



Linnæus University

Sweden

Bachelor Thesis

-Complaint Handling on Social Media



Authors:

Jessica Bertilsson

Julia Fritzell

Zandra Olsson

Supervisor: Dan Halvarsson

Examiner: Åsa Devine

Date: 2016-05-25

Subject: Communication

Program: Marketing

Level: Bachelor thesis

Course Code: 2FE21E

Acknowledgements

This study is a bachelor thesis written at the marketing program at Linnaeus University in Växjö, Sweden, during the spring semester of 2016.

First we would like to thank our supervisor Dan Halvarsson, Lecturer at the Department of Marketing at Linnaeus University, for his encouragement and support during our tutoring sessions.

We would then like to thank Ph. D. Setayesh Sattari, Senior Lecturer/Assistant Professor at the Department of Marketing at Linnaeus University, for her expertise and guidance through the jungle of numbers and methodology choices.

We would also like to express our gratitude to our examiner Åsa Devine, Senior Lecturer/Assistant Professor at the Department of Marketing at Linnaeus University, for pushing us to constantly develop our paper and giving us constructive feedback that helped us to improve.

Lastly we would like to thank all the respondents who took the time to participate and contribute to our study, and also all the members at the seminars that gave us valuable opinions which was helpfull in the process of writing our bachelor thesis.

Business school, Linnaeus University Växjö, 25 May 2016

Jessica Bertilsson

Julia Fritzell

Zandra Olsson

Abstract

Background

Social media is constantly growing and has also started to be a platform for dissatisfied customers to express their complaints. This give companies an opportunity to respond to the complaints by solving the problems and prevent customers from switching to competitors or spread negative word of mouth. Therefore, it is important to handle complaints in a proper way. There are six response dimensions that are of importance when handling complaints and that impacts customer satisfaction. These dimensions will be used in this research and are named timeliness, redress, apology, credibility, attentiveness and facilitation.

Purpose

To explain how companies' complaint handling positively impact customer satisfaction in the social media context.

Method

This research utilizes a quantitative approach and consist of six hypotheses:

H₁ Timeliness has a positive impact on customer satisfaction in the social media context.

H₂ Redress has a positive impact on customer satisfaction in the social media context.

H₃ Apology has a positive impact on customer satisfaction in the social media context.

H₄ Credibility has a positive impact on customer satisfaction in the social media context.

H₅ Attentiveness has a positive impact on customer satisfaction in the social media context.

H₆ Facilitation has a positive impact on customer satisfaction in the social media context.

The sample is users of social media that are 18 years old or older. The sampling was done by using convenience sampling and the snowball effect. The data were collected using an online questionnaire which was sent out via Facebook.

Conclusion

It can be concluded that complaint handling positively impact customer satisfaction in the social media context by the use of facilitation. Timeliness, redress, apology, credibility and attentiveness have no significant positive impact on customer satisfaction.

Since facilitation is about procedures and events that happens before the actual response to the complaint, it could be concluded that complaint handling is something that companies needs to work with proactive in order to affect customer satisfaction positive.

Keywords

Complaint handling, response dimensions, timeliness, redress, apology, facilitation, credibility, attentiveness, customer satisfaction, social media.

Table of content

| | |
|---|-----------|
| 1. Introduction | 1 |
| 1.1 Background | 1 |
| 1.2 Problem discussion | 3 |
| 1.3 Purpose | 4 |
| 2. Theory | 5 |
| 2.1 Customer satisfaction | 5 |
| 2.2 Companies response dimensions | 5 |
| 2.2.1 Timeliness | 5 |
| 2.2.2 Redress | 6 |
| 2.2.3 Apology | 7 |
| 2.2.4 Credibility | 8 |
| 2.2.5 Attentiveness | 9 |
| 2.2.6 Facilitation | 9 |
| 3. Conceptual Framework | 11 |
| 3.1 Research hypotheses | 11 |
| 3.1.1 Timeliness | 11 |
| 3.1.2 Redress | 11 |
| 3.1.3 Apology | 12 |
| 3.1.4 Credibility | 12 |
| 3.1.5 Attentiveness | 13 |
| 3.1.6 Facilitation | 13 |
| 3.2 Research model | 14 |
| 4. Method | 15 |
| 4.1 Research approach | 15 |
| 4.1.1 Inductive versus deductive | 15 |
| 4.1.2 Qualitative versus Quantitative | 16 |
| 4.2 Research design | 17 |
| 4.3 Data Sources | 18 |
| 4.4 Data collection method | 18 |
| 4.5 Sampling | 19 |
| 4.5.1 Sample selection and data collection procedure | 20 |
| 4.6 Data collection instrument | 21 |
| 4.6.1 Operationalization and measurement of variables | 22 |
| 4.6.2 Questionnaire design | 24 |
| 4.6.3 Pretesting | 25 |
| 4.7 Data analysis method | 26 |
| 4.7.1 Descriptive | 26 |
| 4.7.2 Multiple linear regression analysis | 26 |
| 4.8 Quality Criteria | 27 |

| | |
|---|-----------|
| 4.8.1 Content validity | 27 |
| 4.8.2 Construct validity | 27 |
| 4.8.3 Reliability | 28 |
| 4.9 Ethical Considerations | 29 |
| 4.10 Methodology summary approach | 30 |
| 5. Results | 31 |
| 5.1 Descriptive and Quality Criteria | 31 |
| 5.2 Hypotheses testing | 32 |
| 6. Discussion | 35 |
| 6.1 Discussion of hypotheses testing | 35 |
| 6.1.1 Hypothesis 1 – Timeliness | 35 |
| 6.1.2 Hypothesis 2 – Redress | 36 |
| 6.1.3 Hypothesis 3 – Apology | 37 |
| 6.1.4 Hypothesis 4 – Credibility | 37 |
| 6.1.5 Hypothesis 5 – Attentiveness | 38 |
| 6.1.6 Hypothesis 6 – Facilitation | 38 |
| 6.1.7 Overall discussion | 39 |
| 7. Conclusion | 40 |
| 8. Implications, Reflection and Further research | 41 |
| 8.1 Theoretical implications | 41 |
| 8.2 Managerial implications | 41 |
| 8.3 Reflections | 42 |
| 8.4 Further research | 42 |
| References | 43 |
| Appendices | I |
| Appendix A- Questionnaire | I |
| Appendix B - Results, Tables & Figures | IV |

1. Introduction

1.1 Background

The constant development and improvement of internet and especially the expansion of social media creates new ways for companies to communicate with their customers (Sashi, 2012; Vitez, 2016). As social media keeps growing, and more brands choose to be present at these platforms, consumers' expectations of the brands increases (Hennig-Thurau et al., 2010). *Social media* is by Colliander & Wien (2013) explained as a web medium that allows exchange and creation of different content, that is published on a website or social network site, to be shared between different people or groups. They further state that this new media has drastically changed modern media as the world knows it.

The reach of social media has excited marketers and companies since they can get their message out to a large amount of people, however there is always two sides to every story. Meaning that, the publicity might not always be in the companies' favor. Grainer et al. (2014) write that back in 1970s consumers expressed their dissatisfactions towards a company or brand to approximately ten friends or family members, whilst the evolution of social media has increased this number to an average of 280 people, according to a survey done in year 2011. The number of people reached by word of mouth online, is most likely even higher today, due to the expansion of social media (Vitez, 2016).

Presi, Saridakis & Hartmans (2014) claim that customers feel dissatisfied when a service failure occurs and when they feel dissatisfied they might turn to the service provider and express their feelings, often resulting in a complaint. A *service failure* is according to Backer (2016) when the performance of the product, service or service provider does not meet the customers' expectations. A study done by Grainer et al. (2014) address the fact that customers seldom feel that their problems are solved by the first interaction, usually it takes four or more contacts with the company before feeling satisfied with the help. There are different types of complaints that occur from customers to the company on social media, these are *private* and *public* complaints. The *public* complaining refers to when the customers directly complains to the service provider or to the company, while *private* complaining is when the customer complains directly to other customers (Balaji, Jha & Royne, 2015). This study will focus on the *public* complaining that is happening on the service providers' public social media platforms. Since public complaining is

visible for everyone, it thereby stresses the importance for companies to be active on social media in order to handle these complaints fast according to Balaji, Jha & Royne (2015). They also state that social media platforms are used by consumers to express their complaints since it is both convenient and effective.

Einwiller & Steilen (2015) imply that responding to complaints in a way that satisfies the customer is of large importance for companies, both for the perception of the company and the company's reputation. Gruber, Szmigin & Voss (2006) suggest that to maintain and improve customer relationships, companies need to be efficient in handling customers' complaints. Harris & Ogbonna (2010) add to this by arguing that if customers are encouraged by companies to complain they feel a higher satisfaction than if they are not encouraged to complain. Gruber, Szmigin & Voss (2006) further explain that if the company handles the complaints in a good way the company might even turn dissatisfied customers into satisfied. However, complaints from customers is not only a way for customers to show their dissatisfaction, it also allows the companies to make things right and better themselves in the eyes of the consumers (Harris & Ogbonna, 2010; Loo, Boo & Khoo-Lattimore, 2013). Complaints from customers can be seen as feedback to the company and gives them an opportunity to improve their product or service (Bijmolt, Huizingh, & Krawczyk, 2014).

Mansfield & Warwick (2002) and Pranic & Roehl (2012) suggest that if companies succeeds with meeting the customers' expectations on how to handle their complaint, it tends to increase the customers' loyalty towards the company. The increased loyalty is a consequence of that complaining customers involves more emotions and invests more time and feelings when they complain than they would in an ordinary service encounter, according to Pranic & Roehl (2012). Bijmolt, Huizingh, & Krawczyk (2014) and Mansfield & Warwick (2002) say that it is beneficial for companies to put some effort into responding to customers' complaints since it is more costly to attract new customers than to retain and cherish old ones. Gruber, Szmigin & Voss (2009) argue that customers who complain to companies shows that they are willing to continue the relationship with the company. Further they explain that this gives the company an opportunity to solve the problem and prevent customers from switching to a competitor or to spread negative word of mouth. Therefore, it might be of great importance to put effort in the complaint

handling process to make sure customers continues to be loyal to the firm and is satisfied with how the service provider handle complaints.

1.2 Problem discussion

Balaji, Jha & Royne (2015) and Grégorie, Salle & Tripp (2015) explain that if companies do not take care of complaints from customers on social media quickly and effectively it could cause major problems in form of a public crisis or public embarrassment for the company. These types of problems do not occur in the same extent in the offline environment, such as complaining by phone or in store, since offline complaints often takes place between two people instead of plenty (Balaji, Jha & Royne, 2015). Therefore making it extra important to handle complaints on social media due to the fast spread of word of mouth (Balaji, Jha & Royne, 2015).

When handling and responding to customers complaints there are six dimensions that are of great importance, these dimensions reflect variables that have an impact on how successful companies are at handling complaints (Davidow, 2000). The dimensions found in the literature were; timeliness, redress, apology, credibility, attentiveness and facilitation, which first were presented all together by Davidow (2000). The six dimensions of responses affects the customer satisfaction of how the company handles complaints and thereby also influences the overall satisfaction related to the company (Davidow, 2000; Einwiller & Steilen, 2015). A study done by Bijmolt, Huizingh, & Krawczyk (2014) shows that customers who choose to complain after a service failure have a higher repurchase intention than customers who have not experienced any service failure. Hence companies might need to have clear response strategies in order to increase the customer satisfaction and to make sure they do not lose the customers who complains. Because of this, companies need to know how customers' want them to respond to complaints and using the six response dimensions could be a way to do this.

Clark (2013) argues for that there is scarce research regarding complaints to companies on social media and more research needs to be done. Gu & Ye (2014) add to this by proposing that surveys or field studies on how companies' online response strategies influence customer satisfaction is needed. Complaint handling is a large part of these strategies and Presi, Saridakis & Hartmans (2014) suggest that social media sites most

likely will continue to grow which will make it even more important to continue to develop the research within the context of social media.

Davidow (2000), who was the first to construct a study which included all six dimensions, used a survey to get the consumers point of view, this was within the context of complaining in general, such as email complaining, complaining by phone and in store complaining. However he did not include the social media context in his survey. The study conducted by Einwiller & Steilen (2015) uses content analysis to highlight how often the different dimensions are used by companies as a response to a comment on their social network sites. By using content analysis Einwiller & Steilen (2015) could not entirely measure customer satisfaction since they only viewed the written comments on companies' different social networks sites. They were not able to ask the customers regarding their opinion after they received a response to their complaint and some complaints were handled privately by the company. Being able to determine if the dimensions have a positive impact on customer satisfaction will hopefully create a more useful and deeper knowledge for companies to build their response strategies on. Therefore, this research wants to test the variables of the complaint handling together, in the growing context of social media. To enhance the knowledge in the area and the practical relevance for companies, this research will aim to determine if the dimensions have a positive impact on customer satisfaction and thereby could help companies to create more loyal customers. The combination of looking at the response dimensions from the consumers point of view, rather than the companies use of them, together with the context of social media in a quantitative research, helps enhancing the knowledge in the field and contribute to further expand and deeper the knowledge and relevance of the area.

1.3 Purpose

To explain how companies' complaint handling positively impact customer satisfaction in the social media context.

2. Theory

2.1 Customer satisfaction

Abu-ELSamen et al. (2011) argue that customer satisfaction is a broad concept and the literature presents many different definitions of it. Customer satisfaction can be defined as when a customer feels pleased after a purchase (Pranic & Roehl, 2012; Sashi, 2012). Huang & Dubinsky (2014) and Pranic & Roehl (2012) suggest that customer satisfaction could be affected by many factors, such as the communication with a sales person, product performance, and consumption or delivery time. The opposite to satisfaction, dissatisfaction, most often occurs when a service or product does not perform as expected (Huang & Dubinsky, 2014) and according to Panda (2014) customers then turn to the service provider with a complaint. When customers feel dissatisfied they tend to communicate their dissatisfaction to others by spreading bad word of mouth (Panda, 2014; Presi, Saridakis & Hartmans, 2014).

Gu & Ye (2014) explain that dissatisfaction does not necessary have to occur as a result of a service failure, but as a result of how the company responds or the lack of response. Abu-ELSamen et al. (2011) strengthen this by adding that customer satisfaction is affected by how the company handles the customers' complaints. If a company succeed to surpass the customers' expectations on how to handle the complaints the customer satisfaction increases (Einwiller & Steilen, 2015; Gelbrich & Roschk, 2011; Gruber, Szmigin & Voss, 2006; Mansfield & Warwick, 2002). In order to meet or to surpass the customers' expectations companies need to be aware of what customers expect from them (Gruber, Szmigin & Voss, 2006).

