

KEIO UNIVERSITY
KEIO/KYOTO MARKET QUALITY RESEARCH PROJECT
(Global Center of Excellence Project)

KEIO/KYOTO GLOBAL COE DISCUSSION PAPER SERIES

DP2008-021

**An Empirical Study on the Determinants of Anxiety
in Gift-Giving Behavior:
An Expansion of Wooten's Model**

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Abstract

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Why do so many givers become anxious in gift giving? Wooten (2000) provided an answer to the question by proposing a model of gifting anxiety. However, his model is lack of quantitative analysis to support its empirical adequacy. This study aims to expand Wooten’s model with additional nine determinants of gifting anxiety and verify the expanded model by conducting quantitative analysis based on consumer surveys. The results show that givers’ gifting anxiety arises when highly motivated to impress the recipient but doubt of success, which supports Wooten’s hypotheses. The verified expanded model suggests that all additional determinants have significant effects on gifting anxiety.

Introduction

People present gifts for various reasons. Some may give gifts just for expressing their feelings for the loved ones or friends; some may give gifts because they feel duty-bound; and some may give gifts to establish or strengthen relationships with recipients. Wolfenbarger (1990) suggested that the motivation of givers could be categorized into (1) altruistic giving, (2) gift giving as a norm, and (3) self interested giving. Many other researchers have also shown interests in categorizing the motivation for gift giving (Wolfenbarger and Yale 1993; Goodwin, Smith, and Spiggle 1990; Sherry 1983). Although these studies are fruitful to examine what kind of rule gifts play in gift giving, researchers have paid little attention to givers’ emotion toward gift giving.

Previous studies were conducted focused on giver’s anxious feeling. Vreeland (1998) mentioned that gift giving has become a tortured moment because people pack a lot of psychological baggage into gifts. Sherry, McGrath, and Levy (1993) suggested that gift giving brought on “high levels of anxiety among consumers” because of several reasons such as the pressure from recipient and dissatisfaction with the gift. Otnes, Lowrey, and Kim (1992) proposed the characteristics of the recipients that were considered difficult to shop for. Although

each of these studies revealed some part of the determinants which trigger givers' anxiety, all were limited in comprehensive explanation about the component factors determining gifting anxiety.

In contrast, Wooten's model (2000) of gifting anxiety is a relatively comprehensive model which explains the correlation between givers' gifting anxiety and the component factors determining the anxiety. Wooten's model applies the self-presentation based model of social anxiety proposed by Schlenker and Leary (1982). According to the model, a person becomes anxious when he/she is not only highly motivated, but also doubtful about his/her success. The model proposes psychological process of givers becoming anxiety when facing particular situations, recipients. The characteristics of givers are also suggested to have effects on gifting anxiety. Wooten's study brought a new perspective to study of anxiety in gift giving, but it was somewhat limited in that (1) there may be other determinants of gifting anxiety, and (2) the model is low in empirical validity since not statistically being tested with data.

The main objective of this study is to develop an expanded model of gifting anxiety based on Wooten's model (2000). Previous studies of self-presentation theory (Schlenker and Leary 1982; Leary 1983; Leary and Kowalski 1995) will be reviewed to discuss other determinants of gifting anxiety and expand the comprehension of social anxiety. Quantitative analysis based on consumer surveys will be conducted to test the expanded model.

Literature Review

Self-Presentation and Social Anxiety

Wooten's model (2000) gives an answer to the question why people become anxious in gift giving. His gifting anxiety model adopts the social anxiety model which puts its base on self-presentation theory. For further understanding, it's necessary to refer to social anxiety model and self-presentation theory before entering upon the discussion of Wooten's model.

Social anxiety is defined as “anxiety resulting from the prospect or presence of personal evaluation in real or imagined social situations” (Schlenker and Leary 1982, p.642).

Psychologists have shown great interests on the study of social anxiety. Various approaches have been taken in the past (e.g., the skills deficit model, the cognitive self-evaluation model, the classical conditioning model, and the personality trait approach) (Schlenker and Leary 1982; Leary 1983). However, as Leary pointed out, each of these approaches has limitation to explain social anxiety comprehensively (Schlenker and Leary 1982; Leary 1983).

In order to examine the component factors determining social anxiety, Schlenker and Leary (1982) suggested a model of social anxiety based on self-presentation theory. Self-presentation is the attempt to control images of oneself in front of real or imagined audiences (Schlenker 1980). Self-presentation theory says that people want to influence the audiences by generating particular images of themselves, and thereby achieve their goals (Schlenker and Leary 1982). According to the self-presentation based model of social anxiety, people are socially anxious when (1) they want to make a particular impression on others, while (2) they doubt they will do so. Leary and Kowalski (1995) formulated the model of social anxiety as: $SA = M(1 - \rho)$. The actor's level of motivation to make a desired impression (M) positively affects the social anxiety (SA), while the perceived probability of success (ρ) negatively affects SA . The perceived probability of the success is called outcome expectancies (Schlenker and Leary 1982; Leary 1983; Leary and Kowalski 1995).

