vegan guide UK

impact of vegan guide on behavior, on attitudes toward veganism, and on willingness to adopt pro-animalist behaviour of university students.

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1. introduction

introducción

1.1. objetivos

- Analysing the use of animals, attitudes toward vegetarianism and veganism, animal products consumption behaviour, and intentions of eating vegetarian and vegan by university students in UK.

- Study the impact or effectiveness of vegan guides on habits, attitudes and intentions of colleagues students in UK.

- *Both objectives are especially focused on the population of female students (TO DO or pending)*

1.2. methodology

This search has followed a **quasi-experimental approach,** given that the purpose of it was to examine the causal effect of the vegan guide (stimulus) on multiple variables, mainly behaviour, attitudes, and intentions.

For that goal, **participants were recruited randomly** on campus and asked **to complete a paper-and-pencil questionnaire** in two different moments: before and after the distribution of the vegan guide on campus.

To analyse the impact of the guide, **two specific control groups** were included in this study: first group integrated by those subjects who answered the questionnaire before the distribution of the guide (study #1); second group integrated by those participants who answered the questionnaire after the distribution of the guide but expressed that did not received it (study #2.1).

Additionally, we included a variable control: time spent on reading the guide

According to the objectives of the study, a quantitative methodology was adopted.

- *Geographic unit: ???*
- *Time Unit:???*
    - study #1:
    - study #2:
- *Subjects Unit:* university students
- *Universe and Sample:* the university population is considered as a single population. Given that the main objective of this exploratory research was to study the vegan guide impact of the vegan guide on campus, a convenience and maximum variability technique was used. The valid sample is conformed by 370 students (study #1) and 493 student (study #2).

1.3. questionnaire (a copy of it can be found in Annex)

- sociodemographic variables: gender, age, political ideology and religion (only in study #1), university major, and educational level
- attitudes towards the use of animals (only in study #1)
- consumption habits in the last 2 years and last 2 month (study #1 and study #2, respectively)
- perception of consumption in the last month compared to last year
- reasons for the change of habits
- miscellaneous: willingness to consume vegetarian option at campus, knowledge in animal welfare, interest in animal welfare issues, interest in vegetarianism, interest in veganism.
- attitudes toward vegetarianism (only study #1) and veganism
- willingness to eat vegetarian and vegan, to reduce animal products consumption (meat, fish, shellfish, eggs, and dairy) in the next 12 months
- guide reception, guide influence and time expended on reading the guide.

1.4. phases

- **literature review phase.** construction of the theoretical framework and operationalisation of variables.
- **fieldwork phase.**
    - Stage 2.1. Designing the surveys
    - Stage 2.2. Recruiting and training volunteers
    - Stage 2.3. Conducting the pre-intervention questionnaires
    - Stage 2.4. Guide distribution
    - Stage 2.5. Conducting the post-intervention questionnaires (one month after the intervention or guide distribution)
- **analysis**
    1. **descriptive analysis**
    2. **inferential analysis:** The group comparisons are made regarding consumption habits, attitudes towards veganism, willingness to eat vegetarian and vegan, and reducing animal products (meat, fish, eggs, and dairy) comsuption. Specifically, the group comparison conducted for each variable are:
        - comparison between study #1 and study #2.1 (guide not received)
        - comparison between study #1 and study #2.2 (guide received)
        - comparison between study #2.1 and study 2.2
        - influence of reading time on study #2.2
        - influence of reading the guide more than 5 minutes comparing with study #1 and study #2.1

statistical test

SPSS, v. 21. Nonparametric tests: Man-Whitney U test, and Krustall Wallis (with Bonferroni post-hoc test).

scale reliability (alpha de Cronbach)

1. use of animals: 0.82

3. behavior during last year: 0.76

4. interest on animal welfare, vegetarianism,o and veganism: 0.76

5. willingness to eat vegetarian, to eat vegan, to reduce meat and fish consumption: 0.84

6. attitudes towards vegetarianism: 0.87

7. attitudes towards veganism: 0.81

8. behavior during last month: 0.65

8. perceptions towards change of frecuency on consumption: 0.71

2. descriptive analysis

análisis descriptivo

En este primer bloque se realiza **un análisis descriptivo de toda la muestra.** Para ello, se han diferenciado cinco apartados que se corresponden con:

1.1. las variables sociodemográficas **pág. 9**
se muestra la distribución de los casos a partir del sexo, edad, estilo de vida y alimentación, niveles educativos y carreras.

1.1.1. an overview: comparative between study #1 and study #2 (differentiating between people who received the guide and who did not, hereafter study #2.1. to and study #2.2. respectively)

1.1.2. detailed:

1.2. la recepción de la guía **pág. 12**
en este apartado se exponen los porcentajes de las personas que recibieron y no recibieron la guía, distribución del tiempo dedicado a su lectura y la valoración de la influencia de la guía por los estudiantes universitarios.

1.3. los hábitos de consumo **pág. 16**
en esta sección se presentan los análisis relativos a las preguntas sobre hábitos de consumo de los estudiantes universitarios del último mes y la comparación de los hábitos del último mes con el último año. Finalmente se muestra la valoración de las razones principales del cambio de hábitos de consumo alegadas por los estudiantes

1.4. las intenciones de los estudiantes **pág. 26**
en esta sección se muestran los datos respecto a la intención de los estudiantes de adoptar el veg(etari)anismo y de reducir el consumo de los productos animales (carne, pescado, huevo, lácteos)

1.5. las actitudes hacia el vegetarianismo **pág. 30**
este último apartado cierra con los datos relacionados a la valoración del vegetarianismo por parte de los encuestados

2.1. sociodemographics

SEXO
La muestra, coincidiendo con los objetivos planteados en el estudio, está compuesta mayoritariamente por mujeres (68.3%). Este porcentaje supera la media nacional que se sitúa en 54.3% (Ministerio de Educación, Cultura y Deporte, 2013)* pero se aproxima a la media en las carreras de Ciencias Sociales y Ciencias de la Salud donde las mujeres representan el 61.1% y el 70.5% de la población universitaria.

EDAD y NIVEL DE ESTUDIOS
La edad media de los estudiantes es de 21.5 años. En relación a la población universitaria, nuestra muestra es más joven, siendo el 92.2% menor de 26 años. Lo podemos ver en la siguiente tabla donde aparecen los datos del Ministerio de Educación (2013)* y los relativos a nuestro estudio. Esta distribución de edad conlleva a una infrarepresentación de niveles superiores de estudio (máster y doctorados).

	población general	nuestro estudio
entre 18 y 21 años,	40,6%	57,4%
22 a 25 años	27,7%	34,8%
de 26 años o más	31,7%	8,1%

ESTILO DE VIDA/ALIMENTACIÓN
Entre los encuestados, sólo un 2.6% y 1% es, respectivamente, vegetariano y vegano. Aunque en España no se tienen cifras oficiales del número de veg(etari)anos, si tomamos como referencia los datos de Vegetarian Research Group, los vegetarianos estarían infra-representados en nuestra muestra. No obstante, ello no es un problema para este estudio, cuyo objetivo principal es analizar la influencia de la guía en los no vegetarianos. Ello explica que los análisis posteriores se realizen excluyendo a los vegetarianos y los veganos.

Dejando a parte los estudiantes que se consideran veg(etari)anos/as, 108 encuestados declararon que no consumían ciertos animales o productos de los animales y que seguían sin consumirlos en el momento de realización de la encuesta.
Por orden (de mayor a menor) se encuentra: marisco (11.9%), cerdo (3.3%), ternera (2.9), pescado (2.3 %), pollo (2%), lácteos (0.7%) y huevos (0.3%). Cuando se analizan las razones alegadas por estos sujetos para no consumir dichos animales/productos, resulta que “la salud” aparece en el discurso del 47.1% de los estudiantes, “los animales” en el del 16.7% y “el medioambiente” en el del 2.8% de los entrevistados. Asimismo, el 39.4% señala “otras razones”, entre las que se encuentran las económicas (por comentarios que realizaron los encuestados).

CARRERAS
Una de las limitaciones de la muestra se refiere a la falta de representación de las distintas carreras existentes en el campus de Somosaguas. Esto es, los estudiantes encuestados cursan principalmente cuatro carreras: psicología, económicas, empresariales y políticas. Si partimos de que la preocupación e interés hacia la protección animal pudiera estar influida por las carreras o las disciplinas que se estudian, la sobrerepresentación de estudiantes de las especialidades de ciencias económicas podrían distorsionar los resultados generales. Asimismo, la falta de diversidad entre ellas no nos permiten hacer análisis comparativos entre todas las carreras existentes en dicho campus.
Recomendación: en próximos trabajos convendría que la muestra de las distintas carreras fuera equivalente si se estima relevante examinar dicha variable para futuras campañas de concienciación.

* Ministerio de Educación, Cultura y Deporte (2013). Datos y Cifras del sistema universitario español http://www.mecd.gob.es/dctm/sue/datos-y-cifras-sistema-universitario-espanol.pdf?documentId=0901e72b814eed28

STUDY #1

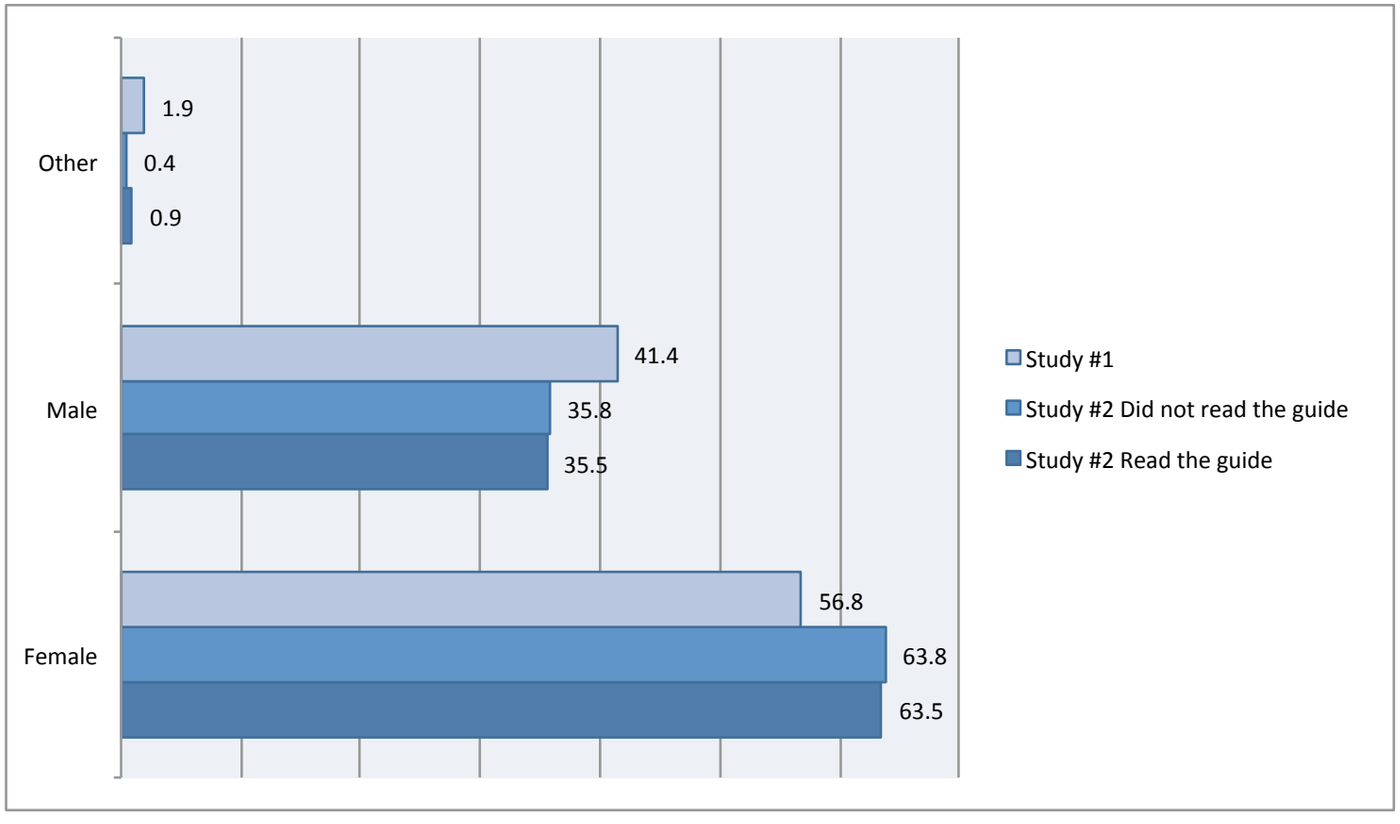
SAMPLE: 370
FEMALE: 56.8
MEDIAN AGE: 20.9

STUDY #2

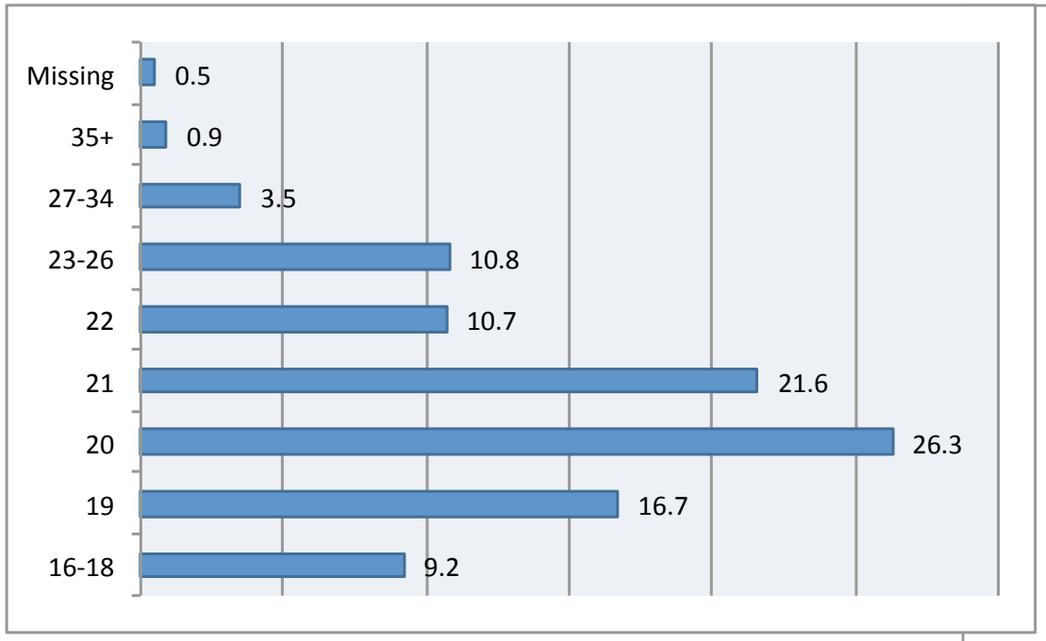
SAMPLE: 493
FEMALE: 63.7
MEDIAN AGE: 21.1
-. Mean (study 2.1) = 21.1(SD 3.3)
-. Mean (study 2.2)= 21.1(SD 3.3)
RECEIVED THE GUIDE: 42.7%

STUDY #1 & STUDY #2

Gender



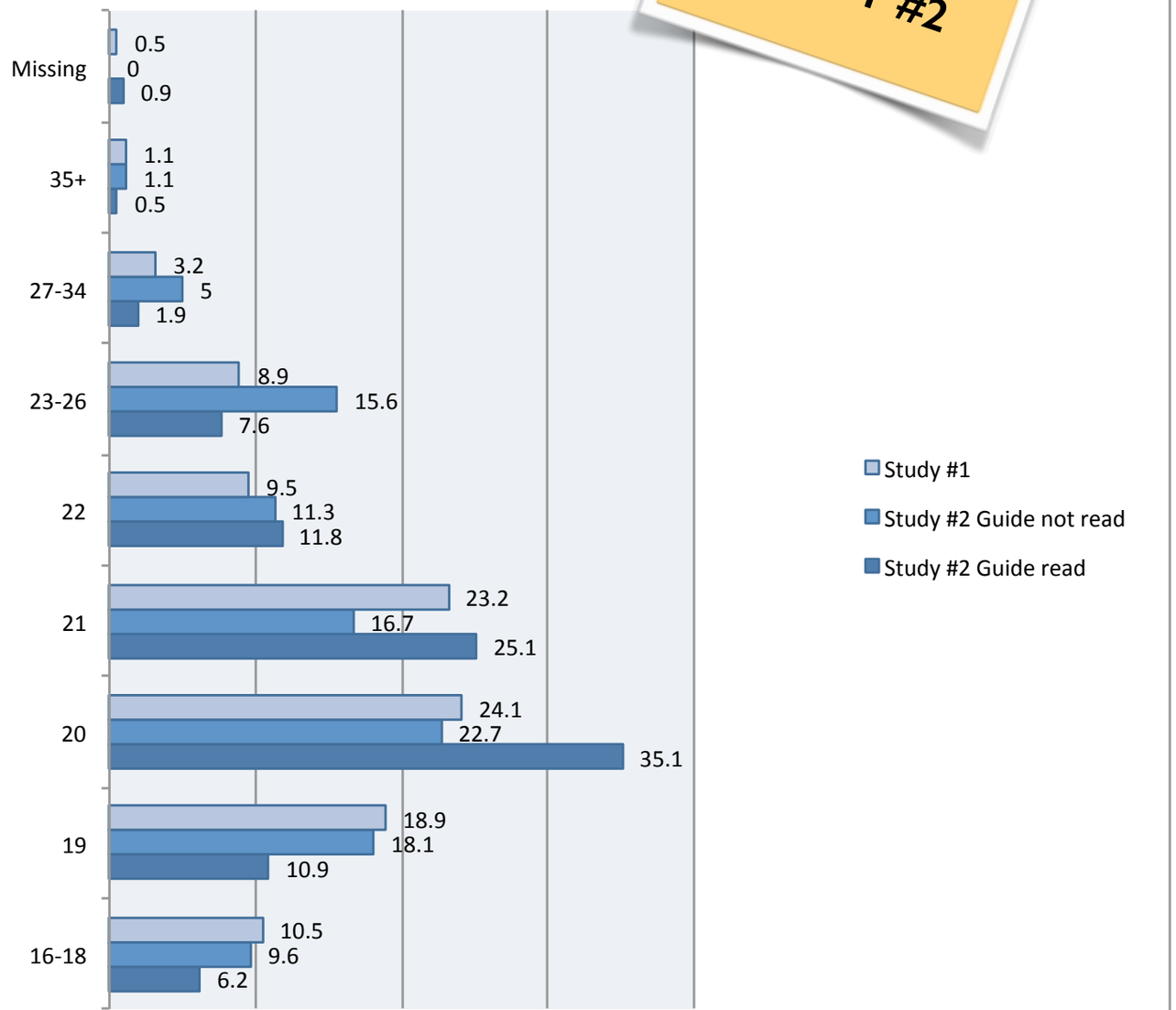
Age (n=863)



Mean= 21 (SD 3.2)

AGE	%	study 1	study 2
16	0,1		.2
17	0,8		1.4
18	8,2		6.5
19	16,7	10.5	15.0
20	26,3	18.9	28.0
21	21,6	24.1	20.3
22	10,7	23.2	11.6
23	3,8	9.5	4.7
24	2,9	2.7	3.4
25	2,3	2.2	2.6
26	1,7	1.9	1.4
27	0,5	2.2	.2
28	0,7	.8	1.0
29	0,8	.3	.8
30	0,6	.8	.6
31	0,3	.5	.2
32	0,1		.2
33	0,2	.5	.2
34	0,2		.4
37	0,1	.3	
39	0,1	.3	
40	0,1		.4
41	0,1	.3	.2
42	0,2	.3	.2
44	0,1		.2
53	0,1		.2
Missing	0,5		.4

STUDY #1 & STUDY #2

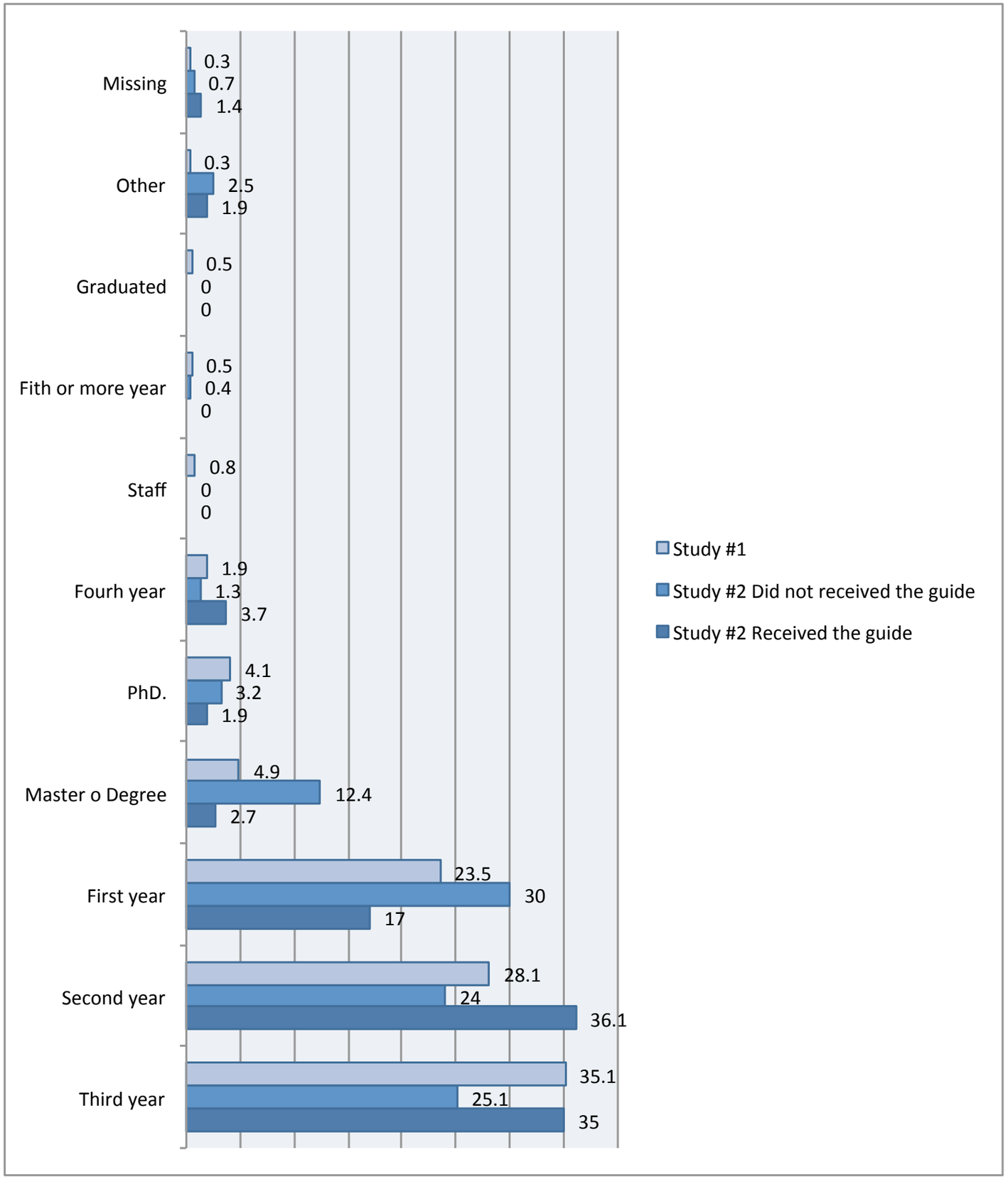


study #1 (n=370)
study #2 (n=493)

Mean (study #1) = 20.9 (SD 3.3)
Mean (study #2.1)= 20.8 (SD 3.3)
Mean (study #2.2)= 21.3 (SD 3.3

What year are you in at your university? (n= 857)

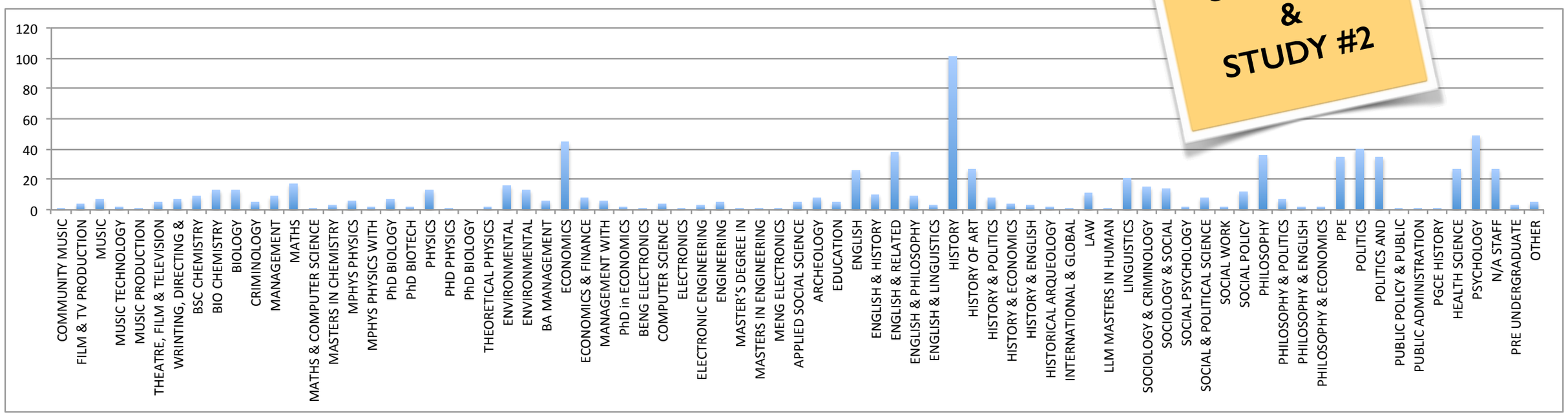
STUDY #1
&
STUDY #2



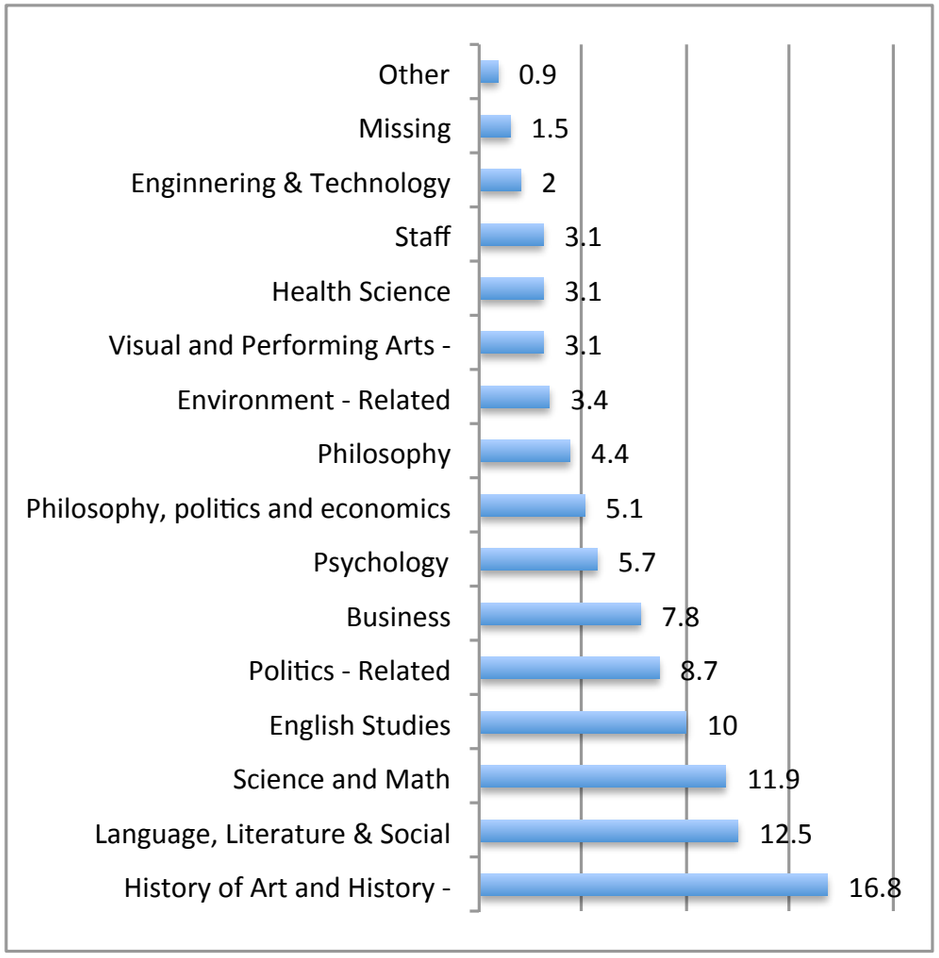
study #1 (n=369)
study #2 (n=488)

What are you studying at university? (n= 863)

STUDY #1
&
STUDY #2

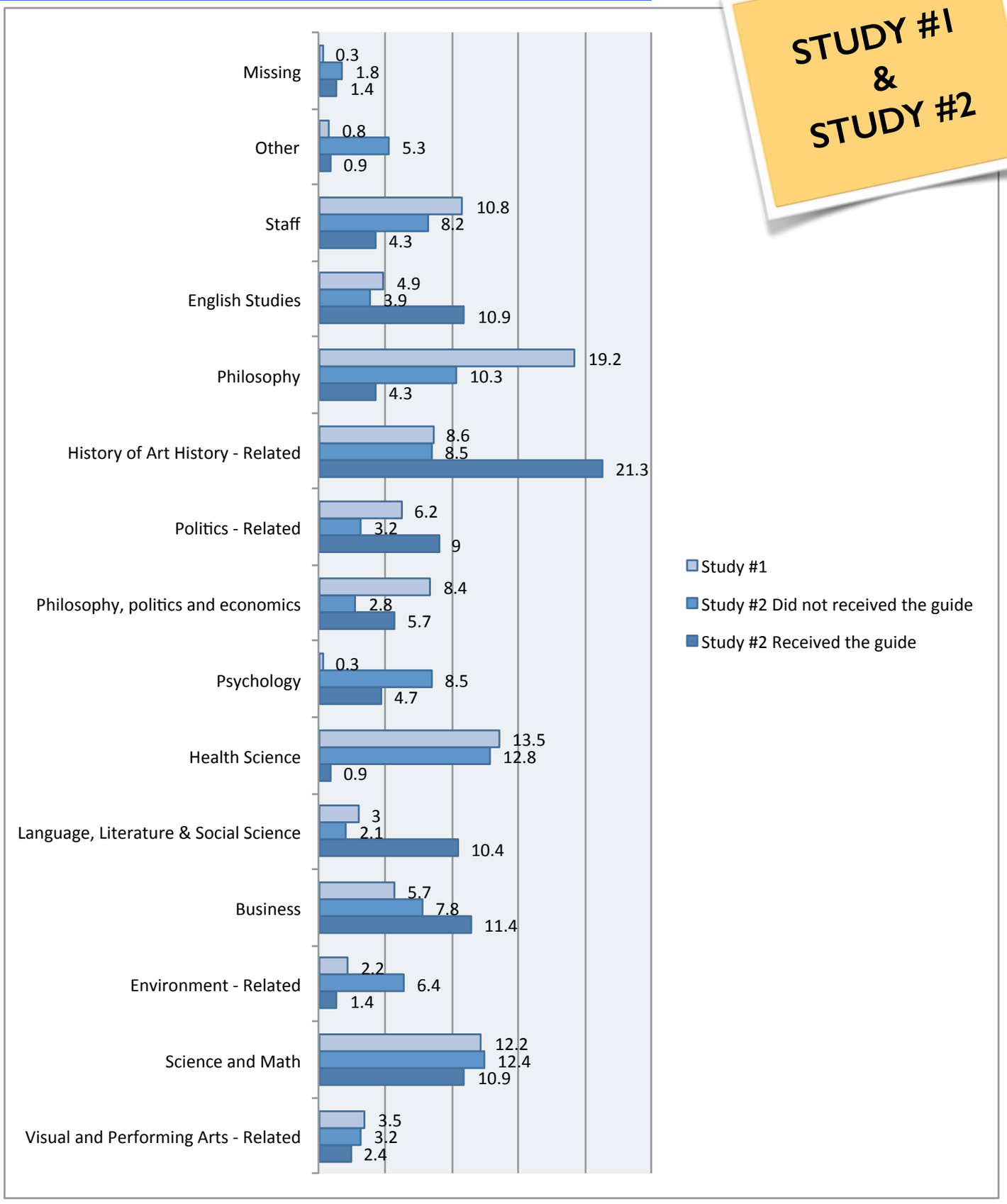


university academic areas (n= 863)



University academic áreas	University majors
Enginnering & Technology	ELECTRONICS; COMPUTER SCIENCE; ELECTRONIC ENGINEERING ENGINEERING
Staff	UNIVERSITY STAFF
Health Science	HEALTH SCIENCE
Visual and Performing Arts - Related	COMMUNITY MUSIC; FILM & TV PRODUCTION MUSIC TECHNOLOGY/PRODUCTION; THEATRE, FILM & TELEVISION; WRINTING, DIRECTING & PERFORMANCE
Environment - Related	ENVIRONMENTAL GEOGRAPHY; ENVIRONMENTAL ECONOMICS
Philosophy	PHILOSOPHY; PHILOSOPHY & ENGLISH LITERATURE
Philosophy, politics and economics	PHILOSOPHY; & POLITICS; & ENGLISH LITERATURE; & ECONOMICS; PPE
Psychology	PSYCHOLOGY
Business	MANAGEMENT ECONOMICS; & FINANCE; & BUSINESS FINANCE
Politics	POLITICS; & INTERNATIONAL RELATIONS
English Studies	ENGLISH; ENGLISH & HISTORY; & RELATED LITERATURE; & PHILOSOPHY & LINGUISTICS
Science and Math	CHEMISTRY; BIOLOGY; CRIMINOLOGY; MATHS; MATHS & COMPUTER SCIENCE; PHYSICS; PHYSICS WITH ASTROPHYSICS
Language, Literature & Social Science	LAW; LINGUISTICS; SOCIOLOGY & CRIMINOLOGY ; & SOCIAL PSYCHOLOGY; SOCIAL PSYCHOLOGY; SOCIAL WORK; SOCIAL POLICY
History of Art and History - Related	HISTORY OF ART; HISTORY; & POLITICS; & ECONOMICS; & ENGLISH; HISTORICAL ARQUEOLOGY

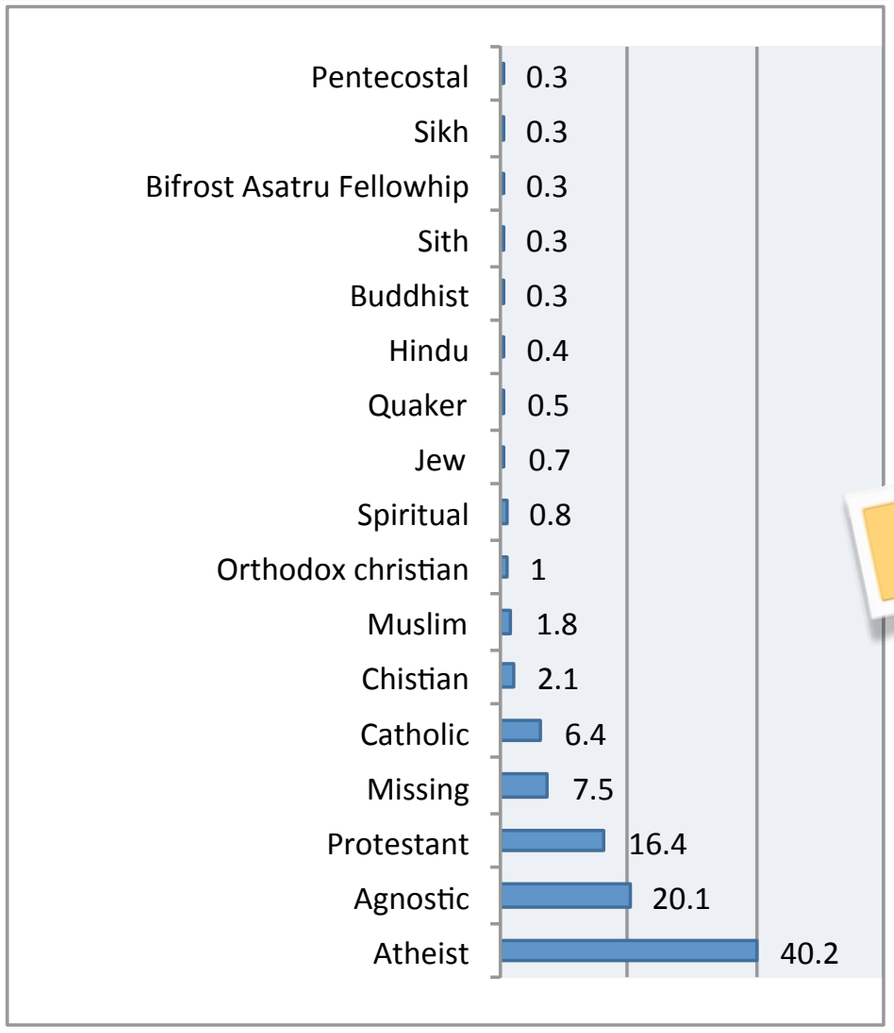
What are you studying at university? (n= 863)



study #1 (n=369)
study #2 (n=489)

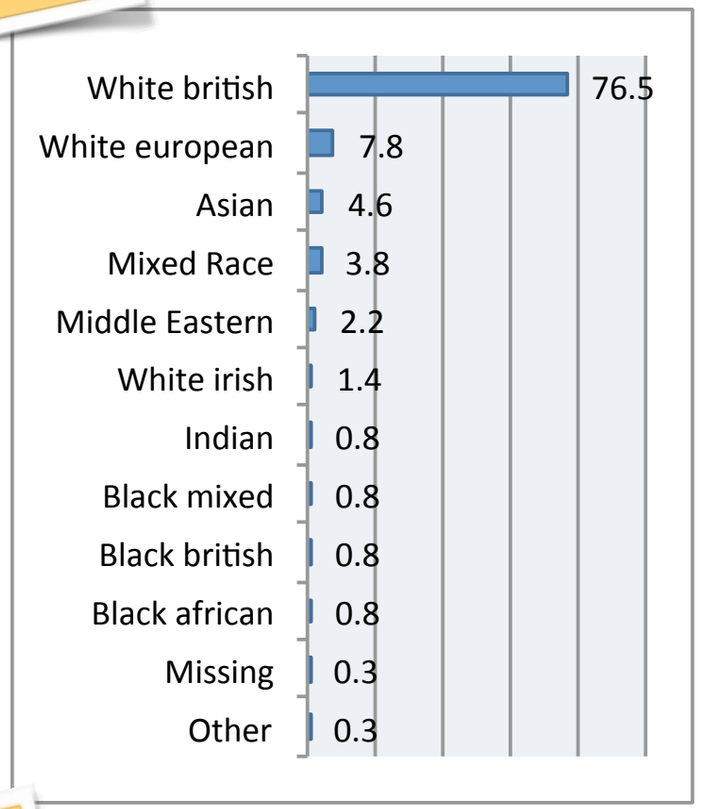
STUDY #1

Religion (n=370)



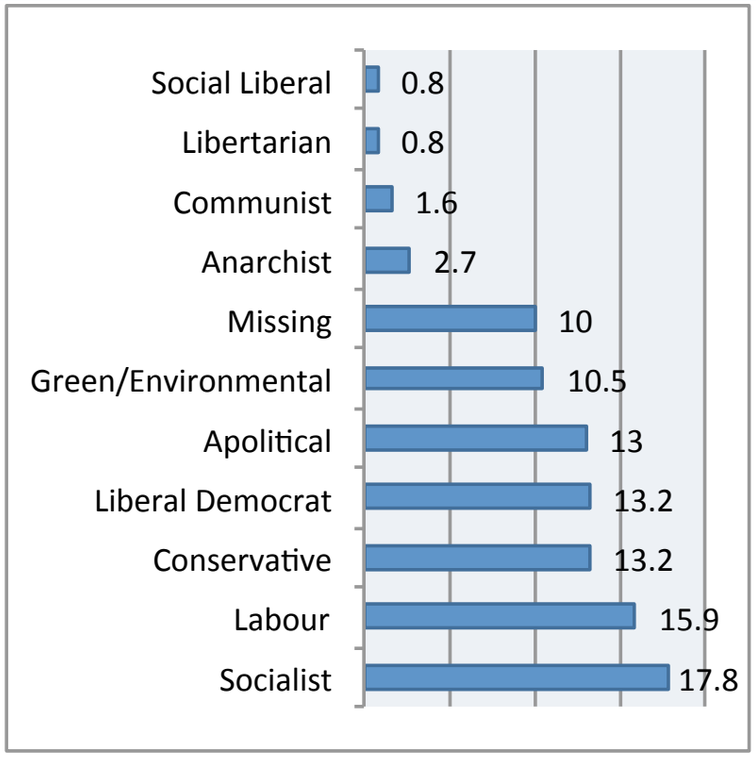
STUDY #1

Ethnicity (n=369)



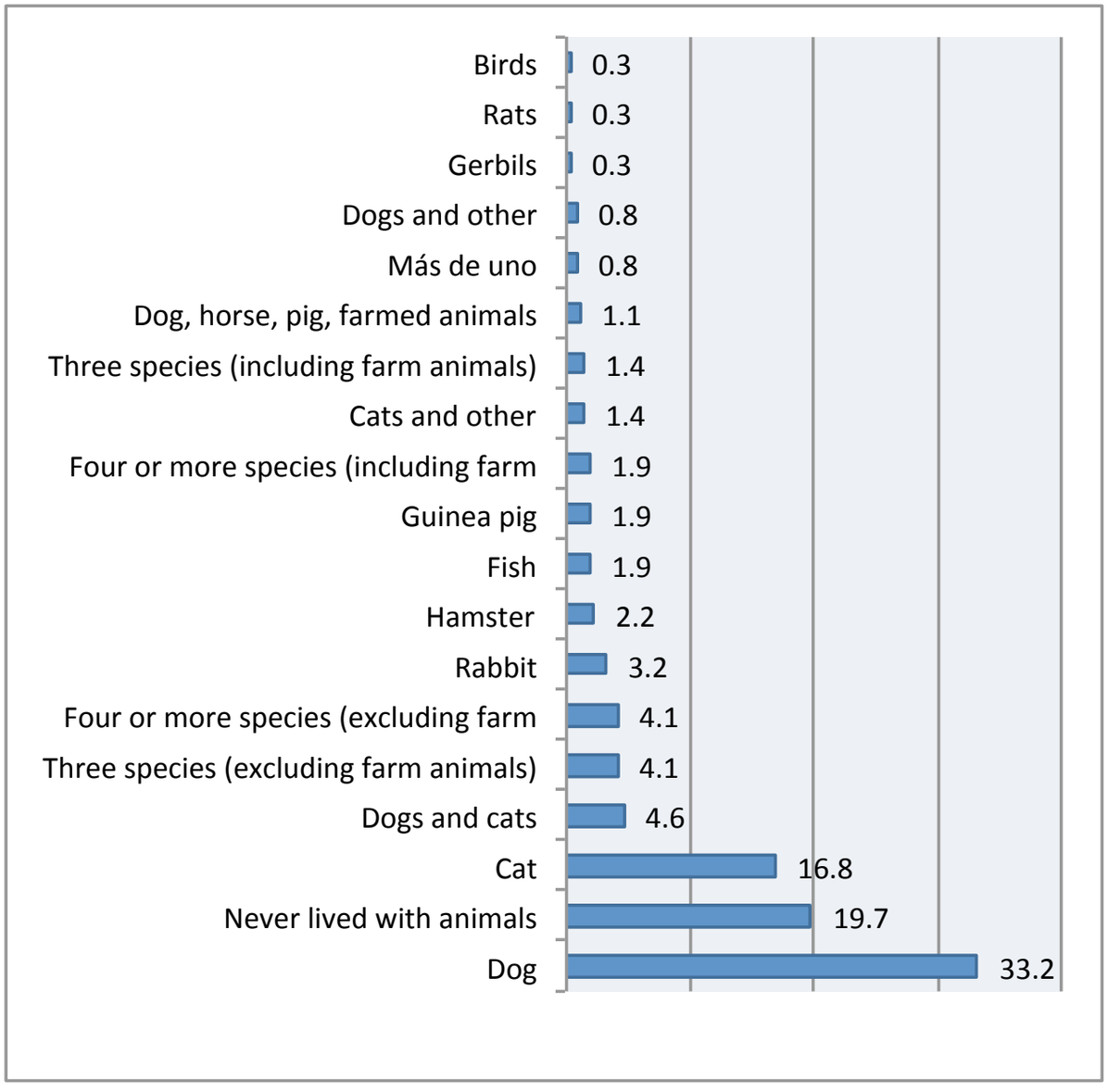
STUDY #1

Political view (n=333)



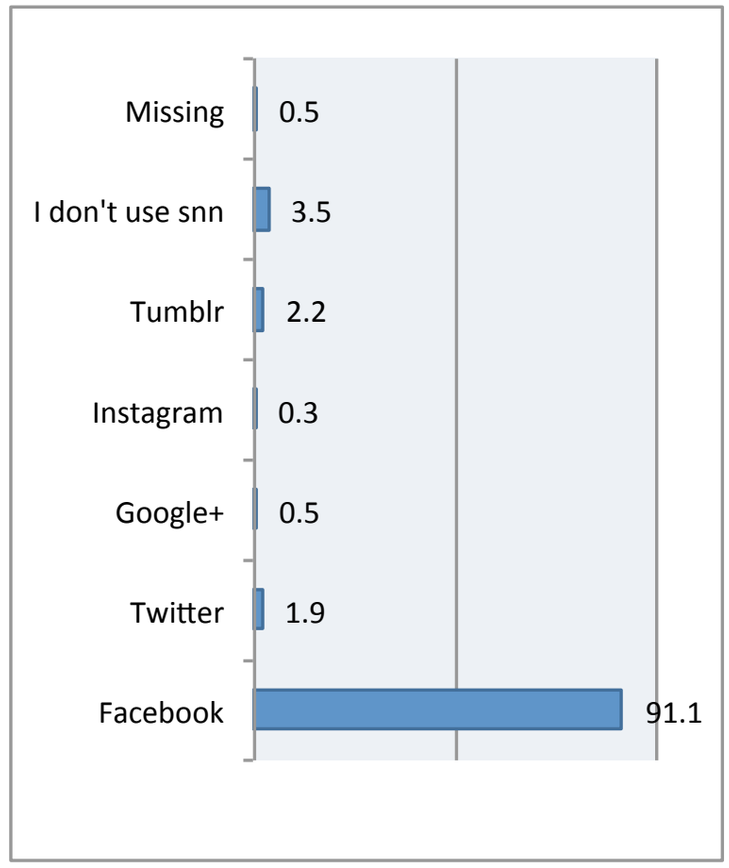
STUDY #1

Do you live or have you lived with animals at home (n= 370)



STUDY #1

What social network do you use the most? (n= 368)



2.2. guide reception

PERSONAS QUE RECIBIERON LA GUÍA
Aproximadamente, la mitad de los encuestados recibieron la guía repartida en la Universidad. Por otra parte, sólo un 4% de los que no la recibieron declararon saber sobre su existencia, aunque se desconoce los medios a través del cual la conocieron (ej. comentarios de amigos, visualización directa, etc).

