

SEO, SUKYUNG. Ph.D. Self-Gifting and Consumer Perceived Values: Development and Validation of a Scale to Measure Consumer Perceived Values in Self-Gifting and Applied to Consumer Satisfaction. (2022)

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Self-gifting has become a popular consumption practice. Self-gifts can take various forms, such as products, services, or experiences, and provide special meanings in certain contexts. Consumers' desire for the psycho-social functions of self-gifting can be fulfilled by the values embodied in a self-gift. Consumer perceived values (CPVs) have been frequently detected in self-gifting behavior. These CPVs influence consumer choice behavior in various consumption circumstances and for different product/service types. Despite the important role of CPVs in self-gifting, a valid measurement of self-gifting behavior informed by CPVs is lacking in the literature. Furthermore, existing studies have focused on antecedents of self-gifting behavior, paying little attention to consumer satisfaction at the post-purchase stage. Given the research gaps, the purpose of this dissertation was two-fold: (1) to develop a self-gifting scale from the CPV perspective and (2) to test the developed scale to examine whether CPVs in self-gifting influence consumer satisfaction. A conceptual framework was developed based on the literature on self-gifting behavior, CPVs, the theoretical framework of Expectancy Disconfirmation Theory (EDT), and the concept of consumer satisfaction.

To address the first part of the purpose, Churchill's (1979) paradigm was adopted. Based on the paradigm, *scale item generation*, *scale purification*, and *scale validation* steps were conducted by examining how CPVs influence self-gifting behavior. The exploratory investigation included an extensive literature review and in-depth interviews conducted to define the dimensions of CPVs in self-gifting, which resulted in an initial pool of items across nine dimensions. Content validity of the items was confirmed through expert reviews and a pilot test.

Survey data were then collected and subjected to EFA, Item Analysis, and CFA for scale purification and scale validation. This series of testing resulted in a new scale of CPVs in self-gifting (CPVS-G) with satisfactory reliability and validity. The final CPVS-G scale was comprised eight CPVs and 47 items: 4 items for satisfying quality (SQ), 7 items for social connection and social identity (SI), 7 items for sustainability (ST), 7 items for new knowledge (NK), 6 items for work/life balance (WL), 6 items for security through resale (RS), 6 items for new experiences (EX), and 4 items for mood diversion (MD).

To address the second part of the purpose, the CPVS-G scale was then used to test the hypotheses using Structural Equation Modeling (SEM). The survey data were collected from Amazon Mturk and yielded 355 valid responses. A two-step approach (i.e., measurement and structural models) was adopted to test the proposed hypotheses. The results of the hypotheses testing indicated significant relationships between satisfying quality (SQ), work/life balance (WL), security through resale (RS), and mood diversion (MD) and consumer satisfaction (SF). The relationships between social connection and social identity (SI), sustainability (ST), gaining new knowledge (NK), and gaining new experiences (EX) and consumer satisfaction (SF) were nonsignificant.

This dissertation provides several important contributions. First, the primary contribution of this study is the development of a reliable and valid scale to test CPVs in self-gifting. The resulting CPVS-G scale developed in this study expands upon the existing shopping motivation self-gifting scales. The CPVS-G scale can assist the implementation of targeted marketing by investigating the primary values relative to self-gifting. Second, in addition to the previously defined CPVs, this dissertation discovered new CPVs (i.e., security through resale, work/life balance, and sustainability) that reflect the diversification of self-gifting as a growing

consumption phenomenon. Third, the results provide evidence of the theoretical and managerial significance of the relationships between CPVs in self-gifting and consumer satisfaction. The current study found that satisfying quality (SQ), work/life balance (WL), security through resale (RS), and mood diversion (MD) were significantly related to consumer satisfaction. Fourth, this dissertation offers theoretical insight into the Expectancy Disconfirmation Theory (EDT) and particularly within value-oriented self-gifting. Consumer post-purchase satisfaction was found to be determined by comparing expectations with outcomes of CPVs relative to the self-gifts purchased. Lastly, the CPVS-G scale exhibited excellent reliability and construct validity across the entire analyses. Therefore, it can be used in studies on self-gifting across categories of products, services, and experiences in various disciplines and industries, including fashion, tourism, hospitality, consumer needs, and entertainment, to name a few.

SELF-GIFTING AND CONSUMER PERCEIVED VALUES: DEVELOPMENT AND
VALIDATION OF A SCALE TO MEASURE CONSUMER PERCEIVED VALUES
IN SELF-GIFTING AND APPLIED TO CONSUMER SATISFACTION

by

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DEDICATION

With all my heart, I dedicate this dissertation to my father, Ansoo Seo; my mother, Okim Kim; and my brother, Donghun Seo

APPROVAL PAGE

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CHAPTER I: INTRODUCTION

This chapter consists of the following sections: (1) Statement of the Research Problem; (2) Background; (3) Research Gaps; (4) Purpose and Objectives; (5) Research Design; (6) Scope and Significance; (7) Definition of Key Terms; and (8) Outline of the Dissertation.

Statement of the Research Problem

Self-gifting has become a popular consumption practice, with 70 percent of consumers reporting they splurge on purchases for themselves (Rippé et al., 2019). Self-gifts are a form of symbolic self-communication through indulgent consumer decision-making behavior, which is characterized as pre-meditated and highly context-dependent (Mick & Demoss, 1990a). Self-gifts can take various forms, such as products, services, or experiences, and provide special meanings in certain contexts. Therefore, self-gifts are considered distinct from other types of purchases (Heath et al., 2011). For instance, after breaking a bad habit, such as smoking, consumers are likely to engage in buying self-gifts that they would not normally buy, giving a special meaning, such as achievement, to the gift (Mick & Demoss, 1990a). According to Park (2018), self-gifting reinforces and rewards accomplishments, reflects self-love, and can also be used for consolation purposes. Consumers may indulge in self-gifts to maintain identity, promote self-esteem, or influence self-directed cognitions (Park, 2018). For example, someone who breaks up with their significant other may buy something special to redefine themselves as well as attempt to restore self-esteem (Mick & Demoss, 1990a).

Although several socio-psychological values have been identified to explain self-gifting behavior, empirical study of these values is very limited. Given the context-bound characteristics of self-gifts, the majority of studies on self-gifting are predominantly dependent on an

exploratory approach and focus on the motivations of self-gifting behavior (Clarke & Mortimer, 2013; Heath et al., 2015; Mick & Demoss, 1990a; Mick & Faure, 1998; Mortimer et al., 2015). Moreover, previous studies have attempted to develop measurements; however, they have primarily sought to explain the motivations of shopping behavior, and specifically limited to those that are therapeutic (c.f., Kang & Johnson, 2011; Yurchisin et al., 2008) or hedonic (c.f., Arnold & Reynolds, 2003) in nature. Mortimer et al. (2015) developed a self-gifting scale, but it was limited to motivations and contexts of self-gifting among Australian consumers. In sum, many self-gifting studies are dependent on exploratory and descriptive investigations, and the few empirical studies on measurement that exist do not necessarily address the comprehensive nature of self-gifting behavior.

Consumers' desire for the psycho-social functions of self-gifting can be fulfilled by the values embodied in a product/service self-gift. In fact, consumer perceived values (CPVs) have been frequently detected in self-gifting behavior. For example, self-gifts that are purchased to reward oneself or to make oneself feel better entail positive emotions, such as happiness, pleasure, joy, excitement, delight, and fantasy (Gupta et al., 2018; Heath et al., 2015; Heath et al., 2011; Luomala & Laaksonen, 1997). Moreover, the hedonic nature of the self-gifting experience entails novel experience and variety-seeking (Clarke & Mortimer, 2013; Mortimer et al., 2015). Luxury-based self-gifts are likely to pertain to values of social status improvement or maintenance, as they typically involve perceptions of newness, specialness, exclusivity, conspicuousness, and uniqueness (Kauppinen-Räsänen et al., 2014). Luxury self-gifts are also associated with the values of functional product attributes in terms of quality, such as durability and reliability (Kauppinen-Räsänen et al., 2014). For example, on special occasions (e.g., birthdays), consumers may feel they deserve a conspicuous self-gift, such as a luxury brand

watch with high-tech features, considering both social (i.e., desired impression on others) and functional (i.e., quality and performance) benefits of the product (c.f., Kauppinen-Räsänen et al., 2014; Mick & DeMoss, 1990a). That is, consumers perceive emotional, social, or functional values associated with a product or service, and these CPVs influence consumer choice behavior in various consumption circumstances and for different product/service types (Chi & Kilduff, 2011). Such decisions may extend to consumer satisfaction (Demirgüneş, 2015; Tam, 2004; Yang & Peterson, 2004). Therefore, providing a product/service with these CPVs can enhance a brand's success (Sweeney & Soutar, 2001). In this sense, understanding CPVs in self-gifting (whether the gift is a product or service) can be considered a strategic imperative by brands.

Despite the important role of CPVs in self-gifting, value-driven self-gifting behavior has not been either systemically established or quantitatively tested. More specifically, a valid measurement of self-gifting behavior informed by CPVs is lacking in the literature. This dissertation was designed to address this major empirical gap.

Previous studies have found that CPVs have a significant relationship with consumer satisfaction at the post-purchase level (Gallarza & Saura, 2006; Kim & Damhorst, 2010; Tam, 2004; Yang & Peterson, 2004; Yoo & Park, 2015). Although consumer satisfaction has played a pivotal role in post-purchase behavior, little is known about satisfaction relative to self-gifting. Therefore, further investigation is needed.

In light of the above, this dissertation examined three primary issues in self-gifting behavior. First, self-gifting dimensions relative to CPV were explored. Second, a multidimensional self-gifting scale was developed through the lens of CPV. Third, the scale was applied to examine associations between CPVs in self-gifting and consumer satisfaction.

Background

“A lot of places have holiday sales going on, so while I’m out shopping for loved ones I’m seeing things that I would enjoy, too. And since it’s a good sale, I’ll pick it up for myself.” (As quoted in Thomas, 2017, para. 9)

It is common to give a gift to a close friend when he or she has something to celebrate, such as achieving an outstanding career goal or a significant life event (e.g., graduation or marriage), or when the friend is suffering over breaking up with his or her significant other. Support, encouragement, or consolation for a friend or family member who may be in such situations can be shown by giving a gift. Giving a gift can create and maintain social bonds, and the nature of the gift reflects the nature of the relationship, as well as the situation or circumstance that recipient is in (Rai et al., 2017). However, what if the gift is not for somebody else, but for oneself? As illustrated by the quote above, it is just as easy to engage in purchasing a self-gift as it is to purchase a gift for someone else.

Buying a gift for oneself, also known as self-gifting, has been a growing trend in the market for the past three decades (Mick & DeMoss, 1992). Deng (2017) analyzed conversations on social media about self-gifting and found that the volume of self-gifting posts has significantly increased, going from about 6,900 total posts in 2010 to 63,400 in 2016, using hashtags such as #treatyoself. According to Deng (2017), the top three items consumers most often treat themselves to include food, clothing, and handbags, which altogether account for about 60% of the total posts in Deng’s study. It seems that consumers are more likely to indulge in self-gifting around holidays. A market research survey conducted in 2016 revealed that about 22% of respondents purchase gifts for themselves during or for the holidays (Fottrell, 2017). Another market survey reported that about 20% of respondents plan to spend more on

themselves, while 40% of respondents indicated that they at least consider doing so for holidays (Thomas, 2017).

As the quote above reflects, self-gifting is related to interpersonal gift-giving, as they often occur simultaneously. While self-gifting behavior has a lot in common with interpersonal gift-giving, it also has unique aspects that make it different from interpersonal gift-giving. Thus, looking at interpersonal gift-giving helps to provide an understanding of self-gifting.

Interpersonal Gift-Giving

A gift is defined as a material object or service voluntarily offered to somebody else or a group to celebrate some occasion or ritual activity (Heath et al., 2011). Interpersonal gift-giving refers to a “process of gift exchange that takes place between a giver and a recipient” (Rugimbana et al., 2003, p. 64). Interpersonal gift-giving has long been a social and cultural ritual within many societies (Ward & Tran, 2008). Because exchanging objects has symbolic meaning, gift exchange is viewed as an expressive activity that conveys culturally-symbolic meanings (Sherry, 1983).

Historically, interpersonal gift-giving behavior has been described as a perpetual activity representing psychological and sociological phenomena in order to maintain, establish, and strengthen social relationships (Clarke et al., 2005). According to Clarke and Mortimer (2013), interpersonal gift-giving represents an individual’s role, such as a good parent, a good spouse, or a good friend. That is, a gift is given to express the giver, her or himself, to a receiver, and therefore to form social networks and communities (Chakrabarti & Berthon, 2012). Indeed, consumers engage in interpersonal gift-giving as a regular kind of ritual. According to the literature, US consumers buy an average of six birthday gifts for others per year (Ward & Tran, 2008). The total amount of expenditure on gifts has been growing over the past few decades. US

consumers are expected to spend an average of \$800 on gifts just for the winter holiday (Givi & Galak, 2020). Another recent study reported that US consumers spend approximately \$131 billion on buying gifts, and that gift buying accounts for 10% of the total retail market (Rai et al., 2017). Due to the continued purchase of gifts, gift-giving has been increasingly explored in various academic research, including in the disciplines of anthropology, sociology, and consumer research (Beatty et al., 1991).

Interpersonal Gift-Giving vs. Self-Gifting

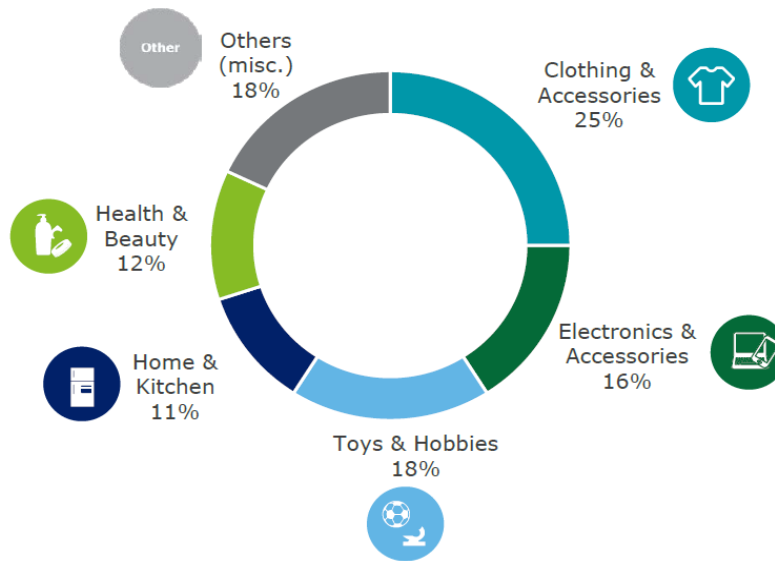
Past studies identify two forms of gifts per the giver: interpersonal gifts and self-gifts (Ward & Tran, 2008). In many studies, gift-giving has been positioned as dyadic and interpersonal in nature, whereas self-gifting has focused more on the self (Weisfeld-Spolter et al., 2006). Self-gifting studies have been conducted as a sub-topic of gift-giving, but unlike in interpersonal gift-giving, in the self-gifting domain, the giver and receiver are the same person (Pusaksrikit & Kang, 2016). While interpersonal gift-giving has been extensively studied, self-gifting research has advanced more slowly. Self-gifting has been predominantly limited in Western cultures, where individualism is valued, rather than being studied globally (Tynan et al., 2010). Recently, however, due to a growing ubiquitous interest in self-directed purchase behavior, studies on self-gifting have been on the increase (Mortimer et al., 2015).

Mick and Demoss (1990a) identified three analogous dimensions of both interpersonal gift-giving and self-gifting: *communication, exchange, and specialness*. For the communication dimension, interpersonal gift-giving plays a role in sending various messages, such as affection, celebration, or gratitude. Self-gifts with a self-communication function hold symbolic messages that include affective and cognitive meanings for the self, which expresses the self-concept or self-identity and further enhances self-esteem (Mick & Demoss, 1990a). In the exchange

dimension, interpersonal gift-giving is associated with a perpetual interchange. Individuals sometimes feel an obligation to give and receive gifts, whereas the obligation in self-gifting is related to “nonmonetary compensation,” or a degree of deservingness. In terms of the specialness dimension, meaningful and sincere gifts are deemed as special regardless of whether they are interpersonal or self-gifts (Mick & Demoss, 1990a).

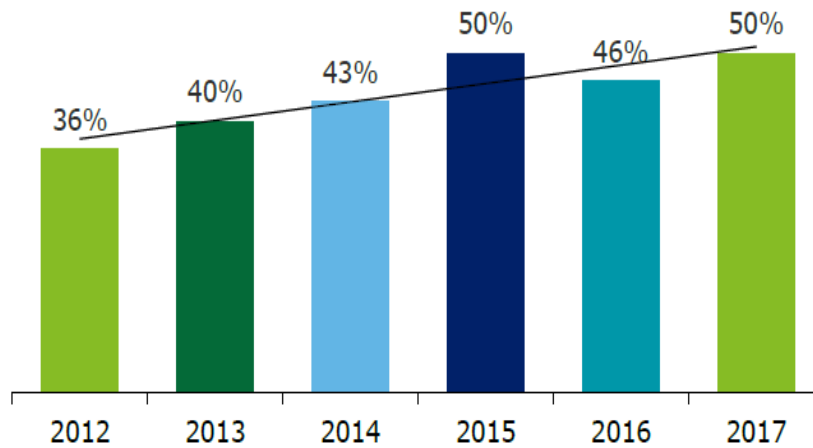
Ward and Tran (2008) identified a concurrence between buying self-gifts and buying gifts for others. That is, consumers often seek self-gifting opportunities while gift shopping for others, and especially on certain gift-necessary occasions. Consumers may buy something for themselves, justifying that they are already out (e.g., in a shopping mall) to shop for a birthday gift for a friend, and the circumstances allow them to reward themselves for their hard work or to help reduce stress (Ward & Tran, 2008). This finding is supported by a recently conducted survey in the U.S by Deloitte (2017). According to the survey, fashion products (e.g., clothing and accessories) account for the items most frequently purchased as gifts, or 25%, as shown in Figure 1. Roughly half of the respondents revealed that they shop for themselves while shopping for others, as illustrated in Figure 2. Additionally, 53% of the respondents prefer to buy gifts for themselves that embody indulgence and that others would not buy for them (Deloitte, 2017).

Figure 1. Percent of Gift Categories for Others



Note. Sourced from Deloitte survey (2017), p. 12.

Figure 2. Percent of Self-gifting when Shopping for Others



Note. Sourced from Deloitte survey (2017), p. 13.

COVID-19 has significantly influenced consumer psychology, which, in turn, has affected consumer behavior (Zwanka & Buff, 2021). For example, the Boston University School

of Medicine (2020) revealed that during the pandemic 27.8% of U.S. adults experienced depression and anxiety, which is four times higher than pre-pandemic numbers. According to Sneath et al. (2009), an individual experiences psychological distress due to various life events, ranging from personal crises (e.g., divorce or illness) to collective tragedies (e.g., natural disasters). Those who face such stressful life events may seek to cope with the resulting psychological distress by engaging in self-indulgent consumption, such as self-gifting, in an attempt to feel better (Darrat et al., 2016; Mick & Demoss, 1990a). In this sense, self-gifting, rather than interpersonal gift-giving, can be used as a coping mechanism. Therefore, investigating self-gifting behavior may provide useful insights for understanding consumer behavior during uncertain and unpredictable times.

Self-Gifting and Consumer Perceived Values

Consumers have increasingly engaged in buying gifts for themselves, rather than just buying gifts for others (Weisfeld-Spolter & Thakkar, 2012). Mick and DeMoss (1990a) claimed that self-gifts are different from other types of consumption by defining them as “(1) personally symbolic self-communication through (2) special indulgences that tend to be (3) premeditated and (4) highly context-bound” (Mick & Demoss, 1990a, p. 328). This definition has been extensively cited in many studies on self-gifting (Clarke & Mortimer, 2013; Heath et al., 2015; Mckeage et al., 1993; Olshavsky & Lee, 1993; Park, 2018; Weisfeld-Spolter et al., 2006). Self-gifting is characterized as “internally attributed, exclusively personal, pleasure-oriented and independent of an immediate need” (Clarke & Mortimer, 2013, p. 473). Primary self-gifting motivations and contexts include a reward gift for success or accomplishment of an individual goal; a therapeutic gift to feel better; a hedonic gift for fun and excitement; and a celebratory gift for holidays and ones’ birthday (Clarke & Mortimer, 2013; Mick & DeMoss, 1990a).

In various self-gifting contexts, socio-psychological values can be fulfilled, and this is acknowledged in the way a consumer perceives the self-gift, regardless of whether the gift is a product or a service. Self-gifting embodies emotional enhancement, as consumers tend to enjoy pleasure and excitement when pursuing something for themselves (Clarke & Mortimer, 2013; Heath et al., 2011). Experiential self-gifts, such as travel or a book, may fulfill a sense of curiosity as well as a desire for knowledge (c.f., Howland, 2010). Furthermore, self-gifts can involve social activities. For example, special drinks/meals out are related to social interaction, and fashion-related self-gifts (e.g., clothes or cosmetics) are purchased to improve individual appearance and social image (Heath et al., 2011). Sometimes, self-gifts are bought due to functional benefits, which focus on quality, durability, or price. As described, consumers perceive various values through self-gifts that can fulfill their desires. In this regard, consumer perceived values (CPVs) have been considered as a primary motivation, which ultimately leads to actual behavior (Yang & Peterson, 2004). Moreover, CPVs are deemed important, as they influence consumer satisfaction at the post-purchase stage (Churchill & Surprenant, 1982). That is, CPVs may play an important role in self-gifting behavior and post-purchase behavior. In this respect, CPVs provided the conceptual framework for this dissertation.

Past retail and consumer behavior studies have explored and identified primary CPV dimensions in consumer buying behavior. CPVs are constructs made up of various dimensions, such as utilitarian, hedonic, functional, social, emotional, epistemic, and conditional values (Chi & Kilduff, 2011; Sheth et al., 1991; Sweeney & Soutar, 2001). The value dimensions are independent as they “relate additively and contribute incrementally to choice” (Sweeney & Soutar, 2001, p. 205). Consumer purchase behaviors have been found to be guided by CPVs in various product or service use situations (Pura, 2005).

Consumer Satisfaction

Consumer satisfaction has been at the center of attention in the Marketing discipline, as it affects brand loyalty and repurchase intention, both of which, in turn, typically influence revenue growth (Churchill & Surprenant, 1982). Consumer satisfaction refers to “an emotional response that results from a cognitive process of evaluating the service received against the costs of obtaining the service” (Tam, 2004, p. 899). Consumer satisfaction with a purchase is regarded as the ultimate goal for businesses (Otieno et al., 2005).

Per Oliver (1981), Expectancy Disconfirmation Theory (EDT) illustrates how consumers build post-purchase satisfaction (c.f. Churchill & Surprenant, 1982; Darke et al., 2010; Wallace et al., 2004; Westbrook, 1987) by comparing prior expectations about the anticipated performance with perceived outcomes. In other words, post-purchase satisfaction is determined by an alignment between expectation and perceived performance of the purchased product (Oliver, 1981). Positive disconfirmation (i.e., when the outcome exceeds one’s expectation) leads to satisfaction (Oliver, 1981). EDT has been widely employed in examining the impacts of CPVs on post-purchase satisfaction (Chi, 2015; Kim & Damhorst, 2010; Yang & Peterson, 2004).

The process of self-gifting consumption allows an individual to form expectations as well as assess outcomes, as self-gifting is a motive-centered consumption behavior that is associated with rewarding and pampering oneself (Mouakhar-Klouz et al., 2016). For example, consumers may purchase a gift for themselves to celebrate an accomplishment (e.g., a promotion at work) and evaluate how the gift properly reflects their enhanced self-concept (i.e., social value). That is, self-gifting allows consumers to establish value-laden expectations for and to evaluate the performance of the self-gift, which may ultimately influence their satisfaction. Drawing on EDT, consumer satisfaction can be better understood by comparing expectations with outcomes of

CPVs relative to self-gifting. In this dissertation, EDT was adopted as a theoretical framework to address how self-gifting behavior framed by CPVs affects consumer satisfaction. By doing so, the results of the study provide retail managers, practitioners, and consumer researchers with a deeper understanding of the role of satisfaction as an outcome of self-gifting behavior.

Research Gaps

Although the topic of self-gifting has been studied, there remain several gaps in the research. Despite the growing attention to self-gifting in marketing practice, the academic understanding of self-gifting behavior is very limited in comparison with interpersonal gift-giving behavior. Overall, the general gift-giving literature is relatively well established, and includes studies on gift-giving motivations (Goodwin et al., 1990; Mathur, 1996; Segev et al., 2013), the symbolic meaning of gifts (Areni et al., 1998; Wolfinbarger, 1990), meanings of gift brands (Clarke et al., 2005; Parsons, 2002), gift exchange from an anthropological view (Beatty et al., 1991) and a social/psychological view (Chakrabarti & Berthon, 2012; Mathur, 1996), as well as cross-cultural comparisons of gift-giving behavior (Beatty et al., 1991; Park, 1998). However, the majority of self-gifting studies have simply replicated interpersonal gift-giving studies, including motivations for self-gifting (Clarke & Mortimer, 2013; Heath et al., 2015; Mick & Faure, 1998), material value of self-gifts (Mckeage et al., 1993), mood or emotional attribution of self-gifts (Luomala & Laaksonen, 1997), self-gift brand messages (Heath et al., 2011), and cultural comparisons of self-gifts (Pusaksrikit & Kang, 2016; Tynan et al., 2010). The self-gifting phenomenon has been growing, whereas interpersonal gift-giving has remained stable (Deloitte, 2017), therefore it is beneficial to pay academic attention to self-gifting to better understand why consumers engage in the behavior.

Given the context-bound characteristics of self-gifts, the majority of research on the topic are exploratory studies on motivations of self-gifting behavior (Clarke & Mortimer, 2013; Heath et al., 2015; Mick & Demoss, 1990b; Mick & Faure, 1998). For example, to investigate what prompts consumers to engage in self-gifting, Mick and Demoss (1990b) identified five primary motivations: (1) to reward after achievement (e.g., promotions, graduations), (2) to feel better when depressed and stressed, (3) to celebrate holidays (e.g., Christmas), (4) to spend extra money, and (5) to purchase due to needs for certain goods. Most of the aforementioned motivations are supported by recent research (c.f., Clarke & Mortimer, 2013; Mortimer et al., 2015; Tynan et al., 2010). As illustrated, the majority of self-gifting studies have been dependent on exploratory investigations, and therefore empirical study of self-gifting remains sparse.

Previous studies have attempted to develop measurements to investigate consumer self-gifting behaviors; however, they have primarily sought to explain the motivations of self-gifting, and are specifically limited to therapeutic and hedonic motives. For example, Kang and Johnson (2011) developed a retail therapy scale, which illustrates therapeutic motives in consumer behavior. Yurchisin et al. (2008) investigated the self-consumption behaviors of college students based on the motivational study of compensatory consumption, originally conducted by Woodruffe-Burton (1997), and relied on the single context of therapeutic-driven consumption. Arnold and Reynolds (2003) and Babin et al. (1994) established the hedonic shopping motivation scale to highlight various dimensions of hedonic shopping. Combined, these attempts partly address self-gifting behavior, but fail to explain the comprehensive nature of self-gifting behavior and primarily from the CPV viewpoint. Last, Mortimer et al. (2015) specifically developed a self-gifting scale that describes various motivations for self-gifting, including reward, personal disappointment, celebratory, therapeutic motivation, negative mood reduction,

positive mood reinforcement, and hedonic motivation. The authors' scale is primarily based on motivations of self-gifting rather than the role played by CPVs. It appears that there are no recent studies that have investigated self-gifting behavior from the CPV perspective.

Existing studies have focused on antecedents of self-gifting behavior, such as psychological/emotional states (i.e., hedonic shopping, self-indulgence, and materialism) (Clarke & Mortimer, 2013; Mick & Faure, 1998; Mortimer et al., 2015), paying little attention to consumer satisfaction at the post-purchase stage. A few studies (c.f., Clarke & Mortimer, 2013; Heath et al., 2015) have focused on dissatisfaction more than satisfaction in self-gifting behavior. These studies, however, did not find that negative emotional consequences were universal across self-gifting contexts, which implies that self-gifting may at times elicit satisfaction rather than dissatisfaction. Previous studies have found that CPVs are associated with post-purchase satisfaction (Chi, 2015; Kim & Damhorst, 2010; Yang & Peterson, 2004). However, empirical studies that examine the extent to which CPVs might result in consumer satisfaction with self-gifting at the post-purchase level have not been conducted.

Despite the distinctive characteristics of self-gifting, the phenomenon has been largely situated as a subtopic of gift-giving, therefore it has not yet been fully investigated and explored as a topic all its own. Past literature on self-gifting is limited to motivations leading to questions about what CPVs are manifest in self-gifting behavior and how CPVs might impact consumer satisfaction with self-gifts. This dissertation focused on the development of a valid measurement of self-gifting behavior through the lens of CPV. In doing so, the findings help to explain the nature of self-gifting behavior in a more comprehensive manner.

Purpose and Objectives

As earlier studies have found, a discrepancy exists between what businesses think their consumers value and the values consumers perceive through consumption (Chi & Kilduff, 2011). Providing a product or service that allows a brand to better meet CPVs than its competitors is an essential marketing strategy because it is an effective way to gain competitive advantage (Chi & Kilduff, 2011; Kim & Damhorst, 2010). The role of CPVs in self-gifting behavior, therefore, needs to be studied thoroughly to gain a better understanding of what consumers strive to fulfill via self-gifting. As described above, the existing self-gifting literature, however, is mostly comprised of exploratory investigations into motivations and contexts, and empirical approaches to value-oriented self-gifting are lacking. In addition, most empirical studies have focused on antecedents of self-gifting rather than on post-purchase behavior, such as consumer satisfaction. Therefore, the two-fold purpose of this dissertation was: (1) to develop a self-gifting scale from the CPV perspective and (2) to test the developed scale to examine whether CPVs in self-gifting influence consumer satisfaction. To address the purpose of the study, the dissertation addressed three objectives: (1) to identify CPVs pertinent to self-gifting behavior, (2) to develop a reliable and valid scale to operationalize the self-gifting concept relative to CPVs and, (3) to examine the relationships between CPVs in self-gifting and consumer satisfaction.

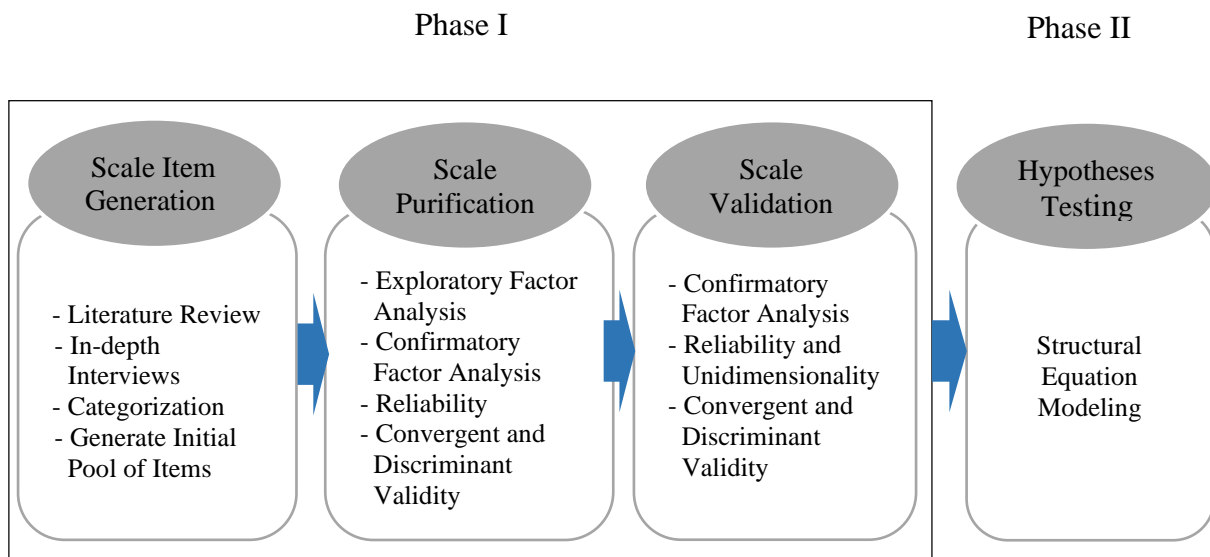
A systematically developed measurement allows future researchers to better study the concept of self-gifting as it pertains to CPVs. Furthermore, investigating the role of CPVs in post-purchase behavior, such as satisfaction, provides better insight into the role of satisfaction relative to self-gifts. As a theoretical framework, expectancy disconfirmation theory (EDT) sheds light on the CPVs that are pertinent to expectations and outcomes of self-gifting. The results of

the relationship between CPV-oriented self-gifting and satisfaction provide meaningful managerial and theoretical implications.

Research Design

As will be discussed in detail within Chapter III, the research design is comprised of two phases (see Figure 3). In Phase I, scale development was performed to address Objectives 1 and 2. In Phase II, the conceptual framework was tested using Structural Equation Modeling (SEM) to address Objective 3. For the scale development in Phase I, Churchill’s (1979) paradigm was adopted. Based on the paradigm, the *scale item generation*, *scale purification*, and *scale validation* steps were conducted by examining how CPVs influence self-gifting behavior.

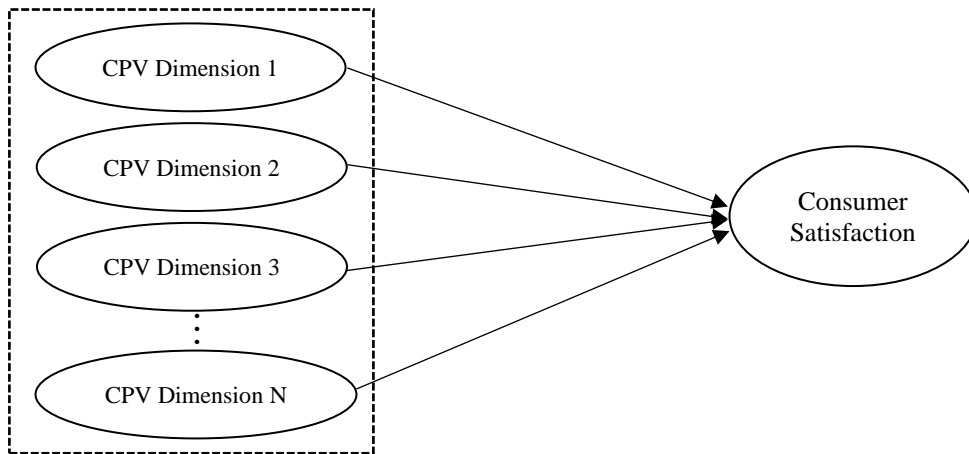
Figure 3. Scale Development Process



Note. Based on information from Arnold and Reynolds (2003); Forsythe et al. (2006)

In Phase II, to achieve the third objective of the dissertation, to examine the relationships between CPVs in self-gifting and consumer satisfaction, a structural model was developed. The conceptual framework is illustrated in Figure 4.

Figure 4. Conceptual Framework for CPV Dimensions in Self-Gifting and Relative to Consumer Satisfaction



Scope and Significance

As consumers become more self-oriented, self-gifting has become a growing phenomenon (Mortimer et al., 2015). However, self-gifting has not been the subject of a great deal of empirical research. Thus, the investigation into self-gifting behavior from the CPV viewpoint and relative to consumer satisfaction offers several theoretical and managerial implications.

First, this dissertation explored self-gifting behavior as guided by CPVs. CPVs have been considered critical for explaining consumer purchase intention as well as actual behavior (Yang & Peterson, 2004). CPVs have been therefore deemed a key element for successful product development and marketing, and play a strategic role in terms of competitive advantage (Chi, 2015). In this dissertation, CPVs were employed as a conceptual framework for investigating self-gifting. Identifying CPVs manifested in self-gifting extends the overall body of knowledge about self-gifting behavior. The results of this dissertation therefore provide insights for retailers,

marketers, and consumer researchers to better understand the role of CPVs in consumers' self-gifting behavior.

Second, the primary theoretical significance of this dissertation is the development and testing of a valid scale to measure self-gifting dimensions framed by CPVs. This is one of the first attempts to address the lack of available self-gifting measures by systematically developing and validating a scale. The developed measurement tool is useful to researchers studying self-gifting behavior framed by CPVs, expanding upon the self-gifting scales of Mortimer et al. (2015). The resulting scales can be applied in research across disciplines, such as fashion, tourism, hospitality, consumer needs, or entertainment.

Third, this dissertation focused on post-purchase behavior, which has not yet been examined in the context of self-gifting behavior. More specifically, this study investigated the relationship between the CPVs relative to self-gifting and consumer satisfaction. The dissertation sheds light on how consumers evaluate CPV-laden self-gifting at the post-purchase stage by investigating consumer satisfaction as a self-gifting consequence. The results of the study focused on the critical dimensions of CPV-oriented self-gifting behavior that are likely to generate consumer satisfaction, and therefore, can help marketers and retailers to better position their products and services to elicit consumer satisfaction.

Finally, this dissertation employed EDT as a theoretical framework to investigate the extent to which consumer satisfaction is influenced by expectations regarding outcomes of self-gifting guided by CPVs (Liao et al., 2011). The results of this dissertation offer new insight into satisfaction resulting from expectancy disconfirmation (i.e., disparity between prior expectations and perceived outcomes) as applied to self-gifting and particularly self-gifting that is guided by

CPVs. Therefore, findings have implications for understanding the antecedents and consequences of self-gifting and CPVs.

Definition of Key Terms

The following Table 1 provides definitions of the terms used throughout the dissertation.

Table 1. Definition of Key Terms

Key Terms	Definitions
Conditional Value	The perceived utility acquired by an alternative as the result of the specific situation or set of circumstances facing the choice maker. An alternative acquires conditional value in the presence of antecedent physical or social contingencies that enhance its functional or social value (Sheth et al., 1991, p. 162).
Consumer Perceived Value (CPV)	Consumer's overall assessment of the utility of a product (or service) based on perceptions of what is received and what is given (Sweeny & Sauter, p. 204).
Consumer Satisfaction	An emotional response that results from a cognitive process of evaluating the service received against the costs of obtaining the service (Tam, 2004, p. 899).
Emotional Value	The perceived utility acquired from an alternative's capacity to arouse feelings or affective states. An alternative acquires emotional value when associated with specific feelings or when precipitating or perpetuating those feelings (Sheth et al., 1991, p. 161).
Epistemic Value	The perceived utility acquired from an alternative's capacity to arouse curiosity, provide novelty, and/or satisfy a desire for knowledge (Sheth et al., 1991, p. 162).
Functional Value	The perceived utility acquired from an alternative's capacity for functional, utilitarian, or physical performance. An alternative acquires functional value through the possession of salient functional, utilitarian, or physical attributes (Sheth et al., 1991, p. 160).
Hedonic Value	Consumers' evaluations of a shopping experience related to multisensory, fantasy, entertainment, and emotional worth of shopping that is non-instrumental, experiential, and affective (Arnold & Reynolds, 2003; Sánchez-Fernández & Iniesta-Bonillo, 2007, p. 436).
Interpersonal Gift-Giving	The process of gift exchange that takes place between a giver and a recipient (Rugimbana, Donahay, Neal, & Polonsky, 2003, p. 64).

Key Terms	Definitions
Self-Gifting	A performative process in which products and services purchased by an individual are ‘gifted’ to themselves (Heath et al., 2011; Howland, 2010).
Social Value	The perceived utility acquired from an alternative’s association with one or more specific social groups. An alternative acquires social value through association with positively or negatively stereotyped demographic, socioeconomic, and cultural-ethnic groups (Sheth et al., 1991, p. 161).
Utilitarian Value	Consumers’ evaluations of a shopping experience along the value dimensions of instrumental, task-related, rational, functional, cognitive, and a means to an end (Sánchez-Fernández & Iniesta-Bonillo, 2007, p. 436).

Outline of the Dissertation

Chapter I addressed the background of the study, the research gaps, and the research purpose and objectives. The research design was briefly explained, along with the scope and significance of the dissertation. The chapter concluded with definitions of key terms.

Chapter II provides a thorough review of the literature regarding self-gifting behavior. The major theoretical foundations of CPVs and satisfaction are addressed and hypotheses to test the conceptual model are developed.

Chapter III describes the methodology that is used to conduct the study. The research design, including data collection methods and statistical approaches for scale development based on Churchill’s (1979) paradigm is discussed. A summary of the data analysis approach is also provided.

Chapter IV presents the results of the study, broadly including scale development and hypotheses testing. Details of sample characteristics and data analysis for each statistical process are provided for both scale development and hypotheses testing.

Chapter V concludes the study by providing discussion, conclusions, theoretical and managerial implications, and limitations of the study results. Future research directions are also provided.

CHAPTER II: LITERATURE REVIEW

The purpose of this dissertation was two-fold: (1) to develop a self-gifting scale from the CPV perspective and (2) to test the developed scale to examine whether CPVs in self-gifting influence consumer satisfaction. This chapter provides an in-depth review of the literature on the major concepts relevant to the topic, including the theoretical foundations of the dissertation, as well as an overview of the conceptual framework. To this end, this chapter is structured as follows: (1) Self-gifting; (2) Consumer Perceived Values; (3) Consumer Satisfaction; (4) Conceptual Framework and Hypotheses Development; and (5) Summary.

To address the purpose of the study, the first section provides a detailed review of the self-gifting literature, including the concept of self-gifting, studies that examine the primary motivations and contexts of self-gifting behavior, and conceptual approaches to self-gifting, as well as theoretical foundations of self-gifting. The second section provides discussion of consumer perceived values (CPVs), including theoretical approaches (i.e., unidimensional and multidimensional approaches) used to examine them and discussion of the scales developed to measure them. In the third section, studies that investigate CPVs and consumer satisfaction are discussed. This is followed by explanation of the conceptual model and hypotheses to be tested. Finally, the chapter concludes with a summary.

Self-Gifting

As briefly described in Chapter I, consumption patterns have become more self-centered and self-directed (Heath et al., 2015). Among consumers, giving oneself a gift often plays an important role in coping with various life events (Tynan et al., 2010). The majority of prior self-gifting studies have focused on five aspects of self-gifting behavior: (1) motivations of self-

gifting behavior, (2) antecedents of self-gifting, (3) luxury self-gifting, (4) cross-cultural comparisons of self-gifting behavior, and (5) the conceptualization of self-gifting. More specifically, many studies investigate pre-purchase behavior of self-gifting, including the motivations for and antecedents of self-gifting. While the majority of self-gifting research has focused on self-gifts in general, some studies have shed light on luxury self-gifts. Studies also have attempted to extend the self-gifting concept to provide theoretical insight into the behavior. A more detailed discussion follows.

First, most of the seminal studies on self-gifting explore motivations and contexts, including two different types of self-gifting behaviors: general self-gifting and luxury self-gifting. These studies have identified various motivations of general self-gifting, such as for reward, therapeutic, celebratory, and hedonic purposes (Heath et al., 2011; Heath et al., 2015; Mick & Demoss, 1990a; Mortimer et al., 2015), and motivations of luxury self-gifting, such as utility, remuneration, incentive, consolation, allowance, self-regard, indulgence, nostalgia, and celebration (Kauppinen-Räsänen et al., 2014). In a similar vein, Mick and Demoss (1990b) identified four dimensions of self-gifting characterizing unique aspects of self-oriented consumption, including self-communication, exchange, specialness, and hedonic aspects. In addition to the motivations of self-gifting, Heath et al. (2011) investigated self-gifting items most frequently purchased (i.e., clothing and cosmetics) and various marketing communications encouraging self-gifting, such as slogans among clothing and cosmetic brands. Given the experience-laden nature of the phenomenon, most studies are exploratory investigations. To better understand the purpose of the dissertation, this section explains the concept of self-gifting as a type of consumption behavior, and provides a review of the self-gifting literature with a

particular focus on the reasons and theoretical explanations for, as well as measurement of the behavior.