The determinants of motivation and outcome expectancies were suggested in previous studies (Schlenker and Leary 1982; Leary 1983; Leary and Kowalski 1995). According to Schlenker and Leary (1982), people are motivated to make a good impression on talented, competent, and socially desirable people because they are often taken more seriously. They also suggested that the evaluation of high-ranking people such as employers and teachers will also be valued more. In addition, people are highly motivated when interacting with people of opposite sex (Leary 1983; Leary and Kowalski 1995). Besides, the importance of the performance, the anonymity of the actor, the number of presenting co-performers present, and the size of the audience would also influence people's motivation to impress others, and therefore, elicit social anxiety (Schlenker and Leary 1982; Leary 1983; Leary and Kowalski 1995).

Schlenker and Leary (1982) argued that uncertainty has negative effects on outcome expectancies since people may doubt if they can accomplish the goal when they are uncertain about how to do so. They suggested that social anxiety may be heightened when outcome ex-

pectancies are low and uncertainty is high. Uncertainty should be heightened in novel, unstructured situations, and when people encounter someone who are not familiar with or when something unexpected occurs (Schlenker and Leary 1982; Leary 1983). Moreover, people may feel socially anxious when they are unsure with their attributes, skills, accomplishments, or resources that are required to achieve the goal (Schlenker and Leary 1982).

Characteristics of the person also have effects on social anxiety (Schlenker and Leary 1982; Leary 1983; Leary and Kowalski 1995). People with high public self-consciousness, who expect for social approval, who are someone's directedness, and who are fear of negative evaluation might be highly motivated to make desirable impressions on others, and therefore, become socially anxious easily.

Thus, it is concluded that motivation to impress others and doubt of success are the two determinants of social anxiety, and determinants that have effects on these two determinants were proposed in previous studies (Schlenker and Leary 1982; Leary 1983; Leary and Kowalski 1995). Although there has been a great discussion about the self-presentation based model of social anxiety in the field of psychology, researchers have paid little attention to the impact of anxiety on gift giving. Wooten in the field of marketing is the first researcher to adopt the self-presentation based model of social anxiety to explore givers' anxiety.

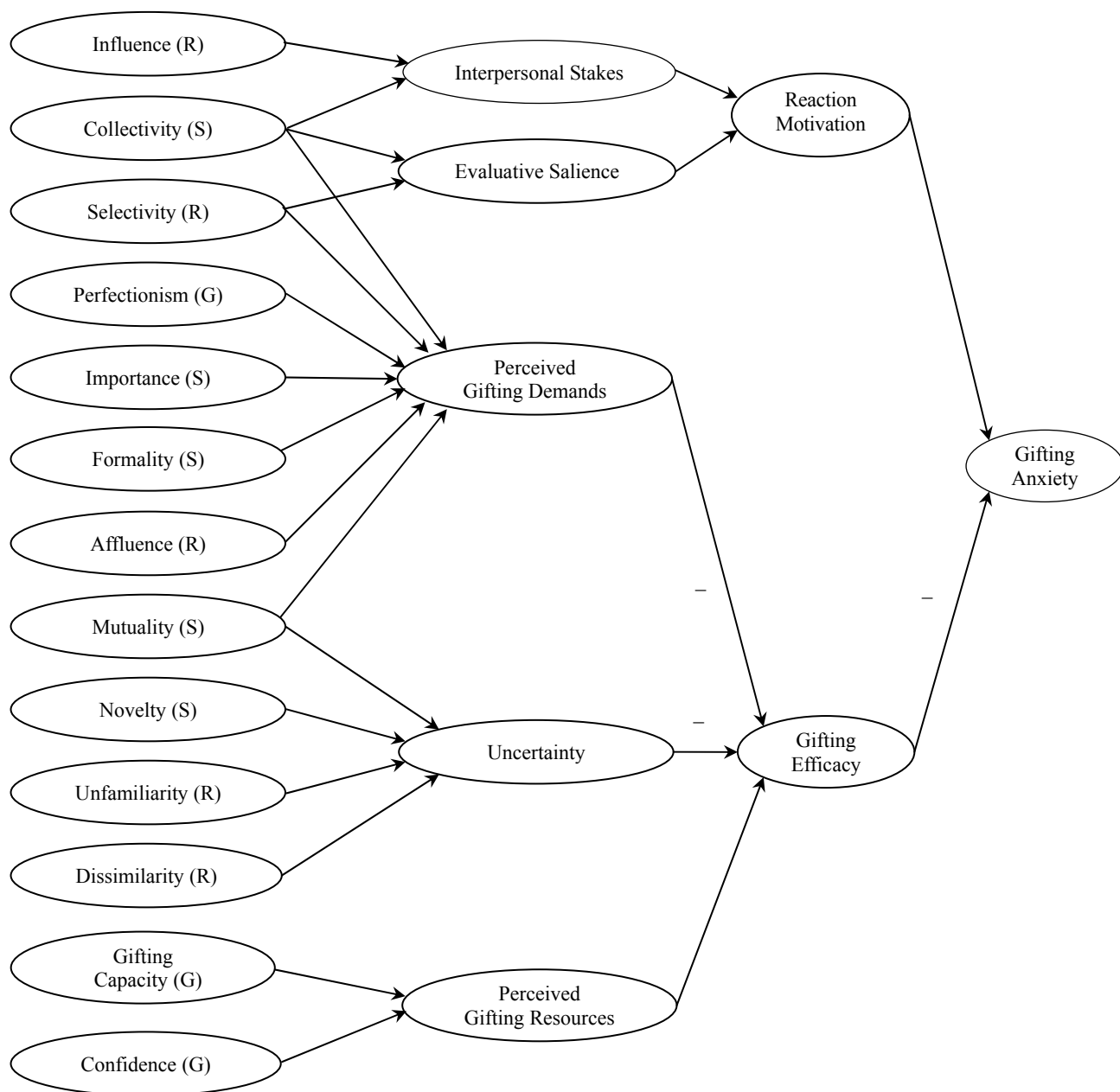
Wooten's Model of Anxiety in Gift Giving

