

EXAMINING THE BEHAVIOUR OF
RE-GIFTING USING A
MULTI-METHOD APPROACH

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Abstract of a thesis submitted in partial fulfillment of the requirements for the
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This study investigated the behaviour of re-gifting using both qualitative and quantitative research methods. Re-gifting is the gift-giving behaviour of giving a gift that was previously given to you, to another with the pretence that you purchased the gift. The qualitative phase used semi-structured interviews to uncover an initial understanding of re-gifting behaviour from participants' selected using purposive sampling. The main findings arising from this phase showed that re-gifters used three main factors to determine when it is appropriate to re-gift. These three factors, relationship, occasion and gift were used as the basis of the conceptual framework. This framework was then analysed using an online experiment with the use of vignette techniques which was the focus of the quantitative phase.

The study focused on understanding what influences individuals decisions to re-gift. The main factors of interest were how the gift, occasion and relationships involved influenced re-gifting intentions. Re-gifting attitudes where analysed using the factors gift-giving attitudes, previous re-gifting experiences and frequency of re-gifting. A total of 211 responses were collected from Web users from around the

world. The study suggests that re-gifters are influenced by the relationships involved and the type of gift, not the occasion. Re-gifting attitudes can be influenced by previous re-gifting experiences. This study has numerous practical implications, more specifically for retailers and charity organisations. This study adds major contributions to both gift-giving and disposition literature and introduces the area of re-gifting. Future research in cultural differences, gender differences and re-gifters versus non re-gifters suggested.

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CHAPTER ONE:

INTRODUCTION

1.1. Introduction to the Study

The practice of gift-giving is embedded in the cultures of most societies with millions of dollars spent on gifts each year. Gift-giving is the phenomenon of selecting an object or service to present as a gift to a person at a certain occasion (Belk, 1976). This ancient tradition has had a considerable amount of research into the many aspects of gift-giving behaviour and exchange (Belk, 1976; Sherry, 1983). More recent gift-giving research has focused on giving branded gifts (Clarke, 2006; Parsons, 2002), cross-cultural studies (Krishna, 2009; Mortelmans & Damen, 2001; Qian, Razzaque & Keng, 2007), individual versus joint gift-giving (Liao & Huang, 2006) and communicating gift failures (Nguyen & Munch, 2010; Roster, 2006).

A behaviour associated with gift-giving is the phenomena of re-gifting. This involves the recipient of a gift, giving it to another recipient with the pretence that the gift is a new one. The gift must be an unused one and is passed to the new receiver as if it was an original purchase (Ballantine & Parsons, 2010). Little is known about this re-gifting behaviour with research only hinting at the concept (Sherry, McGrath and Levy (1992) called this type of behaviour lateral cycling) and a conceptual paper (Ballantine & Parsons, 2010). There has been considerable

growth in the number of discussions in the popular press on this topic promoting the acceptance of re-gifting in society. This research will draw from concepts discussed in the popular press on re-gifting behaviour. For example, many websites and discussion forums provide guides for individuals to re-gift appropriately, including the best way to practice re-gifting without getting caught out or feeling guilty (Casper, 2010; Dunleavy, 2007; Neville, 2009; Newbern, 2009). It also discusses how important re-gifting will become in the future with regards to the economy, social aspects and the environment. Thus, re-gifting appears to be an important area for research.

1.2. Background of the Study

This thesis seeks to understand the behaviour of re-gifting by focusing on the motivations, influences and characteristics of re-gifters. This study aims to uncover the reasons and influences behind the behaviour of re-gifting. A multi-method approach will be used to gather an initial awareness of re-gifting behaviour. The qualitative phase aims to discover the process and motivations for re-gifting. These findings are then used to develop the conceptual framework and hypotheses for the quantitative study. Gaining knowledge of the decision to re-gift is one step towards understanding the whole process of re-gifting. There is yet to be any empirical work on re-gifting behaviour, therefore this research will be the first of its kind and provide initial insights into the factors behind the act. As there is limited academic

literature on the act of re-gifting, this thesis will draw on ideas from the gift-giving and disposition literature in order to help focus this study.

When a gift is given to someone, it is not always what they want, so what happens to these unwanted gifts? The recipient must choose a method of disposition. This is a behaviour people undertake to get rid of a product (gift), either by keeping it, permanently or temporarily disposing of it (Jacoby, Berning, & Dietvortst, 1977). One method of disposition that has yet to be given any attention in the literature is the act of re-gifting. The re-gift can be as simple as a bottle of wine and a box of chocolates or products that are more elaborate. Re-gifting does not include self-gifts, which are gifts, defined by Mick and Demoss (1990), that are personally symbolic and premeditated acquisitions for one's self. The behaviour of re-gifting is interesting because it has often been seen as socially unacceptable to some people (Casper, 2010). However, according to the popular press, re-gifting is becoming more accepted among Western societies (Casper, 2010). Not only will this research contribute to the literature, it will also give retailers and marketers an understanding of this group of people who re-gift. This is important because re-gifters are potential customers but choose not to be as they do not go to a store and select a gift. It is hoped that this study will provide a starting point for further research in this field to fill the large gaps in the literature.

1.3. Research Approach

This study employs a multi-method approach in order to satisfy the research objectives. A multi-method approach gathers data from different sources and allows for further investigation in the area of interest in the second phase. As all data collection methods have limitations, using a multi-method strategy can strengthen the overall validity and reliability of a study (Creswell, 2003). This type of multi-method approach follows a sequential procedure whereby one method is followed by another (Creswell, 2003). In this study, the first method is qualitative for exploratory purposes, and the second method is quantitative where a large sample is used to generalise to the whole population. The rationale behind using a multi-method approach is to explore participant's views on re-gifting with the intent of using these findings to develop and test a framework with a sample of re-gifters.

1.4. Research Objectives

Following a multi-method approach, this research has two main phases each with key objectives as discussed below.

1.4.1. Qualitative Phase

The purpose of the qualitative phase is to use exploratory methods to gain an initial understanding of re-gifting behaviour. The main aim of this phase is to discover what motivates an individual to re-gift and what type of situation leads them to this

behaviour. The second objective in this phase of the research is to explore the outcomes (such as the emotions and attitudes) of re-gifting.

1.4.2. Quantitative Phase

The purpose of this phase in the research is to develop a conceptual model that will show how re-gifters decide whether the situation is appropriate to re-gift. This is developed from the findings in the first research phase and from the literature. From this conceptual model, a number of hypotheses are posited about the relationships between the variables. The objective of this phase is to discover what factors influence individual's intentions to re-gift.

Following the themes which emerged from the qualitative phase (see Chapter Three), the three main research questions of this phase are to discover:

- Does relationship intimacy, occasion and gift appropriateness influence individual's decision to re-gift?
- Do individual's attitude towards gift-giving influences their decision to re-gift?
- Do individual's previous re-gifting experiences and frequency of past re-gifting influence their current decisions to re-gift?

1.5. Thesis Outline

The thesis is divided into seven chapters as follows:

- Chapter One introduced the study and provided an overview of the research.
- Chapter Two presents the literature for the study. This is divided into three main areas; the gift-giving literature relevant to the context of this study, the disposition literature and how it may inform research in the area of re-gifting, with the last section introducing the topic of re-gifting while also outlining the paucity of research in this area.
- Chapter Three outlines the qualitative phase of this study. This chapter includes the aims, methodology and results of this exploratory phase.
- Chapter Four presents the theoretical framework of the quantitative phase and the main research for this study. This chapter was developed in conjunction with the current literature and the findings from Chapter Three and details the hypotheses to be tested
- Chapter Five outlines the methodology for the quantitative phase including the development of the experimental design, the online questionnaire, vignettes and sampling procedures.

- Chapter Six presents the results of the online questionnaire addressing each of the hypotheses and the statistical methods used.
- Chapter Seven discusses the major findings in relation to the literature and the qualitative phase. This chapter also presents the implications and possible future research.

CHAPTER TWO:

LITERATURE REVIEW

2.1. Introduction

The aim of this chapter is to gain an understanding of the literature in the area of gift-giving, disposition and introduce the topic of re-gifting. Research on gift-giving has been widely studied and is embedded in the culture of most societies. The first section is based on the key literature in gift-giving behaviour including a model of gift-giving behaviour, gift exchange models and gift selection strategies. Key aspects of the gift-giving literature are then discussed including how gifts are evaluated, what motivates one to give gifts and what happens when gift-giving goes wrong. The literature then focuses on the concept of disposition, where goods (or gifts) are disposed of in many different ways. The final section of the literature review introduces the behaviour of re-gifting. This topic has recently become a common discussion point in the popular press. There is limited academic literature on re-gifting showing the need for this research.

2.2. The Gift-Giving Phenomenon

A gift is an economic and social exchange of any good that can be transferred in a social interaction between a giver and receiver (Garner & Wagner, 1991). Belk (1976) defines gift-giving as “the phenomenon of selecting an object or service “X”

to present as a gift to person “Y” on “Z” occasion” (p.155). Gift-giving is an important social behaviour in many different cultures and societies. There are both economic and social impacts of gift-giving. There is a large economic impact as a considerable amount of money is spent on gifts each year. An American national survey found that the average U.S. consumer spends \$630 on gifts over the Christmas holidays (“Holiday shoppers”, 2008). Family expenditure on gifts will vary depending on family size, demographics and the quantity and amount spent on gifts will increase as household income increases (Garner & Wagner, 1991).

The social impact of gift-giving includes the effect these types of exchanges have on social relationships both intimate and distant. Social relationships can be created and maintained through the practice of gift-giving (Sherry, 1983) and in many cultures there is a social obligation to give gifts at certain occasions (Belk, 1976). Recently, studies have found evidence for three characteristics in consumer gift systems including social distinctions, norms of reciprocity, and rituals and symbols (Giesler, 2006). Other research has linked gift-giving in romantic relationships to attachment theory (Nguyen & Munch, 2010), and Wooten (2000) found that gift-giving produces anxiety when givers are highly motivated to elicit desired reactions from the recipient.

The first influential model of gift-giving behaviour is an analysis of consumer gift-giving from an anthropological perspective (Sherry, 1983). The model states that the gift exchange process has three stages: gestation, prestation and reformulation. The gestation stage includes all behaviour prior to the actual gift exchange, such as shopping for the gift itself. The prestation stage is when the exchange occurs and the reformulation stage is when attention is focused on the disposition of the gift. This final stage is when the relationship between the giver (donor) and the receiver (recipient) is realigned depending on the recipient's reaction to the gift. Ruth, Otnes, & Brunel (1999) explored gift recipients' perceptions of relationship realignment in the reformulation stage. Their findings suggest that gift exchanges are accompanied by both positive and negative relationships. Surprise, delight and gratitude are some of the positive emotions that commonly arise and often strengthen the relationship between giver and receiver. The common negative emotions include fear of rejection and uncertainty.

According to Belk and Coon (1993), there are three models of gift-giving: economic, social, and agapic exchange. The economic model illustrates how material flows from both sides, with the gift seen as a commodity with utilitarian value. The social model describes gifts as tokens with symbolic value, and relationships are formed and strengthened during the act of gift-giving. This model creates social indebtedness and goodwill between people. Because these gifts have

symbolic meanings it is common (especially among women) for gifts to be kept as mementos even after a relationship has ended. The agapic model is the concept that gift-giving is motivated by sacrifices and the desire to please. Belk and Coon (1993) describe this model of agapic love as expressive, emotional and nonbinding gift exchange. This type of love can also include brotherly/sisterly love, parental love and spiritual love as an expression of selfless sacrifice and emotion.

Wooten and Wood (2004) consider how gift exchanges can become a dramatisation where recipients tailor performances to meet the social expectations of givers. There are four acts to this performance including: elicitation, revelation, reaction and consumption. The elicitation act conveys the recipients gift expectations and occur in the gestation stage. Revelation and reaction occur in the prestation stage and is where the recipient shows eagerness and appreciation for the gift. The last act is consumption which occurs in the reformulation stage and is where the recipient must show that they value the gift.

Gift selection is a planned and highly involving consumer choice (Belk, 1976). This is part of the gestation stage of gift-giving (Sherry, 1983), where the giver searches and selects an appropriate gift for the receiver. Otnes, Lowrey and Kim (1993) explored how Christmas shoppers label gift recipients as easy and difficult in terms of gift selection. The terms 'easy' and 'difficult' arise from whether the recipient

aids or hinders the giver's search. Common 'difficult' recipients included in-laws, fathers, grandparents and step relatives whereas common easy recipients included children, friends of the same gender, mothers and sisters. Different gift selection strategies are used depending on the role of the giver. Six roles were found which are: pleaser, provider, compensator, socialiser, acknowledger and avoider (Otnes et al., 1993). Another way givers select gifts is with the use of a third party. Lowrey, Otnes and Ruth (2004) research on the use of others in the gift selection process found that seemingly personal gifts for recipients can actually reflect the social network of the giver. It was found that these third parties influence not only one gift exchange, but influence many over time and can vary in relationship intimacy.

There are numerous occasions when gift exchanges can occur. There are also different reasons for gift exchanges such as celebrations, rituals, cultural traditions and to show love in a social relationship. Larsen and Watson (2001) describe how there are two types of gift exchange occasions: formal and informal. Formal occasions include Christmas, birthdays and weddings. Informal occasions are gift exchanges that occur spontaneously. With certain celebratory events, it is a social requirement to bring along a gift. It is often common that in certain occasions (for example a wedding), that presenting a gift is both a ritual and a requirement for a participatory role (McGrath, 1995). Gift givers can often become anxious about giving at certain occasions especially when the event is of high importance or a

formal event which has strict customs or rules (Wooten, 2000). Christmas is a peak gift consumption period where religious customs are intertwined with the giving of gifts. The use of customs such as gift wrapping and decorating trees are used to heighten the gift experience. It is discussed by Mortelmans and Damen (2001) how certain gift-giving occasions are becoming highly commercialized and a large amount of pressure is placed on the gift-giving aspects of these holidays such as Christmas, Valentine's Day and Mother's Day.

Cultural differences can affect the way consumers carry out gift-giving practices. Park (1998) showed how cultural differences affect gift selection by comparing American gift-giving behaviours with Korean behaviours. One of the main differences found was that Korean people had more instances of gift-giving and that group conformity and saving face pressures are strong motivations in Korean culture. A study by Joy (2001) analysed gift-giving behaviour in Chinese culture. Results indicated the existence of a gift continuum that consists of a social scale of friendship. This social scale of friendships ranges from high (such as close friends and family) to low (such as acquaintances and distant relations) levels of intimacy. The findings suggest that even in this collectivist culture, there is still a sense of individualism and a need to save face and give a gift in return. However, it is argued that in family contexts there is no need to build relationships through gift-giving, and reciprocating gifts is discouraged (Joy, 2001).

The effect of consumers' gender is significant in gift-giving behaviour. Dunn, Huntsinger, Lun and Sinclair (2008) looked at the differences and influences in gender roles when giving desirable and undesirable gifts. Their study found that gender played a moderating role in gift-giving, and that gift quality influenced perceptions of similarity. It was found that when men received a bad versus a good gift, they felt significantly less similar to their acquaintance. Gender roles also influence gift selection, as found by Fischer and Arnold (1990), when Christmas shopping, women are more involved than men are. Women gave more gifts to recipients, started shopping earlier, spent more time shopping per recipient and reported greater success than men. As supported by McGrath (1995), females perceived gift exchange relationships as significantly more intimate than males. These studies show that gender differences can affect how consumers achieve gift selection and their reactions to gift exchange. The following table summarises the important research on gift-giving that has take place in the last 10 years.

Citation	Purpose of the Study	Major Findings
Mortelmans and Damen (2001)	Examined consumers' attitudes towards commercialism on gift-giving occasions in Belgium.	Giving gifts is a different social reality than buying gifts. A clear difference between males and females was found. Family size also influences feelings towards gift-giving, with a larger family meaning longer gift exchanges and therefore negative influence on feelings of the exchange process.
Parsons (2002)	Examined the recipient influence in brand choice in gift-giving behaviour.	The findings suggest the givers vary their brand choice depending on relationship type, gender, income and age. Givers also search for brands that have symbolic benefits.
Rugimbana, Donahay, Neal and Polonsky (2003)	Explored the motivations behind young males Valentine's Day gift-giving.	Motivations are based on obligation, self-interest and altruism. There may be a deeper sense of perceived social power relationship between genders.
Clarke (2006)	Examined parental gift-giving at Christmas time, focusing on involvement and giving branded items.	It is important for parents to give the right gifts to their children however a large proportion of the parents in this study did not feel obliged to give popular branded gifts. Parents dislike advertising directed at children and would not purchase a brand that did.
Liao and Huang (2006)	Explored the effects of individual and joint gift-giving on the receivers' emotional responses.	Joint gift-giving produces more positive emotions from receivers. Close relationships also produce more positive outcomes along with non-monetary gifts. In distant relationships, individual monetary giving creates negative emotions and uneasiness.
Roster (2006)	Examined how gift recipients communicate gift failures to givers.	There is a sense of drama in gift-giving. The nature and closeness of the giver/receiver relationship is an important variable in determining the impact of gift failures. Close relationships are more susceptible to negative effects of gift failures.
Qian, Razzaque and Keng (2007)	Investigated Chinese gift-giving behaviour during the Chinese New Year and the influences of cultural values.	Chinese cultural values had a significant impact on gift-giving behaviors. These behaviours include the importance of gift-giving; the amount spent on gift-giving and gift selection efforts. The 'face' component also had a significant impact on gift-giving behaviour.

Table 1: Recent Gift-giving literature (2001-2010)

Dunn, Huntsinger, Lun and Sinclair (2008)	Investigated how good and bad gifts influence relationships for both acquaintances and close relationship partners.	Male and females have different perceptions of the impact on the relationship. Men reported feelings of less similarity with their new acquaintance and romantic partner after receiving an undesirable gift. Females' perceptions of similarity were unchanged however they were elevated after receiving a bad versus good gift from a romantic partner.
Vanhamme and de Bont (2008)	Investigated surprise gifts from a giver's point of view and the selection and purchase process.	Money-back guarantees are more important than good deals when purchasing surprise gifts. These gifts are often purchased at the spur of the moment without extended search.
Duncan (2009)	Explored secret Santa gift exchanges at Christmas time.	Secret Santa exchange is a cooperative gift-giving agreement. Individuals will contribute less when their gifts are allocated in this type of exchange.
Krishna (2009)	Compared gift-giving behaviour among British and Chinese people. This research also focused on the giving of monetary gifts.	There is a large difference among the motivations, gifts given and occasions between the two cultures. For British people, giving monetary gifts was usually because of lack of time to select a gift or lack of knowledge in what the recipient would like. For Chinese people, monetary gifts signify good luck and are seen as offering assistance, especially for newlyweds.
Tuten and Kiecker (2009)	Explored the meanings and values teenagers place on receiving gift cards at gift exchanges.	Gift cards can be a functional gift for difficult recipients and can be called a "play it safe" strategy. They enable recipient's choice which can fulfill teenager's desire for independence and control. The findings suggest that gift card givers play the role of acknowledgers and pleasers.
Nguyen and Munch (2010)	Attempted to examine the miscommunications and failure of social gift-giving	This study discussed how individuals communicate their feelings towards receiving a gift. Highlights the fact that gift disposition has been relatively under researched.

Table 1: Recent Gift-giving Literature (2001-2010) (continued)

2.2.1. Motivations for Gift-Giving

Giving gifts is commonplace at celebrations, events and spontaneous occasions. Dependant on the type of occasion and participants involved, consumers are motivated to give gifts for many different reasons. The literature suggests there are several motivations for gift-giving which include: altruistic and agonistic motivations (Sherry, 1983), obligation (Belk, 1976), reciprocity (Belk, 1976), rituals (Caplow, 1982), and maintaining social relationships (Wooten, 2000). A consumer's motivation to give a gift can include one or more of these factors and are these discussed in detail below.

