Customer Discovery of Project Coursify

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Abstract

The idea of Project Coursify is elaborated on in this thesis. In a nutshell, the idea is to create a booking platform for offline craft courses and workshops, where boutiques that provide these services can list their classes. The platform attracts customers with marketing and offers an enormous number of courses. On the other side, it handles the payment and booking for the providers. To develop the idea in this thesis, the guidelines of the Lean Startup Method are used, which lead to an outcome of customer desires summarized in the Value Proposition and Business Model Canvas. To gain insights about customers and the market, a survey and market analysis have been conducted. The survey focuses on the wants and pains of customers regarding their free time. The outcomes made it clear that the ideal consumers are highly educated, full-time workers. The insights about this group build on the idea and make it clear to focus the concept on relaxation, help customers find new leisure activities, trial classes, and provide reviews and personal recommendations. The courses must be offered by professional companies, meet the demands of structured leisure activities to relax and develop the mind, and it should be possible to book for one or more people, one class, or a series.

Resumo

A ideia do Projecto Coursify é desenvolvida nesta tese. Em resumo, a ideia é criar uma plataforma de reserva para cursos e oficinas de artesanato offline, onde as boutiques que prestam estes serviços possam listar as suas aulas. A plataforma atrai clientes com marketing e oferece um enorme número de cursos. Por outro lado, trata do pagamento e da reserva para os fornecedores. Para desenvolver a ideia nesta tese, são utilizadas as directrizes do Método Lean Startup, que conduzem a um resultado de desejos do cliente resumidos na Proposta de Valor e na Tela do Modelo Empresarial. Para se obterem informações sobre os clientes e o mercado, foi realizado um inquérito e uma análise do mercado. O inquérito centra-se nos desejos e dores dos clientes em relação ao seu tempo livre. Os resultados deixaram claro que os consumidores ideais são trabalhadores altamente qualificados e a tempo inteiro. As percepções sobre este grupo baseiam-se na ideia e tornam claro que o conceito se concentra no relaxamento, ajuda os clientes a encontrar novas actividades de lazer, aulas experimentais, e fornece revisões e recomendações pessoais. Os cursos devem ser oferecidos por empresas profissionais, satisfazer as exigências de actividades de lazer estruturadas para relaxar e desenvolver a mente, e deve ser possível reservar para uma ou mais pessoas, uma aula, ou uma série.

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In addition to my master's studies, I got the opportunity to have my first business experience. This Thesis guided me through the phases of Lean Startup and enabled me to conduct a customer survey about a business idea.

Contents List

BMC	Business Model Canvas
VPC	Value Proposition Canvas
LSM	Lean Startup Methodology
MVP	Minimum Viable Product
MSP	Multisided Platforms
MOOC	Massive Open Online Courses

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1 Introduction

The online booking platform market is booming. ClassPass, for example, is a monthly membership that grants customers access to countless classes, gyms, spas, and salons in more than 2,500 cities worldwide and has become the decade's first new unicorn. ClassPass, which Payal Kadakia founded in 2013, was the first fitness aggregator to realise consumers' growing desire for more choice. Their customers have access to over 5 million fitness and wellness courses accessible for booking (Robert, 2020). Treatwell, the leading online beauty booking platform in Europe, makes it the norm to book anywhere and anytime (Millington, 2017). The Online Learning Platform Market will grow quickly by 2028 (Digital Journal, 2022). Companies such as Skillshare, Coursera and Datacamp offer online learning from everywhere and anytime you want.

According to (Beucker Andreae, 2022), the driver behind the success of the platforms is the quest for efficiency. People make tight schedules for the whole day each day. Obsessively plan everything, including their free time. However, why do platforms like Classpass and Skillshare accelerate independently but is there not a combined version? When there seems to be a need to schedule free time as well tightly. The combined concepts result in the booking platform "*Project Coursify*", where customers schedule offline courses and workshops like painting, cooking classes, debate, ceramics, gardening, and many more. On the one hand, the platform serves customers who wish to give more meaning to their free time by participating in structured leisure activities but need help to discover and book such courses. Consumers are encouraged to participate in leisure activities through reviews, personalised recommendations, content and marketing. On the provider side, the booking platform enables bookings, payments, and marketing to accelerate commerce for course and workshop providers. Revenue will be made via a merchant service fee for the providers and a monthly description model to run their personal page on the website and booking program.

1.1 Research Aim and Questions

The concept is based on thoughts from the entrepreneur. The purpose of the Thesis is to use Lean Startup methodologies to determine whether the entrepreneur's convictions are correct and lay the groundwork for developing the idea. The Lean Startup (LS) methodology presents a procedure for agile and iterative business model validation and is based on the book by Eric Ries (2011). The main goal of a startup is to develop a successful business model that generates value for its customers. However, it is was hard to identify the business model as an outcome of the use of methods involving testing, data analytics, and trials (Bortolini, et al., 2018). Therefore, 3 out of 4 startups failed (Ghosh,

2012). According to Steve G. Blank, Adjunct Professor at Stanford University, the lean start-up changes everything and increases the chances of becoming a successful start-up. Experimentation, user feedback, and iterative design are favoured over "big design up front" development. Despite being just a few years old, "minimum viable product" and "pivoting" have quickly taken root in the startup industry, and business schools have begun teaching them (Blank S. G., 2013). The purpose is to determine who the product's consumers are and whether the problem solution is essential to them. To do this, it is important to leave the building and go outdoors to learn the high-value customer problems, what about the product that solves these problems, and who the unique client is. The assumptions in this Thesis are validated by conducting a customer survey. The outcomes indicate whether or not a pivot is required. If the assumptions are correct, the next step is to create a minimum viable product to test the business model further (Ries, 2011). The assumptions are captured in the Business Model Canvas and the Value Proposition Canvas, both designed by Osterwalder. The following questions help to indicate whether the assumptions are correct or not.

RQ1: To what extend is there a product-market fit between the business idea and the desires of the consumers?

RQ2: What is the market description of the Project's market?

RQ3: Who are the customers, and what is their customer profile?

The structure of this thesis is as follows: first, it provides a literature review addressing the fundamental concepts of the Lean Startup method and the way a multisided platform works. Subsequently, in chapter 3, the methodology and the research design will be discussed. In this case, a survey is used. After that, chapter 4 gives the market analysis, which leads to the hypothesis presented in chapter 5. Next, chapter 6 describes the analysis and how the Pearson Chi-Square test has been conducted—followed by the results and conclusion. Finally, the discussion and recommendations will end the Thesis.

2 Literature Review

In this chapter, the literature is discussed. It will focus on the literature about developing a business plan, according to the lean startup methodology. Besides, a multisided platform and the network effects are also discussed.

2.1 Multisided Platform

Formerly, company assets and staff gave a competitive advantage. However, due to the internet, everyone is always connected, and businesses can develop ideas with other beneficial resources than staff and assets (Rahman & Thelen, 2019). Multisided Platforms (MSP) offer value by enabling direct consumer or participant interactions (Hagiu A. , 2015). Multisided markets are those in which one or more platforms facilitate end-user interactions and charge each side accordingly. Platforms court both sides to make money overall (Rochet & Tirole, 2010). An MSP business opportunity occurs when economic agents benefit from interacting and fail to organize the interaction through their own efforts (Evans & Schmalensee, 2016). According to the paper Why Some Platforms Thrive and Others Don't the network effect is an important driver behind the success of an MSP. Also, network clustering and structure affect a platform business's scalability (Zhu & Iansiti, 2019).

The chicken-and-egg dilemma confronts emerging digital platforms: both the complementor and consumer sides are needed for a meaningful value proposition, but both sides will join once the other side is populated (Caillaud & Jullien, 2003). Multi-homing behaviour reduces exclusivity and dominant-firm equilibria, which affects digital platform performance. Platform leaders with a large installed base can expand their market share (Koh & Fichman, 2014). It illustrates the winner-take-all structure of two-sided markets (Cennamo & Santalo, 2013). Furthermore, the risk of disintermediation. Networking without a hub is a barrier for any platform that helps transactions. To overcome this, platforms block users from exchanging contact information and prohibit off-platform transactions from deterring disintermediation or enhancing the value of conducting business on platforms (Zhu & Iansiti, 2019).

2.2 Network Effects

Network effects drive the conditions because it suggests that the more agents participate, the more valuable the interaction. On the other side, the network effects make the interactions harder to

organize. Economic agents rarely consider the repercussions of their decisions on other agents, called 'external effects'. Although all agents would benefit from the connection, they will likely need help to initiate it. Platforms can help there and tackle the coordination challenge by deploying the suitable methods at the right moment. MSP's simplify interaction by minimising transaction costs. By getting participants on board, they make them recognise their mutual value. Platforms matter via managing network effects (Hagiu A. , 2015). Digital Business Platforms are successful if business models enable and yield network effects (Mancha & Gordon, 2021). Network effects state that the utility of the service or product increases with more users. Companies that apply the theory have a higher chance of survival in business environments than companies that do not use a network (Uzzi, 1996). Indirect, or so-called cross-side, network effects manifest themselves for multisided platforms in the number of active users on both the demand and supply sides. As one side of the platform flourishes, it becomes more appealing to the other (Abdelkafi, Raasch, Roth, & Srinivasan, 2019).

While the growth of a platform's user community might increase its worth, there needs to be a sizable user base at the outset to make it more appealing to potential users (Hagiu & Wright, 2015). It is important to note that externalities are not limited to indirect network effects. This would refer to a direct advantage to users from the aggregate number of users, independent of their role. Customers of the platform may feel the effects of both direct and indirect network effects, such as when prices drop because more vendors respond to the increased demand from more of the same-side users (Church, Gandal, & Krause, 2008). In the beginning phase of the platform, it is one of the toughest challenges to win people over. That is where entrepreneurs face their most significant challenges, yet there are numerous ways to do so (Salminen, 2014).

2.3 Lean Startup Methodology

"Lean startups" use a hypothesis-driven method to analyse entrepreneurial opportunities. These entrepreneurs translate their vision into falsifiable business model hypotheses, which are tested via a succession of "minimum viable products," each representing the most miniature set of features/activities required to validate a concept rigorously. Entrepreneurs must then decide whether to stick with their business model, "pivot" by changing some model features or exit the startup based on test results (Eisenmann, et al., 2011). The Lean Startup is a well-known practitioner-oriented entrepreneurial framework. The framework is made up of five building blocks. Ries, Blank, Osterwalder, and Pigneur were essential contributors to the framework (Shepherd & Gruber, 2021).

The lean startup idea came from the efforts of Steve Blank, a successful serial entrepreneur and investor. He criticised the fact that many businesses begin with a product concept and then spend

a significant amount of time, effort, and money perfecting it without knowing if the idea would fit consumer wants and generate revenue for the entrepreneur. Blank developed the first set of tools to help entrepreneurs lower the risk of launching a firm with search, learning, and validation activities. (Blank S. G., 2013). (Osterwalder A. , The business model ontology: A proposition in a design science approach, 2004)

Osterwalder and Pigneur have contributed significantly to the framework. In his dissertation, Osterwalder positioned the startup in a design science framework. Such a design science approach has been explored in entrepreneurship (Berglund, Dimov, & Wennberg, 2018); (Dimov, 2016) and management (Romme, 2003). Using his dissertation as a foundation, he created the "Business Model Canvas," a tool that assists entrepreneurs in defining their business model and formulating and testing hypotheses about the business and its overall profitability (Osterwalder & Pigneur, Business Model Generation, 2010). They defined a business model as a collection of pieces whose interactions help the development of a company's logic. It represents a company's value to one or more customer groups and the firm's architecture and partner network for developing, marketing, and distributing this value (Osterwalder, Pigneur, & Tucci, 2005).

Eric Ries, a student of Steve Blank's, developed the next crucial development stage of the lean startup paradigm. He observed numerous similarities between the goals outlined in the growing set of startup tools and the Toyota Production System, which had gained traction as a lean manufacturing method. The Lean Startup method's Build-Measure-Learn feedback loop allows for constant adjustments until the correct concept is identified, and then the Lean Startup gives solutions to scale and expand the firm as soon as feasible (Ries, 2011). Blank noted that lean startup approaches (customer development, lean startup, Business Model Canvas) educate how to swiftly prove product/market fit and pivot when assumptions are wrong (Blank, 2019). However, the models do not assist the entrepreneur in determining where to begin the hunt for a new business.

2.4 Business Model

Although the business model concept is widely used and considered essential, there needs to be a generally accepted description of what it entails. However, it can be described as an abstract vision of an enterprise's strategy that acts as a basis for business process execution (Trimi & Berbegal-Mirabent, 2012). Business models can lead to more informed judgments in the context and management of innovations (Harms, Kraus, & Reschke, 2007). The perfect business model, according to (Teece, 2010), rarely arises in the early stages of growing enterprises. (Shirky, 2008) contends that ventures with a flexible business plan are more likely to thrive. Developing a new business model

requires intuition, creativity, and a comprehensive understanding of user needs (Teece, 2010). Similarly, (Brettel, Strese, & Flatten, 2012) show that while creating business models for their initiatives, entrepreneurs should pay special attention to how they work with their most important customers. Because new businesses have fewer transactional routines, they need to establish more than one business model to compete. Business models should be modified in tandem with the firm's life cycle progression (Andries & Debackere, 2007). Business models function as opportunity facilitators for entrepreneurs, linking commercial appraisal and exploitation (Fiet & Patel, 2008). Hence, business models outline the tools that will be used to meet consumer expectations. Economic studies have also been conducted on business models. Business models reflect the entrepreneurial process. In this context, business models are vital for attracting partners and investors because they detail how a company will produce money to ensure its long-term survival (Doganova & Eyquem-Renault, 2009) (George & Bock, 2011).

Osterwalder and Pigneur (2002) see business models as consisting of four major components: 1) product innovation, which includes the value proposition that the firm provides to its customers; 2) customer relationship, which includes defining the target customers, channels, and relationship strategy; 3) infrastructure, which includes the resources required by internal activities and the partnership network to produce the value proposition; and 4) financial aspects, which ultimately determine the organization's profitability. According to the publication How to Design a Winning Business Model by Ramon Casadesus-Masanell and Joan E. Ricart, a good business model has three features. First, is it in line with the company's objectives. Second, it should be self-reinforcing. Finally, is it sturdy? Also, according to the article, a business model is the story of a firm's operations. According to Peter Drucker, a business model is the response to the questions of who the customer is, what the customer's values are, and how to create value at a reasonable cost (Ricart & Casadesus-Masanell , 2011). Consequently, Business performance is a function of business model attributes (Zott & Amit, 2007).

Pursuing a flexible and suitable business strategy is crucial for each startup. According to (Blank a, 2006) thesis, this search can be separated into two stages. The first phase is to build a business model by testing numerous assumptions about the product/service being offered or the firm's operating activities. This procedure is supposed to determine the boundaries of the organisational structure. The second step is implementing a decent business model. The business model should demonstrate its scalability and reproducibility. According to (Hulme, 2012), the BMC is critical for a startup learning cycle. It is developed to assist entrepreneurs in four ways. First, it provides entrepreneurs an exercise of constant reflection and generates cohesion to the entire business mode, by a graphical tool where all the pieces are tied together. Second, it enables designers, consumers,

employees, executives, and even competitors to comprehend how the company believes about its many components. As a result of employing this structure, the canvas facilitates communication with the many stakeholders, serving as the beginning point for creative discussions about new business prospects, aligning activities with the firm's goal and vision, and identifying risks and failures. Third, It forces entrepreneurs to analyse the firm separately and as a whole. This is critical since entrepreneurs tend to focus on specific aspects of the business while ignoring other critical components. Fourth, the graph boosts corporate creativity and innovation. The canvas merges design thinking, improving to involve stakeholders in debates and brainstorming sessions and encouraging client-driven innovation.

2.5 Customer Development Model

Recent research in the field of entrepreneurial start-ups has centered on structuring and systemizing the process of business model design and subsequent validation (Ghezzi, 2019) (McDonald & Eisenhardt, 2020). This quasi-scientific approach provides entrepreneurs with a way to launch their ventures (Camuffo, et al., 2020). The idea is to harness customer feedback to determine whether they should stick with the business model, abandon it entirely, or "pivot" it - by maintaining features that customers accepted while changing elements that customers rejected (Eisenmann, et al., 2011). The methodology assumes that entrepreneurs should learn quickly from their mistakes and not persist with ideas that will be costly (Eisenmann, et al., 2011) (Ries, 2011). The Customer Development model, which incorporates the lean technique, is a four-step iterative process consisting of customer discovery, customer validation, customer creation, learning, and company building (Blank & Dorf, 2012). It allows market and product advancement to be explored simultaneously.

