo os lugares não eram reservados.					
SS13	A temperatura ambiente durante o voo foi confortável.					
SS14	Neste voo para colocar bagagem no porão é necessário pagar uma taxa adicional.					
SS15	Os serviços extra estão disponíveis após o pagamento de taxas adicionais.					
SS16	Fazer o check-in online antes de chegar ao aeroporto é bastante útil.					
SS17	Neste avião os lugares estavam dispostos de forma confortável.					
SS18	O número de tripulante neste voo foi suficiente.					
SS19	O odor durante o voo foi aceitável.					
SS20	É mais fácil respirar neste avião quando comparado com outros aviões.					
SS21	Neste voo não são servidas refeições.					
SS22	O número de voos disponíveis é elevado.					
SS23	Neste voo não existem diferentes classes de passageiros.					
SS24	O entretenimento disponível durante o voo foi variado.					
SS25	A tripulação foi atenciosa e entusiasta durante o voo.					
SS26	De forma geral, o layout do avião permitiu-me uma deslocar-me facilmente.					
SS27	Os equipamentos electrónicos disponíveis eram de elevada qualidade.					
SS28	O ar neste avião não tinha pó.					
SS29	O nível de barulho do avião foi aceitável.					
SS30	O avião estava bem equipado no que diz respeito a entretenimento básico (ex. revistas, televisão, jornais)					
SS31	O equipamento electrónico no meu lugar (ex. ar-condicionado, luz, botão para chamar hospedeira) funcionaram bem.					
SS32	De forma geral, neste voo a reserva de lugares requer o pagamento de uma taxa.					
SS33	O nível de humidade deste voo foi normal.					
SS34	Este voo aplica uma taxa adicional para bagagem de porão.					
SS35	O barulho do avião não foi muito incomodativo.					
SS36	Neste avião não estava nem muito frio nem muito calor.					
SS37	O ar neste voo não era demasiado seco.					
SS38	O odor durante este voo era aceitável.					

Coloque o seu grau de concordância ou discordância em cada uma das seguintes frases no que diz respeito à sua relação com essa companhia aérea. (1- discordo completamente to 5- concordo completamente)		1	2	3	4	5
C1	A minha relação com esta companhia aérea é para mim um compromisso.					
S2	De uma maneira geral, quando comparada com outras companhias aéreas, sinto-me satisfeito com esta companhia.					
C4	Estou interessado em ter uma relação duradoura com esta companhia.					
I1	Irei utilizar esta companhia no futuro.					
BL3	Eu encorajo os meus amigos e familiares a usarem esta companhia.					
C3	Eu esforço-me para manter uma relação com esta companhia.					
BL5	Sempre que posso eu uso esta companhia aérea para viajar.					
AC3	Eu identifico-me fortemente com esta companhia aérea.					
I2	Eu planeio usar esta companhia aérea no futuro.					
C5	Eu estou determinado a manter uma boa relação com esta companhia aérea.					
S1	De uma maneira geral, estou satisfeito com a experiência que tenho quando uso esta companhia aérea.					
BL1	Eu digo coisas positivas acerca desta companhia aérea.					
C2	Eu pretendo manter uma relação a longo prazo com esta companhia aérea.					
AC2	Esta companhia significa muito para mim.					
BL4	Eu gosto muito de viajar nesta companhia aérea					
I3	Eu aconselho outras pessoas a viajarem nesta companhia aérea.					
T1	Esta companhia cumpre o que promete (no seu website e nos media).					
BL2	Eu utilizo constantemente esta companhia.					
AC1	Eu sinto uma ligação emocional a esta companhia.					
T2	Eu confio nesta companhia aérea.					
T3	Nesta companhia existe uma verdadeira preocupação pelo meu bem-estar.					
S3	A minha decisão de usar esta companhia é sensata.					
I4	Se alguém for viajar, eu recomendo que use esta companhia aérea.					

Coloque o seu grau de concordância ou discordância em cada uma das seguintes frases (1- discordo completamente to 5- concordo completamente)		1	2	3	4	5
M1	Eu gosto de investigar coisas.					
M2	Eu tenho algumas ideias inovadoras.					
M3	Eu estou sempre a aberto a novas maneiras de fazer as coisas.					
M4	Eu gosto de me envolver em tudo o que faço.					
M5	Eu não procuro aprender coisas novas.					
M6	Eu faço contribuições inovadoras.					
M7	Eu faço as coisas sempre da mesma forma.					
M8	Eu raramente reparo no que as outras pessoas estão a fazer.					
M9	Eu evito iniciar conversas mais complexas.					
M10	Eu sou muito criativo.					
M11	Eu ajo de forma diferente consoante a situação.					
M12	Eu dou atenção à “ideia geral” das coisas.					
M13	Sou muito curioso.					
M14	Estou sempre a pensar em novas formas de fazer o mesmo.					
M15	Raramente reparo nas mudanças.					
M16	Eu tenho uma mente aberta em relação a tudo, mesmo em relação a coisas que vão contra aquilo que eu acredito.					
M17	Eu gosto de ser desafiado a nível intelectual.					
M18	Para mim é fácil criar novas ideias.					
M19	Raramente estou atento a novos desenvolvimentos.					
M20	Gosto de saber como as coisas funcionam.					
M21	Eu não penso de forma original.					

Género: Masculino Feminino

Idade: Menos de 20 anos Entre 31 e 40 anos Entre 51 e 60 anos
 Entre 21 e 30 anos Entre 41 e 50 anos Mais de 60 anos

Nacionalidade: _____

Profissão: _____

Indepent-samples T-Test Outputs

- **Mindfulness and Ambience Cues**

Group Statistics

	h 1 mind21	N	Mean	Std. Deviation	Std. Error Mean
Air	1,00	148	3,5450	,70109	,05763
	2,00	156	3,6346	,64788	,05187
Temperature	1,00	148	3,6351	,71093	,05844
	2,00	156	3,6538	,70908	,05677
Odour	1,00	148	3,7793	,78009	,06412
	2,00	156	4,0128	,62891	,05035
Noise	1,00	148	3,6115	,76670	,06302
	2,00	156	3,8397	,75985	,06084
Food	1,00	148	2,9459	,94425	,07762
	2,00	156	2,2308	,87508	,07006
Staff	1,00	148	3,8125	,72602	,05968
	2,00	156	3,9279	,60041	,04807
Layout	1,00	148	3,0189	,69059	,05677
	2,00	156	3,0026	,83039	,06648
Equipment	1,00	148	2,8818	,83628	,06874
	2,00	156	2,8365	,88018	,07047
Checkin	1,00	148	4,1216	,96119	,07901
	2,00	156	4,4647	,82131	,06576
Flight	1,00	148	3,1706	,58832	,04836
	2,00	156	3,0657	,64453	,05160
Paying	1,00	148	2,7162	1,07007	,08796
	2,00	156	2,5564	1,32846	,10636