TIEMPO DEDICADO A LA GUÍA
Siendo la media del tiempo dedicado a la guía 2.9 (en una escala de 4 puntos, donde 1 era no lo miró/lo tiró y el 4 más de 5 minutos) podemos concluir que el tiempo medio dedicado por los estudiantes a la guía fue entre 1 y 5 minutos. Por otra parte, los resultados indican que casi un 10% la ignoró y casi un 30% le dedicó más de 5 minutos.

GRUPOS DE CONTROL
La importancia de estos dos indicadores, personas que recibieron (o no) la guía y el tiempo dedicado a la misma, les viene porque servirán como variables de control para medir la influencia de la guía en el cambio de hábitos, intenciones y actitudes declaradas por los estudiantes. No obstante, cabe recordar que los resultados mostrados en esta sección son sobre la muestra total (N= 769) y que análisis posteriores se realizarán sobre la base de datos resultante de haber eliminado veg(etari)anos y/o casos dudosos (no estar seguros de que recibieran o no la guía o del tiempo que le dedicaron) (N=753).

VALORACIÓN DE LA INFLUENCIA DE LA GUÍA POR LOS ESTUDIANTES (pregunta 13 y 14)
Cuando se trata de la valoración, por parte de los estudiantes, de la influencia que la guía ha tenido en sus hábitos cabe tener presente que nos encontramos ante una variable subjetiva; no sólo se trata de una percepción personal acerca de la influencia que ha tenido sino que además lo que para una persona puede valorar como “mucha” influencia para otra puede ser “poca” influencia.

Independientemente de la subjetividad de la cuestión, la mitad de los estudiantes que recibieron la guía y no la tiraron consideran que la guía ha impactado en sus hábitos de consumo. A estos resultados nos conducen el análisis de dos preguntas diferentes:

• la pregunta 13: cuando directamente se les pide que valoren la influencia que la guía ha tenido en sus hábitos de consumo, en cuyo caso el 50.1% de los que la recibieron y no la tiraron (N= 365) señalan haberle influido: 1.9% dice haberle influido mucho, un 7.7% bastante y un 40.3% un poco.

•la pregunta 14: cuando se les pide que valoren las razones de su cambio también se les da la opción de elegir la respuesta de que sus “hábitos no han cambiado” y en este caso el 49.7% señala que sus hábitos no han cambiado.

No obstante, dada las limitaciones de la pregunta, estos resultados han de adoptarse con cierta cautela; el análisis estadístico inferencial, que compara los estudiantes que recibieron la guía con los grupos de control, arrojará más luz sobre la influencia de la guía en los hábitos de consumo y hasta qué punto se corresponde con la percepción de los estudiantes.

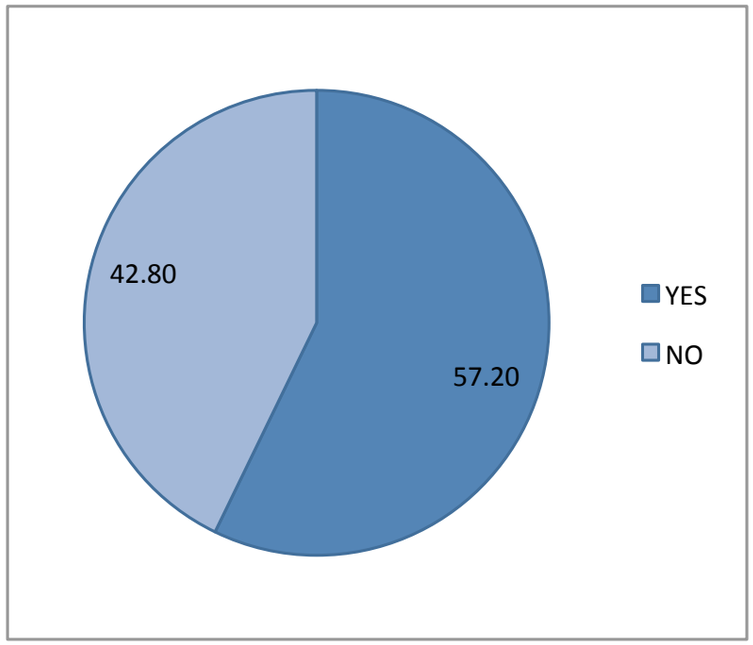
RAZONES DETRÁS DEL CAMBIO
Para aquellos que dijeron que la guía les había influido (un poco al menos) la principal razón para cambiar sus hábitos fueron “los animales”. Concretamente, para el 31% de dicha muestra los animales han influido mucho o totalmente. Así, resulta que en la escala de 5 puntos (1 ninguna influencia y 5 totalmente) los animales hayan obtenido una media de 3.4.

En segundo lugar se encuentra “la salud”, razón importante para el 27% de la muestra y con una media del 2.7. Finalmente, y no muy lejos de la salud, se encuentra la opción “el reducir el consumo de carne es más fácil de lo que pensaba”, cuya influencia parece ser decisiva para el casi 20% de los estudiantes y con una puntuación media de 2.5. Por último señalar que el 0,5% señaló haberle influido la guía pero por otras razones no contempladas en el cuestionario.

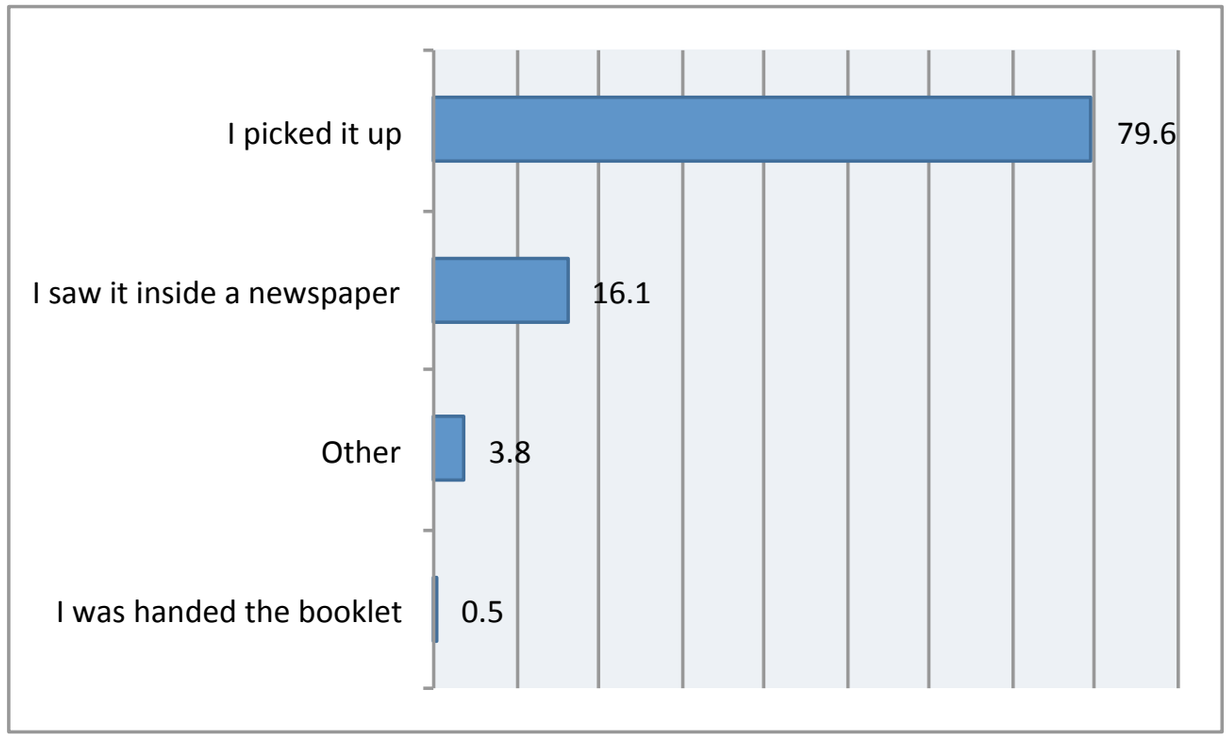
STUDY #2

In the last few weeks have you read the following booklet?

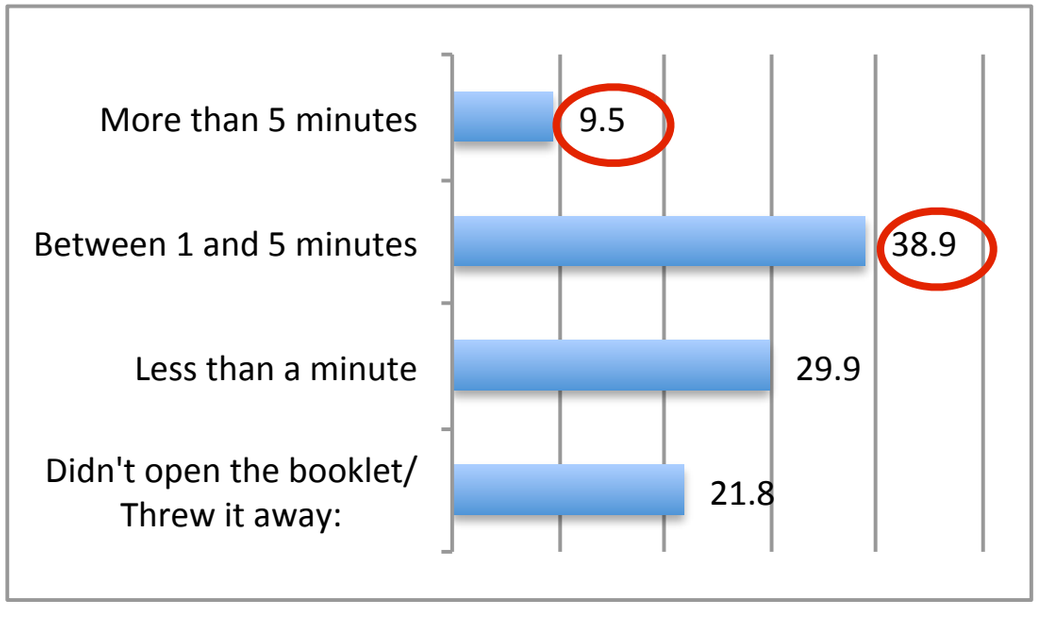
	n
YES	211
NO	282



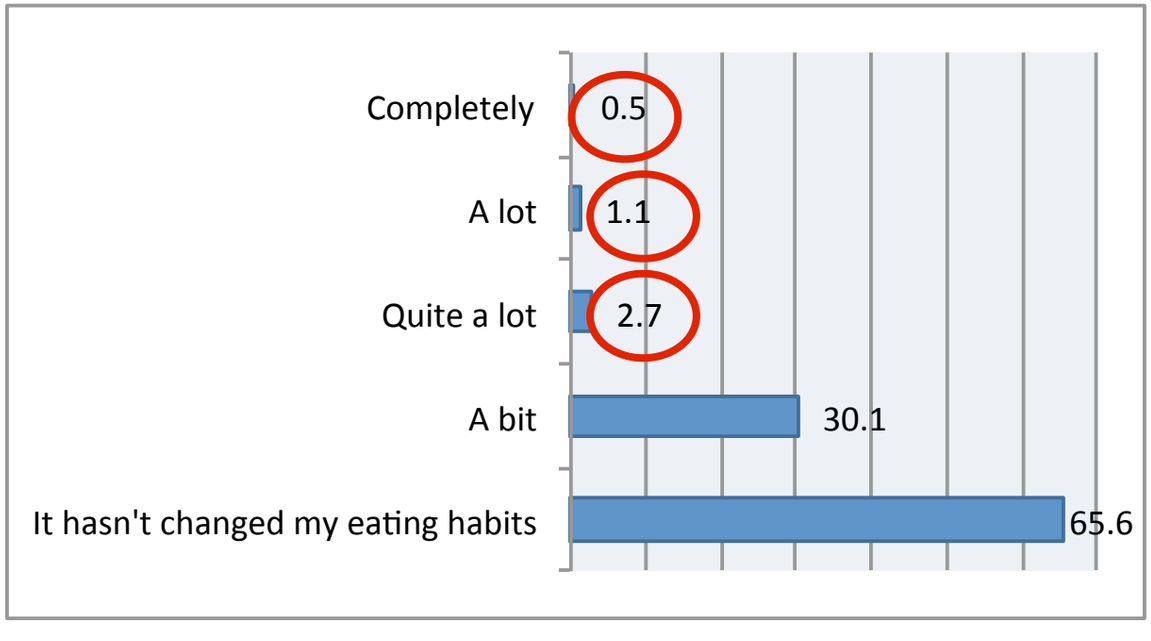
If you read the booklet, how or where did you see the booklet? (n=211)



If you read the booklet, approximately how much time did you dedicate to reading it? (n=211)



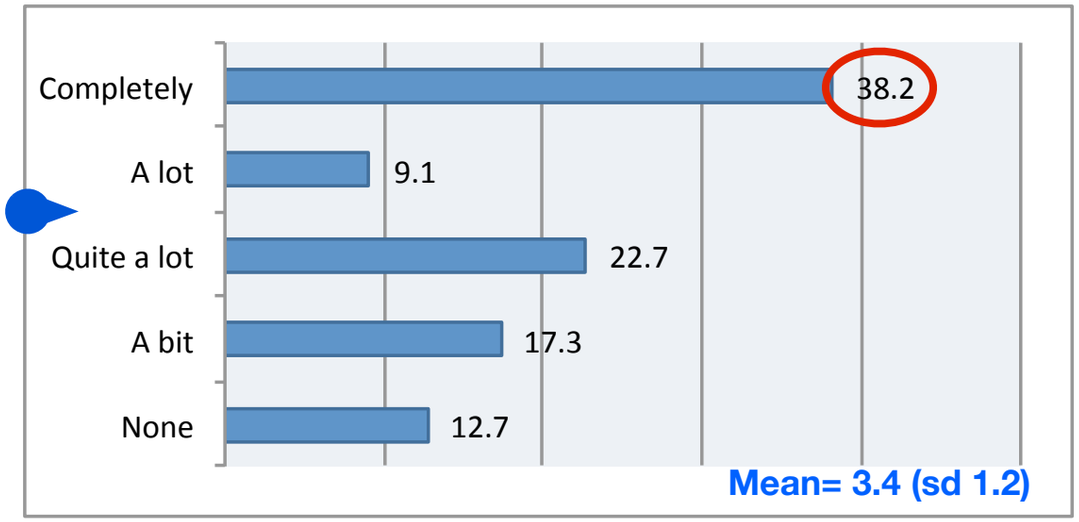
If you have read the booklet, to what extent do you think it has influenced a change in your eating habits? (n=183)



STUDY #2

After reading the booklet, what do you believe has influenced you more to positively change your eating habits?

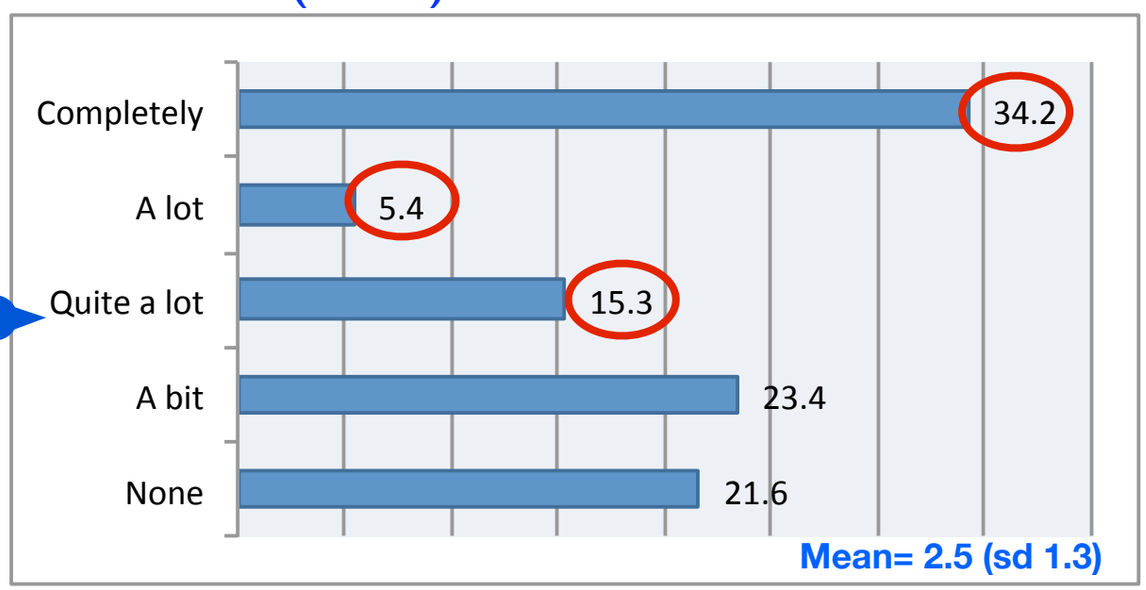
Health (n=110)



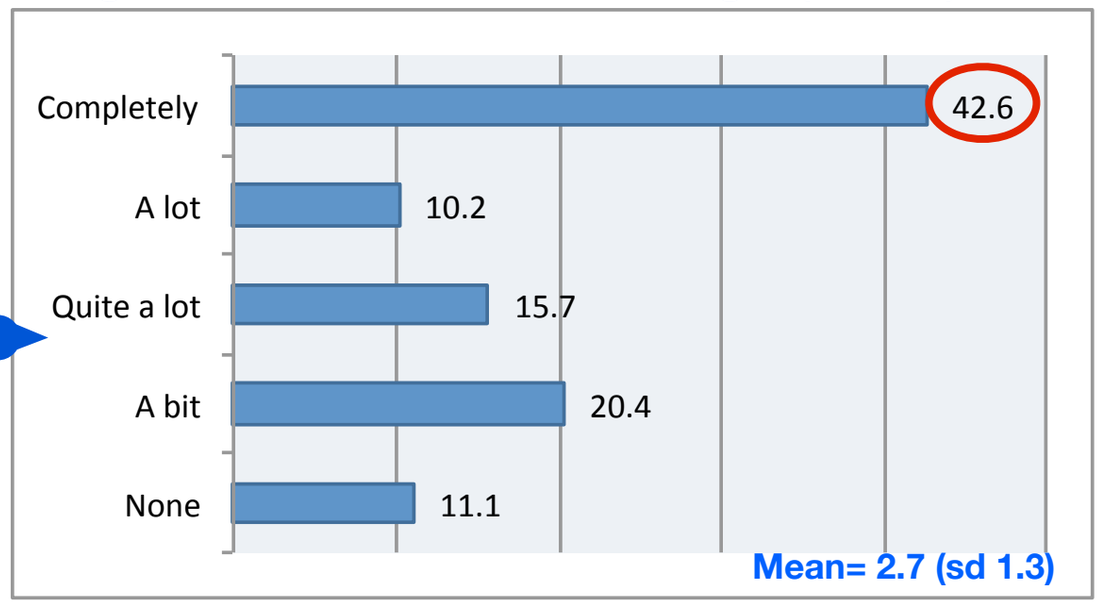
Higher values of the MEAN indicate more negative attitudes toward the use of animals and therefore **more favorable for animals.**

visual representation of MEAN

Animals (n=111)



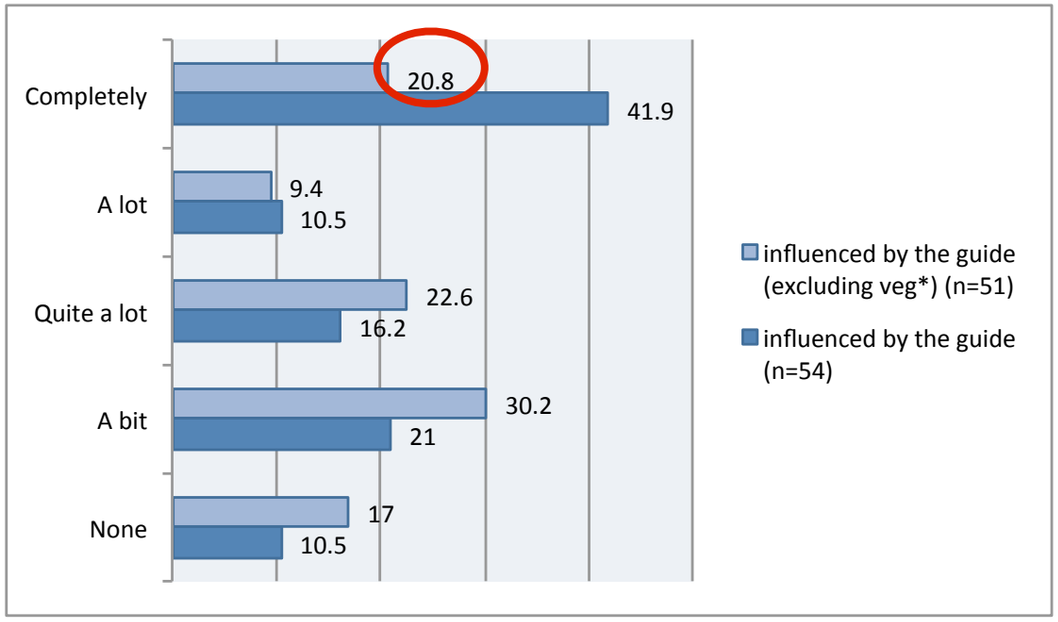
Eating less meat is easier than I thought (N=108)



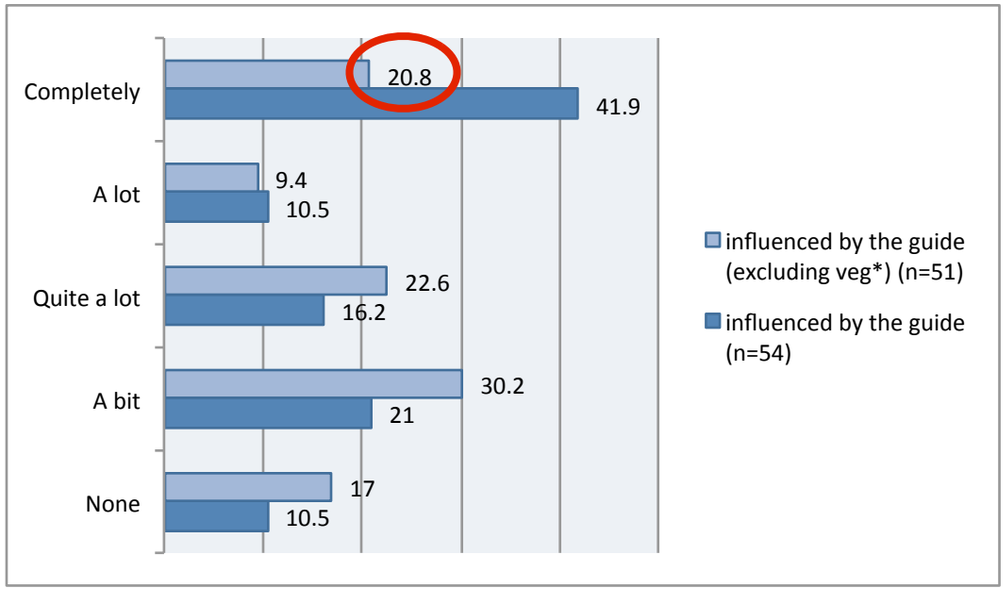
STUDY #2

After reading the booklet, what do you believe has influenced you more to positively change your eating habits? (among those who answered that the guide influenced them in some level)

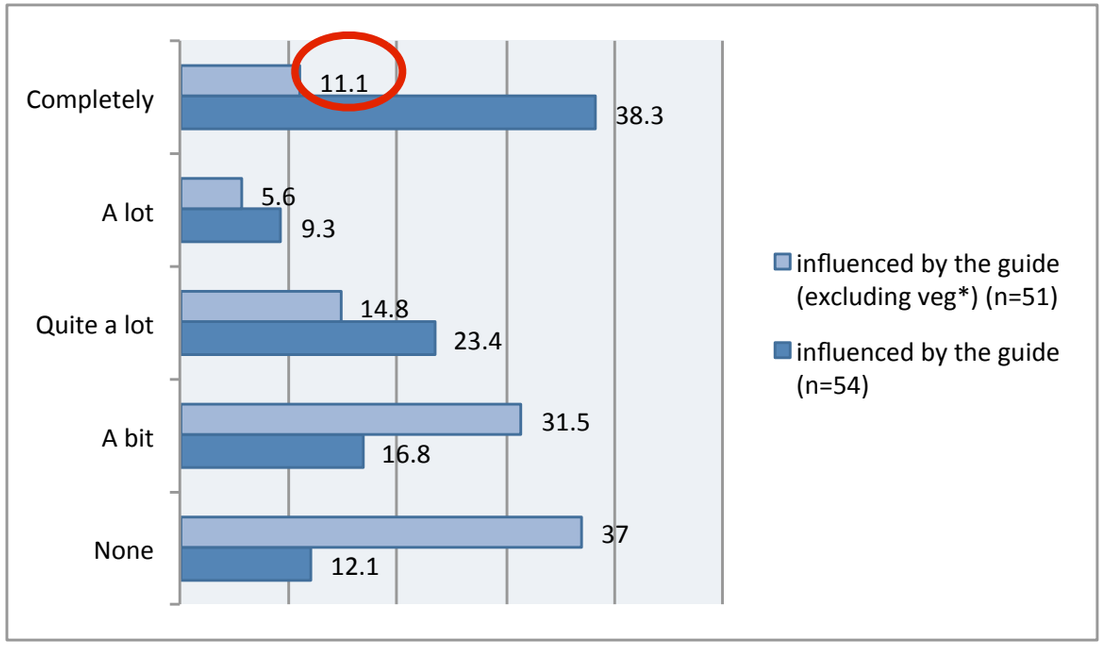
Health



Eating less meat is easier than I thought



Animals

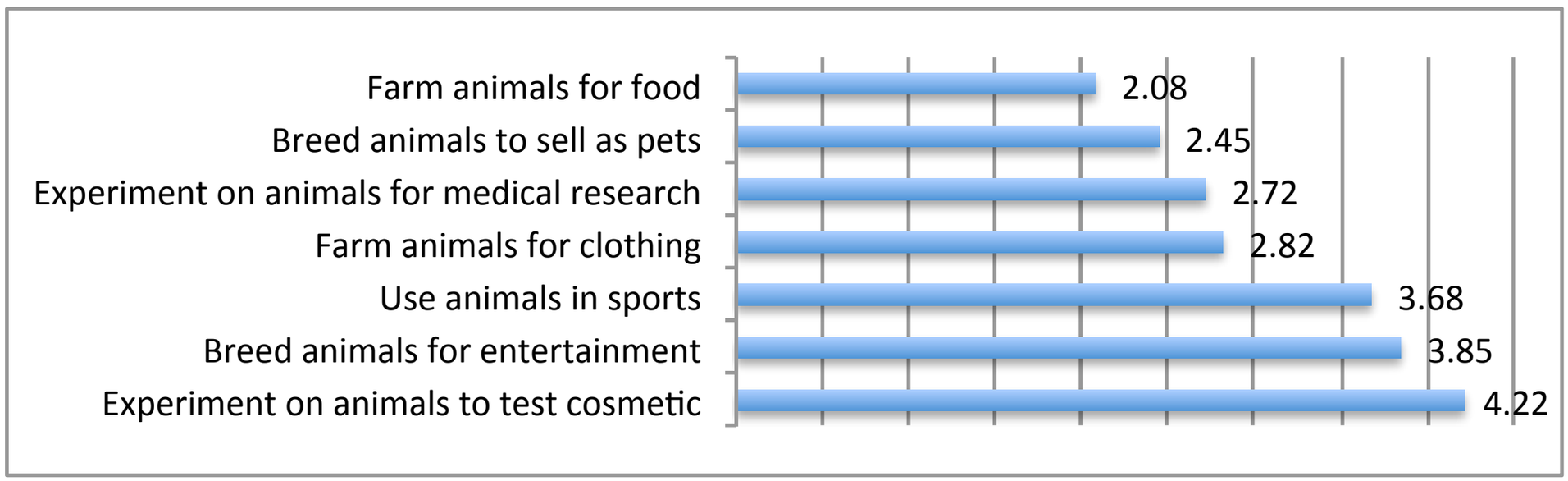


2.3. use of animals

STUDY #1

Please indicate the level of acceptance for the following practices/uses towards animals

Attitudes towards the use of animals (Mean)



Higher values of the Mean indicate more negative attitudes toward the use of animals and therefore **more favorable for animals.**

Likert Scale

1	Totally acceptable
2	Acceptable
3	Nor acceptable/Nor Unacceptable
4	Unacceptable
5	Totally Unacceptable

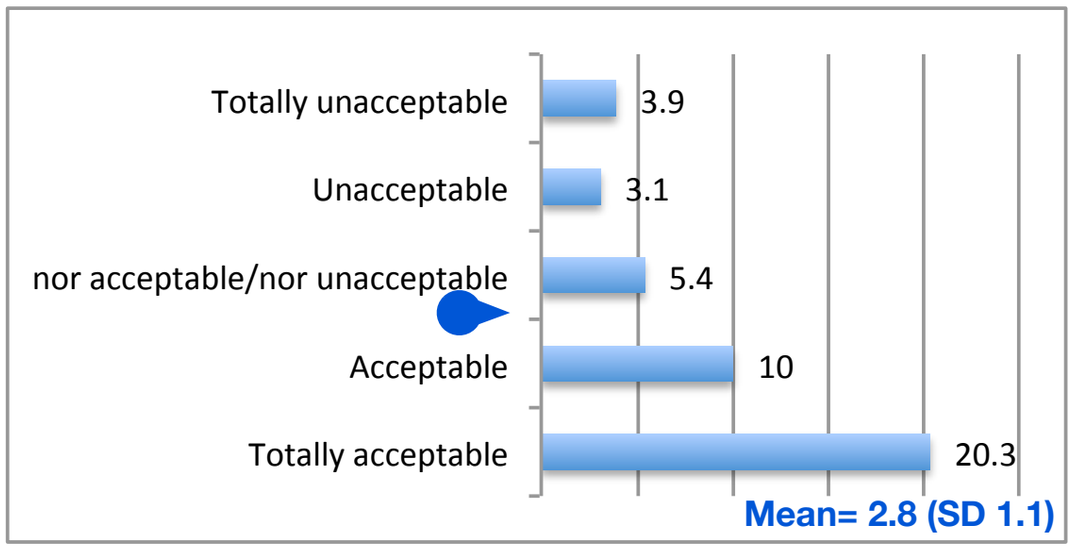
STUDY #1

Higher values of the Mean indicate more negative attitudes toward the use of animals and therefore **more favorable for animals.**

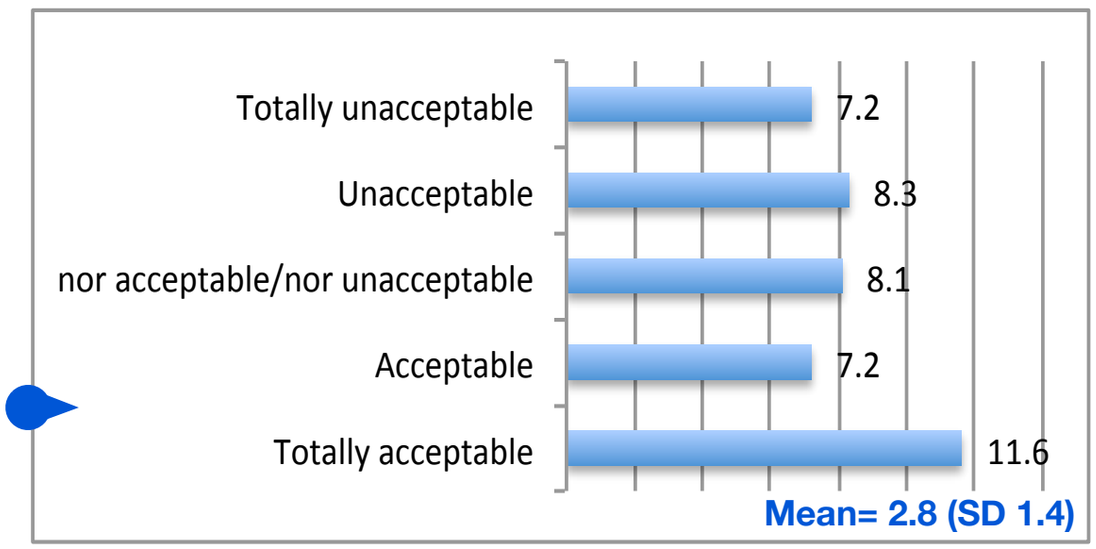
visual representation of MEAN

Please indicate the level of acceptance for the following practices/uses towards animals

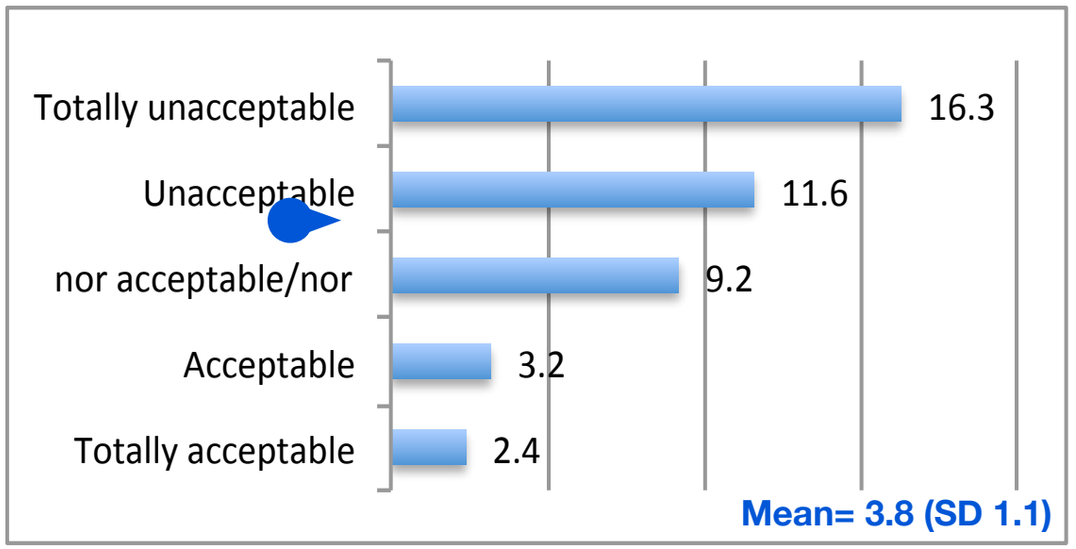
estilo de vida/alimentación (n=369)



farm animals for clothing (n=366)

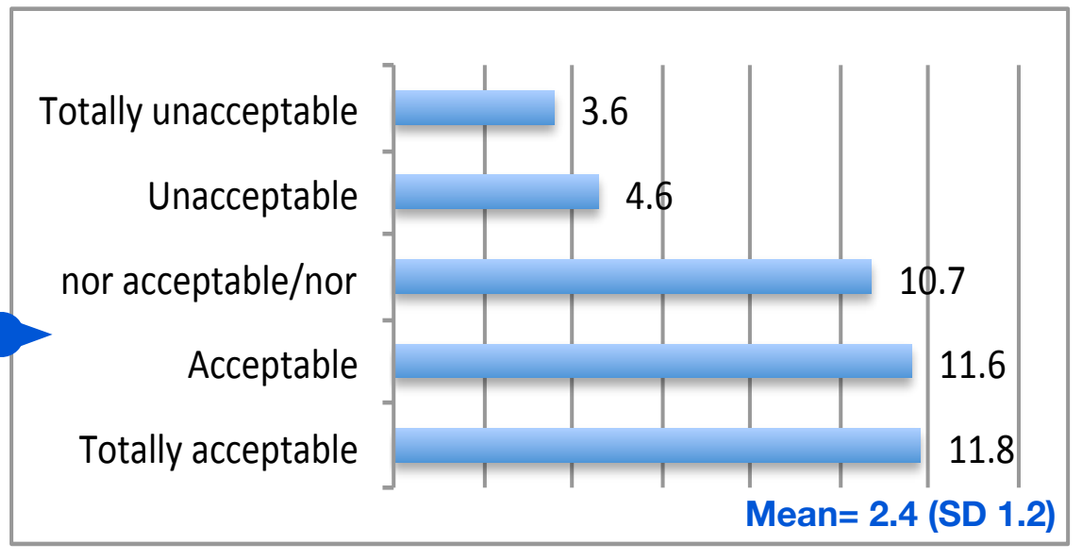


Breed animals for entertainment (zoos, circuses, etc.) (n=369)

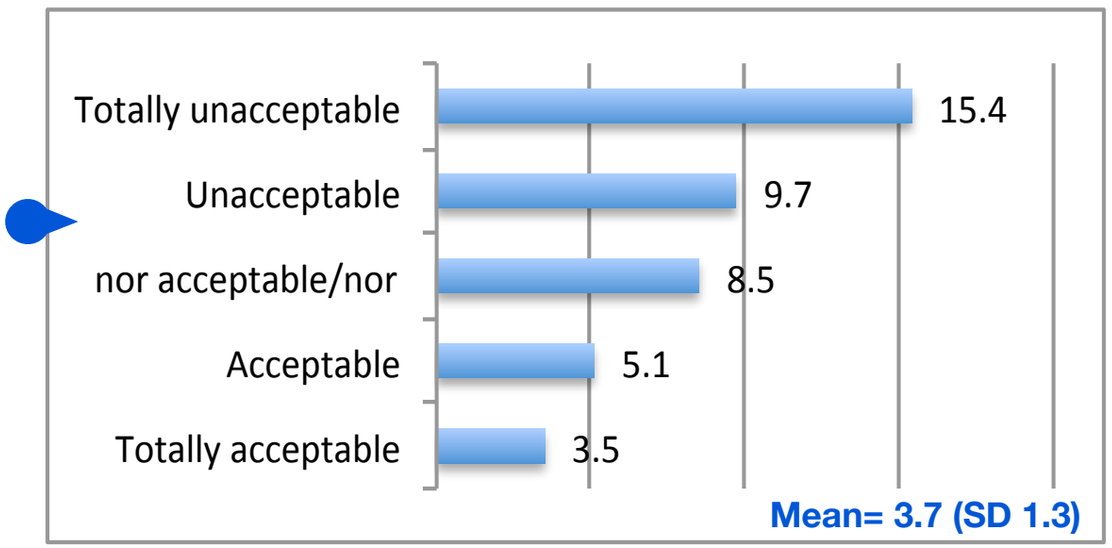


STUDY #1

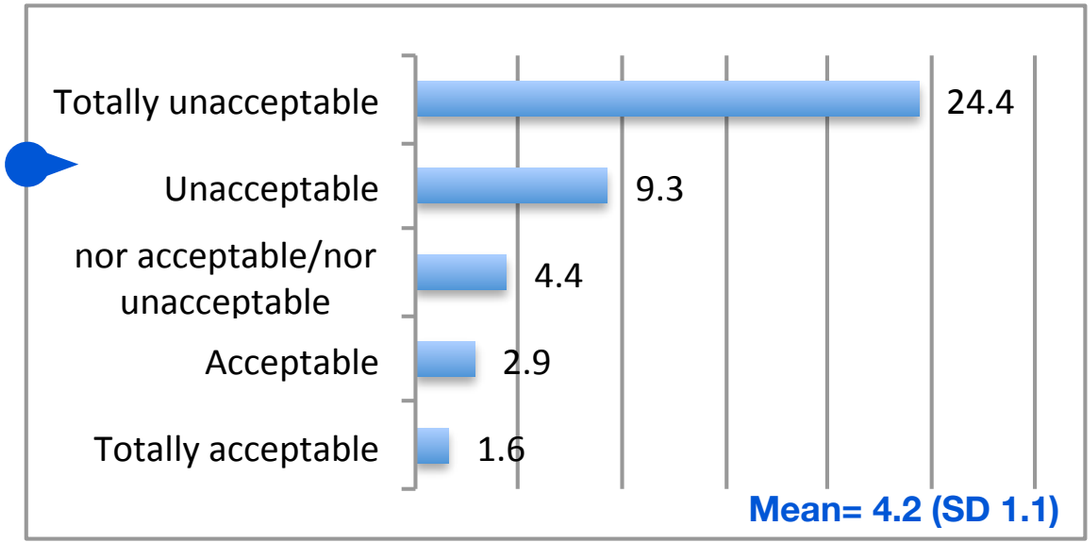
Breed animals to sell as pets (n=365)



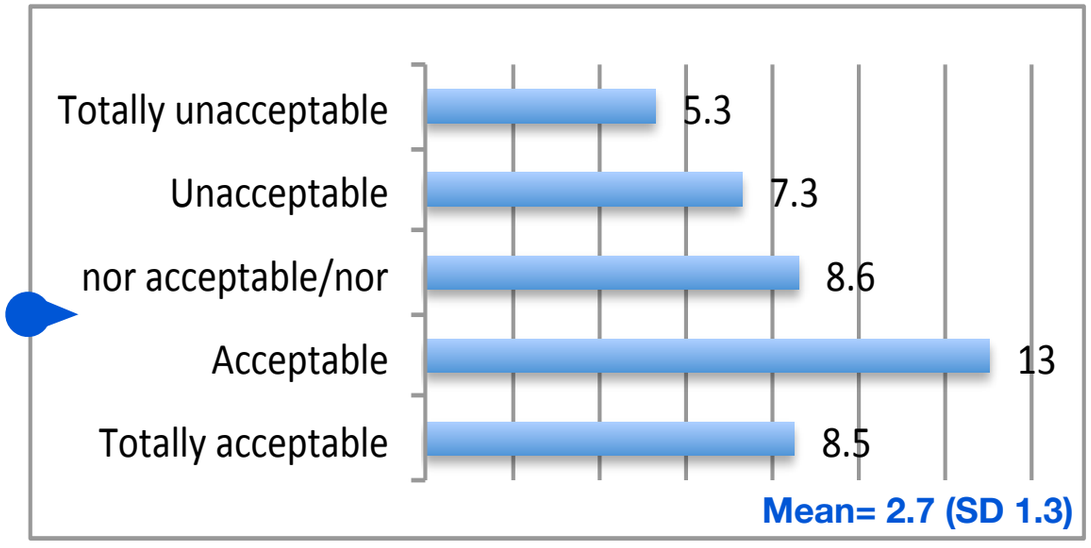
Use animals in sports (hunting, dog racing, etc.)