The initial phase of the process is "customer discovery," which strives to comprehend consumer issues and desires while assessing if there is a genuine market for the product/service. Consequently, this entails estimating whether the core of the company model is sensible. The following step is "Customer validation," which attempts to construct a replicable sales roadmap. This stage is pivotal in concluding whether the company has a product that people want to buy and a plan for selling it (Blank a, 2006). Next, the "client creation" step is necessary to create and determine end-user demand. This may differ from one firm to the next because it heavily depends on the kind of market entry adopted. To complete this sequence, the final step is "business building," which includes transitioning a start-up's development teams from informal learning and discovery to established departments capable of capitalising on the company's early market success. CD takes the Agile Method and the Lean concept and modifies them to put customers at the forefront. This is especially

important for companies during their initial and early stages of development, as they should put more effort into creating customers than creating products (Alvarez, 2014). It is recommended that start-ups search for the right customers to experiment with their business concept hypotheses and thus receive confirmation or denial of the entire business model. After assessing all business model suppositions, start-ups can create a business and a large market (Blank, 2007). The initial offering of CD is not created to cater to the general public. Instead, it is tested on a handful of forward-thinking customers, called "evangelists", to gain insights on the proposed answer to the problem (Blank S. G., 2013) (Blank & Dorf, 2012). Despite being an evolution from the classic product growth approach, it utilizes different strategies and methods which emphasize how new companies must develop not only a product but the whole business plan and gauge the viability of all the business model-related hypotheses in the market (Souza Silva, et al., 2020).

2.6 Value Proposition Canvas

The second book of Osterwalder and Pigneur *Value Proposition Canvas* deepens the Value Proposition and the Customer Segment. Between the two segments has to be a fit. The Customer Segment used to be filled in first. Therefore, the framework ensures that a product or a service is positioned around consumer desires (Osterwalder A. , Pigneur, Bernarda, & Smith, 2014).

The VPC is popular amongst managers and in schools, yet the concept still needs to be better understood and implemented. Through the years, little research has been performed on this concept, resulting in a lack of a robust theoretical foundation (Payne, Frow, & Eggert, 2017). Despite criticism, the Value Proposition Canvas offers a quick and cheap test, which is preferable for the current phase the business idea. In addition, the theory provides a defined framework for research (Osterwalder A. , Pigneur, Bernarda, & Smith, 2014). Also, the match with the Business Model Canvas makes it favourable.

3 Methodology

The methodology of the research will be broken down in this chapter. First, the structure, then the procedure, and finally, the responders in the sample.

3.1 Design

In this part, the executive part comes into play. According to the lean startup framework guidelines, a business idea starts with a market analysis, which forms the business model. Subsequently, the ideas and assumptions form hypotheses that need to be tested. Entrepreneurs frequently survey prospective and current customers to gather information on topics such as frequency of category purchases, product feature preferences, purchase intent for/satisfaction with current category offerings, and the appeal of various methods for learning about and purchasing products. In general, customer surveys are better suited for disconfirming than validating early-stage demand theories. If a business hypothesis indicates that a given consumer segment will find the start-up's product appealing. However, if a well-designed survey reveals that prospects in that segment have little or no interest in the significant aspects of that offering, the entrepreneur should pivot to a new hypothesis. If, on the other hand, a poll reveals significant segment interest in the features, further development of the idea is required (Eisenmann, et al., 2011). Nonetheless, consumer surveys are popular because they are quick, cheap, and ideal for uncovering the value proposition and customer jobs, pains, and gains (Bland & Osterwalder, 2019). In addition, a survey collects data about a sample from a wider population (Schwarz, Groves, & Schuman, 1998). Surveys are used in social sciences to investigate how societies run and test behavioural ideas (Groves, et al., 2011). The goal of the survey is to validate the customer segment to ensure a fit leads to a product that people want (Osterwalder A. , Pigneur, Bernarda, & Smith, 2014). To validate the hypothesis, enough respondents are needed. Therefore, a survey distributor will be consulted to help reach out to people who fit the population group and make sure the sample size is big enough and according to Eisenmann et all. (2011) roughly 200 customers for each customer segment to test the hypothesis.

Table 1: Survey Design

Customer Survey	
Collector	Jules Willemsen
Purpose	- Uncovering the value proposition - Uncovering customer jobs, pains, gains

	(Osterwalder A. , Pigneur, Bernarda, & Smith, 2014)
Period	November 2022
Target Population	Millennials that live in (Dutch) cities Preferably high educated in the Netherlands: ± 550.000 people (CBS, sd)
Sampling Frame	Social Media (LinkedIn) Survey swap
Sample Design	Probability selection – simple random sample (Groves, et al., 2011)
Sample Size	N = 162
Use of interviewer	Distribute and analyse
Mode of Administration	Qualtrics SPSS
Reporting Unit	A person
Time Dimension	1 month
Frequency	Once
Interviews per Round of Survey	1
Levels of observation	Individual
Questions	Appendix 1
Web link	https://ucpresearch.qualtrics.com/jfe/form/SV_blnCBvozSRqhLx4

Entrepreneurs should follow specific strategies to maximise the learning value of surveys. Good design is essential in three areas:

- Developing Specific Questions. Common blunders include asking perplexing or misleading questions. For example, "How do you rate the convenience of our customer support system?" is a leading question; "Does our customer support system suit your needs?" is a less leading question. Generally, it is simple to design biased and misleading questions (see political polls) and harder to write unbiased and informative ones.
- Length of Survey. When surveys are too long or repetitive, both response rates and thoughtfulness of responses suffer. Pilot testing the survey with people typical of the target respondents is essential in verifying that the length and sequence of questions are acceptable and that the questions are stated correctly.

- Obtaining Respondents. Sometimes entrepreneurs fail to select survey respondents who are representative of their target clients. Instead, they turn to accessible sources like business school classmates and Facebook buddies. Similarly, they frequently need to pay more attention to the sample size required to draw statistically meaningful conclusions from survey replies. (Eisenmann, et al., 2011)

3.2 Questionnaire Method

The survey is divided into seven parts, which include an introduction, demographics, time, and the three main topics of customer pains, gains, and jobs, followed by a wrap-up.

The demographic questions dig into characteristics, like education, employment status, age, the place where they live, how much they spend on hobbies, etc. The time part is the transition part, where the questions focus on how people spend their free time. The second part focuses on the pain, gains, and jobs according to the hypotheses. I followed the book Asking Questions: The Definitive Guide to Questionnaire Design by Sudman and Norman (2004) to formulate survey questions. The guideline increases the willingness to participate in the survey and gives tips about picking the right words to formulate the right questions. Also, allow for copying other survey questions, and the book provides a checklist of significant points. Components of the study tool affect how people answer, and how the underlying processes can change depending on the age and culture of the respondents(Schwarz, Knauper, & Oyserman, The Psychology of Asking Questions, 2008). This type of question is formulated in a rating scale question to make it more assessable for analysis (Schwarz, Grayson, & Knauper, Formal features of rating scales and the interpretation of question meaning, 1998). A 7-point Likert scale is more dependable and can outperform a 5-point scale since it provides more possibilities and is more likely to meet people's objective realities (Joshi, et al., 2015). However, according to Qualtrics, a three-point scale is more convenient for respondents who use mobile devices, so a five-point scale became the outcome in the middle.

The business plan focuses on specific elements to solve problems or help customers in their lives. As a result, pairs of questions were created. One of the questions is about whether it is painful, and the other is about the gains. This helps to determine whether the assumption is a pain or gain or even not critical to the customer. In chapter five, the assumptions are discussed further. Next, the jobs-to-be-done questions determine whether customers desire the particular proposition offered.

The final part asked wrap-up questions about the name of the company and which business model the customers prefer. These questions are closed multiple-option questions with several options and an open answer.

3.3 Sample Respondents

Two channels have been used to gather respondents. First, a LinkedIn post with a link to the survey and a description of the business plan was used to get people to fill out the survey. Also, the website Survey Swap has been used, to assemble responses. When the data was cleaned up, Survey Swap brought in 120 responses and LinkedIn brought in 42, for a total of 162 responses. According to (Krejcie & Morgan, 1970), a sample of 162 people describes a population of 280 people. The appropriate minimal sample size for this research was set at 385 participants. However, given limited resources and time, this has not been reached. Assembling via Survey Swap and LinkedIn is preferred instead of using WhatsApp and Facebook groups, because it matches Eisenmann's advice on recruiting respondents, which should lead to representative target customers (Eisenmann, et al., 2011).

The demographic of the sample size is described in Appendix 3 and shows us there are more females (64,2%) then man (34.6%), next 54,9% of the sample size is between 18 and 25 years old, the biggest group along the range 26-40 years old which counts for 40,7%. The other age groups are below 2% each. 88.1% of the sample lives in urban areas compared to 10% in non-urban areas. The highest education people received demographic counts 51.2% for master's degree, 29,6% bachelor and 14,8% are high school graduates. The employment status matches the age groups and is divided in 48,1% percent student, 42,6% employed full time and 5,6% employed part-time. The monthly spending on leisure activities monthly divided in four groups. The range 0-200 euros monthly counts for 50,6% and 41,4% for 200-500 euros.

4 Market Analysis

In the chapter, the market, trends, customers and competitors are discussed.

4.1 The Market

According to the report Personal Development Market Size, Share & Trends Analysis Report by Instrument: the market is fragmented, with players in multiple regional markets. Key market players use modern technology to give superior services, use mergers and acquisitions to grow, and spend in R&D to create new technology, training, and customization, boosting clientele. This all leads to global expansion. The global personal development market was worth USD 41.81 billion in 2021 and is expected to rise 5.5% from 2022 to 2030, worth USD 67.02 billion. The importance of learning new things to improve yourself, grow as a person, and get accepted by your peers is on the rise, which will drive market growth over the next five years. In addition, employees generally align their domain expertise to company expectations, boosting the market growth. Personal development encompasses personal and professional self-improvement (Research and Markets, 2021). In 2021, North America made up more than 36% of the world's personal development market revenue, and it is expected to lead the market from 2022 to 2030. North America has embraced digital self-improvement platforms (Research and Markets, 2021).

Project Coursify would be part of the EdTech market in the Netherlands, which has 11 distinct market segments. The segment "Digital Learning Environment" (Platforms for searching and booking courses and digital degrees) suits the best (Dutch Edtech, 2021). Edtech is any technology or practice that aids education or learning (Techleap.nl, sd). Edtech uses the MOOC (massive open online course) principle, making it available to a considerable population. Educational technology makes studying simpler, more accessible, and cheaper. Online, you can learn new things for less money and take breaks to see how well you remember them (Van Leeuwen, 2022). The report issued by Dutch Edtech (2021) also states that investments in Dutch Edtech startups increase exponentially. Dutch Edtech startups received €52 million in funding in 2021 and are valued at €800 million. The untapped digital market potential in education around the world is $6.5 trillion, and edtech firms are worth €295 billion. In short, the edtech sector and the personal development market have considerable promise. Due in part to digitization, money is moving into this area. Because of this, the market is growing, and the potential in the Netherlands is becoming clearer.

4.2 Trends

Leisure boredom and its relationship with internet addiction. Leisure boredom is defined as "subjective perception that available leisure experiences are not sufficient to instrumentally satisfy needs for optimal arousal" (Iso-Ahola & Weissinger, 1990). Iso-Ahola and Weissinger (1990) found that boredom increased when perceived social competence, self-as-entertainer, intrinsic leisure motivation, self-esteem, leisure ethic, satisfaction, engagement, and mental and physical health all went down. It happens when people have too much free time and not enough to do (Russell, 1996). Barnett and Klitzing (2006) found that people who can't change how they spend their free time are more likely to get bored. Boredom is a persistent mental state that often leads to drug misuse, abuse, and excessive behaviours such as binge drinking, unsafe sex, and compulsive internet usage, particularly among teenagers. Girls and boys who are bored are more likely to get addicted to the internet than non-bored teenagers (Biolcati, Mancini, & Trombini, 2018). Studies on how college students use the internet too much and in bad ways have pointed to boredom as a cause. Boredom can lead to problematic internet use (Skues, Williams, Oldmeadow, & Wise, 2016). 10% of youngsters find their free time dull in general, according to (Haller, Hadler, & Kaup, 2012). Helping young people make better use of their spare time and have more fun or meaningful experiences may help reduce boredom and risky behaviour (Wang, 2018).

The work-from-home policy introduced by several organisations after the COVID-19 outbreak has allowed people to develop their abilities without affecting their job schedules. Numerous digital platforms and virtual events for personal development have resulted. Skillpath, a U.S.-based training and coaching provider, expanded its virtual training module for professionals with interactive features to assist them to withstand the epidemic (Research and Markets, 2021). Globalization is boosting the market. Live conversations, workshops, and webinars are moving online. AI, VR, and AR are propelling the popularity of online self-development programs. However, the market is becoming extensively regulated because to worries over data security, privacy, and copyright infringement. The U.S. Department of Education recently started overseeing online courses (Brusino, 2020). Personal development has become popular, especially online learning, but it comes with several concerns.

Importance of mental health, In the EU, stress and depression are increasing absenteeism and early retirement. Europe's lost production has significant social and economic implications. Increases in disability payments for people who quit their jobs because of mental illness could also hurt the long-term health of social protection systems. Even though there are so many benefits, decision-makers have been slow to promote mental health at work, even though there have been some positive

changes. The role and efforts of national and international organisations in Europe to promote mental well-being at work are discussed, along with gaps and obstacles (Mcdaid, Curran, & Knapp, 2009). The main goals of European policy are economic growth and development, public health, the sustainability of the social welfare system, and social inclusion. Not only Europe, but the entire world, is dealing with mental health issues. The WHO coined the phrase "no health without mental health," which was adopted by continental health organizations, owing to the fact that neuropsychiatric illnesses account for 14% of the global disease burden (Prince, et al., 2007). Accelerated by COVID-19 because the pandemic will affect everyone's mental health (Grover, et al., 2020). In short, mental health issues increase and come along with societal problems. Hence, governments and institutions should create awareness about mental issues and change their policies regarding mental health promotion.

4.3 Customer – Millennials

Millennials stand in a positive light, being described as a generation that is "open-minded," "social," "innovative," "energetic," "ambitious," "reliable," "motivated," (Ordun, 2015). Gen Y is a crucial demographic for digital natives. In his 2001 essay "The Death of Command and Control," Marc Prensky coined the term "digital natives" to describe the generation of children who have grown up in an online world. Members of this generation are trustworthy, tolerant, individualistic, academically prepared, and proficient in technology, all of which set them apart from those who came before them (Furlow, 2012). Therefore, millennials are a crucial factor in the growth of e-commerce. This e-commerce generation grew up chatting and shopping online, and their usage is only expected to increase as they gain more disposable income. Although millennials have a negative attitude toward pop-up ads, the attention-grabbing visuals are enough to keep them coming back to a site as long as it offers affordable prices and fast shipping (Smith, 2011). Despite their greater purchasing power, millennials show less brand loyalty than previous generations. This may be due to the prominence of discounts and sales in today's economy. Customers want goods and services that reflect who they are and what they stand for in the world. People use brands as a means of self-expression, identification, and expression of values (Ayaydin & Baltaci, 2013). Moore (2012) says that this group is more likely than any other to use mobile apps and traditional internet channels to talk to stores and brands. Also, this group prefers to spend money on experiences rather than materialistic articles (Bilgihan, 2016). Gen Y interacts with companies via social media. Also, they act on impulse and give in to their emotions. Millennials need to be unique and be able to decide for themselves how much money they

will spend. (Junker, Walcher, & Blazek, 2016). Finally, members of this group are more likely to use material goods as a symbol of their success and prosperity. Increase the frequency and spontaneity of shopping. The sense of loyalty shifts frequently in response to shifts in style, trend, and brand popularity, and value high-end products over bargain-basement options (Lissitsa & Kol, 2016).

4.4 Dutch Millennials Characteristics

The target customers are millennials who live in the Randstad, the Dutch area consisting of The Hague, Rotterdam, Utrecht, and Amsterdam. In those four cities, the density of people in the age of 20 to 40 years old is higher. In this councils of the Netherlands live 576.748 man and woman in age between 20 and 40. In the Netherlands as a whole, there are 2.220.450 people in the same age group (CBS.b, sd). Consequently, the four Randstad councils are home to 26% of the demographic.
In the report "Financiën van Werkende Twitigers en Detigers" issued by the CBS the authors Bierings, Menger en Gidding state that the millennials in The Netherlands differ in composition of the household. People closer to the age of twenty are more likely to live at home with their parents, and the older they get, the more likely they are to live independently. Next, most working 20-somethings are economically independent, which means they have a net income from work above the welfare level. Here too, the older, the more independent. Additionally, The higher the personal income of working and independent twenty-somethings, the older they are. At age 26, the average income is 29 thousand euros, and at age 39, it is 37 thousand euros. Also, men's income continues to rise with each age year, while women's remains almost stable after the age of 27. As a result, among those in their thirties, the average income of men and women barely rises with age. Until 27, the proportion of working women in full-time jobs increases, only to shrink again in later ages. The standardized household income rises with the age of the working twenty-something. Apart from personal income, the income of the working 20-something household is also a substantial angle from which to look at the financial situation. This indicator considers not only the income of the working twenty-something, but also any income of the partner, and whether or not there are children. In 2015, a 20-year-old working person was part of a household with an average standardised disposable income of 17 thousand euros. This household income rises to 27 thousand euros for households with working people aged 29 and remains nearly at that level for those in their thirties. Households with the primary breadwinner aged 20–29, and couples without children have the highest expenditure. People in their twenties also differ in their spending habits from people in their thirties. Households with a person in their twenties as the primary breadwinner spent an average of 27,000 euros in 2015. This is 8 thousand euros less than households with thirty-somethings as primary breadwinners spend on average.