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence	
									Lower	Upper
Air	Equal variances assumed	,953	,330	-1,158	302	,248	-,08957	,07738	-,24183	,06269
	Equal variances not assumed			-1,155	296,874	,249	-,08957	,07754	-,24216	,06302
Temperature	Equal variances assumed	,022	,882	-2,230	302	,819	-,01871	,08147	-,17903	,14161
	Equal variances not assumed			-2,230	301,075	,819	-,01871	,08147	-,17904	,14162
Odour	Equal variances assumed	2,860	,092	-2,881	302	,004	-,23354	,08108	-,39309	,07400
	Equal variances not assumed			-2,864	282,362	,004	-,23354	,08153	-,39403	,07306
Noise	Equal variances assumed	1,666	,198	-2,606	302	,010	-,22826	,08757	-,40059	,05592
	Equal variances not assumed			-2,606	300,851	,010	-,22826	,08760	-,40063	,05588
Food	Equal variances assumed	1,147	,285	6,853	302	,000	,71518	,10435	,50983	,92053
	Equal variances not assumed			6,840	297,088	,000	,71518	,10456	,50940	,92095
Staff	Equal variances assumed	9,675	,002	-1,513	302	,131	-,11538	,07625	-,26544	,03467
	Equal variances not assumed			-1,506	285,610	,133	-,11538	,07663	-,26622	,03545
Layout	Equal variances assumed	4,922	,027	,186	302	,852	,01635	,08784	-,15651	,18922
	Equal variances not assumed			,187	296,960	,852	,01635	,08742	-,15569	,18840
Equipment	Equal variances assumed	2,532	,113	,459	302	,647	,04522	,09858	-,14877	,23921
	Equal variances not assumed			,459	301,999	,646	,04522	,09845	-,14851	,23894
Checkin	Equal variances assumed	6,815	,009	-3,352	302	,001	-,34312	,10237	-,54457	,14167
	Equal variances not assumed			-3,338	289,463	,001	-,34312	,10279	-,54544	,14080
Flight	Equal variances assumed	,280	,597	1,480	302	,140	,10490	,07089	-,03460	,24441
	Equal variances not assumed			1,483	301,556	,139	,10490	,07072	-,03427	,24407
Paying	Equal variances assumed	27,994	,000	1,151	302	,250	,15981	,13880	-,11333	,43294
	Equal variances not assumed			1,158	294,343	,248	,15981	,13802	-,11183	,43144

- **Novelty Producing and Ambience Cues**

Group Statistics

	h 1 Producing	N	Mean	Std. Deviation	Std. Error Mean
Air	1,00	136	3,3578	,59162	,05073
	2,00	168	3,7798	,68033	,05249
Temperature	1,00	136	3,4485	,67503	,05788
	2,00	168	3,8036	,69759	,05382
Odour	1,00	136	3,6716	,74035	,06348
	2,00	168	4,0833	,63889	,04929
Noise	1,00	136	3,4338	,73738	,06323
	2,00	168	3,9673	,71372	,05506
Food	1,00	136	2,7721	1,01629	,08715
	2,00	168	2,4226	,91558	,07064
Staff	1,00	136	3,6949	,65736	,05637
	2,00	168	4,0149	,63969	,04935
Layout	1,00	136	2,7426	,60805	,05214
	2,00	168	3,2274	,80950	,06245
Equipment	1,00	136	2,6838	,59802	,05128
	2,00	168	3,0000	1,00075	,07721
Checkin	1,00	136	4,0221	,96392	,08266
	2,00	168	4,5208	,79360	,06123
Flight	1,00	136	3,0735	,50563	,04336
	2,00	168	3,1518	,69700	,05377
Paying	1,00	136	2,7074	1,08618	,09314
	2,00	168	2,5750	1,30227	,10047

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Air	Equal variances assumed	8,760	,003	-5,696	302	,000	-,42192	,07408	-,56769	-,27615
	Equal variances not assumed			-5,780	300,429	,000	-,42192	,07300	-,56557	-,27827
Temperature	Equal variances assumed	1,039	,309	-4,476	302	,000	-,35504	,07931	-,51112	-,19897
	Equal variances not assumed			-4,492	292,561	,000	-,35504	,07904	-,51060	-,19949
Odour	Equal variances assumed	,281	,596	-5,203	302	,000	-,41176	,07914	-,56750	-,25603
	Equal variances not assumed			-5,123	268,074	,000	-,41176	,08037	-,57001	-,25352
Noise	Equal variances assumed	1,929	,166	-6,384	302	,000	-,53344	,08356	-,69787	-,36901
	Equal variances not assumed			-6,362	284,934	,000	-,53344	,08385	-,69848	-,36840
Food	Equal variances assumed	,036	,851	3,149	302	,002	,34944	,11095	,13110	,56778
	Equal variances not assumed			3,115	274,785	,002	,34944	,11218	,12860	,57028
Staff	Equal variances assumed	1,465	,227	-4,284	302	,000	-,32003	,07471	-,46704	-,17302
	Equal variances not assumed			-4,272	285,626	,000	-,32003	,07492	-,46749	-,17256
Layout	Equal variances assumed	8,843	,003	-5,785	302	,000	-,48473	,08379	-,64962	-,31985
	Equal variances not assumed			-5,958	300,398	,000	-,48473	,08136	-,64484	-,32463
Equipment	Equal variances assumed	42,998	,000	-3,245	302	,001	-,31618	,09745	-,50793	-,12442
	Equal variances not assumed			-3,411	279,540	,001	-,31618	,09269	-,49863	-,13372
Checkin	Equal variances assumed	7,768	,006	-4,948	302	,000	-,49877	,10080	-,69713	-,30042
	Equal variances not assumed			-4,849	260,417	,000	-,49877	,10286	-,70132	-,29623
Flight	Equal variances assumed	5,032	,026	-1,096	302	,274	-,07826	,07138	-,21872	,06221
	Equal variances not assumed			-1,133	298,601	,258	-,07826	,06908	-,21420	,05768
Paying	Equal variances assumed	25,796	,000	,948	302	,344	,13235	,13962	-,14241	,40711
	Equal variances not assumed			,966	301,719	,335	,13235	,13700	-,13725	,40195

