The Next Generation of Voting Advice Applications

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Dissertation written under the supervision of professor Rute Xavier and João Cotter Salvado.

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Abstract

Title: The Next Generation of Voting Advice Applications
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The Political Engagement of citizens between 14-30 has been declining in the last decades due to a transition of their needs in comparison to older generations. However, the popularity of Voting Advice Applications (VAA's) as a tool to prepare for elections. Nevertheless, little is known about the potential of VAA's outside of the context of elections as a new way for young citizens to become more politically engaged.

Therefore, this study aims to 1) gain a better understand of the ways that young citizens inform themselves, 2) create a Value Proposition based on VAA principles, 3) research the acceptance and use of the Value Proposition, 4) test the effect of Gamification and 5) and determine the product-market fit.

For this purpose, 20 interviews were conducted based on the Value Proposition Framework and a quantitative study was conducted by means of an online survey. The quantitative research framework is based on the Technology Acceptance model (TAM) which was extended to fit the context of VAA's. In addition, an experiment was used to test the effect of Gamification.

The results indicate that VAA's have potential in the Dutch, Swiss and German market to be used outside of elections. Further, this research shows that young, disengaged, Social Media users have the most Behavioral Intention (BI). Moreover, Perceived Trustworthiness (PTW) and Perceive Enjoyment (PE) are significant determinants of acceptance and use. Lastly, this research shows that Gamification does not significantly contribute to a positive perception of The Next Generation of Voting Advice Applications.

Keywords: Voting Advice Applications, E-participation, Gamification, TAM-model

Resumio

Título: A Próxima Geração de Aplicações de Aconselhamento de Voto
Autor: Frank Lehmann

O Envolvimento Político dos cidadãos entre 14-30 tem vindo a diminuir nas últimas décadas devido a uma transição das suas necessidades em comparação com as gerações mais velhas. No entanto, a popularidade das Aplicações de Conselhos de Voto (VAA's) como instrumento de preparação para eleições. No entanto, pouco se sabe sobre o potencial dos VAA's fora do contexto eleitoral como uma nova forma de os jovens cidadãos se envolverem mais politicamente.

Portanto, este estudo visa 1) compreender melhor as formas como os jovens cidadãos se informam, 2) criar uma Proposta de Valor baseada nos princípios VAA, 3) investigar a aceitação e utilização da Proposta de Valor, 4) testar o efeito da Gamificação e 5) e determinar a adequação do produto ao mercado.

Para este efeito, foram realizadas 20 entrevistas e um estudo quantitativo por meio de um inquérito em linha. O quadro quantitativo de investigação baseia-se no modelo Technology Acceptance (TAM) que foi alargado para se adaptar ao contexto dos VAA's. Além disso, foi utilizada uma experiência para testar o efeito da Gamificação.

Os resultados indicam que os VAA's têm potencial no mercado holandês, suíço e alemão para serem utilizados fora das eleições. Além disso, esta pesquisa mostra que os utilizadores jovens, desvinculados, dos Social Media têm a maior Intenção Comportamental. Além disso, a percebido fidedignidade e o percebido divertimentot são determinantes significativos da aceitação e utilização. Finalmente, esta investigação mostra que a Gamificação não contribui significativamente para uma percepção positiva da Próxima Geração de Aplicações de Conselhos de Voto.

Palavras-chave: Aplicações de Conselhos de Voto, E-participação, Gamificação, modelo TAM

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Table of Contents

List of Abbreviations

PE – Perceived Enjoyment

PU – Perceived Usefulness

BI – Behavioral Intention

PEUO – Perceived Ease of Use

PTW – Perceived Trustworthiness

TAM – Technology Acceptance Model

VAA – Voting Advice Application

MIS- Management Information Systems

TRA- Theory of Reasoned Action

TAM- Technology Acceptance Model

MM- Motivational Model

TPB- Theory of Planned Behavior

MPCU- Model of PC Utilization

IDT - Innovation Diffusion Theory

SCT - Social Cognitive Theory

UTAUT- Unified Theory of Acceptance and Use of Technology

WWW – World Wide Web

CB- Consumer behavior

AA- Achievement Affordances

1. Introduction

1.1. Background

In recent decades, the level of Political Engagement has been declining in many European countries (Allen & Birch, 2015; Cerny et al., 2002; Norris, 2011; Torcal & Montero, 2006), social network applications have been showing symptoms of ideological polarization (Dylko et al., 2017; Stroud, 2010) and so-called filter bubbles (Pariser, 2012) associated with the phenomenon of fake news have been emerging (Bakhanova et al., 2020).

Especially, the level of political participation among young European citizens (officially 14-30 years old) has become a concern (Horvath & Paolini, 2014). A lost sense of community, insufficient knowledge of political processes, growing cynicism of democratic institutions and lower voter turnout are often mentioned as indicators of the younger generations' reduced Political Engagement (Blais et al., 2004; Dalton, 2008; Haste & Hogan, 2006; Horvath & Paolini, 2014; Mycock & Tonge, 2012; Stoker, 2006). However, recent studies argue that young peoples' political participation is not in decline – it is in transformation (Horvath & Paolini, 2014; Loader et al., 2014). Some scholars even claim that young citizens are, in fact, the ones most concerned about political issues (Harris et al., 2010; O'Toole et al., 2003; Sloam, 2013). The disparity between these views is caused by the way young citizens participate, favoring alternative and new forms which are more individualistic, online and network orientated (Horvath & Paolini, 2014; Loader et al., 2014).

In response to this world overflown with (mis)information (Dryzek et al., 2019), many governments and societal actors promote citizen participation for the positive impact it can have on, for example, legitimacy of decision-making (Eränpalo, 2014; Islam, 2008; Lee & Kim, 2014; Toots, 2019). Since the early 1990s, governments started to focus their attention on electronic participation (E-participation) to promote a wider reach and inclusion of marginalized groups in democratic processes (Lee-Geiller & Lee, 2019; Macintosh, 2004; Supendi & Prihatmanto, 2016).

However, while a large number of citizens spend a considerable chunk of their time online (Hutchinson, 2015), the majority is hardly directed towards E-participation (Eränpalo, 2014; Lee & Kim, 2014; Toots, 2019). Therefore, E-participation is often considered as an area that struggles to spark and maintain productive citizen engagement (Alharbi et al., 2015; Bista et al., 2014; Cernuzzi & Pane, 2014; Dryzek et al., 2019; Lee-Geiller & Lee, 2019).

One explanation could be situated in the increasing competition for attention with information systems that seek to fulfil entertainment-oriented needs (Van Der Heijden, 2004) such as video games, blogs, and social networking sites (Koivisto & Hamari, 2019). As these systems started to gain popularity, literature begin to acknowledge the role of pleasure, called hedonic motivation, in the acceptance and use of information technology (e.g. Van Der Heijden, 2004; Venkatesh et al., 2012). Today, this has led to the integration of elements of pleasure into systems that are less entertainment-orientated, which is often the case in E-participation, to increase citizen engagement (Koivisto & Hamari, 2019).

A common approach to address pleasure has been to extract elements of digital games, which is often referred to as Gamification (Koivisto & Hamari, 2019).Gamification has its heritage in the field of human-computer interaction and game studies (Syrjälä et al., 2019) but has now captured the attention of domains that are less entertainment-orientated such as governmental services, public engagement, health, education and environmental behavior (Koivisto & Hamari, 2019). The majority of the empirical research on the effects of Gamification in E-participation report positive outcomes, nevertheless, contexts that have not been researched yet, such as; campaigning, petitioning, and voting, are needed (Bakhanova et al., 2020).

This research aims to fill this gap by researching Voting Advice Applications (VAAs) – online tools that assist citizens with their voting decision by comparing their policy positions with the programmatic stances of political parties and/or candidates (Garzia & Marschall, 2016) – in the context of Gamification.

VAAs are the appropriate candidate to close this gap because of a twofold of reasons. First, in the last decade, the usage and number of VAAs have been rising in Europe (Garzia et al., 2019) accomplishing positive effect on political knowledge (Schultze, 2014) and voter turnout among (Ladner & Pianzola, 2010; Marschall & Schultze, 2012) . Thus, VAAs should be considered as an effective E-participation tool in the field of campaigning and voting, who's impact will only grow in the future. Second, users report that while aiming to inform themselves on political standpoints [not entertainment], they experience "fun" [hedonic motivation] (Marschall, 2019). VAAs are even called 'The Tinder of Politics' (Vote&Vous, 2014). Thus, even though VAAs are primarily not entertainment-orientated, they do evoke some degree of hedonic motivation, which yields potential for Gamification research.

The research that has been done on VAAs is mostly concerned with the calculation method (Bruinsma, 2020a; Gemenis, 2013; Germann et al., 2015; Germann & Mendez, 2016; Otjes & Louwerse, 2014) or the illustration method (Bruinsma, 2020b; Cedroni, 2010; Garzia

et al., 2019; Marschall & Garzia, 2014). However, none of the research on VAAs focusses on the potential of using the VAA to inform citizens outside of elections.

The development of VAAs are promising in terms of the fun it evokes, its growing use (Garzia et al., 2019), the positive effect on voter turn-out (Ladner & Pianzola, 2010; Marschall & Schultze, 2012) and the increase political knowledge (Schultze, 2014), but its potential is not yet fully taken advantage of. That is why the author aims to research the potential of the VAA's to engage citizens outside of election periods and create a new way for young citizens to engage with politics.

1.2. Research Questions

In response to these background issues, this research starts from the citizens deliberations on how their lives could be eased or enlivened in terms of attaining political knowledge and how the underlying structure of VAAs and Gamification affordances could contribute to these needs. The aim of this study is to explore from a marketing perspective how VAAs could be used to inform citizens about politics outside of election periods, and whether Gamification can contribute to the acceptance and use of VAAs?

To achieve this aim, the author poses five research questions:

- *RQ1: How do young citizens inform themselves about politics?*
- *RQ2: What Value Proposition would fit the needs of young citizens?*
- *RQ3: What affects the acceptance and use of the Value Proposition?*
- *RQ4: Does Gamification contribute to a positive perception of the Value Proposition?*
- *RQ5: Does the Value Proposition fit the desired target group?*

The theoretical contribution of the study is threefold. First, this study contributes to the empirical research on the effects of Gamification in E-participation in two of the under researched areas: Campaigning and Voting. Second, this research contributes to Gamification and information system literature by extending the understanding of the relationship between Gamification affordances and the acceptance and use of information technology in the context of political information systems. Third, this research contributes to the VAA literature by providing possible future directions towards VAAs and the role that Gamification could play in it.

The practical contribution of this research is the validation of the market potential of VAA's outside of their current scope. These results will be shared among other VAAs in Europe, which contributes to political innovation within this industry.

1.3. Research approach

This study continues with a literature review (chapter 2) which presents the most important theoretical contributions in the field of MIS regarding the acceptance and use of technology and the relation of that Gamification could have. The author ends by presenting a research framework that measures the acceptance and use of the Value Proposition and formulates nine hypothesis that can formalizes the proposed relationships. In chapter 3, the Value Proposition will be defined through customer interviews with young German and Dutch citizens. The most important pain, gains and jobs are used as input for and an expert workshop which aims to define a Value Proposition. The perception towards this Value Proposition will be empirically researched by an online survey with participants from several European countries. Further, in chapter 4 the most important results are evaluated and finally, the conclusion, theoretical implications, managerial implications, and limitations will be presented in chapter 5.

2. Literature review

In the late 1950s large computers became available to research institutions, universities and businesses (Wirth, 2008). The potential of computers to improve the performance of white collar workers quickly became a topic of interest in the field of Management Information Systems (MIS) (e.g. Edelman, 1981; Foley Curley, 1984; Sharda et al., 1988). Despite its potential, the introduction of technology was often obstructed by unwillingness to accept and use the available systems (e.g. Davis, 1989; Young, 1984). Explaining user acceptance has been a long-standing problem in MIS research (Davis, 1989; Ginzberg, 1981; Swanson, 1974, 1987). Consequently, scholars constructed numerous models and theories to predict the acceptance and use of technology, such as the Theory of Reasoned Action (TRA) , Technology Acceptance Model (TAM), Motivational Model (MM), Theory of Planned Behavior (TPB), Model of PC Utilization (MPCU), Innovation Diffusion Theory (IDT), Social Cognitive Theory (SCT) and the Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003). (Van Der Heijden, 2004)

The early models were theoretically based on behavioral intention theories from social psychology (e.g. the TRA from Hill et al. (1977) and TPB from Ajzen (1991)) (Yousafzai et al., 2007). From this stream of research, the Technology Acceptance Model (Davis, 1989) emerged, which is, today, one of the most widely tested models and applauded for its parsimoniousness,

robustness and explanatory power (e.g. King & He, 2006; Ma & Liu, 2005; Turner et al., 2010; Venkatesh, 2000; Yousafzai et al., 2007). The TAM consists of three theoretical constructs: *Behavioral Intention* (BI), *Perceived Usefulness* (PU), and *Perceived Ease of Use* (PEOU) (Venkatesh & Davis, 2000): BI is defined as “the intention to use the system” (Davis, 1989, p. 985) , PU is defined as "the degree to which a person believes that using a particular system would enhance his or her job performance” (Davis, 1989, p. 985) and PEOU, refers to "the degree to which a person believes that using a particular system would be free of effort ” (Davis, 1989, p. 985). The model describes three main relations: the positive relation between PU and BI, the positive relation between PEOU and BI and the positive relation between PEOU and PU (Venkatesh & Davis, 2000). These relationships are tested and validated in numerous contexts, such as the acceptance of E-mail, Voice Mail, (e.g. Adams et al., 1992), WWW (e.g. Gefen & Straub, 2000), Tele-Medicine Technology (e.g. Chau & Hu, 2001), and more recently in Social Media (e.g. Rauniar et al., 2014) and Online Banking (e.g.

Pikkarainen et al., 2004; Yousafzai et al., 2010). Therefore, the author proposes the following hypotheses:

H1*: The PU of the Value Proposition has a positive relation to BI.*
H2*: The PEOU of the Value Proposition has a positive relation to BI.*
H3*: The PEOU of the Value Proposition has a positive relation to PU.*

These relationships are applicable in most contexts, however, they do not always account for context specific influences, such as trust. Especially, research in industries that work with personal data, such as mobile banking (Pikkarainen et al., 2004; Yousafzai et al., 2010) and Social Media (see Al-Qaysi et al., 2020 for a review), suggest the inclusion of trust to predict BI. According to the theory of social contracts, users presume an implicit social contract when sharing information, (Pan & Zinkhan, 2006) and the degree to which a user is assured of the validity of these tacit contracts with the application are relevant (Rauniar et al., 2014). Therefore, *Trustworthiness* (TW) – the extent to which the user trusts that their information will not be used in any form that is not known before – of a system that deals with sensitive data is a determinant of the intention of using this system. The Value Proposition deals with political information, which is considered to be sensitive (European Commission, 2020). Therefore, the author proposes the following hypothesis:

H4*: The TW of the Value Proposition has a positive relation with BI.*

MIS research has been mainly characterized by the pursuit of knowledge related to productivity and efficiency (Koivisto & Hamari, 2019). Therefore, the study subject were often 'utilitarian technologies'[1], and the models derived from this context often failed to justify technologies that are used for other purposes (Van Der Heijden, 2004). The breakthrough came from another stream of literature: *Consumer Behaviour* (CB) . Hirschman & Holbrook (1982) researched hedonic aspects of consumption to include subjective and personal aspects to the shopping experience. Hirschman & Holbrook (1982) defined hedonic consumption as: "*those facets of consumer behavior that relate to the multi-sensory, fantasy and emotive aspects of one's experience with products"* (Hirschman & Holbrook, 1982).

[1] The objective of a utilitarian technology is to increase the users task performance while encouraging efficiency (Van Der Heijden, 2004).