Working-age singles in their twenties spend just over 20,000 euros. A couple without children whose main income earner is in their twenties spends an average of 34,000 euros a year. A couple with a child, spending in this age group is slightly lower. Among all households with people in their twenties as the main breadwinner, housing, water, and energy are the biggest expenses. In a household of cohabiting twenty-somethings, an average of 30% is spent on these, and in a single-person household, 36%. The household spending pattern of people in their thirties differs from that of people in their twenties. This is related mainly to the difference in household composition. For instance, people in their thirties are much more likely to have children, which means they also spend a significant proportion of their income on food, beverages, and childcare. People in their twenties spend 9.2% of their income on recreation and cultural activities. A couple with a child spends 9.9% of their income, and after having a child, this amount drops to 6.7% (Bierings, Menger, & Gidding, 2017).

4.5 Dutch Time Consumption

According to the Dutch governmental statics firm (CBS) the Netherlands have 17.776.613 inhabitants in October 2022, which is continuing to grow (CBS, sd). The average Dutch person spends 316 minutes per day on free time, but only 130 minutes are not spent watching television, listening to the radio, or socialising with friends (Ortiz-Ospina, Giattino, & Roser, 2020). In 2016, Dutch people spent 42.4 hours per week on free time, comparable to a full working week. Saturdays and Sundays average out to 7.5 hours of leisure time. During the week, this averages out to between 5 and 6 hours on Fridays. The most popular hobbies in the Netherlands are spending time with friends and family (8.2 hours per week) and interacting with media and technology (19.6 hours per week). A closer look reveals that most of the activities listed under "media and ICT" are actually spent watching television (an average of two hours per day). Most men spend their free time on media, technology, and hobbies rather than going out with friends. On average, in 2016, people spent 2.6 hours a week on hobbies (Roeters, 2018). The same report states that in Holland there is a clear educational difference in the time spent on leisure. People with lower levels of education tend to work fewer hours and have a higher unemployment rate, giving them more time for leisure activities. The findings are consistent with the literature (Gershuny, 2009). Also, people in more affluent countries can afford to work less, so they have more spare time (Ortiz-Ospina, Giattino, & Roser, 2020).

Furthermore, in the stage of life where many people have a career and dependent children, it subtracts free time. The statistics on free time back up this observation: cohabiting parents put in the fewest hours of recreation (just over 33 hours per week). People of all ages, but especially the young and the elderly, enjoy a great deal of free time. Older married men (age 65+) have more free time

than any other demographic examined (56 hours per week). In addition to differences in age and household structure, there are differences in the kinds of activities people engage in. Young people are more interested in and involved in things like sports and social gatherings than people from older generations. These activities are typically carried out of the home. It is likely easier to take part in these activities when there are no young children or health complaints to worry about. Media and ICT consumption, the most physically inactive activity, is widespread across age groups and economic backgrounds (Roeters, 2018).

The amount of leisure time of Dutch people has been stable for years. The same goes for the differences between population groups in the amount of their free time and to what extent they perceive they have enough free time. The Time Use Survey (TBO) shows that Dutch people spend a significant and stable proportion of their leisure time on media consumption. In 2019, 53% of Dutch people exercised weekly. Sports participation decreases as people get older. In addition, lower-educated people exercise less than middle- and higher-educated people and the proportion of weekly sporters is higher among native Dutch people than those with a western or non-western migration background. People also exercise more the higher their income bracket, except for students. For all forms of cultural participation, the more educated people are, the higher the outreach. People caring for young children (up to 12 years) are as culturally active as those without such care (i.e. including teenagers and people of advanced age). Having paid work (compared to all those who do not) also does not appear to be a barrier to cultural participation. Finally, People are satisfied with the cultural offer in their neighbourhood (Wennekers & Torre, Vrije Tijd, 2020).

4.6 Consumer Leisure Behaviour

Leisure behaviour is defined as actual participation in structured or unstructured activities, that participants perceive as leisure activities (Iso-Ahola S. E., 1986). Therefore, it is interchangeable with the terms "leisure participation" and "leisure activity." Five theories explain leisure behaviour patterns by implying fundamental human needs (Witt & Bishop, 1970).

- Surplus Energy Theory – When an organism has more energy or vitality than is required for maintenance, it will seek out opportunities for play or leisure (Lore, 1968).
- Relaxation Theory/ Recreation theory – Intensive involvement in or preoccupation with any activity demands a period of respite during which the person relaxes or recreates himself (Patrick, 1916).

- Catharsis Theory – the individual exposed to a tension or anxiety-producing situation seeks emotional release through participation in either high-energy-consumption or relaxing activities, depending on the favourite means of unwinding (Carr, 1962).
- Task Generalization – the tendency for a stimulus to which a particular response, to evoke similar responses (Munn, 1956).
- Compensation Theory – the individual would week leisure activities that compensate for blocked goals in other spheres or endeavours (Mitchell & Mason, 1934).

Leisure participation depends on attitude, satisfaction, motivation, and a set of behavioural and social concepts (Ragheb & Tate, 1993), , while satisfaction, which needs a psychological outcome, can result from leisure and form the motivation for leisure (Crandall, 1980). People's leisure activities vary depending on their background, education, age, gender, and employment (Agahi & Parker, 2008) (Brajša-Žganec, Merkaš, & Šverko, 2011). It also depends on mood and dedication. For example, it is easier to watch TV and scroll on social media than to contribute to structured leisure activities, despite the enormous difference in gains (Stebbins, 2017). The best free time opportunities for adolescents are those that take advantage of the conditions most favourable to a young person's maturation. To ensure that people's challenges and interests remain consistent as they progress through different stages of life, activity providers should focus their marketing efforts on the limitations cited by this age group in addition to praising the benefits and satisfactions gained from activities (Hultsman, 1992).

Leisure behaviour or participation contributes to subjective well-being by meeting values and needs. Science distinguishes between structured and unstructured leisure activities, which require little involvement, like watching television. Structured activities are effortful, challenging, focused, and require high involvement (Kleiber, Larson, & Csikszentmihayli, 1986). It provides benefits such as developing social relationships, experiencing positive emotions, learning new skills, and improving their overall quality of life (Brajša-Žganec, Merkaš, & Šverko, 2011). It brings further benefits, such as improved life outcomes and academic performance (Bartko & Eccles, 2003), and self-awareness (Palen & Coatsworth, 2007). Furthermore, it is an excellent way to assist adolescents in developing and refining their abilities, connecting with others, and discovering their distinct sense of self (Kleiber & Kirshnit, 1991) , including both personal and social identities (Kivel, 1998). Also, leisure activities increase autonomy and decision-making skills (Garst, Scheider, & Baker, 2001). Leisure "bridges the gap between childhood play and adult labour," say (Shaw, Kleiber, & Caldwell, 1995). For people over 55, there is a correlation between the frequency of participation in leisure

activities and higher life satisfaction (Ragheb & Griffith, 1982). Lastly, Coleman and Iso-Ahola (1993) think that doing things for fun might help reduce the negative effects of stress.

4.7 Competitors

Companies such as Skillshare, Domestika, Creativelive, Coursera are examined for the competitor analysis. It is important to note that these companies work online and offer courses and workshops on their platform. Because it is online, it is accessible from anywhere and anytime and only requires an internet connection. The fact that the competitors offer their courses online is also the most significant difference from the business idea in this thesis, where the courses offered are offline courses and workshops.

Skillshare has thousands of online classes taught by leaders in their fields, working professionals, and experts in their fields. When you sign up for an annual subscription, you can take all of the classes on the platform. All classes on Skillshare can be accessed via the Internet or the app. Skillshare's large course library is one of its best features. It has hundreds of courses on subjects like animation, drawing, graphic design, illustration, photography, business, technology, and lifestyle. Thus, it can enhance professional expertise by learning about marketing, leadership, branding, SEO, or public speaking, for example, and then pursue a personal passion by taking a cooking, knitting, or interior design class. Taking a Skillshare class does not require a significant time commitment. Each class is made up of a series of lessons that last no more than 10 minutes each. A Skillshare subscription is an excellent personal or professional enrichment gift, or it is ideal for someone who is retired and spends much time at home looking for a new interest or activity to participate in. Although thousands of people began attending in-person sessions, the co-founders realised that the only way to scale the business was to move them online (Rich, 2022). Even though thousands of people began attending in-person sessions, the co-founders realised that the only way to scale the business was to move them online. As a result, Skillshare transitioned to an exclusively online-based learning platform in 2013. Skillshare now works with a freemium, subscription model (Cuofano, 2022).

Domestika, a Spanish startup, raises €98.6 million at a €1.1 billion value. Julio Cotorruelo and Tomy Pelluz started Domestika online. Due to the platform's thriving community, online courses were added. It is an online community where creative gurus teach online courses. The platform connects creative amateurs, enthusiasts, and professionals to study, produce, and engage globally. Courses include art, design, crafts, and internet marketing. 1,300 creative talents offer over 2,000 courses. Domestika launches 110 new courses per month. Over 13 million courses have been completed. The organisation carefully chooses teachers and provides courses in 12 countries. (Taylor, 2022) (Silicon

Canals, 2022). Creativelive is an online learning platform for entrepreneurs, and creative professionals. Chase Jarvis and Craig Swanson, award-winning photographers, launched the firm in Seattle in 2010. It is comparable to online learning sites such as LinkedIn Learning, Masterclass, and Udemy and Skillshare. CreativeLive, on the other hand, focuses on developing softer creative skills (Become a writer today, sd). According to the website, it is focused on inclusivity and education for all (Creativelive, sd).

Future Learn, an English company, offers 522 MOOC courses. The company collaborates with over 143 universities and education organisations worldwide. FutureLearn partners with top universities. Open University founded the company in 2012 to emphasize university classes (Brogan, 2022). Coursera, Khan Academy, Udemy, Udacity provide similar courses. The main difference with the competitors is that they offer online courses and the idea discussed in the Thesis is a booking platform for online courses.

5 Hypothesis

Business ideas will lead to hypotheses that need testing. The books Testing Business Ideas by Osterwalder and The Startup Owner's Manual: The Step-By-Step Guide or Building a Great Company by Blank and Dorf (2012) provide insides into constructing a hypothesis. In this Thesis, The Startup Owner's Manual guidelines are followed for testing value propositions and customer problems. It roughly states that a business model hypothesis in this phase has to be designed with the sentence: "Customers in this market have X1 problem/need, which is solvable by our value proposition.". This resulted in a translation of the general hypothesis into one for this business plan:

"Customers in the Dutch market are looking for more ways to spend their leisure time, and the business idea can help them to allocate their leisure time better with structured leisure activities."

The pains and gains are derived from market analysis; table 2 shows which papers support the pain and gain. The jobs-to-be-done are developed based on the entrepreneur's vision and are thus not backed by academics.

Table 2: Origin Pains, Gains and Demographics

Theme	Question	Paper
Satisfaction about leisure time	P1 and G1	"Surplus Energy Theory (Lore, 1968)" "Leisure participation depends on satisfaction (Ragheb & Tate, 1993)" (Ragheb & Griffith, 1982)
Spend too much time watching tv/screen	P2 and G2	"Leisure boredom and its relationship with internet addiction (Iso-Ahola & Weissinger, 1990)." "Girls and boys who are experience leisure bored are more likely to get addicted to the internet than non-bored teenagers (Biolcati, Mancini, & Trombini, 2018)." "The average Dutch person spends 316 minutes per day on free time but only 130 of

		those minutes are not spent watching television or listening to the radio or socialising with friends (Ortiz-Ospina, Giattino, & Roser, 2020)."
Aware of the courses in the neighbourhood	P3 and G3	Entrepreneurs vision
No variation in leisure time activities	P4 and G4	"Compensation Theory (Mitchell & Mason, 1934)"
Learn new skills in free time	P5 and G5	"Compensation Theory (Mitchell & Mason, 1934)" "Structured leisure activities come along with benefits such as gaining skills (Brajša-Žganec, Merkaš, & Šverko, 2011)" (Kleiber & Kirshnit, 1991) (Garst, Scheider, & Baker, 2001).
Meet new people in free time	P6 and G7	"Leisure participation depends on behavioural and social concepts (Ragheb & Tate, 1993)" "Structured leisure activities come along with benefits such as building social relationships (Brajša-Žganec, Merkaš, & Šverko, 2011)" (Kleiber & Kirshnit, 1991) (Kivel, 1998).
Balance life with work/study	P7 and G8	"Structured leisure activities improve academic performance (Bartko & Eccles, 2003)" (Garst, Scheider, & Baker, 2001).
Hobbies that match interest	P8 and G9	"Refine their abilities (Kleiber & Kirshnit, 1991)"
Gain status through leisure	P9 and G10	Status through leisure (Pedlar, Dupuis, & Gilbert, 1996).
Relax in free time	P10 and G6	"Relaxation Theory/ Recreation theory (Patrick, 1916)" "Catharsis Theory (Carr, 1962)" (Coleman & Iso-Ahola, 1993).

Leisure with friends and family	P11 and G11	"Structured leisure activities come along with benefits such as building social relationships (Brajša-Žganec, Merkaš, & Šverko, 2011)" (Kleiber & Kirshnit, 1991) (Kivel, 1998).
Age, gender, education, employment	The demographics	"The leisure activities people perform in general, depend on background, education, age, gender and employment. (Agahi & Parker, 2008) (Brajša-Žganec, Merkaš, & Šverko, 2011)"

In the survey, 11 pains, 11 gains, and 5 jobs-to-be-done assumptions were tested against seven demographic variables to find a relationship between the dependent and independent variables. Since ordinal data leads to a chi-square test, the hypothesis was written in the usual way for chi-square testing. This leads to the following general hypothesis. Appendix 2 has the applied versions of these hypotheses.

The general hypothesis:

- H0: "Variable 1 (the descriptive variable) is not associated with Variable 2 (the statement about pains, gains and jobs)."

- H alternative: "Variable 1 (the descriptive variable) is associated with variable 2 (the statement about pains, gains and jobs)."

Suppose there is a significant relationship between two variables. In that case, the Null hypothesis will be refused to reject, which leads to the assumption that the dependent variables one and two are associated.

6 Analyse and Results

The Cronbach alpha test was used to check the reliability of the 182 hypotheses, and the Chi-Square test of independence was used to discover a relationship between a dependent and independent variable. A Pearson Chi-Square Adjusted Residual Analysis has been conducted to understand the relationship better. The analysis and results give insights, which lead to the final value proposition.

6.1 Cronbach's Alpha

Lee Cronbach created Alpha in 1951 to quantify a test's or scale's internal consistency. Internal consistency is a measure of how well all test questions evaluate the same idea or topic. It is related to how the test questions relate to each other. Before using a test for study or an exam, internal consistency should be ensured. Reliability estimates show test measurement inaccuracy. This is the test's relationship to itself. The dependability of a test reflects how measurement error affects the outcome of a student cohort rather than an individual student. Anil (2012) says that standard measurement error (SEM) must be estimated to figure out how it affects a student's score. Connected test items raise alpha. A high alpha does not always indicate internal consistency. Test duration affects alpha. Too-short tests lower alpha. To enhance alpha, add additional pieces testing the same notion. Alpha is an attribute of a sample's test results. Instead of relying on published alpha estimates, researchers should measure alpha each time the exam is administered. (Tavakol & Dennick, 2011).

Table 3: The results of the Cronbach Alpha for the questions about pains

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.708	.707	11

Table 4: The results of the Cronbach Alpha for the questions about gains

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.848	.853	11

Table 5: The results of the Cronbach Alpha for the questions about jobs-to-be-done

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.778	.783	5

The results indicate that the tests have been reliable, because all three Alpha's are bigger that 0.7.

6.2 Chi-square test of Independence

In economics, comparing distributions is common. All of these applications have the same statistical goal: to quantify the correspondence between observed data and a hypothesised distribution. In many cases, Pearson's standard chi-squared test is used (Boero, et al., 2004). The Chi-square statistical analysis groups differences when the dependent variable is measured nominally. Chi-square is non-parametric and resilient to data distribution. It doesn't need equal study group variances or homoscedastic data. It evaluates dichotomous independent variables and multiple group studies. Unlike many other non-parametric and parametric statistics, Chi-square calculations give essential information about how each group fared in the research. Researchers can understand the data better and learn more from this statistic than from others (York, 2002).