What is Self-Gifting?

According to Mick and Demoss (1990a), self-gifting is defined as “personally symbolic self-communication through special indulgences that tend to be premeditated and highly context-bound and it can be products, services, or experiences” (p. 322). Heath et al. (2011) stated that self-gifting is distinct from other personal consumption behaviors, such as impulse buying, due to particular consumer motivations and contexts. For example, Park (2018) suggested that a mundane purchase made on a daily basis (e.g., a cup of coffee from Starbucks) can be a self-gift, if it fits contexts or various circumstances, such as a successful meeting or stressful work day. In this sense, any type of product, experience, or service can be a self-gift as long as it instills thoughts and feelings directed to the self, as well as a sense of specialness (Mick & Demoss, 1990a). Self-gifting behavior is generally an internally-oriented, pleasure-seeking, and premeditated type of consumption behavior. In addition, self-gifting behavior is based on degrees of self-control or self-esteem and tends not to be repetitive (Clarke & Mortimer, 2013). However, some researchers point out that self-gifting is not always intentional or controlled, and can be related to impulsive purchasing depending on the consumers’ emotional state (Clarke & Mortimer, 2013; Luomala & Laaksonen, 1997; Seo & Hodges, 2020; Shapiro, 1993).

Past studies have found that self-gifting behavior can occur differently according to individual demographic characteristics, such as gender, marriage status, and age. Previous literature has found that females engage in both gift-giving (Areni et al., 1998) and self-gifting (Ward & Tran, 2008) more than males. This is because, historically, females have primary responsibility within a family for purchasing gifts for specific occasions (e.g., birthdays,

holidays) (Ward & Tran, 2008). Females are also more likely to act on self-gifting opportunities while they shop for others. In addition, singles and people who live alone are more likely to purchase gifts for themselves compared to married individuals (Ward & Tran, 2008), especially in a holiday context, such as Christmas (Mick & DeMoss, 1992). Because they do not have family or a significant other, and therefore do not have people around them who expect to receive a gift, unmarried people are more likely to buy a gift for themselves (Ward & Tran, 2008). Different age groups also have different propensities to adopt self-gifting. For example, compared with younger generations, older generations are less likely to engage in self-gifting as they are less concerned about obtaining new material items and more concerned about existing, memory-laden possessions (Mick & DeMoss, 1992).

In terms of items purchased as self-gifts, the majority of self-gifts have been found to consist of clothing, shoes, and beauty products (Heath et al., 2011). Interestingly, top brands in these product categories frequently promote self-gifting messages in their advertisements, such as “treat yourself,” “love yourself,” “you deserve it,” or “you are worth it,” to attract consumers. Such communication is particularly common around holidays, and especially Christmas (Heath et al., 2011). The next section provides a review of the literature on self-gifting motivations and contexts.

Self-Gifting Motivations and Contexts

A myriad of research has explored and identified the multiple motivations and contexts of self-gifting, broadly including reward, therapeutic, celebratory, and hedonism (Clarke & Mortimer, 2013; Heath et al., 2011; Mick & Demoss, 1990a; Mortimer et al., 2015; Tynan et al., 2010). Each motivation is discussed below.

Reward

According to the literature, the predominant motivation for consumers to purchase self-gifts is that of reward (Mortimer et al., 2015). Mick and Demoss (1990) stated that self-gifts are “rewards and incentives for personal accomplishments” (p. 322). Self-gifts as rewards are more valued in Western cultures, where people are encouraged to reward themselves for successful performance and achievement (Mick & Faure, 1998; Park, 2018; Weisfeld-Spolter et al., 2006). Mortimer et al. (2015) stated that gift-giving for the self, as a form of self-gratification, takes place when consumers achieve personal goals and so they use self-gifts as rewards. This view of self-gifting proposes that rewarding the self may encourage self-efficacy, enhance the self-concept, and promote self-satisfaction, which may, in turn, contribute to better performance (Bandura, 1982; Mick et al., 1992; Olshavsky & Lee, 1993), and lead to further achievement behavior (Mick & DeMoss, 1992).

Reward self-gifting is often observed alongside therapeutic self-gifting (Mick & Faure, 1998; Mortimer et al., 2015); however, a reward for achieving a personal goal has been found to be a more powerful context than giving a therapeutic self-gift for failure (Park, 2018). Mick and DeMoss (1992) found that types of self-gifts are different depending on contexts. For example, reward self-gifts may include clothing, food from a full-service (expensive) restaurant, or travel, whereas therapeutic self-gifts are likely to be temporary diversions, such as fast food, music-related items, personal care services, or outdoor entertainment. Such findings imply that reward self-gifting occurs due to a sense of deservingness for the accomplishment, while therapeutic self-gifting is used to relieve stress, reduce negative moods, or escape from current stressful issues (Mick & DeMoss, 1992).

Therapeutic

Therapeutic self-gifting has been predominantly observed in negative situational contexts (Faure & Mick, 1993; Mortimer et al., 2015) and is often an attempt to alleviate the bad feelings or frustration resulting from an individual's experience of failure (Luomala, 1998). Self-gifts in this context are used to reduce or alleviate negative emotions, such as stress, self-pity, guilt, anxiety, sadness, and depression (Clarke & Mortimer, 2013; Mortimer et al., 2015; Mick & Faure, 1998), or to escape or ignore a current problem (Heath et al., 2011). This type of self-gifting also occurs as a means to cheer oneself up when dealing with poor performance, a natural disaster, low self-esteem, loneliness, abandonment, personal sadness, or a perceived significant loss (Clarke & Mortimer, 2013; Heath et al., 2011). Therapeutic self-gifting can provide a shopping experience that allows individuals to clear their minds and reduce negative moods (Heath et al., 2011). In addition to the acquisition of material items, self-gift shopping provides individuals with an opportunity to have contact with others (i.e., social interaction), which sometimes results in lifting a mood (Heath et al., 2011).

Therapeutic self-gifting involves a distinctive psychological process, unlike self-gifting for reward (Mick & Faure, 1998). Heath et al. (2011) stated that, in comparison with other motivations, self-gifting with a therapeutic purpose is heavily reliant upon the individual's mood, and occurs when individuals fail tasks or go through traumatic experiences, in an attempt to make themselves feel better. For example, when someone goes through a difficult time, such as losing family to disease or failing an important exam/promotion, they buy something for themselves as a means of compensation for the bad experience and essentially as a coping strategy (Heath et al., 2011).

Self-gifting behavior is inherently hedonic in nature (Heath et al., 2011), which is psychologically founded on indulgence (Clarke & Mortimer, 2013). However, therapeutic self-gifting is less likely to be associated with indulgence-driven hedonic shopping due to its foundation in negative emotions. In general, levels of indulgence are lower in self-gifts for therapeutic contexts than other motivations of self-gifting because the goal of therapeutic self-gifting is to increase delight and reduce depression, therefore it does not necessarily need to be indulgent (Clarke & Mortimer, 2013). Hence, therapeutic self-gifts tend to be less practical or functional than other motivations for self-gifts (Clarke & Mortimer, 2013).

Celebratory

Special occasions, such as birthdays or holidays (e.g., Christmas) can often prompt consumers to buy gifts for themselves to celebrate (Heath et al., 2015). This type of self-gifting context is most common during the holiday season. When individuals have no one to celebrate with or live alone, they are more likely to buy gifts for themselves (Mortimer et al., 2015; Ward & Tran, 2008). Heath et al. (2011) found that holidays make consumers feel justified to self-gift. Moreover, celebratory self-gifting is motivated by the desire to evoke memories, whereas reward self-gifting is self-gratification through goal achievement (Mortimer et al., 2015). Celebratory self-gifting is often correlated with indulgence. Through celebratory self-gifting, people tend to be indulgent, happy, and excited, as hallmark occasions promote personal acknowledgment, which allows personal fulfillment (Clarke & Mortimer, 2013). Celebratory self-gifts mirror “self-purpose, individual uniqueness as well as personal heritage” that reflect important times, such as turning points or significant life events (Clarke & Mortimer, 2013, p. 474). Interestingly, Heath et al. (2015) found that consumers sometimes use self-gifting to compensate themselves on special occasions, such as birthdays, implying that special holidays can be used as legitimate

reasons for compensating themselves for their hard work. Moreover, celebratory self-gifts are less likely to engender post-purchase regret, due to deservingness (Clarke & Mortimer, 2013).

Hedonic

Self-gifts are typically considered to be hedonic in nature regardless of motivations (Clarke & Mortimer, 2013; Heath et al., 2011; Kauppinen-Räsänen et al., 2014; Luomala, 1998; Tynan et al., 2010). Hedonism is associated with positive feelings (e.g., fun and gratification) and experiences during shopping (Chen & Kim, 2013). Pleasant shopping experiences and the emotional and fantasy aspects of self-gifting are in line with the characteristics of hedonic consumption (Heath et al., 2011). Hedonic self-gifts are characterized by experiences rather than everyday commodities or necessities (Mortimer et al., 2015). Consumers that self-gift for hedonic reasons tend to have self-indulgent traits and justify such self-indulgent purchase decisions by seeking pleasure, novelty, variety, and surprise (Clarke & Mortimer, 2013). Indeed, such fun-seeking hedonic motives were reported as a major reason for self-gifting by Mick and DeMoss (1990). Hedonic aspects often play a role across different self-gifting contexts. For example, in the reward context, self-gifting consumers feel satisfied, content, and proud, whereas in the therapeutic context, consumers feel refreshed and revived. Likewise, consumers feel good and excited in the celebratory context (Mick & Demoss, 1990a).

Gupta et al. (2018) suggest that the element of surprise ultimately promotes an intriguing experience, leading the consumer to feel positive emotions, such as delight, happiness, and excitement. For this reason, even a subscription, such as a monthly box of goods, can be a self-gift. This type of self-gift fulfills consumers' hedonic desire by adding the element of surprise, as if one is receiving a gift from someone else, because what is inside the box is unknown. Hedonic self-gifting also tends to occur in luxury consumption (Chen & Kim, 2013). According to Chen

and Kim (2013), consumers that are highly hedonic-driven are more likely to buy luxury brands for self-use.

Affective and Cognitive

In addition to the major motivations described above, two other motivations for self-gifting have been identified: affective and cognitive. Affective motivations are internal and emotion-driven, including to love the self, to fulfill a need, to remember something special (e.g., souvenirs of holidays) or to get closer to someone or something (e.g., personal memorials of absent loved ones). Cognitive motivations are more situation-specific, including having extra money to spend, because a self-gift has not been bought in a while, because the self-gift is a good deal, and because the self-gift goes with something else (Heath et al., 2011; Heath et al., 2015; Mckeage et al., 1993; Mick & Demoss, 1990a). A summary of studies that examine motivations for self-gifting is provided in Table 2.

Table 2. Summary of Primary Motivations in Self-Gifting Studies

Type	Motivation	Studies
Reward	To reward oneself for achievement or success	Heath et al. (2011); Heath et al. (2015); Kauppinen-Räsänen et al. (2014); Mick & Demoss (1990a); Mortimer et al. (2015)
Therapeutic	To relieve stress To feel loved To cheer oneself Negative mood reduction Personal disappointment To forget	Heath et al. (2011); Heath et al. (2015); Kauppinen-Räsänen et al. (2014); Mick & Demoss (1990a); Mortimer et al. (2015)
Celebratory	To celebrate special occasion	Heath et al. (2011); Heath et al. (2015); Kauppinen-Räsänen et al. (2014); Mick & Demoss (1990a); Mortimer et al. (2015)

Type	Motivation	Studies
Hedonic	To maintain a good feeling To enjoy life Positive mood reinforcement	Heath et al. (2015); Kauppinen-Räsänen et al. (2014); Mick & Demoss (1990a); Mortimer et al. (2015)
Affective	Love the self To fulfill a need To remember something special To get closer to absent loved ones	Heath et al. (2011); Heath et al. (2015); Mick & Demoss (1990a)
Cognitive	Extra money to spend Haven't bought a self-gift in a while A good deal To go with something else	Mckeage et al. (1993)

Antecedents of Self-Gifting

Researchers have investigated the antecedents of self-gifting behavior (Chen & Kim, 2013; Clarke & Mortimer, 2013; Mckeage et al., 1993; Mick & Faure, 1998; Park, 2018). Findings of these studies suggest that various factors, such as hedonism (Clarke & Mortimer, 2013), indulgence (Ningtias et al., 2019), and attitudes toward brand (Chen & Kim, 2013) can all play a role in self-gifting behavior. An individual's personal values (i.e., material value) have also been found to be important antecedents in self-gifting behavior (Mckeage et al., 1993). Moreover, drawing on attribution theory, Mick and Faure (1998) found that the extent of individual attribution may act as an antecedent of achievement self-gifting. This type of self-gifting commonly occurs after success; however, self-gifting likelihood can vary depending on whether the attribution is internal or external. The authors revealed that emotions and deservingness act as mediators in the path from attribution to self-gifting likelihood (Mick & Faure, 1998). Moreover, perceived sacrifice and self-achievement evaluation were found to act

as important predictors of self-gifting as a therapeutic reward in the context of success (Park, 2018). The majority of studies examining antecedents of self-gifting were conducted using a quantitative approach to demonstrate the influence of antecedents on self-gifting.

Luxury Self-Gifting

Most previous studies have focused on self-gifting in a broad sense, whereas a few studies have shed light specifically on luxury brands in self-gifting (Chen & Kim, 2013; Kauppinen-Räsänen et al., 2014). A qualitative study conducted by Kauppinen-Räsänen et al. (2014) identified perceptions of self-gifting with luxury brands and motivations of luxury self-gifts, including utility, remuneration, incentive, consolation, allowance, self-regard, indulgence, nostalgia, and celebration. From a traditional perspective, while self-gifting is self-oriented in nature, luxury brands are viewed as social statements. Combining two different areas, the study found that luxury fashion brands are not only purchased for socially-orientated reasons, but also for reasons related to oneself.

Chen and Kim (2013) compared buying intention of luxury fashion brands between for self-use and for gifts for others among Chinese consumers. The study examined how consumer values (e.g., materialism, hedonism, face saving, and social connections) and attitude toward luxury brands influenced buying intention of luxury fashion brands for two different purposes. The study found that hedonism and materialism were revealed to positively affect purchase intention for self-use only, whereas attitude toward luxury fashion brands had a positive impact on purchase intention for both self-use and gift-giving.

Cross Cultural Comparison of Self-Gifting

A few cultural comparisons of self-gifting behaviors have been conducted by researchers (Pusaksrikit & Kang, 2016; Tynan et al., 2010). Pusaksrikit and Kang (2016) made comparisons

of self-gifting behavior (i.e., self-gifting propensity, self-gifts selection effort, and self-gifting post-emotion) between four different ethnicities (White, Indian, Pakistani, and Bangladeshi) in the UK. The study found that there are significant differences in self-gifting behaviors among those groups of consumers, indicating the important role of cultural factors. Tynan et al. (2010) conducted a cross-cultural study between China and the UK comparing self-gifting motivations between these two countries. The study found that the nature of self-gifting in China is less self-oriented compared with the UK due to its characteristics of a collectivist culture, which prioritizes communities and groups over individuals.

Conceptual Approaches to Self-Gifting

Conceptual Studies

There have been many conceptual studies of self-gifting. For example, mood or emotional attribution is considered an important component in self-gifting behavior (Luomala, 1998; Luomala & Laaksonen, 1997). A theoretical conceptualization by Luomala (1998) explained that the affective component is closely related to self-gifting, which is in contrast to cognitive components of self-gifting (e.g., a preplanned characteristic). Luomala (1998) proposed potential linkages between mood-alleviative self-gifting and other types of consumption, such as impulse purchasing, recreational shopping, compensatory consumption, etc. Gupta et al. (2018) examined the popularity of the subscription box as a form of self-gifting, and conceptualized that the “surprise” element plays a role in consuming the subscription box as a self-gift. Suzuki and Kanno (2018) shed light on the symbolic aspects of self-gifting behavior among mothers in an interdependent culture (i.e., Japan). As motherhood has traditionally focused on raising children and nursing the elderly in Japan, self-gifting behavior among Japanese mothers was conceptualized as self-compassion.

Furthermore, based on attribution theory, Faure and Mick (1993) conceptualized that three dimensions of causal attributions (i.e., locus, controllability, and stability) may influence self-gifting likelihood through both affective and cognitive routes. Olshavsky and Lee (1993) introduced the metacognition aspect (i.e., awareness of ones' own cognitive process) of self-gifting and made comparisons between the desired state and actual state of motivations in three dimensions of self-gifting (i.e., self-communication, exchange, and specialness). They also conceptualized six characteristics of self-gifting: self-esteem, identity, deserving, perfect thing, escape, and discovery (Olshavsky & Lee, 1993). Finally, according to the conceptual framework proposed by Weisfeld-Spolter and Thakkar (2012), two contrary self-construal components, independence and interdependence, play significant roles in self-gifting intention. Independence positively influences attitude toward self-gifting intention, whereas interdependence has a negative impact.

Theories Applied to Self-Gifting

Self-Concept Theory Self-concept theory (Ball & Tasaki, 1992) is frequently employed to explain self-gifting behavior, suggesting that consumers make purchases for themselves for symbolic reasons to maintain and support the self-concept, self-identity, and self-esteem (Mick & Demoss, 1990b; Mortimer et al., 2015). The self-concept is a complex structure and refers to the composite beliefs a person holds about his or her own attributes (Solomon, 2017). Self-concept is important in understanding most, if not all, consumer behavior, as self-perceptions motivate behavior (Goldsmith et al., 1999).

Self-concept is comprised of two components: the actual self-concept and the ideal self-concept. Actual self-concept is the actual image or perception of what an individual is like, whereas ideal self-concept is the image or perception that the individual would like to be (Sirgy,

1982). The self-image congruence model posits that a product is selected when its attributes match some aspects of the actual or ideal self-concept (Solomon, 2017). Comparisons between the ideal and actual self-concept occur in consumers' daily lives and are viewed as self-dialogues, which have been found to be one of the major functions in self-gifting behavior (Olshavsky & Lee, 1993). For example, "the ideal self (well-disciplined) congratulates a real self (sometimes lazy) for perseverance toward a personal goal" (Mick & Demoss, 1990a, p. 328). Self-dialogue reflects special aspects of self, such as those that are "unique, personal, and important to the desired state or the perceived actual state" (Olshavsky & Lee, 1993, p. 549). The ideal self-concept may include strong willpower and when an individual achieves their goals (e.g., weight loss), they may purchase a pair of smaller sized pants as a self-gift that symbolically communicates congratulations on their willpower after the occasion has passed (i.e., success of losing weight). In sum, a self-gift allows for elevated self-esteem and serves as a reminder of the strong willpower they had in the past, should their willpower fluctuate (c.f., Olshavsky & Lee, 1993).

Attribution Theory Although self-concept theory helps to articulate the foundation of overall self-gifting behavior, attribution theory particularly helps to explain self-gifting as a reward and for therapeutic reasons. Attribution is "a psychological construct referring to the cognitive processes through which an individual infers the cause of an actor's behavior" (Calder & Burnkrant, 1977, p. 29). Attribution theory posits that people rationally process information and their responses are based on causal reasonings (Folkes, 1984).

According to Weiner (1985), the underlying causes of success and failure include three dimensions: locus, controllability, and stability. These dimensions influence behavioral consequences (Folkes, 1984). For example, self-gifting can be explained using the attributional

properties of locus, controllability, and stability. *Locus* refers to a perceived source of the motives that brings about the outcome, and it is composed of two sources: internal (i.e., outcome is attributed to individual self) and external (i.e., outcome is attributed to outside reasons) (Faure & Mick, 1993). The primary concept of locus is used to determine whether the cause of success or failure has something to do with oneself (i.e., internal) or somebody/something other than oneself (i.e., external) (Folkes, 1984). For example, if the success (e.g., passing the exam) is caused mainly by an internal attribution (e.g., effort), self-gifting likelihood increases compared to when the success is due to external attribution, such as luck. Positive outcomes due to the impact of internal motives tend to increase the likelihood of self-gifting because of the high degree of individual deservingness given one's abilities or sacrifice (Mick & Demoss, 1990b).

Controllability is the extent to which the causes of a consequence are of volitional or nonvolitional control (Faure & Mick, 1993; Folkes, 1984). Controllability can be identified depending on the controlling agent: internal (oneself, controllable) or external (someone else, uncontrollable). For example, a promotion at work that is attributed to internal controllable causes (e.g., working hard) may lead to willingness to engage in self-gifting as a reward. In contrast, when an individual fails an exam that is mainly due to an internal controlled cause, such as a lack of effort, it can engender guilt, which lowers the likelihood of self-gifting (Faure & Mick, 1993).

Stability is defined as “the perceived persistence of the cause” of success or failure, and ability is considered more stable than effort (Faure & Mick, 1993, p. 554). For example, if a successful speech is attributed to an internal and stable cause (i.e., intrinsic personality qualities), this type of success should be anticipated in the future, which makes it less special, lowering the likelihood of self-gifting. On the other hand, if the same outcome is caused by an internal

unstable attribution, such as extensive research effort, this makes the success more special, which leads to self-gifting likelihood (Faure & Mick, 1993).

In summary, multiple studies on self-gifting employ self-concept theory and/or attribution theory as theoretical grounds for investigating the behavior. Self-gifting can be examined through self-concept theory, as it suggests that consumers purchase gifts for themselves to elevate their self-esteem. Attribution theory illustrates the achievement contexts of self-gifting, explaining that the extent of perceived individual attribution for success and failure may influence self-gifting behavior. Examining the concept of self-gifting behavior and its underlying theoretical foundations helps to shape understanding of the nature of self-gifting behavior.

Overall, self-gifting research has frequently been studied at the pre-purchase level, identifying motivations, contexts, and antecedents of the behavior. Along with studies of self-gifting focused on the pre-purchase stage, a few studies have extended self-gifting to luxury fashion brands. There have also been a few cross-cultural studies on self-gifting behavior. Furthermore, a large number of past studies have focused on the concepts pertinent to self-gifting with the application of theoretical grounds of self-concept theory and attribution theory rather than empirical investigation of the phenomenon. Few studies have systematically investigated self-gifting behavior.

Consumer Perceived Values

Defining the Concept

According to Bilsky and Schwartz (1994), “values are concepts or beliefs, are about desirable end states or behaviors, transcend specific situations, guide selection or evaluation of behavior and events, and are ordered by relative importance” (p. 164). Each individual has a

unique value structure that guides and directs them to choose and justify their decisions/actions and evaluate their behaviors (Sarabia-Sanchez et al., 2012). Thus, consumer values are considered as key elements in marketing activities (Yang & Peterson, 2004) and can be critical to gaining or maintaining competitive advantage for companies (Chi, 2015; Gallarza & Saura, 2006). Therefore, consumer values are a key part of mission statements among businesses for long-term success (Grönroos, 1997; Sánchez-Fernández & Iniesta-Bonillo, 2007; Sweeney & Soutar, 2001).

Past studies have focused on investigating consumer values in the sense of how attributes of a product/service fulfill the consumers' needs. Multiple values important to consumer behavior have been identified, including utilitarian, hedonic, functional, emotional, social, epistemic, and conditional (Chi & Kilduff, 2011; Sheth et al., 1991; Sweeney & Soutar, 2001). For example, thrift shopping has been considered to be mainly driven by utilitarian normative values (e.g., money-saving activity), but the pursuit of thrift itself often generates a hedonic experience (Bardhi & Arnould, 2005). As consumers frequently perceive desired values through consumption, regardless of whether it is a product, service, or experience, understanding consumer values has far reaching implications for consumer and marketing research.

Consumer behavior can be better understood through consumer perceived values (Gallarza & Saura, 2006). According to a review of literature by Sánchez-Fernández and Iniesta-Bonillo (2007), as the nature of consumer perceived values (or CPVs) has been conceptualized as complex, multifaceted, dynamic, and subjective, two divergent research streams, unidimensional and multidimensional approaches, have emerged. The next section reviews the literature on the unidimensional approach to CPVs, followed by the literature on the multidimensional approach.

Unidimensional Approach

The unidimensional approach posits that CPV is a single, overall concept that can be evaluated by self-reported items and is generated by the effects of multiple antecedents (Sánchez-Fernández & Iniesta-Bonillo, 2007). As a unidimensional approach, Zeithaml (1988) defined CPV as “the consumer's overall assessment of the utility of a product based on perceptions of what is received and what is given” (p. 14). Given that the traditional concept of value is similar to the concept of utility, this approach is driven by utility theory, which posits that consumers perceive values according to “the difference between the ‘utility’ provided by the attributes of a product and the ‘disutility’ represented by the price paid” (Sánchez-Fernández & Iniesta-Bonillo, 2007, p. 429). There are two widely known approaches to investigating CPV from the unidimensional perspective: (1) Monroe’s price-focused approach and (2) means-end theory based on Zeithaml’s (1988) approach. Each approach is discussed in detail below.

Price-focused: Monroe’s Approach

Monroe (1979) has contributed to a prolific CPV research stream that focuses on utilitarian and economic aspects of CPV, and specifically by focusing on price in explaining CPV. Perceived price is considered to be all of the activities that consumers give up or sacrifice to gain a product (Zeithaml, 1988). As an extension of this stream, previous studies have investigated the relationship between price and quality (Dodds & Monroe, 1985; Monroe & Chapman, 1987; Rao & Monroe, 1989). This perspective positions price (i.e., sacrifice) as an important indicator of quality (i.e., benefits). The relationship between perceived price and perceived quality is the basis of the unidimensional conceptualization of CPV. Indeed, Dodds et al. (1991) stated that “the cognitive tradeoff between perceptions of quality and sacrifice results in perceptions of value” (p. 308).

Monroe (1979) views CPV as perceived reduction in sacrifices. That is, decreasing perceived price can lead to reducing perceived sacrifice, which, in turn, increases overall CPV by increasing relative perceived benefits (Chang & Dibb, 2012). When acquiring products, perceived benefits are the combinations of physical attributes, service attributes, and technical support available in a particular usage situation. Consumers pay a certain amount of money in exchange for the desired item (product or service) (Chang & Dibb, 2012). Earlier studies (c.f., Dodds et al., 1991; Teas & Agarwal, 2000) adopted this perspective and identified that various external variables, such as store name and brand, affect overall CPV through perceived sacrifice and perceived product quality. In this view, the relationship between price and quality defines CPV.

Means-End Theory: Zeithaml's Approach

Means-end theory provides a theoretical and conceptual foundation to link CPVs to consumer behavior. The theory posits that consumers use means, such as products or services, to attain ends, such as valued states of being (e.g., happiness, security, or accomplishment) (Gutman, 1982). The means-end theory fundamentally views consumers as goal-directed and that they use features and attributes of a product/service to derive desired end-states (Sánchez-Fernández & Iniesta-Bonillo, 2007). The desirable end-states are considered terminal values, which play a pivotal role in decision making by allowing consumers to group diverse products into sets or classes to reduce the complexity of choices (Gutman, 1982). The means-end theory articulates that consumers' inclinations for certain attributes of a product/service are determined by psychological and functional consequences that allow them to seek desirable (i.e., terminal) values (Jägel et al., 2012). Means-end theory explains that product/service information, such as product attributes, is structured by a consumer's cognitive categorization process (Gutman,

1982), and CPVs are formed by evaluating how well the product attributes meet the consumers' desires (Chi & Kilduff, 2011).

The means-end theory has been considered one of the representative conceptualizations of CPVs from a unidimensional viewpoint by focusing largely on the utilitarian aspects of consumption (e.g., price vs. quality). Zeithaml (1988) defined CPVs as bi-directional trade-offs between giving and obtaining. Namely, it is the exchange between what is gained and what is sacrificed in return (Sánchez-Fernández & Iniesta-Bonillo, 2007). Zeithaml's (1988) means-end model relies on a hierarchical structure of the concepts, perceived price, perceived quality, and CPV. The model indicates that CPV is a higher-level attribute that is inferred from lower-level attributes (i.e., perceived price and perceived quality). Importantly, a consumer evaluates a product/service based on perceptions of price and quality rather than actual price and quality (Zeithaml, 1988). Zeithaml (1988) also highlighted that CPVs can be influenced by situational or contextual factors, therefore the value model may not be consistent across different contexts. That is, quality and price are weighed differently depending on the consumer. Some may perceive value when they obtain a product at a low price, whereas others perceive value when price and quality are balanced (Chi, 2015). Due to the theory's simplicity, many empirical studies on CPVs have employed the means-end theory to investigate how CPVs affect consumer behavior (Baker et al., 2004; Manyiwa & Crawford, 2002; Perkins & Reynolds, 1988).

Some researchers argue that there is a limitation to and lack of representation of the unidimensional approach to CPVs. The unidimensional construct of CPV has been criticized because it focuses only on utilitarian aspects of CPVs, which is too narrow and simplistic to explain the holistic representations of a complex product choice (Kim & Damhorst, 2010; Sheth et al., 1991; Sweeney & Soutar, 2001). The unidimensional view of CPV has not properly

explained the less tangible benefits possibly associated with an acquisition (Chang & Dibb, 2012). In this regard, academic attention has shifted away from the unidimensional approach to the multidimensional approach as an alternative.

Multidimensional Approach

Unlike the unidimensional approach, the multidimensional approach views CPV as a multi-dimensional construct in which various dimensions are included, such as perceived price, quality, emotion, etc. From a multidimensional perspective, Woodruff (1997) defined CPV as the “customer’s perceived preference for and evaluation of those product attributes, attribute performances, and consequences arising from use that facilitate (or block) achieving the customer's goals and purposes in use situations” (p. 142). In this stream, CPVs have been studied by researchers in a variety of ways, such as utilitarian and hedonic values, axiological value theory (i.e., emotional, practical, and logical values), and consumption value theory (i.e., functional, social, emotional, conditional, and epistemic values). Each is described in the following sections.

Utilitarian and Hedonic Values

Consumer activities generate both utilitarian and hedonic consequences (Kang & Park-Poaps, 2010; Sánchez-Fernández & Iniesta-Bonillo, 2007). According to Dhar and Wertenbroch (2000), consumers emphasize their own relative hedonic and utilitarian values, and depending on the different considerations, evaluation of a product may vary. In general, utilitarian-oriented goods (e.g., electronic devices) are mainly instrumental and functional, whereas hedonic-oriented goods (e.g., fashion items) offer fun, pleasure, excitement, and experiential consumption (Dhar & Wertenbroch, 2000). This view is similar to the view of the “want/should” distinction. More specifically, it is related to a distinction between cognitive preferences (i.e., “should”) and

affective preferences (i.e., “want”) in consumer choice behavior. That is, while “should” preferences are related to utilitarian value, “want” preferences are connected to hedonic value (Dhar & Wertenbroch, 2000). Unlike the unidimensional approach that considers consumption activities as a utilitarian trade-off, the multidimensional approach posits that consumers perceive not only utilitarian, but also hedonic values, through consumption activities.

Until the early 1980s, the majority of studies primarily focused on utilitarian value, wherein a consumer is deemed a rational and logical thinker in terms of their consumption activities (Sánchez-Fernández & Iniesta-Bonillo, 2007). However, studies conducted by Hirschman and Holbrook (1982) and Holbrook and Hirschman (1982) shed light on the experiential and hedonic aspects of consumption. They asserted that a consumer’s subjective and emotional aspects play a significant role in their consumption behavior, which went against the prevailing concept of the utilitarian viewpoint (Hirschman & Holbrook, 1982; Holbrook & Hirschman, 1982). They argued that such a limited view ignores the emotional aspects of consumption behavior, and therefore attempted to extensively broaden the view (Holbrook & Hirschman, 1982). A detailed review of the literature on utilitarian and hedonic values follows.

Utilitarian Value Traditional theory has placed importance on “the role of controlled cognition in mature moral judgment” (Greene et al., 2008, p. 1145). Utilitarian judgments are driven by controlled cognitive processes (Greene et al., 2008). According to Greene et al. (2008), the aim of the utilitarian view is “maximizing benefits and minimizing costs across affected individuals” (p.1145). Utilitarian consumer behavior is considered highly rational and characterized as cognitively driven, task-related, goal-oriented, instrumental, and rational (Babin et al., 1994; Kang & Park-Poaps, 2010). Shopping has been seen to be primarily driven by a need for a particular product, such that perceived utilitarian value may depend on whether the specific

product has been successfully obtained in a deliberate and efficient manner (Kang & Park-Poaps, 2010).

According to Bardhi and Arnould (2005), daily shopping or economic shopping is driven by a thrift orientation and utilitarian norms, as this type of shopping is performed out of necessity. Utilitarian value is also associated with a work mentality, which may not involve fun (Cardoso & Pinto, 2010). Consumers find value in shopping when the goal of product/service obtainment is successfully accomplished and the task is completed (Babin et al., 1994). For example, Christmas shopping is described as a chore that consumers need to go through and it is often viewed as a burdensome process (Babin et al., 1994). Thus, utilitarian value can be found in shopping seen as a chore or an errand (Babin et al., 1994).

Hedonic Value Compared with the utilitarian perspective, hedonic value focuses on more personal and subjective components, such as fun and excitement, and reflects hedonistic behavior (Kamakura & Novak, 1992). According to Holbrook and Hirschman (1982), hedonic consumption is “a primarily subjective state of consciousness with a variety of symbolic meanings, hedonic responses, and esthetic criteria” (p. 132). Hirschman and Holbrook (1982) define hedonic consumption as “consumer behavior that relates to the multisensory, fantasy, and emotion aspects of one's experience with products” (p. 92), and it is manifested in experiential consumption. Experiential consumption from the hedonic perspective places importance on fantasy, feelings, fun, arousal, sensory stimulation, enjoyment, pleasure, curiosity, and escapism (Kang & Park-Poaps, 2010). Consumers perceive hedonic values from fun and playful aspects of consumption rather than from task-oriented consumption (Dhar & Wertenbroch, 2000).

Motives of hedonic consumption include both personal components (i.e., self-gratification, role-playing, diversion, new experience, physical activity, and sensory stimulation)

and social components (i.e., social experiences, interaction with others, peer group attraction, and pleasure of bargaining) (Arnold & Reynolds, 2003). However, the primary motives of hedonic experiential consumption differ between various cultures in their emotions toward and fantasies about products (Hirschman & Holbrook, 1982). In the unidimensional approach, consumer values are essentially viewed as cognitive by focusing on utilitarian benefits, whereas in the multidimensional approach, consumer activities are viewed as cognitive-affective focusing on a combination of utilitarian and hedonic (Sánchez-Fernández & Iniesta-Bonillo, 2007).

Axiological Value Theory

Hartman (1967) introduced the axiological CPV model. The components of the axiological model include extrinsic value, intrinsic value, and systematic value. While extrinsic value is related to instrumental and utilitarian values in consumption to achieve a goal, intrinsic value is associated with emotional and affective evaluation of a product/service. Systemic value is defined as “the rational or logical aspects of the inherent relationships among concepts in their systematic interaction - for example, the relationship between sacrifices and returns” (Sánchez-Fernández & Iniesta-Bonillo, 2007, p. 437).

Mattsson (1991) employed Hartman’s (1967) axiological value theory to establish three generic CPV dimensions: emotional (E), practical (P), and logical (L). The emotional (E) dimension highlights consumers’ affective states. The practical (P), on the other hand, focuses on the functional and physical aspects of consumption. The logical (L) dimension refers to the abstract and rational components of consumption (e.g., right or wrong, correct or incorrect, etc.). When it comes to the magnitude of the three value dimensions, emotional (E) is greater than practical (P), which is greater than logical (L) (i.e., $E > P > L$) (Mattsson, 1991).

As an extension of Mattsson's (1991) work, an empirical study conducted by Danaher and Mattsson (1994) adopted the three CPV dimensions in a study on service delivery in a hotel setting. The study examined the effects of the three CPV dimensions in a succession of encounters (i.e., check-in, room, restaurant, breakfast, and check-out) on overall satisfaction. The results of the study indicated that the three CPV dimensions acted as antecedents to satisfaction in either a negative or a positive way. According to their study, the emotional (E) dimension showed the 'gestalt' experience of the service, which is guests' feelings during the experience of service delivery. The practical (P) dimension was related to the functional aspects, such as convenience. Lastly, the logical (L) dimension was associated with rational aspects of the experience, such as price and quality (Danaher & Mattsson, 1994). Danaher and Mattsson (1998) then conducted another empirical study where they compared the three CPV dimensions in three service delivery processes with varying levels of complexity (i.e., restaurant, conference, and hotel). The study found that guests' satisfaction varied depending on sub-attributes of each service (e.g., services for restaurant).

De Ruyter et al. (1997) also adopted the three axiological dimensions of CPV that play a significant role in service (i.e., in this study, a museum visit). They found that the process of a museum visit can be divided into multiple stages where the relative importance weight of CPVs (i.e., emotional, practical, and logical value dimensions) can influence an individual's satisfaction at each stage, and, in turn, influence overall satisfaction (De Ruyter et al., 1997). The axiological CPV dimensions have largely been examined as antecedents to consumer satisfaction (De Ruyter et al., 1997; Mattsson, 1998).

Consumption Value Theory

The theory of consumption value was introduced by Sheth et al. (1991) and provides a basis for the multidimensional CPV perspective. The theory posits that “consumer choice is a function of multiple consumption values” and that “consumption values make differential contributions in any given choice situation” (Sheth et al., 1991, p. 160). Consumption Value Theory (CVT) has been used to improve understanding of CPVs in consumer choice behavior (Kaur et al., 2018). According to the theory, a variety of forms of CPV are generated from choice behavior, as it is multifaceted in nature. Sheth et al. (1991) proposed five CPVs as key to consumption value theory: (1) functional, (2) emotional, (3) social, (4) epistemic, and (5) conditional values. Each is described next.

Functional Value Sheth et al. (1991) defined functional value as “the perceived utility acquired from an alternative’s capacity for functional, utilitarian, or physical performance. An alternative acquires functional value through the possession of salient functional, utilitarian, or physical attributes” (p. 160). As stated in the definition, functional value is related to whether a product/service performs its utilitarian, functional, or physical purposes. Functional value is driven by specific product attributes, such as reliability, durability, and price (Sheth et al., 1991).

Emotional Value Emotional value refers to “the perceived utility acquired from an alternative’s capacity to arouse feelings or affective states. An alternative acquires emotional value when associated with specific feelings or when precipitating or perpetuating those feelings” (Sheth et al., 1991, p. 161). That is, emotional value is pertinent to consumer affective states, which can either be positive (e.g., excitement or confidence) or negative (e.g., anger) (Sánchez-Fernández & Iniesta-Bonillo, 2007). Hedonic value is associated with emotional value

in the sense that hedonic value reflects consumers' emotional needs and benefits through positive feelings (Irani & Hanzae, 2011).

Social Value Social value is the perceived utility acquired from an alternative's association with one or more specific social groups. An alternative acquires social value through "association with positively or negatively stereotyped demographic, socioeconomic, and cultural-ethnic groups" (Sheth et al., 1991, p. 161). Social value is typically taken into account when choosing a highly visible product, such as fashion items (e.g., clothing, jewelry, etc.). Moreover, social value reflects social groups and associations to which consumers belong (Chi, 2015). Symbolic benefits (e.g., social status improvement) are especially embedded in a socially visible product, which reflects social approval or individual expression (Keller, 1993).

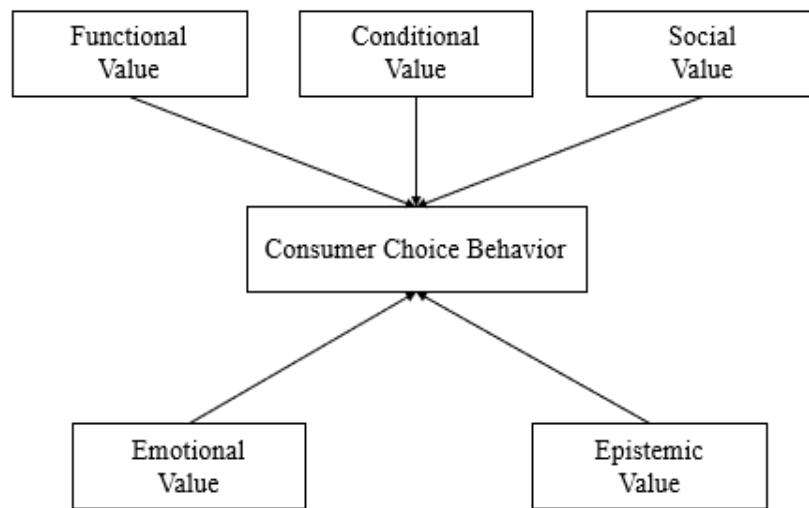
Epistemic Value Epistemic value is defined as "the perceived utility acquired from an alternative's capacity to arouse curiosity, provide novelty, and/or satisfy a desire for knowledge. An alternative acquires epistemic value by questionnaire items referring to curiosity, novelty, and knowledge" (Sheth et al., 1991, p. 162). Epistemic value is related to the desire for knowledge and experience, and it is motivated by novelty-seeking and variety-seeking, prompting consumers to engage in behaviors, such as product searches, switching, and trials (Sánchez-Fernández & Iniesta-Bonillo, 2007).

Conditional Value Conditional value refers to "the perceived utility acquired by an alternative as the result of the specific situation or set of circumstances facing the choice maker. An alternative acquires conditional value in the presence of antecedent physical or social contingencies that enhance its functional or social value" (Sheth et al., 1991, p. 162). Conditional value indicates that a product/service choice depends on the situation and context. For example,

some products have seasonal value (e.g., Christmas cards) and some products are related to special occasions, such as weddings (e.g., a wedding dress) (Sheth et al., 1991).

As described, Sheth et al.'s (1991) conceptualization of CPVs is multidimensional and subjective in nature. It also highlights that the five CPVs can all impact consumer choice behavior, as illustrated in Figure 5.

Figure 5. The Five CPVs Influencing Consumer Behavior



Note. Sourced from Sheth et al. (1991)

Studies Adopting Consumption Value Theory

Subsequent research has adopted Consumption Value Theory (CVT) and concentrated on the generalizability of the theory by adjusting or revising it. For example, based on CVT, Sweeney and Soutar (2001) identified key CPVs at the product level and developed the PERVAL measurement. The PERVAL measurement includes three dimensions of CPV: emotional value, social value, and functional value (Sweeney & Soutar, 2001). In their study, functional value is divided into two sub-dimensions: quality of performance and price (i.e., value for money), which is originally based on Zeithaml's (1988) work (Sweeney & Soutar, 2001;

Zeithaml, 1988). According to Sweeney and Soutar (2001), quality value is “derived from the perceived quality and expected performance of the product,” whereas price value is “derived from the product due to the reduction of its perceived short term and longer-term costs” (p. 122). Both dimensions have different degrees of impact on overall functional value. That is, quality has a positive influence and price has a negative influence (Sweeney & Soutar, 2001). In addition to these two dimensions of functional value (i.e., price and quality value), other factors can be considered as functional value, such as versatility, non-monetary sacrifices (Sweeney et al., 1999), rational evaluation (e.g., usefulness), and service quality (Morar, 2013; Sánchez et al., 2006).