Consequently, the MIS field began to adopt hedonic aspects of technology by examining the concepts of playfulness (e.g. Davis et al., 1992; Webster & Martocchio, 1992). As a result, Van Der Heijden (2004) introduced an extension of the original TAM by adding *Perceived Enjoyment*[2] (PE). The theoretical underpinning was derived from the Motivational Theory of Deci (1975), which divided the motivation to act by pursuing external benefits, called extrinsic motivation, or benefits deriving from the act itself, called intrinsic motivation. By adding PE to the TAM model, Van Der Heijden (2004) accounted for the intrinsic motivation that is experienced, and often desired, during the use of technology. This predictor is especially determinant for systems that are used to seek pleasure (Van Der Heijden, 2004). The Value Proposition is designed for young European citizens who are constantly exposed to systems that evoke pleasure (M. Anderson & Jiang, 2018; Monica Anderson, 2018) and as the solution would compete with those systems, the author suggests the following hypothesis:

***H5**: The PE of the Value Proposition has a positive relation with BI*

According to Hamari & Keronen (2017), the research of Davis et al. (1989) and Van Der Heijden (2004) separated technology into either utilitarian or hedonic, however, many systems serve both purposes. Consequently, today, technology is being designed to provide for these needs as mixed (see e.g. Gerow et al., 2013), also referred to as 'motivational information systems' (Koivisto & Hamari, 2019). Motivational information systems sometimes have the objective to motivate users towards individually or collectively beneficial behaviors (Hamari et al., 2014; Hamari & Koivisto, 2015). According to Koivisto and Hamari (2019), 'motivational information systems' accomplish these behaviors by encouraging productivity through fun, therefore; the acceptance is mainly driven by usefulness as in utilitarian systems, but the usefulness is determined by the enjoyment of the use. Therefore, the author proposes the following hypothesis:

***H6**: The PE of the Value Proposition has a positive relation with PU.*

One of the most common approaches to address pleasure in using technology has been to implement elements from digital games, which is often referred to as Gamification (Koivisto & Hamari, 2019). The commonly accepted definition of Gamification regards it as the

[2] Later Venkatesh et al., (2012) extended the UTAUT using a different name for PE: 'hedonic motivation'.

application of game design elements in a non-game context (Deterding et al., 2011). However, Huotari and Hamari (2017) criticize this definition because "Gamification should be regarded as a service provided for consumers to engage in a gameful experience" (Huotari & Hamari, 2017). This research follows Koivisto and Hamari's (2019) definition of Gamification referring to *"a design approach of enhancing services and systems with affordances for experiences similar to those created by games"*.

In Gamification research a distinction is generally made between three Gamification affordances: immersion, achievement and social interaction (Hamari et al., 2014; Hamari & Tuunanen, 2014; Hassan & Hamari, 2019; Koivisto & Hamari, 2019; Snodgrass et al., 2013; Yee, 2006). *According to* Xi & Hamari (2020), *Immersion Affordances (IA)* refer to the use of avatars, storytelling, and roleplay to create deep mental involvement. *Achievement Affordances* (AA) refer to the use of badges, challenges, goals, and leaderboards to increase the sense of accomplishment. *Social Interaction Affordances* (SIA) refer to the usage of social networking, collaboration in teams, competition, and peer rating to enhance social interaction.

This research specifically studies AA as they are a popular study subject (Koivisto & Hamari, 2019) and empirically validated to have a positive effect on BI (e.g. A. Anderson et al., 2013; Denny, 2013; Domínguez et al., 2013; Fitz-Walter et al., 2011; Grant & Betts, 2013; Hakulinen et al., 2013). Therefore, the author proposes the following hypothesis:

***H7**: Implementing AA in the Value Proposition has a positive relation with BI.*

AA is believed to evoke BI through altering psychological states (Hamari et al., 2014; Koivisto & Hamari, 2019). According to Koivisto & Hamari (2019) "*games are especially known for their ability to engage and excite, and when playing games, people commonly experience the feeling of e.g. mastery, competence, enjoyment, immersion, or flow*" which are all characteristic of intrinsically motivated human behavior (Deci & Ryan, 2000; Huotari & Hamari, 2017; Ryan et al., 2006; Venkatesh, 1999; Webster & Martocchio, 1992). To capture the effect of intrinsic behavior on BI, Van Der Heijden (2004) introduced PE. Not surprisingly, many studies found that AA has a positive relation to PE (e.g. Buisman & Van Eekelen, 2014; Choi et al., 2014; Long & Aleven, 2014). Therefore, the author proposes the following hypotheses:

***H8**: Implementing AA in the Value Proposition has a positive relation with PE.*

3. Methodology

3.1. General research approach

To reveal the potential impact of Gamification on VAA's outside of elections, this research used a mixed method approach allowing for a combination of numerical measurement and in-depth exploration. A similar approach was used by Eisingerich (2019) studying Gamification in the context of health and dating apps (Eisingerich et al., 2019) and is often used in the context of E-participation (Hassan & Hamari, 2019; Koivisto & Hamari, 2019).

The research uses qualitative methods to reveal the needs citizens have outside of elections while attaining political knowledge? Next, these findings will be used to determine the features and design of a product pitch video that aims to serve these needs by applying elements of VAAs. This pitch video becomes the embodiment of how VAAs outside of elections could be imagined, which allows the researcher to qualitatively study the acceptance and use of such an innovation. Lastly, the researcher used an experimental design to measure the effect of Gamification on the perception of the Value Proposition.

3.2. Qualitative research

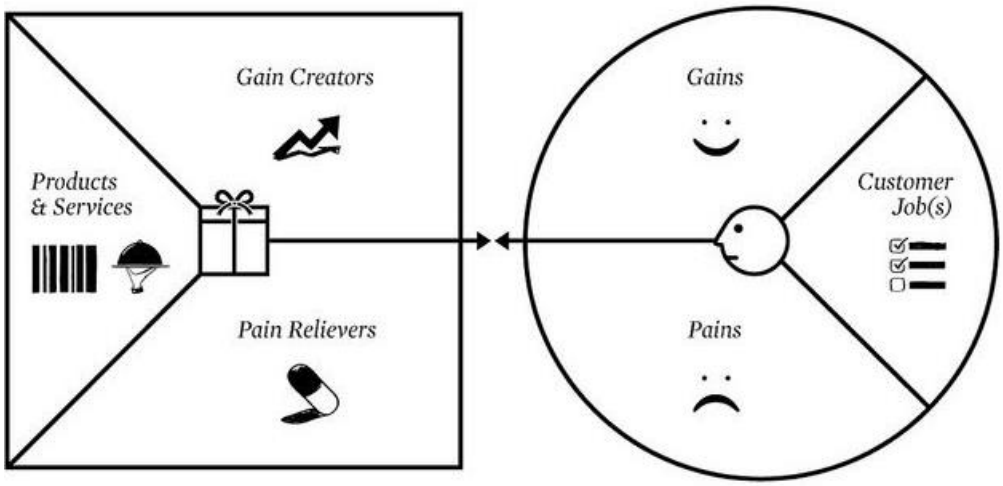
To define the Value Proposition that combines the needs of young citizens, the VAA design and Gamification, a qualitative study was performed to define the Customer Profile, Value Proposition, and a video visualization. Through interviews the needs of young citizens were determined and a workshop with experts in the field of Business, VAA's and Gamification formalized the Value Proposition. Finally, the Value Proposition was visualized by the author and refined by the input of the interviewees and the experts.

3.2.1. Qualitative research model

To define a Value Proposition Osterwalder et al (2014) suggests to profile customers by identifying the most important Jobs, Pains and Gains. Further, the researcher needs to formulate a value map based on related Gain Creators, Pain Relievers, and products and/or services to assess the problem-solution fit. [3] The goal of this framework is to force the researcher to establish a product through the needs that (potential) users have.

[3] Further explanation of customer profiling, value mapping and fit: see Osterwalder et al

Figure 1: Visualization of the Value Proposition Framework



Source: Osterwalder et al (2014)

3.2.2. Qualitative research method

Therefore, the qualitative research was performed through customer profiling interviews with Dutch and German between 18-30-year-old. The participants are part of the electorate and an equal spread of age across the sample was accomplished. Dutch and German interviewees were chosen due to the inability to find participants in other countries and a lack of resources to counteract this constraint.

20 semi-structured interviews (see appendix 1) were conducted of approximately 30 minutes through online video conference. The sessions were performed on a one-to-one basis and participants were informed of the purpose of the research and the confidentiality of the research by the moderator. During the interview, the moderator summarized the main points that were addressed and ask the interviewees to categorize them based on their importance.

The summaries of the results (see chapter 4.1) were discussed among the experts that were invited to the workshop and collaboratively they formulated the Customer Profile. This exercise took 2 hours. The Customer Profile was used to as input to determine the Value Proposition among the knowledge of the other experts in their respected fields.

Lastly, the author defined a 3 min video based on the Value Proposition through PowerPoint. In addition, a text was written to reinforce the message that should be

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Value Proposition Design: How to Create Products and Services Customers Want. Page 10-62

conveyed. This text was recorder by Heinz and synchronized by the author. The first version was revised based on comments of the interviewees and the experts that were involved in the workshop. The second version was accepted and used for this research (see appendix 3 and 4).

3.2.3. Qualitative data analysis

To formulate the Customer Profile and the Value Proposition a workshop with experts organized according to the Value Proposition Framework. Miro (an online whiteboard and visualisation tool) was used to discuss the main learning of the interviews. This was thereafter communicated through post-it's that represent the meaning all participants agreed on. The same approach was used for the formulation of the Value Proposition.

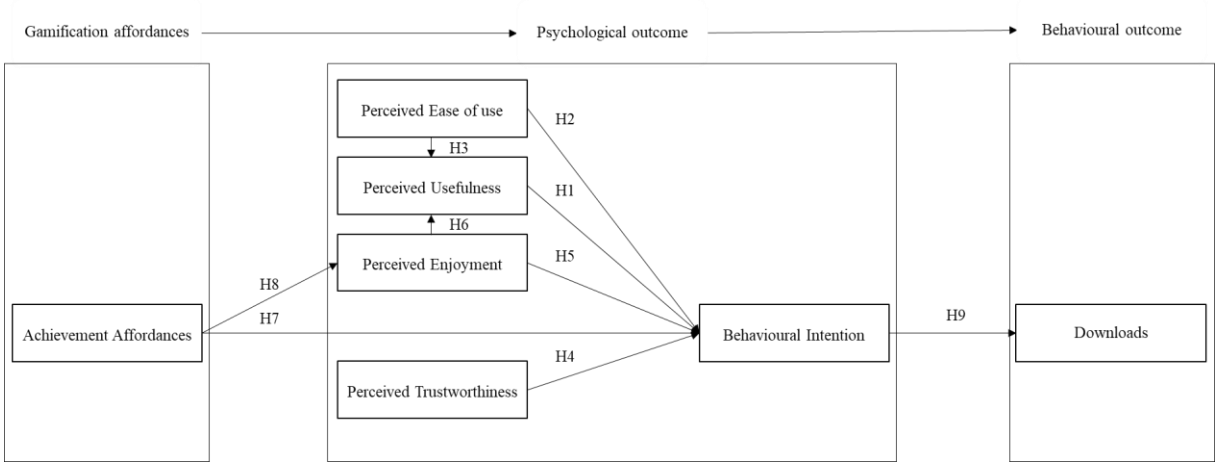
3.3. Quantitative research

After defining the Value Proposition, the research proceeded with a quantitative study to determine the perception towards it. To test these perceptions, a research model is presented based on literature in the field of MIS (see chapter 2). As applied by many authors, the design of the qualitative research is based on an online survey (e.g. Van Der Heijden, 2004; Venkatesh et al., 2003).

3.3.1. Quantitative research model

The research model distinguishes three dimensions: Gamification Affordances, Psychological Outcomes and Behavioral Outcomes which was adopted from Koivisto & Hamari (2019). The constructs used in this research and their presumed relationships are shown in figure 2. Through a systematic literature review, concerning the theoretical and empirical research in the spheres of the TAM, the psychological and behavioral constructs were defined (see chapter 2). Furthermore, a comprehensive literature review on the effects of Gamification on the use of technology was performed to define the effects of AA (see chapter 2.3). This has led to the nine hypothesizes that will be empirically tested in this research.

Figure 2: Visualization of the research framework.



H1*: The PU of the Value Proposition has a positive relation to BI.*

H2*: The PEOU of the Value Proposition has a positive relation to BI.*

H3: *The PEOU of the Value Proposition has a positive relation to PU.*

H4: *The PTW of the Value Proposition has a positive relation with BI.*

H5: *The PE of the Value Proposition has a positive relation with BI.*

H6: *The PE of the Value Proposition has a positive relation with PU.*

H7: *Implementing AA the Value Proposition has a positive relation with BI.*

H8: *Implementing AA the Value Proposition has a positive relation with PE.*

H9*: The BI of the Value Proposition has a positive relation with Downloading it.*

3.3.2. Quantitative research method

To research the proposed relationships in H1-H6, respondents were asked to fill in an online survey designed to measure the acceptance of the Value Proposition. In this survey, respondents were exposed to a pitch video, showing the most important features of the Value Proposition. The features and the design of the video were determined through 20 interviews with 18-30-year-old citizens in Germany and The Netherlands. After seeing the video, the respondents were asked to answer of 5 blocks of questions about: PEOU, PU, PE, PTW and BI. To research the proposed relationship in H7-H8, the survey included an experimental design. The experiment had an independent measure design, meaning that the respondents were either exposed to a video without Gamification (control group) or a video with Gamification (treatment). The treatment was fully randomized over all respondents to ensure equal distribution of the participants' idiosyncratic characteristics over the treatment (Kirk, 2014). To test H9, the survey included a download button that enabled the participants to get

the product immediately on their device. When clicking on it, the participant was redirected to the next page that explained that the product is currently unavailable.

3.3.3. Survey design

To measure the BI, this research adapted the scales from Venkatesh et al. (2012) and Venkatesh & Davis (2000) because they were most fitting to a technology that the user has no prior experience with. The scales for PEOU and PU were adapted from Davis (1989) which has established reliability and validity in numerous contexts, such as the acceptance of E-mail, Voice Mail, (e.g. Adams et al., 1992), WWW (e.g. Gefen & Straub, 2000), Tele-Medicine Technology (e.g. Chau & Hu, 2001), and more recently in Social Media (e.g. Rauniar et al., 2014) and Online Banking (e.g. Pikkarainen et al., 2004; Yousafzai et al., 2010). The scales for PTW were adopted from Rauniar et al. (2014), who researched this construct in the context closest to the one in this research, Social Media. The scales for PE, were adopted from Venkatesh et al. (2012), because they aligned most with the other scales used in this research. The language of these items was modified to reflect the measurement of these constructs for a political information solution. Of the final 14 items, two items measure BI three items measure PEOU, three items measure PU three items measure PTW and three items measure PE. The descriptions of the finalized items can be found in Appendix 2. A five-point Likert scale was used, where 1= strongly disagree and 5 = strongly agree, to identify the responses for each item. In addition, the survey included questions regarding the political engagement, their usage of information channels, their affinity and salience of VAAs and games, and their Demographics. These questions used varies answer possibilities that are described in more detail in Appendix 2.

3.3.4. Experimental design

To test the effects of Gamification, the survey included an experimental design. The treatment, or independent variable, in this experiment was the exposure to Achievement Afforances(AA). The control group was exposed to a pitch video of approximately 2,5 minutes, which was made to visualize the core functionalities such as: receiving one political question a day, reading arguments that reflect both sides of this question (pros and cons), answering the question by choosing to agree, disagree or neither and comparing your answers to answers of political parties. The experimental group was exposed to a modified version of this pitch video with a duration of approximately 3 min. This version included an extra 30 second of information concerning collecting points, progression metrics, levels, and badges.

The AA was carefully implemented to assure that the treatment did not change the perception of the functionalities described in the control video. The AA was implemented as followed:

- Every read argument earns the user a point (points)
- Every read argument, answered question and successive days of using the app is tracked on the home page (progression metrics)
- Based on the user's progression metrics they earn predefined badges (badges)
- Based on all the above the user levels-up (levels)

3.3.5. Nuisance variables

Variables that might unintendedly influence the supposed relationship between Achievement Affordances (AA) and the research model, are taken into consideration by including potential nuisance variables in the survey. First, many studies show that certain demographics profiles have a more positive perception of the technology. Therefore, the survey includes age, gender, educational level, state of employment, country of origin and the field of expertise. Second, the degree to which the respondent experiences the problem that a solution addresses, in this case politically informing oneself, could influence the perception of this technology (Osterwalder et al., 2014). Therefore, the survey includes interest in politics, weekly used information channels, the amount of political knowledge, the satisfaction with the current level of political knowledge and voting behavior. Third, the experience with similar solutions prior to the exposure could influence the perception towards the technology (Venkatesh et al., 2012). Specifically, VAA users and gamers could be more receptive to use a solution that they are familiar with. Thus, the survey includes VAA use and game affinity. Lastly, the current solution of (or lack of one) could influence the perception towards an alternative solution. Therefore, this research included questions about the use of the most common information channels.

3.3.6. Data collection method

From the 15th to 30th of December 2020 European citizens were requested to participate in an anonymous online survey of approximately 7 min. To collect respondents the Political Innovation Association (PIA) and Smartvote (a Swiss VAA) collectively used their network. PIA used Social Media as their main distribution channel and Smartvote reached out to their userbase through their monthly newsletter.

