Logo colors in relation to a product - Does it have an impact on consumer attitudes? A quantitative study.

*Bachelor Thesis*

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Abstract

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Title: Logo colors in relation to a product - Does it have an impact on consumer attitudes? A quantitative study.

Keywords: Logo, colors, consumer attitudes, ABC-model, congruence.

Background: Logos is an essential part in marketing, where colors is a useful tool to create emotions and feelings as well as helping consumers to recall a brand. The color of a logo should be related to the identity and values of a brand. It is further shown that congruence between logos and what a brand represents have an impact on consumers’ attitudes.

Purpose: The purpose of this paper is to explain how congruence between brand logo colors and products impact consumer attitudes towards a product.

Methodology: This study uses a quantitative approach with an experimental research design. The data was gathered by the use of a questionnaire and later analyzed through the use of descriptive statistics, ANOVA, kurtosis, skewness, correlation and cronbach’s alpha.

Conclusion It was concluded that the results from this study did not suggest that there is a significant difference between the means in a congruent condition compared to an incongruent condition. Hence, the congruence between brand logo colors and products does not have any significant impact on consumer attitudes.
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1. Introduction

1.1 Background

A brand represents everything a product or service means to consumers (Armstrong et al., 2012). Brands are built upon the product itself together with marketing activities and helps consumers to simplify their purchase decision, since it promises a certain quality level and may generate in trust. (Keller and Lehmann, 2006).

A brand usually has a vision, which is the driving force in the creation of products. This vision consists of the values and beliefs that a brand aims to communicate (Kapferer, 2008). An established identity helps brands to position and differentiate themselves on the market (Aslam, 2006; Hynes, 2009), and consist of visual tangibles such as buildings, products and paperwork (Hynes, 2009), but also visual intangible elements as name, slogan and logo (Keller and Lehmann, 2006; Müller et al., 2013).

It is known that symbols such as logos help consumers to understand the culture and personality of a brand (Kapferer, 2008), which makes it an essential part in marketing. Logos include various elements of design where shape, image, style, size and colors all are crucial (Hynes, 2009). Colors usually contribute with the creating of emotions and feelings (Stone et al., 2006; Hultén et al., 2009) and may define a brand’s logo, which helps consumers to recognize and recall a brand. (Bottomley and Doyle, 2006; Stone et al., 2006; Hultén et al., 2009). Thus, colors together with logos are an important part in communicating the brand values (O’Connor, 2011).

As logo colors should be associated with the brand’s values, congruence among brands products and its visual element are essential, since stimulus congruence has a positive effect on consumers’ attitudes (van Rompay et al., 2009). It is very useful for a company and marketers to identify the overall attitudes towards the brand and its products, as consumers’ attitudes are an essential part of their purchase decision (Batra et al., 1996). Positive attitudes more often lead to a purchase, while negative attitudes have an opposite effect (Batra et al., 1996; Solomon et al., 2013).
It has been shown that different colors have different meanings and psychological effects among consumers (Stone et al., 2006; Hultén et al., 2009). Also, van Rompay and Pruyn (2011) found that congruence of visual products features affected the perceived value and consumers were willing to pay more for products that had congruence across the visual product features.

1.2 Problem Discussion

The colors chosen for a logo should be related to the identity and values that a brand stands for and wants to communicate (Kapferer, 2008; Hulten et al., 2009). If the colors of a brand’s logo do not match what it stands for, the consumers might misinterpret it. Furthermore, Grimes and Doole (1998) found that color is a powerful tool in creating a brand identity and awareness, as well as in developing strong international brands effectively. Even though color is of high importance when developing a brand’s visual identity, it has not received much attention in marketing research (Hynes, 2009). The choice of brand logos and its design is often based on recommendations from professionals rather than on empirical research. However, there is a lack of professionals with expertise in this area (Henderson and Cote, 1998; Müller et al., 2013) and hence, more research in this field may help managers to make well-reasoned decisions when developing logos.

Furthermore, studies shows that the congruence of logos and what brands represent have an impact on consumers’ attitudes towards products (Bottomley and Doyle, 2006; Walsh et al., 2011; Yuwei et al., 2016). Exposure to a logotype can form attitudes, which generates either a positive or negative experience for the consumer (Solomon et al., 2013). Additionally, Dawar and Parker (1994) argue that consumers’ product choices is a result from attitudes formed by cues such as logos and product features.

Previous research has examined the importance of colors in logos (Aslam, 2006; Hynes, 2009; Bartneck and Clark, 2015), consumers’ attitudes towards different shapes of logos (Walsh et al., 2011; Yuwei, et al., 2016) and logo color congruence effect among functional and sensory-social products (Bottomley and Doyle, 2006).
As it has been proven that there is a connotative meaning between a company's logo and products (Bottomley and Doyle, 2006; Hynes, 2009, Walsh et al., 2011), there is a need for further research that explain the importance of congruence between brand logo colors in relation to a product (Bottomley and Doyle, 2006, Walsh et al., 2011). Furthermore, as consumer attitudes towards a company’s product is an essential part when marketers try to determine if a product will be successfully accepted on the market (Schiffman and Wisenblit, 2015), it will be used to measure the impact of congruence.

1.3 Purpose

The purpose of this paper is to explain how congruence between brand logo colors and products impact consumer attitudes towards a product.

1.4 Outline of the study

The paper is built on a structure where the theoretical framework consists of previous literature regarding colors and logos, attitudes with the ABC-model as well as congruence. This will lead to a conceptualization where all hypotheses are presented together with a model that explains how they relate to each other. Product description is not included in the theory as it was based on a focus group outcome that was part of the pre-study. The focus group outcome together with color theories made up the product description in the questionnaire that was used as a tool to describe a fictional product. Thereafter, the methodology chapter is introduced and will describe the whole research process with theories and justification on the research approach, research design, data sources, collection methods, pre-study, operationalization, sampling and analysis method. The following chapter presents the result from the questionnaire and does also include statistics generated from SPSS. The result of the study is discussed in the next chapter. Finally, a discussion regarding implications and limitations of the study is presented, together with suggestions for future research. This outline can be seen below in figure 1.4 on the following page.
Figure 1.4: Outline of the study
2. Theory

This chapter consists of a theoretical framework that is being used throughout this study. Literature regarding colors in logos is presented and followed by the theories of attitudes and the ABC-model. Furthermore, the theory of congruence is presented, which will lead to the hypotheses.

2.1 Colors in logos

A logo is a graphic design a company uses to identify its brand or its products, and helps consumers to recall and recognize a brand and its offer (Stone et al., 2006; Hultén et al., 2009; Hynes, 2009; Sääksjärvi et al., 2015). Since logo design is a key factor in communicating the values of a brand (O’Connor, 2011), a lot of companies invest a large amount of money in designing intangible cues such as logos (Henderson and Cote, 1998; Walsh et al., 2011; Yuwei et al., 2016).

Along with other visual cues, the theory of colors has emerged from psychology research and has come to play a significant role in creating sustainable brands (Grimes and Doole, 1998). It helps brands to establish customer loyalty but also plays a significant role in differentiating brands (Hynes, 2009). Additionally, Macklin (1996) argues that colors affect children's learning abilities of brand names positively if it is exposed together with visual cues such as colors.

It has been shown that colors also affect the mood and emotions of consumers and that different colors have different effects (Grimes and Doole, 1998; Stone et al., 2006; Hultén et al., 2009). Also, research has shown that the temperature level of colors has an affect on individuals’ excitation level. Warm colors such as red and yellow has a higher degree of affecting the level of excitement or anger, while cool colors such as green and blue have a calming effect of restfulness and peace (Henderson and Cote, 1998). Hence, the color yellow easily attract attention because of the excitement that the lightness of the color provides (Hultén et al., 2009). Additionally, yellow is associated with sunshine, heat, cheerfulness (Danger, 1968) and happiness (Jacobs et al., 1991).
The color red also has a great attraction value in logos because of its temperature level, and is associated with sex, passion, love (Danger, 1968; Jacobs et al., 1991; Stone et al., 2006; Hultén et al., 2009; O’Connor, 2011) as well as excitement, fear and adventure (Danger, 1968; O’Connor, 2011) but also heat and power (Stone et al., 2006). Furthermore, brands such as Coca Cola and Marlboro are highly associated with the color red (Hynes, 2009; Grimes and Doole, 1998).

The color green is cooler than red, which explains its associations with restfulness, coolness, spring (Danger, 1968) as well as environment (Hultén et al., 2009), harmony, healing, nature and honesty (Stone et al., 2006). The U.S tractor manufacturer John Deere is an excellent example of a company that uses green in their visual cues, which offers a natural link to the environment (Hultén et al., 2009). The color blue is also considered to be a cool color (Danger, 1968) and is associated with high quality, trustworthiness (Jacobs et al., 1991) as well as water, sea, summer and men (Danger, 1968).

Figure 2.1: Color associations based on the theoretical framework.
2.2 Attitudes

An attitude is a positive or negative evaluation of an attitude object (e.g. a product), which is developed during the consumer decision-making process. Attitudes are built on the information consumers have learnt and processed about a certain attitude object (Lantos, 2011; Schiffman and Wisenblit, 2015). Consumers are more likely to form attitudes if they have a larger amount of information to evaluate about the attitude object. However, if the consumers have no interest of a product, they will not process any of the available information (Schiffman and Wisenblit, 2015).