Sherry (1983) suggests that the giver has two types of motivations for gift exchange in the gestation stage, altruistic and agonistic. Altruistic is when gifts are offered to express love towards the recipient, therefore the motivation is to maximize the pleasure of the recipient. Agonistic is when givers are motivated to give gifts in order to maximize their own personal satisfaction. Givers can be motivated to give because of their own self-interest, to obtain pleasure or to show friendship (Rugimbana, Donahay, Neal & Polonsky, 2003). Self-interested givers are motivated to establish wealth or status, reinforce relationships, gain social recognition and create receiver indebtedness (Wolfenbarger, 1990). These findings are supported by Beatty et al. (1991) where the study found that gift-givers can be classified into two groups, people who give gifts to make themselves feel better

(self-respect givers) and people who give gifts to reinforce relationships (relationship givers). Another study found that there are two types of gift-giving situations where gifts are given either voluntary or out of obligation (Goodwin, Smith & Spiggle, 1990). Voluntary motives include giving to cheer someone up, express apology, concern or affection. Ruffle (1999) suggests that gift-giving occasions such as Christmas, weddings and birthdays are driven by the desire to please the gift recipient.

A sense of obligation to give can be a strong motivation to give and receive gifts. An obligation motivation is where the giver feels duty-bound to give a gift to the recipient (Park, 1998). In a study by Komter and Vollebergh (1997), the feelings of givers were analysed when giving to various groups of people. It was found that feelings of affection were more common than feelings of obligation; however feelings of obligation were more common when participants gave gifts to parents, parents-in-law or kin. Komter and Vollebergh (1997) found that feelings of affection were more associated with giving to friends than family. They proposed that this is because often there is a moral obligation to give to family members because they feel obligated to sustain family ties. Receiving a gift can lead to high anxiousness and the belief that there is a need to reciprocate (Belk, 1976). The failure to reciprocate can lead to an imbalance in the relationship. An obligation to give can come from moral or religious imperatives (Belk, 1976). Common among

collectivist cultures, group conformity and face-saving pressures can lead to an obligation to give gifts (Park, 1998). Many formal occasions are based around religious events that involve rituals of gift-giving such as Christmas (Caplow, 1982). Although gifts given at ritualistic occasions may be cherished, due to the sense of forced involvement the quality of the gift exchange may be reduced (Larsen & Watson, 2001).

Consumers can be motivated to give gifts due to the need to maintain social relationships. This is because at many events and celebrations there are social expectations about the type of gift that is appropriate to give. In social relationships the giver may have feelings of sympathy or love towards the recipient which then motivates them to give a gift. High interpersonal stakes can motivate a giver to search for an appropriate gift and make them anxious about giving (Wooten, 2000). The number of people involved in gift experiences can increase anxiety and motivate a giver to select comparative gifts. When a relationship between two people is highly involved in each other's lives, one may do the other a favour of some kind. The giver may feel morally obligated to then return the favour through the medium of a gift. This moral indebtedness can often be a motivator to give gifts in social relationships (Komter & Vollebergh, 1997).

Ruth et al. (1999) examined how gift exchanges have different relational effects where the outcomes differ in emotions, rituals and focus of the gift. These six effects are strengthening, affirmation weakening, severing, negligible effect and negative confirmation. Gifts can be given to strengthen relationships and can create personalised rituals that deepen and enhance the relationship (Ruth et al., 1999). Gifts may be kept when they remind us of intimacy and shared meanings within a relationship (Belk & Coon, 1993). Affirming exchanges are often centred around family and in the context of ritualised occasions.

2.2.2. How Gifts are Evaluated

The perfect gift as described by Belk (1996) requires sacrifice, with the aim to please, provide luxury, surprise and delight the recipient with a gift that is uniquely appropriate for them. Both the giver and the receiver evaluate gifts according to some frame of reference. Gifts can be evaluated by the giver and receiver as a perfect gift, an appropriate gift or an inferior gift. When a gift is viewed as an inferior gift, it can be regarded as an act of unfriendliness (Schwartz, 1967). In order for the gift experience not to be disappointing or misleading, gifts need to be aligned with the relationship in terms of cost, context/situation and appropriateness (Larsen & Watson, 2001). The gift is deemed appropriate based on four factors, the symbol of the relationship, the stage of life, the occasion, and history (Larsen & Watson, 2001). The symbol of the relationship is where the gift can be seen as an

investment in the relationship. The stage of life can affect appropriateness such as becoming a symbol of progression in someone's life. The occasion where the gift is given can impact the gift appropriateness as certain occasions call for different types of gifts. History between the giver and receiver can affect how a gift is perceived and will often be chosen based on previous transfers.

The behavioural cost concept describes how upon receiving a gift, the recipient evaluates it based on the perceived costs which includes time, physical budget and the psychic budget (resources used when searching for the gift) and the recipients preference for the gift (Robben & Verhallen, 1994). A high investment of time and effort by the giver can result in the recipient viewing the gift as more valuable and memorable (Areni, Kiecker, & Palan, 1998). The nature of the situation can influence how a gift is evaluated. When a gift is given in a situation that is deemed obligatory, it is often viewed as less meaningful or valuable, whereas a spontaneous gift is highly appreciated because it was unexpected (Larsen & Watson, 2001).

The study by Sherry, McGrath and Levy (1993) analysed the relationship between sentiment and substance (monetary value) of the gift exchange. Findings from this study showed that participants thought the ideal gift was something that would be treasured, when sentiment was high but substance was low, such as a handmade gift from a child to parent. When both substance and sentimental value is low, the gifts

are not treasured and are generally generic goods. When the giver gives an item that is something the recipient truly needs, they are acting as a provider or compensator (Otnes et al., 1993). The recipient evaluates this gift as an item they will remember and relive the givers empathetic gift exchange (Ruth et al., 1999). Choosing the best gift for someone can be hard and sometimes gift-giving can have negative outcomes for relationships. The next section discusses when and why gift-giving can go wrong.

2.2.3. When Gift-giving Goes Wrong

Gift-giving can go wrong when the recipient of the gift evaluates the gift negatively based on perceived costs, the situation, and the appropriateness of the gift. Gift exchanges can often become a contest, even an ordeal, for both givers and receivers (Sherry et al., 1993). Once the gift is received and unwrapped, the recipient goes through a set of socially conditioned responses in order not to show signs of disappointment if the gift is not wanted (Sherry et al., 1992). The giver evaluates the outcome of the gift exchange based on the verbal, nonverbal and behavioural responses of the recipient (Roster, 2006). Behavioural responses that the receiver can view as a gift failure include the failure to display or use the gift. A gift can reinforce the social bonds of the relationship or reconfirm suspicions of mistrust or inadequacy (Sherry et al., 1992). A gift exchange will be deemed a failure more often when the relationship between the giver and the recipient is a loose social

connection (Roster, 2006). When the relationship quality is more closely connected, such as family members, the less impact gift failure has on the relationship (Roster, 2006).

Even before the gift has been given, the giver may feel negative about the gift-giving situation. This can be due to the stress of purchasing an appropriate gift for the recipient. Unfriendliness can become a component of the gift-giving experience (Schwartz, 1967) as there is a loss of personal control in giving the gift because they could be using those resources for self-gratification. Gift-giving can cause resentment when both parties feel that there is forced involvement (Sherry et al., 1993). Belk and Coon (1993) suggest that when there is a perceived necessity to reciprocate then there is no underlying emotion of love in this obligatory gift exchange. Camerer (1988) suggests that there is inefficiency in gift exchanges because good gift-giving involves guessing the recipients' tastes. Therefore, a close friend is more likely to select a gift the recipient likes more than a friend because they know the recipients tastes better. One study by Kleine, Kleine and Allen (1995) looked at how a possession is described as 'me' or 'not me'. It was found that in gift-giving, an unsuccessful gift is described as 'not me' and a successful gift represents the receivers 'me' (self-gift) and symbolises the relationship between the giver and receiver.

Belk (1976) discusses how a balanced gifting experience reduces negative reactions and disappointment. When a giver likes the recipient and selects a gift they like, then for balance to occur the recipient must like the gift. When imbalance occurs it can cause tension in the relationship. Belk (1976) suggests that when the giver and receiver have a reoccurring gift-giving relationship, then the giver may adjust their expectations when imbalance occurs to achieve balance at the next occasion. In a sentence completion analysis of when gift-giving goes bad by Sherry et al. (1993), it was found that recipients often felt negative emotions when they were given a bad gift. The wrong gift makes them feel such emotions as frustration, embarrassment or hurt and they feel the gift was impersonal or thoughtless. There can be a sense of embarrassment in the gift exchange process by the receiver when they feel a high amount of gift-giving effort has been exerted in the gift exchange ritual (Marcoux, 2009).

Some gift-givers can find gift selection difficult and deploy strategies to reduce the anxiety in searching for gifts by selecting a generic gift that serves little purpose (Larsen & Watson, 2001). These generic gifts are often selected when the recipient is a stranger or relative whose tastes are unknown and include such items as chocolates, candy, liquor, flowers and jewellery (Camerer, 1988). Gift-givers can ask a third party such as a friend of the recipients to find out what they want or even asking the recipient outright.

A gift exchange can cause negative emotions for both the giver and the recipient. Gift-giving can cause anxiety during the gestation stage when the giver wishes to please and surprise the recipient. This anxiety can be reduced by outright asking the recipient what type of item they would like, however this reduces the mystery of the gift exchange (Sherry et al., 1993). Many researchers have studied the idea of guilt (Dahl, Honea & Manchanda, 2003), regret, and worry (Van Kleef, De Dreu & Manstead, 2006). In consumers post-purchase decisions however, there is limited research of these feelings in the area of gift-giving. Dahl et al. (2003) found three categories of guilt in the consumption context including others, society and one's self. The social aspects of guilt are not limited to close, intimate relationships but can also be applied to distant relationship types. Violation of society standards and failures in achieving personal goals can elicit guilt. Regret is a state that people are motivated to avoid, and if people do experience it, they take steps to undo it; whereas worry is a state that communicates the need for support and evokes empathy (Van Kleef et al., 2006). These negative emotions are considered as they are potential outcomes from the act of re-gifting, discussed further in this chapter.

2.3. Review of the Disposition Literature

Consumers often dispose of possessions that still have a purpose. The concept of disposition is defined as the behaviours people carry out to get rid of a product (or gift), either by keeping it, permanently disposing of it or temporarily disposing of it

(Jacoby et al., 1977). Gregson, Metcalfe and Crewe (2007) states how “getting rid of things is about being an appropriate, competent practitioner in a particular consumption practice” (p. 197). There is a circulation of products as consumers’ dispose of items in order to make room for new purchases. The decision to dispose of possessions is based around three goals (Price, Arnould & Folkman (2000). The first goal is to decide who the recipient of the possession will be, which may be based around cultural norms and family traditions, receiver congruency or reciprocity. The second decision is when the possession will be transferred, which can be opportunistic, a ritual occasion, controlled or hoarded. The last decision is how this transfer will occur, which can include direct transfer, transfer through an intermediary or selling the possession.

Divestment rituals are where a consumer disposes of a possessions private meaning to prevent it transferring to the new owner (Lastovicka & Fernandez, 2005). This study looked at the way consumer’s dispose of their possessions through garage sales and online auctions. The findings showed that there are three different paths for consumers to remove the public and private meanings from their meaningful possessions. The first is where the possessions were described as ‘never me’ and therefore never wanted in the first place. The second is separating the possession from ‘me’ to ‘not me’. The third is the new owner potentially having a shared self with the original owner.

Disposition of possessions can be difficult when the item is meaningful in some way. A study analysing mothers' strategies for disposing of their children's unwanted possessions found that four different modes of disposition are used (Sego, 2010). Items with minimal value were thrown in the rubbish, items with personal meaning were kept as mementos and kept in storage, useful items with less personal meaning were given away to other mothers, charities or sold, and meaningful items were put on display to be kept as heirlooms to be passed down through the family.

Albinsson and Perera (2009) found that consumers have many different modes of disposition including charity, sharing, recycling, exchanging or simply throwing the item away. It was found that the disposition decision and method chosen was based on both individual characteristics, the community and the items' characteristics. One method of voluntary disposition which this study focused on was clothing exchange events. This is a social event where items such as clothing and accessories are swapped. Findings showed that disposal decisions were based around individuals' characteristics, item characteristics and community characteristics. Another strategy for disposing of possessions is the use of online auction websites. eBay is a well known website for auctioning off unwanted possessions. Denegri-Knott & Molesworth (2009) found that some consumers would purchase items for only one use with the knowledge that they could then sell the item on eBay. The

next section discusses how consumers make gift disposition choices and a summary of the key studies is included.

2.3.1. The Disposition of the Gift

When the gift is no longer wanted, or was never wanted in the first place, the recipient must make a choice on the disposition method to use. Jacoby et al. (1977) found that there are three different methods of disposing of a gift. Method one is keeping it which can involve storing it, using it for its original purpose, or giving it a new purpose. Method two involves permanently disposing of it which includes throwing it away, selling it or giving it away. The last option is temporarily disposing of it such as loaning or renting the gift to someone else. Sherry et al. (1992) conducted a study on disposition behaviours and found gifts that are never returned are from immediate kin and are often heirlooms, handmade, personalised or expensive items. They also found conflicting arguments of feelings towards people who return gifts to a store. On one hand, people felt it was normal, sensible and practical to return gifts, while others felt that people who return gifts are difficult, too fussy and self-centred.

Jacoby et al. (1977) found three categories of all the factors that influence the disposition choice of gifts. These are: (1) the psychological characteristics of the decision maker, (2) factors intrinsic to the product, and (3) situational factors

extrinsic to the product. Consumers' reactions (positive, negative or neutral) to the disposition of a possession in any mode was found to influence their future disposition decisions (Albinsson & Perera, 2009). Sherry et al. (1992) described how gifts can both strengthen and weaken social ties and found a number of consistent themes relating to gift disposition in their study. Disposition by incorporation is where the gift-exchange is perceived as successful when the giver feels he/she is cared for by the receiver. Disposition by lateral cycling are goods passed through an informal economy from one person to another of equal status. As described by Belk, Sherry and Wallendorf (1988), an example of lateral cycling is a swap meet, where the gift is passed on. Another form of lateral cycling is when the unwanted gift takes the form of a hand-me-down. The last two themes of are disposition by destruction and disposition by return.

One method for disposing of unwanted gifts or possessions which is becoming more popular is over the Internet on websites such as TradeMe and eBay. On Boxing Day 2009, over 10,000 unwanted gifts were added to the online auction of Trade Me (Neville, 2009). The online auction site eBay is a platform for disposal practices that encourages the transformation of a pre-owned good into valuable stock (Denegri-Knott & Molesworth, 2009). The use of these websites enable gifts to be sold easily and efficiently to new owners in which otherwise they would not come into contact with. Table 2 gives a brief description of the findings from the

main studies in the area of disposition. This shows the growth of this topic from 1977 to 2010 and where the topic of re-gifting fits into this literature.

Citation	Purpose of the Study	Major Findings
Jacoby, Berning and Dietvortst (1977)	Examined consumers' disposition practices when goods are no longer wanted.	Three main methods of disposition are keeping it, getting rid of it permanently and temporarily getting rid of it. The three main influences of disposition are the psychological characteristics of the decision maker, the factors intrinsic to the product and the situational factors extrinsic to the product.
Belk, Sherry and Wallendorf (1988)	Used ethnography techniques to explore the behaviours of people at swap meets.	Four themes emerged from the study: freedom versus rules, boundaries versus transitions, competition versus cooperation and sacred versus profane.
Rucker, Balch, Higham and Schenter (1992)	Examined the rejection, possession and disposition of failed gifts.	The worst gift in this study was clothing followed by decorative household items. More failed gifts came from non-family or extended family members than close family members. Many people find it difficult to identify the store their gifts came from and even if they did it was difficult to return for something good. The authors discuss the idea of having some type of gift exchange clearing house for unwanted gifts.
Sherry, McGrath and Levy (1992)	Examined disposition behaviours using comparative ethnographic methods.	There are four types of disposition; by incorporation, lateral cycling, destruction and return. The concept of lateral recycling is a hint of the concept of re-gifting in academic literature. It is described as when a good passes to another of equal status through an informal economy. It is explained how gift-cyclers choose new victims rather than grateful recipients.
Sherry, McGrath and Levy (1993)	Used ethnography and projective techniques to examine gift-giving behaviour.	Gift-giving can cause high levels of anxiety, entrapment and forced involvement. There is a relationship between substance versus sentiment of the gift and displeasure for both the giver and receiver.
Price, Arnould and Folkman (2000)	Explored the events and emotions involved in older consumers' disposition of their special possessions.	Older consumers seek to pass on the meanings cherished possessions hold for them. The method of disposition is a highly involving choice, such as who and how the possessions are transferred to and often stimulated through ritual occasions of significant others such as coming of age or marriage.
Lastovicka and Fernandez (2005)	Examined consumer's disposition strategies of meaningful possessions at garage sales and online auctions.	Different divestment rituals are used when meaningful possessions are transferred to strangers. Three alternative paths are proposed which include; moving from "me" to "not me"; from "me" to "we" and the new owner having a shared self with the old owner.

Table 2: Disposition Literature Focusing on Possession or Gift Disposal

Gregson, Metcalfe and Crewe (2007)	Used qualitative methods to explore household divestment practices.	Divestment practices connect with the reproduction of particular consumption practices such as getting rid of some things to make room new. The reutilisation of objects or the storage of goods that might come in useful negates their efforts. This study introduces the idea of divestment through circulation, to reduce waste and consumerism.
Albinsson and Perera (2009)	Explored voluntary disposition at clothing exchange events to discover the factors that influence disposition decisions and behaviours.	Individual characteristics influence disposition decisions and modes of disposition. Reactions to a disposition experience influenced future disposition behaviour. Community characteristics (such as shared communities, infrastructure and media and thrift stores and charities) and item characteristics influenced disposition decisions.
Denegri-Knott and Molesworth (2009)	Explored the practices involved in selecting and selling unwanted goods through online auctions such as eBay.	eBay provides the tools for disposal of goods that are transformed from pre-owned goods into valuable stock. This practice was seen as professionalising divestment rituals as owners must advertise and weigh up the cost of sale with personal attachments to the good.
Sego (2010)	Explored the meanings attached to children's possessions and the disposal of these items through various methods.	There are four different methods of disposal of children's old possessions. The items can be thrown away, stored away indefinitely, redistributed through giving, selling or donating and put on display or in storage with the intention of passing them on someday.

Table 2: Disposition Literature Focusing on Possession or Gift Disposal (continued)

2.4. Re-gifting Literature

A method of gift disposal that has recently become of interest in the popular press and throughout the Internet is the concept of re-gifting. There has yet to be any academic research on this area of gift disposition. For the purpose of this study, re-gifting is defined as the act of giving a gift that was given to you by someone else, to another person under the deception that you purchased the gift (Ballantine & Parsons, 2010). The gift must be unused and does not include self-gifts which are personally symbolic and premeditated acquisitions for one's self (Mick & Demoss, 1990). Within Sherry's model of gift-giving, re-gifting changes the gestation stage as there is no need to go out a purchase a gift, instead it is selected from the home.

Re-gifting has grown popularity due to interest in the media and websites dedicated to the etiquette of re-gifting. The Consumer Behaviour Report November 2007 shows how the act of re-gifting is occurring in society. Major trends found were that women were more likely to re-gift than men, and that a high proportion of people were aware that they were the recipient of a re-gift. A survey of over 1000 people found that in 2008, 58% of people surveyed felt the practice of re-gifting acceptable (Wadler, 2008). Articles have also discussed the dos and don'ts of re-gifting, such as not leaving the gift card in the box or re-gift a handmade or personalized item (Dunleavey, 2007). There are a growing number of websites dedicated to re-gifting such as regiftable.com where people can discuss their re-gifting experiences with

other re-gifters ("Regifting gains popularity", 2010). Table 3 shows a number of popular press articles discussing the topic of re-gifting. As this topic is growing in interest, it is important to gain a further understanding of how people decide to re-gift a certain gift, and then choose a new person and occasion for the re-gifting to occur.