3.3.7. Data analysis

The data was coded and analyzed with IBM SPSS Statistics 26. Several tests were conducted to analyze the data. Firstly, the ANOVA Test was used to determine the significance of differences between groups. Secondly, a Factor Analysis was performed to create composite variables that represent the dimensions of the defined research model. Thirdly, descriptive analysis was used to present the sample characteristics. Fourthly, a Pearson Correlation Analysis was performed to test the hypothesis. Finally, a multiple and logistic regression was used to determine performance of the proposed research model and the most important determinants of actual behavior.

4. Analysis

4.1. Qualitative research

The analysis starts by presenting the results of the interviews and the workshop with experts. The results will be presented based on the Value Proposition Design framework (see Figure 1). This starts by defining the Customer Profile and continues by presenting the Value Proposition. Finally, the visualisation is presented to deepen the readers understanding of the final conseptualization the Value Proposition.

4.1.1. Customer Profile

The goal of creating a Customer Profile is to uncover the main Jobs, Pains and Gains (see chapter 3.1). Thus, the main points will be summarized and discussed.

Customer Jobs

The first and foremost job that our interviewees aim to satisfy is to *decide who to vote for*. Participants have the feeling of democratic duty towards their country and their social environment. In addition, at the time of the interviews, The Netherlands and Germany had upcoming elections, which could have made the importance of this job more salient. This job could be interpreted as social as our interviewees are satisfying a need that arises from their social environment. On the other hand, it also has functional characteristics as some mentioned voting itself as a goal by itself.

The second job that our interviewees found important was *political self-development.* Interviewees mentioned the aspect of curiosity, general knowledge, and the feeling of accomplishment. This was illustrated by the image they have of their desired self: An individual that understands the world around him or herself. As politics plays an important role in the world around them, this becomes a key element in understanding it. This job is emotional as it is trying to satisfy a feeling.

The third job that our interviewees have is *political conversation.* This job refers to any social interaction they have with their environment concerning political topics. As they do not want to be perceived as uninformed or incapable they aspire to participate adequately. Here the differences between the respondents are greater. Some choose to avoid conversations and others see it as an important aspect of their social belonging. This job is social as our interviewees are satisfying a need that arises from their social environment.

Customer pains

The first foremost pain our interviewees experienced is the *time consumption.* One interview explained that: "*I simply cannot keep up with all the information. There are dozens of Newspapers, 100s of articles and millions of words I would have to consume each day.*" Others referred to the differences between high quality information (Newspapers) and low-quality information (Social Media): "*I don't have the time to read the newspaper, but quicker alternatives are often not trustworthy.*" This suggests an interesting relation between the quality of the information and the (experienced) effort that is required to consume it.

The second pain our interviewees experience is the *trustworthiness of information*. As illustrated in the previous pain, the information that needs little to no effort (or time) is often not as reliable. This does not only prevent the interviewee from accomplishing its goal, but occasionally poses a threat to get further away from it: "*Once I read a post on Social Media and told my friends about it. They made fun of me because I did not notice it was fake news.*"

The third pain of our interviewees experience is the *complexity of information.* One interviewee explained: "*Have you ever looked at any of the debates? I have no idea what they are talking about.*" An important aspect in the experienced complexity is the type of words that politicians use (jargon), which does not resonate with the vocabulary of most interviewees.

Customer gains

The first customer gains our interviewees seek is a solution that is *easy to use.* This is a required gain as most of interviewees are digital natives. The solutions that they are currently using have a great user experience and require little to no preliminary knowledge. Interestingly, this requirement is often not fulfilled in the political landscape which creates a window of opportunity.

The second customer gains our interviewees want is *comparing different viewpoints.* Many of the interviewees are aware of echo-chambers[4], which results in more information about the same belief. However, to determine a vote or develop knowledge, a wider spectrum of perspectives would ensure that the viewpoint that is developed is based on critical thinking and deliberation. Simply said: If you want to decide who to vote for, there must be deliberation otherwise you did not decide, you simply choose.

[4] In discussions of news media, an echo chamber refers to situations in which beliefs are amplified or reinforced by communication and repetition inside a closed system and insulated from rebuttal.

The third customer gain our interviewees want is *political confidence***.** As mentioned in previous points, many aspects of politics touch upon a social dimension. Some interviewees have knowledge but lack the confidence to feel knowledgeable. In relation to the increase of information it seems to become harder to identify oneself as politically informed. One interviewee mentioned: "*I don't know if I am informed or not, there are probably people who know less, but the people around me know far more than I do.*" This might be a realistic assessment, but it can also show that there is a lack of experienced accomplishment.

Value Proposition

As suggested by Osterwald et al, the Value Proposition must be formulated through the Customer Profile. Therefore, experts of different fields were invited to discuss different ways to relieve the pains and create the gains that our interviewees experience. The results are defined through the workshop with experts Therefore, this chapter will only summarize the key findings.

Pain relievers

The first pain reliever is to *create political knowledge in 5 minutes per day*. By creating smaller tasks, the customer is more likely to integrate them into their routines. Thus, the total time spend on politics could increase while lowering the experienced effort. This will create a solution that meets between the amount of time that is spend in low-quality and high-quality information solutions. This could be achieved through the implementation of the VAA design and altering it to work daily instead of on a one-time basis.

The second pain reliever is to base the information on *discussions in the parliament.* To uphold the trustworthiness of the solution it needs to be based on credible sources. The parliament, as it is highly regulated by formal and informal rules, is seen as one of the most credible sources. Therefore, it should form the basis of the political information that is communicated through the solution. In relation to the VAA design, this would imply that the solution should focus on real laws that are discussed in the parliament instead of party programs.

The third pain reliever is to *make political information simple.* As mentioned before: politicians do not always use the most appealing wording to make their point clear. Therefore, the solution should use the highest standards in easy language (avoid jargon, short sentences, storytelling, etc.) and include background information that helps the user to contextualize the information.

Gain creators

The first gain creator is to create a solution that is has a *great User Experience.* As discussed earlier, many political solutions do not focus on the design nor user experience which has become an industry standard in many digital solutions. Therefore, the solution should have aim for a usability score above 4.

The second gain creator is *comparing your own opinion to all political parties***.** As argued before, the solution should focus on debates that occur in the parliament. Politicians have the right to give their opinions in debates, thus, the solution should include all these opinions. However, as the solution is digital, it could also go a step further and compare those opinions with the opinion of the user. This would directly solve the most important job, namely, voting and allow for the integration of the VAA design.

The third gain creator is *Gamification*. To create a feeling of *political confidence*, the solution should evoke feelings of accomplishment, progression, and task completion. As these are all important outcomes of Gamification, the solution should imbed principles that would reinforce these feelings.

Products and services

To build upon the pain relievers and gain creators the solution should be run as a *Web application.* This would allow for multiple distribution channels such as: Mobile (Android and IOS) and a web version (Chrome, Firefox, etc). In addition, the implementation costs of the software would be significantly lower than building for these channels separately.

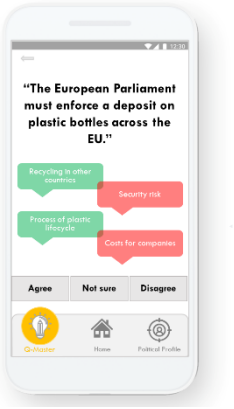
The organisation should be *donation based & open source***.** As important elements are to remain trustworthy in terms of the information, any other business model would negatively influence the brand image.

The solution should be *free*. Young citizens have a low willingness to pay for information due to the abundance of information that is freely accessible. Especially when focussing on Social Media users, a cost could become a boundary to use the solution.

4.1.2. The final product videos

Based on this Value Proposition, a 3 min video was made to present the product. The explanatory text used in the video can be found in Appendix 3 and 4. To deepen the understanding of the reader, a short summary of the video will be presented.

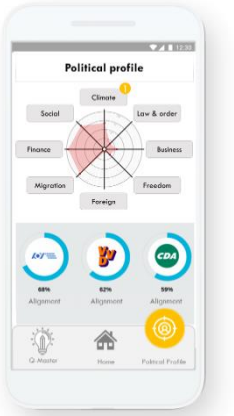
Figure 3: Visualization of the statement screen.



One statement per day

You receive one political statement a day, call it your intellectual snack. Before you decide on your answer, we help you to consider the pros and cons. These political statements are carefully formulated by a team of political scientists to make sure that you stay up to date on the most relevant issues in politics.

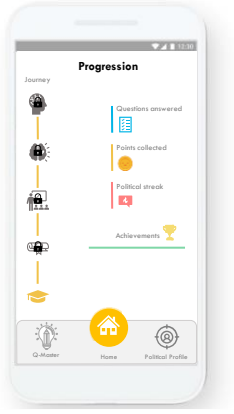
Figure 4: Visualization of the political profile



Political profile

By doing this every day, you will have answered hundreds of statements by the end of the year which are stored in your profile. This shows where you politically stand and why.

Figure 5: Visualization of the Gamification in the video.



Gamification [5]

You can track the number of questions answered, points collected for reading pros and cons and the successive days you have used the app which will award you with achievements.

[5] The gamification screen was only implemented for the treatment group (see chapter 3.3.4).

4.2. Quantitative research

The research continues by the analysis of the survey that was defined in Chapter 3.3.3. First, the sample characteristics will be described. Second, the Political Engagement and Information Channels are analysed through ANOVA tests to determine the difference between age groups. Third, the factors of the research model are formalized through a factor analysis. Fourth, the perception of young participants towards the Value Proposition are analysed through ANOVA tests. Fifth, the different perception within groups on a Demographics, political engagement, and Information Channel level will be examined through ANOVA tests. Sixth, the research model (see chapter 3.3.1) is tested through a correlation analysis. Finally, the strength of the effects of the factors are determined through a multiple and logistic regression.

4.2.1. General sample characteristics

During the data collection, a total of 699 responses were collected of which 392 respondents concluded answering the complete survey. From those 392 respondents, 100% answered the dummy question correctly, which led to a final sample size of 392 respondents.

This sample consists of 61.2% males and 38.5% females, the rest (0.3%) choose other. The biggest share of respondents is from Switzerland (51.5%), Germany (16.6%) and The Netherlands (14.3%). The high representation of Swiss participants is caused by the contributions of Smartvote which helped with the distribution of the survey (see chapter 3.3.6)[6].

The age of the respondents varies from 17-30 (35.5%), 31-45 (17.1%), 36-60 (21.4%) and >60 (26%). In terms of the age distribution across the countries: The respondents from Germany and the Netherlands are younger with 72.3% and 50.7% aged between 17-30 respectively.

The majority of the sample achieved a master's degree (41.8%) followed by 28.6% with a bachelor's degree. Further, the sample is mostly employed (46.7%), student (24%), or retired (18.4%). Most already knew one or more Voting Advice Applications (84.4%) and most of the respondents enjoy playing (at least) one form of games (77.3%). For a more detail description of these statistics, see Appendix 5.

[6] Due to the high representation of Swiss, German, and Dutch participants the results only apply to these countries.

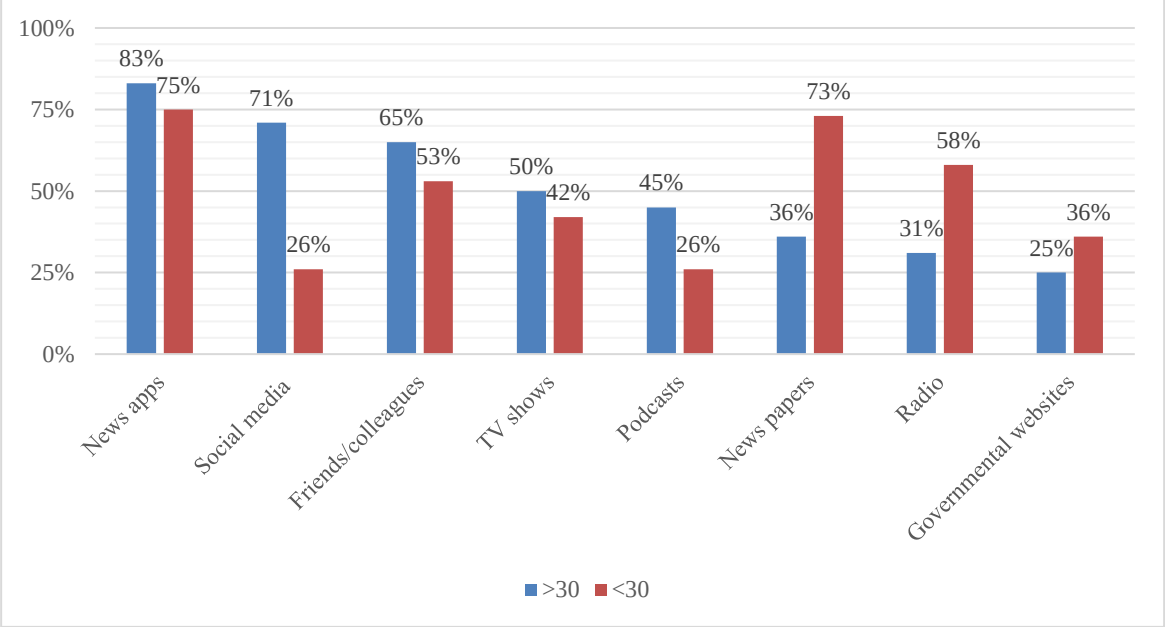
4.2.2. How young participants inform themselves about politics

To understand the needs of young citizens the analysis starts by comparing the Information Channels that the participants use and the Political Engagement that the respondents reported through an ANOVA-test. The aim is to determine if young participants are different from participants aged above 30. The analysis starts by looking at the Information Channels that are used and continues by analysing the Political Engagement of the two age groups.

When comparing the Information Channels that are used to attain political information, the results show that young participants significantly prefer different Information Channels (see Appendix 6):

- Newspapers (37% less consumption)
- Radio (27% less consumption)
- Podcasts (19% more consumption)
- Social Media (45% more consumption)

Figure 6: Information Channel use among participants below and above 30 years



Source: Survey The Next Generation of Voting Advice Applications (2020)

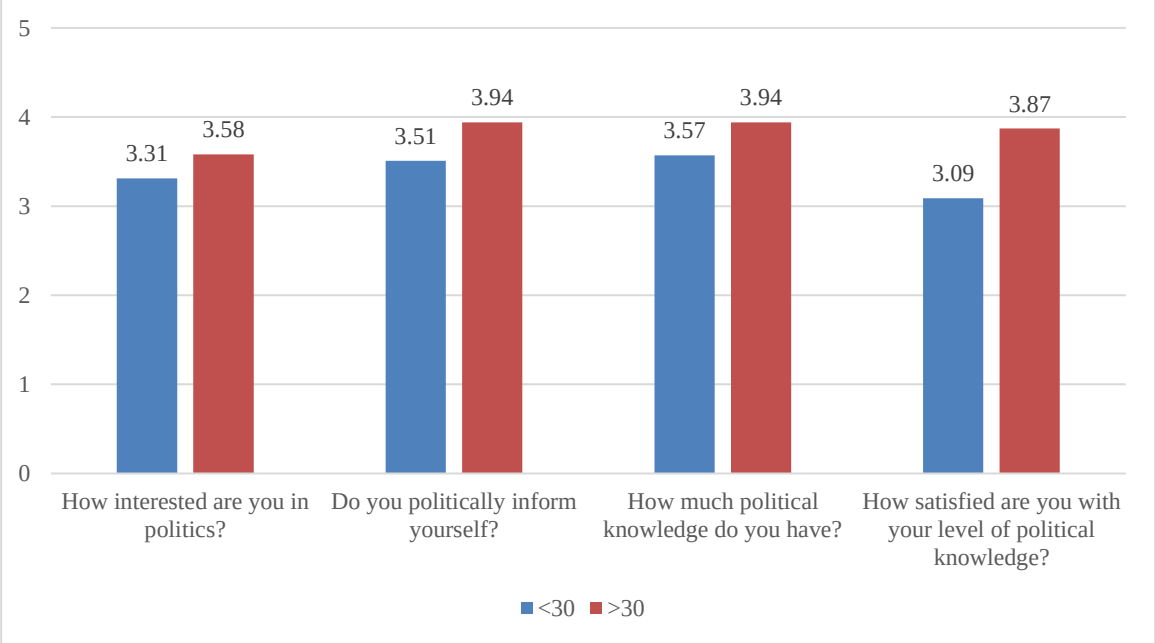
The largest mean difference was found in the use of Social Media which 75% of the young participants use to inform themselves about politics. In addition, the second largest mean difference was found in the usage of Newspapers which only 37% of the young

participants use to politically inform themselves. Finally, the most used channel for young and older participants are News Apps which seem to be the interface between the Social Media and Newspapers.

