

THE IMPACT OF MUSIC ON THE SHOPPING BEHAVIORS OF GENERATION Y
CONSUMERS IN A COLLEGE CAMPUS BOOKSTORE

Lindsey Jean Turner, B.S.

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APPROVED:

Tammy Kinley, Major Professor and Chair
of the Department of Merchandising
and Digital Retailing

Daniel Spears, Committee Member
Sanjukta Pookulangara, Committee
Member

Judith C. Forney, Dean of the College of
Merchandising, Hospitality, and
Tourism

James D. Meernik, Acting Dean of the
Toulouse Graduate School

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The purpose of this study was to identify the effect of background music in a retail setting on Generation Y students' shopping behaviors by using the Mehrabian-Russell environmental psychology model. The study examined the impact of genre, volume, and song familiarity on purchase intention, as well as whether these musical factors would produce a change in mood. The influence of involvement with shopping on in-store music was also examined.

A total of 251 students completed pre- and post-shopping surveys at the University of North Texas' Follett Bookstore. Participants were all between 18 and 35 years of age (Generation Y). The surveys aimed to capture the participants' entry and exit mood as well as information such as level of shopping involvement and intentions, musical awareness, overall shopping experience, and basic demographics.

A positive mood change was found between entry and exit among those who were somewhat familiar and not at all familiar with the music, and entry mood affected overall shopping experience. There was a positive correlation between exit mood and the overall experience, and a negative correlation between exit mood and the amount of money spent.

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CHAPTER 1

INTRODUCTION

Background music in a retail setting has been found to significantly affect intended shopping behaviors (Broekemier, Marquardt, and Gentry, 2008) and emotion (Coloma and Kleiner, 2005). For the purpose of academic inquiry, the Mehrabian-Russell model of environmental psychology (also known as the M-R model) is concerned with individuals' reactions to environmental cues through mediating non-verbal responses related to three dimensions: pleasure, arousal, and dominance (Mehrabian and Russell, 1974). This model is particularly suited to the study of shopping behavior because product purchase often stems from an emotional response. The focus of this research concerns how the use of background music in a retail setting influences shoppers' moods and behaviors.

Yalch and Spangenberg (2000) have found that customers tend to buy more, thus spend more money, when they shop for a longer amount of time. Therefore, it is important to identify which musical characteristics will most positively affect the shopper, allowing them to spend more time shopping, leading the company to profit from increased sales. Conversely, it is important to understand music elements that negatively affect the shopper and in fact encourage them to leave the store without purchase. With that being said, it is important to look at how music is used as an atmospheric element. There are many characteristics of music that can alter mood and behavior, including, but not limited to, genre, volume, tempo, and familiarity.

Purpose

The purpose of this study was to identify the effect of background music in a retail setting on generation Y students' shopping behaviors by using the Mehrabian-Russell model to examine the impact of genre, volume, and song familiarity on purchase intention. Secondly, this study will determine whether or not these musical factors (genre, perceived volume, and song familiarity) produce a change in mood and whether participants with differing levels of involvement with shopping are aware of background music. This study will ultimately assist retailers' ability to cater more easily to this group of shoppers.

Research Framework

The Mehrabian-Russell (1974) model proposes that individuals respond emotionally to environmental stimuli, which leads to approach-avoidance behavior. Figure 1.1 shows the M-R model (Mehrabian and Russell, 1974), starting with the environmental stimuli leading to an emotional response that ultimately leads to approach avoidance. Approach-avoidance behavior includes, as identified by Donovan and Rossiter (1982), emotional evaluations of the environment, evaluations of the service experience, long-term patronage decisions, attitudes towards others in the environment, shopping time, and exploration of the environment.

Here, environmental stimuli consist of sights, sounds, smells, etc. Emotional response includes pleasure, arousal, and dominance.

- Pleasure refers to the extent that a specific environmental cue is enjoyable or not enjoyable

- Arousal is the extent to which the environment stimulates the individual
- Dominance is whether the individual feels in control of the environment or under control of the environment

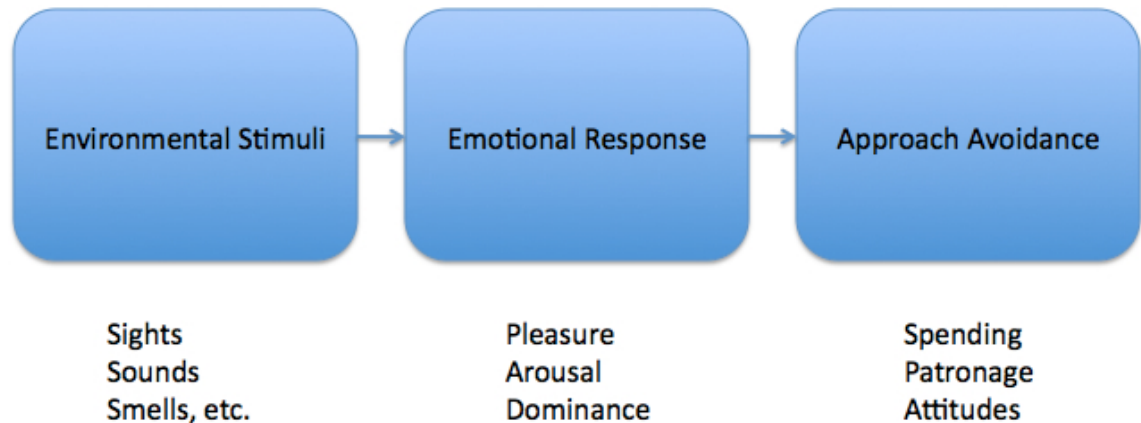


Figure 1.1. The Mehrabian-Russell model consists of environmental stimuli leading to an emotional response, which then leads to approach avoidance behaviors.

Objectives

This study serves to meet the following objectives: (a) identify which musical factors (genre, volume, tempo, and familiarity) contribute to an increase in purchase intentions, (b) determine whether shopping involvement plays a role with noticing environmental stimuli (background music), and (c) identify which musical factors (genre, volume, tempo, and familiarity) contribute to change in mood.

Hypotheses

The following hypotheses were tested:

- H1A – The actual environmental stimuli (music genre) will affect the emotional response, specifically with regard to mood change between entry and exit of the store.

- H1B – The perceived environmental stimuli (volume, tempo, and familiarity) will affect the emotional response with regard to mood change between entry and exit of the store.
- H2A – Emotional response (mood upon entry) will affect patronage outcomes of length of time spent shopping, amount of money spent during shopping, and overall experience in the store.
- H2B – Emotional response (mood upon exit) will affect patronage outcomes of length of time spent shopping, amount of money spent during shopping, and overall experience in the store.
- H2C – Emotional response (mood change) will affect patronage outcomes of length of time spent shopping, amount of money spent during shopping, and overall experience in the store.
- H3 – Shopping involvement will affect awareness of background music.

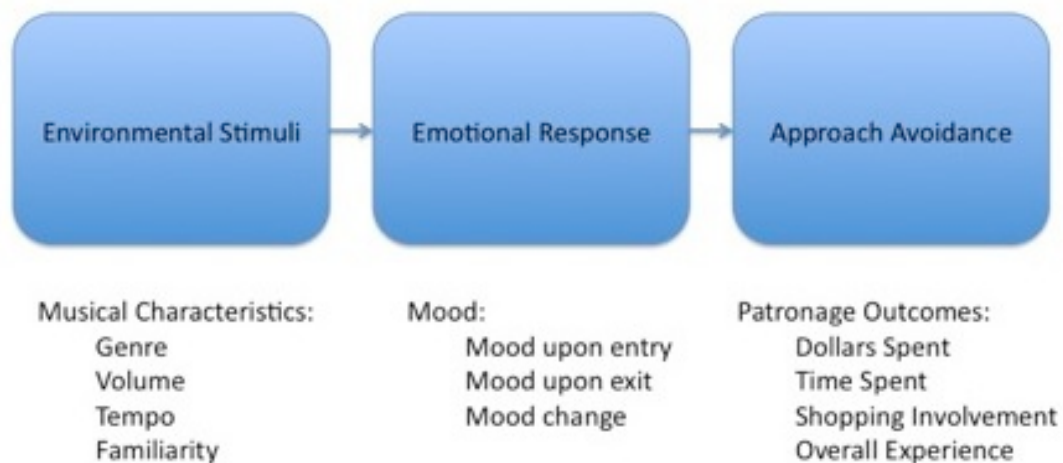


Figure 1.2. Mehrabian-Russell environmental psychology model.

Limitations of the Study

Even though the researcher was able to gather a large amount of information from the shoppers, there were several limitations that can hinder generalization of the data to all members of Generation Y. Actual tempo was not calculated; therefore, there was no way to see the difference in actual verses perceived tempo of music. Volume was held at a constant decibel level; more information may have been gathered if the researcher would have been allowed to vary the music volume on different days. Finally, factors other than the music may have affected mood change, such as customer service experience, and availability of desired merchandise. Using a survey is a great tool to get an overall idea of the views of many, but the answers provided are limited in explanation of feelings as interviews might be able to better capture.

Definitions of Terms

Genre refers to “a category of artistic, musical, or literary composition characterized by a particular style, form, or content” (Genre, 2010).

