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Gift-giving of toys from adults to children

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A thesis submitted in partial fulfilment of the requirements  
of the Robert Gordon University  
for the degree of Doctor of Philosophy

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VOLUME I

## **ABSTRACT**

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PhD

Gift-giving of toys from adults to children.

The focus of this study is the consumer behaviour habits of adults giving of toys to children aged 11 and under as gifts. It is borne out of a need to understand why adults buy gifts for children adding to the issues on consumption practices and materialism. It begins by discussing the issues of researching with children, outlining an exploratory artwork session conducted with children prior to making a decision to use adults as the unit of assessment for the study and to take a positivist stance.

The literature review chapter explores the concepts of gift-giving of toys to children by synthesising topics of consumer behaviour and gift-giving as fields of study. It considers gift-giving models and focuses on buyer behaviour when gift-giving; information sources used in gifting; whether adults are concerned about gift-giving; adults roles and motivations in gift-gifting and relationship impacts between adults and children for incorrect gifting. These themes are researched within a demographic perspective keeping in mind the consumer socialisation issues and a figure is developed to show the hypotheses for testing.

The methodology takes into account both interpretivist and positivist philosophies reaffirming the reasons for a positivist choice. Semi structured interviews are used in two phases to explore adults perceptions of gift-giving in general and gift-giving of toys to children. The main data collection instrument was a structured questionnaire which developed and extended previous researchers' items. This questionnaire was distributed across a sample section of schools within the Aberdeen City and suburbs via a homework bag method.

The value of the study lies in the contribution to knowledge through the analysis of the data. Contribution was found to exist with roles and motivations in gifting where three new roles were highlighted and one discounted. For information sources the interpersonal sources were important to mothers; the internet was found to be a new source, and mass media was found to be popular with a lower educated strata giving rise to issues for TV advertising policy. Differences existed between gifting at Christmas and birthday times and to adults' own and other children providing contribution to the lack of birthday gifting research and to the givers' perspective. A number of demographics such as gender, education and marital status were found to be important in understanding this gifting behaviour, whereas age on the other hand, did not. Finally, recommendations are made to policy makers from these contributions in particular regarding information sources and the education of children.

**Key words:** gift-giving; information; relationship; roles; Christmas; Santa; Birthdays; parents; children; toys.

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My proof reader, Mrs Elizabeth Buchan a retired primary school teacher, gets a special mention for her help and encouragement on the final push. I would also like to thank: Alison at the gatehouse, Robert Gordon University, for the exceptionally professional presentation of the questionnaire. The Director of Education at Aberdeen City Council, Mrs Annette Brutton for permission to distribute the questionnaire, Aberdeen City Primary School Head Teachers and Administration teams for questionnaire distribution and all the people who took the time to answer my questions. Thanks.

I dedicate this work to the one thing that has remained constant throughout this journey - my family, Paul, Samantha and Hannah who are looking forward to getting me back on 'their terms' as am I. "Not what we give, but what we share. For the gift without the giver is bare" Lowell (1848).

Adieu

Pauline

## **PUBLICATIONS DECLARED**

BREMNER, P. A. M., 2008a. And they say don't work with children. In: DONALDSON, B. ed. Reflective marketing in a material world. *Proceedings of the Academy of Marketing Conference*, 8-10 July 2008. Aberdeen: The Robert Gordon University.

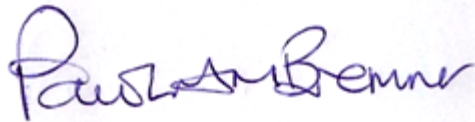
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## DECLARATION OF AUTHENTICITY

This thesis is submitted in partial fulfilment of the Degree of Philosophy (by research) at the Robert Gordon University.

I declare that this document embodies the results of my own work and that it is composed by myself and has not been included in any other thesis. Following the Academic Guidelines I have made due acknowledgement of all sourced work.

Pauline Ann Mary Bremner

A handwritten signature in blue ink that reads "Pauline Ann Bremner". The signature is written in a cursive style with a large initial 'P' and 'A'.

May 2015

## FOREWORD

### The Toy Torrent

Tom Robinson is worried by the ever-increasing number of presents given to his son

“Even before Christmas the bedroom of our eight year old son was inhabited by dozens of cuddly rabbits, foxes, cars, trucks, trains, blackboards, whiteboards, hand percussion, kites, yo yos, slinkies, walkie talkies, etch a sketch, face masks, face paints, CDs, tapes, medallions and several metric tonnes of Lego.

**Little is valued, none of it cared for.** We never wanted it to be like this. As first-time parents we planned plenty of books plus a few well-made, well-chosen toys that the child would love and cherish. But we reckoned without the generosity of others.

From the moment he was born we were deluged with presents - and seasonal tidal waves of treasures and trinkets have overwhelmed us ever since. **As each orgy of gift-giving subsides we dump duplicate toys at Oxfam by the truckload.** It's obscene. Our advance requests not to waste money on presents offend friends and relatives alike. Meanwhile, the toy torrent rages on unabated.

It may be a cliché, but things really weren't like this when we were young. A set of crayons was a prized possession, a drawing block something you saved up for. We simply weren't showered with felt-tips and furry toys by every adult of our parents' acquaintance. **He simply has too many possessions for comfort.**

This Christmas he once again ran the gauntlet of relatives, friends, those who know my work - and complete strangers who once met his Grandad on holiday. He gained a 22nd set of felt tips, seventh yo yo and two more £10 Taiwanese walkmen. **There was the usual struggle to keep track of who gave what;** and the blood-from-stone squeezing of thank you letters from the tip of his latest novelty biro.

As a reward, I let him play computer games in my study, surrounded by - what? Monitors, modems, pianos, printers, synths, scanners, samplers, sequencers, basses, box files, tables, telephones, tape decks, chairs, cables, mike stands, mixers, box files, videos, vinyl, CDs, faxes, photographs and heaps of letters, lyrics and manuals strewn all over the floor. **Nature or nurture - the poor child hasn't got a chance.”**

(Robinson 2005 p. 1)

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# **Chapter One – Introduction – Gift-giving of toys to children**

## 1.0 Introduction to chapter

This chapter outlines and provides the rationale for this PhD topic and the contribution it makes to academia and society. It begins by highlighting the issues in relation to consumerism and its impact on UK society giving consideration for the growth in consumerism and the development of the gifting of toys to children as a part of this, in order to provide a rationale for this research. Following on from this is a brief précis provided on the academic considerations in the area before discussing the contribution this PhD will make to the academic community and society as a whole. It ends by providing the aim and objectives of the research before outlining each chapter in the thesis.

## 1.1 The rationale

This PhD topic has been chosen in response to the growing challenges with the consumption practices of adults gift-giving to children. It begins by highlighting the consumption issues in society before focusing on gift-giving and giving to children more specifically, which encompasses the academic viewpoints. Over the past 50 years or so the advancement of the marketplace in developed economies such as the UK has seen an overwhelming increase and growth in purchasing goods and services by consumers, giving rise to more hedonistic purchasing with some consideration for utilitarian perspectives (Thake 2008). This purchasing, although hedonistic or utilitarian is part of a much wider societal issue through encapsulating materialism within consumption. Reports commissioned by the likes of UNICEF UK have cited consumerism as leaving family life in crisis, where British parents are trapping their children in a cycle of ‘compulsive consumerism by showering them with toys and designer labels instead of spending quality time with them’ (UNICEF UK 2007).

Dr Agnes Nairn in conjunction with IPSOS also identified the erosion of traditional values where consumer culture appeared to be ‘disposable’ with examples of “households full of broken and discarded toys and a compulsion to continually upgrade and buy new” (2011 p. 75) being cited as commonplace practices among consumers. More concerning perhaps is the moral debate where the gap between the ‘those that have and those that have not’ has widened and materialism has begun to dominate family life. Here in Britain UNICEF (2007) identified parents pointlessly amassing goods for their children to compensate for their long working hours. Ironically children pointed out that spending time with their



families made them feel happier rather than amassing goods and products. Undoubtedly this trend was a contributory factor and one of the underlying causes of the riots and widespread looting which swept the nation in 2011 (Department of Education 2011), giving rise for calls to mend or at least temper the situation. However the UNICEF report card 7 of 2007 had ranked the UK as the worst industrialised country in which to be a child, with the Prime Minister coining the phrase 'Broken Britain' to explain the position the UK had found itself in after the 2011 riots. Coupled with this advancement in consumerism the UK has economic issues where the recession has played a contributory factor to the prevailing climate..

Post the 2007 UNICEF report card 7, and subsequent UNICEF, IPSOS and Mori reports highlighted the UK as being embedded in consumerism and making a poor comparison with the countries such as Sweden and Spain where family values were found to be commonplace. UK parents, irrespective of class or race, work longer hours are too tired to play with their children and use TVs as a babysitter often leaving children to their own devices (Nairn 2011). Those on lower earnings are found to be more concerned with their children's homework helping their children more in case they fall behind. It is hard to say whether these aspects are truly a contributor to this increase in consumerism, without further research. However some findings of this report are surprising as some examples within the IPSOS research could be deemed hard to believe. For example a UK mother was cited as panicking over whether or not to buy a Nintendo DS game for her 3 year old son in case she would be bullied for not having one (Nairn 2007). Dr Nairn highlights this type of behaviour as being locked "into a system of consumption which they (parents) knew was pointless but none the less hard to resist" (Nairn in Bingham 2011) the like of which was not evidenced in Spain or Sweden. Reg Bailey (UNICEF 2007), Sarah Teather (MP 2011) and Sue Palmer (2007) also highlighted the complicitness of parents in the sexualisation and commercialisation of children, termed Toxic Childhood (Sue Palmer 2007), where getting more 'stuff' is paramount for parents and children.

Resultant outcries from agencies (UNICEF, The Children's Society) called for controls and regulations towards the wellbeing of children with tighter controls suggested for advertising to children, and altering the working week to preserve family values. Hence we are beginning to see a shift in employee legislation to allow more flexible working and more consideration is being given to those children in the poverty trap with policies and

procedures trying to aid the reduction of consumerism, without of course impacting upon the UK economy. However this is a hard battle to win as many opportunities arise in the 'calendar of life' to turn towards the free market in terms of consumer purchasing habits. One such moment in the adult-child relationship is gift-giving and something most parents/adults do is buy gifts for their own and/or other children. It is through this process that parents are subconsciously socialising their children into these consumer behaviour rituals which are being passed on from generation to generation. Social commentators claim there is a danger that this cycle of consumption is going to be perpetuated through gift-giving and thus become a greater contributory factor to materialism (e.g. Robinson 2005).

One of the most common gifted items to children from birth is toys, an abundance of which can be amassed throughout the early life stages of children (Mintel 2006; 2010). Taking the UK position on consumption into account though the gift-giving of toys to children from adults may often be as a result of the environmental pressures facing consumers, a need to display wealth, a need to compensate for guilt (Limbert 2014) and the erosion of the traditional values in relation to consumption practices. Two of the most common gifting times for children are Christmas and birthdays (Mintel 2006; 2010), with Christmas being classed as outwith normal consumption practices (Clarke 2006). With the incremental growth in toy sales/purchases (Mintel 2006; 2010) for children this market now contributes to over-consumption with the purchases playing a part in increasing our materialistic society and adding to the underlying problems already discussed. Despite recent hard times for the sector growth has been incremental (Mintel 2010) and even during the recession the UK toy market saw growth (NPD 2012) holding its number one ranking in Europe with sales surprisingly showing a 3% uplift in 2011 (Fraser-Hook NPD Group 2012). Most of this uplift came towards the tail end of the year (Christmas) but a slight change in buying habits meant toys were being bought for close family, children and grandchildren as opposed to friends (Fraser-Hook NPD Group 2012).

If the UK is to succeed in changing or re-educating the way people consume, to reign in the 'throw away' culture without damaging the economy these problems and issues highlight the need for some form of control. There is a need for children to be educated in consumption practices allowing them to make choices based on their perception of what improper consumption will do for their future but there is a lack of research highlighting

what contribution influences such as parents have in passing these practices on (Buckingham 2009). Controls on the other hand are hard to enforce as regulatory frameworks need to be passed in Parliament. For example controls on advertising to children i.e. they may get exactly what toys they want from adults when gifting driven by the advertising culture on UK TV so a need exists to control or ban the advertising of toys. Coupled with this a need exists to consider re-education, providing better education on consumer socialisation development within early stages in schools and a move to revive the traditional meaning behind gift-giving and Santa.

There is a place then in society to identify why adults buy children toys as gifts and what motivates their consumption. Toys become childrens' possessions, and are full of meaning for them. Is it a need for adults to please and make up for what they see as their own failure/guilt or do adults have values they wish to pass on, or educate children through the gifting of toys? Whatever the findings it is important to find out what shapes adults' purchase habits and why, hence the reason for this research showing its value and contribution both to society and academia.

## 1.2 Gift-giving

Gift-giving has been around since the dawn of time, with the cultural ideologies of many tribes and races acting as the driving force for the ritual and exchange of gifts. The Maori race was examined in relation to their concept of gifting by Marcel Mauss (1954) in his eminent work the 'gift'. The Potlach or total system of giving highlighted (Mauss 1954) that rules of exchange were in existence. This social exchange encompassed a ritual which takes precedence over many things such as monetary value and much offence can be taken if the 'ritual of exchange' is not followed i.e. it is a form of reciprocity. These 'gifting rituals' are not unlike the many which exist round the world today, be it related to gifting for births, marriage ceremonies, or rites of passage such as the coming of age at 21. However in some cultures the meaning has been eroded and an exchange must take place of a similar monetary value in some economies such as the UK. Whereas in other cultures such as China the gifting culture is strongly attached to human values and to fail in gifting is to fail in society. For some though religion plays a part in gifting whereby the birth of Christ is celebrated by Christmas rituals where gifting of some nature takes place and often children are often the main beneficiary at this time. However, apart from 'forms of worship', very little tangible reciprocity occurs nowadays and it could be argued that some

form of secularisation has occurred whereby the ‘God of Materialism’ has overtaken and it is now the quantity rather than meaning of gifts that has gained importance.

In today’s developed post-structuralist consumerist society gift-giving now takes the form of an exchange economy in the UK where people buy and exchange gifts based on a form of monetary exchange and worth. Also there is a move towards more hedonistic gifting, gifting for pleasure where experiential needs are to be met. Gift expectation can be high between friends, where reciprocity is commonplace. Children are deemed relatively easy recipients to gift to, and there is no expectation of reciprocity in kind, although as noted below, other forms of reciprocity are expected. The calendar of gifting events has grown dramatically over the last few decades though due to many things including a combination of clever marketing, an increase in disposal income, the associated growth in consumerism and many new reasons for gifting appearing. All of these factors are aimed at increasing the gift market.

Toys are given to children as gifts, and a growth in gift-giving to children has occurred (Mintel 2006; 2010) with the UK toy sector expanding from its historic roots to fit in with the structure of modern retailing. This has seen the erosion of speciality toy stores for the more favoured supermarket store being used for purchases where the one stop shop provides the consumer with choice, convenience and usually lower price. This is similar to the changes noted in the UK grocery sector with the rise of the third and what is seen by some as the fourth wave of retailing Fernie (1995). Educational toys are often purchased for early years children (Mintel 2006; 2010) changing to more ‘fashionable and technological’ toys as children mature. As many toys are bought as gifts at Christmas and birthday times, it is at these times the gift-giver (adults) may place much emphasis on the toy gifting to children for the benefits they (adults) may receive in return. For many this may be altruistic in nature as a form of self-satisfaction i.e. getting it right may mean more to them (adults) than the gift itself.

However this form of consumption, combined with gift-giving, has led to an avalanche of ‘toy gifting’, whereby children are often surrounded with an abundance of toys at Christmas, similar to that described by Tom Robinson (2005 p. v) and highlighted as an issue by Dr Nairn (Ipsos, Mori and Nairn 2011). Often parents aim to make sure there is balance and equity in birthday toy gifting (Mintel 2010) while some try to go one better, in

order to ensure it is the best toy gift a child gets. One thing which is clear is that toys are purchased in epidemic proportions, much marketing goes into promoting toys and many parents feel they have to get the right toy gift in order to avoid disappointment. How this may affect children and their future gift-giving habits is hard to predict. What is clear is that a vast amount of money is being spent on toys in the UK normally bought as gifts which may, or may not, please the child. In turn the adults may gain no benefit from showering their children with toy gifts which have little sentimental value and so gifting becomes a chore. What impact may this have on society?

#### 1.2.1 Gift-giving the academic point of view

The published works on gift-giving in academia have moved through many schools of thought encapsulating the anthropological, psychological, behaviourist, consumer behaviour and marketing perspectives. As a rule this has been as a result of the changing nature of the developing schools of thought and the development of research practices taking into account the changing nature of the world in which we live in. What is clear is the concept of adults gift-giving to children includes consumer behaviour, purchasing habits, motivations, children's socialisation theories and development concepts, of which there is much published in the academic sphere.

Many consumer behaviour models have been postulated with learning, attitudes and socialisation often key to their development. Much of what has been published has emanated from the USA where developments have considered purchasing habits creating models relating to structural attitudes where thought processes occur and are then processed before consumers will 'act'. Some of the more common models include the Theory of Reasoned Action (Fishbein and Azjen 1975) and Theory of Planned Behaviour (Azjen 1985). In the UK academics such as Foxall (1993) have interpreted and researched consumer behaviour from the behaviourist perspective attempting to take into account more external factors which may not have been considered in as much depth before.

Whatever the specifics in consumer behaviour though it is part of the gift-giving concept as it is the stages in basic consumer behaviour purchasing which have some contribution here, i.e. a need is identified by the consumer to get something, they take into account certain factors such as information sources, then in making a purchase they are motivated by some means to do so. However, the consumer behaviour models are not the main stay of this

literature review as very little of the consumer behaviour literature considers the gift-giving concepts as such which is furthered in the more specific gift-giving literature i.e. the need for exchange and buying for someone else and not yourself. Therefore in discussing consumer behaviour this thesis looks at where the gift-giving literature finds itself in the academic world today. It has changed and progressed in respect of the changing world, with consideration for gift-giving concepts now being studied in the areas of marketing and Consumer Culture Theory (Arnold and Thompson 2005).

Much of the gift-giving literature published has emanated from the USA with a majority of studies taking an interpretivist and only a selected few taking a positivist point of view. This is not surprising as at the time much anthropological and social psychological research commonly used interpretivist techniques which became the norm within the sphere of gift-giving. The seminal research for the topic of gift-giving has undoubtedly included the works of Belk (1976), Banks (1979) and Sherry (1983) where models and concepts of gift-giving were postulated and indeed Sherry's (1983) three stages model of gifting considering gestation, prestation and reformulation, although contested, has become one of the accepted norms within the field. Following on from these works the gift-giving research turned to other matters highlighted from Sherry's (1983) considerations such as; the gender impacts on gifting at Christmas (Fischer and Arnold 1990), information sources used in gift-giving (Otnes and Woodruff 1991), motivation roles of gifting (Otnes, Lowrey and Kim 1993; Hill and Romm 1995) and exchange both moral and economic (Belk and Coon 1993).

Towards the tail end of the 1990s and into the 2000s gift-giving research moved to the relationship impacts of gifting considering the works of Ruth, Otnes and Brunel (1999), Lowrey, Otnes and Ruth (2004), Wooten (2000) and Roster (2006) where the reciprocity element of gift-giving became popular as it was not really clear what people's perceptions were if the gift given was deemed to be wrong. Finally Clarke (2003; 2006; 2007a), an Australian researcher, considered the Christmas aspect of gift-giving and how it is outwith the norms of consumerism. In considering the level of involvement consumers had with Christmas and the role type taken by parents whilst gifting brands Clarke (2003) identified that parents had high involvement with Christmas time and had differing roles in their gifting consumption practices. An additional point worthy of note here is the fact that a number of the gift-giving researchers mentioned here have contributed to the debate on

Consumer Culture Theory in particular considering the “moral economy, age and gender role definition and enactment in consumer society” (Arnould and Thomson 2005 p. 872).

Latterly though the more recent gift-giving research has focused on new emerging areas of gifting such as branding evaluation in gifts, wedding registries, culture and gifting and wine gifting with some considering some of the more traditional aspects such as emotions and the extension of oneself. However no research has considered the gift-giving of toys to children, what motivates adults to buy and why, or indeed taken into account a number of demographic variables which have become common factors explaining the variances in consumer behaviour practices. This would seek to add to the debate and issues raised by the likes of Bailey (2007); Buckingham (2009) and Nairn (IPSOS, Mori and Nairn 2011) that consumerism is still an issue.

Children’s socialisation and child development is also considered within the thesis from two points of view. One in the child development area where as an original train of thought it was felt that the gap in research could be examined through the eyes of a child where children would be able to indicate how they felt about the toy gift given to them and the adult doing the giving. The second is in consumer socialisation, where children are ‘taught to consume’ and as they mature they start to play a part in the family decision making processes when purchasing. The first area of examining the gifting of toys to children through the eyes of a child was considered and some test research conducted with children aged between 3-5. However, when taking into account the child development issues with age groups, methods required to suit researching with children, the researcher’s positivist perspective and lack of skills in interpretivist research this approach was discounted. The second area of consumer socialisation is where children are ‘taught to consume’ and as they mature they start to play a part in the family decision making processes when purchasing. The main issue with socialisation is if the adults are gifting toys to children in extreme proportions this message of gifting is being transferred to the children through the socialisation practices of the adults. This perpetuates the cycle of consumption pointed out by Nairn (IPSOS, Mori and Nairn 2011) as one of the societal issues in the UK at present.

From the literature it becomes clear that adults, when purchasing toy gifts are involved in many aspects within the context of consumer behaviour, motivations, socialisation and gift-

gifting. Taking into account the fact that gift-giving' is seen as a 'structured sequence' which, on many occasions, occurs at a 'rite of passage' time adults may purchase toys at different times, find certain information sources more important than others, have differing levels of concern and importance of gifting at Christmas and birthdays, be inclined to adopt one or more 'role types' when gifting and possibly feel upset if the recipient does not like the gift given. These stages in the gifting 'act' form the building blocks for this thesis, whilst being examined within the confines of the overarching three stage model of Sherry (1983), CCT concepts, consumer socialisation issues and the toy sector.

Many authors in the gift-giving sphere such as Banks (1979), Belk (1976), Sherry (1983), and latterly Wooten (2000), Roster (2006) and Clarke (2003; 2006; 2007a) contribute to the discussion in the literature review (chapter 3) which follows the chronological development of gift-giving from the perspectives of: gift-giving models, retail settings, gender impacts, information sources, roles in giving, relationship impact of gifting and involvement at different times. There is little which focuses on gift-giving to children or indeed examines toys as such. The next section of this chapter outlines the aim and objectives of this research prior to outlining the contribution this research makes.

### 1.3 The aim and objectives of the PhD.

The aim of the research is to critically evaluate the buying practices of consumers when purchasing/buying toys as gifts for children under the age of 11. From this five objectives are identified as the framework for the thesis:

1. To evaluate the buying practices and behaviour of adults as toy givers.
2. To examine the importance of information sources used by adults in selecting toy gifts for children.
3. To consider the level of importance and concern adults have in gifting toys at Christmas and birthdays.
4. To identify the role adult gift-givers adopt when gifting toys to children.
5. To classify the feelings adults may have if they think they got the gifting experience wrong and the impact this may have on the adult-child dyad.



#### 1.4 The contribution this thesis makes

As highlighted calls are occurring to temper the growing consumer and materialism issues prevalent here in the UK. In being partly responsible for this disposable approach to life many adults are contributing, subconsciously in some cases, with their gift-giving practices to children. One of the most popular gifts given to children is toys, becoming their possessions, which are often given at Christmas and birthday times. However in ratifying the literature there is little research which has attempted to identify why and how adults purchase toys as gifts for children. As competition within the toy retail sector intensifies the attempt for retailers to sustain and increase profit becomes harder and coupled with this evidence exists of our over consumptive society contributing to the materialist values being socialised in tomorrow's generation.

This research it will contribute to and extend the current debate in a number of ways. Not enough is known about gifting to children by adults. This work will extend that knowledge and also add a missing UK perspective. In answering the research questions this thesis will add to the debate on certain aspects of gift-giving literature and in particular, how consumers buy and give toy gift to children, by identifying the reasons why adults buy toys, the roles they take, whether they get upset and whether or not demographic factors are impacting on this when gifting to their children but doing it from a positivist perspective. In doing this it will also provide information for policy makers and advisors such as that of UNICEF, The Children's Society and The Department for Education giving them another avenue to take into account with the issues on secularisation and materialism here in the UK.

Following on from this, the research will contribute to the academic community as conducting it from a positivist perspective brings in new knowledge and findings. The positivist perspective seeks to add breadth to the research by moving the field on conducting wide scale research which is generalisable in some fashion to the population as a whole. In doing this from a UK perspective it adds a new dimension to the research output as little or no research has been conducted in the UK on gift-giving of toys to children. Thus it will add to the work on gift-giving in general by testing a model of gift-giving of toys to children with hypotheses generated from the literature.

The final section of this chapter outlines the structure of the thesis and a chapter summary.

### 1.5 The structure of the thesis

The thesis has eight chapters, with this first chapter providing an introduction and rationale for the topic, and giving an overview of the structure of the thesis.

Chapter 2 outlines the pre design decisions taken by the author who having conducted some reading considered an interpretivist approach with a sample frame of children. The chapter discusses pertinent literature in the area, examining viewing children as research objects, issues when researching with children, discussing the role of the researcher and ethics; an examination of the child centric methods before coming to a conclusion on the method and unit of analysis. The decisions to adopt a quantitative approach and use adults as the sample are presented in detail. This conclusion was based on exploratory research of doing artwork with children age 3-5 in a nursery setting as an exploratory stage.

In chapter 3 the literature is critically appraised briefly in respect of consumer behaviour and where the topic of gift-giving fits in that domain. Subsequently the topics of gift-giving, gift-giving to children, child development and consumer socialisation are considered. Key theoretical texts and models are highlighted in relation to the themes outlined with consideration given to the CCT debate. Some contextualisation follows, with a discussion of the UK toy retail sector. Five hypotheses and associated sub hypotheses are postulated having been developed from the research gaps highlighted and discussed in the literature. A model is posited and developed throughout this chapter and hypotheses located on the model.

The next chapter, (4) justifies the methodological approach, whereby discussion centres round the philosophical perspectives: phenomenological or positivist. A predominantly positivist approach (questionnaire) is adopted and justified. Cognisance is taken of earlier researchers' work to ensure that valid and reliable research instruments were developed. Interviews were conducted first to help form the questionnaire, which, when developed, was piloted before being finalised. A sample frame taken from the Schools of Aberdeen City was constructed and questionnaire distribution took the form of the 'homework bag' method. This resulted in a 38.4% return rate. The overall research approach followed a seven stage research plan which is outlined in the chapter.

The results and findings are presented in two chapters (5 and 6) where chapter 5 starts with the findings from the qualitative interviews and provides discussion on the response rate

for the questionnaire. The results from the interviews were transcribed, content analysed and associated themes taken from them. The questionnaires underwent data extrapolation via the use of SPSS v17 and themes were established within the framework of the objectives. The respondent profile is outlined before providing results and findings from basic SPSS tests within the five theme framework. The five themes are inclusive of buying behaviour of parents; importance of information sources when selecting toys as gifts; concerns and importance in gift-giving, reasons/roles for selecting toys as gifts and reactions/relationship impact with incorrect gift-giving.

Chapter 6 on the other hand examines and presents the results from the hypotheses perspective within the five theme framework. It considers the results from a more demographic point of view relating to gender, age and education before outlining the tests used to provide evidence of supported and non-supported hypotheses. The chapter culminates with an overview from a demographic point of view and provides an updated figure/model showing the supported hypotheses from this research.

Chapter 7 outlines the discussion and contribution this thesis makes. In terms of discussion it begins with a brief overview of the supported hypotheses before highlighting combined areas of discussion from the original five themes. These being roles and motivations in gift-giving of toys; the importance of information sources in gift-gifting of toys, toy gifting at Christmas and birthdays, seminal models in gift-giving and consumerism in the UK.

Each of these discussion points considers the contribution to previous academics work which for the roles and motivations includes the creation of three new roles and motivations in toy gifting from the four original (Otnes; Lowrey and Kim 1993), comment on the economic exchange and social exchange models of (Belk and Coon 1993) and considers the ‘extension of oneself’ through gifting (Belk 1988). Following this contribution to the work on information sources is discussed highlighting additions to the search strategies used in gifting by Otnes and Woodruff (1991) such as the internet and the use of tangible media sources such as TV adverts and its possible impact on consumer socialisation. Christmas and birthday giving times provided some new contributions in terms of differences in buying practices, involvement and the reformulation stage of gifting to adults own or other children. A range of academic authors are contributed to at this stage. The three seminal models of gift –giving (Banks 1979, Belk 1979 and Sherry 1983)

are noted and whilst they were not directly considered this research has permitted a level of critique in the field of toy gifting. Finally contribution is made in relation to the issues highlighted in this research and the overall consumption problems in the UK society, whilst giving consideration for the research conducted on CCT, where this research did not challenge CCT as such but adds strength to its findings.

Finally, conclusions are presented in the final chapter, (8) where the research questions are revisited, prior to proposing further research and highlighting the limitations. A suggested dissemination strategy is also presented. Whilst not the main focus of the research this work proposes some considerations for toy retailers in relation to their marketing activities, giving consideration for the wider societal issues and the academic field.

#### 1.6 Summary of chapter

This chapter has introduced and discussed the reasons why gift-giving is a valid academic area to study and why it is important to research the topic. In the rationale it has highlighted the social issues prevalent in the UK in relation to the growth in consumerism and materialistic approaches to purchasing. There has been a call by many children's 'well being' societies to address the tendencies towards amassing of material worth as it is adding to the socialisation of children as they learn how to act in the marketplace. One of those sectors where consumption is growing is that of the toy sector, a common gift given to children. The chapter goes on to outline some of the gift-giving concepts taking into account the overarching three stages model of gift-giving. In contextualising the topic within the field of the toy sector, the contribution this thesis makes to the academic world and society as a whole are highlighted. This chapter is concluded by providing the aim and objectives of the research and an overview of the thesis structure to guide the reader.

## **Chapter 2 – Pre design research decisions**

### 2.0 Introduction

The previous chapter discussed the introduction to the topic of gift-giving of toys to children and why it is important to research in this area. This exploratory chapter explains and justifies early design decisions in this thesis including the final decision not to include a children's perspective and to take a quantitative approach using adults. Having undertaken a literature review (chapter three) and identified a gap in terms of gift-giving three broad units of analysis could be taken; child, parent or both, and two possible method approaches being qualitative or quantitative. Coupled with the reading conducted around the topic of researching with children it was thought it may be possible to examine the topic of gift-giving toys to children from the children's point of view. In order to make the decision on the unit of analysis and method an exploratory research session was conducted and this is discussed in the sections that follow. In exploring these avenues here in chapter two, it allows for the methodology chapter (chapter four) to provide a full justification of the chosen ontological, epistemological and methodological positions.

The chapter that follows includes the topics of viewing children as research objects, ethical issues and consideration of the researcher's role to be adopted prior to discussing qualitative child centric-methods (Banister and Booth 2005) from a wider marketing perspective before briefly highlighting quantitative methods. An exploratory qualitative artwork session with children aged 3-5 in a nursery setting is outlined whilst accompanying adult interviews are highlighted suggesting that researching with children may be quite difficult especially for a novice interpretivist researcher. Methods used previously in selected gift-giving literature with adults are discussed prior to finalising the chapter outlining the suitability of the highlighted methods for this research and taking the decision not to include the child's perspective and to use adults as the unit of analysis with quantitative methods. A summary concludes the chapter before returning to the literature review (Chapter 3) which examines the gift-giving topic from a positivist perspective.

This chapter begins with sections examining viewing children as research objects (2.1), a consideration of the issues when researching with children, discussing the role of the researcher (2.2.1) and ethics (2.2.2). This is followed with an examination of the child centric methods mentioned by Banister and Booth (2005).

## 2.1 Viewing children as research objects

Prior to discussing research with children in a child-centric manner (Banister and Booth 2005) it is important to ascertain how children as research objects are viewed by researchers as they are “pivotal to the power relations that ensue between researcher and participant” (Fraser et al. 2004 p. 85). Four classifications are identified by Christenson and Prout (2002 p. 480); Children as object (adult perspective), children as subject (child centred), children as social actor (children as participant), children as participant/co researcher (role in the process of research).

These classifications give more weight to the dimensions considered in the methodological approach when researching with children. Ethnography is cited as most effective in the study of childhood as “children are able to engage and they can be engaged” (Jenks 2000 p. 71). Clark (2004) supports this in her discussion of the ‘Mosaic Approach’ for child research, where it offers an imaginative framework for listening to children and for incorporating multi methods allowing for “triangulation across the different methodologies” (Clark 2004 p. 144). Three distinct theoretical underpinnings were highlighted:

1. Children are “beings not becomings” (Qvortrup et al. 1994 p. 2)
2. The use of “participatory appraisal” as an application to see how “methodology developed in the majority world to empower adults could be applied to young children” (Clark 2004 p. 143)
3. Notions of competency and young children, whereby “learning is seen as a collaborative process in which adults and children search for meanings together” (Clark 2004 p. 143)

These underpinning’s were borne from an exploratory study in a nursery type institution, where two groups were targeted: the under 2 year olds; and the 3-4 year olds. Clark’s (2004) synthesis and development of the ‘Mosaic Approach’ is outlined in table 2.1. The methodologies she supported “played to young children’s’ strengths rather than weaknesses” (Clark 2004 p. 144) and lent itself to “harnessing young children’s creativity and physical engagement with their world” (Clark 2004 p. 144)

Table 2.1 Tools used in the Mosaic approach

Method	Comments
Observation	Narrative accounts
Child conferencing	A short structured interview schedules conducted to one or in a group
Using cameras	Children using single use cameras to take photographs of 'important things'
Tours	Tours of the site directed and recorded by the children
Map making	2D representations of the site using children's own photographs and drawings
Interviews	Informal interviews with staff and parents

Clark, A., 2004. The Mosaic approach and research with young children in Fraser et al. (eds). *The reality of research with children and young people* London: Sage. p. 144.

The use of the 'Mosaic Approach' is to a certain extent underpinned by previous research conducted by Morgan et al. (2002) and Darbyshire, MacDougall and Schiller (2005). Morgan et al. (2002) identified that focus group work with children had to be supplemented with other data. Darbyshire, MacDougall and Schiller (2005) also stated "there are obvious attractions in using multiple methods when attempting to understand children's worlds" (p. 428) as research with children demands flexibility and creativity. In addition to this Alderson (1995) had previously suggested some key topics to consider when doing research with children, which were summarised by Roberts (2000). These touch on the ethical boundaries to be considered and highlight the issues such as time, confirmation, information, feedback and the impact on children in general (Table 2.2).

Table 2.2 Summary of key questions in research with children

<p><b>The purpose of the research</b> If the research findings are meant to benefit certain children, who are they, and how might they benefit</p>
<p><b>Costs and hoped-for –benefits</b> Might there be risks or costs such as time, inconvenience, embarrassment, intrusion of privacy, sense of failure or coercion, fear of admitting anxiety</p>
<p><b>Privacy and confidentiality</b> When significant extracts from interviews are quoted in reports, should researchers first check the quotations and commentary with the child (or parent) concerned</p>
<p><b>Selection, inclusion and exclusions</b> Have some children been excluded because, for instance, they have speech or learning difficulties? Can the exclusion be justified?</p>
<p><b>Funding</b> Should the research funds be raised only from agencies which avoid activities that can harm children</p>
<p><b>Review and revisions of the research aims and methods</b> Have children or their carer helped to plan or comment on the research/</p>
<p><b>Information for children, parents and other carers</b> Are the children and adults concerned given details about the purpose and nature of the research, the methods and timing, and the possible benefits, harms and outcomes?</p>
<p><b>Comments</b> Do children know if they refuse or withdraw from research, this will not be held against them in any way? How do the researchers help children know these things?</p>
<p><b>Dissemination</b> Will the children and adults involved be sent short reports of the main findings</p>
<p><b>Impact on children</b> Besides the effects of the research on the children involved, how might the conclusions affect larger groups of children</p>

Roberts 2000. Listening to children and hearing them in Christensen and James (eds) *Research with children: Perspectives and practice*, London: Farmer p. 229.

## 2.2 Issues when researching with children

Two of the main issues concerning a researcher when working with children are the role a researcher must take and the ethical standpoints which need to be considered. A notion exists that minors may be deemed unable to give consent to research being conducted. This was suggested by Scott (2000) who stated “that children lack the capacity for abstract thinking that characterises the ‘maturity’ of later adolescence and adulthood and thus would fail to meet the criteria of good research respondents” (2000 p. 101). These concepts have to be tempered with the additional element of the role the researcher must adopt when studying the social worlds of children as the “central methodological problem facing an adult participant observer of children concerns the membership role” Mandell (1988 p. 434) (Adler and Adler 1987).



### 2.2.1 The researcher's role

Mandell (1998) highlighted the fact that few qualitative studies of the children's world exist but the main methodological problem facing an adult researcher is the membership role (Mandell 1994). She further discussed three roles for adults studying children; the 'detached observer role', the 'marginal semi participatory role' and the 'complete involvement participant role' (the least adult role).

The 'detached observers role', advocated by Fine (1987) discusses the fact that "age roles and adult ethnocentrism preclude a complete participant role" (Mandell 1988 p. 434), as an impersonal stance is impossible to take (Corsaro 1985; Coenen 1986; Adler and Adler 1987; Mandell 1988). Additionally, it is suggested by some (Fine 1987; Corsaro 1985) that age and authority separate children from adults, whilst others (Damon 1977; Coenen 1986) indicate that adults can only assume a detached observers role, based on the cultural, social and intellectual gaps between adults and children.

The second role to be noted is the 'marginal semi participatory role' arising from the work of Fine and Glassner (1979) and Fine (1987). In recognising some dimensions of age and authority and whilst focusing on the similarities of adults and children they proposed 4 emergent roles being; Supervisor, Leader, Observer and Friend – with the latter being the most advocated as it assumes the "less threatening role of non-interfering companion" (Mandell 1988 p. 435). The role of friend does suggest the researcher is very much in the child's world and it is similar to the least adult role.

Mandell (1988) adopted the third role 'the complete involvement (participant) role' more commonly referred to as the least adult role in her study. This role involves blending in with those being studied to allow for the adult to be accepted by the children to a certain extent as part of the children's ongoing activities. This ideology took into account Mead's (1938) underlying philosophy of three methodological principles, where there is

1. An acceptance of research subjects as are they are
2. Suspension of judgements on children and taking their thoughts and actions seriously
3. Engagement in joint action thus leading to shared objectives specifically uniting the researcher and the object of study

However, this has to be tempered by the fact that whatever role is adopted when studying children the role is based on certain “epistemological assumptions about adults and children as social members” (Mandell 1988 p. 434).

### 2.2.2 Ethics when researching with children

When considering ethics many developments have occurred in the past couple of decades as society has realised some of the issues arising from researching with children. Robert Gordon University has its own ethics policy where it details the steps required in researching. One of its main points is to ‘provide standards to protect individuals and groups with whom researchers interact, including the University and its staff’ (<http://www4.rgu.ac.uk/files/Research%20Ethics%20Policy.pdf>). Any research to be conducted with children has to be approved by Robert Gordon University ethics committee.

Additionally, when researching with children gaining access requires informed consent from the children and their parents/guardians and when planning to conduct the research in nurseries or schools disclosure may be required as although not a direct employee, this provides “an accurate and responsive disclosure service to enhance security, public safety and protects the vulnerable in society” (Scottish Criminal Record Office SCRO 2005). This is in the main around to protect the children from adult intervention which may upset the children. (Please note this procedure has been superseded by the PVG scheme). In addition The Children Act (2004) has also shifted the emphasis towards children and their rights in any situation, where in Scotland the ‘The Children’s Commissioner has the function of promoting awareness of the views and interests of children in Scotland in relation to reserved matters’ (Anon accessed in 2014).

In relation to consent four additional provisos are noted by the ‘Research ethics guidebook’ for social science research which accounts for children’s competencies, children’s vulnerability, the differing power relationships and the role of gatekeepers. The NSPCC outline the importance of consent and the ongoing nature of consent. For example, it needs to be possible that although a researcher has been given informed consent by a parent a child may still withdraw themselves from the research at any stage in the proceedings (Skånfors 2009). The British Psychological Society (BPS 2009) has also issued their ethical guidelines for research investigation, which are similar to that of SCRO (2005).

These ethical issues can impinge on the clarity and focus of the research with children and can in a way alter the research from the point of view that gatekeepers such as head teachers or parents may say no to research being conducted thus moving towards a biased sample frame. A note worthy of introduction here highlights that it is important for the researcher to have training and development in researching with children in terms of being able to interpret and analyse the findings in a comprehensive manner. For example, the Nuremberg Trials which promoted certain moral and ethical codes in research with humans states that “the researcher should be scientifically qualified to undertake the experimentation” (Greig and Taylor 1999 p. 147). As the research with children proposed here brings into account sociology and psychology it requires the researcher to be comfortable with these perspectives.

The next section (2.3) examines some of the qualitative methodological approaches when researching with children. This is based on the exposition of Banister and Booth’s (2005) syntheses of innovative qualitative child-centric research methods in the wider marketing and sociology spheres. The methods are described and outlined before providing some analyses in relation to ethics and the researcher’s role as these are two key elements. These two elements were chosen due to their underdevelopment in the literature on researching with children in marketing studies and it was decided that they required further exploration before research design decisions could be made. The reading that informed the next phase is presented in the next few sections.

### 2.3 Qualitative child-centric methods used with children

As previous research had noted viewing children as research objects had to consider the researcher’s role, ethics and that Clark’s (2004) research pointed towards the use of projective techniques with children. One key paper which synthesised qualitative child-centric research methods was that of Banister and Booth (2005). This was considered useful at the time of this exploratory research as Banister and Booth (2005) highlighted the on-going debate on children being used as research objects (James, Jenks and Prout 1998; Pole, Mizen and Boulton 1999) reflecting on some of the work already discussed in section 2.2, reminding us that it is hard for adults to interpret what children say without ‘adultising’ it but realising the need for researchers to think out of the adult box (Roedder-John 1997).

Banister and Booth (2005) chose participatory qualitative methods and synthesised other's work (table 2.3) suggesting that 'creative' approaches are often required in attempting to formulate a 'child-centric' approach, to ensure validity and reliability (Banister and Booth (2005). Eight child-centric methods are highlighted (table 2.3), which can be broadly categorised as interviews, observation, projective techniques, letters and use of young people as researchers. Topics of research included TV advertising, health issues, TV programmes, brand loyalty, reliance and preference in young consumers, shopping experiences and the 'self' and consumption. In many cases the authors used more than one method not unlike the Mosaic approach suggested by Clark (2004) and highlighted previously in section 2.1. The next section provides explanations of child-centric methods noted by Banister and Booth (2005) prior to discussing these in relation to the researcher's role, ethics and some other noted limitations.

Table 2.3 Overview of some innovative qualitative methodologies using child-centric approaches for research with children

Main Method	Authors	Age of participants and study focus	Description of methods	Comments
Interviews	Thomson and Laing (2003) *	13-15 years Family purchasing and the role the internet	Questionnaires followed by interviews	Adapted adult methods
	Backett and Alexander (1991) *^	4-12 years. Children's health related beliefs and behaviours	Individual interviews (drawing, visual stimuli)	Variety of techniques to suit the children's experiences
	Davies, Buckingham and Kelley (2000) *	6-7 and 10-11 years Children's TV test culture	Group discussions over time	Allowed children to negotiate the construction of childhood and adulthood
Group interviews	Bartholomew and O'Donohoe (2003) *^	10-12 years children's advertising experiences	Friendship groups of three, interviews, photos diaries	Children set agenda for interviews with photo diary
	Lawlor and Prothero (2003) *	8-9 years understanding of advertising intent	Discussion for adverts	A range of methods may have been more suitable
Observation	Russell and Tyler (2002) ^	10-11 years focus on retailer	Observations and accompanied store visits. Drawings	Older children had more detailed drawings Tasks allowed for interaction from less vocal member of the group
	Hogg, Bruce and Hill (1999) ^	7-10 years children perceptions of branded clothing	Group discussions collage exercises	Older children produced better work but the method was inclusive
Projective techniques	Belk, Bahn and Mayer (1982) ^	4 – adult years explored consumption symbolism	Presentations of photographs and verbal questions	Was stimulus relevant to the children's lives
	Nguyen and Roedder John (2001)	8-17 years children use of brand to define self image	Range of projective techniques	How much scope for active participation due to adult pre-determined categories of response
Photography	Pole, Mizen and Bolton (1999)	Ages not specified	Interviews, diaries over a year	Useful reflections
Aided recall task/game	Macklin (1987) *^	3-5 years understanding of advertising intent	Individual activities and play in response to questions	Ensured linguistic capabilities were not critical
Letters	O'Cass and Clarke (2001) Pine and Nash (2002) *	Various ages brand awareness and request styles at Christmas	Content analysis of letters	Letters were not conducted in relation to study
Young people as co researchers	Smith, Monaghan and Broad (2002) ^	Ages not specified availability and experience of healthcare	Participants involved in the design and as interviewers and research participants	Developed approaches which were meaningful within children's own reference frame

Adapted from Banister and Booth 2005 Exploring innovative methodologies for child-centric consumer research. *Qualitative Market Research*, 8(2), pp. 157-175.

### 2.3.1 Interviews and group interview methods highlighted by Banister and Booth (2005)

Interviews and group interviews are two common approaches used with children (Vaccaro and Slanemyr 1998; Harradine and Ross 2004; Clark 2005a; Jamison 2006; Lawlor and Prothero 2008) but it is suggested these are better for older children (Clark 2006). Interviews were adopted by Backett and Alexander (1991), Davies, Buckingham and Kelley (2000) and Thomson and Laing (2003) with children ranging between the ages of 4-15 and in some cases with a lack of consideration for children's abilities. Backett and Alexander (1991) identified they had to discard the under 8 year olds from their interviews as they could not provide answers, a point later supported by Einarsdóttir (2007).

Davies, Buckingham and Kelley (2000) found that adopting a 'classroom setting' for their interviews became the 'norm' for the child respondents making the research school-like in approach with the formal boundaries and power structures of school life impinging on the research. This is not unlike findings from Pole, Mizen and Bolton (1999) where they admitted the normal power structures of gaining access to child samples compromised their research. It is also suggested that children are more relaxed in the home setting (Greig and Taylor 1999) a point later disputed (Bartholomew and O'Donohoe 2003).

With the group interviews Bartholomew and O'Donohoe (2003) and Lawlor and Prothero (2003) made some consideration for children's ability and cognitive development in answering questions in the context of TV advertising. Bartholomew and O'Donohoe's (2003) development of their method appraised the work of Piaget (1968) and Roedder-John (1999). They explored the perception that Piaget's (1968) theory on child development was too narrow and in considering other perspectives, Erikson (1987) and Roedder-John (1999), they targeted 10-12 year olds, deemed to be cognitively ready to be able to 'think for themselves'.

Lawlor and Prothero (2003) ratified literature on researching with children and their understanding of adverting intent. Their group interview approach was underpinned by work from Threlfall (1999) and the use of a small sample size (De Ruyter and Scholl 1998). This group setting allows for the power balance between adult and child to be lessened (Mauthner 1997; Carr 2000; Brooker 2001) but individual interviews it is suggested can reduce bias from peer interaction (Ross and Harradine 2004), whilst for

group interviews it can be hard to interpret who has said what and whether the researcher is observing or actually leading the group (Greig and Taylor 1999).

Whilst both interview types provided a wealth of rich data some authors failed to consider ethics and the researcher's role, points which are picked up in section 2.4.1 and 2.4.2.

### 2.3.2 Observation method highlighted by Banister and Booth (2005)

An observational method was adopted by Hogg, Bruce and Hill (1999) and Russell and Tyler (2002) with children aged 7-10 and 10-11 respectively. Observation is commonly used in early years (Greig and Taylor 1999; Smidt 2002) and becomes more important for the younger age groups (Greig and Taylor 1999; Elfer and Selleck 1999) due to their level and abilities in communication. Many types of observational training exist such as the Tavistock model (Bick 1948) and Sylva, Roy and Painter's (1980) ethological target child method but no mention was made of either of these in these works.

Hogg, Bruce and Hill's (1999) research was underpinned by the work of Belk, Bahn and Mayer (1988), who pointed out that children aged 7-10 would understand cues and thus an accompanying projective technique was conducted making collages on brand perception. Group interaction was encouraged to allow the researchers to observe the children making the collages. The observations yielded 57 pages of transcripts from 65 collages. Russell and Tyler's (2002) observational method examined shopping experiences of young girls (aged 10-11) in the retail setting of 'Girl Heaven'. This was subsequently followed up with a 'post shopping' drawing from the girls about their experience, again adding a creative technique to the observation of older children.

Limitations for this particular method highlighted respondent's age as being an issue for Hogg, Bruce and Hill (1999) as the researcher's group interpretations of the collages varied according to the child age ranges and gender composition. This was due to child development variances (McDonald 1982 e.g. language and literacy, spatial, manipulative, and abstract reasoning) suggesting that gender differences in research can be as important for younger consumers as for older consumers (Hogg, Bruce and Hill 1999 p. 673). Russell and Tyler (2002) are sociologists and as such their perspective is well suited to the observational approach (Greig and Taylor 1999). Overall though both papers examined fail to discuss the observation phase in depth and note that their sample frames cannot be

generalised to a wider population, a common limitation with small samples and an accepted feature of qualitative approaches.

### 2.3.3 Creative projective techniques highlighted by Banister and Booth (2005)

Creative projective techniques include photography and aided recall methods (Christenson and James 2000; 2008) highlighted in table 2.3. Belk, Bahn and Mayer (1982) Macklin (1987), Pole, Mizen and Bolton (1999) and Nguyen and Roedder-John (2001) used these techniques with children to investigate the relationship between the 'self', consumption and advertising.

Belk, Bahn and Mayer (1982) used a multi-method approach which included photography, child interviews and an adult self-administered questionnaire booklet. The photographs of houses and cars used were deemed to be objects all age ranges would recognise yet toys were omitted, which given Belk's (1988) previous assumption that toys are often seen as possessions and an extension of the self, was unusual. Nguyen and Rhodder-John (2001) used collages to research children's self concepts with self image and brands. Findings for Nguyen and Roedder-John (2001) identified that the linkage between brand and self image increased as children became older.

For the photography method Pole, Mizen and Bolton (1999) combined this with individual and group interviews, regular thematic diary work and diary discussions. This was based on their consideration of children from a subjective sociological research perspective as children are often thought of as lesser beings (Oakley 1994; Walby 1988; James, Jenks and Prout 1998). As part of the engagement strategy cameras were given to allow the children to document their social aspects and this was seen as 'research by proxy' as the method had been chosen by the researcher. This was one of the ways of supporting the approach of children being used as subjects rather than objects (Mandell 1988) and it does seek to increase the children's lead in the research (Einarsdóttir 2007).

For the aided recall method Macklin's (1987) ratification of researcher's work (Brown (1975), Piaget (1969) and Chestnut (1979a, 1979b)) moved her to use a 'game board' approach and for her second study it 'required children to enact behaviour indicating an understanding of purchase stimulated by advertising' (Macklin 1987 p. 235) in other words termed free play. These sessions were developed in line with previous research such as



that of Piaget (1926) and Adler (1977) who considered children's vulnerability on oral tasks thus supporting the development of the board game approach and the non-verbal approach. Macklin (1987) replicated her approach from Donohue, Henke, and Donohue (1980) who used a fantasy spokesman, 'Toucan Sam' to direct the children to what the researchers wanted them to do.

Limitations for Belk, Bahn and Mayer (1982) and Macklin's (1987) research included their lack of discussion on the suitability of numerical data for testing via SPSS, thus raising questions about validity and in Macklin's case (1987) no pilot stage was conducted. Belk, Bahn and Mayer (1982) also had the wishes of the research funder to take into account, the school power structures (Roper 1989; Coyne 1998; Balen et al., 2000/2001; Punch 2002; Robinson and Kellett 2004; Flewitt 2005 and Hill 2005) and one of their self criticisms was that they were not sure whether findings from their study could inform the academic community. Overall, generalising the qualitative findings to a wider population cannot occur and more consideration was required for the setting in which the research was conducted (Belk, Bahn and Mayer 1982).

#### 2.3.4 Analysis of children's letters to Santa as a method highlighted by Banister and Booth (2005)

Normally taken as a creative technique for their inclusion of drawings (Christenson and James 2000; 2008) these are noted here individually because of the link to gift-giving and gift-giving relationships. O'Cass and Clarke (2001) collected Santa letters from a retailer, sorting those that had been written truly by children and those assisted by adults. Pine and Nash (2002) also used Santa letters but had them written in the classroom setting, complementing these with interviews to ascertain the extent and nature of the children's TV viewing to identify whether TV toy adverts had an impact on children's toy request/letter lists.

In developing their approach O'Cass and Clarke's (2001) ratification of literature (Erftmier and Dyson (1986); Weiss and Sachs (1991); Otnes, Lowrey and Kim (1994a)) provided them with hypotheses to test from the coding of 422 letters. The letters were content analysed considering the findings from Caron and Ward (1975), Richardson and Simpson (1982), Downs (1983) and Otnes Lowrey and Kim (1994). Five main characteristics; gender, authorship, brand request styles, semantic phrases and illustrations were considered

and via the use of parametric tests the main findings could only be generalised to the children tested and not to others.

Pine and Nash's (2002) analysis of the letters and the SPSS analysis of the accompanying adult's questionnaire found that TV advertising increased the number of toy requests made by the children who were aged between 3.8 - 6.5 years. However they did not necessarily go on to request the branded toys they viewed in the adverts. The same findings were not replicated in Sweden where TV advertising to children is not permitted, leading Pine and Nash (2002) to the conclusion that the English children 'may be socialised to become consumers from a very early age' (2002 p. 529).

Limitations are evident in both sets of research here as O'Cass and Clarke's (2001) analysis of letters omitted discussion on the interpretivist technique adopted and there may have been issues with the classroom setting already noted. Despite Pine and Nash's (2002) justification of their novel method there was no consideration of the effect the adult's co-viewing of adverts may have had.

2.3 5 Young people as co researchers as a method highlighted in Banister and Booth (2005)  
The final method discussed here was adopted by Smith, Monaghan and Broad (2002), via a lottery funded project, examined the health needs of socially excluded children. They took a subjective approach allowing for the children to express their views freely and provide the benefits of allowing them to be involved (Broad 1999; Wilkins 2000; and Lewis and Lindsay 2000), otherwise termed co-researching. These benefits are cited as 'richness, validity and relevance' (Smith, Monaghan and Broad 2002 p. 192).

The findings per se are not so important here as the fact that in adopting this participatory approach Smith, Monaghan and Broad (2002) would ensure the children's perspective was taken into account more specifically, improving the quality of evidence obtained. It is worth noting though the young people maybe from an older age group. Although no age is cited, the young people had to be able to interpret and analyse findings, and thus deemed more 'able' to participate (Scott 2000). One of the main limitations for this research was influence of the funding agent on how the project was handled.

2.4 Some key findings from Banister and Booth's (2005) syntheses in relation to researching with children.

Some issues were prevalent with the papers discussed by Banister and Booth (2005) in section 2.3.1 to 2.3.5. These being the role taken by the researcher/s and the ethical considerations highlighted in sections 2.2.1 and 2.2.2. Seven of the papers cited (table 2.3 \*) did not highlight the adoption or consideration of one of Gold's (1958) roles when researching with the children and a number of authors (7) did not consider ethical approaches (table 2.3 ^) to the research being conducted. The following two sub sections (2.4.1 and 2.4.2) discuss these issues.

#### 2.4.1 The researcher's role

In terms of the researcher's role, seven of the papers (table 2.3 \*) did not take this into account although some consideration may have been implied. Examining those who operated using individual/group interviews in the child/ren's own houses first the following is evident.

Thomson and Laing (2003), Backett and Alexander (2003) and Bartholomew and O'Donohoe's (2003) research did not give clarity as to how the researcher's presence and/or lack of role may have impacted upon what the children said or did. For example, Thomson and Laing (2003) may have changed the way they acted in the interviews as parents were present but where the researchers were not present it is not clear who may have influenced how the children responded. Bartholomew and O'Donohoe (2003) do point out the benefit of working in the home setting as the classroom setting is a formalised entity providing some impact on the child respondents (Christenson and Prout 2008) a point supported by Davies, Buckingham and Kelley (2000) Pine and Nash (2002) and Lawler and Prothero (2003).

When the researcher does not explicitly select and adopt a role with respect to the children they are researching it can lead to the child respondent being treated as an object (Christenson and Prout 2002) rather than as subject (Christenson and Prout 2002). There is no evidence of Thomson and Laing (2003) trying to 'blend in with the children' i.e. watching an internet purchase with them, which would fulfil the participant role advocated by Mandell (1988) thus allowing the child's acceptance of the adult and provide much better research. Arguably though, whilst Backett and Alexander (2003) and Bartholomew

and O'Donohoe (2003) omitted role discussion they did combine their interviews with other child-centric methods (projective techniques and photo diaries) which may have overcome some of the researcher's role problem in attempting to step into the child's world, giving more credibility to the research.

This also has to be tempered with the fact that the child respondents in Thomson and Laing's (2003) case were aged 13-15 (beyond the formal operations stage (Baxter 2012)) and were deemed cognitively ready to answer interview questions, a point not justified by Thomson and Laing (2003). Whereas Bartholomew and O'Donohoe (2003) did give an exposition of child development with consideration for the Piagetarian perspective towards their respondents children aged 10-12. The fact that Backett and Alexander (2003) had to discard the data from younger children from their interviews does reinforce the point that the interview method is not so good for the younger age category.

For Macklin (1987), Davies, Buckingham and Kelley (2000), Pine and Nash (2002), and Lawler and Prothero (2003) the classroom setting was used for the children's group interviewing, writing of letters and aided recall games. It is suggested that the school setting impacts on the research as children have to work within those formal boundaries where age becomes specific (Harden et al. 2000; Banister and Booth 2005) and behaviour is tempered accordingly. Children may perceive the researcher as teacher, in authority and their main concern may be getting questions 'right' or 'wrong', rather than answering freely (Roper 1989; Coyne 1998; Balen et al. 2000, 2001; Punch 2002; Robinson and Kellett 2004; Flewitt 2005 and Hill 2005). Whilst in this classroom setting, Mandell (1988) supports the role of friend or least adult role but this is hard to achieve as the presence of a stranger can alter the setting (Mason 1996). This is something Bremner (2008a) found when conducting an observation phase in a nursery setting where the researcher's role was effectively altered by the children (discussed in section 2.7). In the classroom setting with a teacher present the researcher could become subservient and have 'no role' thus impacting upon the child-centric part of the research.

Interestingly Macklin (1987) whilst replicating previous research, (but making no mention of the role) the play character may have inadvertently 'taken' the preferred participant role (Mandell 1988) in her research phase. However it has to be remembered this research also used aided recall with creative techniques for the young children aged 3-5 and for that age

range this role adoption and method may be the most beneficial anyway (Clark 2004; Baxter 2010; Baxter 2012).

#### 2.4.2. The Ethical issues

Seven papers (see table 2.3) are noted as not having given much consideration for ethics, either in terms of informed consent (for example Backett and Alexander 1991) or suitable research context (for example Bartholomew and O'Donohoe 2003). There is no clarity in the papers to indicate whether ethics was not so important at this time (80s and 90s) or not considered and omitted from the papers.

Belk, Bahn and Meyer (1982), Macklin (1987), Backett and Alexander (1991) and Hogg, Bruce and Hill (1999) failed to acknowledge and obtain informed consent from the children (or their guardians) used in their research. It is likely that given the date of these publications the omission may be due to timing, a lack of ethical development in the marketing field or because in some cases the research was American (Belk, Bahn and Meyer 1982). However they did not consider the Nuremburg Trials (1964) or more recent legalisation from the 80s and 90s (Alderson and Morrow 2011) where informed consent (Bogdan and Biklen 1998) is required to allow participants the right to withdraw from research. Children, post modernly, are now seen as social actors, knowledgeable (Einarsdóttir 2007) with an ability to make decisions for themselves (Bruner 1996; Dahlberg, Moss and Pence 1999) being seen as independent from their parents or caregivers (James and Prout 1990; Qvortrup 1994; Corsaro, 1997; Christensen and James 2000; Lloyd-Smith and Tarr 2000 and O'Kane 2000) and ethically able to consent or dissent.

Notwithstanding these points though ethical consent could have been 'deemed as being given by parents and caregivers' (but not the children) within the school setting being used by Belk, Bahn and Meyer (1982), Macklin (1987) and Hogg, Bruce and Hill (1999). The place schools have in society (Harden et al. 2000) may be perceived as showing ethical consent and therefore making it acceptable to proceed with the research. In comparison to the home interviews conducted (e.g. Backett and Alexander 1991) caregivers may question the research findings and there is no consideration of the child's point of view.

In terms of suitable context a number of the topics used in seven of the papers (table 2.3 ^) may have been deemed unsuitable or required further investigation regarding the effects on children before informed consent is approved. As with the researcher's role the method adopted may soften this, a point supported latterly by Holland et al. (2010) noting that it is the participatory research which makes 'a central contribution, in providing an ethical, epistemological and political framework and in the potential for rich 'findings'' (Holland et al. 2010 p. 361-362). In doing this the researcher's role seems to become implicit through the participatory aspect as the method lends itself to the children being used as a co-researcher to a certain extent similar to that used by Smith, Monaghan and Broad (2002).

Health issues were discussed by Backett and Alexander (1991) without a parent present or informed consent whereas Smith, Monaghan and Broad (2002) discussing a similar topic used a participatory approach (Mandell 1984; Corsaro 1985) perhaps gaining consent to a certain extent. In other cases the topics discussed included advertising (Bartholomew and O'Donohoe 2003; Macklin 1987), consumption (Russell and Tyler 2002; Belk, Bahn and Mayer 1982) and branded goods (Hogg, Bruce and Hill 1999).

Whilst varying degrees of consent were or were not obtained the topics covered are sensitive and pose a risk to children's emotional well being (Powell and Smith 2009). For example, Bartholomew and O'Donohoe's (2003) research showed no consideration as to whether it was appropriate to discuss a Budweiser advert with children (aged 10-12) which was sensationalising alcohol drinking through use of a frog character. On the other hand Russell and Tyler (2002) did obtain consent from 10-11 year old girls and through observation in a retail store setting they targeted the topic of consumption in relation to being a girl and being in heaven, which may have bordered on sexual or peer group issues. Hogg, Bruce and Hill (1999) examined brand recognition which in reality seems harmless but may have upset some children who may feel excluded when they don't recognise the brands or put them under pressure to lie whilst being observed so they don't feel left out.

These points just seek to highlight the considerations a researcher has to think about when making sure the ethical and role decisions are made before researching with children. It is important to research within the boundaries of legislation but ensure the research is getting the most valid qualitative responses from the children as shown via a participatory role. Age seems to be an important factor in deciding which qualitative approach may be best,

with observation being common for younger age categories under 2 years, projective techniques for under 10 years and group/individual interviews for around 10 years or so. Section 2.4.3 outlines some final comments on these child-centric methods.

#### 2.4.3 Some final comments on the child-centric methods

Whilst Banister and Booth's (2005) paper is dated now, at the time the exploratory research was conducted it was a seminal synthesised paper on child-centric qualitative methods showing the developments in research methods for children (Mason and Watson 2013). Historically, quantitative tests were the norm for psychological work in the early twentieth century (Mason and Watson 2013) with the qualitative child-centric methods becoming more common in line with social developments, ideologies considered and research approaches conducted. Mason and Watson (2013) highlight Banister and Booth's (2005) synthesis as highly valued in the marketing sphere when researching with children and that the adoption of creative techniques is beneficial in realising the child-centric approach. They furthered this by discussing Clark's (2001; 2004) Mosaic approach in using the participative rural appraisal (PRA) (O'Kane 2000), a process noted in 2.1. These processes/methods can seek to lessen the power base the adult researcher has in the research giving more weight to the research.

Latterly, although retrospectively, Holland et al. (2010) extend the debate on the participatory methods appropriate for children discussing whether children need different methods to adults (Punch 2005; Thomson 2007). They point out that it is about the understanding of the methods rather than the method itself (Holland et al. 2010). Baxter (2012) also reiterates the use of innovative projective techniques in her Australian research where she noted that children preferred short, colourful activities, which allowed them to express opinion and work in groups, when being involved in research. She also found that children do not make good questionnaire respondents until above the age of 8-10 (Baxter 2010).

A final comment relates to the importance of the researcher's ability to interpret the data collected from a child-centric approach. Danby, Ewing and Thorpe (2011) noted the issues a novice researcher could have when interviewing young children. Much practice and organisation is required across all stages of the research (Danby, Ewing and Thorpe 2011). The researcher's skill in getting responses from children can be enhanced by modifying the

approach (Kortessluoma, Hentinen and Nikkonen 2003) adopting role play (Holmes 1998) and using open ended questions (Krahenbuhl and Blades 2006). Additionally a 'learning by doing' approach may be considered useful for novice researchers (Pergert 2009) although it does not necessarily mean they are any good at it.

So far these child-centric methods have only highlighted qualitative methods, and examined the issue of the researcher's role and ethics with these methods. Quantitative approaches with children as respondents are minimal however and section 2.5 discusses this issue.

### 2.5 Quantitative methods with children

Very few quantitative questionnaires have been conducted with children in the marketing sphere (Mallinckrodt and Mizerski 2007) partly due to children's cognitive development and to ideologies supporting the child-centric approach where depth interviews and focus groups are common in child research (Vaccaro and Slanemyr 1998; Harradine and Ross 2004; Jamison 2006; Lawlor and Prothero 2008). Those quantitative studies which exist tend to be in the scientific area (McCall 1994), education, health and social work (Blenkin and Yue 1994; Greig and Taylor 1999) being related to seeing children as objects rather than using children as participatory respondents.

Questionnaires are better suited to children when they have reached the concrete or formal operation stage (Piaget 1929; Ault 1977) and when they become more adult like (McDonald 1982; Grieg and Taylor 1999) in their cognitive development. This is a point identified by MacKay and Watson (1999) as when using a questionnaire their questions had to be translated into 'child speak'. With a teacher leading the questionnaire completion it became a group session for 5 year olds shouting out responses (likened to a pantomime chorus) upon being 'led' by the teacher which could be likened to rote learning. Baxter (2010) noted her child questionnaires (aged 7-12) required an element of creativity (Whyckham and Collins-Dodd 1997; Mallinckrodt and Mizerski 2007) to make them more child-centric and engaging for that age range (Baxter 2012). Having included visual representations in her questionnaire Baxter's (2010) observation of the administration of the questionnaire found that children preferred the visuals, used each other (particularly younger participants) to help answer questions, reinforcing the idea that the classroom setting may not always be the best place for questionnaire completion (Pole, Mizen and



Bolton 1999) (Section 2.3.1). Finally she noted that the children preferred adult assistance with the questionnaire task when needed (Baxter 2010; Baxter 2012).

## 2.6 Summation of child-centric methods

Sections 2.3- 2.5 have described and outlined some of the methods for qualitative child-centric research (Banister and Booth 2005) and the fact that quantitative approaches are not the norm with children in marketing research. Although many approaches are noted in some cases the research has not always considered children as research objects, the ethics of the research or the role a researcher should take. Coupled with this, various limitations exist with interpretivist research such as sample size, lack of generalization to a wider population and potential lack of ability for novices in the field for collecting and interpreting the data.

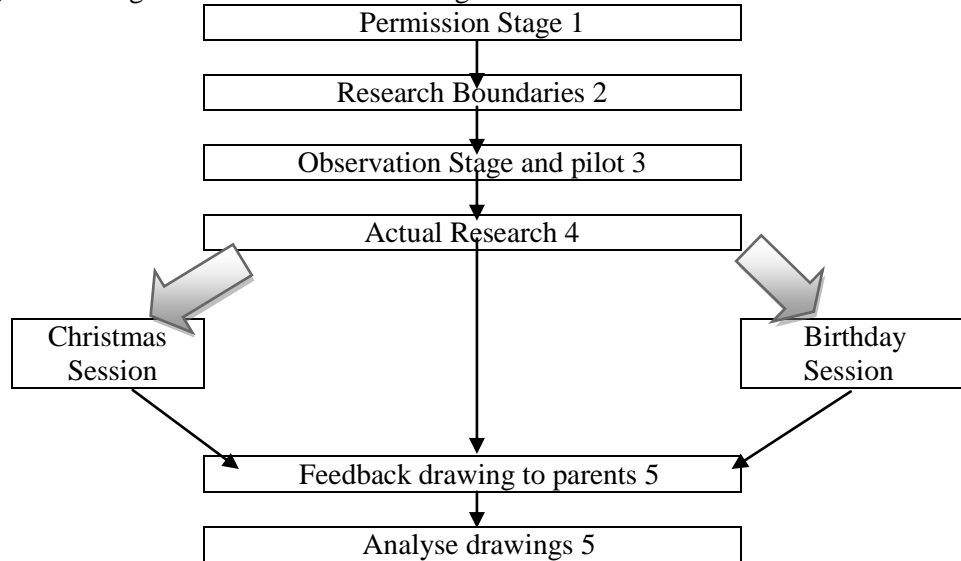
In terms of the research design for the study presented in this thesis these debates all informed the consideration of which unit of analysis to select (adult, child, both) and what approach to take (qualitative or quantitative). In particular consideration was given to the child-centric research highlighted particularly the works of Cavin (1990), Mandell (1994), Coates (2002) and Clarke (2004). If the child's point of view were to be considered at this stage, the literature pointed to projective techniques, such as that of doing artwork as an appropriate method to proceed with. Taking this on board and considering the inexperience of the researcher in qualitative techniques an exploratory pilot stage was conducted with children aged 3-5 in a nursery setting in order to explore the fit of these techniques with both the research question and the researcher's skills. Section 2.7 outlines the exploratory pilot stage artwork sessions conducted with the children; whilst section 2.8 outlines the interviews with adults to discuss the viability of conducting research with children aged 3-5.

## 2.7 Phase one exploratory pilot stage with children and adults

The following sections (2.7 and 2.8) outline the exploratory pilot research conducted with children, describing the stages involved, whilst 2.8 outlines the interviews conducted with adults. The exploratory pilot investigation was conducted with children aged 3-5 in a nursery setting involving artwork. This age range was chosen due in part to the access given to researcher to a nursery setting, the projective technique considered and the fact that toys are mainly given to children as gifts. Two of the most popular occasions children

are given toys as gifts are Christmas and birthday times (Mintel 2006; Mintel 2010). This ‘artwork session’ was preceded by an observation phase to give weight to the role the researcher should adopt when conducting the ‘artwork session’. The stages involved gaining permission (stage 1), highlighting research boundaries (stage 2), conducting an observation stage (stage 3), conducting the research (stage 4), feedback and analysis of the drawings (stage 5) and are outlined in figure 2.1.

Figure 2.1 Stages within research with stage nos 1-5



### 2.7.1 Permission

Permission was sought (stage 1 figure 2.1) from a nursery, which was selected by means of a non-probability convenience sampling procedure (Saunders, Lewis and Thornhill 2011) and an informal interview conducted with a Nursery Centre Manager to outline the two sessions involving ‘doing artwork’ (Cavin 1990) which would appeal to the children. The ‘artwork sessions’ had the following objectives;

1. To identify the favourite gift the child received for Christmas/Birthday by means of drawing it
2. To investigate who gave them the gift for their Christmas (session one) and for their Birthday (session two)
3. To identify how the gift made the child feel about the person (gift-giver) giving the gift to them for their Christmas/Birthday

### 2.7.2 Research boundaries

The second stage of the research phase, entitled ‘research boundaries’ involved obtaining Disclosure and ethical consent. Disclosure was obtained through the Disclosure Scotland procedure which provides “an accurate and responsive disclosure service to enhance security, public safety and protects the vulnerable in society” (SCRO 2005). Checks for ethical compliance were done by submitting the research design to the Robert Gordon University Ethical Research Committee. Part of gaining ethical consent involved sending letters, written in consultation with the Centre Manager to all intended participants’ parents/guardians to seek permission for their child to take part in the research. This was sent to all parents/guardians of the children in the preschool rooms of the nursery (n1 = 28 and n2=22), with a reminder follow up about a week later. The information recorded about each of the children participating was limited to gender, age and the drawings themselves ensuring anonymity. Importantly the right for any child to remove themselves from any of the sessions was observed.

### 2.7.3 Observation phase

The intention of the observation phase (stage 3 figure 2.1) was to a) allow the researcher to make a role decision and b) completing a pilot artwork session. With the observation role, the researcher anticipated adopting ‘the detached observer role’ (Fine 1987) but it developed into the complete ‘involvement participant role’ or least adult role as advocated by Mandell (1988). Mandell (1988) encompassed Waskler’s (1986) thoughts that all adult aspects can be cast aside except physical differences. In testing this the researcher spent a day at the nursery trying to observe the children’s normal daily routine to identify how best the artwork session would work and any other things to be taken into account.

However, during the observation stage it became apparent the ‘marginal semi participatory role’ (Mandell 1988) was being adopted and finally the children viewed the researcher as a ‘participant in the least adult role’ (Mandell 1988). This was evidenced by a number of children becoming curious as to the reason for the researcher’s presence and asking questions about that. Additionally, they would ask if I could I help them with their daily routine, or indeed the children accepted me as one of them, with conversations involving the children asking me to help them out tying shoe laces and asking if I was there to play (For a full account of this study, please see Bremner 2008a, which is reproduced in

Appendix 63). This shows the evolutionary aspect of the role when adopting the research stance within the respondent's natural setting.

#### 2.7.4 The artwork session

The 'artwork session' supported by Cavin's (1990) sociological research (stage 3 on figure 2.1) outlined in 2.3.1 was piloted with a pre-school child, aged 4, to iron out any issues with the planned sessions. Here coloured paper and pens were provided and the questions asked of the child to test if she was able to provide drawings as answers. There were no issues here and drawings were provided willingly and creatively for both the Christmas and birthday sessions.

This was 'rolled out' (stage 4 on figure 2.1) as four separate morning sessions at the nursery with children in groups of no more than six. The morning sessions had to be used to fit in with the routine of the nursery as other activities had to proceed as normal, such as breaks. The researcher acted as the session facilitator and the children were excused if they did not wish to participate. Upon completion of the task children were rewarded with a sticker, being mindful not to exclude anyone who left the session. No staff member was present allowing the researcher to be free of any gatekeeper situation.

#### 2.7.5 Feedback and analysis

The drawings were collected, collated and copies made to give to each parent/guardian as part of the 'consent package' (stage 5 figure 2.1). Analysis of selected drawings was conducted using a crude coding method but findings supported the point that children aged 3-5 may lack the capabilities to be good research respondents (Bremner 2008a) as many could not draw their feelings or indeed draw their favourite gift, and some children ran off before the short session could be complete (Further findings are highlighted in appendix 63). This adds to the debate on the validity and reliability of using both the interpretative method and children as respondents as although an innovative method, the findings could not be generalised to the wider population, some of the drawings did not make sense through being unrecognisable and some children did not understand what to do.

### 2.8 Pilot qualitative interview stage – researching with children

Having considered the findings from the artwork sessions the author conducted five exploratory semi-structured interviews to examine adult's perceptions of conducting this

kind of research session with children. Face to face interviews were selected as a suitable research method as they allow for the probing of interviewees for responses. Additionally, it provided a level of confirmation to verify if doing an artwork session with children aged 3-5 would work or be too problematic. The five interviews were conducted with adults of various ages with children (table 2.4 provides the respondent profile) to ask what issues would be encountered in conducting an ‘artwork research session’ with children when finding out the children’s thoughts on the topic of gift-giving.

Sixteen questions, synthesised from some of the ideas of the authors from the reading conducted were asked in three topic areas as noted in table 2.4 and appendix 1. The main aim of this session was to identify if this would be a viable method to use for further development in the thesis.

Table 2.4 Interview one respondent and topic information

Respondent	DATE Various in 2005	3 females 2 Males	Age Approx – 1 in 70s, 2 in 40s 1 in 50s, 1 in 40s
Status	2 females married 1 female widowed 2 males married		
TOPIC	<p>I plan to conduct research with children aged 3-5 in 2 nurseries. The main aim of the research is:</p> <ol style="list-style-type: none"> <li>1. To identify the favourite gift the child received for Christmas/Birthday by means of producing a drawing</li> <li>2. To investigate who gave (gift-giver) them the gift for their Christmas/Birthday</li> <li>3. To identify how the gift made the child (recipient) feel about the person (gift-giver) giving the gift to them for their Christmas/Birthday</li> </ol> <p>These sessions will take the form of drawing sessions whereby the children will be given coloured paper and pens. They will be asked to pictorially represent their answers. These are known as art sessions which will last no more than 20 minutes. There will be three themes to this particular interview, which will be recorded and transcribed.</p>		
Question themes	<p>Topic one - researching with children aged 3-5 and the issues involved Topic two – the topic and idea Topic three – what do you think I will find/issues etc</p>		

### 2.8.1 Selecting the respondents for interview one

A range of parents from both genders and various ages were sought using a convenience approach to sampling. They were approached, via a newsletter, using the criteria of being a parent and being willing to take part in a short interview on researching with children. It was important to ask questions of an adult cross section, which was inclusive of life cycle events i.e. older parents being able to reflect on their past gift-giving to their children and males who traditionally are not the main givers in gifting to children.

### 2.8.2 Interview analysis

Interviews were recorded, transcribed (appendices 1-2) and content analysis used to identify and evaluate the findings. Content analysis “involves the description and analysis of the text in order to represent its content” (Miller and Brewer 2003 p. 43). A brief summary of the content analysis is provided here, which although not the norm has to be included at this stage to finalise this section and to act as a stepping stone towards the final method and approach adopted in chapter 4.

The main thoughts provided by the adult respondents of the interviews included; ethical issues in working with children, the children’s understanding of the art session (cognition not developed enough) and the role of the researcher requiring a structure.

Whilst the artwork session was seen as an engaging technique and topic for children, it was suggested that whilst ‘children would provide honest and apolitical answers’ the validity and interpretation of the research was brought into question. It was felt that children would not be able to answer questions on the reformulation effects of getting a toy gift and how it made them feel, providing weak answers. It was thought the drawings would be simplistic, lack clarity and be hard to interpret which is often based on the social upbringing of the child respondent and the development stage at this age range is known as the pre-operational thought stage (Greig and Taylor 1999).

This section has highlighted the qualitative projective pilot method conducted with the children and the interviews with the adults. Taking the issues into account, the disadvantages of using certain research methods with children, the researcher’s role to be adopted, the ethical standpoints and the logistics concerned with investigating Christmas and birthdays this provided a rationale to question if this was the correct methodological approach for this research. This was coupled with the researcher’s inexperience as an interpretivist i.e. a novice in this area. Therefore a decision was taken not to involve children in the research process and to use adults instead, who have children, and to gauge their perspective on the subject of gift-giving of toys to children.

The final section of this chapter seeks to highlight and discuss the methods used in the gift-giving literature (with adults). This is with the view to stressing the shift in unit of analysis from child to adult. Having made a decision to focus on adults only in terms of analysis for

this study the final design decisions made at this early stage was whether to take a qualitative or quantitative approach to data collection. With this question in mind section 2.9 examines the methods used in the selected gift-giving literature.

#### 2.9 Methods used previously in gift-giving literature

An aspect not covered yet in this chapter is the methods used in the selected gift-giving literature and their use with adults. This section highlights these and helps take the research forward from the point of choosing adults as the unit of analysis. It begins with the selected gift-giving research (table 2.5) before discussing the methods in more detail. The methods used in gift-giving research with adults include secondary sources, critical incident techniques, observation, interviews and questionnaires.

Table 2.5 Methods adopted by previous researchers and comments

Method	Authors in a gift-giving perspective	Respondents	Appropriate Use/Limitations
Secondary sources	Banks 1979 Sherry 1983 Belk 1987 Otnes and Woodruff 1991	These papers examined gift-giving in general and as secondary no respondents were used	Models of gift-giving produced (except Belk 1979/87) Although academic rigour shown in literature reviews the research is not applied making it hard to ratify i.e. lack of real research to support findings and take forward. There is only a conceptual framework but the work has stood the test of time with Otnes and Woodruff's (1991) work liking itself to a consumer behaviour approach to gift-giving
Critical incident techniques (CIT)	Ruth, Otnes and Brunel 1999 Wooten 2000  Roster 2006	Adults  Adults - undergraduate students and non students Adults friends, family and anyone asked by students on an MBA programme	Often used alongside interviews Easterby-Smith, Thorpe and Jackson 2008 p.150 as it allows for deeper penetration of the subject.  Some of the limitations of the researchers work included a pilot stage not being conducted, using students for the sample (Wooten 2000) and for Roster's (2006) work the coding and judgment of the interviews was subjective. Wooten (2000) concluded that longitudinal approaches are best.
Unstructured observation/ Structured observation	Sherry and McGrath 1989 Otnes, Lowrey and Kim 1993 Lowrey, Otnes and Ruth 2004 Wooten and Wood 2004	Adults and store owners  Adults buying gifts for anyone (children included) Adults giving to anyone  Adults gifting experiences to anyone	This method was used as a complementary method. As with the CIT method there were issues with the coding and interpretation of the observations. Sample populations in some cases were not very large.
Interview	Sherry and McGrath, 1989 Fischer and Arnold 1990 Belk and Coon 1993 Otnes, Lowrey and Kim 1993  Hill and Romm 1996  Ruth, Otnes and Brunel 1999 Lowrey, Otnes and Ruth 2004 Wooten 2000 Wooten and Wood	Adults giving to anyone and store owners Adults with gender a consideration  Adults Adults buying gifts for anyone (children included)  Adults but more specifically mothers Adults  Adults giving to anyone  Adults - undergraduate students and non students	Sherry and McGrath's 1989 ethnographic work more story telling than depth Fischer and Arnold 1990 Questionnaire and interview multi stage cluster sampling was used Belk and Coon 1993 student respondents used with interviews along with journals Hill and Romm 1996 interviews with cross cultural respondents Ruth, Otnes and Brunel 1999 Lowrey, Otnes and Ruth 2004 – small sample size and it is not empirically developed therefore it is a full exposition of reality. Interviews were complemented with shopping trips and coding was used following Mick and DeMoss (1990) approach Wooten 2000 sample was students and some staff from the university – non representative sample but it was analysed using Strauss and Corbin's (1990) "procedures for extending existing theories into their substantive domains" (Wooten 2004 p. 86).



	2004		
Questionnaire/semi-structured	Belk 1979  Fischer and Arnold 1990 Clarke 2003/2006/2008	Adults  Adults men and women  Parents of children	Belk's 1979 exploratory research with a questionnaire booklet was distributed and produced 73 respondents giving rise to 219 gift reports or inventories of gift occasions. Indexes were produced on gift-giving occasions, frequency of gift recipients, frequency of gift recipients and frequency of gifts reported. Canonical analysis conducted Fischer and Arnold 1990 proposed 4 hypotheses in relation to gender and gift-giving and used a questionnaire Clarke 03/ questionnaire was limited to parents who would be expected to engage in Santa myth /06/08 Sample frame was of parents of children in 3-8 years category, Urban – semi urban thus exposed to Christmas activity

Author generated 2009 adapted 2014

### 2.9.1. Secondary sources

The secondary sources noted here are not from databases but take the form of literature reviews of peer reviewed journal articles and, whilst these syntheses and conceptual pieces have clearly contributed to the field, as the works of Banks (1979), Sherry (1983), Belk (1987) and Otnes and Woodruff (1991) have shown, this approach uses no primary research to justify the claims made by each author. Secondary research would not be appropriate for this study as it would not allow the researcher to answer the research questions that are further identified in chapter 3. What these papers do bring to this work is some conceptual underpinning and a basis for further research. For example Sherry's (1983) model is vital conceptually as it considers the three phases of gift-giving - gestation, pre-creation and reformulation. These works are seminal, as they are still cited in more recent research such as Arnould and Thompson (2005); Branco Illodo, Tynan and Heath (2013) and Sherry and Bradford (2013) when examining Consumer Culture Theory (CCT) and gift-giving perspectives. These are further discussed in chapter 3 the literature review as they contribute to the final research hypotheses.

### 2.9.2 Critical incident technique (CIT)

Originally proposed by Flangan (1954) and based on military examples, these are approaches "for collecting direct observations of human behavior in order to make recommendations and develop broad psychological principles" (Serenko and Stach 2009 p. 30). They (CITs) are often used as part of interviews as it allows for deeper penetration of the subject, where upon focusing on a specific incident respondents tell a story about an experience (Gremler 2004) thus making a contribution to an activity (Bitner, Booms, and Tetreault 1990; Grove and Fisk 1997).

Many examples of CIT use are found in marketing (Gremler 2004) such as that of customer satisfaction (Gilbert and Morris 1995), service encounters (Bitner, Booms and Tetreault 1990) and latterly Elizabeth Chell's work from the 1990s onwards with entrepreneurs which provides more discussion in the social area (Chell and Pittway 1998; Chell 2004a; Chell 2004b; Chell et al 2012). Bitner, Booms and Tetreault (1990) are credited with their use of CIT 'as a catalyst' (Gremler 2004 p. 65) for its uptake in the services literature where it is used primarily for service encounters, for example shopping in a retail setting or as it was used by Roster (2006) in the gift-giving area. However it is not a commonly used interpretivist method (Gremler 2004) and according to Lockwood (1994) requires upwards

of 100 plus CIT events for suitable qualitative data collection, with most CITs being analysed via content analysis (Gremler 2004).

In terms of advantages of CIT Gremler's (2004) examination of services literature articulates five key areas; respondents' own words are used giving rich data (Johnston 1995; Gabbott and Hogg 1996; Stauss and Weinlich 1997 and Burns, Williams and Maxham. 2000); it is inductive research (Edvardsson 1992) allowing for patterns to be highlighted; it provides an accurate in-depth record of events (Grove and Fisk 1997); it is useful for cross cultural perspectives (Stauss and Mang 1999) and for reporting incidents to management within organisations (Stauss 1993). Additionally, it does not rely on the use of limited variables (Walker and Truly 1992) but allows for the interpretivist's development of concepts and theories (Olsen and Thomasson 1992).

In terms of some of the gift-giving literature CIT has primarily been used by American authors (Ruth, Otnes and Brunel 1999; Wooten 2000; Roster 2006) having advantages already noted such as that of providing rich data (Stauss and Weinlich 1997; Gabbott and Hogg 1994 Johnston 1995; Burns, Williams and Maxham 2000). These gift-giving researchers examined the impact of gift experiences on relationships (Ruth, Otnes and Brunel 1999), students anxious gift-giving moments at special occasions looking at both gift selection and presentation (Wooten 2000) and recipient's reactions to gifts given and its impact from the giver's point of view (Roster 2006). In two of the cases Ruth, Otnes and Brunel (1999) and Wooten (2000) complemented the CIT method with interviews, which is often the case (Gremler 2004; Easterby-Smith, Thorpe and Jackson 2011) to support the CIT findings. Roster (2006) on the other hand adopted Bitner, Booms and Tetreault's (1990) moments of truth approach, moving towards a CIT survey method.

Whilst these gift-giving researchers gathered 100 plus incidents of CIT (not necessarily from 100 respondents) limitations existed, which in some cases can be generalised. Ruth, Otnes and Brunel's (1999) approach relied on respondent's recollection from a long time ago, noted as a common disadvantage (Chell 2004a; Serenko and Stach 2009) which means that some details on relationship issues may have been missed out. This is not unlike that noted by Gabbott and Hogg (1996); Edvardsson and Roos (2001) and Smith, Thorpe and Jackson (2012), where in retrospective situations respondents may not take the time to detail all their thoughts missing out some important details. Burns, Williams and Maxham

(2000) also note that respondents are more comfortable giving details to friends than unknown interviewers.

Wooten (2000) and Roster (2006) had similar issues with respondent recollection and interpretation but added in coding (Strauss and Corbin 1990; Boyatzis 1998) to aid analysis. Roster (2006) noted CIT interpretation can be too subjective leading to misinterpretation and questions about the reliability and validity of the data can occur which is another general disadvantage with the CIT method (Gabbott and Hogg 1996; Gremler 2004). Wooten (2000) highlighted that although coding had been used interrelationships in gifting could not be explored by this approach as the relationships within the sample may not be simple linear ones helping him conclude that in gifting CIT had to be used as a longitudinal method. Additionally, coding increases the appearance of objectivity within research as numbers are used. However, as Easterby-Smith, Thorpe and Jackson (2012) point out this may have been in reaction to critics of interpretivist approaches who inferred that practical management research shows the differences between both paradigms (subjective and objective), but compromise is often made by those who hold views on one paradigm or the other, combining both methods from both perspectives.

A final point is all three sets of researchers used students in their sample with Wooten (2000) self acknowledging the use of student respondents as a problem as they had not experienced a 'life-cycle' event (although this was justified) therefore in these cases they may have not made the best respondents. This coupled with Wooten's (2000) use of money to get student respondents raising an ethical question as they may be more sensitive to financial inducement. Additionally none of the researchers included a pilot stage in the use of the method; although not uncommon (Urquhart et al. 2003), Flanagan (2004) stressed proper piloting was necessary to test the method in order to iron out any issues.

### 2.9.3 Observation

Observation, an ethnographic method, is used primarily to gain detailed understanding of other people's realities (Easterby-Smith, Thorpe and Jackson 2012). Often termed 'fieldwork', observation is one of the most common forms of research deployed particularly in cultural anthropology and ethnographic studies (Boote and Mathews 1999). However it is not a common method in marketing (Boote and Mathews 1999) for it is time

consuming (Saunders, Lewis and Thornhill 2012) and it is hard to generalise the findings. Roles are taken in order to conduct observation, highlighting these as; complete participant – the intention to study is concealed, participant as observer – no concealment, observer as participant – superficial relationships and less interaction, complete observer – maintains distance and observes (Gold 1958). These role types have been discussed in 2.2.1 in relation to researching with children and are noted here as a reminder.

Observation has many advantages, providing rich data for events such as social processes (Boote and Mathews 1999) as social interaction can be observed in its natural setting (Sherry and McGrath 1989; Mackellar 2013). Henn, Weinstein and Foard (2006) noted that an observation phase can be useful in developing trust thus aiding in method validation (Simpson and Tuson 1995). A final advantage includes its use for examining subconscious influences on consumer behaviour (Boote and Mathews 1999; Saunders, Lewis and Thornhill 2012; Mackellar 2013).

In the case of the gift-giving papers highlighted (Table 2.5) structured/unstructured observation was used as a complementary method (along with interviews) by American authors (Sherry and McGrath 1989; Otnes, Lowrey and Kim 1993; Lowrey, Otnes and Ruth 2004; and Wooten and Wood 2004). Sherry and McGrath (1989) examined shoppers in gift shops providing consumer behaviour gift buying themes. Otnes, Lowrey and Kim's (1993) observations were designed to examine the perception of Christmas shopper's thoughts on easy and difficult people to buy for whilst a sequential study (Lowrey, Otnes and Ruth 2004) examined the 'third party' impact on gift-giving. Wooten and Wood (2004) on the other hand used observation to examine the 'act of drama' by videotaping baby showers to see what reactions could be identified.

Whilst these papers use of the observation method provides a richness (Saunders, Lewis and Thornhill 2012) of information there were limitations both generally and specifically. General disadvantages of observation include time required, ethical dilemmas, role conflict, role and researcher suitability and data interpretation (Saunders, Lewis and Thornhill 2012). For example when looking at timing all the gift-giving researchers noted (Table 2.5) used longitudinal observations with one set continuing for three years (Sherry and McGrath 1989). Ethical dilemmas are not obvious in the research noted but when observing, the presence of the observer may impact on the respondent's behaviour. For

example in the case of Wooten and Wood (2004) this could have occurred with the baby showers, which is quite a personal event and some respondents may feel uncomfortable being watched especially if the observer is non-participatory. Latterly, research by Ianoco, Brown and Holtham (2009) supports these thoughts by noting that one of the main drawbacks of participant observation is that it does not take into account the observer's beliefs as a form of bias (Easterby-Smith, Thorpe and Jackson 2011) and how this may impact on the findings. This is often why observation is combined with another method to give weight to its findings.

Role and researcher suitability became a limitation for some of the gift-giving researchers where in not adopting a particular role or approach may have disadvantaged the research findings. It is noted that participant observers who do not have the necessary interpersonal skills, coupled with sensitivity and creativity (Jorgensen 1989; Saunders, Lewis and Thornhill 2012) may find it hard to observe effectively. Sherry and McGrath (1989) admit their focus was more getting a record of their observations rather than concentrating on the best way to observe. In this case the observer's role was changed by the activity of the observed operation and for Otnes, Lowrey and Kim (1993) no explicit role was taken which may impact on the quality of the analysis, although this was coupled with their lack of methodological technique. For Sherry and McGrath's (1989) observation the closeness the observer had to the respondents could have led to observer bias (Jorgensen 1989; Saunders, Lewis and Thornhill 2012).

#### 2.9.4 Interviews

Interviews, the last approach used (table 2.5), are one of the most popular qualitative methods in the marketing domain (Hansen and Grimmer 2005). They can be structured, semi-structured or in depth whilst being exploratory, descriptive or explanatory in nature (Saunders, Lewis and Thornhill 2012). In the many cases noted in table 2.5 the interviews were used to complement questionnaires, journals or shopping trips with one study solely using interviews (Hill and Romm 1996). Small sample sizes were used in most cases and interview interpretation often adopted McCracken's (1988), Mick and DeMoss's (1990) or Strauss and Corbin's (1990) approaches to give structure to the findings (e.g. in Lowrey, Otnes and Ruth 2004). Easterby-Smith, Thorpe and Jackson note successful interviewing depends upon a "researcher's personal interview skills it also involves his or her capacity to organise and structure the interviews" (2008 p. 147).

Interview weaknesses are often cited as bias of many kinds such as self presentation, selection and third party (Miller and Brewer 2003; Brace 2008 and Cardenas 2012) although bias is often not seen as an issue for qualitative researchers. Coupled with this the time and resources required for this data collection method can be intensive although selecting the correct location can increase the likelihood of participation and allow for more complex probing questions to be asked (Brace 2008). Potter and Hepburn (2005) debate the weaknesses of interviews from a psychological point of view splitting issues into contingent (operational) and necessary problems taking into account the broader social science context.

Regarding the gift-giving research (table 2.5), although not noted in their own limitations Ruth, Otnes and Brunel (1999) could have experienced contingent problems (Potter and Hepburn 2005) such as interviewer deletion and interaction consideration (not including the interviewer comments and interaction in their interview analysis), whereas Otnes, Lowrey and Kim (1993) have included interviewer conversation in their analysis. Other contingent issues include specificity of observations and the interview setting. For example Otnes, Lowrey and Kim (1993) explained the interview setting to respondents, whereas Hill and Romm (1996) did not and as Potter and Hepburn (2005) point out neglect of this is often the case but none the less it should be regarded as it fails to treat the interview as a total interaction (Gubrium and Holstein 2001). The same applies for the specificity aspect where some (Lowrey, Otnes and Ruth 2004) have included the specific observations in their interview analysis. Other authors such as Sherry and McGrath (1993) are very sparse with their interview analysis providing one-liners from respondents or in some cases no interview findings are included (Belk and Coon 1993). The point Potter and Hepburn (2005) make is the real meaning behind the respondent's statement may be themed rather than specific.

In terms of Potter and Hepburn's (2005) more general points (classified as necessary) the first point of category the respondent is speaking from, can be considered with the selected gift-giving literature. Hill and Romm (1996) have a 'mother' category subsequently interpreting the data in that vernacular whereas Ruth, Otnes and Brunel (1999) treat the respondents as individuals who had received a gift thus challenging the analysis (Goffman 1981; Potter and Hepburn 2005). The stake and interest of the interviewer and respondents is highlighted as the next issue which is similar to self presentation bias (Brace 2008;

Easterby-Smith, Thorpe and Jackson 2011). Evidence of this can be hard to detect in any of the selected gift-giving literature as beliefs of the researcher could include religious, economical and behavioural. It can be stated though as most of the authors are American they follow a line of research which is commonplace for this topic. An example of some description can be highlighted where Wooten (2004) makes assumptions about his student respondents not having the breadth of experience to answer the interview questions and for Lowrey, Otnes and Ruth's (2004) work where there is no discussion of their five respondents and how they may respond to the interviewer's beliefs (Edwards and Potter 1992; Potter and Edwards 1990; Potter and Hepburn 2005).

One has to consider the timing of this gift-giving research though and Potter and Hepburn's (2005) discussion which although came later than the gift-giving research the noted points highlighted could still be relevant in future developments warranting their consideration.

#### 2.9.5. Questionnaires

A questionnaire is a data collection method where respondents are asked to answer a set of questions in a particular order (Saunders, Lewis and Thornhill 2011). Many types of questionnaire exist including, interviewer administered, postal and internet based.

As with much positivist research questionnaires have strengths and weaknesses, with three types of questionnaire suggested: postal/self administered, email/internet and interviewer administered. In general the advantages of questionnaires are that they allow for the coverage of a wider geographic area, they allow for standardised responses which are easy to analyse and they are quick and cheap to use (Brace 2008). However, some of the downsides to a questionnaire are the poor response rate, the fact that the researcher cannot probe the responses, there is no control over who is answering and a respondent may forget many important points (Gray 2004; Brace 2008 and Easterby-Smith, Thorpe and Jackson 2011). A final point is one of the main concerns of a questionnaire is response rate so a reminder is often suggested to prompt the return (Saunders, Lewis and Thornhill 2011).

Belk (1979) used open ended and exploratory type questions in a self-administered questionnaire booklet in order to ascertain gift-giving instances in a descriptive manner. Respondents gave accounts of gift-giving and provided a 'guestimate' list of answers to gift-giving situations. Being exploratory in nature, only tentative hypotheses were



investigated. As Belk (1979) noted himself there was no guarantee from the respondents that the sample of responses were random, which was one of the limitations of the sample and not necessarily the instrument.

Similarly Fischer and Arnold's (1990) research on gender and gift-giving produced 4 hypotheses. These were examined with the use of an exploratory interviewer administered questionnaire. In adopting a multi-cluster sampling frame the response rate of 46% was quite high for their questionnaire. Latterly Clarke (2003; 2006; 2008) used an exploratory postal self administered questionnaire inclusive of Likert scale questions. His questionnaire framework utilised questions created from a combination of tested scales and ideas from gift-giving literature. This method and its distribution to a targeted sample, in this case to adults with children aged 3-8, gained a response rate of 30% (Clarke 2003).

This section has highlighted the methods adopted with adults in the selected gift-giving literature; the section which follows (2.10) discusses the suitability of these methods for this research with consideration for the development in the field, breadth versus depth and the author's personal experience.

#### 2.10 Suitability of these methods for research

So far the previous section (2.9) has highlighted the methods used primarily with adults in the selected gift-giving literature with the decision to be made here on whether qualitative or quantitative methods should be used in this research. Each of the approaches has advantages and disadvantages and not all methods are suitable for researching with adults in this gift-giving context. An interesting point to note is that the norm for published research in the marketing field as a whole (1993-2002) is in taking a quantitative approach (Hansen and Grimmer 2005), particularly for publication in top journals (Svensson 2006) with many academics considering generalizability of findings as a key driver for their research (Svensson 2006). This section will outline the suitability of the methods considered and outline a discussion on breadth versus depth; the development of the field in gift-giving and the authors' personal experience in relation to the choice of qualitative or quantitative methods.

For adults the selected gift-giving literature highlighted CIT, observation, interviews and questionnaires as the methods. Taking observation first, whilst it provides a richness and

depth of information (Gilmour and McMullan 2009), operationally to observe the gift-giving of toys from adults to children at birthdays and Christmas times becomes impossible both ethically and logistically. Ethically this would be an invasion of a personal 'rite of passage' time for both parties and to ask a child what their favourite toy was and why may offend those who gifted (adults) and in asking adults why they buy certain toys may do the same. It would also be hard to observe the gifting episodes whilst being unobtrusive and without gatekeeper intervention which may impact on the responses. Appropriate skills are required by the researcher both to conduct and interpret observations and as highlighted and further discussed in section 2.10.3 the author of this thesis has neither.

For CIT although providing rich data, a similar ethical and logistical situation arises as for observation but additionally when using younger children as the unit of analysis their aided recall would not be cognitively developed enough (Macklin 1987) to understand and outline their 'moments of truth' in a gift-giving scenario. It takes time for children to learn and thus recall 'as children know more they become better at processing and encoding novel information that can be related to pre-existing knowledge' (Smith, Cowie and Blades 2011 p. 493). The gift-giving literature suggests that using a CIT method would require a longitudinal approach with appropriate interpretation, which given the time frame, the initial exploratory research and the researcher's experience with qualitative interpretation this method may not be the best approach. Whilst adults would be able to use aided recall with the CIT method the danger exists in getting information which is atypical and which may not be representative of the normal practices of gift-giving toys to children, as CIT focuses on the non routine incidents, often looking for failure and success (Meuter et al. 2000). CIT could also suffer from the problems noted by Oates and McDonald (2014) where respondents discussing decisions about flying tended to present idealised behaviour rather than actual. It is noted by De Marrais and Lapan (2004) that the CIT approach can lead to inaccuracies due to the way things are asked, the topic or as Schwartz (1999) indicated the instrument itself can affect the responses, as can the researcher who needs the necessary skills to do the task at hand (De Marrais and Lapan 2004).

Coupled with this, studies using CIT 'focus exclusively on the categories that emerge and the characteristics of those categories' (Meuter et al. 2000 p. 53). This category development can often be driven by an independent judge who through their own interpretation divides the categories. This seeks to increase the subjectivity which is often

the criticism levelled in the qualitative versus quantitative research debate (De Marrais and Lapan 2004). As noted 'CIT categories are rarely linked to any additional quantitative measures' (Meuter et al. 2000 p. 53) but the method does to some extent suffer from an identity crisis when counting of categories occurs moving towards quantitative perspectives (De Marrais and Lapan 2004).

A final point on CIT is as a method, is that it is not a common qualitative approach as it is omitted from papers analysing qualitative versus quantitative methods (Long et al. 2000; Wilson and Natale 2001; Svensson 2006) having limited uptake in the selected gift-giving research. Its main use in the marketing domain seems to lie in the services research (Bitner, Booms and Tetreault 1990) with it being "highly focussed on providing solutions to practical problems" (Fitzgerald et al. 2008 p. 303). Ultimately since CIT relies on the incident being critical to the respondent (De Marrais and Lapan 2004) there is no guarantee that gift-giving fits that mould for all. Since this research wishes to create a more general picture of gift-giving which is not examining the practical problems this method is not the most suited.

Interviews, whether structured or semi- structured provide a wealth of information (Hansen and Grimmer 2005). Adults are easier to interview due to their level of understanding, although they may not tell the truth, not wishing to be seen in a bad light when being asked questions on their gifting practices to their and other children. Many examples exist of the use of interviews use in the gift-giving literature. The downsides of interpretation (Potter and Hepburn 2005), time and lack of breadth mean this method is not fully suited on its own for this research but as a method to 'orient questions used in a survey' (Hansen and Grimmer 2005 p. 59), a common approach in marketing. Here interviews could be used to gather ideas on gift-giving in general before asking more specific questions on toy gift-giving covering the sections to be incorporated in the questionnaire.

Finally questionnaires which are capable of providing a greater breadth of information than qualitative methods, questionnaires in marketing research are common place (Hansen and Grimmer 2005) as is the development of questions using previously tested or adapted scales (Svensson 2006; Gilmour and McMullan 2009). These questionnaires are quick easy to complete and have the ability to reach a greater sample frame which is generalisable to the wider population. The following section outlines the author's method

choice including the development of the field of gift-giving, breadth versus depth and the author's personal experience.

#### 2.10.1 The author's method choice

In choosing between the methods of qualitative and quantitative three issues were considered;

1. The development of the field of gift-giving
2. Breadth versus depth
3. The author's personal experience

##### 2.10.1.1 The development of the field of gift-giving

In terms of gift-giving much of the selected literature noted (table 2.5) has adopted an interpretivist approach. Methods are predominantly qualitative in nature with authors grouped into those taking a secondary review, those using interpretivist epistemologies with qualitative methods, and those using positivist epistemology with questionnaires. These methods were discussed and incorporated in section 2.9 and here these aspects are briefly recalled from the perspective of the development of the field being ready for a quantitative approach.

The gift-giving research using secondary sources (Belk 1987; Banks 1979; Sherry 1983 and Otnes and Woodruff 1991) has been noted (section 2.9.1) as being critical for the development of the literature review (chapter 3). The interpretivist approaches (table 2.5) of the likes of Ruth, Otnes, Brunel (1999) and Lowrey, Otnes and Ruth (2004), whilst producing depth in terms of findings in some cases a form of coding was used. As noted in section 2.9.2 compromise is often adopted by those researcher's holding singular paradigm views. The positivist approach was highlighted in section 2.9.5 and included gift-giving researchers Belk (1979); Fischer and Arnold (1990) and Clarke (2003). All have used questions developed with consideration for previously tested scales. For example, the Bem (1974) sex inventory was used by Fischer and Arnold (1990) and Clarke (2003) adapted Otnes, Lowrey and Kim's (1993) interpretivist research into questions for his questionnaire. This signals a consideration by some in using quantitative approaches in the gift-giving domain.

Overall it is noted then that gift-giving is not a new field. The work conducted is predominantly qualitative, taking an interpretivist view of the problem and inductively building theory. Whilst Saunders, Lewis and Thornhill (2012) note that qualitative, inductive research is particularly good for exploratory work, this approach is appropriate for a field in the early stages of development, it has already been used extensively in the gift-giving work, contributing to the advancement of a number of models and theories of gift-giving. The field has now been developed to a degree where it would be suitable to build on this by using quantitative approaches which test these theories deductively. These approaches are suited to explanatory research with larger representative samples of the population where models and theories can be tested. Therefore a positivist quantitative deductive research design would provide the opportunity to develop the gift-giving field by considering what is known about specific experiences and finding out to what extent these are relevant across the population as a whole.

#### 2.10.1.2 Breadth versus depth

As noted much of the gift-giving research has been interpretivist in nature and whilst it is undoubted that interpretivist research provides depth with which to examine the interest of humans it does not provide the breadth required for generalization and repeatability.

In the last section it was argued that the current state of development of the gift-giving field meant that there was potential for explanatory quantitative approaches to build on the qualitative exploratory research conducted. In relation to this it is suggested that the different epistemological and methodological approaches have strengths and weaknesses which differ in terms of the data produced. In producing rich in depth insights into gift-giving experiences via qualitative methods, quantitative approaches can gather data from larger numbers of respondents. These data will not provide depth of information on gift-giving but have the benefit of covering a broader sample. This has clear benefit in generalizability to the population as whole (Easterby, Smith and Jackson 2012) and can be more influential with policy makers (Mercia, Garasky and Shelley 2000).

#### 2.10.1.3 The author's personal experiences

Taking into account my personal biography and my norms and beliefs as Gill, Johnson and Clark (2010) ask the researcher to consider, my epistemology is in the positivist domain. My prior exposure and socialization into the social traditions, values, code of ethics, philosophical assumptions towards humans and what constitutes warranted knowledge,

mean I am uncomfortable with subjective approaches and prefer to frame questions deductively and am more skilled in statistical than interpretative analysis.

Having conducted exploratory research with the children aged 3-5 it became clear that getting access to further child samples could be problematic due to gatekeepers (Baxter 2012) and ethical issues. Interrupting the school day and fitting in a number of sessions would have required a longitudinal approach in order to cover the events of Christmas and birthdays. This was further supported by the exploratory adult interviewee's point of view who noted the time consuming issue. Ethically, as noted there is a second issue in asking children to say what they felt about an adult giving them the toy gift. It is asking a child to reflect on what should be a happy occasion and getting them to question what they felt about this person being Santa, mum, dad or caregiver. This may cause conflict in the Santa/adult-child dyad and further gift-giving practices may be changed.

Thirdly, as highlighted in the exploratory adult interviews many interviewees felt that although the topic of toys and doing artwork would be engaging for the children, they would not be able to answer the questions clearly and the researcher would have trouble interpreting the findings. As a novice interpretivist researcher evaluation becomes an issue as having been taught in the management and marketing domains there is a lack of skill development for interpreting the artwork produced. This was further supported in the Academy of Marketing conference (Bremner 2008a) as discussion centred round the artwork research analysis. Additionally this interpretation debate continues for the other interpretivist methods noted for use with adults.

On the other hand, when the researcher has adopted a positivist epistemology it has been a successful strategy as facts have been identified from statistical analysis such as that presented on customer service in menswear (Bremner and Freathy 2001) and that on grocery store service attributes (Bremner and Ragagopal 2005). In using questionnaires the researcher was able to ask customers their thoughts and perceptions on service matters and in testing hypotheses found answers to questions, thus adding to the body of 'knowledge in a way that has not been done before' (Phillips 1992) using an explanatory objective approach.

Whilst many approaches to management research have been very much positivist in their direction, many positivist pieces of research are criticised for not discussing their rationale (Johnson and Duberley 2000) which may be as a result of the ‘dominance of this approach’ Johnson and Duberley (2000 p. 38). They note for sub disciplines “philosophical and epistemological issues have come more into the spotlight, particularly with the development of critical and postmodernist approaches” (Johnson and Duberley 2000 p. 39).

Taking these points on board and reflecting on the facts identified it was decided to focus on a positivist route implying an objectivist ontology adopting a structured questionnaire quantitative method to test the hypotheses with adult respondents, whilst consideration was given to an initial qualitative process, interviews, to develop and support the questionnaire. This seeks to provide a robust piece of research which can be generalised to the wider population, validated by statistical tests which contribute to the body of knowledge.

#### 2.11 Summary of chapter

This chapter has explained and justified early design decisions in this thesis giving consideration for both the unit of analysis (children or adults) and the method to be approached (qualitative or quantitative). It has discussed the topics of viewing children as research objects with the associated issues of ethics and researchers role outlined. This has included the exposition of selected qualitative techniques outlined by Banister and Booth (2005) and a brief discussion on quantitative methods and their lack of use with children. Having examined these points a projective technique of doing artwork with children was piloted in a nursery setting to ascertain children’s thoughts on toy gifts they received at birthdays and Christmas. A complementary interview was conducted with adults to confirm the researcher’s thoughts on the artwork session providing issues with ethics, role of the researcher and the researcher’s interpretation of the artwork. Selected gift giving methods were highlighted and discussed considering the use of adults as the unit of analysis prior to outlining the suitability of these methods, the development of research in the gift-giving field, breadth versus depth and the researcher’s positivist ontology before selecting adults and questionnaires (with interviews to develop the questionnaire) as the unit of analysis and method.

The following chapter (chapter 3) reverts back to the literature review to discuss the topics of consumer behaviour, gift-giving whilst contextualising this with the UK toy sector. A

full justification of the chosen ontological, epistemological and methodological positions will be given in chapter 4.



## **Chapter 3 Gift-giving from a marketing perspective**

### 3.0 Introduction to the chapter

This chapter introduces the topic of consumer behaviour, briefly outlines its place in the marketing literature and gives consideration to the topic of gift-giving. It outlines and considers how the topics of consumer behaviour, marketing and gift-giving fit within the marketing literature. This is followed by a consideration of gift-giving more specifically taking account of the development of related models.

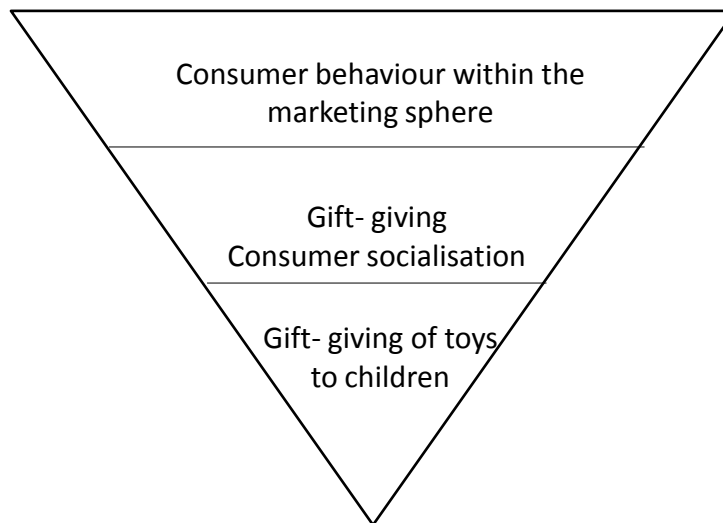
The consumer behaviour section briefly discusses the structuralist, behavioural and post-modernist approaches highlighting their contribution and the development of the market orientated economy where consumerism has taken hold. Consumer behaviour has been researched in many schools of thought ranging from psychology to marketing with much of the research emanating from the USA. As a topic it has encompassed learning processes, attitudes and buyer behaviour. In the gift-giving arena during a post paradigm broadening from 1975 to 2000, some of the seminal works (Sherry 1983; Belk and Coon 1993; Fischer and Arnold 1990; Joy 2001; Otnes, Lowrey, and Kim 1993; Ruth, Otnes, and Brunel 1999; Sherry 1983 and Wooten 2000) in the gift-giving sphere contributed to Consumer Culture Theory (CCT) in relation to “moral economy, age and role definition and enactment in consumer society” (Arnould and Thomson 2005 p. 872).

In terms of gift-giving, this section begins by examining what a gift is, continuing with an outline of gift-giving and gift-giving occasions. Several relevant models pertaining to gift-giving are discussed including those of the likes of Banks (1979), Sherry (1983), Otnes and Woodruff (1991) and Otnes, Lowrey and Kim (1993) encompassing the CCT ideology. These models and concepts contribute to the underlying concepts of gift-giving, such as that of Sherry’s (1993) gestation, pre-station and reformulation stages. Other models and concepts highlight areas such as demographics, information sources, involvement, motivations and the reciprocity of the gift-giving which could be the fundamental building blocks for consumer behaviour approaches to the gift-giving to children. Final comments are made on the developments in gift-giving prior to moving on to consumer socialisation as a consumer behaviour process.

In discussing the consumer socialisation process some thought is given to the role of parents as communication agents, the social learning aspects and cognitive development. This is prefaced by a brief consideration for children's development before moving onto the gift-giving to children by adults. In this section consumer behaviour is operationalized in relation to buying gifts, the reasons for gifting and extension of self through possessions. A brief outline is given in regard to the times adults are more likely to gift give to children prior to discussing toys as popular gifts, their use as an extension of self and buyer behaviour of toys in the UK. Finally the hypotheses developments are outlined prior to summarising the chapter.

In order to help clarify this, the following figure is provided, which outlines the three main areas of content within the literature review.

Figure 3.1 The research outline for the literature review



The following section starts by outlining consumer behaviour as a field of study before placing gift-giving within this context.

### 3.1 Consumer behaviour – as a field of study

Consumer behaviour in a contemporary context has been defined as the “behaviour that consumers display in searching for, purchasing, using, evaluating and disposing of products and services that they expect will satisfy their needs” (Schiffman and Kanuk 2010 p. 23). Solomon, Bamossy and Askegaard (2006) and Perner (2008) highlight that developments in consumer behaviour began as a process (production orientation stage - Schiffman and Kanuk 2010), which is continuous, having an impact on consumers and society, involving an exchange between many organisations and people (sales orientation stage - Schiffman and Kanuk 2010). It is further suggested to be successful in business where strategic marketing is paramount in order to serve the needs of consumers (marketing orientation stage) effectively to be profitable (Foxall and Goldsmith 1994; Solomon, Bamossy and Askegaard 2006; Solomon et al. 2013).

A relatively new field of study, consumer behaviour has been examined implicitly and directly in many research realms, such as (social) psychology (Fishbein and Ajzen 1975; Anikumar and Joseph 2013), sociology (Solomon, Bamossy and Askegaard 2006; Parker-Pope 2007; Anikumar and Joseph 2013), social anthropology (Parker-Pope 2007; Anikumar and Joseph 2013) and marketing (Howard and Sheth 1969; Parker-Pope 2007). Much of the early research has emanated from the USA with authors such as Howard and Sheth (1969) and Fishbein and Ajzen (1975) contributing and with the commencement of the Association of Consumer Research Group (Journal of Consumer Research) playing a role in the development of the topic. Latterly American authors such as Schiffman and Kanuk (2004; 2010) have prominence in the field, whereas in the UK Foxall (1993) is credited with some of the most prominent behaviourist research on consumer behaviour.

In considering the many schools of thought noted, researchers have examined learning processes, behaviourist (Pavlov 1928; Skinner 1938), cognition and involvement (Kohler 1929 - Gestalt theory, Krugman 1965; Schiffman and Kanuk 2004) and black box learning (Schiffman and Kanuk 2004) where consumers have different learning techniques, have differing levels of involvement and show some problem solving abilities. Some psychological research has taken into account attitudes (Sarnoff and Katz 1954; Smith, Bruner and White 1956; Katz and Stotland 1959; and Katz 1960), giving rise to various consumer behaviour cognitive models. These include The Tricomponent Model (Rosenberg and Hovland 1960), The Theory-of-Reasoned Action TRA (Fishbein and

Ajzen 1975; Azjen and Fishbein 1980); The Theory of Planned Behaviour TPB Ajzen and Fishbein (1980) (developed with consideration for Spencer 1862; Baldwin 1901; Thomas and Znanieki 1918; Thurstone 1929 and Thurstone and Chave's 1929 findings) and The Theory-of-Trying-to-Consume Model (Bagozzi and Warshaw 1990), all of which have examined buyer behaviour with many different considerations, with the latter one taking things from a more humanistic perspective. These models came from the American researcher's perspective whereas Foxall's UK (1993) Behavioural Perspective Model (BPM) of purchase and consumption encompassed the move from sociological perspectives towards a mechanistic theorisation of the modern consumer (Foxall 1999; Patsiaouras and Fitchett 2012).

Additionally coupled with these consumer behaviour developments a period of 'paradigm broadening' (Shaw and Jones 2005) occurred between 1975 to 2000 where marketers such as Sheth (1992); Kotler (1972; 1975); Kotler and Levy (1969); Kotler and Zaltman (1971); Levy and Zaltman (1975) traditionally having business focused schools of thought embraced interpretivist perspectives thus encompassing the inclusivity of human activity within the marketing context. In considering this aspect and that of the 1950s consumer revolution (Schiffman and Kanuk 2010; Askegaard and Scott 2013) consumer behaviour was placed within the context of applied social science, where market orientation and consumer needs are paramount. Here the consumer is seen as having needs and wants (Maslow 1943) on a hierarchy leading businesses to focus on placing the consumer as integral to the business.

However a final school of thought needs mentioned at this stage which takes into account some of the seminal gift-giving literature, which is Consumer Culture Theory (CCT). This theory brings together prominent American and European researchers ontological perspectives in consumer behaviour and marketing in an attempt to provide a clear school of thought (Arnould and Thompson 2005; Askegaard and Scott 2013). CCT seeks to highlight consumer consumption cycles and four research programmes and in doing so the selected gift-giving literature highlighted (Sherry 1983; Belk and Coon 1993; Fischer and Arnold 1990; Joy 2001; Otnes, Lowrey, and Kim 1993; Ruth, Otnes, and Brunel 1999; Sherry 1983 and Wooten 2000) considered the "formation and structuration of a moral economy: age and gender role definition and enactment in consumer society" (Arnould and Thomson 2005 p. 872) making points of theoretical contribution. A second contextual

strand was highlighted with the work of Mick and DeMoss (1990) with their “non rational consumer purchase decision and the role of their consumption in self-identity maintenance” (Arnold and Thomson 2005 p. 872). Thus placing gift-giving in the field of consumer behaviour, nested within both the fields of marketing and applied social science.

This CCT synthesis does miss out the Australian research of Clarke (2003; 2006; 2007) whose contribution being positivist perhaps did not fit so easily with the publication streams of the USA which favoured the interpretivist approaches. This was in part due to the Advances in Consumer Research conferences and Journals such as the Journal of Consumer Research. This journal cites the topics of psychology, anthropology and sociology as acceptable, of which many of those topics highlighted in that stream of CCT learnt themselves to interpretivist epistemologies. McKechnie and Tynan (2006) acknowledged this North American research strength in their paper on Christmas consumption.

### 3.2 The Gift – defined

Mauss’s (1954) definition of the ‘gift’ is not so much a definition of the term but more of a discussion of its different aspects and origins which are well documented in the book entitled ‘The Gift’. His anthropological perspective encompasses many subjects on the topic including the economy; exchange; contract; sacrifice and counterfeit. Belk (1973; 1976) and Hollenback, Peters and Zinkhan (2006) moved the definition on to note the gift as a good or service being exchanged voluntarily through a transfer which is part of cultural social behaviour. This is supported by Sherry (1983) who posited that virtually anything, whether concrete or elusive, can become a gift extending the goods and services to include experiences. It is fair to say that a ‘gift’ is not defined by any fundamental property of the object.

However authors such as Schwartz (1967); Cheal (1987b) and Belk and Coon (1993) highlight the moral economy aspect, characterising gifting as an exchange (Belk 1973; 1976). The gift which is a vital offering shows connectedness, is a sign of involvement with others (Cheal 1987b) showing the giver’s personality/identity (Schwartz 1967; Belk and Coon 1993) with love often being considered within the exchange (Belk and Coon

1993). Here a person's identity could be shaped by the nature of the gift exchange placing them as a favourite in the 'gifting circle'.

Mauss (1954) had already considered the gift as an exchange by highlighting the potlatch, otherwise known as the total system of giving whereby gifts form part of a cycle of giving. He termed it "part of a system of reciprocity in which the honor of giver and recipient are engaged" (Mauss 1954 p. xi). The system of exchange is quite simplistic but the 'rules of engagement' can be troublesome as the expectation for gift return (reciprocity) may be to equal or exceed. This is still paramount for some cultures in today's society who still look towards this type of gifting for marriage, honour (Joy 2001) and ruling in their society transmitting social values (Csikszentmihalyi and Rochberg-Halton 1981); however this may be tempered by economic consumption (Shurmer 1971; Cohn and Schiffman 1996). There are many social, personal and economic dimensions in gift-giving (Shurmer 1971) where social dimensions include price, quality, value and role of the gift in the social life cycle.

Much gifting takes place during important events such as birthdays and, following Christian tradition, at Christmas (special times in a child's life), or as rewards for passing exams or for doing well at school, which may give rise to the gift having a special meaning and memory (Cohn and Schiffman 1996; Belk 1996). For example when gifting a collectable toy, the gifter maybe passing down a sense of self and part of the past (Wolfenbarger 1990; Belk 1996), in which case the symbolic nature of the gift exchange may be more valuable to the participants (Wolfenbarger 1990). This suggests that gifts can play a large part in our social make up as Hines (2002) noted "only humans so far as we can tell place objects at the very heart of their societies" (p. 4), but many of us do not speak the symbolic language well, resulting in disappointment with the gift exchange (Belk 1996).

Although most of us assume that gifts have positive connotations, the 'dark side of the gift' exists where Sherry (1983) and Sherry, McGrath and Levy (1993) note that people may 'gift' for reasons other than that of joy or pleasure but for reasons of manipulation, bribery and possibly what could be considered by some as cruelty. Whatever our thoughts, it is clear that gifts are part of the fibre of our society and culture. They involve human interaction and build on relationship development because giving a gift emotionally connects the giver and receiver. Dichter (1964) sums this up with the quote "Hollow hands

clasp ludicrous possessions because they are links in the chain of life. If it breaks they are truly lost” (p. 4).

### 3.3 Gift-giving – as a field of study

As with consumer behaviour, gift-giving i.e. the actual exchange process, has been a topic researched within many schools of thought; human behaviour; psychology; anthropology; economic and marketing. The research by those such as Belk (1979; 1981), Banks (1979); Sherry (1983); Belk and Coon (1993); Fischer and Arnold (1990) and Otnes, Lowrey and Kim (1993) to name but a few have highlighted the act of giving as a complex yet important part of human interaction, as it seeks to define relationships and strengthen bonds with family and friends. Parker-Pope notes that ‘psychologists say it is often the giver, rather than the recipient, who reaps the biggest psychological gains from a gift’ (2007 p. 1).

As already noted Mauss (1954) talked of exchange in gifting and he looked towards the Maoris (Ilmonen 2004) for the basic answer to the question of gift-giving. Here the gift economy resembled in the best way the original social contract, whereby an often ritualised social system involved ‘total reciprocity’ (Ilmonen 2004 p. 3) as a central focus. This type of giving is very behaviourist in its consideration where the social contract, if broken, may upset the honour of the social relationship. Following on from this the structuralist ideology (Levi–Strauss 1949; 1958) also noted the gift exchange perspective with consideration for reciprocity, where in the modern economy many forms of the Potlach exist. Examples include: displaying Christmas cards received, the offering of food and the exchange of Christmas gifts all of which can relate to ‘pure gifting’ or as a means to display wealth or prestige. Giesler (2006) summed this up in a modern day manner where ‘gift systems’ fall into one of the three following categories;

1. social distinctions – examining the gift systems and social environment. For example we give gifts to say thank you to someone for their help
2. norms of reciprocity – rules and obligation. For example husbands and wives feel obliged to gift to each other
3. rituals and symbolism – associated with the gift experience. For example toy gifts are given at Christmas to bestow happiness upon children.

Taking these things into account the gift-giving published research occurs in the realms of consumer behaviour and marketing in some cases taking into account utilitarian and hedonistic perspectives (Hirschman and Holbrook 1982). Within the last four decades, this research has primarily emanated from the USA, with the UK and Australia making limited contribution. Authors such as Banks (1979) Belk (1979) and Sherry (1983) posited models of gift-giving; with Sherry's (1983) work often accepted as the norm where the giver/recipient relationship is changed. Others such as Fischer and Arnold (1990), Otnes, Lowrey and Kim (1993) and Belk and Coon (1993) looked more specifically at consumer aspects of gifting, and others examined relationships (Ruth, Otnes and Brunel 1999; Lowrey, Otnes and Ruth 2004) in gifting. Latterly developments in gift-giving research have moved more towards themes such as anxiety (Wooten 2000), moments of truth (Roster 2006) and toy brand gifting (Clark 2003; 2006; 2007). Others within the field have commented upon the gift-giving research relating to areas such as consumer socialisation (McNeal 2007) and children as recipients (Komter 1996). Here for example it could be that gift-giving is used as reward for good behaviour or for gender role development and it can act as a form of child consumer socialisation or education (Belk 1979; McNeal 2007). It is also thought that when giving to children reciprocity is not the same and is less apparent (Komter 1996) as givers/adults don't necessarily want gifts in exchange but are more likely to be interested in the bond signification.

Some key points to note from the range of gift-giving authors include Sherry's (1983) overarching gestation, prestation and reformulation stages in gifting; Belk's (1981) level of involvement where different gift situations lead to different levels of involvement and therefore different buying strategies and Otnes Lowrey and Kim's (1993) roles and motivations in gift-giving. Each of these key ideas is dealt with in more detail later in the chapter. Motivations can be different for consumers for various reasons but the impact of gifting getting it right or wrong may or may not cause issues for adults. Reciprocity is the reformulation phase of gifting and has been researched in a piece meal fashion by authors such as Wooten (2000), Joy (2001) and Roster (2006).

Two main things have changed in modern day society: the calendar of special occasions has increased in the past 150 years and the traditional family network/composition has changed as new social networks develop, with some friendships taking precedence over family ties (Bruck 2004). However, the giving and receiving of gifts is to a certain extent



“a pervasive form of consumer behaviour engaged in on a frequent basis by all members of modern society” Banks (1979 p. 320). It encompasses learning processes where gift-giver will learn by the success or failure of the gift exchange, which may or may not impact on a relationship bond. These social bonds between parents and children could be very important in the development of future gift-giving, or indeed in sustaining rituals for future generations. Gifting is impacted upon by passive learning for example a television advert may become a key factor in reinforcing the behaviour of a consumer as they make purchases Evans, Jamal and Foxall (2006). Many sources are used by consumers when selecting a toy gift and some may be more important than others.

### 3.3.1 Gift-giving times/occasions

Gift-giving is often triggered by life cycle events (Pieters and Robben 1992) leading to a cycle of gift exchange. Life cycle events can include: calendrical occasions such as birthdays, achievements such as graduations and special gifts such as weddings. The categories can easily become blurred as a number of gift-giving occasions have multiple categories e.g. birthdays are annual events (hence calendrical) and yet a few birthdays such as 18<sup>th</sup> and 21<sup>st</sup> are considered ‘rites of passage’. When gifts are given at a rite of passage time, it is suggested that different emotions may be engendered as the motivation and end gains may be different (Wolfenbarger 1990; Komter 2007). Table 3.1 highlights a range of gift-giving occasions, type of gift-giving and notes the giver types.

Table 3.1 Gift-giving occasions

<b>Gift Occasion</b>	<b>Type of Giving</b>	<b>Person/Persons Giving</b>
Birthday	Calendrical, some are rites of passage i.e. 13, 18 and 21	Family and friends
Wedding anniversary	Calendrical, some are rites of passage i.e. 21, 30, 40 etc	Family and friends
Christmas	Calendrical/Holiday/Religious culture, Rite of passage	Santa, Family and friends
Easter	Calendrical/Holiday/Religious culture	Family
Valentine's Day	Calendrical/Special	Partners or want to be?
Mother's Day	Calendrical/Special	Family
Father's Day	Calendrical/Special	Family
Grandparents day	Calendrical/Special	Family
Halloween	Calendrical – some would say Pagan ritual	Friends
Birth of baby	Special occasion/life changing	Anyone
Bridal Shower	Special occasion/life changing	Family and friends
Stag night	Special occasion/life changing	Family and friends
Christening/baptism	Special occasion/life changing	Family and friends
Bar Mitzvah	Special occasion/life changing	Family and friends
Confirmation	Special occasion/life changing	Family and friends
Engagement	Special occasion/life changing	Family and friends
Weddings, bridesmaids and grooms	Special occasion/life changing	Family and friends
Graduation	Special occasion/life changing/achievement	Family and friends
Congratulation	Special occasion/life changing/Achievement	Family and friends
Housewarming	Special occasion	Family and friends
Thank you	Special occasion/reciprocity	Family and friends
First Foot Hogmanay	Tradition/reciprocity	Family and friends
Topping out	Ceremonial token	Family and friends
Get well	Special occasion	Family and friends
Family reunion	Special occasion/reciprocity	Family and friends
Good luck	Special occasion/reciprocity/achievement	Family and friends
Retirement	Special occasion/rite of passage/achievement	Family and friends
New home	Special occasion/rite of passage/achievement	Family and friends
New job/promotion	Special occasion/achievement	Family and friends

Adapted from Lowes, Turner and Wills 1968; Komter 2007

This introduction section has highlighted the field of consumer behaviour and placed gift-giving within the context of that literature. The next section will discuss relevant gift-giving models in more depth prior to examining gift-giving to children. This will take into account consumer socialisation from an adult's perspective giving consideration for their gifting.

### 3.4 Gift-giving models and theories

This section considers some of the models and concepts of gift-giving noted in 3.1 where the most relevant to this research are discussed here and highlighted in table 3.2. The chosen ones are relevant to this thesis as they contribute to the overarching consumer behaviour concept of gift-giving building the blocks of basic purchase, giving and purchaser reflection on that giving. As mentioned a number of models are seminal (Sherry 1983) whilst others contribute concepts from wide reaching areas such as relationships (Sherry and McGrath 1989) and gender (Fischer and Arnold 1990).

An examination of each study in table 3.2 is provided taking into account the concept, and/or method briefly where relevant. The emboldened authors contribute more substantially to the literature review, whilst the arrows and middle section highlight the authors considered in the CCT concept (Arnould and Thomson 2005). Further discussion of some of these authors' research standpoints is given in chapter 4 in contributing to the methodology for this research.

Table 3.2 Models and theories related to gift-giving (emboldened models are the ones used more prominently in the development of the hypotheses)

Author/s	Concept	Empirical nature of study	Eras
Banks 1979	Interactive gift paradigm – four stages of continuum	Examined the behavioural concepts of reciprocity, interaction and identity formation as being important. Proposed four stages communication, consumption, interaction and purchase.	Stages in gifting a move from normal consumer behaviour to forming conceptual models of buying behaviour in gifting
Belk 1979	Four functions of gift-giving – balanced approach	Four functions gift giving as communicator, social exchange, economic exchange and socialiser	
<b>Sherry 1983 *</b>	<b>Giftgiving to realign relationships</b>	Three stages model gestation, pre-station and reformulation. Based on secondary information	
Sherry and McGrath 1989	Bonding with the gift you buy	Ethnographic, interpretivist study on 2 gift stores and their ambience to provide four areas of importance.	Relationships and concepts within gifting with a number of these concepts highlighted in the CCT school of thought * and points of theoretical contribution - Formation and structuration of a moral economy: age and gender role definition and enactment in consumer society (Arnold and Thomson 2005)
<b>Fischer and Arnold 1990 *</b>	Gender and its impact on Christmas	Questionnaire positivist in approach examining gender roles and Christmas gift shopping	
<b>Otnes and Woodruff 1991 *</b>	<b>Consumer search strategies. Occasions of gift-giving</b>	An integrative model of consumer search strategies for Christmas buying behaviour. Examined the motivations for purchasing taking into account social bonds. Sources of search included three: marketer, interpersonal and mass media.	
<b>Belk and Coon 1993 *</b>	<b>Agapic love to overthrow reciprocity</b>	Journal method interpretivist. Three emergent models proposed.	
<b>Otnes, Lowrey and Kim 1993 *</b>	<b>Gift selection and behaviour – the role of the gift-giver.</b>	Gift selection strategies for easy and difficult recipients. Interpretivist in depth interviews to identify the roles and selection strategies used on in gifting.	
<b>Hill and Romm 1996</b>	<b>Gender</b>	Mother roles in gift-giving	
<b>Ruth, Otnes and Brunel 1999 *</b>	<b>Explored the influence of recipient alignment/ 6 relations effects</b>	Examined the reformulation stage of the interpersonal relationship when gifting. Qualitative in depth interviews and CIS to provide 2 more relational effects	
Wooten 2000 *	<b>Anxiety in gift-giving</b>	Examined impression efficacy – the dark side of the gift. Mixed method of qualitative interviews and CIT	
Joy 2001 *	Models of gift giving used economic, social and agapic relationships in a Chinese context	Highlights groups of recipients in a gift continuum from good friends to romantic others within the Chinese context, otherwise termed graduations of intimacy combined with cultural implications in reciprocity	
Lowrey, Otnes and Ruth 2004	10 social factors influencing donors gift behaviour	Qualitative interviews on shopping trips to provide a taxonomy on 10 ways givers were influenced by other givers	
Roster 2006	Moments of Truth	Observationalist examination of gift-giving. A coded semi structured administered questionnaire was used.	
<b>Clarke 2003; 2006; 2007</b>	<b>Christmas gift-giving involvement and branding</b>	Level of involvement – made a Christmas spirit framework – quantitative questionnaire	

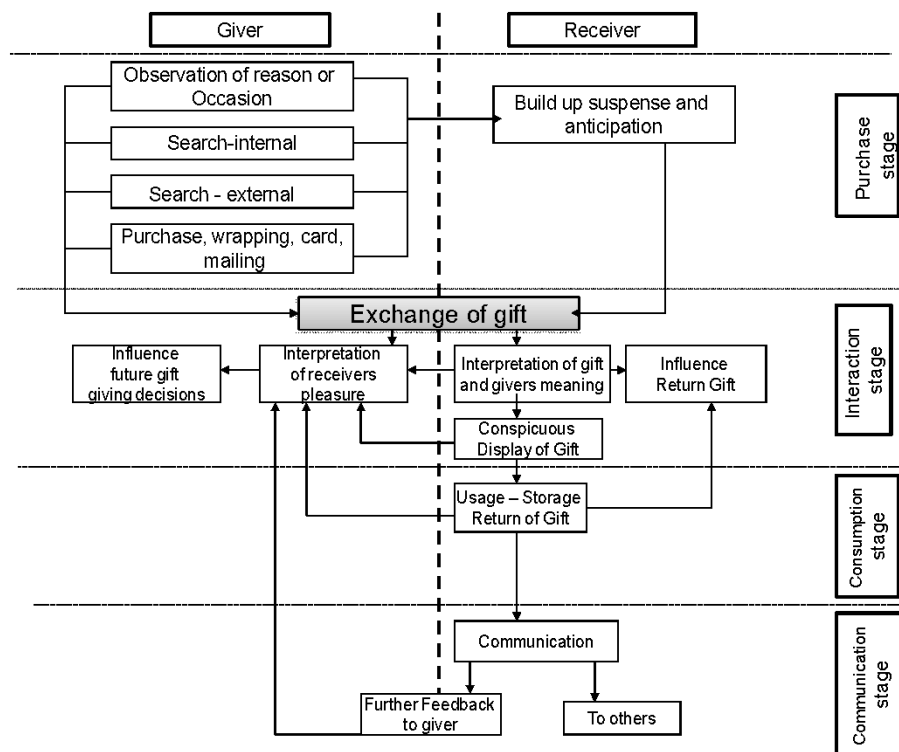
Source: Author generated 2010 adapted in 2014

#### 3.4.1 Seminal gift-giving work – conceptual models 70s-80s

The first seminal gift-giving models from Banks (1979), Belk (1979) and Sherry (1983) examined the process of gift-giving from a conceptual point of view. Banks (1979) took into account marketing perspectives, whilst Belk (1979) considered consumer behaviour building on from previous research and Sherry (1983) in attempting to fill a gap in the link between consumer behaviour and gifting posited an anthropological model of gift-giving, a modification of Banks' (1979) paradigm.

Banks' (1979) interactive paradigm (figure 3.2) was developed in response to the consolidation of the limited gift-giving literature and market research reports providing a stepping stone in highlighting the importance of the behavioural concepts of reciprocity, interaction and identity formation. Psychological interrelationships, risk reduction, information sources and contextualisation of gifting were cited as areas of paucity (Banks 1979). The model examines four stages of continuum between gift-givers and recipients (figure 3.2). The responsibilities and roles of both the giver and receiver were shown as being interconnected, whilst the four stages start with the initial purchase of the gift and end with the communication closure stage and the issues surrounding purchase activity were treated as a separate entity from the gift exchange.

Figure 3.2 Banks (1979) gift-giving an interactive paradigm



Banks 1979 *Gift-giving a review and interactive paradigm*. Oregon: University of Oregon, pp. 322

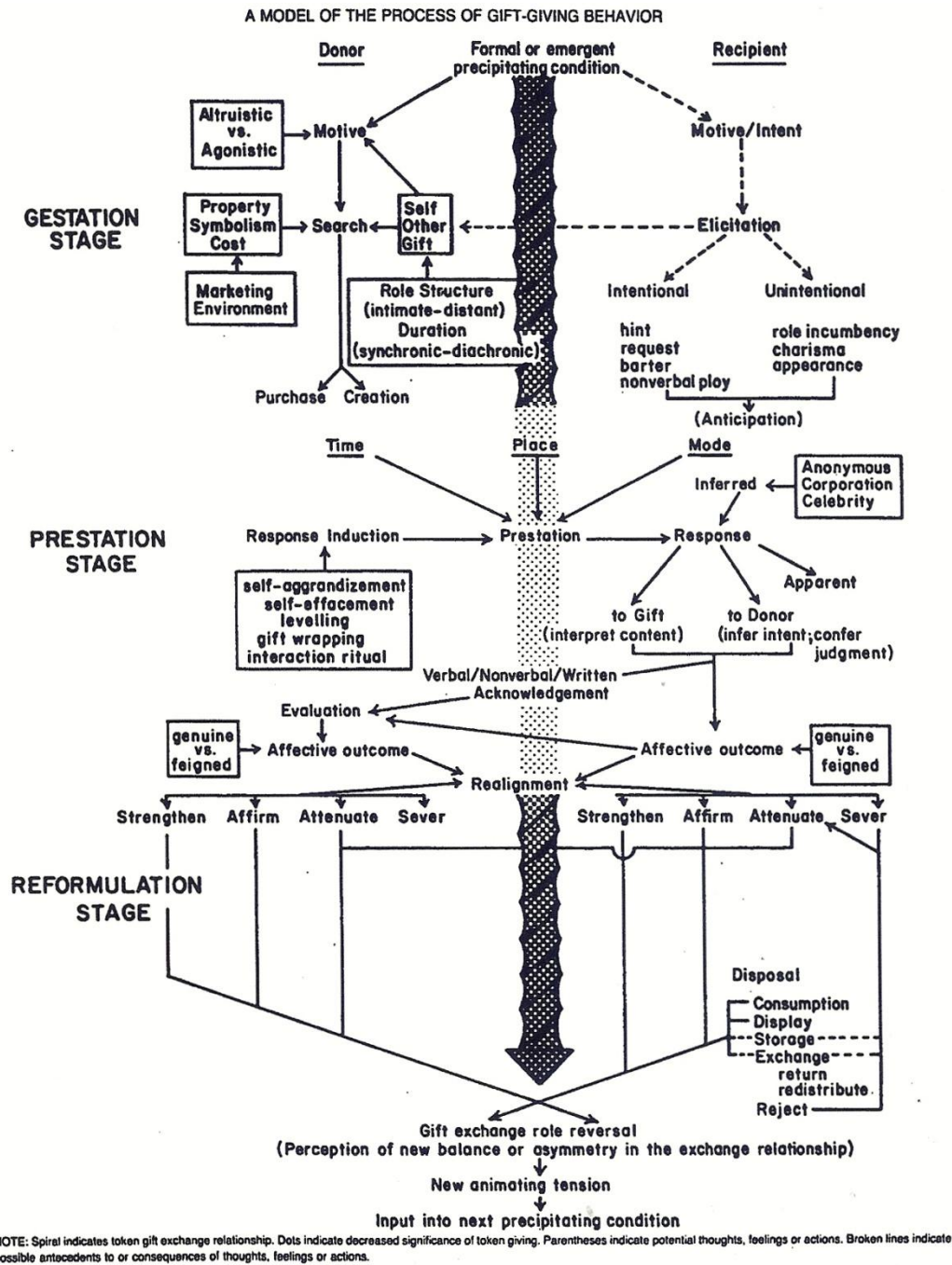
Belk's (1979) concurrent research examined the 4 functions of gift-giving as a by product of characteristics for different occasions where 'balance' in giving was thought to be important. This concept is not dissimilar in some respects to that of Banks (1979) but whilst taking into account the economic exchange aspect it failed to appreciate the role of consumer demographics in gifting. The four functions (Belk 1979) highlighted were communication as gifting sends a message; social exchange for aiding in establishing interpersonal relationships, economic exchange (reciprocity) and as a socialiser where children's identity can be shaped by the gift given. In extending these aspects Belk's (1979) communication and economic exchange elements considered the work of Mauss (1954), where in the case of communication a gift can send a message (Mauss 1954) conveying a meaning, possibly giving rise to miscommunication or the opportunity to misinterpret the gift. For economic exchange (Mauss 1954) reciprocity and tradition were considered with reinforcement being paramount although it may be that gifting satisfaction (Kerton 1971) or guilt (Levi-Strauss 1959) could be the overriding factor. In the case of

social exchange and gifting being a socialiser Belk (1979) highlights reciprocity as having importance but “often one sided exchanges create tension and are not continued” (Belk 1979 p. 100). In terms of socialisation, gifting provides influence for children as they are “likely to be more susceptible to this sort of influence” (Belk 1979 p. 104) as gifts can contribute to children’s ideals on materialism, personal property, giving, receiving, aggression, competitiveness, education and aesthetics (Belk 1979). This is a point further developed in section 3.9.3.