Wang et al. (2004) employed Sweeney and Soutar’s (2001) framework and examined the effects of CPV dimensions on customer relationship management (CRM) performance (e.g., repurchase, word of mouth, etc.) through consumer satisfaction and loyalty. The CPVs in their study included functional, social, emotional, and sacrifice values. Compared with Sweeney and Soutar’s (2001) framework, their study included sacrifice (e.g., time, effort, or energy) instead of a monetary factor (i.e., price) in the major CPVs. Findings revealed the significant influence of all four CPVs on satisfaction, which then affected CRM performance. However, the effects on loyalty were found to be negligible.

Pura (2005) investigated the impact of CPVs on willingness to pay and word of mouth relative to mobile service. The author identified six CPVs: monetary, convenience, emotional, social, conditional, and epistemic, positing that monetary value and convenience value are functional values. Per Pura (2005), conditional and epistemic values act as antecedents that promote the other values (i.e., monetary, convenience, emotional, and social value) resulting from the use of mobile services.

In summary, CPVs have been extensively investigated in marketing and consumer behavior research to understand current and predict future consumer behavior (Forsythe et al., 2006). The literature on CPV includes two major research streams: unidimensional and multidimensional approaches. While the research has been largely dedicated to unidimensional aspects of CPVs, focusing on a trade-off between benefit and sacrifice, other studies suggest that there are various CPVs in addition to the utilitarian trade-off value, supporting the multifaceted nature of CPV. According to Babin et al. (1994), as CPVs may vary depending on contexts, there may be more CPVs driven by consumption experiences that research has yet to uncover. Investigating self-oriented and context-dependent consumption behaviors, such as self-gifting, may reveal CPVs that are distinctive from the more general and/or typical types of consumption behavior.

Consumer Perceived Values in Self-Gifting

Self-gifting is a mode of purchasing embedded with sociopsychological values, as it rewards accomplishments, reflects self-love, or provides comfort or pleasure (c.f., Park, 2018). These values can be fulfilled when a consumer feels that the desired values are aligned with the attributes or features of a self-gift (whether a product or service). Moreover, consumers may perceive various values through consuming self-gifts. In the self-gifting context, consumers gravitate toward different product attributes in the sense that they consider how well product attributes meet their desires (Chi & Kilduff, 2011). Such values reflect personal beliefs that guide attitudes, which ultimately lead to actual behavior and decision making (Ledden et al., 2007).

Various CPVs have been observed in self-gifting behavior specific to the product/service. Self-gifts that are sought in the achievement context involve social values. For example, after completing the Ph.D., an individual may rent an apartment at a higher cost as a self-gift to gain

recognition from his or her social circle for the achievement (Heath et al., 2015). Furthermore, on special occasions (e.g., birthdays), consumers may purchase a luxury brand product for themselves and associate the brand with the functional value (e.g., high quality, use of high-end technology) of the product (c.f., Kauppinen-Räsänen et al., 2014; Mick & DeMoss, 1990a). As CPV is manifested through self-gifting, examining the role of CPVs within self-gifting leads to a better understanding of self-gifting behavior, while at the same time, expands the CPV literature.

Measuring Consumer Perceived Values

To achieve the purpose of this dissertation, it is important to review prior studies that involve the development of scales pertinent to the topic. Previous consumer and marketing studies have developed scales for measuring CPVs (Chahal & Kumari, 2012; El-Adly & Eid, 2015; Petrick, 2002; Sánchez et al., 2006; Sweeney & Soutar, 2001). However, applicability of these scales to the self-gifting concept has not been tested. A detailed discussion of previous scales developed for measuring CPVs follows.

Chahal and Kumari (2012) developed a scale for CPVs in the health sector (i.e., hospitals) in India. Their scale includes six CPVs: efficiency, aesthetic, self-gratification, social interaction, transaction, and acquisition value. As the scale was designed to measure CPVs in a specific sector (hospitals in this case), the scale items are not generalizable outside of hospitals, with items such as “Doctors always diagnose the medical problem,” or “Nurses’ interaction made you feel relaxed” (Chahal & Kumari, 2012, p. 189).

El-Adly and Eid (2015) identified CPV dimensions related to shopping malls and developed the MALLVAL scale. Their scale is comprised of eight CPVs: hedonic, self-gratification, utilitarian, epistemic, social interaction, spatial convenience, transaction, and time convenience. The shopping mall may generate CPVs that are distinct from those at the

product/service level, such as the items that measure a shopping mall's ability to provide consumers with the opportunity to complete multiple shopping tasks with minimal effort and time (i.e., spatial convenience). Furthermore, time convenience is a unique CPV that applies in a specific context, in this case, a shopping mall. Thus, the MALLVAL does not measure CPVs specific to self-focused consumption behavior like self-gifting at the product and service level.

Petrick (2002) developed a multi-dimensional scale for measuring CPV relative to services (i.e., recreation and tourism). Petrick's (2002) scale consists of five CPVs: quality, emotional response, monetary price, behavioral price, and reputation. As the scales only focus on CPVs in the service sector, unique items measuring CPVs at the product level (e.g., functional value: comfort or durability) are missing.

Similarly, Sánchez et al. (2006) developed a scale to measure the overall CPVs pertinent to tourism consumption. The scale includes six CPVs: (1) functional value of installations (i.e., the travel agency); (2) functional value of professionalism (i.e., the contact personnel of the travel agency); (3) functional value of quality; (4) functional value of price; (5) emotional value; and (6) social value. This scale was designed to be used to measure CPVs among travelers who have purchased products through a travel agency. Similar to Chahal and Kumari's (2012) example, this scale only applies in the tourism context, and cannot be used in other contexts due to item specificity, such as "They were good professionals and they were up-to-date about new items and trends" and "The tourism package purchased was well organized."

The scale developed by Sweeney and Soutar (2001) has been widely applied in consumer and marketing studies (Cengiz & Kirkbir, 2007; Sánchez et al., 2006). The scale is comprised of four CPVs: (1) functional (quality); (2) functional (price); (3) emotional; and (4) social value. However, Sweeney and Soutar (2001) focused on CPVs associated with a product. Therefore,

CPVs as regards to an experience or service related self-gifting behavior are not fully addressed. For example, consumers sometimes seek knowledge value and experience value through self-gifts (i.e., books or trips). However, these values are not addressed in Sweeney and Soutar's (2001) scale. A summary of the scale items developed to measure CPVs is presented in Table 3.

Table 3. Scales Developed to Measure CPVs

Studies	CPV	Items	α
Chahal and Kumari (2012) [Context: Hospitals]	Efficiency	<ul style="list-style-type: none"> • The staff is well equipped with necessary training • Doctors explain reasons for tests • Doctors always diagnose the medical problem accurately • Technical supporting staff are very careful while making tests, administering injections, etc. • Nurses regularly discharge their duties i.e., dressing, drips, administering injections and giving medicine 	.85
	Aesthetic	<ul style="list-style-type: none"> • The physical facilities of hospital are visually appealing to eyes • Neat and clean corridors • Clean and functional bathrooms and toilets • Fresh and clean clothes given to you • Proper ventilation in wards 	.98
	Self-Gratification	<ul style="list-style-type: none"> • Stress relief contributes to your level of satisfaction • Easing of negative mood • Elimination of pain • Personal attention is given to patients 	.98
	Social Interaction	<ul style="list-style-type: none"> • You feel relaxed during socializing with other patients during treatment • Physicians made you feel comfortable during interaction • Nurses' interaction made you feel relaxed 	.92
	Transaction	<ul style="list-style-type: none"> • The staff is not quick in serving patients (*) • Post-medical/hospitalization treatment provided to you is satisfactory • Personal care of patients is taken by employees • Good medical advice is always given to you • You feel safe in the hands of medical staff during treatment. • Physicians do not reply to your queries satisfactorily (*) • Hospital services give you psychological satisfaction 	.93
	Acquisition	<ul style="list-style-type: none"> • By using hospital services, you are getting your money's worth 	.89

Studies	CPV	Items	α
		<ul style="list-style-type: none"> • You are getting good services for a reasonable price • The hospital meets both your high quality and low-price requirements • Availability of latest technology adds to customer value 	
El-Adly and Eid (2015)	Hedonic	<ul style="list-style-type: none"> • I feel excited about walking into that mall • I feel a sense of joy to look at the merchandise in that mall • It is fun to be in that mall • I feel happy going to that mall because of its environment • Compared to other things I could have done, the time spent in that mall was truly enjoyable • I continued to shop at that mall, not because I had to, but because I wanted to 	.88
[Context: Shopping malls]	Self-Gratification	<ul style="list-style-type: none"> • Shopping trip to that mall truly felt as an escape from life pressure • While shopping in that mall, I was able to forget my problems • Shopping trip to that mall helped me to release stress and to relax • For me, doing shopping in that mall is a way to do something different from my daily routine 	.89
	Utilitarian	<ul style="list-style-type: none"> • I was easily able to find my way around that mall • I could get what I wanted at that mall • I could find what I wanted at that mall • That mall can satisfy all family members • Every family member can find what he/she wants in that mall • I prefer shopping in that mall because it has a variety of activities to satisfy everyone in the family • I prefer shopping in that mall because it has a variety of stores and products to satisfy everyone in the family 	.90
	Epistemic	<ul style="list-style-type: none"> • I like to do shopping in that mall to get ideas about new trends, fashion, style, products, etc. • I do shopping in that mall to see what is interesting or innovative • I like to go to that mall to learn interesting ways of decoration, dressing models, using different colors together, folding a napkin, etc. • I really enjoy looking around in that mall to keep up with newest trends and fashions 	.87
	Social Interaction	<ul style="list-style-type: none"> • I often go to that mall together with friends, family to have fun and make good memories 	.87

Studies	CPV	Items	α
		<ul style="list-style-type: none"> • I often go to that mall with friends, family and spend time together, not necessarily buying anything but to have good time interacting with each other • I used to go to malls to socialize with my friends or family 	
	Spatial Convenience	<ul style="list-style-type: none"> • I like doing shopping in that mall because I find things I need or want in one place • I feel shopping in that mall is efficient because I find a variety of stores, products, brands, etc. in one place • I like doing shopping in that mall because I find a variety of services such as banks, salons, restaurants, currency exchange, etc. in one place • Shopping in that mall saves my time and effort since I find all that I need or want in one place • Shopping in that mall allows me to compare between different prices, models, brands, etc. more than going to different stores in the business district 	.85
	Transaction	<ul style="list-style-type: none"> • I like to go to that mall trying to find good bargains • I feel really good when I get some real bargain in that mall • I shop at that mall every time when there is a big sale • I enjoy the thrill of finding that one expensive piece that is really on sale • I consider my shopping trip to that mall is successful when I find bargains 	.87
	Time Convenience	<ul style="list-style-type: none"> • It is convenient for me to shop at that mall because it is open late • I prefer shopping in that mall because it is open even during holidays • Whenever I want to do shopping in that mall, I find it open 	.78
Petrick (2002)	Quality	<ul style="list-style-type: none"> • Is outstanding quality • Is very reliable • Is very dependable • Is very consistent 	.79
[Context: Recreation & Tourism]	Emotional Response	<ul style="list-style-type: none"> • Makes me feel good • Gives me pleasure • Gives me a sense of joy • Makes me feel delighted • Gives me happiness 	.93
	Monetary Price	<ul style="list-style-type: none"> • Is a good buy • Is worth the money • Is fairly priced • Is reasonably priced • Is economical • Appears to be a good bargain 	.90

Studies	CPV	Items	α
	Behavioral Price	<ul style="list-style-type: none"> • Is easy to buy • Required little energy to purchase • Is easy to shop for • Required little effort to buy • Is easily bought 	.92
	Reputation	<ul style="list-style-type: none"> • Has good reputation • Is well respected • Is well thought of • Has status • Is reputable 	.85
Sánchez et al. (2006)	Functional (Installations)	<ul style="list-style-type: none"> • The distribution of the interior favored confidentiality and privacy • The establishment was neat and well organized • The installations were spacious, modern and clean • The establishment was well located (easily found, central and/or with good transport links) 	.84
[Context: Tourism]	Functional (Professionalism)	<ul style="list-style-type: none"> • They were good professionals and they were up-to-date about new items and trends • They knew their job well • Their advice was valuable • They knew the tourism packages 	.89
	Functional (Quality)	<ul style="list-style-type: none"> • The tourism package purchased was well organized • The quality of the tourism package was maintained throughout • Relative to other tourism packages purchased it had an acceptable level of quality • The result was as expected 	.90
	Functional (Price)	<ul style="list-style-type: none"> • It was a good purchase for the price paid • The tourism package purchased was reasonably priced • The price was the main criterion for the decision 	.85
	Emotional	<ul style="list-style-type: none"> • I am comfortable with the tourism package purchased • The personnel were always willing to satisfy my wishes as a customer, whatever product I wanted to buy • The personnel gave me a positive feeling • I felt relaxed in the travel agency • The personnel didn't pressure me to decide quickly 	.78
	Social	<ul style="list-style-type: none"> • Using the services of the travel agency has improved the way other people perceive me • The tour operator's packages are taken by many people that I know • Taking the tourism package improved the way I am perceived by others • People who take that type of tourism package obtain social approval 	.89

Studies	CPV	Items	α
Sweeney and Soutar (2001) [Context: General Products purchases]	Functional (Quality)	<ul style="list-style-type: none"> • Has consistent quality • Is well made • Has an acceptable standard of quality • Has poor workmanship (*) • Would not last a long time (*) • Would perform consistently 	.91
	Functional (Price)	<ul style="list-style-type: none"> • Is reasonably priced • Offers value for money • Is a good product for the price • Would be economical 	.80
	Emotional	<ul style="list-style-type: none"> • Is one that I would enjoy • Would make me want to use it • Is one that I would feel relaxed about using • Would make me feel good • Would give me pleasure 	.94
	Social	<ul style="list-style-type: none"> • Would help me to feel acceptable • Would improve the way I am perceived • Would make a good impression on other people • Would give its owner social approval 	.82

Note. (*) Reverse scored items

In summary, a review of the pertinent literature on scales reveals that a few CPV measurements have been developed that are specifically applicable at either the service or product level, but within limited contexts (e.g., tourism). A valid scale for measuring CPVs relative to both products and services in self-gifting has not been developed. As self-gifts can take any form (either product, service, or experience), a valid scale for measuring self-gifting through the lens of CPV is needed to address the limitations of existing scales and to better understand this increasingly common consumption behavior in a more comprehensive way.

Consumer Satisfaction

As the second part of the purpose of this dissertation was to test the developed scale through application of CPVs specific to self-gifting in consumer satisfaction, it is important to understand how consumer satisfaction is related to CPV-laden self-gifting behavior. Consumer

satisfaction leads directly to profit-related consumer behavior, such as loyalty and retention, positive word-of-mouth, stronger competitive positioning, and higher market share, and, therefore, companies place great importance on satisfying consumers (Morar, 2013). Consumer satisfaction largely depends on a level of CPV (Lin, 2003). Consumers feel satisfied when companies provide products and services that offer the highest level of CPVs that meet their demands (Lin, 2003). CPVs are deemed as an individual standard and therefore may vary depending on the context (Babin et al., 1994). Due to the self-directed and context-sensitive characteristics of self-gifting, the behavior may reflect diverse CPVs that play different roles in consumer satisfaction in comparison with other types of consumption. As self-gifting has been acknowledged to be a growing trend, it is beneficial to investigate how CPV-driven self-gifting influences consumer satisfaction.

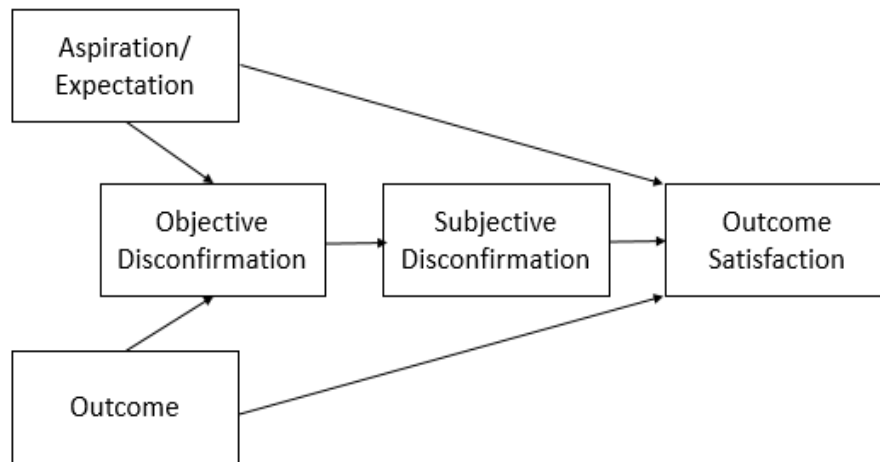
Satisfaction potentially affects consumers' behavioral intentions as well as customer retention (Martínez Caro & Martínez García, 2007). Satisfaction is an important concept in marketing because satisfying consumer needs and wants is more essential than understanding competitors in order to reach organizational goals (Ozer & Gultekin, 2015). Furthermore, a satisfactory purchase maintains the consumer's interest in a product, often resulting in repurchase intention (Oliver, 1993) and brand loyalty (Churchill & Surprenant, 1982). Although there has been extensive exploration of the concept of satisfaction in consumer research overall, there is a lack of specification in the conceptualization of satisfaction along with multiple definitions of satisfaction in the literature (Westbrook & Reilly, 1983).

According to Westbrook and Reilly (1983), satisfaction refers to “an emotional response to the experiences provided by, or associated with, particular products or services purchased, retail outlets, shopping and buyer behavior, as well as the overall marketplace” (p. 256). Oliver

(1981) defined satisfaction as “the summary psychological state resulting when the emotion surrounding disconfirmed expectations is coupled with a consumer’s prior feelings about the consumer experience” (p. 27). These perspectives indicate that satisfaction can be perceived as an “ongoing evaluation of the surprise inherent in a product acquisition and/or consumption experience” (Anderson & Srinivasan, 2003, p. 125). Most past studies on satisfaction adopt Expectancy Disconfirmation Theory, as consumers are viewed as cognitive beings and make comparisons between expectations and perceived performance, resulting in satisfaction (Martínez Caro & Martínez García, 2007).

Oliver (1981) introduced the Expectancy Disconfirmation Theory (EDT), which has since been widely used to explain and predict consumer satisfaction in the post-purchase consumption stage (Yüksel & Yüksel, 2008) by many marketing and retail studies (c.f. Churchill & Surprenant, 1982; Darke et al., 2010; Wallace et al., 2004; Westbrook, 1987). According to EDT, consumers have a prior expectation about the anticipated performance of the products and services they are purchasing. This prior expectation acts as a standard by which consumers evaluate the performance of a purchased item in the post-purchase stage (Oliver, 1981), which, in turn, influences satisfaction or dissatisfaction. EDT articulates that consumers go through a comparison of expectations and outcomes. The comparison can be performed objectively in the early stage of post-purchase, followed by subjective interpretation at later stages (Oliver et al., 1994), as illustrated in Figure 6.

Figure 6. Expectancy Disconfirmation Process



Note. Sourced from Oliver et al. (1994)

Consumer satisfaction is determined by the degree of alignment between expectation and perceived performance of the purchased product. When the outcome meets the expectation, confirmation occurs. When the outcome exceeds or falls short of the expectation, positive or negative disconfirmation occurs respectively. Positive disconfirmation (i.e., exceeds) enhances satisfaction (Oliver, 1981), whereas negative disconfirmation decreases satisfaction. When confirmation occurs, there is little impact on satisfaction (Oliver et al., 1994).

In relation to EDT, consumer post-purchase evaluation and dis/satisfaction are predicted by the disparity between expectations and performance, and considering four psychological theories: (1) dissonance/assimilation, (2) contrast, (3) generalized negativity, and (4) assimilation-contrast (Anderson, 1973). *Dissonance/assimilation theory* articulates that when disparity between expectations and product performance outcomes occurs, consumers adjust their perception of the product in order to reduce the gap. *Contrast theory* posits that consumers heighten the disparity between expectations and perceived outcomes of the product and this leads

the consumer to evaluate the product less favorably than when compared with a situation where there are no previous expectations about the product (Anderson, 1973). Similarly, the *generalized negativity theory* postulates that the disparity between two determinants, expectations and perceived outcomes, engenders a generalized negative state, which, in turn, results in the unfavorable evaluation of the product, leading to consumer dissatisfaction (Anderson, 1973). Lastly, the *assimilation-contrast theory* assumes that there are latitudes of acceptance and rejection in consumer product evaluation. If the discrepancy between expectations and outcomes of a product is small and falls within the latitudes of acceptance, an assimilation effect comes into play and the consumer may favorably adjust their perceived outcomes of the product according to the expectations. In contrast, if the discrepancy between expectations and outcomes of the product is too large and falls into the latitude of rejection, the consumer may magnify the gap between expectations and outcomes of it (i.e., contrast effect) (Anderson, 1973).

On the basis of the overarching concept of EDT, the aforementioned four theories provide evidence of why consumers feel dis/satisfied with a product or service from a psychological perspective. In this dissertation, drawing on EDT, psychological comparisons between expectations and outcomes of CPVs in self-gifting provide the most suitable theoretical explanation for consumer satisfaction at the post-purchase stage. Few studies, especially in the self-gifting literature, have employed EDT to investigate consumer satisfaction. Thus, this dissertation provides theoretical implications for the literature.

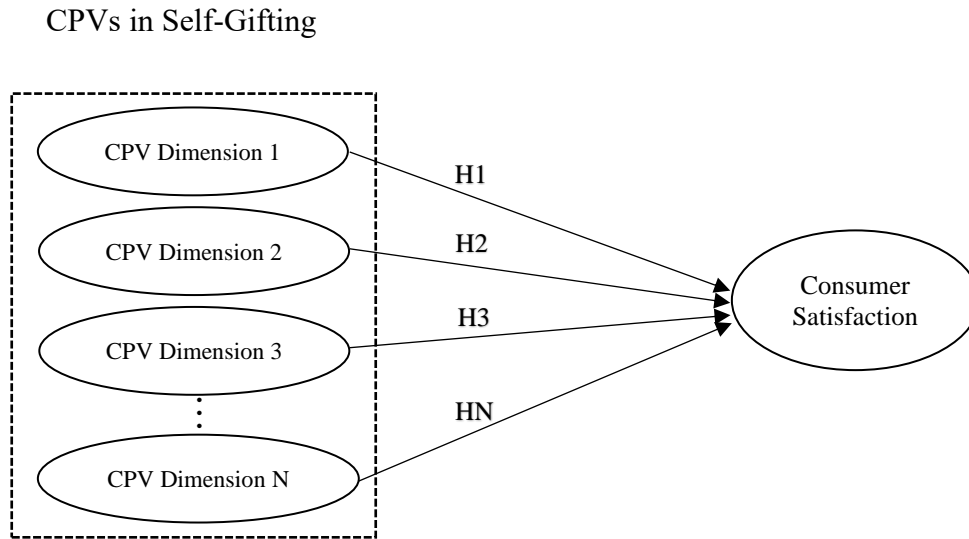
Conceptual Framework and Hypotheses Development

Despite the significant role of CPVs in understanding consumer behavior and decision-making (Lin, 2003), little is known about CPVs relative to self-gifting, even though this particular consumption behavior appears to be influenced by CPV. Moreover, prior studies have found that CPV plays an important role in generating consumer satisfaction (Chi & Kilduff, 2011). The same is expected in self-gifting behavior and depending on the extent to which self-gifts (whether products, services, or experiences) deliver the desired CPVs to elicit consumer satisfaction. Expectancy Disconfirmation Theory (EDT) illustrates the inherent psychological tendencies that consumers form and test expectancies about characteristics of a product or service in explaining consumer satisfaction. In this study, EDT frames satisfaction as the result of a psychological comparison process between expectations and outcomes of CPVs of the product/service/experience purchased as self-gifts (Liao et al., 2011). Drawing on EDT, the conceptual framework was designed to examine how CPVs in self-gifting influence consumer satisfaction.

Conceptual Framework

As pointed out earlier, the purpose of this dissertation was two-fold: (1) to develop a self-gifting scale from the CPV perspective and (2) to test the developed scale to examine whether CPVs in self-gifting influence consumer satisfaction. Based on the earlier discussion of self-gifting behavior, CPVs, the theoretical framework of EDT, and the concept of consumer satisfaction, a conceptual framework was developed to guide the test of the instrument (see Figure 7). The scale for self-gifting behavior relative to CPVs was tested to determine whether it accurately predicts consumer satisfaction. Following the framework, the hypotheses (H1-HN) to be tested were proposed:

Figure 7. Conceptual Framework



According to the literature, consumer satisfaction at the post-purchase stage has been closely related to the CPVs of products and services. In this dissertation, the theoretical framework of EDT allowed examination of how consumer satisfaction is influenced by CPVs by comparing expectations and outcomes of self-gifting. Therefore, the model proposes that various CPVs pertaining to self-gifting influence consumer satisfaction at the post-purchase stage.

Hypotheses Development

In the self-gifting consumption process, consumers engage in buying self-gifts after they experience a success or a failure, reflecting a certain occasion or special circumstance (Mick & Demoss, 1990a; Olshavsky & Lee, 1993). This process allows the individual to form expectations as well as assess outcomes, as self-gifting is a motive-centered consumption behavior that is associated with rewarding or making oneself feel better (Mouakhar-Klouz et al., 2016). For example, consumers who are achievement-oriented may purchase a gift for themselves to celebrate a promotion at work and then evaluate how the gift (whether product,

service, or experience) properly reflects their sense of accomplishment as well as enhanced self-concept (i.e., social value). On the other hand, someone who is prevention-oriented may buy a self-gift for therapeutic reasons and then evaluate the performance of it for its effectiveness (c.f., Mouakhar-Klouz et al., 2016). In this context, consumers tend to seek a self-gift to temporarily relieve stress and escape from reality, leading to a sense of freedom, and in some cases, a sense of independence (c.f., Heath et al., 2015). For example, a person who experiences the failure of an important exam may want to avoid the situation by purchasing something for themselves. The self-gift may be chosen with the expectation that it is a stress reliever by providing the person with a sense of freedom to forget about reality. Furthermore, someone who goes through a divorce may want to get rid of furniture or a house that has unhappy memories and purchase new as a self-gift for a fresh start. In this case, the person may have expectations that the self-gifts may aid in restoring their damaged identity and enhance their sense of independence. The outcomes of the self-gifts may be evaluated according to these expectations and lead to satisfaction when the perceived performance of the self-gifts meets the prior expectation. Thus, self-gifting allows consumers to establish value-laden expectations for and evaluations of the performance of the self-gifts, which may ultimately influence satisfaction at the post-purchase stage.

Satisfaction is viewed as a function of CPV (Gounaris et al., 2007; Oliver, 1981). Consumers' individual post-purchase experiences accumulate a level of value from the choices made (Gounaris et al., 2007). That is, CPVs are a construct of the discrepancy between expectations and perceived performance (Demirgüneş, 2015). When a CPV exceeds expectancy, they feel satisfied (Gounaris et al., 2007). Yang and Peterson (2004) also suggest that satisfaction indicates consumers' overall feelings derived from CPVs. Many studies have found that CPVs

have a significant and strong impact on post-purchase satisfaction (Anderson & Srinivasan, 2003; Demirgüneş, 2015; Gallarza & Saura, 2006; Lin, 2003; Tam, 2004). In accordance with previous research, it was hypothesized that consumer satisfaction is affected by CPV-driven self-gifting behavior. Therefore, the following hypotheses were proposed:

H: Consumer satisfaction is influenced by self-gifting behavior driven by (1) CPV1, (2) CPV2, (2) CPV3, or (4) CPVN.

The dissertation aimed to develop a self-gifting scale from the CPV perspective and to apply the developed scale to examine whether CPVs influence consumer satisfaction as stated in the above hypotheses. By testing the hypotheses, the results provide empirical evidence of the relationships between CPVs in self-gifting and consumer satisfaction at the post-purchase stage. To this end, the scale developed to measure CPVs in self-gifting precedes the test of the relationship between CPVs in self-gifting and post-purchase satisfaction.

As will be discussed in Chapter III, this dissertation adopted the series of phases from Churchill's (1979) paradigm (i.e., scale item generation, scale purification, and scale validation) to develop the scale. CPVs important to self-gifting behavior were initially explored through an extensive literature review and in-depth interviews with consumers. The themes identified through analysis and interpretation were used to develop an initial pool of items. The items were assessed by experts from the Consumer, Apparel, and Retail Studies as well as Educational Research Methodology areas to evaluate how well the items measure CPVs relative to self-gifting, resulting in the final item pool (i.e., scale item generation). Subsequent item refinement procedures were carried out with non-student samples via online surveys. The items were iteratively assessed to examine statistical significance to be applied across independent samples. In this process, statistical techniques (e.g., EFA, Item Analysis, and CFA) were used and

measurement quality tests, such as reliability and validity, were assessed in both the scale purification and scale validation stages. The developed scale was then applied to test the above stated hypotheses using Structural Equation Modeling (SEM).

Summary

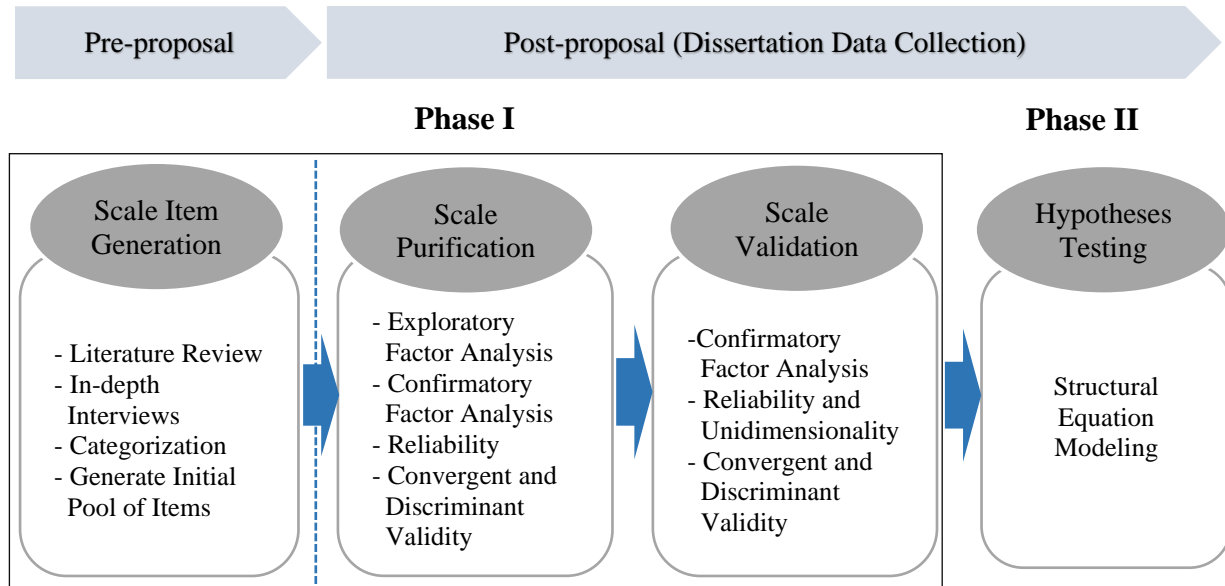
In this chapter, a review of the literature pertinent to self-gifting behavior, consumer perceived values, and consumer satisfaction was provided. The theoretical framework of Expectancy Disconfirmation Theory (EDT) was also explained. The conceptual model was discussed and hypotheses were presented. The next chapter provides a discussion of the research design and methodology employed in this dissertation.

CHAPTER III: METHODOLOGY

This chapter outlines the research methodology that was used to address the purpose and objectives of the dissertation. The research design was comprised of two phases. In Phase I, scale development was performed to address Objectives 1 and 2, which are to identify CPVs pertinent to self-gifting behavior and to develop a reliable and valid scale to operationalize the self-gifting concept relative to CPVs. In Phase II, the conceptual framework was tested using Structural Equation Modeling (SEM) with the scale obtained from Phase I to address Objective 3, which is to examine the relationships between CPVs in self-gifting and consumer satisfaction.

Scale development followed Churchill's (1979) paradigm, which is a widely accepted framework for scale development in the marketing and retail disciplines (Fornell & Larcker, 1981). This approach has been applied in many studies involving scale development (e.g., Arnold & Reynolds, 2003; Babin, Darden, & Griffin, 1994; Kang & Johnson, 2011), and offers guidance for developing new scales in general. In line with prior scale development studies, this dissertation employed three stages: (1) *scale item generation*, (2) *scale purification*, and (3) *scale validation*. As stated in Chapter I, Figure 8 illustrates the details of each phase.

Figure 8. Phases of the Research Design



Note. Modified from Arnold and Reynolds (2003) and Forsythe et al. (2006)

Phase I: Scale Development

As seen in Figure 8, scale development consisted of three stages: (1) *scale item generation*, (2) *scale purification*, and (3) *scale validation*. Each is described in the following sections.

Scale Item Generation

The purpose of the scale item generation stage was to determine commonalities among values that provide an accurate representation of each CPV as related to self-gifting (c.f., Arnold & Reynolds, 2003). A thorough literature review and in-depth interviews were conducted to identify self-gifting behavioral dimensions relative to CPVs to create the initial item pool. As described in Chapter II, the study aimed to understand the role of CPVs in self-gifting, which is a highly subjective and context-sensitive decision process (Heath et al., 2015; Mick & Demoss, 1990a). An exploratory approach to item generation allows for a closer proximity to participants'

perspectives and, therefore, provides in-depth insights for a better understanding of how participants make sense of the behavior (Richter et al., 2017). Thus, an exploratory approach was appropriate for understanding the subjective experience of self-gifting at the stage of scale item generation.

McCracken (1988) highlighted the significance of an extensive literature review for the qualitative interview because it enables researchers to define research problems and construct an interview questionnaire. The interview method is an effective data collection method to collect specific information through a few selected participants in order to understand their ideas, thoughts, and perspectives regarding certain phenomena (Merriam, 1998), such as self-gifting. Therefore, interviews were conducted to generate a pool of items. The next section describes the process that was followed.

Participant Sample and Recruitment

Individuals aged 18 and above ($N = 20$), who were not students, were recruited in the Southeastern region of the U.S. According to Calder et al. (1981), a homogeneous student sample makes it possible for researchers to “predict the purchases of a particular product known to be used by students,” (p. 200) whereas a heterogeneous, non-student sample allows researchers to predict the purchases of a broad category of products. Self-gifts can be any product or service and they are not limited to a specific segment of consumers. Therefore, a heterogeneous, non-student sample was deemed more appropriate for this particular research topic. Additionally, the real world is commonly heterogeneous, and research using a heterogeneous sample allows for better transfer of the results from research to the real world (Calder et al., 1981), which is important to scale development.

Snowball sampling was used to recruit participants. Snowball sampling refers to a situation where “one contact, or participant is used to help to recruit another, who in turn puts the researcher in touch with another” (Longhurst, 2003, p. 535). This non-probability sampling method has been widely used as an “efficient and effective method to provide in-depth and relatively quick results” (Blázquez, 2014, p. 103). The researcher’s acquaintances were contacted via email and were asked to recommend their families, friends, and colleagues to participate in the interviews. As a result, a total of 20 non-student participants who indicated experiences with self-gifting in the past and who showed high overall interest in sharing their views on self-gifting were recruited. According to Turner (2010), qualified respondents who are willing to provide credible and reliable information are important for a qualitative study. Mason (1996) also highlighted that the appropriate sample selection helps ensure the credibility of a study in exploratory research.

Interview Method

While interviews and focus groups are the most frequently used methods of data collection in qualitative research (Rabiee, 2004), the in-depth interview was employed for several reasons. Focus groups are suitable to identify group norms and elicit opinions about group behaviors, whereas interviews are appropriate to elicit individual opinions and experiences (Stokes & Bergin, 2006). Compared to focus groups, interviews allow for: (1) higher response rate, (2) lower response bias, and (3) greater control of the process (Appleton, 1995; Blair et al., 2013). Blair et al. (2013) explain that the response rate of face-to-face interviews is high in comparison with other data collection methods because it is hard to refuse to answer to the researcher’s face. Response bias is also usually low in face-to-face interviews, as participants

tend to be more honest when an interviewer is present. Additionally, the interview method allows researchers to effectively control the interview process (Appleton, 1995).

According to Merriam (1998), there are three types of interviews: structured, semi-structured, and unstructured interviews. The semi-structured interview is positioned mid-point between structured and unstructured interviews. The semi-structured interview was employed in this dissertation because it was deemed appropriate for an exploratory approach (Richter et al., 2017), as is the case in this study. This type of interview is guided by a set of questions to be explored systematically, and probes are used to draw out more detailed accounts (Qu & Dumay, 2011). In contrast to a structured interview that uses a strict set of pre-determined questions, and thus a lack of flexibility, a semi-structured interview has both sets of pre-determined questions and various prompts, which make it more flexible in managing the interview process. An unstructured interview, on the other hand, has full flexibility because this type of interview does not usually involve developing a set of questions beforehand. The semi-structured interview allows for uncovering something hidden and important in human behavior (Qu & Dumay, 2011), and therefore, this type of interview was deemed most appropriate for exploring the topics of CPVs and self-gifting.

The Interview Process

As concern about public health has been increasing and social distancing has been in practice due to the COVID-19 pandemic, virtual interviews were considered appropriate and were approved by the Institutional Review Board (IRB) of the University of North Carolina at Greensboro (see Appendix A). The virtual interviews were conducted through Zoom. The interview was designed to allow participants to talk about their self-gifting experiences and to describe the role of values in these experiences. Participants received an email a few days before

the appointed interview date that contained a consent form as well as a zoom link. The zoom link directed them to the virtual interview space.

At the beginning of the interview, participants were instructed to read the consent form. The consent form that was approved by IRB includes various information (e.g., the purpose of research, interview data treatment in terms of personal information protection, and the researcher's contact information). Once they agreed to participate in the interview, they were asked to electronically sign the form. They were informed that participation in the interview was voluntary.

The interviews began with small talk or a warm greeting designed to make participants feel comfortable so that they will be actively engaging in a discussion (Rabiee, 2004). See Appendix B for the Interview Schedule. The 'critical incident' technique was used by asking respondents to share their recent experiences of self-gifting (Mick & DeMoss, 1990a). More specifically, they were asked to recall a recent experience where they bought a gift for themselves. They were then asked "what made you to decide to buy a gift for yourself?" "describe the product/service features that you liked about the self-gifts?" and to "describe how you feel when you give self-gifts." According to Sweeney and Soutar (2001), questions about benefits are useful when examining CPVs. Follow-up questions were therefore asked to probe the values, feelings, and benefits of self-gifting. During the interviews, various techniques were used to probe, such as floating or planned prompts. While floating prompts were used to clarify what the participants just said, planned prompts were used based on what meaning can be drawn from a particular question (Leech, 2002). Floating prompts, including "what do you mean by that?" were used alongside planned prompts, which included, for example, "you bought flowers for yourself. What kind of flowers did you buy? Was there any reason to choose the particular

flowers?” (c.f., McCracken, 1988). Each participant received an incentive (\$5 Amazon e-gift card/person) for participation in the interview.

The virtual interviews lasted between 30 to 50 minutes per participant for an average of 40 minutes and were either video or audiotaped according to the permission of the participant. Rubin and Rubin (1995) stated that “recording interviews on audiotape helps get the material down in an accurate and retrievable form” (p. 126). Moreover, recording the interview provides interviewees with a positive impression that tape recording will deliver their message accurately (Rubin & Rubin, 1995). Per Longhurst’s (2003) suggestion, the interviews were transcribed as soon as they were conducted.

Several participants were selected and asked to confirm their transcripts to ensure data quality (c.f., Arnold & Reynolds, 2003). According to Hodges (2011), a member check can be used to increase the reliability of the data and the overall credibility of the interpretation. The member check process also helps shed light on additional insights beyond the initial analysis of the data (Kozinets, 2005).

Thematic Analysis

As seen in Table 4, a total of 20 individuals participated in the interviews, 5 males and 15 females. Participants were between 23 and 52 years of age (average age 37). Most participants (about 60 %) were Caucasian, followed by Hispanic (15 %). Fifty-five percent of participants were married and 40 percent were single. Participants’ typical self-gifting items were classified into three categories: (1) products (e.g., electronics, fashion items, etc.), (2) services (e.g., haircut, massage, etc.), and (3) experiences (e.g., video games, trips, movies, etc.). Frequency of self-gifting varied between participants, ranging from two or three times a week to quarterly.

Table 4. Interview Participant Profiles

Assigned Initials	Age	Gender	Ethnicity	Marital Status	Typical Self-gifts	Frequency of Self-gifting
SM	49	F	Indian	Married	Electronics/Gold	4~5/Year
LS	31	F	Caucasian	Single	Electronics/ Accessories	1/Month
PL	50	M	Caucasian	Married	Gaming sets	2~3/Week
EC	28	F	Caucasian	Single	Clothes, Phone case, Cakes	2/Month
CB	27	F	Indian	Married	Haircut, Kitchen appliance	1/Every 2~3 months
WS	26	M	Caucasian	Married	Coffee maker, Bike gadgets	1/Quarter
FK	25	M	Caucasian	Single	Pocket knife, Video games	1~2/Month
AF	37	F	Caucasian	Single	Monthly box, Fashion items, Flowers	1/Month
KB	37	F	Hispanic	Single	Shoes, Sunglasses	2~3/6 Months
JJ	34	F	Caucasian	Married	Tea, Clothes	Depends
LK	49	F	Caucasian	Single	Pedicure, Starbucks coffee	Depends
JF	45	M	Caucasian	Married	Travels, Video games, Movies	1/Month
KA	51	F	Caucasian	Married	Clothes, Nail, Hair	1/Month
RJ	39	M	Asian	Single	Speakers, Golf- related items	1/2~3 months
VC	30	F	Black	Single	Carnival, Books	1/Month
HQ	23	F	Caucasian	Single	Perfume, Coffee	1/Month
MC	29	F	Black	Single	Clothes, Food	Depends
MR	52	F	Caucasian	Divorced	Self-care related, Massage	1/2months
AT	29	F	Hispanic	Single	Skincare	1/Month
JH	42	F	Hispanic	Married	Pocketbook, Keyboards, and Accessories	1/Month

After reviewing the transcripts and based on the literature review, a thematic analysis was performed, which refers to “the process of recovering the theme or themes that are embodied and dramatized in the evolving meanings and imagery of the work” (van Manen, 1990, p. 78). In the thematic analysis, information was organized and allocated into theoretical categories based on similar characteristics (Dutton & Dukerich, 1991; Forsythe et al., 2006). In this process, reduction of complexity and data size was done by coding. Coding involved grouping statements or observations under a single theme, which allows for a reduced number of categories rather than a large number of explanations of the phenomena. An iterative process of analysis was followed, where a back-and-forth process between parts and the whole occurred (Kvale, 1996).

Once analysis was completed, data interpretation was conducted. Analysis refers to grouping data and finding themes, whereas interpretation is “making links, observing patterns, creating overarching working models or theories” (Keegan, 2009, p. 209). The emergent patterns relative to CPVs were identified, then compared across the interview data for the identification of themes. As a result, a total of nine emergent CPV-based themes were used to interpret the data: (1) price, (2) quality, (3) happiness, (4) social connection and social identity, (5) new knowledge, (6) new experiences, (7) security through resale, (8) work-life balance, and (9) sustainability. The themes were then examined relative to the CPV literature to explore the conceptual relevance of the findings. Pseudonyms were used to protect participants’ confidentiality.

The majority of participants talked about perceived values relative to price and quality when purchasing self-gifts. For example, CB stated that “If it's a self-gift, I will wait for maybe like Black Friday or something like that for a reasonable price.” MR also valued price when it comes to self-gifts and shared her experience with online thrift shops, saying that

For the most part, I've had good experiences buying high-quality items from this particular online thrift shop. So, I get it for like a third of the price...and sometimes half of the price.