High tempo refers to a fast speed of music, with more than 120 beats per minute.

Moderate tempo refers to the speed of music where the beats per minute are between 80 and 120, can be described as that of a walking pace.

Low tempo refers to a slower speed of music, where the beats per minute are 80 and lower.

High volume refers to loud audible perception. On a scale from 1 to 10, high volume is measured as levels 8 through 10 on DMX sound equipment.

Moderate volume refers to medium audible perception. On a scale from 1 to 10, moderate volume is measured as levels 4 through 7 on DMX sound equipment.

Low volume refers to soft audible perception, or quiet. On a scale from 1 to 10, low volume is measured as levels 1 through 3 on DMX sound equipment.

High familiarity refers to having a very well acquainted idea of something from prior experience. Having a high familiarity of music means that a person has heard a particular song before and would most likely be able to sing along.

Moderate familiarity refers to being somewhat acquainted with something from a prior experience. With music, this person may have heard the song and can recognize it.

Low familiarity refers to having no acquaintance at all with something. Someone with a low familiarity with music would not be able to recall ever hearing the song before.

Time overestimation refers to the customers' feeling that their shopping experience was longer than it actually was. This is mostly identified as having a negative shopping experience.

Time underestimation refers to the customers' feeling that their shopping experience was shorter than it actually was. This is mostly identified as having a positive shopping experience.

Involvement refers to "a person's perceived relevance of the object based on inherent needs, values and interests" (Zaichkowsky, 1985).

Mood refers to "a conscious state of mind or predominant emotion" (Mood, 2010).

Plan for Analysis

Table 1.1

Plan for Analysis

Hypothesis	Variables	Statistical test
H1A	Actual genre and mood change	ANOVA (independent variable - music genre)
H1B	Perceived volume, tempo, familiarity, mood change	ANOVA (independent variable - music volume, music tempo, and music familiarity)
H2A	Mood entry, time shopping, money spent, overall experience	Pearson product moment correlation
H2B	Mood exit, time shopping, money spent, overall experience	Pearson product moment correlation
H2C	Mood change, time shopping, money spent, overall experience	Pearson product moment correlation
H3	Involvement, music awareness	Chi square analysis

CHAPTER 2

REVIEW OF RELATED LITERATURE

The purpose of this study was to identify the effect that background music has on Generation Y students' shopping behaviors. Music characteristics, such as genre, perceived volume, tempo, and song familiarity were examined for this purpose using the Mehrabian-Russell model of environmental psychology. This study sought to determine whether these characteristics produced a change in mood and whether participants with differing levels of involvement with shopping were aware of background music. The study also aimed to identify the effect background music has on a customer's motivation to purchase during the consumption decision process. With the findings, this study hoped to create better store environments that will cater more to this shopping group.

Theoretical Framework

The Mehrabian/Russell theory of environmental psychology served as the framework for this study. In a basic sense, this is a model for how humans interact with their environment. "Environmental psychology has been concerned with two major topics: the emotional impact of physical stimuli and the effect of physical stimuli on a variety of behaviors such as work performance or social interaction," (Mehrabian and Russell, 1974, p. 7). This framework has been made to analyze the effects of environments on individuals, which emphasize the role of nonverbal responses to environment factors as a major determinant of behavior (Yalch and Spangenberg, 2000). Further, Mehrabian and Russell's model (M-R model) specifies that people react to their environment in three different dimensions: pleasure, arousal, and dominance

(PAD) (Mehrabian and Russell, 1974). These nonverbal responses are “pleasure – displeasure,” “arousal – nonarousal,” and “dominance – submissiveness.” “Pleasure – displeasure” involves whether the individual perceives the environment to be enjoyable or not enjoyable. “Arousal – nonarousal” is the level at which the environment stimulates the individual; does the environment make them excited or bore them to shop at a slower pace? Finally, “dominance – submissiveness” is concerned with whether or not the person feels in control while in their environment. The approach avoidance paradigm is how the person reacts to the environment; environments are created in a way that will either encourage or discourage approach behaviors (Yalch and Spangenberg, 2000). According to Donovan and Rossiter (1982) approach avoidance behavior includes emotional evaluations of the environment, evaluations of the experience, future patronage decisions, attitudes towards others in the shared environment, the amount of dollars and time spent, and exploration of the environment.

The M-R model can be seen in Figure 2.1, which shows the environmental stimuli (sights, sounds, smells, etc.) leads to an emotional response (pleasure, arousal, dominance), which then leads to approach avoidance (spending, patronage, attitudes).

Donovan and Rossiter (1982) confirmed in their study that the M-R model's dimensions of pleasure and arousal were significant mediators between environmental factors and consumer responses. They also identified how difficult it can be to measure emotional responses to the environmental factors. With regard to music, particularly familiarity in music, this model has been used by Yalch and Spangenberg (2000) where it was found that customers shopped for a longer period of time while listening to less familiar music compared to more familiar music. Yalch and Spangenberg also found

that customers were less aroused with unfamiliar music than familiar music, and they spent a longer time shopping when exposed to less familiar background music.

Herrington and Capella (1996) found that the amount of time and money spent was positively related to the shopper's level of preference for the background music.

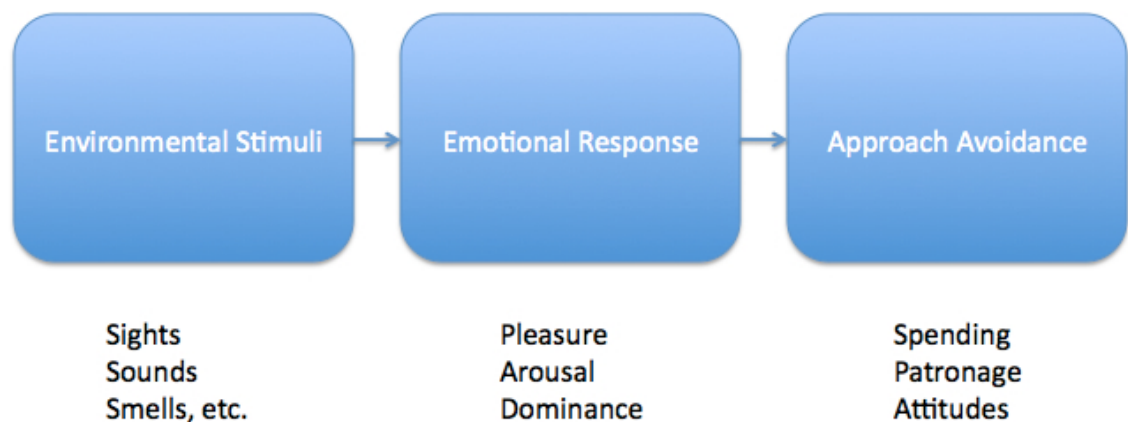


Figure 2.1. Mehrabian-Russell environmental psychology model.

Classical Conditioning Theory

Similarly, the classical conditioning theory formulated by Ivan Pavlov in the early 1900s, explains why consumers learn to associate certain beliefs and feelings with certain brands (Evans, Jamal, and Foxall, 2006). Indeed, many of our preferences are learned through this conditioning process. Classical conditioning happens when an unconditioned stimulus corresponds with a conditioned stimulus and ultimately creates an emotional response (Figure 2.2). An unconditioned stimulus, such as music the shopper likes, can be paired with a brand name, and over time the shopper will ultimately positively associate the music with the brand (Hawkins and Mothersbaugh, 2010). An example of this situation would be a commercial for Apple that contains a new song before it becomes popular on the radio. When the consumer hears the song

on the radio for the first time, he or she may think of Apple because the store was involved with their first experience in hearing the new music.

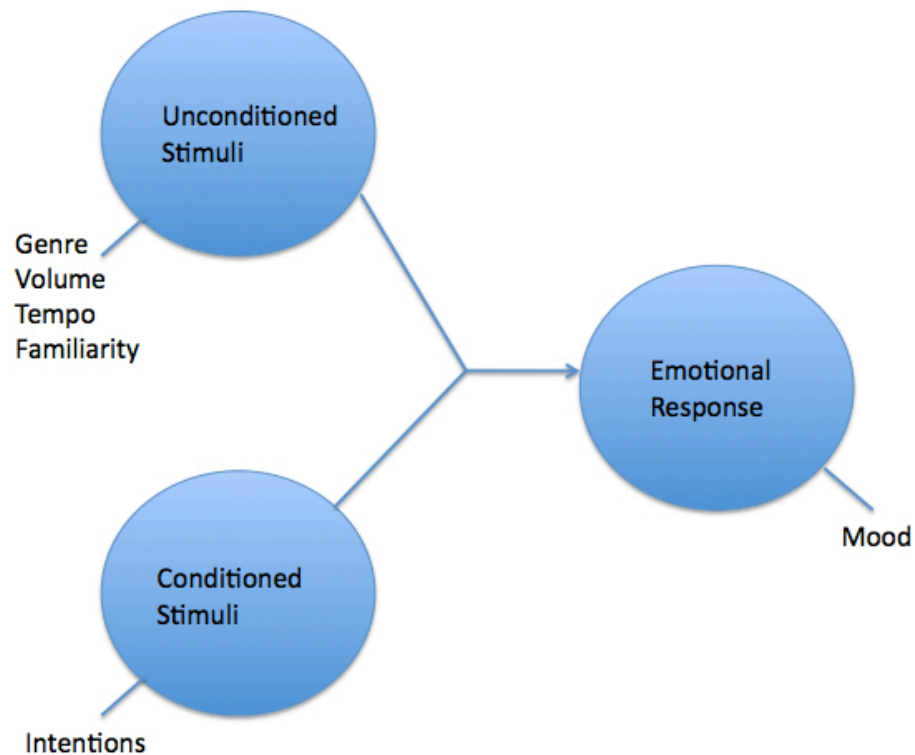


Figure 2.2. Classical contitioning theory model, showing that unconditioned stimuli combined with conditioned stimuli create an emotional response, as it is applied in the present study.