2.2 Companies response dimensions

This section presents the six different response dimensions that this research will address; timeliness, redress, apology, credibility, attentiveness & facilitation (Davidow, 2000).

2.2.1 Timeliness

Davidow (2000), Einwiller & Steilen (2015) and Smith, Bolton & Wagner (1999) define *timeliness* as the speed it takes for the organization to respond to a complaint. A fast response from an organization when a customer complains is argued to be highly important in order to increase the customer satisfaction (Boshoff, 1997; Conlon &

Murray, 1996; Davidow, 2000; Grégoire, Salle & Tripp, 2015; Smith, Bolton & Wagner, 1999). Boshoff (1997) argues that customers have individual opinions regarding a reasonable response time from companies when complaining, and if the company managed to exceed the customers' expectations it might increase the customer satisfaction.

Einwiller & Steilen (2015) argue that time has no impact on customer satisfaction. Conlon & Murray (1996), Davidow (2000) and Mattila & Mount (2003) on the other hand state that timeliness has a positive impact on customer satisfaction. Timeliness is the dimension that has the most significant impact on customers' satisfaction according to Mattila, & Mount (2003). Further they propose that technology aware customers are more sensitive to response time since they know how fast a message is received by the company. A company should provide a fast answer and if the company fails to answer or deletes the complaint it could harm the customer satisfaction (Boshoff, 1997; Grégoire, Salle & Tripp, 2015; Mattila & Mount, 2003). Wirtz & Mattila (2004) also suggest that the company's response time is related to the efficiency of the firm and a delayed answer will indicate an inefficient firm and it could also indicate that the same problem will occur again in the future.

2.2.2 Redress

Redress can be defined as when companies use compensations as a response to complaints, such as replacements, repairs or refunds, according to Einwiller & Steilen (2015); Estelami (2000); Smith, Bolton & Wagner (1999). Wirtz & Mattila (2004) proceed by arguing that a compensation could be seen as a form of confession of failure from the company. They continue by claiming that compensation shows an admission of guilt from the firms' perspective, however it could also imply that the company have control over the service failure. Presi, Saridakis & Hartmans (2014) bring up another aspect and claim that some people write a good review or comment about a product or service with the attention to gain a reward in form of a product or discount. According to Lewis (1982) and Presi, Saridakis & Hartmans (2014) customers' intentions with writing a complaint after a service has failed is to be compensated by the firm in form of money or a new product. Loo, Boo & Khoo-Lattimore (2013) on the other hand contradicts and state that compensation is one of the less common reasons to complain.

Compensation is an important aspect in the recovery of a service failure according to (de Ruyter & Wetzels, 2000; Estelami, 2000; Smith, Bolton & Wagner, 1999). Davidow (2000), de Ruyter & Wetzels (2000) and Poh-Lin et al. (2015) argue that compensation has a positive impact on customer satisfaction. Poh-Lin et al. (2015) even suggest that redress has the most significant influence on customer satisfaction. Boshoff (1997) and Davidow (2000) propose that customers feel a higher level of satisfaction if the compensation exceeds the customers' expectations. Gelbrich & Roschk (2011) on the other hand write that customers which have been compensated more than needed, do not feel a higher degree of satisfaction than if they would have received an accurate compensation. Davidow (2003) believes that the compensation needs to make the customer return to the feeling they had before they got dissatisfied or make them even more satisfied. Further he adds that the customers otherwise will continue to be dissatisfied if they do not get compensated, and that the compensation at least needs to reach up to the starting point.

2.2.3 Apology

Apology refers to a psychological compensation as a firm's response to a complaint (Davidow, 2000; Einwiller & Steilen, 2015; Gelbrich & Roschk, 2011). Many customers complain since they seek an apology from the company that has delivered the service or product that has not performed as expected, and they believe that the company is responsible for the failure (Einwiller & Steilen, 2015; Loo, Boo & Khoo-Lattimore, 2013). Smith, Bolton & Wagner (1999) propose that a company who responds with an apology, shows that they feel concern, empathy and it also communicates courtesy and that the company is making an effort. But companies could also write an apology with the purpose to inform the customer that the company is aware of the existing problem, that they take responsibility and that they show regret (Conlon & Murray, 1996). On the other hand, Davidow (2003) and Heung & Lam (2003) claim that an apology proves that the company has an understanding of the service failure without having to admit their fault. Therefore, Davidow (2003) and Einwiller & Steilen (2015) argue to give a full apology if the company believes it is legitimate, since customers presume they will get an apology and it will also leave the customers with more respect for the company. Boshoff & Leong (1998) explain that an apology could decrease customers' anxiety level and also calm an angry customer, which will most likely decrease the possibility that the

customer will spread negative word of mouth. Davidow (2000) and de Ruyter & Wetzels (2000) on the other hand argue that an apology does not affect customer satisfaction.

A good apology should include ingredients such as, acknowledgement of the mistake, responsibility, showing regret and a promise that the failure will not happen again according to Manika, Pagagiannidis & Bourlakis (2013). An apology could also increase the customer satisfaction since it shows that the company understand the customer's dilemma (Boshoff & Leong, 1998; Smith, Bolton & Wagner, 1999).

2.2.4 Credibility

According to Einwiller & Steilen (2015) *credibility* is about handling complaints by explaining for the customer why the service failure occurred and what they will do about it. Boshoff & Leong (1998) and Davidow (2000) also suggest that credibility refers to which degree the company takes responsibility for the service failure. Further they imply that customers might feel dissatisfied if the company do not take responsibility for the service failure. Heung & Lam (2003) argue that the most essential motive to why customers complains is that they want the company to take responsibility for the service failure. Einwiller & Steilen (2015) state that when recovering from a service failure the company should give the customer an explanation of what went wrong and show that they care about the customer and ensure that it will not happen again. Conlon & Murray (1996) add that if the company takes responsibility for the service or product failure it will increase the customer satisfaction. According to Poh-Lin et al. (2015) a service provider who does not handle the situation properly and does not explain what went wrong, is of high risk of losing customers and getting exposed to negative word of mouth. They further claim that customers value how they are treated by the company and the process in how the complaint is handled. Davidow (2003) claims that the higher quality of the response the higher level of customer satisfaction. Thus, Davidow (2000) states that credibility has a positive effect on customer satisfaction. Einwiller & Steilen (2015) imply that to explain why the situation occurred will reduce the offensiveness of the customer.

2.2.5 Attentiveness

Einwiller & Steilen (2015) mention *attentiveness* concerns the interpersonal communication and interaction between the firm and the customer that is complaining. Davidow (2000) further argues for that attentiveness reflects the care and attention that the customer service is giving the customers. It is also important that the company shows that they are willing to listen to the customer's complaint, learn from it, show them respect and empathy (Clopton, Stoddard & Clay, 2001; Collie, Sparks, & Bradley, 2000; Einwiller & Steilen, 2015; Heung & Lam, 2003). Davidhizar (1991) believes that organizations should listen carefully when receiving criticism and complaints and do this in an open and objective manner without getting offended by the one who complains. He further argues that it is of importance to be open-minded and to be able to listen to the complaint without feeling threatened and it is important to not defend themselves by attacking the customer. Thus Davidow (2000) and Estelami (2000) argue that attentiveness is the most essential dimension since it has the highest impact on customer satisfaction. Whilst Poh-Lin et al. (2015) claim that attentiveness has the second most significant influence on customer satisfaction.

Davidhizar (1991) proposes that active listening is a key concept which includes giving the customer attention and respond to the underlying feelings. Collie, Sparks & Bradley (2000) add to this by stating that companies should treat customers with dignity and respect in order to increase the customer satisfaction. Suggested by McCollough, Berry & Yadav (2000) companies should behave professionally and polite in order to increase the customer satisfaction.

2.2.6 Facilitation

Boshoff & Leong (1998), Davidow (2000), Einwiller & Steilen (2015) and Estelami (2000) refer to *facilitation* as the policies, procedures and structure in the handling of complaints. They continue by explaining that the employees at the firm should be able to handle the complaints without transferring the customer to someone else or another authority. Boshoff & Leong (1998), de Ruyter & Wetzels (2000) and McCollough, Berry & Yadav (2000) propose that encouragement from the company and the possibility to complain, increases the customer satisfaction. Davidow (2000) contradicts and argues that facilitation has no significant impact on customer satisfaction.

According to Grégorie, Salle & Tripp (2015), when a company receives a complaint it is important to handle it in an appropriate manner, concerning the specific crisis and situation. To be able to answer in the best way companies need to allocate resources, both human and financial to handle the complaints (Grégorie, Salle & Tripp, 2015). Clopton, Stoddard & Clay (2001) also suggest that the staff that handles complaints should have accurate product knowledge in order to be trustworthy and to increase the customer satisfaction. Boshoff & Leong (1998) and Estelami (2000) propound that the employees need to be allowed to make their own decisions and not have to ask their supervisor, in order to increase the facilitation. De Ruyter & Wetzels (2000) add to this by explaining that organizations should educate their staff to handle complaints so they can manage to make their own decisions. Grégorie, Salle & Tripp (2015) propose that a good online service involves a sufficient number of employees who are, familiar with the culture and communication online which includes, a sense of humor, irony, informality and specific vocabulary. Grégorie, Salle & Tripp (2015) highlight that a company should focus on fixing the problem that the consumer has complained about, to make things right again and to make sure the crises does not occur again.

3. Conceptual Framework

3.1 Research hypotheses

Six different hypotheses were developed based on the earlier presented theory together with the context of social media. Each hypothesis was developed with the aim to measure the impact of the independent variables (the dimensions), on the dependent variable (customer satisfaction). The hypotheses are of directional nature, meaning that they have an already stated direction that the impact in this case is positive.

3.1.1 Timeliness

Boshoff (1997), Grégorie, Salle & Tripp (2015) and Mattila & Mount (2003) claim that response time is of great importance in customer complaint handling. Although Einwiller & Steilen (2015) state that timeliness has no significant impact on customer satisfaction. Labrecque (2014) highlight that it is especially important for companies to respond fast to a complaint online due to social medias fast pace. Social media makes everyone more accessible, this increases customers' expectation on companies and how active they are when engaging with customers (Labrecque, 2014). If companies do not answer to a customer complaint as fast as possible on social media, there is a possibility that other consumers see the complaint, forms an opinion and spreads negative word of mouth, according to Einwiller & Steilen (2015) and Grégorie, Salle & Tripp (2015). If companies provide a fast response to a customer when complaining it will meet or surpass the customers' expectations which could lead to an increase in customer satisfaction (Boshoff, 1997).

H₁ Timeliness has a positive impact on customer satisfaction in the social media context.

3.1.2 Redress

Redress, which refers to compensation, is argued to be an important factor when handling complaints (de Ruyter & Wetzels, 2000; Estelami, 2000; Smith, Bolton & Wagner, 1999). Loo, Boo & Khoo-Lattimore (2013) claim that redress do not have a significant impact on customer satisfaction. Although Davidow (2000), de Ruyter & Wetzels (2000) and Poh-Lin et al. (2015) contradict and argue that redress has a positive impact on customer satisfaction. Poh-Lin (2015) even suggests that redress has the most significant impact on customer satisfaction. Handling complaints well could lead to more satisfied customers which according to Balaji, Jha & Royne (2015) increases the repurchase intentions.

Compensations could in that case be less expensive than finding new customers and is a way for companies to maintain satisfied customers, especially on social media where the positive word of mouth travels fast according to Grainer et al. (2014).

H₂ Redress has a positive impact on customer satisfaction in the social media context.

3.1.3 Apology

Apology is a strategy that is mentioned by many researchers as a way to handle complaints, although there are different findings in whether or not an apology actually increases customer satisfaction. Davidow (2000) and de Ruyter & Wetzels (2000) claim that an apology in fact does not increase customer satisfaction. Boshoff & Leong (1998) and Smith, Bolton & Wagner (1999) on the other hand argue that an apology does have a positive impact on customer satisfaction. If a company meets the customers' expectation of an apology it increases the customer satisfaction according to Gruber, Szmigin & Voss (2006). It is also argued that receiving an apology could decrease the customer's anxiety levels making them less likely to spread negative word of mouth (Boshoff & Leong, 1998). Since social media makes word of mouth travel faster, giving an apology could be one way for companies to increase customer satisfaction (Grainer et al., 2014).

H₃ Apology has a positive impact on customer satisfaction in the social media context.

3.1.4 Credibility

Boshoff & Leong (1998) claim that customers could feel dissatisfied if the company do not take responsibility for the service failure that has occurred. Conlon & Murray (1996) and Davidow (2000) add to this by stating that credibility has a positive impact on customer satisfaction. Receiving complaints is not only a negative aspect for companies, it provides them with a possibility to better themselves in the eyes of the consumers as argued by Loo, Boo & Khoo-Lattimore (2013) and in that way creating satisfied customers. Consumers nowadays have a higher expectation towards companies since the technology makes it easier to interact (Labrecque, 2014). The fact that complaints can be used as a way for companies to improve themselves together with the high expectations from the social media environment, suggests that there is room for companies to utilize this and create satisfied customers by delivering credible responses to customer's complaints.

H₄ Credibility has a positive impact on customer satisfaction in the social media context.

3.1.5 Attentiveness

Attentiveness is seen as highly important when dealing with customer complaints, it is even by Davidow (2000) and Estelami (2000) stated to have the most significant impact on customer satisfaction. Whilst Poh-Lin et al. (2015) claim that attentiveness has the second most significant influence on customer satisfaction. Treating customers with respect and showing attention towards the customers and in that way create satisfied customers are of even higher importance in today's technologized society (Grainer et al., 2014). They further bring forward information that shows that positive word of mouth and positive comments has an even larger spread than negative comments on social media. Thereby even more customers, than the one complaining, could be reached and influenced in a positive way towards the company. Lewis (1982) explains that attentiveness has a reducing effect on negative word of mouth. Hence the importance for companies to pay attention to customers that have complained on social media due to the fast pace of word of mouth.

H₅ Attentiveness has a positive impact on customer satisfaction in the social media context.