When comparing the level of Political Engagement of young participants, the results show that they score themselves lower on each of the dimensions (see Appendix 6):

- Interest in politics (0,27 mean difference)
- Informing about politics (0,43 mean difference)
- Political knowledge (0,37 mean difference).
- Satisfaction with own political knowledge (0,78 mean difference)

Figure 7: Political Engagement among participants below and above 30 years



Source: Survey The Next Generation of Voting Advice Applications (2020)

The largest mean difference was found in the satisfaction of the possessed political knowledge which confirms that young citizens have a need that needs to be satisfied. When comparing the mean differences among interest, informing and knowledge the results show that the largest mean difference was found in the amount of political information they attain. This suggests that the main issue lies in the inability of young citizens to attain political information.

4.2.3. Factor analysis

The analysis continues by formalizing the factors research model that could influence the acceptance and use of the Value Proposition. As described in the chapter 3.3.1, each dimension (5 in total) of the research model consists of 3 questions to measure the respondent's perception (see chapter 3.3.3). To further analyse the survey data, a factor analyses was performed to reduce the dimensions of the questions into composite variables that were predefined in the literature review.

A principal component analysis (PCA) was used as the extraction method to generate 5 composite variables that were predefined in the literature review, by aggregating the 14 measurement items. As the rotation method, the Varimax with Kaiser Normalization was used to clarify the relation among the factors. The rotation converged five times in the final analysis. Prior to conducting the PCA, the data set's suitability for factor analysis was examined. The sample size of a data set should at least have 150 cases to be suitable for factor analysis (Pallant, 2016). This criterium was met, as the sample size has 390 cases.

Table 1: KMO and Bartlett's Test for Factor analysis of the research model

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.876
Bartlett's Test of Sphericity	Approx. Chi-Square	3263.754
	df	91
	Sig.	.000

Source: Survey The Next Generation of Voting Advice Applications (2020)

The Barlett's test of sphericity, which indicates whether the variables are related, should be statistically significant at the 0.05 level (Pallant, 2016). This criterium is met, as the significance is 0.00. Another criterium is the level of KaiserMeyer-Olkin (KMO) values, which indicate the sampling adequacy (Field, 2009). It is suggested to only accept values of 0.5 or higher, where values from 0.6 to 0.7 are considered mediocre, between 0.7 and 0.8 are considered good, from 0.8 to 0.9 are considered great and above 0.9 are considered excellent (Kaiser, 1974). The is criterium is met as the KMO test shows that the sampling adequacy is 0.876 which indicates that most values are 'good'.

Table 2: Principal Component Analysis output of the research model

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.213	44.376	44.376	6.213	44.376	44.376	2.615	18.679	18.679
2	1.719	12.277	56.654	1.719	12.277	56.654	2.428	17.341	36.021
3	1.276	9.112	65.766	1.276	9.112	65.766	2.200	15.717	51.737
4	1.226	8.757	74.523	1.226	8.757	74.523	2.190	15.646	67.383
5	.747	5.338	79.861	.747	5.338	79.861	1.747	12.478	79.861
6	.468	3.341	83.202						
7	.412	2.942	86.144						
8	.377	2.691	88.834						
9	.367	2.624	91.458						
10	.313	2.234	93.693						
11	.306	2.187	95.880						
12	.247	1.764	97.644						
13	.186	1.331	98.975						
14	.143	1.025	100.000						

Source: Survey The Next Generation of Voting Advice Applications (2020)

Extraction Method: Principal Component Analysis.

The total loading of the 5 components is 79.86% and the eigenvalues after factor 5 are lower than 1 which indicates that the five is an appropriate number of components as the total variance that would be explained does not increase much.

Table 3: Rotated Component Matrix output of the research model

	Component				
	1 (TW)	2 (PE)	3 (PU)	4 (PEOU)	5 (BI)
"Using FollowTheVote would enable me to politically inform myself more quickly."	.129	.187	.806*	.132	.134
"Using FollowTheVote would make it easier to politically inform myself."	.164	.198	.786*	.186	.185
"I would find FollowTheVote useful to politically inform myself."	.198	.149	.695*	.186	.372
"Using FollowTheVote would be clear and understandable."	.210	.110	.237	.792*	.074
"It would be easy for me to become skillful at using FollowTheVote."	.106	.119	.219	.808*	.121
"Using FollowTheVote would be easy."	.064	.307	.008	.783*	.197
"I would trust FollowTheVote to secure the information on my profile."	.870*	.126	.142	.132	.125
"I would feel safe to provide FollowThevote my infomation."	.904*	.119	.101	.111	.139
"I would trust FollowTheVote."	.857*	.118	.203	.130	.178
"Using FollowTheVote would be fun."	.085	.821*	.188	.150	.208
"Using FollowTheVote would be entertaining."	.098	.859*	.133	.162	.119

"Using FollowTheVote would be enjoyable."	.192	.819*	.191	.192	.070
"Assuming that I have access to FollowTheVote, I intend to use it."	.234	.188	.295	.190	.836*
"I intend to use FollowTheVote in the future."	.239	.222	.312	.203	.818*

Source: Survey The Next Generation of Voting Advice Applications (2020)

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

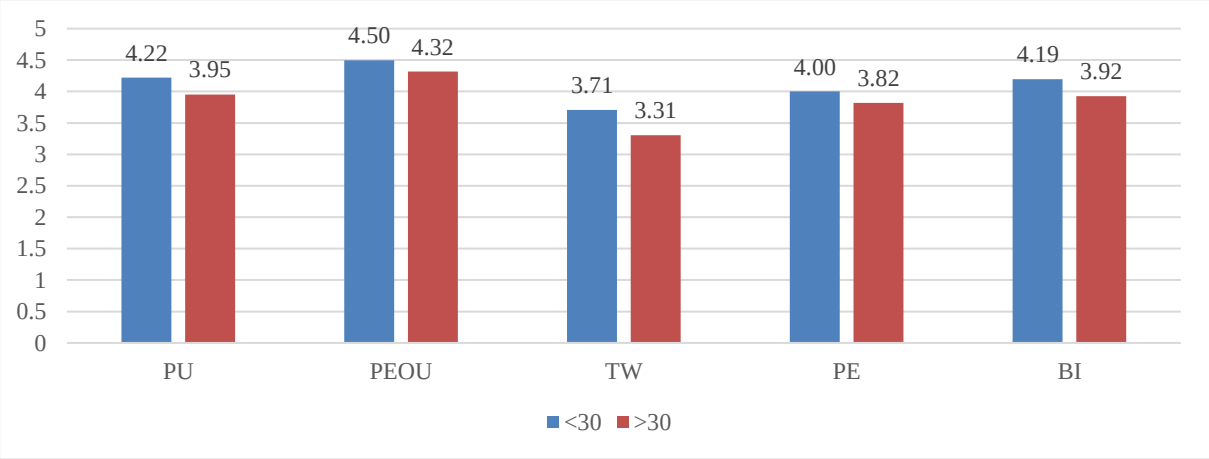
The Rotated Component Matrix shows that the factors that questions that were assigned to each of the factors in the survey design have the highest loading in the defined components which indicates that the components correspond to the literature. Therefore, in the further parts of the analyses, the author will refer to these questions as the average of the composite variable.

4.2.4. The perception of the Value Proposition among young participants

In this section, a descriptive statistics analysis was conducted to examine how the participants perceived the Value Proposition that was defined in chapter 4.1. In addition, to determine if the Value Proposition fits the target group, a comparison is made between participants under and above 30. None of the 390 valid cases had missing values. The standard deviations were spread around a value of 0.66 and 0.96 on a 5-point Likert scale (1=Strongly disagree...5=Strongly agree).

In general, the results show that young participants have a more positive perception of the Value Proposition than participants above 30 (see Appendix 6).

Figure 8: Perception of the Value Proposition among participants below and above 30 years



Source: Survey The Next Generation of Voting Advice Applications (2020)

The mean of the *Perceived Usefulness* is around 4 for both groups which indicates that the respondents perceive the Value Proposition as a solution that helps to inform more quickly and easily about politics. In addition, young participants perceive the Value Proposition significantly (0.01 level) more useful.

The mean of the *Perceived Ease of Use* is for both groups above 4 which indicates that the respondents perceive the Value Proposition as a clear and understandable product. In addition, young participants perceive the product significantly (0.05 level) easier to use.

The mean of the *Trustworthiness* is above 3 which indicates that the respondents perceive the Value Proposition as safe in terms of providing and storing personal information. However, TW scored the lowest among the factors which indicates that more work needs to be invested in the branding of the product. In addition, the difference between participants below and above 30 is the largest among all factors. Participants below 30 significantly (0.01 level) trust the Value Proposition more.

The mean of the *Perceived enjoyment* is around 4 which indicates that the respondents perceive the Value Proposition as fun and enjoyable. In addition, young participants perceive the Value Proposition significantly (0.05 level) more enjoyable.

The mean of the *Behavioural Intention* is above 4 which indicates that the respondents intend to use the Value Proposition now or in the future. In addition, young participants have significantly (0.05 level) more intention to use the product.

These results show that the participants have a positive perception towards the Value Proposition. In addition, participants below the age of 30 seem to perceive the product more positively than citizens below 30 which implies that the product fits to the target group of the Value Proposition.

However, these results only show the perception (or intention) of the participant and not the actual behaviour. To capture the actual behaviour the survey ended with a download button to measure the willingness to download the product they just saw.

Figure 9: Downloads of the Value Proposition among participants below and above 30 years

Source: Survey The Next Generation of Voting Advice Applications (2020)

The results show that 41% of the participants were willing to download the app. In addition, a significant mean difference was found between participants below the age of 30 and above. 52% of the respondents aged below 30 were willing to download the app in comparison to 38% of the participants above 30. These results underline the positive perception of especially participants below the age of 30 that was described earlier and validates the product market fit.

4.2.5. Which other characteristics influence the perception of the Value Proposition?

In this part of the analysis, other characteristics that could influence the acceptance and use of the Value Proposition will be discussed. To test for significant differences in the perception of the factors between groups ANOVA tests were conducted. These tests are divided into three dimensions: Demographics, Political Engagement, and Information channels.

The results show that Demographics have a significant effect on the perception of the Value Proposition (see Appendix 7).

Table 4: Significance levels of differences among groups – Demographics characteristics

	Gender	Nationality	Education	Occupation
PU	.405	.045*	.128	.006**
PEOU	.762	.116	.458	.007**
PE	.655	.022*	.237	.011**
TW	.272	.901	.150	.037**
BI	.501	.668	.895	.050**

Source: Survey The Next Generation of Voting Advice Applications (2020)

**. Significant at the 0.01 level (2-tailed).

*. Significant at the 0.05 level (2-tailed).

For the sub-groups of Nationality significant mean difference were found for PU and PE. The mean difference is caused by the more negative perception of the Swiss participants on these factors which might be caused by the differences between the electoral systems of the Swiss than the other countries in the sample.

For the sub-groups of Occupation there was a significant mean difference found in all the factors. The mean difference is caused by the more positive perception of students in comparison to other occupations. This result is in line with the earlier results found in chapter 4.2.1 as 83% of students in the sample is between 17-30.

For the sub-groups of Gender and Education, no significant mean differences were found in any of the factors. This indicates that these Demographics do not have be taken into serious consideration when defining the target group.

When comparing the difference between groups on a Political Engagement level, the results show that this significantly influences the perception of the Value Proposition (see Appendix 7).

Table 5: Significance levels of differences among groups: Political Engagement

	Interest	Information	Knowledge	Satisfaction	Voting
PU	.213	.034*	.000**	.000**	.041*
PEOU	.916	.764	.759	.153	.453
PE	.908	.653	.737	.499	.032
TW	.785	.503	.930	.777	.298
BI	.701	.693	.096	.008**	.424

Source: Survey The Next Generation of Voting Advice Applications (2020)

**. Significant at the 0.01 level (2-tailed).

*. Significant at the 0.05 level (2-tailed).

Between the levels of political information that the respondents already consume there was a significant mean difference found in the PU. The relation between the information possessed and the usefulness of the product is negative meaning that the less information the respondent consumes the more useful they perceive the Value Proposition.

In addition, between the levels of political knowledge that the respondents already pose there was a significant mean difference found between in the PU. The relation between the political knowledge and PU is negative.

Further, between the levels of satisfaction that the respondents have there was a significant mean difference found between in the PU and the BI The relation between the political knowledge and these factors is negative.

Moreover, for the sub-groups of voting there was a significant mean difference found in the PU. This mean difference is caused by the more positive perception of non-voters. This might be related to the urgency that non-voters often struggle to properly inform themselves and therefore have more use for a solution that enables them to do this.

Lastly, the level of interest in politics did not seem to separate the groups in any of the factors. However, the means scores on all factors are high which implies that the solution appeals to any interest level.

When comparing the differences between groups on an information channel level the results show that they significantly influence the perception of the Value Proposition (see Appendix 7).

Table 6: Significance levels of differences among groups: Information channels

	VAA	Social Media	Newspapers	Radio	TV	News-apps	Governmental websites	Podcasts	Friends/colleagues
PU	.392	.000**	.000**	.513	.023*	.465	.142	.315	.039*
PEOU	.521	.003**	.004**	.642	.671	.270	.807	.168	.413
PE	.184	.119	.000**	.531	.098	.961	.618	.805	.738
TW	.482	.003**	.004**	.523	.023*	.220	.706	.432	.158
BI	.717	.000**	.000**	.213	.034*	.424	.730	.386	.106

Source: Survey The Next Generation of Voting Advice Applications (2020)

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

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

Between the respondents that use Social Media to inform themselves about politics and the ones that do not, there was a significant mean difference found in all dimensions except PE. The relation between using Social Media and the perception of Value Proposition is positive.

Between the respondents that use Newspapers to inform themselves about politics and the ones that do not, there was a significant mean difference found in all dimensions. The relation between using Newspapers and the perception of the Value Proposition is negative.

Between the respondents that use TV to inform themselves about politics and the ones that do not, there was a significant mean difference found in PU, TW, and BI. The relation between using TV and the perception of the Value Proposition is positive.

Between the respondents that use Friends/colleagues to inform themselves about politics and the ones that do not, there was a significant mean difference found in PU. The relation is positive.

4.2.6. Hypotheses Testing

To test the hypotheses and examine the relationship of the factors that were defined in chapter 4.3.4, a correlation analysis and multiple linear regression analysis were conducted. First, the correlation analysis tests the formulated hypotheses. Second, a multiple regression

analyses was performed to test the TAM-model. Finally, a logistic regression was executed to study the determinants of Downloads.

Correlation analysis

The correlation of the variables PU, PEU, PE, TW, BI, Gamification and Downloads was tested. In the analyses, Pearson Correlations were used. The correlation coefficients indicate the strength of a relationship between two variables. If the Pearson Correlation is greater than 0, the relationship is positive and vice versa. Moreover, correlations from 0.1 to 0.29 are considered small, correlations from 0.3-0.49 medium, and correlations above 0.5 as large (Pallant, 2016).

Table 7: Correlation between the factors of the research model

		PE	PU	PEOU	TW	BI	Gamification	Download
PE	Pearson Correlation	1	.455**	.446**	.337**	.459**	.045	.143**
	Sig. (2-tailed)		.000	.000	.000	.000	.384	.006
	N	370	370	370	370	370	369	370
PU	Pearson Correlation	.455**	1	.452**	.416**	.641**	.002	.133*
	Sig. (2-tailed)	.000		.000	.000	.000	.972	.010
	N	370	370	370	370	370	369	370
PEOU	Pearson Correlation	.446**	.452**	1	.366**	.465**	-.002	.127*
	Sig. (2-tailed)	.000	.000		.000	.000	.969	.014
	N	370	370	370	370	370	369	370
TW	Pearson Correlation	.337**	.416**	.366**	1	.466**	.055	.223**
	Sig. (2-tailed)	.000	.000	.000		.000	.290	.000
	N	370	370	370	370	370	369	370
BI	Pearson Correlation	.459**	.641**	.465**	.466**	1	.037	.329**
	Sig. (2-tailed)	.000	.000	.000	.000		.479	.000
	N	370	370	370	370	370	369	370
Gamification	Pearson Correlation	.045	.002	-.002	.055	.037	1	.003
	Sig. (2-tailed)	.384	.972	.969	.290	.479		.947
	N	369	369	369	369	369	369	369
Downloads	Pearson Correlation	.143**	.133*	.127*	.223**	.329**	.003	1
	Sig. (2-tailed)	.006	.010	.014	.000	.000	.947	
	N	370	370	370	370	370	369	370

Source: Survey The Next Generation of Voting Advice Applications (2020)

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

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

The results show that all the variables are significantly correlated (at the 0.01 or 0.05 level) except for Gamification. Moreover, all the correlations are positive, meaning that they have a positive influence on each other. Considering the strength of the correlations, most variables have a medium correlation. However, PU and BI have a high correlation to each other, suggesting that these variables influence each other most profoundly. Based on the result of the correlation analyses, H1-H6 and H9 are supported, and H7-H8 are rejected.