Researchers have identified certain circumstances where classical conditioning has most favorable perceptions, particularly with low-involvement situations where relatively low levels of processing effort and awareness are involved (Hawkins and Mothersbaugh, 2010). The theory has also been applied when subjects were presented with liked music rather than disliked music (Gorn, 1982).

Atmospherics

Researchers have agreed that atmospherics consist of several elements; these

are “brightness, size, shape, volume, pitch, scent, freshness, softness, smoothness, and temperature” (Broekemier, Marquardt, and Gentry, 2008). In addition to this, Ng’s (2003) research claims that atmospherics include lighting, color, music, ambient noise, odor, temperature and touch, and crowding of people. It is evident that atmospherics contain all the elements of the five different senses that customers encounter in a service setting. Kotler (1973, 1974) states that this conscious effort to create certain effects in buyers is to ultimately increase the amount of purchases made. Even though there are several types of atmospherics that can be explored, this study focuses on the atmospheric sense of hearing or sound, presented as background music in a retail store.

Layering Atmospherics

The mix of several atmospherics simultaneously promotes the concept of layering. According to Bell and Ternus (2002), layering is defined as incorporating several sensory elements to reach a particular atmosphere for the store environment, including simultaneous applications of sight, sound, touch, taste, and smell. These different variables, when combined, have an impact on the customers. Vida (2008) identified that music needs to mix well with other atmospheric variables in order to positively affect consumers’ judgments of the retailer’s merchandise and their shopping behavior. Different ambiance factors need to be carefully thought out ahead of time in order to create a positive effect for the customers. Spangenberg, Grohmann, and Sprott (2005) found that consistency between scent and music in a retail setting leads to more favorable evaluations of the store, its merchandise, and the store environment. Their work continues to suggest that not every atmospheric combination will be pleasing to

the shoppers. They suggest that retailers utilize one single environmental cue rather than two incongruent combinations of music and scent. For example, instead of using both non-Christmas music and a Christmas scent, a store should just utilize only one, perhaps the Christmas scent, around this time of year.

Aylott and Mitchell (1998) have identified ambiance stressors that could negatively impact shoppers; these include too high of a temperature, irritating music, and lighting that is too bright. Further, the use of too many obvious atmospherics at once can have a negative effect on shoppers, creating stress, headaches, and annoyance, which could lead to the customer leaving the store prior to their actual intended shopping time.

Music

The focus of the present research was how the use of background music in a retail setting influences shoppers. It is then important to look at how music is used as an atmospheric. Yalch and Spangenberg (1990) have identified from their research that shoppers do respond psychologically and behaviorally to music, even though few shoppers consciously notice the presence of music. With this in mind, Vida (2008) stated, “while retailers in mature markets seem to have recognized the importance of atmospherics as a means to create a differential advantage, little is currently known about the use of music in retail settings and consumer responses in fast growth retail markets” (p. 32).

If planned correctly, music can serve as a positive influence on customers when shopping. Eroglu, Machleit, and Chebat (2005) have suggested that music can minimize

negative effects that could build up from crowding in retail environments. Vida (2008) determined that retailers who provide planned music playing in the background were perceived better by patrons than with stores playing unplanned music. Planning the right music is key to keep customers happy while shopping and can help to define and reinforce particular images; however, Herrington and Capella (1996) have found that music can just as easily offend patrons if not planned wisely.

Musical Characteristics and Mood

According to Bruner (1990), music is not merely a basic sonic mass, but rather a complex combination of controllable elements. There are several characteristics of music that add up to create a music piece and have an influence on emotion. These include, but are not limited to, tempo, volume, genre, and familiarity. Music has an effect on emotion (Coloma and Kleiner, 2005) and the slightest presence of music has a positive effect on patronage as well as felt pleasure (Garlin and Owen, 2006). Consumer behavior, as an effect of music, happens when human beings non-randomly assign emotional meaning to music, experience non-random affective reactions to music, and then make non-random behavioral responses (Bruner, 1990).

Genre

Genre is defined as the different styles of music, such as popular, rock, hip-hop, country and western, etc. Aylott and Mitchell (1998) have found that people of differing ages will favor various genres of music while possibly loathing others. Thus, they have provided very simple statement that illustrates this very subject: “One person’s music is

another person's noise" (p. 369). Currently, there is very little research that has been done with regard to music genre.

With regard to genre and mood, Alpert and Alpert (1986, 1988) concluded that happy music produced happier moods, while sad music produced the highest purchase intentions; in fact, purchase intent was more influenced by sad music than either happy music or silence in the store. For example of this is one where there is congruence between feelings and behaviors, such as buying a greeting card for a distant friend while a song is playing in the background with the lyrics of "Missing You," (Alpert and Alpert, 1989). However, Lin and Wu (2006) contradict these results when they found that joyful music stimulates positive consumption emotions and Broekemier et al. (2008) found that intentions to shop are higher if shoppers are exposed to music that they perceive to be happy.

Contrasting with Alpert and Alpert's work in 1986 and 1988, Lin and Wu (2006) determined that sad music played in stores brought out negative emotions in customers and Broekemier et al. (2008) found positive outcomes with happy music. At any rate, it appears that customers are affected by the music playing; joyful or sad music carries over to the customers' current mood, which can make them shop differently based on their new mood.

Tempo

The speed of music being played, or tempo, can also affect customers' emotions while shopping. Garlin and Owen (2006) found that tempo had the greatest effect on emotional states, when compared to familiarity and volume. Different speeds of music

can influence a variety of emotions that customers can have while shopping. Tempo can range from very slow to very fast, depending on the song. According to the 1990 compilation of Bruner's research, slow tempo provides feelings that are characterized as serious, sad, sentimental, serene, and frightening; medium tempo gives a feeling of majestic; fast tempo gives feelings of humorous, happy, and exciting (Table 2). As indicated in Table 2, the tempo of a song can arouse a wide variety of emotional expressions. Milliman (1982) identified that the tempo of instrumental background music can significantly influence both the pace of in-store traffic flow and the daily gross sales volume. In the Milliman study, supermarket sales volume increased about 38% when transitioning music from fast-tempo to slow tempo. According to Eroglu, Machleit, and Chebat (2005) shoppers' experiences are rated best under conditions of slow music/high density and fast music/low density.

Table 2.1

Musical Characteristics for Producing Various Emotional Expressions

	Serious	Sad	Sentiment	Serene	Humorous	Happy	Exciting	Majestic	Fright
<i>Tempo</i>	Slow	Slow	Slow	Slow	Fast	Fast	Fast	Medium	Slow
<i>Volume</i>	Medium	Soft	Soft	Soft	Medium	Medium	Loud	Loud	Varied

Note. Adapted from Bruner, 1990, p. 100, Table 3.

Volume

The loudness or softness, or volume, of music can also affect customers' emotions while shopping. Different levels of volume in music can create a plethora of feelings. According to the compilation of Bruner's research in 1990, soft volume produces feelings of sadness, sentimentality, and serenity; medium volume creates

feelings of seriousness, humorousness, and happiness; loud volume causes feelings of excitement and majesty; varied volumes can create a frightening feeling (Table 2).

Changing the volume level of music is an easy way to alter the listeners' moods.

Herrington and Capella's research in 1996 found that the tempo and volume of the background music did not significantly influence the shopping time of purchase amount of the sample of shoppers. They found that shopping time and expenditures were observed to increase with the level of preference for the background music, regardless of tempo and/or volume. In their study about audio effects on consumption emotion and temporal perception, Lin and Wu (2006) found that positive emotions were stimulated with moderate lower volume, which lead to time underestimation. On the other hand, Smith and Curnow (1966) found that sales per minute were higher when loud music was played in the retail setting.

The volume and tempo of background music in a store can affect consumers' time perception. Music with a slower tempo and lower volume resulted in positive emotions and to customers lingering in the store (Garlin and Owen, 2006). A higher volume and faster tempo of music created negative emotion leading the customers to perceive longer, less pleasant time duration (Bailey and Areni, 2006; Lin and Wu, 2006).

Familiarity

The familiarity people have with particular music is totally dependent upon each person's specific experiences recalled from their memory. Either a person has never heard a song before (low familiarity), heard a song before (moderate familiarity), or is very familiar with a song and can recognize the melody or recall some or all of the

words of the song (high familiarity). It has been found that familiar music is a primary determinant for one's preference (Davies, 1991), however customers may tire from the music after several repetitions (Herrington and Capella, 1996). Garlin and Owen (2006) found that a consumer's familiarity with the background music in the store had a positive effect on patronage. Similarly, Broeckmeir (2005) found that consumers are more likely to shop in new service environments that play music they like. Garlin and Owen's research further found that when familiar music played in the store, subjects actually stayed marginally longer than they did in a similar venue when the music was less familiar. These studies concur that familiarity of music has a positive effect on customers – and thus sales.