3.1.6 Facilitation

It is argued by several authors that the aspects of facilitation, such as being allowed and encouraged by the company to complain, have an impact on customer satisfaction (Boshoff & Leong, 1998; de Ruyter & Wetzels, 2000; McCollough, Berry & Yadav, 2000). Although there is a friction among researchers. Davidow (2000) claims that facilitation has no significant impact on customer satisfaction. Social media can, as argued by Grainer et al. (2014), be seen as making it harder for companies to maintain satisfied customers since they become more demanding and have higher expectations. Along the same line Grainer et al. (2014) also write that customers expect companies to get it right in the first interaction when handling complaints. These aspects from the social media environment, together with the overall opinion of authors presented in the theory, leads the argument for a possible positive impact of facilitation on customer satisfaction in the social media environment.

H₆ Facilitation has a positive impact on customer satisfaction in the social media context.

3.2 Research model

Based on the previously gathered theory the researchers created a model to obtain a better overview of the concepts. The model below shows the dependent variable *customer satisfaction* and the independent variables *timeliness*, *redress*, *apology*, *credibility*, *attentiveness* and *facilitation*. The different independent variables are argued to have an impact on the dependent variable, customer satisfaction. This is shown by arrows pointing from the independent variables towards the dependent variable. The context of the model is *social media*, which is indicated by a circle surrounding all the variables. The hypotheses stated in previous chapter are indicated together with the arrows for the specific variable which the hypothesis is related to.

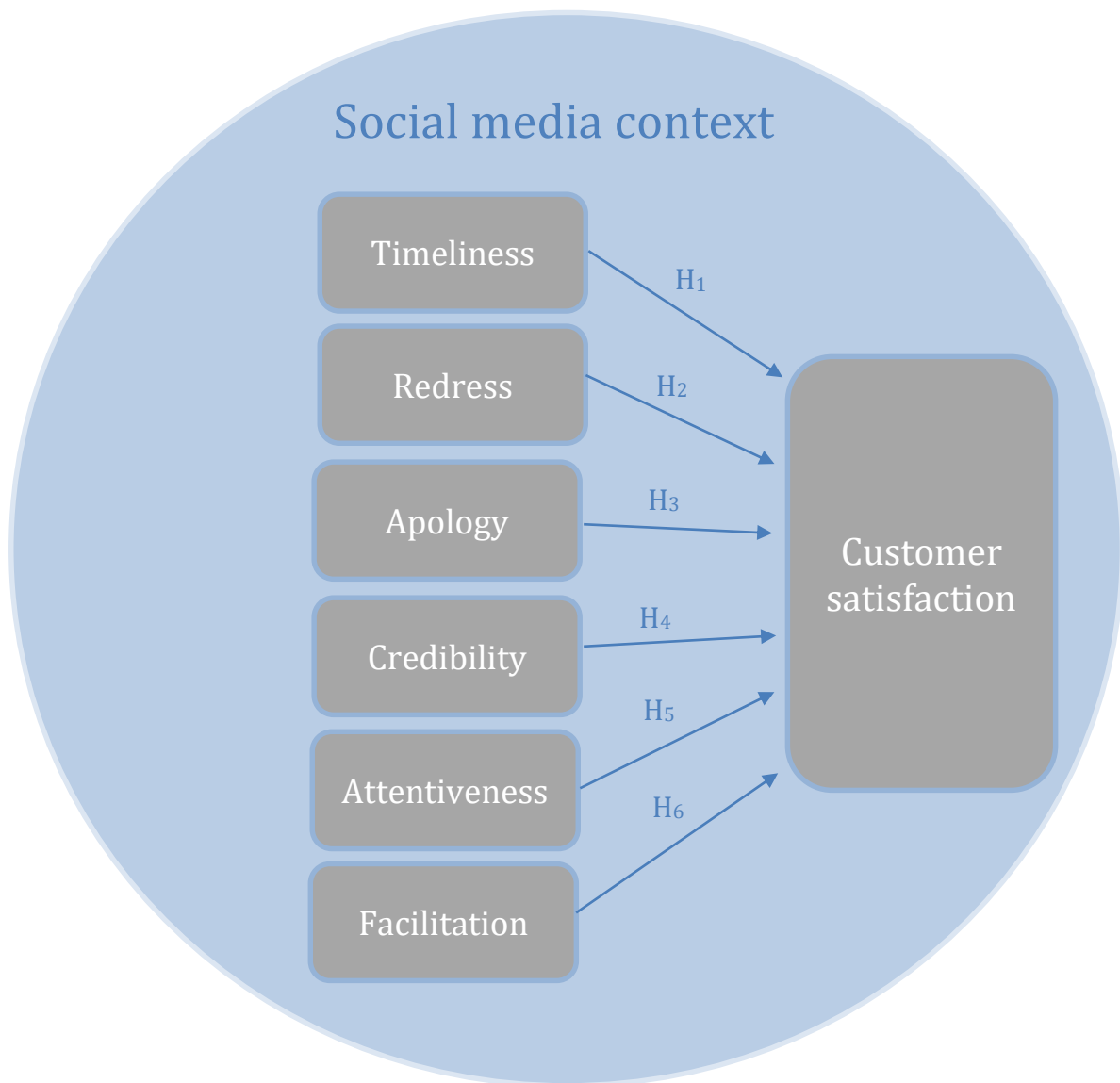


Figure 1. – *Complaint handlings impact on customer satisfaction in social media context, conceptual model*

4. Method

4.1 Research approach

The first section in the method will explain and clarify the approach of the research and state the reasons for applying a deductive and quantitative study. The differences between inductive and deductive will be discussed as well as the differences between a qualitative and quantitative approach. Along with this, the justification for the choices made in this research will be argued for.

4.1.1 Inductive versus deductive

The relationship between theory and research can be formed in different ways. Bryman & Bell (2011) bring up the aspect that there are two ways to view the role and the influence that theory has in a research paper. These two different ways are called deductive and inductive approach, where deductive is argued to be the most common way to construct a research (Bryman & Bell, 2011).

Ali & Birley (1999) write that one of the approaches starts with developing theory, this being the inductive way, and the other one starts with the need to test a theory, the deductive way. According to Eisenhardt & Graebner (2007) the hard part of doing an inductive approach is that the researchers have to convince the reader early that the research questions is of great importance and that existing theory is not sufficient to answer these questions or does not help to answer the presented research questions. Induction first involves presenting observations and findings, then applying these and build theory (Bryman & Bell, 2011). Whilst a deductive approach is the opposite, where theory is gathered to create hypotheses and thereafter data can be collected and results can be found according to Bryman & Bell (2011). Ali & Birley (1999) write that when it comes to having a deductive approach the theory regarding the chosen subject is well-established, its role will be to help develop hypotheses and choose variables to measure. They bring up the aspect that a deductive approach involves collecting a lot of existing theory and also that the researchers need to pin point the parts that are relevant for their specific research. Bryman & Bell (2011) continue by saying that after the findings are presented a deductive research takes an inductive last turn by either temporary support or reject the hypotheses and thereby build or revise the earlier presented theory with help of the new findings.

This paper aims to investigate the impact of the different dimensions on customer satisfaction. Existing research regarding customer satisfaction and customer service were available, which makes it possible to develop relevant hypotheses and adapt them to an online environment. Therefore, a deductive approach was chosen as best suited to meet the purpose of this research.

4.1.2 Qualitative versus Quantitative

Bryman & Bell (2011) and Morgan (2007) bring up the fact that many researches regarding methodology expresses the opinion that there is a difference between a qualitative and quantitative approach. Dividing these two concepts is helpful when trying to sort out what to do and how to go about a problem in a research according to Bryman & Bell (2011). They further argue that studies on methodology implies that a quantitative research often is related to a deductive approach when it comes to the relationship between theory and research. Morgan (2007) suggests that the movement between theory and data never goes in only one direction, it is moved back and forth along with the process, thereby making the difference between an inductive and deductive approach less distinguished. However, looking at it as a whole, a deductive approach is mostly connected to quantitative research and will be the approach for collecting data in this study.

This research will have a quantitative approach, since it gives the possibility for others to replicate the study and to do external checks upon the data (Bryman, 1984). Having a firm and structured measurement to collect information with, will ensure that the responses do not differ depending on the environment, according to Saunders, Lewis & Thornhill (2009). They further argue that to be able to meet the goal of having a structured data collecting instrument, the approaches of a quantitative study is preferred. Bryman & Bell (2011) mention that a quantitative approach often is used when the research aims to have some kind of measurement in the data collection, in this case an impact. A large amount of respondents needs to be reached in this research in order to present representative numbers in the findings, and therefore a quantitative approach is utilized.

4.2 Research design

The research design of this study was chosen with the aim to meet the purpose of the research. It is argued that there are three different types of research designs; exploratory, descriptive and explanatory/casual. It is important to have a clear view of the study's research design since it influences the approach.

Exploratory studies are researches that examine something that was previously unknown according to Stebbins (2001). He writes that exploratory researches empathizes flexibility, and can be described as the brief preliminary stage of a research process regarding a subject. *Descriptive* research design is according to Kelley et al. (2003) one of the most basic types of research with the goal to gather information on different happenings and situations. Kothari (2004) writes that descriptive research aims to describe happenings as they exist right now, and is therefore a snapshot of reality in that particular time.

Explanatory research design, also called casual research design, is by Reis & Mudd (2014) described as stating relationships between two events. They further explain that this is done in order to say that a change in one of the events causes a change in the other and vice versa. The aim of this research is to explain how the response dimensions impact customer satisfaction. Explanatory research design is useful when detecting relationships between variables according to Reis & Mudd (2014). They clarify that the goal of these researches is not to explain why the changes occurs, the goal is simply to establish that there is a relationship and what is the cause and effect in the relationship.

This study aims to measure the impact of different independent variables, found in earlier research, on customer satisfaction. Due to the objectivity of this study and the fact that it is based on previous research with the purpose to see the impact between different variables, this paper will utilize an explanatory research design.

4.3 Data Sources

When collecting data, it is possible to collect both primary and secondary data. Secondary data is data that is collected by other researchers, it can be in form of documents, numbers or books and is especially useful when doing a historical research (Bryman & Bell, 2011; Ghauri & Grønhaug, 2005). They also bring forward that secondary data is time saving and easy to access, since the researchers do not have to depend on other people. Secondary data is extra useful when wanting to compare constructs, for example international, since it is easier to get the same data from both cases which makes the comparison stronger (Ghauri & Grønhaug, 2005). Primary data on the other hand is data that is collected by the researchers themselves, for a specific purpose and that was previously unknown (Currie, 2005). Currie (2005) explains that primary data is collected when the data that the researchers are interested in does not exist and needs to be retrieved directly from the groups, consumers or organizations of interest. He further explains that this could be done in order to be able to know how certain individuals react to different situations or ideas.

No suitable secondary data was available regarding the chosen subject. This paper will only contain primary data, since the aim is to collect direct answers from customers regarding their opinion concerning responses from companies to their complaints on social media platforms.

4.4 Data collection method

When collecting the data needed for this research, in this case primary data, there are different methods that could be applied to reach the goal. The different methods used could be interviews (both structured, semi-structured and unstructured), focus groups, observations and questionnaires (Bryman & Bell, 2011; Currie, 2005).

According to Bryman & Bell (2011) observations, unstructured interviews, semi-structured interviews and focus groups are often more relevant in a qualitative study. Bryman & Bell (2011) write that interviews is a method commonly used in both quantitative and qualitative research. Although they emphasize that when it comes to quantitative research the structured interview is preferred in order to standardize both the questions and the answers which is helpful since the aim often is to make some kind of measurement. Currie (2005) writes that an interview can be seen as a conversation with a specific purpose. Bryman & Bell (2011) explain that a structured interview is an

interview that has the aim to give all the respondents the same questions and in the same context so that the interviews are as similar to each other as possible.

Closely linked to the structured interview lays the self-completion questionnaire (Bryman & Bell, 2011). This is explained by Bryman & Bell (2011) as a questionnaire where the respondents answer the questions by filling in the answers themselves without the researcher's presence, the questionnaire is therefore often sent out via mail or email to the respondents. Questionnaires can have different purposes such as; identifying attitudes, obtaining data about different characteristics, asking about behavior or obtaining information about different perceptions of events according to Currie (2005). Due to the objectivity of this study the researchers want to distance themselves as much as possible from the respondents and therefore a self-completing questionnaire was chosen to be the most relevant choice as the data collection method. Advantages of the self-completing questionnaire is that it often is cheaper and more time-saving than conducting an interview, especially if the sample of interest is geographically far away (Bryman & Bell, 2011). Waiting for the questionnaire responses and remind respondents to answer the questionnaire could be time consuming, however, overall the self-completing questionnaire is quicker to administrate than other methods according to Bryman & Bell (2011).

4.5 Sampling

When doing a quantitative study, it is preferable if the research could entail the answers and perception of everyone whom the issue in the question may concern, in other words, the whole population. However, this would be costly and time consuming and a solution is to retrieve a *sample* from the population (Bryman & Bell, 2011). According to Bryman & Bell (2011) the population is the whole from which the sample can be selected from. The population of this research is people who are users of social media. It is also important that the participant is at least 18 years old, since they otherwise need to have parents' permission to answer the questionnaire.

There are two types of sampling; probability sampling and non-probability sampling (Bryman & Bell, 2011; Ghauri & Grønhaug, 2005). In probability sampling all people within the population has the same chance of being selected in the sample, whilst in non-probability sampling some people in the population has a larger chance of being selected

according to Ghauri & Grønhaug (2005). This research will use the procedure of convenience sampling. Bryman & Bell (2011) explain convenience sampling as a way of collecting a sample that for different reasons is more accessible to the researchers than other people in the population. They continue by saying that since convenience sampling is a part of non-probability sampling, the results can usually not be generalizable due to the fact that it is hard to determine if the sample is representative. They further argue for that convenience sampling is a time saving, cost efficient and convenient sampling method. However, the method also makes it possible to select respondents that are of interesting in the specific study (Bryman & Bell 2011). In this case, it was possible for the researchers to send out the questionnaire to people who are users of social media.

Because of the time and resource constraints within this research and the large population from which the sample can be selected from, sample survey was preferred over census data. Since the sample is users of social media, the questionnaire was decided to be sent out using Facebook, due to this, all the receivers of the questionnaire were users of social media. This will later result in a possibility to determine that the sample is representative and could be generalizable even though it was a convenience sample.