Wooten (2000) explored gifting anxiety by introducing self-presentation based model of social anxiety. He suggested that gifting anxiety arises when givers are highly motivated to elicit desired reactions from the recipient while doubting of success. In his study, “reaction motivation” and “gifting efficacy” replaced “impression motivation” and “impression efficacy.”

According to his study, there are five major determinants affecting “reaction motivation” (M) and “gifting efficacy” (ρ). Two determinants of “reaction motivation” are “interpersonal stakes” and “evaluative salience.” The former refers to the perceived importance of interpersonal relationship, while the latter refers to the perceived salience of interpersonal evaluation. Three determinants that affect “gifting efficacy” are “uncertainty,” “perceived gifting

demands,” and “perceived gifting resources.” Even though the author did not give us a clear definition, it can be assumed that “uncertainty” refers to givers’ uncertainty about what kind

Figure 1 Wooten's Model of Anxiety in Gift giving



NOTE: All effects are positive unless otherwise noted. The letters *G*, *R*, and *S* denote characteristics of givers, recipients, and situations, respectively.

of gifts can help them to make a desirable impression on the recipients; and “perceived gifting resources” refer to the perceived resources that enable givers to make the desirable impression. However, no definition relevant to “perceived gifting demands” has appeared in previous studies. Therefore, “perceived gifting demands” seems to be Wooten’s original definition which is derived from the survey interview.

Wooten’s survey interview indicated thirteen determinants that influence the five determinants mentioned above (see Appendix 1). These determinants are classified into three groups: givers, recipients, and situations. “Influence,” “selectivity,” “affluence,” “unfamiliarity,” and “dissimilarity” are classified as characteristics of recipients; “collectivity,” “importance,” “formality,” “mutuality,” and “novelty” are classified as characteristics of situations; and “perfectionism,” “gifting capacity,” and “confidence” are classified as characteristics of givers. The relationship between those determinants is summarized in figure 1.

However, Wooten’s model was lack of quantitative analysis to support its empirical adequacy since he ended the study by establishing hypotheses without verification. Further examination supported by quantitative data is needed to test the model. The following hypothesis is proposed to examine the empirical adequacy of Wooten’s model:

Hypothesis 1 The empirical adequacy of Wooten’s model is supported by quantitative analysis.

Other Determinants of Gifting Anxiety

In Wooten’s model, only three determinants refer to characteristics of givers; “perfectionism,” “gifting capacity,” and “confidence”. However, more determinants which relate to givers’ characteristics may have effects on their motivation and perceived gifting efficacy, generating greater gifting anxiety.

Schlenker and Leary (1982) defined “self-attention” as “directing conscious attention in ward, toward rather than away from the self” (p.648). They suggested that people who are self-attentive are likely to focus attention on themselves and are highly motivated to make desired impressions. According to Schlenker and Leary (1982), “other-direction” is listed as a

characteristic of people who are highly motivated to give good impressions to others. They argued that other-directed people may “more dependent on the rules and preferences of others” (p. 651). “Fear of negative evaluation” and “desire to gain approval/avoid disapproval” also increase a person’s social anxiety by heighten his/her motivation (Leavy, 1980). Leary (1980) argued that “fear of negative evaluation” is associated with a desire to gain approval/avoid disapproval positively. Thus, the two variables could be represented by just one variable “need for approval.” In essence, “self-attention,” “other-direction,” and “need for approval” may have positive effects on giver’s motivation to make a preferred impression.

Additionally, Wooten (2000) said that “gifting capacity” consists both of productive resources such as “money,” “time,” and “effort”, and of cognitive resources such as “creativity” and “knowledge”. Wooten suggests that givers express doubts about the efficacy of their gift when at least one of those resources seems to be lacking. Therefore, the following hypotheses are proposed:

- Hypothesis 2 Self-attention has positive effects on reaction motivation.
- Hypothesis 3 Other-direction has positive effects on reaction motivation.
- Hypothesis 4 Fear of negative evaluation has positive effects on reaction motivation.
- Hypothesis 5 Money has positive effects on gifting capacity.
- Hypothesis 6 Time has positive effects on gifting capacity.
- Hypothesis 7 Effort has positive effects on gifting capacity.
- Hypothesis 8 Creativity has positive effects on gifting capacity.
- Hypothesis 9 Knowledge has positive effects on gifting capacity.