From the consumer perspective, is the amount of perceived time spent in a store affected by familiarity of music? Yalch and Spangenberg (1988) found that time seemed to slow down when shoppers were presented with music with which they were unfamiliar. From their more recent study in 2000, Yalch and Spangenberg's findings indicate that customers were less aroused while listening to unfamiliar music compared with familiar music. Lin and Wu (2006) concluded "it is more likely for customers to overestimate their time perception when store music is more familiar," and "consumer attention is more easily distracted and time perception is more easily underestimated when store music is unfamiliar," (p. 178). This may be due to the possibility that familiar songs make customers more aware of time passing, whereas songs they are not familiar with make them focus less on the song and more about shopping, which can allow them to lose track of time.

Music and Shopping

Bruner (1990) suggested that because music is a major component of consumer marketing (advertising and point of purchase), that it should be considered an efficient and effective means for triggering moods and communicating nonverbally. Vida's (2008) research maintains that the perception of music's ability to fit a retail image plays an important part in shoppers' behavioral responses. For example, it is important for a store to build its brand in all aspects; the music that plays in the store must be congruent to this image in the customers' minds. "It is possible to influence behavior with music, but this influence can either contribute to the process of achieving business objectives or interfere with it," (Milliman, 1982, p. 91). If music is too distracting, customers may be less inclined to purchase, which would interfere with the store's objectives, which are to promote sales. According to Russell and Mehrabian (1976), increasing the pleasantness of stores maximizes purchasing behavior. A pleasing environment will allow customers to feel welcome, and will promote shoppers to stay for a longer period of time.

Customers' perceptions of the music can play a large role in likeliness to shop. According to the findings of the Broekemier et al. (2008) study, playing liked music produced the largest direct effect on subjects' likelihood of shopping in the store. Along these same lines, Herrington and Capella (1996) found that the amount of time and money spent in the store was positively related to shoppers' level of preference for the background music. Overall, shoppers are more likely to enjoy their time shopping as demonstrated by increased time shopping when familiar and preferred music is played in the store.

Perception of Shopping Time

Shopping Atmosphere

According to Bell and Ternus (2002), when layering atmospherics the consumers' perception of time can actually be altered, encouraging them to become so comfortable in their shopping environment that time becomes less important than it might otherwise be. For example, shoppers can under- or overestimate their actual shopping time. This may result in longer time spent shopping and an increase in spending than previously intended. Lin and Wu (2006) show that consumers have a positive emotion and underestimate time in stores that are playing joyful music and consumers have a negative emotion in stores playing sad music, where both types of music lead to an overestimation of time perception.

The familiarity of music may also play a role in their perception of shopping time. The level of familiarity a shopper has with the music in the store can allow them to lose track of time, or allow them to notice every single second that passes by, which can lead to time over- or underestimation. According to Yalch and Spangenberg (1990), when shoppers were exposed to music that they found to be familiar they reported they spent less time in the store than they had intended. Conversely, these consumers perceived that they spent more time when they listened to music they did not usually select. This is most likely because people pay more attention to music they find less familiar which makes their perception of time greater. This effect is seen as an overestimation, or negative reaction, of shopping time.

Generation Y Consumers

Generation Y, also known as “Gen Y,” according to Sullivan and Heitmeyer (2008), are the people that were born between 1977 and 1994. They also acknowledge this generation as being one that will be about as large and influential as the Baby Boomer generation. Wolburg and Pokrywczynski (2001) have found that Gen Y is the most consumption-oriented generation compared to past generations. This generation influences 81% of family clothing purchases and are accustomed to an abundance of goods and services of both cheap and high-end status (O'Donnell, 2006). O'Donnell also identifies that Gen Y consumers' expenditures on cars, apparel, and other items grew by \$82 million, which exceeds that of past generations. In 2002, Gen Y's projected annual income was \$211 billion, spending approximately \$172 billion and saving \$39 billion per year (Anonymous, 2002/2003). According to Neidt's research from 2004, Gen Y's estimated disposable income ranges between \$115 billion and \$187 billion, and indirect purchasing power equals to nearly \$500 billion.

The events of 9/11 have changed Gen Y's outlook on life, giving them a sense of fear, but yet an overall positive outlook on life (Timmermann, 2007). In this same article, it was also suggested that Gen Y's world has become smaller, as they are interconnected globally through technology, which causes them to take diversity for granted. With this point in mind, Brooks' (2005) research explains that Gen Y is more racially and ethnically diverse than any of the past generations.

The shoppers of Gen Y are highly interested in cutting edge technology and new, exciting experiences that will grab and maintain their attention. Timmermann (2007) has found Gen Y to be true techies, which makes them crave instant feedback from friends,

family, and employers. Thus, Gen Y has redefined how the world communicates and shares information. It has been suggested that companies create experiences, either real or virtual, that gives customers of this generation an opportunity to try out and immerse themselves in thrilling and absorbing shopping activities (Pine and Gilmore, 2002).

When it comes to music, those in Generation Y have a wide span of interests. Lance (2011) identifies the short, but rapidly changing, history of music from Generation Y's perspective. Music has been purchasable in several formats: cassette tape, compact disc (CD), mp3, and is now streamed wirelessly through the Internet. Lance mentioned that this generation has been given the choice on whether or not music should even be paid for as they have been given the option to buy music on iTunes or listen for free on software such as Spotify. Pirating music through Napster and such led to a decline in record stores where Gen Y members were able to congregate and share musical interests. Social networking soon filled this void, and through YouTube, Facebook, and Twitter, music is shared faster than ever. Lance continues on stating that Gen Y takes music with them everywhere they go and that it is not merely their privilege, but their right.

Yalch and Spangenberg (1990) have identified that environmental music preferences vary largely by age and are not universal. Because of the vast amount of musical artists combined with social networking's readily available sharing of music, Generation Y seems to have a very broad preference for all kinds of music. It has been found by Cannon (2010) that Gen Y even listens to their parents' music.

Gen Y was the focus for this research because of the influence they currently make in their young adult years and their potential for future success. Looking at patterns of this group's shopping behavior now could determine patterns that could be expected for years to come.

Shopping Involvement

The act of shopping can be perceived different ways, depending on a person's level of shopping involvement. According to Josiam, Kinley, and Kim (2004), people are naturally more excited about things they have fun doing; with this point in mind, people who do not enjoying shopping are less likely to be excited about the experience. Some shoppers enjoyed their shopping experience (high involvement), and some shoppers found shopping to be a mundane task (low involvement). In this same study, it was found that consumers who are more highly involved are more likely to add shopping time outside their original plan and may be more responsive to store promotion than those consumers who have a low involvement. Similarly, it has been found that high purchasing involved consumers enjoy seeking market and price information, bargain hunting, clipping coupons, and otherwise engaging in market behaviors (Hunt, Keaveney, and Lee, 1995).

Shopping involvement is related to shoppers' level of interest in fashion. Seo, Hathcote, and Sweaney (2001) found that male college students who indicated high involvement in casual clothing purchased more items of clothing and spent more money on clothing than did the male consumers who had a lower shopping involvement. Similarly, Shim and Kotsiopulos (1992) found that high involvement consumers were

usually more fashion conscious, brand name oriented, and had a preference for shopping at specialty stores than low involvement consumers.

Mood

Swinyard (1993) has identified several findings relating shopping involvement to overall mood. According to his research, involved consumers in a good mood evaluate a shopping experience more favorably than when in a bad mood. According to Swinyard, involved shoppers process more information and react more strongly to good and bad shopping experiences, as the increased amount of concern about shopping makes them more sensitive in their shopping endeavor. However, consumers with a low involvement were not commonly influenced by mood, and were less concerned with the overall quality of their shopping experience.

CHAPTER 3

METHODOLOGY

Purpose

The purpose of this study was to identify the effect of background music in a retail setting on generation Y students' shopping behaviors. The Mehrabian and Russell model was employed to examine the impact of genre, volume, and song familiarity on purchase intention in order to determine whether background music produced a change in mood. Another goal of this study was to discover the impact musical factors have on shopping involvement.

Research Design

The Follett Bookstore sells merchandise other than textbooks, including apparel, school supplies, greeting cards, toiletries, snacks, diploma frames, specialty merchandise (culinary uniforms and art supplies), and more. This is a convenient, high traffic area where many students shop to buy just about anything they could need while on campus. For background music, this particular location uses the services of DMX, a company who helps to build brands by supplying various sensory media such as music and scent. DMX provides the bookstore with a variety of music that is played in the store for shopper enjoyment. With the use of a receiver provided by DMX in the back offices of the Follett Bookstore, the volume and genre of the music played in the store can be controlled.