Experiment on animals to test cosmetic



Experiment on animals for medical research

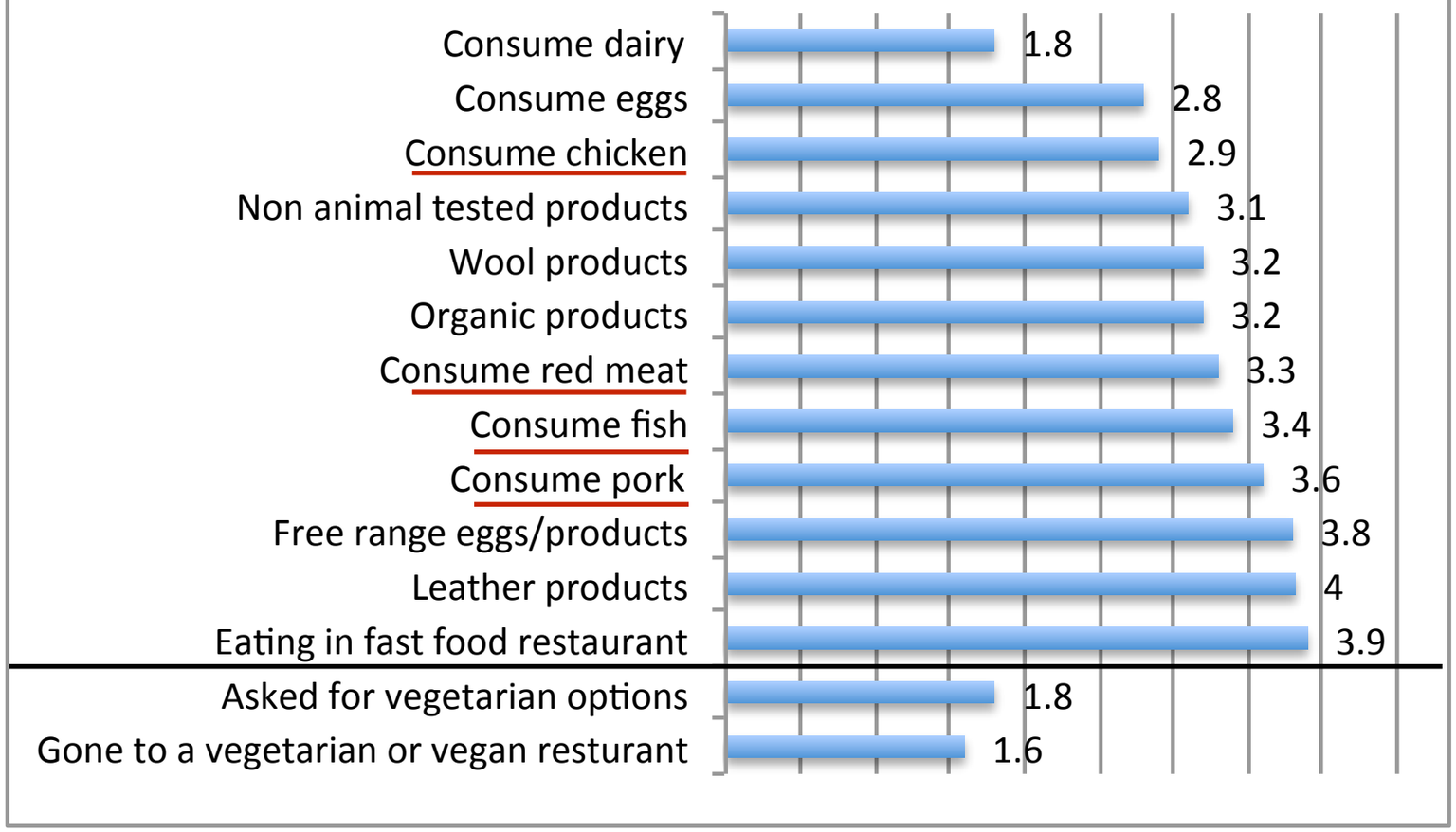


2.4. past 2 years behavior

STUDY #1

Please indicate in the last 2 years, how many times you have:

Behavior frequency (Mean)



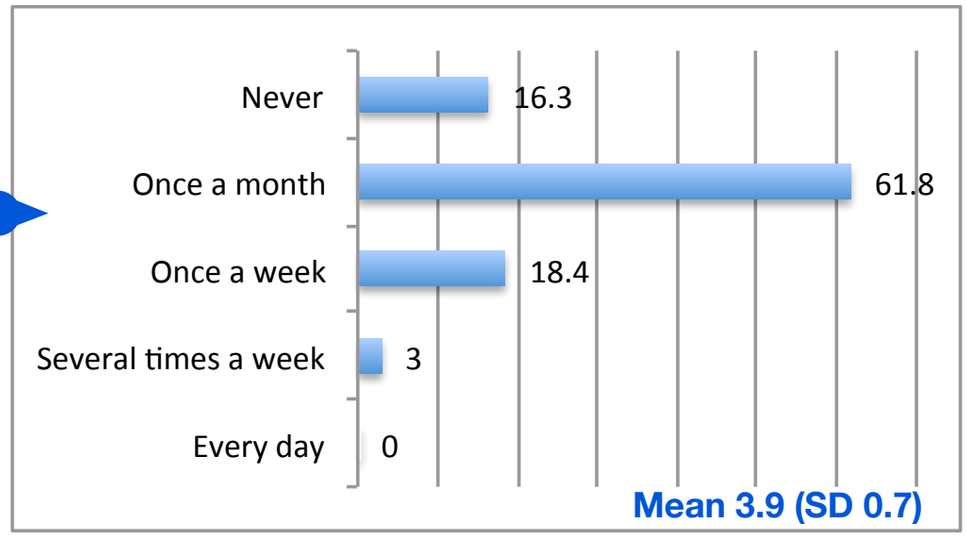
Higher values of the Mean are more positive for animals: less consumption of that animal/animal product and more consumption of veg* options or visit to veg* restaurants.

Likert Scale	
1	Everyday
2	Several times a week
3	Once a week
4	Once a month
5	Never

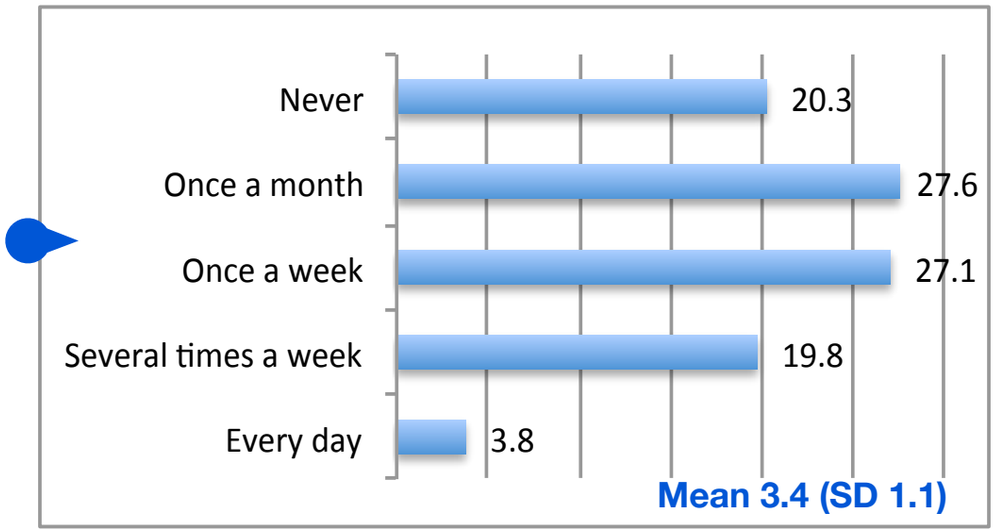
STUDY #1

Please indicate in the last 2 years, how many times you have:

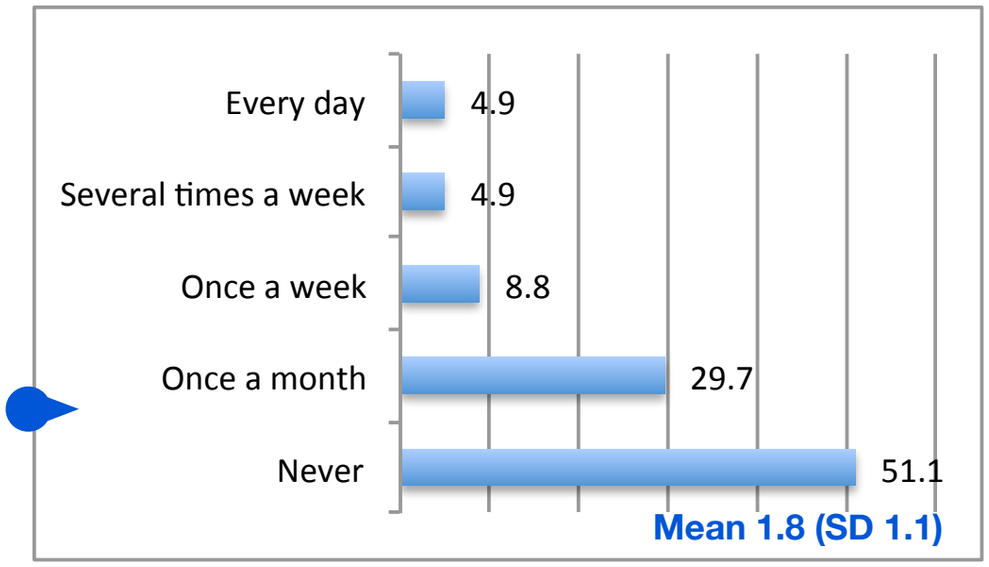
fast food



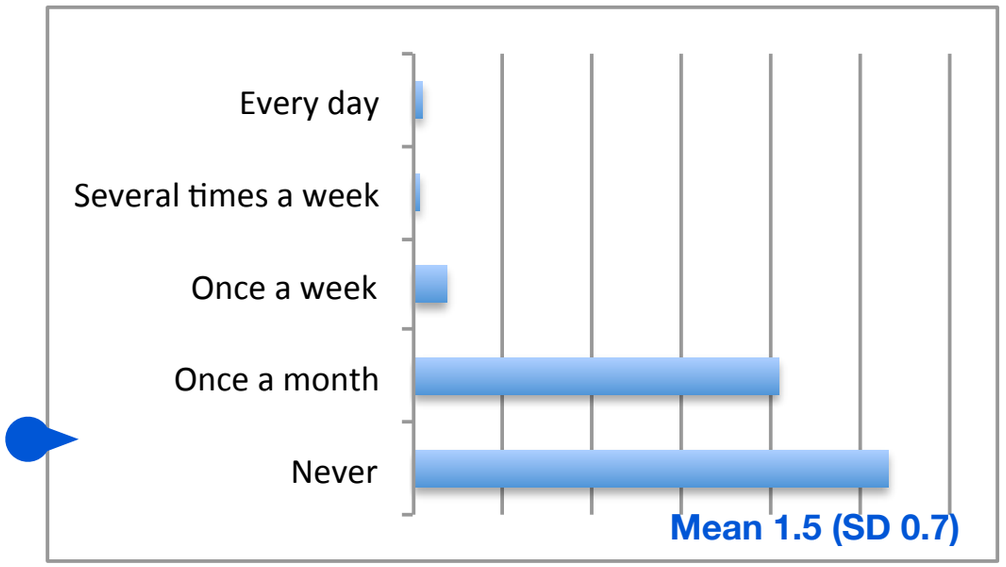
eaten at the cafeteria on campus



Asked for vegetarian/vegan options in restaurants



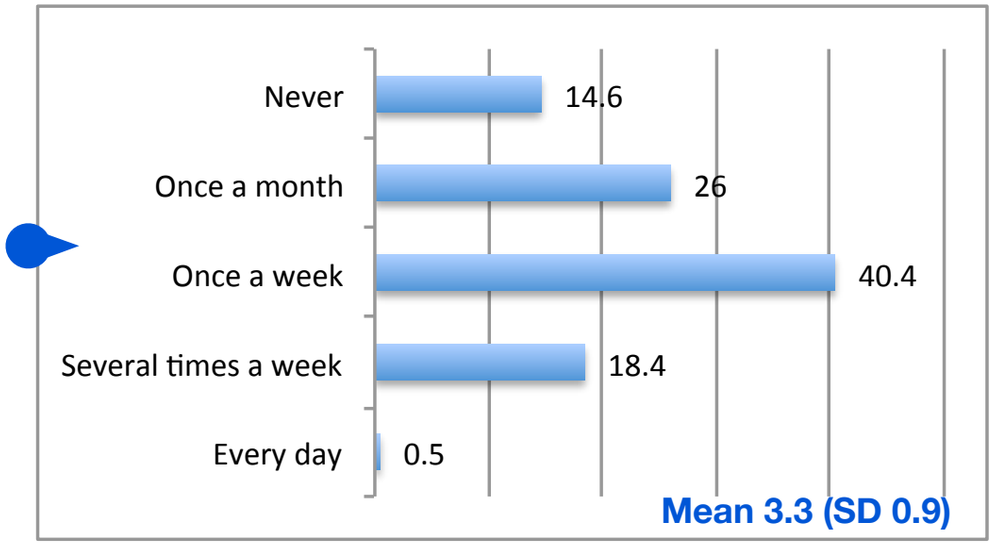
Gone to a vegetarian or vegan restaurant



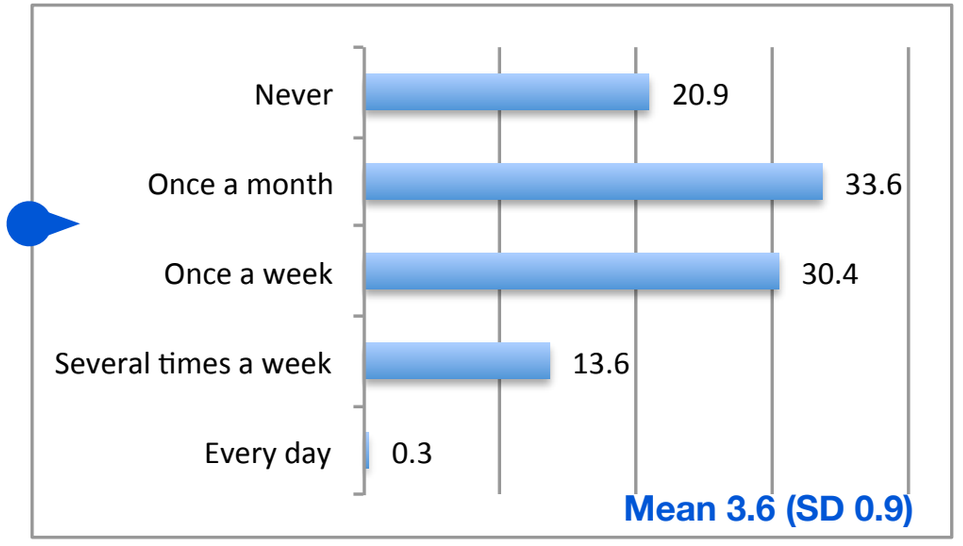
STUDY #1

Please indicate in the last 2 years, how many times you have:

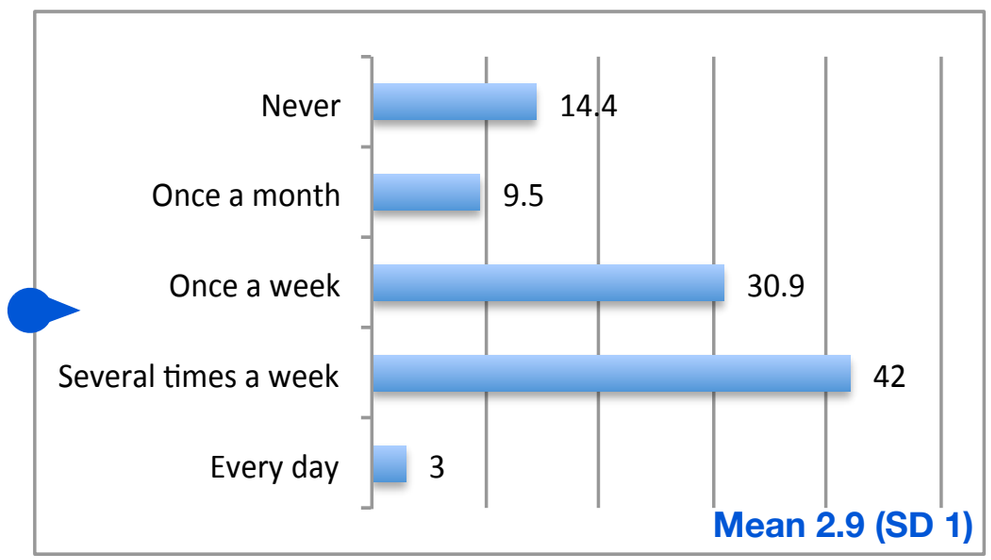
Consumed fish



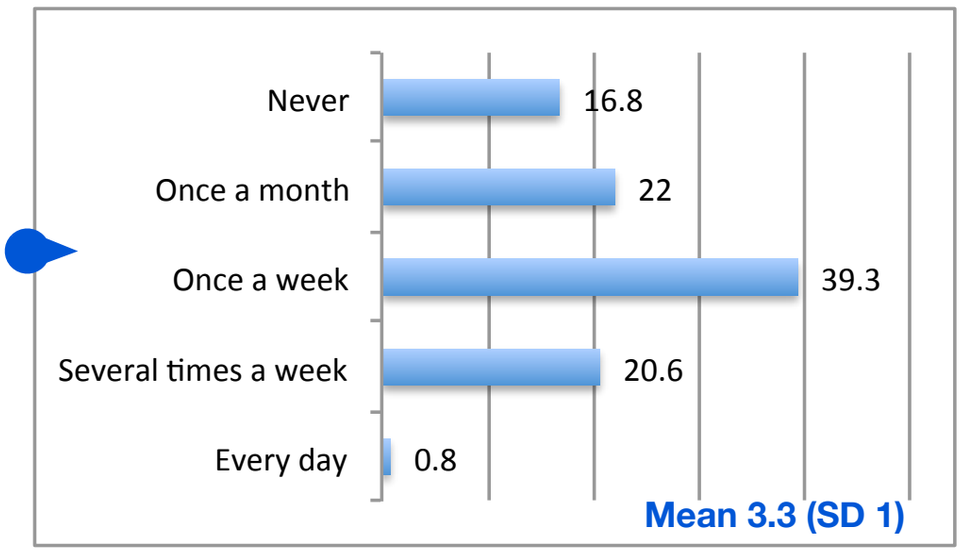
Consumed pork



Consumed chicken



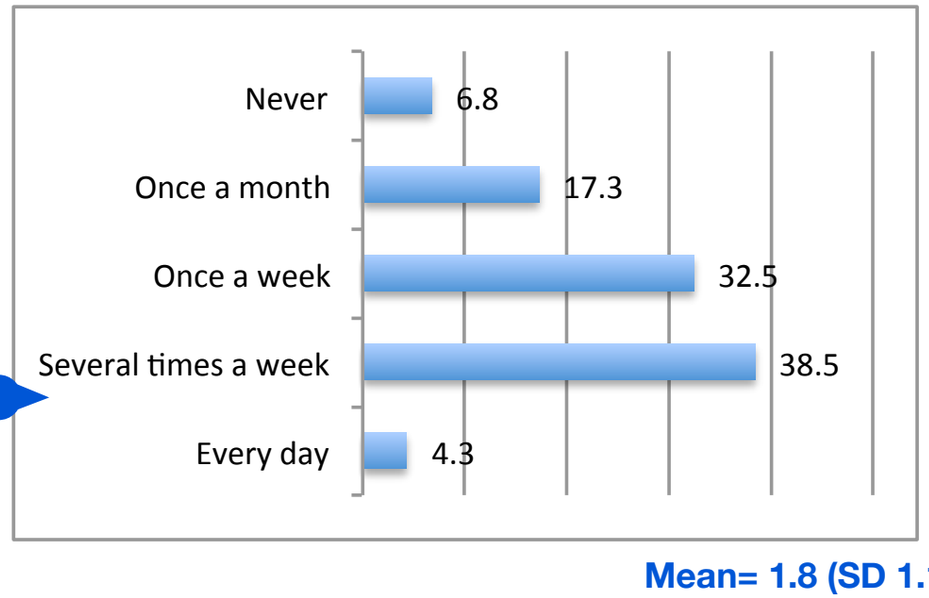
Consumed red meat



STUDY #1

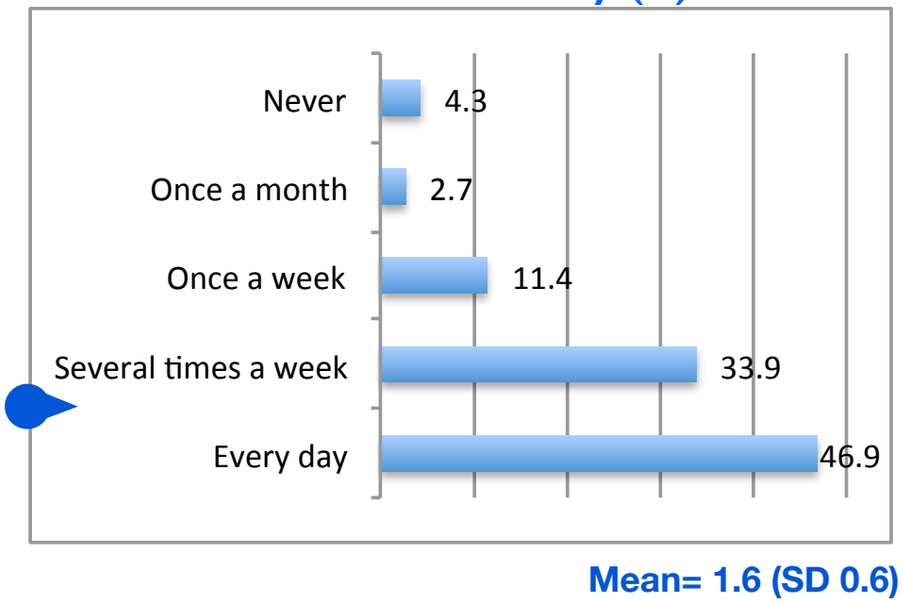
Please indicate in the last 2 years, how many times you have:

Consumed eggs (%)



Mean= 1.8 (SD 1.1)

Consumed dairy (%)



Mean= 1.6 (SD 0.6)

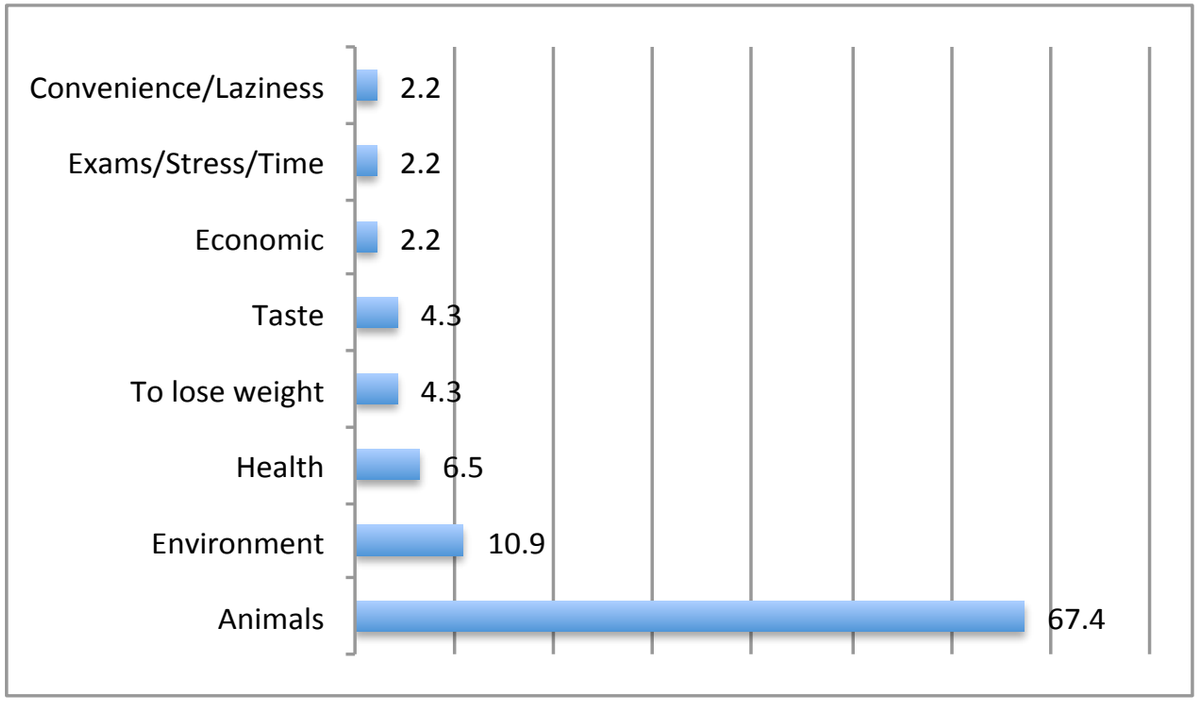
Not consumption of animals/animal products and lifestyles

	%	n
Do not consume fish*	3,8	14
Do not consume pork*	10,1	37
Do not consume chicken*	3,5	13
Do not consume red meat*	6,0	22
Do not consume eggs*	3,8	14
Do not consume dairy*	1,6	6
Do not consume fish, pork, chicken or red meat (vegetarians)**	7,6	28
Pescatarians (do not eat pork, chicken or red meat, but eat fish)	3,3	12
Dietitian vegan (do not eat any flesh, neither milk or eggs)	2,7	10
Ethic vegan (vegan diet and never buy leather nor wool)	0,8	3

*Excludes vegetarians and vegans; **excludes vegans

Around 8%, and 3% of the sample could be denominated, respectively, as vegetarians and pescaterians. Around 3% of the sample could be considered as 'dietitian vegan'; whereas only 0.8% could be considered 'ethical vegan' because never buy leather or wool. However it is important to note that most of dietitian vegan only buy leather or wool once a year.

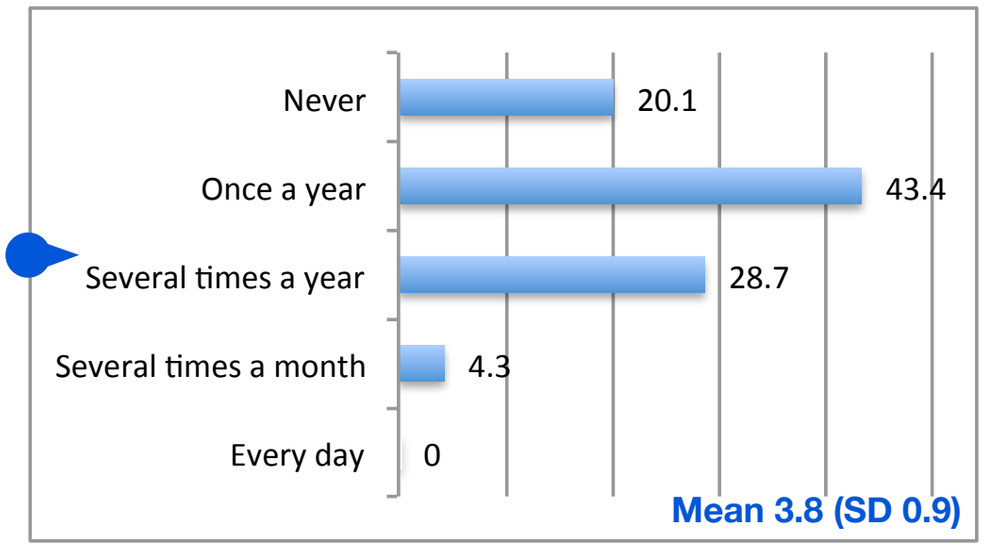
If you do not consume any animal products mentioned, which is the main reason why? (n=46)



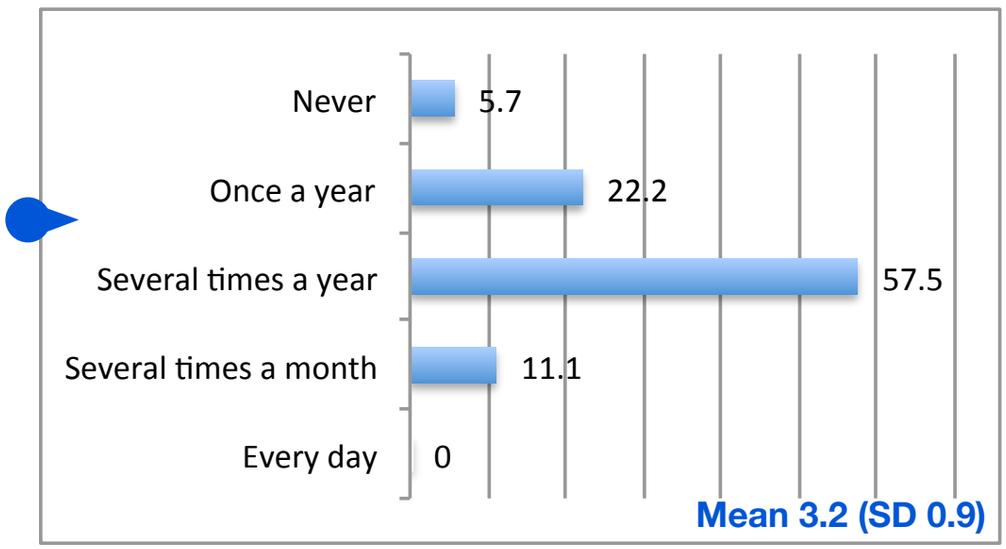
STUDY #1

Please indicate in the last 2 years, how many times you have:

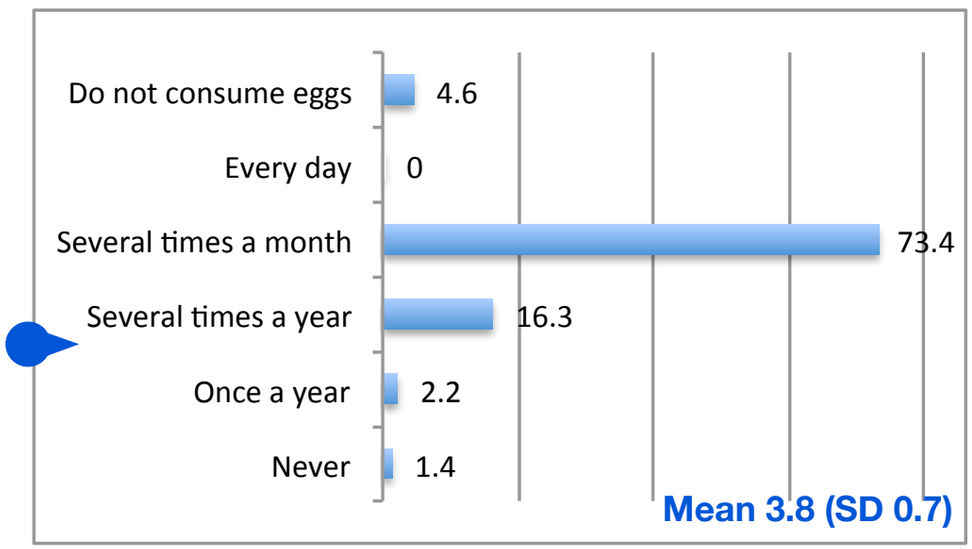
Buy leather (%)



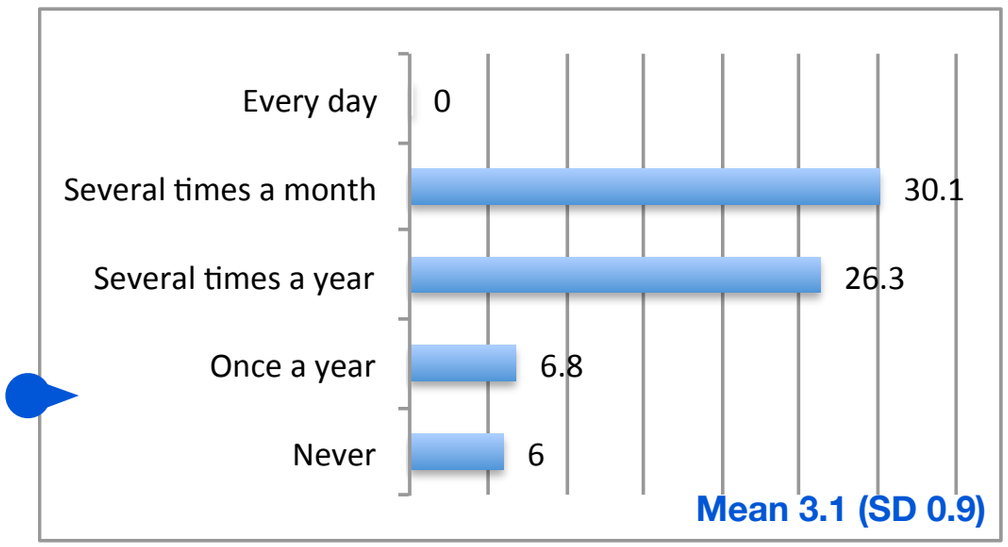
Buy wool (%)



Buy free range eggs (%)



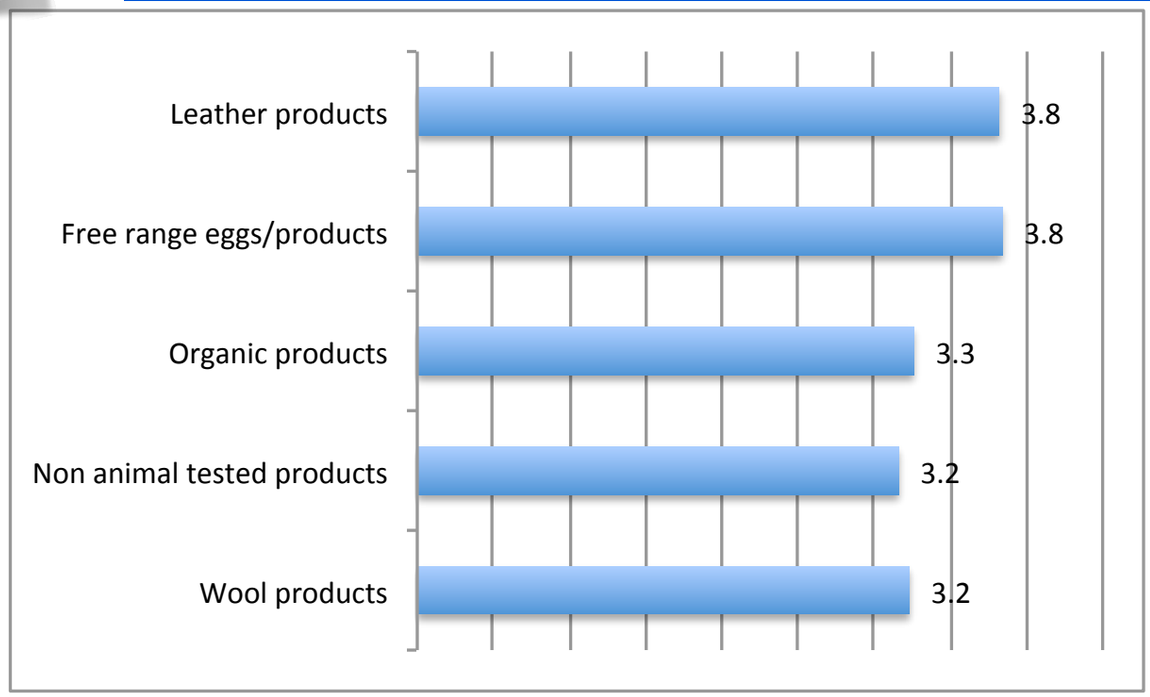
Non animal tested products (%)



STUDY #1

Please indicate in the last 2 years, how many times you have:

Frecuency of behaviors in last 2 years (mean)

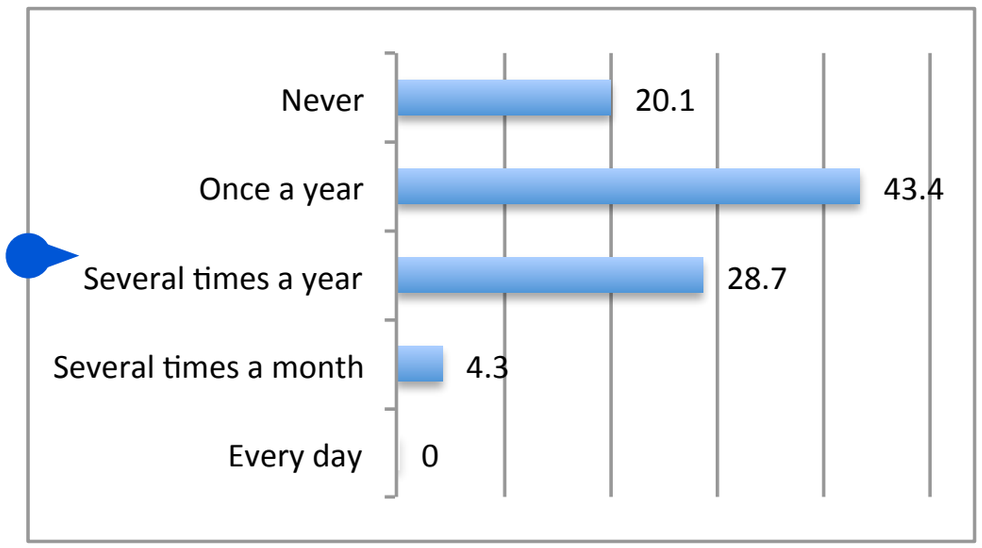


Higher values are more positive for animals: less consumption of that animal product and more consumption or consumption of more cruelty free alternatives.

Likert Scale

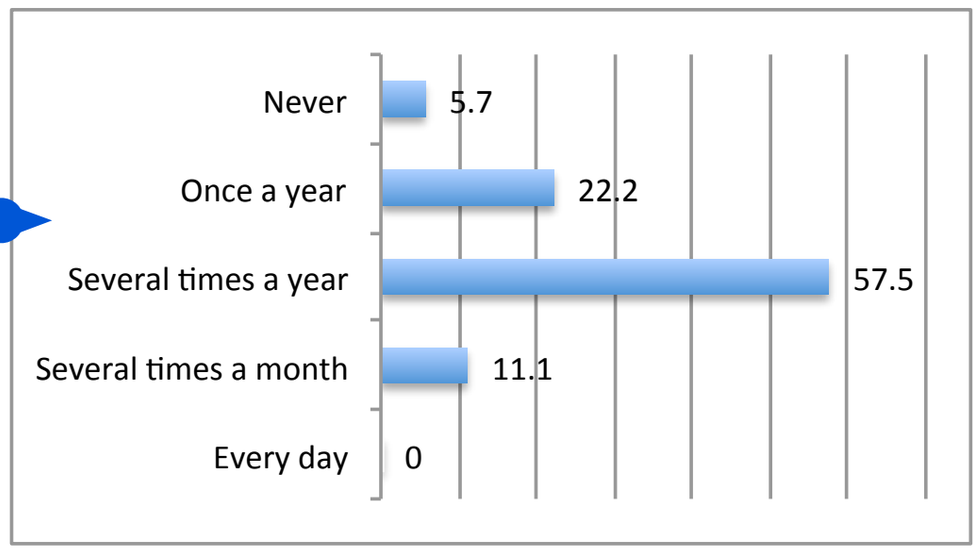
1	Everyday
2	Several times a week
3	Once a week
4	Once a month
5	Never

Buy leather (%)



Mean 3.8 (SD 0.8)

Buy wool (%)

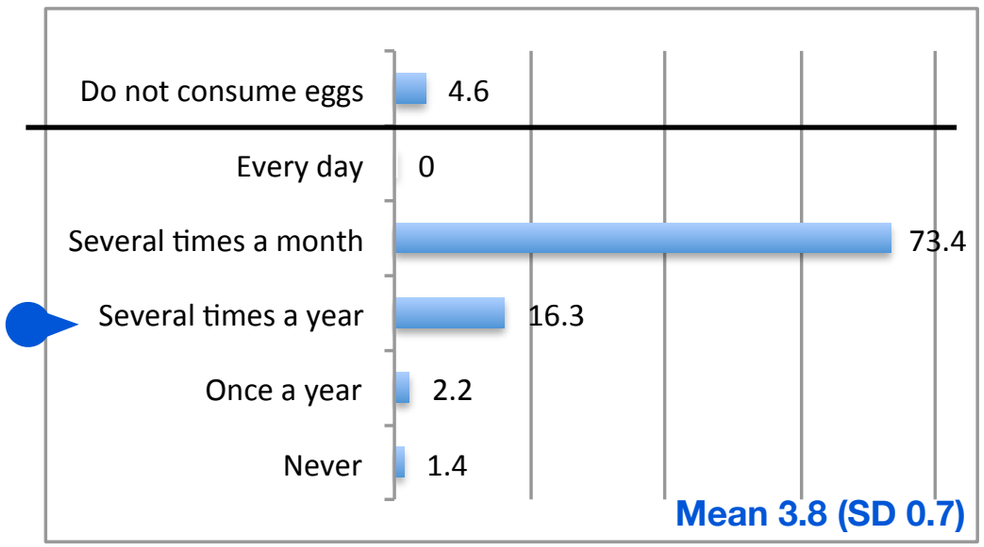


Mean 3.2 (SD 0.97)

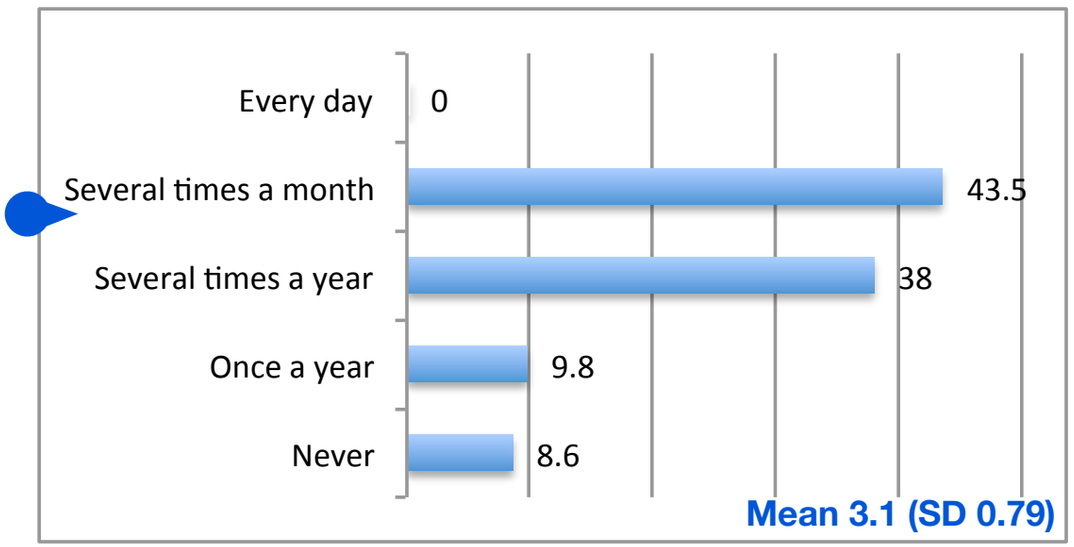
STUDY #1

Please indicate in the last 2 years, how many times you have:

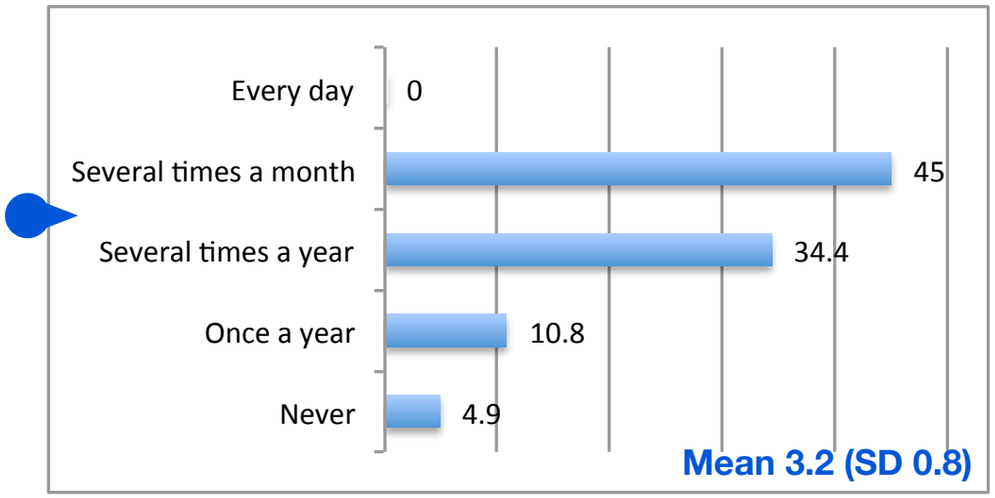
Buy free range eggs (%)



Non animal tested products (%)



Buy organic products (%)



Higher values are more positive for animals: less consumption of that animal product and more consumption or consumption of more cruelty free alternatives.

Likert Scale

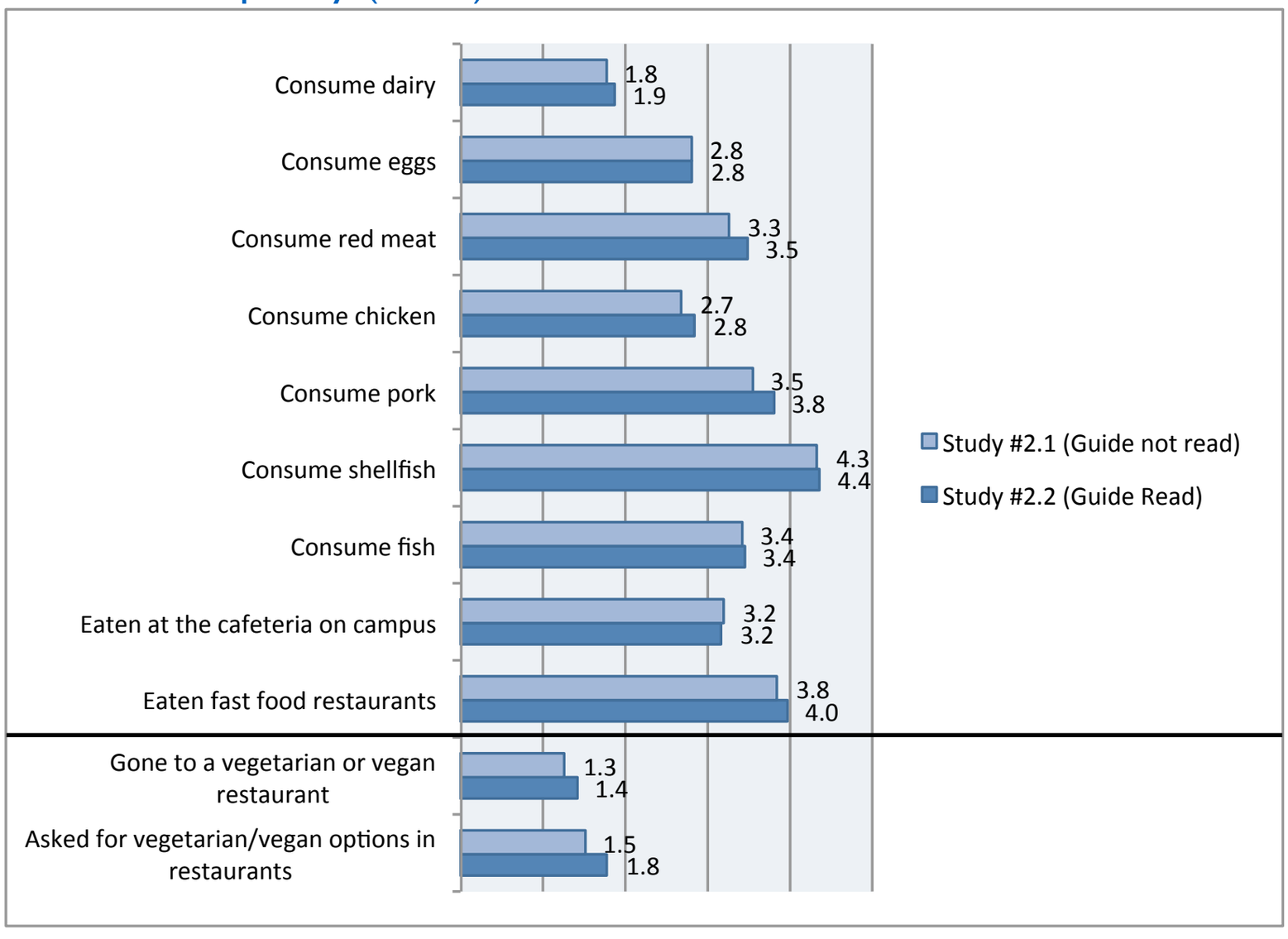
1	Everyday
2	Several times a week
3	Once a week
4	Once a month
5	Never

2.7. past 2 months behavior

STUDY #2

Please indicate in the last 2 months, HOW MANY TIMES have you…?