4.5.1 Sample selection and data collection procedure

The questionnaire was sent out via Facebook by creating an event and inviting the researchers Facebook-friends. Sending the questionnaire out on Facebook helped to ensure that the respondents were in fact users of social media. The reason for only using Facebook is due its convenient features when creating and sharing events and information, but also the possibility to reach a large amount of people and to see whether the information have been seen or not. 1.500 of the researchers Facebook-friends were invited to the event and also encouraged to share the questionnaire on their own pages, creating as mentioned by Bryman & Bell (2011) a snowball effect and thereby hopefully reach even more people. When it comes to how large the sample size should be there is according to Bryman & Bell (2011) no distinct answer, what on the other hand can be determined is the response rate. The response rate is the percentage of the sample that actually participated in the study (Bryman & Bell, 2011). They state that the response rate is calculated as *numbers of usable answers* divided with *total sample*. They also bring forward that questionnaires with unfinished answers or if there are any clear indicators of that the respondent has not answered in a thoughtful manner, should be subtracted from

the total sample when calculating the response rate. Since all the questions were made mandatory when constructing the online questioner all the answers were usable.

When looking at the reach of the Facebook event, the authors were able to calculate how many of the invited persons that had seen the event as well as not seen the event by viewing the event list and the function "seen". The result of this was that 65% of the invited people had seen the questionnaire.

When doing a calculation of how many answers that are necessary to make a generalization one could use the formula by Hair et al. (2010) which calculates the amount of independent variables and multiplies it by ten. Which would for this research result in a sample size of at least 60 answers, however this is a minimum level and a larger sample size is of course preferable. Several reminders were sent out to the potential respondents and after almost two weeks no more answers were coming in, hence the researchers decided to close the questionnaire at the amount of 126 responses.

Approximately 975 individuals were reached using Facebook and the amount of collected answers were 126, making the response rate (126 divided with 975) 12,9 % rounded to 13%. This means that 13% of the receivers of the questionnaires answered it.

4.6 Data collection instrument

This section will present the operationalization of the theoretical concepts together with their operational definition and statements for measurement. A description of how the questionnaire was designed followed by the process of pretesting and an explanation of the construct will also be presented. The statements were developed based on the work by Davidow (2000) to ensure the validity of the measurements since they in his study have been ensured to be useful to measure the intended concepts. The operationalization and measurements in table 1 were also further assessed and constructed together with an expert. The validity of the construct will be further developed in section 4.8.1.

4.6.1 Operationalization and measurement of variables

Table 1. Operationalization

| Theoretical concept | Operational definition | Statement for measurement | Source adopted from |
|--|---|--|--|
| Timeliness Smith, Bolton & Wagner (1999) explain that <i>timeliness</i> can refer to the speed it takes for a company to respond to a complaint. | To measure the impact of companies response time on customer satisfaction in the social media context. | 1. It is important to me how fast the company responds to my complaint which I have posted on their social media site. 2. I should receive a fast response from the company when I complain on their social media site. 3. The company should not take longer time than necessary to respond to my complaint which I have posted on their social media site. | Davidow (2000) measured timeliness in relation to complaint satisfaction, together with repurchase intention and reduction of negative WOM. |
| Redress Estelami (2000) suggests that <i>redress</i> can be defined as when compensation in form of replacements, repairs or refunds, are used by companies as a response to complaints. | To measure the impact of being compensated by a company, on customer satisfaction in the social media context. | 4. It is important for me to receive a compensation (refund, repair, replacement) from the company, as a response to my complaint which I have posted on their social media site. 5. I should receive a compensation (refund, repair, replacement) from the company, after my complaint which I have posted on their social media site. 6. The compensation from the company should leave me in a better or same state as than before I complained on their social media site. | Davidow (2000) measured redress in relation to complaint satisfaction, together with repurchase intention and reduction of negative WOM. |
| Apology Einwiller & Steilen (2015) define <i>apology</i> as a psychological compensation to customers that have complained. | To measure the impact of receiving an apology from the company, on customer complaint satisfaction in the social media context. | 7. The company should give me an apology as a response to my complaint which I have posted on their social media site. 8. The company should give me an apology that feels sincere when I have complained on their social media site. 9. The company should give me an apology that feels genuine when I have complained on their social media site. | Davidow (2000) measured apology in relation to customer satisfaction, repurchase intention and reduction of negative WOM. |
| Credibility Boshoff & Leong (1998) explain that <i>credibility</i> can be defined as how the company takes responsibility for a service failure. | To measure the impact of companies giving an explanation and taking responsibility for the problem, on customer satisfaction in the social media context. | 10. After complaining on social media the company should explain to me why the problem has occurred. 11. The company should give me a convincing explanation to what went wrong, as a response to my complaint on their social media site. 12. After my complaint on the company's social media site, the company should take responsibility for the reason behind my complaint. | Davidow (2000) measured credibility in relation to complaint satisfaction, together with repurchase intention and reduction of negative WOM. |

| | | | |
|---|--|--|--|
| Attentiveness Einwiller & Steilen (2015) propose that <i>attentiveness</i> refers to the interpersonal communication and interaction between the firm and the customer that is complaining. | To measure the impact of companies being respectful, polite and paying attention when responding to a complaint, on customer satisfaction in the social media context. | 13. The company should treat me with respect when I have complained on their social media site. 14. The company should pay attention to my complaint which I have posted on their social media site. 15. The company should treat me in a polite way when they respond to my complaint that I have posted on their social media site. 16. The company should show that they are willing to listen to me, when I have complained on their social media site. | Davidow (2000) measured attentiveness in relation to complaint satisfaction, together with repurchase intention and reduction of negative WOM. |
| Facilitation Davidow (2000) define <i>facilitation</i> as company's policy's, procedure and structure of handling complaints. | To measure the impact of being redirected by a company while complaining, being encourage to complain and knowing where to complain, on customer satisfaction in the social media context. | 17. It should be easy to complain at the company's social media site. 18. It should be easy to understand where to file my complaint at the company's social media site. 19. It should be allowed to complain at the company's social media site. 20. As a customer I should feel comfortable to complain at the company's social media site. | Davidow (2000) measured facilitation in relation to complaint satisfaction, together with repurchase intention and reduction of negative WOM. |
| Customer satisfaction Pranic & Roehl (2012) describe the <i>customer satisfaction</i> as to which degree the customer feels satisfied with the firms' response to their complaint. | To measure if being treated in a proper way by a company, while complaining does in fact increase the customer satisfaction in the social media context. | 21. My impression of the company would improve if my complaint on social media is taken care of properly. 22. My satisfaction of the company would increase if my complaint on social media is handled properly. 23. I would have a more positive attitude towards the company if my complaint on social media is handled properly. | Davidow (2000) measured the overall satisfaction. Including the companies' complaint handling, the repurchase intention and reduction of negative WOM. |

To view the questionnaire as a whole with the statement together with the cover letter and background questions, see Appendix A.

4.6.2 Questionnaire design

The questionnaire started with a cover letter explaining the study to get the respondents informed and hopefully interested in the subject. The cover letter is argued to be an important part of the questionnaire according to Bryman & Bell (2011). The cover letter also aims to get the respondents into the right mindset, having the online social media context in mind when answering the questions. After the cover letter, three questions regarding the respondents own experience with social media and complaints were asked in order to determine the respondent's relevance to the study. If anyone answered "No" to being a user of social media, their answers were left out of the analysis.

The questionnaire was designed to be easy to read for the respondents. It was also created to look as appealing as possible, since this is argued to be a significant aspect according to Bryman & Bell (2011). Bryman & Bell (2011) claim that it is important that the questionnaire does not appear too long, making it seem time consuming for the respondents. The questionnaire was therefore designed with three or four questions for each dimension and with a structure and design that is easy to understand and follow. The answers to the questions were fixed with a Likert scale from 1-5, where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree. The reason for this is that the respondents should have an alternative to answer neutral, otherwise the answers could be inaccurate when the respondents need to make a decision which they might not support.

The chosen forum to send out the questionnaire was online. This choice was made since the questionnaire is regarding online behavior, thereby making it appropriate to have the questionnaire online as well. Having the questionnaire online was also chosen because it is easier to administrate which makes it less time consuming (Hays, Liu & Kapteyn, 2015). It also gives an overview of how many responses that have been collected and makes it easier to send reminders to the respondents. Hays, Liu & Kapteyn (2015) bring forward the aspect that conducting the questionnaire online gives the possibility for a larger and more diverse reach.

The questionnaire ended with a few background questions about the respondent, such as age and gender, to possible act as a moderator when analyzing the results.

4.6.3 Pretesting

Bryman & Bell (2011) claim that one should always strive towards conducting a pilot study before sending out a self-completion questionnaire. They further argue that the reason for using a pilot study is to ensure that the questions operates well and that the instrument as a whole is understood as intended. This is especially important when writing a self-completion questionnaire, since there will not be an opportunity to straighten things out with a complementary interview (Bryman & Bell, 2011).

There are different kinds of advantages and outcomes of using a pilot study, for example it makes it possible to identify questions that might make the respondents uncomfortable and to see a tendency were the respondents has lost their interest. Bryman & Bell (2011) continue by arguing that if everyone, or at least most of the respondents are answering the questions in the same way it is unlikely that they are of any interest. It is also possible to see whether the questions are understood or not, as well as if the flow and the order of the questions are working (Bryman & Bell, 2011).

The pretesting for this study was done in several steps. The questionnaire was first given to an expert (a professor within Industrial Marketing at Linnaeus University Växjö, Sweden). This was done in order to receive feedback on the questions and the construct as a whole. The expert gave feedback on words that needed to be changed and rephrasing of questions. Further the questionnaire was improved and sent out to four people which represented the pilot group. While the pilot group were completing the questionnaire one of the researchers were sitting next to the respondents to be able to answer questions about the questionnaire but also to ask questions to the respondents. This was done in order to evaluate the questions and to see if they are appropriate and measures the intended variables. It also gave an opportunity to change, remove or add questions before the final questionnaire was sent out. After the pilot group, the questions were changed once again, although only with minor changes such as clarifications of the questions and words. After the desired changes were applied, the questionnaire was sent to the expert again to make a last check and thereafter it was ready to be sent out to the actual sample.

4.7 Data analysis method

After the data was collected the answers needed to be analyzed. This chapter includes a presentation regarding how the descriptive will be used in the analysis. This follows by an explanation concerning how the created hypotheses will be tested using multiple linear regression.

4.7.1 Descriptive

Descriptive statistics is one of the most basic analysis methods and provides fundamental numbers which can work as a base when doing more advanced analyses (Saunders, Lewis & Thornhill, 2009). The numbers analyzed with descriptive statistics can then according to Saunders, Lewis & Thornhill (2009) be put into charts, graphs or tables to get an overview of the outcome. They also mention the program SPSS as a well-tested and appropriate tool for doing these kinds of analysis, and will be used in this research to compute the numbers needed for analysis. When using descriptive statistics an overview of the data collected is generated by finding the central tendency which most often is measured by mean, median and mode which is basic forms of statistics (Saunders, Lewis & Thornhill, 2009). The mean, median and mode were used when viewing the dimensions separately to see the most common answer in each statement. The standard deviation was also calculated for each statement to see how far away the different answers varied from the mean. Most important the skewness and kurtosis were examined. According to Hair et al. (2015) the skewness should be between ± 1 and the kurtosis between ± 3 . If any variables deviated from these numbers the researchers further analyzed them in order to see potential outliers that could be causing a problem and thereafter made a decision whether to exclude them or not, by looking at how the validity is affected by taking them out.

4.7.2 Multiple linear regression analysis

Calculating the impact of an independent variable on a dependent variable is according to Saunders, Lewis & Thornhill (2009) called regression analysis. They continue by explaining that when there are several independent variables to examine together, their combined impact on the dependent variable is analyzed and is called *multiple linear regression analysis*. As this research has six dimensions who acts as independent variables, a multiple linear regression analysis was conducted in SPSS to examine their combined impact on the dependent variable. To determine how much the independent

variables impacts or can explain the dependent variable, the adjusted R square is used (Saunders, Lewis & Thornhill, 2009). To be able to support the hypotheses the beta value has to be positive, indicating a positive relationship and how the increase of the independent variables impact the dependent variable. Along with the beta values the significance level needs to be below .05 in order to support the hypotheses, which indicates a significance level of 95% (Saunders, Lewis & Thornhill, 2009).

4.8 Quality Criteria

The quality criteria section will clarify the steps that have been taken to ensure the quality of the research and the responses from the questionnaire. An explanation of which criteria that has been used and what they mean will be explained, together with how they were assessed to ensure the validity and reliability of the responses.

4.8.1 Content validity

According to Bryman & Bell (2011) validity measures whether the chosen concept actually is measuring the concept that it is supposed to. They further argue for that *face validity*, which is a concept within content validity, measures how well the constructs components are representing and measuring the specific construct. This could be assessed by letting an expert (a professor within Industrial Marketing at Linnaeus University Växjö, Sweden) view the questionnaire (Bryman & Bell, 2011). In this case, the researchers of this study constructed an operationalization to make it clear to the expert what each question were measuring. The operationalization included a short theoretical description of the concept, the operational definition, the statements for measurement as well as where the source was adopted from. Later the expert reviewed the questionnaire and the operationalization to be able to assess it before the actual questionnaire was sent out to the pilot group. This made it possible to determine whether the components were measuring the right construct and to ensure the content validity of the data collection.

4.8.2 Construct validity

According to Hair et al. (2010) construct validity is about whether the operationalization is measuring the concept it is supposed to measure or not. In this case it establish how well the statements regarding the dimensions is measuring that specific dimension. A way to do this is by conducting a *correlation analysis*, which is done to measure the linear relationship between the different variables within a construct (Bryman & Bell, 2011).

The answers within a dimension should correlate more with each other than the answers between two different dimensions correlate (Hair et al., 2010).

The operationalization consists of argumentation for why the statements are needed and what they are measuring. However to find out whether the constructs correlate or not, it is needed to construct a statistic analysis, in this case correlation analysis (Hair et al., 2010). Since the aim of this research is to assess the impact of the independent variables on the dependent variable, it is important to ensure that the independent variables and the components in them are valid. The correlation analysis looks at the correlation level between the dimensions, this analysis was done in SPSS. The Pearson correlation value are somewhere between 0 and 1, where 1 represents a perfect relationship, and 0 represent no relationship (Bryman & Bell, 2011). The dimensions will most likely generate somewhat similar answers but should not correlate too high since they are meant to measure different concepts. According to Evans & Over (1996) a correlation of .00-.19 represents a very weak correlation, .20-.39 equals a weak correlation, .40-.49 a moderate correlation, .60-.79 a strong correlation and .80-1.0 a very strong correlation. The researchers aim to not have a correlation above .60 to ensure that the correlation between the variables are not too strong.