Little was written to dispute Belk’s (1979) assumptions. However Sherry’s (1983) three stages model of the process of gift-giving behaviour (figure 3.3), whilst considering the four functions of gift-giving, does dispute Banks (1979) research. Sherry (1983) stated that Banks’ (1979) models “effectiveness is limited by the misarticulation of the stages of gift-giving behaviour and their respective dynamics” (p. 162). He furthered that the communication stages should occur throughout the whole process, and not just at the feedback phase occurring between the giver and receiver.

Sherry’s (1983) model of gift exchange (figure 3.3) consists of three stages: gestation, prestation and reformulation as a modification of Banks’ (1979) work taking into account a number of variables, such as interpersonal behaviour and its influence in the following stage (Sherry 1983). Gestation is the routine aspect of gifting where social relationships are integrated and boundaries of inquiry are established, transforming the gift from conceptual to material (Sherry 1983). During prestation (gift exchange) the giver is concerned with response induction, where the gift is decoded by the recipient and the circumstances attached to the exchange, creating future rituals. It is at this point that violation may occur, which may take into account the value of the gift (Sherry 1983) i.e. a high value suggests a valued relationship and as the value alters this is reflected in the changing nature of the relationship. Finally reformulation considers gift disposition, the consumption by the recipient who may use it, store it or exchange it? This stage builds the blocks for future gift exchanges (Sherry 1983) where gifts are ostensibly concrete expressions of social relationships (Sherry 1983).

Figure 3.3 Sherry's (1983) model of the process of gift-giving behaviour



Sherry, J. F., 1983 Gift-giving in Anthropological Perspective, *Journal of Consumer Research*. 10(Sept), pp. 157 - 168.

Whilst Sherry's (1983) model is undoubtedly a conceptual springboard (Giesler 2006) both dyadic and scholarly, it is deeply philosophical and based on secondary desk research. Authors such as Giesler (2006) suggest that the model has two key limitations. The first



shortcoming is that it takes a fragmented approach to gift-giving viewing it as a singular social relationship process which to an extent blots out the motivations for giving aspects (Giesler 2006). The second limitation noted, challenges the strong exchange concepts (Cheal 1988; Belk and Coon 1993; Giesler 2006) where gift-giving is seen as an exchange process and indeed this may not be the case, as gifts could be given for love (Rubin 1973; Huston and Cate 1979; Ahuvia and Adelman 1992; Belk and Coon 1993 and Joy 2001). Banks' (1979) complex model on the other hand did not appreciate the fundamentals of how a giver's gifting may change in the future when the recipient communicates his/her 'gift acceptance or displeasure' i.e. the communication of gift satisfaction.

Notwithstanding these points it is clear as pointed out by Giesler (2006) that Sherry's (1993) model provides the conceptual underpinning with which to examine gift-giving as the three stages somewhat mirror basic consumer behaviour consumption models such as that of Howard and Sheth's (1969) black box thinking but in a much simpler form. There is however a gap in the use of this concept in gift-giving here in the UK and to children. Figure 3.4 outlines where Sherry's concept will sit in the overall research model.

Figure 3.4 Sherry's (1983) three stage concept modified for this research

Gestation	Prestation	Reformulation
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### 3.4.2 Specific considerations in gift-giving – post seminal models/concepts 80s and 90s

Following the conceptual models of gifting came a period of gifting research which considered various aspects, prompted by questions and issues raised from the seminal work. These researchers covered topics such as bonds and relationships (Sherry and McGrath 1989; Ruth, Otnes and Brunel 1999), gender (Fischer and Arnold 1990), other models inclusive of search strategies (Otnes and Woodruff 1991) exchange developments (Belk 1993) gifting roles and motivations (Otnes, Lowrey and Kim 1993). Each of these authors bring new information and aspects to the gift-giving research with some cases being quite specific (Fisher and Arnold 1990; Hill and Romm 1996) and others being more conceptually developmental adding to the work of Banks (1979) Belk (1979) and Sherry (1983). For example Otnes, Lowrey and Kim's (1993) work considers the lack of motivational roles in Banks' (1979) work, but it also adds to the gestational aspect of Sherry's (1983) three stage model. The next sub sections consider each of these works in turn discussing the important aspects for this research. It is important to remember at this

point that a selection of this literature has since been highlighted as providing a theoretical contribution to the formation and structuration of a moral economy: age and gender role definition and enactment in consumer society (Arnould and Thompson 2005).

#### 3.4.2.1 Bonds and relationships

Sherry and McGrath (1989) examined the bonds with the gift you buy by extending the use of his own 'micro' (Sherry 1983) model by introducing the institutional level, which in UK terminology is known as the retail setting. Here the interpretivist ethnographic study adopted one researcher for each of the gift shops where, via participant observation, directive and non detractive interviewing, they gathered information on ambience, merchandise, history, heuristic and personnel. Despite the limitations of a small scale study which could not be generalised to a wider population the main findings considered gift search, motivation, transfer and gender which translate to the gestation and prestation stages of gifting (Sherry 1983) under the overarching consumer purchase habits. Sherry and McGrath (1989) note here that the search drives the consumer rather than gift choice; gift choice is made for unconditional love; the purchased object becomes the gift and that women hold the principal role in gift-giving (Chodorow 1978; Bernard 1981).

Relationships were further studied by Ruth, Otnes and Brunel (1999) with Otnes extending her 1993 gift motivational studies (discussed towards the end of this section) examining the reformulation stage of the interpersonal relationship when gifting (Ruth, Otnes and Brunel 1999). Building on previous research (Sherry 1983) which had only outlined the "possible effects of gifts on relationships" Ruth, Otnes and Brunel's (1999) research was based on their suggestion that "research has not addressed whether relational effects are limited to those specified by Sherry (1983) or whether and how characteristics of the gift exchange situations contributes to different relational outcomes" (Ruth, Otnes and Brunel 1999, p. 385). Ruth, Otnes and Brunel (1999) built their conceptual foundations by taking two facts into account: Firstly that reciprocity may become irrelevant (Ruth, Otnes and Brunel 1999 p. 386) as Belk and Coon's (1993) and Belk's (1996) research had suggested; and secondly that very few studies had examined the "conceptual linkages between emotions and relationship effects" (Ruth, Otnes and Brunel 1999 p. 386).

Interpretive research went on to (McCracken 1988; Mick and DeMoss 1990 and Ruth, Otnes and Brunel 1999) examine actual situations where gift recipients were asked to

describe their specific emotional feelings when they have received a gift (Ruth, Otnes and Brunel 1999). These emotions included love, happiness, sadness, anger, fear, pride, gratitude, guilt, uneasiness and embarrassment, incorporated from previous research (Ruth, Otnes and Brunel 1999). Responses yielded 147 gifting experiences where 62% were calendrical (e.g. birthdays and Christmas) and 38% non calendrical. Of this 42% had positive experiences with the remainder 58% having negative experiences however upon analysis two additional outcomes, negligible effect and negative confirmation, were added to Sherry's (1983) four effects on relationships which are outlined in table 3.3.

Despite these findings limitations existed including: basing this research on Sherry's (1983) secondary work and failing to consider the perception of the events (Duck and Wood 1995); and the findings lacked a level of concrete support. However to follow Duck and Wood's (1995) perspectives would have taken the research a step towards the realms of psychology. Additionally Ruth, Otnes and Brunel (1999) did not take either Bowlby (1976) or Collins (1999) work into account who respectively discussed the existence of attachment theory (Bowlby 1976) and the fact that attachment styles will predispose the way people act and think in the relationship (Collins 1999). Bowlby's (1976) research encompassed psychiatric aspects examining emotions, whilst Collins (1999) considered cognition and emotional responses a topic furthered by Branco Illodo, Tynan and Heath in 2013.

Table 3.3 Gift receipt experiences and relational effects

Relational effect	Description	Experiential Themes	Ritual Conditions	Perceived focus of the gift*	Recipient emotions
Strengthening	Gift receipt improves the quality of the relationships between the giver and/or recipient. Feeling of connection, bonding, commitment and or shared meaning and intensified	Epiphany	Highly ritualized and personalized	Relational and recipient centred	Mixed emotions in same incident
Affirmation	Gift receipt validates the positive quality of the relationship between giver and recipient. Existing feeling of connection, bonding, commitment and/or shared meaning are validated	Empathy Adherence Affirming farewell Recognition	Highly ritualized and not personalized	Recipient centred or relational	Positive emotions except for farewell gifts where emotions are mixed
<b>Negligible effect</b>	The gift –receipt experience has a minimal effect on perceptions of relationship quality	Superfluity Error Charity Overkill	Level of ritualization varies from high to none	Neither giver nor recipient centred dominant giver centred	Mixed emotions across gift experiences
<b>Negative confirmation</b>	Gift receipt validates an existing negative quality of the relationship between giver and recipient. A lack of feeling of connection, bonding, and /or shared meaning is validated	Absentee Control	Highly ritualized: ritual audience exacerbates negative emotions	Giver centred	Negative emotions
Weakening	Gift receipt harms the quality of the relationship between giver and recipient. There is a newly evident or intensified perception that the relationship lacks connection, bonding, and/or shared meaning but the relationship remains	Burden Insult	Level of ritualization varies: ritual audience exacerbates negative emotions	Giver centred	Negative emotions
Severing	Gift receipt so harms the quality of the relationship between giver and recipient that the relationship is dissolved	Threat Non – affirming farewell	Highly ritualized: personalized but subversive	Sinister relational centred	Negative emotions

Ruth, Otnes and Brunel (1999) \* from the recipient's perspective

#### 3.4.2.2 Gender and lifestyle

Gender roles was an issue highlighted by Fischer and Arnold (1990) who, in breaking the mould at that time took a positivist approach to examining the impact of gender (Cheal 1987; Cheal 1988) on Christmas shopping (Chodorow 1978). They had encountered more hedonistic purchasing traits from males (Fischer and Arnold 1990) and found women as being the main person responsible for Christmas gift shopping (Chodorow 1978; Cheal 1987a; Bernard 1981). Women were more inclined to be in control of Christmas gifting (Cheal 1987a) considering the development of relationships and in keeping with kin network (Fisher and Arnold 1990), which is a move from the economic exchange concept highlighted by Mauss (1954). In addition Christmas gifts are considered as “value expressive, serving diverse social, economic and personal purposes” (Fischer and Arnold 1990 p. 333).

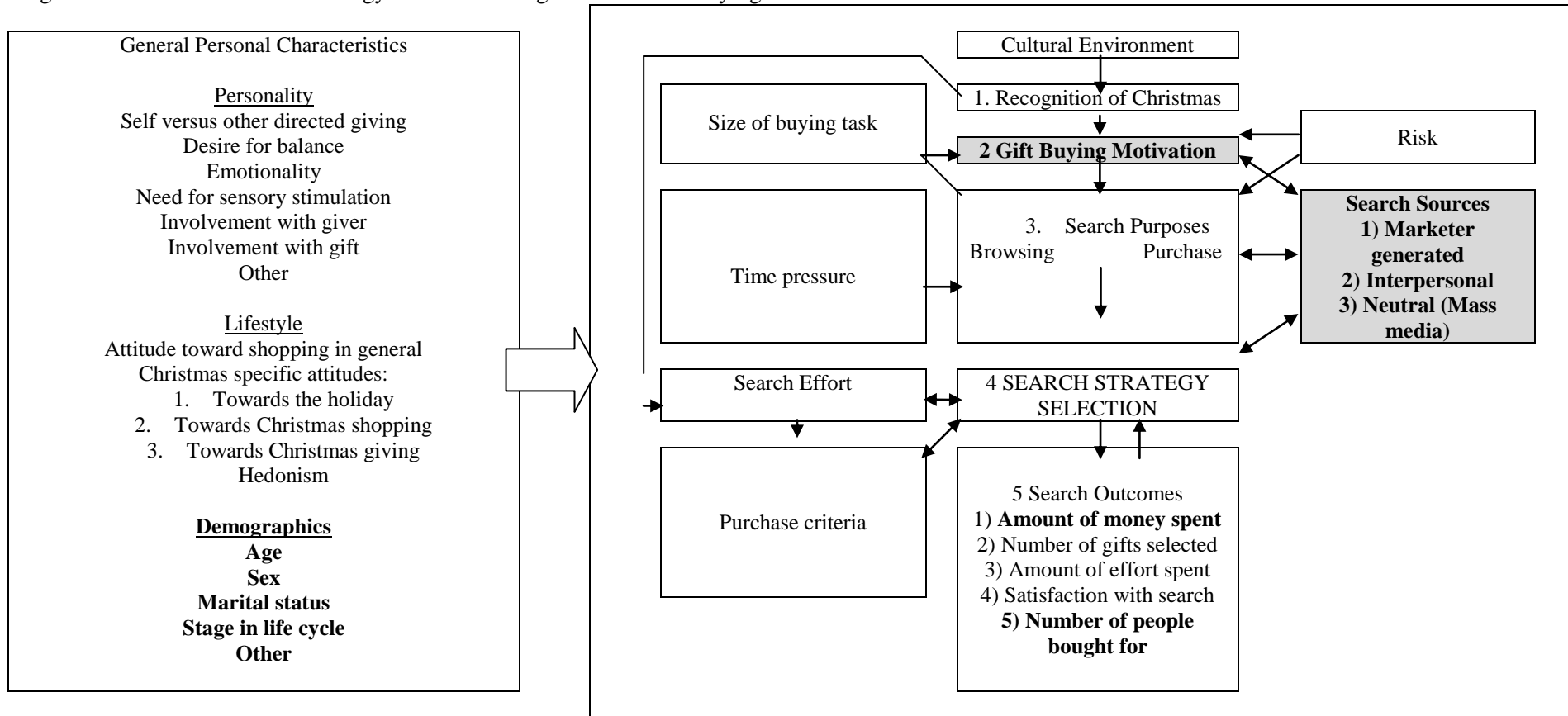
Complementing the gender focus, age, employment, kin network and household income were highlighted by Belk (1982); Sherry (1983) and Wagner, Ettenson and Vernier (1990). Noticeably their evidence suggested that gift purchase strategies alter according to the relationship between the giver and recipient a point highlighted by Sherry (1983) when considering gift value. Four hypotheses were postulated (Fischer and Arnold 1990) centring on gender and women’s involvement with Christmas gift shopping being greater than men who bore traditional roles, contributing to the debate on gender being a defining dynamic on the gift-giving practices. This point was further debated by Hill and Romm (1995; 1996) who did not dispute the role of mothers (Mead 1934) in gifting but extended this in a cultural manner. Fischer and Arnold’s (1990) findings showed female consumers with more involvement gifted more, began Christmas shopping earlier, spent more time searching, spent less per head and reported more success with gifting. Males treated gifting as a game whereas the women appeared to be ‘socialised to take it quite seriously’ (Fischer and Arnold 1990 p. 343).

However despite this being an extensive piece of research limitations existed with a gender disproportion, (more female than male respondents), with males passing on the questionnaire to their wives to complete believing they had no knowledge on the subject, thus making it non representative of the population as a whole. The overall profile was also more educated, and earned a higher income than the population groupings leading to a conservative test of the hypothesis (Fischer and Arnold 1990).

#### 3.4.2.3. Search strategies

Whilst Fischer and Arnold (1990) were focusing on gender and Christmas shopping Otnes and Woodruff (1991) furthered the discussion on gift-giving by developing an integrative model of consumer search strategies examining Christmas gift buying behaviour. From the works of many (Katona and Mueller 1955; Vincent and Zikmund 1975; Banks 1979; Lutz 1979 and Sherry 1983; Otnes and Woodruff (1991) turned to the motivational aspects for purchasing gifts. Having criticised Banks (1979) and Sherry's (1983) models for lacking motivational constructs (Lutz 1979) and additionally Sherry's (1983) work because the gestation stage had no elaboration as to what the information search and purchase creation entail Otnes and Woodruff (1991) considered these as important. Compounding this Otnes and Woodruff (1991) noted that Sherry's (1993) model gives limiting roles to the variables that influence gift-giving and no account is taken of the potential search strategies used by consumers in buying Christmas presents. In considering these aspects Otnes and Woodruff's (1991) model (figure 3.5) integrated anthropology, sociology, psychology and consumer behaviour, taking into account social bonds between givers and receivers and the desire for balance and emotionality. Variables such as personality, lifestyle and demographics coupled with dimensions of time, culture and size of the buying task were included with some showing prominence. These covered various search strategies including variable consumer searches; consumer similarity in information use and relationship of information use for search strategies (Otnes and Woodruff 1991).

Figure 3.5 A model of search strategy selection during the Christmas buying season



Otnes and Woodruff 1991. An integrative model of consumer search strategies used during Christmas gift buying, American Marketing Association Winter Educators Conference pp. 170.

### 3.4.2.4 Economic exchange and social exchange

Belk and Coon's (1993) qualitative inquiry via respondent journal completion investigated the fact that gifting need not be about exchange. Whilst the topic examined gift-giving habits of dating the analysis method (Glassner 1978; Strauss and Corbin 1990) identified three emergent models; The Emergent Economic Exchange Model (Table 3.4), The Emergent Social Exchange Model (Table 3.4) and The Emergent Romantic Love Model (Table 3.5). Table 3.4 identifies the differences between the Economic Exchange and Social Exchange models of gift-giving whilst dating, whilst table 3.5 shows the difference in exchange and agapic (selfless altruistic love) love paradigms. This is the emergent Romantic Love model (Belk and Coon 1993) which includes emotion, expressiveness and singularisation of the recipient.

Table 3.4 Differences in economic exchange and social exchange models of dating gift-giving

Economic Exchange	Social Exchange
Gift are commodities with economic utilitarian value	Gifts are tokens with symbolic value
Balance of negative reciprocity	Generalized reciprocity
Simultaneous exchange ordeal	Staggered exchange ideal
Dependence feared but may occur because of gift investments	Social debt and bonding through overlapping extended selves may be welcomed
Commoditises partner	Partner comes to be seen as part of extended self
Market Economy	Moral economy

Belk and Coon 1993. Gift-giving as agapic love: an alternative to the exchange paradigm based on dating experiences. *Journal of Consumer Research*. 20, p. 398.

Table 3.5 Differences in exchange and agapic love paradigm

Exchange Paradigm	Agapic Love Paradigm
Instrumental (designed and purposive)	Expressive (spontaneous and celebratory)
Rational (dispassionate)	Emotional (passionate)
Pragmatic	Idealistic
Masculine	Feminine
Reciprocal gifts	Nonbinding gifts
Egotistic (for one self)	Altruistic (Happiness for others)
Giver dominant (seeks control)	Giver submissive (abandons control)
Money is relevant (economically or symbolically)	Money is irrelevant
Gifts singularise objects	Gifts singularise recipient

Belk and Coon 1993. Gift-giving as agapic love: an alternative to the exchange paradigm based on dating experiences. *Journal of Consumer Research*. 20, p. 409.



For the Economic Exchange model research findings highlighted that male respondents were likening their gifting and expenditure for dates to investments (Belk and Coon 1993) mirroring a utilitarian thinking which can be common in males. However both genders in this type of gifting dyad expected return gifts where there was a financial expectancy for females and for males the expectancy was around sexual reciprocity. Other findings included economic rationality, fear of dependence and commoditisation of their partner (Belk and Coon 1993). The second emergent model of Social Exchange noted such aspects as symbolic gift value, gifts acting as symbols of commitment, gifts giving clues to compatibility and gifts acting as an ‘extension of the self’ Belk (1988). These findings erred towards an identification of gift-giving as an act of love (Rubin 1973; Huston and Cate 1979; Ahuvia and Adelman 1992 and Belk and Coon 1983) as this research had taken into account the social aspects.

#### 3.4.2.5 Motivational aspects

Motivational aspects of gifting were considered through Otnes, Lowrey and Kim’s (1993) research examining gift selection strategies for easy and difficult recipients in response to their belief that too much focus was on “giver-centred variables” (Otnes, Lowrey and Kim 1993 p. 229). As they pointed out through ratification of previous research (Belk 1982; Caplow 1982 and Cheal 1988) givers’ selection strategies can vary according to who the gift is for (Otnes, Lowrey and Kim 1993; Joy 2001). In their attempt to identify social roles to recipients through gift exchange Otnes, Lowrey and Kim (1993) adopted interpretative methods incorporating the suggestions of Denzin (1983); Bogdan and Taylor (1984); Lincoln and Guba (1985); McCracken (1988) and Wallendorf and Belk (1989). Their research centred around the retail setting of shopping trips (Geertz 1973) in the weeks preceding Christmas, which was described as one of the “most complex gift-exchange occasions” (Otnes, Lowrey and Kim 1993 p. 230).

Findings from their analysis identified 49 recipients being classified as difficult (tending to be older or distant relatives) and 36 as easy to purchase gifts for. This was based on Otnes, Lowrey and Kim’s (1993) interpretation of Mead’s (1934) social role definition as behaviour sets formed exclusively in reaction to intervention with other people thus building on from Sherry’s (1983) notion that “gifts reflect the importance that the giver attaches to expressing a particular social role” (Otnes, Lowrey and Kim 1993 p. 231). Upon analysing their research Otnes, Lowrey and Kim (1993) identified six emergent roles

outlined in table 3.6, of which, the first four pleaser, provider, compensator or socialiser have relevance in relation to buying gifts for children, as children are deemed easy recipients to buy for (Otnes, Lowrey and Kim 1993).

Table 3.6 Social roles and selection strategies used

Role	Strategies used for easy recipients <b>Children</b>	Strategies used for difficult recipients <b>Not children</b>
<b>Pleaser</b>	Buy what they want (direct inquiries). Buy what they want (Sleuthing) Treasure hunt	Latch on/similar gift. Buy same as last year. Buy what I like
<b>Provider</b>	Buy throughout the year. Buy many gifts	None
<b>Compensator</b>	Buy fun gifts, Buy multiple gifts. Make gifts.	Latch on/new gift. Negotiate with the recipient
<b>Socialiser</b>	Buy what I want them to have	None
Acknowledger	None	Buy on impulse. Buy relationships affirming gifts. Make gifts. Buy for joint recipients. Buy with someone. Pawn off. Use lateral recycling. Settle
Avoider	None	None

Adapted from Otnes, Lowrey and Kim 1993 Gift selection for easy and difficult recipients: A social roles interpretation, *Journal of Consumer Research*, 20 (2), pp. 229-244.

The **pleaser role** seemed to exist for special recipients, an example of which is children, and gifts were given based upon the ‘perceptions of the recipient’s tastes and interests’ (Otnes, Lowrey and Kim 1993 p. 232). The **provider** buys things that are ‘needed-but not necessarily desired’ (Otnes, Lowrey and Kim 1993 p. 234). Gift exchange here is simply about gifting for the needs of the recipient and taking Christmas into account the important aspect is buying throughout the year so on that one occasion gifting can be in abundance. On the other hand **compensators** were found to be a hybrid of pleaser and provider where younger parents were found to be gifting according to recipients missing out on the specialness of Christmas. Older parents were identified as gifting to make up for the recipients’ loss of something such as a family member. The last role of interest here is the **socialiser** where symbolic properties are passed on, often articulated by mothers gift-giving to children. In being socialisers they pass on something which becomes an instrument of learning. Dual roles were identified with the pleaser and socialiser (Otnes, Lowrey and

Kim 1993) and in combining these four roles with factors such as personal characteristics, lifestyle, and demographics (Bellenger and Krogaonkar 1980; Caplow 1982; and Cheal 1987a; 1987b) it had an effect on gift buying. It is important to remember though that although the socialiser role is highlighted as an instrument of learning the act of gift-giving is a child socialiser in itself. The symbolism and the rite of passage often associated with the gift-giving act socialises children in their cognitive development, information processing and social learning (Ward, Klees and Wackman 1990) i.e. teaching children how to gift give and therefore consume. This is a point furthered in section 3.8 which highlights consumer behaviour as a socialisation process.

In examining these models and concepts some questions on gift-giving are posited. Gender (Fischer and Arnold 1990) has been highlighted as a differentiating factor in the literature and in particular for concepts involving buying practices and roles (Otnes, Lowrey and Kim 1993). This suggests women may be the main gift-giver to children (Sherry and McGrath 1989) and one of the reasons they may give is for pleasing or for educational purposes. Whatever the question it brings together the idea that adults shop differently for gifts (at Christmas) and it could be the same for birthdays which is an area which needs to be explored further.

Additionally Otnes, Lowrey and Kim (1983) in noting that children are deemed to be easy recipients to give to, due to their lack of gifting experiences and age, adults may adopt differing roles when gifting to children. This can be a form of socialisation of children lives through rituals and occasions such as Christmas and birthdays. Four roles were highlighted which have direct relevance when gift-giving to children. However no research has examined gifting to children nor has it explored the motivational role of the adult when toy gifting, taking into account lifestyle information. Only Clarke (2003; 2006; 2007) has examined roles from a positivist perspective inclusive of lifestyle considerations but from an Australian point of view. Taking Belk and Coon's (1993) work into account their findings suggested another meaning to gift-giving which had not been considered in depth before which was gifting for love. This could be the main reason why adults gift to children as agapic love relates to the selfless love of one person for another without sexual implications. When this gift comes from a mother or main caregiver, gifting may occur on a child centric basis for happiness, without any fear of recrimination. This adds to the dimension of roles in giving, a point adding to the gap in roles here but also adding to a gap

discussed later on relationships where female adults, despite their own thoughts may gift to children for self gratification, which may lead to disappointment if the adult thinks they got the gift wrong. A gap exists with research into the roles adopted when gift-giving to children in the UK.

For the search strategies mentioned by Otnes and Woodruff (1991) it is noticeable that consumers may use different information sources whilst searching for their goods. Whilst specific information sources are not mentioned here they are generalised as 1) marketer generated 2) interpersonal and 3) neutral (mass media) (Otnes and Woodruff 1991). The methodology provides the full list of information sources ratified from research conducted and gives consideration for demographics and how they can impact on these information sources. A gap exists in considering the important sources of information when gifting to children.

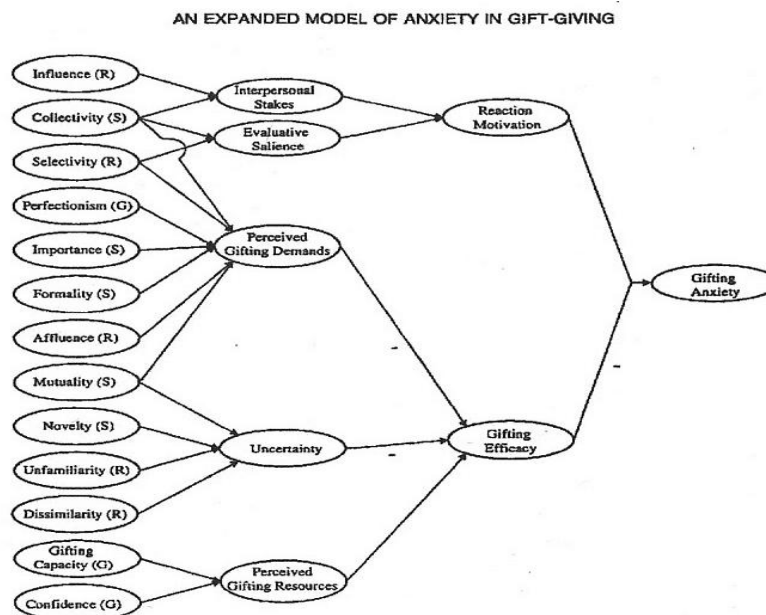
### 3.5 Further developments in gift-giving relationships, motivations and involvement from the 2000s

The penultimate section on gift-giving highlights and outlines research in the area of reformulation including anxiety/culture/relationships/motivations (Wooten 2000; Joy 2001; Lowrey, Otnes and Ruth 2004 and Roster 2006) and Christmas gift-giving involvement (Clarke 2003; 2006).

Wooten's (2000) research into gift-giving considered giver anxiety at particular times which should be joyous gift-giving occasions such as that of Christmas and Birthdays. From his ratification of Belk (1979), Sherry (1983) and Otnes, Kim and Lowrey's (1993) findings Wooten (2000) surmised that interpretation and communication (impression efficacy) of the gift from the recipient's point of view and the frustrations associated with this show the "dark side of giving" Wooten (2000 p. 85). This impression efficacy was impacted upon by apparent demands, resources and elements of uncertainty. However one of the important points is that Wooten suggests "disparities arise if the giver and recipients do not establish parameters before they exchange gifts" (2000 p. 84) and upset can occur (Schwartz 1967). In adopting a 'mixed' methodological approach (Mick and DeMoss 1990) his analysis (Glassner 1978; Strauss and Corbin 1990) allowed for the development of an expanded model of anxiety of gift-giving taking into account Schlenker and Leary's (1982) social anxiety model.

Despite the limitations of Wooten's (2000) research of sample size, a majority of respondents being students and his self-admission of research brevity, 13 effects were produced (figure 3.6). The effects which link to the anxiety of people's gifting were concepts such as collectivity (many people can be present when gifts are given), selectivity (child may review their relationship with the adult), importance (gifts being special to the recipient), affluence (material prosperity of the recipient and finding something the recipient does not have) and mutuality (simultaneous reciprocity and sequential reciprocity) which may play some part in contributing to this research. However it must be borne in mind that a longitudinal approach by Wooten (2000) may have uncovered extra strategies or observed changes over time (Fischer and Arnold 1990; McGrath 1995; Sherry and McGrath 1989) and investigated how anxieties shape relationship repositioning (Lowrey, Otnes and Robbins 1996; Wooten 2000). It is conceded though that a main finding was about givers being anxious and concerned about reactions to their gifts (Wooten 2000).

Figure 3.6 An expanded model of anxiety in gift-giving



NOTE - all effects are positive unless otherwise noted. The letters G, R, and S denote characteristics of givers, recipients, and situations, respectively. Wooten 2000. Qualitative steps towards an expanded model of anxiety in gift-giving, *Journal of Consumer Research*, 27. p. 88.

On the other hand Joy's (2001) interpretivist research considered and extended the reciprocity concept from a cultural point of view whilst taking into account the conceptual foundations of economic (Belk and Coon 1993), social (Mauss 1967; Belk and Coon 1993)

and agapic gift-giving (Belk and Coon 1983). In taking into account culture her research was conducted in China where the concept of reciprocity goes much deeper than family linkages as families are free from reciprocity in Hong Kong (Joy 2001) and in the Western world family ties are considered to be more vulnerable (Joy 2001). Therefore reciprocity is symbolised through the exchange of gifts between friends to meet the etiquette levels in relationship building (Yang 1994). For the Chinese gifting is about acceptance within the circle, part of a group analogy, where for the Western civilisation individualisation is more common with decision making (Markus and Kitayama 1991). Failure in gifting for the Chinese can be a social faux pas which can lead to severed friendships and guilt.. To succeed in gifting leads to the Chinese developing their networks, a common power game in society (Hwang 1987).

Whilst the Chinese are not so concerned with family ties through Joy's (2001) hermeneutic analysis (Thompson, Locander, and Pollio 1989; Joy 1991) of interpretivist findings she developed a continuum of intimacy in gift relationships which in this case classified them as close, good, hi/bye friends and romantic others (Joy 2001). The romantic model of gifting was evidenced and in this case the Chinese change their gifting processes as the romantic relationship takes hold moving towards a form of tokenism (Joy 2001). Despite the limitations of this sample frame of students the findings added to gift-giving in a cultural perspective and to the context of CCT (Arnold and Thomson 2005). Additionally some key differences are highlighted in Joy's (2001) work as Chinese parents are noted as being superior to children in both roles of gifter and receiver as mothers and fathers are regarded as having given their child the gift of life. This does suggest some cultural differences in gifting practices but these may be outwith the scope of this research which is UK based.

Lowrey, Otnes and Ruth's (2004) longitudinal research extended Otnes and Lowrey's (1993) study giving rise to a 12 year qualitative, interpretative piece of research. This research examined the giver's relationships with others within the social network (Milardo and Helms-Erikson 2000) with the length of study allowing for lifecycle aspects to be accounted for, something which had not been tackled before. Only five informants were researched over a period of 12 Christmases, aiming to gather information on how third parties in a giver's social network influence giving, what givers motivations for

incorporating social influences are in giving and what underlying relational processes are connected with these social influences (Lowrey, Otnes and Ruth 2004).

In adopting Mick and DeMoss' (1990) approach Lowrey, Otnes and Ruth's (2004) analysis used systematic codes to classify and compare relationship changes and any other dimensions. In taking into account their previous research (Otnes, Lowrey and Kim 1993; Lowrey, Otnes and Robbins 1996) Lowrey, Otnes and Ruth (2004) broadened the focus of "gift-giving beyond the giver/recipient dyad and presented a taxonomy of 10 ways givers (table 3.7) either strategically incorporated or allowed themselves to be influenced by others in their social networks when selecting gifts for recipients" (Lowrey, Otnes and Ruth 2004 p. 547).

In terms of findings this research goes some way to adding to the six role categories previously highlighted by Otnes, Lowrey and Kim (1993) (table 3.6). The ten new giver's motive categories have some resemblance to the original six but the addition of the giver's network and relational effects has been included. For example, the gatekeeper ideology (no 7) exhibits some resemblance to the 'pleaser role' (Otnes, Lowrey and Kim 1983) as a gatekeeper could be the mother, or indeed the child him/herself, who can tell the giver what they want, thus leading to the parent being motivated to fit the 'pleaser role' by pleasing the recipient. However it has to be remembered that despite Lowrey, Otnes and Ruth's (2004) longitudinal purely ethnographic research providing richness, there were only five respondents who were paid a nominal sum for their 'work'. Therefore these constructs were based on findings from a very small sample size, which is a limitation. It does however take into account the extended network which, although relevant, will be outside the scope of this research.

Table 3.7 Characteristics of social influence on dyadic giving

Social influence	Description of influence	Givers motive	Underlying relational process
1. Calibrating	Giver distinguishes recipient who vary in relationship type and/or closeness	Make distinctions between recipients, on a relevant dimensions	Making social comparisons
2. Practising equipollence	Giver treats subsets of recipients as equivalent	Maintain satisfactory relationships with equal recipients, signal they are equal	Making social comparisons
3. Re-enacting third party traditions	Giver takes over traditions previously maintained by a third party	Maintain relationships with recipient and now absent third party	Adjusting to disrupted relational traditions
4. Relinquishing tradition	Third party changes/discontinues giver's tradition for particular recipient	Maintain satisfactory relationships by allowing tradition to dissipate	Adjusting to disrupted relational traditions
5. Enrolling accomplices	Third party assists in giver behaviour towards a recipient	Maintain a satisfactory relationship with recipient, perhaps bond with accomplice	Accessing social support
6. Using surrogates	Giver uses third party when offering risky gift to participant	Minimize risk of negative recipient reaction, perhaps bond with surrogate	Accessing social support
<b>7. Gaining permission from gatekeepers</b>	<b>Giver seeks approval from third party for a gift to recipient</b>	<b>Maintain satisfactory relationships with gatekeeper while pleasing recipient</b>	<b>Acting with relational rules</b>
8. Adhering to group norms	Giver adheres to group's shared rules of gift behaviour	Please recipient, maintain satisfactory relationships in the social networks	Acting with relational rules
9. Integrating	Third party brings new recipients to network	To third party, demonstrate knowledge of integrated members	Initiating and severing relationships
10. Purging	Giver subtracts recipients because of severed relationship with third party	Symbolise relationship disintegration	Initiating and severing relationships

Lowrey, Otnes and Ruth 2004 p. 549

Roster (2006) extended the debate on relationships in gift exchanges by choosing to research via an observationalist examination of gift-giving focusing on the moments of truth. In her ratification of literature she highlights Sherry's (1983) three stages of gifting work and Wooten and Wood's (2004) drama of gift-giving inclusive of Ruth, Otnes and Brunel, (1999); Sherry, McGrath and Levy (1992) and Wooten (2000) leading to her conclusion that recipient evaluations of a gift are often judged on the "the nature and quality of the relationship between the two parties" (Roster 2006 p. 888). This ideology was also previously suggested by the works of Camerer (1988); Ruth, Otnes and Brunel (1999) and Joy (2001) where their research pointed to the reciprocity of a recipient who



would vary their level of investment and acknowledgement in the giver- receiver relationship in respect of the gift exchange relating to the social ties and relationship strength (Roster 2006). This is not too dissimilar to some of the concepts of the work conducted by Belk and Coon (1993) in their dating gift exchange research where an exchange of some description was required albeit in a different context. It could be said that the same may be true of the adult - child dyad when gifting.

Roster (2006) taking into account the methodological approaches of Bitner, Booms and Tetreault (1990) examined responses to a recent gift exchange via a semi structured self-administered questionnaire (Critical Incident Technique). Analysis was conducted (Boyatziz 1998) from a sample of student respondents gathered via a snowball technique, which incorporated a demographic framework as some personal information had been noted and mapped Likert scale questions allowed for inferential analysis to be conducted. Her main findings alluded to failed gifts (un-liked gifts) having a larger impact on “future exchanges than on relationship quality” (Roster 2006 p. 885), a point identified by Sherry (1983). However her research also confirmed that gift failure was more likely to harm the relationships between friends, colleagues and in-laws than with those closer in the network such as parents, partners and children. This builds on Sherry’s (1983) findings where mothers were forgiven for gift failure.

Roster’s (2006) research had limitations though as no pilot stage was conducted, often the case in interpretative work (Sampson 2004) and, although a longitudinal approach was taken inclusive of consumers’ lifecycles, part of the profile was students who have specific economic constraints when gift-giving. What is clear though that these respondents interpreted the communication message with the gift exchange holistically, where the interpretation outcome of the emotional message was more complex, displaying a ‘gestalt’ (Kohler 1929; Roster 2006) or more ‘structuralist’ view of experiences rather than behaviourist (Pavlov 1928; Skinner 1938).

A final area noted in this gift-giving review is Clarke’s (2003) seminal Australian stream of research which highlighted the social roles (Otnes, Lowrey and Kim 1993; Hill and Romm 1996) and Christmas gift-giving involvement in relation to brands. Clarke (2003; 2006) postulated that Christmas is the peak of consumerism, where children are encouraged to request gifts under the guise of Christmas and Santa becomes the ‘gift-giver’. Christmas

becomes a form of involvement, viewed as a consumption object (Clarke 2006) where gifts bought at special occasions such as Christmas and Birthdays are outwith everyday consumption behaviour (Parsons, Ballantine and Thompson 2008), are seen as central to the giver's life (O'Cass 2000) and thus important.

Clarke (2007) continued to develop these thoughts on Christmas and consumption where Christmas is viewed as a multifaceted ritualistic Westernised tradition which endorses self-indulgent behaviour (Caplow and Williamson 1980) when gifting to children. After ratifying literature (Zajonc and Markus 1982 and Zajonc 1984; 1998, Olson and Zanna 1993 and Bagozzi, Gopinath and Nyer 1999) from a 'Christmas spirit' academic framework, Clarke suggests that people locate their "feelings for Christmas along a positive – negative continuum" (2007 p. 9).

For the giver (adult) –receiver (child) relationship, on the other hand the quality of gift selection is influenced by the perceived worth of the giver-receiver relationship (Beatty et al 1996; Clarke 2006) compounding the findings noted previously on the giver/recipient relationship (Sherry 1983; Belk and Coon 1983; Lowrey, Otnes and Robbins 1996; Wooten 2000 and Roster 2006). This was furthered by Parsons, Ballantine and Thompson (2008) who indicated that often the gift expresses the givers' personality and the possibility arises of relationship realignment based on gift-giving.

From this section of gift-gifting research some thoughts and questions have arisen. Roster's (2006) research suggests there could be relationship differences occurring due to gifting practices but there is no clear development of whether an adult would get offended or not if a gift was not liked by a child. Ruth, Brunel and Otnes (1999) work, from the previous section and Roster's (2006) raises questions about the relationship points. For example at Christmas time, when children get an abundance of gifts a significant relationship, such as that between Santa – child or mother- child, may occur as relationships may not weaken due to gift failure and strength of relationship. This leads to a continuum of relationship confirmation. In terms of weakening the relationship, though it could occur when the child feels they have been bribed by the gift given. Comments such as 'Santa won't come if you don't eat your greens' are used to temper behaviour. What is clear is, it is easier to question an adult about the gifting relationships rather than children

due to their lack of cognitive ability. (Further clarification is provided in chapter 2 pre design decisions and the methodology chapter 4).

Therefore there is a gap in examining the relational effects of gifting to children from the adult perspective. Adults may feel that it may alter their relationship with their children, should they get it wrong when gift-giving. This may be a weakening or strengthening of relationships and it may differ between Christmas and birthdays, which are common affirmation times, as Santa lowers the risk of gift failure. Additionally this may differ with certain lifestyle demographics as for example Belk and Coon (1983) highlighted gender has an effect on reciprocity, (where the social exchange of debt and bonding means adults may gift gifts to strengthen these bonds or provide symbolic value).

Additionally Clarke's (2003: 2006: 2007) research points to the fact that gifts to children may be viewed as high involvement goods by the 'gifter' as they are trying to buy something that pleases the child. The ability to please often becomes paramount but consumer involvement may differ due to demographics such as gender or age (highlighted in 3.10 - provides some differences in consumer purchasing behaviour), and again it may differ depending on the occasion. In giving consideration to their own past, adults may relate back to the gifts given to them at Christmas and birthday making them concerned and finding it important to get the gifting right to ensure no impact occurs on relationships.

### 3.6 Final developments in gift-giving

More recently the articles on gift-giving have not been as seminal as such in terms of models but have added to aspects of gift-giving. For example the Australian research on gift-giving has evolved through the work of Clarke (2003) including topics such as brands and gifting, (O'Cass and Clarke 2007) branding evaluation in gifts, (Clarke and McCauley 2010) and recipient benefits (Parsons, Ballantine and Kennedy 2011) with Clarke (2003) alone using a positivist epistemology. Parsons, Ballantine and Kennedy (2011) did note age, gender and income as having an influence on the relationship aspects of gift-giving but from the recipient's perspective. More recent articles from the USA that consider gifting tackle areas such as; gifts and emotions (Nguyen and Munch 2011; Ward and Broniarczyk 2013): religion and culture in gifting (Moufahim 2013; Carmen, Carmen and Fernando 2013): and gift registry (Bradford and Sherry 2013), which in some cases contribute to the debate on CCT. For example Bradford and Sherry's (2013) work considered Sherry's

(1983) seminal work on rituals but within the wedding context, where gifting has become a phenomenon.

In the UK the paucity of gift-giving literature is evident and in the 2000s a selection is found in both the consumer behaviour and marketing domains. For example, a few researchers have examined Christmas consumption (McKechnie and Tynan 2006) an examination of what is a gift and gifting per se (Davies et al 2010) and wine gifting (Reyneke et al 2011; Freeman and Bell 2013). Others have considered gifts as the extension of oneself (e.g. Phoebe, Hogg and Markus 2013) or examined experiential tourist gifting (Clarke 2013). Some of these works e.g. (Phoebe, Hogg and Markus 2013) have extended conceptual underpinnings (Belk 1979) and others considered gift-giving from a new perspective (McKechnie and Tynan 2006). It is worth noting at this stage that a number of these were papers were written after the primary research was conducted in 2010 and have not influenced the development of the research instruments used in this study.

As a growth in consumption exists (at the time of writing growth in toy purchasing was evident although a decline is now evidenced due to the recession) and with a purchasing shift occurring from traditional toys shops to supermarkets and the internet there is a need to find out what buying behaviour adults have towards gifting of toys to children as it could have an impact on the purchasing habits of the children they are indirectly socialising. Toys have been chosen as the gift as they provide an extension of oneself (Belk 1979) and for children aged 11 and under they are one of the most popular gifts given at Christmas, birthday and other times throughout the year (Mintel 2004; 2006; 2010).

### 3.7 Sub section summary

This section has outlined the models of gift-giving in relation to the contribution they provide to the building blocks for this gift-giving research. It outlines many models and concepts which cover the areas of gift-giving from marketing and consumer behaviour perspectives. Whilst each of the models has limitations the Sherry (1983) model is taken as the norm in respect of the stages in gift-giving. Further concepts on gift-giving relating to bonds (Sherry and McGrath 1989), gender and lifestyle (Fischer and Arnold 1990), search strategies (Otnes and Woodruff 1991); exchange (Belk 1993), motivations (Otnes, Lowrey and Kim 1993) and reciprocity (Ruth, Otnes and Brunel 1999; Roster 2006) have been

identified. It was highlighted that some of these gift-giving perspectives contribute to the debate within the CCT movement. Some gaps have been highlighted in the review as providing the basis for the research hypotheses for this study (see table 6.1 in chapter 6 for the hypotheses and tables in Appendices 7 and 8). The following section considers the consumer socialisation of children and its relationship to gift-giving which relates to the development of the consumer and how children are socialised prior to discussing briefly the motivations and needs of adults briefly towards gift-giving.

### 3.8 Consumer behaviour as a socialisation process

Consumers are normally “taught” the processes of consumer behaviour in the marketplace when they are children by the method of consumer socialisation. Consumer socialisation is defined as the process “by which young people acquire skills, knowledge and attitudes relevant to their functioning in the marketplace” (Ward 1974 p. 2), which is often taught by their parents (Roberts 1973; Schaefer and Bell 1958 and Smith 1981). Ward’s (1974) paper provided a synthesis of the development of consumer socialisation, which latterly was seen as being similar to product life cycle (Ward, Klees and Wackman 1990). Whilst Ward’s (1974) paper became a vehicle for the “study of consumer behaviour in the 1970s” Gunter and Furnham (2004 p. 13), post Ward (1974) much of the literature emanated from the USA with authors examining topics broadly associated to socialisation and in the areas of cognitive development, information processing, social learning and family process (Ward, Klees and Wackman 1990).

For example Moschis with various other authors tackled the decision making processes of the young (Moschis and Moore 1979) learning (Moore and Moschis 1981) family communication (Moschis, Moore and Smith 1984) and influences on decision making (Moschis and Mitchell 1986). Today, consumer socialisation has an added importance with the growth in consumerism and children’s increased disposable income making them a lucrative market. Marketers and educators need to understand this market: Firstly to tap it and secondly to advise policy makers on educational matters and issues to aid the preparation of young people for “efficient and effective interaction within the marketplace” (Gunter and Furnham 2004 p. 13).

Other studies have examined children’s interaction with family purchase decision making (Deering and Jacoby 1971; Ward and Wackman 1973; Mehotra and Torges 1977 and

Filiatrault and Ritchie 1980), again playing a part in socialising the child in the form of consumer behaviour and showing their contribution to decision making. Swinyard and Sim (1987) summarised these studies and identified; for example that children contributed to half of the purchase decisions when shopping with mothers (Deering and Jacoby 1971); children made requests when shopping (Ward and Wackman 1973); mothers yielded to children's requests (Mehotra and Torges 1977) and indeed whether the husband and wife influence is the same with or without children when purchasing (Filiatrault and Ritchie 1980). Although children's requests were firmly in the domain of toys, food and clothing (Ward and Wackman 1973) children are often allowed to make family purchase decisions or part decisions on bigger ticket items such as holidays, cars, as well as the normal weekly grocery shop (Swinyard and Sim 1987 and McNeal 1999).

One particular research stream examined the influence of the role of various communication agents (Carlson, Grossbart and Walsh 1990), one of which can be the 'family unit' or role of parents whereby the child is "socialised into a processes of purchasing". Consumption choice influence on children is believed to be impacted upon longitudinally by mothers (Alsop 1988), whereas fathers are less likely to be directly involved. The various role impacts of parents has been historically highlighted by many authors inclusive of topics such as children learning from parental consumption process (Parsons, Bales and Shils 1953 and Reisman and Roseborough 1955), gender impacts (McNeal 1969), role norms influence (Moschis, Moore and Stephens 1977) a need by middle class parents to supervise children's purchase habits (Psathas 1957 and Moschis, Moore and Stephens 1977) and the fact that the socio economic status, gender and age of parents (Moschis and Moore 1979) influences socialisation. The fact that mothers seem to have more of an influence is not surprising as females seem to prefer the shopping experience, and children spend a considerable portion of their time in female company whether at home or at school. However in today's society these traditional roles are being challenged and the contribution children have in the consumer decision making process (McNeal 1992; 1999) suggests that children's wishes and decisions are just as important in the child-adult dyad and that, when gift-giving to children this has to be considered.

### 3.8.1. Parents as communication agents

Having highlighted the roles of parents in socialisation it is important to mention parental styles as a contributor to the way children may be taught gift-giving. Whilst it has been

noted that mothers have differing styles in teaching consumer skills some of the best known work on parental styles comes from Becker's (1964) socialisation dimensions model which is a conceptual summarisation of prior findings and studies of parental socialisation research (Carlson and Grossbart 1988; Carlson, Grossbart and Stuenkel 1992). The model highlights Becker's (1964) eight parental classifications which are; authoritarian, anxious, indulgent, overprotective, democratic, organised effective, rigid controlling and neglecting (Carlson and Grossbart 1988; Carlson, Grossbart and Stuenkel 1992). These are not too dissimilar to those identified later by Baumrind (1968; 1971; 1978 and 1980), where he highlighted three parental classifications by grouping similar orientations together to give authoritarian, authoritative and permissive (Baumrind 1971). There are obvious similarities between the two researchers where the classifications bare the same name and share two ends of the spectrum where authoritarians are restrictive and at the other end permissive parents are more lenient with the neglecting parental style suggesting a level of detachment from the parent to child (Carlson, Grossbart and Stuenkel 1992). Furthering this it was identified by Ward, Wackman and Wartella (1977) that mothers in particular have different styles in teaching children to consume (Ward, Wackman and Wartella 1977) ranging from prohibition (authoritarian), talking to the children, leading by example and allowing children to learn from their own experiences (permissive) (Gunter and Furnham 2004), which is not too dissimilar to that noted by Becker (1964) and Baumrind (1971).

This debate on parental styles, segmentation, personality and its impact on children's consumer related behaviour was furthered by Crosby and Grossbart (1984), Carlson and Grossbart (1988) and Carlson, Grossbart and Stuenkel (1992) exploring many more demographic concepts not tackled before. They identified that mothers vary in their general socialisation attitudes with respect to their children's age where as a child ages more independent approaches to socialisation from mothers occur (Roberts, Block, and Block 1984 and Carlson and Grossbart 1988). Additionally in development of this through further ratification of Moschis and Moore (1979); Moore and Moschis (1981); Moschis (1976; 1985); Moschis, Moore, and Smith (1984) and Moschis and Mitchell (1986) Carlson, Grossbart and Stuenkel (1992) highlighted two dimensions of family communication. These relate to social dimensions where the imposition of behaviour limitations occurs and concept dimensions whereby independent thinking is encouraged and skills and competencies are developed in the children to encourage their own decision

making. In mothers they found differences in how they “communicate consumer skills and knowledge to their children” (Carlson, Grossbart and Stuenkel 1992 p. 31) and that socio-orientation was higher for daughters than sons. Whilst an extensive period of research encompassing both qualitative and quantitative approaches was conducted one of the main drawbacks of this research (Carlson, Grossbart and Stuenkel 1992) was that fathers were not targeted, although this is quite common (Fischer and Arnold 1990). It could be suggested that mothers’ differences in socialisation practices with their children’s aging could be related to child development and the growth and interest in children’s consumer behaviour (McNeal 1992; Gunter and Furnham 2004 and Buijzen and Valkenburg 2008).

Another stream of research investigated the role of TV adverts in their gift requests, as a communication agent for children creating materialism (Buijzen and Valkenburg 2000) and a factor in parent-child conflict (Isler, Popper and Ward 1987; Ward and Wackman 1973; Robertson et al 1979; Buijzen and Valkenburg 2005). It was found to change with children’s development as did their understanding of the use of TV adverts. In building up the theory on advertising literacy of which much of the supporting frameworks come from that of developmental psychologists (Rozendaal, Buijzen and Valkenburg 2011), it is obvious that the increases in societal commercial information have impacted on advertising as a communication agent (Moore 2004; Calvert 2008). As discussed in the next section a child’s development has age stages and occurs through cognitive and sociocognitive development (Selman 1980; Moschis 1987 and Valkenburg and Cantor 2001), both of which are considered in this section.

Here the debate highlights the ‘advertising literacy’ (Young 1990; Livingstone and Helsper 2006) aspects of children within these frameworks as it is assumed that those children with the ability to critically appraise adverts are less likely to suffer from advertising influence (Bandyopadhyay, Kindra and Sharp 2001; Kunkel et al. 2004). The most important changes occur before the age of 12 (John 1999; Kunkel et al 2004; Gunter, Oates and Blades 2005; Rozendaal, Buijzen and Valkenburg 2010; 2011) as after that when children enter adolescence they are able to process and understand the information.

It is important to stress that it was identified that for some children (Adler 1980; Caron and Ward 1975; Gardner and Sheppard 1989) adverts have an impact on the children’s attitudes, beliefs and norms although others (Miller and Busch 1979) believed that



advertising has little or no effect on children. Research highlighted that whilst giving consideration for the children's development theories (Buijzen and Valkenburg 2000) advertising literacy changes occur long before the age of 12, where those aged 8 and over are able to recognise and give significance to some universal credible tactics (Moore and Lutz 2000; Lawlor and Prothero 2003; Mallalieu, Palan and Lacznia 2005). This is as a younger age stage than those examined by Boush, Freistad and Rose (1994) and contributes to the debate on effects of advertising. Through research they (Rozendaal, Buijzen and Valkenburg 2011; Owen et al 2013) identified children in the age 8-12 category as having a better understanding of advertisers' tactics, with certain tactics such as ad repetition reaching an adult level at age 10 with celebrity endorsement having a greater impact on children than adults. This suggests that children can be socialised by other communication agents and may have wants and needs which differ to that of their parents i.e. expressing toy requests that differ from their parents.

This is something Buijzen and Valkenburg (2000) had examined in more detail in relation to children's Christmas wishes. They identified through research of others such as Caron and Ward, (1975); Frideres (1973); Robertson and Rossiter (1976); Robertson and Rossiter (1977) and Rossiter and Robertson (1974) that TV adverts have an impact on children's Christmas gift requests. The findings alluded to children making use of TV adverts for Christmas gift suggestions and for increasing the number of requests of advertised products too. This point was supported by Pine and Nash's (2000) research, although within the branding perspective. These points highlight this communication agent as having some impact on children's requests for Christmas gifts. However as this thesis is not focusing on the role of communication agents per se it considers their contribution to consumer socialisation. Therefore any further comment is made from the wider perspective of consumer socialisation processes rather than TV adverts themselves.

Two main things can be identified from this research though. Firstly it could be assumed that as mothers alter their socialisation techniques as children age, children could also be influencing how parents react to gifting behaviour. For example as children get more independence with choice, requests may be more adhered to and children being rewarded with gifts for being good, could be conditioned and parents may have been operationalized into a form of exchange based on that relationship and encounter. With fathers though little research has been conducted on the consumer socialisation process, possibly because

it is not a topic they feel comfortable with or, indeed they feel it is not valid. However, what is clear is that these traits shape children's consumer behaviour and as children mature into adulthood this could play a large part in the development of their future gift-giving habits.

### 3.8.2. Child development

Children's consumer behaviour is developmental, as their cognitive senses and independence develops with age and their purchase considerations are shaped and influenced by the world around them. According to Reynolds and Wells (1977) children are able to express their preferences to products at a very early age, as involvement with the consumption process can begin as early as five (McNeal 1969). Besides communication, many factors impact upon their socialisation process, including "the role of parents, parental styles, social class, indirect influences, the role of peers and gender differences" (Gunter and Furnham 2004 p. 13).

Many authors have highlighted child development in their work when examining children's consumer behaviour where the conceptual underpinnings often come from the work of Piaget (1929; 1968) and are the fundamental building blocks for understanding this through a child's perspective. Whilst child development was touched upon contextually in chapter 2 it is necessary to reflect on it briefly without going into too much depth taking into account others perspectives such as that of Gunter and Furnham (2004) Buijzen and Valkenburg (2008) and Smith, Cowie and Blades (2011), who quite rightly see consumer behaviour and socialisation as linked. The development of children's consumer attitudes and values occurs through cognitive (Piaget 1929; 1968 and John 1999) and sociocognitive development (Selman 1980; Moschis 1987 and Valkenburg and Cantor 2001) and mothers act as an influential role model (Gunter and Furnham 2004). Children's consumer knowledge develops from being highly specific (Gunter and Furnham 2004) for young children to becoming more generalised as they grow older (John 1984), with brand recognition having prominence (McNeal 1992). Education and tuition on consumer skills has been shown to improve children's knowledge of consumption (Ward, Wackman and Wartella 1977; Moschis and Moore 1980). This is a point supported by Buijzen and Valkenburg (2008) highlighting four developmental stages with children's aging 0-2, 3-5, 6-8 and 9-12 where children are socialised by age categories in their development, thus incorporating a more psychological point of view. Stage one (age 0-2) relates to children

being reactive and influenced by their direct environment (Bartsch and Wellman 1995; Cole and Cole 2001; Flavell 1999; Valkenburg and Cantor 2001; Gray 2006) and by stage two (3-5) the development of children moves into an egotistical phase where their own needs and desires are paramount (Selman, 1980). This stage can often be a time of conflict between child and parent (Dawson and Jeffrey 1983; Metcalf and Mischel 1999) as children have no sense of economic value and as mothers can be more influential (Gunter and Furnham 2004) boundaries are likely to be set by them. Socio cognitively stage three (ages 6-8) moves children towards negotiation for items (Clark and Delia 1976; Kuczynski et al, 1987 and Selman 2008) and finally stage four (ages 9-12) encompasses some level of understanding economic worth for children and there is more likelihood of joint decision making with parents (Isler, Popper and Ward 1987; Mangleburg 1990) due to children having a broader perspective (Valkenburg 2004) on consumer behaviour making them more proactive in their approach. There is of course some debate as to how similar Valkenburg and Cantor's (2001) stages are to those 'discovered' by Piaget (1926) and encompassed and extended in Smith, Cowie and Blades' (2011) work. The main point Smith, Cowie and Blades (2011) make is in relation to Piagetarianism (1929) and the impact it has had on educational changes where a more child-centred approach is suggested allowing children to learn by doing (Kolb 1976; Smith, Cowie and Blades 2011).

Additionally they (Smith, Cowie and Blades 2011) furthered the discussion by consideration of others' approach to cognitive development namely the American school of thought on information processing approaches where children don't develop by age stages but do so by continuous development and the ability to problem solve. This includes approaches of those such as Atkinson and Shiffrin (1968) Case (1978; 1985) Siegler (1976; 1978) and Siegler and Jenkins (1989). These researchers purported memory stores and control processes (Case 1978; 1985) problem solving capacities (Siegler 1976; 1978 and Siegler and Jenkins 1989) and variation of task aspects and attention spans in children (Vurpillot 1968). These memory ideologies are encompassed in the metacognition school of thought, where it has been suggested that children may learn from experience (Kail 1990) and may become aware of the effectiveness of their recollection strategies and task suitability (Kreutzer, Leonard and Flavell 1975).

In terms of consumer socialisation what is fundamental is that it is based on two models of human learning (Gunter and Furnham 2004) being the social learning and cognitive

development model, which are in effect the issues highlighted in section 3.8 and 3.8.2. One examines the influences of the environment on the function of socialisation, whilst the other seeks to explain the behaviour in relation to the stages in children's development (Gunter and Furnham 2004). When relating behaviour to this concept attitudes and learning are taken into account in the marketing sphere with the hierarchy of effects (Evans, Jamal and Foxall 2006) examining consumers responses to marketing activities. Not unlike the AIDA model (Tosdal 1925, St Elmo Lewis 1990), the hierarchy considers exposure, attention, perception, learning, attitude, action and post purchase. Attitudes are important but learning in response to the marketing techniques is also important as children's experience is developed by their consumer socialisation. This socialisation is either 'natured or nurtured' in the child and will develop into adult buying behaviours. Gift-giving is tempered by the development of buyer behaviour, impacted upon by consumer socialisation, which ultimately plays a large part in the development of the gift-giving ritual. The roles a parent/adult may adopt (Otnes, Lowrey and Kim 1993) could play a part in this socialisation.

### 3.9 Gift giving to children from adults

This section outlines some of the matters relating to gift-giving to children more specifically taking into account the more operational perspective of consumer behaviour needs and purchasing, motivations, human relations and identity. This is followed by looking more specifically at gift-giving to children inclusive of gift-giving times, toys as popular gifts to children, gender in gift-giving prior to examining the toy market here in the UK. Finally the last section in this area outlines the hypotheses for this research based on the gaps identified.

#### 3.9.1 Consumer behaviour – needs and purchasing

Research points to the fundamental appreciation of needs in consumer behaviour, where the process of consumer behaviour is triggered by an underlying need or want (Palmer 2001). This has been classified hierarchically by Maslow (1943; 1954). Whilst Maslow's (1954) humanistic psychological concepts are undoubtedly the most widely taught in terms of motivation theory (Blythe 2013) the concept has been critiqued by many such as McNulty (1985), Palmer (2001), Trigg (2004) and Blythe (2013). McNulty (1985) highlighted that people on the top part of the hierarchy were commonplace for developed economies, whilst Palmer (2001) outlined the lack of consideration for external,

demographic or attitude based considerations which are important factors in children's and adults purchasing behaviour. Trigg (2004) considered the Bourdieian school of thought and reflected that Maslow's (1954) needs were individual and inherent. Trigg (2004) further purports that the hierarchy misses out the social frameworks which could be important. Blythe (2013) simplifies the debate by noting the obvious that anyone can move up and down the Maslow (1954) scale in a day. Despite these issues the hierarchy is still widely referred to today and the fundamental underpinnings used (Blythe 2013) where it can be concluded that some purchases are required to fulfil a higher order need such as esteem or internal satisfaction. Whilst the author recognises there are many other schools of thought such as Herzberg (1966) Vroom (1999) and the VALS model (Mitchell 1983) the basic concept of motivations and roles in particular come through more strongly in the gift-giving literature such as that of Sherry (1983) and Otnes, Lowrey and Kim (1993).

Howard and Sheth's (1969) model of consumer purchase behaviour (Black box processing determinants) is often cited as a useful model for buying behaviour but whilst it incorporates a number of elements, it also has been critiqued by some such as Engel, Blackwell and Kollat (1978) Foxall (1990; 1993) and Palmer (2001). Engel, Blackwell and Kollat (1978) questioned the hypotheses testing which was mainly bivariate in its approach (Farley, Howard and Ring 1974) and failed to take into account any open and closed behaviour settings. For Foxall (1990) the model fails to consider the reality of the situation with many random approaches and generalisation being taken to the research analysis (Tuck 1976; Jacoby 1978; Foxall, 1980a; 1980b; Bagozzi 1984). Finally for Palmer (2001) it failed to fully address the producer – seller interaction in relation to services. In an attempt to circumnavigate these issues pre Palmer (2001) Foxall's (1993) Behavioural Perspective Model (BPM) of purchase and consumption went a little further in relation to consumer choice and considered the behaviourist approach (Foxall 1993; 1999). As a result of his research the model has two points of emphasis being variables and reinforcement leading to a continuum of open and closed behaviour settings (Foxall 1999).

Whilst this model, like a number of others, does not fully extend consumer purchasing to include gifts, it does exemplify the 'closure side' of the continuum to gift-giving, or being 'under social pressure'. For example Foxall (1999) suggests the source of closure here is "the social rules which prescribe moral or maternal rewards for such reciprocity and possibly punishment for ignoring generosity in others" (1999 p. 575), thus placing gifting


into the BPM contingency category 2, within fulfilment with high utilitarian and high information concepts. This discounts the idea that gifting can be for hedonistic appeal or agapic love (Belk and Coon 1993) and suggests that the modern economy (such as in the UK) has strict rules with which we as consumers are obliged to comply. However the open category within fulfilment suggests status or hedonistic consumption, where a gift may be bought to show status – this is an element missed by Foxall (1999) and the consumption patterns of the UK consumer in certain gifts categories could be likened to this type. Whatever the outcome though it is clear that consumers are motivated in some manner to buy gifts.

### 3.9.2 Gift-giving motivations

Gift-giving as noted is a total social phenomenon (Mauss 1923; Komter 2007) inclusive of motivations such as that of self-interest (engineering gratitude); compliance with social norms and behaviour; and selfless giving (Wolfenbarger 1990). Mick and DeMoss (1990) extended the gift-giving motivations with their contribution to CCT as it was included latterly (Arnold and Thomson 2005). This was with the production of their parallel dimensions between interpersonal gifts and self-gifts. Interpersonal gifting they suggested was for reasons of symbolic communication, social exchange and specialness/socialising. By ‘specialisation or socialisation’ they mean “extra meaningfulness facilitated by the conjoining of giver, receiver and gift through deep emotions, culturally established rituals and values and other qualities of sacredness” (Mick and DeMoss 1990 p. 325). In this case this could be the relationship between adult and child during the gifting process at Christmas and birthday times.

In Mick and DeMoss’s (1990) argument the suggestion is that human relationships are important in the gifting event but Fiske (1991) posited that there are four types of human relations: community sharing (give and take); authority ranking (unequal exchange), equality matching (equality of exchange over time) and market pricing (non personal active exchanges with no self-admission). Komter (2007) tied these relationships into his motivational factors/relationships for gift-giving. A combined table showing these is noted in table 3.8.

Table 3.8 Fiske (1991) and Komter's (2007) relations and motivations in gift-giving

Fiske (1991)		Komter (2007)
community sharing	Exchanges occur on the basis of connectedness with other people	to express love
authority ranking	exchange is motivated by a desire to emphasize one's own status or power position	a need for power
equality matching	tokens of balance where equality is sought in reciprocal exchange patterns	a psychological need
market pricing	one gives to those from whom one may expect some direct or future benefit	self interest

Fiske 1991; Komter 2007

A variety of functions or motivations therefore exist in gift exchanges inclusive of; economic, social, morale, religious, aesthetic, judicial and the bribe or 'dark side of the gift' (Komter 2007). Additionally Christmas and birthday times can be taken as special occasions for gift-giving and these form part of consumption rituals and rites of passage which need to be taken into account (Rook 1985; Komter 2007; Tynan and McKechnie 2009).

Table 3.9 Reasons for giving gifts to children

Altruistic	Social
Love	Religious
Utilitarian/ no frills	Aesthetic
Socialisation	Judicial
Gender education	Bribery
Reward	Morale
Economic exchange	Power
Educational	Relationship building
Show off	Peer pressure
Christmas	Birthdays

Adapted from Rook 1985. The ritual dimension of consumer behaviour, *Journal of Consumer Research*, 12, pp. 252-264 and Komter 2007 Gift and social relations, *International Sociology*, 22(1), pp. 93-107.

These functions/motivations lead to economic propositions of utilitarian and hedonic approaches in gifting, which can make or break bonds (Komter 2007), showing that the gifting can have an influence on the relationship. Some of the reasons in the table (3.9) could be termed hedonic and others utilitarian. Hedonism is highlighted as the opposite of

utilitarianism (Blythe 2013) where hedonic features could be classed as add ons and utilitarian as no frills and basic (Holbrook and Hirschman 1982; Tynan and McKechnie 2009; Blythe 2013). Hedonic consumption undoubtedly has occurred as a result of the development of the economy post structurally (Holt 1997; Blythe 2013) with the increase in services and needs contributing to a large part of consumption and the economy. Hedonism includes experiential needs (Holbrook and Hirschman 1982; Tynan and McKechnie 2009; Blythe 2013) which although they can be likened to Maslow's (1954) Self Actualisation needs (Trigg 2004), Holbrook and Hirschman (1982) highlighted three f's in hedonism which was later expanded to the four e's of "experience, entertainment, exhibitionism and evangelising" (Tynan and McKechnie 2009 p. 239). This type of consumption has been considered in the CCT debate as important in examining these dimensions (Arnold and Thomson 2005; Tynan and McKechnie 2009). From the table (3.9) it could suggest that some, if not a majority, of these gifting occasions can be hedonistic for adults in gift-giving. For example gift-giving for religious reasons may please the gifter as they may feel gratified they have recognised their own faith in giving and following their faith's rituals. Giving for educational reasons could be a form of exhibitionism from an adult trying to show they are educating their children better than others. This consumption could lead to the formation of consumers' individual and group identities in achieving a level of satisfaction as consumers could be transmitting their identity through their giving (consumption) practices.

Utilitarian on the other hand is assumed to be at the opposite end of the spectrum (Blythe 2013) and follows the practical side of things of which most gifts will have a practical use but in some cases that practical use may be 'hidden'. For example a picture book may be given to an under 2 year old to help stimulate their communication senses, which could be termed as practical, as could the gift of working /school clothes which fulfils a basic need or hygiene factor (Hertzberg 1966). These types of gifts may of course not be viewed as very good ones by the recipient they are regarded none the less necessary ones by the gifter.

Additionally, these human relations (Fiske 1991) and reasons for giving (Rook 1985; Komter 2007) add to the work of Otnes, Lowrey and Kim (1993) where Komter's (2007) four motivational factors (table 3.8) blur the six roles (table 3.6) identified by Otnes, Lowrey and Kim (1993) by rewording them in motivational terms but they are all one sided



i.e. they do not consider the other motivations brought about such as giving for guilt. Therefore the four highlighted roles from Otnes, Lowrey and Kim (1993) of 'pleaser, provider, compensator and socialiser' have more substance here as they provide more structure to the relational factors i.e. the roles played or taken in the gift-giving paradigm, which can be applied more to the to the adult-child dyad in this research. This is discussed further in section 3.9.

### 3.9.3 Gift-giving to children

Evidence has highlighted that gift purchasing strategies vary according to the giver/receiver relationship (Komter 2007). The gift-giving enacts an opportunity for a gift-giver to make it clear what he or she thinks of the gift recipient (Schiffman and Kanuk 2004). However whether this is the same for adults giving to children is debatable as the relationship is not that of friend but close kin (Komter and Vollebergh 1997; Parsons and Ballantine 2008). For example Jean-Paul Sartre (1943) had suggested there are instances where the giving of possessions is seen as a special form of control, where the gift continues to be related to the giver and that identity is passed on to the recipient. In layman's terms suggesting that the objects given as a gift, if controlled by the giver (loved one) can lead to a positive feeling of the extension of oneself (giver). However when giving to children Trivers (1971) also identified that children continue to be seen as sources of emotional support when the "chips are down" and, put quite simply the longevity of gift-giving to children could be about ensuring someone is there to look after us (the elderly) in times of need (Belk 1998). Cheal (1987a; 1988) almost supports this social ritualization as rituals associated with gift-giving can be seen as important times for renewing and redefining enduring relationships, but as latterly identified we don't always get gift-giving right (Belk 1996).

One of the main reasons adults gift give to children is that giving can provide an extension of 'the self', as Belk stated we "give to our children and certain others because making them happy makes that part of us that includes them happy" (1988 p. 158). This ideology of extending 'the self', passing on our identity via symbolism fits on the hedonistic-utilitarian spectrum in relation to our individual or collective needs. Making someone happy also underpins the 'pleaser role' (Otnes Lowrey and Kim 1993) where gifts are given to please to the recipient, i.e. they get what they ask for. Additionally Belk suggests "possessions are a convenient way of storing the memories and feelings" (1988 p. 148), which is also a form of an extension of the self by the handing down of possessions from

adults to the next generation. However when giving to children the gifts are materialistic or objects which become the children's possessions of which there are four stages in the development of the functions of human possessions Belk (1988) (Table 3.10a).

Table 3.10a The development of the stages of the functions of human possessions

Stages of development	Comments
The infant cannot distinguish itself from the environment including its mother	Security blanket may be developed but then the distinction will occur. The sentiments of ownership are provided by the mother (Isaacs, 1933). Form of socialisation.
The infant distinguishes itself from others	80-90% of social interaction of children aged 2 years old is focused on physical object mediated socialisation. Often toys (as possessions) are used by parent to engender or correct behaviour.
Possessions, or consumption objects, help adolescents manage their identity	Seek identity through acquiring and accumulation of selected consumption objects (Feibleman 1975).
Possessions help the old achieve a sense of continuation and preparation for death	Older people seek to ensure they live on beyond death and live on through children by passing down rituals and possessions.

Adapted from Belk, 1988. Possessions and the extended self. *Journal of Consumer Research*, 15(September), pp. 139- 168.

An infant it is suggested cannot distinguish itself from its environment but as they begin to develop and grow children have a use for objects and begin to try and define what objects are to them. Firstly they learn about controlling the objects before learning how to dissociate between the objects and what they can do (Furby and Wilke 1982). The next stage provides for more 'child ruling the object syndrome' which not surprisingly usually involves toys as those are the main objects among young children. Here rivalry is common among peers in children's approaches to keeping their objects and not sharing (Piaget 1932; Furby 1982). One key phase normal at this stage is adults' ability to control their children's material possessions as a means of behaviour formation otherwise termed resource mediated socialisation (Whiting 1960). A move beyond childhood into adolescence prevails at the next stage, although in today's society it is hard to state when adolescence truly occurs. At this stage it is suggested that identity through objects becomes important from the teenager years onwards as they seek to gather objects and in some cases display them, as an important prestige source (Erikson 1959; Feibleman 1975; Montemayor and Eisen 1977) with 40 -50 year olds being most likely to display worth through their possessions (Furby 1978). The last stage with the elderly there is a tendency

to store possessions which convey good meanings and memories by passing on possessions which have some worth to them such as trophies, photos, newspapers or gifts from loved ones (Belk 1988). The idea behind the collection of these is to pass down knowledge, history and rituals where rituals for example are seen as important times for renewing and redefining enduring relationships (Cheal 1987a; 1988).

From these stages in the functions of human possessions it is possible to see the link to the roles and motivations for gift-giving (Otnes, Lowrey and Kim 1993). It is possible to extend this to consider the ideology that gift-giving to children may occur to develop the long-term relationship in the subconscious hope that some form of return will occur from the child to adult, in effect building and shaping that child's identity through the gifting act.

#### 3.9.4 Gift-giving times to children - Christmas and birthdays

More often than not the first gift-giver is the mother or "caregiver who produces the first sentiments of ownership" (Belk 1988 p. 146) by giving gifts, a point highlighted in the stages of the human development of possessions in section 3.9.3. However, there are many occasions when gifts are given to children which having been shown in table 3.1 as life cycle, calendrical, reward, rites of passage and special occasions. Two of the most common calendrical events for children are Christmas and Birthdays (Arnould, Price and Zinkhan 2002; Mintel 2010). For children these times convey special meanings and these times are often highlighted as being outwith the norms of consumption.

Next to Christmas Lowes, Tuner and Wills (1968) identified that birthdays were the second most popular 'gift-giving' occasion, with children as the most popular recipients. There is some difference between the occasions though where Christmas has a religious backdrop (Caplow 1954) with a strong suggestion that for some consumers, particularly in the Western world, it has changed into a materialistic consumption hedonic event (Belk 1989; Tynan and McKechnie 2009). Whereas the birthday occasion confirms an annual celebration of age, with rites of passage occurring at certain ages i.e. 1, 18 and 21.

Secondly the giver at both the occasions is different to children under a certain age. Christmas 'givers' have the ability to take the guise of Santa, who was highlighted by Meerloo (1960) as representative of the good, whilst Caplow (1982) extended this and noted that Santa Claus epitomises generosity and insists it is a positive virtue to be

emulated albeit a 'symbolic god' of materialism. Santa may be used as a bribe to encourage good behaviour by the adult who may not give overtly. Thus the relationship between children and parents at Christmas may be developed with Santa being the main 'donor'. In doing this Santa potentially acts as the 'third party' which lowers the risk, the impact on relationships, strengthens gift traditions and compounds the socialisation of the gift exchange (Lowrey, Otnes and Ruth 2004). To a certain extent this may bring benefits to the adult-child dyad (Caplow 1984). When giving to children at birthday times adults do not have the guise of Santa to hide behind and may feel under more pressure to get gifting right at this time.

As noted Christmas gifts are 'value expressive', serving diverse purposes and possibly the same applies to birthday gifts. DeVere, Scott and Shulby (1983) identified that birthday presents should be innovative, imaginative and spontaneous. Driven by the lack of research on birthdays and from the Israeli research (Haskina 1941; Handleman and Handleman 1991; Otnes, Kim and Lowrey 1994) in existence which focused on the ritualization and gender issues of children's birthday parties. Haskina (1941) and Handleman and Handleman (1991) highlighted that women complete most of the buying and their gift purchasing is gender stereotyped. This suggests there may be similar approaches for consumers purchasing habits at Christmas and at birthday times. These times also act as a ritual instruction manual to younger family members (Rook 1985) which in turn could impact on children's future consumption behaviour, their social development (Banks 1978) and their learning processes (Parsons and Ballantine 2008). However, whilst a considerable amount of research has been conducted on gift-giving, very little has focused on gift-giving to children at Christmas and birthday times (Parsons and Ballantine 2008)

#### 3.9.4.1. Toys as popular gifts to children

Toys have been identified as the most popular item given by adults at Christmas (Lowes, Turner and Wills 1968; Caron and Ward 1975; Caplow 1982). Lowes, Turner and Wills (1968) noted toys as a popular gift from their NOP research, whilst Caron and Ward's (1975) examination of gift decisions from 360 children's requests to mothers and 670 letters to Santa found that toys were the most requested gift regardless of age or class. Caplow's (1982) qualitative research identified toys as the second most common gift given to children with female adults giving 84 gifts but only getting 61 in return. This is noted as disproportionate in relation to giving (Caplow 1982) but Caplow (1982) highlighted that

this is not uncommon as in the gifting circle (kin networks) as he identified that 3 times as many gifts are gifted down one generation rather than up. The role of children in gifting is passive and they received most of the gifts with Christmas being seen as largely for their benefit. Finally the expectation of children gifting back to adults was not found (Caplow 1982). However with societal views changing and kin networks being eroded nowadays, these things may have changed.

Toys are therefore seen as material objects which could “convey a sense of worth to the child” (Belk 1988 p. 147), seen as possessions by children but also used to pass on messages and teach the children as they grow older (Caplow 1984). The toy gifting and purchasing can also be classified into structural occasions associated with rites of progression i.e. gifting at calendrical special occasions such as Christmas and birthdays (Arnould, Price and Zinkhan 2002). With toys being given as gifts this could be seen as “a language that employs objects instead of words as its lexical elements” which “begins to be learned in early childhood and is used with increasing assurance as the individual matures and acquires social understanding” (Caplow 1984 p. 1320). In applying toys to Belk’s (1988) stages of development table 3.10b outlines the relevant points.

Table 3.10b The development of the stages of the functions of human possessions

Stages of development	Toys as gifts
The infant cannot distinguish itself from the environment including its mother	Toys used to stimulate development at a basic level. Mothers as a primary caregiver may focus more specifically on what toys are correct to have for child development
The infant distinguishes itself from others	Toys may be bought for educational/learning/socialisation purposes formative development. Often toys (as possessions) are used by parent to engender or correct behaviour.
Possessions, or consumption objects, help adolescents manage their identity	Toys used or gathered by children to formulate their identity. Often given by adults to help shape that identity. Although it is noted as adolescents branded toys are often used at an early age to manage identity.
Possessions help the old achieve a sense of continuation and preparation for death	Toys may be bought and given for nostalgic reasons and passed down from the old to the young to ensure certain rituals are maintained. I.e. books once read as a child, toys such as space hoppers bought again as it hands down possessions.

Adapted from Belk, 1988. Possessions and the extended self. *Journal of Consumer Research*, 15(September), pp. 139- 168.

However this research did not identify the role the giver could be taking. As previously pointed out, the role of a parent/adult gift-giver may be seen as an educator or socialiser while the role of a parent/adult gift-giver, traditionally taking a back seat, may be seen as a compensatory one for not spending enough time with the children. This gives rise again to the question of what type of gift-giver parents are when giving toys to their children.

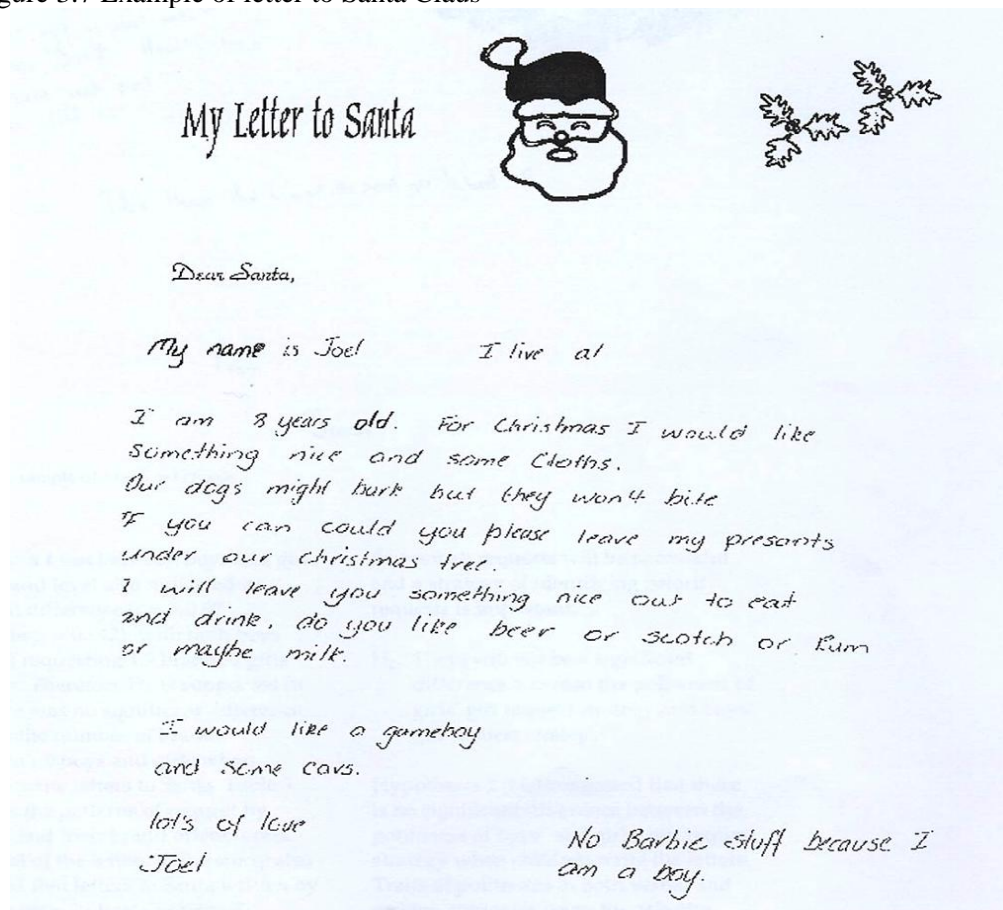
#### 3.9.4.2. Gender in gift-giving to children

Gift buying is highly gendered both in terms of the giver and the type of gift given to a specific gender (Chodorow 1978; Sherry and McGrath 1989; Fischer and Arnold 1990; Rucker, Freitas and Kangas 1991; Caplow 1992; Otnes, Lowrey and Kim 1993; Hill and Romm 1996). For Christmas gifts, Chodorow (1978) identified the division of labour was in favour of women buying the gifts with Caplow (1992) concurring as women do most of the shopping, whilst men tend to fund the gift buying. This is supported by Hill and Romm (1996) who stressed the role of the mother as a major gift-giver, which compounds Mead's (1934) research on the socialisation role of mothers. Cheal (1987a) also added upon considering demographics such as gender and age that gifts were attuned to the individual.

In terms of gender related toys many authors have conducted research on this front (Rabban 1950; Maccoby and Jacklin 1974; Liss 1981; Richardson and Simpson 1982; Downs 1983; Bradbard 1985; Robinson and Morris 1986). Richardson and Simpson's (1982) analysis of 750 letters to Santa Claus identified that boys requested slightly more toys than girls, girls did not ask for such a wide range of gifts and more girls than boys asked for same gender typed i.e. more domestic or stereotyped toys. Downs (1983) similar examination found children requested more gender appropriate toys to gender neutral toys, which was consistent with Maccoby and Jacklin's (1974) previous research although validity was an issue. Bradbard (1985) also noted that at Christmas boys received more spatial, temporal toys and vehicles and girls received more domestic items and Robinson and Morris's (1986) research identified, via a toy inventory, that not one boy received a cross gendered toy whereas a third of the girls received a cross gendered toy. This identified that children are quite gender typed in relation to their toy requests by school age, which is consistent with numerous studies conducted previously such as that of Liss (1981) and Rabban (1950).

O’Cass and Clarke (2007) took a different tack on gender in examining requests for branded toys at Christmas, via letters to Santa. They identified that children could use product attributes to evaluate, generate preferences for brands and could evaluate brand value (Macklin 1994; Hite and Hite 1995; O’Cass and Clarke 2007). Four hypotheses were identified and through O’Cass and Clarke’s (2007) analysis of letters (example in figure 3.7) to Santa Claus they found from the 422 responses that 44.8 % of the presents requested were branded requests and that the girls requested more gifts than boys. Pine and Nash (2002) had previously adopted this method to identify the impact TV adverts had on children’s requests for branded toys. They identified that those who watched TV adverts requested more toys and were more focused on brands. Their research was primarily discussed briefly in chapter 2 in relation to researching with children which is the main focus of that chapter.

Figure 3.7 Example of letter to Santa Claus



O’Cass and Clarke 2007. Dear Santa, do you have my brand? A study of the brand requests, awareness and request styles at Christmas time. *Journal of Consumer Behaviour*, 2(1), p. 44.

This section has highlighted the consumer socialisation process inclusive of social and cognitive development in relation to consumer behaviour development. It has furthered this discussion by highlighting some relevant information on communication agents and the role of parents before highlighting children's development from the perspective of gift-giving impacting upon their socialisation and future gift-giving practices. It has discussed gift-giving motivations in the context of the extension of the self prior to mentioning two popular gift-giving times to children and the gender implications. The following section seeks to contextualise the research with toys as the gift object.

### 3.10 Toys and the toy market

So far this review has provided a comprehensive approach in defining what gifts are, considered gift-giving and discussed many of the models and concepts associated with gift-giving. Following this there has been discussion on the concepts of socialisation, child development and adults' gift giving. With toys having been chosen as a popular gift for adults to give to children this section examines toys and the toy market to contextualise the issues of gift giving and to finalise the hypotheses development. It begins with a description of the toys and the toy market before conceptualising the research topic. It has to be borne in mind though the contextual research was conducted in line within the research timeframe as part of the justification in research gaps placing it in the early 2010s.

#### 3.10.1 Toys

The 2006 Mintel report defines toys as "children's toys manufactured and imported by firms specialising in toys either sold through specialist toy retailers, toy departments, mixed merchandise stores including department stores, catalogue showrooms, mail order houses and other retailers including supermarkets, market stalls and new media points of sale" (Mintel 2006 p. 5).

Historically the toy market has changed over the years with toys tending to develop in line with the economy, the industrial revolution (materials availability), historical events and consumerism (Table 3.11). A number of these toys were developed and manufactured in the UK by well known names and companies such as; Hornby, Chad Valley, Feeny Bros, English Novelty Company, Nunn and Smeed, Meccano, Merrythought and Brittain's Petite (Brittain brothers) (Brown 1996).



Business has been impacted upon by many events such as import and export barriers and the Second World War, where the “commercial sector itself responded vigorously to the opportunities provided by the war” (Brown 1996 p. 83). However, the invasion of the USA toy retailers (Fisher Price, Knickerbocker, Mattel and Palitoy (Brown 1996), the growth of other retailers, such as supermarkets, stocking toys and the inevitable shift in manufacturing to the Far East have left the sector as it is today. This mirrors similar changes identified in other UK retail sectors such as that of fashion manufacturing and the consolidation of the UK grocery market, making it a highly competitive marketplace.

Table 3.11 UK Toy developments in the 1900s - to now

Year	Type of Toy – being developed	Comment
1900s - 1910	Trains, Dolls, Hobby Horses, Board Games not withstanding all of the traditional parlour games. Teddy Bears were the most fashionable 1902	Related to the type of transport around. In the case of Teddy Bears to a person who would be noted in history
1920	Toy trains progressed from pulling to clockwork to electric	Decline in toy making during First World War, but development such as electricity brought new type of toys
1930 1940	Board games such as Monopoly	Invention of the radio providing the people with information
1950	Cars (Matchbox), vans, plastic dolls and outdoor toys such as Frisbees, skipping ropes, hula hoops.	Cars were starting to change and the toy ones developed simulating the real with adverts on the side. Plastic was invented and dolls were made to reflect historical event such as Queen Elizabeth II’s accession to the throne
1960	Building toys, Meccano, Lego, fashion dolls, space toys	Relating to the UK house building programme post war, the Swinging Sixties and the first landing on the moon
1970	Film and TV character toys, (Dr Who, Star Wars)	TV taking a hold, cinema popular as leisure activities develop
1980, 1990s	Puzzles, Computer Games, Nintendo’s	Start of the introduction of computers as an accessible “toy”
2000 beyond	Baby toys – revival of some old fashioned ones but remarketed to extend the TV characters, e.g. stacking blocks from Balamory. In addition to the introduction of electronic and computerised toys, some old fashioned toys are being revived	More “educational toys” are being developed. Revivals tend to be cyclical, such as Thunderbirds, parents buying toys that they themselves once enjoyed, for their children.

Adapted from Khanduri 2002 *Toys What Was it Like in the Past ?* Oxford, Heinemann Library

### 3.10.2 Toy market data

The toys sales in 2003 were £2.15 billion, an increase of nearly 5% on 2002, (Mintel 2004), with a moderate decline in 2008 to £2.18 billion and 2009 to £2.06 billion Mintel (2010). This can be accredited to mass discounting following the ‘death’ of F.W. Woolworth’s and the UK recession. This trend has been reversed again into 2011 and beyond with the increase in the under 10 population providing a boost into the 2010s.

For consumers the average annual spend per child on toys is just under £50 (Datamonitor 2010), with the preschool market being one of the most buoyant of late, holding steady since 2001. Spend alters according to the age of the child with the figure spent on younger children being less than that spent on older children where, on reaching the age of 9, spend is around £200 plus. Toy types tend to change at this age with the purchase of more electrical ‘toy’ items (Datamonitor 2010). Argos is the UK’s most popular toys and games retailer for purchases in a market within a number of key players.

### 3.10.3 Toys and consumer behaviour

Mintel (2004) suggests key attitudes to purchasing gifts are that distress purchasing is widespread, self-gifting is common and that in receiving gifts, money as a gift is preferred as children get older and gathering advance information is common to avoid unwanted gifts. Five types of consumer groups are mentioned: square eyes (TV adverts and programmes dictate toy choice), activity unaware (buy toys which do not stimulate children), busy bees (buying toys to keep children busy all the time), easily influenced (other people, pester power and mass media will drive consumers toy choice) and educational enthusiasts (buy toys for educational purposes). It was also suggested that gender, age and socio grouping have an impact on purchases made (Mintel 2004). This was highlighted previously by the likes of Slama and Tashchian (1985); Laroche, Saad, Cleveland, Browne (2000). Consumers with older children tend to buy fewer toys than those with younger children and there is a difference between Christmas and birthday toy purchasing.

There is a mix of planned purchasing for toys, some guided by asking what the child wants and some impulse buying occurring when in store or when something appeals to the buyer. Mintel (2010) suggests that more than 25% of adults are impulse shoppers and will make a decision when they get to the shop, leaving a large number planning purchases. Catalogues

are still an important source of information for one in four consumers and three in ten browse and get information from the internet (Mintel 2010).

#### 3.10.3.1 Christmas and birthdays

The 2010 Mintel reports highlights Christmas and birthdays as the dominant toy gift buying occasion with “87% of adults buying Christmas gifts and 84% of adults buying at least one birthday present a year (Mintel 2010 p. 92). A third of adults buy presents for eleven birthdays a year with those in the AB (37%) group being the most active purchasers. Women tend to buy for about ten birthdays a year, as with the presence of younger children birthday gift purchasing increases as more birthday parties are attended.

#### 3.10.3.2. Gender

Mintel (2006) classified women as the typical toy purchaser a point highlighted previously by Mead (1934) Chodorow (1978) Bernard (1981) Cheal (1987) Caplow (1992) Hill and Romm (1996) Fisher and Arnold (1990) in terms of gift-giving to children but without toys noted. They are more impulsive and are significantly “more inclined than men to buy ‘let’s pretend’ toys, collectables/swap cards and also arts and crafts products” (Mintel 2004), with this pattern being more evident in families with young children. By buying more toys than males, women are more likely to use the Argos catalogue as a source of information on toys. On the other hand males are more specific in their purchasing and will buy electronic, educational and construction toys (Mintel 2006; 2010). They are more comfortable purchasing toys for boys and prefer buying ones similar to those they had themselves (Mintel 2006).

#### 3.10.3.3 Age

Core toy shoppers are made up of 25-44 year olds, with 35-44 year olds buying more games and puzzles. Those aged between 20-24 year old are more likely to be impulse shoppers, whilst retirees and those aged over 55 like to find out from parents or carers what children want. Browsing on the internet is common among the under 45 year olds, with those aged 35-44 being more likely to buy from the internet.

#### 3.10.3.4. Social Standing

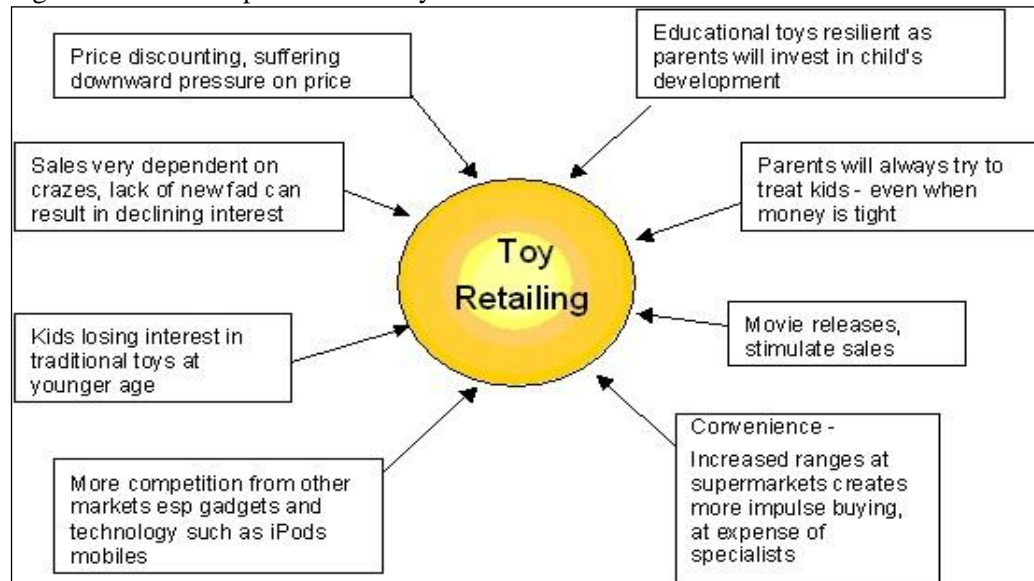
On a sliding social scale women tend to purchase educational toys if they are in socio group A, whilst at the other end of the spectrum, social group E, they are more likely to

purchase in the ‘easily influenced category’. ‘The AB’s also appear to be more attuned to toys that inspire imagination and creativity such as dressing up, let’s pretend and craft toys’ Mintel 2006, p. 92 but they also likely to ask parents or carers what their children want as are the ABC1 social group. Browsing the internet is a popular source of toy information among the affluent ABC1s Mintel (2010).

### 3.10.3.5 Pressures on the future UK toy market

The future for the UK toy market is challenging with the following external factors impacting on it (figure 3.8) meaning that, for the toy retailers, getting the consumers to purchase becomes more difficult.

Figure 3.8 External pressures on toy market from Mintel research 2006



Mintel 2006 *Toy retailing*. London: Mintel.

Some of the future considerations include;

- The continuing UK recession with declining consumer confidence may lead to toy buying being restricted to traditional times rather than more frequent gifting
- With the growth of the gadget market more competition exists between supermarket retailers stocking toys and the growth in online purchasing,
- Price becoming more important as a selection factor than getting the gift right

### 3.11 Research aim, objectives and hypotheses

This section provides the hypotheses for the research taking into account the overarching aim which is to examine the toy gift-giving practices of adults/parents to children aged 11

and under. The age of 11 has been chosen for two reasons. Developmentally toys are normally given as popular gifts as they can be used to develop various knowledge, skills and attitudes in children, a form of socialisation. After the age of 11 requests change from children who are likely to request money or other gifts to satisfy their needs such as jewellery for girls and football match tickets for boys or more computer and electronic items (Mintel 2010; Buijzen and Valkenburg 2000).

The research objectives and concurrent hypotheses have been broken down into five themes based on the development of the literature taking into account the context of using toys as gifts bought for children at the special occasions of Christmas and birthdays. Sherry's (1983) overarching model of gestation, pre-formation and reformulation has been used as an umbrella within which to place these hypotheses in as it acts as a basic consumer behaviour model. As a reminder Parsons (2002) noted there was little exploration of why a particular gift is selected (Parsons 2002; Parsons, Ballantine and Thompson 2008). Gift value has been covered extensively by many such as Belk (1979) and Garner and Wagner (1991). Others such as Otnes, Lowrey and Kim (1993), Sherry, McGrath and Levy (1993); Komter and Vollebergh (1997) and Laroche et al. (2000a; 2000b) focused on the person for whom the gifts are bought. Much has been written on purchase behaviour concerning relationship and reciprocity issues (Belk 1979; Andrus, Silver and Johnson 1986; Wolfenbarger 1990; Belk and Coon 1991; Komter and Vollebergh 1997; Mick and Faure 1998; Beltramini 2000, Laroche et al. 2000 and Giesler 2006). Little has been conducted on gifting to children with the exception of some of the following Caron and Ward (1975), Banks (1978), Komter and Vollebergh (1997), Otnes, Lowrey and Kim (1993) and latterly Clarke and O'Cass (2007). Therefore to date a gap exists in the research on toy gifting to children.

The five themes/hypotheses development follow on from five main questions/objectives which have arisen as a result of the review which are;

- Buying practices and consumer behaviour of parental types will differ when buying toys as gifts for children.
- Parents may use various sources of information when searching for toy gifts for children
- Parents may find the rites of passage times (Christmas and birthdays) important and concerning in the process of giving toys to children

- Parents may show a propensity towards being a particular type of gifter when gifting toys to children
- Relationships may be considered as changed if parents get the toy gifts wrong for children – this could also relate to the giving time i.e. Christmas and birthdays, where Santa lowers the giving risk.

The following sub sections outline the hypotheses pulling in the threads of justification for each one whilst figuratively building up a diagram which shows the linkage between each phase. This culminates with a full diagram showing all of the hypotheses mapped on in colour (the colour code is provided in a separate figure). An additional table is provided at the end of this chapter which outlines the hypotheses in detail with the associated references which are synthesised from this chapter and chapter 4 (the methodology) where the item development for the questionnaire is detailed. The sub section begins with hypothesis one on buying practices.

### 3.11.1 Hypothesis one; Buying Practices

Research highlighted that adults gift buying behaviour was different between consumers and that in particular women/mothers may be the main gift-giver to children (Mead 1934; Chodorow 1978; Bernard 1981; Cheal 1987; Fisher and Arnold 1990; Caplow 1992; Hill and Romm; 1996; Mintel 2006) and men/fathers may take a back seat. Additionally it is suggested that mothers are more involved in the gift-giving process which leads to them being responsible for the gift exchange and ultimately the development of consumer socialisation (Gunter and Furnham 2004 observational learning - Schiffman and Kanuk 2004). Mintel (2004; 2006) and Datamonitor (2010) highlighted various demographic differences (Slama and Tashchian 1985; Laroche, Saad, Cleveland, Browne 2000) in buying practices inclusive of spend on gifts and planning for gifting. These included adults having different consumer purchase tactics for toys, with mothers planning but buying impulsively spending more, trying to buy for educational purposes and older parents buying to try and pass down values rather than worth (cognitive learning - Evans, Jamal and Foxall 2006).

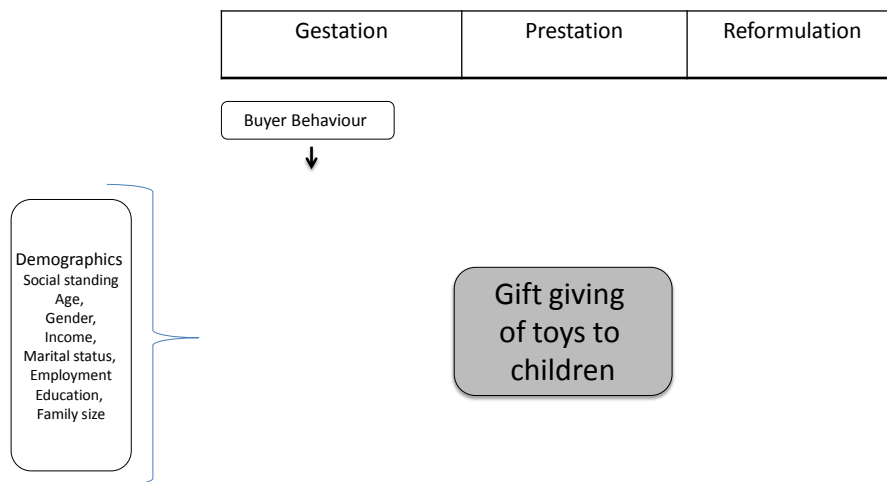
Therefore it is proposed that

H<sub>1</sub> – Parental buyer behaviour will differ when buying toys as gifts for children. This is further broken down to

- H<sub>1A</sub> - Mothers will select toy gifts for children in a planned approach for special occasions more than fathers.
- H<sub>1B</sub> - Mothers will spend more on toy gifts for special occasions than fathers.
- H<sub>1C</sub> - Older parents will spend less on toy gifts than younger parents
- H<sub>1D</sub> - The lower educated parents will spend more on toy gifts for children at special occasions
- H<sub>1E</sub> - An increase in the number of children in the household will have an impact on adult spend on toy gifts
- H<sub>1F</sub> - Older parents will start selecting toy gifts earlier for children

These hypotheses lead us to figure 3.9a of the research model – this figure will be added to as each hypothesis is discussed.

Figure 3.9a The research model for gift-giving of toys to children (H<sub>1</sub>)



### 3.11.2 Hypothesis two: Information Sources

The second research question examines the sources of information used by consumers when buying toys as gifts for children. This is based on findings from Otnes and Woodruff (1991) and Evans, Jamal and Foxall (2006) whereby three source types are highlighted. In relation to a wider proposition on search strategies it is suggested variances of use

suggested may occur dependant on consumer demography (Slama and Tashchian 1985; Laroche, Saad, Cleveland, Browne 2000). Otnes and Woodruff (1991) highlighted these sources of information as marketer, mass media and interpersonal which were further ratified to include the internet (Mintel 2006) as developments had occurred in marketing online and it was suggested that three in ten consumers browse the internet when purchasing toys.

Taking these things into consideration it is proposed that;

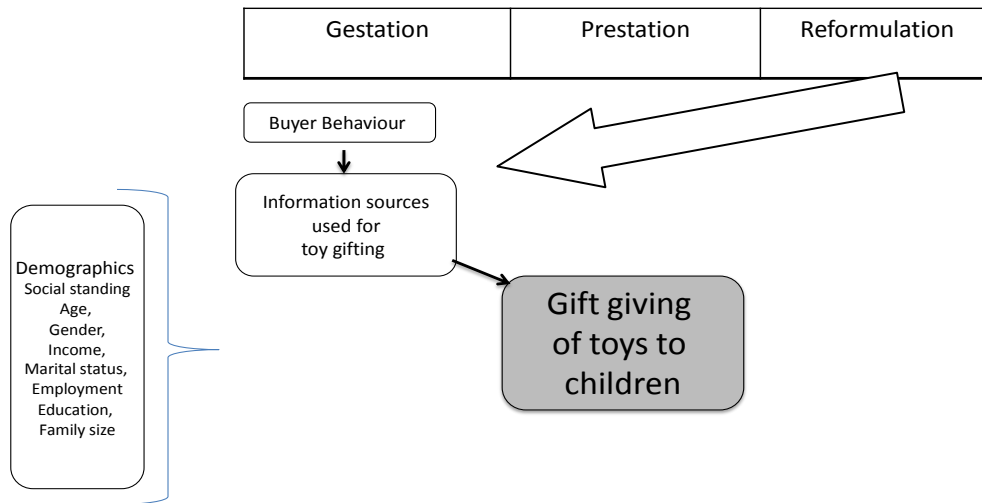
H<sub>2</sub> - The sources of information parents utilise will differ in importance when buying toys as gifts for children. This is further broken down into;

- H<sub>2A</sub> - Interpersonal sources of information will be more important to mothers than fathers when gift-giving.
- H<sub>2B</sub> - Interpersonal sources of information will be important to older parents and conversely younger parents will see marketer generated and mass media sources as being more important
- H<sub>2C</sub> - Parents with lower educational attainment will find mass media sources more important as a source of information and conversely those with higher education will find the internet more important.
- H<sub>2D</sub> - Households with more children will find mass media sources more important as a source of information
- H<sub>2E</sub> - The internet will be an important source of information for fathers and households with time compressed lifestyles

The research model has been updated to provide figure 3.9b (H<sub>2</sub>).



Figure 3.9b The research model for gift-giving of toys to children (H<sub>2</sub>)



### 3.11.3 Hypothesis three: Parental Involvement

The most popular toy gifting occasions to children are Christmas and birthdays (Mintel 2010) and these were highlighted by Parsons, Ballantine and Thompson (2008) and Clarke (2003; 2006) as being outwith everyday consumption behaviour. Previously many researchers, Cheal (1987a and b) Pieter's and Robben (1992), Cohn and Schiffman (1996), Wolfinbarger (1999) and Komter (2007) had suggested that gifting involvement for children differed for certain occasions and that the level of involvement may be considered as high due to the paramount need of pleasing children. Therefore it was thought that adults /parents would have different perceptions about the importance of and whether or not they were concerned about purchasing gifts at these times. These may alter due to certain demographics (Mintel 2006; Fischer and Arnold 1990; Cheal 1987a; Chodorow 1978; Mead 1934; Sherry and McGrath 1989; Fischer and Arnold 1990; Rucker, Freitas and Kangas 1991 and Otnes, Lowrey and Kim 1993).

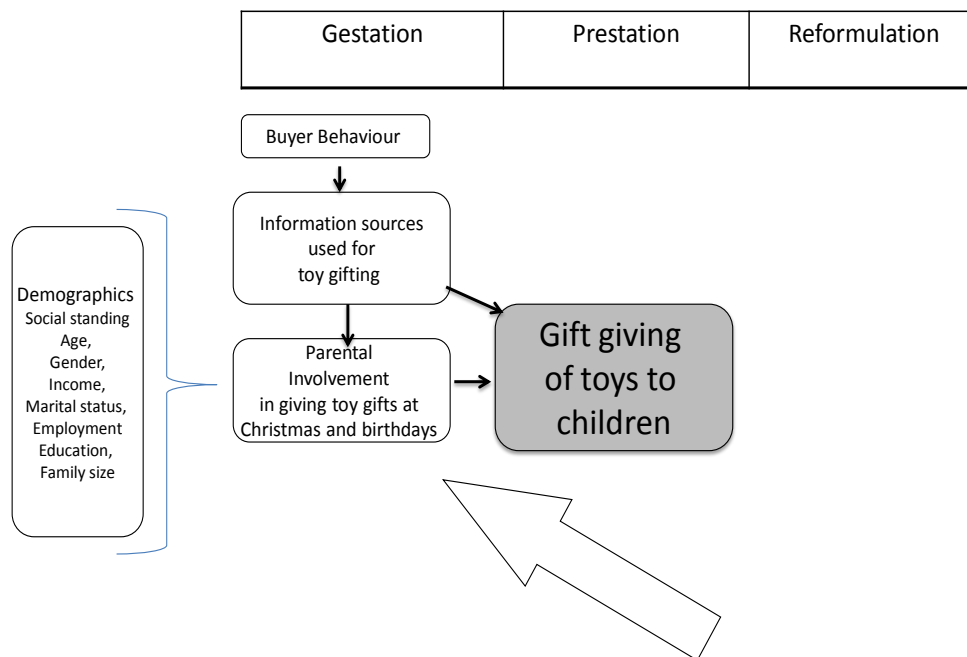
Therefore the following hypotheses are proposed;

H<sub>3</sub> - Parents will have different perceptions when buying toy gifts for birthdays and Christmas in relation to its importance and concerns. This is further broken down into;

- H<sub>3A</sub> - Mothers will be more concerned and regard buying toys as gifts as being more important than fathers when buying for their children at special occasions.
- H<sub>3B</sub> - Older parents will be less concerned and think it less important when buying toys as gifts for their children at special occasions.
- H<sub>3C</sub> - Households with higher numbers of children and a higher social standing will find buying toys as gifts less concerning and less important at special occasions.

The research model has been updated to provide figure 3.9c (H<sub>3</sub>).

Figure 3.9c The research model for gift-giving of toys to children (H<sub>3</sub>)



#### 3.11.4 Hypothesis four: Motivations for gifting

The fourth question realised examines the role consumers play in gift-gifting of toys to children. It was highlighted by many authors (Chodorow 1978; Belk 1979; Sherry and McGrath 1989; Fischer and Arnold 1990; Otnes and Woodruff 1991; Belk and Coon 1993; Otnes, Lowrey and Kim 1993 1994 and Mintel 2010) that givers selection categories vary depending on who they are buying for. Additionally, when examining role motivations gender and other factors were deemed to play a part in differentiating the roles (Mead

1934; Cheal 1987a; Belk 1979; Chodorow 1978; Fischer and Arnold 1990; Belk and Coon 1993; Otnes, Lowrey and Kim 1993; 1994; Mintel 2010) with mothers taking the lead role in gifting, development and socialisation of children.

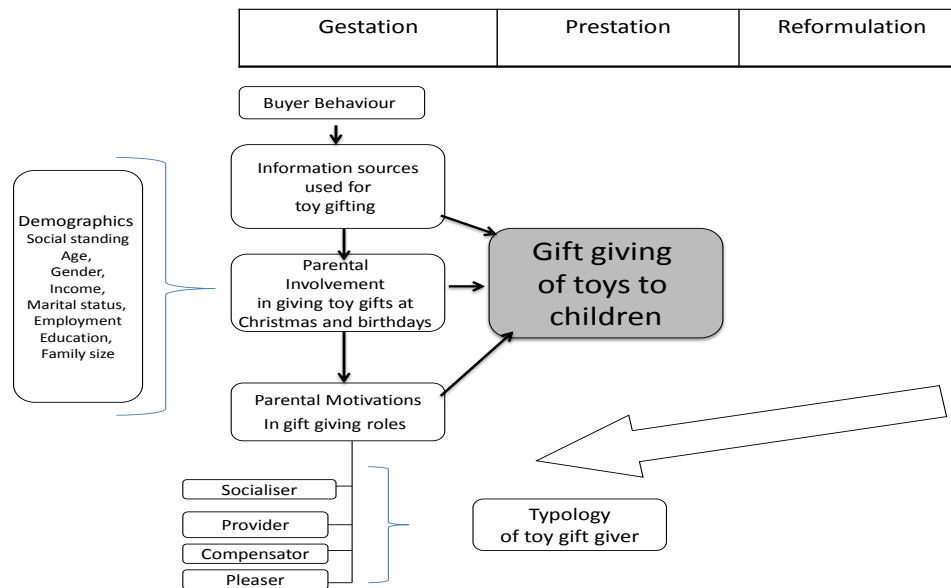
With four roles/motivations already created by Otnes, Lowrey and Kim (1993) of which four from six related to the giving to easy recipients i.e. children, it did not examine the roles of adults in gifting of toys to children. It could be suggested that mothers would interpret their role as being that of an educator, whilst absent fathers, may assume the role of a guilt giver/compensator. Taking other demographic lifestyle factors such as those noted by Newman and Staelin (1972) Newman (1977) Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000) into account the following is proposed;

H<sub>4</sub> - Parents would have different feelings/motivations towards gift-giving of toys to children. This is further developed as;

- H<sub>4A</sub> - Mothers would be more positive in gift-giving than fathers.
- H<sub>4B</sub> - Older parents would be more likely to try and impart values and knowledge through gift-giving of toys
- H<sub>4C</sub> - Fathers would feel guiltier about toy gifting to children
- H<sub>4D</sub> - Single parents would feel more inclined to compensate in gift-giving of toys for being a lone parent.
- H<sub>4E</sub> - Parents with better education and higher income would be motivated towards giving more sensibly
- H<sub>4F</sub> - Parents with a higher social standing would take a more pragmatic role in their toy gifting whilst those in lower social standing would be more laissez-faire
- H<sub>4G</sub> - Parents with 'nuclear families' will be more 'diplomatic' in gift-giving

The research model has been updated to provide figure 3.9d (H<sub>4</sub>).

Figure 3.9d The research model for gift-giving of toys to children (H<sub>4</sub>)



### 3.11.5 Hypothesis five: Relationship Impacts

The final set of hypotheses relates to the relationship impacts when gift-giving. Research identified human relationships, making bonds and shaping identity as important in the gift-giving event (Sherry 1983; Belk 1996; Ruth, Otnes and Brunel 1999; Wooten 2000 and Roster 2006). Others such as Komter (2007) pointed out that the needs for gifting centre on love, power, psychological needs and self-interest. It may be that gifting from adults to children may work to extend the adult's development of the child towards storing up a return favour of some description in the future. It is then suggested that adults/parents need to ensure that the adult-child dyad bond works by making sure they get the gifting of toys correct. This would avoid disappointment (Sherry 1983; Ruth Otnes and Brunel 1999) bearing in mind risk can be lowered at Christmas with Santa in the dyad (Lowrey, Otnes and Ruth 2004). Therefore taking demographics (Mintel 2006; Schaninger and Sciglimpaglia 1981) into account it is proposed that;

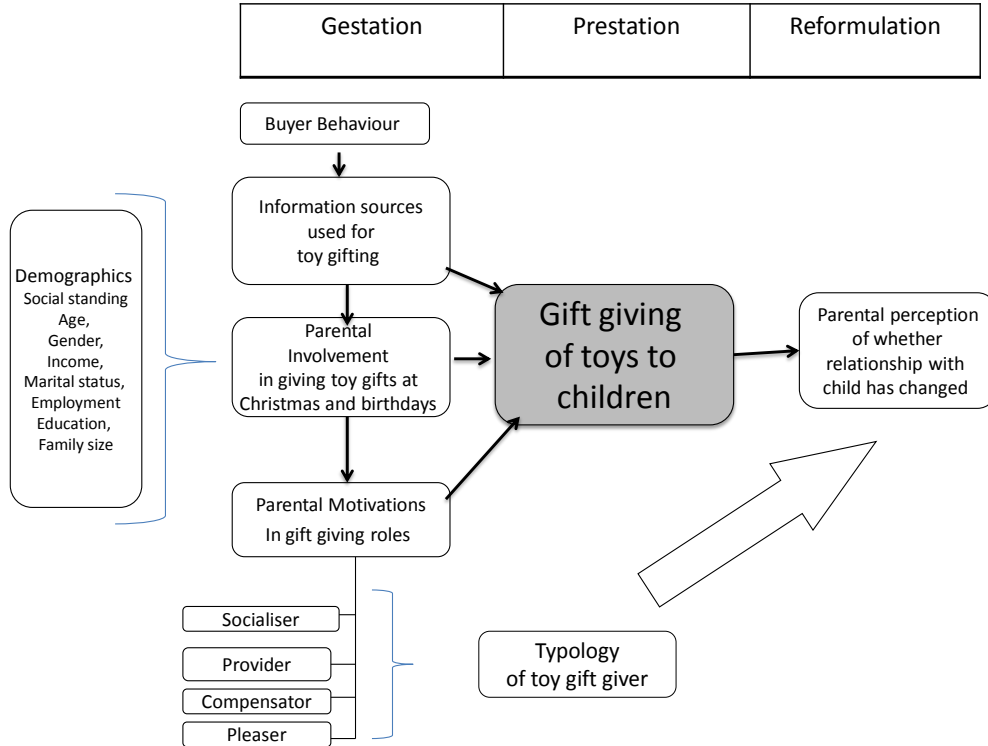
H<sub>5</sub> -Parents would feel that their gift-giving may have altered their relationship with their child. This is further divided as;

- H<sub>5A</sub>- Mothers would feel differently from fathers about the relationship impact with children when gift-giving of toys at special occasions.
- H<sub>5B</sub> - Older parents would not be upset if the toy gifted was perceived to be wrong.

- H<sub>5c</sub> - Single parents would feel more annoyed if children did not like the toy gifted.
- H<sub>5D</sub> - More educated parents would feel their relationship with their child was not affected if they got the gift wrong.

The research model has been updated to provide figure 3.9e (H<sub>5</sub>)

Figure 3.9e The research model for gift-giving of toys to children (H<sub>5</sub>)



Whatever the impact though and findings from this research, toy retailers may have to adopt different methods of engaging with customers to sustain business levels (Parsons and Ballantine 2008). As a final point before summarising this chapter the hypotheses have been represented in a diagram (figure 3.11) which is colour coded (figure 3.10) to help show the other strands of research that cut across all five questions.

Figure 3.10 colour codes for the hypotheses figure 3.11




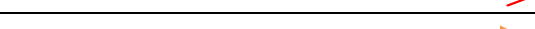
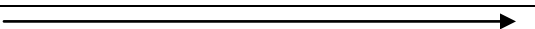


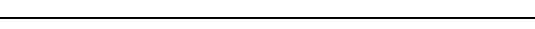
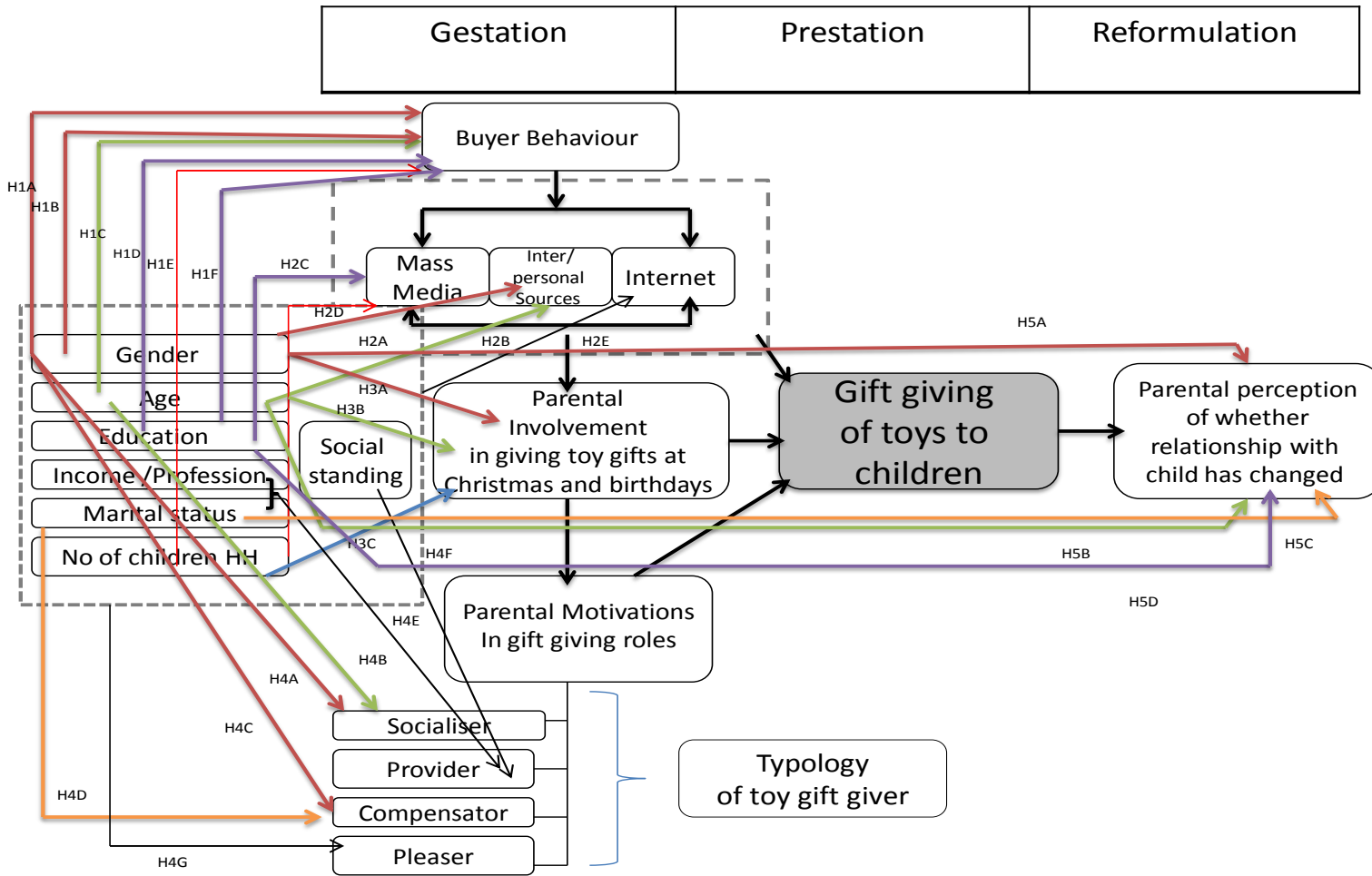
	Gender
	Age
	Education
	No of children in Household
	Marital status
	Income/Marital status
	Nuclear families
	Higher nos of children and higher social standing

Figure 3.11 The hypotheses for this thesis figuratively represented



### 3.12 Chapter summary

This chapter has outlined literature in relation to consumer behaviour within the marketing sphere, gift-giving and consumer socialisation and the giving of toys to children. Consumer behaviour is highlighted within the marketing field of study giving both a definition of consumer behaviour and an outline of some of its historical development as a topic for research. Appropriate schools of thought are considered such as that of behaviourist, Gestalt, black box learning and attitudes prior to highlighting a number of consumer behaviour models which have been used in research. The paradigm broadening period of 1975-2000 is discussed where the move towards marketing orientation occurred as consumers were seen as integral to the business. Notwithstanding this CCT (Arnould and Thompson 2005) is mentioned as a prominent sphere of research incorporating some of the works of gift-giving highlighted in the next stage of the review.

Turning to gift-giving the literature highlights the gift as being more than an object but something which can convey many meanings such as a ritual or a method of exchange in the cultural or moral economy. The act of gift-giving occurs at many occasions in the calendar of giving and many gifts are now given throughout the year to friends and families. In terms of academic research the literature points to the act of gift-giving as being a complex exchange but an important part of human interaction (Belk 1979; 1981 Banks 1979; Sherry 1983; Belk and Coon 1993; Fischer and Arnold 1990 and Otnes, Lowrey and Kim 1993). The main concepts of gift-giving are reviewed in the chapter and in a brief précis of the considered gift-giving authors the following paragraphs mention some of those cited.

Banks (1979) produced an interactive paradigm gift-giving model examining four stages of continuum between gift-givers and recipients. At the same time Belk (1979) examined the four functions of gift-giving and latterly Sherry (1983) highlighted the three stage model, considering gestation, prestatation and reformulation, disputing Banks' (1979) work. The basic concepts and models of the gift exchange, whilst discussed in the review, are not tested as such in this thesis but the conceptual underpinnings are taken into account by considering the consumer stages in the act of gift-gifting of Sherry (1993) i.e. gestation, prestatation and reformulation.

During the 80s and 90s the next group of models introduced some new concepts. Sherry and McGrath (1989) introduced institutional considerations, bringing gifting into the retail



setting, whilst Fischer and Arnold (1990) considered gender roles as having an impact on gifting at Christmas. Otnes and Woodruff (1991) discussed the search strategies involved in sourcing and selecting gifts. In particular this research considers Otnes and Woodruff's (1991) 'sources of information' part of their model in searching for a gift. A source missing from their research was the internet, whereas in the present day this is included due to the vast array of 'web information' consumers can 'tap into' for toy gift ideas (Mintel 2010). Belk and Coon's (1993) research examined the emergent models of gift exchange whereas Otnes, Lowrey and Kim (1993) considered the fact that there are both easy and difficult recipients to gift to, with children falling into the easier category. Four of their six motivation roles apply to parents giving to children: provider, compensator and socialiser, roles which parents may adopt when gifting. This forms one of the main foci in this research as little work has been done to examine the role consumers, or in this case, parents have when gifting to children and any differences in relation to demographic factors.

Bonds and relationships are also highlighted from the 1990s and 2000s where relationship impacts on gifting were examined by Ruth, Otnes and Brunel (1999) where their qualitative research produced six relational outcomes. One finding suggested there may be no effect on the giver-receiver relationship at all. Their (Ruth, Otnes and Brunel 1999) research was extended by Lowrey, Otnes and Ruth (2004), whose qualitative work included the effects of external influences on the relationship dyad. Wooten (2000) introduced anxiety in gifting, which although not the main focus, is considered a little here, by taking into account the dark side of the gift when compensatory approaches may be a key driver in gifting toys to children. Roster (2006) complimented this by highlighting there are 'moments of truth' in gift exchange and noting that poor gifting just impacts on the future exchange and not on the relationships as such. These concepts are considered in the review where this research examines whether the adults feel their relationship with a child has been impacted upon if the child does not like the toy gift given to them.

Involvement is considered in the gifting literature from the 2000s where Clarke (2003; 2006) points out that special occasion such as gifting at Christmas and birthdays to children may be a high involvement time. These are occasions where they want to get it right so as to avert any relationship issues.

Consumer behaviour is discussed as a socialisation process whereby it is highlighted that children have many influences on purchasing and that the role of communication agents is an influence, where parents via many parental styles (Becker 1964; Baumrind 1968; 1971; 1978) can play a part in this socialisation. Carlson, Grossbart and Stuenkel (1992) discussed the differences between parents where mothers develop skills and independence in children passing on the consumer knowledge, although fathers have not been as specifically targeted. Another stream of research highlights TV adverts role in the gift requests of children where research pointed to the relationship between child development and their understanding of the advert. In the UK and the case of Christmas TV adverts did impact on childrens gift requests an area which was noted as outwith the scope of this thesis.

Child development is mentioned in the next section of the review where it is detailed that childrens' socialisation and development of their attitudes occurs through cognitive (Piaget 1929; 1968 and John 1999) and sociocognitive development (Selman 1980; Moschis 1987 and Valkenburg and Cantor 2001). Age plays a part in this child development where children have no real skill in consumer behaviour in the beginning but they become more proactive as they mature (Valkenburg 2004). The link to consumer socialisation is highlighted as both the social learning and cognitive development model (Gunter and Furnham 2004) relate to consumer behaviour where learning in response to marketing techniques is noted.

The following sections of the review examine gift-giving to children from adults as the operational aspect of consumer behaviour where toys are highlighted as a popular gift. Wants and needs are discussed in respect of the models of buying behaviour such as those of Engel, Blackwell and Kollat (1978) Foxall (1990; 1993) and Palmer (2001), where the debate identifies basic buying principles are the same and consumers must be motivated to buy. The motivation already discussed in the gift-giving section is reinforced here whereby the human relationship is developed as an important aspect of the rites and consumption rituals (Rook 1985; Komter 2007; Tynan and McKechnie 2009). It extends this concept with a consideration for hedonistic and utilitarian consumption practices within the modern economy, an aspect of CCT. The actual gift-giving to children itself highlights the role of possessions as objects where children as they grow into adults have differing perceptions of material objects they have and whilst at the early ages children view possessions as objects

which are ‘theirs’ in turn and as they mature into elderly years possessions are often seen as something to pass down to the younger generations. One thing which is key is possessions are seen as an extension of ‘the self’ (Belk 1988) which shape the identity of the person.

The main gift-giving times to children of Christmas and birthdays are highlighted as are toys being one of the most popular gifts given. However the rise in wasteful consumption may be playing a part on the erosion of kin networks and the giving ritual itself but toys can be used in the educational manner and used to pass on messages to children on behaviour for example. Some toy gifting is gender related whilst the actual giving of the gift can be gender related too giving rise to different giver roles which is a concept highlighted in the hypotheses development.

The toy market and its development are discussed in the final stages of the review, highlighting the historic development of toys and the compression of the toy retailers within the UK marketplace. Sales are strong despite the UK recession with average spend around £50 increasing as children age. The Mintel (2004; 2006; 2010) reports highlight differences in consumer purchasing habits in relation to spend; purchase times and who buys with this section ending with some comments on the pressures impacting on the sector.

Finally the review culminates with the development of the aim and objectives highlighting the hypotheses for testing within the framework of five themes; buying practices information sources; parental involvement; motivations for gifting and relationship impacts within the overall demographic considerations an additional theme. A model and synthesised table (Appendix 7) are provided showing the hypotheses in more detail prior to summarising this chapter.

The following chapter (4) provides the positivist methodology for the thesis, outlining the ontology the epistemological and methodological approach and the development of the specific data gathering techniques with consideration for the five themes and the demographics.

## **Chapter 4 – Methodological rationale and design**

### 4.0 Introduction

Having discussed the background and exploratory research undertaken in order to come to decisions about the appropriate research approach for this study in chapter 2 this methods chapter focuses on the specific methodological approach taken and the research design employed. Here the philosophy, research paradigm and direction are discussed giving consideration to the author's positivist epistemology. The research techniques and direction are explained before detailing and informing the reader of the item development of the final method adopted: the questionnaire. The questionnaire distribution, sampling and administration are outlined prior to describing and discussing the techniques used for initial data analysis conducted. This chapter is concluded with a consideration of the limitations and a reminder of the ethical issues of the research design.

### 4.1 The paradigm of social research

The paradigm in research is 'a way of examining social phenomena from which particular understandings of these phenomena can be gained and explanations attempted' (Saunders, Lewis and Thornhill 2012 p. 677). Basically the paradigm is inclusive of assumptions concerning the ontology (reality being investigated), epistemology (relationship between the reality and the researcher) and methodology (consideration of families of methods) to be used in aiding the researcher in selecting the framework to answer the research question.

The following sections outline the research paradigm considering ontology (4.2), epistemology and methodology (4.3) before moving onto the method and its path (4.4).

### 4.2 Research ontology

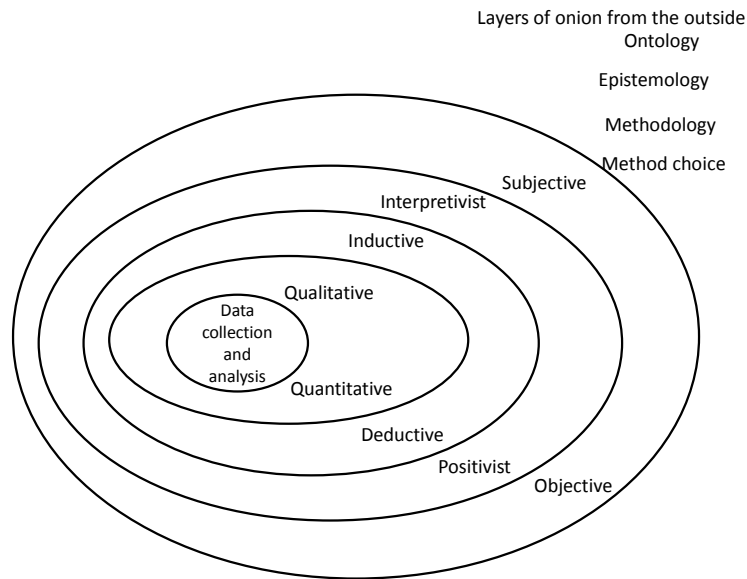
The philosophy (or ontology) of social research considers the topic via inherent assumptions about the nature of the social world and how it may be investigated (Burrell and Morgan 1979). Ontology is the "study of the essence of phenomena and the nature of their existence" (Gill, Johnson and Clark 2010 location 5894) and is primarily 'concerned with the nature of 'reality' (Saunders, Lewis and Thornhill 2012 p. 130). It considers two aspects: objectivism and subjectivism.

Objectivism is considered external (Long et al. 2000; Saunders, Lewis and Thornhill 2012) and is often 'exemplified by the experimental approach' (Robson 2011 location 3240). Here the social world exists externally and its properties should be measured with objective quantitative methods. The observer remains clearly independent from the situation and considers science to be value free with reality existing independently from the situation (Easterby-Smith, Thorpe and Lowe 1991). Researchers view this world through a 'one-way mirror' (Guba and Lincoln 1994 p. 110). In a gifting situation, the gift itself would be understood and having a neutral value and a single, fixed universal meaning.

Alternatively subjectivism 'asserts that social phenomena are created from the perceptions and consequences of social actors' (Saunders, Lewis and Thornhill 2012 p. 132), where the researcher tries to understand what is happening. Here the researcher sees the world as being socially constructed, subjective (Easterby-Smith, Thorpe and Lowe 1991) and the researcher is party to what is being observed. Reality is individually constructed (Long et al. 2000), dynamic and changing, an output of social and cognitive processes, where meaning is important (Milliken 2001) and science is driven by human interest (Easterby-Smith, Thorpe and Lowe 1991). Using the gift example here the gift is seen as an item that is socially constructed and could have different meanings for each person involved in the gifting act and these meanings could change over time.

An adapted version of Saunders, Lewis and Thornhill's (2012) research onion has been shown (Figure 4.1) to highlight the layers of the research, which starts at the ontology stage and works its way inwards covering epistemology, methodology, methods chosen before highlighting the data collection and analysis phase.

Figure 4.1 An adapted research onion showing the layers



Adapted from Saunders, Lewis and Thornhill 2012 p. 128.

### 4.3 Research epistemology and methodology

This section outlines the most common epistemological routes available, positivist and interpretivist prior to making a choice. These sit at two ends of the spectrum with a continuum in between. The continuum of research epistemologies as described by Carson et al. (2001) is reflective of the debate within management and marketing research where many definitions for interpretivist research have evolved, but here for the purposes of further discussion interpretivist is taken to mean any non-positivist research using qualitative approaches. Both epistemologies can be identified in the gift-giving literature, as highlighted in table 4.3.

#### 4.3.1 Positivism

An objective ontology assumes the researcher can distance themselves from the research therefore formalising the process lending itself to developing and testing hypotheses trying to find cause and effect. In terms of its epistemological perspective it is positivist (Carson et al. 2001) with Johnson and Duberley commenting that the ‘commitment to a neutral observational language and a correspondence theory of truth is common to all forms of positivism’ (2000 p. 36).

Positivism, developed from the work of Comte (1853), Durkheim (1858-1917) and Aiken (1956) “provides the best way of investigating human and social behaviour” (Easterby-Smith, Thorpe and Jackson 2012 p. 22). As noted the basic beliefs are that the world is external and objective, where the observer is independent and science is value free (Easterby-Smith, Thorpe and Lowe 1991).

At a methodological level, relying on hard data (Gray 2008) “quantitative or numerical research methods are often associated with the term positivism and empiricism” (Yates 2004 p. 13) where the “facts speak for themselves” (Bulmer 1982 p. 31). Additionally, it “relies on a structural, systematic and rational approach that must be independent and free of personal value of meaning” (Clarke 2005 p. 136), with its reasons for use being numerous including;

- replication of methods – naturalism
- it relies on observations of human behaviour
- its assumption that words and terms having universal and fixed meanings (Yates 2004).

It is deductive in approach, being explanatory and seeking to identify relationships between variables, i.e. cause and effect (Long et al. 2000). Its strengths lie in providing wide coverage; its use in targeting large samples; and it is fast; economical and easier to justify (Easterby-Smith, Thorpe and Jackson 2012). A further benefit in having a larger sample size allows for the generalization to a wider population and making assumptions on that basis from the hypotheses tested and supported. Gift-giving research, has almost exclusively taken an interpretivist route, with some noted exceptions of Belk (1979), Fischer and Arnold (1990) and Clarke (2003) (table 4.3) who tested for hypotheses examining their research in an explanatory, causal manner.

The downsides of this epistemology are the artificialness, inflexibility and lack of effectiveness in generating theory or attempting to understand the meaning behind findings (Easterby-Smith, Thorpe and Jackson 2012).

Table 4.1 outlines the philosophical assumptions of positivism (Easterby-Smith, Thorpe and Jackson 2012) showing that taking a positivist standpoint often leads to a quantitative research approach, as suggested by the adapted onion figure 4.1.

Table 4.1 Philosophical assumptions of positivism

Independence: the observer must be independent from what is being observed
Value-Freedom: the choice of what to study, and how to study it, can be determined by objectives criteria rather than by human beliefs and interests
Causality: the aim of the social sciences should be to identify causal explanations and fundamental laws that explain regularities in human social behaviour
Hypothesis and deduction: science proceeds through a process of hypothesizing fundamental laws and then deducting what kinds of observations will demonstrate the truth or falsity of these hypotheses
Operationalization: concepts need to be operationalized in a way which enables facts to be measured quantitatively
Reductionism: problems as a whole are better understood if they are reduced into the simplest possible elements
Generalization: in order to be able to generalize about regularities in human and social behaviour it is necessary to select sample of sufficient size, from which inferences may be drawn about the wider population
Cross-sectional analysis: such regularities can most easily be identified by making comparisons of variations across samples

Easterby-Smith, Thorpe and Jackson 2012 p. 23

#### 4.3.2 Interpretivism

As highlighted in 4.2 interpretivism operationalises a subjective ontology and as such lies at the other end of the spectrum. It considers the nature of the social world as being fluid, that this position is constantly changing and in order to understand these phenomena the details of the situation must be studied (Saunders, Lewis and Thornhill 2012). Interpretivism assumes that many people view things in different ways and those perceptions have to be taken into account as it is those experiences which shape the research, where the researcher seeks to understand the subjective reality of the respondents (Long et al. 2000). The basic belief of the approach is that reality is socially constructed (Easterby-Smith, Thorpe and Lowe 1991) and the observer affects and becomes part of what is being observed it therefore believes science is driven by human interests.

As Gray points out interpretivism holds that “any attempt to understand social reality has to be grounded in people’s experiences of that social reality” (2004 p. 21). Thus it recognises the fact that observation of experience is fundamental in its approach, where meanings are focused upon and an attempt is made to try to understand what is happening and the



construction of theories may take place (Easterby-Smith, Thorpe and Lowe 1991). This leads to theory generation rather than the testing of hypotheses as the goal is understanding and ‘depth of knowing’ rather than numerical data and generalisation or repeatability (Bonoma 1985; Stake 1995).

This is a subjective, inductive and a qualitative approach (May 2001). It examines the way people live giving focusing “on the meanings that people give to their environment” (May 2001 p. 13), using small samples researched in depth, often over time. Its strengths lie in the fact it is flexible, less artificial in terms of data collection and good for processes, meanings and theory generation providing rich data but with less breadth than positivism. Its downsides include the fact that it is time consuming to conduct and the analysis and interpretation of it can be difficult for inexperienced researchers (Easterby-Smith, Thorpe and Jackson 2012). Low credibility is given by some decision makers to research based on subjective approaches (Easterby-Smith, Thorpe and Jackson 2012).

Figure 4.1, the adapted research onion highlights the path towards the choice between qualitative and quantitative methods. As a reminder table 4.2 summarises the positivist and interpretivist paradigms, the beliefs and methods included.