2.5. Chapter Conclusions

This chapter focused on the relevant literature for this thesis. As discussed there is a gap in the gift-giving and disposition literature where the concept of re-gifting has not been explored. This literature review focused on gift-giving, disposition and re-gifting. These three topic areas provide a basis for the following chapters.

Citation	Article	Major Points
Lovley (2006)	Re-gifting: A scrooge move no more?; Websites aim to cash in on now-acceptable practice popular with young people.	There is a growing popularity of re-gifting among young professionals. Secret Santa gift exchanges are prime instances of unloading unwanted gifts. Re-gifting makes the inefficiencies of gift-giving more economic.
Dunleavy (2007)	12 rules r re-gifting without fear	There are many rules that need to be followed when re-gifting such as removing the gift card, not telling anyone, do not re-gift used gifts or with damaged packaging. Do not pass on gifts that are handmade, heirlooms or specially brought for you.
Ganus (2007, December 24)	The gift of re-gifting: Whatever the reason is for rewrapping unwanted presents, more are doing it.	The taboo of re-gifting is being lifted and more people are admitting they re-gift and that it is a socially acceptable practice. More people are comfortable with re-gifting as they lead busy lives and feel they don't have time to think of and find, 'the perfect gift'.
Stone (2008)	Is re-gifting wrong? Not to environmentalists who are putting a green spin on unwanted holiday presents.	Environmentalists are suggesting that re-gifting is a way to save money, resources and reduce waste in landfills. Economically, it is a good method of saving money especially in a recession.
Hale (2009)	'Re-gifting' booms among recession-hit families, but beware the perils	When re-gifting, you should match the gift to the person and the items should still be nice things. Don't forget where the gift came from in order to re-gift to different social circles. Re-gifting is not always about getting rid of something but sharing it with someone else.
Casper (2010)	Re-gifting: not a social faux pas	There are many methods of disposing of unwanted presents such as returning, charity and now re-gifting is becoming a new option. Returning items and giving to charity can be time consuming. It was suggested that many people will accept gifts graciously while thinking of how they will get rid of it.

Table 3: Re-gifting Articles

CHAPTER THREE:

QUALITATIVE RESEARCH PHASE

3.1. Introduction

The discussion in the previous chapter showed an insufficient amount of literature on the concept of re-gifting, and therefore, an initial exploratory study is needed. This chapter reports the results of the qualitative phase of this research. Included is a discussion on how participants were recruited, interviews conducted and data analysed. The results are then used to develop the quantitative phase of this research.

3.2. Aims and Research Questions

In order to properly inform the second phase of this research, it was felt that a greater understanding of re-gifting was necessary. Therefore an exploratory method was the most effective way of gaining this knowledge. The aim of this exploratory stage was to discover and understand the reasons why individuals participate in the act of re-gifting, how they go about practicing re-gifting and how these individuals feel afterwards. This stage was included in the research to gather an initial understanding of the re-gifting process. This phase attempted to recognise how re-gifters choose situations, gifts, and recipients, in the act of re-gifting. The findings

are used to inform the main quantitative study. The following research questions are proposed:

The first main research question in this phase states: *What motivates an individual to participate in the act of re-gifting and what type of situation leads them to this behaviour?*

There are three sub questions that narrow the focus for this phase:

1. What are the characteristics of the presents that are re-gifted and are there certain gifts that will never be re-gifted?
2. What type of relationship does a person have with the original giver of a present for it to be re-gifted and does this matter to the person re-gifting?
3. What types of occasions are common to re-gifting (both receiving the original gift and then re-gifting it on)?

The second main question in this phase states: *What are re-gifters feelings and attitudes towards the practice of gift-giving and re-gifting?*

3.3. Methodology

The aim of this phase was to gain an initial in-depth understanding of re-gifting therefore an exploratory approach was needed. The purpose of this phase was to uncover re-gifters feelings, experiences and reasons from the participant's point-of-

view. Although a number of qualitative methods are useful such as focus groups and participant observation, in-depth interviews are the most cost effective. Interviews allow participants to divulge personal information that they may hold back around others in a focus group (Lincoln & Guba, 1985). Interviews are the chosen method for this phase because it would be difficult and time consuming to observe participants re-gifting behaviour and participants can provide historical information (Creswell, 2003).

The method of data collection used in this stage was 24 semi-structured interviews. This technique was chosen as it promotes flexibility and free-flowing discussion with the participants. The interviewer had the freedom to explore views and opinions in more detail. The potential disadvantages of using this type of collection method was that only a small sample can be interviewed and the researcher must ensure they ask no leading questions. Face-to-face interviews were appropriate as they allowed the researcher to adapt questions to the participant as necessary, picking up on cues and any signs of discomfort (Cavana, Delahaye & Sekaran, 2001).

All interviews were audio-taped to ensure the interviewer did not miss important points. Interviews were held in a café at the University of Canterbury and a local

shopping mall. Each interview lasted between approximately 30 minutes and participants were given a \$20 Westfield voucher as an incentive to participate.

3.3.1. Sample Design and Recruitment of Participants

The sampling technique used was non-probability purposive sampling. This type of sampling requires the researcher to select participants based on particular characteristics of interest (Lincoln & Guba, 1985). In the case of this research, participants were selected on the basis that they had experienced re-gifting before. Participants ranged from those who were serial re-gifters (people who re-gift all the time and may even have a closet of gifts set aside) through to one-off re-gifters.

Two methods of recruitment were used to attract participants. Firstly, advertisements were posted around the University of Canterbury inviting individuals to contact the researcher to take part in a study on re-gifting. The advertisement stated that the researcher was interested in recruiting people who have re-gifted before to participate. The second recruitment method was to use a mall-intercept approach, where as shoppers walked past, they were asked if they had re-gifted before, and if so, would they like to sit down and have an interview to discuss their opinions on re-gifting. An incentive of a shopping mall voucher was used to attract people.

3.3.2. Development of Interview Guide

The development of the interview guide focused around the key research questions. The interview guide was produced to include open-ended questions. The interview guide allows the interviewer to ensure a consistent structure across interviews while still allowing for flexibility (Miles & Huberman, 1994). A number of probing questions were supplied in the interview guide which ensured all aspects were covered in the interview. The interview guide began with general questions and then more in-depth and probing questions followed. Participants were asked to reconstruct their re-gifting experiences. A copy of this interview guide can be found in Appendix A.

3.3.3. Data Analysis Techniques

The data analysis followed a number of steps to ensure an accurate picture of the data are produced (Creswell, 2003). The first step in the data analysis was to organise and prepare the data by transcribing each interview. The output of the interviewing process was a set of interview scripts that served as the raw data for interpretation. The researcher then read the interview transcripts, noting relevant themes and ideas. These themes and ideas were coded which involves grouping interviewees' responses into categories of similar items (Coffey & Atkinson, 1999). Miles and Huberman (1994) describe the coding process as dissecting the information and making reflections in order to make sense of the data. Codes are

assigned to units of meaning which includes words, phrases or paragraphs. The main themes were analysed by going through each interview script and colour coding the important themes or ideas that answered the research questions. The following criterion was used to code and categorise the data into themes: the frequency of mention and the relevance to the research question.

The findings were placed into overarching themes and integrated into understanding the research questions. These emergent themes are the basis of the results. The interview scripts were then reviewed again to look selectively for evidence that illustrated and justified the themes (Cavana et al., 2001). The evidence was colour coordinated to match the themes or sub-themes. The overarching themes, sub-themes and relevant evidence were entered into tables to easily view the data. These tables were used to compare and contrast themes and sub-themes with the evidence provided and to uncover any conflicting evidence. Analysing the interview data in this way enabled a deeper exploration of findings.

As this study had a sample size of 24 interviews, the findings cannot be generalised to the whole population, therefore a quantitative study follows later in this thesis. To reduce interviewer bias, the following steps were followed:

- Questions were pre-tested prior to interviews and the interviewer was well prepared (Miles & Huberman, 1994);
- The interviewer was conscious of not asking any leading questions (Miles & Huberman, 1994); and
- The interviewer ensured the interviewee was comfortable in the setting and assured the information they provide remains confidential (Coffey & Atkinson, 1999).

3.3.4. Ethical Considerations

The qualitative research phase followed the guidelines set out by the University of Canterbury Human Ethics Committee. The following points were the key issues considered when undertaking this phase of the research:

- Informed consent was gained from each participant after the Information Sheet was read and any questions explained (Information Sheet and Consent Form found in Appendix B);
- Confidentiality was ensured to all participants as scripts were coded with pseudonyms;
- Voluntary participation and no deception or harm to any participant;
- Consent for audio-taping was gained from each participant; and

- All participants had the option of discontinuing the interview at any time and information they provided would be handed back.

3.4. Results

A total of 24 re-gifters were interviewed from the Christchurch (New Zealand) area, with a range of ages from 18 to 60 years. They represented a range of re-gifters, from people who did this all the time, to people who had only re-gifted once. The sample included 16 female and 8 male participants, which is consistent with the gift-giving literature (Areni et al., 1998; Dunn et al., 2008; Fischer & Arnold, 1990; McGrath, 1995) where females have been found to be more involved in gift-giving than men are. Participants were assigned pseudonyms to maintain confidentiality during the collection, analysis and reporting of the data. A breakdown of the participants is shown in Table 4, with pseudonyms, age and the gifts each participant had re-gifted. This table gives an overview of the types of gifts that each participant has re-gifted.

Pseudonym	Age	Occupation	Type of products Re-gifted
Abby	21	Student	Jewellery box, body products, makeup set
Bonny	23	Student	Body butter, wine, alcohol mixes, recipe book
Chris	36	Student	Chocolates, books
Dana	32	Student	Necklace, scarf, purse,
Eugene	22	Student	Champagne, writing set, toaster, vouchers
Fran	30	Student	Vouchers, toiletry packs, wine, knickknacks
Georgina	26	Student	Chocolate
Isabel	38	Student	Perfume, flowers
Jack	42	Student	Basketball, tea set, alarm clock,
Kayla	19	Student	Body wash, hand creams, chocolates, wine
Lois	29	Student	Toasty maker, bowls, DVD's, overseas gifts
Mary	25	Student	Bracelet, soap pack
James	18	Student	CD's, DVD writer, MP3 player
Mark	30	Student	Vouchers, books
Jane	22	Student	Body products
Nelly	25	Retail	Wine rack
Joe	45	Business	Set of glasses, t-shirt
Val	60	Retired	Body lotions, potpourri
Geoffrey	50	Business	Fudge
Jackie	28	Entrepreneur	Body products
Julie	35	Mother	Microwave
Helen	50	Unknown	Body products
Sam	45	Unknown	Body products
Meg	26	Retail	Wallet, watch

Table 4: Participant Details

As shown in Table 4, a large proportion of the sample included students. This is because the first set of participants was recruited from around the University of Canterbury. This enabled a sample to be selected in a timely manner although it is not representative of the whole population. The second half of participants was recruited via a local mall. This increased the range of occupations.

3.4.1. Motivations to Re-gift

The first main research question of interest asks; *what motivates an individual to participate in the act of re-gifting and what type of situation leads them to this behaviour?* This section focuses on understanding why an individual is motivated to re-gift. The interviews suggested a number of different reasons that participants felt motivated them to re-gift. A summary table of the main motivations, a description of these motivations, quotes from participants and whether these findings are supported in the literature, can be found in Table 5. One of the main reasons participants were motivated to re-gift was that they had received a gift that did not suit them or they did not need. This also includes gifts they received, but that they already owned.

Motivation	Description	Quotes	Literature that supports this theme
Inappropriate Gift	<p>The gift that was originally received was felt to be inappropriate. This included not matching their needs, wants or style, or they already owned a similar item. Re-gifting was an appropriate method of disposal of an unneeded gift.</p> <p>Participants felt that items that are highly sentimental, meaningful and were perceived as costing the giver a lot of time, money and thought, were not re-gifted.</p>	<p>Jane: "I didn't like it, I guess if you're never going to use it at all then its fine".</p> <p>Abby: "I think if someone gave a given gift that was really expensive I would probably like it or I would feel then I'd feel really bad about giving it away because I knew that they put a lot of effort and thought and money into it".</p>	Larsen and Watson (2001); Sherry, McGrath and Levy (1993)
Appropriate Gift to Re-gift	The re-gifter felt that the gift was more appropriate for the new recipient. They felt that the gift would meet the new recipient's needs and would actually make use of the item.	Nelly: "I gave her the wine rack, because I don't drink but she does and she appreciated it".	Larsen and Watson (2001)
Convenience	A common motivation to re-gift was because it saves time, money, thought etc. This is because they do not have to think up a new gift idea and then go search for it and purchase it.	Eugene: "I'd forgotten to get someone a gift, and I um it was like what have I got at home that I can just give them, that I don't want".	Anderson (1971)
Best Alternative	Re-gifters often weigh up the alternative ways to dispose of the gift and feel that re-gifting is an appropriate method to use. Other methods include: selling the gift such as on Trade Me or garage sales, storing it away, throwing it out and giving it to charity.	Jack: "I don't do the old Trade Me, e-bay thing. No can't be bothered and don't have the time. And all that hassle and you only sell something for 20 bucks it's not worth it".	Denegri-Knott and Molesworth (2009); Lastovicka and Fernandez (2005)
Relationship with Giver	Re-gifters decide to re-gift when the gifts are from people they feel it is ok to not keep the gifts from, often distant relatives and friends. When a gift is received from a distant relationship, they are more motivated to re-gift.	Jack: "Probably not a close friend because if they found out they would be pissed, close friends must know what you like".	Roster (2006)

Table 5: Motivations to Re-gift

Relationship with Receiver	The recipient of the re-gift is generally someone distant such as a distant relative or friend.	Dana: "Would be a normal relationship, won't be too close, I think relationships have different levels, if I received a gift from a best friend, no. The person will be an average friend as well or relative".	Komter and Vollebergh (1997)
Different Social Networks	It is enforced that the giver of the original gift and the recipient of the re-gift must be in different social circles in order for both parties to not find out and be offended. If the new recipient is in a different social circle, people are more motivated to re-gift.	James: "I wouldn't re-gift in the same group of friends because they would know".	Roster (2006)

Table 5: Motivations to Re-gift (continued)

An example of this motivation is described below by Dana:

I was like, you don't need like 10 scarves, and it's like something for girl that is not expensive, but it's nice. Worth like \$20 or \$30, and I have lots of them, and you will have your favourite, because scarves, people buy it for you as a gift but not necessarily your taste. So I will just keep it packaged up, leave it in the wrapper, it is nice, but I never use it so when it comes to give other people gift I look at what I have rather than just immediately spend money to buy another gift.

The main theme of re-gifting an appropriate gift was a consistent theme among all the interviews. It was not common for re-gifters to give away gifts that they liked or needed. This finding was a common theme among the popular press on re-gifting (Casper, 2010; Ganus, 2007). It was often felt among participants that because they did not want or need the gift, it would be better off going to someone else that would use it. Participants generally attempted to re-gift to someone who they felt would need or appreciate the gift. Participants felt that it would make the receiver happy, and it would be more useful for them.

The second major motivation for re-gifting is convenience. Re-gifters often mentioned that re-gifting saved time, money and thought, because they do not have to go out and search and purchase a new gift for the recipient. One participant outlined it as a “quick fix” for occasions when she had forgotten to get a gift until the last minute or did not have the money to purchase anything at the time. There is an evolving focus on convenience-orientated products (Anderson, 1971), and time and effort are perceived as non-monetary

costs that can influence perceived convenience (Berry, Seider & Grewal, 2002). Bonny describes how she re-gifted because it was convenient:

It was something that I wasn't going to use and while I appreciate the thought it, when it is just sitting there unopened, not used and someone else might appreciate it, I don't see why I can't. It makes it an easy, convenient gift when you can't really be bothered to go out and shop or something.

Gift selection can be quite challenging at times as people want to select an appropriate gift. Many of the participants stated that they use strategies such as asking a third party what the recipient would like or even going as far as asking the recipient outright. Participants felt that re-gifting saves on this effort of trying to find the perfect gift. Belk (1996) states how givers aim to please the recipient, provide luxury and surprise the recipient with an gift appropriate for them. This can be difficult to do, especially with time and money constraints, and therefore can motivate an individual to re-gift something that they have readily at hand.

Many re-gifters in this study stated that they give their gifts to others because they feel it is the better disposition option. Compared to other disposition methods such as throwing the gift away, storing it or selling it, participants felt that re-gifting makes better use of the gift. Participants mentioned that unwanted gifts often get out into storage and never used therefore re-gifting was a more resourceful way of disposal. It was common for participants to discuss the use of TradeMe as an option to dispose of gifts. This is one way of permanently disposing of a product, which is the second choice of disposition

mentioned by Jacoby et al. (1977). Some participants mentioned that they would choose to re-gift if they felt they could not sell the item either online or through garage sales.

3.4.2. Characteristics of the Re-gift

The second part of Question One asks what type of situation leads to re-gifting behaviour, which is broken into three sub-questions. The first sub- question focuses on the characteristics of gifts that are commonly re-gifted and the type of gifts that are never be re-gifted. As shown in Table 4, participants in this study had re-gifted a range of gifts. A common re-gift among the women participants was body or toiletry products. Other common products that were re-gifted included chocolates, wine and household items. An idea advocated by all participants was that a re-gift must not be something you have used. Re-gifted presents were described as generic, inexpensive, non-personal items that have no special or sentimental meaning to the re-gifter. In the study by Sherry et al. (1993) it was discussed how the ideal gift is something that has high sentiment and low substance. This type of gift would be treasured and is often a handmade gift from someone special. Gifts not treasured and with low sentiment and substances are often seen as generic goods. Belk and Coon (1993) stated how meaningful gifts are often described as being uniquely suited to the recipient.

Gifts that participants commented on that are not appropriate to re-gift are when the giver has put a lot of thought, effort and money into the gift. Gifts high in sentimental value and meaningful will not be re-gifted. Common gifts that were mentioned that would not be re-gifted were clothing, jewellery, personalised or valuable items. Jane describes what she feels is not appropriate for re-gifting:

Something that you know someone has put a lot of effort in to findings for you maybe I think that is inappropriate. Like if someone went out of their way to pick like a really special piece of jewellery or something like that or like spent heaps of money on it.

It was important to most participants that the gift is something the person is going to appreciate. Re-gifters commonly select gifts that will be appropriate for the end receiver because they want to ensure the receiver is happy. Not only does this reinforce the relationship between giver and receiver (Ruth et al., 1999), selecting appropriate gifts for the receiver corresponds with Belk and Coon's (1993) finding. Giving a gift expresses altruistic symbolic love when selecting a gift that will appeal to the receiver. Situations when this is not the case are when the gift needed is for someone not very close and the occasion requires only something inexpensive and impersonal. Different social relationships will provide the re-gifter with more social meaning than others.

Another theme that was common among serial re-gifters was having special storage spaces for gifts to be placed until they are re-gifted. This was in the form of a storage cupboard, drawer or box. When a gift was received and the re-gifter instantly knew they did not like, want or need, it would be stored until a situation arose where it could be re-gifted. Jackie was one of the participants who did this:

I will put them in a drawer or in an area of the house and pick which person I should give it too at the right moment and right time. I will re-wrap them and give them as a present.

This is similar to the classification of gift-givers as providers (Otnes et al., 1993), who often have a delegated “gift closet” in their home as they buy throughout the year, often when the goods are on sale, and put them in the closet until the occasion arises.