To meet the objectives of this study, a written survey was used to collect data from generation Y college students to better understand their perception of music

playing in the store, how much time they spent in the store, and how much money they spent while shopping. A mall intercept format was employed to survey customers as they entered the Follett Bookstore in the UNT University Union. Each customer was greeted upon entering the bookstore by the researcher. They were then asked if they were planning to shop in the bookstore. If the shopper replied with a “yes,” the researcher asked the shopper if they would like to participate in the two-part survey. The pre-survey consisted of only three questions, and the post-survey, to be completed after shopping, consisted of 53 questions. It took no longer than ten minutes for participants to complete the entire survey. A table, clipboards, and chairs were provided by the Follett Bookstore for the participants to use while they took the surveys. Several ink pens were laid out on the table for the participants to use while filling out their answers on the survey (Figure 3.1).



Figure 3.1. The table used for post-survey completion, complete with surveys, chairs, clipboards, pens, incentives, and the informed consent notice approved by the UNT IRB.

As an incentive for taking the time to complete the survey, the participants were offered full-sized candy bars (provided by the researcher) and Follett laundry bags (provided by Follett Bookstore) to take with them once they turned in their completed

survey. Additionally, they were then given the option to enter a drawing to win a \$25 Follett gift card (provided by the researcher).

Instrument

The survey was composed of a pre- and post-survey. The pre-survey was administered prior to the participants' entry of the Follett Bookstore. This portion consisted of three questions that identified the shoppers' mood prior to shopping, the amount of time they planned to spend in the store, and the amount of money they planned to spend in the store. The post-survey was given to the shoppers at the end of their shopping journey in the Follett Bookstore. This part consisted of various sections, including: mood state, actual shopping behaviors, shopping involvement, shopping intentions, music perception, overall shopping experience, and demographic information. Both sections were matched together upon completion of both parts of the survey using a ticket system, explained in the Data Collection section of this chapter.

Pre-Survey

The pre-survey (see Appendix) contained three questions. The first question was "What is your current mood?" The participants were then asked to circle the corresponding face for their particular mood. There were five faces provided in the form of a scale ranging from "very negative" to "very positive," depending on the degree of frown or smile on the face. The second question was "How much time do you plan to spend shopping in the Bookstore (Follett) today?" They were then given a blank for them to supply their answer in minutes. The third, and final, question was "How much

money do you plan to spend while shopping in the Bookstore (Follett) today?” Similar to the previous question, the respondents were then able to supply their answer in a blank designating how much U.S. dollars they were planning to spend in the store.

Post-Survey

On the post-survey (see Appendix), the same question regarding mood from the pre-survey was asked to identify their mood upon leaving the store. Comparing these two answers allows the researchers to know if there was any change in mood during the participants’ shopping experience. Additionally, to compare the results from the pre-survey, customers were asked how much money and time they spent in the store. They were also asked if this was their first visit to Follett, and if it was not, they were asked to list how many times they had shopped there in the past year.

Shopping involvement was the next section, containing 10 questions, which was measured by using Josiam, Kinley, and Kim’s (2004) bi-variate involvement scale based on Zaichowsky (1985). Here, shoppers identified at what level (1 through 6) they value shopping. Examples included “unimportant vs. important,” “boring vs. interesting,” etc. The published alpha for this scale was .95.

Shopping intentions were measured next using questions similar to that of Josiam et al.’s (2004) study. This section, containing 19 questions, aimed to find out reasons that shoppers chose to enter the bookstore. Reasons included “to have a social outing,” “to buy school supplies/textbooks,” and “to be in a climate controlled setting.” These were ranked on a scale from 1 = *very unimportant* to 5 = *very important*.

Eight questions about music perception were asked in the next portion of the

survey. For example, participants were asked first if they were aware that music was playing while shopping. A series of questions were then asked to identify their perceptions of volume, genre, and familiarity of the music that was playing. Additional space was provided at the end of this section for the participants to write any comments about the music they heard.

To gain insight on their overall shopping experience, participants ranked their visit based on a scale from 1 = *very dissatisfied* to 5 = *very satisfied* to the question “overall, how satisfied were you with your shopping experience at the Bookstore today?” and 1 = *strongly disagree* to 5 = *strongly agree* with the following statements: “I would/will recommend this Bookstore to my family, friends, and colleagues,” and “I would/will return to this Bookstore in the future.”

The last section of the survey, called “demographic information,” allowed the participant to provide general information about him- or herself. In this section, the survey asked the gender, age, marital status, race/ethnicity, whether they live on- or off-campus, employment status, academic status (freshman, sophomore, junior, senior, not a student, or faculty/staff of the university), and highest level of education obtained.

The survey was sent to the Institutional Review Board at the University of North Texas to be approved prior to data collection. Upon gaining approval, multiple copies of the informed consent notice were made available for every participant. This notice outlined the purpose of the study as well as details about completion of the survey. The notice also mentions that participation is voluntary. By participating in the survey the subject has granted their consent.

Pilot Study

Prior to data collection, a pretest was administered with a small sample of ten volunteers. These participants consisted of a convenience sample of the researcher's non-merchandising related acquaintances. This process served to test survey reliability and readability. Based on pretest results and comments, changes were incorporated into the instrument before data were collected. Changes made to both parts of the survey were minor, consisting of more detailed instructions and deleting repetitive answer choices. The volunteers involved with the pretest were helpful in making sure the terms and the layout of the survey were simple so that all of the Follett Bookstore customers were able to flow through the survey without any confusion.

Sample Selection

The sample that was used in this study consisted of the customers of the Follett Bookstore in the University Union. It is suggested by Aylott and Mitchell (1998) that research regarding music should be done by using a relatively homogenous market segment. Because of this, the Follett Bookstore in the University Union was an ideal place to select the sample. The sample was not random, as an attempt was made to ask every person entering the store to participate in the survey. As many of the people who shop in this particular location are not students (i.e. faculty and staff of the university), there is a demographic section on the survey that allowed for additional statistics to be completed in order to determine whether there were any significant results for shoppers of differing ages and status (faculty, staff, student).

Store Environment

With the capability of being able to control the genre from the DMX receiver located in the back office of the Follett Bookstore, genre was controlled by playing “instrumental” 2 out of the 4 days for data collection and “pop” the remaining 2 days in order to obtain a balance of surveys for each genre group. The volume of the music playing in the store was held constant at a moderate volume all 4 days of data collection, with the dial set to 7 out of 10.

Data Collection

A ticket with two matching numbers displayed on it was stapled to each pre-survey. Once the participant had completed this portion, the researcher would tear off half of the ticket and hand the remaining stub to the participant. Once the participant entered the store, the researcher would then write down the current time on the top margin on the pre-survey and turn into Tray 1 (for completed pre-surveys) on the researchers' table. Once finished shopping, the participant would exit the bookstore, go to this same table, and hand the ticket stub to the researcher. The researcher would then staple the ticket stub to the post-survey, document the time on the back of the survey, and hand to the participant to fill out the post-survey. Once the participant was finished answering the questions on the post-survey, the researcher placed the completed post-survey in Tray 2 (for completed post-surveys), and gave the participant their promised incentive items. At the end of the day, or when there was time to do so, the researchers would match and staple the pre- and post- surveys together from the completed trays, using the ticket stub coding attached to each. This process insured

that proper matching of each part of the survey was completed without having to ask for any personal information (participants' names) so as to make sure this process maintains anonymity of the participants.

Consent was gained from the human subjects by volunteering themselves to take the pre- and post-surveys. As stated previously, an attempt was made to ask every person entering the store to participate in completing the pre-survey. Once finished with their shopping experience, they were directed to the post-survey table for the remaining portion. An informed consent notice was made available for each participant.

This process was conducted until at least 200 surveys were completed. At the end of each day of data collection, the researcher calculated the actual time shopped for each survey. This actual amount of time and the actual genre for the day were posted in large letters and numbers on the front of the pre-survey page of the compiled pre- and post-surveys to designate these variables.

Data Analysis

The surveys were analyzed using Predictive Analytics SoftWare (PASW), formerly Statistical Package for the Social Sciences (SPSS), as detailed in Table 3.

Table 3.1

Plan for Analysis

Hypothesis	Variables	Statistical test
H1A	Actual genre and mood change	ANOVA (independent variable - music genre)
H1B	Perceived volume, tempo, familiarity, mood change	ANOVA (independent variable - music volume, music tempo, and music familiarity)
H2A	Mood entry, time shopping, money spent, overall experience	Pearson product moment correlation
H2B	Mood exit, time shopping, money spent, overall experience	Pearson product moment correlation
H2C	Mood change, time shopping, money spent, overall experience	Pearson product moment correlation
H3	Involvement, music awareness	Chi square analysis

CHAPTER 4

RESULTS

Purpose

The purpose of this study was to identify the effect of background music in a retail setting on generation Y students' shopping behaviors. The Mehrabian and Russell model was employed to examine the impact of genre, volume, and song familiarity on purchase intention in order to determine whether background music produced a change in mood. Another goal of this study was to discover the impact musical factors have on shopping involvement.

Analysis of Hypotheses

Three hypotheses were developed for the study based on the review of literature. The data collected from the final instrument were statistically analyzed to apply the designated hypotheses within the study.