WS, on the other hand, looked for quality in a self-gift, and said “You wouldn't buy like an off-brand bike. [I would] make sure of the quality and good reviews.” Likewise, HQ sought quality when buying a gift for herself, and said “If it's something that you will use for a long time, and you will make the most out of it. I think it's worth it.” These examples fit with the concept of functional value found in the CPV literature (Sweeney & Soutar, 2001) because the focus is on cost and performance of the product, and in the case of the data, applies when it is a self-gift.

Participants also talked about the importance of self-gifting to feel better or happy. For example, AF talked about getting a lift when purchasing a self-gift, and said, “It's just to make me feel better after a hard day.” LS also talked about an emotional boost of self-gifts, saying: “This one [a phone case] was purely just for my enjoyment. Yeah, it was kind of self-pampering. This is just for fun for me. It just kind of makes me happy when I look at it.” This finding is consistent with the concept of emotional value as a CPV, which is pertinent to feelings, emotions, and affective states (Sheth et al., 1991). According to Sheth et al. (1991), consumer choice may be made by “non-cognitive and unconscious motives,” which are associated with emotional motives. The same was found to be the case with regard to self-gifting.

Participants also talked about the role of social connection and social identity through self-gifts. As MR stated: “For me, self-gifts would involve going out to cultural events or meeting people, or having a coffee with a friend. I think it's the human connection.” In a similar vein, PL cared about how others think about him and his family through his self-gifts, as he stated:

I was a youth pastor for 15 years. If they [children and teenagers] walked into my home, and I didn't have the cool stuff. Or if they didn't see the motorcycle sitting outside, or our paintball gun, or, you know, these types of things. I'm not saying it made me any less of a person in their eyes, but it intrigued them and made them want to interact with me more. For my kids growing up. I wanted my house to be the cool house. I wanted it to be something that they wanted to bring their friends home to so that their friends could then say, 'Wow, let's spend time in your house.'

SM purchased gold as a self-gift due to its expression of social/economic status, as she said:

Not many people are impressed [by branded apparel] actually. Having the Michael Kors watch or Louie Vuitton bag would not make a lot of sense to the normal middle class. But you wear a gold chain that would make you socially more at a higher scale.

MC looked for social identity through self-gifts as a lawyer by building her collection, as she stated:

I'm building certain signature pieces, physical jewelry. I am building those collections of signature pieces, which are statement pieces. It's usually that I'm building up my adult characteristic, you know, what it means to be a woman in the 21st century, a woman lawyer.

This finding supports the concept of social value inherent in consumption per the CPV literature (Sheth et al., 1991; Sweeney & Soutar, 2001), and in this case, self-gifting.

Other themes that emerged include a desire for gaining knowledge or experiences through self-gifts. For example, VC said, "I expect to learn something. So, when I buy books, [they] would be set in New York, or they might be set in DC or somewhere that I have never

lived. You could learn about different places.” EC also wanted to learn from the home decorating book she bought for herself, as she said:

I've been excited to decorate my home and just make it more of a cozy place. So, seeing that book, and just it felt like the right thing and learning how to decorate my home better and make it my own space.

Participants also mentioned that they purchased self-gifts as special experiences. For example, VC shared: “In Trinidad, we have something called Brazilian carnival. So that's an experience that I would buy for myself because it's so much fun.” JF valued the time running at the beach where he went on a trip with his wife and his friends, as he said:

I mean, running is one of my self-gifting things on a regular basis. That kind of clears my head. And I look forward to it usually at the end of the day. So, I did a lot of that while we're at the beach. That would definitely be the most recent large experience that was self-gifting.

These examples reflect CPV concepts as they are consistent with epistemic (curiosity or knowledge-seeking) and conditional values acquired as a result of specific situations and sets of circumstances (Sheth et al., 1991). For participants, those values are also pertinent to self-gifts.

Interestingly, three themes emerged from the data that have not been reported in the literature on CPVs: security through the resale value of self-gifts, self-gifts that assist with work-life balance, and the concept of sustainability embedded in self-gifts. For example, SM purchased gold for herself and explained that “They [the gold] are investments. They hold onto their value. If ever the need comes, you can always sell it and you'll get your value back.” In terms of work-life balance through self-gifting, PL explained that he plays video games as a self-gift to help him transition from work to his personal life, as he said: “Everybody has to find their

[approach] that allows them to clear their head. I think that's a very important part of separating your work from your personal life.” JF went for a trip to the beach as a self-gift, and mentioned:

For me that's [the trip] a lot of fun, just getting detached from everything around you, and just going to the beach. I truly believe that if you work hard, you can play hard. You know, it's necessary to have a balance.

Some participants valued self-gifts that are sustainable. For example, VC valued a sustainable lifestyle by focusing on environmentally conscious and local consumption when purchasing self-gifts and explains that “If I buy skincare [as a self-gift], I want to make sure that the companies are using sustainable healthy ingredients, or maybe they're using from a local supplier, and not a big global company, not just about making money.” JJ also looked for sustainability in her self-gift as she said:

I want to buy a new car [as a self-gift]. And one of the things that I want in my car is for it to be more environmentally friendly. Whether it's like a battery-operated car, or a hybrid car, like that's something that I really want to do when I buy a new car.

In summary, participants described value-focused self-gifting experiences that included nine themes, including price, quality, feeling better, social connections and social identity, gaining new knowledge, gaining new experiences, security through resale, work-life balance, and sustainability. The majority of themes were related to the conceptualization of CPVs in the literature, while three new values, security through resale, work-life balance, and sustainability were revealed. The nine identified themes were then used to develop an initial pool of items measuring CPVs relative to self-gifting behavior, as described in the next section.

Item Generation

A pool of items that were candidates for final scale items was developed based on three sources: (1) the findings of in-depth interviews, (2) the literature review on CPVs and self-gifting behavior, and (3) expert evaluations. Frequently mentioned CPVs relative to self-gifting during interviews were converted into items and a few items were adapted from previous studies in which CPVs, self-gifting, and related constructs were measured (Arnold & Reynolds, 2003; Balderjahn et al., 2013; El-Adly & Eid, 2015; Kaur et al., 2018; Mortimer et al., 2015; Petrick, 2002; Sánchez et al., 2006; Sweeney & Soutar, 2001; Yoo & Park, 2015). The initial items generated from the in-depth interviews, integrated with adapted items from the literature, led to the generation of 84 items covering all nine CPV themes: 8 items for price, 10 items for quality, 11 items for happiness, 13 items for social connection and social identity, 11 items for new knowledge, 10 items for new experiences, 6 items for security through resale, 7 items for work/life balance, and 8 items for sustainability (see Table 5).

Per Forsythe et al. (2006), with the initial item pool, four experts in the Consumer, Apparel, and Retail Studies and Educational Research Methodology areas (e.g., the dissertation committee) who have completed considerable research were asked to evaluate items for representation of the dimensions of self-gifting and for clarity of wording. Based on the experts' assessment, the inventory was refined, modified, reworded, and edited to improve content and face validity as a measure of value-directed self-gifting behavior. The experts were also asked to identify items that were not applicable, not representative, or incomprehensible or confusing to ensure content and face validity. In this process, unqualified items, which may lead to misunderstanding, do not represent the domain, and are redundant, were eliminated to enhance item validity (Forsythe et al., 2006). The items were then properly phrased so that they could be

answered on a 7-point Likert-type scale with the response categories ranging from strongly disagree to strongly agree. The resulting item pool was then subjected to the next step, which is scale purification.

Table 5. Initial Content Validated Items for CPVs in Self-Gifting

CPVs	Items
Price (8 items)	<ul style="list-style-type: none"> • In general, gifts I buy myself are good purchases for the price paid • I buy myself gifts that are reasonably priced • I buy myself gifts that are fairly priced • I purchase gifts for myself to get the most for my money • Gifts I buy myself are something that I get a bargain for • I buy gifts for myself that are economical • I purchase gifts for myself that provide value for the money • I buy self-gifts that are affordable
Quality (10 items)	<ul style="list-style-type: none"> • I buy myself gifts that last a long time • I purchase self-gifts with an acceptable standard of quality • I purchase self-gifts that will perform consistently • I purchase gifts for myself that are aesthetically pleasing • I buy self-gifts that I will use a lot • I purchase gifts for myself that are well-made • I buy gifts for myself that are convenient to use • I purchase self-gifts that are useful • I buy self-gifts that will perform as expected • I buy gifts for myself that are safe to use
Happiness (11 items)	<ul style="list-style-type: none"> • I buy myself gifts that make me feel good • I buy myself gifts that make me feel comfortable • I buy self-gifts that help cheer me up when I feel down • I purchase self-gifts that help my emotional healing • I buy gifts for myself that I will enjoy • I buy myself gifts that I will have fun with • I buy gifts for myself that help me to relieve stress • I purchase gifts for myself that help me to escape from life's pressure • I buy myself gifts that give me pleasure • I buy myself gifts that relax me • I buy myself gifts that amuse me

Social Connection and Social Identity (13 items)	<ul style="list-style-type: none"> • I buy self-gifts that express the kind of person I am • I buy myself gifts that improve the way I am perceived by others • I purchase self-gifts that express my social identity • I buy gifts for myself that help me to make a good impression on others • I purchase self-gifts that help me to socialize with others • I purchase self-gifts that give me opportunities to get along with others • I buy myself gifts that give me opportunities to interact with others • I buy gifts for myself that prompt the interest of others • I buy gifts for myself that help to promote friendship • I buy gifts for myself that help me to feel acceptable • I buy myself gifts that enable me to stand out from others • I buy gifts for myself that look like I am of high social class • I buy myself brand gifts that look like they fit me.
Gaining New Knowledge (11 items)	<ul style="list-style-type: none"> • I buy gifts for myself that help me to learn • I buy gifts for myself that are informative • I buy myself gifts that are educational • I purchase gifts for myself that help me to enjoy learning • I buy myself gifts that help me to expand my knowledge • I buy myself gifts that help to enhance my skill • I buy myself gifts that help me to keep up with the newest trends • I buy gifts for myself that allow me to learn more • I buy gifts for myself that help to fulfill my curiosity • I buy gifts for myself that help to fulfill my desire to know • I buy gifts for myself that help my career development by learning something new
Gaining New Experiences (10 items)	<ul style="list-style-type: none"> • I buy self-gifts that help me to experience new products or services • I buy gifts for myself that help me to make good memories • I buy gifts for myself that help me to explore new places or new food • I buy myself gifts that help me to share experiences with friends • I buy myself gifts that help me to recall special moments • I buy self-gifts that arouse nostalgia • I purchase gifts for myself that help me to embrace the moment • I purchase gifts for myself that are thrilling • I purchase self-gifts that are once in a lifetime experiences • I purchase gifts for myself that provide bonding experiences with others
Security through Resale	<ul style="list-style-type: none"> • I buy myself gifts that are investments for future value • I buy self-gifts that I could resell at a higher price someday • I buy gifts for myself that I could resell to get my money back • Purchasing gifts for myself is an investment in the future

(6 items)	<ul style="list-style-type: none"> • Gifts that I buy for myself will become more valuable over time • Gifts that I buy for myself are things that are pre-owned
Work-Life	<ul style="list-style-type: none"> • I buy myself gifts that help me to get away from what I am doing • I buy myself gifts that help me to forget about school or work • I buy myself gifts that help me to separate work from my personal life
Balance	<ul style="list-style-type: none"> • I buy gifts for myself that help me to mentally disconnect from work • I buy gifts for myself that give me a sense of freedom from work
(7 items)	<ul style="list-style-type: none"> • I purchase gifts for myself that help me to enjoy my personal life with my family • I buy gifts for myself that help me to balance work and my personal life
Sustainability	<ul style="list-style-type: none"> • It is important that gifts I buy for myself have minimal harmful chemicals • I buy myself gifts that are made in eco-friendly ways • I buy myself gifts made of organic materials or organically raised ingredients
(8 items)	<ul style="list-style-type: none"> • I buy myself gifts that are naturally made • I buy gifts for myself made from recycled materials • I buy gifts for myself made in ethical working environments • I purchase gifts for myself that are environmentally friendly • It is important to buy self-gifts that are from brands that are transparent

Scale Purification

According to Arnold and Reynolds (2003), the goal of scale purification is to conduct item refinement and improve content validity. The scale purification step considers both comprehensive theoretical content coverage of an item and empirical considerations. Using survey data, this step involves item analysis, exploratory factor analysis, and confirmatory factor analysis to ensure scale reliability, and convergent and discriminant validity (Arnold & Reynolds, 2003; Forsythe et al., 2006). In this stage, an online survey was used to collect data to purify the scale.

Creating the Survey

Before creating the survey, a pilot test was conducted to verify the clarity of the wording and meaning of the items obtained from the item generation stage, and appropriate corrections were made. Based on the pilot test, the online survey was constructed using the Qualtrics platform. An online survey has various advantages: (1) it is less expensive compared with other methods, such as interviews, (2) it needs a short amount of time to achieve an appropriate sample size, and (3) it allows for a wide geographical distribution of the sample (Blair et al., 2013). To encourage participation, a small incentive was provided through Amazon Mechanical Turk (MTurk).

After IRB approval was received (see Appendix C), the questionnaire was opened and accessible to the public in MTurk, which is a popular Internet marketplace and nationwide crowdsourcing web service that is regarded as a reliable source of quality data (Casidy & Wymer, 2016). According to Casidy and Wymer (2016), MTurk has more than 250,000 users in the US, and it has been used in many marketing and consumer studies (c.f., Gupta et al., 2018; Johnson et al., 2016; Lawson et al., 2016; Lee & Watkins, 2016; Min et al., 2017). MTurk enables researchers to ask Internet users to participate in the research process for a specific payment amount. MTurk is a useful platform for researchers to use to recruit a non-college sample with diverse demographic characteristics, as it follows a random sampling method (Johnson et al., 2016). Based on the sample size of past scale development studies (c.f. Arnold & Reynolds, 2003; Kang & Johnson, 2011), the target sample size for this step was 500 to 600 respondents. As guided by Kang and Johnson (2011), the survey data was randomly divided in half: one half was used for scale purification and the other half was used for scale validation.

Questionnaire Design

A survey questionnaire developed from the item generation stage was constructed, as shown in Appendix D. The survey questionnaire items were revised and modified based on the results of the pilot test, which was conducted in the beginning of scale purification stage. The survey included a brief consent form containing information, such as the purpose of the research, confidentiality, and researcher's contact information. Participants were informed that if they want to stop the survey without completing it, they can leave the website at any time. As participants who were 18 or older and have purchased self-gifts were recruited to complete the survey, screening questions (i.e., "Are you 18 or older?" and "Have you ever purchased a gift for yourself?") were used to ensure that the respondents were appropriate for this dissertation. The survey then provided the following short explanation of self-gifting to avoid any misunderstanding about its definition, and at the same time, to include broad individual perceptions of self-gifting. The following description was created based on the literature:

Self-gifting refers to purchasing a gift for oneself. Self-gifts can be any product, service, or experience. Self-gifts are purchased in a variety of situations and for different reasons, such as to reward, celebrate, relieve stress, enhance mood, etc.

The questionnaire was comprised of three parts: (1) main survey questions, (2) additional questions, such as self-gifting frequency, amount of money spent on self-gifts, and types of self-gifts, and (3) demographic questions. Respondents were initially asked to complete the items developed during the item generation stage. Respondents were asked to think about their self-gifting experiences and complete each item. Responses used a 7-point Likert scale (1= strongly disagree, 7= strongly agree). The Likert scale is one of the most frequently employed methods to measure consumer values (c.f., Chi & Kilduff, 2011; Yang & Peterson, 2004). Additionally, purchasing frequency (i.e., "On average, how often do you buy a self-gift?") was asked with

multiple-choice response options ranging from “once or twice a year” to “more than once a week.” Amount spent monthly on self-gifting (i.e., “On average, how much have you spent monthly on self-gifts recently?”) was then asked using multiple options ranging from “less than \$50” to “more than \$1,000.” A question about what self-gifts have been purchased was also included. Demographic items regarding gender, age, marital status, ethnicity, education, and income were then asked using multiple options. After the data collection was completed, data cleaning was performed. After cleaning the unusable data due to missing or inconsistent responses, common method bias was assessed to investigate whether covariance among measured items was influenced by the data collection method (online survey in this study) (Hair et al., 2019). The final samples were then subjected to exploratory factor analysis.

Exploratory Factor Analysis

To ensure that the value-oriented self-gifting items developed met the statistical requirement for exploratory factor analysis (EFA), normal distribution was tested using a scatter plot. Additionally, sampling adequacy was examined through the Bartlett test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure. A significant result from Bartlett's test of sphericity implies that there are sufficient correlations among the variables to perform factor analysis. A KMO measure that is greater than .50 is recommended for conducting EFA. These test results mean items hold factorability so that they are appropriate for factor analysis (Jung & Jin, 2014).

Exploratory factor analysis (EFA) with principal component analysis and oblique rotation was performed, and a scree plot test criterion was used to identify the number of factors to extract. EFA was conducted using SPSS 24.0. As a method of extraction, principal component analysis was deemed appropriate because it is most commonly used when “data reduction is a primary concern, focusing on the minimum number of factors needed to account for the

maximum portion of the total variance represented in the original set of variables” (Hair et al., 2019, p. 139). Oblique rotation was employed to extract factors because this rotational method can identify “the extent to which each of the factors is correlated” (Hair et al., 2019, p. 123). Both methods were used to determine underlying dimensions within the constructs (Hair et al., 2019; Mortimer et al., 2015). Furthermore, a scree plot was used. If it displays an elbow slope, this suggests the number of factors to retain for ensuring explanation power (Yang, 2004). An eigenvalue (≥ 1) indicates the number of factors to retain as it reflects the “substantive importance of the factor” (Kang & Johnson, 2011, p. 8).

A systematic item deletion process was then performed, beginning with items that do not load on any factor, which were deleted. In order to identify which items were retained for each factor, factor loadings were examined. As a factor loading of .40 or higher is considered an item with practical significance, based on the results of the EFA, items indicating low factor loadings ($<.40$), cross-loadings ($>.40$), or low communalities ($<.30$) were eliminated from the item pool (Hair et al., 2019). After careful inspection of item content for dimension representation, qualified items were retained. Reliability was then tested. The reliability of the construct indicates accuracy by testing whether “constructs repeatedly measure the same phenomenon within permissible variation” (Vinodh & Joy, 2012, p. 81). Internal reliability using Cronbach’s alpha (α) was assessed to ensure whether those dimensions demonstrated sufficient reliabilities ($>.70$) (Forsythe et al., 2006). When no additional items were deleted through the iterative refining process, the retained items were subjected to item analysis for internal consistency.

Item Analysis

Item analysis is used to generate maximum internal consistency. Using data obtained from the exploratory factor analysis, a mean of inter-item correlation and a corrected item-total

correlation were conducted using the Statistical Package for Social Science (SPSS) 24.0. This step was completed to verify the dimensions to which the items were hypothesized to belong (c.f., Lee & Moon, 2015) in order to maximize internal consistency. The mean of inter-item correlation was calculated to assess the degree of correlation between each item in a set. Items with means of inter-item correlations above .50 should be retained (Ruekert & Churchill, 1984; Wilson & Bellezza, 2022). The corrected item-total correlation for items that belong to a construct were then compared to those with the remaining constructs. Items with statistically higher corrected item-total correlations ($r > .60$) within a dimension as compared with other items that belong to the same dimension were retained. Items that fail to correlate with other items that belong to the same construct were potential candidates for deletion (Arnold & Reynolds, 2003). This process allowed for the identification of items that contribute to maximum internal consistency (Forsythe et al., 2006). The items that remained after item analysis were subjected to confirmatory factor analysis (CFA) for further refining and assessment.

Confirmatory Factor Analysis

As a further step of scale purification, Confirmatory Factor Analysis (CFA) was then utilized to improve the congeneric measurement properties of the scale (Anderson & Gerbing, 1988) using M-plus 8.0. CFA was conducted with the identified value dimensions of self-gifting obtained through EFA using a weighted least square mean and variance adjusted (WLSMV) estimation technique, as the data were not normally distributed. The model fit was assessed using various fit measures. According to Hair et al. (2019), an insignificant χ^2 statistic indicates that the model is regarded as acceptable. However, an insignificant χ^2 is rarely achieved when sample size increases. Instead, normed- χ^2 ($\chi^2/\text{degree of freedom}$) was used, as it is less sensitive to sample size. A value of normed- χ^2 between 2 and 5 is considered acceptable (Hair et

al., 2019). In addition to normed- χ^2 , the model fit was determined by a cutoff value of .90 for the comparative fit index (CFI) and the Tucker–Lewis index (TLI) (Hu & Bentler, 1999), a cutoff value of .10 for standardized root mean square residual (SRMR), and less than .08 for root mean square error of approximation (RMSEA) (c.f. Arnold & Reynolds, 2003). These criteria are required to ensure a good fit between the hypothesized model and the observed data (Hu & Bentler, 1999).

To decide which additional scale items to retain, multiple criteria were used, including path weights (i.e., factor loadings), item squared multiple correlations (SMCs), modification indices (MIs), reliability, average variance extracted (AVE), and model fit (c.f. Arnold & Reynolds, 2003; Kang & Park-Poaps, 2011). Factor loadings indicating statistical significance were examined and items exhibiting loadings below the cutoff ($< .40$) were deleted. SMCs indicate the variability of each item by the corresponding factor, those items lower than the threshold of .30 were candidates for elimination (Hair et al., 2019). MIs provide a guideline for model improvement and a MI value of 4 and greater indicates the model fit could improve significantly by allowing the corresponding path to be estimated (Hair et al., 2019). A series of CFAs were performed until the dataset shows satisfactory model fit based on these criteria, and no further modification was needed.

Internal reliability using Cronbach's α was then examined by ensuring each factor exceeded the threshold of reliability coefficient of .70 (Hair et al., 1998). Composite reliability (CR) of each construct was evaluated using individual indicators based on their loadings and standardized error variances (Kline, 2016). The average variance extracted (AVE) measures the amount of variance explained by the construct, and an acceptable cutoff is .50 (Hair et al., 2019).

Lastly, construct validity was assessed through convergent and discriminant validity, considered as sub-categories of construct validity. Construct validity indicates the extent to which a measure is actually measuring the construct it is supposed to measure (Bagozzi et al., 1991). Convergent validity demonstrates the extent to which “indicators of a specific construct converge or share a high proportion of variance in common” (Hair et al., 2019, p. 659). Convergent validity was assessed using factor loadings, composite reliability, and AVE estimates. Discriminant validity is the degree to which a construct is “truly distinct from other constructs or variables” (Hair et al., 2019, p. 678). Thus, high discriminant validity ensures that a construct is unique from the other constructs by capturing some measures that others do not (Hair et al., 2019). A conservative approach for establishing discriminant validity is to “compare the average variance extracted (AVE) values for any two constructs with the square of the correlation estimate between these two constructs” (Hair et al., 2019, p. 677). If the AVE estimate for the construct is greater than the corresponding squared inter-construct correlation estimates, this provides evidence of discriminant validity (Hair et al., 2019). Once discriminant validity was evident, the items were subjected to the final step, which is scale validation.

Scale Validation

The main purpose of the last step of the process, scale validation, is to reduce the error that may result from capitalization and to ensure that the model is stable by replicating the confirmatory factor analysis on an independent sample (Arnold & Reynolds, 2003). By reconfirming factor structure, the self-gifting measurement model was assessed to demonstrate its stability across independent samples along with convergent and discriminant validity. To achieve the purpose of this step, per Arnold and Reynolds (2003), the other half of the survey data collected in the purification stage was used.

With M-plus 8.0, CFA of a weighted least square mean and variance adjusted (WLSMV) estimation was replicated with the data to ensure factor structure stability by testing the model fit. The multiple fit indices for value-driven self-gifting behavior models were checked as to whether the key indexes (i.e., normed- χ^2 , CFI, TLI, SRMR, and RMSEA values) meet each criterion. MIs were re-examined to determine additional changes for better model fit.

Reliability, convergent, and discriminant validity were then evaluated. The methods that were used in the scale purification stage for detecting these were replicated here for the validation sample. To ensure reliability, composite reliability was assessed in terms of whether the values met the criteria ($> .70$) (Hair et al., 2019). Convergent validity was evaluated again by examining the confirmatory factor loadings of each item with its intended construct.

Discriminant validity was then assessed by comparing AVE estimates for each construct with the squared inter-construct correlations pertinent to that construct (Hair et al., 2019). When the convergent and discriminant validities are supported, unidimensionality is confirmed, which indicated that each item reflects only one underlying construct (Hair et al., 2019).

In summary, the CPVs important to self-gifting were identified through an extensive literature review and in-depth interviews. Items were developed and then evaluated by experts in the disciplines in terms of item clarity and representation. The items retained from the expert evaluation comprised the initial item pool, which was subjected to a pilot test for further clarification to ensure content validity. The resulting item inventory was then used in the scale purification step. In this step, the items in the initial pool were refined and assessed for content validity through multiple statistical analyses (e.g., EFA, Item Analysis, and CFA) as well as assessing reliability and construct validity (i.e., convergent and discriminant validity). Lastly, the set of refined self-gifting items was tested for replicability across independent samples by

reconfirming CFA in the scale validation step. In this step, another set of analyses was conducted to ensure reliability and validity. All of these steps addressed the first part of the purpose (i.e., to develop a self-gifting scale from the CPV perspective). To address the second part of the purpose (i.e., to test the developed scale to examine whether CPVs in self-gifting influence consumer satisfaction), the developed scale was then used to test the hypotheses, which is discussed in the next section.

Phase II: Hypotheses Testing

After the scale development in Phase I was completed, Phase II involved testing the hypotheses. The aim of Phase II was to test a structural model of CPV-driven self-gifting relative to satisfaction using Structural Equation Modeling (SEM). As stated in Chapter II, it was hypothesized that consumer satisfaction is influenced by self-gifting behavior driven by various CPVs.

Data Collection Process

With IRB approval (see Appendix E), a second online survey was distributed. The process was the same as in Phase I. Respondents who were 18 or above in the U.S. were recruited to respond to an online survey through MTurk, the aforementioned popular site for recruiting US Internet users (c.f. Liu et al., 2017). Likewise, as with Phase I, an online survey allowed for access to a large population to analyze behavior patterns (Bloch et al., 1994). In terms of sample size, for SEM, using a larger sample size generates more reliable statistical results, so the goal was to secure a large sample size. According to Boomsma and Hoogland (2001), a sample size smaller than 200 may bring about non-convergence, and a more complex model requires a larger sample size. General guidelines of the absolute sample size for a large sample are greater than 200 (Kim et al., 2015). According to scale development studies, a sample

of 300-400 is deemed acceptable to avoid non-convergence and to test the robustness of the SEM (Boomsma & Hoogland, 2001; Kang & Johnson, 2011).

The questionnaire (see Appendix F) began with a cover page that described the research purpose as well as a brief generic definition of self-gifting behavior as introduced in Phase I. The screening questions were then followed as used in Phase I (i.e., “Are you 18 or older?” and “Have you ever purchased a gift for yourself?”). The questionnaire was constructed on the Qualtrics platform using items obtained from Phase I along with questions asking about self-gifting frequency, amount spent on self-gifting, and types of self-gifts. Then, demographic questions, such as age, gender, ethnicity, education, and income were included. Except for the demographic questions, respondents were asked to indicate their agreement with each statement on a 7-point Likert scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*).

Following the items developed in Phase I, the questionnaire included items measuring satisfaction adopted from previous post-purchase studies (Casidy & Wymer, 2016; Mohlmann, 2015; Wu et al., 2018), and modified according to the topic of this study as described in Table 6. Respondents were asked to indicate their agreement with each statement on a 7-point Likert scale (from 1= *strongly disagree* to 7= *strongly agree*).

Table 6. Measurement Items for Satisfaction

Latent Variable	Items
Satisfaction	In general, I am satisfied with self-gifts I have purchased
	In general, the self-gifts I purchase go beyond my expectation
	In general, the self-gifts I purchase are worthwhile
	In general, the self-gift I purchased is the right decision
	My overall experiences with self-gifts are satisfactory
	Overall, I am highly satisfied with my self-gifts

Data Cleaning and Descriptive Analysis

After the online survey was completed, usable data were obtained by eliminating unqualified data, such as unanswered and inconsistent data. Missing data were carefully detected because “missing data are often magnified in SEM due to the large number of measured variables employed” (Ullman, 2006, p. 41). Descriptive analyses were then conducted using SPSS 24.0 to assess the means and standard deviations of the item constructs as well as participants’ demographic factors. Descriptive statistics for demographics allow for identification of general characteristics of the population. Purchasing frequency and amounts spent on self-gifting were then analyzed and reported.

Measurement Model

Structural equation modeling (SEM) was used to test the interrelationships of constructs in the structural model. SEM is known as a multivariate analysis method for examining structural relationships between measured and latent variables (Vinodh & Joy, 2012). According to Hair et al. (1998), the strengths of SEM are twofold: (1) to provide “a straightforward method of dealing

with multiple relationships simultaneously while providing statistical efficiency” and (2) “to assess the relationships comprehensively and provide a transition from exploratory to confirmatory analysis” (p. 578). SEM was conducted using M-plus 8.0 to test the conceptual model.

Model identification for the structural model was conducted using a two-step approach, which was to evaluate the measurement part and structural part of the model separately (Kline, 2016). The measurement model was used to assess the rules of correspondence between indicators and constructs (latent variables) (Hair et al., 2019). According to Hair et al. (1998), the primary goals of the measurement model are (1) “to specify indicators for each construct” and (2) “to assess the reliability of each construct for estimating causal relationships” (p. 581). The model specification was initially illustrated, including exogenous latent variables (i.e., CPVs and satisfaction) and their endogenous observed variables (i.e., indicators of CPVs and satisfaction).

Testing the measurement model involves respecifying the fully latent structural regression model as a confirmatory factor analysis (CFA) model and testing the overall model fit of the CFA model (Kline, 2016). Therefore, CFA was conducted on the identified indicators of latent variables. The model fit was assessed by the multiple fit indices, which suggests “how well the specified theoretical structure represents reality as represented by the data” (Hair et al., 2019, p. 635). As stated in Phase I, overall model fit was assessed by using multiple fit indices, such as normed- χ^2 , CFI, TLI, SRMR, and RMSEA. The value of normed- χ^2 should be between 2 and 5 for an acceptable model fit. Good model fit is achieved when the values are .90 or higher for CFI and TLI, and the values are lower than .10 for SRMR and less than .08 for RMSEA (Kline, 2005).

Once the overall model fit was assessed, reliability and validity were then evaluated. For reliability, Cronbach's alpha was assessed. When the value of a construct is greater than .70, it is considered acceptable, which indicates items under a construct have strong reliability (Hair et al., 1998). Composite reliability (CR) was then estimated based on standardized loadings and the error variances for each item. A CR value greater than .70 indicated a satisfactory level of reliability (Hair et al., 1998).

Construct validity of the latent constructs was then evaluated based on convergent and discriminant validity of the measurement model. Hair et al. (2019) suggested assessing CFA standardized factor loadings for convergent validity. Standardized factor loadings obtained through CFA should be greater than .70 to effectively represent their corresponding latent variables. Discriminant validity of the model was then tested. The average variance extracted (AVE) estimates for each construct exceeded all squared correlations pertinent to that construct for sufficient discriminant validity (Fornell & Larcker, 1981; Hair et al., 2019).

Structural Model

Given an acceptable measurement model, the structural model was then evaluated. The model is a recursive model (i.e., all paths between latent variables are unidirectional and their disturbances are uncorrelated) and thus, it was identified as a structural model. The structural model represents hypotheses about indirect or direct effects among observed or latent variables (Kline, 2016). According to Hair et al. (1998), a structural model is used to examine the goodness-of-fit of the model to determine if the model is acceptable as proposed. The overall fit of the structural model was assessed using the same criteria (i.e., normed- χ^2 , CFI, TLI, SRMR, and RMSEA) as the measurement model.

As will be explained in Chapter IV, after acceptable model fit was established, latent variable path analysis was then conducted to test the hypothesized relationships between constructs (i.e., CPVs in self-gifting and consumer satisfaction). Path analysis provides a way to analyze relationships based on the correlations between the constructs and the specified model (Hair et al., 2019). Through this process, path coefficients were evaluated to identify construct interrelations and their significance was then examined. The path coefficients provide direct empirical evidence relating to the hypothesized relationships between CPVs in self-gifting and consumer satisfaction.

Summary

This chapter presented the research design, including a discussion of the scale development stages (i.e., *scale item generation*, *scale purification*, and *scale validation*). Sample and data collection strategies were discussed relative to each stage. A description of structural equation modeling for testing the relationships between variables was provided. The next chapter presents the results of the dissertation, including sample descriptions, scale purification and validation using EFA, Item Analysis, CFA, and presents the results of the hypotheses testing using Structural Equation Model analysis.

CHAPTER IV: DATA ANALYSIS AND RESULTS

This chapter presents the results of the data analysis. As discussed in Chapter III, scale development was performed as Phase I to address the first part of the study's purpose (i.e., to develop a self-gifting scale from the CPV perspective). In Phase II, the scale was then used to test the proposed conceptual framework using Structural Equation Modeling (SEM) to address the second part of the purpose of the study (i.e., to test the developed scale to examine whether CPVs in self-gifting influence consumer satisfaction). Following Churchill's (1979) paradigm, the first step of the scale development process (i.e., scale item generation) as well as experts' assessment were completed. The steps followed in the analysis of the data are the focus of this chapter. Specifically, the initial pool of items was pilot tested to assess content validity. The resulting items were then subjected to scale purification and scale validation. The final scale was then used to test the hypotheses (see Figure 7, page 64). This chapter begins with a discussion of the pilot test analysis, followed by scale purification, scale validation, and ends with hypotheses testing.

Phase I: Scale Development

Pilot Test Analysis

Prior to the pilot test, as discussed in Chapter III, four experts in Consumer, Apparel, and Retail Studies and Educational Research Methodology completed evaluation of items for representation of the dimensions of self-gifting and for clarity of wording. There were no adjustments or changes made from this review. A pilot test of the developed scale was then conducted to ensure clarity of wording and meanings of the items that were obtained from the expert evaluation. Emails were sent to 16 graduate students asking them to review the list of

items and reword or modify if necessary to improve clarity. Six replied with suggestions and modifications for 14 items: 2 items for price, 1 item for happiness, 2 items for social connection and social identity, 3 items for new knowledge, 3 items for new experiences, 1 item for work/life balance, and 2 items for sustainability. Most of the responses were regarding minor wording changes. For example, “new food” was revised as “new type of food” and “organically raised ingredients” as “organic ingredients.” Based on the recommendations, minor wording adjustments were made, as shown in Table 7. The resulting item inventory for measuring CPVs in self-gifting was then used in the scale purification step, which is discussed in the next section.

Table 7. Revised Items Based on Pilot Test

CPVs	Items
Price (2 Items)	<ul style="list-style-type: none"> • In general, gifts I buy myself are good purchases for the price paid - In general, gifts I buy myself are good purchases for the price <i>I</i> paid • I buy gifts for myself that are economical - I buy gifts for myself that are economical <i>in price</i>
Happiness (1 Item)	<ul style="list-style-type: none"> • I purchase self-gifts that help my emotional healing - I purchase self-gifts that help <i>with</i> my emotional healing
Social Connection and Social Identity (2 Items)	<ul style="list-style-type: none"> • I buy gifts for myself that help me to feel acceptable - I buy gifts for myself that help me to feel <i>accepted</i> • I buy gifts for myself that look like I am of high social class - I buy gifts for myself that <i>make it</i> look like I am of high social class
Gaining New Knowledge (3 Items)	<ul style="list-style-type: none"> • I buy gifts for myself that help me to learn - I buy gifts for myself that help me to learn <i>new things</i> • I buy myself gifts that help to enhance my skill - I buy myself gifts that help to enhance my skills • I buy gifts for myself that help to fulfill my desire to know - I buy gifts for myself that help to fulfill my <i>desire for knowledge</i>
Gaining New Experiences (3 Items)	<ul style="list-style-type: none"> • I buy gifts for myself that help me to explore new places or new food - I buy gifts for myself that help me to explore new places or new <i>types of</i> food • I buy self-gifts that arouse nostalgia - I <i>buy gifts for myself</i> that arouse nostalgia • I buy self-gifts that are once in a lifetime experiences - I <i>buy gifts for myself</i> that are once in a lifetime experiences

CPVs	Items
Work/Life Balance (1 Item)	<ul style="list-style-type: none"> • I buy gifts for myself that help me to balance work and my personal life - I buy gifts for myself that help me to balance <i>my work and personal life</i>
Sustainability (2 Items)	<ul style="list-style-type: none"> • I buy myself gifts made of organic materials or organically raised ingredients - I buy myself gifts made of organic materials or <i>organic ingredients</i> • I buy gifts for myself made in ethical working environments - I buy myself gifts <i>that are</i> made in ethical working <i>conditions</i>

Note. Italicized: Words revised or added based on pilot test responses.

Data Collection

An online survey was used to collect the data. The online survey format was carefully designed to increase response rate and to reduce non-response error as well as measurement error. According to Dillman et al. (2014), higher response rates reduce the likelihood of non-response error, which “occurs when the characteristics of respondents differ from those who chose not to respond in a way that is relevant to the study results” (p. 5). Higher response rates increase the precision of the estimates, thus provide greater credibility for the results as compared to lower response rates. Therefore, designing surveys in ways that produce higher response rates is essential. As recommended by Dillman et al. (2014), a respondent-friendly questionnaire that was shorter rather than longer was used and incentives were provided.

In addition, measurement error is one of the main indicators used to determine survey quality. Measurement error occurs when respondents inaccurately answer the questions due to poor wording, misunderstanding of terminology, and/or when the survey is comprised of sensitive questions, such as socially undesirable behavior (e.g., illegal behaviors). To reduce the potential for measurement error, the survey questionnaire was subjected to the aforementioned expert evaluation and pilot test. The survey also provided a definition of self-gifting to avoid any

misunderstanding of the main concept. Because questions about self-gifting are not considered socially undesirable or sensitive, measurement error was not deemed to be an issue in this study.

With IRB approval (see Appendix C), a total of 789 responses to the Qualtrics-based survey were collected. Data were collected through Amazon MTurk, a nationwide crowdsourcing web service in mid-December 2021. A sample of respondents 18 and older with self-gifting experiences was recruited. Survey data cleaning was performed to ensure the quality of the data by identifying and removing responses from individuals who either did not match the target sample (i.e., respondents who have experienced self-gifting) or did not answer the questions thoughtfully. Responses that indicated no previous self-gifting experiences ($N = 5$) or that were incomplete or/and straight-lined (i.e., a respondent chooses the same answer choice over and over again) ($N = 74$) were deleted, leaving 710 (90.0%) responses for further analysis.

Common method bias was assessed, as it can be a problem because it means that “relationships among variables and/or constructs are influenced by the data collection method (e.g., same collection method, questionnaire format, or even scale type)” (Hair et al., 2019, p. 727). To detect the potential for common method bias, Harmon’s one-factor test was conducted, as this test method has been frequently adopted in consumer behavior and marketing studies (Devaraj et al., 2002; Malär et al., 2011; Morhart et al., 2013). According to Hair et al. (2019), Harmon’s one-factor test is one of the most effective tests for detecting problematic levels of common method bias, stating that if one-factor analysis accounts for 40% of the total variance or less, then common method bias is not likely to be present. Principal component analysis revealed that one factor of the set of measured items explained 32.97% of the total variance, which was less than the recommended criteria of 40% (Hair et al., 2019). Therefore, common method bias was deemed to not be present.

The survey questionnaire included questions asking self-gifting behavior, such as self-gifting frequency, amount of money spent on self-gifts, and types of self-gifts. Roughly one-quarter of the respondents answered that they purchase self-gifts every month ($N = 176$; 24.79%), followed by quarterly ($N = 149$; 20.99%), once or twice a year ($N = 138$; 19.44%), once every two months ($N = 137$; 19.30%), twice a month ($N = 66$; 9.30%), once a week ($N = 37$; 5.21%), and more than once a week ($N = 7$; 0.99%). In terms of average expenditures for a self-gift, the majority of respondents spent between \$51 and \$150 ($N = 207$; 29.15%), followed by between \$151 and \$300 ($N = 172$; 24.23%), less than \$50 ($N = 119$; 16.76%), between \$301 and \$450 ($N = 94$; 13.24%), between \$451 and \$600 ($N = 59$; 8.31%), between \$601 and \$750 ($N = 24$; 3.38%), between \$751 and \$900 ($N = 13$; 1.83%), more than \$1,000 ($N = 13$; 1.83%), and between \$901 and \$1,000 ($N = 9$; 1.27%). Items for self-gifts varied by respondents, ranging from fashion items, electronics, experiences, foods, to hobby-related. Detailed answers are presented in Table 8.

Table 8. Self-Gifting Behavior and Items

Self-Gifting Behavior and Items		Total ($N = 710$)	%	
Self-Gifting Behavior	Frequency	Once or twice a year	138	19.44
		Quarterly	149	20.99
		Once every two months	137	19.30
		Every month	176	24.79
		Twice a month	66	9.30
		Once a week	37	5.21
		More than once a week	7	0.99
	Average Expenditures	Less than \$50	119	16.76
		\$51 ~ \$150	207	29.15
		\$151 ~ \$300	172	24.23
		\$301 ~ \$450	94	13.24
		\$451 ~ \$600	59	8.31
		\$601 ~ \$750	24	3.38
		\$751 ~ \$900	13	1.83
\$901 ~ \$1,000	9	1.27		

		More than \$1,000	13	1.83
Self-Gifting Items	Fashion Items	Shoes, Hats, Clothes, Cosmetics, Jewelry, Perfume, Handbags, Pajamas, Wallets, Watches, Lingerie, Nail Polish, Beauty Products		
	Electronics	Smart Phone, Laptop, Video Games, Camera, Speakers, TV, Headphones, Coffee Maker, Smart Watch, iPad, Robot Vacuum, Air Fryer, Toaster Oven, Monitor, Printer, Tablet, Digital Piano		
	Experiences	Concerts, Movies, Travel, Fitness Subscription, Spa Visit, Massage, Flowers, Records, Nails, Streaming Services, Meditation App, Night-out, Music, New Hair Style, Yoga, Second Language Learning App, Food Delivery Service		
	Foods	Wine, Sushi, Cookies, Herbal teas, Chocolate, Coffee, Fresh Fruits, Pizza, Beer, Candy, Steaks		
	Hobby-related	Bike, House Décor Items, Art Supplies, Plants, e-books, Toys, Paintings, Candles, Pets, Books, Chess Set, Instruments, Magic Cards, Lego Sets		

Scale Purification

As described in Chapter III, the aim of scale purification is item reduction and an assessment of the scale's dimensionality. Scale purification involves multiple statistical processes, such as exploratory factor analysis, item analysis, confirmatory factor analysis, and an assessment of reliability as well as convergent and discriminant validity (Arnold & Reynolds, 2003). The next section describes the process that was followed to ensure scale purification.

Purification Sample Description

The collected data ($N = 710$) were randomly split in half. One half of the data ($N = 355$) was used for scale purification and the other half was used for scale validation. The simplest and most straightforward method for splitting a sample into two halves is to split it at random. This method is adequate when the sample size is large (Hair et al., 2019). The purification sample ($N = 355$) consisted of more males ($N = 202$; 56.90%) than females ($N = 148$; 41.69%), and 5 participants selected "prefer not to say" (1.41%) for the gender question. Age range of most

respondents was between 22 and 35 ($N = 182$; 51.27%), followed by between 36 and 45 ($N = 83$; 23.38%), between 46 and 55 ($N = 53$; 14.93%), between 56 and 65 ($N = 25$; 7.04%), 66 and over ($N = 8$; 2.25%), and between 18 and 21 ($N = 4$; 1.13%).