There are potentially different types of re-gifters that participants could be classified into, the serial re-gifter, the one-off re-gifter, and the average re-gifter. Serial re-gifters went as far as rewrapping the presents if they looked damaged or old to ensure the new recipient will not find out. These participants said that if there were gifts in the cupboard/box/drawer for a long time, they do not look brand new so have to be fixed to ensure they do. All participants would re-wrap the gifts so that the receiver of the re-gift would be deceived into thinking it was a new gift. Gift presentation is an important part in gift-giving, as found in (Belk, 1996); it can create a way of deepening, enhancing or dramatising a surprise. Gift presentation can also be used to enhance the gifts value placed on it by the recipient and make the gift more memorable (Belk, 1996).

3.4.3. The Relationships in Re-gifting

The next sub-question aimed to discover the type of relationship a re-gifter has with the giver of the original gift and the recipient of the re-gift. There are two relationships of interest in the process of re-gifting, the relationship with the original giver and the relationship with the receiver of the re-gift. These relationships can affect decisions on whether or not to re-gift. The first important relationship to discuss is between the original giver of the gift and the re-gifter. Participants in this study stated that if they were given a gift from someone who was not very close to them, they are more likely to re-gift it. The re-gifters described these original givers as distant and not intimate, and included

relationships such as work colleagues, distant relations, neighbours and distant friends. As Eugene described a re-gifting experience:

If it was someone who was just an acquaintance and I got gift from them and I was like, I would properly give it away much less reluctantly than if it was my parents who gave me something that I already had or didn't really want.

Participants felt that the gift they were given was not appropriate for them because they did not have a close relationship, and they had no sentimental attachment to the gift. Caplow (1982) supports the finding that kinship or other social proximity enables a greater understanding of gift matching, so therefore, a gift from a person in a more distant relationship type is more likely to select an inappropriate gift.

The second important relationship is between the re-gifter and the recipient of the re-gift. This relationship was found to be similar to the first, whereby re-gifters choose less intimate relationships to be the recipient of the re-gift. A common theme among the interviews was that the original gift-giver and their gift recipient were in different social circles. Re-gifters felt that it is acceptable to re-gift to people who are outside their close social networks because they are less likely to find out, and the gift has no sentimental value. It was stated that it is very important to re-gifters that the original giver of the gift and the new receiver must be in a different circle of friends. As Nelly discussed:

The wine rack was from my partners personal trainer for our engagement, my friend wasn't there at the engagement party, so she didn't know I got it and she didn't know the personal trainer because they are in different social circles.

Most participants actively ensured that there was no possibility of the original giver and receiver of the re-gift discovering what occurred. This was related to saving face, as found in the study by Joy (2000), where the need to save face and reciprocate a gift was important.

Where intimate relationships were involved, no participant ever re-gifted a present from a romantic partner, or ever re-gifted to them. As Larsen and Watson (2001) suggested, the type of gift given is a reflection of the relationship and so gifts that are more expressive are more likely to be given in relationships that are more intimate. Giving unique and special gifts suggests that the receiver is unique and special to the giver (Belk & Coon, 1993), so when this is not the case, people are more likely to re-gift because they see the relationship as less important to them.

3.4.4. Re-gifting Occasions

This section illustrates the findings for the last sub-question, which is interested in what type of occasions is re-gifting likely to occur. From the findings it is shown that common occasions where participants received re-gifts was at Christmas time, on birthdays and other types of parties such as engagements and weddings. These types of occasions are when there are many gifts being exchanged at one time. At these occasions there is a sense of obligation and cultural norms to exchange a gift when attending. As Komter and Vollebergh (1997) mention, there is often feelings of moral obligation among family ties to give gifts and to reciprocate gifts. This shows that if gift recipients feel the gift was only given to them out of obligation, then they are less attached to the gift and therefore happier to re-gift. It is often a social norm to bring something even when there

is no specific occasion, such as bringing a bottle of wine to give to a dinner party host. Different cultural and social norms play a role in the context of gift-giving and what is considered acceptable can differ between societies (Larsen & Watson, 2001).

Re-gifts are given at similar occasions to where they are received such as Christmas or birthdays. James describes how he feels that Christmas is a good occasion for re-gifting, “Christmas is a good time for re-gifting because there is just so much stuff floating around”. One of the occasions that were often mentioned as an appropriate occasion for re-gifting was at the common Christmas gift exchange called ‘Secret Santa’. This type of exchange is an organizational tradition where each person randomly selects a recipient to give a small gift (Duncan, 2009). Gifts chosen for this exchange are often generic because the recipient’s tastes are often not known. Often these gifts are re-gifts or are then re-gifted on. In this context of gift-giving, it is essential that the type of gift is appropriate to the situation, as too lavish an expenditure can threaten the social relationship (Belk & Coon, 1993).

3.4.5. The Post Re-gifting Experience

The second research question is *what are re-gifters feelings and attitudes toward the practice of gift-giving and re-gifting?* The following section focuses on re-gifters attitudes, feelings and fears after a re-gifting experience. One of the strong themes that came out of the interviews was the concept that re-gifters never, if they can help it, tell people that they re-gift. This means re-gifters never told the original giver or the receiver of the re-gift. The main reasons for this was that re-gifters want to save face and do not want to be perceived as cheap amongst their social groups. Jack describes how “it’s kind of embarrassing if you get caught, even though they probably wouldn’t care about it but it

is kind of embarrassing”. Feelings of embarrassment were often mentioned when asked if they had been caught, or how they would feel if both the original giver and the receiver of the re-gift caught them.

A few participants had been ‘caught out’; one lied about it, and others were embarrassed but then laughed about it. This suggested that some people still had to cover up their re-gifting activities, whereas others tried to see the funny side to keep the relationship intact. There were also some feelings of appearing cheap among their social peers, as outlined earlier. Not telling anyone was a major theme because it was felt that it could harm his or her relationships with both the original giver and the receiver of the re-gift. It was also found that re-gifting was not a common topic of conversation and if it did come up it was discussed only with close family and friends, or was mentioned as a joke. The overall feeling about re-gifting was that it is not a common topic of conversation. This finding of not telling the other people involved in the re-gifting process was a common theme in the re-gifting articles online such as “12 Rules of Re-gifting without Fear” (Wadler, 2008). This article describes to re-gifters that it is important not mention re-gifting to either the original giver or the receiver.

When participants were asked about their feelings after re-gifting, they responded in one of two ways. The first group admitted to feeling some type of guilt after re-gifting which was related to different circumstances. They felt guilty because the gift they had been given was not well thought out or personal for the receiver. Participants who felt guilty attempted to justify that the people involved would not find out anyway. Georgina discusses how the people involved will not find out so it will not affect them, “I did feel slightly guilty because the parents brought them for me, but at the same time it’s like what

they won't know won't hurt them". These participants were worried about the negative connotations associated with the act of re-gifting. There were feelings of being cheap among their social circle, because they were not purchasing a gift for the person. The second half of the participants did not have any feelings of guilt and had very positive reactions towards the experience of re-gifting. As one participant stated "no, no guilt, it is a good use of wasted materials, saves the environment because otherwise I would be chucking it out".

One of these participants described re-gifting as a type of recycling because they were not going to use the product anyway. As Kayla explains, "I don't mind, it's recycling really, if something's not wanted, it can go to someone else". This common strategy is disposition via lateral cycling (Sherry et al., 1992), which is when a good passes to another in an informal economy.

Most of the re-gifters in this study felt the gift was going to be appreciated more by the recipient and stressed that, most of the time they were not simply disposing of the gift. Generally, participants were not worried about being found out they have re-gifted. Lois hoped that she did not get caught out, "I think what if that person comes over and they expect to see that gift, you just hope that it doesn't happen". Some participants went into detail about the steps they took to make sure they were not caught, such as giving the re-gifts to different social networks or family circles.

3.4.6. General Gift-giving Attitudes

This section analyses re-gifters' general attitudes towards re-gifting. It was more common among the re-gifters interviewed that they enjoyed giving gifts to others more than receiving gifts. The occasions that they enjoyed most were Christmas time and birthdays.

This was expected as they are annual gift occasions and common among most societies. Participants knew when they had found the right gift for the person when they saw their reaction. They use the recipient's reaction to gauge whether they have selected a good gift. The types of relationships that participants felt were enjoyable to give gifts to included family, friends and children. These are people that the participants felt close to, and who would genuinely appreciate the gift. This is shown by Mark's answer to who he enjoys giving and receiving gifts from:

It would be those people that I already have an emotional connection to, I am inclined basically to give because of the joy of giving to kin and then obviously there will be joy in that sense, so family and friends, close friends.

When participants were asked what they least enjoyed about gift-giving, the most common response was that they disliked buying gifts for people they struggled to buy for, or when they felt the recipient does not appreciate the gift. One common method that was used to reduce this negativity was to ask the recipient outright what they would like or ask a third party (Lowrey et al., 2004). A few participants mentioned that they felt negative about gift-giving when they felt they were obligated to give.

3.5. Chapter Conclusions

This chapter discussed the qualitative stage of the research where interviews were conducted to gain an initial understanding of consumer's motivations, emotions and situational factors involved in re-gifting. A total of 24 re-gifters were interviewed using purposive sampling techniques. The interview scripts were analysed to find common themes. The focus of this qualitative phase was to analyse the interview scripts to answer the two main research questions. This was the basis for the development of the conceptual framework for the quantitative study.

The main motivations for re-gifting include: the gift was not wanted, needed or appropriate for them; it was convenient to re-gift as it saved time, money and other resources; and the giver and receiver were in a different social network. It was found that the relationship between the re-gifter and the original giver and recipient of the re-gift is more commonly a non-intimate relationship. The occasions where re-gifting occurred varied, however there was a common theme that if a gift was received or to be given at a special occasion it was not likely to be re-gifted. The findings showed that it was important for most re-gifters that the gift be appropriate for the recipient. These factors were often mentioned in the decision to re-gift by participants, and therefore, there needs to be more research undertaken.

Re-gifters seemed to have a fairly positive attitude towards gift-giving and generally enjoy giving gifts. Gift-giving was viewed negatively when givers felt the recipients were hard to buy for or not appreciative of the gift. The findings showed that most participants felt that re-gifting was a good and sensible thing to do, and therefore had a very positive attitude towards re-gifting.

CHAPTER FOUR:

CONCEPTUAL FRAMEWORK

4.1. Introduction

This chapter presents and discusses the conceptual framework to be examined in the quantitative phase of this research. It begins with a re-statement of the objectives, a discussion of relevant theories from the literature and how the conceptual model is developed. An examination of the relevant literature to the respective components of the model follows, and from this the hypotheses are proposed.

4.2 Objectives

As indicated in the literature review, re-gifting is growing in popularity and acceptance, with an increasing amount of online forums and articles in the popular press encouraging and discussing the behaviour. The qualitative findings also reinforce the need for further investigation into the behaviour of re-gifting and how the decision to re-gift occurs. There is a lack of detailed investigation into the factors that influence consumers' decisions to re-gift. The main objective of this phase of the research is to discover how previous re-gifting experiences and attitudes towards gift-giving influence intentions to re-gift. The second objective is to discover how certain factors impact the decision to re-gift. From the qualitative study, three factors of interest are proposed which are the relationship between re-gifter and potential recipient, the type of gift and the occasion. To gain an understanding of the background to the conceptual framework, a breakdown of relevant theories is required.

4.3. Relevant Theories

The two main relevant theories for the conceptual framework are the *Theory of Reasoned Action* and the *Theory of Planned Behaviour*, both of which are discussed below.

4.3.1. The Theory of Reasoned Action

The Theory of Reasoned Action (Ajzen & Fishbein, 1977) posits that an individual's intentions are determined by their attitudes towards performing the behaviour and the subjective norms about performing that behaviour. This theory proposes that an individual's behavioural intention provides an accurate prediction of behaviour. A considerable amount of literature supports this theory (Ajzen, Timko & White, 1982; Bentler & Speckart, 1979), although it has been criticised due to the fact that there are situations where target behaviours are not under an individual's control (Sheppard, Jon & Warshaw, 1988). The target behaviour is completely under an individual's control when the behaviour can be performed (Ajzen & Madden, 1986). Due to the flaws in this theory, the Theory of Planned Behaviour was subsequently developed.

4.3.2. The Theory of Planned Behaviour

As with the Theory of Reasoned Action, the key factor in the Theory of Planned Behaviour is the individual's intentions to perform behaviour which include the motivational factors that influence this behaviour (Ajzen, 1991). The difference between this theory and the Theory of Reasoned Action is the addition of perceived behavioural control as a determinant of behavioural intentions and control beliefs which affect perceived behavioural control (Chang, 1998).

The Theory of Reasoned Action and the Theory of Planned Behaviour have been applied and supported in studies (Chang, 1998; Hansen, Jensen & Solgaard, 2004; Sheppard et al., 1998). A study testing these two theories found support for predicting online grocery shopping behaviour (Hansen, Jensen & Solgaard, 2004), in that both theories were capable of predicting online grocery purchasing intentions. In a comparison study between these two theories (Madden, Ellen & Ajzen, 1992), it was found that when the behaviour in question is under volitional control, the Theory of Reasoned Action is applicable, whereas when the behaviours are volatile, the Theory of Planned Behaviour is a more accurate predictor of behaviour.

4.4. Proposed Conceptual Model

The conceptual model proposed is developed by integrating the Theory of Planned Behaviour and the qualitative research findings. The model investigates how re-gifting intentions are determined as shown in Figure 1. It is anticipated that previous re-gifting experiences and gift-giving attitudes will lead to an attitude towards re-gifting.

This study attempts to establish whether three moderating variables have an influence on re-gifting intentions. These variables include the relationship between the recipient, the occasion and whether the gift is appropriate to re-gift. The relationship intimacy between the potential re-gifter and the potential recipient of the re-gifter will affect the re-gifters decision to re-gift. Whether the occasion is special will affect the potential re-gifters decision to re-gift, and the gift that is in question must be deemed appropriate to re-gift to the potential recipient. These three situational variables are determined due to the findings from the literature on gift-giving and the findings presented in Chapter Three. These variables are three of the four key components of gift-giving with the other the donor of

the gift (Clarke, 2006). The three moderating factors: occasion, relationship intimacy, and gift appropriateness, will be manipulated in an experiment to discover their impact on re-gifting intentions.

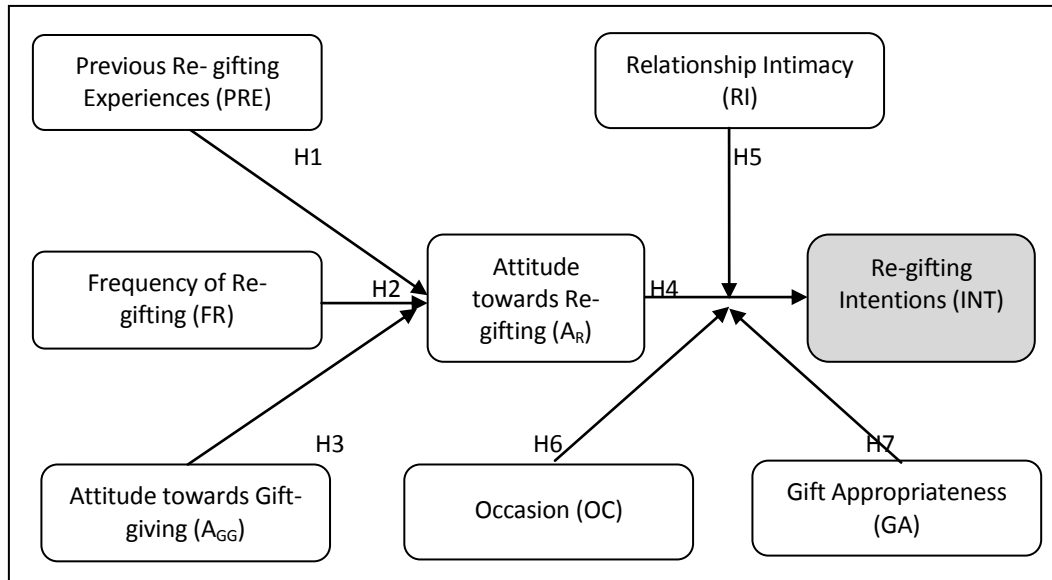


Figure 1: Proposed Conceptual Model

4.5. Research Hypotheses

This section describes each of the variables and the hypotheses that will be tested using the conceptual framework outlined in Figure One.

4.5.1. Previous Re-gifting Experience

Hypothesis One draws on the idea that consumers’ previous re-gifting experiences are likely to influence their decision to continue this behaviour. As found in the qualitative research phase, most of the re-gifters had positive attitudes towards their previous re-gifting experiences. Some participants felt slightly guilty afterwards, so a measure of these emotions will be included in this category. Negative emotions such as guilt and regret can cause a person to avoid situations that produce these emotions (Van Kleef, De Dreu & Manstead, 2006). It is proposed that having a negative experience such as being

caught out or feelings of regret and guilt would deter consumers from re-gifting. It is posited that:

H1: Individuals holding positive previous re-gifting experiences will exhibit a more positive re-gifting attitude than individuals with negative previous re-gifting experiences.

4.5.2. Frequency of Re-gifting

Hypothesis Two is interested in how frequent individuals re-gift and the impact of this on their attitude towards re-gifting. Albinsson and Perera (2009) explored the concept of clothing exchanges and consumers reactions to this type of disposition. It was found that some participants were reluctant at first to participate in these events because they were unsure about giving away and claiming new possessions in this manner. However, after participating, the practice became acceptable and prompted them to engage in this disposition mode again. In terms of re-gifting, it is hypothesised that once people have tried this disposition method, they will find it more acceptable. Consumers who have re-gifted many times will perceive re-gifting as more acceptable. With this reasoning the following hypothesis is proposed:

H2: There will be a positive relationship between the extent to which a person engages in re-gifting and their attitude towards the practice.

4.5.3. Attitude towards Gift-giving

A gift-giving experience can produce varying levels of emotions ranging from satisfaction to disappointment (Sherry, 1983). Mortelmans and Damen (2001) found that a positive feeling towards giving gifts strongly correlates with a positive attitude towards buying

gifts. This finding supports the idea that if a consumer enjoys and looks forward to the gift-giving process then they are likely to have a positive attitude during selection and purchasing gifts. As re-gifting is a method whereby shopping for a new gift is negated, consumers with a negative attitude towards shopping for a new gift will create a positive attitude towards re-gifting. Many participants stated in the first phase of this research that re-gifting is a convenient practice and is an easier option than purchasing a new gift. Therefore:

H3: Individuals with a negative attitude towards gift-giving will hold more positive attitudes about re-gifting than those individuals with a positive attitude towards gift-giving.

4.5.4. Attitude towards Re-gifting

Behavioural intentions to re-gift are the main focus of this study. Bentler and Speckart (1979) define behavioural intentions as one's subjective probability that they will perform a given behaviour. This will be measured by developing a behavioural intention scale to correspond with re-gifting. Ajzen (1991) states that in general, the stronger the intention to engage in a behaviour, the higher the likelihood of its performance. In order for this behaviour to be performed, opportunity and resources must be available. The next hypothesis draws on studies that provide support for the idea that attitudes lead to behavioural intentions (Ajzen & Fishbein, 1977; Madden, Ellen & Ajzen, 1992). A person's attitude towards re-gifting in general will affect their re-gifting intentions. If they have a positive attitude towards re-gifting, they will be more likely to use re-gifting as a gift disposal method, which will then affect their re-gifting behaviour. Ajzen and Fishbein (1977) describe how it is a general notion that when a person holds favourable attitudes

towards some object to perform favourable behaviours with respect to the object. Attitudes have been proven predictors of behaviour (Lotz, Shim, & Gehrt, 2003). This variable is testing the attitude towards the act of re-gifting. Therefore it is proposed that:

H4: Individuals holding a positive attitude towards re-gifting will exhibit higher intentions to re-gift than individuals with a negative re-gifting attitude.