The chi-square test is used because the data from the survey is ordinal and not normally distributed, and it gives insight into the relationship between variables. The Null hypothesis of a chi-square test is always "no relation," which resulted in the hypothesis presented in Appendix 2. Via SPSS, all the variables are subject to the chi-square test of independence to find an association between the demographic variables and pains, gains, and jobs. In cases where the significance level was smaller than 0.05, it was possible to conclude that there was an association between the specific demographic and pain, gain, or job. The results of the Chi-square tests are shown in Appendix 4. The appendix shows the results in asymptotic significance, which should be smaller than 0.05 to reject the Null hypothesis. To interpret the data, statisticians, determine the probability of occurrence (P value) of an X2 value based on the degrees of freedom. The number of degrees of freedom equals the number of classes that can vary independently minus one (n-1). Our determined X^2 value can be compared to the numbers in a Chi-square distribution table that correspond to the various degrees of freedom. This will tell us how likely it is that the differences (between what we expected to see and what we actually saw) are due to chance and that our hypothesis or model can be maintained. In Appendix 4, SPSS calculated the corresponding p-value, which is presented in Table 6. The green cells contain a p-value smaller than 0.05, which means that it failed to reject the null hypothesis. It is presented this way because there are 182 hypotheses (Appendix 2). The red cells indicate the Null hypothesis is rejected and there is no relation between the two variables (Boero, et al., 2004).

Table 6: P-value results of the Chi-square tests (Appendix 4)

		Age	Gender	Education	Employment	Urban	Spending's
Satisfied	**P1**	0.002	0.080	<0.001	<0.001	0.417	0.001
Screen time	**P2**	0.520	0.142	0.597	0.035	0.590	0.417
Aware	**P3**	0.357	0.357	0.061	0.448	0.207	0.032
Each week similar	**P4**	<0.001	0.265	0.002	0.027	0.021	<0.001
New skills	**P5**	0.002	0.159	0.045	0.207	0.808	0.055
Meet new people	**P6**	0.019	0.194	<0.001	0.450	0.726	0.025
Balance	**P7**	0.076	0.446	0.029	<0.001	0.561	0.048
Interest	**P8**	0.017	0.382	<0.001	0.225	0.438	0.026
Status	**P9**	<0.001	0.176	0.007	0.424	0.832	0.014
Relax	**P10**	0.771	0.102	0.002	<0.001	0.376	0.019
F&f	**P11**	0.001	0.351	0.046	0.209	0.158	0.042

		Age	Gender	Education	Employment	Urban	Spending's
Different	**G1**	0.184	0.163	0.018	<0.01	0.814	0,045
Less screen	**G2**	0.003	0.002	0.006	0.550	0.058	0.182
Know where to look	**G3**	<0.001	0.999	<0.001	0.015	0.572	0.001
Discover	**G4**	0.013	0.795	0.002	0.003	0.642	0.075
Develop new skill	**G5**	0.387	0.342	<0.001	0.004	0.227	0.490
Relax	**G6**	0.733	0.108	<0.001	0.01	0.325	<0.001
Meet new people	**G7**	0.008	0.339	<0.001	<0.001	0.043	0.092
Balance	**G8**	0.167	0.329	0.017	<0.001	0.748	0.681
Personal recom.	**G9**	0.01	0.851	<0.001	0.005	0.810	<0.001
Status	**G10**	<0.001	0.690	0.033	0.211	0.632	0.067
F&f	**G11**	0.043	<0.001	0.02	0.669	0.005	0.756

		Age	Gender	Education	Employment	Urban	Spending's
Prof provider	**J1**	<0.001	0.064	.001	0.035	0.028	0.313
Trial class	**J2**	<0.001	<0.001	0.003	0.006	0.005	0.754
Reviews	**J3**	<0.001	0.027	<0.001	0.011	0.019	0.867
Bring own stuff	**J4**	<0.001	0.236	0.009	<0.001	0.775	0.180
Book more people	**J5**	0.277	<0.001	0.03	0.165	0.009	0.609

Conclusion: Age and education are the demographics with the most significant relationships to pain, gains, and jobs. The amount of time people spend on leisure is related to their pain experience. Likewise, employment is more associated with the gains. But in further examination, education and employment are the demographics to use for a closer look.

6.3 Pearson Chi-square Residual Analysis

After determining significance and accepting the alternative hypothesis, there are four possible ways to gain more insights from the data: calculating residuals, comparing cells, raiding, and partitioning (Sharpe, 2015). Residuals reveal which variable responses contribute most to the chi-square value and significance. A researcher should locate cells with high residuals (Delucchi, 1993). The higher the cell's residual, the more significant its chi-squared contribution. Comparing the actual and expected frequencies cell by cell helps us figure out what the evidence means, and large residuals show that the difference is bigger than expected (Agresti, 2013). There are three versions of residuals: raw, standard, and adjusted. Adjusted is utilised since it matches the z-value. So, this extra test shows the relevant value of a variable to clarify a link between variables. If the adjusted residual is bigger than the adjusted p-z-value, it's significant. The adjusted p-value is derived by dividing the 0.05 p-value by the cell count (Sharpe, 2015). Appendix 6 shows the Chi-Square tests' results and also presents the adjusted residual.

The Bonferroni test is a form of multiple comparison test used in statistical analysis. A result can show statistical significance in the dependent variable after doing a hypothesis test with multiple comparisons, even though there is none (Armstrong, 2014). For example, running the same regression on 100 different datasets could result in at least one false-positive result if a given test, such as a linear regression, produces accurate findings 99% of the time. By adjusting comparison testing, the Bonferroni test aims to prevent information from misleadingly appearing to be statistically significant in this way (Ranstam, 2016) and to give the exact p-value for the corresponding z-value. Table 7 presents the adjusted significance level for each variable and the corresponding z-value. For example, the variable age has five possible categories, and all the questions in the survey used a 5-point Likert scale. This results in 25 cells for the Chi-Square test, and according to Bonferroni, the significance level for each cell is 0.05/25, which gives an adjusted p-value of 0.002 which corresponds with a z-value of -3.09 and 3.09. So, the adjusted residual must exceed the z-value to be significant.

Table 7: Calculating corresponding z-value for adjusted residual test

	x categories	times 5 gives to total amount of chi square cells	p-value of significance for the adjusted residual	z-criteria	+ z-value
Age:	5	25	0,00200000	-3,0902323	3,09023231
Education	5	25	0,00200000	-3,0902323	3,09023231
Employment	6	30	0,00166667	-3,1439803	3,14398029

Spending	4	20	0,00250000	-3,0233414	3,02334144

6.4 Results

Table 6 indicates the relationship between a dependent and an independent variable. By supplementing the adjusted residual test, it is possible to discover a pattern among the subcategories within the variable. Appendix 6 shows the residual analysis results and indicates patterns. To start with, gender and urban area will not account for this analysis because there is too little significance between a variable and gender or urban area.

With Appendix 6, it is possible to conclude an association between subcategories of the variables. According to Appendix 6, after using the Bonferroni adjusted p-value to examine the four dependent variables -- age, education, employment status, and spending -- it became clear that highly educated people who work full time should be the ideal customers because they are dissatisfied with their free time (P1), their free time spending is more or less the same each week (P4), and it is difficult for them to relax (P10). In the sample of 162 individuals, a chi-squared test showed that there is a significant association between:

- P1 and Education (χ^2 = 62.626, df = 20, p < 0.001). When examining all possible combinations of P1 and Education, it was seen that those with master's degrees are observed significantly more than expected.
- P1 and Employment (χ^2 = 43.881, df = 16, p < 0.001). When examining all possible combinations of P1 and Employment, it was seen that those with a full-time job are observed significantly more than expected.
- P4 and Education (χ^2 = 37.870, df = 16, p < 0.002). When examining all possible combinations of P4 and Education, it was not seen that those with master's degree are observed significantly more than expected.
- P4 and Employment (χ^2 = 33.809, df = 20, p < 0.027). When examining all possible combinations of P4 and Employment, it was seen that those with a full-time job are observed significantly more than expected.
- P10 and Education (χ^2 = 37.142, df = 16, p < 0.002). When examining all possible combinations of P10 and Education, it was seen that those with master's degree are observed significantly more than expected.
- P10 and Employment (χ^2 = 49.202, df = 20, p < 0.001). When examining all possible combinations of P10 and Employment, it was not seen that those with a full-time job are observed significantly more than expected.

There are more significant relations, but there is not pattern and makes it not relevant to mention. P1 is satisfaction about leisure time, P4 is no variation in leisure time activities, P10 is hard to relax in free time.

- G1 and Education (χ^2 = 30.004, df = 16, p = 0.018). When examining all possible combinations of G1 and Education, it was seen that those with master's degree are observed significantly more than expected.
- G1 and Employment (χ^2 = 49,214, df = 20, $p < 0.001$). When examining all possible combinations of G1 and Employment, it was seen that those with a full-time job are observed significantly more than expected.
- G4 and Education (χ^2 = 38.008, df = 16, p = 0.002). When examining all possible combinations of G4 and Education, it was seen that those with master's degree are observed significantly more than expected.
- G4 and Employment (χ^2 = 42.113, df = 20, p = 0.003). When examining all possible combinations of G4 and Employment, it was seen that those with a full-time job are observed significantly more than expected.
- G6 and Education (χ^2 = 44.737, df = 16, $p < 0.001$). When examining all possible combinations of G6 and Education, it was seen that those with master's degree are observed significantly more than expected.
- G6 and Employment (χ^2 = 37.495, df = 20, p = 0.010). When examining all possible combinations of G6 and Employment, it was seen that those with a full-time job are observed significantly more than expected.
- G7 and Education (χ^2 = 55.935, df = 16, $p < 0.001$). When examining all possible combinations of G7 and Education, it was seen that those with master's degree are observed significantly more than expected.
- G7 and Employment (χ^2 = 56.635, df = 20, $p < 0.001$). When examining all possible combinations of G7 and Employment, it was seen that those with a full-time job are observed significantly more than expected.
- G8 and Education (χ^2 = 30.150, df = 16, p = 0.017). When examining all possible combinations of G8 and Education, it was seen that those with master's degree are observed significantly more than expected.
- G8 and Employment (χ^2 = 49.859, df = 20, $p < 0.001$). When examining all possible combinations of G8 and Employment, it was seen that those with a full-time job are observed significantly more than expected.

- G9 and Education (χ^2 = 55.277, df = 16, p < 0.001). When examining all possible combinations of G9 and Education, it was seen that those with master's degree are observed significantly more than expected.
- G9 and Employment (χ^2 = 40.351, df = 20, p = 0.005). When examining all possible combinations of G9 and Employment, it was not seen that those with a full-time job are observed significantly more than expected.

There are more significant relations, but there is not pattern and makes it not relevant to mention. G1 is wanting to do something different, G4 is wanting to discover new leisure activities, G6 is wanting to relax, G7 is wanting to meet new people, G8 is wanting to balance work and school with leisure time, and G9 is wanting to receive personal recommendations.

- J1 and Education (χ^2 = 38.501, df = 16, p = 0.001). When examining all possible combinations of J1 and Education, it was not seen that those with master's degree are observed significantly more than expected.
- J1 and Employment (χ^2 = 38.811, df = 20, p = 0.035). When examining all possible combinations of J1 and Employment, it was not seen that those with a full-time job are observed significantly more than expected.
- J2 and Education (χ^2 = 35.786, df = 16, p = 0.003). When examining all possible combinations of J2 and Education, it was not seen that those with master's degree are observed significantly more than expected.
- J2 and Employment (χ^2 = 39.277, df = 20, p = 0.006). When examining all possible combinations of J2 and Employment, it was not seen that those with a full-time job are observed significantly more than expected.
- J3 and Education (χ^2 = 41.473, df = 16, p < 0.001). When examining all possible combinations of J3 and Education, it was not seen that those with master's degree are observed significantly more than expected.
- J3 and Employment (χ^2 = 37.296, df = 20, p = 0.011). When examining all possible combinations of J3 and Employment, it was not seen that those with a full-time job are observed significantly more than expected.
- J4 and Education (χ^2 = 32.198, df = 16, p = 0.009). When examining all possible combinations of J4 and Education, it was not seen that those with master's degree are observed significantly more than expected.

- J4 and Employment (χ^2 = 49.914, df = 20, p < 0.001). When examining all possible combinations of J4 and Employment, it was not seen that those with a full-time job are observed significantly more than expected.
- J5 and Education (χ^2 = 28.251, df = 16, p = 0.030). When examining all possible combinations of J5 and Education, it was not seen that those with master's degree are observed significantly more than expected.

J1 is the professional company that provides the courses; J2 is the trial class; J3 are reviews; J4 is not to bring your own stuff; and J5 is the possibility to book for more people.

The conclusion is provided in the next paragraph.

6.5 Conclusion

Based on the results the target group is individuals with master's degrees who are employed full-time. This consumer group matches the most pains, gains, and jobs with significant relationships with the dependent variables. The main complaints are a lack of variety, difficulty relaxing, and dissatisfaction with leisure time. On the other hand, the key gains are personal recommendations about leisure, the desire to relax, discovering new leisure activities, balancing free time with work or school, meeting new people, and doing something different than usual. Finally, the five jobs are summarised in three: spending meaningful free time with friends and family, reducing the chance of making the wrong choice, and following courses offered by professional companies. All this pain, gain, and job are presented in Figure 1. In the VPC, there is a fit between the customer side and the value proposition if the customer wants something that is matched by the value proposition. In figure 1, the value proposition matches the customer segment by offering: an easy booking platform with the possibility to book for more; reviews; trial classes; courses hosted by professional companies; generating personal recommendations for the customers; courses with other unknown people to interact with them; and it would be an addition if the courses could be used in a career. The VPC is part of the BMC (Figure 2), which is the summary of the business idea based on the VPC and the market analysis.

In short, based on the findings, there is a product-market fit, and there is no need to pivot or abandon the idea. The results show that people are interested in the idea, but the LSM says that coming up with a business idea is an ongoing process. Therefore, the landing page, shown in Figure 3, has been built according to the outcomes of this thesis and will serve as an MVP to test the product.

Figure 1: The Value Proposition Canvas (Osterwalder A. , Pigneur, Bernarda, & Smith, 2014)

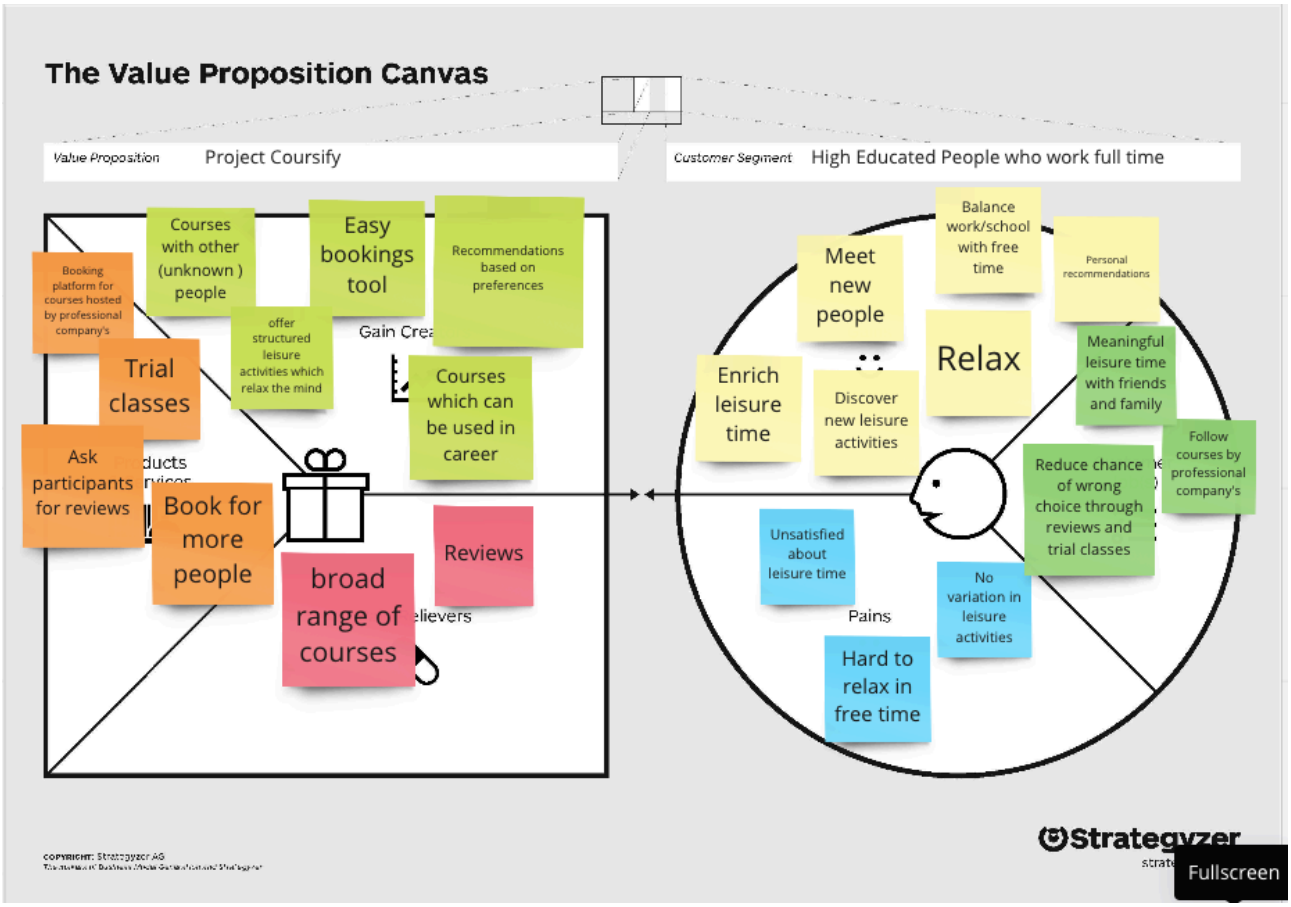


Figure 2: The Business Model Canvas (Osterwalder & Pigneur, Business Model Generation, 2010)