- **Novelty Seeking and Ambience Cues**

Group Statistics

	h 1 Seeking	N	Mean	Std. Deviation	Std. Error Mean
Air	1,00	148	3,6104	,64989	,05342
	2,00	156	3,5726	,69900	,05596
Temperature	1,00	148	3,5895	,70951	,05832
	2,00	156	3,6971	,70654	,05657
Odour	1,00	148	3,8266	,74329	,06110
	2,00	156	3,9679	,68237	,05463
Noise	1,00	148	3,5946	,74082	,06090
	2,00	156	3,8558	,77877	,06235
Food	1,00	148	2,7534	,95742	,07870
	2,00	156	2,4135	,96748	,07746
Staff	1,00	148	3,7990	,70750	,05816
	2,00	156	3,9407	,61834	,04951
Layout	1,00	148	3,0216	,70301	,05779
	2,00	156	3,0000	,82039	,06568
Equipment	1,00	148	2,9679	,92870	,07634
	2,00	156	2,7548	,77380	,06195
Checkin	1,00	148	4,1250	,95809	,07875
	2,00	156	4,4615	,82606	,06614
Flight	1,00	148	3,1385	,59853	,04920
	2,00	156	3,0962	,63909	,05117
Paying	1,00	148	2,4176	1,04196	,08565
	2,00	156	2,8397	1,32147	,10580

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Air	Equal variances assumed	,050	,823	,486	302	,627	,03771	,07752	-,11483	,19025
	Equal variances not assumed			,487	301,879	,626	,03771	,07737	-,11454	,18996
Temperature	Equal variances assumed	,177	,674	-1,324	302	,186	-,10759	,08124	-,26746	,05228
	Equal variances not assumed			-1,324	301,021	,186	-,10759	,08125	-,26748	,05230
Odour	Equal variances assumed	,105	,746	-1,729	302	,085	-,14137	,08178	-,30230	,01955
	Equal variances not assumed			-1,725	296,363	,086	-,14137	,08196	-,30267	,01993
Noise	Equal variances assumed	,018	,895	-2,993	302	,003	-,26117	,08727	-,43291	-,08944
	Equal variances not assumed			-2,997	301,998	,003	-,26117	,08715	-,43268	-,08967
Food	Equal variances assumed	,555	,457	3,077	302	,002	,33992	,11046	,12256	,55728
	Equal variances not assumed			3,078	301,459	,002	,33992	,11043	,12262	,55722
Staff	Equal variances assumed	5,509	,020	-1,862	302	,064	-,14172	,07611	-,29148	,00805
	Equal variances not assumed			-1,856	291,881	,065	-,14172	,07637	-,29203	,00860
Layout	Equal variances assumed	1,216	,271	,246	302	,806	,02162	,08784	-,15123	,19448
	Equal variances not assumed			,247	298,955	,805	,02162	,08749	-,15054	,19379
Equipment	Equal variances assumed	4,554	,034	2,178	302	,030	,21310	,09785	,02055	,40565
	Equal variances not assumed			2,167	286,527	,031	,21310	,09832	,01959	,40661
Checkin	Equal variances assumed	5,545	,019	-3,285	302	,001	-,33654	,10244	-,53813	-,13495
	Equal variances not assumed			-3,272	290,451	,001	-,33654	,10284	-,53895	-,13413
Flight	Equal variances assumed	,038	,845	,596	302	,552	,04236	,07111	-,09757	,18229
	Equal variances not assumed			,597	301,951	,551	,04236	,07098	-,09733	,18205
Paying	Equal variances assumed	22,082	,000	-3,082	302	,002	-,42218	,13697	-,69170	-,15265
	Equal variances not assumed			-3,101	292,337	,002	-,42218	,13612	-,69008	-,15427

- **Engagement and Ambience Cues**

Group Statistics

	h 1 engagement	N	Mean	Std. Deviation	Std. Error Mean
Air	1,00	112	3,5208	,59153	,05589
	2,00	136	3,5074	,67643	,05800
Temperature	1,00	112	3,5179	,72652	,06865
	2,00	136	3,6801	,73326	,06288
Odour	1,00	112	3,7113	,80476	,07604
	2,00	136	3,9314	,68867	,05905
Noise	1,00	112	3,4420	,82130	,07761
	2,00	136	3,9191	,68912	,05909
Food	1,00	112	3,2277	,86703	,08193
	2,00	136	2,4081	,76304	,06543
Staff	1,00	112	3,7879	,76979	,07274
	2,00	136	3,8768	,65828	,05645
Layout	1,00	112	3,0089	,76141	,07195
	2,00	136	2,9750	,83991	,07202
Equipment	1,00	112	2,9196	,86095	,08135
	2,00	136	2,6544	,86016	,07376
Checkin	1,00	112	4,1964	1,03183	,09750
	2,00	136	4,3088	,91502	,07846
Flight	1,00	112	3,1719	,59939	,05664
	2,00	136	3,0276	,73514	,06304
Paying	1,00	112	2,8214	1,07128	,10123
	2,00	136	2,6618	1,23253	,10569