Description of Sample

A total of 251 students enrolled at the University of North Texas (UNT) participated in the study. The participants in this study consisted of 109 (43.4%) men and 142 (56.6%) women. Most of the participants (68.9%) were 18-22 years old. Some of the sample was taken out after data collection because they did not fit into the Generation Y age group. The majority of the sample consisted of Caucasians (60.2%), followed by Hispanic/Latino (11.2%). The lack of ethnic diversity is a limitation to the study, however, this is very much in line with the general population of UNT.

Table 4.1

Demographic Profile of Study Participants

	Demographic	Frequency	Percent
Gender	Male	109	43.4
	Female	142	56.6
Age	18-22	173	68.9
	23-27	64	25.6
	28-35	14	5.6
Race / Ethnicity	African American	14	5.6
	Asian	12	4.8
	Caucasian / White	151	60.2
	Hispanic / Latino	28	11.2
	Native American	1	0.4
	Bi/Multi-racial	14	5.6
	International student	5	2.0
	Other	4	1.6
Classification	Freshman	41	16.3
	Sophomore	46	18.3
	Junior	63	25.1
	Senior	73	29.1
	Graduate student	28	11.2
Residence	On campus	58	23.1
	Off campus	193	76.9
Employment Status	Employed	9	3.6
	Self employed	10	4.0
	Unemployed	6	2.4
	Retired	3	1.2
	Student	3	1.2
	Student and employed	131	52.2
	Homemaker	1	0.4
Highest Level of Education	High school	1	0.4
	Some college	188	74.9
	Associate degree	31	12.4
	Bachelor degree	3	1.2
	Some graduate school	23	9.2
	Master/Graduate degree	5	2.0
Marital Status	Single	211	84.1
	Married	28	11.2
	Partnership	11	4.4
	Divorced/Separated	1	0.4

Most of the students were upperclassmen; 25.1% were classified as juniors and 29.1% were seniors. Seventy-seven percent of the sample lived off campus and commuted to classes. Most participants were both a student and employed (52.2%). The majority of

participants' were single (84.1%). Summary data are presented in Table 4.1.

There are several reasons that the participants may have entered the store. As part of the post-survey, shoppers were asked to rank the level of importance for a variety of reasons for their trip to the Follett Bookstore at UNT. As can be seen in Table 4.2, the most popular reason for going shopping at the bookstore was to buy school supplies or textbooks. Other reasons that were deemed important by the majority of the sample include seeing what was on sale, to pass time, to look for new merchandise, to be entertained, to buy gifts, to hunt for a bargain, to buy something special, to treat themselves, to be in a climate-controlled setting, and to buy a particular item they may have forgotten to bring with them to campus.

Table 4.2

Reasons for Shopping and their Level of Importance

Reason for Shopping	Level of Importance
To have a social outing	No opinion (25.5%)
To enjoy a different store layout	No opinion (29.9%)
To see what is on sale there	Important (38.2%)
To pass time	Important (47.4%)
To look for new merchandise	Important (41.4%)
To buy school supplies/textbooks	Very important (36.3%)
To buy graduation merchandise	Very unimportant (27.9%)
To buy a class ring	Very unimportant (42.6%)
To buy a diploma frame	Very unimportant (38.2%)
To buy snacks/drinks	Very unimportant (27.1%)
To be entertained	Important (32.3%)
To buy gifts	Important (29.1%)
To enjoy social interactions with friends	No opinion (28.3%)
To hunt for a bargain	Important (34.7%)
To buy something special	Important (34.7%)
To do people-watching	Very unimportant (29.9%)
To treat myself	Important (36.7%)
To be in a climate-controlled setting	Important (23.9%)
To buy a particular product that I forgot to bring to school from home	Important (28.7%)

Instrument Scales

The Involvement portion of the survey consisted of a 10-item, 6-point scale. The involvement variable was computed by summing the responses. Based on this information, the participants were then placed into one of three involvement categories: low (score of 10-40), medium (41-48), and high (49-60). Cronbach's alpha was computed to assess reliability of this multi-item scale. An alpha $\geq .70$ is considered acceptable (Tabachnick & Fidell, 2001). In the present study, the involvement with shopping scale had a Cronbach's alpha of .95, which was considered acceptable.

Hypothesis 1

Hypothesis 1 was divided into two parts. Hypothesis 1A stated that the actual environmental stimuli (music genre) would affect the emotional response, specifically with regard to mood change between entry and exit of the store (mood change). To compute mood change, exit mood was subtracted from entry mood. The scale for mood ranged from 1 = *very negative* to 5 = *very positive*. To assess this hypothesis, an analysis of variance (ANOVA) was computed with genre as the independent (factor) variable and mood change as the dependent variable.

As shown in Table 4.3, the environmental stimuli (music genre) did not play a significant role on mood change from shoppers' entry and exit of the store ($F = .381$, $p = .538$). The mean for Instrumental genre was .05 and Pop genre was .00. This shows that mood change was very minimal for both genres involved.

Hypothesis 1B stated that the perceived environmental stimuli (volume, tempo, and familiarity) would affect the emotional response, specifically with regard to mood

change between entry and exit of the store (mood change). To assess this hypothesis, three separate analyses of variance (ANOVA) were computed with volume, tempo, and familiarity each serving as the factor variable and mood change as the dependent variable.

Table 4.3

Analysis of Variance for the Effect of Music on Mood Change in a Retail Store

Variable		Mood Change (Mean ¹)	F	Sig.
Actual genre	Instrumental	0.05	.381	.538
	Pop	0.00		
Perceived volume	Soft	0.14	.831	.437
	About right	0.03		
	Loud	0.29		
Perceived tempo	Slow	-0.03	.400	.671
	About right	0.07		
	Fast	0.10		
Perceived familiarity	Not at all	0.22 ^b	3.78	.025
	Somewhat	-0.07 ^a		
	Very familiar	0.04 ^{a,b}		

Note. ¹Mood was measured on a 5-point scale with 1 = *very negative* and 5 = *very positive*. Mood was measured prior to entry and upon exit from the store. To compute mood change, the difference between these two measures was computed (Entry Mood – Exit Mood).

As shown in Table 4.3, there no significant differences were computed for perceived volume or perceived tempo and mood change. For perceived volume, the means for soft (0.14), about right (0.03), and loud (0.29) were quite similar, thus there was very little mood change related to the perceived volume of the music ($F = .831$, $p = .437$), but in each case the mood change was positive. For perceived tempo, the

means for slow (-0.03), about right (0.07), and fast (0.10) indicating that for slow music, the change in mood declined slightly, though the change is not significant ($F = .400$, $p = .671$). The perceived tempo of music playing in the store has little impact on the mood change of the shopper when exiting the store.

On the other hand, there was a significant difference in entry and exit mood for perceived familiarity of music, with means for “not at all familiar” (0.22), “somewhat familiar” (-0.07), and “very familiar” (0.04) differing ($F = 3.78$, $p < .05$). Scheffe post hoc analysis indicated a significant difference in mood change between those who were somewhat familiar with the music and those not at all familiar with the music. Those who were not at all familiar had a mood change that was negative; in other words they left the store in a worse mood than they had when they went in. Those who were somewhat familiar with the music had one of the largest positive – and the only significant positive mood change in the study. This finding indicates that there is a significant difference in mood depending on the level of familiarity a shopper has with the background music in the store.

Hypothesis 2

Hypothesis 2 was divided into three parts. First, Hypothesis 2A predicted that emotional state (mood upon entry) would affect the patronage outcomes of length of time spent shopping, amount of money spent, and overall satisfaction. To assess this hypothesis, Pearson product moment correlations were computed with mood entry, time shopping, money spent, and overall experience as the variables. As indicated in Table 4.4, the entry mood affected only the overall shopping experience, not the amount of

time or money spent. The more positive the customers' mood, the most positive the overall shopping experience ($r = .195, p < .01$). No significant correlations were computed for time or amount of money spent and entry mood.

Table 4.4

Pearson Product Moment Correlation Analysis of Entry Mood with Actual Time Spent Shopping, Amount of Money Spent, and Overall Experience in a Retail Store

Patronage outcome	Correlation (r)	p<
Actual time (in minutes) spent shopping	.035	.579
Amount of money (in dollars) spent	-.066	.295
Overall Experience	.195	.002

Hypothesis 2B stated that emotional response (exit mood) would be affected by the patronage outcomes length of time spent shopping, amount of money spent, and overall experience. To assess this hypothesis pearson product moment correlation analysis was computed with exit mood, time spent shopping, money spent, and overall experience as the variables. Results can be seen in Table 4.5.

Table 4.5

Pearson Product Moment Correlation Analysis of Exit Mood with Actual Time Spent Shopping, Amount of Money Spent, and Overall Experience in a Retail Store

Patronage outcome	Correlation (r)	p<
Actual time (in minutes) spent shopping	.059	.348
Amount of money (in dollars) spent	-.163	.010
Overall Experience	.352	.000

A positive correlation was computed between exit mood and the overall

experience in the store ($r = .352, p < .0001$). This may mean that the more positive the customers' overall experience with shopping, the happier the customer was when leaving the store. On the other hand, the amount of money spent had a negative effect on exit mood ($r = -.163, p < .01$). The greater the amount of money spent, the less happy the participant was when leaving the bookstore.

No significant correlations were computed for amount of time spent and exit mood.