Table 4.2 A summary of positivist and interpretivist paradigms

	Positivist Paradigm	Interpretivist paradigm
Basic Beliefs	The world is external and objective The observer is independent Science is value free	The world is socially constructed and subjective The observer is party to what is being observed Science is driven by human interests
The Researcher should	Focus on facts Locate causality between variables Formulate and test hypotheses (deductive approach)	Focus on meaning Try to understand what is happening Construct theories and models from the data (inductive approach)
Methods include	Operationalizing concepts so that they can be measured Using larger samples from which to generalise to the population Quantitative methods	Using multiple methods to establish different views of a phenomenon Using small samples researched in depth or over time Qualitative methods

Easterby-Smith, Thorpe and Lowe 1991

Table 4.3 Philosophical standpoints taken in the gift-giving literature studied

<b>Gift-giving Literature</b>	<b>Philosophical Standpoint</b>	<b>Interpretivist/ Positivist</b>	<b>Comments</b>
Belk 1987	Letters qualitative research i.e. Interpretivist but just a review	Interpretivist	Synthesizes a whole lot of information together not very strong is this appropriate
Banks 1979	Philosophical standpoint based on contemporary work, Reciprocity based on questions Belk's canonical analysis regression multivariate questions	Interpretivist	Interactive paradigm gift-giving as a wide area - ratifies other research to formulate a model four main underpinnings to everything – gift-giving (gg) as identity formulation, gg as a marketing context, gg as nothing really Caron and Ward.
Sherry 1983	Anthropological	Interpretivist	Proposed a typology of gift-giving based on literature reviews of others
Otnes and Woodruff 1991	Consumer employ specific info strategies whilst shopping Anthropology?	Interpretivist	Model created on Banks (1979) and Sherry (1983) Ratification of 2 models based on no research
Sherry and McGrath 1989	Ethnographic study Phenomenological Naturalistic study Processual model of Gift-giving (Sherry) Participant observation Depth interviews	Interpretivist	Longitudinal Participant observation Interviewing Gift-giving the role of women
Ruth, Otnes and Brunel 1990	Lived phenomenology of gift receipt Qualitative data collection methods Depth interviews and critical incident techniques	Interpretivist	Content analytical procedures 16 interviews Triangulation across two methods
Belk and Coon 1993	Anthropological Interpretivist Qualitative information Interviews	Interpretivist	Just looked at the literature Did not feel as though any real research had been conducted
Otnes, Lowrey and Kim 1993	Thought the role of the recipient was underplayed Interpretivist approach In depth interview with shopping trip observation (ethnography) and follow up interview (used methods of Wallendorf and Belk 1989, Bogdan and Taylor (1984) and McCracken (1988)	Interpretivist	Based on the fact that little in the way of empirical research has been conducted and social role have not been examined as much. 14 women and 1 male. Six roles emerged from this. Examining roles across a life cycle, chameleons, gender boundaries were also highlighted
Ruth, Otnes, Brunel 1999	In depth interviews on topic Qualitative ethnographic method Critical incident techniques flexible Phenomenological	Interpretivist	16 (8 males 8 females) interviews asking about when they had received a gift 34 incidents were usable CIS provided information on emotions of gift experience – triangulation Developed relational effects Limitations old experiences

Wooten 2000	Interpretivist Qualitative Constant comparative method used for analysis	Interpretivist	Critical incident surveys Semi-structured interviews Longitudinal study may be best
Joy 2001	Models of gift-giving used economic Observations used Qualitative ethnographic method Interpretivist	Interpretivist	Narratives conducted content formulations conducted
Wooten and Wood 2004	Interpretivist Qualitative to a certain degree	Interpretivist	19 Semi-structured interviews Videotaping baby showers Thank you cards Story telling Interviews
Lowrey, Otnes and Ruth 2004	Empirical, interview, shopping trip, interview and shopping trip, lack of hypothesis development Interpretivist	Interpretivist	5 informants over a ten year period (longitudinal) Relationships decline and presents decline
Roster 2006	Qualitative Interpretivist Based on literature Coding conducted	Interpretivist	Critical Incident technique Semi-structured questionnaire
Belk 1979	Empirical study on motivation applied Newcon and Heider Models to balanced configuration Indexes of gift-giving	Positivist	Examined 2 studies. One an inventory of responses to a questionnaire booklet. Canaconical analysis. Second study looked at catalogue choices, collages.
Fischer and Arnold 1990	Positivist – H 1- H 4 Structured questionnaire in homes personal interview Epistemological Questionnaire – quantitative independent variable measured. Qualitative interview conducted Interpretivist	Positivist	Gender role attitudes measured by items developed by (Scanzoni 1975; Scanzoni and Szinovacz 1980) Gender identity measured by Bem Sex Role inventory (Bem 1974) Measure of Christmas shopping behaviour Correlations identified Regression models used to differentiate between the two genders
Clarke 2003/6/8	Quantitative positivist approach, empirical Self administered survey method with a sample frame of at least one child in the family aged between 3 and eight years Response rate 17.6 %	Positivist	Questionnaire constructed from a pool generated from the literature. Analysis with Exploratory factor analysis EFA then confirmatory factor analysis CFA.

Author generated 2010 adapted 2014

#### 4.4 The methods approach and path

As discussed (chapter 2 section 2.10) the development of the field of gift-giving; the breadth versus depth of research and the author’s personal experience contributed to the decision to use positivism as most appropriate for this study. Additionally the questionnaire is the most common positivist instrument and the only one used to date in gift-giving research.

In taking a positivist perspective the researcher has to formulate and test hypotheses, focusing on facts and trying to locate causality between variables if possible (Easterby-Smith, Thorpe and Lowe 1991). Processes involve operationalizing concepts so that they can be measured from larger samples from which to generalise to the population otherwise termed quantitative methods. The methodological path which has been selected for this study is outlined in table 4.4 taking into account the implied objectivist ontology, positivist epistemology and the adapted research onion model (figure 4.1 ) of Saunders, Lewis and Thornhill (2012). It outlines the objective route suggesting a questionnaire method, with a cross sectional sample prior to data analysis and interpretation. A need exists to identify factual information on the respondents buying practices, the importance of sources of information, the importance and concerns of giving, gift-giving motivations and feelings, the relationship aspects of gifting and the demographic information. These being the key sections and gaps discussed in chapter 3.

Table 4.4 The methods path for the research

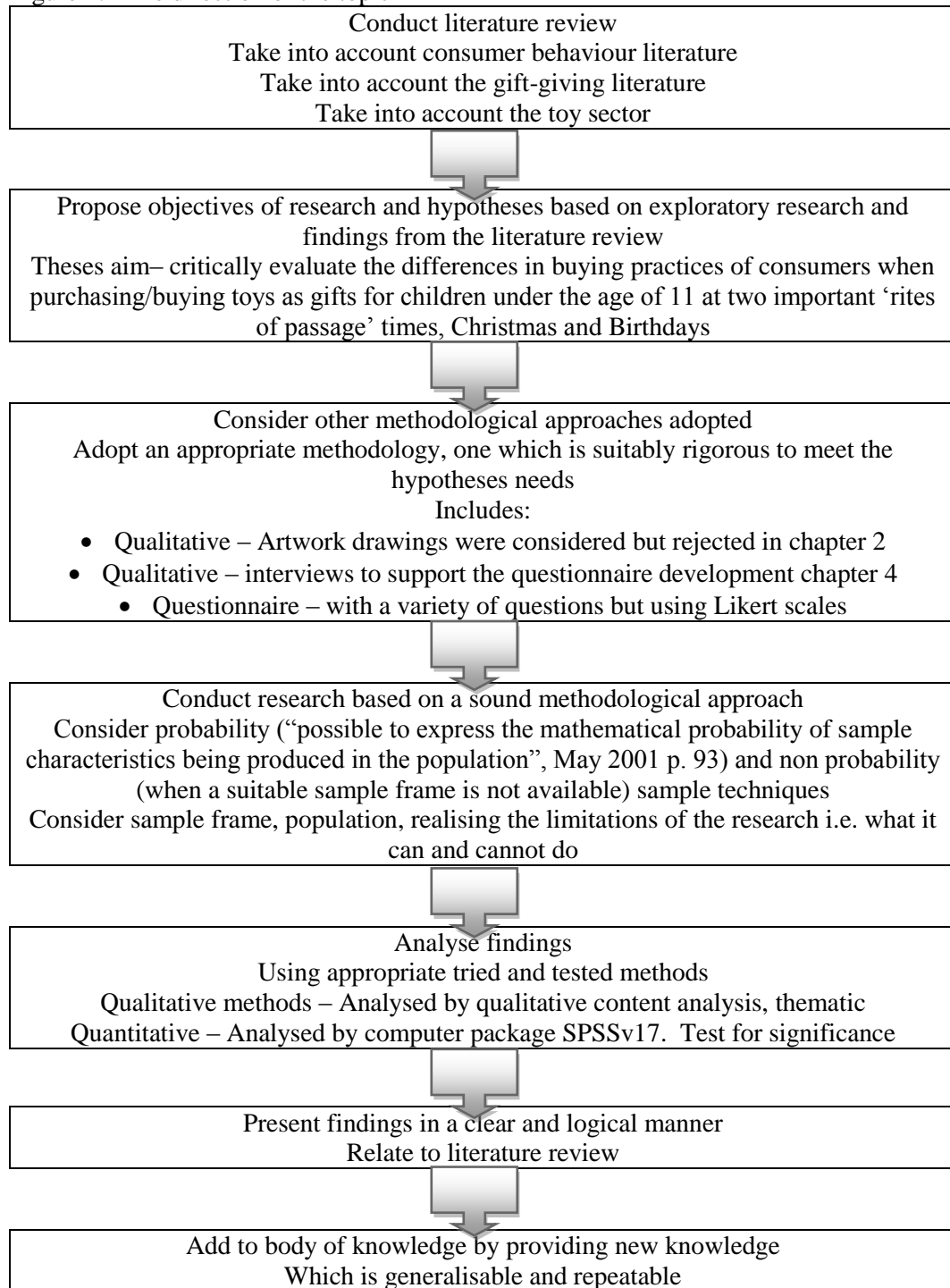
The Methods Path	
Ontology	Objective
Epistemology	Positivist Positivism - a framework in which the nature of rationality can be determined. A “focus on the meanings that people give to their environment” (May 2001 p. 14)
Methodological Approach	Quantitative and deductive letting the “facts speak for themselves” (Bulmer 1982 p. 31).
Unit of Analysis	Adults of children aged 11 and under
Method of Data Collection	Exploratory interviews to inform questionnaire development Questionnaire
Method of Data Analysis	Statistical Analysis

Author generated 2014 and adapted from May 2001; Bulmer 1982

The qualitative information required lends itself to an informative stage to test the ideas for the sections within the questionnaire. Once analysed via content analysis the

exploratory interviews will inform and support the questionnaire development. Finally the questionnaire analysis will be conducted via SPSSv 17 which is a tried and tested norm for this kind of data extrapolation. The direction of the whole topic is refreshed in figure 4.2.

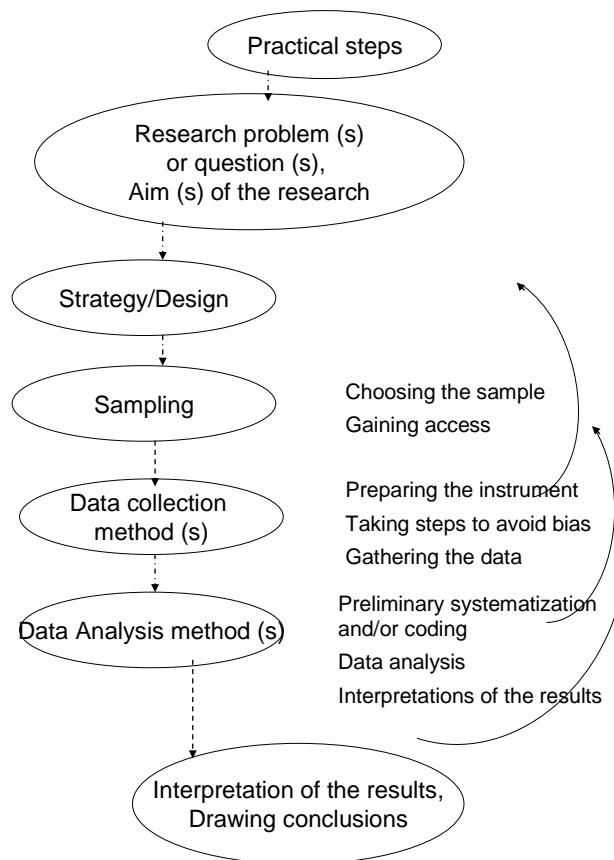
Figure 4.2 The direction of the topic



## 4.5 Research plan and design

Having highlighted the ontology, epistemology and methodological path in the previous sections the following sections concentrate on the actual research plan and design prior to outlining the development and distribution of the questionnaire. Planning the research is important to ensure that justified methods are adopted to fit the needs of the research. A research plan adapted from Niglas (2004) (figure 4.3) identifies the stages and is expanded upon in section 4.5.1.

Figure 4.3 Stages in the research plan



Adapted from Niglas 2004. The combined use of qualitative and quantitative methods in educational research. dissertation, Tallinn, Estonia: Faculty of Educational Sciences Tallinn Pedagogical University p. 12.

### 4.5.1 Stages of the plan

The initial stages of the plan included the practical steps and research problems which relate to the literature review. In chapter 3 the ratification of the literature and the subsequent development of the hypotheses for adding to the body of knowledge were

discussed. This supports the need for the research as gaps have been identified. The second stage of the plan is the design of the research including the research design itself, sampling and data collection methods. Thus it covers areas such as method choice and justification (research approach), choice of sampling technique, designing the instrument/s and consideration of data analysis.

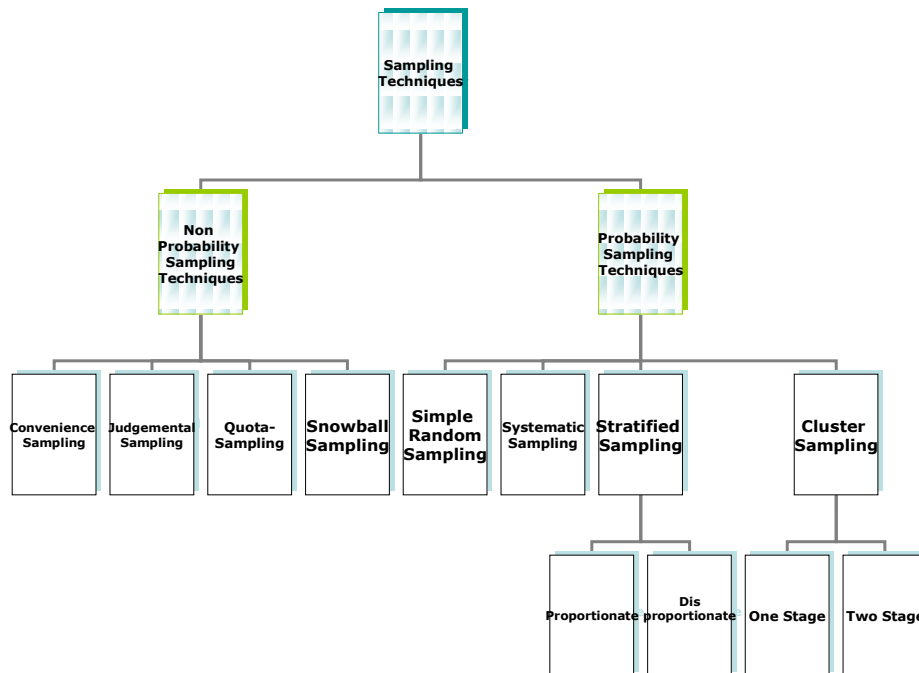
Of the three research approaches, exploratory, descriptive, and explanatory mentioned by Saunders, Lewis and Thornhill (2012), exploratory is trying to find out “what is happening; to seek new insights; to ask questions and to assess phenomena in a new light” (Robson 2002 p. 59), explanatory is more deductive in nature trying to explain relationships between variables, whilst descriptive extends a previous piece of research (Saunders, Lewis and Thornhill 2012).

Taking the points highlighted before into account, face to face interviews were selected as a suitable preliminary research method. They allow for the probing of interviewees for responses, in this case forming an informative phase in respect of the questionnaire sections identified and in developing the questionnaire, the explanatory approach. As postal questionnaires had been used before with success (Clarke 2003) and a reasonable response rate achieved and in taking into account the sample required of adults with children aged 11 and under and the researchers positivist epistemology this was the most obvious choice for the research.

Sampling relates to justifying the technique used and whether a probability or non probability approach has been taken. Non-probability techniques are sampling “designs where the likelihood of each population being included in the sample cannot be known” (Easterby-Smith, Thorpe and Jackson. 2008 p. 330) and probability techniques are the reverse i.e. the sample is known (Easterby-Smith, Thorpe and Jackson 2008). Eight sub techniques exist (figure 4.4), which have advantages and disadvantages, and these are outlined in tables 4.5 and 4.6.



Figure 4.4 Sampling techniques



Author generated

Table 4.5 Advantages and disadvantages of probability sampling

Probability Sampling	Advantages	Disadvantages
<p>Simple random sampling (SRS) Each element in population has a known and equal probability of selection (lottery technique or table of random numbers)</p>	<p>Easily understood Results can be projected to the target population</p>	<p>Often difficult to construct a sampling frame Can result in samples spread over large geographic areas Timely and costly May or may not result in a representative sample</p>
<p>Systematic sampling Select a random starting point and then pick every <math>i</math>th element in succession <math>i = N/n</math>. Each population element has known and equal probability of selection</p>	<p>If sampling frame is ordered can increase representativeness of sample. Less costly and easier than SRS. Can result in a more representative and reliable sample than SRS Can be used without knowledge of composition of sampling frame</p>	<p>If sampling frame is not ordered – does not necessarily result in representative sample</p>
<p>Stratified sampling 2 step process: population portioned into mutually and collectively exhaustive strata (e.g. sex). Elements selected from each stratum by random procedure</p>	<p>Sample elements selected probabilistically (rather than convenience or judgement) Increased precision without cost</p>	
<p>Cluster sampling Divide target population into mutually exclusive and collectively exhaustive clusters. Random sample of clusters selected For each cluster, either all elements are included in the sample (one stage cluster samplers) or a sample of elements is drawn probabilistically – (2 stage cluster sampling)</p>	<p>Increases precision. Low cost and feasible. Most cost effective probability sampling technique</p>	<p>Can result in imprecise sample (difficult to form heterogeneous elements within clusters)</p>

Author generated 2010

Table 4.6 Advantages and disadvantages of non probability sampling

Non Probability Sampling	Advantages	Disadvantages
Convenience sampling Sample elements in the right place at the right time	Least expensive Least time consuming Sample members accessible, easy to measure, co-operative	Potential source of selection bias Not representative therefore cannot generalise to any population
Judgmental sampling Purposively selected on judgement or expertise of researcher because believed they are representative of the population	Low cost Convenience Speed	Does not allow generalisations to a specific population Subjective value depends on researcher's judgement and expertise
Quota sampling 2 stage restricted judgemental sampling Quotas developed (demos)	Try to obtain representative examples Low costs Greater convenience	No assurance sample is representative Bias potentially present
Snowball sampling Initial group selected randomly Subsequent respondents based on referrals	Increased likelihood of locating the desired characteristic of the population Fairly low sampling variance Fairly low costs	Can not generalise to a wider population

Author generated 2010

The sampling method for this research took a non probability approach with a convenience and quota element. This is further discussed in section 4.11 and 4.11.1.

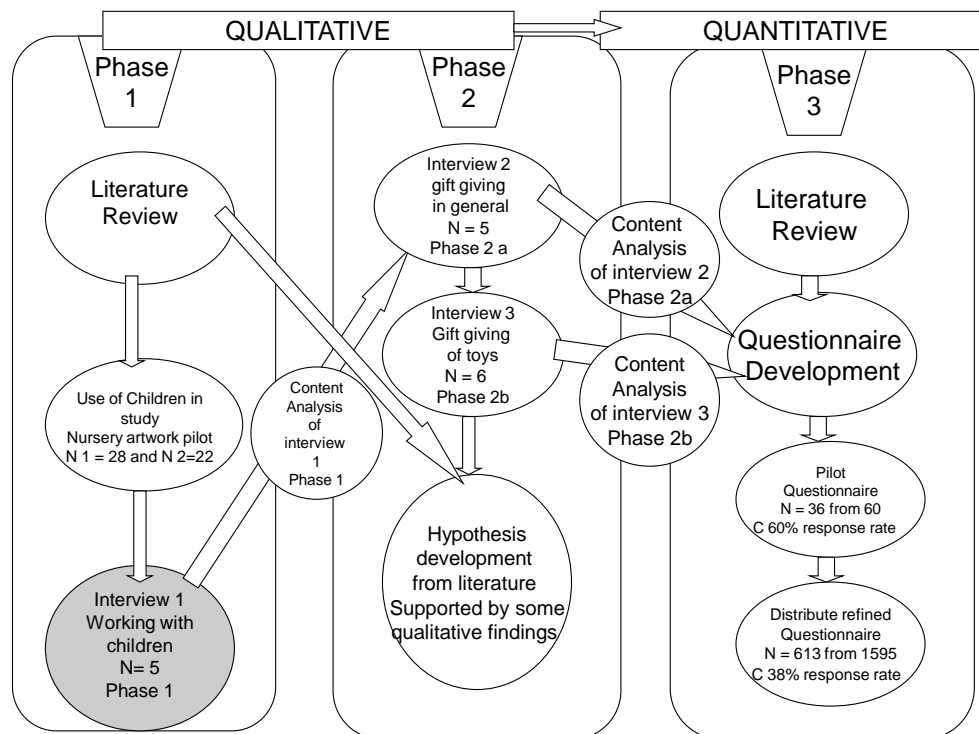
The data analysis and the interpretation of results are the last steps in the final phase of the research plan (figure 4.3). Qualitative data analysis took the form of using an inductive approach where analysis was conducted through the use of conceptualisation, in other words exploration of the interview transcripts “to see which themes or issues to follow up and concentrate on (Glaser and Strauss 1967; Schatzman and Strauss 1973; Strauss and Corbin 2008 and Yin 2003)” (Saunders, Lewis and Thornhill 2009 p. 490). For the quantitative analysis the Statistical Package for the Social Sciences v 17 (SPSS) was used in conjunction with the appropriate tests. Tests included checking frequencies, checking for parametric or non-parametric distribution, testing for significance or association between variables using Pearson Chi Square (tests for relationship), Kruskal Wallis (comparing two or more samples), Mann Whitney (testing ordinal data for two independent samples which are different), Independent T tests (testing the values of the means from two samples), Cronbach Alpha (to test reliability), Factor Analyses (to test variability) and Spearman Correlation (strength of relationships between two ranked data variables). The findings were interpreted with respect to the literature review to add

to the body of knowledge as is expected at this level and are further discussed in chapters 5, 6 and 7.

#### 4.6 The research process

As a reminder the research process has already involved an exploratory phase where artwork was conducted with children and interviews with adults to identify the issues in researching with children. A process diagram is shown in figure 4.5 identifying how the research stages build on from one another and acting as a refresher by placing the first set of interviews in the figure. This figure will be replicated throughout the rest of the chapter where relevant to highlight the stage being discussed. Numbers are included in the figure to show the number of respondents.

Figure 4.5 the actual research process

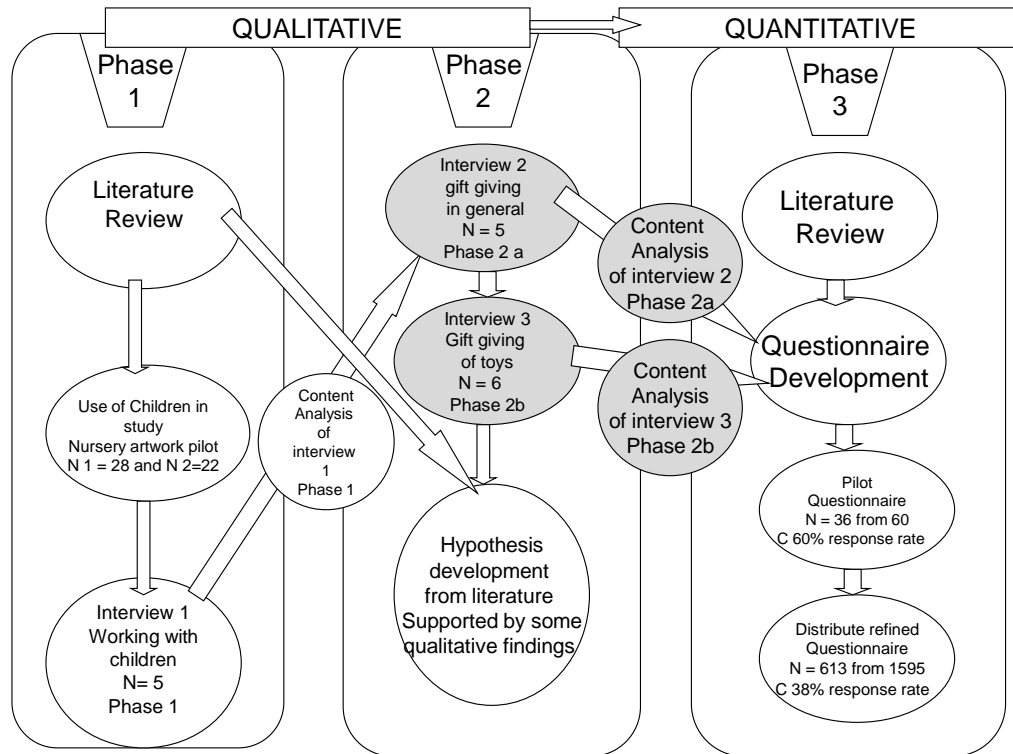


Author generated 2009, revised 2014 adapted from Clarke 2003

#### 4.7 Second qualitative research phase two interviews – gift-giving (figure 4.5 a)

The second interview phase consisted of interview numbers 2 and 3, where interview 2 examined respondent's thoughts on gift-giving in general and interview 3 focused on giving toys as gifts to children aged 11 and under. The same procedures were used for interviewee selection and interview analysis as used for interview one (chapter 2).

Figure 4.5 (a) the actual research process



Author generated 2009, revised 2014 adapted from Clarke 2003

#### 4.7.1 Interview development for interview phases 2a and 2b

The interview agenda for interview two, phase 2a and interview three, phase 2b were adapted/modified from the work of Hill and Romm (1996), Ruth, Otnes and Brunel (1999) and Pieters and Robben (1998). Hill and Romm's (1996) research, via an inductive semi-structured interview (table 4.7), examined the role of mothers as gift-givers extending Sherry's (1983) work in "which gift-giving behaviour is conceptualised as a process consisting of four elements: being; motivation, selection, presentation and reaction" Hill and Romm (1996 p. 21).

Hill and Romm's (1996) research did not mention the reformulation aspects of gift-giving, whereas Ruth, Otnes and Brunel (1999) did examine gift receipt and the reformulation of interpersonal relationships. Their conceptual framework focused on "the importance in the gift exchange" (Ruth, Otnes and Brunel 1999 p. 386), and the research revealed that "social and ritual surroundings of a gift experience can impact on

the way a gift is received and its ultimate impact on the relationship” (Ruth, Otnes and Brunel 1999 p. 399). Pieters and Robben’s (1998) evaluation of gifts received identified that the “relationship was deemed closer when an appropriate gift was received than when an inappropriate gift was received” (Pieters and Robben 1998 p. 167). They further identified that “gifts from an older, same gender person are preferred to all other reception situations” (Pieters and Robben 1998 p. 165). These themes were built into the final interview schedule (appendices 3 and 4, table 4.7).

Table 4.7 Interview agenda of Hill and Romm 1996

Gifts from mothers to children	
1	Gift-giving motivation
	Justification: Why do you buy gifts for your children? (short term versus long terms goals)
	Significance: What makes a gift important? (prestige, money, practical)
	Timing: When are gifts usually given in your family?
2	Gift-giving selection
	Involvement: Describe how you select gifts for your family? (time and effort)
	Family Influences: Does anyone else in the family influence your decisions? (bartering with children, husband power of veto, single or joint gift selection)
	Promotional Influences: Are you influenced by brand names? (sales merchandise, point – of – sale material, Sales staff, newspapers)
	Gift Attributes: What is the most important thing for you when buying a gift? (price, quality, convenience)
3	Gift-giving presentation
	Presentation messages: What do you want your children to learn from the gifts that you give them? (immediate versus self gratification)
	Allocation Messages: How many gifts are given to the members of the family on any given occasion? (single or multiple) Are there any family members who get more gifts or more expensive gifts?
	Understanding of messages: Do you think that the family members understand what you are trying to tell them through gifts?
4	Gift-giving reaction
	Achievement: Do you think that you achieved what you wanted to achieve through gift-giving? (always vs.)
	Feedback: How do you children respond to your gifts? (more expressive vs. less expressive)
	Usage: What do the children do with the gifts? (often private vs. often shared)

Hill and Romm 1996 The role of mothers as gift-givers: A comparison across three cultures. *Advances in consumer research*, 23(1), p. 24.

#### 4.7.1.1. Interview phase 2a – gift-giving in general

Five interviews were conducted (table 4.8) on the overall theme of gift-giving in general. Sixteen questions were asked on three topic areas: thoughts on gift-giving (Christmas

and birthdays included), purchasing behaviour and issues surrounding the recipient not liking the gift the respondent/giver gave them.

Table 4.8 Interview phase 2a respondents and topic information

Respondent	Date of interviews Various in 2009	4 females 1 Males	Age Approx – 1 in 70s, 2 in 60s, 1 in 50s, 1 in 40s
Status	3 females, 2 married, 1 single 1 female widowed 1 male married		
Question themes	Thoughts on gift-giving in general Christmas and birthdays included Purchasing behaviour Issues surrounding the recipient not liking the gift given		

The evaluation of the content analysis is shown in appendices 3 and 4 with some comments used in the data analysis chapters 5 and 6.

#### 4.7.1.2 Interview phase 2b – gift-giving of toys to children under 11

Six interviews were conducted (table 4.9) on the overall theme of gift-giving of toys to children under 11 via a face to face questionnaire method. Twenty four questions were asked with three main topics being; parents purchase behaviour of toy gifts for children, purchasing for Christmas and Birthday times and the reciprocity issues of gifting, thus incorporating five sections of the final questionnaire. A further section on distributing the questionnaire was added to gain ideas on the suitability of certain approaches.

Table 4.9 Interview phase 2b respondents and topic information

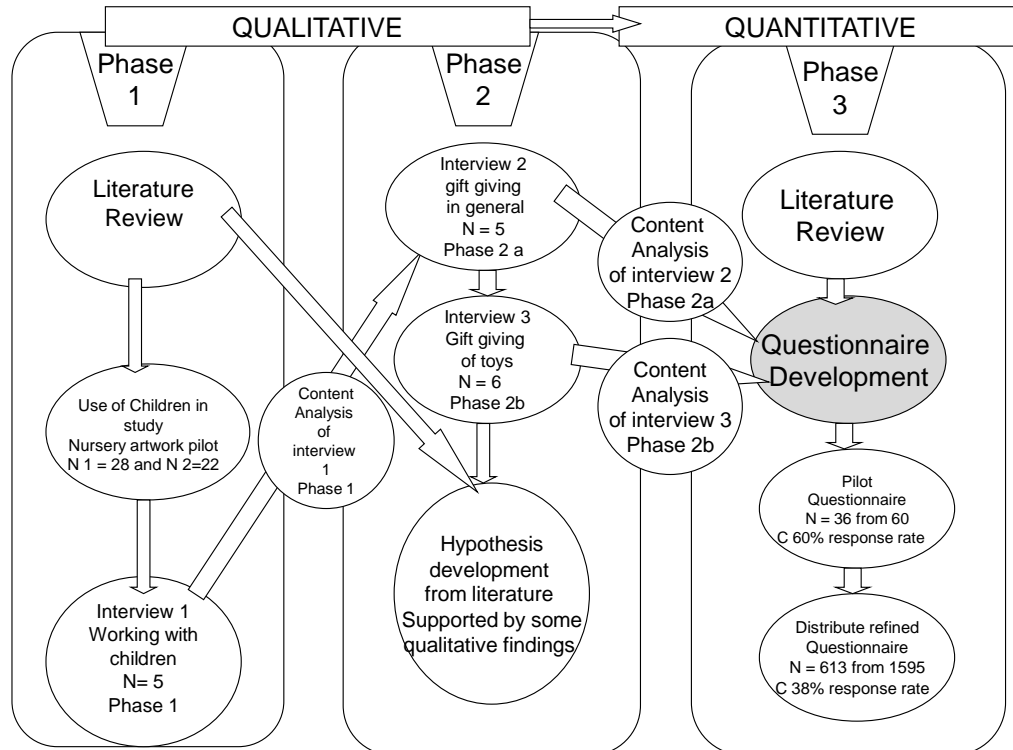
Respondent	Dates Various in 2009	5 females 1 male	Age approx 1 in 30s 3 in 40s 1 in 70s 1 in 50s
Status	3 females married 1 female single 1 female widowed 1 male married		
This interview is about giving toys as gifts to children (aged under 11) at birthdays and at Christmas. I am trying to establish some of the issues in purchasing toy gifts for your or other children within the age range noted. There will be three themes to this interview: being purchase behaviour of toys as gifts for children, purchasing for Christmas and Birthday times and the reciprocity issues of gifting. In addition I have another section looking at the distribution of a questionnaire.			

The evaluation of the content analysis is shown in appendices 5 and 6 with some comments used in the data analysis chapters 5 and 6.

#### 4.8 Choice of data collection method – phase three quantitative method

Having used the qualitative interviews to explore the sections of the questionnaire, the draft postal/self-administered questionnaire was finalised for piloting. A survey design process (Czaja and Blair 1996) (figure 4.6) was followed to ensure a rigorous approach was taken. As a reminder figure 4.5 (b) highlights this stage of the research process.

Figure 4.5 (b) the actual research process

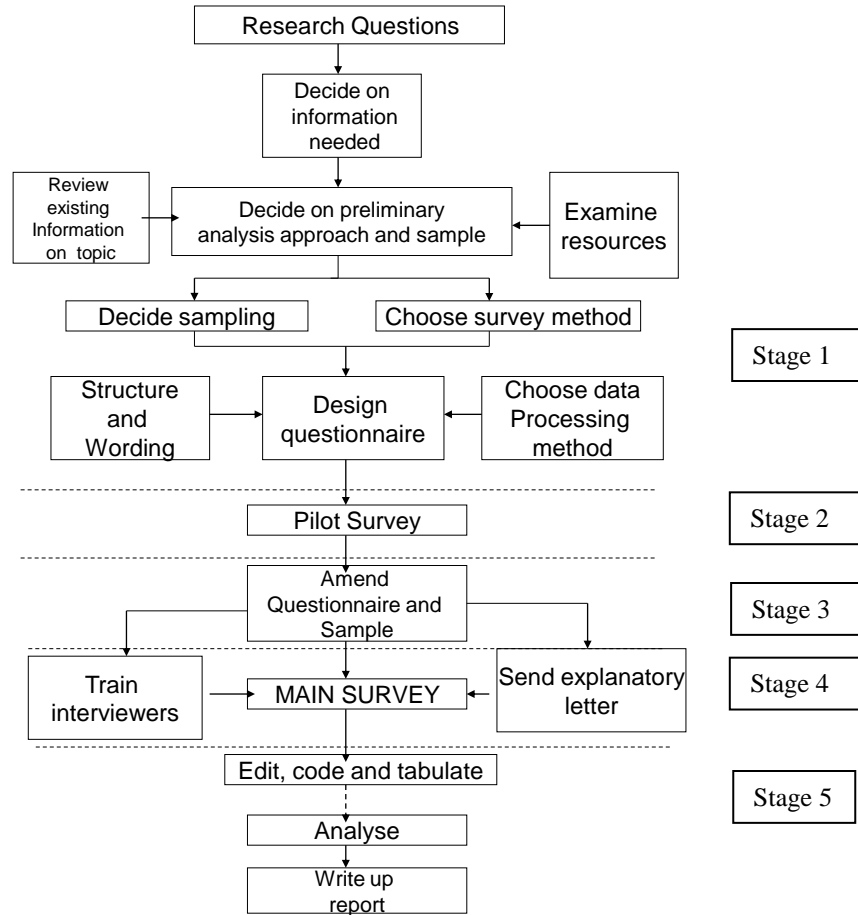


Author generated 2009, revised 2014 adapted from Clarke 2003

##### 4.8.1 The questionnaire

The self-completion questionnaire followed an explanatory line of thought (Burns and Bush 1998; Hair, Bush and Ortineau 2000: Aaker, Kumar and Day 2001) and was designed to ascertain information about the gift-giving habits and motivations of parents by adapting, in many cases, previously used questions (Bourque and Clark 1994) and creating some based on the responses given in the qualitative phase 2a and 2b interviews. The questionnaire was split into six sections (table 4.10) with 42 questions in total taking into account the literature review and research questions/hypotheses. It was inclusive of set choice, Likert scale and demographic questions to aid information collection (The pre pilot questionnaire is shown in appendix 9).

Figure 4.6 Stages in the survey planning process



Adapted from Czaja and Blair 1996. *Designing surveys: a guide to decisions and procedures*. Thousand Oaks: CA

Table 4.10 Questionnaire sections

Questionnaire sections	
Gift-giving to children, purchase habits and spending	Questions 1 – 7, category or direct questions
The importance of sources of information used in selecting toys	Question 8 seven point Likert scale with eight sources listed
Concerns and importance of giving toys as gifts at Christmas and Birthdays	Question 9 and 10 had 2 sub questions each – total 4
Motivations in gift-giving of toys to children	Questions 11 – 28 seven point Likert scale
Respondent's feelings when the gift is not liked	Questions 29-34 seven point Likert scale
Classification questions – age, gender and such like	Questions 35 – 42 category questions



#### 4.8.2 Type of questions (final questionnaire in appendix 17)

Several types of questions which can be broadly classified as open and closed/forced, rating/attitude, ranking and category/classification questions (can be used in a questionnaire). A closed question (sometimes referred to as a precoded question, May 2001) allows for compartmentalisation of answers into yes or no responses such as “do you shop alone ?” with yes or no as answers. Open questions can provide a range of answers from which the respondents have the freedom to choose or respondents write the answer in their own words, for example what is your main reason for shopping at a supermarket for toys? Please explain\_\_\_\_\_.

Many advantages and disadvantages exist when using open and closed questions, these are outlined in table 4.11.

Table 4.11 Open and closed questions – the advantages and disadvantages

Advantages of closed questions	Disadvantages of closed questions
<p>It is easier and quicker for respondents to answer. The answers of different respondents are easier to compare. Answers are easier to code and analyse. The responses choices can clarify question meaning for the respondents. Respondents are more likely to answer about sensitive topics. There are fewer irrelevant or confused answers to questions. Less articulate or less literate respondents are not at a disadvantage. Replication is easier</p>	<p>They can suggest ideas that the respondents would not otherwise have. Respondents with no opinion or no knowledge can answer anyway. Respondents are frustrated because their desired answer is not a choice It is confusing if many response offers are given and misinterpretation can go unnoticed. Distinctions between respondents’ answers may be blurred. Clerical mistakes or marking the wrong response is possible. They force respondents to give simplistic responses to complex issues and make choices they would not make in the real world</p>
Advantage of open questions	Disadvantages of open questions
<p>They permit an unlimited number of possible answers. Respondents can answer in detail and can qualify and clarify responses. Unidentified findings can be discovered. They permit adequate answers to complex issues showing creativity, self expression, and richness of detail. They reveal a respondent’s logic, thinking process and frame of reference</p>	<p>Different respondent give different degrees of detail in answers which may be irrelevant or buried in useless detail. Comparisons and statistical analysis become difficult as coding responses is difficult. Articulate and highly literate respondents have an advantage. Questions may be too general for respondents who lose direction. Responses are written verbatim, which is difficult for interviewers. A greater amount of respondent’s time thought, and effort is necessary. Respondents can be intimidated by questions. Answers take up a lot of space</p>

Adapted from Neuman 1991 *Social research methods, qualitative and quantitative approaches*. 2<sup>nd</sup> ed. London: Ally and Bacon. p. 232.

Open questions were disregarded for this questionnaire as they could prove to make it too complex and time consuming for the respondent to answer thus potentially reducing the response rate. Closed questions were used to a certain extent but these were of a behavioural or classification nature in some cases and many had been included as they had been adapted from those used in previous research.

Questions 1-7 (Section one of the questionnaire) consisted of behavioural questions on buying behaviour with predetermined answers, with the exception of question 1 and 5 which required a numerical figure to be inserted.

Rating or attitude questions consist of a “set of statements which the researcher has designed and the respondent is then asked to agree or disagree with the pre-coded answers” (May 2001 p. 104). Many scales exist such as Likert (1932), Osgood, Suci and Tannenbaum, Semantic Differential Scale (based on Ajzen’s attitude model 1957), Guttman Scale (1944) and Thurstone Scale (1928). Respondents are asked to rate their answer on a scale, which can be numerical i.e. 1 to 10 -2 - to +2, by “balanced words” i.e. very good, good, average, poor or very poor, by the agree – disagree scale (Likert, 1932), or by the opposing words scales (Osgood, Suci and Tannenbaum 1957). Examples are outlined in table 4.12.

Of the four approaches mentioned the Likert scale (Likert 1932) was deemed more appropriate for this research as it takes a subject centred approach which assumes the reactions are dependent on the individual. It is suggested the “stimuli of the statements are treated as replications, and adding or deleting a statement from the same stimulus population at random would have no effect” (Howard and Sheth 1969 p. 201). A seven point Likert Scale was used for questions 8-34 (Sections 2-5 of the questionnaire), with some questions testing importance - high to low, agreement - disagreement, likelihood (very – not very), and amount – (a great deal to not at all) (Tharenou, Donohue and Cooper 2007). Provision of an odd numbered scale means respondents are not forced to answer to one side or another although there is some debate over a five or seven point scale. Dawes (2008) found the difference between the two as negligible but the wider scale of seven points offers better continuous responses (Diefenbach, Weinstein and O’Reilly 1993; Field 2012) allowing for closer representation and for more complex statistical analysis. Additionally a seven point Likert scale had been used in the gift-

giving research of Clarke (2003). Both positive and negative statements were included in section three (questions 11-28), with some items reversed to make respondents read the series of statements carefully and make the correct selection (Dillman 2007).

Table 4.12 Examples of rating questions with scales

1. Do you think the toy gifts you give your children at Christmas impact on their relationship with you ? Likert Scale (Likert 1932)				
strongly agree	Agree	neither agree nor disagree	Disagree	strongly disagree
1	2	3	4	5
2. How do you feel when a child does not like the toy gift you bought for their birthday ? (Osgood, Suci and Tannenbaum 1957). Please read each pair of words and indicate which of the statements you agree with which applies to the thought you have. Tick one box for each of the paired statements				
Means nothing				Means a lot
Failure				Success
Uninvolved				Involved
Unexcited				Excited
Undecided				Decided
Deflated				Elated
Upset				Happy
3. Place a tick next to the statements you agree with (Guttman 1944)				
<input type="checkbox"/> I believe that my children should get lots of presents as gifts for Christmas and their birthday				
<input type="checkbox"/> I would be comfortable exchanging all unwanted gifts for my children				
<input type="checkbox"/> I would be comfortable if my child did not like a person if they did not like the gift they gave them				
<input type="checkbox"/> I would feel comfortable with gifts being given by friends, as well as relatives				
<input type="checkbox"/> I would permit a child of mine to let a gift-giver know that they did not like their gift				
<input type="checkbox"/> It would be fine with me with me if monetary gifts were given				
4. Please tick whether you agree or disagree with each of the statements (Thurstone 1928)				
	Agree	Disagree		
I like buying gifts for children at Christmas and their birthdays				
Toys provide good value for money as gifts				
I only give gifts to those children whose parents give to my children				
Buying toys as gifts for children makes me feel good				

Classification questions are often used for personal information such as age and gender either at the beginning or end of the questionnaire (May 2001). Explanation of their purpose is often required and they are used to test relationships between dependent and independent variables, by means of cross tabulation. An example of a classification

question can be: “what age are you ?” with several answer categories to choose from. These can also be used to examine factual or behavioural/habit questions such as: “How often do you buy toys as gifts?”, with choice answers provided such as occasionally, once a month or at Christmas time. Eight simple statements, personal questions with appropriate answer categories were kept to the end of the questionnaire to ensure they were answered as fully as possible.

#### 4.8.2.1 Item generation

As stated the questionnaire (appendix 17) was developed from 2 sources: literature review and the semi-structured interviews conducted with adult respondents. Table 4.13 outlines the constructs and the researchers the questions were adapted from. As a reminder a full table of hypotheses and the associated references included from here and the literature review can be found in the appendices 7 and 8 and outlined in chapter 3 (section 3.11).

Section one of the questionnaire investigated the buying practices of the respondents. The seven questions asked about the number of children aged 11 and under, frequency of toy purchase, spend on toys, selection times, and number of gifts, in some cases at birthday and Christmas times and for other children as well as their own. This was designed to find out if there were any differences between adults propensity to gift and how planned or last minute gifting preparation was.

Section two of the questionnaire examined the importance of sources of information used when selecting toy gifts for children. Previous research (Otnes and Woodruff 1991) had highlighted that sources of information fell into marketer generated, interpersonal and mass media categories with nine items, which were latterly extended by Clarke (2003) into 14. These sources were used before to examine their use in gifting at Christmas but not for selecting toys in general as part of the search strategy. If a respondent uses a large number of sources to choose toy gifts it can be assumed they have a high level of involvement in the gift-giving process and conversely a low number of sources may show a lower level of involvement. The list by Clarke (2003) was too long and needed ratification whilst keeping within the context of this research. Television shows were removed as product placement (at the time of the research) is not allowed in the UK. Other items, such as specialist toy stores and toy department, were

grouped together as there has been an increase in the implementation of “toy departments” in supermarkets in the UK and a decrease in specialist toy stores (Mintel 2009), therefore consumers may be more likely to use supermarkets for their purchase. This left eight sources of importance to test (also identified in the interviews) similar to the list of 9 from Otnes and Woodruff (1991).

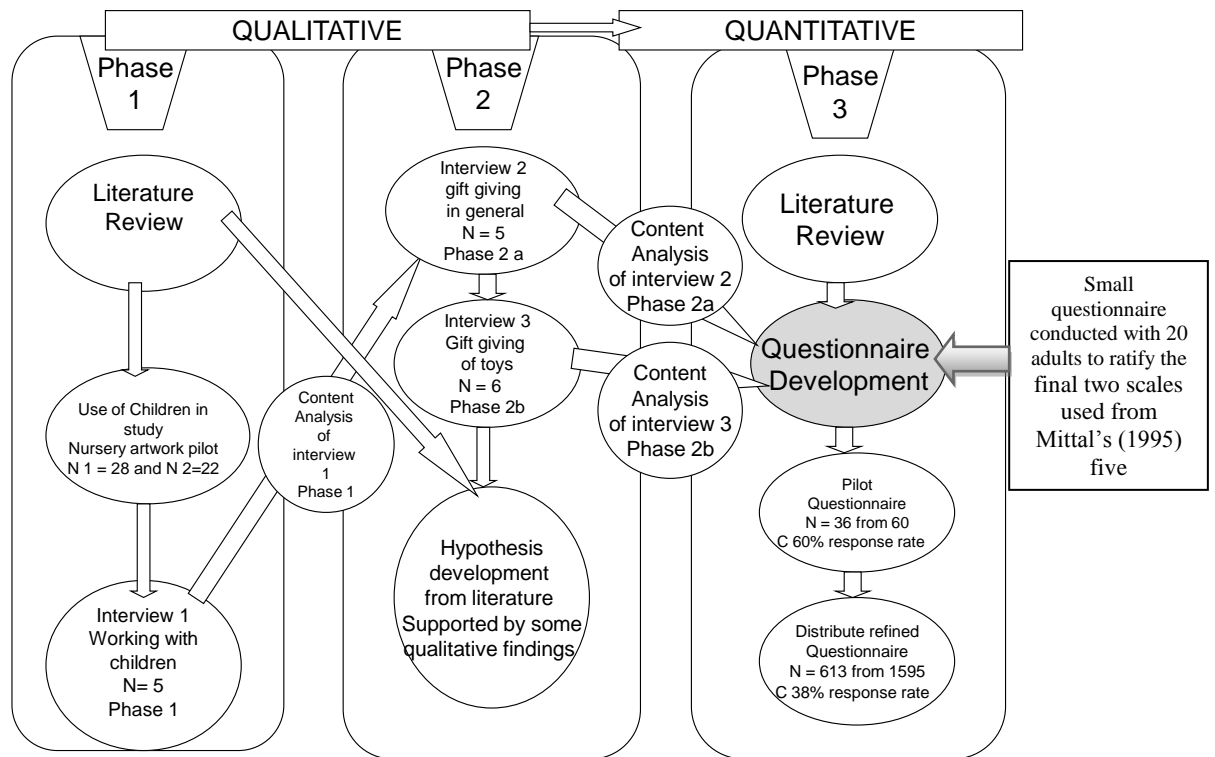
Table 4.13 Items for questionnaire

Questions	Researchers	Number of items used
Section one - Gift-giving to children, purchase habits and spending		
Questions 1 - 7	Mintel	All were adapted from type of questions asked in Mintel survey 2010
Section two - the importance of sources of information used in selecting toys		
Question 8 Sources of information	Otnes and Woodruff 1991 had 9 items Clarke 2003 had 14 items ratified to 8	8 items were used from the 9 and 14 provided 7 were listed in the interviews from the respondents
Section three – concerns and importance in gift-giving		
Questions 9 and 10 Importance and concerns	Zaichkowsky 1985 20 items of consumer involvement ratified by Mittal in 1995 to five and used by Clarke in 2003	2 of the five items (Mittal 1995) were used but adapted to ask across both birthdays and Christmas
Section four - Motivations in gift-giving of toys to children		
Questions 11-28	Otnes, Lowrey and Kim 1993 Hill and Romm 1996 Clarke 2003	18 of Clarke’s (2003) items were adapted with Hill and Romm’s (1996) and Otnes, Lowrey and Kim’s underpinnings taken into account
Section five - Respondent feeling when the gift is not liked		
Questions 29-34	Burgoyne and Routh 1991 Pieters and Robben 1992 Hill and Romm 1996 Ruth 1996 Ruth, Otnes and Brunel 1999	No items taken as such but themes from the authors noted to be used in the questionnaire.
Section six - Classification questions		
Questions 35-42	Gender - Fischer and Arnold 1990 Age – Caplow 1982 Otnes 1990, ONS Income - Newman and Staelin 1972 Marital status Newman and Staelin 1972, Moore & Lehmann 1980 Employment status - Newman 1977 Education - Schaninger & Sciglimpaglia 1981 Postcode Otnes and Woodruff 1991 Family size Slama and Tashchian 1985 Laroche, Saad, Cleveland, Browne 2000	Categories taken from those included in questionnaire or interview before in previous gift-giving research. Additional categories were added from Mintel and ONS statistics

Author generated 2010

Section three of the questionnaire examined the concerns and importance of giving toys as gifts to children where questions 9 and 10 referred to the involvement parents had with buying toys at birthdays and Christmas times. The questions were adapted from Zaichkowsky's (1985) Personal Involvement Inventory and further ratified by Mittal (1995) who examined five scales on a product and purchase involvement basis and recommended that Zaichkowsky's (1985) scale be reduced from 20 to a 5 point scale. This was further supported by Clarke (2003). In this research only 2 of the original scales ('concerns me and is important to me') were used as a preliminary investigation with 20 randomly selected parents, via a small questionnaire, suggested that these two were the most important in the subject context and that the use of the five were confusing (figure 4.5 (c) and 4.7). However having an already identified and tested scale provides justification for the validity of the questions used.

Figure 4.5 (c) the research process



Author generated 2009, revised 2014 adapted from Clarke 2003

Figure 4.7 The final two scales used from Mittal's (1995) five (adapted from Zaichkowsky's 1985 Scale)



Mittal 1995 A comparative analyses of four scales of consumer involvement, *Psychology and marketing*, 12(7) pp. 663-682.

The remainder of the motivations section, section four, consisted of 18 Likert scale questions adapted from the work of Otnes, Lowrey and Kim (1993), Hill and Romm (1996) and Clarke (2003). Otnes, Lowrey and Kim (1993) outlined six gift-giving roles of which four are used here within the questions asked: (Pleaser, Provider, Compensator and Socialiser) with Hill and Romm (1996) supporting that motivation is one of the stages of a mother's role in the gifting process. Clarke (2003) adapted the qualitative investigations from these researchers to provide 18 questions (noted in appendix 10) to identify the 'role type' parents showed when giving brands to children at Christmas. In this research questions were adapted again to examine the roles in relation to toy gifting and extend the occasion to both birthdays and Christmas. For example the 'Pleaser role' is an attempt to please children with gifts which comply with their own requests to a certain extent and here this focus is extended to gifting toys in general rather than just at Christmas. Questions 11, 13, 19, 21, 24, 26 and 28, being, Likert questions, were reversed as per Dillman's (2007) recommendation.

The fifth section of the questionnaire examined the parent's feelings with respect to a child not liking a toy gift. Burgoyne and Routh's (1991) research examined giving money as a gift and found that many gift receivers were upset in some way. They identified that child recipients, although of adult age, were upset with close kin networks, when giving money as a gift and highlighted that it could threaten the relationship of child and close kin network. Pieters and Robben also suggested that "recipients often tend to search for attributes in the gift that express the psychological involvement for the donor with recipient" (1992 p. 968). Additionally, emotions were highlighted by Ruth (1996) as being experienced by the recipient such as that of joy, affection, fear, anger and sadness, with 6 relationship types being identified by Ruth, Otnes and Brunel's (1999) research being: strengthening, affirmation of positive relationships, negligible effect, confirmation of a negative relationship and weakening of

relationships. Six Likert scale questions, numbers 29-34, were developed taking this qualitative information into account and the questions examined the question of respondents being upset and annoyed if the recipient did not like the gift and whether the giving of gifts had any effect on the adult - child relationship. The six questions consisted of duplicates: three for birthdays and three for Christmas time.

The final section (six) of the questionnaire dealt with the classification (demographic) questions (questions 35 - 42), which were required for cross tabulation. This included gender, age, annual gross income, marital status, employment status, education level, postcode and the number of children in the household along with their ages. A combination of these categories had been used before in previous research and here they are to be used to try and develop a 'picture' of the giver. Gender was included as Otnes and Woodruff (1991) highlighted this as having a significant influence on the Christmas ritual. Age was a construct observed by Caplow (1982) as important in gift-giving as differences existed between older and younger parents. In the UK the average age of having a first child is 28, requiring the age categories to include the over 50s. Income, marital status, employment, education and postcode are included to formulate a 'lifestyle' position of the respondents. It was noted by Otnes and Woodruff (1991) that a person's personal characteristics or lifestyle played a part in search strategies and variations. These categories were adapted from variations noted before and includes Newman and Staelin (1972), Newman (1977), Schaninger and Sciglimpaglia (1981), Otnes and Woodruff (1991) and the Office for National Statistics.

#### 4.9 Validity and reliability of the questionnaire

Validity and reliability are the two key areas to be checked in questionnaires (Brace 2008). Easterby – Smith, Thorpe and Jackson state that validity is “the extent to which measures and research findings provide accurate representations of the things they are supposed to be describing” (2008 p. 334), in other words taking into account philosophical and technical dimensions. Three types of validity are noted as being construct (measuring the construct), criterion (most surveys compare against one another) and content (Williams 2003) where content relates to the respondents' answers on the scale. A survey can still be valid without being reliable though and using pre-tested scales boosts the reliability of the instrument.



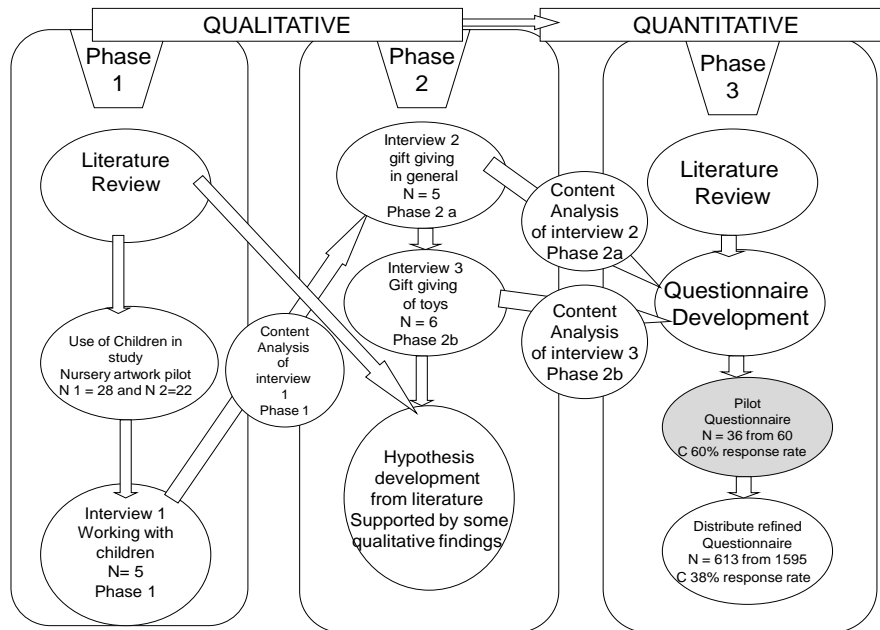
Reliability is the “consistency of measurement in a composite variable formed by combining scores on a set of items” (Easterby-Smith, Thorpe and Jackson 2008 p. 332). It measures how significant something is whereby “in practice a score of 0.9 is generally deemed to be acceptable” (Gray 2004 p. 208) and a thorough testing of the questionnaire items is required (Williams 2003).

Additionally it is suggested that for a postal survey there are “two threats to the validity: the extent to which respondents complete the questionnaires accurately and the problem of non-response” (Gray 2004 p. 207). Particular groups are known to be poor at responding (people aged 18-30; men; the elderly; or those who live in inner cities). Coupled with the “dangers of a questionnaire not covering the research area” (zone of neglect and zone of invalidity) (Gray 2004 p. 207). Therefore piloting is a useful and a recommended approach in increasing validity. Additionally as an incentive had been mentioned in the interviews to improve response rates it was decided to make a donation to charity for every completed questionnaire, with the chosen charity being Save the Children, as using an inducement such as money could be viewed negatively.

#### 4.9.1 Piloting the instrument

A full pilot stage (figure 4.5 d) was conducted to check whether the working format of the questionnaire presented any difficulties. In addressing the objectives of the study the pilot followed an informal approach (Brace 2008), whereby the draft questionnaire, sixty in number, were ‘piloted’ on a small group of parents with children under the age of 11. Seven additional questions were asked based on a combination of Bell’s (2007) seven questions p. 147, and Brace’s (2008) concepts. This checked for errors, routing issues, ease of completion and length of time to complete. The questionnaire with pilot questions (appendices 9 and 11) was distributed to the respondents in as near a manner as possible to the ‘homework bag’ method to be used through the schools inclusive of a cover letter (appendix 12). A prepaid envelope was enclosed to ensure no cost was borne by the respondent. Of the 60 pilot questionnaires sent out 36 responded (60%) and the findings are synthesised in appendix 13.

Figure 4.5 (d) the research process



Author generated 2009, revised 2014 adapted from Clarke 2003

#### 4.9.1.1. Pilot changes

Overall the respondents were happy with the time it took to complete the questionnaire and a majority were comfortable with the clarity and layout. One or two respondents had issues with a couple of questions but these were of an individualistic nature.

When asked if there were any questions hard to understand this caused a third of the pilot respondents to note that the reversing of seven questions (11, 13, 19, 21, 24, 26 and 28) as suggested by (Dillman 2007) caused an issue as it ‘disturbed’ the flow of the questionnaire making it difficult for them to answer clearly. These questions were un-reversed in the final questionnaire (appendix 17).

There were no major objections to answering any questions and quite a few respondents proffered points on certain issues, such as layout or adding in particular questions. In these isolated cases, points on layout were addressed and the one off responses on certain questions digressed from the key areas of the research and would have detracted from the study if altered.

After minor adjustments the pilot questionnaire was modified into the final questionnaire.

#### 4.10 Final questionnaire design and layout.

RGU design and print consultancy department set out the final questionnaire into an A4 8 page booklet, using RGU corporate colours, logos, a Santa Claus picture and the RGU registered charity trademark thus giving the questionnaire a professional image to encourage response rates. A cover letter on headed notepaper with a children's toy drawing and a picture of Santa accompanied the questionnaire, with clear instructions for the respondents. An envelope was also designed with a Santa on the front (appendix 17) to encourage children to pass on the questionnaire to parents to complete.

#### 4.11 Sample population and technique

The common elements in this research are adults with children aged 11 and under who give toys as gifts to children at Christmas and Birthdays, i.e. primarily parents, grandparents (who may be the main carers) and guardians. The population was recruited from areas where the likelihood of access to parents was evidenced, i.e. via children at school and at nursery with the postal method being adopted within one city in the UK. The sample frame took into account a variety of factors highlighted in the literature as being; gender, age, socio demographic status, consumer habits and reference groups and a list of all city schools was obtained in order to further select the sub population to sample from.

##### 4.11.1 The sub population – the sample

As noted in 4.5.1 sampling is required to target the appropriate respondents. The sample of possible primary schools was selected from the Aberdeen City web site and two private nurseries were included in this list to attempt to improve the inner city response rate.

This provided a total list of a possible 51 distribution outlets. A pack of cards was then used to randomly select the order of the schools and classes to be approached. The classes were ordered first from P1 to P 7 and then a card selected to place a school with the class until all the schools had been allocated a class. The amount of questionnaires to be distributed was calculated from the total number possible i.e. the number of children at primary school being circa 12,618 (school roll) and taking a figure of around 13% of this number as being viable, considering limitations of the research.

This estimated approach rather than a full census took into account the budget costs of questionnaire distribution and timeframe for the research with the intention of making the small scale representative of the larger scale sample. This provided for approximately 1632 questionnaires with 31 per class but as P1-3 class sizes are supposed to contain no more than 18 pupils (Scottish Executive Directive) some modification would be required in consultation with the head teacher to add another class in to reach the figure of 31. This is an adoption of a non-probability sampling method.

#### 4.12 Questionnaire administration

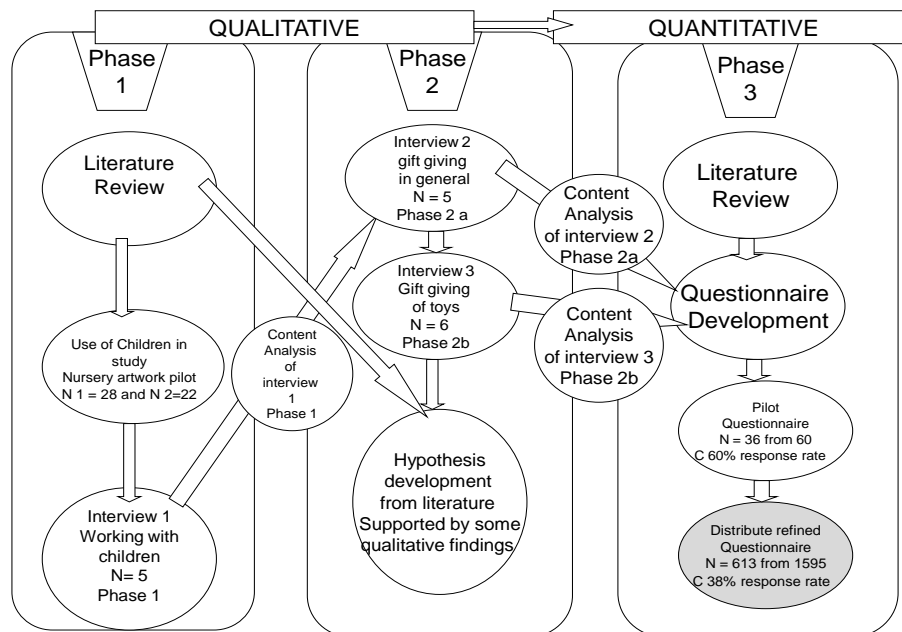
The education department of Aberdeen City Council was contacted via letter (appendix 15) outlining the approach to the questionnaire distribution and the selected, schools and classes. Permission to pursue the research was given by the Assistant Director of Education and contact was made by letter to each Head Teacher and Nursery Manager to gain individual school/nursery consent (appendix 20). This letter of application outlined the method of questionnaire distribution and stressed that the only contribution the school/nursery would have to make was to distribute the questionnaire packs to the children to take home in their 'homework bag' for their parents to return it in a prepaid envelop to the researcher. The 'homework bag' method is the normal routine to be used for parental/guardian communication which increases the likelihood of distribution success.

A follow-up telephone call was made to each head teacher to ascertain their response and at this stage 14 schools said this was not possible due to timing mainly (in the run up to Christmas) and the suitability of topic (for two of the schools it was felt that adults were not wealthy enough to buy many toys or literate enough to answer). A further 3 schools were shut and 2 had merged due to a period of alignment of the school estate (The school database had not been updated to reflect this) and another 3 refused to respond to numerous messages leaving 29 useable outlets in total.

The sample was realigned accordingly (appendix 19) to ensure the varied class selection still occurred and packs of questionnaires totalling 1,595 with instructions (appendix 21) were distributed. This meant that additional classes were added taking the allocation to 55 questionnaires for each school/nursery agreeing to participate. The questionnaire packs were hand delivered to the schools' administration teams, with a thank you box of

chocolates, at a time prearranged via email. A set of reminder slips (appendix 21) were left for issuing a week after the questionnaire to prompt more responses. Distribution took place over a three week period during November 2010 when, at this time, many schools experienced a number of closures due to heavy snow falls. Additionally this was the best time in the year to distribute as adults would have started their Christmas shopping and the topic was fresh in the mind. Figure 4.5 (e) shows the last stage of the research process.

Figure 4.5 (e) the research process



Author generated 2009, revised 2014 adapted from Clarke 2003

One of the main selling points for respondent completion was the researcher’s charitable donation to ‘Save the Children’ that the author was making for every complete returned questionnaire. To alert respondents to this, the Save the Children logo was also used on the envelopes. Responses were taken until the end of the school term in December in case of any delays in distribution due to the weather and associated school closures.

#### 4.13 Data Analysis

As highlighted the qualitative data from the interviews was interpreted by means of content analysis and the quantitative data interpreted by using the SPSS, where specific tests were conducted to identify trends and significance. The tests took into account the nominal, ordinal, interval and ratio questions asked to “determine the type of data

analysis that can be carried out” (Brace 2008 p. 59). The sub sections of this part describe the SPSS tests in more detail as a precursor to the main analysis and results being presented in chapters 5 and 6.

#### 14.13.1 Inferential analysis

Non parametric tests were conducted on the data, following Glanz’s (1987) approach as shown in table 4.14. Non parametric testing is claimed to be more robust due to the fact medians are being ratified rather than means. Pearson Chi Square tests were used for contingency tables to compare independent samples and groups, Mann Whitney and Kruskal Wallis tests to compare 2 independent samples of 3 or more groups (K samples) respectively for confirmation.

This is as opposed to normally distributed data where parametric tests such as the T- test of two means which “tests the hypothesis that 2 samples have the same mean’ (Field 2009 p. 349), whilst the ANOVA details whether or not ‘three or more means are the same’ (Field 2009 p. 349). T - tests were conducted with gender and marital status in some places, as although not the norm for non parametric data, it is acceptable in the marketing area as noted by Saunders, Lewis and Thornhill (2009) as it can be treated as continuous data.

Post cross tabulation analysis for all Likert scale questions (Q nos 8-34) with demographic variables was conducted where significance was tested for by use of Pearson Chi Square and the associated Kruskal Wallis or Mann Whitney tests used for confirmation. Additionally, these tests were conducted on the behavioural questions 2-7, (except 5) with the demographic variables.

Spearman’s rho correlation coefficient (Spearman 1910) was conducted on Likert scale question numbers 8-34. This is a more suitable test for this data as it works ‘by first ranking the data and then applying Pearson’s equation to those ranks’ (Field 2009 p. 180). In all cases when this was conducted it was being used to identify whether or not the scaled questions were significant in relation to the demographics. Correlation relates to the measurement of the linear relationship between selected variables. Spearman’s correlation coefficient ( $\rho$ ) is used for this as ‘it is a non- parametric statistic and so can be used when the data has violated parametric assumption such as normally

distributed data' (Field 2009 p. 179). Bivariate correlation examines the correlation between two variables where the two tailed tests are used as the direction in which the correlation moves are not assumed by the hypotheses.

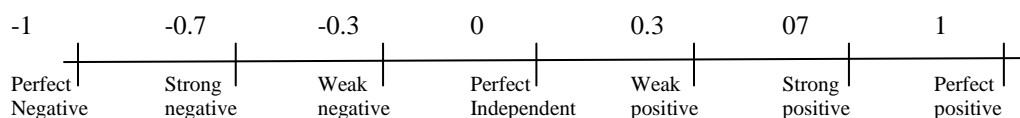
Table 4.14 SPSS tests to be conducted/methods to test hypotheses

Scale of measurement	Compares 2 independent examples	Compares 3 or more groups	Before and after a single treatment in same individuals	Compares groups classified by 2 different factors	Assesses the linear association between 2 variables
Normal theory based test Interval and drawn from normally distributed populations	T test for independent samples	One way Analysis of variance ANOVA (F Test)	Paired T test	Repeated measures ANOVA	Linear regression and Pearson product moment correlation
Nominal	Chi Square analysis of contingency table	Chi Square analysis of contingency table	McNemar's test	Cochrane Q	Contingency coefficient
Ordinal/ NON PARAMETRIC More Robust as ranks used	Mann-Whitney rank-sum test Cp10	Kruskal Wallis Analysis of variance by ranks	Wilcoxon signed-rank test	Freidman two way analysis of variance	Spearman rank correlation
If the assumption of normally distributed populations is not met, rank the observations and use the methods of data measure on an ordinal scale					

Glanz 1987. *Primer of Biostatistics* (4<sup>th</sup> ed), London: McGraw Hill.

High scores of +1 'represent a perfect positive correlation' (Saunders, Lewis and Thornhill 2009 p. 459) mean that the 2 variables are precisely related and as one variable increases the other one increases. Conversely a -1 represents a perfect negative correlation making them precisely related (Saunders, Lewis and Thornhill 2009) but as one variable value increases the other decreases (figure 4.6).

Figure 4.6 Values of the correlation coefficient



Saunders, Lewis and Thornhill 2009 (5<sup>th</sup> ed) *Research Methods for Business Students*. London: Financial Times p. 459.

Finally, once the data had been checked for validity and reliability new constructs/factors were created for testing with T– tests and Anova/F Test to perform confirmatory analysis where relevant.

#### 14.13.2. Significance testing

Pearson Chi Square tests (or comparative testing) are used to test the hypothesis of independence for a table with any number of rows and columns’ (Norusis 2002 p. 373). Significance testing is based on the ‘rejection of or failure to reject’ a null hypothesis ( $H_0$ ), for example classifications are independent (chi square test for non parametric data). The typical measures used for rejection are  $p < 0.05^*$  (one tailed),  $p < 0.01^{**}$  (2 tailed) or  $p < 0.001^{***}$  e.g.  $H_0$  would be rejected if the significance was  $<0.05$  i.e.  $p < 0.05$ . P is the probability of rejecting  $H_0$  when it is true i.e. committing a Type I error and for this research p is tested to the level of 95% which is normal for non-critical studies.

#### 14.13.3. Recoding of statistics

Prior to inferential analysis some variables were recoded, due to the nature and importance of the demographics and the spread of Likert responses. New categories were created to give new ‘demographic types’. Two stages took place:

##### Stage 1

- All Likert scale questions were recoded to three point scales for inferential analysis.

##### Stage 2

In order to create relevant clusters from the demographic information the following steps were taken. (table 4.15).

Table 4.15 Recoding of variables

Age	recoded to two categories respondents aged under and above 40
Income	recoded to three categories respondents with low (under £25,000), medium (£25,001-45,000) and high (above £45,001) income
Employment	recoded to three categories being not working, blue collar, professional/white collar
Education	recoded to three categories; high school, college, and university
Children	recoded to: one child in household and more than 2 children in household



From this the new clusters (appendix 29 shows the recoded clusters and frequencies) were created for significance and some hypothesis testing. These clusters represent differences in social groupings from the parental point of view and clusters which change according to the number of children in the household as it is suggested that there will be differences in these groups (table 4.16).

Table 4.16 Cluster categories

Cluster	Categories
Parental clusters – with four categories	Female single respondents with children, (9%) Female partnered respondents with children, (78%) Male single respondents with children and (1%) Male partnered respondents with children (12%)
Number of children in the household and age of respondent – with four categories	One child and respondent under 40/over 40 Two or more children and respondent under 40/over 40
Number of children in household and income of respondent – with six categories	Low/medium/high income of respondent and one child in the household Low/medium/high income of respondent and two or more children in the household
Number of children in household and employment of respondent – with six categories	Not working/blue collar and white collar employment and one child in the household Not working/blue collar and white collar employment and two plus children in the household
Number of children in the household and education of respondent – with six categories	High school, college and university educational attainment and one child in the household High school, college and university educational attainment and two or more children in the household

#### 14.13.4 Reliability and factor analysis

In confirming the main constructs of the questionnaire there was a need to conduct tests that lend themselves to check the reliability and validity of the data. For reliability the Cronbach  $\alpha$  (1951) was used to test questions which were constructed around scales used previously by other researchers i.e. internal consistency. It is claimed that a 'value of 0.7 to 0.8 is acceptable value for Cronbach's  $\alpha$ ' (Field 2009 p. 675).

However, this has been disputed by many such as Kline (1999) stating that 0.7 is best suited to ability tests and Cortina (1993) noting quite correctly that number of items in the scale will alter the value of  $\alpha$ , although these authors are from the psychological school of thought. Taking the marketing literature and psychometric research into account the  $\alpha$  values of .7 and indeed .6 are acceptable (Nunnally 1978) for research

purposes. Just as a reminder in the pre pilot questionnaire some of the scales were reversed as recommended but it was found to ‘disturb’ the flow of the questionnaire so the final questionnaire had all scales running the same way which negated the necessity to reverse any scales before analysis.

Cronbach’s  $\alpha$  was computed for four groups of data: the sources of information; importance and concerns of giving gifts to children at Christmas and Birthdays; feelings/motivations relating to the gift-giving of toys to children and the relationship/impacts upon feelings of gift-giving. The results are shown in table 4.17 with all being reliable with the slight exception of sources of information, which at 0.577 is weak but can still be used as one new construct from the eight items, media, was reliable.

Table 4.17 Cronbach’s  $\alpha$  results for constructs

Construct	Cronbach’s Alpha $\alpha$	Number of Items
Sources of Information	0.577 weak	8
Importance and concerns of gift-giving at Christmas and Birthdays	0.636	4
Feelings/motivations relating to gift-giving of toys	0.706	18
Reformulation of gift-giving	0.745	6

#### 14.13.4.1. Factor analysis – creation

Factor analysis is ‘a multivariate technique for identifying whether the correlations between a set of observed variables stem from their relationship to one or more latent variables in the data, each of which takes the form of a linear model’ (Field 2009 p. 786). The suitability of data for factor analysis relies on a few things; variable type, sample size and correlations. Here the variables used in the questionnaire are appropriate as Likert scale questions with seven point scales, unlike nominal questions with no ranking meaning correlation testing cannot occur. The second thing noted is the sample size, which here more than meets the requirements for use with factor analysis (Field 2009). Field (2009) notes the rule of thumb with the sample size and variables that it must provide at least ‘10-15 participants per variable’ (Field 2009 p. 647), which

this questionnaire does with 613 respondents in total allowing more than 40 variables in a factor, far beyond the number required in this analysis . Many other authors support this point with varying discussion suggesting 10 times the amount of respondents than variables is required (Nunnally 1978) and others suggesting a sample size of 300 is needed (Kass and Tinsley 1979; Tabachnick and Fidell 2007).

The third item highlighted is the correlations between variables for suitable factor analysis. Here it is suggested that there are two potential problems – correlations are too high or too low (Field 2009). Correlation testing suggests that those variables correlating to -1 or to 1 should be omitted from factor analysis as these would adversely affect the calculations. In the case of these variables correlation testing for questions 8, 9-10, 11-28 and 29-34 showed no such issues i.e. no values were close to -1 or 1 rendering all variables suitable for Factor Analysis (Field 2009).

Factor analysis was computed on questions 8, 9-10, 11-28 and 29-34 to identify new component factors. These factors were rotated using the Varimax method, which attempts to ‘maximise the dispersion of factor loadings within factors. It tries to load a smaller number of variables highly onto each factor resulting in more interpretable clusters of factors’ (Field 2009 p. 796). Factor loadings of less than 0.4 have been suppressed in these calculations, logically based on Stevens’ (2002) suggestion that ‘this cut off point was appropriate for interpretative purposes (i.e. loadings greater than 0.4 represent substantive value)’ (Field 2009 p. 666).

Factor analysis was used to confirm the questions and in the case of table 4.20 to test the adapted items used previously by Otnes, Lowrey and Kim (1993) in building the questionnaire. The following tables 4.18 – 4.21 show the component results with the accompanying tables showing the percentage variances for each of the components.

Table 4.18 Sources of information rotated component matrix question 8

Importance of Sources of Information Question 8	Components		
	1 Tangible Media sources	2 Personal sources	3 N/A
Internet as a source of information			0.767
Films as a source of information	0.617		
TV adverts as a source of information	0.756		
Catalogues as a source of information	0.608		
Letters to Santa/Wish list as a source of information		0.731	
Other people/parents as a source of information		0.813	
The shops themselves as a source of information	0.494		-0.561
Magazines/popular press as a source of information	0.735		

Table 4.18a Variance for new components for importance of sources

Component	Total Variance Explained					
	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.204	27.545	27.545	2.140	26.747	26.747
2	1.256	15.702	43.247	1.224	15.302	42.050
3	1.056	13.200	56.447	1.152	14.397	56.447

Extraction Method: Principal Component Analysis.

Three factors were identified and renamed as tangible media sources and personal sources. The third factor has two items which are in contrast with each other making it not applicable.

Table 4.19 Importance and concerns of buying toys gifts for own children rotated component matrix questions 9 and 10

Importance and concerns Questions 9 and 10	Component	
	1 Concerns about buying toys	2 Importance of buying toys
Buying toys for my own children at birthday times is important to me		0.948
Buying toys for my own children at birthdays times concerns me	0.977	
Buying toys for my own children at Christmas Time is important to me		0.949
Buying toys for my own children at Christmas Time concerns me	0.976	

This provided two new factors which were concerns about buying toys at special occasions and the second titled the importance of buying toys at special occasions.

Table 4.19a Variance for new components importance and concerns of buying toy gifts

Total Variance Explained						
Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.919	47.987	47.987	1.909	47.735	47.735
2	1.790	44.751	92.739	1.800	45.003	92.739

Extraction Method: Principal Component Analysis.

Table 4.20 Feelings of respondents rotated component matrix questions 11-28

Feelings/motivations of respondents in relation to gift-giving Questions 11-28	Component			
	1 Diplomat	2 Educator	3 Pragmatist	4 Guilt/ ridden giver
I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy	0.694			
I buy exactly what my children request for toy gifts	0.749			
I select toy gifts for my children that fulfils their direct requests or perceived tastes	0.787			
The toy gifts that I give my children are not a reflection of my taste				
I sometimes buy toy presents for my children to make up for any tough times experienced during the year	0.502			
I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays				0.725
To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year	0.423			0.471
I don't spend enough time with my children and I like to compensate by buying plenty of toy gifts for them				0.644
I always buy items (such as clothing/stationery ) that I believe my children need				
I buy things on sale all year for my children's presents and store them away			0.854	
The toy gifts that I give to my children at Christmas show that I want to take care of their needs	0.425	0.458		
I buy basic items (such as underwear/stationery ) throughout the year give to my children at Christmas and birthdays			0.840	
Buying toy items all year for Christmas means that I can afford to take care of all my children's needs			0.791	
I buy what I want my children to have at Christmas and birthdays, irrespective of their request		0.442		
Giving toy gifts to my children means that I pass on knowledge that I wish them to have		0.733		
I view most toy gifts that I give to my children as instruments of learning		0.724		
The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive		0.574		
The gifts I give to my children reflect the values and I am eager to give these sorts of gifts		0.778		

Table 4.20a Variance for new components for feelings/motivations

Component	Total Variance Explained					
	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.354	18.634	18.634	2.885	16.028	16.028
2	3.031	16.841	35.475	2.579	14.329	30.357
3	1.624	9.020	44.495	2.278	12.655	43.011
4	1.241	6.893	51.388	1.508	8.376	51.388

The 18 items here formed 4 new constructs renamed as **Diplomat**, **Educator**, **Pragmatist giver** and **Guilt-ridden giver**. These are highlighted in bold due to their importance as they extend the work of Otnes, Lowrey and Kim (1993). Table 4.21 outlines the old roles and new roles from this factor analysis.

Table 4.21 Social (Motivation) roles (old and new) and selection strategies

Old Role	Strategies used for easy recipients Children	Adapted Strategies used for easy recipients Children For Birthday and Christmas	New Roles Economic exchange
Pleaser	Buy what they want (direct inquiries). Buy what they want (Sleuthing) Treasure hunt	<b>Buy toy gifts children want (direct inquiries) but considering economic exchange and balance between children as a household grows in number of children</b>	<b>Diplomat</b>
Provider	Buy throughout the year. Buy many gifts	<b>Buy basic items throughout the year to store away and buy toy gifts sensibly</b>	<b>Pragmatist</b>
Compensator	Buy fun gifts, Buy multiple gifts. Make gifts.	<b>Buy toy gifts to make up for missing children</b>	<b>Guilt-Ridden Giver</b>
Socialiser	Buy what I want them to have	<b>Buy toy gifts as instruments of learning and for passing down knowledge and values</b>	<b>Educator</b>

Author 2013 and adapted from Otnes, Lowrey and Kim (1993) p. 239 Gift selection for easy and difficult recipients: A social roles interpretation, *Journal of Consumer Research*, 20 (2), pp. 229-244.

Taking each new role in turn the **Diplomat** was chosen to replace Pleaser as six questions were included in the factor. Despite the six questions being pleasing in nature it also has to be tempered with the findings from the hypotheses testing, which are further discussed in chapter 6. Here it was identified that as the number of children in the household increase there is a more planned approach to toy gifting. This differs

slightly from just pleasing the children with toy gifts. The qualitative interviews also highlighted a need to consider whether toy gifting got out of hand and that some respondents had rules set for financial amounts (birthdays mainly) or boundaries for gift exchange.

The second new role, **educator**, had six as opposed to five questions (socialiser role had five questions), with the addition of 'the toy gifts that I give to my children at Christmas show that I want to take care of their needs'. The findings discussed in chapter 6 suggest the respondents veering towards educating children through gifting rather than socialising as such, due to the toy objects being included. The toy gifts given seem to be given to educate children and to be instruments of learning. This was also identified from the qualitative research (Appendices 3-6) where parents suggested buying toys for educational reasons and giving children something to do much more than passing on knowledge and values. This suggested, it may be that toy gifts provide a route to educate rather than socialise. However, when a toy object is not a learning instrument is hard to ratify as many toys, whether old fashioned or technology based, can 'teach' children new skills. Further research would be required on the definition of toys as gifts.

The **pragmatist** role (formerly the provider role) considered three questions instead of five with the three clearly focusing on buying goods and toys all year round to ensure children had their 'needs' met at Christmas. Whilst it could be claimed this does not differ greatly from that of the provider role, it has dropped two questions which relate more to providing; 'I always buy items (such as clothing) that I believe my children need' and 'the toy gifts that I give to my children at Christmas show that I want to take care of their needs'. Here the three remaining questions outline a more pragmatic style of purchasing coupled with the planned approach the respondents had shown towards buying toys.

The final role of **guilt-ridden gifter** (formerly compensator) had three questions in it as opposed to the original four, missing out the 'I buy toy gifts as Christmas presents for my children to make up for the tough times experienced during the year'. As toys are added into the questions it makes the guilt aspect more noticeable, where the parents are gifting toys for guilt and 'making up for doing something wrong' reasons. Additionally as this research examined adult-child gifting, Otnes, Lowrey and Kim's (1993)

definition of compensator considered any gifter relationship. It has to be remembered that this new factor was found to be unreliable though with an invalid Cronbach  $\alpha$ .

The final tables 4.22 and 4.22a shows the last component set and the 2 new factors for the relationship questions; feelings affected and relationship changed.

Table 4.22 Impact on relationship rotated component matrix for questions 29-34

Impact on relationship Questions 29-34	Component	
	1 Feelings affected	2 Relationship changed
Do you feel upset/sad when a child does not like the toy gift you bought for their Birthday	0.811	
Do you feel annoyed when a child does not like the toy gift you bought for their Birthday	0.830	
Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them?		0.946
Do you feel upset/sad when a child does not like the toy gift you bought for their Christmas	0.815	
Do you feel annoyed when a child does not like the toy gift you bought for their Christmas	0.836	
Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them?		0.946

Table 4.22a Variance for new components for reformulation questions

**Total Variance Explained**

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.720	45.341	45.341	2.711	45.176	45.176
2	1.801	30.024	75.365	1.811	30.189	75.365

Extraction Method: Principal Component Analysis.

14.13.4.2 Reliability of new factors

These new factors were checked for validity using Cronbach's  $\alpha$  and the full results are shown in appendices 30-31 with an abridged version in table 4.23. Two of the factors, personal sources of information and guilt-ridden giver had a Cronbach  $\alpha$  value of under 0.6 which renders them unreliable for factor calculations.



Table 4.23 Cronbach Alpha for new components/factors

Questions	Tangible Media Sources Factor 1 Q 8 (N=5)	Personal Sources/ Factor 2 Q 8 (N= 2)	Concerns in buying toys Q 9-10 (N=2)	Importance in buying toys Q 9-10 (N=2)
Cronbach's $\alpha$	.657	.355 *	.952	.885
The feelings/motivations section of the questionnaire				
Questions	Diplomat Q 11, 12, 13, 15, 17, 21 (N=6)	Educator Q 21 – 28 (N= 6)	Pragmatist Q 20, 22 and 23 (N=3)	Guilt ridden/Giver Q 20, 22 and 23 (N=3)
Cronbach's $\alpha$	.697	.724	.800	.490 *
The reformulation section of the questionnaire				
Questions	Feelings affected Q 29-30, Q 32-33 (N= 4)		Relationship changed Q 32 and 34 (N = 2)	
Cronbach's $\alpha$	.841		.889	

\* Weak Cronbach  $\alpha$  and unusable due to being unreliable - Appendices 30-31 shows the full Cronbach  $\alpha$  scores

#### 4.14 Ethical considerations

As with any research the ethical considerations were taken into account. Full Disclosure (Scotland) was obtained by the researcher for dealing with schools and adult interviewees just to ensure the Director for Education and parents were confident that ethical steps had been followed. Additionally, Robert Gordon University Governance guidelines were followed and incorporated such things as; confidentiality of respondents' data; right to anonymity and the right to refuse to participate. The main aims of these processes are to reserve confidentiality for all respondents and store the information correctly under the Data Protection Act 1988.

#### 4.15 Limitations

There are a number of limitations which have to be taken into account when ascertaining the value of the research. Firstly the sample frame for both the qualitative and quantitative methods is limited and is not representative of the whole population. For the qualitative approach an element of interviewer bias could have occurred. For the questionnaires the researcher had to rely on the school administration teams to distribute the questionnaire packs and there was no guarantee that these were handed out as planned, although it was hoped that, as permission had been sought from the Director of Education and each Head Teacher that this instruction would be carried out. Other

limitations relate to the respondents misunderstanding of any of the questions, and the potential lack of replies despite taking steps to enhance the response rate. Additionally the respondents may be relying on hindsight to answer questions.

#### 4.16 Summary

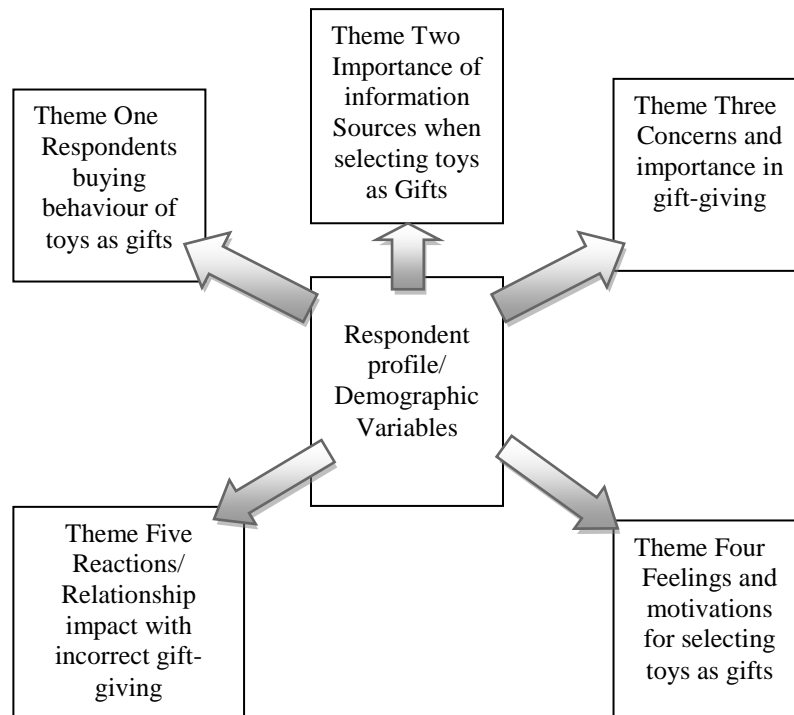
This chapter has outlined the research philosophy, choice of epistemology and the methodological approach taken. The positivist approach was taken by discussing pertinent issues before moving on to the methodological path research plan and design. A detailed description of the questionnaire development and pilot stages of the questionnaire were provided. The sample frame and technique were highlighted for the research before describing the questionnaire administration and distribution. Data analysis, recoding and testing were described prior to noting ethical consideration and limitations. The next two chapters will present and discuss the results from the research conducted.

## Chapter 5 Presentation of qualitative and basic quantitative results

### 5.0 Introduction

The previous chapter (4) identified the methodological approach and outlined the methods used, whereas this section provides the results from the primary research conducted. The qualitative results from the 16 interviews are discussed first followed by the quantitative analysis of the 613 questionnaires conducted after the pilot survey. The pilot survey provided a response rate of 52% (31 from 60) and changes were made to ensure the validity and reliability of the instrument. These were discussed in the methodology section (chapter 4, section 4.9). To facilitate data reporting five themes are followed (figure 5.1) after outlining and commenting on the respondent profile and demographics, which whilst not noted as a theme per se provide an additional area for reporting. Descriptive statistics are reported for each section of the questionnaire prior to providing a brief summary of the chapter. Figure 5.1 will be replicated at each stage in the chapter when reporting each particular theme. Chapter 6 will pick up on these themes again considering the hypotheses in more detail.

Figure 5.1 Themes for results discussion



## 5.1 Qualitative research results

This section of the chapter highlights the results from the qualitative interviews. The qualitative research conducted with parents examined two areas; gift-giving in general (phase 2a) and more specifically gift-giving of toys to children (phase 2b) (section 4.7). These interview methods were used to support and inform the use of certain questions and themes in the quantitative questionnaire. Each interview was recorded, transcribed and emergent themes discussed in section 5.1.1- 5.1.4. The full transcripts are available in appendices 1-6.

A content analysis was conducted for each set of interviews to provide a themed narrative. From this it was evident that two main areas are highlighted i.e. gifting in general and gift-giving of toys to children.

### 5.1.1 Interview analysis from phase 2a - gift-giving in general

When questioned about gift-giving in general several areas were extrapolated. Firstly, the interviewees felt that they give gifts for occasions, for tradition and for reasons such as love, illness or because they want to. Christmas time held more significance for some in relation to the seasonality of gifting and the 'Goodwill to Mankind' approach. Christmas was seen as a fun occasion where adults liked to see how children reacted to gifts and also for a loving exchange. For Birthday times however gifting was seen more as a celebration of a milestone, which stops when reaching certain 'Rites of Passage' stages such as; starting work, becoming 18 and 21.

In terms of whom to gift to, many respondents showed similarity. For buying gifts respondents would tend to purchase for all the people that they were expected to with 'rules' of gifting prevailing to prevent gifting 'getting out of hand'. Family gifting takes priority, with evidence that the family circle changes with lifecycles stages or recipients ages, such as the addition of a new baby (grandchild) into the family, where the 'gifting passes down', as someone (not in the immediate family) reaches a cut off age such as 21 or starts work, the gifting stops. Additionally, others moved into the 'gifting circle' through relationships and marriage. Finally, reciprocity was also cited as a reason to gift i.e. gifting because you were gifted to or as a form of thanks or exchange.

When shopping for gifts three types of buying categories were noted i.e. impulse, planned and 'last minute'. The impulse buying related to concepts such as respondents seeing something and just knowing that was perfect for a person. The planned approach related to a specific event involvement. For example, Christmas buying may be triggered with paydays in October and November and hence be more planned and birthdays tended to be thought about just the week before the occasion. From the male respondents there was also evidence of last minute unplanned gifting which occurred for Christmas and Birthdays, which appeared to show a more carefree attitude around these occasions where what the person was getting was far more important.

In terms of the economic input for the gift all respondents highlighted that budgeting was required to ensure quality and equality whilst being considerate of the recipients' needs in an appropriate, in some cases fashionable, but not extravagant, manner. However, exchange rules were highlighted again in relation to money, age and 'rites of passage' as well as revenge toys (i.e. noisy toys being given to children such as nephews and nieces as revenge for their own child having been given a noisy toy).

The final group of comments relates to the reciprocity of gift-giving and it is here that responses differed for genders. Male respondents were not worried whether a person did not like their gift choice and were happy for it to be changed, suggesting more of a 'laissez-faire' approach. Female respondents wanted some form of exchange (i.e. a 'thank you'), and others were concerned that if they got the gift wrong it might hurt the recipient's feelings. Some respondents felt that they did not expect a gift back in return but would feel awkward if they did not participate in gift exchange. However, when probing this area more specifically, all respondents felt that it would not affect the adult – child relationship if the child did not like a toy gift. The older the respondent the more comfortable they were with that idea.

#### 5.1.2 Interview analysis from phase 2b - gift-giving of toys to children

When examining the gift-giving of toys to children more specifically, for some cases, the respondents' answers mirrored those identified in 5.1.1. such as the buying/purchasing habits with some additional ones to be noted.

Toy gifts were more or less given for special occasions, such as birthdays and Christmas time, followed by rewards for doing something and when gifters visit children. Three circles of gifting were noted; the inner circle (close family), extended family and to friends outside the family circle. When gifting toys to children though, more pressure was felt to exchange gifts and give thanks as it is expected and taught. It was felt that children's expectations are often raised at the traditional gifting times of Christmas and birthdays. Buying toys as gifts stops at around age 11-12 as money becomes the 'best gift' and it was felt that children had outgrown toys and had moved on. In addition to the buying practices noted in 5.1.1 caution was expressed about buying too early for Christmas as children tend to change their minds.

In terms of the information gathered before toy gifting, respondents in general like to seek information prior to purchase. They consider the place of purchase, availability, value for money, suggested age range of the toy, the size and appropriateness of the toy. Use is made of seven of the eight information sources finally noted in the questionnaire, with the exception of films, and the suggestion was clear that the internet was becoming a more prominent information source in gift search strategies.

In addition to the economic input towards the gifting mentioned in 5.1.1., it was felt by the respondents that many factors impacted upon the type of toy they went on to purchase. These included the ergonomics, social responsibility (i.e. educational provision (more from female respondents), or ethical reasons), recipient's interests, suitability and replacement (i.e. if it does not work for long or breaks will it be replaced—male respondents highlighted this). Interesting points to note at this stage included the fact that all respondents were keen to get exactly what the child wanted (i.e. to be a pleaser towards the recipient) with one male respondent saying it was the women's responsibility to sort that out.

As with the previous section 5.1.1 in terms of relationship impacts and reciprocity, respondents felt that many things happened to toys given as gifts to their own children, such as recycling, exchange of unwanted gifts and that parental influence reflects how a child may view the toy gift. For toy gifts given by themselves to others' children they felt that there was some intrinsic satisfaction with their successful gift-giving but respondents were aware they did not always get it right.

However, most were very positive about the child – adult relationship suggesting that the toy gifts given by them would enhance the adult-child relationship, as it is a loving exchange. A couple of respondents felt there would be a favoured relative, i.e. the one who gave great presents and conversely the ‘oh no relative’ where the child recipient already expects something they won’t like. When probed most felt there should be a measure of reciprocity from children, which tended to be on a sliding scale in relation to the age of the respondent – the older respondents were not as concerned to get a ‘gift’ or emotional response back. Younger respondents felt that some form of reciprocity or thank you was important even if it was just on an emotional level as they felt annoyed when there was no response.

### 5.1.3 Summation of qualitative findings

For the qualitative interviews some of the themes emanating from respondents were they felt that giving was slightly different for Christmas than birthdays, with Christmas holding some religious aspects and birthdays being characterised more as a rite of passage. Gifting was seen to be something that was planned for in terms of purchases made by females with Christmas being more planned for and birthdays more last minute, while males were very last minute, leaving it all to the ‘wife’ or indeed when involved being very carefree about it. Budgeting for the ‘gift spend’ was very prominent and ‘cut off’ points were very clear regarding when to stop gifting, when new recipients come into the circle or when a certain age is reached.

Male gifters tended not to be worried about reciprocity from children but females tended to want some form of engagement or thanks, or were worried that the wrong gift could pose angst and tried to buy in relation to the child’s wants and needs. The main feeling was that the relationship would not be impacted upon if children did not like the gifts.

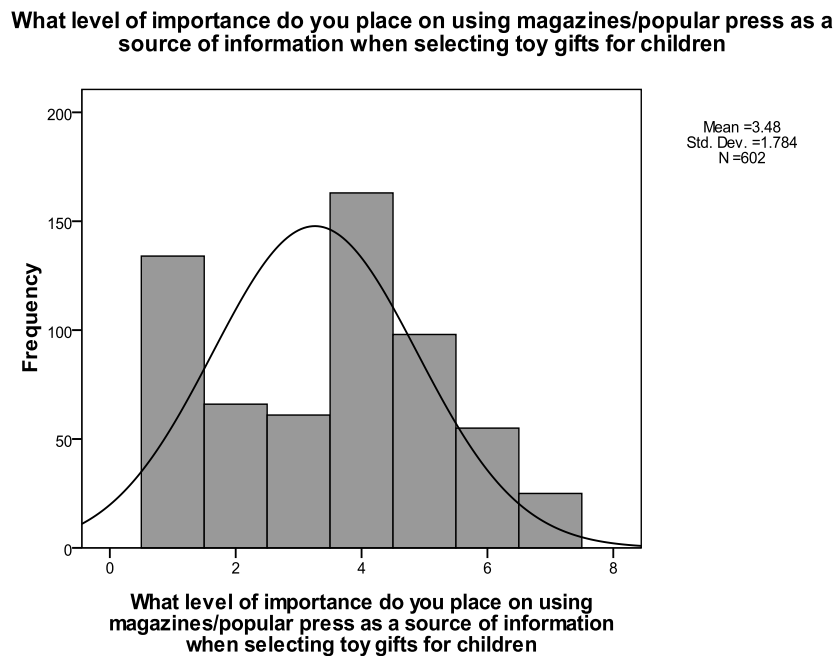
The next section of this chapter starts with the basic results from the questionnaire analysis starting with the respondent profile.

## 5.2 Quantitative research results

The first section of the quantitative results examines respondent profile, demographic variables and sample description (n=613). A total of 613 (n=613) usable questionnaires (appendices 23-28 shows the frequency responses for each question) were returned from 1,595 sent out yielding a 38.4% return rate. This response rate is similar to that identified by Watson (1965) whose response rate was 30% on the first sending of the questionnaire used in his research, which then increased to 37% upon a postcard reminder to reply to the questionnaire follow up.

Data from the 613 questionnaires were inputted into SPSSv 17 to allow for data presentation and extrapolation. Frequencies, descriptives and distributions were checked prior to analysing data in a themed approach (figure 5.1). For a detailed discussion of the SPSS tests used please see the methods chapter (section 4.13). Data were found to be in the non parametric testing area due the lack of bell curves for each question (figure 5.2) prior to running parametric tests once data had been ‘normalised’ through factor analysis. Prior to the thematic approach to results reporting being taken, the sample and means descriptions for the questions are provided here.

Figure 5.2 Example of non parametric frequency distribution for sources of information





Demographic questions were asked to provide a respondent profile as the gift-giving of toys to children may be affected by these variables. An abridged table (5.1) provides the breakdown of the responses to these questions. The employment category underwent recoding at this stage with the combining of unskilled and manual categories due to the group size being too small. Figure 5.1a highlights the centrality of these demographic data which affects each of the 5 themes discussed.

Figure 5.1a Themes for results discussion

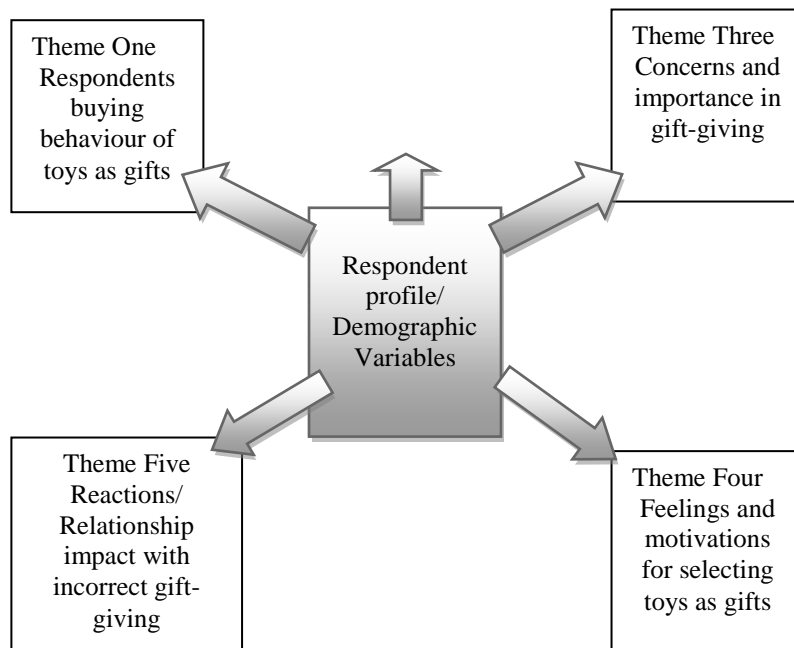


Table 5.1 Demographic responses by frequency and valid percentage

Respondents	Criteria	Number	Valid Percentage
Gender	Male	63	10.3
	Female	550	89.7
	Total	613	100.0
Age in years	18-30	54	8.8
	31-40	279	45.5
	41 plus	280	45.7
	Total	613	100.0
Marital Status	Part of a couple	538	87.9
	Single/Widowed	74	12.1
	Total	612	100.0
	No Answer	1	
	Total	613	
Employment Status	Not Working	111	18.2
	Unskilled and Manual (R)	75	12.3
	Skilled	90	14.7
	Professional	335	54.8
	Total	611	100.0
	No Answer	2	
	Total	613	
Gross Annual Income	Under £15,000	59	9.8
	£15,001 and £25,000	87	14.5
	£25,001 and £35,000	86	14.4
	£35,001 and £45,000	92	15.4
	Above £45,001	275	45.9
	Total	599	100.0
	No answer	14	
	Total	613	
Highest level of education	High School Leaver	177	29.1
	College/ HNC/HND	150	24.6
	University Degree	142	23.3
	Postgraduate Degree	140	23.0
	Total	609	100.0
	No Answer	4	
	Total	613	

R (Recoded)

### 5.2.1. Gender of respondents

A majority of the respondents answering the questionnaire were female 89.7% (table 5.2) with the remainder, 10.3% being male. Ideally more males would have been better for statistical analysis, but it is not uncommon for females to answer rather than males on a gift-giving topic (Fischer and Arnold 1990). It was felt that mirroring Clarke's (2003) approach with 2 questionnaires 'in the envelope' may have provided less response or the same person completing twice.

Table 5.2 Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	63	10.3	10.3	10.3
Female	550	89.7	89.7	100.0
Total	613	100.0	100.0	

### 5.2.2 Age of respondents

The most common age range (table 5.3) from the three groups was 41 years plus at 45.7 % closely followed by the 31-40 year old category at 45.5%. This is not surprising as adults with children under the age of 11 would be expected to be in one of those 2 age ranges, with the growing age/birth demographic. The average of age of giving birth is around age 29.4 (ONS 2012).

Table 5.3 Age of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-30	54	8.8	8.8	8.8
31-40	279	45.5	45.5	54.3
41 plus	280	45.7	45.7	100.0
Total	613	100.0	100.0	

### 5.2.3 Marital status of respondents

The majority of respondents were in the 'part of a couple' category showing a majority of 87.9% against 12.1% single/widowed respondents (table 5.4).

Table 5.4 Marital status of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Part of a couple	538	87.8	87.9	87.9
	Single/Widowed	74	12.1	12.1	100.0
	Total	612	99.8	100.0	
Missing	No Answer	1	.2		
Total		613	100.0		

#### 5.2.4 Employment status of respondents

In terms of employment status (two categories were recoded due to lower responses and indeed the similarity of what the categories mean today), the majority of respondents 54.8% (n=611) were in the ‘professional’ category (table 5.5). The remaining three categories were close together with unskilled and manual being 12.3 %, skilled 14.7% and those not working 18.2 %. Aberdeen has a low unemployment rate and a high average earning income which would fit with this demographic. Additionally, the not working category can also mean ‘stay at home parents’.

Table 5.5 Employment of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Working	111	18.1	18.2	18.2
	Unskilled and Manual	75	12.2	12.3	30.4
	Skilled	90	14.7	14.7	45.2
	Professional	335	54.6	54.8	100.0
	Total	611	99.7	100.0	
Missing	No Answer	2	.3		
Total		613	100.0		

#### 5.2.5 Gross annual income of respondents

The respondents annual household income is fairly evenly spread in the middle categories (table 5.6), with the exception of the top category which has the modal response in the ‘above £45,001’ at 45.9% (n=599) and the exception of the lowest category, under £15,000 having the lowest response at 9.8%. The remaining categories 2 - 4 have a roughly even spread of 14.5%, 14.4 % and 15.4 % respectively. This is not surprising as Aberdeen is a very affluent city where average gross income is high.

Table 5.6 Annual gross household income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under £15,000	59	9.6	9.8	9.8
	Between £15,001 and £25,000	87	14.2	14.5	24.4
	Between £25,001 and £35,000	86	14.0	14.4	38.7
	Between £35,001 and £45,000	92	15.0	15.4	54.1
	Above £45,001	275	44.9	45.9	100.0
	Total	599	97.7	100.0	
Missing	not answered	14	2.3		
Total		613	100.0		

### 5.2.6 Educational attainment of respondents

Following on from income, the majority for the educational attainment fell into the ‘high school leaver’ category at 29.1% (n=609), with the categories being fairly evenly spread with college at 24.5%, University degree - 23.3% and Postgraduate degree - 22.8% (table 5.7). A noted anomaly is the high school leaver category as it would be expected that high school leavers may not be in the top band for gross income but it has to be remembered that many of the respondents were female, may be married to a high earner or may have been able to return to work in a professional category after bringing up children.

Table 5.7 Educational attainment of respondents

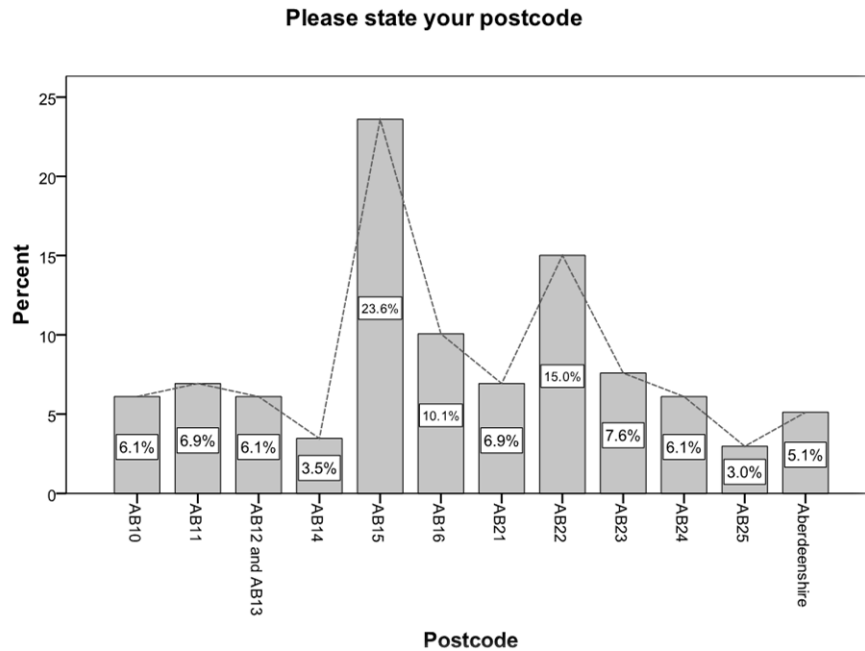
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School Leaver	177	28.9	29.1	29.1
	College/ HNC/HND	150	24.5	24.6	53.7
	University Degree	142	23.2	23.3	77.0
	Postgraduate Degree	140	22.8	23.0	100.0
	Total	609	99.3	100.0	
Missing	No Answer	4	.7		
Total		613	100.0		

### 5.2.7 Postcode of respondents

Postcode analysis (figure 5.3) yielded the most popular postcode areas the respondents were in as being in the AB15 (Aberdeen City Centre) area with 23.6% (n=606) followed by AB22 (in the Bridge of Don) at 15%. The remainder of postcode categories ranged from 10.1 % in the AB16 (Mastrick and Northfield areas) category, with a cluster around 7% and 6 % to the lowest categories fell in the AB14 (Peterculter) at 3.5% and

AB25 (Kittybrewster) having the minority at 3.0%. This shows the spread of returns from the sample sent highlighting that although some children attend schools or nurseries in the city they may indeed live outwith the city. It also demonstrates respondents from a range of socio economic backgrounds across the city (Scottish Government 2012).

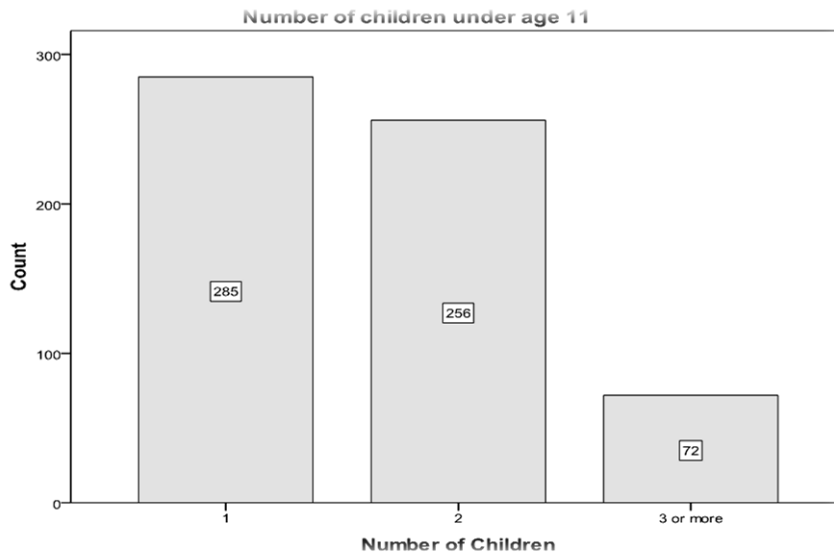
Figure 5.3 Postcode of respondents by percentage



### 5.2.8 Number of children aged 11 and under in the household

Respondents were asked how many children were under the age of eleven in their household (figure 5.4). A majority of respondents 46.5% had one child under 11 in their household, falling slightly to 41.8% for 2 children and for 3 or more children 11.7%.

Figure 5.4 Number of children under age 11 in respondents household



#### 5.2.9 Comments on respondent sample

Despite the approach to data collection in trying to get a good representation of parents there is a lack of fathers, single parents and those in lower strata in answering this questionnaire. Table 5.8 identifies some key statistics for Aberdeen in relation to the questionnaire demography.

Table 5.8 Key statistics from the census and statistics web sites 2001 (2011 still to be published)

Location	Male	Female	Married	Single	
Aberdeen	103,818 (48.9%)	108,307 (51.1%)	54.93 %	45.07 %	
Aberdeenshire	112,470 (49.5%)	114,401 (50.5%)	57.99 %	42.01 %	
Scotland	2,432,494 (48%)	2,629,517 (52%)	49.84 %	50.16 %	
Comparable ages	All	Age 18-29	30-44	45-59	Other ages
Aberdeen	212,126	20.56	23.03	18.04	38.37
Aberdeenshire	226,871	12.00	23.68	21.43	57.11
Scotland	6,082,011	14.96	22.97	19.29	42.78
Employment of all adults	Employment Total	Professional	Skilled	Unskilled	Not working
Aberdeen	105,786	52.67	16.97	30.7	Rest of population
Aberdeenshire	112,887	46.24	23.63	29.61	
Scotland	2,261,281	49.72	19.32	30.96	
Households	All households		With children Percentages		Single parent household Nos
Aberdeen	87,013		13.88		5,296 (6%)
Aberdeenshire	90,736		23.60		3,964 (4%)
Scotland	2,182,248		16.78		151,452 Lone parents
<b>Key stats</b>					
<ul style="list-style-type: none"> <li>• Nine out of ten lone parents are women in Scotland</li> <li>• 84% of households headed by a lone parent have a net income of less than £20,000, with 66% below £15,000; 19% have experienced homelessness;</li> <li>• A majority of these families are in Glasgow</li> <li>• Regional Gross Disposable Household Income is £15,654 per head as at 2011</li> <li>• Number of children in the household (2012) 3.7 mill have one child (47.4%) 3.0 mill (38.4%) have 2 children and 1.1 mill (14.1%) 3 or more children</li> </ul>					

[http://www.aberdeencity.gov.uk/tourism\\_visitor\\_attractions/tourists\\_visitors/statistics/2011\\_Pop\\_Est\\_Aberdeen\\_City.asp](http://www.aberdeencity.gov.uk/tourism_visitor_attractions/tourists_visitors/statistics/2011_Pop_Est_Aberdeen_City.asp)

[http://www.ons.gov.uk/ons/dcp171778\\_307651.pdf](http://www.ons.gov.uk/ons/dcp171778_307651.pdf)

<http://www.ons.gov.uk/ons/rel/family-demography/family-size/2012/family-size-rpt.html>

Firstly it is clear that it would have been more accurate to have had an almost equal number of males: females and singles: couples answering as there is an almost equal ratio in Aberdeen and Scotland. In terms of age range, statistics provided are not specific to those with children aged 11 and under but the questionnaire respondent age categories are semi representative of the wider population with the exception of the younger age category.



Employment categories show similarity to the sample of respondents for the professional and skilled roles but is lacking in terms of unskilled respondents, which could be due in part to a misclassification of what an unskilled role is today. Gross income is not obtainable from ONS stats but the average regional gross disposable income was £15,654 per head as at 2011, which is second in Scotland, suggesting there is quite a high income bracket which would fit with the sample respondents.

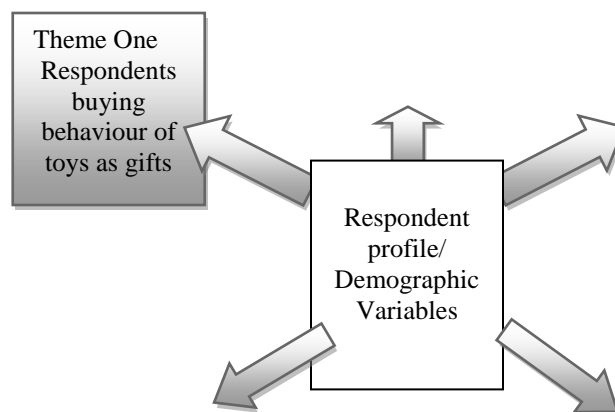
Education is not listed by the ONS making it hard to compare but the number of children in the respondents households (although looking at under 11 in this research) is not dissimilar to the UK national average.

However, the respondent profile mix mirrored that of Fischer and Arnold (1990) to a certain extent whereby the majority of respondents were female, reasonably well educated and earning a reasonable income. Despite some categories such as single parents presenting a minority group, this is representative of Scotland's figures (table 5.8). Academically, in considering this research's respondent profile it adds to the works of Sherry and McGrath (1989); Fischer and Arnold, (1990); Rucker, Freitas and Kangas (1991) and Otnes, Lowrey and Kim (1993) who indicated that gift buying is highly gendered as they noted the females as having much of the responsibility for gift-giving. All of these factors have to be taken into account when analysing and discussing the results.

### 5.3 Characteristics of buyer behaviour in gift-giving to children

This section examines theme one, the respondent buyer behaviour of toys as gifts. As a reminder figure 5.1b is shown again to highlight this section.

Figure 5.1b Theme one results discussion

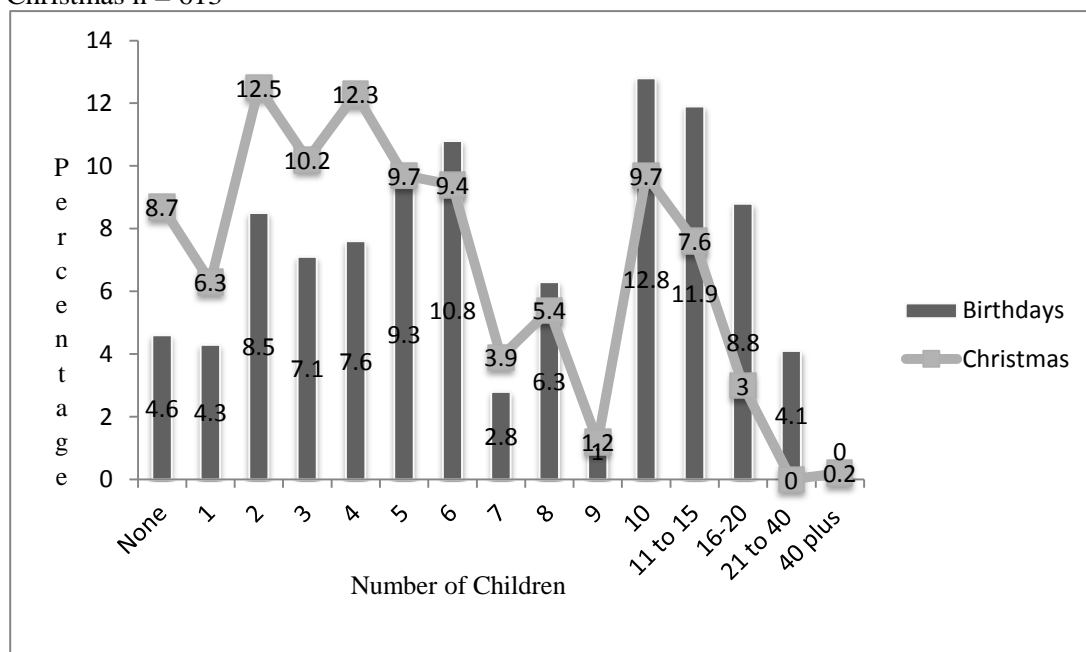


Respondents were asked questions about their ‘toy gifting’ behaviour including questions on the number of children purchased for (question 5), frequency of purchase (question 2), timing for starting to select toy gifts (questions 4 and 7) and the money spent on purchasing toys as gifts for Christmas and Birthdays (questions 3 and 6).

### 5.3.1 Number of children respondents purchase toy gifts for on occasions

Respondents were asked to give the number of children they purchased for at Birthdays and Christmas time (figure 5.5).

Figure 5.5 How many children do you buy for outwith your home at Birthdays and Christmas n = 613



It can be seen that at the lower end of the number of children, the number of children ‘bought for’ at Christmas is higher than at birthdays by about 4 or 5 %. There are a number of respondents, mainly female respondents 3.2% (birthdays) and 7.2% (Christmas) who did not buy for children at all. As the number of children ‘bought for’ increases to around 5 or 6 the trend for difference in child numbers seems to level off at around 9.5% of the respondents in total.

The trend then starts to reverse, (i.e. more children are bought for at birthdays than for Christmas) when buying for more than 10 children, with respondents buying for more children at birthdays 12.8% than at Christmas 9.7%. This continues with decreasing numbers of children up until the number of children reaches the 21 - 40 category. Some

respondents 0.2% (1 person so a negligible amount) ‘bought for’ 40 plus children at Christmas. This may be due to an error in understanding the question, or it may reflect specific work of social role, such as being a teacher or scout leader.

### 5.3.2 Frequency of purchase

A majority of respondents (figure 5.6) purchased toy gifts in the occasionally, birthdays and Christmas category 52.2% which are quite specific times. The next popular category was Birthday and Christmas times at 16.5% and with the minority category being classed as miscellaneous with 1.8% rating such.

Figure 5.6 How often do you buy toys as gifts for your children? (n =613)

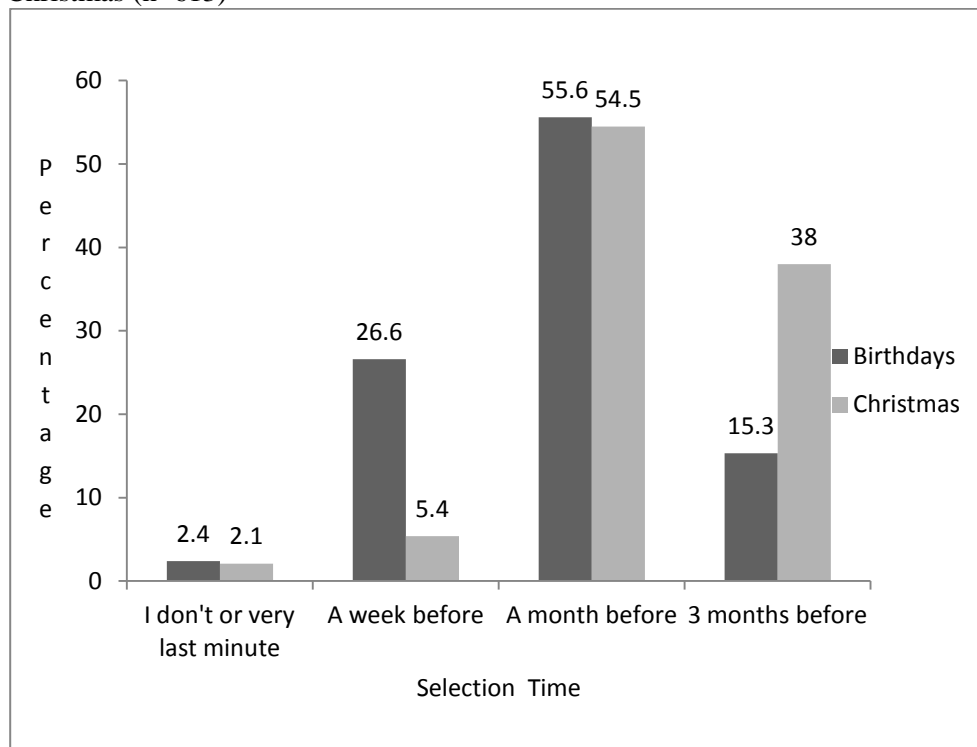


### 5.3.3 Selection timing of toy gifts

Questions were asked of respondents in relation to the time they start selecting the toy gifts. Figures 5.7 and 5.8 show respondents answers to the questions asking them when they buy toys for their own and for other children at the two most common times: Christmas and Birthdays.

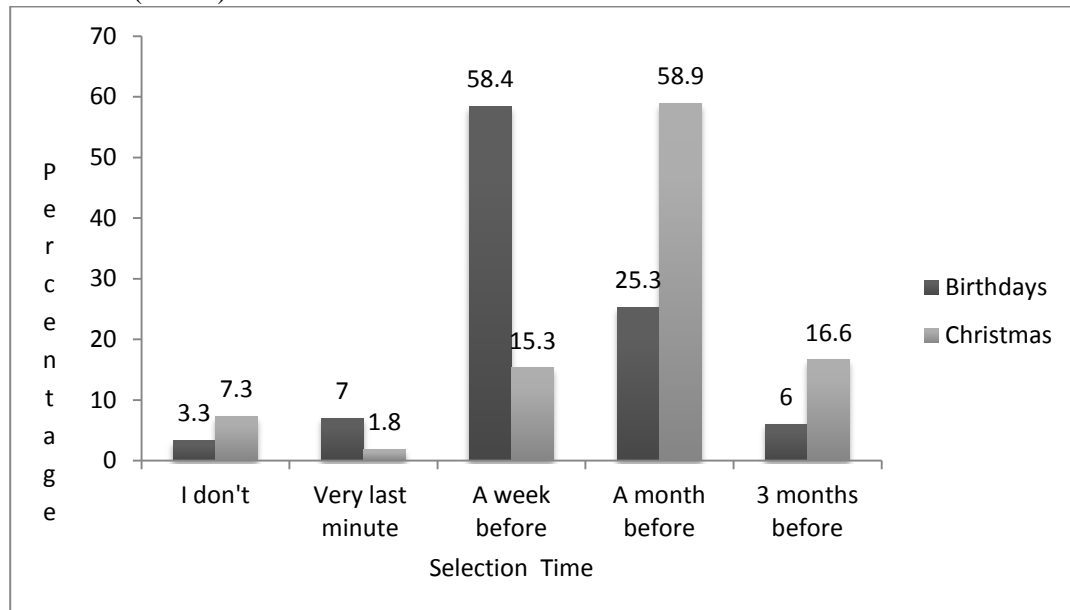
In terms of respondents' selection time for their own children, (figure 5.7) the majority of respondents start selecting toys for Birthdays 55.6% and Christmas 54.5% about a month before the event. However, there is a change for the second most popular category where Christmas has 38% of the respondents purchasing about 3 months before and 26.6% a week before for birthdays, showing that more planning and longer lead times go into Christmas toy selection for their own children.

Figure 5.7 When do you start selecting toys for your own children's birthday and Christmas (n=613)



Interestingly a slightly different pattern can be identified (figure 5.8) with respondents answers to selecting toys for others' children, as they select toys much closer to the event than for their own children.

Figure 5.8 When do you start selecting toys for other people’s children at birthdays and Christmas (n=613)

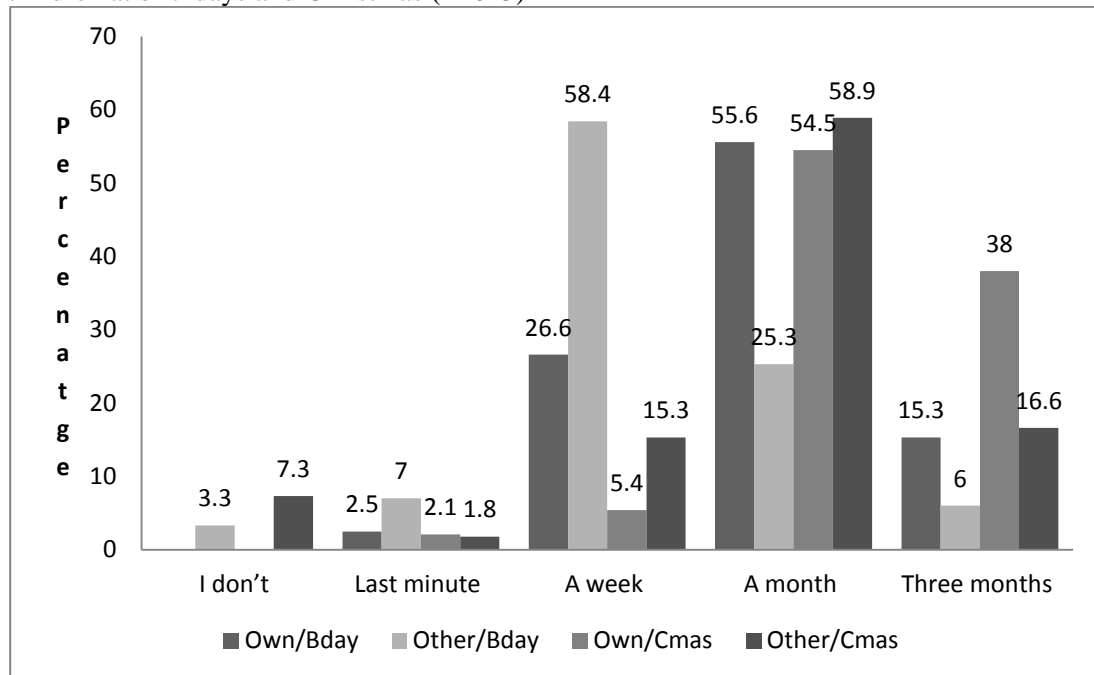


For birthdays the majority of respondents 58.4% start selecting toys a week before compared to 26.6% (figure 5.7) of respondents purchasing for their own children. Additionally, this category is also the majority category for this question which was a ‘month before’ for their own (figure 5.7) children. At Christmas time the majority response for other people’s children was ‘a month before’ at 58.9% which was slightly higher than the comparison percentage for their own children at 54.5% (figure 5.8).

However, there is a sharp decline in the ‘three month before’ category for selecting gifts for your own against other children being 38% and 16.6% respectively for Christmas and 15.3% to 6% for birthdays. The reverse is true for the ‘week before’ category where there is an increase from own to other children with Christmas moving from 5.4% to 15.3% and birthdays moving from 26.6% to 58.4%. This suggests that there is less planning going on for the selection of toys for other children. Additionally, 7.3 % of respondents ‘do not buy’ toys at all or buy ‘very last minute’ for others’ children at Christmas in comparison to 2.1 % for own children. These responses came mainly from male respondents. These findings support those mentioned in the qualitative interviews.

A final figure (figure 5.8a) highlights the comparison between the selection times for own and other children at birthdays and Christmas already highlighted in the commentary.

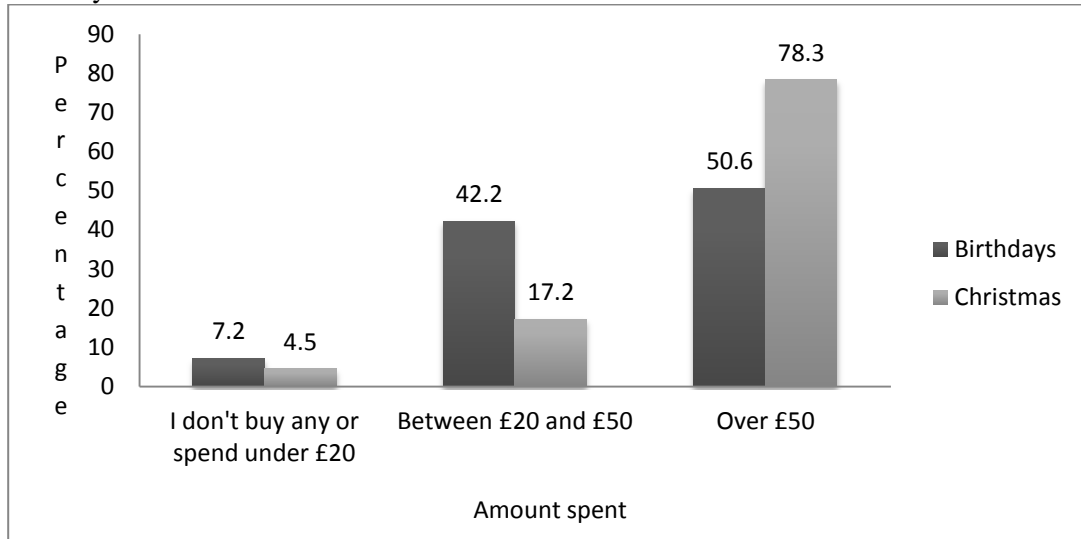
Figure 5.8a When do you start selecting toys for you own child and other people's children at birthdays and Christmas (n=613)



#### 5.3.4. Money spent on purchasing toy gifts

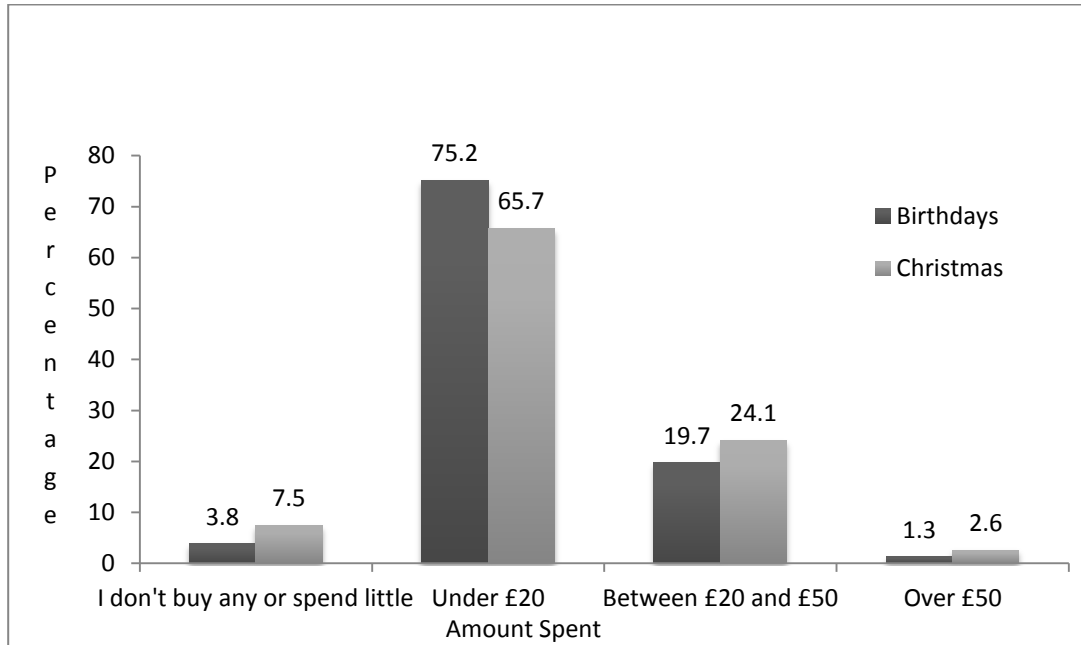
In terms of the financial aspects (figure 5.9) the majority responses for the approximate spend on toy gifts for one of the respondents own children in the household is in the over £50 category for both birthdays 50.6% and Christmas 78.3% (n=607) respectively. Additionally, there is a high percentage 42.2%, in the 'between £20 and £50' spend category for birthdays. Christmas seems to have the largest amount spent, as in the over £50 category the amount spent at Christmas is more than for birthdays and for the other categories it is the reverse situation.

Figure 5.9 Approximate spending on toy gifts on your own child in your household at Birthdays and Christmas n = 607



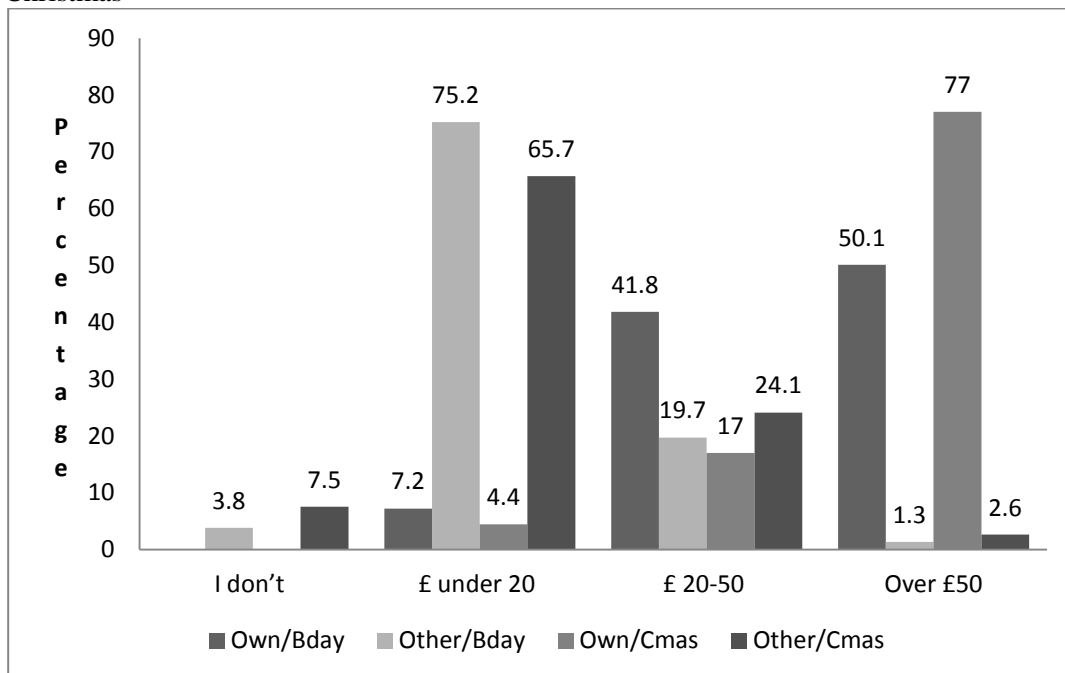
In comparison the approximate spend for one child outwith the respondent's household in the over £50 category was significantly reduced (figure 5.10) becoming the minority category at 1.3% and 2.6 % for birthdays and Christmas respectively. The majority spend is in the under £20 category at 75.2% for birthdays and 65.7% for Christmas. In relation to the spending patterns for respondents' own children this shows a marked difference in financial input i.e. much more is spent on their own children than on others, i.e. our gifting seems to be more for our own children than others.

Figure 5.10 Approximate spend on one child outwith your home for Birthdays and Christmas



A final figure (figure 5.10a) highlights the comparison between the spend made on gifts for their own and other children at birthdays and Christmas already highlighted in the commentary.

Figure 5.10a Approximate spend on one child outwith your home for Birthdays and Christmas





As a final note on this section it is clear that for respondents, differences exist in the amount of money spent on toy gifts for their own and other children at these occasions, which would be expected. However, here there is also a difference in the selection timing of gifts for their own and other children which perhaps more surprising. The next section moves onto the inferential descriptive statistics.

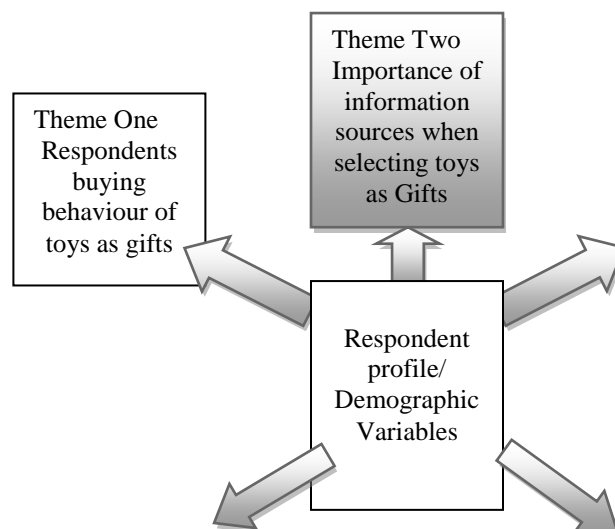
#### 5.4 Inferential descriptive statistics

The following section provides the number of respondents, mode, median, mean and standard deviation for all the Likert scale (ordinal) questions (nos 8-34) in the questionnaire sections asked i.e. sources of information, importance and concerns of toy gifting, feelings/motivations on toy gifting and relationship affects (Percentage responses are identified in appendices 24-27). As previously mentioned these results build up into themes two to five – the five main themes for hypotheses testing (figure 5.1).

##### 5.4.1. Importance of sources of information in selecting toy as gifts (question 8)

The second theme is the importance of sources of information when selecting toys as gifts. Figure 5.1c is represented here for theme two.

Figure 5.1c Theme two results discussion



Taking the means into consideration, (figure 5.11, table 5.9) only two films  $mn = 2.8$  and magazines  $mn = 3.5$  fell below the neutral point 4 of the seven point Likert scales, where 7 was of high importance and 1 being low importance. 38.6 % of the respondents rated films at the low level of importance whilst for magazines/popular press the majority response was just about the neutral point. Magazines/popular press came next least important but with 27.1 % of the respondents in that category (appendix 24).

Figure 5.11 Means for importance of sources of information (question 8).

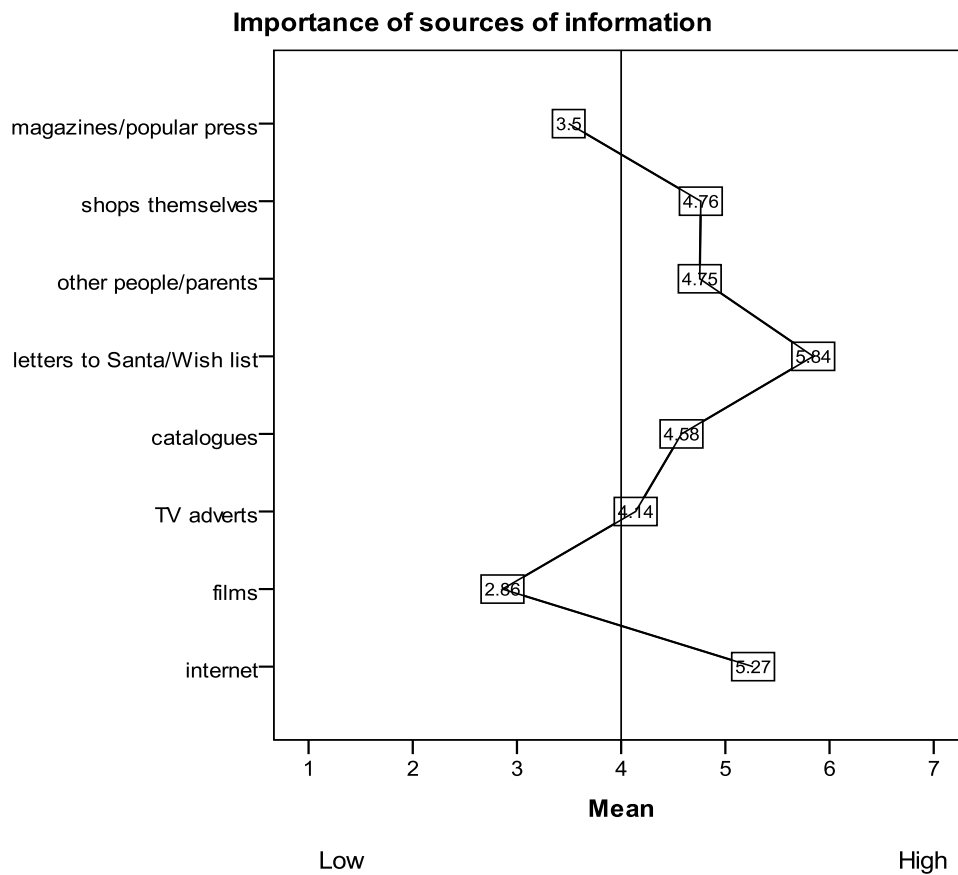


Table 5.9 Descriptives for importance of sources of information in selecting toys as gifts for children (question 8 n =613)

Importance of Sources of Information Question 8	Number of respondents *	Mode	Median	Mean	Standard Deviation
Internet	602	7	6	5.3	1.842
Films	594	1	3	2.8	1.811
TV adverts	604	4	4	4.1	1.839
Catalogues	604	6	5	4.5	1.806
Letters to Santa/Wish list	605	7	7	5.8	1.649
Other people/parents	606	6	5	4.7	1.870
The shops themselves	608	5	5	4.7	1.576
Magazines/popular press	602	4	4	3.5	1.784

\* missing cases, 1 is low level of importance, 7 is high level of importance, 4 is neutral

The next group is of information sources clustered in the neutral area of 4 or slightly above making them slightly important. These are television adverts mn = 4.1 (25.2% majority responses at neutral), catalogues mn= 4.5 (22.8 % majority at point 6 on the scale), other people/parents mn = 4.7 (22.9% majority respondents on point 6 of the scale) and the shops themselves at mn =4.7 (25.5% majority respondents at point 5 on the scale). These sources can be classed as medium which can give specific information about the toys such as price, function and accessibility allowing the consumer to monitor the toys more easily.