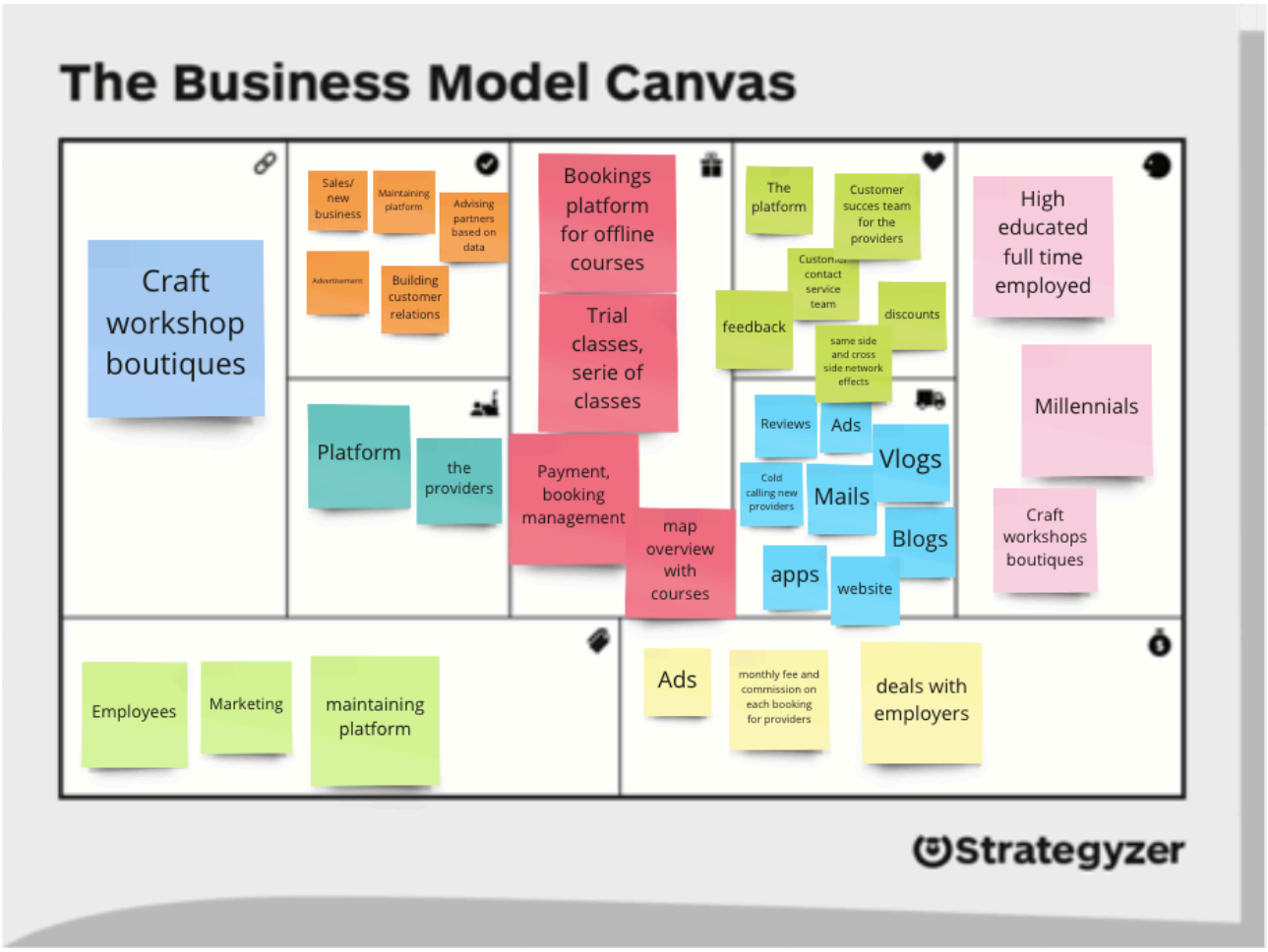


Figure 3: The landing page

Project Coursify

Shop Videos About Contact

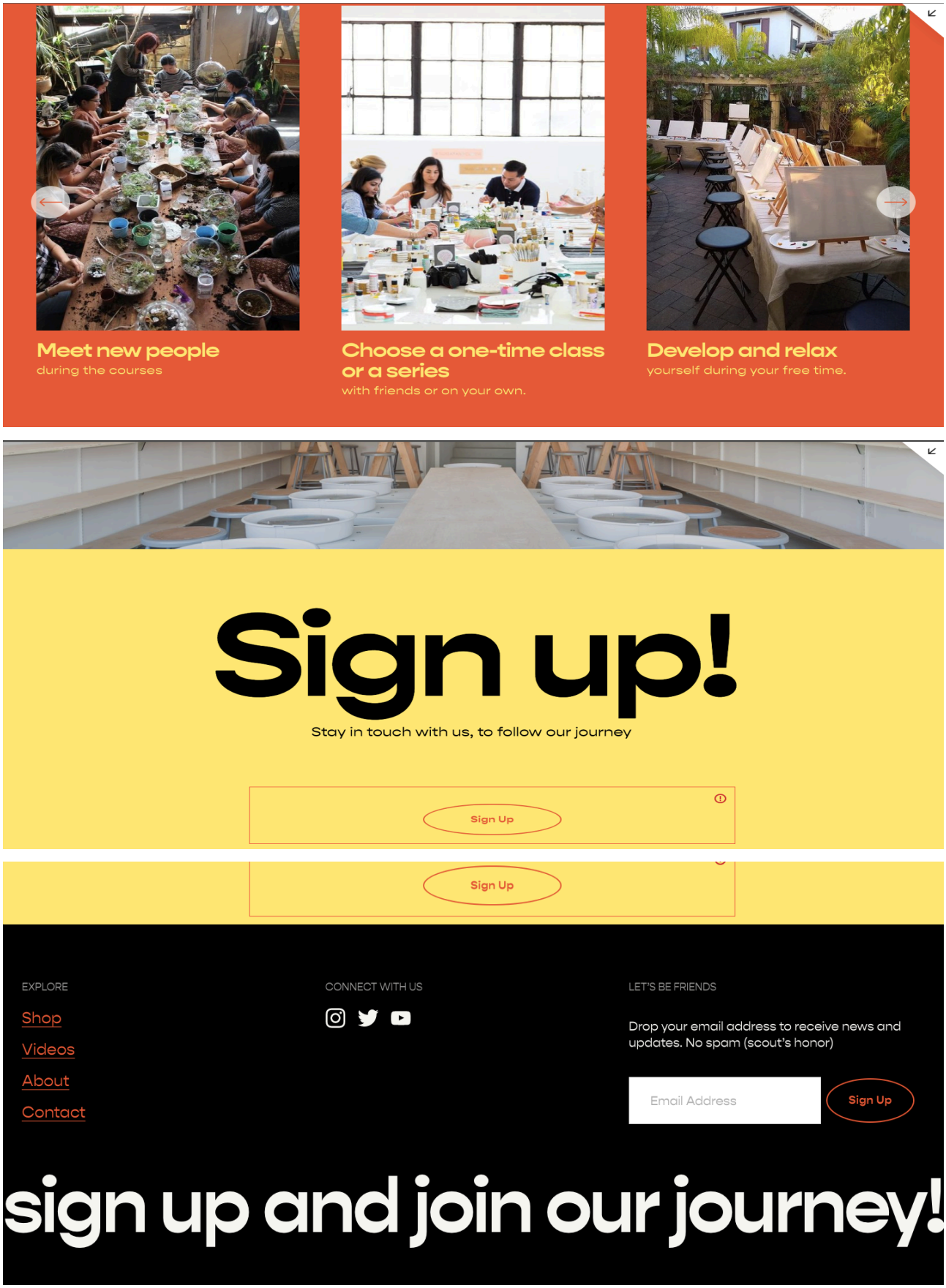
Join the new leisure trend

Booking craft courses and workshops

made easy

Project Courisfy is a booking platform for offline craft courses and workshops that connects workshop boutiques with consumers. It is possible to book single courses or a series of lessons. All to establish a new trend and make craft courses as normal as sports or going to restaurants.

ime • Develop and relax yourself in your free time • Develop and relax yourself in your fre



The weblink is https://tunny-ranunculus-x58j.squarespace.com/

7 Discussion

7.1 Limitations

To begin with, 162 responses are insufficient to validate the claim's conclusions about the study's findings. The appropriate minimum sample size for this study was set at 385 participants in order to say something meaningful about the target population of 500.000 people. Furthermore, by using survey swap, many responders have the same demographics (students, low income, live in a city, are highly educated, and are between the ages of 18 and 25). That is the downside of using Survey Swap. On the other hand, this group is a potential customer, so gaining insights about them has been valuable. Next, the survey has been rigged according to best practices, yet it is still challenging to represent the pain or desire of a considerable group of individuals in a single statement. Therefore, it is probable that the interpretation of the sentence was only sometimes comprehended correctly.

7.2 Implications

Nonetheless, the outcomes correspond to expectations. Since people already have free time and spend it in a particular way, the business idea is more of a gain generator than a pain healer. If customers dislike their leisure time, they have likely already begun searching for alternatives. Consequently, the majority of free-time problems are resolved by the consumers themselves. In addition, the business concept is an addition to the current manner of spending leisure time; as a result, it provides benefits for customers and is more likely to be a gain generator than a pain reliever. The questionnaire findings and Chi-Square test also indicate this. Lastly, the results indicate that the business concept is promising, which is also valuable. The majority of responses exhibit good indicators.

7.3 Future Research

This time, literature has been used to develop thoughts about leisure, but it only sometimes matches the outcomes of the survey. Especially, because the business idea is more specific compared to the topics the scholars describe. Next time, it is more convenient to use in-depth interviews from which flow the assumptions that will be tested. This will result in two outcomes, a more valuable survey

because the questions and assumptions are better aligned with consumers and a better understanding of the pain points consumers deal with. Thereby it could be possible that this time in this Thesis, some pains and gains are overlooked, which had been indicated when in-depth interviews were used.

All value proposition insights are further translated to a minimum viable product to maintain testing. This landing page describes the plan and asks visitors to provide their email addresses or other information. Figure 3 shows a potential landing page that could be used to validate the concept with customers further. Finally, it is also possible to launch two landing pages and compare the outcomes with each other.

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9.1 Appendix 1 – The survey questions

Displaying the survey questions as they appeared to respondents in Qualtrics.

Project Thesis

Start of Block: Intro

Purpose Hi there!

We are X (that is not our final name yet, more on that during the questionnaire) and we are validating our business plan.

Nowadays, a lot of people use all sorts of platforms, for example, Classpass, to book sports classes or yoga lessons easily online. We want to create something similar for leisure courses and workshops, such as; photography, pottery, debating and cooking classes. An online booking platform for offline courses and workshops, with a cutting-edge design to drive a new trend in leisure time activities.

Your answers will be used for validating the business plan, your participation will be anonymous.
Thank you in advance, your input is very valuable to us.

Estimated time: 5 minutes

P.S.: This survey contains credits to get free survey responses at SurveySwap.io

End of Block: Intro

Start of Block: Persona

Q1 What is your age?

- <18 (1)
- 18-25 (2)
- 26-40 (3)
- 40-65 (4)
- 66> (5)

Q2 What is your Gender?

- Man (1)
- Female (2)
- Non-bin (3)
- PNTS (4)

Q3 What is your employment status?

- Student (1)
- Employment full time (2)
- Employment part time (3)
- seeking (4)
- Retired (5)
- PNTS (6)

Q4 Where do you live?

- Urban area (1)
- Non ubran area (2)
- Other (3)

Q5 What is the highest education received?

- No formal schooling (1)
- High school graduate (2)
- Bachelor's degree (3)
- Master's degree (4)
- Professional Doctorate Degree (5)
- Academic Doctorate Degree (6)

Q24 Which leisure activities do you perform the most? Multiple answers possible

- [ ] Watching tv or another screen (1)
- [ ] Seeing friends and family (2)
- [ ] Sports (3)
- [ ] Hobbies/courses/workshops (4)
- [ ] Cultural activities (5)
- [ ] Going to restaurants and bars (7)
- [ ] Travel (8)
- [ ] Reading (9)
- [ ] Shopping (10)
- [ ] Other (11) _____

Q17 How much euros do you spend on your leisure activities monthly, approximately?

- ○ 0-200 (1)
- ○ 200-500 (2)
- ○ 500-750 (3)
- ○ 750-1000 (4)
- ○ 1000> (5)

End of Block: Persona

Start of Block: Block 4

Q25 How much hours on average a week do you spend on...

	<5 hours (1)	5-10 hours (2)	10-15 hours (3)	15> hours (4)
Watching TV or other screen time (1)	○	○	○	○
Seeing Friends and family (2)	○	○	○	○
Sports (3)	○	○	○	○
Hobby or courses (painting, playing instrument, cooking) (4)	○	○	○	○
Cultural activities (5)	○	○	○	○
Going to bars or restaurants (6)	○	○	○	○
Travel (7)	○	○	○	○
Reading (9)	○	○	○	○
Shopping (10)	○	○	○	○

End of Block: Block 4

Start of Block: Block 5

Q26 Please answer the below statements

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
I am satisfied with how I spend my free time (1)	○	○	○	○	○
I spend too much time watching TV or using my phone. (17)	○	○	○	○	○
I am aware of the free time workshops and courses in my city (18)	○	○	○	○	○
My leisure activities are each week more or less similar (19)	○	○	○	○	○
I find it hard to learn new skills in my free time (20)	○	○	○	○	○
It's hard for me to meet new people when I have free time (21)	○	○	○	○	○
I find it hard to balance work/school, with free time (22)	○	○	○	○	○
I have trouble finding hobbies that match my interests (23)	○	○	○	○	○
I struggle to gain status through leisure activities (24)	○	○	○	○	○
When I'm having free time, It is hard to relax (25)	○	○	○	○	○
I find it hard to do leisure activities with friends and family (26)	○	○	○	○	○

End of Block: Block 5

Start of Block: Block 6

Q27 Please answer the below statements.
When I am having free time, I would like to ...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Do something different from what I usually do (2)	○	○	○	○	○
Spend less time watching TV or using my phone (12)	○	○	○	○	○
Know where to look for leisure time activities (13)	○	○	○	○	○
Discover new leisure activities (14)	○	○	○	○	○
Develop a new skill (15)	○	○	○	○	○
Relax (16)	○	○	○	○	○
Meet new people (17)	○	○	○	○	○
Balance my work/school with my free time (18)	○	○	○	○	○
Receive personal leisure recommendations (19)	○	○	○	○	○
Gain status via leisure time activities (20)	○	○	○	○	○
Spend time with family and friends (25)	○	○	○	○	○

End of Block: Block 6

Start of Block: Block 6

Q28 Through which way are you aware of the leisure offer in your neighbourhood? Multiple answers possible

- ☐ Friends or Family (1)
- ☐ Google (2)
- ☐ Social Media (3)
- ☐ Specific websites about leisure (4)
- ☐ Email or newsletters (5)
- ☐ I am not aware (6)
- ☐ Other (7)

End of Block: Block 6

Start of Block: Block 7

Q34 What do you think a leisure activity booking platform should have?

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Professional companies that offer the workshops (1)	○	○	○	○	○
The opportunity to sign up for a trial class (10)	○	○	○	○	○
To see reviews from people who have taken the course before (11)	○	○	○	○	○
Not to bring your own stuff to a class or workshop (12)	○	○	○	○	○
The possibility to book for more people, such as friends or family (13)	○	○	○	○	○

End of Block: Block 7

Start of Block: Block 7

Q36 Which brand name is most appealing to you for the booking platform?

- BookACourse (1)
- Coursy (2)
- Oty (3)
- Otium (4)
- Otiify (5)
- Other (6) _____

Q18 Which business model do you prefer?

- Subscription model and get credits in return (1)
- Pay per course (2)
- Monthly subscription with unlimited use (3)
- Other (4)

Q38 How likely is it that you would use the platform?

- Extremely unlikely (1)
- Somewhat unlikely (2)
- Neither likely nor unlikely (3)
- Somewhat likely (4)
- Extremely likely (5)

End of Block: Block 7

Start of Block: Block 8

Q17 Sounds this business plan like music to your ears and do you want to keep posted? Please, leave your email address and follow our journey.

_____

_____

_

End of Block: Block 8

9.2 Appendix 2 – The hypothesis

This appendix contains all of the business hypotheses. The assumptions have been written in a way that makes them amenable to testing with the Chi-squared test.