A common view regarding attitudes is that an attitude consists of three components: affect, behavior and cognition, also known as the ABC-model of attitudes (Solomon et al., 2013; Lantos, 2011; Schiffman and Wisenblit, 2015). Affect refers to how a consumer feel towards an attitude object, behavior is connected to the consumer’s intention to do something with the attitude object in mind and cognition refers to the beliefs a consumer has towards an attitude object (Solomon et al., 2013). All three components are important when forming attitudes and the model underlies the relationship between knowing, feeling and doing. For example, a consumer might know that a product has a certain attribute. However, this alone does not indicate that the consumer feels that this attribute is good, bad or if the consumer actually will purchase the product (Solomon et al., 2013).

2.2.1 Affect

The component of affect is connected to consumers’ emotions and feelings towards an attitude object, which could be either favorable or unfavorable (Breckler, 1984; Slovic, 2004; Lantos, 2011; Solomon et al., 2013; Schiffman and Wisenblit, 2015). Affect could also be explained as emotionally charged states, which refers to feelings such as happiness, sadness, disgust, anger, guilt or surprise (Schiffman and Wisenblit, 2015). Researchers are able to measure this by gathering verbal statements of feelings from respondents (Breckler, 1984). Affective responses arise fast and automatically with or without consciousness, and has a significant role in our in decision making process (Slovic, 2004).
2.2.2 Behavior

The component of behavior refers to the behavioral intentions and actions the consumers are taken in regard to the attitude object (Breckler, 1984; Solomon et al., 2013; Lantos, 2011; Schiffmann and Wisenblit, 2015). This could also be explained as the consumer’s intentions to make a purchase (Lantos, 2011; Schiffman and Wisenblit, 2015). Behavior is founded on a person’s feelings and knowledge (Lantos, 2011), and is reported by collecting verbal statements regarding consumers’ behavioral intentions (Breckler, 1984).

2.2.3 Cognition

This dimension of attitudes refers to the knowledge and perception a person has gathered from an attitude object through an experience (Breckler, 1984; Schiffman and Wisenblit, 2015), and could also be expressed as beliefs towards the attitude object (Breckler, 1984; Solomon et al., 2013; Lantos, 2011; Schiffman and Wisenblit, 2015). Fishbein (1963) further argues that beliefs may be held towards different characteristics of an object, such as attributes, values and goals. He also states that beliefs of an object are directly related to an individual’s attitude, as all beliefs contain an evaluative aspect (Fishbein, 1963). These beliefs are most often related to the physical product features (Lantos 2011; Schiffman and Wisenblit, 2015), and consumer benefits (Lantos, 2011). Cognition towards a product can thus be developed by exposure of communication or education materials of a company (Breckler, 1984).
2.3 Congruence

The theory of congruence is according to Osgood and Tannenbaum (1955) built upon social psychology, and is usually implemented in marketing and advertising when companies try to indicate perceptions of similarities. Bottomley and Doyle (2006) state that products and colors have connoted meanings, and if the similarities of connotative meanings are higher, the more appropriate a certain choice of color on a product is. The effect of congruence is related to consumer's need for structure, as incongruence is considered to be a form of uncertainty that appear when the connoted meanings do not match (van Rompay et al., 2009). Furthermore, incongruence could according to Bottomley and Doyle (2006) generate in a negative effect on consumers’ responses, as the product is less likely to be further investigated by consumers.

Studies has shown that the color(s) used in a brand’s logo should be associated with the identity a brand wants to communicate, which means that the congruence between the brand’s visual elements and its brand identity are of high importance (Hultén et al., 2009; van Rompay and Pruyn, 2011). Visual cues do also have a significant impact on the image from the consumers’ perspective. Hence, they highlight the importance of the consistency between visual elements connected to verbal information that is presented (Yuwei et al., 2016).

A high level of congruence of a product’s visual appearance does affect consumers’ responses towards a product positively (Veryzer, 1993; Bottomley and Doyle, 2006), and leads to a positive effect on consumers’ attitudes towards products (Bottomley and Doyle, 2006; Hekkert, 2006; van Rompay et al., 2009; Walsh et al., 2011; Yuwei et al., 2016). Furthermore, stimuli of visual elements has an impact on the consumer's buying behavior which is critical in a purchase decision (Clement, 2007), as it has been shown that consumers are willing to pay more for a product if the visual product features are congruent (van Rompay and Pruyn, 2011).
3. Conceptualization

By reviewing literature that emphasize the importance of consistency between a brand's visual elements and verbal information (Yuwei et al., 2016), as well as the fact that high level of congruence of a product’s visual appearance influences consumers attitudes towards products in a positive manner (Bottomley and Doyle, 2006; Hekkert, 2006; van Rompay et al., 2009; Walsh et al., 2011; Yuwei et al., 2016), the following hypothesis is stated:

**H1**: Consumer attitudes towards the product are more positive when there is congruence between brand logo color and product.

Furthermore, this study has implemented the ABC-model of attitudes in the theoretical framework, consisting of the components of affect, behavior and cognition. Breckler (1984) and Verplanken (as cited in Sánches-Garcia and Batista-Foguet, 2008) stated that it is important to identify how each of these components of attitudes is affected, as a consumer might have positive feelings towards a product, but still have no intention of buying the product. Solomon et al. (2013) further claims that all these components are important when forming attitudes, as the model underlies the relationship between knowing, feeling and doing. Therefore, the following hypotheses (H1a-H1c) have been developed in an attempt to explain how congruence between brand logo colors and product impact consumers’ attitudes towards a product with use of the ABC-model.

By reviewing literature on the theory of affect, which is referred to different emotionally charged states (Schiffman and Wisenblit, 2015), and further connected to consumer’s emotions and feelings towards an attitude object (Breckler, 1984; Slovic, 2004; Lantos, 2011; Solomon et al., 2013; Schiffman and Wisenblit, 2015), the following hypothesis is stated:

**H1a**: Feelings and emotions towards the product are more positive when there is congruence between brand logo color and product.
Given the literature about behavior that has been presented in the theoretical framework, which refers to consumers’ behavioral intentions and actions taken in regards to an attitude object (Breckler, 1984; Lantos, 2011; Solomon et al., 2013; Schiffmann and Wisenblit, 2015), the following hypothesis is stated:

**H1b:** Consumers behavioral intentions towards the product are more positive when there is congruence between brand logo color and product.

Based on the theory of cognition, which can be developed by exposure of a company’s communications materials, and refers to the consumers’ beliefs towards an attitude object (Lantos, 2011; Solomon et al., 2013; Schiffman and Wisenblit, 2015), the following hypothesis is stated:

**H1c:** Consumers beliefs towards the product are more positive when there is congruence between brand logo color and product description.

**Figure 3:** The effect on congruence of logo color and product towards attitudes.
4. Methodology

The methodology chapter provides theories and justifications of the approaches as well as method choices that has been made in this study. It consists of research approach, research design, data collection methods and its instruments such as focus group, pre-test and questionnaire, followed by a justification of the sample and analysis method. The chapter ends with theories and argumentation regarding validity, reliability and ethical considerations of the study.

4.1 Research Approach

4.1.1 Deductive Vs. Inductive research

There are two contrasting approaches regarding the link between theory and research, which is a deductive or inductive approach (Bryman and Bell, 2011). This paper will be conducted using a deductive view, and will take an explanatory approach where theory is the foundation of the research, which according to Adams et al. (2007) is argued to be the most common view discussing the relationship between theory and research. This is different compared to the inductive view of research, which is an exploratory approach where theory is the result of research and generalizable results is drawn out of observations (Bryman and Bell, 2011). Furthermore, an explanatory approach is most suitable for this study as it is preferable when researchers want to explain a relationship between variables (Saunders et al. 2009). Hence, the purpose of this study is therefore of explanatory nature.

Furthermore, a deductive research starts by gathering material from existing theories and concepts as a foundation and this also generates the starting point of the research (Bryman and Bell, 2011). There are large amount of previous research regarding logos, colors, congruence and attitudes. Hence, this study benefits from using these theories and concepts as a foundation, as they will be taken and used in a different setting in order to solve the research problem of this study. Therefore, the deductive approach is considered to be most suitable for this study. A deductive approach is according to Adams et al. (2007) the most logical process of coming to a conclusion.
Hypotheses should further be developed by considering previous theories and concepts (Adams et al., 2007), which also was the case in this study.

The hypotheses are then developed into an operationalization, which allows researchers to measure and implement it to the real world (Bryman and Bell, 2011). The theory and hypotheses drives the process of gathering relevant data, which leads to a test where the hypotheses are either verified or rejected (Popper, 2002; Adams et al., 2007).

4.1.2 Quantitative vs. Qualitative Research

When conducting a research, there are two strategies to choose from; quantitative or qualitative research. It is important for researchers to know what research approach is best suited for the study, since it determine how the empirical data will be conducted. The main difference is that quantitative research focus on the collection of numerical data and starts with the use of existing theories which help the research to develop a hypothesis that will be tested, as suggested in a deductive research (Bryman and Bell, 2011). A qualitative research on the other hand, is more concerned about words and has the aim of creating a deep understanding of the phenomena under investigation and the reality as experienced by the participants (Bryman and Bell, 2011; Adams, et al., 2007). Hence, it emphasizes an inductive approach, which aims to generate a theory instead of testing an already existing (Bryman and Bell, 2011).