In terms of ethnicity, the largest portion of respondents were White/Caucasian ($N = 289$; 81.41%), followed by Black/African American ($N = 25$; 7.04%), Asian ($N = 20$; 5.63%), Hispanic/Latin American ($N = 15$; 4.23%), Other ($N = 4$; 1.13%), American Indian or Alaska Native ($N = 1$; 0.28%), and Native Hawaiian or Other Pacific Islander ($N = 1$; 0.28%). The respondents were highly educated, with more than half reporting a 4-year degree ($N = 213$; 60.00%), followed by Graduate/Postgraduate ($N = 68$; 19.15%), some college degree ($N = 48$; 13.52%), and High School Diploma ($N = 26$; 7.32%).

In terms of marital status, the majority of the respondents indicated that they were married ($N = 223$; 62.82%) and the next largest portion responded that they were single (never married) ($N = 102$; 28.73%), followed by divorced ($N = 22$; 6.20%), widowed ($N = 6$; 1.69%), separated ($N = 1$; 0.28%), and other ($N = 1$; 0.28%). Majority of respondents answered that the annual household income before taxes ranged from \$40,000 to \$59,999 ($N = 106$; 29.86%), followed by between \$20,000 and \$39,999 ($N = 73$; 20.56%), between \$60,000 and \$79,999 ($N = 64$; 18.03%), between \$80,000-\$99,999 ($N = 37$; 10.42%), less than \$20,000 ($N = 23$; 6.48%), between \$100,000-\$119,999 ($N = 22$; 6.20%), between \$120,000-\$149,999 ($N = 18$; 5.07%), and \$150,000 or more ($N = 12$; 3.38%). The breakdown of sample characteristics is provided in Table 9.

Table 9. Purification Sample Characteristics

	Male	%	Female	%	Prefer not to say	Total	%
Sample	202	56.90	148	41.69	5	355	100.00
Age (year)							
18-21	3	1.49	1	0.68	-	4	1.13
22-35	113	55.94	65	43.92	4	182	51.27
36-45	47	23.27	35	23.65	1	83	23.38
46-55	26	12.87	27	18.24	-	53	14.93
56-65	12	5.94	13	8.78	-	25	7.04
66 and above	1	1.50	7	4.73	-	8	2.25
Ethnicity							
White/Caucasian	173	85.64	113	76.35	3	289	81.41
Hispanic/Latin American	9	4.46	5	3.38	1	15	4.23
Black/African American	13	6.44	12	8.11	-	25	7.04
Asian	7	3.47	13	8.78	-	20	5.63
American Indian or Alaska Native	-	-	1	0.68	-	1	0.28
Native Hawaiian or Other Pacific Islander	-	-	1	0.68	-	1	0.28
Other	-	-	3	2.03	1	4	1.13
Education							
High school diploma	14	6.93	11	7.43	1	26	7.32
Some college	20	9.90	26	17.57	2	48	13.52
4-year Degree	123	60.89	89	60.14	1	213	60.00
Graduate/Postgraduate	45	22.28	22	14.86	1	68	19.15
Marital Status							
Married	134	66.34	87	58.78	2	223	62.82
Widowed	-	0.00	6	4.05	-	6	1.69
Divorced	6	2.97	16	10.81	-	22	6.20
Separated	1	0.50	-	-	-	1	0.28
Never Married	60	29.70	39	26.35	3	102	28.73
Other	1	0.50	-	-	-	1	0.28
Family Income							
Less than \$20,000	10	4.95	12	8.11	1	23	6.48
US \$20,000- \$39,999	43	21.29	29	19.59	1	73	20.56

	Male	%	Female	%	Prefer not to say	Total	%
US \$40,000- \$59,999	55	27.23	50	33.78	1	106	29.86
US \$60,000- \$79,999	47	23.27	16	10.81	1	64	18.03
US \$80,000- \$99,999	20	9.90	16	10.81	1	37	10.42
US \$100,000- \$119,999	12	5.94	10	6.76	-	22	6.20
US \$120,000-\$149,999	10	4.95	8	5.41	-	18	5.07
US \$150,000 or more	5	2.48	7	4.73	-	12	3.38

Exploratory Factor Analysis

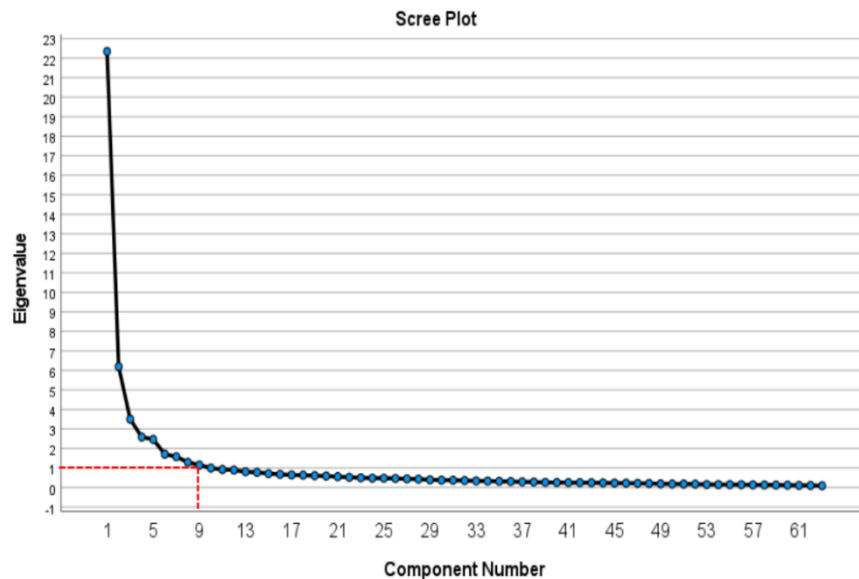
An exploratory factor analysis was conducted using principal component analysis and the oblique rotation method. There are two widely used factor analytical methods: common factor analysis (CFA) and principal component analysis (PCA). While common factor analysis is used primarily to identify underlying factors or dimensions that reflect what the variables share in common, principal component analysis is used to summarize the most of the original information (variance) in the minimum number of factors for prediction purposes (Hair et al., 2019; Kline, 2016). Principal component analysis was used in this study because it has been widely used in scale development research (Forsythe et al., 2006; Richins & Dawson, 1992; Sweeney & Soutar, 2001), as the objective is to reduce a larger number of variables to a smaller number of factors (Basto & Pereira, 2012; Hair et al., 2019). The rotation method was determined through an item correlation matrix. According to Hair et al. (2019), a correlation matrix provides a useful start because it displays the constructs that are expected to relate to one another. An item correlation matrix indicated that the absolute correlations ranged from .01 to .52. One value was greater than .50, which indicates that at least one pair of factors were statistically correlated (Hair et al., 2019). Therefore, oblique rotation was deemed to be appropriate, as this rotation method allows for correlations among factors to be seen.

Item assessment was examined using multiple criteria, such as factor loadings, a scree plot, percentage of variance explained, communalities, and factor representation. In terms of factor loadings, items with high cross-loadings ($>.40$) and items with low factor loadings ($<.40$) were candidates for deletion (Hair et al., 2019). Items with factor loadings of $.40$ or above were retained, as they were deemed practically significant. Multiple iterations of EFA were performed until all factor loadings were above $.40$ on the corresponding single factor and lower than $.40$ on all other factors. As Kang and Park-Poaps (2011) recommended, one item was excluded at a time in this process and the EFA was then rerun, as deleting one item may affect the overall factor structure. As a result, items with low factor loadings ($<.40$) were excluded, which resulted in the removal of 16 items. Furthermore, items that cross-loaded were deleted, which resulted in a deletion of another 10 items. Taken together, a total of 26 items were removed: 6 items for price, 3 items for quality, 5 items for happiness, 6 items for social connection and social identity, 4 items for new knowledge, 1 item for new experiences, and 1 item for work/life balance.

After removing the 26 items, another round of EFA was conducted. An examination of the scree plot and percentage of variance explained indicated the existence of nine factors. A scree plot showed that nine factors with eigenvalues greater than 1.0 (ranged from 1.08 to 20.51) were appropriate to explain the variability in the data (see Figure 9). As an eigenvalue of 1.0 is the widely accepted criterion for factor extraction, factors with eigenvalues of 1.0 or higher were retained and used for further analysis. All items had factor loadings higher than $.40$, ranging from $.57$ to $.92$. All communalities ranged from $.50$ to $.80$, which exceeded the recommended threshold of $.30$ (Hair et al., 2019). Most of the items loaded highly onto the expected factors, which offered a meaningful interpretation of the relationships between the items and their corresponding factors. The nine-factor solution accounted for approximately 68.64% of the total

variance and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was .94, which is above the threshold of .50, indicating sufficient sampling adequacy for exploratory factor analysis. Bartlett's test of sphericity revealed statistical significance ($\chi^2 = 16,141.58$, $df = 1,653$, $p = .00$), indicating that there are sufficient correlations among the variables to perform factor analysis. In terms of internal-reliability, Cronbach's alphas for each factor were tested and the results ranged from .71 to .95, which are over the acceptable threshold of .70 and considered excellent (Hair et al., 2019).

Figure 9. Scree Plot Indicating the Eigenvalues Associated with the Number of Factors



Item meaning and representation of the constructs were then examined. Items for seven factors (i.e., price, social connection and social identity, new knowledge, new experiences, security through resale, work/life balance, and sustainability) were found to be measuring the factors that they were expected to measure, as previously identified from the qualitative investigation, however, two factors emerged that indicated either a broader or a narrower meaning than expected. One factor included 7 items for quality and 2 items for happiness,

indicating that it spanned two CPVs: quality and happiness. To be inclusive of both items, this factor was renamed as “satisfying quality (SQ)” because these items illustrated fulfillment derived from the performance of a self-gift per the consumers’ expectations (e.g., “I purchase self-gifts with an acceptable standard of quality,” “I buy self-gifts that I will use a lot,” “I buy self-gifts that will perform as expected,” “I buy gifts for myself that are safe to use,” “I buy gifts for myself that I will enjoy,” and “I buy myself gifts that I will have fun with”). The other factor, previously labeled happiness, was revealed to include emotional healing and therapeutic values rather than just the hedonic aspects of value. The items measuring this factor include: “I buy self-gifts that help cheer me up when I feel down,” “I purchase self-gifts that help with my emotional healing,” “I buy gifts for myself that help me to relieve stress,” and “I purchase gifts for myself that help me to escape from life’s pressure.” Taking this underlying therapeutic value into consideration, this factor was renamed “mood diversion (MD).”

After the removal process, the remaining items totaled 58, including 9 items for satisfying quality (SQ), 7 items for social connection and social identity (SI), 8 items for sustainability (ST), 7 items for new knowledge (NK), 6 items for work/life balance (WL), 6 items for security through resale (RS), 9 items for new experiences (EX), 4 items for mood diversion (MD), and 2 items for price (P). The nine-factor model structure with the 58 items is presented in Table 10. As described earlier, all measures fell into acceptable ranges. Therefore, no additional items were deleted at this stage.

Table 10. Exploratory Factor Analysis Results

Items		Factors								
		F1	F2	F3	F4	F5	F6	F7	F8	F9
Satisfying Quality (SQ)		Eigen Value = 20.51, $\alpha = .88$								
SQ1	I purchase self-gifts with an acceptable standard of quality	.85	.08	.06	.05	.07	-.11	-.02	-.17	-.08
SQ2	I buy self-gifts that I will use a lot	.76	-.07	.09	.01	-.07	.07	-.08	.08	-.03
SQ3	I purchase gifts for myself that are well-made	.61	-.20	.03	.05	-.13	.22	.02	.11	.04
SQ4	I buy gifts for myself that are convenient to use	.58	.00	.04	.00	-.08	.04	-.05	.15	.25
SQ5	I purchase self-gifts that are useful	.65	-.14	-.03	.11	-.08	.09	.00	-.04	.16
SQ6	I buy self-gifts that will perform as expected	.79	-.05	-.05	.01	-.04	.04	.02	-.02	.12
SQ7	I buy gifts for myself that are safe to use	.82	.06	.02	.04	-.07	-.04	-.07	.00	.01
SQ8	I buy gifts for myself that I will enjoy	.66	.04	.01	-.09	.02	-.04	.01	.19	-.15
SQ9	I buy myself gifts that I will have fun with	.69	.09	-.09	-.09	.09	-.07	.23	.07	-.12
Social Connection and Social Identity (SI)		Eigen Value = 6.14, $\alpha = .95$								
SI4	I buy gifts for myself that help me to make a good impression on others	-.05	.80	.02	-.02	-.18	.02	.07	.13	-.01
SI5	I purchase self-gifts that help me to socialize with others	.08	.79	-.01	-.02	.01	.14	.02	.02	-.04
SI6	I purchase self-gifts that give me opportunities to get along with others	.03	.80	.02	-.02	-.03	.11	.01	-.02	.04
SI7	I buy myself gifts that give me opportunities to interact with others	-.02	.83	-.03	.12	-.05	-.02	.00	-.02	.08
SI8	I buy gifts for myself that prompt the interest of others	.09	.92	-.01	-.04	.04	.07	-.10	-.01	-.07
SI9	I buy gifts for myself that help to promote friendship	-.11	.85	-.01	.05	.01	-.06	.05	.00	.06
SI10	I buy gifts for myself that help me to feel accepted	-.16	.85	.13	-.03	.00	.01	-.06	.03	.03
Sustainability (ST)		Eigen Value = 3.21, $\alpha = .93$								
ST1	It is important that gifts I buy for myself have minimal harmful chemicals	.20	-.01	.71	.01	-.01	-.08	-.01	-.09	.04
ST2	I buy myself gifts that are made in eco-friendly ways	.05	.06	.79	.00	.02	.04	-.01	-.01	-.02
ST3	I buy myself gifts made of organic materials or organic ingredients	-.16	-.09	.81	-.04	-.02	.11	.08	.07	.05

	Items	Factors								
		F1	F2	F3	F4	F5	F6	F7	F8	F9
ST4	I buy myself gifts that are naturally made	-.11	.03	.78	.14	-.03	-.02	-.08	.12	.02
ST5	I buy gifts for myself made from recycled materials	-.12	-.05	.84	-.02	-.10	.14	-.01	.10	.06
ST6	I buy gifts for myself that are made in ethical working conditions	.08	.06	.76	.06	.01	-.07	.01	-.05	-.01
ST7	I purchase gifts for myself that are environmentally friendly	.15	-.02	.81	-.08	.04	.03	.11	-.17	-.02
ST8	It is important to buy gifts for myself that are from brands that are transparent	.08	.15	.78	.05	.07	-.15	.07	-.11	-.08
New Knowledge (NK)										
Eigen Value = 2.39, α = .94										
NK1	I buy gifts for myself that help me to learn new things	.15	.06	-.02	.72	.08	.02	-.06	-.07	.12
NK2	I buy gifts for myself that are informative	.09	.06	-.07	.83	.06	-.01	.03	-.12	.04
NK3	I buy myself gifts that are educational	-.11	.05	.09	.79	.05	.01	-.06	.09	.04
NK5	I buy myself gifts that help me to expand my knowledge	-.03	-.10	.08	.88	-.09	.03	.01	.09	-.07
NK6	I buy myself gifts that help to enhance my skills	.06	-.01	.04	.81	.03	.04	.00	-.01	-.12
NK8	I buy gifts for myself that allow me to learn more	-.04	.04	-.01	.86	-.01	.02	-.05	.11	-.05
NK10	I buy gifts for myself that help to fulfill my desire for knowledge	-.01	-.02	-.02	.87	.07	-.03	.08	-.08	-.05
Work/Life Balance (WL)										
Eigen Value = 2.24, α = .91										
WL1	I buy myself gifts that help me to get away from what I am doing	.11	.05	-.10	.04	.77	.03	.00	-.06	-.04
WL2	I buy myself gifts that help me to forget about school or work	.04	.07	-.05	.00	.88	.06	-.07	-.09	.06
WL3	I buy myself gifts that help me to separate my work from my personal life	-.17	-.18	.07	-.03	.85	.04	.10	-.01	.02
WL4	I buy gifts for myself that help me to mentally disconnect from work	-.07	-.07	.00	.05	.86	.00	-.07	.10	.05
WL5	I buy gifts for myself that give me a sense of freedom from work	-.15	-.06	.05	.10	.81	-.04	-.05	.19	-.03
WL7	I buy gifts for myself that help me to balance my work and personal life	-.02	.03	.01	.01	.60	.06	.12	.05	.13
Security through Resale (RS)										
Eigen Value = 1.52, α = .91										
RS1	I buy myself gifts that are investments for future value	.11	-.07	.00	.21	-.03	.70	.03	.00	.00

	Items	Factors								
		F1	F2	F3	F4	F5	F6	F7	F8	F9
RS2	I buy gifts for myself that I could resell at a higher price someday	.08	.14	-.10	-.03	-.03	.78	.12	-.09	-.03
RS3	I buy gifts for myself that I could resell to get my money back	.00	.10	-.06	.01	-.01	.82	.00	.07	-.09
RS4	Purchasing gifts for myself is an investment in the future	-.06	.06	.02	.08	.06	.79	-.05	.01	.03
RS5	Gifts that I buy for myself will become more valuable over time	.00	.06	.06	.04	.03	.77	-.01	-.02	-.08
RS6	Gifts that I buy for myself are things that are pre-owned	.05	.06	.13	-.17	.18	.68	.01	-.15	.04
New Experiences (EX)										
Eigen Value = 1.45, $\alpha = .91$										
EX2	I buy gifts for myself that help me to make good memories	.23	-.05	-.02	.21	.06	-.15	.62	.02	.02
EX3	I buy gifts for myself that help me to explore new places or new types of food	.00	-.12	.08	-.05	-.14	.06	.85	.05	.03
EX4	I buy myself gifts that help me to share experiences with friends	.01	.10	-.04	.06	-.08	.08	.72	-.03	.09
EX5	I buy myself gifts that help me to recall special moments	-.03	.11	.02	.06	-.04	-.05	.67	.15	-.03
EX6	I buy gifts for myself that arouse nostalgia	.01	.07	-.04	-.18	.24	.02	.67	-.06	.04
EX7	I purchase gifts for myself that help me to embrace the moment	.08	-.04	.19	-.09	.12	-.15	.70	.07	-.13
EX8	I purchase gifts for myself that are thrilling	.04	-.02	.00	.03	.07	.22	.57	-.02	.00
EX9	I buy gifts for myself that are once in a lifetime experiences	-.15	.04	.03	.05	.04	.11	.71	.03	-.06
EX10	I purchase gifts for myself that provide bonding experiences with others	-.14	.19	-.03	.10	-.09	.10	.62	-.02	.09
Mood Diversion (MD)										
Eigen Value = 1.28, $\alpha = .85$										
MD1	I buy self-gifts that help cheer me up when I feel down	.14	.03	-.04	-.05	.03	-.11	.10	.77	.05
MD2	I purchase self-gifts that help with my emotional healing	-.08	-.01	-.05	.13	-.06	-.06	.16	.81	.06
MD3	I buy gifts for myself that help me to relieve stress	.25	.09	.04	-.02	.16	.00	-.12	.63	-.03
MD4	I purchase gifts for myself that help me to escape from life's pressure	.23	.08	-.02	-.11	.20	.10	-.06	.60	-.07
Price (P)										
Eigen Value = 1.08, $\alpha = .71$										
P5	Gifts I buy myself are something that I get a bargain for	.07	-.04	.07	-.12	.01	.05	-.01	.13	.82
P6	I buy gifts for myself that are economical in price	.05	.11	-.02	.01	.11	-.18	.03	-.07	.84

Item Analysis

The retained items were then subjected to item analysis for internal consistency. Statistical criteria for item refinement were assessed using a mean of inter-item correlation above .50 and a corrected item-total correlation above .60 (Anand & Kaur, 2018; Arnold & Reynolds, 2003; Hair et al., 2019; Ruekert & Churchill, 1984; Wilson & Bellezza, 2022). Means of inter-item correlations were assessed to measure the degree of correlation between each item in a set. Only those exhibiting means of inter-item correlations above .50 were retained. This step resulted in the elimination of 9 items, including 5 items representing satisfying quality (i.e., SQ3, SQ4, SQ5, SQ8, and SQ9), 3 items for new experiences (i.e., EX2, EX6, and EX7), and 1 item for sustainability (ST1).

Corrected item-total correlations were then evaluated for each set of items to test whether they represent the hypothesized dimension of CPVs in self-gifting. Items with corrected item-total correlations greater than .60 were retained. After careful inspection of item content for domain representation, 2 items representing price (i.e., P5 and P6) had corrected item-total correlations lower than .60 and therefore were removed (see Table 11). The factor, price, had only two items, and the deletion of these two items consequently led to the deletion of the factor, price, from the model, resulting in an eight-factor model. Taken together, the item refinement procedure using means of inter-item correlations and corrected item-total correlations resulted in an eight-factor model with a final set of 47 items. Detailed item reductions are presented in Table 12 (following Table 11).

Table 11. Item Correlations

Item		Mean of Inter-Item Correlations	Corrected Item-Total Correlations
Satisfying Quality (SQ)			
SQ1	I purchase self-gifts with an acceptable standard of quality	.51	.69
SQ2	I buy self-gifts that I will use a lot	.53	.72
SQ3	I purchase gifts for myself that are well-made	.47	.63
SQ4	I buy gifts for myself that are convenient to use	.49	.65
SQ5	I purchase self-gifts that are useful	.46	.62
SQ6	I buy self-gifts that will perform as expected	.54	.73
SQ7	I buy gifts for myself that are safe to use	.54	.73
SQ8	I buy gifts for myself that I will enjoy	.45	.60
SQ9	I buy myself gifts that I will have fun with	.47	.62
Social Connection and Social Identity (SI)			
SI4	I buy gifts for myself that help me to make a good impression on others	.67	.76
SI5	I purchase self-gifts that help me to socialize with others	.73	.84
SI6	I purchase self-gifts that give me opportunities to get along with others	.73	.84
SI7	I buy myself gifts that give me opportunities to interact with others	.71	.82
SI8	I buy gifts for myself that prompt the interest of others	.72	.82
SI9	I buy gifts for myself that help to promote friendship	.73	.83
SI10	I buy gifts for myself that help me to feel accepted	.73	.84
Sustainability (ST)			
ST1	It is important that gifts I buy for myself have minimal harmful chemicals	.49	.64
ST2	I buy myself gifts that are made in eco-friendly ways	.66	.80
ST3	I buy myself gifts made of organic materials or organic ingredients	.62	.76
ST4	I buy myself gifts that are naturally made	.61	.74
ST5	I buy gifts for myself made from recycled materials	.62	.75
ST6	I buy gifts for myself that are made in ethical working conditions	.63	.76
ST7	I purchase gifts for myself that are environmentally friendly	.66	.80
ST8	It is important to buy gifts for myself that are from brands that are transparent	.66	.80
New Knowledge (NK)			
NK1	I buy gifts for myself that help me to learn new things	.65	.76
NK2	I buy gifts for myself that are informative	.70	.82
NK3	I buy myself gifts that are educational	.69	.81
NK5	I buy myself gifts that help me to expand my knowledge	.67	.78

	Item	Mean of Inter-Item Correlations	Corrected Item-Total Correlations
NK6	I buy myself gifts that help to enhance my skills	.67	.78
NK8	I buy gifts for myself that allow me to learn more	.67	.79
NK10	I buy gifts for myself that help to fulfill my desire for knowledge	.70	.82
Work/Life Balance (WL)			
WL1	I buy myself gifts that help me to get away from what I am doing	.56	.66
WL2	I buy myself gifts that help me to forget about school or work	.66	.80
WL3	I buy myself gifts that help me to separate my work from my personal life	.62	.75
WL4	I buy gifts for myself that help me to mentally disconnect from work	.64	.77
WL5	I buy gifts for myself that give me a sense of freedom from work	.65	.79
WL7	I buy gifts for myself that help me to balance my work and personal life	.58	.70
Security through Resale (RS)			
RS1	I buy myself gifts that are investments for future value	.59	.70
RS2	I buy gifts for myself that I could resell at a higher price someday	.65	.79
RS3	I buy gifts for myself that I could resell to get my money back	.64	.77
RS4	Purchasing gifts for myself is an investment in the future	.67	.81
RS5	Gifts that I buy for myself will become more valuable over time	.65	.78
RS6	Gifts that I buy for myself are things that are pre-owned	.54	.63
New Experiences (EX)			
EX2	I buy gifts for myself that help me to make good memories	.49	.63
EX3	I buy gifts for myself that help me to explore new places or new types of food	.53	.68
EX4	I buy myself gifts that help me to share experiences with friends	.58	.77
EX5	I buy myself gifts that help me to recall special moments	.55	.72
EX6	I buy gifts for myself that arouse nostalgia	.49	.64
EX7	I purchase gifts for myself that help me to embrace the moment	.49	.64
EX8	I purchase gifts for myself that are thrilling	.53	.69
EX9	I buy gifts for myself that are once in a lifetime experiences	.59	.78
EX10	I purchase gifts for myself that provide bonding experiences with others	.55	.72
Mood Diversion (MD)			
MD1	I buy self-gifts that help cheer me up when I feel down	.61	.73
MD2	I purchase self-gifts that help with my emotional healing	.56	.65
MD3	I buy gifts for myself that help me to relieve stress	.60	.70
MD4	I purchase gifts for myself that help me to escape from life's pressure	.58	.68
Price (P)			

Item		Mean of Inter-Item Correlations	Corrected Item-Total Correlations
P5	Gifts I buy myself are something that I get a bargain for	.56	.56
P6	I buy gifts for myself that are economical in price	.56	.56

Note. Highlighted: Deleted items

Table 12. Item Reduction

Factor	Initial Items	EFA		Item Analysis	Final Retained Items
		Deleted Items	Retained Items (After EFA)	Deleted Items	
Price (P)	8	-6	2	-2	-
Quality → Satisfying Quality (SQ)	10	-3	9 (2 items from Happiness)	-5	4
Happiness → Mood Diversion (MD)	11	-5	4	-	4
Social Connection and Social Identity (SI)	13	-6	7	-	7
New Experiences (EX)	10	-1	9	-3	6
New Knowledge (NK)	11	-4	7	-	7
Security through Resale (RS)	6	-	6	-	6
Work/Life balance (WL)	7	-1	6	-	6
Sustainability (ST)	8	-	8	-1	7
Total Items	84	-26	58	-11	47

Note. EFA deletion criteria: high cross-loadings $>.40$; low factor loadings $<.40$

Item analysis deletion criteria: mean of inter-item correlations $<.50$;

Corrected item-total correlations $<.60$

Quality was renamed “Satisfying Quality,” and Happiness renamed “Mood Diversion.”

Two items in Happiness were moved to Satisfying Quality.

To evaluate the remaining 47 items and their structure, another round of EFA was performed. The results identified eight underlying factors (see Table 13). The pattern matrix

indicated that all items loaded strongly onto their respective factors (factor loadings ranged from .62 to .93), and no items cross-loaded onto other factors. The eight-factor model explained 71.81% of the total variance and the KMO measure of sampling adequacy was .95, which is above the threshold of .50. Cronbach's alphas for each factor were then examined. The results ranged from .85 to .95, which exceeded the acceptable criteria of .70 and therefore were reliable (Hair et al., 2019). The retained 47 items were then subjected to confirmatory factor analysis (CFA) for further item refinement.

Table 13. Final Exploratory Factor Analysis Results

Items	Factors								
	F1	F2	F3	F4	F5	F6	F7	F8	
Satisfying Quality (SQ)									
Eigen Value = 1.44, $\alpha = .86$									
SQ1	I purchase self-gifts with an acceptable standard of quality	.81	.03	.08	.03	.04	-.06	-.07	-.04
SQ2	I buy self-gifts that I will use a lot	.72	-.11	.07	.01	-.08	.02	.01	.14
SQ6	I buy self-gifts that will perform as expected	.81	-.08	-.06	.01	-.03	.03	.10	.05
SQ7	I buy gifts for myself that are safe to use	.84	-.02	.01	.03	-.09	-.04	-.01	.08
Social Connection and Social Identity (SI)									
Eigen Value = 18.47, $\alpha = .95$									
SI4	I buy gifts for myself that help me to make a good impression on others	-.07	.81	.02	-.03	-.16	-.01	.01	.13
SI5	I purchase self-gifts that help me to socialize with others	.06	.78	-.02	-.03	.01	.12	.04	.03
SI6	I purchase self-gifts that give me opportunities to get along with others	.02	.80	.01	-.01	.00	.08	.04	-.03
SI7	I buy myself gifts that give me opportunities to interact with others	.01	.85	-.04	.12	-.02	-.04	.04	-.04
SI8	I buy gifts for myself that prompt the interest of others	.05	.93	-.01	-.05	.04	.07	-.14	.02
SI9	I buy gifts for myself that help to promote friendship	-.05	.88	-.02	.03	.03	-.07	.06	-.03
SI10	I buy gifts for myself that help me to feel accepted	-.14	.87	.12	-.04	.01	.01	.06	.01
Sustainability (ST)									
Eigen Value = 3.01, $\alpha = .93$									

	Items	Factors							
		F1	F2	F3	F4	F5	F6	F7	F8
ST2	I buy myself gifts that are made in eco-friendly ways	.20	.07	.80	.00	.02	.06	-.06	.00
ST3	I buy myself gifts made of organic materials or organic ingredients	.10	.07	.85	-.03	-.02	.13	.03	.07
ST4	I buy myself gifts that are naturally made	-.11	.05	.80	.12	-.03	-.06	-.04	.06
ST5	I buy gifts for myself made from recycled materials	-.03	-.10	.85	-.01	-.10	.10	.01	.07
ST6	I buy gifts for myself that are made in ethical working conditions	.04	-.05	.77	.05	.01	-.09	.04	-.04
ST7	I purchase gifts for myself that are environmentally friendly	-.06	.03	.81	-.09	.05	.01	.10	-.15
ST8	It is important to buy gifts for myself that are from brands that are transparent	-.01	-.03	.79	.05	.07	-.14	.00	-.08
New Knowledge (NK)									
Eigen Value = 4.29, $\alpha = .94$									
NK1	I buy gifts for myself that help me to learn new things	.05	-.12	-.05	.74	.09	.00	-.01	-.09
NK2	I buy gifts for myself that are informative	.08	.11	-.05	.84	.06	.03	-.03	-.10
NK3	I buy myself gifts that are educational	-.03	.12	.10	.80	.04	.02	-.07	.07
NK5	I buy myself gifts that help me to expand my knowledge	.08	-.04	.05	.86	-.09	-.01	.09	.04
NK6	I buy myself gifts that help to enhance my skills	-.13	.04	.03	.80	.00	.03	.05	-.01
NK8	I buy gifts for myself that allow me to learn more	-.08	.20	.00	.86	-.03	.06	-.10	.11
NK10	I buy gifts for myself that help to fulfill my desire for knowledge	.14	-.09	.00	.87	.05	-.01	.04	-.08
Work/Life Balance (WL)									
Eigen Value = 2.22, $\alpha = .91$									
WL1	I buy myself gifts that help me to get away from what I am doing	.03	.11	-.15	.02	.78	.00	.03	-.06
WL2	I buy myself gifts that help me to forget about school or work	-.10	.06	-.04	.00	.89	.06	-.09	-.06
WL3	I buy myself gifts that help me to separate my work from my personal life	-.11	.02	.08	-.05	.88	-.01	.10	-.02
WL4	I buy gifts for myself that help me to mentally disconnect from work	-.02	.03	.02	.04	.87	-.03	-.09	.10
WL5	I buy gifts for myself that give me a sense of freedom from work	.05	.05	.05	.09	.82	-.08	-.05	.18
WL7	I buy gifts for myself that help me to balance my work and personal life	.12	.06	-.02	.00	.64	.01	.19	.02

Items		Factors							
		F1	F2	F3	F4	F5	F6	F7	F8
Security through Resale (RS)									
Eigen Value = 2.06, $\alpha = .91$									
RS1	I buy myself gifts that are investments for future value	.06	.08	-.04	.21	-.05	.71	.08	-.01
RS2	I buy gifts for myself that I could resell at a higher price someday	-.15	-.16	-.07	-.02	-.05	.83	.04	-.03
RS3	I buy gifts for myself that I could resell to get my money back	-.06	-.05	-.04	.03	-.06	.87	-.06	.12
RS4	Purchasing gifts for myself is an investment in the future	-.17	-.04	.04	.09	.03	.81	-.05	.02
RS5	Gifts that I buy for myself will become more valuable over time	.06	.06	.06	.03	-.01	.78	.01	-.01
RS6	Gifts that I buy for myself are things that are pre-owned	.07	.06	.13	-.17	.18	.63	.08	-.17
New Experiences (EX)									
Eigen Value = 1.24, $\alpha = .90$									
EX3	I buy gifts for myself that help me to explore new places or new types of food	-.15	-.10	.08	-.08	-.07	.03	.85	.06
EX4	I buy myself gifts that help me to share experiences with friends	-.04	.03	-.04	.04	-.02	-.01	.78	-.12
EX5	I buy myself gifts that help me to recall special moments	-.09	-.05	.06	.05	.00	-.10	.62	.19
EX8	I purchase gifts for myself that are thrilling	.11	.04	-.02	-.01	.12	.16	.65	-.03
EX9	I buy gifts for myself that are once in a lifetime experiences	.19	-.02	.05	.01	.10	.05	.71	.02
EX10	I purchase gifts for myself that provide bonding experiences with others	.08	.14	-.03	.07	-.02	-.02	.74	-.05
Mood Diversion (MD)									
Eigen Value = 1.02, $\alpha = .85$									
MD1	I buy self-gifts that help cheer me up when I feel down	.15	.02	-.04	-.07	.02	-.06	.09	.80
MD2	I purchase self-gifts that help with my emotional healing	-.13	-.02	-.02	.13	-.07	-.05	.16	.84
MD3	I buy gifts for myself that help me to relieve stress	.18	.06	.05	-.02	.12	-.03	-.14	.70
MD4	I purchase gifts for myself that help me to escape from life's pressure	.18	.05	-.03	-.14	.16	.13	-.05	.66
Total Variance Explained: 71.81%									

Confirmatory Factor Analysis

Confirmatory Factor Analysis (CFA) was conducted as a part of the scale purification procedures to examine the eight-factor model obtained from the EFA and Item Analysis. The eight factors included satisfying quality (SQ), social connection and social identity (SI), sustainability (ST), new knowledge (NK), work/life balance (WL), security through resale (RS), new experiences (EX), and mood diversion (MD). The factor structure and its relationship with the 47 items were specified as a confirmatory model using M-plus 8.0.

As Likert scale data are categorical, a weighted least square mean and variance adjusted (WLSMV) estimation technique was used to analyze the data (Hair et al., 2019). In the consumer behavior and marketing disciplines, Likert scale data have commonly been treated as continuous data, and therefore the Maximum Likelihood Estimation (MLE) has been widely used because it is recommended for continuous data (Arnold & Reynolds, 2009; Geng et al., 2017; Richins, 2004; Tian et al., 2001; Wilson & Bellezza, 2022). According to Kline (2016), however, MLE is not appropriate to use to analyze Likert scale data because “ML estimates and their standard errors may both be too low when the data analyzed are from categorical indicators, and the degree of their negative bias is higher as distributions of item responses become increasingly non-normal” (p. 257). Kline (2016) recommended three estimation options, including WLSMV, to analyze categorical data (e.g., Likert scale items).

To determine the estimation technique between MLE and WLSMV, normality tests (i.e., Kolomogorov-Smirnov and Shapiro-Wilk tests) were conducted with the data. In order to use MLE, the data must be normally distributed (Hair et al., 2019). Both normality test results revealed that the data were not normally distributed ($p < .001$), failing to meet the assumption of

normality for the MLE. Thus, WLSMV was deemed the more appropriate and efficient estimation technique to analyze the Likert scale data for this study.

A CFA with WLSMV estimation was performed using M-plus 8.0 to confirm the eight-factor structure of the scale (see Figure 10). The model fit was assessed through main fit indices, including normed- χ^2 (χ^2 /df), CFI, TLI, RMSEA, and SRMR, as recommended by Kline (2016). An examination of model fit revealed that the model had an excellent fit to the data: $\chi^2 = 1,805.80$, $df = 1,006$, $p = .00$, $\chi^2/df = 1.80$; CFI = .97, TLI = .97; SRMR = .04; RMSEA = .05 (CI_{90%} = .04 - .05) as the fit indices met all cutoff criteria (CFI and TLI > .90; SRMR < .10; RMSEA ≤ .08) (see Table 14). In the report of the 90% confidence interval for RMSEA, the upper bound is .05, which is less than .10, indicating a good fit. Standardized factor loadings were significant ($p < .001$), ranging from .69 to .89. All item SMCs ranged from .48 to .79, which were greater than the minimum criterion value of .30 (Hair et al., 2019). As all MIs were acceptably low, no modification was needed.

Figure 10. Standardized Estimates of the Confirmatory Model

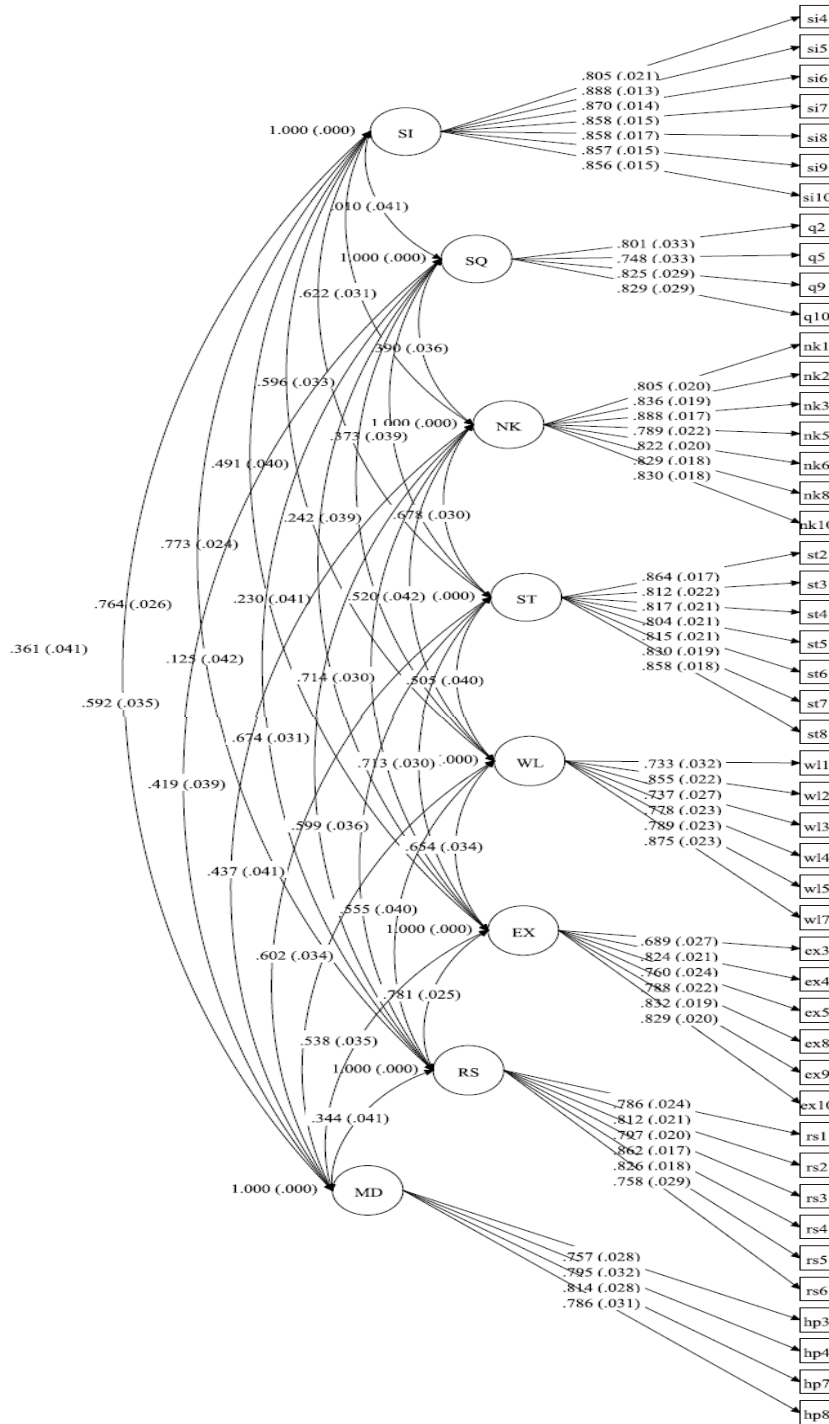


Table 14. Fit Evaluation of the CFA in Scale Purification

Fit Indices	Value	Recommended Value
Normed- χ^2 (χ^2 /df)	1.80	<5
Comparative fit index (CFI)	.97	>.90
Tucker–Lewis index (TLI)	.97	>.90
Standardized root mean squared residual (SRMR)	.04	<.10
Root mean square error of approximation (RMSEA)	.05 (CI _{90%} = .04 - .05)	≤.08

Reliability and construct validity were then examined. Cronbach’s alpha and composite reliability were used to test reliability. Cronbach’s alpha estimates ranged from .85 to .95, and composite reliability estimates ranged from .87 to .95. These estimates were greater than the recommended cutoff of .70, indicating a satisfactory level of reliability (Hair et al., 2019). All AVE estimates ranged from .62 to .73, which exceeded the threshold of .50, suggesting that the eight-factor model was reliable.

Evidence of construct validity was then examined through tests of convergent and discriminant validity. Convergent validity ensures that one construct is correlated with another construct that is theoretically similar (Hair et al., 2019; Kline, 2016). Convergent validity can be tested by assessing factor loadings, composite reliability, and AVE estimates. As discussed earlier, all standardized confirmatory factor loadings were greater than .70, and they were all significant. The composite reliability estimates ranged from .87 to .95, which exceeded the recommended criteria of .70. Further, the AVE estimates ranged from .62 to .73, which exceeded the recommended threshold value of .50. Therefore, convergent validity of all factors was confirmed (see Table 15).