P1 - Satisfaction about free time spending

H 1.P1.1	H0: "Age is not associated with satisfaction about free time spending (P1)." H1: "Age is associated with satisfaction about free time spending (P1)."
H 1.P1.2	H0: "Gender is not associated with satisfaction about free time spending (P1)." H1: "Gender is associated with satisfaction about free time spending (P1)."
H 1.P1.3	H0: "Employment status is not associated with satisfaction about free time spending (P1)." H1: "Employment status is associated with satisfaction about free time spending (P1)."
H 1.P1.4	H0: "Employment status is not associated with satisfaction about free time spending (P1)." H1: "Employment status is associated with satisfaction about free time spending (P1)."
H 1.P1.5	H0: "Where people live is not associated with satisfaction about free time spending (P1)." H1: "Where people live is associated with satisfaction about free time spending (P1)."
H 1.P1.6	H0: "Education is not associated with satisfaction about free time spending (P1)." H1: "Education status is associated with satisfaction about free time spending (P1)."
H 1.P1.7	H0: "Spending's on leisure activities is not associated with satisfaction about free time spending (P1)." H1: "Spending's on leisure activities is associated with satisfaction about free time spending (P1)."

P2 – Spending too much time watching TV or other screens

H 1.P2.1	H0: "Age is not associated with spending too much time watching TV or other screens (P2)." H1: "Age is associated with spending too much time watching TV or other screens (P2)."
H 1.P2.2	H0: "Gender is not associated with spending too much time watching TV or other screens (P2)." H1: "Gender is associated with spending too much time watching TV or other screens (P2)."
H 1.P2.3	H0: "Employment status is not associated with spending too much time watching TV or other screens (P2)." H1: "Employment status is associated with spending too much time watching TV or other screens (P2)."
H 1.P2.4	H0: "Employment status is not associated with spending too much time watching TV or other screens (P2)." H1: "Employment status is associated with spending too much time watching TV or other screens (P2)."
H 1.P2.5	H0: "Where people live is not associated with spending too much time watching TV or other screens (P2)." H1: "Where people live is associated with spending too much time watching TV or other screens (P2)."
H 1.P2.6	H0: "Education is not associated with spending too much time watching TV or other screens (P2)." H1: "Education status is associated with spending too much time watching TV or other screens (P2)."
H 1.P2.7	H0: "Spending's on leisure activities is not associated with spending too much time watching TV or other screens (P2)." H1: "Spending's on leisure activities is associated with spending too much time watching TV or other screens (P2)."

G3 – People know where to look for leisure activities

H 1.P3.1	H0: "Age is not associated with awareness about free time workshops and courses around people (P3)." H1: "Age is associated with awareness about free time workshops and courses around people (P3)."

H 1.P3.2	H0: “Gender is not associated with awareness about free time workshops and courses around people (P3).” H1: “Gender is associated with awareness about free time workshops and courses around people (P3).”
H 1.P3.3	H0: “Employment status is not associated with awareness about free time workshops and courses around people (P3).” H1: “Employment status is associated with awareness about free time workshops and courses around people (P3).”
H 1.P3.4	H0: “Employment status is not associated with awareness about free time workshops and courses around people (P3).” H1: “Employment status is associated with awareness about free time workshops and courses around people (P3).”
H 1.P3.5	H0: “Where people live is not associated with awareness about free time workshops and courses around people (P3).” H1: “Where people live is associated with awareness about free time workshops and courses around people (P3).”
H 1.P3.6	H0: “Education is not associated with awareness about free time workshops and courses around people (P3).” H1: “Education status is associated with awareness about free time workshops and courses around people (P3).”
H 1.P3.7	H0: “Spending’s on leisure activities is not associated with awareness about free time workshops and courses around people (P3).” H1: “Spending’s on leisure activities is associated with awareness about free time workshops and courses around people (P3).”

P4 – Each week the same leisure activities

H 1.P4.1	H0: “Age is not associated with each week the same leisure activities (P4).” H1: “Age is associated with each week the same leisure activities (P4).”
H 1.P4.2	H0: “Gender is not associated with each week the same leisure activities (P4).” H1: “Gender is associated with each week the same leisure activities (P4).”
H 1.P4.3	H0: “Employment status is not associated with each week the same leisure activities (P4).” H1: “Employment status is associated with each week the same leisure activities (P4).”
H 1.P4.4	H0: “Employment status is not associated with each week the same leisure activities (P4).” H1: “Employment status is associated with each week the same leisure activities (P4).”
H 1.P4.5	H0: “Where people live is not associated with each week the same leisure activities (P4).” H1: “Where people live is associated with each week the same leisure activities (P4).”
H 1.P4.6	H0: “Education is not associated with each week the same leisure activities (P4).” H1: “Education status is associated with each week the same leisure activities (P4).”
H 1.P4.7	H0: “Spending’s on leisure activities is not associated with each week the same leisure activities (P4).” H1: “Spending’s on leisure activities is associated with each week the same leisure activities (P4).”

P5 – Hard to learn new skills in free time

H 1.P5.1	H0: “Age is not associated with believing it is hard to learn a new skill in free time (P5).” H1: “Age is associated with believing it is hard to learn a new skill in free time (P5).”
H 1.P5.2	H0: “Gender is not associated with believing it is hard to learn a new skill in free time (P5).” H1: “Gender is associated with believing it is hard to learn a new skill in free time (P5).”
H 1.P5.3	H0: “Employment status is not associated with believing it is hard to learn a new skill in free time (P5).” H1: “Employment status is associated with believing it is hard to learn a new skill in free time (P5).”
H 1.P5.4	H0: “Employment status is not associated with believing it is hard to learn a new skill in free time (P5).” H1: “Employment status is associated with believing it is hard to learn a new skill in free time (P5).”

H 1.P5.5	H0: “Where people live is not associated with believing it is hard to learn a new skill in free time (P5).” H1: “Where people live is associated with believing it is hard to learn a new skill in free time (P5).”
H 1.P5.6	H0: “Education is not associated with each believing it is hard to learn a new skill in free time (P5).” H1: “Education status is associated with each believing it is hard to learn a new skill in free time (P5).”
H 1.P5.7	H0: “Spending’s on leisure activities is not associated with believing it is hard to learn a new skill in free time (P5).” H1: “Spending’s on leisure activities is associated with believing it is hard to learn a new skill in free time (P5).”

P6 – Hard to learn people in free time

H 1.P6.1	H0: “Age is not associated with believing it is hard to learn a new people in free time (P6).” H1: “Age is associated with believing it is hard to learn a new people in free time (P6).”
H 1.P6.2	H0: “Gender is not associated with believing it is hard to learn a new people in free time (P6).” H1: “Gender is associated with believing it is hard to learn a new people in free time (P6).”
H 1.P6.3	H0: “Employment status is not associated with believing it is hard to learn a new people in free time (P6).” H1: “Employment status is associated with believing it is hard to learn a new people in free time (P6).”
H 1.P6.4	H0: “Employment status is not associated with believing it is hard to learn a new people in free time (P6).” H1: “Employment status is associated with believing it is hard to learn a new people in free time (P6).”
H 1.P6.5	H0: “Where people live is not associated with believing it is hard to learn a new people in free time (P6).” H1: “Where people live is associated with believing it is hard to learn a new people in free time (P6).”
H 1.P6.6	H0: “Education is not associated with believing it is hard to learn a new people in free time (P6).” H1: “Education status is associated with believing it is hard to learn a new people in free time (P6).”
H 1.P6.7	H0: “Spending’s on leisure activities is not associated with believing it is hard to learn a new people in free time (P6).”H1: “Spending’s on leisure activities is associated with believing it is hard to learn a new people in free time (P6).”

P7 – Hard to balance work/school with free time

H 1.P7.1	H0: “Age is not associated with finding it hard to balance work/school with free time (P7).” H1: “Age is associated with finding it hard to balance work/school with free time (P7).”
H 1.P7.2	H0: “Gender is not associated with finding it hard to balance work/school with free time (P7).” H1: “Gender is associated with finding it hard to balance work/school with free time (P7).”
H 1.P7.3	H0: “Employment status is not associated with finding it hard to balance work/school with free time (P7).” H1: “Employment status is associated with finding it hard to balance work/school with free time (P7).”
H 1.P7.4	H0: “Employment status is not associated with finding it hard to balance work/school with free time (P7).” H1: “Employment status is associated with finding it hard to balance work/school with free time (P7).”
H 1.P7.5	H0: “Where people live is not associated with finding it hard to balance work/school with free time (P7).” H1: “Where people live is associated with finding it hard to balance work/school with free time (P7).”
H 1.P7.6	H0: “Education is not associated with finding it hard to balance work/school with free time (P7).” H1: “Education status is associated with finding it hard to balance work/school with free time (P7).”

H 1.P7.7	H0: “Spending’s on leisure activities is not associated with finding it hard to balance work/school with free time (P7).” H1: “Spending’s on leisure activities is associated with finding it hard to balance work/school with free time (P7).”

P8 – Trouble finding hobbies that match interest

H 1.P8.1	H0: “Age is not associated with trouble finding hobbies that match interest (P8).” H1: “Age is associated with trouble finding hobbies that match interest (P8).”
H 1.P8.2	H0: “Gender is not associated with trouble finding hobbies that match interest (P8).” H1: “Gender is associated with trouble finding hobbies that match interest (P8).”
H 1.P8.3	H0: “Employment status is not associated with trouble finding hobbies that match interest (P8).” H1: “Employment status is associated with trouble finding hobbies that match interest (P8).”
H 1.P8.4	H0: “Employment status is not associated with trouble finding hobbies that match interest (P8).” H1: “Employment status is associated with trouble finding hobbies that match interest (P8).”
H 1.P8.5	H0: “Where people live is not associated with trouble finding hobbies that match interest (P8).” H1: “Where people live is associated with trouble finding hobbies that match interest (P8).”
H 1.P8.6	H0: “Education is not associated with trouble finding hobbies that match interest (P8).” H1: “Education status is associated with trouble finding hobbies that match interest (P8).”
H 1.P8.7	H0: “Spending’s on leisure activities is not associated with trouble finding hobbies that match interest (P8).” H1: “Spending’s on leisure activities is associated with trouble finding hobbies that match interest (P8).”

P9 – Struggle to gain status through leisure activities

H 1.P9.1	H0: “Age is not associated with the struggle to gain status through leisure activities (P9).” H1: “Age is associated with the struggle to gain status through leisure activities (P9).”
H 1.P9.2	H0: “Gender is not associated with the struggle to gain status through leisure activities (P9).” H1: “Gender is associated with the struggle to gain status through leisure activities (P9).”
H 1.P9.3	H0: “Employment status is not associated with the struggle to gain status through leisure activities (P9).” H1: “Employment status is associated with the struggle to gain status through leisure activities (P9).”
H 1.P9.4	H0: “Employment status is not associated with the struggle to gain status through leisure activities (P9).” H1: “Employment status is associated with the struggle to gain status through leisure activities (P9).”
H 1.P9.5	H0: “Where people live is not associated with the struggle to gain status through leisure activities (P9).” H1: “Where people live is associated with the struggle to gain status through leisure activities (P9).”
H 1.P9.6	H0: “Education is not associated with the struggle to gain status through leisure activities (P9).” H1: “Education status is associated with the struggle to gain status through leisure activities (P9).”
H 1.P9.7	H0: “Spending’s on leisure activities is not associated with the struggle to gain status through leisure activities (P9).” H1: “Spending’s on leisure activities is associated with the struggle to gain status through leisure activities (P9).”

P10 – Finding it hard to relax during free time

H 1.P10.1	H0: “Age is not associated with finding it hard to relax during free time (P10).” H1: “Age is associated with finding it hard to relax during free time (P10).”

H 1.P10.2	H0: “Gender is not associated with finding it hard to relax during free time (P10).” H1: “Gender is associated with finding it hard to relax during free time (P10).”
H 1.P10.3	H0: “Employment status is not associated with finding it hard to relax during free time (P10).” H1: “Employment status is associated with finding it hard to relax during free time (P10).”
H 1.P10.4	H0: “Employment status is not associated with finding it hard to relax during free time (P10).” H1: “Employment status is associated with finding it hard to relax during free time (P10).”
H 1.P10.5	H0: “Where people live is not associated with finding it hard to relax during free time (P10).” H1: “Where people live is associated with finding it hard to relax during free time (P10).”
H 1.P10.6	H0: “Education is not associated with finding it hard to relax during free time (P10).” H1: “Education status is associated with finding it hard to relax during free time (P10).”
H 1.P10.7	H0: “Spending’s on leisure activities is not associated with finding it hard to relax during free time (P10).” H1: “Spending’s on leisure activities is associated with finding it hard to relax during free time (P10).”

P11 – Finding it hard do leisure activities with friends and family

H 1.P11.1	H0: “Age is not associated with finding it hard do leisure activities with friends and family (P11).” H1: “Age is associated with finding it hard do leisure activities with friends and family (P11).”
H 1.P11.2	H0: “Gender is not associated with finding it hard do leisure activities with friends and family (P11).” H1: “Gender is associated with finding it hard do leisure activities with friends and family (P11).”
H 1.P11.3	H0: “Employment status is not associated with finding it hard do leisure activities with friends and family (P11).” H1: “Employment status is associated with finding it hard do leisure activities with friends and family (P11).”
H 1.P11.4	H0: “Employment status is not associated with finding it hard do leisure activities with friends and family (P11).” H1: “Employment status is associated with finding it hard do leisure activities with friends and family (P11).”
H 1.P11.5	H0: “Where people live is not associated with finding it hard do leisure activities with friends and family (P11).” H1: “Where people live is associated with finding it hard do leisure activities with friends and family (P11).”
H 1.P11.6	H0: “Education is not associated with finding it hard do leisure activities with friends and family (P11).” H1: “Education status is associated with finding it hard do leisure activities with friends and family (P11).”
H 1.P11.7	H0: “Spending’s on leisure activities is not associated with finding it hard do leisure activities with friends and family (P11).” H1: “Spending’s on leisure activities is associated with finding it hard do leisure activities with friends and family (P11).”

G1 – The desire to do something different in free time than usual

H 2.G1.1	H0: "Age is not associated with the desire to do something different in free time than usual (G1)." H1: "Age is associated with the desire to do something different in free time than usual (G1)."
H 2.G1.2	H0: "Gender is not associated with the desire to do something different in free time than usual (G1)." H1: "Gender is associated with the desire to do something different in free time than usual (G1)."
H 2.G1.3	H0: "Employment status is not associated with the desire to do something different in free time than usual (G1)." H1: "Employment status is associated with the desire to do something different in free time than usual (G1)."
H 2.G1.4	H0: "Employment status is not associated with the desire to do something different in free time than usual (G1)." H1: "Employment status is associated with the desire to do something different in free time than usual (G1)."
H 2.G1.5	H0: "Where people live is not associated with the desire to do something different in free time than usual (G1)." H1: "Where people live is associated with the desire to do something different in free time than usual (G1)."
H 2.G1.6	H0: "Education is not associated with the desire to do something different in free time than usual (G1)." H1: "Education status is associated with the desire to do something different in free time than usual (G1)."
H 2.G1.7	H0: "Spending's on leisure activities is not associated with the desire to do something different in free time than usual (G1)." H1: "Spending's on leisure activities is associated with the desire to do something different in free time than usual (G1)."

G2 – the desire to spend less time watching TV or using a phone

H 2.G2.1	H0: "Age is not associated with the desire to spend less time watching TV or using a phone (G2)." H1: "Age is associated with the desire to spend less time watching TV or using a phone (G2)."
H 2.G2.2	H0: "Gender is not associated with the desire to spend less time watching TV or using a phone (G2)." H1: "Gender is associated with the desire to spend less time watching TV or using a phone (G2)."
H 2.G2.3	H0: "Employment status is not associated with the desire to spend less time watching TV or using a phone (G2)." H1: "Employment status is associated with the desire to spend less time watching TV or using a phone (G2)."
H 2.G2.4	H0: "Employment status is not associated with the desire to spend less time watching TV or using a phone (G2)." H1: "Employment status is associated with the desire to spend less time watching TV or using a phone (G2)."
H 2.G2.5	H0: "Where people live is not associated with the desire to spend less time watching TV or using a phone (G2)." H1: "Where people live is associated with the desire to spend less time watching TV or using a phone (G2)."
H 2.G2.6	H0: "Education is not associated with the desire to spend less time watching TV or using a phone (G2)." H1: "Education status is associated with the desire to spend less time watching TV or using a phone (G2)."

H 2.G2.7	H0: “Spending’s on leisure activities is not associated with the desire to spend less time watching TV or using a phone (G2).” H1: “Spending’s on leisure activities is associated with the desire to spend less time watching TV or using a phone (G2).”