As this research will be based on existing literature as a deductive approach advocates, it follows the structure of quantitative research. Quantitative research is also well connected to research that concerns an explanatory approach (Bryman and Bell, 2011). A quantitative research is further preferred when the researchers want to present measurable results in terms of numbers and statistics (Bryman and Bell, 2011), which will be the most suitable approach in an attempt to solve the research problem of logo colors and congruence related to consumer attitudes. Additionally, quantitative research is not as time consuming as qualitative research and hence a larger sample can be used when conducting the questionnaire, which will make the study more reliable (Holme and Solvang, 1997; Bryman and Bell, 2011). Hypotheses
has been developed by reviewing existing theories and will be tested and statistically analyzed as Adams et al. (2007) suggest for quantitative research.

4.2 Research Design

Bryman and Bell (2011) claims that a research design provides a framework for collecting and analyzing data. A suitable research design ensures that the research is conducted in an effective and efficient way (Malhotra, 2010). Furthermore, Bryman and Bell (2011) suggest that there are five different types of research designs; cross-sectional design (measuring several cases at a single point of time), longitudinal design (using one sample on more than one occasion), case study design (intensive study of a single case), comparative design (using the same method on two or more contrasting cases) and experimental design, which is used in this paper. This research design is most suitable, as the objective of this study is to see if the change in a logo has an impact on consumer attitudes.

In order to describe the change on consumer attitudes, an independent variable needs to be manipulated through an experiment in an attempt to determine if it influences the dependent variable or not (Bryman and Bell, 2011; Iacobucci and Churchill, 2015). Furthermore, both a control group and an experimental group have been used in this study as Bryman and Bell (2011) and Creswell (2014) suggest it as one of the approaches in an experimental design. The experimental group experiences a manipulation of an independent variable, while the control group does not (Bryman and Bell, 2011). Measure of the dependent variable will occur both before and after the manipulation (Creswell, 2014).

When testing how the congruence between logo colors and products impact consumers’ attitudes, the experimental group is exposed to the congruent logo color together with its product description. The control group on the other hand, is exposed to the incongruent logo color and description instead. This was the change in the independent variable as suggested earlier. Four different questionnaires were used in order to conduct the experiment as well as sampling in terms of availability. This is further explained in the following chapters.
4.3 Data Sources

4.3.1 Primary data

Since the information needed for conducting a study usually is not found in secondary data only, researchers often collect their own information, which is referred to as primary data (Iacobucci and Churchill, 2015). Primary data are collected with the purpose of answering the stated research problem, hence using methods that are most appropriate for the research (Hox and Boeije, 2005). A survey with experimental research design is one method of collecting primary data in a quantitative way (Hox and Boeije, 2005), and is used in this study. Furthermore, Iacobucci and Churchill (2015) state that primary data should be used when the research aim to explain the attitude of consumers, which fits the purpose of this study very well.

4.4 Data Collection Method

4.4.1 Survey

This research is of a quantitative approach and primary data is going to be collected. A survey provides the researcher with quantitative descriptions of respondents’ attitudes and opinions (Ghauri and Grønhaug, 2005; Creswell, 2014). Furthermore, surveys refer to the method of collecting data through a questionnaire or structured interview (Ghauri and Grønhaug, 2005; Bryman and Bell, 2011). With this type of surveys it is necessary to determine the independent and dependent variable with the help of existing theories (Ghauri and Grønhaug, 2015).

The survey in this study will be a self-completion questionnaire, which is considered to be cheaper and quicker to administer (Bryman and Bell, 2011). This type of collected data will also enable the researchers to use SPSS to draw statistical results and conclusions based on the respondent's answers.

4.4.2 Self-completion questionnaire

A self-completion questionnaire refers to a questionnaire where the respondents answer the questions by themselves. It is in some ways similar to the method of structured interviews, but with the obvious difference that there is no interviewer asking the questions (Bryman and Bell, 2011). As there is no need for an interviewer,
the questionnaires are distributed online, by mail or by hand (Adams et al., 2007; Bryman and Bell, 2011). A self-completion questionnaire should contain mainly closed questions since they are easier to answer. The self-completion questionnaire of this study contained closed statements that were easy to follow, and this allowed for comparison between the respondents, which Bryman and Bell (2011) advocate.

As compared to data collection methods such as physical interviews in different geographical regions, telephone interviews or postal questionnaires, a self-completion questionnaire handed out physically is less costly (Bryman and Bell, 2011) and is also how it will be distributed in this study. A self-completion questionnaire is also much quicker to administer, compared to the other mentioned methods. If personal interviews with the same sample size would be conducted instead, it would be much more time consuming. Hence, this data collection method allows researchers to have a larger sample. Also, self-completion questionnaires do not have the issue of different interviewers asking questions in different ways, as the respondents themselves fill in the questions (Bryman and Bell, 2011). Because of the cost efficient benefits together with the possibility of gathering a large sample in a short period of time, a self-completion questionnaire is considered to be the most appropriate data collection method for this study and has therefore been chosen. It was further distributed physically at the university, as it seemed to be the most efficient approach for this case.

Furthermore, Bryman and Bell (2011) argues that the questionnaire should have an easy-to-follow design, as this increases the chances for respondents to complete all questions without missing a question by mistake. An appropriate and attractive design together with a good covering letter that explains the purpose of the research may also increase the chances of having a greater response rate. Furthermore, a self-completion questionnaire should not be too long, as it increases the risk of respondent fatigue (Bryman and Bell, 2011).
4.5 Designing the Experiment

The focus group in this study is a part of designing the experiment. The focus group were conducted in order to come up with a product category and color associations that later was used in the questionnaire.

4.5.1 Focus group

Focus groups are a qualitative method and a form of group interview with several participants. The objective of using focus group is to create a discussion between the participants and get a deeper understanding of why they feel the way they do (Ghauri and Grønhaug, 2005; Bryman and Bell, 2011). Furthermore, this allows the participants to argue for their view of the topic and also change opinions, which could create more realistic answers (Bryman and Bell, 2011). The size of the focus group should be between six and ten people, as too few or many participants could make the discussions ineffective (Ghauri and Grønhaug, 2005). For this research a focus group will be conducted as a pre-study, to enable the experiment. The participants are going to be asked to come up with a product category that could be described as both a red and green product. The focus group will also generate product characteristics connected to each color, which will be implemented into the two different product descriptions.

4.5.2 Conducting the focus group

The focus group was held in a classroom at Linnaeus University in Växjö the 7th of April 2017. It consisted of six participants (for details about the participants, see appendix 1) and was 28 minutes long. The participants were all students from the university, which was a sample from the target population of the study. The session was recorded, as it can be difficult to capture all the information by only taking notes.

When all participants had arrived, the moderators explained the purpose of the focus group and made sure that every participant understood the instructions. Then they received a color map (See appendix 2), describing what the colors red and green are associated with, which was based on previous theories that had been gathered by the moderators. In the theoretical framework, red and yellow was presented as examples
of two warm colors, while green and blue was used as example of two cool colors. In this study, one warm and one cold colors would be preferred as the colors used in the research should have different associations. Hence, the colors red and green were determined as they were the most contradictory ones, but also because since they was the most discussed ones in color literature, with several sources supporting its associations.

Their first assignment was to write down product categories that could be connected to both colors, without discussing it with the group. As the participants had finished the first assignment, they were then told to discuss their choices and narrow it down to four products, and from the four alternative then discuss it again and decide upon which of those products that would be the most appropriate one. In the final task, they were asked to come up with four color associations that could be used to describe the product with a red logo, and four associations that could describe the product with a green logo. These associations were then applied to the product descriptions in the questionnaires together with the product that they had agreed upon in the first assignment.

**Assignment 1**
The participants got three minutes to write down products that they thought could be connected to both colors, then the moderator asked the participants to share what they had written. The products that was presented by the participants was: clothes, motorcycles, soda, beer, car, sport drinks, energy drinks, coffee, food, watches, cellphones, tea, vodka, eyeglasses, furniture, shoes, bikes, perfume, makeup, jewelry, shampoo and body lotion.

**Assignment 2**
In this assignment, the participants were told to discuss all alternatives from assignment 1 and come up with four products that they associated most with both colors. The result was the following four products: shampoo, body lotion, watches and sports drinks. When they had agreed upon those four, the moderator asked them again to discuss and come up with one product that was the most appropriate of those
four. The participants then agreed upon that shampoo was the most appropriate product.