Behavior frequency (Mean)



Higher values of the Mean are more positive for animals: less consumption of that animal/animal product, more consumption of veg* options and more visits to veg* restaurants.

Likert Scale

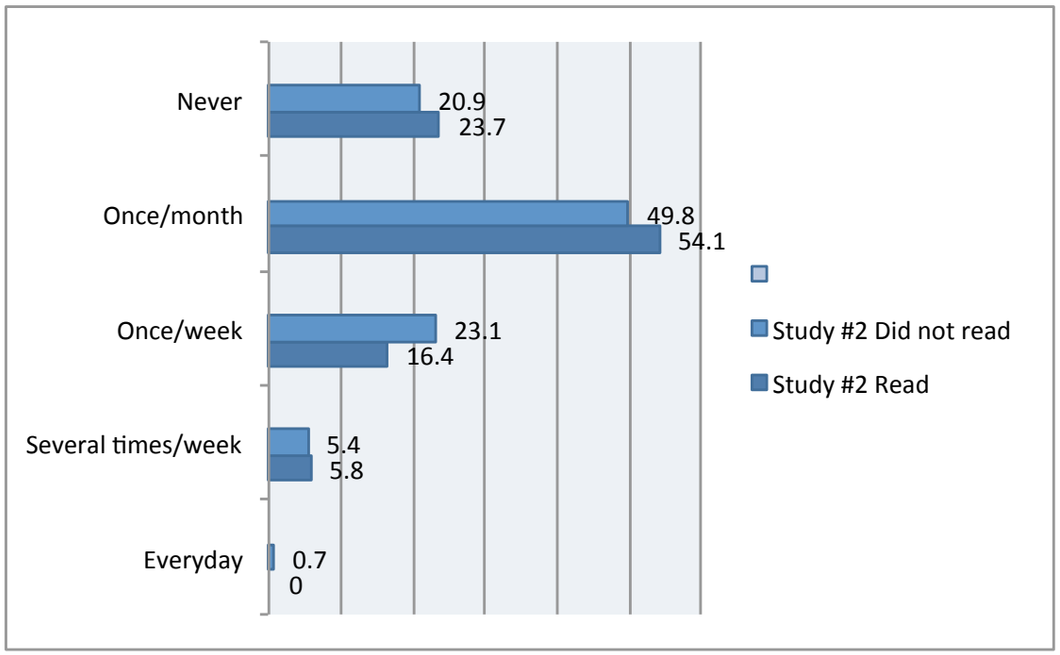
1	Everyday
2	Several times/week
3	Once/week
4	Once/month
5	Never

PLEASE NOTE IN THIS SECTION: right labels: study #2.1 (guide not received) and study #2.2 (guide received)

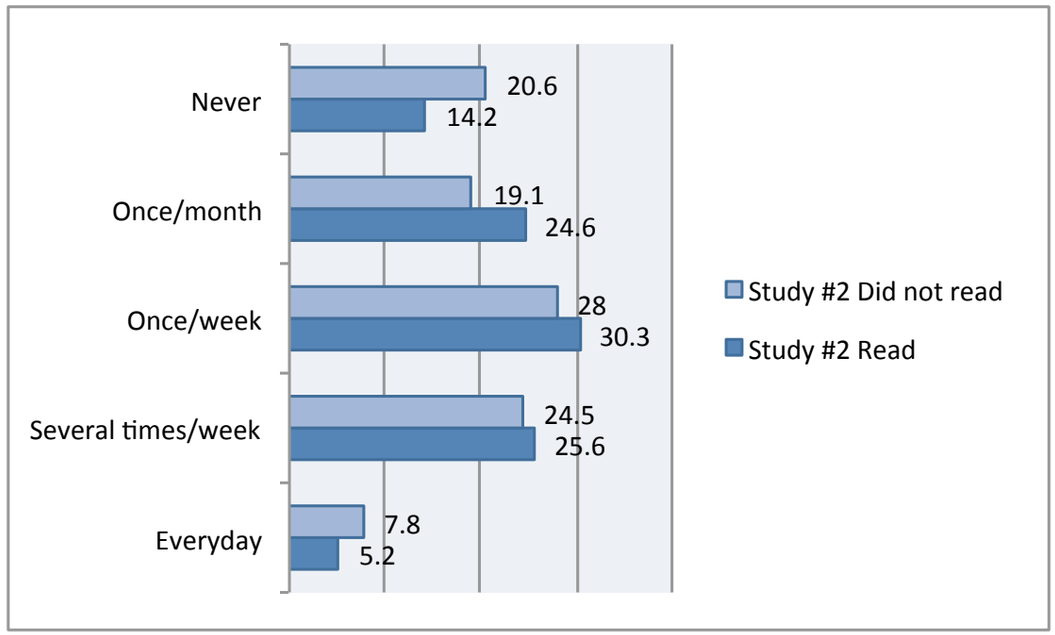
STUDY #2

Please indicate in the last 2 months, HOW MANY TIMES have you…?

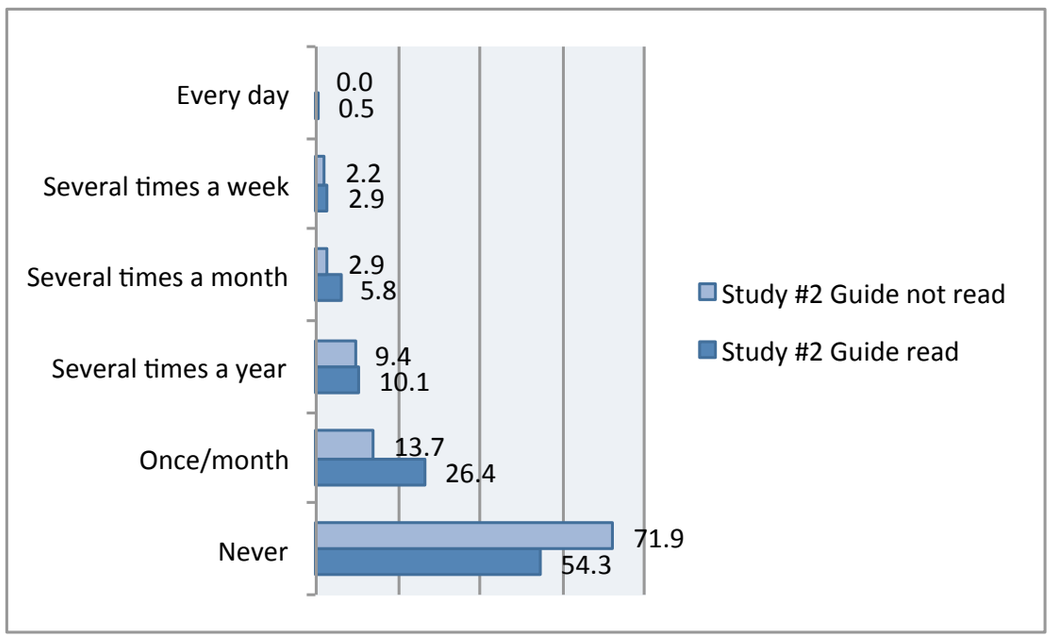
eaten in fast food restaurant



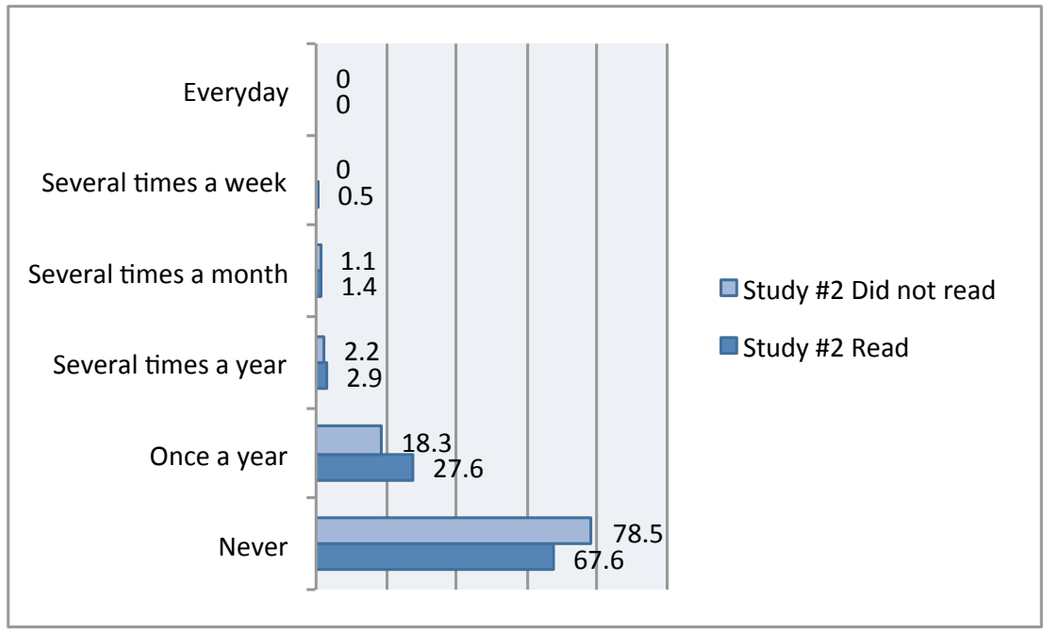
eaten at the cafeteria on campus



Asked for vegetarian/vegan options in restaurants



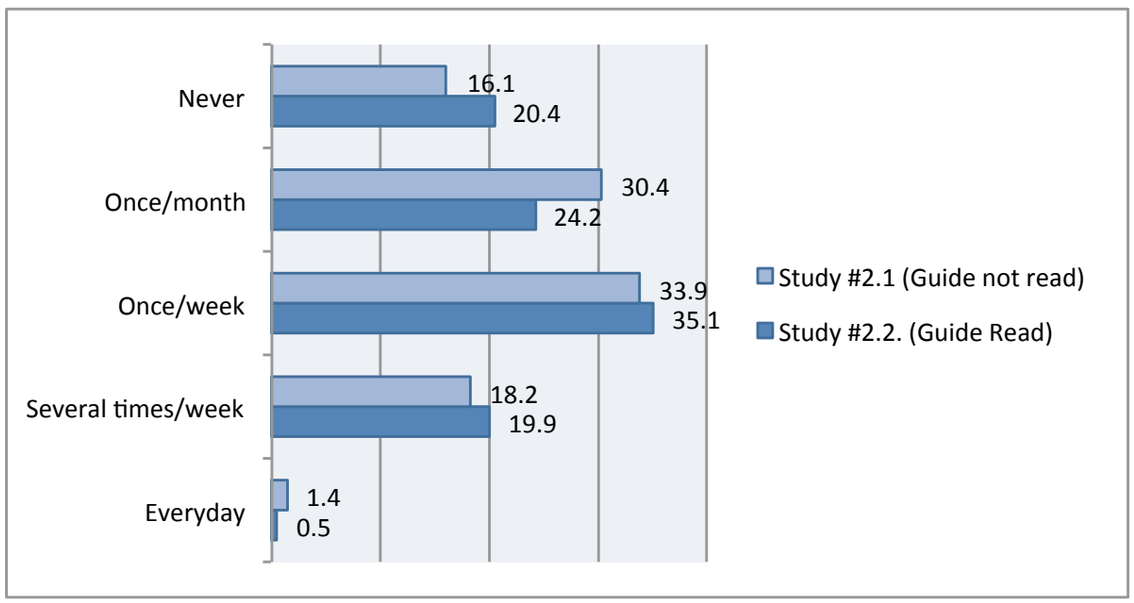
Gone to a vegetarian or vegan restaurant



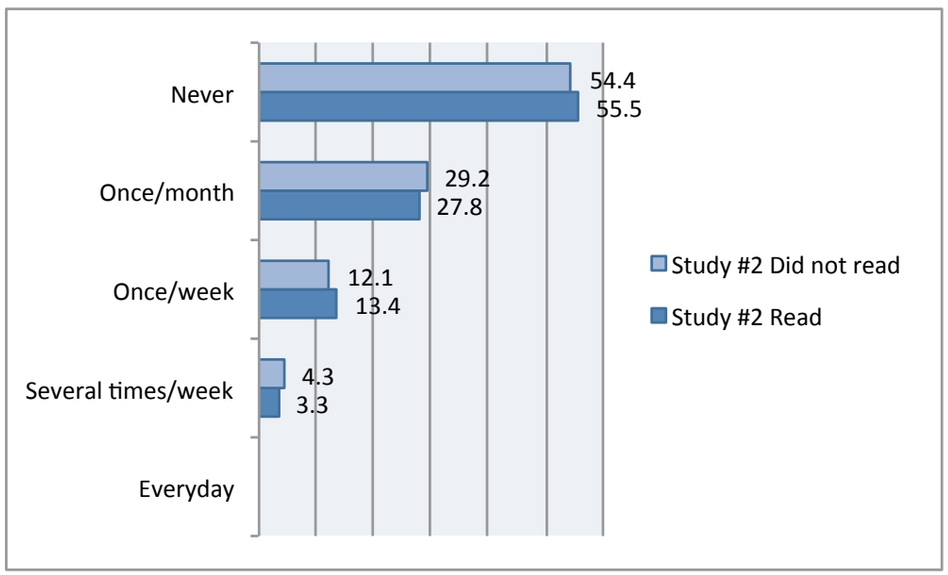
STUDY #2

Please indicate in the last 2 months, HOW MANY TIMES have you…?

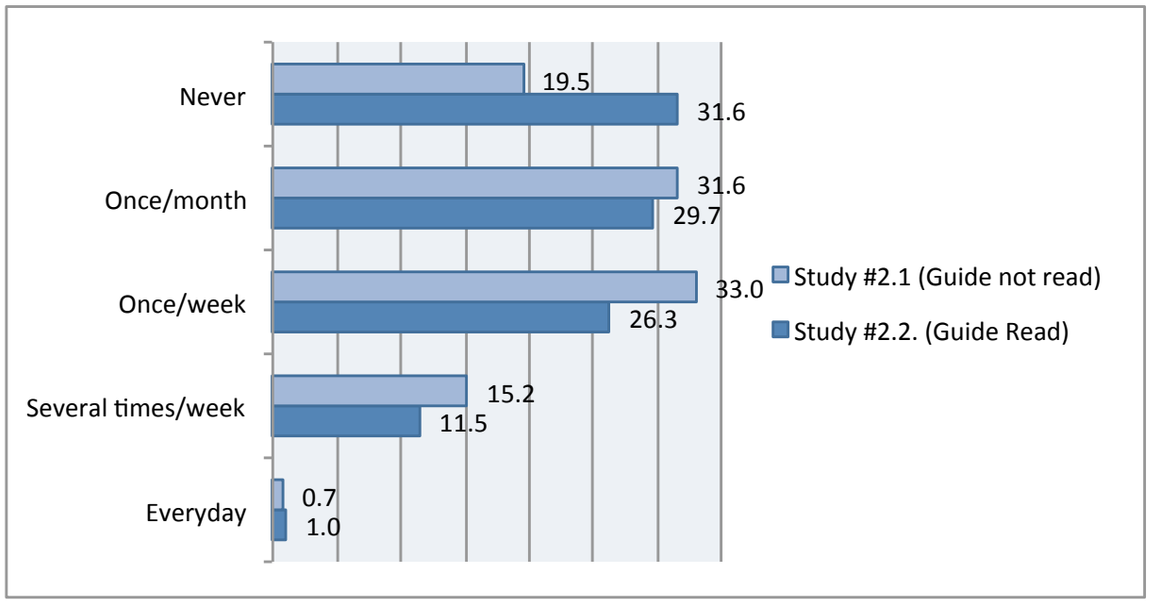
Consumed fish



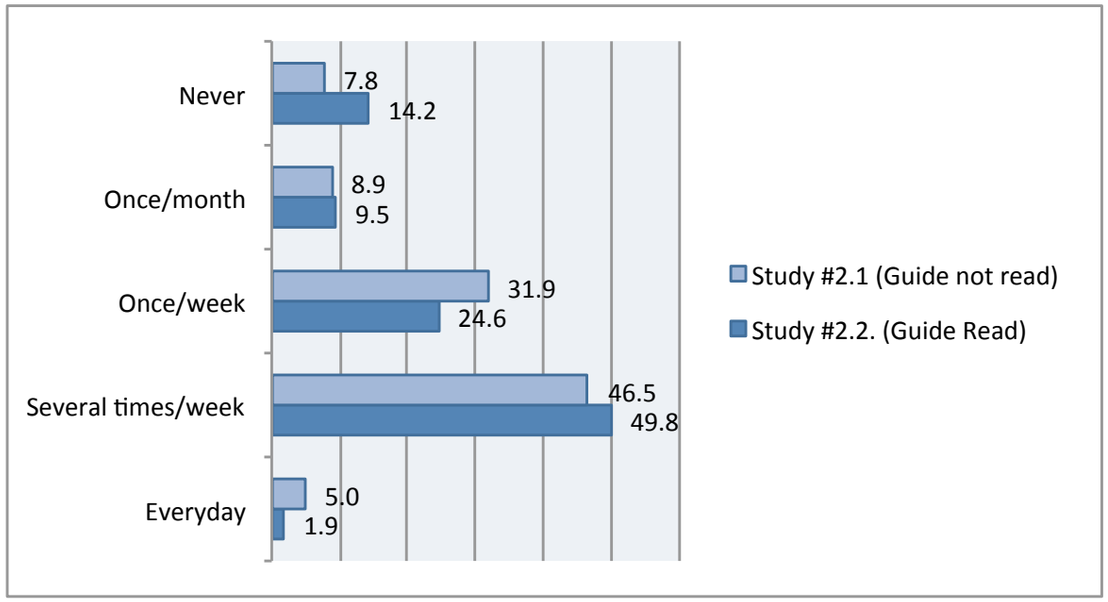
Consumed shellfish



Consumed pork



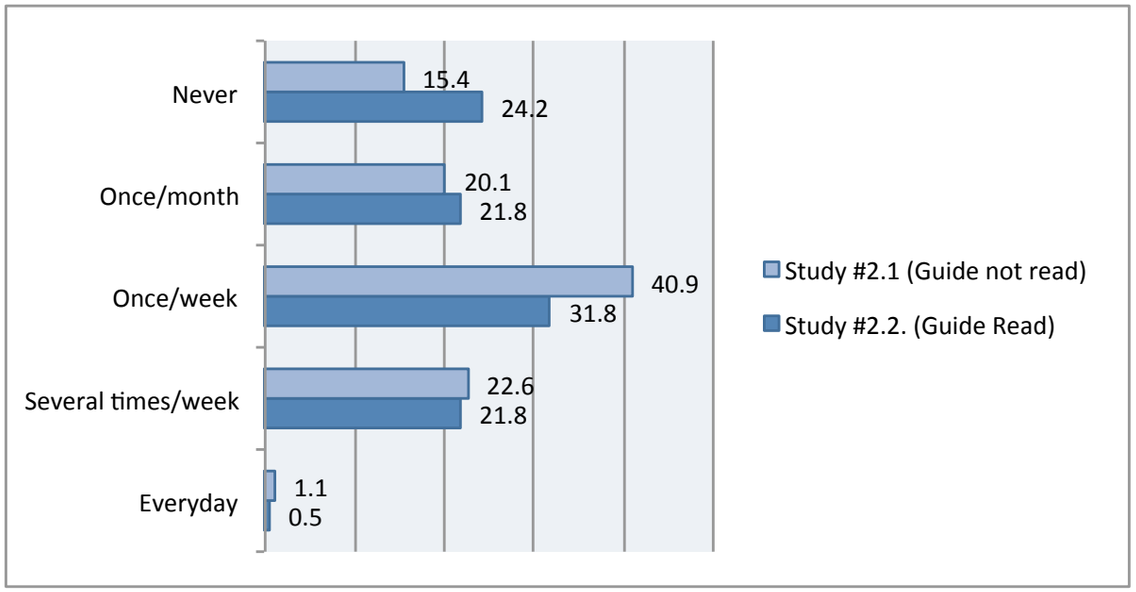
Consumed chicken



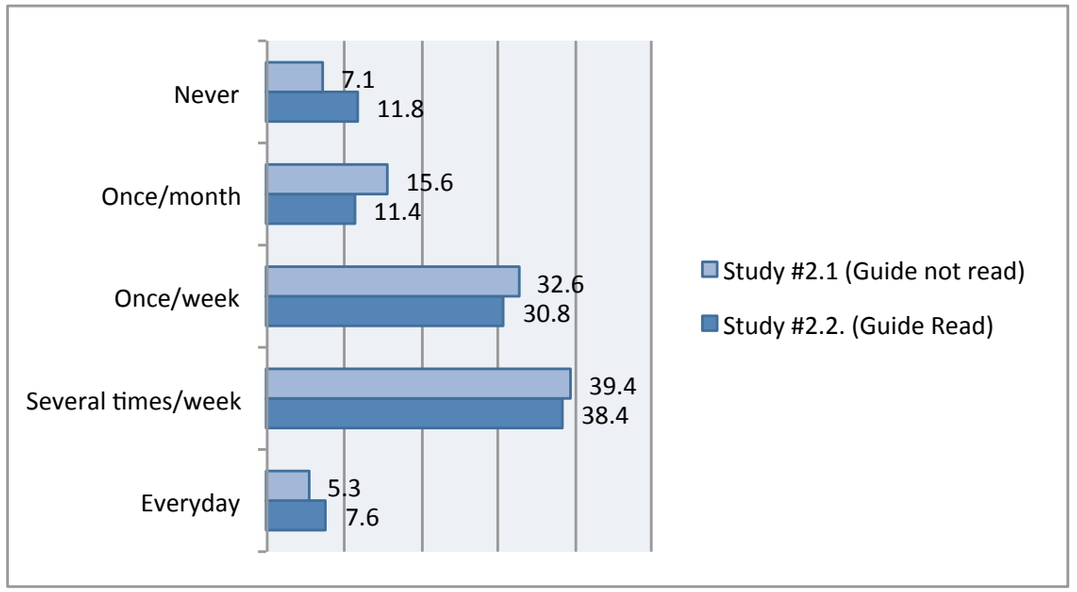
STUDY #2

Please indicate in the last 2 months, how many times have you:

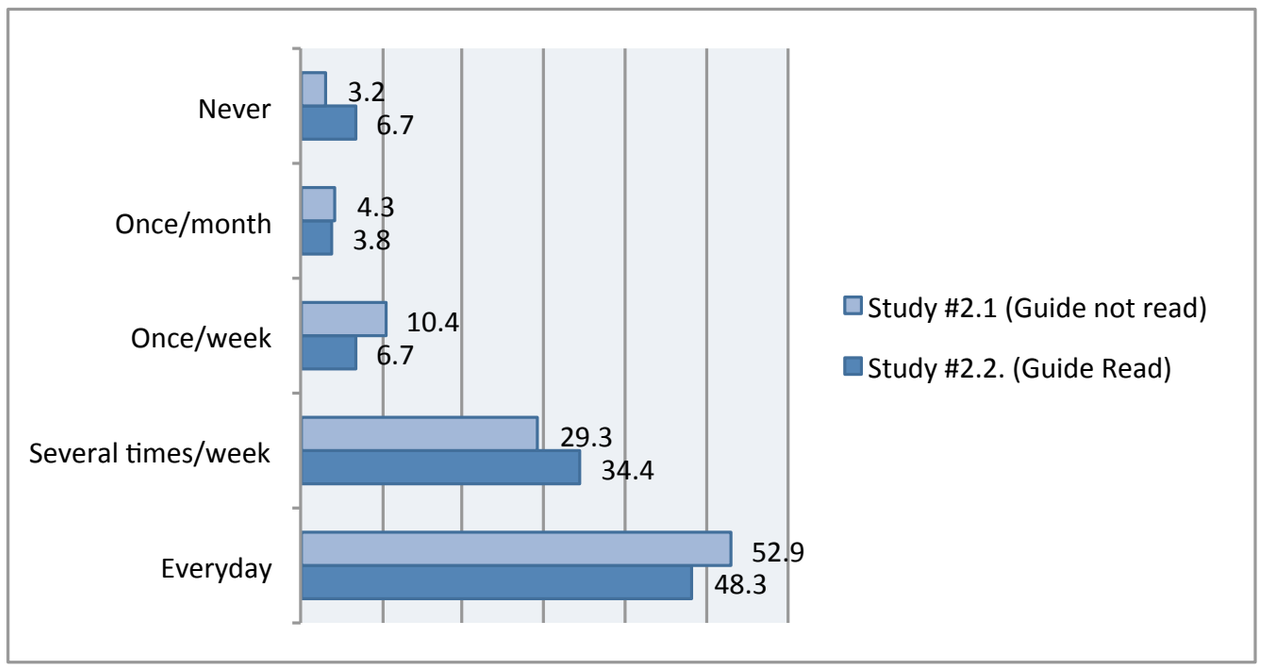
Consumed red meat (%)



Consumed eggs (%)

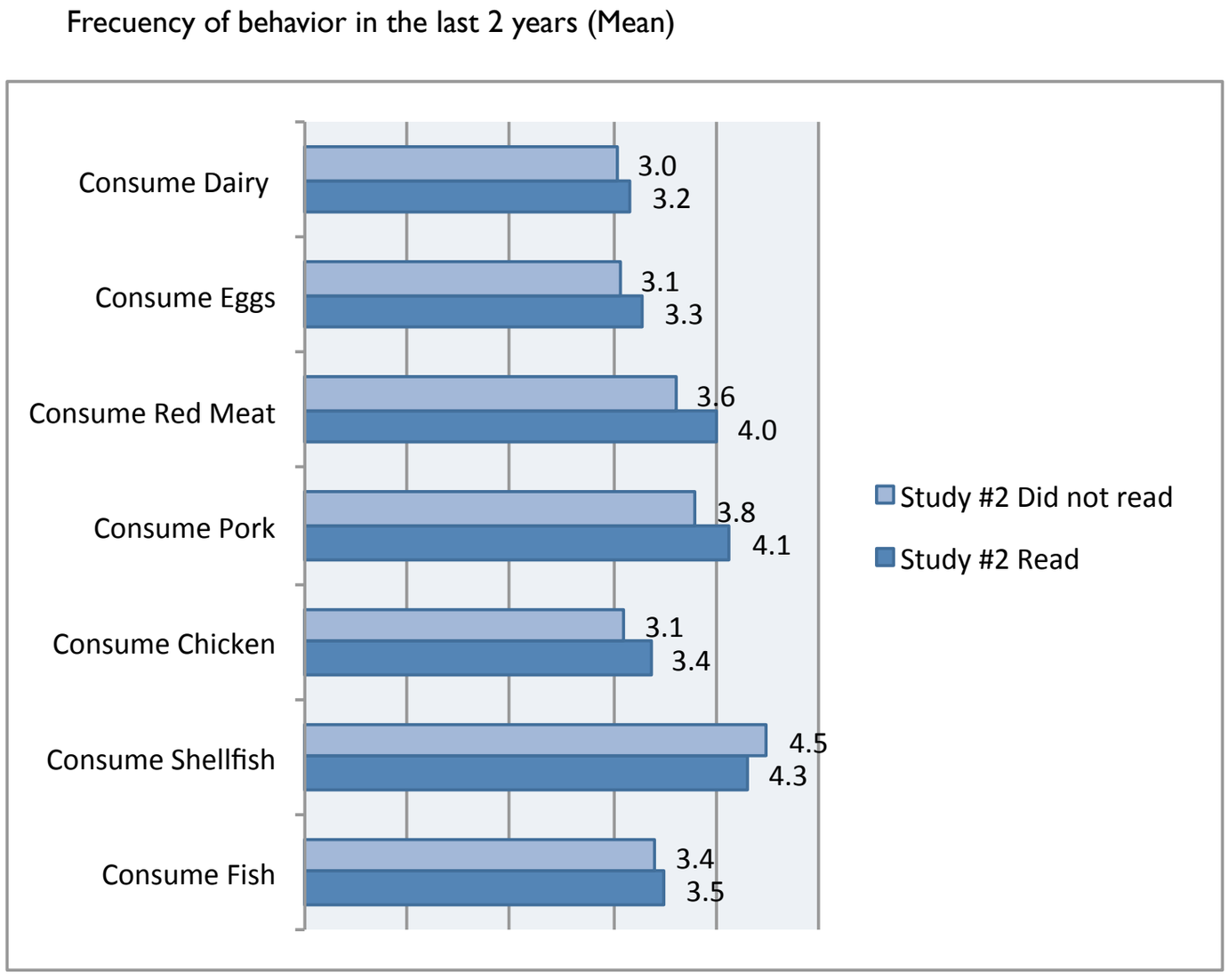


Consumed dairy (%)



STUDY #2

In the last 2 months, compared with last year, HOW OFTEN do you believe you have consumed…?



Higher values are more positive for animals: the animal product is less often consume.

Likert Scale

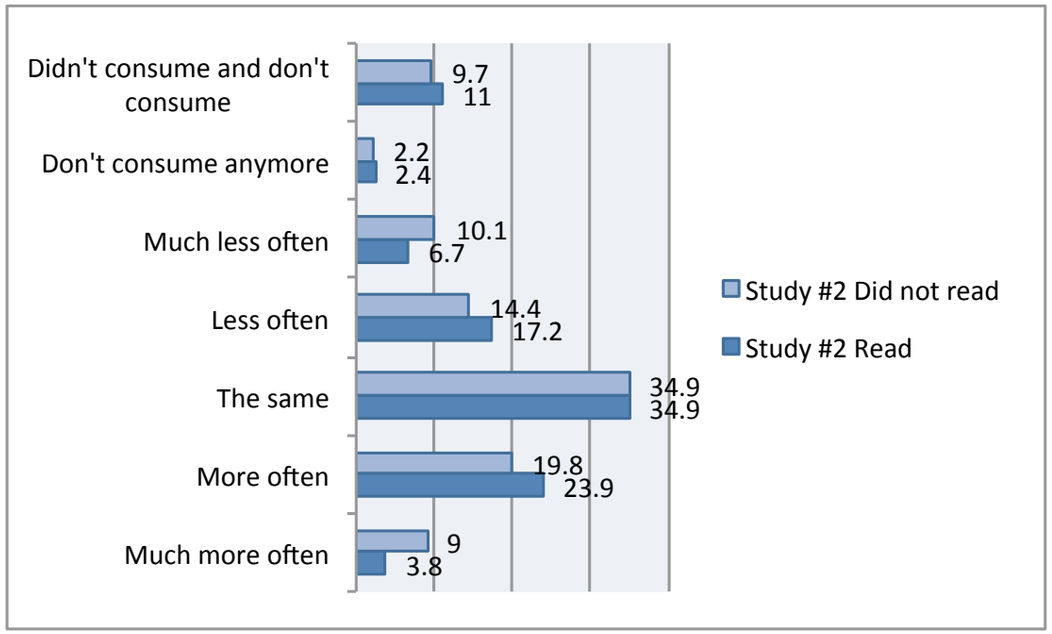
1	Much more often
2	More often
3	The same
4	Less often
5	Much less often

PLEASE NOTE IN THIS SECTION: right labels: study #2.1 (guide not received) and study #2.2 (guide received)

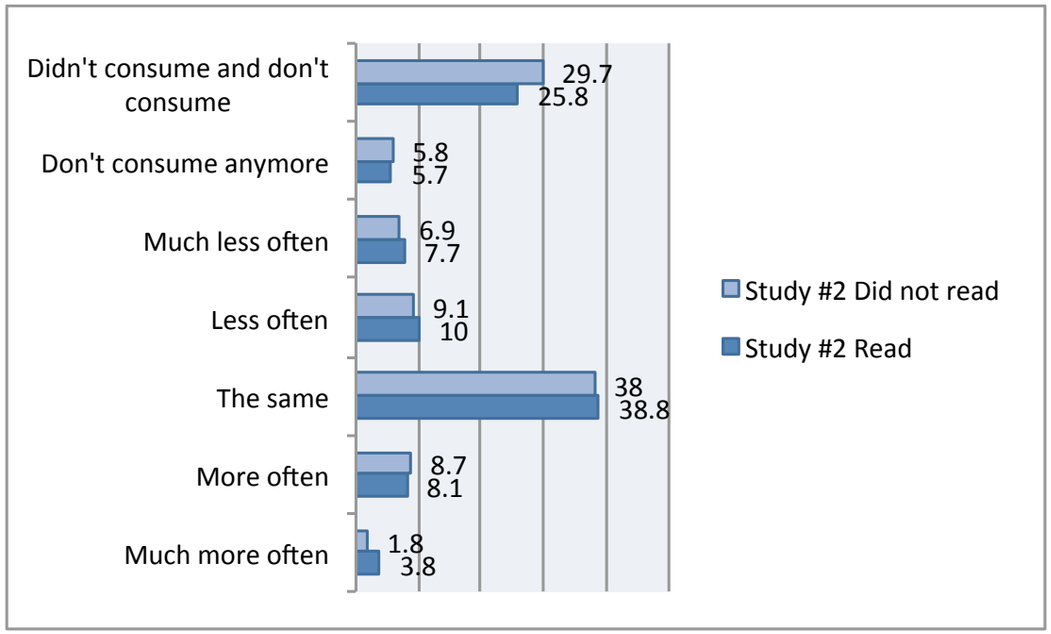
STUDY #2

In the last 2 months, compared with last year, HOW OFTEN do you believe you have consumed…?

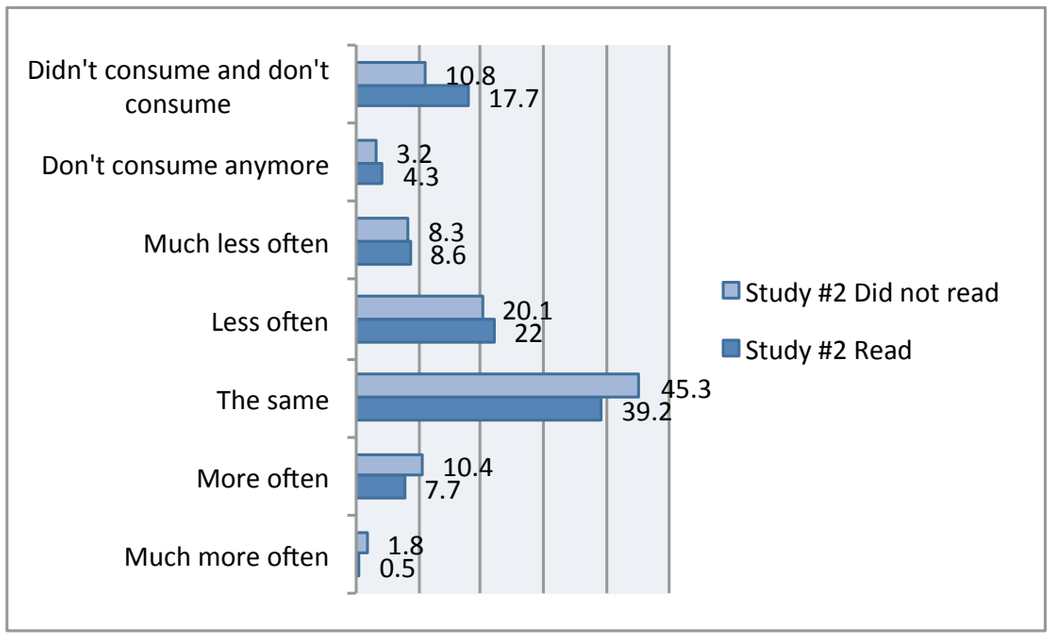
Consumed fish



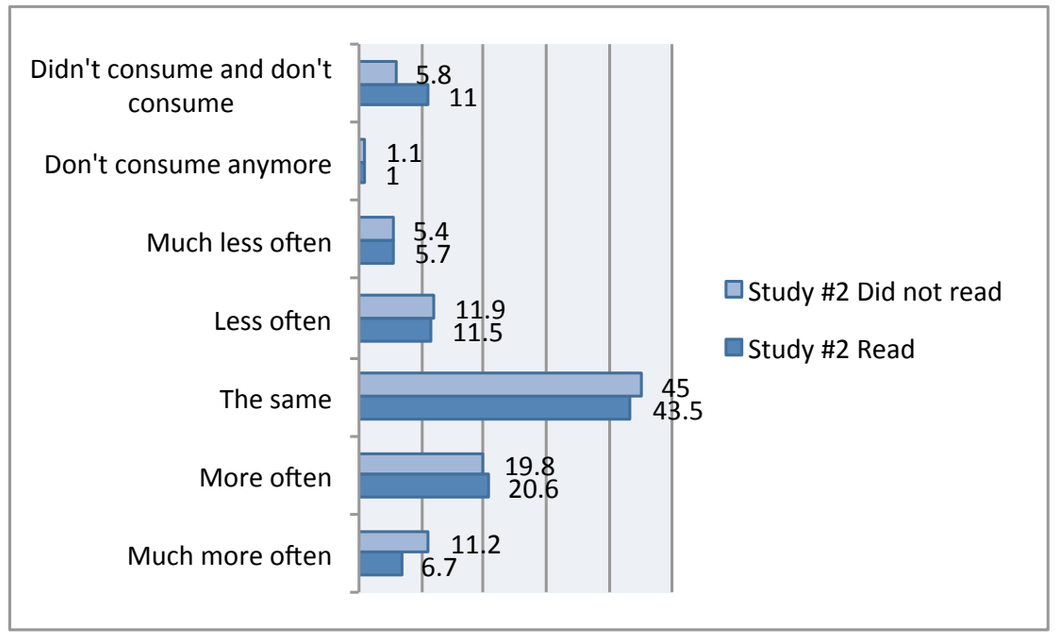
Consumed shellfish



Consumed pork



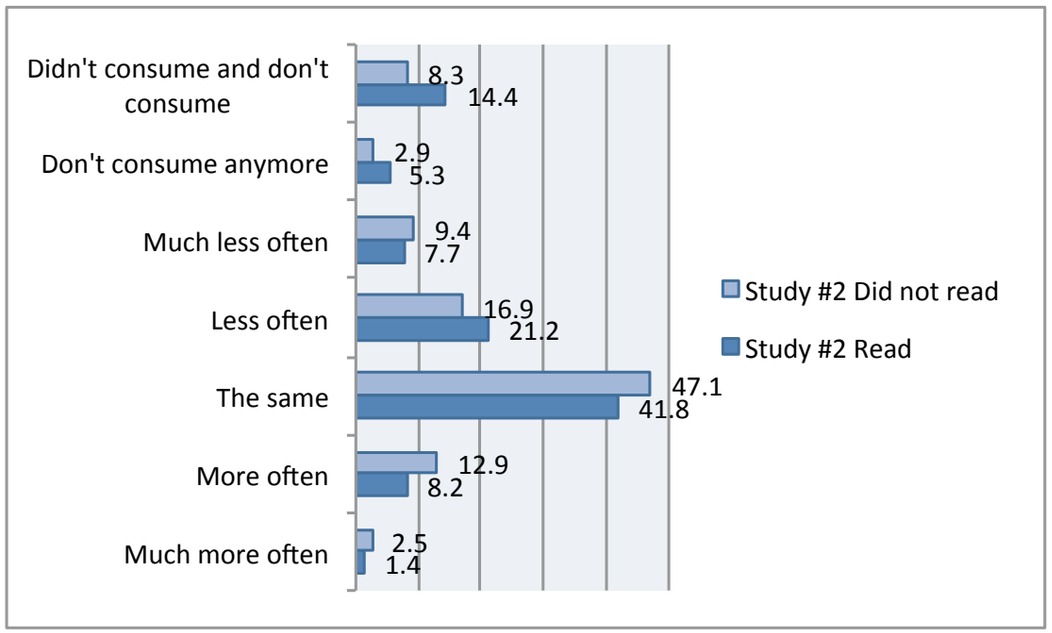
Consumed chicken



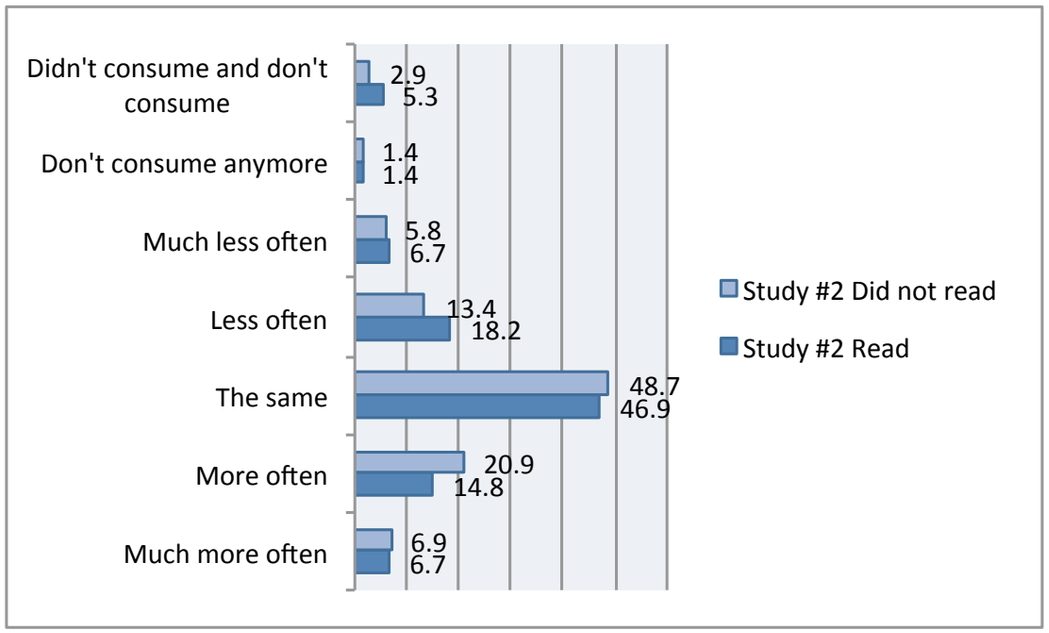
STUDY #2

In the last 2 months, compared with last year, HOW OFTEN do you believe you have consumed…?

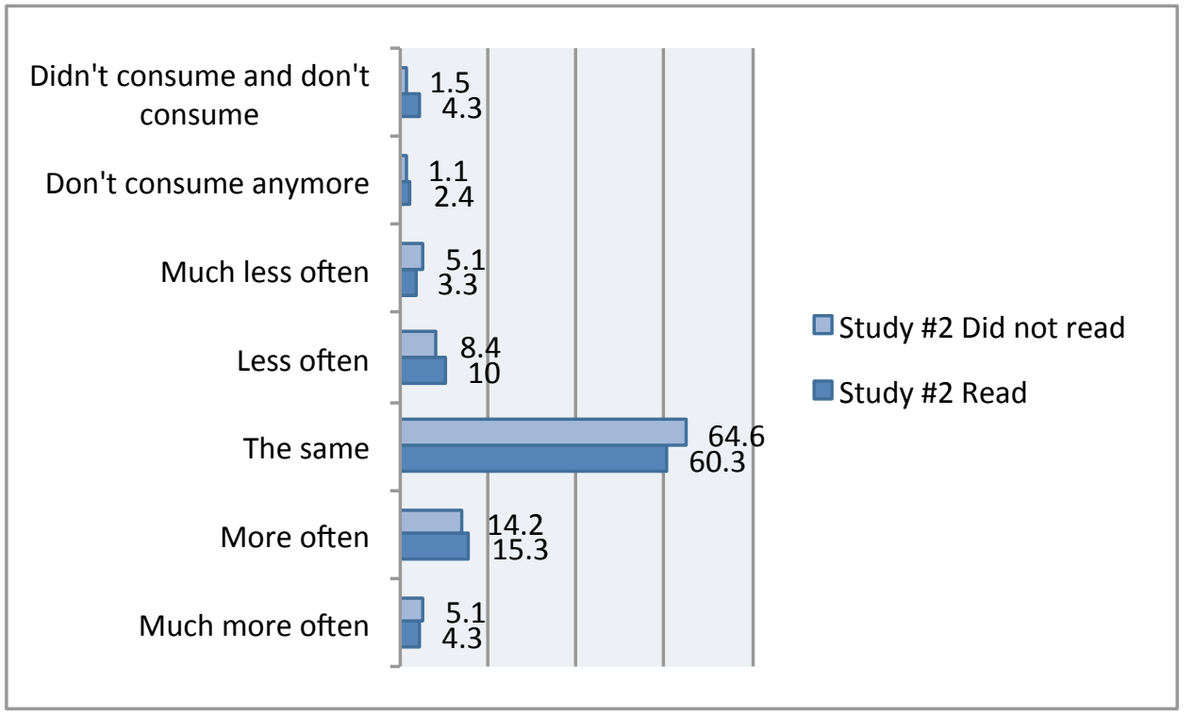
Consumed red meat (%)



Consumed eggs (%)



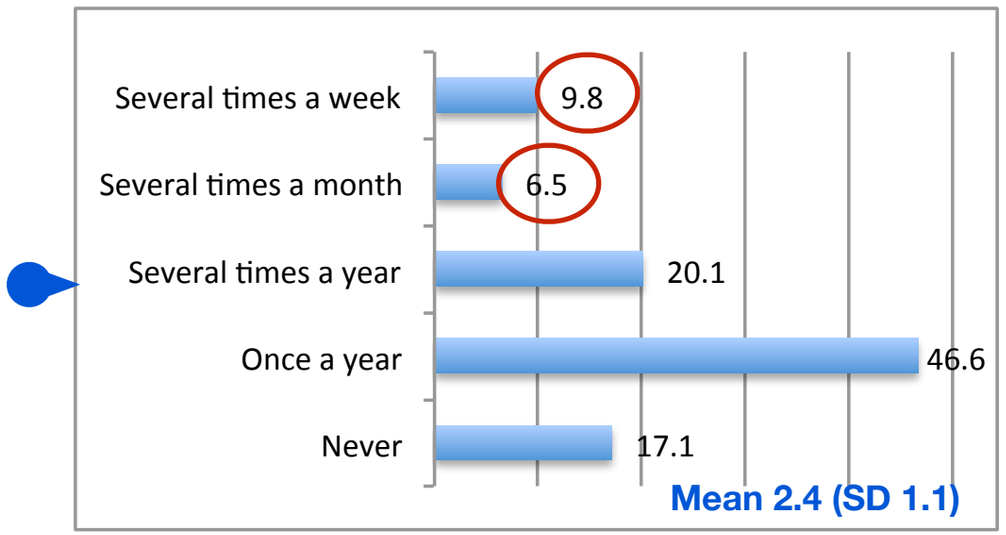
Consumed dairy (%)



2.5. miscellaneous variables

STUDY #1

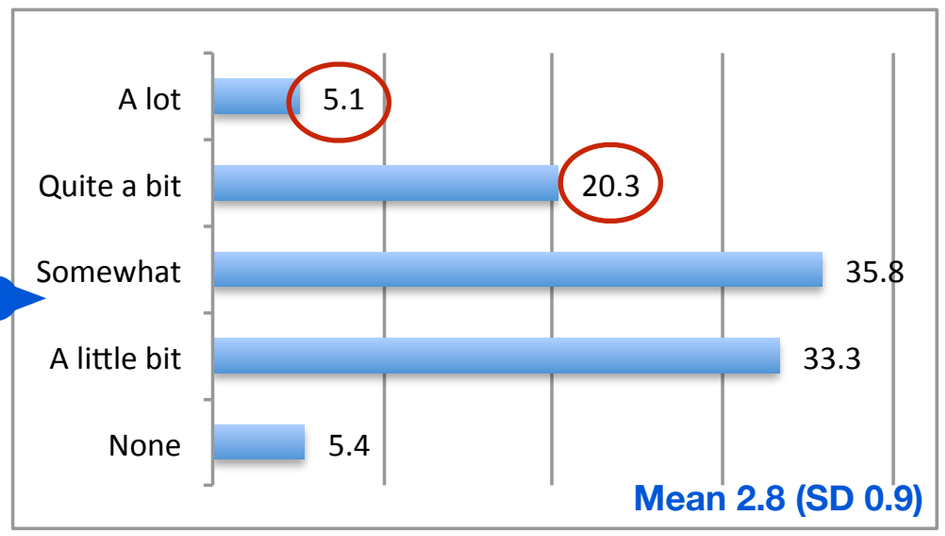
If your university were to include vegetarian/vegan options in the cafeteria, how many times would you consume them?