Letters to Santa/wish lists ranked the highest in terms of importance mn = 5.8 (50.9% majority on point 7 of the scale the most important) with the internet being in second place mn =5.3 but also having its modal response in point 7 of the scale (33.7%). This suggests that respondents think that the interpersonal source i.e. indirectly asking their children what they wanted through ‘traditional means’ is the most important source. The internet not surprisingly has high importance due in part perhaps to the convenience element and the respondent demographic profile.

#### 5.4.2 Importance and concerns of gift-giving (questions 9 and 10).

The next section of the questionnaire examined the aspects of importance and concerns of the respondents when selecting toys as gifts (table 5.10). This is classified as theme three within the figure represented here in figure 5.1d.

Figure 5.1d Theme three results discussion

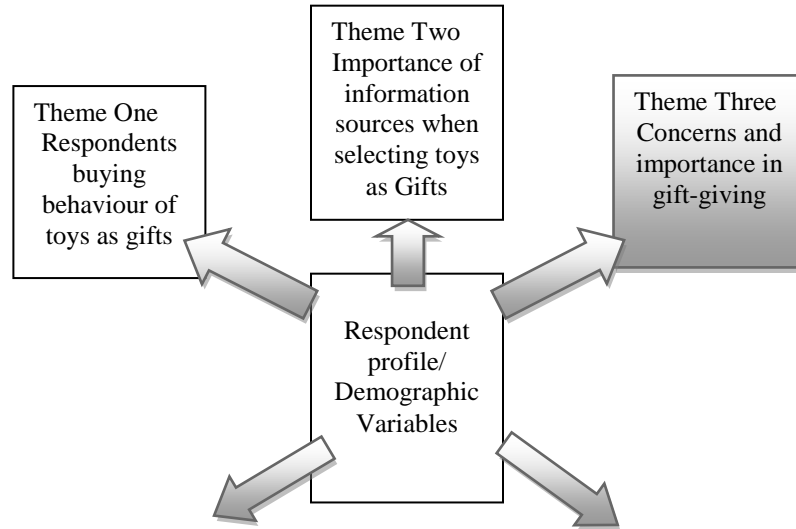


Table 5.10 Descriptives for importance and concerns in selecting toys as gifts for children (n=613)

Importance and concerns Questions 9 and 10	Number of respondents *	Mode	Median	Mean Level of Importance	Standard Deviation
Buying toys for my own children at birthday times is important to me Q 9	611	1	1	1.78	1.236
Buying toys for my own children at birthdays times concerns me Q 9	574	7	6	4.99	2.058
Buying toys for my own children at Christmas Time is important to me Q 10	609	1	1	1.69	1.124
Buying toys for my own children at Christmas Time concerns me Q 10	572	7	5	4.88	2.085

\* missing cases 1 = strongly agree, 7 = strongly disagree and 4 is neutral.

Respondents were close to strongly agreeing with buying toys at Birthday times and Christmas times as being ‘important to them’ rating those at  $mn = 1.78$  ( $n=611$ ) and  $mn = 1.69$  ( $n=609$ ) respectively. The majority responses (appendix 25) fell in the strongly agree category with 62.5 % and 62.9% of the respondents rating strongly agree respectively for the 2 questions.

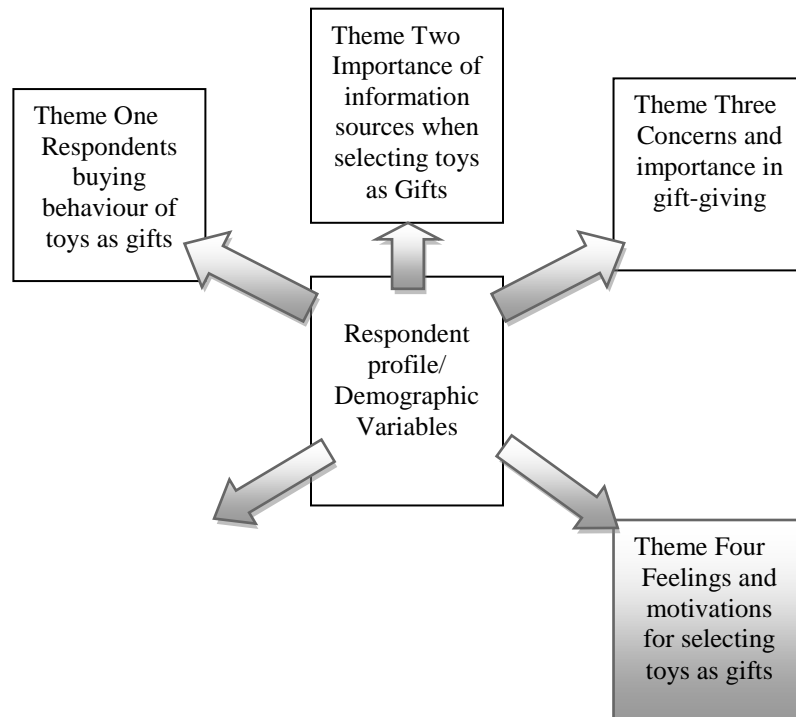
Turning to concerns of buying at these special times it posed some issues with some respondents as they may have felt that ‘concern’ may have been a repetition of the word

important and a number did not respond. However, the mean results for Christmas were similar to that for birthdays, mn = 4.99 (n=574) and Christmas mn = 4.88 (n=572) showing that the respondents were veering to the ‘strongly disagree’ side of the scale. Majority responses were again in the ‘strongly disagree’ side of the scale with 36.9% and 35.1% respectively. These findings suggest that respondents considered the buying of toys as important but were not concerned by it, and may not worry about that kind of issue. Level of involvement could be classed as high for the importance of the event but not very high in relation to their actual concern for the event.

#### 5.4.3 Feelings and motivations towards purchasing gifts as toys for children (questions 11-28)

For ease of the reader not all results in this section are individually discussed instead the main ones have been highlighted. The next set of questions, 11-28, examined the feelings and motivational aspects for purchasing gifts. This is classified as theme four on the figure and shown in figure 5.1e.

Figure 5.1e Theme four results discussion



These Likert scale questions were designed to identify whether respondents fell into the named categories of pleaser, socialiser, compensator or provider. The nearer the mean score to one, the more positively (strongly agree/very likely/a great deal or a lot) the

respondent felt. Conversely, the closer the mean is to seven the more negatively the respondent answered, with 4 being in the neutral area. These items were reconsidered later with factor analysis giving rise to new factors. Figure 5.12 shows the mean responses per question with table 5.11 showing the descriptives.

Figure 5.12 Mean results for feelings and motivations in relation to buying toys as gifts (4 = neutral)

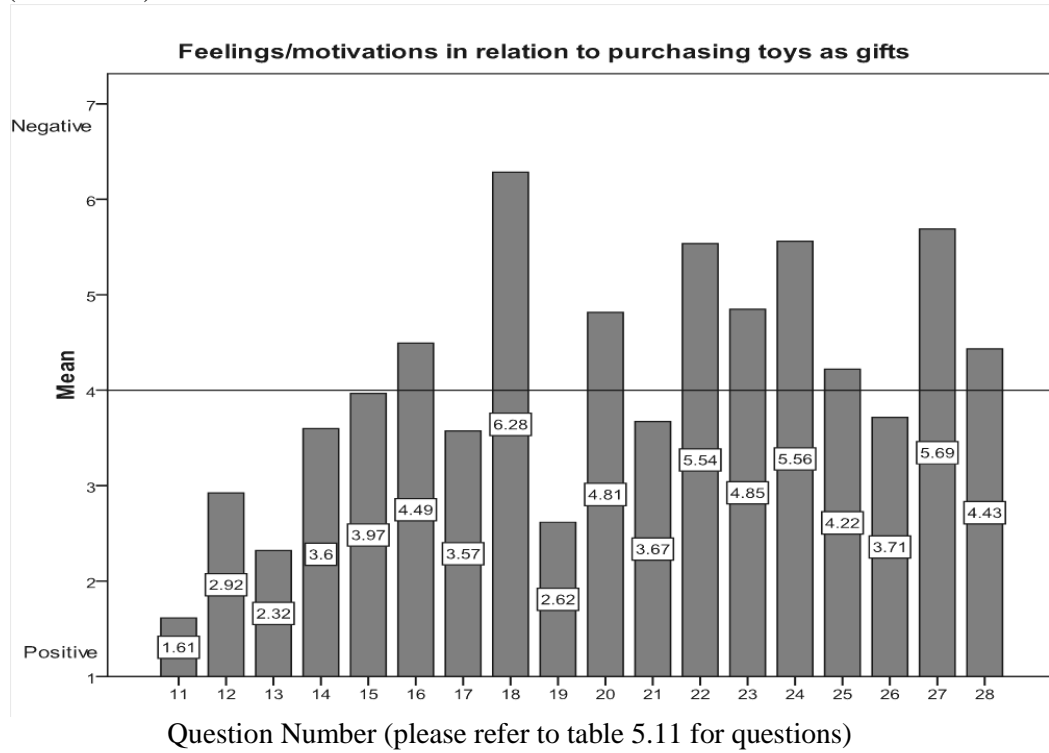


Table 5.11 Descriptives for feelings and motivations in selecting toys as gifts for children (n=613)

Feelings and motivations Questions 11 - 28	Number of respond/ dents *	Mode	Median	Mean Score on Scale	Standard Deviation
Q 11 I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy [pleaser]	610	1	1	1.61 AGD	0.905
Q 12 I buy exactly what my children request for toy gifts [pleaser]	611	3	3	2.92 VL	1.492
Q 13 I select toy gifts for my children that fulfils their direct requests or perceived tastes [pleaser]	610	2	2	2.32 AGD	1.228
Q 14 The toy gifts that I give my children are not a reflection of my taste [pleaser]	613	4	4	3.6 SA	1.642
Q 15 I sometimes buy toy presents for my children to make up for any tough times experienced during the year [compensator]	610	4	4	3.97 SA	1.883
Q 16 I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays [compensator]	612	4	4	4.49 VL	1.895
Q 17 To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year [compensator]	613	4	3	3.57 SA	1.860
Q 18 I don't spend enough time with my children and I like to compensate by buying plenty of toy gifts for them [compensator]	612	7	7	6.28 SA	1.262
Q 19 I always buy items (such as clothing/stationery) that I believe my children need [provider]	611	1	2	2.62 AGD	1.693
Q 20 I buy things on sale all year for my children's presents and store them away [provider]	611	7	5	4.81 A LOT	2.019
Q 21 The toy gifts that I give to my children at Christmas show that I want to take care of their needs [provider]	607	4	4	3.67 AGD	1.747
Q 22 I buy basic items (such as underwear/stationery) throughout the year give to my children at Christmas and birthdays [provider]	613	7	6	5.54 A LOT	1.724
Q 23 Buying toy items all year for Christmas means that I can afford to take care of all my children's needs [provider]	609	7	5	4.85 SA	1.789
Q 24 I buy what I want my children to have at Christmas and birthdays, irrespective of their request [socialiser]	612	7	6	5.56 AGD	1.493
Q 25 Giving toy gifts to my children means that I pass on knowledge that I wish them to have [socialiser]	611	4	4	4.22 SA	1.613
Q 26 I view most toy gifts that I give to my children as instruments of learning [socialiser]	613	3	4	3.71 AGD	1.516
Q 27 The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive [socialiser]	613	7	6	5.69 SA	1.435
Q 28 The gifts I give to my children reflect the values and I am eager to give these sorts of gifts [socialiser]	613	4	4	4.41 AGD	1.619

AGD – a great deal to not at all, SA – Strongly agree to strongly disagree, VL – very likely to not very likely, A Lot – A lot to not many at all, 1 = positive end of scale 7 = negative end of scale 4 = neutral.

The first batch of means on the positive side of the scales is for question numbers 11, 13, 19 and 12 with means ranging from mn Q11 = 1.61 (n=610) to mn Q12 = 2.92, (n=611). These questions relate to what could be termed 'exact toy gifting' i.e. adults buying exactly what the children want to please them as well as buying practical items adults feel those children need. Three of these questions (nos 11-13) fit into the 'pleaser' category with the last one (no 19) respectively the 'provider' category. Majority responses (appendix 26) were towards the 'great deal part of the scale' for questions 11, 59.8%, 13, 37.7% and 19, 35 % respectively. For question 12 the majority was more towards the neutral area of the scale at 27.8% at point 3. This shows that for some of the 'pleaser category' questions the majority of respondents felt positively about those comments but more 'middle of the road' for the provider type questions.

The second batch of responses grouped together are in the close to 'neutral' area of the scale with means ranging from mn = 3.57 for question 17 – to mn = 3.97 for question 15, suggesting that the respondents have a fairly neutral point of view on these questions. This group can be likened to the 'gifting for educational reasons and for hard times'. These questions range across all four of the 'gifter motivation categories' i.e. pleaser (no 14), compensator (nos 17 and 15), provider (no 21) and socialiser (no 26), with the majority of responses ranging from 20% for question 17 to 27.7% for question 15 with the modal response at neutral.

The next grouping relates to the questions with a mean score of between 4-5 which are moving towards the negative side of the scales. The means range from mn = 4.22 for question 25 to mn = 4.85 for question 23 (including questions 28, 16 and 20). These more negative type of answers to the questions relate to 'buying things all year round, imparting values and knowledge and meeting children's needs' and range across different types of gifter, i.e. questions 25 and 28 socialiser, 16 compensator and 20, 23 provider. In terms of the majority percentages questions 25 and 28 had majorities of 31.1 % and 28.2% at the midpoint of the scale. Similarly question 16 had a majority of 22.2 % in the midpoint and questions 20 and 23 had majorities of 31.9% and 25.1 % at the negative end of the scale being 'not many at all' and 'strongly disagreeing'.

The final group in the feelings section are those questions with responses that have the most negative means questions ranging from Q22 mn = 5.54 (n=613) to Q18 mn = 6.28

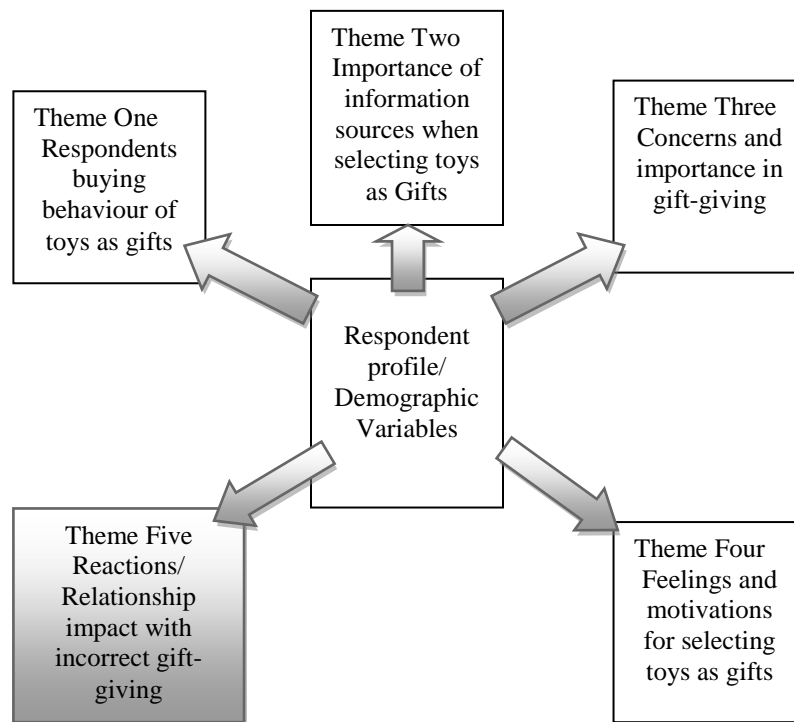


(n=612), including questions 24 and 27. These relate to themes along the lines of ‘guilt gifting, basic purchases, not giving into children’s requests and parental influence being paramount’. As per the gifter types from the literature these responses are otherwise termed 22 provider, 24/27 socialiser and 18 compensator. The majority responses for each of these questions ranged from 36.4 % (Q 24) to 67% (Q 18) and all at point 7 on their respective scales showing clear disagreement with the questions for these categories.

#### 5.4.4 The relationship - impact questions (questions 29-34)

The final section of the questionnaire examined the impact aspect of the adult - child relationships of ‘toy gifting’. Figure 5.1f represents theme five.

Figure 5.1f Theme five results discussion



Six questions (three questions repeated for birthdays and Christmas) were asked in relation to ‘givers’ feelings when a toy gift is not liked by a child for their birthday or Christmas. Figure 5.13 and table 5.12 displays the means and descriptives for those questions, with appendix 27 providing the frequencies.

Figure 5.13 Means for feelings and impact when children do not like a toy gift (n=613)

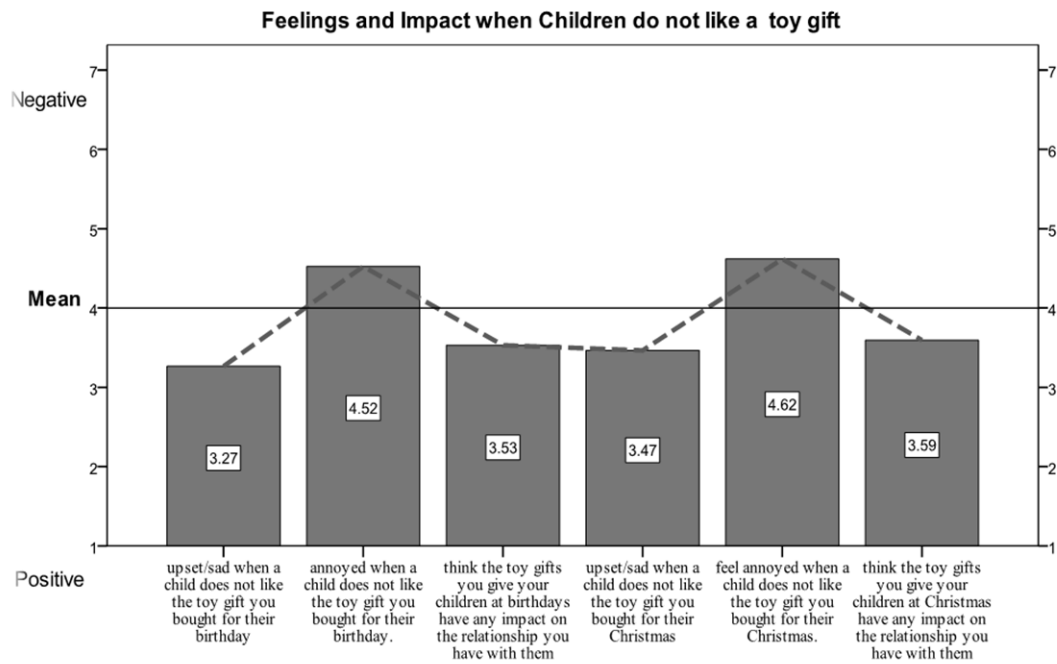


Figure 5.13 shows the mean score for the six questions where a low mean equates to a more positive feeling or ‘a great deal’ for questions 29, 31, 32 and 34 and ‘strengthens it’ for questions 30 and 33. All of the mean scores are close to the neutral area of the scales with questions 30 and 33 being on the negative side.

Questions 30 and 33 relate to respondents ‘being annoyed if the child did not like the toy gift bought for their birthdays and Christmas’ with mean scores of  $m_n = 4.52$  and  $m_n = 4.62$  respectively. Although being more on the ‘negative side’ of the response it only suggests a moderate annoyance as the modal/majority responses are in the neutral area with 21.8% and 23.6% for birthday and Christmas respectively.

Table 5.12 Descriptives for feelings and impact when children do not like a toy gift (n=613)

Reformulation Questions 29-34	Number of respondents *	Mode	Median	Mean Score on scale	Standard Deviation
Q 29 Do you feel upset/sad when a child does not like the toy gift you bought for their Birthday	604	3	3	3.27	1.750
Q 30 Do you feel annoyed when a child does not like the toy gift you bought for their Birthday	602	4	4	4.52	1.824
Q 31 Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them?	608	4	4	3.53	1.049
Q 32 Do you feel upset/sad when a child does not like the toy gift you bought for their Christmas	603	3	3	3.47	1.798
Q 33 Do you feel annoyed when a child does not like the toy gift you bought for their Christmas	602	4	4	4.62	1.793
Q 34 Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them?	606	4	4	3.59	1.088

\*missing cases, 1 = positive end of scale 7 = negative end of scale, 4 = neutral.

The other 4 questions are just slightly on the positive side of the scales with means around the mn = 3.27 (Q 29) to mn = 3.59 (Q 34). Questions 29 and 32 test the respondents feeling of being ‘upset/sad’ when child does not like the toy gift bought for their birthday and for Christmas and has majorities of 24.7% and 24.3 % at point 3 on the scale. This suggests respondents are veering slightly towards the ‘great deal side’ of being annoyed, although having no strong feelings on the subject.

Questions 31 and 34 examined ‘do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them’. Majority responses are 60.7% and 62% with modal responses in the midpoint, suggesting the respondents do not feel strongly about whether this ‘strengthens or weakens’ the relationship with the children.

### 5.5 Summary of chapter

This chapter has thematically presented an analysis of qualitative and quantitative data showing the some of the basic findings from the research. Respondent profiles seem to

be skewed to the female, professional, older parents which although not truly representative of the respondent profile is adequate for this research. Qualitative findings highlighted that parents give toy gifts for special occasions and tend to plan the purchases more for Christmas than for birthdays. Budgeting for gifts was highlighted with parents having a propensity to spend more on their own children than on others.

In terms of respondents buying behaviour, purchasing tactics differed in relation to toy selection and money spent on toys. For information sources the mean results showed a propensity towards personal sources of information as being more important. Whilst finding the giving of toy gifts is important to children, respondents appeared not to be concerned by it. Adult motivations in gifting seemed to be driven by gifting exactly what children want as well as practical purchasing and being less likely to be compensator gifters. When it came to the relationship affect questions, respondents had no strong feeling about whether incorrect gifting made a difference.

The next chapter provides a more in depth presentation of results from the inferential analysis giving consideration for the hypotheses testing.

## Chapter 6 Presentation of results from an hypotheses perspective

### 6.0 Introduction

The previous chapter (5) identified the basic descriptives for each section of the questionnaire. Here the testing of the hypotheses are reported in a systematic order which follows the five themes. Additionally, qualitative findings are introduced where relevant to extend the thematic approach and sub section summaries are provided to provide some clarity. The hypotheses figure noted in chapter 3 is replicated towards the end of this chapter outlining the supported hypotheses before a final overview of this chapter presents the main hypotheses findings from a demographic perspective. This highlights those which have made the most impact on findings, such as gender and those which have made no impact at all such as age. The chapter ends with a brief summary of the main findings. The chapter begins with figure 6.1 which shows the five themes incorporating the demographics as a separate concept and the hypotheses.

Figure 6.1 Themes for results discussion

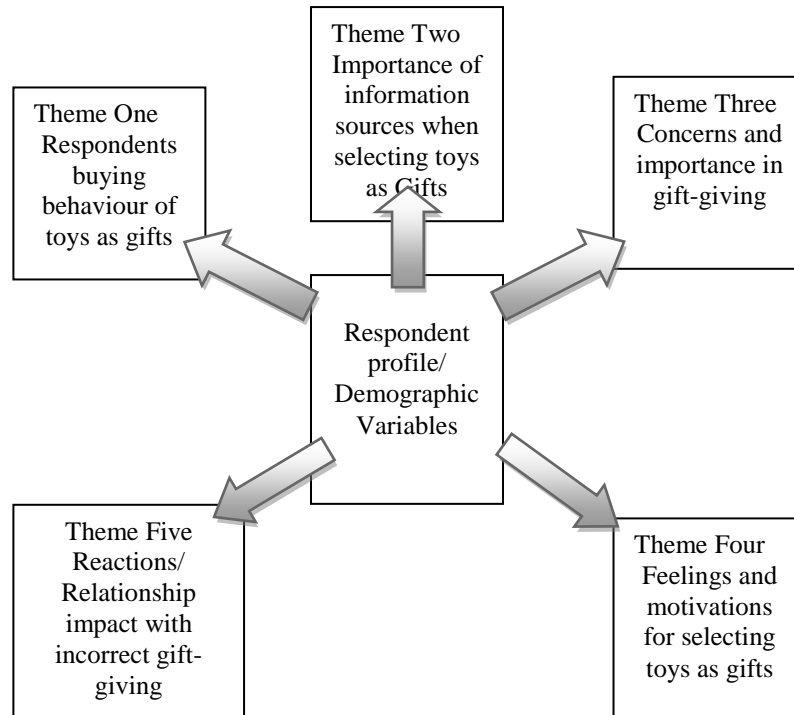


Figure 6.2 outlines the full set of hypotheses which were synthesized from the literature chapter (3) and the methods chapter (4). This figure was previously presented in chapter

3 highlighting the stages in the gift buying process, incorporating the sections within the questionnaire and colour coding the proposed hypotheses according to the demographic content. Figure 6.3 highlights the colour coding.

Figure 6.2 The hypotheses diagrammatically represented

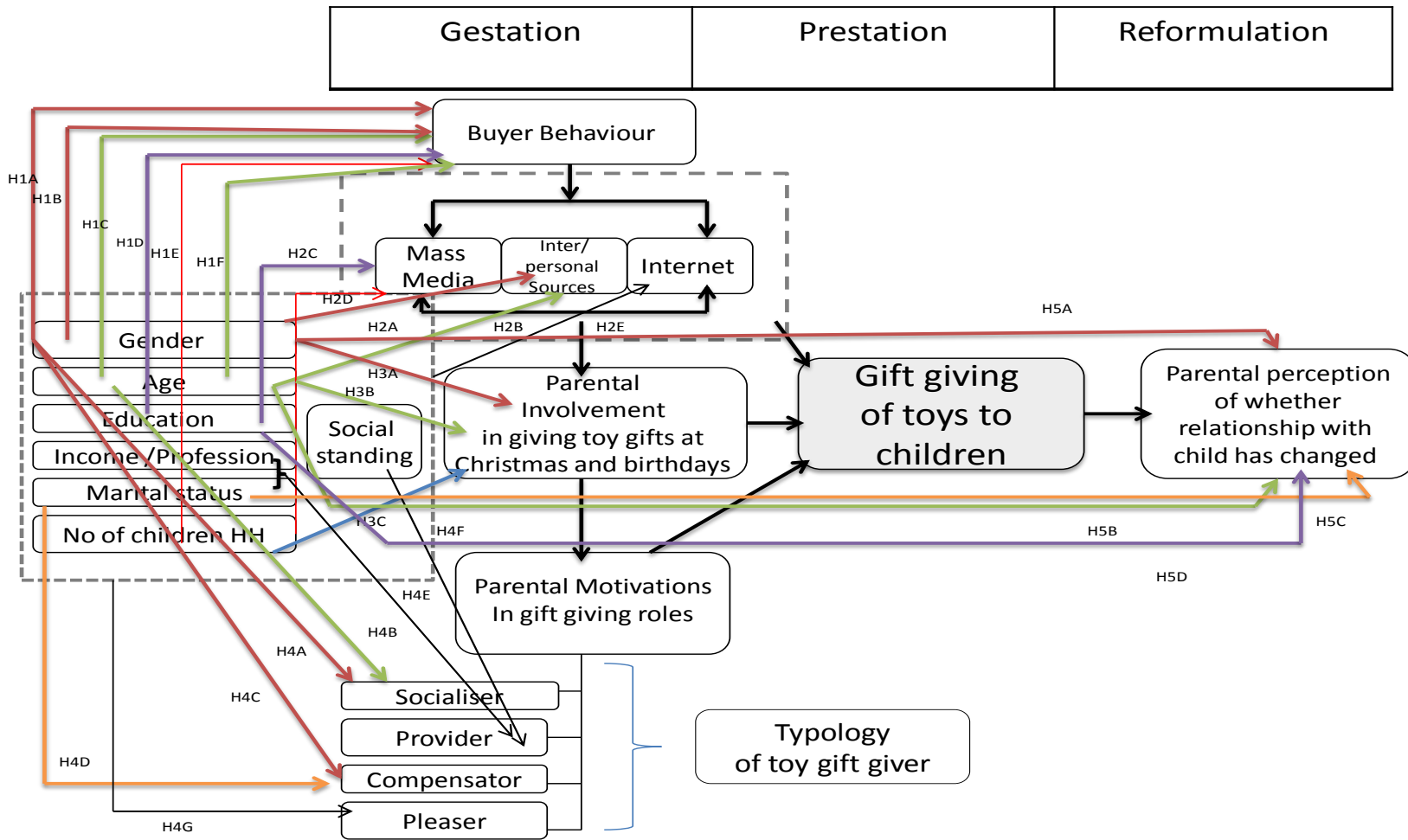
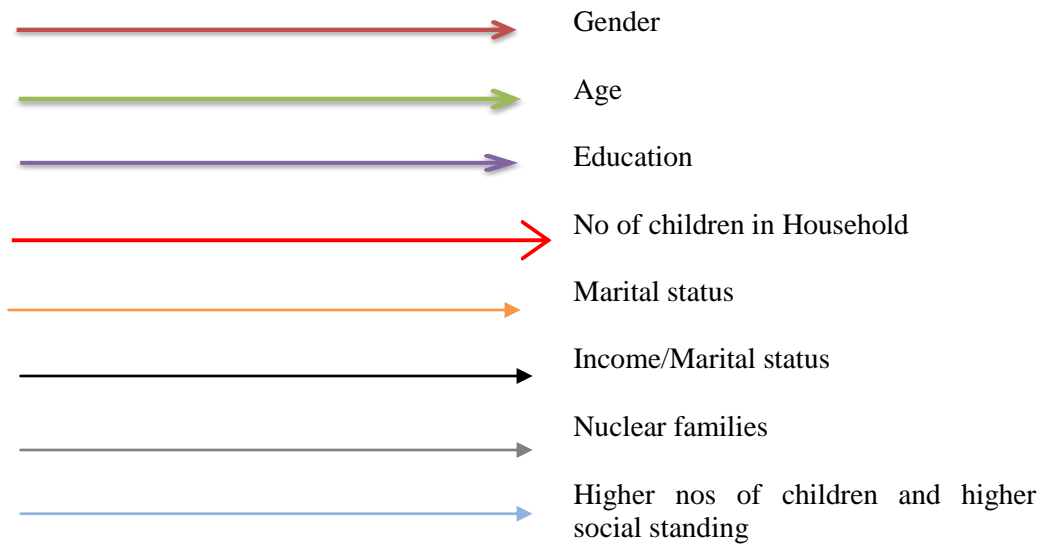


Figure 6.3 Colour codes for the hypotheses figure 6.1



Prior to reporting each of the themes the full set of hypotheses results (table 6.1) have been identified and tabulated here for ease of reference. It is worth noting at this stage that the male: female respondent ratio is skewed towards the female parents and this is outlined as one of the limitations later on in the thesis. The first section of the chapter (section 6.1) begins with reporting the findings from theme one, the respondents buying behaviour of toys as gifts.



Table 6.1 Hypotheses and tests for confirmation summary

H	Hypothesis statement	Result	Demographic	Tests	Values
H <sub>1A</sub>	Mothers will select toy gifts for children in a planned approach for special occasions more than fathers.	H <sub>1A</sub> - Supported but only for Christmas	Gender	Pearson Chi Square Mann Whitney	P = .000 < 0.0005 * P = .003 *
H <sub>1B</sub>	Mothers will spend more on toy gifts for special occasions than fathers.	H <sub>1B</sub> - Supported but only for Birthday	Gender	Pearson Chi Square Mann Whitney	p = .010 ** p = .040 **
H <sub>1C</sub>	Older parents will spend less on toy gifts than younger parents.	H <sub>1C</sub> - Not supported	Age	Pearson Chi Square Kruskal Wallis	p = .029 ** Not significant
H <sub>1D</sub>	The lower educated parents will spend more on toy gifts for children at special occasions.	H <sub>1D</sub> - Supported but only for own children	Social	Pearson Chi Square Kruskal Wallis	p = .000 < 0.0005 * p = .000 < 0.0005 *
H <sub>1E</sub>	An increase in the number of children in the household will have an impact on adult spend on toy gifts	H <sub>1E</sub> - supported but only for spending on other children	Balance	Pearson Chi Square Kruskal Wallis	p = .022 ** p = .003 *
H <sub>1F</sub>	Older parents will start selecting toy gifts earlier for children	H <sub>1F</sub> - Not supported	Age	Pearson Chi Square Christmas time only Kruskal Wallis	p = .000 < 0.0005 *(own children) p = .048** (other children) p = .000 < 0.0005* (other children)
H <sub>2A</sub>	Interpersonal sources of information will be more important to mothers than fathers when gift-giving.	H <sub>2A</sub> - Supported	Gender	Pearson Chi Square Mann Whitney T - Test Spearman Test	p = .022 ** p = .006 * p = .004 *(letters to Santa) p = .001 * r = .130 (letters to Santa) p = .020 ** r = .095 (other people/parents)
H <sub>2B</sub>	Interpersonal sources of information will be important to older parents and conversely younger parents will see marketer generated and mass media sources as being important.	H <sub>2B</sub> - Not supported Revised Younger parents find marketer generated and mass media sources of information as important when gift-giving toys to children.	Age	Pearson Chi Square Mann Whitney Pearson Chi Square Kruskal Wallis  Factor (mass media)- Pearson Kruskal Wallis Spearman's Test (marketer) TV adverts Factor (tangible media) ANOVA	Not significant p = .009 * for other parents Revised H - p = .043 **, p = .014 ** (shops) Revised H - p = .033 **, p = .029 ** (Catalogues)  p = .001 * p = .000 < 0.0005 * p = .001 * r = -.129 (Catalogues) p = .002 * r = -.125 (shops) p = .000 < 0.0005* r = -.203

					p = .000 < 0.0005 *
H <sub>2C</sub>	Parents with lower educational attainment will find mass media sources more important as a source of information and conversely those with higher education will find the internet more important.	H <sub>2C</sub> – partially supported difference shown that parents with postgraduate education place less importance on this source than those with college education but there is no evidence to show that parents with higher education find the internet more important.	Social	Pearson Chi Square  Kruskal Wallis  Factor (tangible media) ANOVA	p = .001 * (films) p = .000 < 0.0005 * (TV Adverts) p = .000 < 0.0005 * (Magazines) p = .029 ** (internet) p = 000 < 0.0005 * (films) p = 000 < 0.0005 * (TV Adverts) p = .001* (Magazines) p = not significant ( internet)  p = .000 < 0.0005 *
H <sub>2D</sub>	Households with more children will find mass media sources more important as a source of information.	H <sub>2D</sub> – partially supported as there is significant evidence to show that as the number of children in the household increased the use of TV adverts became more important to respondents.	Balance	Pearson Chi Square  Kruskal Wallis	p = .030** (no of children/household income) p = .000 < 0.0005 * (no of children/ education) p = .001* (no of children/age) p = .019** (no of children/household income) p = .000 < 0.0005 * (no of children/ education) p = .001* (no of children/age)
H <sub>2E</sub>	The internet will be an important source of information for fathers and households with time compressed lifestyles.	H <sub>2E</sub> – there is no evidence to support the father’s perception but there is some limited evidence to support the fact that busy households find this source important.	Gender	Pearson Chi Square  Kruskal Wallis  Pearson Chi Square Mann Whitney T Test Spearman	p = .010 ** (no of children/income) p = .011 ** (no of children/education) p = .002 * (no of children/age) p = .004 * (no of children/income) p = .010 *(no of children/education) p = .000 < 0.0005 * (no of children/age) p = .004 * (internet)

					p = .002 * (internet) p = .019** (Marital status) p = .039**, r = -.084 (Marital status)
H <sub>3A</sub>	Mothers will be more concerned and regard buying toys as gifts as being more important than fathers when buying for their children at special occasions.	H <sub>3A</sub> – Not supported	Gender	Pearson Chi Square Mann Whitney	Not significant Not significant
H <sub>3B</sub>	Older parents will be less concerned and think it less important when buying toys as gifts for their children at special occasions.	H <sub>3B</sub> - - Not Supported	Age	Pearson Chi Square Kruskal Wallis	Not significant Not significant
H <sub>3C</sub>	Households with higher numbers of children and a higher social standing will find buying toys as gifts less concerning and less important at special occasions	H <sub>3C</sub> – partial support for this hypothesis where parents with higher educational attainment find birthday gift-giving less concerning.	Social	Pearson Chi Square Kruskal Wallis  Spearman test	p = .046** p = .041** Birthday only p = .031** r = -.091
H <sub>4A</sub>	Mothers would be more positive in gift-giving than fathers.	H <sub>4A</sub> - partially supported as the results have shown that mothers tend to be more motivated towards educating their children but interestingly enough not as motivated to be diplomatic to the children	Gender	Spearman's test Educator  Diplomat  Diplomat T test	Q 11 p = .013**, r = -.101 Q 12 p = .004*, r = -.082 Q 13 p = .014**, r = -.099 Q 17 p = .009*, r = -.106  Q 24 p = .009 * r = .105 Q 27 p = .032 ** r = .086 p .000 p <0.0005 * (gender)
H <sub>4B</sub>	Older parents would be more likely to try and impart values and knowledge through gift-giving of toys.	H <sub>4B</sub> – Not supported	Age	Pearson Chi Square Kruskal Wallis	Not significant Not significant
H <sub>4C</sub>	Fathers would feel guiltier about toy gifting to children.	H <sub>4C</sub> – Not supported but evidence exists to show fathers compensate	Gender	Spearman's test (compensator)	Q 16 p = .015**, r = -.096 Q 17 p = .009*, r = -.106 Invalid due to weak Cronbach $\alpha$
H <sub>4D</sub>	Single parents would feel more inclined to compensate in gift-giving of toys for being a lone parent.	H <sub>4D</sub> – Not supported	Status	Spearman's test	Q16 p = .018 **, r = -.096 Q 17 p = .035**, r = -.085 Q 18 p = .028**, r = -.089 Invalid due to weak Cronbach $\alpha$ for factor analysis
H <sub>4E</sub>	Parents with better education and higher income	H <sub>4E</sub> – supported show	Social	Spearman's test - Educator Factor	Q 24 p = .011**, r = -.102

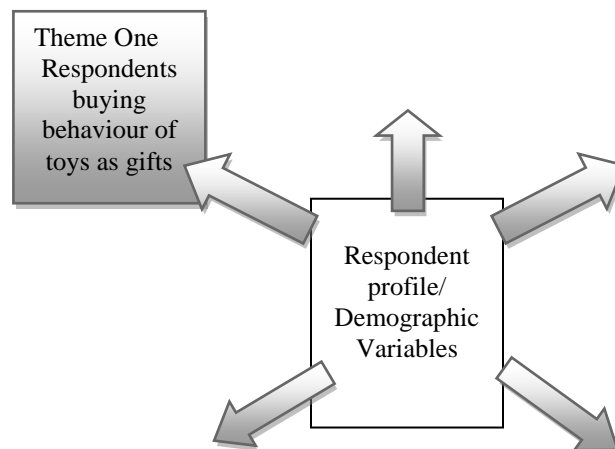
	would be motivated towards giving more sensibly	that parents with better education and higher income would be motivated towards gifting more sensibly.		with education Educator factor with gross income Pragmatist factor with gross income Diplomat factor/Anova  Educator factor/Anova Pragmatist factor/Anova	Q 25 p = .000 < .0005*, r = -.163 Q 28 p = .000 < .0005*, r = -.178 Q 28 p = .046 **, r = -.081  Q 20 p = .040 **, r = .084 p = .000 < .0005*/education and no of children in the house/parent clusters  p = .000 < .0005*/education p = .004 ** /income
H <sub>4F</sub>	Parents with a higher social standing would take a more pragmatic role in their toy gifting whilst those in lower social standing would be more laissez-faire	H <sub>4F</sub> – Not supported	Social	Pearson Chi Square Kruskal Wallis	Q 23 p = .023 ** p = .012 ** No further tests significant
H <sub>4G</sub>	Parents with ‘nuclear’ families will be more diplomatic in gift-giving	H <sub>4G</sub> – Supported	Social	Spearman’s test/Parental Clusters  Spearman’s Test/ No of children in household  Factor Diplomat T Test	Q 11 p = .018**, r = .096 Q 12 p = .001*, r = .138 Q 13 p = .002*, r = .127 Q 12 p = .042**, r = .082 Q 13 p = .013**, r = .100 Q 14 p = .023**, r = .091  p = .000 < .0005*/parental clusters p = .029** no of children
H <sub>5A</sub>	Mothers would feel differently from fathers about the relationship impact with children when gift-giving of toys at special occasions.	H <sub>5A</sub> – Supported to some extent Significant difference was found from mothers who felt neither one way nor another about the impact it may have, whilst fathers seemed to be slightly more positive about the relationship, although negligible,	Gender	Pearson Chi Square Mann Whitney  Spearman’s  Factor analysis (Relationship changed) – T test	Q 31, p = .013**, Q 34, p = .004* Q 31, p = .007*, Q 34, p = .004*  Q 31, p = .007*, r = .109 Q 24, p = .004*, r = .116  p = .011**

		feeling more strongly that gift-giving would strengthen the relationship, hence the hypothesis is supported to some extent			
H <sub>5B</sub>	Older parents would not be upset if the toy gifted was perceived to be wrong.	H <sub>5B</sub> – Not supported	Age	Pearson Chi Square Kruskal Wallis	p = .006* Not significant
H <sub>5c</sub>	Single parents would feel more annoyed if children did not like the toy gifted.	H <sub>5c</sub> – Supporting evidence for the hypothesis that single parents would feel more annoyed if children did not like the toy gift gifted to them is supported.	Status	Spearman’s test  T- Test	Q 30, p = .035**, r = .086 and Q 33 p = .005*, r = .115 Q 30, p = .048**, Q 33, p = .007*
H <sub>5D</sub>	More educated parents would feel their relationship with their child was not affected if they got the gift wrong.	H <sub>5D</sub> . Not supported	Education	Pearson Chi Square  Kruskal Wallis	Q 29 p = .040** education/no of children Q 32 p = .044** Not significant

## 6.1 Theme One – Parental/respondent buying behaviour of toys gifted to children

In chapter five section 5.3 respondents' answers to buying behaviour questions were outlined. These were from a more generalist full sample point of view; whereas here the topic is examined in more detail in order to understand if there are any demographic differences within the data. This section develops theme one in relation to cross tabulating question numbers 2-7 with gender first then age and education as the literature suggested that gender, age and education of adults may have an impact on buying practices when gift-giving. This involves examining the parental differences in the selection practices of toys first before looking at spend more specifically within the buying behaviour theme before moving onto the hypotheses to be tested. Figure 6.1a highlights the theme currently being discussed.

Figure 6.1a Theme one for results discussion



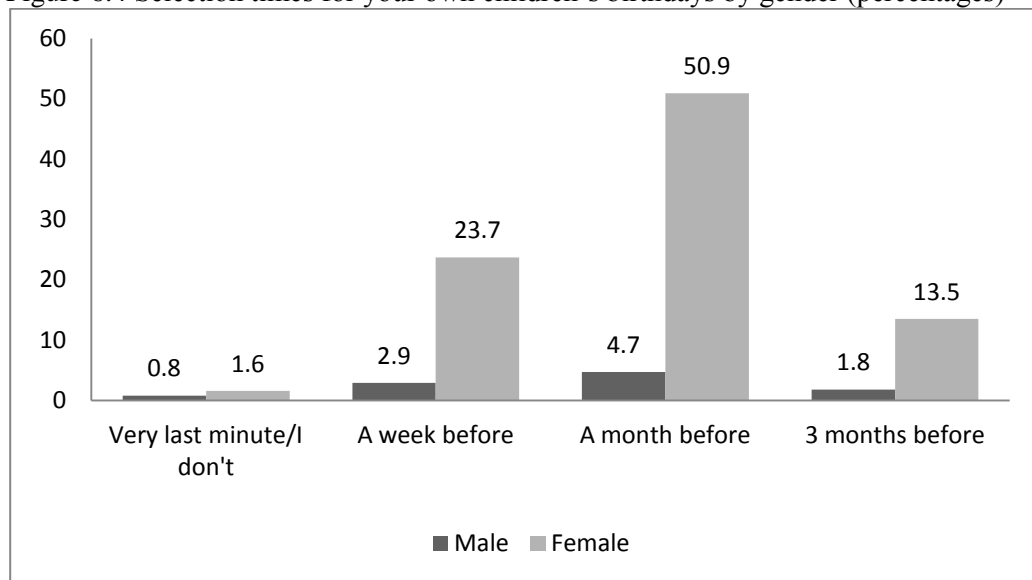
### 6.1.1 Parental differences in the selection of toys in gift buying behaviour for own and other children.

In taking the gender demographic first when comparing the buying practices it is noticeable that there are some differences between parents. Firstly, there was a difference between females and males who 'bought for no children' (question 2) - females 7.2% for Christmas and 3.2% for birthday and males 1.5% for both occasions (appendix 32). In terms of the majority answers male's top category was buying for 2 children at Christmas (1.8%) and

10 children at birthdays (1.8%), whilst for females it was buying for 2 children (11%) for Christmas and between 11-15 children (11.3%) for birthdays showing a greater propensity to purchase.

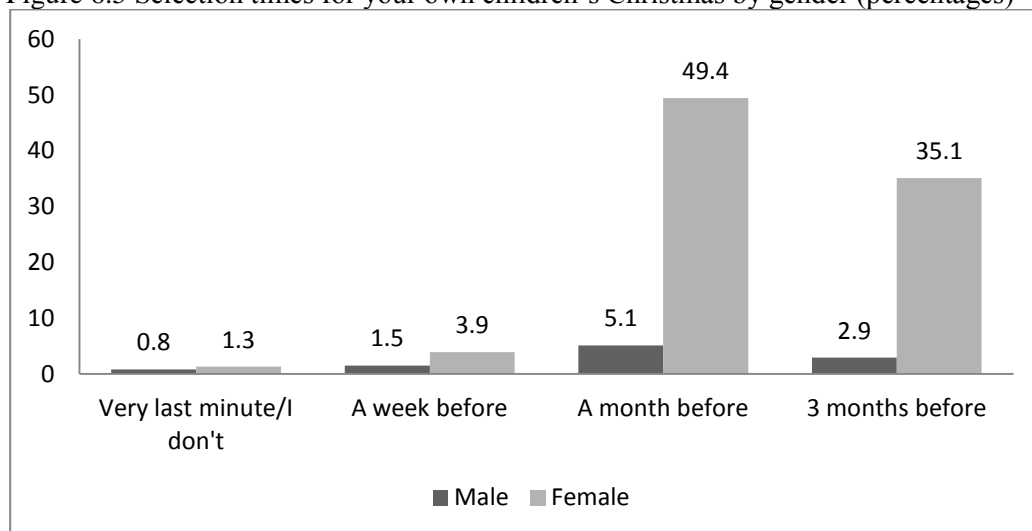
When examining the selection timing of gifts for your own children's birthdays (question 4 - figure 6.4) both females and males majorities were in the 'month before' being 50.9 % and 4.7% respectively.

Figure 6.4 Selection times for your own children's birthdays by gender (percentages)



A similar pattern is true for Christmas (figure 6.5) with a 5.1% male and 49.4% female majority in the 'month before' category.

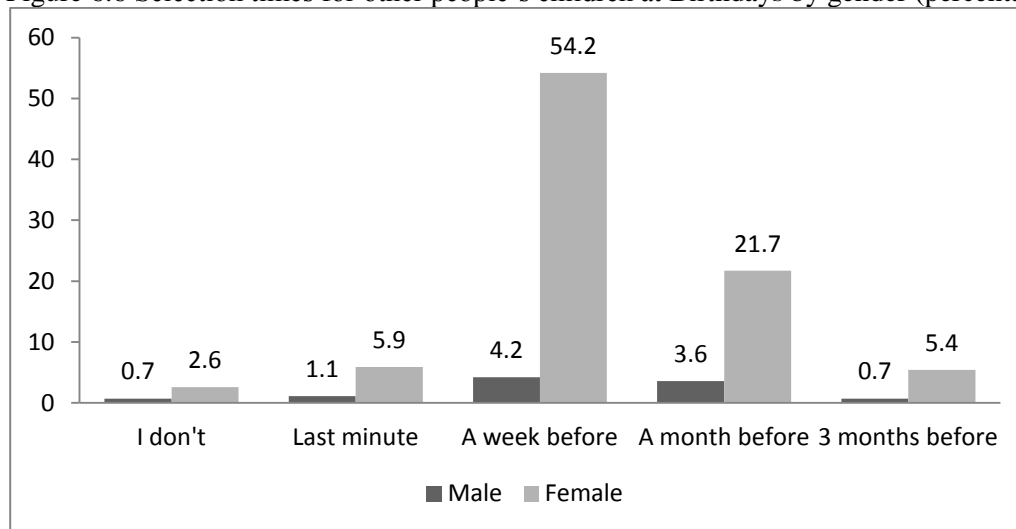
Figure 6.5 Selection times for your own children's Christmas by gender (percentages)



The change in pattern and increase in planning is evident from the females with an increase in the ‘three month before’ category 35.1% and a lessening greatly in the ‘week before’ category to 3.9%. This same is not true of the males though who seem to purchase far more last minute, although it is shown by the ‘a month before category’. Females tend to select the toys earlier for Christmas than birthdays for their own children.

In comparison for selecting for other people’s children (question 7) for their birthday (figure 6.6) both females and males had majorities in the ‘week before category’ with 54.2% females and 4.2% males. This was much higher than selecting for their own children (23.7% and 2.9% for females and males respectively), showing that for other people’s children selection happens much closer to the event.

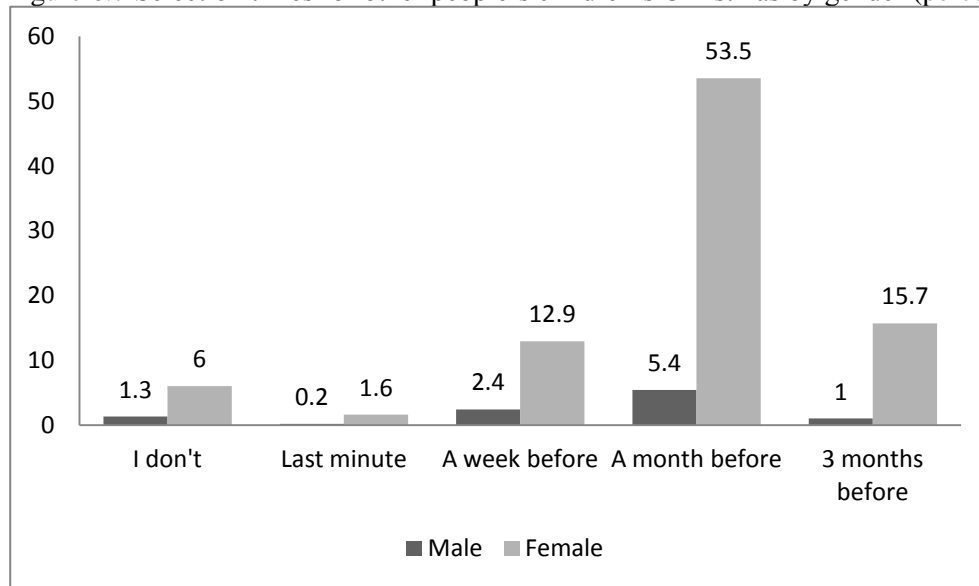
Figure 6.6 Selection times for other people’s children at Birthdays by gender (percentages)



For Christmas (figure 6.7) the majorities for each gender are still in the ‘month before’ category but slightly higher for males 5.4% and females 53.5% showing variances of +0.4 and +4.1 respectively but there were less respondents’ selecting in the ‘3 month before’ category and with a move to the week before.



Figure 6.7 Selection times for other people's children's Christmas by gender (percentages)



Patterns are also noticeable for age and education, where for question 4 for all age ranges selecting toys for their own children's birthdays fell mainly in the 'month before category' at around 55 % (appendix 33) but at Christmas times the 18-30 year olds started selecting '3 months before' at 31.5%, and the other age categories are in the month before category. For question 7 selecting for other people's children at birthdays all the age ranges majorities were in the 'a week before category' and for Christmas in the 'month before'.

In terms of education the majority categories for selecting toys for their own children's birthdays fell in the 'a month before' category at around 55% and for Christmas time a month before was the most popular category with those with HND/HNC and University degrees having the highest percentages, 58% and 58.5% respectively. For selection times for other children though the respondents education showed some change where 'a week before' became the majority time for all categories selection time and for Christmas the 'month before' category was still prominent.

#### 6.1.2 Parental differences in the spend on toys in gift buying behaviour for own and other children.

As previously highlighted in chapter 5 section 5.3 the spending pattern for their own children seems to be higher than that for children outwith their family, thus showing a propensity for more careful budgeting for those outwith the respondent's immediate circle.

In terms of gender and spending on your own children (question 3) the majority responses for females spending at birthdays was in the 'over £50 category' at 46.5% (appendix 34). The males majority spend was in the 'between £20-50 category' at 4.9%. For the Christmas spend both genders have majorities in the 'over £50 category' with 7.5% (males) and 70.8% (females) respectively, thus meaning that males seem to spend less than females at birthdays but about the same at Christmas.

In comparison the approximate spend for one child outwith the respondent's household (question 7) showed that for gender the birthday majorities were in the 'under £20 category' with 7.5% and 67.7% males and females respectively. At Christmas the same is true as for birthday spending with majorities in the 'under £20 category' for females 59.1% and males 6.7%. Gender seems to have no impact on the spend made at other occasions for children outwith the home, suggesting that women do spend more at Christmas for their own children.

Noticeably, for age and education, the younger age group (18-30) had the highest majority spend at over £50 for birthday spend for their own children (66.7%) despite the other 2 having the same majorities they were lower at 51.1% (31-40) and 46.9% (41 plus) (appendix 35). For Christmas, however, all age categories were very clearly in the over £50 spend on their children with 84.6% (18-30), 80.8% (31-40) and 74.5% (41 plus) respectively. When looking at spend on children outwith the home, all age categories spend under £20 with 72.2% (18-30), 76.0% (31-40) and 75.0% (41 plus) respectively, meaning they spend less for children not in the family. The same is true for Christmas where spend of under £20 is the majority category for all age groups at 61.1%, 69.5% and 62.9% respectively.

When looking at education and its impact on spend the following trends are noticeable. For birthday and Christmas times for spending on their own children all education categories spend over £50 for birthdays with majorities in the 50% area (appendix 36). For Christmas a similar pattern across education is observed with over £50 spent but with much higher majorities in the 80 % for the lower education categories (appendix 36) and 76.3% and 65% majorities for the University and Postgraduate educated, suggesting that more highly educated parents don't spend as much. For the children outwith the household the Birthday spend majority reduced to under £20 with a sliding scale across the educational

categories i.e. Postgraduate educated were more strongly in that category with 81.4% and high school leavers at 65%. The same is true for the Christmas spend outwith the household where it reduces to under £20 being spent and again the majorities are on a sliding scale from lower for high school education 56.5% up to Postgraduate at 71.4%.

### 6.1.3 Hypotheses for parental differences in gift buying behaviour

The main hypothesis highlighted for this theme was  $H_1$  – Parental buying behaviour will differ when buying toys as gifts for children, with sub hypotheses of;

- $H_{1A}$  - Mothers will select toy gifts for children in a planned approach for special occasions more than fathers.
- $H_{1B}$  - Mothers will spend more on toy gifts for special occasions than fathers.
- $H_{1C}$  - Older parents will spend less on toy gifts than younger parents.
- $H_{1D}$  - The lower educated parents will spend more on toy gifts for children at special occasions.
- $H_{1E}$  – An increase in the number of children in the household will have an impact on adult spend on toy gifts.
- $H_{1F}$  - Older parents will start selecting toy gifts earlier for children.

Pearson Chi Square, Kruskal Wallis and Mann Whitney tests were conducted with questions 2-7 (except 5) and the demographic variables, providing the following results (tables 6.2-6.3), where only relevant results are referred to but a range shown.

Table 6.2 Pearson Chi Square for questions 2-7 (except 5) with demographics

Questions/ Demographic variables	Gender	Age	Gross Income	Marital Status	Employ/ ment	Education	Number of children in house
2 buy toys as gifts							.044
3 Spend at birthday		.029*	.050*				
3 Spend at Christmas	.026*					.000**	
4 selecting at birthdays	.018*						.010**
4 Selecting at Christmas	.000**	.000**					
6 Spend at birthday (other children)	.010*			.004**			
6 Spend at Christmas (other children)							.022**
7 Selecting at birthday (other's)							.011**
7 Selecting at Christmas (other children)		.048*					.014**

\* p < .05, \*\* p < .01

Table 6.3 Kruskal Wallis and Mann Whitney for questions 2-7 (except 5) with demographics

Questions	Gender MW	Age	Gross Income	Marital Status MW	Employ/ ment	Education	Number of children in the house
2 buy toys as gifts							
3 Spend at birthday							
3 Spend at Christmas						.000**	
4 selecting at birthdays		.010*			.001**		.007**
4 Selecting at Christmas	.003**	.000**				.023*	
6 spend at birthday (others)	.040*			.002**	.038*		.011**
6 Spend at Christmas (others)				.040*		.000**	.003**
7 Selecting at birthday (other's)							.001**
7 Selecting at Christmas (other's)	.006**					.007**	

\* p < .05, \*\* p < .01 Shaded boxes show confirmations

6.1.3.1 H<sub>1A</sub> – Mothers will select toy gifts for children in a planned approach for special occasions more than fathers.

In order to see the mother selection of toy gifts being more planned questions 4 and 7 were examined. Question 4 examined the selection times for own children and this was significant for birthdays and Christmas with gender, ( $p = .018$  and  $.000 < .0005$  highly significant, appendices 37-38) respectively. This showed significant difference for females and ‘selecting toys about a month before’ for both occasions. The MW test confirmed the significance that gender has an impact on Christmas selection times ( $p = .003$ ) and the mean rank for females was higher than for males. Question 7 examined selection times for other children but showed no sources of significant differences, suggesting there is a partial assumption in mothers selection times being different to that of fathers when buying toys as gifts for their own children. H<sub>1A</sub> – Mothers will select toy gifts for children in a planned approach for special occasions more than fathers is supported but for Christmas only as there is evidence to show this.

The interviews did provide some evidence to support this too in that the female respondents highlighted buying presents in a more planned way. Mother 1C indicated shopping for Christmas toy gifts when ‘the stock comes into the shops, often when they go back to school’ and birthday toy gifts ‘I suppose a month before’. Mother 2C highlighted ‘I would have probably started about October’ for Christmas and a ‘day or week in advance if I remember’ for birthdays. A father (4C) when questioned indicated for Christmas toy gifts it was triggered by the lights ‘that reminds you of Christmas’. Gifting was not his role ‘I don’t do much about it (shopping) myself because of my role’ and that for birthdays he may forget ‘(he shops) A week before the birthday unless you forget about it, or the day before. Or you get it retrospectively – you get retrospective cards’

6.1.3.2 H<sub>1B</sub> – Mothers will spend more on toy gifts for special occasions than fathers.

Question 3 and 6 examined the amount spent on the toy gifts for children at special occasions, where question 6 replicated question 3 but looked at purchasing for other children. The tests identified significant differences for question 3 spending on own children at Christmas ( $p = .026$ , appendix 39) and for question 6 spending on other children at birthdays ( $p = .010$ , appendix 40). In each case this was for mothers spending over £50 at Christmas and again for mothers spending under £20 for other children at birthdays. However the MW test only confirmed the second low significant difference on their

birthdays where  $p = .040$  and where the mean was higher for the female category. This supports this finding and suggests a partial assumption for the hypothesis as there is evidence to suggest that mothers will spend more on toy gifts for birthdays only.

The interview provided some information in support where a mother (1C) highlighted budgeting was evident 'For our own children we have a budget ideally which we try and keep to so it keeps it fair' as did mother (2C) 'For my children's friends if they ever went to a birthday party there was always a limit put onto it and it would have been ten pounds'. Whereas a father (4C) suggested, that although he considered some form of budgeting, it was more important to get the toy the children wanted and that their age was important 'I don't think you plan for the children it relates to the age' and 'It is a little bit different but maybe you don't want them to stick out so they are not left out. Certainly that was the case with trainers. So they need the popular toy.'

#### 6.1.3.3 $H_{1C}$ – Older parents will spend less on toy gifts than younger parents.

In this case questions 3 and 6 were examined again but with the age demographic, with the expectation that older parents would spend less on toy gifts. Here one lowish significant difference,  $p = .029$  was identified for question 3: the birthday spend on their own children. This showed the parents aged 18-30 were more likely to spend over £50 at birthday times on their own children than the older parents. However the KW test did not confirm this finding and no support is found for this hypothesis, thus the null hypothesis is accepted.

Additionally the interview feedback identified that a younger mother (5C) would consider spending what was needed but spent less on other's children 'whereas I do tend to spend about double on my family's children and work it back from there' dependant on her financial situation. Whereas an older mother (6C) suggested 'I usually give the same amount' and highlighting 'I don't go over the top with money and I never have' showing some propensity to spend less, or at least consider a lesser amount.

#### 6.1.3.4. $H_{1D}$ – The lower educated parents will spend more on toy gifts for children at special occasions.

As with the case in  $H_{1B}$  questions 3 and 6 were examined with respondents' education as it is highlighted that parents with lower education levels would spend more on toys as gifts. The Pearson tests identified that there were some differences between educational

attainments and spend on toy gifts, where for question 3 educational attainment was highly significant ( $p .000 < 0.0005$ , appendix 41) for spending on your own children at Christmas time, for respondents with college/HND education and spending over £50. The corresponding KW test proved to show high significance again where  $p .000 < 0.0005$ , with the highest mean rank showing for the college category and the lowest for those at postgraduate level, supporting a clear difference between these categories. The cross tabulations provided no other significant findings though showing some support for the hypothesis, where it is accepted that those with lower education spend more on toys gifts for their own children.

6.1.3.5.  $H_{1E}$  – An increase in the number of children in the household will have an impact on adult spend on toy gifts.

It was anticipated that a higher number of children in the household would impact on the amount spent on toys as gifts as a household budget would be more limited. Questions 3 and 6 were again cross tabulated with the number of children in the household, which identified no significant differences when spending on their own children but when spending on other children there was a difference. This was for Christmas time only where  $p = .022$  (appendix 42) and the difference, albeit low, was for 3 children in the household and spending under £20, although the highest difference between expected and observed count lay in the single child household category. This finding was confirmed by the KW test with a highly significant value  $p = .003$ , which, when looking at the ranks, identified number of children in the household impacted on this spend of £20 and under for other children at Christmas. The hypothesis is not supported when spending on their own children but there is evidence to support when spending on other children. The hypothesis is then that the amount parents spend on other children will decrease as the number of children in the household increases.

Although not a direct question in the interview some mention was made by respondents as regards to this kind of area in that they had a circle of gifting such as mother (6C) indicating that ‘I usually give the same amount, I give most to my family, the girls and my grandchildren, relatives like nieces and nephews but my friends are token gifts and we are getting to the age where we are saying don’t buy gifts’. This shows a propensity to cut back when family make up changes but not necessarily in relation to an increase in child numbers. Mother (3C) indicated that ‘I put a budget on this i.e. gifting (so you have a

closer network and then a secondary network and then you will take it from there)' showing gifting networks exist and this has an impact on budgeting for gifting.

#### 6.1.3.6 H<sub>IF</sub>. Older parents will start selecting toy gifts earlier for children.

It was felt that older parents may select toys as gifts much earlier than younger parents, taking more time to plan and select. Testing questions 4 and 7 again but with age this time, significant findings were identified with selecting toy gifts for own and for other children at Christmas times, where values of  $p .000 < 0.0005$  (highly significant) and  $p = .048$  (low significance) were identified respectively (appendix 43), with no significant associations identified for birthdays. The findings showed that selecting three months before for their own children's Christmas was highly significant for the 18-30 age category, and for other children at this time a month before was significant with predominance in the 31- 40 age category. However the following KW test only identified the first of these findings to show confirmation at  $p = .000 < 0.0005$  where the mean ranks had the highest difference between the 18-30 and 41 plus age groups, thus showing the hypothesis is not fully supported. There is evidence to show that the younger parents buy earlier for their own children at Christmas and a revised hypothesis can be suggested.

#### 6.1.4 Sub section summary of the buyer behaviour theme

In summing up this buyer behaviour theme, differences have been highlighted between respondents where demographics have had an impact on buying behaviour. It has shown for example, that for gender and age mothers/females and younger parents tend to take a more planned approach to buying and in particular, when this is for their own children. On the other hand males/fathers primarily tend to be very last-minute purchasers. Education has also shown some impact where respondents with higher education show some level of planning with the selection timing of their gift purchasing. There is a tendency to show differences between Christmas and birthdays where Christmas gift buying tended towards a month before with birthday gifts being much closer to the event.

When looking at the financial spend on toy gifts the spend of older partnered females spend was higher for respondents' own children with more money being spent on Christmas toy gifts than for birthdays. Birthdays seem to have more of a set amount being budgeted for, particularly from this noted category of respondents. In general spending reduces for children outwith the household gifts pointing towards a more controlled budgeting and



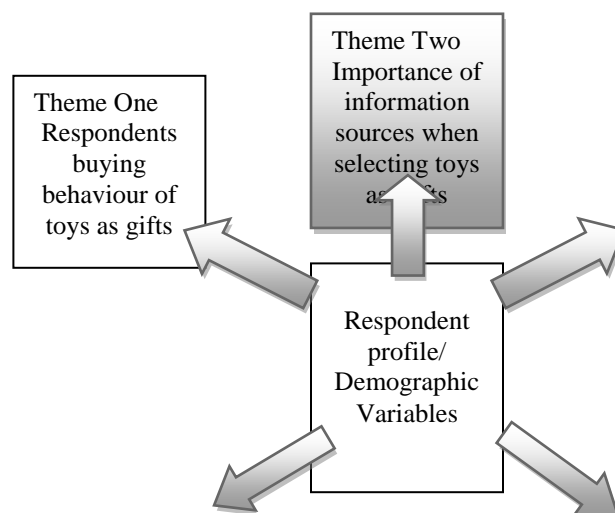
balanced approach for those children. This was noted across the board for many demographic categories, with those in the higher educated strata showing a majority mean responses. Those respondents within the lower education grouping tended towards spending more on toy gifts at Christmas time than at birthday time for their own children.

Six hypotheses were tested in this theme covering gender, age education and number of children in the household demographics. Four out of six were supported  $H_{1A}$ ,  $H_{1B}$ ,  $H_{1D}$  and  $H_{1E}$  showing an impact on the findings (figure 6.2 shows the supported hypotheses). Interestingly the supported hypotheses evidenced differences between the two occasions of Christmas and birthdays and the amount spent on toy gifts for the respondents own and other children. In summary of these hypotheses for gender ( $H_{1A}$  and  $H_{1B}$ ), mothers/females showed that their selection time for Christmas toy gifts was earlier and their spend was higher for birthday toy gifts than for fathers/male respondents. Education had an impact on spend on toy gifts ( $H_{1D}$ ) as did the number of children in the household ( $H_{1E}$ ). Lower educated parents had a propensity to spend more on toy gifts and spend decreased for toy gifts for other children when the household numbers grew. The next section of the chapter examines theme two in more detail.

## 6.2 Theme two - Importance of sources of information when selecting toys as gifts

This section examines theme two the importance of information sources in line with the inferential statistic calculations and hypotheses testing. Figure 6.1b reminds us of the theme.

Figure 6.1b Theme two for results discussion



### 6.2.1. Parental differences in importance of sources of information

The sources of information can be split into the interpersonal, marketer generated, and mass media categories. The internet stands on its own to a certain extent as a new addition to the information source which was mentioned in the literature and one which could be quite important. Tables 6.4 and 6.5 show the mean responses and majority categories for question 8 cross tabulated with demographic variables (appendix 44 shows the corresponding mean graphs).

When looking at the interpersonal sources, letters to Santa/wish list was the most important source for the categories, with means in the highest importance area for age 31-40 = 5.94 to professionally employed = 5.81 showing these respondents found this source quite important. Additionally, this source had some of the highest majority categories with 47.6% females, and 45.0% for couples. The next interpersonal source, other people, had means between mn = 4.67 for high school leavers to mn = 4.94 for professionals, suggesting that this source is more in the neutral area of importance for these categories. Majority categories here ranged from 20.8% females rating highly important to 6.6 % of the High school leavers rating at point 6 on the scale.

Table 6.4 Mean majority calculations for importance of sources of information and demographic variables.

Q 8 Importance of sources of information when selecting toys as gifts	Gender	Age	Gross Income	Marital Status	Employment	Education
Internet	females 5.31	18-30 5.70	£45,001 5.38	couple 5.34	professional 5.39	high school 5.21
Films	males 2.63	41 plus 2.65	£45,001 2.74	couple 2.86	professional 2.79	high school 2.95
TV Adverts	females 4.20	31-40 5.02	£45,001 3.85	couple 4.12	professional 3.98	pg degree 3.78
Catalogues	females 4.57	18-30 5.11	£45,001 4.53	couple 4.57	professional 4.49	high school 4.74
Letters to Santa/Wish list	females 5.91	31-40 5.94	£45,001 5.92	couple 5.84	professional 5.81	high school 5.90
Other people/parents	females 4.81	31-40 4.78	£45,001 4.83	couple 4.71	professional 4.94	high school 4.67
The shops themselves	females 4.82	18-30 5.46	£45,001 4.72	couple 4.80	professional 4.62	high school 4.81
Magazines /popular press	males 3.43	41 plus 3.38	£45,001 3.30	couple 3.46	professional 3.47	pg 3.55

Means of 1 = low importance, 7 = high importance, 4 = neutral.

Table 6.5 Majority categories from cross tabulations with percentages for importance of sources of information against demographic variables.

Q 8 Importance of sources of information when selecting toys as gifts	Gender	Age	Gross Income	Marital Status	Employment	Education
Internet	Female Highest 32.1 %	18-30 Highest 18.8%	£45,001 plus Highest 15.3%	Couple Highest 30.1%	Professional Highest 18.3%	High School High 10.7%
Films	Female Lowest 34.5%	41 plus Lowest 19.9%	£45,001 plus Lowest 17.9%	Couple Lowest 34.1%	Professional Lowest 22.0%	High School Lowest 10.8%
TV adverts	Female Neutral 23.2%	41 plus Neutral 12.1%	£45,001 plus Neutral 11%	Couple Neutral 21.4%	Professional Neutral 14.5%	High School Neutral 8.8%
Catalogues	Females High (6) 20.2%	41 plus Medium (5) 10.6%	£45,001 plus Medium (5) 11.7%	Couple High (6) 21.6%	Professional Medium (5) 14.0%	High School Neutral 7.8%
Letters to Santa/Wish list	Females Highest 47.6%	31-40 Highest 25.4%	£45, 001 Highest 22.2%	Couple Highest 45.0%	Professional Highest 26.2%	High School Highest 15.3%
Other people/parents	Females High (6) 20.8%	31-40 High (6) 11.6%	£45,001 Medium (5) 11.3%	Couple High (6) 20.2%	Professional High (6) 14.7%	High School High (6) 6.6%
The shops themselves	Females High (5 and 6) 22.2%	41 plus Neutral 12.5%	£45, 001 Medium (5) 13.3%	Couple Medium (5) 22.5%	Professional Medium (5) 13.7	High School Neutral 7.5%
Magazines/popular press	Females Medium (5) 15.0%	31-40/41 plus Neutral 12.1 %	£45, 001 Neutral 11.9%	Couple Neutral 24.1%	Professional Neutral 14.0%	High School Neutral 8.2%

1 = low importance, 7 = high importance, 4 = neutral.

However, for the internet (which is unclassified) the mean majorities show the second highest importance for most categories, indicating this source has moderately high importance with means ranging from  $mn = 5.2$  (high school leavers) to  $mn = 5.7$  (age 18-30). The majority percentages for this source vary from 32.1% for the females with a high response and high school leavers also with a high response but with 10.7% of the total respondents registering.

Moving to marketer generated sources the shops themselves had means for each category in the neutral area ranging from  $mn = 4.82$  (females) to  $mn = 4.62$  (professional) but with an exception of the trend coming from the 18-30 year olds with a mean of  $mn = 5.46$  suggesting this is a moderately important source for that category. Majority categories for the shops came from respondents who were partnered, 22.5% rating medium (point 5)

compared to the high school leaver category where 7.5% rating neutral. A similar trend is identified with catalogues' mean majorities being in the neutral area with the highest in the 18-30 age having a moderately important  $mn = 5.11$ . A similar pattern is shown with the partnered respondents having the highest majority at 21.6% (point 6) and the high school leavers being neutral and showing the smallest majority at 7.8% for the catalogues.

In terms of the mass media sources, mean majorities moved towards the lower side of the scale showing lower importance with films with means ranging from  $mn = 2.95$  (high school leaver) to  $mn = 2.63$  (males), suggesting films are not as important for some categories. All the majority percentage categories had low responses for this with the females having highest percentage at 34.5%. Magazines/popular press had similar trends with the majority means slightly below the neutral side of the scale ranging from  $mn = 3.3$  (above £45,000) to  $mn = 3.55$  (postgraduate education). Here the partnered respondents had a majority response with 24.1 % of them rating in the neutral area. The final source (TV adverts) bucks the trend with means occurring in the neutral area but with the 31- 40 age group rating this source with moderate importance at  $mn = 5.02$ . Females and partnered respondents veered slightly to the more important side of the scale with  $mn = 4.12$  and  $4.2$  respectively. The remainder of the means for this source of information fell just below the neutral point. Additionally, all the majority categories for this source identified a neutral response with females showing 23.2% down to 8.8% for high school leavers.

#### 6.2.2. Buyer behaviour of parental clusters.

As previously noted in chapter 4 section 14.13.3, clusters were created and means tests provided some interesting information for this group of respondents and the important sources of information (table 6.6).

Table 6.6 Mean calculations for importance of information sources and demographic variables.

Q 8 Importance of sources of information when selecting toys as gifts	Parental Cluster	Children/Income	Children/Employ	Children and education	Children and Age	Number of children household
Internet	Female partner with children 5.38	2 plus medium income 5.73	2 plus white collar 5.65	2 plus high school 5.51	2 plus under 40 5.86	2 or more 5.47
Films	Female/Single with children 3.09	One child low income 3.09	One child blue collar 3.07	1 child college 3.33	2 plus under 40 3.04	One child 2.88
TV adverts	Female/Single with children 4.38	2 plus medium income 4.64	Two plus/1 blue collar 4.72	2 plus high school 4.59	2 plus under 40 4.53	2 or more children 4.24
Catalogues	Female Single with children 4.65	2 plus high income 4.77	Two plus blue collar and 4.95	2 plus high school 4.93	2 plus under 40 4.83	2 or more children 4.41
Letters to Santa/Wish list	Male/Single with children 6.17	2 plus medium income 6.03	2 plus children blue 6.12	1/ high school 1 college 5.95	2 plus under 40 6.10	2 or more children 5.95
Other people/parents	Female partner with children 4.83	One/medium income 4.87	2 plus white collar 4.95	1 college 5.03	1/ over 40 4.93	2 or more children 4.68
The shops themselves	Male single with children 5.33	2 plus medium income 5.01	One child not working 5.25	2 plus college 5.06	2 plus under 40 5.09	2 or more children 4.87
Magazines/popular press	Female partner with children 3.69	One child medium income 3.95	One child/Two children white collar 3.68	1 college 3.78	2 under 40 3.60	One child 3.57

Means of 1 = low importance, 7 = high importance, 4 = neutral.

Similar trends are noted with the clusters that were found in tables 6.4 and 6.5. For interpersonal sources, once again letters to Santa/wish lists had the highest means in the higher importance area ranging from mn = 5.95 (only children and parents with high school or college education) to mn = 6.17 (single fathers). The next interpersonal source, using other people, had means in the neutral but important area for most of the clusters ranging from mn = 4.68 (2 or more children in the household) to mn = 5.03 (college educated parents with only children).

The internet source of information again showed categories with higher importance than other people but lower than letters to Santa, with means ranging from mn = 5.38 (partnered mother with children) to mn = 5.86 (parents under 40 with 2 or more children).

For marketer generated sources the shops themselves had higher mean majorities than for the interpersonal category of 'other people'. These ranged from mn = 4.87 for 2 plus children in the household to mn = 5.33 for single fathers. For catalogues the majority

means were around the neutral area of 4, ranging from mn = 4.41 (2 or more children) to mn 4.95 for blue collar parents with 2 or more children.

For the mass media sources the trends for majority means were in the neutral area or moved towards the less important side of neutral. TV Adverts had means in the same area as catalogues, where blue collar parents with only children had the highest mn = 4.72, and households with 2 or more children had the lowest mn = 4.24. The magazines/popular press source of information had means ranging from mn = 5.57 (only child in the household) to mn = 3.95 (parents on medium income with only children) moving only very moderately towards the less important side of the scale. Films once again showed the lowest means overall, where the lowest mn = 2.88 exists for one child in the household and the highest for single mothers mn = 3.09 and low income parents with only children mn = 3.09, meaning that for those categories this source is the least important to them.

### 6.2.3 Hypotheses for the importance of sources of information

The main hypothesis highlighted for the importance of sources of information was H<sub>2</sub> – The sources of information parents utilise will differ in importance when buying toys as gifts for children. Sub hypotheses are noted below;

- H<sub>2A</sub> - Interpersonal sources of information will be more important to mothers than to fathers when gift-giving.
- H<sub>2B</sub> – Interpersonal sources of information will be important to older parents and conversely younger parents will see marketer generated and mass media sources as being important.
- H<sub>2C</sub> – Parents with lower educational attainment will find mass media sources more important as a source of information and conversely those with higher education will find the internet more important.
- H<sub>2D</sub> – Households with more children will find mass media sources more important as a source of information.
- H<sub>2E</sub> – The internet will be an important source of information for fathers and households with time compressed lifestyles.

In order to examine these in more detail tests for significance were conducted with demographic variables, and where possible with the clustered variables. The Pearson Chi Square and confirmation tests results are shown in tables 6.7-6.10.

Table 6.7 Significances - Pearson Chi Square tests for sources of information against demographic variables

Q 8 Importance of sources of information when selecting toys as gifts	Gender	Age	Gross Income	Marital Status	Employment	Education
Internet		.002**		.004**		.029*
Films						.001**
TV adverts		.001**	.033*			.000**
Catalogues		.043*				.000**
Letters to Santa/Wish list						.004**
Other people/parents	.022*				.009**	.017*
The shops themselves	.041*	.033*				.040*
Magazines/popular press			.045*			.000**

\*  $p < .05$ , \*\*  $p < .01$

Table 6.8 Significances Pearson Chi Square for sources of information against recorded clustered variables

Q 8 Importance of sources of information when selecting toys as gifts	Parental Cluster	Children/Income	Children/Employ	Children and education	Children and Age	No of children in the household
Internet		.010*		.011*	.002**	
Films						
TV adverts		.033**		.000**	.001**	.038*
Catalogues				.002**	.027*	
Letters to Santa/Wish list						
Other people/parents			.014*			.039*
The shops themselves						
Magazines/popular press		.034*				

\*  $p < .05$ , \*\*  $p < .01$

Table 6.9 Kruskal Wallis and Mann Whitney tests for sources of information against demographic variables

Q 8 Importance of sources of information when selecting toys as gifts	Gender M-W	Age	Gross income	Marital Status MW	Employment	Education
Internet		.001**	.042*	.002**		
Films		.020*				.000**
TV adverts	.025*	.000**	.022*			.000**
Catalogues		.014*				.045*
Letters to Santa/Wish list	.022*					.012**
Other people/parents	.006**	.009*				.028*
The shops themselves		.029*				.033*
Magazines/popular press			.021*			.001**

\*  $p < .05$ , \*\*  $p < .01$

Table 6.10 Kruskal Wallis tests for sources of information against recoded clustered variables

Q 8 Importance of sources of information when selecting toys as gifts	Parental Cluster	Children/income	Children/employ	Children and education	Children and Age	Number of Children in the household
Internet	.017*	.004**		.010**	.000**	
Films				.011*		
TV adverts		.019*		.000**	.001**	
Catalogues					.045*	
Letters to Santa/Wish list	.025*			.030*		
Other people/parents	.028*					.023*
The shops themselves						
Magazines/popular press		.022*				

\*  $p < .05$ , \*\*  $p < .01$

6.2.3.1. H<sub>2A</sub> – Interpersonal sources of information will be more important to mothers than to fathers when gift-giving.

Taking this hypothesis first the interpersonal sources of information being letters to Santa/wish lists and other people/parents were examined with Pearson tests with gender and parental clusters. Gender shows significance  $p = .022$  when using ‘other people’ as a source but there is no significant finding for letters to Santa. This moderate significant difference was for mothers who rated this source as important (table 6.9). The MW test proved significant too  $p = .006$  for the females having a higher mean rank (appendix 45), thus showing confirmation. The parental cluster (inclusive of gender) Pearson test proved inconclusive (table 6.10).

Although this data is ordinal, t tests provide an approximate comparison for significance purposes and illustrate the level of difference using the score means. In this case Table 6.11 shows the t-tests for gender and the sources and identifies that for the other



interpersonal source of letters to Santa/Wish lists that gender has a moderately high significance,  $p = .004$ . Here the greatest mean difference exists where males have a mean of 5.26 and females 5.91 giving a mean difference of -0.644. This suggests that this is the one source the genders disagree on the most.

Table 6.11 T - tests for importance of sources and gender and marital status

Source of importance		t	Sig. (2-tailed)	Mean Difference		t	Sig. (2-tailed)	Mean Difference
		Gender			Marital Status			
Internet	EVNA	-1.713	.091	-0.391	EVA	2.362	.019**	.0545
Films	EVNA	-1.096	.277	-0.268	EVNA	-0.490	.625	-0.114
TV adverts	EVNA	-2.211	.030	-0.574	EVNA	-0.885	.379	-0.198
Catalogues	EVNA	-0.065	.948	-0.015	EVNA	-0.153	.879	-0.035
Letters to Santa/Wish list	EVA	-2.910	.004**	-0.644	EVNA	0.183	.855	0.038
Other people/parents	EVNA	-2.212	.030	-0.567	EVNA	0.236	.814	0.059
The shops themselves	EVNA	-1.315	.192	-0.309	EVNA	0.651	.517	0.128
Magazines/popular press	EVA	-0.256	.789	-0.062	EVNA	-0.886	.378	-0.216

EVA - Equal variances assumed. EVNA - Equal variances not assumed. \*  $p < .05$ , \*\*  $p < .01$

Further analysis via the Spearman's rho calculations (table 6.12) identified that there is some relationship between these two sources being discussed, letters to Santa and other people, and gender.

Table 6.12 Spearman's correlation coefficient for importance of sources in selecting toys as gifts for children against variables (2 tailed)

Q 8 Importance of sources of information when selecting toys as gifts		Gender	Age	Gross income	Marital Status	Employment	Education
Spearman's Rho	Internet	.017 .097*	.000 -.217**	.044 .083*	.039 -.084*		
	Films		.005* -.115*				.003 -.120**
	TV adverts	.028 .089*	.000 -.203**	.000 -.152**		.024 -.092*	.000 -.194**
	Catalogues		.001** -.129**				.012 -.103*
	Letters to Santa/Wish list	.001 .130**					.011 -.104*
	Other people/parents	.020 .095*					
	The shops themselves		.002 -.125**			.006 -.111**	
	Magazines						.019 -.096*

\*  $p < .05$ , \*\*  $p < .01$  empty cells indicate no significant findings

Letters to Santa/Wish lists showed a positive correlation with gender where  $p = .001$  which is highly significant and  $r = .130$  (a very weak but positive relationship). Females find this source more important than males. For using other people/parents, gender was moderately significant where  $p = .020$  and  $r = .095$  showing a weak but positive relationship where, as gender changes to female, other people as a source becomes more important. Further development of these questions via factor analysis is not possible however due to a weak Cronbach  $\alpha$  for the personal communication factor = .355 which was unreliable.

This confirmed that the hypothesis  $H_{2A}$  is supported and that mothers find the interpersonal sources of letters to Santa and other people more important than fathers when giving toys to children as statistical evidence has been found.

Findings here for the interviews noted that mothers and fathers mentioned the internet and catalogues more. One respondent (3C) mentioned thinking back to what they liked ‘I look at what my son liked at that particular age’ and ‘now it is starting to be the internet but before I just liked going into the shops to see what was about.’. This contradicts  $H_{2A}$  a little but as a list of information sources had not been provided and the question was not as probing, other answers may have been forthcoming. Another interview question probed the area further and found mothers using interpersonal sources (1C) ‘possibly speak to their parents’ or asking directly (2C) ‘I will say to my kids what do you like but I was making the decision’. A father respondent (4C) focused on the gender issue of buying toys in relation to gender ‘Also you source different toys for girls’ and boys’ preferring to focus on his role ‘my role was putting out the bin or something like that or getting the car insurance – I enjoyed getting the cheapest car insurance. I did enjoy giving the gifts though.’

6.2.3.2.  $H_{2B}$  – Interpersonal sources of information will be important to older parents and conversely younger parents will see marketer generated and mass media sources as being more important.

Here tables 6.7 – 6.10 were examined again with age and parental clusters with the relevant sources. The Pearson tests showed no significant findings with the interpersonal sources and age although it identified one  $p = .009$  value with the KW test for other people/parents.

The Pearson test identified 2 moderate significances in the marketer generated sources where  $p = .043$  for catalogues and  $p = .033$  for the shops (Table 6.7, appendix 46). For

catalogues the significant difference was stronger for the 41 plus age group also rating the source as being of high importance and for the shops this was for the 18-30 age group rating that source high too. The KW tests (Table 6.9, appendix 47) confirmed these findings where  $p = .014$  for catalogues and  $.029$  for the shops. In both cases the mean ranks had low value for older age grouping (41 plus) and higher values for the lower age category (18-30), with the greatest mean difference evident between these two discrete groups.

One significant difference was identified with mass media sources and age where TV adverts  $p = .001$  confirmed by KW test giving a  $p$  value of  $.000 < 0.0005$  (appendix 48). Once again for TV Adverts the significance was for the youngest age group citing this source as highly important, confirmed by the KW, with the greatest mean difference evident between the youngest and oldest age group.

Not surprisingly the Spearman's Rho test (table 6.12) showed no significant difference between the age demographic and the interpersonal sources but for the marketer generated ones, 2 values were found. For catalogues  $p = .001$   $r = -.129$  which has a weak negative correlation (table 6.12), indicating that as the respondents age increases, the level of importance of catalogues decreases. For the shops  $p = .002$  and  $r = -.125$  showing a weak negative relationship. As age increases the importance of this source lowers thus confirming the findings of the previous KW tests. For TV adverts, the one mass media source  $p = .000 < 0.0005$  and  $r = -.203$  showing that as age increases the importance of TV adverts decreases.

As outlined in chapter 4 section 14.13.4.1 factor analysis was conducted for question 8 providing 3 new components of associated variables (appendix 52). The Cronbach Alpha computed (table 4.18 and 4.18a Chapter 4 and appendix 52) one viable factor renamed tangible media sources, which included five of the items being TV adverts, films, catalogues, shops and magazines. Table 6.13 shows the T-Tests/One Way Anova (for multiple groups) where identified (respective  $p$  values are shown).

Table 6.13 Importance of sources with factor one – tangible media (confirmatory analysis)

Importance of Sources/New Factors	Gender T Test	Age Anova	Gross income Anova	Employment Anova	Education Anova
Factor one tangible media sources (5 items, films, TV adverts, catalogues, shops and magazines)		.000 **	.007**		.000**
Source/New Factors	Parental Clusters Anova	Children/ Age Anova	Children/ income Anova	Children/ Employ Anova	Children/ education Anova
Factor one tangible media sources (5 items, films, TV adverts, catalogues, shops and magazines)		.000**			.000**

\* p < .05, \*\* p < .01

The ANOVA test (Table 6.13) showed  $p = .000 < 0.0005$  high significance between the tangible media factor and age. A Tukey test further identified that, as the age of the respondent increases, the importance of this source decreases.

Despite some confirmation being shown for  $H_{2B}$  – it is not fully supported as there is no clear statistical evidence to reject the null hypothesis. Evidently there is no difference shown that interpersonal sources of information will be important to older parents but there is some evidence of younger parents seeing some marketer generated and some mass media sources as being more important. It could be stated then that  $H_{2B}$  - Younger parents find marketer generated and mass media sources of information as important when gift-giving toys to children.

6.2.3.3.  $H_{2C}$  – Parents with lower educational attainment will find mass media sources more important as a source of information and conversely those with higher education will find the internet more important

The Pearson test identified (table 6.7) for mass media sources (films, TV adverts and magazines) a number of highly significant findings where  $p = .001$  for films and  $p .000 < 0.0005$  for the other 2 items (appendix 49). The cross tabulations for films and magazines identified significant difference, with the Postgraduate respondents giving low importance to these sources. For TV adverts it was the college/HND educated respondents placing high importance on those sources. Regarding the internet, education had a moderate  $p$  value = .029 and here the significant difference was for the postgraduate educated parents who rated this source as highly important.

The KW tests (table 6.9-6.10) confirmed the identified differences for all of these sources except the internet, where  $p .000 < 0.0005$  for TV adverts and films and  $p = .001$  for magazines. In the case of films, TV Adverts and magazines the difference was identified between the college/HND education (with the highest mean rank) and the postgraduate educated (with the lowest mean rank).

The Spearman's Rho test (table 6.12) identified no correlations for the internet but negative Rho's for each of the other sources. Films had a moderately high significance,  $p = .003$  but negative correlation,  $\rho = -.120$ , showing a weak relationship with education meaning that as education increases in attainment the importance of this source decreases. For TV adverts  $p .000 < 0.0005$  with  $r = -.194$  and magazine values were  $p = .019$   $r = -.096$ , showing in both cases a weak relationship, as educational attainment increases the importance of the source decreases. The additional ANOVA test on tangible media sources identified a high significance,  $p .000 < 0.0005$ .

Once again, despite some confirmation being shown for  $H_{2C}$ , – this is supported to a certain extent as there is some difference showing that parents with postgraduate education place less importance on tangible media source than those with college education. However there is no evidence to show that parents with higher education find the internet more important.

6.2.3.4.  $H_{2D}$  – Households with more children will find mass media sources more important as a source of information.

It is expected that households with more children would be influenced by the use of mass media as children would utilise a range of mass media sources to promote their toy requests. Here the Pearson tests (table 6.8) for the demographic clusters identified no significant differences for films, three for TV adverts and one for magazines. Taking the TV adverts  $p$  values for the number of children in the household and specific demographics they were  $p = .033$  /household income,  $p .000 < 0.0005$  /education and  $p = .001$  /age. For the household income the significant difference was in the 2 plus children in household and respondents with medium income rating the source as being of high importance. Those with college education and 2 or more children showed significant difference with rating the source highly. For age again households with 2 or more children and respondents under 40 showed a significant difference with TV adverts.

Confirmation for each of these findings was shown with the KW tests showing values of  $p = .019$ /income,  $p .000 < 0.0005$ /education and  $p = .001$ /age (table 6.9, appendix 50). The greatest differences were identified between households with medium income and 2 plus children and high income with only children, followed by college education and 2 or more children and those with university education and only children. For the final category the greatest difference lies between households with 2 or more children and the parents under 40, and only child households with over 40 year old parents.

Magazines, on the other hand had a more moderate significance,  $p = .034$  for the number of children in the household and the rate of income. Here this showed significance for the households with high income and 2 or more children rating the source as being of low importance. This difference was supported by the KW test (table 6.10, appendix 51) where the mean ranks showed that difference existed between the category noted above and households on medium income with only children.

In terms of the hypothesis  $H_{2D}$  – Households with more children will find mass media sources more important as a source of information for gifting of toys to children - is partially supported as there is significant evidence to show that as the number of children in the household increased the use of TV adverts became more important to respondents.

6.2.3 5.  $H_{2E}$  – The internet will be an important source of information for fathers and households with time compressed lifestyles.

The internet as a source of information was not noted in the early literature as it did not present itself as it does today. It was added in here as it was felt that fathers and households with time compressed lifestyles would find this more important due to the laissez-faire approach and the time they had to spend on choosing gifts. No significant findings were identified for this source and gender for the Pearson tests. However three were identified for parental clusters (table 6.8) being  $p = .010$  number of children/income,  $p = .011$  number of children/education and  $p = .002$  for number of children/age. These  $p$  values showed significant difference for those respondents with medium income and 2 or more children in the house, those with university education and 2 or more children and those aged under 40 with 2 or more children in the household all showing this difference for the importance of this source as being high. The other parental clusters showed no significances.

The KW tests confirmed these findings (table 6.10) with moderately high p values of  $p = .004$ ,  $.010$  and  $.000 < 0.0005$  respectively. For the number of children and income the greatest mean difference was between those respondents on medium income and those on high income with 2 or more children in the house (appendix 52). The number of children and parental education cluster had the difference between those with high school education and only children, and to the university educated with 2 or more children in the household. The age cluster showed the greatest difference between those under 40 with only children and parents under 40 with 2 or more children.

Additionally marital status shows significance with the internet as a source of information  $p = .004$  (table 6.9) and  $p = .002$ , (table 6.10) where this was for the 'part of a couple' category finding this a highly important source. This was further identified with the T-Test (table 6.13) and the Spearman's Rho (table 6.14) showing part of a couple finding this more important than single parents.

In terms of the hypothesis  $H_{2E}$  – The internet will be an important source of information for fathers and households with time compressed lifestyles. There is no evidence to support the fathers' aspect but there is some limited evidence to support the fact that busy households find this source important. Additionally, as noted from the qualitative interviews the internet was viewed as a source of information for all the respondents but with the male respondent noticeably mentioning only the internet as a source of information.

#### 6.2.4 Sub section summary of the sources of information theme

As discussed, the second theme examined the importance of information sources when selecting toy gifts for children. One of the most important sources of information for some categories of respondents was the interpersonal sources, followed by the internet; marketer generated and mass media sources. Films, on the other hand, were generally seen by many as the least important source of information.

Trends from the mean responses to the information sources questions found evidence of certain demographic categories such as single fathers with children showing a propensity for finding letters to Santa the most important source of information. The internet appealed more to partnered females/mothers with children and younger parents with 2 or more

children in the house. On the other hand marketer type sources of information, showed majority responses from the households with 2 or more children. Finally, mass media showed neutral or low importance mean majorities for parents with only children.

Five hypotheses were proposed for the importance of sources of information in the gifting of toys considering gender ( $H_{2A}$ ,  $H_{2E}$ ), age ( $H_{2B}$ ), education ( $H_{2C}$ ) and numbers of children in the household ( $H_{2D}$ ). However, only gender as a demographic was found fully to impact on information sources where ( $H_{2A}$ ) found mothers/females finding interpersonal sources of information more important than fathers when gift-giving toys. Conversely, gender had no impact on ( $H_{2E}$ ) the internet i.e. fathers did not find this source important through the hypothesis testing, despite limited evidence to support the suggestion that busy households found this source important.

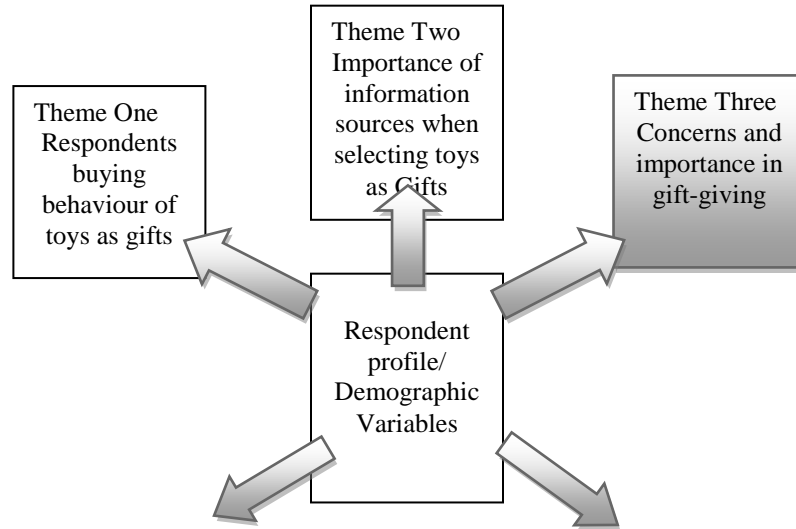
Age ( $H_{2B}$ ) had no impact on interpersonal information sources being important for older respondents or media sources for younger respondents. However, the demographics which showed evidence in support of the mass media being important was education ( $H_{2C}$ ) and numbers of children in the household ( $H_{2D}$ ), where the respondents with lesser education and increased numbers of children in the household favoured this source. These hypotheses were classified as partially supported as the internet was not found to be important for those with higher educational attainment ( $H_{2C}$ ) and only TV adverts as part of the mass media information source were highlighted in ( $H_{2D}$ ).

### 6.3 Theme three – The concerns and importance of respondents in relation to buying toys at Christmas and birthdays

The third theme discussed was respondents rating their agreement on their concerns and importance in relation to buying toys for their children at birthdays and Christmas time (questions 9 and 10). First the means will be discussed prior to the hypotheses testing and as a reminder 6.1c reminds us of the theme.



Figure 6.1c Theme three for results discussion



### 6.3.1 Parental differences with concerns and importance of buying toys as gifts at Christmas and birthdays

The concerns and importance questions tackled the respondent’s feelings on buying toys as gifts at the special occasions. Two of Mittal’s (1995) five scales were used to identify whether the respondents involvement was different for relevant categories. Tables 6.14 and 5.36 shows the mean scores for questions 9 and 10 and the majority groups for each question (appendix 53 shows the corresponding mean graphs).

Table 6.14 Mean majority calculations for importance and concerns and demographic variables.

Concerns Questions 9 and 10	Gender	Age	Gross Income	Marital Status	Employment	Education
Q 9 Buying toys for my own children at birthday times is important to me	Males 1.86	41 plus 1.83	£25,001 and 35,000 1.86	part of a couple 1.78	Skilled 1.99	High school leaver College 1.81
Buying toys for my own children at birthday times concerns me	Females 5.01	18-30 5.3	£45,001 plus 5.13/4	part of a couple 4.98	Professionals 5.05	College 5.28
Q 10 Buying toys for my children at Christmas time is important to me	Males 1.79	41 plus 1.73	£35,001-45,000 plus 1.79	part of a couple 1.70	Skilled 1.84	Postgrad 1.99
Buying toys for my children at Christmas time concerns me	Female 4.92	18-30 5.22	£45,001 plus 5.02	part of couple 4.91	Professionals 4.95	High school leaver 5.08

1 = high = strongly agree, 7 = low = strongly disagree, 4 = neutral.

Table 6.14 shows that for the concerns and importance questions on buying toys as gifts there are similar trends in relation to the mean majorities provided. With the exception of income and education the same categories have the majority mean and there are similar mean figures for questions 9 and 10.

Taking question 9, first for birthday and importance, the mean responses ranged from mn = 1.99 for skilled respondents (who rated this in the lowest agreement), to mn = 1.78 for part of a couple. There is very little difference between the mean majorities for the concerns part of the question other than they are on the disagree side of the scale. The most disagreeing mean majority is for the 18 – 30 year olds with a mn = 5.3 to part of a couple whose mn = 4.98 which is moving towards the neutral part of the scale.

For question 10, examining Christmas and birthdays shows a similar trend in mean majorities for the ‘important’ part of the question. The means range from mn = 1.73 for respondents aged 41 plus and mn = 1.99 for postgraduate educated, all being in the agree side of the scale. Again a similar pattern is identified for the ‘concerns me’ question for Christmas as was for the Birthdays. Here the majority means ranged from mn = 4.92 for females to mn = 5.22 for 18-30 age range: - just off neutral and into the disagree side of the scale.

When examining table 6.15 similar majority categories are again identified for each question.

Table 6.15 Majority percentages with categories for importance and concerns against demographic variables.

Concerns Questions 9 and 10	Gender	Age	Gross Income	Marital Status	Employment	Educa/ tion
Q 9 Buying toys for my own children at birthday times is important to me	Female SA 56.4%	18-30 SA 28.8%	Above £45,000 SA 27.6%	Couple SA 54.5%	Profession al SA 33.8%	High School SA 18.6%
Buying toys for my own children at birthday times concerns me	Female SD 34.66%	18-30 SD 17.2%	Above £45,000 SD 18.0%	Couple SD 32.1%	Profession al SD 20.8%	High School SD 10.8%
Q 10 Buying toys for my children at Christmas time is important to me	Female SA 57.3%	18-30 SA 28.8%	Above £45,000 SA 28.0%	Couple SA 55.0%	Profession al SA 33.1%	High School SA 19.8%
Buying toys for my children at Christmas time concerns me	Female SD 33.2%	41 plus SD 16.3%	Above £45,000 SD 17.0%	Couple SD 30.6%	Profession al SD 19.6%	High School SD 10.5%

Taking question 9 first, the majority categories are the same for each demographic, all the majorities strongly agree with birthdays being important to them with females showing the highest at 56.4% and high school leavers 18.6%. Conversely, the majority categories are more to the strongly disagree for the 'concerns me' with females in the majority at 34.66% and high school leavers at 10.8%.

Question 10 shows an almost identical pattern for the Christmas occasion, with females being 57.3% and high school leavers being 19.8% in the agree side of the scale. This is followed by the concerns majorities disagreeing, ranging from 33.2 % for females to 10.5% for high school leavers. It would appear from the responses that an almost identical spread of answers was provided for questions 10 and 9.

### 6.3.2 Buyer behaviour of parental clusters in relation to importance and concerns

Here the mean majorities were identified for the parental clusters and number of children type groupings (table 6.16).

From table 6.16, although a similar trend exists in the means as in table 6.14 it is clear that differences exist in the majority categories, with the parental cluster category having one of each of the groups as a majority for each question. Question 9 (birthdays) has single mothers  $mn = 1.77$  agreeing with birthday times being important to them and partnered fathers  $mn = 1.82$  saying the same for Christmas (question 10). For concerns at birthday times single fathers moderately disagree  $mn = 6$  and partnered mothers have a close to neutral  $mn = 4.93$  for Christmas, partnered mothers  $mn = 4.93$ .

Table 6.16 Majority percentages with categories for importance and concerns against demographic variables.

Concerns Questions 9 and 10	Parental Cluster	Children/ income	Children/ employ	Children and education	Children and Age
Q 9 Buying toys for my own children at birthday times is important to me	Single mum 1.77	Med income One child 1.92	Blue collar One child 2	College education 2 plus children 2.03	Over 40 2 plus children 1.84
Buying toys for my own children at birthday times concerns me	Single dad 6	High income One child 5.21	Not working One child 5.4	College education 2 plus children 5.48	Under 40 2 plus children 5.11
Q 10 Buying toys for my children at Christmas time is important to me	Partnered dad 1.82	Med income One child 1.8	White collared 2 plus children 1.75	Uni education One child 1.81	Over 40 2 plus children 2.73
Buying toys for my children at Christmas time concerns me	Partnered mum 4.93	High income One child 5.17	White collared 2 plus children 5.07	College education 2 plus children 5.33	Under 40 2 plus children 4.95

1 = high = strongly agree, 7 = low = strongly disagree, 4 = neutral.

All majority mean responses for number of children in the household and parental income came from those income categories with only children. For parental employment the majority means changed from only children to 2 or more children in the household when comparing birthday and Christmas gift-giving. When examining the employment and birthday questions categories with only children showed the majority moving towards 2 or more children and white collar employees for the Christmas questions, suggesting employment may have an impact. For number of children and education the same category (2 plus children and college education) showed majorities except for question 10 where it was university educated respondents with one child. For the last category the same respondents had majorities for question on the occasions being important with the over 40s with 2 plus children rating mn = 1.84 and 2.73 respectively and the under 40s with 2 plus children rating mn = 5.11 and 4.95 for the Christmas questions.

### 6.3.3 Hypotheses for importance and concerns of buying toys as gifts for respondents own children

One main hypothesis was highlighted for this theme H<sub>3</sub> – Parents will have different perceptions when buying toy gifts for birthdays and Christmas in relation to its importance and concerns, with three sub hypotheses outlined;

- H<sub>3A</sub> - Mothers will be more concerned and regard buying toys as gifts as being more important than fathers when buying for their children at special occasions.

- H<sub>3B</sub> - Older parents will be less concerned and think it less important when buying toys as gifts for their children at special occasions.
- H<sub>3C</sub> – Households with higher numbers of children and a higher social standing will find buying toys as gifts less concerning and less important at special occasions

6.3.3.1 H<sub>3A</sub> - Mothers will be more concerned and regard buying toys as gifts as being more important than fathers when buying for their children at special occasions.

It was thought that mothers would be more concerned with getting the gift right for special occasions when children are involved, thus regarding these events more important than fathers would. However tests with the gender demographics and with parental clusters did not identify any significant findings, meaning there is no statistical evidence to prove this and the hypothesis is not accepted.

As this hypothesis examined a level of involvement from the parents certain statements in the interview did support this. Those questions aligning themselves to how involved parents are with gifting provide the following information. 1C spent quite a bit of time getting the correct toy stating ‘but if someone said they wanted something in particular I would endeavour to source it’. An older mother suggested ‘children need new adventures in their lives’, showing importance. The father on the other hand did not seem as involved ‘I don’t spend much time at all (looking for toy gifts) unless it is a toy I am interested in such as electronics i.e. the value it gives you such as the related outcomes’. Respondents had a more clear cut response to being under pressure to gift ‘No (they were not under pressure)- it is an obligation you have got to do it. You have to’

6.3.3.2. H<sub>3B</sub> - Older parents will be less concerned and think it less important when buying toys as gifts for their children at special occasions.

It was thought that as parents got older their concerns would lessen as they would be more relaxed about gift-giving to children, feeling their experience would stand them in good stead to get gifting correct. The same would be true of how important they would find these events with changing life cycles knowing that gifting of toys is important but as they reach grandparent status they may feel they have the experience and think these events may be less important. Once again testing proved no evidence was found to show this and the hypothesis is not supported.

An older respondent (1C) when questioned about being under pressure categorically stated ‘No I won’t let myself be put under pressure because I know what I want to do. You could be put under pressure but I won’t enter into competition. Some people might with kids. It is more difficult for younger people not to be influenced I think. I just give what I can or what I think is appropriate. (you have set your parameters – which you stay around about’. This shows there may be evidence for them being less concerned about gifting at these events than the younger parents but may not necessarily be less involved.

6.3.3.3. H<sub>3C</sub> – Households with higher numbers of children and a higher social standing will find buying toys as gifts less concerning and less important at special occasions

It was felt that households with higher numbers of children would be more experienced at gift-giving and would be less concerned and find gift-giving at occasions less important to them. Likewise those households with higher income/education and more professionally employed respondents would feel the same. Significance testing showed that education was moderately relevant with a Pearson test of  $p = .046$  (table 6.17) confirmed by the KW test  $p = 0.41$  (table 6.18) for question 9 (birthday) only.

Table 6.17 Significances Pearson Chi Square for buying toys for children against significant demographic variables

Question 9 (b)	Education
Buying toys for my children at birthday times concerns me	.046*

\*  $p < .05$ , \*\*  $p < .01$

Table 6.18 Kruskal Wallis tests for buying toys for children against significant demographic variables

Question 9 (b)	Education
Buying toys for my children at birthday times concerns me	.041*

\*  $p < .05$ , \*\*  $p < .01$

In this case the significant finding was between the college/HND category (appendix 54) who rated the question at the strongly disagree side of the scale, with the KW test showing this category with the highest mean rank and the greatest difference was between this category and the postgraduate educated.

A further Spearman’s Rho test (table 6.19) identified for the same question a  $p$  value = .031 and a weak but negative correlation of  $r = -.091$ , showing that for ‘buying toys for my own

children at birthday times concerns me' when educational attainment increases the concern lessens regarding buying toys at birthday times supporting the previous result.

Table 6.19 Spearman's correlation coefficient for importance and concerns of buying toys against variables (2 tailed)

Q 9 and 10 Buying toys for my own children at		Education
Spearman's Rho	Birthday times is important to me	
	Birthday times concerns me	.031 -.091*
	Christmas time is important to me	
	Christmas time concerns me	

\*  $p < .05$ . \*\*  $p < .01$

Further testing with these questions and demographic variables proved to be inconclusive as no further findings were found through factor analysis. It could be stated then that there is partial support for this hypothesis where parents with higher educational attainment find birthday gift-giving less concerning.

#### 6.3.4 Summary of theme three - concerns and importance levels of involvement with gift-giving

In summary of the analysis of this section there has been very little confirmatory or supporting evidence for the hypotheses tested. This may be due to many things such as the respondent categories being skewed or possibly a misunderstanding of the questions posed. However, some of the main findings from this section included the respondents finding buying toys as gifts for their own children at the special occasions of birthdays and Christmas was important to them. They were not as concerned about gifting at these occasions though.

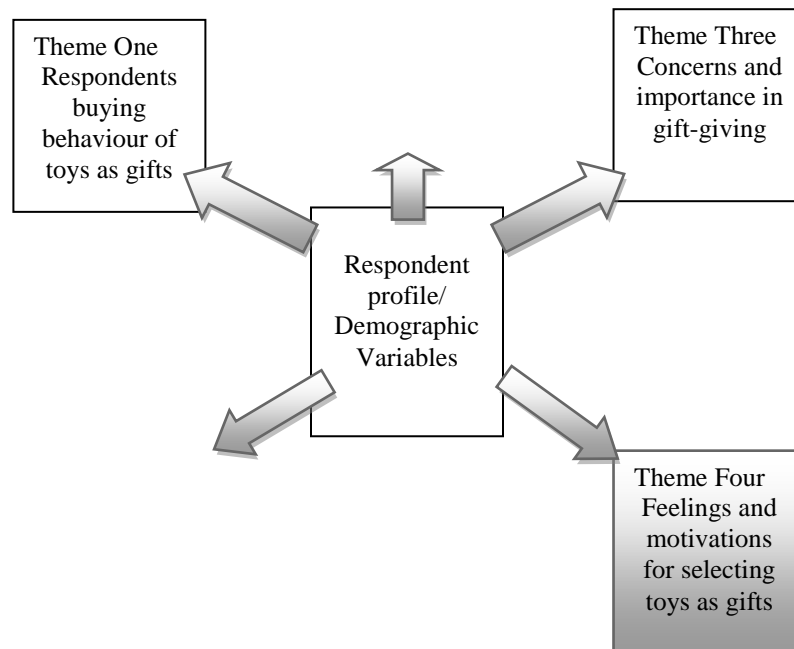
Three hypotheses were considered in this theme, ( $H_{3A} - H_{3C}$ ), which individually tested gender, age and social aspects. The gender ( $H_{3A}$ ) hypothesis provided no evidence to support any difference between the males and female respondents being concerned about purchasing the gifts at Christmas and birthdays. Similarly age ( $H_{3B}$ ) provided no support for respondents being less concerned about gifting to children at these times. Finally the higher social standing (in this case through educational attainment) found partial support

for education influencing the respondent's perception of birthday gift-giving finding it less concerning.

#### 6.4 Theme four – feelings and motivations in relation to buying toys as gifts

The fourth theme of the questionnaire related to the respondents being asked about their attitudes and motivations towards 'toy gifting' behaviour. The figure represents this in figure 6.1d.

Figure 6.1d Theme four for results discussion



##### 6.4.1 Parental differences in feelings and motivations when buying toys as gifts

Tables 6.20 and 6.21 show the majority mean and percentages for questions 11-28 cross tabulated with the demographic variables. The nearer the mean score to 1 the more positive or 'strongly agree/very likely/a great deal or a lot' the respondent feels for the question. Conversely, for the higher mean scores i.e. the closer to 7 the more the respondents are to 'strongly disagree/not very likely/not a great deal/not a lot' for the respective questions. These eighteen questions were designed to identify commonalities for the category (i.e. pleaser, socialiser, compensator or provider) respondents may fall into.



Examining the pleaser questions first, the question with the highest mean majorities was 'I buy what my children want' (no 14), with means ranging from mn = 3.65 (41 plus) to mn = 3.93 (post graduate). However these means were in the positive but near the neutral area of the scale. Question 12 had a similar spread of means with mn = 2.96 (41 plus) to mn = 3.33 (females) but these were more positive than the previous question. Question 13 responses have more positive means, all being in the 2 point part of the scale with females showing the least positive mn = 2.71 and the age 41 plus category showing the most positive mn = 2.34. The last question in this grouping has the most positive majorities with the 31-40 ages mn = 1.61 to females mn = 1.83. In comparison to question 12 it shows a difference in agreement from majority categories although the Likert scales asked used a very likely scale for Q12 and a great deal for Q13.

Questions 15 – 18 examined the compensator type questions and a difference is shown between these questions and the pleaser questions, the majority of responses for some questions being more to the negative side of the scale. Q 18 examining 'spending time with children' has mean majorities in the strongly disagree part of the scale, ranging from mn = 6.32 (females) to mn = 6.64 (not working). Q 16, primarily about gifting at special occasions, has majority means ranging from mn = 4.55 (couple) to mn = 5.06 (females) showing that these respondents feel quite neutral but veering more towards the not very likely side of the scale. The 'tough times' question, no 15, had mean majorities around the neutral area ranging from mn = 3.98 (couple) to mn = 4.25 (females) as did Q 17 although the majorities veered slightly more towards the strongly agree side of the scale, apart from 2 categories with means ranging from mn = 3.66 (41 plus) to mn = 4.23 (males).

The provider questions, (question nos 19 – 23) mainly had majority means close to the neutral area with the exception of Q 19 (appearing to be more towards 'a great deal' side of the scale for buying basics) and Q 22 (veering more to the 'not at all' part of the scale for buying the basics for gifting at special occasions). The majority means for Q 19 ranged from mn = 2.66 (skilled respondents) to mn = 3.24 (males), showing support for buying things their children need. For Q 22 the means ranged from mn = 5.55 (31-40) to mn = 5.83 (not working) showing they don't buy these basics for special occasions. Majority means for Q 20 majority means were all in the mid-point area with the exception of the gross income majority mn = 5.35 showing more negativity for the question for those with over £45,000. This suggests that they don't buy many toys all year round to store away. A

similar pattern is clear with Q 23 (on about affording to take care of needs) where the majority means range from mn = 4.79 (males) to mn = 5.16 (£45,001 plus) showing neutral responses and a move towards the strongly disagree side of the scale again suggesting a lack of budgeting concern. The last question, Q 21, shows a slight difference with the means being in the just positive side of the scale, (towards a great deal) with mn = 3.72 (single) to mn = 3.85 (£45,001 plus).

Table 6.20 Majority mean responses for cross tabulations of demographic variables with feelings/attitudes

Questions 11-28	Gender	Age	Gross Income	Marital Status	Employment	Education
Q 11 I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy PLEASER – A great deal	Female 1.83	31-40 41 plus 1.61	£35- 45,000 1.7	Couple 1.63	Prof 1.66	Uni 1.82
Q 12 I buy exactly what my children request for toy gifts PLEASER – Very likely	Female 3.33	41 plus 2.96	£45,001 plus 3.1	Couple 2.98	Skilled 3.05	Uni 3.17
Q 13 I select toy gifts for my children that fulfils their direct requests or perceived tastes – A great deal PLEASER – A great deal	Female 2.71	41 plus 2.34	£45,001 plus 2.37	Couple 2.36	Skilled 2.59	PG 2.47
Q 14 The toy gifts that I give my children are not a reflection of my taste PLEASER – Strongly agree	Female 3.75	41 plus 3.65	£45,001 plus 3.77	Couple 3.66	Not Workin g 3.81	PG 3.93
Q 15 I sometimes buy toy presents for my children to make up for any tough times experienced during the year COMPENSATOR – Strongly agree	Female 4.25	41 plus 4.07	£45,001 plus 4.17	Couple 3.98	Not working 4.16	PG 4.21
Q 16 I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays COMPENSATOR – Very likely	Female 5.06	41 plus 4.56	£25- 35,00 4.92	Couple 4.55	Prof 4.62	Uni 4.79
Q 17 To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year COMPENSATOR – Strongly agree	Male 4.23	41 plus 3.66	£45,001 plus 3.86	Couple 3.63	Prof 3.77	PG 4.13
Q 18 I don't spend enough time with my children and I like to compensate by buying plenty of toy gifts for them COMPENSATOR – Strongly agree	Female 6.32	41 plus 6.37	£35- 45,000 6.56	Couple 6.35	Not working 6.64	PG 6.33

1 = A great deal, very likely, strongly agree, A lot, 4 = Neutral, 7 = Not at all, Not very likely, strongly disagree, not many at all

Questions 11-28	Gender	Age	Gross Income	Marital Status	Employment	Educa/tion
Q 19 I always buy items (such as clothing/stationery ) that I believe my children need <b>PROVIDER – a great deal</b>	Male 3.24	41 plus 2.9	£45,001 plus 2.76	Couple 2.63	Skilled 2.66	Uni 2.84
Q 20 I buy things on sale all year for my children's presents and store them away <b>PROVIDER – a lot of items</b>	Male 4.89	41 plus 4.86	£45,001 plus 5.35	Single 4.99	Not working 4.9	Uni 4.93
Q 21 The toy gifts that I give to my children at Christmas show that I want to take care of their needs <b>PROVIDER – a great deal</b>	Male 3.84	41 plus 3.76	£45,001 plus 3.85	Single 3.72	Skilled 3.82	PG 3.79
Q 22 I buy basic items (such as underwear/stationery) throughout the year give to my children at Christmas and birthdays <b>PROVIDER – a lot</b>	Male 5.58	31-40 5.55	£45,001 plus 5.67	Single 5.84	Not working 5.83	Uni 5.69
Q 23 Buying toy items all year for Christmas means that I can afford to take care of all my children's needs <b>PROVIDER – strongly agree</b>	Male 4.79	41 plus 4.94	£45,001 plus 5.16	Couple 4.84	Not working 5.01	PG 5.04
Q 24 I buy what I want my children to have at Christmas and birthdays, irrespective of their request <b>SOCIALISER – a great deal</b>	Female 5.60	31-40 5.55	Under £15,00 5.91	Single 6.03	Not working 5.73	Coll 5.86
Q 25 Giving toy gifts to my children means that I pass on knowledge that I wish them to have <b>SOCIALISER – strongly agree</b>	Female 4.22	31-40 4.27	Under £15,000 4.48	Single 4.43	Not working 4.38	High School 4.43
Q 26 I view most toy gifts that I give to my children as instruments of learning <b>SOCIALISER – a great deal</b>	Female 3.71	41 plus 3.86	£45,001 plus 3.78	Single 3.83	Skilled 3.83	Uni 3.9
Q 27 The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive <b>SOCIALISER strongly agree</b>	Female 5.73	18-30 5.76	£45,001 plus 5.73	Single 5.78	Not working 5.73	Coll 5.84
Q 28 The gifts I give to my children reflect the values and I am eager to give these sorts of gifts <b>SOCIALISER – a great deal</b>	Male 4.45	18-30 4.61	£15-25,00 4.79	Single 4.64	Unskilled 4.61	Coll 4.83

1 = A great deal, very likely, strongly agree, A lot, 4 = Neutral, 7 = Not at all, Not very likely, strongly disagree, not many at all

The last set of questions (questions 24-28) had mean majorities just in the positive side of the scale for Q 26 (mn ranging from 3.71 and 3.9), with the remaining questions having majority means closer to the midpoint, with Q 27 and Q 24 showing the most negative

responses. In showing slight positivity for Q 26 those majority respondents suggest some support for seeing 'toy gifts as instruments of learning'. Q 27 and 24 had positive mean majorities in the areas of mn = 5.84 (college educated) and mn = 6.03 (single), showing that there is a tendency to buy toy gifts the children want. To a certain extent Questions 25 and Q 28 showed neutrality with majority means of mn - 4.48 (under £15,000) and mn = 4.48 (college) respectively, showing a lack of support for passing on knowledge or values to children via gifting.

When examining the majority percentages for each of the questions there are close similarities to the mean majorities, but in some cases the majority category changes (table 6.21).

From the pleaser group questions, Qs 12 and 14 showed majority responses as neutral, suggesting these respondents have no opinion buying what their children want, but for Qs 11 and 13 the majority respondents lean towards answering their children's requests agreeing, agreeing with those statements. For each question, as a rule, highest majorities come from the females for each question, possibly with the lower percentages shown in education as there was a more even spread of this demographic.

The compensator questions provided a similar pattern to the means and showed high majority categories for some cross tabulations, in particular for Q 18 where 60.8% of females strongly disagreed with compensating by gifting for not spending enough time with children, as did all categories for that question. The majority categories for the other three questions ranged from 35.2% (Professional) for Q 18 to 6.1% (High school leaver) for Q 17, with all majority categories in the neutral area. Similar categories are noted for the majority for each question.

Table 6.21 Majority percentages for cross tabulations of demographics variables with feelings/attitudes

Questions 11-28	Gender	Age	Gross Income	Marital Status	Employment	Educational
Q 11 I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy/PLEASER	Female 55.6% AGD	31-40 28.5% AGD	£45,000 plus 25.5% AGD	Couple 51.7% AGD	Prof 31.9% AGD	PG 11.4% AGD
Q 12 I buy exactly what my children request for toy gifts/PLEASER	Female 24.4% 3	31-40 14.2% 3	£45,000 plus 13.6% 3	Couple 24.4% 3	Prof 15.9% 3	Coll 7.6% 3
Q 13 I select toy gifts for my children that fulfils their direct requests or perceived tastes/PLEASER	Female 25.9% AGD	31-40 17.7% 2	£45,000 plus 19.1% 2	Couple 33.7% 2	Prof 21.4% 2	Coll 10.6% 2
Q 14 The toy gifts that I give my children are not a reflection of my taste/PLEASER	Female 25.1% Neutral	31-40 14.0% Neutral	£45,000 plus 13.5% Neutral	Couple 25.3% Neutral	Prof 15.7% Neutral	High School 7.6% Neutral
Q 15 I sometimes buy toy presents for my children to make up for any tough times experienced during the year/COMPENSATOR	Female 16.9% 3	Plus 41 9.8% Neutral	£45,000 plus 9.4% Neutral	Couple 18.1% Neutral	Prof 12.3% Neutral	High School 6.6% Neutral
Q 16 I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays/COMPENSATOR	Female 20.1% Neutral	31-40 11.4% Neutral	£45,000 plus 9.9% Neutral	Couple 20.6% Neutral	Prof 12.6% Neutral	High School 7.6% Neutral
Q 17 To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year/COMPENSATOR	Female 19.2% Neutral	31-40 11.6% Neutral	£45,000 plus 11.2% Neutral	Couple 19.8% Neutral	Prof 35.2% Neutral	High School 6.1% Neutral
Q 18 I don't spend enough time with my children and I like to compensate by buying plenty of toy gifts for them/COMPENSATOR	Female 60.8% SD	31-40 18.4% SD	£45,000 plus 30.3% SD	Couple 60.2% SD	Prof 35.2% SD	High School 19.4% SD

1 = A great deal, very likely, strongly agree, A lot, 4 = Neutral, 7 = Not at all, Not very likely, strongly disagree, not many at all

Questions 11-28	Gender	Age	Gross Income	Marital Status	Employment	Education
Q 19 I always buy items (such as clothing/stationary) that I believe my children need/PROVIDER	Female 33.2% AGD	31-40 17.8% AGD	£45,000 plus 13.1% AGD	Couple 31.3% AGD	Prof 18.2% AGD	High School 12.2% AGD
Q 20 I buy things on sale all year for my children's presents and store them away/PROVIDER	Female 28.6% NMA	41 plus 14.7% NMA	£45,000 plus 16.8% NMA	Couple 27.9% NMA	Prof 17.9% NMA	High School 9.2% NMA
Q 21 The toy gifts that I give to my children at Christmas show that I want to take care of their needs/PROVIDER	Female 23.1% Neutral	31-40 11.7% Neutral	£45,000 plus 11.6% 3	Couple 22.8% Neutral	Prof 14% Neutral	High School 7.8% 4
Q 22 I buy basic items (such as underwear/stationery ) throughout the year give to my children at Christmas and birthdays/PROVIDER	Female 39.2% NAA	31-40 19.7% NAA	£45,000 plus 11.6% NAA	Couple 37.3% NAA	Prof 23.2% NAA	High School 12.2% NAA
Q 23 Buying toy items all year for Christmas means that I can afford to take care of all my children's needs/PROVIDER	Female 22.7% SD	41 plus 12.0% SD	£45,000 plus 13.8% SD	Couple 23% SD	Prof 14.3% SD	PG 6.9% SD
Q 24 I buy what I want my children to have at Christmas and birthdays, irrespective of their request/SOCIALISER	Female 34.3% NAA	41 plus 16.7% NAA	£45,000 plus 14.7% NAA	Couple 30% NAA	Prof 18.9% NAA	High School 11.8% NAA
Q 25 Giving toy gifts to my children means that I pass on knowledge that I wish them to have/SOCIALISER	Female 29% Neutral	41 plus 14.4% Neutral	£45,000 plus 13.6% Neutral	Couple 25.7% Neutral	Prof 16.9% Neutral	High School 9.4% Neutral
Q 26 I view most toy gifts that I give to my children as instruments of learning/SOCIALISER	Female 23.7% 3	31-40 11.6% Neutral	£45,000 plus 12.4% Neutral	Couple 23.7% 3	Prof 15.5% 3	High School 7.2% Neutral
Q 27 The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive/SOCIALISER	Female 34.7% SD	31-40 18.4% SD	£45,000 plus 16.9% SD	Couple 32.4% SD	Prof 20.1% SD	High School 11.2% SD
Q 28 The gifts I give to my children reflect the values and I am eager to give these sorts of gifts/SOCIALISER	Female 26.1% Neutral	31-40 13.5% Neutral	£45,000 plus 14.4% Neutral	Couple 25.2% Neutral	Prof 15.7% Neutral	High School 9% Neutral

1 = A great deal, Very likely, strongly agree, A lot, 4 = Neutral, 7 = Not at all, Not very likely, strongly disagree, not many at all

With the exception of age the majority of responses for the provider questions showed similar trends in terms of the categories with the exception of age. Questions 20, 22 and 23 had similar percentages in the negative side of the scales showing similarity with the means previously discussed. The highest majorities came from females for these three questions,

ranging from 39.2% for Q 22 to 28.6% for Q 20, not surprising given that the majority of respondents were female. These questions show the majority respondents don't like to store basic things away for Christmas. Question 19 showed highly positive responses from those majority categories buying a great deal of basic items they believe their children need. The remaining question 21, showed neutrality for the majority categories corresponding with their thoughts on having little opinion on giving toys at Christmas time to take care of their children's needs.

The last set of questions examined the socialiser aspects of the respondents and here the majority categories were identical for each question apart from the age category. As with the mean majorities, Qs 25, 26 and 28 showed some level of neutrality where the majority categories had no clear opinion on giving toy gifts for learning, passing on knowledge or reflecting values. Questions 24 and 27 showed clear negativity for the questions as the majority categories showed they don't agree with those socialising aspects. The highest majority category for this set of questions was for Q 27 with 34.7% females and the lowest being in the education category for Q 26 with high school leavers at 7.2%. Again this is not surprising given the spread of respondents when looking at the demographics.

When examining the interviews evidence existed for respondents having thoughts in relation to some of the social roles. Feedback implied that some respondents wanted to be pleasing in their gifting with (1C) gifting by finding out what a child likes 'Try and know what the child likes'. Others implied a more pragmatic approach with an element of pleaser in there with 2C stating 'I am also inclined you know if I had five birthday parties for a nine year old boy they would all get the same thing as that was in fashion at the time and that is what they all wanted'.

#### 6.4.2 Buyer behaviour of clustered groups in relation to feelings and motivations

The means for the cluster demographics were examined to see if any trends could be identified. Table 6.22 shows the findings for the majority groups within each category.

The means for the cluster cross tabulations provided some interesting information. Responses to the pleaser questions, Q 12-14, had fairly neutral majority means showing these groups (table 6.22) had no clear opinion on each of these questions, with means ranging from  $mn = 2.56$  (Q13) for children/income to  $mn = 4.67$ , with question 13 veering



towards the 'a great deal' side of the scale. Question 11 had all majority categories more strongly in the 'great deal side' of the scale, with a tendency for all categories with 2 plus children thinking this, single males in particular.

The compensator questions again showed some neutrality for questions 15–17 where the majority means were just in the negative side of the respective scales with the odd exception for the employment and age clusters. This suggested that for those categories they did not have much opinion on these questions and were not buying presents in a compensating manner. However the final question (18) showed strong disagreement for the majority categories on not spending enough time with children and on compensating by buying plenty of gifts, with means ranging from  $m_n = 6.38$  (partnered females) to 6.95 (not working with only children).

Provider questions had mostly positive answers for buying things their children need Q 19, with means between  $m_n = 2.72$  (white collar with only children) – 3.21 (partnered males) but had more neutral majority means for Q 20 and 21. This showed a lack of opinion on annual planning for Christmas and consideration of children's needs. The last 2 questions which related again to planning for special occasions and taking care of needs showed means more towards the negative side of the scales, with single males showing the strongest disagreement  $m_n = 6.50$  with buying basic items (Q 22) and with buying items all year round (Q 23)  $m_n = 5.17$ .

The last section examined the socialiser questions with majorities for questions 25 26 and 28 mainly neutral again, suggesting little opinion was given for buying toy gifts to use as learning instruments or to pass on values. For these 3 questions those respondents not working with only children had the most negative (although marginal) mean response  $m_n = 4.65$  (Q 25) and  $m_n = 4.28$  (Q 26) and the single males with  $m_n = 5.33$  (Q 28) for reflecting values. The remaining questions had more negative majority means showing that these respondents felt more negatively towards giving toys they felt their children should get and, indeed, wishing to please them. Interestingly in many cases majority categories had only children, with single females  $m_n = 6.01$  (Q 24) and single males  $m_n = 6.50$  (Q 27) showing the most negative responses for these questions.

Table 6.22 Majority means for clusters cross tabulations with feelings/attitudes

Questions 11-28	Parental Clusters	Children /Income	Children/ employment	Children/Age	Children/ Education
Q 11 I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy PLEASER – A great deal	1.83 Single male	1.68	1.70 Not work 2 plus child	1.67	1.67
Q 12 I buy exactly what my children request for toy gifts PLEASER – Very likely	3.35 Partnered male	3.28	3.09 White 2 plus child	3.20	3.20
Q 13 I select toy gifts for my children that fulfils their direct requests or perceived tastes – A great deal PLEASER – A great deal	2.74 Partnered Male	2.56	2.59 Not work 2 plus child	2.56	2.56
Q 14 The toy gifts that I give my children are not a reflection of my taste PLEASER – Strongly agree	4.67 Single male	3.89 All for 2 plus children med income	3.95 Not work One child	3.92 All for 2 plus children and aged over 40	3.92 All for Uni and 2 plus child
Q 15 I sometimes buy toy presents for my children to make up for any tough times experienced during the year COMPENSATOR – Strongly agree	4.33 Single male	4.25	4.38 Not work 2 plus child	4.19	4.17
Q 16 I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays COMPENSATOR – Very likely	5.07 Partnered male	4.75	4.69 White 2 plus child	4.72	4.74
Q 17 To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year COMPENSATOR – Strongly agree	4.18 Partnered male	4.12	3.98 White 2 plus child	3.98	4.19
Q 18 I don't spend enough time with my children and I like to compensate by buying plenty of toy gifts for them COMPENSATOR – Strongly agree	6.38 Partnered Female	6.46 2 children plus med income	6.95 Not work One child	6.46 All for 2 plus children Aged over 40	6.39 All for Uni and 2 plus child

1 = A great deal, very likely, strongly agree, A lot, 4 = Neutral, 7 = Not at all, Not very likely, strongly disagree, not many at all

Questions 11-28	Parental Clusters	Children /income	Children/ employment	Children /Age	Children/ education
Q 19 I always buy items (such as clothing/stationery ) that I believe my children need <b>PROVIDER – a great deal</b>	3.21 Partnered male	2.81	2.72 One child White collar	2.94	2.89 Uni and one child
Q 20 I buy things on sale all year for my children’s presents and store them away <b>PROVIDER – a lot of items</b>	4.93 Partnered male	5.05	5.13 Not work One child	5.06	4.92 High school and one child
Q 21 The toy gifts that I give to my children at Christmas show that I want to take care of their needs <b>PROVIDER – a great deal</b>	4.17 Single male	4.05	3.99 2 plus child Blue collar	3.81	3.81 Uni and 2 plus child
Q 22 I buy basic items (such as underwear/stationery ) throughout the year give to my children at Christmas and birthdays <b>PROVIDER – a lot</b>	6.50 Single male	5.71	6.33 Not work One child	5.74 One child and aged under 40	5.65 Uni and 2 plus child
Q 23 Buying toy items all year for Christmas means that I can afford to take care of all my children’s needs <b>PROVIDER – strongly agree</b>	5.17 Single male	5.34	5.10 White collar 2 plus child	5.14	5.15 Uni and 2 plus child
Q 24 I buy what I want my children to have at Christmas and birthdays, irrespective of their request <b>SOCIALISER – a great deal</b>	6.01 Single female	5.78 2 children plus low income	5.92 Not work One child	5.62	5.90 Coll and one child
Q 25 Giving toy gifts to my children means that I pass on knowledge that I wish them to have <b>SOCIALISER – strongly agree</b>	4.50 Single male	4.47 One child low income	4.65 Not work One child	4.39 One child aged under 40	4.47 Coll and one child
Q 26 I view most toy gifts that I give to my children as instruments of learning <b>SOCIALISER – a great deal</b>	4.17 Single male	3.84 One child high income	4.28 Not work One child	3.93	3.15 Uni and one child
Q 27 The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive <b>SOCIALISER strongly agree</b>	6.50 Single male	5.82 One child high income	5.73 Blue collar 2 plus child	5.78	5.96 Coll and one child
Q 28 The gifts I give to my children reflect the values and I am eager to give these sorts of gifts <b>SOCIALISER – a great deal</b>	5.33 Single male	4.88 One children low income	4.65 Blue collar One child	4.62 One child aged under 40	4.87 Coll and one child

1 = A great deal, very likely, strongly agree, A lot, 4 = Neutral, 7 = Not at all, Not very likely, strongly disagree, not many at all

Qualitatively the findings from the interviews identified some mothers veering towards the pleaser role with respondent (1C) stating they would ‘Try and know what the child likes’. Respondent (2C) noted ‘For your own (children) you would maybe ask. Others (children) I

would just go for whatever was in vogue'. Other respondents were more in the socialising role considering the role the toys may be providing stating 'I know one of my friends little girls she is into like arts and crafts so I look for something that will take her sometime to do, like a painting by numbers' (3C). They also stated toys were bought as 'it is fun it is educational as well (so you try to match the interests – yes)'.

Dual roles were also noted as respondent (1C) suggested a socialising role too 'Or if it is a hobby a lot of them are football mad so trying to find something related and something they will actually like'. A newer mother (5C) suggested buying in relation to personality 'My son is very boisterous and loves things he can bang together and can crash and bang' showing a propensity to please but again the dual socialiser role was apparent as it was also suggested toys are for 'educational or pure fun (reasons)'. Finally a father (4C) suggested a similar pleaser/ educating role 'Often the toy is driven by the child themselves' but then as noted previously that buying the toys was not his role but he did enjoy giving the gifts. Toy gifts were bought too as they have 'a novelty and learning aspect to it (gifting of toys)'

#### 6.4.3 Hypotheses for feelings and motivations

A slightly different approach is taken with this section from the others due, in part, to the number of questions and the scope of this thesis. So whilst significance testing was conducted for all 18 questions, demographics and clusters followed by the associated confirmation tests, the factor analysis was more important in terms of hypotheses testing. A basic discussion is therefore provided on the main significant findings whilst a more concentrated approach is given for the new factors in relation to the hypotheses testing.

Appendix 55 shows the Pearson Chi square tests and the KW/MW tests. From these tests 2 things are clear; as a whole, individual questions do not show many significant findings and education seems to play a strong part as an indicator of significant difference for some of the motivations/feelings questions. This was true for questions 12, 14, 17, 25 and 28 with strong significance, which was further confirmed by KW tests to  $p .000 < 0.0005$  (for questions 14, 17, 25 and 28). The significant findings were for questions 12, 14, and 17 for the college educated respondents showing significant difference in the very likely category (buying exactly what their children want), the strongly agree category (toy gifts are not a reflection of their taste) and the strongly agree category (buying some fun gifts makes up

for hard work). For question 25 the significance was for the postgraduate educated respondents strongly agreeing with 'gifting toys to pass on knowledge'. The final question examining 'toy giving to reflect values' showed significance for the college educated respondents rating the question not at all. There were a further seven confirmations for demographics with questions 17, 19, 23, 24 and 27, which are discussed, where relevant, in the hypotheses testing sections.

Seven sub hypotheses were proposed in section 3.6 under the overall hypothesis of H<sub>4</sub> . Parents would have different feelings/motivations towards gift-giving of toys to children;

- H<sub>4A</sub> - Mothers would be more positive in gift-giving than fathers.
- H<sub>4B</sub> - Older parents would be more likely to try and impart values and knowledge through gift-giving of toys.
- H<sub>4C</sub> - Fathers would feel guiltier about toy gifting to children.
- H<sub>4D</sub> - Single parents would feel more inclined to compensate in gift-giving of toys for being a lone parent.
- H<sub>4E</sub> - Parents with better education and higher income would be motivated towards giving more sensibly
- H<sub>4F</sub> - Parents with a higher social standing would take a more pragmatic role in their toy gifting whilst those in lower social standing would be more laissez-faire
- H<sub>4G</sub> - Parents with 'nuclear' families will be more diplomatic in gift-giving

#### 6.4.3.1 Hypothesis H<sub>4A</sub> - Mothers would be more positive in gift-giving than fathers

In order to test this hypothesis the Spearman's test was used and the Factor analysis from chapter 4 examined. The Spearman's test identified a number of significances, albeit weak, for some of the questions from the new factors (tables 6.23 and 6.24).

When examining gender (table 6.23), for the first factor diplomat, four significances are noted. These show high significance, with p values from .004 to .014 but have weak correlations, with r values of -.106 to -.082. This means that in comparison between male and females their agreement with each question lessens suggesting that mothers are lessening their agreement with these questions linked to taking a more diplomatic approach in gift-giving. This correlation is strongest for question 17.

Table 6.23 Spearman's correlation for factor Diplomat - feelings/motivations in relation to gift-giving against variables (2 tailed)

Feelings questions showing for Diplomat		Gender	Gross income	Marital Status	Employment	Education
Spearman's Rho	Q 11 I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy	.013 -.101*	.008 .109*			.021 .094*
	Q 12 I buy exactly what my children request for toy gifts	.004 -.082*	.022 .127**	.002 -.126**		.001 .129*
	Q 13 I select toy gifts for my children that fulfils their direct requests or perceived tastes	.014 -.099*		.011 -.102*		
	Q 15 I sometimes buy toy presents for my children during any tough times experienced during the year		.041 .084*			
	Q 17 To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year	.009 -.106**	.000 .160**	.035 -.085*	.010 .104*	.000 .167**

\*  $p < .05$ , \*\*  $p < 0.01$

For the second factor, educator, (table 6.24) only questions 24 and 27 showed moderate significance, where  $p = .009$  (Q24) and  $.032$  (Q27) respectively. In both these cases the  $r$  values were positive, but weak,  $r = .105$  and  $.086$ , meaning that as gender changes from male to female, the mothers' agreement strengthens. This shows some concern from the mothers in trying to educate their children through gift-giving. In this case the strongest correlation was for question 24 'buying children what adults want the children to have'.

Table 6.24 Spearman's correlation for factor Educator - feelings/motivations in relation to gift-giving against variables (2 tailed)

Feelings questions 24-28 Educator		Gender	Age	Gross income	Marital Status	Employment	Education
Spearman's Rho	Q 24 I buy what I want my children to have at Christmas and birthdays, irrespective of their requests	.009 .105*			.000 .146**		.011 -.102*
	Q 25 Giving toy gifts to my children means that I pass on knowledge that I wish them to have						.000 -.163**
	Q 26 I view most toy gifts that I give to my children as instruments of learning		.020 .094*				
	Q 27 The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive	.032 .086*					
	Q 28 The gifts that I give to my children reflect my values and I am eager to give these sorts of toy gifts			.046 -.081*			.000 -.178**

\*  $p < .05$ , \*\*  $p < .01$

No significant correlations were identified for any questions in the pragmatist factor with gender.