Table 15. Purification Scale Properties of CPVs in Self-Gifting (CFA Results)

		Items	Std. Loadings	S.E	SMC
Satisfying Quality (SQ)					
CR = .88 α = .86 AVE = .64	SQ1	I purchase self-gifts with an acceptable standard of quality	.80	.03	.64
	SQ2	I buy self-gifts that I will use a lot	.75	.03	.56
	SQ6	I buy self-gifts that will perform as expected	.83	.03	.68
	SQ7	I buy gifts for myself that are safe to use	.83	.03	.69
Social Connection and Social Identity (SI)					
CR = .95 α = .95 AVE = .73	SI4	I buy gifts for myself that help me to make a good impression on others	.81	.02	.65
	SI5	I purchase self-gifts that help me to socialize with others	.89	.01	.79
	SI6	I purchase self-gifts that give me opportunities to get along with others	.87	.01	.76
	SI7	I buy myself gifts that give me opportunities to interact with others	.86	.02	.74
	SI8	I buy gifts for myself that prompt the interest of others	.86	.02	.74
	SI9	I buy gifts for myself that help to promote friendship	.86	.02	.73
	SI10	I buy gifts for myself that help me to feel accepted	.86	.02	.73
Sustainability (ST)					
CR = .94 α = .93 AVE = .69	ST2	I buy myself gifts that are made in eco-friendly ways	.86	.02	.75
	ST3	I buy myself gifts made of organic materials or organic ingredients	.81	.02	.66
	ST4	I buy myself gifts that are naturally made	.82	.02	.67
	ST5	I buy gifts for myself made from recycled materials	.80	.02	.65
	ST6	I buy gifts for myself that are made in ethical working conditions	.82	.02	.67
	ST7	I purchase gifts for myself that are environmentally friendly	.83	.02	.69
	ST8	It is important to buy gifts for myself that are from brands that are transparent	.86	.02	.74
	New Knowledge (NK)				
CR = .94 α = .94 AVE = .69	NK1	I buy gifts for myself that help me to learn new things	.81	.02	.65
	NK2	I buy gifts for myself that are informative	.84	.02	.70
	NK3	I buy myself gifts that are educational	.89	.02	.79
	NK5	I buy myself gifts that help me to expand my knowledge	.79	.02	.62

	Items	Std. Loadings	S.E	SMC	
	NK6	I buy myself gifts that help to enhance my skills	.82	.02	.68
	NK8	I buy gifts for myself that allow me to learn more	.83	.02	.69
	NK10	I buy gifts for myself that help to fulfill my desire for knowledge	.83	.02	.69
Work/Life Balance (WL)					
CR = .91 α = .91 AVE = .63	WL1	I buy myself gifts that help me to get away from what I am doing	.73	.03	.54
	WL2	I buy myself gifts that help me to forget about school or work	.86	.02	.73
	WL3	I buy myself gifts that help me to separate my work from my personal life	.74	.03	.54
	WL4	I buy gifts for myself that help me to mentally disconnect from work	.78	.02	.61
	WL5	I buy gifts for myself that give me a sense of freedom from work	.79	.02	.62
	WL7	I buy gifts for myself that help me to balance my work and personal life	.88	.02	.77
Security through Resale (RS)					
CR = .92 α = .91 AVE = .65	RS1	I buy myself gifts that are investments for future value	.79	.02	.62
	RS2	I buy gifts for myself that I could resell at a higher price someday	.81	.02	.66
	RS3	I buy gifts for myself that I could resell to get my money back	.80	.02	.64
	RS4	Purchasing gifts for myself is an investment in the future	.86	.02	.74
	RS5	Gifts that I buy for myself will become more valuable over time	.83	.02	.68
	RS6	Gifts that I buy for myself are things that are pre-owned	.76	.03	.58
New Experiences (EX)					
CR = .91 α = .90 AVE = .62	EX3	I buy gifts for myself that help me to explore new places or new types of food	.69	.03	.48
	EX4	I buy myself gifts that help me to share experiences with friends	.82	.02	.68
	EX5	I buy myself gifts that help me to recall special moments	.76	.02	.58
	EX8	I purchase gifts for myself that are thrilling	.79	.02	.62
	EX9	I buy gifts for myself that are once in a lifetime experiences	.83	.02	.69
	EX10	I purchase gifts for myself that provide bonding experiences with others	.83	.02	.69
Mood Diversion (MD)					
	MD1	I buy self-gifts that help cheer me up when I feel down	.76	.03	.57

		Items	Std. Loadings	S.E	SMC
CR = .87 α = .85 AVE = .62	MD2	I purchase self-gifts that help with my emotional healing	.80	.03	.63
	MD3	I buy gifts for myself that help me to relieve stress	.81	.03	.66
	MD4	I purchase gifts for myself that help me to escape from life's pressure	.79	.03	.62

Note. CR: Composite Reliability; $\frac{(\sum \text{std. Loadings})^2}{(\sum \text{std. Loadings})^2 + \Sigma \text{ error variance}}$

α: Cronbach's Alpha

AVE: Average Variance Extracted; $\frac{\sum \text{std. Loadings}^2}{\sum \text{std. Loadings}^2 + \Sigma \text{ error variance}}$

Std Loadings: Standardized CFA Factor Loadings

S.E: Standard Error

SMC: Squared Multiple Correlation

All the standardized factor loadings are significant at $p < .001$

Discriminant validity was then tested by comparing AVEs with squared inter-construct correlations to ensure the unique distinctiveness of each factor from the rest of the factors (Hair et al., 2019). Discriminant validity is supported when all AVEs exceed squared inter-construct correlations. The results indicated that discriminant validity was established because AVEs (ranging from .62 to .73) exceeded all the squared inter-construct correlations (ranging from .00 to .61) as shown in Table 16. Discriminant validity supports that these eight factors are uniquely different one from another. Therefore, the eight-factor model was then subjected to the next step, scale validation.

Table 16. Discriminant Validity Assessment Matrix (Purification)

	SQ	SI	ST	NK	WL	RS	EX	MD
SQ	.64							
SI	.00	.73						
ST	.14	.36	.69					
NK	.15	.39	.46	.69				
WL	.06	.24	.26	.27	.63			
RS	.02	.58	.36	.45	.31	.65		
EX	.05	.60	.51	.51	.43	.61	.62	
MD	.35	.13	.19	.18	.37	.12	.29	.62

Note. Diagonal bolded numbers are the AVEs for each factor. Numbers on the off diagonal are squared inter-construct correlations. SQ: Satisfying Quality; SI: Social Connection and Social Identity; ST: Sustainability; NK: New Knowledge; WL: Work/Life Balance; RS: Security through Resale; EX: New Experiences; MD: Mood Diversion

Scale Validation

Validation Sample Description

As described earlier in the chapter, the remaining half of the data ($N = 355$) that was collected were used for scale validation. Similar to the purification sample, there were slightly more male respondents ($N = 194$; 54.65%) than females ($N = 161$; 45.35%) Majority of respondents were between 22 and 35 ($N = 156$; 43.94%) followed by between 36 and 45 ($N = 99$; 27.89%), between 46 and 55 ($N = 40$; 11.27%), between 56 and 65 ($N = 37$; 10.42%), 66 and over ($N = 18$; 5.07%), and between 18 and 21 ($N = 5$; 1.41%). With respect to ethnicity, the majority of respondents identified as White/Caucasian ($N = 273$; 76.90%), followed by Black/

African American ($N = 31$; 8.73%), Asian ($N = 21$; 5.92%), Hispanic/ Latin American ($N = 21$; 5.92%), Other ($N = 5$; 1.41%), and American Indian or Alaska Native ($N = 4$; 1.13%).

Respondents were highly educated, with more than half reporting a 4-year degree ($N = 195$; 54.93%), followed by some college degree ($N = 81$; 22.82%), Graduate/Postgraduate ($N = 59$; 16.62%), and High School diploma ($N = 20$; 5.63%). Regarding marital status, the largest portion of respondents were married ($N = 219$; 61.69%), followed by never married ($N = 100$; 28.17%), divorced ($N = 21$; 5.92%), widowed ($N = 8$; 2.25%), separated ($N = 5$; 1.41%) and other ($N = 2$; .56%). Majority of respondents answered that the annual household income before taxes ranged from \$40,000 to \$59,999 ($N = 103$; 29.01%), followed by between \$20,000 and \$39,999 ($N = 71$; 20.00%), between \$60,000 and \$79,999 ($N = 63$; 17.75%), between \$80,000-\$99,999 ($N = 42$; 11.83%), between \$100,000-\$119,999 ($N = 29$; 8.17%), less than \$20,000 ($N = 26$; 7.32%), \$150,000 or more ($N = 11$; 3.10%), and between \$120,000-\$149,999 ($N = 10$; 2.82%). The details of sample characteristics are found in Table 17.

Table 17. Validation Sample Characteristics

	Male	%	Female	%	Total	%
Sample	194	54.65	161	45.35	355	100.00
Age (year)						
18-21	3	1.55	2	1.24	5	1.41
22-35	96	49.48	60	37.27	156	43.94
36-45	52	26.80	47	29.19	99	27.89
46-55	21	10.82	19	11.80	40	11.27
56-65	12	6.19	25	15.53	37	10.42
66 and above	10	5.15	8	4.97	18	5.07
Ethnicity						
White/ Caucasian	149	76.80	124	77.02	273	76.90
Hispanic/ Latin American	9	4.65	12	7.45	21	5.92
Black/ African American	16	8.25	15	9.32	31	8.73
Asian	15	7.73	6	3.73	21	5.92

	Male	%	Female	%	Total	%
American Indian or Alaska Native	3	1.55	1	0.62	4	1.13
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-
Other	2	1.03	3	1.86	5	1.41
Education						
High School diploma	11	5.67	9	5.59	20	5.63
Some college	36	18.56	45	27.95	81	22.82
4-year Degree	115	59.28	80	49.69	195	54.93
Graduate/Postgraduate	32	16.49	27	16.77	59	16.62
Marital Status						
Married	131	67.53	88	54.66	219	61.69
Widowed	2	1.03	6	3.73	8	2.25
Divorced	3	1.55	18	11.18	21	5.92
Separated	1	0.52	4	2.48	5	1.41
Never Married	57	29.38	43	26.71	100	28.17
Other	-	-	2	1.24	2	0.56
Family Income						
Less than \$20,000	12	6.19	14	8.70	26	7.32
US \$20,000- \$39,999	33	17.01	38	23.60	71	20.00
US \$40,000- \$59,999	53	27.32	50	31.06	103	29.01
US \$60,000- \$79,999	38	19.59	25	15.53	63	17.75
US \$80,000- \$99,999	25	12.89	17	10.56	42	11.83
US \$100,000- \$119,999	20	10.31	9	5.59	29	8.17
US \$120,000-\$149,999	5	2.58	5	3.11	10	2.82
US \$150,000 or more	8	4.12	3	1.86	11	3.10

Confirmatory Factor Analysis

As a primary scale validation activity, confirmatory factor analysis was conducted using the remaining half of the data to test the extent to which the obtained measurement model is stable across independent samples (Arnold & Reynolds, 2003). The eight-factor confirmatory model with 47 items that was retained after the scale purification process was estimated using M-plus 8.0. An inspection exhibited excellent model fit: $\chi^2 = 1,954.042$, $df = 1,006$, $p = .00$, $\chi^2/df = 1.94$; CFI = .97, TLI = .97; SRMR = .04; RMSEA = .05 (CI_{90%} = .05 - .06), which met

all cutoff criteria (CFI and TLI > .90; SRMR < .10; RMSEA ≤ .08; see Table 18). Standardized factor loadings ranged from .64 to .92 and were significant at $p < .001$. All item SMCs were above the threshold of .30, ranging from .41 to .85. There were no significant MIs revealed. Therefore, it was concluded that the 47 items properly measured the eight dimensions of CPVs in self-gifting behavior and that each item represented a unique domain of each dimension (Arnold & Reynolds, 2003).

Table 18. Fit Evaluation of the CFA in Scale Validation

Fit Indices	Value	Recommended Value
Normed- χ^2 (χ^2 /df)	1.94	<5
Comparative fit index (CFI)	.97	>.90
Tucker–Lewis index (TLI)	.97	>.90
Standardized root mean squared residual (SRMR)	.04	<.10
Root mean square error of approximation (RMSEA)	.05 (CI _{90%} = .05 - .06)	≤.08

Reliability and construct validity were then assessed. Estimates measuring reliability showed excellent levels, as they all exceeded the recommended cutoff of .70: Cronbach alpha ranged from .75 to .96, and composite reliability (CR) estimates ranged from .81 to .97. All AVE estimates ranged from .53 to .80 and were over the acceptable threshold of .50. These results indicated the evidence of reliability in the eight-factor model. As CR and AVEs were above their respective thresholds of .70 and .50, convergent validity of all factors was established. The properties of the final eight-factor model with 47 items are provided in Table 19.

Table 19. Final Validation of Scale Properties of CPVs in Self-Gifting

		Items	Std. Loading	S.E	SMC
Satisfying Quality (SQ)					
CR = .81 α = .75 AVE = .53	SQ1	I purchase self-gifts with an acceptable standard of quality	.70	.04	.50
	SQ2	I buy self-gifts that I will use a lot	.86	.04	.73
	SQ6	I buy self-gifts that will perform as expected	.68	.04	.46
	SQ7	I buy gifts for myself that are safe to use	.64	.05	.41
Social Connection and Social Identity (SI)					
CR = .97 α = .96 AVE = .80	SI4	I buy gifts for myself that help me to make a good impression on others	.89	.01	.78
	SI5	I purchase self-gifts that help me to socialize with others	.90	.01	.80
	SI6	I purchase self-gifts that give me opportunities to get along with others	.92	.01	.85
	SI7	I buy myself gifts that give me opportunities to interact with others	.92	.01	.84
	SI8	I buy gifts for myself that prompt the interest of others	.88	.01	.78
	SI9	I buy gifts for myself that help to promote friendship	.90	.01	.81
	SI10	I buy gifts for myself that help me to feel accepted	.87	.01	.75
Sustainability (ST)					
CR = .95 α = .94 AVE = .73	ST2	I buy myself gifts that are made in eco-friendly ways	.84	.02	.71
	ST3	I buy myself gifts made of organic materials or organic ingredients	.86	.02	.73
	ST4	I buy myself gifts that are naturally made	.86	.02	.75
	ST5	I buy gifts for myself made from recycled materials	.89	.02	.79
	ST6	I buy gifts for myself that are made in ethical working conditions	.82	.02	.67
	ST7	I purchase gifts for myself that are environmentally friendly	.86	.02	.75
	ST8	It is important to buy gifts for myself that are from brands that are transparent	.85	.02	.73
	New Knowledge (NK)				
CR = .95 α = .94 AVE = .73	NK1	I buy gifts for myself that help me to learn new things	.86	.02	.74
	NK2	I buy gifts for myself that are informative	.88	.02	.77
	NK3	I buy myself gifts that are educational	.85	.02	.72
	NK5	I buy myself gifts that help me to expand my knowledge	.85	.02	.73
	NK6	I buy myself gifts that help to enhance my skills	.81	.02	.66
	NK8	I buy gifts for myself that allow me to learn more	.86	.02	.74

	Items	Std. Loading	S.E	SMC	
NK10	I buy gifts for myself that help to fulfill my desire for knowledge	.88	.02	.77	
Work/Life Balance (WL)					
CR = .93 α = .92 AVE = .70	WL1	I buy myself gifts that help me to get away from what I am doing	.82	.02	.67
	WL2	I buy myself gifts that help me to forget about school or work	.79	.02	.63
	WL3	I buy myself gifts that help me to separate my work from my personal life	.90	.02	.80
	WL4	I buy gifts for myself that help me to mentally disconnect from work	.78	.02	.61
	WL5	I buy gifts for myself that give me a sense of freedom from work	.86	.02	.75
	WL7	I buy gifts for myself that help me to balance my work and personal life	.88	.03	.77
Security through Resale (RS)					
CR = .93 α = .91 AVE = .69	RS1	I buy myself gifts that are investments for future value	.85	.02	.72
	RS2	I buy gifts for myself that I could resell at a higher price someday	.85	.02	.72
	RS3	I buy gifts for myself that I could resell to get my money back	.84	.02	.71
	RS4	Purchasing gifts for myself is an investment in the future	.84	.02	.71
	RS5	Gifts that I buy for myself will become more valuable over time	.86	.02	.73
	RS6	Gifts that I buy for myself are things that are pre-owned	.75	.03	.56
New Experiences (EX)					
CR = .93 α = .92 AVE = .69	EX3	I buy gifts for myself that help me to explore new places or new types of food	.80	.02	.64
	EX4	I buy myself gifts that help me to share experiences with friends	.81	.02	.66
	EX5	I buy myself gifts that help me to recall special moments	.84	.02	.71
	EX8	I purchase gifts for myself that are thrilling	.80	.02	.64
	EX9	I buy gifts for myself that are once in a lifetime experiences	.88	.02	.78
	EX10	I purchase gifts for myself that provide bonding experiences with others	.84	.02	.71
Mood Diversion (MD)					
MD1	I buy self-gifts that help cheer me up when I feel down	.76	.03	.58	

		Items	Std. Loading	S.E	SMC
CR = .89 α = .86 AVE = .66	MD2	I purchase self-gifts that help with my emotional healing	.89	.02	.79
	MD3	I buy gifts for myself that help me to relieve stress	.80	.03	.63
	MD4	I purchase gifts for myself that help me to escape from life's pressure	.81	.03	.65

Note. CR: Composite Reliability; $\frac{(\sum \text{Std. Loadings})^2}{(\sum \text{Std. Loadings})^2 + \Sigma \text{ error variance}}$

α : Cronbach's Alpha

AVE: Average Variance Extracted; $\frac{\sum \text{Std. Loadings}^2}{\sum \text{Std. Loadings}^2 + \Sigma \text{ error variance}}$

Std Loadings: Standardized CFA Factor Loadings

S.E: Standard Error

SMC: Squared Multiple Correlation

All the standardized factor loadings are significant at $p < .001$

Discriminant validity was then examined using the same method that was used with the purification sample (i.e., comparison AVEs and squared inter-construct correlations). The squared inter-construct correlations between the eight CPV dimensions in self-gifting ranged from .01 to .60. Evidence of discriminant validity was confirmed because all AVEs (ranging from .53 to .80) exceeded squared inter-construct correlations (ranging from .01 to .60) as shown in Table 20. Convergent and discriminant validities define unidimensionality, therefore, if the measurement is designed to measure only one dimension/construct (i.e., unidimensionality), and this is actually the case, then evidence of convergent and discriminant validity confirm this unidimensionality assumption (Hair et al., 2019).

Table 20. Discriminant Validity Assessment Matrix (Validation Sample)

	SQ	SI	ST	NK	WL	RS	EX	MD
SQ	.53							
SI	.01	.80						
ST	.08	.41	.73					
NK	.21	.24	.37	.73				
WL	.13	.31	.33	.24	.70			
RS	.02	.42	.37	.38	.34	.69		
EX	.15	.60	.51	.51	.41	.47	.69	
MD	.25	.22	.26	.25	.50	.16	.36	.66

Note. Diagonal bolded numbers are the AVEs for each factor. Numbers on the off diagonal are squared inter-construct correlations. SQ: Satisfying Quality; SI: Social Connection and Social Identity; ST: Sustainability; NK: New Knowledge; WL: Work/Life Balance; RS: Security through Resale; EX: New Experiences; MD: Mood Diversion

Comparison Between One-Factor and Eight-Factor Models

According to Hair et al. (2019), good fit does not necessarily mean that the structural model is the single best representation of the data, as alternative models can often generate equally good empirical results. Therefore, comparing model assessment is important. The primary objective of comparing models is “to ensure that the proposed model not only has acceptable model fit, but assessing whether one model outperforms a plausible alternative model” (Hair et al., 2019, p. 645). This dissertation specifically takes into account that CPV is a theoretically defined concept that explains consumers’ overall value perceptions through consumption behavior. Therefore, a one-factor model that contained a single construct of CPV

was respecified to be compared with the eight-factor model that was established from the scale validation stage. As guided by Hair et al. (2019), a Chi-square difference test was conducted to compare the one-factor model (see Table 21).

Table 21. Model Comparison

Fit Index	Eight-factor model	One-factor model	Difference
Model Chi-square	$\chi^2 = 1,954.04$ ($df = 1,006, p = 0.00,$ $\chi^2/df = 1.94$)	$\chi^2 = 26,039.30$ ($df = 1,105, p = 0.00,$ $\chi^2/df = 23.56$)	$\chi^2_d = 24,085.26$ ($df = 99$)
CFI	.97	.25	
TLI	.97	.23	
SRMR	.04	.25	
RMSEA	.05 ($CI_{90\%} = .05 - .06$)	.35 ($CI_{90\%} = .249 - .255$)	

The null hypothesis was developed (H_0 : One-factor model fits the data as well as the eight-factor model). The results of the Chi-square difference test revealed that the critical value for a significance level of .05 with 99 degrees of freedom ($df_D = 1,105 - 1,006$) is 123.225, which is smaller than $\chi^2_d = 24,085.26$. Therefore, the null hypothesis was rejected, and the eight-factor model turned out to fit the data significantly better than the one-factor model. Furthermore, the fit indices of the one-factor model were poor, as most of the values did not meet the acceptable criteria (see Table 21), whereas those of the eight-factor model were good. The eight-factor model was deemed to be better than the one-factor model, and therefore the eight-factor model was deemed appropriate to subject to hypotheses testing.

The first part of the study's purpose was to develop a CPV-oriented self-gifting scale. To this end, data were collected via Amazon MTurk and analyzed using SPSS 24.0 and M-plus 8.0. As a result, an eight-dimensional scale with 47 items representing the distinctive dimensions of

the CPVs of self-gifting was developed, as displayed in Table 19 (see page 132). In the second phase, the validated eight-dimensional scale was then subjected to hypotheses testing in order to address the second part of the study's purpose, which was to test the developed scale to examine whether CPVs in self-gifting influence consumer satisfaction. The next section discusses the hypotheses testing process.

Phase II: Hypotheses Testing

Data Collection

A Qualtrics-based survey questionnaire was constructed based on the developed scale items, as shown in Appendix F. After approval of IRB (see Appendix E), an online survey was conducted to collect data through Amazon MTurk in early April 2022. The questionnaire was comprised of three parts: main survey questions using the developed scale, questions specific to self-gifting behavior (i.e., self-gifting frequency, amount spent on self-gifting, and types of self-gifts), and demographic questions. Except for the demographic questions, respondents were asked to indicate their level of agreement on each statement using a 7-point Likert scale (from 1: strongly disagree to 7: strongly agree). Respondents who were 18 and older with self-gifting experiences were recruited.

Data Cleaning and Outlier Test

A total of 457 responses were obtained. The data cleaning process involved deleting responses that were incomplete (missing data) ($N = 4$) as well as those that marked the same answers repeatedly throughout the survey ($N = 7$). Two items were included in the questionnaire as attention check questions, such as "please choose 'strongly agree' in this question" and "please choose 'strongly disagree' in this question." These questions were designed to measure respondents' engagement, as it is important for respondents' attention to be at a high level

throughout the entire survey to ensure the quality of data. As a result, 60 responses that failed the attention check were removed from the dataset, leaving a total of 386 responses (84.46%).

Prior to data analysis, outliers were examined at the multivariate level using Mahalanobis distance analysis. Mahalanobis distance (D^2) indicates “the distance in variance units between the profile of scores for that case and the vector of sample means, or centroid, correcting for intercorrelations” (Kline, 2016, p. 73). According to Hair et al. (2019), when variables are correlated, which is the case in this hypothesis testing model, the Mahalanobis distance measure is considered the most appropriate, as “it adjusts for correlations and weighs all variables equally” (p. 208). Mahalanobis distance (D^2) was calculated using SPSS 24.0. The results indicated that D^2 ranged from .23 to 103.89. Based on the investigation of the p -value of D^2 from Chi-square distribution with $df = 8$ (number of independent variables), 31 responses with $D^2 > 27.18$ were significant outliers, as their p -values were less than the significance level of .001. Therefore, 31 ineligible responses were removed from the data, resulting in a total of 355 valid surveys (77.68%) kept for data analysis.

Sample Description

The sample ($N = 355$) included slightly more females ($N = 190$; 53.52%) than males ($N = 164$; 46.20%), and one respondent chose "prefer not to say" for the gender question ($N = 1$; .28%). Age range of the majority of respondents was between 22 and 35 ($N = 208$; 58.59%), followed by between 36 and 45 ($N = 81$; 22.82%), between 46 and 55 ($N = 34$; 9.58%), between 56 and 65 ($N = 19$; 5.35%), between 18 and 21 ($N = 7$; 1.97%), and 66 and over ($N = 6$; 1.69%). In terms of race/ethnicity, the majority of the respondents were White/Caucasian ($N = 307$; 86.48%), followed by Asian ($N = 17$; 4.79%), Black/African American ($N = 13$; 3.66%), Hispanic/Latin American ($N = 12$; 3.38%), American Indian or Alaska Native ($N = 3$; .85%), and

Other ($N = 3$; .85%). Regarding education level, the respondents were highly educated, with the majority of participants reporting a 4-year degree ($N = 213$; 60.00%), followed by Graduate/Postgraduate ($N = 87$; 24.51%), some college degree ($N = 33$; 9.30%), and High School Diploma ($N = 22$; 6.20%). Regarding marital status, the majority of respondents ($N = 264$; 74.37%) were married, followed by single ($N = 72$; 20.28%), divorced ($N = 12$; 3.38%), other ($N = 4$; 1.13%), and widowed ($N = 3$; .85%). Lastly, with respect to family income before taxes, the majority of respondents earned between \$40,000 and \$59,999 ($N = 116$; 32.68%), followed by between \$20,000 and \$39,999 ($N = 80$; 22.54%), between \$60,000 and \$79,999 ($N = 53$; 14.93%), between \$80,000 and \$99,999 ($N = 50$; 14.08%), less than \$20,000 ($N = 16$; 4.51%), \$150,000 or more ($N = 15$; 4.23%), between \$120,000 and \$149,999 ($N = 13$; 3.66%), and between \$100,000 and \$119,999 ($N = 12$; 3.38%). The sample characteristics are shown in Table 22.

Table 22. Sample Characteristics

	Male	%	Female	%	Prefer not to say	%	Total	%
Sample	164	46.20	190	53.52	1	.28	355	100.00
Age (year)								
18-21	2	1.22	5	2.63			7	1.97
22-35	114	69.51	93	48.95	1	.5	208	58.59
36-45	27	16.46	54	28.42			81	22.82
46-55	18	10.98	16	8.42			34	9.58
56-65	2	1.22	17	8.95			19	5.35
66 and above	1	.61	5	2.63			6	1.69
Ethnicity								
White/Caucasian	141	85.98	165	86.84	1	.3	307	86.48
Hispanic/Latin American	1	.61	11	5.79			12	3.38
Black/African American	6	3.66	7	3.68			13	3.66
Asian	13	7.93	4	2.11			17	4.79

	Male	%	Female	%	Prefer not to say	%	Total	%
American Indian or Alaska Native	2	1.22	1	.53			3	.85
Native Hawaiian or Other Pacific Islander	-	-	-	-			-	-
Other	1	.61	2	1.05			3	.85
Education								
High school diploma	3	1.83	18	9.47	1	4.5	22	6.20
Some college	7	4.27	26	13.68			33	9.30
4-year Degree	103	62.80	110	57.89			213	60.00
Graduate/Postgraduate	51	31.10	36	18.95			87	24.51
Marital Status								
Married	127	78.66	135	71.05			264	74.37
Widowed	-	-	3	1.58			3	.85
Divorced	1	0.61	11	5.79			12	3.38
Separated	-	-	-	-			-	-
Never Married	34	20.73	37	19.47	1	1.4	72	20.28
Other	-	-	4	2.11			4	1.13
Family Income								
Less than \$20,000	3	1.83	12	6.32	1	6.3	16	4.51
US \$20,000- \$39,999	33	20.12	47	24.74			80	22.54
US \$40,000- \$59,999	29	35.98	57	30.00			116	32.68
US \$60,000- \$79,999	25	15.24	28	14.74			53	14.93
US \$80,000- \$99,999	24	14.63	26	13.68			50	14.08
US \$100,000- \$119,999	8	4.88	4	2.11			12	3.38
US \$120,000-\$149,999	4	2.44	9	4.74			13	3.66
US \$150,000 or more	8	4.88	7	3.68			15	4.23

Respondents' Self-Gifting Behavior

Survey questions asking self-gifting behavior (i.e., self-gifting frequency, amount of money spent on self-gifts, and types of self-gifts) were analyzed. Roughly one-quarter of the respondents answered that they buy self-gifts every month ($N = 95$; 26.76%), followed by once every two months ($N = 67$; 18.87%), quarterly ($N = 54$; 15.21%), twice a month ($N = 53$; 14.93%), once a week ($N = 40$; 11.27%), once or twice a year ($N = 40$; 11.27%), and more than

once a week ($N = 6$; 1.69%). With respect to average expenditures for a self-gift, the majority of respondents spent between \$51 and \$150 ($N = 95$; 26.76%), followed by between \$151 and \$300 ($N = 87$; 24.51%), between \$301 and \$450 ($N = 51$; 14.37%), less than \$50 ($N = 45$; 12.68%), between \$451 and \$600 ($N = 36$; 10.14%), between \$601 and \$750 ($N = 19$; 5.35%), between \$751 and \$900 ($N = 13$; 3.66%), between \$901 and \$1,000 ($N = 6$; 1.69%), and more than \$1,000 ($N = 3$; .85%). Regarding self-gifting items, respondents reported various items they have purchased for themselves, including fashion items, electronics, experiences, foods, and hobby-related items. Detailed self-gifting items are provided in Table 23.

Table 23. Self-Gifting Behavior and Items

Self-Gifting Behavior and Items		Total ($N = 355$)	%	
Self-Gifting Behavior	Frequency	Once or twice a year	40	11.27
		Quarterly	54	15.21
		Once every two months	67	18.87
		Every month	95	26.76
		Twice a month	53	14.93
		Once a week	40	11.27
		More than once a week	6	1.69
	Average Expenditures	Less than \$50	45	12.68
		\$51 ~ \$150	95	26.76
		\$151 ~ \$300	87	24.51
		\$301 ~ \$450	51	14.37
		\$451 ~ \$600	36	10.14
		\$601 ~ \$750	19	5.35
		\$751 ~ \$900	13	3.66
		\$901 ~ \$1,000	6	1.69
More than \$1,000	3	0.85		
Self-Gifting Items	Fashion Items	Watches, Shoes, Clothes, Cosmetics, Jewelry, Perfume, Handbags, Wallets, Beauty Products, Sunglasses, Skin Care, Backpack		
	Electronics	TV, Smart Phone, Computer, Video Games, Camera, Headphones, Coffee Maker, Smart Watch, iPad, Tablet, Washing Machine, Fridge, Monitor, MacBook, Radio, Mobile Gadgets, Audio Equipment, Electric Razor, Earphones		

Experiences	Spa Massage, Movie, Holiday Trip, Travelling coupon, Shopping, Pedicure, Flowers, Online Education Subscription
Foods	Chocolate, Pizza, Cake, Whiskey, Expensive Dinner, Organic Food, Coffee
Hobby-related	Candle, Piano, Guitar, Snowboard Boots, Bike, Books, Plants, Dog, Doll, Ukulele, Toy, Oil Painting, Telescope, Yoga equipment, Cookbook

Measurement Model Analysis

As discussed in Chapter III, a two-step approach to structural equation modeling (SEM) was adopted to identify the model and test the hypotheses, evaluating the measurement part and structural part of the model separately (Kline, 2016). Prior to measurement model analysis, a normality test was conducted. Normality test (i.e., Kolomogorov-Smirnov and Shapiro-Wilk tests) results revealed that the data were not normally distributed ($p < .001$). Thus, a weighted least square mean and variance adjusted (WLSMV) estimation was deemed appropriate to use. Following the suggestions of Kline (2016), confirmatory factor analysis (CFA) was performed to verify the validity of constructs in a measurement model analysis. The structural model was then tested to assess the relationships among constructs (Hair et al., 2019). The fit indices used were Normed χ^2 (χ^2/df), CFI, TLI, SRMR, and RMSEA.

A CFA with WLSMV estimation was performed using M-plus 8.0 to test the measurement model. The path diagram of the measurement model for the standardized solution is illustrated in Figure 11. The CFA results revealed that model fit was acceptable: $\chi^2 = 2,897.461$, $df = 1,289$, $p = .00$, $\chi^2/df = 2.25$; CFI = .93, TLI = .93; SRMR = .05; RMSEA =.06 (CI_{90%} = .056 - .062). The normed- χ^2 (χ^2/df) was less than the recommended cutoff of 5 (Hu & Bentler, 1999). The values of CFI and TLI exceeded the recommended criterion of .90 (Hair et al., 2019). RMSEA and SRMR met the recommended cutoff of RMSEA $\leq .08$ and SRMR $< .10$

respectively. In the report of the 90% confidence interval for RMSEA, the upper bound is .062, which is less than .10, indicating a good fit, as shown Table 24. Therefore, the model was deemed acceptable.

Figure 11. Standardized Estimates of the Measurement Model

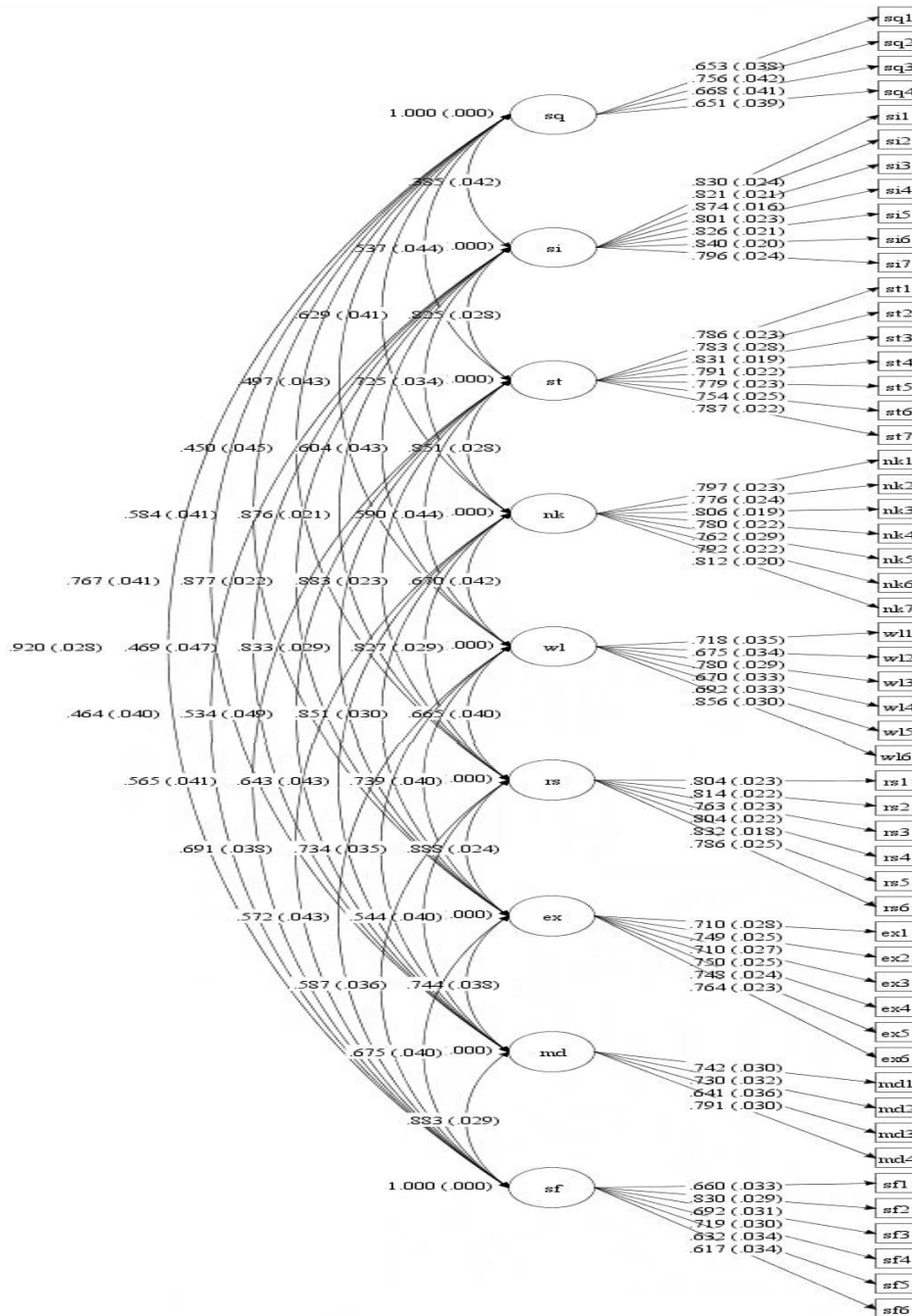


Table 24. Fit Evaluation of the Measurement Model

Fit Indices	Results	Recommended Value	References
Normed- χ^2 (χ^2 /df)	2.25	<5	Hu & Bentler (1999)
Comparative fit index (CFI)	.93	>.90	Hair et al. (2019)
Tucker–Lewis index (TLI)	.93	>.90	Hair et al. (2019)
Standardized root mean squared residual (SRMR)	.05	<.10	Kline (2016)
Root mean square error of approximation (RMSEA)	.06 (CI _{90%} = .056 - .062)	≤.08	Kline (2016)

Reliability and construct validity (i.e., convergent validity and discriminant validity) were then assessed. As all Cronbach's α were between .76 and .94, the constructs were deemed to be reliable. Convergent validity was then tested using standardized factor loadings, composite reliability (CR), and average variance extracted (AVE). As shown in Table 25, standardized factor loadings were between .62 and .87, above the recommended minimum value of .50 (Hair et al., 2019) and all were significant at $p < .001$, which provided evidence of convergent validity. CR estimates ranged from .78 to .94, which were above the recommended value of .70. AVE ranged from .47 to .68, and most of the factors were greater than the recommended criterion of .50 (Hair et al., 2019) except for two factors, Satisfying Quality (SQ) and Consumer Satisfaction (SF). Even though these two factors were revealed to have AVEs less than .50, the convergent validity is still adequate, provided the CR estimates are higher than .60 (Fornell & Larcker, 1981). As stated, CR estimates were greater than .70 and therefore convergent validity was supported for the measurement model.

Table 25. Measurement Reliability and Convergent Validity

		Items	Std. Loading
Satisfying Quality (SQ)			
	SQ1	I purchase self-gifts with an acceptable standard of quality	.65
CR = .78	SQ2	I buy self-gifts that I will use a lot	.76
$\alpha = .76$	SQ6	I buy self-gifts that will perform as expected	.67
AVE = .47	SQ7	I buy gifts for myself that are safe to use	.65
Social Connection and Social Identity (SI)			
	SI4	I buy gifts for myself that help me to make a good impression on others	.83
CR = .94	SI5	I purchase self-gifts that help me to socialize with others	.82
$\alpha = .94$	SI6	I purchase self-gifts that give me opportunities to get along with others	.87
AVE = .68	SI7	I buy myself gifts that give me opportunities to interact with others	.80
	SI8	I buy gifts for myself that prompt the interest of others	.83
	SI9	I buy gifts for myself that help to promote friendship	.84
	SI10	I buy gifts for myself that help me to feel accepted	.80
Sustainability (ST)			
	ST2	I buy myself gifts that are made in eco-friendly ways	.79
CR = .92	ST3	I buy myself gifts made of organic materials or organic ingredients	.78
$\alpha = .92$	ST4	I buy myself gifts that are naturally made	.83
AVE = .62	ST5	I buy gifts for myself made from recycled materials	.79
	ST6	I buy gifts for myself that are made in ethical working conditions	.78
	ST7	I purchase gifts for myself that are environmentally friendly	.75
	ST8	It is important to buy gifts for myself that are from brands that are transparent	.79
New Knowledge (NK)			
	NK1	I buy gifts for myself that help me to learn new things	.80
CR = .92	NK2	I buy gifts for myself that are informative	.78
$\alpha = .92$	NK3	I buy myself gifts that are educational	.81
AVE = .62	NK5	I buy myself gifts that help me to expand my knowledge	.78
	NK6	I buy myself gifts that help to enhance my skills	.76
	NK8	I buy gifts for myself that allow me to learn more	.79
	NK10	I buy gifts for myself that help to fulfill my desire for knowledge	.81
Work/Life Balance (WL)			
	WL1	I buy myself gifts that help me to get away from what I am doing	.72
CR = .88	WL2	I buy myself gifts that help me to forget about school or work	.68
$\alpha = .87$	WL3	I buy myself gifts that help me to separate my work from my personal life	.78
AVE = .54	WL4	I buy gifts for myself that help me to mentally disconnect from work	.67
	WL5	I buy gifts for myself that give me a sense of freedom from work	.69
	WL7	I buy gifts for myself that help me to balance my work and personal life	.86

	Items	Std. Loadings
Security through Resale (RS)		
	RS1 I buy myself gifts that are investments for future value	.80
CR = .92	RS2 I buy gifts for myself that I could resell at a higher price someday	.81
$\alpha = .91$	RS3 I buy gifts for myself that I could resell to get my money back	.76
AVE = .64	RS4 Purchasing gifts for myself is an investment in the future	.80
	RS5 Gifts that I buy for myself will become more valuable over time	.83
	RS6 Gifts that I buy for myself are things that are pre-owned	.79
New Experiences (EX)		
	EX3 I buy gifts for myself that help me to explore new places or new types of food	.71
CR = .88	EX4 I buy myself gifts that help me to share experiences with friends	.75
$\alpha = .87$	EX5 I buy myself gifts that help me to recall special moments	.71
AVE = .55	EX8 I purchase gifts for myself that are thrilling	.75
	EX9 I buy gifts for myself that are once in a lifetime experiences	.75
	EX10 I purchase gifts for myself that provide bonding experiences with others	.76
Mood Diversion (MD)		
	MD1 I buy self-gifts that help cheer me up when I feel down	.74
CR = .82	MD2 I purchase self-gifts that help with my emotional healing	.73
$\alpha = .81$	MD3 I buy gifts for myself that help me to relieve stress	.64
AVE = .53	MD4 I purchase gifts for myself that help me to escape from life's pressure	.79
Consumer Satisfaction (SF)		
	SF1 In general, I am satisfied with self-gifts I have purchased	.66
CR = .85	SF2 In general, the self-gifts I purchase go beyond my expectation	.83
$\alpha = .83$	SF3 In general, the self-gifts I purchase are worthwhile	.69
AVE = .48	SF4 In general, the self-gift I purchased is the right decision	.72
	SF5 My overall experiences with self-gifts are satisfactory	.63
	SF6 Overall, I am highly satisfied with my self-gifts	.62

Note. CR: Composite Reliability; $\frac{(\sum \text{Std. Loadings})^2}{(\sum \text{Std. Loadings})^2 + \sum \text{error variance}}$

AVE: Average Variance Extracted; $\frac{\sum \text{Std. Loadings}^2}{\sum \text{Std. Loadings}^2 + \sum \text{error variance}}$

All the standardized loadings are statistically significant at $p < .001$

Discriminant validity between constructs was then assessed. As was applied in the scale development, the average variance extracted (AVE) of any two constructs and the square of correlation coefficients of the two constructs were calculated and compared. According to Hair et al. (2019), discriminant validity is established when all AVEs surpass squared inter-construct

correlations. Some of the squared inter-construct correlations, ranging from .15 to .85 were greater than the AVEs, with a range from .47 to .68 (see Table 26). Therefore, there is a lack of evidence to conclude that discriminant validity is present in the measurement model based on the test result.

Table 26. Discriminant Validity Matrix (AVE and Squared Inter-Construct Correlations)

	SQ	SI	ST	NK	WL	RS	EX	MD	SF
SQ	.47								
SI	.15	.68							
ST	.29	.68	.62						
NK	.40	.53	.72	.62					
WL	.25	.36	.35	.45	.54				
RS	.20	.77	.78	.68	.44	.64			
EX	.34	.77	.69	.72	.55	.79	.55		
MD	.59	.22	.29	.41	.54	.30	.55	.53	
SF	.85	.22	.32	.48	.33	.34	.46	.78	.48

Note. Diagonal bolded numbers are the AVEs for each factor. Numbers on the off diagonal are squared inter-construct correlations. SQ: Satisfying Quality; SI: Social Connection and Social Identity; ST: Sustainability; NK: New Knowledge; WL: Work/Life Balance; RS: Security through Resale; EX: New Experiences; MD: Mood Diversion; SF: Consumer Satisfaction

Italicized squared inter-construct correlations are greater than corresponding AVEs

Following the suggestion of Hair et al. (2019), a confidence interval test was performed to further test discriminant validity. This test involves calculating confidence intervals of plus or minus 2 standard errors around the correlation between each pair of factors and determining whether this interval includes 1.0. If it does not include 1.0, then discriminant validity is

supported. As shown in Table 27, none of confidence intervals include 1.0 and therefore discriminant validity was supported for the measurement model. The results relative to model fit, reliability, and convergent and discriminant validity were therefore deemed sufficient to move on to structural equation modeling (Hair et al., 2019; Kline, 2016).