Higher values of the MEAN are more positive for animals

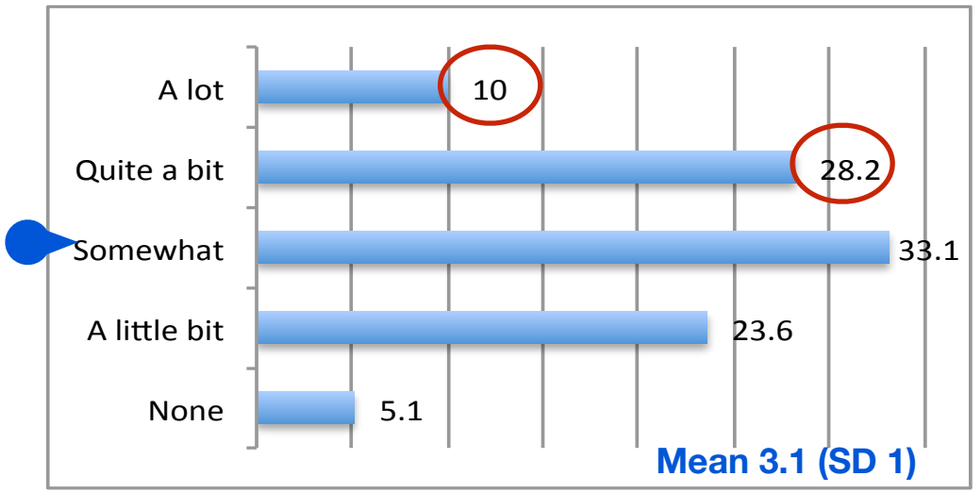
Please indicate your: Knowledge in animal welfare

Higher values of the MEAN are more positive for animals



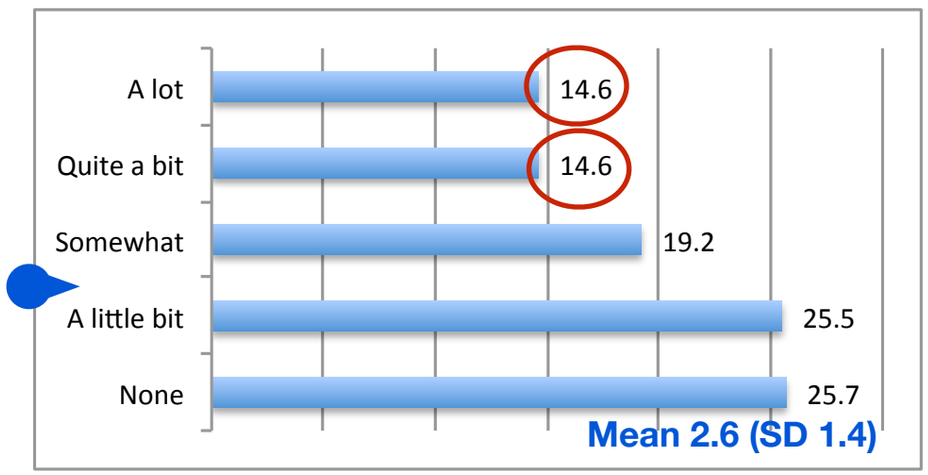
STUDY #1

Please indicate your interest in animal welfare issues

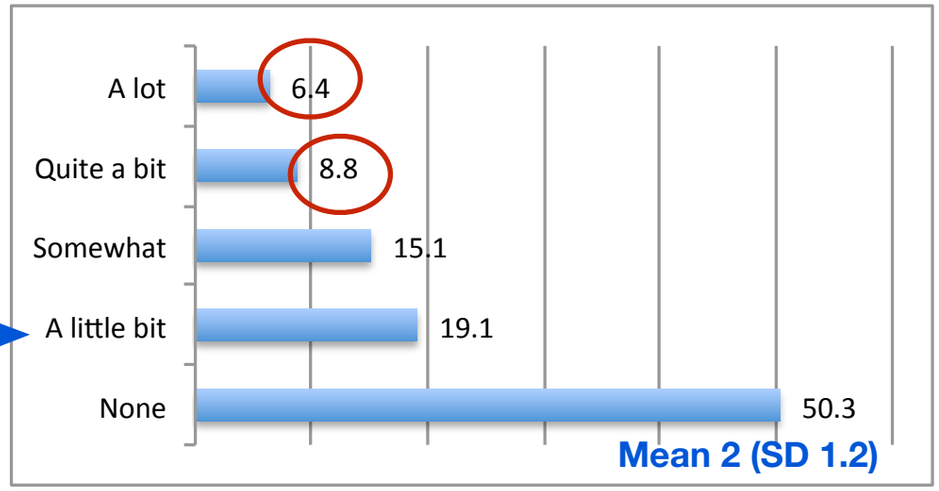


Higher values of the MEAN are more positive for animals

Please indicate your interest in vegetarianism



Please indicate your interest in veganism



Higher values of the MEAN are more positive for animals

2.6. attitudes toward veg(etari)anism

En esta sección analizamos las actitudes de los estudiantes hacia el vegetarianismo, bajo la premisa de que actitudes positivas conllevarán a una mayor adopción del vegetarianismo.

En lo que respecta a este estudio, y basándonos en la literatura existente, las actitudes se midieron a través de adjetivos positivos y negativos.

Antes de pasar al análisis de estos adjetivos, lo primero que llama la atención es que los estudiantes no tienen una valoración muy formada respecto al vegetarianismo. A esta conclusión se llega tras analizar **la valoración media de los distintos atributos**; esto es, en la mayoría de los casos la media está alrededor del 3 (en una escala de Likert de 5 puntos) que indica "ni de acuerdo ni en desacuerdo". Ahora bien, según la literatura, esto no es necesariamente malo o negativo en lo que al cambio de comportamientos pro-animalista se refiere. La ambivalencia, término con el que se denomina en la literatura a esta falta de opinión formada, denota una ausencia de reflexión, de conocimiento y de opiniones robustas formadas por parte del sujeto hacia el fenómeno en cuestión. Esta ambivalencia está indicando un segmento indeciso y, por lo tanto, abierto a cambiar de postura o de opinión. Futuras campañas podrían centrarse en disminuir dicha ambivalencia y aumentar las actitudes positivas hacia el vegetarianismo de dichos sujetos, que en nuestro caso comprende casi el 30% de los encuestados.

ACTITUDES: ADJETIVOS POSITIVOS

En lo que se refiere a los adjetivos positivos, si analizamos por separado cada uno de los atributos, observamos que la cualidad más ampliamente extendida entre los estudiantes hacia el vegetarianismo es la de ser "ético", adjetivo plausible para más del 50% de los encuestados. Asimismo, aunque en menor medida (alrededor de un 30% de los participantes) consideran que el vegetarianismo es natural, sano y bueno.

En cambio, con la que están menos de acuerdo es con que el vegetarianismo sea "fácil", condición que aprueba sólo el 11% de los participantes. Esto es muy importante, especialmente si lo ponemos en relación con las intenciones declaradas de los sujetos de adoptar el vegetarianismo en el próximo año. Dada que la falta de conveniencia es una de las barreras más importantes observadas en comportamientos éticos en general, y en el vegetarianismo en particular, se recomienda que futuras campañas tengan en cuenta dicha valoración y se enfoquen o resalten la viabilidad y sencillez de adoptar un estilo de vida vegetariano (ej. recetas, charlas, talleres de cocina).

ACTITUDES: ADJETIVOS NEGATIVOS

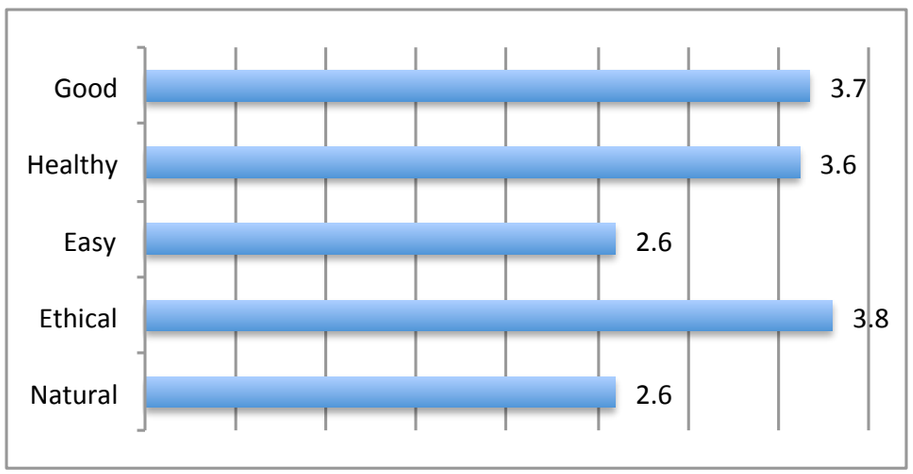
Respecto a los adjetivos negativos relacionados con el vegetarianismo, el más compartido por los estudiantes es que se considere "restrictivo" y "caro", atributos asignados por aproximadamente el 50% de los encuestados. Asimismo, aunque en menor medida, se considera que el vegetarianismo es "extremo" (casi el 35%) y "aburrido" (casi el 29%). En cualquier caso, el porcentaje de personas que consideran que el vegetarianismo es "hipócrita" es reducido; concretamente, sólo el 12% de los participantes estaban de acuerdo (o muy de acuerdo) con dicha expresión. *(mirar Iso resultados de Povey).*

Estos resultados sugieren que un gran número de estudiantes consideran que el vegetarianismo es un comportamiento ético y consecuente, no obstante existen barrera importantes como la dificultad, la falta de alternativas y la onerosidad que pueden actuar como importantes frenos a la hora de intentar abrazarlo.

attitudes towards vegetarianism (study #1)

POSITIVE ATTRIBUTES

To your knowledge, do you think being VEGETARIAN is:

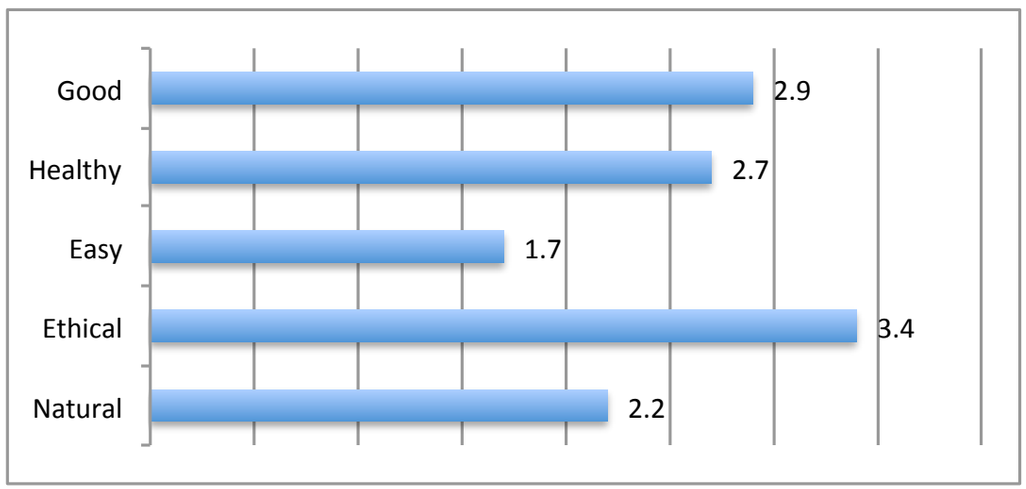


Likert Scale

1 Strongly disagree
2 Disagree
3 Nor Agree/ NorDisagreee
4 Agree
5 Strongly Agree

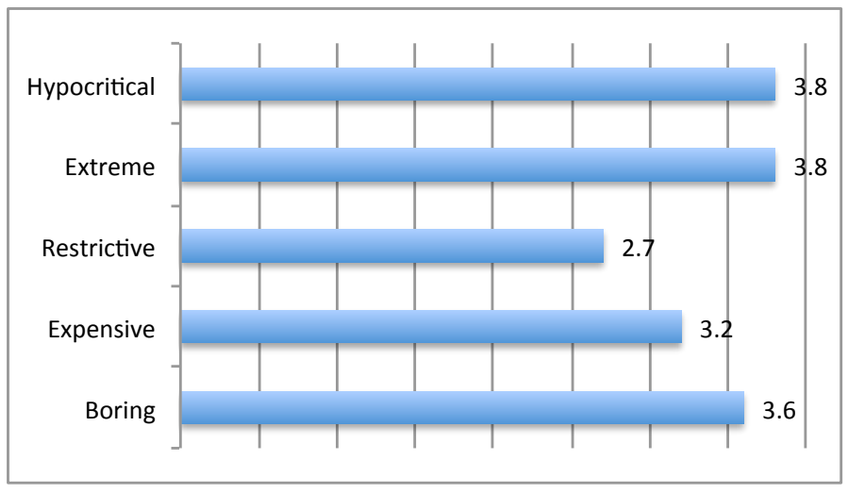
Higher values of the MEAN indicate more positive attitudes

To your knowledge, do you think being VEGAN is:



NEGATIVE ATTRIBUTES

To your knowledge, do you think being VEGETARIAN is:

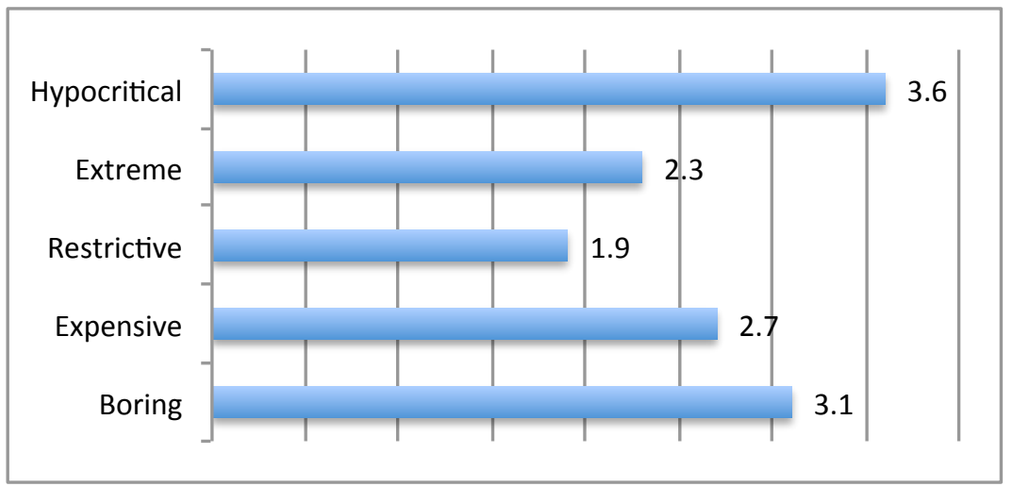


Likert Scale

1 Strongly Agree
2 Agree
3 Nor Agree/ NorDisagreee
4 Disagree
5 Strongly Disagree

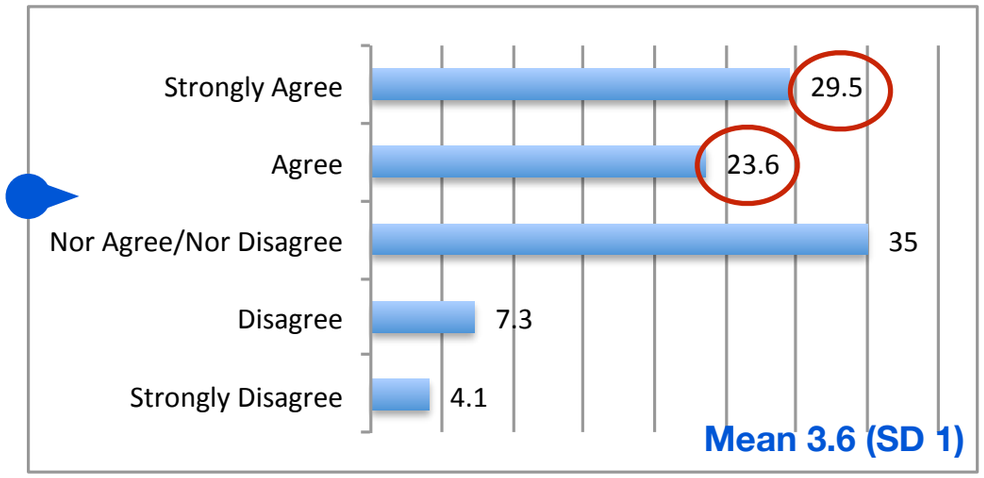
Higher values of the MEAN indicate more positive attitudes

To your knowledge, do you think being VEGAN is:

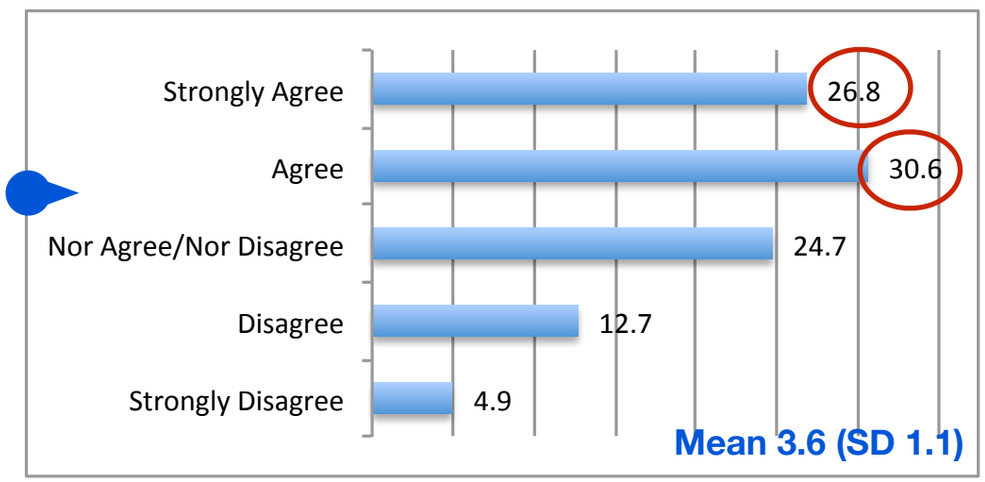


To your knowledge, do you think being VEGETARIAN is:

Good (%)



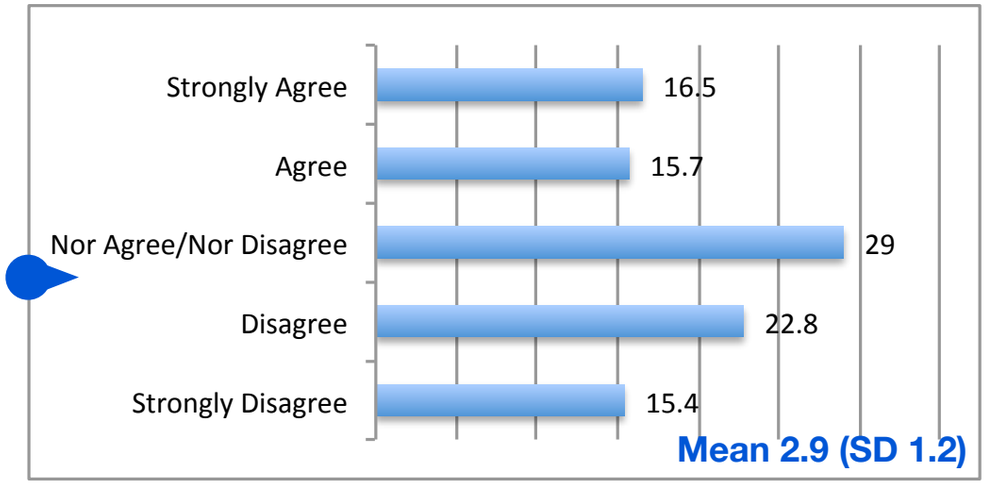
Healthy (%)



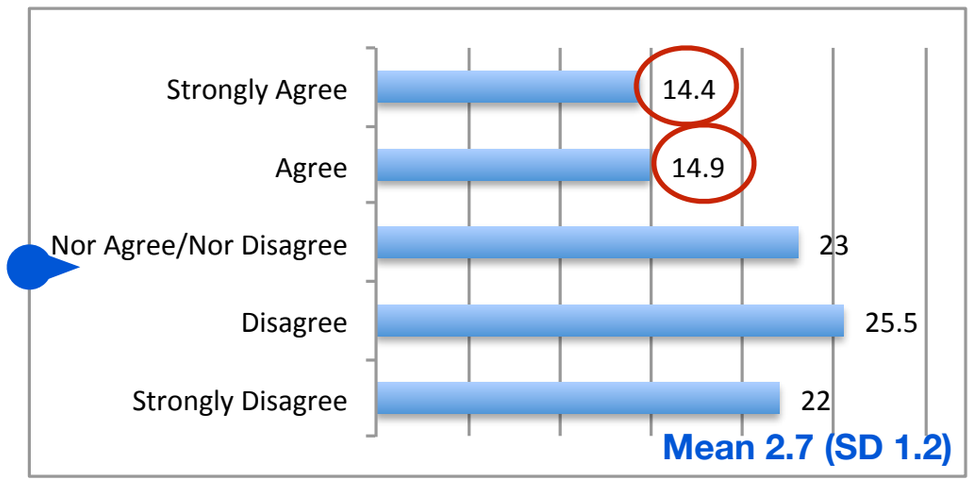
STUDY #1

To your knowledge, do you think being VEGAN is:

Good (%)

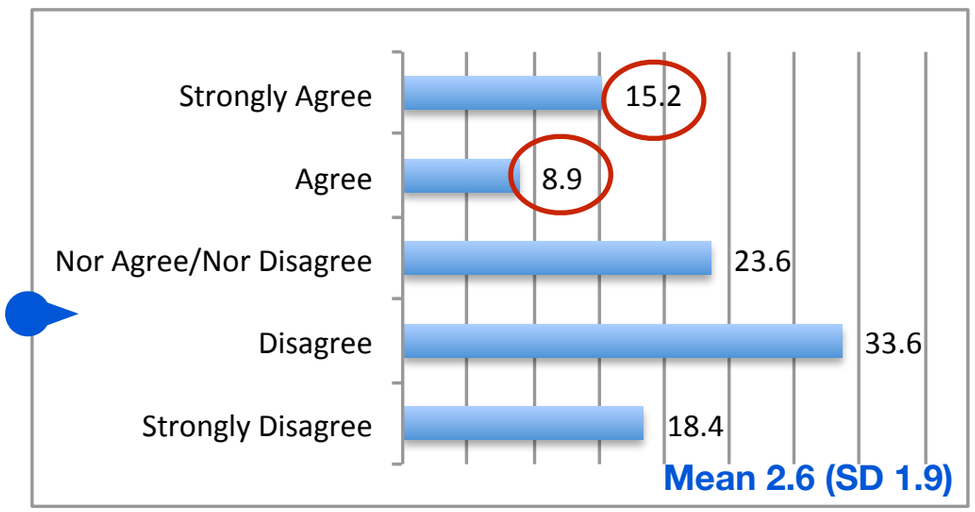


Healthy (%)

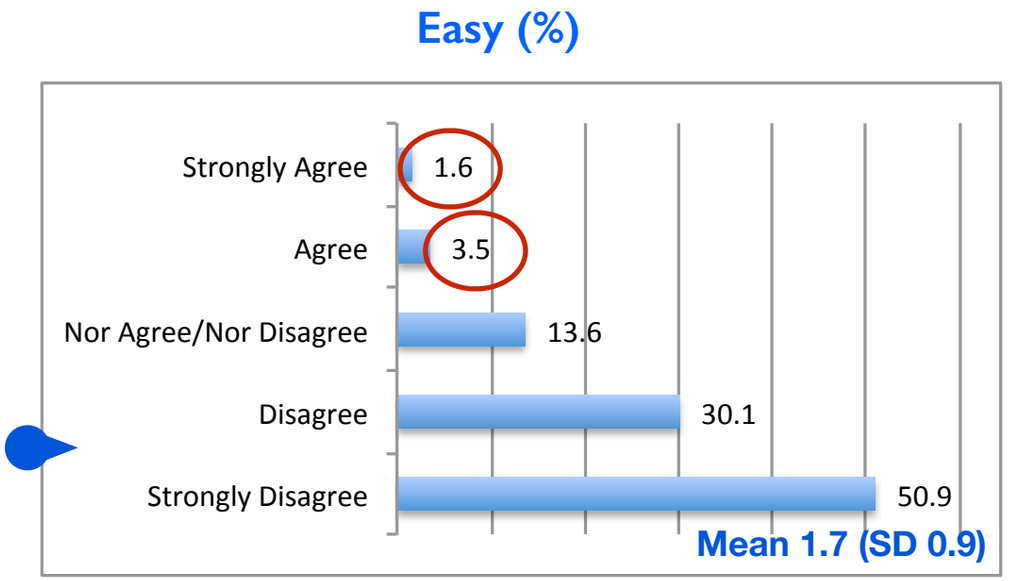


Higher values of the MEAN indicate more positive attitudes/ better for animals

To your knowledge, do you think being VEGETARIAN is:

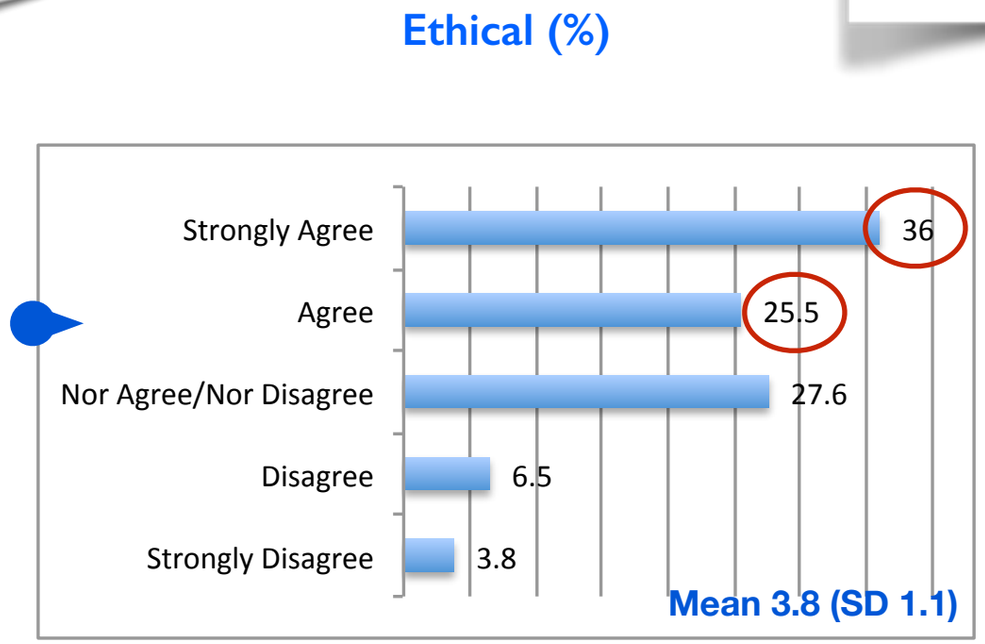


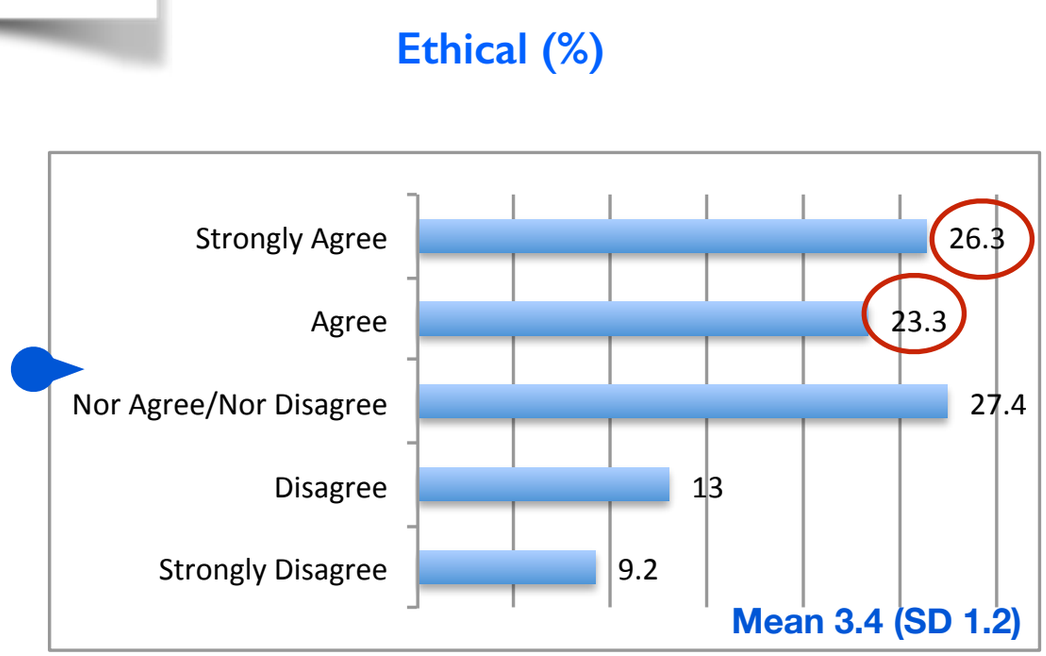
To your knowledge, do you think being VEGAN is:



STUDY #1

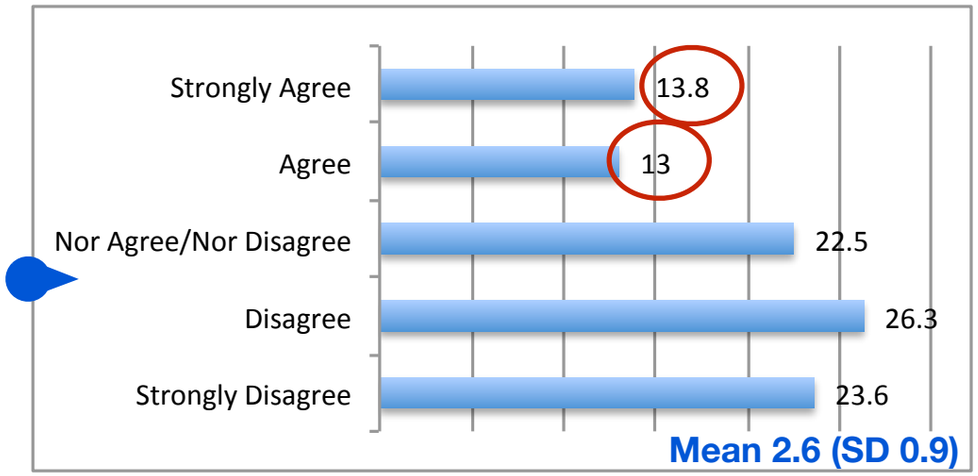
Higher values of the MEAN indicate more positive attitudes/ better for animals



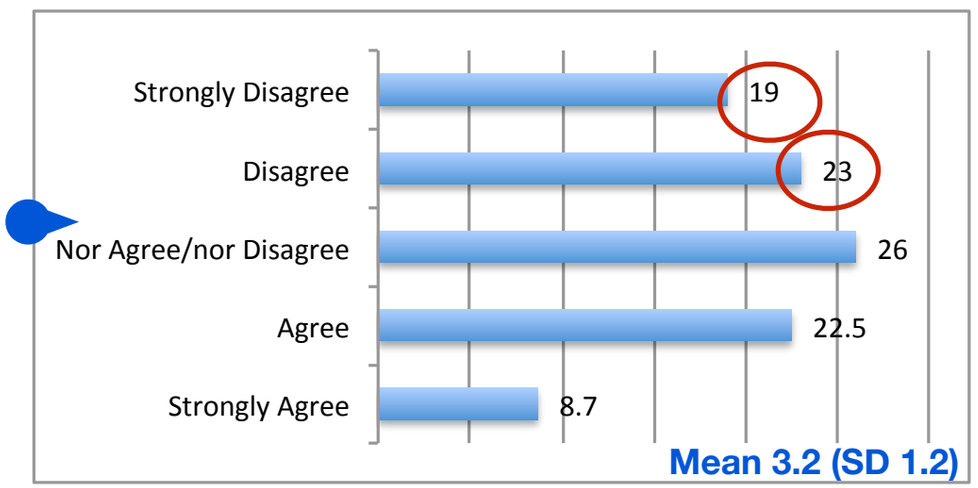


To your knowledge, do you think being VEGETARIAN is:

Natural (%)

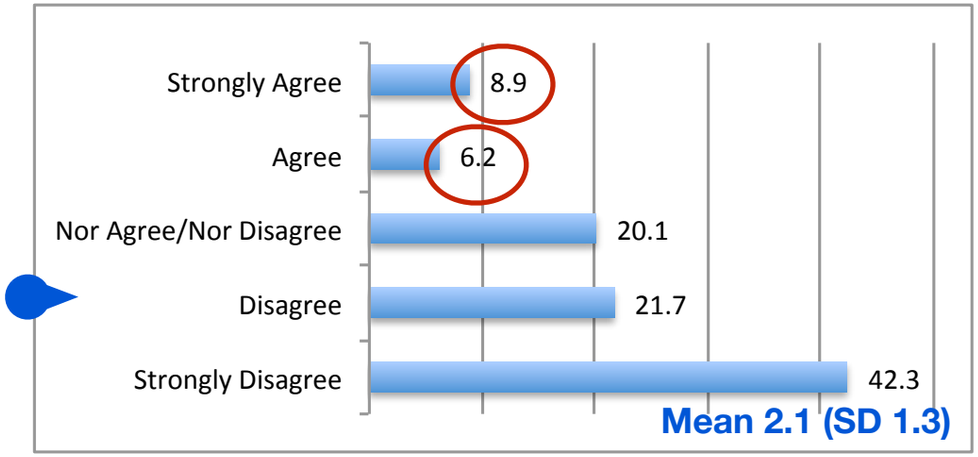


Expensive (%)

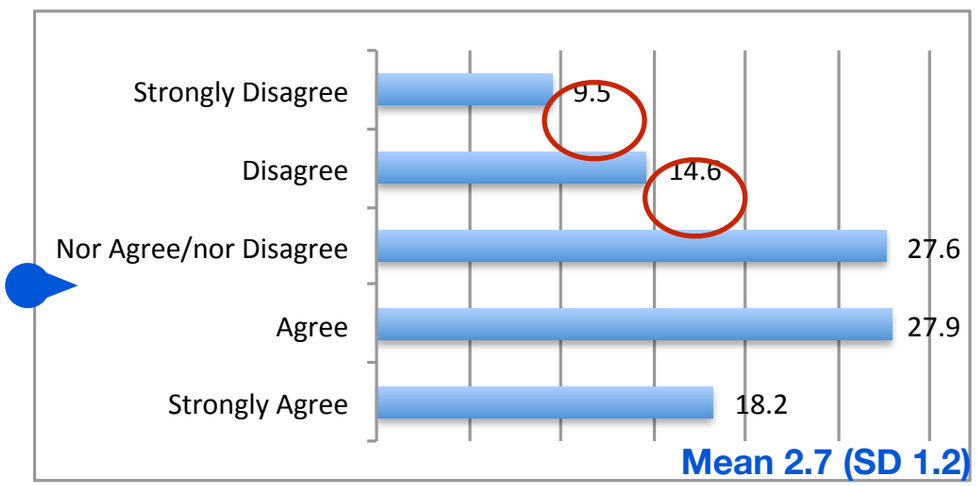


To your knowledge, do you think being VEGAN is:

Natural (%)



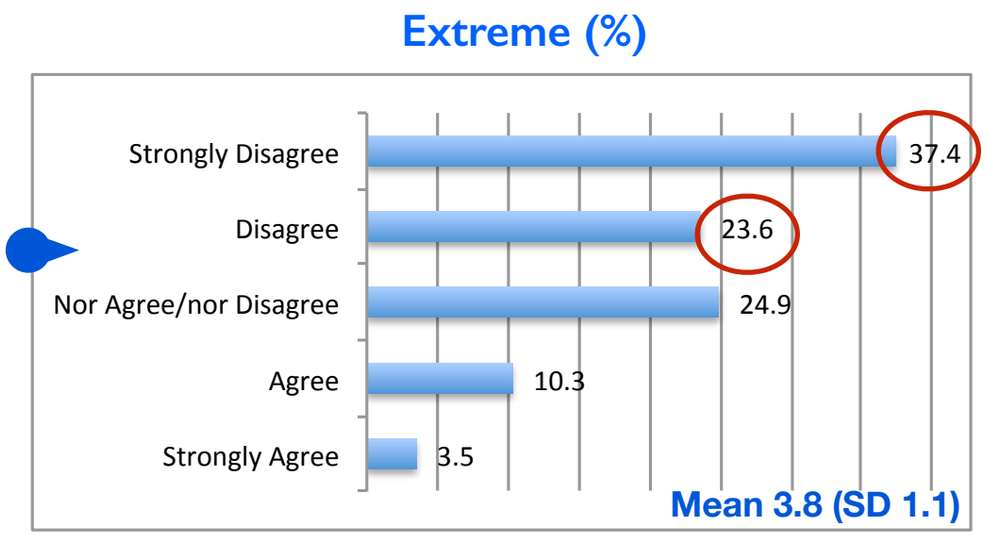
Expensive (%)



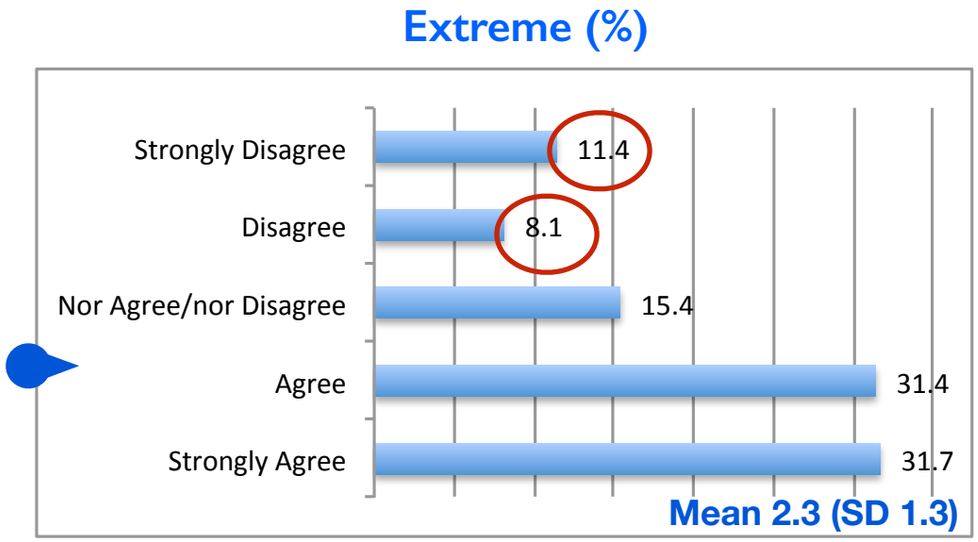
STUDY #1

Higher values of MEAN indicate more positive attitudes/ better for animals

To your knowledge, do you think being VEGETARIAN is:

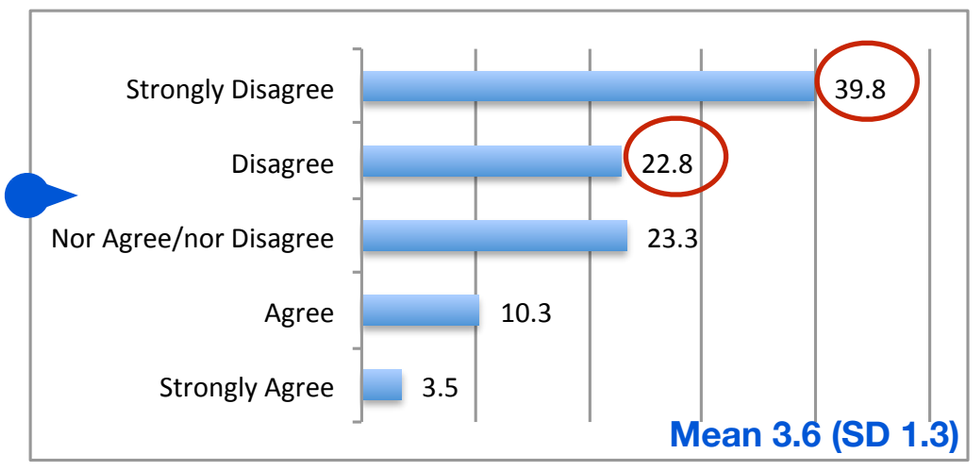


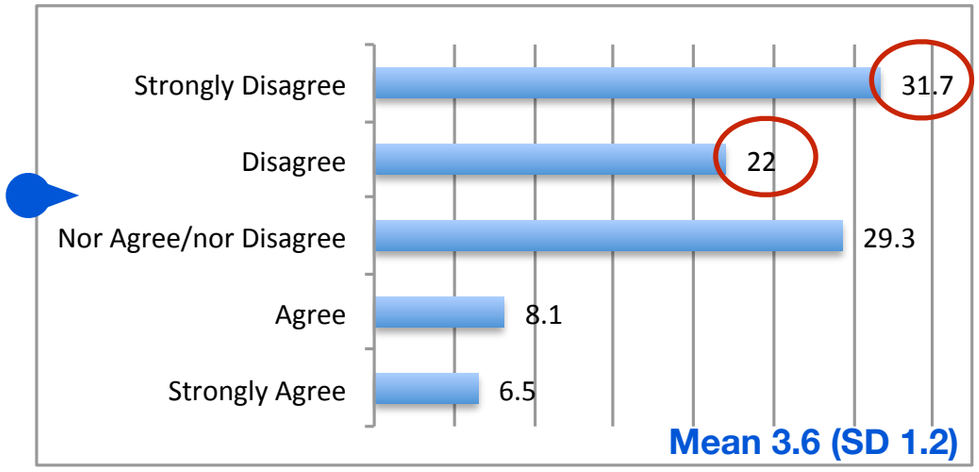
To your knowledge, do you think being VEGAN is:



STUDY #1

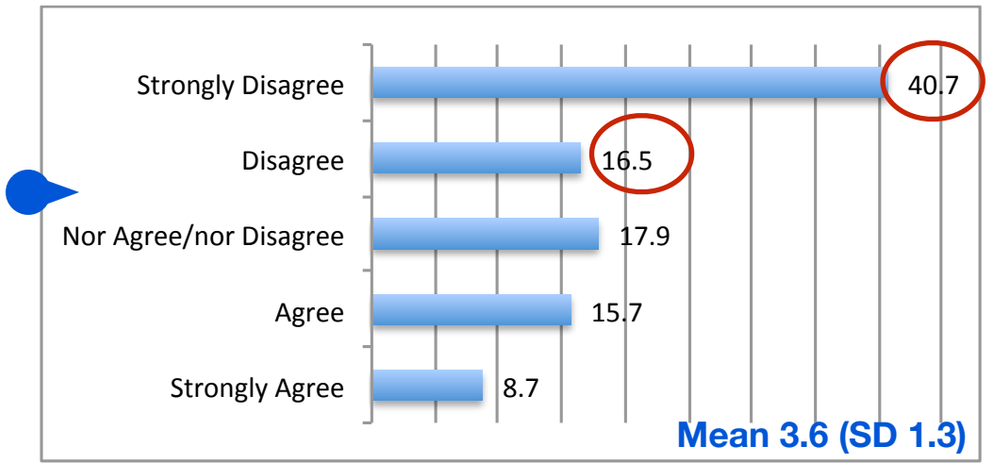
Higher values of MEAN indicate more positive attitudes/ better for animals