Otnes, Lowrey, and Kim (1993) investigated the “difficult” recipients and why they are perceived to be difficult. They found that givers will try to minimize either perceived social or psychological risk when giving the gift to the difficult recipients. It can be interpreted that givers manage to choose such strategies because difficult recipients make them anxious in gift giving. Therefore, some of the characteristics of the difficult recipients could be regarded as the determinants of givers’ gifting anxiety.

Otnes, *et al.* (1993) categorized the reasons of people being perceived as difficult reci-

ipients into nine groups. “Perceived lack of necessity or desire,” “people with limitations in some aspects (e.g., lack of hobbies, ill, or elder),” “different tastes or interests,” “unfamiliarity,” and “personality conflict with recipients” are listed as the characteristics of difficult recipients. Not only the characteristics of recipients, but those of givers might be the reason why recipients are categorized as difficult; “the giver’s limitation in financial ability” and “fear of being unappreciated.” When “the gift proved to be inappropriate” (For example, a giver comes to know that the recipient do not like the present which the giver is going to present) and when the gift exchange with the recipients is perceived “imbalanced,” especially in gift spending, givers will also perceive the recipients as difficult one.

Table 1 Comparison of Determinants

Reasons of recipients categorized as difficult (Otnes, <i>et al.</i> 1993)	Determinants of gifting anxiety (Wooten 2000)
Perceived lack of necessity or desire	Affluence
Difference in tastes or interests Personality conflict with recipients	Dissimilarity
Unfamiliarity with recipients	Unfamiliarity
Limitation in financial ability	Gifting capacity
Perceived recipient limitation	Selectivity
Fear of being unappreciated	Confidence
The gift proved to be inappropriate	Gifting efficacy
Imbalance	(n/a)

Of the nine characteristics Otnes, *et al.* proposed, eight are synonymous with the determinants that are mentioned in Wooten’s model (Table 1). The last characteristic, perceived imbalance may also considerably disturb givers in gift giving, even though it is not mentioned in Wooten’s model. Therefore, the following hypothesis is proposed:

Hypothesis 10 Imbalance has positive effects on givers' uncertainty.

Methodology

In this article, Structural equation modeling (SEM) was used to analyze the proposed model since SEM fits the analysis of causal relationship representing psychological process of givers becoming anxiety. Generally, SEM is suitable for analyzing the hypothesized relationship among latent variables and confirmatory factors.

SEM needs multi scale for each construct, but, as far as we can examine, there is no relevant previous empirical study concerning the constructs in this article. Consequently, two or three scales for each construct are developed. Questions about each construct were implemented on a seven-point Likert scale with 1 = strongly disagree and 7 = strongly agree.

An online survey was utilized for data collection (417 respondents) as a part of the research conducted under the Keio University/Kyoto University Global Center-of-Excellence Program—Market Quality Research Program.

Results

The structural equation was estimated with maximum likelihood criterion in CALIS procedure of SAS/Stat 9.1. Primary analysis was conducted on the proposed model. The paths coefficient between “perfectionism” and “perceived gifting demands” and between “unfamiliarity” and “uncertainty” were not significant in 10 % level. Therefore, a modification of the model which removes “importance” and “unfamiliarity” was made. The proposed new model is presented in figure 2.

Table 2 Model Estimation

χ^2/df	3.35	RMSEA	.08
GFI	.62	AIC	2843.35
AGFI	.59	SBC	-7796.60

Table 3 Endogenous Variables and R-Square

Variables	R ²	Variables	R ²	Variables	R ²	Variables	R ²
X_1	0.98	X_{23}	0.76	X_{45}	0.91	η_1	0.26
X_2	0.84	X_{24}	0.90	X_{46}	0.64	η_2	0.41
X_3	0.95	X_{25}	0.95	X_{47}	0.94	η_3	0.17
X_4	0.95	X_{26}	0.92	X_{48}	0.97	η_4	0.38
X_5	0.79	X_{27}	0.89	X_{49}	0.83	η_5	0.08
X_6	0.92	X_{28}	0.76	X_{50}	0.78	η_6	0.18
X_7	0.91	X_{29}	0.87	X_{51}	0.71	η_7	0.34
X_8	0.95	X_{30}	0.86	X_{52}	0.71	η_8	0.48
X_9	0.84	X_{31}	0.93	X_{53}	0.89	η_9	0.34
X_{10}	0.71	X_{32}	0.96	X_{54}	0.90		
X_{11}	0.62	X_{33}	0.84	X_{55}	0.84		
X_{12}	0.91	X_{34}	0.81	X_{56}	0.89		
X_{13}	0.69	X_{35}	0.33	X_{57}	0.73		
X_{14}	0.92	X_{36}	0.55	X_{58}	0.95		
X_{15}	0.84	X_{37}	0.96	X_{59}	0.92		
X_{16}	0.84	X_{38}	0.83	X_{60}	0.75		
X_{17}	0.94	X_{39}	0.81	X_{61}	0.86		
X_{18}	0.89	X_{40}	0.97	X_{62}	0.69		
X_{19}	0.93	X_{41}	0.86	X_{63}	0.88		
X_{20}	0.80	X_{42}	0.86	X_{64}	0.92		
X_{21}	0.95	X_{43}	0.61	X_{65}	0.89		
X_{22}	0.66	X_{44}	0.86				