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Air	Equal variances assumed	1,617	,205	,165	246	,869	,01348	,08160	-,14725	,17421
	Equal variances not assumed			,167	245,093	,867	,01348	,08055	-,14518	,17214
Temperature	Equal variances assumed	,012	,912	-1,742	246	,083	-,16229	,09318	-,34582	,02124
	Equal variances not assumed			-1,743	237,769	,083	-,16229	,09309	-,34568	,02110
Odour	Equal variances assumed	,073	,788	-2,320	246	,021	-,22006	,09484	-,40687	-,03325
	Equal variances not assumed			-2,286	219,587	,023	-,22006	,09628	-,40981	-,03031
Noise	Equal variances assumed	9,806	,002	-4,975	246	,000	-,47715	,09591	-,66606	-,28825
	Equal variances not assumed			-4,892	217,039	,000	-,47715	,09754	-,66940	-,28490
Food	Equal variances assumed	1,858	,174	7,914	246	,000	,81959	,10356	,61561	1,02357
	Equal variances not assumed			7,817	223,121	,000	,81959	,10485	,61297	1,02621
Staff	Equal variances assumed	5,505	,020	-,980	246	,328	-,08889	,09069	-,26753	,08974
	Equal variances not assumed			-,965	219,496	,335	-,08889	,09207	-,27035	,09257
Layout	Equal variances assumed	,183	,669	,330	246	,742	,03393	,10277	-,16850	,23636
	Equal variances not assumed			,333	243,708	,739	,03393	,10180	-,16659	,23445
Equipment	Equal variances assumed	,140	,709	2,416	246	,016	,26523	,10980	,04896	,48150
	Equal variances not assumed			2,415	236,883	,016	,26523	,10981	,04890	,48156
Checkin	Equal variances assumed	1,826	,178	-,909	246	,364	-,11239	,12370	-,35605	,13126
	Equal variances not assumed			-,898	224,060	,370	-,11239	,12515	-,35901	,13422
Flight	Equal variances assumed	1,941	,165	1,670	246	,096	,14430	,08642	-,02591	,31452
	Equal variances not assumed			1,703	245,979	,090	,14430	,08474	-,02262	,31122
Paying	Equal variances assumed	6,857	,009	1,076	246	,283	,15966	,14834	-,13251	,45184
	Equal variances not assumed			1,091	245,266	,276	,15966	,14634	-,12859	,44792

- **Flexibility and Ambience Cues**

Group Statistics

	h 1 Flexibility	N	Mean	Std. Deviation	Std. Error Mean
Air	1,00	141	3,5721	,71417	,06014
	2,00	124	3,5941	,60045	,05392
Temperature	1,00	141	3,6011	,65872	,05547
	2,00	124	3,6310	,75065	,06741
Odour	1,00	141	3,7801	,74517	,06276
	2,00	124	4,0242	,66555	,05977
Noise	1,00	141	3,5851	,73669	,06204
	2,00	124	3,8347	,77753	,06982
Food	1,00	141	2,9610	,95070	,08006
	2,00	124	2,2177	,81710	,07338
Staff	1,00	141	3,8103	,72080	,06070
	2,00	124	3,8831	,66903	,06008
Layout	1,00	141	2,9461	,70422	,05931
	2,00	124	2,9419	,83648	,07512
Equipment	1,00	141	2,8599	,84482	,07115
	2,00	124	2,8185	,89960	,08079
Checkin	1,00	141	4,1560	1,01442	,08543
	2,00	124	4,4032	,86878	,07802
Flight	1,00	141	3,2252	,55203	,04649
	2,00	124	2,9637	,71261	,06399
Paying	1,00	141	2,7404	1,10550	,09310
	2,00	124	2,5726	1,26010	,11316

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Air	Equal variances assumed	1,422	,234	-,269	263	,788	-,02198	,08168	-,18280	,13884
	Equal variances not assumed			-,272	262,487	,786	-,02198	,08078	-,18104	,13707
Temperature	Equal variances assumed	5,374	,021	-,346	263	,729	-,02998	,08657	-,20045	,14048
	Equal variances not assumed			-,343	246,630	,732	-,02998	,08730	-,20194	,14197
Odour	Equal variances assumed	,081	,777	-,2796	263	,006	-,24405	,08729	-,41593	-,07217
	Equal variances not assumed			-,2816	262,933	,005	-,24405	,08666	-,41469	-,07341
Noise	Equal variances assumed	,021	,884	-,2681	263	,008	-,24957	,09308	-,43285	-,06629
	Equal variances not assumed			-,2672	254,507	,008	-,24957	,09340	-,43352	-,06563
Food	Equal variances assumed	,187	,666	6,778	263	,000	,74325	,10966	,52733	,95917
	Equal variances not assumed			6,844	262,868	,000	,74325	,10860	,52941	,95709
Staff	Equal variances assumed	,242	,624	-,848	263	,397	-,07278	,08582	-,24176	,09620
	Equal variances not assumed			-,852	262,222	,395	-,07278	,08541	-,24095	,09539
Layout	Equal variances assumed	5,566	,019	,044	263	,965	,00416	,09466	-,18223	,19056
	Equal variances not assumed			,044	241,642	,965	,00416	,09571	-,18436	,19269
Equipment	Equal variances assumed	1,437	,232	,386	263	,700	,04138	,10722	-,16973	,25249
	Equal variances not assumed			,384	253,703	,701	,04138	,10765	-,17062	,25338
Checkin	Equal variances assumed	7,832	,006	-,2116	263	,035	-,24720	,11685	-,47727	-,01713
	Equal variances not assumed			-,2137	262,824	,034	-,24720	,11569	-,47500	-,01939
Flight	Equal variances assumed	3,425	,065	3,359	263	,001	,26147	,07784	,10821	,41473
	Equal variances not assumed			3,306	230,644	,001	,26147	,07910	,10562	,41732
Paying	Equal variances assumed	13,153	,000	1,155	263	,249	,16784	,14531	-,11828	,45397
	Equal variances not assumed			1,145	246,602	,253	,16784	,14654	-,12078	,45647

- Novelty Producing and Trust

Group Statistics

	h_1_Producing	N	Mean	Std. Deviation	Std. Error Mean
Trust	1,00	136	3,1397	,83302	,07143
	2,00	168	3,6151	1,03626	,07995

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Trust	4,008	,046	-4,334	302	,000	-,47537	,10967	-,69119	-,25955
			-4,434	301,988	,000	-,47537	,10721	-,68635	-,26440

Group Statistics COMMITMENT

	h_1_Producing	N	Mean	Std. Deviation	Std. Error Mean
Commitment	1,00	136	3,1191	,79307	,06801
	2,00	168	3,1560	,99662	,07689

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Commitment	9,138	,003	-,350	302	,726	-,03683	,10511	-,24368	,17001
			-,359	301,920	,720	-,03683	,10265	-,23883	,16517

• **Novelty Producing and Affective Commitment**

Group Statistics

	h_1_Producing	N	Mean	Std. Deviation	Std. Error Mean
AffectiveC	1,00	136	2,5931	,83315	,07144
	2,00	168	3,0298	1,16949	,09023

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
AffectiveC	Equal variances assumed	17,520	,000	3,665	302	,000	-,43662	,11913	-,67105	-,20220
	Equal variances not assumed			3,794	297,424	,000	-,43662	,11509	-,66311	-,21014