Table 27. Discriminant Validity Matrix (Confidence Interval)

Constructs	Correlation	Standard Error	Confidence Interval
SQ – SI	.39	.042	[.30, .47]
SQ – NK	.63	.041	[.55, .71]
SQ – WL	.50	.043	[.41, .58]
SQ – RS	.45	.045	[.36, .54]
SQ – EX	.58	.041	[.50, .67]
SQ – MD	.77	.041	[.69, .85]
SQ – SF	.92	.028	[.86, .98]
SI – NK	.73	.034	[.66, .79]
SI – WL	.60	.043	[.52, .69]
SI – RS	.88	.021	[.83, .92]
SI – EX	.88	.022	[.83, .92]
SI – MD	.47	.047	[.38, .56]
SI – SF	.46	.040	[.38, .54]
NK – WL	.67	.042	[.59, .75]
NK – RS	.83	.029	[.77, .89]
NK – EX	.85	.030	[.79, .91]
NK – MD	.64	.043	[.56, .73]
NK – SF	.69	.038	[.62, .77]
WL – RS	.67	.040	[.59, .75]
WL – EX	.74	.040	[.66, .82]
WL – MD	.73	.035	[.66, .80]
WL – SF	.58	.043	[.49, .66]
RS – EX	.89	.024	[.84, .94]
RS – MD	.54	.040	[.46, .62]
RS – SF	.59	.036	[.52, .66]
EX – MD	.74	.038	[.67, .82]
EX – SF	.68	.040	[.60, .76]
MD – SF	.88	.029	[.83, .94]

Structural Equation Model Analysis

Structural Model

After assessing measurement model fit, the hypothesized structural model was tested using structural equation modeling (SEM). The model fit indices that were used to test the measurement model were adopted to examine the structural model. As the number of parameters in the structural model is the same as that in the measurement model, the model fit statistics were revealed to be the same as those of the measurement model, indicating a satisfactory model fit: $\chi^2 = 2,897.461$, $df = 1,289$, $p = .00$, $\chi^2/df = 2.25$; CFI = .93, TLI = .93; SRMR = .05; RMSEA = .06 (CI_{90%} = .056 - .062). As stated in regards to the measurement model, the Normed- χ^2 (χ^2/df) was less than the recommended cutoff of 5 (Hu & Bentler, 1999). The values of CFI and TLI were greater than the recommended criterion of .90 (Hair et al., 2019). RMSEA and SRMR also met the recommended threshold of RMSEA \leq .08 and SRMR $<$.10. In the 90% confidence interval for RMSEA, the upper bound was .062, which is less than .10, indicating a good fit. As the fit indices showed satisfactory model fit (see Table 28), the structural model was deemed acceptable.

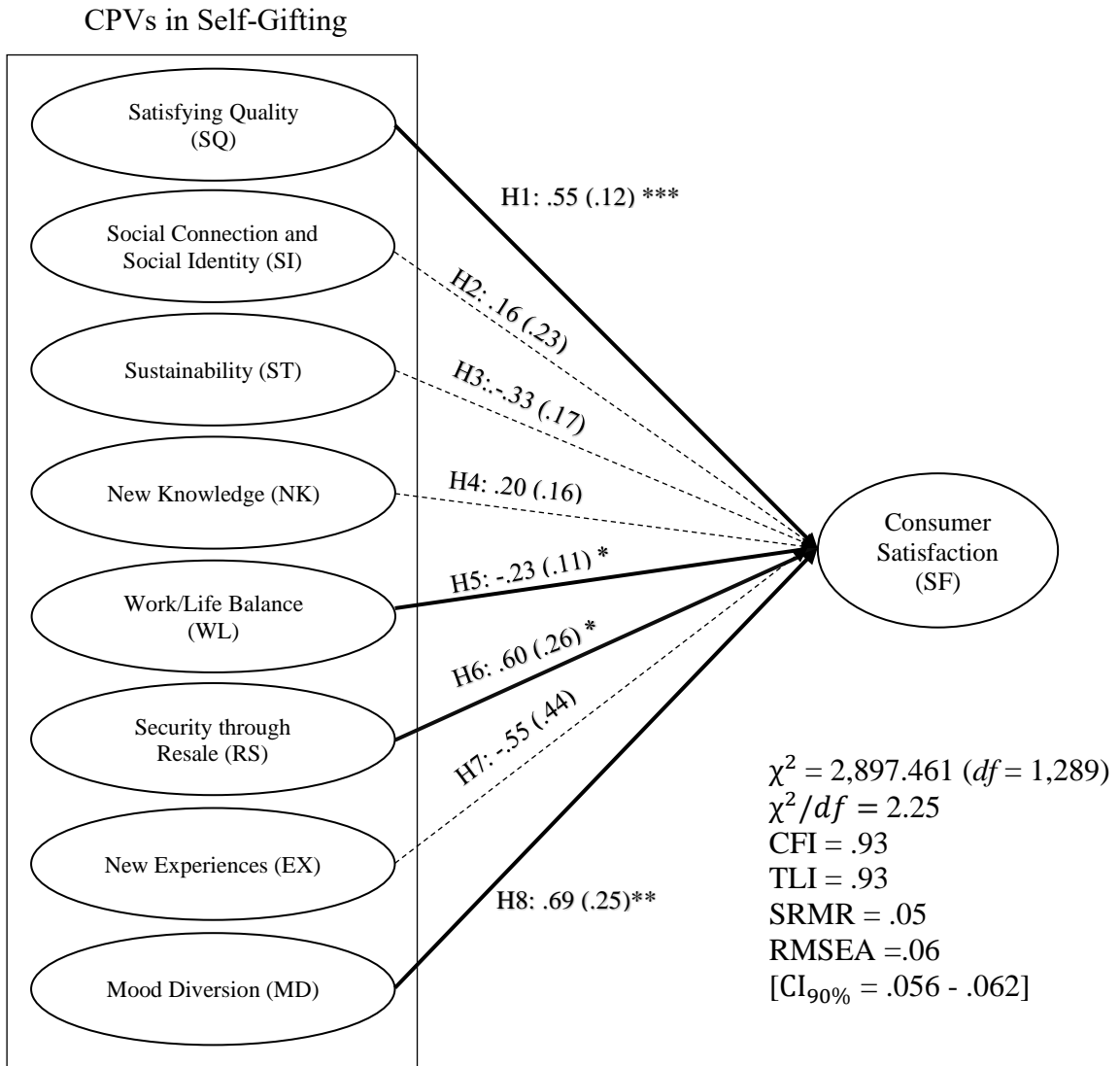
Table 28. Fit Evaluation of the Structural Model

Fit Indices	Results	Recommended Value	References
Normed- χ^2 (χ^2/df)	2.25	<5	Hu & Bentler (1999)
Comparative fit index (CFI)	.93	>.90	Hair et al. (2019)
Tucker–Lewis index (TLI)	.93	>.90	Hair et al. (2019)
Standardized root mean squared residual (SRMR)	.05	<.10	Kline (2016)
Root mean square error of approximation (RMSEA)	.06 (CI _{90%} = .056 - .062)	\leq .08	Kline (2016)

Given the satisfactory structural model fit, a path analysis was then conducted for the purposes of hypotheses testing. Figure 12 shows the model fit indices, standardized path coefficients (β), and standard errors. In relation to consumer satisfaction, the paths of satisfying quality (SQ) (H1: $\beta = .55$, $z = 4.67$, $p < .001$), work/life balance (WL) (H5: $\beta = -.23$, $z = -2.13$, $p < .05$), security through resale (RS) (H6: $\beta = .60$, $z = 2.29$, $p < .05$), and mood diversion (MD) (H8: $\beta = .69$, $z = 2.76$, $p < .01$) were significant. Thus, H1, H5, H6, and H8 were supported.

The remaining four paths from social connection and social identity (SI), sustainability (ST), new knowledge (NK), and new experiences (EX) to consumer satisfaction (SF) did not show significant coefficients. The path between social connection and social identity (SI) and consumer satisfaction (SF) was insignificant (H2: $\beta = .16$, $z = .69$, $p > .05$). Likewise, sustainability (ST) was revealed to have an insignificant and negative relationship with consumer satisfaction (SF) (H3: $\beta = -.33$, $z = -1.96$, $p > .05$). The path from new knowledge (NK) to consumer satisfaction (SF) was also found to be insignificant (H4: $\beta = .20$, $z = 1.22$, $p > .05$). Lastly, the path from new experiences (EX) to consumer satisfaction (SF) was also revealed to be insignificant (H7: $\beta = -.55$, $z = -1.25$, $p > .05$). Thus, H2, H3, H4, and H7 were rejected (see Figure 12).

Figure 12. Structural Model with Hypotheses Testing



Note. Numbers on the structural paths are standardized path coefficients

Standard errors are in parentheses

*** $p < .001$; ** $p < .01$; * $p < .05$

—→ Significant path (Accepted); - - - - -→ Insignificant path (Rejected)

Hypotheses Testing

The results of the hypothesized relationships in the model are summarized in Table 29. The paths from SQ (H1), WL (H5), RS (H6), and MD (H8) to consumer satisfaction (SF) were significant, therefore were supported. The remaining hypotheses, SI (H2), ST (H3), NK (H4), and MD (H7), were revealed to be insignificant, implying that there was not enough evidence to support statistically meaningful relationships between these constructs and SF. Applying the theoretical framework of EDT and considering the CPV and consumer satisfaction literature, detailed discussion of the hypotheses is provided in the next chapter, Chapter V.

Table 29. Results of Hypotheses Testing

Hypothesized relationships	β	SE	Z value	Accept/Reject
H1: Satisfying Quality (SQ) → Consumer Satisfaction (SF)	.55	.12	4.67 ***	Supported
H2: Social Connection and Social Identity (SI) → Consumer Satisfaction (SF)	.16	.23	.69	Rejected
H3: Sustainability (ST) → Consumer Satisfaction (SF)	-.33	.17	-1.96	Rejected
H4: New Knowledge (NK) → Consumer Satisfaction	.20	.16	1.22	Rejected
H5: Work/Life Balance (WL) → Consumer Satisfaction (SF)	-.23	.11	-2.13*	Supported
H6: Security through Resale (RS) → Consumer Satisfaction (SF)	.60	.26	2.29*	Supported
H7: New Experiences (EX) → Consumer Satisfaction (SF)	-.55	.44	-1.25	Rejected
H8: Mood Diversion (MD) → Consumer Satisfaction (SF)	.69	.25	2.76**	Supported

Note. $N = 355$. β : Standardized regression weight. SE: standard error

*** $p < .001$; ** $p < .01$; * $p < .05$

Summary

This chapter explained the scale development process followed to develop an instrument to measure CPVs relative to self-gifting and the hypotheses testing. For scale development, data collection procedures, description of sample characteristics, and statistical analysis of the data in both the scale purification and scale validation steps were described. For hypotheses testing, a two-step analysis approach (i.e., measurement and structural model analyses) was discussed and hypothesized relationships in the structural model were tested. In the next chapter, detailed findings relative to the purpose and objectives of this dissertation are provided. Conclusions and implications are outlined, followed by a discussion of limitations and directions for future research.

CHAPTER V: DISCUSSION AND CONCLUSION

Based on the results presented in Chapter IV, this chapter discusses the findings of the dissertation in detail. This chapter is organized as follows: (1) Discussion; (2) Conclusions; (3) Implications; (4) Limitations; and (5) Directions for Future Research.

The first section summarizes major findings in each step taken to create a valid scale for measuring CPVs in self-gifting behavior, as well as hypotheses testing using structural equation modeling (SEM). The second section provides conclusions. In the third section, theoretical and managerial implications are provided. The fourth and fifth sections present the limitations of the current study followed by directions for future research.

Discussion

The purpose of this dissertation was two-fold: (1) to develop a self-gifting scale from the CPV perspective and (2) to test the developed scale to examine whether CPVs in self-gifting influence consumer satisfaction. Three objectives guided the study: (1) to identify CPVs pertinent to self-gifting behavior, (2) to develop a reliable and valid scale to operationalize the self-gifting concept relative to CPVs, and (3) to examine the relationships between CPVs in self-gifting and consumer satisfaction.

To address Objective 1 and Objective 2, Churchill's (1979) procedures (i.e., scale item generation, scale purification, and scale validation) were adopted to develop a valid scale to measure CPVs in self-gifting. To address Objective 3, Structural Equation Modeling was used to test the hypothesized relationships between CPVs in self-gifting and consumer satisfaction. The following paragraphs provide a discussion of the results of scale development to measure CPVs in self-gifting behavior and hypotheses testing to address the three objectives as well as the

frameworks guiding the study, Expectancy Disconfirmation Theory (EDT) and consumer satisfaction.

Objective 1: Identify CPVs Pertinent to Self-Gifting Behavior

To address Objective 1, which was to identify CPVs pertinent to self-gifting behavior, an exploratory investigation was conducted to create the item pool as the first part of scale item generation. Specifically, a literature review was conducted to identify constructs of CPVs associated with self-gifting and investigate related variables. In-depth interviews were conducted and the CPVs that emerged during the interviews were converted into items that were then examined relative to constructs within the multidimensional theoretical framework of CPV. The process resulted in nine CPV dimensions and 84 items: (1) price, (2) quality, (3) happiness, (4) social connection and social identity, (5) new knowledge, (6) new experiences, (7) security through resale, (8) work-life balance, and (9) sustainability. A more detailed discussion of each dimension follows.

First, qualitative findings revealed that *price* was the one of the primary values that consumers seek in self-gifting consumption. According to Sweeney and Soutar (2001), as one of the functional values, price is considered important to consumers to better understand the underlying benefits of products they purchase, as these benefits are useful in developing consumption value. In line with this, self-gifting has been found to increase during clearance sales, along with shopping appeals and advertisements that promote self-gifting behavior (Heath et al., 2011). Thus, sales events create a shopping environment that encourages self-gifting behavior (Clarke & Mortimer, 2013). Sale prices often justify self-indulgence by downplaying its cost and providing the self-gift with positive value (Heath et al., 2015).

Second, *quality* was revealed to be a primary value perceived through self-gifting, which is in line with existing literature. For example, according to Mckeage et al. (1993), materialism manifests in self-gifting consumption. Materialistic consumers are more likely to purchase items as tangible rewards for success than non-materialistic consumers (Mckeage et al., 1993). Because these consumers view their personal achievement through material possessions, they tend to communicate success through the quality of their possessions. Those who are competent in achievement tasks (e.g., academic, job, and competition-related) tend to link the quality of their possessions to themselves (Park, 2018). For example, consumers gift themselves with luxury brands after a personal achievement (e.g., passing an exam), and one of the primary motives for this luxury self-gifting is premium quality (Kauppinen-Räsänen et al., 2014), which reflects the accomplishment. Moreover, consumers can take advantage of functional benefits through the quality of self-gifts, as they function as expected and last longer (Kauppinen-Räsänen et al., 2014).

Third, qualitative findings revealed that consumers perceive emotional *happiness* through self-gifting behavior. Past studies support that self-gifting is used to maintain a positive mood and to alleviate negative affective states, such as feeling down, sad, or depressed (Mouakhar-Klouz et al., 2016). Self-gifting behavior tends to be associated with shopping experiences that seek surprise and novelty, which makes consumers feel good and boosts positive emotions (Clarke & Mortimer, 2013; Gupta et al., 2018). Luomala and Laaksonen (1997) stated that the shopping experience itself can be a self-gift, and that pleasant shopping experiences can enhance emotional feelings of individual consumers. It has also been found that self-gifting is effective in relieving or neutralizing bad moods when used as a coping mechanism (Gupta et al., 2018; Heath et al., 2015; Luomala & Laaksonen, 1997).

Fourth, *social connection and social identity* were found to be frequently perceived through self-gifting. Consumers tend to purchase self-gifts that align with their social identity. Self-identity embedded self-gifts properly reflect an inner-self communication, as consumers put thoughts and feelings into the purchase decision (Rippé et al., 2019). Self-gifting with luxury brands is associated with social communication, as consumers purchase luxury brands for themselves for socially-oriented motives and purposes, for a distinct outcome, or for their visibility (Kauppinen-Räsänen et al., 2014). For example, consumers gift luxury brands to themselves to communicate a desired impression to others. Moreover, Gupta et al. (2018) conceptualized self-gifting in the form of subscription boxes as consumption with a surprise element and one that is social in nature. That is, individuals may view such self-gifting as a way to connect with others, since they do not know what is in the box and feel like they receive it from others (Gupta et al., 2018). Such self-gifts may also extend their network of friends and acquaintances, as the surprise that the subscription box contains can be a motivation for sharing delight in person or on social media (Gupta et al., 2018).

Fifth, the interview data indicated that consumers value gaining *new knowledge* through self-gifting behavior. Sheth et al. (1991) conceptualized epistemic value as a primary CPV, which is related to the desire for knowledge motivated by novelty-seeking and variety-seeking. Such desire encourages consumers to engage in consumption that fulfills curiosity and provides novelty. Prior studies have not identified gaining new knowledge as a CPV in self-gifting consumption. The interview data, however, revealed that consumers purchase books associated with learning for career development, and learning aids, such as videos/audios to obtain new knowledge and skills. According to Van der Sluis and Poell (2003), individual career development has become more important as the traditional lifetime employer is no longer a

reality. Moreover, companies and organizations strive to hire people with proactive learning behavior in order to retain the best employees (Van der Sluis & Poell, 2003). Due to technological advances, cost-effective digital educational content, such as e-books and audios/videos are widely available online and consumers can easily access them for self-learning (Subramanya, 2012). In this sense, consumers can view self-gifting behavior as a learning opportunity, and value obtaining new knowledge through self-gifting to meet organizational and/or social goals and expectations.

Sixth, the qualitative investigation found that consumers perceive value from gaining *new experiences* through self-gifting consumption. Prior research has found that consumers will travel as a form of self-gifting, and quality experiences (e.g., staying in a high-quality accommodation, gourmet foodstuffs, or expensive restaurants) while traveling are greatly valued (Howland, 2010). Moreover, shopping for a self-gift at the mall was itself perceived as a positive experience, as it commonly involves novelty, variety seeking, and surprise (Ningtias et al., 2019). Self-gifts may also hold special memories or preserve memories of events that were shared with important others. For example, souvenirs of holidays bring back memories of places that consumers have visited, as well as the people that they spent the time with (Heath et al., 2015). As self-gifting includes not only material products but also services and experiences (Clarke & Mortimer, 2013), experiential self-gifts are considered an enjoyable and unique purchase because the value of exploring new experiences is set apart from everyday activities.

Seventh, the qualitative findings of this study revealed that the value of self-gifts can be secured through *resale*. Resale value in self-gifting has not been discussed in the literature. Resale value has been extensively studied in the context of secondhand consumption (Chu & Liao, 2010; Turunen & Pöyry, 2019) and fashion product disposal behavior that enhances

sustainability (Armstrong & Park, 2020; Hu et al., 2014; Lee et al., 2013). Resale has predominantly taken place in the context of in-person interpersonal transactions (e.g., garage sales and flea markets). However, online transactions have become common in the era of e-commerce, as consumers not only purchase but resell owned products via the consumer-to-consumer (C2C) platforms (Chu & Liao, 2010), which implies that a consumer takes on the role of seller and passes the product on to a new user, not limiting their role to just end-user (Turunen & Pöyry, 2019). The interview data indicated that even if the products are purchased as self-gifts, the same phenomenon (i.e., resell the self-gift) may happen, especially if consumers are financially constrained and/or if the pre-owned products are luxury brands of high-quality or in good condition (Lee et al., 2013; Turunen & Pöyry, 2019). Consequently, consumers view self-gifting not only as a consumption behavior but also as an investment in a product's future value.

Eighth, *work/life balance* emerged as a value that consumers perceive through self-gifting behavior. Work/life balance has become an important issue due to the prevalence of conflicting responsibilities and commitments in modern society (Lockwood, 2003). However, this value has not been reported in previous self-gifting studies. The importance of work/life balance has gained growing attention, as it is not only an important indicator of organizational performance but also an individual's health and well-being (David et al., 2012; Guest, 2002). According to Border Theory, a boundary exists between work and the rest of life, and therefore "people are daily border-crossers as they move between home and work" (Guest, 2002, p. 259). The qualitative findings suggest that individuals may engage in self-gifting when crossing this border. Self-gifts like leisure activities may help to blur the border between work and life, as they provide a sense of freedom and pleasure that helps consumers mentally disconnect from work and achieve work/life balance.

Lastly, the interview data revealed that consumers value *sustainability* when engaging in self-gifting. Sustainability has not been discussed in the self-gifting literature. In the consumer behavior and fashion merchandising fields, sustainable consumption is described as products and services that “incorporate one or more aspects of social and environmental sustainability” (Harris et al., 2016, p. 309). It is noted that self-gifting can be criticized due to the manifestation of materialistic beliefs (Mckeage et al., 1993; Park, 2018); however, the qualitative findings of this study revealed that consumers care about non-materialistic values, such as sustainability, while self-gifting. As there have been growing concerns about social and environmental issues, demand for products/services with sustainable attributes has been increasing. Sustainable attributes address environmental protection issues (e.g., human treatment of animals), social welfare (Das et al., 2020), fair-trade products (Bodur et al., 2014), products made without using child labor (Vermeir & Verbeke, 2006), products using organically grown materials, products made of environmentally friendly materials, and reducing waste and recycling (Harris et al., 2016; Jung & Jin, 2014; McNeill & Moore, 2015). The interview data indicated that consumers value sustainability when self-gifting and care about whether or not self-gifts are made in an environmental-friendly way, are made of organic ingredients, are made from recycled materials, or are made in ethical working conditions.

To summarize, analysis of qualitative data generated a total of nine CPV themes that consumers frequently perceive in self-gifting behavior. From the themes, individual items were developed, resulting in: (1) 8 items for price, (2) 10 items for quality, (3) 11 items for happiness, (4) 13 items for social connection and social identity, (5) 11 items for new knowledge, (6) 10 items for new experience, (7) 6 items for security through resale, (8) 7 items for work/life balance, and (9) 8 items for sustainability (see Table 5, page 82). While most of the CPVs have

been identified in previous research on self-gifting (i.e., price, quality, happiness, social connection and social identity, gaining new knowledge, and gaining new experiences), three new CPVs that have not been discussed in the self-gifting literature were found (i.e., work-life balance, security through resale, and sustainability).

The three new CPVs relative to self-gifting reflect emerging socioeconomic phenomena. For example, individuals seek to prepare themselves to be more competitive by equipping themselves with proper knowledge and skills (Thyroff & Kilbourne, 2018) through self-gifting. As competitiveness increases, so does stress and mental pressure to outperform and succeed. Such stressors can be, at the same time, successfully managed by appropriately balancing work and life (David et al., 2012). In this regard, the qualitative investigation supported the extent to which self-gifts play a role in balancing work and life. Furthermore, consumers are willing to pay a premium for quality products (Rao & Bergen, 1992). Quality consciousness, as well as price consciousness, provide rationale for the purchase of quality products with a premium price, and influence the decision to buy products with steady resale value (Turunen & Pöyry, 2019). Even if a purchase was made for oneself as a gift (i.e., self-gifts), consumers still expect to secure value through resale and get back their monetary output. Furthermore, consumers' interest in ecological and sustainable living has increased (Ertekin & Atik, 2015), and they appear to take sustainability into consideration even when consumption is just for themselves in the form of self-gifting.

Objective 2: Develop a Reliable and Valid Scale to Operationalize the Self-Gifting Concept Relative to CPVs

To address Objective 2, which was to develop a reliable and valid scale to operationalize the self-gifting concept relative to CPVs, a survey questionnaire was constructed based on the 84

items generated from the qualitative investigation. Prior to the online survey, the content validity of the items was established through evaluation by experts in Consumer, Apparel, and Retail Studies and Educational Research Methodology, and a pilot test conducted with six graduate students. Through the pilot test, wording and meanings were confirmed and minor modifications were made. An online survey through Amazon Mturk was conducted for the purpose of scale purification and scale validation. After cleaning the data, 710 eligible responses were used in the analyses. Half of the data ($N = 355$) was randomly selected and used in the scale purification stage, with the purpose of item refinement to improve content validity. In this stage, a series of statistical processes, including EFA, Item Analysis, and CFA, were performed. EFA was conducted with principal component analysis and the oblique rotation method. Items with low factor loadings and high cross-loadings were removed, which led to the deletion of a total of 26 items. EFA results identified the nine underlying dimensions. Seven dimensions were revealed as previously identified in scale item generation. However, two dimensions emerged that were somewhat different, but still related with the dimensions that were previously defined. Specifically, two items that were expected to measure happiness were captured under quality, which was therefore renamed “satisfying quality.” The remaining items that were part of happiness were changed to “mood diversion,” as these items addressed self-gifting motives, such as “to cheer up,” “emotional healing,” or “relieve stress.”

Item analysis was then performed using means of inter-item correlations above .50 and corrected item-total correlations above .60. In the item analysis, means of inter-item correlation were assessed, and 9 items that did not meet the criteria were deleted. Another 2 items were removed from the test of the corrected item-total correlation. This process resulted in deletion of 11 total items, which led to the removal of the price dimension. According to previous self-

gifting research, sales and discount events play an important role in prompting consumers to purchase products for self-use, indicating that price is an important element when engaging in self-gifting (Clarke & Mortimer, 2013; Heath et al., 2011; Heath et al., 2015). However, price was found to be an insignificant CPV, as it failed to meet the statistical criteria and therefore was deleted from the scale. Past studies support the insignificant role of price in self-gifting in that, when consumers purchase self-gifts, they are less likely to set a target price as compared to buying interpersonal gifts, which indicates that self-gifts tend to be purchased despite price (Mick & Demoss, 1990; Park, 2018). The removal of price resulted in eight distinct, but correlated, factors including satisfying quality (SQ), social connection and social identity (SI), sustainability (ST), new knowledge (NK), work/life balance (WL), security through resale (RS), new experiences (EX), and mood diversion (MD).

CFA was then conducted with the 8 factors and remaining 47 items using the WLSMV estimation technique using M-plus 8.0. The model turned out to fit the data well: $\chi^2 = 1,805.80$, $df = 1,006$, $p = .00$, $\chi^2/df = 1.80$; CFI = .97, TLI = .97; SRMR = .04; RMSEA = .05 (CI_{90%} = .04 - .05) as the fit indices met all recommended cut-off criteria. Standardized factor loadings were significant at $< .001$, ranging from .69 to .89. The items were assessed for reliability and construct validity. The reliability of the eight factors was deemed acceptable with Cronbach's alpha coefficients above .85, composite reliability (CR) above .87, and AVEs above .62. Construct validity was examined using convergent and discriminant validity. Evidence of convergent validity was confirmed by all factor loadings, CR, and AVE estimates exceeding recommended cut-off criteria (Hair et al., 2019; Kline, 2016). Discriminant validity was established as AVEs were greater than all the squared inter-construct correlations (Hair et al., 2019).

In the scale validation stage, the remaining half of the data ($N = 355$) was used to examine the eight-factor model, with 47 items obtained from the scale purification stage to test scale stability across independent samples. Another CFA was conducted, and the model was found to fit the data well: $\chi^2 = 1,954.042$, $df = 1,006$, $p = .00$, $\chi^2/df = 1.94$; CFI = .97, TLI = .97; SRMR = .04; RMSEA = .05 ($CI_{90\%} = .05 - .06$), which met all cutoff criteria. Standardized factor loadings were significant at the alpha level of .001, ranging from .64 to .92. MIs did not suggest meaningful modifications for better model fit, which led to the conclusion that an eight-factor model with 47 items properly represents the unique domain of each CPV dimension in self-gifting behavior.

Reliability and construct validity were then assessed. The reliability of the eight factors was deemed good with Cronbach's alpha above .75 and composite reliability (CR) above .81. Convergent validity was confirmed by significant factor loadings and AVE estimates exceeding the recommended criteria of .50. Discriminant validity was also established, as all AVEs (ranging from .53 to .80) were greater than the squared inter-construct correlations (ranging from .01 to .60). As a result, the data analysis performed in both the scale purification and scale validation stages established a 47-item scale of eight CPVs in self-gifting that showed satisfactory reliability and validity.

Lastly, the eight-factor model was compared with a one-factor model to examine whether the eight-factor model outperformed the alternative model (i.e., the one-factor model). The results of the Chi-square difference test indicated that the eight-factor model fit the data significantly better than the alternative model, indicating that the eight-factor model achieved a valid fit (Hair et al., 2019).

Objective 3: Examine the Relationships Between CPVs in Self-Gifting and Consumer Satisfaction

To address the Objective 3, which was to examine the relationships between CPVs in self-gifting and consumer satisfaction, a survey questionnaire was constructed with the 47 scale items that were obtained from the scale development process and additional items measuring consumer satisfaction. The survey was conducted through Amazon Mturk and yielded 355 valid responses. A two-step approach was adopted for hypotheses testing. That is, consumer satisfaction (SF) was investigated in relation to the eight CPVs of self-gifting behavior: (H1) satisfying quality (SQ); (H2) social connection and social identity (SI); (H3) sustainability (ST); (H4) new knowledge (NK); (H5) work-life balance (WL); (H6) security through resale (RS); (H7) new experiences (EX); and (H8) mood diversion (MD).

Results revealed that three CPVs, satisfying quality (SQ), security through resale (RS), and mood diversion (MD), significantly influenced consumer satisfaction (SF) in self-gifting behavior. H1 stated that consumer satisfaction is influenced by self-gifting behavior driven by satisfying quality (SQ). The results showed that satisfying quality (SQ) in self-gifting behavior positively led to consumer satisfaction ($\beta = .55, z = 4.67, p < .001$). Applying the theoretical framework of EDT, consumers have prior expectations of quality in a self-gift and when the expectation meets the performance, they feel satisfied with the self-gift. The result is consistent with the literature suggesting that functional value (i.e., quality or price) plays an important role in post-purchase satisfaction (Chi & Kilduff, 2011; Petrick, 2002; Tam, 2004; Yang & Peterson, 2004).

H6 stated that consumer satisfaction is influenced by self-gifting behavior driven by security through resale (RS). Security through resale (RS) has not been discussed in the literature

on self-gifting and has not been empirically tested relative to satisfaction in general, and self-gifting behavior in particular. The result of H6 indicates that the path from security through resale (RS) to consumer satisfaction was significant ($\beta = .60, z = 2.29, p < .05$). That is, consumers form expectations of future value when engaging in self-gifting, and when the self-gift matches the expected future value, consumers are satisfied with the self-gift.

H8 stated that consumer satisfaction is influenced by self-gifting behavior driven by mood diversion (MD). The results suggest that mood diversion (MD) significantly influences consumer satisfaction in self-gifting behavior ($\beta = .69, z = 2.76, p < .01$). Mood diversion (MD) has consistently been stated as a major reason for self-gifting in the literature, especially when a self-gift is purchased for therapeutic purposes (Heath et al., 2013; Mortimer et al., 2015; Park, 2018). Consumers engage in self-gifting as a coping mechanism, with the expectation that the self-gift will alleviate negative emotions and enhance a positive mood. When self-gifts help in healing emotional difficulties as expected, consumer satisfaction increases.

Conversely, work/life balance (WL) turned out to have a significant negative effect on consumer satisfaction. H5 stated that consumer satisfaction is influenced by self-gifting behavior driven by work/life balance (WL). The result of H5 shows that the path in the structural model between work/life balance (WL) and consumer satisfaction (SF) was significant and negative ($\beta = -.23, z = -2.13, p < .05$). The results are understandable. As self-gifting is known to temporarily offer excitement and pleasure (Mick & Demoss, 1990a) and provide freedom to escape from stress and negative feelings (Heath et al., 2015), it was deemed to help to disconnect from work life and therefore help to balance work/life. However, there might be a limitation to how such self-gifts fulfill the ongoing desire for work/life balance. For example, consumers may play games or watch YouTube videos to disconnect from and/or forget about work as a self-gift;

however, such activities may not be optimal longer-term solutions for properly balancing work and personal life. This result is therefore in line with prior self-gifting research indicating that self-gifts for therapeutic purposes are characterized as inspiring and relaxing, but less practical and functional when compared with other forms of self-gifts and therefore can sometimes lead to post-purchase regret (i.e., dissatisfaction) (Clarke & Mortimer, 2013; Mick & Demoss, 1990a). Furthermore, according to Sanfilippo (2021), work-related practical strategies, such as reducing long working hours or planning ahead, are considered to be the most effective means to improve work/life balance. In this sense, it is possible that self-gifts that are purchased to enhance work/life balance may not meet consumers' long-term expectations. Moreover, a self-gift that offers only temporary relief may lead to negative evaluations of the self-gift due to its lack of long-term practical and functional benefits.

The results indicated that social connection and social identity (SI), sustainability (ST), new knowledge (NK), and new experiences (EX) were not strong predictors of consumer satisfaction. H2 stated that consumer satisfaction is influenced by self-gifting behavior driven by social connection and social identity (SI). The results revealed that the path from social connection and social identity (SI) to consumer satisfaction (SF) was not significant ($\beta = .16, z = .69, p > .05$). According to past studies, self-gifts reflect self-identity, and shopping for self-gifts can help to enhance social connections as well as social interactions (Heath et al., 2015; Mick & Demoss, 1990a). However, that does not necessarily mean such social values in self-gifting will directly lead to consumer satisfaction. The insignificant result could also be explained by the items that were used to measure the level of social connection and social identity (SI). The majority of items measuring SI include the extent of social interaction, such as "I buy gifts for myself that prompt the interest of others," "I buy gifts for myself that help to promote

friendship,” and “I purchase self-gifts that help me to socialize with others.” Given the exclusively personal and pleasure-oriented nature of self-gifting (Ningtias et al., 2019), consumers may not link the value of social interaction that involves others to satisfaction with their self-directed consumption. Moreover, this study was conducted in the US, characterized as an individualistic culture that focuses more on the individual’s desires rather than those of groups, which may help to explain the insignificant results. Significant effects of social connection and social identity (SI) on consumer satisfaction may be more likely in collectivist cultures, as some self-gifting is not purely self-oriented, and often evaluations of self-gifts are dependent upon others’ approval (Anand & Kaur, 2018; Tynan et al., 2010).

H3 stated that consumer satisfaction is influenced by self-gifting behavior driven by sustainability. However, sustainability (ST) was not found to be related to consumer satisfaction in self-gifting behavior ($\beta = -.33$, $z = -1.96$, $p > .05$). This finding is understandable, in that, when it comes to sustainable or ethical product consumption, consumers tend to focus on the secondhand or thrift market (Armstrong & Park, 2020; McNeill & Moore, 2015). One of the major drivers of self-gifting is indulgence, which is closely associated with hedonic value that involves luxury goods (Ningtias et al., 2019), which is somewhat contrary to secondhand or thrift kinds of sustainable consumption. Moreover, with regard to design and appearance, sustainable and eco-friendly products are often deemed unfashionable, unattractive, or not suitable to consumers’ wardrobe needs, personality, or self-image (McNeill & Moore, 2015; Moon et al., 2015). Even though consumers tend to be flexible with the price of self-gifts, they may feel happy with the purchase only when “the things they bought are perceived as cool and stylish” (Ningtias et al., 2019, p. 133). Taken together, consumers may perceive sustainability value through self-gifting behavior; however, that does not mean they feel satisfied with a sustainable

self-gift, especially in terms of the aesthetic aspect. Moreover, self-gifts frequently involve image-related goods or services (e.g., clothes, cosmetics, visit to hairstylist), supporting the idea that self-gifting focuses on self-image and self-concept (Heath et al., 2011; Mick & Demoss, 1990a). Therefore, due to the increasing importance of sustainability, consumers are more conscious of ethical and environmentally friendly values in self-gifting, but may place more importance on the aesthetic value of self-representation when evaluating self-gifts.

H4 stated that consumer satisfaction is influenced by self-gifting behavior driven by gaining new knowledge (NK). The result indicates that gaining new knowledge (NK) was not a significant predictor of consumer satisfaction in self-gifting behavior ($\beta = .20, z = 1.22, p > .05$). The insignificant relationship found between gaining new knowledge (NK) and consumer satisfaction in self-gifting behavior is understandable, as self-gifts are typically hedonic in nature (Clarke & Mortimer, 2013; Kauppinen-Räsänen et al., 2014; Mortimer et al., 2015), rather than an educational or informative form of consumption. According to Oliver (1999), satisfaction is defined as pleasurable fulfillment, reflecting emotional aspects. However, gaining new knowledge is a cognitive type of self-gifting behavior. For example, due to the ubiquitous e-learning environment, consumers may subscribe to online learning as a self-gift; however, they may not feel satisfied with their purchase, as it is sometimes hard to learn through the online medium due to various reasons, such as lack of self-control and self-efficacy. According to Shen et al. (2013), the drop-out rate in the online learning environment is much higher than in traditional learning environments, leading to dissatisfaction among users. In this sense, gaining new knowledge may not be the achievement consumers hope for, even though these self-gifts are purchased for the purpose of learning something new.

H7 stated that consumer satisfaction is influenced by self-gifting behavior driven by gaining new experiences (EX). Results showed that the path from gaining new experiences (EX) to consumer satisfaction (SF) in self-gifting behavior was insignificant ($\beta = -.55, z = -1.25, p > .05$). Previous studies indicate that self-gifting shopping experiences are enjoyable and adventurous, and sometimes such experiences are more significant than the actual product acquisition (Clarke & Mortimer, 2013), implying that self-gifts embedded in exciting and delightful experiences may lead to post-purchase satisfaction. However, results of this dissertation indicate that this is not always the case. This finding could be explained by the items used to assess the level of gaining new experiences (EX). The items for gaining new experiences (EX) include statements describing experiences with others, such as “I buy myself gifts that help me to share experiences with friends” and “I purchase gifts for myself that provide bonding experiences with others.” Given the self-oriented nature of self-gifting behavior, consumers may not necessarily feel satisfied with a self-gift that enhances interaction with others. The reason might also be traced to the cultural characteristics of the sample, as stated earlier, in terms of social connection and social identity (SI). Due to a high level of individualism, U.S. consumers may focus on self-fulfillment without considering the role of others in the post-purchase evaluation of self-gifts.

Conclusions

The purpose of this dissertation was two-fold: (1) to develop a self-gifting scale from the CPV perspective and (2) to test the developed scale to examine whether CPVs in self-gifting influence consumer satisfaction. A conceptual framework was developed based on the literature on self-gifting behavior, consumer perceived values (CPVs), the theoretical framework of Expectancy Disconfirmation Theory (EDT), and the concept of consumer satisfaction.

The scale development followed Churchill's (1979) paradigm. The exploratory investigation included an extensive literature review and in-depth interviews conducted to define the dimensions of CPVs in self-gifting, which resulted in an initial pool of items (a total of 84 items) covering nine dimensions. Content validity of the items was confirmed through expert reviews and a pilot test. Survey data were then collected and subjected to EFA, Item Analysis, and CFA for scale purification and scale validation. This series of testing resulted in a new scale of CPVs in self-gifting (CPVS-G) with satisfactory reliability and validity. The final set of scales comprised eight CPVs with 47 items: 4 items for satisfying quality (SQ), 7 items for social connection and social identity (SI), 7 items for sustainability (ST), 7 items for new knowledge (NK), 6 items for work-life balance (WL), 6 items for security through resale (RS), 6 items for new experiences (EX), and 4 items for mood diversion (MD).

The hypotheses testing was conducted using structural equation modeling (SEM) to investigate the relationships between CPVs and consumer satisfaction. The eight CPVs included in the CPVS-G scale were exogenous latent variables, and consumer satisfaction was presented as an endogenous latent variable (see Figure 12, page 151). The survey data were collected from Amazon Mturk, a nationwide crowdsourcing web service. A total of 355 valid responses were used for data analysis. A two-step approach (i.e., measurement and structural models) was adopted to test the proposed hypotheses. Confirmatory factor analysis (CFA) was conducted to test the measurement model and the structural model was assessed to test theoretical relationships between CPVs and consumer satisfaction.

The results of the hypotheses testing indicated significant relationships between satisfying quality (SQ), security through resale (RS), and mood diversion (MD) and consumer satisfaction. Therefore, managers and marketers may need to focus more on these CPVs when

developing their marketing strategies, locating their target consumers, and communicating and interacting with them. Conversely, work/life balance (WL) negatively affected consumer satisfaction. It may be that self-gifts can temporarily help to separate work and personal life but fail to meet the long-term desire for balance between the two.

The relationships of social connection and social identity (SI), sustainability (ST), gaining new knowledge (NK), and gaining new experiences (EX) with consumer satisfaction were nonsignificant. As previously stated, common reasons could be explained by the hedonic seeking and self-centered characteristics of self-gifting (Clarke & Mortimer, 2013; Heath et al., 2011; Mick & Demoss, 1990a) as well as individualistic cultural traits vs. those of a collectivist culture (Anand & Kaur, 2018; Tynan et al., 2010). Even though these are the primary values that consumers frequently perceive in self-gifting, their impact on post-purchase satisfaction is clearly limited. The next section outlines implications for theory and practice based on the results.

Implications

Theoretical Implications

This dissertation provides several implications of theoretical relevance for the self-gifting literature. First, the primary theoretical contribution of this study is the development of a reliable and valid scale measuring eight distinct CPVs in self-gifting (the CPVS-G scale). This scale was demonstrated to have reliability and construct validity, including convergent and discriminant validity. Theoretically, the CPVS-G scale may be useful to scholars who research self-gifting behavior or related constructs. The majority of existing scales partly measure motivations and contexts of self-gifting, but not CPV constructs as identified in this study. The scale expands on the shopping motivation scales of Kang and Johnson (2011), Yurchisin et al. (2008), Arnold and

Reynolds (2003), and Babin et al. (1994) by comprehensively capturing CPVs associated with self-gifting behavior, in contrast to the existing scales that were validated for just the therapeutic or hedonic aspects of the behavior. The CPVS-G scale was validated with a large sample ($N=710$) using eight CPV constructs across the categories of products, services, and experiences. The scale exhibited acceptable reliability and validity across each analysis. Therefore, researchers can use the scale with confidence in future research.

Second, the CPVS-G scale developed in this dissertation expands upon the self-gifting motivation scale of Mortimer et al. (2015) by measuring CPVs as important to self-gifting behavior. Various CPVs have been discussed in the self-gifting literature (Clarke & Mortimer, 2013; Heath et al., 2011; Heath et al., 2015; Mick & Demoss, 1990b; Mick & Faure, 1998); however, prior to this dissertation, the concept of CPVs within self-gifting had not yet been systematically and quantitatively examined. The CPVS-G scale enhances understanding of CPVs in the context of self-directed consumption in general, and self-gifting in particular, and can be applied across various disciplines, including fashion, tourism, hospitality, consumer needs, and entertainment, to name a few.

The third implication is that the current study identifies CPVs relative to self-gifting that have not been previously discussed but are important to understanding the phenomenon. A traditional, multi-dimensional view of CPVs conceptualizes major CPV dimensions, such as functional, emotional, social, epistemic, and conditional values (Sheth et al., 1991; Sweeney & Soutar, 2001). In addition to these previously defined CPVs, this dissertation discovered new CPVs (i.e., security through resale, work/life balance, and sustainability) that reflect the diversification of self-gifting as an increasingly common behavioral phenomenon. The results of the study support that such CPV dimensions that reflect consumer responses to socioeconomic

trends enhance the understanding of consumer choice behavior when it comes to self-oriented consumption behavior, such as self-gifting. More specifically, the CPVS-G scale demonstrates that consumers purchase gifts for themselves not only because of previously known values, such as functional, social, emotional, and epistemic values, but also because of the value of future resale, the value of work/life balance, and the value of environmental/social sustainability. This study therefore extends the self-gifting literature by shedding light on the importance of these novel values that are manifested in the process of self-gifting consumption behavior.