The results are presented in Table 2 and Table 3. The resulting full model $\chi^2_{(2114)}$ was 7071.35, ($p < .000$) and the ratio of χ^2 to degrees of freedom (3.35) is within the acceptable range (Bollen 1989). All composite reliabilities for the constructs were above .67 (see Appendix 2). Confirmatory factor analysis (CFA) was utilized to examine convergent validity. All the factor loadings and measurement errors were in acceptable ranges and significant in 1 %

level. Discriminant validity among the constructs is examined stringently using the procedure recommended by Fornell and Larcker (1981). Every pair of constructs passed this test, demonstrating discriminant validity between the latent variables.

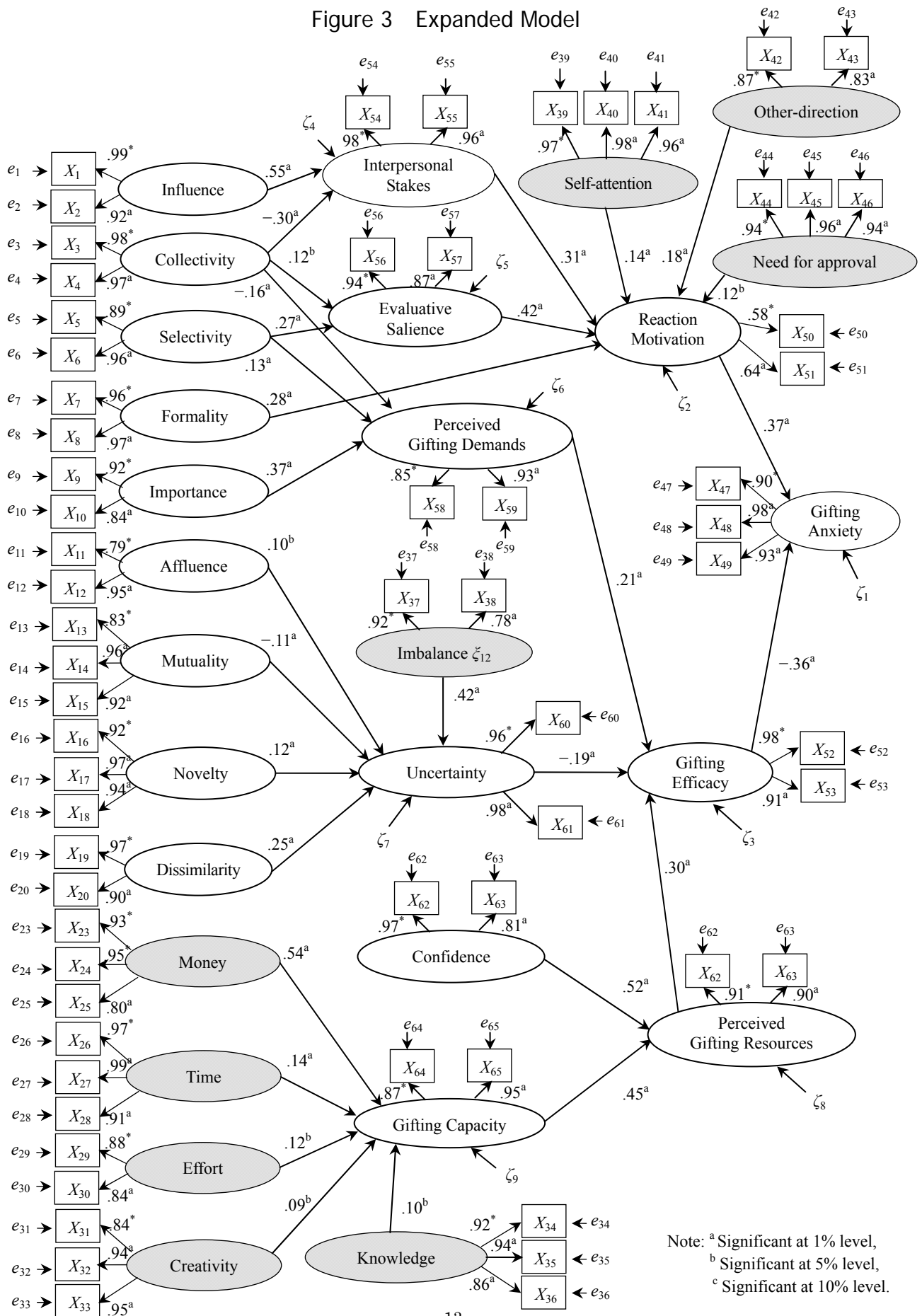
The goodness of fit index (GFI) and the GFI adjusted by the degree of freedom (AGFI) are .62 and .59, respectively. Although they are slighter than the recommended level of up to .90 (Bagozzi and Yi 1988), this could be due to the small sample size and the large number of constructs. In this case, useful index is the root mean square error of approximation (RMSEA), a parsimony measure that accounts for potential artificial inflation due to the estimation of many parameters. Values of .09 and below are indicative of a satisfactory fit of the model (Browne and Cudeck 1993). The RMSEA is .08, which indicates a close fit of the data to the model.