Table 8: Summary of hypothesis testing

Hypothesis testing		**Supported**
H1	PU → BI	Yes
H2	PEOU → BI	Yes
H3	PEOU → PU	Yes
H4	TW →BI	Yes
H5	PE →BI	Yes
H6	PE → PU	Yes
H7	AA → BI	No
H8	AA → PE	No
H9	BI → Downloads	Yes

Source: Survey The Next Generation of Voting Advice Applications (2020)

Multiple regression analyses – Testing the TAM-Model

To further examine the model that was formulated chapter 2, this analysis continues with a multiple regression analysis. Prior to the analysis of the regression model, several assumptions were tested. Firstly, to generalize the result of a regression the sample size needs to meet the criteria: $N > 50 + 8m$, where m is the number of independent variables (Pallant, 2016). The sample met this requirement as the sample size should be above 82 and the size is 390. Secondly, the Variance Inflation Factor (VIF) and the collinearity tolerance did not indicate any multicollinearity issues. Therefore, all variables were used for multiple regression analyses.

Table 9: Model summary of the multiple regression analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.704[a]	.496	.491	.63685

Source: Survey The Next Generation of Voting Advice Applications (2020)

Table 10: Output of the multiple regression analysis[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-.260	.244		-1.064	.288		
	PEOU	.177	.058	.131	3.046	.002	.699	1.430
	PU	.539	.056	.431	9.623	.000	.649	1.540
	PE	.170	.055	.135	3.123	.002	.701	1.427
	TW	.187	.038	.202	4.937	.000	.776	1.289

Source: Survey The Next Generation of Voting Advice Applications (2020)

a. Dependent Variable: BI

The model summary shows that the TAM-model has a R-Square of 0.496, implying that approximately 50% of the variance in BI is explained by these variables. This is a high value for consumer behavior studies (Hair et al., 2017) Further, all independent variables of the TAM-model are significant and contribute positively to the BI. By interpretating the coefficients, which indicate the relative strength of each predictor, the results show that PU has the largest effect (0.539) on BI. In addition, the model indicates that the other factors have a significant effect on BI, with coefficients ranging from 0.170 to 0.187. Thus, including the PE and PTW improves the overall performance of the model in the context of VAA's.

Logistic Regression – Predicting Downloads

The second model aims to deepen the understanding of the Downloads. As the dependent variable is binary, the appropriate type of regression is the logistic regression which aims to predict the choice that the participants made (downloading or not downloading). To determine the right variables for this model, the author tried several variables that were included in the survey to achieve the best explanatory power, classification, and significance among the variables. The final model will be presented in this analysis.

The model summary shows that The Nagelkerke R Square is 0.214 (see Table 11), which is acceptable (Pallant, 2016). In addition, the classification analysis (see Table 12) shows that

the included variables improve the prediction of Downloads by 14.6 % (in comparison with the cut value of 0.5).

Table 11: Model summary of the logistic regression analysis [a]

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	443.804[a]	.155	.208

Source: Survey The Next Generation of Voting Advice Applications (2020)

a. Estimation terminated at iteration number 5 because parameter estimates changed by less than .001.

Table 12: Classification table when including the variables[a]

Step 1	Download	No	153	57	72.9
		Yes	74	86	53.8
	Overall Percentage				64.6

Source: Survey The Next Generation of Voting Advice Applications (2020)

a. The cut value is .500

Further, the results show that BI, age, and gender are included in the model and significantly contribute to predicting Downloads.

Table 13: Output of the logistic regression analysis

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	BI	.926	.163	32.474	1	.000	2.525
	What is your age?	-.018	.007	7.191	1	.007	.983
	What is your gender?	-.871	.248	12.340	1	.000	.419
	Constant	-2.138	.820	6.793	1	.009	.118

Source: Survey The Next Generation of Voting Advice Applications (2020)

a. Variable(s) entered on step 1: BI, What is your age?, What is your gender?.

The coefficients, which indicate the relative strength of each predictor, show that BI has the largest effect on Downloads. This shows that BI is indeed a good predictor for actual behaviour. In addition, the coefficient is positive which shows that having the more BI increases the likelihood of downloading the Value Proposition. Further, gender has a significant influence on the Downloads. The coefficient is negative which implies that females are more likely to download. These results were not predicted in the research and thus an explanation for this finding cannot be formulated. Lastly, age has a significant influence on Downloads, which corresponds to all findings that are presented throughout this research. As

the coefficient is negative the younger participants seem to be more willing to download the Value Proposition.

5. Conclusion

The following chapter presents the conclusions of this research. First, empirical findings are discussed in relation to the research questions. Subsequently, theoretical, and managerial implications are derived. Thereafter, the limitations of the research are discussed. Finally, recommendations for further research are suggested.

5.1. Discussion of the Research Question

RQ1: How do young citizens inform themselves about politics?

The results show a clear decline in the consumption of Newspapers among young citizens. On the other hand, the results show that young citizens favor new forms of media which are more individualistic, online and network orientated such as Social Media. These results support the notion that young peoples' political participation is not in decline – it is in transformation (Horvath & Paolini, 2014; Loader et al., 2014). In addition, the results shows that News apps are growing in popularity among all age groups and serve as the interface between Social Media (news) and Newspapers (old). Despite the growing popularity of News apps, this research shows that young citizens assess themselves as less politically engaged. They score significantly lower on the assessment of their own political interest, frequency of politically informing, political knowledge, and satisfaction of political knowledge. These findings support the reduced Political Engagement among younger citizens found in many other research papers (Blais et al., 2004; Dalton, 2008; Haste & Hogan, 2006; Horvath & Paolini, 2014; Mycock & Tonge, 2012; Stoker, 2006). The largest mean difference was found between the satisfaction of their political knowledge. This 'Dissatisfaction' suggests that there is a willingness to change their current level of engagement. In other words, there is a need among young citizens to obtain more political knowledge in new ways.

RQ2: What Value Proposition would fit the needs of young citizens?

The Value Proposition should resolve the main pains activate the main gains and enable young citizens to reach their desired outcomes (gains). In addition, the goal of this research was to apply the design principles of VAA's. In the effort to bring those disciplines together, the following Value Proposition was formulated:

Pain relievers:

- The solutions should have learning tasks that can be accomplished within 5 minutes per day to resolve to time intensity of politically informing.
- The solution should evolve around parliamentary information as this is seen as trustworthy information.
- The information should be provided in easy language as it resolves much of the complexity issues.

Gain creators:

- The information should consist of several viewpoints of the political parties.
- The solution should enable the user to compare themselves to the viewpoints of all the political parties.
- The solution should adopt Achievement Affordances to foster the feeling of accomplishment and reinforce the confidence of users.

Product:

- This should be offered through a Web-application that allows for accessibility on multiple devices.
- It should be free & open source.
- The organisation should be funded by donations to ensure non-partisan interests.

RQ3: What affects the acceptance and use of this Value Proposition?

To research the determinants of acceptance and use, an extended version of the TAM-model was tested. This model performed well in the context of E-participation as all the factors are significant, and the predictive power is high for marketing standards. Therefore, the author concluded that Perceived Usefulness, Perceived Ease of use, Perceived Enjoyment, Trustworthiness and Behavioral intention all affect the acceptance and use of the Value Proposition. Further, it can be concluded that the behavioral intention plays the largest role in the acceptance and use of as it has the strongest correlation to the actual Downloads.

The most important factor that determines the behavioral intention is the Perceived Usefulness which is in line with the results in numerous contexts, such as the acceptance of E-mail, Voice Mail, (e.g. Adams et al., 1992), WWW (e.g. Gefen & Straub, 2000), Tele-Medicine Technology (e.g. Chau & Hu, 2001), and more recently in Social Media (e.g. Rauniar et al., 2014) and Online Banking (e.g. Pikkarainen et al., 2004; Yousafzai et al.,

2010). Further, the author concludes that the role of Perceived Enjoyment and Trustworthiness are appropriate factors to consider in the context of E-participation. Lastly, the author concludes that Germany, The Netherlands, and Switzerland have a positive perception of the Value Proposition.

RQ4: Does Gamification contribute to positive psychological states towards the Value Proposition?

To research the effect of Achievement Affordances (AA), this research used an experiment design that exposed 50% of the participants to the Value Proposition with AA and the others without AA. The research model (see chapter 3.3.1) was used to capture the effect on the Value Proposition. The treatment group (exposed to AA) did not significantly differ from the control group in any of the factors of the research model. Thus, the author concludes that AA does not positively contribute to the perception of the Value Proposition, which fits to the varying results that are found in the field of E-participation (Koivisto & Hamari, 2019). However, these results might be affected by the nature of the testing methods, namely, through a video instead of actual usage. Thus, it can only be concluded that AA does not affect the perception based on a video introduction to the product. However, it is not possible to draw any conclusions on the effects actual or recurring use of the product.

RQ5: Does the Value Proposition fit the desired target group?

As described in the introduction and concluded in RQ1, there is a need among young citizens for new solutions to politically inform themselves. This research aimed to fill this need by developing a Value Proposition that would solve their main pains and gains as described in RQ2. In RQ3, the author concluded that the Value Proposition is overall positively perceived in Germany, The Netherlands and Switzerland. However, to verify if it specifically fits the needs of young, disengaged Social Media users, the author performed ANOVA tests to determine the different perceptions within groups on a Demographics, Political Engagement, and Information Channel level. To compare them, the factors of the research model were used.

This research shows that age has a significant effect on the perception of the Value Proposition. Young citizens have a more positive perception and perceive the Value Proposition as more trustworthy (PTW). In addition, this research shows that young citizens have a more positive perception of PU, PEOU, PE, BI, of the Value Proposition. In addition, there was a significant difference found in the number of Downloads among younger

participants. Similar results were found among students, which underlines the findings mentioned above. Therefore, the author concludes that the Value Proposition fits the target group on a Demographics level.

Furthermore, the author concludes that the level of Political Engagement significantly affects the perception the Value Proposition. Participants who inform less, have less political knowledge, are less satisfied with their knowledge and did not vote in the last election have a more positive perception of the Value Proposition. The results show that the difference in perception mainly occurs in the PU.

Lastly, the author concludes that the preferred Information Channels have a significant effect on the perception of the Value Proposition. Social Media users have a more positive perception of PU, PEOU, PE, TW, and BI. Visa versa, Newspaper users have a more negative perception of the Value Proposition in all these factors. Therefore, the author concludes that the Value Proposition fits the target group on an Information Channel level.

5.2. Theoretical implications

A multitude of studies have researched Technology Acceptance, Gamification and Voting Advice Applications. Nonetheless, none of the research has tried to bring these fields of literature together and study the acceptance and use of voting advice applications and the role that Gamification could play on the acceptance of such a solution. Therefore, this study extends the literature on Voting Advice Applications by applying the TAM-model and demonstrating that PU, PEOU, PE and TW are important factors to be taken into consideration when developing such a tool. Further, this study extends the literature of MIS by applying the TAM-model in the field of E-participation and demonstrates the robustness and explanatory power of the model in yet another context. Finally, this study extends the Gamification literature in one of the under-researched areas, voting and demonstrates that in the context of this research Achievement Affordances do not affect the acceptance and use of the value proposition.

5.3. Managerial implications

From a managerial perspective, this study contributes to the future ambitions of managers in the field of Voting Advice Applications.

Firstly, this study shows the market potential of VAA's outside of elections in the European market by showing that 41% of the participants is willing to download the web-

application which could be used to convince social investors and extend the scope of their endeavors.

Second, this study shows a relevant target group to be considered when extending VAA's outside of elections. The author suggests focusing on citizens between 17-30, who consider themselves as uninformed, unknowledgeable, unsatisfied with their own political knowledge and will vote for the first time. This does not only yield a better product market fit, but also serves the group that needs new solutions to politically inform the most.

Third, this study shows that Perceived Enjoyment and Trustworthiness should be taken into consideration when developing a VAA. The author suggests focusing mainly on the usefulness of the product (giving voting advice), but extra attention should be given to developing a trustworthy product and organization. In addition, most VAA's currently focus to little on the hedonic aspects which should be taken into consideration, especially for the younger target groups.

Fourth, this study shows that Gamification does not contribute to a positive perception of VAA's outside of elections. Therefore, the author suggests to not include it into the first version of a new product as will not affect the adoption rate. This could be reconsidered as the market is successfully penetrated.

5.4. Limitations

The study that was carried out in this Master Thesis also compromises several limitations that should be taken into consideration.

Firstly, the study mainly focused on three countries within Europe: Switzerland, The Netherlands and Germany which does not reflect the whole European population. Thus, the results can only be applied to Switzerland, The Netherlands and Germany.

Second, due to several financial and time constraints there are several limitations concerning the quality of the sample. Especially, the educational level does not reflect the average within each of the countries which might affect the generalizability of the research. In addition, this might affect the significance of different levels of education on the perception of the Value Proposition.

Third, the method that was used to measure the effect of Gamification is limited as the participants were not able to interact with the product. Therefore, the results are very contextual in terms of the method that was used to measure its effect.

5.5. Future research

This study yields many possibilities for future research in several fields. Building on the limitations, this research should be extended by applying it in different geographic contexts, especially other European countries under similar circumstances. Second, this research should be applied to actual use of VAA's instead of a representation by video to further investigate the effects of Gamification. Third, the research should be extended by adding other factors to the proposed model to determine other factors that might play a role in the field of Voting Advice Applications.

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Appendices

Appendix 1: Customer Profile interviews

Hello, my name is Frank Lemann, and I am a second-year student from Católica Lisbon School, taking a master's degree in Management with specialization in strategic marketing. My Master Thesis aims to study the needs of young European citizens in acquiring political knowledge. I would kindly ask you to answer truthfully. Before starting, I would like to add that there are no right or wrong answers, and your identity will not be disclosed. Thank you very much!

1. Do you politically inform yourself?
2. How often do you inform yourself?
3. Are you satisfied about how politically informed you are?
4. What kind of channels do you inform yourself on?
5. Why do you politically inform yourself?
    a. *What are you trying to achieve?*
    b. *What is your underlying goal?*
    c. *Prioritize in order of importance on scale from 1-5.*
6. What is preventing you to politically inform yourself?
    a. *What is causing you to not inform yourself often?*
    b. *What are the problems with the current channels you are using?*
    c. *Prioritize in order of importance on scale from 1-5*
7. What makes it easier to become politically inform yourself?
    a. *Anything that causes you to enjoy it more?*
    b. *Any examples of channels that do something that makes you excited?*
    c. *Prioritize in order of importance on scale from 1-5.*

Appendix 2: Online survey

Start of Block: Introduction

Q90 Hello 🙋,

Thank you for supporting this research!

In this survey you will be asked to give your opinion about a new political application - *FollowTheVote*!

It will take approximately 7 minutes to complete. Participation in this survey is voluntary and anonymous, so I kindly ask you to **answer as truthfully as possible**. The data will exclusively be used for research purposes and your identity will be kept confidential.

Again, thank you for helping! 🐢

Q95 Ready to get started?

- ○ Yes, of course! 🚀 (1)
- ○ No, I don't like helping 😕 (0)

End of Block: Introduction

Start of Block: Political interest and political participation

Q88 **We start-off with some general questions about your political habits!** 🏛

Q53 How interested are you in politics?

- ○ Very interested (4)
- ○ Somewhat interested (3)
- ○ Not very interested (2)
- ○ Not at all interested (1)

Q129 Do you politically inform yourself?

- ○ A great deal (5)
- ○ A lot (4)
- ○ A moderate amount (3)
- ○ A little (2)
- ○ None at all (1)

Q58 Which of the following systems do you use to politically inform yourself? (Multiple answers possible)

- [ ] News papers (Offline) (8)
- [ ] TV shows (7)
- [ ] Radio (6)
- [ ] News apps (online) (5)
- [ ] Governmental websites (4)
- [ ] Podcasts (3)
- [ ] Social Media (Twitter,Facebook,Instagram,etc.) (2)
- [ ] Friends/colleagues (1)
- [ ] None (0)

Q128 How much political knowledge do you have?