4.5.5. Relationship Intimacy

The qualitative research phase found that the relationship with the potential recipient of the gift influences the decision to re-gift. This study argues that high relationship intimacy will negatively impact a consumer's decision to re-gift. It has been established from the literature that consumers enjoy giving gifts to recipients who they have an intimate relationship with, more than a non-intimate relationship. Whereas feelings of obligation and expectations to give a gift in return is more common in distant relationships (Komter & Vollebergh, 1997), a close intimate relationship is more likely to discourage a person to re-gift because the giver wishes to bestow their friendship and therefore select an appropriate gift for them. It was found that the order of emotional closeness is similar for people who give mainly to friends and people who give mainly to kin. The relationship that evokes the most feelings of affection is children, followed by parents and friends, and then other family members. It is these findings on relationship intimacy in giving gifts that is the basis of Hypotheses Five:

H5: When relationship intimacy is high, individuals will exhibit lower intentions to re-gift than when relationship intimacy is low.

4.5.6. Occasion

The next important component that, based on the qualitative findings, is argued to influence the decision to re-gift is the occasion. When someone is deciding whether or not to re-gift, the type of occasion the gift is required for plays an important role. Certain occasions can cause a person to determine the type of gift to give and the acceptable value of the gift. As previous studies have found, recipients will evaluate the gift on perceived costs and whether the gift is memorable (Areni, Kiecker & Palan, 1998; Robben & Verhallen, 1994). It is suggested by these studies that an occasion that is deemed very special will require a more memorable gift. Gifts are more highly valued when they are given spontaneously, rather than under obligation or ritual (Larsen & Watson, 2001). Komter and Vollebergh (1997) found that gifts given to extended kin are given more out of obligation than gifts to friends, children and parents. Many cultural events influence gift-giving behaviour and there are many occasions where gift-giving allows participation in the event (McGrath, 1995), called an entry ritual. Participants do not want to arrive without a gift; such events include weddings, anniversaries and birthdays. A giver can be motivated to give based on the need to participate in the celebratory event and to maintain their relationship with the recipient. For these reasons it is proposed that:

H6: When the re-gifting occasion is special, individuals will exhibit lower intentions to re-gift than re-gifting occasions that are non-special.

4.5.7. Gift Appropriateness

The type of gift will influence the decision to re-gift. A gift is appropriate for the potential recipient if it is suited to the gifting occasion and is something they will want or need. Larsen and Watson (2001) describe how the most appropriate gift demonstrates to the

recipient that they are special and unique. The gift is deemed appropriate based on four factors: the symbol of the relationship, the stage of life, the occasion, and history (Larsen & Watson, 2001). The symbol of the relationship is where the gift can be seen an investment in the relationship. The stage of life can affect appropriateness such as becoming a symbol of progression in someone's life. The occasion where the gift is given can impact the gift appropriateness as certain occasions call for different types of gifts. The history between the giver and receiver is important, as often a gift is chosen based on previous transfers. The re-gifter will often evaluate whether the gift is appropriate for the potential recipient. Ruth et al. (1999) claims that the key characteristic of the perfect gift is that it is appropriate for the relationship. If the re-gifter feels the gift is appropriate for that person then it is likely to be re-gifted. Therefore, the final hypothesis states:

H7: When the re-gift is low in appropriateness for the recipient, individuals will exhibit lower intentions to re-gift than gifts high in appropriateness.

4.6. Chapter Conclusions

This chapter discusses the conceptual framework and hypotheses that will be tested in this study. The seven hypotheses and the conceptual framework proposed were developed from the findings in the literature and the qualitative research phase. The qualitative research findings provided substance where the literature lacked in the area of re-gifting. The conceptual framework displays the proposed process of the re-gifting decision making. With this model it is hoped to discover the factors that influence a consumer's decision to re-gift, rather than purchase a new gift for a recipient.

CHAPTER FIVE:

RESEARCH METHODOLOGY

5.1. Introduction

The purpose of this chapter is to outline the research methodology used in this study. This quantitative phase focused on an online experiment developed from the literature and the qualitative findings. The chapter describes the vignettes used in this study to test the hypotheses outlined in the previous chapter. Details of the process taken in recruiting participants and the online experimental procedure are described. The manipulations and scales in the questionnaire were pre-tested and reviewed before the main data collection, and the results of this pre-test are also reported.

5.2. Methodological Approach

The aim of this phase of the research was to employ quantitative methods to measure re-gifting attitudes and intentions. This approach endeavours to further explore the findings of the qualitative phase in order to generalise to a wider population. The primary goal of this phase was to test the hypotheses outlined in the preceding chapter using an experimental design. A quantitative approach tests and verifies hypotheses using statistical procedures (Creswell, 2003). This approach enabled a wider view of the underlying processes of re-gifting behaviour.

The nature of this re-gifting study dictated the use of an online experimental design and there were many reasons why an online approach was the best method for this research. Taking an online approach allowed for access to a large population where participation is voluntary. Gift-giving and re-gifting are personal topics and can be a sensitive issue for

some people, therefore this study was conducted online in the privacy of the participants own home. This method allowed for a specific population to be targeted with minimum costs (Riva, Teruzzi & Anolli, 2003). Other advantages to this method were speed, timeliness, ease of data entry, the ability to control question order and require answers to be completed before continuing (Evans & Mathur, 2005). The following sections describe the experimental design, stimulus material and procedure used in this online experiment.

5.3. Experimental Design

This research used a vignette-based self-administered questionnaire which was dispensed using an online website. A 2x2x2 between-subjects factorial design manipulated three variables on two levels: *high and low relationship intimacy*, *special or non-special occasion* and *high and low gift appropriateness*. This produced eight experimental conditions as illustrated in Table 6. The stimulus material reflected eight different combinations of potential re-gifting scenarios. Subjects were randomly assigned a condition and then asked to complete the questions related to the scenario. Using an experimental approach enabled measurement of intentions to re-gift in different situations.

		Gift Appropriateness			
		High	Low		
Relationship Intimacy	High	Condition 1	Condition 2	Special	Occasion
	Low	Condition 3	Condition 4		
	High	Condition 5	Condition 6	Non-special	
	Low	Condition 7	Condition 8		

Table 6: 2x2x2 Between-Subjects Factorial Design

5.4. Stimulus Material

An online experiment was the data collection method for this study. Based on the factorial design, eight different vignettes were used in this study to test Hypotheses Five, Six and Seven. The first four hypotheses were explored in the questionnaire with the use of attitudinal questions. The following sections discuss the development of the stimulus material.

5.4.1. Online Experiment Website Design

The online experiment and questionnaire was created with the use of an online survey creating website “Qualtrics”. This website enabled the random allocation of one of eight different vignettes to each participant. Once the website was created a link was provided that was placed in the messages used to attract participants from online forums and other re-gifting websites.

5.4.2. Vignette Development

Vignettes were used as the stimulus for the experiment. Vignettes are short social situation descriptions which make reference to the factors that are perceived as the most important in the decision-making process (Alexander & Becker, 1978). Vignette techniques can elicit rich but focussed responses from participants (Schoenberg & Ravdal, 2000). They provide a less threatening method of exploring sensitive and personal topics (Finch, 1987). For this study, the stimulus involved creating a scenario to reference a potential re-gifting situation, which for some people can be a sensitive subject area. Finch (1987) described how vignettes can obtain information beyond the current participants personal situation when the vignette is in the third person and involves a ‘fictitious other’ in a hypothetical situation. This style of vignette using a third fictitious person was

deemed the appropriate method for this study. The purpose of using vignettes in this study was to manipulate certain variables while holding all other factors constant. A problem with using vignettes is whether the hypothetical situation accurately portrays real life situations. Vignette questionnaires can also be subject to social desirability biases. To reduce this, the word re-gifting and other influential words were not used in the vignettes.

To develop the vignettes, a combination of the literature and the qualitative findings were consulted. In this study, the three moderating variables are relationship intimacy, occasion specialty and gift appropriateness. A basic vignette of a gift-giving situation was developed. Eight different versions of this basic vignette were created by manipulating the three moderating variables. The different versions were randomly allocated to different participants. The vignette describes a woman (Vicky) in a possible re-gifting situation whereby she is given a gift that she is considering re-gifting on to someone else. Finch (1987) describes how naming the hypothetical character in a vignette helps participants become more familiar with the character. This vignette was quite complex in order to detail the specific elements of the situation (Finch, 1987). Re-gifting was not specifically mentioned as there are some possible negative connotations to this behaviour. Table 7 displays how each of the variables were manipulated in the vignettes.

Scenario	Relationship Intimacy	Occasion Specialty	Gift Appropriateness
A	High: Best Friend	Special: 21 st Birthday	High: Necklace
B	High: Best Friend	Special: 21 st Birthday	Low: Bottle of wine
C	Low: Neighbour	Special: 21 st Birthday	High: Bottle of wine
D	Low: Neighbour	Special: 21 st Birthday	Low: Necklace
E	High: Best Friend	Non-special: Thank-you	High: Necklace
F	High: Best Friend	Non-special: Thank-you	Low: Bottle of wine
G	Low: Neighbour	Non-special: Thank-you	High: Bottle of wine
H	Low: Neighbour	Non-special: Thank-you	Low: Necklace

Table 7: Vignette Manipulations

Manipulating Relationship Intimacy

The gift-giving literature supports the idea that gift-giving decisions are influenced by the level of closeness of the giver and recipient's relationship (Sherry, 1983). It is hypothesised in this study that individuals are less likely to re-gift when they have an intimate relationship with the recipient. Relationship intimacy was manipulated in each vignette by using one of two relationship types. The hypothetical character 'Vicky' decides to re-gift to either her best friend (close relationship intimacy) or her neighbour (distant relationship intimacy) who was named Rachel in all vignettes. These two relationships were deemed appropriate as the same relationships were used in other studies such as Wagner (1990).

Manipulating Occasion Specialty

Occasion specialty was manipulated in the vignettes by changing the occasion that Vicky needs a gift for. The occasion, 21st birthday (special) and a thank-you gift (non-special) were used in this study, and were chosen because they are similar to those used in the study by Robben (1994) and Belk (1982).

Manipulating Gift Appropriateness

Gift appropriateness was manipulated in the vignettes by changing whether the gift would suit the recipient's tastes, style and needs. In this study, two different gifts were used: a necklace and a bottle of wine. They were described in each vignette as being suitable to give to the recipient or not suitable. As expressed in Wagner (1990), gifts that are appropriate for close relationships are expressive items (such as a necklace) whereas a utilitarian item (such as a bottle of wine) is more appropriate for distant relationships. Certain occasions also call for different types of gifts. Both jewellery and wine were commonly mentioned as items that are good to re-gift in the qualitative findings.

After reading a vignette, participants were asked a series of questions to understand their attitudes towards re-gifting behaviour. The information gathered using vignettes was used to determine perceptions of typical re-gifting behaviour. A copy of these vignettes can be found in Appendix D.

5.5. *Experimental Procedures*

5.5.1. Recruitment of Participants

This survey required a total of 320 participants to complete the survey with 40 cases in each experimental condition. The technique used for collecting this sample of participants was non-probability purposive sampling. This sampling technique is used when participants need to have a particular characteristic, in this case they have re-gifted before (Lincoln & Guba, 1985). As discussed in Kaye and Johnson (1999), purposive sampling can be achieved online by posting advertisements or announcements on specific websites related to the defined population. In this research, the sample was recruited via re-gifting websites, blogs and online forums where a link to the experimental website was posted.

The URL for each of the websites used is in Appendix F. Permission was gained before using these sites from the moderator before the link was posted online. Participants were asked in the advertisement if they had re-gifted before and if they would like to participate in a study on re-gifting for the purpose of academic research. A copy of this message can be found in Appendix G. A definition of re-gifting was provided to ensure all participants fully understand the meaning of re-gifting.

For the main study, the sample of interest was re-gifting specialists. This means that they have re-gifted before and have some knowledge of what it involves. The inclusion criterion for this study was that participants were self-classified as re-gifting specialists. This was implied when participants clicked on the link in the advertisement. This ensured that participants who completed the survey had re-gifted. As participants were recruited online they were classed as voluntary participants (Kaye & Johnson, 1999), which means they were more interested, informed and concerned about the topic.

5.5.2. Online Experiment

Subjects clicked on a link in an advertisement which led them to the website with an introductory page explaining the purpose of the study. This introductory page informed participants of what the survey involved and the purpose of the study. The page was simple and easy to read to ensure participants were not intimidated. Participants were advised that the information they provided would remain confidential and a link to a more detailed information page and consent form was provided. Participants were randomly allocated one of eight gift-giving situations to read, after which they were led into the questionnaire. The questionnaire provided a PREVIOUS and NEXT button to ensure participants could return to previous pages if they wished. The survey also provided a

progress bar to visually display how far participants have advanced. Participants were thanked after completing the survey and were a debriefing form which can be found in Appendix C.

5.6. Questionnaire Development

The questionnaire was developed from the current literature and from the findings of the interviews previously undertaken. The questionnaire consisted of five sections, each on a separate page. This style was used to ensure the questionnaire did not appear too long and intimidating. Each section was based on the constructs outlined in the conceptual framework. The first section included one of the eight vignettes with attitude questions following. Section Two included scale items measuring gift-giving attitudes. Section Three included scale items measuring previous re-gifting experiences including a measure for re-gifting frequency. Section Four included scale items measuring re-gifting attitudes. The scales used were a variety of semantic differential scales to measure the inclination of a person to engage in a specific behaviour (Lance & Vandenberg, 2009), and Likert scales that measured how strongly participants agreed or disagreed with statements (Cavana et al., 2001). Multiple-item scales are usually more reliable than single item scales (Summers, 2001). The last section of the questionnaire gathered demographic data in order to profile the sample. A printed copy of the questionnaire can be found in Appendix E.

5.6.1. Independent Measures

Attitude towards Re-gifting (A_R)

This construct focused on participant's attitude towards the act of re-gifting and is measured using five items. The first three items were based on attitude towards the act

scales that were developed by Bagozzi, Baumgartner and Yi (1989). The last two items focused on the social acceptance of re-gifting. All items were measured on five-point Likert scales ranging from strongly disagree to strongly agree. Scoring of these scales was such that a high score indicated a favourable attitude towards re-gifting.

5.6.2. Dependent Measures

Re-gifting Intentions (INT)

This construct measured the likelihood of participants re-gifting given the situation in the vignette. This behavioural intention scale contained three items adapted from Bruner (2009) and was measured using a five-point Likert scale ranging from strongly agree to strongly disagree. A high score indicated in a favorable intention to re-gift.

5.6.3. Moderating Variables

There are three moderating variables manipulated: relationship intimacy, occasion and gift appropriateness which required eight different vignettes centred on a basic vignette. The following section describes how the variables were manipulated in each vignette and the scales used to measure participants view of these variables.

Relationship Intimacy (RI)

As mentioned in the vignette development section, relationship intimacy was manipulated by changing the relationship between the hypothetical person (Vicky) and the gift recipient (Rachel). The two relationships used were best friend (close relationship) and neighbour (distant relationship).

Occasion (OC)

The occasion was manipulated in the vignettes by using a birthday occasion (special) and a thank-you occasion (non-special). The birthday was a 21st as this was deemed as a special occasion in many societies, whereas the non-special occasion was a thank-you gift to a recipient who looked after their house.

Gift Appropriateness (GA)

Gift appropriateness was manipulated in the vignette by changing the gift to be either highly appropriate or low in appropriateness. In order to test the importance of these three moderating variables on the respondent's re-gifting decision, a drag and drop question was created. This enabled participant's to order the three variables from the most to the least important.

5.6.4. Covariate Measures

Previous Re-gifting Experiences (PRE)

This construct was measured using a nine point item scale that was broken down into three components. The first component included three items that represent an attitude towards the task scale adapted from (Bruner, 2009). The second component contained three items that represent the nature of self-reported guilt developed from Dahl et al., (2003). The third component included three items signifying the degree of regret, adapted from Inman, Jeffery and Zeelenberg (2002). All nine items were measured on five-point Likert scales ranging from strongly disagree to strongly agree.

Frequency of Re-gifting (FR)

This construct measured re-gifting frequency. This was measured using a percentage scale that enabled participants to slide a bar into position on the scale. The scale had eleven points ranging from zero (not at all) to one hundred (regularly).

Attitude towards Gift-giving (AGG)

This construct was measured using a twelve item scale that was broken down into three components. The first two components included four items that represent perceived amount of giving, and three items that represent effort in gift selection adapted from (Beatty et al. 1991). The third component comprised of two items measuring satisfaction with gift-giving adapted from (Mortelmans & Damen, 2001). The last three items measured gift-giving involvement (Bruner, 2009). All twelve items were measured on five-point Likert scales ranging from strongly disagree to strongly agree. A high score resulted in a favorable attitude towards gift-giving.

Demographics

Several demographic questions were asked in order to profile the sample of participants. These included: the participants current geographic location, current occupation, highest level of education, income, gender, ethnicity and age. All questions used a drop-down style with a selection of choices for participants to choose from.

5.7. Pre-test

Before finalising the questionnaire and vignettes an initial pre-test was conducted. The purpose of this pre-test was to ensure the manipulations and scales were appropriate. The pre-test also examined the vignettes in terms of how realistic the situations were, and how

effective the manipulations were in each condition. Before the pre-test was conducted, a number of post-graduate students read over the questionnaire and vignettes to check for spelling and grammatical errors, if the questions were clear and easy to understand, if the questions or vignettes could be interpreted differently, and if the questions were ambiguous or leading.

The sample used for this pre-test consisted of University of Canterbury undergraduate students. Students were recruited via an invitational email sent to eight classes whereby a total of 1576 emails were sent. An incentive of going into the draw to win one of two iPod Shuffles was offered to encourage participation. This was a convenient and cost effective method to recruit a large number of participants in a short period of time. A total of 179 responses were obtained. Students were asked to take part in the survey, however if they had not re-gifted before, they were asked to skip Sections Three and Four. Before examining the manipulations and reliability of the experimental questionnaire, the dataset was screened for any missing data. Ten cases had to be removed before analysis could begin (due to missing data), so therefore, a total of 169 responses were analysed.

In Table 8, the items for the scales are presented for the independent variable attitude towards re-gifting. The item means, standard deviations are shown, along with the total items scale mean. The Cronbach alpha value was relatively high, which shows that the internal reliability was acceptable.

	Scale Item	Mean	Std Dev
1	My attitude towards re-gifting is favourable	2.63	1.08
2	My attitude towards re-gifting is positive	2.69	1.12
3	I like re-gifting	2.46	1.08
	Total Three-Item Scale mean = 2.60, N=167		
	Cronbach's Alpha = 0.95		

Table 8: Attitude Towards Re-gifting (A_R) Scale Items

Table 9 and Table 10 show the scale items for the covariates previous re-gifting experiences and attitude towards re-gifting (* scales have been reversed scored). The tables show the item means, standard deviations, and the total item scale means and reliability statistics. The Cronbach alpha value is relatively high which shows that the internal reliability is acceptable.