The fourth implication of this dissertation is its focus on post-purchase behavior, which has not been studied in previous self-gifting research. The results provide evidence of the theoretical significance of the relationships between the CPVs in self-gifting and consumer satisfaction. Although CPVs have been linked to consumer satisfaction in various contexts, such as food consumption (Lee et al., 2017), tourism (Gallarza & Saura, 2006), health care (Chahal & Kumari, 2012), and service environments (Cronin et al., 2000), results of this dissertation support and extend the idea that CPVs serve as important antecedents to post-purchase evaluation, particularly consumer satisfaction, and that this is also the case when the purchase is self-oriented.

Lastly, this dissertation offers theoretical insight into the Expectancy Disconfirmation Theory (EDT) and particularly regarding value-oriented self-gifting consumption. Consumer post-purchase satisfaction was found to be determined by comparing expectations with outcomes of CPVs relative to the products/service purchased as self-gifts. For example, the results of the study indicated that consumers evaluate and feel satisfied with their purchased self-gifts when the quality of self-gifts is better than they expected. Moreover, consumers are satisfied with their self-gifts when they hold their value and are resold. This dissertation also found that self-gifting

was often expected to reduce and relieve stress and depression, as it served as a mood diversion. In sum, if self-gifts perform as expected, then consumers are satisfied with them. Thus, results indicated that EDT is useful for understanding CPV-oriented self-gifting behavior in relation to consumer satisfaction.

Managerial Implications

Managerially, the first implication of this dissertation is that it provides a reliable and valid tool to measure consumer perceived values (CPVs) in self-gifting behavior (i.e., the CPVS-G scale). CPVs have become increasingly important for marketers and retailers, as they function as a primary motivation, ultimately resulting in actual purchase behaviors (Yang & Peterson, 2004). In this regard, adding and reflecting desired values into products/services is essential for gaining a competitive advantage in the marketplace (Chi, 2015; Chi & Kilduff, 2011; Kim & Damhorst, 2010). This dissertation offers a tool to measure the potential values important to self-gifting behavior, a tool that managers and retailers can adopt in a variety of ways. For example, when developing a new marketing plan, promotion, or communication, managers could evaluate the campaign with a sample of consumers using the CPVS-G scale to test which CPVs consumers seek when engaging in different types of self-gifting (e.g., material products, services, and experiences). Such testing could pinpoint the value dimensions that companies should focus on to better interact and communicate with their desired consumers.

The second implication is that the resulting CPV dimensions of this study can assist the implementation of targeted marketing by investigating the primary values of self-gifting. That is, using the CPVs identified as important in self-gifting will help marketers to better understand and locate their target consumers, as consumers' decision making is partly dependent on their value dispositions (Huber et al., 2001). Indeed, as individual consumers perceive and weigh

value dimensions differently, marketing managers may gain an advantage by grouping consumers based on their evaluations of different value dimensions. By doing so, brands and firms can use the CPVS-G scale created here to identify value-based segments of self-gifting consumers and better target their value-focused communications. Furthermore, the measurement scale can allow brands to identify the strengths and weaknesses of their value propositions, which may assist them in identifying challenges and developing solutions.

Third, as addressed, the developed CPVS-G scale can be used to examine self-gifting behavior across industries, such as fashion, tourism, hospitality, or entertainment. For example, tourism frequently involves the purchase of souvenirs or gifts for others as well as for oneself. It is noted that shopping has become one of the primary tourist activities (Chen et al., 2022), and accounts for a large amount of tourism expenditures (Choi et al., 2016). The developed CPVS-G scale can provide beneficial insights into how products are assigned self-gift status in order to understand and enhance consumers' value perceptions regarding tourism shopping.

The fourth managerial implication is that the results of the hypotheses testing provide evidence of the CPVs in self-gifting that impact consumer satisfaction. Consumer satisfaction is largely driven by CPVs, and the primary indicators of a firm's success (e.g., consumer loyalty, trust, and commitment) are the consequences of consumer satisfaction (Moliner et al., 2007). Therefore, it is important to identify major CPVs relative to consumer satisfaction. As the results of this dissertation show the different effects of CPV dimensions on satisfaction, marketers can effectively allocate their resources to focus on the dimensions that significantly impact consumer satisfaction. In relation to EDT, the current study found that satisfying quality (SQ), security through resale (RS), and mood diversion (MD) were significantly related to consumer satisfaction. Thus, the results of the study provide retailers and marketers with beneficial and

practical guidance to apply to their product design, sales, and marketing to reduce gaps between expectations and outcomes of CPVs in self-gifts. For example, the results of the study indicated that satisfying quality was related to consumer satisfaction in self-gifting. The finding indicates that a self-gift that performs as expected in terms of quality (i.e., satisfying quality) has a positive impact on consumer satisfaction. Messages in advertisements help consumers form expectations of a product (Johar & Sirgy, 1991). In this regard, ad managers and marketers should ensure that their products that could be seen as self-gifts are accurately advertised using multiple tools (e.g., a 360-degree view), and work as advertised. Misleading descriptions in advertisements and performance failure may negatively influence brand trust, which is less likely to lead to consumer satisfaction (Fang et al., 2011). This can also be the case with products purchased for the self. Furthermore, consumers form “a confidence expectation concerning the most preferred brand,” as brands convey trust of the firm and a guarantee of quality products (Lin, 2003, p. 37). Applying this to self-gifting behavior, developing a good brand image was revealed to be one of the keys to closing the gap between expectation and performance of the quality value in self-gifting behavior.

Security through resale was revealed to be an important value in self-gifting resulting in consumer satisfaction. Resale has long been a practice of sustainable disposal, as it increases the product’s lifespan and decreases dependence on new products, which are environmental gains (Armstrong & Park, 2020; Turunen & Leipämaa-Leskinen, 2015). Pre-owned luxury items and used products in good condition can be resold (Armstrong & Park, 2020; Turunen & Pöyry, 2019; Turunen & Leipämaa-Leskinen, 2015; Xu et al., 2014). The results indicated that consumer satisfaction is related to self-gifts that have resale value, as consumers view such self-gifts as an investment and of future monetary value. Based on the findings, marketers can

emphasize resale value in their promotions by offering seasonal items and/or limited editions. Moreover, sports fans seek memorabilia, such as vintage hats, shirts, and jerseys that provide additional resale value among fans. Limited-edition items and sports memorabilia are considered investment pieces and thus consumers are willing to pay more when they buy them as self-gifts. In addition, a product campaign that highlights resale value may also influence positive brand image, as resale can meaningfully foster sustainable consumption (Armstrong & Park, 2020). Consumers may be more satisfied when their self-gifts increase in value over time as expected.

Furthermore, another value found to be related to consumer satisfaction in self-gifting was mood diversion. Self-gifts are often purchased to alleviate anxiety, stress, and depression, as they can be used to achieve hedonistic goals (i.e., to feel better) (Mortimer et al., 2015; Ward & Tran, 2008). Self-gifting with therapeutic purposes is related to mental health and part of the consumer's overall well-being (Mortimer et al., 2015). As a growing number of consumers are placing more importance on mental health, and equate it with a healthy body, they may seek to purchase products with mood enhancement benefits (Jacobs, 2022). In terms of self-gifting behavior as a means of mood diversion, approaches to marketing should differ depending on target consumers and products. For example, brands and businesses that market personal care items (e.g., skin care, hair care, or oral care products) as self-gifts may be in a position to utilize marketing tactics that focus on mood diversion. These brands may develop products that could offer scientifically backed results to highlight the ability of the products to enhance and boost mood. This could help consumers form expectations and evaluate outcomes of the products that in turn, influence their overall satisfaction with them when purchased as self-gifts.

Lastly, it is important to note that work/life balance was negatively related to consumer satisfaction. As stated earlier, therapeutic self-gifts that can help to relieve one's mind from work

pressure and help balance one's work with one's personal life may focus only on the "fun" element, which ultimately influences post-purchase regret due to a lack of functionality and practicality, or a lasting effect. In this regard, marketers should consider adding both hedonic and utilitarian attributes to their products/services that can be purchased as therapeutic self-gifts, particularly for aiding work/life balance. For example, consumers may purchase a pair of athletic shoes as a self-gift to disconnect from work and focus on their personal life via a leisure pursuit like walking. Marketers and retailers may consider adding both fun design elements (e.g., vivid colors, various patterns, prints, etc.) and functional attributes (e.g., reducing weight while increasing shock absorption, reflective materials for nighttime activities, etc.). These self-gifts may achieve more long-term effectiveness for assisting work/life balance, which could positively influence post-purchase satisfaction.

Limitations

This dissertation attempted to bridge the limitations associated with previous research by developing a scale to measure self-gifting behavior framed by CPVs (i.e., the CPVS-G scale) and then testing the scale in light of consumer satisfaction. Although the theoretical and managerial contributions of the current study are significant, there are several limitations of the study that should be noted.

First, all samples used for data collection were comprised of U.S. consumers, and therefore it is likely that they represented a Western viewpoint. Thus, the CPVS-G scale may not be generalizable or applicable to other non-Western cultures. Self-gifting patterns of consumers in cultures with a higher level of collectivism may differ from those of consumers in cultures with a high level of individualism, such as the U.S. Thus, the CPVS-G scale developed in this study may not exhibit the same qualities when used with consumers in non-Western cultures.

Second, the sample for scale validation and purification was collected from Amazon Mturk and was skewed toward younger (the majority ranged in age between 22-25), white race/ethnicity (greater than 75%), and higher education (greater than 70% held a 4-year degree or higher). In other words, the sample used to validate the scale items was not necessarily representative of the US population as a whole, which by US Census 2020 estimates included a median age of 38.2, 61.6% white, and 32.9% with a bachelor's degree or higher (U.S. Census Bureau, 2020). Therefore, it is possible that some aspects of CPVs relative to self-gifting may not have been properly reflected if a certain demographic was excluded from the sample. Therefore, the CPVS-G scale may not be generalizable across all demographic groups.

The third limitation lies in the types of self-gifts. The CPVS-G scale developed in this dissertation did not consider different types of self-gifts, but rather considered all types of self-gifts (e.g., products, services, or experiences) as a single entity. The CPV dimensions relative to material self-gifts may differ from those pertinent to experiential self-gifts (c.f., Jayawardhena, 2004; Kantamneni & Coulson, 1996). In this regard, it is possible that the value dimensions of the different types of self-gifts may differ, and therefore the application of the CPVS-G scale to different types of self-gifts may provide different results. Thus, further study is needed to investigate whether results differ based on different types of self-gifts (i.e., products, services, or experiences).

Fourth, the sample used for the CPVS-G scale development was collected during the COVID-19 pandemic. Unprecedented external circumstances (e.g., social distancing) and consumers' psychological and emotional distress may have influenced the values important to their self-oriented consumption (i.e., self-gifting). As a result, this timing may have affected the composition of the CPV constructs in this study. For instance, it is possible that consumers may

seek more social connectedness through self-gifting in a time of social distancing. Consumers may also have engaged more in self-directed consumption as a coping mechanism to feel better and/or to escape the current pandemic situation. Likewise, consumers may have engaged more in self-gifts that help to balance their work and personal lives due to a growing blurring of the two, as working-from-home became the norm as a result of the pandemic. Due to such external circumstances and the resulting psychological and behavioral changes, “social connection and social identity,” “mood diversion,” and “work/life balance” may have become prominent and surfaced as key underlying CPV dimensions in self-gifting behavior. Therefore, the CPVS-G scale may not reflect a value structure that is generalizable to normal (i.e., pre-pandemic) times. This study may be replicated after the pandemic has subsided to examine whether significance of the three dimensions, “social connection and social identity,” “mood diversion,” and “work/life balance” within the model changes.

Lastly, this dissertation considered satisfaction as a single overall outcome of value-manifested self-gifting behavior. According to Giese and Cote (2000), consumer satisfaction is comprised of two dimensions: affective and cognitive satisfaction. Cognitive satisfaction focuses on consumers’ satisfactory evaluation of functional aspects and performance of products (c.f. Martínez Caro & Martínez García, 2007; Oliver, 1980), whereas affective satisfaction focuses on positive emotional responses (i.e., enjoyment and pleasure) that are aroused through consumption (Oliver, 1993). Given that consumer satisfaction is multifaceted, it is possible that more dynamic relationships may exist between CPVs in self-gifting and the two dimensions of consumer satisfaction, which may be examined in future empirical studies.

Directions for Future Research

The above-identified limitations point to opportunities for future research. First, because this study targeted a U.S. sample, the findings may not be applicable to other countries; therefore, a cross-cultural investigation is needed to enhance the generalizability of the findings, including the applicability of the CPVS-G scale. Indeed, collectivist countries may have less interest in self-gifting, as they value community and group benefits over individual ones (Tynan et al., 2010). Given the self-oriented nature of self-gifting behavior, future research is needed to address possible differences in consumer perceived values toward self-gifting that arise within and across different cultures.

Second, the current study focused on consumer perceived values (CPVs) in self-gifting behavior and their influence on consumer satisfaction. According to the previous studies, personal values (e.g., power, success, prestige, and materialism) contribute to self-gifting behavior (Chen & Kim, 2013; Mick & Demoss, 1990b; Park, 2018). Furthermore, personal values serve as a base for the formation of attitudes, which then influence decision-making and actual behavior (Schwartz, 1992). Future study could investigate personal value dimensions in self-gifting behavior that were not included in the qualitative investigation of this study. For example, Schwartz's value dimensions can be considered to investigate the extent to which personal values (e.g., achievement, security, power, or self-direction) play a role in self-gifting behavior, and how these values may influence consumer satisfaction.

Third, future research could focus on the outcomes of CPVs relative to self-gifting using the CPVS-G scale. As stated in the Limitations section, for the purpose of this dissertation, only overall consumer satisfaction was considered as an outcome of value-oriented self-gifting behavior. As there are two satisfaction dimensions (i.e., cognitive and affective satisfaction),

future studies could examine whether the results differ between the two satisfaction dimensions. Furthermore, past studies illustrated that CPVs have a strong relationship with consumer trust, brand loyalty, word-of-mouth, and purchase intention (Chang & Wildt, 1994; Kim & Hwang, 2011; Walsh et al., 2014; Yang & Peterson, 2004). In addition, it is possible that there might have been directional relationships among CPV dimensions relative to self-gifting. Thus, future studies could examine whether directional relationships exist between CPV dimensions as well as investigate aforementioned potential outcome variables to uncover their relationships to each CPV dimension within self-gifting.

Fourth, as discussed in Chapter II, self-gifting has been situated as a subtopic of interpersonal gift-giving. Unlike the dyadic nature of gift-giving, self-gifting is self- rather than other-centered and deemed distinct from regular purchases in terms of its three functions of self-communication, a manifestation of indulgence, and specialness (Mick & Demoss, 1990a). In this regard, the CPVs pertinent to interpersonal gift-giving may differ from those pertinent to self-gifting. Therefore, future studies can compare CPV structures between interpersonal gift-giving and self-gifting behaviors. The CPVS-G scale developed in this dissertation can be used to understand how CPV structures between these two consumer behaviors differ. By doing so, the results of the study may provide marketers and retailers with distinct and differential marketing tools to better communicate with their consumers.

Finally, future studies should continue to update and validate the CPVS-G scale provided by this dissertation. Each individual consumer's value structure is unique based on various shopping contexts, shopping items, and shopping purposes. Moreover, as new technologies continue to evolve and online shopping becomes ubiquitous, researchers could identify currently unknown CPV constructs that may become important in the future. To this end, the CPVS-G

scale should be assessed with various groups of consumers and in various contexts (i.e., fashion, tourism, hospitality, entertainment) as well as channels (i.e., mobile, Internet, and brick-and-mortar).

This dissertation developed a valid scale for measuring CPVs relative to self-gifting behavior (the CPVS-G scale) that did not previously exist. This study expanded on prior scale development research on shopping motivations and self-gifting behavior by creating a scale that measures eight unique CPV dimensions: satisfying quality, social connection and social identity, sustainability, gaining new knowledge, work-life balance, security through resale, gaining new experiences, and mood diversion. The scale exhibited excellent reliability and construct validity across the entire analyses. Thus, the scale is reliable, valid, and generalizable, and can be used to explore the important role of consumer perceived values in self-gifting. As self-gifting is a growing consumption phenomenon, the CPVS-G scale provided by this study will help to expand knowledge of what consumers value when making the decision to purchase a self-gift.

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APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL (INTERVIEWS)



OFFICE OF RESEARCH INTEGRITY
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Federalwide Assurance (FWA) #216

To: Sukyung Seo
Consumer Apparel-Retail Stds
2605 Stratford Drive

From: UNCG IRB

Date: 7/07/2020

RE: Notice of IRB Exemption

Exemption Category: 2.Survey, interview, public observation

Study #: 20-0534

Study Title: Self-Gifting Behavior: Multidimensional Scale Development

This submission has been reviewed by the IRB and was determined to be exempt from further review according to the regulatory category cited above under 45 CFR 46.101(b).

Study Description:

The purpose of study is to develop self-gifting behavior scale from a value perspective. Researchers will focus on general population in the U.S. From this study, we will better understanding how values are associated with self-gifting behavior. This study will contribute to extension of self-gifting literature and also guide future study.

Investigator's Responsibilities

Please be aware that any changes to your protocol must be reviewed by the IRB prior to being implemented. **Please utilize the the consent form/information sheet with the most recent version date when enrolling participants.** The IRB will maintain records for this study for three years from the date of the original determination of exempt status.

Please be aware that valid human subjects training and signed statements of confidentiality for all members of research team need to be kept on file with the lead investigator. Please note that you will also need to remain in compliance with the university "Access To and Retention of Research Data" Policy which can be found at http://policy.uncg.edu/university-policies/research_data/.

APPENDIX B: INTERVIEW SCHEDULE

1. Describe the most recent time you bought a gift for yourself. What did you buy? Where did you buy it?
2. What made you decide to buy the gift for yourself?
3. Describe the product/service features that you liked about the self-gift.
4. Describe the outcome. Were you glad that you made the purchase? Why or why not?
5. Explain why, in general, you might buy a gift for yourself?
6. How do you generally feel about self-gifting?
7. How do you generally feel after purchasing self-gifts?
8. Describe a self-gift that is particularly important to you. Why is it important?
9. Are there any benefits from self-gifting? If so, please tell me about them.
10. When you are thinking of buying a gift for yourself, are you concerned about what the product communicates about yourself?
11. What other things do you expect from self-gifting?
12. Do you care about others' approval of your self-gifts by others?
13. What do you usually consider when you buy a gift for yourself?
14. How often do you buy gifts for yourself?
15. What are some typical products that you buy as self-gifts?
16. How much do you generally spend on each self-gift? Does it depend on the situation? Why or why not?
17. Is there anything we didn't cover that you want to share?

APPENDIX C: INSTITUTIONAL REVIEW BOARD APPROVAL

(SCALE DEVELOPMENT)



December 10, 2021

Sukyung Seo
Nancy Hodges

Consumer Apparel-Retail Stds

Re: Exempt - Initial - IRB-FY22-296 Self-gifting and Consumer Perceived Values: Development and Validation of a Scale to measure Consumer Perceived Values in Self-Gifting and applied to Consumer Satisfaction

Dear Sukyung Seo:

UNCG Institutional Review Board has rendered the decision below for Self-gifting and Consumer Perceived Values: Development and Validation of a Scale to measure Consumer Perceived Values in Self-Gifting and applied to Consumer Satisfaction.

Decision: Exempt

Approval: December 10, 2021
Expiration: --

Selected Category: Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

This submission has been reviewed by the IRB and was determined to be exempt according to the regulatory category cited above under 45 CFR 46.101(b).

Investigator's Responsibilities

- ***IMPORTANT: If your study is funded***, your funds will not be released by the Contract & Grant Accounting (CGA) office until documentation of IRB approval is confirmed. Please link your Cayuse Human Ethics record to your Cayuse SP record so that the CGA office can confirm approval. Instructions for linking an application can be found on the [Cayuse Human Ethics resource page](#). If your Ramses record has not been migrated to

Cayuse SP, you may also forward this approval letter to the Contract & Grant Accounting Director, Bill Walters (wdwalter@uncg.edu).

- Please be aware that valid human subjects training and signed statements of confidentiality for all members of research team need to be kept on file with the lead investigator. Please note that you will also need to remain in compliance with the university "Access To and Retention of Research Data" Policy which can be found at http://policy.uncg.edu/university-policies/research_data/.
- **Please utilize the the consent form/information sheet with the most recent version date when enrolling participants.**
- Please be aware that any changes to your protocol must be reviewed by the IRB prior to being implemented.
- **If your study is funded**, please note that it is the responsibility of the Principal Investigator to link your IRB application to your Cayuse SP record.

Sincerely,

UNCG Institutional Review Board

APPENDIX D: SURVEY QUESTIONNAIRE (SCALE DEVELOPMENT)

Dear Participant,

You are invited to participate in a study on **Self-gifting and Consumer Perceived Values: Development and Validation of a Scale to measure Consumer Perceived Values in Self-Gifting and applied to Consumer Satisfaction**. As consumer behavior has been toward self-centered ever before, giving a gift for oneself, or self-gifting, has become a popular phenomenon. Consumers perceive sociopsychological values through various types of self-gifts (a product or service). However, systematic and quantitative approach to self-gifting from a perceived value viewpoint has gained little academic attention. Therefore, researchers at the University of North Carolina at Greensboro are developing a self-gifting scale from the consumer perceived value perspective and testing the developed scale to examine whether consumer perceived values influence consumer satisfaction.

This survey can be completed in about 20 to 25 minutes. There are no known risks associated with your participation. The study is carefully designed, and your privacy will be protected because this survey is anonymous, and it doesn't require you to provide specific or confidential information. This study is for academic purposes only.

If you have any questions about your rights as a participant, please contact The Office of Research Integrity at UNCG toll-free at (855)-251-2351. If you have any questions about this research project, please contact Sukyung Seo at s_seo@uncg.edu.

We realize that your time is highly valuable, but the success of this important research is highly dependent on your response.

Thank you very much in advance for your assistance and time!

Sincerely,

Sukyung Seo, Ph.D. Candidate
Department of Consumer, Apparel, and Retail Studies
Bryan School of Business and Economics
The University of North Carolina at Greensboro

Screening Questions

Q1. Are you 18 or older?

- Yes
 No

Q2. Have you ever purchased a gift for yourself ?

- Yes
 No

Main Survey Questions

General Instructions: The following is a definition of self-gifting:

Self-gifting refers to purchasing a gift for oneself. Self-gifts can be any product, service, or experience. Self-gifts are purchased in a variety of situations and for different reasons, such as to reward, celebrate, relieve stress, enhance mood, etc.

Please recall your recent self-gifting experiences. For each of the following statements, choose one of the options ranging from “Strongly disagree” (1) to “Strongly agree” (7) that most accurately indicates your level of agreement with the statement. Please answer all questions.

Section 1: Price

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree					Strongly agree	
1. In general, gifts I buy myself are good purchases for the price paid	1	2	3	4	5	6	7
2. I buy myself gifts that are reasonably priced	1	2	3	4	5	6	7
3. I buy myself gifts that are fairly priced	1	2	3	4	5	6	7
4. I purchase gifts for myself to get the most for my money	1	2	3	4	5	6	7
5. Gifts I buy myself are something that I get a bargain for	1	2	3	4	5	6	7

6. I buy gifts for myself that are economical	1	2	3	4	5	6	7
7. I purchase gifts for myself that provide value for the money	1	2	3	4	5	6	7
8. I buy self-gifts that are affordable	1	2	3	4	5	6	7

Section 2: Quality

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree					Strongly agree	
9. I buy myself gifts that last a long time	1	2	3	4	5	6	7
10. I purchase self-gifts with an acceptable standard of quality	1	2	3	4	5	6	7
11. I purchase self-gifts that will perform consistently	1	2	3	4	5	6	7
12. I purchase gifts for myself that are aesthetically pleasing	1	2	3	4	5	6	7
13. I buy self-gifts that I will use a lot	1	2	3	4	5	6	7
14. I purchase gifts for myself that are well-made	1	2	3	4	5	6	7
15. I buy gifts for myself that are convenient to use	1	2	3	4	5	6	7
16. I purchase self-gifts that are useful	1	2	3	4	5	6	7
17. I buy self-gifts that will perform as expected	1	2	3	4	5	6	7
18. I buy gifts for myself that are safe to use	1	2	3	4	5	6	7

Section 3: Happiness

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree					Strongly agree	
19. I buy myself gifts that make me feel good	1	2	3	4	5	6	7

20. I buy myself gifts that make me feel comfortable	1	2	3	4	5	6	7
21. I buy self-gifts that help cheer me up when I feel down	1	2	3	4	5	6	7
22. I purchase self-gifts that help my emotional healing	1	2	3	4	5	6	7
23. I buy gifts for myself that I will enjoy	1	2	3	4	5	6	7
24. I buy myself gifts that I will have fun with	1	2	3	4	5	6	7
25. I buy gifts for myself that help me to relieve stress	1	2	3	4	5	6	7
26. I purchase gifts for myself that help me to escape from life's pressure	1	2	3	4	5	6	7
27. I buy myself gifts that give me pleasure	1	2	3	4	5	6	7
28. I buy myself gifts that relax me	1	2	3	4	5	6	7
29. I buy myself gifts that amuse me	1	2	3	4	5	6	7

Section 4: Social Connection and Social Identity

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree							Strongly agree	
30. I buy self-gifts that express the kind of person I am	1	2	3	4	5	6	7		
31. I buy myself gifts that improve the way I am perceived by others	1	2	3	4	5	6	7		
32. I purchase self-gifts that express my social identity	1	2	3	4	5	6	7		
33. I buy gifts for myself that help me to make a good impression on others	1	2	3	4	5	6	7		
34. I purchase self-gifts that help me to socialize with others	1	2	3	4	5	6	7		
35. I purchase self-gifts that give me opportunities to get along with others	1	2	3	4	5	6	7		

36. I buy myself gifts that give me opportunities to interact with others	1	2	3	4	5	6	7
37. I buy gifts for myself that prompt the interest of others	1	2	3	4	5	6	7
38. I buy gifts for myself that help to promote friendship	1	2	3	4	5	6	7
39. I buy gifts for myself that help me to feel acceptable	1	2	3	4	5	6	7
40. I buy myself gifts that enable me to stand out from others	1	2	3	4	5	6	7
41. I buy gifts for myself that look like I am of high social class	1	2	3	4	5	6	7
42. I buy myself brand gifts that look like they fit me.	1	2	3	4	5	6	7

Section 5: New Knowledge

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree					Strongly agree	
43. I buy gifts for myself that help me to learn	1	2	3	4	5	6	7
44. I buy gifts for myself that are informative	1	2	3	4	5	6	7
45. I buy myself gifts that are educational	1	2	3	4	5	6	7
46. I purchase gifts for myself that help me to enjoy learning	1	2	3	4	5	6	7
47. I buy myself gifts that help me to expand my knowledge	1	2	3	4	5	6	7
48. I buy myself gifts that help to enhance my skill	1	2	3	4	5	6	7
49. I buy myself gifts that help me to keep up with the newest trends	1	2	3	4	5	6	7
50. I buy gifts for myself that allow me to learn more	1	2	3	4	5	6	7
51. I buy gifts for myself that help to fulfill my curiosity	1	2	3	4	5	6	7

52. I buy gifts for myself that help to fulfill my desire to know	1	2	3	4	5	6	7
53. I buy gifts for myself that help my career development by learning something new	1	2	3	4	5	6	7

Section 6: New Experiences

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree					Strongly agree	
54. I buy self-gifts that help me to experience new products or services	1	2	3	4	5	6	7
55. I buy gifts for myself that help me to make good memories	1	2	3	4	5	6	7
56. I buy gifts for myself that help me to explore new places or new food	1	2	3	4	5	6	7
57. I buy myself gifts that help me to share experiences with friends	1	2	3	4	5	6	7
58. I buy myself gifts that help me to recall special moments	1	2	3	4	5	6	7
59. I buy self-gifts that arouse nostalgia	1	2	3	4	5	6	7
60. I purchase gifts for myself that help me to embrace the moment	1	2	3	4	5	6	7
61. I purchase gifts for myself that are thrilling	1	2	3	4	5	6	7
62. I purchase self-gifts that are once in a lifetime experiences	1	2	3	4	5	6	7
63. I purchase gifts for myself that provide bonding experiences with others	1	2	3	4	5	6	7

Section 7: Security through Resale

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree					Strongly agree	
64. I buy myself gifts that are investments for future value	1	2	3	4	5	6	7

65. I buy self-gifts that I could resell at a higher price someday	1	2	3	4	5	6	7
66. I buy gifts for myself that I could resell to get my money back	1	2	3	4	5	6	7
67. Purchasing gifts for myself is an investment in the future	1	2	3	4	5	6	7
68. Gifts that I buy for myself will become more valuable over time	1	2	3	4	5	6	7
69. Gifts that I buy for myself are things that are pre-owned	1	2	3	4	5	6	7

Section 8: Work-Life Balance

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree					Strongly agree	
70. I buy myself gifts that help me to get away from what I am doing	1	2	3	4	5	6	7
71. I buy myself gifts that help me to forget about school or work	1	2	3	4	5	6	7
72. I buy myself gifts that help me to separate work from my personal life	1	2	3	4	5	6	7
73. I buy gifts for myself that help me to mentally disconnect from work	1	2	3	4	5	6	7
74. I buy gifts for myself that give me a sense of freedom from work	1	2	3	4	5	6	7
75. I purchase gifts for myself that help me to enjoy my personal life with my family	1	2	3	4	5	6	7
76. I buy gifts for myself that help me to balance work and my personal life	1	2	3	4	5	6	7

Section 9: Sustainability

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree					Strongly agree	
77. It is important that gifts I buy for myself have minimal harmful chemicals	1	2	3	4	5	6	7

78. I buy myself gifts that are made in eco-friendly ways	1	2	3	4	5	6	7
79. I buy myself gifts made of organic materials or organically raised ingredients	1	2	3	4	5	6	7
80. I buy myself gifts that are naturally made	1	2	3	4	5	6	7
81. I buy gifts for myself made from recycled materials	1	2	3	4	5	6	7
82. I buy gifts for myself made in ethical working environments	1	2	3	4	5	6	7
83. I purchase gifts for myself that are environmentally friendly	1	2	3	4	5	6	7
84. It is important to buy self-gifts that are from brands that are transparent	1	2	3	4	5	6	7

Additional Self-Gifting Questions

Q1. On average, how often do you buy a self-gift?

- Once or twice a year
- Quarterly
- Once every two months
- Every month
- Twice a month
- Once a week
- More than once a week

Q2. On average, how much have you spent monthly on self-gifts recently?

- Less than \$50
- \$51 ~ \$150
- \$151 ~ \$300
- \$301 ~ \$450
- \$451 ~ \$600
- \$601 ~ \$750
- \$751 ~ \$900
- \$901 ~ \$1,000
- More than \$1,000

Q3. Please list three self-gifts you have recently purchased.

Demographic Questions

Q1. Please indicate your gender.

- Male
- Female
- Prefer not to say

Q2. Which of the following categories describe your age?

- 18 – 21 years
- 22 – 35 years
- 36 – 45 years
- 46 – 55 years
- 56 – 65 years
- 66 years and over

Q3. What is your race or ethnicity?

- White/Caucasian

- Hispanic/Latin
- Black/African American
- Asian
- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander

Q4. What is your highest level of education?

- High School Diploma
- Some College
- 4-year Degree
- Graduate/Postgraduate

Q5. What is your marital status?

- Married
- Widowed
- Divorced
- Separated
- Never married
- Other (please specify) _____

Q6. Which of the following categories describes your annual household income before tax?

- Under \$20,000
- \$20,000– \$39,999
- \$40,000– \$59,999
- \$60,000– \$79,999
- \$80,000– \$99,999
- \$100,000– \$119,999
- \$120,000– \$149,999
- \$150,000 or more

Q7. If you have any comments on this research project, please share your comments with us.

Thank you for your time!

APPENDIX E: INSTITUTIONAL REVIEW BOARD APPROVAL

(HYPOTHESES TESTING)



April 7, 2022

Sukyung Seo
Nancy Hodges

Consumer Apparel-Retail Stds

Re: Exempt - Initial - IRB-FY22-527 Self-Gifting and Consumer Perceived Values: Developed Scale to measure Consumer Perceived Values in Self-Gifting and Satisfaction

Dear Sukyung Seo:

UNCG Institutional Review Board has rendered the decision below for Self-Gifting and Consumer Perceived Values: Developed Scale to measure Consumer Perceived Values in Self-Gifting and Satisfaction.

Decision: Exempt

Approval: April 7, 2022

Expiration: --

Selected Category: Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

This submission has been reviewed by the IRB and was determined to be exempt according to the regulatory category cited above under 45 CFR 46.101(b).

Investigator's Responsibilities

- ***IMPORTANT: If your study is funded.*** your funds will not be released by the Contract & Grant Accounting (CGA) office until documentation of IRB approval is confirmed. Please link your Cayuse Human Ethics record to your Cayuse SP record so that the CGA office can confirm approval. Instructions for linking an application can be found on the [Cayuse Human Ethics resource page](#). If your Ramses record has not been migrated to Cayuse SP, you may also forward this approval letter to the Contract & Grant Accounting Director, Bill Walters (wdwalter@uncg.edu).
- Please be aware that valid human subjects training and signed statements of confidentiality for all members of research team need to be kept on file with the lead investigator. Please note that you will also need to remain in compliance with the university "Access To and Retention of Research Data" Policy which can be found at http://policy.uncg.edu/university-policies/research_data/.
- **Please utilize the the consent form/information sheet with the most recent version date when enrolling participants.**
- Please be aware that any changes to your protocol must be reviewed by the IRB prior to being implemented.
- **If your study is funded.** please note that it is the responsibility of the Principal Investigator to link your IRB application to your Cayuse SP record.
- **Please utilize the the consent form/information sheet with the most recent version date when enrolling participants.**
- Please be aware that any changes to your protocol must be reviewed by the IRB prior to being implemented.
- **If your study is funded.** please note that it is the responsibility of the Principal Investigator to link your IRB application to your Cayuse SP record.

Sincerely,

UNCG Institutional Review Board

APPENDIX F: SURVEY QUESTIONNAIRE (HYPOTHESES TESTING)

Dear Participant,

You are invited to participate in a study on **Self-gifting and Consumer Perceived Values: Development and Validation of a Scale to measure Consumer Perceived Values in Self-Gifting and applied to Consumer Satisfaction**. As consumer behavior has been more self-centered than ever before, giving a gift for oneself, or self-gifting, has become a popular phenomenon. Consumers perceive sociopsychological values through various types of self-gifts (a product or service). Consumers' values have impacts on consumer satisfaction. However, empirical study whether consumer perceived values relate to consumer satisfaction is lacking. Therefore, researchers at the University of North Carolina at Greensboro have developed a self-gifting scale from the consumer perceived value perspective and are testing the developed scale to examine whether consumer perceived values influence consumer satisfaction.

This survey can be completed in about 15 to 20 minutes. There are no known risks associated with your participation. The study is carefully designed, and your privacy will be protected because this survey is anonymous, and it doesn't require you to provide specific or confidential information. This study is for academic purposes only.

If you have any questions about your rights as a participant, please contact The Office of Research Integrity at UNCG toll-free at (855)-251-2351. If you have any questions about this research project, please contact Sukyung Seo at s_seo@uncg.edu.

We realize that your time is highly valuable, but the success of this important research is highly dependent on your response.

Thank you very much in advance for your assistance and time!

Sincerely,

Sukyung Seo, Ph.D. Candidate
Department of Consumer, Apparel, and Retail Studies
Bryan School of Business and Economics
The University of North Carolina at Greensboro

Screening Questions

Q1. Are you 18 or older?

- Yes
- No

Q2. Have you ever purchased a gift for yourself?

- Yes
- No

Main Survey Questions

General Instructions: The following is a definition of self-gifting:

Self-gifting refers to purchasing a gift for oneself. Self-gifts can be any product, service, or experience. Self-gifts are purchased in a variety of situations and for different reasons, such as to reward, celebrate, relieve stress, enhance mood, etc.

Please recall your recent self-gifting experiences. For each of the following statements, choose one of the options ranging from “Strongly disagree” (1) to “Strongly agree” (7) that most accurately indicates your level of agreement with the statement. Please answer all questions.

Section 1: Satisfying Quality

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree					Strongly agree	
1. I purchase self-gifts with an acceptable standard of quality	1	2	3	4	5	6	7
2. I buy self-gifts that I will use a lot	1	2	3	4	5	6	7
3. I buy self-gifts that will perform as expected	1	2	3	4	5	6	7
4. I buy gifts for myself that are safe to use	1	2	3	4	5	6	7

Section 2: Social Connection and Social Identity

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree				Strongly agree		
5. I buy gifts for myself that help me to make a good impression on others	1	2	3	4	5	6	7
6. I purchase self-gifts that help me to socialize with others	1	2	3	4	5	6	7
7. I purchase self-gifts that give me opportunities to get along with others	1	2	3	4	5	6	7
8. I buy myself gifts that give me opportunities to interact with others	1	2	3	4	5	6	7
9. I buy gifts for myself that prompt the interest of others	1	2	3	4	5	6	7
10. I buy gifts for myself that help to promote friendship	1	2	3	4	5	6	7
11. I buy gifts for myself that help me to feel accepted	1	2	3	4	5	6	7

Section 3: Sustainability

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree				Strongly agree		
12. I buy myself gifts that are made in eco-friendly ways	1	2	3	4	5	6	7
13. I buy myself gifts made of organic materials or organic ingredients	1	2	3	4	5	6	7
14. I buy myself gifts that are naturally made	1	2	3	4	5	6	7
15. I buy gifts for myself made from recycled materials	1	2	3	4	5	6	7
16. I buy myself gifts that are made in ethical working conditions	1	2	3	4	5	6	7
17. I purchase gifts for myself that are environmentally friendly	1	2	3	4	5	6	7

18. It is important to buy gifts for myself that are from brands that are transparent	1	2	3	4	5	6	7
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Attention Check 1

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree				Strongly agree		
Please choose 'strongly agree' in this question	1	2	3	4	5	6	7

Section 4: New Knowledge

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree				Strongly agree		
19. I buy gifts for myself that help me to learn new things	1	2	3	4	5	6	7
20. I buy gifts for myself that are informative	1	2	3	4	5	6	7
21. I buy myself gifts that are educational	1	2	3	4	5	6	7
22. I buy myself gifts that help me to expand my knowledge	1	2	3	4	5	6	7
23. I buy myself gifts that help to enhance my skills	1	2	3	4	5	6	7
24. I buy gifts for myself that allow me to learn more	1	2	3	4	5	6	7
25. I buy gifts for myself that help to fulfill my desire for knowledge	1	2	3	4	5	6	7

Section 5: Work-Life Balance

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree				Strongly agree		
26. I buy myself gifts that help me to get away from what I am doing	1	2	3	4	5	6	7

27. I buy myself gifts that help me to forget about school or work	1	2	3	4	5	6	7
28. I buy myself gifts that help me to separate my work from my personal life	1	2	3	4	5	6	7
29. I buy gifts for myself that help me to mentally disconnect from work	1	2	3	4	5	6	7
30. I buy gifts for myself that give me a sense of freedom from work	1	2	3	4	5	6	7
31. I buy gifts for myself that help me to balance my work and personal life	1	2	3	4	5	6	7

Section 6: Security through Resale

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree			Strongly agree			
32. I buy myself gifts that are investments for future value	1	2	3	4	5	6	7
33. I buy self-gifts that I could resell at a higher price someday	1	2	3	4	5	6	7
34. I buy gifts for myself that I could resell to get my money back	1	2	3	4	5	6	7
35. Purchasing gifts for myself is an investment in the future	1	2	3	4	5	6	7
36. Gifts that I buy for myself will become more valuable over time	1	2	3	4	5	6	7
37. Gifts that I buy for myself are things that are pre-owned	1	2	3	4	5	6	7

Attention Check 2

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree			Strongly agree			
Please choose 'strongly disagree' in this question	1	2	3	4	5	6	7

Section 7: New Experiences

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree			Strongly agree			
38. I buy gifts for myself that help me to explore new places or new food	1	2	3	4	5	6	7
39. I buy myself gifts that help me to share experiences with friends	1	2	3	4	5	6	7
40. I buy myself gifts that help me to recall special moments	1	2	3	4	5	6	7
41. I purchase gifts for myself that are thrilling	1	2	3	4	5	6	7
42. I buy gifts for myself that are once in a lifetime experiences	1	2	3	4	5	6	7
43. I purchase gifts for myself that provide bonding experiences with others	1	2	3	4	5	6	7

Section 8: Mood Diversion

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree			Strongly agree			
44. I buy self-gifts that help cheer me up when I feel down	1	2	3	4	5	6	7
45. I purchase self-gifts that help with my emotional healing	1	2	3	4	5	6	7
46. I buy gifts for myself that help me to relieve stress	1	2	3	4	5	6	7
47. I purchase gifts for myself that help me to escape from life's pressure	1	2	3	4	5	6	7

Section 9: Satisfaction

Please indicate your level of agreement or disagreement with the following statements.

	Strongly disagree				Strongly agree		
48. In general, I am satisfied with self-gifts I have purchased	1	2	3	4	5	6	7
49. In general, the self-gifts I purchase go beyond my expectation	1	2	3	4	5	6	7
50. In general, the self-gifts I purchase are worthwhile	1	2	3	4	5	6	7
51. In general, the self-gift I purchased is the right decision	1	2	3	4	5	6	7
52. My overall experiences with self-gifts are satisfactory	1	2	3	4	5	6	7
53. Overall, I am highly satisfied with my self-gifts	1	2	3	4	5	6	7

Additional Self-Gifting Questions

Q1. On average, how often do you buy a self-gift?

- Once or twice a year
- Quarterly
- Once every two months
- Every month
- Twice a month
- Once a week
- More than once a week

Q2. On average, how much have you spent monthly on self-gifts recently?

- Less than \$50
- \$51 ~ \$150
- \$151 ~ \$300
- \$301 ~ \$450
- \$451 ~ \$600
- \$601 ~ \$750
- \$751 ~ \$900
- \$901 ~ \$1,000
- More than \$1,000

Q3. Please list three self-gifts you have recently purchased.

Demographic Questions

Q1. Please indicate your gender.

- Male
- Female
- Prefer not to say

Q2. Which of the following categories describe your age?

- 18 – 21 years
- 22 – 35 years
- 36 – 45 years
- 46 – 55 years
- 56 – 65 years
- 66 years and over

Q3. What is your race or ethnicity?

- White/Caucasian
- Hispanic/Latin
- Black/African American
- Asian
- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander

Q4. What is your highest level of education?

- High School Diploma
- Some College
- 4-year Degree
- Graduate/Postgraduate

Q5. What is your marital status?

- Married
- Widowed
- Divorced
- Separated
- Never married
- Other (please specify) _____

Q6. Which of the following categories describes your annual household income before tax?

- Under \$20,000
- \$20,000– \$39,999
- \$40,000– \$59,999
- \$60,000– \$79,999
- \$80,000– \$99,999
- \$100,000– \$119,999

\$120,000– \$149,999

\$150,000 or more

Q7. If you have any comments on this research project, please share your comments with us.

Thank you for your time!