**Assignment 3**

In the final task the moderator asked the participants which associations of each color that was most appropriate to apply to a product description. The group was told to come up with four associations of each color, and the result they came up with was:

Red associations: Passion, attractiveness, strength and confidence

Green associations: Natural, environment, healing and harmony

**4.6 Questionnaire Design**

As the layout of a questionnaire may affect the response rate, it is important to take the design aspects into considerations when creating the questionnaire (Bryman and Bell, 2011). The first step in designing a questionnaire according to Malhotra et al. (2012) to specify the information needed by referring to some components of the problem as well as research questions or hypotheses. Although, since an experiment will be conducted, too much information cannot be revealed since it may affect the results. Therefore, the cover letter explains only that we look into consumers’ attitudes towards logos without mention anything about colors. Furthermore, Bryman and Bell (2011) argues that the instructions about how to respond must be clear, which is why our cover letter in the questionnaire explains how the respondents should rank their answers that they should choose the box that represents their view best.

As the questionnaire will follow a self-completion design and will be handed out physically, the authors wanted to fit all content on one paper, which will be printed on both sides. It was handed out physically to make sure that the respondents did not answer more than one questionnaire. Also, it was more convenient to hand it out physically, as four different questionnaires online could be difficult to manage. The researchers needed to create a product description because the researchers could not provide the respondents with a physical one, as the product do not exist. The first page contained the cover letter, the product description and a picture of a shampoo
bottle with the logo created by the researchers. On the second page, all statements will be placed with a horizontal format, which may be used to save space.

As this study is based on an experimental research design where the independent variable is manipulated, four different questionnaires will be used to gather data. Each questionnaire will include a picture of the logo on a neutral shampoo bottle, together with a product description, which will be read by the respondents before answering the statements. The logo was designed using both round symbols and a box with sharp edges around it, as a completely round logo may send different signals compared to a logo with only sharp edges (Walsh et al., 2011; Yuwei, et al., 2016). Hence, this seemed to be the most appropriate solution for this color experiment.

In the questionnaires (appendices 4-6), there is one red logo and one green logo. There will also be two different descriptions, one with attributes connected to the red color that was received from the focus group, and one with green attributes, which also was received during the focus group. From these color attributes, the following product descriptions was formulated:

**Red shampoo**
Enjoy this bottle of shampoo filled with passion. It gives your hair strength and makes you feel confident in your everyday life. This shampoo clean your hair in an efficient way and contains fragrances that makes you feel attractive for any occasion.

**Green shampoo**
This shampoo is based on natural substances. It heals and repairs your hair in a natural and honest way. As it is generated from the nature, it provides you with a fresh and harmonic feeling. The bottle is 100% recyclable.

Furthermore, the statements from the operationalization will be used in the questionnaire for both logos. Hence, the four questionnaires will be conducted as the following:

- Red logo - Red product description
- Red logo - Green product description
4.7 Operationalization and Measurement of Variables

The following table provides the statements being used in the questionnaire. All statements are connected to the theories from attitudes, which also is the dependent variable in this study. Furthermore, attitudes are divided into affect, behavior and cognition as suggested in the ABC-model and can be found in the column of measurement items below. Additionally, the items are defined according to previous literature in the column called definition of item, while the statements used in the survey are stated in the right column. These statements are being used in all four questionnaires.

<table>
<thead>
<tr>
<th>Theoretical Concept</th>
<th>Measurements item</th>
<th>Definition of item</th>
<th>Statements</th>
</tr>
</thead>
</table>
| Attitudes           | Affect            | Consumers emotions and feelings towards an attitude object (Solomon et al., 2013; Lantos, 2011; Schiffman and Wisenblit, 2015). | 1. I have a positive feeling towards the product  
2. I could get emotionally attached to this product  
3. I would feel confident using this product |
|                     | Behavior          | Consumers behavioral intentions and actions towards an attitude object (Solomon et al., 2013) | 4. I would like to try this product  
5. I would like to buy this product |
Table 4.7.1: Operationalization

<table>
<thead>
<tr>
<th>Cognition</th>
<th>Consumers beliefs towards an attitude object (Solomon, 2013; Lantos, 2011; Schiffmann and Wisenblit, 2015).</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. I would recommend this product to others based on what I know about the product</td>
<td></td>
</tr>
<tr>
<td>7. I believe that this product delivers what it promises</td>
<td></td>
</tr>
<tr>
<td>8. I believe that this product will make my hair look good</td>
<td></td>
</tr>
<tr>
<td>9. I believe that this product is of good quality</td>
<td></td>
</tr>
</tbody>
</table>

4.8 Pre-test

A pre-test refers to conducting a pilot study on a small sample of respondents to identify potential problems regarding the questionnaire (Malhotra, 2010; Bryman and Bell, 2011). The pre-test was not only conducted to ensure that the questions fit the purpose, it is also important that the whole research instrument works well (Bryman and Bell, 2011). All aspects including the content of questions, wording, form, layout and the instructions needs to be investigated (Malhotra, 2010). This process gives the researcher a possibility to identify faults and problems and revise the questionnaire before sending out the final version (Bryman and Bell, 2011).

When the questionnaire had been created, the researchers presented it for both an expert in quantitative research, but also a lecturer within the field of marketing at Linnaeus University. This was done as Bryman and Bell (2011) and Malhotra (2010)
states that by having an expert look at the measures in the questionnaire and its reflection of the concept makes the study more valid, as it helps to establish face validity. The questionnaire were then revised according to the feedback and a following pretest were conducted by allowing 10 respondents to fill in the questionnaire that was physically handed out by the researchers, and they were also asked to contribute with feedback. The questionnaire was then revised again based on the advice from the respondents of the pilot study, and can be found in appendices 3-7.

4.9 Sampling

As of this point of the study, the marketing research problem is specified, a research design is developed and data collection instruments are decided. Hence, at this time, it is necessary to select the sample from which the desired information will be collected (Iacobucci and Churchill, 2015). A sample is a portion that represents the target population in a research (Malhotra, 2010). Researchers need to be very precise in defining the target group, as the sample has to represent all individuals in the target population. Samples are used instead of census, which represents every member of the population. Samples require less time and are way more cost efficient than census (Iacobucci and Churchill, 2015).

A target population is defined in terms of elements, sampling units, extent and time (Malhotra, 2010; Iacobucci and Churchill, 2015). An element is an object that possesses the information that is wanted by the researcher, for example a participant (Malhotra, 2010; Bryman and Bell, 2011). Sampling unit is an element or unit that is available for selection at some point during the sampling process (Bryman and Bell, 2011), which for example can be working telephone numbers (Malhotra, 2010). Furthermore, extent refers to the geographical boundaries of the research while time is the period of the survey (Malhotra, 2010; Bryman and Bell, 2011).

For this study, a nonprobability sampling technique called convenience samples has been chosen as the resources regarding time and monetary factors are rather limited. Nonprobability sampling means that the sampling process does not use chance selection procedures. Instead, the judgment is often imposed by the researcher
(Malhotra, 2010; Iacobucci and Churchill, 2015). In a convenience sample, the selection of sampling units is left to the researcher. Most often, participants are chosen because they happen to be in the right place at the right time (Malhotra, 2010). Furthermore, Malhotra (2010) argues that convenience sampling is the least expensive and least time-consuming sampling technique. He further suggests that convenience samples can be used for focus groups, pre-testing and questionnaires, which all are data collection methods that will be applied in this research.

4.9.1 Sampling Frame

A sampling frame refers to the elements of the target population. It consists of a list including all individuals from which the sample is drawn (Malhotra, 2010; Bryman and Bell, 2011; Iacobucci and Churchill, 2015). By referring back to how a target population may be defined according to Malhotra (2010) and Iacobucci and Churchill (2015), the elements of this study contains of male and female students as participants, while the sampling units are students passing through the university building. The extent in this case is the geographical boundaries that exist at the campus area at Linnaeus University, and the time was during school hours between April 27th and May 3rd.

This means that the sampling frame consists of all students at Linnaeus University in Växjö, Sweden. This frame was selected because of convenience aspects such as time and cost efficiency. As there might be non-students passing the university buildings, the authors made sure that the elements asked actually were students.

4.9.2 Sample Selection

The determination of sample size depends on a number of considerations, which includes the factors of time and cost as mentioned earlier. Of course, as the sample size increases, the sampling errors decrease (Bryman and Bell, 2011). However, as this study is somewhat limited with resources and will use a convenience sample with students located close to Linnaeus University in Växjö, this must be taken into consideration when determine the sample size.
Rossi et al. (1983) and Aaker et al. (2011) argue that a survey sample should have a size of at least 100 respondents. For this study, data was gathered by using four different questionnaires from a total of 200 respondents, where 100 of them were created in a congruent condition and 100 in an incongruent condition. Furthermore, Bryman and Bell (2011) claims that most sample surveys experiences a significant amount of non-response among its sample. However, this will not be an issue in this study, as the questionnaire will be handed physically to the students available at the university.

4.10 Data Analysis Method

4.10.1 Descriptive statistics

Descriptive statistics provides a summary of the collected data and enables researchers to describe and compare variables numerically. Descriptive statistics is further divided into two different measures, which are the central tendency and the dispersion (Saunders et al., 2009). Measures of central tendency aims to provide a value that is typical for a distribution of values, and can be seen as average (Saunders et al., 2009; Bryman and Bell, 2011). The central tendency can be measured in mean, median and mode, where mean is all values in a distribution divided with the number of values, and is the most frequently measure of central tendency. Median is the middle point in a distribution of values and is therefore not affected by possible outliers, while mode is the value that occurs most frequently (Saunders et al., 2009; Bryman and Bell, 2011).