SATISFACTION

Group Statistics

	h_1_Producing	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction	1,00	136	3,5711	,73693	,06319
	2,00	168	3,8373	,83422	,06436

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Satisfaction	Equal variances assumed	,831	,363	2,913	302	,004	-,26622	,09138	-,44605	-,08640
	Equal variances not assumed			2,952	299,674	,003	-,26622	,09020	-,44372	-,08872

- **Novelty Producing and Behavioural Loyalty**

Group Statistics

	h_l_Producing	N	Mean	Std. Deviation	Std. Error Mean
BLoyalty	1,00	136	3,4118	,80802	,06929
	2,00	168	3,6845	,89295	,06889

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
BLoyalty	Equal variances assumed	3,360	,068	-,2762	302	,006	-,27276	,09874	-,46707	-,07845
	Equal variances not assumed			-,2792	298,239	,006	-,27276	,09771	-,46504	-,08047

- **Novelty Producing and Behavioural Intention**

Group Statistics

	h_l_Producing	N	Mean	Std. Deviation	Std. Error Mean
BIntention	1,00	136	3,7886	,90261	,07740
	2,00	168	3,8408	,68475	,05283

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
BIntention	Equal variances assumed	8,125	,005	-,573	302	,567	-,05217	,09108	-,23140	,12706
	Equal variances not assumed			-,557	246,792	,578	-,05217	,09371	-,23674	,13240

- Novelty Producing and Commitment Items

Group Statistics

	h_1_Producing	N	Mean	Std. Deviation	Std. Error Mean
C1	1,00	136	2,8088	1,25027	,10721
	2,00	168	2,6012	1,16403	,08981
C2	1,00	136	3,1397	,92033	,07892
	2,00	168	3,4167	1,24013	,09568
C3	1,00	136	2,9853	,89431	,07669
	2,00	168	2,9821	1,13451	,08753
C4	1,00	136	3,3750	,87718	,07522
	2,00	168	3,3155	1,06180	,08192
C5	1,00	136	3,2868	,98061	,08409
	2,00	168	3,4643	1,03179	,07960

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
C1	3,166	,076	1,496	302	,136	,20763	,13880	-,06551	,48078
			1,485	279,629	,139	,20763	,13985	-,06767	,48293
C2	23,770	,000	-,2166	302	,031	-,27696	,12788	-,52861	-,02531
			-,2233	299,846	,026	-,27696	,12403	-,52103	-,03289
C3	3,752	,054	,026	302	,979	,00315	,11928	-,23157	,23787
			,027	301,801	,978	,00315	,11637	-,22585	,23215
C4	4,987	,026	,525	302	,600	,05952	,11345	-,16373	,28278
			,535	301,868	,593	,05952	,11121	-,15933	,27838
C5	,000	,989	-,1525	302	,128	-,17752	,11641	-,40661	,05156
			-,1533	294,314	,126	-,17752	,11579	-,40540	,05036

- Novelty Producing and Behavioural Intention Items

Group Statistics

	h 1 Producing	N	Mean	Std. Deviation	Std. Error Mean
I1	1,00	136	3,9412	1,01664	,08718
	2,00	168	4,2321	,70899	,05470
I2	1,00	136	3,9559	1,04610	,08970
	2,00	168	4,1131	,87154	,06724
I3	1,00	136	3,5809	1,06496	,09132
	2,00	168	3,6369	1,11294	,08586
I4	1,00	136	3,6765	1,01749	,08725
	2,00	168	3,3810	1,46745	,11322

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
I1	8,582	,004	-2,932	302	,004	-,29097	,09923	-,48623	-,09570
			-2,827	233,029	,005	-,29097	,10292	-,49373	-,08820
I2	10,972	,001	-1,429	302	,154	-,15721	,10999	-,37365	,05923
			-1,402	262,371	,162	-,15721	,11211	-,37796	,06353
I3	,010	,919	-,445	302	,657	-,05602	,12593	-,30384	,19179
			-,447	293,670	,655	-,05602	,12535	-,30272	,19067
I4	32,111	,000	1,992	302	,047	,29552	,14833	,00363	,58741
			2,068	295,383	,040	,29552	,14293	,01422	,57682

- Novelty Seeking and Trust

Group Statistics

	h 1 Seeking	N	Mean	Std. Deviation	Std. Error Mean
Trust	1,00	148	3,2410	1,16241	,09555
	2,00	156	3,5556	,73551	,05889

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Trust	22,120	,000	-2,835	302	,005	-,31456	,11098	-,53295	-,09618
			-2,803	246,194	,005	-,31456	,11224	-,53564	-,09349

- **Novelty Seeking and Commitment**

Group Statistics					
	h 1 Seeking	N	Mean	Std. Deviation	Std. Error Mean
Commitment	1,00	148	3,0784	,95094	,07817
	2,00	156	3,1974	,86837	,06952

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Commitment	Equal variances assumed	1,948	,164	1,141	302	,255	-,11906	,10436	-,32443	,08631	
	Equal variances not assumed			1,138	295,934	,256	-,11906	,10461	-,32494	,08682	

- **Novelty Seeking and Affective Commitment**

Group Statistics

	h 1 Seeking	N	Mean	Std. Deviation	Std. Error Mean
AffectiveC	1,00	148	2,9077	1,03807	,08533
	2,00	156	2,7650	1,06708	,08543

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
AffectiveC	Equal variances assumed	,096	,757	1,181	302	,239	,14270	,12084	-,09509	,38049	
	Equal variances not assumed			1,182	301,808	,238	,14270	,12075	-,09491	,38032	

- **Novelty Seeking and Satisfaction**

Group Statistics					
	h 1 Seeking	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction	1,00	148	3,5113	,86191	,07085
	2,00	156	3,9145	,68770	,05506

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Satisfaction	Equal variances assumed	9,926	,002	4,521	302	,000	-,40327	,08920	-,57881	-,22773	
	Equal variances not assumed			4,494	280,984	,000	-,40327	,08973	-,57989	-,22664	

- Novelty Seeking and Behavioural Loyalty

Group Statistics

	h_l_Seeking	N	Mean	Std. Deviation	Std. Error Mean
BLoyalty	1,00	148	3,3608	,95095	,07817
	2,00	156	3,7538	,72836	,05832

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
BLoyalty	Equal variances assumed	11,979	,001	4,058	302	,000	-,39304	,09685	-,58363	-,20244
	Equal variances not assumed			4,030	275,290	,000	-,39304	,09752	-,58502	-,20105