	Scale Item	Mean	Std Dev
1	My last re-gifting experience was very enjoyable	2.99	0.86
2	My last re-gifting experience was very interesting	2.98	0.77
3	My last re-gifting experience was very pleasant	2.94	0.80
4	My last re-gifting experience made me feel guilty*	3.02	1.05
5	I felt a lot of remorse after re-gifting*	2.77	1.05
6	I felt bad after re-gifting*	3.00	0.96
7	I feel no regret after re-gifting	3.14	1.02
8	If I could do it over, I would definitely choose to re-gift	3.13	1.02
9	I was very happy with my decision to re-gift	2.91	0.93
Total Nine-Item Scale = 2.99, N= 138			
Cronbach's Alpha = 0.86			

Table 9: Previous Re-gifting Experiences (PRE) Scale Items

	Scale Item	Mean	Std Dev
1	I almost never give gifts to people unless it is for a special occasion*	2.87	1.17
2	I show my friendship to others by giving them special gifts occasionally	3.22	0.98
3	I consider myself someone who gives a lot of gifts	2.68	1.01
4	I consider gifts to be an important way of communicating love or friendship to others	3.30	1.05
5	Carefully selecting gifts and giving gifts is an important tradition to me	3.73	0.99
6	I almost always exert considerable effort to select or make special gifts for close family members	3.89	0.93
7	I almost always try to give gifts that convey a very personal message to the receiver	3.76	0.88
8	Gift-giving makes me feel good	4.08	0.74
9	I like watching the expressions on people's faces when they open a present	4.09	0.83
Total Nine-Item Scale =3.52, N=169			
Cronbach's Alpha = 0.81			

Table 10: Attitude Towards Gift-giving (A_{GG}) Scale Items

To examine the effectiveness of the experimental manipulations, three ANOVAs were conducted. The dependent variable (re-gifting intentions) was used to measure whether there was a significant difference ($p < 0.05$) between the two levels of the three experimental conditions. The descriptive statistics for the three manipulations are presented in Table 11. A summary of the ANOVA results are presented in Table 12.

Variable	Level	N	Mean	Std Dev
Relationship Intimacy	High	92	2.55	1.25
	Low	77	2.94	1.28
Occasion Specialty	Special	77	2.58	1.37
	Non-special	92	2.85	1.19
Gift Appropriateness	High	77	3.16	1.14
	Low	92	2.37	1.31

Table 11: Descriptive Statistics for Manipulations

Source	SS	df	MS	F	Sig.
Relationship Intimacy (RI)	6.08	1	6.08	3.79	0.05
Error	267.40	167	1.60		
Occasion Specialty (OC)	2.91	1	2.91	1.80	0.18
Error	270.57	167	1.62		
Gift Appropriateness (GA)	25.92	1	25.96	17.48	0.00
Error	247.56	167	1.48		

Table 12: ANOVA Results for Manipulations

This showed that there was a difference in means for the two levels of gift appropriateness. There is almost a significant difference for relationship intimacy, however there is no significant difference in the two levels of occasion specialty. Consequently, further information regarding the specialness of the occasion was incorporated into the vignettes. The pre-test enabled the website to be tested, and it was found to have no faults and the experiment flowed smoothly.

5.8. Ethical Considerations

This research abided by the guidelines set out by the University of Canterbury Human Ethics Committee. A low risk ethics form was completed and approved as at the 30 September 2010. An information sheet outlining what the questionnaire involved was shown to all participants at the beginning of the experiment. A consent page then followed and each participant was asked if they agreed to participate after realising what was involved. If at any time participants wished to exit the questionnaire they were free to do so and their information was deleted.

5.9. Chapter Conclusions

This chapter described the method of sampling, participant recruitment and data collection for the quantitative phase in the research. A vignette based experiment and questionnaire were formulated in order for data analysis to occur. The following chapter presents the results of this analysis.

CHAPTER SIX:

RESULTS

6.1. Introduction

This chapter reports the results of a series of analyses for the data collected using the methods described in the previous chapter. The first section presents a summary of the sample size and composition, followed by investigation into the manipulations, hypotheses and the conceptual model.

6.2. Sample Size and Composition

The main data collection phase for this quantitative research was launched on 18 November 2010. From this date, participants were invited to participate in the study through announcements and posts on online forums, discussion boards and other online communities. These forums and online communities had themes relating to re-gifting such as gift-giving, Christmas, green and simple living. The forums were selected on the topic of interest and if a large number of people used the site. Threads were also added to sites that were specifically discussing re-gifting. As the time of year when the survey was posted was over the Christmas period, there were many discussions of re-gifting on Christmas and gift idea sites. This allowed greater access to re-gifters. Although the sample was biased towards people who use these sites and therefore may have stronger opinions about re-gifting, it enabled easy access to a re-gifting population. A list of the sites used can be found in Appendix F.

The online survey was open for a nine week period where at the end of this time, 295 questionnaires had been submitted. The number of non-responses cannot be determined as it is unknown how many people saw the invitation to participate in this study.

Therefore, the response bias could not be determined. Of these 295 questionnaires, 84 responses were removed due to excessive missing data or if obvious ‘straight clicking’ was present. There were a large proportion of participants whom started the survey, however once they reached Question 4 (how often have you re-gifted?) they stopped the survey. It was assumed that these participants realised that they had not re-gifted before and therefore should not continue. This improved the data given that the resultant sample included re-gifters only. This left 211 cases in the final sample for analysis, with at least 20 responses in each group.

6.3. Demographics

In order to examine the demographic characteristics of the sample, descriptive statistics were initially used. This gave an overview of the type of sample gathered in this research. Table 13 provides the frequencies for each of the demographic variables in this study. Each variable will now be discussed in turn.

6.3.1. Gender

As shown in Table 13, there was a large difference in the number of female participants compared to male participants (77.29% females compared with 22.71% males). This difference was expected as previous research has found females to be more interested and show more instances of gift-giving exchanges (Fischer & Arnold, 1990). An independent sample t-test was conducted to discover if this difference among gender was significant. It was found that women had significantly higher re-gifting intentions than males ($t = -3.26$, $p = .00$). Analysis also showed that females had significantly higher attitudes towards gift-giving ($t = -5.10$, $p = .00$) and previous re-gifting experiences ($t = -2.02$, $p = .04$).

6.3.2. *Age*

The age of participants varied from 18 to above 65 years, however the largest proportion of the sample lay in the 31-40 age range (25.62%). The smallest percentage of re-gifters was above 51 years, which suggests that the older generation are less likely to re-gift. There was found to be no significant difference among age groups and re-gifting intentions when an ANOVA was conducted ($F = 1.50$, $\text{sig.} = .19$). Age was then split into two groups (less the 40 years and over 40 years) to test if there was a difference among young and old in re-gifting intentions. The independent sample t-test was not significant ($t = 0.99$, $\text{sig.} = .32$), however this could be due to less participants being in the higher age bracket, and could provide a direction for further research.

6.3.3. *Geographical Region*

The sample had a range of participants from a number of different countries, the most common being from the USA. This was expected as a large number of the forums were based in the USA. The next largest group was New Zealand and the United Kingdom which are also areas that were expected, as this was where a number of other forums were based.

6.3.4. *Education*

A large proportion of participants had a college or university degree (37.49%), the next highest was post-graduate degree (24.60%) and third highest was some university (19.87%). This suggests that the sample of re-gifters used in this study was quite highly educated.

6.3.5. *Income*

The income levels of participants varied with a large proportion of participants selecting the middle third of population (45.48%). The sample included 17.11% in both the upper

and lower third of the population. The other 19.90% either did not know or preferred not to say.

6.3.6. Ethnicity

The most common ethnicity was White/Caucasian with 83.92% of participants selecting this category. The sample also included 5.20% Asian, 0.52% Pacific Islander and 2.78% African American. There were 7.58% of participants that were in the 'other' category.

6.3.7. Occupation

The most common occupation was management or professional (37.01%). The next most common occupation was 'other', and therefore difficult to analyse. There was 11.39% of the sample who were students, 7.59% in service occupations and 7.10% in sales and office work. There was 6.21% of the sample labelled as unemployed and 5.20% retired.

General Demographics		Frequency	Percent
Gender	Male	48	22.71
	Female	163	77.29
Current Age	18 to 25	36	17.10
	26 to 30	39	18.48
	31 to 40	54	25.62
	41 to 50	43	20.43
	51 to 60	25	11.77
	61 or above	14	6.60
Country/Region	New Zealand	38	18.00
	Australia	3	1.43
	Canada	6	2.78
	United Kingdom	33	15.61
	United States of America	115	54.50
	Asia	3	1.44
	Middle East	3	1.33
	South America	1	0.54
	Europe	8	3.83
	Other	1	0.54
Education	Some high school	5	2.40
	High school	19	9.01
	Trade or vocational training	14	6.63
	Some college or university	42	19.87
	College or university degree	79	37.49
	Post-graduate degree	52	24.60
Income	Lower third	36	17.11
	Middle third	96	45.48
	Upper third	36	17.11
	Prefer not to say	26	12.31
	Not sure	16	7.59
Ethnicity	White/Caucasian	177	83.92
	African America	6	2.78
	Asian	11	5.20
	Pacific Islander	1	0.52
	Other	16	7.58
Occupation	Management, professional	78	37.01
	Service occupations	16	7.59
	Sales and office work	15	7.10
	Farming, fishing, forestry	4	1.93
	Construction, maintenance	2	0.90
	Production, transportation	3	1.39
	Government occupations	10	4.68
	Retired	11	5.20
	Unemployed	13	6.21
	Student	24	11.39
	Other	35	16.60

Table 13: Descriptive Statistics for Demographic Factors

6.4. Scale Structure and Reliability

In order to examine the structure of the scales used in this research, factor analysis was conducted. This method of analysis was used to discover the underlying dimensions of each of the scales. Each scale was then tested using Cronbach's coefficient alpha (Chronbach, 1951). This reliability measure tests how consistently a set of scale items measure the same construct (Cavana et al., 2001). Scales were then measured for normality and outliers using Skewness and Kurtosis analysis.

6.4.1. Factor Analysis

Factor analysis was performed on the items used to measure previous re-gifting experiences, attitude towards gift-giving and attitude towards re-gifting, to discover if there were any underlying dimensions within the scales. The results of this analysis can be found in Tables 14, 15 and 16.

Attitude towards Gift-giving

Factor analysis with Varimax rotation was conducted to examine the 12 scale items for attitude towards gift-giving and produced a three factor solution. Item number nine was removed due to mixed loadings. The three factors were named gift selection effort, perceived amount of giving and gift-giving involvement, and they explained 38.01%, 13.20% and 9.77% of the variance, respectively. These three factors were expected as the scales were taken from three separate studies (Beatty et al, 1991; Bruner, 2009; Mortelmans & Damen, 2001). Reliability analysis was also used to determine whether it is more appropriate to use the overall scale or the three factor solution.

Previous Re-gifting Experiences

Factor analysis with Varimax rotation was used to assess the underlying structure of the previous re-gifting experiences scale. The analysis was initially run with all nine variables included, which produced two factors. Due to mixed loadings item five was removed. Once this item was deleted, the solution produced two factors named attitude towards the task and self-reported guilt which accounted for 49.00% and 24.14% of the variance, respectively.

Attitude towards Re-gifting

Factor analysis was performed on the five-item scale used to measure attitude towards re-gifting. This produced two factors named re-gifting attitudes and social influences that accounted for 57.63% and 24.16% of the variance, respectively. The first factor was the main variable of attitude towards re-gifting with the second factor a subscale of social influences.

Item	Factor		
	Gift selection effort	Perceived amount of giving	Involvement
Carefully selecting gifts and giving gifts is an important tradition to me	.75		
I almost always exert considerable effort to select or make special gifts for close family members	.73		
I almost always try to give gifts that convey a personal message to the receiver	.72		
I like watching the expressions on people's faces when they open a present	.70		
Gift-giving is important to me	.60		
I almost never give gifts to people unless it is for a special occasion *		.77	
I show my friendship to others by giving them special gifts occasionally		.74	
I consider myself someone who gives a lot of gifts		.66	
I consider gifts to be an important way of communicating love or friendship to others		.57	
Gift-giving is irrelevant to me *			.86
Gift-giving makes me feel good			.60
Variance explained (percentage)	38.01	13.20	9.77
(* Reversed scored)			

Table 14: Factor loadings for attitude towards gift-giving scale items

Item	Factor	
	Attitude towards the task	Self-reported guilt
My last re-gifting experience was very pleasant	.89	
My last re-gifting experience was very enjoyable	.84	
My last re-gifting experience was very interesting	.80	
I was very happy with my decision to re-gift	.70	
If I could do it over, I would definitely choose to re-gift	.60	
I felt bad after re-gifting*		.90
I felt a lot of remorse after re-gifting*		.89
My last re-gifting experience made me feel guilty*		.88
Variance explained (percentage)	49.00	24.14
(* Reversed scored)		

Table 15: Factor loadings for previous re-gifting experiences scale items

Item	Factor	
	Re-gifting attitude	Social influences
My attitude towards re-gifting is favourable	.95	
My attitude towards re-gifting is positive	.88	
I like re-gifting	.88	
Most people I know think re-gifting is a good idea		.87
Most people I know think re-gifting is socially acceptable		.87
Variance explained (percentage)	57.63	24.16

Table 16: Factor loadings for attitude towards re-gifting scale items

6.4.2. Reliability Analysis

Table 17 shows the descriptive statistics for each of the scales and their subscales discovered in the factor analysis. The Skewness and Kurtosis values showed that all scales were within the acceptable range and are normally distributed (Hair et al., 1998). All the scales were assessed for reliability using Cronbach's alpha. The scales proved to have acceptable levels of reliability (Cronbach alpha > 0.8). The table provides the reliability analysis for each of the sub-dimensions. However, as the overall scales for all the items perform as well in the reliability tests (Cronbach alpha > 0.8), the remainder of the chapter will look at the total scales only.

Scale	Scale Items	Mean	Std Dev	Skewness	Kurtosis	Cronbach α
Attitude towards Gift-giving Overall Scale	12	3.52	0.61	-0.80	2.25	0.88
Factor 1: Gift Selection Effort	5	3.78	0.74	-1.07	2.62	0.81
Factor 2: Perceived amount of giving	4	3.06	0.81	-0.12	-0.37	0.68
Factor 3: Involvement	2	3.96	0.82	-1.38	2.97	0.75
Previous Re-gifting Experiences Overall Scale	9	3.72	0.70	-0.53	0.39	0.87
Factor 1: Attitude towards the task	5	3.60	0.75	-0.83	1.84	0.85
Factor 2: Self-reported guilt	3	3.91	0.98	-0.81	0.06	0.90
Attitude towards Re-gifting Overall Scale	5	3.59	0.71	-0.81	1.34	0.81
Factor 1: Attitude Towards Re-gifting	3	3.84	0.92	-1.10	1.40	0.90
Factor 2: Social Influences	2	3.28	0.79	-0.48	0.66	0.73
Re-gifting Intentions Overall Scale	3	3.77	1.24	-0.86	-0.41	0.89

Table 17: Descriptive Statistics for Scales

6.5. Manipulation Checks

Vignettes were used to manipulate the three moderating variables on each level. Table 18 shows the descriptive statistics for each of the three manipulations including the number in each condition, means and standard deviations. This shows that there are differences among the means for re-gifting intentions between the two levels of each manipulation.

Variable	Level	N	Mean	Std Dev
Relationship Intimacy	High	106	3.30	1.37
	Low	105	4.23	0.87
Occasion Specialty	Special	102	3.70	1.36
	Non-special	109	3.83	1.11
Gift Appropriateness	High	111	4.10	1.04
	Low	100	3.40	1.33

Table 18: Descriptive Statistics for Re-gifting Intentions

In order to check whether the manipulations in the eight vignettes were effective independent sample t-tests were conducted with re-gifting intentions as the dependent variable. The results indicated that the two levels of relationship intimacy produced a significant difference in re-gifting intentions ($t = 4.89$, $sig. = .00$). The results showed that the two levels of gift appropriateness were also significantly different in re-gifting intentions ($t = -3.52$, $sig. = .00$). The occasion speciality manipulation was not confirmed as successful as the results showed a non significant difference between the two levels of occasion ($t = 1.00$, $sig. = .10$). This unsuccessful outcome could be the result of a number of different factors. Most likely, is that the occasions used in this study may have

influenced participants in different ways as the sample was from a number of different countries and cultures who may have different beliefs about what a special occasion is.

6.6. Preliminary Analysis

The purpose of this section is to gain an initial understanding of the data. This section will explore the frequency of re-gifting, the importance of the moderating variables, and the correlation analysis.

6.6.1. Frequency of Re-gifting

This section gives an initial understanding of the frequency of re-gifting. Participants were asked what percentage of their gift-giving occasions they would re-gift. Table 19 shows the descriptive statistics for this question. On average, the participants re-gifted in 27.55% of their gift-giving situations.

	Mean	St. Dev	Median	Mode	Lowest	Highest
Frequency of Re-gifting	27.55	23.65	20	9	1	100

Table 19: Descriptive Statistics for Frequency of Re-gifting

6.6.2. Importance of Moderating Factors

Participants were asked in the survey to put the three moderating factors in order of importance when making the re-gifting decision. The responses for this question are shown in Table 20. The most important factor involved in making a re-gifting decision was whether the gift was appropriate. The second most important factor was the relationship

intimacy. The least important factor was occasion. This suggests that when individuals make a decision to re-gift, the type of gift and whether or not it is appropriate for the recipient are very important factors, and that the occasion the gift is going to be re-gifted at is not such an important factor as was initially thought.

Factor	1		2		3	
	N	%	N	%	N	%
Relationship Intimacy	68	32.21	85	40.32	58	27.50
Occasion Specialty	52	24.59	58	27.48	101	47.91
Gift Appropriateness	91	43.10	68	32.20	52	24.59

Table 20: Descriptive Statistics for Importance Ratings for Re-gifting Decision (1=Most Important, 3= Least Important)

6.6.3. Correlations

The last stage of the preliminary analysis used Pearson correlation analysis to measure the strength of the associations between the variables. The results of this analysis are displayed in Table 21. Re-gifting intentions had a significant positive association with attitudes towards re-gifting. This association was only weak, but it does show support for re-gifting intentions increasing as attitude towards re-gifting increase. Previous re-gifting experiences and frequency of re-gifting both had small significant positive associations with re-gifting attitudes. Attitudes towards gift-giving were not significant which could be due to the significant positive associations with previous re-gifting experiences and the negative correlation between frequencies of re-gifting.

		1	2	3	4
1	Re-gifting Intentions				
2	Attitude towards Re-gifting	0.22*			
3	Previous Re-gifting Experiences	0.11	0.33*		
4	Attitude towards Gift-giving	0.01	0.08	0.15*	
5	Frequency of Re-gifting	0.03	0.21*	0.08	-0.22*

Table 21: Correlations between Measures (* p < .05)

6.7. Hypothesis Testing

Chapter Four outlined the seven hypotheses of interest in this study. The following section analyses these hypotheses to discover whether each were supported or not supported. A summary of the hypotheses can be found at the end of this section.

6.7.1. Hypotheses One, Two and Three

Hypothesis One, Two and Three were concerned with how the three variables: previous re-gifting experiences, frequency of re-gifting and attitude towards gift-giving, affect attitude towards re-gifting. Hypotheses One and Two predict that an increase in the variable will increase individuals' attitude towards re-gifting. Hypothesis Three predicts that attitude towards gift-giving will have a negative relationship on attitude towards re-gifting.

In order to examine these hypotheses, two separate regression analyses were conducted. The first regression analysis measured all three variables using the overall scales while the second analyses separate the scales to include the subscales.

The results of the first regression model showed that attitude towards gift-giving were not a significant predictor of re-gifting attitudes. Therefore, this factor was removed to produce

the results found in Table 22. Previous re-gifting experiences and frequency of re-gifting were significant predictors of re-gifting attitudes, however the model fit is relatively low ($R^2 = 0.14$). The results of this analysis gave support for Hypothesis One and Hypothesis Two, however Hypothesis Three was not supported.

Predictor	B	<i>t</i>	Sig
Previous Re-gifting Experiences	0.31	4.75	0.00
Frequency of Re-gifting	0.18	2.69	0.01
	$R^2 = 0.14$		
	$F = 16.10$		

Table 22: Table Results for the first Multiple Regression Analysis (standardised betas) for Attitude towards Re-gifting

To examine the effects of the subscales, a second regression analysis was performed. The initial model showed that the factors perceived amount of giving, gift-giving involvement and attitude towards the task of gift-giving were not significant predictors of re-gifting attitudes. These factors were removed from the analysis. Table 23 presents the final model with only three significant predictors of re-gifting attitude. The final model is significant ($p < .01$) however the strength is low ($R^2 = 0.18$, $F = 14.68$). This shows gift selection effort, self-reported guilt and frequency of re-gifting were significant predictors of attitudes towards re-gifting.