- Far above average (5)
- Somewhat above average (4)
- Average (3)
- Somewhat below average (2)
- Far below average (1)

Q64 How satisfied are you with your level of political knowledge?

- Very satisfied (5)
- Somewhat satisfied (4)
- Neither satisfied nor dissatisfied (3)
- Somewhat dissatisfied (2)
- Very dissatisfied (1)

Q63 Did you vote in the last national election?

- ○ Yes (1)
- ○ No (0)

End of Block: Political interest and political participation

Start of Block: Prototype with Gamification

Q72 Thank you for finishing the first part of the survey! 👍

Now let's take a step into the future. I would like to show you a new political app - FollowTheVote! This is a **non-governmental organisation**, funded by the European Union, that helps citizens with their voting decisions.

You will now get to see a short video of this political application! You can continue to the questions after you watched the video.

For the best experience put your sound on!

Q48 Did the video technically work?

- ○ Yes (1)
- ○ No (0)

End of Block: Prototype with Gamification

Start of Block: Prototype without Gamification

Q73 Thank you for finishing the first part of the survey! 👍

Now let's take a step into the future. I would like to show you a new political app - FollowTheVote! This is a non-governmental organisation, funded by the European Union, that helps citizens with their voting decisions.

You will now get to see a short video of this political application! You can continue to the questions after you watched the video.

For the best experience put your sound on!

Q49 Did the video technically work?

- ○ Yes (1)
- ○ No (0)

End of Block: Prototype without Gamification

Start of Block: Information video

Q97 **We hope you enjoyed the video!** 📽️

Now, we would like to know what you think about FollowTheVote.
Please imagine that this app is **free, compatible** with any device (computer, phone, tablet) and **fully functional.**

Q107 Are you ready?

- ○ Yes got it!🚀 (1)
- ○ No idea what you are talking about..❓ (2)

End of Block: Information video

Start of Block: Perceived usefulness

Q15 *"Using FollowTheVote would enable me to politically inform myself more quickly."*

- ○ Strongly agree (5)
- ○ Somewhat agree (4)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (2)
- ○ Strongly disagree (1)

Q16 *"Using FollowTheVote would make it easier to politically inform myself."*

- ○ Strongly agree (5)
- ○ Somewhat agree (4)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (2)
- ○ Strongly disagree (1)

Q17 *"I would find FollowTheVote useful to politically inform myself."*

- ○ Strongly agree (5)
- ○ Somewhat agree (4)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (2)
- ○ Strongly disagree (1)

End of Block: Perceived usefulness

Start of Block: Perceived ease of use

Q20 *"Using FollowTheVote would be clear and understandable."*

- ○ Strongly agree (5)
- ○ Somewhat agree (4)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (2)
- ○ Strongly disagree (1)

Q22 *"It would be easy for me to become skillful at using FollowTheVote."*

- ○ Strongly agree (5)
- ○ Somewhat agree (4)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (2)
- ○ Strongly disagree (1)

Q21 *"Using FollowTheVote would be easy."*

- ○ Strongly agree (5)
- ○ Somewhat agree (4)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (2)
- ○ Strongly disagree (1)

End of Block: Perceived ease of use

Start of Block: Trustworthiness

Q28 *"I would trust FollowTheVote to secure the information on my profile."*

- ○ Strongly agree (5)
- ○ Somewhat agree (4)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (2)
- ○ Strongly disagree (1)

Q29 *"I would feel safe to provide FollowThevote my infomation."*

- ○ Strongly agree (5)
- ○ Somewhat agree (4)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (2)
- ○ Strongly disagree (1)

Q105 *"I would trust FollowTheVote."*

- Strongly agree (5)
- Somewhat agree (4)
- Neither agree nor disagree (3)
- Somewhat disagree (2)
- Strongly disagree (1)

Q101 *"Choose strongly disagree"*

- Strongly agree (5)
- Somewhat agree (4)
- Neither agree nor disagree (3)
- Somewhat disagree (2)
- Strongly disagree (1)

End of Block: Trustworthiness

Start of Block: Hedonic Motivation

Q35 *"Using FollowTheVote would be fun."*

- ○ Strongly agree (5)
- ○ Somewhat agree (4)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (2)
- ○ Strongly disagree (1)

Q37 *"Using FollowTheVote would be entertaining."*

- ○ Strongly agree (5)
- ○ Somewhat agree (4)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (2)
- ○ Strongly disagree (1)

Q36 *"Using FollowTheVote would be enjoyable."*

- ○ Strongly agree (5)
- ○ Somewhat agree (4)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (2)
- ○ Strongly disagree (1)

End of Block: Hedonic Motivation

Start of Block: Behavioral Intention

Q34 *"Assuming that I have access to FollowTheVote, I intend to use it."*

- ○ Strongly agree (5)
- ○ Somewhat agree (4)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (2)
- ○ Strongly disagree (1)

Q32 *"I intend to use FollowTheVote in the future."*

- ○ Strongly agree (5)
- ○ Somewhat agree (4)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (2)
- ○ Strongly disagree (1)

Q130 Is there any feedback that you would like to give to FollowTheVote? Please tell us and we will let them know! 👇

_____

End of Block: Behavioral Intention

Start of Block: Experience

Q103

For the last step, we would like to know more about you.

Q93 Which of the following political apps are you familiar with? **(Multiple answers possible)**

- ☐ Stemwijzer (1)
- ☐ Wahl-O-Mat (2)
- ☐ Smartvote (3)
- ☐ Wahlkabine (4)
- ☐ Vaalikone (5)
- ☐ Busolla Eleitoral (6)
- ☐ None (7)
- ☐ Other (9) _____

Q50 Which of the following games do you enjoy to play? **(Multiple answers possible)**

- ☐ Video games (1)
- ☐ Board games (2)
- ☐ Mobile games (3)
- ☐ Card games (4)
- ☐ None (0)

Q38 What is your age?

_____

Q40 What is your gender?

- ○ Male 👨 (1)
- ○ Female 👩 (2)
- ○ Other 🌈 (3)

Q39 What is your highest achieved education level?

- ○ No formal education (1)
- ○ High school (2)
- ○ Bachelor's degree (3)
- ○ Professional degree (6)
- ○ Master's degree (4)
- ○ PhD degree (5)

Q87 What is your current state of employment?

- ○ Student 👩‍🎓👨‍🎓 (1)
- ○ Employed 🤦‍♀️ (2)
- ○ Self-employed 👩‍💻👨‍💻 (3)
- ○ Unemployed 🚶 (4)
- ○ Retired 👵👴 (5)
- ○ Other (6) _____

Q104 In which field do you work or study?

_____

Q92 What is your country of origin? 🌎

_____

End of Block: Experience

Start of Block: Download the app

Q74

Do you want to get started with *FollowTheVote?* 🚀

Get it now and start your political journey!

End of Block: Download the app

Appendix 3: Video text without Gamification

Intro

1. We are living in a decade, **overloaded** with news.

2. Our favourite news and social media platforms give us more access to define our own political views. Nevertheless, we find ourselves feeling:
- Overwhelmed
- Less interested.
- And frankly -- Powerless

3. Let us introduce you to: FOLLOWTHEVOTE. The new way to discover ***your*** political identity.

4. You receive one political statement a day
5. Call it your intellectual snack
6. These political statements are carefully formulated by a team of political scientists.
7. To make sure that you stay up to date
8. on the most relevant issues in politics.

9. There are three possible answers:
10. You agree,
11. you disagree
12. or you are not sure yet where you stand

13. Before you decide on your answer, we help you to discover both sides of the discussion by providing pros and cons.
14. These pros and cons are made by experts from varies fields, checked by political scientists to guarantee the highest standard, and brought to you by FollowTheVote
15. By clicking on of the speech bubbles you can see and read the argument.
16. If you feel well informed enough…
17. Choose your answer!

18. By doing this every day, you will have answered hundreds of statements by the end of the year.
19. which are stored in your profile. This shows where you politically stand and why.

20. We visualize your **unique** political shape through a spider web
21. We compare your standpoints with those of political parties and show which match you the best!
22. Inside each dimension
23. you will find the corresponding questions.
24. By clicking on a question
25. You can easily change
26. Anything you want
27. Everything else automatically changes accordingly.

28. This provides you with a clear and simple structure of where you politically stand and why.

Appendix 4: Video text with Gamification

1. We are living in a decade, **overloaded** with news.

2. Our favourite news and social media platforms give us more access to define our own political views. Nevertheless, we find ourselves feeling:
- Overwhelmed
- Less interested.
- And frankly -- Powerless

3. Let us introduce you to: FOLLOWTHEVOTE. The new way to discover ***your*** political identity.

4. You receive one political statement a day
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6. These political statements are carefully formulated by a team of political scientists.
7. To make sure that you stay up to date
8. on the most relevant issues in politics.

9. There are three possible answers:
10. You agree,
11. you disagree
12. or you are not sure yet where you stand

13. Before you decide on your answer, we help you to consider the pros and cons.
14. These pros and cons are made by experts from varies fields, checked by political scientists to guarantee the highest standard, and brought to you by FollowTheVote
15. By clicking on one of the green speech bubbles… you can explore a pro argument and its source.
16. If you are done reading,
17. You will get a reward for gaining more knowledge about this political topic!
18. By clicking one of the red speech bubbles… you will see a con argument.
19. Which will again give you a reward to keep you motivated.
20. We will provide you with as many pros and cons as possible and give you rewards
21. With the goal to make sure you feel informed enough to
22. Choose your answer!

23. By doing this every day, you will have answered hundreds of statements by the end of the year.
24. which are stored in your profile. This shows where you politically stand and why.

25. We visualize your **unique** political shape through a spider web
26. We compare your standpoints with those of political parties and show which match you the best!
27. Inside each dimension
28. you will find the corresponding questions.
29. By clicking on a question
30. You can easily change
31. Anything you want
32. Everything else automatically changes accordingly.

33. This provides you with a clear and simple structure of where you politically stand and why.
34. By clicking on home
35. You can follow your political progress
36. You can track the number of questions answered
37. Points collected for reading pros and cons
38. And the successive days you have used FollowTheVote

Appendix 5: Demographics statistics

Age_recode

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17-30	139	35.5	35.5	35.5
	31-45	67	17.1	17.1	52.6
	36-60	84	21.4	21.4	74.0
	>60	102	26.0	26.0	100.0
	Total	392	100.0	100.0	

What is your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male 👨	240	61.2	61.2	61.2
	Female 👩	151	38.5	38.5	99.7
	Other 🌈	1	.3	.3	100.0
	Total	392	100.0	100.0	

Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	German	65	16.6	16.6	16.6
	Swiss	216	55.1	55.1	71.7
	Dutch	56	14.3	14.3	86.0
	Other	55	14.0	14.0	100.0
	Total	392	100.0	100.0	

What is your current state of employment? - Selected Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student 👨‍🎓👩‍🎓	94	24.0	24.0	24.0
	Employed 👩‍💼	183	46.7	46.7	70.7
	Self-employed 👨‍💻🖼️	24	6.1	6.1	76.8
	Unemployed 🧎	10	2.6	2.6	79.3
	Retired 👵👴	72	18.4	18.4	97.7
	Other	9	2.3	2.3	100.0
	Total	392	100.0	100.0	

What is your highest achieved education level?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No formal education	5	1.3	1.3	1.3
	High school	34	8.7	8.7	9.9

	Bachelor’s degree	112	28.6	28.6	38.5
	Master’s degree	164	41.8	41.8	80.4
	PhD degree	26	6.6	6.6	87.0
	Professional degree	51	13.0	13.0	100.0
	Total	392	100.0	100.0	

Which of the following Voting Advice Applications are you familiar with? (Multiple answers possible) - Selected Choice None

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	61	15.6	100.0	100.0
	Some	331	84.4		
Total		392	100.0		

Which of the following games do you enjoy to play? (Multiple answers possible) None

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	89	22.7	100.0	100.0
	Some	303	77.3		
Total		392	100.0		

Appendix 6: Comparison between participants below and above the age of 30

Descriptive statistics: Political Engagement below and above the age of 30

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
How interested are you in politics?	>30	231	3.58	.553	.036	3.50	3.65	2	4
	<30	139	3.31	.669	.057	3.20	3.42	1	4
	Total	370	3.48	.612	.032	3.41	3.54	1	4
Do you politically inform yourself?	>30	231	3.94	.772	.051	3.84	4.04	2	5
	<30	139	3.51	.920	.078	3.36	3.67	2	5
	Total	370	3.78	.855	.044	3.69	3.87	2	5
How much political knowledge do you have?	>30	231	3.94	.786	.052	3.83	4.04	2	5
	<30	139	3.57	.826	.070	3.43	3.71	2	5
	Total	370	3.80	.819	.043	3.71	3.88	2	5
Did you vote in the last national election?	>30	231	.98	.146	.010	.96	1.00	0	1
	<30	139	.88	.329	.028	.82	.93	0	1
	Total	370	.94	.237	.012	.92	.96	0	1
How satisfied are you with your level of political knowledge?	>30	231	3.87	.767	.050	3.78	3.97	2	5
	<30	139	3.09	1.062	.090	2.92	3.27	1	5
	Total	370	3.58	.966	.050	3.48	3.68	1	5

ANOVA test: Political Engagement below and above the age of 30

		Sum of Squares	df	Mean Square	F	Sig.
How interested are you in politics?	Between Groups	6.159	1	6.159	17.155	.000
	Within Groups	132.122	368	.359		
	Total	138.281	369			
Do you politically inform yourself?	Between Groups	15.942	1	15.942	23.107	.000
	Within Groups	253.885	368	.690		
	Total	269.827	369			
How much political knowledge do you have?	Between Groups	11.671	1	11.671	18.188	.000
	Within Groups	236.127	368	.642		
	Total	247.797	369			
Did you vote in the last national election?	Between Groups	.879	1	.879	16.331	.000
	Within Groups	19.813	368	.054		
	Total	20.692	369			
How satisfied are you with your level of political	Between Groups	52.924	1	52.924	66.895	.000
	Within Groups	291.143	368	.791		

knowledge?	Total		344.068	369					

Descriptive statistics: Channel use below and above the age of 30

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) News papers (Offline)	>30	231	.73	.446	.029	.67	.79	0	1
	<30	139	.36	.482	.041	.28	.44	0	1
	Total	370	.59	.493	.026	.54	.64	0	1
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) TV shows	>30	231	.42	.494	.032	.35	.48	0	1
	<30	139	.50	.502	.043	.42	.59	0	1
	Total	370	.45	.498	.026	.40	.50	0	1
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) Radio	>30	231	.58	.495	.033	.52	.64	0	1
	<30	139	.31	.464	.039	.23	.39	0	1
	Total	370	.48	.500	.026	.43	.53	0	1
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) News apps (online)	>30	231	.75	.432	.028	.70	.81	0	1
	<30	139	.83	.373	.032	.77	.90	0	1
	Total	370	.78	.412	.021	.74	.83	0	1
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) Governmental websites	>30	231	.36	.482	.032	.30	.43	0	1
	<30	139	.25	.436	.037	.18	.32	0	1
	Total	370	.32	.468	.024	.27	.37	0	1
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) Podcasts	>30	231	.26	.439	.029	.20	.32	0	1
	<30	139	.45	.499	.042	.36	.53	0	1
	Total	370	.33	.471	.024	.28	.38	0	1
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) Social Media (Twitter,Facebook,Instagram,etc.)	>30	231	.26	.437	.029	.20	.31	0	1
	<30	139	.71	.454	.039	.64	.79	0	1
	Total	370	.43	.495	.026	.38	.48	0	1
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) Friends/colleagues	>30	231	.53	.500	.033	.47	.60	0	1
	<30	139	.65	.477	.040	.57	.73	0	1
	Total	370	.58	.494	.026	.53	.63	0	1

ANOVA Test: Channel use below and above the age of 30

		Sum of Squares	df	Mean Square	F	Sig.
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) News papers (Offline)	Between Groups	11.724	1	11.724	55.433	.000
	Within Groups	77.833	368	.212		
	Total	89.557	369			
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) TV shows	Between Groups	.672	1	.672	2.723	.100
	Within Groups	90.852	368	.247		
	Total	91.524	369			
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) Radio	Between Groups	6.361	1	6.361	27.229	.000
	Within Groups	85.966	368	.234		
	Total	92.327	369			
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) News apps (online)	Between Groups	.573	1	.573	3.396	.066
	Within Groups	62.129	368	.169		
	Total	62.703	369			
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) Governmental websites	Between Groups	1.085	1	1.085	5.015	.026
	Within Groups	79.642	368	.216		
	Total	80.727	369			
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) Podcasts	Between Groups	3.012	1	3.012	14.073	.000
	Within Groups	78.761	368	.214		
	Total	81.773	369			
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) Social Media (Twitter,Facebook,Instagram,etc.)	Between Groups	18.110	1	18.110	92.024	.000
	Within Groups	72.420	368	.197		
	Total	90.530	369			
Which of the following systems do you use to politically inform yourself? (Multiple answers possible) Friends/colleagues	Between Groups	1.296	1	1.296	5.363	.021
	Within Groups	88.931	368	.242		
	Total	90.227	369			