As shown in Figure 3, all parameter estimates of the structural equations had adequate signs and were significant no more than in 5 %, except one in 10 % (γ_{77} : positive effects of “affluence” on “uncertainty”).

Regarding relationships between “gifting anxiety” and its direct determinants, the estimated value of β_{12} (positive effects of “reaction motivation”) is .37 ($t = 5.74, p < .01$), while the value of β_{13} (negative effects of “gifting efficacy”) is $-.36$ ($t = -7.39, p < .01$). Both of them have adequate sign and significant value. Thus, givers are likely to become anxious when the motivation to make a particular impression on recipients is high, while gifting efficacy of the gift is low, which supports Wooten’s hypotheses. Low gifting efficacy may have stronger effects on givers’ gifting anxiety.

Regarding relationships between “reaction motivation” and its direct determinants, the estimated value of β_{24} (positive effects of “interpersonal stakes”) is .31 ($t = 5.17, p < .01$), while the value of β_{25} (positive effects of “evaluative salience”) is .42 ($t = 6.08, p < .01$). Both of them have adequate sign and significant value. Thus, givers’ motivation to make a particular impression is likely to be heightening when interpersonal relationship is regarded as important and when the salience of interpersonal evaluation is high. “Formality,” “self-attention,” “other-direction,” and “need for approval” are also found to have significant, positive effects on “reaction motivation” ($\gamma_{26} = .28, t = 4.67, p < .01$; $\gamma_{218} = .14, t = 2.59, p < .01$; $\gamma_{219} = .18, t = 2.87, p < .01$; $\gamma_{220} = .12, t = 2.10, p < .05$, respectively). “Formality” is

Figure 3 Expanded Model



Note: ^a Significant at 1% level,
^b Significant at 5% level,
^c Significant at 10% level.

associated positively with “reaction motivation” the most. Thus, givers’ motivation may be heightening when the situation is formal. Givers who are self-attentive, other-directive, or who desire to gain approval may also be motivated to elicit the recipient’s reaction, and therefore, become anxious in gift giving.

Regarding relationships between “gifting efficacy” and its direct determinants, the estimated value of β_{36} (positive effects of “perceived gifting demands”) is .21 ($t = 4.38, p < .01$), β_{37} (negative effects of “uncertainty”) is $-.19$ ($t = -4.00, p < .01$), and β_{38} (positive effects of “perceived gifting resources”) is .30 ($t = 6.08, p < .01$). All of them have adequate sign and significant value. Givers’ “gifting efficacy” is likely to be high when “perceived gifting demands” is high, while “uncertainty” is low. Note that “Perceived gifting demands” is associated positively with “gifting efficacy,” which is contrary to Wooten’s hypothesis.

In essence, the results support Wooten’s hypotheses regarding the relationship between “reaction motivation” and its determinants. In addition, four added determinants are proved to have significant, positive effects on “reaction motivation.” Two of the three hypotheses regarding the relationship between “gifting efficacy” and its determinants were supported. The relationship between “perceived gifting demands” and “gifting efficacy” is positive, which is contrary to Wooten’s hypothesis. Wooten developed the determinant of “perceived gifting demands” originally based on interview survey. The results indicate “perceived gifting demands” may not fit the model due to the small sample size.

Regarding relationships between “interpersonal stakes” and its direct determinants, “influence” has significant, positive effects on “interpersonal stakes” ($\gamma_{41} = .55, t = 12.62, p < .01$). “Collectivity” has significant, negative effects on “interpersonal stakes” ($\gamma_{42} = -.30, t = -7.45, p < .01$), which is contrary to the hypothesis. Thus, givers are likely to regard a situation with fewer participants as a more important chance to create interpersonal relationships. In the situation with low collectivity, perceived salience of interpersonal evaluation may be high and, therefore, social anxiety may be raised.

Regarding relationships between “evaluative salience” and its direct determinants, “collectivity” and “selectivity” have significant, positive effects on “evaluative salience” ($\gamma_{52} = .12, t = 2.49, p < .05$; $\gamma_{53} = .27, t = 5.10, p < .01$, respectively), which support Wooten’s hypotheses. “Selectivity” has stronger effects on “Evaluative salience” than “collectivity.” Thus,

if recipients have some limitations or multiple participants are existent, givers' perception of being valued by others may be high, and givers become anxious.