Predictor	B	t	Sig
Gift Selection Effort (AGG)	0.16	2.42	0.00
Self-reported Guilt (PRE)	0.33	5.26	0.00
Frequency of Re-gifting (FRE)	0.22	3.43	0.00
Overall	R² = 0.18		
	F = 14.68		

Table 23: Results for the second Multiple Regression Analysis (standardised betas) for Attitude towards Re-gifting

6.7.2. Hypothesis Four

Hypothesis Four states that a positive attitude towards re-gifting will increase re-gifting intentions. As shown in the correlation analysis, there was a positive linear association between re-gifting attitudes and re-gifting intentions. Using Regression analysis, this hypothesis was tested further to discover a significant relationship between attitude towards re-gifting and re-gifting intentions. A summary of this analysis is shown in Table 24. These findings show that there is support for Hypothesis Four.

Source	SS	Df	MS	F	Sig.
Attitude towards Re-gifting	40.00	16	2.50	1.72	0.04
Error	281.55	194	1.45		

Table 24: Results for Regression Analysis (standardised betas) for Re-gifting Intentions

6.7.3. Hypothesis Five, Six and Seven

The next three hypotheses focus on the moderating variables; relationship intimacy, occasion specialty and gift appropriateness. The manipulation checks in the previous section showed that the means for special and non-special occasions were not significant. ANOVA was conducted to test the moderating variables and whether there are any

significant interactions among these variables. The results for this analysis are shown in Table 25. The results show that relationship intimacy and gift appropriateness are significant. There is a significant interaction between relationship intimacy and occasion specialty ($F = 9.07, p < .05$). Relationship intimacy also has a significant interaction between gift appropriateness ($F = 7.81, p < .05$). The results provided evidence for support for Hypotheses Five and Hypothesis Seven, however Hypothesis Six was not supported. Figure 2 visually displays the significant interaction effect between relationship intimacy and occasion specialty and the significant interaction effect between relationship intimacy and gift appropriateness.

Source	SS	Df	MS	F	Sig.
Relationship Intimacy (RI)	51.16	1	51.16	45.79	0.00
Occasion Specialty (OC)	1.34	1	1.34	1.20	0.27
Gift Appropriateness (GA)	24.82	1	24.82	22.21	0.00
RI * OC	10.14	1	10.14	9.07	0.00
RI * OC * GA	0.22	1	0.22	0.20	0.66
OC * GA	0.77	1	0.77	0.69	0.41
RI * GA	8.72	1	8.72	7.81	0.01
Error	226.82	203	1.12		

Table 25: Interaction Effects between Moderating Variables

The first interaction effect shows that when the occasion is special the difference between close and distant relationships is more significant than a non-special occasion where there is less of a difference between low and high relationship intimacy. The second significant interaction effect shows that when the gift is highly appropriate, re-gifting intentions are higher for both low and high relationship intimacy. When the gift is less appropriate for the recipient, there is a large difference between high and low relationship intimacy.

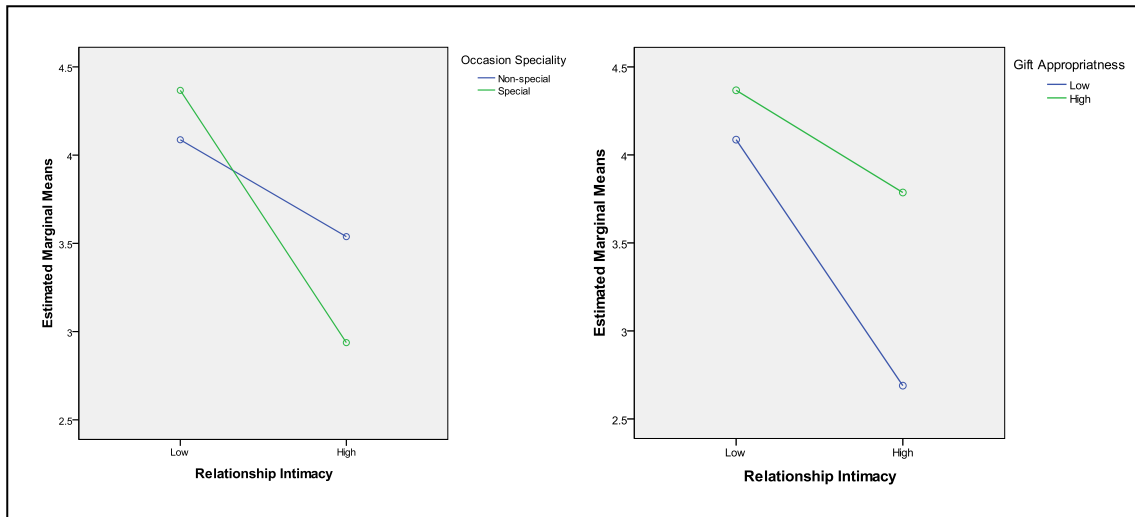


Figure 2: Interaction Effects

6.8. Review of Hypotheses

Table 26 provides a summary of the seven hypotheses results. It was found that previous re-gifting experiences and frequency of re-gifting had a positive association with attitude towards re-gifting. In turn, re-gifting attitude positively influences re-gifting intentions. Relationship intimacy and gift appropriateness were also found to influence re-gifting decisions.

Results for the Hypotheses Tested		
H1	There will be a positive relationship between PRE and AR	Supported
H2	There will be a positive relationship between FR and AR	Supported
H3	There will be a negative relationship between AGG and AR	Not Supported
H4	There will be a positive relationship between AR and INT	Supported
H5	There will be a negative relationship between high RI and INT	Supported
H6	There will be a negative relationship between special OC and INT	Not Supported
H7	There will be a positive relationship between high GA and INT	Supported

Table 26: Hypothesis Summary

CHAPTER SEVEN:

DISCUSSION

7.1 Introduction

This chapter will discuss the major findings of this study, the theoretical and practical implications, and potential future research in the area of re-gifting.

7.2 Major Findings

7.2.1. Summary of Research Purpose

The purpose of this research was to use a multi-method approach to gain an understanding of the gift-giving behaviour of re-gifting. The focus of this thesis was to explore the qualitative findings using quantitative methods. The first stage of this research used qualitative methods to gain an initial understanding of the behaviour of re-gifting. The main conclusions from this phase are as follows:

- Individuals are motivated to re-gift for three main reasons; the characteristics of the gift, the situation and the relationships involved.
- Individuals re-gift because it is convenient, and the gift they originally received did not match their needs, wants or expectations.
- Re-gifts are described as generic items that cannot be personalised or do not have any sentimental value.

The findings from this stage led to the framework for the main quantitative phase of this research. Re-gifting behaviour was analysed using an experimental approach with scenarios to gather information on consumers re-gifting intentions. The focus of the scenarios was to manipulate three factors to determine their influences on these re-gifting intentions. These factors were relationship intimacy, gift appropriateness and the gift-giving occasion. The following discussion will build upon the findings of both stages of this research.

7.2.2 Effects of Relationship Intimacy

The first effect on re-gifting intentions was the factor of relationship intimacy. Both the qualitative and quantitative findings provided support for this factor influencing the re-gifting decision. All participants in the qualitative stage described how the relationship between themselves and the recipient of the re-gift is low in intimacy. The fifth hypothesis (of the quantitative study) stated that high relationship intimacy will decrease individuals' likelihood to re-gift. The results of the online experiment provided supporting evidence for this hypothesis. The relationship intimacy factor was found to be the second most important from the three factors when making the decision to re-gift in the vignettes.

It is proposed that there are many explanations for relationship intimacy influencing re-gifting intentions. The nature of the gift-giving relationship, such as a parent-child relationship, will have well established boundaries and will therefore, influence the benefits sought (Parsons, 2002). This giver/receiver relationship is also defined in terms of quality and closeness (Roster, 2006). It is thought that consumers re-gift when the nature and the quality of the relationship are distant, and therefore, re-gifters feel this behaviour is socially

acceptable. These are often the ‘difficult’ recipients termed by (Otnes et al., 1993), who tend to be older, distant relatives or acquaintances.

7.2.3 Effects of Occasion Specialty

The qualitative stage and the current literature suggested that occasion affected individuals’ decisions to re-gift. The occasion in which the gift is needed can determine the amount of effort one goes into finding the right gift, and based on the qualitative findings, re-gifting is seen as a convenient and low stress method of gift-giving. Gift-giving occasions that occur spontaneously are more highly valued than occasions where gifts are given out of obligation (Larsen & Watson, 2001).

Further analysis found that the occasion factor did not significantly influence re-gifting intentions. This non-significant result could be due to the type of occasions chosen in this study. Although the occasions were chosen based on the idea that a thank-you gift was a non-special occasion and a 21st birthday was a highly special occasion, these could have been perceived differently by participants. Goodwin et al. (1990) state how people give gifts out of obligation or voluntarily. In the situations given, some participants may have viewed a 21st birthday gift as being tied to obligation, and therefore may not have minded re-gifting the item. A thank-you gift could be seen as voluntary, so therefore, participants may feel they would not re-gift in this situation.

7.2.4 Effects of Gift Appropriateness

Participants in the qualitative phase described how it was important when re-gifting, to still give the recipient an appropriate gift. The results of the quantitative phase confirmed that gift appropriateness is a significant factor when making re-gifting decisions. The gift appropriateness factor was found to be the most important factor when making a re-gifting decision. There is a large amount of evidence in the literature around the concept of gift appropriateness. The results from this study support the similar findings in the gift-giving literature. Larsen and Watson (2001) state how an appropriate gift will portray to a recipient that they are unique and special. An appropriate gift can be determined by a number of things such as does the gift match the recipients' tastes, needs, wants and desires (Robert & Verhallen, 1994). Sherry (1983) describes how a recipient of a gift will in turn one day be a donor of a gift. In re-gifting however, the gift stays the same and the original donor and final receiver are different.

7.2.5 Predicting Re-gifting Attitudes

There are three main factors that were thought to be the main indicators for predicting re-gifting attitudes. These factors were previous re-gifting experiences, gift-giving attitudes and frequency of re-gifting. As suggested by Fischer and Arnold (1990), consumers are more involved in gift-giving when they are more involved in buying and selecting gifts. It was thought that individuals who are more involved in gift-giving would be less likely to re-gift because they enjoy the process of buying and selecting gifts, however this was found

not to be case in this study. The results showed that gift-giving attitudes are not a significant predictor of re-gifting attitudes.

Consumers' attitudes can often be shaped by ones' previous experiences to the object or act (Ajzen & Fishbein, 1977). Similarly, the results of this study found that positive previous re-gifting experiences influence re-gifting attitudes. Furthermore, the frequency of re-gifting was thought to influence re-gifting attitudes. The more frequently an individual has performed a behaviour, the more likely they will hold positive feelings towards the behaviour.

Further analysis showed that there were two other significant sub-factors that had an influence in re-gifting attitudes: self-reported guilt and gift selection. Self-reported guilt, a sub-factor of previous re-gifting intentions, was found to be a significant predictor of re-gifting attitudes. In a previous study on guilt in the consumption context, it was found that consumers can elicit guilt in both close and distant relationships (Dahl et al., 2003). This shows that even when re-gifting to a distant relative, individuals still feel a sense of guilt.

Gift selection effort, a sub-factor of gift-giving attitudes, was also a significant predictor of re-gifting attitudes. This shows that although the overall factor of gift-giving attitudes was not significant, there is a significant sub-factor. It was found that individuals who were less interested in gift selection had more positive attitudes towards re-gifting. This relates to the idea that re-gifting is a more convenient option, and that it reduces the amount of stress and work involved in gift selection.

7.2.6 Re-gifting Intentions

The overall results suggest that a positive attitude towards re-gifting will positively influence re-gifting intentions. The results showed that an appropriate gift as well as a distant relationship with the receiver resulted in an increase in re-gifting intentions. It has been shown in the literature that attitudes influence behavioural intentions (Ajzen & Fishbein, 1977). The overall conceptual model was supported with the exception of occasion and gift-giving attitudes. The following sections will discuss the implications of these findings and potential further research.

7.3. Research Implications

The results of this research have both theoretical and practical implications which are discussed below.

7.3.1. Theoretical Implications

The major findings of this research offer some interesting theoretical implications. The results of this research provide an important insight into re-gifting behaviour and the factors that go into deciding when it is appropriate to re-gift. This multi-method approach into understanding re-gifting is the first of its kind. This research contributes to the large amount of gift-giving and disposition literature. These results add a major contribution to the understanding of re-gifting behaviour, as no such research has been undertaken using this multi-method approach.

The theoretical background to this research is based around the large amount of gift-giving literature. This provided an understanding of gift-giving behaviour in order to theorise around re-gifting behaviour. The results of this research lead to a valuable extension of these gift-giving theories. These results lead to an important extension into the understanding of disposition strategies. As the literature suggests, there are different methods consumers use to dispose of gifts. This initial understanding of re-gifting adds to the disposition and recycling literature as another method by which gifts can be disposed of.

This research extends the literature into the negatives of gift-giving. Re-gifting is one method of reducing the negatives that arise from gift-giving, such as environmental aspects, materialism and consumerism. In certain occasions, such as Christmas, there are numerous gifts being given and many are unwanted or unnecessary. This leads to an overpowering number of gifts that could potentially just be thrown away. This study has many environmental implications as goods are being re-gifted instead of thrown away in the trash. Beatty et al. (1991) describes how society has an urgent waste management problem, and therefore could use re-gifting as a way to help market the redistribution of gifts.

7.3.2. Practical Implications

There are a wide number of practical implications that arise from this research. As re-gifting has been increasing in popularity (Lovley, 2006; Newbern, 2009; Wadler, 2008), there are number of different groups the practical implications of this study could impact upon, such as retailers, charity organisations and branding and advertising businesses. It is

important for gift retailers to understand the behaviour of re-gifting, because if more consumers are re-gifting then these retailers will lose an opportunity to sell a new gift. Retailers can provide gift suggestions for consumers to make it easier to select gifts for difficult recipients. As stated by Mortelmans and Damen (2001), gift-giving occasions have become highly commercialised and consumers feel more pressured to purchase a 'perfect' gift. This study builds upon existing concepts of disposition methods and strategies. As the literature shows, methods of disposing of gifts include throwing away, giving away, and giving to charity. Charity organisations could use this information on re-gifting to promote giving un-wanted gifts to charity instead of re-gifting.

Parsons (2002) found that branding is an important aspect of gift-giving. He suggested that retailers need to inform customers of the brand benefits for both the giver and the receiver. Retailers should promote the specific brand associations of gift merchandise at certain gift-giving occasions such as Christmas, Mother's Day and Valentine's Day. Kennedy and Parsons (2007) suggest that retailers should take their time in discussing the recipient's desires. Using these techniques, retailers can enable the giver to better select the ideal gift for their recipient and therefore they are less likely to re-gift. The fewer consumers that are re-gifting, the more new gifts they are purchasing at retail stores.

7.4. Future Research

From the results presented, the following discussion will identify the main directions for future research. Although the goal of this research was to test the conceptual framework on a sample of the re-gifting population, there is limited scope for generalisation using this

experimental research method. The experimental design was based around testing re-gifters behavioural intentions rather than actual behaviour. The literature has shown that the stronger a person's intention to perform a behaviour, the greater the likelihood of the behaviour being performed (Ajzen & Madden, 1986). It would be difficult to measure actual re-gifting behaviour as participants may not realise the underlying reasons they re-gift in certain situations and not others.

This study used hypothetical vignette scenarios to manipulate the three moderating variables of interest. When designing the vignettes, the author attempted to ensure that the storyline and characters were believable. However, the hypothetical vignettes may not accurately predict informants true responses to a similar situation. Vignettes can be interpreted in different ways, and it is difficult to tell which of the specific elements trigger a particular response (Alexander & Becker, 1978). Although the author pre-tested the vignettes for different interpretations, the vignettes may still have been interpreted differently between participants. The scenarios given in the experiment only asked how the participants would react in the situation, and this may not have reflected individuals' real life re-gifting intentions in other situations. Future research could analyse re-gifting behaviour using other research methods. Ethnography is one option that would allow the researcher to follow re-gifting parties among a group of friends. Research could also focus on 'known' re-gifters and their methods of choosing when and who to re-gift to. Other areas of research could focus on the different types of re-gifters, and how re-gifting is

becoming more accepted in society, with a focus on comparing re-gifters and non re-gifters which was not done in this study.

A limitation to this study was the possible selection bias and the nature of the sample, and this affects the extent to which the results of this study can be generalised. The sample was of re-gifters who were selected via the Internet, which therefore included only re-gifting forum users. Further research could survey a larger sample through methods other than an online experiment. Much of the gift-giving research has found interesting differences among cultures in gift-giving behaviour. Further research focusing on different cultures to compare re-gifting behaviour is an obvious next stage for future research to address.

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APPENDICES

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A. Qualitative Interview Guide

How do you feel about giving and getting gifts?

(PROBES IF REQUIRED)

- What gift giving occasions are most important to you? Why?
- Who do you most enjoy giving gifts to and receiving gifts from?
- To whom do you least enjoy giving gifts?
- How do you select gifts – on your own or with help?
- How do you know when you have chosen the right gift for someone?
- Tell me about a time that you received a gift that you didn't want. How did you feel about the gift-giver after you received the unwanted gift?
- What do you typically do with gifts that are unwanted?

Can you describe a situation where you have re-gifted before?

(PROBES IF REQUIRED)

- How do you go about it?
- Who was the gift from, what is your relationship with them?
- Whom did you gift to, what is your relationship with them?
- Why did you choose to re-gift the item to that particular person?
- What was the gift?
- Did the other people involved know you re-gifted their present/gave them a re-gift?
- What were your reasons behind doing this?
- How did you feel about this situation?
- How did you feel when you initially received the gift (before you re-gifted it)?

(REPEAT FOR OTHER INSTANCES OF RE-GIFTING)

When is it appropriate to re-gift?

(PROBES IF REQUIRED)

- What are the characteristics of presents that you re-gift? What type of product do you normally re-gift?
- What do you think is acceptable?
- What type of present do you most commonly re-gift?
- What is the average cost of the gifts you re-gift?
- Are there certain gifts or certain presents that you would never re-gift?
- Why would you never re-gift these types of presents?
- What are your reasons behind choosing what gifts to re-gift and what to keep?
- What type of relationship do you have with the recipient of the re-gift?
- What are your reasons for choosing people to re-gift to?
- What type of relationship do you have with the original giver?
- What are your reasons for choosing whose gifts you re-gift?
- How many times would you estimate that you have re-gifted?
- What makes you decide to re-gift rather than other disposal options (e.g. selling it online, giving to charity....)

What are your feelings about re-gifting?

(PROBES IF REQUIRED)

- How do you feel after you have re-gifted?
- Are you worried about being caught by the person who originally gifted them the present? Have you ever been ‘caught’ re-gifting? What did you do?
- How would you feel if you new someone re-gifted a present you gave to them?
- Do you ever talk about re-gifting with other people? Do you know other people who re-gift?
- Do you ever tell people you re-gift to that it is a re-gifted present?

B. Interview Information and Consent Forms

Department of Management

You are invited to participate as a subject in a research project on the reasons why people re-gift. The aim of this project is to discover and understand the reasons why people re-gift their unwanted gifts and to discover what feelings are attributed to the giver after the experience of re-gifting.

Your involvement in this project will be to participate in an interview, which is a discussion on the topic of re-gifting. The interview will take approximately one hour. The interview will be audiotaped with your permission, however your name and identity will be removed and only the researcher and supervisor will review these. You have the right to withdraw from the project at any time. You can review the transcript of the interview and can to withdraw any information you have provided if you wish.

The results of the project may be published, but you may be assured of the complete confidentiality of data gathered in this investigation, the identity of participants will not be made public without their consent. To ensure confidentiality, your interview scripts and tapes will be coded so no names will be included in the findings.