- Novelty Seeking and Behavioural Intentions

Group Statistics

	h_l_Seeking	N	Mean	Std. Deviation	Std. Error Mean
BIntention	1,00	148	3,5794	,82274	,06763
	2,00	156	4,0433	,68460	,05481

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
BIntention	Equal variances assumed	2,427	,120	5,354	302	,000	-,46388	,08664	-,63436	-,29339
	Equal variances not assumed			5,329	286,366	,000	-,46388	,08705	-,63522	-,29253

- Novelty Seeking and Commitment Items

Group Statistics

	h_l_Seeking	N	Mean	Std. Deviation	Std. Error Mean
C1	1,00	148	2,7365	1,17434	,09653
	2,00	156	2,6538	1,23734	,09907
C2	1,00	148	3,2432	1,19307	,09807
	2,00	156	3,3397	1,03797	,08310
C3	1,00	148	3,0946	1,06482	,08753
	2,00	156	2,8782	,99251	,07946
C4	1,00	148	3,1892	,97835	,08042
	2,00	156	3,4872	,96712	,07743
C5	1,00	148	3,1284	1,08346	,08906
	2,00	156	3,6282	,87413	,06999

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
C1	1,068	,302	,597	302	,551	,08264	,13851	-,18993	,35521
			,597	302,000	,551	,08264	,13832	-,18955	,35483
C2	1,157	,283	-,753	302	,452	-,09650	,12808	-,34854	,15554
			-,751	291,408	,453	-,09650	,12855	-,34950	,15650
C3	,297	,586	1,834	302	,068	,21639	,11800	-,01582	,44860
			1,830	297,507	,068	,21639	,11822	-,01626	,44904
C4	,057	,812	-	302	,008	-,29799	,11160	-,51761	-,07837
			2,670	300,754	,008	-,29799	,11164	-,51768	-,07830
C5	9,840	,002	-	302	,000	-,49983	,11264	-,72148	-,27817
			4,437	282,458	,000	-,49983	,11327	-,72278	-,27687
			4,413						

- Novelty Seeking and Affective Commitment Items**

Group Statistics

	h 1 Seeking	N	Mean	Std. Deviation	Std. Error Mean
AC1	1,00	148	2,5743	1,26217	,10375
	2,00	156	2,4423	1,18725	,09506
AC2	1,00	148	3,0405	1,32418	,10885
	2,00	156	2,6859	1,23813	,09913
AC3	1,00	148	3,1081	1,08881	,08950
	2,00	156	3,1667	1,11201	,08903

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
AC1	,989	,321	,940	302	,348	,13202	,14048	-,14444	,40847
			,938	298,137	,349	,13202	,14071	-,14490	,40893
AC2	,037	,848	2,413	302	,016	,35464	,14696	,06545	,64384
			2,409	297,729	,017	,35464	,14722	,06492	,64437
AC3	,174	,677	-,464	302	,643	-,05856	,12631	-,30712	,19000
			-,464	301,696	,643	-,05856	,12624	-,30698	,18987

- Engagement and Trust

Group Statistics

	h_l_engagement	N	Mean	Std. Deviation	Std. Error Mean
Trust	1,00	112	3,0804	1,00772	,09522
	2,00	136	3,3775	,93387	,08008

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Trust	Equal variances assumed	,370	,544	2,406	246	,017	-,29709	,12350	-,54035	-,05384
	Equal variances not assumed			2,388	229,247	,018	-,29709	,12442	-,54224	-,05195

- Engagement and Commitment

Group Statistics

	h_l_engagement	N	Mean	Std. Deviation	Std. Error Mean
Commitment	1,00	112	2,9482	1,01369	,09578
	2,00	136	3,0882	,84073	,07209

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Commitment	Equal variances assumed	10,276	,002	1,189	246	,236	-,14002	,11775	-,37194	,09190
	Equal variances not assumed			1,168	215,514	,244	-,14002	,11988	-,37631	,09627

- Engagement and Affective Commitment

Group Statistics

	h_l_engagement	N	Mean	Std. Deviation	Std. Error Mean
AffectiveC	1,00	112	2,5982	1,02729	,09707
	2,00	136	2,7402	1,04523	,08963

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
AffectiveC	Equal variances assumed	,031	,860	1,073	246	,284	-,14198	,13234	-,40265	,11869
	Equal variances not assumed			1,075	238,444	,284	-,14198	,13212	-,40225	,11829

- Engagement and Satisfaction

Group Statistics

	h_l_engagement	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction	1,00	112	3,4851	,75654	,07149
	2,00	136	3,7402	,89506	,07675

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Satisfaction	Equal variances assumed	,836	,361	2,393	246	,017	-,25508	,10660	-,46504	-,04512
	Equal variances not assumed			2,432	245,824	,016	-,25508	,10489	-,46167	-,04849

- Engagement and Behavioural Loyalty**

Group Statistics

	h_l_engagement	N	Mean	Std. Deviation	Std. Error Mean
BLoyalty	1,00	112	3,3071	,91982	,08692
	2,00	136	3,5882	,87458	,07499

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
BLoyalty	Equal variances assumed	,926	,337	2,461	246	,015	-,28109	,11424	-,50610	-,05609
	Equal variances not assumed			2,449	232,051	,015	-,28109	,11480	-,50727	-,05491

- Engagement and Behavioural Intention**

Group Statistics

	h_l_engagement	N	Mean	Std. Deviation	Std. Error Mean
BIntention	1,00	112	3,7768	,99456	,09398
	2,00	136	3,8603	,69905	,05994

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
BIntention	Equal variances assumed	23,173	,000	2,774	246	,440	-,08351	,10786	-,29595	,12893
	Equal variances not assumed			2,749	193,376	,455	-,08351	,11147	-,30335	,13634

- Engagement and Commitment Items

Group Statistics

	h_1_engagement	N	Mean	Std. Deviation	Std. Error Mean
C1	1,00	112	2,7143	1,24067	,11723
	2,00	136	2,4412	1,19111	,10214
C2	1,00	112	3,0625	1,27542	,12052
	2,00	136	3,2132	,95381	,08179
C3	1,00	112	2,9107	1,27027	,12003
	2,00	136	2,8309	,90722	,07779
C4	1,00	112	3,1696	,94810	,08959
	2,00	136	3,3603	1,08643	,09316
C5	1,00	112	2,8839	1,11295	,10516
	2,00	136	3,5956	,88090	,07554