G3 – People know where to look for leisure activities

H 2.G3.1	H0: “Age is not associated with people know where to look for leisure activities people (G3).” H1: “Age is associated with people know where to look for leisure activities (G3).”
H 2.G3.2	H0: “Gender is not associated with people know where to look for leisure activities (G3).” H1: “Gender is associated with people know where to look for leisure activities (G3).”
H 2.G3.3	H0: “Employment status is not associated with people know where to look for leisure activities (G3).” H1: “Employment status is associated with people know where to look for leisure activities (G3).”
H 2.G3.4	H0: “Employment status is not associated with people know where to look for leisure activities (G3).” H1: “Employment status is associated with people know where to look for leisure activities (G3).”
H 2.G3.5	H0: “Where people live is not associated with people know where to look for leisure activities (G3).” H1: “Where people live is associated with people know where to look for leisure activities (G3).”
H 2.G3.6	H0: “Education is not associated with people know where to look for leisure activities (G3).” H1: “Education status is associated with people know where to look for leisure activities (G3).”
H 2.G3.7	H0: “Spending’s on leisure activities is not associated with people know where to look for leisure activities (G3).” H1: “Spending’s on leisure activities is associated with people know where to look for leisure activities (G3).”

G4 – The desire to discover new leisure activities

H 2.G4.1	H0: “Age is not associated with the desire to discover new leisure activities (G4).” H1: “Age is associated with the desire to discover new leisure activities (G4).”
H 2.G4.2	H0: “Gender is not associated with the desire to discover new leisure activities (G4).” H1: “Gender is associated with the desire to discover new leisure activities (G4).”
H 2.G4.3	H0: “Employment status is not associated with the desire to discover new leisure activities (G4).” H1: “Employment status is associated with the desire to discover new leisure activities (G4).”
H 2.G4.4	H0: “Employment status is not associated with the desire to discover new leisure activities (G4).” H1: “Employment status is associated with the desire to discover new leisure activities (G4).”
H 2.G4.5	H0: “Where people live is not associated with the desire to discover new leisure activities (G4).” H1: “Where people live is associated with the desire to discover new leisure activities (G4).”
H 2.G4.6	H0: “Education is not associated with the desire to discover new leisure activities (G4).” H1: “Education status is associated with the desire to discover new leisure activities (G4).”
H 2.G4.7	H0: “Spending’s on leisure activities is not associated with the desire to discover new leisure activities (G4).” H1: “Spending’s on leisure activities is associated with the desire to discover new leisure activities (G4).”

G5 – The desire to learn a new skill

H 2.G5.1	H0: “Age is not associated with the desire to learn a new skill (G5).” H1: “Age is associated with the desire to learn a new skill (G5).”
H 2.G5.2	H0: “Gender is not associated with the desire to learn a new skill (G5).” H1: “Gender is associated with the desire to learn a new skill (G5).”
H 2.G5.3	H0: “Employment status is not associated with the desire to learn a new skill (G5).” H1: “Employment status is associated with the desire to learn a new skill (G5).”
H 2.G5.4	H0: “Employment status is not associated with the desire to learn a new skill (G5).” H1: “Employment status is associated with the desire to learn a new skill (G5).”
H 2.G5.5	H0: “Where people live is not associated with the desire to learn a new skill (G5).” H1: “Where people live is associated with the desire to learn a new skill (G5).”
H 2.G5.6	H0: “Education is not associated with the desire to learn a new skill (G5).” H1: “Education status is associated with the desire to learn a new skill (G5).”
H 2.G5.7	H0: “Spending’s on leisure activities is not associated with the desire to learn a new skill (G5).” H1: “Spending’s on leisure activities is associated with the desire to learn a new skill (G5).”

G6 – The desire to relax in free time

H 2.G6.1	H0: “Age is not associated with the desire to relax in free time (G6).” H1: “Age is associated with the desire to relax in free time (G6).”
H 2.G6.2	H0: “Gender is not associated with the desire to relax in free time (G6).” H1: “Gender is associated with the desire to relax in free time (G6).”
H 2.G6..3	H0: “Employment status is not associated the desire to relax in free time (G6).” H1: “Employment status is associated with the desire to relax in free time (G6).”
H 2.G6..4	H0: “Employment status is not associated with the desire to relax in free time (G6).” H1: “Employment status is associated with the desire to relax in free time (G6).”
H 2.G6..5	H0: “Where people live is not associated with the desire to relax in free time (G6).” H1: “Where people live is associated with the desire to relax in free time (G6).”
H 2.G6..6	H0: “Education is not associated with the desire to relax in free time (G6).” H1: “Education status is associated with the desire to relax in free time (G6).”
H 2.G6..7	H0: “Spending’s on leisure activities is not associated with the desire to relax in free time (G6).” H1: “Spending’s on leisure activities is associated with the desire to relax in free time (G6).”

G7 – The desire to meet new people in free time

H 2.G7.1	H0: “Age is not associated with the desire to meet new people in free time (G7).” H1: “Age is associated with the desire to meet new people in free time (G7).”
H 2.G7..2	H0: “Gender is not associated with the desire to meet new people in free time (G7).” H1: “Gender is associated with the desire to meet new people in free time (G7).”
H 2.G7..3	H0: “Employment status is not associated with the desire to meet new people in free time (G7).”

	H1: “Employment status is associated with the desire to meet new people in free time (G7).”
H 2.G7..4	H0: “Employment status is not associated with the desire to meet new people in free time (G7).” H1: “Employment status is associated with the desire to meet new people in free time (G7).”
H 2.G7..5	H0: “Where people live is not associated with the desire to meet new people in free time (G7).” H1: “Where people live is associated with the desire to meet new people in free time (G7).”
H 2.G7..6	H0: “Education is not associated with the desire to meet new people in free time (G7).” H1: “Education status is associated with the desire to meet new people in free time (G7).”
H 2.G7..7	H0: “Spending’s on leisure activities is not associated with the desire to meet new people in free time (G7).” H1: “Spending’s on leisure activities is associated with the desire to meet new people in free time (G7).”

G8 – The desire to balance work/school with free time

H 2.G8.1	H0: “Age is not associated with the desire to balance work/school with free time (G8).” H1: “Age is associated with the desire to balance work/school with free time (G8).”
H 2.G8.2	H0: “Gender is not associated with the desire to balance work/school with free time (G8).” H1: “Gender is associated with the desire to balance work/school with free time (G8).”
H 2.G8.3	H0: “Employment status is not associated with the desire to balance work/school with free time (G8).” H1: “Employment status is associated with the desire to balance work/school with free time (G8).”
H 2.G8.4	H0: “Employment status is not associated with the desire to balance work/school with free time (G8).” H1: “Employment status is associated with the desire to balance work/school with free time (G8).”
H 2.G8.5	H0: “Where people live is not associated with the desire to balance work/school with free time (G8).” H1: “Where people live is associated with the desire to balance work/school with free time (G8).”
H 2.G8.6	H0: “Education is not associated with the desire to balance work/school with free time (G8).” H1: “Education status is associated with the desire to balance work/school with free time (G8).”
H 2.G8.7	H0: “Spending’s on leisure activities is not associated with the desire to balance work/school with free time (G8).” H1: “Spending’s on leisure activities is associated with the desire to balance work/school with free time (G8).”

G9 – The desire to receive personal leisure recommendations

H 2.G9.1	H0: “Age is not associated with the desire to receive personal leisure recommendations (G9).” H1: “Age is associated with the desire to receive personal leisure recommendations (G9).”
H 2.G9.2	H0: “Gender is not associated with the desire to receive personal leisure recommendations (G9).” H1: “Gender is associated with the desire to receive personal leisure recommendations (G9).”
H 2.G9.3	H0: “Employment status is not associated with the desire to receive personal leisure recommendations (G9).” H1: “Employment status is associated with the desire to receive personal leisure recommendations (G9).”
H 2.G9.4	H0: “Employment status is not associated with the desire to receive personal leisure recommendations (G9).” H1: “Employment status is associated with the desire to receive personal leisure recommendations (G9).”
H 2.G9.5	H0: “Where people live is not associated with the desire to receive personal leisure recommendations (G9).” H1: “Where people live is associated with the desire to receive personal leisure recommendations (G9).”

H 2.G9.6	H0: “Education is not associated with the desire to receive personal leisure recommendations (G9).” H1: “Education status is associated with the desire to receive personal leisure recommendations (G9).”
H 2.G9.7	H0: “Spending’s on leisure activities is not associated the desire to receive personal leisure recommendations (G9).” H1: “Spending’s on leisure activities is associated the desire to receive personal leisure recommendations (G9).”

G10 – Desire to gain status through leisure activities

H 2.G10.1	H0: “Age is not associated with the desire to gain status through leisure activities (G10).” H1: “Age is associated with the desire to gain status through leisure activities (G10).”
H 2.G10.2	H0: “Gender is not associated with the desire to gain status through leisure activities (G10).” H1: “Gender is associated with the desire to gain status through leisure activities (G10).”
H 2.G10.3	H0: “Employment status is not associated with the desire to gain status through leisure activities (G10).” H1: “Employment status is associated with the desire to gain status through leisure activities (G10).”
H 2.G10.4	H0: “Employment status is not associated with the desire to gain status through leisure activities (G10).” H1: “Employment status is associated with the desire to gain status through leisure activities (G10).”
H 2.G10.5	H0: “Where people live is not associated with the desire to gain status through leisure activities (G10).” H1: “Where people live is associated with the desire to gain status through leisure activities (G10).”
H 2.G10.6	H0: “Education is not associated with the desire to gain status through leisure activities (G10).” H1: “Education status is associated with the desire to gain status through leisure activities (G10).”
H 2.G10.7	H0: “Spending’s on leisure activities is not associated with the desire to gain status through leisure activities (G10).” H1: “Spending’s on leisure activities is associated with the desire to gain status through leisure activities (G10).”

G11 – Desire to spend time with family and friends during leisure time

H 2.G11.1	H0: “Age is not associated with the desire to spend time with family and friends during leisure time (G11).” H1: “Age is associated with the desire to spend time with family and friends during leisure time (G11).”
H 2.G11.2	H0: “Gender is not associated with the desire to spend time with family and friends during leisure time (G11).” H1: “Gender is associated with the desire to spend time with family and friends during leisure time (G11).”
H 2.G11.3	H0: “Employment status is not associated with the desire to spend time with family and friends during leisure time (G11).” H1: “Employment status is associated with the desire to spend time with family and friends during leisure time (G11).”
H 2.G11.4	H0: “Employment status is not associated with the desire to spend time with family and friends during leisure time (G11).” H1: “Employment status is associated with the desire to spend time with family and friends during leisure time (G11).”

H 2.G11.5	H0: “Where people live is not associated with the desire to spend time with family and friends during leisure time (G11).” H1: “Where people live is associated with the desire to spend time with family and friends during leisure time (G11).”
H 2.G11.6	H0: “Education is not associated with the desire to spend time with family and friends during leisure time (G11).” H1: “Education status is associated with the desire to spend time with family and friends during leisure time (G11).”
H 2.G11.7	H0: “Spending’s on leisure activities is not associated with the desire to spend time with family and friends during leisure time (G11).” H1: “Spending’s on leisure activities is associated with the desire to spend time with family and friends during leisure time (G11).”

J1 – The demand for workshops hosted by professional company’s

H 3.J1.1	H0: “Age is not associated with the demand for workshops hosted by professional company’s (J1).” H1: “Age is associated with the demand for workshops hosted by professional company’s (J1).”
H 3.J1.2	H0: “Gender is not associated with the demand for workshops hosted by professional company’s (J1).” H1: “Gender is associated with the demand for workshops hosted by professional company’s (J1).”
H 3.J1.3	H0: “Employment status is not associated with the demand for workshops hosted by professional company’s (J1).” H1: “Employment status is associated with the demand for workshops hosted by professional company’s (J1).”
H 3.J1.4	H0: “Employment status is not associated with the demand for workshops hosted by professional company’s (J1).” H1: “Employment status is associated with the demand for workshops hosted by professional company’s (J1).”
H 3.J1.5	H0: “Where people live is not associated with the demand for workshops hosted by professional company’s (J1).” H1: “Where people live is associated with the demand for workshops hosted by professional company’s (J1).”
H 3.J1.6	H0: “Education is not associated with the demand for workshops hosted by professional company’s (J1).” H1: “Education status is associated with the demand for workshops hosted by professional company’s (J1).”
H 3.J1.7	H0: “Spending’s on leisure activities is not associated with the demand for workshops hosted by professional company’s (J1).” H1: “Spending’s on leisure activities is associated with the demand for workshops hosted by professional company’s (J1).”

J2 – The demand to sign up for a trial class

H 3.J2.1	H0: “Age is not associated with the demand to sign up for a trial class (J2).” H1: “Age is associated with the demand to sign up for a trial class (J2).”

H 3.J2.2	H0: “Gender is not associated with the demand to sign up for a trial class (J2).” H1: “Gender is associated with the demand to sign up for a trial class (J2).”
H 3.J2.3	H0: “Employment status is not associated with the demand to sign up for a trial class (J2).” H1: “Employment status is associated with the demand to sign up for a trial class (J2).”
H 3.J2.4	H0: “Employment status is not associated with the demand to sign up for a trial class (J2).” H1: “Employment status is associated with the demand to sign up for a trial class (J2).”
H 3.J2.5	H0: “Where people live is not associated with the demand to sign up for a trial class (J2).” H1: “Where people live is associated with the demand to sign up for a trial class (J2).”
H 3.J2.6	H0: “Education is not associated with the demand to sign up for a trial class (J2).” H1: “Education status is associated with the demand to sign up for a trial class (J2).”
H 3.J2.7	H0: “Spending’s on leisure activities is not associated with the demand to sign up for a trial class (J2).” H1: “Spending’s on leisure activities is associated with the demand to sign up for a trial class (J2).”

J3 – The demand to see review from former participants

H 3.J3.1	H0: “Age is not associated with the demand to see review from former participants (J3).” H1: “Age is associated with the demand to see review from former participants (J3).”
H 3.J3.2	H0: “Gender is not associated with the demand to see review from former participants (J3).” H1: “Gender is associated with the demand to see review from former participants (J3).”
H 3.J3.3	H0: “Employment status is not associated with the demand to see review from former participants (J3).” H1: “Employment status is associated with the demand to see review from former participants (J3).”
H 3.J3.4	H0: “Employment status is not associated with the demand to see review from former participants (J3).” H1: “Employment status is associated with the demand to see review from former participants (J3).”
H 3.J3.5	H0: “Where people live is not associated with the demand to see review from former participants (J3).” H1: “Where people live is associated with the demand to see review from former participants (J3).”
H 3.J3.6	H0: “Education is not associated with the demand to see review from former participants (J3).” H1: “Education status is associated with the demand to see review from former participants (J3).”
H 3.J3.7	H0: “Spending’s on leisure activities is not associated with the demand to see review from former participants (J3).” H1: “Spending’s on leisure activities is associated with the demand to see review from former participants (J3).”

J4 – The demand not to bring own stuff to the courses

H 3.J4.1	H0: “Age is not associated with the demand not to bring own stuff to the courses (J4).” H1: “Age is associated with the demand not to bring own stuff to the courses (J4).”
H 3.J4.2	H0: “Gender is not associated with the demand not to bring own stuff to the courses (J4).” H1: “Gender is associated with the demand not to bring own stuff to the courses (J4).”
H 3.J4.3	H0: “Employment status is not associated with the demand not to bring own stuff to the courses (J4).” H1: “Employment status is associated with the demand not to bring own stuff to the courses (J4).”
H 3.J4.4	H0: “Employment status is not associated with the demand not to bring own stuff to the courses (J4).”

	H1: “Employment status is associated with the demand not to bring own stuff to the courses (J4).”
H 3.J4.5	H0: “Where people live is not associated with the demand not to bring own stuff to the courses (J4).” H1: “Where people live is associated with the demand not to bring own stuff to the courses (J4).”
H 3.J4.6	H0: “Education is not associated with the demand not to bring own stuff to the courses (J4).” H1: “Education status is associated with the demand not to bring own stuff to the courses (J4).”
H 3.J4.7	H0: “Spending’s on leisure activities is not associated with the demand not to bring own stuff to the courses (J4).” H1: “Spending’s on leisure activities is associated with the demand not to bring own stuff to the courses (J4).”

J5 – The demand to book for more people

H 3.J5.1	H0: “Age is not associated with the demand to book for more people (J5).” H1: “Age is associated with the demand to book for more people (J5).”
H 3.J5.2	H0: “Gender is not associated with the demand to book for more people (J5).” H1: “Gender is associated with the demand to book for more people (J5).”
H 3.J5.3	H0: “Employment status is not associated with the demand to book for more people (J5).” H1: “Employment status is associated with the demand to book for more people (J5).”
H 3.J5.4	H0: “Employment status is not associated with the demand to book for more people (J5).” H1: “Employment status is associated with the demand to book for more people (J5).”
H 3.J5.5	H0: “Where people live is not associated with the demand to book for more people (J5).” H1: “Where people live is associated with the demand to book for more people (J5).”
H 3.J5.6	H0: “Education is not associated with the demand to book for more people (J5).” H1: “Education status is associated with the demand to book for more people (J5).”
H 3.J5.7	H0: “Spending’s on leisure activities is not associated with the demand to book for more people (J5).” H1: “Spending’s on leisure activities is associated with the demand to book for more people (J5).”

9.3 Appendix 3 – The Demographics

This Appendix presents the demographic graphs, generated by SPSS.