Taking the factor analysis into account (table 6.25) the T-Test identified high significance,  $p = .000 < 0.0005$  for the diplomat factor and gender, confirming the findings from the Spearman's test. This showed that mothers felt less in agreement with being a diplomatic gift-giver type.

Table 6.25 Feelings/Motivations of gift-giving new factors tested with demographic variables and clusters

Feelings	Gender T Test	Age T - Test	Gross income Anova	Marital Status T test	Employment Anova	Education Anova
Factor one Diplomat Questions 11-13, 15, 17 and 21	.000**>			.013**>		.000**^
Factor two Educator questions 21, 24-28						.000**^
Factor three Pragmatist questions 20, 22 and 23			.004**^			
Factor four Guilt Ridden/ NOT VIABLE questions 16-18			.010*	.006**	.008**	
Feelings	Parental clusters Anova	Children/ Income Anova	Children/ Employ Anova	Children and education Anova	Children and Age Anova	No of children In the household
Factor one Diplomat Questions 11-13, 15, 17 and 21	.000**^	.006**^		.000**^		.029* >
Factor two Educator questions 21, 24-28						
Factor three Pragmatist questions 20, 22 and 23						
Factor four Guilt Ridden/ NOT VIABLE questions 16-18		.039*	.002*	.041**		

\*  $p < .05$ , \*\*  $p < .01$  Significant with Tukey post hoc test ^ Significant with T- test > Factor four is not reliable due to weak Cronbach  $\alpha$ .

However there are no confirmatory findings for the other two factors of educator and pragmatist and the hypothesis is partially supported as the results have shown that mothers tend to be more motivated towards educating their children but interestingly enough, not as motivated to be diplomatic to the children.

#### 6.4.3.2. H<sub>4B</sub> – Older parents would be more likely to try and impart values and knowledge through gift-giving of toys

Imparting knowledge and values fits into the socialiser category of motivations i.e. questions 24-28. Pearson chi square tests identified no significant findings for these questions, neither with the age demographic nor with the number of children in the household and age cluster. Factor analysis created a new factor Educator (table 6.24), which encompassed some of these compensator questions but further tests proved inconclusive. This hypothesis is not supported.

#### 6.4.3.3. H<sub>4c</sub> – Fathers would feel guiltier about toy gifting to children.

A third hypothesis was proposed examining the compensation side of giving where it was felt that fathers, who are often absent from ‘parenting’ due to work commitments and lack of interest in gifting. Here questions 15-18 relate to the compensating aspect and, whilst the Chi square tests provided some significant findings with demographics, in relation to fathers none were relevant. This may partly due to the lack of males answering the questionnaire.

The Spearman’s test (table 6.26) did however identify some relationships, for questions 16-18 (guilt giver questions), albeit weak, were relevant. When examining gender in questions 16 and 17 it had p values of .015 and .009 and rho values of  $r = -.096$  and  $-.106$  respectively, showing that as the gender changes from male to female the strength of agreement with these questions lessened showing agreement with the fact that males may be guiltier. Once again t – tests confirm this finding with positive mean differences shown (appendix 58).

Table 6.26 Spearman’s correlation for factor Guilt Giver - feelings/motivations in relation to gift-giving against variables (2 tailed)

Feelings questions 11 – 28 Guilt Giver		Gender	Age	Gross income	Marital Status	Employment	Education
	Q 16 I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays	.015 -.098*			.018 -.096*		
	Q 17 To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year	.009 -.106**		.000 -.160**	.035 -.085*	.010 .104**	.000 .167**
	Q 18 I don’t spend enough time with my children and I like to compensate by buying plenty of toy gifts for them				.028 -.089*	.011 -.103*	

\*  $p < .05$ , \*\*  $p < .01$

As a final point though the new factor of ‘guilt ridden-giver’ (questions 16-18) was discounted due to an unreliable Cronbach  $\alpha$ . It could be stated then that there is some support for this hypothesis but more research is required to provide confirmation and make a conclusion.

#### 6.4.3.4. H<sub>4D</sub> – Single parents would feel more inclined to compensate in gift-giving of toys for being a lone parent.

The next hypothesis examined the compensation aspect of giving, where it was felt that single parents may compensate in their gifting for feeling guilty about being a lone parent.



Cross tabulations of questions 15-18 provided no confirmed findings through Chi Square and KW testing. Once again this was due, in part, to the lower number of single parents answering the questions.

The Spearman's test (table 6.26) did identify some relationships, for questions 16-18 (guilt ridden factor) albeit weak but relevant for marital status. Three negative relationships (r values) are shown for questions 16 - 18, with r values of  $r = -.096$  (Q 16),  $r = -.085$  (Q 17) and  $r = -.089$  (Q 18) respectively. As status moves to single when asking about 'buying gifts to make up for not being there for your children as much' the agreement lessens for these respondents. This shows that single parents do not agree with the compensatory aspects as much as partnered respondents. This is further supported by T – Test confirmations (appendix 58).

Upon examining the factor analysis, which did show significance (table 6.25) for marital status where  $p = .006$  ('guilt ridden' factor), it was discounted due to an unreliable Cronbach  $\alpha$ . It could be stated then that there is some support for this hypothesis but more research would be required to provide confirmation and make a conclusion.

6.4.3.5 H<sub>4E</sub> - Parents with better education and higher income would be motivated towards gifting more sensibly.

In order to determine if parents were motivated towards gifting more sensibly it was felt that those respondents with higher gross income and more highly educated would have more of a propensity to do so. These respondents would put more emphasis on giving more carefully considering budgets, fairness and balance between children, giving for educational purposes and for passing down knowledge and values.

As pointed out in section 5.9 there are a number of confirmed significant findings noted for the education demographic and some of the questions making up the new factors. When looking at gross income only 4 confirmed significant differences were identified for questions 17, 19, 23 and 28. For question 17 'buying some fun toy gifts at Christmas for my children makes up for their hard work during the year,  $p = .003$  (Chi Square) was identified and confirmed by the KW,  $p = .010$  for the under £15k income group who strongly agreed. However for question 23,  $p = .014$  (Chi Square) confirmed by the .004 (KW), the difference was for the over £45k category strongly disagreeing with 'buying

toys all year round mean that I can afford to take care of all my children's needs'. Question 19 'always buying items that children need' showed moderate significance  $p = .048$ , KW = .014 which was for lower income respondents rating this 'a great deal'. The last question 28 shows a significant difference where  $p = .035$  (R) (confirmed by the KW,  $p = .033$ ) again for those on low income rating 'the gifts I give to my children reflect the sort of values and I am eager to give these sorts of gifts' question at the great deal side of the scale.

When examining the Spearman's Rho (table 6.24), with the new diplomat factor, questions 11, 12 and 17 showed significance with education, albeit a positive weak relationship, with  $p$  value being highly significant for the 2 questions, 'I buy exactly what my children request',  $p = .001$  ( $r = .129$ ) and 'to me buying some fun toy gifts at Christmas...' where  $p < .0005$  ( $r = .167$ ). Question 11 had a more moderate  $p$  value showing .021 with  $r = .094$ . With the gross income demographic  $p$  values ranged from  $p = .004$ ,  $r = .127$  (Q 12) to  $p < .0005$ ,  $r = .160$  (Q17) showing a weak but it was the strongest relationship. These positive correlations for gross income and education suggest that, as income increases, and educational attainment increases the feelings towards these questions becomes more positive.

Within the educator factor (table 6.25) questions, 24, 25 and 28 showed high significance for Q 25 and Q 28 where  $p < .0005$  and  $r = -.163$  and  $-.178$  respectively albeit weak relationships. Question 24 'I buy what I want my children to have...' was slightly less significant,  $p = .011$ , but still weak in terms of correlation,  $r = -.102$ . For the gross income demographic only question 28 'gifts reflecting values' showed moderate significance where  $p = .046$ ,  $r = -.081$ . In these cases as the demographic increases in value, the feelings for the question lessens.

Only one question from the new factor of pragmatist (table 6.27) showed any correlation. This was Q20 with a moderate  $p = .040$  and a weak but positive relationship  $r = .084$ . This shows that as income increases respondents feelings towards this question increases.

Table 6.27 Spearman's correlation for feelings/motivations in relation to gift-giving against variables (2 tailed)

Feelings questions 11 – 28 Pragmatist Factor		Gender	Age	Gross income	Marital Status	Employ ment	Education
Spearman's Rho	Q 20 I buy things on sale all year for my children's presents and store them away			.040 .084*			

\*  $p < .05$ , \*\*  $p < .01$

In terms of confirmation both the diplomat and educator factors have high significance  $p < .0005$  (Table 6.25) with the one way ANOVA, with the Tukey test supporting the findings discussed, as educational attainment increases (High School/College – PG) the respondents are more diplomatic and far less educationally motivated (PG – High school/University/College) in gift-giving. This is further supported with the number of children in the household/income and with education which sees households on low income with one child and those with college education and one child showing less agreement for being diplomatic than those respondents with 2 or more children than high income and university educated.

When examining the parent clusters with factorial analysis the diplomat factor proved to be significant  $p = .000 < .0005$  showing that there is a difference between the clusters, although no sub set is identified in the Tukey test it does suggest that the single mothers are less in agreement with this factor and the partnered fathers are.

Additionally, the pragmatist factor, when testing the ANOVA, highlighted a value of  $p = .004$ . The Tukey test showed that, as income increases from £15 k plus to over £45k, more agreement exists with gift-giving pragmatically suggesting that parents with more money gift more sensibly.

Thus it can be concluded that parents on higher incomes and with more than one child in the house tend to give more sensibly considering diplomatic giving as important. Additionally, partnered fathers seem to be more motivated to gift give diplomatically/sensibly as do parents with higher educational attainment and those parents with increasing numbers of children in the house. Finally some evidence of pragmatic giving is shown with income increasing as respondents find pragmatism in gifting more important. Thus the hypothesis is supported as evidence exists to show that parents with better education and higher income would be motivated towards gifting more sensibly.

6.4.3.6 H<sub>4F</sub> – Parents with a higher social standing would take a more pragmatic role in their toy gifting whilst those in lower social standing would be more laissez-faire

The next hypothesis examined the fact that social standing would have an impact on gift-giving as literature suggested that those parents who have a higher social status may be more inclined to be pragmatic with their gifting. Here questions 20, 22 and 23 were examined where only question 23 ‘buying toys all year for Christmas so I can afford to take care of my children’s needs’ showed significance  $p = .037$  confirmed by KW,  $p = .012$ . This identified that not-working respondents rated this question in the strongly agree side of the scale with the greatest difference shown between those not working and the unskilled professionals.

Both Spearman’s correlations and Factor analysis showed no further significant findings with these questions or factors hence the hypothesis is not supported.

6.4.3.7 H<sub>4G</sub> – Parents with ‘nuclear’ families will be more diplomatic in gift-giving.

The final hypothesis was in line with suggestions that, as the number of children in the house hold increased, parents would have to be more careful with their gifting. Here questions 11-14 which fell into the pleaser category were examined. There were no significant findings identified with the Pearson Chi Square test but correlations were identified with the Spearman’s (table 6.28) test showing positive but weak relationships for parental clusters and number of children in the house. For parental categories, questions 11- 13 have high p values with r values from .096 to -.127 and for the number of children in the household questions 12-14 have moderate p values with r values from .082 to .100. With the relationships being positive in all cases it means, as the clusters increase from single to partnered and the number of children increase the positive feeling for these questions increases.

Table 6.28 Spearman’s correlation for feelings/motivations in relation to pleaser questions against variables (2 tailed)

Feelings questions 11 – 14		Parental Cluster	No of children in the house
Spearman’s Rho	Q 11 I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy	.018 .096*	
	Q 12 I buy exactly what my children request for toy gifts	.001 .138**	.042 .082*
	Q 13 I select toy gifts for my children that fulfils their direct requests or perceived tastes	.002 .127**	.013 .100*
	Q 14 The toy gifts that I give my children are not a reflection of my taste		.025 .091*

\*  $p < .05$ , \*\*  $p < .01$

The factor analysis (Table 6.25) for the new diplomatic factor provided 2 significances,  $p < .0005$  with parental clusters showing significance between the single female parent and male partnered parent (Tukey test) and a t test showing  $p = .029$ , when number of children in the households increase the feelings for this factor become more positive. This supports the hypothesis that parents with a more 'normal' family composition feel they have to be diplomatic in their gift-giving.

6.4.4 Summation of theme five – feelings and motivations of respondents when gift-giving. This theme analysed the motivation/feelings of respondents when buying toys as gifts for children. Initial means analyses indicated that the majority means for groups of respondents highlighted a propensity to try to please their children in some way when gifting, but not to compensate as such. Odd exceptions existed for a slight favouring of gifting to compensate to children during tough times and when providing basic items throughout the year, which did not necessarily mean buying toys. A number of significant findings were identified through the associated tests where the strongest significances were identified for questions 14, 17, 19, 23- 25 and 28 which fell into a range of motivations and role type questions.

Seven sub-hypotheses were tested on this theme where the four new ones i.e. diplomat, educator, pragmatist and guilt giver, created through the factor analyses, were tested. Only three out of four new factors were reliable (guilt-giver was not). Additionally Spearman's correlations identified associations between certain demographic variables and categories. Of the seven sub-hypotheses tested three were supported,  $H_{4A}$ ,  $H_{4E}$  and  $H_{4G}$  considering gender, education/income and nuclear families and four were unsupported,  $H_{4B}$ ,  $H_{4C}$ ,  $H_{4D}$  and  $H_{4F}$  considering age, gender, marital status and social standing.

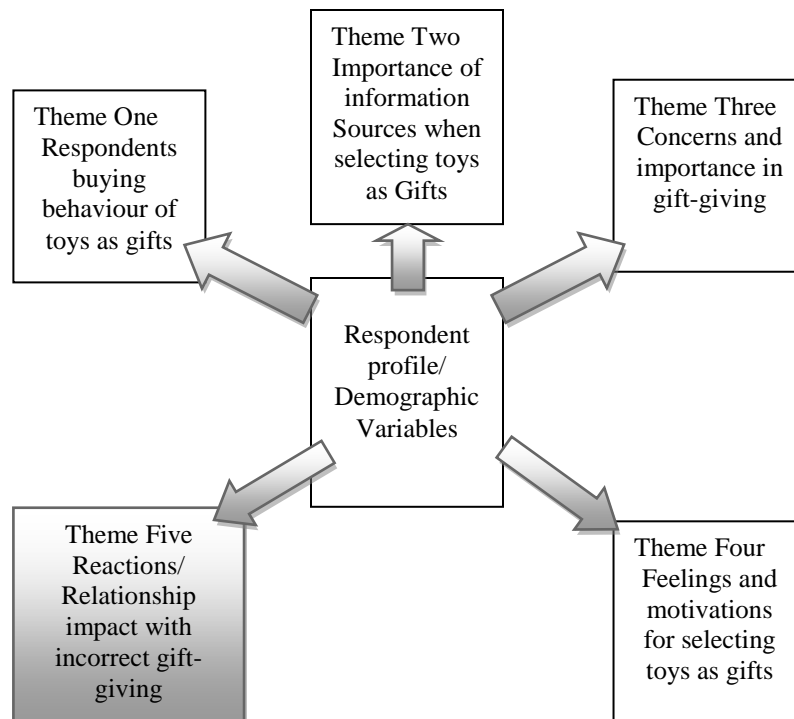
Evidence was noted for females/mothers ( $H_{4A}$ ) being more likely to be less diplomatic and educate their children through toy gifting more than fathers suggesting more positivity in their approach. For parental respondents with higher educational attainment and higher income evidence was noted for them being more motivated to give more diplomatically and pragmatically, thus being more sensible in their approach to giving ( $H_{4E}$ ).  $H_{4G}$  was the last hypothesis to be supported where parental gifting became more diplomatic showing balance between the children in the house when gift-giving and when the numbers of children increased. This also seemed to be more of the case when parents had a partner.

Of the four sub hypotheses not supported it showed older parents (H<sub>4B</sub>) as being not likely to impart values and knowledge through toy gift-gifting and for gender (H<sub>4c</sub>) no evidence existed for males/fathers being guilt givers, despite the interviews highlighting some compensatory motivations for gifting. Similarly guilt and compensation as motivators in gifting were not identified with the marital status, single person demographic (H<sub>4D</sub>). Finally testing (H<sub>4F</sub>) showed no evidence in support of parents from higher social standing (i.e. considering professional status) being more pragmatic in gifting toys than those parents from lower social standing.

#### 6.5 Theme five: relationship changed – respondents feelings and thoughts on the impact of their toy gift-giving with children

The final theme examined the aspect of the respondent/parent - child relationship (or Dyad) on ‘toy gifting’ by questioning the thoughts of ‘givers’ when they think a child may not like a toy gift they gave them. Six questions (3 for birthdays and the same 3 for Christmas) were asked in relation to respondent’s feelings when a toy gift is not liked by a child for both occasions. This is represented in figure 6.1e.

Figure 6.1e Theme five for results discussion



### 6.5.1 Parental differences in relationship perceptions – demographic

Table 6.29 shows there are slight differences and trends for questions 29-34 and demographic variables when cross tabulating to find mean majority categories (appendix 59 shows the mean charts).

Examining the birthday questions first (nos 29-31) the highest majority means were identified for ‘do you feel annoyed when a child does not like the toy gift you bought’ ranging from mn = 5.94 (skilled) to mn = 4.53 (females), suggesting that all of these respondents veered slightly towards the ‘not at all side’ of the scale, with most of the categories, except employment, veering more towards the neutral. For questions 30 ‘do you feel upset’ and 31 ‘do you think your giving impacts on the relationship’ the mean majorities fell only just towards the positive side of the scale but marginally. For question 29 males had the highest majority mn = 3.48 rather than females but the means ranged from single mn = 3.36 to skilled mn 3.55, showing very little difference between these majority categories and all being just in the ‘a great deal’ side of the scale. For question 31 the mean majorities were slightly more towards the neutral than question 29, with means ranging from female mn = 3.57 to under £15,000 mn = 3.66. For the birthday questions the same category had majority means for age and marital status.

Table 6.29 Majority means for cross tabulations of demographic variables with relationship questions

Relationship Questions 29-34	Gender	Age	Gross income	Marital Status	Employ/ment	Education
Q 29 Do you feel upset/sad when a child does not like the toy gift you bought for their Birthday	Males 3.48	31-40 3.42	£35 - 45,001 3.40	Single 3.36	Skilled 3.55	High school 3.35
Q 30 Do you feel annoyed when a child does not like the toy gift you bought for their Birthday	Females 4.53	31-40 4.66	£25- 35,001 4.64	Single 4.93	Skilled 5.94	High School 4.55
Q 31 Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them?	Females 3.57	31-40 3.58	Under £15,000 3.66	Single 3.57	Not Working 3.59	University 3.62
Q 32 Do you feel upset/sad when a child does not like the toy gift you bought for their Christmas	Males 3.69	31-40 3.64	£35 - 45,001 3.74	Single 3.65	Skilled 3.73	High School/ College 3.59
Q 33 Do you feel annoyed when a child does not like the toy gift you bought for their Christmas	Females 4.62	31-40 4.74	Under £15,000 5.07	Single 5.16	Skilled 5.03	College 4.76
Q 34 Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them?	Females 3.63	18-30 3.67	Under £15,000 3.73	Single 3.66	Not working 3.68	University 3.78

1 = a great deal/strengthens it, 7 = Not at all, weakens it, 4 = neutral.

The Christmas questions show a similar pattern for majority means as for the birthday questions. Again the ‘do you feel annoyed question’ has the highest mean majorities ranging from single mn = 5.16 to females mn = 4.62 which are just in the ‘not at all side’ of the scale, and in this case the spread of mean majorities is closer together. Questions 32 and 34 have mean majorities in the positive side of the scale with the ‘do you feel upset/sad’ question having a similar pattern of means to question 34. For Q 32 the means range from mn = 3.59 (high school/college) to mn = 3.74 for the income group and for Q 34 the means are closer together with mn = 3.63 for females and mn = 3.78 for university educated respondents, suggesting, that for these groups their thoughts are fairly neutral and very similar to that of birthdays.

The majority percentages, when cross tabulating with demographics again identified similar trends between the birthday and Christmas questions, where similar majority percentages and categories are shown, with a slight exception for education (table 6.30).



Taking the birthday questions first the upset/sad question has majority responses in the ‘a great deal’ side of the scale with the respondents who are in a couple showing the highest majority 22.6% down to postgraduates at 8.3%. ‘Feeling annoyed’ produced majority responses in the ‘not at all’ side of the scale or neutral with the highest majority coming from females, 21.7% to high school educated, 7.0%. The final birthday question had stronger majorities than the other 2 questions and with all being in the neutral part of the scale, suggest that these categories have no feeling about the impact in the relationship if they get gift-giving wrong. Majorities ranged from females 56.1 % to high school educated 16.1%.

Table 6.30 Majority categories and percentages for cross tabulations of demographic variables with relationship questions

Relationship Questions 29-34	Gender	Age	Gross income	Marital Status	Employment	Educational
Q 29 Do you feel upset/sad when a child does not like the toy gift you bought for their Birthday	Females Neutral 21.4%	Plus 41 2 12.6%	Over £45,000 3 13.2%	Couple 3 22.6%	Professional 3 15.9%	Postgrad 3 8.3%
Q 30 Do you feel annoyed when a child does not like the toy gift you bought for their Birthday	Females 7 21.7%	31-40 7 23.8%	Over £45,000 Neutral 9.4%	Couple Neutral 9.1%	Professional Neutral 11.7%	High School Neutral 7.0%
Q 31 Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them?	Females Neutral 56.1%	31-40 Neutral 29.6%	Over £45,000 Neutral 30.5%	Couple Neutral 52.7%	Professional Neutral 34.0%	High School Neutral 16.1%
Q 32 Do you feel upset/sad when a child does not like the toy gift you bought for their Christmas	Females 3 21.4%	41 plus 3 11.3%	Over £45,000 3 13.6%	Couple 3 22.2%	Professional 3 15.8%	High School Neutral 6.7%
Q 33 Do you feel annoyed when a child does not like the toy gift you bought for their Christmas	Females Neutral 21.4%	41 plus Neutral 12.8%	Over £45,000 Neutral 10.4%	Couple Neutral 20.8%	Professional Neutral 12.8%	High School Neutral 7.7%
Q 34 Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them?	Females Neutral 57.6%	31-40 Neutral 29.5%	Over £45,000 Neutral 31.1%	Couple Neutral 54.2%	Professional Neutral 34.8%	High School Neutral 16.9%

1 = a great deal/strengthens it, 7 = Not at all, weakens it 4 = neutral.

For the Christmas questions, again question 32 ‘being upset/sad’, had the highest majorities in the female group with 21.4 % having a marginal ‘a great deal’ response compared to the high school leavers showing neutral feelings 6.7%. When being asked about feeling annoyed, the majority responses rated neutral, ranging from females with 21.4% to high school with 7.1%. Responses to the same question on birthdays were a little different, with

age and gender leaning much more towards the ‘not at all’ side of the scale. For the last question on relationships, all majority categories rated neutral feelings, from females having 57.6% of the gender category thinking this, down to high school educated at 16.9%.

### 6.5.2 Parental differences in relationship perceptions – clusters

When examining the clustered demographics (table 6.31) the majority means show similar trends for the birthday and Christmas questions.

Table 6.31 Majority means for cross tabulations of demographic variables with relationship questions

Relationship Questions 29-34	Parental Clusters	Children /Income	Children/ employment	Children /Age	Children/ Education
Q 29 Do you feel upset/sad when a child does not like the toy gift you bought for their Birthday	4.45 Single father	3.44 Only child Med income	3.36 only child white collar	3.54 Only child under 40	3.53 Only child high school
Q 30 Do you feel annoyed when a child does not like the toy gift you bought for their Birthday	5.67 Single father	4.69 Only child Med income	4.77 Only child not working	4.60 Only child under 40	4.65 Only child high school
Q 31 Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them?	3.60 Single mother	3.67 2 plus High income	3.57 only child white collar	3.59 2 plus under 40	3.63 2 plus college
Q 32 Do you feel upset/sad when a child does not like the toy gift you bought for their Christmas	4.33 Single father	3.64 2 plus Med income	3.74 2 plus blue collar	3.74 only child under 40	3.70 Only child high school
Q 33 Do you feel annoyed when a child does not like the toy gift you bought for their Christmas	5.67 Single father	4.77 Only child Low income	4.76 only child blue collar	4.76 only child under 40	4.87 Only child high school
Q 34 Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them?	3.74 Single mother	3.71 2 plus high income	3.78 only child not working	3.65 only child over 40	3.71 only child university

1 = a great deal/strengthens it, 7 = Not at all, weakens it, 4 = neutral.

As with the basic demographics the mean majorities are similar for both sets of questions and there is some difference shown in the categories showing the highest mean. The birthday questions showed majority means at the negative side of the scale for feeling annoyed (Q 29) ranging from mn = 5.67 (single fathers) to mn = 4.60 (only child and parent under 40) and for the two remaining questions the mean majorities are close to the midpoint of 4. Question 29 shows a mn = 4.45 for single fathers feeling upset or sad if the child does not like the gift (suggesting a slight ‘not at all’ response) falling to a mn = 3.44 for parents on medium income with only children feeling very slightly upset. Similarly question 31 – ‘Do you think the toy gifts you give your children at birthdays have any

impact on the relationship you have with them?’ had mean majorities very close to the neutral point ranging from mn = 3.57 for white collar respondents with only children to mn = 3.67 for those with high income and 2 plus children. In all cases these majorities suggest that these groups don’t have a strong feeling on the impact their gifting may have.

In the Christmas section Q 33 - ‘feeling annoyed’ – the mean majorities in the negative side of the scale, although some just fell into the ‘not at all’ side. The means range from mn = 5.67 for single fathers to mn = 4.76 for only children and blue collar respondents. Question 34 – ‘strengthens the relationship’ - had all mean majorities just in the positive side (or strengthens the relationship) of the scale, suggesting no clear thought for these categories. Means ranged from mn = 3.74 for single mothers to mn = 3.78 for respondents not-working with only children. The last question (Q 32) showed similar mean majorities suggesting that these categories again did not have a strong opinion on ‘being upset if children do not like the gift’. Means ranged from mn = 4.33 for single fathers rating ‘slightly upset’ to mn = 3.62 for respondents with 2 plus children with medium income rating ‘slightly not upset’.

The interviews identified some interesting comments in relation to this theme. Mothers, when questioned indicated similar feelings. A middle aged mother, IC, suggested gift failure led to feeling ‘a bit dismayed because you put a lot of effort into it and trying to find the right thing’. Another, (2C) said they ‘sometimes get annoyed when I give a gift to a child and they open it up and you can see by the way they react and they think oh not one of those again’. An older parent (6C) on the other hand did not feel upset ‘Not really because I think you have to realise children are children, they have their choices and expectations. The remaining mothers and father had no strong feelings about getting the toy gift wrong.

In terms of the relationship the father (4C), when interviewed, veered towards the toy gifting leading to a stronger relationship ‘Yes – Maybe when they are younger they love you a bit more’. If you give them time and effort that type of informal gift they love you so much more’. The mothers felt similarly to the father, or felt it would not change the relationship at all (3C), ‘Not really as I have said earlier I talk to the parents and find out what they really want’. Interestingly the older mother stated ‘They (children) love you for you and not for what you give and you can’t buy love and friendship’.

### 6.5.3 Hypotheses for relationship being changed.

The main hypothesis highlighted for this theme was H<sub>5</sub>. Parents would feel that their gift-giving may have altered their relationships with their child. Sub hypotheses are;

- H<sub>5A</sub> Mothers would feel differently from fathers about the relationship impact with children when gift-giving of toys at special occasions.
- H<sub>5B</sub> – Older parents would not be upset if the toy gifted was perceived to be wrong.
- H<sub>5c</sub> – Single parents would feel more annoyed if children did not like the toy gifted.
- H<sub>5D</sub> – More educated parents would feel their relationship with their child was not affected if they got the gift wrong.

#### 6.5.3.1. H<sub>5A</sub> – Mothers would feel differently from fathers about the relationship impact with children when gift-giving of toys at special occasions.

As mothers are cited as being the main arranger and preparer of gifting at children’s special occasions, it was expected they would feel upset or annoyed and consider relationships may be affected if they got the gifting wrong. The Chi Square tests (tables 6.32 and 6.63 shows significant difference with the relationship questions for both birthday and Christmas, where  $p = .013$  and  $p = .004$  respectively. For both occasions the significant difference was for the mothers finding this aspect as neutral (appendix 60), which was further confirmed with the MW test, where the mean ranks for the female respondents was higher than those for the males.

Table 6.32 Significances Pearson chi square tests for relationship questions against demographic variables

Reformulation questions Questions 29-34	Gender	Age	Gross income	Children/ income	Children and education
Q 29 Do you feel upset/sad when a child does not like the toy gift you bought for their Birthday					.040**
Q 30 Do you feel annoyed when a child does not like the toy gift you bought for their Birthday				.047**	
Q 31 Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them?	.013**	.006*			
Q 32 Do you feel upset/sad when a child does not like the toy gift you bought for their Christmas			.011**	.021**	.044**
Q 33 Do you feel annoyed when a child does not like the toy gift you bought for their Christmas					
Q 34 Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them?	.004*				

\*  $p < .05$ , \*\*  $p < .01$

Table 6.33 Kruskal Wallis and Mann Whitney tests for reformulation questions against demographic variables

Reformulation questions Questions 29-34	Gender MW	Age	Gross income	Marital Status MW	Parental Cluster
Q 29 Do you feel upset/sad when a child does not like the toy gift you bought for their Birthday					
Q 30 Do you feel annoyed when a child does not like the toy gift you bought for their Birthday				.035**	
Q 31 Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them?	.007*				
Q 32 Do you feel upset/sad when a child does not like the toy gift you bought for their Christmas					
Q 33 Do you feel annoyed when a child does not like the toy gift you bought for their Christmas				.005*	.031**
Q 34 Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them?	.004*				.012**

\* p < .05, \*\* p < .01

The Spearman's (table 6.34) showed that for the relationship questions there was a correlation between responses to these questions and gender.

Table 6.34 Spearman's correlation coefficient for relationship questions against variables (2 tailed)

Questions 29-34		Gender	Marital Status
Spearman's Rho	Q 29 Do you feel upset/sad when a child does not like the toy gift you bought for their Birthday		
	Q 30 Do you feel annoyed when a child does not like the toy gift you bought for their Birthday		.035 .086*
	Q 31 Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them?	.007 .109**	
	Q 32 Do you feel upset/sad when a child does not like the toy gift you bought for their Christmas		
	Q 33 Do you feel annoyed when a child does not like the toy gift you bought for their Christmas		.005 .115**
	Q 34 Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them?	.004 .116**	

\* p < .05, \*\* p < .01

The p values were p = .007 (r = .109) and p = .004 (r = .116) with the r value being weak but positive. This shows that that as the gender changes from female to male, thoughts are stronger about this having an impact, although, as highlighted before, this is fairly neutral. This is further supported with the factor analysis giving a p value = .011 (table 6.35 t -Test) with gender for the new factor of 'relationship changed'.

Table 6.35 Reformulation of gift-giving with new constructs (confirmatory analysis) T-Tests

Reformulation/New factors	Gender T Test
Factor two Relationship changed (2 items, questions 31 and 34 )	.011*>

\*  $p < .05$ , \*\*  $p < .01$

It can be therefore stated that mothers and fathers do feel differently about the relationship impact gift-giving to children could have. Significant difference was found from mothers, who felt neither one way nor another about the impact it may have, and fathers who seemed to be slightly more positive about the impact on the relationship, albeit negligible, feeling more strongly that gift-giving would strengthen the relationship. Hence the hypothesis is supported to some extent.

#### 6.5.3.2 $H_{5B}$ – Older parents would not be upset if the toy gifted was perceived to be wrong.

The second sub hypothesis suggested that older parents would not be upset about getting gifting of toys to children wrong. The Pearson Chi Square tests highlighted one p value = .006 for question 31, about impacting on the relationship, but the KW did not confirm this finding. Both the Spearman’s test and the Factor analysis proved insignificant. Therefore the hypothesis is not supported.

#### 6.5.3.3. $H_{5c}$ – Single parents would feel more annoyed if children did not like the toy gifted.

Some single parents may feel more annoyed with children if they did not like the toys gifted to them. This is based on the single parent feeling that as they had put effort into the process to make up for being a lone parent they would feel annoyed if there was no appreciation of their effort from the children. The Spearman’s test identified (table 6.34) for questions 30 and 33 weak p values of .035 and .005 for being annoyed with children if they didn’t like the gift at birthday and Christmas times. These correlations are weak with positive  $r = .086$  and  $r = .115$  showing that, as the status changes from partnered to single respondent, there is an increase towards the more positive side of the scale i.e. ‘ a great deal’ suggesting there is slight annoyance when displeasure is shown by the recipient. A t - test also identified significance with responses to these 2 questions, where  $p = .048$  and .007 (table 6.36) respectively adding to the findings.

Table 6.36 T tests with questions 29 – 34 marital status

Relationship Questions		T	Sig. (2-tailed)	Mean Diff
Marital Status				
Q 29 Do you feel upset/sad when a child does not like the toy gift you bought for their Birthday	EVNA	-0.485	.629	-0.115
Q 30 Do you feel annoyed when a child does not like the toy gift you bought for their Birthday	EVNA	-2.007	.048 *	-0.464
Q 31 Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them?	EVNA	-0.277	.783	-0.040
Q 32 Do you feel upset/sad when a child does not like the toy gift you bought for their Christmas	EVA	-0.928	.354	-0.207
Q 33 Do you feel annoyed when a child does not like the toy gift you bought for their Christmas	EVNA	-2.769	.007**	-0.618
Q 34 Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them?	EVNA	-0.530	.597	-0.076

EVA - Equal variances assumed. EVNA - Equal variances not assumed. \*  $p < .05$ , \*\*  $p < .01$

These findings provide evidence that the hypothesis that single parents would feel more annoyed if children did not like the toy gift gifted to them is supported.

6.5.3.4. H<sub>5D</sub> - More educated parents would feel their relationship with their child was not affected if they got the gift wrong.

It was suggested that parents with higher educational attainment would not be as bothered about getting toys gifts wrong for children at special occasions. Initial findings from the Chi Square test showed some significance for questions 29 and 32,  $p = .040$  and  $.044$  when tested with number of children in the household and educational attainment. This showed difference with the respondents with high school education and 2 or more children for birthdays rating it a great deal. While for Christmas the difference was for those with only children and university education. However no confirmation was identified from the KW or any other tests conducted, meaning there is no support for this hypothesis.

#### 6.5.4 Summary of relationship theme

The reformulation section of the questionnaire provided similar responses to the same questions asked of both birthday and Christmas occasions. Means testing identified majority categories rating the ‘do you feel annoyed when children don’t like the toy gift you gave questions’ just on the negative side of the scale i.e. towards the ‘not at all side of the scale’ and for the remaining four questions mean majorities were in the positive side of the scales.

Four sub hypotheses were tested on the topic of respondents feeling some emotion in respect of getting their gifting wrong. These considered gender  $H_{5A}$ , age  $H_{5B}$ , marital status  $H_{5C}$  and educational attainment  $H_{5D}$  with only  $H_{5A}$  and  $H_{5C}$  having support shown.

The tests proved support for ( $H_{5A}$ ) females/mothers who felt neither one way nor another about their relationship with children being impacted upon if they got the toy gifting wrong. Whilst males/fathers on the other hand felt gifting would strengthen the relationship with their children a little. For single parents ( $H_{5C}$ ) it was found they would be slightly annoyed if the gift they gave to children was not liked. Of the two hypotheses not supported age and educational attainment had no impact. Here it was found that older parents would not be upset if they got the toy gifting wrong and likewise a lack of evidence was found for higher educated parents feeling that the child- adult relationship would be changed if the gifting was incorrect.

## 6.6 Results overview

This final section of this chapter seeks to provide an overview of the results presented in this chapter. It begins by providing an updated figure with the supported hypotheses on it before discussing these from a demographic point of view giving consideration within the themes. The aim here is to bring out the demographic perspective with much more clarity in addition to the reporting of the results in the standard statistical manner which is the norm.

### 6.6.1 Supported hypotheses

In terms of hypotheses findings figure 6.8 (the sequential figure from 3.12 in chapter 3) shows the supported hypotheses on the figure (colour coded) with table 6.37 outlining the supported hypotheses as a reminder.



Figure 6.8 The supported hypotheses figure

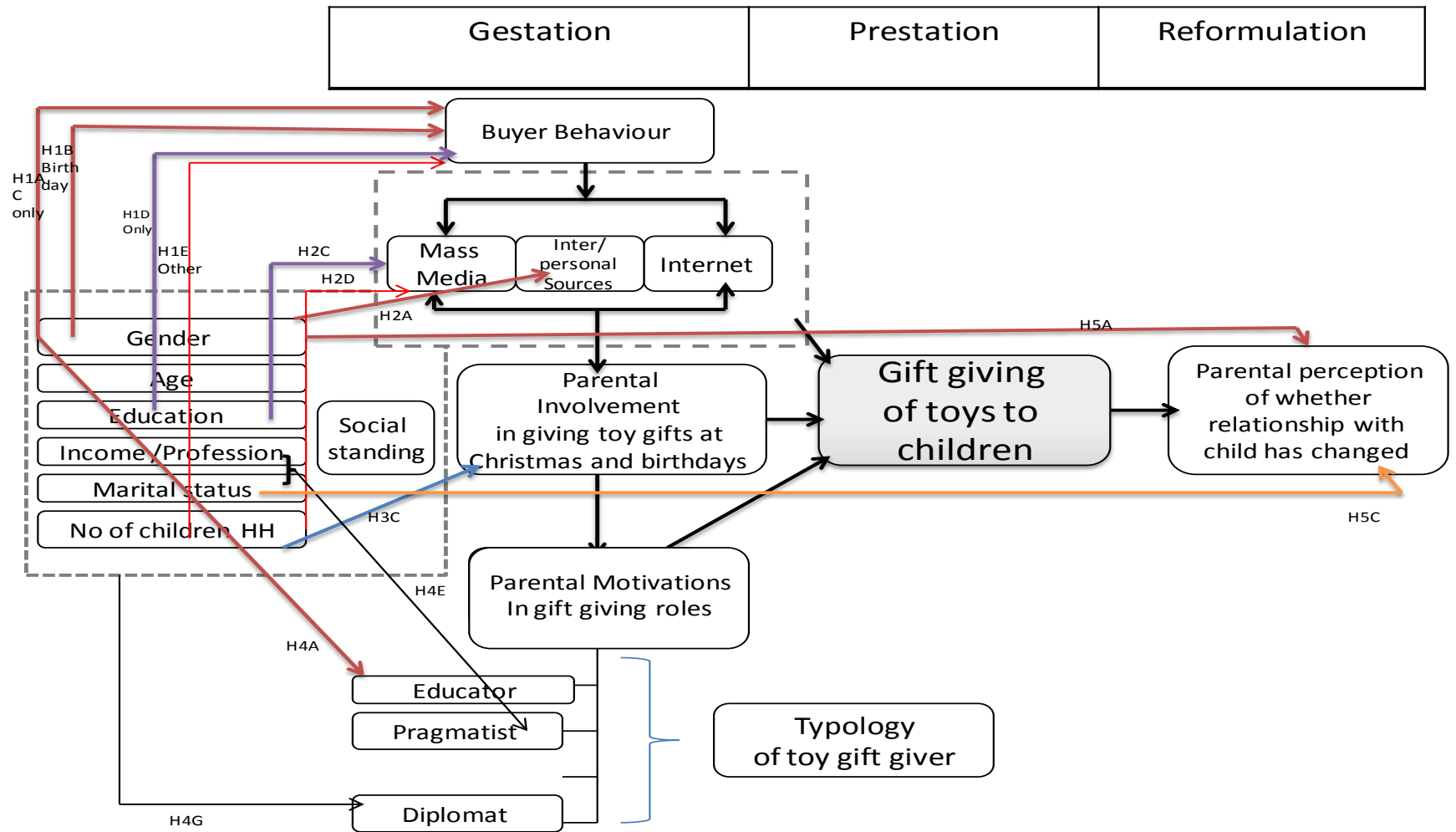


Table 6.37 Supported hypotheses

H	Hypothesis statement	Result	Demographic
H <sub>1A</sub>	Mothers will select toy gifts for children in a planned approach for special occasions more than fathers.	H <sub>1A</sub> - Supported but only for Christmas	Gender
H <sub>1B</sub>	Mothers will spend more on toy gifts for special occasions than fathers.	H <sub>1B</sub> - Supported but only for Birthday	Gender
H <sub>1D</sub>	The lower educated parents will spend more on toy gifts for children at special occasions.	H <sub>1D</sub> - Supported but only for own children	Social/education Own/other children
H <sub>1E</sub>	An increase in the number of children in the household will have an impact on adult spend on toy gifts	H <sub>1E</sub> – supported but only for spending on other children	Balance/diplomacy
H <sub>2A</sub>	Interpersonal sources of information will be more important to mothers than fathers when gift-giving.	H <sub>2A</sub> – Supported	Gender
H <sub>2C</sub>	Parents with lower educational attainment will find mass media sources more important as a source of information and conversely those with higher education will find the internet more important.	H <sub>2C</sub> – <b>partially</b> supported difference shown that parents with postgraduate education place less importance on this source than those with college education but there is no evidence to show that parents with higher education find the internet more important.	Social/education
H <sub>2D</sub>	Households with more children will find mass media sources more important as a source of information.	H <sub>2D</sub> – <b>partially</b> supported as there is significant evidence to show that as the number of children in the household increased the use of TV adverts became more important to respondents.	Balance
H <sub>3C</sub>	Households with higher numbers of children and a higher social standing will find buying toys as gifts less concerning and less important at special occasions	H <sub>3C</sub> – <b>partial</b> support for this hypothesis where parents with higher educational attainment find birthday gift-giving less concerning.	Social/education
H <sub>4A</sub>	Mothers would be more positive in gift-giving than fathers.	H <sub>4A</sub> - <b>partially</b> supported as the results have shown that mothers tend to be more motivated towards educating their children but interestingly enough not as motivated to be diplomatic to the children	Gender
H <sub>4E</sub>	Parents with better education and higher income would be motivated towards giving more sensibly	H <sub>4E</sub> – supported show that parents with better education and higher income would be motivated towards gifting more sensibly.	Social/education No of children
H <sub>4G</sub>	Parents with ‘nuclear’ families will be more diplomatic in gift-giving	H <sub>4G</sub> – Supported	Social No of children
H <sub>5A</sub>	Mothers would feel differently from fathers about the relationship impact with children when gift-giving of toys at special occasions.	H <sub>5A</sub> – Supported to some extent Significant difference was found from mothers who felt neither one way nor another about the impact it may have, whilst fathers seemed to be slightly more positive about the relationship, although negligible, feeling more strongly that gift-giving would strengthen the relationship, hence the hypothesis is supported to some extent	Gender
H <sub>5c</sub>	Single parents would feel more annoyed if children did not like the toy gifted.	H <sub>5c</sub> – Supporting evidence for the hypothesis that single parents would feel more annoyed if children did not like the toy gift	Status – marital

		gifted to them is supported.	
H <sub>2B</sub>	Interpersonal sources of information will be important to older parents and conversely younger parents will see marketer generated and mass media sources as being important.	H <sub>2B</sub> – Not supported <b>Revised</b> Younger parents find marketer generated and mass media sources of information as important when gift-giving toys to children.	Age but revised
H <sub>2E</sub>	The internet will be an important source of information for fathers and households with time compressed lifestyles.	H <sub>2E</sub> – there is no evidence to support the father’s perception but there is some <b>limited</b> evidence to support the fact that busy households find this source important.	Gender

In summarising figure 6.8 from a demographic point of view it indicates that in terms of demographics, gender and education are two of the most noted demographics which have made an impact on the gift-giving of toys from these respondents and when it comes to supporting hypotheses. Gender impacts on a number of themes, with education showing impact in buyer behaviour and information sources. Whereas, other demographics such as income, number of children in the household, marital status or a combination of these do not impact on the themes as much and are sporadic in support. Age on the other hand which was included in six hypotheses did not have an impact on any of the gift-giving practices within this research and no hypotheses were supported. It is worth noting that gender and age had a greatest number of hypotheses being tested for than other demographics.

#### 6.6.1.1 Gender

Gender has been noted as an impacting demographic (figure 6.8) on all of the themes with the exception of the importance and concerns aspects of gift-giving. For example in testing the hypotheses mothers/females were found to spend more ( $H_{1B}$ ) and plan their purchases ( $H_{1A}$ ) for gifting more than fathers/males did but interestingly enough only for one of the gifting occasions (birthdays for spend and Christmas for planning) in each case. For sources of information mothers/females found interpersonal sources of information ( $H_{2D}$ ) more important than fathers did in this gifting perspective, which may not be uncommon as fathers/males may be more likely to shy away from this source. Although no supporting evidence was highlighted for gender within theme three ( $H_{3A}$ ), the concerns and importance in gift-giving, it was as noted in section 6.4.1 that the mean spread of responses for the questions were quite bunched together at certain points on their respective scales.

For the motivations and roles theme findings indicated the mothers/females leaning towards the educating of children when toy gifting ( $H_{4A}$ ), seeing education as an important motivator and more so than fathers. However, it was also noted that mothers were not prone to giving gifts diplomatically which is a slight contradiction to that noted in interviews. Many respondents talked of exchange and fairness in giving which could be recognised as a more diplomatic method of gifting driven by that motivational factor. For the relationship theme gender had some impact where mothers/females and fathers/males showed differences ( $H_{5A}$ ) when asking them about their thoughts on the relationships with their children if they thought the toy gift they had given was not liked. Here the

mothers/females felt there would be negligible difference in the child/adult relationship and fathers/males felt that it would slightly strengthen that relationship in some aspect.

As a final note on gender there was one hypothesis which was not supported ( $H_{4C}$ ) where this research did not find fathers/males feeling guilty about their gift-giving despite literature pointing to some types of compensatory gifting. Noticeably fathers also highlighted guilt gifting as a motivation as to why they gift to children in the interviews but noted they felt that gifting was primarily women's work.

#### 6.6.1.2 Education

Education as a demographic on its own was tested within three (figure 6.8) of the five themes in the research (excluding the involvement and concerns and roles and motivations themes). Of those three hypotheses support was identified for two of them ( $H_{1D}$ ;  $H_{2C}$ ). Firstly, lower educated parents spent more on toy gifts for their own children at special occasions ( $H_{1D}$ ) which meant that spend on other children was not supported thus highlighting their own children were more important than others when gifting. This is something which would be expected. Secondly, educational attainment was found to impact on the mass media sources of information as TV adverts were favoured ( $H_{2C}$ ) by some respondents from the lower educational attainment category. However, for the unsupported hypothesis ( $H_{5D}$ ) which considered the relationship aspect, no evidence was found for those parents with higher educational attainment thinking their relationship would be affected if they got their gifting wrong.

#### 6.6.1.3 Marital status

Marital status as a single demographic (figure 6.8) was tested in two hypotheses within the motivation and roles ( $H_{4D}$ ) and the relationship changing ( $H_{5C}$ ) themes. Here support was only identified for the relationship hypothesis ( $H_{5C}$ ) where single parents would feel more annoyed with children if they thought the toy gift given to them was not liked. Having spent time and money as a single parent on their own in getting the gift the suggestion being they would be more disgruntled with children for showing dislike. On the other hand a partnered parent sharing the gifting task may not feel this way. No support was identified for single parents ( $H_{4D}$ ) giving for guilt and compensatory reasons for being a lone parent in the household in charge of the gifting.

#### 6.6.1.4 Number of children in the household

Two hypotheses linked to number of children in the household were within two of the themes of gift-giving; being the buying practices ( $H_{1E}$ ) and importance of information sources ( $H_{2D}$ ). It was proposed that the number of children in the household may have an impact on these themes as an increase in children equate to an increase in number of gifts bought. Tests provided evidence in support of both hypotheses showing that the impact occurred when the number of children in the household increased. For ( $H_{1E}$ ) adult spend on gifts was impacted upon but only for other children and not their own i.e. spend on other children decreased. Secondly, for information sources ( $H_{2D}$ ) support was evidenced for TV adverts (part of mass media information sources) becoming more important when gift-giving upon an increase in number of children in the household.

#### 6.6.1.5 Combined demographics

In some cases when testing, demographics were combined to provide some social categories through the clustering of respondents. These included the hypotheses of  $H_{2E}$ ;  $H_{3C}$ ;  $H_{4E}$ - $H_{4G}$  of which  $H_{3C}$ ;  $H_{4E}$  and  $H_{4G}$  were supported and shown on figure 6.8. These supported hypotheses indicated that for those respondents with higher educational attainment and higher income ( $H_{4E}$ ) and respondents with 'nuclear families' ( $H_{4G}$ ) (partnered respondents with 2 or more children) will be motivated to give more sensibly and diplomatically.  $H_{3C}$  had partial support and showed that respondents with higher educational attainment found birthday toy gift-giving less concerning to them. Conversely, though one of the motivations hypotheses was not found to be supported ( $H_{4F}$ ) where parents with higher social standing were expected to take a more pragmatic role in toy gifting but no evidence was found to support this.

The other hypotheses which were not supported here included the internet being important as an information source for fathers and time compressed households ( $H_{2E}$ ) for which when testing no evidence was found. This contradicted some of the information from the qualitative interviews where many respondents highlighted the internet as being important for gift research but indicated that they had not started using it for purchases as such. Finally,  $H_{4F}$  which examined the pragmatic giving of those with higher social standing against those respondents with lower social standing taking a laissez-faire approach to gift-giving had no support.

#### 6.6.1.5 Age – the most obvious non-supported demographic

Interestingly enough the one demographic which proved to have no support through for the testing of its six hypotheses across all five themes was age. Older parents neither spent less on gifts than younger parents ( $H_{1C}$ ) nor started selecting toy gifts earlier for the occasions of Christmas and birthdays ( $H_{1F}$ ). For information sources older parents did not find interpersonal sources of information more important to them possibly preferring to ask directly or knowing through experience that they could get the gifting right. Similarly no evidence was found to support ( $H_{3B}$ ) when looking at concerns and importance with the gift-gifting task to children as older parents did not show concern about these things ( $H_{3B}$ ). Turning to the motivations and roles themes older parents were not found to be imparting values and knowledge through their toy gift-gifting habits to children ( $H_{4B}$ ). Finally, the older parents in this research were not found to get upset if the toy gift they had gifted to children was perceived to be wrong ( $H_{5B}$ ). This shows either confidence in the adults giving or confidence with their relationships with their children which they feel will not be affected by any criticism.

This section has provided some commentary on the findings from the results from a demographic perspective highlighting gender as having quite an impact on a number of themes within the framework shown in figure 3.8. Educational attainment, marital status, number of children in the household has also had some effect on the adult's behaviour on gift-giving practices. Age on the other hand has had no impact on the gift-giving of toys to children. The following section provides a chapter summary.

#### 6.7 Chapter summary

This chapter has presented the inferential analysis of quantitative data in respect of the hypotheses being tested within the thesis. To examine the five themes various SPSS tests using parametric and non-parametric (post factor analysis) approaches were conducted to test hypotheses. For the buyer behaviour theme, evidence was shown that mothers favour a planned approach to Christmas toy gifting, and will spend more on gifts for birthdays as will parents with lower education who will spend more on their own children's gifts. It was identified that, as the number of children in the household increased, parent spend on other children decreased and that younger parents tend to buy earlier for their own children.

The second theme examining the importance of sources of information when selecting toy gifts identified that interpersonal sources of information were more important to mothers but this was not the case for older parents, who perhaps with more experience did not feel these to be so important. Conversely younger parents rated marketer and media generated sources as being important, while households with higher numbers of children viewed TV adverts. Apart from fathers and those with higher educational attainment, the internet was considered an important source.

In general mothers and older parents did not seem to be more concerned than fathers or younger parents when buying toys as gift for special occasions but some evidence was identified for parents with higher educational attainment finding birthday gift-giving less concerning.

What motivates parents in their gift-giving provided the next theme, where it was identified that mothers tend to have an educational role, but are not as diplomatic in gift-giving and that older parents are not driven by imparting knowledge and values through gifting. Fathers, on the other hand, did show evidence of being compensators as did partnered parents. However it could not be confirmed whether fathers' giving was driven by guilt due to an invalid factor. Not surprisingly parents with higher income and educational attainment and households with more children gave more sensibly, being more pragmatic in their approach and more diplomatic when numbers of children increased in the household.

The final theme examined whether or not the relationship would be affected. However answers were similar for the birthday and Christmas questions. Testing identified that mothers' feeling were quite neutral towards the adult-child relationship being affected by gifting, while fathers thought it would play a slight part in strengthening it.

These findings were then commented upon from a demographic perspective highlighting those hypotheses supported and those not via an overview and provision of a figure with those supported hypotheses on it. The next chapter (7) provides discussion of the results findings from the thesis in more depth giving consideration to their contribution to the field. It begins by examining the roles and motivations in toy gift-giving.



## **Chapter 7 Discussion of results analysis**

### 7.0 Introduction

The previous two chapters (5 and 6) presented the results from the qualitative and quantitative research covering descriptive, inferential statistics and the hypotheses testing. This section will discuss the results of the research synthesising their contribution to the academic field and previous research conducted. It will begin with brief comment on the hypotheses findings and their contribution prior to discussing the more specific areas of roles and motivations in relation to gift-giving; the importance of information sources; differences in gifting at special occasions to children; some of the seminal gift-giving models and the impact of toy gift-gifting on society. This chapter will end with a summary providing the main points prior to moving on to the final chapter (8) of this thesis.

### 7.1 Hypotheses findings and their contribution in general

In taking an overview of the supported hypotheses, (figure 6.8 chapter 6) they add to research which has already been conducted. For example, taking theme one, parental buying behaviour, mothers had a planned approach to buying toys for children but only for Christmas ( $H_{1A}$ ). This kind of finding supports aspects of Mintel's (2004; 2006; 2010) research where they identified mothers planning gift buying through selection, timing and spend. Similarly, the same could be said for  $H_{1B}$ ,  $H_{1D}$  and  $H_{1E}$  adding to and confirming the importance of gender as a demographic, to the work of the likes of Fischer and Arnold (1990); Slama and Tashchian (1985); Laroche, Saad, Cleveland, Browne (2000) and Otnes and Woodruff (1991). These findings are expanded in section 7.4 respectively when discussing the differences in buyer behaviour at Christmas and birthdays and the impact of this research on society.

Upon commenting on the second theme; the importance of information sources the hypotheses inclusive of gender, education and numbers of children in the household ( $H_{2A}$ ,  $H_{2C}$ , and  $H_{2D}$ ) were found to alter the importance of these information sources. In general these findings extend the work of Otnes and Woodruff (1991) and Clarke (2003; 2006) from the information sources being viewed differently. They also contribute to findings from Pine and Nash (2002) and Buijzen and Valkenburg (2005) whose examination of the role of TV adverts in gift requests proved to be significant where here TV adverts as a source of information became important when numbers of children increased in a

household. This examination of information sources will be considered in more detail in section 7.3.

Theme three, examining the concerns and importance of gift-giving at Christmas and birthdays, only had one hypothesis supported ( $H_{3C}$ ) in relation to respondents' education. Whilst adding to the works of Newman and Staelin (1972); Newman (1977) and Otnes and Woodruff (1991) it will be considered in conjunction with buyer behaviour as it was the occasions of Christmas and birthdays times which covered some interesting points (section 7.4).

For the motivations and roles in gift-giving three out of the seven hypotheses were supported ( $H_{4A}$ ,  $H_{4E}$  and  $H_{4G}$ ) highlighting gender, education and family make up as contributors. Initially these findings extend the work of the likes of Otnes, Lowrey and Kim (1993) and Clarke (2003; 2006), by suggesting new roles and motivations in gift-giving, points which will be expanded in section 7.2. Finally, the last theme considering relationship impacts through gifting from the giver's perspective found supporting evidence for  $H_{5A}$  and  $H_{5C}$ . This indicated that gender and marital status affected the giver's feelings when gifting, contributing to Ruth, Otnes and Brunel (1994). These points are picked up in section 7.4 as it relates to Christmas and birthdays.

Conversely, the remainder of the hypotheses from a variety of the five themes were rejected and did not support previous research which contradicts it in some fashion. These included  $H_{1C}$ ,  $H_{1F}$ ,  $H_{2B}$ ,  $H_{2E}$ ,  $H_{3A}$ ,  $H_{3B}$ ,  $H_{4B}$  -  $H_{4D}$ ,  $H_{4F}$ ,  $H_{5B}$  and  $H_{5D}$ . A couple of examples will be highlighted here before expanding these within the respective sections in the chapter. When examining buyer behaviour first, it was thought that parental age would have an impact on the buyer behaviour of toy gifts as research had suggested older parents would spend more  $H_{1C}$  (Mintel 2006; Caplow 1982; Otnes 1990 and ONS 2012) and start selecting  $H_{1F}$  (Belk 1979; Mintel 2006) toy gifts earlier for children. However, this was not supported by these respondents, providing some contradiction. To give another example from the roles and motivations theme, it was assumed that single parents would be motivated by a need to compensate for being a lone parent but this research did not find this thus disputing some of the work of Otnes, Lowrey and Kim (1993) and Clarke (2003; 2006) as a compensation role was not evidenced. These results are therefore challenging

existing work on gift-giving. This discussion on motivations and roles is furthered in section 7.2.

The next section of this chapter will discuss the results findings from this thesis in more depth giving consideration to their contribution to the field. It begins by examining the roles and motivations in toy gift-giving.

## 7.2 Roles and motivations in gift-giving of toys

Factor analysis described in chapter 4 was conducted on the 18 questions examining roles and motivations which provided four new gift-giving roles; **Diplomat**, **Educator**, **Pragmatist** and **Guilt-Ridden Giver** (emboldened for clarity and shown in table 7.1 as a reminder). The final one (**Guilt-Ridden Giver**) was deemed not viable due to an invalid Cronbach  $\alpha$  score. Upon testing the relevant hypotheses three showed support ( $H_{4A}$ ,  $H_{4E}$  and  $H_{4G}$ ) and are shown on figure 6.8 chapter 6 with the remaining 4 hypotheses ( $H_{4B}$ ,  $H_{4C}$ ,  $H_{4D}$  and  $H_{4F}$ ) being rejected due to non-confirmation. These findings provide contradiction to previous research with the following sub sections (7.2.1-7.2.2) providing discussion on this.

Table 7.1 Social (Motivation) roles (old and new) and selection strategies

Old Role	Strategies used for easy recipients Children	Adapted Strategies used for easy recipients Children For Birthday and Christmas	New Roles Economic exchange
Pleaser	Buy what they want (direct inquiries). Buy what they want (Sleuthing) Treasure hunt	Buy toy gifts children want (direct inquiries) but considering economic exchange and balance between children as a household grows in number of children	<b>Diplomat</b>
Provider	Buy throughout the year. Buy many gifts	Buy basic items throughout the year to store away and buy toy gifts sensibly	<b>Pragmatist</b>
Compensator	Buy fun gifts, Buy multiple gifts. Make gifts.	Buy toy gifts to make up for missing children	<b>Guilt-Ridden Giver</b>
Socialiser	Buy what I want them to have	Buy toy gifts as instruments of learning and for passing down knowledge and values	<b>Educator</b>

Author 2013 and adapted from Otnes, Lowrey and Kim (1993) p. 239 Gift selection for easy and difficult recipients: A social roles interpretation, *Journal of Consumer Research*, 20 (2), pp. 229-244.

### 7.2.1 Academic contribution to roles and motivations with gift-gifting of toys

As noted three hypotheses, which examined certain lifestyle demographics impact on roles and motivations in the gestation phase (Sherry 1983) of toy gift-giving were supported

(H<sub>4A</sub>, H<sub>4E</sub> and H<sub>4G</sub> Figure 6.8 and Table 6.37). This research showed mothers were inclined to be less **diplomatic** and more of an **educator** in their approach to gift-giving than fathers (H<sub>4A</sub>) which suggests they are more positive than fathers to a certain extent. As parental educational attainment and income increased, parent's feelings towards both the **diplomatic** and **educator** roles became more positive thus showing a measure of gift-giving from a more **pragmatic** (H<sub>4E</sub>) point of view. This was complemented by the fact that a level of **pragmatism** was shown by parents in planning their gift purchases and storing away toy gifts for Christmas. Finally (H<sub>4G</sub>) identified that parents with 'nuclear families' had a more **diplomatic** approach to gift-giving, when the number of children in the house increased towards 2-3 and when a parent was in a partnered relationship.

Taking these supporting hypotheses into account and the creation of the four new roles **Diplomat, Educator, Pragmatist** and **Guilt-Ridden Giver** (outlined in chapter 4 and reminded in table 7.1) these findings initially add to and challenge the work of Otnes, Lowrey and Kim (1993), Hill and Romm (1996) and Clarke (2003), when gift-giving toys to easy recipients (children). Firstly, in relation to the methodological approach the questionnaire developed here used adapted items from Clarke (2003) to include toys as the gift and the occasions of Christmas and birthdays. Clarke (2003) originally developed the 18 items in his questionnaire through consideration of the interpretivist works of Otnes, Lowrey and Kim (1993) (Denzin 1983; Bogdan and Taylor 1984; Lincoln and Guba 1985; McCracken 1988 and Wallendorf and Belk 1989) and Hill and Romm (1996). Therefore the findings from this research validate and extend Clarke's (2003) positivist work but from a UK toy gifting context which has not been done before. The resultant conclusion is that the roles and motivations may need to change (Otnes, Lowrey and Kim 1993 and Hill and Romm 1996) when examining the toy gifting context and that the newly adapted items have value.

Secondly, and building on from the methodological contribution the hypotheses (H<sub>4A</sub>, H<sub>4E</sub> and H<sub>4G</sub>) either individually or combined challenge the findings of Otnes, Lowrey and Kim's (1993) interpretivist work and latterly Clarke's (2003) positivist research. As the roles have changed and evolved there is a need for modification in the context of this research. For example, mothers who were originally classified as **socialisers** when gifting (Otnes, Lowrey and Kim 1993) once toys were added into the equation, have become motivated by **education** (H<sub>4A</sub>) in their gifting and more so than fathers. This is perhaps no

surprise as a considered number of respondents classed themselves as female professionals leading to a conclusion they may feel a need to ‘**educate**’ their children with toys as they are absent from part of, or a majority of the children’s daily routine and therefore upbringing. Although the debate could counteract this by suggesting the two roles (**educator** and **socialiser**) are similar as both roles could be viewed as being motivated by a givers’ internal impulse (Otnes, Lowrey and Kim 1993). Fathers on the other hand may not see the need to **educate** through gifting as it may be seen by them as women’s work, a similar point made by some male respondents in the qualitative interviews conducted in the research development phase 2 (Chapter 4 and Appendices 3-6).

These findings also question the use of the **guilt-ridden giver** or compensator role as factor analyses and the rejection of hypotheses H<sub>4C</sub>, H<sub>4D</sub> provided no evidence towards single parents or fathers giving toys to children for guilt reasons. Only the qualitative interviews suggested a small feeling of **guilt giving** of toys by fathers (Interview phase 2 chapter 4 and appendices 3-6) but they did not seem to feel it was a problem and no suggestion of this was forthcoming from single parents. To a certain extent this disputes the existence of the ‘dark side of the gift’ a notion suggested by Levi-Strauss (1959); Sherry (1983); Sherry, McGrath and Levy (1993); Wooten (2000) and Komter (2007) who noted gifts were given to bribe recipients whereas this does not seem to be the case here. It suggests here that in this case within the toy gifting context that these two groups (fathers and singles) are not giving toys in abundance for being absent or to make up for being a lone parent. Despite the assumption from the literature pointing towards guilt giving, it contradicts the likes of Caplow (1982) Otnes and Woodruff (1991); Otnes, Lowrey and Kim (1993) and Mintel (2006) in particular who suggested these groupings would do so.

More importantly, as Otnes, Lowrey and Kim (1993) formulated their social role definitions from Mead (1934) and these concepts have changed when examining gift-giving of toys from a marketing perspective, the social roles may have changed. For example, Otnes, Lowrey and Kim’s (1993) consideration of motivational roles as behaviour sets formed exclusively in reaction to intervention with other people. This aspect considered Sherry’s (1983) notion that the gifts given are a reflection of the importance a giver places on the social role and here it may have changed. In this research the social role may have changed through modernisation, i.e. with the change in the woman’s role in society, being multifaceted and hence Mead’s (1934) original thoughts

need updated. It also questions the gender gap as it suggests women are different, more of which is highlighted throughout other sections in this chapter and is discussed further in other sections (7.4 for example), but without more fathers answering in this research it is hard to verify this.

The next contribution links to the more contemporary nature of new role names taking into account the economic exchange (Belk and Coon 1993) concept which has occurred post modernisation. It compounds Belk's (Belk 1979) earlier work where balance was felt to be key but here the balance is being interpreted differently i.e. not the balance in exchange of gifts but actual balance between the number of children being bought for. Taking  $H_{4A}$  into account where mothers have a propensity to **educate** with gifting it supports Belk (1979); Sherry and McGrath (1989); and Rook (1985) suggestions where motivations link to educational roles, which has been the case here when toys have been added into the equation. This could be as a result of the development in educational toys in the 2000s (Khanduri 2000), with greater provision, which could have been as a result of more mothers going out to work.

In considering  $H_{4A}$  with  $H_{4E}$  and  $H_{4G}$  it evidenced the parents becoming more **pragmatic** in their approach to gifting toys thus giving more **diplomatically**, it suggests a gifting pattern which is more utilitarian in nature rather than hedonic (Blythe 2013). This **pragmatic** and **diplomatic** gifting, also evidenced in the adults planned approach to buying noted in section 7.3, adds to two of Belk's (1979) four functions of gifting (economic exchange and the socialiser function – table 7.2). It also adds to Belk's further research with Coon (Belk and Coon 1993) that for mothers/parents this toy gifting fulfils more of an economic exchange, rather than that of agapic love (table 7.3), where altruistic gifting may be seen as normal for children (Belk and Coon 1993). This is different to that noted by Rubin (1973); Huston and Cate (1979); Ahuvia and Adelman (1992) and Joy (2001) in challenging Sherry's (1983) exchange process for gifting, who noted gifting was for love. However this utilitarian approach also questions the males approach to gifting as they may be giving more for investment reasons (Belk and Coon 1993) and as many females are taking the pragmatic approach the same could be said for them.

In discussing these findings it would appear that in gifting toys to children the planned approach to spending, selecting toys and the differences between buying gifts for their own

and other children (lavish and conservative) which is evidenced would suggest a move to more economic exchange factors (Belk and Coon 1993) rather than social. For example, as more budgeting or levelling off of spend exists when numbers of children increase in the household (H<sub>4G</sub> chapter 6, 6.4.3) and when parents are buying gifts for other children the money spent is lower than for their own children it suggests toy gifts may be viewed as utilitarian i.e. commodities with economic utilitarian value.

These toy gifts have been bought and exchanged in the market economy (UK context), where there is purportedly no expectation of reciprocity in the form of gift exchange (from child to adult as children under 11 tend to have no income) but some form of dependency may occur (from child to adult) through the toy gifting. However, as there is some form of economic balance in exchange shown (Interview phase 2 and 3 chapter 4 and appendices 3-6), i.e. parents prefer gifts to be exchanged with all of their children to have the same economic worth. There is also the economic balance in terms of adults giving to other people's children where the gift they give will have a similar monetary value as the gift given to their child. This utilitarianism could be considered as part of the moral economy where over excessiveness in toy gifting may be being tempered by this group of respondents in this research. The respondents err towards the higher income, higher educated, more professional strata, which extends Rook (1985) and Komter's' (2007) points of view on motivations in buying gifts.

In synthesising these findings both tables (7.2 and 7.3) show arrows and emboldened words which depict the findings from this research and the link back to the previous research. For example, the arrows pointing to the economic exchange from the bottom box (table 7.2) indicate that this research contributed to four of the points mentioned by Belk and Coon (1993). On the right hand side the arrows and bold wording show the items which correlate and the contribution made by this research to Belk and Coon (1993).

Table 7.2 Differences in economic exchange and social exchange models of dating gift-giving (Adapted for toy gifting)

Economic Exchange	Social Exchange
Gifts are commodities with economic utilitarian value	Gifts are tokens with symbolic value
Balance of negative reciprocity Simultaneous exchange ordeal Dependence feared but may occur because of gift investments	Generalized reciprocity Staggered exchange ideal Social debt and bonding through overlapping extended selves may be welcomed
Commodities partner	Partner comes to be seen as part of extended self ( <b>child comes to be seen as part of the extended self, through education with toys as gifts</b> )
Market Economy	Moral economy ( <b>some form of balance in exchange takes place between children's toy gifts therefore moral</b> )

Toys as gifts at Christmas and birthdays  
**Economic Exchange and Social Exchange**

Author 2012 and adapted from Belk and Coon 1993. Gift-giving as agapic love: an alternative to the exchange paradigm based on dating experiences. *Journal of Consumer Research*. 20, p. 398.

Table 7.3 shows an adapted exchange paradigm, where toy gifting is instrumental (**educator role**) rational, pragmatic (**pragmatic role**), where money has relevance to the respondents in this research. However, the qualitative interviews (Interviews phase 2a and 2b) with respondents indicated mothers pointing towards toy gifts being given for happiness and without the need for reciprocity when giving to their own children. This combined with the exchange concepts could move those points from the agapic love paradigm side of the table to the Exchange paradigm side of table 7.3. The lack of need for reciprocity, a point discussed in this section disputes the works of Mauss (1954); Joy (2001) and Csikszentmihalyi and Rochberg-Halton (1981) who believe reciprocity in gifting is required but it adds to those who says gifting may be tempered by economic consumption (Shurmer 1971; Cohn and Schiffman 1996). Here reciprocity may have become irrelevant something that Ruth, Otnes and Brunel (1999) purported.



Table 7.3 Differences in exchange and agapic love paradigm (Adapted for toy gifting)

Exchange Paradigm	Agapic Love Paradigm
Instrumental (designed and purposive)	Expressive (spontaneous and celebratory)
Rational (dispassionate)	Emotional (passionate)
Pragmatic	Idealistic
Masculine	Feminine
Reciprocal gifts	Nonbinding gifts
Egotistic (for one self)	Altruistic (Happiness for others)
Giver dominant (seeks control)	Giver submissive (abandons control)
	Money is irrelevant
Money is relevant (economically or symbolically)	Gifts singularise recipient
Gifts singularise objects	

Toys as gifts at Christmas and birthdays  
**Exchange Paradigm**

Author 2012 and adapted from Belk and Coon 1993. Gift-giving as agapic love: an alternative to the exchange paradigm based on dating experiences. *Journal of Consumer Research*. 20, p. 409.

### 7.2.2 Extension of oneself and demographics

Additionally as previously discussed mothers may be motivated to give toys for **educational** reasons and this finding adds to Belk's (1988) 'development of the stages of the functions of human possessions'. Toys in their educational function may be seen by parents in the social exchange (Belk and Coon 1983) as an 'extension of oneself' perhaps influencing the identity of their children by aiding children in accumulating these objects. They may be using toy gifts to engender correct behaviour. This research extends and supports Belk's (1988) idea from an 'extension of oneself' to consider the **educator** role as an identity shaper and as a controlling influence via the gift of toys. This adds to the concepts of Whiting (1960); Cheal (1987a; 1988) and Carlson, Grossbart and Walsh (1990) considering mediated socialisation (Whiting 1960), a passing on of knowledge and history (Cheal 1987a and 1988) and the consideration that the **educator role** may be adopting the guise of a communication role (Carlson, Grossbart and Walsh 1990). Work on child development (Gunter and Furnham 2004; Buijzen and Valkenburg 2008 and Smith, Cowie and Blades 2011) suggests that this will contribute to the child's consumer habits later on in life.

A final contribution has also been made whereby motivations and roles have been impacted upon by demographic variables. In this toy gifting context gender, education, income and numbers of children in the household have contributed to the gestation (Sherry 1983) element of the gift-giving of toys. It contests Banks (1979) work which did not consider these variables at the time of her research yet this toy gifting research has shown certain demographics do make a difference. On the other hand it enhances Otnes and Woodruff's (1991) ratification of Bellenger and Krogaonkar (1980); Caplow (1982) and Cheal's (1987) research suggesting that demographics can have an impact on the motivational roles adopted by parents when gift-giving.

However, Otnes and Woodruff (1991) may have not considered as many demographics as they could have as they did not mention income or numbers of children specifically in their research but alluded to other demographics. This is furthered when examining the work noted in chapter 6 (noted as a reminder in table 7.4) where income, marital status Newman and Staelin (1972), gender Fischer and Arnold (1990), family size (Slama and Tashchian 1985; Laroche, Saad, Cleveland, Browne 2000) and education (Schaninger and Sciglimpaglia 1981) have been added in to this toy gifting perspective. It means these factors need to be considered in gift-giving and in particular when giving toys as gifts to children.

Table 7.4 Classification questions showing authors used in the questionnaire for the demographic type questions

Section six of questionnaire - Classification questions		
Questions 35-42	Gender - Fischer and Arnold 1990 Age – Caplow 1982 Otnes 1990, ONS 2012 Income - Newman and Staelin 1972 Marital status Newman and Staelin 1972, Moore and Lehmann 1980 Employment status - Newman 1977 Education - Schaninger and Sciglimpaglia 1981 Postcode Otnes and Woodruff 1991 Family size Slama and Tashchian 1985 Laroche, Saad, Cleveland, Browne 2000	Categories taken from those included in questionnaire or interview before in previous gift-giving research. Additional categories were added from Mintel (2004; 2006) and ONS statistics (2012)

Author created 2010 and adapted 2014

However, these demographic aspects also have to be challenged as the rejection of H<sub>4B</sub>, H<sub>4F</sub>, H<sub>4C</sub> and H<sub>4D</sub> pointed to certain demographics not having an impact in this toy gifting.

For example H<sub>4B</sub> suggested that older parents may try and impart values and knowledge through gift-giving and H<sub>4F</sub> suggested parents with higher social standing would take a more pragmatic role in their toy gifting whilst those of lower social standing would be more laissez-faire. As no support was found it questions the likes of Belk (1979) Otnes, Lowrey and Kim (1993), Caplow (1982) Otnes (1990), Mintel (2004; 2006), Newman and Staelin (1972) and Newman (1977). Older parents are not seen to be gifting toys to impart values and knowledge as suggested by Belk (1979), Caplow (1982) and Otnes (1990) perhaps as a result of societal changes where a toy is no longer viewed in this way. This may be due to the impact of technology and the loss of/or change of more traditional toys from the marketplace. Additionally it was assumed that parents with a less structured lifestyle would gift toys more haphazardly providing children with toys in abundance but this was not the case disputing Mintel's (2004; 2006) trends and the use of a number of demographics from table 7.4 such as income (Newman and Staelin 1972), education (Schaninger and Sciglimpaglia 1981) and employment status (Newman 1977).

Overall as a final point on this section these findings contribute to Komter's (2007) motivational factors as it appears that when toys are gifted these respondents from a particular strata of the population give more functionally, with balance and with economic fairness between numbers of children at special occasions. This may suggest that the backdrop of rituals is changing and that for the established rituals of Christmas and birthdays times the gifting of toys may be changing.

Despite these contributions and contradictions it has to be remembered that Otnes, Lowrey and Kim's (1993) research on roles and motivations was conducted in a retail setting, whereas this research asked respondents to be reflective on their gifting experiences as a whole. This relies on recall and not the actual activity of the buying of the gift. In and the case of Belk and Coon's (1993) research it examined date gifting where the relationships between male and female partner differs from that of parent and child, leading to the obvious conclusion that in the context of child gifting the meaning behind agapic love needs to be adapted.

### 7.2.3 Sub section summary for roles and motivations

This section has highlighted and discussed the findings from the roles and motivations aspects of toy gifting. In highlighting both supporting and rejected hypotheses it discusses

various contributions to the academic field within the gifting literature. It suggests that contributions have been made to the positivist methodological approach taken by Clarke (2003) before noting the creation and contradiction of four new social roles in gift-giving to easy recipients (Otnes, Lowrey and Kim 1993). It was found that the roles have changed in the toy gifting context and that one (guilt giver/compensator) should be discounted.

Belk and Coon's (1993) research was contributed to in respect of the move towards an exchange paradigm in toy gifting to children rather than gifting for agapic love, which would be what is expected with children. Coupled with this toy gifting was seen to add to Belk's (1988) work on the extension of 'oneself'. Finally, it was noted that demographics, in particular gender, education, income and number of children contributed to the works of Otnes and Woodruff (1991) but have to be counterbalanced with the fact that other demographics, such as age, were not found to contribute in this research. It is clear though that roles and motivations in toy gifting have changed and need to be considered differently in future research on gifting from a marketing perspective.

The next section of this chapter (7.3) examines and makes comment on the importance of information sources when gifting toys to children.

### 7.3 The importance of information sources in gift-giving of toys

The information sources (question no 8) also underwent factorial analyses which was discussed in chapter 4 and further results presented in chapters 5 and 6. It created three new groupings of mass (tangible) media, interpersonal sources and the internet which were further tested as hypotheses questions. Figure 6.8 shows the groups of sources of information on the gestation/buyer behaviour phase and the 3 supporting hypotheses ( $H_{2A}$ ,  $H_{2C}$  and  $H_{2D}$ ) considering gender, education and number of children in the household. Two hypotheses were not supported which were  $H_{2B}$  and  $H_{2E}$ . In making comment on these findings in terms of the contribution the sub sections (7.3.1-7.3.3) begin with the renaming of the information sources before looking more specifically at the hypotheses contribution and contradictions in particular.

#### 7.3.1 Contribution to information sources in general

Information sources had been highlighted by Otnes and Woodruff (1991) as part of their model of consumer search strategies used during Christmas gift buying. Whilst Otnes and

Woodruff (1991) generalised these information sources into the three categories noted in figure 7.1 (left box), these categories included seven of the eight named sources used in the questionnaire, with the additional one of the internet added to give the eight. These sources of information had been adapted from sources identified by Clarke (2003), Mintel (2006; 2010) and the interviewees (Chapters 5 and 6, Appendices 3-6).

In creating the three new sources of information (figure 7.1 box on the right and figure 6.8), the factor analysis contributed to the works of Shurmer (1971) Otnes and Woodruff (1991) Banks (1979); Sherry (1983) and Mintel (2004; 2006; 2010). There is a contribution to Otnes and Woodruff's (1991) model of consumer search strategies as consumers with different demographics ( $H_{2A}$ ,  $H_{2C}$  and  $H_{2D}$ ) have found differing sources of information important, thus encompassing some of the basic underpinnings of consumer behaviour as noted by Shurmer (1971). He noted many social, personal and economic dimensions exist in gift-giving. The three new sources also show deficiencies in Banks' (1979) and Sherry's (1983) models as noted in the literature review as they have not specified the communication types which can be used in the search strategy for gifting. These findings demonstrate that they were too generalised in their approach.

These new information sources also suggest (due to the interviewees), but does not confirm (due to the factor analysis), that the **internet** should be added into their overall model as noted on figure 7.1 and 7.2 (sub sections of Otnes and Woodruff's 1991 model). The **internet** as an information source for selecting toy gifts has grown rapidly, in particular for the age group of 35-45 year olds and time compressed households (Mintel 2004; 2006; 2010) yet in this research this finding was not fully supported. It could mean that most parents from this research notice the fact the internet is there but as yet don't use it to its fullest extent or perhaps they don't feel confident using it for this task. It is a question which needs investigated further and also tracked over time.

Additionally, the factor analysis conducted suggests that for toy gifting there is a case for the marketer generated sources to be renamed as **mass tangible media** sources (including films, TV adverts, catalogues, magazines and the shops). These are still quite distinct from the interpersonal sources which were reconfirmed by the factor analysis, in this toy gifting context and remained the same (Letters to Santa/wish lists and asking people). Finally, as both the occasions of Christmas and birthdays were considered in this research it suggests

that **birthdays** should be added to Otnes and Woodruff's (1991) search sources part of the model. Christmas and birthday times are discussed further in section 7.4.

Figure 7.1 An adapted area of the model of consumer search strategy (Otnes and Woodruff 1991) selection during the Christmas (**and Birthday**) buying season



Author and adapted (in bold) from Otnes and Woodruff 1991. An integrative model of consumer search strategies used during Christmas (**and birthday**) gift-giving, *Proceedings of the 1991 American Marketing Association Winter Educators Conference*, pp. 165-175

### 7.3.2 Interpersonal sources of information

The two sources of information making up this category were 'letters to Santa/Wish lists' and 'use of other people'. The mean findings from chapter 5 and 6 highlighted that parental respondents identified 'letters to Santa/Wish lists' as the most important source of information; in particular for mothers, older parents, parents with AB classifications (except education), single fathers and parents with only children and low education. The 'use of other people' as a source proved to have more neutral importance for a majority of respondents with similar demographic characteristics as noted for letters but, in addition, parents with only children and parents with college education found this source important.

H<sub>2A</sub> examined this in more detail and identified that mothers found this source (interpersonal) more important than fathers when gifting toys. This adds another gender point contributing to Fischer and Arnold's (1990) research where buying strategies vary according to the giver/receiver relationship as also noted by Belk (1982), Sherry (1983), Wagner, Ettenson and Vernier (1990). It also adds to Hill and Romm's (1996) point that mothers may be the major gift-giver. Additionally mothers may have a different relationship with children than fathers and here mothers have found the social aspects of gift sleuthing as more important than the fathers, a point furthering the findings in section 7.2 on roles and motivations (Otnes, Lowrey and Kim 1993) and those who have discussed bonds such as Sherry (1983); Belk (1996); Ruth, Otnes and Brunel (1999); Wooten (2000) and Roster (2006).

Mothers may find these information sources more important as they feel they have a stronger bond with children or in having the motivation to educate their children via toy

gifting, asking the child indirectly (via letters or other people) has possibly become important so they can get the gifting right. Getting gifting right was noted as important in relationship management (Otnes, Lowrey and Kim 1993). Conversely, though it could suggest that fathers feel more confident in their gifting, not needing to rely on asking what children want, as male respondents also showed no propensity for guilt giving in this research. Mothers may also be taking some form of control over their environment as proposed by Schiffman and Kanuk (2004) in order to please the recipient at Christmas time as suggested by Cheal (1988), although this could just be the division of labour identified by Chodorow (1978) and Caplow (1992). Control (Cheal 1987) here can be interpreted as asking what the children want and then providing it.

Despite Otnes and Woodruff's (1991) suggestion that lifestyle criteria have been noted as a contributing factor in gift-giving strategies, age (Belk 1982; Otnes, Lowrey and Kim 1993 and Mintel 2006; 2010) was not found to be so for interpersonal sources of information ( $H_{2B}$ ) as older parents did not find these sources important. This supports the Australian findings of Clarke (2003) and Parsons, Ballantine and Kennedy (2011) although in a slightly different manner. Parsons, Ballantine and Kennedy (2011) intimated age had an impact on motivations and here as information sources can be viewed as part of the purchase strategy, it has not had an impact therefore adding weight to Parsons, Ballantine and Kennedy's (2011) suggestion. It could be as Parsons, Ballantine and Kennedy (2011) point out that as parents grow older they have more experience of giving and do not need to gather interpersonal information to help them buy gifts. They may consider themselves to be experts or have reached a stage in their life cycle where their gifting experiences have changed. In support of this further evidence was noted for younger adults, aged 18-30 year olds (revised  $H_{2B}$ ) finding the tangible media sources (i.e. the non-personal sources and in particular catalogues and TV adverts) more important. This suggests they need to seek information from a wider, less personal range of sources in their toy gift buying strategies. This could be due to lack of age and experience or just a different approach to shopping due in part to a lack of social interpretation, differences in social and cognitive learning (Gunter and Furnham 2004). This is discussed further in section 7.3.3.

### 7.3.3. Tangible mass media sources of information

The tangible mass media sources of information provided some contribution to previous research. As noted in 7.3.2 a revised hypothesis ( $H_{2B}$ ) identified 18-30 year olds showing a

propensity towards catalogues and TV adverts being an important source of information. It was also noted that as the number of children in the household increased ( $H_{2D}$ ) the importance of TV adverts grew for respondents as it did when parents had lower education ( $H_{2C}$ ). These types of findings add to Mintel's (2010) report that one in four adults still browse catalogues and that certain demographics impact on the importance of information sources (Otnes and Woodruff 1991).

The younger parents' preference for catalogues and younger parents with lower education having a preference for TV adverts also gives weight to Ajzen and Fishbein's (1980) inference that consumers may be influenced by social media aspects rather than personal and therefore may lack personal involvement (Krugman 1965). Possibly in this toy gifting case these younger consumers lean towards a more passive learning (Krugman 1965) stance where being 'classically conditioned', find repetitive sources of information to be of higher importance. Here catalogues and TV adverts may be used as gift idea generators, adding to Evans, Jamal and Foxall's (2006) hierarchy of effects where consumers learn from marketing activities. However, it also adds to a much wider social issue concerning the impact of TV adverts on children's socialisation.

These findings add to the stream of research on child development, where it was shown that watching TV toy adverts increased children's Christmas toy requests (Ward 1975; Frideres 1973; Robertson and Rossiter 1976; Robertson and Rossiter 1977; Rossiter and Robertson 1974; Buijzen and Valkenburg 2000 and Pine and Nash 2002). Consumer learning can be developed via this information source (Gunter and Furnham 2004) and in turn this method of advertising can act as a communication agent (Moore 2004; Calvert 2008). As younger parents with lower education are using TV adverts and tangible media more as a source for toy gift ideas the resultant impact could be that their children are being socialised by these practices. This adds to the dimension of the role of communication agents and the impact on a child's development and their cognitive and sociocognitive development (Selman 1980; Moschis 1987 and Valkenburg and Cantor 2001), points noted in the literature. Although this research did not examine the parental style impact on socialisation (Becker 1964; Baumrind 1968; 1971; 1978) as many other researchers have not done so when looking at the impact of TV adverts (Pine and Nash 2002). These findings should be considered in the wider context and thought given as to why TV adverts



are more important to this group of parents, when gifting toys and what longer-term impacts this could have on gifting and child development.

#### 7.3.4 The internet

A further point on information sources is in relation to the **internet** where parents with higher educational attainment place less importance on tangible media sources (H<sub>2C</sub>) but no evidence exists to suggest the **internet** is important. The same was true for the assumption of fathers finding the internet more important due to its convenience (H<sub>2E</sub>) where no evidence was shown but limited evidence identified busy households finding the **internet** important.

These findings suggest a contradiction to Mintel's (2010) report about the internet being used as a popular source of information in toy purchasing among the affluent ABC1s. This research has shown this not the case despite many interviewees citing the **internet** as being the most important source of information now due in the main to its convenience.

Despite the growth in new technologies in general and the use by many toy companies of the **internet** as a marketing tool it may not be meeting the needs of those with higher disposable income, where as noted from this research they have a tendency towards the interpersonal sources. Here, in not identifying the internet as a communication agent, when it is viewed like a TV advert it could be responsible for toy gift requests from children. As some propensity was identified here with younger age groups and high school educated parents towards finding the **internet** important, it does raise a couple of questions.

Firstly, as with tangible media, if the **internet** is being used more by younger parents, it raises the question of whether the socialisation of children will move in that direction. Secondly, for the **internet** this response may change in the next 5-10 years as the use of the **internet** is changing in marketing with the huge impact of apps, social media and children themselves using new technology. In effect it is suggested that it is possible that the **internet** in its various forms (apps, www) will take over from the TV advert.

Finally, although the evidence is limited here it extends the findings of Otnes and Woodruff (1991) as a new source of information has been identified as important for

certain lifestyle consumers when purchasing toys as gifts and should be considered in future. Further research could question this and the role of the internet as a communication agent and parental style (Becker 1964; Baumrind 1968; 1971; 1978) in relation to its socialisation with children. Little research has been conducted in this area and this research underlines the importance of this question.

#### 7.3.5 Sub-section summary

This sub-section has discussed the contribution from this research in relation to the importance of information sources within toy gifting. It has covered the contributions made in general prior to discussing the three type of information sources; interpersonal; tangible and the internet. Despite a growth in **internet** use this research did not find groups making the most use of the **internet** when getting information on toy gifts. The following section of this chapter (7.4) examines buying practices and relationship issues of toy gifting at Christmas and birthday times.

#### 7.4 Toy gifting at Christmas and Birthdays

One of the considerations in this research was the fact that Christmas gifting has been examined by many (Fischer and Arnold 1990; Otnes and Woodruff 1991; Clarke 2003; 2006 and 2007) and birthday gifting has not as such (Parsons and Ballantine 2008). Despite birthday times being high on the gifting calendar (Lowe, Wills and Turner 1968), little research has been conducted in this area, with some exception outlined in chapter 3 (section 3.9.4). Much of the birthday research has centred on the ritual and gender issues of children's birthday parties (Haskina 1941; Handleman and Handleman 1991; Otnes, Kim and Lowrey 1994). The questions used in this questionnaire considered **Christmas** and **birthday** times and also gifting to respondents own and other children in the buying practices section as it was assumed there may be some similarities between the two occasions. In asking about both occasions the research initially contributes to the lack of research on **birthday** gifting as highlighted by Parsons and Ballantine (2008). It questions the (mostly implicit) assumption that **Christmas** and **birthday** occasions may be viewed similarly though as the next sections on buying practices show difference towards each occasion adding to Caplow (1982) and Cheal's (1987a; 1988) perceptions on Christmas gifting.

In general qualitative and quantitative findings (chapters 5 and 6) identified respondents primarily bought toys as gifts at **Christmas** and **birthday** times. The purchasing characteristics/buyer behaviour hypotheses lie in the gestation phase of figure 6.8 and the figure shows four out of six hypotheses were supported but in some cases only one occasion was supported i.e. birthday ( $H_{1B}$ ). For involvement, (Chapter 5 and 6) trends showed similarity between respondent's thoughts on being 'concerned with' and finding the two occasions of **birthday** and **Christmas** 'important' to them. Respondents had high agreement with these special occasions being important to them but did not find these occasions concerning to them. Involvement also lies in the gestation phase of figure 6.8 with only one supporting hypothesis ( $H_{3C}$ ). For feelings and motivations basic analysis identified similar responses to **birthday** and **Christmas** questions with the majority of trends being slightly towards the 'not at all annoyed' with children, 'slightly upset' if parents feel they get the gifting wrong and slightly positive towards the adult - child relationship 'being strengthened' through the gifting of toys. The feelings and emotions aspect fits in the reformulation (Sherry 1983) part of figure 6.8 with two Hypotheses supported ( $H_{5A}$ ) and ( $H_{5C}$ ). Comment is made and contribution shown in the following sub sections (7.4.1- 7.4.4) focusing on the buying practices (selection of toys; spend on toys encompassing own and other children); involvement with the occasions and the feelings from the givers perspective part of the questionnaire.

#### 7.4.1 Selection time for toy gifts for Christmas and birthdays considering own and other children

Basic results from qualitative and quantitative data identified respondents as buying more toy gifts at Christmas than for birthdays with it reversing when the number of children reached about 6 or 7. This confirmed Arnould, Price and Zinkhan (2002) and Mintel's (2010) research which highlighted a high propensity for gifting toys on those 2 occasions and that adults bought for about 11 birthdays a year. It also adds to Lowes, Turner and Wills (1968) findings that next to Christmas, birthday times were the second most popular 'giving' occasion.

Respondents tended to select toy gifts for their **own** children earlier for **Christmas** and leave **birthday** gift purchasing until nearer the event itself. This changed slightly for gifting to **other** children where the selection lead time for **Christmas** was shorter, with fathers showing a propensity for last minute buying and mothers a propensity for planning

purchases earlier for **Christmas** times. This was similar to the buying/selection times suggested in the interviews which were grouped into impulse, planned and last minute. These findings support the thoughts of Chodorow (1978); Belk (1979); Sherry and McGrath (1989); Fischer and Arnold (1990); Otnes and Woodruff (1991); Belk and Coon (1993); Otnes, Lowrey and Kim (1993; 1994) and Mintel (2010) who noted givers' selection strategies altered according to whom they were buying for. This raises an interesting question about whether adults are buying toys differently for children, possibly seeking to place their **own** children as paramount in their gifting practices. These timings also suggest that birthdays may not be viewed in the same manner as Christmas which could lead to the quality of a gift being altered as the relationship dictates (Beatty et al 1996; Clarke 2006). However, this research questions the assumption that **Christmas** and **birthday** occasions may be viewed similarly though as here the buying practices show difference towards each occasion adding to the notions of Caplow and Williamson (1980); Caplow (1982) and Cheal's (1987a; 1988) perceptions of **Christmas** gifting being an indulgent affair.

Hypotheses H<sub>1A</sub> and H<sub>1F</sub> examined selection times for gifting where a clear difference was shown for gender where support was found for mothers selecting toys as gifts for children in a planned manner more than fathers (H<sub>1A</sub>) but only for **Christmas**. Age, however had no impact on this gift selection time for either of the occasions (H<sub>1F</sub>). These findings both support and contrast Mintel's (2010) research highlighting the existence of planned toy purchasing for occasions with gender having an impact but the older age demographic does not. In the case of age it questions Moschis and Moore's (1979) point that age could influence socialisation as here this may not be the case. These findings also give weight to Otnes, Kim and Lowrey (1993) supporting the thought that women may complete most of the buying in these situations as they have a more planned approach to purchasing. It provides some additional support to Belk (1982), Sherry (1983), Wagner, Ettenson and Vernier (1990) and Fischer and Arnold's (1990) theories that purchasing strategies vary according to the giver/receiver relationship as here mothers are buying toy gifts differently from fathers. This may be due to **Christmas** purchasing strategies being driven by a need to get what the children want and before the toy sells out thus supporting Bagozzi and Warshaw's (1990) identification that the scarce supply of gifts can strengthen the planned approach.

#### 7.4.2 Spend on toy gifts at Christmas and Birthdays with consideration for their own and other children

Regarding spend on toy gifts, parental respondents spent more on their **own** offspring with mothers showing evidence of a trend towards budgeting as such spending slightly more on birthday gifts. There was some mention of economics in the interviews where it was felt that budgeting was required to ensure the quality of a toy gift and a level of economic equality between recipients adding to the points noted already in 7.4.1. Three hypotheses were supported from the testing;  $H_{1B}$ ,  $H_{1D}$  and  $H_{1E}$ , whilst  $H_{1C}$  was not found to confirm the spend proposition.

Of these supporting hypotheses gender, education and number of children in the household had an impact, which is similar to the demographics impacting on the information sources (Section 7.3). For gender, mothers spent more on toy gifts than fathers but interestingly enough only for **birthday** times ( $H_{1B}$ ), lower educated parents spent more on their **own** children for both occasions ( $H_{1D}$ ) and as the number of children in the household increased the spend on **other** children's toy gifts decreased ( $H_{1E}$ ). The last point was also identified from the qualitative interviews. Age did not have an impact though ( $H_{1C}$ ) again, as no evidence was found that older parents would spend less on toys gifts than younger parents, despite the age ranges showing a similarity in spend for other children in the basic statistical information. This finding on age supports the discussion in section 7.4.1.

The confirmatory points add to the work of Belk (1979) and Belk and Coon (1993) as this type of spending leans towards the economic exchange model (Belk 1979 and Belk and Coon 1993), where parents' spend on **other** children for Christmas and birthdays was under £20. This type of spending pattern also supports the findings by Mintel (2010), who noted price as a more discerning toy selection factor for toy purchases in general and adds to Geilser's (2006) gift systems research as 'rules' exist for budgeting when toy gifts are bought for **other** children and when the number of children in the family increases. The education hypotheses ( $H_{1D}$ ) adds to the findings of Mintel (2010) and in consideration of the lower educated status parents spending more on toy gifts it suggests they may lean towards passive learning, thus adding to Krugman's (1965) ideology when it comes to consumer behaviour as passive learning allows for influence by mass media (section 7.3). However it contests the use of age as a demographic in this respect.

Coupled with the points in 7.4.1 it also adds to and questions the consideration that the two occasions in toy gifting can be seen as the same and that parents spend on **own** and **other** children differs. Despite the research pointing to the fact that mothers are likely to be the main gifter at **Christmas** there is no clear evidence in this research to support the fact that mothers are lavishly spending on children at this time, as the amount being spent is not uncommon (Mintel 2010). Here though if spend can be equated to the importance of the occasion it is clear that mothers may see the occasion of **birthdays** as more important than fathers as they are spending more on children at this time. Firstly, this provides a contribution to the research and suggests **birthdays** need to be viewed as distinct gifting occasions from Christmas and a need exists to know why there is a difference between the occasions. Secondly, with respect to the children, buying practices have changed for parents' **own** and **other** children with lower educated parents spending more on their **own** children and respondents' spend lessening for other children when their **own** family number increases i.e. more children born. These findings point to a clear indication that parents will consider their **own** children first in gifting and lower educated parents may be more lavish with their spending.

#### 7.4.3 Involvement with toy gifting at Christmas and birthdays

The third section of the questionnaire examined involvement in giving toy gifts at **Christmas** and **birthdays**. The mean majorities (Chapter 5) showed similar patterns between **birthday** and **Christmas** time where high agreement was found with these occasions being important to adults/parents but they were not concerned with them. Similarly the interviews also found respondents highlighting the importance of these occasions, noting that children's expectations are raised and getting gifting wrong could cause disappointment. Despite using adapted scales (Mittal 1995; Zaichkowsky 1985 and Clarke 2003a) as described in chapter 4 only  $H_{3C}$  was supported with  $H_{3A}$  and  $H_{3B}$  rejected. This showed adults/parents with a higher educational attainment finding **birthday** toy gifting as less concerning to them and gender and age as having no impact on importance and concerns in purchasing.

This contradicts Clarke's (2003a; 2007) findings to a certain extent where here a lack of high involvement seems to be the case. This may mean there is not the level of high involvement Belk (1981) noted as having an impact on buying strategies. Maybe the feelings towards Christmas and here including birthdays have been seen as more mid-way

on Clarke's (2003) proposed "positive – negative continuum". This adds to the debate on the ideology of Christmas spirit as noted by Zajonc and Markus (1982) Zajonc (1984; 1998); Olson and Zanna (1993) and Bagozzi and Gopinath and Nyer (1999).

This finding (H<sub>3C</sub>), whilst not showing much in the way of demographic impact, does suggest that these respondents could be more laissez-faire about gifting toys at **birthdays**. It did not find that mothers or older parents were too 'involved' with these occasions as was suggested by (Clarke 2003; 2006 and Parsons, Ballantine and Thompson 2008). The supported hypotheses (H<sub>3C</sub>) could suggest that **birthdays** are viewed as less special than **Christmas** by these higher educated adults/parents, which is in some contrast to H<sub>1A</sub> where mothers showed a planned approach for **Christmas** toy gifts. It could also imply that due to scarcity and marketing hype of toys at Christmas that these groups of respondents get into a frenzy about buying gifts earlier guaranteeing getting what is wanted. **Birthday** gifts may be easier to get at the individual time of the year and thus does not concern the respondents.

#### 7.4.4 Reformulation aspects with Christmas and birthdays

The final part of the questionnaire examined respondent thoughts and feelings if they thought the toy gift they had given to a child was not liked. The same questions were asked of **Christmas** and **birthday** times and contribute to the reformulation stage of Sherry's (1993) model. Basic analysis identified similar responses to **birthday** and **Christmas** questions with majority trends being slightly towards the 'not at all annoyed' with children, 'slightly upset' if parents feel they get the gifting wrong and slightly positive towards the adult - child relationship 'being strengthened' through the gifting of toys. Similarities were identified for the parental cluster majorities, with single fathers showing a stronger disagreement with being annoyed with children if parents got the gifting of toys wrong. These findings indicated that despite different buying practices in regards to **Christmas** and **birthdays** there was little difference shown between the occasions at this stage of the questionnaire.

Of the four hypotheses only 2 showed supporting evidence (H<sub>5A</sub>) and (H<sub>5C</sub>) including the demographics of gender and marital status. However, age (H<sub>5B</sub>) and educational attainment (H<sub>5D</sub>) did not show any supporting evidence from respondents. For gender (H<sub>5A</sub>) fathers felt more strongly than mothers about the relationship impact with children when toy

gifting, where they felt if they got it wrong it would negatively affect the relationship and conversely getting it right would slightly strengthen the relationship. For mothers the feelings were negligible. This was also highlighted in the qualitative interviews, with the addition of some mothers suggesting they would feel slightly annoyed if the children did not like the gift given, which was identified with H<sub>5C</sub>.

In terms of contribution here these can be outlined as general and more specific to certain authors and/or concepts. Firstly, there is a contribution to the gift-giving models and concepts which have a reformulation/relationship concept and have been noted in the literature review. This includes the like of Banks' (1979); Sherry (1983) and Sherry and McGrath (1989). For example Sherry and McGrath (1989) only considered the gift within a retail setting. In Banks' (1979) and Sherry's (1983) case relationship issues considered the feedback on the gift and from Sherry's (1983) anthropological perspective, whilst considering relationship concepts it only did so from a recipient's perspective. This is a similar pattern identified by many others (Ruth, Otnes and Brunel 1999; Wooten 2000; Joy 2001; Lowrey, Otnes and Ruth 2004 and Roster 2006) where they have examined the recipient's perspective and not the giver. Here it has been identified from the supported hypotheses H<sub>5A</sub> and H<sub>5C</sub> that there is evidence to suggest that the giver's perspective can show relational differences too. This seeks to reinforce points made by Wooten (2000) and Roster (2006) who noted that human relationships are important in the gift event in some shape or form but the sample respondents used here are more realistic than the students used by Wooten (2000), who was also examining anxiety in gift-giving which this research did not consider.

Contribution is made when comparing Ruth, Otnes and Brunel's (1999) qualitative work which extended Sherry's (1993) outcomes for relationships, to the findings of this research. In their (Ruth, Otnes and Brunel 1999) appraisal of Belk and Coon (1993) and Belk's (1996) research who thought reciprocity becomes irrelevant Ruth, Otnes and Brunel (1999) found relational effects in gifting. This toy gifting research confirms Ruth, Otnes and Brunel's (1999) effects (Table 7.5 adapted) further compounding their addition of two effects to Sherry's (1983) four i.e. negligible effect and negative (annoyance included here) confirmation, whilst adding in, albeit implicitly **Christmas** and **birthday** times to the research. This research therefore also disputes Belk and Coon (1993) and Belk's (1996) research as relationships have mattered in this toy gifting scenario and also because this research centres on the giver's perspective.



Table 7.5 Gift receipt experiences and relational effects (adapted) from the giver's perspective as opposed to the recipients perspective

Relational effect	Description	Experiential Themes	Ritual Conditions <b>Birthday and Christmas</b>	Perceived focus of the gift*	Recipient emotions ( <b>givers emotions when toy gifting to children</b> )
<b>Strengthening</b>	Gift receipt improves the quality of the relationships between the giver and recipient. Feeling of connection, bonding, commitment and or shared meaning and intensified	Epiphany	<b>Highly ritualized</b> and personalized	Relational and recipient centred	Mixed emotions in same incident ( <b>feels giving has strengthened the relationship slightly for fathers</b> )
<b>Negligible effect</b>	The gift –receipt experience has a minimal effect on perceptions of relationship quality	Superfluity Error Charity <b>Overkill</b>	Level of <b>ritualization</b> varies from <b>high</b> to none	Neither giver nor recipient centred dominates giver centred	Mixed emotions across gift experiences ( <b>no change with recipient</b> )
<b>Negative confirmation</b>	Gift receipt ( <b>giving</b> ) validates an existing negative quality of the relationship between giver and recipient. A lack of feeling of connection, bonding, and /or shared meaning is validated	Absentee Control	<b>Highly ritualized:</b> ritual audience exacerbates negative emotions	Giver centred	Negative emotions ( <b>annoyed at recipient</b> )

Author 2012 and adapted from Ruth, Otnes and Brunel 1999 \*

Bold highlights the findings in relation to gift-giving times of **Christmas** and **birthdays** from this research and the adapted findings for the recipient emotions.

Secondly, the demographic findings of gender and marital status add to Fischer and Arnold (1990); Hill and Romm (1996); Newman and Staelin (1972) and Moore and Lehmann (1980). For gender the contribution lies with the males (fathers) which contests Fischer and Arnold (1990) and Hill and Romm (1996) suggestion that gifting related to women more. This contribution is in the reformulation stage (Sherry 1983) of gifting and not the pre-formation stage (Sherry 1983), so it could suggest a contradiction to the findings in 7.2 where females/mothers were seen to be more active as here the males have highlighted a difference. What it could mean is that male respondents in modern times may be showing changes in their social bond with their children, or it could be driven by guilt i.e. males answering the questions in this way to make them look good. This was a point highlighted in the interviews where bond strengthening with children was noted but this may reflect the social pressure to answer in an acceptable way in an interview situation as one male interviewee did note gifting was women's work.

In terms of the marital status demographic it adds weight to its previous use by Newman and Staelin (1972) and Moore and Lehmann (1980) in toy gifting research, but only in the relationship aspect. Although a negligible result, single parents being slightly annoyed ( $H_{5C}$ ) for doing more 'work' for successful toy gifting for children could suggest the social bond could be effected. However, other demographics have not been so influential in relation to these findings at this juncture being age, once again, and education, disputing their use in relationship areas with toy gifting.

Finally, little difference has been shown here between the two occasions, which may be due in part to the questions being asked, and the factor analysis. However the findings note disparity in gifters feelings which needs to be considered in future gift-giving models. It is not clear what impact the 'Santa affect' has on this point as he can be the surrogate giver (Lowrey, Otnes and Ruth 2004) at **Christmas** to help minimise risk of gift failure. It also does not take into account the re-enacting of any third party traditions as, in this instance; single parent gifters could be assuming the role of two gifters, with or without third party intervention. This could be explored further.

#### 7.4.5 Christmas and birthdays – a final note

As a final note on the two occasions the differences identified in 7.4.1-7.4.4 add to the social works of Wolfenbarger (1990); Cohn and Schiffman (1996) and Belk (1996) who

considered the symbolic nature of gifting. Here the passing on of gifts for symbolic meaning does not seem so evident, or different with education and gender altering the gifting, which supports Cohn and Schiffman's (1996) and Hines (2002) social ideas on gifting. It contests Belk's (1996) symbolic meanings as here people gift differently perhaps seeing the symbolism from differing points of view, which may contribute to gift success or failure. As this research did not specifically examine this though and focused on motivations and roles perhaps it raises a new research question in identifying the reasons for differences between the occasions and gift buying. Santa as a risk averter has also not been taken into account and as was noted in the literature review he is seen as 'good' (Meerlo 1960; Caplow 1982).

However, the almost non-existent findings in relation to the level of involvement, questions Komter's (2007) suggestion that gifting involvement for children differed for certain occasions. This further disputes Belk, Wallendorf and Sherry's (1989) human connectedness point as low/no involvement suggests a lack of connection within these respondents, which mirrors the findings of the motivations within a more exchange process. As noted before in this section this may be a result of the recession, something, which may need taken into account in future research.

#### 7.4.6 Sub-section summary

This section has covered the areas of Christmas and birthday findings from this research examining toy gifting to own and other children within the selection time for toy gifts and spend on toy gifts; involvement with gifting and relationship aspects. Selection times noted differences between own and other children as did spend on toy gifts where differences occurred between own and other children for gender, lower educated parents and number of children in a household. Involvement provided little in the way of exact contribution and here its use was disputed in the toy gifting context with the exception of birthdays being viewed as less special than Christmas. The relationship impacts found contribution in the areas of adding in the two occasions to Ruth, Otnes and Brunel's (1999) model examining the relationships from the givers perspective something which had not been done before. Finally comment was made on the occasions themselves in relation to the symbolic meanings.

However, one of the main points to take from this section is that gifting to children has mainly looked at Christmas times or not specified the occasions. The results of this study demonstrate that gifting to children varies in some significant ways between these two types of occasion. This is an important finding because it suggests a fundamental critique of what has gone before and an important new direction for gifting research.

The next section (7.5) of this chapter considers the contribution to the seminal gift-giving models which is then furthered in the final section (7.6) where the overall contribution of the thesis in respect of consumerism in society and Consumer Culture Theory.

### 7.5 Seminal models in gift-giving

As noted in the literature review chapter (3) the gift-giving seminal models of Banks (1979), Belk (1979) and Sherry (1983) were quite pivotal in the development of the initial gift-giving stream of research. The findings from this research question add to the debate on certain aspects of these models, without completely disputing their original contribution which in Sherry's (1983) case this model is one of the norms for the stream of gift-giving research.

Firstly, it is clear from each of the concepts highlighted that the models of Banks (1979), Belk (1979) and Sherry (1983) whilst sometimes complex in their nature are not as specific as they could be when examining toy gifting to children. For example, although Banks (1979) interactive gift-giving paradigm considered external search criteria (Chapter 3 figure 3.2) it was not specific enough regarding information sources. This was a point picked up by Otnes and Woodruff (1991) and Clarke (2003) as having specific relevance in gifting, which has been extended here with this research. The extension this research brings is that these information sources should be considered when using a buying behaviour framework (figure 6.8) for toys in the marketing perspective, if adopting Otnes and Woodruff's (1991) search strategy model or as in this case a particular aspect of it.

Secondly, as has been discussed to a certain extent, in section 7.2 all three models (Banks 1979; Belk 1979 and Sherry 1983) do not take into account the differing roles and motivations which have been highlighted in the associated literature and more importantly from the findings in this toy gifting research. Banks (1979) did not consider Belk's (1979) work and Sherry's (1983) model is not specific enough for motivational sub sets where it

only considers altruistic and agonistic approaches. This may be due in part to some of the research stream being focused on secondary research (Sherry 1983), which was very conceptual and anthropological, at that time showing a lack of development from a marketing perspective. Whilst others considered the post Maslow (1954) perspective (Otnes, Lowrey and Kim 1983) being more considerate of needs and motivations.

For example, in developing the role and motivations Belk (1979) realigned some of his work in 1993 with Coon (Belk and Coon 1993) to consider the exchange concept and agapic love discussed in section 7.2, where it has been identified that a contribution has been made. In summing this contribution up though as this juncture the realignment noted (section 7.2) does this but also questions Belk's (1979) original model as two out of his four functions of giving have been contributed to (economic exchange and communication functions). There is no clarity though to the motivation category of education with toy gift-giving being akin to a communication function or not. The question which is raised at this stage is when toy gift-giving changes from an educator to socialiser role, as toys are given to develop children's skills, a contribution to children's socialisation. In order to develop that point more research in the psychological field would be required with adults and children to discuss their reasons for gifting to educate and develop children. It could be that the socialising function has become more materialistic and the functions are blurred.

Finally, when buying toys as gifts specific demographics (sections 7.2-7.4) have already been shown to have had an impact on gift-giving. Gender has been found to be the main demographic with education, marital status and number of children in the household having some bearing with age having no impact at all on the hypotheses noted. In relation to Banks (1979), Belk (1979) and Sherry's (1983) models elements of their concepts are now outdated and demographics need to be considered in the buyer behaviour aspects of any model/framework and have been included (Figure 6.8) as criteria when buying toys as gifts. However it is worth noting that this research did not set out to replicate the use of each of these models but to consider aspects of many gift-giving models within a consumer buying behaviour and marketing framework.

This appraisal, and that of sections 7.2-7.4 overall leads to a paradigm broadening in respect of the gift-giving literature from; a positivist perspective: a marketing perspective; and within the UK context where it could be stated that certain demographics should now

be included in any further research conducted whilst examining toy gift-giving from a givers perspective. This leads to a final note on contribution which allows for the consideration of the school of thought in which this thesis is situated. With the topic of gift-giving there is a clear attempt by many who have written on the topic before giving the domains of anthropology, sociology and psychological due consideration. This is not surprising though when the meanings behind gift-giving are explored and cover many reasons, including, the giving of a gift to bribe someone or to gift to someone to convey wealth and imply power over them. Therefore the gifting situation often gives rise to the consideration of other schools of thought.

Marketing, on the other hand has developed post consumerism with consideration for the consumer behaviour school of thought and becoming part of it to a certain extent through the paradigm broadening of 1975-2000. It has today become much more focused, taking into account more fundamental approaches in relation to market orientation and consumer needs thus placing it into the applied marketing domain. However, consumer behaviour research still considers the perspectives of such areas as anthropology, psychology and sociology.

In keeping these things in mind and having reflected on the research within this thesis it is clear that it is hard to place the topic of gift-giving in one school of thought such as that of applied marketing. Although this research is predominantly in the marketing field it does raise questions through the findings as to whether a topic which encounters consumers within the research can be seen as separate from other disciplines and hence this topic of gift-giving truly sits within a cross discipline framework. For example certain findings such as that of the roles and motivations in gifting to children lead to questions which are not in the applied marketing school of thought but would move towards psychological perspectives, as to identify the reasons why would encounter many more ideologies thus taking the topic back to its roots so to speak. Obviously this both challenges and supports the use of positivist methodologies where positivist methods are not the most suited to question the reasons why consumers would gift in the way they do but the positivist methods do have clear use when the scales have been tried and tested giving consideration for those other schools of thought. Perhaps it is time for a re-examination of scales which take into account these cross disciplines but do it from a modern day approach considering

the development of the consumer in this post modern era but now in the technological marketplace as there has to be change in consumers buying practices of the future.

#### 7.5.1 Sub-section summary

This section has outlined the contribution from this research towards the seminal models of gift-giving (Banks 1979; Belk 1979 and Sherry 1983) contesting aspects of these models as being outdated but with a need to take into account certain demographic criteria and gifting motivations in the modern gifting world. These demographics are inclusive of gender, education; marital status and number of children in the household. The section ends with a consideration for gift-giving being seen as a cross disciplined research field.

Section 7.6 discusses the overall contribution this thesis makes towards consumerism in the UK society. In particular it considers the impact of these findings on society in general relating to the issues which may need to be handled in present day society if consumption patterns in toy gifting continue.

#### 7.6 Consumerism in UK society and the meeting of the academic findings

This sub-section gives comment towards the findings in relation to the debate on consumerism in society reflecting on the previous sections in the wider context. It considers the CCT stream of research due to its place in the consumer behaviour stream of research at this time.

##### 7.6.1 Consumerism in society

As highlighted in the introduction section of this thesis consumerism in the UK is posing an issue for society where hedonistic in conjunction with utilitarian purchasing (Thake 2008) is growing. It is the growing concern for trapping people in the consumerist cycle which poses issues as many noted the erosion of traditional values (UNICEF 2007; Nairn 2007; Teather 2011; Nairn 2011) which could have a lasting effect on children's socialisation, their wellbeing and future throwaway habits. This research has uncovered issues for society to be aware of in the gift-giving of toys to children.

Firstly, the roles and motivations provide elements for discussion in this context. As the gift giving roles and motivations changed here from those found in previous research, an external observer may comment that this is a good thing. As the toy gifting appears to

show more pragmatic giving, considering education and diplomacy when numbers of children increase in the household, this does not suggest a dearth of buying, as such but a move towards a more balanced approach. This could be as the result of a move towards more moral or responsible gifting due to the motivation to educate children or as a result of the recession. With the respondent profile being primarily female, professional, in a high income bracket and well educated it may have been the recession which caused this style of purchasing/gifting as money may have been tight for consumers, who in this bracket may have gifted with more care and with a learning head on, but this is only one possible explanation.

In stark contrast though, one of the factors identified the use of TV adverts as an important source for getting information on toy gifts for a particular strata of respondents. This was coupled with the popularity of interpersonal information sources. TV adverts and their use in marketing have been highlighted as a main concern with this growth in consumerism. As advertising controls are hard to impose (UK Parliament) there is a noted issue from this research (discussed in 7.3.3) in that for the segment of the respondents finding TV adverts important (Pine and Nash 2000; Buijzen and Valkenburg 2000 and Buckingham 2009) these TV adverts may play a large part in developing materialism as requests for toys and brands increase with TV adverts, (Pine and Nash 2000; Clarke 2003 and O’Cass and Clarke 2007) and could impact on the consumer socialisation of children. The internet may cause the same issues and regulation may be required. Additionally education policies may need to consider how it approaches teaching children how to ‘consume’ in relation to these findings. These points are expanded in chapter 8 within the recommendations.

Coupled with the information sources there are clear linkages between the occasions themselves and consumption issues. This research has highlighted that despite much of the research centring round Christmas gifting (Clarke 2003) where consumption was deemed to be different, birthday times are relevant too. Females pre-planned their Christmas toy shopping but spent more on birthday toy gifting and those respondents in the higher social strata found gifting at birthdays less concerning but none the less minimal. With birthday gifting being seen as similar to Christmas it contrasts Clarke’s (2003) work by suggesting birthdays are just as important. Similarly relationships for both occasions were not deemed to be affected that much from the gifter’s point of view.



### 7.6.2 Consumer Culture Theory (CCT)

From an academic point of view this discussion adds to the CCT debate as the findings discussed in the chapter have contributed to certain aspects within the CCT gifting framework. For example consumer behaviour has been shown to be impacted upon in toy gifting by gender (Fischer and Arnold 1990) which is part of the gifting aspect of CCT (Arnold and Thompson 2005) but in this case from a marketing perspective. In considering the CCT gift-giving research momentarily it encompassed the consumption arena of acquisition behaviour taking into account symbolism, aspiration, relationships and exchange processes (Arnould and Thompson 2005). Whilst the CCT framework was situated at the macro, meso and micro – theoretical perspectives the gift-giving stream of research publications for that time period have had confirmation from this research (gender and exchange being two prominent ones) and so their contribution is given to the overarching CCT concepts of consumer behaviour within the market place. In doing this the wider concerns of the free market economies impact on societal issues have been highlighted without examining the resultant effects which is beyond the scope of this thesis.

### 7.6.3 Dissemination plans

The findings from this research will contribute to the academic world with published output in refereed Journals by adding new findings to the debates on gift-giving and in particular gift-giving of toys to children from a positivist perspective. Target journals for publication might include *Young Consumers*; *European Journal of Marketing* and *Journal of Consumer Marketing* as these journals have a clear fit with this research considering both children and consumer behaviour. Here publications would centre on the use of sources of information in search strategies; roles and motivations in the gifting of toys; differences in purchasing habits and consumer differences between special occasions. In particular the gender demographics has caused difference in consumer gift-giving and it is with this focus papers could also be published. In presenting aspects of the ‘new model’ (figure 6.8) it can be reinterpreted, copied, amended and used with other children’s possessions such as branded goods or sportswear which are two other consumption markets experiencing growth in the same way.

## 7.7 Summary of chapter

This chapter has discussed the findings of the research in relation to contribution it has had to the previous research conducted. It has discussed the supported and non-supported hypotheses before picking up on these again within the respective sections. These sections include; role and motivations in gift-giving of toys; the importance of information sources; toy gifting at Christmas and birthdays; seminal models used and the wider context of the research's meaning for society and Consumer Culture Theory. Contributions for this context have been outlined in relation to the provision of new roles and motivations; the importance of interpersonal sources of information, TV adverts and the non-uptake of the internet when choosing gifts at this stage of the research.

Other discussion centred round gifting for birthdays showing little difference to Christmas times and fathers feeling their toy gifting to children may slightly strengthen the adult-child relationship dyad slightly. Comment is made on the seminal gift-giving models, which are now outdated to some extent and the wider issues for society where for example the use of TV adverts being popular sources of information for the lower strata may cause consumption issues in the future. Final comment is made on the contribution this thesis may have for the Consumer Culture Theory debate and the publications which could be gleaned from this research.

The following chapter (8) provides the conclusion chapter for this thesis. This is short in nature and covers the limitations for the research; issues for marketers in general and the objectives.

## **Chapter 8 Conclusions and recommendations**

### 8.0 Introduction

This final chapter provides an end to the thesis bringing together some closing remarks considering the limitations of the research, recommendations to retailers and policy makers and the meeting of the objectives. It begins with the limitations of the research.

### 8.1 Limitations of this research

There are a few limitations for this research which are listed as timing; method of distribution; research method and technique and the sample frame.

#### 8.1.1 Timing of the research

The main research phase of the questionnaire was conducted over a short time scale of 4-6 weeks in the run up to Christmas 2010. It was anticipated that a higher number of responses would be obtained at this time as most parents would be emptying their child's homework/school bag in the run up to the end of the School term. One of the main drawbacks at this time of the year and this year in particular was the major snowfalls the city encountered at the time of distribution (winter 2010). This probably prevented some questionnaires being distributed through schools at the same time and indeed lowered the response rate i.e. respondents not going out to post them back, due to weather conditions.

However, if this research were to be repeated after Christmas or around the near date of their children's exact birthday (plausibility), it could lead to different answers. Firstly, perceptions of purchasing gifts after Christmas may be different to that of before as the giver would have had time to review the recipient's thoughts on the gifts given. Secondly Head Teachers may have been more willing to take part in the research after Christmas as schools would have been less busy in their calendar, although the Santa logo, on the envelopes, would not have worked as well at this time of year. For birthday times the research questionnaire could have possibly taken a year to gather to cover a suitable sample but as with Christmas the gifter would have had more feedback from the recipient.

#### 8.1.2 Method of distribution

The 'homework bag' method of distribution was successful to a certain extent but it was disappointing that some head teachers, despite the backing from the Director of Education, felt their schools could not participate. This was partly due to the Head Teachers feeling

through their own experiences that the parents would not respond. Some noted ethical concerns about the impact a questionnaire on toys would have on some children and parents coming from more disadvantaged backgrounds. Their welfare had to come first. Additionally, individual school administration teams had to be relied upon to distribute the questionnaire pack to the correct classes and to send out the reminder slip. There is no way of telling whether these instructions were followed to the letter. An element of bias is therefore introduced via the Head Teacher and the School Administration teams. This has to be tempered with the response rate though which was successful in percentage and similar to the norm.

### 8.1.3 Research method and technique

Making use of a positivist approach combined with interviews for the developmental phase of the questionnaire worked to a certain extent as it provided a good response rate. The interviews identified a range of information which supported some of that found in the questionnaires and vice versa as discussed in chapter 5, 6 and 7. The adaptation and creation of items for the questionnaire proved to be valid for many of the items, allowing for appropriate testing of hypotheses to add to the work of previous authors. There is some contesting of 2 sections of the questionnaire, which may have been slightly misunderstood as repetitive answers were given to the concerns and importance questions and to the relationship questions. However, as the pilot stage of the questionnaire did not identify any major issues, these sections were deemed appropriate and hence included.

One point of reflection lies with the questionnaire as it was identified from the results (Chapters 5 and 6) that some differences were noted from the hypotheses ( $H_{1A}$ ,  $H_{1D}$ ,  $H_{1E}$ ,  $H_{3C}$ ) between the two occasions of Christmas and birthdays. Two sections of this questionnaire (information sources question 8 and roles and motivations questions 11-28) did not separate out Christmas and birthdays times for each question and perhaps this should have been done to identify if motivations for each occasion were different. This would have shown a clearer set of information sources and motivations for each of the occasions and perhaps produced different answers. Now that the issue of the differences between these occasions for gifting strategies has been demonstrated by this research, future research should definitely treat these occasions as potentially different in every respect so that more can be found out about the differences.

Additionally, post questionnaire analysis the research technique could have been extended with more qualitative interviews to probe areas identified by the analysis in chapter 7. For example why do mothers feel motivated to educate their children through gifting? Is it related to their working lifestyle and what impact may this have on society in the future? This is one of the further areas of research which could be addressed in the future. In addition as with any research, researchers often make assumptions and here there is no exception to the rule. The main assumptions here considered certain demographics to be more likely to have an impact on the gifting practices of consumers. Gender was one main consideration as there seems to be that old adage of men and women shopping differently and here this proved no exception as many hypotheses on gender identified that demographic as having impact. Marital status was again thought to be a catalyst in gift-giving differences. It was felt that these differences would occur based on single versus partnered parents with singles gifting in abundance for being a lone parent. This was not found to be as strongly identified as thought to be in this research.

However age, which was also thought to be a main catalyst in gifting differences did not show any differences from the positivist research between older and younger consumers. None of the hypotheses considering age were found to be supported within this research where the assumptions indicated as such. These points, along with others are picked up in the chapter 6 (section 6.6.5.1) and the conclusions section of the thesis (chapter 7). However, it is worth bearing in mind that these differences in assumptions are a good reminder to the researcher that assumptions should not always be taken for granted, as real findings may bring different answers to those anticipated. This reminds the researcher to remain challenged in their thought process and never to be complacent with assumptions.

These differing answers to assumptions on gifting provided new information such as that of adults gifting to their own and other children differently and shopping in different ways for toy gifts i.e. not using the internet as much as thought as an information source for toy gifts and spending more on your own children than others. It did confirm some of the other assumptions though such as the fact that more planning seems to be in place when buying toy gifts for Christmas than for birthdays but spend for both occasions is different.

#### 8.1.4 Sample frame

Despite attempts to ensure a sample from a range of demographic categories, it was evident that the sample frame was skewed in particular categories, such as females, partnered

parents, high income and professional status. This was, as noted in chapter 7 not unlike the issues Fischer and Arnold (1990) had with their respondents, where more females answered thus skewing their data. Two assumptions can be made though. Firstly, is that that this group of respondents are more than likely to be the ones who will answer unless steps are taken to access those respondents outwith that strata. Secondly, females may always be the predominant gender in answering this type of questionnaire as they see gifting as their role. As a reminder steps were taken here to 'normalise the data', allowing for the hypotheses testing across the categories. It could be contested that the sample frame could have been extended if more direct approaches had been attempted with single parents and fathers. However with this said, the technique was valid and possibly these categories of people just did not respond. This is not a failing of the research but a point for future research to identify whether there is a difference with inclusion of more of the obscurer categories of respondent.

#### 8.1.5 Research methods

Taking the interviews first it could be claimed, that a level of bias has occurred. However the interviewer did use as non - biased an approach as possible and each interview was piloted, within a suitable academic framework, used previously to ensure validity. Secondly in the questionnaire it could be suggested that the use of the seven point Likert scale could have been improved upon, due to the mirroring of answers to questions 9, 10 and 29-32. However the methodology outlined and justified the use of the seven point Likert scale and this has to be tempered with the fact that the relevant tests were conducted (chapter 4) to ensure the validity of these questions.

#### 8.2 Future research from the thesis findings

Five key areas are highlighted for future research from this thesis. They are: comparison of findings from Aberdeen with other cities; investigation of other cultures' toy gifting i.e. China and the UK - where the gifting culture is quite different; more detailed research with specific category demographic groups including lifecycle changes; the use of the internet and TV adverts as an information source in toy gifting and investigating gifting during times of non-recession.

### 8.2.1 Comparison of this research with other cities

This research has been conducted with an Aberdeen focus and it would be interesting to compare and contrast this research with other cities, in particular Glasgow and Dundee, where the demography is different and the average household income is also different. It would be expected that results would differ due to the wealthier position of Aberdeen residents compared to the other cities, as gifting may be more challenging due to economic constraints. However, it was interesting to note that budgeting and planning did seem to be common for the parents in this research taking into account the skewed male to female ratio in this research. This may be as a result of this group of respondents being more careful with their money.

Another factor which could impact on the responses from people in these other cities is religion, where Glasgow, Dundee and Aberdeen residents could have differing views as religion may play a part on the gifting rituals. For example in Glasgow, they may see the secularisation of Christmas as a key factor in gifting which has an impact on what they gift, birthdays may also have a different meaning, perhaps more special and less materialist. This would be due in part to the religious back drop of Glasgow being stronger than Aberdeen. Religion was not a focus of this research and considerable ethical approval would have to be sought in conducting this type of research so as not to cause offence.

### 8.2.2 Investigation of toy gifting in other cultures

As noted by Joy (2001) in the literature review culture may have an impact on gift-giving practices. Here the research focussed on the UK and it could be conducted with other cultures to identify whether the gifting of toys is impacted upon by cultural perspectives. This would give further information and give more depth to the original concept of Mauss (1954) regarding the rules and rituals having an impact on both gifting and the exchange function. In China, for example, the gifting process is different to that of the westernised approach where materialism and a move towards monetary exchange have become commonplace. Compared to Britain, some cultures may view toys as gifts in a different light, seeing them as prized possessions, due in part to their scarcity, previous generation's influences and the approaches of different cultures to mass marketing as shown by the Swedish research on TV adverts and Christmas gift requests (Buijzen and Valkenburg 2000). Ultimately culture may have an altering effect on the motivations and roles adopted

by the parents. For example, the gift-giving roles may become more explicit in a Chinese culture where gifting rules are quite ceremonially based.

#### 8.2.3 Research with specific category groups – lifestyle change

Some further research with minority demographic groups, who were not captured here, could be conducted to identify whether there are differences between toy gifting from older and younger parents; single parents and those in lower employment categories. For example, with older and younger consumers research may identify a different type of toy gifting for age groups on a continuum or spectrum of gifting. Some may be educators and others may be more diplomatic or with employment those with higher professional standing plan and budget more than those in lower paid jobs. Other examples include the case of single and partnered parents. Here a two parent household's toy gift decisions may be made together. For example, does the father really leave it up to the mother to get the toy gifts or is there an equal balance between the two parents and is one child favoured over another. Whereas in a single parent household others, such as grandparents, may or may not have some influence with the gifting decisions becoming the 'associated giver'. In effect this would seek to cover some of the lifestyle changes within the parental groupings to identify any differences.

#### 8.2.4 Information sources – TV adverts and Internet

As noted in the discussion section (7.3.3) the use of TV adverts as information sources was highlighted for the younger age groups but this research did not identify the internet as a popular information source despite the literature review. It would be interesting to see if this changes with the growth occurring in mobile technology. It may be the same sort of patterns could occur with the internet as found for the TV adverts. It would be interesting to repeat the information sources part of the questionnaire in 5 years time to see what differences exist with the internet and mobile apps, if any.

#### 8.2.5 Gifting in non-recession times

One of the external factors which were prevalent at the time this research was conducted was the UK economic recession, which could have impacted upon this research. The main reason behind this statement is the fact that the respondents who showed propensity towards economic gifting came from the higher income categories. However, it is generally hard to quantify if this is the case, from a sample response in a wealthy city. For



example it could be stated that these respondents even in the higher income bracket were mindful of their budget and regarded toy gifts as 'extras'. In more buoyant economic times these findings may differ as parents may gift toys at Christmas and birthdays in more abundance, toy gifting may be less educationally driven and more reward and pleasing based. There could also be a leaning towards less budgeting and more planning regarding purchasing.

#### 8.2.6 Researching the new areas

In order to research these new areas a mixture of positivist and interpretivist techniques may be required. An amended questionnaire taking into account the reflection noted in 8.1.3 could be combined with interviews, focus groups and critical incident techniques centring round actual purchases. Moreover, to target the specific demographic categories mentioned different research approaches may be required to access these respondents.

#### 8.3 Recommendations to toy retailers and policy makers

One of the key objectives of any research is to make recommendations. Chapter 7 highlighted a dissemination strategy for academia but here the recommendations are outlined for the marketing community of toy retailers and for policy makers here in the UK in relation to consumption and materialism.

##### 8.3.1 Recommendations to toy retailers

The main findings from this research suggest there are some issues which toy retailers should consider in their future marketing activities. Suggestions would include the following;

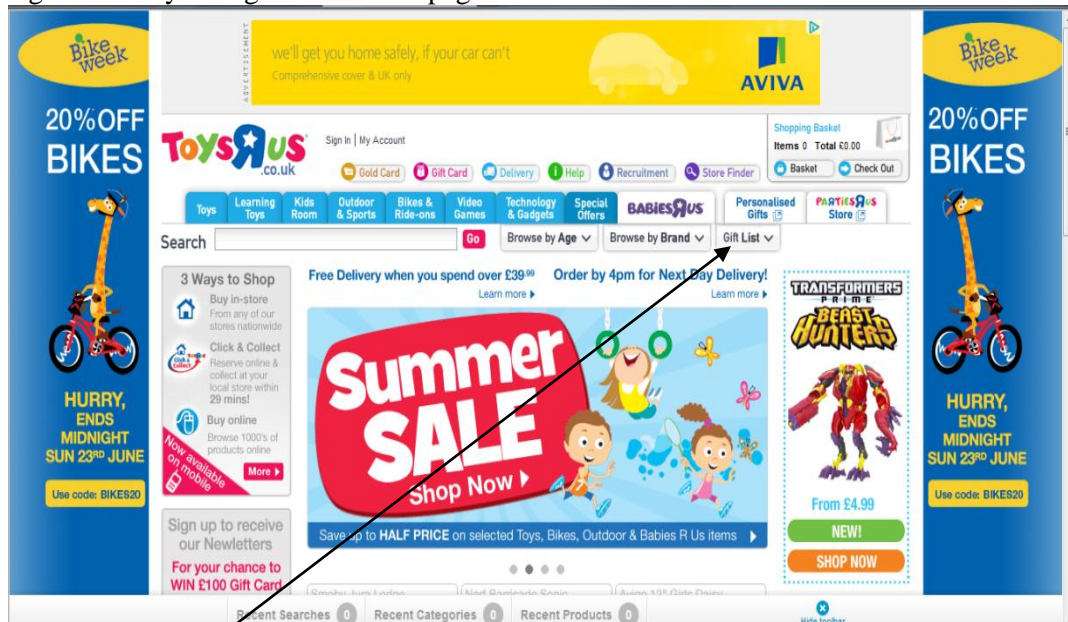
- The development of the internet as an interpersonal source of information, with interactive web sites, customer reviews, talking heads and toy wish gift lists.
- Merchandising could be improved with techniques such as displays which could bring toys together for more than one family child, especially at Christmas times. More interactivity could be introduced for the educational toys to help drive sales.
- Pricing and toy product displays in specialist stores and supermarkets could be enhanced to reflect gift purchasing.

### 8.3.1.1. The development of the internet as an interpersonal source of information

The findings for information sources (chapter 6 and 7) highlighted some interesting things in relation to interpersonal sources of information, TV adverts and the internet in terms of consumer search strategies for toy gifting. Despite the lack of internet uptake in this research and in view of the growth in use of this medium, marketers of toy goods may need to consider the development of the internet to create an ‘interpersonal information source’ as such. This is where the provision of basic toy information on the toy retailer web site may not be enough and an extension of what is provided is required. For example, educational values can be suggested to the audience of the web sites and apps, which is not too dissimilar to the approach that Amazon uses with customer reviews which can act as ‘word of mouth’ to other parents when gifting.

However, there could be a greater use of this to gather children’s gift requests and build toy gift lists for parents to peruse in order to capitalise on market share. Argos, for example just uses their web site to blandly market toys, although categories exist in places there is as yet little interactivity. On the other hand ToysRus have started this process of adding in gift lists (figure 8.1) but they need to consider extending this into building gifting communities where like-minded group approaches to gifting may be the way forward.

Figure 8.1 ToysRus gift list on web page

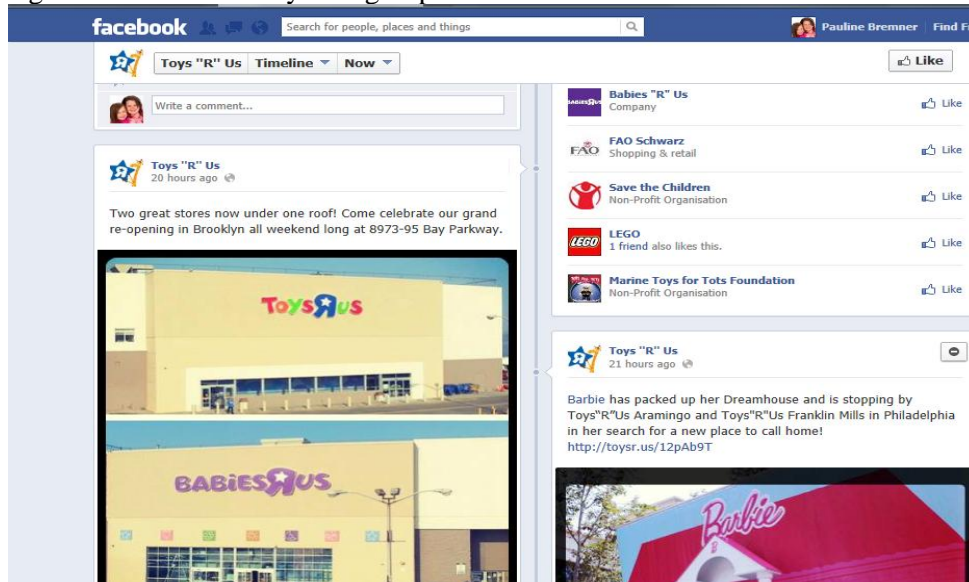


<http://www.toysrus.co.uk>

Gift List

For example, these groups, such as that found on Facebook (figure 8.2) show a more interactive approach to these consumers who are interested in toys. Here the advent of social media and networking allows the development of the gift grouping such a ‘talking heads’ section to encourage the customers to buy toys to gift.

Figure 8.2 Facebook ToysRus group USA



<http://www.facebook.com>

### 8.3.1.2. Merchandising

As shown budgeting, balance and education were key aspects for these respondents when gifting toys to children. Stores, whether they are supermarkets or specialist stores do not merchandise toys in ways which reflect this. Toys are mainly merchandised according to brand; gender; type; what is seen as being the top toys and a ‘pile it high sell it cheap’ approach (figure 8.3 and 8.4). This is likely to be due to the constraints placed upon them by the toy manufacturers, product placement contracts negotiated and planograms dictated by space and layout. For example, new children’s film releases often have their merchandise taking prominence at toy store entrances.

Figure 8.3 Tesco product and pricing display



<http://www.tesco.co.uk>

For gifting purposes retailers should consider the ‘balance between children in the family approach’ in their merchandising and introduce techniques which bring toys together for more than one family child especially at Christmas times. For birthdays more could be made in store of gift lists to ensure gift satisfaction, and for educational toys being bought as gifts much more is required in the way of interactivity within the display. The Early Learning Centre leads on this front but in store toys are often just left out for people to trip over. However, they have, since the time of this research updated their web site (figure 8.5) to include sections on choosing toys to suit the needs of the learning skills required.

Figure 8.4 ToysRus merchandising display



Figure 8.5 Early Learning Centre website

FREE Click and collect, FREE delivery to your local ELC or mothercare store

hello guest | sign in/register | store finder | my account | wish list | gift lists | help | privacy & cookies

40<sup>th</sup> birthday early learning centre

0 Items £0.00 checkout

[baby & toddler toys](#) |
 [outdoor toys & furniture](#) |
 [dolls' houses & toy dolls](#) |
 [dressing up & pretend play](#) |
 [action figures & playsets](#) |
 [vehicles & construction](#) |
 [learning & books](#) |
 [art, music & creative play](#) |
 [puzzles, games & gifts](#) |
 [offers & outlet](#)

department	age	brands	shop by learning skill	
art essentials	0-6 months	Aquadooole	communication skills	creativity
CD's & CD players	<a href="#">6-12 months</a>	Battat	discover the world	fine motor skills
craft kits	1-2 years	Bits & Basics	gross motor skills	hand to eye co-ordination
craft tools	2-3 years	Bontempi	imagination	instils confidence
easels	3-4 years	Depesche	learning to read	physical development
electronic music	4-5 years	Stabilo	problem solving	social skills
keyboards & pianos	5-6 years	Junior Artist	stimulates senses	thinking skills
musical toys	6+ years	Junior Chef		
percussion instruments		Melissa & Doug		
scribblers		Mini Artist		
wooden music		Play Doh		
		Snazaroo		
		Soft Stuff		
		<b>Offers</b>		
		20% off selected musical toys		
		20% off selected art & creativity		

<http://www.elc.co.uk/>

### 8.3.1.3. Pricing and product displays

In terms of toy pricing and product displays (figure 8.3 and 8.6) little difference is provided to encourage the buying of toys as gifts. Strategies in place include multi buys but there is a lack of promotions targeting specific consumers with good pricing displays. This needs

more care during recession times as it may be that pricing displays hold the key to ensuring toys are bought as gifts. As supermarket market share continues to grow in the toy sector specialist toy stores have to compete at this level too and consider both their pricing and merchandising tactics to compete. Pricing could be buy one get one free for your brother or sister with a little more price similarity grouping together.

Figure 8.6 ToysRus pricing display



<http://www.toysrus.co.uk>

### 8.3.2 Recommendations to policy makers

The second part of this section outlines some recommendations to policy makers given the findings as the noted recommendations to retailers could increase consumption. Despite this research providing an obvious dearth of materialistic gifters who were more balanced in approach to gifting, there is still evidence of a growth in toy purchasing and/or gifting and hence consumerism. Therefore two things are highlighted as recommendations for policy makers in respect of advertising regulation and the education of younger consumers in respect of their consumer socialisation.

#### 8.3.2.1 Advertising regulation

Some form of change in advertising regulation may be required here in the UK to stem the impact of TV adverts and the internet in increasing toy gift requests from children for Christmas and birthday times. The independent Advertising Standards Authority (ASA) is responsible for the regulation of the advertising of all media in the UK. It performs a task whereby “all advertisers in the UK have a responsibility to follow the Advertising Codes

which require that ads addressed to, targeted directly at, or featuring children do not contain anything that will cause them physical, mental, or moral harm” (ASA 2014).

However, TV adverts are slightly easier to regulate than the internet to a certain extent as TV adverts are broadcast and the internet is not controlled in the same way. The showing of toy TV adverts usually coincides with children’s TV programmes to ensure maximum exposure to children. This is a marketing tactic which is aimed at increasing requests via children’s pester power of adults, leading to a potential increase in sales. The internet, on the other hand is somewhat more loosely controlled, due in the main to the freedom of access by anyone i.e. those wishing to advertise regardless of any regulations and those companies taking the correct approach. The growth in access by children to the internet and various toy related apps allows advertising to occur more directly to children increasing the likelihood of toy requests. As having been shown that TV adverts increase toy requests, the internet may do the same and so could lead to potential harm of children, subjecting them to irresponsible marketing techniques.