4.8.3 Reliability

Reliability is an important concept within quantitative research and consists of three indicators according to Bryman & Bell (2011). They further explain that these three indicators are named; *stability*, *internal reliability* and *inter-observer consistency*. Out of these three indicators *internal reliability* is singled out as the key issue of quantitative research by Bryman & Bell (2011). Internal reliability is explained as whether or not the statements that are presented for a specific construct are consistent. In other words, if the answers for the statements regarding timeliness has similar scores on the Likert scale from the same respondent, this indicates high internal reliability. Before the questionnaire, this was assessed by basing the statements on previous research that have used similar statements and by letting an expert view the questionnaire. When the responses were all collected, internal reliability was assessed in actual numbers in SPSS using *Cronbach's alpha* analysis, which is stated by Bryman & Bell (2011) as a valid method to use when assessing reliability. According to Bryman & Bell (2011) .80, or at the lowest .70, can be established as an acceptable level of reliability when doing a Cronbach's alpha analysis.

4.9 Ethical Considerations

When conducting a research involving human beings, it is important to take the effects on the participants into consideration. According to Bryman & Bell (2011) there are four aspects to consider when it comes to the ethical considerations; *harm to participants*, *lack of informed consent*, *invasion of privacy* and *deception*. The same aspects are brought forward by Keller & Lee (2003) and are explained to also be relevant when conducting a study online. *Invasion of privacy* concerns the privacy of the respondents, the researcher does not have the right to intrude on people's private life (Bryman & Bell, 2011). *Harm to participants* mainly addresses the extent of how private the respondents are in the study when the result is presented (Bryman & Bell, 2011). They further explain that the importance of anonymity is connected to the fact that the responses could, depending on the research, harm the participant career prospects or self-esteem.

To minimize the risk of these ethical issues in this study, the cover letter in the beginning of the questionnaire was created to inform the respondents as much as possible of what the questionnaire would be about, leaving them with the decision to participate or not. The cover letter contained the purpose of the study, why the research and the answers from the participants are important, the approximate time it will take to finish the questionnaire, how and what the answers will be used for, that they are anonymous and also that the participant has to be at least 18 years old to participate. This is due to that Etiskaradet-erm (2016) claims that the respondent has to have turned 18 years old or otherwise they have to have their parents' approval. As mentioned this belongs to the consideration of *harm to participants*, but also the categories *lack of informed consent* and *deception*. By stating as much information as possible about the research and giving the respondents an opportunity to get an insight in the study, the possibility for them to be aware of what they are going to experience and thereby being able to make an informed decision to participate, increases. The questionnaire was also designed and written with appropriate language. Specific terminology of the subject that could be hard for the participants to understand was avoided, as suggested by Ghauri & Grønhaug (2005). Anonymity was enriched by the questionnaire being sent out online with a link to the questionnaire, making it difficult for the researchers to assess from whom the responses came from. Since the questionnaire was conducted online with no personal contacts with the respondents, it was argued by Keller & Lee (2003) to be important for the researchers

to put their contact information in the cover letter for the respondents to be able to reach them if they had any questions or concerns regarding the questionnaire or the study.

4.10 Methodology summary

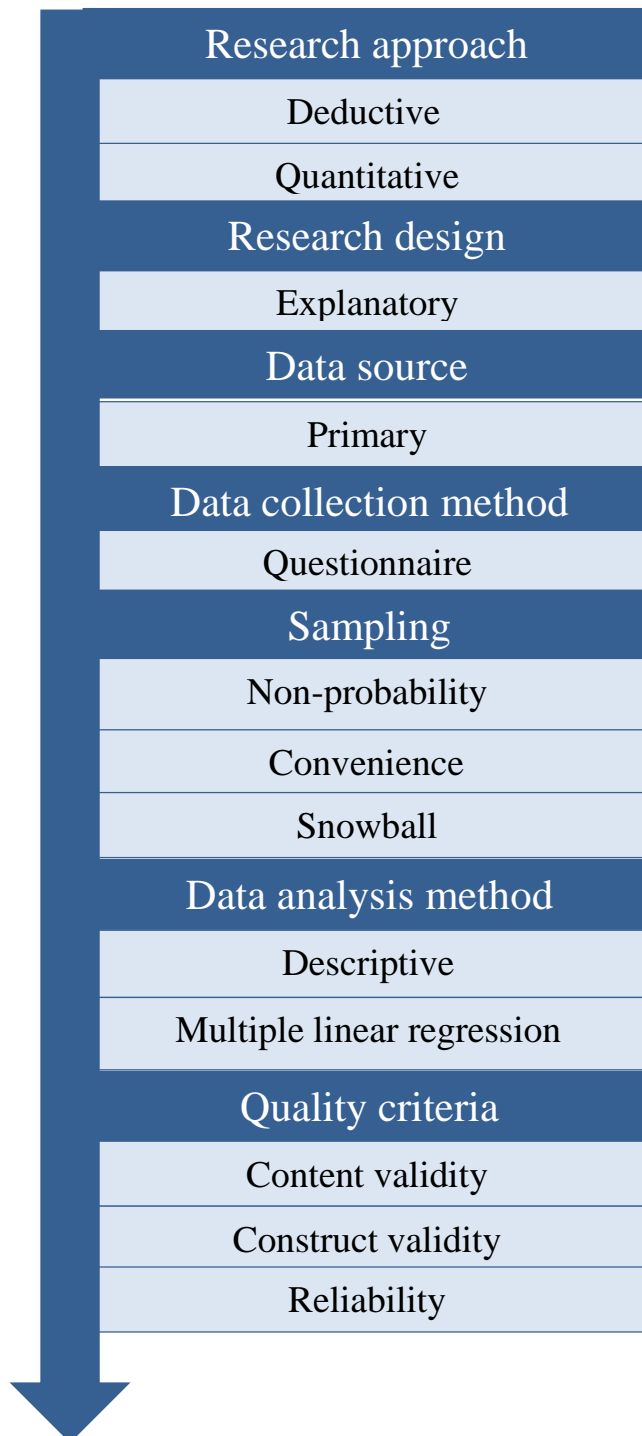


Figure 2.- Methodology summary

5. Results

5.1 Descriptive and Quality Criteria

To get an overview of the statements in the questionnaire descriptive statistics were created in SPSS to see the lowest and highest answer for each question. The mean of the answers for each question and the standard deviation from the mean were also calculated. When analyzing the skewness and kurtosis it was found that the skewness was a bit high for many of the variables. According to Hair et al. (2015) the skewness should be around ± 1 and kurtosis ± 3 . The numbers for this are presented in appendix B, table 2 and the variables with high skewness are marked red. To be able to find the cause of the high skewness and kurtosis, a boxplot (appendix B, figure 3) with the variables in questions was created in order to find potential outliers. Four outliers were found to occur often and were therefore taken out of further analysis resulting in a new table with descriptive, skewness and kurtosis (appendix B, table 3). Some variables still had a skewness slightly above 1 but the researchers chosen to continue with the numbers in order to not lose too many answers. The amount of usable answers from the questionnaire that will be further analyzed is now 122 instead of 126.

An internal reliability test was done in SPSS to ensure that the statements within the same dimension in the questionnaire actually measured the same concept. According to Bryman & Bell (2011) the Cronbach's alpha value for a variable should be close to .80, however they mention that it is not uncommon to accept a Cronbach's alpha value of .70. The Cronbach's alpha was done both with the outliers included and excluded to evaluate the difference. As seen in table 4 (appendix B) even with the outliers excluded the Cronbach's alpha is at an accepted level.

Once the internal reliability of the variables was evaluated and accepted to be reliable the researchers created an average of each variable and continued to examine the construct validity. To test the construct validity of the variables in the study a correlation analysis was created in SPSS. Since neither of the dimensions have a correlating value (Pearson correlation) over .557 it could be determined that the dimensions are in fact different and do not measure the same concept. The correlation for all variables was found to be significant with a significance level of at least 95%. All correlation values for the variables can be found in appendix B, table 5.

5.2 Hypotheses testing

The hypotheses testing consisted of the six independent variables which are measured against the dependent variable. Age and gender were also included as control variables when doing the multiple regression analysis. The hypotheses testing consisted of eight different steps which created eight different models, ending up in the multiple linear regression where the hypotheses were either rejected or supported. Model 1 represents only the control variables and thereafter each independent variable was tested against the control variables separately. Model 2 represents the control variables together with only time, Model 3 represents the control variables together with redress and so on for each variable. Model 8, which is the last model, includes the control variables together with all the variables in a multiple linear regression, and it is based on this model the hypotheses will be supported or rejected. The models can be seen all together in Table 6 below.

The numbers presented in table 6 are first the beta value together with one, two or three stars to indicate the significance level for those who are statistical significant. Within the parentheses the standard error for each of the independent variables is presented. For the hypotheses to be supported the significance level, also known as the p-value, needs to be below .05, which means that the answer is significant at over 95%. A description of the stars' indications of significance level can be found under table 6. To see all values for the specific models, go to appendix B and table 7-14.

After the hypotheses in table 6 the numbers from the R square, adjusted R square, standard error of the estimates, the F-value for the models and also the degree of freedom are presented. The adjusted R square shows how much of the dependent variable that is explained by the independent variables, in this case the dimensions (Bryman & Bell, 2011). As shown in table 6 the adjusted R square is .255 or approximately 26%, which indicates that 26% of satisfaction is explained by the combination of the dimensions.

Table 6. Multiple linear regression analysis hypotheses

| | Model 1 Only control | Model 2 Time | Model 3 Redress | Model 4 Apology | Model 5 Credibility | Model 6 Attentiveness | Model 7 Facilitation | Model 8 All |
|--------------------------|--------------------------------|------------------------|---------------------------|---------------------------|-------------------------------|---------------------------------|--------------------------------|-----------------------|
| Constant | 4.053*** (.134) | 2.2351*** (.363) | 3.573*** (.262) | 3.293*** (.269) | 2.882*** (.329) | 2.244*** (.387) | 2.532*** (.296) | 1.562*** (.418) |
| Control variables | | | | | | | | |
| Gender | .052 (.119) | .075 (.109) | .115 (.121) | .105 (.116) | .107 (.113) | .041 (.109) | .015 (.106) | .059 (.109) |
| Age | .188 (.099) | .144 (.091) | .174 (.098) | .157 (.096) | .131 (.095) | .135 (.091) | .136 (.089) | .105 (.088) |
| Hypothesis | | | | | | | | |
| H ₁ | | .408*** (.082) | | | | | | .147 (.105) |
| H ₂ | | | .138* (.065) | | | | | -.005 (.064) |
| H ₃ | | | | .195** (.060) | | | | .038 (.065) |
| H ₄ | | | | | .298*** (.077) | | | .078 (.088) |
| H ₅ | | | | | | .423*** (.086) | | .135 (.111) |
| H ₆ | | | | | | | .385*** (.069) | .219** (.086) |
| | | | | | | | | |
| R ² | .033 | .201 | .069 | .111 | .141 | .198 | .237 | .304 |
| Adjusted R ² | .017 | .181 | .045 | .089 | .119 | .178 | .217 | .255 |
| Std error of estimates | .663 | .605 | .653 | .638 | .627 | .606 | .591 | .577 |
| F-value | 2.039 | 9.903 | 2.903 | 4.918 | 6.467 | 9.736 | 12.202 | 6.175 |
| Df in regression | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 8 |

***Significant at .001 level

**Significant at .01 level.

*Significant at .05 level.

The researchers also decided to split the respondent in two groups based on the question "I have complained on social media" to see whether or not there was a difference between the ones who has complained and the ones who has not. Table 15 is therefore divided in two groups, one that answered "No" to having complained on social media and one who answered "Yes". When doing this regression it was found that for the ones who had not complained the hypothesis regarding time was supported, as well as facilitation. Whilst for the group who had complaint none of the hypotheses were supported.

Table 15. Split file multiple linear regression analysis

| Hypotheses | Unstandardized Coefficient | | Standardized coefficient | t | Sig. |
|----------------------|----------------------------|------------|--------------------------|-------|--------|
| | B | Std. error | Beta | | |
| NO | | | | | |
| (Constant) | 1.181 | .417 | | 2.832 | .006 |
| Gender | .040 | .121 | .028 | .333 | .740 |
| Age | .069 | .083 | .069 | .832 | .408 |
| H₁ | .237 | .109 | .242 | 2.165 | .033* |
| H₂ | -.060 | .068 | -.082 | -.882 | .380 |
| H₃ | -.020 | .073 | -.028 | -.279 | .781 |
| H₄ | .072 | .098 | .077 | .738 | .462 |
| H₅ | .211 | .110 | .208 | 1.923 | .058 |
| H₆ | .267 | .084 | .323 | 3.181 | .002** |
| YES | | | | | |
| (Constant) | 2.839 | 1.668 | | 1.702 | .107 |
| Gender | .291 | .298 | .255 | .978 | .342 |
| Age | .837 | .874 | .256 | .958 | .352 |
| H₁ | .188 | .356 | .151 | .527 | .605 |
| H₂ | .222 | .176 | .334 | 1.263 | .224 |
| H₃ | .156 | .158 | .281 | .985 | .339 |
| H₄ | .065 | .203 | .088 | .322 | .751 |
| H₅ | -.272 | .368 | -.229 | -.740 | .470 |
| H₆ | -.205 | .340 | -.166 | -.602 | .555 |

***Significant at .001 level.

**Significant at .01 level.

*Significant at .05 level.

6. Discussion

6.1 Discussion of hypotheses testing

This following section will present the focus of the study, which is whether or not the hypotheses were supported or rejected based on the results in chapter 5, together with an discussion and analysis around the outcome. The hypotheses were developed based on the existing theoretical information in chapter 2 together with the social media context. The results and the previous gathered theoretical information will be discussed in relation to each other. Table 16 presents all the hypotheses in the left column together with the right column which shows whether or not they were rejected or supported based on the multiple linear regression.