The dispersion, which refers to the other measure of central tendency, describes how the values are dispersed around the central tendency and can be measured with either inter-quartile range or standard deviation. Similar to median, where the range is divided into two parts, the range can be divided into four equal quartiles. The range includes a lower quartile and a higher quartile, while the remaining data falls in the difference between the lower and the higher quartiles and is referred to as the inter-quartile range (Saunders et al., 2009). Standard deviation on the other hand, is simply the average amount of variation around the mean, and is calculated by taking the
difference between each value and the mean, followed by the process of dividing the total of differences by the number of values (Bryman and Bell, 2011).

Additionally, Pallant (2010) claims that descriptive statistics also provides information regarding continuous variables, which are referred to as skewness and kurtosis. These measures may be needed if statistical techniques such as t-test or analysis of variance are going to be used. The skewness provides a value, which is connected to the symmetry of the distribution around the mean, which is either symmetric or skewed (Malhotra and Birks, 2003). If a distribution is symmetric, all values on each side of the center of the distribution are the same, while mean, median and mode are all equal. In a skewed distribution, the deviations connected to the mean are unequal (Malhotra and Birks, 2003). A positive skewness value indicates positive skew, while a negative value is related to a clustering at the right side of a graph. Kurtosis offers information regarding the peakedness of the distribution (Pallant, 2010). Positive kurtosis value suggests that the distribution is peaked, while a negative value indicates a flat distribution (Pallant, 2010). Hair et al. (2011) claims that the skewness should be between ±1 and the kurtosis should fall within ±3, where a skewness and kurtosis of 0 indicates a perfect curve.

4.10.2 Analysis of Variance (ANOVA)

An analysis of variance, also called ANOVA, is used to compare the difference between means when two or more groups are involved (Malhotra and Birks, 2003; Aaker et al., 2011). More specifically, Malhotra and Birks (2003) argue that ANOVA examines the differences in the mean values of the dependent variable, related to the effect of the independent variables and its influences. The dependent variable must be metric, which in this study is ensured by using an interval measurement scale.

Additionally, the independent variables must be categorical and therefore non-metric (Malhotra and Birks, 2003). These are in this case the congruence and incongruence between logo color and product. This study will compare the mean values of attitudes, which is the dependent variable, and hence the one-way ANOVA will be used. The analytics software SPSS will be used to conduct the ANOVA and will present the Sum of Squares, Degrees of Freedom (df), Mean Square, F and Sig.
Sum of Squares are used to measure the decomposition of the total variation and is explained by Malhotra and Birks (2003) as “separation of the variation observed in the dependent variable into the variation due to the independent variables plus the variation due to error” p.488. The total sum of squares measures the overall variation of the numbers of observations, while the sum of squares between groups is the difference between each observation and the grand mean. The sum of squares within groups represents the difference between each group mean and the overall mean (Iacobucci and Churchill, 2015). The sums of squares are further divided with their appropriate degrees of freedom in order to provide the mean square, which are unbiased estimates of the population variance. Furthermore, the F-value represents the variance between the groups divided by the variance within the groups (Pallant, 2010), while the measure that is of most importance in ANOVA, is the Sig. value, also called p-value. If the Sig. value is less than or equal to .05, one can claim that there is a significant difference among the mean scores on the dependent variable (Saunders et al., 2009; Pallant, 2010). Hence, if the mean of attitudes in the congruent condition is more positive than the incongruent condition, with a Sig. value below .05, the hypotheses will be accepted.

4.10.3 Data coding

Coding refers to use a code, which could be a number and connect these numbers to each answer (Malhotra and Birks, 2003). These codes are decided by the researchers themselves (Malhotra and Birks, 2003), and coding questions that are closed-ended are most often very straightforward (Aaker et al., 2011). In the case of this paper, the coding was implemented as the following. The statements that was connected to the independent and dependent variables were coded from 1 (Strongly disagree) and 7 (Strongly agree), the question regarding gender were coded as “0” for male, “1” for female and “2” for other. The question regarding age was divided into 7 different spans and they were coded from 1 to 7.
4.11 Research Quality

4.11.1 Validity

Validity refers to if an indicator measures what it really is supposed to measure (Malhotra and Birks, 2003; Aaker et al., 2011; Bryman and Bell, 2011). This is a very difficult task to carry out, and there are different types of validity to measure (Aaker et al., 2011; Bryman and Bell; 2011). It is important that a researcher at least make sure that the developed measures has face validity (Bryman and Bell, 2011), which means that it should be apparent that the measure reflects the concept in question (Aaker et al., 2011; Bryman and Bell, 2011). As explained in the pre-test chapter of this paper, face validity was established by the use of experts as well as regular respondents.

Criterion validity is another type of validity that investigates the correlation between the empirical evidence and the variables (Aaker et al., 2011). It is a tool to make sure that the measures of the study predict what it should predict (Bryman and Bell, 2011). To establish the criterion validity of this study, the hypotheses was deduced from theoretical material that was critically selected and evaluated to make sure that it was relevant for this study and the operationalization.

A researcher may also consider construct validity, which establish that the operational definition could be connected to the empirical phenomenon. The theory gathered for the study needs to be relevant, making it possible to connect the operationalization, the questionnaire and the empirical material (Bryman and Bell, 2011). It is necessary to be able establish reliable and interpretable research data (Saunders et al., 2009).

Furthermore, a correlation analysis was carried out to also establish the construct validity. A correlation analysis refers to measuring the relationship between variables and how strong that relationship is (Bryman and Bell, 2011). This was of interest in this study as the three components affect, behavior and cognition are supposed to measure the same concept. The Pearson’s r correlation was used to measure the strength of the variables, which according to Ghauri and Gronhaug (2005) is the most common method to use when conducting a correlation analysis. The correlation
coefficient presented is always between -1 and +1 where values close to ±1 tells us that the two variables are strongly related and values close to 0 have a weak relationship (Ghauri and Grønhaug, 2005).

4.11.2 Reliability

Reliability refers to the extent measurements of a study reproduces consistent results, and is hence concerned with the question of whether results of a study are repeatable or not (Malhotra and Birks, 2003; Bryman and Bell, 2011). This study describes the research process in a detailed manner, which allows other researchers to replicate the study.

This study will also use a multi-indicator measure by including the ABC-model of attitudes. In a multi-indicator measure, each respondent's answers to each statement are gathered to form an overall score. If only one indicator was being used, it may have resulted in misclassification of individuals. Also, one indicator may only capture a portion of the underlying concept or may incorrectly generalize a concept to a large extent, which could lead to reliability issues (Bryman and Bell, 2011). Reliability refers to the extent that measurements of a study reproduces consistent results, and is hence concerned with the question of whether results of a study are repeatable or not (Malhotra and Birks, 2003; Bryman and Bell, 2011).

When using multiple-indicator measures, the internal reliability can be tested by using Cronbach’s alpha. This test allows researchers to see if each indicator relates to the same thing or if they lack coherence (Malhotra and Birks, 2003; Bryman and Bell, 2011). The test provides a value between 0 and 1, where a value of 0.6 or below indicates unsatisfactory reliability (Malhotra and Birks, 2003), while Bryman and Bell (2011) suggest that an acceptable level of internal reliability should be a Cronbach’s alpha of at least 0.8.
4.12 Ethical Considerations

Bryman and Bell (2011) and Creswell (2014) discusses the importance of consider the ethical issues that could arise during a study. There are a number of issues that concern not only the respondents of a study, but also the researchers themselves. It is important to protect the respondents of a study from any type of harm, both mentally and physically (Bryman and Bell, 2011; Creswell, 2014). Preserving the anonymity of the individuals in both the focus group and the questionnaire solved these issues. The researchers also made sure not be intrusive or force anyone to participate in the study. It is also an issue regarding lack of informed consent, which revolves around the respondents not having enough information make a truly informed decision (Bryman and Bell, 2011). With this in mind, the researchers made sure that the questionnaire respondents and focus group participants knew what the purpose of the study was and some parts of the research process. Although, all information could not be presented as this study is an experiment. Hence, the information that four different questionnaires with different colors and descriptions have been conducted was not revealed for the respondents.

From a researcher's perspective, it is important to avoid only present positive result that is favorable for the study. It is also important to stay unbiased during the study, as a biased view could potentially influence the way the data is gathered and presented (Bryman and Bell, 2011). By implementing a quantitative approach and analyzing statistical measures, it enabled the researchers to stay unbiased and not get emotionally involved in the process.
5. Results

*In the chapter of results, all data gathered from the questionnaire is presented in forms of figures describing the demographics and tables generated from SPSS that explains the descriptive statistics, ANOVA, kurtosis, skewness, validity and reliability.*

5.1 Demographics

The gender distribution of the respondents in this study was highly equal between the two genders. *Figure 5.1.1* below demonstrates the distribution of 49% females and 51% males, which is equivalent to 98 females and 102 males.