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Descriptive statistics: Attitude towards of the Value Proposition below and above the age of 30

					95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
PEOU	>30	231	4.3175	.71845	.04727	4.2243	4.4106	1.00	5.00
	<30	139	4.4964	.54487	.04622	4.4050	4.5878	2.67	5.00
	Total	370	4.3847	.66355	.03450	4.3169	4.4525	1.00	5.00
PU	>30	231	3.9524	.72508	.04771	3.8584	4.0464	1.00	5.00
	<30	139	4.2230	.66107	.05607	4.1122	4.3339	1.67	5.00
	Total	370	4.0541	.71300	.03707	3.9812	4.1269	1.00	5.00
TW	>30	231	3.3059	.94164	.06196	3.1838	3.4280	1.00	5.00
	<30	139	3.7074	.92249	.07824	3.5527	3.8621	1.00	5.00
	Total	370	3.4568	.95333	.04956	3.3593	3.5542	1.00	5.00
PE	>30	231	3.8182	.69271	.04558	3.7284	3.9080	1.00	5.00
	<30	139	4.0000	.72343	.06136	3.8787	4.1213	1.67	5.00
	Total	370	3.8865	.70893	.03686	3.8140	3.9590	1.00	5.00
BI	>30	231	3.9242	.94851	.06241	3.8013	4.0472	1.00	5.00
	<30	139	4.1942	.79516	.06744	4.0609	4.3276	1.00	5.00
	Total	370	4.0257	.90243	.04692	3.9334	4.1179	1.00	5.00

ANOVA test: Attitude towards the Value Proposition below and above the age of 30

		Sum of Squares	df	Mean Square	F	Sig.
PEOU	Between Groups	2.779	1	2.779	6.404	.012
	Within Groups	159.690	368	.434		
	Total	162.469	369			
PU	Between Groups	6.356	1	6.356	12.907	.000
	Within Groups	181.229	368	.492		
	Total	187.586	369			
TW	Between Groups	13.991	1	13.991	16.020	.000
	Within Groups	321.373	368	.873		
	Total	335.364	369			
PE	Between Groups	2.869	1	2.869	5.782	.017
	Within Groups	182.586	368	.496		

	Total	185.455	369			
BI	Between Groups	6.326	1	6.326	7.914	.005
	Within Groups	294.180	368	.799		
	Total	300.506	369			

Descriptive statistics: Downloads of the Value Proposition below and above the age of 30

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
.>30	231	.38	.487	.032	.32	.44	0	1
<30	139	.52	.501	.043	.43	.60	0	1
Total	370	.43	.496	.026	.38	.48	0	1

ANOVA test: Downloads of the Value Proposition below and above the age of 30

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.630	1	1.630	6.724	.010
Within Groups	89.181	368	.242		
Total	90.811	369			

Appendix 7: Significant characteristics that influence the attitude towards the Value Proposition

Descriptive statistics: Comparison nationality on attitude towards the Value Proposition

						95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
PU	German	65	4.2051	.70880	.08792	4.0295	4.3808	1.67	5.00
	Swiss	201	3.9668	.67330	.04749	3.8732	4.0605	1.00	5.00
	Dutch	71	4.1455	.71654	.08504	3.9759	4.3151	1.67	5.00
	Other	55	4.1515	.81604	.11003	3.9309	4.3721	1.00	5.00
	Total	392	4.0646	.71306	.03602	3.9938	4.1354	1.00	5.00
PEOU	German	65	4.5487	.49802	.06177	4.4253	4.6721	3.00	5.00
	Swiss	201	4.3698	.65472	.04618	4.2788	4.4609	1.33	5.00
	Dutch	71	4.3615	.65161	.07733	4.2073	4.5157	2.67	5.00
	Other	55	4.2667	.84230	.11358	4.0390	4.4944	1.00	5.00
	Total	392	4.3835	.66370	.03352	4.3176	4.4494	1.00	5.00
TW	German	65	3.7590	.95835	.11887	3.5215	3.9964	1.00	5.00
	Swiss	201	3.4726	.89842	.06337	3.3477	3.5976	1.00	5.00
	Dutch	71	3.2770	.99839	.11849	3.0407	3.5133	1.00	5.00
	Other	55	3.3455	1.08859	.14679	3.0512	3.6397	1.00	5.00
	Total	392	3.4668	.96340	.04866	3.3712	3.5625	1.00	5.00
PE	German	65	3.9385	.67929	.08426	3.7701	4.1068	2.00	5.00
	Swiss	201	3.8723	.65723	.04636	3.7809	3.9637	2.00	5.00
	Dutch	71	3.9202	.74847	.08883	3.7430	4.0973	1.67	5.00
	Other	55	3.9152	.84673	.11417	3.6862	4.1441	1.00	5.00
	Total	392	3.8980	.70464	.03559	3.8280	3.9679	1.00	5.00
BI	German	65	4.1308	.79685	.09884	3.9333	4.3282	2.00	5.00
	Swiss	201	4.0249	.84963	.05993	3.9067	4.1430	1.00	5.00
	Dutch	71	3.9577	1.04795	.12437	3.7097	4.2058	1.00	5.00
	Other	55	3.9636	.94700	.12769	3.7076	4.2196	1.00	5.00
	Total	392	4.0217	.89266	.04509	3.9330	4.1103	1.00	5.00

ANOVA test: Comparison nationality on attitude towards the Value Proposition

		Sum of Squares	df	Mean Square	F	Sig.
PU	Between Groups	4.086	3	1.362	2.714	.045
	Within Groups	194.722	388	.502		
	Total	198.807	391			
PEOU	Between Groups	2.597	3	.866	1.980	.116

	Within Groups	169.639	388	.437		
	Total	172.236	391			
TW	Between Groups	8.923	3	2.974	3.260	.022
	Within Groups	353.979	388	.912		
	Total	362.902	391			
PE	Between Groups	.290	3	.097	.194	.901
	Within Groups	193.850	388	.500		
	Total	194.141	391			
BI	Between Groups	1.251	3	.417	.521	.668
	Within Groups	310.315	388	.800		
	Total	311.566	391			

Descriptive statistics: Comparison occupations on attitude towards the Value Proposition

					95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
PU	Student	94	4.2589	.67761	.06989	4.1201	4.3977	1.67	5.00
	Employed	183	4.0219	.72426	.05354	3.9162	4.1275	1.00	5.00
	Self-employed	24	3.8194	.97792	.19962	3.4065	4.2324	1.00	5.00
	Unemployed	10	3.6667	.84620	.26759	3.0613	4.2720	2.00	5.00
	Retired	72	4.0139	.56346	.06640	3.8815	4.1463	2.00	5.00
	Other	9	4.4074	.43390	.14463	4.0739	4.7409	3.67	5.00
	Total	392	4.0646	.71306	.03602	3.9938	4.1354	1.00	5.00
PEOU	Student	94	4.5426	.52871	.05453	4.4343	4.6508	2.67	5.00
	Employed	183	4.4208	.66180	.04892	4.3242	4.5173	1.00	5.00
	Self-employed	24	4.1389	.98254	.20056	3.7240	4.5538	1.33	5.00
	Unemployed	10	4.2333	1.00677	.31837	3.5131	4.9535	2.33	5.00
	Retired	72	4.1944	.59668	.07032	4.0542	4.3347	2.67	5.00
	Other	9	4.2963	.61111	.20370	3.8266	4.7660	3.00	5.00
	Total	392	4.3835	.66370	.03352	4.3176	4.4494	1.00	5.00
TW	Student	94	3.7305	.93935	.09689	3.5381	3.9229	1.00	5.00
	Employed	183	3.3115	1.00403	.07422	3.1650	3.4579	1.00	5.00
	Self-employed	24	3.2639	1.20778	.24654	2.7539	3.7739	1.00	5.00
	Unemployed	10	3.3000	.55444	.17533	2.9034	3.6966	2.33	4.00
	Retired	72	3.5833	.78274	.09225	3.3994	3.7673	2.00	5.00

	Other	9	3.6667	.70711	.23570	3.1231	4.2102	2.67	4.67
	Total	392	3.4668	.96340	.04866	3.3712	3.5625	1.00	5.00
PE	Student	94	4.0603	.74289	.07662	3.9081	4.2124	2.00	5.00
	Employed	183	3.8506	.70376	.05202	3.7480	3.9533	1.00	5.00
	Self-employed	24	4.0278	.76086	.15531	3.7065	4.3491	2.00	5.00
	Unemployed	10	4.1000	.70361	.22250	3.5967	4.6033	2.67	5.00
	Retired	72	3.7269	.61876	.07292	3.5814	3.8723	2.33	5.00
	Other	9	3.9630	.48432	.16144	3.5907	4.3352	3.00	4.33
	Total	392	3.8980	.70464	.03559	3.8280	3.9679	1.00	5.00
BI	Student	94	4.2447	.82548	.08514	4.0756	4.4138	1.00	5.00
	Employed	183	3.9617	.91457	.06761	3.8284	4.0951	1.00	5.00
	Self-employed	24	3.6667	1.10990	.22656	3.1980	4.1353	1.50	5.00
	Unemployed	10	4.1500	.70907	.22423	3.6428	4.6572	3.00	5.00
	Retired	72	3.9722	.83451	.09835	3.7761	4.1683	1.00	5.00
	Other	9	4.1111	.78174	.26058	3.5102	4.7120	3.00	5.00
	Total	392	4.0217	.89266	.04509	3.9330	4.1103	1.00	5.00

ANOVA test: Comparison occupations on attitude towards the Value Proposition

		Sum of Squares	df	Mean Square	F	Sig.
PU	Between Groups	8.151	5	1.630	3.300	.006
	Within Groups	190.657	386	.494		
	Total	198.807	391			
PEOU	Between Groups	6.936	5	1.387	3.239	.007
	Within Groups	165.300	386	.428		
	Total	172.236	391			
TW	Between Groups	13.555	5	2.711	2.995	.011
	Within Groups	349.347	386	.905		
	Total	362.902	391			
PE	Between Groups	5.845	5	1.169	2.397	.037
	Within Groups	188.295	386	.488		
	Total	194.141	391			
BI	Between Groups	8.769	5	1.754	2.236	.050
	Within Groups	302.796	386	.784		
	Total	311.566	391			

Descriptive statistics: Comparison informing about politics on attitude towards the Value Proposition

						95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
PU	A little	28	4.3214	.76164	.14394	4.0261	4.6168	2.33	5.00
	A moderate amount	117	4.0997	.70066	.06478	3.9714	4.2280	1.67	5.00
	A lot	163	4.0818	.59960	.04696	3.9891	4.1745	2.00	5.00
	A great deal	84	3.8968	.87502	.09547	3.7069	4.0867	1.00	5.00
	Total	392	4.0646	.71306	.03602	3.9938	4.1354	1.00	5.00
PEOU	A little	28	4.4762	.53232	.10060	4.2698	4.6826	2.67	5.00
	A moderate amount	117	4.3675	.66145	.06115	4.2464	4.4886	2.00	5.00
	A lot	163	4.4029	.58847	.04609	4.3118	4.4939	2.33	5.00
	A great deal	84	4.3373	.83031	.09059	4.1571	4.5175	1.00	5.00
	Total	392	4.3835	.66370	.03352	4.3176	4.4494	1.00	5.00
TW	A little	28	3.5119	.93175	.17608	3.1506	3.8732	1.33	5.00
	A moderate amount	117	3.3875	1.02175	.09446	3.2004	3.5746	1.00	5.00
	A lot	163	3.4683	.84752	.06638	3.3372	3.5994	1.00	5.00
	A great deal	84	3.5595	1.10027	.12005	3.3207	3.7983	1.00	5.00
	Total	392	3.4668	.96340	.04866	3.3712	3.5625	1.00	5.00
PE	A little	28	3.7500	.65812	.12437	3.4948	4.0052	2.00	5.00
	A moderate amount	117	3.9573	.65732	.06077	3.8369	4.0776	2.00	5.00
	A lot	163	3.8712	.69618	.05453	3.7635	3.9788	1.67	5.00
	A great deal	84	3.9167	.79637	.08689	3.7438	4.0895	1.00	5.00
	Total	392	3.8980	.70464	.03559	3.8280	3.9679	1.00	5.00
BI	A little	28	4.1250	.97776	.18478	3.7459	4.5041	1.00	5.00
	A moderate amount	117	4.0000	.89539	.08278	3.8360	4.1640	1.00	5.00
	A lot	163	4.0613	.76128	.05963	3.9436	4.1791	1.00	5.00
	A great deal	84	3.9405	1.08496	.11838	3.7050	4.1759	1.00	5.00
	Total	392	4.0217	.89266	.04509	3.9330	4.1103	1.00	5.00

ANOVA test: Comparison informing about politics on attitude towards the Value Proposition

		Sum of Squares	df	Mean Square	F	Sig.
PU	Between Groups	4.404	3	1.468	2.930	.034
	Within Groups	194.403	388	.501		
	Total	198.807	391			
PEOU	Between Groups	.511	3	.170	.385	.764
	Within Groups	171.725	388	.443		
	Total	172.236	391			
TW	Between Groups	1.516	3	.505	.543	.653
	Within Groups	361.386	388	.931		
	Total	362.902	391			
PE	Between Groups	1.171	3	.390	.785	.503
	Within Groups	192.970	388	.497		
	Total	194.141	391			
BI	Between Groups	1.164	3	.388	.485	.693
	Within Groups	310.401	388	.800		
	Total	311.566	391			

Descriptive statistics: Comparison political knowledge on attitude towards the Value Proposition

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
PU	Far below average	1	4.6667	.	.	.	.	4.67	4.67
	Somewhat below average	19	4.5088	.53712	.12322	4.2499	4.7677	3.33	5.00
	Average	121	4.1570	.68458	.06223	4.0338	4.2802	2.33	5.00
	Somewhat above average	168	4.0734	.61412	.04738	3.9799	4.1670	1.67	5.00
	Far above average	83	3.8032	.88043	.09664	3.6110	3.9955	1.00	5.00
	Total	392	4.0646	.71306	.03602	3.9938	4.1354	1.00	5.00
PEOU	Far below average	1	5.0000	.	.	.	.	5.00	5.00
	Somewhat below average	19	4.5088	.35778	.08208	4.3363	4.6812	4.00	5.00
	Average	121	4.3994	.62896	.05718	4.2862	4.5127	2.00	5.00
	Somewhat above average	168	4.3571	.64389	.04968	4.2591	4.4552	1.33	5.00

	Far above average	83	4.3775	.79934	.08774	4.2030	4.5521	1.00	5.00
	Total	392	4.3835	.66370	.03352	4.3176	4.4494	1.00	5.00
TW	Far below average	1	4.0000	.	.	.	.	4.00	4.00
	Somewhat below average	19	3.4912	.93207	.21383	3.0420	3.9405	1.33	5.00
	Average	121	3.5262	.93764	.08524	3.3574	3.6949	1.00	5.00
	Somewhat above average	168	3.3929	.95356	.07357	3.2476	3.5381	1.00	5.00
	Far above average	83	3.5181	1.03627	.11375	3.2918	3.7443	1.00	5.00
	Total	392	3.4668	.96340	.04866	3.3712	3.5625	1.00	5.00
PE	Far below average	1	4.0000	.	.	.	.	4.00	4.00
	Somewhat below average	19	4.0000	.57735	.13245	3.7217	4.2783	3.00	5.00
	Average	121	3.9201	.66947	.06086	3.7996	4.0406	2.00	5.00
	Somewhat above average	168	3.8671	.70559	.05444	3.7596	3.9745	1.67	5.00
	Far above average	83	3.9036	.78697	.08638	3.7318	4.0755	1.00	5.00
	Total	392	3.8980	.70464	.03559	3.8280	3.9679	1.00	5.00
BI	Far below average	1	4.0000	.	.	.	.	4.00	4.00
	Somewhat below average	19	4.3684	.66337	.15219	4.0487	4.6882	3.00	5.00
	Average	121	4.1488	.83577	.07598	3.9983	4.2992	1.00	5.00
	Somewhat above average	168	3.9196	.89129	.06876	3.7839	4.0554	1.00	5.00
	Far above average	83	3.9639	.99322	.10902	3.7470	4.1807	1.00	5.00
	Total	392	4.0217	.89266	.04509	3.9330	4.1103	1.00	5.00