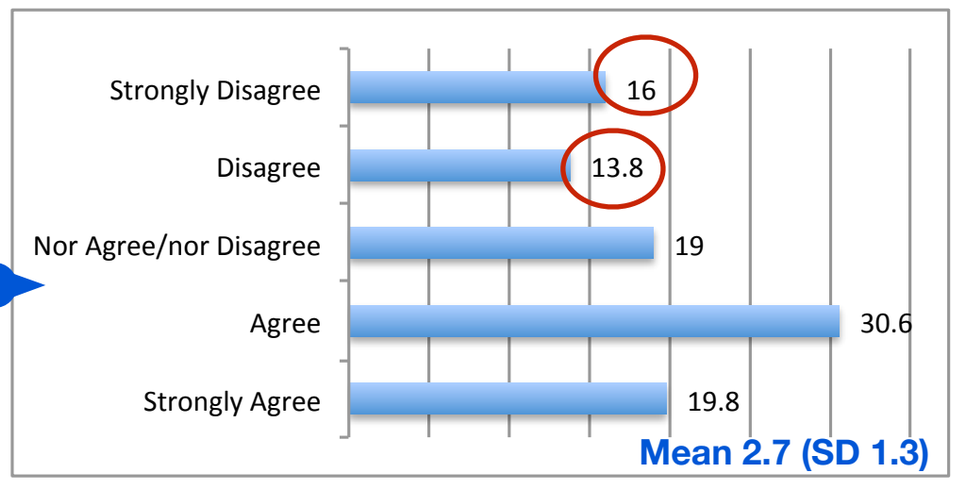


To your knowledge, do you think being VEGETARIAN is:

Boring (%)



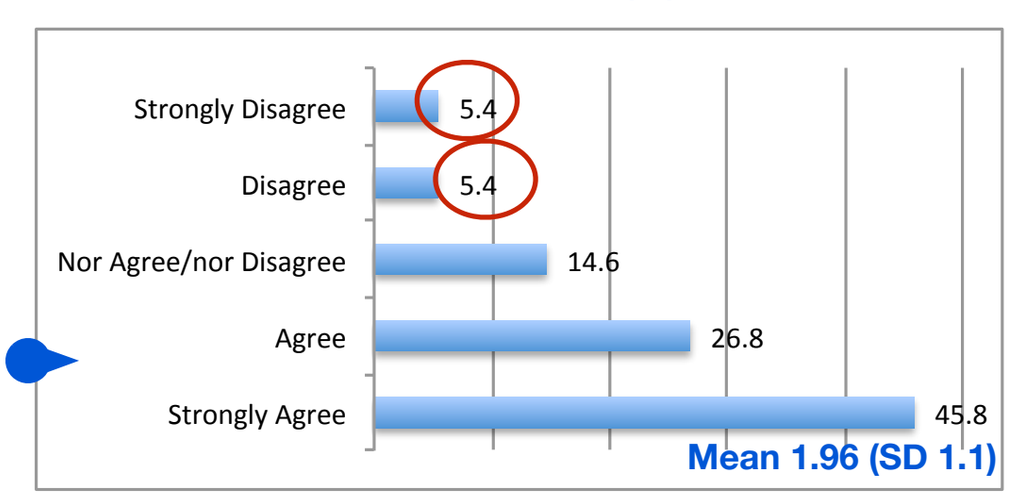
Restrictive (%)



To your knowledge, do you think being VEGAN is:

Boring (%)

Restrictive (%)



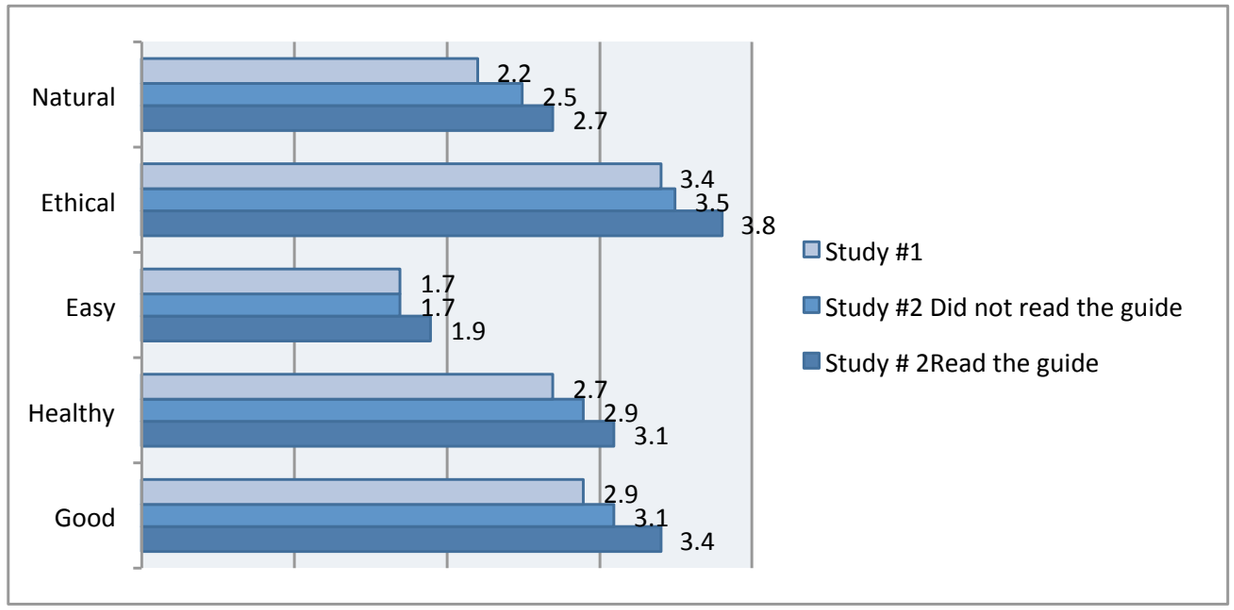
STUDY #1

Higher values of MEAN indicate more positive attitudes/ better for animals

attitudes towards veganism (study #1 and study #2)

POSITIVE ATTRIBUTES

To your knowledge, do you think being VEGAN is (Mean):

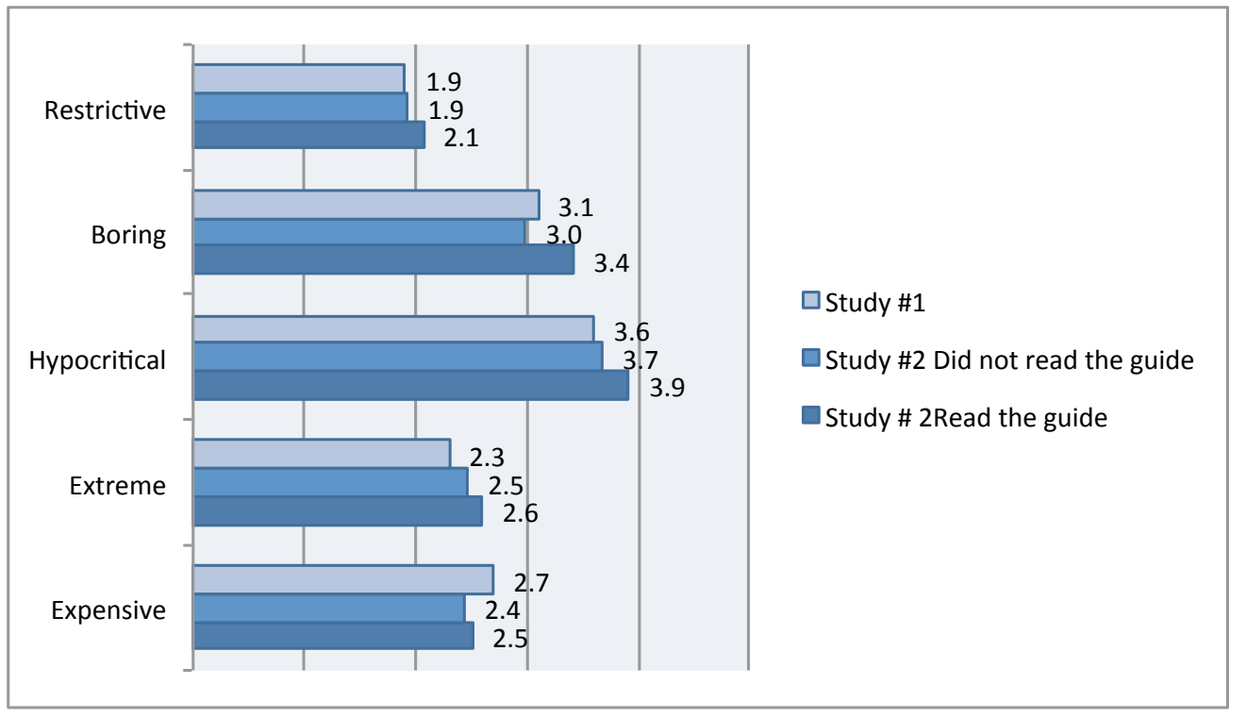


Higher values indicate more positive attitudes towards veganism

Likert Scale	
1	Strongly disagree
2	Disagree
3	Nor Agree/ NorDisagreee
4	Agree
5	Strongly Agree

NEGATIVE ATTRIBUTES

To your knowledge, do you think being VEGAN is (Mean):



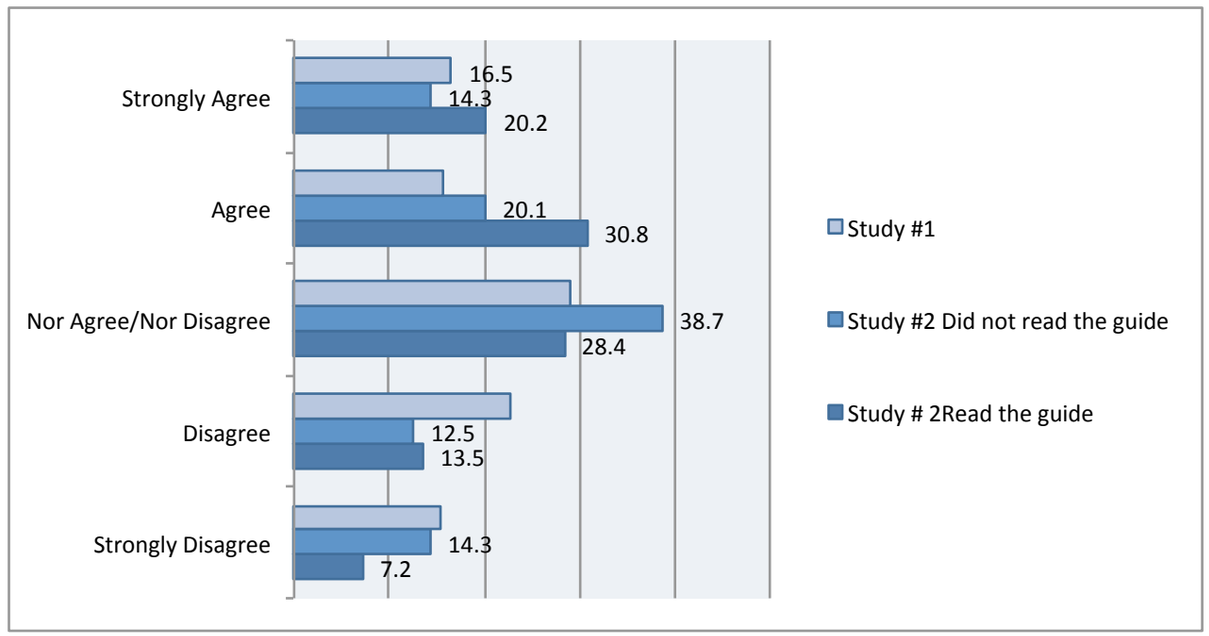
Higher values indicate more positive attitudes towards veganism

Likert Scale	
1	Strongly Agree
2	Agree
3	Nor Agree/ NorDisagreee
4	Disagree
5	Strongly Disagree

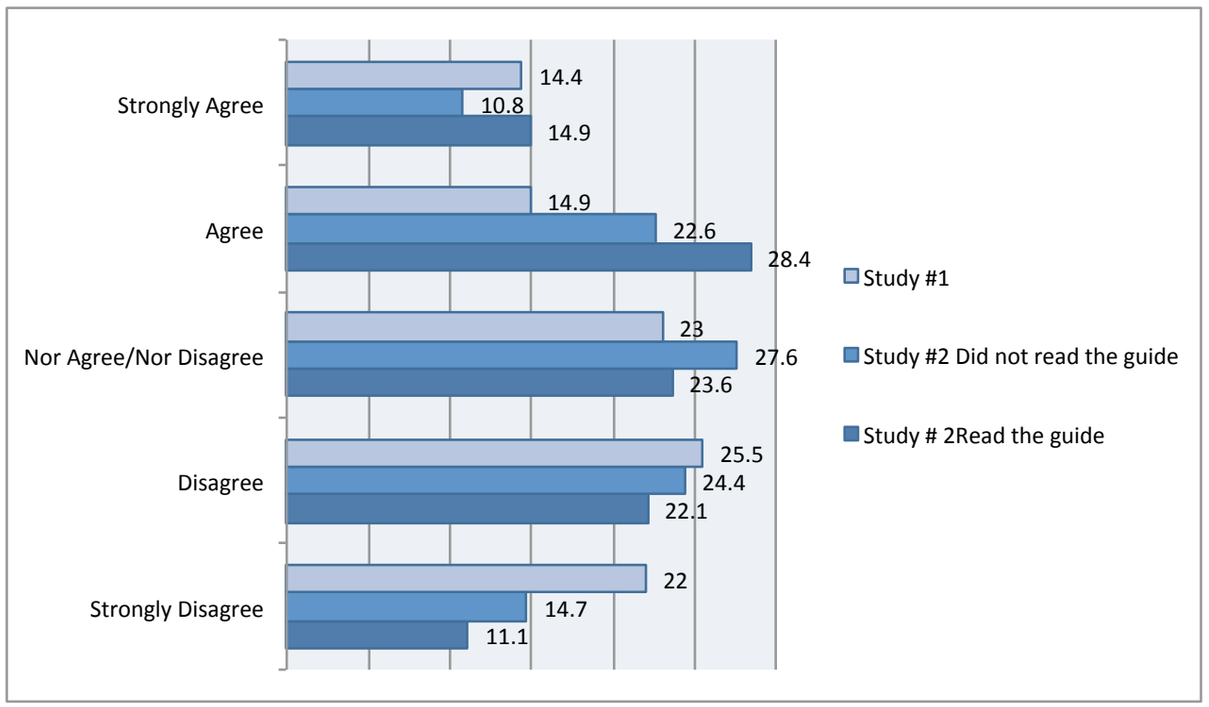
PLEASE NOTE IN THIS SECTION: right labels: study #2.1 (guide not received) and study #2.2 (guide received)

To your knowledge, do you think being VEGAN is:

Good (%)



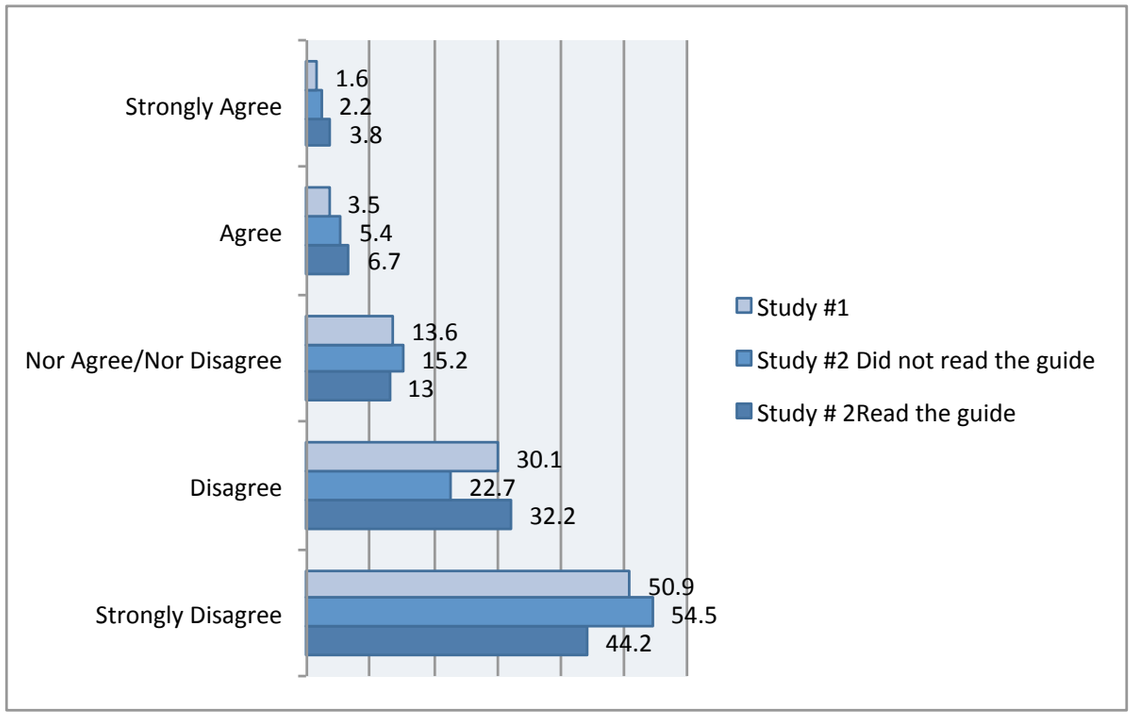
Healthy (%)



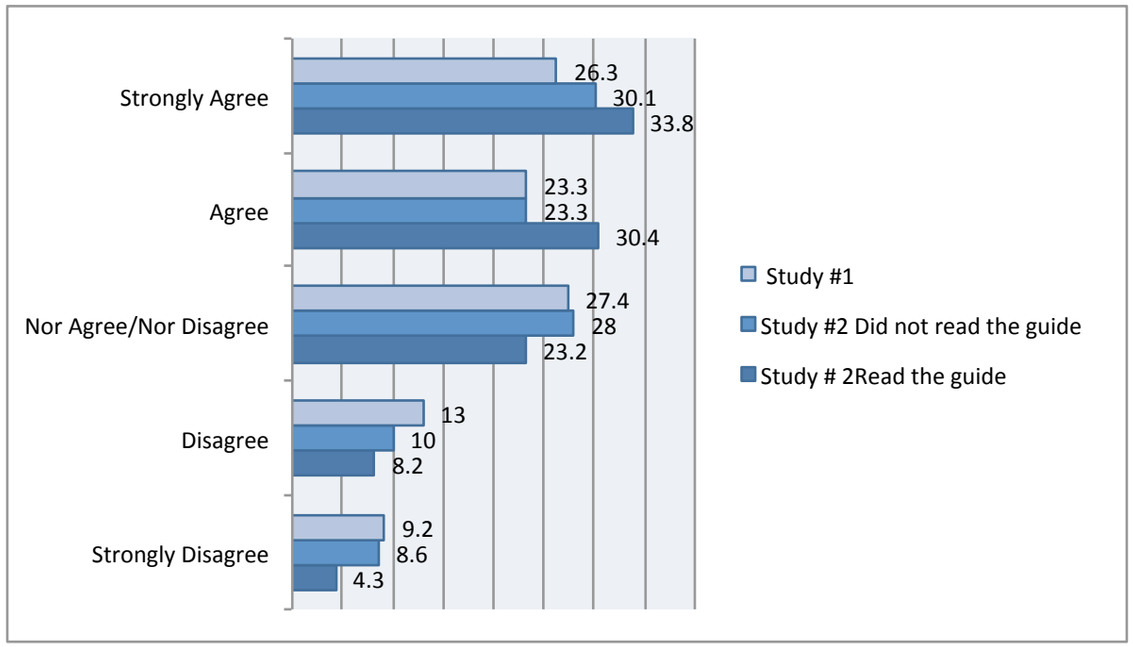
PLEASE NOTE IN THIS SECTION: right labels: study #2.1 (guide not received) and study #2.2 (guide received)

To your knowledge, do you think being VEGAN is:

Easy (%)

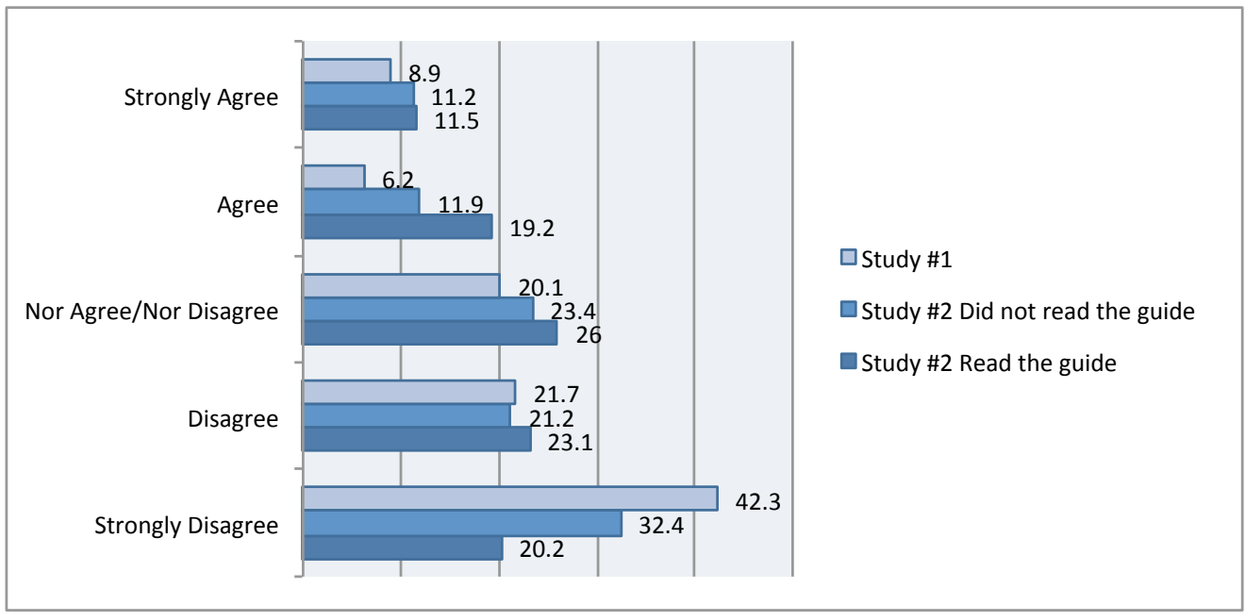


Ethical (%)

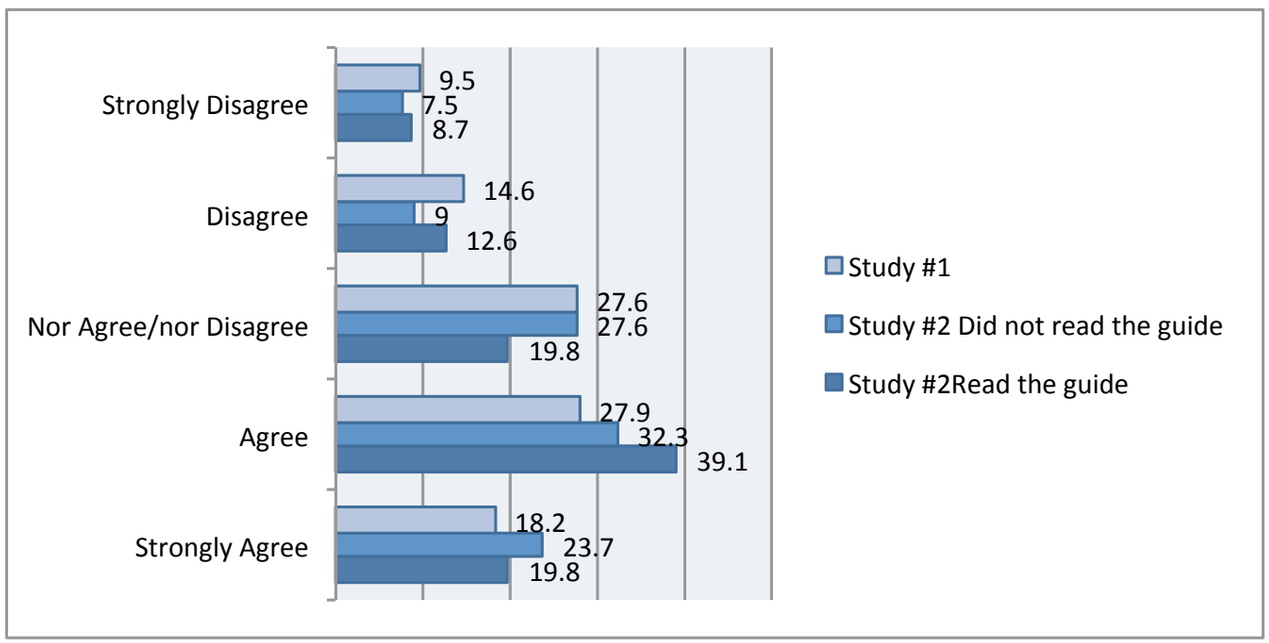


To your knowledge, do you think being VEGAN is:

Natural (%)

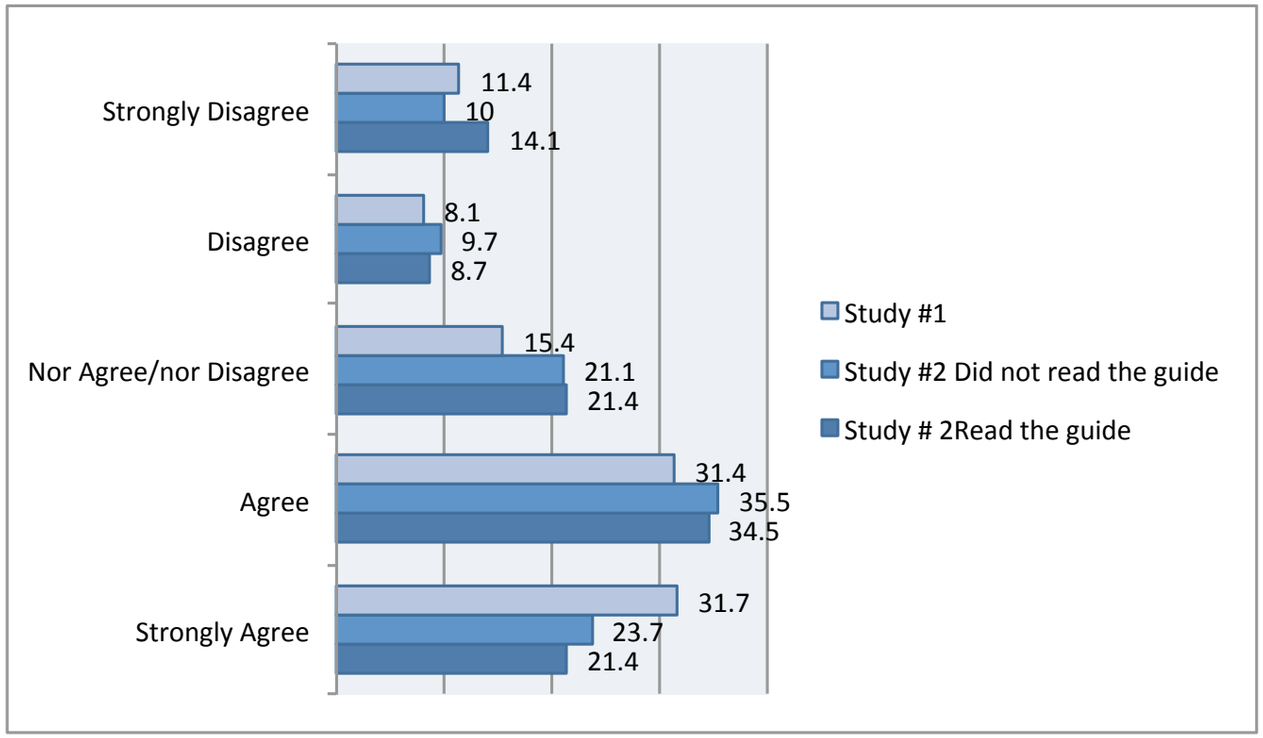


Expensive (%)

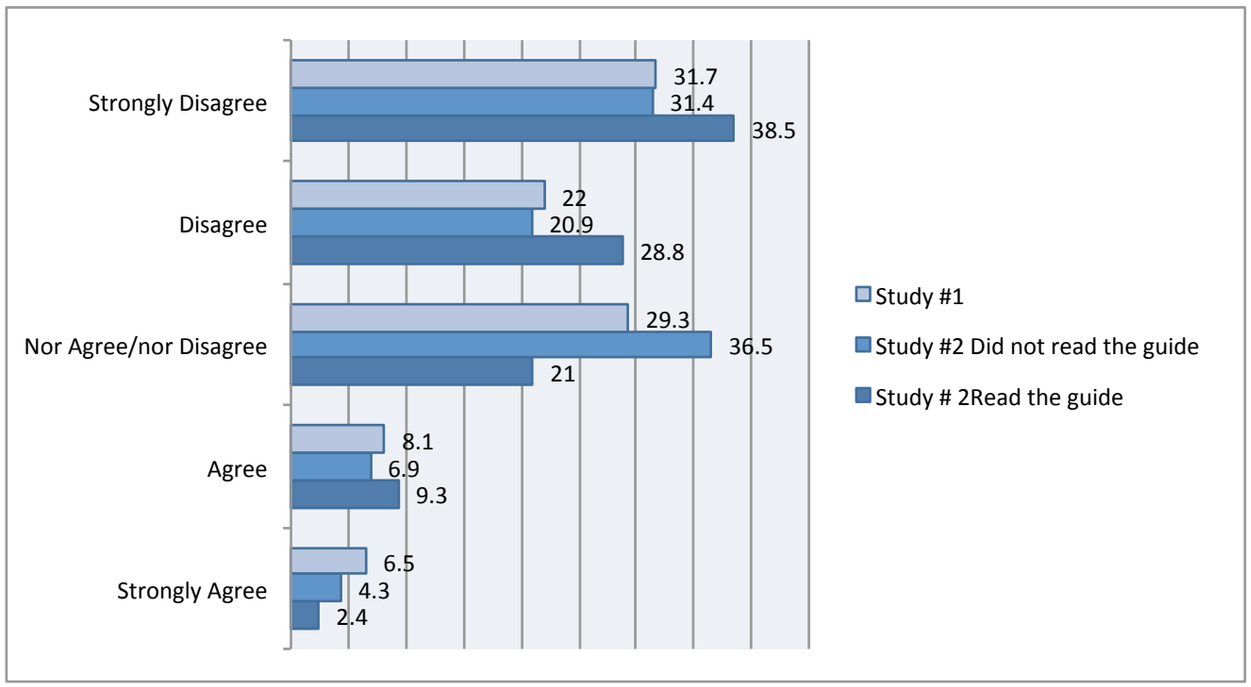


To your knowledge, do you think being VEGAN is:

Extreme (%)

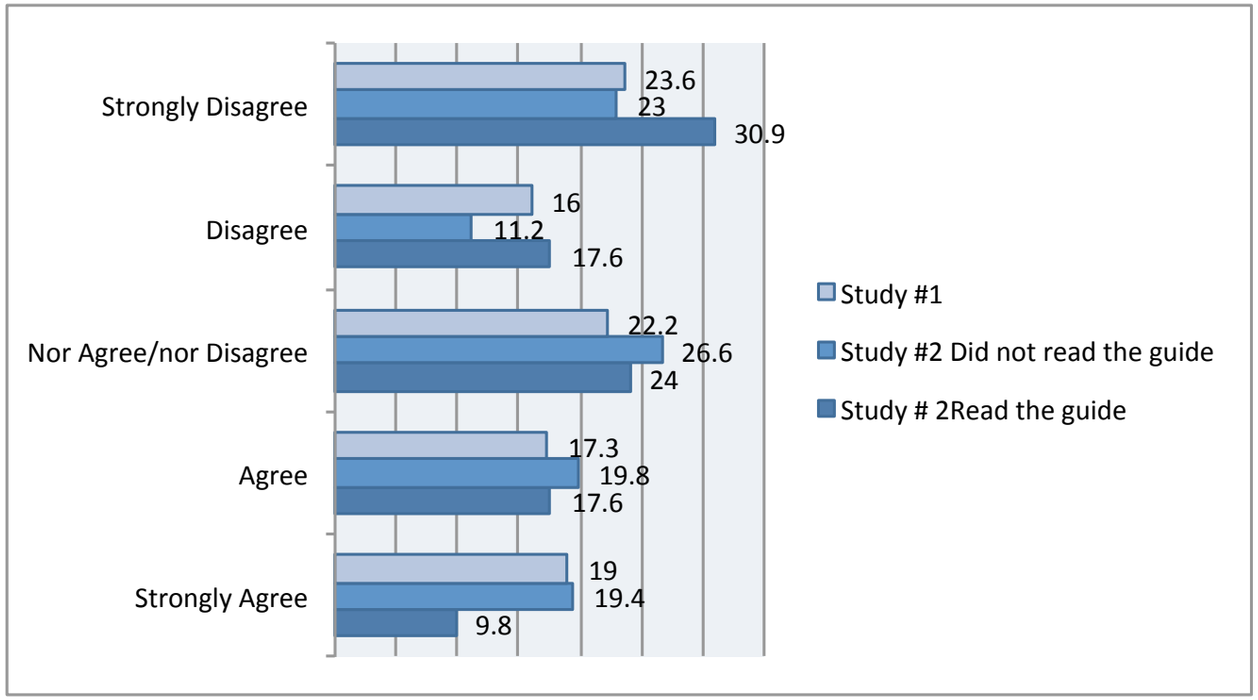


Hypocritical (%)

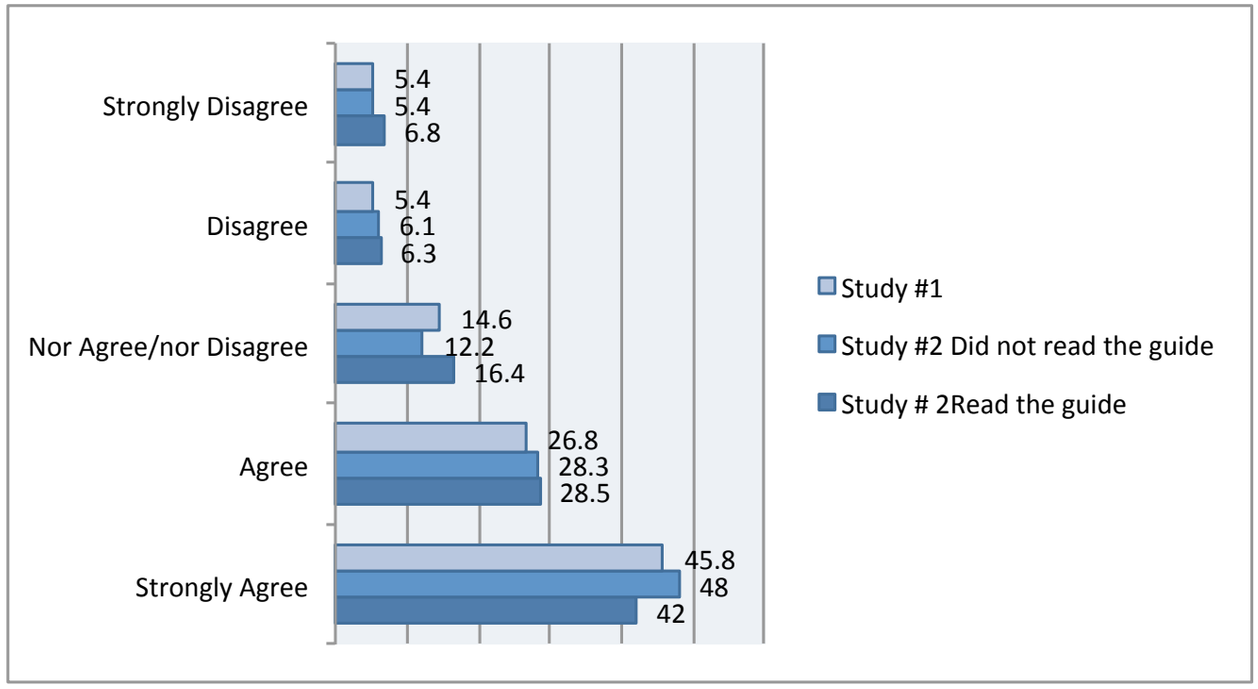


To your knowledge, do you think being VEGAN is:

Boring (%)



Restrictive (%)



2.7. willingness

En esta sección se analiza las intenciones de los estudiantes de cambiar determinados hábitos. La importancia de estudiar las intenciones le viene porque según numerosas investigaciones sobre el comportamiento humano, la intención es la variable con mayor poder predictivo del comportamiento y cambio del mismo.

En lo que respecta a este estudio, el cuestionario incluía dos grandes grupos de intenciones: la intención de ser vegetariano y de ser vegano en el próximo año; y la intención de reducir el consumo de animales y/o productos de origen animal.

INTENCIÓN DE SER VEG(ETARI)ANO

Cuando analizamos la muestra total de los estudiantes, tanto los que recibieron la guía como los que no, resulta que el 10% de los estudiantes tiene la intención de hacerse vegetariano en el próximo año. En cambio, sólo el 5.1% tiene la intención de ser vegano en el mismo periodo de tiempo. Esta diferencia es importante y ha de tenerse en cuenta a la hora de diseñar futuras campañas.

(¿está en linea con la opinión que tienen los estudiantes respecto a ambas opciones? comparar con mi tesina y con los resultados de UK)

INTENCIÓN DE REDUCIR EL CONSUMO DE ANIMALES y PRODUCTOS ANIMALES

Comparado con la intención de adoptar el veg(etari)anismo, las cifras son más altas cuando se trata de la intención declarada de reducir el consumo de animales y productos animales. Así, como muestran las gráficas de este apartado, más del 25% de los encuestados expresa tener la intención de reducir el consumo de carne aunque menos del 10% tiene la intención de reducir el pescado. En lo que respecta a los productos animales, el porcentaje de sujetos que tienen la intención de reducir el consumo de lácteos es similar al de reducir el consumo de huevos, el 11.3 % y el 10.2% respectivamente.

Unos de los problemas con que nos encontramos en esta pregunta es el propio concepto de reducción. A diferencia de las preguntas sobre vegetarianismo o veganismo en las que se definían ambos términos, las opciones de reducción se dejaban a la libre interpretación de los encuestados, con lo que es difícil estimar en qué cantidad consideraban que reducirían su consumo en el tiempo establecido.

En cualquier caso, los valores referentes a la intención son positivos, especialmente en lo que se refiere a la carne. Si bien, siguiendo los patrones hasta ahora observados respecto a las razones que motivan el comportamiento, se puede conjeturar que la reducción afectara principalmente al cerdo y a la ternera, a los lácteos más que a los huevos. Asimismo, cabría pensar que la salud fuera la razón más importante detrás de dichas intenciones.

Hasta ahora, en el primer bloque, se han presentado los resultados de análisis meramente descriptivos de la muestra total, que engloba tanto a los que recibieron la guía como a los que no. En este segundo bloque, los objetivos son más ambiciosos y se corresponde con los objetivos principales de la investigación: examinar la posible influencia de la guía en los hábitos de consumo, las intenciones y las actitudes de los estudiantes universitarios. Concretamente, el **análisis inferencial** permitirá concluir si existen diferencias estadísticamente significativas (o que hay evidencias estadísticas de dicha diferencia) entre los distintos grupos o muestras a considerar.

Conviene apuntar que la muestra total tenida en cuenta en este bloque es de 752 personas, una vez excluidos los veg(etari)anos y eliminados todos los casos sobre los que no existía certeza acerca de la recepción de la guía y/o del tiempo de lectura de la misma.

Los resultados de los analísis se llevarán a cabo en cuatro apartados, que se corresponden con haber llevado a cabo las comparaciones entre dos grupos teniendo en cuenta los grupos de control:

2.1. distribución de la muestra
en este apartado se expone la distribución de los casos según hubieran recibido o no la guía, tenido noticia de ella y el tiempo dedicado a su lectura. Asimismo, se expone la distribución de la muestra a partir del sexo, según hubieran o no recibido la guía. El objetivo no es otro que el de conocer ambos colectivos.

2.2. comparación entre los que no recibieron la guía: influencia de saber sobre su existencia
en esta sección se muestran los resultados de comparar los hábitos de consumo, las intenciones y las actitudes entre los que no habiendo recibido la guía tuvieron noticia o no de ella. Esto se realiza para comprobar si el hecho de tener noticias de la guía (a través de un amigo, etc.) podría haber influido en las variables analizadas. En definitiva, se trata de comprobar si este colectivo constituye uno o dos grupos de control.

2.3. comparación entre los que sí recibieron la guía: influencia del tiempo de lectura
en este apartado se muestran los resultados de comparar los hábitos de consumo, las intenciones y las actitudes entre los que habiendo recibido la guía le dedicaron distinto tiempo a su lectura. Estos análisis se realizan para comprobar hasta qué punto el tiempo dedicado a la guía es importante para influir las variables analizadas.

2.4. comparación entre los que no recibieron la guía y los que sí la recibieron
en esta sección se presentan los resultados de comparar los hábitos de consumo, las intenciones y las actitudes entre los que recibieron la guía y los que no la recibieron.

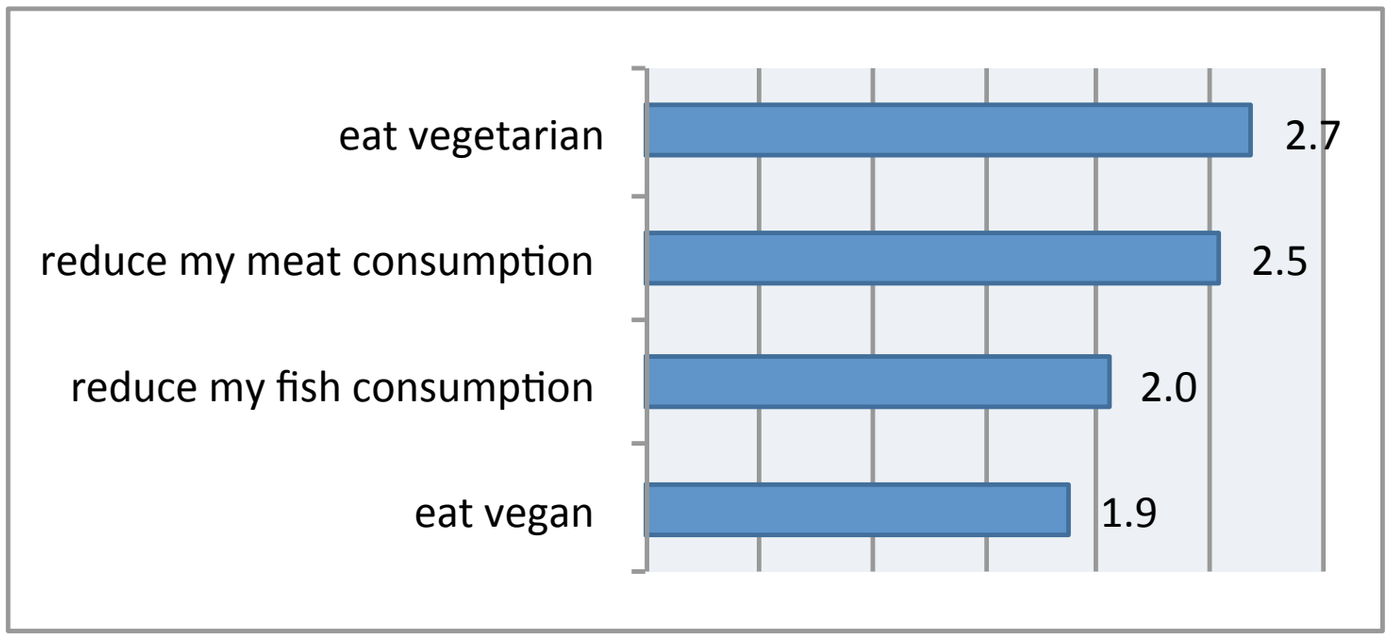
2.5. comparación entre los que no recibieron la guía y los que habiéndola recibido le dedicaron más de 5 minutos
en este apartado se muestran los resultados de comparar los hábitos de consumo, las intenciones y las actitudes entre los que no recibieron la guía y los que habiéndola recibido le dedicaron más de 5 minutos a su lectura. Esta comparación es fruto de los resultados observados en el apartado 2.3. donde se pone de relieve que existen diferencias significativas entre los que le dedicaron menos o más de 5 minutos.

2.6. comparación entre los que no recibieron la guía y los que habiéndola recibido la tiraron
finalmente, se exponen los resultados de comparar los que no recibieron la guía y los que habiéndola recibido no la hubieran mirado o la hubieran tirado. En definitiva se trata de comparar si existen diferencias significativas entre los dos grupos de control.