Recommendations are that the ASA should tighten the control of TV and internet advertising to lessen the toy gift requests coming from children to adults. There is of course a move from the traditional marketplace of toys to technological toys such as tablets, which may only seek to increase this type of activity.

#### 8.3.2.2 Education of consumers

Closely linked to point 8.3.2.1 is the education of young consumers. As highlighted in the literature review children’s consumer socialisation can be impacted upon by many communication agents, but coupled with this is the socialisation of young consumers in their formative years which could lead to increases in gift requests. For example, children are often encouraged by parents, and by teachers in their preschool and early school years to write letters to Santa for gifts. This can be taken as being a traditional approach to Christmas and in educating children about a communication method.

However, as identified letters and wish lists were one of the most popular methods of collecting information on what gifts children wanted for Christmas and birthdays. This suggests that we are educating our children to demand toys indirectly from adults in order to please themselves, whether or not the guise of Santa is being used. Given the noted

issues arising in the UK society of consumerism, it necessitates the education of children towards being more careful with their toy requests which could be via education in schools.

The present Government (England and Wales) does not focus on consumerism as an issue within education preferring to prioritise child abuse and sexual exploitation within its regulatory framework. Its education programme allows for teaching of consumer issues within the framework of its key stage and 2 national curriculum, where an option to teach, personal, social and health education (PSHE), exists. In Scotland the Curriculum for Excellence is the educational pathway which is followed whereby consumerism elements may fit into the social science stream as part of the development of the responsible citizen skill set (Figure 8.7). In doing this though it leaves many of the UK regulatory bodies such as the ASA to make social comment on the issues of materialism.

Figure 8.7 The purpose of the curriculum

successful learners	confident individuals	responsible citizens	effective contributors
<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>enthusiasm and motivation for learning</li> <li>determination to reach high standards of achievement</li> <li>openness to new thinking and ideas</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>use literacy, communication and numeracy skills</li> <li>use technology for learning</li> <li>think creatively and independently</li> <li>learn independently and as part of a group</li> <li>make reasoned evaluations</li> <li>link and apply different kinds of learning in new situations.</li> </ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>self-respect</li> <li>a sense of physical, mental and emotional well-being</li> <li>secure values and beliefs</li> <li>ambition</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>relate to others and manage themselves</li> <li>pursue a healthy and active lifestyle</li> <li>be self-aware</li> <li>develop and communicate their own beliefs and view of the world</li> <li>live as independently as they can</li> <li>assess risk and make informed decisions</li> <li>achieve success in different areas of activity.</li> </ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>respect for others</li> <li>commitment to participate responsibly in political, economic, social and cultural life</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>develop knowledge and understanding of the world and Scotland's place in it</li> <li>understand different beliefs and cultures</li> <li>make informed choices and decisions</li> <li>evaluate environmental, scientific and technological issues</li> <li>develop informed, ethical views of complex issues.</li> </ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>an enterprising attitude</li> <li>resilience</li> <li>self-reliance</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>communicate in different ways and in different settings</li> <li>work in partnership and in teams</li> <li>take the initiative and lead</li> <li>apply critical thinking in new contexts</li> <li>create and develop</li> <li>solve problems</li> </ul>

<http://www.educationscotland.gov.uk/thecurriculum>

The recommendation from this research is that Government departments with educational responsibility at school have to take a stance with education policies whereby there is a need in child development to encompass consumerism and materialistic issues.

This section of this chapter has highlighted the need for retailers to alter their tactics in merchandising products which reflects consumer needs but also on the other hand



recommending to policy makers to take steps in creating awareness on materialist issues from over consumption. The final section (8.4) of this thesis concludes by revisiting the research objectives and making final comment on them.

#### 8.4 Conclusions to the objectives/hypotheses of this research

Five objectives/hypotheses were outlined in chapter three and when taking each one in turn, comment can be on them prior to finalising this chapter and completing the thesis.

##### 8.4.1. Objective one - To evaluate the buying practices and behaviour of adults as toy givers.

Objective one considered the evaluation of parental behaviour of adult toy gifters when buying for children. This was tested and evaluated to a certain extent across all five original themes where the results and findings contributed to a number of academic works previously conducted. These were outlined in chapter 7 (sections 7.1 - 7.4) and highlighted differences for categories of parents in their approach to purchasing habits. Evidence exists of different timings for gift searching and different spending patterns between certain categories of parent. Additionally information sources, the roles and motivations and level of involvement also showed some differences with certain demographics such as gender.

It is clear from these findings that demographics contribute to the way parents and adults purchase toy gifts for their children, with some taking a planned approach and others less so. This suggests consumer behaviour is impacted upon by demographics to a certain extent and shown that toys themselves provided differences in approach. Objective one has been achieved to a certain degree as evaluations have been made through discussing the findings with the literature, which extended previous information as outlined in sections chapter 7.

##### 8.4.2. Objective two - To examine the importance of information sources used by adults in selecting toy gifts for children.

This objective set out to examine the importance of information sources (within the search strategy framework) used by adults in selecting toy gifts for children. The original seven sources found by earlier work were used with the introduction of the internet as the eighth. The interpersonal sources of information proved to be important for some categories of adults, with gender having an impact. Marketer and media generated sources showed

importance for the younger parents and the marketer generated sources were important for parents with lower social standing. Despite the internet being noted as an information source, for its convenience, data analysis did not find it important enough as this stage. However it cannot be ignored in the future. The main findings highlighted in particular new groupings for the sources of information; mass media and interpersonal, suggesting a favouring of certain information sources by certain strata of respondents. Favouring occurred not just at Christmas time but also at birthday times. In identifying these points from the research conducted, the objective has been met, as an examination has occurred and the importance of the media and interpersonal sources has been highlighted on the new model. A suggestion has also been made in adapting an original model of search strategies (Otnes and Woodruff 1991).

8.4.3 Objective three - Parents will have different perceptions when buying toy gifts for birthdays and Christmas in relation to its importance and concerns.

This objective considered the level of importance and concerns adults had towards gifting toys at the two 'special occasions' of Christmas and birthdays. This research provided much needed insight into birthdays as a gifting occasion and also identified some key differences between the two occasions highlighting in respect of spend and planning purchases. It did highlight that birthday giving was less concerning as the family composition became greater in number and more established. It is fair to say, then that this objective may have only been partially met in some respects, as the other hypotheses were not supported, but in demonstrating differences between birthdays and Christmas as gifting occasions, this objective was surpassed.

8.4.4 Objective four - To identify the role adult gift-givers adopt when gifting toys to children

Objective four set out to identify the role adults would adopt when gifting toys to children. The literature had highlighted many roles and motivations towards gifting but none had been investigated from a positivist perspective in respect of toy gifting. Through the factorial analysis of the data set four new roles, (**Diplomat, Educator, Pragmatist** with one being rejected **Guilt-Ridden Giver**), were identified and proposed on the figure (6.8) for gift-giving of toys to children. These roles provided contribution to the works of many such as Otnes, Lowrey and Kim (1993), Hill and Romm (1996), and Clarke (2003; 2008).

This objective has been met as more than one role has been identified for parents gifting of toys although it does not show one role in particular as having more prevalence. Here parents have adopted a role and certain demographic criteria impact on the role parents take. This is clearly a finding which needs taken into account with any future research conducted within this or a similar context.

8.4.5 Objective five - To classify the feelings adults may have if they think they got the gifting experience wrong and the impact this may have on the adult-child dyad.

The last objective sought to classify the feelings adults may have if they thought they had got the gifting experience wrong and the impact this miss gifting may have on the relationship with their children. As with objective 3 there was a lack of findings from the questions asked. However, findings suggested parents' neutrality towards being annoyed or being upset when they get their gifting wrong and for fathers they felt that gifting toys slightly strengthened the relationship with children.

In some respects this objective has not been met as fully as it could have been but there has been contribution made towards Ruth, Otnes and Brunel's (1999) model. Here with birthdays needing to be taken into account, it suggests some impact from the gifters perspective showing some gaps between the giver and recipient. This poses further questions for research.

## 8.5 Chapter summary

This chapter has provided conclusions and recommendations from the thesis. In beginning with the limitations for the research it highlights the timing, method of distribution, research method and sample frame as considerations for the research conducted. Future research is noted including conducting city comparisons; cultural comparisons; considering particular category groups inclusive of lifestyle change; changes in information sources used for gifting and gifting in non-recession times.

Recommendations were made to toy retailers in the areas of developing the internet as an information source, merchandising towards family child gifting and pricing of toys to reflect gift purchasing. However from a social development point of view recommendations were also made to policy makers concerning advertising regulations and

the education of consumers/children in their formative years through the current education system.

The chapter ends with a reflection upon the five research objectives where it is highlighted that they have been met overall to a certain extent, and as noted in chapter 7, a distinct contribution to the academic field has been made.

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Gift-giving of toys from adults to children

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Appendix for thesis

Volume II



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Appendix 1

Interviews Theme One Researching with children (No 1 A)

Respondent Profile		Female	Age Approx Mid 40s
Partner	Yes	Married	
Children	No 1	Boy	Age 16
	No 2	Boy	Age 11
<b>What issues do you think will be encountered in conducting research with children aged 3-5 years old?</b>			
<p>You are asking them to sit down and draw so maybe their concentration span, you said 20 minutes, so to ask a child of that age to do something in 20 minutes, is that feasible, I don't know. Understanding what you are actually wanting them to do, you know making sure that the questions you are asking are quite clear because they might go off at a tangent. 3-5 year olds I can't remember it was such a long time ago. (It's ok you may come up with some other ideas soon). I am not sure if this is the right time to answer this. I don't think you will have any issues with it as I think the kids will probably find it quite an exciting topic, you know talking about gifts, and what they got, so I don't think there will be any issues there. You might have an issue with gender, i.e. boys and girls because they are very different.</p> <p>(In what way?) Well I would think, when I am speaking about concentration I would think the girls would be better than the boys. Because they will be different, are you doing it on a one to one basis (no in group's probably about 6-8 children).</p> <p>If you have got them mixed in there, so that could be quite challenging because either (gender) could be demanding</p>			
<b>Is there a particular role I should adopt when working with the children?</b>			
<p>Yes you could bribe them.</p> <p>(Is that a role)? As in being a school teacher, (could be, do you think that is what would be required?).</p> <p>No I don't think you would have to, Yes I do think you have to with that age group. You have to have some kind of structure with them and you could also bribe them. I am sure you will have something little for them at the end anyway (possibly yes, that is a thought). I think you have to have good structure with them, seat them in a certain way, round a table and to get them to be quiet by either asking them to do something, so you may have to take on the role of that like a teacher.</p>			
<b>How do you think the issues you mentioned could be overcome? (note interviewer modified the question in light of previous answer) You have kind of answered some of these questions already but how do you think some of the issues you have mentioned could be overcome, we have kind of chatted about structure, bribery and reward.</b>			
<p>A nice pencil and rubber, we don't want to give them sweets; we don't want to encourage that (and obviously adopting some sort of formal role) I think so (an expected role maybe, a teacher that is maybe how they perceive adults or whatever)</p>			
<b>Again, you have touched on some of this What are the advantages/or good points of doing research with children of this age?</b>			
<p>They are always very truthful aren't they kids that age will let you know what they think. There will be no hidden agenda definitely an advantage.</p>			
<b>Conversely, What are the disadvantages/or bad points of doing research with children of this age?</b>			
<p>They would be running riot and not doing a damn thing you are asking them to do. (Again it is almost like that lack of concentration thing). Which may happen more with the boys than the girls, I think from my experience, boys could kind of get fed up very quickly. When I was going on about that 20 mins and the concentration span you would be lucky if you get 5 minutes from the boys</p>			
<b>Moving onto theme 2 (the actual topic of toys) Is this topic of favourite toys (being gifted) something that would appeal to children? Why?</b>			
<p>Well my experience of the favourite toy was whatever was in fashion at the time, for example the Tellytubbies, I can remember that quite well. Every child in the country wanted Tellytubbies for their Christmas and they were very hard to get. (Is the theme of toys as gifts appealing?) Yes toys are always appealing to children, especially that age group. It is not until</p>			

they are older; they don't want toys anymore so 3-5 year olds definitely.
<b>(Thinking about the drawings themselves) Do you think children of that age will be able to answer simple questions via drawings, why?</b>
I would say it would be harder with a 3 year old than a 5 year old because 4-5 year olds will be at nursery and therefore they will be doing that kind of thing all the time. You know they will be asked to draw their favourite toy they got at Christmas. Kids do that, even the 3 year old probably will not have an issue with that. You might have an issue understanding what they have actually got down on paper, but what they draw is what they perceive is their favourite gift. (That is a question I have got later on). You may have an issue interpreting them, but if you are asking questions also, is that what you are going to do. (I would plan to ask them to draw their gift and then possibly ask them if they could they explain it really). I think a majority of them would know what it is but you are bound to get something which will make you think "what is that?"
<b>What type of drawings do you think they will produce?</b>
Very colourful, I think if you are giving them lots of coloured paper, what sort of materials are you giving them?(Coloured paper and pens). Yes they will be quite bright and if you get one that is black and has skull and cross bones on it then that child has got serious issues. Apart from that the 3-5 year olds are going to be very simplistic. For example for a fire engine you could get a box with wheels and that to you or me could be a car or a lorry. Hopefully if it's a fire engine they might have a ladder on it. (so what you are saying is I might get a basic representation of a picture generally or that sort of thing?)
<b>Will the drawings be easy to interpret? Why? (Obviously as a researcher you have got to make some sort of interpretation of the drawing as such; do you think that is an easy thing to do?)</b>
Some of them will be but there will be others you will look at and you won't have a clue what it is, I would expect. I remember this clearly as well. Some children are good at putting things in writing and putting things in a picture and you have got others that can hardly hold a pencil, so you are going to have quite a difference on what you are going to get.
<b>Do you think children will be able to tell the difference between Christmas and their birthday gifts, why?</b>
No (why?) because at the end of the day they are getting a gift at a specific time of the year, Christmas or their birthday. To them the important thing is getting the gift and I mean really at Christmas what do they see Christmas. It depends how they are brought up. Am I going off at a tangent here (no) so it depends how they are brought up. If they are brought up, for example, if they go to Sunday School then their idea of Christmas could be totally different to somebody else (so a religious impact may alter the perception). I really don't know what percentage of children would fall into that category. Generally though, to me a child nowadays, Christmas time is just an exciting time where they are going to get lots of gifts and it is a fun time. Birthdays it's a fun time and an exciting time so would they really know the difference. I used to drum it into my kids about Christmas and what Christmas was all about and I really don't think it will make any difference to them. In fact they prefer Christmas more so than birthdays because they got more at Christmas They got their stockings they got all those little toys so it was more (could it be that children see their birthdays as Christmas as well at that age). I don't even know if the word birthday or Christmas comes into it. (I would say to them at Christmas and Birthday time- what you are saying you don't think they would be able to disassociate between the two anyway?) I think at Christmas time there is more going on than at Birthday time because at Christmas you have got all the things going on at school, the nativity play the Christmas tree so maybe it does mean something more to them.
<b>Do you think they will be able to say who gave them the gift for Christmas and Birthdays, and why?</b>
Yes because the majority of parents sit down with them and say when they are opening their presents and say that's from Auntie Julie and so they are aware of who to write the thank you note to. They are aware - I have always felt that my children were aware of what gifts they got, who they got them from and at that age I still think they would be aware of who the gifts came from but as they get older they begin to be more aware of the value of the gifts and then they say "he got more than me" but I still think at that age they will be able to (even at three?) yes and (work out the difference between the person doing the giving?). I am not sure at that age, what do you mean, what question are you asking them - if they were given a certain present from Auntie Julie and they would know at birthday times Auntie Julie has given them that gift. (There a man giver at Christmas?). That's mum and dad isn't it. (for 3-5 year olds?) Well that

could be Santa, forgot about that – right up until secondary school it is Santa but he has been out of my life for a while
<b>Do you think they will be able to understand/describe the emotion towards the person who gave them the gift and why?</b>
They all like Santa don't they? (Describing their emotion to the person so if I asked a question you got X from a person for Christmas how did that make you feel?) Quite hard I think how you ask that, maybe they would find it easier I don't know. (You know getting such and such a present). For example for a birthday present if they get something they really want then, from an uncle, then that Uncle would be their favourite Uncle at the time because they were given that present that they really wanted as a gift. So yes they probably do, they will be able to express the emotion they would have like a favourite person. Is that what you mean? (Yes. You have got present x from somebody and how do you now feel. I suppose you are quite right that person gets elevated to favourite) favourite yes (because I want X therefore they are identifying the gift and the person as one thing) I remember that from my own childhood.
<b>Do you think there will be differences between children's ability to answer and if so what will impact on this? You mentioned gender earlier on and you mentioned age do you think there is anything else?</b>
Can't think of anything else there (that's ok) If I think of something I will tell you
<b>What factors will impact on the different responses to be given? Removed question as already answered</b>
<b>Moving on to the last theme What do you think I will find out about their favourite Christmas toy? Or just in general</b>
You will probably find out that it is something in fashion it will be the Tellytubbies, something in the top ten that will be the trend, you know the child will have that toy.
<b>What do you think I will find out about their favourite birthday toy?</b>
Same also there there's bound to be the same trend whichever month their birthday falls what else would you find? Type of gift they are getting could be quite interesting, depending on Christmas or Birthday you know. When I am speaking about trends and all that, 3-5 year olds I have no idea what is in vogue for 3-5 years olds these days you know. Kids are getting younger and younger when they want electronic gadgets. I don't know, so that might be quite interesting. Also traditional toys at that age group or are things changing
<b>Additional question added do you think there is anything else of burning concern that I should maybe think about when I am conducting this kind of research session with the kids</b>
No I think that will be fine and I think the kids will enjoy it you know because at any age a child will be it is something they will enjoy drawing about or talking about as it were and they will be desperate to let you know what their favourite toys are I am sure unless they are a boy and they will be pinging rubbers at you and being really horrible to you.

### Interviews Theme One (No 2 A)

Respondent Name	DATE	Female
Partner	Yes	Married
Children	No 1	G
	No 2	B
<b>What issues do you think will be encountered in conducting research with children aged 3-5 years old?</b>		
Level of concentration, lack of understanding/interpretation of what is being asked, drawing what you want rather than favourite thing of the moment, thinking back to the time, group interaction, they might copy each other, may draw something they would like.		
<b>Is there a particular role I should adopt when working with the children?</b>		
Lead them and try and participate with them. To help prevent a 'them and you' situation. It may help them to get confidence and become more relaxed possibly.		
<b>How do you think the issues you mentioned could be overcome? (note interviewer modified the question in light of previous answer) You have kind of answered some of these questions already but how do you think some of the issues you have mentioned could be overcome.</b>		

Sitting in with them. Knowing you may help may affect how they will react to you. If the teacher is present, it may aid the children to feel threatened by you. Maybe have a warm up session. Most important thing is they can stay relaxed
<b>What are the advantages/or good points of doing research with children of this age?</b>
To get an understanding of their thought processes. That can help people who do the marketing. Have to be careful they are not pressurised. Unknown area. Intriguing what you will find, there will be differences between the 3-5 year olds.
<b>Conversely, What are the disadvantages/or bad points of doing research with children of this age?</b>
Getting something that they think and they actually understand what you want. The validity of it. If they are relaxed and happy in what they are doing. (Clarification given on two sessions and stated that drawings would be given back to parents etc). This may influence what they draw the second time. Be careful that they are not led but until you do it, it is a learning process.
<b>Moving onto theme 2 (the actual topic of toys) Is this topic of favourite toys (being gifted) something that would appeal to children? Why?</b>
Yes they are often very passionate about things even if you try and distract them they will want it even more
<b>Do you think children of that age will be able to answer simple questions via drawings, why?</b>
5 year olds yes but 3 year olds the interpretation may be difficult
<b>What type of drawings do you think they will produce?</b>
From stick men to shapes to totally obscure drawings that you may not be able to interpret at all. (Clarification given about talking through what they will draw). What they may draw may not be the same as what they are thinking.
<b>Will the drawings be easy to interpret? Why?</b>
There will be a wide spectrum. Some may have more ability of using the coloured pens and have confidence. In terms of making sense of the drawing. May be interesting what they focus on in the drawing. i.e. a doll is it a blond doll, i.e. one aspect may be more clear i.e. a sword. Could be misinterpreted.
<b>Do you think children will be able to tell the difference between Christmas and their birthday gifts, why?</b>
That may depend on when their birthday is i.e. if it is near Christmas. The timing of the session may be key. It may become blurred as to what was their favourite toy. They may only open one favourite toy on Christmas day so they may only be one link
<b>Do you think they will be able to say who gave them the gift for Christmas and Birthdays, why?</b>
If it is a key person linked to something they really want. Do they read the tags? How the opening takes place i.e. who it is from and the associated thank you process. (Clarification given on people giving at Christmas). – Maybe they will see the people at Christmas which may make them remember who gave them the present. Or if they have a birthday party they may remember the gift
<b>Do you think they will be able to understand/describe the emotion towards the person who gave them the gift and why?</b>
To some extent – it will have made them happy and that person may become their favourite person. If there is contact there may be a difference. Local versus far away – so there may be a difference. Father Christmas – will they know that everything comes from Father Christmas – what happens at home may impact on what you find, i.e. how are Santa presents delivered ?
<b>Do you think there will be differences between children’s ability to answer and if so what will impact on this?</b>
You will get a spectrum depending on how mature they are. Some may want to tell you everything and some may not be as keen. Therefore the group thing may be better. If they are relaxed you may get better feedback
<b>Moving on to the last theme What do you think I will find out about their favourite Christmas toy? Or just in general?</b>
It will be interesting with the Christmas and all the advertising and what happens at their birthday. So it will be interesting to know where the idea comes from. Their favourite Christmas toy may be different to where the idea for a birthday toy comes from

<b>What do you think I will find out about their favourite birthday toy?</b>
Whether they have the original or maybe it is linked to a favourite television programme. Changes on television programme. Peer pressure? may be stronger for five year old than three
<b>Additional question added do you think there is anything else of burning concern that I should think about when I am conducting this kind of research session with the kids</b>
Need to prepare. Meet them beforehand, 20 minutes is not a long time to get to know them. Not taping them etc. Keeping notes of it so that they are not sort of singled out. Watch they are not copying each other

Interviews Theme One (No 3 A)

Respondent Name	DATE :	Male
Partner	Yes	Married
Children	No 1	Age 9
	No 2	Age 6.5
<b>What issues do you think will be encountered in conducting research with children aged 3-5 years old?</b>		
Getting a clear answer out of them, which makes sense to us, getting them to remember things from a period of time, even a few months, research wise I suppose you would have to be thinking about the best time to do the research as soon as possible. Then with Christmas it then brings in the issue of Santa, I still don't want to deny he exists. Heap of difficulties and issues that you are going to encounter. Perhaps what they have seen and what they think now will be different at the time. I would see it as a challenge that is for sure.		
<b>Is there a particular role I should adopt when working with the children?</b>		
(Some clarification sought on the role). Need to approach it in a light hearted way to kind of draw their enthusiasm and thinking about their gifts. (Clarification given – i.e. may have an authoritative role in nursery setting). Role would need to be a bit more laid back and encouraging, a bit more friend orientated		
<b>How do you think the issues you mentioned could be overcome? (note interviewer modified the question in light of previous answer to be)</b>		
Research would have to be done at a certain time of year. With the Christmas scenario thing then January is going to be a good time. It will still be fresh in their minds. Other than that you are going to have to try and track their birthdays which would be problematic, nurseries will have birthdays between a 6 month period. Getting kids to remember something that happened a few months ago is incredibly difficult.		
<b>What are the advantages/or good points of doing research with children of this age?</b>		
One would hope there would be a degree of honesty, one would hope that they would not be as guarded as older children. Yes hopefully they would come up with honest answers that would be the main advantage. From a research point of view they (children) would be accessible, if you are allowed to research them (authorities). As a group you would get a lot out of it, they will be fun to work with.		
<b>Conversely, What are the disadvantages/or bad points of doing research with children of this age?</b>		
Access to them, memory, certain drawbacks		
<b>Moving onto theme 2 (the actual topic of toys) Is this topic of favourite toys (being gifted) something that would appeal to children? Why?</b>		
Guessing it would. It is a fairly important part of their lives. 3A's son's birthday was uppermost in his mind. At 3-5 is it quite different you could give them a box with nothing in it and they would be reasonably happy. The way they view gifts though changes and changes reasonably quickly, after the age of about 6, 7 and 8 there is a lot more peer pressure involved and that is where the ideas come from. Whereas in the past it is much more the parents who have the ideas. That shift in parent to kids is obviously a big one. Parents have different ideas of what their kids should be getting as gifts as the children do themselves. From our point of view it becomes outrageously expensive and not good from our point of view. And the other things I think you know brothers and sisters – there is a difference. With the first child the parent's influence the early years than the child who has an older brother or sister who they look to figure out what they should be doing and what they should be getting as presents. Some discussion regarding 3A's 6 year old wanting an iphone.		

<b>Do you think children of that age will be able to answer simple questions via drawings, why?</b>
Yes I think they should I guess the problem from the researcher's perspective is interpreting the drawings. I am sure there are ways and means of interpreting the drawings. That would be problematic. I am guessing the kids themselves would be delighted to produce drawings of their favourite gift. I guess social background comes into this – if this comes through the drawings that may open up a whole lot of other problems that you don't want to involve yourself with.
<b>What type of drawings do you think they will produce?</b>
Kind of answered this question in the last section- not an issue though – yes the interpretation would be the most problematic. The other thing of course is how well the child can draw. Some kids can draw fantastically well at a very young age (3A's son had a pal who could draw who was a fantastic drawer – had an eye for it a brain for it and could convey anything you wanted
<b>Will the drawings be easy to interpret? Why?</b>
Most kids of that age are going to struggle with it. You are not comparing like with like using drawings but you would not be with words either, so again there is no perfect way of doing it.
<b>Do you think children will be able to tell the difference between Christmas and their birthday gifts, why?</b>
Yes I would have thought so at that age because Christmas has such a big build up to it and it is a collective event as opposed to a birthday which is an individual event. Trying to think of my own children not really aware of them looking forward to more than one thing or another. Sometimes they look beyond Christmas look to their birthday and yet Christmas is before then. It is a different event and I think they would tend to see it as a different event. Certainly at ages 3, 4 and 5.
<b>Do you think they will be able to say who gave them the gift for Christmas and Birthdays, why?</b>
Age 3 maybe not, 4 getting there 5 yes maybe. I think you would find a sliding scale between 3-5 year olds. 3 year olds might struggle a little bit just because their time span is so short at that age and then up to five year olds where they would probably be very lucid with regards to their Christmas or Birthday present. I am guessing that would be the case
<b>Do you think they will be able to understand/describe the emotion towards the person who gave them the gift and why?</b>
Yes I think so having come across it in the last couple of days they can they could probably have a fairly good attempt at it. The problem is as we have discussed in the past the kids get so much stuff these days that I think you are right to focus on the thing that was their favourite because that gives them a whole lot more to go on than just presents in general, they just end up with so much stuff it is just outrageous.
<b>Do you think there will be differences between children's ability to answer and if so what will impact on this?</b>
Their ability to convey things clearly – some individuals may be more lucid in their ability to explain things more than others are. That may depend on the individual characteristics and traits of the individual in being able to convey what they mean. That may be because of their peer groups, their siblings or their parents, you know. If their parents sit and speak to them all the time then they are likely to be better versed at speaking to someone.
<b>Moving on to the last theme What do you think I will find out about their favourite Christmas toy? Or just on general</b>
Difficult, I would suspect at that age size would be an issue, something which is large and multi faceted. It has to do lots of things, that would be something memorable for them or I suppose the other thing if they are particularly into one thing (ages three to five who are particularly into one thing at the expense of others). I am thinking about my son when he was five he got into the Wii, and he was fairly obsessive about the Wii for quite a long time. Does not play much now but for a short period of time he was quite obsessive. If you were speaking to him during that period of time that would be his thing. Now he is into social networking and Club Penguin (Disney social networking session) so that is what he does now.
<b>What do you think I will find out about their favourite birthday toy?</b>
With birthdays you would tend to have less presents than at Christmas, Christmas seems to be smaller presents and more of them and birthdays seem to be one specific thing. My son got an iPod touch yesterday for his birthday that was his one big present. As you get older you get one big present as opposed to the multiple presents but I think also for birthdays, it seems to be one



big present for the birthday as opposed to the filling up the stocking concept of Christmas. There are no hard and fast rules in our house with regards to that. The other thing I would add is this time of year. If it is summer it would be one type of present if it was winter another type. We have got one in October and one in March so again you would expect there would be a slight difference in the types of present you would get at that time of year. Also there is quite a bit of difference between being 4 and 4 and a half.
<b>Additional question added do you think there is anything else of burning concern that I should maybe think about when I am conducting this kind of research session with the kids</b>
Nothing springs to mind, the other thing is the further implications for research and what they say but no.

#### Interviews Theme One (No 4 A)

Respondent Name	DATE : 7 <sup>th</sup> October 2009	Male
Partner	Yes	Married
Children	No 1	G Age 23
	No 2	G Age 19
<b>What issues do you think will be encountered in conducting research with children aged 3-5 years old?</b>		
Disclosure, getting permission from the parents, language that you use, need to be some sort of discourse that they understand, keeping their attention, trying to provoke their interest in what you are studying, by behaviour and body language. I imagine you would be observing the drawings at the end. I suppose things like the size of the paper and the colour of the pens would be important. The time given the children. What I found with my kids is they were both perfectionists and never finished anything.		
<b>Is there a particular role I should adopt when working with the children? (already mentioned body language)</b>		
You don't want to introduce any bias into the drawings so I think you have just got to articulate to them quite clearly what it is you want, what the objectives are and then perhaps remind them of what these objectives are at different intervals (within that 20 minutes) to keep them focused on the requirements of drawing their favourite toy they received as a gift. Maybe enthuse them beforehand, do something that is creative to open up their thinking processes maybe guide them in a particular way to help them remember the toy. (Clarification given on age). 3 year olds might not have even thought about it – whereas the 5 year olds may have thought about it. Have to make sure they don't get distracted. Make sure they are comfortable, right tools to do the job and they are briefed effectively.		
<b>How do you think the issues you mentioned could be overcome?</b>		
Briefing – you carry out the briefing within the guidelines of the research without introducing any bias. You would have to relate that to some sort of model to what is allowed and what is effective. Concerned about how you are just doing the drawing (clarification given on the fact that questions will be added). What about actually receiving the toy. Maybe it was not their favourite toy but because they got it from a particular person. Maybe that makes it their favourite toy. So maybe if you articulate that in the discussion, something linked to a model and then you evaluate them all linked to the same criteria, which would be underpinning by some sort of theory on child behaviour or child psychology. I don't know if things like brand might become important at their age and that might have influenced their favourite toy as adults are influenced by brand. Maybe they are not deeply enough cognitively developed to appreciate brands. I know when they get older they do – it is all about brands. They would not be seen dead in some sorts of things.		
<b>What are the advantages/or good points of doing research with children of this age?</b>		
They have no preconceived ideas. They have got no political agenda. They will just answer you honestly. There will be risk analysis related to their answers because I find as an adult I evaluate what I am going to say. I am careful about what I say to students in case they find it offensive. Young kids are quite creative and they don't seem to have any boundaries and they can think latterly (maybe not 3-5 but up to the age of 11). Their attitude would be correct and they would be doing it to please you and not themselves hence they would respond.		
<b>Conversely, What are the disadvantages/or bad points of doing research with children of this age?</b>		

Distraction plus they have to be assured that they know what you want. Older children may have an agenda as they have been taught in a linear manner.
<b>Moving onto theme 2 (the actual topic of toys) Is this topic of favourite toys (being gifted) something that would appeal to children? Why?</b>
I think favourite toys would evolve. I am not too sure if they make decisions about favourite toys when they get them. It maybe becomes a favourite toy. When my kids were that age there was a big big thing about beanies and they had 100s of beanies each but their favourite one evolved as time went by. The interesting thing about this is they do become interested in a theme, like Barbie's and things like that and then they will focus on that and everything else falls away. At that age their life is about toys there is nothing else. Might be a difference in gender as well. I always found boys to be absolutely destructive, and girls just got on with it. You know setting up their dolls, cooking or first aid or whatever, whereas boys were all over the place.
<b>(Thinking about the drawings themselves) Do you think children of that age will be able to answer simple questions via drawings, why?</b>
Yes they are a lot more precocious than they used to be and they will enjoy what they are doing
<b>What type of drawings do you think they will produce?</b>
It would not be landscapes or cartoons it would just be their perception of what it looked like. They would just give you what was in their head. An older child may give you a cartoon. They would just interpret their drawing the best way they could. They would not have any training in drawing. Maybe it would not represent the toy very well
<b>Will the drawings be easy to interpret? Why? (Obviously as a researcher you have got to make some sort of interpretation of the drawing as such; do you think that is an easy thing to do?)</b>
No because they might not have any skills in the area, they might have forgotten, they might draw the wrong thing. I don't know what the transfer process is like. i.e. observation – how good is children's observation.
<b>Do you think children will be able to tell the difference between Christmas and their birthday gifts, why?</b>
I don't know it depends how clever the kid is. Some of them will be quite precocious and remember that. Unless the gift has got some sort of link into Christmas i.e. like a model of Jesus. CDs, tapes, reindeer. They would remember that and link it into Christmas. I remember when I was a kid I did not really care about the time just when I got it and loved it. You know what I mean.
<b>Do you think they will be able to say who gave them the gift for Christmas and Birthdays, why?</b>
Oh definitely – I think they know – I think if you ask them who did you get that from they can tell you. Or if you say you got that from your Auntie Alison they say no I got that from my Uncle Bill. I think they are quite clever at remembering that unless of course they are getting a huge amount of gifts. Analogy given to film 'Taken' when the father's gift is loved for about 2 seconds as the stepfather has bought the girl a horse. Depends on how many gifts they get and how spoilt they are.
<b>Do you think they will be able to understand/describe the emotion towards the person who gave them the gift and why?</b>
Don't think so they won't be able to describe the emotion. Gratitude, love that would be it. I think you get more out of giving than taking, I certainly do. Maybe the children's taking is a big thing for them there. I remember the time I got a cake at three and I did not want anyone to get my birthday cake so I ran round the house hiding it. Possession is important to the younger kids.
<b>Do you think there will be differences between children's ability to answer and if so what will impact on this? You mentioned gender earlier on and you mentioned age do you think there is anything else?</b>
Their memory but maybe some kids of that age have got well developed memories. Maybe there is no association between the gift and the person. You would have to do tests on that – you would have to get 40 kids and see what they thought. Maybe they can't remember because they are not developed enough. If you ask me, as an adult what, I got from my wife for my Christmas and birthday, I don't remember any of the recent stuff but the stuff I do remember are the really good things she gave me like the silver bicycle that came from Hong Kong. I remember that because it was the wrong size and the neighbour took it back from Hong Kong but I do remember it in the context of she spent a lot of money on it. So she valued me but I don't think kids to think like

that.
<b>What factors will impact on the different responses to be given? Question removed in light of previous interviews</b>
<b>Moving on to the last theme What do you think I will find out about their favourite Christmas toy? Or just on general</b>
Well I remember when you talk about Christmas toys you are always constrained a little bit by the ice and the snow. I used to get roller skates and footballs and stuff like that and I was not allowed outside with them. The season was quite constraining compared to my birthday, which was March, where I could run outside with my football. I suppose you could get Christmassy gifts, such as gloves, sledges and if your birthday falls in summer outside toys. Well it depend how religious they are, maybe the parents don't give Christmas gifts you know maybe they just give birthdays. So maybe Christmas is a big big thing in the house. I think it is in the Western society where everyone gets a gift whereas birthdays only one person gets the gift
<b>What do you think I will find out about their favourite birthday toy?</b>
They can go to their mates and talk about what they got and that might influence their perception of the toy
<b>Additional question added do you think there is anything else of burning concern that I should maybe think about when I am conducting this kind of research session with the kids</b>
Can't think of anything else, sorry

#### Interviews Theme One (No 5 A)

Respondent Name		DATE :	Female
Partner	Yes	Widowed	
Children	No 1	G	Age 46
	No 2	G	Age 43
<b>What issues do you think will be encountered in conducting research with children aged 3-5 years old?</b>			
Probably inconsistencies in their answers, what they like one day they don't like the next.			
<b>Is there a particular role I should adopt when working with the children? (Do you think there is any particular role ?)</b>			
You might have to give them some ideas; you may have to give them some help with shapes. You might find it difficult to interpret their drawings and you might have to help them with colours, because they often like toys to be in a particular colour or a doll in a particular colour, so you might have issues with that. You might have children who have got very poor hand control. (So they want have the motor skills to do the drawing, do you think an authoritative role might be needed). No I don't think so I think you will need to discuss it with them and it might be an idea to have some catalogues to give them ideas and to help them with their drawing. You need some kind of prompt for them			
<b>How do you think the issues you mentioned could be overcome? Partly answered</b>			
They might find it difficult for them to home in on one thing because they will say I have got this I have got that. So you may have to help them in discussing what would your favourite thing be. If you had the choice of this, this or this which one would you particularly choose above all the rest. You might have to overcome the children copying the person beside them (do you think that would happen quite a lot?). Yes maybe when you first speak to them more in the 5-7 year olds they tend to be more inhibited and tend not to go with their idea and they will look at the person beside them and copy them. They will use their neighbour's drawing as a guide. (Would someone draw something because they would like it too) Yes they will be influenced by other children so maybe working with a smaller group, maybe having them more dispersed about the room. Discuss with each of them what you want them to do so they know exactly what you want before they settle down to do it to get their mind focussed on a particular thing. Mind you if you have pictures and things they don't necessarily have to be able to draw and they could pick and choose from those.			
<b>What are the advantages/or good points of doing research with children of this age?</b>			
You can get the things they are interested in it can be a kind of guide (Some clarification). A lot of advantages as some people will buy sensible presents and some people resort to giving them			

clothes instead of things they really want and vice versa as lots of children would really like clothes. If you want to see a really happy face it is valuable. (more honesty) if they are choosing without that influence (TV) you will get some honesty.
<b>Conversely, What are the disadvantages/or bad points of doing research with children of this age?</b>
Interpreting it is the main problem, although it drives a good point to start off with as you have got the drawing and you can discuss it with them and then you get into more specific things and you might have to develop it. They might draw a book. Its gets them thinking and gets them focussed.
<b>Moving onto theme 2 (the actual topic of toys) Is this topic of favourite toys (being gifted) something that would appeal to children? Why?</b>
Yes because it is something special to them. It is so special to them they want to talk about it and draw it because it is their favourite thing.
<b>Do you think children of that age will be able to answer simple questions via drawings, why?</b>
Why don't you have a chart of faces like those emotives you get so that they can choose the face – need a scale. They will tell you what they like and don't like but if you have a chart they will be able to point at it. You could ask "what was your face like when you opened that parcel". It will help them to express how they felt. Pleased yes I liked it cool.
<b>What type of drawings do you think they will produce? (3-5 year olds)</b>
Maybe very simple drawings which will be difficult for you to interpret but then it is a starting point. They might also choose the easiest to draw (i.e. not necessarily their favourite gift) i.e. I will just draw the sword.
<b>Will the drawings be easy to interpret? Why (Already answered)</b>
You want to be able to identify what they have drawn and some will not get colours right. I think the main this is the drawings will be very simple. They can't write it so the drawing is the obvious thing to go for
<b>Do you think children will be able to tell the difference between Christmas and their birthday gifts, why?</b>
They will certainly be able to identify their birthday gifts as there are cakes, candles, and balloons with numbers and cards with their age number usually on it. Although they can't read that they will identify with that. Christmas they will identify with stockings, colour and all the paraphernalia at Christmas. Whether they confuse the two they might, it depends on how far apart their birthday is from Christmas. If their birthday is in summer it is easier to see the difference. If birthdays are close to Christmas such as in January then they may get combined presents and may not see the difference between the 2. (They might see that as their favourite thing for both)
<b>Do you think they will be able to say who gave them the gift for Christmas and Birthdays, why?</b>
They will give you an answer but whether it will be the correct one, it will be hard to tell. Usually if it is their mum or dad, grandparents or aunties and uncles they see a lot of but mums friends and things like that I don't think so. I don't think that would be very accurate. At Christmas it all comes from Santa
<b>Do you think they will be able to understand/describe the emotion towards the person who gave them the gift and why?</b>
I think you would have to give them prompts such as does "that deserve a hug and a kiss" or something like that. You need to find something to give them a prompt because that is a very difficult concept for a child
<b>Do you think there will be differences between children's ability to answer and if so what will impact on this? You mentioned gender earlier on and you mentioned age do you think there is anything else?</b>
Age you have touched on, gender there will be a difference. Girls are usually more able to talk than boys and more willing to give their points of view. You cannot just take it as level because it is not. You need to work harder with some children and some won't answer. They won't want to talk if it is a bad day.
<b>What factors will impact on the different responses to be given? This question was remove due to already being answered</b>

<b>Moving on to the last theme What do you think I will find out about their favourite Christmas toy? Or just on general</b>
The favourite one is going to be the one they really asked for or if they have been round the shops and they get these things and they get what they want then you know that is going to be their favourite but then you sometimes find the simplest thing like the box it came in they will have more pleasure with that. (Or they will only open one thing on Christmas day?). That's right once they have opened the one that they really like then other things are discarded and sometimes adults feelings can be hurt. That can happen. If you have got a big party going and people are coming in and they only take to one gift and someone is sitting in the corner miffed. Adults get as much pleasure out of giving as the children get from getting
<b>What do you think I will find out about their favourite birthday toy? Do you think that might change or</b>
Not really they all get so much now a days so I think you will find they will have a favourite. It is just a different time when a whole lot of things are piled towards them
<b>Is there anything else?</b>
No

## Appendix 2

### Interview Theme One Researching with Children Finalised

Respondent	DATE Various in 2005	3 females 2 Males	Age Approx – 1 in 70s, 2 in 40s 1 in 50s, 1 in 40s
Partner		2 females married 1 female widowed 2 males married	1 F 2 kids 1 M (9) 1 F (17) 1 F 2 kids 2 M (15, 11) 1 F 2 F (46, 42) 1 M 2 F (22, 19) 1 M 2 M (9.5 and 6)
TOPIC	I plan to conduct research with children aged 3-5 in 2 nurseries. The main aim of the research is: <ol style="list-style-type: none"> <li>1. To identify the favourite gift the child received for Christmas/Birthday by means of producing a drawing</li> <li>2. To investigate who gave (gift giver) them the gift for their Christmas/Birthday</li> <li>3. To identify how the gift made the child (recipient) feel about the person (gift giver) giving the gift to them for their Christmas/Birthday</li> </ol> <p>These sessions will take the form of drawing sessions whereby the children will be given coloured paper and pens. They will be asked to pictorially represent their answers. These are known as art sessions which will last no more than 20 minutes. There will be three themes to this particular interview, which will be recorded and transcribed.</p>		
Question themes	Theme one - researching with children aged 3-5 and the issues involved Theme two – the topic and idea Theme three – what do you think I will find/issues etc		
<b>Researching with children aged 3-5 and the issues involved</b>			
<b>What issues do you think will be encountered in conducting research with children aged 3-5 years old?</b>			
Concentration/Understanding what to do/Interpretation and language/Children not remembering Exciting topic/Girls better than boys/Copying each other/Best time to do the research i.e. after Christmas or ?/Disclosure/Equipment			
These can be ratified to			
Understanding and cognition of children in relation to their development at this stage in asking them to do something Lack of social development to think for one's self (Social development) Differences in levels of ability related to gender Ethical issues			

Operationalisation of the research
<b>Is there a particular role I should adopt when working with the children? (Do you think there is any particular role ?)</b>
Bribery/reward/No school teacher role more friend orientated /Good structure with objectives Lead them, keep them focused/Relaxing atmosphere/light hearted/Bias/Make sure they don't get distracted/Help with shapes and colours/Provide them with a catalogue to choose from  These ratify to The 'marginal semi-participatory role' where as Supervisor, Leader, Observer and Friend – with the latter being the most advocated as it assumes the “less threatening role of non-interfering companion” (Research role is important) Rewards for performance (Rewards and ethical issues) Providing aids to help their cognition
<b>How do you think the issues you mentioned could be overcome? Partly answered</b>
Some role or structure may be required/Have a teacher present/Timing Follow a model maybe the link between person and toy makes it their favourite toy May have to overcome them copying/May need to discuss with them  These ratify to Adopting a role Operationalistison of the research
<b>What are the advantages/or good points of doing research with children of this age?</b>
Truthful/honest/no political agenda/Understanding of their thought processes/Children are fun to work with/A guide as to what to buy  These ratify to Researching with children may provide honest answers and give some ideas (children make good respondents as they are honest)
<b>Conversely, What are the disadvantages/or bad points of doing research with children of this age?</b>
Remaining focused, boys get fed up quickly Access/Memory/Validity of the research/Bias in terms of leading them /Distraction/Interpretation  These ratify to Researching with children may be difficult to do in relation to access, validity and interpretation (children do not make good respondents due to validity issue) Drawings are difficult to interpret
<b>The topic and idea</b>
<b>Moving onto theme 2 (the actual topic of toys) Is this topic of favourite toys (being gifted) something that would appeal to children? Why?</b>
Favourite toy was what was in fashion Special/Passionate about the topic/At 3-5 you could give them a box and they would be happy Parents have the ideas/Older brother and sister add to the ideas/Favourite toys evolve Gender may have an impact  This can be ratified to Children would be engaged in this type of topic – gender may have an impact (Topic choice relevant but gender may have an impact on answers) Favourite toys at this age may not be true favourites as toys evolve Social circles give the children the ideas on favourite toys anyway (external factors impact on individual decisions)
<b>Do you think children of that age will be able to answer simple questions via drawings, why?</b>
Harder for a 3 year old than 5 as they will have done something like this Majority will know what it is but find it hard to draw/Interpreting /Social background Yes more precocious /Chart of faces may help  This can be ratified to Children's social upbringing, age and spatial ability (External factors will impact on children's answers)

<b>What type of drawings do you think they will produce? (3-5 year olds)</b>
<p>Colourful and bright/If you get something dark, that has social undertones/Simplistic not quite what it is – their perception/Motor skills</p> <p>This can be ratified to Children’s cognition and development Simplistic drawings and their interpretation may be different to what you think (Interpretation of drawings very difficult)</p>
<b>Will the drawings be easy to interpret? Why (Already answered)</b>
<p>Some of them easy but others you won’t have a clue, wide spectrum Some children are good at words others are better at drawings/No - Motor skills/No perfect way of doing this</p> <p>This can be ratified to Interpretation of drawings will be very difficult</p>
<b>Do you think children will be able to tell the difference between Christmas and their birthday gifts, why?</b>
<p>Important thing is getting the gift/Christmas could be totally different to someone depending on what they do i.e. Sunday school/Christmas is collective/Birthdays individual/Get a lot of gifts but maybe it does mean something to them/Timing of birthday/Yes due to the celebration that goes with it</p> <p>This can be ratified to Social upbringing will impact on the ability of children to tell the difference as there are many factors (External factors will impact on ability) Timing of events may have an impact on information</p>
<b>Do you think they will be able to say who gave them the gift for Christmas and Birthdays, why?</b>
<p>Yes due to parental influence it changes as they get older, the value is more important Santa/Yes but depends on amount of toys given also it may not be the correct one/Seeing the person helps remembering/Sliding scale between 3-5 year olds</p> <p>This can be ratified to Age of child will have an impact on their understanding of things Parental influence may have an overriding factor (Socialisation may have an impact)</p>
<b>Do you think they will be able to understand/describe the emotion towards the person who gave them the gift and why?</b>
<p>Quite hard or express emotion they may have a favourite person To some extent happy/What happens at home may influence the Santa aspect/Have a good attempt at it but they get so much stuff hard to focus/ Gratitude and love, possession is important Need a prompt</p> <p>This can be ratified to Overawed by whole event when being gifted to therefore hard to give specific details regarding emotions. (Children cannot show the range of emotions) The children will need help as they are not developed enough to answer that type of question</p>
<b>Do you think there will be differences between children’s ability to answer and if so what will impact on this?</b>
<p>Nothing new to be added/ Maturity/ Relaxed – may provide better answers/ Memory/ Gender</p> <p>To can be ratified as Child’s development stages will impact upon their ability to answer (Development) Gender of child may have an impact on the type of answer (external influences)</p>
<b>What factors will impact on the different responses to be given? This question was removed due to already being answered</b>
<b>What do you think I will find/issues etc</b>
<b>Moving on to the last theme What do you think I will find out about their favourite Christmas toy? Or just on general</b>
Find out if it is something in fashion

<p>The idea for where a Christmas toy came from may be different to that of a birthday  Size of toy i.e. large and multi-faceted  Constrained with Christmas re outside toys  Favourite one will be the toy they really asked for</p> <p>This can be ratified as  No theme as such, a variety exists but one stands out being the favourite toy will be the toy they really asked for</p>
<p><b>What do you think I will find out about their favourite birthday toy?</b></p> <p>Find out something that is in fashion/ Same trend but depends in which month their birthday falls  Traditional toys more likely for that age group /Peer pressure may be stronger for 5 year olds than 3 year olds/ Linked to TV programme/ Less presents one specific thing/ Time of birthday impacts on type of toy present/ Chat to their friends about it / Favourite one will be the one they choose out of the many</p> <p>This can be ratified to  Toys - have fashionable items which may be linked to peer pressure or TV programmes i.e. what is in fashion (external influences)  Timing of gift can effect feelings (gift timing is important)</p>
<p><b>Is there anything else to add to this</b></p> <p>No – they will enjoy it/ Need to prepare / Further research implications</p> <p>This can be ratified to nothing major but preparation is key</p>



Appendix 3  
Interviews Theme 2 Gift Giving (No 1B)

DATE September 15<sup>th</sup> 2009

Candidate Name		Female	Age Approx 45
Partner Husband	Yes	Married	
Who do you buy for			
Partner Husband	√		
Mum	NO		
Dad	NO		
Mum-in-law	√		
Dad in Law	√		
Children	No 1	B √	Age 26
	No 2	B √	Age 23
Nieces	1	Up to age 21	
Nephews	Yes		
Bothers	Yes	Yes	
Sisters in law	Yes	Yes buy for them	
Brother-in-law	Yes	Yes	
Sisters in Law mum	1	Yes	
Others	Niece's boyfriend and neighbours		
<b>The first theme I am going to look at is gift giving in general and to probe your ideas about why you give gifts and specific times you give gifts, so generally to start with</b>			
Thoughts on Gift Giving	<b>You give gifts because</b>		
Usually birthdays/Christmas to make people happy. A lot of the time it is expected of me and it's nice it makes people happy. I bought a wee box of chocolates for Female 1 yesterday because she came back from being off ill. She had been off for about seven weeks or so. I bought her a wee box of chocolates it cost me three pounds and she was thrilled. Yes (That's one of your main things behind it) Yes			
Thoughts on Gift Giving	<b>You give gifts at Christmas because</b>		
It is expected of me - it is expected because certain people get presents at Christmas that don't get at certain other times. The season of giving and they like opening the parcels (sometimes people say the parcel) very often it is not the cost of the gift it's the giving of it somebody's has gone to the trouble of buying something. Or I have gone to the trouble of buying something and wrapping it up and giving it to someone. The cost and what it is, is not important.			
Thoughts on Gift Giving	<b>What about birthdays, you give gifts at birthdays because (because birthdays change)</b>		
In the family it is until they are 21 they get a present until they are 21. Then they get money. They get a decent amount when they are 21 then that's it. They get nothing after that (so you have kind of decided that that is the age). That was kind of agreed within the family, obviously I have got nieces and nephews that are closer than other nephews and nieces and sometimes when I see my niece, she is my only niece, if it is near her birthday time I will buy her a birthday present but she is not expecting a present in the next year. She might not get anything but if I am there and with her, I would get her something for her birthday. But not the boys, boys are a nightmare to get for, you cannot see a wee thing and you think I will get that for them.			
Purchasing Behaviour			

<b>So how do you decide who to buy gifts for?</b>
Christmas gifts or (In general) Birthday gifts are only family. I don't buy any birthday gifts for any friends and that goes back to when I had no money when the kids were born. As friends we gave birthday presents to the kids and not to each other. It stopped when the kids were born (i.e. giving to friends). We don't do it now the kids are up neither; we are more likely to go out for a meal. The next birthday the girls will go out for a meal (more of a social thing) social thing rather than a present with my friends.
<b>Now we have talked a little bit about age when do you decide to stop buying gifts for someone, you have already said 21</b>
Family, nieces and nephews, and friends kids as well (now is that at birthdays and Christmas) yes (but some people are obviously older than 21 on your diary) yes but that is just a wee thing. It's a minding like a selection box. They get selection boxes. (so maybe it is just a token) Yes just a token, I was obviously going to see them and took a selection box with me which is just a fun thing. For Christmas my niece has just got a new house, so I have started a tradition of buying her a wee Christmas decoration, a special one each year. So I have got that one to do. My niece and her boyfriend I would see them on Christmas day, so you can't not. I got a box of Thornton's Chocolates for her and bottle of wine for him, so it was just a minding. If you see someone on Christmas day you would have to have a wee present.
<b>When do you decide to start buying gifts for someone? That may be a difficult one. Some people think about age. Maybe something may happen in the next ten years</b>
Well obviously the kids got them from when they were born and my brother-in-law and sister-in-law when they were going out seriously and I bought something for her when they got engaged (so almost like a life changing thing ) yes when my son had a steady girlfriend I got for her, he hasn't got her anything. If he had a new girlfriend, I would still buy her something but it would just be a minding, a wee something. But my son had gone outwith this girl for about 2.5 years so she has become part of the family, almost, so she was getting a proper present (So when people get into the circle, so to speak or that person may become a serious contender for getting married or something like that). When I came up to Aberdeen, I got a wee minding for the wee man across the drive and his wife, just because they took in parcels and such like. They are an elderly couple so they get a wee present. (so it is a wee payback) an opportunity to be nice to them.
<b>Christmas gifts when do you start shopping for them?</b>
November but I have bought before then is I see something and I think that's nice so-and-so would appreciate that and then keep it until Christmas. So sometimes it is May or June, which was because I was away for the weekend and saw the nice Christmas tree decorations and it was a special malt whisky type of liqueur so I bought that for D's dad. (Do you sometimes, and this is me digressing slightly, buy things put them away and forget what you have got for them) Yes that was duty free aftershave I bought for G. I thought that was cheap, I will buy and put that away.
<b>What about birthday gifts when do you start shopping for them?</b>
The week before( so it just oh there is a birthday on the calendar and then ) or if I am posting from Aberdeen a couple of weeks before (I know that is always the issue and with the postal strike just now that is causing problems)
<b>You have already kind of answered this one, at what age do you stop buying gifts for children</b>
Not my own two. I will never stop buying for them. (Right ok so your immediate family you would continue buying for and then the sort of secondary family, you would not buy for). For example G's partner she is over 21 and she gets a birthday and Christmas present. (because she is coming into the inner circle) Yes (or she might not be but I suppose that is just one of those things)
<b>How do you figure out economically what you are going to spend in total</b>
You know I am quite ashamed to say that I don't. (That's ok) I have done in the past, but at this point in my life I don't have to, and that is when the birthday presents and the proper Christmas presents you know from friends and family stopped, well they did not stop completely, we still bought I used to buy 2 pairs of tights for my sister-in-law, so she had a parcel. A cheap and cheerful pair of tights at Christmas or a tin of biscuits. Once again I don't know, that time may come again. At this point I see something and think E would like that and if it is a jumper and it is £50 or £30. (So you don't like have a budget, where you say I am going to spend £10 on someone) I have never said that. I just knew I did not have very much money so I was not buying something that was worth £20, I have not really been a ten pound

<p>each sort of person. No I have never done that. (There was a time when the boys were boys did you ever balance out what they got). Yes, well up to a point, so it looked the same, so when they came down on Christmas morning it looked kind of balanced. The introduction of computer games made that very difficult because I was spending £40 on a wee computer game for G and S had this set of toys. They would come down on Christmas morning and it looks pathetic now (that is interesting because that is one of the things that is coming through). My sort of thinking was that they were needing parcels you know Santa brought (so was that more to get the spirit) yes again that was from my expectation as a child coming into the living room with my brothers and seeing their parcels piled up and my parcels piled up as a child and thinking there were hundreds and hundreds of presents</p>
<p><b>An additional question – Does your husband play much of a part of getting that experience together</b></p>
<p>Yes not the actual buying of the presents. Great fun at Christmas, see when the boys were in their bed (so maybe you were more responsible or took on the role for buying) The buying and the wrapping up was all my job, D would occasionally help outwith the wrapping up when the boys were in their bed. He did actually help outwith the wrapping up (but mainly you sort of got everything) I buy it all.</p>
<p><b>In general what factors influence your choice of gift</b></p>
<p>If is appropriate for them, if I think it is something they will like, make them happy. (Looking for something that just pleases them) I am not a hugely extravagant person. You know when D was 50 we went out to buy him a watch. You know a good watch like a Tag and you know we were standing looking at them and thinking I cannot spend this amount of money, you know it is a watch you know. He got one but you know not a £600 watch. How can you spend that amount he said but it is your 50<sup>th</sup> birthday, it is a watch for goodness sake. Just buy me a watch. So we are not extravagant in that way. (Because some people can be) ok yes I had the £500 to buy him a good watch for his birthday but when we actually went out to choose it he was not looking at the £500 watch. He did not want me spending that amount of money on a watch.</p>
<p><b>Do you think your factors would differ according to who you are purchasing for? or can you think of anybody is there anything I just can't buy them</b></p>
<p>Well it has changed since I came to Aberdeen because D's friends have all got more money than sense, well not all of them. A lot of them are wealthy people. One of his friends was ill in hospital, we have to take him something, what are we going to take him. I thought his girlfriend had to be thought about as well you know going up and down to the hospital. I thought I would get her some toiletries from Boots. Something nice as D was going to the house to visit them and I will make a parcel for her a nice wee basket and get her some bath oils or something like that. I ended up spending £35 now that was more than I spent if it had been one of my friends because they would have got a 'Boots own', Sanctuary or something like that or bath oils. I knew this girl would want something different. So I ended up buying Channel oils or something like that because I knew that was the type of person or standard they were. (So you may be felt a wee bit pressured into, maybe not pressured) not pressured (but the expectation). Yes, but by the same token I would not have put myself into debt to keep her happy. Had we been in different circumstances you know 15 years ago, she would have got something out of Boots and that would have been it. That would have been all I would have been able to afford. I am working now and the boys have left home, so that makes a difference, but things change, who's to know what is going to happen tomorrow.</p>
<p><b>We may have touched on this one already you know how do you decide what you are going to buy people, maybe at Christmas you know?</b></p>
<p>There is sometimes you have just got to buy people something and you think what am I going to buy. It can be a struggle not the cost but just what to get. D's dad is the worst, men are the worst, D's brother is just as well, men in general are hard to buy for. D's dad - it is a better present we buy for him, my brother I can just buy him a nice bottle of wine. When you are buying something slightly better you know £30 you're like what can I get him? You end up going to Marks and Spencer's and getting something and he can take it back if he does not like it.</p>
<p><b>Are you bothered if they like the gift you gave them?</b></p>
<p>I would not bother at all, if they take it back it would not bother me at all (if someone said they did not like the gift to you) I have never given something that I have been told someone does not like (you hope not?) Maybe I have given present somebody does not like but nobody has ever said they don't like it. They have maybe just taken it back to Marks and Spencer's or</p>

wherever, but no one has ever said.
<b>What if you were buying something for someone would you expect something in return.</b>
No, but it is awkward if someone gives you a present and you have to give them, which I would do, but not the other way you know because I have given somebody a present I would not be expecting something back. (So some people on the diary don't reciprocate). My sister's mum and dad don't. Nieces and nephews don't. (That is quite common)
<b>If you were buying a toy gift for a child under 11 what factors would impact on your purchase choice? Your experiences</b>
My boys at 11 things have changed dramatically since my boys were 11. There were none of these handheld games and things. Computers have come in they were still getting bikes, footballs and football strips and things like that (so what factors impacted on your choice). For my own boys and nieces and nephews, it was sports things, they were all sporty. Whether it was a Motherwell hat or football strip. That kind of line I went down. Football books (toys that were of interest, what about when they were very young). They got toys whatever was in vogue at the time, what was advertised. I would maybe say to my sister-in-law, what will I get A and S for their Christmas, you know what are they looking at, you know this and this. That's fine I will get them that. (Something they were wanting), Yes something they were wanting, something that had been advertised. (Did they ever write lists) My boys yes the boys were asked to write a letter to Santa, and I have still got them, some with pictures etc and they could ask for a big thing their main present, a bike or a Scaletrix or something and a little present, so they got to ask Santa for 2 things a big thing and a little thing and a selection box. (what about birthdays) I usually asked them what they wanted and it was they would ask for it. It may ne new football boots whatever and if they asked for it they may be could get it
<b>If the child recipient does not like the toy gift you gave to them do you think it would affect their relationship with you</b>
No I don't think so they would just be appreciative of anything they got, they were not that kind of boys (is that maybe because of the way you may be brought them up). One year G wanted trainers, I can't remember how much they were, Nike trainers at £90 or something yet he was getting Adidas trainers at £20 or whatever price it was, so I said he could get that for Christmas. When they wrote their letter they may have been looking for something like a designer shirt, anything that was in at the time. Things that were fashionable
<b>Any other discussion points on gifting</b>
You said your husband would not purchase as much as you. I don't think that is a man thing, I just don't think men like shopping. If anything should happen to me and was on his own the boys would very probably get money in a Christmas card, his mum and dad would get something sent from Marks and Spencer's, flowers or a bottle of wine or something. (Do you think the boys would expect that from their dad) Yes (their expectations would not be let down). Their parcels of silly things come from mum.

### Interview Theme Two (No 2B)

Candidate Name		Female	Age Approx 45
Partner	Yes	Married	
Who do you buy for			
Partner	√		
Mum			
Dad	√		
Mum-in-law	√		
Dad-in-law	√		
Children	No 1	B √	Age 15
	No 2	B √	Age 12
Nieces	3	Stopped buying for 1 now stopped at aged 21	
Nephews	1	Stopped buying at age 21	
Bothers	2	Yes buy for them	
Sisters	1	Yes buy for them	

Brother-in-law	2	No don't buy for them	
Sisters-in-law	1	No don't buy for them	
Others Step GM and GD	Buy for		
Friends	6 Female more given to these friends that extended family network		
Thoughts on Gift Giving	<b>You give gifts because</b>		
<p>Tradition</p> <p>Or is you saw something for anyone (mainly sister) and thought they would like it you would buy it./ Thank you's for a job done/ Buy more for your immediate family, then friends, then for your extended family</p>			
Thoughts on Gift Giving	<b>You give gifts at Christmas gifts because</b>		
<p>So kids get the Xmas feeling</p> <p>Tradition – expected</p> <p>Close family don't do gifts – rules are set £10 per person but you break the rules (in-laws)</p> <p>Token gifts bought as they come round to your house for Xmas dinner therefore it feels special giving gifts out at Christmas Tradition and Christmas feeling – for the children gives to the children's feeling</p> <p>Buy for husband's parents – they get bigger (more £) gifts than own parents – these are not given on Xmas day but given beforehand</p>			
Thoughts on Gift Giving	<b>You give gifts at birthdays because</b>		
<p>Tradition/ Gifts are given to children mainly – if you don't see anything and they are of a certain age you will just give money /vouchers</p> <p>Celebration/ Other children will stop giving at 21 /Own will keep giving beyond this age</p> <p>For own children/family as with Christmas family rules have been put into place regarding the amount of money to be spent/ Possibly comes from the Value/Ethics points of view</p> <p>Passed on from M and D to J/ Set rules set down and it works for this family</p> <p>Immediate though – will spend what they want on their own children</p> <p>Children don't get pocket money though (Jill did get money when she was a kid – but saved up to get comic, sweets etc)/ M and D always bought Xmas presents and wrapped these up (even in newspapers) to give special feeling/ G buys what he want for himself</p> <p>J does not buy much for herself</p>			
<b>Purchasing Behaviour</b>			
<b>How do you decide who to buy gifts for ?</b>			
<p>Wish list from own children</p> <p>Always what is expected for own children</p> <p>Rules set down to stop it getting out of hand – money ethic</p>			
<b>When do you decide to stop buying gifts for someone</b>			
<p>Age children 21 stop buying</p> <p>Friend - regular reciprocity occurs with some friends</p> <p>When a life cycle of a friend changes then the gifting changes i.e. a friend got married had a child and the gifting passed to the child. (i.e. something from when they are born) In this case J forgot a birthday once and the mother did not speak to J for a while.</p>			
<b>When do you decide to start buying gifts for someone</b>			
As above from birth			
<b>When do you start shopping for Christmas Gifts? Why ?</b>			
<p>October generally – start looking then/ Time/ This year did it in one as in Inverness for a weekend and took the opportunity to do it. Impulsive</p> <p>Normally leave until last minute after getting the main ones for own children</p>			
<b>When do you start shopping for Birthday gifts ?</b>			
<b>Why ?</b>			
The day before or on the birthdays / Don't forget own kids though/ J not good with birthdays			
<b>At what age do you stop buying gifts for children</b>			
21 except own. This is a family rule			
<b>How do you figure out economically what you are going to spend in total ?</b>			
<p>Don't budget as such for presents</p> <p>Own children – there is no balanced amount between the 2 of them</p>			

<p>They will get the same amount of presents (exams) birthday (one) but these will not necessarily be the same money value  £10 per person in own network – rule set down  £15 per person of gift given to friend of children i.e. at birthday parties  (new thing started N's parties – children will get a money sum and club together to buy one gift for recipient)  Friend's children get a token.</p>
<p>On each person ?  At each occasion?</p> <p>Wish list from own children for Xmas – made to be aware of the value of the money  Christmas is about the opening up of heaps of presents making more of a statement building up tradition  Same number of presents to unwrap for own children at Christmas</p>
<p><b>What factors influence your choice of gift ?</b></p>
<p>Wish list of gifts expected for own kids  For others gifts – J knows what others want and what they are going to enjoy</p>
<p><b>Does this differ according to who you are purchasing for ?</b></p>
<p>Yes Children get one big item and lots of stocking fillers for stocking under the tree and as token gifts, Enjoyment is more important than budget for own kids  Why ?, How do you decide what you are going to buy people ?</p>
<p><b>Are you bothered if they like the gift you gave them ?</b></p>
<p>Like some level of interaction from people ( not thank you letters but a phone call) – All of the people/ But own kids say thank you / Will phone people up to check if they got a gift – more to check if they received it / Does not need a gift back though – that is not the point  Enjoy the Christmas tradition – birthday not as important  Christmas – actual presents given though as they need something to open  Birthdays money more prevalent</p> <p>Dad will give J money to get presents and wrap it up for the children's Christmas i.e. J does gifting on behalf of others  Why ?</p>
<p><b>If you were buying a toy gift for a child under 11 what factors would impact on your purchase choice?</b></p>
<p>What is in fashion/ Gender / Age range – would pick from age range toys/ Time and effort  Something they wanted / Why would these factors impact</p>
<p><b>If the child recipient does not like the toy gift you gave to them do you think it would affect their relationship with you ?</b></p>
<p>No  Birthday gifts – what J does is recycle unwanted or repeat gifts and kind of assumes that others do the same with kids birthday presents  She would not be bothered if people were not  Not come across this i.e. falling outwith people  J will ask kids if they have received the present before and will swap it for them, kids will tell them what they think though  Thinks that adults would not bother with this kind of thing and let sleeping dogs lie  In what way ?</p>
<p><b>Any other discussion points</b></p>
<p>J gets more out of giving than getting  Has asked for with list from others i.e. nephews and nieces  Have asked before  Would not delist someone from getting a gift if they did not give gifts but others have done to you  Have asked G what he wants but not others</p>

Interview Theme Two (No 3B)

DATE November 09

Candidate Name		Female	Age Approx 45
Partner Husband	Yes	Married	
Who do you buy for			
Partner Husband	√		
Mum	√		
Dad	X		
Mum-in-law	X		
Dad-in-law	√		
Children	No 1	G √	Age 18
	No 2	G √	Age 17
Nieces	1	Up to age 21	
Nephews	Yes	Yes	
Bothers	none		
Sisters-in-law	Yes	Yes buy for them	
Brother-in-law	Yes	Yes	
The first theme I am going to look at is gift giving in general and to probe your ideas about why you give gifts and specific times you give gifts, so generally to start with			
Thoughts on Gift Giving	<b>You give gifts because ?</b>		
Usually to mark special anniversaries, birthdays, Christmases, what have you and I suppose to show that you care about people			
Thoughts on Gift Giving	<b>You give gifts at Christmas because ?</b>		
Well I suppose it is just tradition really and I am thinking more Santa Clause than tradition really to be honest. I have not really consciously thought about why gift gifts at Christmas. I suppose it is just a loving exchange really			
Thoughts on Gift Giving	<b>What about birthdays, you give gifts at birthdays because (because birthdays change) ?</b>		
Yes because it is a celebration it is a milestone each year another milestone.			
Purchasing Behaviour			
<b>So how do you decide who to buy gifts for?</b>			
I don't think you really do decide. You buy gifts for your family, your friends if you spontaneously see something you think a friend would like then you would buy a gift for them – perhaps if you know someone is going through a hard time or a loss it is always quite nice to buy a little something so they know somebody cares for you			
<b>Now we have talked a little bit about age when do you decide to stop buying gifts for someone, you have already said 21</b>			
With kids it tends to be when they are aware that Santa Claus no longer comes down the chimney. There is a sort of realisation that you slip away from birthdays first. Then at Christmas you get to a stage when a tenner in an envelope is all they want. So you come to some kind of agreement and say let's not do this anymore (probe ages). My sister and I when we had children we came to an agreement let's not buy gifts for each other but buy for the children (pass down a generation). I suppose when the kids eventually get old enough we will revert to type and will just say right that is enough of them let's just exchange a token ourselves.			
<b>When do you decide to start buying gifts for someone? Is there a particular stage when you start</b>			
I don't recall starting as such you are brought up receiving gifts for birthdays, Christmases and so you just reciprocate. You know your mum used to choose something for you to give your			

<p>dad and then you got old enough to choose something yourself, so you just did it so I suppose it just evolved. There was never a conscious I shall now start buying gifts for kids. It was tradition really. (So the expectation was there) Yes and as people have their own families you tend to broaden the pool of recipients.</p>
<p><b>Christmas gifts when do you start shopping for them?</b></p>
<p>Remembering my own children there is no point in buying something too early if you do it is out of fashion before you get to the time. The shops absolutely bombard you with new information and then regroup again in December to say there are ten new must-haves. So historically never before December plus I think there is a point in the year when you really do have to get Halloween and Guy Fox out of the way before you start on the next commercial event (it can be quite in your face). I think there is as well a pretty cynical marketing ploy for people to say everyone's going to want this new toy and it is only November and in December there is a whole range of new stuff and I think the pressure is on to be honest. That is what I can remember from when my girls were young.</p>
<p><b>What about birthday gifts when do you start shopping for them?</b></p>
<p>It is very much if I see something someone will like then I will buy it and wait until a birthday comes round. I tend to buy spontaneously but obviously as you are creeping towards a birthday you have got to get something. Then if not I know I have got dates on the calendar that I have to choose something by. (So you work to a deadline – you know who you have to buy for) Yeah pretty much like that. If I have read a good book then I think someone has to read that I will bear it in mind. I tend to find things that I like and then I tend to buy them for people as their turn comes round really.</p>
<p><b>At what age do you stop buying gifts for children</b></p>
<p>Well for your own children you are obviously always buying gifts and for other people's children I suppose back to the whole 'Santa thing'. As awareness grows you tend to drift off birthdays, if it is your extended family you don't see them at birthday times. There is a point at which your second cousin twice removed you're not going to know the birthday so you drift away but at Christmas it is nice to give children something. I suppose upward until the age of I'd say when they lost their appeal which is about teenage time. (no longer a child)</p>
<p><b>How do you figure out economically what you are going to spend in total you know for a person and the occasion</b></p>
<p>As a rule of thumb you set a mark for birthdays you tend to think of an appropriate gift but you don't want to embarrass someone or overwhelm them. It just depends on what the gift is. Christmas would tend to be birthday plus a third of the value or up to double the value. That is a bigger celebration I suppose but as to what sets it, it is really what I see is a nice gift (something that is appropriate, probe whether is it value for money) Partly value for money and partly it is I really want to give that to someone. There is a point where it becomes ridiculously expensive and if I gave someone that, although it should not be the case, as it should not be about money, but then you think I will have to bump up someone else's. So I can't say that I set economic criteria I just see what I like and if I thought it was over the top or embarrassing I wouldn't buy it. If I thought it looked a bit mean I would probably just add something to the gift. Which is ridiculous as you pick a gift because you like it for someone so it should not be about monetary value. I think you are always aware, if you have spent £50 on someone and then you thought the other person would like something that is £10 pounds you would feel obliged to put in something extra. As a general rule if I were giving a friend's daughter a gift which I generally don't because that is not what we have always done as friends. Although you would mark an occasion, you would mark a 16<sup>th</sup>, an 18<sup>th</sup> and you would mark a 21<sup>st</sup> by giving something but if I were giving a friend's daughter something for £15 pounds I would have to make sure that their other daughter got £15 worth as well (so you try and balance it out). Yes I suppose so but oddly enough with my own children I have brought them up, or at least I think I have, to understand that one may get an expensive gift one year i.e. a mobile phone but be aware in 2 years time you will be ready for it. You know I have never felt obliged to as one person has gone through stages in their life, if one person was ready for a car I would buy them it but that does not mean to say that I would lash out on the equivalent for another daughter kind of thing, just because they got that. (more about balancing at stage in life) Yes clearly if someone had a special birthday you would push the boat out a bit more but if your other daughter was 14 you would not say well she got this phenomenal gift and you are going to get the same. We would say you will be getting the same when you are 16. It gets to a point where the value is more important than the gift.</p>
<p><b>In general what factors influence your choice of gift ?</b></p>



<p>What is in fashion, what is in vogue, what they must have is. There is a revenge factor as well. For example if someone bought my children a drum you can bet I would be buying a xylophone back, because I can assure you I had to suffer. So that factors into it (the noise toy syndrome).</p>
<p><b>Do you think your factors would differ according to who you are purchasing for? or can you think of anybody is there anything I just can't buy them ?</b></p>
<p>You tailor gifts for people. It is not that factors come into play. If someone is mad about something or has a particular interest you try to satisfy that need. Mad about ponies you know anything about ponies would be appropriate. The best thing is knowing what someone would like really and taking your best shot at it and keep the receipt because you would much rather than it go in the back of a cupboard someone said you know what I have got seven of those. There is a tactful way to do it, gosh I have already got one oh there is the receipt, to get something else.</p>
<p><b>May have touched on this one already you know how do you decide what you are going to buy people, maybe at Christmas you know?</b></p>
<p>Pretty spontaneously usually I buy gifts for people I know; if not you know roughly what girls of between 7 and 11 like you know roughly what boys between 4-7 like. You just get what you think you would like really. I tend to get what I think I would like to receive or would have liked to have received when I was a kid</p>
<p><b>Are you bothered if they (recipient) like the gift you gave them?</b></p>
<p>Slightly hurt if I have got it wrong but more disappointment that I have completely misread something. I would never be bothered if somebody wanted to exchange and take something back because I would much rather they got something they wanted rather than they just went oh my word look what she has given me this time. Although that is quite funny at Christmas time as I do remember some corks. But no I don't think I would be that bothered I would be slightly frustrated that I got it wrong. (does that maybe relate to your own childhood) We were quite open we would openly jeer at what was diabolical but at the same time we would always know that someone had given you that with good will, so you were never bothered by it. Different with your husband if I get something rubbish I would let him know and I would be quite annoyed I had not got the right thing.</p>
<p><b>What if you were buying something for someone would you expect something in return?</b></p>
<p>No</p>
<p><b>If you were buying a toy gift for a child under 11 what factors would impact on your purchase choice? Your experiences</b></p>
<p>I would want it to be fairly educational, obviously there is safety factor. I would not want it to be a cheap copy or a bargain basement whatever make up with lead in it kind of thing. I would like it to be of some interest. I recently bought a present for someone I knew they like dinosaurs so I bought a dinosaur dig where you search for bones because one it is educational, two it is quite interesting and three it has got a bit more life in it than something that is just a bit of a super nova gift, where there is fantastic look I love it and it just ends up in the cupboard. Not so much value for money but value for the person and the safety factor.</p>
<p><b>If the child recipient does not like the toy gift you gave to them do you think it would affect their relationship with you ?</b></p>
<p>Well I think they would be able to burst out laughing and I would be I got that so wrong. I will try better next time. I think there is something quite funny about a child saying oh "Auntie Jean" look what she bought me. I think as long as things are funny it does not matter. I don't think it would affect your relationship with children. Every day is a new day. I don't think children hold grudges, they are reserved for adults.</p>
<p><b>Any other discussion points on gifting ?</b></p>
<p>none</p>

Interview Theme Two (No 4B)

DATE November 09

Candidate Name		Female	Age Approx 65
Partner Husband	Yes	Married	
Who do you buy for			
Partner Wife	√		
Mum	X		
Dad	X		
Mum-in-law	X		
Dad-in-law	X		
Children	No 1	B √	Age 43
	No 2	G √	Age 39
Grandchildren	1	Up to age 21	
The first theme I am going to look at is gift giving in general and to probe your ideas about why you give gifts and specific times you give gifts, so generally to start with			
Thoughts on Gift Giving	<b>You give gifts because ?</b>		
Because of birthdays, Christmas and anniversaries. Just the occasion.			
Thoughts on Gift Giving	<b>You give gifts at Christmas because ?</b>		
Because it is Christmas and grandchildren get a lot of fun out of getting their Christmas presents to open and adults get enjoyment as well (anything else) Just nice to give gifts at that time of year			
Thoughts on Gift Giving	<b>What about birthdays, you give gifts at birthdays because ?</b>		
Because it is birthdays and because it is a special occasion			
<b>Purchasing Behaviour</b>			
<b>So how do you decide who to buy gifts for?</b>			
Normally it is just family members, immediate family members and specifically if it is a special birthday like an 18 <sup>th</sup> or something like that we buy presents for (related more to family circle and special occasions)			
<b>Now we have talked a little bit about age when do you decide to stop buying gifts for someone?</b>			
Normally sort of stop giving gifts between 16-18. Usually about 16 or when they have started sort of working. Once they start working that is it, (what about other people, you know that was about children). A long time ago it was decided by members of the family that we would stop then you give me a gift and I will give you a gift, and your gift may be better than my gift and so on. Decided just to stop (who took the decision just as a matter of interest). This was decided by the whole family, just a family gathering and just sort of decided as such.			
<b>When do you decide to start buying gifts for someone? Is there a particular stage when you start ?</b>			
I start giving gifts to the immediate family or if there is a new baby born outwith the family, birth – they are in the circle or not			
<b>Christmas gifts when do you start shopping for them?</b>			
Christmas Eve because I never know what to buy (really) because C has got, well you could restock Finnie's with jewellery, Boots with perfume and restock umpteen other shops with whatever so it is difficult to choose (so that is just one person) (is that the main person) No Grandchildren – I am involved with them. I would say about a month beforehand once we get the shopping lists.			
<b>What about birthday gifts when do you start shopping for them?</b>			
Easily amount to a week or a couple of weeks beforehand (do you shop for all birthday gifts). Usually involved somewhere for family birthday gifts (do you have dates in a calendar). No I just remember. Get an idea of what they would like then maybe get it.			
<b>At what age do you stop buying gifts for children ?</b>			

For the family about age 16 when they start working, outside family birthdays or special occasion age 18 maybe. Outwith that no
<b>How do you figure out economically what you are going to spend in total you know for a person and the occasion (do you go through a process, some clarification)?</b>
No pattern to it (would it differ for people, occasions). It would differ slightly for people outwith the immediate family and I suppose it depends on the occasion as well (what would you say). Maybe people retiring or something like that.
<b>In general what factors will influence your choice of gift ?</b>
Basically if it catches my eye, if it is in my price range and I have a good idea they would like it
<b>Do you think your factors would differ according to who you are purchasing for?</b>
No (these are your criteria). It just does not differ. I would say once I know what then I just go for it.
<b>May have touched on this one already you know how do you decide what you are going to buy people</b>
Sort of trail round the shops and have a look until something catches my eye.
<b>Are you bothered if they (recipient) like the gift you gave them?</b>
Well I would hope they would like it (are you bothered) I suppose I would be. It is not much good if you get a gift and do not like it or shove it in a cupboard and never wear it or whatever. It is a waste of money.
<b>If you were buying a toy gift for a child under 11 what factors would impact on your purchase choice?</b>
It would depend what they are into at that particular time, what they like and what they don't like and basically ask the parents what they are into at that particular time (why those factors specifically) Nowadays kids are into so much what to wear, what toys to play with that the older generation cannot keep up, so you are better asking the parents.
<b>If the child recipient does not like the toy gift you gave to them do you think it would affect their relationship with you?</b>
Don't think so unless you are one of these people that give rubbish presents every year and they go here we go again.
<b>Any other discussion points on gifting?</b>
Just think sometimes the sales staff could be a wee bit more helpful, well just kind of show you if you are not sure what you are going to buy or what people are going to like, I think they just sort of shove things in front of you and say well there is this and there is that, without sort of trying to be more helpful it is a case of there is this and there's that make up your mind and buy something.

### Interview Theme Two (No 5B)

DATE November 09

Candidate Name		Female	Age Approx 63
Partner Husband	Yes	Married	
Who do you buy for			
Partner Husband	√		
Mum	X		
Dad	X		
Mum-in-law	X		
Dad-in-law	X		
Children	No 1	B √	Age 43
	No 2	G √	Age 39
Grandchildren	1	Up to age 21	
The first theme I am going to look at is gift giving in general and to probe your ideas about why you give gifts and specific times you give gifts, so generally to start with			

Thoughts on Gift Giving	<b>You give gifts because ?</b>
A Usually it is for Christmas or birthdays, you give it to your family and people you love	
Thoughts on Gift Giving	<b>You give gifts at Christmas because ?</b>
A lot of gifts for Christmas are for children, children love toys at Christmas, for young children that is basically what they look for I suppose	
Thoughts on Gift Giving	<b>What about birthdays, you give gifts at birthdays because (because birthdays change) ?</b>
For an older person you give according to age, well for a younger person you give according to age, something you think they would like. If you know they particularly like something you would go for something along those lines. Something that would give them pleasure (make them happy ) something you know they would like and appreciate	
<b>Purchasing Behaviour</b>	
<b>So how do you decide who to buy gifts for?</b>	
Knowing what their background is and their interests are. What they like and what they don't like and if you know what they don't like you know what to avoid (probe who). Family and some friends I give family what I would like and I give some friends what they would like	
<b>Now we have talked a little bit about age when do you decide to stop buying gifts for someone?</b>	
Funnily enough we were talking about this today; I would have thought when they become 18. (age related) for my immediate family I would probably give forever but for the extended family I think 18 is a good cut off point (So it is for the inner circle and secondary network) Yes	
<b>When do you decide to start buying gifts for someone? Is there a particular stage when you start ?</b>	
Someone's coming into my life do you mean, at my time of life I probably would not have anyone new coming into my life that I would buy a gift for. What I have is ongoing (age related from birth) If it is family, for an outside person.	
<b>Christmas gifts when do you start shopping for them?</b>	
November (why). There is a lot to choose from and it takes a long time to get round the shops and choose for each person. Because sometimes you can't go into a shop and get what you want. You have to shop around to get what you want for that person to make sure it is the correct gift for them. So it takes time, more time now that I am retired than when I was working as there is more time to look.	
<b>What about birthday gifts when do you start shopping for them?</b>	
Maybe three weeks beforehand but if I know what I am going for it helps (do you have a list). I have it in my head who I am going for. I don't always know what I am going for but I have to search but hopefully I have a good idea in my head what I am going to get for that person (so you work with dates). Also what is going on in that person's life at that time in their life to get something they would appreciate.	
<b>At what age do you stop buying gifts for children ?</b>	
My immediate family I would give forever for my extended family I would have thought 18	
<b>How do you figure out economically what you are going to spend in total you know for a person and the occasion (do you go through a process, some clarification)?</b>	
If I think I have the right gift I just go for it as long as it is not extortionate because I know that person would appreciate it (each occasion) Christmas I would probably spend more money ( do you think there is a reason for that) Perhaps they look for more at Christmas (created by adults ) TV advertising maybe influences this	
<b>In general what factors influence your choice of gift ?</b>	
Knowing what that person would like, knowing what that person likes, they are people I know so I would have a good idea of what people would like. That would decide what I was going for. Monetary side comes into is as well as long as it is not extremely extortionate. Nothing else	
<b>Do you think your factors would differ according to who you are purchasing for?</b>	
My immediate family I would give the most to obviously, lesser people might be a lesser figure (like a sliding scale, some discussion on who you would be purchasing for).	
<b>May have touched on this one already you know how do you decide what you are going to buy people ?</b>	

Again it comes back to what I know people would like what their interests are and if they have maybe discovered a new interest I would maybe give them something along that line (Anything else you do). Ask their parents if it is children you are speaking about, nieces their parents.
<b>Are you bothered if they (recipient) like the gift you gave them?</b>
Well I would like to think they did like it I would be quite upset if they did not like it but they might not say anything. But that is up to them, I would like to think I had bought the right gift for them and they would appreciate it. (Why) feelings – I would not like to think I had given them something they did not like. I don't think I would give someone a horrible gift, not that I would give anything horrible. I wouldn't like to hurt anybody's feelings. I would like to give them something that brought them joy.
<b>What if you were buying something for someone would you expect something in return ? NOT ASKED</b>
<b>If you were buying a toy gift for a child under 11 what factors would impact on your purchase choice?</b>
Knowing what their current interests are, what they were newly into. I would go along and get something along the lines of a, you know if possible, I would try and get something they wanted and get it for them. (Anything else) I think that would be the most important thing (nothing else) Keeping it reasonably priced (anything else do you think there would be anything inappropriate) That is quite hard as children are quite advanced now from when I was 11 years old, what they see, what they like what they see on television. They are just advanced in every respect.
<b>If the child recipient does not like the toy gift you gave to them do you think it would affect their relationship with you ?</b>
Not at all if they did not like it I could take it back and exchange it and still have your lovely relationship with the child. If they were not happy I would not have that and do something about it.
<b>Any other discussion points on gifting ?</b>
I think we have covered most aspects of it, you consider the person, what they are into, what would give them pleasure, the economic side of it. I would not deliberately give something to somebody that I think would not suit them. Not much else to add

#### Appendix 4

#### Interviews Theme 2 Finalised

DATE 09

Respondent	DATE Various in 2009	4 females 1 Males	Age Approx – 1 in 70s, 2 in 60s 1 in 50s, 1 in 40s
Demographics		3 females married 1 female widowed 1 male married	
The first theme I am going to look at is gift giving in general and to probe your ideas about why you give gifts and specific times you give gifts, so generally to start with			
Thoughts on Gift Giving	<b>You give gifts because ?</b>		
Usually birthdays and Christmas to make people happy. Occasions/ People you love It is expected of me /Bought something for someone who was off ill/ Tradition Thank yous/ Buy more for your immediate family then friends then for your extended family Usually to mark special anniversaries, birthdays Christmases what have you and I suppose to show that you care about people/ Anniversaries  This ratifies to Occasion gifting to include birthdays/Christmas and anniversaries Expectation is there Traditional for people – exchange engagement Reason purchasing to express love/ thanks/ feelings for being ill			
Thoughts on Gift Giving	<b>You give gifts at Christmas because ?</b>		

<p>It is expected of me - it is expected because certain people get presents at Christmas who don't get at certain other times. Tokenism / The season of giving and it is about opening the parcel  The cost and what it is not important. /So kids get the Xmas feeling  Tradition – expected/ Close family don't do gifts – rules as set £10 per person but you break the rules (in-laws)  A lot of gifts are for children and as are toys as that is what they want  Well I suppose it is just tradition really and I am thinking more Santa Claus than tradition really to be honest. I have not really consciously thought about why gift gifts at Christmas. I suppose it is just a loving exchange really  Grandchildren get a lot out of it and adults get enjoyment as well</p> <p>This ratifies to  Seasonal gifting goodwill to all mankind  Traditional gifting  Loving exchange  Children get a lot out of it at this time</p>	
Thoughts on Gift Giving	<p><b>What about birthdays, you give gifts at birthdays because (because birthdays change) ?</b></p> <p>In the family it is until they are 21. Then they get money. That was kind of agreed within the family. /Sometimes people (niece) get something if I am with her not the boys though  Tradition / Celebration/ Own will keep giving beyond this age of 21 and will spend what they want on their own children but they don't get pocket money  Possibly comes from the Value/Ethics points of view  Husband buys what he wants for himself  Wife does not buy much for herself  Yes because it is a celebration it is a milestone each year another milestone.  Special Occasion  Make them happy</p> <p>This ratifies to  Traditional gifting  Celebration of another milestone  Engender happiness  Age limits as to how long this practice goes on for</p>
<p><b>Purchasing Behaviour</b></p>	
<p><b>So how do you decide who to buy gifts for?</b></p> <p>Birthday gifts are only family related to historical finances, when kids were born  As friends we gave birthday presents to the kids and not to each other.  The next birthday the girls will go out for a meal (more of a social thing) social thing rather than a present with my friends./ Wish list from own children/ Always what is expected for own children  Rules set down to stop it getting out of hand – money ethic  Don't think you decide it is taught, family, friends and children's friends  Normally just family members  Knowing what their background is and their interests are</p> <p>This ratifies to  Just expected  Rules are evident and in place to stop it getting out of hand  Wish lists from own children</p>	
<p><b>When do you decide to stop buying gifts for someone ?</b></p> <p>21 but at Christmas family get a token if I go to see them  Normally between 16-18, when they have started working  Decided by the family to stop giving presents unilaterally  Friend - regular reciprocity occurs with some friends  When a life cycle of a friend changes then the gifting changes i.e. a friend got married had a child and the gifting passed to the child  When Santa stops coming down the chimney switches to money  When you have your own children you stop giving to siblings will go back to that though once children have grown up  Age related say 18 for my own family forever</p>	

<p>This ratifies to  Age related cut off points exist  Regular reciprocity may occur with some friends  Give family forever  Life cycle change gifting i.e. birth of children</p>
<p><b>When do you decide to start buying gifts for someone? That may be a difficult one. Some people think about age.?</b></p>
<p>Well obviously the kids got them from when they were born  Son has gone outwith his girlfriend so she has moved into the 'giving circle' life changing  Something for someone across the road as they take parcels in for me  Brought up giving and receiving so you just reciprocate  Tradition  Immediate family or if there is a new baby born outside the circle  What I have is ongoing</p> <p>This ratifies to  Life changing events birth, moving into inner circle  Exchange as thanks  Traditional to reciprocate, it is taught to you</p>
<p><b>Christmas gifts when do you start shopping for them?</b></p>
<p>November but I have bought before then if I see something and I think that's nice so and so would appreciate that and then keep it until Christmas.  October generally – start looking then  Impulsive  Normally leave until last minute after getting the main ones for own children  December as if you buy too early they change their mind or new toys come out in stores in December  Christmas Eve as I never know what to buy as main person I buy for has everything  A month beforehand for grandchildren  November, there is a lot to choose from and it takes a long time to get round the shops and choose for each person</p> <p>This ratifies to  A monthly start date of October/November or December – planned approach  Some last minute purchases for men getting for their wives  Impulsive buying</p>
<p><b>What about birthday gifts when do you start shopping for them?</b></p>
<p>The week before or if posting a couple of weeks before  The day before or on the birthdays  Don't forget own kids though  It is very much if I see something someone will like then I will buy it and wait until a birthday comes round  Then if not I know I have got dates on the calendar that I have to choose something by.  A week or a couple of weeks beforehand  Maybe three weeks beforehand have an idea in my head and know what I am going for</p> <p>This ratifies to birthdays are less planned than Christmas as there is less to shop for</p>
<p><b>At what age do you stop buying gifts for children?</b></p>
<p>Will not stop for my own two/children  21 except own. This is a family rule  For example G's partner she is over 21 and she gets a birthday and Christmas present. (because she is coming into the inner circle  I suppose upward until the age of I'd say when they lost their appeal which is about teenage time  16 to 18 when they start working  My immediate family I would give forever , for extended family 18</p> <p>This ratifies to  Age ranges from 18-21 or when they start working</p>
<p><b>How do you figure out economically what you are going to spend in total for each person for</b></p>

<p><b>each occasion ?</b></p> <p>I don't budget I buy what I think people will like  Tried to balance out what the children got when they were little from my childhood lots of parcels were needed  Own children – there is no balanced amount between the 2 of them not necessarily the same money value  £10 per person in own network – rule set down  £15 per person of gift given to friend of children i.e. at birthday parties  (new thing started N's parties – children will get a money sum and club together to buy one gift for recipient)  Friend's children get a token.  As a rule of thumb you set a mark for birthdays you tend to think of an appropriate gift but you don't want to embarrass someone or overwhelm them. It just depends on what the gift is.  Partly value for money and partly it is I really want to give that to someone. I don't set economic criteria as such  Mark a 16<sup>th</sup>, 18<sup>th</sup> and 21<sup>st</sup>  Yes I suppose so but oddly enough with my own children I have brought them up, or at least I think I have, to understand that one may get an expensive gift one year i.e. a mobile phone but be aware in 2 years time you will be ready for it.  No pattern to it but depends on the occasion as well  Right gift is important as long as it is not extortionate getting it right for that person's life</p> <p>This ratifies to  Budgeting for some gifting to ensure equality  Gifting according to person's needs i.e. getting it right as opposed to wrong  Gifting according to rules for gifting and for differences in age/ and occasion (rite of passage)</p>
<p><b>An additional question (for one person) – Does your husband play much of a part of getting that experience together ?</b></p> <p>The buying and the wrapping up was all my job, D would occasionally help outwith the wrapping up when the boys were in their bed.</p> <p>This ratifies to  It is women's work</p>
<p><b>In general what factors influence your choice of gift ?</b></p> <p>If is appropriate for them  Something they will like and make them happy.  Not too extravagant  Wish list of gifts expected for own kids  For others gifts – J knows what others want and what they are going to enjoy  Revenge factor i.e. noise toys  What is in fashion  Catches my eye in my price range and a good idea they like it  Knowing what that person would like with the monetary side</p> <p>This ratifies to  Fashionable gifts  Revenge factor for toys  Knowing what the person would like and the gift being appropriate for them</p>
<p><b>Do you think your factors would differ according to who you are purchasing for or can you think of anybody is there anything I just can't buy them ?</b></p> <p>Well it has changed in relation to location expectations have changed in Aberdeen. Standards of some circles are higher but I would not put myself into debt to keep her happy.  Own children Enjoyment is more important than budget for own kids  Tailor gifts for people's needs  No once I know what I just go for it  No it just does not differ  Give the most to my immediate family and less to the next level</p> <p>This ratifies to  Giving the most to immediate family</p>



<p>Gifts for people's needs</p> <p><b>Additional question to one person only - We may have touched on this one already you know how do you decide what you are going to buy people, maybe at Christmas you know?</b></p> <p>Men are the worst to buy for Ask their parents if it is children you are speaking about</p> <p><b>Are you bothered if they like the gift you gave them?</b></p> <p>I would not bother at all, if they take it back it would not bother me at all Like some level of interaction from people ( not thank you letters but a phone call) Slightly hurt if I have got it wrong but more disappointment that I have completely misread something, slightly frustrated Well I would hope they like it but I suppose I would be bothered. It is a waste of money if they don't like it. I would like to think they would like the gift and they would appreciate it, would not want to hurt anyone's feelings</p> <p>This ratifies to Not bothered at all Bothered for the person I have got it wrong for, their feelings may be hurt Need some level of reciprocity not necessarily in gift form but as a thank you</p> <p><b>What if you were buying something for someone would you expect something in return?</b></p> <p>No, but it is awkward if someone gives you a present and you have to give them, which I would do, but not the other way you know because I have given somebody a present I would not be expecting something back. Does not need a gift back though – that is not the point Enjoy the Christmas tradition – birthday not as important No</p> <p>This ratifies to No not really although it is awkward if someone gave you a gift and you feel you have to gift back</p> <p><b>If you were buying a toy gift for a child under 11 what factors would impact on your purchase choice? Your experiences ?</b></p> <p>Hobby what is in fashion i.e. boys football/sport Lists were written for Santa What is in fashion/ Gender / Age range – would pick from age range toys/ Time and effort Something they wanted / Educational/ Safety / Interest and useful Depends what they were into at that particular time, older generation cannot keep up so ask the parents / Knowing what their current interests are, what they are newly into as children are quite advanced now/ Keeping it reasonably priced</p> <p>This ratifies to Economic factors Societal factors Child interests What the toy provides in terms of education/interest/Safety Suitability age/gender</p> <p><b>If the child recipient does not like the toy gift you gave to them do you think it would affect their relationship with you ?</b></p> <p>No I don't think so they would just be appreciative of anything they got, they were not that kind of boys. No Birthday gifts – what J does is recycle unwanted or repeat gifts and kind of assumes that others do the same with kids birthday presents She would not be bothered if people were not Not come across this i.e. falling out with people J will ask kids if they have received the present before and will swap it for them, kids will tell them what they think though Thinks that adults would not bother with this kind of thing and let sleeping dogs lie They should be able to laugh at what they get if it is no use kids don't bear grudges they are preserved for adults No I don't think so unless you are one of these people that give rubbish presents every year and</p>
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they go here we go again  
If they did not like it I could take it back and exchange it and still have your lovely relationship with their children

This ratifies to  
No

**Any other discussion points on gifting ?**

You said your husband would not purchase as much as you. I don't think that is a man thing, I just don't think men like shopping. Do you think the boys would expect that from their dad) Yes (their expectations would not be let down). Their parcels of silly things come from mum.  
Would not delist someone from getting a gift if they did not give gifts but others have done to you  
Sales staff could be more helpful in helping with questions etc  
I would not deliberately give something to somebody that I think would not suit them

Appendix 5  
Interviews Theme 3 Gift Giving of Toys to Children (No 1C)

Candidate Name	Date Oct 09	Female	Age Approx 45
Partner		Married	
Children	No 1	G	Age 16
	No 2	B	Age 9
Nieces			
Nephews			
Nieces			
Nephews			
Others ??			
<p>This interview is about giving toys as gifts to children (aged under 11) at birthdays and at Christmas. I am trying to establish some of the issues in purchasing toy gifts for your or other children within the age range noted. There will be three themes to this interview: purchase behaviour of toys as gifts for children, Christmas and Birthday times and reciprocity issues of gifting. In addition I have another section looking at the distribution of the questionnaire.</p>			
<p><b>Purchase Behaviour of toys as gifts for Children aged under 11</b></p>			
<p><b>What stages in the year do you buy toys as gifts for your/other children?</b></p>			
<p>Some clarification sought on question. Birthday, possibly when we visit I would take a gift when they were younger. When they were that age we would exchange gifts when we meet. Possible Easter but a small item for Easter</p>			
<p><b>How do you decide who to buy gifts for?</b></p>			
<p>People that we know well and known for a period of time. Another group not mentioned is school friends if they are invited to parties etc and that would be that relationship – but for Easter etc it would be family and close friends.</p>			
<p><b>Why do you give toy gifts to your/other children ?</b></p>			
<p>Because they like them. Something they enjoy playing with possible something they like in vogue at the moment. Toy of the moment Power Ranger thinking back to D's friends and things. Or if it is a hobby a lot of them are football mad so trying to find something related and something they will actually like</p>			
<p><b>What type of information do you source on the toys prior to purchase ?</b></p>			
<p>Where to actually purchase it because there is not that many toy shops in Aberdeen, so making sure you can go somewhere where you can get it or does it have to come from the internet, if it is a specialist toy specialist dinosaurs in this particular case. I had to go to specific shops on line to get kylosaurs etc I would not want to buy anything that was not going to be safe but I don't think that would ever be an issue. Matching the toy with their expectations getting what they wanted. Getting the right one i.e. no imitations</p>			
<p><b>What is your main source of information on toy gifts?</b></p>			
<p>The Early Learning Centre Catalogue if you want to check the age – if it is appropriate for. Things like the Argos catalogue to see what was available and the internet to see what models were available and possibly the store I have gone in a spoken to people when I have problems trying to find things. (probed to get the main one) More and more the internet</p>			
<p><b>How much time do you spend searching and selecting toy gifts for your/other children?</b></p>			
<p>This can depend on the gift – I suppose as long as it is needed. If it is desired it could take a long time. Might have to track it down quite while before the date in weeks and months I don't know. It could be months – mostly for my own children but if someone said they wanted something in particular I would endeavour to source it.</p>			
<p><b>What factors impact on what type of toy gifts you buy for your/other children?</b></p>			
<p>Make sure it was quite good quality and that it was going to last not fall apart and that it was going to work rather than buying a cheaper option that was not going to work when you got it home. It has to be robust enough to be played with. Willing to pay a little more to get the</p>			

<p>quality. From the safety issue I would not want to give anything that was not safe with small bits, bits that break off especially for younger children.</p>
<p><b>How do you decide what toys to buy as a gift for children and does it differ according to who you are purchasing for?</b></p>
<p>Try and know what the child likes, hopefully if I was buying something I would hopefully know what they would like, possibly speak to their parents see what the latest thing is they are into, if it is someone we don't know so well i.e. a school friend so I would speak to the mother or speak to the other child to find out what they are in to. And if I could not find out I would probably go down the old voucher road so they could then choose something. I would not want to buy something that was totally inappropriate or not wanted etc.</p>
<p><b>Have you any other comments?</b></p>
<p>I have not mentioned price much as a consideration. I suppose that is where the internet comes in as you can sometimes source things at a better price. Also sometimes buy things early if there are sales on and then put them away until the date. That is probably for my own child than others</p>
<p><b>Christmas and Birthdays – gift giving toys at these occasions – under 11 years old</b></p>
<p><b>When do you decide to start buying toy gifts for your/other children (may be related to age)?</b></p>
<p>A finely tuned skill because if you buy early they may change their minds. If there is something that they are really keen on and you know that they are going to stay keen on it I would maybe buy it about now. About October – so if I saw it by now I would buy it when the new toys come in for Christmas as they might be gone. You have to be quite confident that they are not going to change their minds. Toys often start to come in September time so when new stock arrives if I see something I would purchase it and put it away then (probe on age) Still applicable to all ages. I suppose if there is something really popular such as the dreaded tellytubbies you had to buy them when you saw them otherwise they were gone.</p>
<p><b>When do you decide to stop buying toy gifts for your/other children (may be related to age)?probe age</b></p>
<p>For a friend we came to an agreement we would stop buying gifts from age 13. Sometimes we buy when we meet up but we don't buy past 13 but that is out of your age range. For close families we just carry on but it might change to be money rather than a gift. Well definitely 18 now R is 18 I am trying to think back to when or we have sometimes we buy (post related) sometimes we help each other purchasing (i.e. not in same location). It is not many years ago since R has been given money I don't really like that I prefer to give a gift.</p>
<p><b>Do you pre-plan your toy gifting for children for Christmas?</b></p>
<p>I try but it can go awry. It is hard to resist buying things because you end up with too much. I often buy things when I see them and when I go to wrap them all up it is like a toy shop maybe lots of little things but it is remembering what you have purchased and for whom. In an ideal world I would write this down</p>
<p><b>When do you start shopping for children's Christmas toy gifts? Why?</b></p>
<p>Again when the stock comes into the shops, often when they go back to school</p>
<p><b>Do you pre-plan your toy gifting for children for Birthdays?</b></p>
<p>Yes but I don't know if the pressure is on as in things always being in shops because of the Christmas selling thing. But if there is something they like I would buy in advance if I saw it. Again if you have to buy it in from the internet it needs purchasing in advance so it arrives</p>
<p><b>When do you start shopping for toy birthday gifts? Why?</b></p>
<p>It depends if I know somebody's birthday is coming up and I saw something they would like I would buy it when I saw it well in advance. I have not got any tight boundaries really but I suppose a month before. Some of them have to be posted so that comes into the equation</p>
<p><b>How do you figure out economically what you are going to spend in total, On each child?, At each occasion?</b></p>
<p>For our own children we have a budget ideally which we try and keep to so it keeps it fair. Well mind you for V if she wants something expensive and her birthday is close so we add it together. With friends we often talk about it and say we will spend so much on one another. So again it is more like a reciprocal agreement. (probe on occasions) No I think it would be sort of know where we are. The only time that could change would be like the 18<sup>th</sup> birthday kind of if it is a momentous occasion (18, 21 16 ?) yes V would like 16 but we are keeping away from it</p>
<p><b>Do you feel you are under pressure to gift at these occasions you have mentioned?</b></p>

I suppose it is expected again it is reciprocal. (do you feel under pressure ) Sometimes especially if you can't find anything for a child. I suppose it can be difficult for children. The expectation is there so again speak to the other adult that is involved. I suppose that is why if you cannot find the gift and then you end up giving money rather than the gift. Yes but you don't want to let the child down so you want to 'meet the needs'. You don't want to forget them.
<b>Have you any other comments on this so far ?</b>
No none really
<b>Relationship impact/Reciprocity</b>
<b>What do you think happens to the toy gifts given to your children by others? Have you encountered anything where you think best not to tell so and so about what the children thought about that toy gift?</b>
Oh yes the gift from the favourite aunt. Sometimes the gift may not be appropriate but the gift receipt was given to me so it is possible to change and that is accepted that is ok and not a problem because we have a good relationship. And they would know that was happening. Possibly things have been changed and they would not know about it – I am trying to think if that has happened. Not got many aunts and things that I can think that has happened. When I was younger I used to have an aunt that gave very strange gifts and everyone would say oh 'it is from auntie so and so' and it goes in the cupboard. (probe on certain number of toys) Certain things they still remain in boxes and sometimes more complex things such as building things because you need to sit down with them and plan time to do it because it is too complicated to do. So if you are not going to use the toy it is going to be wasted. I suppose parent impact.
<b>What mainly happens to the toy gifts given to your children by yourself? Have you encountered anything where you think I am not quite sure what they are doing with that?</b>
Again some remain in boxes because I don't always get it right. Trying to encourage them to use them especially board games and things because you all have to sit down and play it for them to realise it is fun. They get very stuck on a toy at one point in time. So sometimes they can sit in a corner for a while and then eventually they can come back to them. And things can get exchanged again if things are not right
<b>Do you feel upset/dismayed/annoyed if children don't like the toys gifts you have bought them?</b>
Sometimes a bit dismayed because you put a lot of effort into it and trying to find the right thing. And then you feel I did not get it right. I am sorry they don't like it. I suppose guilt – guilt maybe a bit strong but I suppose you may have let them down because it is their special day. You want things to be perfect so if you have not got it right for Christmas or Birthday because it can impact on their special day because we are always trying to please. Not that we are under any pressure or anything like that. There is pressure to get it right. It might increase as they get a bit older as they get more aware of how it happens
<b>Do you think the toy gifts you give your children at Christmas/birthdays impact on their relationship with you? Why?</b>
Yes it can do if you get it right they can be delighted and they love you. If you get it wrong they can go upstairs and you never see them for a week. Yes it can make them happy – I don't think it can make them dislike you that much but there can be a peak and a trough at the moment of giving. Yes it is nice to get it right. I did not realise it was so stressful.
<b>Do you think the toy gifts you give other children at Christmas/birthdays impact on their relationship with you? Why?</b>
A little bit yes because again especially if you get it right because it maybe shows you have good relationship with them and you know what they like and what they dislike and it can be a another connection with them and they can talk about it and things. Yes so it shows that you care and that you have taken the trouble and the time. Maybe as you get older they may be more appreciative of this
<b>Do you have expectations of getting a gift back in return for giving gifts to your children/other children?</b>
Well I would hope I would get a Christmas present (from your children) yes usually a little something not a lot but going by the premise of it is the thought that counts. It is not always the monetary value. No it was just at adult level no other children would gift at that age that might change -

<b>Have you ever stopped giving a child/children toys gifts for any other reason than their age? Why ?</b>
Not really unless someone had moved away that you used to. From the point of view of posting and such like. From schoolchildren there is only gift giving with when the children are invited to party there is gift giving but there is no gift giving if they are not invited to the party It is quite closely linked. No I can't think of anyone that we have fallen outwith and said we are not buying them a present. I think the school thing goes up and down with what is going on
<b>Have you any other comments?</b>
No not really
<b>Methods of distribution – I plan to distribute my questionnaire to parents of children under 11 years old. The questionnaire is about the gift giving of toys to children aged 11 and under. I hope to identify something new and interesting, which will add to the existing body of knowledge.</b>
<b>In developing my questionnaire I was considering conducting a focus group via Facebook/social networking site. Do you think this would be a good idea and why ?</b>
I think there are possibilities but I am not on face book. Yes as long as the sample you were using were using these social networks that would be the only (so as long as I could find them) (some ideas given) Can you do it all at the same time (so it can be instant or here is the question and get people to reply) I think it would be interesting. I don't know if the information would flow as it would in a room. It would be quite interesting to compare the 2 modes. (so it might appeal to a certain target market but not to others)
<b>I need to approach both men and women to answer this questionnaire? I am hoping to send 2 copies in an envelope, and distribute via schools. The idea behind this would be that schools would act as the distributor and all questionnaires would be sent directly back to me. Permission will be sought from schools but no disclosure is required, as there is no actual contact with the children. I need to try and get an equal male female distribution. What issues do you think I will have with using this kind of approach?</b>
Getting people to actually fill them in and both parents would they both think that and also you may find the father may be working away you know I am just thinking of Aberdeen – (it could be left for a period of time) It is actually getting people not to put it in the bin
Are there other places I could distribute via? Such as School Clubs/ Rainbows/ Brownies/ Scouts / Swimming clubs
Yes I suppose you have to in your area that you were doing that you did not duplicate these. If you get one at swimming and you get one at school you don't want to duplicate. I think you maybe have to use one or the other. Going to clubs and things unless you have better contact there. Unless you do one and then the other. (so maybe try one and if that does not happen go to another source)
<b>How successful do you think an internet distribution of the questionnaire would be via internet sites such as Internet snowball email questionnaire / Facebook advert and link/ Netmums link web site Mumsrock web site</b>
Snowballing might work – I don't know how you do the men though that could be problematic. If you go to somewhere like net mums you have a group of highly motivated people that could be (I wonder if there is a net dads group) I don't know about permission again
<b>Response rates for postal questionnaires are often poor. In order to maximise returns I was hoping to provide an incentive, what type of incentive should I offer and why?</b>
I think it should be toy related possibly vouchers the monetary amount could be quite tricky because it could become quite expensive unless you did it as a prize drawn where all the returns are put into a pot and a winner selected. That may be more economically viable. I think it has to be vouchers really unless you pick a toy because age ranges may be quite difficult to choose for.
Other comments? Did not mention the S man

Interviews Theme 3 (No 2C)

Candidate Name	Date	Female	Age Approx 45
OCT 29 <sup>th</sup> 09	Oct 09		
Partner	Married		
Children	No 1	B	Age 16
	No 2	B	Age 11
Nieces			
Nephews			
Nieces			
Nephews			
Others??			
<p>This interview is about giving toys as gifts to children (aged under 11) at birthdays and at Christmas. I am trying to establish some of the issues in purchasing toy gifts for your or other children within the age range noted. There will be three themes to this interview: purchase behaviour of toys as gifts for children, Christmas and Birthday times and reciprocity issues of gifting. In addition I have another section looking at the distribution of the questionnaire.</p>			
<p><b>Purchase Behaviour of toys as gifts for Children aged under 11</b></p>			
<p><b>What stages in the year do you buy toys as gifts for your/other children?</b></p>			
<p>Birthday and Christmas</p>			
<p><b>How do you decide who to buy gifts for?</b></p>			
<p>Buy for my own children, friends of my own children, friends of myself, their children and that would be it</p>			
<p><b>Why do you give toy gifts to your/other children? (you mentioned reward)</b></p>			
<p>Because that is probably what they would expect but I am more inclined to give toy gifts at Christmas than at Birthdays. This is under 11 year olds so at 11 you may be giving them voucher or cash, probably 10 or 9 you might be still inclined to give them a toy. Certainly under that they would get a toy and at 11 I would give them a toy at Christmas as it is a gift to open , it's exciting and wrapped up whereas a voucher is not so exciting is it</p>			
<p><b>What type of information do you source on the toys prior to purchase ?</b></p>			
<p>How much it is going to cost would be my first information. Right toy for those age groups and maybe whatever was in fashion. I might look at that as well because depending on the child age I might not have the knowledge as my kids are older so I would look at that. Definitely price</p>			
<p><b>What is your main source of information on toy gifts?</b></p>			
<p>Online that is all I would do now I think</p>			
<p><b>How much time do you spend searching and selecting toy gifts for your/other children?</b></p>			
<p>Under 11 classified – not very good at that it is done very quickly – even with my own children at that age it is so last minute (so there is no build up in terms- specific). If it was something specific and I had the time to do it example of bike given and I knew months in advance for Christmas I would research that. Normally very last minute, gifts of friends of my children it would be what was in vogue and I would just go and get it.</p>			
<p><b>What factors impact on what type of toy gifts you buy for your/other children?</b></p>			
<p>Age, time pressured maybe if I get kind of desperate in the end they might just get anything.</p>			
<p><b>How do you decide what toys to buy as a gift for children and does it differ according to who you are purchasing for?</b></p>			
<p>No not really it does not matter who I am purchasing for. I will say to my kids what do you like but I was making the decision. For your own you would maybe ask. Others I would just go for whatever was in vogue. I am also inclined you know if I had five birthday parties for a nine year old boy they would all get the same thing as that was in fashion at the time and that is what they all wanted. So whether it was Pokémon whatever or superman, action man basically it would resolve my issue of the gift they all got the same thing, same cost so they liked that as that is what children are like. They would, a majority would want the same thing at the same time.</p>			
<p><b>Have you any other comments?</b></p>			

None
<b>Christmas and Birthdays – gift giving toys at these occasions – under 11 years old</b>
<b>When do you decide to start buying toy gifts for your/other children (may be related to age)?</b>
From birth
<b>When do you decide to stop buying toy gifts for your/other children (may be related to age)?probe age</b>
Yes I would say depending who it is; I have come to agreements with friends to stop giving gifts to other people's children. We have not come to any age agreement but we have just decided the time is right now to stop that. With the family we have probably stopped giving toy gifts at well younger son still gets a gift but the toys have stopped around 12 years old. Once they got to secondary school. Occasionally they would get something but as they get older they want clothes or money
<b>Do you pre-plan your toy gifting for children for Christmas?</b>
I do think about it. I do to a certain extent but it is last minute when I purchase it. I will sit down and write a list I will go onto the internet and write down costs and where best to get it. So in some ways I do plan it
<b>When do you start shopping for children's Christmas toy gifts? Why?</b>
I would have probably started about October. I would have started quite well but I guarantee you I would be out on Christmas Eve finishing it off and I would be wrapping up the presents on Christmas Day
<b>Do you pre-plan your toy gifting for children for Birthdays?</b>
Generally if it is a birthday it is only one present they get whereas at Christmas there is copious amounts of presents when you are talking buying toys. I am very last minute with that as well. Day or week in advance if I remember.
<b>When do you start shopping for toy birthday gifts? Why? Reworded slightly</b>
Very last minute as well. Day or week in advance if I remember
<b>How do you figure out economically what you are going to spend in total, On each child? At each occasion?</b>
For my children's friends if they ever went to a birthday party there was always a limit put onto it and it would have been ten pounds. With my own children that has increased but we are probably not talking about buying toys it might be a gift voucher of 15 or 20 pounds now. But then for my own children that would be different they basically get what they want (probe) For other children it really depends who it is I do give more to family or friends than I would to my children's friends(probe) Closer network you would give a bit more. My nieces would get more I try to make that as equal as possible but I am not good at that, some people are, I am not so I might spend £30 on one child and £20 on another
<b>Do you feel you are under pressure to gift at these occasions you have mentioned?</b>
I suppose you are yes it is just expected (probe is it the expectation that pressures you). It depends on the person as well; some people get really hung up on it so it depends on the person as well. So maybe the pressure comes from that person also
<b>Have you any other comments on this so far ?</b>
No
<b>Relationship impact/Reciprocity</b>
<b>What do you think happens to the toy gifts given to your children by others? Have you encountered anything where you think best not to tell so and so about what the children thought about that toy gift?</b>
I know a lot of the toys get recycled. Maybe their child has been given a gift and they don't like it and the next birthday that comes up it is passed on to that child. That definitely used to happen, like the wine that goes round the houses as well. That is just a sign that people are giving too much and they have just got far too much that would never have happened before. It probably happens even more so now than it did when my two were younger
<b>What mainly happens to the toy gifts given to your children by yourself? Have you encountered anything where you think I am not quite sure what they are doing with that?</b>
Generally whatever I have bought them it is what they wanted so they will play with it for a certain amount of time and then the novelty wears off.
<b>Do you feel upset/dismayed/annoyed if children don't like the toys gifts you have bought them?</b>



I sometimes get annoyed when I give a gift to a child and they open it up and you can see by the way they react and they think oh not one of those again I have five of those already, it is not really what I wanted and you can see. I have never experienced it with my own children but I have with others and you can see they are so ungrateful you just want to take it back and say ok then if that is the way you feel, so I get annoyed with that. Do I get upset maybe more upset than annoyed?
<b>Do you think the toy gifts you give your children at Christmas/birthdays impact on their relationship with you? Why?</b>
Yes they think you are really nice and good if you give them what you really want and they will be nice to you for all of 2 minutes. They really love mummy and daddy when they get their nice gifts. (probe) It should not really play a part in the relationship. I don't know if it has an impact as they are just really showing their appreciation of what they are getting. I am talking about my children. I think impact is quite a strong word to use
<b>Do you think the toy gifts you give other children at Christmas/birthdays impact on their relationship with you? Why?</b>
Going back to my own childhood, it did have an impact on me but it is a different generation. If it is this generation you are talking about. Things were very different. My generation depending on what I got from an Auntie or Uncle it would have had an impact on me because I would have then had a favourite. But then I think we did not get a lot then so I think if it was something you really wanted which I would not have normally got so there would be a wow factor. But I think today they get basically what they want so I don't think there is that wow factor. (so your nieces and nephews) I am not sure they would look upon it like that maybe they do I mean they are always nice and give me thank you notes off their own bat so maybe they do.
<b>Do you have expectations of getting a gift back in return for giving gifts to your children/other children?</b>
I think that is just the way we are but it does not make any difference to me (probe on own children) If you are giving a gift you expect one back although it does not make a difference to me (probe again nieces and nephews). You do expect it to happen it has happened in the past where I have given a gift to nieces and nephews and my children have not got a gift back but they don't notice because they get so much. Well my children would not notice
<b>Have you ever stopped giving child/children toys gifts for any other reason than their age? Why?</b>
No not really
<b>Have you any other comments?</b>
None
<b>Methods of distribution – I plan to distribute my questionnaire to parents of children under 11 years old. The questionnaire is about the gift giving of toys to children aged 11 and under. I hope to identify something new and interesting, which will add to the existing body of knowledge.</b>
<b>In developing my questionnaire I was considering conducting a focus group via Facebook/social networking site. Do you think this would be a good idea and why?</b>
Yes it would be good as most people have access to Face book but not everybody uses it depends on who you are thinking of approaching. So it may be useful for some people but not everybody
<b>I need to approach both men and women to answer this questionnaire? I am hoping to send 2 copies in an envelope, and distribute via schools. The idea behind this would be that schools would act as the distributor and all questionnaires would be sent directly back to me. Permission will be sought from schools but no disclosure is required, as there is no actual contact with the children. I need to try and get an equal male female distribution. What issues do you think I will have with using this kind of approach?</b>
Some clarification. Consider addressing to Mr and Mrs so and so. I can guarantee you it will be the women that answer the questionnaire and not the men. I don't know how you are going to do that. I think you are going to have to either physically address it to them or hand it to them and say you will complete this. If it goes home the female will do it.
<b>Are there other places I could distribute via? Such as School Clubs/ Rainbows/ Brownies/ Scouts/ Swimming clubs</b>
Yes you could use them but you will come up against the same issue if you want 50-50
<b>How successful do you think an internet distribution of the questionnaire would be via</b>

<b>internet sites such as / Internet snowball email questionnaire / Facebook advert and link Netmums link web site / Mumsrock web site</b>
They work quite well don't they I have heard good feedback on email questionnaires. It depends on what age range you are going for the 30s-40s may use that
<b>Response rates for postal questionnaires are often poor. In order to maximise returns I was hoping to provide an incentive, what type of incentive should I offer and why?</b>
The reason you are offering it is to get them to fill it in, What I would give them, I suppose you could give them a voucher or something. A facial massage, but I don't know if a male would like that. Offer it as one prize. Do they think about the prize or not. If it means that 50% of the people get the Questionnaire as I am going to be entered into the draw.
<b>Other comments?</b>
None made

### Interviews Theme 3 (No 3C)

Candidate Name	Date Oct 09	Female	Age Approx 45
Partner		Single	
Children	No 1	G	Age 16
Nieces			
Nephews			
Nieces			
Nephews			
Others??			
This interview is about giving toys as gifts to children (aged under 11) at birthdays and at Christmas. I am trying to establish some of the issues in purchasing toy gifts for your or other children within the age range noted. There will be three themes to this interview: purchase behaviour of toys as gifts for children, Christmas and Birthday times and reciprocity issues of gifting. In addition I have another section looking at the distribution of the questionnaire.			
<b>Purchase Behaviour of toys as gifts for Children aged under 11</b>			
What stages in the year do you buy toys as gifts for your/other children?			
Toys I buy at birthdays, Christmases, and if my son deserves a reward by doing something good at school I will maybe buy him a toy then as well			
<b>How do you decide who to buy gifts for?</b>			
Well I have lots of friends who have little boys and girls and instead of buying the adults I buy the children. Adults are crossed off the list yes. You just find it easier to buy the children. Friends – well we have just got everything whereas children need new adventures in their lives.			
<b>Why do you give toy gifts to your/other children? (you mentioned reward)</b>			
Because it is easier, children don't really want to get presents of clothes, you know they open presents of clothes and they get tossed aside so it is nice to know what the children are into, like cartoon characters or if they are into board games or they like reading. Although it is fun it is educational as well (so you try to match the interests – yes)			
<b>What type of information do you source on the toys prior to purchase</b>			
I obviously look at the age group that they are for. Also I will maybe speak to the parents and say you know what is, you know because some children are advanced for their years. So I find out from their parents what they are into and then match with the age – but I usually buy for a year or two older as they get so many things it just gives them so many thing to work for (so a parent might say that's great so I will lay that away for a few months)			
<b>What is your main source of information on toy gifts?</b>			
I suppose I look at what my son liked at that particular age. I will also look for a fun aspect as well. It has to be fun and would they only be able to use that for a short time can they start using it now and when they are older as well. (probe on which sources is the main one) Now it is starting to be the internet but before I just liked going into the shops to see what was about.			
<b>How much time do you spend searching and selecting toy gifts for your/other children?</b>			

<p>If I go onto the internet it can maybe take me a couple of hours depending on what other shopping I may have to do. You see the product you are looking for and you think it does not look as good. So then you start looking around the shops. So it can take maybe a couple of hours.</p>
<p><b>What factors impact on what type of toy gifts you buy for your/other children?</b></p>
<p>It is nice for it to have an educational side to it as well – you know they get so many cuddly toys and you know it is fine and its fine for one day and it is tossed aside the next day but educationally like puzzles and games that are interactive as well I find that these are really good.</p>
<p><b>How do you decide what toys to buy as a gift for children and does it differ according to who you are purchasing for?</b></p>
<p>It does differ because of boys and girls things I know one of my friends little girls she is into like arts and crafts so I look for something that will take her sometime to do, like a painting by numbers. I have been noticing these new packs with beads and purse making things and another friends little boy is just like into BEN 10. You know you don't want to give them something that they are not interested in so I would speak to the parents' as well to see what they were into, what sort of thing are they into. I have another friend with a wee boy who is into reading books and what characters he is into. (gender is one of the main things you think about)</p>
<p><b>Have you any other comments?</b></p>
<p>Nothing else</p>
<p><b>Christmas and Birthdays – gift giving toys at these occasions – under 11 years old</b></p>
<p><b>When do you decide to start buying toy gifts for your/other children (may be related to age)?</b></p>
<p>When it is mostly for my son, Christmas and birthdays, because I find if you buy too much well they have so many things now anyway the more they have got you know they will pick something up and say I will play with that today and then you end up with all these toys. When you really look at it you think when have they really looked at this, it seems such a waste so really I just buy at Christmas and Birthday. Sometimes I will buy a CD or a DVD because it is good for them because if they can sit and watch a DVD, it is keeping their concentration and it is good for them to listen.</p>
<p><b>When do you decide to stop buying toy gifts for your/other children (may be related to age)?probe age</b></p>
<p>I suppose when the children get older and you are not sure what they are in to any more I think it is maybe best to give them money. You know because they get out of the toy stage they have maybe got goodness knows how many toys, games etc and you can't buy a new house just to incorporate all the stuff. I feel once they get to a certain age it is maybe best to give them money and then they can buy whatever they want. There is so much now with technology like the Xbox so if you give them money they can buy something they want. (is there a specific age) I would say age 10. I would stop the toys then and give money because it is easier</p>
<p><b>Do you pre-plan your toy gifting for children for Christmas ?</b></p>
<p>I don't I will speak to my friends and find out what they like and give them something they really want rather than give them something I think that is quite nice. It is not every child that likes everything you give them. So obviously I do preplan my purchases to a certain extent</p>
<p><b>When do you start shopping for children's Christmas toy gifts ? Why ?</b></p>
<p>After the 31<sup>st</sup> October (you have a deadline) It is my birthday so I do not think of Christmas until after then. So I get out my notepad and write down the names of all the people I have to get presents for and then after that date I will start writing down a list</p>
<p><b>Do you pre-plan your toy gifting for children for Birthdays ?</b></p>
<p>I give more toys at Christmas time because I just feel that some of them are around Christmas (birthdays) I just feel they get so much around Christmas you know if they give them money and there is something they have not got or that they really wanted or parents' maybe just want to put it into their bank account you know put away for a rainy day. I feel that is what I do at birthdays.</p>
<p><b>When do you start shopping for toy birthday gifts? Why ? Reworded slightly</b></p>
<p>I will check my calendar. I will see what I have coming up with birthdays and I will go into town maybe a month in advance, to see if there is anything that takes my interest although because all the kids are at different ages and with S being older I am not looking at toys now at</p>

all for him now. But for my friends who have younger children there are so many things coming out all the time.
<b>How do you figure out economically what you are going to spend in total, On each child?, At each occasion?</b>
Well my friends and I have a set amount you know there is a set amount for a few of them it is £10 and for my special friends I will say it has gone to £20. I put a budget on this (so you have a closer network and then a secondary network and then you will take it from there)
<b>Do you feel you are under pressure to gift at these occasions you have mentioned?</b>
No I am making new friends now where I am not putting myself forward to say I will be buying them this. The friends I am giving presents to I have been friends with for a long time. It is not that I want to appear selfish or greedy, or that it is just there are other things that you have to think about – you have to put a budget on these things (so you have set a limit and you are quite comfortable with this limit)
<b>Have you any other comments on this so far ?</b>
No that's the only time I really buy
<b>Relationship impact/Reciprocity</b>
<b>What do you think happens to the toy gifts given to your children by others? Have you encountered anything where you think best not to tell so and so about what the children thought about that toy gift?</b>
I suppose there have on occasions you know when they have their birthday parties and you have got like 16 children there and you know yourself I am not trying to be disrespectful to anybody but some of the presents the children get you would not give to children yourself. You have your standard yourself and on occasion you know S will go I don't like that mum but thank goodness we don't open the presents until they get home. You know Northsound have a charity appeal I pass it on to something like that. I don't have room for storing stuff that he is not interested in
<b>What mainly happens to the toy gifts given to your children by yourself? Have you encountered anything where you think I am not quite sure what they are doing with that?</b>
Not so much with the toy but with clothes they could have gone in the bin with the wrapping paper. But most of the things in the past he has liked. I think you get to know your own children and know what they like
<b>Do you feel upset/dismayed/annoyed if children don't like the toys gifts you have bought them?</b>
Not really as I have said earlier I talk to the parents and find out what they really want. I think when I was younger I remember getting something and thinking I don't really like that. So I think when you think back you think I don't want them to feel that. Where possible I always give a gift receipt you know so if by chance they get another one they can change it. You know I won't be offended I think here is the receipt take it back and exchange it for something else. I have never heard of it being done but you know if you get duplicates you don't want someone getting the same thing
<b>Do you think the toy gifts you give your children at Christmas/birthdays impact on their relationship with you? Why?</b>
Yes, well I buy books for when he was younger and they were more advanced so at bed time you were like come on we will read this book. And also buying puzzles and games you know it's like it brings the family together. S and I did a puzzle together not long ago when we were on holiday. (See who would be finished first). Yes and it is really funny as I would do the outline and it took me a while to get that bit done. And then he came and said he could do the inside bits (bringing people together sort of). Yes when he is upstairs on his Xbox so yes it is nice when he comes down I think I have got a son
<b>Do you think the toy gifts you give other children at Christmas/birthdays impact on their relationship with you? Why?</b>
Yes I think it does because a couple of times I have been to see my friend J in Drumlithie and the little girl has come through and said look Auntie G I have made this picture from the present you gave. Last Christmas I gave her a beaded purse to make and then she was saying look this is what you gave me for last Christmas. You know she was outwith it and it was nice that she had remembered it came from me and she had actually completed it. It looked quite cute actually. (So you saw some sort of link growing)
<b>Do you have expectations of getting a gift back in return for giving gifts to your</b>

<b>children/other children?</b>
No you know the friends that we have we know we will exchange the close friends with the young ones. With S getting older B and N my friend's young ones they have obviously got years to go. With S you know when it gets to 21 my friend may stop giving to him as he has got to 21 but I will still keep giving to their children. I would not expect because I am giving them S should get as well- There is a cut off point
<b>Have you ever stopped giving child/children toys gifts for any other reason than their age? Why?</b>
There was one occasion. There was a friend I had had for a long time and we just fell out. I feel sorry that her little girls misses out. It was over something really trivial my friend does not contact me anymore. I don't want to keep giving the girl presents in case she thinks why is she giving her presents. It is disappointing but that is the way it goes.
<b>Have you any other comments?</b>
Well when S was first born the Ante natal group decided we would give something small but some of them have moved away now C is over in Norway now so you kind of stopped when she moved away from Aberdeen it was a shame but we still send Christmas cards with a message to see how we are getting on but that is another reason.
<b>Methods of distribution – I plan to distribute my questionnaire to parents of children under 11 years old. The questionnaire is about the gift giving of toys to children aged 11 and under. I hope to identify something new and interesting, which will add to the existing body of knowledge.</b>
<b>In developing my questionnaire I was considering conducting a focus group via Facebook/social networking site. Do you think this would be a good idea and why ?</b>
Yes I think that would be good but do you think you would get enough people. I suppose it is a good way – I am not in any groups but I just wondered if you approached schools (next question) if they have groups of mums that meet up.
<b>I need to approach both men and women to answer this questionnaire? I am hoping to send 2 copies in an envelope, and distribute via schools. The idea behind this would be that schools would act as the distributor and all questionnaires would be sent directly back to me. Permission will be sought from schools but no disclosure is required, as there is no actual contact with the children. I need to try and get an equal male female distribution. What issues do you think I will have with using this kind of approach?</b>
As I have witnessed in the past there are parents who just don't care. The pupil will take something home from school will just throw it in the bin as I am not interested. The group I was with when S was in School were good or at least that is what we got told by the teachers. The teachers appreciate it if you contribute. (so you think there may be issues with responses) I think you should try it. I mean do you have any specific people that know head teachers of primary schools. (I know my own I already have a database) S went to Sunnybank could always help you that way. Contacts get a foot in the door. I know someone at Glashieburn as well. Offer of help
<b>Are there other places I could distribute via? Such as School Clubs/ Rainbows/ Brownies/ Scouts / Swimming clubs</b>
I know JH does the Scouts at Stonehaven and Treehouse Nursery as well
<b>How successful do you think an internet distribution of the questionnaire would be via internet sites such as / Internet snowball email questionnaire / Facebook advert and link Netmums link web site /Mumsrock web site</b>
Even if you were able to email out the questionnaire to staff at RGU. They may pass it on to others.
<b>Response rates for postal questionnaires are often poor. In order to maximise returns I was hoping to provide an incentive, what type of incentive should I offer and why?</b>
Are there any new toy shops opening in Aberdeen that you could get vouchers in. You know that you could get something extra for the child. You know picked at random maybe have a first prize, and 2 smaller ones picked at random
<b>Other comments?</b>
None made

### Interviews Theme 3 (No 4C)

Candidate Name	Date	Male	Age Approx 55
OCT 09	Oct 09		
Partner	Married		
Children	No 1	G	Age 22
	No 2	G	Age 21
Nieces			
Nephews			
<p>This interview is about giving toys as gifts to children (aged under 11) at birthdays and at Christmas. I am trying to establish some of the issues in purchasing toy gifts for your or other children within the age range noted. There will be three themes to this interview: purchase behaviour of toys as gifts for children, Christmas and Birthday times and reciprocity issues of gifting. In addition I have another section looking at the distribution of the questionnaire.</p>			
<p><b>Purchase Behaviour of toys as gifts for Children aged under 11</b></p>			
<p><b>What stages in the year do you buy toys as gifts for your/other children?</b></p>			
<p>Birthdays, Christmas other children's parties</p>			
<p><b>How do you decide who to buy gifts for?</b></p>			
<p>You buy them for your children, relations, friends, maybe some charity gifts as well. Tree appeal, can choose an age range in that</p>			
<p><b>Why do you give toy gifts to your/other children? (you mentioned reward)</b></p>			
<p>Children love playing with toys and there is a novelty and learning aspect to it and it gives me a lot of satisfaction or us I should say (wife)</p>			
<p><b>What type of information do you source on the toys prior to purchase ?</b></p>			
<p>Depends on the cost of the toy – if the toy was not of very high value, would not bother sourcing it we would just buy it- it all depends on whether it was a planned purchase or impulse. Where you get it from, quality or grade aspect related to the grade of the toy which would be related to the price as well</p>			
<p><b>What is your main source of information on toy gifts?</b></p>			
<p>Probably the internet</p>			
<p><b>How much time do you spend searching and selecting toy gifts for your/other children?</b></p>			
<p>Not a lot of time I am afraid, my wife does a lot of it. I only come into the equation when price becomes part of the parcel. Do you think we should spend so much money on such and such? Reciprocity comes into that. I don't spend much time at all unless it is a toy I am interested in such as electronics i.e. the value it gives you such as the related outcomes. A learning toy or a computer game. I might want to use it myself joking</p>			
<p><b>What factors impact on what type of toy gifts you buy for your/other children?</b></p>			
<p>Who they are, what we received from them before. These are not in any order of course. The price, the lead time, whether I would get it in time for Christmas or not from the internet. The returns policy – you want to see that it is working well. Maybe there is some sort of brand loyalty there as well. I remember I bought my little kid a trike from Mothercare and the other kid used it as well. It broke but took it back and they gave a new one (3- 4 years old) Loyalty through obligation or experience</p>			
<p><b>How do you decide what toys to buy as a gift for children and does it differ according to who you are purchasing for?</b></p>			
<p>Often the toy is driven by the child themselves i.e. Barbie, PS2 or Nintendo games. Older children over 4 they want a particular gift. Also you source different toys for girls and boys. I suppose they got similar types of computer games so they (girls) got different ones to the ones we bought the boys. Boys got driving games whereas they got make up games and dress up games. So there is a difference there. The price differs. Our nieces and nephews did not get as much as our own children related to price. It is related to reciprocity. If we got a great gift from them one year we would make sure they would get a great gift the next year as we felt some sort of fault with the gift we gave. My wife did most of the giving she was more into gifting than me. (why) More her role my role was putting out the bin or something like that or getting the car insurance – I enjoyed getting the cheapest car insurance. Or sorting problem with contracts for gas or electricity and she got the gifts, I did enjoy giving the gifts though</p>			

<b>Have you any other comments?</b>
None
<b>Christmas and Birthdays – gift giving toys at these occasions – under 11 years old</b>
<b>When do you decide to start buying toy gifts for your/other children (may be related to age)? Some clarification</b>
Invitation to party. You may decide to source a toy well before Christmas because you know that toy is going to be very sacred at Christmas, so there is a rush for it and of course you have to remember birthdays.
<b>When do you decide to stop buying toy gifts for your/other children (may be related to age)?probe age</b>
The cut off point would be the age probably when they go to secondary school. Age 12. They start getting proper bikes when they get to about age 12
<b>Do you pre-plan your toy gifting for children for Christmas?</b>
You have to – you would get some information from your sisters/brothers about what they (children) want for Christmas. I don't do much about it myself because of my role.
<b>When do you start shopping for children's Christmas toy gifts? Why?</b>
Whenever you see the Christmas lights that reminds you of Christmas. We were driving in Banchory the other day my wife said something about Christmas lights, who put them on, Jason Donovan and Jim Carey put them on in London. Remember your financial situation may have an impact if you are getting a toy for £300 you may have to start to plan for that
<b>Do you pre-plan your toy gifting for children for Birthdays ?</b>
No -
<b>When do you start shopping for toy birthday gifts? Why ? Reworded slightly</b>
A week before the birthday unless you forget about it, or the day before. Or you get it retrospectively – you get retrospective cards
<b>How do you figure out economically what you are going to spend in total, On each child?, At each occasion?</b>
I don't think you plan for the children it relates to the age. The older they get the more expensive the toys they get. Imagine when they do really well and they get something expensive, really good toys. They may do really well so they may get some sort of reward. Cost me a lot of money over the years. They get terrific rewards for doing well at school. I don't think this has driven them peer pressure has in getting things. I think their friends have driven that, otherwise they are social outcasts. Well maybe not social outcasts but something like that. It is a little bit different but maybe you don't want them to stick out so they are not left out. Certainly that was the case with trainers. So they need the popular toy.
<b>Do you feel you are under pressure to gift at these occasions you have mentioned?</b>
No- it is an obligation you have got to do it. You have to
<b>Have you any other comments on this so far?</b>
No
<b>Relationship impact/Reciprocity</b>
<b>What do you think happens to the toy gifts given to your children by others? Have you encountered anything where you think best not to tell so and so about what the children thought about that toy gift?</b>
Me no but my wife all the time. I would not worry about it; I would tell them what they thought about the gift. If I felt, if I wanted to wind them up I would tell them. I would not tell my sister because certain people you cannot wind up. They have to be able to be wound up
<b>What mainly happens to the toy gifts given to your children by yourself? Have you encountered anything where you think I am not quite sure what they are doing with that?</b>
It gets used and eventually it gets stored in the loft so there are hundreds of toys in the loft waiting for the grandchildren, and sometimes the girls go up into the loft and would play with them. Some of the toys we bought would have been linked into later value i.e. a collection for example the beanies/collection and some of them were difficult to get so that was fun trying to get the kangaroo beanie or the Dalmatian beanie or special beanies such as Christmas, Coronation Beanies. The kids like getting them same as Teapots from Safeway, and music men from Tetley. I liked them and passed them on. But I get them back again
<b>Do you feel upset/dismayed/annoyed if children don't like the toys gifts you have bought them?</b>
Not at all, or if they want another toy is does not upset me. Wait a minute. Maybe your own

kids yes you know I give my kids anything they wanted, so peculiar isn't it. Maybe your own kids but not other peoples. What is the word I am looking for Selfish
<b>Do you think the toy gifts you give your children at Christmas/birthdays impact on their relationship with you? Why?</b>
Yes – Maybe when they are younger they love you a bit more. If you give them time and effort that type of informal gift they love you so much more. And you are always available for them always. No matter what happens if they have a problem you have got to try and deal with it
<b>Do you think the toy gifts you give other children at Christmas/birthdays impact on their relationship with you? Why?</b>
No because I never thought about it and never worried about it. Not worried as it they don't like the toy they can change it
<b>Do you have expectations of getting a gift back in return for giving gifts to your children/other children?</b>
Probably yes (probe) just a small thing you do feel this should happen – if you don't get something back you worry that they are not thinking about you. Probe – yes re nieces or nephew yes my sisters would probably would go out and get something
<b>Have you ever stopped giving child/children toys gifts for any other reason than their age? Why?</b>
No
<b>Have you any other comments?</b>
None
<b>Methods of distribution – I plan to distribute my questionnaire to parents of children under 11 years old. The questionnaire is about the gift giving of toys to children aged 11 and under. I hope to identify something new and interesting, which will add to the existing body of knowledge.</b>
<b>In developing my questionnaire I was considering conducting a focus group via Facebook/social networking site. Do you think this would be a good idea and why?</b>
Definitely as getting all of the people together at the same time is hard. Getting the right people for this focus group is easy as everyone is very interested in giving things to their children or other children. The only trouble is you are going to miss out on all the body language, characteristics and all that. Maybe the interaction would not be so good.
<b>I need to approach both men and women to answer this questionnaire? I am hoping to send 2 copies in an envelope, and distribute via schools. The idea behind this would be that schools would act as the distributor and all questionnaires would be sent directly back to me. Permission will be sought from schools but no disclosure is required, as there is no actual contact with the children. I need to try and get an equal male female distribution. What issues do you think I will have with using this kind of approach?</b>
Probably would not be able to get as many men (why) as they don't give gifts. They are not so much part of the process. If you tell them what the objectives are you may find they are less interested in getting involved
<b>Are there other places I could distribute via? Such as School Clubs/ Rainbows/ Brownies/ Scouts/ Swimming clubs</b>
School needs to be formal; a voluntary club may be more informal like the swimming club. Would not be bound by so much rules and regulations. Offer of help with a local swimming club. There's not much kids under 11 though. They don't really start competing they are 11-14. Some of them may be useful some of them may not be.
<b>How successful do you think an internet distribution of the questionnaire would be via internet sites such as /Internet snowball email questionnaire /Facebook advert and link Netmums link web site /Mumsrock web site</b>
Survey monkey – pay for it do it for nothing – I am not sure how Face book and Bebo work (explanation). That is more useful (global). 100 statements
<b>Response rates for postal questionnaires are often poor. In order to maximise returns I was hoping to provide an incentive, what type of incentive should I offer and why?</b>
Make the results available to the users. Quite useful in some areas such as business and management as they want to know what to do when they issue the directive. Parents would like to know about gift giving so I don't think they would want to know the results. Do you want to be a better gift giver? The objectives of the questionnaire are to help you become a better gift giver etc. Plus of course some sort of financial incentive. Don't give them all a



fiver but randomly select one from the collection give them £100 and get it from the University if you can
<b>Other comments?</b> None made

### Interviews Theme 3 (No 5C)

Candidate Name	Date	Female	Age Approx 39
NOV 09	Nov 09		
Partner	Married		
Children	No 1	B	Age 1
Nieces	No 1	G	7
	No2	G	2
Nephews			
This interview is about giving toys as gifts to children (aged under 11) at birthdays and at Christmas. I am trying to establish some of the issues in purchasing toy gifts for your or other children within the age range noted. There will be three themes to this interview: purchase behaviour of toys as gifts for children, Christmas and Birthday times and reciprocity issues of gifting. In addition I have another section looking at the distribution of the questionnaire.			
<b>Purchase Behaviour of toys as gifts for Children aged under 11</b>			
<b>What stages in the year do you buy toys as gifts for your/other children?</b>			
I have been buying them probably quarterly, (probe), Jan, March, May August, October and December			
<b>How do you decide who to buy gifts for?</b>			
Gifts I buy are for children, friends and family			
<b>Why do you give toy gifts to your/other children? (you mentioned reward)</b>			
Either its educational or pure fun			
<b>What type of information do you source on the toys prior to purchase ?</b>			
Age suitability, price, size, and if it is gender specific. (probe size) If it is bulky or if I need to post or courier the item.			
<b>What is your main source of information on toy gifts?</b>			
Internet or web sites and usual the actual information on the box			
<b>How much time do you spend searching and selecting toy gifts for your/other children?</b>			
Around Christmas and Birthdays probably quite a bit of time maybe about a day and bit to source everybody's presents on line			
<b>What factors impact on what type of toy gifts you buy for your/other children?</b>			
Whether it was an educational toy or whether it was purely for amusement			
<b>How do you decide what toys to buy as a gift for children and does it differ according to who you are purchasing for?</b>			
Yes it depends on the personality of the child. My son is very boisterous and loves things he can bang together and can crash and bang. My neighbour's son who is 2 weeks younger is very quiet and studious and prefers to watch and learn rather than make a noise. (Probe – so you are trying to get an idea of what the person's like and take it from there)			
<b>Have you any other comments?</b>			
Other factors may be of the gender stereotyping issues (and I hate to admit it). I would not buy a doll for a boy and would not buy a tractor for a baby girl. However wrong that would be but social stereotyping factors into the equation			
<b>Christmas and Birthdays – gift giving toys at these occasions – under 11 years old</b>			
<b>When do you decide to start buying toy gifts for your/other children (may be related to age)? Some clarification.</b>			
Do you mean directly related to Christmas or Birthday. I would decide to buy toys in conjunction with his development as he starts maturing, developing and growing. It depends on the items that were around him. Probably around that first birthday you would start buying toys i.e. not mobiles etc i.e. toys as opposed to other items.			