Table 16. Hypotheses results

| Hypotheses | Supported or Rejected |
|--------------|-----------------------|
| Hypothesis 1 | Rejected |
| Hypothesis 2 | Rejected |
| Hypothesis 3 | Rejected |
| Hypothesis 4 | Rejected |
| Hypothesis 5 | Rejected |
| Hypothesis 6 | Supported |

6.1.1 Hypothesis 1 – Timeliness

The p-value for timeliness is .165 (appendix B, table 14) which means that the relationship is not statistically significant since it has to be below .05 for the hypothesis to be supported, so in this case the hypothesis is rejected. Previous research have shown that timeliness has a positive impact on customer satisfaction, Mattila & Mount (2003) even suggested that timeliness is the most significant response dimension. Boshoff (1997), Conlon & Murray (1996), Davidow (2000), Einwiller & Steilen (2015), Grégoire, Salle & Tripp (2015) and Smith, Bolton & Wagner (1999) argue that timeliness is important in order to increase the customer satisfaction. However the result from this research have a different outcome. This could be due to the fact that the hypothesis is stated in a positive direction, meaning that even if it is rejected this does not mean that timeliness does not have an impact on satisfaction, it only means that the impact is not statistically significant to be positive. Since the majority of earlier research is conducted in another context than social media, this study's result might differ due to that as well. Timeliness was the dimension that was closest to being supported out of the rejected hypotheses and it also had the highest adjusted R square of the rejected hypotheses. This

points to that timeliness still could be seen as a relevant variable when handling complaints. The reason for the hypothesis to not reach the desired acceptance level could be that consumers take for granted that everything online should go fast (Labrecque, 2014) and therefore does not consider this as a problem. It could also be the fact that customers does not expect an answer they just want to voice their opinion. Clark (2013) even suggest that the main reason for customers to complain on social media is to vent anger. As seen in table 15, timeliness was even further away of being supported for the ones who had complained, but was however actually supported for the ones who had not. This shows that the ones who have not complained online and do not have any experience of this would prefer it to go fast and this supports the fact that timeliness is an important variable when handling complaints online.

6.1.2 Hypothesis 2 – Redress

As shown from the analysis in SPSS, redress has the highest p-value. The p-value for redress was calculated to .939 (appendix B, table 14) which means that the hypothesis was rejected. Looking at the adjusted R square in table 6, redress has the lowest score, meaning that redress has the lowest positive impact on customer satisfaction when running the adjusted R square separately for each dimension. This could indicate that when handling complaints on social media, redress is the least important dimension to focus on. These findings are in line with Loo, Boo & Khoo-Lattimores' (2013) research, which stated that complaining with the aim to be compensated is one of the less common reasons and thereby indicating that it would not increase customers' satisfaction. Balaji, Jha & Royne (2015) explain that complaining online is popular due to the fact that it is convenient and effective. When looking at table 15 and the difference between the group who has complained online and the ones who has not, redress is much closer to being supported for the ones who has complained than in the model which includes all the dimensions (table 6). This could indicate that compensation is not something customers expect and are looking for when they think about complaining online as stated by Balaji, Jha & Royne (2015). However once they have complained they perhaps feel a higher satisfaction if they receive a compensation, than if they do not receive a compensation, this is an argument brought forward by Davidow (2000) and could be an explanation for why the ones who have complained feel that redress is more important.

6.1.3 Hypothesis 3 – Apology

The p-value for apology was .565, as seen in appendix B in table 14 which means that the hypothesis was rejected. Apology was also found to be one of the dimensions with the lowest adjusted R square (table 6) when looking at the output from SPSS and the separate regression for apology, meaning that it is a quite small part of explaining customer satisfaction. The reason for why apology was rejected could be that customers feel that some occurred problems or dissatisfactions does not need an apology. Davidow (2000) and De Ruyter & Wetzels (2000) believe that apology does not have an impact on customer satisfaction, which indicates that this study has received the same results and that apology could be believed to not have a significant positive impact on customer satisfaction for either offline or online complaining. Although Boshoff & Leong (1998) and Smith, Bolton & Wagner (1999) claim that apology has an impact on customer satisfaction, but it could be argued that these studies are older and receiving an apology was more important before. When looking at table 15, it shows that the ones who have complained believes it is more important with an apology then the ones who have not complained, although it was far away from being supported to have a positive impact on customer satisfaction.

6.1.4 Hypothesis 4 – Credibility

The p-value, which can be found in appendix B in table 14, for credibility was .377 which indicate that the hypothesis is rejected. Credibility had the third lowest score on the adjusted R square when looking at the output from SPSS meaning that it does not explain customer satisfaction as much as some of the other variables do and does therefore not have a strong influence on customer satisfaction (table 6). Conlon & Murray (1996) and Davidow (2000) mean that there is a positive relation between credibility and customer satisfaction, although the answers that were collected in this research shows the opposite. This could be due to that credibility is more important in offline complaint handling but also that it is less important now than it was before. People might believe that they already know what went wrong with the product or service and an explanation therefore is not needed. When looking at table 15, for people who has complained, one could see that credibility was seen as the dimension with the highest significance level, indicating that it was the dimensions that was furthest away from being supported. Therefore one could argue that credibility does not have a significant positive impact on customer satisfaction in the social media context.

6.1.5 Hypothesis 5 – Attentiveness

When doing the multiple linear regression analysis including the control variables the p-value for attentiveness was .227 which means that the hypothesis was rejected (appendix B, table 14). This result differs from Davidow (2000) and Estelami (2000) who argue that attentiveness has the highest impact on customer satisfaction. Since both these researches were conducted in year 2000, much has changed since then especially with the development of social media, and thereby customers' expectations most likely has changed as well. When looking at the adjusted R square for attentiveness as a separate variable in relation to satisfaction, table 6 shows that 18% of satisfaction is explained by the variable attentiveness. Although when looking at table 15 and comparing the ones who have complained with the ones who have not, the hypothesis for attentiveness is extremely close to being supported for the group who have not complained on social media. This can point to that the ones who have not complained expect and would prefer companies to pay attention to them and show that they are willing to listen to them (Einwiller & Steilen, 2015). For the group who have complained online, attentiveness is even further away from being supported than in the model with all the dimensions looked at together (table 6). The reason for the big difference between the two groups could be that once a customer has complained and they have that experience in their mind they just want their problems to be solved as fast as possible. Grainer et al. (2014) state that customers who have complained online seldom feel that their complaint is taken care of directly, they usually need to be redirected or make contact more than once. This could be an explanation for why attentiveness is not seen as important for the ones who have complained, they just want their problem to be taken care of and solved with little concern about the level of attentiveness and politeness in the response from the company.

6.1.6 Hypothesis 6 – Facilitation

The last hypothesis which was regarding facilitation received high scores on the questionnaire when viewing the collected answers from the respondents. This indicates that this was the dimension which the respondents found to be the most important when complaining to a company on social media. This becomes even clearer when looking at the numbers presented from the regression analysis in table 6. The p-value for facilitation (appendix B, table 14) is .012 which proves that the hypothesis is supported and significant at a level of 95%. In line with the supported hypothesis, facilitation also had the highest adjusted R square out of all the variables, as seen in table 6. When all the

independent variables were viewed separately the adjusted R square for facilitation was .217, meaning that approximately 22% of satisfaction is explained by facilitation when looked at separately. One explanation for why facilitation is seen as so important among the respondents could be, as argued by Balaji, Jha & Royne (2015), that consumers complain online because it is convenient and effective. Customers nowadays needs everything in their life to be as effective as possible in order to manage their stressful agenda. Complaining about a service failure should not be something that occupies much of their time, and as shown in this study customers appreciate when it is easy and convenient to file their complaints. It could also be explained by the fact that according to Harris & Ogbonna (2010) customers who are encouraged to complain feel a higher satisfaction than if they would not be encouraged to complain. Since facilitation is about the accessibility to complain at companies' social media sites the argument brought forward by Harris & Ogbonna (2010) could be an explanation for why this dimension is seen as the most important one for the respondent in this research.

6.1.7 Overall discussion

When running only the control variables it could be seen that the adjusted R square was only .017 (table 6) which is very low, meaning that in order to analyze the impact of complaint handling more variables are needed, in this case the dimensions. What also was noticeable, when viewing the different adjusted R squares in table 6, is that facilitation has a much higher value separately than any of the other variables. The adjusted R square for facilitation alone was .217 and for all the variables combined the adjusted R square was .255 (table 6). This shows that facilitation is a large part of the impact on customer satisfaction when it comes to complaint handling. It could be argued that facilitation is so strong that it might take over from the other dimensions and works as a leading dimension from which all the others are influenced by and depends on. Facilitation is the foundation from which all the other variables are based on and when facilitation is put together with other variables it takes over and decreases their values. Facilitation is as mentions by Harris & Obgonna (2010) about the accessibility to complain and the fact that it should be effortless for the customers. It could from this research be argued that if customers feel that it is a lot of work and difficult to file a complaint the other variables of the actual response from the company does not have a large impact on customer satisfaction.

7. Conclusion

From this research it can be concluded that facilitation has a significant positive impact on customer satisfaction, whilst timeliness, redress, apology, credibility and attentiveness have not. Since facilitation is about procedures and events that happens before the actual response to the complaint, it could be concluded that complaint handling is something that companies need to work with proactively in order to positively affect customer satisfaction. It can be argued that complaint handling positively impacts customer satisfaction in the social media context by the use of facilitation. This indicates that if a company is prepared to receive complaints and welcomes their customers to complain and thereby creating an open dialog with their customers, it positively impacts customer satisfaction.

8. Implications, Reflection and Further research

8.1 Theoretical implications

The result from this study has implications for research on complaint handling on social media. Even though it exists many studies regarding complaint handling and the six dimensions, there are few studies on how companies should handle complaints using the six dimensions on social media. This study extend prior research on handling complaints, and the result of this research shows that facilitation has a significant positive impact on customer satisfaction in the social media context. These findings are not in line with previous research where both Davidow (2000) and Einwiller & Steilen (2015) could support more hypotheses regarding the dimensions than this research, which only supports the hypothesis connected to facilitation. Facilitation explains a large part of customer satisfaction and is so strong that it influences the other dimensions and decreases their impact on customer satisfaction. The major implications to the theory from this research is therefore that the dimensions have another impact on customer satisfaction in the context of social media than in the context of offline complaining.

8.2 Managerial implications

The managerial implications found in this research suggests that facilitation should play a major part in the complaint handling process on social media. Companies should make it clear and easy to understand were customers could file their complaints at the companies social media site. Furthermore companies should make sure that customers feel welcomed and encouraged to complain. Since redress is the dimension that explain customer satisfaction the least, companies does not have to prioritize to compensate customers that have complained on social media.

The other dimensions, aside from facilitation, where rejected to have a significant positive impact on customer satisfaction, however they could still have an impact on customer satisfaction but not as strong or positive as facilitation. Therefore companies still needs to put focus on the other dimensions as well, until proven otherwise. Since facilitation is so strong in relation to the other variables, it is important for companies to ensure that customers' feels welcomed to complain on their social media site and thereafter they can continue to work with the other variables when responding to complaints.

8.3 Reflections

One reflection is regarding the amount of answers collected from the questionnaire, which could preferable been higher since social media is a large context from which a big sample can be drawn. In order to increase the reliability of this paper and perhaps make it possible to support more hypotheses, more answers would be needed.

The paper also included both customers who have complained to companies on social media and customers who have not. The findings are of a general nature and are not specific for customers who have experience of companies' complaint handling on social media. This paper only covers the social media context and does not refer to complaints in store, by e-mail or phone and this should be taken in to consideration if generalized to other contexts.

8.4 Further research

Recommendations for further research is to do a more extensive research in the area of complaint handling on social media to obtain a more generalizable result that reflects the population. It could also be suggested to conduct a quantitative research were the hypotheses are stated in a negative direction to explore if the dimensions could have a negative impact on customer satisfaction. Another suggestion is to target only customers who have complained on social media, in order to receive more specific results regarding complaint satisfaction on social media. A qualitative research could be recommended in order to get a deeper understanding of why consumers believe that some dimensions are more important than others. In relation to developing a qualitative study on the subject, it could be relevant to look at the motives behind why customers complain, and especially why they choose to complain online. Research regarding customer complaining motives could help enhancing the knowledge of how customer perceive the different complaint handling strategies from companies based on their different motives to complain.

References

- Abu-ELSamen, A.A., Akroush, M.N., Al-Khawaldeh, F.M. & Al-Shibly, M.S. (2011) "Towards an integrated model of customer service skills and customer loyalty" *International Journal of Commerce and Management* Vol. 21, Issue 4, p. 349-380
- Ali, H. & Birley, S. (1999) "Integrating deductive and inductive approaches in a study of new ventures and customer perceived risk" *Qualitative Market Research: An International Journal* Vol. 2, Issue 2, p. 103-110
- Backer, B. (2016) "How to restore customer satisfaction after customer service failure" available at: <http://www.customerservicemanager.com/how-to-restore-customer-satisfaction-after-customer-service-failure/> Accessed: 2016-04-07
- Balaji, M.S., Jha, S. & Royne, M.B. (2015) "Customer e-complaining behaviours using social media" *Service Industries Journal* Vol. 35, Issue 11/12, p. 633-654
- Bijmolt, T.H.A., Huizingh, E.K.R.E. & Krawczyk, A. (2014) "Effects of complaint behaviour and service recovery satisfaction on consumer intentions to repurchase on the internet" *Internet Research* Vol. 24, Issue 5, p. 608-628
- Boshoff, C. (1997) "An Experimental Study of Service Recovery Options" *International Journal of Service Industry Management* Vol. 8, Issue 2, p. 110-130
- Boshoff, C. & Leong, J. (1998) "Empowerment, attribution and apologising as dimensions of service recovery" *International Journal of Service Industry Management* Vol. 9, Issue 1, p. 24-47
- Bryman, A. (1984) "The Debate about Quantitative and Qualitative Research: A Question of Method or Epistemology?" *The British Journal of Sociology* Vol. 35, Issue 1, p. 75-92
- Bryman, A. & Bell, E. (2011) *Business research methods*, Oxford University Press Inc., New York
- Clark, J. (2013) "Conceptualising social media as complaint channel" *Promotional Communications* Vol. 1, Issue 1, p. 105-124
- Clopton, S.W., Stoddard, J.E. & Clay, J.W. (2001) "Salesperson Characteristics Affecting Consumer Complaint Responses" *Journal of Consumer Behaviour* Vol. 1, Issue 2, p. 124-139
- Colliander, J. & Wien, A.H. (2013) "Trash talk rebuffed: consumers' defense of companies criticized in online communities" *European Journal of Marketing* Vol. 47, Issue 10, p. 1733-1757
- Collie, T.A., Sparks, B. & Bradley, G. (2000) "Investing in Interactional Justice: A Study of the Fair Process Effect within a Hospitality Failure Context" *Journal of Hospitality and Tourism Research* Vol. 24, Issue 4, p. 448-472