Hypothesis 2C stated that emotional response (mood change) would be affected by the patronage outcomes, amount of time spent in the store, the amount of money spent, and overall shopping experience. Pearson product moment correlations were also computed to assess this hypothesis. Results can be seen in Table 4.6.

Table 4.6

Pearson Product Moment Correlation Analysis of Mood Change with Actual Time Spent Shopping, Amount of Money Spent, and Overall Experience in a Retail Store

Patronage outcome	Correlation (r)	p<
Actual time (in minutes) spent shopping	.038	.548
Amount of money (in dollars) spent	-.145	.022
Overall Experience	.242	.000

While the effect of the entry mood on patronage outcomes and the effect of patronage outcomes on exit mood are interesting, the researcher wanted to compare those results with the difference between those two variables: mood change.

Predictably, amount of money spent and overall experience affected mood change.

The amount of money spent had a negative correlation with mood change ($r = -.145, p < .05$) and the overall experience had a positive correlation with mood change ($r = .242, p$

< .0001). This is most likely because customers are less happy when they spend a greater amount of money, yet they experience a positive mood change when they experience a positive overall experience while shopping. No significant correlations were computed for amount of time spent and mood change.

Hypothesis 3

Hypothesis 3 stated that shopping involvement would affect awareness of background music. To assess this hypothesis, Chi Square analysis was computed with the two variables. When participants were put into involvement groups based on their responses on the involvement scale, 79 (31.5%) were determined to be high involvement, 92 (36.7%) were labeled medium involvement, and the remaining 80 (31.9%) were low involvement.

As shown in Table 4.7, there was not a significant difference between a customer's shopping involvement and their awareness of the background music ($X^2 = 3.055$, $df = 2$, $p = .217$). This finding indicates that shopping involvement does not play a role in whether or not a person will notice background music playing in the store.

Table 4.7

The Effect of Involvement on Awareness of Background Music in a Retail Store

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.055 ^a	2	.217
Likelihood Ratio	2.980	2	.225
Linear-by-Linear Association	1.978	1	.160
N of Valid Cases	251		

Note. ¹Shopping involvement was measured on a scale consisting of 10 bi-polar items on a 6-point scale. Involvement was computed by summing the responses; low involvement ranged from 10-40, medium involvement from 41-48, and high involvement from 49-60.

Summary

Several analyses were performed to test the hypotheses presented in this study. Through these tests it has been found that mood change was very minimal for both genres (instrumental and pop) and that there are no significant differences in mood change for perceived volume and tempo. However, it was found that there was a significant difference in mood change and perceived familiarity of music. It was discovered that the entry mood affected only the overall shopping experience; there was no effect on the amount of time or money spent shopping. The findings indicated that mood was enhanced by the overall experience in the store, but the amount of money spent had a negative effect on exit mood. No significant changes were computed for amount of time spent shopping and mood change. The amount of money spent had a negative correlation with mood change and the overall experience had a positive correlation with mood change. No significant correlations were computed for the amount of time spent and mood change. Finally, there was not a significant difference between a customer's shopping involvement and their awareness of the background music.

CHAPTER 5

DISCUSSION

It has been discovered that background music in a retail setting will significantly affect intended shopping behaviors (Broekemier, Marquardt, and Gentry, 2008) and emotion (Coloma and Kleiner, 2005). The Mehrabian-Russell model of environmental psychology (M-R model) predicts individuals' reactions to environmental cues through non-verbal responses related to three dimensions: pleasure, arousal, and dominance (Mehrabian and Russell, 1974). This model is appropriate for the study of shopping behavior because product purchase often stems from an emotional response. The focus of this research concerned how the use of background music in a retail setting influences shoppers' moods, and thus behaviors. Music is an environmental atmospheric with several different elements, including, but not limited to, genre, volume, tempo, and familiarity.

The purpose of this study was to identify the effect of background music in a retail setting on Generation Y students' shopping behaviors. The Mehrabian-Russell model (1974) was used to examine the impact of genre, volume, tempo, and song familiarity on mood and purchase outcomes. Secondly, this study aimed to determine whether musical factors (genre, volume, tempo, and song familiarity) produced a change in mood and whether participants with differing levels of involvement with shopping were aware of background music.

The sample included in this study consisted of 251 students enrolled at the University of North Texas. A pre-post survey methodology determined participants' pre- and post-mood, how much money they actually spent, and how long they think they

spent in the store, and their level of involvement with shopping. Other questions were asked to see the customers' perception of the music: volume, tempo, familiarity, genre, and whether the customer noticed the music playing. Genre was controlled during the study: during data collection, instrumental music played for 2 days and pop music for 2 days. Pearson product moment correlation, chi square analysis, and analysis of variance (ANOVA) tests were computed to analyze the hypotheses.

Conclusions

A significant relationship was found between mood change and sense of familiarity with the music. Those who were not at all familiar had a mood change that was negative; in other words they left the store in a worse mood than they had when they originally entered the store. Participants who were somewhat familiar with the music had a positive mood change. Because the customer is able to recognize the music, they are made comfortable in the store environment, allowing them to have a more positive mood upon exit. This finding indicates that there is a significant difference in mood depending on the level of familiarity a shopper has with the background music in the store. This result supports Garlin and Owen's (2006) findings that familiarity with music has a positive effect on patronage.

The amount of money spent had a significantly negative impact on both exit mood and mood change. The more money the customer spent during their shopping experience, the less happy they were when leaving the bookstore; conversely, the less money the customer spent during their shopping experience, the happier they were upon leaving. This is because most college students in Generation Y are not financially

secure just yet; so spending a large amount of money can make the student feel stress about lack of funds for other things they may need to pay for as well. As mentioned earlier, some important reasons for this particular shopping instance were to hunt for a bargain and to see what was on sale. This group of shoppers feels that it is important to save money when possible, so when they feel like they have not done this, their mood declines instantly.

A significant positive correlation was also found between both exit mood and mood change and the overall experience in the store. The more positive the customers' overall experience with shopping, the happier the customer was when leaving the store. This is because the positive things the customer encountered during their shopping experience (great customer service, bargains, enjoyable music) made a positive impact on their mood. From these findings, it appears evident that these shoppers are experiencing an immediate sense of buyers' remorse. This is because shoppers are identifying this shopping visit as more of an errand than something solely for pleasure. As seen from Table 5 in the previous chapter, most of the reasons valued as Important or Very Important were mostly for utilitarian purposes rather than hedonic, such as to buy school supplies or textbooks. If the retailer had been, for example, a clothing store, shoppers may view the experience as more enjoyable in the way that they are not simply running an errand, but are there to treat themselves.

This study also indicated that entry mood affected Generation Y consumers' overall shopping experience. Logically, a more positive mood entering the store attributed to a better overall shopping experience. It is impossible to tell exactly what factors made these customers happy prior to their shopping experience, however, retail

managers and employees need to do what they can to ensure customers are entering their location in the best of moods. This can be done by creating a welcoming, clean, and enjoyable entrance to the shopping environment.

It was found that the genre of music did not play a significant role on mood change from shoppers' entry and exit of the store. The genres used in this study were Instrumental and Pop; perhaps if additional or less recognized genres were used the results with mood change among shoppers may have been different. Herrington and Capella (1996) have recognized that favorable music playing in the store will lead the customers to spend more time and money in the store. This is acknowledged as a limitation of the study. More research needs to be done to identify which exact styles of music Generation Y prefers.

There was not a significant difference between perceived volume or perceived tempo of the music, nor for amount of time or money spent and mood. Garlin and Owen (2006) identified that music that is slower and low in volume would result in customers staying longer in the store. The tempo and volume were not varied in this study, as tempo ranged from song to song and volume was held at a constant, moderate level. Garlin and Owen's findings could have been a possible outcome if more extreme tempos and volumes were employed in this study.

There were also no significant differences between participants' shopping involvement and their awareness of the background music playing in the store. Although not significant, it was found that those who were more involved with shopping had a greater awareness of the music playing. However insignificant, this trend supports

Swinyard's (1993) idea that involved customers in a positive mood evaluate their shopping experience more favorably than when in a negative mood.

Overall, this finding indicates that shopping involvement does not play a role in whether or not a person will notice background music playing in the store. Yalch and Spangenberg (1990) found that shoppers respond psychologically and behaviorally to their environmental environment, even though very few will notice music playing in the store. As mentioned earlier, the most important reason for participants shopping at this bookstore was to buy school supplies or textbooks. Other important reasons included seeing what was on sale, to pass time, to look for new merchandise, to be entertained, to buy gifts, to hunt for a bargain, to buy something special, to treat themselves, to be in a climate-controlled setting, and to buy a particular item they may have forgotten to bring with them to campus. With these findings, it is evident that the shoppers who are shopping at the Follett Bookstore at UNT are doing so out of mostly utilitarian purposes, rather than hedonic. The shoppers' level of involvement may not play as much of a role as in this situation as is does in more hedonic shopping experiences, as customers may feel like they are on an errand when shopping in the bookstore rather than to pamper themselves.

Environmental (Music) Suggestions for Retailers

Researchers have identified suggestions for managers in the service industries based on their findings. With today's time-poor consumers, coupled with an increasingly competitive retailing industry, it is critical that the shopping environment provides consumers the maximum efficiency and pleasure (Eroglu, Machleit, and Chebat, 2005).