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
C1	2,462	,118	1,763	246	,079	,27311	,15487	-,03193	,57815
			1,757	233,057	,080	,27311	,15548	-,03322	,57944
C2	11,512	,001	- 1,064	246	,288	-,15074	,14170	-,42984	,12837
			- 1,035	201,626	,302	-,15074	,14565	-,43792	,13645
C3	18,014	,000	,576	246	,565	,07983	,13859	-,19315	,35281
			,558	195,479	,577	,07983	,14303	-,20226	,36192
C4	1,719	,191	- 1,456	246	,147	-,19065	,13096	-,44859	,06729
			- 1,475	245,154	,141	-,19065	,12925	-,44523	,06392
C5	6,839	,009	- 5,620	246	,000	-,71166	,12662	-,96106	-,46226
			- 5,496	209,278	,000	-,71166	,12948	-,96691	-,45641

- **Engagement and Affective Commitment Items**

Group Statistics

	h_l_engagement	N	Mean	Std. Deviation	Std. Error Mean
AC1	1,00	112	2,1964	1,08917	,10292
	2,00	136	2,4706	1,21680	,10434
AC2	1,00	112	2,7679	1,35555	,12809
	2,00	136	2,5882	1,25592	,10769
AC3	1,00	112	2,8304	1,05599	,09978
	2,00	136	3,1618	1,18147	,10131

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
AC1	1,049	,307	Equal variances assumed	1,851	246	,065	-,27416	,14814	-,56594	,01762
			Equal variances not assumed	1,871	244,267	,063	-,27416	,14656	-,56283	,01452
AC2	1,092	,297	Equal variances assumed	1,081	246	,281	,17962	,16611	-,14756	,50680
			Equal variances not assumed	1,073	229,222	,284	,17962	,16735	-,15011	,50935
AC3	1,141	,286	Equal variances assumed	2,305	246	,022	-,33141	,14375	-,61455	-,04827
			Equal variances not assumed	2,331	244,327	,021	-,33141	,14220	-,61150	-,05132

- **Engagement and Behavioural Intention Items**

Group Statistics

	h_l_engagement	N	Mean	Std. Deviation	Std. Error Mean
I1	1,00	112	4,0179	1,09035	,10303
	2,00	136	4,2206	,74725	,06408
I2	1,00	112	3,9018	1,16216	,10981
	2,00	136	4,0588	,90074	,07724
I3	1,00	112	3,4018	1,14262	,10797
	2,00	136	3,5368	1,12156	,09617
I4	1,00	112	3,7857	1,18875	,11233
	2,00	136	3,6250	1,14139	,09787

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
I1	8,479	,004	Equal variances assumed	-1,731	246	,085	-,20273	,11715	-,43347	,02801
			Equal variances not assumed	-1,671	190,092	,096	-,20273	,12133	-,44205	,03659
I2	36,598	,000	Equal variances assumed	-1,198	246	,232	-,15704	,13104	-,41514	,10107
			Equal variances not assumed	-1,170	206,447	,243	-,15704	,13426	-,42173	,10765
I3	,442	,507	Equal variances assumed	-,935	246	,351	-,13498	,14433	-,41926	,14930
			Equal variances not assumed	-,934	235,252	,352	-,13498	,14459	-,41984	,14988
I4	,127	,721	Equal variances assumed	1,083	246	,280	,16071	,14840	-,13158	,45301
			Equal variances not assumed	1,079	233,068	,282	,16071	,14898	-,13281	,45424

• **Flexibility and Trust**

Group Statistics

	h_1_Flexibility	N	Mean	Std. Deviation	Std. Error Mean
Trust	1,00	141	3,2790	,83250	,07011
	2,00	124	3,4785	,97969	,08798

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Trust	4,975	,027	Equal variances assumed	-1,792	263	,074	-,19953	,11133	-,41875	,01968
			Equal variances not assumed	-1,774	242,797	,077	-,19953	,11250	-,42113	,02206

- **Flexibility and Commitment**

Group Statistics

	h_1_Flexibility	N	Mean	Std. Deviation	Std. Error Mean
Commitment	1,00	141	3,1915	,89726	,07556
	2,00	124	2,9597	,92270	,08286

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Commitment	Equal variances assumed	,043	,836	2,071	263	,039	,23181	,11194	,01140	,45222
	Equal variances not assumed			2,067	256,681	,040	,23181	,11214	,01098	,45265

- **Flexibility and Affective Commitment**

Group Statistics

	h_1_Flexibility	N	Mean	Std. Deviation	Std. Error Mean
AffectiveC	1,00	141	2,6879	,94802	,07984
	2,00	124	2,8763	1,16674	,10478

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
AffectiveC	Equal variances assumed	5,775	,017	1,449	263	,148	-,18840	,13000	-,44438	,06758
	Equal variances not assumed			1,430	237,080	,154	-,18840	,13173	-,44791	,07111

- **Flexibility and Satisfaction**

Group Statistics

	h_1_Flexibility	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction	1,00	141	3,6383	,68370	,05758
	2,00	124	3,7285	,92674	,08322

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Satisfaction	Equal variances assumed	10,715	,001	-,908	263	,365	-,09020	,09929	-,28571	,10532
	Equal variances not assumed			-,891	223,867	,374	-,09020	,10120	-,28962	,10923

- **Flexibility and Behavioural Loyalty**

Group Statistics

	h_1_Flexibility	N	Mean	Std. Deviation	Std. Error Mean
BLoyalty	1,00	141	3,4383	,85954	,07239
	2,00	124	3,5694	,91422	,08210

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
BLoyalty	Equal variances assumed	1,053	,306	1,202	263	,230	-,13106	,10902	-,34572	,08361
	Equal variances not assumed			1,197	253,809	,232	-,13106	,10945	-,34661	,08450

- Flexibility and Behavioural Intention**

Group Statistics

	h_1_Flexibility	N	Mean	Std. Deviation	Std. Error Mean
BIntention	1,00	141	3,7677	,89624	,07548
	2,00	124	3,8972	,75910	,06817

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
BIntention	Equal variances assumed	4,630	,032	1,259	263	,209	-,12945	,10279	-,33184	,07295
	Equal variances not assumed			1,273	262,642	,204	-,12945	,10170	-,32971	,07081