The project is being carried out as a requirement for Management Honours by Elizabeth Ormandy under the supervision of Paul Ballantine who can be contacted at paul.ballantine@canterbury.ac.nz. He will be pleased to discuss any concerns you may have about participation in the project. This project has been reviewed and approved by the Department of Management, University of Canterbury.

Thank you for your time

Management Department

Researcher: *Elizabeth Ormandy (emo27@student.canterbury.ac.nz)*

Supervisor: Dr Paul Ballantine (paul.ballantine@canterbury.ac.nz)

12 May 2009

Project Title: The reasons why and the feelings attributed to the act of re-gifting

I have read and understood the description of the above-named project in the information sheet provided. On this basis, I agree to participate as a subject in the project, and I consent to publication of the results of the project with the understanding that confidentiality will be preserved. I understand and agree to the **audiotaping** of the interview.

I understand also that I may at any time withdraw from the project, including withdrawal of any information I have provided.

I note that this research has been reviewed and approved by the Department of Management, University of Canterbury.

NAME (please print):

Signature:

Date:

C. Questionnaire Information, Consent and Debriefing

Forms

Information sheet for Gift-giving research project

You are invited to participate in a Masters Research project on your gift-giving behaviour. We are interested in your attitudes and previous experiences regarding different types of behaviours.

Your involvement in this project will be to participate in an online experiment which involves reading a short scenario and then answer questions on that scenario.

There will also be questions on your general attitude towards gift-giving, your previous experiences and other aspects of gift-giving behaviour. You will also be asked to provide demographic information. **All information you provide will remain confidential.**

This survey will take approximately 10 minutes for you to complete. Please answer openly and honestly as your answers are important to the study. You may withdraw from this study at any time and any information already provided will not be used. The results of the project may be published, but you may be assured of the complete confidentiality of data gathered in this investigation, the identity of participants will not be made public without their consent.

The project is being carried out as a requirement for a Masters of Commerce thesis by Elizabeth Ormandy under the supervision of Paul Ballantine who can be contacted at paul.ballantine@canterbury.ac.nz. He will be pleased to discuss any concerns you may have about participation in the project. This project has been reviewed and approved by the Department of Management, University of Canterbury.

Thank you for your time

Consent

Masters Research Project on Gift-giving Behaviour

I have read and understood the description of the above-named project in the information sheet preciously shown. On this basis, I agree to participate as a subject in the project, and I consent to publication of the results of the project with the understanding that confidentiality will be preserved.

I understand also that I may at any time withdraw from the project, including withdrawal of any information I have provided by exciting the website as data will only be used if the survey is completed in full.

I note that this research has been reviewed and approved by the Department of Management, University of Canterbury.

Debriefing

THANK YOU for completing this survey, your answers are important to us.

As you may have noticed, a large proportion of this survey focused on the behaviour of giving gifts that were given to you as another gift, know as re-gifting.

The main purpose of this study was to discover what influences individuals decisions to re-gift.

The information provided before the survey did not mention this as we wanted your answers to be as open-minded and not force your responses in a certain way.

The intention was not to deceive you but to exclude the true purpose of this study to ensure we received honest and accurate response.

D. Vignettes

Scenario A

Please read the following scenario, the people in the scenario are not real people, but you may find their situation to be familiar. After reading the scenario, you will be asked to answer a few questions about what you would do in this situation. Vicky is a 35 year old nurse who lives with her husband and three children. They live in a pleasant neighbourhood in the outskirts of the city.

A month ago Vicky received a necklace as a birthday gift that she has yet to wear. The necklace is very nice and looks expensive, however it is not really her style or something she would normally wear. Vicky's best friend Rachel is having her 21st birthday party on Saturday and it is expected that guests bring a gift. Vicky and Rachel are very close and this is a very special birthday for Rachel.

Vicky works long hours and often finds it hard to find time to go shopping. It gets to Friday and Vicky has yet to find time to go shopping for a gift for Rachel. Vicky remembers that she has the necklace she received for her birthday sitting in her drawer in its original packaging. Vicky feels that Rachel would really like this necklace as it is more her style of jewellery. Vicky gets some new wrapping paper and ribbon and re-wraps the gift for Rachel.

Please answer the following questions regarding this scenario:

Scenario B

Please read the following scenario, the people in the scenario are not real people, but you may find their situation to be familiar. After reading the scenario, you will be asked to answer a few questions about what you would do in this situation. Vicky is a 35 year old

nurse who lives with her husband and three children. They live in a pleasant neighbourhood in the outskirts of the city.

A month ago Vicky received a bottle of wine as a birthday gift she has yet to open; the bottle of wine is very nice and looks expensive, however it is not really something she would normally drink. Vicky's best friend Rachel is having her 21st birthday party on Saturday and it is expected that guests bring a gift. Vicky and Rachel are very close and this is a very special birthday for Rachel.

Vicky works long hours and often finds it hard to find time to go shopping. It gets to Friday and Vicky has yet to find time to go shopping for a gift for Rachel. Vicky remembers that she has the bottle of wine she received for her birthday sitting in the cupboard unopened. Vicky knows that Rachel would not normally drink wine so this is not the most appropriate gift for Rachel. Vicky gets some new wrapping paper and ribbon and re-wraps the gift for Rachel.

Please answer the following questions regarding this scenario:

Scenario C

Please read the following scenario, the people in the scenario are not real people, but you may find their situation to be familiar. After reading the scenario, you will be asked to answer a few questions about what you would do in this situation. Vicky is a 35 year old nurse who lives with her husband and three children. They live in a pleasant neighbourhood in the outskirts of the city.

A month ago Vicky received a bottle of wine as a birthday gift she has yet to open; the bottle of wine is very nice and looks expensive, however it is not really something she would normally drink. Vicky's neighbour Rachel is having her 21st birthday party on Saturday and it is expected that guests bring a gift. This is a very special occasion for

Rachel. Vicky and Rachel are friendly to one another but only see each other from time to time.

Vicky works long hours and often finds it hard to find time to go shopping. It gets to Friday and Vicky has yet to find time to go shopping for a gift for Rachel. Vicky remembers that she has the bottle of wine she received for her birthday sitting in the cupboard unopened. Vicky feels that Rachel would really like this bottle of wine. Vicky gets some new wrapping paper and ribbon and re-wraps the gift for Rachel.

Please answer the following questions regarding this scenario:

Scenario D

Please read the following scenario, the people in the scenario are not real people, but you may find their situation to be familiar. After reading the scenario, you will be asked to answer a few questions about what you would do in this situation. Vicky is a 35 year old nurse who lives with her husband and three children. They live in a pleasant neighbourhood in the outskirts of the city.

A month ago Vicky received a necklace as a birthday gift that she has yet to wear. The necklace is very nice and looks expensive, however it is not really her style or something she would normally wear. Vicky's neighbour Rachel is having her 30th birthday party on Saturday and it is expected that guests bring a gift. Vicky and Rachel are friendly to one another but only see each other from time to time.

Vicky works long hours and often finds it hard to find time to go shopping. It gets to Friday and Vicky has yet to find time to go shopping for a gift for Rachel. Vicky remembers that she has the necklace she received for her birthday sitting in her drawer in its original packaging. Vicky is unsure whether Rachel likes this type of jewellery and it

is not the most appropriate gift to give at this occasion. Vicky gets some new wrapping paper and ribbon and re-wraps the gift for Rachel.

Please answer the following questions regarding this scenario:

Scenario E

Please read the following scenario, the people in the scenario are not real people, but you may find their situation to be familiar. After reading the scenario, you will be asked to answer a few questions about what you would do in this situation. Vicky is a 35 year old nurse who lives with her husband and three children. They live in a pleasant neighbourhood in the outskirts of the city.

A month ago Vicky received a necklace as a birthday gift that she has yet to wear. The necklace is very nice and looks expensive, however it is not really her style or something she would normally wear. Vicky's best friend Rachel looked after her house while she was on holiday and feels she is expected to give Rachel a gift to say thank you. They often keep an eye out on each other's houses when one of them is away as they have a very close relationship.

Vicky works long hours and often finds it hard to find time to go shopping. It gets to Friday and Vicky has yet to find time to go shopping for a gift for Rachel. . Vicky remembers that she has the necklace she received for her birthday sitting in her drawer in its original packaging. Vicky feels that Rachel would really like this necklace as it is more her style of jewellery. Vicky gets some new wrapping paper and ribbon and re-wraps the gift for Rachel.

Please answer the following questions regarding this scenario:

Scenario F

Please read the following scenario, the people in the scenario are not real people, but you may find their situation to be familiar. After reading the scenario, you will be asked to answer a few questions about what you would do in this situation. Vicky is a 35 year old nurse who lives with her husband and three children. They live in a pleasant neighbourhood in the outskirts of the city.

A month ago Vicky received a bottle of wine as a birthday gift she has yet to open; the bottle of wine is very nice and looks expensive, however it is not really something she would normally drink. Vicky's best friend Rachel looked after her house while she was on holiday and feels she is expected to give Rachel a gift to say thank you. They often keep an eye out on each other's houses when one of them is away as they have a very close relationship.

Vicky works long hours and often finds it hard to find time to go shopping. It gets to Friday and Vicky has yet to find time to go shopping for a gift for Rachel. Vicky remembers that she has the bottle of wine she received for her birthday sitting in the cupboard unopened. Vicky knows that Rachel would not normally drink wine so this is not the most appropriate gift for Rachel. Vicky gets some new wrapping paper and ribbon and re-wraps the gift for Rachel.

Please answer the following questions regarding this scenario:

Scenario G

Please read the following scenario, the people in the scenario are not real people, but you may find their situation to be familiar. After reading the scenario, you will be asked to answer a few questions about what you would do in this situation. Vicky is a 35 year old

nurse who lives with her husband and three children. They live in a pleasant neighbourhood in the outskirts of the city.

A month ago Vicky received a bottle of wine as a birthday gift she has yet to open; the bottle of wine is very nice and looks expensive, however it is not really something she would normally drink. Vicky's neighbour Rachel looked after her house while she was on holiday and feels she is expected to give Rachel a gift to say thank you. Vicky and Rachel are friendly to one another but only see each other from time to time. They often keep an eye out on each other's houses when one of them is away.

Vicky works long hours and often finds it hard to find time to go shopping. It gets to Friday and Vicky has yet to find time to go shopping for a gift for Rachel. Vicky remembers that she has the bottle of wine she received for her birthday sitting in the cupboard unopened. Vicky feels that Rachel would really like this bottle of wine. Vicky gets some new wrapping paper and ribbon and re-wraps the gift for Rachel.

Please answer the following questions regarding this scenario:

Scenario H

Please read the following scenario, the people in the scenario are not real people, but you may find their situation to be familiar. After reading the scenario, you will be asked to answer a few questions about what you would do in this situation. Vicky is a 35 year old nurse who lives with her husband and three children. They live in a pleasant neighbourhood in the outskirts of the city.

A month ago Vicky received a necklace as a birthday gift that she has yet to wear. The necklace is very nice and looks expensive, however it is not really her style or something she would normally wear. Vicky's neighbour Rachel looked after her house while she was on holiday and feels she is expected to give Rachel a gift to say thank you. Vicky and

Rachel are friendly to one another but only see each other from time to time. They often keep an eye out on each other's houses when one of them is away.

Vicky works long hours and often finds it hard to find time to go shopping. It gets to Friday and Vicky has yet to find time to go shopping for a gift for Rachel. Vicky remembers that she has the necklace she received for her birthday sitting in her drawer in its original packaging. Vicky is unsure whether Rachel likes this type of jewellery and is not the most appropriate gift to give at this occasion. Vicky gets some new wrapping paper and ribbon and re-wraps the gift for Rachel.

Please answer the following questions regarding this scenario:

E. Questionnaire

Gift-gifting Survey 2010: Information page

You are invited to participate in this study that wishes to understand your attitudes and opinions of your gift-giving behaviour.

This survey is for the purpose of a Master's Thesis at the University of Canterbury.

You are asked to take part in a **5-10min survey** that has five short sections:

- The first section involves reading a short scenario and answering some questions relating to this.
- The next three sections include some general questions on your attitudes relating to aspects of gift-giving.
- The last section will ask you to provide your demographic information.

All information you provide will remain **confidential** so please answer openly and honestly.

The results of this survey may be published but you may be assured of the complete confidentiality of data gathered. This project has been reviewed and approved by the Department of Management, University of Canterbury.

More information and the consent form for this project can be found here [Information and consent form](#)

It is assumed that by beginning this survey that you are giving your consent to use your data.

To begin the survey please click **NEXT**

Section 1: Gift-giving Scenario

(One of the eight vignettes is display here. These can be found in appendix

Q1.Given the situation described, please use the scales below to check the space that indicates the extent you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
A. If I was in Vicky's situation, it is highly probable that I would give the gift to Rachel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. If I was in Vicky's situation, it is highly likely that I would give the gift to Rachel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. If I was in Vicky's situation, there is no chance that I would give the gift to Rachel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2.Please drag and drop the following three factors into the order of importance you feel these factors were in contributing to your decisions in question 1. (For example: click on the option and move it into position above or below the others)

(Where 1 is most important and 3 is least important)

The degree of friendship between Vicky and Rachel

The occasion the gift was needed for

The appropriateness of the gift for Rachel

Section 2 Gift-giving attitude

The purpose of this section is to gain an understanding of your attitude towards gift-giving. There is no right or wrong answers- all we are interested in are responses that accurately describe your opinion on gift-giving.

Q3. Using the scales below, please check the space that indicates the extent you agree or disagree with the following statements.

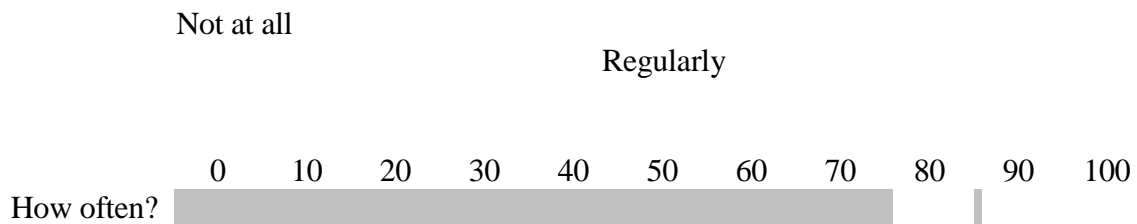
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
A. I almost never give gifts to people unless it is for a special occasion <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. I show my friendship to others by giving them special gifts occasionally <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. I consider myself someone who gives a lot of gifts <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. I consider gifts to be an important way of communicating love or friendship to others <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Carefully selecting gifts and giving gifts is an important tradition to me <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. I almost always exert considerable effort to select or make special gifts for close family members <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. I almost always try to give gifts that convey a very personal message to the receiver <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Gift-giving makes me feel good <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. I like watching the expressions on people's faces when they open a present <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Gift-giving is important to me <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
K. Gift-giving is of concern to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. Gift-giving is irrelevant to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3: Previous Experiences

This section is to gain an understanding of your previous re-gifting experiences and how often you have re-gifted before. Re-gifting is the behaviour of giving a gift you have received from someone, and gifting it on to someone else for another occasion.

Q4. Approximately, what percentage of your gift-giving would you say you have given a gift that was given to you, to someone else as present? Please slide the bar to the position that best suits you.



Q5. Using the scale below, please indicate how you feel about your last re-gifting experience on the scale below:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A. My last re-gifting experience was very enjoyable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. My last re-gifting experience was very interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. My last re-gifting experience was very pleasant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
D. My last re-gifting experience made me feel guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. I felt a lot of remorse after re-gifting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. I felt bad after re-gifting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. I feel no regret after re-gifting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. If I could do it over, I would definitely choose to re-gift	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. I was very happy with my decision to re-gift	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4: Re-gifting Attitude

The purpose of this section is to gain an understanding of your attitude towards re-gifting.

Q6. Using the scale below, please check the space that you feel best describes your attitude towards the act of re-gifting.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My attitude towards re-gifting is favourable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My attitude towards re-gifting is positive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like re-gifting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people I know think re-gifting is a good idea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people I know think re-gifting is socially acceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5: Demographics

The purpose of this section is to gather your demographic information. All information you provide will remain confidential.

Q7. What is your gender?

Q8. What is your current age?

Q9. In which country or region do you currently reside?

Q10. What is your highest level of education you have completed?

Q11. How would you classify your annual income compared to others in your country/region?

Q12. What is your race?

Q13. What is your current occupation?

Q14. Any comments about this survey or the topic please comment below

Thank you for taking the time to complete this survey, your answers are important and will be kept confidential. If you would like to read more information regarding what was included in this survey please [Click Here](#)

F. List of Websites

<http://forums.about.com/n/pfx/forum.aspx?nav=messages&webtag=ab-housewares>

<http://mommysavers.com/boards/money-saving-tips-household/>

<http://forums.ebay.com/db1/thread.jspa?threadID=510283085>

<http://www.pioneerthinking.net/cgi-bin/YaBB.pl>

<http://lowimpact.org/forums/viewtopic.php?p=5027#5027>

<http://www.downthelane.net/forum/index.php>

<http://www.greenforum.com/green-news-informative-articles/>

<http://www.forumsglobe.com/national-forums/list/0/1/7/Shopping/General%20Discussions.forums>

<http://mymerrychristmas.com/forum/index.php>

<http://allthingschristmas.com/forum/showthread.php?t=2909>

<http://www.constantlychristmas.com/forum/forumdisplay.php?f=18>

<http://forums.student.com/>

<http://www.postgraduateforum.com/forum.aspx>

http://www.uk-student.net/modules/d3forum/index.php?forum_id=6

<http://forum.retailmenot.com/surveys-research-studies/>

<http://www.thefrugallife.com/smf/index.php?board=9.0>

<http://ecobites.com/forum/47-links-and-websites-here>

<http://www.greenoptions.com/forum/list/2743>

<http://www.christmastalk.com/forumdisplay.php?f=321>

<http://www.talkchristmas.com/forumdisplay.php?f=19>

<http://www.greenerpeople.com/forum/general-discussion/>

<http://www.thestudentroom.co.uk/forumdisplay.php?f=319>

<http://forum.moneysavingqueen.com/>

<http://forumpromotion.net/forum/viewtopic.php?f=3&t=64934>

http://forums.mynetresearch.com/yaf_topics2_Dissertation.aspx

<http://tinychoices.com/2010/12/09/regifting-masters-thesis-style/>

G. Invitation Letter and Thread

Hey

I'd like to request permission to post a thread asking members to take part in my masters research, it is a online questionnaire that will take 10-15 minutes, and can be found here http://canterbury.qualtrics.com/SE/?SID=SV_1FBqjUxRZgByXAw

This research is on re-gifting behaviour and I need to find people who have re-gifted before and think your forum may be helpful in recruiting people for my survey.

All participants are invited to enter into the draw to win one of three \$50 USD Amazon.com gift certificates as a thank-you. I am a 100% legit, not a viral marketer or a scammer. My name is Elizabeth Ormandy, I study at the University of Canterbury in Christchurch New Zealand and my email address there is emo27@uclive.ac.nz.

I've attached a draft of the post below; if you could give me approval I'd be ever so grateful!

Thanks!

Thread

Hi all

Have you ever re-gifted before? Taken a gift that someone has given you and then gifted it to someone else? If yes then I need a favour.

I'm doing research on gift-giving behaviour for my Masters of Commerce at the University of Canterbury, New Zealand. I am looking for participants to take my online questionnaire. It takes about 10 minutes to complete, it is not too challenging.

You can find the questionnaire here

http://canterbury.qualtrics.com/SE/?SID=SV_1FBqjUxRZgByXAw

If you wish, at the end of the survey you can enter into the draw to **win one of three \$50 Amazon.com gift certificates** as a thank-you.

All information will be kept confidential so please answer the questions truthfully. Your responses will be very much appreciated.

So please take it!