Yalch and Spangenberg (1990) identify that companies should identify desired shopper behaviors and recognize how music might affect these behaviors. The following is a compilation of tips from researchers to provide a better service setting to ultimately increase purchases made among customers.

Yalch and Spangenberg (1990) have identified several helpful tips to encourage shoppers to make purchases in retail stores: when music is played at a low volume, provide more social interaction between shoppers and sales staff; shoppers can be encouraged to shop faster by playing faster music or slower by playing slow music; shoppers might perceive merchandise to be higher priced when presented with classical music and lower priced when presented with country and western music. They continue to warn that one type of music is not considered to be appropriate for all situations and that consideration be given to varying different types of music between mornings, afternoons, and evenings as well as during the week and the weekend.

Musical compositions contained in the background music should match, as closely as possible, the tastes and preferences of shoppers as well as the nature of the services provided, as advised by Herrington and Capella (1996). Similarly, Spangenberg, Grohmann, and Sprott (2005) identify the importance of selecting combinations of smells and background music that are similar in the minds of their customers. As an example, Spangenberg et al (2005) further point out that Christmas music and Christmas scents can be used at the same time to formulate a pleasing combination to customers around Christmas-time.

Broekemier's study (2008) places an emphasis on playing music that is relevant to the stores' target markets. Broekemier suggests that the music should fit within the

intended target market as well as play happy selections within that music fit. Music chosen to play in the background must match the objectives of the business and the specific market situation (Milliman, 1982).

Implications

This study contributes to a better understanding of consumer behavior with special regard to background music and its effect on Generation Y shoppers. Managers should be aware of the results of this study, and take away some key points to utilize in their store to maximize profit. Familiarity with music impacts the customers' mood during their shopping experience. To create a welcoming environment, managers should play music that is somewhat recognizable to this group of shoppers. This will create a better mood for the customer, which will then lead to greater overall shopping experience. The shopper may become a loyal customer.

Although the customer's mood prior to entering the store may be out of the manager's hands, there still some steps that can be taken to promote a pleasant mood before the customer even enters the store. The window displays and outer appearance of the store will give the customer a first impression that will last. If the customer sees a clean storefront prior to entering, their mood may escalate more than it was moments ago before they even arrived to the store location. Also, audio speakers should be placed near the entrance of the store so that customers can hear music that is playing inside. If music is planned correctly, this can increase to a positive mood and draw the customers inside the store. If managers can capitalize on this opportunity, and the customers' mood is positive upon entering the store, the customer will most likely have

a good overall shopping experience. Employees of the store also need to create a welcoming environment by greeting each person in the store and provide great customer service to keep their pleasant mood maintained.

The results of this study indicated that mood declines when the customer spends more money during shopping. To ensure the mood stays positive, it may be helpful to employ various promotions, so that the customer feels they are getting a bargain, yet the store still remains profitable.

Managers need to ensure that various elements of the environment of their store are pleasant, so as to promote a positive mood for the customer. This study has shown that the better the overall shopping experience in the store, the better the customers' mood when leaving the store. It is up to the manager and staff of the store to ensure the customers are provided a positive shopping environment, which may include customer service and of the correct assortment of merchandise. With regard to music, familiar music should be played to allow the customer to feel welcome to shop in the store.

APPENDIX
PRE-SURVEY AND POST-SURVEY

**UNIVERSITY OF NORTH TEXAS
SCHOOL OF MERCHANDISING AND HOSPITALITY MANAGEMENT
PRE-SURVEY**

1. What is your current mood? Please indicate your current mood by placing an "X" over the corresponding image.



2. How much time do you plan to spend shopping in the Bookstore (Follett) today?
_____ (Minutes)

3. How much money do you plan to spend while shopping in the Bookstore (Follett) today?
\$_____ (U.S. Dollars)

**UNIVERSITY OF NORTH TEXAS
SCHOOL OF MERCHANDISING AND HOSPITALITY MANAGEMENT
POST-SURVEY**

1. What is your current mood? Please indicate your current mood by placing an "X" over the corresponding image.



2. How much time did you spend shopping at the Bookstore (Follett) today? _____ (Minutes)

3. How much money did you spend shopping in the Bookstore (Follett) today? \$_____ (U.S. Dollars)

4. Is this your first visit to UNT's Bookstore (Follett)? _____ Yes _____ No

If **No**, how many times have you visited the Bookstore in the last year? _____

5. Please rate your **level of interest in shopping** by selecting one choice from each line below. The closer your opinion is to each of the key words, the higher your agreement that it reflects your views. Circle the number that best corresponds to your level of interest in shopping for each question.

I consider shopping to be...							
Unimportant	1	2	3	4	5	6	Important
Boring	1	2	3	4	5	6	Interesting
Means nothing to me	1	2	3	4	5	6	Means a lot to me
Worthless	1	2	3	4	5	6	Valuable
Not beneficial	1	2	3	4	5	6	Beneficial
Irrelevant	1	2	3	4	5	6	Relevant
Unexciting	1	2	3	4	5	6	Exciting
Unappealing	1	2	3	4	5	6	Appealing
Nonessential	1	2	3	4	5	6	Essential
Unwanted	1	2	3	4	5	6	Wanted

-Survey Continued on Next Page-

How important are each of the following when you shopped at Follett today? Please circle the number on the scale below that best reflects your level of agreement.

	Scale of Agreement				
	Very Unimportant	Unimportant	No Opinion	Important	Very Important
To have a social outing	1	2	3	4	5
To enjoy a different store layout	1	2	3	4	5
To see what is on sale there	1	2	3	4	5
To pass time	1	2	3	4	5
To look for new merchandise	1	2	3	4	5
To buy school supplies/textbooks	1	2	3	4	5
To buy graduation merchandise	1	2	3	4	5
To buy a class ring	1	2	3	4	5
To buy a diploma frame	1	2	3	4	5
To buy snacks/drinks	1	2	3	4	5
To be entertained	1	2	3	4	5
To buy gifts	1	2	3	4	5
To enjoy social interactions with friends	1	2	3	4	5
To hunt for a bargain	1	2	3	4	5
To buy something special	1	2	3	4	5
To do people-watching	1	2	3	4	5
To treat myself	1	2	3	4	5
To be in a climate controlled setting (e.g., A/C, heating, etc.)	1	2	3	4	5
To buy a particular product that I forgot to bring to school from home	1	2	3	4	5

Please Answer the Following Questions

To mark your answer, place one check or X in the space provided for each question.

1. Did you notice music playing while you were shopping in the Bookstore (Follett) today (*please check one*)?

☐ Yes

☐ No

If you answered **No** to the previous question, please skip to **Question Number 7 (**)**.

If you answered **Yes** to the previous question, **please answer** all remaining questions:

-Survey Continued on Next Page-

2. The volume of the music playing in the Bookstore today was:
☐ Soft
☐ About Right
☐ Loud
3. The speed of the music (tempo) playing in the Bookstore today was:
☐ Slow
☐ About Right
☐ Fast
4. Were you familiar with the music playing in the Bookstore today?
☐ Not At All
☐ Somewhat
☐ Very Familiar
5. What kind of music was playing in the Bookstore during your shopping visit today?
☐ Country
☐ Pop
☐ Instrumental
6. Did you like the kind of music that was playing during your shopping visit at the Bookstore today?
☐ Yes
☐ No If **No**, what kind(s) of music do you like? _____
7. **Overall, how satisfied were you with your shopping experience at the Bookstore today?
☐ Very Dissatisfied
☐ Dissatisfied
☐ No Opinion
☐ Satisfied
☐ Very Satisfied
8. I would/will recommend this Bookstore to my family, friends, and colleagues.
☐ Strongly Disagree
☐ Disagree
☐ No Opinion
☐ Agree
☐ Strongly Agree
9. I would/will return to this Bookstore in the future.
☐ Strongly Disagree
☐ Disagree
☐ No Opinion
☐ Agree
☐ Strongly Agree
10. Please provide any additional comments about the music that was playing during your shopping visit at the Bookstore (Follett) today:

-Survey Continued on Next Page-

Demographic Information

To mark your answer, place one check or X in the space provided for each question.

1. Gender:

☐ Male
☐ Female

2. Age (*please write in your age*): _____

3. Marital Status:

☐ Single ☐ Married ☐ Partnership ☐ Divorced/Separated
☐ Widow/Widower

4. My race/ethnicity:

☐ African American ☐ Asian American ☐ Caucasian/White American
☐ Hispanic/Latino American ☐ Native American ☐ Bi/Multi-Racial American
☐ International Student ☐ Other: _____

5. I live:

☐ On Campus
☐ Off Campus

6. What is your current employment status:

☐ Employed ☐ Self-employed ☐ Unemployed ☐ Retired
☐ Student ☐ Student & Employed ☐ Homemaker ☐ Other:

7. If a Student, what is your current academic classification?

☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior
☐ Graduate Student

8. What is the highest level of education that you have obtained?

☐ High School ☐ Some College ☐ Associate Degree
☐ Bachelor Degree ☐ Some Graduate School ☐ Doctorate
☐ Master/Graduate Degree

Thank You for Your Time and Cooperation!

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