Regarding relationships between "perceived gifting demands" and its direct determinants, "importance" has significant, positive effects on "perceived gifting demands" ($\gamma_{65} = .37$, $t = 6.93$, $p < .01$), as Wooten hypothesized. "Selectivity" is proved to have significant, positive effects on "perceived gifting demands" ($\gamma_{63} = .13$, $t = 6.94$, $p < .01$). "Collectivity" is found to have significant, negative effects on "gifting demand" ($\gamma_{62} = -.16$, $t = -3.32$, $p < .01$). The results indicate that "collectivity" of the situation should lower "perceived gifting demands," which is contrary to Wooten's hypothesis. A situation with fewer participants may be more important for givers. Therefore, when "collectivity" is low, "perceived gifting demands" would be heightened and, thus, givers may perceive anxiety low.

Regarding relationships between "uncertainty" and its direct determinants, "Novelty" and "dissimilarity" are associated positively with "uncertainty" ($\gamma_{79} = .12$, $t = 2.85$, $p < .01$; $\gamma_{710} = .25$, $t = 5.38$, $p < .01$, respectively), while "mutuality" is associated negatively with "uncertainty" ($\gamma_{78} = -.11$, $t = -2.76$, $p < .01$). "Affluence," which was hypothesized to have positive effects of "perceived gifting demands" (Wooten 2000), is associated positively with "uncertainty" ($\gamma_{77} = .10$, $t = 2.24$, $p < .05$). "Imbalance" also found to have significant, positive effects on "uncertainty" ($\gamma_{712} = .42$, $t = 2.94$, $p < .01$). "Imbalance" has stronger effects on "uncertainty." The results indicate that givers may be uncertain about what to give when the gift exchange with the recipients is regarded as imbalanced.

Regarding relationships between "perceived gifting resources" and its direct determinants, both of "gifting capacity" and "confidence" have significant, positive effects on "perceived gifting resources" ($\beta_{89} = .45$, $t = 10.20$, $p < .01$; $\gamma_{813} = .52$, $t = 10.51$, $p < .01$, respectively). "Confidence" has stronger effects on "perceived gifting resources" than "gifting capacity." Thus, if givers are confidential, they may have less gifting anxiety.

Regarding relationships between "gifting capacity" and its direct determinants, "money," "time," "effort," "creativity," and "knowledge" have significant, positive effects on "gifting capacity" ($\gamma_{913} = .54$, $t = 11.07$, $p < .01$, $\gamma_{914} = .14$, $t = 3.28$, $p < .01$, $\gamma_{915} = .12$, $t = 2.36$, $p < .05$, $\gamma_{916} = .09$, $t = 2.04$, $p < .05$, $\gamma_{916} = .10$, $t = 2.25$, $p < .05$, respectively). Among those determinants, "money" has the strongest effects on "gifting capacity." "Time" is also associated

with “gifting capacity” positively. The results show that givers lacking in money and time may be more likely to become anxious.

Discussion

There has been a great discussion about gift giving in the field of consumer behavior. Although many researchers have shown an interest in givers’ motivation, few studies have focused on givers’ anxiety in gift giving. Wooten’s model of givers’ anxiety in gift giving gave a new twist to the study of gifting anxiety by introducing self-presentation based model of the social anxiety proposed by Schlenker and Leary (1982). However, Wooten’s study is limited in the lack of empirical data to support his hypotheses. His study also left room for the further discussion about new determinants of gifting anxiety.

In this study, quantitative analysis based on the consumer survey was conducted for testing Wooten’s model. The results of this empirical research suggest that givers become anxious when motivation to impress recipients is high, and when the perceived possibility of success is low. This supports Wooten’s hypotheses. The results also suggest that, as Wooten pointed out, gifting anxiety can be regarded as another form of social anxiety.

Nine determinants (“money,” “time,” “effort,” “creativity,” “knowledge,” “self-attention,” “other-direction,” “need for approval,” and “limitation”) were added to reform Wooten’s model. The results indicate that all of them have significant effects. “Money” is likely to be the most important factor which affects “perceived gifting resources.” Givers who are highly self-attentive, other-directed, and who hope for approval should easily become anxious in gift giving. Givers may also be anxious if the gift exchange with the recipients is perceived imbalanced.

This study is somewhat limited in the low reliability of the model. This limitation may due to the small sample size. In the future research, a large size of online consumer research will be investigated, so that the expanded model could explain givers’ gifting anxiety much more inclusively.

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Appendix1 Definition of Determinants

Influence	Capacity of recipients to bestow valued rewards upon givers and strength of their will to do so.
Collectivity	The extent to which multiple participants have to be taken into account / audience's size.
Selectivity	Having limited and unappreciative wants, with careful inspection.
Perfectionism	Propensity of givers to set extremely high standards themselves and be displeased with anything that does not fit these standards.
Importance	Special occasion that it is perceived as being important to the recipients.
Formality	Degree to which events are rigidly ceremonious.
Affluence	Recipients' material prosperity.
Mutuality	The expectation that a gifting situation will involve simultaneous reciprocity.
Novelty	Situations which are new to givers or rarely encountered by them.
Unfamiliarity	A lack of knowledge about recipients' tastes, wants, or needs.
Dissimilarity	Major difference between givers and recipients on salient dimensions.
Gifting capacity	The quality of possessing the necessary means to succeed as givers.
Confidence	Self-assurance.