Conlon, D.E. & Murray, N.M. (1996) "Customer perceptions of corporate responses to product complaint: The role of explanations" *Academy of Management Journal* Vol. 39, Issue 4, p. 1040-1056

Currie, D. (2005) *Developing and Applying Study Skills: Writing Assignments, Dissertations and Management Reports*, Chartered Institute of Personnel and Development, London

Davidhizar, R. (1991) "The employee who complains. Understanding and responding to staff complaints" *Routledge* Vol. 69, Issue 4, p. 16-19

Davidow, M. (2000) "The Bottom Line Impact of Organizational Responses to Customer Complaints" *Journal of Hospitality & Tourism Research* Vol. 24, Issue 4, p. 473-490

Davidow, M. (2003) "Organizational Responses to Customer Complaints: What Works and What Doesn't" *Journal of Service Research* Vol. 5, Issue 3, p. 225-251

De Ruyter, K. & Wetzels, M. (2000) "Customer equity considerations in service recovery: a cross-industry perspective" *International Journal of Service Industry Management* Vol. 11, Issue 1, p. 91-108

Einwiller, S.A. & Steilen, S. (2015) "Handling complaints on social network sites – An analysis of complaints and complaint responses on Facebook and Twitter pages of large US companies" *Public Relations Review* Vol. 41, Issue 2, p. 195-204

Eisenhardt, K.M. & Graebner, M.E. (2007) "Theory building from cases: opportunities and challenges" *Academy of Management Journal* Vol. 50, Issue 1, p. 25-32

Estelami, H. (2000) "Competitive and Procedural Determinants of Delight and Disappointment in Consumer Complaint Outcomes" *Journal of Service Research* Vol. 2, Issue 3, p. 285-300

Etiskaradet-erm (2016) "Frågor och Svar" (Questions and answers) available at: <http://www.etiskaradet-erm.se/om-erm/fragor-svar/> Accessed: 2016-04-15

Evans, J.St.B.T. & Over, D.E. (1996) *Rationality and reasoning*, London, United Kingdom: Psychology Press

Gelbrich, K. & Roschk, H. (2011) "Do complainants appreciate overcompensation? A meta-analysis on the effect of simple compensation vs. overcompensation on post-complaint satisfaction" *Marketing Letters* Vol. 22, Issue 1, p. 31-47

Ghauri, P.N. & Grønhaug, K. (2005) *Research Methods in Business Studies*, 3rd edition, Prentice Hall: London

Grainer, M., Noble, C.H., Bitner, M.J. & Broetzmann, S.M. (2014) "What Unhappy Customers Want" *MIT Sloan Management Review* Vol. 55, Issue 3, p. 31-35

Grégoire, Y., Salle, A. & Tripp, T.M. (2015) "Managing social media crises with your customers: The good, the bad, and the ugly" *Emerging issues in crisis in management* Vol. 58, Issue 2, p. 173-182

Gruber, T., Szmigin, I. & Voss, R. (2006) "The Desired Qualities of Customer Contact Employees in Complaint Handling Encounters" *Journal of Marketing Management* Vol. 22, Issue 5/6, p. 619-642

Gruber, T., Szmigin, I. & Voss, R. (2009) "Developing a deeper understanding of the attributes of effective customer contact employees in personal complaint-handling encounters" *Journal of Services Marketing* Vol. 23, Issue 6, p. 422-435

Gu, B. & Ye, Q. (2014) "First Step in Social Media: Measuring the Influence of Online Management Responses on Customer Satisfaction" *Production & Operations Management* Vol. 23, Issue 4, p. 570-582

Hair, J.F., Black, W.C., Babin, B.J. & Anderson, R.E. (2010) *Multivariate Data Analysis*, 7nd edition, Prentice Hall, Upper Saddle River, New Jersey

Hair, J.F., Wolfinbarger Celsi, M., Money, A.H., Samouel, P., & Page, M.J. (2015) *Essentials of Business Research Methods*, 2nd edition, New York: Routledge.

Harris, L. & Ogbonna, E. (2010) "Hiding Customer Complaints: Studying the Motivations and Forms of Service Employees' Complaint Concealment Behaviours" *British Journal of Management* Vol. 21, Issue 2, p. 262-279

Hays, R.D., Liu, H. & Kapteyn, A. (2015) "Use of internet panels to conduct surveys" *Behavior Research Methods* Vol. 47, Issue 3, p. 685-690

Hennig-Thurau, T., Malthouse, E.C., Friege, C., Gensler, S., Lobschat, L., Rangaswamy, A. & Skiera, B. (2010) "The Impact of New Media on Customer Relationships" *Journal of Service Research* Vol. 13, Issue 3, p. 311-330

Heung, V.C.S. & Lam, T. (2003) "Customer complaint behavior towards hotel restaurant Services" *International Journal of Contemporary Hospitality Management* Vol. 15, Issue 5, p. 283-289

Huang, W.Y. & Dubinsky, A.J. (2014) "Measuring customer pre-purchase satisfaction in a retail setting" *Service Industries Journal* Vol. 34, Issue 3, p. 212-229

Keller, H.E. & Lee, S. (2003) "Ethical Issues Surrounding Human Participants Research Using the Internet" *Ethics & Behavior* Vol. 13, Issue 3, p. 211-219

Kelley, K., Clark, B., Brown, V. & Sitzia, J. (2003) "Good practice in the conduct and reporting of survey research" *International Journal for Quality in Health Care* Vol. 15, Issue 3, p. 261-266

Kothari, C.R. (2004) *Research Methodology: Methods and Techniques*, 2nd edition, New Age International Pvt Ltd Publishers

- Labrecque, L.I. (2014) "Fostering Consumer–Brand Relationships in Social Media Environments: The Role of Parasocial Interaction" *Journal of Interactive Marketing* Vol. 28, Issue 2, p. 134-148
- Lewis, R.C. (1982) "Consumers Complain—What Happens When Business Responds?" *International Fare in Consumer Satisfaction and Complaining*, Ralph L. Day and H. Keith Hunt, eds. Bloomington, IN: Bureau of Business Research, p. 88-94
- Loo, P.T., Boo, H.C. & Khoo-Lattimore, C. (2013) "Profiling Service Failure and Customer Online Complaint Motives in the Case of Single Failure and Double Deviation" *Journal of Hospitality Marketing & Management* Vol. 22, Issue 7, p. 728-751
- Manika, D., Pagagiannidis, S. & Bourlakis, M. (2013) "Can a CEO's YouTube apology following a service failure win customers' hearts?" *Technological Forecasting & Social Change* Vol. 95, p. 87-95
- Mansfield, P. & Warwick, J. (2002) "The impact of post-complaint satisfaction with the salesperson, retailer, and manufacturer on relationship commitment" *Marketing Management Journal* Vol. 12, Issue 2, p. 10-22
- Mattila, A.S. & Mount, D.J. (2003) "The impact of selected customer characteristics and response time on E-complaint satisfaction and return intent" *International Journal of Hospitality Management* Vol. 22, Issue 2, p. 135-145
- McCollough, M.A., Berry, L.L. & Yadav, M. (2000) "An Empirical Investigation of Customer Satisfaction after Service Failure and Recovery" *Journal of Service Research* Vol. 3, Issue 2, p. 121-137
- Morgan, D.L. (2007) "Paradigms Lost and Pragmatism Regained. Methodological Implications of Combining Qualitative and Quantitative Methods" *Journal of Mixed Methods Research* Vol. 1, Issue 1, p. 48-76
- Panda, S. (2014) "Post Purchase Consumer Complaint Behavior: A Review of Literature" *Business Management Dynamics* Vol. 4, Issue 5, p. 1-7
- Poh-Lin, Y., Woolford, S.W., Eshghi, A. & Butaney, G. (2015) "Customer response to service recovery in online shopping" *Journal of Services Research* Vol. 14, Issue 2, p. 33-56
- Pranic, L. & Roehl, W. (2012) "Rethinking service recovery: a customer empowerment (CE) perspective" *Journal of Business Economics & Management* Vol. 13, Issue 2, p. 242-260
- Presi, C., Saridakis, C. & Hartmans, S. (2014) "User-generated content behaviour of the dissatisfied service customer" *European Journal of Marketing* Vol. 48, Issue 9/10, p. 1600-1625
- Reis, H.T. & Mudd, C.M. (2014) *Handbook of Research Methods in Social and Personality Psychology*, 2nd edition, Cambridge University Press

Sashi, C.M. (2012) "Customer engagement, buyer-seller relationships, and social media" *Management Decision* Vol. 50, Issue 2, p. 253-272

Saunders, M., Lewis, P. & Thornhill, A. (2009) *Research Methods for Business Students*. 5th edition. Essex: Pearson Education Limited

Smith, A.K., Bolton, R.N. & Wagner, J. (1999) "A model of customer satisfaction with service encounters involving failure and recovery" *Journal of Marketing Research* Vol. 36, Issue 3, p. 356-372

Stebbins, R.A. (2001) *Exploratory Research in the Social Sciences*, SAGE Publications

Vitez, O. (2016) "The Effect of the Internet on Modern Businesses & Corporations" available at: <http://smallbusiness.chron.com/effect-internet-modern-businesses-corporations-896.html> Accessed: 2016-03-02

Wirtz, J. & Mattila, A.S. (2004) "Consumer responses to compensation, speed of recovery and apology after a service failure" *International Journal of Service Industry Management* Vol. 15, Issue 2, p. 150-166

Appendices

Appendix A- Questionnaire

Complaint handling on social media

The purpose of this questionnaire is to find out the determinants of customer satisfaction in the social media environment. To be able to understand what aspects that are important when handling complaints in social media your opinion as a consumer is essential. This questionnaire is a part of a research study for a bachelor thesis in marketing at Linnaeus University. Please take the time to complete this short questionnaire, which will take approximately five minutes. You have to be at least 18 years old to participate in this study. The responses are anonymous and any information you contribute will be used only for the purpose of analysis. We highly value your responses and would like to most sincerely thank you for your participation.

If you have any questions or concerns, do not hesitate to contact us:

Jessica Bertilsson jb222wk@student.lnu.se
Julia Fritzell jf222ka@student.lnu.se
Zandra Olsson zo222ad@student.lnu.se

Mandatory *

-
1. I use social media. ☐ Yes, ☐ No*
 2. I have complained to a company on their social media site ☐ Yes, ☐ No*
 3. I know someone who has complained on a company's social media site. ☐ Yes, ☐ No*
-

When answering the following questions, have in mind that the questions is concerning social media complaining such as writing a complaint on a company's Facebook wall or as a comment on Instagram or Twitter (not complaining by e-mail, phone or in store etc.)

4. It is important to me how fast the company responds to my complaint which I have posted on their social media site *
- Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree
5. I should receive a fast response from the company when I complain on their social media site *
- Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree
6. The company should not take longer time than necessary to respond to my complaint which I have posted on their social media site *
- Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree
7. It is important for me to receive a compensation (refund, repair, replacement) from the company, as a response to my complaint which I have posted on their social media site *
- Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

8. I should receive a compensation (refund, repair, replacement) from the company, after my complaint which I have posted on their social media site *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

9. The compensation from the company should leave me in a better or same state as than before I complained on their social media site *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

10. The company should give me an apology as a response to my complaint which I have posted on their social media site *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

11. The company should give me an apology that feels sincere when I have complained on their social media site *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

12. The company should give me an apology that feels genuine when I have complained on their social media site *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

13. After complaining on social media the company should explain to me why the problem has occurred *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

14. The company should give me a convincing explanation to what went wrong, as a response to my complaint on their social media site *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

15. After my complaint on the company's social media site, the company should take responsibility for the reason behind my complaint *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

16. The company should treat me with respect when I have complained on their social media site *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

17. The company should pay attention to my complaint which I have posted on their social media site *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

18. The company should treat me in a polite way when they respond to my complaint that I have posted on their social media site *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

19. The company should show that they are willing to listen to me, when I have complained on their social media site *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

20. It should be easy to complain at the company's social media sites *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

21. It should be easy to understand where to file my complaint at the company's social media site *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

22. It should be allowed to complain at the company's social media site *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

23. As a customer I should feel comfortable to complain at the company's social media site

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

24. My impression of the company would improve if my complaint on social media is taken care of properly *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

25. My satisfaction of the company would increase if my complaint on social media is handled properly *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

26. I would have a more positive attitude towards the company if my complaint on social media is handled properly *

Strongly disagree 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Strongly agree

27. I am ☐ Woman ☐ Man ☐ Other *

28. My age is ☐ 18-29 years ☐ 30-39 years ☐ 40-49 years ☐ 50-59 years ☐ 60+years *

Thank you for your participation! :)

[Edit your response](#)

Appendix B - Results, Tables & Figures

Table 2. Descriptive statistics

| | N | Mini | Maxi | Mean | Std. Deviation | Skewness statistics | Skewness Std error | Kurtosis statistics | Kurtosis Std error |
|------------------------|-----|------|------|------|-------------------|------------------------|-----------------------|------------------------|-----------------------|
| Time 1 | 126 | 1 | 5 | 4.11 | .948 | -1.140 | .216 | 1.312 | .428 |
| Time 2 | 126 | 1 | 5 | 4.22 | .884 | -1.299 | .216 | 1.934 | .428 |
| Time 3 | 126 | 1 | 5 | 4.25 | .927 | -1.370 | .216 | 1.745 | .428 |
| Redress 1 | 126 | 1 | 5 | 3.10 | 1.172 | -.082 | .216 | -.720 | .428 |
| Redress 2 | 126 | 1 | 5 | 3.07 | 1.104 | -.107 | .216 | -.783 | .428 |
| Redress 3 | 126 | 1 | 5 | 3.84 | 1.076 | -.890 | .216 | .399 | .428 |
| Apology 1 | 126 | 1 | 5 | 3.85 | 1.146 | -.708 | .216 | -.357 | .428 |
| Apology 2 | 126 | 1 | 5 | 3.89 | 1.112 | -.843 | .216 | -.119 | .428 |
| Apology 3 | 126 | 1 | 5 | 4.00 | 1.058 | -.988 | .216 | .272 | .428 |
| Credibility 1 | 126 | 1 | 5 | 4.14 | .969 | -1.203 | .216 | 1.288 | .428 |
| Credibility 2 | 126 | 1 | 5 | 3.95 | 1.050 | -.847 | .216 | .277 | .428 |
| Credibility 3 | 126 | 1 | 5 | 3.89 | .982 | -.754 | .216 | .309 | .428 |
| Attentiveness 1 | 126 | 1 | 5 | 4.31 | .967 | -1.629 | .216 | 2.654 | .428 |
| Attentiveness 2 | 126 | 1 | 5 | 4.32 | .909 | -1.584 | .216 | 2.803 | .428 |
| Attentiveness 3 | 126 | 1 | 5 | 4.44 | .834 | -1.728 | .216 | 3.485 | .428 |
| Attentiveness 4 | 126 | 1 | 5 | 4.31 | .899 | -1.462 | .216 | 2.171 | .428 |
| Facilitation 1 | 126 | 1 | 5 | 4.00 | 1.051 | -.967 | .216 | .439 | .428 |
| Facilitation 2 | 126 | 1 | 5 | 4.26 | .981 | -1.582 | .216 | 2.426 | .428 |
| Facilitation 3 | 126 | 1 | 5 | 3.99 | 1.031 | -.873 | .216 | .198 | .428 |
| Facilitation 4 | 126 | 1 | 5 | 4.02 | 1.062 | -1.026 | .216 | .644 | .428 |
| Satisfaction 1 | 126 | 1 | 5 | 4.12 | .985 | -1.162 | .216 | 1.083 | .428 |
| Satisfaction 2 | 126 | 1 | 5 | 4.24 | .853 | -1.267 | .216 | 2.117 | .428 |
| Satisfaction 3 | 126 | 1 | 5 | 4.33 | .911 | -1.663 | .216 | 3.064 | .428 |