![Gender Distribution Pie Chart](image)

*Figure 5.1.1: Gender distribution*

Regarding the age distribution, it could be seen that a large majority of the sample is belong to the younger age groups. 148 (74%) respondents belonged to the age group between 20-25, while 45 (23%) was between the ages of 26-30. Furthermore, the study also included a minor part of other respondents, which was 5 (2%) at the age of 19 or younger, and 2 (1%) in the age group of 31-35 years old. All the respondents were student at Linnaeus University as mentioned in the methodology chapter.
5.2 Descriptive Statistics

The following tables provide the descriptives gathered from the study, which has been summarized in SPSS. The table 5.2.1 below demonstrate the descriptive statistics from all nine statements used in the questionnaire, together with incongruent condition and congruent condition as well as the total of both. In the component of affect, it can be seen from the mean that statement 1 is more positive in the incongruent condition, even though the difference is very small. The second and third statement suggest that the mean in congruent condition is higher than the incongruent, although the differences are rather small here as well.

In the behavior component, all means are higher in a congruent condition, compared to the incongruent. However, similar as in the affect component, all means are rather similar. When evaluating the cognition component of the ABC-model, it is concluded that its first statement has a higher mean in an incongruent condition, while the other two are higher in the congruent condition.
In Table 5.2.2, all statements have been computed into an average in each component of the ABC-model, which are affect, behavior and cognition. It can be seen that all means in the congruent condition are higher than in the incongruent condition.

Although, as it was noticed in Table 5.2.1, the differences between the means are quite small, especially in affect and cognition as seen in Table 5.2.2.

**Table 5.2.1: Descriptives from all items**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Std. Error</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect1_Positive</td>
<td>100</td>
<td>4.16</td>
<td>.150</td>
<td>3.86</td>
<td>4.46</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Congruence</td>
<td>100</td>
<td>4.06</td>
<td>.167</td>
<td>3.73</td>
<td>4.39</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>4.11</td>
<td>.112</td>
<td>3.89</td>
<td>4.23</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Affect2_Emotion</td>
<td>100</td>
<td>2.60</td>
<td>.139</td>
<td>2.38</td>
<td>2.94</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Congruence</td>
<td>100</td>
<td>2.70</td>
<td>.117</td>
<td>2.43</td>
<td>2.97</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>2.68</td>
<td>.097</td>
<td>2.49</td>
<td>2.87</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Affect3_Confidence</td>
<td>100</td>
<td>3.21</td>
<td>.148</td>
<td>2.92</td>
<td>3.50</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Congruence</td>
<td>100</td>
<td>3.47</td>
<td>.142</td>
<td>3.19</td>
<td>3.75</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>3.34</td>
<td>.154</td>
<td>3.14</td>
<td>3.54</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Behavior1_Try</td>
<td>100</td>
<td>3.90</td>
<td>.149</td>
<td>3.60</td>
<td>4.20</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Congruence</td>
<td>100</td>
<td>4.17</td>
<td>.175</td>
<td>3.83</td>
<td>4.51</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>4.04</td>
<td>.114</td>
<td>3.81</td>
<td>4.26</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Behavior2_Buy</td>
<td>100</td>
<td>3.10</td>
<td>.149</td>
<td>3.06</td>
<td>3.06</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Congruence</td>
<td>100</td>
<td>3.52</td>
<td>.162</td>
<td>3.20</td>
<td>3.84</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>3.44</td>
<td>.155</td>
<td>3.22</td>
<td>3.06</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Behavior3_Rec</td>
<td>100</td>
<td>3.05</td>
<td>.155</td>
<td>2.74</td>
<td>3.36</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Congruence</td>
<td>100</td>
<td>3.42</td>
<td>.152</td>
<td>3.12</td>
<td>3.72</td>
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<td>Total</td>
<td>200</td>
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<td>.154</td>
<td>3.02</td>
<td>3.45</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Cognition1_Promise</td>
<td>100</td>
<td>3.79</td>
<td>.137</td>
<td>3.52</td>
<td>4.06</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Congruence</td>
<td>100</td>
<td>3.63</td>
<td>.172</td>
<td>3.29</td>
<td>3.97</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>3.71</td>
<td>.160</td>
<td>3.49</td>
<td>3.93</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Cognition2_Look</td>
<td>100</td>
<td>3.69</td>
<td>.140</td>
<td>3.41</td>
<td>3.97</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Congruence</td>
<td>100</td>
<td>3.89</td>
<td>.152</td>
<td>3.59</td>
<td>4.19</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>3.79</td>
<td>.146</td>
<td>3.59</td>
<td>3.99</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Cognition3_Quality</td>
<td>100</td>
<td>3.72</td>
<td>.162</td>
<td>3.40</td>
<td>4.04</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Congruence</td>
<td>100</td>
<td>3.84</td>
<td>.176</td>
<td>3.49</td>
<td>4.19</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>3.78</td>
<td>.190</td>
<td>3.54</td>
<td>4.02</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Table 5.2.2: Descriptives from each component of ABC**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Std. Error</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect (Average)</td>
<td>100</td>
<td>3.3433</td>
<td>1.36532</td>
<td>.13053</td>
<td>3.0724</td>
<td>3.6142</td>
<td>1.33</td>
<td>6.67</td>
</tr>
<tr>
<td>Congruence</td>
<td>100</td>
<td>3.4100</td>
<td>1.30428</td>
<td>.13043</td>
<td>3.1512</td>
<td>3.6868</td>
<td>1.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>3.3700</td>
<td>1.32231</td>
<td>.09420</td>
<td>3.1909</td>
<td>3.6264</td>
<td>1.00</td>
<td>6.67</td>
</tr>
<tr>
<td>Behavior (Average)</td>
<td>100</td>
<td>3.4367</td>
<td>1.40504</td>
<td>1.04305</td>
<td>3.5282</td>
<td>3.7205</td>
<td>1.33</td>
<td>7.00</td>
</tr>
<tr>
<td>Congruence</td>
<td>100</td>
<td>3.7033</td>
<td>1.45867</td>
<td>1.48527</td>
<td>3.4309</td>
<td>3.9929</td>
<td>1.00</td>
<td>6.33</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>3.5700</td>
<td>1.44723</td>
<td>1.0233</td>
<td>3.3562</td>
<td>3.7718</td>
<td>1.00</td>
<td>7.00</td>
</tr>
<tr>
<td>Cognition (Average)</td>
<td>100</td>
<td>3.7333</td>
<td>1.39343</td>
<td>1.39343</td>
<td>3.4568</td>
<td>4.0098</td>
<td>1.33</td>
<td>6.67</td>
</tr>
<tr>
<td>Congruence</td>
<td>100</td>
<td>3.7867</td>
<td>1.53925</td>
<td>1.53953</td>
<td>3.4812</td>
<td>4.0921</td>
<td>1.00</td>
<td>6.67</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>3.7600</td>
<td>1.46470</td>
<td>1.03578</td>
<td>3.5558</td>
<td>3.9642</td>
<td>1.00</td>
<td>6.67</td>
</tr>
</tbody>
</table>
The table 5.2.3 describes all components of the ABC-model in one computed variable for incongruence as well as one for congruence. It can be seen that the average mean for all incongruent components is 3.5, while the average mean for congruence is 3.63. Since the middle point of the 1-7 scale used in the questionnaire is 4, it can be concluded that both means are below that level and hence considered to be negative.

<table>
<thead>
<tr>
<th>Overall Attitude</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval for Mean</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incongruence</td>
<td>100</td>
<td>3.5644</td>
<td>1.3185</td>
<td>.13185</td>
<td>3.2428 – 3.7681</td>
<td>1.44</td>
<td>6.22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Congruence</td>
<td>100</td>
<td>3.6333</td>
<td>1.33179</td>
<td>.13318</td>
<td>3.3691 – 3.8976</td>
<td>1.00</td>
<td>5.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>3.5689</td>
<td>1.32341</td>
<td>.09358</td>
<td>3.3844 – 3.7534</td>
<td>1.00</td>
<td>6.22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 5.2.3:** Descriptives from overall attitude

5.3 Analysis of Variance (ANOVA)

In order to examine the differences in the mean values of the attitudes in general, an ANOVA table has been conducted and presented below as table 5.3.1. From the descriptive statistics presented above, it could be seen that the means in the congruent condition was somewhat higher than in the incongruent condition. However, for the difference to be significant, the Sig. value should be less than or equal to .05.

In this case where the Sig. value is .492, the hypothesis 1 (H1) has to be rejected, as the differences is not large enough for it to be significant.

<table>
<thead>
<tr>
<th>Overall Attitude</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.831</td>
<td>1</td>
<td>.831</td>
<td>.473</td>
<td>.492</td>
</tr>
<tr>
<td>Within Groups</td>
<td>347,702</td>
<td>198</td>
<td>1,756</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>348,532</td>
<td>199</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 5.3.1:** ANOVA from overall attitude
In table 5.3.2, the significance level is presented for each components average mean. The Sig. value for affect is .724, while behavior is .193 and cognition is .798. Even though there is a difference in the means, the Sig. value is higher than .05, which means that the hypotheses H1a, H1b and H1c all have to be rejected.