- Flexibility and Trust Items**

Group Statistics

	h_1_Flexibility	N	Mean	Std. Deviation	Std. Error Mean
T1	1,00	141	3,4468	,95188	,08016
	2,00	124	3,5484	1,21879	,10945
T2	1,00	141	3,5319	1,01807	,08574
	2,00	124	3,7742	1,01884	,09149
T3	1,00	141	2,8582	1,05276	,08866
	2,00	124	3,1129	1,12770	,10127

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
T1	Equal variances assumed	7,947	,005	-,761	263	,448	-,10158	,13357	-,36457	,16142
	Equal variances not assumed			-,749	231,763	,455	-,10158	,13567	-,36888	,16572
T2	Equal variances assumed	,526	,469	1,932	263	,054	-,24228	,12538	-,48916	,00460
	Equal variances not assumed			1,932	258,642	,054	-,24228	,12539	-,48919	,00463
T3	Equal variances assumed	5,123	,024	1,901	263	,058	-,25475	,13400	-,51860	,00911
	Equal variances not assumed			1,893	253,148	,060	-,25475	,13460	-,51982	,01032

- **Flexibility and Affective Commitment Items**

Group Statistics

	h_1_Flexibility	N	Mean	Std. Deviation	Std. Error Mean
AC1	1,00	141	2,3191	1,06449	,08965
	2,00	124	2,7097	1,31145	,11777
AC2	1,00	141	2,7021	1,19967	,10103
	2,00	124	2,8306	1,35983	,12212
AC3	1,00	141	3,0426	,94015	,07918
	2,00	124	3,0887	1,28159	,11509

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
AC1	7,416	,007	-2,674	263	,008	-,39053	,14606	-,67813	-,10293
			2,639	236,941	,009	-,39053	,14801	-,68211	-,09895
AC2	2,131	,146	-,817	263	,414	-,12852	,15722	-,43810	,18106
			-,811	247,239	,418	-,12852	,15849	-,44068	,18365
AC3	19,581	,000	-,337	263	,736	-,04616	,13702	-,31595	,22364
			-,330	223,075	,741	-,04616	,13969	-,32145	,22913

- **Flexibility and Satisfaction Items**

Group Statistics

	h_1_Flexibility	N	Mean	Std. Deviation	Std. Error Mean
S1	1,00	141	3,8085	,71629	,06032
	2,00	124	3,9355	1,15288	,10353
S2	1,00	141	3,6950	,76479	,06441
	2,00	124	3,4194	1,19686	,10748
S3	1,00	141	3,4113	,89499	,07537
	2,00	124	3,8306	,91706	,08235

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
S1 Equal variances assumed	10,281	,002	-	263	,277	-,12697	,11645	-,35627	,10232
			1,090						
S1 Equal variances not assumed	10,281	,002	-	200,396	,291	-,12697	,11982	-,36325	,10930
			1,060						
S2 Equal variances assumed	37,939	,000	-	263	,025	,27568	,12196	,03555	,51581
			2,260						
S2 Equal variances not assumed	37,939	,000	-	204,077	,029	,27568	,12530	,02863	,52273
			2,200						
S3 Equal variances assumed	,000	,998	-	263	,000	-,41930	,11146	-,63877	-,19982
			3,762						
S3 Equal variances not assumed	,000	,998	-	256,959	,000	-,41930	,11164	-,63914	-,19945
			3,756						

- Flexibility and Behavioural Loyalty Items**

Group Statistics

	h_1_Flexibility	N	Mean	Std. Deviation	Std. Error Mean
BL1	1,00	141	3,8156	1,05291	,08867
	2,00	124	3,6129	1,18740	,10663
BL2	1,00	141	3,0709	1,24008	,10443
	2,00	124	3,7339	,97204	,08729
BL3	1,00	141	3,6241	1,07264	,09033
	2,00	124	3,5403	1,16451	,10458
BL4	1,00	141	3,2482	,93470	,07872
	2,00	124	3,5403	1,10725	,09943
BL5	1,00	141	3,4326	1,07108	,09020
	2,00	124	3,4194	1,21037	,10869

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
BL1			Equal variances assumed	1,473	263	,142	,20270	,13762	-,06827	,47367
			Equal variances not assumed	1,462	247,815	,145	,20270	,13868	-,07045	,47585
BL2			Equal variances assumed	4,796	263	,000	-,66295	,13822	-,93511	-,39079
			Equal variances not assumed	4,871	259,684	,000	-,66295	,13611	-,93097	-,39493
BL3			Equal variances assumed	,610	263	,543	,08379	,13746	-,18687	,35446
			Equal variances not assumed	,606	251,845	,545	,08379	,13819	-,18836	,35594
BL4			Equal variances assumed	2,328	263	,021	-,29210	,12546	-,53912	-,04507
			Equal variances not assumed	2,303	241,978	,022	-,29210	,12682	-,54191	-,04228
BL5			Equal variances assumed	,095	263	,925	,01327	,14014	-,26268	,28922
			Equal variances not assumed	,094	247,585	,925	,01327	,14125	-,26493	,29147

- Flexibility and Behavioural Intention Items**

Group Statistics

	h_1_Flexibility	N	Mean	Std. Deviation	Std. Error Mean
I1	1,00	141	4,0638	,97989	,08252
	2,00	124	4,1371	,84905	,07625
I2	1,00	141	3,9645	1,03103	,08683
	2,00	124	4,1129	,92138	,08274
I3	1,00	141	3,4823	,97543	,08215
	2,00	124	3,5000	1,17217	,10526
I4	1,00	141	3,5603	1,18544	,09983
	2,00	124	3,8387	1,10716	,09943

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
I1 Equal variances assumed	,004	,950	-,646	263	,519	-,07327	,11339	-,29653	,15000
			Equal variances not assumed	-,652	262,946	,515	-,07327	,11235	-,29450
I2 Equal variances assumed	5,663	,018	-	263	,221	-,14836	,12081	-,38624	,08951
			Equal variances not assumed	1,228	262,928	,217	-,14836	,11994	-,38453
I3 Equal variances assumed	6,316	,013	-,134	263	,893	-,01773	,13197	-,27758	,24212
			Equal variances not assumed	-,133	240,173	,894	-,01773	,13352	-,28076
I4 Equal variances assumed	1,220	,270	-	263	,050	-,27843	,14152	-,55708	,00023
			Equal variances not assumed	1,967	262,035	,049	-,27843	,14090	-,55586