ANOVA test: Comparison informing about politics on attitude towards the Value Proposition

		Sum of Squares	df	Mean Square	F	Sig.
PU	Between Groups	10.828	4	2.707	5.573	.000
	Within Groups	187.979	387	.486		
	Total	198.807	391			
PEOU	Between Groups	.829	4	.207	.468	.759
	Within Groups	171.407	387	.443		
	Total	172.236	391			
TW	Between Groups	1.859	4	.465	.498	.737
	Within Groups	361.043	387	.933		
	Total	362.902	391			
PE	Between Groups	.431	4	.108	.215	.930
	Within Groups	193.710	387	.501		

	Total	194.141	391			
BI	Between Groups	6.266	4	1.566	1.986	.096
	Within Groups	305.300	387	.789		
	Total	311.566	391			

Descriptive statistics: Comparison voting on the attitude towards the Value Proposition

						95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
PU	No	25	4.3467	.82485	.16497	4.0062	4.6871	2.00	5.00
	Yes	367	4.0454	.70198	.03664	3.9734	4.1175	1.00	5.00
	Total	392	4.0646	.71306	.03602	3.9938	4.1354	1.00	5.00
PEOU	No	25	4.4800	.74585	.14917	4.1721	4.7879	2.33	5.00
	Yes	367	4.3769	.65835	.03437	4.3094	4.4445	1.00	5.00
	Total	392	4.3835	.66370	.03352	4.3176	4.4494	1.00	5.00
TW	No	25	3.8667	.91287	.18257	3.4899	4.2435	2.00	5.00
	Yes	367	3.4396	.96189	.05021	3.3409	3.5383	1.00	5.00
	Total	392	3.4668	.96340	.04866	3.3712	3.5625	1.00	5.00
PE	No	25	4.0400	.79536	.15907	3.7117	4.3683	2.33	5.00
	Yes	367	3.8883	.69820	.03645	3.8166	3.9600	1.00	5.00
	Total	392	3.8980	.70464	.03559	3.8280	3.9679	1.00	5.00
BI	No	25	4.1600	1.09659	.21932	3.7074	4.6126	1.00	5.00
	Yes	367	4.0123	.87808	.04584	3.9221	4.1024	1.00	5.00
	Total	392	4.0217	.89266	.04509	3.9330	4.1103	1.00	5.00

ANOVA test: Comparison voting on the attitude towards the Value Proposition

		Sum of Squares	df	Mean Square	F	Sig.
PU	Between Groups	2.124	1	2.124	4.212	.041
	Within Groups	196.683	390	.504		
	Total	198.807	391			
PEOU	Between Groups	.249	1	.249	.564	.453
	Within Groups	171.987	390	.441		
	Total	172.236	391			
TW	Between Groups	4.269	1	4.269	4.642	.032
	Within Groups	358.633	390	.920		
	Total	362.902	391			
PE	Between Groups	.539	1	.539	1.085	.298
	Within Groups	193.602	390	.496		
	Total	194.141	391			
BI	Between Groups	.511	1	.511	.641	.424

Within Groups	311.055	390	.798		
Total	311.566	391			

Descriptive statistics: Comparison satisfaction of political knowledge on attitude towards the Value Proposition

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
PU	Very dissatisfied	11	4.4848	.56497	.17035	4.1053	4.8644	3.67	5.00
	Somewhat dissatisfied	58	4.3908	.58951	.07741	4.2358	4.5458	3.33	5.00
	Neither satisfied nor dissatisfied	75	3.9200	.75703	.08741	3.7458	4.0942	2.00	5.00
	Somewhat satisfied	197	4.0677	.65373	.04658	3.9758	4.1595	1.00	5.00
	Very satisfied	51	3.8039	.85421	.11961	3.5637	4.0442	1.00	5.00
	Total	392	4.0646	.71306	.03602	3.9938	4.1354	1.00	5.00
PEOU	Very dissatisfied	11	4.6970	.37873	.11419	4.4425	4.9514	4.00	5.00
	Somewhat dissatisfied	58	4.4885	.56958	.07479	4.3387	4.6383	2.67	5.00
	Neither satisfied nor dissatisfied	75	4.2711	.76267	.08807	4.0956	4.4466	1.33	5.00
	Somewhat satisfied	197	4.3959	.63534	.04527	4.3067	4.4852	1.00	5.00
	Very satisfied	51	4.3137	.73760	.10328	4.1063	4.5212	2.00	5.00
	Total	392	4.3835	.66370	.03352	4.3176	4.4494	1.00	5.00
TW	Very dissatisfied	11	3.7273	1.31503	.39650	2.8438	4.6107	1.00	5.00
	Somewhat dissatisfied	58	3.4713	.91774	.12050	3.2300	3.7126	1.00	5.00
	Neither satisfied nor dissatisfied	75	3.3333	.93802	.10831	3.1175	3.5492	1.00	5.00
	Somewhat satisfied	197	3.5245	.88646	.06316	3.4000	3.6491	1.00	5.00
	Very satisfied	51	3.3791	1.22750	.17188	3.0338	3.7243	1.00	5.00
	Total	392	3.4668	.96340	.04866	3.3712	3.5625	1.00	5.00
PE	Very dissatisfied	11	4.0303	.67420	.20328	3.5774	4.4832	3.00	5.00
	Somewhat dissatisfied	58	3.9540	.74783	.09820	3.7574	4.1507	1.67	5.00
	Neither satisfied nor dissatisfied	75	3.8178	.69812	.08061	3.6572	3.9784	2.33	5.00
	Somewhat satisfied	197	3.8985	.69731	.04968	3.8005	3.9965	1.00	5.00
	Very satisfied	51	3.9216	.71364	.09993	3.7209	4.1223	2.00	5.00

	Total	392	3.8980	.70464	.03559	3.8280	3.9679	1.00	5.00
BI	Very dissatisfied	11	4.5455	.47194	.14230	4.2284	4.8625	4.00	5.00
	Somewhat dissatisfied	58	4.2155	.72615	.09535	4.0246	4.4064	2.00	5.00
	Neither satisfied nor dissatisfied	75	3.8067	.95115	.10983	3.5878	4.0255	1.00	5.00
	Somewhat satisfied	197	4.0660	.88969	.06339	3.9410	4.1910	1.00	5.00
	Very satisfied	51	3.8333	.96264	.13480	3.5626	4.1041	1.00	5.00
	Total	392	4.0217	.89266	.04509	3.9330	4.1103	1.00	5.00

ANOVA test: Comparison satisfaction of political knowledge on attitude towards the Value Proposition

		Sum of Squares	df	Mean Square	F	Sig.
PU	Between Groups	13.150	4	3.288	6.853	.000
	Within Groups	185.657	387	.480		
	Total	198.807	391			
PEOU	Between Groups	2.947	4	.737	1.684	.153
	Within Groups	169.289	387	.437		
	Total	172.236	391			
TW	Between Groups	3.133	4	.783	.842	.499
	Within Groups	359.770	387	.930		
	Total	362.902	391			
PE	Between Groups	.886	4	.221	.443	.777
	Within Groups	193.255	387	.499		
	Total	194.141	391			
BI	Between Groups	10.860	4	2.715	3.494	.008
	Within Groups	300.705	387	.777		
	Total	311.566	391			

Descriptive statistics: Comparison Social Media use on attitude towards the Value Proposition

						95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
PU	.00	225	3.9511	.71484	.04766	3.8572	4.0450	1.00	5.00
	1.00	167	4.2176	.68345	.05289	4.1131	4.3220	1.67	5.00
	Total	392	4.0646	.71306	.03602	3.9938	4.1354	1.00	5.00
PEOU	.00	225	4.2978	.71389	.04759	4.2040	4.3916	1.00	5.00
	1.00	167	4.4990	.57138	.04421	4.4117	4.5863	2.67	5.00
	Total	392	4.3835	.66370	.03352	4.3176	4.4494	1.00	5.00
TW	.00	225	3.4015	.97147	.06476	3.2739	3.5291	1.00	5.00

	1.00	167	3.5549	.94820	.07337	3.4100	3.6998	1.00	5.00
	Total	392	3.4668	.96340	.04866	3.3712	3.5625	1.00	5.00
PE	.00	225	3.8074	.70320	.04688	3.7150	3.8998	1.00	5.00
	1.00	167	4.0200	.69005	.05340	3.9145	4.1254	2.00	5.00
	Total	392	3.8980	.70464	.03559	3.8280	3.9679	1.00	5.00
BI	.00	225	3.8556	.93674	.06245	3.7325	3.9786	1.00	5.00
	1.00	167	4.2455	.77783	.06019	4.1267	4.3643	2.00	5.00
	Total	392	4.0217	.89266	.04509	3.9330	4.1103	1.00	5.00

ANOVA Comparison Social Media use on attitude towards the Value Proposition

		Sum of Squares	df	Mean Square	F	Sig.
PU	Between Groups	6.805	1	6.805	13.823	.000
	Within Groups	192.002	390	.492		
	Total	198.807	391			
PEOU	Between Groups	3.881	1	3.881	8.991	.003
	Within Groups	168.354	390	.432		
	Total	172.236	391			
TW	Between Groups	2.256	1	2.256	2.439	.119
	Within Groups	360.646	390	.925		
	Total	362.902	391			
PE	Between Groups	4.331	1	4.331	8.898	.003
	Within Groups	189.810	390	.487		
	Total	194.141	391			
BI	Between Groups	14.576	1	14.576	19.141	.000
	Within Groups	296.990	390	.762		
	Total	311.566	391			

Descriptive statistics: Comparison Newspaper use on attitude towards the Value Proposition

					95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
PU	.00	164	4.2622	.67658	.05283	4.1579	4.3665	2.00	5.00
	1.00	228	3.9225	.70613	.04676	3.8304	4.0147	1.00	5.00
	Total	392	4.0646	.71306	.03602	3.9938	4.1354	1.00	5.00
PEOU	.00	164	4.4980	.59365	.04636	4.4064	4.5895	2.33	5.00
	1.00	228	4.3012	.69958	.04633	4.2099	4.3925	1.00	5.00
	Total	392	4.3835	.66370	.03352	4.3176	4.4494	1.00	5.00
TW	.00	164	3.6748	.91339	.07132	3.5340	3.8156	1.00	5.00
	1.00	228	3.3173	.97257	.06441	3.1903	3.4442	1.00	5.00

	Total	392	3.4668	.96340	.04866	3.3712	3.5625	1.00	5.00
PE	.00	164	4.0183	.67100	.05240	3.9148	4.1218	2.00	5.00
	1.00	228	3.8114	.71691	.04748	3.7178	3.9050	1.00	5.00
	Total	392	3.8980	.70464	.03559	3.8280	3.9679	1.00	5.00
BI	.00	164	4.2348	.75010	.05857	4.1191	4.3504	1.00	5.00
	1.00	228	3.8684	.95505	.06325	3.7438	3.9931	1.00	5.00
	Total	392	4.0217	.89266	.04509	3.9330	4.1103	1.00	5.00

ANOVA test: Comparison Newspaper use on attitude towards the Value Proposition

		Sum of Squares	df	Mean Square	F	Sig.
PU	Between Groups	11.006	1	11.006	22.856	.000
	Within Groups	187.801	390	.482		
	Total	198.807	391			
PEOU	Between Groups	3.694	1	3.694	8.549	.004
	Within Groups	168.541	390	.432		
	Total	172.236	391			
TW	Between Groups	12.194	1	12.194	13.560	.000
	Within Groups	350.708	390	.899		
	Total	362.902	391			
PE	Between Groups	4.083	1	4.083	8.378	.004
	Within Groups	190.058	390	.487		
	Total	194.141	391			
BI	Between Groups	12.801	1	12.801	16.710	.000
	Within Groups	298.765	390	.766		
	Total	311.566	391			

Descriptive statistics: Comparison TV use on attitude towards the Value Proposition

						95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
PU	.00	215	3.9907	.75430	.05144	3.8893	4.0921	1.00	5.00
	1.00	177	4.1544	.65037	.04889	4.0579	4.2509	1.67	5.00
	Total	392	4.0646	.71306	.03602	3.9938	4.1354	1.00	5.00
PEOU	.00	215	4.3705	.70869	.04833	4.2753	4.4658	1.00	5.00
	1.00	177	4.3992	.60620	.04556	4.3093	4.4892	2.67	5.00
	Total	392	4.3835	.66370	.03352	4.3176	4.4494	1.00	5.00
TW	.00	215	3.3938	.99790	.06806	3.2597	3.5279	1.00	5.00
	1.00	177	3.5556	.91471	.06875	3.4199	3.6912	1.00	5.00
	Total	392	3.4668	.96340	.04866	3.3712	3.5625	1.00	5.00

PE	.00	215	3.8248	.72759	.04962	3.7270	3.9226	1.00	5.00
	1.00	177	3.9868	.66701	.05014	3.8879	4.0858	2.00	5.00
	Total	392	3.8980	.70464	.03559	3.8280	3.9679	1.00	5.00
BI	.00	215	3.9349	.93501	.06377	3.8092	4.0606	1.00	5.00
	1.00	177	4.1271	.82878	.06229	4.0042	4.2501	1.00	5.00
	Total	392	4.0217	.89266	.04509	3.9330	4.1103	1.00	5.00

ANOVA test: Comparison TV use on attitude towards the Value Proposition

		Sum of Squares	df	Mean Square	F	Sig.
PU	Between Groups	2.602	1	2.602	5.173	.023
	Within Groups	196.205	390	.503		
	Total	198.807	391			
PEOU	Between Groups	.080	1	.080	.181	.671
	Within Groups	172.156	390	.441		
	Total	172.236	391			
TW	Between Groups	2.540	1	2.540	2.749	.098
	Within Groups	360.362	390	.924		
	Total	362.902	391			
PE	Between Groups	2.548	1	2.548	5.187	.023
	Within Groups	191.592	390	.491		
	Total	194.141	391			
BI	Between Groups	3.587	1	3.587	4.543	.034
	Within Groups	307.978	390	.790		
	Total	311.566	391			

Descriptive statistics: Comparison Friends and colleagues as information source on attitude towards the Value Proposition

						95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
PU	.00	166	3.9779	.76904	.05969	3.8601	4.0958	1.00	5.00
	1.00	226	4.1283	.66351	.04414	4.0413	4.2153	1.67	5.00
	Total	392	4.0646	.71306	.03602	3.9938	4.1354	1.00	5.00
PEOU	.00	166	4.3514	.72498	.05627	4.2403	4.4625	1.00	5.00
	1.00	226	4.4071	.61541	.04094	4.3264	4.4877	2.00	5.00
	Total	392	4.3835	.66370	.03352	4.3176	4.4494	1.00	5.00
TW	.00	166	3.4478	1.03651	.08045	3.2889	3.6066	1.00	5.00
	1.00	226	3.4808	.90806	.06040	3.3618	3.5999	1.00	5.00
	Total	392	3.4668	.96340	.04866	3.3712	3.5625	1.00	5.00

PE	.00	166	3.8394	.76164	.05911	3.7226	3.9561	1.00	5.00
	1.00	226	3.9410	.65806	.04377	3.8547	4.0273	1.67	5.00
	Total	392	3.8980	.70464	.03559	3.8280	3.9679	1.00	5.00
BI	.00	166	3.9367	.96479	.07488	3.7889	4.0846	1.00	5.00
	1.00	226	4.0841	.83241	.05537	3.9750	4.1932	1.00	5.00
	Total	392	4.0217	.89266	.04509	3.9330	4.1103	1.00	5.00

ANOVA Comparison satisfaction of political knowledge on attitude towards the Value Proposition

		Sum of Squares	df	Mean Square	F	Sig.
PU	Between Groups	2.165	1	2.165	4.294	.039
	Within Groups	196.642	390	.504		
	Total	198.807	391			
PEOU	Between Groups	.297	1	.297	.673	.413
	Within Groups	171.939	390	.441		
	Total	172.236	391			
TW	Between Groups	.104	1	.104	.112	.738
	Within Groups	362.798	390	.930		
	Total	362.902	391			
PE	Between Groups	.989	1	.989	1.997	.158
	Within Groups	193.152	390	.495		
	Total	194.141	391			
BI	Between Groups	2.077	1	2.077	2.618	.106
	Within Groups	309.488	390	.794		
	Total	311.566	391			