<table>
<thead>
<tr>
<th>ANOVA</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affect (Average)</strong></td>
<td>Between Groups</td>
<td>.222</td>
<td>1</td>
<td>.222</td>
<td>.125</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>352,958</td>
<td>198</td>
<td>1,783</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>353,180</td>
<td>199</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Behavior (Average)</strong></td>
<td>Between Groups</td>
<td>3,556</td>
<td>1</td>
<td>3,556</td>
<td>1,704</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>413,242</td>
<td>198</td>
<td>2,087</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>416,798</td>
<td>199</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cognition (Average)</strong></td>
<td>Between Groups</td>
<td>.142</td>
<td>1</td>
<td>.142</td>
<td>.066</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>426,782</td>
<td>198</td>
<td>2,155</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>426,924</td>
<td>199</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.3.2: ANOVA from each component of ABC

5.4 Kurtosis and Skewness

Table 5.4 shows the kurtosis and skewness of each statement from the questionnaire. The kurtosis explains the peakedness of the distribution (Pallant, 2010) and should be between ± 3 (Hair et al., 2011). As seen in table 5.4, all values of kurtosis lie in the interval between ± 3 and are hence acceptable. All values are also minus, which indicates a rather flat distribution (Malhotra and Birks, 2003; Pallant, 2010).

The skewness is connected to the symmetry of the distribution around the mean and should fall between ± 1 (Hair et al., 2011). Table 5.4 further describes that all skewness values from this study lies in the suggested interval.
Table 5.4: Kurtosis and Skewness

5.5 Validity

Table 5.5 refers to correlation analysis of the variables affect, behavior and cognition, and is determined by Pearson correlation, which should fall between ±1 (Ghauri and Grønhaug, 2005). The table shows that all values are near +1, which indicates a strong relationship between the variables. The result also shows that the correlation is significant as the significance level is below .01 between all components, which validates the components of the dependent variable.

**Table 5.5: Correlations (Construct validity)**

<table>
<thead>
<tr>
<th></th>
<th>Affect (Average)</th>
<th>Behavior (Average)</th>
<th>Cognition (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect (Average)</td>
<td>Pearson Correlation</td>
<td>1</td>
<td>.821 **</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Behavior (Average)</td>
<td>Pearson Correlation</td>
<td>,821 **</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Cognition (Average)</td>
<td>Pearson Correlation</td>
<td>.794 **</td>
<td>.821 **</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>,000</td>
<td>,000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

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

In table 5.6 the Cronbach’s alpha is presented for each component of the ABC-model. As presented in chapter 4.8.2 Reliability, this alpha allows researchers to see if each indicator relate to the same thing and should be above 0,6 (Malhotra and Birks, 2003) or 0,8 as suggested by Bryman and Bell (2011) to indicate satisfactory results. As described in table 5.6, all alphas are above 0,8 and hence it can be concluded that the statements in each component are related to each other.

<table>
<thead>
<tr>
<th>Component</th>
<th>Affect</th>
<th>Behavior</th>
<th>Cognition</th>
<th>Attitude Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach’s Alpha</td>
<td>0,887</td>
<td>0,91</td>
<td>0,926</td>
<td>0,956</td>
</tr>
<tr>
<td>N of Items</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

Table 5.6: Reliability

5.7 Hypotheses

H1: Consumer attitudes towards the product are more positive when there is congruence between brand logo color and product.  
Rejected

H1a: Feelings and emotions towards the product are more positive when there is congruence between brand logo color and product.  
Rejected

H1b: Consumers behavioral intentions towards the product are more positive when there is congruence between brand logo color and product.  
Rejected

H1c: Consumers beliefs towards the product are more positive when there is congruence between brand logo color and product description.  
Rejected
6. Discussion

From the results generated in SPSS, it can be seen that there is a small difference in the means between the different conditions, which suggest that the congruent condition is somewhat more positive than in the incongruent condition. However, the differences could not be significantly proven, which led to a rejection of all the hypotheses. This indicates that a congruent condition had no impact on any of the components affect, behavior or cognition. Neither did it affect the overall attitude of the consumers. As the results shown that the average mean in all components is below 4 in the 1-7 scale, it can be concluded that consumers’ attitudes in general are rather negative towards the product.

The results from this study further contradicts the results from researchers such as Bottomley and Doyle (2006), Walsh et al. (2011) and Yuwei et al. (2016), who emphasize the importance of congruence of a product’s visual appearance. In the study by Bottomley and Doyle (2006), the congruence between both functional and sensory-social products was investigated, where the blue color was connected to functional products and red to social-sensory products. However, as only one product was used in this study, the product category itself might have affected the consumer attitudes regardless of the colors. Also, even though the product was chosen by a focus group with participants from the population, the choice of product could affect the generally low means of attitude, as shampoo could be considered to be a low-involvement product. When gathering data for the questionnaire, some respondents mentioned for the researchers that they thought the shape of the bottle made it look cheap. However, it was chosen because it was considered to be the most neutral bottle found. It can however be argued that another type of bottle could have given a different result, as van Rompay et al. (2011) emphasize the importance of visual congruence including product shape. Additionally, the result Yuwei et al. (2016) is suggesting is that the visual shapes of the logo also influences consumer’s judgments. This issue was however managed by using both circular and angular forms in the logo used in the experiment.
Furthermore, there are other factors that could have affected the result of the study as well. The low score of overall attitudes in both conditions could be a result of not using a physical product for the respondents to touch and smell before answering the questionnaire. If a physical product would have been implemented, the respondents might have been able to build stronger attitudes towards the bottle of shampoo, enabling the respondents to use other senses when evaluating it.

In order to ensure that all statements measured what was suppose to measure and to see they all related to the same thing, the validity and reliability was tested in SPSS by using Cronbach’s alpha, and Pearson's Correlation. As all alpha-values connected to reliability was above .8, the statements were all approved, as Bryman and Bell (2011) would suggest. Additionally, the correlation should be close to 1 in order to approve the validity of the study (Ghauri and Grønhaug, 2005), and since all values generated lied between .074 and .821, the correlation between the components could be considered as strong. Hence, none of these factors seemed to have an impact on the rejection of the hypotheses.

Additionally, the descriptive statistics did provide values regarding the skewness, describing the symmetry of distribution around the mean, which should be a value between ±1 in order to consider it as accepted. The kurtosis is another value that describes how the distribution peak and is recommended to fall within ±3 (Hair et al., 2011). In this study, both the skewness and kurtosis value falls in its suggested frames, which are acceptable values and hence not something that should have affected the rejection of the hypotheses.
7. Conclusion

From the given results, it can be seen that the means in a congruent condition is somewhat higher compared to an incongruent condition. However, by comparing the means in an ANOVA test, it could be concluded that the results from this study did not suggest that there is a significant difference between the means of overall attitudes in a congruence condition compared to an incongruent condition, which led to a rejection of H1. Furthermore, all measurement components of consumer attitudes, which consist of affect, behavior and cognition, did each suggest that the difference between the means was not significant. Therefore, the hypotheses H1a, H1b and H1c, which are connected to the ABC-model, all had to be rejected as well. Hence, the congruence between brand logo colors and products does not have any significant impact on consumer attitudes.
8. Implications, Limitations and Future Research

This chapter will present the implications and limitations in this study as well as suggestions for future research.

8.1 Implications

This study contributes with a deeper understanding on how consumer attitudes can be impacted by the congruence or incongruence between logo colors and products. In contrast to results from other studies in similar fields (e.g. Bottomley and Doyle, 2006, Hynes, 2009 and Walsh et al., 2011), this study cannot confirm that there is a connotative meaning between a company’s logo and products. However, as previous research has not been trying to describe precisely the relationship that this study has emphasized, it is believed that further research needs to be done in this particular area. Managers should therefore not focus to narrowly on this results specifically until more research in a similar contexts has been conducted, which in the long run could help managers to take well-reasoned decisions regarding the choice of logo and its color.

8.2 Limitations

Even though the results does not suggest congruence to have any positive impact on consumer attitudes, it does not mean that the results would be the same in another context. This study is limited to a specific low-involvement product, while a high-involvement product could have generated more positive attitudes in general and perhaps a larger difference between the two conditions. Furthermore, the respondents only observed a picture of the product in front of them, together with its description. If it would have been a non-fictional product that could be shown physically, the results might have been different. Also, the shape of the logo might have affected some respondents as literature suggests, even if the logo was created with both circular and rectangular forms in an attempt to minimize that effect.
8.3 Future Research

Given the fact that similar research measuring consumer attitudes towards congruence between logo color and product has not been conducted before, the authors suggest that this topic should be further investigated in future research. As this study is rather limited, a suggestion would be to conduct a study similar to this, however with a probability sample that are more representative and hence allow the study to be more generalizable. Also, several product categories could also be implemented in order to provide a more general conclusion on the topic. Including both high-involvement as well as low involvement products in a similar research could also contribute with a deeper understanding of logo colors impact on attitudes among different product categories. Furthermore, a physical product could perhaps be included in a future study in order to provide a more trustworthy result by allowing the respondents to use more senses when evaluating the product.
References


Slovic, P., 2004. What’s fear got to do with it - It’s affect we need to worry about. *Missouri Law Review*, 69, 4, pp. 971-990


Appendices

Appendix 1

Focus group participants

<table>
<thead>
<tr>
<th>Participant</th>
<th>Age</th>
<th>Gender</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25</td>
<td>Male</td>
<td>Student</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>Female</td>
<td>Student</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
<td>Female</td>
<td>Student</td>
</tr>
<tr>
<td>4</td>
<td>24</td>
<td>Male</td>
<td>Student</td>
</tr>
<tr>
<td>5</td>
<td>23</td>
<td>Female</td>
<td>Student</td>
</tr>
<tr>
<td>6</td>
<td>26</td>
<td>Female</td>
<td>Student</td>
</tr>
</tbody>
</table>

Appendix 2

Color map for the focus group

ASSOCIATIONS
- Excitement
- Passion
- Love
- Sex
- Fear
- Heat
- Power

ASSOCIATIONS
- Restfulness
- Coolness
- Spring
- Environment
- Harmony
- Healing
- Nature
- Honesty

References
- Danges, 1948; Jacobs et al., 1991; Stone et al., 2006; Hulbreth et al., 2009; O’Donov, 2011
- Danges, 1968; Stone et al., 2006; Hulbreth et al., 2009
Dear participant,

We are two marketing students, studying the last year at Linnaeus University in Växjö, Sweden. This survey is a part of our bachelor thesis where we look into consumers attitudes towards logotypes. The survey will only take approximately 2 minutes to fill in. It contains 9 statements regarding the exposed product shown below, that we would like you to rank from 1-7 where 1 is “Strongly disagree” and 7 is “Strongly agree”. Please choose the box that represents your view best and try to be honest.