<b>When do you decide to stop buying toy gifts for your/other children (may be related to age)?probe age</b>
I probably would stop buying toy gifts I like to think around teenage years but I would think it will be around 10 or 11. (reason) At that point in today's society children are maturing a lot faster with the electronic gadgets and whatever and in my generation we would have been happy playing with toys for longer. Today they mature quicker and are much more sophisticated and the toys only reach about 10, 11 or 12
<b>Do you pre-plan your toy gifting for children for Christmas?</b>
No
<b>When do you start shopping for children's Christmas toy gifts? Why?</b>
Probably start thinking about it late October. Because I have to find out what the children are interested in and then I have to source it, buy it and invariably I have to send it. It has got to be done prior to the beginning of December
<b>Do you pre-plan your toy gifting for children for Birthdays ?</b>
I like to say yes but I am a bit last minute for birthdays
<b>When do you start shopping for toy birthday gifts? Why ? Reworded slightly</b>
Usually about a week before and I have a bit of a panic. Because I don't remember, or I do and then I don't get round to it.
<b>How do you figure out economically what you are going to spend in total, On each child?, At each occasion?</b>
That is relevant to my personal financial situation. (Probe do you have a budget or do you set an amount). I spend more on the children in my immediate family and then less on my friends' children. However I do sometimes buy fantastic presents that don't cost a lot of money, whereas I do tend to spend about double on my family's children and work it back from there
<b>Do you feel you are under pressure to gift at these occasions you have mentioned?</b>
I don't feel under pressure with family because it reflects what relationships I have with them as children in my family would always get presents anyway even if it is only something that costs a couple of quid. I feel sometimes under pressure to give some presents to some friends' children. (Probe – how has that developed). It is more kind of pressure from mum – mum is put out as they have not received a present for the child.
<b>Have you any other comments on this so far?</b>
Just to add to the pressure things of the children of that family to be truthful I would probably give them less than some of the others. I would give them something but it would be less
<b>Relationship impact/Reciprocity</b>
<b>What do you think happens to the toy gifts given to your children by others? Have you encountered anything where you think best not to tell so and so about what the children thought about that toy gift?</b>
We have had a couple of gifts that he smiles very appreciatively at and then played with briefly and put aside. However he has gone back to sometime later. So I don't think there has been something that he has not used
<b>What mainly happens to the toy gifts given to your children by yourself? Have you encountered anything where you think I am not quite sure what they are doing with that?</b>
There has been a few items that has taken him a while to get to grips with but I have not given him anything that he has not used or played with at some point. Nothing that he has actively declined
<b>Do you feel upset/dismayed/annoyed if children don't like the toys gifts you have bought them?</b>
No I don't think I have ever felt like that. Maybe I have felt a little what is the word dismayed is probably a little too strong. There are times when you have given gifts to other children and it is not wanted. Then you maybe think they have not liked it as much as you thought they would like it. But I don't think I have ever been those words you have used are maybe a bit strong (so maybe a bit less) Maybe let down as the children have not enjoyed the gift as much as I thought they would.
<b>Do you think the toy gifts you give your children at Christmas/birthdays impact on their relationship with you? Why?</b>
Have not had a birthday or Christmas yet so I hope it would not be the case. As he grows up I hope it would be a short term thing on his part if he does not get what he wants. I don't know

but I would like to think that it would not impact on our relationship
<b>Do you think the toy gifts you give other children at Christmas/birthdays impact on their relationship with you? Why?</b>
Yes it could do if you get the gift horribly wrong then it can impact upon a friendship you have towards another child I think
<b>Do you have expectations of getting a gift back in return for giving gifts to your children/other children?</b>
No I don't give gifts to get back I give gifts because I want to give them
<b>Have you ever stopped giving child/children toys gifts for any other reason than their age? Why?</b>
Yes because for many years I never received a thank you from the child. They are too young to start with to give a thank you but when they get to 9, 10, 11 and 12 you think they are able to pick up the phone or write a note to say thank you for my gift. I got a little annoyed
<b>Have you any other comments?</b>
No
<b>Methods of distribution – I plan to distribute my questionnaire to parents of children under 11 years old. The questionnaire is about the gift giving of toys to children aged 11 and under. I hope to identify something new and interesting, which will add to the existing body of knowledge.</b>
<b>In developing my questionnaire I was considering conducting a focus group via Facebook/social networking site. Do you think this would be a good idea and why?</b>
I think social networking would be an ideal place for you to do your questionnaire. I also think you should look at putting something on to LinkedIn which is the business Facebook as I think it would be quite interesting to see how wide the market is. Business people are on there all day and every day. A lot of forums and post up questions and webinars.
<b>I need to approach both men and women to answer this questionnaire? I am hoping to send 2 copies in an envelope, and distribute via schools. The idea behind this would be that schools would act as the distributor and all questionnaires would be sent directly back to me. Permission will be sought from schools but no disclosure is required, as there is no actual contact with the children. I need to try and get an equal male female distribution. What issues do you think I will have with using this kind of approach?</b>
I think you will find predominantly that the female purchaser will be the predominant toy purchaser not in every house but predominately. I think you would find that it would be the females that would complete the questionnaire. You might want to try sending some to a local sure start centre. Its national (we have wraparound) Look for dads clubs – dads playgroups. You might get the equilibrium going down that route.
<b>Are there other places I could distribute via? Such as School Clubs/ Rainbows/ Brownies/ Scouts /Swimming clubs</b>
Already answered might be able to find some dads networking forums
<b>How successful do you think an internet distribution of the questionnaire would be via internet sites such as Internet snowball email questionnaire/ Facebook advert and link/ Netmums link web site Mumsrock web site</b>
I think it would but if you were going to get an equal mix you may have to look at some of the sports sites and also like the children how they do children's football leagues and that sort of things
<b>Response rates for postal questionnaires are often poor. In order to maximise returns I was hoping to provide an incentive, what type of incentive should I offer and why?</b>
Usually what gets people is when they are getting something for free or an offer a cuddly toy or whatever. Sponsorship may compromise the integrity of the survey. So would it be worth speaking to the council to see if they could offer a free swimming lesson, or Netmums waive an entrance fee is they do the questionnaire
<b>Other comments?</b>
See if sports clubs will donate any sports stuff such as tennis balls, blow up balls. Supermarket – see if they will provide something

Interviews Theme 3 (No 6C)

Respondent Name	Date	Female	Age Approx 70s
Partner	Yes/No	Widowed	Single
Children	No 1	G	Age 47
	No 2	G	Age 45
Nieces	1		
Nephews	1		
Grandchildren	No 1	G	Age 18
Grandchildren	No 2	G	Age 15
Grandchildren	No 3	G	Age 17
Nieces			
Nephews			
Others??			
<p>This interview is about giving toys as gifts to children (aged under 11) at birthdays and at Christmas. I am trying to establish some of the issues in purchasing toy gifts for your or other children within the age range noted. There will be three themes to this interview: purchase behaviour of toys as gifts for children, Christmas and Birthday times and reciprocity issues of gifting.</p>			
<p><b>Purchase Behaviour of toys as gifts for Children aged under 11</b></p>			
<p><b>What stages in the year do you buy toys as gifts for your/other children?</b></p>			
<p>Christmas and birthdays or if they had done something special. That would be like a small token gift just an acknowledgment for passing an exam or something like that</p>			
<p><b>How do you decide which children to buy gifts for?</b></p>			
<p>I have quite a rule about that. I don't give to friends' children, I give to my own children, I give to all the family children but my friends and I stopped doing gifts for children because there was comparisons about what you got and I just don't go in for that. I stopped doing it with in-law's children as someone was criticised for giving rubbish gifts, not me. So I thought if that is the kind of attitude then just forget it. I give to the ones I care about basically.</p>			
<p><b>Why do you give toys as gifts to your/other children?</b></p>			
<p>If it was a child I did not see very often I would get something for them. Or I would take them out and get them something small, but nothing elaborate because I think they get an awful lot of toys anyway.</p>			
<p><b>What type of information do you source on the toys prior to purchase?</b></p>			
<p>First of all I look in the shops and think they might like that and then I think I should ask what they would really like. I then go to their mothers and drive them crazy and say do you have any suggestions. I set myself a price and then I pick something that suits. So basically I think I have found out what the child likes, what the mother suggests they could have, within my price range and if there was something I really did not approve of I would not buy it. I would not buy a gun, you know there's things I would not personally buy but I try to get the best of everybody's world</p>			
<p><b>What is your main source of information on toy gifts?</b></p>			
<p>Television and the brochures that come through like Toysrus , Argos and Smiths and the book club at school so you have quite a good choice, and if it's books you are looking for they may have a favourite author or well illustrated books</p>			
<p><b>What factors impact on what type of toy gifts you would buy for your/other children aged under 11?</b></p>			
<p>Nothing violent, price, choice and somethings I just consider rubbish, my own judgement on whether I think it is something that would last. Something that is worth the money. They get faddy things like a chocolate fountain, things to do with food, and I think oh no as that is a 2 minute wonder</p>			
<p><b>How much time do you spend searching and selecting toy gifts for your/other children?</b></p>			
<p>Well I have got the idea and I will search to the end of the earth until I find it, if that is what</p>			

<p>they specifically want. I have gone to a lot of shops to get a particular thing and if I can't get that I go to a catalogue and I have not done it but I could go to the internet. But I have never had to do that but usually it is a toy that has been advertised and it's popular and John Lewis is pretty good. Toysrus and places like that and we have got good book shops in Aberdeen</p>
<p><b>How do you decide what toy to buy as a gift for children and does it differ according to who you are purchasing for?</b></p>
<p>(You kind of mentioned asking their mum), yes and asking the child well not really asking the child as if you ask them face to face then they expect to get what they asked for and if you can't find it then that is big disappointment. If you give them something that is totally different they look at you as though you are totally mad. You also have to be very careful when you ask a child as what is in at the time when you are buying may not be when they are receiving it so I think it is safer to look longer term than a child would. Also look around at school see what the kids are playing with and what really appeals to them. So you get ideas from that as well</p>
<p><b>Have you any other comments?</b></p>
<p>Not really missed anything else – there might be something that is just spontaneous. Like if I am away somewhere I might see something and I think they would really like that then I would buy it but then I won't ask any questions so that nobody is disappointed they just get it.</p>
<p><b>Christmas and Birthdays – gift giving toys at these occasions</b></p>
<p><b>Do you pre-plan your toy gifting for children for Christmas ?</b></p>
<p>Yes I do really and then sometimes I think they are getting an awful lot of toys so maybe they would like something else, like a token, so they can choose later on. They get an awful lot at one time and if they get a token that they can go and spend themselves, they are going to choose something they really want and it is quite nice for them to have that choice (They can shop) yes and they like to shop especially the older ones they do.</p>
<p><b>When do you start shopping for children's Christmas toy gifts? Why?</b></p>
<p>Usually end of October, sometimes I get some stuff when I am down in Aberfeldy or if I am away I am going to London, so if I am away I go along – so I am thinking about it as I go along. I am thinking about it towards the end of October</p>
<p><b>Do you pre-plan your toy gifting for children for birthdays ?</b></p>
<p>No, I just have to remember when they are. I have a birthday book, so I know when they are coming up, so I would not leave it like until 2 days before their birthday, so I would be thinking maybe a month before their birthday I would be trying to find out what would be suitable</p>
<p><b>When do you start shopping for children's Birthday toy gifts ? Why?</b></p>
<p>I would not just go out the day before unless it was a spontaneous thing (Christmas seems to be a longer run up) Birthdays are individual throughout the year, Christmas you have got a lot of shopping to do and a lot of budgeting to think about as well, so I think you have to put more planning into your Christmas shopping than you do for birthdays as they are dispersed.</p>
<p><b>How do you figure out economically what you are going to spend in total, On each child?, At each occasion?</b></p>
<p>I usually give the same amount, I give most to my family, the girls and my grandchildren, relatives like nieces and nephews but my friends are token gifts and we are getting to the age where we are saying don't buy gifts, so we wrap one present and it is like a lucky dip. (A bit like a secret Santa) yes. Quite honestly I have too much stuff – it is just like a sliding scale. I don't go over the top with money and I never have (it is interesting because quite a few people I have spoken to have a set idea as they feel there is an overload). Well I think in this year particularly people will be thinking carefully. Your income does not increase when your family increases. Expectations are raised. When I was little the toys were in the shops in Christmas only. Then when there was television there were not many adverts you maybe saw pictures in the papers but there were not so many glossy magazines and there certainly were no catalogues coming through the door. There is a lot of pressure on children. I am amazed when they come into school what they have got for Christmas</p>
<p><b>When do you decide to start buying toy gifts for your/other children i.e. age?</b></p>
<p>When they are born</p>
<p><b>When do you decide to stop buying toy gifts for your/other children i.e. age?</b></p>
<p>When they are 16 I stop but I give them an 18<sup>th</sup> and 21<sup>st</sup>. They get a bigger present at 16, 17 is just an ordinary birthday present for close family and then 18 I would give them something special. 18 and 19 they are getting old. 21 year old school I would still be looking for something special.</p>
<p><b>Do you feel you are under pressure to gift at these occasions, why?</b></p>

No I won't let myself be put under pressure because I know what I want to do. You could be put under pressure but I won't enter into competition. Some people might with kids. It is more difficult for younger people not to be influenced I think. I just give what I can or what I think is appropriate. (you have set your parameters – which you stay around about)
<b>Have you any other comments?</b> Not really
<b>Relationship impact</b>
<b>What happens mainly to the toy gifts given to your children by others?</b> Usually one favourite that last them all their life. L has that one teddy she has had all her life and he is absolutely disgusting- we have knitted him clothes to keep him together Baldy he is called and baldy he is. You know I think children have got special things that they like and other things, well they get broken, books are read, they go on the shelves, drawing books get used up, pencils paints get used up so it would have to be something special, sustained. Or they can be redistributed and given to charities. I know that my family, before Christmas always have a big raid out to make room for the new. So I think a lot can be passed on
<b>What happens mainly to the toy gifts given to your children by yourself? Have you encountered anything where you think I am not quite sure what they are doing with that</b> I know some presents grandkids kept here so they were special and it made them double special. They liked things to be kept in different houses for special things and I think yours are the same. They can get swamped down with too many things.
<b>Do you feel upset/dismayed/annoyed if they don't like the toys gifts you have bought them?</b> Not really because I think you have to realise children are children, they have their choices and expectations and you try to live up to their expectations and give them their choices but if it does not happen they are disappointed and you are disappointed but hey get over it. I would not be bereft and I hope the child wouldn't be
<b>Do you think the toy gifts you give your children at Christmas/birthdays have any impact on their relationship with you? Why?</b> Well I would hope not because I think it would make them materialistic, I would think. It might have for five minutes or so – you know that is my favourite and I love you for giving me that. They love you for you and not for what you give and you can't buy love and friendship. It sounds dramatic (no some of the research has identified that single mothers give more and it is a gap that does not need filled).
<b>If your children do not like any toy gift you gave them do you think it has any impact on them? If so what?</b> They would probably say that's a rubbish gift from my rubbish auntie but I think that would only last 5 minutes. If you have a relationship with the child that I think that is a short term thing, if It is a child – I should not be saying this but when my kids were little they used to say oh no what has she give us this time? And now they say what she has given you this time. Oh its only her again, well that's it that's what she chooses for you- it was good for a laugh and I don't think it is serous but it has become the norm. Name withheld
<b>Do you have expectations of getting a gift or something back in return for giving gifts to your children/other children?</b> No (again some people think they could) I think that goes all against the ethos of gift giving and receiving because you get more out of giving than getting I think but then that is maybe my age group
<b>Have you ever stopped giving a child or children toys gifts for any other reason than their age? Why?</b> No –well maybe one who have gone abroad because you just don't see them. You start sending them you stop as communication peters out but that would be the only reason why you would stop. When people move away (unless they came and poked me with a stick)
<b>Have you any other comments? Diary mentioned</b> If it is children – friends there is nothing we need we will go out for a meal instead. Just don't need the stuff – don't need things that can be put into the charity box very quickly.

Appendix 6  
Interviews Theme 3 Gift Giving of Toys to Children Finalised

Respondent	Dates Various in 2009	5 females 1 males	Age approx 1 in 30s 3 in 40s 1 in 70s 1 in 50s
Partner		2 females married 1 female single 1 female widowed 1 male married	Kids
<p>This interview is about giving toys as gifts to children (aged under 11) at birthdays and at Christmas. I am trying to establish some of the issues in purchasing toy gifts for your or other children within the age range noted. There will be three themes to this interview: purchase behaviour of toys as gifts for children, Christmas and Birthday times and reciprocity issues of gifting. In addition I have another section looking at the distribution of the questionnaire.</p>			
<p><b>Purchase Behaviour of toys as gifts for Children aged under 11</b></p>			
<p><b>What stages in the year do you buy toys as gifts for your/other children?</b></p>			
<p>Birthday/When we visit – exchange gifts when younger /Possibly Easter /Christmas            Reward for doing something good/Children’s parties/Quarterly</p> <p>This ratifies to            Occasions in the calendar            Rewards            Visit</p>			
<p><b>How do you decide who to buy gifts for?</b></p>			
<p>People we know well and have known for a period of time.            Own children/ Friends of my own children/ Family            School friends if they are invited to parties etc and that would be that relationship – (friends of my children)/ Easter etc it would be family and close friends.            Have a lot of friends with small children’s adults crossed off the list            Have a rule on that it is children, and family children</p> <p>This ratifies to            Family inner circle            Family extended circle            Friends outside circle</p>			
<p><b>Why do you give toy gifts to your/other children?</b></p>			
<p>Because they like them.            Something they enjoy playing with possibly in vogue at the moment. Fun            If it is a hobby /Educational/ Novelty/ Probably what they would expect no clothes            If it was a child I did not see very often I would get something for them            More inclined to give toys at Christmas (more expected gift to open) than at birthdays due to age (voucher)</p> <p>This ratifies to            Enjoyment            Expectation</p>			
<p><b>What type of information do you source on the toys prior to purchase?</b></p>			
<p>Where to actually purchase it lack of toy shops            Internet getting the toy in time            Safety/quality            Matching the toy with their expectations getting what they wanted. Suitability            Getting the right one i.e. no imitations            Price how much is it going to cost            Age range /What is in fashion /Find out from their parents/ask            Depends on the cost of the toy relates to planned or impulse purchase            Size for posting /Shops /Once I got information if there was something I did not approve of I would not buy it</p>			

<p>This ratifies to  Actual place of purchase  Lead time of supply of item selected  Cost for what you get  Age  Size  Appropriateness</p>
<p><b>What is your main source of information on toy gifts?</b></p> <p>The Early Learning Centre Catalogue if you want to check the age –  Argos catalogue to see what was available /Internet to see what models were available (More and more the internet)/Online /Possibly the store – to speak to people /Experience – looking back in history/ Information on the box/ TV and Brochures</p> <p>This ratifies to  A range of media</p>
<p><b>How much time do you spend searching and selecting toy gifts for your/other children?</b></p> <p>This can depend on the gift – I suppose as long as it is needed. If it is desired it could take a long time.  It could be months – mostly for my own children  If someone said they wanted something in particular I would endeavour to source it.  Last minute but if it is a gift which needs researched it may take time  What was in vogue and just go and get it  A couple of hours on the internet depending on what other shopping I had to do  I don't my wife does I am only involved with price and reciprocity comes into that  If it is a toy I am interested in then I get involved  Search until the end of the earth until I can find it</p> <p>This ratifies to  Planned taking a long time to source what it is they want  Planned as you need to purchase what is in fashion  Last minute if it does not need researched</p>
<p><b>What factors impact on what type of toy gifts you buy for your/other children?</b></p> <p>Good quality and that it was going to last.  Educational  It has to be robust enough to be played with.  Needs to be safe/ Age/ Price/ Returns policy/ Time pressure buy the easiest gift/ Who they are  Gender, social stereotyping would not buy girls things for boys /Whether it is rubbish or not</p> <p>This ratifies to  Ergonomic factors  Economic factors  Replacement policy  Social factors</p>
<p><b>How do you decide what toys to buy as a gift for children and does it differ according to who you are purchasing for?</b></p> <p>Try and know what the child likes  Personality of the child/ Speak to their parents see what the latest thing is they are into,  Old voucher road - choose something. /Not buy something - inappropriate -not wanted  Does not matter who I am purchasing for would buy the same for five birthday parties, same cost/ In vogue/ Gender impacts / Speak to the parents / Often driven by themselves after about age 4 / Gender/ Wife did most of it / Ask someone who knows them  Watch and see what others are playing with</p> <p>This ratifies to  Trying to identify exactly what the child likes – pleasing/ Pleaser gifter  Wife has responsibility not male  Others ?</p>
<p><b>Have you any other comments?</b></p> <p>Price not mentioned much</p>



<p>Internet comes in as you can sometimes source things at a better price.  May buy things early - sales on and lay away for my own child than others  Maybe something which is just spontaneous</p> <p>This ratifies to  Price being important  Spontaneity</p>
<p><b>Christmas and Birthdays – gift giving toys at these occasions – under 11 years old</b></p>
<p><b>When do you decide to start buying toy gifts for your/other children (may be related to age)?</b></p> <p>If you buy early they may change their minds.  About October – buy it so it would not be gone for Christmas – watch they don't change their minds put it away then (probe on age) /Popularity of toy – must have unless it is gone (Christmas)/ From birth/ First birthday / Christmas and birthdays (parties)</p> <p>This ratifies to  Times on annual calendar  Rite of passage times i.e. birth  Pressure to buy for Christmas in case the item goes</p>
<p><b>When do you decide to stop buying toy gifts for your/other children (may be related to age)?probe age</b></p> <p>For a friend/s we came to an agreement we would stop buying gifts from age 13. Another one said no age agreed  Toys stop at around age 12/secondary school/10 (give money because it is easier)  Secondary school  Around teenage years around 10/11 as toys get more sophisticated  Sometimes we help each other purchasing (related to distance)  For close families we just carry on but it might change to be money rather than a gift.  get 18 and 21<sup>st</sup>.</p> <p>This ratifies to  Passing of time i.e. age for toys around 10-12  Money becomes the main gift again at Rites of Passage only</p>
<p><b>Do you pre-plan your toy gifting for children for Christmas?</b></p> <p>Hard to resist buying things (often buy things when I see them) because you end up with too much.  It is remembering what you have purchased and for whom / I will go on the internet and write down costs so in some ways I do plan it/ I don't I speak to the parents then plan from there  You have to / Yes I do / No</p> <p>This ratifies to  Major planning  No planning often related to time the person has to do the shopping</p>
<p><b>When do you start shopping for children's Christmas toy gifts? Why?</b></p> <p>Stock comes into the shops  Go back to school  October but I will still be out on Christmas Eve finishing  October 31<sup>st</sup> and write down a list  When you see the Christmas lights  Financial situation and budgeting comes into play  October but it has to be done prior to December  October towards the end of October</p> <p>This ratifies to  starting shopping in October and finances for Christmas birthdays</p>
<p><b>Do you pre-plan your toy gifting for children for Birthdays?</b></p> <p>I don't know if the pressure is on (Christmas selling thing)  I would buy in advance if I saw things liked  From the internet it needs purchasing in advance so it arrives  Last minute day or week before if I remember</p>

<p>No (male) Last minute No I just have to remember when they are</p> <p>This ratifies to Last minutism lack of planning for birthday purchasing</p>
<p><b>When do you start shopping for toy birthday gifts? Why ?</b></p> <p>A month before If I knew a birthday was coming up and I saw something liked I would get it Some of gifts have to be posted so that comes into the equation Day or week in advance if I remember A week before or retrospectively About a week before I would not get it the day before but it is not as planned as Christmas</p> <p>This ratifies to No planning last minute</p>
<p><b>How do you figure out economically what you are going to spend in total, On each child?, At each occasion?</b></p> <p>For our own children we have a budget ideally which we try and keep to so it keeps it fair. Birthdays' and Christmas close together may combine the gift. With friends - reciprocal agreement. Momentous birthday 18<sup>th</sup> (18, 21 16 ?) Limit for children's friends £10 own children get what they want Give more to family and friends than I would to my children's friends but I am not good at balancing out I don't think you plan for this the older they get the more expensive the toys they get Children are driven by peer pressure Spend more on the children in my immediate family and less on the rest it is on a sliding scale</p> <p>This ratifies to Budgeting Reciprocal arrangements in advance Giving more to closer family then a sliding scale</p>
<p><b>Do you feel you are under pressure to gift at these occasions you have mentioned?</b></p> <p>Expected again it is reciprocal. Don't want to let the child down if you can't find anything give the child money- 'meet the needs'. You don't want to forget them. Pressure may come from certain people You have to put a budget on these things No but it is an obligation Not with children in my family but pressure from mum as they have not received a present – I would give that family less No but there is a lot of pressure on children expectations are raised No I would not let myself be put under pressure</p> <p>This ratifies to It is expected – reciprocity is expected taught Pressure exists on children and expectations are raised</p>
<p><b>Have you any other comments on this so far ?</b></p> <p>No none really</p>
<p><b>Relationship impact/Reciprocity</b></p>
<p><b>What do you think happens to the toy gifts given to your children by others? Have you encountered anything where you think best not to tell so and so about what the children thought about that toy gift?</b></p> <p>The gift from the favourite aunt. Gift receipt was given to me so it is possible to change and that is accepted that is ok and not a problem because we have a good relationship. Toys - they still remain in boxes, more complex things such as building things need to do it with them due to its complexity. Parent impact.</p>

<p>Recycled toys as other presents probably happens more now than before, to charity  Some of the presents you would not give yourself  Not bothered but my wife would be  Some are played with and some not – parent impact  Usually one favourite is played with and lasts them all their life  Redistributed charities/passed on</p> <p>This ratifies to  Parent impact  Recycling/redistribution of unwanted/doubles gifts  Exchange of unwanted/doubles gifts</p>
<p><b>What mainly happens to the toy gifts given to your children by yourself? Have you encountered anything where you think I am not quite sure what they are doing with that?</b></p> <p>Some remain in boxes as I don't always get it right.  Encourage to use board games as you have to sit down and play it for them to realise it is fun.  Go back and forth to toys  Things can get exchanged if things are not right  What I have bought them is what they have wanted/liked  Used and put in loft for grandkids  Collections  Nothing actively declined  Kept at another location</p> <p>This ratifies to  Some satisfaction but elements of getting it wrong</p>
<p><b>Do you feel upset/dismayed/annoyed if children don't like the toys gifts you have bought them?</b></p> <p>A bit dismayed as your effort has not paid off  Guilt – guilt as you have let them down.  Perfection is key but it can impact on their special day  There is pressure to get it right.  I sometimes get annoyed when children don't react well when they open a gift.  I maybe get more upset than annoyed  In relation to experience I always ask the parents as I got stuff I did not like when I was that age  Duplicates need changed  Maybe your own kids but not other peoples (selfish)  Dismayed too strong maybe let down as the children have not enjoyed the gift as much as you thought they would  No because you have to realise that children are children they have their choices and expectations</p> <p>This ratifies to (EXCHANGE)  Let down/guilt/dismayed as you thought you got it right and you did not so children's experience not satisfied  Annoyed when they don't reciprocate thanks of some level - emotional</p>
<p><b>Do you think the toy gifts you give your children at Christmas/birthdays impact on their relationship with you? Why?</b></p> <p>Yes it can do there may be a peak (love you) and trough at the time (go to their room but not dislike you).  I did not realise it was so stressful.  I think impact is too strong a word  Yes can bring the family together  They love you a bit more  Yes you can get it horribly wrong and it can impact on a friendship  I hope not as it would make them materialistic – can't buy love and friendship  Last only for a minute</p> <p>This ratifies to  A loving exchange</p>
<p><b>Do you think the toy gifts you give other children at Christmas/birthdays impact on their</b></p>

<p><b>relationship with you? Why?</b></p> <p>A bit yes especially if you get it right – relates to a good relationship  It can be another connection with them and they can talk about it and things  As they get older they may be more appreciative of this  Yes going back to my own childhood it did as I would have a had a favourite in relation to what I received  They would have given me something that I really wanted and there would have been a wow factor not sure if this generation sees this.  Yes it has  No they can always change it  Have not had one yet but would like to think it would have no impact</p> <p>This ratifies to  A relationship may be developed by gifting (so is this why we do it)</p>
<p><b>Do you have expectations of getting a gift back in return for giving gifts to your children/other children?</b></p> <p>Yes I would want a Christmas present from my children - it is the thought that counts.  You do expect something back some sort of a measure of reciprocity  No that expectation has gone with giving to children  Probably yes just a small thing  No I don't give gifts to get back</p> <p>This ratifies to  Reciprocity (of some kind) is important to some and not to others</p>
<p><b>Have you ever stopped giving a child/children toys gifts for any other reason than their age? Why ?</b></p> <p>Moving away  Posting  From schoolchildren there is only gift giving when the children are invited to party No I can't think of anyone that we have fallen outwith and said we are not buying them a present.  No not really  Fell outwith someone and don't give to their child anymore  No  Yes because I never received a thank you from the child</p> <p>This relates to  Disagreements/ disappointment from adults causing the gifting to stop  Location changes</p>
<p><b>Have you any other comments?</b></p> <p>No not really  Just don't need things that can be put away into the charity box quickly</p>
<p><b>Methods of distribution – I plan to distribute my questionnaire to parents of children under 11 years old. The questionnaire is about the gift giving of toys to children aged 11 and under. I hope to identify something new and interesting, which will add to the existing body of knowledge.</b></p>
<p><b>In developing my questionnaire I was considering conducting a focus group via Facebook/social networking site. Do you think this would be a good idea and why ?</b></p> <p>Yes as long as the sample you were using were using these social networks  I don't know if the information would flow as it would in a room  Do you think you would get enough people  Definitely getting people together is hard miss out on the Non Verbal Communication  Yes  LinkedIn</p> <p>This ratifies to  Social networking may be a good place to conduct a focus group but it will have its limitations</p>
<p><b>I need to approach both men and women to answer this questionnaire? I am hoping to send 2 copies in an envelope, and distribute via schools. The idea behind this would be that schools would act as the distributor and all questionnaires would be sent directly back to</b></p>

<p><b>me. Permission will be sought from schools but no disclosure is required, as there is no actual contact with the children. I need to try and get an equal male female distribution. What issues do you think I will have with using this kind of approach?</b></p>
<p>Actually getting both of them to fill these in  Women will answer it and not the men  The father may be working away you know I am just thinking of Aberdeen  Address to Mr and Mrs  Some parents just don t care  May need to get a foot in the door  Probably not get as many men  Female purchaser will be the predominant purchaser and completer of questionnaire  Dads clubs you may get an equilibrium through that source</p> <p>This ratifies to  Men will not be as willing to answer your questionnaire</p>
<p><b>Are there other places I could distribute via? Such as School Clubs/ Rainbows/ Brownies/ Scouts /Swimming clubs</b></p>
<p>Watch for duplication/ Getting men to answer/ Nurseries/ A voluntary club/ Sports sites football league</p> <p>This ratifies to  A range of other locations could be used but would have to watch for duplication</p>
<p><b>How successful do you think an internet distribution of the questionnaire would be via internet sites such as Internet snowball email questionnaire Facebook advert and link Netmums link web site Mumsrock web site</b></p>
<p>Snowballing might work – I don’t know how you do the men though that could be problematic. They work quite well don’t they I have heard good feedback about e questionnaires  Email out to RGU staff</p> <p>This relates to  Yes but as usual sample size may be an issue</p>
<p><b>Response rates for postal questionnaires are often poor. In order to maximise returns I was hoping to provide an incentive, what type of incentive should I offer and why?</b></p>
<p>I think it should be toy related - vouchers as a prize draw  A voucher or something one prize  Results available to users on how to become a better gift giver  Getting something for free</p> <p>This ratifies to  Yes some incentive would be good</p>
<p><b>Other comments?</b>  Did not mention the S man  Sports clubs may donate</p>

## Appendix 7 The Hypotheses and their areas of development in detail

H no	Hypotheses	General Authors	More specific authors
H <sub>1A</sub>	Mothers will select toy gifts for children in a planned approach for special occasions more than fathers.	Gender - Fischer and Arnold 1990 Mintel	Mead (1934) Caplow (1992) Hill and Romm (1996) Chodorow (1978) Fisher and Arnold (1990) Mintel (2006) Cheal (1987)
H <sub>1B</sub>	Mothers will spend more on toy gifts for special occasions than fathers.	Gender - Fischer and Arnold 1990 Mintel	H <sub>1B</sub> - Mead (1934) Caplow (1992) Hill and Romm (1996) Chodorow (1978) Fisher and Arnold (1990) Mintel (2006/2010) Cheal (1987) Datamonitor (2010)
H <sub>1C</sub>	Older parents will spend less on toy gifts than younger parents.	Mintel (2006) Caplow (1982) Otnes (1990) ONS (2012)	H <sub>1C</sub> – Mintel (2006) Belk (1979) Cheal (1987a)
H <sub>1D</sub>	The lower educated parents will spend more on toy gifts for children at special occasions.	Mintel (2006) Schaninger and Sciglimpaglia (1981) Otnes and Woodruff (1991)	H <sub>1D</sub> - Mintel (2006) Gunter and Furnham (1998) p. 13
H <sub>1E</sub>	An increase in the number of children in the household will have an impact on adult spend on toy gifts	Mintel (2006) Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000) Otnes and Woodruff (1991)	H <sub>1E</sub> - Mintel (2006) Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000)
H <sub>1F</sub>	Older parents will start selecting toy gifts earlier for children	Mintel (2006) Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991)	H <sub>1F</sub> – Mintel (2006) Belk (1979)
H <sub>2A</sub>	Interpersonal sources of information will be more important to mothers than fathers when gift-giving.	Otnes and Woodruff (1991) Banks 1979 Evans, Jamal and Foxall (2006)  Clarke (2003) Katona and Mueller (1955) and Vincent and Zikmund (1975)	H <sub>2A</sub> - Clarke (2003/6)
H <sub>2B</sub>	Interpersonal sources of information will be important to older parents and conversely younger parents will see marketer generated and mass media sources as being important.	Otnes and Woodruff (1991) Banks 1979 Evans, Jamal and Foxall (2006)  Clarke (2003) Katona and Mueller (1955) and Vincent and Zikmund (1975)	H <sub>2B</sub> - Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991)
H <sub>2C</sub>	Parents with lower educational attainment will find mass media sources more important as a source of information and conversely those with higher education will find the internet more important.	Otnes and Woodruff (1991) Banks 1979 Evans, Jamal and Foxall (2006) Clarke (2003) Katona and Mueller (1955) and Vincent and Zikmund (1975)	H <sub>2C</sub> - Evans, Jamal and Foxall (2006)
H <sub>2D</sub>	Households with more children will find mass media sources more important as a source of information.	Otnes and Woodruff (1991) Banks 1979 Evans, Jamal and Foxall (2006) Clarke (2003) Katona and Mueller (1955) and Vincent and Zikmund (1975)	H <sub>2D</sub> - Mintel Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000) Otnes and Woodruff's (1991)
H <sub>2E</sub>	The internet will be an important source of information for fathers and households with time compressed lifestyles.	Otnes and Woodruff (1991) Banks 1979 Evans, Jamal and Foxall (2006) Clarke (2003) Katona and Mueller (1955) and Vincent and Zikmund (1975)	H <sub>2E</sub> - Mintel (2006) Fischer and Arnold (1990) Cheal (1987a) Chodorow (1978) Mead (1934) Sherry and McGrath (1989), Fischer and Arnold (1990) Rucker, Freitas and Kangas (1991) and Otnes, Lowrey and Kim (1993)

H <sub>3A</sub>	Mothers will be more concerned and regard buying toys as gifts as being more important than fathers when buying for their children at special occasions.	Zaichkowsky (1985) 20 items of consumer involvement ratified by Mittal in 1995 to five and used by Clarke (2003) Clarke (2006) Zajonc and Markus (1982) and Zajonc (1984; 1998) Olson and Zanna (1993) and Baggozzi, Gopinath and Nyer (1999)	H <sub>3A</sub> . Fischer and Arnold (1990) Cheal (1987a) Chodorow (1978) Mead (1934)
H <sub>3B</sub>	Older parents will be less concerned and think it less important when buying toys as gifts for their children at special occasions.	Zaichkowsky (1985) 20 items of consumer involvement ratified by Mittal in 1995 to five and used by Clarke (2003) Clarke (2006) Zajonc and Markus (1982) and Zajonc (1984; 1998) Olson and Zanna (1993) and Baggozzi, Gopinath and Nyer (1999)	H <sub>3B</sub> . Mintel (2006; 2010) Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991)
H <sub>3C</sub>	Households with higher numbers of children and a higher social standing will find buying toys as gifts less concerning and less important at special occasions	Zaichkowsky (1985) 20 items of consumer involvement ratified by Mittal in 1995 to five and used by Clarke (2003) Clarke (2006) Zajonc and Markus (1982) and Zajonc (1984; 1998) Olson and Zanna (1993) and Baggozzi, Gopinath and Nyer (1999)	H <sub>3C</sub> . Mintel (2006; 2010) Newman and Staelin (1972) Newman (1977) Otnes and Woodruff (1991)
H <sub>4A</sub>	Mothers would be more positive in gift-giving than fathers.	Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar (1980) Caplow (1982) and Cheal (1987a; 1987b) Komter (2007) Belk (1988) Mintel (2004; 2006)	H <sub>4A</sub> . Otnes, Lowrey and Kim (1993) Mintel (2004; 2006) Fischer and Arnold (1990) Cheal (1987a) Chodorow (1978) Mead (1934), Clarke 2003/6 and 8
H <sub>4B</sub>	Older parents would be more likely to try and impart values and knowledge through gift-giving of toys.	Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar (1980) Caplow (1982) and Cheal (1987a; 1987b) Komter (2007) Belk (1988) Mintel (2004; 2006)	H <sub>4B</sub> _ Otnes, Lowrey and Kim (1993) Mintel (2004; 2006) Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991), Clarke 2003/6 and 8
H <sub>4C</sub>	Fathers would feel guiltier about toy gifting to children.	Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar (1980) Caplow (1982) and Cheal (1987a; 1987b) Komter (2007) Belk (1988) Mintel (2004; 2006)	H <sub>4C</sub> Otnes, Lowrey and Kim (1993) Mintel (2006) Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991), Clarke 2003/6 and 8
H <sub>4D</sub>	Single parents would feel more inclined to compensate in gift-giving of toys for being a lone parent.	Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar (1980) Caplow (1982) and Cheal (1987a; 1987b) Komter (2007) Belk (1988) Mintel (2004; 2006)	H <sub>4D</sub> Mintel (2004; 2006) Newman and Staelin (1972) Moore and Lehmann (1980) Otnes and Woodruff (1991), Clarke 2003/6 and 8
H <sub>4E</sub>	Parents with better education and higher income would be motivated towards giving more sensibly	Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar	H <sub>4E</sub> – Mintel (2004; 2006) Newman and Staelin (1972) Newman (1977) Otnes and Woodruff's (1991), Clarke 2003/6 and 8

		(1980) Caplow (1982) and Cheal (1987a; 1987b) Komter (2007) Belk (1988) Mintel (2004; 2006)	
H <sub>4F</sub>	Parents with a higher social standing would take a more pragmatic role in their toy gifting whilst those in lower social standing would be more laissez-faire	Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar (1980) Caplow (1982) and Cheal (1987a; 1987b) Komter (2007) Belk (1988) Mintel (2004; 2006)	H <sub>4F</sub> Mintel (2004; 2006) Newman and Staelin (1972) Newman (1977) Otnes and Woodruff (1991), Clarke 2003/6 and 8
H <sub>4G</sub>	Parents with 'nuclear' families will be more diplomatic in gift-giving	Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar (1980) Caplow (1982) and Cheal (1987a; 1987b) Komter (2007) Belk (1988) Mintel (2004; 2006)	H <sub>4G</sub> - Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000), Clarke 2003/6 and 8
H <sub>5A</sub>	Mothers would feel differently from fathers about the relationship impact with children when gift-giving of toys at special occasions.	Burgoyne and Routh (1991) Pieters and Robben (1992) Hill and Romm (1996) Ruth (1996) Ruth, Otnes and Brunel (1999) Belk (1982) Sherry (1983) Wagner, Ettenson and Vernier (1990) Belk and Coon (1993) Belk (1996) Lowrey, Otnes and Ruth (2004) Roster (2006) Camerer (1988), Joy (2001) Sherry (1983) Belk (1979) Andrus, Silver and Johnson (1986) Wolfinbarger (1990) Belk and Coon (1991) Komter and Vollebergh (1997) Mick and Faure (1998) Beltramini (2000) Laroche et al. (2000) and Giesler (2006)	H <sub>5A</sub> - Burgoyne and Routh (1991) Mintel (2006) Fischer and Arnold (1990) Cheal 1987a Chodorow (1978) Mead (1934)
H <sub>5B</sub>	Older parents would not be upset if the toy gifted was perceived to be wrong.	Burgoyne and Routh (1991) Pieters and Robben (1992) Hill and Romm (1996) Ruth (1996) Ruth, Otnes and Brunel (1999) Belk (1982) Sherry (1983) Wagner, Ettenson and Vernier (1990) Belk and Coon (1993) Belk (1996) Lowrey, Otnes and Ruth (2004) Roster (2006) Camerer (1988), Joy (2001) Sherry (1983)  Belk (1979) Andrus, Silver and Johnson (1986) Wolfinbarger (1990) Belk and Coon (1991) Komter and Vollebergh (1997) Mick and Faure (1998) Beltramini (2000) Laroche et al. (2000) and Giesler (2006)	H <sub>5B</sub> - Burgoyne and Routh (1991) Mintel (2006) Caplow (1982) Otnes (1990), ONS (2012) Otnes and Woodruff (1991)
H <sub>5c</sub>	Single parents would feel more annoyed if children did not like the toy gifted.	Burgoyne and Routh (1991) Pieters and Robben (1992) Hill and Romm (1996) Ruth (1996) Ruth, Otnes and Brunel (1999) Belk (1982) Sherry (1983) Wagner, Ettenson and Vernier (1990) Belk and Coon (1993) Belk (1996) Lowrey, Otnes and Ruth (2004) Roster (2006) Camerer (1988), Joy (2001) Sherry	H <sub>5c</sub> - Burgoyne and Routh (1991) Mintel (2006) Newman and Staelin (1972) Moore and Lehmann (1980) Otnes and Woodruff (1991)



		(1983) Belk (1979) Andrus, Silver and Johnson (1986) Wolfinbarger (1990) Belk and Coon (1991) Komter and Vollebergh (1997) Mick and Faure (1998) Beltramini (2000) Laroche et al. (2000) and Giesler (2006)	
H <sub>5D</sub>	More educated parents would feel their relationship with their child was not affected if they got the gift wrong.	Burgoyne and Routh (1991) Pieters and Robben (1992) Hill and Romm (1996) Ruth (1996) Ruth, Otnes and Brunel (1999) Belk (1982) Sherry (1983) Wagner, Ettenson and Vernier (1990) Belk and Coon (1993) Belk (1996) Lowrey, Otnes and Ruth (2004) Roster (2006) Camerer (1988), Joy (2001) Sherry (1983) Belk (1979) Andrus, Silver and Johnson (1986) Wolfinbarger (1990) Belk and Coon (1991) Komter and Vollebergh (1997) Mick and Faure (1998) Beltramini (2000) Laroche et al. (2000) and Giesler (2006)	H <sub>5D</sub> - Burgoyne and Routh (1991) Mintel (2006) Schaninger and Sciglimpaglia (1981) Otnes and Woodruff (1991)

Appendix 8 Factors/constructs, authors for hypotheses

Factors/ construct	Authors	Hypotheses	Sherry G, P and R
Buying behaviour	<p>Mintel (2006) Cheal (1987a)</p> <p>Gender general Mead (1934) Caplow (1992) Hill and Romm (1996) Chodorow (1978) Fischer and Arnold (1990) Sherry and McGrath (1989), Fischer and Arnold (1990), Rucker, Freitas and Kangas (1991) and Otnes, Lowrey and Kim (1993) Datamonitor (2010)</p> <p>Age and Gender Cheal (1987a)</p>	<p>H<sub>1A</sub> - Mead (1934) Chodorow (1978) Bernard (1981) Cheal (1987) Caplow (1992) Hill and Romm (1996) Fisher and Arnold (1990) Mintel (2006)</p> <p>H<sub>1B</sub> - Mead (1934) Caplow (1992) Hill and Romm (1996) Chodorow (1978) Fisher and Arnold (1990) Mintel (2006/2010) Cheal (1987) Datamonitor (2010)</p> <p>H<sub>1C</sub> - Mintel (2006) Belk (1979) Cheal (1987a)</p> <p>H<sub>1D</sub> - Mintel (2006) Gunter and Furnham (1998) p. 13</p> <p>H<sub>1E</sub> - Mintel (2006) Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000)</p> <p>H<sub>1F</sub> - Mintel (2006) Belk (1979)</p>	Gestation
Information sources	<p>General Otnes and Woodruff (1991) Banks 1979 Evans, Jamal and Foxall (2006) Clarke (2003) Katona and Mueller (1955) and Vincent and Zikmund (1975)</p>	<p>H<sub>2A</sub> - Clarke (2003/6)</p> <p>H<sub>2B</sub> - Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991)</p> <p>H<sub>2C</sub> - Evans, Jamal and Foxall (2006)</p> <p>H<sub>2D</sub> - Mintel Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000) Otnes and Woodruff's (1991)</p> <p>H<sub>2E</sub> - Mintel (2006) Fischer and Arnold (1990) Cheal (1987a) Chodorow (1978) Mead (1934) Sherry and McGrath (1989), Fischer and Arnold (1990) Rucker, Freitas and Kangas (1991) and Otnes, Lowrey and Kim (1993)</p>	Gestation
Concerns and importance	<p>General Zaichkowsky (1985) 20 items of consumer involvement ratified by Mittal in 1995 to five and used by Clarke (2003) Clarke (2006) Zajonc and Markus (1982) and Zajonc (1984; 1998) Olson and Zanna (1993) and Bagozzi, Gopinath and Nyer (1999)</p>	<p>H<sub>3A</sub> - Fischer and Arnold (1990) Cheal (1987a) Chodorow (1978) Mead (1934)</p> <p>H<sub>3B</sub> - Mintel Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991)</p> <p>H<sub>3C</sub> - Mintel Newman and Staelin (1972) Newman (1977) Otnes and Woodruff (1991)</p>	Gestation
Motivational roles	<p>General Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar (1980) Caplow (1982) and Cheal (1987a; 1987b) Komter (2007) Belk (1988) Mintel (2004; 2006), Clarke 2003/6/8</p>	<p>H<sub>4A</sub> - Otnes, Lowrey and Kim (1993) Mintel Fischer and Arnold (1990) Cheal (1987a) Chodorow (1978) Mead (1934) Sherry and McGrath (1989), Fischer and Arnold (1990), Rucker, Freitas and Kangas (1991) and Otnes, Lowrey and Kim (1993)</p> <p>H<sub>4B</sub> - Otnes, Lowrey and Kim (1993) Mintel Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991)</p> <p>H<sub>4C</sub> Otnes, Lowrey and Kim (1993) Mintel (2006) Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991)</p>	Prestation

		H <sub>4D</sub> Mintel Newman and Staelin (1972) Moore and Lehmann (1980) Otnes and Woodruff (1991) H <sub>4E</sub> – Mintel (2004; 2006) Newman and Staelin (1972) Newman (1977) Otnes and Woodruff's (1991) H <sub>4F</sub> Mintel Newman and Staelin (1972) Newman (1977) Otnes and Woodruff's (1991) H <sub>4G</sub> . Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000)	
Relationship impact from parents point of view	General Burgoyne and Routh (1991) Pieters and Robben (1992) Hill and Romm (1996) Ruth (1996) Ruth, Otnes and Brunel (1999) Belk (1982) Sherry (1983) Wagner, Ettenson and Vernier (1990) Belk and Coon (1993) Belk (1996) Lowrey, Otnes and Ruth (2004) Roster (2006) Camerer (1988), Joy (2001) Sherry (1983) Belk (1979) Andrus, Silver and Johnson (1986) Wolfenbarger (1990) Belk and Coon (1991) Komter and Vollebergh (1997) Mick and Faure (1998) Beltramini (2000) Laroche et al. (2000) and Giesler (2006)	H <sub>5A</sub> . Burgoyne and Routh (1991) Mintel (2006) Fischer and Arnold (1990) Cheal 1987a Chodorow (1978) Mead (1934) H <sub>5B</sub> . Burgoyne and Routh (1991) Mintel (2006) Caplow (1982) Otnes (1990), ONS (2012) Otnes and Woodruff (1991) H <sub>5C</sub> . Burgoyne and Routh (1991) Mintel (2006) Newman and Staelin (1972) Moore and Lehmann (1980) Otnes and Woodruff (1991) H <sub>5D</sub> . Burgoyne and Routh (1991) Mintel (2006) Schaninger and Sciglimpaglia (1981) Otnes and Woodruff (1991)	Reformulation
Gender	General Mintel (2006) Fischer and Arnold (1990) Cheal (1987a) Chodorow (1978) Mead (1934) Hill and Romm (1996) Sherry and McGrath (1989) Rucker, Freitas and Kangas (1991) and Otnes, Lowrey and Kim (1993)	H <sub>1A</sub> . Mead (1934) Caplow (1992) Hill and Romm (1996) Chodorow (1978) Fisher and Arnold (1990) Mintel (2006) Cheal (1987) H <sub>1B</sub> . Mead (1934) Caplow (1992) Hill and Romm (1996) Chodorow (1978) Fisher and Arnold (1990) Mintel (2006/2010) Cheal (1987) Datamonitor (2010) H <sub>1F</sub> – Mintel (2006) Belk (1979) H <sub>2A</sub> . Clarke (2003/6) H <sub>2E</sub> . Mintel (2006) Fischer and Arnold (1990) Cheal (1987a) Chodorow (1978) Mead (1934) Sherry and McGrath (1989), Fischer and Arnold (1990) Rucker, Freitas and Kangas (1991) and Otnes, Lowrey and Kim (1993) H <sub>3A</sub> . Fischer and Arnold (1990) Cheal (1987a) Chodorow (1978) Mead (1934) H <sub>4A</sub> . Otnes, Lowrey and Kim (1993) Mintel Fischer and Arnold (1990) Cheal (1987a) Chodorow (1978) Mead (1934) H <sub>4C</sub> Otnes, Lowrey and Kim (1993) Mintel (2006) Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991) H <sub>5A</sub> . Burgoyne and Routh (1991) Mintel (2006) Fischer and Arnold (1990) Cheal 1987a Chodorow (1978) Mead (1934)	Prestation for all of these
Age	General Mintel (2006) Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991)	H <sub>1C</sub> – Mintel (2006) Belk (1979) Cheal (1987a) H <sub>2B</sub> . Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991) H <sub>3B</sub> . Mintel Caplow (1982) Otnes (1990) ONS (2012) Otnes	

	LIFESTYLE Bellenger and Krogaonkar (1980), Caplow (1982) and Cheal's (1987a; 1987b)	and Woodruff (1991) H <sub>4B</sub> - Otnes, Lowrey and Kim (1993) Mintel Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991) H <sub>5B</sub> - Burgoyne and Routh (1991) Mintel (2006) Caplow (1982) Otnes (1990), ONS (2012) Otnes and Woodruff (1991)
Education	General Mintel (2006) Schaninger and Sciglimpaglia (1981) Otnes and Woodruff (1991)  LIFESTYLE Bellenger and Krogaonkar (1980), Caplow (1982) and Cheal's (1987a; 1987b)	H <sub>1D</sub> - Mintel (2006) Gunter and Furnham (1998) p. 13 H <sub>2C</sub> - Evans, Jamal and Foxall (2006) H <sub>5D</sub> - Burgoyne and Routh (1991) Mintel (2006) Schaninger and Sciglimpaglia (1981) Otnes and Woodruff (1991)
Social standing/income/profession/education	General Mintel (2006) Newman and Staelin (1972) Newman (1977) Otnes and Woodruff (1991)  LIFESTYLE Bellenger and Krogaonkar (1980), Caplow (1982) and Cheal's (1987a; 1987b)	H <sub>4E</sub> - Mintel (2004; 2006) Newman and Staelin (1972) Newman (1977) Otnes and Woodruff's (1991) H <sub>4F</sub> - Mintel Newman and Staelin (1972) Newman (1977) Otnes and Woodruff (1991)
Marital status	General Mintel (2006) Newman and Staelin (1972) Moore and Lehmann (1980) Otnes and Woodruff (1991)  LIFESTYLE Bellenger and Krogaonkar (1980), Caplow (1982) and Cheal's (1987a; 1987b)	H <sub>4D</sub> - Mintel Newman and Staelin (1972) Moore and Lehmann (1980) Otnes and Woodruff (1991) H <sub>5C</sub> - Burgoyne and Routh (1991) Mintel (2006) Newman and Staelin (1972) Moore and Lehmann (1980) Otnes and Woodruff (1991)
No of children in HH	General Mintel (2006) Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000) Otnes and Woodruff (1991)  LIFESTYLE Bellenger and Krogaonkar (1980), Caplow (1982) and Cheal's (1987a; 1987b)	H <sub>1E</sub> - Mintel (2006) Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000) H <sub>2D</sub> - Mintel Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000) Otnes and Woodruff's (1991) H <sub>2E</sub> - Mintel (2006) Fischer and Arnold (1990) Cheal (1987a) Chodorow (1978) Mead (1934) Sherry and McGrath (1989), Fischer and Arnold (1990) Rucker, Freitas and Kangas (1991) and Otnes, Lowrey and Kim (1993) H <sub>3C</sub> - Mintel Newman and Staelin (1972) Newman (1977) Otnes and Woodruff (1991)
No of children, parents married, middle to high income, middle to high education	Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000)  LIFESTYLE Bellenger and Krogaonkar (1980), Caplow (1982) and Cheal's (1987a; 1987b)	H <sub>4G</sub> - Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000)



## Questionnaire on Gift Giving of Toys to Children



## Section One – Gift Giving of Toys to Children

For the purposes of this research children have been classified as those aged under 11

1. How many children under the age of 11 are there in your household

2. How often do you buy toys as gifts for your children (please tick all the relevant ones)

	Occasionally <input type="checkbox"/>	Regularly <input type="checkbox"/>
	Birthdays <input type="checkbox"/>	Never <input type="checkbox"/>
	Christmas <input type="checkbox"/>	

3. Please indicate (insert tick) your approximate spending on toy gifts on one child in your household

	Approximate spend in total for toy gifts for one child	
	At their birthday	At Christmas time
Under £20	<input type="text"/>	<input type="text"/>
Between £20-50	<input type="text"/>	<input type="text"/>
Over £50	<input type="text"/>	<input type="text"/>
I don't buy any at all	<input type="text"/>	<input type="text"/>

4. When do you **MOSTLY** start selecting toy gifts for **your** children at birthdays and Christmas? Please tick one only

	Birthdays	Christmas
On the day I need it	<input type="checkbox"/>	<input type="checkbox"/>
On the day before	<input type="checkbox"/>	<input type="checkbox"/>
A week before	<input type="checkbox"/>	<input type="checkbox"/>
A month before	<input type="checkbox"/>	<input type="checkbox"/>
3 months before	<input type="checkbox"/>	<input type="checkbox"/>

5. Approximately how many children (under the age of 11) outwith your household would you buy toys as gifts for at birthdays and Christmas

	Birthdays <input style="width: 60px; height: 40px; border: 1px solid black;" type="text"/>	Christmas <input style="width: 60px; height: 40px; border: 1px solid black;" type="text"/>
--	--	--

6. Please indicate (insert tick) your approximate spending on toy gifts on one child outwith your household

Approximate spend in total for toy gifts for one child	
At their Birthday	At Christmas
Under £20	
Between £20-50	
Over £50	
I don't buy any at all	

7. When do you **MOSTLY** start selecting toy gifts for **other** children at birthdays and Christmas? Please tick one only

Birthdays		Christmas	
On the day I need it	<input type="checkbox"/>	On the day I need it	<input type="checkbox"/>
On the day before	<input type="checkbox"/>	On the day before	<input type="checkbox"/>
A week before	<input type="checkbox"/>	A week before	<input type="checkbox"/>
A month before	<input type="checkbox"/>	A month before	<input type="checkbox"/>
3 months before	<input type="checkbox"/>	3 months before	<input type="checkbox"/>

Section Two – Sources used for Toy Purchases

8. What level of importance do you place on using each of the following as sources of information when selecting toy gifts for children, where the left hand boxes indicate a high level of importance and the right hand boxes a low level of importance (Tick one box for each response)

	High	Neutral				Low
Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TV adverts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catalogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letters to Santa/ wish list	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask other people/parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The shops themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazines/Popular Press	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Three – Motivations for Giving Toys as Gifts to Children

9. Buying toys for my children at **birthdays** (Please complete each statement)

Is important to me Strongly agree  Strongly disagree

Concerns me Strongly agree  Strongly disagree

10. Buying toys for my children at **Christmas** (Please complete each statement)

Is important to me Strongly agree  Strongly disagree

Concerns me Strongly agree  Strongly disagree

For the following statements please tick the box that best matches your feelings where the mid point of each statement's range indicates a neutral response

11. I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy Not at all  A great deal

12. I buy exactly what my children request for toy gifts Very likely  Not very likely

13. I select toy gifts for my children that fulfil their direct requests or perceived tastes Not at all  A great deal

14. The toy gifts that I give my children are not a reflection of my taste Strongly agree  Strongly disagree

15. I buy toy presents for my children to make up for the tough times experienced during the year Strongly agree  Strongly disagree

16. I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays Very likely  Not very likely

17. To me, buying some fun toy gifts at Christmas for my children, makes up for their hard work during the year Strongly agree  Strongly disagree

18. I like to give my children plenty of toy gifts to compensate for not spending enough time with them during the year A lot  Not many at all

19. I always buy items (such as clothing) that I believe my children need Not at all  A great deal

20. I buy things on sale all year for my children's presents and A lot  Not many at all



store them away

21. The toy gifts that I give to my children at Christmas show that I want to take care of their needs

Not at all  A great deal

22. I buy basic items (such as underwear) throughout the year to give to my children at Christmas and birthdays

A lot  Not at all

23. Buying toy items all year for Christmas means that I can afford to take care of all my children's needs

Strongly agree  Strongly disagree

24. I buy what I want my children to have at Christmas and birthdays, irrespective of their requests

Not at all  A great deal

25. Giving toy gifts to my children means that I pass on knowledge that I wish them to have

Strongly agree  Strongly disagree

26. I view most toy gifts that I give to my children as instruments of learning

Not at all  A great deal

27. The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive

Strongly agree  Strongly disagree

28. The gifts that I give to my children reflect my values and I am eager to give these sorts of toy gifts

Not at all  A great deal

## Section Four – Your feelings when your toy gift is not liked

For the following statements please tick the box that best matches your feelings where the mid point of each statement's response indicates a neutral response

29. I would like to know do you feel upset when a child does not like the toy gift you bought for their **birthday**

Not at all  A great deal

30. I would like to know do you feel annoyed when a child does not like the toy gift you bought for their **birthday**

Not at all  A great deal

31. Do you think the toy gifts you give your children at **birthdays** affects the relationship you have with them?

Strengthens it  Weakens it

32. I would like to know do you feel upset when a child does not like the toy gift you bought for their **Christmas**

Not at all  A great deal

33. I would like to know do you feel annoyed when a child does not like the toy gift you bought for their **Christmas**

Not at all  A great deal

34. Do you think the toy gifts you give your children at **Christmas** affects the relationship you have with them?

Strengthens it  Weakens it

Section Five – Classification Issues

These questions are personal in nature but are vitally important for the success of the research. All information will be kept confidential

35. Are you Male  Female

36. What age are you  
 18-30  31-40   
 41-50  51 plus

37. What is your approximate **annual** gross household income (please tick one box only)

Under £15,000	<input type="checkbox"/>	Between £35,001-45,000	<input type="checkbox"/>
Between £15,001 and £25,000	<input type="checkbox"/>	Above £45,001	<input type="checkbox"/>
Between £25,001 and £35,000	<input type="checkbox"/>		

38. What is your marital status  
 Part of a couple  Single/  
 Widowed

39. What is your employment status

Professional	<input type="checkbox"/>	Skilled	<input type="checkbox"/>
Manual	<input type="checkbox"/>	Not working	<input type="checkbox"/>
Unskilled	<input type="checkbox"/>		

40. What is your highest level of education obtained

High School Leaver	<input type="checkbox"/>
College Leaver	<input type="checkbox"/>
Degree	<input type="checkbox"/>
Higher Degree	<input type="checkbox"/>

41. Please state your postcode (first part will do i.e. AB10)

42. For the children living in your home please circle their gender and note their age

Child	Gender of Child		Age of child
1	M	F	
2	M	F	
3	M	F	
4	M	F	
5	M	F	
6	M	F	

There are no more questions

Thanks for your time in completing my questionnaire, it has been a big help to me.

As a thank you for completing the questionnaire I will be donating 10 pence to the 'Save the Children' Charity

Please send the completed questionnaire in the pre-paid envelope provided and return to:

Pauline A M Bremner  
PhD Student  
Robert Gordon University  
Aberdeen Business School  
ABERDEEN  
AB10 7QE



**ROBERT GORDON  
UNIVERSITY•ABERDEEN**

**Aberdeen Business School**

Robert Gordon University, a Scottish charity registered under charity number SC 013781.

Appendix 10 Motivation questions adapted for the questionnaire

Pleaser – Item Statement
I try to find out what my children would like for Christmas so I can give them a gift that makes sure they are happy
I buy exactly what my children request for Christmas
I select Christmas gifts for my children that fulfil their direct requests or perceived tastes
The Christmas presents that I give my children are not a reflection of my taste

Compensator
I buy Christmas presents for my children to make up for the tough times experienced during the year
I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of gifts at Christmas.
To me, buying some fun Christmas gifts makes up for their hard work during the year
I like to give my children plenty of gifts at Christmas to compensate for not spending enough time with them during the year

Provider
I always buy items (such as clothing) that I believe my children need
I buy things on sale all year for my children's presents and store them away
The gifts that I give to my children at Christmas show that I want to take care of their needs
I buy basic items (such as underwear) throughout the year to give my children at Christmas.
Buying items all year for Christmas and Birthdays means that I can afford to take care of all my children's needs

Socialiser
I buy what I want my children to have at Christmas and birthdays, irrespective of their requests
Giving Christmas gifts to my children means that I pass on knowledge and values that I wish them to have
I view most Christmas gifts that I give to my children as instruments of learning
The gifts I buy at Christmas may not necessarily please my children, but I feel these are the gifts they should receive
The gifts that I give to my children reflect my values and I am eager to give these sorts of gifts at Christmas.

Adapted by Clarke 2003 from Otnes, Lowrey and Kim 1993 and Hill and Romm 1996

Appendix 11 Pilot questions

Additional Questionnaires for Pilot of the questionnaire:

Dear pilot respondent, it would help greatly with my questionnaire if you could answer a few extra questions for me on the actual questionnaire itself. These are as follows and should not take up too much of your time. Many thanks Pauline

How long did it take you to complete this questionnaire
Were all the instructions clear, if not could you say what was not
Were any of the questions unclear or difficult to understand, if so which ones
Did you object to answering any questions, if so which ones
Given this questionnaire is designed to get your impression of your toy gift giving actions and its potential impact on children, did you feel any topic had been omitted, if so what one
This questionnaire will be made into a booklet format. Taking this into account was the layout clear and attractive
Have you any further comments to make

Appendix 12 Cover letter for questionnaire



JUNE 2010

Dear

Please find enclosed a pilot questionnaire on gift giving of toys to children under the age of 11 years old for you to answer. As this is the pilot stage of my PhD questionnaire, there are additional questions at the end for you to answer. These are designed to find out if you think there are any issues with the questionnaire. You may even make comments on the questionnaire if this is easier to do.

Very little time is required in doing this and in recognition of your help, I have left you a 'sweetie' - to help you mull over the questions as you consider any problems you may find. All your help is gratefully appreciated.

Once you have finished the questionnaire please pop it in the envelope provided, and then send back to me as soon as possible, by July 1<sup>st</sup> if possible, thanks. All of the information you provide will be kept confidential and completely untraceable to you.

Thanks again for your time

Thanks and best wishes

Pauline

Address

Appendix 13 Assimilated pilot comments

Pilot target number 60 respondents with a return of 36 meaning a 60% return rate

How long did it take you to complete this questionnaire
Four respondents said 5 minutes One respondent said less than 10 minutes Seventeen said 10 minutes One respondent said 12 minutes Six respondents said 15 minutes One respondent said 20 minutes Three respondents said 30 minutes About an hour I was interrupted constantly
Were all the instructions clear, if not could you say what was not
Eighteen respondents said yes Seven respondents noted there was no gender option to circle in the last question One respondent said mostly Other comments related specifically to certain questions <ul style="list-style-type: none"> <li>• Define toys does it include videos/DVS's</li> <li>• Two respondents made comment on Q 18 I don't understand how the responses of 'a lot or not many' at all relate to the question/Q 18 wording just does not seem right should it be strongly agree to strongly disagree <ul style="list-style-type: none"> <li>• Q 23 does not apply as I don't buy throughout the year</li> <li>• Q 31 and 34 could have maybe had a 'neither option'</li> <li>• Q 29-33 I would like to know confused me initially as I thought it might refer to me until I reread it <ul style="list-style-type: none"> <li>• Is there a need to quantify what the statement concerns me means</li> <li>• Two respondents made a comment could do with an if 'no children in household under 11 then go to section 4</li> </ul> </li> </ul> </li> </ul>
Were any of the questions unclear or difficult to understand, if so which ones
Seventeen respondents said no Nine respondents commented on the scales being round the wrong way or words to that effect (Scales need set to one side only/ read questions twice for clarity/positive negative loading/scale confusing/scale confusing all positive and negative to be on the same side please/ Scales reverse rather than expected/ Some a bit abstract/ Did not like the responses changing/ Did not like the scale changing) Two respondents said some questions were a bit repetitive Other comments related specifically to certain questions <ul style="list-style-type: none"> <li>• Q 9 and 10 does not make sense without having reasons</li> <li>• Q15 and 18 no relevance to one person</li> <li>• Q 15 I would say that whatever option someone gives it is suggestion that they have had tough times during the year, which may not be the case. Maybe it should read if you suffered tough times.....</li> <li>• Q 29 and 30 start with I would like to know would be better is. Do you feel upset same for q 32 and 33</li> </ul>
Did you object to answering any questions, if so which ones
Twenty four respondents said no One respondent did not like the wording of one question i.e. 'I feel disappointed more than upset of my child doesn't like a present – more sad than upset'
Given this questionnaire is designed to get your impression of your toy gift giving actions and its potential impact on children did you feel any topic had been omitted, if so what one
Twelve respondents said no



<p>Two respondents mentioned there is nothing on ‘How I am impacted upon by peer pressure other parents’</p> <p>Four respondents mentioned comments about layout (Reasonably/ Don’t know/ Space for comments/ Space questions out a bit more)</p> <p>One respondent said N/A</p> <p>One respondent said mentioning clothing in one section this may confuse</p> <p>One respondent mentioned ‘How spoilt do you believe your kids are</p> <p>One respondent suggested a section could be devoted to educational toys</p> <p>One respondent mentioned question five perhaps needed another question for clarification i.e. my response 20/5 reflects buying gifts for other children when my children are invited to birthday parties, the five is for children of close friends at Christmas</p> <p>One respondent suggested ‘whether you need to analyse the feelings of children receiving the gifts’</p> <p>One respondent suggested a question on ‘if you feel children get too much or not enough toys’</p> <p>One respondent suggested ‘instead of asking if upset or annoyed if child does not like gifts, could do with a “delighted if child genuinely like the toy” style questions’</p> <p>One respondent said ‘What about daddy buying the train set for himself’</p>
<p>This questionnaire will be made into a booklet format, taking this into account was the layout clear and attractive</p>
<p>Thirty respondents said yes/ok/it was clear/fine/Yes there are enough formats to maintain interest in the questionnaire</p> <p>One respondent felt it was a bit busy maybe simplify for easier reading</p>
<p>Have you any further comments to make</p>
<p>Fifteen respondents said no</p> <p>Two respondents implied it would be useful to differentiate between gifts given to other children in the family as opposed to children in my daughter’s class/and gifts given to children in and outwith the household</p> <p>One respondent said ‘make it anonymous (it is )’</p> <p>One respondent gave a personal thought – which related to toys should being given throughout the year</p> <p>One respondent commented on the questions being hard to answer as their child is under the age of 2.</p> <p>Four respondents made general comments- Good luck with the PhD/ Thanks for the sweet good luck/Would have used the internet had it been available when my sons were younger. Would save time and money</p>

## Appendix 14 Action points from the pilot

1. Questionnaire timing is fine no adjustments need made
2. A majority of the respondents said the questionnaire was clear
  - a. Exceptions related to the gender question last question – this has been addressed
  - b. Toys does this need defined – yes it can be in the introduction letter
  - c. Q 18 I don't understand how the responses of 'a lot or not many' at all relate to the question/Q 18 wording just does not seem right should it be strongly agree to strongly disagree – this is addressed in the rewording of the scale
  - d. Q 23 does not apply as I don't buy throughout the year – consider inserting a N/A option
  - e. Q 31 and 34 could have had a 'neither option' - consider inserting but will make the questionnaire messy – ask when running it again
  - f. Q 29-33 "I would like to know" confused me initially as I thought it might refer to me until I reread it/Is there a need to quantify what the statement "concerns me" means – again as point e – Rewording may work best
  - g. Two respondents made a comment could do with a if "no children in household under 11" then go to section 4 – this is addressed by the sample frame targeting children under 11
3. Were any of the questions unclear or difficult to understand, if so which ones – a majority of the respondents said no (17)
  - a. Nine respondents commented on the scales being round the wrong way or words to that effect – this will be addressed by changing the scales on the questions and testing the instrument again (comments included scales need set to one side only/ read questions twice for clarity/positive negative loading/scale confusing/scale confusing all positive and negative to be on the same side please/ Scales reverse rather than expected/ Some a bit abstract/ Did not like the responses changing/ Did not like the scale changing). In addition two respondents said some questions were a bit repetitive. This is justified by the fact that for speed the questionnaire needs to be as such).
  - b. Other comments related specifically to certain questions
    1. Q 9 and 10 does not make sense without having reasons
    2. Q 15 and 18 had no relevance to one respondent - does not need adjusted based on this one respondent – may be outwith the correct sample frame
    3. Q 15 I would say that whatever option someone gives it is suggestion that they have had tough times during the year, which may not be the case. 'Maybe it should read if you suffered tough times'. This will be addressed and in the revised questionnaire
    4. Q 29 and 30 start with I would like to know perhaps this would be better as, 'do you feel upset if'. The same point was made for Q 32 and 33. This will be addressed and in the revised questionnaire
4. Did you object to answering any questions, if so which ones
  - a. Twenty four respondents said no
  - b. One respondent did not like the wording of one question i.e. 'I feel disappointed more than upset of my child doesn't like a present – more sad than upset' – This has been addressed in point 3 and 4 above
  5. Given this questionnaire is designed to get your impression of your toy gift giving actions and its potential impact on children did you feel any topic had been omitted, if so what one
    - a. Thirteen respondents said no (N/A)

- b. Four respondents mentioned comments about layout (Reasonably/ Don't know/ Space for comments/ Space questions out a bit more)
- c. Two respondents mentioned there is nothing on 'How I am impacted upon by peer pressure of other parents'
- d. One respondent said mentioning clothing in one section this may confuse
- e. One respondent mentioned 'How spoiled do you believe your kids are'
- f. One respondent suggested a section could be devoted to educational toys
- g. One respondent mentioned question five perhaps needed another question for clarification i.e. my response 20/5 reflects buying gifts for other children when my children are invited to birthday parties, the five is for children of close friends at Christmas
- h. One respondent suggested 'whether you need to analyse the feelings of children receiving the gifts' – this was the original intention but proved to be too difficult due to the implications ethically of working with children. This will be addressed in the PhD
- i. One respondent suggested a question on 'if you feel children get too much or not enough toys'
- j. One respondent suggested 'instead of asking if upset or annoyed if child does not like gifts, could do with a "delighted if child genuinely like the toy" style questions' – this point may be built into the questionnaire
- k. One respondent said 'What about daddy buying the train set for himself'

Whilst all of the points bear some relevance it becomes difficult to add in all the information suggested, as it only seeks to add confusion to the actual questionnaire. However, the points relating to the layout will be addressed when the questionnaire is printed.

6. This questionnaire will be made into a booklet format. Taking this into account was the layout clear and attractive

- a. A majority of the respondents (30) said yes it was /ok/clear/fine/yes with one comment suggesting there are enough formats to maintain interest in the questionnaire
- b. One respondent felt it was a bit busy maybe simplify it for easier reading. As this is one person and relates to the comments given in 5.b, this will be addressed in the final formatting of the questionnaire

7. Have you any further comments to make

- a. A majority of the respondents (15) said no
- b. Two respondents implied it would be useful to differentiate between gifts given to other children in the family as opposed to children in my daughter's class/and gifts given to children in and outwith the household
- c. One respondent said 'make it anonymous' – this is a little strange as this is anonymous
- d. One respondent gave a personal thought – which related to toys being given throughout the year
- e. One respondent commented on the questions they found hard to answer as their child is under the age of 2. This related to the third stage and thought some questions were N/A for his age – this will be addressed in the sample frame as there is a likelihood of most children falling into the 5- 11 age category
- f. Four respondents made general comments with regards to the PhD or that did not relate as specifically as required. – 'good luck with the PhD/ Thanks for the sweet good luck/ Would have used the internet had it been available when my sons were younger. Would save time and money'

Taking all the points on board the questionnaire was modified to reflect the most important points noted above.

## Appendix 15 Letter seeking permission to distribute questionnaires

Director of Education  
Education, Culture & Sport  
5th Floor  
St Nicholas House  
Broad Street  
Aberdeen City  
AB10 1XJ

Date September 30<sup>th</sup> 2010

Dear Name Withheld

I am writing to you in relation to some research I am conducting for my PhD topic, as both a lecturer of Robert Gordon University and as a part time PhD student. The topic I am researching is titled 'gift giving of toys to children' and examines adult's propensity to purchase toys as gifts for their children and the possible impacts this may have. One of the things I have identified is the issue with buying toys as gifts is that 'we' i.e. adults buy far too many and the implications of this activity? The ultimate issue being researched is the way we buy toys and the thoughts we may have about the gifts we give.

I am presently piloting the final questionnaire, which is targeting adults of children aged 11 and under, hence my reason for writing to you. In distributing my final questionnaire I have identified a sample for distribution through certain primary schools by postcode analysis. As I am targeting parents and not children I am hoping to distribute the questionnaires via primary schools, for children to take home for their parents or guardians to complete. There will be no cost to schools, parents or children as I plan to include a free post envelope for the return of the questionnaires along with an 'instruction letter' and my contact details as the main point of contact. I anticipate the teacher's involvement as being the passing out of the questionnaire and then having nothing more to do with it.

Additionally, all Head Teachers would be written to, provided with a copy of the contents of the questionnaire and cover letter so they are able to 'field' any questions that may arise from any Parents/Guardians. As always any data collected will be kept **confidential** and fulfil the obligations of the University Code of Conduct. If need be I am also happy to go to the chosen schools to hand out the questionnaires if this helps in distributing them. I want to be as unobtrusive as possible, whilst at the same time gain enthusiasm in the topic to encourage high response rates. In addition for every returned questionnaire I will personally donate 10 pence to the 'Save the Children' Charity.

The purpose of this letter is to ask for your permission, if this would be possible, and if so could I write to the Head Teacher's directly, or is there another method you prefer? I will of course be happy to chat to you about this if you need clarity on any point and to discuss any details. I am enclosing a copy of the pilot questionnaire, (which still needs some modification – in terms of reversing some of the scales) an example cover letter as well as the intended sample classes (some modification has yet to be made on the exact sample following advice from my supervisor) for questionnaire distribution. I hope this is enough information in the first instance and I look forward to hearing from you, via one of the contact mediums below.

Yours sincerely,

Pauline

Pauline A M Bremner  
Lecturer and PhD Student  
Department of Communication, Marketing and Media  
Aberdeen Business School  
Robert Gordon University

Email – [p.bremner@rgu.ac.uk](mailto:p.bremner@rgu.ac.uk)  
Personal Email – [pambremner66@bremnerfamily.plus.com](mailto:pambremner66@bremnerfamily.plus.com)  
Work Direct Dial – 01224 263012 Answer phone  
Mobile- 07905 125 849

Sample frame based on the School Roll for Aberdeen

No of schools in total as provided for by the state 48	Postcode area	No of schools in postcode area	School/s in the area	Possible Number of Children /adults to target	CLASS to be approached	No of Qs to be distributed
AB12 Altens, Ardoe, Banchory Devenick, Blairs, Bridge of Dee, Cove Bay, Maryculter, Nigg, Portlethen	AB12	4	Abbotswell Charleston Kirkhill Loriston	221 223 217 348	P 1 (40)	40
TOTAL				1009	40 (4 %)	20X2
AB15 Bielside, Craigiebuckler, Cults, Hazlehead, Kingswells, Mannofield, Milltimber	AB15	8	Airyhall Cults Fernielea Hazlehead Holy Family Kingswells Mile end St Josphe's RC	290 467 219 225 138 399 357 278	P 2 (43) P 7 (78)	40 40
				2373	40 (4%)	20X2 20X2
AB10 Bridge of Dee, Mannofield	AB10	4	Ashley Road Broomhill Gilcomstoun Kaimhill	389 343 211 197	P 3 (53) NURSERY (20)	40 20
				1140	60 (5%)	20x2 10x2
AB22 Bridge of Don, Danestone, Grandholm, Persley Aberdeen Aberdeen	AB22	6	Braehead Danestone Forehill Glashieburn Middleton park Scotstown	190 179 223 252 151 193	P 4 (25) NURSERY (20)	40 20
				1188	60 (5%)	20x2 10x2
AB16 Mastrick, Northfield, Middlefield, Cornhill	AB16	9	Bramble Brae Cornhill Kingsford Marchburn/Middlefield Muirfield Quarryhill Smithfield	153 296 309 193 279 282 173	P 5 (26) P 6 (37)	40 40

			Westpark	222		
				1452	60 (3%)	20x2 20x2
AB14 PETERCULTER Peterculter, Upper Anguston	AB14	1	Culter	297	P 6 (44)	40
				297	40 (13%)	20x2
AB21 Blackburn, Bucksburn, Dyce, Fintray, Kinellar, Newmachar, Whiterashes	AB21	3	Dyce Newhills Stoneywood/Bucksburn	353 178 147	P 7 (56)	40
				678	40 (6%)	20x2
AB11 Torry	AB11	3	Ferryhill Tullos Walker Road	335 272 346	P 1 (54)	40
				953	40 (4%)	20x2
AB23 Balmedie, Belhelvie, Bridge of Don, Potterton, Whitecairns	AB23	1	Greenbrae	156	P 2 (17)	40
				156	40 (25%)	20x2
AB24 Old Aberdeen, Woodside, Tillydrone, Seaton Park, Bedford Aberdeen	AB24	7	Hannover Kittybrewster Riverbank Seaton St Peter's RC Sunnybank Woodside	179 160 256 159 181 239 339	P 3 (23) NURSERY (20)	40 20
				1513	60 (4%)	20x2 10x2
AB13 MILLTIMBER Milltimber	AB13	1	Milltimber	219	P 4 (33)	40
				219	40 (18%)	20x2
AB25 Kittybrewster, Foresterhill, George Street Aberdeen	AB25	1	Skene Square	340	P 5 (46)	40
				340	40 (11%)	20x2
Totals		48		12618	620 (5%)	620

Appendix 16 Post pilot cover letter



November 2010

Dear Parent or Guardian

Please find enclosed a questionnaire on gift giving of toys to children under the age of 11 years old for you to answer. I really need your help in answering this questionnaire as it is **vitaly important to me in making my PhD a success** and it will help answer some of the issues I have identified about buying toys for children. Very little time is required to complete it and in recognition of your efforts, when you return your questionnaire, I will personally donate 10 pence to the 'Save the Children Charity' and the more I get returned the more I can donate.

The important point, for me is that you complete the questionnaire booklet fully and return it in the prepaid envelope as soon as possible, and no later than December 24<sup>th</sup> 2010. Remember there is no cost you as no stamps are needed for return.

Please ensure you follow the instructions at each section for completing the questionnaire. All information you provide is kept confidential and completely untraceable to you, according to the practices and procedures of the University and the Data Protection Act. So don't delay and complete today.

Thanks again and best wishes for the New Year

A handwritten signature in black ink that reads "Pauline A M Bremner".

Pauline A M Bremner  
PhD Student, Department of Communications, Marketing and Media  
Aberdeen Business School, Robert Gordon University  
Garthdee Road, Aberdeen  
AB10 7QE  
Tel 01224 263012  
[p.bremner@rgu.ac.uk](mailto:p.bremner@rgu.ac.uk)



## QUESTIONNAIRE

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# Gift Giving of Toys to Children





## Section One – Gift Giving of Toys to Children

For the purposes of this research children have been classified as those aged under 11 years old

1. How many children under the age of 11 are there in your household

2. How often do you buy toys as gifts for your children  
(please tick all the relevant ones)

Occasionally  Regularly   
 Birthdays  Never   
 Christmas

3. Please indicate (insert tick) your approximate  
spending on toy gifts on one child in your household

	Approximate spend in total for toy gifts for one child	
	At their birthday	At Christmas time
Under £20	<input type="checkbox"/>	<input type="checkbox"/>
Between £20-50	<input type="checkbox"/>	<input type="checkbox"/>
Over £50	<input type="checkbox"/>	<input type="checkbox"/>
I don't buy any at all	<input type="checkbox"/>	<input type="checkbox"/>

4. When do you MOSTLY start selecting  
toy gifts for your children at  
birthdays and Christmas?  
(please tick one only)

	Birthdays	Christmas
On the day I need it	<input type="checkbox"/>	<input type="checkbox"/>
On the day before	<input type="checkbox"/>	<input type="checkbox"/>
A week before	<input type="checkbox"/>	<input type="checkbox"/>
A month before	<input type="checkbox"/>	<input type="checkbox"/>
Up to 3 months before	<input type="checkbox"/>	<input type="checkbox"/>

5. Approximately how many children outwith your household  
would you buy toys as gifts for at birthdays and Christmas

Birthdays  Christmas

6. Please indicate (insert tick) your approximate spending on toy gifts on one child outwith your household

Approximate spend in total for toy gifts for one child

	At their birthday	At Christmas time
Under £20	<input type="checkbox"/>	<input type="checkbox"/>
Between £20-50	<input type="checkbox"/>	<input type="checkbox"/>
Over £50	<input type="checkbox"/>	<input type="checkbox"/>
I don't buy any at all	<input type="checkbox"/>	<input type="checkbox"/>

7. When do you MOSTLY start selecting toy gifts for other people's children at birthdays and Christmas? (please tick one only)

	Birthdays	Christmas
On the day I need it	<input type="checkbox"/>	<input type="checkbox"/>
On the day before	<input type="checkbox"/>	<input type="checkbox"/>
A week before	<input type="checkbox"/>	<input type="checkbox"/>
A month before	<input type="checkbox"/>	<input type="checkbox"/>
Up to 3 months before	<input type="checkbox"/>	<input type="checkbox"/>

## Section Two – Sources used for Toy Purchases

8. What level of importance do you place on using each of the following as sources of information when selecting toy gifts for children? The left hand boxes indicate a high level of importance and the right hand boxes a low level of importance (tick one box for each response)

	High	Neutral						Low
Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TV adverts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catalogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letters to Santa/wish list	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask other people/parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The shops themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazines/Popular Press	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section Three – Motivations for Giving Toys as Gifts to Children

9. Buying toys for my own children at birthday times (please complete each statement)

Is important to me Strongly agree        Strongly disagree

Concerns me Strongly agree        Strongly disagree

10. Buying toys for my own children at Christmas time (please complete each statement)

Is important to me Strongly agree        Strongly disagree

Concerns me Strongly agree        Strongly disagree

**For the following statements please tick the box that best matches your feelings where the mid point of each statement's range indicates a neutral response**

11. I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy A great deal        Not at all

12. I buy exactly what my children request for toy gifts Very likely        Not very likely

13. I select toy gifts for my children that fulfils their direct requests or perceived tastes A great deal        Not at all

14. The toy gifts that I give my children are not a reflection of my taste Strongly agree        Strongly disagree

15. I sometimes buy toy presents for my children during any tough times experienced during the year Strongly agree        Strongly disagree

16. I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays Very likely        Not very likely

17. To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year Strongly agree        Strongly disagree

18. I don't spend enough time with my children and I like to compensate by buying plenty of toy gifts for them  
Strongly agree        Strongly disagree
19. I always buy items (such as clothing/stationery) that I believe my children need  
A great deal        Not a lot
20. I buy things on sale all year for my children's presents and store them away  
A lot of items        Not many at all
21. The toy gifts that I give to my children at Christmas show that I want to take care of their needs  
A great deal        Not at all
22. I buy basic items (such as clothing/stationery) throughout the year to give to my children at Christmas and birthdays  
A lot        Not at all
23. Buying toy items all year for Christmas means that I can afford to take care of all my children's needs  
Strongly agree        Strongly disagree
24. I buy what I want my children to have at Christmas and birthdays, irrespective of their requests  
A great deal        Not at all
25. Giving toy gifts to my children means that I pass on knowledge that I wish them to have  
Strongly agree        Strongly disagree
26. I view most toy gifts that I give to my children as instruments of learning  
A great deal        Not at all
27. The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive  
Strongly agree        Strongly disagree
28. The gifts that I give to my children reflect my values and I am eager to give these sorts of toy gifts  
A great deal        Not at all

## Section Four – Your feelings when your toy gift is not liked

---

For the following statements please tick the box that best matches your feelings where the mid point of each statement's response indicates a neutral response

29. Do you feel upset/sad when a child does not like the toy gift you bought for their birthday A great deal         Not at all
30. Do you feel annoyed when a child does not like the toy gift you bought for their birthday A great deal         Not at all
31. Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them? Strengthens it         Weakens it
32. Do you feel upset/sad when a child does not like the toy gift you bought for their Christmas A great deal         Not at all
33. Do you feel annoyed when a child does not like the toy gift you bought for their Christmas A great deal         Not at all
34. Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them? Strengthens it         Weakens it

## Section Five – Classification Issues

These questions are personal in nature but are vitally important for the success of the research. All information will be kept confidential

35. Are you Male  Female
36. What age are you  
18-30  31-40   
41-50  51 plus
37. What is your approximate annual gross household income  
(please tick one box only)  
Under £15,000   
Between £15,001 and £25,000   
Between £25,001 and £35,000   
Between £35,001- 45,000   
Above £45,001
38. What is your marital status  
Part of a couple  Single/ Widowed
39. What is your employment status  
Professional  Skilled   
Manual  Not working   
Unskilled
40. What is your highest level of education obtained  
High School Leaver   
College Leaver   
Degree   
Higher Degree
41. Please state your postcode (first part will do i.e. AB10)
42. For the children living in your home please circle their gender and note their age
- | Child | Gender of Child | Age of child |
|-------|-----------------|--------------|
| 1     | M F             |              |
| 2     | M F             |              |
| 3     | M F             |              |
| 4     | M F             |              |
| 5     | M F             |              |
| 6     | M F             |              |

There are no more questions



Thank you for taking time to complete my questionnaire, it has been a big help to me.

**As a thank you for completing the questionnaire I personally  
will donate 10 pence to the 'Save the Children' Charity.**

Please send the completed questionnaire in the freepost addressed  
(no stamp required) envelope provided and return to:

**Pauline A M Bremner  
PhD Student  
Aberdeen Business School  
Robert Gordon University  
FREEPOST AB313  
ABERDEEN  
AB10 1GG**





Appendix 18 Sample Frame

Name of School	Card	Class	No of qs
Fernielea School,	1 HEART	P1-1	31
Stoneywood School	5 DIAMOND	P2-1	31
Culter School,	10 CLUB	P3-1	31
Quarryhill School	10 SPADE	P4-1	31
Loirston School	2 SPADE	P5-1	31
Smithfield School	2 DIAMOND	P6-1	31
St Peter's RC School	4 DIAMOND	P7-1	31
Sunnybank School	6 DIAMOND	P1-2	31
Kittybrewster School	1 SPADE	P2-2	31
Walker Road School	8 DIAMOND	P3-2	31
Newhills School	9 SPADE	P4-2	31
Hamilton School	13 DIAMOND	PRESCHOOL-1	31
Kaimhill School	10 HEART	P5-2	31
Dyce School	13 CLUB	P6-2	31
Hazlehead School	8 HEART	P7-2	31
Charleston School	8 CLUB	P1-3	31
Broomhill School	7 CLUB	P2-3	31
Holy Family RC School	9 HEART	P3-3	31
Seaton School	13 SPADE	P4-3	31
Airyhall School,	3 CLUB	P5-3	31
Ferryhill School	2 HEART	P6-3	31
Kingswells School	12 HEART	P7 -3	31
Tullos School,	7 DIAMOND	P1-4	31
Forehill School,	3 HEART	P2-4	31
Westpark School,	9 DIAMOND	P3-4	31
Skene Square School,	1 DIAMOND	P4-4	31
Riverbank School,	11 SPADE	P5-4	31
Marchburn Nursery/Infant School	3 SPADE	P6-4	31
Muirfield School	8 SPADE	P7-4	31
Middleton Park School	5 SPADE	P1-5	31
Scotstown School	12 SPADE	P2-5	31
Ashley Road School	4 CLUB	P3-5	31
Gilcomstoun School	4 HEART	P4-5	31
Cornhill School	9 CLUB	P5-5	31
St Joseph's R.C. School,	3 DIAMOND	P6-5	31
Glashieburn School,	5 HEART	P7-5	31
Hanover Street School	7 HEART	P1-6	31
Treehouse Nursery	11 DIAMOND	PRESCHOOL-3	31
Cults School,	11 CLUB	P2-6	31
Greenbrae School	6 HEART	P3-6	31

Kingsford School,	11 HEART	P4-6	31
Bramble Brae School	6 CLUB	P5-6	31
Middlefield School,	4 SPADE	P6-6	31
Mile-End School,	6 SPADE	P7-6	31
Abbotswell School,	1 CLUB	P1-7	31
Danestone School,	12 CLUB	P2-7	31
Woodside School,	10 DIAMOND	P3-7	31
Kirkhill School,	13 HEART	P4-7	31
Braehead School,	5 CLUB	P5-7	31
Milltimber School,	7 SPADE	P6-7	31
Bucksburn School	2 CLUB	P7-7	31
	12618 children	12.9 %	1632
	12 Diamond not used		

Appendix 19 Revised Sample

Name of School	Card	Class	No of qs
Culter School	10 CLUB	P3-1 and P1 and P2	55
Quarryhill School	10 SPADE	P4-1 and P5	55
Smithfield School	2 DIAMOND	P6-1 and P7	55
Walker Road School	8 DIAMOND	P3-2 and P1	55
Newhills School,	9 SPADE	P4-2 and P2	55
Hamilton School	13 DIAMOND	PRESCHOOL-1	55
Kaimhill School	10 HEART	P5-2 and P6	55
Hazlehead School	8 HEART	P7-2 and P6	55
Charleston School	8 CLUB	P1-3 and P2	55
Seaton School	13 SPADE	P4-3 and P3	55
Airyhall School	3 CLUB	P5 – 3 and P 1	55
Ferryhill School	2 HEART	P6-3 and P 2	55
Kingswells School	12 HEART	P7 – 3 and P 6	55
Tullos School	7 DIAMOND	P1-4 and P3, P6	55
Forehill School	3 HEART	P2-4 and P4, P7	55
Westpark School	9 DIAMOND	P3-4, P4, P5	55
Middleton Park School	5 SPADE	P1-5 and P 7	55
Scotstown School	12 SPADE	P2-5 and P 3	55
Cornhill School	9 CLUB	P5-5 and P 4	55
St Joseph's R.C. School	3 DIAMOND	P6-5 and P 7	55
Treehouse Nursery	11 DIAMOND	PRESCHOOL-3	55
Cults School	11 CLUB	P2-6 and P 1	55
Kingsford School	11 HEART	P4-6 and P 3	55
Mile-End School	6 SPADE	P1- 7	55
Abbotswell School	1 CLUB	P2-7 and P 5	55
Danestone School	12 CLUB	P3-7	55
Woodside School	10 DIAMOND	P4-7 and P 6	55
Braehead School	5 CLUB	P6-7	55
Bucksburn School	2 CLUB	P4 – 7 and P 7	55
	12618 children	12.6%	1595

Appendix 20 Letter to Heads of School seeking permission

XXXXXX School  
XXXXXX Way  
Bridge of Don  
Aberdeen  
AB22 8RR

Date November 19<sup>th</sup> 2010

Dear Name Withheld

I am writing to you in relation to some research I am conducting for my PhD topic, as both a lecturer of Robert Gordon University and as a part time PhD student. The topic I am researching is titled 'gift giving of toys to children' and examines adult's propensity to purchase toys as gifts for their children and the possible impacts this may have. Getting a good response rate is key to the success of my research; therefore I am hoping to distribute a short questionnaire to parents and guardians of children from a couple of selected classes at your school, being Primary 2 and 6. Getting responses from the adults is vitally important.

What I hope to do is distribute the questionnaire to the children via their 'homework bags'. The children would then take the questionnaire home and an adult will hopefully complete it and send it back to me in a prepaid addressed envelope. There will be no cost to the parents or the school and as the questionnaire is accompanied with a cover letter all respondents will have a point of contact outwith the school. I am more than happy to come along to the school and handout out the questionnaire if this helps and if I you wanted me to do that I would want to do be as unobtrusive as possible, whilst at the same time gain enthusiasm in the topic to encourage high response rates.

As always any data collected will be kept **confidential** and fulfil the obligations of the University Code of Conduct and the Data Protection Act. In addition for every returned questionnaire I will personally donate 10 pence to the 'Save the Children' Charity. This is noted in the cover letter and on the questionnaire. When I close the questionnaire collection, I will write again and let your school know how much was donated via the total returns.

I hope this is enough information in the first instance and I will contact you in a couple of days to find out if it is all right to proceed. I am looking to distribute questionnaires around the week commencing 22<sup>nd</sup> November onwards, and have enclosed a copy of this, with the cover letter used for respondents and a copy of my Enhanced Disclosure as recommended by David Leng. Please don't hesitate to contact me should you have any questions. I hope your school can find time to support my request and at the same time raise some money for charity. Your support is much appreciated.

Yours sincerely,



Pauline A M Bremner  
Lecturer and PhD Student  
Department of Communication, Marketing and Media,  
Aberdeen Business School  
Robert Gordon University  
Email – [p.bremner@rgu.ac.uk](mailto:p.bremner@rgu.ac.uk)  
Work 01224 263012  
Mobile- 07905 125849

Appendix 21 Instruction letter to each school for distribution of questionnaire



November 2010

Dear Teacher/School Administration Team

Many thanks for taking time out to help me in distributing my questionnaires. Hopefully I have simplified the process for you.

Each child within the class is being given an envelope to take home. It contains an instruction letter, a prepaid envelope and a questionnaire on the gift giving of toys to children under 11 years old. Your school has already been given a sample copy. The children are to take the questionnaire home then ask dad, mum or their carer to complete it and return to me in the envelope provided and not to school. I am donating 10 pence to the Save the Children charity for every completed questionnaire I get returned.

Although, if any are given back to school, whatever time they come in, please post them as they will reach me. Post to a FREEPOST ADDRESS being  
Pauline A M Bremner, Aberdeen Business School, Robert Gordon University, FREEPOST AB 313,  
Aberdeen AB10 1GG

Questionnaires are being distributed to

Primary  
Primary  
Primary

Of your school and I have enclosed reminder slips which I would be grateful if you could distribute to those children who got the questionnaire on or around December to remind their parent/s/carer to complete them.

Please find a small token of my appreciation to share around.

Many thanks for your help at this busy time and best wishes for the Festive Season and the New Year.

Kind regards



Pauline A M Bremner  
PhD Student, Department of Communications,  
Marketing and Media  
Aberdeen Business School, Robert Gordon University  
Garthdee Road, Aberdeen  
AB10 7QE  
Tel 01224 263012/Mobile 07905 125 849  
[p.bremner@rgu.ac.uk](mailto:p.bremner@rgu.ac.uk)

REMINDER  
GIFT GIVING QUESTIONNAIRE



If you have not already done so could you return your completed questionnaire as soon as possible. There is an envelope provided which does not need a stamp and I will donate money to charity when you return your completed questionnaire  
Many thanks Pauline

Appendix 22 Letter in relation to donation made

**Head of Schools and  
Education Establishments**  
5th Floor  
St Nicholas House  
Broad Street  
Aberdeen City  
AB10 1XJ

April 1<sup>st</sup> 2011

Dear Name withheld,

I am writing in connection with the PhD research, on 'gift giving of toys to children', which you kindly allowed me to contact the Head Teachers of Aberdeen City schools to participate in distribution of my questionnaire. Before Christmas I distributed some questionnaires to parents of some of the children in selected classes from primary schools. As part of the thank you for a questionnaire being returned completed, I was personally donating 10 pence to the 'Save the Children' Charity.

I am delighted to say that in total I received 613 returned questionnaires along with a couple of donations in the returned envelopes amounting to £2.20. I am currently analysing the responses. As a thank you for the high returns I have doubled the donation and rounded it up to a sum of £130.00.

Last week, I called into the 'Save the Children' shop and presented the cheque to Fiona Douglas, Shop Leader. I have enclosed a thank you poster, which I have sent to all participating schools for them to display in school as a means of conveying my thanks to the children and parents who helped out. It has been much appreciated and certainly has gone a long way to helping making my PhD a success.

Please don't hesitate to contact me further should you have any questions, and once again thank you for taking the time to help.

Yours sincerely,



Pauline A M Bremner  
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### Sample Letter to Heads of Participating Schools

Thank you for your recent help with my PhD research on the 'gift giving of toys to children'. The total number of questionnaires returned from the selected primary schools in Aberdeen was 613. As a thank you, a donation of £130.00 was made to the 'Save the Children' Charity and a cheque presented to Fiona Douglas, Shop Leader.

A receipt form from Save the Children. The form is titled "Save the Children receipt" and has a logo of a child with arms raised. The receipt number is 20039 and the date is 23-3-11. It is received with thanks from Pauline Bremner. The amount is One hundred + thirty pounds 00. The comments section is empty. The cheque amount of £130.00 is written in a box, and it is signed by Fiona C. Douglas. The shop/branch is Aberdeen and the code is D048. The registered charity number is 213860. The registered office is 1 St. John's Lane, London EC1M 4AR.

Many thanks

*Pauline Bremner*

Pauline A M Bremner  
Lecturer and PhD Student  
Department of Communication, Marketing and Media,  
Aberdeen Business School  
Robert Gordon University



Appendix 23 Frequencies of each question

How many children under the age of 11 are in your household

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	285	46.5	46.5	46.5
	2	256	41.8	41.8	88.3
	3	72	11.7	11.7	100.0
	Total	613	100.0	100.0	

How often do you buy toys as gifts as gifts for your children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	56	9.1	9.1	9.1
	Regularly	74	12.1	12.1	21.2
	Birthdays and Christmas	101	16.5	16.5	37.7
	Occasionally, Birthdays and Christmas	320	52.2	52.2	89.9
	Misc	11	1.8	1.8	91.7
	Birthdays Christmas and Regularly	51	8.3	8.3	100.0
	Total	613	100.0	100.0	

How often do you buy toys as gifts as gifts for your children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	56	9.1	9.1	9.1
	Regularly	74	12.1	12.1	21.2
	Birthdays and Christmas	101	16.5	16.5	37.7
	Occasionally, Birthdays and Christmas	320	52.2	52.2	89.9
	Misc	11	1.8	1.8	91.7
	Birthdays Christmas and Regularly	51	8.3	8.3	100.0
	Total	613	100.0	100.0	

Please indicate your approximate spending on toy gifts on one child in your household at their birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't buy any at all or very little	44	7.2	7.2	7.2
	Between £20-50	256	41.8	42.2	49.4
	Over £50	307	50.1	50.6	100.0
	Total	607	99.0	100.0	
Missing	No Answer	6	1.0		
	Total	613	100.0		

Please indicate your approximate spending on toy gifts on one child in your household at Christmas time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't buy much or Under £20	27	4.4	4.5	4.5
	Between £20-50	104	17.0	17.2	21.7
	Over £50	472	77.0	78.3	100.0
	Total	603	98.4	100.0	
Missing	No Answer	10	1.6		
Total		613	100.0		

When do you mostly start selecting toy gifts for your children at birthdays

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I Don't buy any at all	4	.7	.7	.7
	on the day I need it	3	.5	.5	1.1
	on the day before	8	1.3	1.3	2.4
	A week before	163	26.6	26.6	29.0
	A month before	341	55.6	55.6	84.7
	3 months before	94	15.3	15.3	100.0
	Total	613	100.0	100.0	

When do you mostly start selecting toy gifts for your children at Christmas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't buy any at all	12	2.0	2.0	2.0
	on the day I need it	1	.2	.2	2.1
	A week before	33	5.4	5.4	7.5
	A month before	334	54.5	54.5	62.0
	3 months before	233	38.0	38.0	100.0
	Total	613	100.0	100.0	

When do you mostly start selecting toy gifts for your children at Christmas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't buy any at all or very little time	13	2.1	2.1	2.1
	A week before	33	5.4	5.4	7.5
	A month before	334	54.5	54.5	62.0
	3 months before	233	38.0	38.0	100.0
	Total	613	100.0	100.0	

Approximately how many children outwith your household would you buy toys as gifts for at birthdays

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	28	4.6	4.6	4.6
	1	26	4.2	4.3	9.0
	2	51	8.3	8.5	17.4
	3	43	7.0	7.1	24.5
	4	46	7.5	7.6	32.2
	5	56	9.1	9.3	41.5
	6	65	10.6	10.8	52.2
	7	17	2.8	2.8	55.1
	8	38	6.2	6.3	61.4
	9	6	1.0	1.0	62.4
	10	77	12.6	12.8	75.1
	11-15	72	11.7	11.9	87.1
	16-20	53	8.6	8.8	95.9
	21-40	25	4.1	4.1	100.0
	Total	603	98.4	100.0	
Missing	I buy but have not specified a number	10	1.6		
	Total	613	100.0		

Approximately how many children outwith your household would you buy toys as gifts for at Christmas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	53	8.6	8.7	8.7
	1	38	6.2	6.3	15.0
	2	76	12.4	12.5	27.5
	3	62	10.1	10.2	37.7
	4	75	12.2	12.3	50.0
	5	59	9.6	9.7	59.7
	6	57	9.3	9.4	69.1
	7	24	3.9	3.9	73.0
	8	33	5.4	5.4	78.5
	9	7	1.1	1.2	79.6
	10	59	9.6	9.7	89.3
	11-15	46	7.5	7.6	96.9
	16-20	18	2.9	3.0	99.8
	40	1	.2	.2	100.0
		Total	608	99.2	100.0
Missing	I buy but have not specified a number	5	.8		
	Total	613	100.0		

Please indicate your approximate spending on toy gifts on one child outwith household at their birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't buy any at all	2	3	3	3
	Under £20	46	75	75	79
	Between £20-50	12	19	19	98
	Over £50		1	1	100
	Total	61	100	100	

Please indicate your approximate spending on toy gifts on one child outwith household at Christmas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't buy any at all	46	7.5	7.5	7.5
	Under £20	403	65.7	65.7	73.2
	Between £20-50	148	24.1	24.1	97.4
	Over £50	16	2.6	2.6	100.0
	Total	613	100.0	100.0	

When do you mostly start selecting toy gifts for other people's children at birthdays

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't	20	3.3	3.3	3.3
	last minute	43	7.0	7.0	10.3
	A week before	358	58.4	58.4	68.7
	A month before	155	25.3	25.3	94.0
	3 months before	37	6.0	6.0	100.0
	Total	613	100.0	100.0	

When do you mostly start selecting toy gifts for other people's children at Christmas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't	45	7.3	7.3	7.3
	Last minute	11	1.8	1.8	9.1
	A week before	94	15.3	15.3	24.5
	A month before	361	58.9	58.9	83.4
	3 months before	102	16.6	16.6	100.0
	Total	613	100.0	100.0	

Appendix 24 Sources of information frequencies

What level of importance do you place on using the internet as a source of information when selecting toy gifts for children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level of Importance	49	8.0	8.1	8.1
	2	22	3.6	3.7	11.8
	3	11	1.8	1.8	13.6
	4 Neutral	102	16.6	16.9	30.6
	5	72	11.7	12.0	42.5
	6	143	23.3	23.8	66.3
	High Level of Importance	203	33.1	33.7	100.0
	Total	602	98.2	100.0	
Missing	No Answer	11	1.8		
Total		613	100.0		

What level of importance do you place on using the films as a source of information when selecting toy gifts for children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level of Importance	229	37.4	38.6	38.6
	2	66	10.8	11.1	49.7
	3	32	5.2	5.4	55.1
	4 Neutral	155	25.3	26.1	81.1
	5	63	10.3	10.6	91.8
	6	31	5.1	5.2	97.0
	High Level of Importance	18	2.9	3.0	100.0
	Total	594	96.9	100.0	
Missing	No Answer	19	3.1		
Total		613	100.0		

What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level of Importance	92	15.0	15.2	15.2
	2	43	7.0	7.1	22.4
	3	38	6.2	6.3	28.6
	4 Neutral	152	24.8	25.2	53.8
	5	133	21.7	22.0	75.8
	6	87	14.2	14.4	90.2
	High Level of Importance	59	9.6	9.8	100.0
	Total	604	98.5	100.0	
Missing	No Answer	9	1.5		
Total		613	100.0		

What level of importance do you place on using catalogues as a source of information when selecting toy gifts for children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level of Importance	68	11.1	11.3	11.3
	2	29	4.7	4.8	16.1
	3	39	6.4	6.5	22.5
	4 Neutral	118	19.2	19.5	42.1
	5	133	21.7	22.0	64.1
	6	138	22.5	22.8	86.9
	High Level of Importance	79	12.9	13.1	100.0
	Total	604	98.5	100.0	
Missing	No Answer	9	1.5		
Total		613	100.0		

What level of importance do you place on using letters to Santa/Wish list as a source of information when selecting toy gifts for children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level of Importance	32	5.2	5.3	5.3
	2	9	1.5	1.5	6.8
	3	14	2.3	2.3	9.1
	4 Neutral	57	9.3	9.4	18.5
	5	52	8.5	8.6	27.1
	6	133	21.7	22.0	49.1
	High Level of Importance	308	50.2	50.9	100.0
	Total	605	98.7	100.0	
Missing	No Answer	8	1.3		
Total		613	100.0		

What level of importance do you place on using other people/parents as a source of information when selecting toy gifts for children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level of Importance	62	10.1	10.2	10.2
	2	41	6.7	6.8	17.0
	3	23	3.8	3.8	20.8
	4 Neutral	100	16.3	16.5	37.3
	5	126	20.6	20.8	58.1
	6	139	22.7	22.9	81.0
	High Level of Importance	115	18.8	19.0	100.0
	Total	606	98.9	100.0	
Missing	No Answer	7	1.1		
Total		613	100.0		

What level of importance do you place on using the shops themselves as a source of information when selecting toy gifts for children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level of Importance	34	5.5	5.6	5.6
	2	31	5.1	5.1	10.7
	3	29	4.7	4.8	15.5
	4 Neutral	141	23.0	23.2	38.7
	5	155	25.3	25.5	64.1
	6	139	22.7	22.9	87.0
	High Level of Importance	79	12.9	13.0	100.0
	Total	608	99.2	100.0	
Missing	No Answer	5	.8		
Total		613	100.0		

What level of importance do you place on using magazines/popular press as a source of information when selecting toy gifts for children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level of Importance	13	21.9	22.3	22.3
	2	66	10.8	11.0	33.2
	3	61	10.0	10.1	43.4
	4 Neutral	16	26.6	27.1	70.4
	5	98	16.0	16.3	86.7
	6	55	9.0	9.1	95.8
	High Level of Importance	25	4.1	4.2	100.0
	Total	60	98.2	100.0	
Missing	No Answer	11	1.8		
Total		61	100.0		



Appendix 25 The importance and concerns of buying toys as gifts frequencies

Buying toys for my own children at birthday times is important to me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	382	62.3	62.5	62.5
	2	92	15.0	15.1	77.6
	3	65	10.6	10.6	88.2
	Neutral	52	8.5	8.5	96.7
	5	7	1.1	1.1	97.9
	6	9	1.5	1.5	99.3
	Strongly Disagree	4	.7	.7	100.0
	Total	611	99.7	100.0	
Missing	Did not answer	2	.3		
Total		613	100.0		

Buying toys for my own children at birthdays times concerns me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	64	10.4	11.1	11.1
	2	20	3.3	3.5	14.6
	3	51	8.3	8.9	23.5
	Neutral	93	15.2	16.2	39.7
	5	55	9.0	9.6	49.3
	6	79	12.9	13.8	63.1
	Strongly Disagree	212	34.6	36.9	100.0
	Total	574	93.6	100.0	
Missing	Did not answer	39	6.4		
Total		613	100.0		

Buying toys for my own children at Christmas Time is important to me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	383	62.5	62.9	62.9
	2	113	18.4	18.6	81.4
	3	55	9.0	9.0	90.5
	Neutral	44	7.2	7.2	97.7
	5	7	1.1	1.1	98.9
	6	3	.5	.5	99.3
	Strongly Disagree	4	.7	.7	100.0
	Total	609	99.3	100.0	
Missing	Did not answer	4	.7		

Buying toys for my own children at Christmas Time is important to me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	383	62.5	62.9	62.9
	2	113	18.4	18.6	81.4
	3	55	9.0	9.0	90.5
	Neutral	44	7.2	7.2	97.7
	5	7	1.1	1.1	98.9
	6	3	.5	.5	99.3
	Strongly Disagree	4	.7	.7	100.0
	Total	609	99.3	100.0	
Missing	Did not answer	4	.7		
Total		613	100.0		

Buying toys for my own children at Christmas Time concerns me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	67	10.9	11.7	11.7
	2	29	4.7	5.1	16.8
	3	45	7.3	7.9	24.7
	Neutral	101	16.5	17.7	42.3
	5	55	9.0	9.6	51.9
	6	74	12.1	12.9	64.9
	Strongly Disagree	201	32.8	35.1	100.0
	Total	572	93.3	100.0	
Missing	Did not answer	41	6.7		
Total		613	100.0		

Appendix 26 Feelings and motivations towards purchasing toys as gifts for children

Question 11 I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	365	59.5	59.8	59.8
	2	151	24.6	24.8	84.6
	3	71	11.6	11.6	96.2
	4 Neutral	16	2.6	2.6	98.9
	5	3	.5	.5	99.3
	6	4	.7	.7	100.0
	Total	610	99.5	100.0	
Missing	No Answer	3	.5		
Total		613	100.0		

Question 12 I buy exactly what my children request for toy gifts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Likely	120	19.6	19.6	19.6
	2	134	21.9	21.9	41.6
	3	170	27.7	27.8	69.4
	4 Neutral	102	16.6	16.7	86.1
	5	42	6.9	6.9	93.0
	6	30	4.9	4.9	97.9
	Not Very Likely	13	2.1	2.1	100.0
	Total	611	99.7	100.0	
Missing	No Answer	2	.3		
Total		613	100.0		

Question 13 I select toy gifts for my children that fulfils their direct requests or perceived tastes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	165	26.9	27.0	27.0
	2	230	37.5	37.7	64.8
	3	129	21.0	21.1	85.9
	4 Neutral	50	8.2	8.2	94.1
	5	22	3.6	3.6	97.7
	6	7	1.1	1.1	98.9
	Not at all	7	1.1	1.1	100.0
	Total	610	99.5	100.0	
Missing	No Answer	3	.5		

Question 13 I select toy gifts for my children that fulfils their direct requests or perceived tastes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	165	26.9	27.0	27.0
	2	230	37.5	37.7	64.8
	3	129	21.0	21.1	85.9
	4 Neutral	50	8.2	8.2	94.1
	5	22	3.6	3.6	97.7
	6	7	1.1	1.1	98.9
	Not at all	7	1.1	1.1	100.0
	Total	610	99.5	100.0	
Missing	No Answer	3	.5		
Total		613	100.0		

Question 14 - The toy gifts that I give my children are not a reflection of my taste

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	81	13.2	13.2	13.2
	2	78	12.7	12.7	25.9
	3	122	19.9	19.9	45.8
	Neutral	170	27.7	27.7	73.6
	5	68	11.1	11.1	84.7
	6	67	10.9	10.9	95.6
	Strongly Disagree	27	4.4	4.4	100.0
	Total	613	100.0	100.0	

Question 15 - I sometimes buy toy presents for my children to make up for any tough times experienced during the year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	70	11.4	11.5	11.5
	2	80	13.1	13.1	24.6
	3	117	19.1	19.2	43.8
	Neutral	122	19.9	20.0	63.8
	5	55	9.0	9.0	72.8
	6	91	14.8	14.9	87.7
	Strongly Disagree	75	12.2	12.3	100.0
	Total	610	99.5	100.0	
Missing	No Answer	3	.5		
Total		613	100.0		

Question 16 I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Likely	47	7.7	7.7	7.7
	2	57	9.3	9.3	17.0
	3	84	13.7	13.7	30.7
	4 Neutral	136	22.2	22.2	52.9
	5	64	10.4	10.5	63.4
	6	94	15.3	15.4	78.8
	Not Very Likely	130	21.2	21.2	100.0
	Total	612	99.8	100.0	
Missing	No Answer	1	.2		
Total		613	100.0		

Question 17 To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	97	15.8	15.8	15.8
	2	102	16.6	16.6	32.5
	3	112	18.3	18.3	50.7
	Neutral	132	21.5	21.5	72.3
	5	51	8.3	8.3	80.6
	6	58	9.5	9.5	90.0
	Strongly Disagree	61	10.0	10.0	100.0
	Total	613	100.0	100.0	

Question 18 I don't spend enough time with my children and I like to compensate by buying plenty of toy gifts for them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	1.0	1.0	1.0
	2	6	1.0	1.0	2.0
	3	19	3.1	3.1	5.1
	Neutral	40	6.5	6.5	11.6
	5	39	6.4	6.4	18.0
	6	92	15.0	15.0	33.0
	Strongly disagree	410	66.9	67.0	100.0
	Total	612	99.8	100.0	
Missing	No Answer	1	.2		
Total		613	100.0		

Question 19 I always buy items (such as clothing/stationery) that I believe my children need

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	214	34.9	35.0	35.0
	2	135	22.0	22.1	57.1
	3	97	15.8	15.9	73.0
	4 Neutral	76	12.4	12.4	85.4
	5	38	6.2	6.2	91.7
	6	28	4.6	4.6	96.2
	Not at all	23	3.8	3.8	100.0
	Total	611	99.7	100.0	
Missing	No Answer	2	.3		
Total		613	100.0		

Question 20 I buy things on sale all year for my children's presents and store them away

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot of items	47	7.7	7.7	7.7
	2	47	7.7	7.7	15.4
	3	91	14.8	14.9	30.3
	No Significance	82	13.4	13.4	43.7
	5	47	7.7	7.7	51.4
	6	102	16.6	16.7	68.1
	Not many at all	195	31.8	31.9	100.0
	Total	611	99.7	100.0	
Missing	No Answer	2	.3		
Total		613	100.0		

Question 21 The toy gifts that I give to my children at Christmas show that I want to take care of their needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	71	11.6	11.7	11.7
	2	85	13.9	14.0	25.7
	3	144	23.5	23.7	49.4
	4 Neutral	157	25.6	25.9	75.3
	5	43	7.0	7.1	82.4
	6	42	6.9	6.9	89.3
	Not at all	65	10.6	10.7	100.0
	Total	607	99.0	100.0	
Missing	No Answer	6	1.0		
Total		613	100.0		

Question 22 I buy basic items (such as underwear/stationery) throughout the year give to my children at Christmas and birthdays

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	23	3.8	3.8	3.8
	2	24	3.9	3.9	7.7
	3	41	6.7	6.7	14.4
	No significance	71	11.6	11.6	25.9
	5	60	9.8	9.8	35.7
	6	128	20.9	20.9	56.6
	Not many at all	266	43.4	43.4	100.0
	Total	613	100.0	100.0	

Question 23 Buying toy items all year for Christmas means that I can afford to take care of all my children's needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	36	5.9	5.9	5.9
	2	34	5.5	5.6	11.5
	3	60	9.8	9.9	21.3
	Neutral	140	22.8	23.0	44.3
	5	80	13.1	13.1	57.5
	6	106	17.3	17.4	74.9
	Strongly Disagree	153	25.0	25.1	100.0
	Total	609	99.3	100.0	
Missing	No Answer	4	.7		
Total		613	100.0		

Question 24 I buy what I want my children to have at Christmas and birthdays, irrespective of their request

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	9	1.5	1.5	1.5
	2	12	2.0	2.0	3.4
	3	45	7.3	7.4	10.8
	4 Neutral	85	13.9	13.9	24.7
	5	97	15.8	15.8	40.5
	6	141	23.0	23.0	63.6
	Not at all	223	36.4	36.4	100.0
	Total	612	99.8	100.0	
Missing	No Answer	1	.2		
Total		613	100.0		

Question 25 Giving toy gifts to my children means that I pass on knowledge that I wish them to have

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	30	4.9	4.9	4.9
	2	47	7.7	7.7	12.6
	3	128	20.9	20.9	33.6
	Neutral	190	31.0	31.1	64.6
	5	67	10.9	11.0	75.6
	6	76	12.4	12.4	88.1
	Strongly Disagree	73	11.9	11.9	100.0
	Total	611	99.7	100.0	
Missing	No answer	2	.3		
Total		613	100.0		

Question 26 I view most toy gifts that I give to my children as instruments of learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	41	6.7	6.7	6.7
	2	91	14.8	14.8	21.5
	3	162	26.4	26.4	48.0
	4 Neutral	147	24.0	24.0	71.9
	5	92	15.0	15.0	86.9
	6	49	8.0	8.0	94.9
	Not at all	31	5.1	5.1	100.0
	Total	613	100.0	100.0	

Question 27 The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	1.3	1.3	1.3
	2	11	1.8	1.8	3.1
	3	37	6.0	6.0	9.1
	Neutral	75	12.2	12.2	21.4
	5	85	13.9	13.9	35.2
	6	166	27.1	27.1	62.3
	Strongly Disagree	231	37.7	37.7	100.0
	Total	613	100.0	100.0	



Question 28 The gifts I give to my children reflect the values and I am eager to give these sorts of gifts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	19	3.1	3.1	3.1
	2	47	7.7	7.7	10.8
	3	117	19.1	19.1	29.9
	4 Neutral	173	28.2	28.2	58.1
	5	85	13.9	13.9	71.9
	6	80	13.1	13.1	85.0
	Not at all	92	15.0	15.0	100.0
	Total	613	100.0	100.0	

Appendix 27 Relationship impact questions

Question 29 Do you feel upset/sad when a child does not like the toy gift you bought for their birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	92	15.0	15.2	15.2
	2	139	22.7	23.0	38.2
	3	149	24.3	24.7	62.9
	4 Neutral	108	17.6	17.9	80.8
	5	21	3.4	3.5	84.3
	6	47	7.7	7.8	92.1
	Not at all	48	7.8	7.9	100.0
	Total	604	98.5	100.0	
Missing	No Answer	9	1.5		
	Total	613	100.0		

Question 30 Do you feel annoyed when a child does not like the toy gift you bought for their birthday.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	30	4.9	5.0	5.0
	2	52	8.5	8.6	13.6
	3	113	18.4	18.8	32.4
	4 Neutral	131	21.4	21.8	54.2
	5	58	9.5	9.6	63.8
	6	89	14.5	14.8	78.6
	Not at all	129	21.0	21.4	100.0
	Total	602	98.2	100.0	
Missing	No Answer	11	1.8		
	Total	613	100.0		

Question 31 Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strengthens it	42	6.9	6.9	6.9
	2	47	7.7	7.7	14.6
	3	119	19.4	19.6	34.2
	Neutral	369	60.2	60.7	94.9
	5	13	2.1	2.1	97.0
	6	12	2.0	2.0	99.0
	Weakens it	6	1.0	1.0	100.0
	Total	608	99.2	100.0	
Missing	No Answer	5	.8		
Total		613	100.0		

Question 32 Do you feel upset/sad when a child does not like the toy gift you bought for their Christmas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	82	13.4	13.6	13.6
	2	118	19.2	19.6	33.2
	3	146	23.8	24.2	57.4
	4 Neutral	117	19.1	19.4	76.8
	5	33	5.4	5.5	82.3
	6	47	7.7	7.8	90.0
	Not at all	60	9.8	10.0	100.0
	Total	603	98.4	100.0	
Missing	No Answer	10	1.6		
Total		613	100.0		

Question 33 Do you feel annoyed when a child does not like the toy gift you bought for their Christmas.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	29	4.7	4.8	4.8
	2	44	7.2	7.3	12.1
	3	98	16.0	16.3	28.4
	4 Neutral	142	23.2	23.6	52.0
	5	66	10.8	11.0	63.0
	6	89	14.5	14.8	77.7
	Not at all	134	21.9	22.3	100.0
	Total	602	98.2	100.0	
Missing	No Answer	11	1.8		

Question 33 Do you feel annoyed when a child does not like the toy gift you bought for their Christmas.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	29	4.7	4.8	4.8
	2	44	7.2	7.3	12.1
	3	98	16.0	16.3	28.4
	4 Neutral	142	23.2	23.6	52.0
	5	66	10.8	11.0	63.0
	6	89	14.5	14.8	77.7
	Not at all	134	21.9	22.3	100.0
	Total	602	98.2	100.0	
Missing	No Answer	11	1.8		
Total		613	100.0		

Question 34 Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strengthens it	42	6.9	6.9	6.9
	2	43	7.0	7.1	14.0
	3	106	17.3	17.5	31.5
	Neutral	376	61.3	62.0	93.6
	5	14	2.3	2.3	95.9
	6	16	2.6	2.6	98.5
	Weakens it	9	1.5	1.5	100.0
	Total	606	98.9	100.0	
Missing	No Answer	7	1.1		
Total		613	100.0		

Appendix 28 Recoded respondents profile

Respondents	Criteria	Number	Valid Percentage
Gender	Male	63	10.3
	Female	550	89.7
	Total	613	100.0
Age in years	Under 40	333	54.3
	Over 40	280	45.7
	Total	613	100.0
Marital Status	Part of a couple	538	87.9
	Single/Widowed	74	12.1
	Total	612	100.0
	No Answer	1	
	Total	613	
Employment Status	Not Working	111	18.2
	Blue Collar	165	26.9
	Professional/White Collar	335	54.8
	Total	611	100.0
	No Answer	2	
	Total	613	
Gross Annual Income	Low under £25,000	146	24.4
	Medium £25,001 and £45,000	178	29.0
	High above £45,001	275	45.9
	Total	599	100.0
	No answer	14	
	Total	613	
Highest level of education	High School Leaver	177	29.1
	College/ HNC/HND	150	24.6
	University Degree	282	46.3
	Total	609	100.0
	No Answer	4	
	Total	613	

Appendix 29 New demographic variables frequencies

**Age split 40**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Under 40	333	54.3	54.3	54.3
over 40	280	45.7	45.7	100.0
Total	613	100.0	100.0	

Children in house

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid one child	285	46.5	46.5	46.5
more than 2 children	328	53.5	53.5	100.0
Total	613	100.0	100.0	

Children and Income

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid one child low income	73	11.9	12.0	12.0
one child med income	96	15.7	15.8	27.9
one child high income	122	19.9	20.1	48.0
2 plus children low income	72	11.7	11.9	59.9
2 plus children med income	90	14.7	14.9	74.8
2 plus children high income	153	25.0	25.2	100.0
Total	606	98.9	100.0	
Missing 0	7	1.1		
Total	613	100.0		

Children and Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid One child and respondent under 40	144	23.5	23.5	23.5
2 children and respondent under 40	190	31.0	31.0	54.5
One child and respondent over 40	156	25.4	25.4	79.9
2 children and respondent over 40	123	20.1	20.1	100.0
Total	613	100.0	100.0	

Children and employment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Not working and one child	40	6.5	6.5	6.5
Blue collar and one child	91	14.8	14.9	21.4
White collar and one child	159	25.9	26.0	47.5
Not working and 2 plus children	66	10.8	10.8	58.3
blue collar and 2 plus children	75	12.2	12.3	70.5
White collar and 2 plus children	180	29.4	29.5	100.0
Total	611	99.7	100.0	
Missing	0			
Total	613	100.0		

Children and education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
High School edu and one child	83	13.5	13.7	13.7
College edu and one child	79	12.9	13.0	26.6
University edu and one child	119	19.4	19.6	46.2
High School and 2 plus children	95	15.5	15.6	61.8
College edu and 2 plus children	72	11.7	11.8	73.7
University edu and 2 plus children	160	26.1	26.3	100.0
Total	608	99.2	100.0	
Missing	0			
Total	613	100.0		

Parent clusters

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Female single with children	70	11.4	11.5	11.5
Female partner with children	478	78.0	78.2	89.7
Male single with children	6	1.0	1.0	90.7
Male partner with children	57	9.3	9.3	100.0
Total	611	99.7	100.0	
Missing	0			
System	1	.2		
Total	2	.3		
Total	613	100.0		

Appendix 30 Cronbach Alpha for items

Sources of information

Reliability Statistics for sources of information items

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.577	.575	8

Importance and concerns of gift giving

Reliability Statistics Importance and concerns of gift giving at Christmas and Birthdays

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.636	.627	4

Feeling towards gift giving

Reliability Statistics for all feelings questions

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.706	.695	18

Subsets for the 'feeling' scales

Reliability Statistics for the 'pleaser sub set of question' from the feelings

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.649	.685	4

Reliability Statistics for the 'compensator sub set of question' from the feelings scale

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.522	.515	4

Reliability Statistics for the 'provider sub set of question' from the feelings scale

Cronbach's Alpha	No of Items
.682	5

Reliability Statistics for the 'socialiser sub set of question' from the feelings scale

Cronbach's Alpha	No of Items
.733	5

Relationship/impact questions

Reliability Statistics for the 'reformulation set of questions'

Cronbach's Alpha	No of Items
.745	6

Appendix 31 Cronbach Alpha scores for new factors

Sources of information component 1 (Tangible Media)

Importance of Sources of Information	Component 1 Tangible Media						
	1	<table border="1"> <tr> <th colspan="2">Reliability Statistics</th> </tr> <tr> <th>Cronbach's Alpha</th> <th>No of Items</th> </tr> <tr> <td>.657</td> <td>5</td> </tr> </table>	Reliability Statistics		Cronbach's Alpha	No of Items	.657
Reliability Statistics							
Cronbach's Alpha	No of Items						
.657	5						
Films as a source of information	.617						
TV adverts as a source of information	.756						
Catalogues as a source of information	.608						
The shops themselves as a source of information	.494						
Magazines/popular press as a source of information	.735						

Sources of information component 2 (Personal Communication)

Importance of Sources of Information	Component 2 Personal Communication						
	2	<table border="1"> <tr> <th colspan="2">Reliability Statistics</th> </tr> <tr> <th>Cronbach's Alpha</th> <th>No of Items</th> </tr> <tr> <td>.355</td> <td>2</td> </tr> </table>	Reliability Statistics		Cronbach's Alpha	No of Items	.355
Reliability Statistics							
Cronbach's Alpha	No of Items						
.355	2						
Letters to Santa/Wish list as a source of information	.731						
Other people/parents as a source of information	.813						

Sources of information component 3 and Cronbach alpha

Importance of Sources of Information	Component 3	
	3	Cannot be computed due to negative variance
Internet as a source of information	.767	
The shops themselves as a source of information	-.561	

Importance and concerns of buying for children component 1

Importance and concerns	Concerns in buying toys						
	1	<table border="1"> <tr> <th colspan="2">Reliability Statistics</th> </tr> <tr> <th>Cronbach's Alpha</th> <th>No of Items</th> </tr> <tr> <td>.952</td> <td>2</td> </tr> </table>	Reliability Statistics		Cronbach's Alpha	No of Items	.952
Reliability Statistics							
Cronbach's Alpha	No of Items						
.952	2						
Buying toys for my own children at birthdays times concerns me	.977						
Buying toys for my own children at Christmas Time concerns me	.976						



Importance and concerns of buying for children

Importance and concerns	Importance in buying toys			
	2	Reliability Statistics		
Buying toys for my own children at birthday times is important to me	.948	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
Buying toys for my own children at Christmas Time is important to me	.949	.885	.887	2

Feelings of respondents component 1

Feelings of respondents in relation to gift giving	Component DIPLOMAT			
	1	Reliability Statistics		
I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy	.694	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
I buy exactly what my children request for toy gifts	.749	.697	.725	6
I select toy gifts for my children that fulfils their direct requests or perceived tastes	.787			
I sometimes buy toy presents for my children to make up for any tough times experienced during the year	.502			
To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year	.423			
The toy gifts that I give to my children at Christmas show that I want to take care of their needs	.425			

Feelings of respondents component 2

Feelings of respondents in relation to gift giving	Component 2 EDUCATOR			
	2	Reliability Statistics		
The toy gifts that I give to my children at Christmas show that I want to take care of their needs	.458	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
I buy what I want my children to have at Christmas and birthdays, irrespective of their request	.442	.720	.724	6
Giving toy gifts to my children means that I pass on knowledge that I wish them to have	.733			
I view most toy gifts that I give to my children as instruments of learning	.724			
The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive	.574			
The gifts I give to my children reflect the values and I am eager to give these sorts of toy gifts	.778			

Feelings of respondents component 3

Feelings of respondents in relation to gift giving	Component 3 PRAGMATIST			
	3	Reliability Statistics		
I buy things on sale all year for my children's presents and store them away	.854	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
I buy basic items (such as underwear/stationery) throughout the year give to my children at Christmas and birthdays	.840			
Buying toy items all year for Christmas means that I can afford to take care of all my children's needs	.791			

Feelings of respondents rotated component 4

Feelings of respondents in relation to gift giving	Component 4 COMPENSATOR/GUILT GIVER			
	4	Reliability Statistics		
I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays	.725	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year	.471			
I don't spend enough time with my children and I like to compensate by buying plenty of toy gifts for them	.644			

Feelings affected component 1

Reformulation	Feelings Affected			
	1	Reliability Statistics		
Do you feel upset/sad when a child does not like the toy gift you bought for their Birthday	.811	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
Do you feel annoyed when a child does not like the toy gift you bought for their Birthday	.830			
Do you feel upset/sad when a child does not like the toy gift you bought for their Christmas	.815			
Do you feel annoyed when a child does not like the toy gift you bought for their Christmas	.836			

Relationship changed component 2

Reformulation	Relationship changed			
	2	Reliability Statistics		
Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them?	.946	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them?	.946			

Appendix 32 Approximately how many children outwith your household would you buy toys as gifts for at Christmas and gender

**Approximately how many children outwith your household would you buy toys as gifts for at Christmas \* Are you male or female Crosstabulation**

			Are you male or female		Total
			Male	Female	
Approximately how many children outwith your household would you buy toys as gifts for at Christmas	None	Count	9	44	53
		Expected Count	5.5	47.5	53.0
		% within Approximately how many children outwith your household would you buy toys as gifts for at Christmas	17.0%	83.0%	100.0%
		% of Total	1.5%	7.2%	8.7%
Total		Count	63	545	608
		Expected Count	63.0	545.0	608.0
		% within Approximately how many children outwith your household would you buy toys as gifts for at Christmas	10.4%	89.6%	100.0%
		% of Total	10.4%	89.6%	100.0%

Approximately how many children outwith your household would you buy toys as gifts for at birthdays and gender

**Approximately how many children outwith your household would you buy toys as gifts for at birthdays \* Are you male or female Crosstabulation**

			Are you male or female		Total
			Male	Female	
Approximately how many children outwith your household would you buy toys as gifts for at birthdays	None	Count	9	19	28
		Expected Count	2.8	25.2	28.0
		% within Approximately how many children outwith your household would you buy toys as gifts for at birthdays	32.1%	67.9%	100.0%
		% of Total	1.5%	3.2%	4.6%
Total		Count	61	542	603
		Expected Count	61.0	542.0	603.0
		% within Approximately how many children outwith your household would you buy toys as gifts for at birthdays	10.1%	89.9%	100.0%
		% of Total	10.1%	89.9%	100.0%

Appendix 33 When do you mostly start selecting toy gifts for your children at birthdays and age

When do you mostly start selecting toy gifts for your children at birthdays		What age are you			Total
		18-30	31-40	41plus	
I don't or very last minute	Count	0	7	8	15
	Expected Count	1.3	6.8	6.9	15.0
	% within What age are you	.0%	2.5%	2.9%	2.4%
A week before	Count	11	65	87	163
	Expected Count	14.4	74.2	74.5	163.0
	% within What age are you	20.4%	23.3%	31.1%	26.6%
A month before	Count	31	159	151	341
	Expected Count	30.0	155.2	155.8	341.0
	% within What age are you	57.4%	57.0%	53.9%	55.6%
3 months before	Count	12	48	34	94
	Expected Count	8.3	42.8	42.9	94.0
	% within What age are you	22.2%	17.2%	12.1%	15.3%
Count		54	279	280	613
Expected Count		54.0	279.0	280.0	613.0
% within What age are you		100.0%	100.0%	100.0%	100.0%

When do you mostly start selecting toy gifts for your children at Christmas and age

When do you mostly start selecting toy gifts for your children at Christmas		What age are you			Total
		18-30	31-40	41plus	
I don't buy any at all or very little time	Count	1	7	5	13
	Expected Count	1.1	5.9	5.9	13.0
	% within What age are you	1.9%	2.5%	1.8%	2.1%
A week before	Count	1	11	21	33
	Expected Count	2.9	15.0	15.1	33.0
	% within What age are you	1.9%	3.9%	7.5%	5.4%
A month before	Count	17	146	171	334
	Expected Count	29.4	152.0	152.6	334.0
	% within What age are you	31.5%	52.3%	61.1%	54.5%
3 months before	Count	35	115	83	233
	Expected Count	20.5	106.0	106.4	233.0
	% within What age are you	64.8%	41.2%	29.6%	38.0%
Count		54	279	280	613
Expected Count		54.0	279.0	280.0	613.0
% within What age are you		100.0%	100.0%	100.0%	100.0%

Appendix 34 Please indicate your approximate spending on toy gifts on one child in your household at their birthday and gender

Please indicate your approximate spending on toy gifts on one child in your household at their birthday		Are you male or female		Total
		Male	Female	
I don't buy any at all or very little	Count	6	38	44
	% within Please indicate your approximate spending on toy gifts on one child in your household at their birthday	13.6%	86.4%	100.0%
	% of Total	1.0%	6.3%	7.2%
Between £20-50	Count	30	226	256
	% within Please indicate your approximate spending on toy gifts on one child in your household at their birthday	11.7%	88.3%	100.0%
	% of Total	4.9%	37.2%	42.2%
Over £50	Count	25	282	307
	% within Please indicate your approximate spending on toy gifts on one child in your household at their birthday	8.1%	91.9%	100.0%
	% of Total	4.1%	46.5%	50.6%
Count		61	546	607
% within Please indicate your approximate spending on toy gifts on one child in your household at their birthday		10.0%	90.0%	100.0%
% of Total		10.0%	90.0%	100.0%

Please indicate your approximate spending on toy gifts on one child in your household at Christmas time and gender

Please indicate your approximate spending on toy gifts on one child in your household at Christmas time		Are you male or female		Total
		Male	Female	
I don't buy much or Under £20	Count	7	20	27
	% within Please indicate your approximate spending on toy gifts on one child in your household at Christmas time	25.9%	74.1%	100.0%
	% of Total	1.2%	3.3%	4.5%
Between £20-50	Count	11	93	104
	% within Please indicate your approximate spending on toy gifts on one child in your household at Christmas time	10.6%	89.4%	100.0%
	% of Total	1.8%	15.4%	17.2%
Over £50	Count	45	427	472
	% within Please indicate your approximate spending on toy gifts on one child in your household at Christmas time	9.5%	90.5%	100.0%
	% of Total	7.5%	70.8%	78.3%
Count	63		540	603
% within Please indicate your approximate spending on toy gifts on one child in your household at Christmas time	10.4%		89.6%	100.0%
% of Total	10.4%		89.6%	100.0%

Appendix 35 Please indicate your approximate spending on toy gifts on one child in your household at their birthday time and age

Please indicate your approximate spending on toy gifts on one child in your household at their birthday		What age are you			Total
		18-30	31-40	41plus	
I don't buy any at all or very little	Count	6	18	20	44
	Expected Count	3.9	20.2	19.9	44.0
	% within What age are you	11.1%	6.5%	7.3%	7.2%
Between £20-50	Count	12	118	126	256
	Expected Count	22.8	117.2	116.0	256.0
	% within What age are you	22.2%	42.4%	45.8%	42.2%
Over £50	Count	36	142	129	307
	Expected Count	27.3	140.6	139.1	307.0
	% within What age are you	66.7%	51.1%	46.9%	50.6%
Count	54	278	275	607	
Expected Count	54.0	278.0	275.0	607.0	
% within What age are you	100.0%	100.0%	100.0%	100.0%	

Please indicate your approximate spending on toy gifts on one child in your household at their Christmas time and age

Please indicate your approximate spending on toy gifts on one child in your household at Christmas time		What age are you			Total
		18-30	31-40	41plus	
I don't buy much or Under £20	Count	2	12	13	27
	Expected Count	2.3	12.4	12.3	27.0
	% within What age are you	3.8%	4.3%	4.7%	4.5%
Between £20-50	Count	6	41	57	104
	Expected Count	9.0	47.6	47.4	104.0
	% within What age are you	11.5%	14.9%	20.7%	17.2%
Over £50	Count	44	223	205	472
	Expected Count	40.7	216.0	215.3	472.0
	% within What age are you	84.6%	80.8%	74.5%	78.3%
Count	52	276	275	603	
Expected Count	52.0	276.0	275.0	603.0	
% within What age are you	100.0%	100.0%	100.0%	100.0%	

Please indicate your approximate spending on toy gifts on one child outwith household at their birthday

Please indicate your approximate spending on toy gifts on one child outwith household at their birthday		What age are you			Total
		18-30	31-40	41plus	
I don't buy any at all	Count	2	9	12	23
	Expected Count	2.0	10.5	10.5	23.0
	% within What age are you	3.7%	3.2%	4.3%	3.8%
Under £20	Count	39	212	210	461
	Expected Count	40.6	209.8	210.6	461.0
	% within What age are you	72.2%	76.0%	75.0%	75.2%
Between £20-50	Count	13	54	54	121
	Expected Count	10.7	55.1	55.3	121.0
	% within What age are you	24.1%	19.4%	19.3%	19.7%
Over £50	Count	0	4	4	8
	Expected Count	.7	3.6	3.7	8.0
	% within What age are you	.0%	1.4%	1.4%	1.3%
Count		54	279	280	613
Expected Count		54.0	279.0	280.0	613.0
% within What age are you		100.0%	100.0%	100.0%	100.0%

Please indicate your approximate spending on toy gifts on one child outwith household at Christmas

Please indicate your approximate spending on toy gifts on one child outwith household at Christmas		What age are you			Total
		18-30	31-40	41plus	
I don't buy any at all	Count	4	12	30	46
	Expected Count	4.1	20.9	21.0	46.0
	% within What age are you	7.4%	4.3%	10.7%	7.5%
Under £20	Count	33	194	176	403
	Expected Count	35.5	183.4	184.1	403.0
	% within What age are you	61.1%	69.5%	62.9%	65.7%
Between £20-50	Count	16	65	67	148
	Expected Count	13.0	67.4	67.6	148.0
	% within What age are you	29.6%	23.3%	23.9%	24.1%
Over £50	Count	1	8	7	16
	Expected Count	1.4	7.3	7.3	16.0
	% within What age are you	1.9%	2.9%	2.5%	2.6%
Count		54	279	280	613
Expected Count		54.0	279.0	280.0	613.0
% within What age are you		100.0%	100.0%	100.0%	100.0%



Appendix 36 Please indicate your approximate spending on toy gifts on one child in your household at their birthday

Please indicate your approximate spending on toy gifts on one child in your household at their birthday		What is your highest level of education obtained				Total
		High School Leaver	College/HNC/HND	University Degree	Postgraduate Degree	
I don't buy any at all or very little	Count	10	7	11	14	42
	Expected Count	12.2	10.4	9.8	9.6	42.0
	% within What is your highest level of education obtained	5.7%	4.7%	7.9%	10.1%	7.0%
Between £20-50	Count	71	63	55	65	254
	Expected Count	73.7	63.2	59.0	58.1	254.0
	% within What is your highest level of education obtained	40.6%	42.0%	39.3%	47.1%	42.1%
Over £50	Count	94	80	74	59	307
	Expected Count	89.1	76.4	71.3	70.3	307.0
	% within What is your highest level of education obtained	53.7%	53.3%	52.9%	42.8%	50.9%
Count		175	150	140	138	603
Expected Count		175.0	150.0	140.0	138.0	603.0
% within What is your highest level of education obtained		100.0%	100.0%	100.0%	100.0%	100.0%

Please indicate your approximate spending on toy gifts on one child in your household at Christmas time

Please indicate your approximate spending on toy gifts on one child in your household at Christmas time		What is your highest level of education obtained				Total
		High School Leaver	College/HNC/HND	University Degree	Postgraduate Degree	
I don't buy much or Under £20	Count	3	3	5	15	26
	Expected Count	7.6	6.5	6.0	5.9	26.0
	% within What is your highest level of education obtained	1.7%	2.0%	3.6%	10.9%	4.3%
Between £20-50	Count	24	17	28	33	102
	Expected Count	29.6	25.4	23.7	23.3	102.0
	% within What is your highest level of education obtained	13.8%	11.4%	20.1%	24.1%	17.0%
Over £50	Count	147	129	106	89	471
	Expected Count	136.8	117.2	109.3	107.7	471.0
	% within What is your highest level of education obtained	84.5%	86.6%	76.3%	65.0%	78.6%
Count		174	149	139	137	599
Expected Count		174.0	149.0	139.0	137.0	599.0
% within What is your highest level of education obtained		100.0%	100.0%	100.0%	100.0%	100.0%

Appendix 37 When do you mostly start selecting toy gifts for your children at birthdays

When do you mostly start selecting toy gifts for your children at birthdays		Are you male or female		Total
		Male	Female	
I don't or very last minute	Count	5	10	15
	Expected Count	1.5	13.5	15.0
	% within Are you male or female	7.9%	1.8%	2.4%
A week before	Count	18	145	163
	Expected Count	16.8	146.2	163.0
	% within Are you male or female	28.6%	26.4%	26.6%
A month before	Count	29	312	341
	Expected Count	35.0	306.0	341.0
	% within Are you male or female	46.0%	56.7%	55.6%
3 months before	Count	11	83	94
	Expected Count	9.7	84.3	94.0
	% within Are you male or female	17.5%	15.1%	15.3%
Total	Count	63	550	613
	Expected Count	63.0	550.0	613.0
	% within Are you male or female	100.0%	100.0%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.120 <sup>a</sup>	3	.018
Likelihood Ratio	7.354	3	.061
Linear-by-Linear Association	2.712	1	.100
N of Valid Cases	613		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 1.54.