Appendix 2 Scale Items

Constructs	Questionnaires	α
ζ_1 : Influence	X_1 : The recipient's words have impact on you. X_2 : The recipient's judgments have impact on you.	.95
ζ_2 : collectivity	X_3 : You give the gift in front of many people. X_4 : Many people are looking at you giving the gift.	.97
ζ_3 : Selectivity	X_5 : The recipient is a picky person. X_6 : The recipient is not satisfied easily.	.92
ζ_4 : Formality	X_7 : The situation is formal. X_8 : You have to make yourself polite in the situation.	.87
ζ_5 : Importance	X_9 : The situation is important to the recipient. X_{10} : The situation is special to the recipient.	.82
ζ_6 : Affluence	X_{11} : The recipient is affluent. X_{12} : The recipient can get everything one wants.	.86
ζ_7 : Mutuality	X_{13} : There is a gift in return from the recipient then and there. X_{14} : You can get a gift from the recipient then and there. X_{15} : You and the recipient present the gift mutually.	.93
ζ_8 : Novelty	X_{16} : You have never participated in the situation. X_{17} : You have never experienced the situation. X_{18} : You do not know how to behave in the situation.	.96
ζ_9 : Dissimilarity	X_{19} : There is a large gap in values between the recipient and you. X_{20} : You have nothing in common with the recipient.	.93
ζ_{10} : Confidence	X_{21} : You always do things with confidence. X_{22} : You always behave with confidence.	.88
ζ_{11} : Money	X_{23} : You can afford an ideal gift. X_{24} : You can buy an ideal gift in your by your financial ability. X_{25} : You are not short of money to buy an ideal gift.	.92
ζ_{12} : Time	X_{26} : You have a lot of time to choose the gift. X_{27} : You can make a lot of time to choose the gift. X_{28} : You can get around selecting the gift	.97
ζ_{13} : Effort	X_{29} : You invest time and effort on choosing the gift. X_{30} : You spare no effort to choose the gift.	.85
ζ_{14} : Creativity	X_{31} : You are imaginative. X_{32} : You are innovative. X_{33} : You have never experienced the situation.	.94
ζ_{15} : Knowledge	X_{34} : You are clever. X_{35} : You are smart. X_{36} : You have a lot of knowledge.	.93
ζ_{16} : Imbalance	X_{37} : The recipient has more possessiveness on gifts. X_{38} : The recipient puts more emphasis on gifts.	.84
ζ_{17} : Self-attention	X_{39} : You are anxious about how one is said by others. X_{40} : You are anxious about how one look to others. X_{41} : You are anxious about how one is valued by others.	.98
ζ_{18} : Other-direction	X_{42} : You are easily influenced by others. X_{43} : Your behavior is easily affected by others.	.83
ζ_{19} : Need for approval	X_{44} : You want to gain approval by others. X_{45} : You want to be valued by others. X_{46} : You want to be admired by others.	.96
η_1 : Gifting anxiety	X_{47} : You are anxious about whether you can get a desired reaction (to please the recipient, to attract the recipient, to be valued by the recipient, etc.) from the recipient or not. X_{48} : You feel insecure whether you can get a desired reaction (to please the recipient, to attract the recipient, to be valued by the recipient, etc.) from the recipient or not. X_{49} : You are not sure whether you can get a desired reaction (to please the recipient, to attract the recipient, to be valued by the recipient, etc.) from the recipient or not.	.95
η_2 : Reaction motivation	X_{50} : You want to attract the recipient by giving the gift. X_{51} : You want to be valued by the recipient by giving the gift.	.67
η_3 : Gifting efficacy	X_{52} : You are confident that you can get a desired reaction (to please the recipient, to attract the recipient, to be valued by the recipient, etc.) from the recipient. X_{53} : You believe that you can get a desired reaction (to please the recipient, to attract the recipient, to be valued by the recipient, etc.) from the recipient.	.95
η_4 : Interpersonal stakes	X_{54} : It is important to build a good relationship with the recipient. X_{55} : It is important to build a familiar relationship with the recipient.	.97
η_5 : Evaluative salience	X_{56} : You will be valued by your gift. X_{57} : You will be evaluated by your gift.	.90
η_6 : Gifting demand	X_{58} : You have to give a gift which will satisfy the recipient. X_{59} : You have to give a gift which will please the recipient.	.88
η_7 : Uncertainty	X_{60} : You do not know what to give in order to satisfy the recipient. X_{61} : You do not know what to give in order to please the recipient.	.97
η_8 : Gifting resources	X_{62} : You have enough resources (money, knowledge, etc.) which needed in giving an ideal gift. X_{63} : You are rich in resources (money, knowledge, etc.) needed in giving an ideal gift.	.93
η_9 : Gifting capacity	X_{64} : You can give an ideal gift by your ability. X_{65} : You can hardly buy a ideal gift by your ability.	.92