The survey is totally anonymous and you are not expected to reveal your name. The participation is of course voluntary. However, we would really appreciate if you would take a few minutes to complete the survey and therefore help us with the thesis.

Sincerely,

Pontus Nylander (pn222fx@student.lnu.se)
Joel Wallgren (jw222mq@student.lnu.se)

Kära deltagare,

Vi är två marknadsföringsstudenter som studerar sista året på Linnéuniversitetet i Växjö. Denna enkät är en del av vår C-utbildning där vi undersöker konsumenters attityder gentemot logotyper. Enkäten kommer endast att ta ca 2 minuter att genomföra. Den innehåller 9 påståenden gällande den exponerade produkten visad nedan, som vi vill att du rankar från 1-7 där 1 är ”Instämmer inte alls” och 7 är ”Instämmer helt”. Fyll i den ruta som motsvarar din åsikt bäst och försök att vara ärlig.

Enkäten är helt anonym och du förväntas ej att uppga ditt namn. Deltagandet är givetvis helt frivilligt men vi skulle uppskatta om du tog tid att genomföra denna enkät för att hjälpa oss med vår C-utbildning.

Med vänliga hälsningar,

Pontus Nylander (pn222fx@student.lnu.se)
Joel Wallgren (jw222mq@student.lnu.se)

Take a look at the product together with its description and answer the statements on next page.

Titta noga på produkten tillsammans med produktbeskrivningen och svara på nästa sidas påståenden.

Product description/Produktbeskrivning

This shampoo is based on natural substances. It heals and repairs your hair in a natural and honest way. As it is generated from the nature, it provides you with a fresh and harmonious feeling. The bottle is 100% recyclable.

Dear participant,

We are two marketing students, studying the last year at Linnaeus University in Växjö, Sweden. This survey is a part of our bachelor thesis where we look into consumers attitudes towards logotypes. The survey will only take approximately 2 minutes to fill in. It contains 9 statements regarding the exposed product shown below, that we would like you to rank from 1-7 where 1 is “Strongly disagree” and 7 is “Strongly agree”. Please choose the box that represents your view best and try to be honest.

The survey is totally anonymous and you are not expected to reveal your name. The participation is of course voluntary. However, we would really appreciate if you would take a few minutes to complete the survey and therefore help us with the thesis.

Sincerely,

Pontus Nylander (pn222fx@student.lnu.se)
Joel Wallgren (jw222mq@student.lnu.se)

Kära deltagare,


Enkäten är helt anonym och du förväntas ej att uppga ditt namn. Deltagandet är givetvis helt frivilligt men vi skulle uppskatta om tog dig tid att genomföra denna enkät för att hjälpa oss med vår C-utbildning.

Med vänliga hälsningar,

Pontus Nylander (pn222fx@student.lnu.se)
Joel Wallgren (jw222mq@student.lnu.se)

Take a look at the product together with its description and answer the statements on next page.

Titta noga på produkten tillsammans med produktbeskrivningen och svara på nästa sida påståenden.

Product description/Produktbeskrivning

Enjoy this bottle of shampoo filled with passion. It gives your hair strength and makes you feel confident in your everyday life. This shampoo clean your hair in an efficient way and contains fragrances that makes you feel attractive for any occasion.

Njut av detta schampo som är fyllt av passion. Det ger ditt hår styrka och får dig att känna dig självvårdig i vardagen. Detta schampo ren-gör ditt hår effektivt och innehåller dofter som får dig att känna dig attraktiv i alla lägen.
Dear participant,

We are two marketing students, studying the last year at Linneaus University in Växjö, Sweden. This survey is a part of our bachelor thesis where we look into consumers attitudes towards logotypes. The survey will only take approximately 2 minutes to fill in. It contains 9 statements regarding the exposed product shown below, that we would like you to rank from 1-7 where 1 is “Strongly disagree” and 7 is “Strongly agree”. Please choose the box that represents your view best and try to be honest.

The survey is totally anonymous and you are not expected to reveal your name. The participation is of course voluntary. However, we would really appreciate if you would take a few minutes to complete the survey and therefore help us with the thesis.

Sincerely,

Pontus Nylander (pn222fx@student.lnu.se)
Joel Wallgren (jw222mq@student.lnu.se)

Kära deltagare,


Enkäten är helt anonym och du förväntas ej att uppgi ditt namn. Deltagandet är givetvis helt frivilligt men vi skulle uppskatta om tog dig tid att genomföra denna enkät för att hjälpa oss med vår C-utbildning.

Med vänliga hälsningar,

Pontus Nylander (pn222fx@student.lnu.se)
Joel Wallgren (jw222mq@student.lnu.se)

Take a look at the product together with its description and answer the statements on next page.

Titta noga på produkten tillsammans med produktbeskrivningen och svara på nästa sida påståenden.

Product description/Produktbeskrivning

This shampoo is based on natural substances. It heals and repairs your hair in a natural and honest way. As it is generated from the nature, it provides you with a fresh and harmonic feeling. The bottle is 100% recyclable.

Appendix 6

Questionnaire with red text and green logo

Dear participant,

We are two marketing students, studying the last year at Linnaeus University in Växjö, Sweden. This survey is a part of our bachelor thesis where we look into consumers attitudes towards logotypes. The survey will only take approximately 2 minutes to fill in. It contains 9 statements regarding the exposed product shown below, that we would like you to rank from 1-7 where 1 is “Strongly disagree” and 7 is “Strongly agree”. Please choose the box that represents your view best and try to be honest.

The survey is totally anonymous and you are not expected to reveal your name. The participation is of course voluntary. However, we would really appreciate if you would take a few minutes to complete the survey and therefore help us with the thesis.

Sincerely,

Pontus Nylander (pn222fx@student.lnu.se)
Joel Wallgren (jw222mq@student.lnu.se)

Kära deltagare,


Enkäten är helt anonym och du förväntas ej att uppgöra ditt namn. Deltagandet är givetvis helt frivilligt men vi skulle uppskatta om tog dig tid att genomföra denna enkät för att hjälpa oss med vår C-uppsats.

Med vänliga hälsningar,

Pontus Nylander (pn222fx@student.lnu.se)
Joel Wallgren (jw222mq@student.lnu.se)

Take a look at the product together with its description and answer the statements on next page.

Titta noga på produkten tillsammans med produktbeskrivningen och svara på nästa sida påståenden.

Product description/Produktbeskrivning

Enjoy this bottle of shampoo filled with passion. It gives your hair strength and makes you feel confident in your everyday life. This shampoo clean your hair in an efficient way and contains fragrances that makes you feel attractive for any occasion.

Njut av detta schampo som är fyllt av passion. Det ger ditt hår styrka och får dig att känna dig självvård i vardagen. Detta schampo ren gör ditt hår effektivt och innehåller doftor som får dig att känna dig attraktiv i alla lägen.
Appendix 7

Statements used in all questionnaires

1. I have a positive feeling towards the product
1. Jag har en positiv känsla gentemot produkten

2. I could get emotionally attached to this product
2. Jag skulle kunna bli känslomässigt fäst till den här produkten

3. I would feel confident using this product
3. Jag skulle känna mig självvåker när jag använder denna produkt

4. I would like to try this product
4. Jag skulle vilja testa den här produkten

5. I would like to buy this product
5. Jag skulle vilja köpa den här produkten

6. I would recommend this product to others based on what I know about the product
6. Jag skulle rekommendera denna produkt till andra baserat på vad jag vet om den

7. I believe that this product delivers what it promises
7. Jag tror att denna produkt håller vad den lovar

8. I believe that this product will make my hair look good
8. Jag tror att denna produkt får mitt hår att se bra ut

9. I believe that this product is of good quality
9. Jag tror att denna produkten är av hög kvalitet

Gender/Kön
Male/Man Female/Kvinna Other/Annat

Age/Ålder
≤19 20-25 26-30 31-35 36-40 41-45 46 ≥