What is your age?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<18	3	1.8	1.9	1.9
	18-25	89	53.9	54.9	56.8
	26-40	66	40.0	40.7	97.5
	40-65	3	1.8	1.9	99.4
	66>	1	.6	.6	100.0
	Total	162	98.2	100.0	
Missing	System	3	1.8		
Total		165	100.0		

What is your Gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	56	33.9	34.6	34.6
	Female	104	63.0	64.2	98.8
	Non-bin	1	.6	.6	99.4
	PNTS	1	.6	.6	100.0
	Total	162	98.2	100.0	
Missing	System	3	1.8		
Total		165	100.0		

What is your employment status?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student	78	47.3	48.1	48.1
	Employment full time	69	41.8	42.6	90.7
	Employment part time	9	5.5	5.6	96.3
	seeking	2	1.2	1.2	97.5
	Retired	1	.6	.6	98.1
	PNTS	3	1.8	1.9	100.0
	Total	162	98.2	100.0	
Missing	System	3	1.8		
Total		165	100.0		

Where do you live?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban area	141	85.5	88.1	88.1
	Non ubran area	16	9.7	10.0	98.1

	Other	3	1.8	1.9	100.0
	Total	160	97.0	100.0	
Missing	System	5	3.0		
Total		165	100.0		

What is the highest education received?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No formal schooling	2	1.2	1.2	1.2
	High school graduate	24	14.5	14.8	16.0
	Bachelor's degree	48	29.1	29.6	45.7
	Master's degree	83	50.3	51.2	96.9
	Academic Doctorate Degree	5	3.0	3.1	100.0
	Total	162	98.2	100.0	
Missing	System	3	1.8		
Total		165	100.0		

9.4 Appendix 4 – Results Chi-square test

It is presented in a table format like this, because the SPSS results gained too much data and resulted in 500 pages. Therefore, the data has been summarized in Excel and copied to word to give a better overview.

	Age	Gender	Employment
P1	X^2 = 37.177 | df = 16 | *p* = .002	X^2 = 19.359 | df = 12 | *p* = .080	X^2 = 62.626 | df = 20 | p = < 0.001
P2	X^2 = 15.062 | df = 16 | p = 0.520	X^2 = 17.202 | df = 12 | *p* = 0.142	X^2 = 32.835 | df = 20 | *p* = .035
P3	X^2 = 17.453 | df = 16 | *p* = .357	X^2 = 13.166 | df = 12 | *p* = .357	X^2 = 20.166 |df = 20 | *p* = .448
P4	X^2 = 43.880 | df = 16 | *p* = < 0.001	X^2 = 14.591 | df = 12 | *p* = .265	X^2 = 33.809 | df = 20 | *p* = .027
P5	X^2 = 37.097 | df = 16 | *p* = 0.002	X^2 = 16.766 | df = 12 | *p* = 0.159	X^2 = 24.863 | df = 20 | *p* = .207
P6	X^2 = 29.748 | df = 16 | *p* = .019	X^2 = 15.942 | df = 12 | *p* = .194	X^2 = 20.131 | df = 20 | *p* = .450
P7	X^2 = 24.654 | df = 16 | *p* = .076	X^2 = 11.996 | df = 12 | *p* = .446	X^2 = 48.170 | df = 20 | *p* = <.001
P8	X^2 = 30.156 | df = 16 | *p* = .017	X^2 = 12.825 | df = 12 | *p* = .382	X^2 = 24.423 | df = 20 | *p* = .224
P9	X^2 = 43.694 | df = 16 | *p* = <.001	X^2 = 16.336 | df = 12 | *p* = .176	X^2 = 20.548 | df = 20 | *p* = .424
P10	X^2 = 11.607 | df = 16 | *p* = .771	X^2 = 18.465 | df = 12 | *p* = .102	X^2 = 49.202 | df = 20 | *p* = <.001
P11	X^2 = 38.190 | df = 16 | *p* = .001	X^2 = 13.245 | df = 12 | *p* = .351	X^2 = 24.810 | df = 20 | *p* = .209

	Age	Gender	Employment
G1	X^2 = 20.862| df = 16 | *p* = .184	X^2 = 16.651 | df = 12 | *p* = .163	X^2 = 49.214 | df = 20 | *p* = <.001
G2	X^2 = 35.930 | df = 16 | *p* = .003	X^2 = 30.345 | df = 12 | *p* = .002	X^2 = 18.573 | df = 20 | *p* = .550.
G3	X^2 = 70.101 | df = 16 | *p* = <.001	X^2 = 2.208 | df = 12 | *p* = .999	X^2 = 36.046 | df = 20 | *p* = .015
G4	X^2 = 31.128 | df = 16 | *p* = .013	X^2 = 7.871 | df = 12 | *p* = .795	X^2 = 42.113 | df = 20 | *p* = .003

G5	X^2 = 16.972 | df = 16 | *p* = .387	X^2 = 13.379 | df = 12 | *p* = .342	X^2 = 40.564 | df = 20 | *p* = .004
G6	X^2 = 12.155 | df = 16 | *p* = .733	X^2 = 18.251 | df = 12 | *p* = .108	X^2 = 37.495 | df = 20 | *p* = .010
G7	X^2 = 32.547 | df = 16 | *p* = .008	X^2 = 13.424 | df = 12 | *p* = .339	X^2 = 56.635 | df = 20 | *p* = <.001
G8	X^2 = 21.305 | df = 16 | *p* = .167	X^2 = 13.563 | df = 12 | *p* = .329	X^2 = 49.859 | df = 20 | *p* = <.001
G9	X^2 = 31.896 | df = 16 | *p* = .010	X^2 = 7.096 | df = 12 | *p* = .851	X^2 = 40.351 | df = 20 | *p* = .005
G10	X^2 = 50.990 | df = 16 | *p* = <.001	X^2 = 9.146 | df = 12 | *p* = .690	X^2 = 24.766 | df = 20 | *p* = .211
G11	X^2 = 26.884 | df = 16 | *p* = .043	X^2 = 50.366 | df = 12 | *p* = <.001	X^2 = 16.757 | df = 20 | *p* = .669

J1	X^2 = 55.911 | df = 16 | *p* = <.001	X^2 = 20.162 | df = 12 | *p* = .064	X^2 = 32.811 | df = 20 | *p* = .035
J2	X^2 = 50.321 | df = 16 | *p* = <.001	X^2 = 48.694 | df = 12 | *p* = <.001	X^2 = 39.277 | df = 20 | *p* = .006
J3	X^2 = 48.664 | df = 16 | *p* = .<.001	X^2 = 23.068 | df = 12 | *p* = .027	X^2 = 37.296 | df = 20 | *p* = .011
J4	X^2 = 49.543 | df = 16 | *p* = <.001	X^2 = 15.101 | df = 12 | *p* = .236.	X^2 = 49.914 | df = 20 | *p* = <.001
J5	X^2 = 18.849 | df = 16 | *p* = .277	X^2 = 44.175 | df = 12 | *p* = <.001	X^2 = 26.017 | df = 20 | p = .165

Where do you live	**Education**	**Spending's**	
X^2 = 8.172 | df = 8 | p = .417	X^2 = 43.881 | df = 16 | *p* = <.001	X^2 = 32.539 | df = 12 | *p* = .001	**P1**
X^2 = 6.510 |df = 8 | *p* = .590	X^2 = 14.026 | df = 16 | *p* = 0.597	X^2 = 12.362 | df = 12 | *p* = .417	**P2**
X^2 = 10.899 | df = 8 | *p* = .207	X^2 = 25.528 | df = 16 | *p* = .061	X^2 = 22.552 |df = 12 | *p* = .032	**P3**
X^2 = 17.975 | df = 8 | *p* = .021	X^2 = 37.870 | df = 16 | *p* = .002	X^2 = 33.041 | df = 12 | *p* = <.001	**P4**
X^2 = 4.515 | df = 8 | *p* = .808	X^2 = 26.737 | df = 16 | *p* = .045	X^2 = 20.717 | df = 12 | *p* = .055	**P5**

$X^2 = 5.239$ | df = 8 | $p = .726$	$X^2 = 40.816$ | df = 16 | $p = <.001$	$X^2 = 23.287$ | df = 12 | $p = .025$	**P6**
$X^2 = 6.776$ | df = 8 | $p = .561$	$X^2 = 28.327$ | df = 16 | $p = .029$	$X^2 = 21.166$ | df = 12 | $p = .048$	**P7**
$X^2 = 7.956$ | df = 8 | $p = .438$	$X^2 = 39.989$ | df = 16 | $p = <.001$	$X^2 = 23.243$ | df = 12 | $p = .026$	**P8**
$X^2 = 4.274$ | df = 8 | $p = .832$	$X^2 = 33.225$ | df = 16 | $p = .007$	$X^2 = 25.175$ | df = 12 | $p = .014$	**P9**
$X^2 = 8.612$ | df = 8 | $p = .376$	$X^2 = 37.142$ | df = 16 | $p = .002$	$X^2 = 38.190$ | df = 16 | $p = .001$	**P10**
$X^2 = 11.859$ | df = 8 | $p = .158$	$X^2 = 26.612$ | df = 16 | $p = .046$	$X^2 = 21.624$ | df = 12 | $p = .042$	**P11**

Where do you live	**Education**	**Spending's**	
$X^2 = 4.450$ | df = 8 | $p = .814$	$X^2 = 30.004$ | df = 16 | $p = .0.018$	$X^2 = 21.351$ | df = 12 | $p = .0.045$	**G1**
$X^2 = 15.034$ | df = 8 | $p = .058$	$X^2 = 33.812$ | df = 16 | $p = .006$	$X^2 = 16.213$ | df = 12 | $p = .182$	**G2**
$X^2 = 6.672$ | df = 8 | $p = .572$	$X^2 = 45.137$ | df = 16 | $p = <.001$	$X^2 = 45.763$ | df = 12 | $p = <.001$	**G3**
$X^2 = 6.050$ | df = 8 | $p = .642$	$X^2 = 38.008$ |df = 16 | $p = .002$	$X^2 = 19.612$ | df = 12 | $p = .075$	**G4**
$X^2 = 10.568$ | df = 8 | $p = .227$	$X^2 = 44.846$ | df = 16 | $p = <.001$	$X^2 = 11.454$ | df = 12 | $p = .490$	**G5**
$X^2 = 9.211$ | df = 8 | $p = .325$	$X^2 = 44.737$ | df = 16 | $p = <.001$	$X^2 = 44.741$ | df = 12 | $p = <.001$	**G6**
$X^2 = 15.985$ | df = 8 | $p = .043$	$X^2 = 55.935$ | df = 16 | $p = <.001$	$X^2 = 18.870$ | df = 12 | $p = .092$	**G7**
$X^2 = 5.091$ | df = 8 | $p = .748$	$X^2 = 30.150$ | df = 16 | $p = .017$	$X^2 = 9.259$ | df = 12 | $p = .681$	**G8**
$X^2 = 4.494$ | df = 8 | $p = .810$	$X^2 = 55.277$ | df = 16 | $p = <.001$	$X^2 = 34.245$ | df = 12 | $p = <.001$	**G9**
$X^2 = 6.132$ | df = 8 | $p = .632$	$X^2 = 27.806$ | df = 16 | $p = .033$	$X^2 = 20.019$ | df = 12 | $p = .067$	**G10**
$X^2 = 22.159$ | df = 8 | $p = .005$	$X^2 = 29.589$ | df = 16 | $p = .020$	$X^2 = 8.370$ | df = 12 | $p = .756$	**G11**

$X^2 = 17.188$ | df = 8 | $p = .028$	$X^2 = 38.501$ | df = 16 | $p = .001$	$X^2 = 13.809$ | df = 12 | $p = .313$	**J1**
$X^2 = 21.971$ | df = 8 | $p = .005$	$X^2 = 35.786$ | df = 16 | $p = .003$	$X^2 = 8.386$ | df = 12 | $p = .754$	**J2**
$X^2 = 18.243$ |df = 8 | $p = .019$	$X^2 = 41.472$ | df = 16 | $p = <.001$	$X^2 = 6.863$ | df = 12 | $p = .867$	**J3**
$X^2 = 4.828$ | df = 8 | $p = .775$	$X^2 = 32.198$ | df = 16 | $p = .009$	$X^2 = 16.249$ | df = 12 | $p = .180$	**J4**
$X^2 = 20.406$ | df = 8 | $p = .009$	$X^2 = 28.251$ | df = 16 | $p = .030$	$X^2 = 10.083$ | df = 12 | $p = 0.609$	**J5**

9.6 Appendix 6 – Results Chi Square Residual Analysis

The results of the Chi Square Residual Analysis. It is a summarized version, because the result tables generated by SPSS did not fit the file.

|z-value|	3,090232306	3,090232306	3,143980287	3,02334144
	Age	**Education**	**Employment**	**Spending's**
P1	18-25 26-40	**master * disagree (3,19)** **master * neutral (-3,14)** academic doctorate degree * strongly agree (3,19)	**full time * disagree (3,845)**	200-550 * disagree (3,33)
P4	40-65 *Disagree (4,39) 26-40 * Strongly agree (4,17)	**master's degree * neutral (-3,51)** Academic doctorate degree * disagree (3,19)	**Employment full time * strongly agree (3,51)**	750-1000 * Disagree (3,19) 0-200 * Strongly agree (-3,71) 200-500 * Strongly agree (4,47)
P5	40-65 * Strongly disagree (4,66)	academic doctorate degree * strongly disagree (3,42)	xy	xy
P6	x	Academic doctorate degree * disagree (3,96) No formal schooling * strongly agree (3,18)	xy	x
P7	xy	No formal schooling * strongly agree (3,50)	Seeking * Strongly Disagree (4,36)	750 - 1000 * Disagree (3,08)
P8	18-25 * neutral (3,13)	**Master's degree * disagree (-3,48)**	xy	0-200 * Disagree (3,63) 200-500 * Disagree (-3,82)
P9	40-65 * Strongly agree (5,47)	Academic Doc Degree * Strongly agree (3,98)	xy	x
P10	xy	Bachelor's degree * agree (-4,08) **Master's degree * agree (3,53)**	x	200-500 * Neutral (-3,33) 200-500 * Agree (3,24)
P11	40-65 * strongly agree (3,33) 18-25 * neutral (-3,78) 26-40 * Neutral (4,16)	x	xy	x

	Age	**Education**	**Employment**	**Spending's**

G1	x	**Masters' * Strongly Agree (3,12)** High school grad * Neutral (3,24)	**Full time * Strongly agree (3,49)**	200-500 *Strongly agree (3,76)
G2	<18 * Disagree (5,36)	No formal schooling * Disagree (3.20)	x	x
G3	40-65 * Strongly Disagree (6,43) 18-25 * Disagree (-3,80) 18-25 * Agree (3,43) 26-40 * Disagree (4,40) 26-40 * Agree (-3,27)	Academic doctorate degree * Strongly disagree (4,85)	Parttime * Strongly Disagree (3,42)	750-1000 * Strongly Disagree (4,85) 200-500 * Disagree (4,31)
G4	400-65 * Strongly disagree (4,98)	**Masters' * Agree (3,51)** High school grad * Agree (-3,42)	**Full time * agree (3,88)**	x
G5	x	High school grad * disagree (4,51) No formal schooling * strongly agree (3,50)	x	x
G6	x	High school grad * strongly disagree (4,19) High school grad * Agree (-3,42) **Masters' * Agree (3,51)**	**Full time * agree (3,55)**	750-1000 * Strongly Disagree (5,62)
G7	66> * disagree (3,14)	**Master's degree * agree (5,36)** **Master's degree * strongly agree (-3,63)**	Retired * disagree (3,14) **Full time * agree (3,53)**	x
G8	x	**Master's degree * agree (3,93)** No formal schooling * strongly agree (3,25)	Student * agree (-3,43) **Full time * Agree (5,01)**	x
G9	40-65 * disagree (3,96) <18 * neutral (3,33)	Masters' * neutral (-3,41) **Master's degree * agree (4,73)**	x	200 - 500 * Neutral (-3,67) 200-500 * Agree (3,27)
G10	18-25 * Agree (4,67) 26-40 * agree (-4,29)	x	x	x

	40-65 * Strongly agree (4,16)			
G11	<18 * strongly Disagree (3,48)	x	x	x

	Age	**Education**	**Employment**	**Spending's**
J1	40-65 * disagree (3,96) 18-25 * strongly agree (3,48) 26-40 * strongly agree (-3,35)	x	Retired * Disagree (3,55)	
J2	66> * Disagree (4,72) 18-25 * strongly agree (3,45) 26-40 * strongly agree (-3,22)	Highschool grad * strongly disagree (3,43) No formal schooling * Disagree (3,20)	Retired * Disagree (4,72)	
J3	66> * strongly Disagree (5,11) 18-25*Agree (-3,28) 26-40 * agree (3,57) 18-25 * strongly agree (3,81) 26-40 * strongly agree (-3,39)	Highschool grad * strongly disagree (3,41) Academic Doc Degree * Neutral (3,19)	Retired * Disagree (5,11)	
J4	66> * strongly Disagree (6,30)	Highschool grad * strongly disagree (3,43)	Retired * strongly Disagree (6,30)	