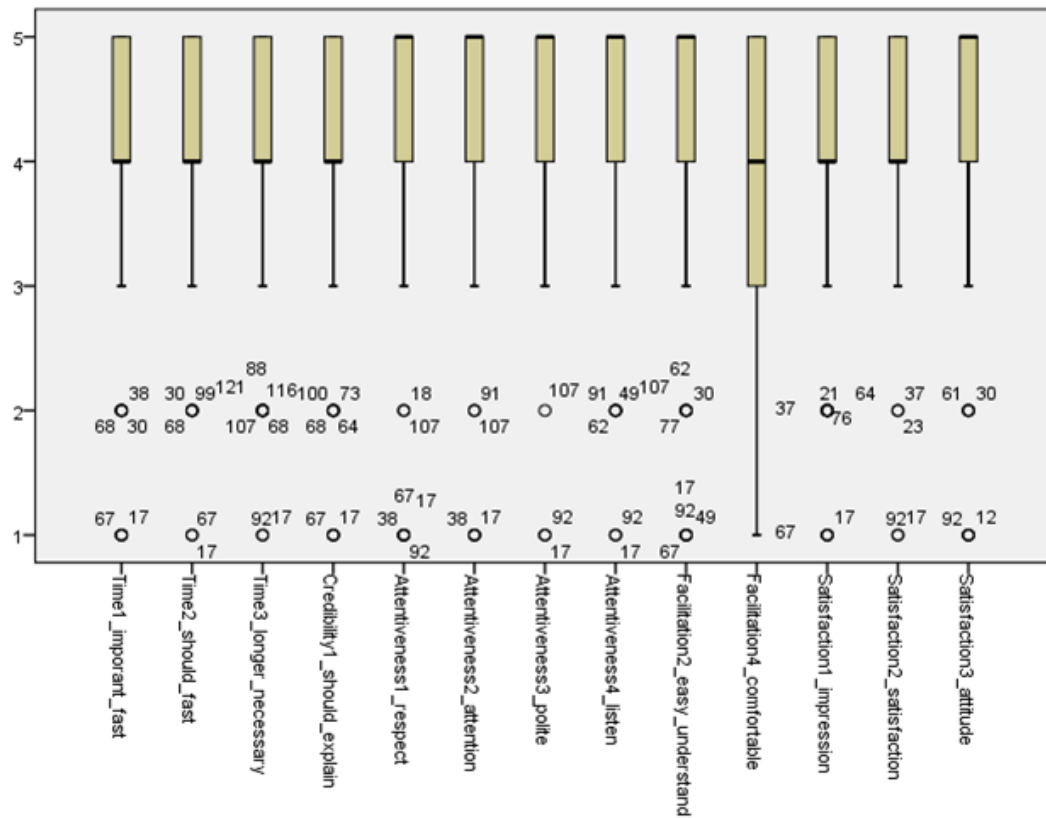


Figure 3. Box plot

Table 3. New descriptive statistics

| | N | Mini | Maxi | Mean | Std. Deviation | Skewness statistics | Skewness std error | Kurtosis statistics | Kurtosis std error |
|------------------------|-----|------|------|------|----------------|---------------------|--------------------|---------------------|--------------------|
| Time 1 | 122 | 1 | 5 | 4.19 | .846 | -.954 | .219 | .856 | .435 |
| Time 2 | 122 | 1 | 5 | 4.30 | .779 | -.998 | .219 | .678 | .435 |
| Time 3 | 122 | 1 | 5 | 4.34 | .788 | -1.088 | .219 | .740 | .435 |
| Redress 1 | 122 | 1 | 5 | 3.16 | 1.150 | -.112 | .219 | .652 | .435 |
| Redress 2 | 122 | 1 | 5 | 3.12 | 1.080 | -.129 | .219 | .730 | .435 |
| Redress 3 | 122 | 1 | 5 | 3.91 | 1.012 | -.886 | .219 | .558 | .435 |
| Apology 1 | 122 | 1 | 5 | 3.90 | 1.109 | -.727 | .219 | .257 | .435 |
| Apology 2 | 122 | 1 | 5 | 3.96 | 1.055 | -.903 | .219 | .150 | .435 |
| Apology 3 | 122 | 1 | 5 | 4.07 | .989 | -1.036 | .219 | .577 | .435 |
| Credibility 1 | 122 | 1 | 5 | 4.23 | .841 | -.881 | .219 | .083 | .435 |
| Credibility 2 | 122 | 1 | 5 | 4.04 | .939 | -.690 | .219 | -.165 | .435 |
| Credibility 3 | 122 | 1 | 5 | 3.96 | .904 | -.602 | .219 | -.036 | .435 |
| Attentiveness 1 | 122 | 1 | 5 | 4.42 | .770 | -1.102 | .219 | .342 | .435 |
| Attentiveness 2 | 122 | 1 | 5 | 4.41 | .747 | -1.077 | .219 | .497 | .435 |
| Attentiveness 3 | 122 | 1 | 5 | 4.50 | .707 | -1.212 | .219 | .628 | .435 |
| Attentiveness 4 | 122 | 1 | 5 | 4.39 | .787 | -1.217 | .219 | 1.012 | .435 |
| Facilitation 1 | 122 | 1 | 5 | 4.08 | .950 | -.813 | .219 | .004 | .435 |
| Facilitation 2 | 122 | 1 | 5 | 4.34 | .851 | -1.384 | .219 | 1.863 | .435 |
| Facilitation 3 | 122 | 1 | 5 | 4.06 | .956 | -.751 | .219 | -.137 | .435 |
| Facilitation 4 | 122 | 1 | 5 | 4.11 | .960 | -.899 | .219 | .372 | .435 |
| Satisfaction 1 | 122 | 1 | 5 | 4.20 | .869 | -.857 | .219 | -.036 | .435 |
| Satisfaction 2 | 122 | 1 | 5 | 4.30 | .748 | -.803 | .219 | .057 | .435 |
| Satisfaction 3 | 122 | 1 | 5 | 4.39 | .818 | -1.467 | .219 | 2.353 | .435 |

Table 4. Internal reliability test

| | Timeliness | Redress | Apology | Credibility | Attentiveness | Facilitation | Satisfaction |
|---|------------|---------|---------|-------------|---------------|--------------|--------------|
| Cronbach's alpha | .848 | .850 | .922 | .837 | .911 | .904 | .825 |
| Number of questions | 3 | 3 | 3 | 3 | 4 | 4 | 3 |
| Cronbach's alpha – outliers excluded | .789 | .837 | .914 | .788 | .881 | .871 | .760 |

Table 5. Correlation analysis

| | | Timeliness | Redress | Apology | Credibility | Attentiveness | Facilitation | Satisfaction |
|----------------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Timeliness | Pearson Sig. 2 N | 1 122 | .405** .000 122 | .374** .000 122 | .426** .000 122 | .516** .000 122 | .557** .000 122 | .422** .000 122 |
| Redress | Pearson Sig. 2 N | .405** .000 122 | 1 122 | .316** .000 122 | .248** .006 122 | .289** .001 122 | .219* .015 122 | .179* .048 122 |
| Apology | Pearson Sig. 2 N | .374** .000 122 | .316** .000 122 | 1 122 | .479** .000 122 | .447** .000 122 | .285** .001 122 | .284** .002 122 |
| Credibility | Pearson Sig. 2 N | .426** .000 122 | .248** .000 122 | .479** .000 122 | 1 122 | .515** .000 122 | .353** .000 122 | .343** .000 122 |
| Attentiveness | Pearson Sig. 2 N | .516** .000 122 | .289** .001 122 | .447** .000 122 | .515** .000 122 | 1 122 | .533** .000 122 | .426** .000 122 |
| Facilitation | Pearson Sig. 2 N | .557** .000 122 | .219* .015 122 | .258** .001 122 | .353** .000 122 | .533** .000 122 | 1 122 | .470** .000 122 |
| Satisfaction | Pearson Sig. 2 N | .422** .000 122 | .179* .048 122 | .284** .002 122 | .343** .000 122 | .426** .000 122 | .470** .000 122 | 1 122 |

**Correlation is significant at .01 level (2-tailed).

*Correlation is significant at .05 level (2-tailed).

Table 7. Model 1

| Variables | Unstandardized Coefficient | | Standardized coefficient | t | Sig. |
|---------------|----------------------------|------------|--------------------------|--------|------|
| | B | Std. error | Beta | | |
| (Constant) | 4.053 | .134 | | 30.189 | .000 |
| Gender | .052 | .119 | .040 | .434 | .665 |
| Age | .189 | .099 | .172 | 1.893 | .061 |

***Significant at .001 level.

**Significant at .01 level.

*Significant at .05 level.

Table 8. Model 2

| Variables | Unstandardized Coefficient | | Standardized coefficient | t | Sig. |
|-----------------|----------------------------|------------|--------------------------|-------|---------|
| | B | Std. error | Beta | | |
| (Constant) | 2.351 | .363 | | 6.479 | .000 |
| Gender | .075 | .109 | .058 | .693 | .490 |
| Age | .144 | .091 | .132 | 1.581 | .117 |
| Avg_Time | .408 | .082 | .412 | 4.982 | .000*** |

***Significant at .001 level.

**Significant at .01 level.

*Significant at .05 level.

Table 9. Model 3

| Variables | Unstandardized Coefficient | | Standardized coefficient | t | Sig. |
|--------------------|----------------------------|------------|--------------------------|--------|-------|
| | B | Std. error | Beta | | |
| (Constant) | 3.573 | .262 | | 13.654 | .000 |
| Gender | .115 | .121 | .088 | .949 | .345 |
| Age | .174 | .098 | .159 | 1.770 | .079 |
| Avg_Redress | .138 | .065 | .195 | 2.124 | .036* |

***Significant at .001 level.

**Significant at .01 level.

*Significant at .05 level.

Table 10. Model 4

| Variables | Unstandardized Coefficient | | Standardized coefficient | t | Sig. |
|--------------------|----------------------------|------------|--------------------------|--------|--------|
| | B | Std. error | Beta | | |
| (Constant) | 3.293 | .269 | | 12.227 | .000 |
| Gender | .105 | .116 | .081 | .909 | .365 |
| Age | .157 | .096 | .144 | 1.634 | .105 |
| Avg_Apology | .195 | .060 | .283 | 3.218 | .002** |

***Significant at .001 level.

**Significant at .01 level.

*Significant at .05 level.

Table 11. Model 5

| Variables | Unstandardized Coefficient | | Standardized coefficient | t | Sig. |
|------------------------|----------------------------|------------|--------------------------|-------|---------|
| | B | Std. error | Beta | | |
| (Constant) | 2.882 | .329 | | 8.750 | .000 |
| Gender | .107 | .113 | .082 | .945 | .347 |
| Age | .131 | .095 | .120 | 1.376 | .171 |
| Avg_Credibility | .298 | .077 | .335 | 3.854 | .000*** |

***Significant at .001 level.

**Significant at .01 level.

*Significant at .05 level.

Table 12. Model 6

| Variables | Unstandardized Coefficient | | Standardized coefficient | t | Sig. |
|--------------------------|----------------------------|------------|--------------------------|-------|---------|
| | B | Std. error | Beta | | |
| (Constant) | 2.244 | .387 | | 5.800 | .000 |
| Gender | .041 | .109 | .032 | .382 | .703 |
| Age | .135 | .091 | .124 | 1.482 | .141 |
| Avg_Attentiveness | .423 | .086 | .410 | 4.933 | .000*** |

***Significant at .001 level.

**Significant at .01 level.

*Significant at .05 level.

Table 13. Model 7

| Variables | Unstandardized Coefficient | | Standardized coefficient | t | Sig. |
|-------------------------|----------------------------|------------|--------------------------|-------|---------|
| | B | Std. error | Beta | | |
| (Constant) | 2.532 | .296 | | 8.547 | .000 |
| Gender | .015 | .106 | .011 | .141 | .888 |
| Age | .136 | .089 | .124 | 1.524 | .130 |
| Avg_Facilitation | .385 | .069 | .455 | 5.611 | .000*** |

***Significant at .001 level.

**Significant at .01 level.

*Significant at .05 level.

Table 14. Model 8

| Variables | Unstandardized Coefficient | | Standardized coefficient | t | Sig. |
|--------------------------|----------------------------|------------|--------------------------|-------|---------|
| | B | Std. error | Beta | | |
| (Constant) | 1.562 | .481 | | 3.737 | .000*** |
| Gender | .059 | .109 | .045 | .539 | .591 |
| Age | .105 | .088 | .096 | 1.201 | .232 |
| Avg_Time | .147 | .105 | .149 | 1.399 | .165 |
| Avg_Redress | -.005 | .064 | -.007 | -.077 | .939 |
| Avg_Apology | .038 | .065 | .005 | .577 | .565 |
| Avg_Credibility | .078 | .088 | .088 | .886 | .377 |
| Avg_Attentiveness | .135 | .111 | .130 | 1.215 | .227 |
| Avg_Facilitation | .219 | .086 | .258 | 2.550 | .012** |

***Significant at .001 level.

**Significant at .01 level.

*Significant at .05 level.