STUDY #1

Please indicate to what level do you agree with the following options

OVERVIEW: MEAN



Higher values of the MEAN are more positive for animals: greater intention to eat vegetarian/vegan and to reduce meat/ fish consumption

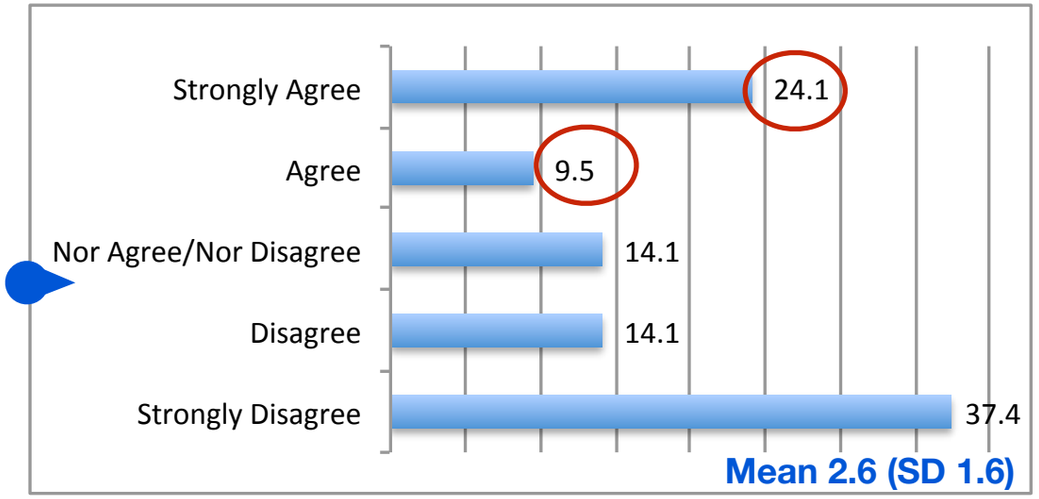
Likert Scale

1	Strongly Agree
2	Agree
3	Nor Agree/ NorDisagreee
4	Disagree
5	Strongly Disagree

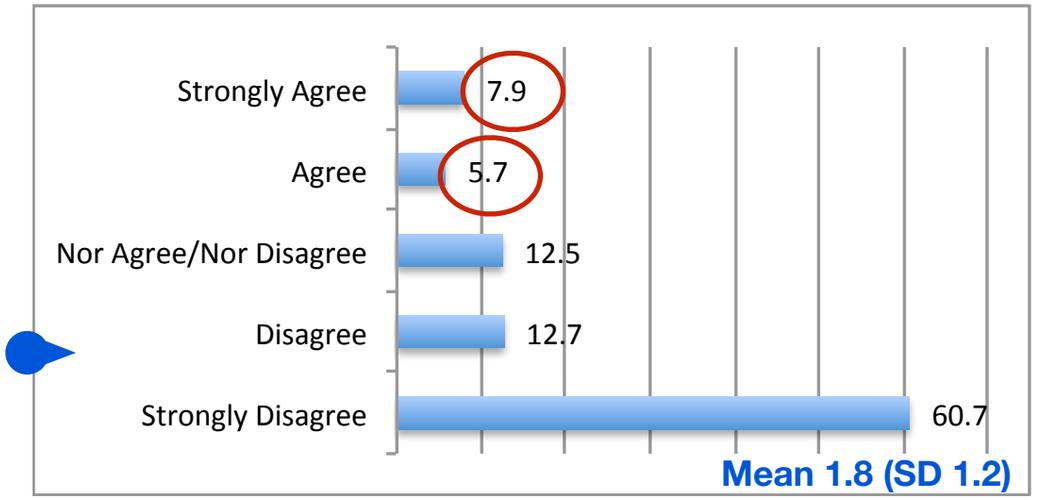
STUDY #1

Please indicate to what level do you agree with the following options

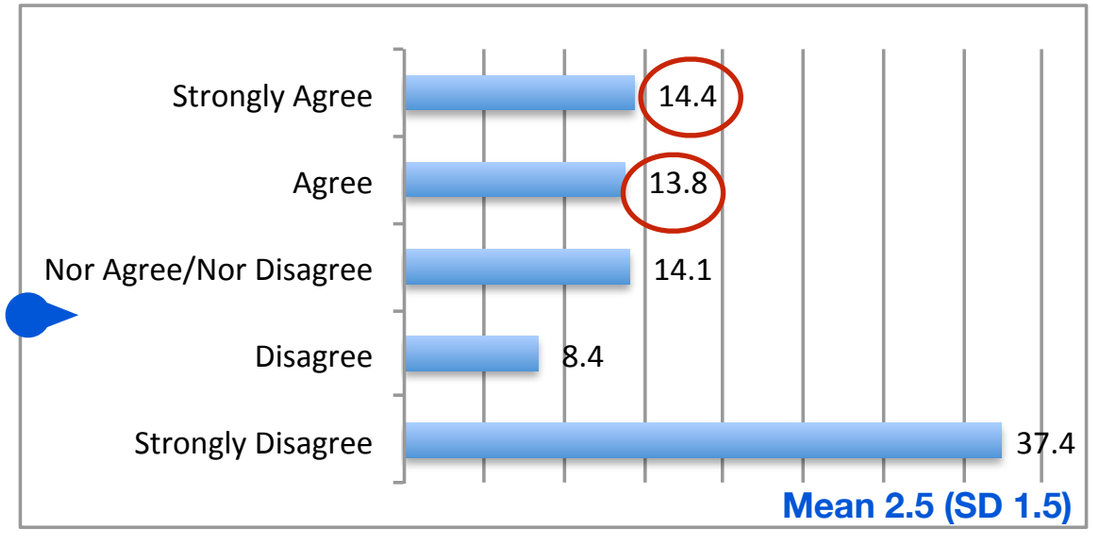
I intend to eat VEGETARIAN in the next 12 months



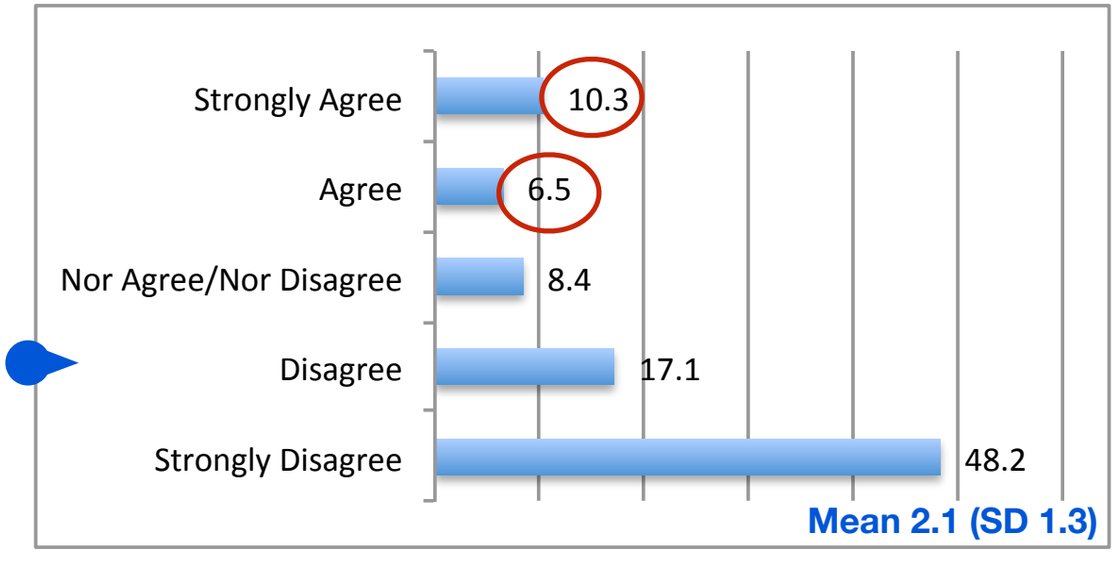
I intend to eat VEGAN in the next 12 months



I intend to REDUCE my MEAT consumption in the next 12 months (%)



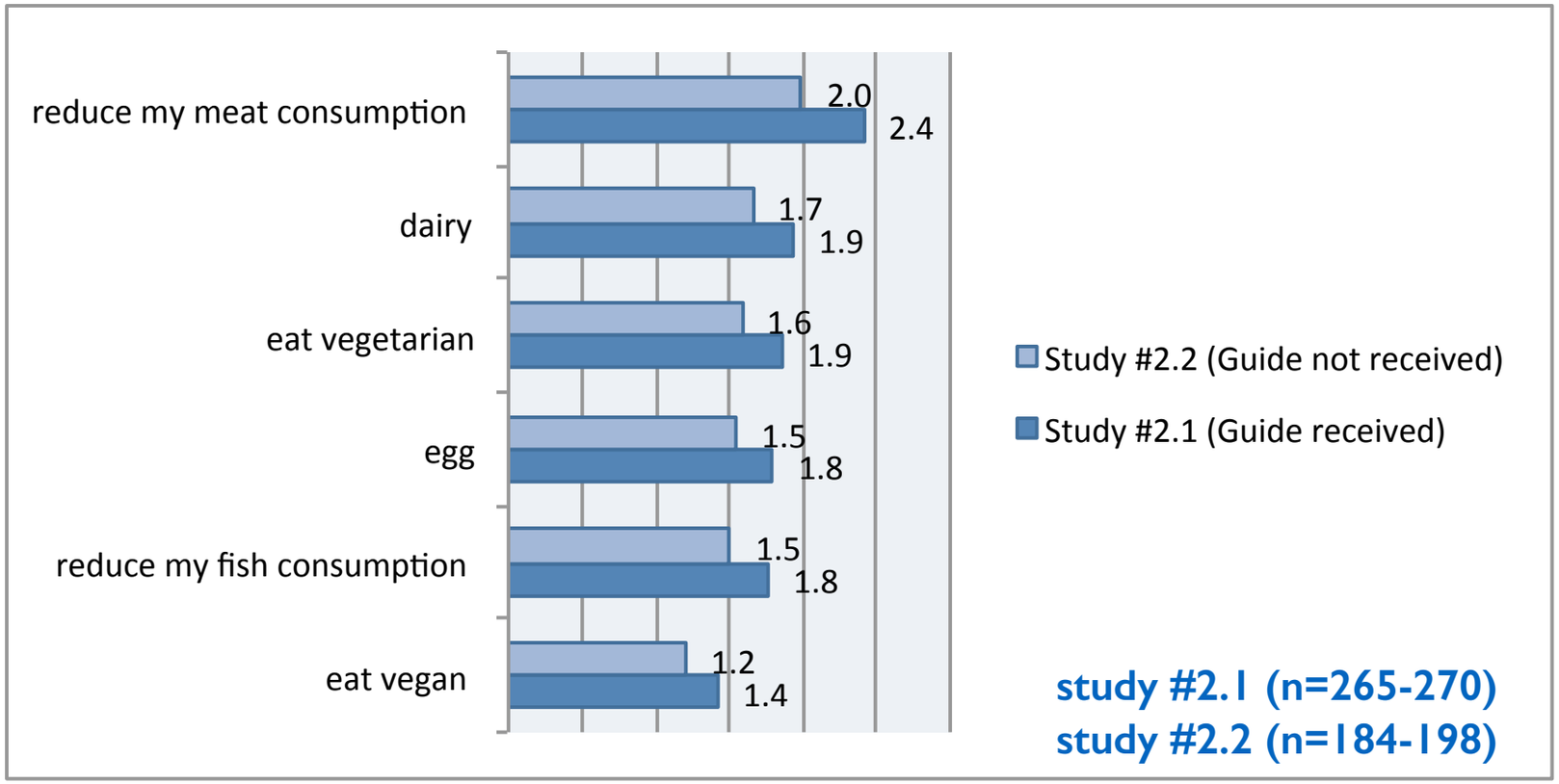
I intend to REDUCE my FISH consumption in the next 12 months (%)



STUDY #2

Please indicate to what level do you agree with the following options

OVERVIEW: MEAN



Higher values of the MEAN are more positive for animals: greater intention to eat vegetarian/vegan and to reduce meat/ fish consumption

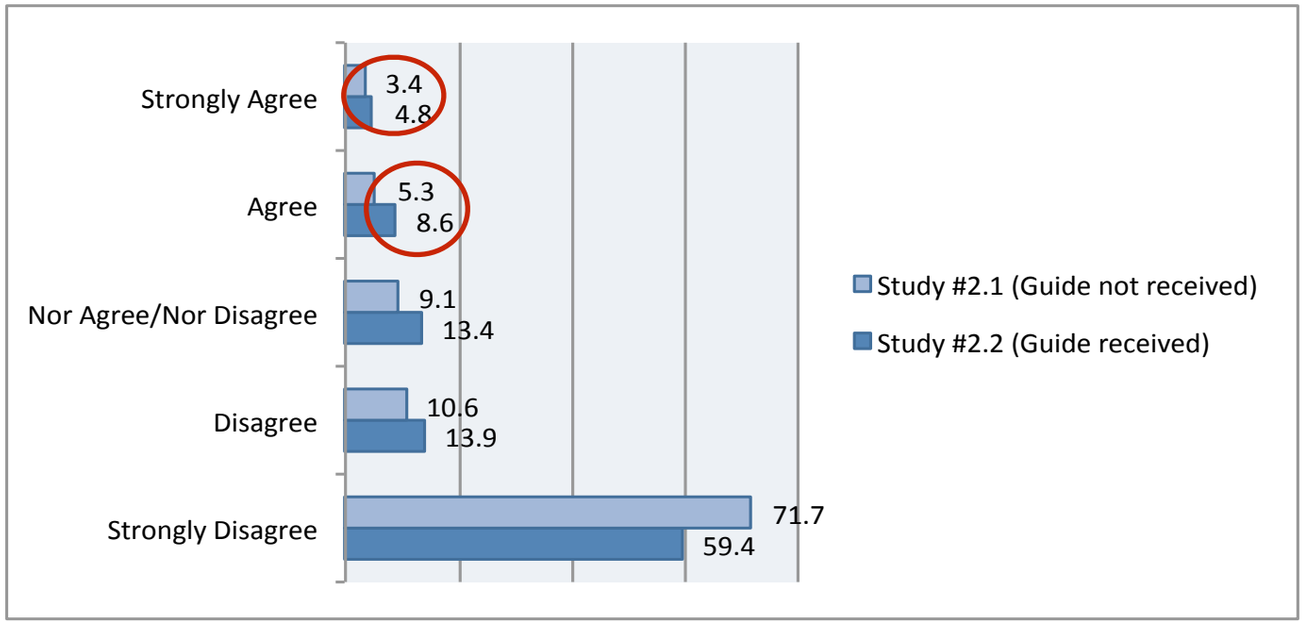
Likert Scale

1	Strongly Agree
2	Agree
3	Nor Agree/ NorDisagreee
4	Disagree
5	Strongly Disagree

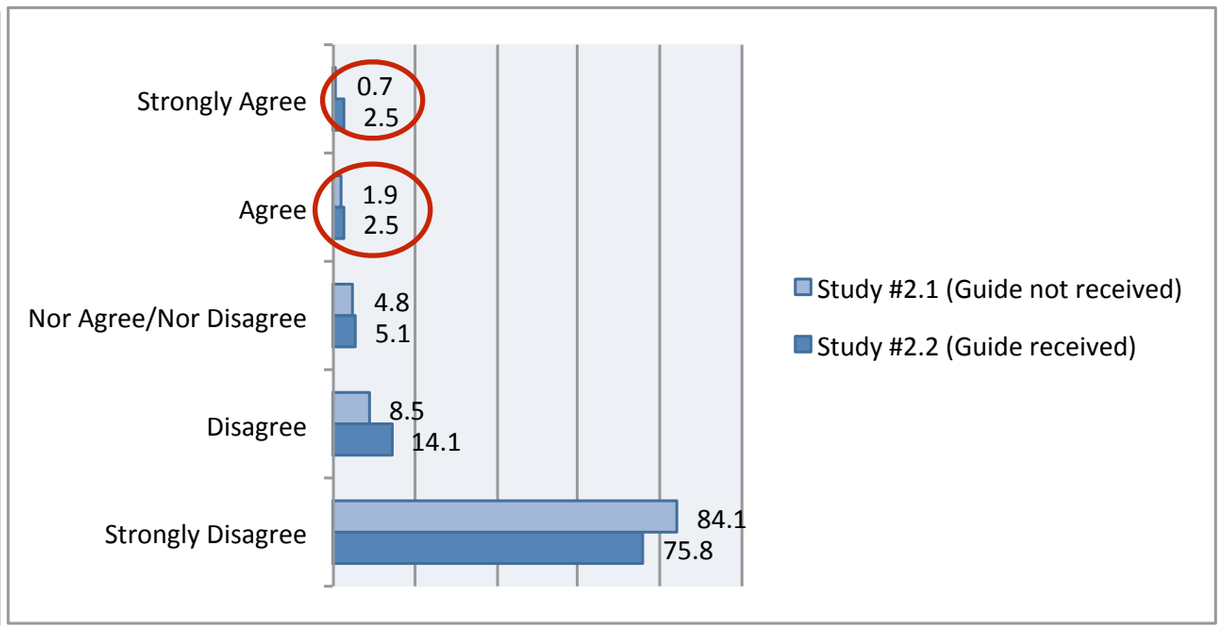
STUDY #2

Please indicate to what level do you agree with the following options: "I INTENT TO…"

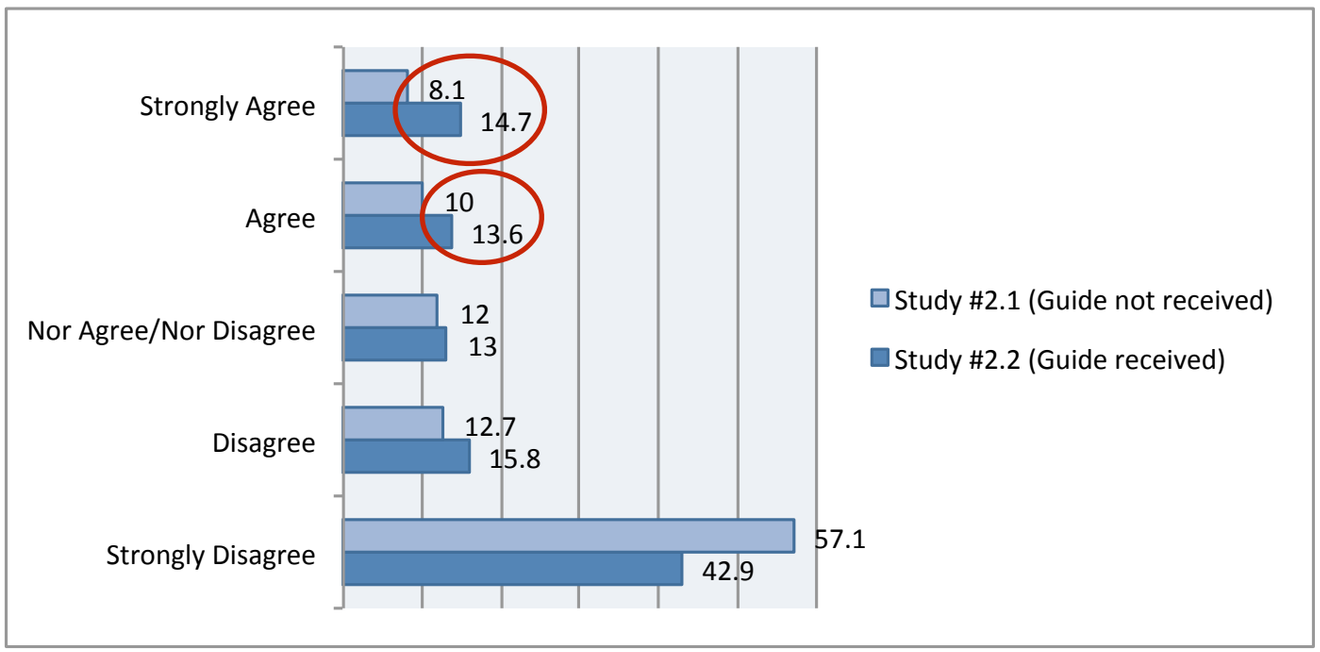
eat VEGETARIAN (next 12 months) (%)



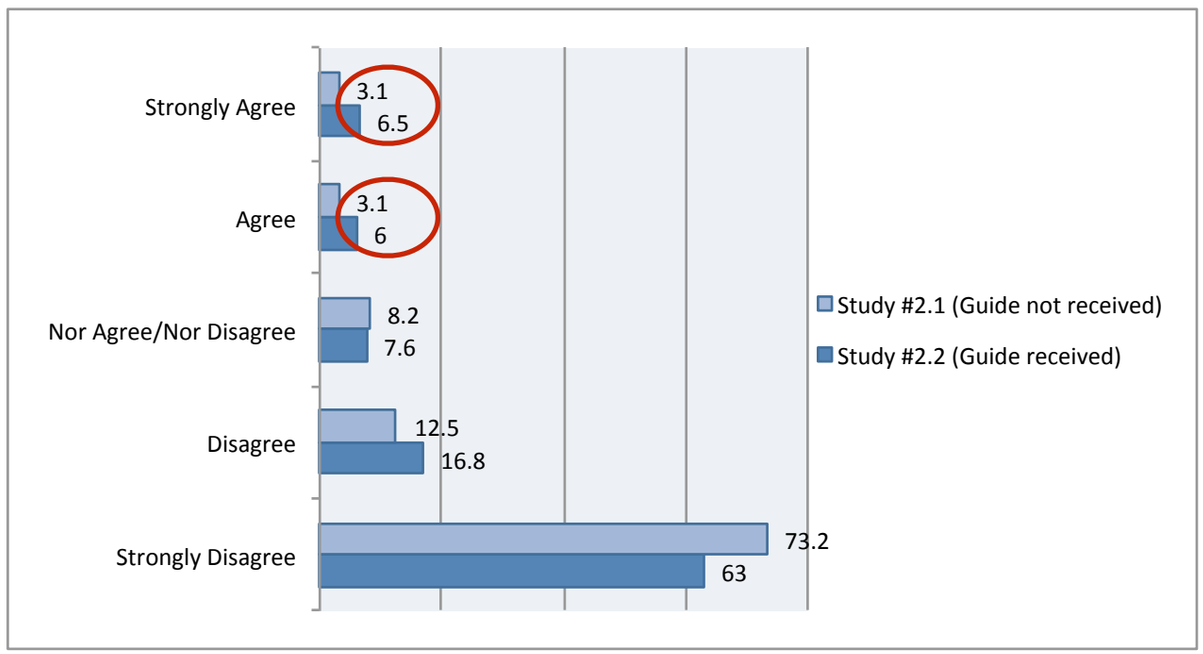
eat VEGAN (next 12 months) (%)



REDUCE my MEAT consumption (next 12 months)



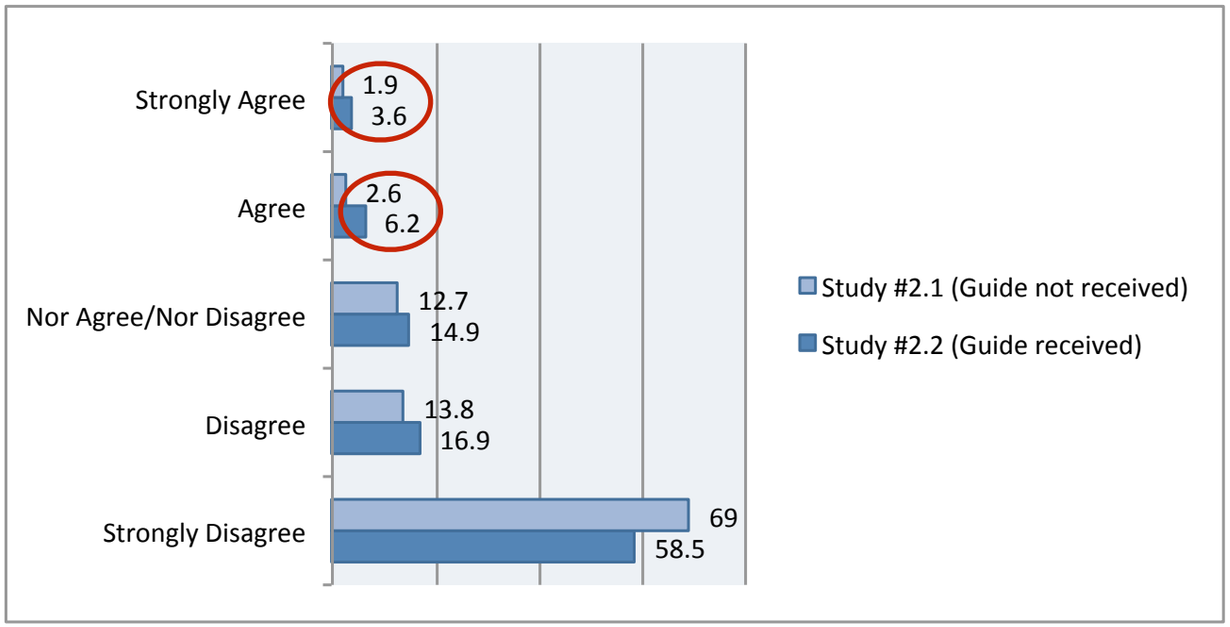
REDUCE my FISH consumption (next 12months)



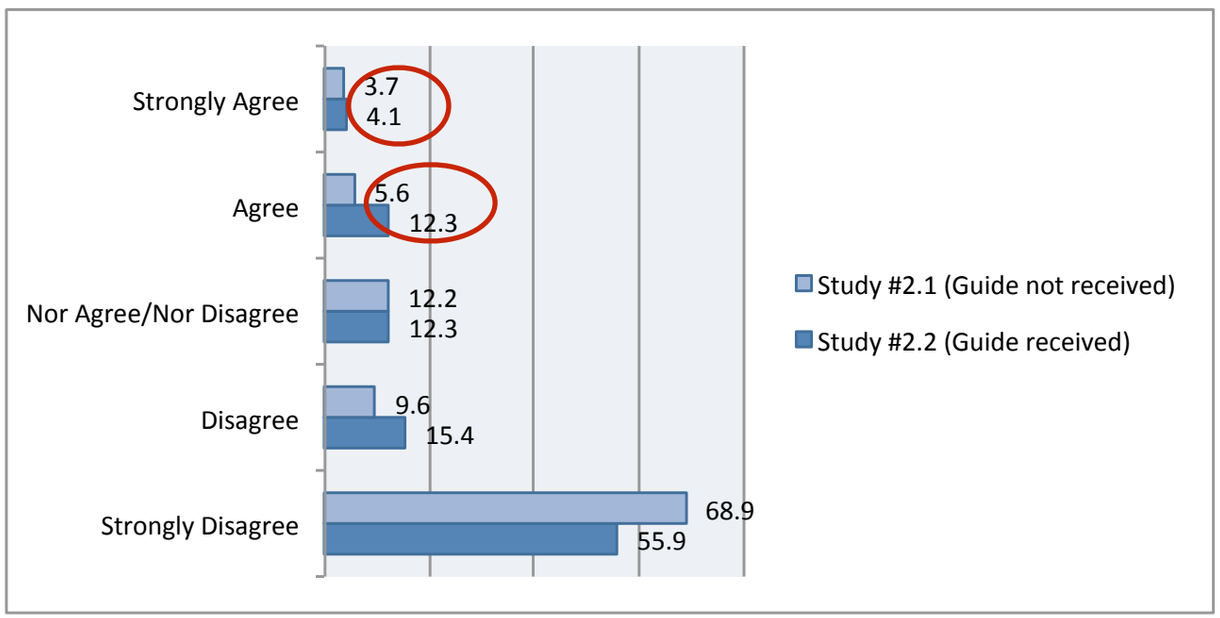
STUDY #2

Please indicate to what level do you agree with the following options

REDUCE my EGG consumption (next 12 months)



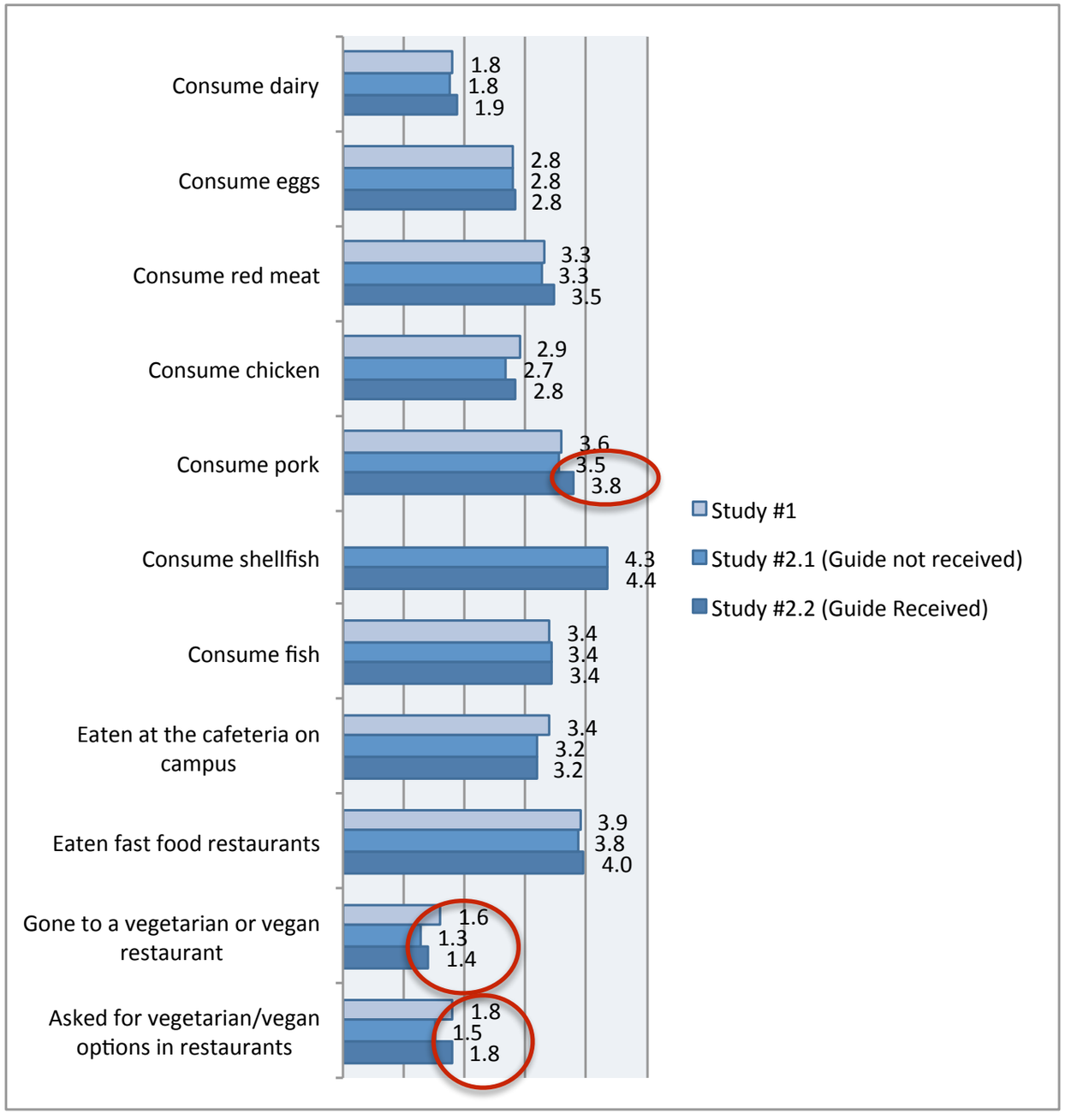
REDUCE my DAIRY consumption (next 12 months)



3. inferential analysis

behavior

IMPACT ON BEHAVIOR: study #1, study #2.1, study #2.2



study #1 VS study #2.1	Differences are very significant only regarding TWO behaviors (greater values on study #1): 1. gone to veg(etari)an restaurant*** 2. asked for veg(etari)an option*** 3. consumption of chicken*
study #1 VS study #2.2	Differences are very significant only regarding TWO behavior (greater values on study #1): 1. gone to veg(etari)an restaurant*** 2. eating in fast food restaurants*
study #2.1 VS study #2.2	Differences are very significant regarding THREE behaviors (greater values on study #2.2): 1. consumption of pork** 2. asked for veg(etari)an options*** 3. gone to veg(etari)an restaurants*

conclusion: the guide did not have a significant impact on behavior

*p<0.5: **p<.01; ***p<.001

IMPACT ON BEHAVIOR: time spent reading the guide

Didn't open the booklet/Threw it away VS Less than a minute	NO
Didn't open the booklet/Threw it away VS Between 1-5min.	NO
Didn't open the booklet/Threw it away VS More than 5 min.	SIGNIFICANT DIFFERENCES 1. consumption of chicken*** 2. consumption of red meat**
Less than a minute VS Between 1-5 min.	SIGNIFICANT DIFFERENCES 1. consumption of red meat** 2. gone to veg(etari)an restaurants**
Less than a minute VS More than 5 min.	SIGNIFICANT DIFFERENCES 1. consumption of chicken*** 2. consumption of red meat***
Between 1-5 min. VS More than 5 min.	NO

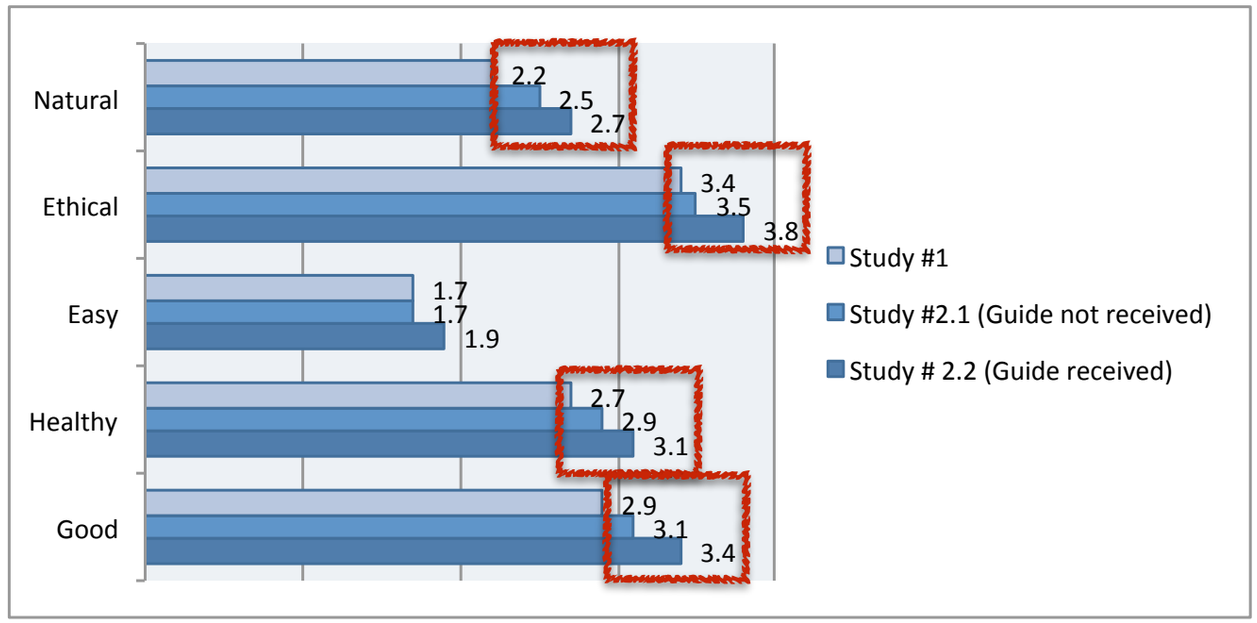
NO: no significant differences

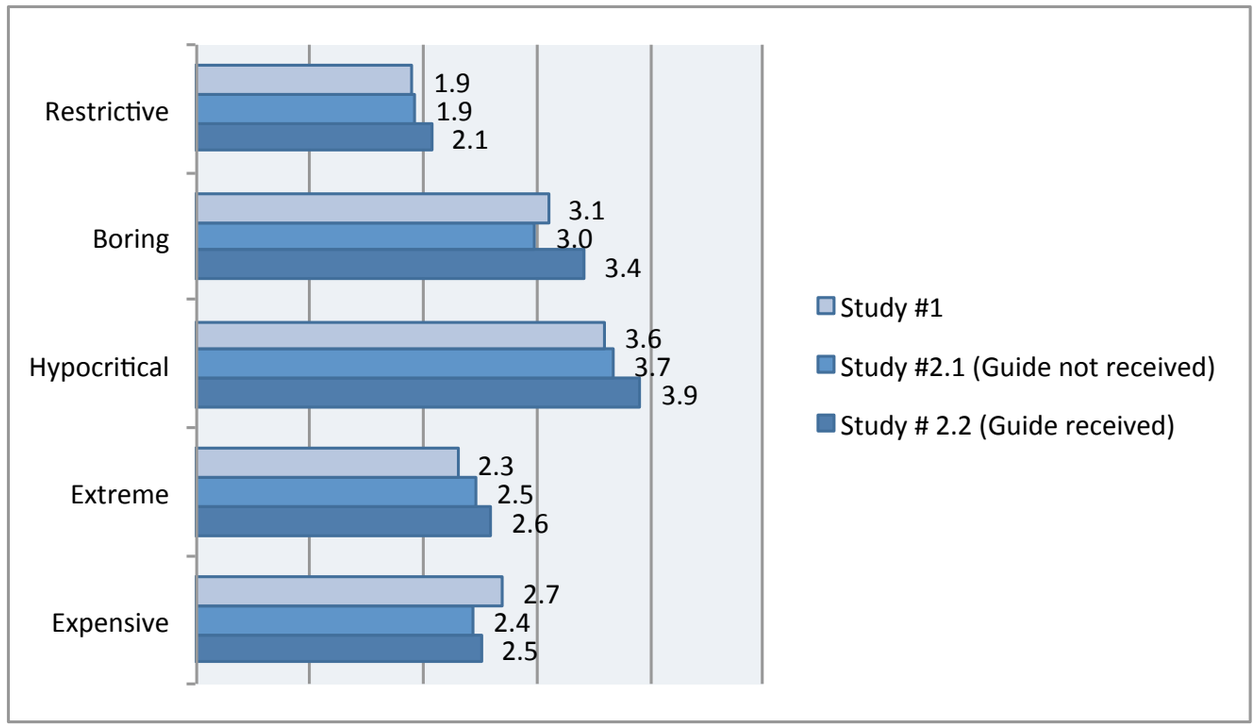
IMPACT ON BEHAVIOR: time spent reading the guide

study #1 VS More than 5 min.	SIGNIFICANT DIFFERENCES 1. Consumption of red meat (less consumption in study #2.2)
study #2 VS More than 5 min.	SIGNIFICANT DIFFERENCES 1. Consumption of read meat (less consumption in study #2.2)

attitudes towards veganism

IMPACT ON ATTITUDES: study #1, study #2.1, study #2.2





study #1 VS study #2.1	SIGNIFICANT DIFFERENCES (more positive in study #2.1): 1. natural ** 2. expensive** (Interpretation: differences between the samples or bias may explain these differences)
study #1 VS study #2.2	SIGNIFICANT DIFFERENCES (more positive in study #2.2): 1. good*** 2. healthy*** 3. ethical** 4. natural***
study #2.1 VS study #2.2	SIGNIFICANT DIFFERENCES (more positive in study #2.2): 1. good** 2. boring**

*p<0.5: **p<.01; ***p<.001

conclusion: the guide had some, but low, impact on attitudes towards veganism (more impact on positive attributes than negative attributes)

IMPACT ON ATTITUDES: time spent reading the guide

Didn't open the booklet/Threw it away VS Less than a minute	NO
Didn't open the booklet/Threw it away VS Between 1-5min.	NO
Didn't open the booklet/Threw it away VS More than 5 min.	NO

Less than a minute VS Between 1-5 min.	NO
Less than a minute VS More than 5 min.	NO
Between 1-5 min. VS More than 5 min.	NO

conclusion: the time spent on reading the guide did not had significant impact on changing the attitudes towards veganism

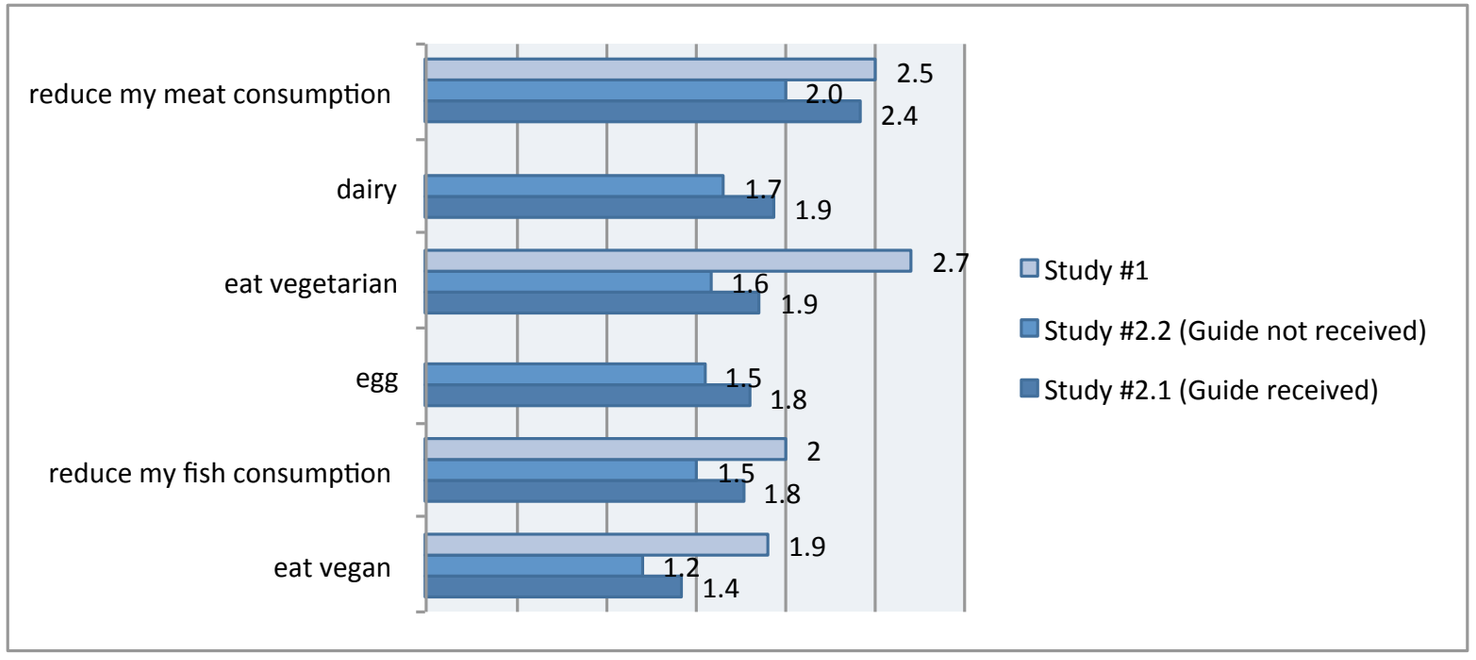
IMPACT ON ATTITUDES: have read the guide more than 5 min.

study #1 VS More than 5 min.	SIGNIFICANT DIFFERENCES 1. boring (more positive attitudes in study #2.2) 2. natural (more positive in study #2.2)
study #2 VS More than 5 min.	SIGNIFICANT DIFFERENCES 1. boring (more positive attitudes in study #2.2)

NO: no significant differences

willingness

IMPACT ON WILLINGNESS: study #1, study #2.1, study #2.2



study #1 VS study #2.1	SIGNIFICANT DIFFERENCES (more positive in study #1): 1. intention to reduce meat consumption*** 2. intention to reduce fish consumption*** 3. intention to eat vegetarian*** 4. eat vegan***
study #1 VS study #2.2	SIGNIFICANT DIFFERENCES 1. intention to eat vegetarian*** 2. intention to eat vegan***
study #2.1 VS study #2.2	SIGNIFICANT DIFFERENCES 1. intention to eat vegetarian** 2. intention to reduce meat consumption 3. intention to reduce egg consumption* 4. intention to reduce dairy consumption**

conclusion: the guide had some impact on willingness to eat vegetarian/vegan and reduce meat, however due to the unexpected differences found between study #1 and study #2.1, the results should take with prudence.

IMPACT ON WILLINGNESS: time spent reading the guide

Didn't open the booklet/Threw it away VS Less than a minute	NO
Didn't open the booklet/Threw it away VS Between 1-5min.	SIGNIFICANT DIFFERENCE: 1. intention to eat vegetarian
Didn't open the booklet/Threw it away VS More than 5 min.	SIGNIFICANT DIFFERENCE: 1. intention to eat vegetarian 2. intention to eat vegan 3. intention to reduce meat

Less than a minute VS Between 1-5 min.	NO
Less than a minute VS More than 5 min.	SIGNIFICANT DIFFERENCE: 1. intention to eat vegetarian 2. intention to eat vegan 3. intention to reduce meat
Between 1-5 min. VS More than 5 min.	NO

IMPACT ON WILLINGNESS: have read the guide more than 5 min.

study #1 VS More than 5 min.	SIGNIFICANT DIFFERENCES 1. reduce meat consumption
study #2 VS More than 5 min.	SIGNIFICANT DIFFERENCES 1. to eat vegetarian 2. to eat vegan 3. to reduce meat consumption 4. to reduce fish consumption 5. to reduce egg consumption

*reduction of egg/dairy consumption was not included in the study #1

possible bias study #2.1 or posible effect of knowing about the guide (although not read)

NO: no significant differences

reasons to change

IMPACT ON PERCEIVED GUIDE INFLUENCE:
study 2.1. and study 2.2. (question not included in study 1)

study #1 VS study #2.1	QUESTION NOT INCLUDED IN STUDY #2
study #1 VS study #2.2	QUESTION NOT INCLUDED IN STUDY #2
study #2.1 VS study #2.2	NO SIGNIFICANT DIFFERENCES

IMPACT ON PERCEIVED GUIDE INFLUENCE:
study 2.1. and study 2.2. (question not included in study 1)

Didn't open the booklet/Threw it away VS Less than a minute	NO SIGNIFICANT DIFFERENCES
Didn't open the booklet/Threw it away VS Between 1-5min.	NO SIGNIFICANT DIFFERENCES
Didn't open the booklet/Threw it away VS More than 5 min.	NO SIGNIFICANT DIFFERENCES

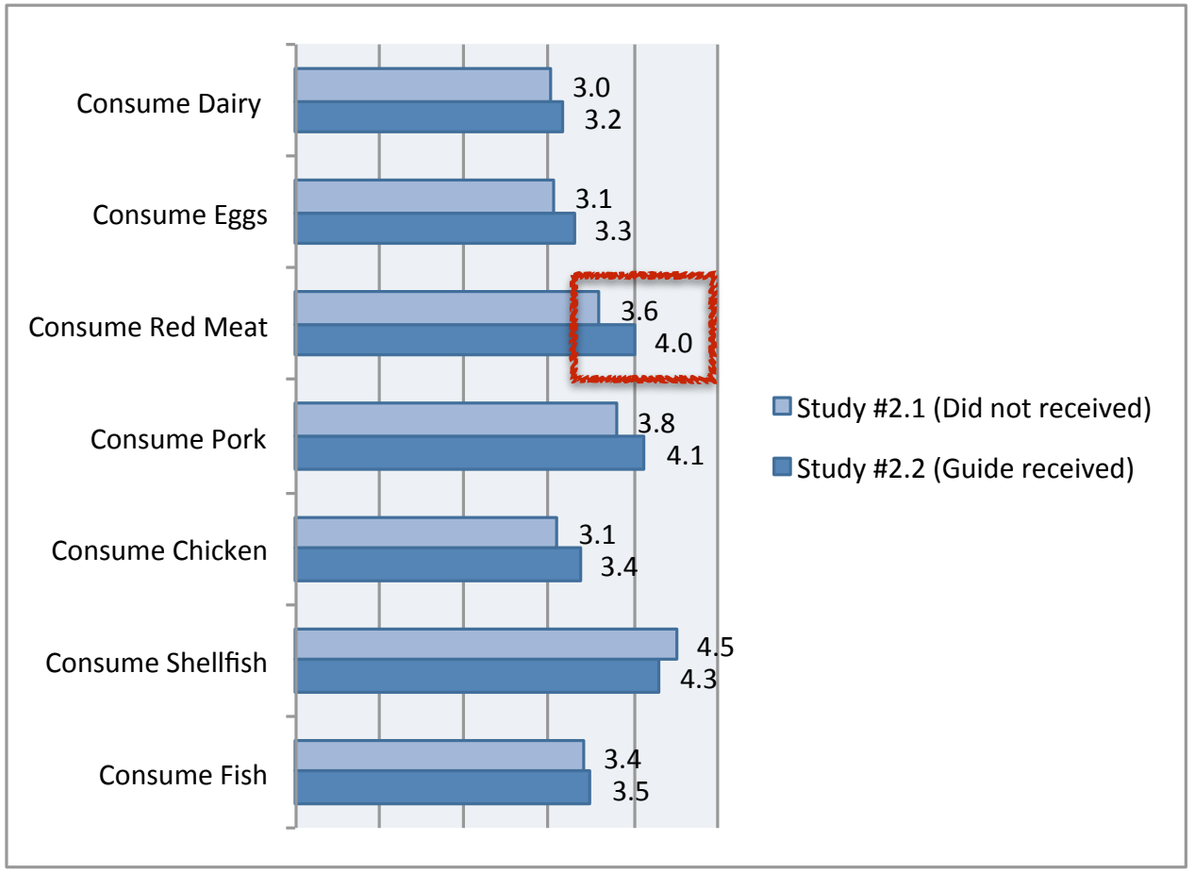
Less than a minute VS Between 1-5 min.	NO SIGNIFICANT DIFFERENCES
Less than a minute VS More than 5 min.	NO SIGNIFICANT DIFFERENCES
Between 1-5 min. VS More than 5 min.	NO SIGNIFICANT DIFFERENCES

IMPACT ON REASON TO CHANGE:
have read the guide more than 5 min.

study #1 VS More than 5 min.	QUESTION NOT ASKED
study #2 VS More than 5 min.	NO SIGNIFICANT DIFFERENCES

perceived consumption frequency

IMPACT ON PERCEIVED FREQUENCY CONSUMPTION:
study 2.1. and study 2.2. (question not included in study 1)



study #1 VS study #2.1	NO MEASURED IN STUDY #1
study #1 VS study #2.2	NO MEASURED IN STUDY #1
study #2.1 VS study #2.2	SIGNIFICANT DIFFERENCES 1. consumption of red meat.

conclusion: people who received the guide declared that they eat red meat less often. The guide did not impact their perceived frequency consumption in general.