Appendix 38 When do you mostly start selecting toy gifts for your children at Christmas

When do you mostly start selecting toy gifts for your children at Christmas		Are you male or female		Total
		Male	Female	
I don't buy any at all or very little time	Count	5	8	13
	Expected Count	1.3	11.7	13.0
	% within Are you male or female	7.9%	1.5%	2.1%
A week before	Count	9	24	33
	Expected Count	3.4	29.6	33.0
	% within Are you male or female	14.3%	4.4%	5.4%
A month before	Count	31	303	334
	Expected Count	34.3	299.7	334.0
	% within Are you male or female	49.2%	55.1%	54.5%
3 months before	Count	18	215	233
	Expected Count	23.9	209.1	233.0
	% within Are you male or female	28.6%	39.1%	38.0%
Total	Count	63	550	613
	Expected Count	63.0	550.0	613.0
	% within Are you male or female	100.0%	100.0%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.541 <sup>a</sup>	3	.000
Likelihood Ratio	16.805	3	.001
Linear-by-Linear Association	16.932	1	.000
N of Valid Cases	613		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.34.

**Appendix 39 Please indicate your approximate spending on toy gifts on one child in your household at Christmas time**

Please indicate your approximate spending on toy gifts on one child in your household at Christmas time	Are you male or female		Total	
	Male	Female		
I don't buy much or Under £20	Count	7	20	27
	Expected Count	2.8	24.2	27.0
	% within Are you male or female	11.1%	3.7%	4.5%
Between £20-50	Count	11	93	104
	Expected Count	10.9	93.1	104.0
	% within Are you male or female	17.5%	17.2%	17.2%
Over £50	Count	45	427	472
	Expected Count	49.3	422.7	472.0
	% within Are you male or female	71.4%	79.1%	78.3%
	Count	63	540	603
	Expected Count	63.0	540.0	603.0
	% within Are you male or female	100.0%	100.0%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.337 <sup>a</sup>	2	.026
Likelihood Ratio	5.568	2	.062
Linear-by-Linear Association	3.791	1	.052
N of Valid Cases	603		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 2.82.

Appendix 40 Please indicate your approximate spending on toy gifts on one child outwith household at their birthday

Please indicate your approximate spending on toy gifts on one child outwith household at their birthday		Are you male or female		Total
		Male	Female	
I don't buy any at all	Count	7	16	23
	Expected Count	2.4	20.6	23.0
	% within Are you male or female	11.1%	2.9%	3.8%
Under £20	Count	46	415	461
	Expected Count	47.4	413.6	461.0
	% within Are you male or female	73.0%	75.5%	75.2%
Between £20-50	Count	9	112	121
	Expected Count	12.4	108.6	121.0
	% within Are you male or female	14.3%	20.4%	19.7%
Over £50	Count	1	7	8
	Expected Count	.8	7.2	8.0
	% within Are you male or female	1.6%	1.3%	1.3%
Total	Count	63	550	613
	Expected Count	63.0	550.0	613.0
	% within Are you male or female	100.0%	100.0%	100.0%

Value	df	Asymp. Sig. (2-sided)
11.280 <sup>a</sup>	3	.010
8.301	3	.040
4.164	1	.041
613		

**Appendix 41 Please indicate your approximate spending on toy gifts on one child in your household at Christmas time**

Please indicate your approximate spending on toy gifts on one child in your household at Christmas time		What is your highest level of education obtained				Total
		High School Leaver	College/HNC/HND	University Degree	Postgraduate Degree	
I don't buy much or Under £20	Count	3	3	5	15	26
	Expected Count	7.6	6.5	6.0	5.9	26.0
	% within What is your highest level of education obtained	1.7%	2.0%	3.6%	10.9%	4.3%
Between £20-50	Count	24	17	28	33	102
	Expected Count	29.6	25.4	23.7	23.3	102.0
	% within What is your highest level of education obtained	13.8%	11.4%	20.1%	24.1%	17.0%
Over £50	Count	147	129	106	89	471
	Expected Count	136.8	117.2	109.3	107.7	471.0
	% within What is your highest level of education obtained	84.5%	86.6%	76.3%	65.0%	78.6%
Total	Count	174	149	139	137	599
	Expected Count	174.0	149.0	139.0	137.0	599.0
	% within What is your highest level of education obtained	100.0%	100.0%	100.0%	100.0%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.506 <sup>a</sup>	6	.000
Likelihood Ratio	29.759	6	.000
Linear-by-Linear Association	24.011	1	.000
N of Valid Cases	599		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.95.

**Appendix 42 Please indicate your approximate spending on toy gifts on one child outwith household at Christmas**

Please indicate your approximate spending on toy gifts on one child outwith household at Christmas		How many children under the age of 11 are in your household			Total
		1	2	3	
I don't buy any at all	Count	17	17	12	46
	Expected Count	21.4	19.2	5.4	46.0
	% within How many children under the age of 11 are in your household	6.0%	6.6%	16.7%	7.5%
Under £20	Count	181	173	49	403
	Expected Count	187.4	168.3	47.3	403.0
	% within How many children under the age of 11 are in your household	63.5%	67.6%	68.1%	65.7%
Between £20-50	Count	78	60	10	148
	Expected Count	68.8	61.8	17.4	148.0
	% within How many children under the age of 11 are in your household	27.4%	23.4%	13.9%	24.1%
Over £50	Count	9	6	1	16
	Expected Count	7.4	6.7	1.9	16.0
	% within How many children under the age of 11 are in your household	3.2%	2.3%	1.4%	2.6%
Total	Count	285	256	72	613
	Expected Count	285.0	256.0	72.0	613.0
	% within How many children under the age of 11 are in your household	100.0%	100.0%	100.0%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.840 <sup>a</sup>	6	.022
Likelihood Ratio	13.411	6	.037
Linear-by-Linear Association	10.470	1	.001
N of Valid Cases	613		

a. 1 cells (8.3%) have expected count less than 5. The minimum expected count is 1.88.

Please indicate your approximate spending on toy gifts on one child outwith household at Christmas

**Ranks**

	How many children under the age of 11 are in your household	N	Mean Rank
Please indicate your approximate spending on toy gifts on one child outwith household at Christmas	1	285	321.30
	2	256	306.04
	3	72	253.81
	Total	613	

**Test Statistics<sup>a,b</sup>**

	Please indicate your approximate spending on toy gifts on one child outwith household at Christmas
Chi-Square	11.919
df	2
Asymp. Sig.	.003

a. Kruskal Wallis Test

b. Grouping Variable: How many children under the age of 11 are in your household

Appendix 43 When do you mostly start selecting toy gifts for your children at Christmas and age

**Crosstab**

			What age are you			Total
			18-30	31-40	41plus	
When do you mostly start selecting toy gifts for your children at Christmas	I don't buy any at all or very little time	Count	1	7	5	13
		Expected Count	1.1	5.9	5.9	13.0
		% within What age are you	1.9%	2.5%	1.8%	2.1%
	A week before	Count	1	11	21	33
		Expected Count	2.9	15.0	15.1	33.0
		% within What age are you	1.9%	3.9%	7.5%	5.4%
	A month before	Count	17	146	171	334
		Expected Count	29.4	152.0	152.6	334.0
		% within What age are you	31.5%	52.3%	61.1%	54.5%
	3 months before	Count	35	115	83	233
		Expected Count	20.5	106.0	106.4	233.0
		% within What age are you	64.8%	41.2%	29.6%	38.0%
Total	Count	54	279	280	613	
	Expected Count	54.0	279.0	280.0	613.0	
	% within What age are you	100.0%	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.854 <sup>a</sup>	6	.000
Likelihood Ratio	28.611	6	.000
Linear-by-Linear Association	10.223	1	.001
N of Valid Cases	613		



When do you mostly start selecting toy gifts for other children at Christmas and age

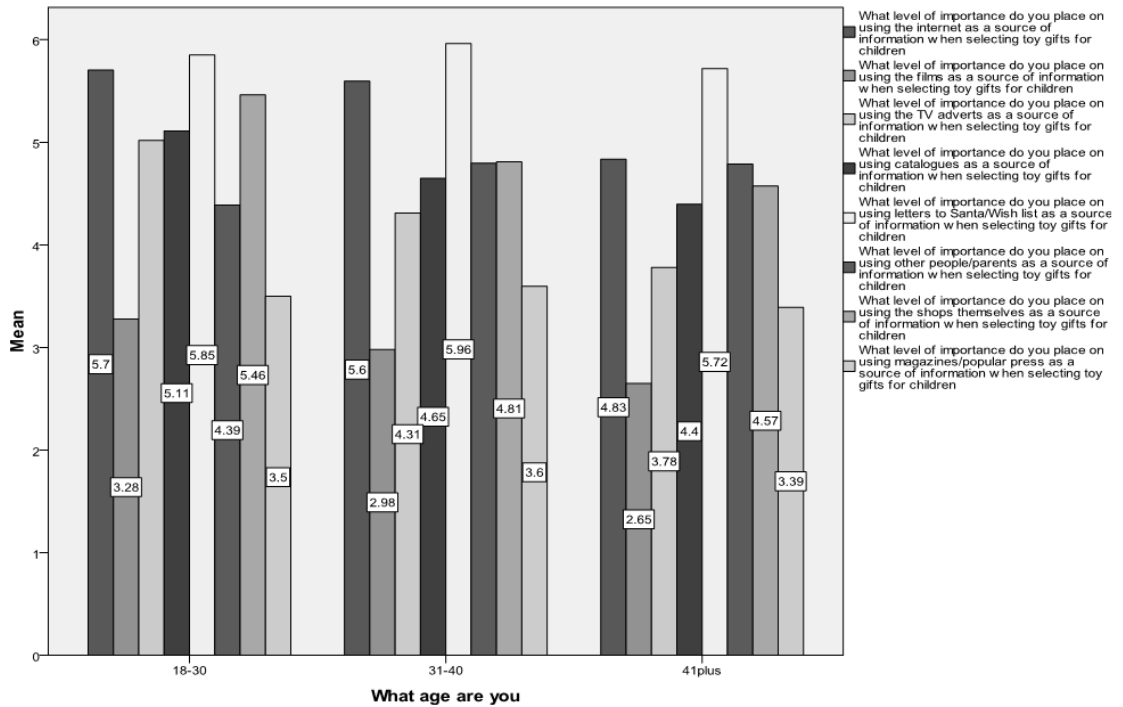
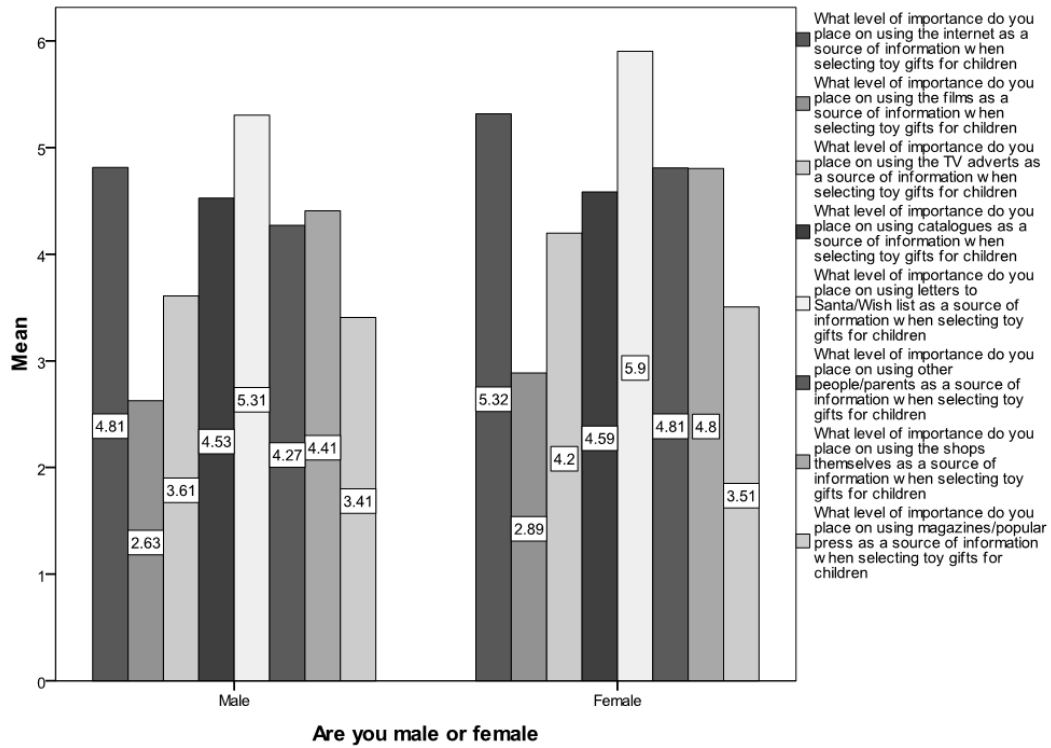
When do you mostly start selecting toy gifts for other people's children at Christmas		What age are you			Total
		18-30	31-40	41plus	
I don't	Count	3	15	27	45
	Expected Count	4.0	20.5	20.6	45.0
	% within What age are you	5.6%	5.4%	9.6%	7.3%
Last minute	Count	1	9	1	11
	Expected Count	1.0	5.0	5.0	11.0
	% within What age are you	1.9%	3.2%	.4%	1.8%
A week before	Count	8	38	48	94
	Expected Count	8.3	42.8	42.9	94.0
	% within What age are you	14.8%	13.6%	17.1%	15.3%
A month before	Count	28	169	164	361
	Expected Count	31.8	164.3	164.9	361.0
	% within What age are you	51.9%	60.6%	58.6%	58.9%
3 months before	Count	14	48	40	102
	Expected Count	9.0	46.4	46.6	102.0
	% within What age are you	25.9%	17.2%	14.3%	16.6%
Total	Count	54	279	280	613
	Expected Count	54.0	279.0	280.0	613.0
	% within What age are you	100.0%	100.0%	100.0%	100.0%

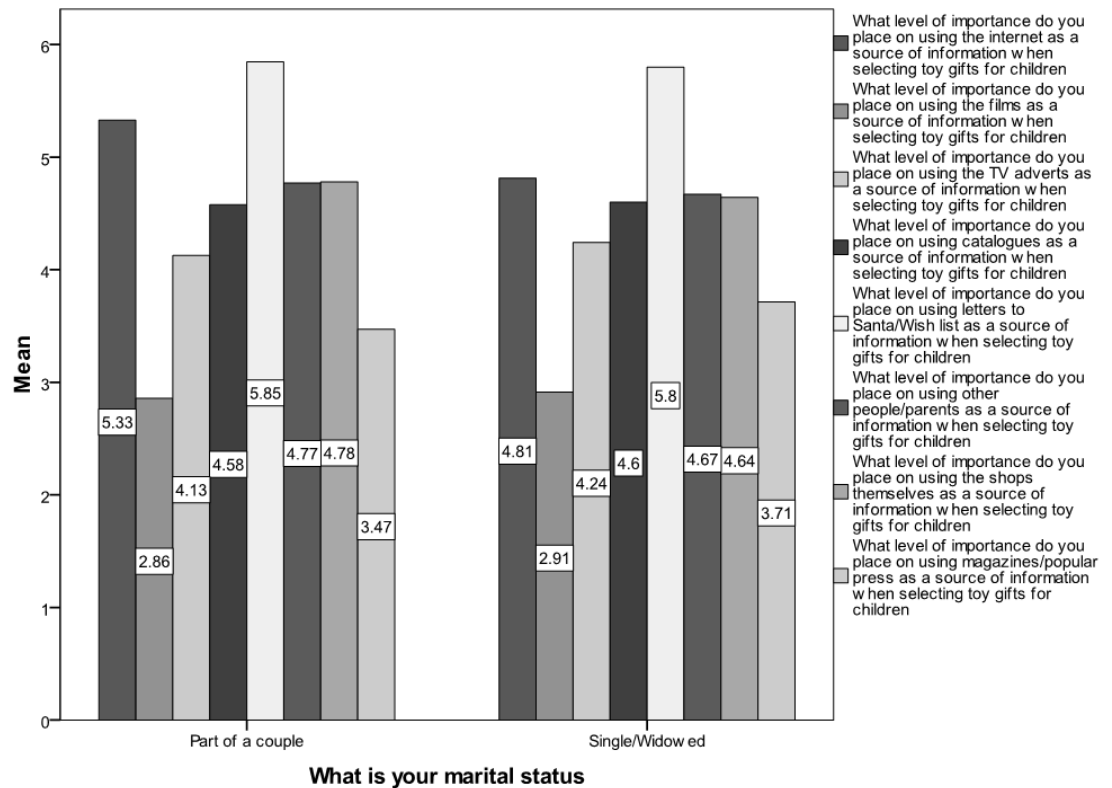
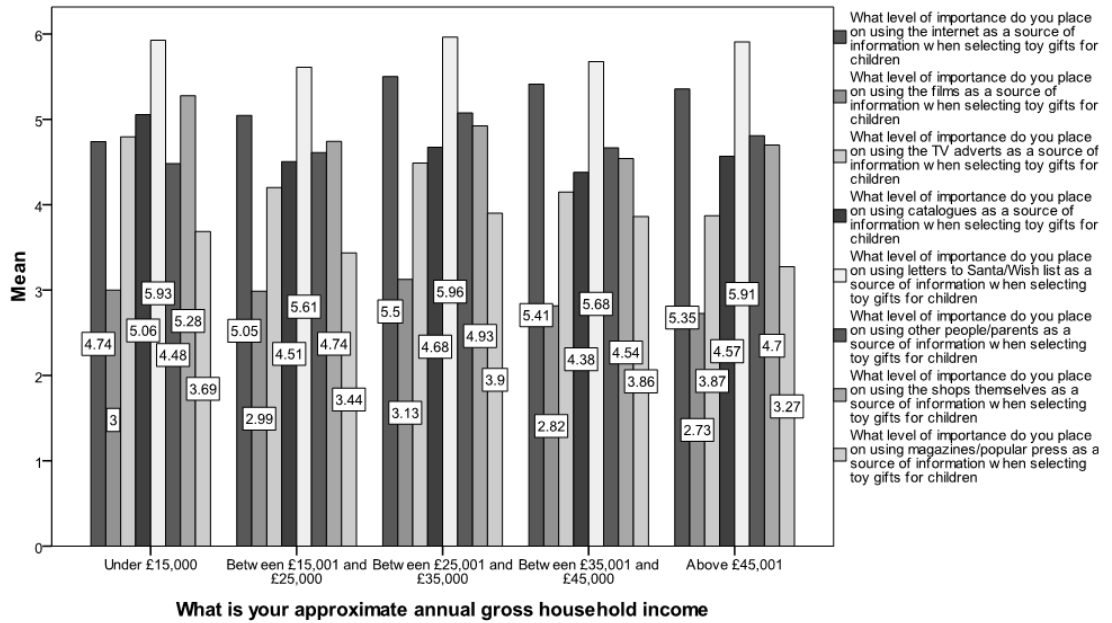
**Chi-Square Tests**

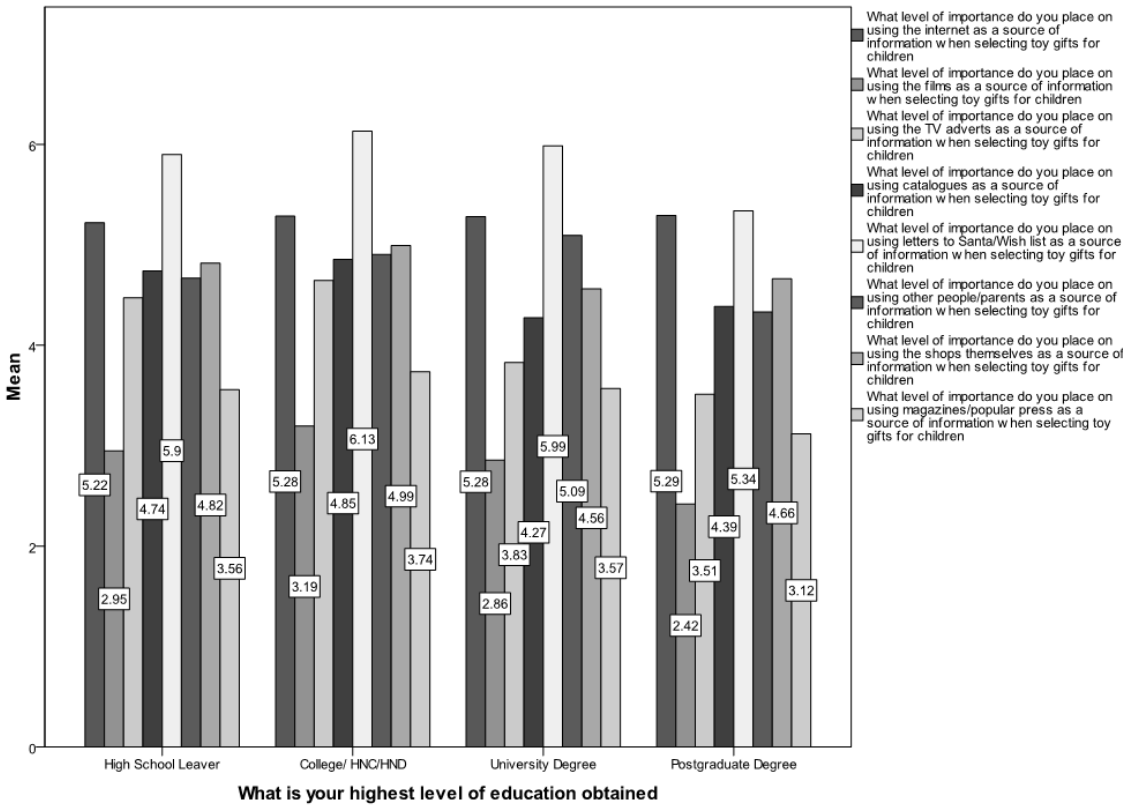
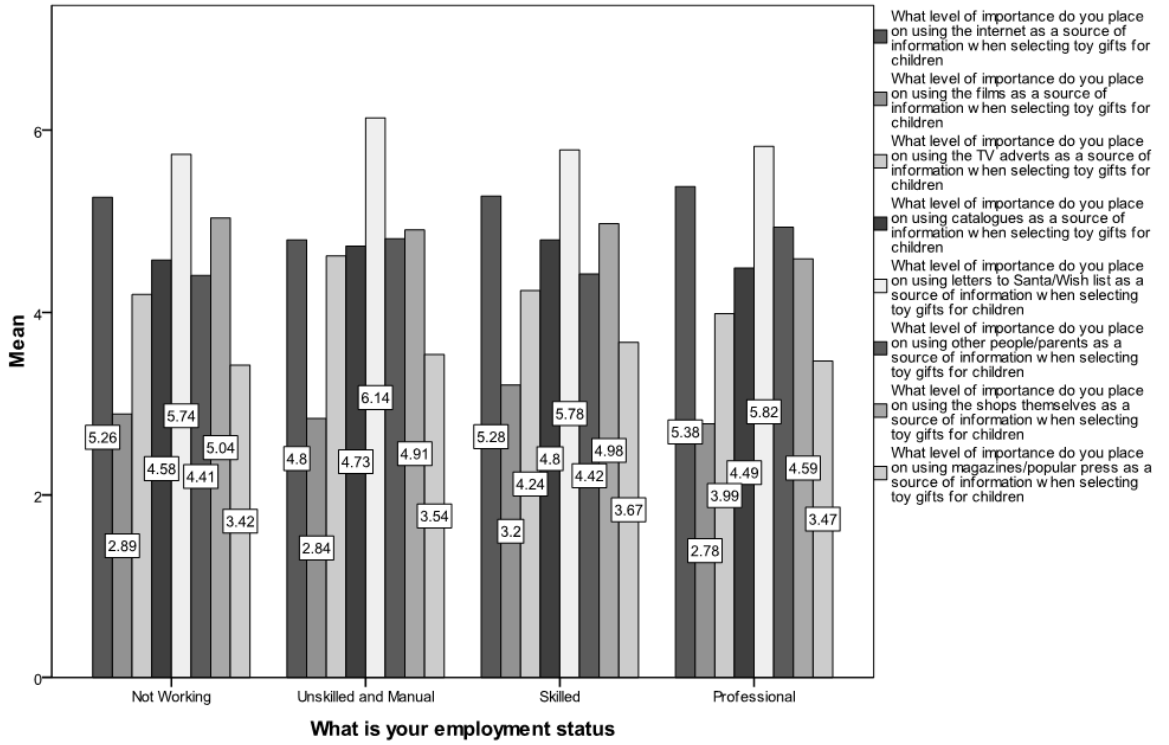
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.652 <sup>a</sup>	8	.048
Likelihood Ratio	16.276	8	.039
Linear-by-Linear Association	3.679	1	.055
N of Valid Cases	613		

a. 2 cells (13.3%) have expected count less than 5. The minimum expected count is .97.

Appendix 44 Sources of importance when selecting toys as gifts (Theme three) Mean categories for cross tabulated demographics







Appendix 45 Sources of importance when selecting toys as gifts (Theme three) Cross Tabulations and Pearson Chi Square.

What level of importance do you place on using other people/parents as a source of information when selecting toy gifts for children

		Are you male or female		Total
		Male	Female	
Low	Count	20	106	126
	Expected Count	12.7	113.3	126.0
	% within Are you male or female	32.8%	19.4%	20.8%
	% of Total	3.3%	17.5%	20.8%
Neutral	Count	12	88	100
	Expected Count	10.1	89.9	100.0
	% within Are you male or female	19.7%	16.1%	16.5%
	% of Total	2.0%	14.5%	16.5%
High	Count	29	351	380
	Expected Count	38.3	341.7	380.0
	% within Are you male or female	47.5%	64.4%	62.7%
	% of Total	4.8%	57.9%	62.7%
Count		61	545	606
Expected Count		61.0	545.0	606.0
% within Are you male or female		100.0%	100.0%	100.0%
% of Total		10.1%	89.9%	100.0%

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.594 <sup>a</sup>	2	.022
Likelihood Ratio	7.151	2	.028
Linear-by-Linear Association	7.576	1	.006
N of Valid Cases	606		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.07.

What level of importance do you place on using other people/parents as a source of information when selecting toy gifts for children – Mann Whitney

**Ranks**

		Are you male or female	N	Mean Rank	Sum of Ranks
What level of importance do you place on using other people/parents as a source of information when selecting toy gifts for children	Male		61	253.55	15466.50
	Female		545	309.09	168454.50
	Total		606		

**Test Statistics<sup>a</sup>**

		What level of importance do you place on using other people/parents as a source of information when selecting toy gifts for children
Mann-Whitney U		13575.500
Wilcoxon W		15466.500
Z		-2.732
Asymp. Sig. (2-tailed)		.006

a. Grouping Variable: Are you male or female

Appendix 46 Sources of importance when selecting toys as gifts and age (Theme three)  
Cross Tabulations and Pearson Chi Square.

What level of importance do you place on using catalogues as a source of information when selecting toy gifts for children		What age are you			Total
		18-30	31-40	41plus	
Low	Count	9	52	75	136
	Expected Count	12.2	61.9	61.9	136.0
	% within What age are you	16.7%	18.9%	27.3%	22.5%
	% of Total	1.5%	8.6%	12.4%	22.5%
Neutral	Count	7	56	56	119
	Expected Count	10.6	54.2	54.2	119.0
	% within What age are you	13.0%	20.4%	20.4%	19.7%
	% of Total	1.2%	9.3%	9.3%	19.7%
High	Count	38	167	144	349
	Expected Count	31.2	158.9	158.9	349.0
	% within What age are you	70.4%	60.7%	52.4%	57.8%
	% of Total	6.3%	27.6%	23.8%	57.8%
Count		54	275	275	604
Expected Count		54.0	275.0	275.0	604.0
% within What age are you		100.0%	100.0%	100.0%	100.0%
% of Total		8.9%	45.5%	45.5%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.831 <sup>a</sup>	4	.043
Likelihood Ratio	9.942	4	.041
Linear-by-Linear Association	8.559	1	.003
N of Valid Cases	604		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.64.

What level of importance do you place on using the shops themselves as a source of information when selecting toy gifts for children

What level of importance do you place on using the shops themselves as a source of information when selecting toy gifts for children		What age are you			Total
		18-30	31-40	41plus	
Low	Count	3	47	43	93
	Expected Count	8.3	42.2	42.5	93.0
	% within What age are you	5.6%	17.0%	15.5%	15.3%
	% of Total	.5%	7.7%	7.1%	15.3%
Neutral	Count	10	55	76	141
	Expected Count	12.5	64.0	64.5	141.0
	% within What age are you	18.5%	19.9%	27.3%	23.2%
	% of Total	1.6%	9.0%	12.5%	23.2%
High	Count	41	174	159	374
	Expected Count	33.2	169.8	171.0	374.0
	% within What age are you	75.9%	63.0%	57.2%	61.5%
	% of Total	6.7%	28.6%	26.2%	61.5%
Count		54	276	278	608
Expected Count		54.0	276.0	278.0	608.0
% within What age are you		100.0%	100.0%	100.0%	100.0%
% of Total		8.9%	45.4%	45.7%	100.0%

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.506 <sup>a</sup>	4	.033
Likelihood Ratio	11.461	4	.022
Linear-by-Linear Association	4.604	1	.032
N of Valid Cases	608		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.26.

#### Kruskal Wallis Tests for Source of importance against age

##### Ranks

	What age are you		N	Mean Rank
	18-30	31-40		
What level of importance do you place on using catalogues as a source of information when selecting toy gifts for children	18-30		54	339.42
	31-40		275	313.99
	41-50		275	283.76
	Total		604	
What level of importance do you place on using the shops themselves as a source of information when selecting toy gifts for children	18-30		54	353.01
	31-40		276	306.41
	41-50		278	293.18
	Total		608	

##### Test Statistics<sup>a,b</sup>

	What level of importance do you place on using catalogues as a source of information when selecting toy gifts for children	What level of importance do you place on using the shops themselves as a source of information when selecting toy gifts for children
Chi-Square	8.606	7.063
df	2	2
Asymp. Sig.	.014	.029

a. Kruskal Wallis Test b. Grouping Variable: What age are you

Appendix 47 Sources of importance when selecting toys as gifts and age (Theme three)  
Cross Tabulations and Pearson Chi Square.

What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children

What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children		What age are you			Total
		18-30	31-40	41plus	
Low	Count	8	69	96	173
	Expected Count	15.5	79.3	78.2	173.0
	% within What age are you	14.8%	24.9%	35.2%	28.6%
	% of Total	1.3%	11.4%	15.9%	28.6%
Neutral	Count	11	68	72	151
	Expected Count	13.5	69.3	68.3	151.0
	% within What age are you	20.4%	24.5%	26.4%	25.0%
	% of Total	1.8%	11.3%	11.9%	25.0%
High	Count	35	140	105	280
	Expected Count	25.0	128.4	126.6	280.0
	% within What age are you	64.8%	50.5%	38.5%	46.4%
	% of Total	5.8%	23.2%	17.4%	46.4%
Total	Count	54	277	273	604
	Expected Count	54.0	277.0	273.0	604.0
	% within What age are you	100.0%	100.0%	100.0%	100.0%
	% of Total	8.9%	45.9%	45.2%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.385 <sup>a</sup>	4	.001
Likelihood Ratio	18.736	4	.001
Linear-by-Linear Association	18.078	1	.000
N of Valid Cases	604		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.50.

**Ranks**

	What age are you	N	Mean Rank
What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children	18-30	54	364.68
	31-40	277	317.56
	41-50	273	274.92
	Total	604	



Appendix 48 Sources of importance when selecting toys as gifts and education (Theme three) Cross Tabulations and Pearson Chi Square.

What level of importance do you place on using the films as a source of information when selecting toy gifts for children		What is your highest level of education obtained				Total
		High School Leaver	College/ HNC/HND	University Degree	Postgraduate Degree	
Low	Count	88	66	76	93	323
	Expected Count	92.9	82.0	77.1	71.0	323.0
	% within What is your highest level of education obtained	51.8%	44.0%	53.9%	71.5%	54.7%
	% of Total	14.9%	11.2%	12.9%	15.7%	54.7%
Neutral	Count	49	50	39	18	156
	Expected Count	44.9	39.6	37.2	34.3	156.0
	% within What is your highest level of education obtained	28.8%	33.3%	27.7%	13.8%	26.4%
	% of Total	8.3%	8.5%	6.6%	3.0%	26.4%
High	Count	33	34	26	19	112
	Expected Count	32.2	28.4	26.7	24.6	112.0
	% within What is your highest level of education obtained	19.4%	22.7%	18.4%	14.6%	19.0%
	% of Total	5.6%	5.8%	4.4%	3.2%	19.0%
Total	Count	170	150	141	130	591
	Expected Count	170.0	150.0	141.0	130.0	591.0
	% within What is your highest level of education obtained	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	28.8%	25.4%	23.9%	22.0%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.548 <sup>a</sup>	6	.001
Likelihood Ratio	24.637	6	.000
Linear-by-Linear Association	8.114	1	.004
N of Valid Cases	591		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.64.

What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children		What is your highest level of education obtained				Total
		High School Leaver	College/ HNC/HND	University Degree	Postgraduate Degree	
Low	Count	33	24	53	61	171
	Expected Count	49.6	42.2	40.5	38.8	171.0
	% within What is your highest level of education obtained	19.0%	16.2%	37.3%	44.9%	28.5%
	% of Total	5.5%	4.0%	8.8%	10.2%	28.5%
Neutral	Count	52	42	27	28	149
	Expected Count	43.2	36.8	35.3	33.8	149.0
	% within What is your highest level of education obtained	29.9%	28.4%	19.0%	20.6%	24.8%
	% of Total	8.7%	7.0%	4.5%	4.7%	24.8%
High	Count	89	82	62	47	280
	Expected Count	81.2	69.1	66.3	63.5	280.0
	% within What is your highest level of education obtained	51.1%	55.4%	43.7%	34.6%	46.7%
	% of Total	14.8%	13.7%	10.3%	7.8%	46.7%
Total	Count	174	148	142	136	600
	Expected Count	174.0	148.0	142.0	136.0	600.0
	% within What is your highest level of education obtained	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	29.0%	24.7%	23.7%	22.7%	100.0%

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.205 <sup>a</sup>	6	.000
Likelihood Ratio	43.509	6	.000
Linear-by-Linear Association	25.576	1	.000
N of Valid Cases	600		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 33.77.

What level of importance do you place on using magazines/popular press as a source of information when selecting toy gifts for children		What is your highest level of education obtained				Total
		High School Leaver	College/HNC/HND	University Degree	Postgraduate Degree	
Low	Count	70	51	53	84	258
	Expected Count	74.5	63.3	61.2	59.0	258.0
	% within What is your highest level of education obtained	40.5%	34.7%	37.3%	61.3%	43.1%
	% of Total	11.7%	8.5%	8.8%	14.0%	43.1%
Neutral	Count	50	48	46	20	164
	Expected Count	47.4	40.2	38.9	37.5	164.0
	% within What is your highest level of education obtained	28.9%	32.7%	32.4%	14.6%	27.4%
	% of Total	8.3%	8.0%	7.7%	3.3%	27.4%
High	Count	53	48	43	33	177
	Expected Count	51.1	43.4	42.0	40.5	177.0
	% within What is your highest level of education obtained	30.6%	32.7%	30.3%	24.1%	29.5%
	% of Total	8.8%	8.0%	7.2%	5.5%	29.5%
Total	Count	173	147	142	137	599
	Expected Count	173.0	147.0	142.0	137.0	599.0
	% within What is your highest level of education obtained	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	28.9%	24.5%	23.7%	22.9%	100.0%

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.418 <sup>a</sup>	6	.000
Likelihood Ratio	28.012	6	.000
Linear-by-Linear Association	7.124	1	.008
N of Valid Cases	599		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 37.51.

What level of importance do you place on using the internet as a source of information when selecting toy gifts for children		What is your highest level of education obtained				Total
		High School Leaver	College/ HNC/HND	University Degree	Postgraduate Degree	
Low	Count	24	16	17	25	82
	Expected Count	23.7	20.3	19.3	18.8	82.0
	% within What is your highest level of education obtained	13.9%	10.8%	12.1%	18.2%	13.7%
	% of Total	4.0%	2.7%	2.8%	4.2%	13.7%
Neutral	Count	36	29	26	10	101
	Expected Count	29.2	25.0	23.8	23.1	101.0
	% within What is your highest level of education obtained	20.8%	19.6%	18.4%	7.3%	16.9%
	% of Total	6.0%	4.8%	4.3%	1.7%	16.9%
High	Count	113	103	98	102	416
	Expected Count	120.1	102.8	97.9	95.1	416.0
	% within What is your highest level of education obtained	65.3%	69.6%	69.5%	74.5%	69.4%
	% of Total	18.9%	17.2%	16.4%	17.0%	69.4%
Total	Count	173	148	141	137	599
	Expected Count	173.0	148.0	141.0	137.0	599.0
	% within What is your highest level of education obtained	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	28.9%	24.7%	23.5%	22.9%	100.0%

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.066 <sup>a</sup>	6	.029
Likelihood Ratio	15.822	6	.015
Linear-by-Linear Association	.307	1	.579
N of Valid Cases	599		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.75.

Kruskal Wallis for Sources of importance and education

**Ranks**

	What is your highest level of education obtained	N	Mean Rank
What level of importance do you place on using the internet as a source of information when selecting toy gifts for children	High School Leaver	173	289.15
	College/ HNC/HND	148	303.01
	University Degree	141	301.63
	Postgraduate Degree	137	308.76
	Total	599	
What level of importance do you place on using the films as a source of information when selecting toy gifts for children	High School Leaver	170	303.54
	College/ HNC/HND	150	326.49
	University Degree	141	297.12
	Postgraduate Degree	130	249.75
	Total	591	
What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children	High School Leaver	174	325.37
	College/ HNC/HND	148	338.90
	University Degree	142	279.94
	Postgraduate Degree	136	248.36
	Total	600	
What level of importance do you place on using magazines/popular press as a source of information when selecting toy gifts for children	High School Leaver	173	307.36
	College/ HNC/HND	147	322.97
	University Degree	142	313.38
	Postgraduate Degree	137	252.20
	Total	599	

	What level of importance do you place on using the internet as a source of information when selecting toy gifts for children	What level of importance do you place on using the films as a source of information when selecting toy gifts for children	What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children	What level of importance do you place on using magazines/popular press as a source of information when selecting toy gifts for children
Chi-Square	1.655	18.062	29.240	16.255
df	3	3	3	3
Asymp. Sig.	.647	.000	.000	.001

**Appendix 49 TV sources of information against number of children in household**

What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children

What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children		Children and Income						Total
		one child low income	one child med income	one child high income	2 plus children low income	2 plus children med income	2 plus children high income	
Low	Count	17	30	43	13	18	51	172
	Expected Count	20.7	27.7	34.0	20.7	25.4	43.5	172.0
	% within Children and Income	23.6%	31.3%	36.4%	18.1%	20.5%	33.8%	28.8%
	% of Total	2.8%	5.0%	7.2%	2.2%	3.0%	8.5%	28.8%
Neutral	Count	15	25	31	25	20	33	149
	Expected Count	18.0	24.0	29.5	18.0	22.0	37.7	149.0
	% within Children and Income	20.8%	26.0%	26.3%	34.7%	22.7%	21.9%	25.0%
	% of Total	2.5%	4.2%	5.2%	4.2%	3.4%	5.5%	25.0%
High	Count	40	41	44	34	50	67	276
	Expected Count	33.3	44.4	54.6	33.3	40.7	69.8	276.0
	% within Children and Income	55.6%	42.7%	37.3%	47.2%	56.8%	44.4%	46.2%
	% of Total	6.7%	6.9%	7.4%	5.7%	8.4%	11.2%	46.2%
Total	Count	72	96	118	72	88	151	597
	Expected Count	72.0	96.0	118.0	72.0	88.0	151.0	597.0
	% within Children and Income	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	12.1%	16.1%	19.8%	12.1%	14.7%	25.3%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.614 <sup>a</sup>	10	.033
Likelihood Ratio	19.771	10	.031
Linear-by-Linear Association	.014	1	.905
N of Valid Cases	597		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.97.

What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children

What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children		Children and education						Total
		High School Edu and one child	College edu and one child	University edu and one child	High School and 2 plus children	College edu and 2 plus children	University edu and 2 plus children	
Low	Count	20	12	55	13	13	58	171
	Expected Count	23.4	22.0	33.4	26.5	20.3	45.4	171.0
	% within Children and education	24.4%	15.6%	47.0%	14.0%	18.3%	36.5%	28.5%
	% of Total	3.3%	2.0%	9.2%	2.2%	2.2%	9.7%	28.5%
Neutral	Count	20	26	20	32	16	35	149
	Expected Count	20.4	19.2	29.1	23.1	17.7	39.6	149.0
	% within Children and education	24.4%	33.8%	17.1%	34.4%	22.5%	22.0%	24.9%
	% of Total	3.3%	4.3%	3.3%	5.3%	2.7%	5.8%	24.9%
High	Count	42	39	42	48	42	66	279
	Expected Count	38.2	35.9	54.5	43.3	33.1	74.1	279.0
	% within Children and education	51.2%	50.6%	35.9%	51.6%	59.2%	41.5%	46.6%
	% of Total	7.0%	6.5%	7.0%	8.0%	7.0%	11.0%	46.6%
Total	Count	82	77	117	93	71	159	599
	Expected Count	82.0	77.0	117.0	93.0	71.0	159.0	599.0
	% within Children and education	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	13.7%	12.9%	19.5%	15.5%	11.9%	26.5%	100.0%

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.715 <sup>a</sup>	10	.000
Likelihood Ratio	48.877	10	.000
Linear-by-Linear Association	1.142	1	.285
N of Valid Cases	599		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.66.

What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children

What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children		Children and Age				Total
		One child and respondent under 40	2 children and respondent under 40	One child and respondent over 40	2 children and respondent over 40	
Low	Count	41	36	55	41	173
	Expected Count	41.0	54.1	43.5	34.4	173.0
	% within Children and Age	28.7%	19.0%	36.2%	34.2%	28.6%
	% of Total	6.8%	6.0%	9.1%	6.8%	28.6%
Neutral	Count	27	52	44	28	151
	Expected Count	35.8	47.3	38.0	30.0	151.0
	% within Children and Age	18.9%	27.5%	28.9%	23.3%	25.0%
	% of Total	4.5%	8.6%	7.3%	4.6%	25.0%
High	Count	75	101	53	51	280
	Expected Count	66.3	87.6	70.5	55.6	280.0
	% within Children and Age	52.4%	53.4%	34.9%	42.5%	46.4%
	% of Total	12.4%	16.7%	8.8%	8.4%	46.4%
Total	Count	143	189	152	120	604
	Expected Count	143.0	189.0	152.0	120.0	604.0
	% within Children and Age	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	23.7%	31.3%	25.2%	19.9%	100.0%

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.973 <sup>a</sup>	6	.001
Likelihood Ratio	22.904	6	.001
Linear-by-Linear Association	7.466	1	.006
N of Valid Cases	604		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 30.00.

#### Ranks

	Children and Income	N	Mean Rank
What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children	one child low income	72	327.16
	one child med income	96	287.60
	one child high income	118	267.75
	2plus children low income	72	318.37
	2pluschildren med income	88	334.91
	2plus children high income	151	287.08
	Total	597	



**Test Statistics<sup>a,b</sup>**

	What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children
Chi-Square	13.525
df	5
Asymp. Sig.	.019

a. Kruskal Wallis Test

b. Grouping Variable: Children and Income

**Ranks**

	Children and education	N	Mean Rank
What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children	High School Edu and one child	82	316.59
	College edu and one child	77	329.45
	University edu and one child	117	247.61
	High School and 2 plus children	93	334.09
	College edu and 2 plus children	71	343.30
	University edu and 2 plus children	159	276.47
	Total	599	

**Test Statistics<sup>a,b</sup>**

	What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children
Chi-Square	28.710
df	5
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: Children and education

**Ranks**

	Children and Age	N	Mean Rank
What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children	One child and respondent under 40	143	315.58
	2 children and respondent under 40	189	333.30
	One child and respondent over 40	152	265.52
	2 children and respondent over 40	120	285.24
	Total	604	

**Test Statistics<sup>a,b</sup>**

	What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children
Chi-Square	17.058
df	3
Asymp. Sig.	.001

a. Kruskal Wallis Test

b. Grouping Variable: Children and Age

**Appendix 50 Importance of source of information**

What level of importance do you place on using magazines/popular press as a source of information when selecting toy gifts for children

What level of importance do you place on using magazines/popular press as a source of information when selecting toy gifts for children		Children and Income						Total
		one child low income	one child med income	one child high income	2plus children low income	2 plus children med income	2 plus children high income	
Low	Count	35	27	54	29	34	79	258
	Expected Count	30.8	41.2	52.0	30.8	37.7	65.5	258.0
	% within Children and Income	49.3%	28.4%	45.0%	40.8%	39.1%	52.3%	43.4%
	% of Total	5.9%	4.5%	9.1%	4.9%	5.7%	13.3%	43.4%
Neutral	Count	15	33	38	17	25	33	161
	Expected Count	19.2	25.7	32.5	19.2	23.5	40.9	161.0
	% within Children and Income	21.1%	34.7%	31.7%	23.9%	28.7%	21.9%	27.1%
	% of Total	2.5%	5.5%	6.4%	2.9%	4.2%	5.5%	27.1%
High	Count	21	35	28	25	28	39	176
	Expected Count	21.0	28.1	35.5	21.0	25.7	44.7	176.0
	% within Children and Income	29.6%	36.8%	23.3%	35.2%	32.2%	25.8%	29.6%
	% of Total	3.5%	5.9%	4.7%	4.2%	4.7%	6.6%	29.6%
Total	Count	71	95	120	71	87	151	595
	Expected Count	71.0	95.0	120.0	71.0	87.0	151.0	595.0
	% within Children and Income	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	11.9%	16.0%	20.2%	11.9%	14.6%	25.4%	100.0%

**Ranks**

	Children and Income	N	Mean Rank
What level of importance do you place on using magazines/popular press as a source of information when selecting toy gifts for children	one child low income	71	285.56
	one child med income	95	341.54
	one child high income	120	284.04
	2 plus children low income	71	312.76
	2 plus children med income	87	311.36
	2 plus children high income	151	272.91
	Total	595	

**Test Statistics<sup>a,b</sup>**

	What level of importance do you place on using magazines/popular press as a source of information when selecting toy gifts for children
Chi-Square	13.200
df	5
Asymp. Sig.	.022

a. Kruskal Wallis Test b. Grouping Variable: Children and Income

Appendix 51 Pearson and Kruskal Wallis significances with the internet and parental clusters

What level of importance do you place on using the internet as a source of information when selecting toy gifts for children

What level of importance do you place on using the internet as a source of information when selecting toy gifts for children		Children and Income						Total
		one child low income	one child med income	one child high income	2 plus children low income	2 plus children med income	2 plus children high income	
Low	Count	14	12	17	13	11	15	82
	Expected Count	9.8	13.2	16.1	9.9	12.1	20.8	82.0
	% within Children and Income	19.7%	12.5%	14.5%	18.1%	12.5%	9.9%	13.8%
	% of Total	2.4%	2.0%	2.9%	2.2%	1.8%	2.5%	13.8%
Neutral	Count	12	22	23	19	7	18	101
	Expected Count	12.1	16.3	19.9	12.2	14.9	25.6	101.0
	% within Children and Income	16.9%	22.9%	19.7%	26.4%	8.0%	11.9%	17.0%
	% of Total	2.0%	3.7%	3.9%	3.2%	1.2%	3.0%	17.0%
High	Count	45	62	77	40	70	118	412
	Expected Count	49.2	66.5	81.0	49.9	60.9	104.6	412.0
	% within Children and Income	63.4%	64.6%	65.8%	55.6%	79.5%	78.1%	69.2%
	% of Total	7.6%	10.4%	12.9%	6.7%	11.8%	19.8%	69.2%
Total	Count	71	96	117	72	88	151	595
	Expected Count	71.0	96.0	117.0	72.0	88.0	151.0	595.0
	% within Children and Income	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	11.9%	16.1%	19.7%	12.1%	14.8%	25.4%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.280 <sup>a</sup>	10	.010
Likelihood Ratio	23.732	10	.008
Linear-by-Linear Association	7.693	1	.006
N of Valid Cases	595		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.78.

What level of importance do you place on using the internet as a source of information when selecting toy gifts for children

What level of importance do you place on using the internet as a source of information when selecting toy gifts for children		Children and education					Total	
		High School Edu and one child	College edu and one child	University edu and one child	High School and 2 plus children	College edu and 2 plus children		University edu and 2 plus children
Low	Count	14	7	22	9	9	20	81
	Expected Count	11.0	10.4	15.8	12.6	9.8	21.4	81.0
	% within Children and education	17.3%	9.1%	18.8%	9.7%	12.5%	12.7%	13.5%
	% of Total	2.3%	1.2%	3.7%	1.5%	1.5%	3.3%	13.5%
Neutral	Count	19	12	22	17	18	13	101
	Expected Count	13.7	13.0	19.8	15.7	12.2	26.7	101.0
	% within Children and education	23.5%	15.6%	18.8%	18.3%	25.0%	8.2%	16.9%
	% of Total	3.2%	2.0%	3.7%	2.8%	3.0%	2.2%	16.9%
High	Count	48	58	73	67	45	125	416
	Expected Count	56.3	53.6	81.4	64.7	50.1	109.9	416.0
	% within Children and education	59.3%	75.3%	62.4%	72.0%	62.5%	79.1%	69.6%
	% of Total	8.0%	9.7%	12.2%	11.2%	7.5%	20.9%	69.6%
Total	Count	81	77	117	93	72	158	598
	Expected Count	81.0	77.0	117.0	93.0	72.0	158.0	598.0
	% within Children and education	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	13.5%	12.9%	19.6%	15.6%	12.0%	26.4%	100.0%

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.996 <sup>a</sup>	10	.011
Likelihood Ratio	24.006	10	.008
Linear-by-Linear Association	3.997	1	.046
N of Valid Cases	598		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.75.

What level of importance do you place on using the internet as a source of information when selecting toy gifts for children

What level of importance do you place on using the internet as a source of information when selecting toy gifts for children		Children and Age				Total
		One child and respondent under 40	2 children and respondent under 40	One child and respondent over 40	2 children and respondent over 40	
Low	Count	17	13	27	25	82
	Expected Count	19.5	25.6	20.4	16.5	82.0
	% within Children and Age	11.9%	6.9%	18.0%	20.7%	13.6%
	% of Total	2.8%	2.2%	4.5%	4.2%	13.6%
Neutral	Count	26	25	31	20	102
	Expected Count	24.2	31.9	25.4	20.5	102.0
	% within Children and Age	18.2%	13.3%	20.7%	16.5%	16.9%
	% of Total	4.3%	4.2%	5.1%	3.3%	16.9%
High	Count	100	150	92	76	418
	Expected Count	99.3	130.5	104.2	84.0	418.0
	% within Children and Age	69.9%	79.8%	61.3%	62.8%	69.4%
	% of Total	16.6%	24.9%	15.3%	12.6%	69.4%
Total	Count	143	188	150	121	602
	Expected Count	143.0	188.0	150.0	121.0	602.0
	% within Children and Age	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	23.8%	31.2%	24.9%	20.1%	100.0%

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.970 <sup>a</sup>	6	.002
Likelihood Ratio	21.547	6	.001
Linear-by-Linear Association	8.625	1	.003
N of Valid Cases	602		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.48.

Kruskal Wallis tests for the internet and the parental clusters

**Ranks**

	Children and Income	N	Mean Rank
What level of importance do you place on using the internet as a source of information when selecting toy gifts for children	one child low income	71	277.53
	one child med income	96	287.22
	one child high income	117	288.51
	2plus children low income	72	258.98
	2pluschildren med income	88	325.60
	2plus children high income	151	324.35
	Total	595	

**Test Statistics<sup>a,b</sup>**

	What level of importance do you place on using the internet as a source of information when selecting toy gifts for children
Chi-Square	17.059
df	5
Asymp. Sig.	.004

a. Kruskal Wallis Test

b. Grouping Variable: Children and Income

**Ranks**

	Children and education	N	Mean Rank
What level of importance do you place on using the internet as a source of information when selecting toy gifts for children	High School Edu and one child	81	269.46
	College edu and one child	77	318.44
	University edu and one child	117	276.18
	High School and 2 plus children	93	309.42
	College edu and 2 plus children	72	282.19
	University edu and 2 plus children	158	324.99
	Total	598	

**Test Statistics<sup>a,b</sup>**

	What level of importance do you place on using the internet as a source of information when selecting toy gifts for children
Chi-Square	15.207
df	5
Asymp. Sig.	.010

a. Kruskal Wallis Test

b. Grouping Variable: Children and education

**Ranks**

Children and Age		N	Mean Rank
What level of importance do you place on using the internet as a source of information when selecting toy gifts for children	One child and respondent under 40	143	304.38
	2 children and respondent under 40	188	334.59
	One child and respondent over 40	150	276.41
	2 children and respondent over 40	121	277.80
	Total	602	

**Test Statistics<sup>a,b</sup>**

	What level of importance do you place on using the internet as a source of information when selecting toy gifts for children
Chi-Square	18.563
df	3
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: Children and Age

Appendix 52 Rotated component matrix for importance of sources

**Rotated Component Matrix<sup>a</sup>**

	Component		
	1	2	3
What level of importance do you place on using the internet as a source of information when selecting toy gifts for children			.767
What level of importance do you place on using the films as a source of information when selecting toy gifts for children	.617		
What level of importance do you place on using the TV adverts as a source of information when selecting toy gifts for children	.756		
What level of importance do you place on using catalogues as a source of information when selecting toy gifts for children	.608		
What level of importance do you place on using letters to Santa/Wish list as a source of information when selecting toy gifts for children		.731	
What level of importance do you place on using other people/parents as a source of information when selecting toy gifts for children		.813	
What level of importance do you place on using the shops themselves as a source of information when selecting toy gifts for children	.494		-.561
What level of importance do you place on using magazines/popular press as a source of information when selecting toy gifts for children	.735		

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Variance for new components for importance of sources

**Total Variance Explained**

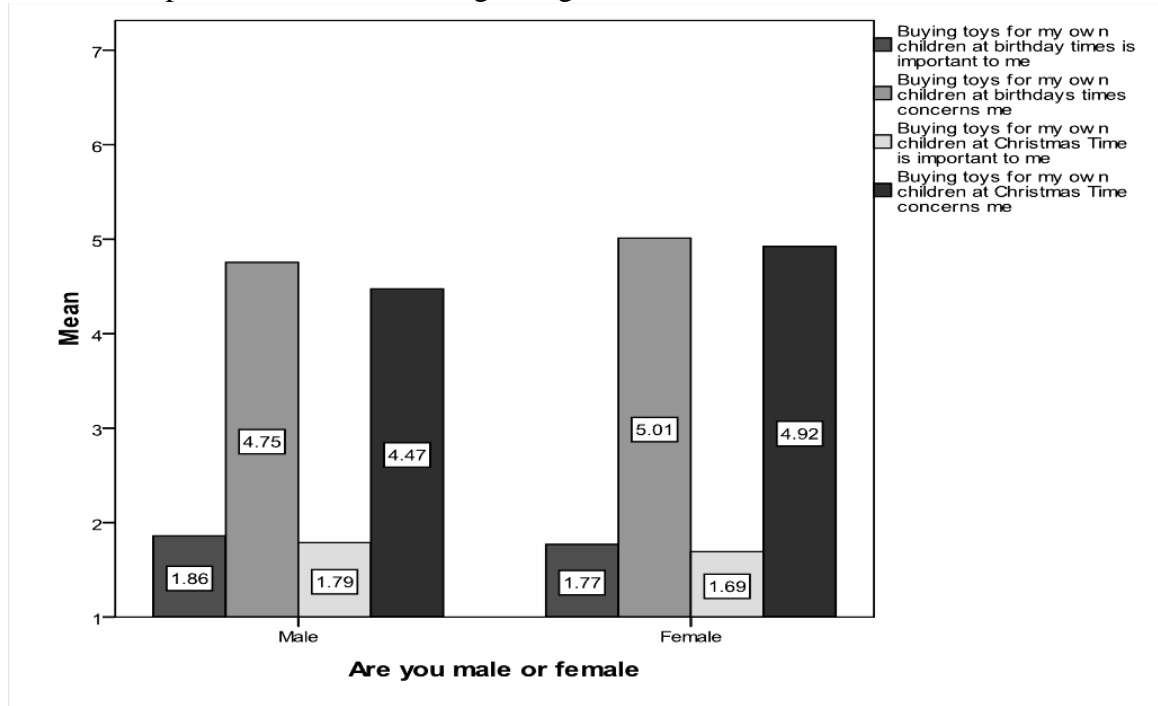
Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.204	27.545	27.545	2.140	26.747	26.747
2	1.256	15.702	43.247	1.224	15.302	42.050
3	1.056	13.200	56.447	1.152	14.397	56.447

Extraction Method: Principal Component Analysis.

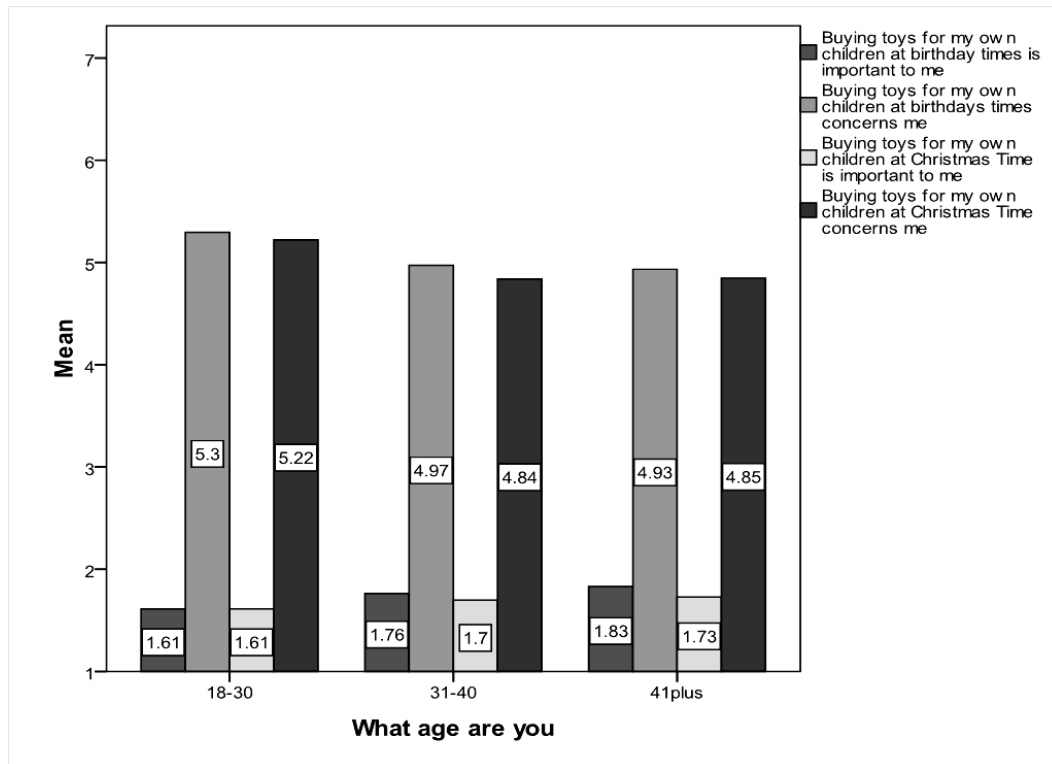


Appendix 53 Mean calculations between importance and concerns and demographic variables

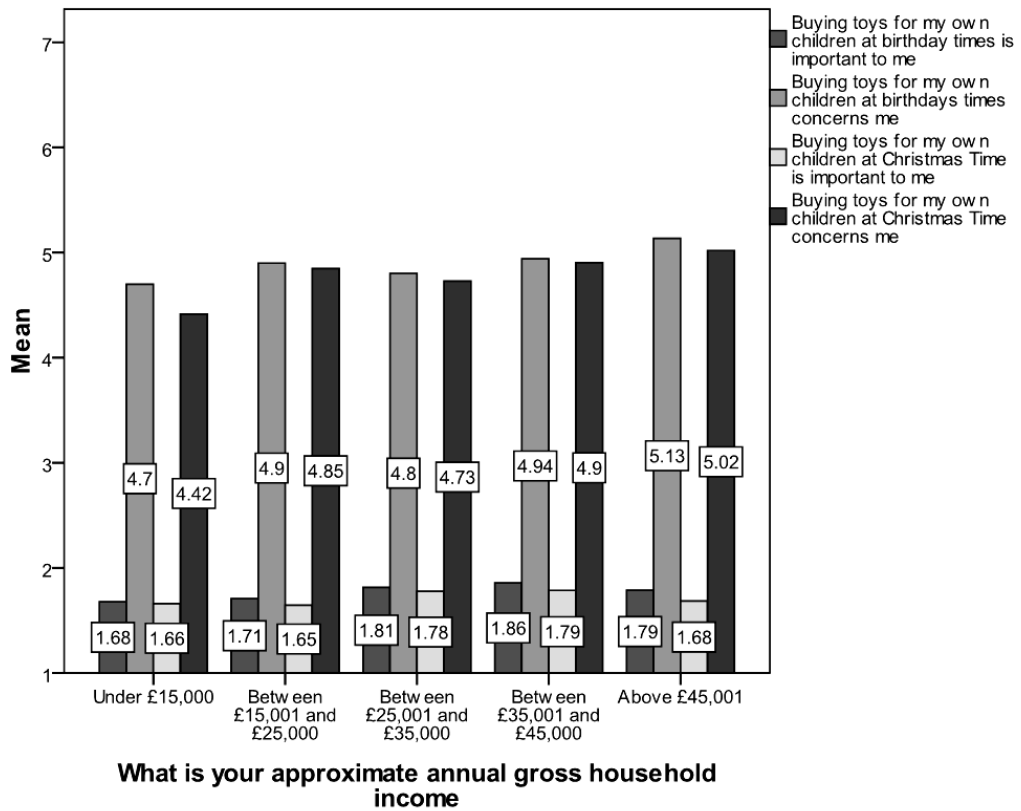
Means of importance and concerns against gender



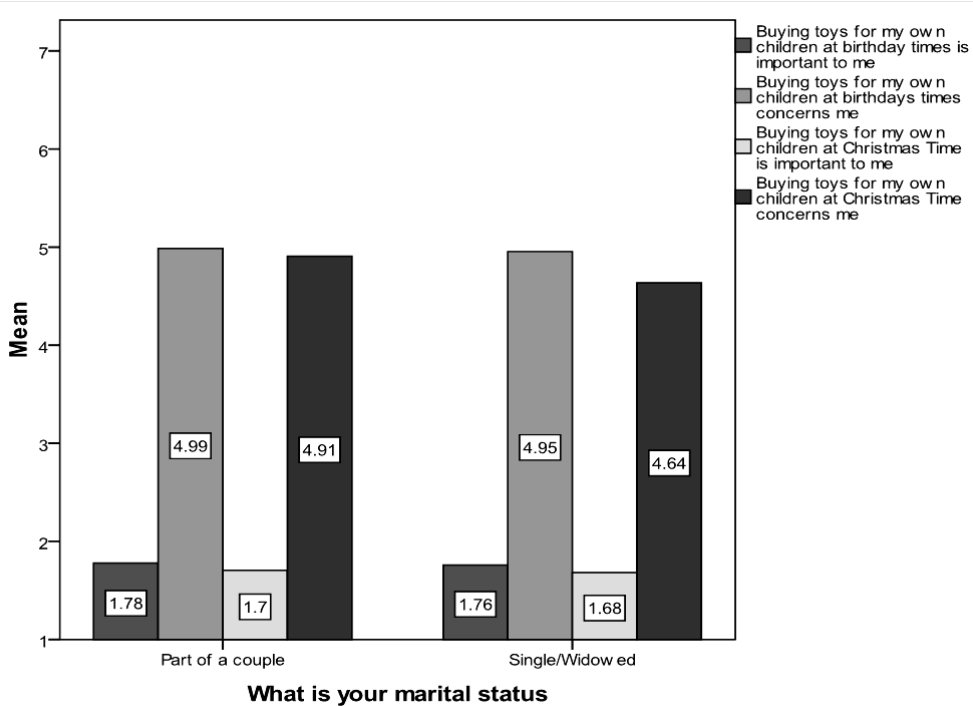
Means of importance and concerns against age



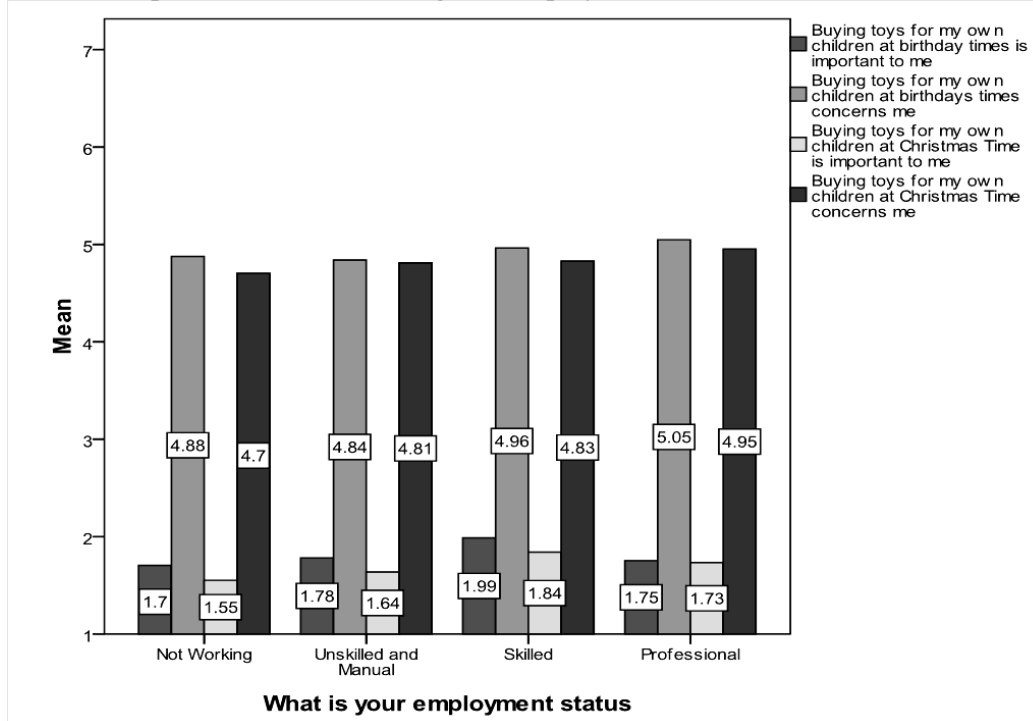
Means of importance and concerns against gross income



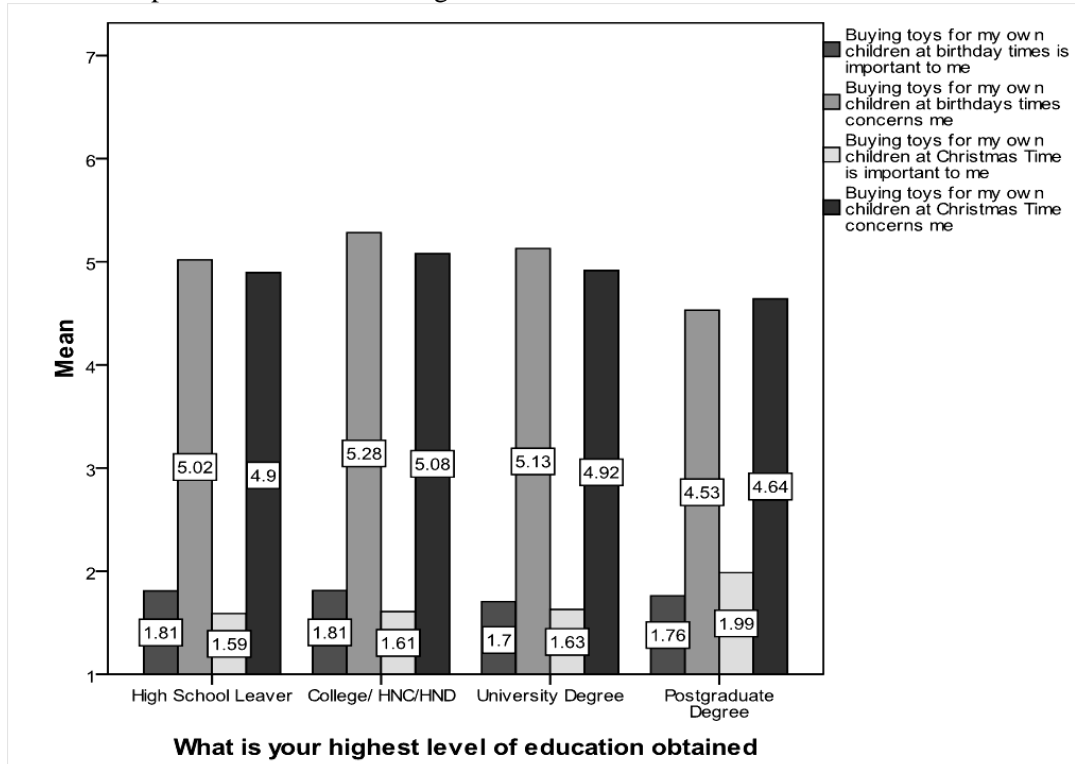
Means of importance and concerns against marital status



Means of importance and concerns against employment status



Means of importance and concerns against education



**Appendix 54 Pearson Chi Square for Question 9 with education**

Buying toys for my own children at birthdays times concerns me

Buying toys for my own children at birthdays times concerns me		What is your highest level of education obtained				Total
		High School Leaver	College/ HNC/HND	University Degree	Postgraduate Degree	
High SA	Count	37	27	26	43	133
	Expected Count	38.3	32.4	30.8	31.5	133.0
	% within What is your highest level of education obtained	22.6%	19.4%	19.7%	31.9%	23.3%
	% of Total	6.5%	4.7%	4.6%	7.5%	23.3%
Neutral	Count	24	18	29	22	93
	Expected Count	26.8	22.7	21.5	22.0	93.0
	% within What is your highest level of education obtained	14.6%	12.9%	22.0%	16.3%	16.3%
	% of Total	4.2%	3.2%	5.1%	3.9%	16.3%
Low SD	Count	103	94	77	70	344
	Expected Count	99.0	83.9	79.7	81.5	344.0
	% within What is your highest level of education obtained	62.8%	67.6%	58.3%	51.9%	60.4%
	% of Total	18.1%	16.5%	13.5%	12.3%	60.4%
Total	Count	164	139	132	135	570
	Expected Count	164.0	139.0	132.0	135.0	570.0
	% within What is your highest level of education obtained	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	28.8%	24.4%	23.2%	23.7%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.822 <sup>a</sup>	6	.046
Likelihood Ratio	12.349	6	.055
Linear-by-Linear Association	4.669	1	.031
N of Valid Cases	570		

.0 cells (.0%) have expected count less than 5. The minimum expected count is 21.54.

**Ranks**

	What is your highest level of education obtained	N	Mean Rank
Buying toys for my own children at birthdays times concerns me	High School Leaver	164	291.73
	College/ HNC/HND	139	305.81
	University Degree	132	285.20
	Postgraduate Degree	135	257.30
	Total	570	

**Test Statistics<sup>a,b</sup>**

	Buying toys for my own children at birthdays times concerns me
Chi-Square	8.265
df	3
Asymp. Sig.	.041

a. Kruskal Wallis Test b. Grouping Variable: What is your highest level of education obtained

Appendix 55 Significances - Pearson Chi Square/KW and MW for the feelings questions against demographic variables and clusters

Feelings for questions 11-28	Gender	Age	Gross income (R)	Marital Status	Employment	Education
Q12 I buy exactly what my children request for toy gifts Pleaser						.031*
Q 14 The toy gifts that I give my children are not a reflection of my taste Pleaser						.004**
Q 15 I sometimes buy toy presents for my children during any tough times experienced during the year compensator			.041*			
Q 17 To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year compensator			.003**			.000**
Q 19 I always buy items (such as clothing/stationery) that I believe my children need provider	.033*	.014*	.048** (R)			
Q 23 Buying toy items all year for Christmas means that I can afford to take care of all my children's needs provider	.045*	.038*	.014*		.037*	
Q 24 I buy what I want my children to have at Christmas and birthdays, irrespective of their requests socialiser				.028*		.050*
Q 25 Giving toy gifts to my children means that I pass on knowledge that I wish them to have socialiser	.032*					.000**
Q 27 The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive socialiser	.038*					
Q 28 The gifts that I give to my children reflect my values and I am eager to give these sorts of toy gifts socialiser			.035*(R)			.000**

**Significances Pearson Chi Square for eighteen feelings/motivations against clusters**

Feelings for questions 11-28 Only significant questions shown	Parent Cluster	Children/income	Children/employ	Children and education	Children and Age
Q 12 I buy exactly what my children request for toy gifts	None			.039*	
Q 14 The toy gifts that I give my children are not a reflection of my taste				.002*	
Q 15 I sometimes buy toy presents for my children during any tough times experienced during the year					
Q 17 To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year		.013*	.021*	.000*	
Q 18 I don't spend enough time with my children and I like to compensate by buying plenty of toy gifts for them					.037*
Q 19 I always buy items (such as clothing/stationery) that I believe my children need					.025*
Q 24 I buy what I want my children to have at Christmas and birthdays, irrespective of their requests					
Q 25 Giving toy gifts to my children means that I pass on knowledge that I wish them to have				.015*	
Q 28 The gifts that I give to my children reflect my values and I am eager to give these sorts of toy gifts				.009*	

\* p < .05, \*\* p < .01

Kruskal Wallis and Mann Whitney tests for feeling questions against demographic variables

Feelings for questions 11-28	Gender MW	Age	Gross income (R)	Marital Status MW	Employment	Education
Q 11 I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy	.013*					.019*
Q 12 I buy exactly what my children request for toy gifts	.044*			.020*		.030*
Q 13 I select toy gifts for my children that fulfils their direct requests or perceived tastes	.014*					
Q 14 The toy gifts that I give my children are not a reflection of my taste						.000**
Q 16 I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays	.015*				.038*	
Q 17 To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year	.009**		.010**	.036*	.005**	.000**
Q 18 I don't spend enough time with my children and I like to compensate by buying plenty of toy gifts for them			.005**	.028*	.010*	
Q 19 I always buy items (such as clothing/stationery) that I believe my children need	.002**	.000**	.014*(R)			
Q 20 I buy things on sale all year for my children's presents and store them away			.037*			
Q 23 Buying toy items all year for Christmas means that I can afford to take care of all my children's needs			.004**		.012*	
Q 24 I buy what I want my children to have at Christmas and birthdays, irrespective of their requests				.000**		
Q 25 Giving toy gifts to my children means that I pass on knowledge that I wish them to have						.000**
Q 27 The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive	.023*					.043*
Q 28 The gifts that I give to my children reflect my values and I am eager to give these sorts of toy gifts			.033 (R)			.000**

\*  $p < .05$ , \*\*  $p < .01$  highlighted boxes show confirmations

Kruskal Wallis tests for feelings against recoded demographic variables

Feelings questions 11 –28	Parent clusters	Children /Income	Children/ employ	Children and education	Children and Age
Q 11 I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy	.038*				
Q 12 I buy exactly what my children request for toy gifts	.007**	.007* *		.001**	
Q 13 I select toy gifts for my children that fulfils their direct requests or perceived tastes	.009**	.011*	.027**		
Q 14 The toy gifts that I give my children are not a reflection of my taste	.021*		.048**	.001**	
Q 16 I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays	.015*				
Q 17 To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year	.013*	.001*	.009**	.000**	
Q 18 I don't spend enough time with my children and I like to compensate by buying plenty of toy gifts for them			.000**		
Q 19 I always buy items (such as clothing/stationery) that I believe my children need	.015*				.001* *
Q 22 I buy basic items (such as clothing/stationery) throughout the year to give to my children at Christmas and birthdays			.026*		
Q 23 Buying toy items all year for Christmas means that I can afford to take care of all my children's needs		.001* *	.040*		
Q 24 I buy what I want my children to have at Christmas and birthdays, irrespective of their requests	.000**			.021*	
Q 25 Giving toy gifts to my children means that I pass on knowledge that I wish them to have				.034*	
Q 26 I view most toy gifts that I give to my children as instruments of learning			.031**		.027*
Q 27 The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive	.029*		.023**		
Q 28 The gifts that I give to my children reflect my values and I am eager to give these sorts of toy gifts		.033*		.001**	

\* p < .05, \*\* p < .01

Appendix 56 Rotated Component Matrix for feelings/motivations questions

**Rotated Component Matrix<sup>a</sup>**

	Component			
	1	2	3	4
I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy	.694			
I buy exactly what my children request for toy gifts	.749			
I select toy gifts for my children that fulfills their direct requests or perceived tastes	.787			
The toy gifts that I give my children are not a reflection of my taste				
I sometimes buy toy presents for my children to make up for any tough times experienced during the year	.502			
I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays				.725
To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year	.423			.471
I dont spend enough time with my children and I like to compensate bu buying plenty of toys gifts for them				.644
I always buy items (such as clothing/stationery) that I believe my children need				
I buy things on sale all year for my children's presents and store them away			.854	
The toy gifts that I give to my children at Christmas show that I want to take care of their needs	.425	.458		
I buy basic items (such as underwear/stationery) throughout the year give to my children at Christmas and birthdays			.840	
Buying toy items all year for Christmas means that I can afford to take care of all my children's needs			.791	
I buy what I want my children to have at Christmas and birthdays, irrespective of their request		.442		
Giving toy gifts to my children means that I pass on knowledge that I wish them to have		.733		
I view most toy gifts that I give to my children as instruments of learning		.724		
The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive		.574		
The gifts I give to my children reflect the values and I am eager to give these sorts of gifts		.778		

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

**Total Variance Explained**

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.354	18.634	18.634	2.885	16.028	16.028
2	3.031	16.841	35.475	2.579	14.329	30.357
3	1.624	9.020	44.495	2.278	12.655	43.011
4	1.241	6.893	51.388	1.508	8.376	51.388



**Total Variance Explained**

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.354	18.634	18.634	2.885	16.028	16.028
2	3.031	16.841	35.475	2.579	14.329	30.357
3	1.624	9.020	44.495	2.278	12.655	43.011
4	1.241	6.893	51.388	1.508	8.376	51.388

Extraction Method: Principal Component Analysis.

Appendix 57 Feelings with new constructs (confirmatory analysis)

Figure 1 (Appeaser/Diplomat) and Cronbach Alpha

Feelings of respondents in relation to gift giving	Component Appeaser Diplomat/											
	1											
I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy	.694	<table border="1"> <thead> <tr> <th colspan="3">Reliability Statistics</th> </tr> <tr> <th>Cronbach's Alpha</th> <th>Cronbach's Alpha Based on Standardized Items</th> <th>No of Items</th> </tr> </thead> <tbody> <tr> <td>.697</td> <td>.725</td> <td>6</td> </tr> </tbody> </table>		Reliability Statistics			Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items	.697	.725	6
Reliability Statistics												
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items			No of Items								
.697	.725			6								
I buy exactly what my children request for toy gifts	.749											
I select toy gifts for my children that fulfils their direct requests or perceived tastes	.787											
I sometimes buy toy presents for my children to make up for any tough times experienced during the year	.502											
To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year	.423											
The toy gifts that I give to my children at Christmas show that I want to take care of their needs	.425											

Cronbach Alpha is .697 very close to 0.7 – is fine

Figure .2 (I give into demands/pushover) and Cronbach Alpha

Feelings of respondents in relation to gift giving	Component 2 Educator											
	2											
The toy gifts that I give to my children at Christmas show that I want to take care of their needs	.458	<table border="1"> <thead> <tr> <th colspan="3">Reliability Statistics</th> </tr> <tr> <th>Cronbach's Alpha</th> <th>Cronbach's Alpha Based on Standardized Items</th> <th>No of Items</th> </tr> </thead> <tbody> <tr> <td>.720</td> <td>.724</td> <td>6</td> </tr> </tbody> </table>		Reliability Statistics			Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items	.720	.724	6
Reliability Statistics												
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items			No of Items								
.720	.724			6								
I buy what I want my children to have at Christmas and birthdays, irrespective of their request	.442											
Giving toy gifts to my children means that I pass on knowledge that I wish them to have	.733											
I view most toy gifts that I give to my children as instruments of learning	.724											
The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive	.574											
The gifts I give to my children reflect the values and I am eager to give these sorts of gifts	.778											

Cronbach Alpha is .720 which is good

Figure 3 and Cronbach Alpha

Feelings of respondents in relation to gift giving	Component 3 Pragmatist			
	3	Reliability Statistics		
I buy things on sale all year for my children's presents and store them away	.854	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
I buy basic items (such as underwear/stationery) throughout the year give to my children at Christmas and birthdays	.840			
Buying toy items all year for Christmas means that I can afford to take care of all my children's needs	.791			
		.800	.802	3

Cronbach Alpha .800 which is good

Figure 4 and Cronbach alpha

Feelings of respondents in relation to gift giving	Component 4 Guilty giver			
	4	Reliability Statistics		
I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays	.725	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year	.471			
I don't spend enough time with my children and I like to compensate by buying plenty of toy gifts for them	.644			
		.490	.473	3

Cronbach Alpha 0.490 not good – therefore cannot be used

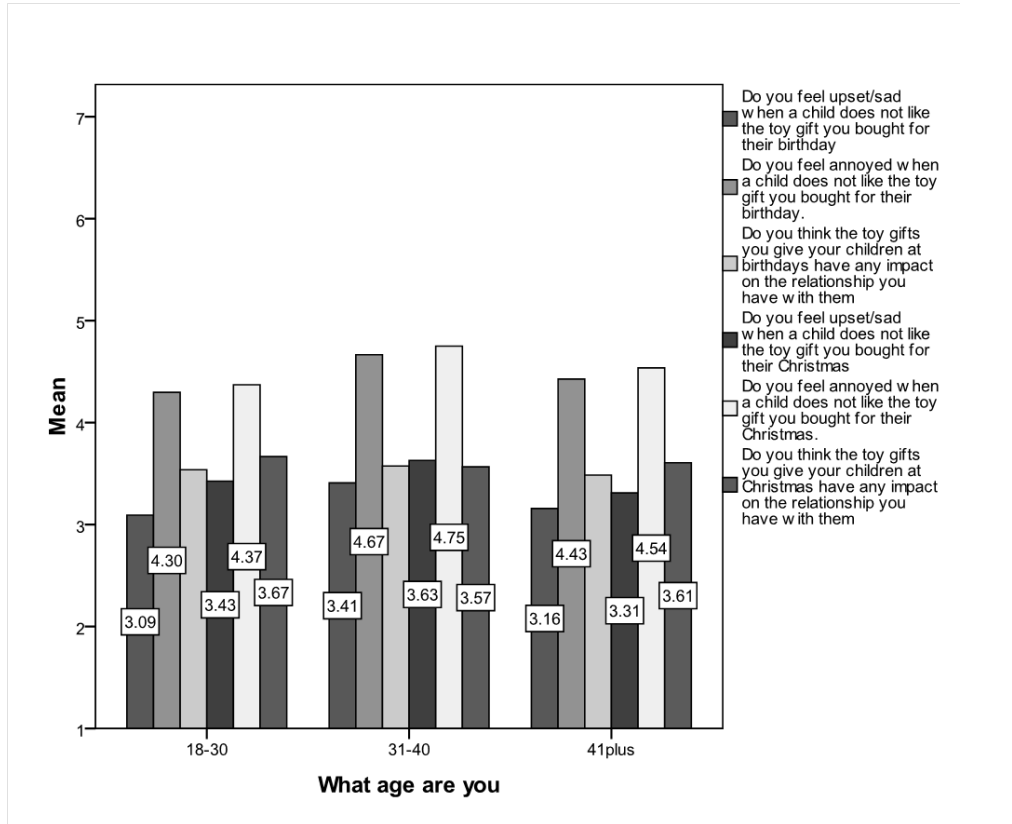
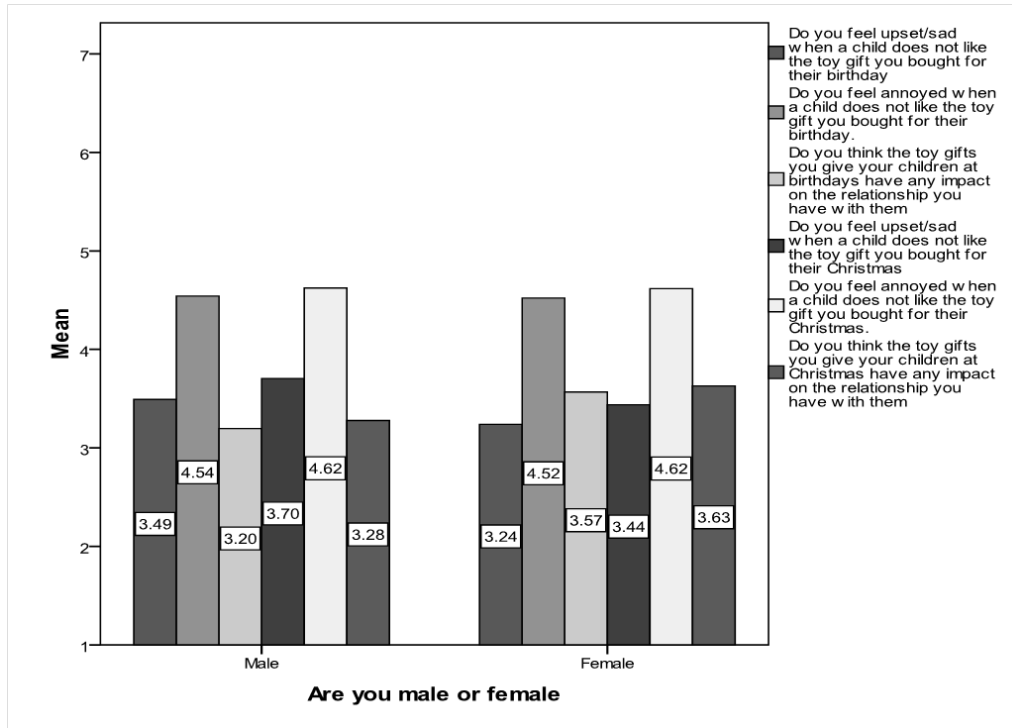
**Appendix 58 Significances for T tests for eighteen questions against recoded demographic gender and marital status**

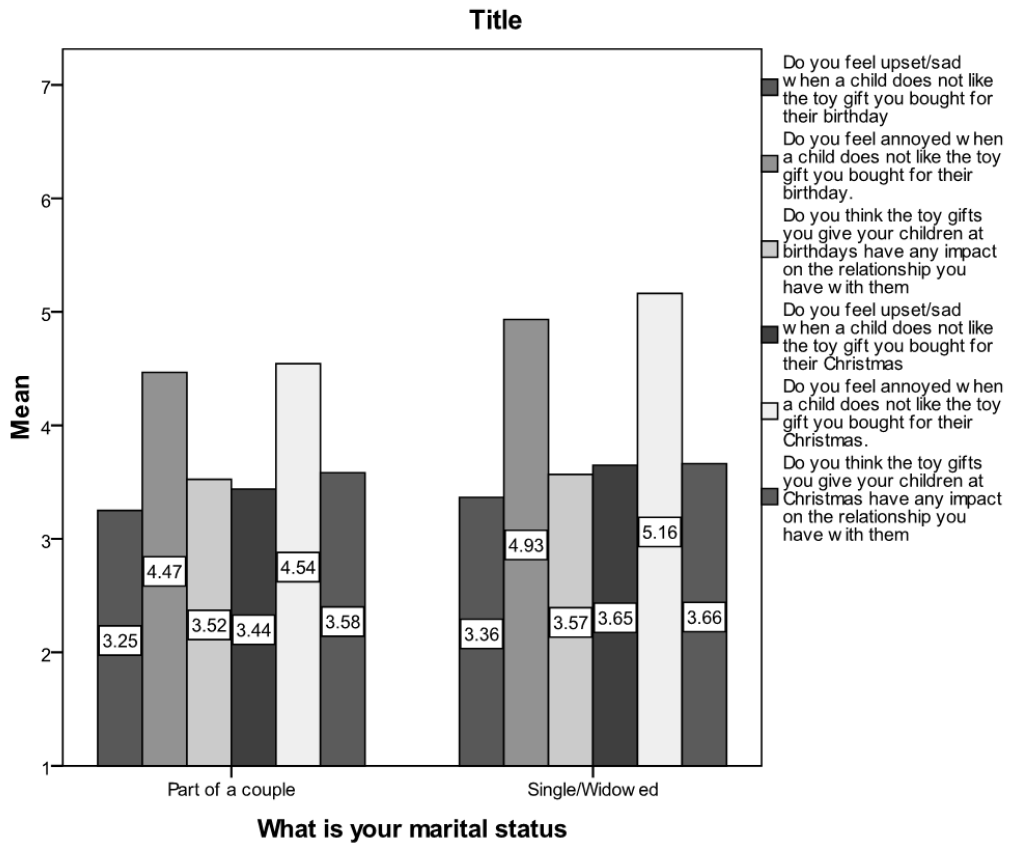
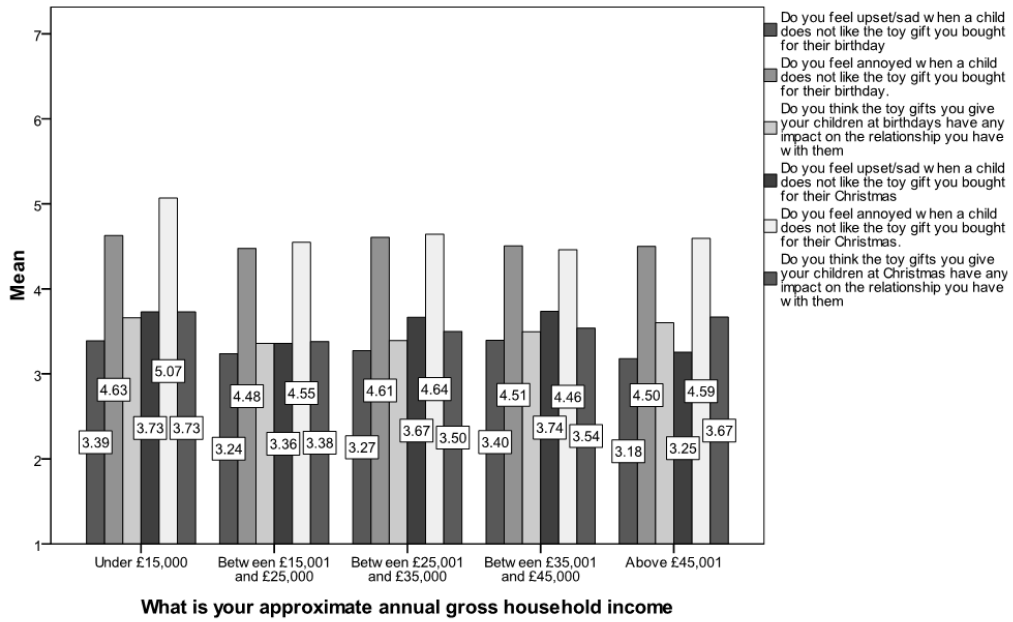
Feelings		t	Sig. (2-tailed)	Mean Diff		t	Sig. (2-tailed)	Mean Diff
	Gender				Marital Status			
Q 11 I try to find out what my children would like for toy presents so I can give them a gift that makes sure they are happy	EVNA	1.852	.068	0.239	EVNA	1.273	.206	0.142
Q 12 I buy exactly what my children request for toy gifts	EVNA	2.096	.039 **	0.420	EVNA	3.238	.002 **	0.562
Q 13 I select toy gifts for my children that fulfils their direct requests or perceived tastes	EVNA	2.404	.019 **	0.444	EVNA	2.438	.017 **	0.345
Q 14 The toy gifts that I give my children are not a reflection of my taste	EVNA	0.673	.503	0.150	EVA	1.968	.049 *	0.399
Q 15 I sometimes buy toy presents for my children to make up for any tough times experienced during the year	EVNA	1.499	.138	0.329	EVNA	1.383	.170	0.340
Q 16 I may just buy 1 or 2 gifts for my children throughout the year but I compensate by buying plenty of toys at Christmas and birthdays	EVNA	2.748	.007 **	0.634	EVA	2.792	.005 **	0.653
Q 17 To me, buying some fun toy gifts at Christmas for my children makes up for their hard work during the year	EVNA	2.663	.009 **	0.662	EVNA	1.854	.067	0.441
Q 18 I don't spend enough time with my children and I like to compensate by buying plenty of toy gifts for them	EVNA	-1.364	.177	-0.257	EVA	2.831	.005 **	0.443

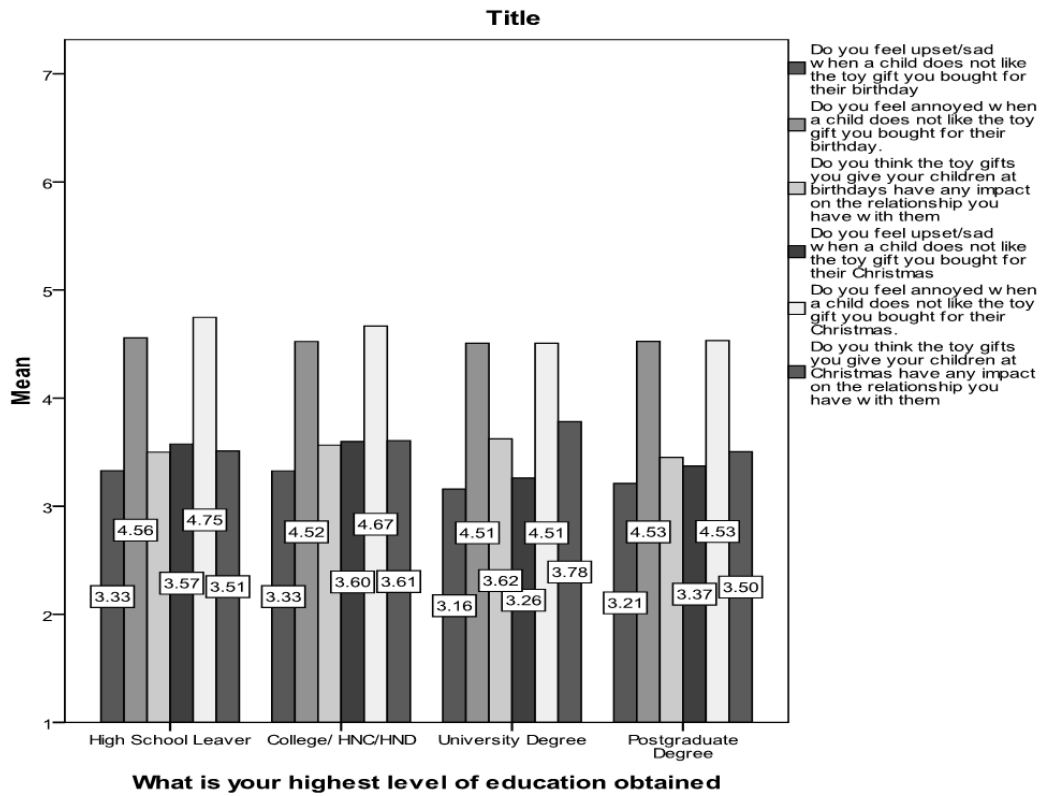
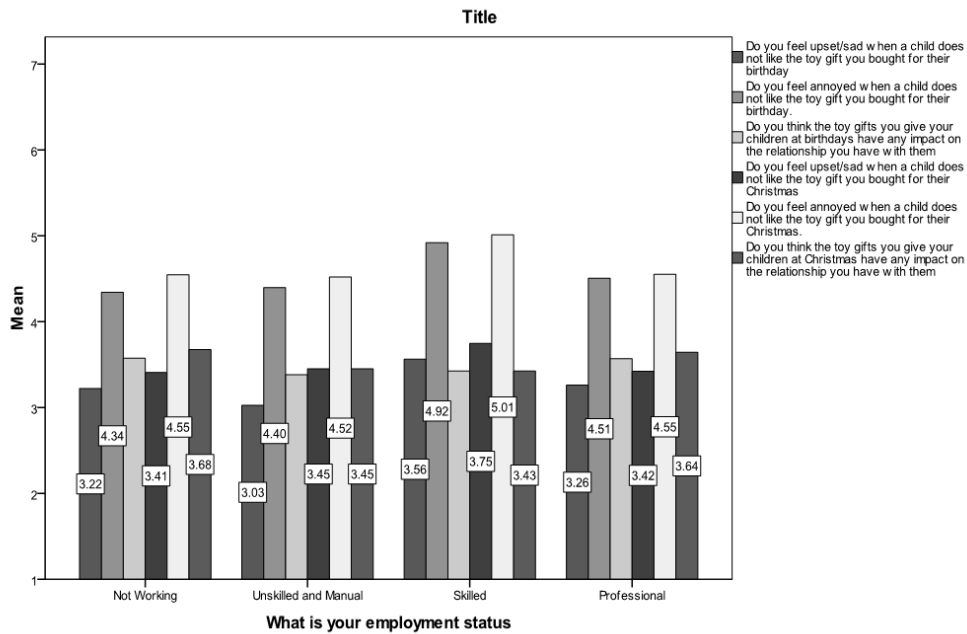
Feelings		t	Sig. (2-tailed)	Mean Diff		t	Sig. (2-tailed)	Mean Diff
	Gender				Marital Status			
Q 19 I always buy items (such as clothing/stationery) that I believe my children need	EVNA	2.826	.006 **	0.659	EVNA	0.444	.658	0.093
Q 20 I buy things on sale all year for my children's presents and store them away	EVNA	0.367	.714	0.096	EVNA	-1.084	.281	-0.254
Q 21 The toy gifts that I give to my children at Christmas show that I want to take care of their needs	EVNA	0.644	.521	0.147	EVNA	-0.214	.831	-0.050
Q 22 I buy basic items (such as underwear/stationery) throughout the year give to my children at Christmas and birthdays	EVNA	0.237	.813	0.049	EVA	-1.856	.064	-0.396
Q 23 Buying toy items all year for Christmas means that I can afford to take care of all my children's needs	EVNA	-0.278	.781	-0.062	EVNA	1.897	.061	0.420
Q 24 I buy what I want my children to have at Christmas and birthdays, irrespective of their request	EVNA	-2.306	.024 **	-0.460	EVA	-3.173	.002 **	-0.583
Q 25 Giving toy gifts to my children means that I pass on knowledge that I wish them to have	EVNA	-1.120	.266	-0.230	EVNA	-1.189	.238	-0.253
Q 26 I view most toy gifts that I give to my children as instruments of learning	EVNA	-0.695	.489	-0.143	EVNA	-0.984	.327	-0.190
Q 27 The toy gifts I buy may not necessarily please my children, but I feel these are the gifts they should receive	EVA	-2.377	.018 **	-0.452	EVNA	-0.584	.561	-0.110
Q 28 The gifts I give to my children reflect my values and I am eager to give these sorts of gifts	EVNA	0.000	1.000	0.000	EVNA	-1.438	.154	-0.317

EVA - Equal variances assumed. EVNA - Equal variances not assumed. \*  $p < .05$ , \*\*  $p < .01$ .

Appendix 59 Mean calculations for relationship questions cross tabulated against demographic variables







Appendix 60 Relationship questions Pearson Chi Square and Kruskal Wallis

Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them

Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them		Are you male or female		Total
		Male	Female	
High	Count	32	176	208
	Expected Count	21.6	186.4	208.0
	% within Are you male or female	50.8%	32.3%	34.2%
	% of Total	5.3%	28.9%	34.2%
Neutral	Count	28	341	369
	Expected Count	38.2	330.8	369.0
	% within Are you male or female	44.4%	62.6%	60.7%
	% of Total	4.6%	56.1%	60.7%
Low	Count	3	28	31
	Expected Count	3.2	27.8	31.0
	% within Are you male or female	4.8%	5.1%	5.1%
	% of Total	.5%	4.6%	5.1%
Count		63	545	608
Expected Count		63.0	545.0	608.0
% within Are you male or female		100.0%	100.0%	100.0%
% of Total		10.4%	89.6%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.722 <sup>a</sup>	2	.013
Likelihood Ratio	8.350	2	.015
Linear-by-Linear Association	6.515	1	.011
N of Valid Cases	608		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 3.21.

Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them		Are you male or female		Total
		Male	Female	
High	Count	31	160	191
	Expected Count	19.5	171.5	191.0
	% within Are you male or female	50.0%	29.4%	31.5%
	% of Total	5.1%	26.4%	31.5%
Neutral	Count	27	349	376
	Expected Count	38.5	337.5	376.0
	% within Are you male or female	43.5%	64.2%	62.0%
	% of Total	4.5%	57.6%	62.0%
Low	Count	4	35	39
	Expected Count	4.0	35.0	39.0
	% within Are you male or female	6.5%	6.4%	6.4%
	% of Total	.7%	5.8%	6.4%
Count		62	544	606
Expected Count		62.0	544.0	606.0
% within Are you male or female		100.0%	100.0%	100.0%



Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them		Are you male or female		Total
		Male	Female	
High	Count	31	160	191
	Expected Count	19.5	171.5	191.0
	% within Are you male or female	50.0%	29.4%	31.5%
	% of Total	5.1%	26.4%	31.5%
Neutral	Count	27	349	376
	Expected Count	38.5	337.5	376.0
	% within Are you male or female	43.5%	64.2%	62.0%
	% of Total	4.5%	57.6%	62.0%
Low	Count	4	35	39
	Expected Count	4.0	35.0	39.0
	% within Are you male or female	6.5%	6.4%	6.4%
	% of Total	.7%	5.8%	6.4%
Count		62	544	606
Expected Count		62.0	544.0	606.0
% within Are you male or female		100.0%	100.0%	100.0%
% of Total		10.2%	89.8%	100.0%

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.294 <sup>a</sup>	2	.004
Likelihood Ratio	10.683	2	.005
Linear-by-Linear Association	7.426	1	.006
N of Valid Cases	606		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 3.99.

#### Ranks

	Are you male or female	N	Mean Rank	Sum of Ranks
Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them	Male	63	255.98	16127.00
	Female	545	310.11	169009.00
	Total	608		
Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them	Male	62	251.14	15570.50
	Female	544	309.47	168350.50
	Total	606		

#### Test Statistics<sup>a</sup>

	Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them	Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them
Mann-Whitney U	14111.000	13617.500
Wilcoxon W	16127.000	15570.500
Z	-2.698	-2.910
Asymp. Sig. (2-tailed)	.007	.004

a. Grouping Variable: Are you male or female

Appendix 61 Rotated Component Matrix for reformulation questions

**Rotated Component Matrix<sup>a</sup>**

	Component	
	1	2
Do you feel upset/sad when a child does not like the toy gift you bought for their birthday	.811	
Do you feel annoyed when a child does not like the toy gift you bought for their birthday.	.830	
Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them		.946
Do you feel upset/sad when a child does not like the toy gift you bought for their Christmas	.815	
Do you feel annoyed when a child does not like the toy gift you bought for their Christmas.	.836	
Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them		.946

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.  
 a. Rotation converged in 3 iterations.

Variance for new components for reformulation questions

**Total Variance Explained**

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.720	45.341	45.341	2.711	45.176	45.176
2	1.801	30.024	75.365	1.811	30.189	75.365

Extraction Method: Principal Component Analysis.

Table 61.1 Reformulation component 1 and Cronbach Alpha

Reformulation	Feelings in relation to the gift not being liked		
	1	Reliability Statistics	
Do you feel upset/sad when a child does not like the toy gift you bought for their Birthday	.811	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Do you feel annoyed when a child does not like the toy gift you bought for their Birthday	.830		
Do you feel upset/sad when a child does not like the toy gift you bought for their Christmas	.815		
Do you feel annoyed when a child does not like the toy gift you bought for their Christmas	.836		
		.841	No of Items 4

Cronbach Alpha 0.841 which is good

Table 61.2 Reformulation component 2 and Cronbach Alpha

Reformulation	Component		
	2	Reliability Statistics	
Do you think the toy gifts you give your children at birthdays have any impact on the relationship you have with them?	.946	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Do you think the toy gifts you give your children at Christmas have any impact on the relationship you have with them?	.946		
		.889	No of Items 2

Cronbach Alpha 0.889 which is good

Appendix 62 Supported and non supported hypotheses

H no	Hypotheses	Supported or Not	General Authors	More specific authors
H <sub>1A</sub>	Mothers will select toy gifts for children in a planned approach for special occasions more than fathers.	<b>H<sub>1A</sub> - Supported but only for Christmas</b>	Gender - Fischer and Arnold 1990 Mintel	Mead (1934) Caplow (1992) Hill and Romm (1996) Chodorow (1978) Fisher and Arnold (1990) Mintel (2006) Cheal (1987)
H <sub>1B</sub>	Mothers will spend more on toy gifts for special occasions than fathers.	<b>H<sub>1B</sub> - Supported but only for Birthday</b>	Gender - Fischer and Arnold 1990 Mintel	H <sub>1B</sub> . Mead (1934) Caplow (1992) Hill and Romm (1996) Chodorow (1978) Fisher and Arnold (1990) Mintel (2006/2010) Cheal (1987) Datamonitor (2010)
H <sub>1C</sub>	Older parents will spend less on toy gifts than younger parents.	H <sub>1C</sub> – Not supported	Mintel (2006) Caplow (1982) Otnes (1990) ONS (2012)	H <sub>1C</sub> – Mintel (2006) Belk (1979) Cheal (1987a)
H <sub>1D</sub>	The lower educated parents will spend more on toy gifts for children at special occasions.	<b>H<sub>1D</sub> - Supported but only for own children</b>	Mintel (2006) Schaninger and Sciglimpaglia (1981) Otnes and Woodruff (1991)	H <sub>1D</sub> - Mintel (2006) Gunter and Furnham (1998) p. 13
H <sub>1E</sub>	An increase in the number of children in the household will have an impact on adult spend on toy gifts	<b>H<sub>1E</sub> – supported but only for spending on other children</b>	Mintel (2006) Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000) Otnes and Woodruff (1991)	H <sub>1E</sub> - Mintel (2006) Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000)
H <sub>1F</sub>	Older parents will start selecting toy gifts earlier for children	H <sub>1F</sub> - Not supported	Mintel (2006) Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991)	H <sub>1F</sub> – Mintel (2006) Belk (1979)
H <sub>2A</sub>	Interpersonal sources of information will be more important to mothers than fathers when gift-giving.	<b>H<sub>2A</sub> – Supported</b>	Otnes and Woodruff (1991) Banks 1979 Evans, Jamal and Foxall (2006)  Clarke (2003) Katona and Mueller (1955) and Vincent and Zikmund (1975)	H <sub>2A</sub> - Clarke (2003/6)
H <sub>2B</sub>	Interpersonal sources of information will be important to older parents and conversely younger parents will see marketer generated and mass media sources as being important.	H <sub>2B</sub> – Not supported <b>Revised Younger parents find marketer generated and mass media sources of information as important when gift-giving toys to children.</b>	Otnes and Woodruff (1991) Banks 1979 Evans, Jamal and Foxall (2006)  Clarke (2003) Katona and Mueller (1955) and Vincent and Zikmund (1975)	H <sub>2B</sub> . Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991)
H <sub>2C</sub>	Parents with lower educational attainment will find mass media sources more important as a source	<b>H<sub>2C</sub> – partially supported difference shown that parents with postgraduate education place less</b>	Otnes and Woodruff (1991) Banks 1979 Evans, Jamal and Foxall (2006)	H <sub>2C</sub> . Evans, Jamal and Foxall (2006)

	of information and conversely those with higher education will find the internet more important.	importance on this source than those with college education but there is no evidence to show that parents with higher education find the internet more important.	Clarke (2003) Katona and Mueller (1955) and Vincent and Zikmund (1975)	
H <sub>2D</sub>	Households with more children will find mass media sources more important as a source of information.	H <sub>2D</sub> – <b>partially supported</b> as there is significant evidence to show that as the number of children in the household increased the use of TV adverts became more important to respondents.	Otnes and Woodruff (1991) Banks 1979 Evans, Jamal and Foxall (2006) Clarke (2003) Katona and Mueller (1955) and Vincent and Zikmund (1975)	H <sub>2D</sub> - Mintel Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000) Otnes and Woodruff's (1991)
H <sub>2E</sub>	The internet will be an important source of information for fathers and households with time compressed lifestyles.	H <sub>2E</sub> – there is no evidence to support the father's perception but there is <b>some limited evidence to support the fact that busy households find this source important.</b>	Otnes and Woodruff (1991) Banks 1979 Evans, Jamal and Foxall (2006) Clarke (2003) Katona and Mueller (1955) and Vincent and Zikmund (1975)	H <sub>2E</sub> - Mintel (2006) Fischer and Arnold (1990) Cheal (1987a) Chodorow (1978) Mead (1934) Sherry and McGrath (1989), Fischer and Arnold (1990) Rucker, Freitas and Kangas (1991) and Otnes, Lowrey and Kim (1993)
H <sub>3A</sub>	Mothers will be more concerned and regard buying toys as gifts as being more important than fathers when buying for their children at special occasions.	H <sub>3A</sub> – Not supported	Zaichkowsky (1985) 20 items of consumer involvement ratified by Mittal in 1995 to five and used by Clarke (2003) Clarke (2006) Zajonc and Markus (1982) and Zajonc (1984; 1998) Olson and Zanna (1993) and Baggiozzi, Gopinath and Nyer (1999)	H <sub>3A</sub> - Fischer and Arnold (1990) Cheal (1987a) Chodorow (1978) Mead (1934)
H <sub>3B</sub>	Older parents will be less concerned and think it less important when buying toys as gifts for their children at special occasions.	H <sub>3B</sub> - Not Supported	Zaichkowsky (1985) 20 items of consumer involvement ratified by Mittal in 1995 to five and used by Clarke (2003) Clarke (2006) Zajonc and Markus (1982) and Zajonc (1984; 1998) Olson and Zanna (1993) and Baggiozzi, Gopinath and Nyer (1999)	H <sub>3B</sub> - Mintel Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991)
H <sub>3C</sub>	Households with higher numbers of children and a higher social standing will find buying toys as gifts less concerning and less important at special occasions	H <sub>3C</sub> – <b>partial support</b> for this hypothesis where parents with higher educational attainment find birthday gift-giving less concerning.	Zaichkowsky (1985) 20 items of consumer involvement ratified by Mittal in 1995 to five and used by Clarke (2003) Clarke (2006) Zajonc and Markus (1982) and Zajonc (1984; 1998) Olson and Zanna (1993)	H <sub>3C</sub> - Mintel Newman and Staelin (1972) Newman (1977) Otnes and Woodruff (1991)

			and Baggiozzi, Gopinath and Nyer (1999)	
H <sub>4A</sub>	Mothers would be more positive in gift-giving than fathers.	H <sub>4A</sub> - <b>partially supported</b> as the results have shown that mothers tend to be more motivated towards educating their children but interestingly enough not as motivated to be diplomatic to the children	Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar (1980) Caplow (1982) and Cheal (1987a; 1987b) Komter (2007) Belk (1988) Mintel (2004; 2006), Clarke (2003/6/8)	H <sub>4A</sub> - Otnes, Lowrey and Kim (1993) Mintel Fischer and Arnold (1990) Cheal (1987a) Chodorow (1978) Mead (1934)
H <sub>4B</sub>	Older parents would be more likely to try and impart values and knowledge through gift-giving of toys.	H <sub>4B</sub> – Not supported	Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar (1980) Caplow (1982) and Cheal (1987a; 1987b) Komter (2007) Belk (1988) Mintel (2004; 2006) Clarke (2003/6/8)	H <sub>4B</sub> - Otnes, Lowrey and Kim (1993) Mintel Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991)
H <sub>4C</sub>	Fathers would feel guiltier about toy gifting to children.	H <sub>4C</sub> – Not supported but evidence exists to show fathers compensate	Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar (1980) Caplow (1982) and Cheal (1987a; 1987b) Komter (2007) Belk (1988) Mintel (2004; 2006) Clarke (2003/6/8)	H <sub>4C</sub> Otnes, Lowrey and Kim (1993) Mintel (2006) Caplow (1982) Otnes (1990) ONS (2012) Otnes and Woodruff (1991)
H <sub>4D</sub>	Single parents would feel more inclined to compensate in gift-giving of toys for being a lone parent.	H <sub>4D</sub> – Not supported	Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar (1980) Caplow (1982) and Cheal (1987a; 1987b) Komter (2007) Belk (1988) Mintel (2004; 2006) Clarke (2003/6/8)	H <sub>4D</sub> Mintel Newman and Staelin (1972) Moore and Lehmann (1980) Otnes and Woodruff (1991)
H <sub>4E</sub>	Parents with better education and higher income would be motivated towards giving more sensibly	H <sub>4E</sub> – <b>supported show that parents with better education and higher income would be motivated towards gifting more sensibly.</b>	Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar (1980) Caplow (1982) and Cheal (1987a; 1987b) Komter	H <sub>4E</sub> – Mintel (2004; 2006) Newman and Staelin (1972) Newman (1977) Otnes and Woodruff's (1991)

			(2007) Belk (1988) Mintel (2004; 2006) Clarke (2003/6/8)	
H <sub>4F</sub>	Parents with a higher social standing would take a more pragmatic role in their toy gifting whilst those in lower social standing would be more laissez-faire	H <sub>4F</sub> – Not supported	Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar (1980) Caplow (1982) and Cheal (1987a; 1987b) Komter (2007) Belk (1988) Mintel (2004; 2006) Clarke (2003/6/8)	H <sub>4F</sub> Mintel Newman and Staelin (1972) Newman (1977) Otnes and Woodruff (1991)
H <sub>4G</sub>	Parents with ‘nuclear’ families will be more diplomatic in gift-giving	<b>H<sub>4G</sub> – Supported</b>	Otnes, Lowrey and Kim (1993) Denzin (1983) Bogdan and Taylor (1984), Lincoln and Guba (1985) Wallendorf and Belk (1989) Bellenger and Krogaonkar (1980) Caplow (1982) and Cheal (1987a; 1987b) Komter (2007) Belk (1988) Mintel (2004; 2006) Clarke (2003/6/8)	H <sub>4G</sub> . Slama and Tashchian (1985) Laroche, Saad, Cleveland, Browne (2000)
H <sub>5A</sub>	Mothers would feel differently from fathers about the relationship impact with children when gift-giving of toys at special occasions.	<b>H<sub>5A</sub> – Supported to some extent</b> Significant difference was found from mothers who felt neither one way nor another about the impact it may have, whilst fathers seemed to be slightly more positive about the relationship, although negligible, feeling more strongly that gift-giving would strengthen the relationship, hence the hypothesis is supported to some extent	Burgoyne and Routh (1991) Pieters and Robben (1992) Hill and Romm (1996) Ruth (1996) Ruth, Otnes and Brunel (1999) Belk (1982) Sherry (1983) Wagner, Ettenson and Vernier (1990) Belk and Coon (1993) Belk (1996) Lowrey, Otnes and Ruth (2004) Roster (2006) Camerer (1988), Joy (2001) Sherry (1983) Belk (1979) Andrus, Silver and Johnson (1986) Wolfenbarger (1990) Belk and Coon (1991) Komter and Vollebergh (1997) Mick and Faure (1998) Beltramini (2000) Laroche et al. (2000) and Giesler (2006)	H <sub>5A</sub> - Burgoyne and Routh (1991) Mintel (2006) Fischer and Arnold (1990) Cheal 1987a Chodorow (1978) Mead (1934)
H <sub>5B</sub>	Older parents would not be upset if the toy gifted was perceived to be wrong.	H <sub>5B</sub> – Not supported	Burgoyne and Routh (1991) Pieters and Robben (1992) Hill and Romm (1996) Ruth (1996) Ruth, Otnes and Brunel (1999) Belk (1982) Sherry (1983) Wagner, Ettenson and Vernier (1990) Belk and Coon (1993) Belk (1996) Lowrey, Otnes and Ruth (2004)	H <sub>5B</sub> . Burgoyne and Routh (1991) Mintel (2006) Caplow (1982) Otnes (1990), ONS (2012) Otnes and Woodruff (1991)

			Roster (2006) Camerer (1988), Joy (2001) Sherry (1983)  Belk (1979) Andrus, Silver and Johnson (1986) Wolfenbarger (1990) Belk and Coon (1991) Komter and Vollebergh (1997) Mick and Faure (1998) Beltramini (2000) Laroche et al. (2000) and Giesler (2006)	
H <sub>5c</sub>	Single parents would feel more annoyed if children did not like the toy gifted.	<b>H<sub>5c</sub> – Supporting evidence for the hypothesis that single parents would feel more annoyed if children did not like the toy gift gifted to them is supported.</b>	Burgoyne and Routh (1991) Pieters and Robben (1992) Hill and Romm (1996) Ruth (1996) Ruth, Otnes and Brunel (1999) Belk (1982) Sherry (1983) Wagner, Ettenson and Vernier (1990) Belk and Coon (1993) Belk (1996) Lowrey, Otnes and Ruth (2004) Roster (2006) Camerer (1988), Joy (2001) Sherry (1983)  Belk (1979) Andrus, Silver and Johnson (1986) Wolfenbarger (1990) Belk and Coon (1991) Komter and Vollebergh (1997) Mick and Faure (1998) Beltramini (2000) Laroche et al. (2000) and Giesler (2006)	H <sub>5c</sub> . Burgoyne and Routh (1991) Mintel (2006) Newman and Staelin (1972) Moore and Lehmann (1980) Otnes and Woodruff (1991)
H <sub>5D</sub>	More educated parents would feel their relationship with their child was not affected if they got the gift wrong.	H <sub>5D</sub> . Not supported	Burgoyne and Routh (1991) Pieters and Robben (1992) Hill and Romm (1996) Ruth (1996) Ruth, Otnes and Brunel (1999) Belk (1982) Sherry (1983) Wagner, Ettenson and Vernier (1990) Belk and Coon (1993) Belk (1996) Lowrey, Otnes and Ruth (2004) Roster (2006) Camerer (1988), Joy (2001) Sherry (1983)  Belk (1979) Andrus, Silver and Johnson (1986) Wolfenbarger (1990) Belk and Coon (1991) Komter and Vollebergh (1997) Mick and Faure (1998) Beltramini (2000) Laroche et al. (2000) and Giesler (2006)	H <sub>5D</sub> . Burgoyne and Routh (1991) Mintel (2006) Schaninger and Sciglimpaglia (1981) Otnes and Woodruff (1991)

## **And they say don't work with children.....**

### **Abstract:**

This paper explores the role and method a researcher must consider when using children as research objects. Three areas are discussed; the researcher's role, children as research objects and the results and conclusions.

Researchers must consider an appropriate role when researching with children with the most advocated being the "least adult role", as there are suggestions that children do not make good respondents. A suitable methodological approach has to be taken allowing children to be creative and to ensure effective responses. 'Doing artwork' combined with questions provided creative responses.

Four drawing sessions were conducted with preschool children from two nurseries. The aim of these sessions was to identify if the children could actually complete drawings, state who had given the gift to them and pictorially represent what they thought of the giver.

The pictorial results were coded and the results identified that as all children produced a drawing 'doing artwork' is an acceptable methodological approach for this group of respondents. A majority could remember who had given them a gift, but could not present their feelings of the gift giver pictorially suggesting that children may not be suitable respondents overall.

**Keywords:** Children, Role, Artwork, Qualitative

**Track: Marketing Research incorporating Qualitative Enquiry in Marketing**



## **Introduction**

The aim of this paper is to discuss conducting research with pre school children. This is examined in the context of the role a researcher should adopt and the use of children as suitable research respondents.

The objectives of this research are to;

- Outline literature in connection with the role of the researcher and the use of children as research respondents
- Discuss an appropriate research tool which facilitates using children as research objects
- Present the research findings and highlight conclusions

## **Role in researching with children**

Researching with children or young people poses a number of issues for the researcher. Predominately, these issues pertain to the ethical and moral standpoints which need to be considered when working with minors, as a notion exists that minors may be deemed unable to give consent to research being conducted. This was suggested by Scott (2000), who stated “that children lack the capacity for abstract thinking that characterises the ‘maturity’ of later adolescence and adulthood and this would fail to meet the criteria of good research respondents” (cited in Christenson and Prout 2002 p.101). These concepts have to be tempered with the additional element of the role the researcher must adopt when studying the social worlds of children as the “central methodological problem facing an adult participant observer of children concerns the membership role” Mandell (1988 p.434) (Adler and Adler 1987).

Mandell (1988) discussed 3 roles for adults studying children; the ‘detached observer role’, the ‘marginal semi participatory role’ and the ‘complete involvement participant role’ (least adult role). The ‘detached observer role’, advocated by Fine (1987) discusses the fact that “age roles and adult ethnocentrism preclude a complete participant role” (Mandell 1988 p. 434), as an impersonal stance is impossible to take Mandell (1988), Adler and Adler (1987), Corsaro (1985) and Coenen (1986). Additionally, it is suggested by some (Fine 1987; Corsaro 1985) that age and authority separate children from adults, whilst others (Coenen 1986; Damon 1977) indicate that adults can only assume a detached observers role, based on the cultural, social and intellectual gaps between adults and children.

The second role to be noted is the ‘marginal semi participatory role’ arising from the work of Fine and Glassner (1979) and Fine (1987). In recognising some dimensions of age and authority and whilst focusing on the similarities of adults and children they proposed 4 emergent roles being; Supervisor, Leader, Observer and Friend – with the latter being the most advocated as it assumes the “less threatening role of non-interfering companion” (Mandell 1988 p.435)

Mandell (1988) adopted the third role 'the complete involvement (participant) role' mirroring Waskler (Waskler 1994 p.38) in her 1988 study. This involves blending in "with those being studied" (Waskler 1994 p.38), allowing for the adult to be accepted by the children to a certain extent as part of their ongoing activities. Mandell's (1988) research ratifies the fact that few qualitative studies of the children's world exist.

### **Viewing children as research objects**

Another perspective requiring consideration is that of how researchers actually view children as they are "pivotal to the power relations that ensue between researcher and participant" (Fraser et al 2004 p. 85). Four classifications are identified by Christenson and Prout (2002 p. 480); Children as object (adult perspective), children as subject (child centred), children as social actor (children as participant), children as participant/co researcher (role in the process of research) (Thomas and O Kane 1998; Clark 2004 in Fraser et al 2004).

These classifications give more weight to the dimensions considered in the methodological approach when researching with children. Jenks (2000) states that ethnography is a most effective "methodology to be employed in the study of childhood. Children are able to engage and they can be engaged" (cited in Christenson and James (2000 p.71). Clark (2004) supports this in her discussion of the 'Mosaic Approach' for child research, where it offers a framework for incorporating multi methods allowing for "triangulation across the different methodologies" (Clark 2004 p.144). The use of the 'Mosaic Approach' is to a certain extent supported by previous research conducted by Morgan et al (2002) and Darbyshire et al (2005) whose research identified that working with children demands flexibility and creativity. These underpinnings were bourn from an exploratory study in a nursery type institution. The methodology Clark (2004) supported "played to young children's strengths" (Clark 2004 p.144).

A type of data collection which could be utilised to generate creativity is that of "doing artwork", a technique ratified by Cavin's (1990) research basing itself on the use of sociological methodology. Pahl (1999) noted though issues arising with 'doing artwork' involved not knowing the meaning behind them. This is supported by Mandell (1990) who added in questions when using artwork as a projective technique and Coates's (2002) research which identified children often talk to themselves when drawing thus giving information to support the artwork. This poses a major issue for the researcher as the drawback of using drawings as an exploratory method is going to be understanding the meaning behind them. Chan (2006) managed to code children's character drawings by use of visual components being objects (toys) and facial expressions. What is clear though is as suggested by Pahl (1999 cited in Coates 2002 p.23) "that drawings help children externalise a thought and is a first step in creating symbols to represent real objects."

### **Methodology**

The research phase consisted of 4 stages, permission, research boundaries, observation/pilot and the actual research. Permission was sought from two nurseries, which were selected by means of a non-probability convenience sampling procedure

(Saunders et al 2003) and an informal interview conducted with a Centre Manager to outline two sessions involving 'doing artwork' (Cavin 1990), which would appeal to the children. The artwork sessions had the following objectives;

1. To identify if the child could draw their favourite toy gift received for their Christmas/Birthday
2. To investigate if they could recall who had given them the gift by means of answering a question
3. To identify if they could pictorially represent how they felt about the gift giver.

The second stage of the research phase, entitled 'research boundaries' involved obtaining Disclosure and ethical consent. Disclosure was obtained through the Disclosure Scotland procedure and ethical compliance was sought through an Ethical Research Committee. Part of this gaining ethical consent involved sending letters, written in consultation with the Centre Manager to all intended participants' parents/guardians to seek permission for their child to take part in the research. This was followed up with a reminder where necessary. This was sent to all parents/guardians of the children in the Pre school rooms (n1 = 28 and n2=22), with a reminder follow up about a week later. The only information required on the children participating was limited to gender, age and the drawings.

The observation phase involved making a role decision and completing a pilot artwork session. The complete 'involvement participant role' or 'least adult role' (Mandell 1988) was eventually adopted. The 'artwork session' (stage 3) was piloted with a pre-school child to iron out any issues with the planned research event. Here coloured paper and pens were provided and the questions asked of the child to test if she was able to provide drawings as answers. There were no issues here and drawings were provided willingly and creatively for both the Christmas and birthday sessions. This was rolled out (stage 4) as four separate morning sessions at the two nurseries with children in groups of no more than six. The researcher acted as the session facilitator. Children were excused if they did not wish to participate and upon completion of the task children were rewarded with a sticker.

### Results and Findings

The respondent profile for both nurseries was as follows. Twenty eight (28) and twenty two (22) possible respondents were approached from nursery one and nursery two respectively. Permission was obtained from 28 parents/guardians in total (n1=19, n2=9) composed of 15 boys and 9 girls, being a 68% uptake for nursery one and 40.1% for nursery two. The average age of the respondents from each nursery was 50 months for one and 46.4 months for two. The respondent numbers for nursery one was higher than two, primarily because of the larger numbers in the first place and availability of the researcher to conduct the research. This was commented upon by one of the nursery staff who said that I got more responses to my letter than they normally did. Additionally, there were problems with children's availability i.e. although permission had been granted they were not in attendance on the day of the session. To facilitate discussion of the results sections of the observations stage will be discussed and one set of pictures will be analysed whilst short comments will be made on the others.

In discussing the observation role, the researcher anticipated adopting ‘the detached observer role’ (Fine 1987) based on the criteria previously noted. However, during the observation stage it became apparent the ‘marginal semi participatory role’ (Mandell 1988) was being adopted and finally the children were viewed as ‘participants in the least adult role’ (Mandell 1988). This was evidenced by a number of children becoming curious as to my presence and wanting to know what I was doing there. Additionally, they would ask if I could help them with their daily routine, or indeed the children accepted me as one of them, with conversations taking place such as:

Conversation A – Outside in the garden

Child A “can you help me tie my shoe lace”  
 Researcher “well not really, you will have to ask one of your teachers to do it for you”  
 Child A “why, you are a big person”  
 Researcher “yes I know that, but I am not supposed to help you just now”  
 Child A Sad face  
 Researcher “come on then I will do it for you as your teacher is busy”

Conversation B - Outside in the garden sitting on the chair.

Child B “what are you doing, are you here to play ?”  
 Researcher “well not really, I have come to watch the kind of things you get up to in a day”  
 Child C “do you want to play with us then”  
 Researcher “can do, but I need to let your teachers know that I am going to do that in case they say it is not all right”  
 Child D “they will say yes and then we can have snack together”

Conversation C – Coming inside from the garden

Child A “can you unzip my jacket please”  
 Researcher “no problem, come on I will get you sorted, where are your indoor shoes”  
 Child B “can you help me too”  
 Researcher “of course, just wait a wee minute and I will get to you next”  
 Child B “Are you going to stay for lunch, I want you to”  
 Child C “do you want to see our picture board, in the cosy corner?”  
 Researcher “sounds fun, come on then”

Drawings as research information

In examining the drawings a crude form of coding was adopted to formulate discussion. This was based on the work of Chan (2006). Four drawings are shown (Figures A – D) from one male (1) and one female (2) child for Christmas and Birthdays. For the Christmas session male (1) drew a house (Fig A) which was instantly recognisable but upon questioning the child stated this was an Ark. He was able to tell me he got it from Santa (when probed Santa was Dad). For drawing B the female child (2) drew a princess castle (Fig B) which although very colourful and bright it was not instantly recognisable. She went on to say it came from Santa and she was pleased with him. Both children were pleased with the ‘gift giver’ but neither could indicate this feeling by drawing a face to represent their feeling.

Take in Figure A and B

Turning to the birthday artwork sessions male (1) drew a sea scene with a boat (Fig C) which he said he was given by his Dad. Here the boat drawing was semi recognisable and needed probing for confirmation. Female child 2 drew a 'My Little Pony' (Brand Fig D) which was semi recognisable and once again extremely colourful. Child 1 said the boat came from his Dad, making him feel smooth and child 2 said her birthday gift, which she got from Santa made her feel happy and full of laughter. In both cases again no faces were drawn to show the feelings they had towards the 'gift giver', and the feeling of smooth from the male child could represent a misunderstanding of the checking question.

Take in Figure C and D

In summarising the findings from all the sessions all of the respondents (n=18+21) were able to produce a drawing of some description, not always recognisable, showing their favoured toy gifts from Christmas and birthdays. For the sessions a majority of the children could remember who the gift giver was being Santa (n=12) for Christmas and (n=9) for Birthdays. Only one boy and three girls (n=4) could not remember who gave them the favoured gift at Christmas whilst seven children (n=7) could not remember who gave them the birthday gift. Others said the gift was from a relative/friend (n=2 for Christmas and n=5 for birthdays).

The main feeling the children had of the 'gift giver' for the Christmas session was of happiness (n=10) with five (n=5) children not being able to express an opinion at all and two (1 male and 1 female) children stating they were grumpy with the 'giver'. For the birthday drawings many children (n=14) felt happy with the 'gift giver' but five (n=5) could not remember how they felt and two (n=2) felt grumpy with those children either registering their dislike of the gift or the person. In total only nine (n=9) respondents could represent their feelings towards the 'gift giver' pictorially, the remainder had to be asked and a note taken.

Additionally, two female children opted to draw two pictures, whilst a set of twins provided the same type of drawing. Some of the children got bored and ran off before the session ended, whilst others did not seem to have the full capabilities to complete the task and failed to answer the questions.

### **Discussion**

In discussing the research findings the following is evident. Initially the role assumed for the observation phase was the 'detached observer's role' (Fine 1987) which evolved and changed to the 'least adult role' (Mandell, 1998) (Waskler 1994). This then proved to be successful in that the children were happy to participate and were interested in what I was doing. Additionally, this role was extended into treating the respondents as participants/co-researchers in the 'artwork' sessions. This supports and adds to the findings of Mandell (1988), Waskler (1971) and Thomas O Kane (1998) by showing that roles may become evolutionary whilst actually conducting the research and the researcher should learn to expect the unexpected when researching with children under five. It supports Adler and Adler (1987) by confirming that the role may be the central methodological problem when using children as respondents.

Secondly, the artwork session identified that all of the participating children (Christmas n= 18, Birthday n=21) could produce a drawing of some description, albeit not always recognisable. Some could not remember who had given the gift (Christmas n= 4, Birthday n=7), with some (n= surprisingly stating that Santa (n=8) was the Birthday gift giver. When asked to further the answers a number could not express their feeling for the gift giver pictorially (Christmas n= 3) (Birthday n=6). This adds to Clark's (2004) research on the 'Mosaic Approach' where a multi method approach had to be adopted to garner responses. As here questions had to be added to confirm the research being conducted. It also add to Jenks (2000) and Cavin's (2006) findings, where ethnography and artwork respectively were suggested as useful tools for researching with children, in this setting this was not always the case. It also reinforces Scott's (2000) point showing that children, in this case less than five years old, may lack the capabilities to be good research respondents.

In respect of ratifying the drawings the main drawback or limitation is the same as that noted by Chan (2006) and Pahl (1999). Using drawings as an exploratory method makes understanding the meaning difficult Pahl (1999) and here a crude form of coding was used. The use of this crude coding adds another dimension to Chan's (2006) findings but more research would be required to extend this point.

### **Conclusions**

This paper has examined literature on researching with children, outlined the methodology and discussed the research findings. In conclusion the following is clear

- The role adopted by the researcher is of vital importance. This research highlighted the role adopted had to change to reflect the nature of the respondents. Further research would need conducted to identify if the least adult role is viable with under five year olds. Additionally there needs to be some inclusion of how bias may affect findings.
- Researching with children has been shown to be challenging as there needs to be a creative approach. A projective technique was used here but it failed to get full answers without adapting the research as it was being conducted. Research with other age ranges needs conducted to identify if this technique fits with slightly older children, to extend this finding. Additionally, this may seek to add to the fact that although children may not make the best respondents they may make an interesting starting point in investigating methodological approaches.

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## Appendices 1

Figure A Christmas Drawing Male 1



Figure B Christmas Drawing Female 2

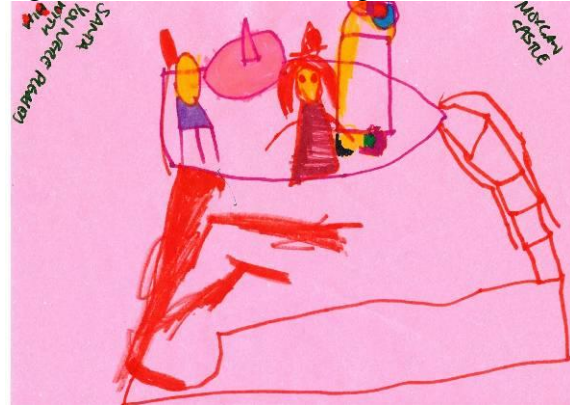


Figure C Birthday Drawing Male 1



Figure D Birthday Drawing Female 2





Appendices 2

Table 1 Nursery One and Two Christmas Session Comments

Xmas					
Male	Drawing	Giver	Made child feel	Face Drawn	Nursery
	House/Ark	Santa (Dad)	Happy	No	1
	Football	Can't remember	Happy	No	1
	Robbers	Can't remember	Can't remember	No	1
	Bendy Bus	Santa	Laughing	No	1
	Ball	Santa	Happy face	Yes	1
Same child 2 drawings	Bouncy Ball	Santa	Nice fun	No	1
	Light Sabre	Santa	Good fun	No	1
	Bike	Santa	Happy	No	2
	House	Can't remember	Don't know	No	2
	Army House	Santa	Grumpy	No	2
Female	Ball	Santa	Not answered	No	1
	Bratz Pony	Child herself	Happy	No	1
	Princess Castle	Santa	Please	No	1
	Dolly	Santa	Happy	No	2
	Mini Cooper	Santa	Grumpy	Yes	2
	Scooter	Santa	Smiley	Yes	2
	Can't remember	Can't remember	Can't remember	No	2
	Football/Nemo	Grandpa	Can't remember	No	2
Totals	N= 18 10 male and 8 female				

Table 2 Nursery One and Two Birthday Session Comments

Birthday					
Male	Drawing	Giver	Made child feel	Face Drawn	Nursery
	Boat	Daddy	Smooth	No	1
	Lofty from Bob the Builder	Can't remember	Smile	No	1
	Sword	Dad	Smile	No	1
	Pirate	Santa	Happy	No	1
	Car	Can't remember	Happy	No	1
	Racing car game	Can't remember	Happy	Yes	1
	Castle	Daddy	Round face	Yes	1
	Power Ranger	Santa	Happy	Yes	2
Female	Star	Santa	Fine	No	1
	Dolly	Can't remember	Can't remember	Yes	1
Same child 2 drawings	Sunflower	Can't remember	Felt fine	No	1
	Sunflower	Santa	Grumpy	Yes	1
	Sleeping Beauty	Santa	Smiley	No	1
	Sleeping	Sister	Can't remember	No	1
Same child 2 drawings	Phone	Nursery Friend	Happy	No	1
	My Little pony	Santa	Laughed	No	1
	Scooter	Santa	Happy	Yes	2
	A Flap	Can't remember	Can't remember	No	2
	Scooter	Santa	Happy	No	2
	Can't remember	Santa	Can't remember	No	2
	Dressing up clothes	Can't remember	Can't remember	No	2
Totals	N= 21 8 male and 13 female				