IMPACT ON PERCEIVE FREQUENCY CONSUMPTION:
study 2.1. and study 2.2. (question not included in study 1)

Didn't open the booklet/Threw it away VS Less than a minute	NO
Didn't open the booklet/Threw it away VS Between 1-5min.	SIGNIFICANT DIFFERENCE 1. consumption of eggs**
Didn't open the booklet/Threw it away VS More than 5 min.	NO
Less than a minute VS Between 1-5 min.	SIGNIFICANT DIFFERENCE 1. consumption of eggs**
Less than a minute VS More than 5 min.	NO
Between 1-5 min. VS More than 5 min.	SIGNIFICANT DIFFERENCE 1. consumption of eggs**

IMPACT ON PERCEIVED FREQUENCY:
have read the guide more than 5 min.

study #1 VS More than 5 min.	QUESTION NOT ASKED
study #2 VS More than 5 min.	SIGNIFICANT DIFFERENCES 1. chicken consumption 2. red meat consumption 3. pork consumption 4. egg consumption

conclusion: The time spent reading the guide
impacted their perceived frequency of consumption in general.

4. spss out

statistical analysis - behavior

2.2. comparación entre el study 1 study 2

Test Statistics[a]

	Please indicate in the last 2 months, how many times have you: Eaten in fast food restaurants	Eaten at the cafeteria on campus	Consume fish	Consume pork	Consume chicken	Consume red meat	Consume eggs	Consume dairy	Asked for vegetarian/vegan options in restaurants	Gone to a vegetarian or vegan restaurant
Mann-Whitney U	49335.500	46488.500	49694.500	49323.000	47032.500	49454.500	50781.000	48812.500	41869.000	38791.500
Wilcoxon W	88116.500	86674.500	117959.500	89509.000	87218.500	88794.500	90967.000	88433.500	81209.000	78131.500
Z	-.800	-2.188	-.947	-.965	-2.256	-.856	-.510	-1.207	-4.657	-6.415
Asymp. Sig. (2-tailed)	.424	.029	.343	.335	.024	.392	.610	.228	.000	.000

a. Grouping Variable: Three Studies

conclusión: los análisis estadísticos… MIRAR CON CUIDADO EN EL CUESTIONARIO: CAFTERÍA DEL CAMPUS. VEGAN OBPIONS AND VEGAN RESTUARANTS, LOS ITEMS

NO EXISTEN DIFERENCIAS SIGNIFICATIVAS, SOLO EN EL CASO DE CHICKEN PERO SÓLO A NIVEL DE 0.05 Y NO DE 0.01 QUE ES EL QUE ADOPTAMOS EN ESTA INVESTIGACIÓN.

SI SIGNIFICATIVO EN EL VEGETARIAN OPTION AND RESTAURANT, MAYOR EN EL CASO DE ? QUE ES MAYOR EN EL CASO DEL ESTUDIO 1 QUIZÁS POR LA CARRERA? DIFERENCIAS EN SOCIODEMOGRÁFICAS? Bonferroni correcto: 0.016

2.2. comparación entre el study 1 study 3

Test Statistics

	Please indicate in the last 2 months, how many times have you: Eaten in fast food restaurants	Eaten at the cafeteria on campus	Consume fish	Consume pork	Consume chicken	Consume red meat	Consume eggs	Consume dairy	Asked for vegetarian/vegan options in restaurants	Gone to a vegetarian or vegan restaurant
Mann-Whitney U	36070.000	33505.000	37303.000	34094.500	36764.000	36065.000	37429.500	37844.000	37094.000	32969.000
Wilcoxon W	103598.000	55660.000	105568.000	100524.500	58919.000	103593.000	59584.500	59580.000	58622.000	54914.000
Z	-1.030	-2.540	-.779	-2.059	-1.035	-1.334	-.603	-.125	-.570	-3.287
Asymp. Sig. (2-tailed)	.303	.011	.436	.040	.301	.182	.547	.901	.568	.001

a. Grouping Variable: Three Studies

2.2. comparación entre el study 2 y study 3

Test Statistics[a]

	Please indicate in the last 2 months, how many times have you: Eaten in fast food restaurants	Eaten at the cafeteria on campus	Consume fish	Consume shellfish	Consume pork	Consume chicken	Consume red meat	Consume eggs	Consume dairy	Asked for vegetarian/vegan options in restaurants	Gone to a vegetarian or vegan restaurant
Mann-Whitney U	26581.500	29216.500	29479.500	29181.000	25375.500	28351.000	26502.500	29479.500	27882.000	24352.000	26246.500
Wilcoxon W	65362.500	51371.500	51634.500	69084.000	65561.500	68537.000	65842.500	51634.500	67503.000	63692.000	65586.500
Z	-1.469	-.328	-.017	-.105	-2.713	-.938	-1.945	-.158	-.950	-3.536	-2.545
Asymp. Sig. (2-tailed)	.142	.743	.986	.916	.007	.348	.052	.874	.342	.000	.011

a. Grouping Variable: Three Studies

2.2. comparación entre el study 3: según el tiempo destinado

Test Statistics[a,b]

	Please indicate in the last 2 months, how many times have you: Eaten in fast food restaurants	Eaten at the cafeteria on campus	Consume fish	Consume shellfish	Consume pork	Consume chicken	Consume red meat	Consume eggs	Consume dairy	Asked for vegetarian/vegan options in restaurants	Gone to a vegetarian or vegan restaurant
Chi-Square	4.304	1.266	1.269	1.390	4.555	15.306	16.162	3.261	5.283	7.538	11.691
df	3	3	3	3	3	3	3	3	3	3	3
Asymp. Sig.	.230	.737	.737	.708	.207	.002	.001	.353	.152	.057	.009

a. Kruskal Wallis Test

b. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

* corrector de Bonferroni p<0.008

SOLO EN EL CASO DE CHICKEN Y RED MEAT HAY DIFERENCIA EN CUANTO AL TIEMPO DEDICADO. SIENDO POSITIVO ENTRE LOS QUE

2.2. comparación entre el study 3: según el tiempo destinado

Didn't open the booklet/Threw it away
VS
Less than a minute

Test Statistics[a]

	Please indicate in the last 2 months, how many times have you: Eaten in fast food restaurants	Eaten at the cafeteria on campus	Consume fish	Consume shellfish	Consume pork	Consume chicken	Consume red meat	Consume eggs	Consume dairy	Asked for vegetarian/vegan options in restaurants	Gone to a vegetarian or vegan restaurant
Mann-Whitney U	1332.000	1320.000	1290.000	1322.500	1218.000	1352.500	1361.500	1316.000	1394.000	1408.000	1411.000
Wilcoxon W	3348.000	2401.000	2371.000	2403.500	3171.000	2433.500	3377.500	2397.000	2475.000	3361.000	3364.000
Z	-.800	-.820	-1.015	-.855	-1.347	-.672	-.560	-.854	-.377	-.131	-.131
Asymp. Sig. (2-tailed)	.424	.412	.310	.392	.178	.502	.575	.393	.706	.896	.896

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Didn't open the booklet/Threw it away
VS
Between 1 and 5 minutes

	Please indicate in the last 2 months, how many times have you: Eaten in fast food restaurants	Eaten at the cafeteria on campus	Consume fish	Consume shellfish	Consume pork	Consume chicken	Consume red meat	Consume eggs	Consume dairy	Asked for vegetarian/vegan options in restaurants	Gone to a vegetarian or vegan restaurant
Mann-Whitney U	1672.000	1771.000	1704.000	1654.500	1753.500	1396.500	1468.000	1852.500	1524.000	1489.500	1482.000
Wilcoxon W	2753.000	2852.000	2785.000	2735.500	2834.500	2477.500	2549.000	2933.500	2605.000	2570.500	2563.000
Z	-.809	-.591	-.942	-1.041	-.574	-2.617	-2.151	-.175	-1.733	-1.935	-2.383
Asymp. Sig. (2-tailed)	.418	.555	.346	.298	.566	.009	.031	.861	.083	.053	.017

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Didn't open the booklet/Threw it away
VS
More than 5 minutes

Test Statistics[a]

	Please indicate in the last 2 months, how many times have you: Eaten in fast food restaurants	Eaten at the cafeteria on campus	Consume fish	Consume shellfish	Consume pork	Consume chicken	Consume red meat	Consume eggs	Consume dairy	Asked for vegetarian/vegan options in restaurants	Gone to a vegetarian or vegan restaurant
Mann-Whitney U	379.000	441.000	411.000	401.000	425.500	241.000	262.500	352.000	357.500	367.500	358.000
Wilcoxon W	1460.000	651.000	1492.000	1482.000	1506.500	1322.000	1343.500	1433.000	1438.500	1448.500	1439.000
Z	-.944	-.276	-.707	-.902	-.505	-3.326	-2.857	-1.573	-1.569	-1.447	-1.801
Asymp. Sig. (2-tailed)	.345	.783	.479	.367	.614	.001	.004	.116	.117	.148	.072

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Bonferroni corrector: 0.008

2.2. comparación entre el study 3: según el tiempo destinado

Less than a minute
VS
Between 1 and 5 minutes

Test Statistics[a]

	Please indicate in the last 2 months, how many times have you: Eaten in fast food restaurants	Eaten at the cafeteria on campus	Consume fish	Consume shellfish	Consume pork	Consume chicken	Consume red meat	Consume eggs	Consume dairy	Asked for vegetarian/vegan options in restaurants	Gone to a vegetarian or vegan restaurant
Mann-Whitney U	2093.500	2490.000	2550.000	2490.500	2058.000	2088.000	1886.000	2387.000	2160.000	1978.500	1963.500
Wilcoxon W	4109.500	5893.000	5953.000	4506.500	4011.000	4104.000	3902.000	5790.000	4176.000	3931.500	3916.500
Z	-1.771	-.383	-.138	-.135	-1.917	-2.124	-2.879	-.821	-1.587	-2.265	-2.814
Asymp. Sig. (2-tailed)	.077	.702	.890	.893	.055	.034	.004	.412	.113	.023	.005

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Less than a minute
VS
More than 5 minutes

Test Statistics[a]

	Please indicate in the last 2 months, how many times have you: Eaten in fast food restaurants	Eaten at the cafeteria on campus	Consume fish	Consume shellfish	Consume pork	Consume chicken	Consume red meat	Consume eggs	Consume dairy	Asked for vegetarian/vegan options in restaurants	Gone to a vegetarian or vegan restaurant
Mann-Whitney U	465.000	548.500	607.500	605.500	492.000	377.000	332.500	535.500	506.000	488.500	474.000
Wilcoxon W	2481.000	758.500	2623.500	2621.500	2445.000	2393.000	2348.500	2551.500	2522.000	2441.500	2427.000
Z	-1.653	-.899	-.251	-.294	-1.436	-2.920	-3.281	-1.052	-1.449	-1.613	-2.042
Asymp. Sig. (2-tailed)	.098	.368	.802	.769	.151	.003	.001	.293	.147	.107	.041

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Between 1 and 5 minutes
VS
More than 5 minutes

Test Statistics[a]

	Please indicate in the last 2 months, how many times have you: Eaten in fast food restaurants	Eaten at the cafeteria on campus	Consume fish	Consume shellfish	Consume pork	Consume chicken	Consume red meat	Consume eggs	Consume dairy	Asked for vegetarian/vegan options in restaurants	Gone to a vegetarian or vegan restaurant
Mann-Whitney U	714.000	735.000	800.500	778.500	804.500	663.000	684.500	644.000	766.000	780.000	816.000
Wilcoxon W	3874.000	945.000	4203.500	4018.500	4125.500	4066.000	4087.500	4047.000	4006.000	4020.000	4219.000
Z	-.359	-.742	-.171	-.209	-.049	-1.387	-1.188	-1.559	-.312	-.184	-.038
Asymp. Sig. (2-tailed)	.720	.458	.864	.834	.961	.165	.235	.119	.755	.854	.969

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Bonferroni corrector: 0.008

2.2. comparación entre el study 3: según el tiempo destinado

Study #1
VS
More than 5 minutes

Test Statistics[a]

	Please indicate in the last 2 months, how many times have you: Eaten in fast food restaurants	Eaten at the cafeteria on campus	Consume fish	Consume pork	Consume chicken	Consume red meat	Consume eggs	Consume dairy	Asked for vegetarian/vegan options in restaurants	Gone to a vegetarian or vegan restaurant
Mann-Whitney U	2678.000	2585.500	3283.500	2869.500	2645.000	2163.000	3050.000	3225.000	3194.500	3061.000
Wilcoxon W	70206.000	2756.500	71548.500	69299.500	70541.000	69691.000	70578.000	70386.000	71090.500	3232.000
Z	-1.141	-1.557	-.085	-.927	-1.526	-2.583	-.578	-.163	-.278	-.616
Asymp. Sig. (2-tailed)	.254	.119	.932	.354	.127	.010	.563	.871	.781	.538

a. Grouping Variable: Three Studies

Study #2.1
VS
More than 5 minutes

Test Statistics[a]

	Please indicate in the last 2 months, how many times have you: Eaten in fast food restaurants	Eaten at the cafeteria on campus	Consume fish	Consume shellfish	Consume pork	Consume chicken	Consume red meat	Consume eggs	Consume dairy	Asked for vegetarian/vegan options in restaurants	Gone to a vegetarian or vegan restaurant
Mann-Whitney U	1954.000	2284.500	2444.500	2478.000	2097.500	1749.000	1528.500	2262.500	2299.500	1962.500	2072.000
Wilcoxon W	40180.000	2455.500	2615.500	41818.000	41718.500	41370.000	40309.500	41883.500	41359.500	40743.500	40853.000
Z	-1.256	-.707	-.196	-.131	-1.264	-2.350	-2.896	-.791	-.659	-1.903	-1.679
Asymp. Sig. (2-tailed)	.209	.480	.845	.895	.206	.019	.004	.429	.510	.057	.093

a. Grouping Variable: Three Studies

Bonferroni corrector: 0.008

statistical analysis attitudes -towards veganism

2.2. comparación entre el study 1 study 2

Test Statistics[a]

	To your knowledge, do you think being vegan is: Good	Healthy	Easy	Ethical	Natural	Expensive	Extreme	Hypocritical	Boring	Restrictive
Mann-Whitney U	47720.000	47106.000	50300.000	48153.500	43910.000	44316.000	46500.000	49660.500	48269.500	49243.500
Wilcoxon W	115248.000	115002.000	88526.000	115314.500	111071.000	83097.000	112203.000	87886.500	86772.500	88024.500
Z	-1.446	-1.764	-.227	-1.199	-3.027	-2.615	-1.707	-.009	-.826	-.497
Asymp. Sig. (2-tailed)	.148	.078	.820	.231	.002	.009	.088	.993	.409	.619

a. Grouping Variable: Three Studies

* corrector de Bonferroni p<0.016

2.2. comparación entre el study 1 y study 3

Test Statistics[a]

	To your knowledge, do you think being vegan is: Good	Healthy	Easy	Ethical	Natural	Expensive	Extreme	Hypocritical	Boring	Restrictive
Mann-Whitney U	29586.500	31046.500	34846.000	31460.500	27178.000	31797.000	32541.000	32179.500	31620.000	35193.000
Wilcoxon W	97114.500	98942.500	102742.000	98621.500	94339.000	51897.000	98244.000	97159.500	97323.000	100896.000
Z	-4.002	-3.240	-1.239	-2.852	-5.330	-2.416	-1.962	-1.975	-2.264	-.583
Asymp. Sig. (2-tailed)	.000	.001	.215	.004	.000	.016	.050	.048	.024	.560

a. Grouping Variable: Three Studies

significativas en el caso de good, healthy, ethical and natural, con actitudes más positivas en el study 3. no diferencias significativas en las actitudes negativas. quizás por que no se hacía referencias a ellas en la guía??

* corrector de Bonferroni p<0.016

2.2. comparación entre el study 2 study 3

Test Statistics[a]

	To your knowledge, do you think being vegan is: Good	Healthy	Easy	Ethical	Natural	Expensive	Extreme	Hypocritical	Boring	Restrictive
Mann-Whitney U	23855.000	25370.500	25926.500	25459.500	24446.000	27736.000	27068.500	24546.500	23088.000	26415.500
Wilcoxon W	62636.000	64151.500	64152.500	64240.500	62949.000	47836.000	65849.500	62772.500	61591.000	65196.500
Z	-2.826	-1.763	-1.326	-1.627	-2.337	-.045	-.414	-1.970	-2.925	-.994
Asymp. Sig. (2-tailed)	.005	.078	.185	.104	.019	.964	.679	.049	.003	.320

a. Grouping Variable: Three Studies

significativas en el caso de good y boring, no en lo demás… contagio???

* corrector de Bonferroni p<0.016

2.2. comparación entre el study 2 study 3

Test Statistics[a]

	To your knowledge, do you think being vegan is: Good	Healthy	Easy	Ethical	Natural	Expensive	Extreme	Hypocritical	Boring	Restrictive
Mann-Whitney U	23855.000	25370.500	25926.500	25459.500	24446.000	27736.000	27068.500	24546.500	23088.000	26415.500
Wilcoxon W	62636.000	64151.500	64152.500	64240.500	62949.000	47836.000	65849.500	62772.500	61591.000	65196.500
Z	-2.826	-1.763	-1.326	-1.627	-2.337	-.045	-.414	-1.970	-2.925	-.994
Asymp. Sig. (2-tailed)	.005	.078	.185	.104	.019	.964	.679	.049	.003	.320

a. Grouping Variable: Three Studies

significativas en el caso de good y boring, no en lo demás… contagio???

* corrector de Bonferroni p<0.016

2.2. comparación en study 3: según el tiempo destinado

Test Statistics[a,b]

	To your knowledge, do you think being vegan is: Good	Healthy	Easy	Ethical	Natural	Expensive	Extreme	Hypocritical	Boring	Restrictive
Chi-Square	3.298	5.126	4.204	2.639	2.598	1.844	4.747	5.192	9.524	4.043
df	3	3	3	3	3	3	3	3	3	3
Asymp. Sig.	.348	.163	.240	.451	.458	.605	.191	.158	.023	.257

a. Kruskal Wallis Test

b. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

NO HAY DIFERENCIA ENTRE EL TIEMPO QUE LO LEYÓ

* corrector de Bonferroni p<0.008

2.2. comparación entre el study 3: según el tiempo destinado

Didn't open the booklet/Threw it away
VS
Less than a minute

Test Statistics[a]

	To your knowledge, do you think being vegan is: Good	Healthy	Easy	Ethical	Natural	Expensive	Extreme	Hypocritical	Boring	Restrictive
Mann-Whitney U	1331.500	1316.500	1221.000	1295.000	1299.500	1252.000	1344.000	1231.000	1304.000	1178.000
Wilcoxon W	2412.500	3146.500	2302.000	3125.000	3190.500	2287.000	3174.000	3001.000	3015.000	2213.000
Z	-.467	-.416	-1.107	-.371	-.480	-.661	-.040	-.463	-.007	-1.332
Asymp. Sig. (2-tailed)	.641	.677	.268	.711	.631	.509	.968	.643	.995	.183

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Didn't open the booklet/Threw it away
VS
Between 1 and 5 minutes

Test Statistics[a]

	To your knowledge, do you think being vegan is: Good	Healthy	Easy	Ethical	Natural	Expensive	Extreme	Hypocritical	Boring	Restrictive
Mann-Whitney U	1520.000	1598.000	1430.000	1632.000	1731.000	1529.000	1448.500	1450.500	1383.000	1387.000
Wilcoxon W	2601.000	2679.000	2511.000	2667.000	2766.000	2564.000	2483.500	2440.500	2418.000	2422.000
Z	-1.461	-1.041	-2.019	-.673	-.129	-1.240	-1.557	-1.491	-1.907	-1.947
Asymp. Sig. (2-tailed)	.144	.298	.043	.501	.897	.215	.119	.136	.057	.052

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Didn't open the booklet/Threw it away
VS
More than 5 minutes

Test Statistics[a]

	To your knowledge, do you think being vegan is: Good	Healthy	Easy	Ethical	Natural	Expensive	Extreme	Hypocritical	Boring	Restrictive
Mann-Whitney U	355.500	316.500	372.000	336.500	333.000	346.000	355.500	363.500	266.000	391.000
Wilcoxon W	1436.500	1397.500	1453.000	1371.500	1368.000	1381.000	1390.500	1353.500	1301.000	1426.000
Z	-.563	-1.494	-.694	-1.085	-1.124	-.941	-.778	-.528	-2.176	-.234
Asymp. Sig. (2-tailed)	.573	.135	.488	.278	.261	.347	.436	.597	.030	.815

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Bonferroni corrector: 0.008

2.2. comparación entre el study 3: según el tiempo destinado

Less than a minute
VS
Between 1 and 5 minutes

Test Statistics[a]

	To your knowledge, do you think being vegan is: Good	Healthy	Easy	Ethical	Natural	Expensive	Extreme	Hypocritical	Boring	Restrictive
Mann-Whitney U	2022.500	1966.000	2142.500	2078.000	2228.000	2186.500	1869.500	1820.500	1760.500	2216.000
Wilcoxon W	3913.500	3796.000	3972.500	3908.000	4119.000	4016.500	3699.500	3590.500	3471.500	4107.000
Z	-1.583	-1.655	-.903	-1.172	-.658	-.688	-1.987	-2.192	-2.158	-.597
Asymp. Sig. (2-tailed)	.114	.098	.367	.241	.511	.491	.047	.028	.031	.551

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Less than a minute
VS
More than 5 minutes

Test Statistics[a]

	To your knowledge, do you think being vegan is: Good	Healthy	Easy	Ethical	Natural	Expensive	Extreme	Hypocritical	Boring	Restrictive
Mann-Whitney U	476.000	384.000	527.500	428.000	404.000	506.500	462.500	453.500	329.500	505.000
Wilcoxon W	2367.000	2214.000	698.500	2258.000	2295.000	2336.500	2292.500	2223.500	2040.500	676.000
Z	-.537	-1.906	-.160	-1.382	-1.751	-.416	-.957	-.967	-2.422	-.547
Asymp. Sig. (2-tailed)	.591	.057	.873	.167	.080	.677	.339	.333	.015	.584

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Between 1 and 5 minutes
VS
More than 5 minutes

Test Statistics[a]

	To your knowledge, do you think being vegan is: Good	Healthy	Easy	Ethical	Natural	Expensive	Extreme	Hypocritical	Boring	Restrictive
Mann-Whitney U	643.500	609.000	618.500	632.000	586.000	698.500	670.000	690.000	608.000	597.000
Wilcoxon W	796.500	3690.000	789.500	3713.000	3667.000	3779.500	841.000	861.000	3611.000	768.000
Z	-.196	-.901	-.833	-.689	-1.113	-.035	-.226	-.120	-.841	-.957
Asymp. Sig. (2-tailed)	.844	.368	.405	.491	.266	.972	.821	.905	.401	.338

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Bonferroni corrector: 0.008

2.2. comparación entre el study 3: según el tiempo destinado

Study #1
VS
More than 5 minutes

Test Statistics[a]

	To your knowledge, do you think being vegan is: Good	Healthy	Easy	Ethical	Natural	Expensive	Extreme	Hypocritical	Boring	Restrictive
Mann-Whitney U	2511.000	2256.000	3195.500	2447.500	1933.000	3003.500	2771.500	2814.000	2150.000	3126.000
Wilcoxon W	70039.000	70152.000	71091.500	69608.500	69094.000	3174.500	68474.500	67794.000	67853.000	3297.000
Z	-1.394	-2.337	-.275	-1.896	-3.105	-.558	-1.110	-.978	-2.491	-.311
Asymp. Sig. (2-tailed)	.163	.019	.783	.058	.002	.577	.267	.328	.013	.756

a. Grouping Variable: Three Studies

Study #2
VS
More than 5 minutes

Test Statistics[a]

	To your knowledge, do you think being vegan is: Good	Healthy	Easy	Ethical	Natural	Expensive	Extreme	Hypocritical	Boring	Restrictive
Mann-Whitney U	1994.500	1799.000	2381.500	1983.500	1775.500	2382.000	2296.000	2163.000	1531.000	2444.000
Wilcoxon W	40775.500	40580.000	40607.500	40764.500	40278.500	41163.000	41077.000	40389.000	40034.000	2615.000
Z	-1.119	-2.050	-.323	-1.524	-2.108	-.354	-.606	-.961	-2.813	-.178
Asymp. Sig. (2-tailed)	.263	.040	.747	.128	.035	.724	.544	.337	.005	.859

a. Grouping Variable: Three Studies

* corrector de Bonferroni p<0.016

Bonferroni corrector: 0.008

statistical analysis - willingness

2.2. comparación entre el study 1 study 2.1

Test Statistics[a]

	Please indicate to what level do you agree with the following options: [I intend to eat vegetarian in the next 12 months]	I intend to eat vegan in the next 12 months	I intend to reduce my meat consumption in the next 12 months	I intend to reduce my fish consumption in the next 12 months
Mann-Whitney U	29196.500	37033.500	33931.000	33358.000
Wilcoxon W	64176.500	73348.500	67342.000	66254.000
Z	-9.193	-6.725	-4.231	-5.266
Asymp. Sig. (2-tailed)	.000	.000	.000	.000

a. Grouping Variable: Three Studies

diferencias significativas entre el estudio 1 y 2 en todas las variables. no debería ser así…
posibles respuestas:
1. las diferencias en la muestra son suficientes como para afectar a los resultados
2. el mero reparto de las guías afecta la respuestas de los sujetos. bias
3. el mero reparto de las guías aumenta las intenciones. reales.

* corrector de Bonferroni $p<0.016$

2.2. comparación entre el study 1 y study 2.2

Test Statistics[a]

	Please indicate to what level do you agree with the following options: [I intend to eat vegetarian in the next 12 months]	I intend to eat vegan in the next 12 months	I intend to reduce my meat consumption in the next 12 months	I intend to reduce my fish consumption in the next 12 months
Mann-Whitney U	24047.000	29717.500	28506.000	26998.500
Wilcoxon W	41438.000	49220.500	45342.000	43834.500
Z	-5.958	-4.153	-.813	-2.440
Asymp. Sig. (2-tailed)	.000	.000	.416	.015

a. Grouping Variable: Three Studies

la recepción de la guía tiene efecto en las intenciones de los participantes.

* corrector de Bonferroni $p<0.016$

2.2. comparación entre el study 2.1 study 2.2

Test Statistics[a]

	Please indicate to what level do you agree with the following options: [I intend to eat vegetarian in the next 12 months]	I intend to eat vegan in the next 12 months	I intend to reduce my meat consumption in the next 12 months	I intend to reduce my fish consumption in the next 12 months	I intend to reduce my egg consumption in the next 12 months	I intend to reduce my dairy consumption in the next 12 months
Mann-Whitney U	21473.500	24354.500	19939.000	20944.000	22932.000	22723.000
Wilcoxon W	56453.500	60669.500	53350.000	53840.000	58710.000	59038.000
Z	-2.713	-2.178	-3.003	-2.322	-2.474	-2.763
Asymp. Sig. (2-tailed)	.007	.029	.003	.020	.013	.006

a. Grouping Variable: Three Studies

* corrector de Bonferroni p<0.016

2.2. comparación en study 3: según el tiempo destinado

Test Statistics[a,b]

	Please indicate to what level do you agree with the following options: [I intend to eat vegetarian in the next 12 months]	I intend to eat vegan in the next 12 months	I intend to reduce my meat consumption in the next 12 months	I intend to reduce my fish consumption in the next 12 months	I intend to reduce my egg consumption in the next 12 months	I intend to reduce my dairy consumption in the next 12 months
Chi-Square	16.543	15.806	18.801	7.744	5.873	4.460
df	3	3	3	3	3	3
Asymp. Sig.	.001	.001	.000	.052	.118	.216

a. Kruskal Wallis Test

b. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

* corrector de Bonferroni p<0.008

2.2. comparación entre el study 3: según el tiempo destinado

Didn't open the booklet/Threw it away
VS
Less than a minute

Test Statistics[a]

	Please indicate to what level do you agree with the following options: [I intend to eat vegetarian in the next 12 months]	I intend to eat vegan in the next 12 months	I intend to reduce my meat consumption in the next 12 months	I intend to reduce my fish consumption in the next 12 months	I intend to reduce my egg consumption in the next 12 months	I intend to reduce my dairy consumption in the next 12 months
Mann-Whitney U	1209.000	1300.500	1109.000	1196.500	1181.500	1187.500
Wilcoxon W	2199.000	3130.500	2099.000	2142.500	2171.500	2222.500
Z	-.564	-.543	-1.223	-.602	-.751	-1.053
Asymp. Sig. (2-tailed)	.573	.587	.221	.547	.452	.292

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Didn't open the booklet/Threw it away
VS
Between 1 and 5 minutes

Test Statistics[a]

	Please indicate to what level do you agree with the following options: [I intend to eat vegetarian in the next 12 months]	I intend to eat vegan in the next 12 months	I intend to reduce my meat consumption in the next 12 months	I intend to reduce my fish consumption in the next 12 months	I intend to reduce my egg consumption in the next 12 months	I intend to reduce my dairy consumption in the next 12 months
Mann-Whitney U	1046.000	1382.000	1011.500	1128.000	1362.000	1332.500
Wilcoxon W	2036.000	2417.000	2001.500	2074.000	2352.000	2367.500
Z	-2.778	-2.138	-2.721	-1.705	-1.788	-1.795
Asymp. Sig. (2-tailed)	.005	.033	.007	.088	.074	.073

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Didn't open the booklet/Threw it away
VS
More than 5 minutes

Test Statistics[a]

	Please indicate to what level do you agree with the following options: [I intend to eat vegetarian in the next 12 months]	I intend to eat vegan in the next 12 months	I intend to reduce my meat consumption in the next 12 months	I intend to reduce my fish consumption in the next 12 months	I intend to reduce my egg consumption in the next 12 months	I intend to reduce my dairy consumption in the next 12 months
Mann-Whitney U	221.500	254.000	140.500	253.000	254.000	302.500
Wilcoxon W	1211.500	1289.000	1130.500	1199.000	1244.000	1337.500
Z	-3.131	-2.705	-3.756	-2.476	-2.185	-1.772
Asymp. Sig. (2-tailed)	.002	.007	.000	.013	.029	.076

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Bonferroni corrector: 0.008

2.2. comparación entre el study 3: según el tiempo destinado

Less than a minute
VS
Between 1 and 5 minutes

Test Statistics[a]

	Please indicate to what level do you agree with the following options: [I intend to eat vegetarian in the next 12 months]	I intend to eat vegan in the next 12 months	I intend to reduce my meat consumption in the next 12 months	I intend to reduce my fish consumption in the next 12 months	I intend to reduce my egg consumption in the next 12 months	I intend to reduce my dairy consumption in the next 12 months
Mann-Whitney U	1490.000	1767.000	1587.000	1658.000	1982.000	1957.500
Wilcoxon W	3201.000	3597.000	3298.000	3428.000	3693.000	3727.500
Z	-2.379	-2.877	-1.578	-1.192	-.985	-.844
Asymp. Sig. (2-tailed)	.017	.004	.115	.233	.325	.399

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Less than a minute
VS
More than 5 minutes

Test Statistics[a]

	Please indicate to what level do you agree with the following options: [I intend to eat vegetarian in the next 12 months]	I intend to eat vegan in the next 12 months	I intend to reduce my meat consumption in the next 12 months	I intend to reduce my fish consumption in the next 12 months	I intend to reduce my egg consumption in the next 12 months	I intend to reduce my dairy consumption in the next 12 months
Mann-Whitney U	311.500	324.500	229.000	377.500	381.000	454.000
Wilcoxon W	2022.500	2154.500	1940.000	2147.500	2092.000	2224.000
Z	-2.952	-3.299	-3.231	-2.130	-1.593	-1.019
Asymp. Sig. (2-tailed)	.003	.001	.001	.033	.111	.308

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Between 1 and 5 minutes
VS
More than 5 minutes

Test Statistics[a]

	Please indicate to what level do you agree with the following options: [I intend to eat vegetarian in the next 12 months]	I intend to eat vegan in the next 12 months	I intend to reduce my meat consumption in the next 12 months	I intend to reduce my fish consumption in the next 12 months	I intend to reduce my egg consumption in the next 12 months	I intend to reduce my dairy consumption in the next 12 months
Mann-Whitney U	457.500	529.000	306.000	457.000	549.000	609.500
Wilcoxon W	2668.500	3379.000	2451.000	2473.000	3399.000	3237.500
Z	-1.579	-1.280	-2.614	-1.378	-.967	-.418
Asymp. Sig. (2-tailed)	.114	.200	.009	.168	.333	.676

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Bonferroni corrector: 0.008

study 1, study 2.1 and study 2.2 (more than 5 min.)

Study #1
VS
Study #2.2 More 5 minutes

Test Statistics[a]

	Please indicate to what level do you agree with the following options: [I intend to eat vegetarian in the next 12 months]	I intend to eat vegan in the next 12 months	I intend to reduce my meat consumption in the next 12 months	I intend to reduce my fish consumption in the next 12 months
Mann-Whitney U	3279.000	2951.500	1506.500	2618.000
Wilcoxon W	3450.000	70479.500	54481.500	58563.000
Z	-.034	-.427	-2.969	-1.005
Asymp. Sig. (2-tailed)	.973	.669	.003	.315

a. Grouping Variable: Three Studies

la lectura de la guía por más de 5 minutos tiene impacto en la reducción de carne.

Study #2.1
VS
Study #2.2. More than 5 minutes

Test Statistics[a]

	Please indicate to what level do you agree with the following options: [I intend to eat vegetarian in the next 12 months]	I intend to eat vegan in the next 12 months	I intend to reduce my meat consumption in the next 12 months	I intend to reduce my fish consumption in the next 12 months	I intend to reduce my egg consumption in the next 12 months	I intend to reduce my dairy consumption in the next 12 months
Mann-Whitney U	1417.000	1542.000	905.000	1526.000	1574.500	1805.500
Wilcoxon W	36397.000	37857.000	34316.000	34422.000	37352.500	38120.500
Z	-3.535	-3.404	-4.136	-3.013	-2.556	-2.177
Asymp. Sig. (2-tailed)	.000	.001	.000	.003	.011	.029

a. Grouping Variable: Three Studies

diferencias significativas entre los que no recibieron la guía y los que la leyeron más de 5 minutos.

Bonferroni corrector: 0.008

statistical analysis - perceived frequency consumption

2.2. comparación entre el study 2 study 3

Test Statistics[a]

	In the last 2 months, compared with last year, how often do you believe you have consumed: Chicken	Fish	Shellfish	Pork	Red meat	Eggs	Dairy
Mann-Whitney U	26210.000	27877.000	26147.000	24703.000	24310.000	25525.000	27205.000
Wilcoxon W	64436.000	66103.000	46853.000	62929.000	62536.000	63475.000	64333.000
Z	-1.273	-.094	-1.166	-2.325	-2.526	-1.711	-.317
Asymp. Sig. (2-tailed)	.203	.925	.244	.020	.012	.087	.751

a. Grouping Variable: Three Studies

2.2. comparación en study 3: según el tiempo destinado

Test Statistics[a,b]

	In the last 2 months, compared with last year, how often do you believe you have consumed: Chicken	Fish	Shellfish	Pork	Red meat	Eggs	Dairy
Chi-Square	7.181	.452	5.534	7.477	6.419	24.153	3.289
df	3	3	3	3	3	3	3
Asymp. Sig.	.066	.929	.137	.058	.093	.000	.349

a. Kruskal Wallis Test

b. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

*** corrector de Bonferroni p<0.008 NO HAY DIFERENCIAS SEGÚN EL TIEMPO QUE LO LEYÓ.**

2.2. comparación entre el study 3: según el tiempo destinado

Didn't open the booklet/Threw it away
VS
Less than a minute

Test Statistics[a]

	In the last 2 months, compared with last year, how often do you believe you have consumed: Chicken	Fish	Shellfish	Pork	Red meat	Eggs	Dairy
Mann-Whitney U	1381.000	1333.000	1228.500	1263.500	1393.500	1375.500	1172.000
Wilcoxon W	2462.000	2414.000	2309.500	3216.500	2474.500	2456.500	3125.000
Z	-.304	-.604	-1.288	-1.063	-.220	-.337	-1.856
Asymp. Sig. (2-tailed)	.761	.546	.198	.288	.826	.736	.063

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Didn't open the booklet/Threw it away
VS
Between 1 and 5 minutes

Test Statistics[a]

	In the last 2 months, compared with last year, how often do you believe you have consumed: Chicken	Fish	Shellfish	Pork	Red meat	Eggs	Dairy
Mann-Whitney U	1502.500	1687.000	1476.500	1645.500	1485.500	1165.000	1565.500
Wilcoxon W	2583.500	2768.000	2557.500	2726.500	2566.500	4168.000	4568.500
Z	-1.480	-.454	-1.614	-.685	-1.455	-3.412	-1.188
Asymp. Sig. (2-tailed)	.139	.650	.107	.493	.146	.001	.235

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Didn't open the booklet/Threw it away
VS
More than 5 minutes

Test Statistics[a]

	In the last 2 months, compared with last year, how often do you believe you have consumed: Chicken	Fish	Shellfish	Pork	Red meat	Eggs	Dairy
Mann-Whitney U	261.500	377.000	263.000	304.500	277.000	343.500	370.000
Wilcoxon W	1342.500	1458.000	1344.000	1385.500	1358.000	1424.500	541.000
Z	-2.445	-.575	-2.366	-1.705	-2.213	-1.142	-.768
Asymp. Sig. (2-tailed)	.014	.565	.018	.088	.027	.254	.443

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

* corrector de Bonferroni p<0.008

2.2. comparación entre el study 3: según el tiempo destinado

Less than a minute
VS
Between 1 and 5 minutes

Test Statistics[a]

	In the last 2 months, compared with last year, how often do you believe you have consumed: Chicken	Fish	Shellfish	Pork	Red meat	Eggs	Dairy
Mann-Whitney U	2093.500	2374.000	2308.500	1959.000	2034.500	1520.500	2278.000
Wilcoxon W	4046.500	5377.000	4261.500	3912.000	3987.500	4523.500	4231.000
Z	-1.305	-.057	-.346	-1.895	-1.432	-3.901	-.528
Asymp. Sig. (2-tailed)	.192	.955	.729	.058	.152	.000	.598

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Less than a minute
VS
More than 5 minutes

Test Statistics[a]

	In the last 2 months, compared with last year, how often do you believe you have consumed: Chicken	Fish	Shellfish	Pork	Red meat	Eggs	Dairy
Mann-Whitney U	369.500	540.000	443.000	346.000	382.000	486.500	503.000
Wilcoxon W	2322.500	2493.000	2396.000	2299.000	2335.000	2439.500	2456.000
Z	-2.297	-.216	-1.371	-2.551	-2.140	-.876	-.796
Asymp. Sig. (2-tailed)	.022	.829	.170	.011	.032	.381	.426

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Between 1 and 5 minutes
VS
More than 5 minutes

Test Statistics[a]

	In the last 2 months, compared with last year, how often do you believe you have consumed: Chicken	Fish	Shellfish	Pork	Red meat	Eggs	Dairy
Mann-Whitney U	570.500	675.000	587.500	575.500	590.500	344.500	670.000
Wilcoxon W	3573.500	3678.000	3590.500	3578.500	3516.500	3347.500	3673.000
Z	-1.202	-.176	-1.040	-1.158	-.922	-3.527	-.246
Asymp. Sig. (2-tailed)	.230	.860	.298	.247	.356	.000	.806

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

* corrector de Bonferroni p<0.008

study 1, study 2.1 and study 2.2 (more than 5 min.)

Study #1
VS
Study #2.2 More 5 minutes

NOT ASKED IN STUDY #1

Study #2.1
VS
Study #2.2. More than 5 minutes

Test Statistics[a]

	In the last 2 months, compared with last year, how often do you believe you have consumed: Chicken	Fish	Shellfish	Pork	Red meat	Eggs	Dairy
Mann-Whitney U	1700.500	2386.500	2142.500	1585.000	1632.000	1592.000	2365.000
Wilcoxon W	39926.500	40612.500	39817.500	39811.000	39858.000	39542.000	39493.000
Z	-2.362	-.287	-.972	-2.712	-2.581	-2.715	-.286
Asymp. Sig. (2-tailed)	.018	.774	.331	.007	.010	.007	.775

a. Grouping Variable: Three Studies

diferencias significativas entre los que no recibieron la guía y los que la leyeron más de 5 minutos: possible bias??? en la frecuencia estimada?? no en behavior pero sí en la percepción de la frecuencia del behavior.

statistical analysis - reasons

2.2. comparación entre el study 2 study 3

Test Statistics[a]

	If you have changed your diet in the last 2 moths, which is the main reason why?
Mann-Whitney U	8571.500
Wilcoxon W	15357.500
Z	-1.769
Asymp. Sig. (2-tailed)	.077

a. Grouping Variable: Three Studies

* corrector de Bonferroni p<0.016

2.2. comparación entre el study 3: según el tiempo destinado

Didn't open the booklet/Threw it away
VS
Less than a minute

Test Statistics[a]

	If you have changed your diet in the last 2 moths, which is the main reason why?
Mann-Whitney U	108.000
Wilcoxon W	174.000
Z	-.780
Asymp. Sig. (2-tailed)	.435
Exact Sig. [2*(1-tailed Sig.)]	.513[b]

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

b. Not corrected for ties.

Less than a minute
VS
Between 1 and 5 minutes

Test Statistics[a]

	If you have changed your diet in the last 2 moths, which is the main reason why?
Mann-Whitney U	760.500
Wilcoxon W	1841.500
Z	-.748
Asymp. Sig. (2-tailed)	.455

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Didn't open the booklet/Threw it away
VS
Between 1 and 5 minutes

Test Statistics[a]

	If you have changed your diet in the last 2 moths, which is the main reason why?
Mann-Whitney U	388.000
Wilcoxon W	1054.000
Z	-.466
Asymp. Sig. (2-tailed)	.641

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Less than a minute
VS
More than 5 minutes

Test Statistics[a]

	If you have changed your diet in the last 2 moths, which is the main reason why?
Mann-Whitney U	108.000
Wilcoxon W	174.000
Z	-.780
Asymp. Sig. (2-tailed)	.435
Exact Sig. [2*(1-tailed Sig.)]	.513[b]

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

b. Not corrected for ties.

Didn't open the booklet/Threw it away
VS
More than 5 minutes

Test Statistics[a]

	If you have changed your diet in the last 2 moths, which is the main reason why?
Mann-Whitney U	455.500
Wilcoxon W	1536.500
Z	-1.102
Asymp. Sig. (2-tailed)	.270

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

Between 1 and 5 minutes
VS
More than 5 minutes

Test Statistics[a]

	If you have changed your diet in the last 2 moths, which is the main reason why?
Mann-Whitney U	179.500
Wilcoxon W	245.500
Z	-.541
Asymp. Sig. (2-tailed)	.589
Exact Sig. [2*(1-tailed Sig.)]	.647[b]

a. Grouping Variable: If you read the booklet, approximately how much time did you dedicate to reading it?

b. Not corrected for ties.

*** corrector de Bonferroni p<0.008**